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EXAMINING RACIAL DISCOURSE IN DIVERSITY POLICIES AT HISPANIC-SERVING INSTITUTIONS

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Examining Racial Discourse in Diversity Policies at Hispanic-Serving Institutions

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ABSTRACT

Persistent critiques regarding the lack of racial diversity in higher education have sparked institutions to implement an array of diversity programs and policies. In concert, states have crafted policies mandating the benchmarking and reporting of institutional diversity efforts. These policies have resulted in the development of institutional reports that both monitor an institution's efforts and highlight aspirations. The increased focus on diversity has occurred within the landscape of shifting institutional diversity. The diversification of institution type is exemplified by the growth in Hispanic Serving Institutions (HSIs), which in the past 20 years, have doubled and grown to educate over 60 percent of Latinx students (Galdeano, Hurtado, & Núñez, 2015).

This dissertation considers unaddressed questions regarding diversity discourse within diversity plans and key institutional artifacts HSIs. Specifically, it examines the characterizations of racial diversity, how the discourse of race informs campus framing of Latinx students as raced subjects, and how policy problems and solutions are constructed within these institutions. Engaging critical discourse analysis, this study examines the diversity, equity, or inclusion report at 24 public institutions located in three distinct policy environments - Florida, New York, and California. Through a critical race theory framework, this work explores the discourse of racial diversity at these institutions.

Key findings from this study include the ways in which the diversity plans serve to both lay a foundation for a shared definition of diversity but, in so doing, advance the erasure and essentialization of various identities resulting in a narrow characterization of Latinx.

Additionally, the research illustrates how institutions leverage their HSI identity for financial gains. Given the national discourse of advancing racial diversity in higher education, this research presents findings on the current landscape as well as provides recommendations for practitioners aiming to promote the construction of diversity policy that can deliver on this agenda.

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Dedication

This is dedicated to Cecilia and Joaquin Casellas Connors. You have joined in this journey, whether it be sitting in bouncers while I wrote or listening while I read journal articles aloud. One day, you may have your own dissertations, but until then, we will share this one. Justice and liberation for all people.

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CHAPTER I: Introduction

The establishment and expansion of higher education has historically been a propertied, White Christian male project. Over time, higher education has diversified across many facets, including gender, class, and race, yet white men and women continue to dominate these institutions. The middle of the twentieth century- the Civil Rights Act, along with the Higher Education Act of 1965- played an important role in increasing the representation of people of color in higher education. Nonetheless, the increases fail to reflect the broader racial diversity of society. Since this period, higher education has continued to come under fire for inadequate efforts to broaden participation, particularly for racially and socio-economically underrepresented populations. The underrepresentation of racially minoritized students can be illustrated simply by a review of enrollment data. Nationally, in 2014 Black[1] and Latinx[2] individuals represent 13.2 and 17.4 percent of the population over 18, and by 2060 they are projected to represent 14.3 and 28.6 percent (Colby & Ortman, 2015). Within higher education, Black and Latinx students represent 13 and 15 percent of undergraduates nationally with the vast majority- 70 and 83 percent respectively- attending public institutions (U.S. Department of Education Office of Elementary and Secondary Education, 2018). Alternatively presented, 34.9 and 36.6 percent of Black and Latinx individuals age 18-29 are enrolled in postsecondary education compared to 41.8 percent of White students (McFarland et

[1] The term Black is utilized because while often used interchangeably with African American, some have noted it serves as a more inclusive term.

[2] While Latinx, Latino, Latina, and Hispanic are commonly used interchangeably, throughout the proposal, the term Latinx is utilized where the author is discussing the student population. Where referencing other scholarship or federal designations the term, Hispanic is used to reflect the terms and voice used by the authors or government agency.

al., 2017). Ultimately, while higher education has made strides in broadening participation, this continues to be limited both in numbers as well as disproportionate representation in specific sectors of higher education.

The critiques of the representation of racial diversity in higher education (i.e., the number of Black and Latinx students) have resulted in the manifestation of a plethora of diversity programs, initiatives, and policies that aim to address the chronic failure of higher education institutions. The programs, initiatives, and policies serve as the institution's primary mechanism for codifying a public commitment to efforts related to diversity as well as moving beyond numeric representation to stronger levels of inclusion. At the same time, they can serve a performative role for diversity, advancing diversity rhetoric without promoting systemic change (Ahmed, 2012). The result is that while overt racism is widely condemned within higher education, institutions have moved to more coded or veiled forms of racism (Solorzano, Ceja, & Yosso, 2000; Warikoo, 2016; Wynette Ward, 2017). In doing this, institutions suffer from the centering of colorblind rhetoric. Colorblind rhetoric suggests that race and racism are no longer a central aspect of American society yet, in so doing, allows for the perpetuation of racism and white privilege that empowers the marginalization of people of color (Bonilla-Silva, 2017). Thus, diversity programs, initiatives, and policies serve as a technology to advance diversity rhetoric while also potentially failing to make progress.

In higher education research, the themes of racial diversity and colorblind rhetoric have primarily been considered through the lens of predominantly white institutions (PWIs). However, in the past several decades, more racially minoritized students are attending minority serving institutions (MSIs). Given MSIs central role as the higher

education path for racially minoritized students, are these institutions sites that counter or perpetuate race-conscious discourse? This research is broadly designed to advance our understanding of how a group of institutions that are categorized as an MSI, Hispanic Serving Institutions (HSIs), publicly advance a narrative of racial diversity. Given HSIs central role of educating racially minoritized students within the broader project of diversity in higher education, this research uncovers how race is discursive at this group of MSIs.

The significance of this research can be positioned within the narrative of national demographic shifts and the need to advance racial equity in higher education. As individuals and communities that were once identified as racial/ethnic minorities become the majority in the United States, it will be vital that these populations find access to and through higher education. At the same time, trends in these data suggest that it is likely that Black and Latinx students will continue to be primarily enrolled in public minority-serving institutions. Within MSIs, HSIs represent the largest and fasted growing MSI sub-group. The proliferation of institutions results in HSIs serving as the primary site of education for the Latinx student community. Consequently, higher education's ability to support racially minoritized students is contingent on the implementation of programs and policies at HSIs that move beyond colorblind rhetoric to center the unique intersectional identities of these students. Thus, this research focuses on the racial discourse and representation of Latinx communities within HSIs.

Problem Statement

The increasingly racially diverse student populations found in U.S. higher education demands that public higher education institutions cultivate organizational

cultures and structures that ensure an inclusive and productive learning environment that supports minoritized students' success. In tandem with this increasingly racially diverse student population, there has been an increasing diversification of higher education institutional types. This shift began in the 1970s with the increased clarity and specificity regarding institutional designations (Gasman, Nguyen, & Conrad, 2015). These institutions have become known as minority-serving institutions (MSIs). The over 700 MSIs include Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American, Native American, and Pacific Islander Serving (AANAPISIs) (Gasman et al., 2015). In 2017, they educated 4.8 million students or 28 percent of the U.S. undergraduate population (Espinosa, Turk, & Taylor, 2017). Their value goes beyond serving as venues to support racially minoritized students but also fulfill a central role of contributing to the diverse needs of American higher education (Gasman, Baez, & Turner, 2008).

While the number of HBCUs has remained relatively static since the 1980s, currently with approximately 100 institutions, the HSI sector has seen significant growth over the past two decades (Galdeano, Hurtado, & Núñez, 2015). The HSI designation was first formally recognized in the Higher Education Act (HEA) of 1992. The federal government in establishing the classification identified that any institution whose undergraduate student population is 25 percent Hispanic and have one-half of the Hispanic student body qualifying for need-based financial aid could be designated an HSI. At their start (1994-1995), 189 institutions identified as an HSI educating 46 percent of Latinx students (Galdeano et al., 2015). In the over 25 years since this designation was first formally codified, that number has grown to nearly 500 institutions educating 60

percent of Latinx students (Excelencia in Education, 2018). Given the proliferation of HSIs and their dominant role in educating Latinx students, when considering an inquiry into the discourse of race and Hispanicity in higher education, HSIs serve as an ideal site of investigation.

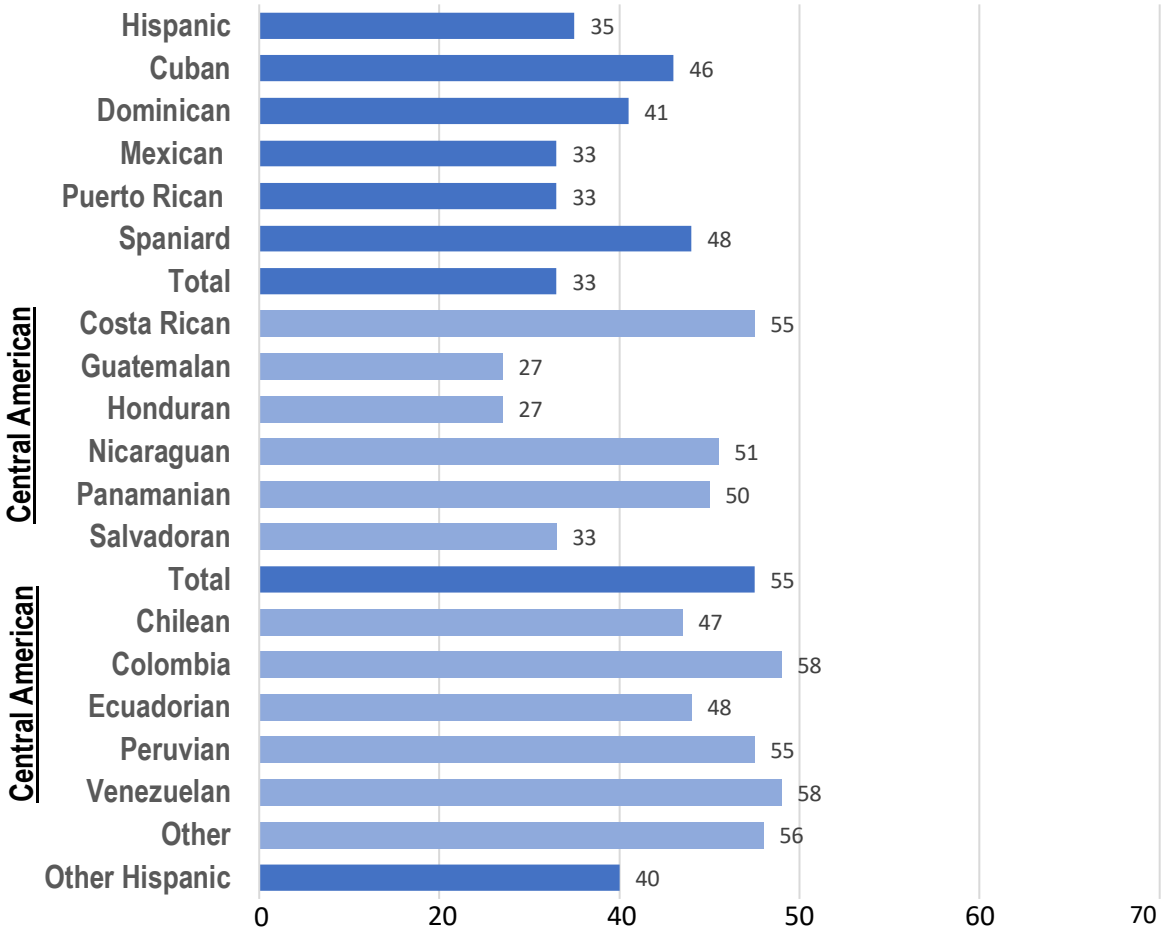
Understanding HSIs and their efforts towards racial diversity necessitate an understanding of the term Hispanic and the racialized experiences for Latinx people in the U.S. While the attempts of the early 20th century were scattered, unsystematic, and inconstant, the Civil Rights era gave way to the opportunity for Mexicans, along with Puerto Ricans and others from an array of Spanish speaking heritage, to coalesce around a single classification (Mora, 2014). The unifying feature of this panethnic group was the Spanish language. As Mora (2014) illuminates, the corporate media sector played a vital role in advancing the Hispanic identity through the utilization of news and T.V. programming targeting a "universal" Spanish speaking audience. Thus, "Hispanic" gained prominence in its use to capture anyone from a Spanish speaking country of origin, which includes over 20 countries such Puerto Rico, Mexico, Peru, and Spain- each with their own complex immigration history in the U.S.

Although the Latinx community has seen significant growth over the past several decades, higher education has continued to focus on a Black-white binary, which, as noted above, neglects the unique racialized experiences of Latinx students. As a result, national data from the National Center for Education Statistics can provide us with trends in Latinx enrollment over the past 20 years but is limited in its ability to provide data on the *racial* diversity of students within the Latinx categorization. However, some recent data have considered nuanced diversity within the Latinx community. Utilizing data from

the Current Population Survey (CPS), research is able to consider variation in college enrollment rates based on different Hispanic countries of origin. Overall, this illuminates large-scale variations such as 33 percent of Central Americans compared to 55 percent of South Americans age 18-24 who are enrolled in college or university. At a granular level, these data reveal disparities such as 27 percent of Hondurans are enrolled in contrast to 55 percent of Costa Ricans. The full data (Figure 1.1) provides insight into the disparities based on ethnicity in college-going within the Latinx community.

In order to better understand the nuances in racial diversity, this can be coupled with a review of the Census data that illuminates the variation in racial identification based on ethnicity. Discussed in detail in Chapter 2, within the diversity of Latinx identities, U.S. census data tells significantly different stories or racial identification. For example, while 58.8 percent of Dominicans identify as "other" race, this is the case for only 28.2 percent of Colombians (Rumbaut, 2008). It is at the intersection of these two data sets that these data begin to tell a story of differing racial identities and participation in higher education. For example, among Colombians, 62 percent of whom identify as white, and 58 percent of this ethnic group age 18-24 are enrolled in higher education. This can be contrasted with the 33 percent of Mexican's enrolled in higher education, of which 45.8 percent identify as "other" race. As these data illustrate, it is clear that that Latinx who identify as ethnicities that have higher numbers of individuals who self-identify as white also see higher levels of higher education engagement. This data provides just one glimpse into the intersection of ethnicity, racial identification, and higher education participation.

Figure 1. 1 National Center for Education Statistics- Total college enrollment rates of 18- to 24-year-olds in 2- or 4-year colleges and universities, by selected Hispanic subgroups: 2014



Given the impending shifts in higher education, there is a necessity to move beyond the racial discourse that has perpetuated the Black-white binary. Fittingly, there is a need to consider the unique attributes of racialization within the Hispanic community, bearing in mind scholarship that examines how Latinx communities are composed of a diversity of racial identities and the implications of the panethnic Hispanic categorization. By focusing on HSIs, research can target institutions that are most significantly impacted by these demographic shifts and thus be in the ideal position to advance new rhetoric around racial diversity in higher education.

Research Goals

As HSIs continue to shape the landscape of higher education opportunities for Latinx students, with 60 percent of Latinx students attending an HSI, understanding the plans and policies that guide the work of these institutions is vital (Excelencia in Education, 2018). While diversity efforts have and will continue to be hotly contested, institutional plans and policies serve as important sites of inquiry due to their position as an institution's formal presentation of its goals and objectives (Schauber & Castania, 2001). Diversity plans and policies not only speak to organizational culture but also frame an understanding of what is intended by diversity, and consequently, the racialization of Hispanics.

Beyond presenting a public narrative of diversity, institutional plans, and policies capture the problems that an institution may face, the solutions they identify. In the process, these plans and policies present a representation of race and/or diversity at the institution (Gordon, Iverson, & Allan, 2010; Iverson, 2005). Research into other areas of HSIs, such as Title V funding requests has illuminated how this funding mechanism, which intends to "expand educational opportunities for and improve the academic attainment of, Hispanic students," advances colorblind rhetoric (Vargas & Villa-Palomino, 2018). The relevance of colorblindness is linked with the complicated nature of the intersection of racial and ethnic identification of Latinx outline above. The extent to which attention to the inclusion of racially minoritized students is codified in the institutional diversity policy can have significant implications for the institutional agenda. As one of the primary public-facing documents outlining an institution's diversity agenda, it speaks directly to the institutional focus and commitment to this work.

Considering the portrayal of race within these documents plays a critical role in enhancing our understanding of how institutions articulate racial diversity within their broader diversity agenda. This inquiry of the representation of race requires an examination of the discourse of race and how this discourse informs institutional diversity policy. This research enhances our understanding of how race is discursive within institutional policy at HSIs by examining institutional diversity plans, supporting institutional messaging, and narratives from key stakeholders. In doing so, it promotes an understanding of how HSIs engage in conversations about race to meet the needs of shifting and increasingly racially diverse student populations.

Research Questions

This research aims to understand the discourses that are informing higher education policies and plans related to institutional racial diversity at selected HSIs. Utilizing the frameworks presented in policy discourse analysis, which seeks to "disrupt and displace traditional approaches to policy analysis by highlighting how policy actively produces subjects, knowledge, and perceived truths" (Gordon et al., 2010, p.26), this research examines how policy subjects (specifically, Latinx students), the policy problems (unequal education attainment, or achieving HSI status), and the proposed solutions (programs, policies, other strategies) are constructed within these policies at HSIs. In doing so, this research supports the examination of how institutional policies may reinforce or push back against an inequitable racial status quo. To explore these topics, this research centers around three questions:

1) What are the characterizations of racial diversity in institutional diversity plans and key institutional artifacts at selected HSIs?

2) How does the discourse of race inform campus framing of Latinos/Latinx/Hispanics as raced subjects on HSI campuses in select states?
3) How are policy problems and solutions for Latinos/Latinx/Hispanics constructed and (re) produced in institutional diversity plans and key institutional artifacts at these HSIs?

Frameworks

Theoretical Framework: Critical Race Theory

The consideration of the racialized discourse of higher education stresses the centering of racialized themes. To achieve this objective, this work engages the framework and tenets conceptualized in critical race theory (CRT). Rooted in the critiques of legal scholars who saw the legal landscape failing to advance racial and economic liberation, CRT provides a framework that centers the role of equity and justice. By challenging the neutrality of legal reasoning, and highlighting how the law historically advanced established power relationships, CRT addressed how existing scholarship was "covering injustices with a mask of legitimacy" (McCoy & Rodricks, 2015; Taylor, Gillborn, & Ladson-Billings, 2009, p.2). CRT, while not following a single set of tenets, is guided by a set of six core tenets that thread across the vast majority of CRT scholarship. These include, 1) the centrality of race and racism as normal, 2) interest convergence, 3) the necessity of challenging dominant ideology, notably higher education claims of objectivity, meritocracy, and colorblindness, 4) the importance of centering the lived experiences of people of color or counterstory-telling, 5) prioritizing and advocating for social justice efforts that end oppression and racism, and 6) intersectionality (Lynn,

Yosso, Solórzano, & Parker, 2002; Yosso, Parker, Solorzano, & Lynn, 2004). The tenets mentioned are, therefore, utilized to frame and implement this research.

The theoretical framework serves an important role in ensuring that CRT is pervasive throughout all aspects of this project. In the framing of the research questions, CRT helps to drive the nature of the questions, including the intentional focus on racialized discourse, expanding beyond the typically obtuse language of diversity. Additionally, it informs the institutions that were selected for the study. By examining institutions that serve a large number of Latinx students, this research serves to center scholarship that has the potential to have the most substantial impact on this minoritized population. Finally, through the analysis and interpretation, CRT serves as a central guide to consider the research questions. It is this embeddedness that advances the employment of CRT.

Methodological Framework

The scholarship outlined above demands methodological frameworks that interrogate the technologies of diversity that serve to perpetuate inequality. Traditional discourse analysis is critiqued for failing to consider what is missing or how rhetoric serves to (re) produce inequities or singular narratives. This project engages critical discourse analysis (CDA) to address this limitation. This choice ensures an understanding of the meaning of written texts and symbols. CDA is useful in this endeavor as it moves beyond looking at just an examination of the text to enable the coupling of written documents, practices, and beliefs to understand the interrelationship between various networks and power (Fairclough, 2005; Martínez-Alemán, 2015). Applied throughout higher education scholarship by engaging everything from admissions materials,

university websites, and senior leadership statements, CDA can serve as a powerful to unpack and examine the narratives that are perpetuated within higher education. It is through this orientation that the CDA process presents how discursive practices form, shape, and produce truth claims, thereby presenting a narrative of policy and action.

Significance

This dissertation provides three significant contributions to the literature. First, it contributes to our understanding of the role of diversity plans. There is an increasing amount of research regarding college campus diversity. The majority of this research focuses on diversity in relation to campus climate (D'Augelli & Hershberger, 1993; Hurtado, Carter, & Kardia, 1998), diverse student retention (Hurtado & Ponjuan, 2005; Malaney, Williams, & Geller, 1997; Seidman, 2005), admission policies affecting diverse students (Bowen & Bok, 1998; Carnevale, Rose, & Kahlenberg, 2004; Dickson, 2006) and inclusive excellence (Milem, Chang, & Antonio, 2005; Salazar, Norton, & Tuitt, 2010; Williams, 2007; Williams, Berger, & McClendon, 2005). There are very few studies that focus on diversity statements, plans, or policies. While their utility is rightly challenged, they remain a critical site of inquiry as it relates to our understanding of an institutional commitment to and accountability concerning diversity.

To date, the inquiry of this type has been focused on just one institution type or select states- land-grant institutions and California (Griffith, 2017; Iverson, 2007a). This is further complicated by the fact that prior research on land-grant institutions looks at diversity data drawn from nearly two decades ago. This research has also focused its attention on changes over time or diversity broadly, thus lacking the deliberate focus on the racialized discourse that is the intent of this project (Ching, Felix, Fernandez Castro,

& Trinidad, 2018; Iverson, 2005, 2007b). Thus, as the discourse and centering of diversity have become more pervasive, so too have the institutional rhetoric it serves to advance. This has shifted from an effort that is important only for PWIs or highly resourced institutions. In the current higher education landscape, it is an effort that must be undertaken regardless of institutional type. As a result, given the significant diversity among higher education institutions, it has become increasingly valuable to consider how these plans may be shaped or informed by the difference in institutional type.

The second contribution of this research is to advance the discourse surrounding the racialized nature of Latinx experience at HSIs. This research is one of a small but growing body of scholarship that aims to interrogate the traditionally Black-white binary within higher education. In doing so, it allows for the further consideration of the experiences of Latinx students and how this can be situated within a more complex racialized discourse. While this research is limited in its ability to consider the vast number of intersecting identities, it aims to rigorously consider how race and racialized Latinx identities are considered within racial diversity efforts. Given the central role of policy, this inquiry is an important mechanism for advancing our understanding of the complex experiences of Latinx students and the HSIs that they attend.

With their explosion and primary role in educating Latinx students, HSIs are an ideal site to consider the discourses of diversity. For the many HSI, who see shifting demographic trends shaping their student enrollment, proactive efforts are needed to ensure equitable engagement and outcomes. In this environment, the mere existence of a diversity plan is an insufficient benchmark for success. It is critical to consider how a diversity plan or policy has the potential to move beyond speech acts to truly center the

needs of the minoritized communities that they proport to advance. By identifying successful models, there is the potential to identify and promote a framework for best practices related to diversity plans and policy. With over 200 emerging HSIs waiting in the wings, they have the opportunity to ensure that their public commitments to racial diversity meet the nuanced demands of an increasingly diverse Latinx student population.

Research Design

Institutional diversity plans serve as the primary unit of analysis for this work, yet it is vital to acknowledge that these institutions operate within a state and national context. To ensure adequate consideration of a state context, this research targets three states and a subset of institutions within those states. After a review of a variety of factors, institutions from California, Florida, and New York were selected. The rationale for state and institution selection is outlined in Chapter 3. At each institution, a diversity plan (also outlined in Chapter 3), was collected along with a series of supporting documents such as mission and values statements, strategic plans, and diversity initiatives. These data were complemented with up to three interviews with key informant stakeholders in each state. These data were coded and analyzed utilizing the framework presented by critical discourse analysis and informed by critical race theory.

Framing Diversity, Discourse, Race

This work coalesces around how race is discursive within higher education. To interrogate these questions, it is necessary to focus this research around a shared understanding of the histories and tensions related to several central terms. Outlined below, discourse, diversity, diversity policy, and race play a primary role in this research and will be further defined below.

Discourse

Central to these questions is an understanding of how discourse is defined and constructed. Language operates in myriad ways in higher education, spanning the texts - admissions documents, institutional policies, or syllabi - that students, administrators, and faculty may encounter, the interactions between peers- the messages delivered from senior leadership and the debates among faculty senates. While one strand of discourse analysis speaks to the ways that scholars have looked to uncover meaning through the analysis of words and sentence structures this project considers discourse analysis that aims to understand the meaning of texts or symbols and their interactions with power contextualized within society (Anderson & Mungal, 2015; Martínez-Alemán, 2015). Critical discourse analysis (CDA) combines the interpretation of written documents, practices, and beliefs to understand the interrelationship between various networks and power (Fairclough, 2005). As such, in this research, discourse analysis "is a distinctive way to use language is integrated with other stuff to enact a particular type of socially situated identity...It is a distinctive way of thinking, being, acting, interacting, believing, knowing, feeling, valuing, dressing, and using one's body. It is also a distinctive way of using various symbols, images, objects, artifacts, tools, technologies, times, places, and spaces" (Gee, 2004, p.64). In so doing, the tenets of CDA seek to understand the interconnectivity between the text, the discursive practice, and the social practice because of the ways of operating in the world that shape social identity (Huckin, 1997; Martínez-Alemán, 2015).

Diversity

This work can begin only with a shared definition of diversity in place. In doing so, it is important to acknowledge what others have identified; higher education lacks a

consistent and shared conception of diversity (Williams & Clowney, 2007). When discussing diversity in higher education, it is often used to allude to several facets of diversity - compositional student diversity, diversity in student experience, and diversity in institutional type (Gurin, 2004; Hurtado, Clayton-Pedersen, Allen, & Milem, 1998). At the same time, it is also often used rhetorically to only refer to racial diversity.

History provide a lens to contextualize this definition of diversity. The conversation around compositional diversity was brought to the forefront in the 1960s and 1970s with the rise of non-discrimination and affirmative action policies (Williams, 2013). By the 1980s, higher education moved towards a narrative regarding the social benefits of diversity, specifically "the benefits for white students of 'experiencing' racial diversity and having a visible representation of people" (Harris, Barone, & Patton Davis, 2015, p. 23). This discourse then shifted to a focus on prominent supreme court cases and the student learning benefits related to a diverse student population.

In recent years, questions around diversity have been thrust into the forefront with the rise of racist incidents and student protests. These protests have highlighted the challenges that students, predominantly students of color and LGBTQ students, are facing in the current higher education landscape (Gose, 2018; Pearson, 2015). Students have, as a result, increasingly highlighted campus-based experiences that contribute to the critique of the term diversity—in particular, highlighting diversity as a tool which institutions leverage to mask inactivity related to (Ahmed, 2012; Harrison, Klein, Harrison, & Klein, 2016; Warikoo, 2016). From this vantage point, efforts related to diversity are a result of the corporatization of the university, which has presented diversity in higher education as "something to be managed and valued as a human

resource" (Ahmed, 2012, p. 53). The utterances that institutions make become "institutional speech acts"- statements that an institution may make about their efforts towards diversity.

While this research does not fully wade into the broader challenges related to diversity rhetoric, it does attempt to shine a light on the ways in which institutions (re) produce inequities, or push back against these narratives, through their diversity plans and policies. Further, it calls into question the ways in which diversity efforts fail to address systemic oppression, a stated objective of diversity initiatives. As such, for the sake of this research, diversity will refer to the broader definition, and racial diversity or racially minoritized will be used when discussing racial diversity.

Diversity Policy

While there is a significant critique of the utilization of diversity, Schauber & Castania (2001) counter the important role of diversity policies as a foundational language for organizational change. As Ching et al. (2018) note, "as artifacts [policies] infused with values people hold about equity, examining the plans with a critical eye is needed to elicit their actual meaning" (p. 7). Thus, diversity policies have served as a site of critique and analysis; understanding the discourse surrounding institutional policies and institutional plans can provide a view into the characterizations of race as well as other identities.

In a study of institutional diversity plans at land-grant universities, Iverson (2005) found that these diversity plans were not neutral and instead positioned students of color as outsiders, disadvantaged, and at-risk. As a result, the diversity plans illuminate how institutions position students of color as being deficient and seek to identify mechanisms to combat that deficiency. In further analysis of these diversity plans, utilizing a CRT

framework, Iverson (2007) determines how these policies may perpetuate exclusionary practices on campus, and as a result, reinforce inequity. In her critique of institutional policy as a speech act, Ahmed (2012) suggests that without a critical lens, these statements are simply statements about an institution's efforts. Ahmed (2012) argues that the term, and the resulting documents that are generated on its behalf, have gained prevalence for its utility as a term that is safe for higher education administrators. Thus, while this research considers the discourses of race within institutional diversity documents, it does so in the context of the contentious and debated landscape of higher education diversity policy.

Race

To support the consideration of the way that race is discursive in higher education diversity policy, I present a framing of race and the construction of racial categories. Established initially to capture what was identified as biological differences based on phenotype, this research has been delegitimized. The current scholarship illuminates the social construction of race. This is to suggest that "they are perceived and understood to be human inventions, created to impose some sense of order on the surrounding social world" (Yanow, 2002, vii). Thus, while socially constructed, the commonly understood racial and ethnic categories are utilized to impose a hierarchy often conceptualized along a white/Black divide. While much of the current literature presents racial categorization as static, Yanow (2002) engages in a review of racial-ethnic categorization to illustrate the fluidity of racial categorization. This consideration of race as fluid, further addressed in Chapter 2, enables a critical examination of racial categorization in policy as a mechanism to reify preferred dominant structures. Beyond the construction of race, there is a need to understand the way it is engaged in research. Scholarship on race often

assumes a definition of what is being considered when discussing race. Generally, the categories provided by the U.S. census tend to be the most commonly utilized- African-American (and/or Black), Hispanic (and/or Latino), Asian-American Pacific Islander, American Indian Native American, and white. This research illuminates for the Latinx community, but other higher education scholars have noted within the Asian-American categorization and others, these omnibus racial categorizations obscure meaningful nuances in the lived experiences of the rich ethnic origins which make up any given classification. It is this framing of race- both the social construction and continued central role in the U.S.- which guides this research.

Summary and Dissertation Overview

This Chapter provides a foundation for understanding the context of racial diversity within higher education. Beyond framing an understanding of the history of diversity this also pushes the critique regarding the limitations of diversity. Chapter 2 provides a review of the literature which frames the study. This chapter includes a review of the theoretical framework, critical race theory. This is followed by Chapter 3, which discusses the methodological framework, critical discourse analysis, as well as the framework for the selection and analysis of diversity plans. Subsequent chapters will highlight the themes from the analysis, Chapter 4 (Florida), Chapter 5 (New York), and Chapter 6 (California). Finally, Chapter 7 will consider a synthesis across these cases and discuss their implications across policy and future research.

CHAPTER II: Literature Review

Based on the current U.S. Census population projections, the Latinx community is the fastest-growing population in the United States. In 2016, there were nearly five million Latinx young people age 15-19 and another 11.5 million age 19-29 (U.S. Census Bureau, 2018). Thus, the imperative to effectively center the educational needs of Latinx students has never been timelier. Within higher education, Latinx students are predominantly enrolled at HSIs (Corral, Gasman, Nguyen, & Samayoa, 2015). Latinx students represent 15 percent of the higher education population, yet given demographic trends noted above, this number is likely to increase. Discussions of this growth often position the Latinx community in monolithic terms- suggesting high levels of homogeneity. Yet, this homogenous discourse fails to capture the racial diversity of the Latinx community that has been clustered, primarily due to linguistic similarities. Given the function of higher education as a tool to access economic mobility in the U.S., it becomes essential to consider how institutions account for and center the needs of the rising number of diverse Latinx students attending their institutions.

Given that Latinx students primarily attend HSIs this institutional context becomes critically relevant. The purpose of this study is to consider how race is discursive within institutional policies at HSIs. This Chapter serves as a foundation for this study by reviewing relevant empirical literature related to this question. To achieve this goal, four major bodies of literature are addressed- race and the racialization of Latinos in the U.S., HSIs, institutional diversity plans and policy, and critical race theory.

The first section of this Chapter discusses the role of race and racism within the U.S. Specifically, this reviews the concepts of a racialized society and the development of

a tri-racial society. This is followed by a review of the establishment of a Hispanic categorization, and the similar and distinct racialized experiences of Latinos in the U.S. Framed by this understanding of race and Hispanicity in the U.S. this section will conclude with a review of the Latinx population in the U.S. and Latinx participation in higher education.

The second section of this Chapter provides a review of the origin of HSIs to consider their context within the larger higher education landscape, particularly among minority-serving institutions. With the proliferation of HSIs, there is a growing body of literature that considers all facets of these institutions. While the vast majority of this literature has been considered outcomes for students at HSIs, both graduate and undergraduate, there is also a growing body of empirical research that looks at the organizational and administrative features of HSIs. This research helps to position the discourses of diversity and diversity policy at HSIs. This section will conclude by considering the alternative typologies, expanding beyond the utilization of Carnegie classification, that supports the understanding of the similarities and differences of HSIs (Garcia, 2017, 2018b; Núñez, Crisp, & Elizondo, 2016). This work thus provides the landscape of HSIs, their anticipated role in higher education, and organizational identity.

Given the research objective, to understand the way that race is discursive within institutional policy at this select group of colleges and universities, existing literature about these plans and policies will be considered. Specifically, it considers the scope of the limited but emerging research considering diversity plans. To broaden the understanding of institutional policy, this section will also consider adjacent institutional documents and policies- Title V plans and state diversity policy. This literature will

provide an understanding of the role of institutional diversity policy as a site of inquiry regarding diversity efforts. I contend that the body of research on race, HSIs, and diversity policy illustrates a noticeable gap in the scholarship related to HSIs and the discourse surrounding complex racial experiences of Latinx students in U.S. higher education.

Race, Racism, and Latinx Racialization in the U.S.

Race and Racial Social Systems

This study is focused on the role of race and racial discourse in policy at HSI. Accordingly, I begin this section by considering the construction and importance of race within the U.S. The construction of race in the U.S. was originally established by whites to capture what was identified as biological differences based on phenotype. While this notion of race has been delegitimized, thus illustrating that phenotype cannot explain differences, race as a social construct continues to be a salient feature of U.S. life. Consequently, current scholarship explores how ideas of race are formed, limited, imposed, and ultimately reclaimed. This is to suggest that "they [races] are perceived and understood to be a human invention, created to impose some sense of order on the surrounding social world" (Yanow, 2002). Thus, while socially constructed, the commonly understood racial and ethnic categories are utilized to impose a hierarchy often conceptualized along a white/Black divide (Rumbaut, 2008; Yanow, 2002). Therefore, the social construction of race, which is "historically contingent, relational, and intersubjective phenomenon" (p. 15), continues to have a meaningful impact on the everyday experiences of marginalized people.

To examine this broader impact, Bonilla-Silva (1997) presents a theory surrounding racialized social systems. Racialized social systems are "societies that

allocate differential economic, political, social, and even psychological rewards to groups along racial lines; lines that are socially constructed" (p. 474). This system is sustained by racialized beliefs that are maintained and reproduced through generations (Omi & Winant, 2015). Yet, as U.S. demographics shift, what has been characterized as a Black/white racial hierarchy has been tested. Instead, the consideration of racial categorization as fluid enables the consideration of racial categorization in policy as a mechanism to reify preferred dominant structures. This becomes particularly relevant for the consideration of the growing and diverse group of Latinx individuals.

To illustrate this fluidity of racial hierarchies, Bonilla-Silva (2004) presented a schema that aimed to move beyond the Black/white binary to consider a tri-racial hierarchy. Through the utilization of three primary metrics, income, indicators of racial consciousness, and social interactions across the three racial groups, Bonilla-Silva presents three racial groups, as shown in Figure 2.1.

Figure 2. 1. Bonilla-Silva (2004) Tri-Racial Hierarchy

Whites
Whites New Whites (Russians, Albanians, etc.) Assimilated white Latinos A few Asian-origin people
Honorary Whites
Light-skinned Latinos Japanese Americans Asian Indians Most multiracials
Collective Black
Vietnamese Americans Dark-skinned Latinos Blacks New West Indian and African immigrants

In so doing, Bonilla-Silva adds to the literature regarding racialized social systems, which in turn has facilitated the exploration of categories such as income, self-perception of race, as well as interracial interaction, such as interracial marriage, to illuminate how some groups of Latinos and Asians have been given access to some of the benefits of cultural and social capital as an 'honorary white.' Racialized social systems and the tri-racial framework serve to structure an understanding of the centrality of race within the U.S. Given the goal of this research to consider the discourse of race at HSIs, the very term Hispanic must be interrogated to understand the manifestation of this panethnic identity.

Origin of Hispanic Categorization and Racialization of Latinos

This work is rooted both within histories of the racialization of Latinx as well as the ways in which institutional planning frame Latinx students, faculty, and staff. The racialization of Latinx, while beginning in the late 1700s, gained deeper hold after the Mexican-American War, which included the incorporation of 110,000 Mexicans into the U.S (Cobas, Duany, & Feagin, 2009). Further, early characterizations of Latinx- "a mixed-race people who needed to be taught the Eurocentric way to advance their inferior civilization" (Cobas, Duany & Feagin, 2009, p. 4). This discourse solidified a racial hierarchy that positioned Latinx as inferior to whites, placing them along with Native American's and Blacks as the colored races. In the intervening time, state and federal discourse has constructed an image of Latinx as inferior and in need of protection by whites- in part to save themselves from themselves.

The term Hispanic has emerged as a panethnic identity and serves as the primary mechanism for counting and categorizing a diverse group of individuals; it, therefore, has

important implications for students at HSIs (Mora, 2014; Núñez, 2014). The origins of this term and its relevance for current Latinx individuals illuminate the limitations of its utility. Throughout the early 20th century, attempts were made through the U.S. census to capture a nuanced understanding of the racial identities of individuals and, thus, the diversity of experiences. For example, attempts to do this meant moving beyond capturing Mexicans as white, given the distinct differences in lived experiences based on their Mexican heritage.

The scattered and unsystematic categorization attempts of the early 20th century shifted during the Civil Rights era. This period gave way to the increased attention on racial disparities and created a window where Mexicans, along with Puerto Ricans and others from an array of Spanish speaking heritages, could come together to form a single classification (Mora, 2014). Efforts to establish a HSI classification culminated in the 1976 joint resolution that facilitated the "public and social statistics for Americans of Spanish origin or descent." That same legislation rationalized the need for this initiative by citing that a "large number of them suffer from racial, social, and political discrimination and are denied the basic opportunities that they deserve as American citizens" (Rumbaut, 2008, p. 23). Beyond a preliminary sense of uniform inequity, the unifying feature of this panethnic group was the Spanish language, which the corporate media sector played a vital role in advancing the Hispanic identity through the utilization of news and TV programming targeting a "universal" Spanish speaking audience (Mora, 2014). The establishment of the term Hispanic, and consequently, the term non-white Hispanic, set a new standard for discussions of race. Reaching far beyond the Census, the shifting in racial categorization established a "new normal" among researchers, schools,

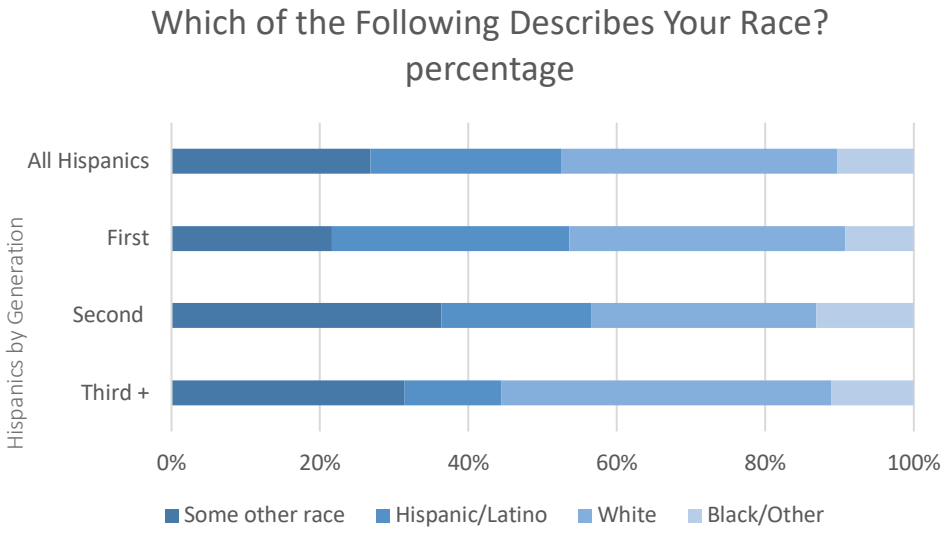
hospitals, state, and local agencies. In doing so, it reconfigured how race was constructed both in everyday life and in the way information about race was used.

With the development of the term Hispanic, the U.S. sought to categorize these disparate groups under a single identity; current research illustrates its limitations. As Rumbaut (2008) outlines,

> The groups subsumed under that label- Mexicans, Puerto Ricans, Dominicans Salvadorans, Guatemalans, Colombians, Peruvians, Ecuadorians, and the dozen nationalities from Latin America and even Spain itself- were not 'Hispanics' or 'Latinos' in their counties of origin; rather, they only became so in the United States" (p. 17)

Thus, much like the overall social construction of race, the term "Hispanic" serves to construct a pan-ethnic group which artificially clusters groups to fulfill social desires to create order in the social world in ways that privilege some groups over others. Yet, the term's ability to capture the diversity of the Latinx community has been limited. In a 2012 Pew study, 51 percent of Hispanic individuals used their families' countries of origin to describe their identity (Taylor, Lopez, Martínez, & Velasco, 2012). In addition to a preference for their country of origin, many Hispanics identify that the racial classifications offered by the U.S. Census do not fit with how they identify. Fifty-one percent of Latinos identified their race as "some other race" or identify that their race is "Hispanic or Latino." Just 36 percent identify their race as white. The Pew research also illuminates differences in racial identification based on immigrant generation with third-generation Latinos who are more likely to identify as white. Figure 2.2 further illuminates the distinctions in racial self-classification and the differences by Hispanic generation.

Figure 2. 2. Pew Research Center, 2012 National Survey of Latinos- Racial Breakdown Among Hispanics



Of particular note is the heavy utilization of other race among Hispanics (42.6%) compared to non-Hispanics (0.2%). A view of this by ethnic identity is also informative. Data adapted from the 2000 census (Table 2.1) looking just at Hispanic/Latino finds a much higher percentage of Latinos (42%) identify as "other race." There are some significant variations based on country of origin with nearly 60 percent of Dominicans identify as "other race" and 8.2 and 5.8 percent of Dominicans and Puerto Ricans, respectively, identifying as Black (Rumbaut, 2008).

Table 2. 1. Hispanic/Latino Ethnic Identity by Self-Reported "Race": 2000 Census

Ethnic Identity	Total Number	% "Other" Race	% White	% Two or More Races	% Black
Hispanic/Latino	35,204,480	42.6	47.8	6.4	1.8
Dominican	994,313	58.8	22.4	9.4	8.2
Salvadoran, Guatemalan	1,532,512	55.2	35.8	7.2	0.6
Mexican	22,293,812	45.8	46.8	5.2	0.7

Peruvian, Ecuadorian	697,798	41.7	47.9	8.5	0.6
Puerto Rican	3,537,351	38.1	46.9	8.1	5.8
Other Central American	903,574	37.7	44.7	9.5	7.1
Colombian	648,731	28.2	62.0	8.2	1.1
Other South American	494,186	10.6	70.0	8.0	0.8
Cuban	1,311,994	7.6	84.4	4.1	3.6

Adapted from Rumbaut, 2008

The misalignment in racial narratives is underscored by the media and national master narratives that have served to entrench further a single Hispanic identity, one that has contributed to the erasure of Afro-Hispanics' or. "other" race identities within the Hispanic narrative. As Cobas, Duany, & Feagin (2008) note,

> U.S. Latinos are stereotyped as having a particular physical appearance characterized by olive or brown skin and dark straight hair. Their body type is ambiguously located by white as somewhere between the dominant images of whiteness and Blackness … Although all Latinos have been racialized, each group has followed its own path toward racialization, depending on its historical background, socioeconomic characteristics, and mode of incorporation into the host society." (p. 10).

The differing histories of racialization are exemplified by the consideration of these historical trends of racialization within the Mexican and Dominican communities. The racialization of Mexicans in the U.S. is a history of subjugation. The Mexican-American War, Spanish-American War, and the Treaty of Guadalupe Hidalgo ultimately set in motion the subsuming of a new regional minority- Mexican-Americans (Camarillo & Bonilla, 2001). The annexation shifted the regional racial and ethnic composition; it was far from inclusive. While not legally codified, Mexicans suffered de-jure segregation

throughout the southwest. Mexican racialization can be further understood through the early categorization of Hispanics, which included the 1930's census identifying Mexican as a separate race (Camarillo & Bonilla, 2001; Mora, 2014). Alternatively, we can consider Dominicans. After 1965 large numbers of Dominicans migrated to the United States. While the original wave of immigrants represented individuals predominantly from lower-middle-class backgrounds by the 1980s, Dominican migration included everyone from unskilled laborers to middle-class professionals (Itzigsohn & Dore-Cabral, 2000). Throughout this migration history, immigrants who had historically occupied one of the many nuanced racial categories in the Dominican Republic often found themselves raced as Black (Dunay, 1998). These two examples illuminate some of how various Latinx communities have been racialized differently. Thus, this research seeks to push beyond the racial discourse that has focused on a Black-white binary, which obscures questions that consider the racialization of the Hispanic community. Instead, it leverages scholarship that has considered how Latinx communities are composed of a diversity of racial identities. With this consideration, the implications of the panethnic Hispanic categorization suggest that the classification of HSIs and the role of race necessitates further consideration.

Latinx Demographics

The Latinx population in the U.S. is growing exponentially. Understanding the features of this growth can help us better understand the implications for higher education. Demographers have identified that the growth in the Latinx community will result in shifting demographics that will culminate in traditionally minoritized communities reflecting the majority by 2050 (Frey, 2018). Data from the American Communities Survey (ACS) and U.S. Census can be utilized to illustrate how the Latinx

community contributes to these trends. Between 1980 to 2017, the total number of Hispanics grew from nearly 15 million to 56 million. In 2017, the vast majority, 35 million, of Hispanics identified as Mexican with smaller numbers, less than 5 million each, as Cuban and Puerto Rican (U.S. Census Bureau, 2018). As a proportion of the U.S. population, this illustrates that the Hispanic population represents approximately 17.4 percent of the U.S. population. In addition to considering this broad population growth, it is also possible to consider the nuanced demographics of the Hispanic population. Among the Latino population, there are five times as many children under 15 as there are people over 65. This is compared to the white population, where there is an equal distribution of under 15 and over 65 populations (U.S. Census Bureau, 2018). This variation is critically important for higher education where, in the coming years, larger percentages of the Latinx population will be college-aged in comparison with their white peers. Additionally, there has been concentrated growth of Latinos in a handful of states, including California, Texas, Florida, New York, Illinois, Arizona, New Jersey, Colorado, New Mexico, and Georgia (Taylor et al., 2012). While the implications for this growth in the Hispanic community will have wide-reaching implications, given the research focus in education, it is important to consider how these demographic trends shape K-12 and, ultimately, higher education.

Latinx Participation in Higher Education

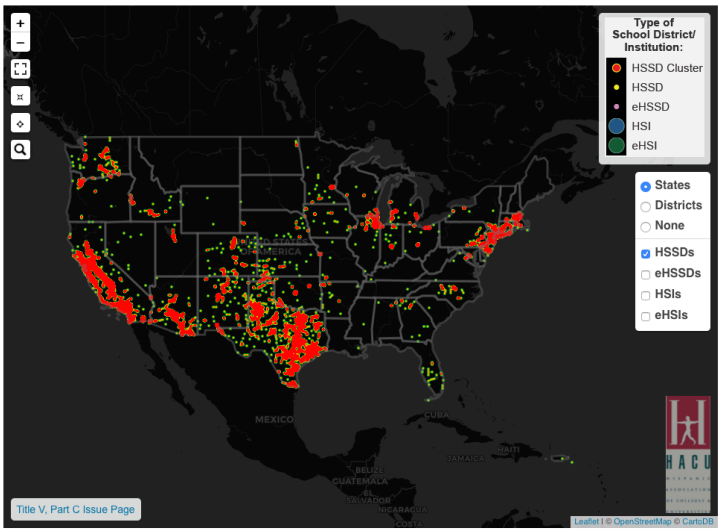
Although there has been significant growth in Latinx participation in higher education over the past few decades, it is important to note that the histories of Latinx student participation in higher education reaches beyond the past few decades. Instead, the story of Latinos in higher education has largely been excluded from narratives about higher education. As (MacDonald, 2001) highlights,

> The educational history of Hispanic Americans is not a "new" history. Hispanic peoples began exploration, settlement, and even schooling in North America in the sixteenth century. A more appropriate metaphor is to think of Hispanic educational history as a rich, unearthed site awaiting the work of archivists and researchers. (p.365)

Nevertheless, in an analysis of major texts regarding higher education, Valdez (2013) highlights the systematic and pervasive exclusion of Latinos from the history of American higher education.

To understand the implications of the growth of the Latinx community on higher education, it is possible to begin by better understanding the K-12 system. A recent analysis from the Hispanic Association of Colleges & Universities (HACU) shines a spotlight on Hispanic serving school districts (HSSD), which they categorize as any school where the total student enrollment is at least 25 percent Hispanic (Figure 2.3).

Figure 2. 3. Hispanic Association of Colleges & Universities- Hispanic Serving School Districts Clusters



These 28 districts, while largely clustered in states already identified as home to a large number of Latinx people, also highlight districts where demographics may be changing. Current data on migration and the Latinx diaspora in states like Alabama, Nebraska, and Georgia may result in new trends in HSSDs. By looking at the geographic areas where there are increasingly large numbers of Latinx students in K-12, it is possible begin to paint a picture of the sites for growth Latinx engagement in higher education.

The pathway between K-12 and higher education may not always be direct, but it does inform and shape our understanding of Latinx students who may be eligible for higher education. Between 2000 and 2016, the percentage of Hispanics over the age of 25 who had experienced some college has increased 30 percent, resulting in almost 40 percent of Hispanics having some college experiences (U.S. Department of Education Office of Elementary and Secondary Education, 2018). Among U.S. born Hispanics, that number is over 50 percent demonstrating an over 40 percent increase during that same period. These data are further punctuated by data from the National Student Clearinghouse, which looks at student success among Latinx students. These data for the fall 2010 cohort illustrate that students of color are disproportionately enrolled in 2-year public institutions. Additionally, in looking at student outcomes, 45.8 percent of Hispanic students compared to 56.2 percent of all students have completed their degrees within six years (Shapiro et al., 2017).

The majority of research provides broad-brush information about the engagement of Latinos in higher education, yet some scholarship has disentangled engagement and outcomes by various Latinx ethnic identities. On a national scale, these data from the NCES show that among Hispanic subgroups, 55 percent of Costa Ricans and 58 percent

of Colombians age 12-24 are enrolled in either two or four-year higher education. This is compared to 33 percent of Mexicans, and 27 percent of Guatemalans (Musu-Gillette et al., 2017). This provides a snapshot of the high amounts of variability based on ethnicity. At a more detailed level, Solorzano, Villapando, and Oseguera (2005) examine the pathways of Latinx students based on ethnicity, revealing that for every 100 Cubans who enter elementary school, 21 will graduate college. In comparison, of a 100 young Chicanos or Dominicans, only 8 or 14 respectively will graduate college. Looking at both who is participating among the Latinx community as well as the differentiated success concerning white and other peers illustrates the significant disparities that exist among Latinx students. Consideration of these differentiated outcomes both by Latinx identity only further illuminates the centrality of understanding how HSIs, as the primary educators of Latinx students, craft effective institutional policy acknowledging the racial diversity found across various ethnic groups.

Hispanic Serving Institutions

Minority Serving Institutions

An examination of HSIs requires the consideration of the broader context in which these institutions operate- specifically, there their peer minority-serving institutions (MSIs). This includes over 700 MSIs- Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American, Native American, and Pacific Islander Serving (AANAPISIs) (Penn Center for Minority Serving Institutions, 2014). Established in response to historical and continued inequalities in higher education, MSIs now make up a significant portion of the higher education landscape. In 2017, they educated 4.8 million students or 28 percent of the U.S. undergraduate population (Espinosa et al., 2017;

Gasman et al., 2015). These institutions serve students whose families "were the survivors of slavery, war, and genocide…. these populations have experienced severe cultural erosion, in many cases being stripped of native languages, traditions, and customs and forced into strict assimilation to succeed" (Merisotis & Mccarthy, 2004, p. 46). Yet, while these institutions are essential sites of higher education for students from minoritized groups, their value goes beyond serving as venues to support racially minoritized students. Instead, MSIs contribute to an important role of the diverse needs of American higher education- even while their perceived value is questioned. As scholars note, "indeed if we really did care about racial and ethnic diversity more generally- then we must find perplexing why MSIs continue to struggle to maintain their existence" (Gasman et al., 2008, p. 5). It is in this paradoxical landscape that MSIs exist.

In contrast to the relatively static nature of HBCUs, HSIs have seen significant growth over the past two decades. This difference in growth can be linked to the distinct histories and classifications of these institutions (Penn Center for Minority Serving Institutions, 2014). Thus, the dramatic shifts in demographics outlined above explain, at least in part, the growth of HSIs. Given the proliferation of HSIs, understanding their origin, growth, current status in the higher education landscape, and the experiences of those who engage in these institutions serves to provide a foundation for our understanding of the education of the vast majority of Latinx students who currently are, or are about to, enroll in higher education.

Data Limitations

Any discussion of HSIs must be contextualized within the strengths and limitations of HSI data. The HSI status is complex based on shifting enrollment trends, federal application status, and an overall lack of consistent measures (Galdeano et al.,

2015). Given the role of enrollment data as the foundation for the HSI designation, as institutional enrollment shifts and demographic trends swing, campuses move in and out of HSI status. Thus, it makes year to year comparison challenging; this is particularly relevant for institutions that hover near the 25 percent enrollment threshold.

Additionally, there are significant limitations in the HSI data at the national level. Federal data sets, such as IPEDS, do not capture HSI status- in part for the reasons outlined above. Additionally, they also only capture information on first-time freshmen, a small sliver of the Latinx students at HSIs (Santiago, Taylor, & Calderon Galdeano, 2016). Researchers have sought to overcome these data limitations while still providing the rich scholarship agenda that the HSI sector demands. While these challenges are not problematic for data collection in this study, it is nonetheless important to keep in mind when considering the institutional narrative.

History and trends

The HSI designation was first formally recognized in the Higher Education Act (HEA) of 1992. The federal government in establishing the classification identified that any institution whose undergraduate student population was 25 percent Hispanic and that has one-half of the Hispanic student body qualifying for need-based financial aid can be designated an HSI. The HEA of 1992 thus allowed these institutions to access additional federal funding which provided explicit funding for HSIs to improve and expand their capacity to serve Hispanic students, Title V (Benítez, 1998; Brennan & Lumina Foundation, 2011; Penn Center for Minority Serving Institutions, 2014; Valdez, 2013). Title V grants have become a significant, albeit increasingly competitive, source of external funding for HSIs. This is illustrated by the fact that between 1994-1996, 64 percent of HSIs received Title V funds compared to 25 percent in 2010-2011(Stantiago,

Taylor, & Calderón Galeano, 2016). In recent years, 2009-2016, 220 grants were awarded, providing institutions with approximately two million dollars over five years to support the academic attainment of Hispanic students (Vargas & Villa-Palomino, 2018).

Today, HSIs are the fastest and largest growing type of minority-serving institution; the number of HSIs has more than doubled between 1994 to 2017. There are also more than 300 institutions that are emerging HSIs (institutions with 15-24 percent Latinx enrollment) (Excelencia in Education, 2018; Garcia, 2017). Yet with few exceptions, such as Northern New Mexico College and Hispanic University, HSIs were not founded to serve Latinx students. Instead, shifting demographics of the U.S., and increasing numbers of Latinx students attending colleges have resulted in increasing Latinx enrollment, enabling many institutions to claim this HSI designation.

While the shifting demographic trends supported the proliferation of HSI, the heterogeneity within the classification must also be noted. Of the nearly 500 HSIs today, these institutions vary by type, location, and the diversity of Latinx students, based on immigration histories, race/ethnicity, and language, among other features. Of the 2017 public HSIs, two-thirds are community colleges (Núñez & Elizondo, 2018). Additionally, there are concentrations of public HSIs in select states, California, Florida, New Mexico, and Texas; here, we find the most significant numbers of public HSIs on the U.S. mainland. This diversity can be further understood by considering the differing institutional histories and state contexts. To consider the racial discourse within institutional policy at HSIs, it is critical to consider the existing literature on HSI institutional identity- beginning with the origins of these institutions and the characteristics of those who lead them.

Institutional Identity

The explosion of HSIs has resulted in an incredibly diverse set of institutions. As evidenced by the trends outlined above, HSIs will continue to grow as the Latinx population attending higher education continues to grow. This growth has informed differing institutional narratives regarding what has shaped the institutional identities and the individuals who lead these institutions. The following section will outline three different yet interconnected bodies of literature related to institutions becoming HSIs, organizational identity, and leadership characteristics. This section will culminate with an exploration of the HSIs typologies that have been developed, leveraging new data to better cluster like HSIs.

Becoming an HSI. Inherent in this research is a question of the foregrounding of the HSI mission and Latinx students. Given the significant variety of institutions that are a part of the HSI community, understanding the ways in which institutions embrace or resist this HSI designation is critical. While scholars are quick to underscore that each institution's establishment as an HSI in unique, considering these pathways can inform our understanding of how HSIs create Latinx-serving spaces (Frances E Contreras, Malcom, & Bensimon, 2008). In a foundational work examining what would become HSIs, Olivas (1982) first shed light on this subset of institutions. Olivas provides a survey of the field highlighting that while Chicano students did not have the same opportunities as Black students who had access to early HBCUs, there were only a handful of institutions such as Hostos Community College, or Northern New Mexico College established to serve Latinx students (Galdeano et al., 2015; Olivas, 1982). As the field of institutions has increased, recent scholarship has further unpacked the evolution of HSIs. Doran & Medina (2018) used historical analysis of two institutions, including curriculum,

programming, and physical space, to examine the parallel and divergent paths, one which they note as intentional and the other grassroots. They illustrated the critical role of students, staff, and faculty in shaping the narrative of an institution's HSIs story. This is complemented by findings regarding the role of graduate students, who, when interviewed about an institution's HSI status, were unaware that the institution held the designation. Thus, in some instances, graduate students may play little role in this transition to HSI while still embodying the characteristics of being Latinx-serving (Marin & Pereschica, 2017). This research affirms that the narratives of organizational change, and the embracing of an HSI identity, are unique across each institution based on the students they serve and the broader local context in which they operate.

Organizational Identity. Coupled with the narratives of becoming an HSI is an institution's organizational identity. Understanding HSI identity enables the ability to locate this research regarding diversity policy within a broader narrative related to the institution. HSI organizational identity has historically been framed as something that is manufactured- "institutions are transformed into Hispanic-serving purely on the basis of changing demographics. Their conversion seems to be accidental and evolutionary rather than strategically planed" (Contreras, Malcom & Bensimon, 2008). That is suggesting that the HSI identity is merely a product of the student enrollment profile. To explore this work, two studies provided an early look at how institutions present their HSI identity, both internally as well as externally, in publications and mission statements (Frances E Contreras et al., 2008; Laden, 2001). Overall, early HSIs had a high level of variability in terms of their HSI identity, evidenced by the varying discourses within institutions regarding HSI status. This was punctuated by a higher level of awareness regarding HSI

identity among administrators and faculty (Laden, 2001). The public presentation of the HSI status can be examined by considering institutional mission statements. Early analysis of mission statements from 10 institutions illustrated that while diversity, and related terms, where often leveraged in mission statements, the statements where devoid of HSI references thus making it challenging to illuminate a Latinx centric agenda. This body of early HSI organizational identity literature illustrates the significant gaps in both internal and external communication of the HSI identity. While the authors of this research suggest that the newness of the HSI status, opportunity costs related to a pro-affirmative-action agenda, and shifting HSI status may have contributed to this diminished focus. Nonetheless, the failure to foreground this identity has significant implications for an institution's ability to be Latinx-serving.

More recent research has sought to contest this depiction in light of a now 25+ year history of the HSI designation. This research has suggested that HSI identity is established by institutional actors who engage sensemaking and sense giving- co-constructing an institutional identity that is connected to core institutional values (Garcia, 2013). Thus, institutional actors play an active role in building an HSI identity. Consequently, while diverse institutions with an array of missions, "what most have in common, however, is that serving Raza students is not the historical mission of these institutions. Instead, HSIs must actively embrace what it means to liberate Raza students alongside their historical organizational mission" (Garcia, 2018a, p. 155). Beyond mission statements, Garcia (2018a) suggests that HSIs can engage anti-racists methods to decolonize their institutions. In doing this, institutions can identify what success means for them instead of being bound to the existing models of success (enrollment,

graduation, employment) that has been thrust upon institutions. Garcia and others have argued that this narrow, externally derived scope, ultimately misses the multiple ways in which HSIs may be supporting Latinx students. As the number of HSIs continues to grow, it is possible that what was initially perceived as something that was rooted in demographic changes may, in fact, find that there are unique features of HSIs that shape their organizational identity.

Organizational Leadership. To further an understanding of the discourses within HSIs, it is necessary to consider institutional leadership. There is a notable, yet limited, body of work looking at presidential leadership at HSIs, which has predominantly focused on how presidents have overcome institutional challenges. A review of the landscape of Latino presidents and chancellors illuminated that only 31 percent of HSIs had a Latinx president or chancellor, with the vast majority concentrated in California (de los Santos & Cuamea, 2010). With recent declines in Latinx presidential leaders, it is likely this proportion will remain constant if not decrease. Beyond representation, research has sought to identify some of the most pressing challenges of HSI leaders. In 2009 these included funding, student retention, and faculty (de los Santos & Cuamea, 2010). As the ecosystem of HSIs has grown, particularly with the abundance of high research HSIs, it is likely new problems may be emerging or a bimodal distribution of problems for open-access institutions and those for the increasing number of high research institutions.

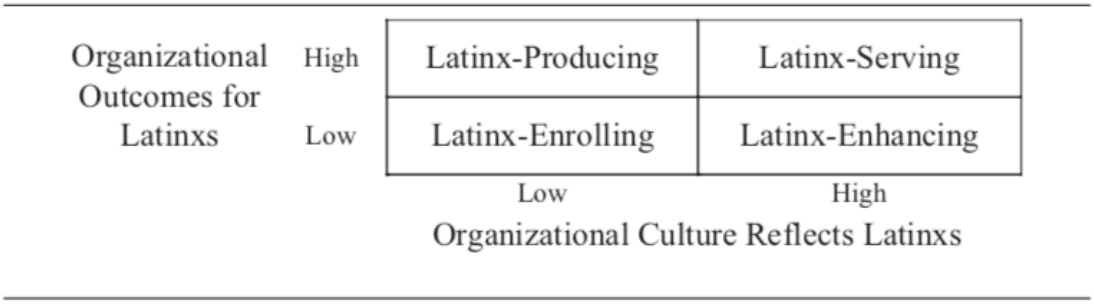
While presidents are undoubtedly a critical component of any institution, organizational leadership inquiry has looked beyond the president to other leadership ranks. In doing so, it has identified how powerful institutional agents- tenured faculty,

administrators, and staff- who have served as empowerment agents within their institution. At some institutions, these key individuals have gone beyond embracing shifting student demographics but instead sought to disrupt the institutional structures that limited access to social capital among minoritized students. These actors were identified as decolonizing HSIs (Garcia, 2018a). To further operationalize the decolonizing framework and highlight effective practices of minoritized individuals, Garcia & Natividad (2018) present strategies for decolonizing leadership practices. Central to this model is the acknowledgment of higher education as a "racial/colonial project" (pg. 29). In doing so, it speaks to the racialized and racially exclusionary practices of higher education leadership, deeply entrenched in colonial ways of knowing. In this recent body of literature, there is a transition from a reliance on colonial leadership strategies to a reconceptualization of how leadership can be leveraged to be Latinx-serving, thus advancing the HSI project.

Typologies. Given the proliferation and heterogeneity of HSI, scholarship has been utilized to develop typologies of HSIs. This research helps reconceptualize clusters of institutions, with a particular emphasis on our understanding of who shapes the metric and the HSI narrative. Utilizing data drawn from IPEDS and engaging a conceptual model that looks at systemic, programmatic, resource, and environmental factors Núñez, Crisp, and Elizondo (2016) address this gap with the development with a new HSI typology. With this model, they are able to identify six types of HSIs- Urban Enclave Community College, Rural Dispersed Community Colleges, Big Systems 4-Year Institutions, Small Communities 4-Year Institutions, Puerto Rican Institutions, and Health Science Schools. This typology illuminates that features such as public vs. private

may be less critical features in the HSI identity. Instead, features such as location and size may be more relevant when considering clusters of institutions (Núñez et al., 2016). While this literature utilized externally constructed metrics (e.g., graduation rates), sought to explore organizational literature to reconceptualized institutional clusters based on institutional identity. Based on an in-depth institutional case study of a mid-west Latinx serving institution, Garcia considered how institutions construct their own idealized HSI identity connected to graduation rates, graduate school enrollment, employment, community engagement, favorable campus climate, and support programs. These six metrics for success were mapped (Figure 2.4) on the axis of organizational outcomes and organizational culture, identifying four typologies.

Figure 2. 4. Garcia (2013), Typology of Hispanic-Serving Institutions Organizational Identities



Thus, by looking beyond the "typical" metrics, often externally constructed or operationalized, this typology presents a different way to consider institutional HSIs rooted in the institution's self-constructed identity. Subsequent research by Garcia, (2018b) has merged these two typologies. While the primary objective was to test the validity of the four institutional typologies identified in her prior scholarship, she also engaged the typologies outlined by Núñez et al. (2016) in the selection of institutions. This research illuminates how these two divergent typologies can come together to

provide an even more robust picture of the various types of HSIs that exist within this diverse landscape. The spread of HSIs has resulted in a need to reconceptualize how we link about clusters of institutions and what peer groups might mean. These two typologies and their subsequent testing serve as a foundation for this understanding of institutional clusters.

The consideration of HSI discourse of race and diversity plan is contextualized within the features of the institution. This includes their pathway to the HSI status, organizational identity, and the leadership that shapes the institution. These features illuminate the significance or absence of their Latinx-serving mission. While this literature provides an understanding of this complex HSI identity, this analysis illustrates several significant gaps. Most notably, the consideration of HSI organizational identity is absent of discussions surrounding race, racial identity, and racialization. Furthermore, the existing literature, while highlighting the importance of a race-conscious discourse, does not provide an empirical examination of the current racial discourse within HSIs.

Diversity Plans

History of Diversity Efforts and the Diversity Committee

Diversity plans play a central role in this research agenda, and as a result, this section will provide a review of both the origins of the diversity plan and empirical research findings related to these documents. It is often noted that the narratives of racial diversity are rooted in the civil rights discourses of the 1950s and 1960s. While in many ways, this is true, this narrative also contributes to the erasure of deep histories of institutions seeking to serve a historically excluded group.

Nevertheless, the civil rights discourse spurred initiatives to advance racial diversity in higher education, pushing back against segregation and increasing equal

opportunity. Over time, institutions began to shift from simply greater access to “reveal and revise the racist policies and adverse practices” (Valverde, 2011, p. 21) that were still prevalent in higher education. Thus, scholarship has suggested that a principal mechanism for illustrating "an institution-wide commitment to enhancing diversity and vigorous leadership" is through the development and implementation of diversity-centric policy (Green, 1989, p. 7; Iverson, 2008). While some scholars criticize this strategy suggesting little to no relationship between planning and performance, many illustrate the need for these policies as a foundation for conversations about diversity, equity, and inclusion.

In order to attend to these efforts, organizational leadership is essential. One leadership body related to diversity initiatives and diversity plans, although not examined within the contexts of HSIs, is the diversity committee. Many institutions have created diversity committees which play an essential role in shaping the discourses of diversity and race. Diversity committees, "a group of diversity stakeholders who have formally joined forces to shape and in some instances implement a shared plan for the future relative to diversity in a particular organizational context" have held a prominent position in the development diversity initiatives at institutional and state levels (Williams, 2013, p. 406). When armed with clear purpose and goals, these committees can fulfill an essential attribute of the diversity agenda at an institution, but outcomes for these groups are often limited. These limitations are often due environments that do not allow for the establishment of long and short-term goals, limitations of who is selected for the committee, and inadequate ownership over the process (Clayton-Pedersen, O’Neill, & Musil, 2009; Maltbia & Power, 2009). Nonetheless, diversity committees can contribute

to strategic diversity leadership, including strategic thinking, political capital, diversity knowledge, and organizational coordination. Understanding such diversity committees ultimately reveal how the institution and statewide diversity policies are translated into practice (Leon & Williams, 2016). Our understanding of diversity committees can inform our understanding of the diversity plans of which they play a central role.

Diversity Plans

While there is a significant critique of the utilization of diversity, Schauber & Castania (2001) center the vital role of diversity policies as a foundation and language for organizational change. As Ching et al. (2018) note, "as artifacts [policies] infused with values people hold about equity, examining the plans with a critical eye is needed to elicit their actual meaning" (p. 7). Thus, diversity policies have served as a site of critique and analysis; understanding the discourse of institutional policies and institutional plans can provide a view into the characterizations of race as well as other identities.

Research on institutional diversity plans highlights the ways in which they serve to shift towards colorblind language, position students, and the high levels of heterogeneity within plans (Ching et al., 2018; Iverson, 2005, 2007b). In a study of institutional diversity plans at land-grant universities, Iverson (2005) found that these diversity plans were not neutral and instead positioned students of color as outsiders, disadvantaged, and at risk. As a result, the diversity plans illuminate how institutions position students of color as being deficient and seek to identify mechanisms to combat that deficiency. In further analysis of these diversity plans, utilizing a critical race theory (CRT) framework, Iverson (2007) determines how these policies may perpetuate exclusionary practices on campus, and as a result, reinforce inequity. A review of 28 California community college equity plans illuminated two significant findings. First,

they highlight how the language has become increasingly vague regarding prioritizing the needs of minoritized students. Second, these institutions differ significantly across the foci of change, strategies, and how gaps in equity were calculated (Ching et al., 2018). Through this research, scholars illustrate how diversity policies have been utilized to shape the institutional discourse and campus policy as potentially colorblind and position students of color as at-risk. It is thus possible to acknowledge that diversity plans and policies are critical for creating a shared institutional language while also acknowledging the problems that this creates.

Title V Plans

Given the prominent role of Title V in the rationale and resources for HSIs, research related to Title V plans can help enhance our understanding of HSI plans to address the needs of Latinx students. Given limitations in data availability, there is a growing analysis of Title V grant abstracts. This subset of institutional plans illuminates how institutions present their priorities and goals related to their HSI designation. Given HSIs objective and the guiding principles of the funding to address inequities based on race, HSI Title V abstracts provide a window into how institutions articulate implementing this mission. In one analysis of these plans, Vargas & Villa-Palomino (2018) identify that across 220 abstracts of funded Title V proposals, the vast majority (85 percent) do not center Latinx students. Instead, these proposals assumed a colorblind approach, allocating resources towards labs or equipment that would benefit all students and, in doing so, failed to illustrate how the expended funds would explicitly support Latinx students. This research also illuminates a central missing feature, "no abstracts explicitly discussed the racial marginalization that occurs on college campuses," further highlighting the racialized nature of the Title V process. The colorblind approach to Title

V proposals identified by Vargas & Villa-Palomino (2018) also bears out in consideration of Title V funds, where researchers found that institutions with higher proportions of white students and lower proportions of Black students are more likely to receive Title V funds (Vargas, 2018). Here again, this research speaks to the racialized experiences of organizations within this explicitly racial designation. These two studies take a direct look at the role of race in one of the primary components of the HSI designation - access to Title V funds. This provides an understanding of the role of colorblind approaches in the application for federal funding to support Latinx students at HSIs, drawing attention to the problematic nature of the HSI designation.

State Diversity Policy

The increasing role of state policy in shaping racial diversity policy within public higher education research in this area provides a valuable context for this research. Critical discourse analysis tools have been utilized to understand questions relating to the policy development process around the Texas Top 10% plan, equity-minded transfer policies, and access for African-American students (Chase, Dowd, Pazich, & Bensimon, 2012; Harper, Patton, & Wooden, 2009; Winkle-Wagner, Sulè, & Maramba, 2014). The overwhelming theme of this body of literature is the erasure or colorblind nature of state higher education policy. Winkle-Wagner, Sulè, and Maramba (2014) examine the policy re-design process to consider the presence or absence of discussions related to race. Their research illuminated how the policy re-design process over-emphasized individual opportunity at the expense of recognizing the structural inequalities. In attending to structural challenges, Chase et al.'s (2012) analysis of transfer policies considered how race-ethnicity is included, assessed and constructed within transfer policies. Their findings underscore the pervasive utilization of color-blind transfer efforts. These two

examples complement the other policy discourse analysis research, which has looked at the construction of the image of Latinos, as well as the utilization of equity policies. This scholarship centers the need to consider the statewide policy as a mechanism for understanding the experiences and opportunities for racially minoritized students.

Underpinning these various bodies of scholarship- institutional plans, state policy, and Title V scholarship is a question regarding the opportunity cost of overt discussions of race. The political implications around the use of racially explicate discourse have been outlined, and likely plays a role in the tempering of racial discourse within higher education policy (Huber & Lapinski, 2006). Yet, regardless of the political capital and challenges associated with racial language, critical policy analysis reminds us that the presentation of policy problems and policy solutions has ramifications for equity. Instead of achieving a win-win, language that obscures race may, in fact, perpetuate racial inequity. While there may be an opportunity cost related to centering race in state and institutional policy, scholars continue to argue that without centering race policies, then reproduce or perpetuate inequality.

Given HSIs' objectives to serve Latinx students and address racial inequalities, institutional diversity plans and policies help as essential tools in our understanding of the discourse of race at HSIs. Thus far, while literature has looked at institutional desires and outcomes as noted in Title V abstracts (Valdes & Villa-Palomino, 2018), diversity plans at non-HSIs, student outcomes, and organizational culture (Francis E Contreras, Malcolm, & Mara Bensimon, 2008; Garcia, 2016; García, 2018), scholarship has not expressly considered how race is discursive within HSI policy. By examining the discourse of race within these institutions, it is possible to understand how they embrace

or push back against colorblind discourse. In doing so, we can understand the spectrum of racial discourse within HSIs and draw attention to the role of institutional policy in fostering a Latinx serving climate supporting racially minoritized students.

Summary

This study considers the racial discourse within HSI diversity policies. To contextualize this research, the literature review provided an overview of the role of race in the U.S., as well as the categorization and racialization of Hispanics. Additionally, this Chapter has considered Hispanic enrollment in higher education, and the primary site of Hispanic participation in higher education is HSIs. Given the objective of examining diversity policy, the subsequent section considered the literature on diversity plans. In doing so, the review also considered adjacent fields such as state diversity policy and Title V plans.

Considering the intersection of these bodies of literature illuminates some of the gaps that this research agenda aims to address. In particular, diversity policy plays a vital role in shaping institutional focus related to diversity. Yet, to date, the scholarship has been clustered at land-grant institutions and a subset of California community colleges. Additionally, much of the HSI literature has not explicitly addressed questions of race. And that which has perpetuated the erasure of the diverse Latinx racial identities. Given the overtly racial nature of HSIs, considering how race is discursive within HSI diversity plans, has the opportunity to illuminate how these institutions, as the primary educators of Latinx students, center racial discourse.

CHAPTER III: Methods

This Chapter outlines the methods used to collect and analyze the data for this study. The literature in Chapter 2 illuminated the central role of race in the U.S. higher education as well as the limitations within the existing scholarship regarding the consideration of how race is discursive within Hispanic Serving Institutions (HSI). Qualitative research, with a myriad of forms, has been noted as an effective tool for investigating questions related to a phenomenon. Given the nature of this research, qualitative methods serve as the broad framework for inquiry. This Chapter will review the research questions that drive this study. It will also clearly outline the researcher's positionality and how that informs this project. Additionally, it provides an overview of the research design, including sampling, data collection, and data analysis procedures. Finally, this Chapter concludes with a discussion of trustworthiness and the potential limitations of this research.

Research Questions

As previously articulated, this inquiry is guided by a set of three discrete yet interconnected research questions.

1) What are the characterizations of racial diversity in institutional diversity plans and key institutional artifacts at selected HSIs?
2) How does the discourse of race inform campus framing of Latinos/Latinx/Hispanics as raced subjects on HSI campuses in select states?
3) How are policy problems and solutions for Latinos/Latinx/Hispanics constructed and (re) produced in institutional diversity plans and key institutional artifacts at these HSIs?

Through these questions this research supports the examination of how institutional diversity policies may reinforce an inequitable racial discourse for Latinos/Latinx/Hispanic students.

Positionality

Prior to discussing the research design, it is essential to outline the role of the researcher as an instrument. While there are numerous benefits to the human instrument, including the ability to be adaptive as well as enabling follow up and clarification, there are potential shortcomings that must be mitigated (Merriam & Tisdell, 2015). These shortcomings are understood to manifest in the form of researcher bias. While these biases likely inform and shape the study, Merriam and Tisdell (2015) suggests that instead of trying to eliminate them, researchers must "identify them, and monitor them in relation to the theoretical framework and in light of the researcher's own interests, to make clear how they may be shaping the collection and interpretation of data" (Merriam & Tisdell, 2015, p. 16). With this in mind, there are two identities that are salient to this research and that I continually examine throughout the process of this research. These include my identity as an Afro-Latina scholar and my identity as a higher education diversity practitioner.

My racial identity as an Afro-Latina has strongly influenced how I approach my research. This is most evident in this work in my choice to engage critical race theory (CRT). This choice intentionally affirms that I believe race matters and thus is a central feature of research related to diversity. Furthermore, the decision to locate this research within HSIs only increases the need to consider critical scholarship that foregrounds race.

By leveraging critical scholarship, which aims to advance and transform society, this work is overtly interested in examining the discourses that inform discussions of diversity and race within higher education.

The second identity that is important to note is my current role as a diversity practitioner. I began this role mid-way through my Ph.D., which coincided with the start of my data collection. In this role, I oversee efforts related to diversity, equity, and inclusion for faculty, staff, and students within one college within a University. This work involves the development of institutional diversity plans and currently is directly engaged in the assessment and accountability related to existing diversity efforts. Furthermore, this institution is an emerging HSI. Thus, this new role has informed my understanding of the various efforts related to diversity plans both at the university level or sub-unit (college or department). It has also exposed me to the utilization of HSI discourse in a variety of facets, from a range of stakeholders. Further, when outreach to institutions was required to access data, I was forthcoming with contacts regarding my role as a graduate student and as a diversity professional. While the institutions in this study vary significantly from my own, I realize that my experiences, regardless of how nascent, have the potential to shape my review of the institutional documents; therefore, I made efforts to be cognizant of my positionality during this process.

The intent of outlining my salient identities is not to suggest that I remained unbiased, the naming of these identities and the biases which they bring allows me to be dutifully mindful of those biases. This mindfulness required the use of "bracketing" or the tool of setting aside prejudgments that are connected to the researcher's experience (Creswell, 2007). To accomplish this technique, I engaged in memo writing and

reflection. This continuous process allowed me to identify moments of confusion or opportunities for further discussion. In the pilot process, this memo writing illuminated the need to better articulate how I would attend to intersectionality. Thus, the memo process contributed to the trustworthiness of this research.

Research Design & Methodology

Qualitative research brings to the forefront research that engages in questions of "understanding the social world" (Rossman & Rallis, 2016, p.8). It is thus useful in building an understanding of experience or phenomena. As such, its most simplistic definition, (Braun & Clarke (2013) suggest that "the most basic definition of qualitative research is that it uses words as data" (p. 3). Within this broad framing of words as data, there are a variety of categories of qualitative research from case-study to phenomenology. This study is categorized as a sociolinguistic study given that the goal to consider how race is discursive as well as how policy problems and solutions are presented within institutional policy. As such this project seeks to understand the meanings, overt and hidden, found in institutional texts. In doing so, it interrogates questions of how discourse is leveraged to protect the power of whites and sustain the oppression of Latinx.

While this work is conceptualized through a critical race theory framework, the research interest in understanding the production of discourse demands the consideration of poststructural theory more broadly. Poststructural theory is marked by the "recognition of the constitutive power of language and of discourse" (Gannon & Davies, 2006, p. 80). Primarily introduced by Michel Foucault, poststructural theory shifts the thinking of language as descriptive of a "true" or "real" world to discourse as a tool for the

construction of this world. Alternatively stated, language becomes something that is socially constructed and thus an essential site for the construction of meaning. It is through this process that this poststructural framework orients scholars to consider and make visible what may have been taken for granted or considered natural. By situating critical race theory within the broader poststructural framework, the intent is to better frame the role of texts as the primary data for analysis. Subsequent sections will both operationalize the utilization of CRT as well as unpack the qualitative research method-critical discourse analysis.

Conceptual Framework

Critical Race Theory

Bonilla-Silva (2017), in his analysis of the prominence of color-blind racism, asserted that "compared to the Jim Crow racism, color-blindness seems like ‘racism lite.' Instead of relying on name calling (niggers, spics, chinks) color-blind racism otherizes softly (‘these people are human too')" (Bonilla-Silva, 2017, p. 3). In this new landscape of increased levels of covert racism, frameworks must be used to interrogate the hidden racism that may exist. To consider how the diversity policies obscure or illuminate questions of race and racism this analysis utilizes a critical race theory (CRT) framework. CRT is built on the efforts of critical legal scholars who considered legal indeterminacy, the concept that a case could have multiple correct outcomes, and feminist theory, which considered the relationships of power, social roles, and invisible forms of oppression. CRT served as a response to perceived delays in civil rights and concerns regarding the role of legal precedents in maintaining racial and economic oppression (Delgado & Stefancic, 2017; McCoy & Rodricks, 2015; Museus, Ledesma, & Parker, 2015). Importantly, the lack of emphasis on race and racism within legal analysis was seen as a

shortcoming of legal studies, inhibiting its ability for social transformation. By challenging the neutrality of legal reasoning, and highlighting how the law historically advanced established power relationships, CRT addressed how existing scholarship was "covering injustices with a mask of legitimacy" (McCoy & Rodricks, 2015; Taylor, Gillborn, & Ladson-Billings, 2009, p.2).

In their construction of CRT, Delgado and Stefancic (2017) presented three main principles. First, is the centering of racism as a normal aspect of life for people of color created and (re) produced through institutions. Second, the proposition of interest convergence or material determinism which allows for the maintenance of whites preserved through the advancement of people of color as long as it does not encroach on the privileges of whites. Finally, they highlight the importance of the social construction of race- which outlined above- informs our understanding of how "race and races are products of social thought and relations. Not objective, inherent, or fixed…rather, races are categories that society invents, manipulates, or retires when convenient" (Delgado & Stefancic, 2017, p. 7). Thus, while there is not a formal set of tenets for CRT, these three themes serve as central to the majority of CRT frameworks that are leveraged.

Scholars, such as Ladson-Billings and Tate (1995) and Solorzano (1998) recognized the utility of CRT to understand persistent racial inequities in K-12 and higher education. In this work, scholars have engaged CRT to "raise questions, engage in conscientious dialogue, and produce research in which CRT would serve as a tool and framework to unsettle racelessness in education" (Patton, 2016, p.2). Within higher education, a set of six guiding principles has been established for the framing of CRT. These include, 1) the centrality of race and racism as normal, 2) interest convergence, 3)

the necessity of challenging dominant ideology, particularly higher education claims of objectivity, meritocracy, and colorblindness, 4) the importance of centering the lived experiences of people of color or counterstory-telling, 5) the importance of prioritizing and advocating for social justice efforts that end oppression and racism, and 6) intersectionality (Solórzano & Yosso, 2002; Yosso et al., 2004). While CRT continues to evolve as a broad theoretical framework these tenets serve as an important framework. Given their important role in shaping this research, I will elaborate on each of these tenets to ensure a shared understanding of their utilization throughout the project.

Racism as Normal. CRT scholars argue that racism is not isolated or random in US life, but instead a regular component of the everyday lives of people of color in the US (Harper et al., 2009; McCoy & Rodricks, 2015; Solorzano, 1998). As highlighted by Bonilla-Silva (2017) the subtle insults or micro-aggressions, which pervade US society, become naturalized and therefore unrecognizable to many. CRT scholars are attentive to how these racist practices and discourse shape institutional power, moving beyond a focus on separate individual actions (Harper et al., 2009; Solorzano, 1998). These racists structures exist across political, economic and social domains, including education; thus, CRT provides a lens to bring racism to the center of inquiry and make racism visible in our higher education system.

Interest Convergence. Within, CRT racial equity is achieved only when the interests of people of color intersect with or benefit white people. Interest convergence is grounded in the Marxist theory that the middle-upper class is willing to tolerate advancement of the working class when it is to their benefit suggesting "interest convergence is about alignment, not altruism" (Bell, 1980; Ladson-Billings, 2013, p. 38).

This tenet suggests that race has been developed as an organizing principle to subjugate one group and ensure white dominance (Ladson-Billings, 2013). In higher education policy, the case of Grutter v. Bollinger illustrates how affirmative action was advanced because of its benefits to white students. In this case, the rhetoric emphasized how racial diversity helps students, who at that moment, were predominantly white. Thus, the core of interest convergence speaks to the history of the US where white people are willing to advance issues of equity if they maintain the subordination of people of color.

Meritocracy & Colorblind Rhetoric. CRT challenges concepts of meritocracy, color-blindness, and race neutrality suggesting that these concepts distract from the self-interests of the privileged. While achieving a meritocracy is a laudable goal, the idea of a meritocracy also masks the depth of historic racism in the US and instead continues misconceptions regarding racial fairness and redirects attention to only the most flagrant inequities, distracting from many of the previously mentioned ways in which racism manifests in covert ways (Harper et al., 2009; McCoy & Rodricks, 2015; Solorzano, 1998). Higher education CRT researchers have given particular attention to the role of color-blindness in state policies as well as retention and completion programming (Ledesma & Calderon, 2015; Mertes, 2013; Winkle-Wagner et al., 2014; Yosso et al., 2004). In doing so, scholars question how advances based on meritocracy or liberal ideology support white self-interest and how discourse overlooks race.

Counter-Storytelling. Utilized to bring voice and to recognize the lived experiences of people of color, counter-storytelling aims to present these narratives as legitimate, valuable, and important to our understanding of racial subordination (Museus et al., 2015; Solorzano, 1998; Solórzano & Yosso, 2002). As such, storytelling allows us

to examine alternative truths that run counter to and question the master narrative. Within higher education scholarship, counter-storytelling has been used to consider the experiences of racially minoritized students and faculty of color. In doing so, it brings light to these different experiences, particularly within predominantly white higher education institutions (McCoy & Rodricks, 2015; Solórzano & Yosso, 2002). The resulting narratives represent a powerful tool in presenting counter-narratives that challenges the dominantly white male master narrative that pervades higher education.

Social Justice. Central to CRT is the belief that practitioners and scholars must be committed to inquiry and practice that embodies the express objective of eliminating racism and the other myriad forms of oppression which are found within the education system (Garcia, Johnston, Garibay, Herrera, & Giraldo, 2011; Solorzano et al., 2000). Since CRT scholars believe that racism is both normal but also permanent (see above), the elimination of racism becomes a perpetual project within the broad social justice project. Therefore, underpinning the vast majority of higher education research which engages a CRT framework is the shared vision of social justice- the goal that the research will contribute to the programmatic and policy efforts that advance a social justice agenda.

Intersectionality and Anti-essentialism. As defined by Delgado and Stefancic (2012), intersectionality is the examination or race, sex, class, national origin, and sexual orientation and how their combinations play out in various settings (p. 51). Intersectionality critiques the dominant paradigm of binaries in the United States - Black or white, male or female, rich or poor - instead acknowledging the many overlapping interests and traits that come together (Ledesma & Calderon, 2015; McCoy & Rodricks,

2015; Museus et al., 2015; D. Solorzano, Villapando, & Oseguera, 2005). As Gloria Ladson- Billings (2013) suggests, intersectionality captures the messiness of real life. Beyond improving our ability to capture the multiple identities, which shape someone's experience, Ladson-Billings demonstrate that ignoring these intersecting identities may incorrectly identify the reason for an action or policy decision. As a result, critical race scholars are cautious of research that only looks at race while failing to consider the other oppressed identities of the study participants. While the organization of people into groups has benefits for political organizing and building affinity networks, CRT affirms that not all oppressed people share the same opinions and aim to protect against this essentializing of any group (Espino, 2012; Ladson-Billings, 2013; McCoy & Rodricks, 2015). Allowing for the multiple intersecting identities and challenging our instinct to essentialize any individual are essential tenets of CRT.

Expansion of CRT

In its development, CRT has primarily been utilized to engage in analysis along Black-white lines. While CRT has been leveraged to consider system of oppression beyond the Black-white binary its foundation in this paradigm has limited its application for other racialized groups. Of note is the way in which CRT does not capture other racialized experiences like those of language, colonization, or indigeneity (McCoy & Rodricks, 2015). As a result, new frameworks have been developed that expand the understanding of race and consider these other racialized experiences. LatCrit emerged in the 1990 intending to highlight the issues unique to the Latinx community such as language, culture and immigration, which are often overlooked in CRT (Ledesma & Calderon, 2015; Lynn et al., 2002; Museus et al., 2015; Solorzano et al., 2005). By positioning these issues along with race, sex, and accent, LatCrit supports a central

understanding of the Latinx experience (Solorzano et al., 2000; D. Solorzano et al., 2005).

Given the unique focus of LatCrit, by threading some of the key concepts with of LatCrit with CRT, this work is best positioned to expand thinking of race, language, and systems of oppression. CRT allows for the positioning of social justice, racism, and equity at the center of analysis, CRT examines racism as a part of daily life for people of color. LatCrit then considers how based on a footing in a Black-white binary, CRT may obscure some of the unique features of the Latinx experience. With this framework, scholars have illustrated how race and racism are absent from scholarship, how transfer policies fail to address inequities, the exclusion of minoritized populations, and the ways that interest convergence language has played a central role in the higher education affirmative action cases (Harper et al., 2009; Jain, Bernal, Lucero, Herrera, & Solorzano, 2016; McCoy & Rodricks, 2015; Parker, 1998; D. Solorzano et al., 2005).

By building on this foundational higher education scholarship, this research will enlist the core concepts from CRT enhanced by the concepts that frame LatCrit. In doing so, this research supports the examination of racial discourse, particularly within HSIs. This framework is particularly useful to support the critical examination of how institutions, who are noted for their role in serving a racially minoritized population, embody, center, and promote these students.

Methodological Framework

This project employs critical discourse analysis (CDA) to understand the meaning of written texts and symbols. To achieve this objective, CDA moves beyond looking at just examination of the text to enable the coupling of written documents, practice, and

beliefs to understand the interrelationship between various networks and power (Fairclough, 2005; Martínez-Alemán, 2015). CDA has many potential applications in higher education, thus it can serve to illuminate how language operates in myriad ways spanning the texts - admissions documents, institutional policies, syllabi, institutional statements, governance documents, etc. - that students, administrators, and faculty may encounter. As demonstrated through the CDA scholarship in higher education, the texts that are examined may be print or online both publicly available as well as confidential. Ultimately, this process aims to see how discursive practices form, shape, and produce truth claims, thereby presenting a narrative of policy and action. Furthermore, given the apparent policy nature of these documents, and their prior treatment in the literature (Ching et al., 2018; Iverson, 2005), principles of critical policy analysis are infused into this work.

Critical Discourse Analysis

The central tenet of this analysis is the goal of understanding the interconnectivity between the text, the discursive practices, and the social practices- ways of operating in the world that shape social identity (Huckin, 1997; Martínez-Alemán, 2015). As noted by Gee (2004), discourse analysis "is a distinctive way to use language integrated with other stuff to enact a particular type of socially situated identity... It is a distinctive way of thinking, being, acting, interacting, believing, knowing, feeling, valuing, dressing, and using one's body. It is also a distinctive way of using various symbols, images, objects, artifacts, tools, technologies, times, places, and spaces" (p. 46). To understand the interrelated notions of text, Fairclough (1992) presents a Three-dimensional Conception of Discourse (Figure 3.1).

Figure 3. 1. Fairclough (1992)- Three-Dimensional Conception of Discourse and Application of Framework

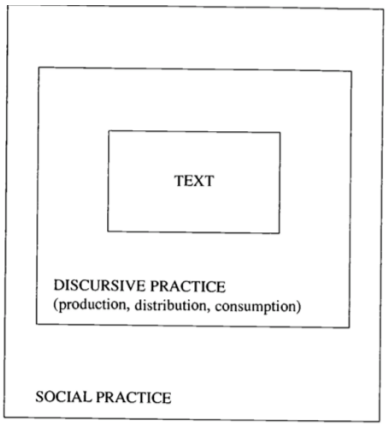


Figure 3.1 describes how,

> "the meaning a text derives not just from the words-on-the-page but also from how those words are used in a particular social context. When more than one user and one social context are involved, a given text will typically have more than one 'meaning'" (Huckins, 1997, pg. 89).

As a result, CDA enables the ability to look at the embedded meanings, informed by relational contexts to frame scholarship. In so doing, CDA also acknowledges the temporal nature of various meaning such it is not static but instead is contextualized within the current timeframe in which a document is reviewed.

To further enhance our understanding of CDA, Huckins (1997), highlights how it can be differentiated from other textual analysis. Of the six distinguishing features, the interconnected nature of critical discourse analysis is especially relevant. Critical discourse analysis is,

> "a highly integrated form of discourse analysis in that it tries to unite at least three different levels of analysis: the text; the discursive practices (that is, the process of

writing/speaking and reading/hearing) that create and interpret that text; and the larger social context that bears upon it." (Huckins, 1997, p. 87)

Additionally, as discussed above, critical discourse analysis often takes an ethical stance. In doing so, it seeks to unpack "power imbalances and social inequities" making it an ideal method to couple with CRT.

In applications to higher education, CDA is "often applied to text intended to describe and investigate education phenomena so that we can better understand how dominant discourses construct realities that support and advance their worldview and conviction that are inherently unjust" (Martínez-Alemán, 2015, p. 20). In doing so, it allows for consideration beyond the mechanisms through which policy was created to identify how policy is a form of discourse to "identify the interconnectedness of politics and policy in education [and] to identify some of the cultural values and choices of policy" (Hernandez, 2013, p. 15). This is particularly relevant in the examination of higher education discourse about diversity and race as it is generally less overt and therefore needs to be exposed in what is presented as neutral or positive language (Wynette Ward, 2017). As a result of the insidious and obscure nature of such discourse, "the power of dominant groups may be integrated in laws, rules, norms, habits, and even a quite general consensus" (van Dijk, 2015, p.355). In so doing, such discourse serves to create and preserve a white hegemonic enterprise.

Critical Policy Analysis

CDA provides the foundational set of tools that, as noted above, can be applied to a variety of texts. The unique policy nature of these texts merits the consideration of alternative policy frameworks. While traditional policy frameworks treat the policy actors and the process that they undertake as a matter of utility maximization, it assumes that

individuals follow a rational process to maximize self-interest, and presents policy-making as a linear process in which policy actors are moving through a pre-determined sequence. Aiming to move beyond these value-neutral linear processes, scholars have sought to consider the messiness of policymaking and the diversity of ways in which policies are formulated and implemented. For example, Stone (1997) begins to untangle the linear process by merely asking whether the policy or the problem comes first, suggesting that at times policy problems are identified to enable the implementation of a preferred policy solution. Traditional and alternative frameworks alike have been critiqued for the suggestion that the policy process is value-neutral and driven by cost-benefit considerations that only advance the agenda that maximizes policy-makers' self-interests. Aiming to move beyond these value-neutral linear processes, critical policy analysis (CPA) has sought to consider the messiness of policymaking and the diversity of ways in which policies are formulated and implemented. Or put alternatively, "policy analyses are constructed as discursive practices that create, share, and produce truth claims that can be questioned" (Hernandez, 2013, p.51).

From an operational perspective, CPA disrupts traditional policy analysis tools in favor of illuminating the policy problems and solutions that a policy constructs as valuable. In doing so, it has the power to uncover or illuminate how policies serve to (re)produce inequity. The application of critical policy analysis has been informed by a hybrid of methodological tools that seek to move beyond traditional policy tools (Gordon et al., 2010). As a result, this framework helps explore policy as the practice of power to "illuminate how power operates through policy by drawing attention to hidden assumptions or policy silences and unintended consequences of policy practices" (Allan,

Iverson, & Ropers-Huilman, 2010, p.24). Within higher education scholarship, CPA has been used to explore questions related to diversity policies, admissions policies, and mission statements (Ayers, 2005; Chase et al., 2012; Gordon et al., 2010; Hernandez, 2013; Iverson, 2007b; Prunty, 1985; Shaw, 2004). This work has enabled the examination of pedagogy within doctoral student education, analysis of women's commission reports, and diversity programming (Iverson, 2007b; Loomis & Cigler, 1997).

Beyond the application of CPA, this scholarship also illustrates how CPA is informed by the central tenets of CDA. As an alternative approach, this research will layer the central CPA framing of policy problems and solutions within the broader CDA analysis. The analysis process outlined below provides a full view of the merger of these two frameworks. Ultimately, this positioning supports the centering and consideration of central policy structures- problems and solutions- while retaining the robust analytical processes outlined in CDA.

Study Design

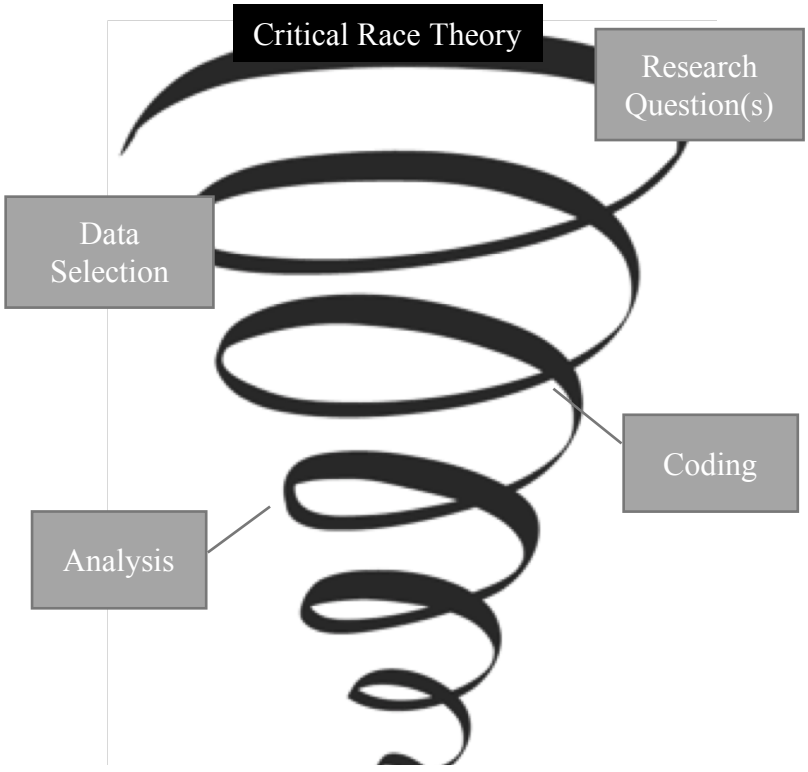
Engaging the intersection of CRT and LatCrit, this study brings together two theoretical frameworks. These frameworks play an important role in framing the study design- including site selection and analysis. Further, CDA provides a rigorous methodological approach to analyzing texts. The infusion of CPA framework enriches the ability of this research to present new ways of considering these policy documents. It is through this merged framework that this research considers the ways in which discourse is culturally formed and will unpack how discourse shapes truth claims, thereby determining what is considered a viable policy idea and action. This section highlights

the ways in which both CRT along with CDA thread through this research. This is followed by a review of the study design that guide the subsequent sections.

Threading CRT and LatCrit

CRT and LatCirt thus inform the entirety of this research project. It is particularly salient given the premise that CRT and LatCrit aims to advance a racial justice agenda that centers the needs and interests of oppressed and marginalized groups. Furthermore, to expressly consider the role of race and racial discourse within institutional policies further aligns with the tenets of CRT and LatCrit. As a result, CRT finds itself rippling throughout the research process, as depicted in Figure 3.2, from design to implementation.

Figure 3. 2. Threading Critical Race Theory



Theoretical Framework and Sample. The institution sample, by the nature of the questions, was comprised of HSIs. This, until recently, largely understudied group of institutions also has a vital role to play in advancing a social justice mission within higher education. While these institutions were developed to support and promote the interests of white students (Garcia, 2018), they none-the-less now serve as the primary site of higher education for Latinx students. Additionally, as data from the U.S. Census, Pew Research, and others discussed in Chapter 2 illuminates, Latinx individuals are a highly diverse group- both racially and ethnically. The consideration of the role of race and racism in higher education policy squarely situates this within a CRT framework.

Methods informing Analysis. Methodologically this project employed CDA, to identify themes that are aligned and incongruent with the tenets of CRT and LatCrit. CRT and LatCrit serve as the framework through which findings are discussed as well as the implications for policy and practice. Table 3.1 provides a framework in the analysis.

Table 3. 1. Analytic Application of CRT & LatCrit

Critical Race Theory and LatCrit	***Diversity Plan Analysis Considerations***
Race and Racism	• Consideration or presentation of racial inequity
Interest convergence	• Policy positioned as supporting white economic interest • Timely nature of the policy (social acceptance)
Counternarratives	• Deficit thinking • Centering or decentering of whiteness
Challenging Ideology	• Opportunity of people of color • Lack of overt mention of race

Social Justice	• Equity or equality • Goals of inclusion • Achieved goal or continuous effort • Social justice issues most salient in the Latinx community
Intersectionality	• Intersection of marginalized identities • Treating any one group as homogenous • Addressing the multiple levels of oppression
Language	• Consideration of linguistic needs of Latinx students and their families

Population and Sampling

While there are nearly 500 HSIs nationally, they represent a significant level of institutional and geographic difference(Núñez et al., 2016). This diversity can be found by interrogating features at the state and institutional level, demanding that both be considered in any research. As outlined in Chapter 2, different state policies and practices shed light into the features of institutional diversity plans. Given the salience of state policy, particularly related to discourses of diversity and race, this analysis would be incomplete without providing a state framing. Beyond state context, the research also illuminates the significant institutional features to be considered when sampling HSIs. These include urban/rural, percentage Latinx students, time as an HSI, Puerto Rico/mainland US, 2-year or 4-year, and 4-year institutions clustered by Carnegie classification. While each of these has differing impact on institutions and are considered further below. Given that public higher education institutions are the primary site for engagement of Latinx students, a preliminary decision was made to focus on public institutions. Thus, an attentive consideration of institutional diversity policies requires a

two-tiered approach to institutional selection. The sections below review the criteria for state and institutional selection informed by the scholarly literature.

State Characteristics. In light of the importance of state context, this study utilized a purposive sampling (Creswell, 2007) to support the targeting of select states. Data from the Center for Minority Serving Institutions was utilized to conduct a preliminary analysis of HSIs. The objective of this phase was to identify states with three or more public HSIs. Table 3.2 provides an overview of those states along with other relevant data points. The following states were not considered given the low numbers of HSIs- Arkansas, Kansas, Massachusetts, Oregon, Pennsylvania. Additional data were appended to the table to capture the largest Hispanic origin group- relevant given the differing experiences with racialization (Taylor et al., 2012), and the region (McFarland et al., 2017). A review of state coordinating boards and system office websites yielded data regarding the existence of state policy or mandates regarding institutional diversity plans. Acknowledging the pivotal role that state policy and context can play in shaping institutional efforts as well as the objective of analysis to support inter- and intra-state comparison, this served as the final characteristic in state selection. The consideration of these primary state characteristics, 3 or more public HSIs, and the existence of the state policy mandating diversity policy served as the sampling criteria. To address what has been identified as differences in racialization, primary Hispanic origin group was considered, and a variation of origin groups was sought. The analysis yielded three states for consideration: California, Florida, and New York. These three states were thus selected due to their ability to provide state-level policy contexts that were both unique while also allowing for enough similarity to allow for comparison across these cases.

Table 3. 2. HSI Data by State

State	All Public	2-year Public	4-Year Public	Largest Hispanic Origin Groups	Region	State Policy Context
AZ	11	8	3	Mexican	Southwest	
CA	101	72	29	Mexican	West	Statutorily required for 2-year institutions
CO	6	3	3	Mexican	Rocky Mountains	
CT	4	4	0	Puerto Rican	Northeast	
FL	10	1	9	Cuban	Southeast	Statutorily required for 2-year institutions
IL	10	9	1	Mexican	Mid-west	
NJ	12	7	5	Puerto Rican	Mideast	
NM	19	13	6	Mexican	Southwest	
NV	3	1	2	Mexican	West	
NY	18	10	8	Puerto Rican	Mideast	SUNY Diversity, Equity, & Inclusion Plan
TX	51	32	19	Mexican	Southwest	
WA	4	2	2	Mexican	West	

Institutional Characteristics. The institutional population in this study includes institutions that have an institutional diversity plan, either as stand-alone or embedded within strategic plans. The broad definition of diversity plans is necessary given that while institutions are increasingly focused on racial diversity, the formal development of institutional plans, integrated within strategic plans or otherwise, appears to be limited. The inclusion of states with mandated diversity policy at some level enables the consideration of both 2-year and 4-year institutions. Within each state, four to ten institutions were selected. Among the states included, the institutions represent between 10 and 100 percent of a state policies eligible HSI population. Where possible, the differences that have been identified within HSIs such as 2-year or 4-year, percentage

Hispanic, urban/rural or institution size were considered to support a maximum variation sample (Creswell, 2007).

Data Collection

Given the intention of framing institutional diversity plans within the context of state politics and policy, a preliminary phase of data collection included the gathering of state data. This phase included the review of state legislation, system policy, and other state contexts that inform the institutional diversity policy. It also took a historical lens to consider the evolution of this context to better frame the statewide influence of institutional diversity efforts.

Beyond the collection of state data, the primary data collection was three-pronged and began with the identification of an institution's diversity plan or equity report. A secondary set of data gathered from institutional websites was collected to augment and enhance the understanding of the way that race is discursive within the diversity policy. Finally, key informants were engaged once the first two data sets have been collected and analyzed. Given that this project relies primarily on publicly available data, in subsequent section institution names will be used when referencing data. However, interview participants remain confidential, thus pseudonyms are used for these individuals. The sections below will outline the three data sources and the timeline.

Institutional Diversity Plans. As the literature outlined in Chapter 2 suggests, there is a great deal of variability in the language, terms, and populations included when considering institutional diversity plans. As such, given this researcher's effort to understand the discourse of race within HSI diversity plans and policies, it is essential to frame what is included and excluded in the collection of these documents. Thus, a diversity plan or policy will include the following:

This study will include any institutional document that expresses institution-wide efforts to address diversity, as broadly defined above. These documents may be segmented by demographic focus (e.g., targeting students or faculty) but the emphasis must be institution-wide. Thus, while diversity efforts may come under many names- diversity, equity, inclusion and be focused on different populations such as faculty, staff, and students- all of these were considered in this analysis. In defining what is recognized as an institutional diversity plan, it is also essential to define what it is not. For this research, institutions that only have a diversity mission statement or institutional diversity website were excluded. While this not to suggest that these don't have merit, they typically lack the robustness and specificity that can be found in diversity plans.

In considering data accessibility, prior research (Iverson, 2005, 2007) suggests that the majority of diversity plans at land-grant institutions are publicly available. However, it appears that data are not uniformly publicly available at HSIs. Thus, while some of the data used for this analysis was available through institutional websites or state system websites, other campuses required outreach to diversity officers, diversity committees, and other key stakeholders.

Supporting Institutional Documents. While diversity reports are the focal point of this research, they can be contextualized and better understood within the consideration of the broader institutional discourse around diversity. Furthermore, given that "qualitative research is often a process of sorting, categorizing, and synthesizing multiple and conflicting voices" the supporting documents play an essential role in sifting through the conflicting voices (Love, 2013, p. 83). Thus, for each institution selected, the

following search terms- Diversity, Equity, Inclusions, Diversity Committee, Title V, Hispanic Serving Institution, and (Chief) Diversity/Equity Officer- guided the querying of institutional websites. The pilot summarized below provides an example of the model detailing how these data will be categorized to support systematic consideration across institutions.

Key Informant Interviews. While the diversity and equity plans are the primary focus of this analysis, engaging experts aims to lend voice to narratives of diversity, equity, and inclusion within a state. Much like the institutional documents, these interviews enhance the ability of the research to address conflicting voices. However, documents fall short in their ability to provide response. As such, the researcher cannot find themselves in conversation with the documents. Engaging with stakeholders also presents an opportunity to receive confirmation or push back about the context and the data gathered.

For each state, two to three key informants were interviewed. These interviews engaged state-level and institution level officials engaged in work related to diversity, equity, and inclusions. Interviews served three main purposes. First, interviewees served to inform the researchers broader understanding of efforts related to diversity, equity, and inclusion across the given state. In doing so, the researcher aimed to understand how, if at all, these efforts are targeted towards HSIs or Latinx students. Second, the interviewees provided context and grounding regarding the state level diversity reporting. Finally, interviewees were asked to respond to the preliminary findings, gathered through the analysis of the diversity plan and supplemental materials. Interviewees were able to

respond to the veracity of the findings and their potential application to HSIs across the state. A full list of key informant questions can be found in Appendix A.

Timeline

While institutional diversity plans generally span over several years and are unlikely to change frequently, if at all in a given year, the supporting documents may be more significantly impacted by the institutional and social environments. That is, national, state, or regional events related to diversity and race may spark events on campus. As such, ensuring that these data are gathered in a relatively succinct timeframe is desirable. All diversity plans, supporting materials, and key informant interviews were collected between January and September of 2019.

Data Analysis Plan

Using CDA, that is informed by CPA, the diversity plans were analyzed to understand how images of racial diversity are presented and how race is discussed within the policy. While a single process for CDA does not exist, scholars have provided some structure through which CDA can be applied. The CDA frameworks outlined by Huckin (1997) and McGregor (2003) suggest a preliminary review where the scholar withholds a critical lens. While reading documents without a critical lens presents a problematic goal, McGregor's broader objective of framing is an important component of CDA. Through this process, questions such as "Is it an institutional directive made public only to employees? Is it a funded research report published for sponsors or for marketing purposes?" serve as valuable questions given that the answers to these questions come with specific norms and rules which dictate the final product (Martínez-Alemán, 2015). In some ways, this mirrors the role of genre identification "genre (text type) that manifests a characteristic of formal features serving a characteristic purpose" (Huckin,

1997, p.81). While Huckin presents this in the second phase of analysis, I include this process in the first phase as it merits thoughtful consideration before the document is critically examined.

In the next phase of analysis, McGregor (2003) suggests a sentence by sentence analysis to consider terms, phrases, and components that may have multiple or hidden meanings. In this read, I recognize portions of text that served specific utility in creating, policy problems, policy solutions, and Latinx subjects. In addition to these broad frameworks presented by McGregor (2003), Martínez-Alemán (2015) suggests several techniques that can be employed to facilitate the implementation of CDA. These include reviewing the document for 1) Topicalization or the mechanisms for producing a perspective or slant, 2) Power relations, including depictions of powerful and powerless, 3) Omissions of information as well as the minimization of text, 4) Presuppositions, which utilize text that is persuasive and may be used to give the impression that the individual of power has more weight, 5) Insinuations, which obscure the intended meaning, thereby removing culpability of the writer when uncovered, 6) Connotations, or single words that convey significant meaning, 7) Tone, which is the utilization of specific words to imply a degree of certainty, and 8) Register, which includes the utilization of single words or phrases to assert a sense of authority (Martinez- Aleman, 2015, p. 26). Looking for these techniques within the texts provides an operationalizable process to address the framing questions outlined by McGregor.

By weaving together, the central tenets of CDA, informed by the framing presented through CPA, this analytical strategy will provide the structure for the analysis. As such, the data was treated following the five steps below.

1) All data, primary and secondary data, were reviewed. During this time, I began to look for patterns or categories that may begin to emerge. In tandem with the comprehensive review, I also systematically generated analytical memos. These served as the formal documentation for the identification of the patterns and irregularities noted above.
2) Three rounds of line-by-line coding of the diversity plans were conducted in this analysis.
    a. The first round of coding employed CPA tenets. This first level of coding specifically addressed questions one and two: What are the policy problems and solutions? Thus, this round of coding yielded codes for policy problems and policy solutions, and references to diversity/race/Latinx.
    b. The second round of coding applied both inductive and deductive codes to consider the discourses that are embedded in the policy problems, solutions, and racialized images as well as the framing of Latinxs as raced subjects. An initial codebook, drawing from the analytic memos, search terms, and similar research, served as the foundation of this phase of coding. Thus this round of coding focused on references to diversity, race, Latinx individuals as well as leadership, community, etc. Upon conclusion of this phase, codes were synthesized to identify significant themes.
    c. The final coding engaged the techniques from Martinez-Aleman (2015) outlined above. This review supported the identification and

utilization of often used techniques that serve to obscure aspects of texts. This was coupled with the consideration of what is missing or rendered invisible. This is particularly relevant for the engagement of CRT which suggests that discourses of race are often obscured or cloaked in "neutral" terms.

3) A final analytic memo was produced for each institution which served to synthesize the data from the supplemental materials memo along with the line-by-line coding.

At the conclusion of the coding, Nvivo reporting was utilized to generate data across the following dimensions- policy problems, policy solutions, images (e.g., the presentations, depictions, representations) of race. Additionally, reports for each of the techniques (e.g., omission or tone) was considered. It is at the intersection of these two areas that the characterization of policy problems and solutions, as well as the discourses related to Latinx students, was uncovered. A review of the annotations related to what was missing or taken-for-granted served to uncover patterns and themes across the text. This phase was also critical in the application of CRT, given its objective to highlight silences and presumed neutrality. Once institutional themes emerge, the supporting materials were engaged to consider confirming or disconfirming evidence that might manifest in these documents.

Pilot

A pilot of one institution's diversity plan, and supporting materials was conducted in January 2019 utilizing the framework that merged principles from critical discourse analysis, drawing from Fairclough (1992), Huckins (1997), and McGregor (2003). Upon

completion of data collection, these data was loaded to Nvivo. In the coding process, I followed the strategy outlined above, recognizing that the pilot could yield adjustments. The primary source data, the equity plan, was coded as noted, and the supporting materials were reviewed and summarized in an analytic memo.

Pilot Data Sample: Rio Hondo Community College

Rio Hondo Community College is one of the 114 community colleges in the state of California. Figure 3.3 shows the current gender, age, and racial composition of Rio Hondo.

Table 3. 3. Rio Hondo Community College Student Information

Student Information (2016-2017)			
Students			28,797
GENDER		RACE/ETHNICITY	
Female	43.3%	African American	2.1%
Male	55.5%	American Indian/Alaska Native	0.2%
Unknown Gender	1.2%	Asian	6.4%
AGE		Filipino	1.2%
Under 20 years old	26.0%	Hispanic	74.2%
20 to 24 years old	31.5%	Pacific Islander	0.2%
25 to 39 years old	29.5%	White	8.4%
40 or more years old	13.0%	Two or More Races	1.0%
Unknown Age	0.0%	Unknown Ethnicity	6.3%

Other Information (2016-2017)	
Full-Time Equivalent Students	12,758.6
Credit Sections	4,104
Non-Credit Sections	153
Median Credit Section Size	26
Percentage of Full-Time Faculty	67.7%
Percentage of First-Generation	56.7%*
Student Counseling Ratio	560:1

* Insufficient data

Notable for this research, 74.2 percent of the students are Latinx with all other demographic groups representing less than 10 percent of the student racial/ethnic groups. Furthermore, men are overrepresented at the school representing 55.5 percent of students. A review of local newspapers, including online archives using the search terms, noted above, and the campus website does not yield any articles covering the institutions HSI designation. Given that Rio Hondo has had a Latinx population at or near 70 percent since 2000, the institution has had long-term status as an HSI. Several other stories do address the efforts related to diversity and explicitly supporting the Latinx students at Rio Hondo.

As a California community college, Rio Hondo is legislatively bound to produce an institutional equity report. As legislated in Section 78220 of the California Education Code related to community colleges, any institution receiving Student Success and Support Program funding must produce an institutional equity report. The code also outlines which student identities may be included in the equity plans and the data sources that are required for this work (Article 1.5 added by Stats. 2014, Ch. 34, Sec. 6.*)*. A 2015 analysis of the policy notes that while the policy was started in 1992, it was suspended for six years between 2008-2014 illuminating the position of these current documents within the state history of equity plans (Felix & Castro, 2018). Thus, while only 2015 data was available for the pilot the most recent round of reporting, 2017-2019 were available for analysis for the proposed dissertation research. Given that the components of these reports are dictated by state code, they follow a general format. It should also be noted that this policy only mandates student equity reports; thus, this report has a noticeable gap in the discussion related to faculty or staff.

Data Selection. The primary data source for this analysis is the institutional equity plan. For the pilot, the analysis considered the Rio Hondo 2015 Equity Plan. As noted above, the document is focused on diversity and equity efforts is targeted toward students. Additionally, the Rio Hondo website was reviewed for documents and web pages that resulted from the five search terms. These data gathered in this process is documented in Table 3.4. As the table illustrates, the term diversity committee did not yield any relevant results. Also, the HSI search only yielded duplicate results from the Title V search. The pilot data collection suggests significant overlap in terms across institutions website. Additionally, it illuminated a gap in these data collection which was

the lack of state non-profit and organizational context. The revised data collection process, outlined above reflects this shortfall including the identification of general non-profit landscape. The pilot also informed the challenge in capturing document date. Given the nature of the data collection, the vast majority of the information was undated making this phase cumbersome given its limited utility. As such, it was dropped from the data collection protocol.

Table 3. 4. Supplemental Materials

Search Term	Document	Document Summary	Document Date (when available)
Diversity	Mission Statement Taskforce	A review of these data and the process for the development of an updated mission statement.	August 21, 2013
	Vision, Mission, & Values	A full updated website outlining the values, of which Diversity and Equity noted its own value with four key elements.	
	Commitment to Diversity	District policy passed by the Board that delineates their commitment to employing a diverse staff.	January 11, 2012
Equity	Student Equity Website	Provide a review of SB1456 and the reporting requirements as well as several student equity efforts underway	
	Rio Hondo College 2017-19 Integrated Plan Basic Skills Initiative, Student Equity, and Student Success and Support Program	An updated summary of the student equity plan which outlines continued efforts with an increased emphasis on basic skills.	
	2014 Student Equity Plan	A similar version of the 2015 Student Equity Plan to fulfill the newly reestablished legislative policy	

	Student Equity Plan Campus-Based Research: Data Summary	Provides a historical lens on the areas of access, course completion, degree applicable course completion, transfer, vocational courses, basic skills, and ESL	
	Student Equity Activities	Outlines efforts related to access, course completion, ESL & Basic Skills, degree completion, transfer, and equitable access & achievement	
Title V	Rio Hondo College Title V Implementation Group Meeting Minutes	Discussion regarding the implementation of their Title V grant	May 2, 2014
	2012-13 Title V Cohort Findings	Data summary for Fall 2012 and Spring 2013 looking at program participants and undefined comparison groups	
	Title V Grant Implementation Team: 2016-17 Title V (Advance) Implementation Team	A review of the staff and faculty supporting this proposal	
	Title V Implementation Team: Success Programs Strand Meeting Minutes	Meeting minutes discussing proposals for a future title V application	April 8, 2014

Once these data were gathered, I followed the analysis process previously outlined to code and analyzed these data. Below, I outline the process undertaken and the findings regarding the efficacy of the proposed analysis plan.

Step 1. *Process:* In this first phase of analysis, I reviewed all of the data that I had gathered. This included the data in Table 3.4. With this memo process, I ensured that certain features of the plan, such as the structure and representation of data are foregrounded early in the review. Also, I began to identify questions about why specific data were included as well as questions about other aspects of the plan. *Findings:* In the initial analysis, while the memo included some notes about the other material, the memo did not serve to fully document these data gathered in conversation with the diversity plan. Thus, to address this deficiency in these data analysis, I adjusted the analysis plan to include a summary memo identifying preliminary themes emerging in the complementary materials.

Step 2. *Process:* I reviewed the diversity plan looking to identify policy problems, policy solutions, and diversity and/or race. This round of coding was helpful for identifying the broad-brush framing that was leveraged to position these attributes within the policy. It served as a useful alternative to positioning each definitive statement as a positive or negative that could be clustered among each of the themes. *Findings:* This coding provided insight into some of the less obvious places, within the discussion of these data, that the policy problems were both presented but also honed. Further, it also illuminated the limitations regarding the discourses of race within this document. The coding for questions of diversity and race proved to be mottled in this phase of the coding and were thus moved to step three.

Step 3. *Process:* Inductive and deductive coding provided a detailed set of codes for the plan. The development of the codebook was aided by both the review of the primary and supporting documents. In addition, reviews of codebooks from similar

projects supported the development of the codebook. Upon review of the codes, they were clustered into major themes. *Findings:* The coding resulted in over 30 unique codes along with several co-occurrences. These codes were clustered into several major themes that spread across the areas of policy problems and solutions. These themes include access, funding, research, community, race, and equity programming. As noted above, codes regarding race, diversity, and characterizations of Latinx individuals was folded into this state.

Step 4. *Process:* During this phase of coding all of the techniques were added as codes into Nvivo. Line-by-line coding was undertaken to identify how these techniques may be used throughout the document. *Findings:* During this process, at times what was being taken-for-granted, what might be missing, or critiques about certain choices could not be captured by one of the codes. To address this challenge, I used the annotation feature in Nvivo to capture thoughts that could not be captured by the set of codes. Where codes would enable capturing these themes, they were added to the codebook, but where a single code would not be sufficient, the annotation feature was used.

Following the procedure outlined above, the final phase of the analysis included a discussion of the themes and reporting. Three themes emerged from the review of this single institution. First, in considering the characterizations of racial diversity, their HSI status plays a relatively focal role in the institutional narrative. While the diversity plan only mentions the HSI status once noting, "The ethnicity profile of the students reflects the community-at-large, and with a 70.4 percent Hispanic student population Rio Hondo is designated a Hispanic Serving Institution" in the framing of Rio Hondo, it is heavily referenced on the institutional website. As Table 3.4 outlines, serval sections on the

college website highlight their HSI status. Located within the *Student Success and Retention* section of the website, Rio Hondo notes that,

> The Title V-HSI grant is a five-year, federal competitive grant for eligible Hispanic-Serving institutions (HSI) and directed by the Department of Education's Office of Post-Secondary Education. With this grant, an HSI institution receives supplemental funding support to build its capacity to achieve higher levels of success among its primarily Hispanic student population through fostering student success programs and faculty professional development.

This demonstrates how Rio Hondo has centered Hispanic students within their HSI efforts. Of note is the suggestion that these resources "primarily" must support Hispanic students.

Within the equity policy, the characterizations of Hispanics are found throughout each of the five target areas- access, course completion, ESL and Basic Skills Completion, degree and certificate completion and transfer. In some respects, the presentation of Hispanics avoids common pitfalls such as characterizations of at-risk or the challenges of Latinx as historic, related to problematizing student groups, they focus on groups they suggest have been "disproportionately impacted." These presentations of race come together to form a complex framing of Latinx students at Rio Hondo. As prescribed by the student equity policy, the equity-minded data analysis often presented these data about Hispanics in relation to the population instead of in comparison to dominant groups. Most common is their identification as an "underperforming" group. Or as presented in SB1456 and utilized in the campus plan, "students at risk of academic progress or probation." Throughout the supporting documents, there are references to Hispanics and the deficits

that they brought to Rio Hondo. As a result, while Rio Hondo presents these data in ways that are equity-minded, the broader narrative fails to avoid some of the noted challenges in advancing a positive and Latinx centered narrative. By using the CDA techniques as a primary component of coding, it is also possible to identify the mechanisms that are engaged to present a single narrative.

Additionally, the consideration of policy problems and solutions is simplified by the report structure which defines the indicators, highlights these data source, presents the methodology, and finally the data analysis. This structure also enables the use of imposition and tone to present these data as neutral and thus valid. For example, the access data outlines the percentage of a select group in relation to the broader Rio Hondo population. This illuminates that 71.8 percent of the students are Latino. This is then compared to the broader Latino population in the region. These data use high school exit data to determine the percentage of adult Latinos. Given that community colleges serve more than just first-time freshman matriculating straight from high school, this metric may incorrectly characterize the Hispanic population. Furthermore, it also serves to contribute to an essentialization of various groups. For example, there is no consideration of the social distinctions among Hispanic men or women or Hispanics who are also low-income. Regardless of these data limitations, Hispanics are generally characterized as being disproportionately less successful at Rio Hondo. This includes challenges concerning access and the levels of transfer success. The overall centering of the needs of Hispanic students in the equity plan is juxtaposed with the specific equity activity. Furthermore, within this summary, an explicate focus on the needs of Hispanic students

is strikingly absent. Across the five areas, Hispanic students are only explicitly mentioned once and instead broad strategies for change are suggested.

Based on the pilot, several changes were made to the analytical process, and are reflected in the plan outlined earlier. These supported the ordering and streamlining of the process particularly the CDA techniques employed within the text as well as consideration of what was hidden. Examining these features simultaneously both streamlines the process but also supports a more critical reflection on the identification of the techniques.

Trustworthiness

Given its roots in poststructural theory, CDA does not assume a single objective or unbiased viewpoint. Instead, given the central role of the researcher, each analysis will likely yield a unique product. However, this is not to suggest that CDA cannot be done in a rigorous or trustworthy manner. Instead, several steps can be taken such as systematic data management, researcher reflexivity, and clear analytic processes can support increased levels of trustworthiness (Allan et al., 2010). The research methods outlined above address these challenges and develop processes that enable the systematic and transparent processes noted above. Additionally, I engaged peers in reflexive discussion. These efforts directly contribute to the trustworthiness of the study and thus the credibility of the findings.

Limitations

While the HSI project is explicitly a racialized endeavor, the vast majority of HSI literature has not centered race and the racialized experiences of Latinx communities. To launch this research agenda, this research has been designed to consider how the language found within institutional diversity plans perpetuates a discourse of

colorblindness and de-centers Latinx students in the pursuit of colorblind diversity rhetoric. It also aims to illustrate the limits this discourse places on a social justice mission of diversity. Furthermore, by its nature a racial project it will illuminate the limitations of this rhetoric for institutions that aim to be Latinx-serving. That being said, this work is not unlike most discourse scholarship. It places a significant level of emphasis on the context, both state and institutional. In doing so, it limits the ability of this to be generalized. The decision to include multiple states, and consider both inter- and intra-state contexts may mitigate this to some extent. Furthermore, while direct findings may not be ascribed to other institutions, similar institutions are likely to find enough commonality to apply and utilize the findings for their institution. Second, as noted previously, multiple individuals from diverse backgrounds may draw different interpretations from the same facts. That is, there is not a universal or single truth. This concept of multiple truths is central to a critical and poststructural orientation.

Conclusion

This Chapter outlines the theoretical and methodological frameworks that shape this research; as well as outlining how they are brought together to guide the research. Additionally, each of these data elements for this research, including the sample selection are delineated. Finally, this Chapter attends to various other aspects that are central to critical qualitative research including a discussion of positionality, trustworthiness, and the limitations of this research. It is with this foundation that these data and findings can be discussed. In order to attend to each state as their own case, Chapters 4, 5, and 6 will each focus on an individual state- Florida, New York, and California respectively. Each state narrative will include the following:

- A discussion on the racial demographics of the state and the role and histories of racialization;
- Data on the higher education system with an emphasis the role of HSIs in educating students within the state;
- A review of the state policy context, including to the extent possible a discussion of the legislative history;
- Information regarding the institutions selected as a part of the sample; and
- Themes generated from the data gathered across all three data sources, with an emphasis on the findings derived from the diversity and equity plans.

Findings from the data collected for each state are synthesized as well as used to discuss findings for policy and research in Chapter 7.

CHAPTER IX: Florida

This chapter will explore findings from the state of Florida, examining the state context created through the diversity and equity policy as well as conclusions from institutional equity reports. The individual, institutional plans for the ten public HSIs in the state will be used to construct a broader state-level discourse related to racial diversity. The discourse constructed within the equity update reports will be complemented with the supplemental materials gathered from institutional websites (Appendix B), and interviews with state and institutional diversity professionals. Beyond this, Chapter 4 will discuss how a long-standing state policy may contribute to, or detract from, the racial discourse within HSIs. The Chapter will consider how discourse within the official policy document is consistent or divergent from broader institutional and state rhetoric. In doing so, it will allow for further consideration of the role of state policy and other factors that shape racialized discourse at HSIs. Furthermore, it will examine how institutional context, location, duration as an HSI, and other features contribute to the discourse within the equity report.

The Chapter will begin by providing an overview of the Florida state context. This overview will include a consideration of the state demographics with an emphasis on the Latinx community, including a brief history and review of the current demographic landscape of the Latinx community in Florida. The summary will include a discussion of regional variation as well as the impacts on K-12 education. The consideration of state context will consist of a brief review of relevant education and advocacy organizations. By providing this description of the demographic landscape situated within the context of higher education and education advocacy, this section will

give a framing regarding the current and future importance of centering Latinx students in higher education.

The state context will provide a framework for reviewing the policy landscape. As such, it will consider the relevant policies related to race, diversity, and equity. The policy summary will allow for a brief history of these policies and their implementation rules. By reviewing the salient features of the policy and its implementation, this Chapter will facilitate a critical examination of how policy shapes institutional behavior.

With this framing, established through a detailed picture of the state demographics, education, and policy context, it is then possible to understand the racialized discourse within equity reports at HSIs in Florida. By examining common themes across these ten institutions, this Chapter will explore topics that cut across the state. Dovetailing findings from the equity report with data gathered from institutional websites and interviews with key stakeholders support data triangulation that enables a more robust image of the discourse of race and diversity within these institutions. Inherently, this analysis will address the role of policy in shaping institutional rhetoric. Additionally, it will then consider how institutional differences may shape racialized discourse or the absence of racial discourse within an institution. It is at the intersection of this analysis that the research questions will be considered.

State Context

State Demographics

Florida is one of the most diverse states in the U.S. punctuated by the vibrant indigenous community, including Seminole and Miccosukee tribes, history colonization, and migration from Cuba, Puerto Rico, and across the Caribbean. Presently, data from the 2014 Pew Research Center identifies that 25 percent – 5 million- of people in the state

designated as Hispanic or Latino (P. Taylor et al., 2012). Further, these data on racial identification illuminate that a significant number of Latinx in Florida identify as white. Beyond an understanding of the racial identities, it is possible to consider other central features of the Latinx community in Florida. Across the state, the average age of Latinos is 34. Possibly more importantly, when considering education, Latinx young people make up 29 percent of the K-12 education. The Latinx population is clustered within 17 counties that report that 20 percent of their community as Latinx and three counties, Miami-Dade, Hendry, and Oceola, with more than 50 percent of the residents are Latinx (Bureau of Economic and Business Research, 2014). It is thus no surprise that there are 19 communities in the state that Hispanic Association of College and Universities (HACU) has identified as Hispanic Serving School Districts (HSSD)- school districts with at least 25 percent Hispanic enrollment. Additionally, there are 14 emerging HSSD (districts with 15-24.9 percent Hispanic enrollment) (HACU, 2019). These school districts collectively educate over half- a million students each year.

These data paint a thorough picture not only of the racial identities of Latinx in the state but also their geography, which will likely shape their higher education choice (Hillman, 2016). These clusters of Latinx populations present exciting possibilities regarding building communities that support Latinx students through the P-20 continuum. With nearly 30 percent of K-12 students identifying at Latinx, the pool of possible higher education students will only continue to grow. The growth of the Latinx community is thus not only a current opportunity, but one that will continue to be vital to Florida.

Florida Higher Education

There are 40 public higher education institutions in Florida. These institutions include 28 state colleges (College), traditionally their 2-year institutions, many of which

now offer bachelors degrees, and 12 state university institutions (University), 4-year institutions. In 2016, these institutions enrolled nearly 720,000 students. As outlined in Table 4.1 and Table 4.2, the percentage of Latinx students, as a proportion of their total enrollments are similar- approximately 28 percent. However, 18 percent of the students at the Colleges were Black, compared to 13 percent at the Universities. In considering other racially underrepresented groups, the College system only provides these data as an "other" category. To support comparison across the College and University systems have aggregated the University system data. This illustrates that while smaller, these students still reflect between 3 to 5 percent of students.

Table 4. 1. State University System Institutions

Institution Type	Total Enrollment	Latinx	% Latinx	Black	% Black	Other Minority	% Other Minority
HSI	65,336	33,921	52%	9,846	15%	2,166	3.3%
Non-HSI	206,062	40,964	20%	24,975	12%	11,257	5.5%
	271,398	74,885	27.6%	34,821	12.8%	13,423	4.9%

Table 4. 2. State College System

Institution Type	Total Enrollment	Latinx	% Latinx	Black	% Black	Other Minority	% Other Minority
HSI	238,057	95,407	40%	46,483	20%	7,549	3%
Non-HSI	209,905	28,459	14%	31,048	15%	6,894	3%
	447,962	123,866	28%	77,531	17%	14,443	3.2%

Taking all public HSIs as a cluster of institutions, these data, summarized in Table 4.3, illustrate the significant number of Latinx students, as well as other racially minoritized groups, that are served through public higher education in the state.

Of the nearly 200,000 Latinx students enrolled in 2016, 65 percent of them were enrolled at an HSI. The significant role of HSIs in supporting Latinx students mirrors

what has been identified in the national data. Less discussed is their essential role in educating Black students. In Florida, 112,352 Black students enrolled in public higher education in 2016. Of those students, 50 percent were enrolled at HSIs. These data thus illuminate the vital role that HSIs in Florida play in educating racially minoritized students.

Table 4. 3. Florida Public Higher Education

Institution Type	Total Enrollment	Latinx	% Latinx	Black	% Black	Other Minority	% Other Minority
HSI	303,393	129,328	43%	56,329	19%	9,715	3%
Non-HSI	415,967	69,423	17%	56,023	13%	18,151	4%
	719,360	198,751	28%	112,352	16%	27,866	4%

While the focus of this research focusses on HSIs, as CDA suggestions, discourse operates within the broader social landscape. Thus, higher education in Florida can be further understood by considering the broader MSI landscape. Overall, MSIs account for approximately one-quarter of the institutions across the state (Boland, 2018). While the vast majority are HSIs, the state also includes four HBCUs. Most notably is the significant role of Florida A&M University (FAMU), the only public HBCU which enrolls nearly 10,000 students annually. As the data in table 4.1 illustrates, FAMU enrolls almost a third of the Black students within the University system. While not without their challenges around traditional metrics such as retention and graduation rates, HBCUs, such as FAMU play an important role in educating Black students for careers in STEM and education (Gross, 2019). Between HSIs and HBCUs, this data shows the important role of MSIs in educating Black students in Florida.

To further contextualize the landscape, data regarding educational advocacy organizations were also considered. While many of the traditional associations actively operate within the state, data from the two recent equity conferences highlight how national associations may play a prominent role in shaping the statewide discourse related to diversity, equity, and inclusion. The three outside organizations that are featured include the Center for Unique Abilities, Lumina Foundation, and American Association of Colleges and Universities. This data begins to paint a picture regarding the external discourse that shapes the state discourse of race and equity in higher education.

The review of the state public higher education demographic data underscores their vital role in educating racially minoritized students. Importantly, HSIs support not only Latinx students but also the vast majority of Black students. Beyond the importance of these institutions, their context within the state demographics is also central in our broader understanding of race. To consider the discourse of race and HSIs ability to effectively support Latinx students across the state, it is thus vital to understand these institutions within the context of higher education across the state.

State Equity Policy

The two branches of public higher education in Florida, discussed above, are coordinated by the State Board of Education. Both systems are comprised of institutions governed through local boards and administratively are overseen by the Chancellor of the Florida Colleges and State University System Chancellor, respectively (Florida Department of Education, n.d.). Each of the higher education systems is overseen by similar but also unique state policies. A detailed analysis of state-level statute or policy is outside of the scope of the paper; however, a summary of the critical policy attributes as outlined below. When considering race, diversity, or equity policy, in Florida higher

education there are three primary policy documents: a) The Florida Educational Equity Act (FEEA) (Section 1000.05F.S.), b) Florida Board of Governors (BOG) Regulation 2.003 Equity and Access, and c) 1012.86, F.S.- Florida College System Institution Employment Equity Accountability Program.

a. The Florida Educational Equity Act. The Florida Educational Equity Act (1000.05. Discrimination against students and employees in the Florida K-20 public education system prohibited: equality of access required), provides a framework under which the education system in the state must seek to protect equitable access and engagement in education across the K-20 system. First established in 1984, various aspects of the implementing rules within the policy were adopted between 1985 to 2003. Importantly, the statute outlines how the K-20 system implements and is accountable for programming and facilities to ensure that,

> No person in this state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (p. 8)

An essential feature of the rules related to educational equity includes 6A.-19.010- Strategies to Overcome Underrepresentation, initially established in 1985. Originally implemented to address concerns regarding ensuring equitable access and success in education, it has evolved to cover not only protective efforts but also guiding institutional equity reporting. The rules outlined cover everything from the frequency of

the reporting, the topics covered, and the notification required. Importantly, they address how institutions will be tasked to consider program level analysis; “Some of the results of analyses of student participation in programs or disciplines. The plans shall identify those programs or disciplines which have disproportionate enrollment" (Florida State Legislature, 2019, p. 1). Another essential feature of the implementation rules is the establishment of a designated equity coordinator. The implementation guidelines do provide clarity regarding the need to have and report a person assigned to this work.

Given the bifurcated system, the compliance structure is also essential to consider. The statute does not expressly cover University institutions; however, section 3.(D).1 does address the engagement of the university system. The clause indicates that "The Board of Governors shall determine whether equal opportunities are available at state universities" (Florida State Legislature, 2019, p.2). Thus, while the policy may be viewed as primarily overseeing the K-12 and College system, that clause has resulted in the University institutions also filing equity reports to fulfill their compliance obligations. As a result, this particular state-level policy has important implications for all public higher education in Florida.

b. Florida Board of Governors Regulation- Equity and Access. The 2002 voter amendment shifted public oversight of the University system such that each institution is overseen by a board of trustees and the entire system is overseen by a board of governors (Governors, 2012). It is at this level that statewide equity and access policies are created. Under the direction of the board of governs regulations 2.003, (Florida Board of Governors, 2011) highlights efforts related to equity and access, including 1) Language regarding prohibiting discrimination, 2) promoting equal access, 3) Equity and

accountability in employment, 4) Equity in intercollegiate athletics, and 5) Reporting and monitory. Finally, the regulation outlines the necessary reporting aspects, including the need to report on progress implementing strategic efforts related to equity and access connected to "academic services, programs, and enrollment; equity in athletics; and employment" (p. 2). The six elements of the reporting and monitoring section provide a clear outline for both the content of the reports and their distribution of the Board of Governors Office.

c. Florida College System Institution Employment Equity Accountability Program. A third aspect of the state policy landscape that shapes the diversity and equity reporting is ns.1012.86, F.S.- Florida College System Institution Employment Equity Accountability Program (2018). Institutions are asked to consider employment practices notably "summary of the analyses of employment data by race and sex. Particular attention shall be given to employment patterns in mathematics, science, computer technology, electronics, communications technology, engineering, athletics, and vocational education" (p. 2). Furthermore, this law mandates that all Florida College System institutions "develop a plan for increasing the representation of minorities and females in three specific employment categories: senior-level administrative positions… full-time instructional staff; and full-time instructional staff with continuing contracts" (p. 2). In addition to generating three-year plans for addressing representation, institutions provide annual updates regarding these plans. Benchmarks for their goals are established based on national data, including U.S. Census data.

As will be further explored in the findings, these statutes and their own implementing guidelines shape the narrative of equity and diversity within public HSIs in

Florida. The reporting guidelines develop the information that is shared, the issues that emerge, and importantly, the ways policy problems and solutions are constructed, are informed by the directions of a given year. This policy summary provides a broad picture of the education statues that are shaping the equity reporting structure for public higher education institutions within Florida. This historical framing, as well as a highlight of some of its most salient aspects, helps illuminate the historical significance of this policy. With this foundation, as well as a review of some of the most notable features, this framework provides insight into the framing of diversity and equity within public higher education in Florida.

Institutional Selection

As suggested in Chapter 3, beyond the state policy context, individual, institutional discourse, situated within the state policy context, provides valuable insight into the state discourse of race and diversity. As discussed above, there are 40 public higher education institutions in Florida, 10 of which are identified as HSIs (Table 4.4). These institutions have significantly different proportions of Latinx students ranging from 25 percent to over 50 percent. For each of these institutions, their 2017-2018 plans were collected. Based on instructions circulated by the F.C. system institutions are asked to 1) identify policies and procedures that prohibit discrimination, 2) strategies to overcome underrepresentation of students- this includes enrollment and student completion, 3) Substitution waivers for admissions and course substitutions for eligible students with disabilities, 4) Gender equity in athletics, and 5) college employment equity accountability plan. Institution equity plans were analyzed alongside the supplemental materials in order to gain a full picture of the institutional discourse surrounding racial diversity.

Table 4. 4. Public HSIs- Florida							
Name	Type/ Control	FTE	% Pell	% Latinx	% Minority (Except Asian)	Equity Report # of Pages	Supp. Materials # of Pages
Broward College	Pub 4yr	25,109	68	34.4	68.1	20	208
Florida Atlantic University	Pub 4yr	22,952	39	25	44.4	32	106
Florida International University	Pub 4yr	38,962	55	64.7	76.5	42	148
Florida SouthWestern State College	Pub 4yr	9,555	41	29	39.4	46	36
Hillsborough Community College	Pub 2yr	15,939	41	29.5	47.3	24	105
Miami Dade College	Pub 4yr	39,896	51	68.7	83.4	34	235
Palm Beach State College	Pub 4yr	17,031	37	28.1	54.1	33	64
Seminole State College of Florida	Pub 4yr	10,735	40	25.8	40.2	22	46
South Florida State College	Pub 4yr	1,610	44	35.2	46	40	109
Valencia College	Pub 4yr	27,522	41	33.9	51.5	27	690

Coupling the equity report with broader institutional documents, this research illuminates several themes surrounding racial diversity common across HSIs in Florida. This data was further affirmed, disconfirmed, and contextualized by interviews with university and system officials engaged in this work (See Table 4.5 for a complete list of interviewees).

Table 4. 5. Interview Participants	
Name	Role
Jane	Institution Level Diversity, Equity, and Inclusion Administrator
Samantha	Institution Level Diversity, Equity, and Inclusion Administrator
Peter	State Level Diversity, Equity, and Inclusion Administrator

To conclude, this Chapter will discuss these themes within the context of the broader research questions. As outlined at the start of this Chapter, the goal of this analysis is to consider the characterization of racial diversity within the context of the broader diversity narrative. Beyond allowing for a review of racial diversity, themes will also address how policy problems and policy solutions are constructed within these institutions. In so doing, this Chapter paints a detailed picture of the discourse of racial diversity within public HSIs in Florida.

Themes

Drawing from a comprehensive review of institutional equity reports coupled with supplemental materials, four primary themes, and respective sub-themes emerged. Each of the themes and sub-themes is highlighted below.

1) Constructing diversity: Broadly, this section considers how images of diversity are built within the equity reports. From this, the sub-themes of a) diversity as a broad construct, b) diversity work, c) diversity & community, and d) diverse individuals requiring protection.
2) The policy informs racial discourse: The framework of the policy shapes the racial discourse across the HSIs within the state.
3) Latinx identities: Given the central focus of this project on Latinx identity, the characterizations and inclusion or exclusion of Latinx individuals is a focal aspect. Given this focus, the following sub-themes, a) colorblind Latinx identity and b) HSI status as a pathway to resources.
4) Policy problems and solutions: Within CDA and CPA, the construction of policy problems and solutions play a central role in the analysis. Within this,

in mind, two sub-themes emerged, including a) prescribed policy problems and b) alternative policy solutions.

The sections below will further explore these themes to consider how they manifest within both the equity report as well as the materials gathered from institutional documents.

Constructing Diversity

a. Diversity as a Broad Construct. Scholars have noted that "the term diversity has come to be a kind of signifier that refers to the various activity, initiatives, and work that higher education institutions use to create more equitable conditions" (Ahmed, 2012, p.93). Who is included and excluded from efforts to address systemic inequality bears essential consideration. To begin thinking about the characterizations of racial diversity across the Florida equity reports, a broad cross-section of the codes that were analyzed. These codes included diversity, Latinx, and underrepresented minorities. While some institutions, such as Miami Dade College (2018) classify diversity along the lines of "strategies developed to address race-ethnic, gender, limited English proficiency and disability," (p. 6) other institutions use the term without providing much definition noting, "there is a focus on increasing the college-going rate for recent high school graduates, closing performance gaps among students from diverse backgrounds, and increasing the diversity of the faculty, staff, and leadership of the college" (Valencia College, 2018, p.9).

Further analysis, combining discourse from the equity reports with institutional websites and key informants, further challenges the definition of diversity. Based on these data, it becomes evident that diversity may be undefined or utilize a broad

"inclusive" rhetoric. As Peter responded when asked how they define and use the term diversity, “when we discuss this, we are referring to everyone. We are referring to everyone based on you know races, ethnicity, national origin, gender, marital status, all of those key areas." This is confirmed by others who suggest that their diversity efforts are broad and driven by the local population decoupled from historical inequity. As such, the utilization of the term diversity serves as a catchphrase used to convey a commitment without action.

The institutional rhetoric that constructs a broad definition of diversity is juxtaposed with the quantitative data that is emphasized throughout the reports. Further, within the institutional plans, the term diversity is used to suggest an emphasis on racial diversity- precisely Black and Latinx, and gender diversity. Within the reports, this is characterized by a focus on reporting programmatic efforts that advance racial diversity. What these aspects of the reports and the complementary materials illuminate is a challenge in diversity- presenting diversity as a broad classification but using the term to suggest racial diversity.

Beyond the vague language that is used to define who is included within the discourse of diversity, there is a broader abstract ideal presented in the diversity rhetoric. Often positioned at the opening statement in the equity plan or embedded within institutional missions, statements, or websites is language regarding the "institutional value of diversity." Instead, diversity is presented as something relevant and of value to the institution, and that does not need defining. Florida Atlantic President John Kelly states, "Florida Atlantic University (FAU) embraces differing backgrounds and experiences and recognizes the unique perspectives each one of us brings to the

community" (Florida Atlantic University, 2018, p.i). He goes on to say, "We must continue to ensure that our campus promotes the principles of equity and inclusion and that we place FAU in a position to leverage the rich diversity on our campus" (p. i). In these two phrases, the president both cements diversity as an aspirational ideal as well as advances rhetoric of interest convergence, highlighting how the institutions benefit from diversity. Across institutional websites, the mission, vision, and goal statements that included diversity followed a similar trajectory. At Florida SouthWestern State College (2018), their diversity goal states, "We will recognize, celebrate, and embrace the difference that exists within our community" (p. 1). Again, this language illustrates the abstract, idealized nature of diversity. Through these behaviors, the term diversity sits at this unique intersection, at a broad level, it is leveraged to advance the race-neutral discourse. In practice, they are primarily focused on racially minoritized students. This presents a challenging tension regarding who institutions include when considering diversity.

b. Diversity Work. In the equity reports, institutions are tasked with highlighting programs or policies that advance equity. Throughout the reports, efforts were highlighted as advancing equity (Table 4.6 includes examples), yet do not highlight any specific efforts targeting the unique needs of racially diverse students or other targeted groups. The partnerships with the YMCA and local youth centers, included in Table 4.6, imply engagement with organizations that support underrepresented students; this is not explicitly mentioned. This is unsurprising given the comments from one interviewee Peter, who notes that programming was often intended to target everyone without a specific focus or attention to racially minoritized students because diversity was for

everyone. Some examples push counter to this obscuring of racial diversity. Samantha highlighted the institution's central role, in part driven by geography, to serve segments of the Latinx community, suggesting, "where ever you go here… the area has a large contingent if you will of migrant workers, individuals of color who have typically not had access to higher education."

Table 4. 6. Diversity Work
The college has developed "Guided Program Schedules (GPS) for the most in-demand A.A. degree tracks into the state university system and state colleges.
Scheduling more classes in "mini-mesters" embedded within the primary semesters-this strategy continues with developmental and college credit courses.
New student recruitment initiatives continued to include an aggressive schedule of college fairs, high school visits, classroom presentations, and school counselor outreach within and outside the college's five-county service area.
Continued partnerships with non-profit and community agencies such as Boys and Girls Club, Goodwill Industries, YMCAs, local youth centers, and other targeted organizations within and outside of Southwest Florida to provide support and information for prospective students served by their organizations
Established Academic Success Centers (ASC) and Peer Tutoring on all campuses to increase the support needed for course completion. Usage is tracked through Accutrack Software and reported each term.
The Seahawk Summer Academy is a contextualized learning community. By being apart of a learning community, students will take both courses at the same time with the hope that they form meaningful human connections, and can cultivate a sense of social belonging to Broward College.

With the vast majority of the programming efforts captured within the equity reports geared toward universal programming, these reports paint a picture of how institutions have failed to center racially minoritized students. In doing so, they do something more than highlight global strategies that have been created; they perpetuate a

narrative that all efforts are diversity efforts. Alternatively put, they fail to acknowledge that unique strategies are required to support racially minoritized students.

c. Diversity & Community. A critical aspect of how racially minoritized students are discussed is within the context of the local community. This leads to institutions talking about their diversity efforts, "nearly 20% Black or African American, closely reflecting the demographics of the Poinciana Community" (Valencia College, 2018, p. 8) in ways that obscure mentions of intentionality. In so doing, they position their desire to attain higher levels of racial diversity as a part of their role in effectively serving the community. This narrative is further affirmed by Jane, who discusses their diversity efforts in contrast to shifting community demographics. To illustrate this, Jane highlights shifting enrollment.

> This is the first time that at our institution, students of color outnumber our white students … and I do think that a lot of that does happen naturally. Now we have had significant increases in the number of Black students attending school, not with direct recruiting efforts.

This theme becomes a mechanism for how both community colleges and 4-year institutions position themselves as a product of shifting community demographics and as a resource for the public good. This narrative suggests that engaging and by default, supporting racially minoritized students is something that will happen to institutions without intentionality.

In addition to the role of community in shifting demographic diversity, institutions also talked about their role connected to or supporting the community. At the local level, references to K-12 districts or workforce development efforts were

prominently featured. At the state or national level, it was a narrative about engagement with national organizations or national recognition. The connecting of this work to national efforts serves two purposes. The national recognition helps to cement the institution's legitimacy as it relates to diversity, equity, and inclusion by noting that they have been recognized in this public forum. Further, it draws their connection to best practices as established by these national bodies.

d. Diverse Individuals Requiring Protection. Across these data, institutions present a narrative of "requirement" or "obligation" to put in place policies that protect underrepresented groups. As other literature has observed, this positioning, which characterizes diversity- particularly racial and gender diverse individuals- as a position of the victim presents a problematic framework (Friedensen, 2017). Within the equity plans, this rhetoric is less problematic and adheres more to reporting language. In this context, institutions are describing their efforts to enhance or shift their policy. The interviewees further expand this discourse. As individuals who undertake work related to diversity, equity, and inclusion in various roles throughout the state, this work was not decoupled from narratives of requirement or obligation. To capture this aspect of this work, Samantha notes,

> so here I have the equity side which is the traditional compliance role because while we do a lot of things we inspect and investigate complainant, have policies had procedures, put the information on the website, send notices out, and all of those things.

In doing so, she paints a picture that diversity work is the act of protecting. Importantly, highlighting this theme is not to suggest that policies and laws should not be in place.

Instead, it is to consider their implications for presenting one group as needing assistance from the majority to obtain success.

Language and terminology have historically played an essential role in the presentation of racially diverse individuals requiring protection. Another way in which this challenge manifests is through the utilization of specific terms and phrases, about racial diversity. With one exception, the reports steer away from a problematic language such as challenged or at-risk, another term emerged. The term "disadvantaged" is present through many of these reports. Table 4.7 highlights a sample of the ways in which institutional reports engaged with this term.

Table 4. 7. Diverse Individuals Requiring Protection
The high schools participating in the grant have large populations of disadvantaged and minority students.
Housed in Student Services, the staff members work with local high school students who are first-generation in college, ethnic minorities, or educationally disadvantaged.
Particular emphasis is placed on recruiting minority and non-traditional students, including students from disadvantaged backgrounds.

The coupling of minoritized students with ideas of disadvantage frame students as lacking the ability to contribute or as having had lived experiences that are assets to their education. As discussed at the beginning of this section, terms and language matter. They have meaning and shape the way various groups are understood within the communities they are a part of. While different terms for diversity have emerged, so too have new words to capture racially minoritized students. Since disadvantaged remains undefined in each report, leaving the reader to interpret the authors meaning of the work and its utility.

By presenting underrepresented students as disadvantaged, the policy documents create a narrative perpetuating a problem-based way of thinking about minoritized students.

Policy Shapes Who is Included

The discourse around racial diversity in these ten reports can be further understood by considering the policy structures that shape the representation of racial diversity. Institutions have provided definitions of diversity; there are clear messages of inclusion and exclusion of certain groups. Considering this within the context of state policy illuminates why this may be. The instructions from the Florida College System dictate these data that are available and how it is presented. In the 2017-2018 directions to campus, this includes:

> The Florida College System (FCS) continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the FCS provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add methods that draw data automatically from related tables such as goals and goal achievement.

The result is that certain groups are systematically included in consideration of racial diversity, and others are excluded. At each of the College institutions, Black and Hispanic groups are considered when discussing racial diversity. All other racial groups, Asian, Native American, Native Hawaiian Pacific Islander, and Multiracial, are found under a single header, "Other." Across many of the reports, the ‘other' category includes up to 10 percent of their student population. Acknowledging the number of identities this categorization intends to capture the erasure of this diverse group of students becomes evident. Among the interviews, this feature of the policy is further rationalized. At a state

level, “there’s a state template we sent out- a template to the college for them to complete along with these data that they will use to complete the report (Peter, August 2019). Through these comments, professional staff further validate the erasure of groups, particularly relevant for those who have been historically marginalized in higher education. In a state with vibrant diversity, this presentation of these data supports the systematic erasure of several racially minoritized groups. Through the creation of this omnibus "Other," the state policy flattens the nuance of the racial diversity of these groups and obscures efforts that may be necessary to support racially diverse student identities.

Latinx Identities

a. The Colorblind Latinx Identity. The discourse surrounding the framing of Latinx faculty, staff, and students is broadly presented as colorblind. Table 4.8 provides a sample of these characterizations of Latinx students and the programs needed to support Latinx students.

Table 4. 8. Latinx Characterization
The college engaged in two outreach efforts in Fall 2017 and Spring 2018 relating to DACA students, who are mainly of Hispanic ethnicity.
In addition, the college offered GEB 1011 taught in Spanish during Spring 2018. This was a strategy implemented to attract business owners relocating from Puerto Rico following Hurricane Maria.
It is apparent that there is a need for community information sessions, offered both in English and Spanish.

In addition to building programming efforts that are supporting Latinx students, there was limited discussion regarding how institutions underwent efforts to engage and understand Latinx students. A notable exception is the South Florida State College

(2018)report highlights their efforts to build faculty and staff understanding and awareness of the Latinx community. They specifically highlight two programming efforts:

> During the College's Professional Development Day, an expert in Hispanic Students, their families, and cultures were brought to campus to address the faculty and staff. This program increased the employees' understanding and appreciation of Hispanic students and their culture. (p. 9)

> During the College's Convocation, an expert on the Millennial Generation and Hispanics spoke to the assembled college staff and faculty to increase awareness of the new wave of students to colleges. (p. 9)

Additionally, interviews illuminated how institutions consider their role or responsibility to support Latinx students.

> We have Spanish speaking admissions recruiters that will go to two counties that are primarily Hispanic students, so not only can they work with the students, but they can also speak with the family members, the parents, that are coming to the open house and things like that.

College also focuses on the unique linguistic needs of racially minoritized students highlighting, "to support these efforts, the Educational Opportunity Centers (EOC) have increased efforts to retain and complete students by providing multilingual staff in English, Spanish, Creole, and French, multilingual brochures and posters." These efforts, both student programming, and staff/faculty programming, have the potential to support the centering of Latinx. However, at the same time, they speak to the ways in which these

institutions perceive their students. In so doing, they present a particular image of Latinx students- these students are primarily Spanish speaking, they also comprise the majority of DACA students enrolled, and these students are low-income. As discussed in Chapter 2, the development and utilization of a panethnic categorization of Latinx students compress the nuance of the Latinx community. At a policy level, the document sets forth a colorblind narrative of Latinx students, faculty, and staff. In the process, racialized differences- discussed as features of ethnic identification or histories of migration, go undiscussed. In doing so, these institutions constrict the images of what it means to be Latinx and the role of higher education in supporting a racially diverse group of students.

b. HSI Status as a Pathway to Resources. Beyond considering how discourse within the equity plans presents Latinx students as raced individuals, there is a noticeable gap in the references related to HSI status. This gap is apparent both at the equity policy level and further expanded in the statewide interviews. Among administrators at all levels, there the HSI status was discussed in one of two ways. First, the idea that it was a designation to be reached but not cultivated or supported. Across the interviews, a narrative of attainment was coupled with a lack of awareness of the scope of the designation. As Jane shared,

> Before I went into this position, I remembered them saying, like are we going to be designated, or are we not. We were right on that cusp … we weren't that year …. And so I remembered the next year we finally did [meet the designation criteria]. And I think that was the last I heard of it.

This is further entrenched in the equity reports where Seminole State College noted, "for Hispanic students' FTIC enrollment, the College established a goal of 26%, in line with

the definition for Hispanic Serving Institutions". Thus, these data draws a connection between HSI status as something to be met. Alternatively, the characterization of HSI status as one of many “So being an HSI is like any other designation. I mean, we're happy to have the designation, but we know that it still means that we are responsible for all students yet, and still we are smart enough to know that there's a need for organizational structures" (Samantha, August 2019). As such, the stakeholders appear to play a significant role in shaping this HSI narrative.

Within the equity reports, only a handful of institutions mentioned programming connected to or advancing their HSI status. For those that did, two institutions found their mentions of their HSI status linked to funding that had been made available to them. These include remarks such as "Strengthening Academic Advising and Transfer is a 2.6 million dollar Hispanic-Serving Institution Title V Federal grant, whose goal is to create a collaborative infrastructure to support students to successful graduation and transfer over five years" (Valencia College, 2018, p.12) as well as, "With the HSI STEM grant entering its second year, advances are being made to increase the number of Hispanic and low-income students who enter and complete STEM certificates and degrees" (South Florida State, 2018, p.25). As a result, institutions present their HSI status as something that affords them funding. In doing so, they reflect a narrative of interest convergence. That is to say, institutions see the value in advancing an HSI designation, and to a modest extent, potentially shifting efforts to support Latinx students better, because institutions stand to benefit financially due to their HSI status (Vargas & Villa-Palomino, 2018). Through the lens of interest convergence, it is possible to understand why institutions highlight the shifting demographic landscape in order to gain access to financial

resources- particularly relevant for under-resourced community colleges. These HSI narratives, while admittedly sparse, highlight notable depictions. It perpetuates a narrative of the HSI status being tied to enrolling Latinx students with less emphasis on what the designation means for supporting Latinx students.

While these themes were generally representative across several of the institutions, if not all, there were essential nuances to be considered by looking at how institutions discussed racial diversity, as noted, there are significantly different demographic make-ups across various institutions. Two institutions, Palm Beach State and Broward College, whose enrollment is over 25 percent, Black. These institutions addressed their efforts to support and center both Latinx and Black students. For example, Palm Beach State College (2018)is an institution with a rich history, the product of a merger between a predominantly Black institution and a predominantly white institution. This history is thoroughly represented within the supplemental materials gathered from the Palm Beach website. This history is contrasted with the equity report, which has limited explicate references to their efforts to support Black students. Institutions like Florida Atlantic University (2018) are majority racially minoritized students. As such, these institutions' balance between all efforts encourages Latinx students; the vast majority of their efforts are relatively race-neutral. These two less common examples highlight some of the institutional nuances that this research identified. Ultimately, to think that any institution serves only one group of underrepresented students forces the erasure of certain groups in the interest of centering the chosen demographic. At the same time, merely highlighting the students served as primarily racially minoritized doesn't mean that the racially minoritized students are

benefiting from the programming. Efforts to develop an inclusive vision surrounding racial diversity at public HSIs in Florida has advanced largely race-neutral rhetoric that obscures the nuances, salient stakeholders.

Prescription Policy Problems and Solutions

a. Prescribed Policy Problems. Peppered, throughout the themes, is the role of the state policy and the implementing rules. They play a critical role in framing each section, and in so doing, the policy problems are constructed for the campuses. As an example, in the section considering strategies to overcome underrepresented students, the policy problems are broadly built around enrollment or access. However, instead of presenting a single question, they offer more of a framing suggesting that "Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP)" (Florida SouthWestern State College, 2018, p.5). However, within the area of student success, they frame the policy problems such that the equity report guidelines ask schools to "include methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education" (p. 2). In addition to positioning a benchmark for equity-related to student success, they also frame the problem as an aspect of a disciplinary problem (e.g., a STEM problem). Thus, as McGee (2003) states, understanding the purpose of the document and, therefore, how it was constructed become essential features in supporting our understanding of the document. The initial framing of the text, by the Florida Department of Education, plays a vital role in shaping the policy problems.

b. Alternative Policy Solutions. Regarding policy solutions, the report parameters and structures produce a different set of outcomes. While the report structure plays a significant role in the clustering and presentation of policy solutions, the real solutions that are presented are much more diverse. Unsurprisingly, there are over 45 policy solutions that are explicitly focused on underrepresented minorities. A snapshot of these data is included in Table 4.9.

Table 4. 9. Policy Solutions
For this particular grant, the targeted underrepresented minorities are African American and Hispanic students. Students from other National Science Foundation-defined URM groups also are included in the program.
The college partnered with Florida Atlantic University on a grant program, CAPTURE that supports the financial need among low-income students, specifically Hispanics, pursuing bachelor's degrees in computer science
the HOPE Scholars Program, founded as a pilot program during the 2009-11 academic years, is a cohort program to connect Black and Hispanic male students with faculty mentors and scholarships.
Minority male Initiative, an annual program that brings Black and Hispanic students to campus, began in 2016 with over 100 students from all five high schools in the college's three district service area.
Through the HSI STEM grant, early alert software has been purchased and is being installed to permit faculty and staff to report at-risk students so that intervention strategies can be applied to assist these students with retention, success, and completion goals. Case Management methods will be applied to implement the Early Alert system further.

This snapshot illustrates that while the policy problems may be relatively constrained, taking shape based on the report template, institutions grapple with policy solutions to meet the needs of the community or leverage resources that may be available to address the policy solutions.

Conclusion

This Chapter provides an overview of the state context that shapes race and equity policy in the state of Florida. In order to understand the importance of these efforts, this Chapter provides insight into the state demographic trends, which illustrate the critical role in supporting racially minoritized students- specifically Latinx students. These demographic trends are further understood through an understanding of the current state of public higher education in the state. In doing so, it illuminates the vital role that HSIs play in supporting Latinx students. The analysis further highlights their essential role in educating Black students. Beyond the demographic landscape, the state context is also explored through the consideration of the policy context that shapes the development of equity reports. It is with this backdrop that the analysis of the equity reports could be considered

Following the review outlined in Chapter 3, the remainder of Chapter 4 took the body of data gathered in the collection and analysis phases to identify themes that were cross-cutting across the ten institutions. As outlined above, several prominent themes emerged, including how diversity is constructed, the role of policy in shaping diversity discourse, Latinx representation, and the presentation of policy problems and solutions. These themes create a picture of the areas where institutions are advancing rhetoric that centers Latinx students and other areas where the policy or the construction of the policy problems limits stakeholders' ability to develop race-conscious rhetoric.

CHAPTER V: New York

This chapter explores findings from New York diversity and equity policy, contextualized by statewide demographic profile. Specifically, it will provide a brief look at the diversity, equity, and inclusion policy established by the State University of New York (SUNY) system in 2015. Furthermore, this Chapter will present an analysis from the individual, institutional diversity, and inclusion reports for four public HSI institutions within SUNY.

The Chapter will begin with a broader framing of the state context. In doing so, this will consider both state demographics with a specific focus on the Latinx community. This section will conclude with a review of the public higher education landscape in New York. Within this, I will lay out a foundation considering the role of public HSIs across the state.

To situate the institutional analysis within the broader statewide discourse, the second section of this Chapter will provide a brief review of the system level diversity, equity, and inclusion policy. The policy review will highlight the SUNY system specifically. This analysis will provide a historical context for the policy as well as consider key actors in the policy development process. Finally, it will give a review of the policy mandate to inform the understanding of how this policy may construct narratives regarding diversity within the state.

Finally, this Chapter will thread together, findings from the four institutions considered in the institution level analysis. By looking at common themes across these four HSIs within SUNY, it is then possible to understand how this policy is shaping the construction of diversity policy. By merging the in-depth analysis of the diversity and

inclusion reports with the broader discourse on institutional websites, it allows for a fuller picture of institutional discourse. It is at the intersection of this analysis that the research questions can begin to be interrogated.

State Context

State Demographics

Images of New York conjure up narratives of diversity alongside complex histories of immigration, migration, and racialization. Today, the state of New York is home to nearly 20 million people. Across the state, 19.2 percent of the population is Latinx, amounting to almost 4 million people. Thirty-nine percent of the Latinx community is foreign-born, and 86 percent are of non-Mexican origin (P. Taylor et al., 2012). New York City alone represents 60 percent, or 2.3 million, of the Latinx individuals across the state. Of this population, nearly one third is Puerto Rican, with other Latinx groups representing a smaller proportion of the community. While the median age is 31, Latinx students also make up 23 percent of the K-12 population of New York. But, unlike other states, geography significantly shapes racial diversity. A review of the Hispanic Serving School District (HSSD) and emerging HSSDs data illuminate that 234 and 123 districts respectively meet the HSSD classifications (HACU, 2019). While many of these institutions are clustered near the New York City metro area, there are an important number of emerging HSSDs located on Long Island and in parts of the lower New York state. As a state with the 4th largest Latinx population, these data help paint a picture of the Latinx community across the state and the importance of geography (P. Taylor et al., 2012). While this context is not unique, the extreme bifurcation between the racial composition of New York City and the rest of the state is worth noting. With the growing number of Latinx youth and the increasing regional diversity of the HSSD

and emerging HSSDs, HSIs ability to serve Latinx students will become increasingly relevant to higher education in the state.

New York Higher Education

Public higher education in New York is segmented across two large systems. First, the State University of New York (SUNY) system. Established in 1948, SUNY is one of higher education's most extensive systems of colleges and universities nationally. The SUNY system boasts that it is "embedded in virtually every community in New York State" (The State University of New York, n.d.-a). The geographic access is exemplified by proximity to the campuses- with 93% of residents living within 15 miles of one of the 64 SUNY campuses. The SUNY mission outlines a variety of goals related to accessible tuition, undergraduate education, and helping the economic needs of New York (The State University of New York, n.d.-a). The SUNY system is combined with the City University of New York (CUNY) institutions. CUNY encompasses the public higher education institutions within the boroughs of New York City. While each system includes both two and 4-year institutions, they support distinct regions with CUNY serving the metropolitan areas of New York City compared to the urban, rural, and semi-urban locations of the SUNY institutions. While both of these systems facilitate public higher education in the state, they are overseen by different governing bodies, each with their town sets of policies and procedures dictating efforts around diversity, equity, inclusion. This paper focuses on the SUNY system, given its existing state diversity, equity, and inclusion policy.

While the state has 18 HSIs, just four or 6% of SUNY institutions are HSIs. With this in mind, it is possible to look further at the demographic data available for each system. Within SUNY (Table 5.1), HSIs educate just 24 percent of the Latinx students,

18 percent of Black students, as well as a significant proportion of other racially minoritized students. Within the HSIs, that results in nearly 13,000 Latinx students. While SUNY presently plays a smaller role in regards to the number of HSIs, looking at these data on emerging HSIs illuminates the increasingly critical role. Of the 32 public and private institutions in the state identified as emerging HSIs, 10 are SUNY institutions. Some of these, such as SUNY College at Old Westbury and Suffolk County Community College, has a current Latinx student population of 21 percent.

Table 5. 1. SUNY Enrollment Profile

	American Indian	Asian	Black	Latinx	Native Hawaiian	URM Multi	White
HSIs	205	2,279	8,179	12,996	97	815	15,249
Non-HSIs	1,440	22,176	36,238	42,200	338	7,130	200,543

SUNY Enrollment Profile by Percentage

	American Indian	Asian	Black	Latinx	Native Hawaiian	URM Multi	White
HSI	0.5%	5%	19%	31%	0.2%	2%	36%
Non-HSI	0.4%	7%	11%	12%	0.1%	2%	59%

While SUNY HSIs presently educate a relatively small number of Latinx students, this number is anticipated to grow significantly over the coming decade. This is likely caused by a combination of high numbers of school-age Latinx students who will become college eligible. Along with a growth in the Hispanic population in counties, such as Rockland County, where large populations of Latinx had not previously resided (Hispanic Federation, 2018, p.8). Given the highly localized nature of higher education enrollment, it is then likely to see these shifts among HSIs (Hillman, 2016). Examining

the discourse of race within HSI diversity plans and supporting institutional discourse allows preliminary examination of these efforts.

State Equity Policy

In 2015, SUNY established its first Diversity, Equity, and Inclusion (DEI) policy. This policy, which was developed and enacted in 2015, serves as the primary policy driving diversity, equity, and inclusion activities across the system (SUNY, 2015). The policy was established through collaborative efforts of a SUNY Diversity Taskforce. This committee included representatives from all facets of SUNY- faculty, and staff from 2-year, 4-year, and SUNY administration (The State University of New York, n.d.-b). Additionally, feedback for the policy was gathered from the SUNY board of trustees. This feedback included a critical reflection of who was involved in this policy and the metrics of success.

The SUNY DEI policy is presented in four sections, background/resolutions, goals, guiding principles, actions, and final resolutions (SUNY, 2015). The background section of the policy situates SUNY as a leader in racial equity and highlights the inclusive nature of the policy process. It continues by outlining goals, which include the aspiration to be the most inclusive system in the country and in support of the objective of "eliminating achievement gaps for minority and low-income students"(SUNY, 2015, p.3) Furthermore, the goals situate the SUNY policy within the broader landscape of the national discourse around inclusive excellence. The policy mandates the implementation of several campus and system strategies. These include the establishment of chief diversity officer (CDO) as well as formalizing the system's commitment to diversity at

the system and institutional level through the establishment of training opportunities and the establishment of diversity plans.

The mandate that institutions develop diversity and inclusion plans is an important aspect of the DEI policy. A review of the DEI policy underlines the level of detail regarding the expectations of the system. Of note are the expectations that the policy outlines regarding what campus-level strategic diversity and inclusion plans. Below are the details regarding the expectations of the campus plans. Campus plans will build on existing efforts and include:

- Campus commitments for diversity and inclusion;
- Campus principles guiding the development and implementation of the diversity and inclusion plan;
- A student recruitment strategy that provides for programs and activities that will enable the campus to enroll a student population that is increasingly representative of the diversity of its primary service region and the state as a whole;
- A student retention and completion strategy wherein the campus strives to increase the rate of completion for all students and close any gaps in the completion rates of students from any group when compared with the average campus completion rate and to address the challenges of students in transition (such as transfer, stop-out, international student acclimation);
- An administrative, faculty, and staff recruitment and retention strategy that continuously improves campus efforts to increase diversity and inclusion in the following areas:

        - Recruitment, development of the prospect pool, and hiring decision-making for campus leadership, faculty, and staff. Plans should address the unique challenges of dual-career couple relocation and ensure that selected candidates can articulate a commitment to diversity and inclusion;
        - Implementation of best-practice mentoring programs and strategies tailored to the needs of diverse campus groups of faculty and staff; and
        - With support from System Administration, the introduction or expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees.
    - An evaluation component to ensure that the campus is meeting its diversity and inclusion commitments and that activities designed within the overall plan are achieving their intended outcomes. The evaluation system should be aligned to the campus planning and resource allocation processes to ensure that required improvements in the diversity and inclusion plan are incorporated in the revision of the academic and financial plans. (SUNY, 2015, p.6)

Thus, the establishment of this policy in 2015 built a detailed framework through which these institutions undertook the development of diversity and inclusion plans. While they guide the topics that the report should address, they have thus far not offered any templates or frameworks that institutions must comply with. As outlined in the *Action*

Items Deadlines and Next Steps section, the first plan was due September 1, 2016; they will be asked to update these on an annual basis. While this summary does not provide a comprehensive review of the policy development, it does illuminate features of the policy that critically shape institution-level diversity and inclusion plans within the SUNY system.

Institutional Selection

As outlined in Chapter 3, institutions selected for this study meet the following features- are presently HSIs, have an institution-level diversity plan, and operate in a state, or within a system, that has a diversity policy in place. In states that more than ten institutions meet those criteria, a subset of institutions was selected. In the case of New York, only SUNY institutions were eligible. Of the 64 SUNY institutions, while several are emerging HSIs, only four are currently classified as HSIs (Table 5.2). Among these institutions, they serve different percentages of Latinx students. As a result, all four eligible institutions were included in the analysis. For each institution, these data included their DEI plan as well as supplemental materials collected from their website. Appendix C provides full detail of the supplemental material gathered for these four institutions.

Table 5. 2. SUNY HSIs

Name	Type/Control	FTE	% Pell	% Latinx	% Minority (Except Asian)	Diversity and Inclusion: # of Pages	Supp. Materials: # of Pages
Nassau Community College	Pub 2yr	15,844	39	27.5	49	31	80
Orange County Community College	Pub 2yr	4,487	28	31	39.4	19	71
Rockland Community College	Pub 2yr	5,080	28	25.1	40.5	22	57
SUNY Westchester Community College	Pub 2yr	9,044	36	37	56.2	28	81

The coupling of the diversity and inclusion plans with the supplemental institutional documents allows this research to illuminate several themes regarding racial diversity and the characterization of Latinx among SUNY HSIs. These data are further triangulated with stakeholder interviews. While it was the goal of this research to interview three or four people either on campuses or at the state-level, this process among SUNY campuses was more challenging than the other states. Two factors drove this. First, with fewer HSIs, the sample size was significantly smaller than other states. Second, given some of the transitions which are underway, it appeared that people were more cautious and less inclined to agree to speak, even after detailed information about confidentiality was discussed. Despite this limitation, these data and themes established through the review of the diversity and inclusion plans were further affirmed, disconfirmed, and contextualized by two interviews with university officials engaged in this work (See Table 5.3 for a complete list of interviews). These interviews were illuminating regarding some of the context noted above.

Table 5. 3. Interview Participants

Name	Role
Tim	Institution Level Diversity, Equity, and Inclusion Administrator
Anne	Institution Level Diversity, Equity, and Inclusion Administrator

Themes

Drawing from the review of institutional diversity and inclusion plans coupled with supplemental materials and key informant interviews from the four public HSIs in SUNY, five themes, and relevant sub-themes have emerged. A highlight of each of the themes and sub-themes are outlined below.

1) Defining diversity: As institutions, first efforts at fulfilling their obligations under the 2015 DEI policy, a significant aspect of the discourse developed in these documents centers on constructing a definition of diversity- identifying what this means to their community and which groups and/or identities are encompassed in this work.
2) Who is Responsible for Diversity: As these reports sought to establish institutions' diversity and inclusion efforts, they began to paint a picture of who was responsible for this work. Within that, two sub-themes emerged, including a) Presidential Leadership as well as b) Senior Leadership- drawing on the emerging role of the chief diversity officer.
3) Teaching and Learning: Central to the diversity rhetoric of these institutions is connecting diversity to the teaching and learning objectives of these institutions. Institutions draw these connections through two primary sub-themes, a) Inclusive learning environment and b) Fostering cultural competency.
4) Latinx-Serving: This research sought to understand the characterization of Latinx students within the diversity and inclusion plans. Central to this how they present a narrative of Latinx students both as individuals and through the HSI designation. Thus, two sub-themes emerge, a) Being and HSI and b) Framing of Latinx students.
5) Policy and Process: At the core of this inquiry is the consideration of how state policy shapes and informs institutional process and rhetoric. Informed primarily by the key stakeholder interviews, this theme illuminates how these two

discourses intersect to shape the narrative of diversity, equity, and inclusion at institutions.

Defining Diversity

The term diversity has increasingly been used to encompass a wide array of groups who are the primary institutional focus of diversity efforts- only some of which tend to represent groups that have been or continue to be historically underrepresented in higher education. This broadening of the term diversity thus has important implications for the discourse of racial diversity and merits a critical review.

In this inaugural report, institutions sought to establish a shared definition of diversity. In this process, each institution took a broad and encompassing stance. Table 5.4 provides a summary of each institution's diversity statement.

Table 5. 4. Definition of Diversity
Westchester Community College recognizes and values differences in age, ethnicity, gender identity and expression, nationality, religion, sexual orientation, political perspective, socio-economic status, citizenship, military status, persons with a mental health condition, status as an individual with a disability and first-generation student status that enrich our learning and working environment. It is the goal of the college to mirror the diversity of the communities in which we live and serve.
Embracing and fostering diversity encompasses a level of tolerance and respect, without judgment, for a multiplicity of traditions and cultures, which include not only race and gender, but age, citizenship, class, economic status, educational attainment, ethnicity, gender identity, mental ability, military status, physical appearance, physical ability, political affiliation, political beliefs, religion, religious beliefs, sex identity, sexual orientation, social status, spiritual practice, and other ideologies/identifications. (Rockland Community College)
Based on student, faculty, and staff responses, SUNY Orange defines "Diversity" as recognizing the uniqueness of all individuals, regardless of race, ethnicity, sex, veteran status, gender identity, sexual orientation, socio-economic status, age, ability, religious beliefs, political beliefs, and/or other ideologies or identities. Diversity includes honoring and respecting differences in a safe environment of learning and working together while embracing all students, faculty, and staff in a positive and harmonious way.

Diversity is more than the traditional categories of age, disability, gender, gender identity, national origin, race, religion, sexual orientation, and veteran status. At Nassau Community College, we understand the uniqueness of each and every individual and recognize their psychological abilities, emotional states, learning styles, and even the different communities from which our students, faculty, and staff come from.

These four definitions represent relatively similar narratives surrounding the various populations that are being considered throughout these reports. Unsurprisingly, the references to race, ethnicity, gender, and military status. The inclusion of political diversity, educational attainment, or learning styles go beyond traditional efforts to center groups that have been historically underrepresented. Through these wide-ranging definitions of diversity, institutions cultivated rhetoric of diversity that moves diversity discourse beyond narratives of remedying past inequality or racial equity.

These all-encompassing definitions of diversity are juxtaposed with institutions framing of their campus in relation to racially diverse identities. Instead, when rationalizing the diversity efforts outlined in the diversity and inclusion plan, racial diversity serves as the primary rationalization. At SUNY Orange Community College (2016), this included the opening paragraph about “Current Campus Diversity," noting "Fifty percent (50%) of degree-seeking students enrolled are under-represented minorities (URM= Black, Hispanic, Native Alaskan, two or more races). SUNY Orange's Hispanic student population has steadily increased over the past five years to nearly 30% of the total student population" (SUNY Orange Community College, 2016, p.6). This trend follows throughout the other reports, positioning these institutions as critical to educating students of color or underrepresented minorities across the state. Thus, through this initial

definition of diversity and then data rationale, an early tension begins to develop- whether it was to advance racial diversity, the highlighted aspect of diversity among all of the plan, or to advance the broad definition of diversity which they presented. Further, how does this necessarily inclusive language of diversity stand to minimize or obscure the need for racial equity- particularly at institutions such as HSIs that are serving a growing number of Latinx students?

Who is Responsible for Diversity

As institutions seek to emphasize the work of diversity and inclusion, framing responsibility for this work, it becomes critical to understanding the institutional culture. Across the SUNY HSIs, the rhetoric of diversity suggests that without leadership, institutions may be unable to fulfill their obligations to the state. This leadership imperative centers presidents as well as senior leadership, presidential cabinets, faculty representatives, and ultimately the CDOs, as the critical stakeholders in advancing diversity efforts.

a. Presidential Leadership. Diversity efforts have often been relegated to specific programs or a single individual. These plans, at least rhetorically, position leadership as central. At Westchester Community College, this means highlighting that the charge for this work came not only from the SUNY system office but at the request of the President. By simply noting, "During spring 2016, the committee received its charge from President Belinda Miles," (Westchester Community College, 2017, p. 3) the report signals that this is at the request at the highest levels. The additional materials highlight her attention to this effort noted through the frequency with which diversity efforts are highlighted in the “President Notes." By taking these two elements of these data together, the ways in which the President plays a central role in this work becomes evident.

Orange Community College came to this discussion from a different vantage. They highlighted not only the importance of their President but also the trustees. Their report states, "SUNY Orange Board of Trustees and College Administrators will prominently and publicly demonstrate leadership related to the value of diversity at the College" (SUNY Orange Community College, 2016, p.8). Through this discourse, OCC builds a narrative of the role of President and illuminates an aspect of what this leadership should aspire to do, to feature the "value" of the diversity.

The relatively positive light that the DEI plans along with the institutional websites paint regarding presidential leadership is enhanced by considering the interviewees' perspectives. Tim discussed the importance of engaging presidential leadership and varying interest in addressing this work. Alternatively, Anne attributes the presidential administration at her institution as her biggest ally. She noted,

> I think that at [Institution Name], the President is very supportive of this work, and I'm very committed. So you know [the President] from the very beginning, before I got hired, she told the college campus this is where I'm heading; this is what I want for the place.

The narrative presented through the interviews serves to affirm the critical role that presidential leadership plays in advancing diversity initiatives on these campuses. It also illuminates how shifting presidential leadership can be pivotal in developing diversity efforts. If institutional diversity plans intend to push against the rhetoric of these documents as institutional speech acts that hold little significance. Positioning presidents and trustees as necessary in achieving this work has the potential to move this beyond the technology of diversity to a mechanism to advance real diversity efforts.

b. Senior Leadership. Beyond presidents and trustees, broader narratives of leadership are also developed. At Westchester Community College, this discourse is characterized as the intersection of new hiring and their existing racial representation. This includes highlighting the team noting, "while minority students represent 60% of the student population, the President's Cabinet minority representation as of the year 2016 was only 25%" (Westchester Community College, 2017, p.12). In contrast, Rockland Community College chose to highlight survey data about perceptions of the diversity of leadership including, “88% of respondents reported RCC has visible leadership that fosters respect for diversity on campus” combined with “the extent to which people of different racial/ethnic backgrounds are well-represented among senior administrators” (Rockland Community College, 2016, p.6). Thus, in doing so, these two institutions chose to paint significantly different images of diversity efforts, shaping narratives of who is doing this work.

The role and importance of senior leadership are made more complicated by the institutionalization of the chief diversity officer (CDO) role. The state DEI policy, which states that "System Administration and each campus will appoint a chief diversity officer ("CDO") by no later than August 15, 2017. Be a senior member of the campus administration, reporting directly to the President or provost" (SUNY, 2015, p.4) constructs the development of this senior leadership role. This illustrates a way in which the state policy is shaping campus-level discourse. The goals for the CDO, are constructed by the job descriptions provided in the diversity plans. Further, their frequent mention throughout the reports captures an interesting effect of moving this work from something that is exclusively decentralized to the primary focus of the senior leadership

team. At OCC, they highlight that "A vital part of the main tasks of the CDO will be to evaluate the current culture of the college, review our progress, and re-evaluate the goals and strategies put forth in this plan" (SUNY Orange Community College, 2016, p.13).

When merged with the supplemental data, a new and contrasting narrative begins to emerge. While materials gathered from institutional websites do highlight the CDO, the centrality of this role comes under fire. The conversations with key stakeholders illuminate challenges with the stability and long-term impact of the policy. As one interviewee noted

> Unfortunately, SUNY has not been holding the campuses accountable. So there are several campuses that have not hired a chief diversity officer. So those that have and you know in difficult financial times that like wondering so why should we.

The interviews then shed light on the contradictions between the rhetoric of the diversity and inclusion reports which position the CDO as central and their sustained role within the institution. While the goal of this research is not explicitly to understand the impact of the policy or the reports on this campus, this quote provides a glimpse into a potential impact or lack thereof.

At the same time that senior leadership is relevant, Tim also highlights the challenge of relying on positional authority. In response to some of the first institutional resources targeting Latinx students, Tim described, "So they put together a committee of people to figure out how to spend that money. But none of those people had ever been involved in any of this kind of work before. You know the dean of admissions, those people based on job titles." In considering how their institution has cultivated their

HSI identity, Tim highlights a challenging aspect of only engaging senior leadership, particularly at institutions across the state that are new to the concept of what it may mean to be Latinx serving or the lived experiences of their Latinx students. At his institution, the reliance on senior leadership to advance efforts to center Latinx proved problematic given that senior administrators don't reflect the Latinx identities of the students. Thus, the senior leadership discourse both highlight how diversity efforts are an essential aspect of a broad cross-section of staff while also highlighting the new role of the CDO.

Teaching and Learning

Central to the institution's diversity and inclusion plans was a discourse regarding the essential role of teaching and learning as it relates to institutional diversity efforts. They centrally feature this educational mission in their diversity work, highlighting how it will serve to enhance institutional culture. However, beyond highlighting the institutional mission, it also illustrates another way in which the state DEI policy has informed and shaped institutional actions.

a. Inclusive Learning Environment. At these institutions, building an inclusive and diverse institution is rooted in their efforts to build a classroom environment that is inclusive. Table 5.5 highlights some of the different ways in which the institutions characterize these efforts.

Table 5. 5. Inclusive Learning Environment	
Existing Programming	Also, the college offers a range of academic programs specifically created to foster an enhanced understanding of issues related to diversity. These programs include Human Rights Studies, Jewish Studies, Women's Studies, Africana Studies, Latin American Studies, and Disability Studies.

	Develop and adapt the curriculum to reflect the importance of diversity and ensure access and opportunity to quality higher and lifelong education
	Building on our past as the first community college in the country to require all degree-seeking students take a course on the pluralism and diversity of America, this plan strives to engage the entire College community in creating intellectual and social spaces where all members of the College community feel comfortable to be their authentic selves through continued innovation, collaboration, and shared resources.
	To build and maintain safe, accessible, and sustainable facilities that support the learning environment.
New Programming	SUNY Orange will continue to support instructional, educational, and enrichment activities that infuse diversity and inclusion.
	Provide more focus and guidance to incorporate multicultural topics in the curriculum.
	The fourth goal of the plan focuses on educational curriculum and inclusive programming, both of which play a significant role in the perceived diversity and inclusiveness of the college.

In many ways, this focus highlights two segments of this effort — first, campuses highlighting the existing programming that may advance diverse topics or more inclusive rhetoric. In doing so, they are merely discussing current efforts that may be in alignment with their diversity plans. Yet, at the same time, this rhetoric also serves to advance a narrative of completion and thus masking the diversity of teaching and learning efforts that are still required to foster an inclusive learning environment. As Tim suggests, “I mean there are so few Latinos that work on the campus." The second segment is around advancing new efforts in the curriculum that support multicultural topics, highlight the

institutional mission. In this, we see how institutions are planning to embed diversity statements or academic course requirements. This strategy speaks to a more systemic opportunity to thread diversity across the institution.

While this discourse discusses diversity or multiculturality, it mostly lacks in detail regarding what this may mean for the curriculum. Furthermore, across the reports, mechanisms to center racial diversity or Latinx identity- as the largest racially minoritized student population- are unmentioned. Thus, through this theme, it is apparent how institutions are centering their academic mission, yet while this has the potential to thread diversity efforts systemically, as presented, they fail to attend to the importance of racial diversity within this effort.

b. Fostering Cultural Competency. Cultural competency efforts are another example of how the state policy has shaped institutional discourse. As highlighted in the SUNY DEI Policy, "With support from System Administration, the introduction or expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees" (pg. 6). As a result, throughout the institutional reports, institutions talk about their efforts to advance cultural competency. Nassau Community College positions cultural competency as the end goal for this effort, noting:

> We are committed to cultivating mutual respect, empathy and understanding, and to fostering an equitable intellectual and social climate that is inclusive and respectful of human dignity—with the ultimate goal of achieving cultural competency (Nassau Community College Diversity Plan Committee, 2017, p.18).

In contrast to the idea of cultural competency as an end goal, the other institutions situate cultural competency as an aspect of institutional training- more in line with the SUNY DEI policy. Thus, at Orange Community College, cultural competency is a tool to be developed nothing that they will “Introduce cultural competency education and mentoring strategies tailored to reflect the specific needs of SUNY Orange students and the local community” (SUNY Orange Community College, 2016, p.11). By doing this, they position cultural competency as an ongoing institution's efforts.

Yet, the very nature of cultural competency training and its utility to address racial diversity must be considered. Cultural competency training has been critiqued mainly for its focus on individual opinions, values, and beliefs. As a result, "an overarching critique of the cultural competency framework is that it does not reach far enough in addressing systemic and institutionalized oppression" (Abrams & Moio, 2009, p.247). Furthermore, while cultural competency has historically focused on self-awareness and skill development related to race, it has since been expanded to consider a broader definition of social difference. It is thus argued that while this broadening accounts for our increasing understanding of multiple and intersecting identities, the diffusion supports an "equality of oppressions," thereby downplaying race (Schiele, 2007). Through the SUNY DEI policy, cultural competency is presented as a best-case option, and institutions have absorbed this rhetoric without considering the growing critiques and limitations of cultural competency training as it relates to race and oppression.

Latinx Serving

a. Being an HSI. While each of these institutions was selected because they have either formally sought an HSI designation or met the enrollment thresholds, the

institutions' HSI status is curiously devoid of the diversity and inclusion plans. The only exception is WCC which has two HSI references and notes, "As the first SUNY institution to receive the federal designation of Hispanic Serving Institution, inclusivity is integral to the college's focus, and conversations around accessibility, inclusion, cultural competency, and civic engagement have permeated dialogues across the college" (Westchester Community College, 2017, p. 3). Beyond highlighting that this designation is central to their understanding of how they support students, they also suggest that this designation increases their awareness regarding the need to help students. As such, in their Westchester Diversity and Inclusion Plan, the college suggests, "As a minority-serving institution, we are aware of the national trends related to educational attainment gaps for minority students" (Westchester Community College, 2017, p. 22). Yet, while the HSI status doesn't feature prominently in the written documents, it is featured in the supplemental materials- notably, the WCC website materials and the interviewees highlight a greater emphasis on the HSI status. Across several areas on their website, Westchester Community College highlights the importance of the HSI designation on their campus. As noted in one of the President's newsletters in 2016,

> Our status as a Hispanic Serving Institution (HSI) allows us to compete for federal funding via Title V of the Higher Education Act to bring faculty, staff, and students together to design new programs or enhance current programs focused on student engagement, retention, and graduation. (Miles, 2016)

Additionally, HSI references discuss this funding and other opportunities that come from their HSI status. As Tim noted,

> So the only way I could approach it was through the money. I would make them [President] aware of the Title V program some of the grant opportunities that they were, and then then they were a little more interested.
>
> Then it became a question of trying
>
> to go into the other areas of the conversation about you know embracing the desig nation and what it meant.

While this narrative, in his mind, failed to attend to what it would mean to be Hispanic serving, it was often the more fruitful pathway to gaining attention for this broader effort among administrators. As such, these data show how the HSI stat cultivates a narrative of HSI as solely a pathway for funding.

b. Framing Latinx Students. While the HSI designation is not a feature of the majority of the reports, Latinx student data does play a role in crafting a picture of the campus diversity across all four institutions. For some institutions, Westchester Community College and SUNY Orange Community College, Latinx students are featured as a part of the demographic diversity of the students- "SUNY Orange's Hispanic student population has steadily increased over the past five years to nearly 30% of the total student population" (SUNY Orange Community College, 2016, p. 6) or "[WCC has] the highest percentage of Hispanic students and the second-highest percentage of Black students in the State University of New York system" (Westchester Community College, 2017, p. 9). But for Orange Community College and Nassau Community College, they also address how they aim to support Latinx students and families. Rockland Community College (2016) will "Initiate College information nights at local high schools for Spanish or Creole-speaking parents and students" (p. 9). Nassau

Community College Diversity Plan Committee (2017) centers a burgeoning effort, "The college recently received a grant of $125,000 to enhance its outreach and retention of the Hispanic student population, which has recently shown significant growth. The impact of these efforts will be carefully monitored and analyzed" (p. 30).

Across the diversity and inclusion plans, the proportion of an institution's Latinx student body is leveraged as either a point of pride or a reason why various programming or other efforts must be undertaken. In doing so, they construct a narrative surrounding Latinx presence on campus with little attention to what that might mean for campus programming and other efforts. The few mentions of programs and resources construct a discourse of Latinx, a homogenous group. Ultimately, the limited and distinct ways in which Latinx- HSI status as well as Latinx student's importance at these institutions, create a relatively narrow perspective on how these institutions center Latinx students. As Tim was quick to point out, the conflation of HSI status and funding quickly obscures a greater need, to identify how the campus may best support a growing Latinx student population. Further, the institutions present the proportion of Latinx students as an asset to the campus while failing to consider the robust and diverse needs of this population.

Policy and Process

This research also sought to understand how the state policy shaped or informed institutional narratives. Several examples above highlight how the state policy directly shaped the discourse of this work (i.e., the centering of the CDO). Yet, at the same time, stakeholder interviews illuminated additional challenges with using this report to advance institutional system progress. Through this conversation, two compelling yet divergent narratives emerged, in part driven by the differing positional roles of the key stakeholders. The first presents the ways in which the report serves as a tool to galvanize

and drive efforts. This is countered by how the report development and implementation represent a bureaucratic process.

In thinking about the report generation process, Tim reflected on some of the various efforts to develop policy on campuses related to advancing Latinx students. Tim suggested that "we had to do this five-year plan and … they [SUNY System Office] would approve them.

And so I mean as far as I know this is just kind of a bureaucratic exercise". He went on to discuss how they were generated in a silo and, as a result, were not the product of significant campus-wide buy-in. However, for Anne, the report served as a galvanizing tool. On this campus, not only did the policy and plan development process bring together people a diversity of individuals working on diversity, equity, and inclusion, it helped guide the work. Ultimately, the key stakeholder interviews illuminate the divergent implementation and campus impact. As the first iteration of the mandated diversity and inclusion plans, they set the foundation for expectations regarding how the institution for codifying their diversity efforts. Institutional narratives, such as a bureaucratic exercise, for which there is no accountability may dilute the effectiveness of the policy implementation process.

Conclusion

This Chapter presents an overview of the Latinx community in New York as well as a consideration of demographic trends and their implications for public higher education. Additionally, by considering the current K-12 and higher education landscape, it becomes more explicit regarding the critical role that Latinx students will increasingly play in the education landscape- particularly in light of the number of emerging HSIs

within SUNY. This state demographic landscape is coupled with a review of diversity and inclusion policy at the state level. The analysis revealed that while SUNY implemented a Diversity, Equity, and Inclusion Policy in 2015, CUNY does not have a comparable policy. As such, the selection of institutional sites was limited to SUNY HSIs.

Following the analysis plan discussed in Chapter 3, the second half of the Chapter addressed the intersection of the diversity and inclusion reports and the supplemental materials. Through this process, several major themes have been identified. These themes include defining diversity, who is responsible for diversity, and teaching and learning. While the themes provide exciting insights into the broad diversity discourse that has been constructed through this HSI diversity and inclusion plans, there are also significant gaps that are worth noting. As McGregor (2003) notes, it is sometimes within these gaps that important information within institutional discourse can be identified. Given the research efforts to unpack institutional discourse related to Latinx populations and their HSI status, both are noticeably lacking as a focus of institutional efforts. A review of the Latinx codes illustrates how references to Latinx students generally refers to the existence of Latinx students, faculty, and staff within the institution. While there are two exceptions, Rockland Community College discusses the development of programming- information nights, tours, and presentations- in Spanish as well as Creole, this gap remains noticeable. Nassau Community College only focuses on the unique needs of Latinx students when referencing recent funding for outreach and retention of Latinx students. As a result, while there are some references to the Latinx community, they are mostly absent, and many of the initiatives or programs that are established through the

diversity and inclusion plans focus on the non-racial/ethnicity identities tied to their diversity definitions.

Another notable gap is the lack of attention to their HSI status. While Westchester Community College is the exception to this, they reference their HSI status and being a minority-serving institution- both in their diversity and inclusion report as well as supplemental materials. However, the three other institutions do not address this status. While each institution's HSI status is not always clear- given these data challenges outlined in Chapter 2- they were all either HSIs or emerging HSIs based on demographic data. While the HSI literature has noted the vital role of the HSI label- often to provide access to financial resources- these institutions do not appear to be leveraging this for funding or to advance efforts that center Latinx students.

While diversity, equity, and inclusion plans have often been premised on the need to articulate an agenda that advances racial equity, these reports illustrate how diversity plans instead of in presenting a narrative around a broad definition of diversity fail to attend to this presumed focus. Additionally, by looking at a state relatively early in their DEI policy establishment and diversity plan development, it is also possible to see the ways in which state policy can dramatically shape institutional narratives and emphasis. As such, as these institutions first attempt to communicative their diversity efforts and fulfill their state policy obligations, the foundation nature of the plans and the corresponding themes is as expected. However, acknowledging the gaps also has the potential to shift these plans to ensure that they move beyond this broad rhetoric to address some of the needs of SUNYs racially diversity students, faculty, and staff.

CHAPTER VI: California

This Chapter will examine the findings from the state of California. In doing so, it will address both the state context shaped by the diversity of the state and its impact on the California community college system (CCCS). Beyond that, it will consider the educational policy, which shapes the development of the equity plans among CCCS. This section will explicitly consider how California equity reports, with long-established legislation regarding equity, can be understood in a recently shifting landscape. To examine the discourse of racial diversity, ten institutional plans from public community college HSIs serve as the primary site of analysis. These institutional data will serve as the foundation for consideration of racial discourse within these institutions and the consideration of how institutional rhetoric may be informed by state policy. It is within this shifting but established landscape that these equity plans merged with data from the institutional websites and critical stakeholder interviews allow for the consideration of how state policy may influence racialized discourse at public community college HSIs in the state.

The consideration of this case is anchored in an overview of the California context. This overview will include a discussion regarding the state demographics, with a particular emphasis on the Latinx community across the state. It will also add a review of public higher education across California with a focus on the CCCS. Additionally, the state context will include a brief overview of statewide higher education advocacy efforts and their connection with national organizations. As such, this section will not only frame the higher education landscape but also contextualize the HSIs within the broader frame of race and racialization throughout the state.

To consider how institutional discourse is shaped and informed by state policy, the second section of this Chapter will look at the history and implementation of equity reporting. This section will enable a review of the evolution of this state policy as a foundation for the understanding of racial discourse, both its presence and absence, within the equity reports. This section will also provide special attention to some of the recent and continued shifts in higher education legislation as well as campus reporting responsibilities. While not a component of the equity policy, this section will also briefly review California Proposition 209. Given its significance across the state higher education landscape, any research considering racial discourse in California must at least acknowledge this legal landscape. Through the review of salient features of the state policy and implementation rules, this section will support the critical examination of how state policy informs institutional behavior.

With this foundation, the final section of the paper will examine the racialized discourse within equity reports at the ten HSIs in California. Equity plans are currently an element of the Integrated Plan. As such, integrated plans will serve as the primary data for this analysis. However, supplemental materials gathered from institutional websites, as well as key informant interviews with state and institutional representatives, allow for further triangulation of these data. Integrally, this analysis will then address how the state policy has shaped the institutional discourse. Given the engagement of critical race theory, the themes will explicitly consider how institutional differences may shape racialized discourse as well as interrogate the absence of racial discourse within the institutions.

State Context

State Demographics

California is one of five states that is majority-minority, with 61.5 percent of people identifying from a racial/ethnic minority background. Furthermore, California is home to the largest Latinx population in the U.S. As of 2014, this included 15 million people, with 5 million residing in Los Angeles County alone (U.S. Census Bureau, 2018). This makes Latinx individuals 39 percent of the total state population (P. Taylor et al., 2012). Beyond the overwhelming significance of the Latinx population across the state, it is also useful to consider this population based on age and participation within the education system. While the average Latinx age is 28, Latinx young people represent 52 percent of the K-12 (P. Taylor et al., 2012). The central role of educating Latinx students is further understood by considering data regarding Hispanic Serving School Districts (HSSD). California has one of the most significant numbers of HSSD's, second only to Texas, with 682 school districts (HACU, 2018). Unlike other states where these districts are found within specific geographic regions, the pervasive nature of HSSDs in California means that they can be located within almost every county across the state. These data illustrate the pivotal role of the Latinx community within the state as well as the essential role of the state in effectively educating Latinx students.

Undoubtedly, the Latinx community is a critical stakeholder for all aspects of the state, education being no different. However, engagement in higher education will likely continue to intensify as the Latinx population, particularly those moving from K-12 to public higher education, continues to grow. As such, considering how race is discursive within institutional diversity efforts, as well as how institutions center their Latinx identity, will not only inform existing institutions but guide the many emerging HSIs

across the California higher education sector as they begin to more actively consider their Latinx students.

California Higher Education

California is home to one of the most robust public higher education networks nationally. Shaped by the California Master Plan, public higher education in the state is comprised of the University of California System, State University System, and the California Community College System (CCCS) (Kerr, 1995). Collectively, these institutions educate over 2 million students annually. However, their roles in educating racially minoritized students are not equal. For example, within the University of California System, less than 30 percent of students identify from racially minoritized groups. This is in contrast with the over 50 percent of students at CCCS (Public Policy Institute of California, 2017). Thus, it is unsurprising that the CCCS is also the site of the Student Equity Report policy- further detailed below. Given the focus of this research, the intersection of state policy and institutional equity plans, the emphasis for the remainder of this state context will be focused on the institutions that comprise the CCCS.

California Community Colleges. The largest of the higher education systems in California, the CCCS, enrolls approximately 2 million students annually across 115 institutions. The system is overseen by a board of governors. Operationally, the system chancellor guides the day-to-day efforts related to policy and practice that advance the best interests of community colleges across the state. Further, 79 of the 115 institutions are members of a community college district- a set of 2 or 3 institutions, within a region, overseen by a coordinated governing board (California Community Colleges, n.d.-a).

By considering HSIs as a site of inquiry, it is then possible to consider the profile of HSIs within the state. Across the community college system, 103 of the institutions are HSIs. The small number of institutions that are not identified as HSIs are a part of one of the state's community college districts with an HSI. Further, all institutions identify that at least 17 percent of their students are Latinx. As outlined in Table 6.1 of those students attending an HSI, 47.8 percent are Latinx or nearly 1 million students.

Table 6. 1. California Community College System- HSIs

	Black	**American Indian/ Alaskan Native**	**Asian**	**Filipino**	**Latinx**	**Multi-Ethnicity**	**Pacific Islander**	**Unknown**	**White**
HSIs	123,828	8,686	214,769	53,628	993,376	74,382	8,211	99,559	503,073
Non-HSIs	17,486	1,535	61,884	10,775	72,756	16,982	1,562	14,652	116,323

Beyond the Latinx students, Black students represent just 6 percent of the students at HSI community colleges. In comparison to the non-HSI peers, Table 1 shows, while Black students continue to represent around 5 percent of the students, yet Latinx students represent just 23 percent of the total enrollment. However, while non-HSIs do educate fewer Latinx students, their relative share of the higher education system is also quite small. These data punctuate the powerful role of the community college system as well as HSIs in educating Latinx students.

In addition to looking at the demographic profile of HSIs, and their relative dominance within the CCCS, advocacy organizations also figure prominently within the state landscape. The size and scope of public higher education in California shape the prevalence and importance of state-based education advocacy organizations. These organizations, such as College Opportunity, focus on enhancing access and success for

students. Alternatively, groups such as Public Advocates are engaged in a more extensive education advocacy effort with a focus on underrepresented groups. These advocacy organizations are also informed by education researchers within the state and nationally, such as the Center for Urban Education (CUE) and Community College Resource Center (CCRC). These two education research groups both elevate the efforts underway at the institutions but have also been used to position how CCCS institutions are leaders. This provides a glimpse into the external factors, advocacy, and research, that significantly shape the CCCS landscape.

As the number of Latinx students across the state continues to grow, Latinx students as a proportion of enrollment will also expand beyond community colleges. In this transition, it will become increasingly important to consider the strengths and shortcomings of the student equity policies in place. By leveraging this extensive history of equity reporting the public higher education institutions and their respective governing boards can identify a mechanism to best ensure that the student equity policy maintains its focus on advancing racial and social equity and serve as a model that may become increasingly relevant across all segments of the higher education system.

State Equity Policy

In 1993, the California Community College Board of Governors developed the student equity policy; however, the roots of this policy harken back to 1985 with a report detailing the reduction in minority enrollment. In the intervening period, the Board of Governors facilitated a statewide convening "Symposium on the Enrollment, Retention, and Transfer of Minority Students" as well as the 1989 establishment of the standing board committee on Equity and Diversity (Guichard, 1992). Given the pivotal role that minority students played and continue to play in the enrollment at the California

community colleges, the Board saw the establishment of the student equity policy as a natural progression of their efforts to ensure diversity and equity. At the core of the 1993 policy was the acknowledgment of "the role that community colleges have played in providing access to ethnic minorities and disabled persons, but acknowledges that once these students have entered these institutions, their success rates lag behind those of other groups" (Guichard, 1992, p. 2).

At its establishment, the student equity policy aimed to develop a shared definition of student equity as well as allocate financial support to colleges in their efforts to address persistent inequities. In the establishment of the equity policy, the Board highlights the importance of locally derived plans that meet the needs as defined by the college itself. As such, the plans were not intended to set a standard of achievement or drive campuses to implement a specific set of programs or activities. However, while in many ways open to the interpretation and development of each college, several aspects of what was to be included in the first round of equity plans were addressed. Importantly, those include:

(1) Campus-based research as to the extent of student equity and as to institutional barriers to equity to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL, and basic skills completion, and transfer; for each of the historically underrepresented groups as appropriate;

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity-related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation

Beyond providing a framework for these reports, the policy also provided some important foundation regarding a shared definition of historically underrepresented groups as well as ethnic minorities. Additionally, they assert that ethnic minorities, women, and persons with disabilities are to be included in the narrative of historically underrepresented groups.

However, in the intervening decades, there has been a shift in language regarding which student populations are a focus of equity efforts. As outlined in research chronicling changes in the policy, it is possible to see that by 2003, the target groups had expanded to include men, whites, students with disabilities, and women (Henestroza, 2015). In 2015, the focus further expanded with the addition of target groups- low-income students, foster youth, and veterans. At this point, it becomes apparent that racially minoritized groups are just one aspect of equity (Griffith, 2017). As such, we see that over time, the reports no longer use the term historically underrepresented and now charge institutions with identifying groups that have had had "disproportionate impact" (DI). Each of the 12 potentially disproportionally impacted groups is assessed using data provided by CCCS. This expansion of the DI categories thus begins to shape the construction of diversity among the CCCS.

Beyond shifts in who is considered among diversity initiatives, there have been shifts to the reporting structure as well. In a more recent iteration and site for this analysis, the CCCS has taken the approach of integrating equity planning with efforts of the Basic Skills Initiative and Student Success and Support Program. Further, these goals

also integrate with the College System's student success goals areas- access, retention, transfer, ESL/Basic Skills completion. In this new reporting structure, the CCCS identifies that

> The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. (California Community Colleges, 2017, p.1)

This 2017-2019 Integrated Plan thus sought to bring together these distinct efforts into a single umbrella report. To achieve this, each plan was charged with identifying five integrated student success goals that would become the focus for the duration of the plans.

In many ways, this Integrated Plans served as an intermediary step within the broader shift to advance a broader equity agenda. Two legislative aspects are central to this shift- the passing of AB705 (Guided Pathways) and the Student Equity Achievement Program (SEAP). AB705 seeks to shift the narrative of equity within the state by implementing guided pathways that support the increased placement of students into transfer-level courses. Further, SEAP efforts aim to thread efforts and funding streams tied to basic skills, student support, and student equity into a single resource allocation and reporting structure. While these programs and legislative rules were not in place at the time of the 2017-2019 Integrated Plan, their impending arrival shaped the

development of this intermediary reporting structure. Thus, the integrated framework captures a unique moment in time-related to equity reporting among CCCS.

California Proposition 209 passed in 1996 and enacted in 1997, brought an end to affirmative action within all aspects of public higher education in California. Specifically, "The initiative amended Article I of the California Constitution to prohibit race- and gender-conscious remedies to rectify the underutilization of women and people of color in public employment as well as public contracting and education" (Sumner, 2008, p. 3). While Prop 209 does articulate that institutions may not use race or gender in the factors included around granting admissions, institutions can continue outreach if the benefits are broadly available to other groups. This narrative thus shapes the ways in which institutions center racial and gender diversity while also ensuring compliance under Prop 209 which mandates that "benefits of the program must be available on a non-selective basis such that any interested individual, regardless of their race or gender" (University of California Office of the General Counsel, 2015, p.5). Thus, while the integrated plans and the equity report, aim to get at enhancing equitable outcomes for groups disproportionately impacted groups, the state context of Prop 209 provides insight into not only the shift in broadening the disproportionate impact groups but also the ways in which institutions communicate their efforts.

Institutional Selection

Following the procedures discussed in Chapter 3, institutions selected for this study make up a cross-section of institutions throughout CCCS. Data selection sought a maximum variation of institutions across- size, location, and percentage of Latinx students. Institutions also needed to have a completed 2017-2019 equity report at the time of data collection, July- August 2019. For each of the ten institutions selected (Table 6.2).

In addition to the 2017-2019 Integrated report, supplemental materials were collected through a systematic review of their institutional websites. Appendix D provides full detail of these supplemental materials for the ten institutions. It is important to note that while there was general consistency in the length of the integrated plans, ranging from 14-33 pages, with the majority falling between 22-33 pages, there is much more variation within the supplemental materials. While at some institutions, only 50 pages of material were gathered at others, there were over 300 pages. This variation is in part due to the robustness of diversity, equity, and inclusion materials included on an institution's website but also due to the institution's decision to include some certain larger documents such as Title V proposals or historical versions of their equity plans.

Table 6. 2. Public HSI Community College Sample

Name	Type/Control	FTE	% Pell	% Latinx	% Minority (Except Asian)	Integrated Plan: # of Pages	Supp. Materials: # of Pages
Santa Barbara City College	Pub 2yr	11,069	22	32.1	38.7	23	168
Grossmont College	Pub 2yr	10,382	24	33.6	41	18	83
Napa Valley College	Pub 2yr	3,584	22	43.1	48	33	140
Chabot College	Pub 2yr	7,042	21	38.4	52.2	31	178
Mt. San Jacinto College	Pub 2yr	8,625	37	48.9	57.4	14	237
Cuesta College	Pub 2yr	5,650	20	28.3	33.7	22	310
Clovis College	Pub 2yr	11,657	29.5	43	51	24	52
Imperial Valley College	Pub 2yr	5,143	54	92.9	92.2	30	74
Sacramento City College	Pub 2yr	11,437	24	32.4	44.1	27	123
Hartnell Community College	Pub 2yr	6,159	25	84.2	67	25	135

These data are supplemented by interviews with critical stakeholders across the state. In this process, the research sought to consider voices at various levels within the CCCS. This included individuals engaged in equity efforts working across academic and

student affairs as well as those engaged in state-level efforts. This diversity provided opportunities to probe across various aspects of the CCCS equity policy and the integrated plan. Table 6.3 provides a summary of the interviewees. The two later data sources serve as a tool for expanding the narrative as well as data triangulation. These three data sets come together to serve as the foundation for the consideration of how race is discursive within the institutional diversity plans. The themes outlined below reflect the intersection and synthesis of these three data sources.

Table 6. 3. Interview Participants

Name	*Role*
Linda	Institution Level Diversity, Equity, and Inclusion Administrator
Mary	Institution Level Diversity, Equity, and Inclusion Administrator
David	State/Regional Diversity, Equity, and Inclusion Administrator

Themes

Threading together data collected across the three data sources, this section will present several significant themes. Each of the four themes and sub-themes is highlighted below.

1) Establishing Diversity: Several aspects across these data center narratives of both diversity broadly considered as well as to advance the discussion of racial diversity. Within this, four sub-themes emerge a) state policy shapes inclusion, b) constructing racial diversity, c) centering Latinx students, and d) obscuring intersectionality.
2) Training as a Pathway for Success: The integrated plans aim to advance a centering of equity efforts. As such, equity becomes threaded into the central aspect- teaching- of the institution. Thus, two major themes emerge a) teaching and learning and b) training for an inclusive climate.

3) Interchanging HSI and Title V: Given the interest in examining how institutions HSI status shapes the discourse of race, several themes emerge regarding HSI status. Of particular relevance is the interchanging of HSI identity and Title V. As such, this theme speaks to how institutions manifest their objective to support Latinx students.
4) Beyond the Integrated Plan: These data illuminate some significant differences in the discourse that materializes in the integrated plan. Within California, the shifting policy landscape cultivates a dueling narrative of a long-standing policy coupled with a newly shifting landscape. As such, the following themes emerge a) campus-level discourse and b) stakeholder insights.

Establishing Diversity

a. State Policy Inclusion. As institutional artifacts laden with meaning and value, state policies play a critical role in shaping the narrative of diversity. The analysis of the 2017-2019 Integrated Plans illuminates the essential part of the historical trends in the rhetoric of equity. As the policy analysis reveals, since its development in the mid-1980s, there has been a significant shift in the policy focus- moving from underrepresented minorities to a set of 12 identities that may suffer DI. The expansion of identities of attention is compounded by the most recent choice to integrate student equity reports with basic skills initiatives and student success and support programs. Within this new framework, a disproportionately impacted group is a group that is experiencing success at significantly lower rates- a three percentage point gap or greater- than those who are in the highest performing group. Table 6.4 outlines the frequency for each potentially DI

group across each of the areas of emphasis- access, course completion, basic skills/ESL completion, degree, and certification completion and transfer to a four-year institution.

Table 6. 4. Frequency of Disproportional Impact

		Access	Course Completion	Basic Skills/ESL Completion	Degree and Certification Completion	Transfer to a Four-year Institution
Gender (MALE)		6	2	4	2	
Foster Youth		2	6	1	4	1
Students with Disabilities		5	3	4	3	7
Low-income			2	4	2	3
Veterans		6			1	
Ethnicity	American Indian/Alaska Native		2	2		3
	Asian	1	2	1	1	1
	Black/African American	1	8	8	5	7
	Latinx/Hispanic	3	6	6	5	6
	Native Hawaiian/Pacific Islander	1	1	6	4	5
	White	4		1	1	1
	Some Other Race		1			
	More Than One Race			1		

The review of the 2017-2019 integrated plans illustrates the present-day outcome of the broader discourse around racially minoritized, including Latinx, communities. While racially minoritized students, including Black, Latinx, and Native Hawaiian/Pacific, are a significant focus across several of the areas they are also potentially in competition for resources with many other groups that are not historically underrepresented in higher education or may not grapple with similar systems of systemic racism. For example, in the area of access, the plans identify a greater need to focus on access for men and veterans at higher rates than any racially minoritized student

population. Additionally, when considering equity as it relates to degree and certificate completion, the reports illustrate how institutions are focused on a broad group, both racially minoritized as well as from an array of identities, thus leading to the potential diffusion of resources.

While a review of the integrated plans highlights the limitations of the disproportional impact narrative, a slightly different narrative emerged through the interviews. When discussing whether the disproportionate impact metrics align with institution goals, Mary noted: "I mean no…what the state wants to see and what we want to see as student affairs professionals versus what the instructional faculty want to see, there are all probably three different things." At the same time, she goes on to say that metrics have value in setting a shared measure. Beyond acknowledging that campuses need some systematic measures, given the diversity across the 115 community colleges, there is also a question of capacity. As Linda notes, one of the positive impacts of these recent shifts has been that these data are provided to the campus. Given the limited resources faced by community colleges, ensuring that there is an internal capacity to effectively interrogate these data can present a burden. As such, Linda suggests that some of the processes to systematize have value. As she suggests,

> "You know we were given these data … before we had to do it in-house, which caused a lot of stress because … a lot of colleges don't have the capacity the institutional capacity for research to develop new equity reports, you know."

Nonetheless, participants were quick to acknowledge that campuses are in different places; thus, the DI categories may not be in alignment with internal goals. Additionally, as will be discussed below, the DI categories obscure narratives of intersectionality.

These data illuminate that the shift towards a focus on a broader set of disproportional impact categories is a clear tension for campuses. Further, these data show how the mechanism through which disproportional impact is assessed, and the broadening of categories, means that historically excluded students may continue to be excluded as a focus of equity efforts in these reports. Four groups that gain significant prominence in these reports are men, students with disabilities, foster youth, and veterans. Additionally, some institutions identify no racially minoritized populations as disproportionately impacted and instead target equity efforts towards white men. As such, we see how equity discourse is coopted in favor of more race-neutral frameworks. This is put in contrast with the resource challenges faced by community colleges such that the providing of metrics while limiting may present value. As David notes, "Our entire population is still 60 percent in most of our college Black and brown. So, if you even designed for the entire college, you're still designing for our equity populations." These institutions, the primary educators of underrepresented students in the state of California, will be forced to consider center their support for racially minoritized students. However, as the policy framework illustrates, it will require policy frameworks that force institutions to acknowledge historic racial inequities and systemic barriers that favor of programs and strategies that advance white majority students.

b. Constructing Racial Diversity. The review of the DI populations illuminates the effectiveness of the SEP data framework in broadening who is considering questions of equity. Table 6.5 provides a highlight of where underrepresented students are centered throughout the documents; in total, these populations were referenced less than 70 times across all of the documents.

Table 6. 5. Underrepresented minorities
Cuesta College is an institutional partner with the Center for Organizational Responsibility and Advancement (CORA), which serves to build the capacity necessary to support successful outcomes for men of color.
Develop a multi/cross-cultural program that incorporates Umoja and Puente programs
Provided instructional and counselor assistance to African American and Filipino students with highest need in math through the Math Lab.
with AfAm male, mental health counselor specialized in serving AA student populations through providing culturally relevant and responsive approach
Men of Color Certificate (TMOC) online training program. Planning to sponsor a 3 part on-site training series on TMOC
Develop a multi/cross-cultural program that incorporates Umoja and Puente programs.

One of the primary programs used to draw attention to supporting underrepresented students is the Umoja project. Umoja is a state-level effort that emphasizes the following, "Umoja actively promotes student success for all students, with an emphasis on African American student success, through culturally responsive curriculum and practices"(California Community College Board of Governors, 2017). Beyond this state-level program, the programs highlighted also demonstrate how institutions have started to center the intersecting identities to support Black men.

c. Centering of Latinx Students. Given the focus on HSIs, the broad construction of diversity also requires the interrogation of how Latinx students are centered. References to Latinx students appear 35 times across the reports. These references (Table 6.6) fall into two main categories, references to Latinx students as

disproportionality impacted across various aspects- access, success, transfer- as well as programs targeting Latinx students.

Table 6. 6. Latinx Students	
Disproportionate Impact	*Programs or Resources*
Decrease the gap by two percentage points (which would eliminate the gap) for the following groups: • Hispanic/Latino • Black/African American	Hired two community liaisons for outreach to our Latino/a population and our Arabic population.
Decrease the gap by three percentage points (which would eliminate the gap) for the following groups: • Hispanic/Latino • Students with disabilities	Develop a multi/cross-cultural program that incorporates Umoja and Puente programs.
Increase the proportion of the credit-student population claimed by African American/Black, Latinx, and male students.	Elements, which include collaboration with high schools and community partners, educational planning, and peer mentorship, as well as cohort-based experiences, are being designed narrowly for our Latinx and low-income students but offered broadly to all first-year students.
Reduce the access gap for Latino/a Asian, Male, 30-39-year-old and 40-64-year-old	Leveraged funding and a focus on females and Latino students have helped to address transfer gaps for these populations.
Increase transfer students for our targeted populations: African American, Foster Youth, Disabled students, and Latino	Provide up-to-date information in both English and Spanish on websites, in the orientation, and in other venues that will promote equal access within our service area
	AA & LatX: Collaborated with African-American and Latino FIG hosted by faculty members Land and Johnston to develop through research, experience, and creativity a vital 21" Equity pedagogy that moves us into learning that is fueled by love and leads to liberation, a post-equity

	pedagogy, share with colleagues and host professional development opportunities
	Improve print and web information to students and develop information in other languages such as Spanish through collaboration with El Centro

Mirroring these data in Table 6.1, Latinx students remain the focal point of one, if not many, of the aspects of the integrated equity reports. Put differently, the DI data shows that Latinx students continue to see different access, persistence, and transfer outcomes. This is exemplified by these data presented in the Public Policy Institute of California (2017), which identifies that Asian students have the highest graduation (approximately 40%) while Latinx and Black student graduation rates are 15-20 percentage points lower. However, across the campus program and resource references, there is more considerable variability both in the focus and characterization of Latinx students. Based on need, some institutions identified working with the community, and high school partners feature proximately as a strategy. At the same time, a common thread of linguistic needs also emerges. The selected quotes highlight some of the institutions that are centering on the diverse linguistic needs of Latinx students and their families. Finally, there are programs- for students as well as faculty- that aim to enhance the experience of Latinx Student- programs that incorporate Puente- or programs that strive to build a teaching and learning environment with greater levels of equity and inclusion. The centering of Latinx students happens both through their integration of a DI group but further through the thoughtful engagement of programs and staff resources.

While there is a significant amount of reference to Latinx students, and in some ways, the identity is centered, it is important to highlight their exclusion as well. Two colleges do not mention Latinx students in any way throughout the report- except for how Latinx/Hispanic populations may be an area where the disproportionate impact could be identified. This disparity illustrates one of the many drawbacks that emerge as policy broadens who are included in narratives of diversity. Thus, while Latinx students are, in ways, centered, it is in contrast to the repositioning of Latinx students as they become one of many DI groups that the equity policy considers. However, as HSIs, it begs the question of how this policy framing neglects or pushes back against the need to center a growing population of students who continue to face historical and persistent structural barriers.

d. Obscuring Intersectionality. The nature of the policy also further allows for the covering of intersectionality. Intersectionality supports inquiry that considers multiple aspects of historical oppression. By expanding this to higher education, research and practice are positioned to examine better the convergence of various levels of patriarchy and racism that result in the differing impact that they have on students. The limitations of the policy framework become evident when examining the differential impact. The table below (Table 6.7) provides one example. By identifying African American/Black, Latinx, and male students as an intended target of a particular effort, the policy misses the intersecting oppressions that are faced by African American/Black males. Further, it enables the policy to neglect to attend to these intersecting identities and the strategies that may be unique to them.

Table 6. 7. Grossmont College Disproportionate Impact

		2008/09 to 2013/14	2010/11 to 2015/16			
Transfer	**Overall**	**36.1%**	**37.8%**			
	African American/Black	-5.0	-4.0	Close gap	Gap Reduced	+1.0
	American Indian or Alaskan Native	-21.1	N/A	Reduce gap by 10 points	N/A	N/A
	Hispanic/Latino	-4.9	-3.4	Close gap	Gap Reduced	+1.5
	Pacific Islander or Native Hawaiian	-6.9	-9.3	Close gap	Gap Increased	-2.4
	20-24 Years	-4.3	-5.0	Close gap	Gap Increased	-0.7
	25-39 Years	-15.6	-15.9	Reduce gap by 10 points	Gap Increased	-0.3
	40+ Years	-25.2	-25.7	Reduce gap by 10 points	Gap Increased	-0.5
	Economically Disadvantaged	-3.1	-3.4	Close gap	Gap Increased	-0.3
	40+ Years	-25.2	-25.7	Reduce gap by 10 points	Gap Reduced	+3.2
	Students w/ Disabilities	-13.7	-15.5	Reduce gap by 10 points	Gap Increased	-1.8

By holding each population as unique, not only do these data fail to support inquiry into how the intersecting areas of oppression may be impacting specific communities, it also supports the development of policies and programs that also obscure these questions of intersectionality. Thus, again, this analysis illuminates how the policy itself perpetuates inequality.

Training as a Pathway for Success

a. Teaching and Learning. As narratives of higher education shift efforts to advance equity must be rooted and connected to the primary engagement opportunity for students- the classroom. Throughout these documents, some institutions chose to cement the discourse of race, particularly Latinx and Black students, in the teaching and learning mission of these institutions. This is evidenced by the fact that there are nearly 50 codes referencing teaching and learning efforts. The efforts to build more inclusive classrooms and ensure the academic success of impacted students can be understood as three distinct categories- training for faculty, building faculty interest groups, supporting students through tutors, and other classroom supports. As such, Table 6.8 illustrates the various ways in which the nine institutions advance equity efforts through their teaching and learning mission.

Table 6. 8. Teaching and Learning	
Training	Offer professional development opportunities that inform the college about culturally responsive pedagogical practices for African American students
	Support the design of a comprehensive professional development program that strengthens cultural competencies, collaborative and active learning, student engagement practices, and promotes support and mentoring for adjunct faculty
	2-day mini-institutes to encourage colleagues to delve deeper into strategies to interrupt inequity and amplify equitable practices in the classroom and within service areas.
	Create and implement a process to engage in non-evaluative classroom observations using an equity lens.
	Targeting Professional Development on teaching and learning, focused on equity-minded practices for faculty in the 12 identified courses.
Faculty Interest Groups	Our faculty- especially inclusive of our part-time faculty- will have intentional and coordinated opportunities to reflect on, share, and learn about classroom practices that increase student retention and engagement – practices which help to create motivating learning environments, address the affective domain, and facilitate students' active learning and deeper investment in their learning.
	Create intentional communities of practice to foster innovation and promote the scholarship of teaching and learning (ex: Faculty Inquiry Groups)
	Collaborated with African-American and Latino FIG hosted by faculty members Land and Johnston to develop through research, experience, and creativity a vital 21" Equity pedagogy that moves us into learning that is fueled by love and leads to liberation, a post-equity pedagogy, share with colleagues and host professional development opportunities.
Supplemental Support	Student Equity will provide embedded tutors for ESL and basic skills courses. The departments will also offer individual and group tutoring.
	Mentoring programs, cohort-based learning, and accelerated/core requisite courses.

As a body of data, these data often speak to one-time training or procurement of resources. While some articulate the support of URM students, some are nested under the broader header of inequity. For some institutions, these trainings have a larger goal than just a shift in pedagogy. At Chabot Community College, they note that the institution "will continue to involve training for cross-discipline faculty. Fosters a research-based, equity pedagogy that is fueled by love and leads to liberation" (Chabot College, 2018, p.29). In doing so, they move training past a compliance effort to a possible pathway that advances the discourse beyond equity to one of liberation. Building faculty interest groups are also presented as another alternative to supporting equity in the classroom. Within some institutions, the faculty interest groups do also illustrate some of the more robust efforts that campuses have undertaken. Finally, it is worth noting the handful of mentions that move beyond training professional educators to build in systems of support for Latinx students and minoritized students more broadly. These supplemental programs, while targeting the learning enterprise, are another mechanism to either broad supporting support or, in the case of some, supporting URM students.

b. Training for an Inclusive Climate. Beyond teaching and learning efforts in the classroom, tools to advance equity are centered around promoting a more inclusive climate. This theme was apparent through the integrated plans as well as the interviews. The interviews were particularly critical in contextualizing this integrated approach. In part, this is illuminated by the various angles through which the institutions discuss the need for more systemic change- a fact threaded throughout all of the interviews. This speaks to the mechanism through which institutions are considering the target populations. It is through these discussions of the importance of moving this work from

the periphery to one that centers equity that the importance of some of the programmatic work on these campuses can be better understood. At Napa Valley College (2018), they note efforts to "Design, implement, assess, and market an Equity Literacy professional development series to engage faculty and staff" (p. 15). NVCC also highlights an instance of going beyond just program implementation to provide a glimpse into how the success of these programs might be measured. They note that "Colleges with strong and supportive professional development programs demonstrate an increase in student retention and performance, especially for populations noted in plans. Napa Valley College" (Napa Valley College, 2018, p.20). At other institutions, this broad professional development effort was seen as a mechanism to equalize campus efforts suggesting that they would "Develop equity mindedness workshops and professional development for students, staff, and faculty that help to equitize the campus" (Hartnell Community College, 2018, p.18). Finally, for others, these college climate efforts are also a mechanism to thread the BSI, SSSP, and Student equity efforts. Cuesta Community College highlights that

> Comprehensive professional development focused on student success, and equity is shared through BSI, SSSP, and Student Equity, resulting in more opportunities for faculty, staff, and students to collaborate and identify best practices to bring to our campus. (Cuesta College, 2018, p.14)

The significant efforts targeting training support the movement of equity efforts beyond something that faculty are engaged in but something that the whole institution must engage in to truly advance equity. While these efforts serve as a significant aspect of improving equity, the fact that they are tied to the framing of target populations cannot be

overlooked. As these data above illustrates, the current disproportionate impact framework significantly shifts the narrative from efforts focused on racially minoritized students to an increasingly broad group. As such, while these efforts may have a positive impact on Latinx students, it is conditional on their continued centering through the disproportionate impact designation and institutional emphasis.

Interchanging HSI and Title V

While the themes above have outlined the ways in which the racial discourse attends to and obscures Latinx racial diversity, the HSI designation adds another dimension to the analysis of racial discourse. Thus, the HSI designation serves as another lens through which a broader systemic focus on Latinx students can be understood. The analysis reveals that across the ten reports, there are only five mentions of the institution's HSI status. This is in contrast to increased mentions of HSI status on institutional websites where these feature more prominently. Table 6.9 provides a sample of the HSI references from both the institutional Integrated Plans and supplemental materials.

Table 6. 9. HSI Mentions

Integrated Plan	*Supplemental Materials*
Collaboration with HSI funding has provided an increase in STEM internship opportunities that have allowed students to reach their transfer and career goals.	HSI designation is provided through the U.S. Department of Education and allows Cuesta College to apply for grants that can help Hispanic and low-income students accomplish their educational goals.
LatX & DI: Established a key service center hub, "El Centro" to provide in-reach and outreach to students and families about campus services and providing Campus Tours (Blended funding between Equity, SSSP, HSI Title V).	Hartnell College is thrilled to announce that it was recently awarded a $1.5 million grant from the National Science Foundation's (NSF) Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSIs) Program. The program aims to increase retention and graduation rates for STEM students attending HSIs.

Through our HSI grant, Math and ENGL boot camps will be offered in the summer.	The STEM Transfer Program (STP) proposes to address the serious problem at Santa Barbara City College of Hispanic underrepresentation and unbalanced student outcomes in science, technology, engineering or mathematics (STEM) programs, including extremely low transfer rates to two of the most essential universities for student transfer – the University of California Santa Barbara (UCSB) and the California State University Channel Islands (CSUCI).

Through this snapshot, it becomes apparent of two parallel but divergent discourses. Further, it becomes possible to see how this designation is used interchangeably with Title V, illustrating the commodification of the HSI status. Interestingly, the stakeholder interviews were lacking in their mentions of HSI status, both broadly and its relevance for specific institutions. Instead, these stakeholders were more apt to discuss the importance of diversity in their central operating. Thus, it was more important that they serve 25, 40, or even 80 racially minoritized students. These three sources combined thus present an image, not of a complete obscuring of HSI designation but their conflation with resources. Further, in a state with so many HSIs, the designation has become superfluous.

Beyond the Integrated Plan

While the diversity plans served as the primary site of inquiry for this project, the supplemental materials provide a broader view of how race is discursive within these institutions. Given shifting policy landscape, it becomes clear that the integrated plan may be limited in its ability to capture ways that the institutions are engaging in discourses of race and/or centering Latinxs students. As such, with California, it became

essential to consider these data gathered from the supplemental material as a mechanism not only to triangulate but broaden the conversation.

a. Campus Level Discourse. Across the university websites, there is a greater emphasis on underrepresented students and, in some cases, Latinx students specifically. Most often, this manifested in the form of student-level programming efforts. Whether it be Hispanic heritage month, or welcome events for Latinx families, these types of efforts featured prominently within the institution websites. Also, effort related to programming for STEM students is also centered. These efforts are coupled with Title V programs or other institutional resources, but nonetheless highlight how institutions aim to be Hispanic serving. By centering Latinx students within the discourse on institutional websites, institutions reinforce their broader narrative- often articulated in the mission and values- that diversity is an essential attribute of their institutions.

Table 6. 10. Sample Mission Statements
Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.
Grossmont College serves a diverse learning community of students, primarily from suburban locations in East San Diego County.
Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Within the mission statements, a sample of which are included in Table 6.10, the characterizations of diversity tend to be abstract. The statements focus on the broadest conceptions of diversity, often presenting an idealized version of diversity. Thus, the narratives presented through the supplemental materials serve to offer a more elaborate description of the institutional focus on diversity- particularly Latinx students. At the

same time, they highlight some of the challenges identified in other states regarding the abstract nature of diversity characterization, which results in an idealized and uncritical narrative of diversity.

b. Stakeholder Insights. The context of the dynamic policy landscape is further illuminated through the stakeholder interviews. These conversations shed light on some of the nuances that are obscured by the integrated plans, as well as some of the challenges, that while discussed in the equity plans, are not centrally featured. These conversations yielded three unique and interwoven themes, including de-centering equity, managing multiple policy objectives, and shared governance.

While not readily apparent in the Integrated Plans, the nature of the dynamic policy landscape featured prominently in the conversations with institutional stakeholders. At the institution level, individuals working across academic and student affairs noted how the policy landscape is ever-changing. As Linda noted, “these [state policies] are coming hard and fast, and the state Is not helping because they put money in, and they're like OK quickly come up with plans within the next semester." At the same time, these new policy directives mean there is often a lack of long-term resources that give campuses the time and resources to see an impact materialize from their efforts. As such, Melissa suggests,

> If they [the state] want to introduce something, make sure that they know we can do it for more than a couple of years… we're really changing the culture, so if you can't secure that in the budget, then you know people aren't going to invest.

Without this time to scale up, campuses must be cautious about the way that they utilize these funds. As such, consistently, the question of how to best spend resources in ways

that may center Latinx students or racially minoritized students more broadly were met with concerns about the limited stability that has been seen to-date. While this is likely changing, it provides important insights into how state policy may have adverse effects.

One of the many implications of this uncertainty is a de-centering of equity. Many of the programmatic efforts outlined in the integrated plans address a portion of the student needs but do so in a way that addresses the edges. Relegating questions of equity to the periphery presents a problematic trend. Thus these efforts, in part shaped by the policy reporting requirements, fail to attend to the structural challenges that may exist at a college. However, as Linda notes, some institutional agents at the ground level are working to push back against that. That is to say,

> Because I oversee professional development, I'm able to really create awareness around equity beyond the compliance like a mandated report that's due to the state. So we've really tried to infuse what it means to be an equity-minded institution at a lot of levels of the institution.

So, while the policy system has created an environment where many institutions are limited in their capacity to staff and fund efforts that may get at the core of work, others have pushed back against that notion. This sheds light on the intersection of the dynamic policy landscape and the de-centering of an equity agenda. These two divergent narratives highlight that while the policy shows some attempts to advance racial equity, it is also limited in its ability to consider these efforts beyond programmatic or peripheral efforts.

A final and important aspect is the narrative of shared governance. Shared governance featured prominently in discussions about how the integrated plan supports

advancing this work. Beyond how this may be leveraged to build a "shared definition of what we mean by equity and what is not" (Linda, 2019). Yet, it was also a barrier to advancing radical change in the timeframe provided. As David notes, "From a shared governance perspective…we need to take the next year to bring all of our folks together, from academic senate, student senate, assessment, and all that to build guidance".

To some extent, the integrated plans sought to understand the impact of shared governance and greater integration through the question- "How will your college accomplish the integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs" (California Community Colleges, 2017, p.2). Through this, it is possible to see how college brought together various key actors across SSPI, BSI, and equity. However, it does not attend to how shared governance delays or stunts the centering of Latinx students. Given that scholarship has warned that the policy-making process, and by extension, efforts to effect equity on these campuses, may mute or temper more progressive efforts, therefore, leaving a document that presents an aspect of the equity narrative. How campuses navigate, this process was a significant aspect of the conversation presented by the statewide stakeholders. Within California, the ability, both at the institution and state-level, to effectuate change, is deeply informed by shared governance.

Conclusion

Through this Chapter, it is possible to see a view on the various features that shape the equity efforts among HSIs at California community colleges. By providing a

view on state demographic trends with an eye towards the growth of Latinx students in K-12, it is possible to frame the important role that HSIs do and will continue to play in educating Latinx students across the state. This demographic data also sheds light on the indispensable nature of Latinx students within higher education- that is to say, with Black and brown students making up nearly 60 percent of the CCCS population, Latinx students are central to any effort that the California community colleges may undertake (California Community Colleges, n.d.-a).

Given the central importance of Latinx students within the state, a deeper understanding of the integrated plans and their foregrounding, or lack thereof, regarding student equity is fundamental. This inquiry highlighted the divergent nature of the integrated plans alongside the institutional supplemental materials and the interviews. Prior scholarship has considered prior iterations of the California student equity reports- namely the 2015 student equity reports. These standalone documents have been replaced with the Integrated plan, which brings together basic skills, SSPI, and student equity. As noted by David, these efforts to advance the integrated plan sought to position campuses for the next wave of policy change. However, they also provide a glimpse into the first iteration of campus reporting, which treaded together disparate efforts and sought to embed diversity more centrally into their efforts. As such, while a unique moment, they provide many insights about what is to come. Thus, beyond their contribution to considering more timely documents, it also paints a picture of what may be coming for discourses of racial equity in California.

While this research identifies some themes from the integrated plans, including the discourse of racial diversity and the constructions of a Latinx identity, it also speaks

to the broader questions of how this discourse intersects with and is divergent from, the broader narrative. It is here that these data illustrate how state policy can significantly shape the institutional discourse. Through this analysis, it is possible to see how the policy shapes not only who is included but also the way it de-centers race. Additionally, the supplemental materials- gathered from the institutional websites and interviews- illustrates how the policy landscape may obscure aspects of the broader policy landscape as well as institutional emphasis. Finally, these data illustrate the lack of institutional awareness regarding their HSI status. As this research considers the broader implications of how HSIs characterize Latinx students, the restraining of the HSI status may speak to the implications of this federal designation. As CCCS navigate this shifting policy landscape and reporting structures, understanding how the 2017-2019 integrated plans successfully and unsuccessfully construct an inclusive discourse of race as well as center the needs of Latinx students will enable a better framing and utilization of subsequent reporting mechanisms.

Chapter VII: Discussion and Conclusion

Higher education institutions were not established to be inclusive of racially diverse identities. The 1960s and 1970s sparked a shift in the racial demographics of higher education, driven in part by a shifting policy and legal landscape. However, in the intervening decades, higher education has continued to reflect and primarily support the white majority demographic who enroll in these institutions. Nonetheless, between 1976 to 2000, the percentage of racially minoritized undergraduate students increased from 15 percent to 23 percent. Over the past 20 years, that number has grown to 37 percent (U.S. Department of Education Office of Elementary and Secondary Education, 2018). While the proportion of racially minoritized students has grown, this growth has not been evenly distributed across institutions. Over 50 percent of racially minoritized students are enrolled at 2-year institutions, HBCUs educate 9 percent of Black students, and nearly 60 percent of Latinx students attend HSIs (U.S. Department of Education Office of Elementary and Secondary Education, 2018). While some institutions currently play a more prominent role in educating minoritized students, this trend is shifting. As the number of racially minoritized students continues to grow, developing policies and practices that center these students will become a necessity for all higher education institutions.

This research presented how institutional diversity plans at select HSIs in California, Florida, and New York characterize racial diversity, and how the discourse of race serves to frame Latinx as raced subjects. Further, this research sought to examine how the policy problems and solutions surrounding Latinx students are (re)produced within these diversity documents.

The policymaking process, as well as the generation of diversity plans, may inherently flatten or obscure radical justice efforts. This often occurs as participants attempt to navigate the limitations imposed by time, legal frameworks, and other aspects known to temper progressive action (Clayton-Pedersen et al., 2009; Maltbia & Power, 2009). Nonetheless, diversity plans do serve as an institution's primary mechanism for publicly articulating their objectives and frameworks related to racial diversity (Iverson, 2005; Schauber & Castania, 2001). Ultimately, "language is a means through which social reality is constructed and maintained" (Hernandez, 2013, 128), which demands a critical examination of the language that is leveraged to construct narratives of racial diversity within higher education. Thus, at the intersection of the diversity plans (situated within the broader state-level discourse), institutional website materials, and narratives from key state stakeholders, it is possible to examine the language of racial diversity and the Latinx community within higher education.

A summary of the themes identified for each state-system is included in Appendix E. This provides a snapshot of the discourses that emerged within each unique state context. Additionally, a summary of these themes synthesized across state contexts, which will be further explored below, is summarized in Appendix F. This enables a view of how discourses thread across various policy and political contexts. In doing so, it illuminates how shifting state policy landscapes may inform discourses of racial diversity and Latinx individuals.

HSIs were selected as the primary site given their critical role in educating a large portion of the racially minoritized students in higher education. The increased attention on HSIs has highlighted both their role in educating Latinx students but also engaging

students from an array of racially minoritized identities (Garcia, 2016). Furthermore, the Latinx students that they serve reflect a diversity of racial and ethnic identities that shape their experiences in and with higher education. While the vast majority of scholarship regarding diversity has focused on how PWIs, how institutions that serve large proportions of racially minoritized students articulate a commitment to racial diversity has the potential to shape more significant numbers of minoritized students (Jayakumar, Garces & Park, 2018). To that end, this research addresses how institutions frame their efforts related to racial diversity. Articulated through institutions diversity or equity reports it is possible to gain insight into how these institutions center the needs of Latinx and other racially minoritized students.

The subsequent sections will directly address the research questions by analyzing those themes that cut across these three distinct state contexts. This Chapter will also return to the CRT and LatCrit frameworks to analyze and interpret the findings through these frameworks. Ultimately, this Chapter will conclude by examining the implications of this research for higher education policy, practice, and future research.

Characterizations of Racial Diversity

Institutional diversity, equity, and inclusion efforts are a nearly ubiquitous aspect of higher education. One component of this work includes equity reports and/or diversity plans. These data serve as a site of inquiry to understand the rhetoric of diversity and how that rhetoric may shape institutional practice. Ahmed (2012) questions whether diversity policy, plans, and reporting can genuinely be a mechanism to shape institutional change. Yet at the same time, Ahmed (2012) along with Schauber and Castania (2001) suggest that they are a valuable site of inquiry and the process of generating these reports has the

ability to advance institutional efforts. As such, while many institutional forces shape diversity plans, communication, particularly by institutional leaders, codifies diversity as an institutional priority (Milem et al., 2005). This research builds on scholarship that considers diversity plans and policies to examine the characterizations of racial diversity, specifically at open access HSIs.

Engaging data from institutional plans, websites, and stakeholders illuminates three themes outlined below. These themes provide a view of the characterizations of racial diversity that cut across various institutional, state, and policy contexts. They include:

1) Defining Diversity: These data capture the conflicting narratives of diversity as a broad construct coupled with the utilization of race as the rationalization for diversity work.
2) Language of Diversity: This theme captures the shift from a discourse of at-risk to the utilization of disadvantage to construct an image of Latinx students.
3) Erasure and Essentialization: The data frameworks, constructed through the state policy, contribute to the erasure and essentialization of diverse identities.

Defining Diversity

Across the three contexts, the institutions construct different images of racial diversity that serve to frame their diversity, equity, and inclusion efforts. How they define diversity serves as a critical aspect of the characterizations of racial diversity. These data position a broad definition of diversity with the characterization of diversity is then put in tension with an exclusive focus on racial diversity. This is complicated by the shift from discourses of at-risk to narratives of disadvantage and under-resourced students as a defining feature of all racially minoritized students.

Broad Construct. As highlighted in Chapter 4, Florida institutions develop their equity policy in response to a triad of state-level policies established over 30 years. These policies provide an abstract framework for the racial and other identities that should be identified within their equity reports by noting,

> Implementation plans shall include a summary of the results of analyses of student participation in programs or disciplines. The plans shall identify those programs or disciplines which have a disproportionate enrollment of students of a particular race, sex, handicap, or national origin minority having limited-English-language skills (FL 6A-19.010 Strategies to Overcome Underrepresentation, p.1).

This broad definition is mirrored in the SUNY policy:

> Whereas the Diversity Task Force defined diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (such as transfer, stop-out, international student acclimation), and first-generation students (SUNY, 2015, p.3).

Within the California Community Colleges framework, Student Equity (California Education Code 78220 and 78221), is framed as a disproportionate impact. In their briefing, the CACC suggested the following intent of these policies:

> Each community college district ensures equal educational opportunities and promotes student success for all students regardless of race, gender, age, disability, or economic circumstances.

Guided by the state-level language, at the institutional level a definition of diversity is either a broad construct or goes unmentioned. In doing so, institutions cultivate discourse

of diversity that expands well beyond the narratives of historically underrepresented groups and those that have been systematically excluded from higher education. An example of this can be found in the Santa Barbara City College (2018) report, which notes, "Now is the time to bring together these separate efforts and to scale them at a college-wide level serving the entire student population rather than a fraction" (p. 9). In this discourse, the centering of Latinx students- who represent 38 percent of that institution- is abandoned for a narrative that programming should support the entire student population. These data provide an example of how state framing supports institutional narratives of diversity that fail to address widespread systemic inequity.

Race as Rationalization. The broad construct of a diversity narrative comes into tension with the metrics and data used to characterize diversity. Across all of the institutions, racial diversity becomes the primary discourse through which diversity efforts are rationalized. Examples of this are captured in Table 7.1.

Table 7. 1. Race as Rationalization

Document Section	Diversity Characterization
Current campus diversity & inclusiveness assessment	Rockland Community College ranks fourth among SUNY community colleges in the percent of students of color and international students with a total percentage of 46.3%. (p.4) 91% of respondents reported that students, faculty, or staff/administrators are respectful of people of different races/ethnicities, religions and sexual orientations (p.5)
Enrollments and Completions	Completions for Blacks in A.S. programs, 33.6%, and for Certificates at 20.6% reflect success in greater proportion than their representation in the 2016 Miami-Dade County population, which is 18.5%, Black. (Miami Dade Community College, 2018, p. 6)
Executive Summary	The city of Sacramento is one of the most diverse cities in the U.S., and Sacramento City College's student population reflects that diversity.

In documents where diversity is broadly constructed, race is one of the primary, if not only, pieces of evidence used to rationalize the need to focus on diversity. While programming and institutional efforts may highlight an array of identities, race is the primary metric through which effectiveness is assessed. Although using race data centers racially minoritized students, the broad definition of diversity provides space for institutions to cultivate programming that fits within the broader diversity narrative at the expense of initiatives that advance racial equity and systemic oppression.

Language of Diversity

The discourse of "disadvantage," "at-risk," and "under-resourced" is one that gains traction across the various equity plans and reports. This is operationalized through the tacit coupling of at-risk and minority, such as “an early alert program to include software and case management staff has been designed to improve the retention of all at-risk students, especially minorities” (South Florida State College, 2018, p.14). South Florida State College (2018) goes on to discuss, "4-year graduation rate for these at-risk student groups, including a profound impact on Black and Hispanic students" (p. 25), again presenting a narrative of Black and Hispanic students as at-risk. Alternatively, Hillsborough Community College (2018), couples minority and disadvantaged backgrounds stating, "Special emphasis is placed on recruiting minority and non-traditional students, including students from disadvantaged backgrounds” (p. 7). Thus, the reports illustrate a intermingling of racially minoritized identities with these other identities.

Among Latinx students, their identity is constructed in relation to, and of, a single economic group. Throughout the institutional plans, institutions referenced outreach to under-resourced schools or low-income communities as strategies to engage more Latinx

students. For example, "SUNY Orange will improve the accessibility, enrollment, and retention of students from diverse or underserved backgrounds" (SUNY Orange Community College, 2016, p.16). The coupling of these groups implicitly suggests that racially diverse students are also inherently disadvantaged or underserved. In the Santa Barbara City College Equity Report (2018), this results in several instances of the term "at-risk" including, "Improved identification of and support for students at-risk for academic or progress probation" (Santa Barbara City College, 2018, p. 12). While there is merit in understanding the diversity within racially minoritized communities, institutions have not presented these data and thus perpetuate a singular narrative of racial diversity. The characterization of racially minoritized students as a monolithic economic class enables the economic class to become another tool to avoid deliberate attention to *racial* inequity. Making low-income or under-resourced proxies' for discussing racially minoritized students serves to further obscure and detract from discussions of race.

Erasure and Essentialization

In two of the cases (California Community Colleges System and Florida Community College System), the state equity reporting guidelines provide formulas regarding how institutions present data regarding race and disproportionate impact. The policy frameworks construct a narrative regarding the identities that merit consideration in diversity and equity reporting. In the process, the nuances of institutions and the students they serve are obscured. The result is that two primary themes related to erasure of diverse identities and the essentialization of these identities shape the characterizations of racial diversity.

In Florida, and to some extent California, it is possible to see how the desire to produce standardized data collection methods contributes to the erasure of identities. The

Florida Community College System report framework (2017) forces the institutions to present limited racial identities. Most noticeably is the erasure of all Asian and indigenous identities. In Florida, a state with vibrant indigenous communities, the clustering of "other" identities sends a message regarding which racial identities are valued. Within the California policy context, the state has established a set of identities for which disproportionate impact can be considered (CITE). While this includes the various racially minoritized identities the calculation also enables the inclusion of identities that have not been systematically excluded from California higher education. This pervasive erasure serves a fundamental role in shaping the discourse of racial diversity. Through the framing of data, certain racial identities are presented as valid and important, while others are not. The result on campuses can be powerful as it validates the exclusion or minimization of some populations.

While erasure leads to the exclusion of various groups, the effects of essentialization are the suggestion that students can't embody multiple salient and oppressed identities. As Mike observed, “What that did was it [funding strategy] didn't realize that a person can be Hispanic, LGBTQ+, and a Veteran." Thus, while it may be understood by higher education practitioners that efforts must consider the intersection of identities, the policies that shape the diversity and equity data reporting perpetuate the compartmentalization of students. It forces institutions to try to both parse apart individuals' various identities and implement programming that only captures one aspect of the character to be able to report positive change. While some institutions pushed against this by providing programming such as initiative for men of color, these data

illustrate how the very policy structure allows for the perpetuation of narrow categorizations of diverse individuals.

Framing of Latinx as Raced Subjects

Across California, Florida, and New York, the Latinx community reflects a diversity of ethnic backgrounds and racial identities (P. Taylor et al., 2012). While the term Hispanic has been promoted as an overarching term to capture a diversity of identities that are threaded together based on common linguistic and colonial origins, it also fails to attend to the nuance (Mora, 2014). The growth in the Latinx community, including many new immigrant communities, and the movement of Latinx communities to new regions has resulted in an increased focus among higher education institutions. HSIs, longtime educators of Latinx students have the opportunity to lead the way in the development of systems and structures that address historic racial inequity and advance a Latinx-serving agenda.

Early characterizations of Latinx- "a mixed-race people who needed to be taught the Eurocentric way to advance their inferior civilization" (Cobas et al., 2009, p.4) launched a public narrative of the Latinx community. State and federal narratives have continued to construct an image of Latinx as inferior and in need of protection by whites. Institutional diversity plans thus provide insight into the characterization of Latinx within higher education. Through this analysis, several themes emerged as salient across state-level contexts including:

1) Constructing a Latinx Subject: These data served as a tool to construct an interchangeable image of a Latinx subjects primarily centered around Spanish language needs.

2) HSI Status: Institutions HSI status did not feature as prominently and its absence from the discourse is telling. When engaged it is used to construct a narrative of the Latinx community and the HSI status as a tool for financial gain.

The themes speak to the single narrative regarding the construction of Latinx subjects and how institutions construct a narrative of Latinx students as enabling access to HSI status.

Constructing a Latinx Subject

State policy was central in the discourse of diversity, yet the broad construction of diversity resulted in limited state discourse centering Latinx students, faculty, and staff. The institutional plans were thus central to constructing an understanding of Latinx students. Two primary characterizations emerged- interchanging Hispanic/Latino/Other and Latinx students as Spanish speaking.

Hispanic/Latino/Other. Characterizations of Latinx are plagued by inconsistent and intersecting uses of the terms Hispanic, Latino, and Latinx. As outlined in Chapter 3, Hispanic was constructed as a panethnic identity. While Hispanic captured individuals from primarily Spanish speaking countries, Latino sought to engage individuals from more diverse identities whose ethnic heritage is connected to the Caribbean, Mexico, Central, and South America (Mora, 2014). Latinx emerged in 2004 and gained increased use by 2014 as an alternative gender-inclusive term (Salinas & Lozano, 2019). The result is that these terms have very different meanings, both for higher education practitioners but also for the individuals whose identities they are intended to capture. Within these data, it was most common that institutions utilized Hispanic and Latino, yet data from Taylor et al. (2012) and others have illustrated that these panethnic identities are not salient. While the leveraging of these different terms serves to make these

characterizations of Latinx legible across multiple contexts and multiple communities, it also serves to limit the narratives and obscure nuance.

Spanish Speakers. In 2015, Pew data surveying Hispanics found that nearly 90 percent of U.S. born Hispanics spoke only English at home or spoke English very well (Taylor et al., 2012). While this is contrasted with foreign-born Hispanics where the number is closer to just a third, the result is that among all Hispanics, over two-thirds of the population speak English every well. Given this social context, it is notable that across institutions' diversity plans, one of the characterizations of Latinx students is as Spanish speakers. This characterization is achieved by presenting Latinx programming as bilingual or discussing the translation of materials. At SUNY Orange (2018), this took the form of translating materials- "Produce Spanish language admissions and registration forms and marketing copy. Expand the number of languages to include the most common second languages spoken in Orange County" (p. 10). Similarly, at Hartnell Community College, they indicate "Improve print and web information to students and develop information in other languages such as Spanish through collaboration with El Centro" (Hartnell Community College, 2018, p.21) is a strategy they will undertake to advance equity goals.

Broadening linguistic diversity in institutional materials and expanding the number of staff and faculty who can speak Spanish, is not inherently bad. It has the potential to better engage parents and older students who may be more likely to be primarily Spanish speakers. However, it also draws attention to how these unidimensional characterizations limit our thinking about the complex racial, ethnic, and lived experiences of Latinx students. Further, the characterizations of limited language

capacity contribute to a deficit framed perception of Latinx subjects. Thus, institutions construct a narrow characterization of Latinx students, an image that may not align with the diverse linguistic needs of Latinx students.

HSI Status

Higher education institutions that meet the HSI designation threshold are increasing rapidly (Excelencia in Education, 2018). As a result, research has been devoted to understanding the spectrum of HSIs. Whether these institutions are Latinx-enrolling captures institutions with an enrollment of 25 percent Latinx students but fail to cultivate equitable outcomes and/or an organizational culture that supports Latinx students. On the other end of the spectrum, Latinx-serving institutions go well beyond simply enrolling 25 percent Latinx students. These institutions produce equitable student outcomes and have in place a culture that is welcoming and supportive of Latinx students (Garcia, 2017). The ways in which institutions are, or are not, achieving a Latinx-serving agenda can be considered through a variety of aspects. Diversity plans can become a critical public-facing mechanism through which to explore whether institutions are making strides in moving beyond the narrative of Latinx-enrolling to fulfilling this Latinx-serving objective. In doing so, the HSI designation, its discussion, or the absence thereof, can inform an understanding of the characterizations of Latinx subjects.

Latinx Community. In considering how institutions constructed an image of Latinx students, for some, they are simply a group that existed. As one stakeholder suggested, “Of course we are in an area that we have a very strong Hispanic population. So, I don't want to say that we don't have to do much, but we probably don't have to do as much as some other areas." This, in some ways, exemplified the discourse in Florida,

which very much constructed Latinx students as simply a part of the community, and thus possibly requiring little effort because Latinx students will enroll.

Among SUNY schools, the enrollment of Latinx students was complicated by a narrative of shifting demographics. The emphasis on changing demographics minimizes the deep histories of racial diversity within each of these states and situates Latinx as a new and peripheral group to be considered. In both instances, by characterizing this demographic as new, it also decouples the characterizations of Latinx at HSIs from narratives of systemic exclusion from higher education.

HSI as Financial Tool. In constructing a narrative regarding Latinx, HSI status featured in the discussion of how institutions support and advance Latinx students. In discussing the HSI status, institutions contribute to a broader Latinx discourse of financial resources and financial markets. That is, enrolling Latinx students supports an institution's HSI status, which enables access to resources. Examples of this include, the 2016 announcement from Westchester Community College's President, Dr. Belina Miles where she notes,

> Our status as a Hispanic Serving Institution (HSI) allows us to compete for federal funding via Title V of the Higher Education Act to bring faculty, staff, and students together to design new programs or enhance current programs focused on student engagement, retention, and graduation. (Miles, 2016, p. 1)

While it does discuss student programming, it is noticeable that this reference does not suggest Latinx student programming. Instead, the HSI designation is something that provides resources for all students.

The financial value of the HSI designation was also promoted by some of the key stakeholders. While some key stakeholders acknowledged the flaws of focusing on the financial resources to be accessed gained by achieving the HSI designation, others simply suggested, "So, being an HSI, is like any other designation. I mean, we're happy to have the designation, but we know that it still means that we are responsible for all students" (Samantha, August 2019). Thus, HSI status is characterized as something "nice," not something that is changing the institution. Inherent in that discourse is that developing the characteristics of a Latinx- serving may not be a priority, but Latinx students become tools for increasing financial resources. Leveraging the access to resources afforded through the HSI status, can serve as a tool to galvanize support. While not inherently bad, when coupled with the research that has illustrated that HSI funding proposals are not targeting Latinx students (Vargas, 2018; Vargas & Villa-Palomino, 2018), further illustrates how Latinx students serve as a tool to advance majority student populations.

Construction and (Re)production of Policy Problems and Solutions for Latinx

This work is uniquely situated within, and in conversation with, state policy research related to diversity, equity, and inclusion. As each state system case illuminates, state policies significantly shape the development and accountability of diversity initiatives at the institutional level. As such, within the policy problems and policy solutions frameworks constructed through critical policy analysis (CPA), these data can be analyzed and interpreted. CPA allows for the consideration of the construction of state and institutional policy outside a normative policy construction framework, which has historically suggested that policy construction is linear, rational, and driven by the policy-

makers' focus on attending to problems (Diem, Young, Welton, Mansfield, & Lee, 2014). Within the CPA scholarship, researchers "pay significant attention to the complex systems and environments in which policy is made and implemented," as well as the utilization of qualitative research such as discourse analysis (Diem et al., 2014). Through a CPA framing, it is possible to consider how these data collected here articulate policy problems and policy solutions for Latinx students.

Policy Problem

In many ways, the policy problems are constructed at the state-level. That is to say, that while institutional plans may reproduce policy problems, these are often an extension of the state-level discourse. Ultimately, across each of these cases, two primary discourses emerge to shape the policy problems constructed by states:

1) Demographics: States foreground statewide demographic shifts. This speaks to the landscape of immigration as well as the movement of Latinx communities to new areas within these states.
2) Economic Imperative: The narrative of economic importance constructed such that advancing diversity and equity are intertwined with questions of economic prosperity.

These two themes come together to paint a picture of the policy problems and law-makers, and institutional leaders leverage to support diversity efforts.

Demographic Change. The policy problems provide a rational for this work. Narratives of shifting demographics shape the urgency. Across these data, there are numerous mentions of the changes in demographics. At the state level, there was a strong narrative of shifting demographics such as, "Further, we know that the State's high school population is anticipated to shift significantly over the next five years, increasing

the numbers of historically under-served students" (SUNY, 2015, p.10). The leveraging of demographic discourse to support the construction of the policy problem is transferred to institutional plans such as at Nassau Community College (2017) where they note,

> Our student population is comprised of approximately 39% White, 22% Black/African-American, 21% Hispanic/Latino, and 6% Asian. While our diverse student population continues to rise, the College is committed to addressing the needs of a diverse faculty and staff. (p.3)

Alternatively, within California, stakeholders articulated the policy problem of demographic shifts as an eventuality. As Mike suggested:

> If our population of students in California Community College is 60 percent of minorities, then we should be spending our money and our time and our programs on those students and what their needs are right.

By foregrounding demographic trends, the states construct an urgent policy problem beyond their control. This narrative becomes vital to advance these policy problems as a part of the states' public discourse of supporting the new student majority.

Economic Imperative. Institution's role in advancing the economic prosperity features centrally in the construction of the policy problem. State and the institutional policy cultivate a discourse around how the economic need of the state demands that higher education institutions better serve racially minoritized students. In California, that charge is direct; their state-level objective regarding diversity, equity, and inclusion is "Ensuring future stability of the state workforce" (California Community Colleges, n.d.-b)**.** California policymakers are acknowledging that they must address inequity to achieve their economic aims. The SUNY policy doesn't expressly address shifting economic and

workforce needs, but the *Data Brief: Diversity, Equity, and Inclusion*, one of the primary data sources cited in the Diversity and Inclusion Policy (2015), does draw these connections. This *Data Brief* highlights the connection between diversity efforts and the strategic plan goal of,

> Ensuring that these students [underrepresented and at-risk] meet their educational targets, obtain their degrees, and join the workforce is one of the most powerful contributions we can make to our state's prosperity. (The State University of New York, 2014)

It is thus in the best interests of state policymakers to center diversity efforts if the state is to maintain an economic and workforce advantage. Beyond workforce needs, the construction of a policy problem rooted in an economic imperative is also tied to the institution's economic landscape. For the tuition-dependent institutions, the community colleges primarily included in this study, the policy problems for can be considered in the coupled landscape of enrollment or funding landscapes. As such, the economic crisis merges the statewide economic need, as well as potential economic crisis institutions, will face if they aren't able to support and retain Latinx students.

Institutions situate the economic imperative and the demographic shifts in a broader discourse of urgency. The result becomes that within the state-level policies, narratives such as an example from SUNY speak to this narrative of urgency.

> It was determined that SUNY could do more to address urgent challenges, including, but not limited to: the continued achievement gap between minority students and their non-minority peers. (SUNY, 2015, p. 10)

A language of crisis thus leverages the two themes noted above- demographics and economic necessity- as the problems that the policy must be structured to address.

Policy Solutions

While the state-level diversity, equity, and inclusion discourse played an important role in constructing the framework of the policy problems, policy solutions where built both at the state as well as institutional levels. Across these data, three primary themes related to policy solutions emerged:

1) Who advances diversity work: Within each state, the state policy and institutional documents construct a narrative of who is responsible for diversity, equity, and inclusion efforts.
2) Integrating Diversity, Equity, and Inclusion: Historically, diversity, equity, and inclusion efforts have been situated on the periphery of higher education institutions. However, through some of the policy solutions constructed, a discourse of integration across academic and student life emerges. Further, campuses have centered the need for training across faculty, staff, and students to achieve this.
3) Student Programs: Student-level programming served as a central aspect of these plans. While some are directly coupled with diversity and Latinx students, others speak to broader programmatic initiatives underway.

These three policy solutions make up the backbone of state and institutional policy solutions

Who Advances Diversity Work. Individuals in various roles were identified as the champions of diversity efforts. However, while core roles were defined, their perceived and positional authority varied dramatically. Within the Florida reports and

programmatic efforts, the individuals who supported the work were presented as central to the diversity efforts, yet this conflicted with the characterization of the senior officials. The stakeholder interviews in Florida cited the role of senior diversity officials, yet these individuals went mostly unmentioned in the equity reports. In Florida, equity officers appeared to be mainly presented as a bureaucratic role with the primary responsibility of assembling these data. As one stakeholder, Jane suggested,

> So, when I receive that report, I break it up into different sections, so the enrollment section I sent do out the director of admissions… Everyone has their part that they're doing. And then they send them all back to me, and I kind of put it all back together and make sure that it has one cohesive voice.

The more administrative nature may contribute to why these individuals seemed less likely to have a deep professional history related to diversity, equity, and inclusion. Alternatively, in California, the leadership was more likely to be positioned in a senior role either within student affairs, research, or institutional administration. In New York, this discourse is shaped by the state-level policy itself, which required that "System Administration and each campus will appoint a chief diversity officer ("CDO")" (SUNY, 2015, p. 4). However, many of these institutions also identified the critical role that senior leadership, President, Provost, or Trustee, might play in contributing and advancing diversity and inclusion work.

Integrating Diversity, Equity, and Inclusion. While diversity efforts have historically been siloed (Ahmed, 2012), the state-wide diversity policies identify the broad engagement of multiple stakeholders across campus as a policy solution. California

has made the most significant shifts through the integration of three parallel but interrelated efforts:

> The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and Title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. (California Community Colleges, 2017, p. 1)

The nature of the policy structure required institutions to consider how disparate but interrelated aspects of diversity, equity, and inclusion may achieve synergy. In New York, the policy structure also dictates the need to engage broad stakeholder engagement in the development of the plan. However, unlike California, institutions were not asked to reflect on this process. As such, as was identified with one stakeholder, institutions were inclined to just reference an existing diversity committee without actively engaging them in this work. These differences illuminate the essential aspects of what may be required to achieve a collaborative policy process.

Beyond integrating siloed efforts, often across student affairs and academic affairs, the struggles for integration also resulted in the policy solutions that highlighted professional development, training, and teaching and learning. In New York and California, fostering an inclusive learning environment served as an equity solution across several institutional reports. At SUNY Orange Community College (2016), teaching and learning and training appeared in two interwoven goals. First, “Develop and adapt curriculum to reflect the importance of diversity” (p. 12) followed by, “Provide on-

campus and off-campus opportunities for professional development for faculty and staff regarding diversity and non-discrimination to ensure cultural competency, sensitivity and safety" (p. 13). To address support for undocumented students, Cuesta College (2018) noted: "Cuesta Community College continues to support services for undocumented students, holding ongoing community Ally trainings" (p. 14). Among the SUNY institutions, the explicate use of cultural competency training can be tied to the state-level policy, which emphasized this as a strategy:

> With support from System Administration, the introduction or expansion of cultural competency programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees (SUNY, 2015, p. 6).

At this institutional level, this manifested in strategies such as, "A second theme that emerged from the committee's work was the need to foster cultural competence and facilitate a campus climate grounded on the college's goal of supporting an inclusive community, respectful of diverse opinions, views, and ideals" (Westchester Community College, 2017, p.17). The implication is that teaching and learning, as well as campus-wide training, become central aspects of the policy solutions.

Programmatic Efforts. The nature of the statewide policies, particularly their attention to year over year changes and minimal sustained financial resources, pushed institutions to present solutions that resided at the programmatic, not structural level. This manifested in a myriad of program efforts outlined by institutions. While these programs may not always center Latinx students, the majority were in some way connected to narratives of equity. For example, adding support programs for racially minoritized

students, while aiding the students in their academic path, perpetuates a deficit model in which it is the student, not the institution (processes and structures) that must adapt to serving racially minoritized student. Thus, programmatic efforts remained relegated to the periphery of this work. Overall, programmatic efforts were a central feature of the diversity and equity reports across all three cases. Which they don't present a unified message regarding the components necessary; they do present a discourse that a solution to this policy problem is more programming.

CRT Discussion

Through a framework of CRT, it is possible to consider how these discourses, many of which decenter racial diversity, can be understood. It has been widely established (Ahmed, 2012; Bell, 1980) that diversity efforts have become a socially desirable aspect of higher education. Social desirability does not mean that institutions have the tools to advance diversity efforts in ways that are meaningful and impactful for the students, faculty, and staff they are intended to support. While the tenets of CRT, outlined in Chapter 3, serve as a tool for giving priority to questions of race and characterizations of racial diversity, the consideration of Latinx as raced subjects demands a move beyond the black-white binary that is seen to typify CRT. LatCrit, presented as a complement to CRT, seeks to consider the historical nuances regarding racism in the U.S. while acknowledging that "within the Latino community itself, significant differences exist with respect to racism" (Nunez, 1999, p.4). They suggest that the black/white binary limits the ability to "see the complexity of race [which] lead to a failure to understand racism. LatCrit theory endeavors to transform our understanding of race" (Espinoza & Harris, 1998, p.1593). Rooted in an understanding of histories of

poverty, immigration, discrimination, and exclusion (Espinoza & Harris, 1998), LatCrit centers histories of Latinx oppression while addressing the "intersectionality of racism, sexism, classism, and other forms of oppression" (Solorzano & Delgado Bernal, 2001). By engaging CRT, informed by LatCrit, this analysis aims to support the consideration of the ways in the characterizations of diversity decenter racial diversity. Further, it explores how, through the institutional diversity and equity plans, it is possible to see that diversity discourse is no longer framed around a social justice agenda. Still, instead something that white and other majority groups are a part of and can benefit from. Based on the body of data across each of the unique state contexts and the salient CRT and LatCrit themes are explored.

Intersectionality

Intersectionality presents a lens through which the construction of racial diversity can be considered. Intersectionality argues that different aspects of an individual's life have a salient impact (Crenshaw, 1991); put alternatively, how "life opportunities are constrained through interlocking systems of patriarchy and racism" (Núñez, 2014, p. 1). Therefore while prior scholarship had focused on a single aspect of an individual's identity "with its focus on multiple and socially constructed identities," intersectionality framework has been used to explore variations in education experiences" (Núñez, 2014, p.85). This lens of intersectionality illuminates two areas in this study, the quantitative data, and programmatic design, where these aspects of intersecting or converging identities go unconsidered.

Within these data, quantitative data serve as the foundation for the characterization of diversity, specifically racial diversity. Across each of the states, quantitative data serve as the foundation of the construction of the importance of

diversity and a mechanism for the institutions to assert their focus on diversity. In Florida and California, the systematized production of data for the institutional reports primarily addresses just one aspect of an individual's identity. As such, the foundational quantitative data, upon which many of the diversity programs are built, fail to attend to questions of intersectionality. Individually, identities that prior research has identified as doubly disadvantaged, such as first-generation Latinx students or Black men, are not considered through the quantitative data.

The failure to consider intersectionality within the quantitative data has damaging implications for institutional programmatic and equity strategies. As noted in the construction of policy solutions, many of the policy solutions focused on a single aspect of a student's, faculty's, or staff member's racial identity. Thus, to address the data, institutions develop programming that corresponds to the discrete identities presented in the quantitative data. One of the notable exceptions across several of the institutions were programs focused on Black and brown men, effectively simultaneously addressing "race" and "gender." Overall, the quantitative data presentation not only minimizes intersectionality but shapes the ways in which institutions aim to address equity.

While national discourse and scholarship in higher education are increasingly acknowledging the importance of considering intersectionality, these data illustrate how equity reporting policy is not informed by this discourse. State policies and their respective instructions to institutions inherently limit the ability to employ and recognize the value of an intersectional framework. As such, the programming and policies that institutions put in place- evidenced through these data- fail to attend to, or foreground, the tenets of intersectionality.

Essentialization

LatCrit balances the need to engage the diverse identities that make up the Latinx community while also acknowledging the differing racialized experience (Espinoza & Harris, 1998; Nunez, 1999). As it relates to the construction of Latinx as raced individuals, a discourse of uniformity pervades the diversity plans. Both at the state policy level and among institutions a language of uniformity among Hispanics results in a failure to attend to the complexity of Latinx identity and thus the complexity of serving this demographic group (Hernandez, 2013). At their core, the state and institutional policies, including the resulting diversity and equity statements, present a singular essentialized narrative of Latinx students, faculty, and staff. That being said, the SUNY institutions where they only case where the presentation of the data was not state mandated. As such, it is at the discretion of the institution to consider how they characterize students through the leveraging of the quantitative data.

These data in this study illustrate the construction of a singular Latinx identity. While CRT broadly acknowledges the ways in which racism is pervasive in the U.S. by connecting CRT with theories related to LatCrit, which broaden our understanding of racialized histories for Latinx, it is possible to consider how the homogenization of Latinx individuals obscures broad differences and minimizes the different racialized experiences across Latinx identities.

Latinx Engagement as Interest Convergence

CRT suggests that interest convergence plays a central role in our understanding of race and racial justice in the U.S. (Bell, 2003). As a result, policymaking is not connected with altruism but is instead deeply coupled with advancing white interests. The consequence of interest convergence is that the advancement of Latinx communities is

tightly coupled with a narrative of economic interest convergence. Across these data, the rationale for ensuring the equitable engagement or utilizing resources to advance Latinx engagement has been presented as a narrative of the economic and socially desirable nature of diversity. The social desirability of supporting Latinx students and diversity more broadly can be identified in the multitude of ways in which the reports and key stakeholder interviews discuss how this work provides public recognition or has garnered the attention of scholars nationally. These data highlighting the national and state-wide associations focused on diversity and higher education illuminate how equity has become a part of public discourse. In doing so, this supports the construction of a narrative of diversity that is rooted in interest convergence. Supporting diversity, and specifically, Latinx students are not only in the best interest of Latinx students or the white majority as well.

In terms of economic interests, at its core, public higher education is positioned to support the public good, of which local economic need is one aspect Latinx communities are not only growing but inextricably linked to local and regional economic mobility, which then shapes and is shaped by public higher education. By centering Latinx students for their role in advancing financial resources, states and institutions preserve a narrative of Latinx students as necessary to advance white economic development. While other instances of this exist throughout history, the financialization of Latinx students as a rationale for diversity efforts merits attention. Fundamentally, it suggests that if Latinx students don't support the state's economic need supporting equity is not necessary. By engaging the tenets and principles illustrated and reinforced by CRT and LatCrit, this research serves to not only illuminate the discourses of racial diversity but also how their

advancement is coupled with the interests of white majority institutions and policy-makers.

Whiteness as Property

The characterizations of racial diversity and diversity broadly speak to the concepts of whiteness as property. Conceptually, whiteness as property is an assertion that privileges and benefits are afforded to whites based on institutional structures. Whiteness as property further suggests that (un)conscious actors, in both formal and informal settings, perpetuate these systemic acts which advance white privilege (Bhopal, 2018; Ladson-Billings & Tate, 1995). Through this lens, it is possible to consider the ways in which these undefined or broad characterizations of racial diversity serve to advance white privilege. Alternatively, it considers the ways in which policymakers and political structures, predominantly populated by whites, continue to leverage diversity policy as a mechanism to preserve their power. Whiteness as property is particularly salient in the state policies in California and New York. Whether through a discourse absent a framing of diversity or a broad construction of this narrative, the majority of institutions suffered from confounding messages. Thus, by leveraging a broad construct of diversity, organizational structures enable the advancement of white privilege under the construct of racial diversity.

These data suggest that institutions have a tendency to advance inclusion within the narrative of diversity which fails to attend to the reality of finite resources. Diversity labor, resources, and attention are relatively discrete, and in many cases, quite limited. In 2017, the National Association of Chief Diversity Officer (NADOHE) identified that the majority of CDOs have an annual operating budget of under 1 million dollars. As such, the very nature of inclusion efforts that decenter racial equity can be seen as acting to the

disadvantage of non-whites. These already constricted budgets are further constricted with increasingly broad communities to support. Through this lens, it is possible to see how policy-makers and the diversity policies established at these institutions protect the systemic privileges of whites while outwardly projecting a narrative of equity, diversity, and racial inclusion. As Ahmed (2012) suggests, while the process of developing these policies can cultivate learning and change at the institutional level, scholars cannot lose sight of the fact that they also serve to perpetuate the institutional practice.

Racial Justice

Through these diversity plans, all dimensions of diversity are centered equally. Thus, it allows for various groups who have not historically been marginalized, such as white males or various political ideologies, to become a part of the narrative of the diversity movement. However, this has significant ramifications for the advancement of racial justice and addressing systematic oppression. As Kalwant Bhopal (2018) suggests,

> policymaking has failed in its attempts to champion inclusion and social justice, and in doing so, has further marginalized the position of Black and minority ethnic groups. Instead, within this context, policymaking has worked to reinforce the position of whites (p. 4).

This framing acknowledges that the policy-making process is not neutral. Instead, by constructing broad definitions of diversity, these policies bolster the needs of whites and further reinforces the privileged positions that many whites bring to higher education. As these data in this study illustrate, in California the disproportionate impact framing decenters racial justice objectives by allowing institutions to uniformly avoid equity efforts that address racially minoritized students in favor of student populations who have not been historically excluded from higher education. Within Florida, this is achieved

through equity discourse that engages "all students." CRT demands that racial justice remains central to diversity efforts. This analysis has illustrated the myriad of ways that the characterizations of diversity in these state higher education systems fail to do this.

Absence of Latinx Discourse

Critical discourse analysis requires a consideration of both what is included in the text as well as what goes unmentioned. Thus, the relative absence of rhetoric centering Latinx students at these HSIs merits consideration. Within this broad diversity discourse, Latinx students are mentioned as an aspect of a demographic profile, yet often not in a way that highlights the need to be Latinx-serving. Thus, racial diversity, including the Latinx community, is problematized through the construction of policy problems. On the other hand, the policy solutions do not explicitly center the needs of Latinx students. In fact, the policy solutions tend to focus on abstract or broad efforts, in which diversity may or may not be centered. For example, within the institutional plans, programmatic efforts are centered as a policy solution; these efforts may or may not center Latinx students. Thus, the institutional reports generally failed to mention, utilize, or leverage the institutions' HSI status or large numbers of Latinx students as a positive aspect related to addressing and supporting inequity.

Absence of Accountability

Poulson (1996) suggests that there is a need for analysis and conceptualization about diversity accountability and how this concept relates to policy. These data provide insights into the accountability disconnect that arises within diversity and equity efforts. At the state level, the policies have established reporting accountability. That is, institutions are mandated to produce these reports and plans. However, the ways in which institutions are held accountable for their diversity efforts diminish their effectiveness. In

Florida and New York, the production of these reports is not coupled with institutional resources. As such, while institutions must produce the report, and the report must be certified by the state system, the implications for a poor report or failing to meet goals is has limited ramifications. The consequences of the lackluster accountability are highlighted in the conversations with stakeholders in New York, where they noted institutions were not renewing CDO contracts since there appeared to be no implications for failing to meet this state policy requirement. While the California Community College System funding model does connect these efforts to some funds, stakeholders noted that these were modest. Possibly more problematic was their year-to-year nature. Because institutions were only guaranteed funding for one year, they were reluctant to address systematic issues or challenges that required long-term staffing. Thus, while inherently, this analysis focuses on a policy that may be considered accountability, the stakeholders, coupled with other institutional data, reveal the ways in which accountability is not upheld.

Discussion Summary

By engaging a CRT framework in the synthesis of these three unique cases, the analysis of diversity materials demands the consideration of how these policies may (re)produce narratives that contribute to the tenets of both CRT and LatCrit. Further, the CDA framework requires that policy analysis be situated within the broader social context. While Latinx students have a historical role in higher education, as these data in Chapter 1 reveal, their proportional representation in higher education has increased significantly. As such, Latinx students are unequivocally a vital element of higher education in these states. While in Florida and California the equity policies have been in place long before the HSI designation was established, Latinx populations have

significant implications for these institutions that now serve a large proportion of racially minoritized students. Further, while SUNY only has four current HSIs, this number is slated to grow. As these data illustrate, the present diversity and equity reporting strategies that appear to serve as institutional branding serve as lip service to these efforts. Despite representing the largest racially minoritized demographic within each state, the failure to explicitly address the needs of this racially minoritized group speaks to the ability of policy to obscure, temper, and fail to address racial and ethnic social justice. This omnibus diversity language serves to not only essentialize the nuanced experiences of the many racially minoritized identities that enroll and work at these institutions; it allows for a narrative of diversity that is the result of a political climate that both needs to center a respectability discourse. However, these strategies, in light of increased attention and urgency, are no longer sustainable strategies as institutions are increasingly explicitly called to address pervasive systemic inequity.

Implications for Policy

This study's data illustrates the interconnection between state and institutional diversity, equity, and inclusion policy; this includes the common threads related to characterizations of diversity, racialization of Latinx, and policy problems and solutions. Further, by engaging CRT and LatCrit, the analysis aims to center questions of racial diversity and racial identity within the diversity, equity, and inclusion plans. In doing so, these policy suggestions intend to push against what Ahmed (2012) has suggested is the non-performative nature of diversity policy. Based on this analysis, it is possible to begin to develop a framework for policy-makers who aspire to establish state policy and the resulting institutional policy that, in actuality, advances racial equity and social justice.

While the policy implications outlined below may be especially salient for HSIs, that are increasingly serving as the primary educators of Black and Latinx students, the landscape of higher education is shifting. With the numbers of racially minoritized students growing, all institutions will need to consider and identify strategies for advancing racial equity and social justice in order to ensure that higher education is better positioned to advance objectives of engagement and mobility for all demographic groups. Based on the findings from these data I present both goals for state and institutional diversity, equity, and inclusion. In doing so, I am to consider how this research can inform the development of future state policy as well as how institutions can leverage these report to center racial diversity and prioritize a Latinx-serving agenda.

There is robust interconnectivity between state-level policies, the development of equity and/or diversity reports, and the likely ultimate ramifications on a campus. The state-level policy goals, outlined in Table 7.2 aim to support states in developing a state-level policy that demands that institutions center racial equity and minimize efforts to (re)produce racial inequity and advance diversity speech.

Table 7. 2. State-Level Policy Objectives

Goal 1: Centering Racial Equity	
Existing Efforts: The existing policies often fail to construct definitions of diversity. Those that do leverage a broad construct of diversity but primarily engage race and gender to articulate success.	*Recommendations for Policy*: While building an inclusive college climate merits a discussion of broad racial diversity, the foregrounding racial diversity within state policies should require the consideration of racially minoritized groups. This includes the explicate numeric presence of racially minoritized groups but also programmatic and structural efforts.

Goal 2: Addressing Histories of Racial Oppression

Existing Efforts: There is no mention of histories of racial oppression- the result is that the policies, in fact, contribute to the erasure of historically oppressed groups.	*Recommendations for Policy*: Require institutions to utilize the diversity reports to acknowledge or reflect on their histories of oppression. Engaged critical equitable quantitative data analysis that does not allow for the erasure of certain demographic groups simply based on size.

Goal 3: Integrating Campus-Wide Efforts	
Existing Efforts: CA integrated plan may provide a model, but it is important to think about what is missing from this. Simply writing up that you have a committee (i.e., NY) doesn't address accountability	*Recommendations for Policy:* Charge institutions to consider how they will integrate this work across units. This should include providing a timeline or other detail about the engagement process. By threading together, student affairs and academic affairs institutions have the potential to develop more robust and meaningful diversity efforts.

Goal 4: Increased Accountability	
Existing Efforts: While each state requires that they submit a plan, it is unlikely there will be ramifications for not meeting their objectives.	*Recommendations for Policy:* States should build accountability structures that both demand progress but also hold institutions accountable for advancing best practices to advance racial justice in higher education. In developing these, states should leverage accountability best practices from other accountability frameworks, such as performance-based funding. This may include looking beyond common metrics or considering input factors that address institutional diversity (Jones, 2014).

Goal 5: Develop Established Funding	
Existing Efforts: With the exception of the California Community Colleges, there isn’t funding tied to this work.	*Recommendations for Policy*: Connect diversity accountability reports to meaningful financial resources and ensure that these resources are both one-year/one-time and re-occurring funds.

Goal 6: Differentiating for HSIs and other MSIs	
None	*Recommendations for Policy*: HSIs, and MSIs more broadly, serve a unique role in not only educating Latinx students but in many states, educating a majority of racially minoritized students. Policy related to diversity, equity, and inclusion should acknowledge the unique role of what it means to be Latinx- serving. As noted by Garcia (2016), this identity is expressed by an institution's behavior and is not inherently coupled with

	an HSI or MSI identity. In fact, many aspects of a Latinx-serving identity, such as engaging with the community or connecting with students on a cultural level (Garcia, 2016), are aspects of an institution's identity that may be articulated in a successful diversity plan.

Goal 7: Facilitating Best Practices	
Existing Efforts: Each of these states has, or had, a system in place to share best practices across institutions. While this may not be a part of the plan, it is an important part of advancing these efforts across all institutions.	*Recommendations for Policy:* Support adequate state funding to provide professional development and best practice sharing opportunities across institutions. This allows for the leveraging of the unique state context while also supporting the scaling of successful efforts.

These state-level policy goals serve to create a framework that centers racial diversity and aims to hold institutions accountable for progress towards these goals. As the Latinx-serving typology presented by Garcia (2016) articulates, it is necessary to look beyond the HSI designation to consider the ways in which these institutions not only enroll but serve Latinx students. Many aspects of this organizational identity can be rightly featured in a diversity plan. Thus, while it is necessary for the state-level policy to focus on and address racial diversity, situating this agenda alongside their Latinx-serving objective, will hopefully push the conversation beyond simply proportional enrollment to campus support and student services.

While a strong state-level policy certainly sets the stage for institutional action, it is also the responsibility of institutional leaders to construct a culture in which the policy is leveraged to its fullest potential while also allowing it to advance efforts to support the unique racial diversity of the institution. As such, Table 7.3 provides some goals and recommendations of institution-level policy.

Table 7. 3. Institution-Level Policy and Practice	
Goal 1: Ensure that diversity, equity, and inclusion are threaded across all aspect of the institutions- particularly academic and student affairs	
Existing Efforts: The level of integration is contingent on either positional power or the reports. As of now, there is no accountability for these efforts.	*Recommendations for Policy*: Require a collaborative process that engages all stakeholders but also holds institutions accountable for those efforts. Leveraging the public discourse of this work may further support institution-wide progress.
Goal 2: Leverage HSI status to advance Latinx-serving objectives	
Existing Efforts: Institutions primarily leverage HSI status to advance funding	*Recommendations for Policy*: Leadership must demand that HSI discourse and Title IV funding be leverage to explicitly support Latinx students. The public discourse should not position Latinx students as a pathway to resources but instead leverage the HSI designation to spark conversation about how institutions can address systemic and structural barriers that inhibit their ability to be Latinx-serving.
Goal 3: Engage an asset-based framework	
Existing Efforts: The broader discourse is one of at-risk, under-resourced, etc.)	*Recommendations for Policy*: Asset-based framework suggests that students, including those from racially minoritized backgrounds, come to higher education with their own unique set of educational strenghts. Leveraging and validating those can serve as a powerful mechanism to enhance student success and the cultivation of a campus climate.
Goal 4: Foregrounding histories of oppression and exclusion	
Existing Efforts: Currently, institutions- particularly institutional actors- center their diversity efforts around narratives of shifting demographics- that erases long and rich histories of Latinx in these communities. In doing so, it also overlooks structural and systemic problems	*Recommendations for Policy:* Develop mechanisms- through diversity, equity, and inclusion reporting- that centers history. Utilize funding to do more than just programming but address broader institutional change that centers racial diversity
Goal 5: Prioritize Staff with Adequate Authority	

Existing Efforts: There is significant variation regarding the role, level of experience, and positional authority for the diversity and equity officers across each of these cases.	*Recommendations for Policy:* Whether mandated at the state or institutional level, it is important to have staff members whose responsibility is tied to diversity, equity, and inclusion. However, this role must be characterized beyond one of compliance and thus require high levels of knowledge and skills in advancing this work.

While these data illustrate how state-level policy shape institutional efforts, it is also critical to consider how institutional leadership can play a role in furthering diversity, equity, and inclusion efforts beyond the confines of state policy. As such, the goals outlined above aim to address both areas in order to deepen the effectiveness of either state or institutional efforts. For diversity plans and reports to achieve their objective of advancing social justice and the experiences of racially minoritized students, faculty, and staff, states must construct policies that give priority to those objectives. They must acknowledge that while this may need to appeal to a broad audience, it should not be done at the expense or dilution of this primary objective.

Implications for Future Research

Scholarship on the discourse of race within higher education provides an opportunity to consider how these narratives construct and (re)produce a discourse around racial diversity. While considerable skepticism about the implications of diversity efforts continues to exist, empirical research provides a valuable opportunity to truly unpack racial diversity discourse. Understanding the racial discourse at these institutions requires it to be contextualized within the broader policy landscape in which institutions are operating. As such, this research sought to consider the implications of institutional diversity reporting within states that have diversity and equity reporting policies in place. This shared foundation provided an opportunity not only to consider emerging themes but

consider how these are constructed within the state policy problem and solutions framework.

Furthermore, by selecting HSIs, this research sought to expressly consider how Latinx students are positioned within diversity discourse. As institutions that serve this racially diverse demographic, their characterization and emphasis on Latinx students paint a picture of how diverse institutions center racially minoritized students. Furthermore, it decenters the narrative that this should be the effort of only predominantly white institutions. It puts this work in conversation with discussions about what it means to be a Latinx-serving institution. Thus, while this work expands our understanding of the discourse of diversity, several opportunities for future research remain.

Considering Impact on Campus

The equity and diversity reports, which served as the primary site of analysis, capture a snapshot of an institution. While institutions use these to discuss shifting trends, they often do not isolate the implications of specific aspects of the plan. SUNY institutions may be a particularly important site for future research as they are the most recent implementers of a state-level policy. Thus, there is an opportunity to track not only demographic shifts at these institutions but also shifts in campus climate and organizational culture. These data would provide a more robust picture regarding the implications of state-level diversity policy at the institutions.

Role of Institution Type

Their role in educating Latinx students suggests that HSIs should be positioned to be thinking about and engage in practices that support Latinx students. However, as this research has underscored, prior research regarding the continuum of HSI types (Garcia,

2017). The diversity plans provide another lens through which that framework can be considered. Further research may consider how the discourse at HSIs may compare to the discourse among non-HSIs and emerging HSIs or HSI typology. By looking across these three institutional types, it may be possible to get a broader picture of the discourse of diversity and the characterization of Latinx students. In doing so, it would provide opportunities to empirically discuss the ways that HSIs may or may not be advancing more inclusive and racially conscious rhetoric. By considering emerging HSIs, it would also be possible to address this narrative among non-community colleges. The sample for this study is primarily comprised of community colleges. While they are on the front lines of serving Latinx students, as more 4-year institutions enroll increasing numbers of Latinx students, the institutional landscape will shift. Thus, understanding how these institutions contribute to this discourse will be vital for enacting a policy that serves to center Latinx students.

Implications of State Policy

While few states have mandated diversity reports, through state-level policy, many institutions have established diversity plans. These plans, either stand-alone or embedded with strategic plans, also shape the institution's vision for building and supporting a racially diverse campus. Not bound by reporting parameters or timelines, it is possible that the discourse that emerges from these reports may be significantly different from the narratives constructed in the confines of state reporting requirements. It is possible that through the standardization that comes from policy mandate, institutions are forced to reproduce a discourse that does not capture their authentic institutional goals. This implication for institutions is that their rhetoric of diversity that may be

captured in these public policy documents does not capture their nuanced or locally relevant efforts.

Diversity Plan Process

As one interviewee noted, the diversity plan process was simply the checking of bureaucratic boxes. While research has looked at the work of diversity committees, additional research, possibly rooted in ethnographic methods, would provide insight into the diversity plan process. It would allow for the discussion of which voices are heard, how innovative ideas advance, and generally the intent of this process, which is often presented as collaborative. As Ahmed (2012) has suggested, the simple act of creating the plan may provide value, but she sees the value of the plan as relatively limited. This research would help to contend with this narrative.

Whether it is the consideration of different types of institutions or institutions situated in states that do not mandate their development of a diversity plan, there is still a great deal to be learned about the construction of institutional discourse and the role of diversity plans in this process. As higher education becomes increasingly diverse, how institutions cultivate a discourse of racial diversity, centering Latinx students, and moving beyond the essentialization of racially diverse students serves as an essential mechanism for shifting campus discourse. Further, by examining the development and implementation process, it may be possible to develop strategies that achieve social-justice-oriented diversity efforts within the confines of traditional policy-making processes.

Using These Data

This data provides a rich tapestry to support researchers understanding regarding the interconnectivity between state policy and institutional racial discourse within

diversity plans as well as provide best practices that may center diversity rhetoric within the broader state-policy diversity agendas. To advance this agenda, I will draw from this data to produce scholarly work that considers the unique cases of Florida institutions. Data from this research can also serve to discuss diversity, equity, and inclusion policy implementation within the community college context. Through this analysis, these data present interesting questions regarding how an institutions time as an HSI (e.g. 5 years compared to 15 years) may shape the discourse of race and racialization of Latinx students. Finally, the goal of informing practice will be best served through the development of manuscripts targeting practitioners across higher education. Beyond these initial projects, the richness of this data may provide additional opportunities for publication.

Conclusion

In their discussion of critical race scholarship, Leslie Espinoza and Angela Harris affirm, "There is little real effort to recognize or address racial injustice. Indeed, the laws and judicial decision often are palliatives that obscure how much this stay the same or have become worse" (1998, p.1591). Diversity efforts have the potential to serve a superficial advancement of diversity rhetoric, which overlooks structural oppression. The research presented in this dissertation aims to understand these challenges within higher education diversity policy and practice. While these questions are relevant across the landscape of higher education, institutions that serve a large proportion of racially minoritized students are particularly important sites of inquiry. To that end, HSIs, the primary set of institutions educating Latinx students, were selected. Specifically, this

study sought to examine how these racially diverse institutions center a discourse of diversity and Latinx as racialized subjects.

This research illustrates that among these institutions, characterizations of diversity present a broad construct, including both historically oppressed groups as well as others who have long-standing engagement in higher education. However, metrics of racial identity, and to some extent gender diversity, serve as the primary data leveraged to construct the importance of diversity and measure success. As such, institutions build a conflicting narrative that indicates their diversity efforts may be broad, but masks this breath with the utilization of racial diversity as the rational. This inherent paradox enables non-social justice-oriented efforts to be situated as diversity work, institutions are cultivating new rhetoric for diversity. While at-risk is becoming less common, narratives of disadvantage, low-income, and inherently in other ways challenged are still prevalent in the characterizations of racial diversity. As states like California publicly decry the use of these terms, in favor of terms such as promise, and other asset-based language, this narrative may likely change and with it the perpetual problematization of racially minoritized students.

The construction of Latinx individuals as raced subjects follows predictable narratives of Latinx as immigrant, low-income, Spanish speakers. It does not address the racial and linguistic diversity within these groups and thus the differing racialized experiences. Further, the narrative of Latinx students has become inextricably linked with narratives of resources. That is, by enrolling more Latinx students, institutions have the potential to become HSIs. In this Latinx-enrolling framework, the students become a commodity that can be leveraged for institutional financial gain. Given what the

scholarship has identified as the shortcomings of these financial resources- namely that they are used to support all students instead of targeting Latinx students- Latinx students simply become a tool for financial gain (Vargas & Villa-Palomino, 2018).

These diversity efforts can be broadly situated through the consideration of the construction of policy problems and policy solutions. Engaging a discourse of urgency and financial resources enables states to construct a policy problem that only diversity efforts can address. However, while this urgency allows for these policy problems to be constructed, the decoupling of the policy problem from the policy solution speaks to how diversity is leveraged as a technology to support those in power. While the solutions, often constructed at the intuitional level, provide a glimpse into the programming and other efforts underway, they also may be limited in their ability to advance real, structural oppression.

By examining these themes through the lens of CRT, informed by Lat Crit, it is thus possible to see how interest convergence may shape the construction of policy problems. Alternatively, the definition of diversity speaks to both interest convergence and whiteness as property. The characterizations of Latinx perpetuate an essentialized narrative of what it means to be Latinx in U.S. higher education. Further complicated by narratives of their "recent arrival," which obscure rich histories of engagement. As such, CRT becomes a valuable tool for this critical reflection of these documents.

Higher education institutions are situated within the broader histories of race and racism in the United States. While issues of racism have increasingly shifted from overt to covert, racism remains persistent across the spectrum of higher education institutions. This study adds to the scholarship considering diversity plans, and the discourse

constructed through these plans, at non-PWI institutions. If higher education diversity work aims to re-center around narratives of social justice, inclusion, and liberation, it is necessary to consider how state and institutional policy will shape that path. Institutional diversity plans serve as a vital public-facing narrative regarding these efforts. In the process, the plans become either a galvanizing tool for institutional implementers or mechanisms to advance a discourse devoid of racial justice. If higher education is going to truly live up to its aspiration to serve as an engine of equitable mobility, diversity plans embedded throughout the institution are vital to attacking structural racism within higher education.

Appendices

APPENDIX A. Interview Protocol

Statewide Diversity, Equity, and Inclusion Efforts

Can you tell me a little bit about your role at [insert location]?

What is your experience with diversity, equity and inclusion efforts in [insert state]?

[Insert state number] of students in [insert state] are from underrepresented minorities, what efforts are underway at the state-level to support increased levels of diversity, equity, and inclusion?

How are diversity efforts inclusive of HSIs? In what ways to they overlook the nuance of these institutions?

Are there diversity efforts in place targeting Latinx students? What is the nature of these programs?

Diversity and/or Equity Reports

What do you see as the goal of the [insert state] diversity/equity reports?

What do you feel are the strengths of these reports? What do you see as the weaknesses of these reports?

How are they utilized by campuses? Has this changed at all over time?

Preliminary Findings

Based on a review of the diversity/equity reports in [insert state] several themes have emerged. Based on your expert knowledge of the state, I would invite your feedback on these themes and their relevance to all institutions as well as HSIs in the state. [insert state themes].

APPENDIX B. Florida Supplemental Materials

Broward College		
Theme	Document	Link
Diversity	BC Proud	http://www.broward.edu/discover/Pages/default.aspx
	Mission and Value	http://www.broward.edu/leadership/Pages/Mission-and-Values.aspx
	Supplier Diversity	http://www.broward.edu/discover/pressreleases/Pages/Broward-College%E2%80%99s-District-Director-of-Supplier-Relations-and-Diversity-Receives-National-Recognition.aspx
Equity	The College- Overview	https://broward.edu/catalog/Documents/TheColege.pdf
	2013 Equity Report	http://www.broward.edu/leadership/bot/boardArchive/20130423g_IX-G-1_2013%20Annual%20Equity%20Update%20Report.pdf
	Broward College Update	https://www.broward.edu/leadership/JanuaryUpdate2018/January2018UpdateFinal.pdf
	Minority Male Initiative	http://www.broward.edu/academics/Minority-Male-Initiative/Pages/default.aspx?List=c087f9cf-88ab-4bde-b5c8-6a32c4e52dbf&Source=http://www.broward.edu/academics/minority-male-initiative/lists/mmiinterestquestionnaire/allitems.aspx&RootFolder=&Web=2e420887-76f6-4cb8-b45e-17666668764c
HSI	Annual Report	http://www.broward.edu/discover/Discover%20BC/AnnualReport2018.pdf
	FAU/Broward Collaboration	http://www.fau.edu/newsdesk/articles/FAU-hsi.php
	Grant Press Release	http://www.broward.edu/discover/pressreleases/Pages/Broward-College-Receives-$2.2M-Grant-from-U.S.-Department-of-Education.aspx
	STEM Grants	https://www.edexcelencia.org/excitings/grant-improve-stem-education-hispanic-students

	Pathway Grant Program	http://www.broward.edu/academics/programs/computer/capture/Pages/default.aspx
	HSI Program Overview	http://eng.fau.edu/research/hsi/about.php
Florida Atlantic University		
Diversity	Diversity Platform	http://www.fau.edu/diversity-platform/
	About Diversity Platform	http://www.fau.edu/diversity-platform/about/
	Diversity Training	http://www.fau.edu/diversity-platform/diversity-training/
	Diversity Resources	http://www.fau.edu/diversity-platform/resources/
	Heritage Months and Cultural Programming	http://www.fau.edu/diversity-platform/heritage-months/
	Center for IDEAS	https://www.fau.edu/diversity/
	College of Medicine- Office of Diversity and Inclusion	http://med.fau.edu/home/diversity/index.php
	Office of Equity, Inclusion, and Compliance	http://www.fau.edu/eic/
	FAU Among Most Ethnically Diverse Universities	https://www.fau.edu/newsdesk/articles/fau-among-most-ethnically-diverse.php
	College of Education-Diversity Committee	http://www.fau.edu/diversity-platform/news/coe-diversity-showcase/index.php
	Diversity Mural Project	https://www.fau.edu/newsdesk/articles/fau-debuts-diversity-mural-project.php
	Diversity and Inclusion Statement	https://library.fau.edu/administration/diversity
	IDEA Org Chart	https://www.fau.edu/diversity/pdf/org.chart.ideas.pdf
	Diversity Symposium for Faculty and Staff	http://www.fau.edu/diversity-platform/documents/diversity-program-2019.pdf
Equity	Women and Gender Equity Resource Center	http://www.fau.edu/owlscare/womenandgender/
	Equity Status Report	http://www.fau.edu/eic/equity-status-report/
	Education Equity Partnership Project	http://www.fau.edu/education/newsevents/education-equity/
HSI	Pathways to a Successful Career (Title III)	http://eng.fau.edu/research/hsi/tutoring.php
	HSI Title III Project	http://eng.fau.edu/research/hsi/
	FAU Designated as a HSI	http://www.fau.edu/newsdesk/articles/FAU-hsi.php
	HSI FAU	http://www.fau.edu/research/HSI/
	FAU HSI Data	http://www.fau.edu/research/HSI/fau-data.php
	HSI Research Interest Group	http://www.fau.edu/research/research-interest-groups.php

Title V	HSI from U.S. Department of Education	http://www.eng.fau.edu/news/1702_hsi-grant.php
Diversity Committee	College of Education Diversity Committee	https://www.fau.edu/education/facultystaff/committees/diversity/
	Diversity Planning Committee	http://www.fau.edu/bot/files/02122010/SP_I-2_Diversity_Report-Composite.pdf
	Search Committee Guidelines	http://www.fau.edu/hr/files/Search%20Committee%20Guidelines%20-%20AMP.pdf
Florida International University		
Diversity	Diversity Mentor Professorships	https://advance.fiu.edu/our-programs/diversity-mentor-professorships/index.html
	Center for Diversity and Student Success in Engineering and Computing	https://cec.fiu.edu/academics/student-resources/cd-ssec
	Advising Resources	https://cec.fiu.edu/academics/student-resources/advising/
	Pre-college Programs	https://cec.fiu.edu/academics/pre-college/
	Scholarships	https://cec.fiu.edu/academics/student-resources/scholarships/
	Tutoring	https://cec.fiu.edu/academics/student-resources/tutoring/
	College of Medicine	https://medicine.fiu.edu/about/administrative-offices/diversity-and-inclusion/index.html
	University Programming	https://diversity.fiu.edu
	ADVANCE Diversity advocates	https://advance.fiu.edu/our-programs/stride/diversity-advocates/index.html
	Diversity Plan Guidance-Resources	https://advance.fiu.edu/diversity-plans/resources/index.html
	Diversity Plan Overview	https://advance.fiu.edu/diversity-plans/overview/index.html
	Diversity Week	https://diversity.fiu.edu/diversity-calendar/diversity-week-2018-april-2rd-6th/
	Diversity- University Graduate School	http://gradschool.fiu.edu/students/diversity/
	Diversity Committee-Psychology	https://psychology.fiu.edu/academics/degrees-and-programs/phd-clinical-science/overview/diversity-committee/index.html
	ADVANCE	https://provost.fiu.edu/awed/
	FIU Law	https://law.fiu.edu/fiu-law-earns-a-rating-in-prelaw-magazines-2019-most-diverse-law-schools-rankings/
	Diversity	https://firstgen.fiu.edu/about/diversity/index.html
	Seminars & Training	https://diversity.fiu.edu/services-view/seminars-training/
	Diversity-Biomedical	https://bme.fiu.edu/about/diversity-equity-and-inclusion

	Diversity Law Programming	https://law.fiu.edu/wp-content/uploads/sites/21/2014/08/12MonthsDiversityInclusionOpportunitiesAug2014.pdf
	Diversity Grant	https://law.fiu.edu/fiu-law-receives-124850-grant-to-increase-diversity-in-the-legal-profession/
	Title IX	https://diversity.fiu.edu/us/
	Diversity Statement	https://advance.fiu.edu/_assets/docs/diversity-statement-and-rubric-2.pdf
	Title IX	https://diversity.fiu.edu/services-view/title-ix/
	Diversity Professorship	https://news.fiu.edu/2018/09/fiu-launches-diversity-mentor-professorships-in-stem/125850
	College of Arts-Diversity	https://case.fiu.edu/_assets/pdfs/case-diversity-plan.pdf
	Diversity Award	https://news.fiu.edu/2018/08/college-of-medicine-earns-award-for-diversity/125668
	Access and Equity Committee	https://diversity.fiu.edu/access/
HSI	Pathways to the Professoriate	https://pathways.fiu.edu
	MSI Program	https://lacc.fiu.edu/events/2018/task-based-language-teaching-in-an-hbcuhsi-setting/
	Pathways Scholarship	https://gss.fiu.edu/news/2017/gss-undergraduate-faraji-miller-awarded-hsi-pathways-scholarship/
	HSI Confernece	https://succeed.fiu.edu/research/projects/hsi-conference/index.html
	Title V Proposal	https://academic.fiu.edu/docs/HSI_TitleV_FINAL_2010.pdf
	Diversity Promotion	https://news.fiu.edu/2016/09/professors-talk-teacher-diversity-climate-change-at-white-house-summit/104469
	HSI Advocacy	https://news.fiu.edu/2016/07/fiu-in-d-c-possible-pell-grant-increase-rosenberg-advocates-for-research-grants/102315
	HSI program	https://news.fiu.edu/2016/01/fiu-to-help-address-lack-of-diversity-among-u-s-professors/97643
	Transformational Calc	https://news.fiu.edu/2018/10/fiu-receives-1-49-million-to-transform-how-calculus-is-taught/127521
	HSI Program	http://government.fiu.edu/federal/dc-dispatches/current/sample-dc-dispatch-story4.html
	HSI- First Gen	https://focusfirstgen.fiu.edu/about/index.html
	DC News Visit	https://news.fiu.edu/2015/05/d-c-update-stem-education-greater-miami-chamber-and-lacc/88350
Title V	Mentorship Program	http://web.eng.fiu.edu/stranges/Title%20V.htm

	Title V Letter	http://research.fiu.edu/documents/facts-figures/documents/hispanicServingInstitutionTitleIIITitleIV.pdf
	Tutoring Services	http://research.fiu.edu/documents/facts-figures/documents/hispanicServingInstitutionTitleIIITitleIV.pdf
	HSI Letter	http://research.fiu.edu/wp-content/uploads/2019/03/T3_T5_00963500_2019_letter.pdf
	HSI Program	https://news.fiu.edu/2015/09/fiu-programs-honored-by-white-house-as-bright-spots-in-hispanic-education/92170
	STEM Mastery Program	https://news.fiu.edu/2012/11/president-rosenberg-to-discuss-stem-education-in-washington-d-c-meeting/49090
Diversity Committee	Regional STEM Diversity Network	https://advance.fiu.edu/our-programs/advance-florida-network/florida-metropolitan-universities-women-in-stem-directory/index.html
Florida Southwestern State College		
Diversity	Diversity Alliance	https://www.fsw.edu/diversity
	School Diversity Plan	https://www.fsw.edu/fieldexperience/schooldiversity
	General Education Competencies	https://www.fsw.edu/fieldexperience/schooldiversity
	First Year Experience Course Outcomes	https://www.fsw.edu/fye/courseoutcomes
	Housing-Mission	https://www.fsw.edu/housing/mission
	Leadership Enrichment Program	https://www.fsw.edu/humanresources/leadershipenrichmentprogram
	Student Diversity Measure	https://www.fsw.edu/rta/reports/studentmeasures
Equity	Equity Officer Website	https://www.fsw.edu/humanresources/equityofficer
	Office of ADAptive Services	https://www.fsw.edu/adaptiveservices
	Florida Equity Commission	https://www.fsw.edu/afc/commissions
	Cornerstone class	https://www.fsw.edu/fye/cornerstone

	Equal Opportunity Statement	https://www.fsw.edu/humanresources/equalopp
	Equal Access Statement	https://www.fsw.edu/assets/pdf/board/2-05_General%20Administration_Equal%20Access%20Equal%20Employment%20Opportunity.pdf
	Designation and Notification of Equity Officer	In file
Title V	NOTHING	
HSI	NOTHING	
Diversity Committee	Within the Diversity Alliance Website	https://www.fsw.edu/diversity
	Facebook page	https://www.facebook.com/FSWDA/
Hillsborough Community College		
Diversity	Equity and Diversity	https://www.hccfl.edu/gwsc/equity-diversity-office.aspx
	Staff	https://www.hccfl.edu/gwsc/equity-diversity-office/equity-and-diversity-staff.aspx
	Title IX Programming	https://www.hccfl.edu/gwsc/equity-diversity-office/title-ix.aspx
	Diversity Events	https://www.hccfl.edu/gwsc/equity-diversity-office/events.aspx
	Diversity Trainings	https://www.hccfl.edu/gwsc/equity-diversity-office/training.aspx
	Champions of Diversity	https://www.hccfl.edu/gwsc/equity-diversity-office/champions-of-diversity.aspx
	Black, Brown and College Bound Event	https://www.hccfl.edu/bbcb.aspx
	Student Success Diversity Seminar	https://www.hccfl.edu/media/64718/diversity.pdf
	President's Message	https://www.hccfl.edu/gwsc/equity-diversity-office/presidents-message.aspx
	Affirmative Action laws	
	Disability Laws	https://www.hccfl.edu/gwsc/equity-diversity-office/equity-laws/disability.aspx

	CDO Hiring News	https://news.hccfl.edu/news/hcc-news-more-community-colleges-are-hiring-chief-diversity-officers
	Student Service Learning-Diversity	https://www.hccfl.edu/gwsc/equity-diversity-office/mlk-day-of-service/student-service-learning-project-retreat.aspx
	Diversity in Medicine Tour	https://news.hccfl.edu/press-release/hcc-hosts-tour-diversity-medicine
	Mission/Vision	https://hccfl.edu/mission-and-vision.aspx
	Viewbook (Demo Data)	https://hccfl.edu/registernow/pdf/HCC_Viewbook_17.pdf
Equity	Equity Statement	https://www.hccfl.edu/media/20181657/presidents-message-1919.pdf
	Equity Policies, Procedures, Forms	https://www.hccfl.edu/gwsc/equity-diversity-office/equity-policies-procedures-forms.aspx
	Summary of Equity Laws	https://www.hccfl.edu/gwsc/equity-diversity-office/equity-laws.aspx
	2016-2017 Equity Events	https://www.hccfl.edu/gwsc/equity-diversity-office/16-17-event-archive.aspx
	Student Assistance Program	https://www.hccfl.edu/ssem/sap.aspx
Diversity Council	Diversity Council Website	https://www.hccfl.edu/gwsc/equity-diversity-office/diversity-council.aspx
	Diversity Council Members	https://www.hccfl.edu/gwsc/equity-diversity-office/diversity-council/diversity-council-members.aspx
	Diversity Council Structure	https://www.hccfl.edu/gwsc/equity-diversity-office/diversity-council/diversity-council-structure.aspx
	Diversity Council Events	https://www.hccfl.edu/gwsc/equity-diversity-office/diversity-council/current-upcoming-events.aspx
	Courageous Conversations	https://www.hccfl.edu/gwsc/equity-diversity-office/diversity-council/courageous-conversations.aspx

Title V	Listing of Title V Grant	https://www.hccfl.edu/dm/campus-information.aspx
	Spanish Version of the Welcome Orientation	https://www.hccfl.edu/ssem/newsletters/2014_dec.aspx
	Transitions to Success	https://hccfl.edu/onlineathcc/dm-fa12-connections.html
	Articulation Program	https://news.hccfl.edu/news/sas-helps-hillsborough-community-college-students-dreams-come-true
HSI	Black Students- Cutting Edge Models	https://news.hccfl.edu/news/hcc-news-african-americanblack-student-populations-cutting-edge-models-best-practice
	Recruitment Materials	https://www.hccfl.edu/onlineathcc/dm-spr13-conectate.html
	Womens Mentoring Network	https://www.hccfl.edu/dm/clubs-organizations/womens-mentoring-network.aspx
	Announcing STEM Grant	https://news.hccfl.edu/press-release/hillsborough-community-college-receives-us-department-education-hispanic-serving
Miami-Dade College		
Diversity	2016 Higher Education Excellence in Diversity Award	https://news.mdc.edu/press_release/miami-dade-college-to-receive-2016-higher-education-excellence-in-diversity-award/
	MDC: Model of Diversity	https://www.mdc.edu/main/collegeforum/archive/vol17-02/features/l1000_aacc.aspx
	Diversity Empowerment Day	https://www.mdc.edu/main/sas/activities/gsa-diversity-2016.aspx
	Policy- College Art in Public Places Program	https://www.mdc.edu/policy/Chapter5/05-V-40.pdf
	Faculty Diversity	https://www.mdc.edu/main/collegeforum/archive/vol15-05/features/l0400_faculty.aspx
	Embracing Diversity Workshop	http://www.mdc.edu/ctd/catalog/workshops/ctd0736-1.htm

	Diversity Recruitment	https://www.mdc.edu/main/sas/activities/valerie_francillon_invited_to_amherst_college_diversity_open_house.aspx
	Diversity Abroad Award	https://www.mdc.edu/main/collegeforum/archive/vol20-03/features/l0400_diversity.aspx
	Miami Herald Diversity Article	https://news.mdc.edu/wp-content/uploads/2016/02/John-Kerry-urges-Miami-college-students-to-embrace-diversity-_-Miami-Herald.pdf
	Film Festival, diversity program	http://www.mdc.edu/main/images/Miami%20Film%20Festival's%20Diversity%20Program%20with%20Google%20_%20Variety_tcm6-101891.pdf
	Minority Business Policy	https://www.mdc.edu/main/msbe/doing_business/policies.aspx
	Democracy's College Award	https://www.mdc.edu/main/collegeforum/archive/vol19-01/makingtheirmark/l0500_ruff.aspx
	News Article	http://mdc.edu/main/collegeforum/archive/vol19-05/mdcnewsbytes/l1400_diversity.aspx
	Enrollment Data	http://www.mdc.edu/about/facts.aspx
	Diversity Poetry Prize	https://www.mdc.edu/main/collegeforum/archive/vol16-02/culturalspotlight/l0800_poetry.aspx
	Univision Diversity Scholarship	https://news.mdc.edu/press_release/univision-sparks-m-a-g-i-c-partnership-with-miami-dade-college/
	Physician assistant diversity project	https://news.mdc.edu/press_release/mdc-physician-assistant-students-present-annual-project-s-e-e-d-health-fair-for-migrant-farm-workers/
Equity	A Deficit of Understanding	https://www.mdc.edu/main/images/deficit_tcm6-3516.pdf
	Strategic Literacy-Mission and Values	http://www.mdc.edu/sailearn/documents2015/rose-shelagh/3%206%202015%20Rose%20Handout.pdf

	Equal Access/Opportunity	https://www.mdc.edu/policy/Chapter1/01-I-21.pdf
Title V	Title V Press Release	http://www.mdc.edu/iac/esl/ace/_src/pdf/Title_V_Project_ACE.pdf
	STEM Title V Program	http://www.mdc.edu/main/mathportal/v-coach.aspx
	Program Overview	https://www.mdc.edu/main/collegeforum/archive/vol19-05/features/l1100_grants.aspx
	Food and Drug and HSIs	http://www.mdc.edu/north/fgc/PPT/USDAPresentation.pdf
Diversity/Equity Committee	Strategic plan diversity committee	https://www.mdc.edu/planning_and_effectiveness/Public_files/Committee%20members_Theme%205.pdf
	Presidential Search	http://www.mdc.edu/presidential-search/position.aspx
	Diversity Committee	http://www.mdc.edu/planning_and_effectiveness/Public_files/sp_minutes_20040406.pdf
HSI	USDA	http://www.mdc.edu/north/biology/fccage.asp
	NSF	https://www.mdc.edu/main/collegeforum/archive/vol14-2/features/million_grant.aspx
	STEM Pathways Award	https://news.mdc.edu/press_release/mdc-school-of-science-to-receive-more-than-10m-in-federal-stem-awards/
	Highlights/Facts	http://www.mdc.edu/ir/Fact%20Book/MDC%20Highlights%20and%20Facts%2008_23_11%20revision.pdf
	Maximizing Access & Space	http://www.mdc.edu/medical/titlev.asp
	MAS Resources	http://www.mdc.edu/medical/MASresources.asp
	STEM Program	http://www.mdc.edu/medical/MASresources.asp
	Federal Grant Announcement	https://www.mdc.edu/main/collegeforum/archive/vol13-1/features/puentes.aspx
	Three-tiered Approach is Key to Excellence	https://www.mdc.edu/main/collegeforum/archive/vol15-01/features/hispanic.aspx
	STEM Mia Program	http://www.mdc.edu/entec/downloads/stem-mia-application-packet.pdf
	REVEST Program	https://news.mdc.edu/press_release/register-now-for-miami-dade-colleges-revest-program/
	Facts 2013	http://www.mdc.edu/about/facts.aspx
	Bosting Enrollment	https://www.mdc.edu/main/images/voxxi-MDCpresidenthasformulatoboostgradrates_tcm6-95982.pdf
	2010 Awards and Recognition	https://www.mdc.edu/main/collegeforum/archive/vol14-3/academincs/praisemdc.aspx

	Campus Facts	http://www.mdc.edu/ir/Fact%20Book/MDC%20Highlights%20and%20Facts_January%202012.pdf
	We are All Latino	https://www.mdc.edu/main/images/CCWEEK-WeareLatino_tcm6-80024.pdf
Palm Beach State College		
Diversity	Strategic Plan 2023	https://www.palmbeachstate.edu/ire/StrategicPlanning/default.aspx
	Diversity Website	https://www.palmbeachstate.edu/diversity/
	Student Demographic Data	https://www.palmbeachstate.edu/diversity/
	Employee Demographic Data	https://www.palmbeachstate.edu/diversity/documents/FullTimeDemographics2016.pdf
	Part-time employee data	https://www.palmbeachstate.edu/diversity/documents/PartTimeDemographics2016.pdf
	Florida Equity Act	http://www.fldoe.org/schools/higher-ed/fl-college-system/equity-civil-rights-compliance.stml
	Diversity classes	There are several that don't seem quite relevant but worth noting
	Strategic Plan Tactics	https://www.palmbeachstate.edu/ire/StrategicPlanning/tactics-by-campus/
	Strategy: Achieve a Healthy and Diverse Culture	https://www.palmbeachstate.edu/ire/StrategicPlanning/tactics-by-campus/achieve-healthy-diverse-culture.aspx
	Best Practice Award Program	https://www.palmbeachstate.edu/summer-immersion-in-math-and-english/math-jump/chancellors-best-practice-awards.aspx
	National Council on Black American Affairs	https://www.palmbeachstate.edu/ncbaa/
	Critical Thinking Professional Learning Groups	https://www.palmbeachstate.edu/qep/plg.aspx
Equity	Office of Human Resources- Mission, Code of Ethics, Guiding Principles	https://www.palmbeachstate.edu/hr/
	Student Corner- Student Rights	https://www.palmbeachstate.edu/disability/student-corner.aspx

	Harassment and Discrimination Website	https://www.palmbeachstate.edu/pantherwatch/titleIX.aspx
	Civility Committee	It is a little unclear what this group does: https://www.palmbeachstate.edu/committees/CivilityLW/eventgallery.aspx
Title V	Pathways to Success	https://www.palmbeachstate.edu/titleV/
	Title V Abstracts and USDOE	Provides links to the general website- could pull Palm Beach material but they aren't linking to it.
Diversity/Equity Committee	Diversity Committee Website	https://www.palmbeachstate.edu/diversity/
HSI	tresPaths Project	https://www.palmbeachstate.edu/programs/tresPATHS/
	Pathway to Successful Career HSI program Application	https://hsi.eng.fau.edu/signup/index.php
	Pathways Advising (hosted on FAU site)	http://eng.fau.edu/research/hsi/advising.php
	Pathways Tutoring	http://eng.fau.edu/research/hsi/tutoring.php
	Pathways overview	http://eng.fau.edu/research/hsi/index.php
Historic Events	History Overview	https://www.palmbeachstate.edu/history
	Roosevelt Junior College	https://www.palmbeachstate.edu/history/roosevelt-junior-college.aspx
	History Timeline	https://www.palmbeachstate.edu/history/
Seminole State College		
Diversity	Awards Related to Equity and Diversity, 2014-18	https://www.seminolestate.edu/equity-diversity/diversity-awards
	Title IX Diversity Website	https://www.seminolestate.edu/equity-diversity/diversity
	Non-discrimination Policy	https://www.seminolestate.edu/policies-procedures/policies/administration/1.060
	$100,000 NEH grant to launch diversity initiative	Can't find an article but would be helpful to find (dated around 2013)
Equity	Equity Website	https://www.seminolestate.edu/equity-diversity/equity
	Equity Strategic Plan	https://www.seminolestate.edu/equity-diversity/equity-strategic-plan

	Equity Update	https://www.seminolestate.edu/equity-diversity/equity-update
HSI	Higher Education Excellence in Diversity award	http://www.sanfordchamber.com/blog/2016/03/31/seminole-state-earns-second-consecutive-national-diversity-award
South Florida State College		
Diversity	Gen Ed Student Learning Outcome	http://ns1.southflorida.edu/_documents/Assessment_Rubric-5.pdf
	News article about diverse working place	https://www.southflorida.edu/news/sfsc-named-one-of-most-promising-places-to-work
	Hispanic Heritage Celebration	http://ns1.southflorida.edu/news/default.aspx?sid=799
	Board of trustee notes on vision, mission, and core values	http://www.southflorida.edu/wp-content/uploads/sites/3/2015/05/POL1.02-SFSC.pdf
	Mission	http://www.southflorida.edu/college/mission-statement-2
Equity	Salary Equity Adjustments	http://www.southflorida.edu/wp-content/uploads/sites/3/2015/10/5141-Salary-Equity-Adjustments.pdf
	2018 Board of Trustee Meeting Minutes	http://www.southflorida.edu/wp-content/uploads/sites/3/2018/04/APRIL-2018.pdf
	Admissions Policy 3150	http://ns1.southflorida.edu/policies/Policy.aspx?pid=46
	Equal Opportunity Policy	https://www.southflorida.edu/wp-content/uploads/sites/3/2015/09/1100-Equal-Opportunity.pdf
HSI	What is STEM	http://www.southflorida.edu/current-students/degrees-programs/special-programs/stem-programs/what-is-stem
	STEM Press Release	https://www.southflorida.edu/news/department-of-education-awards-sfsc-5-million-stem-grant

	Org Chart	http://www.southflorida.edu/wp-content/uploads/2017/04/Organizational-Chart.pdf
	Award Press release	http://www.southflorida.edu/news/south-florida-state-college-earns-prestigious-gold-status-second-consecutive-year
Diversity Committee	Strategic Plan	http://ns1.southflorida.edu/_documents/SFSC_StrategicPlan.pdf
South Florida State College		
Diversity	Gen Ed Student Learning Outcome	http://ns1.southflorida.edu/_documents/Assessment_Rubric-5.pdf
	News article about diverse working place	https://www.southflorida.edu/news/sfsc-named-one-of-most-promising-places-to-work
	Hispanic Heritage Celebration	http://ns1.southflorida.edu/news/default.aspx?sid=799
	Board of trustee notes on vision, mission, and core values	http://www.southflorida.edu/wp-content/uploads/sites/3/2015/05/POL1.02-SFSC.pdf
	Mission	http://www.southflorida.edu/college/mission-statement-2
Equity	Salary Equity Adjustments	http://www.southflorida.edu/wp-content/uploads/sites/3/2015/10/5141-Salary-Equity-Adjustments.pdf
	2018 Board of Trustee Meeting Minutes	http://www.southflorida.edu/wp-content/uploads/sites/3/2018/04/APRIL-2018.pdf
	Admissions Policy 3150	http://ns1.southflorida.edu/policies/Policy.aspx?pid=46
	Equal Opportunity Policy	https://www.southflorida.edu/wp-content/uploads/sites/3/2015/09/1100-Equal-Opportunity.pdf
HSI	What is STEM	http://www.southflorida.edu/current-students/degrees-programs/special-programs/stem-programs/what-is-stem

	STEM Press Release	https://www.southflorida.edu/news/department-of-education-awards-sfsc-5-million-stem-grant
	Org Chart	http://www.southflorida.edu/wp-content/uploads/2017/04/Organizational-Chart.pdf
	Award Press release	http://www.southflorida.edu/news/south-florida-state-college-earns-prestigious-gold-status-second-consecutive-year
Diversity Committee	Strategic Plan	http://ns1.southflorida.edu/_documents/SFSC_StrategicPlan.pdf
Valencia College		
Theme	Document	Link
Diversity	Faculty Diversity & Inclusion	https://valenciacollege.edu/faculty/development/courses-resources/inclusion-and-diversity.php
	HR Diversity Profiles	https://valenciacollege.edu/employees/human-resources/diversity.php
	Diversity & Inclusion Training Video	https://valenciacollege.edu/faculty/development/teaching-learning-academy/candidate/tla-inclusion-lcf.php
	Equal Access and Equal Opportunity	https://valenciacollege.edu/employees/human-resources/equal-access-equal-opportunity.php
	2016-2021 Strategic Plan	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/strategic-plan/documents/16AMN002-strategic-plan-brochure.pdf
Equity	Opportunity and Equity-Strategic Plan	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/strategic-plan/work-teams/opportunity-equity.php
	2010/11 Equity Plan	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/strategic-plan/documents/13and14EmployeeDataandEquityReport2010-11-Stone.pdf
	2010/11 Equity Plan Part 2	https://valenciacollege.edu/about/documents/AnnualEquityUpdatePlanPartii.pdf

	2014/15 Equity Plan	https://valenciacollege.edu/about/documents/EquityActReport-Apr222015.pdf
	2013/14 Equity Act	https://valenciacollege.edu/about/documents/EquityActReport-Apr232014.pdf
	Five-year impact plan	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/strategic-plan/
	Aspen Institute	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/aspen-prize-application.php
	Equity Plan Summary	https://valenciacollege.edu/about/documents/AnnualEquityUpdateExecutiveSummaryandCoverLetter.pdf
	Association of Valencia Women	https://valenciacollege.edu/employees/organizations-committees/association-of-valencia-women/
	Vision, Mission, and Values	https://valenciacollege.edu/about/vision.php
HSI	Top 100 Colleges for Hispanics	http://news.valenciacollege.edu/tag/hispanic-serving-institution/
	Community College survey of Student Engagement (CCSSEE)- HIS Benchmark	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/documents/Hispanic-Serving-Institutions-HSI-Benchmarks.pdf https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/community-college-survey-of-student-engagement.php
	2014 HSI Grant Proposals	https://valenciacollege.edu/about/documents/SubmissionofGrantProposals-Jun192014_000.pdf
	2017 HSI Grant Proposals	https://valenciacollege.edu/about/documents/Submission-of-Grant-Proposals-Dec-6-2017.pdf
	2018 HSI Grant Proposal	https://valenciacollege.edu/about/board-of-trustees/documents/2018-09-12-Submission-Grant-Proposals.pdf

	Strengthening Academic Advising and Transfer	https://valenciacollege.edu/about/board-of-trustees/documents/2018-10-24-East-Campus-Report.pdf
	Valencia College News-HSI Award	http://news.valenciacollege.edu/valencia-today/valencia-wins-5-25-million-hispanic-education-grant-to-strengthen-and-expand-educational-opportunities-for-students/
	2018 Board of Trustee Minute (includes HSI data)	https://valenciacollege.edu/about/board-of-trustees/documents/2018-12-12-Regular-Minutes-Oct2018.pdf
	A Report on Advertising and Publicity Targeting Hispanics	https://valenciacollege.edu/about/documents/CompleteHispanicReport.pdf
	Annual Report: Institutional Assessment 2016-2017	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/documents/Annual-Report-VIA-Institutional-Assessment-8-18-2016.pdf
	Foundations of Excellence Final Report	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/documents/FoEFinalReport-ApprovedbyCLC5-7-09.pdf
	4th in Nation for Number of Associate Degrees	http://news.valenciacollege.edu/about-valencia/valencia-ranks-4th-in-nation-for-number-of-associate-degrees-4/
	Student Affairs Leadership Team Meeting Minutes 2014	https://valenciacollege.edu/students/student-affairs/documents/SALTMinutes4-28-14.pdf
	Big Meeting Community Response	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/strategic-plan/documents/BigMeeting2016ImpactonCommunityActivityResults.pdf
	Community Perceptions Presentation	In file
Diversity Committee	College Committee Review-2002	https://valenciacollege.edu/about/learning-centered-initiative/documents/Response.pdf
	College Planning Council-2006	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-

		planning/strategic-plan/documents/CPC-Agenda10-26-06.pdf
	2001-2004 Strategic Plans Outcomes	https://valenciacollege.edu/about/learning-centered-initiative/documents/SLPAgendaReport.pdf
	2006- Alumni voice (Alumni Board Diversity Council)	https://valenciacollege.edu/foundation/alumni/documents/Alumni-Voice-Winter-2006.pdf
Title V	Valencia Wins 5.25 Million Hispanic Education Grant	http://news.valenciacollege.edu/valencia-today/valencia-wins-5-25-million-hispanic-education-grant-to-strengthen-and-expand-educational-opportunities-for-students/
	Title V Advising Focus Group Protocol	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/documents/TitleV-TransferandAdvisingFocusGroupGuide.pdf
	College to Career Goals	https://valenciacollege.edu/students/college-to-careers/goals.php
	Title V Focus Group Data	https://valenciacollege.edu/academics/academic-affairs/institutional-effectiveness-planning/institutional-assessment/documents/Title-V-East-Advising-and-Transfer-Focus-Group-Data.pdf

APPENDIX C. New York Supplemental Materials

Orange Community College		
Theme	Document	Link
Diversity	Creation of Center for Cultural Diversity and Inclusion	http://sunyorange.edu/pip2/initiative/view/creation-of-center-for-cultural-diversity-and-inclusion
	Demographic Data	http://www.sunyorange.edu/diversity/profiles.shtml
	Diversity Initiative	http://www.sunyorange.edu/diversity/initiative.shtml
	Diversity DROP-In Days	http://www.sunyorange.edu/wea/grapevine/campus/announcementShow?ann_id=6237
	Diversity at SUNY Orange	http://www.sunyorange.edu/diversity/
	Chief Diversity Officer	http://www.sunyorange.edu/news/articles/pr2018-002.shtml
	Diversity Programming	http://www.sunyorange.edu/wea/grapevine/campus/announcementShow?ann_id=7392
	Foundation Diversity Project	http://www.sunyorange.edu/news/articles/pr2015-016.shtml
	Hudson Valley CDO hiring	http://sunyorange.edu/news/articles/pr2017-037.shtml
	Affirmative Action Policy	http://www.sunyorange.edu/human_resources/policies/affirm_action.shtml
	Diversity and PWI	http://www.sunyorange.edu/wea/grapevine/campus/announcementShow?ann_id=7483
	Student Open Forum	http://www.sunyorange.edu/wea/grapevine/eventShow/ev_id/5638
	Native American Student Event	http://www.sunyorange.edu/wea/grapevine/announcementShow/ann_id/3795

HSI	Enrollment Report	http://www.sunyorange.edu/news/articles/pr2018-053.shtml
	President Bio	http://www.sunyorange.edu/president/biography.shtml
Title V	Strategic Plan	In Files
Diversity Committee	Institutional Committee	http://www.sunyorange.edu/diversity/committee.shtml
	Board Minutes	In file
CDO	Center for Cultural Diversity	http://sunyorange.edu/pip2/initiative/view/creation-of-center-for-cultural-diversity-and-inclusion
	CDO Hiring Meet and Greet	http://www.sunyorange.edu/wea/grapevine/campus/announcementShow?ann_id=6781
	CDO Open Forum	http://www.sunyorange.edu/wea/grapevine/campus/announcementShow?ann_id=7873
	Presidents Address	http://www.sunyorange.edu/news/articles/pr2017-045.shtml
	Black History Month	http://www.sunyorange.edu/news/articles/pr2018-006.shtml
Rockland Community College		
Diversity	Diversity Statement	http://www.sunyrockland.edu/about/the-college/diversity/diversity-statement/diversity-statement-poster
	Commitment to Diversity	http://www.sunyrockland.edu/about/diversity-and-inclusion/commitment-to-diversity
	Diversity and Inclusion Personnel	http://www.sunyrockland.edu/contact/directory/faculty-admin-staff-directory/diversity-and-inclusion
	Diversity at RCC	http://www.sunyrockland.edu/about/the-college/diversity

	Diversity and Inclusion Overview	http://www.sunyrockland.edu/about/diversity-and-inclusion
	Celebrating Diversity	http://www.sunyrockland.edu/about/the-college/diversity/we-celebrate-diversity
	Approval of Diversity Committee Report	http://www.sunyrockland.edu/about/governance/board-of-trustees/bot-resolutions/2011-bot-resolutions/resolution-21-approval-of-diversity-committee-report/view
	Multicultural Students (Pluralism and Diversity)	http://www.sunyrockland.edu/study-at-rcc/academics-and-degrees/academic-departments/multicultural-studies
	Approval of Diversity Statement	http://www.sunyrockland.edu/about/governance/board-of-trustees/bot-resolutions/2015-bot-resolutions/resolution-2-approval-of-rockland-community-college-diversity-statement/view
	Establishing CDO	http://www.sunyrockland.edu/about/governance/board-of-trustees/bot-resolutions/2016-bot-resolutions/resolution-19-2016-establishing-the-position-of-chief-diversity-officer/view
	What does D&I Do	http://www.sunyrockland.edu/about/diversity-and-inclusion/about-diversity-and-inclusion
	Diversity Statement Text	http://www.sunyrockland.edu/about/the-college/diversity/diversity-statement/diversity-statement
	Diversity at RCC	http://www.sunyrockland.edu/about/the-college/diversity/diversity-at-rcc
	Why you should join us? D&I	http://www.sunyrockland.edu/about/diversity-and-inclusion/why-join-us

	Strategic Plan	http://www.sunyrockland.edu/about/strategic-planning/building-the-organization
	Achievements Newsletter-Jan 2015	http://www.sunyrockland.edu/about/excellence/achievements/achievements-2015/january-2015-achievements
Equity	Equity and Compliance	http://www.sunyrockland.edu/about/college-policies/human-resources-policies/equity-and-compliance
	Equity and Compliance Policy Manual	http://www.sunyrockland.edu/about/college-policies/human-resources-policies/equity-compliance-policy-manual
	Equity Policy Files	http://www.sunyrockland.edu/about/college-policies/human-resources-policies/equity-compliance-policy-manual/policy-files
	Approval of the Equity and Compliance Officer	http://www.sunyrockland.edu/about/governance/board-of-trustees/bot-resolutions/2009-bot-resolutions/resolution-25-approval-to-retitle-the-position-of-director-of-equity-and-compliance-affirmative-action-officer-to-director-organizational-and-staff-development-and-revise-the-position-description/view
	Recruitment Policy	http://www.sunyrockland.edu/about/college-policies/human-resources-policies/standard-personnel-recruitment-policy
Diversity Committee	Diversity Council	http://www.sunyrockland.edu/contact/directory/faculty-admin-staff-directory/college-committees/diversity-council
Westchester Community College		
Theme	Document	Link

Diversity	College Diversity	http://www.sunywcc.edu/about/college-diversity/
	About Diversity, Equity and Inclusion	http://www.sunywcc.edu/about/cultural-diversity/
	Diversity Calendar and ongoing initiatives	http://www.sunywcc.edu/about/diversity-calendar/
	Diversity Training Workshop	http://www.sunywcc.edu/events/diversity-training-workshop/
	Thanksgiving Diversity Breakfast	http://www.sunywcc.edu/events/thanksgiving-diversity-breakfast/
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-campus-news-updates-august-11-2017/
	Diversity Art Event	http://www.sunywcc.edu/locations/arts/centerfortheartsgallery/
	Mission and goals	http://www.sunywcc.edu/about/about-the-college/mission-and-goals-of-the-college/
	Strategic Plan	http://www.sunywcc.edu/cms/wp-content/uploads/2018/08/WCC-Strategic-Plan-Westchester-Community-College.pdf
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-message-from-dr-belinda-s-miles-serving-students-with-excellence-march-3-2017/
	LGBTQ Student	http://www.sunywcc.edu/student-services/lgbtq/
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-opportunities-engagement-september-14/

	Title IX Role and Responsibility	http://www.sunywcc.edu/student-services/policies/student-conduct/title-ix-response-sexual-violence/title-ix-coordinator/
	History	http://www.sunywcc.edu/about/about-the-college/history/
	TRIO Program	http://www.sunywcc.edu/student-services/opportunity-programs/trio/
	Workplace Language	http://www.sunywcc.edu/continuing-ed/pdc/workplace-language/
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-excellence-values/
	Vision and Values Summit	http://www.sunywcc.edu/events/vision-values-summit/
	Transgender 101	http://www.sunywcc.edu/student-services/getinvolved/clubs/transgender101/
	Stand Against Racism	http://www.sunywcc.edu/gallery/stand-against-racism/
Equity	Provost Appointment	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-appointment-provost-vice-president-academic-affairs-april-28-2017/
	Community Assessment and Risk Evaluation	http://www.sunywcc.edu/student-services/policies/care-team/
HSI	HSI Grant Announcement	http://www.sunywcc.edu/news/congresswoman-lowey-announces-new-grant/
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/weekly-message-dr-belinda-s-miles-december-16-2016/

	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-from-dr-belinda-s-miles-may-1-2015/
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-building-momentum/
	President's Bio	http://www.sunywcc.edu/about/president/dr-belinda-s-miles-bio/
	President's Update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-opportunities-engagement-september-14/
Diversity Committee	Diversity Training workshop	http://www.sunywcc.edu/events/diversity-training-workshop/
	President's update	http://www.sunywcc.edu/about/president/presidents-weekly-messages/message-dr-belinda-s-miles-opportunities-engagement-september-14/
Nassau Community College		
Diversity	Diversity, Equality & Inclusion	https://academicsenate.ncc.edu/committees/diversityequalityinclusion/
	Student Handbook	https://www.ncc.edu/campusservices/dean_of_students/NCCStudentHandbook.pdf
	Administrative College Policy Manual	https://www.ncc.edu/aboutncc/ourpeople/administration/humanresources/policymanual.shtml
	Center for Veterans Affairs	https://www.ncc.edu/campusservices/veterans/centerforveteransaffairs.shtml
	Newsletter	https://www.ncc.edu/aboutncc/ourpeople/administration/marketingandcommunications/pdf/NexusSP17.pdf
	Summer 2017 Newsletter	https://www.ncc.edu/aboutncc/ourpeople/administration/marketingandcommuni

		cations/pdf/NassauNexusNewsltrSum2017.pdf
	Board Meeting Minutes	https://www.ncc.edu/aboutncc/ourpeople/board_of_trustees/committeeagenda/pdf/09_04_18_Sept_Minutes_Academic_Affairs.pdf
	Military and Veterans Support	https://www.ncc.edu/campusservices/veterans/
Equity	President Announcement	https://www.ncc.edu/aboutncc/newsreleases/2019newsreleases/03_march_2019/williams_pres.shtml
	Equity FAQ	https://www.ncc.edu/aboutncc/ourpeople/administration/affirmative_action/faq.shtml
	Sexual Harassment Policy	https://www.ncc.edu/aboutncc/ourpeople/administration/affirmative_action/affirmative_action_policies.shtml
	Affirmative Action Office	https://www.ncc.edu/aboutncc/ourpeople/administration/affirmative_action/
Diversity Committee	Diversity, Equity, and Inclusion Committee 2018-2019	https://academicsenate.ncc.edu/committees/diversityequalityinclusion/charges.shtml
	Diversity Membership	https://academicsenate.ncc.edu/committees/diversityequalityinclusion/members.shtml

APPENDIX D. California Supplemental Materials

Chabot College		
Diversity	Equity and Inclusion	http://www.chabotcollege.edu/equity-and-inclusion/

	Women Students at Chabot College	http://www.chabotcollege.edu/ir/oldsite/diversity%20report/womensstatsbyage.htm
	Student Characteristics	https://www.google.com/url?client=internal-uds-cse&cx=015224572947310932624:plm3ptm9u_q&q=https://www.chabotcollege.edu/ir/demographics.asp&sa=U&ved=2ahUKEwiIjZDou7zjAhUlT98KHcVBBOUQFjAFegQIBRAC&usg=AOvVaw1gTYH4pWFBy-yFWh0iJcZO
	About Chabot	http://www.chabotcollege.edu/about/
	Presidents Page	https://www.chabotcollege.edu/president/biography.php
	Student Demographic Data	http://www.chabotcollege.edu/ir/oldsite/studentcharacteristics/stuchars-comparisontoallccc.htm
	Campus Climate 2014	
Equity	Student Equity	http://www.chabotcollege.edu/student-services/student-equity/docs/integrated-plan/2017-12-6%20equity%20executive%20summary%20integrated%20plan%202017-19.pdf
	Institutional Research Data	https://www.chabotcollege.edu/ir/staffchars_surveys.asp
	Student Equity	https://www.chabotcollege.edu/student-services/student-equity/
	Budget Trailer Bill- Student Success and Support Program	https://www.chabotcollege.edu/student-services/student-equity/docs/general/2017-2018/student%20equity%20provisions%20in%20sb%20860%20budget%20bill-1.pdf
	Student Access, Success, and Equity Committee	https://www.chabotcollege.edu/governance/student-access-success-equity-committee/index.php
	Gender and Sexual Equity Resources	http://www.chabotcollege.edu/student-services/mental-health/gender-sexuality-equity-resources.php

	Ensuring Equitable Outcomes	https://www.chabotcollege.edu/governance/program-area-review-committee/docs/par-questions-white-papers/equity%20white%20paper.pdf
	Equity and Professional Growth	https://www.chabotcollege.edu/governance/student-access-success-equity-committee/docs/funding-requests/2017-2018/chabot%20collaborative%20for%20equity%20and%20professional%20growth%20progress%20report%202.pdf
	Student Equity Research	https://www.chabotcollege.edu/ir/success.asp#Student_Equity_Research
	2014-2015 Equity Objectives	https://www.chabotcollege.edu/ir/studentsuccess/equityoverallobjectivesprogress2014-2017.pdf
HSI	Org Chart	https://www.chabotcollege.edu/president/docs/chabotcollegeadministrationorgchart.pdf
	Presidents Report	https://www.chabotcollege.edu/president/docs/messages/2018-2019/2018-09-18%20presidents%20report.pdf
	Research Agenda	https://www.chabotcollege.edu/ir/agendas&accomp/iro_research_agenda_spring12.pdf
	Presidents Report	https://www.chabotcollege.edu/president/docs/messages/2017-2018/2018-03-20%20president%20report.pdf
	Strategic Plan 2009-2012	https://www.google.com/url?client=internal-uds-cse&cx=015224572947310932624:plm3ptm9u_q&q=http://www.chabotcollege.edu/accreditation/exhibits/General%2520References/Gen9_2009-12_StrategicPlan.pdf&sa=U&ved=2ahUKEwia3IG9wbzjAhWinuAKHSr6CRU4HhAWMAh6BAgBEAE&usg=AOvVaw3K97tiBNYuYz_kv9zpGbIy
	Student Success Program Plan	http://www.chabotcollege.edu/student-services/sssp/docs/general/2015-2016-sssp-plan-and-supporting-docs/chabot%20college-2015-

		16%20credit%20sssp%20program%20plan.pdf
	Organizations to help Latinos	http://www.chabotcollege.edu/news/2018-04-student-organization-to-help-latino-students.php
	Hiring Guidelines	http://www.chabotcollege.edu/governance/faculty-prioritization-committee/docs/requests/2017-2018/language-arts/2016-12-01%20world%20languages%20request%20r120516.pdf
Title V	NONE	
Diversity Committee	NONE	
Clovis College		
Diversity	Inspiring Diversity in STEM	https://www.google.com/url?client=internal-uds-cse&cx=006427518256247909601:kyav0x3jnai&q=https://www.cloviscollege.edu/events/dr-natashe-greene-clovis.html&sa=U&ved=2ahUKEwj0x6uo79HkAhUDQKwKHRazDuIQFjAAegQIARAC&usg=AOvVaw2Xuc2re4re92vVonwSIox4
	Welcome	https://www.cloviscollege.edu/about/index.html
	Mission & Vision	https://www.cloviscollege.edu/about/mission-and-vision.html
	Institutional Self Evaluation Report for Accreditation	https://www.cloviscollege.edu/_uploaded-files/_documents/about/accreditation/clovis-community-college-iser-2018.pdf
	2013-2017 Strategic Plan	https://www.cloviscollege.edu/_uploaded-files/_documents/faculty-and-staff/2013-17_strat_plan_handout__1__2_w-name_change__new_logo_9-10-15.pdf
	Report to the Board of Trustees 2017	https://www.cloviscollege.edu/_uploaded-files/_documents/about/board-report-docs/board-report-oct-2016.pdf

	Report to the Board of Trustees 2018	https://www.cloviscollege.edu/_uploaded-files/_documents/about/board-report-docs/september-2018-board-report.pdf
Equity	Equity Group Comparison	https://www.cloviscollege.edu/about/institutional-research/dashboards/equity-group-comparisons.html
	College Committees	https://www.cloviscollege.edu/about/college-committees.html
	Outreach	https://www.cloviscollege.edu/student-services/outreach/index.html
	President's Newsletter 2017	https://www.cloviscollege.edu/_uploaded-files/_documents/about/october-staff-news.pdf
	President's Newsletter 2019	https://www.cloviscollege.edu/_uploaded-files/_documents/about/dr-bennett-news/dr-bennetts-staff-newsletter-april-may.pdf
	College Planning	https://www.cloviscollege.edu/about/college-planning/index.html
	Nondiscrimination Statement	https://www.cloviscollege.edu/about/nondiscrimination-statement.html
HSI	Board Report Highlights	https://www.cloviscollege.edu/about/president/monthly-board-highlights/sept-board-highlights-2017.html
	2019-2022 Student Equity Plan	https://www.cloviscollege.edu/_uploaded-files/_documents/about/planning/ccc-student-equity-plan-2019-2022.pdf
	Board of Trustees- February 2017	https://www.cloviscollege.edu/about/president/monthly-board-reports/board-report-february-2017.html
Cuesta Community College		
Diversity	Equity, Diversity, and Inclusion	https://www.cuesta.edu/about/leadership/vpaa/equity_diversity_inclusion.html
	Advancing Equity, Diversity and Inclusion	https://www.cuesta.edu/about/info/equity/index.html

	Public Invited to Diversity Discussion	https://www.cuesta.edu/about/depts/newsroom/pr2017/Public_Invited_to_Diversity_Discussion.html
	Student Diversity	https://www.cuesta.edu/student/studentservices/finaid/consumerinfo/studentdiversity.html
	Cultural Diversity and Student Equity Committee	https://www.cuesta.edu/accreditation/documents/2014_Accreditation_Documents/2014_Self_Study_evidence/IIB/IIB_209_Campus_of_Difference.pdf
	Cultural Diversity Equity Committee Action Plan 2013-2014	https://www.cuesta.edu/accreditation/documents/2014_Accreditation_Documents/2014_Self_Study_evidence/IIIA/IIIA_77_CDSE_EEO_PLAN_TASKS_2013-14.pdf
	Diversity Library Holdings	https://libguides.cuesta.edu/diversity/books
	Board of Trustees Diversity Training	https://www.cuesta.edu/accreditation/documents/2014_Accreditation_Documents/2014_Self_Study_evidence/planning_agendas/PA77_final_diversity.pdf
	Equal Employment Opportunity Plan	https://www.cuesta.edu/about/documents/collegeplans-docs/2018-college-plans/SLOCCCD_EEO_Plan_2018-21.pdf
	Cultural Center	https://www.cuesta.edu/student/campuslife/studentlife/culturalcenter/index.html
	About Cuesta College	https://www.cuesta.edu/about/
	Cultural Diversity and Student Equity Report	https://www.cuesta.edu/accreditation/documents/2014_Accreditation_Documents/2014_Self_Study_evidence/IIB/IIB_190_2011_2013_Cultural_Diversity_Committee_Reports.pdf
	Presidents Note	https://www.cuesta.edu/about/documents/presidentsnewsltr/2017/August_2017_Pres_Newsletter.pdf
	Advancing Diversity Equity and Inclusion	https://www.cuesta.edu/about/documents/vpaa-docs/Cuesta_Community_Forum.pdf
Equity	Equity Focus Groups Report	https://www.cuesta.edu/about/documents/vpaa-

		docs/Cuesta_College_Focus_Group_Report.pdf
	Equity in Athletic Disclosure	https://www.cuesta.edu/student/studentservices/finaid/consumerinfo/EADAReport.html
	Extended Opportunity Programs	https://www.cuesta.edu/student/studentservices/cafe/eops/index.html
	Professional Development	https://www.cuesta.edu/about/depts/humanresources/Professional_Development.html
	Community Forum on Race, Inclusivity	https://www.cuesta.edu/about/depts/newsroom/pr2019/2019_dralimichael.html
	Cuesta College Student Focus Groups	https://www.cuesta.edu/about/documents/vpaa-docs/Cuesta_College_Focus_Group_Highlights_8-1-18.pdf
	Grant to Support Student Success	https://www.cuesta.edu/about/depts/newsroom/pr2016/1_3M_Grant_Supports_Student_Success.html
HSI	Award to Assist Cuesta's Latino Students	https://www.cuesta.edu/about/depts/newsroom/pr2017/2_5M_Awarded_to_Assist_Cuestas_Latino_Students.html
	Hispanic Serving Institution Designation	https://www.cuesta.edu/about/depts/newsroom/pr2016/Hispanic_Serving_Institution_Designation.html
	President's Newsletter	https://www.cuesta.edu/about/documents/presidentsnewsltr/2016/Oct_2016_Pres_Newsletter.pdf
	President's Newsletter	https://www.cuesta.edu/about/documents/presidentsnewsltr/2016/April2016_pres_newsletter.pdf
	President's Newsletter	https://www.cuesta.edu/about/depts/newsroom/cuestanewsletter/presidentsnewletter/Presidents_Newsletter_October_2017.html
	Student Services Review	https://www.cuesta.edu/about/documents/inst_research/SCC_CPPR_Student_Services_2017_2018_final.pdf

	Si Se Puede Confernece	https://www.cuesta.edu/about/depts/newsroom/pr2017/Educate_Si_Se_Puede_Conference_Info.html
Title V	None New	
Diversity Committee	None New	

Grossmont College		
Diversity	College Commitment to Diversity and Inclusion	https://www.google.com/url?client=internal-uds-cse&cx=004259871305830893196:d1jszvtlfaq&q=https://www.grossmont.edu/campus-life/student-engagement/college-commitment-to-diversity-inclusion.aspx&sa=U&ved=2ahUKEwibobG3lrrjAhVNdt8KHYlUCVMQFjAAegQIABAC&usg=AOvVaw3eMkmqORjLbjWPUZQKqJkL
	Diversity Initiatives	https://www.grossmont.edu/college-info/about-grossmont/diversity/default.aspx
	World Arts & Culture Mission	https://www.grossmont.edu/college-info/about-grossmont/diversity/wacc/about/default.aspx
	College Mission	https://www.grossmont.edu/college-info/about-grossmont/missionstatement.aspx
	About College	https://www.grossmont.edu/college-info/about-grossmont/default.aspx
	LGBTQ resources	https://www.grossmont.edu/campus-life/student-engagement/LGBTQ-Resources.aspx
	Safe Zone Training	https://www.grossmont.edu/campus-life/student-engagement/LGBTQ-Resources.aspx
Equity	Equity Framework	https://www.grossmont.edu/college-info/planning/student-success-and-equity/default.aspx
	Equity Resources	https://www.grossmont.edu/college-info/planning/student-success-and-equity/resources.aspx
	College Planning and Institutional Effectiveness	https://www.grossmont.edu/college-info/planning/default.aspx

	Pathways Programs	https://www.grossmont.edu/college-info/guided-pathways/resources.aspx
	Student Success	https://scorecard.cccco.edu/scorecard.aspx
HSI	Via Rapida	https://www.grossmont.edu/student-services/offices-and-services/title-v/default.aspx
	Via- First Year Experience	https://www.grossmont.edu/student-services/offices-and-services/title-v/first-year-experience/default.aspx
	Student Services Council Meetings	https://www.grossmont.edu/student-services/offices-and-services/student-services-council.aspx
	National Education Award	https://www.grossmont.edu/news/2017/03/d-13-roueche-awards.aspx
Title V	Embedded Tutors	https://www.grossmont.edu/student-services/offices-and-services/title-v/embedded-tutors.aspx
	English Embedded Tutoring	https://www.google.com/url?client=internal-uds-cse&cx=004259871305830893196:d1jszvtlfaq&q=https://www.grossmont.edu/student-services/offices-and-services/title-v/english-embedded-tutoring.aspx&sa=U&ved=2ahUKEwjTgLblt7zjAhVHiOAKHYpJAcMQFjACegQIDxAC&usg=AOvVaw3mxFfoJ2y4dSD2fZ-hR7kQ
	Latino Heritage Month	https://www.grossmont.edu/news/2017/09/d-08-latino-heritage-month.aspx
	Faculty Professional Development	https://www.grossmont.edu/faculty-staff/staffdevelop/Faculty%20Professional%20Development/approved-independent-projects.aspx
	Dia de Familia	https://www.google.com/url?client=internal-uds-cse&cx=004259871305830893196:d1jszvtlfaq&q=https://www.grossmont.edu/student-services/offices-and-services/title-v/first-year-experience/dia-de-

		familia.aspx&sa=U&ved=2ahUKEwiflrOYuLzjAhVLT98KHVAYAxQ4ChAWMAR6BAgDEAI&usg=AOvVaw1Ae2TLBnSscvP8NrtyTrs1
Diversity Committee	Student success and equity committee	https://www.grossmont.edu/college-info/participatory-governance/student-success-and-equity-committee/default.aspx
	Diversity Committee Agenda	https://www.grossmont.edu/college-info/about-grossmont/diversity/agendamins.aspx
	Student Success and Equity Committee	https://www.grossmont.edu/college-info/participatory-governance/student-success-and-equity-committee/default.aspx
Hartnell College		
Diversity	Diversity and Inclusivity	https://www.hartnell.edu/hr/diversity-and-inclusivity.html
	Diversity/EEO Advisory	https://www.hartnell.edu/governance/committees/diversity/index.html
	Student Diversity	https://www.hartnell.edu/ipre/sort/student-diversity.html
	Employee Diversity and Development	https://www.hartnell.edu/ipre/sort/employee-diversity-and-development.html
	EEO and Diversity Best Practices Handbook	https://www.hartnell.edu/sites/default/files/u196/eee-handbook-final.pdf
	Mission and Values	https://www.hartnell.edu/about/vision-mission-and-values-statement.html
	Diversity/EEO Advisory Agenda	https://www.hartnell.edu/governance/committees/diversity/agenda041819.pdf
	EEO Meeting Minutes	https://www.hartnell.edu/governance/committees/diversity/eeo_minutes041519.pdf
Equity	Student Equity	https://www.hartnell.edu/ipre/sort/student-equity.html

	Equity in Athletics Disclosure	https://www.hartnell.edu/about/equity-athletic-disclosure.html
	Guided Pathways	https://www.hartnell.edu/governance/councils/cpc/docs/guidedpathwaysscale.pdf
	Crosswalk of Institutional with system-wide goals and metrics	https://www.hartnell.edu/governance/councils/cpc/docs/crosswalkinstitutionalandsystemwide.pdf
HSI	HSI STEM program	https://www.hartnell.edu/news/hartnell-gets-over-59-million-hsi-stem-programs.html
	Joint HSI Grant	https://www.hartnell.edu/news/hartnell-and-csumb-receive-joint-375m-hsi-grant.html
	HSI Planning	https://www.hartnell.edu/governance/councils/cpc/docs/info3-2-documents-for-integrated-planning.pdf
	Guided Pathways to STEM- GPS	https://www.hartnell.edu/sites/default/files/u90/hsi_gps_presentation_at_cpc_11.16.16.pdf
	HSI STEM Grant Highlights	https://www.hartnell.edu/sites/default/files/u90/hsi_gps_presentation_at_cpc_11.16.16.pdf
	HSI Initiatives	https://www.hartnell.edu/about/orgcharthispanicserving.pdf
	NSF- HSI Grant	https://www.hartnell.edu/news/hartnell-college-receives-prestigious-national-science-foundation-grant-hispanic-serving.html
	President's Weekly Report to Board of Trustees	https://www.hartnell.edu/about/hccdgb/boardreport20190614.pdf
Title V	None New	
Diversity Committee	None New	
Napa Valley College		
Diversity	Equity and Inclusivity District Committee	http://www.napavalley.edu/Committees/inclusivity/Pages/home.aspx

	Diversity Taskforce Plan and Recommendations	Download
	Diversity Task Force Request for Funds	http://www.napavalley.edu/AboutNVC/Accreditation/Documents/Evidence/Standard%20III.A%20Evidence/Ev._68.pdf#search=Diversity
	Diverse and Inclusive Campus Community	http://www.napavalley.edu/AboutNVC/Accreditation/Documents/Evidence/Standard%20III.A%20Evidence/Ev__59.pdf#search=Diversity
	Director for Equity and Inclusivity	http://www.napavalley.edu/people/calimo/Pages/welcome.aspx
Equity	Equity and Inclusivity	http://www.napavalley.edu/equity/Pages/home.aspx
	Cultural Center	http://www.napavalley.edu/equity/culturalcenter/Pages/home.aspx
	Student Equity Plan	http://www.napavalley.edu/equity/Pages/guidelines.aspx
	Equity and Inclusivity Documents	http://www.napavalley.edu/equity/Pages/Documents.aspx
	About the Equity Office	http://www.napavalley.edu/equity/Pages/about.aspx
	Equity Calendar	http://www.napavalley.edu/equity/Pages/calendar.aspx
	Equity Focused Professional Development	http://www.napavalley.edu/equity/Pages/prodevo.aspx
Hispanic/Latinx	Puente Program	http://www.napavalley.edu/studentaffairs/Puente/Pages/default.aspx
	Equity and Inclusivity Committee- Fall Retreat	http://www.napavalley.edu/Committees/inclusivity/Documents/2018-2019/20180817_EIC_Retreat_PRINT2.pdf#search=Latinx
	Latino Heritage Month	http://www.napavalley.edu/people/briddell/Documents/BIO%20105/NVLHC%202016%20Latino%20Month%20Announcement.pdf#search=Latinx

	Equity and Inclusivity Committee Agenda	http://www.napavalley.edu/Committees/inclusivity/Documents/2017-2018/20170911_EIC_agenda.pdf#search=Latinx
	Supporting Undocumented Students Training	http://www.napavalley.edu/equity/culturalcenter/Documents/LLC_UndocuAlly_Training/LLN_Training_1.pdf#search=Latinx
	Equity and Inclusivity Meeting Minutes	http://www.napavalley.edu/Committees/inclusivity/Documents/2018-2019/20181119_EIC_Minutes.pdf#search=Latinx
HSI	Project RISE	http://www.napavalley.edu/studentaffairs/RISE/Pages/RISE.aspx
	HSI STEM Program Staff	http://www.napavalley.edu/people/crmartinez/Pages/crmartinezwelcome.aspx
Title V	Basic Skills Math Progression	http://www.napavalley.edu/studentaffairs/RISE/Pages/Basic-Skills-Math-Progression.aspx
	Operation Retain	http://www.napavalley.edu/studentaffairs/RISE/Pages/Retention-Nooks.aspx
	Org Chart	http://www.napavalley.edu/President/Documents/OrgChart.pdf#search=Title%20V
Sacramento City College		
Diversity	Office of Campus Interventions	https://www.scc.losrios.edu/intervention/
	The Problem with Access, Diversity, and Equity	https://www.scc.losrios.edu/facultystaffcalendar/event/problem-access-diversity-equity-aug-22-2019/
	Diversity in the Classroom	https://www.scc.losrios.edu/facultystaffcalendar/event/diversity-in-the-classroom-arc/
	Staff Equity & Diversity Committee	https://www.scc.losrios.edu/prie/governance/participatory-governance/standing-committees/staff-equity-diversity/2016-17-staff-equity-diversity-committee/

	Equity & Diversity Committee Minutes	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/7299dd0e-2c86-45de-974f-efb5907fe958/SED%20Minutes%2004-07-2017.pdf
	Equity & Diversity Committee Minutes	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/1c4db4d0-1795-4ce2-a2aa-63f29d24640e/M02-03-17.pdf
	Equity & Diversity Committee Minutes	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/a9057d20-95f3-4516-8806-0151327b0cc3/M12-02-16.pdf
	Equity & Diversity Committee Minutes	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/3b96781d-1823-4a86-b047-c12992ddf789/M10-07-16.pdf
	Equity & Diversity Committee Minutes	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/3c30c210-2e3f-4fd8-9b42-db33181da881/M09-02-16.pdf
	Fast Facts	https://www.scc.losrios.edu/about-the-college/fast-facts/
	Mission, Vision & Values	https://www.scc.losrios.edu/about-the-college/mission-vision-values/
	Diversity for Hiring	https://www.scc.losrios.edu/facultystaffcalendar/event/diversity-hiring-training/
	Hiring and Nurturing Faculty to Encourage Diversity & Equity	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/24cea431-7812-4703-8749-343585bfa53e/EDACNorthRegMeetingforWebsite%202-10-2017.pdf
	Hiring the Best while Developing Diversity	https://www.scc.losrios.edu/facultystaffcalendar/event/hiring-the-best-while-developing-diversity-crc-02/
	Cultural Awareness Center	https://www.scc.losrios.edu/cac/
	Equity Officer & Hiring the Best for Diverse Workforce	https://www.scc.losrios.edu/intervention/hiring-the-best-for-a-diverse-workforce/

	EEO and Faculty Diversity Summit	https://www.scc.losrios.edu/facultystaffcalendar/event/equal-employment-opportunity-eeo-and-faculty-diversity-summit/
Equity	Student Equity and Success	https://www.scc.losrios.edu/equity/
	Equity Supported Programs	https://www.scc.losrios.edu/equity/programs-supported/
	STEM Equity and Success Initiative	https://www.scc.losrios.edu/sesi/
	Student Equity and Success	https://www.scc.losrios.edu/facultystaff/ssp-updates/
	Equity Representative Training	https://employees.losrios.edu/docs/lrccd/employees/training/equity/hiring-committee-training-19-20.pdf
	Equity Reading Resources	https://researchguides.scc.losrios.edu/equity
	Equity Work at Sacramento City College	https://losrios.edu/docs/lrccd/board/2016/enc/20160907-pres-5b.pdf
	Title IX	https://www.scc.losrios.edu/intervention/title-ix/
	Student Equity Dashboard	https://www.scc.losrios.edu/prie/student-equity-dashboard-2/
Latinx/Hispanic	Latinx Celebration	https://www.google.com/url?client=internal-uds-cse&cx=012648040799041814064:bxx-dkcn4gq&q=https://www.scc.losrios.edu/2018/04/11/register-latinx-chicanx-celebration-4-16/&sa=U&ved=2ahUKEwjZs52Sr5LkAhVCSK0KHaxPCF4QFjAAegQIBRAC&usg=AOvVaw0cAZtNdbL4HJNvdgzHSsOU
	Latinx Identities & Labels	https://www.google.com/url?client=internal-uds-cse&cx=012648040799041814064:bxx-dkcn4gq&q=https://www.scc.losrios.edu/calendar/event/latinx-identities-labels/&sa=U&ved=2ahUKEwjZs52Sr5LkAhVCSK0KHaxPCF4QFjABegQIEB

		AC&usg=AOvVaw2NYkyB-2oKrXE8cW0EwMsq
	Latinx Identity and Power	https://www.google.com/url?client=internal-uds-cse&cx=012648040799041814064:bxx-dkcn4gq&q=https://www.scc.losrios.edu/facultystaffcalendar/event/latinx-identity-power-lecture-hip-hop-artist-olmeca/&sa=U&ved=2ahUKEwjZs52Sr5LkAhVCSK0KHaxPCF4QFjAFegQIBhAC&usg=AOvVaw0CZytUQtsZivJqaaqYcTWd
	Bienvenida Event	https://www.scc.losrios.edu/calendar/event/la-bienvenida-the-welcome/
	Chicana/o & Latina/o Recognition	https://www.scc.losrios.edu/calendar/event/chicanao-latiniao-recognition-ceremony/
	Symposium on Research to Practice: Addressing Inequities in Higher Education	https://www.scc.losrios.edu/facultystaffcalendar/event/symposium-on-research-to-practice-march-8-2019/
	Student Club Information	https://www.scc.losrios.edu/sld/documents/student-clubs-descriptions.pdf
	El Futuro Workshop	https://www.scc.losrios.edu/calendar/event/el-futuro/
	Understanding Hispanic Serving Institutions Through a Critical Lens	https://www.scc.losrios.edu/facultystaffcalendar/event/understanding-hsi-aug-22-2019/
	Library's Hispanic Heritage Display	https://www.scc.losrios.edu/library/2017/09/26/check-librarys-hispanic-heritage-display/
HSI	HSI Overview	https://www.scc.losrios.edu/hsi/
	Students in a Global Economy Program	https://www.scc.losrios.edu/hsi/sage/
	HSI Leadership	https://www.scc.losrios.edu/2018/07/03/sccs-lorena-jauregui-selected-as-hispanic-leadership-program-fellow/
	HSI Forum	https://www.scc.losrios.edu/facultystaffcalendar/event/hispanic-serving-institution-hsi-forum-1/
	HSI- What does it mean?	https://www.scc.losrios.edu/facultystaffcalendar/event/hispanic-serving-institution-hsi/
	SCC's First 3 Years as an HSI	https://www.scc.losrios.edu/facultystaffcalendar/event/hsi-update-sp-2018-th/

	SCC Awarded $525,000 to Expand Services for Hispanic Students	https://www.scc.losrios.edu/2015/10/02/scc-awarded-525000-to-expand-services-for-hispanic-students/
	SCC Reps Attend Summit on HSIs	https://www.scc.losrios.edu/2015/02/23/scc-reps-attend-summit-hispanic-serving-institutions/
	City Chronicles	https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/bed2f73b-8c7b-4948-ad48-fbe7ca2574bd/CC_02-23-15.pdf
	New and Updates	https://www.scc.losrios.edu/alumni/misc-news/
Title V	NOTHING NEW	
Santa Barbara City College		
Diversity	College Facts	http://www.sbcc.edu/about/collegefacts.php
	Office of Equity- What we Do	http://www.sbcc.edu/equity/
	Diversity and Equity Award	http://www.sbcc.edu/facultyrecognition/rice.php
	Our Vision	http://www.sbcc.edu/about/mission.php
	Diversity Issues in ECE	https://catalog.sbcc.edu/academic-departments/early-childhood-education/diversity-issues-ece-certificate-achievement/
	Job Description- Equity, Diversity, and Cultural Competency	http://www.sbcc.edu/hr/classificationinformation/files/Director%20of%20Equity%20and%20Diversity%20and%20Cultural%20Competency.pdf
	Diversity in Employment	http://www.sbcc.edu/boardoftrustees/files/policies/chapter_7_bp_final/BP%207100%20Diversity%20in%20Employment.pdf
	Equal Employment Opportunity Advisory Committee	http://www.sbcc.edu/boardoftrustees/files/policies/chapter_7_bp_final/BP%207100%20Diversity%20in%20Employment.pdf
	Brown Bag Lunch with Equity, Diversity, and Cultural Competency	http://international.sbcc.edu/studentlife/calendar/event/?e=1191
	Equity Training Opportunities	http://www.sbcc.edu/presidentsoffice/trainingactivities.php
	Center for Equity and Social Justice	http://www.sbcc.edu/equity/cesj.php
	Affirmative Action Committee	http://www.sbcc.edu/cpc/files/2002/11.5.02%20Attachments%20v2.pdf
	Campus resources	http://www.sbcc.edu/equity/campuscommunityresources.php

	Success Through Equity	http://www.sbcc.edu/hr/files/AchievementAwardrev3.pdf
Equity	Title IX and Gender Equity	http://www.sbcc.edu/titleix/
	Cultural Competency Proficiency	http://www.sbcc.edu/equity/files/OfficeofEquityevents_workshops_trainings.pdf
	Student Equity	http://www.sbcc.edu/boardoftrustees/files/policies/chapter_5_bp_final/BP%205300%20Student%20Equity.pdf
	Dual Enrollment	https://www.sbcc.edu/dualenrollment/
	Support and Success	http://www.sbcc.edu/studentservices/supportsuccess.php
HSI	HSI & STEM Transfer	http://www.sbcc.edu/institutionalresearch/files/inst-grants/SBCC_STEM_Project_Narrative_final.pdf
	STEM Transfer Program	https://www.sbcc.edu/stem/
	Title V Cooperative Project	http://www.sbcc.edu/institutionalresearch/files/inst-grants/iPathgrant.pdf
	College Planning Council	http://www.sbcc.edu/cpc/10-4-11%20CPC%20MinsApprvd.pdf
	Instructional Program Review	http://www.sbcc.edu/institutionalresearch/files/program-review/SBCC-EarthandPlanetarySciences.pdf

APPENDIX B. Summary of Each State

Florida HSIs	
Constructing Diversity	
Diversity as a Broad Construct	Institutions leverage a broad concept of diversity that is often relatively vague. This is put in tension with plans focus on racial and sometimes gender diversity
Diversity Work	Programmatic and policy efforts that are highlighted don't always emphasis racially minoritized students.
Diversity and Community	Diversity is discussed within the context of community, both the local community and national recognition.
Diverse Individuals Requiring Protection	The language and terminology characterize diverse identities as victims who institutions must protect in order to fulfil their state and federal requirements.
Policy Informs Racial Discourse	
Policy Shapes who is Included	The structure of the policy, including the way that data is report, shapes the identities that are centered and who is considered within diversity narratives. Additionally, it shapes how intersectionality is obscured in favor of compartmentalizing identities.
Latinx Identities	
Colorblind Latinx Identity	Latinx students are treated as a monolith with little attention to difference in racial diversity or differences in lived experiences.
HSI Status as Pathway to Resources	The equity plans construct a narrative that HSI status is something to be attained, and once these, additional institutional effort is not required.
Policy Problems and Solutions	
Prescribed Policy Problems	The construction of policy problems primarily rests at the state-level and is then reproduced at the institutional level.
Alternative Policy Solutions	In response to the policy problem of reporting equity efforts institutions cultivate a rich set of efforts that may serve as policy solutions.
SUNY HSIs	
Defining Diversity	
Building a Definition of Diversity	As the first round of diversity and inclusion reporting, institutions sought to develop a shared definition of diversity which was often broad and failed to center racially minoritized students, faculty, or staff.
Who is Responsible for Diversity	

Presidential Leadership	Presidential leadership, as well as trustees, feature prominently into the narrative of how these institutions will advance diversity efforts.
Senior Leadership	As a consequence of state policy, institutions heavily rely on the hiring of CDO as a tool for advancing diversity efforts.
Latinx-Serving	
Being an HSI	Discourse, across all the various data elements, was relatively void of mentions regarding HSI status.
Framing of Latinx Students	Latinx students are discussed with relative frequency as an important aspect of the institution's student population. However, the efforts to support these students go largely unmentioned.
Teaching and Learning	
Inclusive Learning Environment	The reports threaded together academic efforts and highlight the need for diversity and inclusion efforts to be imbedded in the curriculum.
Fostering Cultural Competency	Drawing from the state-wide policy, institutions highlighted the need for cultural competency training as a central aspect of inclusive teaching and learning.
Policy and Process	
Connecting Policy and Process	Stakeholders illuminated the various ways that the policy shaped institutional process. Of note were two significantly divergent strategies for leveraging the report. One strategy as a galvanizing force and the other which just saw the diversity plan as a bureaucratic checking of boxes.
California Community College HSIs	
Establishing Diversity	
State Policy Shapes Inclusion	The historical nature of the equity policy shapes who is included through the disproportionate impact.
Constructing Racial Diversity	While the disproportionate impact limits the centering of racial diversity, state-wide programs are the primary focus of supporting diversity.
Centering Latinx Students	Latinx students are either discussed in the narrative of disproportionate impact or through the programs that institutions cultivate to support Latinx students.
Obscuring Intersectionality	The policy structure demands that institutions attend to just one aspect of a student's identity, thus missing the nuances of intersectionality.
Training as a Pathway for Success	

Teaching and Learning	The nature of the integrated plan threads together student affairs and academic affairs. Thus, teaching and learning resources to support faculty become a central theme of the reports.
Training for an Inclusive Climate	Beyond supporting faculty, building an inclusive climate provides opportunities to center the roles of faculty, staff, and fellow students in shaping the campus.
Constructing and HSI Identity	
HSI compared to Title V	There is little mention of the HSI status and when it is mentioned, it is through the lens of funding or resources for campuses.
Beyond the Integrated Plan	
Campus Level Discourse	The triangulation of the three data sets illuminates differences in the equity report narratives compared to institutional websites- illustrating a greater centering of Latin students in website discourse.
Stakeholder Insights	The stakeholders provided observations regarding how the shifting policy landscape shaped institutional engagement and commitment in this work.

APPENDIX F. Summary Findings

Characterizations of Racial Diversity	
Defining Diversity	These reports served as a tool for institutions as they codify an institutions shared definition of diversity. In doing so, most institutions leverage a broad conception of diversity and do not center diversity efforts around historic oppressors. In doing so, they decenter racial diversity in support of a broader idea of diversity.
Language of Diversity	In line with higher education discourse more broadly, the reports highlight the shifts from diversity language that characterizes students as at-risk to one of disadvantage.
Erasure and Essentialization	Characterizations of racial diversity are significantly shaped by the frameworks constructed through the state policy. In inclusion and exclusion of certain groups contributes to both the erasure of racially minoritized groups as well as the essentialization of those that are included.
Framing of Latinx as Raced Subjects	
Constructing a Latinx Subject	By synthesizing the various language used to construct Latinx subjects it is possible to see how the diversity plans present Latinx as an interchangeable identity and Spanish speaking. While each of these serve as a tool for understanding Latinx identity, their secondary effect is an essentialization of Latinx identity such that institutions obscure the nuance of Latinx students.
Utilization of the HSI Status	Across these data, institutions HSI status did not feature prominently in their discussions of diversity, equity, and inclusion. The absence of this discourse helps to contextualize how institutions consider this HSI status. For those institutions that do discuss their HSI status, the HSI designation is characterized as something to be checked-off as achieved or leveraged for financial gain.
Construction and (Re)production of Policy Problems and Solutions for Latinx	
Policy Problems as Economic and Demographic Urgency	These data highlight how shifting demographics and the economic imperatives are leveraged to construct policy problems. Importantly, these two areas are addressed within a narrative urgency.

Policy Solutions Couple Programs and Organizational Structure	Having centered the importance of reporting on equity and diversity, structure features in the narrative of policy solutions. Specifically, institutional discourse presents the engagement of institutional leadership as a central aspect of the policy solution. Further, by integrating this work across historically siloed aspects of higher education they further position this work. Finally, the solutions are rooted in various student programs.

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