

A Report on the State of

THE CHICAN@ LATIN@ COMMUNITY

at the University of California, Berkeley



SEPTEMBER 2015

Celebrando Nuestro Legado y Asegurando Nuestro Futuro



Celebrating Our Legacy and Ensuring Our Future



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Celebrating Our Legacy and Ensuring Our Future



Acknowledgements

Report Presented By



**Chican@ Latin@
Alumni Association**



**Chicana Latino Student
Development Office**



**Center for Latino
Policy Research**

The Chican@ Latin@ Alumni Association (CLAA), the Chicana Latino Student Development Office (CLSD), and the Center for Latino Policy Research (CLPR) have come together as a collective to present this report as we celebrate the legacy of the Chicano/Latino community at the University of California, Berkeley (Berkeley). This collective is unified by a shared desire to improve outcomes for all members of the Chicano/Latino community.

About the Report

This report provides a starting point to create a more cohesive alumni community whose members engage each other more consistently and are more deeply involved. Remember that as we reflect on the past, we are also invested in understanding our present to the extent that it helps us make the necessary changes to ensure a brilliant future for Berkeley's current and future generations of Chicano/Latino alumni. With that in mind, this report provides a snapshot of Berkeley's demographics with a focus on the status of Chicano/Latino students, faculty, and staff. Recommendations are also provided to improve outcomes for Berkeley's Chicano/Latino community and other underrepresented groups. We hope this information generates prolific discussion at the 2015 Chican@ Latin@ Alumni Legacy Celebration.

About the Chican@ Latin@ Alumni Legacy Celebration

This celebration is an inaugural step to celebrate the invaluable contributions that Chicano/Latino alumni and students have made, which we uplift as our Chicano/Latino legacy. We have invited Berkeley's distinguished Chicano/Latino alumni to return to their alma mater and engage in a three-day series of activities, including an educational summit on September 18, 2015; followed by a gala on September 19; and culminating in a scholarship brunch on September 20. Our goals for this event are to engage and empower alumni, provide updates, and determine ways they can give back. More importantly, all participants are invited to collaborate on determining how we can all contribute to ensure the success of our community.

About the Contributors

The presenters express their upmost appreciation to the various contributors who provided their support, expertise, talent and passion to ensure the success of this report. This achievement would not be possible without you. **iMil Gracias!**

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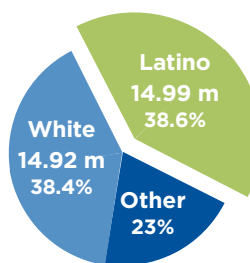
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California Stats

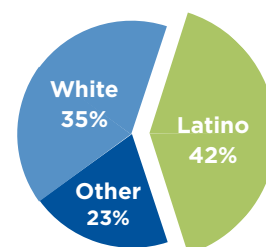
In 2014,

California's Latinos edged out Whites as the state's racial/ethnic majority.



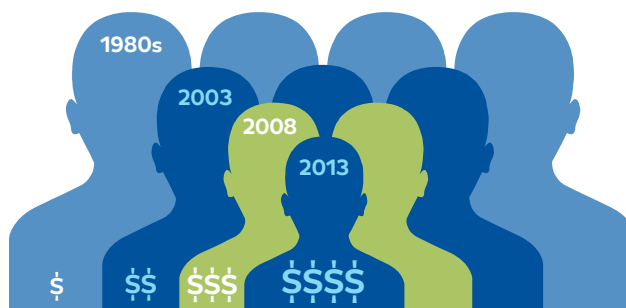
By 2025,

California's Latino population is forecasted to reach 42%.



At least 4 of every 5 undergraduates in California are enrolled at California's Community Colleges, California State University (CSU), or the University of California (UC).

Labor Stats



In 2013,

adults with a four-year college degree earned 98% more an hour on average, than people without a degree; up from 89% five years earlier; 85% a decade earlier; and 64% in the early 1980s.

— US Labor Department Statistics



By 2025,

41% of jobs will require at least a bachelor's degree and 36% will require some college education. However, supply will not keep up with demand and California will suffer a shortfall of **1 million** college graduates with a bachelor's degree.

— Public Policy Institute of California

Berkeley Stats



In Fall 2014,

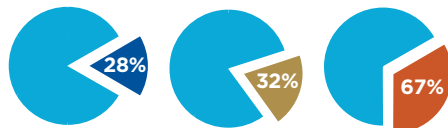
Cal's total population was 53,790
(includes all students, employees,
post-doctorates)

Racial/Ethnic Representation

Pacific Islander	80 (<1%)
Native American	358 (1%)
African American	2,460 (5%)
Declined to State	3,195 (6%)
Chicano/Latino	5,861 (11%)
International	6,000 (11%)
Asian American	15,390 (29%)
White	20,446 (38%)

In 2013,

undergraduates were:



- First Generation College Goers
- Pell Grant Recipients
- 1st or 2nd Generation Immigrants

Students

Chicano/Latino California
Resident Freshmen Comparison,
1989 and 2014

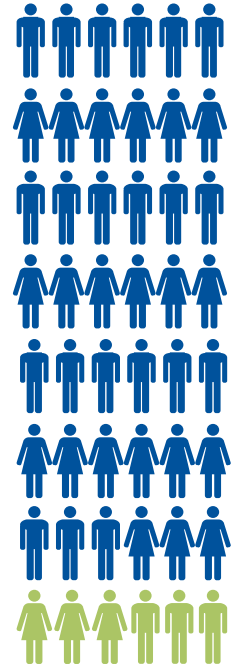
Applicants



Admits



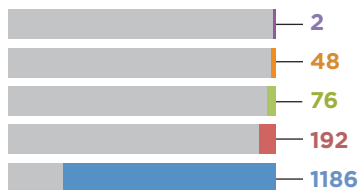
Enrollees



In Fall 2014,

Chicano/Latino students made up 12% of the
total student population.

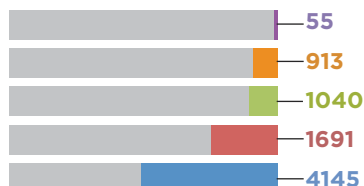
Faculty

Average Number of Faculty Per
Racial/Ethnic Group, 2008 to 2014

Racial/Ethnic Representation Comparison, 2008 & 2014

	2008	2014
Native American	0%	0%
African American	3%	3%
Chicano/Latino	4.42%	5.4%
Asian American	12%	13%
White	80%	75%

Staff

Average Number of Staff Per
Racial/Ethnic Group, 2009 to 2014

Racial/Ethnic Representation Comparison, 2009 & 2014

	2009	2014
Native American	1%	1%
African American	11%	11%
Chicano/Latino	12%	13%
Asian American	20%	20%
White	51%	47%

In the last 25 years, California's Chicano/Latino population has grown substantially and currently constitutes nearly 40 percent of the state's population. Yet the Chicano/Latino community at the University of California, Berkeley (Berkeley), including all students, postdoctoral scholars, faculty, and staff, made up a mere 11 % of the campus population in the fall of 2014. With this report, we call on the Berkeley community to take immediate action to ensure that the Berkeley campus more closely reflects the demographics of the state it calls home by increasing Chicano/Latino representation among students, faculty, and staff.

As this report shows, Berkeley has not followed the demographic trends of the state. In July of 2014, California reached a milestone when Chicano/Latinos surpassed Whites to become the state's largest racial/ethnic group. At Berkeley, however, the Chicano/Latino community is underrepresented despite some growth in Chicano/Latino representation.

The underrepresentation of Chicano/Latinos at Berkeley, particularly when it comes to students, impacts not only the success of the campus, but also the entire state. California depends on our public colleges and universities to fortify the economy with workers of the highest caliber. But, California currently faces a skills gap. While the state's need for highly educated workers has increased, the number of skilled workers has decreased, which signals that California's higher education system is not keeping up with the changing economy. If current trends continue, by 2025, the supply of highly educated workers will not meet the demand, resulting in a detrimental shortfall of college graduates with a bachelor's degree.

These projections combined with the low numbers of Chicano/Latinos attending Berkeley should compel all of us to level the playing field for the Chicano/Latino community. As the number of Chicano/Latinos residing in California grows with time, the state's well-being and economic health will depend more heavily on the progress of the Chicano/Latino community. This growth makes it imperative that Berkeley focuses its attention on increasing and supporting the Chicano/Latino community on its own campus.

Berkeley's legacy as a leader in diversity of thought, freedom of speech, academic freedom, and cutting-edge research have become part of its core values, distinguishing it from any other institution of higher education and elevating it as a paragon of scholarly excellence. Its incredible legacy, as the flagship of California's academic institutions, perfectly positions Berkeley to take the lead in pursuing more efforts in diversity, equity, and inclusion. These types of efforts will help Berkeley address issues presented in this report, among others. It is important to point out that Berkeley is "mindful that there is still more work to do, and is continuing to expand its efforts, particularly on pressing concerns related to undergraduate access, undergraduate graduation, faculty diversity, and campus climate."¹

.....
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.....

To better understand how the Berkeley community can address the underrepresentation of Chicano/Latinos on its campus, this report provides an overview of the state of the Chicano/Latino community at Berkeley based on an analysis of campus demographics, community input, and other statistics. This report also makes recommendations to help ensure Berkeley fulfills its commitment to diversity and its vision to "contribute even more than California's gold to the glory and happiness of advancing generations."²

The Chicano/Latino community at Berkeley has become increasingly underrepresented, especially when compared to the growth in California's Chicano/Latino population. At over 14 million, the Chicano/Latino population constitutes nearly 40% of California's population and became California's largest ethnic group in 2014. In contrast, the Chicano/Latino population at Berkeley in the fall of 2014 was only 11% of the total community consisting of all students and employees (5,861 Chicano/Latinos out of the 53,790 total community members), while Whites made up 38% (N=20,446) and Asians Americans made up 29% (N=15,390). Chicano/Latino students made up only 12% (N=4,364) of the 37,581 undergraduate and graduate students on campus.

Berkeley has provided access to higher education for many generations of students from California's underserved communities, but more needs to be done. According to Berkeley's 2013 Diversity Snapshot (Snapshot), 28% of undergraduates are first-generation college goers, 32% are Pell Grant recipients, and 67% are first or second generation immigrants. Yet, Berkeley has much room for improvement when it comes to serving its Chicano/Latino students. In 2014, Chicano/Latino undergraduate and graduate students made up a mere 12% of the 37,581 students at Berkeley. That's a sharp change from the late 1980's when Berkeley was close to becoming a Hispanic Serving Institution with nearly 25% of its undergraduates being of Chicano/Latino descent. In 2014, there were 3,655 Chicano/Latino undergraduates (non-international students) making up a mere 16% of the total undergraduate population. Although the number of Chicano/Latino undergraduate students at Berkeley has returned to pre-Proposition 209 levels, a significant gap remains in the representation of Chicano/Latino students compared to the Chicano/Latino population statewide. The disparity also impacts student well-being. According to Berkeley's 2013 Campus Climate Survey results, 34% of Chicano/Latino students reported feeling excluded on campus.

Despite steep increases in Chicano/Latino student applications to Berkeley, Chicano/Latino representation for admissions and enrollment has fallen. In 2014, the UC system more closely reflected state demographic trends with Chicano/Latinos representing 29% of California resident freshmen admitted to at least one UC campus, compared to 27% White. Berkeley, on the other hand, admitted a mere 21% of Chicano/Latino California resident freshmen that year. However, at Berkeley, Chicano/Latinos represented only 21% of California resident freshmen admitted that year. Applications from California resident Chicano/Latinos have increased 529% from 1989 when 1,858 applications were received from Chicano/Latino state residents compared to 2014 when 11,685 applications were received. But during that same period, the percent of Chicano/Latino applicants admitted fell from 23% to 21% and the percent of Chicano/Latino admits who actually enrolled fell from 22% to 20%.

The distribution of faculty diversity has remained relatively static from 2008 to 2014 with Whites significantly outnumbering all other ethnic/racial groups at all position levels despite a slight fall during that period. In 2008, of the total number of ladder-rank faculty for whom race/ethnicity is known, Whites made up 80% of the faculty and in 2014 not much changed with Whites making up 77% of the faculty. Chicano/Latino representation in ladder-rank faculty rose slightly from 4.42% (N=69) of all faculty in 2008 to 5.56% (N=82) in 2014, increasing less than 19% over those six years. Most Chicano/Latino faculty members have full professor positions as opposed to associate or assistant professor positions.

From 2009 to 2014, White staff members have outnumbered all other ethnic/racial groups at all levels, including the operational level which is the most diverse. In 2009, of the total number of staff for whom race/ethnicity is known, Whites made up 54% of all staff and in 2014 they made up 51% of all staff. Despite the decrease over time, they still outnumber all other groups. Chicano/Latino staff representation rose slightly from 13% (N=1,003) of all staff in 2009 to 14% (N=1,154) in 2014. On average from 2009 to 2014, most Chicano/Latino staff members have served in the operational level (N=550), followed by the professional level (N=402), and then the managerial level (N=88).

Recommendations for State Policy Changes

Collectively seek more funding from the State for the UC system. Over the past few decades public higher education institutions have faced disproportionate cuts in state funding. We must organize all of Berkeley, other UC campus communities and UC system stakeholders to pressure the state to provide more support to the UC system for enrollment growth.

Update and revise California's Master Plan for Higher Education. California's Master Plan for Higher Education was developed some 55 years ago and no longer reflects the needs of our communities. We must work collectively to update the goals of our Master Plan to include: increasing the slots available in the UC system for underrepresented students graduating from high school; better preparing students from underrepresented communities for college-level rigors; and implementing support programs to increase college graduation rates.

Recommendations for Berkeley Policy Changes

Improve tracking processes to ensure Chicano/Latino students are supported throughout their college career at Berkeley and that communication is maintained with students after they graduate and become alumni. Establishing a better tracking program and creating a program that intentionally connects current Chicano/Latino Berkeley students to Chicano/Latino alumni could be a fruitful way to improve career prospects for soon-to-be graduates, particularly for underrepresented students.

Protect Berkeley's diverse student body by maintaining a holistic application review for admitting freshman. Admittance into college, particularly a progressive university such as Berkeley, requires assessing various indicators of success beyond numbers. Additionally, it is undeniable that socio-economic status may limit some students, primarily students of color, who may not have had the same opportunities in life as their privileged peers to attain high GPA and SAT scores.

Improve and increase retention processes to incentivize junior Chicano/Latino faculty to continue at Berkeley. Just like students may feel isolated due to the lack of Chicano/Latino students on campus, faculty may be impacted by the low number of Chicano/Latino faculty members on campus, especially if they are not represented in positions of leadership on campus. This impact may also be felt harder by the junior Chicano/Latino faculty who have not obtained tenure or secured senior positions.

Implement professional development and training programs for Chicano/Latino staff that encourage and support staff to transition into management level positions and supervisory roles. This type of support will motivate staff and increase morale, while enabling Chicano/Latino staff members to move up the ranks and increase the diversity of the higher levels of campus leadership.

Recommendations for Future Study

Determine the impact of increased recruitment and enrollment of students of higher means on the educational attainment of students who are underrepresented California residents. As California has reduced funding to its public universities, these universities have raised tuition and limited slots for California students according to how much the state has provided in funding. Now, even fewer underrepresented students have a chance to attend schools like Berkeley. At the same time, Berkeley and other public schools have recruited more students of higher means to fill its seats, such as international students. Additionally, it seems that the number of Chicano/Latino students from higher-income backgrounds have increased and that middle-income students who cannot afford the increased costs of a UC education and do not qualify for financial aid have decreased significantly. Some perceive that the Berkeley environment feels less inclusive even among students from the same racial, ethnic, and cultural communities. The extent and impact of these changes should be studied, along with ways that the state can help address these trends.

This report contains the findings of a quantitative and qualitative research study on the status of the Chicano/Latino community at Berkeley conducted by a committee assembled by the presenters of this report. Data from other sources were reviewed and included throughout the report such as Berkeley's 2013 Diversity Snapshot, 2013 Campus Climate Survey, 2015 DREAMers at Cal report, and the Staff Ombuds 2012-2014 survey.

The quantitative research is based on the committee's calculations based on data obtained from various sources. The demographics for faculty and staff were calculated using data obtained from Berkeley's Cal Answers prepared by the Office of Equity & Inclusion in January and March of 2015. Several categories of faculty were excluded from this report. The groups who are not included in the calculations, findings or elsewhere in this report are faculty members who are solely adjunct or lecturers, emeriti faculty, and affiliates or non-employees.

The demographics for California resident freshman admits, acceptances, and enrollment were calculated using data derived from application flow reports provided by two departments serving the UC Office of the President: Admissions and Outreach Services and Student Affairs and Admissions. Information about degrees was calculated using data obtained from Berkeley's Cal Answers prepared by the Office of Equity & Inclusion in September of 2014 and March and July of 2015.

Part of the qualitative research includes input received during an informal convening in 2015 of students, faculty, and staff representing Berkeley's Chicano/Latino community. These participants were asked to review and comment on graphs demonstrating demographic trends for faculty from 2008 to 2014, demographic trends for staff from 2009 to 2014 and graphs demonstrating demographic trends related to application, admission, and enrollment rates from 1998 to 2014. Additional qualitative data was obtained from an informal survey administered to 10 students living at Casa Magdalena Mora, one of Berkeley's racial/ethnic residential programs. Responses from the various groups support arguments and recommendations made throughout this report and are used as examples where relevant.

Race/Ethnicity and Underrepresented

Race and ethnicity category definitions vary a bit throughout this report due to the way different sources of information and data use the categories. Where a non-Berkeley source was the basis for information provided in this report, that source's preferred term was used. Mostly this occurs when addressing information about the Chicano/Latino population. Most non-Berkeley sources use the term "Latino" to refer to the category that Berkeley and this report define as "Chicano/Latino." Nuances for other categories are explained within the definitions provided below. The definitions below are based on Berkeley's official definitions. "Underrepresented" at Berkeley refers to underrepresented racial and ethnic minorities or URM, which includes: 1) African Americans; 2) American Indians/Native Americans; and 3) Chicano/Latinos.³ This report uses "underrepresented" to signify a group that is disproportionately represented compared to their proportion among residents of the state.

Asian or Pacific Islander includes the following groups: Persons who have origins in any of the original peoples of China, the original peoples of Japan, the original peoples of Korea, persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Island. Pakistani/East Indian are persons having origins in any of the original peoples of the Indian subcontinent (e.g., India and Pakistan). Other Asian includes persons having origins in any of the original peoples of the Far East or South East Asia (including Cambodia, Korea, Malaysia, Thailand, and Vietnam). Filipino/Pilipino refers to persons having origins in any of the original peoples of the Philippine Islands. Prior to 2014, numbers for Filipinos were reported in publicly available reports as a distinct category separate from the larger Asian and Asian Pacific Islander category. Starting in 2014, the Filipino group was included within the broader Asian group.

Black/African American are persons having origins in any of the Black racial groups of Africa.

Chicano/Latino/Hispanic includes various groups. Mexican/Mexican-American/Chicano refers to persons of Mexican culture or origin, regardless of race. Latin-American/Latino refers to persons of Latin American (e.g. Central American, South American, Cuban, and Puerto Rican) culture or origin regardless of race. Other Spanish/Spanish-American refers to persons of Spanish culture or origin not included in any of the Hispanic categories listed above. This report follows the Berkeley tradition of using "Chicano/Latino."

Native American/American Indian or Alaskan Native refer to persons having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. This report uses the term "Native American."

White (not of Hispanic origin) refers to persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Graduation, Retention, and Transfer Rates

Graduation rate is the percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program. For example, for a four-year degree program, entering students who complete within six years are counted as graduates. Retention rate is the percentage of a school's first-time, first-year undergraduate students who continue at that school the next year. For example, a student who studies full-time in the fall semester and keeps on studying in the program in the next fall semester is counted in this rate. Transfer rate is the percentage of a school's first-time, first-year undergraduate students who transfer to another college within 150% of the published time for the program. For example, a student who is in a four-year degree program is counted as a transfer if the student goes to another college within six years.⁴

Student Categories (applicants; admitted, enrolled, undocumented, international, and non-international students)

This report discusses applicants, admitted, and enrolled students. The findings in this report all focus on California residents. “Applicants” refers to people who complete and submit applications to attend Berkeley. “Admitted” refers to applicants who are admitted. “Enrolled” refers to people who are admitted and enroll in Berkeley’s classes. “Undocumented” is generally perceived as a lack of formal immigration status but the term may also encompass persons entirely without status; those with an application pending before immigration authorities; and those approved for certain types of immigration relief such as Deferred Action for Childhood Arrivals (DACA).⁵ “International” refers to students at Berkeley from other countries who hold a student visa in order to attend Berkeley and, are therefore, not eligible for in-state tuition. A “non-international” student is defined as all other students.

Degrees (professional, masters, and doctoral)

A professional degree refers to advanced degrees for programs other than those that grant masters, and doctoral degrees upon completion. Professional degrees include, for example, an MBA and a JD. There are 118 Bachelor of Arts programs offering majors; 88 programs offer masters degrees; and 88 programs offer doctoral degrees.

Staff Categories (managerial, professional, and operational)

Hierarchically, the staff categories start at the operational level and move up to the professional level and then the managerial/supervisory level. The “supervisory and managerial” categories include positions that have subordinate staff who report to the incumbent.⁶ The “professional” category includes positions that require a theoretical and conceptual knowledge of the specialization but do not generally manage staff.⁷ The “operational” category includes support, operational, technical, skilled or semi-skilled positions, where the skills are typically acquired through vocational education and/or apprenticeships, certifications, specialized, or on-the-job training.⁸

Faculty Categories (ladder-rank faculty; full, associate, and assistant professors)

“Ladder-rank faculty” is more commonly called tenured/tenure-track faculty. At Berkeley, there are five types of faculty: ladder-rank faculty (assistant, associate, and full professors), lecturers with security of employment, lecturers, adjunct faculty, and emeriti faculty (who are not counted in active faculty). The findings in this report solely include ladder-rank faculty. Ladder-rank faculty begin at the assistant professor level and move up to associate professor and then full professor. Tenure is nearly always earned upon reaching the rank of associate professor.⁹

Berkeley Does Not Reflect California's Diversity

As the flagship of the UC system, Berkeley must take a lead in improving outcomes for the Chicano/Latino community. Berkeley's campus does not currently reflect the racial and ethnic demographics of the state it calls home, particularly because Chicano/Latinos have become increasingly underrepresented at Berkeley. In July of 2014, California reached a major milestone with its Chicano/Latino population of 14.99 million residents surpassing its majority White population of 14.92 million residents.

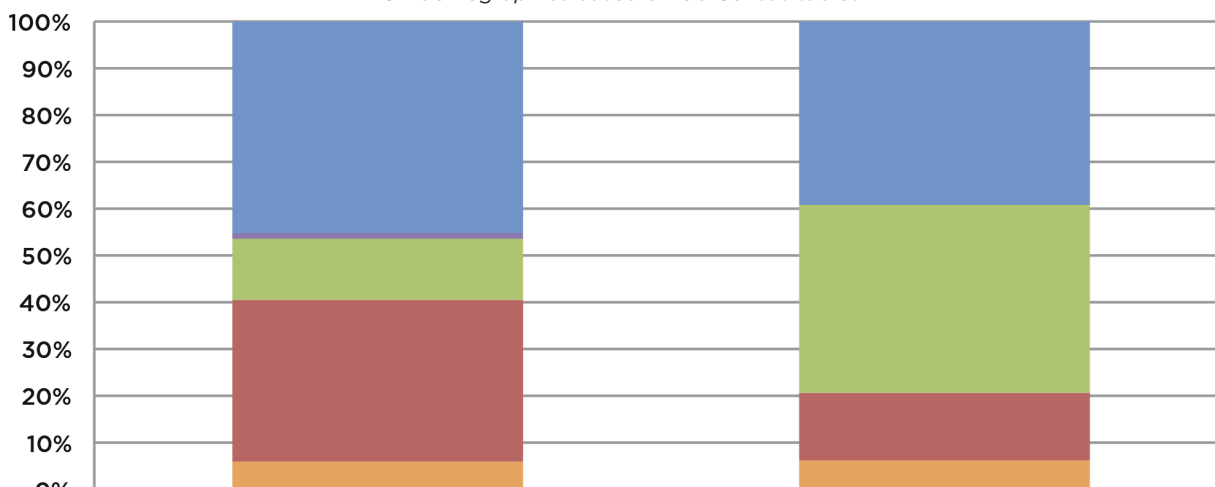
Now, Chicano/Latinos make up 38.6% of the state population compared to Whites at 38.4%.¹⁰ Yet, the total population of Chicano/Latinos on Berkeley's campus in the fall of 2014 was 5,861 or 11%, nothing close to the state's share of Chicano/Latinos. Excluding affiliates/non-employees and employees with unknown jobs, there were 53,790 people in the Berkeley community in the fall of 2014. Of these, 38% (N=20,446) were White, 29% (N=15,390 and includes Filipinos) were Asian, 5% (N=2,460) were African Americans, 1% (N=358) were Native Americans, and less than 1% (N=80) were Pacific Islanders. Additionally, 6,000 (11%) were international and 3,195 (6%) declined to state their race/ethnicity.

As the graph below shows, Chicano/Latinos are severely underrepresented at Berkeley, especially considering the size of the Chicano/Latino community in the state overall. The disparity impacts the climate as well. According to Berkeley's 2013 Campus Climate Survey results, 34% of Chicano/Latino students reported feeling excluded on campus.¹¹ Berkeley must do more to decrease the disproportionate gap in the representation of Chicano/Latinos on campus compared to California's demographics in order to ensure it more closely reflects the diversity of the state it calls home.

2014 UC Berkeley Campus Demographics vs. 2014 California State Demographics

**Does not include the categories of multi ethnic, decline to state, API or international students*

***CA demographics based on US Census tables*



Comparing Berkeley and California’s racial and ethnic demographics serves as a gauge and starting point to help understand why attention is needed to ensure underrepresented communities are provided adequate support and resources to succeed. California’s Chicano/Latino population will continue to grow. By 2025, California’s Latino population is forecasted to reach 42%, moving Whites to 35% of the population.¹² This growth matters to Berkeley because a large portion of these Chicano/Latinos are youth and potential future graduates. Chicano/Latino growth no longer stems mostly from immigration. In the last ten years, immigration from Latin America has slowed, while immigration from Asia has increased.¹³ The Chicano/Latino population increase in California is in large part due to birth rates; Chicano/Latinos make up 52% of children age 12 years old and younger.¹⁴

Berkeley Must Take Action to Support Chicano/Latinos to Help Ensure California’s Success

This growth in the number of Chicano/Latinos has also resulted in growing influence and power. Chicano/Latino voters helped President Obama sweep the polls in 2008 and 2012. As of 2012, the Chicano/Latino community accounted for approximately 6 million eligible voters.¹⁵ Chicano/Latinos made up 10% of the electorate in 2014, as indicated by the national exit poll, up from 9% in 2008 and 8% in 2004.¹⁶ Between 1996 and 2007, Chicano/Latino elected officials at the state level increased by more than 50% across the country and even secured high level positions. In 2014, for example, the California Senate elected its first Chicano/Latino President Pro Tempore, Kevin de Leon.¹⁷ The number of Chicano/Latino entrepreneurs in the U.S. has grown exponentially over the past two decades, no doubt helping to boost the economy during the recent recession. Chicano/Latino entrepreneurs have more than tripled, increasing from 577,000 in 1990 to more than 2 million in 2012.¹⁸

The success of Chicano/Latinos as leaders and entrepreneurs, over the years, exemplifies how much the Chicano/ Latino community has enriched California and shows how much more this community can continue contributing to the state.

But, action is needed to ensure the Chicano/Latino community has the resources it needs to increase participation as a productive force of our state and our nation. The success of the state unequivocally depends on academic institutions to produce engaged citizens and high-caliber workers. More than four of every five undergraduates in California are enrolled in one of the state’s three public education systems: the California Community Colleges, the California State University (CSU), or the University of California (UC).¹⁹ Additionally, three of every four bachelor’s degrees awarded annually in California come from either UC or CSU.²⁰

Moreover, the state’s need for highly educated workers has increased, yet the number of skilled workers has decreased. According to the Public Policy Institute of California (PPIC), “California’s higher education system is not keeping up with the changing economy.”²¹ If current trends continue, by 2025, 41% of jobs will require at least a bachelor’s degree and 36% will require some college education short of a bachelor’s degree.²² But PPIC’s projections suggest that the supply of highly educated workers will not be able to meet the demand and there will be a shortfall of one million college graduates with a bachelor’s degree.²⁴

.....
“California’s higher education system is not keeping up with the changing economy.”
– Public Policy Institute of California
.....

Calls to Action Can No Longer Be Ignored

These calls to action by the Chicano/Latino community are nothing new. A similar call to action was made in June of 1988 when the University of California Chicano/Latino Consortium (Consortium) published the first report on the status of Chicanos/Latinos at the University of California.²⁴ The Consortium held the UC system and the State of California accountable for correcting the “unconscionable educational conditions” facing Chicano/Latinos.²⁵ At that time as they are today, Chicano/Latinos were the largest minority group. The report emphasized that the rapid growth of Chicano/Latinos would have many implications — “California will become increasingly dependent upon them as service providers, as taxpayers, and as consumers.”²⁶ For these reasons, the Consortium urged public educational systems to prioritize the education of youth, especially Chicano/Latinos, a population that even then exceeded in numbers all ethnic minority groups combined.

The Consortium pointed out that the UC system, although mandated by the California Master Plan for Higher Education to prepare future leaders, physicians, scientists, researchers, and other professionals, was not fulfilling its duty, noticeable in the dearth of Chicano/Latinos in these areas generally; in leadership positions within academia and the community; and in faculty and administrative positions within the UC system.²⁷ It was evident to the Consortium that a leadership pipeline for Chicano/Latinos and other people of color was missing. They also noted that the lack of Chicano/Latinos within the UC system in key decision-making positions, in academic and non-academic areas, contributed to the lack of attention focused on these issues.²⁸

The Consortium emphasized that “the University of California, as a public institution and as a model for higher education, has a moral obligation and social responsibility to provide leadership in identifying and addressing the educational problems of the State” with the Consortium as a partner.²⁹ The Consortium made several recommendations in various areas to address the under-representation of Chicano/Latinos in the UC system and to help ensure Chicano/Latino students can thrive as members of our community.³⁰ In 2015, the pursuit of those goals continues through this report which beckons all Berkeley stakeholders to work together in partnership to ensure all of our communities thrive and set up future generations for access and success with a more level playing field.

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– UC Chicano/Latino Consortium
.....

Findings Related to Students

Students are a major focus of this report, not surprisingly, given the impact that educational attainment has on ensuring professional success. Studies show that wages are higher and jobless rates are far lower for college graduates than for adults with less education.³¹ In 2010, California's unemployment rate approached 13% overall while the rate for the state's college graduates was 6.7% and 16.1% for those without a high school diploma.³² Labor Department statistics show that adults with a four-year college degree made 98% more an hour on average in 2013 than people without a degree; up from 89% five years earlier; 85% a decade earlier; and 64% in the early 1980s.³³ Clearly, a high school degree no longer suffices to achieve economic stability and well-being. This situation should compel us all to action especially considering that communities with lower levels of education are a growing share of California's population, particularly Chicano/Latinos.³⁴

Considering the growth of the Chicano/Latino community, and the fact that Chicano/Latinos will have a significant majority by 2025, the academic success of Chicano/Latino students has become critical to the long-term economic stability for the state. The 2014-15 California Development Report indicates that Latinos have the lowest educational attainment among ethnic groups in California.³⁵ Moreover, according to the PPIC, Latinos have historically had low rates of college completion and although these rates have been improving, they are not improving fast enough.³⁶ It is time for the community to intervene and ensure Chicano/Latino students have the support to pursue and succeed in attaining a higher education.

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Chicano/Latino Students Enrich Berkeley

Chicano/Latino students have become a significant part of Berkeley's identity. In fact, Chicano/Latino students have continuously made valuable contributions to Berkeley as scholars, leaders, advocates of social change, and community service volunteers. For example, Chicano/Latino students were integral to the Third World Strike Movement on campus, which led to the establishment of the Ethnic Studies Department. Berkeley's environment stimulates intellectual and cultural curiosity for all who attend, particularly among underrepresented students who may not have had a chance to collaborate with students from similar backgrounds. A Casa Magdalena Mora survey participant described it this way: "Casa Mora has been a very much needed cultural experience both in the learning and activist sense. It has taught me the continuing need to push for the prosperity and flourishing of our community and race."³⁷

Chicano/Latino students have also established numerous campus organizations and programs dedicated to building up the community. For example, the Chicana Latino Student Development (CLSD) office first opened in 1991 as a response to further enrich Berkeley with culturally and linguistically relevant resources for Chicano/Latino students on campus. CLSD was conceptualized and created by Chicano/Latino students, staff, faculty, and community members to advocate for the retention and graduation of Chicano/Latino students. The student-led Raza Recruitment and Retention Center (RRRC) is another example of how Chicano/Latino students have applied their leadership and advocacy skills to enrich Berkeley with diversity. RRRC is one of Berkeley's five recruitment and retention centers dedicated to increasing the numbers of students of color at Berkeley.

Findings

RRRC organizes various events, including Senior Weekend, Transfer Weekend, Preparing Us for Grad School Symposium, and Raza Day to promote higher education for Berkeley’s Chicano/Latino community.

Most recently, Berkeley has received worldwide attention for its Undocumented Student Program, which resulted in large part due to the efforts of many brave undocumented Chicano/Latino students who came out of the shadows to tell their stories of struggle, all in an effort to advance the DREAMer movement. As of 2015, over 2,000 students in the UC system are undocumented, and 61% of them identified as Chicano/Latino. On the Berkeley campus, an estimated 283 undocumented students were enrolled during the 2013-2014 academic year and approximately 380 were enrolled during the 2014-2015 academic year.³⁸

Despite the struggles of Chicano/Latino students to weave themselves into Berkeley’s cultural fabric, the low numbers of Chicano/Latino students on campus have also impacted campus climate for Chicano/Latinos students. Surveys show that Chicano/Latino students feel isolated and excluded. In 2014, Chicano/Latino undergraduate and graduate students made up 12% of the 37,581 students at Berkeley. Experiences reported in 2013 by students residing at Casa Magdalena Mora, a Chicano/Latino residential program, reinforce this sentiment.³⁹ All students indicated they felt a sense of connection while at college due to their experience living at Casa Magdalena Mora and how that space provided an opportunity for them to engage with other members of their racial and ethnic communities.⁴⁰

Students explained that Casa Magdalena Mora represented the group where they belonged and felt comfortable being themselves at Berkeley. This could be due to the fact that on campus, they did not see as many people that looked like them or shared their socio-economic experience, whereas Casa Magdalena Mora provided a space intentionally meant for building community with people that identified with and understood their background, experience, and struggles. One student’s comment sums it up: “Casa Mora is my home outside of home. It is a space in which I feel comfortable with my culture and proud to be in an environment of such strong people.”⁴¹ These student sentiments are a reminder that intentional efforts to make Berkeley a more inviting environment for everyone can reap great outcomes.

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Snapshot of Undergraduate Chicano/Latinos at Berkeley

Berkeley has provided access to higher education for many generations and continues to provide vital access to social and economic mobility for many students from California’s underserved communities. According to Berkeley’s 2013 Diversity Snapshot, 28% of undergraduates are first-generation college goers, 32% are Pell Grant recipients, and 67% are first or second generation immigrants.⁴² Yet, Berkeley has much room for improvement when it comes to serving its Chicano/Latino students, particularly because of the critical role Chicano/Latinos play in the state as a growing demographic that is now the state’s majority ethnic group.

In the late 1980’s Berkeley came close to becoming a Hispanic Serving Institution, a rank which requires 25% of its undergraduate student population to be Hispanic, Berkeley is now far from meeting that goal.⁴³

In 2014, the UC system reflected demographic trends with Chicano/Latinos representing 28.8% of California resident freshman admitted to at least one UC campus, compared to 26.8% White. At Berkeley, Chicano/Latinos represented a mere 20.8% of the California resident freshman admitted that year.⁴⁴ Additionally, Chicano/Latino freshmen suffer from a lower six-year graduation rate at Berkeley (82%) than Asian American (94%) and White (91%) students. Chicano/Latinos also rank lower in the attainment of advanced degrees.⁴⁵

The numbers of Chicano/Latino undergraduate students at Berkeley have returned to pre-Proposition 209 levels, but there is still a significant gap in the representation of Chicano/Latino students compared to the Chicano/Latino population statewide. Berkeley's 2013 Diversity Snapshot admits that Berkeley's undergraduate demographics have changed little over the past decade: 53% are women, 17% are from historically underrepresented racial/ethnic groups (African American, Chicano/Latino, and Native American/Alaska Native), 40% are Asian, and 29% are White.⁴⁶

Considering Chicano/Latinos are nearly 40% of the state's population, it is concerning that even bundled with other ethnic groups they do not come close to reaching the state's proportions. This concern should motivate Berkeley to increase and improve efforts to recruit, admit, and retain Chicano/Latino students. In 2014, there were 3,655 Chicano/Latino domestic undergraduates (non-international students) making up a mere 16% of the total undergraduate population.

Chicano/Latino Underrepresentation Has Increased Over the Years, Compared to State Trends

Despite steep increases in Chicano/Latino student applications to Berkeley over the years, Chicano/Latino undergraduates are still significantly underrepresented compared to the state's demographics. The next graph shows how much the gap between applications and admissions has widened over the last 25 years for Chicano/Latino California resident freshmen at Berkeley.

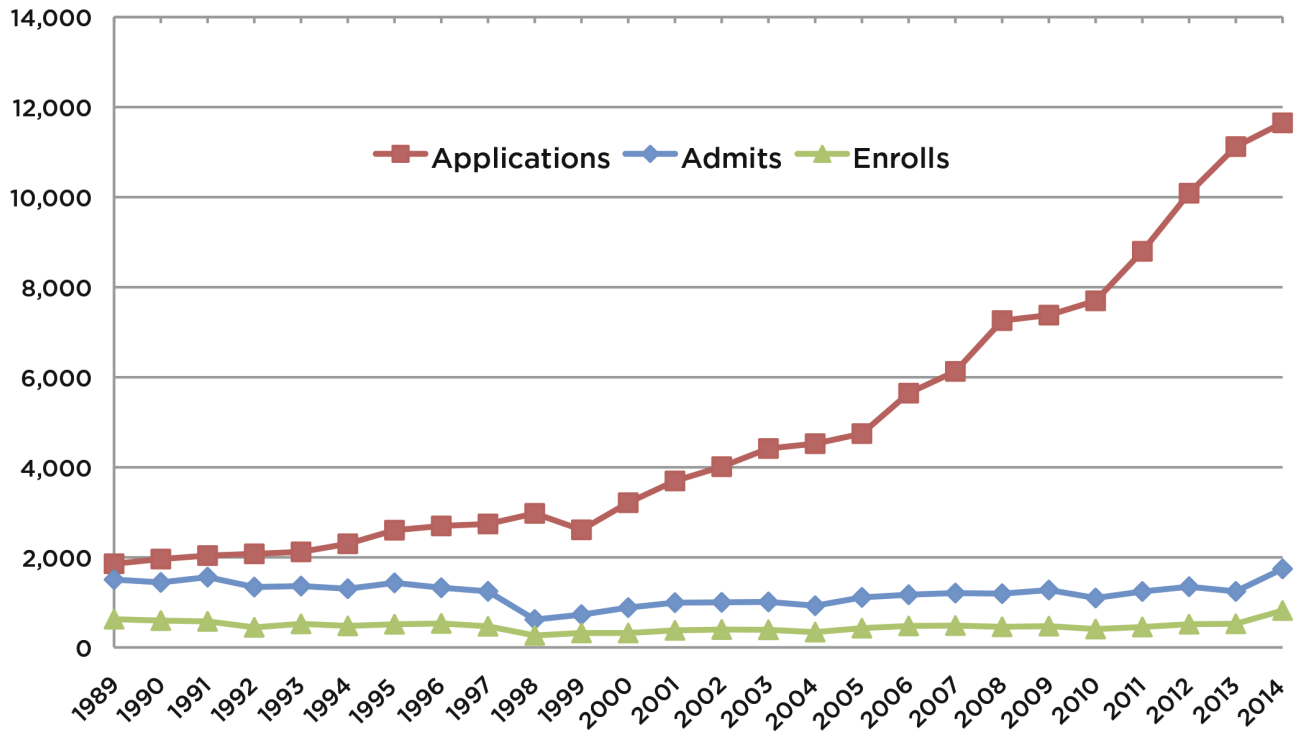
Freshman applications from Chicano/Latino California residents have increased 527% from 1989 when 1,858 applications were received compared to 2014 when 11,649 were received. In contrast, the number of admits for Chicano/Latino California resident freshmen increased 13% from 1,507 to 1,745, barely budging in comparison to applications. Additionally, Chicano/Latino freshman enrollment has increased 31% from 627 students in 1989 to 819 in 2014.

It seems that the sheer number of Chicano/Latinos in the state would lead to a much higher increase in admissions. But that is clearly not the case. More must be done in terms of policy changes to ensure Berkeley keeps up with the state.

Graduation rates for Chicano/Latino undergraduate students are also important to note although this report does not delve into a full study of graduation rates. Overall, Berkeley has very high undergraduate graduation rates. According to the 2013 Diversity Snapshot, data from 1985 to 2006, show that 91% of students who enter as freshmen graduate in six years, with similar rates for transfer students (90% in 4 years). Although graduation rates for all ethnic groups have increased over-time, the six-year graduation rates for students from underrepresented groups (African American, Chicano/Latino, and Native American/Alaska Native students) are lower (by 10-15%) than those of the campus as a whole.⁴⁷

The number of Chicano/Latino undergraduate students at Berkeley has returned to pre-Proposition 209 levels, but there is still a significant gap in the representation of Chicano/Latino students compared to the Chicano/Latino population statewide.

Chicano/Latino California Resident Freshman Applicants, Admits and Enrolls at Berkeley from 1989-2014



Data Sources: UC Office of the President, Admissions and Outreach Services, Application Flow Reports; UC Office of the President, Student Affairs, Admissions, CSG.

Asian-Americans graduated at 94%, Whites at 91%, Chicano/Latinos at 82%, and African Americans at 74%.⁴⁸ Despite being lower than some other groups, the 82% demonstrates that once enrolled, Chicano/Latino students commit to their studies and do well.

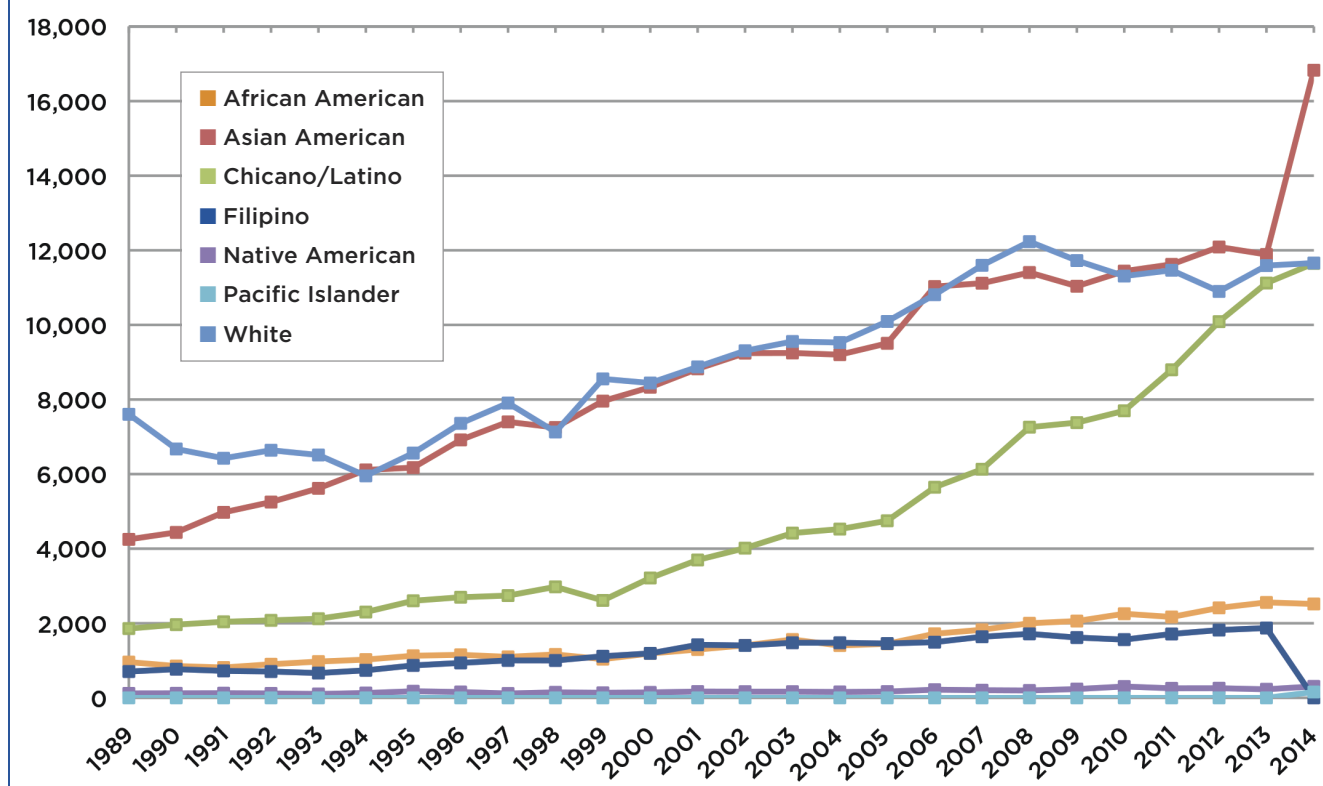
While Chicano/Latino Applications Have Increased Significantly, Admissions Have Remained Relatively Low

Since 1989, more and more Chicano/Latino students have applied to Berkeley, helping diversify the pool of candidates from which Berkeley chooses its students. As stated earlier, freshman applications from Chicano/Latino students increased a whopping 527% to 11,649 in 2014.

As illustrated in the next graph, these gains in applicants are notable as Chicano/Latinos are finally reaching the levels at which students from other ethnic groups have been applying for years. Since 1995, the number of applications from White and Asian American students has not fallen below 6,000 and has continued rising steadily throughout the years, aside from a few minor dips. In contrast, Chicano/Latinos did not reach the 6,000 level until 2007.

For the Chicano/Latino community, all of these gains in applications represent hope that the Chicano/Latino community will prosper as Chicano/Latino youth seek paths to prosperity through higher education and better career opportunities. However, an increase in applications does not translate into a more diverse campus or more seats at the table for the Chicano/Latino community.

California Resident Freshman Applicants at Berkeley Per Racial/Ethnic Group from 1989-2014



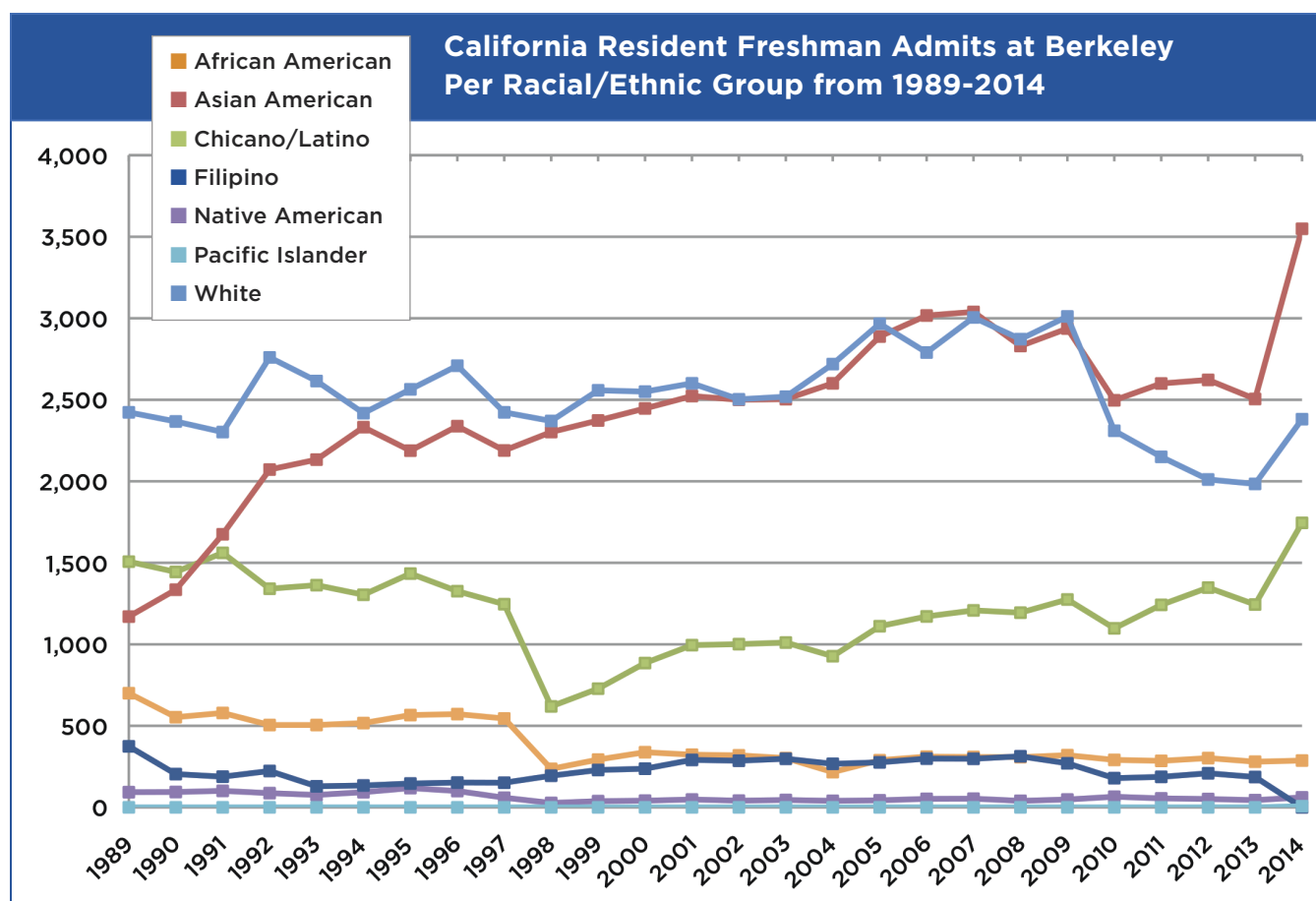
Data Sources: UC Office of the President, Admissions and Outreach Services, Application Flow Reports; UC Office of the President, Student Affairs, Admissions, CSG.

Although more than 11,000 Chicano/Latino California resident freshmen applied to Berkeley in 2014, barely 15% of those were admitted ($N=1,745$), and of those admitted, 47% enrolled. That means there were only 819 Chicano/Latinos among the nearly 4,000 California resident freshmen who enrolled ($N=3,978$). Chicano/Latinos made up 22% of all those students admitted and 21% of those who enrolled. These numbers were low compared to other groups, including Asian Americans who have a much smaller population in the state.

Asian Americans made up the largest percentage of total admitted (44.2%) and enrolled (46.5%) California resident freshmen. Whites came in second at 29.7% and 28.3% respectively. (Other groups have remained much lower compared to Asian Americans, Whites and Chicano/Latinos.)

As the next graph illustrates, the number of admittances for Asian Americans have not fallen below 2,000 since 1992 and admittances for White students have been above the 2,000 mark since 1989, other than a single dip in 2013 ($N=1,984$ admittances). Chicano/Latinos and other groups, on the other hand, have not yet broken the 2,000 mark. Chicano/Latino admits reached their highest mark in 2014 at 1,745. Chicano/Latino admittances have remained in the four digit mark other than a few instances, with the period from 1998 through 2001 as the most notable when admittances fell below 1,000 and did not rise above 1,000 until 2002.

Findings



Data Sources: UC Office of the President, Admissions and Outreach Services, Application Flow Reports; UC Office of the President, Student Affairs, Admissions, CSG.

It is important to note, however, that at the UC-wide level there has been an increase in enrollment with the creation of UC Merced. At Berkeley, in the last 25 years, there's been huge growth in applications for all ethnic/racial groups without a corresponding increase in admissions or enrollment other than for Asian Americans as the next chart shows. Asian Americans experienced relatively similar increases in all categories: 296% for applications, 203% for admissions, and 223% for enrollment. Chicano Latinos, on the other hand, experienced the most growth in applications with a 529% increase but experienced a slight increase in admissions (16%) and enrollment (31%).

Percent Change in Growth for California Freshmen Resident Applications, Admissions, and Enrollment at Berkeley from 1989 to 2014 Per Racial/Ethnic Group						
	African Americans	Asian Americans	Chicano/Latinos	Native Americans	Whites	Total
Number of Applications	162%	296%	529%	156%	53%	178%
Admissions Rate of Applicants	-59%	203%	16%	-34%	-2%	28%
Enrollment Rate of Admitted Students	-53%	223%	31%	-33%	21%	48%

This report does not include an in-depth study of the causes for the gaps in growth between applications and enrollment. However, some contributing factors are discussed below.

Possible Reasons for Low Chicano/Latino Admission Rates at Berkeley

Chicano/Latinos in California are disproportionately poor; come from families with fewer resources to promote optimal child development; and attend schools with fewer resources to prepare students for college compared to other communities.⁴⁹ These shortfalls may impact the readiness of students for college. For example, a student from a low-income community is more likely to lack writing and test taking skills — skills necessary to be deemed qualified for acceptance to a premier college — compared to a student from an affluent, predominantly White or Asian American community.

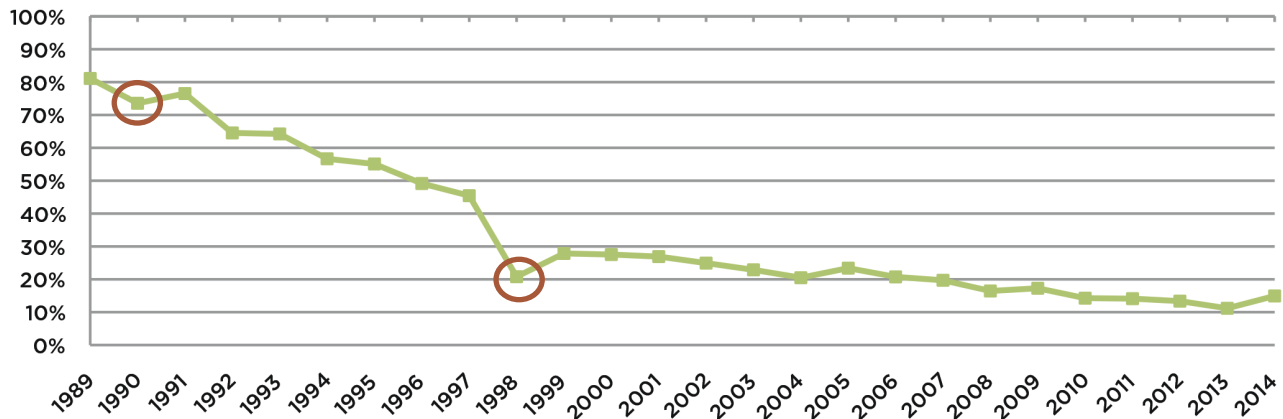
On the other hand, many Chicano/Latino and other underrepresented applicants may be UC eligible, and thus have the readiness for success at Berkeley. But a higher bar for eligibility, including rising test scores and grade point averages may make applicants from underrepresented communities less selectable despite being eligible. As California has reduced public funding to its schools and schools have raised tuition in response, it seems that competition has increased for slots. Rising tuition and living costs may be leading to lower representation of middle-income students, who require financial support but who do not qualify for financial aid. At the same time, schools like Berkeley have increased recruitment of students of higher means who do not need financial aid, such as international students. In fact, the admission of international freshmen students at Berkeley has steadily increased from 1,043 in 2010 to 1,318 in 2014.⁵⁰ And total enrollment for international undergraduate and graduate students rose steadily from 2,678 in 2005 to 5,913 in 2014.⁵¹

Another reason for the drop in Chicano/Latino admission rates have been attacks on Berkeley's affirmative action programs. The first impact was felt in 1990. During the late 1980's through the early 1990's, the U.S. Department of Education's Office of Civil Rights under the Administration of President George H. W. Bush, claimed that Berkeley's affirmative action program was discriminatory and succeeding at the expense of Asian American students in particular and hence dubbed the "Asian Admissions Crisis."⁵² Up until then, Berkeley was on track to becoming a Hispanic Serving Institution.⁵³ As the graph below shows, this federal intervention had an impact on the class of 1990 — admittance dropped from 1,507 in 1989 to 1,444 in 1990.

In 1995, the Board of Regents embraced an anti-affirmative action policy that Regent Ward Connerly introduced: Resolutions SP-1 and SP-2 forbade the consideration of race in admissions and employment.⁵⁴ These resolutions paved the way for a statewide anti-affirmative action policy called Proposition 209, a California Ballot Proposition in 1996 that banned the use of "race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting" of underrepresented communities.⁵⁵ Proposition 209 extended anti-affirmative action provisions beyond the UC system to the entire state. The impact of Proposition 209 is evident in the drop in numbers in 1998 seen below (when passed in November 1996, the fall 1997 application process was already underway) — admittance had been above 1,200 from 1989 until 1997 and then dropped significantly in 1998 to a mere 619, the lowest level in decades for Chicano/Latinos.

Since 1989, admittances have increased again but have not quite recuperated. According to Berkeley's 2013 Diversity Snapshot, after Proposition 209 took effect, the number of African American, Chicano/Latino, and Native American/Alaska Native undergraduate Berkeley students plummeted by half. While the numbers of Chicano/Latino and Native American/Alaska Native undergraduate students have returned to pre-Proposition 209 levels, there is still a significant gap in the representation of Chicano/Latino students compared to the Chicano/Latino population statewide.⁵⁶

Rate of Admission for Chicano/Latino California Resident Freshman Applicants to Berkeley from 1989-2014



Data Sources: UC Office of the President, Admissions and Outreach Services, Application Flow Reports; UC Office of the President, Student Affairs, Admissions, CSG.

Now seems an opportune moment to reconsider affirmative action policies or other alternatives to ensuring enough Chicano/Latino students have an opportunity to obtain a higher education. Berkeley's "Eligibility in the Local Context (ELC)" program is working to help increase the chances of obtaining a more diverse pool of applicants.⁵⁷ Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified California resident students from among the top 9% of each participating high school. Through ELC, last year 89.2% of freshman applicants were admitted to a campus they applied to, with the remainder receiving a referral pool offer to Merced. It is unclear if more students of color are entering Berkeley through this approach and should be studied further. Additionally, Berkeley is currently considering changing the way it rates applicants, making this an ideal opportunity to assess and consider what more Berkeley can do and what it can do better.

Possible Reasons Why Some Chicano/Latinos Do Not Enroll at Berkeley after Being Admitted

Other reasons may exist why some Chicano/Latino students are not enrolling at Berkeley even after being admitted. The most glaring reasons are likely linked to the rising costs of higher education. According to studies, compared to students in other states, California's college-bound high school graduates are more likely to enroll in community colleges than four-year institutions.⁵⁸ Lack of financial resources is a major barrier to pursuing a four-year university degree. Tuition and fees have increased significantly as the state has cut its funding, forcing more and more students to take the alternative community college route or take out loans. In 2010, almost half of first-year students in college took out student loans compared to only a third in 2000.⁵⁹ The impact of these hikes is evident in the change of admittances and enrollments from 2009 to 2010. Enrollment dropped for almost all groups, illustrating that the tuition hikes even impacted the choices of students from more affluent communities.

Despite the increases in tuition, fees, and debt, college is still a wise investment and almost critical to secure stable employment. Studies show most people (97%) believe that a college degree is necessary for success in the modern world, especially Latinos.⁶⁰ About 73% of Latinos surveyed believe a college education is valuable.⁶¹ Perhaps because many Chicano/Latinos have immigrant roots, they view college as a pathway to stability and an escape from poverty.

The experience of undocumented students, for example, provides a glimpse of the financial challenges students must face and the extent of sacrifices they must make to secure their education. The situation is particularly distressing for those students who are in graduate school or are not eligible for DACA or AB 540 programs. A recent study revealed that most undocumented students surveyed struggled to pay for their education and living expenses, leading most to reduce their food intake (often skipping meals) and some to lack stable housing (and even suffer periods of homelessness).⁶²

Although Berkeley Has a Relatively Diverse Graduate Population, Chicano/Latinos Remain Underrepresented

Berkeley is considered to have a diverse graduate student population compared to its peers nationwide; with 5 to 10% more graduate students of color than other research universities. However, its Chicano/Latino numbers are roughly the same as its peers (around 7%).⁶³ This is concerning considering California's large statewide Chicano/Latino population versus most other states. In 2014, there were 709 Chicano/Latino graduates, accounting for 10% of all graduates (masters and professional degrees). There were 42 post-doctoral Chicano/Latinos, making up 5% of all post-doctoral degrees. It is also concerning because the percentage of attainment has not risen much in 25 years. In 1989-1990 Chicano/Latinos earned a total of 134 advanced degrees (masters, professional, and doctoral), nearly 5% of total degrees awarded that school year. In 2013-2014, Chicano/Latinos earned a total of 223 degrees, rising to only 7.2% of total degrees awarded.

Attaining advanced degrees merits serious attention given the impact they can have on ensuring alumni face less challenges in obtaining jobs and increase their earning power. College graduates earn hundreds of thousands more than high school graduates and particular degrees, including engineering and computer science, provide lifetime gains of more than \$1 million.⁶⁴ Advanced degrees in STEM, for example, can also increase how much a student makes over his/her lifetime and STEM jobs are growing 1.7 times the rate of non-STEM jobs. However, there are not enough candidates to fill these jobs. Chicano/Latinos and the state could benefit from recruiting and retaining Chicano/Latino students in STEM programs.⁶⁵ Attention should also be paid to the departments in which there are low or no Chicano/Latino students. Some of these departments include areas where Chicano/Latinos could make a positive impact in their communities such as public policy, industrial engineering, health services, sociology, Latin American studies, and teaching programs.

- **Masters Degrees**

Masters degrees account for the most types of advanced degrees awarded to Chicano/Latinos with a total of 2,566 degrees from 1989/1990 to 2013/2014 and an average of 103 degrees earned during that period. Chicano/Latinos earned 71 masters degrees in 1989/1990, accounting for 4.2% of all masters degrees that year. The number of masters degrees awarded to Chicano/Latinos more than doubled from 1989/1990 to 2013/2014, rising to 135 total degrees and accounting for nearly 7% of all masters degrees awarded that year. Of the 88 masters programs, 11 had only one Chicano/Latino student, male or female, receiving a degree from 2004/2005 through 2013/2014. An additional 18 programs granted zero masters degrees to Chicano/Latino students over this same period. Chicano/Latinos have earned a total of 824 professional degrees from 1989/1990 to 2013/2014 with an average of 33 each year.

- **Professional Degrees**

In 1989/1990 Chicano/Latino students earned 41 professional degrees, accounting for 12% of the total number of professional degrees awarded. Not much has changed in terms of professional degrees for Chicano/Latinos. In 2013/2014, Chicano/Latino students earned 12% of all professional degrees (38 out of 314 total degrees).

Findings

• Doctoral Degrees

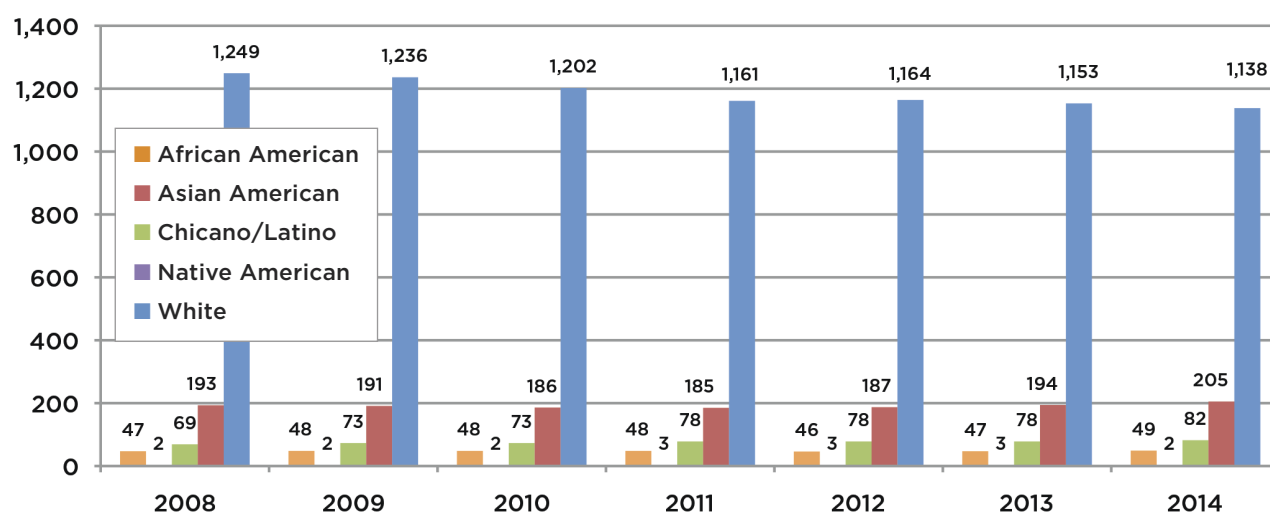
Some very positive news for Berkeley's underrepresented students is that Berkeley is the leading producer of African American, Chicano/Latino, and Native American/Alaska Native doctorates in the U.S., according to the National Science Foundation Survey of Earned Doctorates.⁶⁶ In the past 20 years, the number and percentage of doctoral degrees earned by people of color has doubled. This is true for Chicano/Latinos who earned 22 doctoral degrees in 1989/1990, accounting for 2.8% of all doctoral degrees awarded compared to 50 total doctoral degrees awarded in 2013/2014, accounting for 6.2% of all doctoral degrees awarded that year. Chicano/Latinos have earned a total of 874 degrees with an average of 35 doctoral degrees each year for that 25 year period. Notably, however, of the 88 doctoral degree programs at Berkeley, 25 had only one Chicano/Latino student, male or female, receiving a degree from the 2004-2005 school year through 2013-2014. An additional 18 programs granted zero doctoral degrees to Chicano/Latino students over this same period. Clearly, despite Berkeley's relative success in comparison to poor performers in this regard across the country, Berkeley can do much better considering its reputation, academic attractiveness and the demographics of California and the broader Southwest.

Findings Related to Faculty

Despite Slight Increases over the Last Seven Years, Chicano/Latino Faculty Are Significantly Underrepresented at Berkeley

A review of Berkeley's personnel staffing patterns for ladder-rank faculty for whom race/ethnicity is known and excluding adjuncts and lecturers, from 2008 through 2014, reveal the distribution of ethnic faculty has remained relatively static over the years. As the graph below shows, faculty has been and continues to be overwhelmingly White at all ladder-rank position levels. Asian Americans follow and then Chicano/Latinos, African Americans, and Native Americans, in that order. The 2014 numbers reflect the pattern that has occurred over the years: Whites represented 77% of all faculty members (N=1,138), Asian Americans represented 14% (N=205), Chicano/Latinos represented 6% (N=82), African Americans represented 3% (N=49), and Native Americans represented less than 1% (N=2).

Number of Rank-Faculty at Berkeley Per Racial/Ethnic Group from 2008-2014



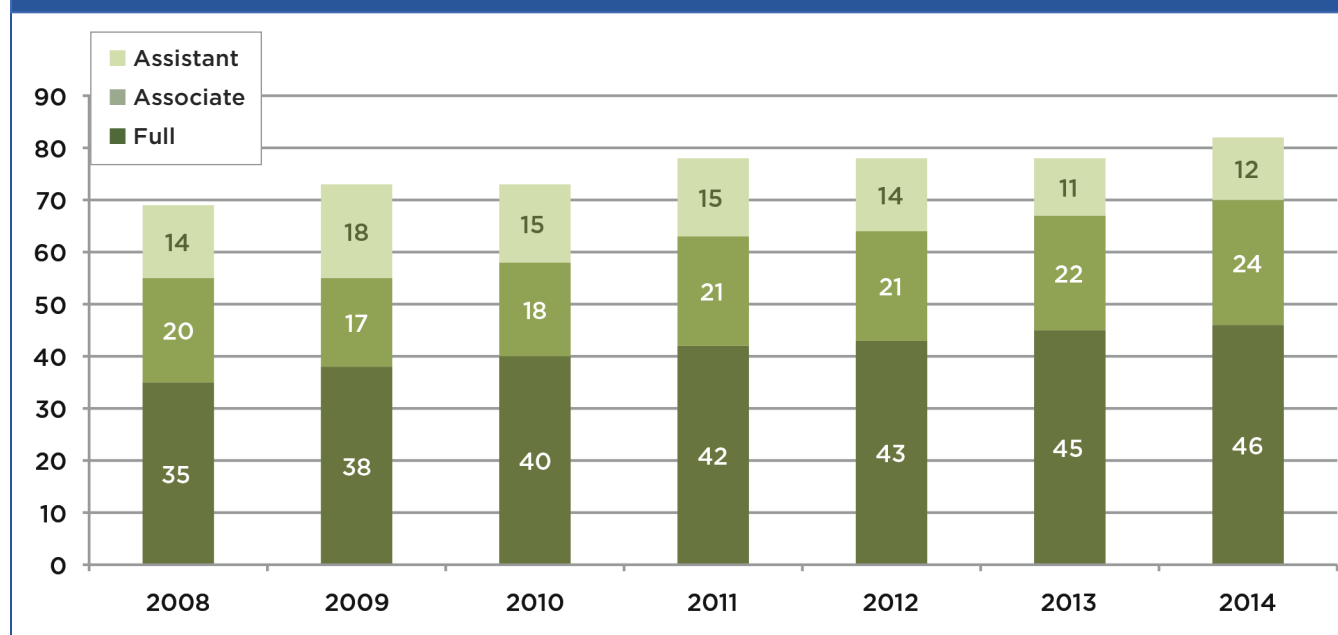
Data Source: UC Berkeley, Cal Answers prepared by the Office of Equity & Inclusion

A closer look at the total number of Chicano/Latinos employed in ladder-rank positions — full, associate, and assistant professor positions — raises greater concern. This is the most seriously underrepresented group of Chicano/Latinos at the Berkeley campus. As the graph below demonstrates, Chicano/Latino representation has risen slightly over the years, moving from 4.4% in 2008 to 5.5% in 2014. The average number of Chicano/Latinos employed as ladder-rank faculty each year from 2008 to 2014 has been 76 compared to 1,186 for Whites. In total, Chicano/Latinos have filled 531 spots for that period compared to a total of 8,303 spots for Whites.

On average over 1,000 White ladder-rank faculty have been employed each year, while the averages of every other category added together is less than half of the total for Whites (318 total each year for Asian American, Chicano/Latino, African American, and Native American groups added together). At 82, more Chicano/Latinos were employed in 2014 than any other year, but even then the number is dismal compared to other groups. Asian Americans have been employed at a significantly higher rate than Chicano/Latinos at an average of 192 per year compared to 76 for Chicano/Latinos. Clearly, the Berkeley faculty does not come close to reflecting the racial and ethnic demographics of California.

The average number of Chicano/Latinos employed as ladder-rank faculty each year from 2008 to 2014 has been 76 compared to 1,186 for Whites. In total, Chicano/Latinos have filled 531 spots for that period compared to a total of 8,303 spots for Whites.

Number of Chicano/Latinos at Berkeley Per Faculty Rank from 2008–2014



Data Source: UC Berkeley, Cal Answers prepared by the Office of Equity & Inclusion

An additional concern is the significant underrepresentation of women in all ethnic categories as professors, other than the Native American category, in which all ladder-rank faculty have been women. Chicana/Latina ladder-rank faculty averaged 28% of overall Chicano/Latino ladder-rank faculty from 2008 to 2014, which is close to the 30% average of all ladder-rank faculty who are women over this period but still below the average.

Findings

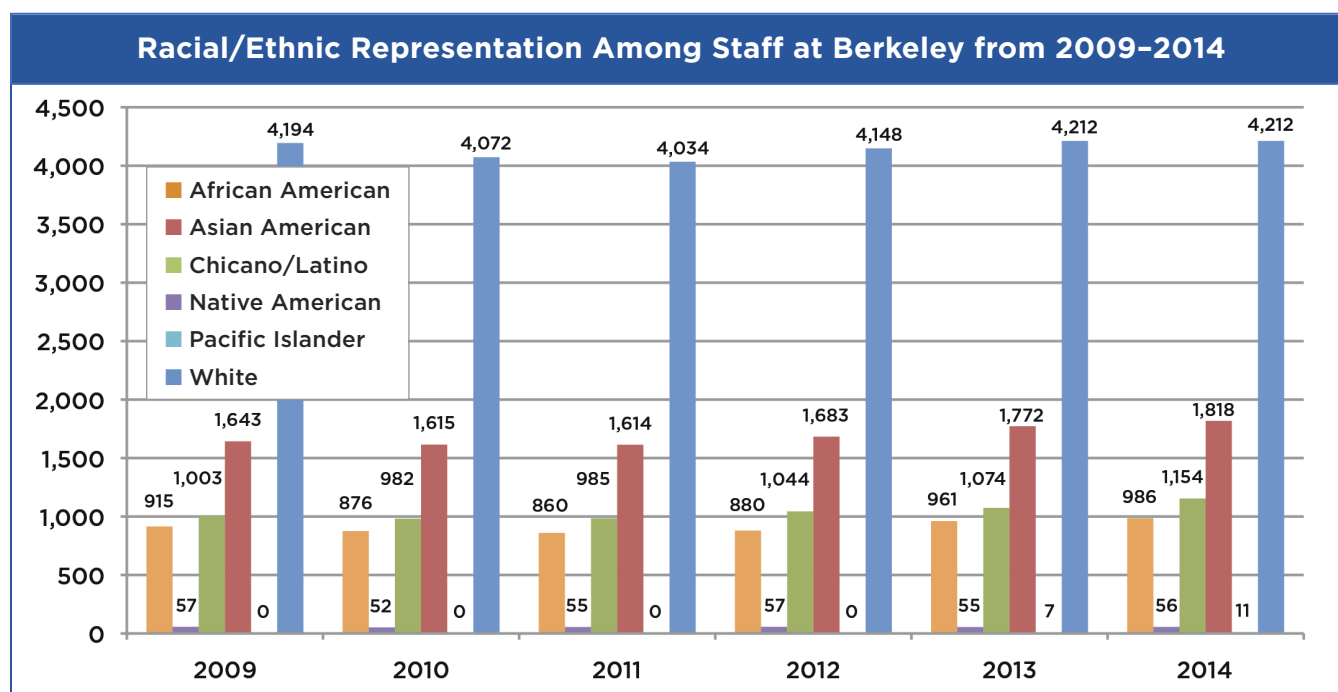
The glimmer of hope in the review of ladder-rank faculty is that more Chicano/Latinos (and all other racial/ethnic groups) have filled full professor positions versus assistant or associate professor positions, showing there is some movement up the ladder. However, the low number of associate professors could mean that future faculty cohorts will look similar to or worse than what they look like now. The low number of Chicano/Latino ladder-rank faculty, moreover, means fewer mentors for Chicano/Latino students who share their cultural experience.

Findings Related to Staff

Despite Slight Increases, Chicano/Latinos Remain Underrepresented Among All Staff Levels

The demographic trends for the Berkeley staff are similar to that of the faculty's. Of staff members for whom race/ethnicity is known, Whites have consistently and overwhelmingly had the highest representation at all levels, followed by Asian Americans, Chicano/Latinos, African Americans, and Native Americans as illustrated below. In 2014, for example, Whites represented 51% of all staff (1,138); Asian Americans represented 22% (1,818); Latinos represented 14% (1,154); African Americans represented 12% (986); and Native Americans represented 1% (56).

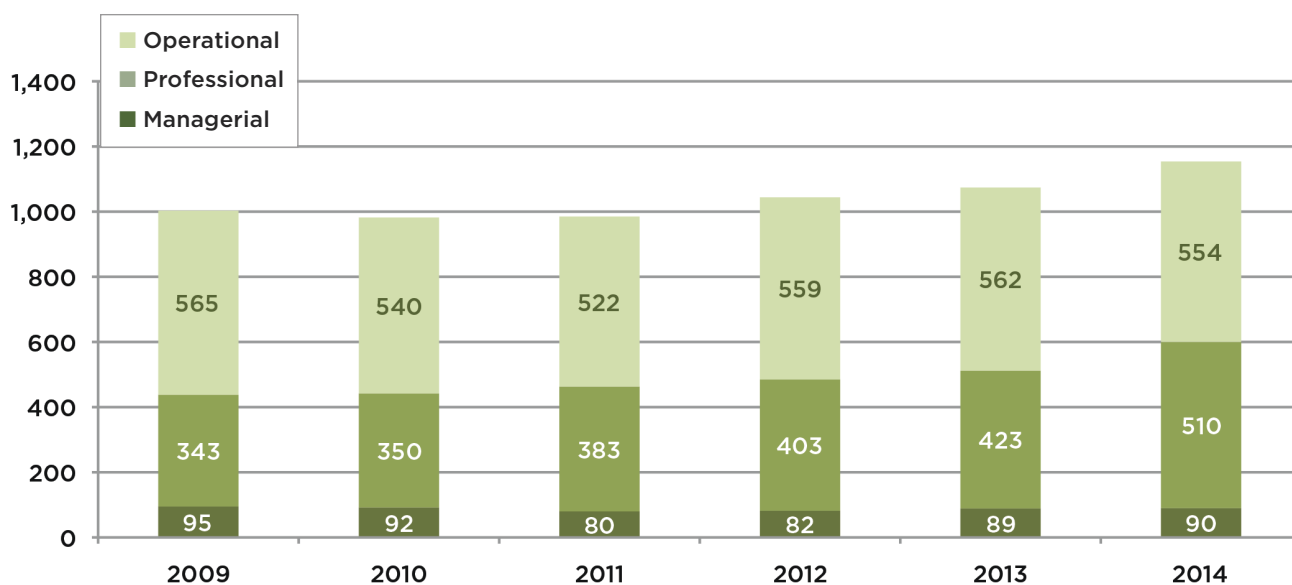
Even at the operational level, which accounts for the most ethnic diversity, Whites have exceeded Chicano/Latinos by almost 50% each year. Other ethnic groups have seen some increases, particularly Asian Americans who have the second highest representation after Whites at the operational and managerial levels. Chicano/Latinos and African Americans have had almost equal representation, and the second highest representation of all ethnic groups, each year at the professional level. Additionally, unlike the faculty category, where more men than women hold positions, in the staff category, more women than men hold positions across all ethnic categories.



Data Source: UC Berkeley, Cal Answers prepared by the Office of Equity & Inclusion

As the graph below shows, from 2009 to 2014, Berkeley's Chicano/Latino staff employment numbers have remained relatively static at all levels. In 2009, Chicano/Latinos accounted for 12.8% of all staff and in 2014 that percentage increased slightly to 14%. Importantly, 2014 is the first time since 2009 that Chicano/Latino representation rose above 13.3%. Overall, Chicano/Latinos have the greatest representation at the operational level, considered the lowest rung on the staff career trajectory ladder and the least representation at the highest levels (management and supervisory positions).

Number of Chicano/Latinos at Berkeley Per Staff Category from 2009-2014



Data Source: UC Berkeley, Cal Answers prepared by the Office of Equity & Inclusion

Lack of Leadership Opportunities for Chicano/Latinos Remains a Concern

In 1988, the Consortium reported that in the UC system, Chicano/Latinos were absent from most senior level administrative positions and from the pipeline positions which provide upward career mobility. At that time, no Chicano/Latino applicants, even those with academic and administrative credentials exceeding those of the individuals selected, were acknowledged or interviewed for four recently vacated Chancellor positions.⁶⁷ Additionally, there were no Chicano/Latino academic deans or academic department heads outside of Ethnic or Chicano Studies. Specifically, at Berkeley only three of 30 members listed within the Executive Program were Chicano/Latino, with two of the three on leave for the 1987/1988 year and none were in an academic administrative role.⁶⁸

According to the Alianza Staff Organization, about a decade later in 1998, approximately 5% of the leadership positions at Berkeley were occupied by Chicano/Latinos, and in 2014, Chicano/Latinos still only represented 5% of the leadership work force, a 0% increase in Chicano/Latino representation among the leadership work group.⁶⁹ In 2014, the qualified available Chicano/Latino applicant pool for the senior manager group, which had eight total spots, was approximately 7%, yet there were no Chicano/Latino senior managers employed on campus.⁷⁰ Specifically, Berkeley has no Chicano/Latinos sitting on the Chancellor's cabinet, which includes the seats of the Chancellor, Executive Vice Chancellor, and seven Vice Chancellors.⁷¹ It appears that Berkeley may be the only UC campus without a Latino on the Chancellor's cabinet. It is unclear due to a lack of reporting of demographics in the various Chancellor positions.

Findings

As emphasized by the Alianza Staff Organization, overall, these imbalances greatly limit a broader, diverse representation of talent, ideas, and perspectives at the senior leadership levels. Over the last decade, there has been a 160% increase in leadership positions at Berkeley (369 and 961 positions respectively), while Chicano/Latino representation has remained flat as a percentage (18 and 48% respectively).⁷² Groups on campus have started to take action to influence leadership change. The Chicano/Latino faculty, for example, formed a Chicano/Latino Faculty Association in the spring of 2015 in order to influence Berkeley's administration to reorganize its campus leadership positions and appoint Chicano/Latino faculty to high administrative positions.⁷³

The Underrepresentation of Chicano/Latinos Impacts Employee Morale

It is important to note that over 70% of Berkeley job groups reported Chicano/Latinos are underrepresented.⁷⁴ As Berkeley moves toward a "Global University" strategy, it is critical for the entire Berkeley community to invest in diversifying its workforce.⁷⁵ It seems that this underrepresentation has contributed to the tense environment where staff members feel they are not growing but are instead stifled and overworked. From 2012 through 2014, 11% of all visitors to the Staff Ombuds Office were Chicano/Latinos.

The lack of intentionality around diversity efforts may be adding to the tension and excessive stress reported by Chicano/Latino staff members to the Staff Ombuds Office. From 2012 through 2014, "respect/civility" ranked the highest of the top 12 issues of conflict at 65% raised by Chicano/Latino visitors to the office. Chicano/Latino staff members may feel that they are not taken seriously and are not as competent as staff members from other groups. The second highest ranked issue was excessive stress at 46% followed by general climate. Berkeley seems to have a hostile and at the very least uncomfortable environment for Chicano/Latino staff possibly due to or in part related to the lack of intentionality around building up leadership among staff of color. Our survey responses also reveal staff members feel insecure about their employment stability. The sentiment is also felt by faculty.

It also appears that the Operational Excellence (OE) Program has also increased tension among staff. OE is a multi-year, multi-project initiative that is supposed to build administrative excellence to support Berkeley's academic excellence. It is supposed to be helping Berkeley achieve savings goals, build efficient and effective operations, and cultivate a culture of continuous improvement. But instead, the OE program seems to be creating more problems, including serious morale issues and unreasonable workloads.

These recommendations are provided with the hope that they will spark additional ideas and interest from a broader audience who can help transform these written recommendations into action. Moreover, these recommendations are made with the understanding that they will require long-term commitment; resources from a variety of stakeholders; and the participation of all Berkeley stakeholders throughout the process of developing and implementing these ideas, including the contributors to this report. As such, the presenters of this report commit to building partnerships to implement these changes and ensure that the Berkeley community continues to thrive and safeguards its legacy for generations to come. We provide numerous recommendations tailored to each area of interest previously covered in this report. The focus of this report has been Chicano/Latinos but the aim is to uplift other communities that are also underrepresented at Berkeley and elsewhere.

For State Policy Changes:

- **Collectively seek more funding from the State for the UC system.** Over the past few decades funding for higher education institutions have faced disproportionate cuts in state funding. In fact, over the past ten years, per student funding has fallen by more than 50% at UC.⁷⁶ Higher education has taken a huge hit from policymakers who have reduced allocations to higher education to fund other emergencies and programs. The health of our state's economy demands increases in allocations to higher education. We must organize all Berkeley stakeholders to advocate for the state to provide more financial support to higher education generally and specifically to the UC system. The priority for increases in state funding should be to increase the number of undergraduate spaces available.
- **Engage Berkeley stakeholders to work together to implement more protections for higher education General Fund allocations.** Policymakers and state legislators have viewed higher education component in the General Fund as an easy target to cut because it has relatively few legal or statutory protections. We cannot continue to force students to carry the burden of hikes in tuition and fees to make up for the cuts to the General Fund. Students should not have to take out larger and more expensive loans because of the State's failure to fund higher education.
- **Advocate updating and revising California's Master Plan for Higher Education.** The state's current Master Plan for Higher Education was developed some 55 years ago and no longer reflects the needs of our communities. We must work collectively to update the goals of our Master Plan. New goals could include more enrollment growth supported by the state; increased numbers of students from underrepresented communities prepared for college-level success; and implementing support programs to increase college graduation rates.
- **Continue to advocate for the state to increase its college financial aid programs for low- and middle-income students.** The need for financial assistance has grown as the costs of obtaining a college education have increased significantly in the last few decades, especially for students from low-income communities of color, which tend to be the least represented on college campuses. California, for example, should incentivize schools to support their efforts to help disadvantaged students graduate, instead of compelling schools to recruit students with more means.
- **Increase engagement of Chicano/Latino students, alumni, staff, and faculty.** This robust and growing community should feel connected to Berkeley. These connections could lead to improved outcomes not only for the Chicano/Latino community currently at Berkeley but also for other stakeholder groups. This engagement could be fostered and sustained through the formation of racial/ethnic alumni chapters statewide, nationally, and globally.

Recommendations

Alumni engagement organized by ethnicity groups could facilitate better tracking systems by ensuring that those groups report back data. For example, currently, two Chicano/Latino alumni chapters exist in the Bay Area and Los Angeles respectively. Others formed in 2015 in three different locations: San Diego, Central Valley, and Sacramento. Another chapter is in the process of being established in Mexico City. These chapters have tailored their efforts to support Berkeley's Chicano/Latino community.

- **Improve processes for critical data gathering and sharing at the state level and within the Berkeley community.** We should call on the state to establish a comprehensive student data system to assess whether the state and its academic institutions are meeting higher education goals. Tracking students from kindergarten through college could help the state determine which programs and policies work best and which merit increased investment. At Berkeley, the Office of the President should establish a process similar to an "Information Digest" that could be updated on an annual basis and maintained in a central location, making it easy for the Berkeley community members to obtain data.

For Campus Policy Changes:

- **Implement fundraising focused on community initiatives within strategic planning.** Berkeley's strategic planning should include a focus on fundraising for particular communities. Alumni often prefer to donate funds toward particular groups and intentionally tailoring efforts around particular communities could help target money toward communities that need it most. Strategic fundraising and other related development efforts could improve engagement and the climate on campus. Berkeley's website could provide portals for giving to various initiatives, programs, and projects directed at a community of the donor's choice.
- **Foment partnerships among ethnic communities on campus.** The need to support undocumented students brought together the Asian American and Chicano/Latino communities on campus in an unprecedented way. The Berkeley community should take advantage of this type of momentum to build community among groups, which can lead to more gains for Berkeley as a whole.

For Improvements in Student Outcomes:

- **We must take a collective stance to improve educational outcomes for all students, especially underrepresented students, by demanding the state make more investments in and set new statewide goals for higher education that are consistent with current trends and demands.** We must act to advocate for the state to act now to close the skills gap and meet future demand by ensuring more underrepresented students can graduate from college. Progress of policies and programs must also be measured with specific criteria to ensure they improve student success. Otherwise, our economy will not reach its potential of productivity and more of these students will fall through the cracks with their communities feeling less and less empowered.
- **Improve tracking processes to ensure Chicano/Latino students are supported throughout their college career at Berkeley and that communication is maintained with Chicano/Latino students after they graduate and become alumni.** To create a meaningful tracking system that improves outcomes for Chicano/Latino students, indicators should include race, ethnicity, language, and gender. Tracking should commence as soon as a student enrolls at Berkeley and should continue throughout the trajectory of the student's academic career and beyond. Once a student graduates from Berkeley, his/her employment and other professional pursuits should also be tracked to identify that student's progress and to enable further opportunities that Berkeley could create or benefit from based on that student's activity. Improved tracking efforts would enable current Berkeley students who do not have expansive professional networks to connect with alumni and enable contacts that could prove fruitful.

For example, a current student considering attending graduate school or finding a job in a particular sector or seeking a particular profession could find out if any alumni have connections to that position. Better tracking will improve opportunities for Chicano/Latino students and other underrepresented groups.

- **Protect Berkeley's diverse student body by maintaining a holistic application review for admitting freshman.** Admittance into college, particularly a progressive university such as Berkeley, requires assessing various indicators of success beyond numbers. Additionally, it is undeniable that socio-economic status may limit some students, primarily students of color, who may not have had the same opportunities in life as their privileged peers to attain high GPA and SAT scores.
- **Support the mental health and emotional stability of Chicano/Latino students by establishing space and increasing support for existing racial/ethnic spaces on campus for underrepresented student groups to congregate, engage with one another, and build community.** Students from underrepresented communities may experience isolation, loneliness, depression, and anxiety on Berkeley's campus due to a lack of spaces where they can congregate with others that share their demographic background, values, language, and culture. Creating more spaces for underrepresented groups could help Chicano/Latino students and other groups feel they belong on campus and increase their engagement overall with the Berkeley community. Additionally, increasing resources for existing racial/ethnic offices and programs would be an effective and efficient way to provide students with an immediate show of support. For example, the Chicana Latino Student Development (CLSD) office is a space where students take refuge from their daily struggles and where they feel they will be valued and understood. Perhaps converting CLSD into a student center could enable that space to better cater to the students who go there seeking support.
- **Improve processes for data gathering and sharing of all degrees awarded at Berkeley.** The Office of the President should establish a process similar to an annual "Information Digest" that would be updated on an annual basis and maintained in a central location to make it easy for Berkeley community members to obtain data on various degrees awarded. For example, "professional degrees" could be fleshed out to enable splicing of Masters versus Professional degrees.

For Improvements in Faculty Outcomes:

- **Implement accessible directories for professors by ethnicity that include their biographies and details about the various subjects and issues the professors teach and research.** These directories could be invaluable tools in helping faculty members, students, and alumni develop partnerships and relationships that complement each other's efforts on campus and in the professional sector. Aside from developing working relationships, students and professors could also develop mentorships and other mutually beneficial opportunities. UC Davis' directory can serve as a successful model to emulate. These directories should be accessible to all students and faculty.
- **Implement strategic planning around hiring and supporting faculty of color.** Targeted racial and ethnic hiring is a way to help promote diversity of thought and expression in higher education. It is also a way to increase the number of mentors available for students that share their cultural experience.
- **Increase underrepresented racial and ethnic minority (URM) representation on specific committees of importance.** At least one URM faculty member should sit on the budget committee to help address and discuss issues impacting faculty and students of color. This may strengthen efforts in creating a more positive and inclusive campus climate for underrepresented minorities.

Recommendations

- **Improve and increase retention processes to incentivize junior Chicano/Latino faculty members to continue at Berkeley.** Just like students may feel isolated due to the lack of Chicano/Latino students on campus, faculty may also feel this, particularly the junior Chicano/Latino faculty members who have not obtained tenure or secured senior positions. Incentive packages could include support with housing needs and resources for spouses and other family members.
- **Engage retired Chicano/Latino Berkeley faculty to provide mentorship and support to current faculty.** Establishing a structured mentoring program that enables retired Chicano/Latino faculty members to return to campus to engage and counsel current Chicano/Latino faculty, particularly younger professors, could help Berkeley retain and recruit more Chicano/Latino professors. Stipends could be provided to them as part of an incentives package to return to campus.

For Improvements in Staff Outcomes

- **Implement professional development and training programs for Chicano/Latino staff that encourage transition into management level positions and supervisory roles.** This type of support will motivate Chicano/Latino staff and increase morale, while enabling them to move up the ranks and increase the diversity of the higher levels of the corporate ladder. It would be helpful to establish a Berkeley-wide committee to examine policies to improve access to leadership/pipeline programs and establish a diversity committee on campus to develop five-year hiring plans for Chicano/Latinos and monitor the individual achievement of managers' actions to hire Chicano/Latino staff and to promote them.
- **Implement programs to address areas where its workforce is not reflective of the surrounding community.** Efforts should also be made to increase outreach, recruitment, and coordination to fill positions, specifically managerial/supervisory levels, by underrepresented groups.

Recommendations for Future Study:

- **Assess “Operational Excellence” initiative to determine its incidental costs through a cost-benefit analysis.** Current staff members who were not laid off have experienced the additional burdens of doing additional work for the same pay. Berkeley has been prudent in implementing cost-effective measures, but staff members should not be forced to bear the burden of those strict measures. Berkeley cannot reap savings made on the backs of others — those are not true savings.
- **Determine the impact of increased recruitment and enrollment of international students on the educational attainment of students who are California residents, particularly underrepresented students and conduct a reassessment of non-residential and international student acceptance to determine the value of decisions to increase or decrease these numbers.** As California has reduced funding to its public schools, colleges and universities have raised tuition. This seems to have impacted middle-income students the most, with fewer of them able to pursue an education at schools like Berkeley. Students of higher means, who can afford to pay full tuition, may look more attractive to schools. Recruitment efforts seem to have increased for students of higher means, such as international students. These changes may be causing a detrimental effect on students from middle-income communities and may be increasing the wealth gap in California. Further study should be done to determine the impacts of these changes.

- **Determine how higher tuition and limited enrollment has impacted the socio-economic diversity among Chicano/Latino students at Berkeley and what can be done to ensure students from low- and middle-income communities access and thrive in higher education settings.** Student surveys suggest that more Chicano/Latino students from higher-income communities than low-income communities are enrolling at Berkeley, creating an environment that feels less inclusive even among students from the same racial, ethnic, and cultural communities. Further study should be done to determine the impacts of these changes.
- **Determine whether STEM departments are over relying on grades and test scores, and possibly undervaluing or completely ignoring the other elements of a holistic admissions review in order to strengthen the initiative to create STEM cohorts for underrepresented students at Berkeley.** The success of former STEM programs at Berkeley, such as the MESA Schools Program and MEP, should be evaluated to see if they should be implemented anew. Current efforts are underway to launch a new Residential Theme House to deliver on Berkeley's promise, as the nation's top public STEM research institution to prepare diverse undergraduates for top STEM graduate schools and leadership roles in this arena. These cohorts could be modeled on the successful program known as SACNAS (Society for Advancement of Hispanics/Chicanos and Native Americans in Science), a society of scientists dedicated to fostering the success of Hispanic/Chicano and Native American scientists to attain advanced degrees, careers, and positions of leadership in science. This would help uplift the Chicano/Latino and Native American student communities and help increase engagement between the two as they support each other. The success of supportive programs should also be evaluated along with the impact of leadership.
- **Determine how the losses of underrepresented faculty and the subsequent opening of positions impact Berkeley's demographics and race relations.** Attention should be paid to whether plans exist to ensure Chicano/Latino applicants fill the available spots left by other Chicano/Latino retirees and others.
- **Determine how outsourcing driven by the Operational Excellence program has impacted demographic changes and campus climate.** The restructuring of the campus seems to have created tension among employees as jobs have become scarce and competition has increased for remaining positions. It would be worthwhile to assess who has been most impacted and whether money was saved.

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- ⁷⁶ Public Policy Institute of California, *California's Future – Higher Education* (February 2015) located at http://www.ppic.org/content/pubs/report/R_215HJR.pdf.

Report Presented By



**Chicana@ Latin@
Alumni Association**

<http://www.ucbclaa.com>



**Chicana Latino Student
Development Office**

<http://clsd.berkeley.edu>



**Center for Latino
Policy Research**

<http://clpr.berkeley.edu>

The Chicana@ Latin@ Alumni Association (CLAA) is committed to maintaining Berkeley's tradition of academic excellence through diversity by providing a mechanism for all to network as professionals, and to share ideas and resources that foster stewardship and mentorship for Chicano/Latino students. CLAA strives to create an expanding force of alumni throughout the state committed to maintaining ties with the larger community on Berkeley's campus, providing valuable support to recruit and graduate Chicano/Latino students, and increasing Chicano/Latino representation among the ranks of Berkeley's staff and faculty.

The Chicana Latino Student Development Center (CLSD), a collaborative unit of the Multicultural Student Development Center serving under the Vice-Chancellor of Equity and Inclusion, was a space conceptualized and created by Chicano/Latino students, staff, faculty, and community members. CLSD advocates for the retention and graduation of Chicano/Latino students; engages and empowers students to become leaders, professionals and scholars; and creates community among other Chicano/Latino spaces on and off campus.

The Center for Latino Policy Research (CLPR) fosters community participation in the research process, redefining how the university relates to the community, and also ensuring that its research products are relevant to and reach those most directly affected. CLPR's efforts result in a body of work and a set of policy recommendations rooted in rigorous academic research that responds to pressing and long-standing issues affecting Latinos everywhere.