

University of California at Berkeley

# CHICANX LATINX TASK FORCE

*2016-2017 Report*



# EXCELLENCE THROUGH REPRESENTATION: THE CHICANX LATINX COMMUNITY AT UC BERKELEY

SEPTEMBER 2017



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# CHARGE

In the spring of 2016, the Vice-Chancellor for Equity and Inclusion, Na'ilah Suad Nasir and the Vice-Chancellor for Student Affairs, Harry Le Grande, appointed a special task force to examine the broad needs and experiences of the Chicanx Latinx community on the Berkeley campus. Comprised of fifteen members of the Chicanx Latinx faculty, staff, student, and alumni communities, the task force was initially charged with "addressing campus climate issues, including mapping, assessing and providing recommendations, and giving strategies to campus administrators to address the various needs of the Chicana/o and Latina/o communities on the UC Berkeley campus, including the needs of undergraduate students, graduate students, faculty, alumni, and staff."

## Committee Members

Genaro Padilla (Taskforce Chair)  
Professor and Chair of English

Oscar Dubon  
Professor and Associate Dean for Equity & Inclusion and Student Affairs—College of Engineering

Lisa Garcia Bedolla  
Chancellor's Professor in Education and Political Science

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Undergraduate Student – Political Science

Myrtha Ortiz  
Undergraduate Student – Geography

Jesus Cipriano  
Undergraduate Student – Business

Miriam Solis  
Graduate Student – City and Regional Planning

Jose Villagrana  
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Alejandra Escoto  
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Cruz Grimaldo  
Associate Director for Financial Aid

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Director, Chicanx Latinx Student Development

Michael Ray Treviño  
Cal Alumni

Marissa Vasquez  
Cal Alumni

Andrew Eppig  
Division of Equity & Inclusion

The term  
"Chicanx Latinx" is  
used by the Task  
Force vs. the typical  
"Chicano/a/  
Latino/a" in order  
to be more inclusive  
and avoid binary  
assumptions about  
gender identities.

# CHAIR'S COVER LETTER

Dear Chancellor Carol Christ,

This letter reports the lingering sense of marginality and dislocation our community of students, both graduate and undergraduate, our staff across job families, our faculty from lecturer to senior professors continue to experience here at Berkeley. We offer less a set of findings verifying what is obvious to all of us in California, where the Chicax Latinx population is reaching 50% but where our presence and place in the UC, especially Berkeley, is precarious. We offer a set of recommendations for enriching our presence here. We hope to work together with your administration to pursue an agenda committed to increasing our representation at every level and to ensuring that all members of the C/L community are fully valued, our staff trusted for their expertise across the full range of campus responsibilities, our faculty supported financially and institutionally as they pursue their research and teaching, our undergraduates educated with the aim of improving our local and global challenges, our graduate students provided full support for completing their academic work and pursuing their professional calling. We also want to emphasize the leading role of our C/L alumni in making significant contributions in all sectors of our society.

We thank you for proactively recognizing and acting to correct the profound gap in C/L leadership representation on the campus. Your recent appointment of Oscar Dubon, Professor of Materials Science and Engineering, as Vice Chancellor for Equity and Inclusion is a major step in addressing this concern. Dubon's appointment, together with those of Professor Lisa Bedolla-Garcia as Director of the Institute of Governmental Studies and Cruz Grimaldo as Assistant Vice Chancellor and Director of Financial Aid, stand as an indication of your commitment to the inclusion of the Latinx community in your administration. We are now confident that we can work with you to strengthen our presence on the Berkeley campus. We are equally hopeful that we can work together to assist you in carrying out four of your five goals as Chancellor: Building Community; Ensuring that Students Thrive; Enhancing Diversity and Inclusion; Supporting Transformative Research of the Public Good. In other words, the life of the Berkeley campus.



Photo credit Jesus Cipriano.

# CHAIR'S COVER LETTER

However, a word of caution. We must see decisive commitment and action by your leadership team to resolve the many issues and concerns articulated in the statements presented here. Many of us on the Task Force have been at Berkeley long enough to have dedicated ourselves many times over to reviews that end up shelved, with only minimal action. We have been disappointed again and again. Our historical and demographic presence in California is monumental and yet here at Berkeley our presence is minimal. Disillusionment and anger have been absorbed into our bones and hearts. And yet, here we are working at the behest of the administration to survey the situation and offer yet another round of recommendations. The staff members of the Task Force —Lupe Gallegos-Díaz, Alberto Ledesma, Cruz Grimaldo and Alejandra Escoto—all Berkeley grads—have dedicated their careers, their life's work, to supporting our students, staff, faculty and alumni. They have each experienced disappointment with the campus' wavering support of our interests and needs. Our graduate and undergraduate students—Jose Villagrana, Miriam Ortiz, Violeta Alvarez, Jesus Cipriano, and Myrtha Ortiz—have taken a great deal of time from their studies to assess the needs and concerns of our students. Their commitment is unflagging notwithstanding their own lack of a sufficient support structure for their academic work and their daily needs. Michael Trevino and Marissa Vasquez are proud Cal Alums whose view from the world outside of Berkeley nags at their sense of commitment to a university that is not meeting the needs of our Latino population. Professors Oscar Dubon and Lisa Bedolla-Garcia are also alums whose brilliance brings them to the Berkeley faculty and, yet, their own research has often had to be put on the back burner as they have worked tirelessly on Latinx concerns.

*I've now been at Berkeley long enough to have pretty much seen it all.*

I am just completing my 30th year on the faculty, having arrived in 1987, when Chicanx Latinx undergraduate enrollment was on the ascent and when, as an excited Assistant Professor of English, I felt our inclusion in the intellectual community here would be increasingly embraced. I chose to make my career and raise a family here. In some measure, I have been a success. And, yet, I've also always felt culturally isolated. Lonely. Yet, it seemed our community would finally find a welcome place within a world-class university that happened to be a California public university, but all at once our very presence in the state our people helped create was called into question when the Regents passed a resolution literally unseating us within the UC. In one year, our undergraduate numbers at Berkeley dropped by over 50%. We were put in our place. We felt despised, slapped out of the university for being Mexican American, Chicanx, Latinx. I saw that our students were humiliated, made to feel small and stupid. The very staff professionals who opened terrain for our students to succeed were as much as criminalized, forbidden under threat of legal action from working directly with Latinx students. This was 1995. Chancellor Tien asked me to join the central administration as Vice Chancellor for Student Affairs and my first, unrelenting resolve, was to do all I could to undo the huge damage done to our community by Proposition 209. I as much as sacrificed my mid-career academic life to work with other Latinx administrators and faculty and our allies to resuscitate our community spirit, to rebuild trust in the university, and to plan for our eventual full participation in the life of the Berkeley campus.

We are here to assert our presence and to insist that the university meet its responsibility for assuring our future as full partners in the educational mission that Berkeley has established since its founding in 1868.

Genaro Padilla (Taskforce Chair)  
Professor and Chair of English

# CL Undergraduate Student Report

As part of the survey we asked CL students to identify their top areas of concern and to suggest ways in which these issues could be addressed. We received over 130 undergraduate responses, consistent with response rates for online surveys. Between both town hall meetings held in October 2016, we had over 150 attendees.

Based on survey results, the top issues were the following:

1. Lack of affordable housing (55%)
2. Lack of representation of CL staff, faculty, graduate and undergraduate students across campus (50%)
3. Financial aid packages are insufficient given the cost of living in Berkeley (40%)

At the townhalls, students also reported two more pressing issues: inadequate academic support, particularly designed to meet the specific needs of CL students, and the lack of access to culturally competent mental health services.

In order to address the concerns presented by the undergraduate students, we recommend a Chicana Latinx Resource Center which will coordinate and communicate all existing and future spaces and resources for this CL community. With 28% of those completing the survey noting the lack of visible and adequate space on campus for Latinx undergraduate students. This space will be able to cultivate the community that students expressed they wanted in both of the two townhalls.

This Resource Center will require an Assistant Director that would report to the CL Student Development Office.

- Annual budget that is funded by the university to maintain the center.
- Include performance and meeting space.
- 2 full time CL psychologists for center.
- 1 full time CL career specialist that will integrate Chicano Latino Alumni Association and the Center for Latino Policy Research.
- 7 work-study positions to sustain center.

Based on the survey results, town hall dialogues and

discussions with the undergraduate task force representative, we recommend the following actions:

## **Representation 50%:**

- Increase admission and enrollment of CL of undergraduate students with the goal of becoming a Hispanic-serving institution.
- Increase outreach and yield activities designed to attract CL students to UC Berkeley, which could include ensuring locations are accessible to the community.
- Include the CL spaces and programs into mainstream services\* such as Golden Bear Orientation, Summer Bridge, Freshman Edge, Fall Program for Freshman, etc.
- Representation from faculty and administrators should demonstrate community engagement and experiences with CL on- and off-campus.
- Be culturally and linguistically inclusive on all printed materials of the university, i.e. Parent Handbook.

## **Housing 50%:**

- Enhance Living Learning Communities - grow current Living Learning Communities (Casa Magdalena Mora) and develop the following floors: CL STEM students, undocumented students, CL re-entry, transfer, and student-parents. Possible locations include New Stiles Hall and Beverly Cleary.
- CL-themed house through Berkeley Student Cooperative.
- Support other campus housing - Casa Sin Fronteras, Rochdale and Fenwick Villages, and Student-Parent Housing.

## **Financial aid and Scholarships 40%:**

- Make a significant and long lasting investment in financial aid and scholarship resources.
  - In the next fundraising campaign, prioritize CL scholarships from the university.
- With additional scholarship resources, keep the loan and work expectation as low as possible for all students.
- Facilitate access to work-study opportunities by
  - creating strategic partnerships with both off



# CL Undergraduate Student Report

and on campus employers,

- aligning campus practices, policies, tools and literacy about how students can earn over the summer, increase their eligibility, and budget their earnings.
  - Aligning campus practices, policies, tools and literacy about how research stipends and other awards to fund components of the student experience (beyond the annual cost of attendance) can be better coordinated with students standard financial aid package.
  - Aligning campus practices, policies, tools and literacy to support the unique needs of the ~350 student-parents with innovative aid programs that allow them to support their families while maximizing their UC Berkeley academic experience year around.
- Academic support and professional development 29%:**
- Fund tutors that are culturally and linguistically relevant in CL spaces, i.e. Chicanx Latinx Student Development (CLSD), Casa Mora, Raza Recruitment and Retention Center (RRRC), CLPR, Casa Joaquin, Casa Sin Fronteras.
  - Increase funds for the Center for Latino Policy Research for research, publications, conferences, internships/fellowships, and travel for CL undergraduate students.
  - Increase CL faculty to increase CL undergraduate research and academic femtorship/themtorship/mentorship programs.
  - Continue to fund for pipelines to graduate schools such as From Day One (CLSD) and the Marco Antonio Firebaugh Research Grants and Program.
  - Fund culturally relevant leadership workshops that will prepare students for leadership positions on and off campus.



Photo credit Alberto Ledesma.



# CL Graduate Student Report

Our Task Force hosted a town hall discussion with CL graduate students on October 13, 2016 to understand how matters and policies concerning admission, funding, and campus climate have affected these students' sense of belonging and success across a broad range of graduate and professional programs and disciplines. Graduate students voiced concerns over these issues in a survey administered by the CL Task Force. Graduate students had an opportunity both to rank areas of concern and to supply short answers describing their experiences navigating the institutional aspects governing their areas of concern. The survey results are striking. Of the 64 respondents to the initial survey, three of four graduate students ranked the representation of CL staff, students, and faculty across campus as the issue of chief concern. Nearly half of all respondents expressed concern about the degree to which faculty and peers demonstrate cultural sensitivity toward CL students. And again nearly half of respondents described funding security as a matter requiring immediate and sustained attention.

In an effort to develop asset-based recommendations, we asked graduate students to identify affirmative factors promoting their progress toward degree and their sense of belonging in the larger community of scholars at Berkeley. Students described in the survey how relationships with peers and faculty mentors have been crucial to their successes, which underscores the significance of community-building to the graduate student experience. We hope to discuss ways to continue to support and expand these areas of strength in the graduate experience at Berkeley.

We recommend the following actions to promote the academic and professional success of CL graduate students with the continued collaboration and support from the Graduate Division and Graduate Diversity:

## Retention and Completion

- Build upon proven graduate student programming headed by The Graduate Writing Center to expand skill-building support services, including writing/editing support, and workshops with a wide range of time slots dedicated for CL graduate students.
- Support the development of a space for CL students (e.g. CLPR) through promotion and funds.
- Incentivize mentorship of CL graduate students by faculty (e.g. incorporate mentorship as a criteria during faculty tenure and promotion reviews; make

use of student self-reporting in GLOW to document mentorship experience).

- In an effort to enhance campus climate experiences for CL graduate students, including the experiences of our undocumented graduate students, create more accountability by instituting trainings, including sensitivity trainings, reaching the entire university community.
- Create institutionally protected "safe-spaces" (e.g. specific offices or anonymized web portals similar to what the Staff Ombuds Office provides) for CL graduate students to challenge and document instances of discrimination so as to not compromise their careers.
- Ensure new policies put forth on Time-to-Completion do not adversely impact CL students in a disproportionate way.
- Include CL postdocs as part of the CL community, thus building a complete pipeline.
- Expand Undocumented Student Program to serve the needs of undocumented graduate students.
- Streamline information and resources available to undocumented graduate students; this can be done by including a section to the existing Graduate Division website and School websites.

## Representation of Latinx on campus

- Evaluate and track the number and proportion of CL graduate students, their levels of funding, and their rates of completion, and make this information widely available.
- Track, assess, and respond to how various increases and reductions of graduate student admissions slots affect CL graduate student representation across all colleges, departments, and programs (e.g., GSAO trainings).
- Institute a faculty pipeline program for the recruitment and retention of prospective CL faculty.
- Incentivize culturally relevant curricula (e.g., institute an American Cultures requirement at the graduate level so that underrepresented graduate students have culturally-relevant pedagogies).
- Continue to advocate on behalf of undocumented graduate students, including the active support of current and pending federal legislation, as well as ensuring the continued support of the UCOP.

## Funding + Cost of Living

- Develop a strategic plan to alleviate the strain on CL graduate students' finances stemming from balloon-

# CL Graduate Student Report

ing costs of campus fees that are not covered by Academic Student Employee fee remissions.

- As the rising costs of housing drive students to find affordable housing increasingly farther away from campus, we recommend studying the prospect of adding subsidized BART access to the ClassPass/Clipper transportation option currently available.
- Streamline the application and review process for diversity fellowships by coordinating guidelines and expectations with nominating departments and programs and the Office of Graduate Fellowships. Selection criteria for university-wide continuing diversity fellowships should be made transparent to student-applicants and should emphasize the intersectional context of achievement for each student.
- Support the creation and promotion of a cross-departmental website for GSI openings.
- Support existing initiatives by Graduate Division increase graduate student housing for single occupancy units and family housing (<http://grad.berkeley.edu/news/dean/expanded-housing/>).
- Make existing funding opportunities available to undocumented graduate students, including travel grants, academic activity grants, and fellowships.

- Commit to upholding funding packages offered to students regardless of the decision on DACA.

Our requests are prompted by a sense of urgency stemming from the intimidation CL students experience as a result of the chilling policies and policy proposals at the level of the federal government and the ideologies that breed them. Graduate students are especially vulnerable because, as instructors and emerging scholars without career security, they are susceptible to becoming targets of those who seek to delegitimize their standing. We are already on precarious footing: CL graduate student representation is not proportional to the demographics of the State of California by a vast margin. Those CL graduate students that UC Berkeley currently has the privilege of educating are deserving of exceptional care at this moment.

We wish to renew our request to create a dedicated CL standing committee empowered to tackle issues facing the CL campus community with authority to hold entities responsible for monitoring, evaluation, and outcomes.



# CL Staff Report

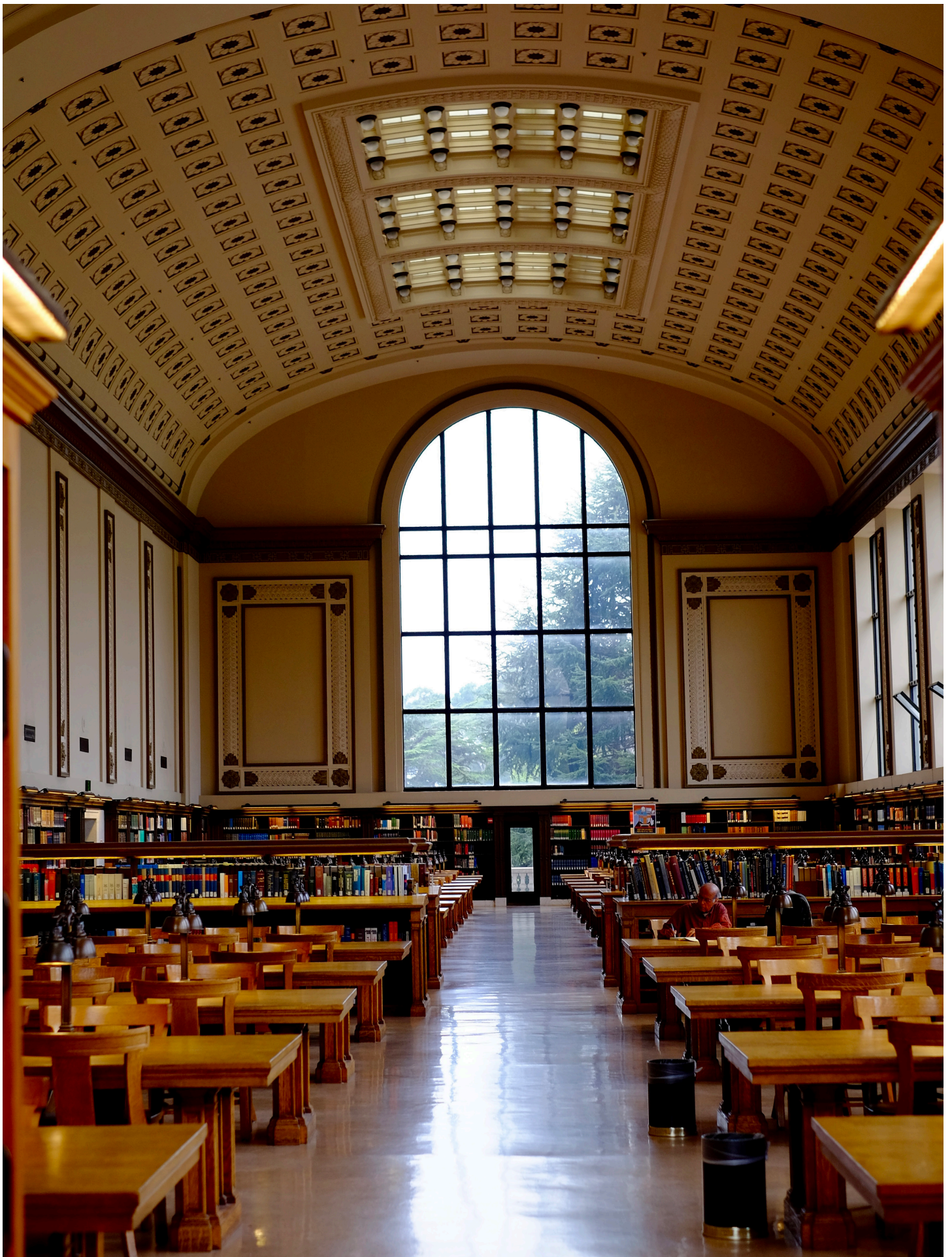
Our task force hosted a town hall discussion with CL staff on Thursday, May 19, 2016 to better understand how the current plan for reductions is affecting our staff colleagues. Staff from throughout campus responded to a short survey we sent along with our invitation to the town hall. In the survey we asked CL staff to identify their top areas of concern and to suggest ways that these issues could be addressed. More than half of the 90 staff members who responded to the initial survey attended our two-hour work session. The proposals that we have articulated below emerged out of the results we culled from the survey and the discussions we held at the town hall.

The results of the survey we conducted were striking. Roughly 3 of 5 CL staff surveyed were concerned about the lack of staff, student and faculty representation across campus and in particular among top campus administrators. About half of staff members surveyed were interested in better opportunities for promotion and better salaries. Many staff members were worried that they might lose their jobs as a result of the current staff reduction initiative.

We recommend the following actions to reduce the anxiety, uncertainty, and low morale that is affecting our CL staff.

- Operationalize “position control” in such a manner as to ensure that there is no disparate impact on CL staff. To cultivate trust create a public platform for data reporting across campus.
- Direct HR to make quarterly reports on staff layoff/separation demographics available to the campus and use this as a tool for ensuring accountability.
- Create a mechanism for staff to have input when reorganizations and staff reductions are being considered.
- Create an equity structure for staff hiring modeled after that already in place for faculty hiring.
- Demonstrate campus commitment to decisively increasing the number and percentage of CL staff at all levels.
- Develop a concrete campus leadership succession plan that takes advantage of the considerable talent and skills already present within our CL staff community and ensures a fair and equitable process. Possible approaches include a talent bank of CL staff at all levels to create pathways for promotion and campus success; grooming talent, retaining talent; creating or leveraging existing strategic committees, like Alianza, that serve as consultants to the CL staff succession plan.
- Generate and expand resources to provide CL specific and gender inclusive professional development opportunities. This may include extension courses, resume, cover letter and public speaking workshops. This may be achieved through creative partnerships across campus departments and throughout the Bay Area professional industry for CL staff who are looking to advance within our institutional structure.
- Provide support and resources to campus staff organizations like Alianza so that, along with academic departments and other campus administrative units, they can set up an effective CL networking with Deans and Executives across campus.
- Create brochures—materials for new staff orientations that identify Latinx spaces on campus.
- Create a dedicated CL standing committee empowered to tackle issues facing the CL campus community with authority to hold entities responsible for outcomes accountable.
- Appoint CL candidates to the existing vacancies on campus: Department Chairs, Deans; Associate Vice Chancellor Admissions and Enrollment; chairs of search committees for senior staff positions, especially for directors and managers. Such appointments would affirm Berkeley’s commitment to diversity and inclusion at the highest levels of campus leadership.







# CL Faculty Report

The Chicana Latinx faculty share many of the same concerns voiced by students and staff. We surveyed over 80 faculty who identify as Chicana Latinx, asking a series of questions about their primary needs and concerns. We had 36 survey responses, which represents nearly a 50% return rate of our faculty across a wide span of departments and colleges as well as across faculty ranks from Full to Assistant Professor.

The most critical areas of concern were representation of CL faculty in key administrative positions: vice chancellors, vice provosts, deans (associate/assistant deans), departmental chairs. Some 75% of the respondents voiced alarm that there has historically been negligible inclusion of Latinx faculty in positions of genuine administrative influence at the academic core of the campus decision making process. While we are relieved that Oscar Dubon, as Vice Chancellor for Equity and Inclusion, now sits on the Chancellor's cabinet and is in a position to remind the central administration of the huge gap in Latinx administrative representation, unless there is a concerted commitment to appointing more Latino deans, vice provosts, chairs we will continue to be largely invisible within the academic governance structure of the campus.

Beyond administrative representation, 64% of the faculty responses note that salary is a major concern, while affordable housing is, likewise, an alarming concern (39%). Indeed, we understand that housing is a general concern for Berkeley faculty and many CL faculty reported that the housing crisis is likely to be one crucial determinant for considering competing offers. This together with concerns that salaries often started on the low end and remains compressed by comparison with colleagues in the same department or area must be addressed. We recommend a salary study broken out by ethnicity and race to determine where there is salary inequity and compression. Should data show that CL faculty salaries lag we would expect the Provost to work with deans and chairs to resolve what would be a shameful financial inequity.

As for research concerns, please note that only 8, or 22%, of the survey respondents were swayed by competitive salary and/or research start up packages. However, some 33% of the CL faculty noted that they would like more mentoring opportunities with senior faculty and, together with intellectual and professional mentoring, 31% of faculty respondents want to be more robustly supported financially and administratively for the research projects they design.

What we learned from a full 98% of the respondents is that, like most faculty here at Berkeley, we all chose to teach and

do research here for the charged intellectual environment it provides and because we believe that our research and teaching functions to address the complex challenges that face our communities. We, therefore, expect our research to be fully understood and valued when we come to promotion through the academic ranks.

CL faculty report that their progress toward promotion, both tenure and movement up the ranks to full professor, was greatly assisted by strong mentoring by senior faculty (61%) and, as should be expected, by campus research funding, provision for course release, and summer 1/9 salary that would provide financial stability and blocks of time for carrying out and completing major research work.

To this end, the new Latino/a Faculty Association at Berkeley is committed to ensuring that every department and college on the campus renew efforts to recruit and retain Latinx faculty across the professorial ranks. Given the Latinx demographics approaching 50% in California, our miniscule representation on the Berkeley faculty is a glaring reminder that the campus must make a forceful commitment to identifying departments and fields where faculty be aggressively recruited, perhaps in cluster hiring of the kind recently carried out through the Haas funding initiative. Because we will more forcefully make our concerns, needs and long term plans known to the administration, regents, state legislature, representatives of the Latino/a Faculty Association will expect to meet on a regular basis with the Berkeley administration to strategically plan, fund and execute our research and teaching goals.

With the acquisition of the three-story Shorb House last year, the Latinx faculty now has an ideal opportunity to develop a premier research center of the highest order. Our discussions call for the existing Center for Latino Policy Research to expand its scope beyond the social sciences to encompass Latinx art, literature, and the humanities in general. A new "Center for Advanced Research in Latino/a Studies" will be a vigorous intellectual space where we can produce and showcase cutting edge research in the arts and humanities as well as in the social sciences and in the STEM fields. This center will provide space and programming for both our graduate and undergraduate students, and perhaps for post-docs, to carry out meaningful research projects that have bearing in the many communities we represent and serve. To carry out this ambitious Berkeley-style research initiative will require a financial partnership between the Chancellor's office, the Development office, the VC for Research and the various Latinx programs currently in place, if typically underfunded.

Top Areas of Concern	Staff	Undergraduates	Grad Students	Faculty	Alumni
Housing security/affordability		52%	1%	39%	25%
Better Chicanx Latinx representation among campus leadership (academic and administrative)	66%			75%	26%
Increased representation of Chicanx Latinx staff, students, and faculty across campus.	56%	48%	74%		46%
Better opportunities for promotion/professional development/mentoring	50%	30%	35%	33%	59%
Better financial support/security	36%	43%	41%	64%	38%
Having greater opportunities to provide staff expertise and input when our jobs are up for reorganization.	34%				
Greater job security.	30%				
Increased cultural sensitivity by supervisors/peers/administrators/etc.	24%		41%	28%	22%
More inclusion of our community in university activities (e.g., curriculum)	18%	25%			
More support for Chicanx/Latinx campus organizations (e.g., Alianza)	17%	16%		25%	18%

## STAFF

Area	Staff
Better Chicanx Latinx representation among campus administrators.	66%
Increased representation of Chicanx Latinx staff, students, and faculty across campus.	56%
Better opportunities for promotion.	50%
Better salaries.	36%
Having greater opportunities to provide staff expertise and input when our jobs are up for reorganization.	34%
Greater job security.	30%
Increased cultural sensitivity by supervisors.	24%
More inclusion of our community in university activities.	18%
More support for staff organizations like Alianza.	17%
Ensuring campus re-organizations do not have an adverse impact on our community. (ie. higher lay-off rates for Latinx)	9%
More participation by staff into policy and process decisions	9%
Educating fellow staff and faculty about the Chicanx Latinx culture	9%
Creating a systemic approach for addressing a systemic problem(s) of our institution	9%
Grand Total	100%

## UNDERGRAD

Area	Percent
Housing security and affordability	52%
Increased representation of Chicanx Latinx staff, students, and faculty across campus.	48%
Financial Aid packages	43%
Opportunities for career/professional development	30%
Opportunities for academic development	28%
Visible and adequate space on campus for Latinx undergraduate students	26%
Inclusive curriculum that includes Chicanx Latinx experiences	25%
Inclusion of student perspectives on policy changes/implementations	22%
Physical and Mental Health Services	17%
Support for Chicanx Latinx undergraduate student organizations	16%
Grand Total	100%
Educating fellow staff and faculty about the Chicanx Latinx culture	9%
Creating a systemic approach for addressing a systemic problem(s) of our institution	9%
Grand Total	100%

## GRAD STUDENT

Area	Percent
Representation of Chicanx Latinx staff, students, and faculty across campus	74%
Cultural sensitivity by faculty and peers	41%
Funding security	41%
Opportunities for mentoring and professional development in your department, field, lab, etc.	35%
Support for post-graduate professional achievement. (i.e. post-doc fellowship and ladder faculty pipeline)	32%
Access to continuing fellowships	23%
Transparency in policy changes and implementation (healthcare, campus fees, completion requirements)	12%
Support for teaching	6%
Affordable housing opportunities	1%
Grand Total	100%

## FACULTY

Area	Percent
Representation of Chicanx Latinx faculty in administrative leadership positions	75%
Salary	64%
Access to affordable faculty housing options	39%
Opportunities for mentoring and professional development in your department, field, lab, etc.	33%
Support for teaching and research I want to do	31%
Cultural sensitivity by administrators and peers	28%
Support for Chicanx Latinx faculty organizations	25%
Family support benefits and policies	17%
Change in academic culture for faculty promotion	3%
Grand Total	100%

*This chart, which was compiled by Andrew Eppig, summarizes responses to the surveys that the Chicanx Latinx Task Force conducted ahead of each town hall meeting. The responses are organized according to priority areas across populations.*



# CL Alumni Report

Chicanx Latinx (CL) Alumni are a key stakeholder for the campus and a source of valuable input to the Chicanx Latinx Task Force. Their perspective is important as they are in a position to assess both their experience as students, as well as since graduation. To gather this input, the CL Task Force surveyed CL Alumni and received approximately 300 responses to provide input and help identify needs and priorities for success. Alumni responses included identifying campus offerings that were most helpful to their success, and the most critical areas that needed improvement for CL students. They also included comments which were specific and insightful. Based on the survey results we are able to rank and present key findings and recommendations.

## Key findings:

Looking back on their experiences when they were students, the three most critical areas identified by CL alumni are:

- Increasing the opportunities for mentoring and professional development (59%);
- Improving academic advising (47%);
- Increasing representation of CL staff and faculty on campus (46%).

Included with their survey responses were comments that provided useful context to their experience. Many expressed how much they care about Cal and want it to provide a better experience than their own.

The central theme of two of the most important priorities identified by alumni -- increasing the opportunities for mentoring and professional development, and increasing representation of CL staff and faculty -- are the need to expand campus work around relationship building between and among CL students, staff, and faculty.

Improved relationship building will help CL students develop a greater sense of trust, belonging, strengthen the Cal CL community, and contribute to the overall success of students. Improved relationship building among CL stakeholders will also help our students acquire the social capital they need to develop into successful students and alumni, including their ability

to navigate and connect in such a large and at times bureaucratic campus. This need was noted by alumni to be especially important for our CL students in STEM, and particularly by CL women in STEM where there are so few faculty and mentors.

- “For a first-generation student access to information is everything. I didn’t know opportunities existed until it was too late to participate. Mentorship and exposure could change someone’s life.”
- “Need more mentorship and guidance to transition from student to graduate student or student to workforce.”

## Campus Climate:

The first-year student experience, although an exciting period of time for many of our students and their families, is also a very challenging time especially for CL first generation college students. Although the campus has tried to create a collective cohort experience via structured orientations these still have not addressed the first generation, low income and cultural and racial experiences for our CL students. In order to find commonalities students have found that their peer-to-peer relationships are the most helpful in their success.

Alumni shared how as new and continuing CL students they learned to navigate the landscape of student services and complete their degrees by relying on each other for information and emotional support.

- “My fellow students helped me succeed as their support just seemed so appropriate because of our shared experiences as Latinos at Cal.”
- “We found each other and banded together to keep that sense of family in such a big and somewhat foreign place. My peers were my biggest supporters and cheerleaders.”

Research demonstrates that undergraduate peer-to-peer advising, support groups and programming are most effective in delivering and communicating information and services.

Academic advising is one of the most fundamental experiences that students need to cultivate and develop in order to complete their degree on a timely manner. In our survey, CL Alumni spoke to the quality of academic advising across campus. They spoke about a range of experiences from not knowing how to get academic advising, to the lack of information about academic advising, and to their actual experiences with advisors that were not always helpful.

- “Academic advising - I was the first to attend a university in my family, so I didn’t know how anything worked at first.”
- “As an undergraduate, I found that I had to navigate the classes that I needed to graduate on my own and felt there was insufficient advising outreach.”

Many alumni also commented on how they as students advised each other including what courses to take when the institution did not meet their needs. Overall alumni felt that academic advising needs to be improved to meet the specific needs and experiences of CL students at Cal.

The Chicanx Latinx Task Force makes the following recommendations:

- Support and map all existing peer-to-peer programs on campus and create specific CL peer-to-peer advising that addresses first-generation, low-income, cultural and linguistic needs for CL students. Identify possible gap areas to address and integrate to better meet student needs. Implement and market these peer-to-peer programs in the various CL student spaces such as CL Student Development Office, Raices Recruitment and Retention Center, and the new center at the CLPR.
- Coordinate with various campus and community partners, such as the Chicano Latino Alumni Association, to develop mentoring opportunities for CL students. This will help our students transition to the workforce and/or graduate school.
- Create a central location where we share our expertise and best practices in cultural understanding with campus advising services. We can become a resource that improves our services and provides a more relevant experience to CL and

students of color across the campus. Our alumni (and faculty and staff) have many ideas for workshops/trainings to better address the needs of CL students. This would also fulfill the expanded vision/proposal for the New Centro (CLPR) space allocation (described in the July 2015 memo request and approved by Chancellor Dirks) to create a “one-stop location and hub of scholarly and intellectual activity to support faculty, students, staff, and alumni.”

As the flagship campus of the University of California, alumni believe UC Berkeley should be a leader in addressing the needs of its CL community. Investing in these recommendations will not only increase the positive experiences that CL have on campus, but also improve campus climate, graduation rates and increase engagement of CL alumni. We have some remarkably successful CL alumni, and their power and influence will continue to rise. Campus investments to address these recommendations are a wise investment as these increasingly successful CL alumni will be more likely to give back of their time and funds. Their engagement will be key to helping us meet the needs and financial challenges of our campus.



Photo credit Alberto Ledesma

# CL Alumni Respondents by Current Occupation

Current Occupation	Percent
Arts, Entertainment, and Recreation	3%
Attorney/Legal Services	7%
Business Management/Finance	7%
Entrepreneurship/Consulting	4%
Government/Public Administration	9%
Health Care and Social Services	9%
Higher Education	18%
Hospitality	0%
K-12 Education	10%
Nonprofit	8%
Not currently employed full time	4%
Real Estate and Rental and Leasing	2%
Self employed	4%
Student	6%
Technology/Engineering	10%
Wholesale/Retail Trade	1%
<b>Total</b>	<b>100%</b>

Critical areas for improvement for CL students:	Percent
Opportunities for mentoring and professional development in your department, field, lab, etc.	59%
Representation of CL staff and faculty on campus	46%
Academic Advising	47%
Financial aid	38%
Support for post-graduate professional achievement (i.e. career services, post-doc fellowship and ladder faculty pipeline)	32%
Representation of CL students on campus	32%
Housing support and availability	25%
Representation of CL in campus senior leadership	26%
Support for CL undergraduate/graduate student organizations	18%
Cultural sensitivity among faculty, staff, and peers	22%
Access to continuing fellowships	17%
Real Estate and Rental and Leasing	2%
Self employed	4%
Student	6%
Technology/Engineering	10%
Wholesale/Retail Trade	1%
<b>Total</b>	<b>100%</b>

What opportunities did the campus offer that was most helpful to your success?	Percent
Peers/fellow students	55%
Faculty	34%
Student organizations	36%
Support from your academic department(s)/program(s)	33%
Staff	23%
Off-campus partners	12%
<b>Total</b>	<b>100%</b>

Data compiled by Michael Treviño



## APPENDIXES

**UC Berkeley Chicana/o Latina/o Task Force  
Undergraduate Student Town Hall Pre-Survey**

Table 1. Most Critical Areas for Chicana Latinx Undergraduate Students

<b>Area</b>	<b>Headcount</b>	<b>Percent</b>
Housing security and affordability	67	55%
Increased representation of Chicana Latinx staff, students, and faculty across campus.	61	50%
Financial Aid packages	48	40%
Opportunities for career/professional development	35	29%
Opportunities for academic development	34	28%
Visible and adequate space on campus for Latinx undergraduate students	34	28%
Inclusive curriculum that includes Chicana Latinx experiences	30	25%
Inclusion of student perspectives on policy changes/implementations	27	22%
Physical and Mental Health Services	20	17%
Support for Chicana Latinx undergraduate student organizations	20	17%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>

Table 2. Factors Influencing Decision to Apply/Enroll to UC Berkeley

<b>Factor</b>	<b>Headcount</b>	<b>Percent</b>
Prestige	76	63%
Financial Aid Packages	59	49%
Referred by former teacher/counselor/mentor	38	31%
Student-led Recruitment	27	22%
Ties to the Bay Area (e.g. family, work, professional networks).	24	20%
Specific Communities	17	14%
Racial/Ethnic Communities (e.g. Latinx, African American, Asian American etc)	15	12%
Alumni connections (e.g. family or friend were alumni)	13	11%
Institution-led Berkeley Recruitment	10	8%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>

Table 3. Factors Promoting Progress at UC Berkeley

<b>Factor</b>	<b>Headcount</b>	<b>Percent</b>
Friends and Family	96	79%
Undergraduate diversity academic resources and programs	42	35%
Major advisor/college advisor	37	31%
Relationship with faculty, graduate student, or staff mentor	36	30%
Work Study jobs	25	21%
Study groups	19	16%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>

## Respondent Demographics

Table 1. Respondent Gender Identity

<b>Gender Identity</b>	<b>Headcount</b>	<b>Percent</b>
Women	81	67%
Men	23	19%
Genderqueer/Trans	6	5%
Decline to State	11	9%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>

Table 2. Respondent Year at UC Berkeley

<b>Years at UC Berkeley</b>	<b>Headcount</b>	<b>Percent</b>
First Year	12	10%
Second Year	31	26%
Third Year	27	22%
Fourth Year	36	30%
Fifth Year	15	12%
Decline to State	0	0%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>

Table 3. Respondent Ethnic Identity

<b>Ethnic Identity</b>	<b>Headcount</b>	<b>Percent</b>
Latinx	20	17%
Chicanx	87	72%
Chicanx/Latinx	7	6%
Multiracial	5	4%
Decline to State	2	2%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>



Table 4. Respondent Division

<b>Division</b>	<b>Headcount</b>	<b>Percent</b>
College of Engineering	6	5%
College of Environmental Design	7	6%
Haas School of Business	3	2%
Arts & Humanities	14	12%
Biological Sciences	9	7%
Social Sciences	56	46%
Math & Physical Sciences	1	1%
L&S Administered	21	17%
Undeclared	4	3%
<b>Grand Total</b>	<b>121</b>	<b>100%</b>

**UC Berkeley Chicana/o Latina/o Task Force**  
**Graduate Student Town Hall Pre-Survey**  
(Last Updated at 9:58am, October 12, 2016)

Table 1. Most Critical Areas for Chicanx Latinx Grad Students		
Area	Headcount	Percent
Representation of Chicanx Latinx staff, students, and faculty across campus	47	73%
Cultural sensitivity by faculty and peers	28	44%
Funding security	26	41%
Opportunities for mentoring and professional development in your department, field, lab, etc.	21	33%
Support for post-graduate professional achievement. (i.e. post-doc fellowship and ladder faculty pipeline)	19	30%
Access to continuing fellowships	14	22%
Transparency in policy changes and implementation (healthcare, campus fees, completion requirements)	8	13%
Support for teaching	4	6%
Affordable housing opportunities	1	2%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>

Table 2. Factors Influencing Decision to Apply/Enroll to UC Berkeley		
Factor	Headcount	Percent
Program prestige/pedigree/fit	47	73%
Competitive funding package	29	45%
Ties to local area	22	34%
Faculty outreach	19	30%
Post-graduation employment outlook	18	28%
Graduate Diversity outreach	7	11%
Peer outreach	6	9%
Graduate Division outreach	3	5%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>

Table 3. Factors Promoting Progress at UC Berkeley		
Factor	Headcount	Percent
Peer study or working group	34	53%
Relationship with faculty mentor	32	50%
Job and/or funding security	24	38%
Graduate diversity resources and programs	17	27%
Program or department wide advising	12	19%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>

## Respondent Demographics

Table 1. Respondent Gender Identity		
Gender Identity	Headcount	Percent
Women	26	41%
Men	22	34%
Genderqueer	2	3%
Decline to State	14	22%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>

Table 2. Respondent Years at UC Berkeley		
Years at UC Berkeley	Headcount	Percent
0-1 Year	8	13%
1-2 Years	12	19%
3-5 Years	25	39%
5-10 Years	12	19%
Decline to State	7	11%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>



Table 3. Respondent Ethnic Identity		
<b>Ethnic Identity</b>	<b>Headcount</b>	<b>Percent</b>
Latinx	22	34%
Chicanx	14	22%
Chicanx/Latinx	6	9%
Multiracial	7	11%
Decline to State	15	23%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>

Table 4. Respondent College of Program		
<b>Ethnic Identity</b>	<b>Headcount</b>	<b>Percent</b>
College of Letters & Science	23	36%
School of Public Health	9	14%
Graduate School of Education	7	11%
Berkeley Engineering	4	6%
College of Chemistry	4	6%
Berkeley Law	3	5%
School of Social Welfare	2	3%
Goldman School of Public Policy	2	3%
Haas School of Business	1	2%
School of Optometry	1	2%
<b>Grand Total</b>	<b>64</b>	<b>100%</b>

**UC Berkeley Chicana/o Latina/o Task Force  
Staff Town Hall Pre-Survey**

Table 1. Most Critical Areas for Chicanx Latinx staff		
Area	Headcount	Percent
Better Chicanx Latinx representation among campus administrators.	37	67%
Increased representation of Chicanx Latinx staff, students, and faculty across campus.	30	55%
Better opportunities for promotion.	29	53%
Having greater opportunities to provide staff expertise and input when our jobs are up for reorganization.	18	33%
Better salaries.	18	33%
Greater job security.	15	27%
Increased cultural sensitivity by supervisors.	9	16%
More inclusion of our community in university activities.	8	15%
More support for staff organizations like Alianza.	7	13%
Ensuring campus re-organizations do not have an adverse impact on our community. (ie. higher lay-off rates for Latinx)	2	4%
More participation by staff into policy and process decisions	2	4%
Educating fellow staff and faculty about the Chicanx Latinx culture	2	4%
<b>Grand Total</b>	<b>55</b>	<b>100%</b>

**Open Response 1. What message would you convey to top administrators?**

“Do not take Latinx/Chicanx for granted.”

“Prior to making decisions that affect multiple areas of campus, administrators should float their ideas to the departments who are going to be affected to learn of any obstacles and/or consequences from their implementation. Many times orders are given without real thought to the people who will be implementing the changes/policies.”

“Chicanx/Latinx issues have not been placed at the forefront of the campus. Other schools openly embrace celebrating Latinx culture on a campus-wide scale. I recognize the amazing work we do with AB540 students, but most of our Latinx students are not AB540 or undocumented (and I hope it continues). Latinxs are the largest ethnic group in California and I think our campus needs to do more to welcome this culture on campus if we want to serve the state of California.”

“Address the diminishing Latinx student body and perception of inclusion by making the university resources more available (discounts/scholarships/ fee reductions/ facilities discounts) to the campus organizations that support Latinx/Chicanx students”

"I'm happy there is a taskforce. I look forward to joining meeting in the future."

"Spread the funding equally to improve esthetics for old buildings & work ing environments."

"Connect staff with students somehow. Have a social with staff and students."

"It would be beneficial to build links to diverse communities in the Bay Area by reaching out to K-12 schools and provide "days on campus" where faculty, staff, and students can welcome local students and, at the same time, work with and learn from each other. "

## Respondent Demographics

Table 1. Respondent Gender Identity		
Gender Identity	Headcount	Percent
Women	32	58%
Male	12	22%
Genderqueer	1	2%
Decline to State	10	18%
<b>Grand Total</b>	<b>55</b>	<b>100%</b>

Table 2. Respondent Years at UC Berkeley		
Years at UC Berkeley	Headcount	Percent
Less than 5 Years	30	55%
5-10 Years	7	13%
10-15 Years	3	5%
15-20 Years	3	5%
More than 20 Years	3	5%
Decline to State	9	16%
<b>Grand Total</b>	<b>55</b>	<b>100%</b>

Table 3. Respondent Ethnic Identity		
Ethnic Identity	Headcount	Percent
Chicanx	11	20%
Latinx	27	49%
Chicanx/Latinx	3	5%
Multiracial	5	9%
Decline to State	9	16%
<b>Grand Total</b>	<b>55</b>	<b>100%</b>



**UC Berkeley Chicana/o Latina/o Task Force  
Faculty Town Hall Pre-Survey**

Table 1. Most Critical Areas for Chicana Latinx Ladder Faculty

<b>Area</b>	<b>Headcount</b>	<b>Percent</b>
Representation of Chicana Latinx faculty in administrative leadership positions	27	75%
Salary	23	64%
Access to affordable faculty housing options	14	39%
Opportunities for mentoring and professional development in your department, field, lab, etc.	12	33%
Support for teaching and research I want to do	11	31%
Cultural sensitivity by administrators and peers	10	28%
Support for Chicana Latinx faculty organizations	9	25%
Family support benefits and policies	6	17%
Change in academic culture for faculty promotion	1	3%
<b>Grand Total</b>	<b>36</b>	<b>100%</b>

Table 2. Which factors influenced your decision to teach and/or do research at Berkeley?

<b>Factor</b>	<b>Headcount</b>	<b>Percent</b>
Intellectual environment	35	97%
Berkeley's Academic Standing	32	89%
Location	23	64%
Research area program	19	53%
Departmental status	17	47%
Competitive salary and start up	8	22%
<b>Grand Total</b>	<b>36</b>	<b>100%</b>

Table 3. Which campus support mechanisms have best supported your progress towards promotion and/or tenure?

<b>Factor</b>	<b>Headcount</b>	<b>Percent</b>
Informal mentorship relationships with senior faculty	22	61%
Access to course release	15	42%
Campus/departmental research funding	12	33%
Support for accessing extramural funding	8	22%
Summer 1/9 salary for research	7	19%
<b>Grand Total</b>	<b>36</b>	<b>100%</b>

## Respondent Demographics

Table 1. Respondent Gender Identity

Gender Identity	Headcount	Percent
Women	8	22%
Men	20	56%
Genderqueer	0	0%
Decline to State	8	22%
<b>Grand Total</b>	<b>36</b>	<b>100%</b>

Table 2. Respondent Years at UC Berkeley

Years at UC Berkeley	Headcount	Percent
0-1 Year	0	0%
1-2 Years	0	0%
3-5 Years	6	17%
5-10 Years	6	17%
10-20 Years	6	17%
More than 20 Years	7	19%
Decline to State	11	31%
<b>Grand Total</b>	<b>36</b>	<b>100%</b>

Table 3. Respondent Rank

Rank	Headcount	Percent
Assistant Professor	1	3%
Associate Professor	9	25%
Professor	16	44%
Decline to State	10	28%
<b>Grand Total</b>	<b>36</b>	<b>100%</b>

**UC Berkeley Chicana/o Latina/o Task Force  
Alumni Survey Summary**

Table 1. Most Critical Areas for Chicana Latinx Alumni

<b>Area</b>	<b>Headcount</b>	<b>Percent</b>
Opportunities for mentoring and professional development in your department, field, lab, etc.	171	59%
Representation of Chicana Latinx staff and faculty on campus	132	46%
Academic Advising	135	47%
Financial aid	108	38%
Support for post-graduate professional achievement (i.e. career services, post-doc fellowship and ladder faculty pipeline)	92	32%
Representation of Chicana Latinx students on campus	91	32%
Housing support and availability	71	25%
Representation of Chicana Latinx in campus senior leadership	75	26%
Support for Chicana Latinx undergraduate/graduate student organizations	52	18%
Cultural sensitivity among faculty, staff, and peers	64	22%
Access to continuing fellowships	49	17%
Chicano Theme Houses	1	0%
<b>Total</b>	<b>288</b>	<b>100%</b>

Table 2. What opportunities did the campus offer that were most helpful to your success?

<b>Factor</b>	<b>Headcount</b>	<b>Percent</b>
Peers/fellow students	157	55%
Faculty	99	34%
Student organizations	105	36%
Support from your academic department(s)/program(s)	94	33%
Staff	67	23%
Off-campus partners	34	12%
<b>Total</b>	<b>288</b>	<b>100%</b>



## Respondent Demographics

Table 1. Respondent Gender Identity

Gender Identity	Headcount	Percent
Woman	163	57%
Man	121	42%
<b>Total</b>	<b>288</b>	<b>100%</b>

Table 2. Respondent Decade of First Graduation

Graduation Decade	Headcount	Percent
1980s	30	10%
1990s	85	30%
2000s	73	25%
2010s	99	34%
<b>Total</b>	<b>288</b>	<b>100%</b>

Table 3. Respondent Degree Type

Degree Type	Headcount	Percent
Bachelor	285	99%
Master's	39	14%
Law	8	3%
Doctoral	7	2%
<b>Total</b>	<b>288</b>	<b>100%</b>

Table 4. Respondent Current Occupation

Area of Occupation	Headcount	Percent
Arts, Entertainment, and Recreation	8	3%
Attorney/Legal Services	21	7%
Business Management/Finance	20	7%
Entrepreneurship/Consulting	11	4%
Government/Public Administration	25	9%
Health Care and Social Services	25	9%
Higher Education	51	18%
Hospitality	1	0%
K-12 Education	28	10%

Nonprofit	23	8%
Not currently employed full time	11	4%
Real Estate and Rental and Leasing	6	2%
Self employed	11	4%
Student	17	6%
Technology/Engineering	28	10%
Wholesale/Retail Trade	3	1%
<b>Total</b>	<b>288</b>	<b>100%</b>





