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Berkeley
UNIVERSITY OF CALIFORNIA

CHANCELLOR'S TASK FORCE ON BECOMING A HISPANIC SERVING INSTITUTION

Report to Chancellor Carol Christ

TABLE OF CONTENTS

Executive Summary	1
HSI Report Overview	4
A Brief History of the Chicanx and Latinx Movements in California & UC Berkeley	5
Roadmap to Becoming an HSI	6
Eligibility	8
Socialization & Communication	12
Investing & Serving	23
Impacts of COVID-19	27
HSI Implementation Plan & Recommendations	27
A. Implementation Structure & Team	
B. Phases of implementation recommendations and description of each phase	
C. Provide HSI recommendations; alignment with existing initiatives on campus	
Appendix	31

Executive Summary

In May 2019, Chancellor Carol Christ charged the Chancellor’s Task Force on Becoming a Hispanic Serving Institution (HSI) with creating a roadmap for UC Berkeley to achieve HSI designation by 2027. She identified this priority as one of the boldest goals in the campus’ strategic plan—for at least 25 percent of enrolled undergraduate students to self-identify as Chicanx/Latinx, for the University to be a preferred destination for Pell Grant eligible students, and for every student to thrive at Berkeley and to find belonging in all dimensions of the campus towards a true exemplification of comprehensive excellence.¹

Chancellor Christ selected Oscar Dubón, Jr., Vice Chancellor for Equity & Inclusion, and Kris Gutiérrez, Carol Liu Chair and Professor, Graduate School of Education, as co-chairs to the Task Force, which included over 30 members representing all sectors of the campus community.

HSI Task Force charge:

- ▶ Review of HSI application processes, eligibility criteria and timelines and collect relevant institutional data;
- ▶ Develop roadmap toward becoming an HSI, as well as related immediate, near-term, mid-term, and long-term goals;
- ▶ Create an actionable, campus-wide engagement, socialization, and communication plan (e.g., website, materials, social media, community engagement, etc.);
- ▶ Provide recommendations for investments in infrastructure, curriculum, research, and campus culture toward serving the Chicanx/Latinx community, as well as other underrepresented, underserved and/or invisibilized communities.

The HSI Task Force took a structured and comprehensive approach to addressing the charge by forming three working groups, each with their own charge:

HSI Eligibility Work Group charge:

- ▶ Review HSI designation application processes, timelines, eligibility criteria, and relevant institutional data;
- ▶ Identify technical aspects of successfully applying for the HSI designation;
- ▶ Engage peer institutions about anticipated challenges to the application processes and eligibility criteria;
- ▶ Review admissions and recruitment strategies that will support HSI goals;
- ▶ Make recommendations for the best approaches for UC Berkeley to meet the HSI application and eligibility requirements and review of best HSI practices at comparable universities.

HSI Investing & Serving Work Group charge:

- ▶ Synthesize information from committee reports such as Chicanx/Latinx Standing Committee recommendations, Chicanx Latinx Task Force Report, Chicanx Latinx Community Report, Undergraduate Diversity Project reports, presentations, and recommendations, African American Recruitment & Retention Report; African American Initiative Committee Recommendations, and Independent Advisory Board on Police Accountability and Community Safety, etc.; (Appendix A-G)
- ▶ Identify and prioritize areas for immediate, short, and long-term investments in infrastructure, curriculum, research, and campus culture

¹ Berkeley Strategic Plan

towards serving the Chicanx/Latinx community, as well as, underrepresented, underserved, or invisible communities;

- ▶ Develop a projected preliminary budget for investment in infrastructure for consideration through the campus budget and finance committee with measurable goals/outcomes.

HSI Socialization Work Group charge:

- ▶ Identify stakeholders who should be engaged in order to meet HSI goals;
- ▶ Create an actionable campus-wide communication, engagement and socialization plan for all stakeholders, including but not limited to website, social media, panels, marketing materials, presentations, etc.;
- ▶ Identify and articulate the benefits of becoming an HSI to all underrepresented, marginalized and invisibilized community groups;
- ▶ Create talking points for various audiences that engage the hearts and minds of the campus community.

All working groups read, reviewed and discussed an archive of report documents and recommendations, data and materials, engaged over thirty focus groups, consulted peer institutions, participated in UCSC's HSI Showcase, and interviewed a wide cross-section of stakeholders, including registered student groups, staff, administrators, faculty, alumni, and donors.

By addressing all four areas of the charge, the HSI Task Force is providing the campus this initial blueprint for becoming HSI, serving California and society at large in the 21st century.

In February 2020, the HSI Task Force delivered a preliminary presentation to the Chancellor and her Cabinet that outlined key immediate, short, and long-term recommendations with a projected budget (Appendix H). In light of COVID-19 and shelter in place, the HSI Task Force presented in May 2020 a memo with modified preliminary recommendations for immediate implementation (Appendix I).

HSI Task Force Key Recommendations:

- ▶ Academic Excellence and Investments in Faculty, Teaching, and Learning Initiatives
- ▶ Prioritization of Retention and Recruitment

- ▶ Campus wide Communication and Marketing Strategies
- ▶ Strengthening Presence, Connectivity, & Inclusiveness
- ▶ Expansive communications and marketing plan

Proposed Implementation phased plan: The HSI Task Force identified three implementation phases leading to HSI designation by 2027. While HSI designation may be achieved in a shorter time, the recommendations identified through the implementation phases are necessary to foster an ongoing Latinx thriving culture. Each phase is identified with a suggested timeline for when the HSI implementation team should begin to advance the recommendations laid out in this report.

Phase I-Implementation 2020-22

Establish an HSI Implementation Framework/ Structure that includes the following:

- Identify key stakeholders to serve as an HSI Steering Committee;
- Develop an HSI External Advisory Board to advance the work of the HSI initiative;
- Pursue the hiring of staff dedicated to the HSI initiative (including identifying funding of positions);
- Establish and identify stakeholders (students, staff, and faculty) to serve on the HSI Implementation Team to sequence, execute and track the implementation of the HSI report recommendations.

Phase II Implementation 2022-2025

- Continue to implement the recommendations and shift campus culture to better serve the needs of Latinx/Chicanx and underrepresented communities, while lifting up and making the campus better for all students;
- Conduct equity-oriented impact analysis with metrics (e.g. pre- and post-survey Y1, Y2, and Y3...). These metrics could focus on student success outcomes, teaching and mentoring effectiveness, sense of belonging for students, faculty, and staff;

- Provide a transparent tracking system that communicates both internally and externally the progress the HSI Implementation team is making on the recommendations.

Phase III Eligibility 2025-2027- Apply for HSI Designation by 2027

- Prepare for application based on federal requirements;
- Submit application by 2027.

This report is the result of triangulating and synthesizing multiple source documents, acknowledging the impact of COVID-19 on the campus community, while taking a comprehensive approach to becoming an HSI. Our findings disclose the need for a significant commitment of resources, both physical, human and financial, as well as the transformation of the campus culture, policies, procedures, and practices to realize the campus's goal of becoming an HSI by 2027.



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HSI Report Overview

In August 2018, Chancellor Carol Christ announced her intention to set the UC Berkeley campus on a journey to become an HSI by 2027. This federal designation is outlined in the 2008 Higher Education Act, which recognizes that the success of our country is inextricably tied to the success of the Latinx community. The Latinx community is the largest minority group in the US and in the State of California. As a land grant institution, the University of California, the premier higher-education, research institution serving California, has a mission to provide education, research, and public service to the individuals in the state. It is appropriate and overdue that UC Berkeley joins other UC campuses in becoming an HSI to meet its obligation to its public mission.

While becoming an HSI is one of the campus's more recent initiatives, the campus has a legacy of serving underserved populations and a history of activism and institutional work, which have been in place for decades. Therefore, in line with this history, our HSI work as a campus must ensure greater diversity, equity, inclusion, belonging and transformative cultural shifts and must draw from, inform, and contribute to other foundational initiatives like the African American Initiative, Undergraduate Diversity Project, and Independent Advisory Board on Police Accountability and Campus Safety to name a few (Appendix D & G).¹

Language and Identity Matters

As the Task Force initiated its work, one key tension for the multiple Latinx campus communities was reconciling the term **“Hispanic Serving”** for two distinct reasons. One, the name itself is a misnomer. For some, the term Hispanic is a contested, politically charged and potentially problematic umbrella term, especially considering Latinx communities' diverse identities, histories, and backgrounds. For others, in the context of HSI, the term **“Hispanic Serving”** could be interpreted as an exclusionary term, which connotes a singular focus of prioritizing Latinx people at the expense of all other communities. Therefore, this Task Force

has taken an approach to address this concern as articulated by HSI Task Force member, Vice Provost for Graduate Studies and Dean of the Graduate Division, Lisa García Bedolla:

Previous inclusion movements using generalized language, such as multiculturalism and diversity efforts, have been unable to address the myriad ways that experiences of marginalization and privilege affect students' opportunity structures and educational attainment. By talking about “minority” students generally, such language flattens and homogenizes each group's experiences. What we need in this moment is language that helps us honor the specificity and variation of experience that exists within and across different minoritized student groups. It's only by addressing each group's unique history and needs that we will be able to unravel the complex systems of inequality that exist within U.S. higher education institutions. This more nuanced approach will allow us to serve all students in ways that are sensitive to their particular circumstances, and therefore are more likely to succeed. HSI is therefore not about lifting Latinx students over others, but rather modeling the kind of culturally competent, holistic approach we need to use in order to serve all our minoritized students.

Thus, we make a distinction here between our use of the federal term (Hispanic Serving) in reference to the initiative, its vision and goals, as advanced by Chancellor Christ, but use the preferred term Latinx throughout the report to refer to the communities being served and to an articulated commitment to broader goal of becoming a Latinx thriving campus. Of significance, this broader goal and, thus, our recommendations extend beyond the goal of gaining HSI designation, and, instead, seek to advance a sustainable Latinx-Thriving culture where merely ‘serving’ students is no longer our benchmark. Hence, throughout this report, we will characterize this work through the lens of becoming a Latinx-thriving institution rather than only acquiring an HSI designation.

¹ Learn more about the African American Initiative's ongoing impact.

A Brief History of Chicax and Latinx Movements in California and UC Berkeley

UC Berkeley's journey towards becoming a Hispanic Serving Institution (HSI) could not have taken place without the struggles and sacrifices of our predecessors. To understand where we are today, one must look to the past and understand how negatively racialized ethnic movements changed institutions like UC Berkeley. While parts of this short summary focus on the Chicax/Latinx movement, we recognize the intersectional and intersecting social movements and are eternally grateful for the partnership and solidarity of our African American, Asian American, Native American communities.

While people from Latin America, and particularly Mexico, have always lived within the physical boundaries of the United States as we know it today, the demand for greater political representation and educational equity has been a part of the campus history since its opening of the campus. In conjunction with the Civil Rights Movement of the 1960s, the Chicano/a movement encouraged cultural revitalization, farm worker's rights, land reclamation, and access to quality education. Solidarity activism, through boycotts and direct actions with the United Farm Workers Grape strike, built a necessary bridge between rural and urban California. Political demonstrations, like the 1968 East L.A. Walkouts and the 1970 Chicano Moratorium, made clear the community's unwillingness to accept substandard forms of education and war abroad. At the same time, documents such as the 1969 Plan de Santa Barbara and Plan Espiritual de Aztlán laid the foundation for the creation of Chicano/a Studies programs across California and reinforced self-determination. In the mid-1960s, Chicano faculty and graduate students at UC Berkeley created one of the first scholarly journals examining the history of Latinos in the United States.

In the Bay Area, an internationalist coalition of African American, Asian American, Chicax, and Native American student organizations, collectively known as the Third World Liberation Front (TWLF),

organized and demanded structural and cultural change in higher education. Beginning in San Francisco State University (then San Francisco State College) and spreading to UC Berkeley, the student strike demanded an inclusive historical narrative which truly reflected the agency and role of marginalized people in American history. The TWLF strike marked a turning point in California history, leading to the establishment of the first College of Ethnic Studies at San Francisco State and the Departments of Ethnic Studies and African American Studies at UC Berkeley. The movement formed partnerships and teaching positions in the Multicultural Student Development offices and increased the recruitment of faculty and students of color.

The Chicano Studies Program at UC Berkeley emerged from the TWLF (Third World Liberation Front) strike and the implementation of Ethnic Studies Department. The program offered its first Bachelor of Arts in Chicano Studies in 1971. The program's intellectual contributions lead to serious challenges to previous representations and studies on Mexican Americans. The work of such foundational scholars was groundbreaking in a variety of disciplines throughout its establishment. Alfred Arteaga, Carlos Muñoz Jr, Mario Barrera, Margarita Melville, Jose David Saldivar, and Octavio Romano V as well as distinguished Arts faculty members such as Patricia Rodriguez are a part of the legacy of Chicano Studies on this campus. The program has also housed renowned artists such as Malaquias Montoya, Esther Hernandez, Celia Herrera Rodriguez, and currently Jesus Barraza. This particular history also gave rise to student spaces and organizations in early 1970's such as the Raza Recruitment and Retention (now known as the Raices Recruitment and Retention Center) and the Frente Foundation (known as Casa Joaquin Murrieta). The UC Berkeley campus also houses a Diego Rivera Mural up at Stern Hall which was inaugurated in 1991 when Casa Magdalena Mora was established. In 1999, under the banner of the Third World Liberation Front, UC Berkeley students protested a series of budget cuts to the Ethnic Studies Department, and won several concessions within their original 1969 strike demands including the creation of the Multicultural Community Center (MCC), the allocation of a number of faculty lines in

the Ethnic Studies Department, and establishment of the Center for Race and Gender.² Ethnic Studies, now in its fiftieth year, continues to be an intellectual and community hub for students and scholars, focusing on the ever changing Chicana and Latinx communities of California and the United States and globally as the faculty/lecturers work across borders/countries).

This short summary provides the beginning of a complex and nuanced history of our communities. As the Latinx community becomes increasingly diverse, our collective identity will continue to evolve, informed by our rich past and further re-imagined by present and future generations.

For the purposes of this report, we decided that “Latinx” best captures the majority of our community at this time. However, regardless of how we identify, we honor those who came before us, knowing that their sacrifices forged the path for us to succeed and take part in such a privilege.

Roadmap to Becoming an HSI

A Hispanic-Serving Institution (HSI) is defined by the US Department of Education as an institution of higher education that has been designated as eligible for Title V funding by meeting program-specific requirements and has an enrollment of undergraduate full-time equivalent (FTE) students of which at least 25 percent are Latinx students (Appendix J). In addition to the HSI program-specific requirement, Berkeley must also meet the following criteria to be an eligible institution:

- Needy student requirement
- Core expenses per FTE

As of the 2020-21 academic year, Berkeley has not been designated an **eligible** institution and does not meet the 25 percent Hispanic student FTE enrollment requirement.

Toward this goal, the HSI Task Force believes that the road to becoming an HSI must be grounded in shared purpose and collective action. As we commit to attaining Hispanic Serving Institution designation by 2027, we must actively engage

what it means to be a ‘Latinx-thriving’ campus for current and future generations of students, faculty, staff, alumni, and community partners. Our commitment must extend beyond the minimum federal HSI designation requirements toward an equitable, culturally sustaining learning environment that is collaboratively achieved and supports a transformative shift in the campus culture. Such a culture advances and sustains the well-being, performance, and development of our underrepresented and underserved communities long after HSI designation is achieved.

Our Affirmations and Commitments

We honor and acknowledge the public mission of the University of California system.

We strive to reflect the Latinx Diaspora: Afro-Latinx, Chicana, Central American, Indigenous, South American, and other marginalized communities’ demographics and histories that are more inclusive of all the people who have worked to build the broader State of California.

We aim to transform the culture of our world-leading university in order to promote equity-based, anti-racist, anti-oppressive, and inclusive approaches toward excellence in learning, public service, teaching, and research.

We know that the rich diversity of the cultures of people of color contribute significantly to the excellence in every division on our campus.

We lift and honor the history of contributions of previous, current, and future generations of Latinx and other underrepresented-minority students, staff, and faculty.

We anticipate that achieving HSI status will bring us one step closer to better serving the people of California.

We prepare for a Latinx-thriving culture where policies, practices, and resource allocations are in alignment with our values and aspirations of becoming an HSI, anti-racist and pro-equity campus.

We advocate and seek funding from the State and other avenues to match our words with actions and secure the financial resources necessary to support our students.

² *Third World Liberation Front, 1969 Strike Demands*

We envision a learning environment where our thirst for knowledge about all communities, particularly historically marginalized communities, holds us accountable for closing access, equity, achievement, and opportunity gaps.

We look forward to the day when the University of California, Berkeley, achieves HSI designation, gains the necessary resources to advance the well-being of all Latinx and Underrepresented Minority (URM) students, and promotes HSI themes beyond the pursuit of an enrollment threshold.

We envision the day when UC Berkeley becomes the national leader and model for not only becoming and attaining an HSI designation but also achieving representation aligned with the demographics of the population it serves.

We recognize that being an HSI encapsulates far more than just numerical representation. It comprises crafting a scholarly community that amplifies diverse perspectives in every academic discipline to contribute to the creation of knowledge produced by a world-renowned research institution. Our shared goals include cultivating a sense of belonging and creating forums for the community to be heard, seen, and empowered to reach their (its) highest potential.

Reflecting California

To be a public-serving institution that embraces our shared purpose and aspirations, a university must reflect the public it serves. In 2018-19, California graduated 438,650 students from public high schools of whom 229,205 (52%) were Latinx students.³ In Fall 2019, UC Berkeley undergraduates were 16% Latinx (Appendix K), not even a third of the representation of Latinx students among recent high school graduates. Becoming an HSI is an essential step for UC Berkeley to become more representative of California.

Beyond enrolling the minimum number of Latinx students to meet HSI eligibility requirements, UC Berkeley must ensure that Latinx students thrive at Berkeley. At present, UC Berkeley must address institutional barriers for Latinx students and implement a strategic plan to address external

impediments that they face. These institutional barriers influence academic performance and retention outcomes, campus culture and experiences, sense of belonging, and the fulfillment of basic needs.

Equity Gaps

The overall 6-year graduation rate for UC Berkeley freshman entrants in Fall 2013 was 92% and 84% for Latinx freshman entrants -- an equity gap of 8 points.⁴ Transfer entrants have a much narrower equity gap with an overall 4-year graduation rate of just over 91% for 2015 entrants and just under 91% for Chicanx/Latinx transfer entrants. For transfer entrants, larger equity gaps exist for first generation college and Pell students (2-4 points), though not as large as the equity gaps for those same groups among freshman entrants (6-8 points). UC Berkeley has been narrowing these gaps over time and must expedite its strategies to close these gaps to ensure that Latinx students thrive holistically.

Data from the 2018 University of California Undergraduate Experience Survey (UCUES) showed that, while four in five (82%) undergraduates in 2018 agreed that students of their race/ethnicity was respected at UC Berkeley, only three in five (63%) of Latinx undergraduates felt their race/ethnicity was respected.⁵ This 20-point equity gap underscores the wide disparity in campus experiences between undergraduates overall and Latinx students. Improving the campus experience is an essential component to helping Latinx students thrive at UC Berkeley (Appendix D).

The overall undergraduate basic needs landscape reveals campus-wide needs as two in five (42%) of undergraduates in 2018 were food insecure and at least one in twenty-five (4%) of undergraduates were homeless. For Latinx undergraduates, basic needs insecurities were even more common with almost two in three (64%) Latinx students being food insecure and at least one in seventeen (6%) being homeless. Improving basic needs is another essential component to helping Latinx students thrive at UC Berkeley.

⁴ UC System InfoCenter: Undergraduate Graduation Rates 1999-2018

⁵ University of California Undergraduate Experience Survey (UCUES) Data Tables, 2018

³ California Department of Education: One-Year Graduate Count 2020

HSI Eligibility

Foundational steps toward becoming a Latinx Thriving Campus

The charge for the HSI: Eligibility Work Group was to assess UC Berkeley's eligibility for federal HSI designation and recommend the necessary steps our campus must take to meet the qualifying criteria. As a work group, we did not approach this work as merely a technical exercise. Instead, we acknowledge the cultural transformation that must accompany the technical aspects of eligibility to induce a Latinx thriving environment. In evaluating UC Berkeley's eligibility for federal HSI designation, we reviewed the application process, including eligibility criteria, institutional data, and timelines to identify technical aspects in successfully applying for federal HSI designation. The work group also met with peer institutions to identify best practices, opportunities for growth, lessons to learn from, and the potential challenges to meeting the eligibility criteria and completing the application process. We evaluated admissions and recruitment strategies to identify processes that will advance, or challenge Berkeley's progress toward federal HSI designation.

A comprehensive evaluation of the work group findings gave rise to recommendations for how UC Berkeley can meet the federal HSI designation requirements by 2027. The work group also developed achievable Phase 1 implementation strategies that include the investments required to move Berkeley toward federal eligibility (see HSI Investing & Serving Recommendations).

Summary of HSI Criteria & UC Berkeley Assessment

Undergraduate Hispanic Student Enrollment:

Federal HSI designation requires institutions to have at least 25 percent Hispanic undergraduate FTE student enrollment at the end of the award year immediately preceding the date of application. Currently, UC Berkeley has a 17.9% Latinx student population, therefore we are 7.1% away from meeting the enrollment requirement (Appendix L).

Needy Student Requirement: An institution meets the needy student requirement if the percentage of fall semester, undergraduate

degree-seeking students who were enrolled on at least a half-time basis and received Federal Pell Grants, **exceeds** the average percentage of undergraduate degree-seeking students who were enrolled on at least half-time basis and received Federal Pell Grants at comparable institutions that offered similar instruction. Per the U.S. Department of Education's federal [Eligibility Matrix](#), the current median for 4-year, public institutions is 37%. Berkeley's 2017-18 adjusted undergraduate population Pell Grant percentage is 30% and does not exceed the minimum requirement (Appendix M).

Currently, Berkeley does not meet the "needy-student requirement." This particular requirement is foundational to the core mission of the UC system. Making UC Berkeley accessible to all students, regardless of economic background, is an attainable goal with an investment in and prioritization of affordability and access by reducing self-help for all students, as described later in the report by the Investing and Serving Work Group. Additionally, the Eligibility Work Group learned through consultation with the other UC campuses that no UC school has requested a waiver to the "needy-student requirement."

We do not recommend that the campus seek a waiver for the "needy student requirement" unless our efforts to increase the number of Pell grant recipients fall short of our goal prior to the 2027 application submission.

Core Expenses per FTE: Finally, UC Berkeley's core expenses per FTE must be less than the \$30,911 average core expenses for 4-year, public institutions. Berkeley's current core expenses per FTE are \$63,548, which is \$32,637 above the threshold for 4-year public institutions.

As Berkeley's core expenses far exceed the threshold, the task force recommends that campus consider applying for a waiver in this category based on the high cost of living in the Bay Area, and the high cost of graduate and professional programs. Several other UC campuses have submitted a waiver for this criterion.

The Transformative Path to Becoming a Latinx Serving Campus

Latinx Undergraduate FTE Enrollment Requirement

Exceeding the 25 percent Hispanic undergraduate FTE student enrollment will require the integration of existing campus diversity, equity, inclusion, and belonging efforts with the HSI Task Force's recommendations throughout the entire campus. Much of the current HSI focused work is being performed by stand-alone groups or campus partners challenged by limited resources. We recommend investments, coordination, and alignment in recruitment, student success, and retention efforts, as well as improving campus experience efforts to exceed the Latinx student enrollment requirement for HSI eligibility. Our recommendations are rooted in campus initiatives' historical work such as the Chicanx Latinx Community Report, Chicanx Latinx Taskforce Report, Chicanx Latinx Standing Committee Recommendations, the Undergraduate Diversity Project Report on Campus Experience, and the Independent Advisory Board on Policy Accountability and Community Safety (Appendix A-D & G).

Enrollment Scenarios & Admissions Strategies

While engaging new student cohorts, our model has historically centered admission, applications, and yield events throughout the state. To move in a new direction, we must add a constant assessment of California's Latinx students' persistence and graduation rates. This examination will illuminate any common enrollment trends that threaten Latinx students' persistence and graduation rates. Our responsibility is to proactively implement strategies to ensure this group is on par with other student populations (Appendix N).

Recognizing that enrollment extends beyond admission, to better understand and monitor progress towards HSI status, the Implementation team must develop a modeling and forecasting tool to understand Latinx enrollment for the next ten

years. This tool will be flexible to allow for changes based on incoming cohorts but model the impact of changes to Latinx undergraduates' retention and graduation.

At present, Latinx freshman entrants have a large equity gap in graduation rates with their overall peers -- 84% vs 92% for six-year graduation rates and 61% vs. 79% for four-year graduation rates. These gaps are much smaller for transfer entrants -- 91% vs. 92% for four-year graduation rates and 58% vs. 63% for two-year graduation rates. For freshman entrants, while there are small equity gaps in retention in the first few years, a large gap emerges by the fourth year. Understanding how narrowing these gaps will impact HSI progress is a significant feature of the proposed model.

An annual analysis should be conducted to understand the Latinx and Pell enrollment. Recommendations will be made explicitly addressing the following goals:

- Seeding the applicant pool by ensuring that interested students are well-prepared for Berkeley to increase the number of Pell applicants;
- Yield strategies specifically to engage the on and off campus community partners;
- Identify Finance, Planning & Analysis, Financial Aid & Scholarships Offices as partners needed while monitoring our progress towards meeting the HSI enrollment requirements.

Enriching the Campus Experience

In achieving a Latinx thriving culture, it is of utmost importance to invest in existing programming which aligns with HSI efforts. Campus student-serving organizations such as Chicanx Latinx Student Development Office, Raices Recruitment and Retention Center, bridges Multicultural Resource Centers, Centers for Educational Partnerships, Centers for Educational Justice & Community Engagement, Centers for Educational Equity and Excellence, Latinx Center of Excellence in Behavioral Health, and our diverse Chicanx Latinx Alumni Associations and UC Berkeley Chicanx Latinx Alumni Association not only perform outreach to the targeted community but also enrich the campus experience for students once they are enrolled at

UC Berkeley.⁶ The success of UC Berkeley attaining HSI designation is dependent on the success of our Latinx-identifying students; to ensure this, we must invest in access, equity of experience, and success resources which support our students and enrich their Berkeley experience.

The eligibility work group sought feedback from focus groups with long standing community focused objectives such as:

- Chicanx Latinx Student Development (CLSD) Office;
- Destination College Advising Corps (DCAC);
- The Puente Project;
- Raices Recruitment and Retention Center;
- Latinx Caucus - Latinx undergraduate student serving RSO.

After analyzes the feedback, the focus groups converged on three essential investments necessary for moving HSI efforts forward:

1. Development of campus, unit, and programmatic infrastructure which incorporates the Latinx community as a whole;
2. Leverage existing programs and partners whose work already enriches the UC Berkeley experience of Latinx students in all aspects -- academic support, holistic wellness, recruitment, equity of experience, and alumni engagement;
3. Investment in and integration of the existing program and partner work into centralized campus efforts.

A key concern articulated by community-focused groups was the need to develop a service model which incorporates the Latinx Community as a whole. It is one matter to solely recruit and admit a Latinx student; it is another matter, one requiring a great deal of effort, to ensure that students are welcomed and experience a sense of belonging in the UC Berkeley community and

have access to resources to meet their holistic needs so that students thrive. Suggestions to improve the recruitment process and student experience include the development and use of bilingual literature, increased engagement with students' families, culturally appropriate and accessible communication with both students and families, and appropriate handoffs from Admissions (recruitment) to campus partners (student experience). Several of these suggestions are in line with UCLA's recruitment efforts and have yielded UCLA a higher population of Latinx students than UC Berkeley. Focus group members noted the importance of assuring potential recruits and current students feel and experience the investments are not only in their academic success but also their campus experience and personal well-being. We believe that by making it a campus goal to ensure that all potential and current students, as well as their families, feel welcomed and desired by UC Berkeley, our recruitment and retention rates are likely to improve.

Thus far, Latinx recruitment and retention efforts have largely been performed by individual campus offices and community members. This work has been, for the most part, voluntary and, thus, limited in capacity, reach, staff time, and funding. It is essential that we leverage the knowledge and community ties of these groups to better understand and meet the needs of the Latinx community. Moreover, we must work collaboratively across campus divisions and in-coordination between programs to advance a comprehensive service model that lifts Latinx and all non-traditional, differently-abled, and URM students.

To ensure that HSI efforts continue to move forward, there is a need for further investment in and full integration of existing programs and offices into the centralized work of campus. Rather than view recruitment and retention efforts as a competition among units, it is important to view this work as a collaborative campus effort and to tap into existing resources to support best practices without duplicating efforts or reinventing existing practices. Centralization of this work will allow for a broader reach and will ensure that efforts benefit all branches of campus. Additionally, focus groups held in February 2020 voiced similar suggestions to

⁶ Learn more about our campus student-serving organizations Chicanx Latinx Student Development Office (CLSD), Raices Recruitment and Retention Center, bridges Multicultural Resource Centers (bridges), Centers for Educational Partnerships (CEP), Centers for Educational Justice & Community Engagement (CEJCE), Centers for Educational Equity and Excellence (CE3), Latinx Center of Excellence in Behavioral Health, UC Berkeley Chicanx Latinx Alumni Association (CLAA)

those proposed by the community-focused groups (Appendix O).

Increasing Pell Eligible Student Enrollment

Affordability is a critical strategy for increasing access for all low-income student communities. Improvements to recruitment and admissions efforts must be coupled with a commitment to supporting low-income students and families finance a Berkeley education.

To increase low-income student enrollment and meet the needy-student requirement, we recommend a significant and sustained increase in a diverse portfolio of funding, including but not limited to unrestricted, need-based institutional funding. Implementation of the Investing and Servicing Work Group’s recommendation for reduced self-help would move the campus forward in meeting the need-study requirement for federal HSI designation.

Applying for Waivers

Meeting the core expenses per FTE requirement will be the most difficult for Berkeley to achieve. As our core expenses far exceed the \$30,911 threshold, the task force recommends the campus apply for

a waiver based on being in a high cost of living area combined with the high cost of graduate and professional programs. Through discussions with our sister campuses, the work group learned that several other campuses faced similar challenges and successfully submitted a waiver for this requirement. The work group therefore recommends that the HSI Implementation Team conduct an analysis of differential costs per FTE to develop a Core Expenses Waiver well in advance as we pursue strategies to meet other requirements. Note, the Application for Waivers is part of the Application to Request Designation as an Eligible Institution.

In closing, our committee recognizes the road towards becoming a Latinx Thriving Campus is an incremental and protracted journey. Meeting the criteria for attaining a federal HSI designation is only one step toward this goal. We must center and uplift retention efforts and equity initiatives before beginning the application process for HSI designation in Phase 3. Therefore, it is of utmost importance that the entire campus community of stakeholders participate in the implementation plan for becoming a Latinx Thriving campus.



ELENA ZHUKOVA

HSI Communication and Socialization

A reciprocal & transformative journey

The charge of the Communications and Socialization working group was to develop a socialization process and communications plan that intentionally and strategically incorporated the values and benefits of becoming a Latinx Thriving culture to truly meet our public mission. The UC Berkeley community must go through a socialization process that is a complex, multi-faceted, and generative of interactive, reciprocal experiences. This process acknowledges that becoming a Latinx Thriving culture on a historically white campus is a new situation for some, an uncomfortable situation for others, and a value-based goal for the entire UC system. Furthermore, to socialize the meaning behind Berkeley's desire to obtain federal recognition of HSI designation includes understanding the multiple audiences and stakeholders that this designation will speak to and impact.

Therefore, the Communications and Socialization Work Group took a research-based approach to answering the following questions:

1. Who are our multiple audiences and what are the challenges and opportunities in becoming an HSI?
2. What do we want the multiple audiences to think, feel and do on the journey to becoming an HSI?
3. What information should be provided to shift attitudes, relieve fears, and to embrace Berkeley's commitment to becoming an HSI?
4. What are the best channels through which to reach our broad stakeholder groups and key audiences?

Socialization Work Group Process

Over a period of four months, the Communications and Socialization Work Group met weekly, engaged focus groups, and participated in a community listening session to create the foundations of a communications plan for the HSI Implementation

Team. The starting point became uplifting the working group members and community stakeholders' knowledge of challenges and opportunities related to becoming a Latinx Thriving campus and acquiring the federal designation of HSI status. By inviting various content experts to present to our group, we gained valuable insights about current resources and programs on the UC Berkeley Campus, and engaged in dialogue about the equity oriented, anti-oppressive landscape we must create for prospective students. Additional resources were used to inform our work including the review of extensive data such as UCUES and the My Experience survey results about the Latinx student experience and the factors influencing their higher education choices (Appendix P).

Next, the Socialization Work Group conducted a thorough analysis of the many audiences and stakeholders to engage around the HSI Initiative-- using an intentional lens on how to move multiple audiences and stakeholders along a continuum of receiving information, making meaning, shifting attitudes and cherished beliefs, and gaining the trust of the stakeholders regarding UC Berkeley's commitment to becoming an HSI. Additionally, included in the process was a discussion about the best channels through which to reach multiple audiences.

Finally, the Socialization Work Group met with representatives from key audiences such as University and Alumni Relations (UDAR), the California Alumni Association, current Latinx students from multiple perspectives and experiences, and a host of other key stakeholder groups who provided insights into the interests of these groups in understanding the HSI Initiative.

The result of these information gathering sessions was the development of a messaging framework, including campus-wide communications strategies to embed into numerous departments and divisions around campus. Alignment with a centrally messaged case for HSI to set the tone for communications more broadly. Therefore, this work group focused on two main questions:

1. What does it mean to be an HSI?
2. Why is this designation important and compelling for UC Berkeley at this time?

Additional listening with key stakeholders will be needed before this foundational plan can be finalized and implemented.

Key Audiences

Current Latinx Students

We learned that our current students are natural ambassadors for the campus. What they experience, perceive, and feel about the campus matters. Current Latinx UC Berkeley students provide a wealth of information and insights into what needs to change on the campus in order to attract prospective students from their communities. These students can advise on what must be done on campus to make it a place of belonging and cultural competence and acceptance. It is important to cultivate positive relationships with current Latinx students to understand their impressions about the campus' HSI aspirations. One recommendation from this group is that the HSI Initiative should include an HSI student advisory group to inform our strategic planning of this initiative.

Prospective Students & Families

We learned that to attract Latinx prospective students, UC Berkeley must develop culturally intelligent marketing and communications campaigns that create a cultural connection with prospective students and their families not only in English, but also in Spanish. Language is a source of cultural pride for the Latinx community and it matters to prospective Latinx students and their families the mechanisms we use to communicate our intentions and conduct our outreach to this specific community. We must understand the multiplicity of factors (economic, young adults leaving home/community, lack of awareness of UC Berkeley, etc.) that go into the college-going experience and that in many Latinx families, the decision is made as a family. In addition, we understand that some first generation Latinx students may find the admissions process challenging, so assistance must be readily available.

We must look at all gateway points to the campus from our campus tours to our central admissions office to unit-based admissions offices and ensure

that messages are welcoming, in tune with our audience and offered in Spanish and well as English. Our annual Cal Day event for prospective and admitted students should have a distinctive track aimed at Latinx students and their families and should be in Spanish and English.

Finally, we heard from current Latinx students about the importance of culturally specific, high-touch outreach from the RRCs and other groups and individuals, campus visits including senior weekend, and language-specific informational materials.

High School/Middle School Counselors

We learned that engaging middle school and high school counselors early is a key component in order to achieve our HSI goals. Counselors are often the first point of contact with students regarding post-secondary opportunities and are key in messaging that college is not only possible but that UC Berkeley, specifically, is within their reach. In order for counselors to promote UC Berkeley to Latinx students, they need professional development and materials regarding UC Berkeley admissions, academic opportunities, support services, and student life. Messaging from counselors should be reinforced with community programming and academic enrichment opportunities that they can share with Latinx students and families. While UC Berkeley already hosts open access events, we need targeted plans to connect with, engage, and meet the needs of the local and statewide Latinx community. Finally, counselors also need a campus liaison(s) to engage with regarding campus opportunities for Latinx student and family participation.

Latinx Alumni

We learned that many Latinx alumni are rightfully skeptical of our HSI goals. Generally, their experience at UC Berkeley represented a struggle for a variety of reasons, not the least of which was the unwelcoming environment in which they found themselves. Nonetheless they persevered and are rightly proud of their accomplishments and alumni status. In addition, they are motivated to help the next generation, through service and/or financially supporting student scholarships. We

must harness this desire and work with them to assist us in our effort to recruit Latinx students and serve as mentors and role models for the students who choose to come to UC Berkeley. We must demonstrate a commitment to serve Latinx students in order to achieve their trust and participation (Appendix C).

Best practices in alumni relations advise a segmented approach based on age, career status and racial/ethnic identity, and where they live and work. We should look for opportunities to engage with alumni on our HSI aspirations across segments.

In fleshing out the HSI communications plan, it will be important to engage alumni and listen to their individual experiences. They can be key to the student recruitment and marketing process as well as retention if they could be tapped to mentor Latinx students. Follow-through with alumni is essential, to demonstrate to them how their efforts have benefited our students and contributed to our HSI goals and aspirations.

UC Berkeley Chicana Latinx Alumni Association (a non-profit 501c3 organization independent from CAA) has expanded its yield receptions for students and families, and offers programming in collaboration with Chicana Latinx Student Development, Raices Recruitment and Retention, and Career Center to help Latinx students thrive. UCB CLAA is an eager and willing partner of the HSI Initiative and is in the process of formalizing an MOU with the campus University Alumni Relations and OUA.

Latinx Faculty

Faculty members--ladder rank faculty, adjunct faculty, and lecturers--play an essential role in creating and maintaining a culture of excellence and inclusion on our campus; therefore, it will be integral to communicate with them the importance of achieving HSI status, the extraordinary opportunities becoming an HSI brings, and the role faculty can play in helping our Latinx students to thrive. Indeed, research has demonstrated the impact of Latinx faculty on campus climate and on the recruitment and retention of Latinx students in higher education. Thus, it is essential that Latinx undergraduate and graduate students see and engage with Latinx faculty in the classroom, in research opportunities, and through

mentorship relationships. It is also important to ensure that Latinx faculty have the support they need to not feel isolated and thrive. Developing a critical mass of Latinx faculty on campus will be essential to the recruitment and retention, and in supporting a sense of belonging.

There are structures that can assist in this effort, including the equity advisor network. As we move forward, we might consider charging HSI faculty ambassadors to represent the HSI Initiative at department meetings, during Deans/Chairs meetings, and engage more proactively with the Academic Senate. Across these contexts, the ambassadors could communicate the goals of the HSI initiative and its implication for Latinx and broader faculty success. We might participate in existing campus efforts that support faculty mentoring (Faculty Link) with an expanded focus on Latinx and other URM faculty as well as with undergraduate initiatives designed to build faculty capacity in culturally fluent, engaging, humanizing, and respectful pedagogy. Finally, we might consider expanding future faculty pipeline programs with relevant internal and external partners, as we strengthen existing units, such as Chicana/o and Latina/o Studies within Ethnic Studies, and the Latinx Research Center, key sites of faculty intellectual life, as but a few examples.

Latinx Staff & Organizations

We learned that whether direct student facing services or in behind the scenes roles, the multi-faceted contributions UC Berkeley staff are essential and invaluable to ensuring the effective administration of campus resources in support of optimized teaching, learning, advising, and living environments as well as the successful attainment of the Chancellor's Priorities.⁷ Accordingly, strategic intentionality in the recruitment, retention, engagement, development, recognition, and promotion of committed and dedicated staff -- especially Chicana/Latinx staff -- will be paramount to achieving a Latinx Thriving Culture and the HSI designation by 2027 and guaranteeing its sustainability into the future to benefit both the institutional mission and the campus community at large.

As the HSI initiative transitions into the operational

⁷ *Chancellor's Priorities*



ELENA ZHUKOVA

implementation phase, we recommend increased communication / collaboration with the following organizations (in priority order) so as to engender widespread community engagement:

- ▶ Alianza
- ▶ Chicanx Latinx Standing Committee
- ▶ Coalition of Ethnic Staff Organizations
- ▶ Berkeley Staff Assembly
- ▶ Council of Staff Organizations
- ▶ Chancellor’s Staff Advisory Committee
- ▶ E&I-sponsored committees and advisory bodies

We also suggest a review of the pertinent recommendations from the 2017 Chicanx/ Latinx Task Force report to identify which have been acted upon and which remain pending (Appendix B). There are numerous channels through which to reach staff including town halls, Campus Conversations, State of the Division/ College/Department events, BSA meetings and newsletter, Alianza and CESO newsletter and more. Communications professionals can help Latinx staff and especially staff who are alumni to tell their stories to build understanding and empathy.

Other Marginalized Communities

We learned that the federal designation of HSI includes support of other marginalized communities. It is very important to engage, inform, and partner with the African American, Asian American, Native American, Pacific Islander, Undocumented, Disabled Student Community, LGBTQ+, Non-Traditional student populations, and other intersectional identity groups to ensure these groups view themselves as a target benefactor of becoming an HSI.

Campus Units

We learned that achieving HSI status is much more than an outreach and admissions exercise; therefore, we must involve all campus units (academic and administrative) in the work. We must inform deans and department chairs, vice chancellors, chiefs of staff and chief administrative officers about what it means to become a Latinx Thriving campus and the role they all can play in achieving this goal. There is some campus

awareness of our aspirations, but we need to build HSI modules into back-to-school programming for the deans/department chairs retreat, and hold information sessions for departments, academic senate leadership, and work with communications leaders, CAO meetings and the like. (See reference to “Road Show” below.)

Berkeley Benefactors

As with many of our important audiences, storytelling can be a powerful tool to foster understanding and cultivate support. We will need to communicate how becoming an HSI fits within Berkeley’s mission and values as a premier research institution. Student voices are a critical component in messaging and communicating. As with many other important entities on campus, then, it will be essential to create opportunities for our donors and the Board of Visitors to engage and interact with students, who can passionately tell their stories and communicate their needs. The comprehensive campaign priority around the student experience may be the space in which to engage donors or prospective donors with our HSI aspirations; in addition, there may be space within the annual “Big Give” event to incorporate HSI information and also engage the high number of Latinx staff who are also alumni.

Regents/Legislators

We learned that the Regents of the University of California, who have “full powers of organization and governance” over the UC system, will be important to the success of the Implementation plan and road to becoming an HSI by 2027. The board includes 18 members appointed by the governor; a student appointed by the Regents; seven ex officio members — the Governor, Lieutenant Governor, Speaker of the Assembly, Superintendent of Public Instruction, president and vice president of the Alumni Associations of UC and the UC president; two faculty members — the chair and vice chair of the Academic Council — who sit on the board as non-voting members. The current chair and vice chair are two of five Latinx members serving on the Board. The Regents of the University of California are eager to help UC Berkeley join the six UC campuses that have achieved HSI status. More outreach to various legislative policy and

budget committees with jurisdiction over higher education, the various legislative caucuses, and key legislative leaders is critical to the process. We have numerous alumni who are legislators themselves or staff to legislators; it will be important to keep them informed of our efforts related to achieving HSI designation.

Media

We learned that during the work of the Task Force, we achieved “emerging HSI” status. Therefore, it would make sense to informally share with higher education reporters of this milestone and let them know about the phases of implementation that it will take to achieve full HSI status. The time to do this is around when we make our admissions announcement in the spring and again in the fall, once we know the make-up of our incoming class. As we work with reporters, and as our leaders engage with reporters on any number of topics, we should look for opportunities to share our progress toward becoming an HSI. We need to make our HSI aspirations part of our regular talking points.

General Public

We learned that obtaining the HSI designation from the perspective of the general public is dependent upon one’s connection to the higher education arena (i.e. people who may not have high school or college students in their household or who are generally disconnected from higher education) may not understand the significance of this designation. Thus, for them, it will be important to continually highlight and reinforce our public service mission, our values for reflecting California, through our excellence, research, diversity, equity, inclusion, belonging, and social mobility goals. We need to be able to answer the question: why should I care about whether U.C. Berkeley is an HSI?

Insights and Major Themes

We heard...

1. **Skepticism** based on a lack of prior demonstrated commitment at Berkeley to serving the Latinx community, many Latinx students, staff, faculty, alumni and donors feel that: a) the university has not served them well,

and b) wonder if Berkeley’s sole motivation for becoming an HSI is to secure federal funding.

2. **Lack of awareness** about UC Berkeley among prospective students (particularly Latinx/ Chicanx and other underrepresented groups, especially those outside of Northern California.
3. **Elitism**-- As a part of its historical legacy with Eugenics and its now debunked claims where intellectual capacity and academic excellence were erroneously correlated to the socially constructed notions of “race” and class, the campus must intentionally address these historical and false claims. Today, UC Berkeley’s pride in its intellectual caliber amongst its faculty, students, and staff, as a top tier university can be claimed across a wide range of differences in economic class, educational opportunities and experiences, and citizenship status.
4. **Culture of belonging** -- creating a culture of belonging that “centers the voices of the marginalized groups” are critical. Greater diversity among staff and faculty is essential to achieving this along with recognition of intersectionalities among our audiences.
5. **Socio-cultural campus shift** -- Acknowledging that Eurocentrism is privileged on campus based on debunked racialized notions of the superiority of the “white race” and used as the default standard for all leaving no room for other cultures and ways of being to be embraced; therefore, rethinking and redefining excellence, diversity, public service, and belonging are essential to becoming an HSI, which goes beyond numbers and dollars.
6. **Lack of resource investment**--repeatedly from multiple campus experts and members of our audience groups the need for greater resources need to be devoted both to attracting Latinx students to UC Berkeley and to retaining them. The other work groups address these critical issues in depth, but these realities also guide the recommendations of the Communication and Socialization Work Group. Status quo investment in outreach will yield status quo results; to increase our impact and reach our ambitious HSI goals, we must increase our investment.

7. **Concerns**-- from non-URM faculty and staff feeling unsure of their roles and responsibilities in becoming an HSI; from non-Latinx students about implications for other groups in terms of representation, access, and prioritization of one group over another and fewer resources; from some Latinx students who worry about backlash from their non-Latinx peers.
8. **Lack of targeted, culturally intelligent outreach**- Berkeley's historic lack of outreach to the Latinx community is important to consider in becoming an HSI. We must be in the marketplace with an awareness-building bilingual and culturally intelligent campaign aimed at prospective Latinx students and their families.

Opportunities for Socialization & Key Messages

We engaged in a messaging exercise in which we arrived at a value proposition, an overarching umbrella statement and a set of core messages:

Value proposition

UC Berkeley's excellence is rooted in our diversity. The Hispanic Serving Institute Initiative is a goal for representation and the programs and services needed to support Latinx students. The initiative aligns with Berkeley's mission to educate all Californians and is connected to several other campus inclusion and strategic planning efforts. The initiative will be student-centric and require the campus to embrace a transformational mindset. We will embark on this initiative with transparency and an honest assessment of previous efforts. We are exploring new and different ways to support student success which will include intentional admissions outreach efforts, services and programs that create a sense of welcoming and belonging, and efforts to create personal connections for Latinx community members. Our success in this initiative will be important to keeping Berkeley relevant now and in the future.

Overarching Message

The Hispanic Serving Institution Initiative is important to fulfilling the mission of UC Berkeley and positioning the university for continued excellence.

Core messages:

Excellence is rooted in diversity -- Berkeley's excellence demands diversity -- diversity of thought, perspective, experience, cultural identity. In order to keep Berkeley relevant, we must enhance and strengthen our efforts to attract and retain diverse community members, The Hispanic Serving Institution Initiative is one of several important inclusion programs that will help us achieve this excellence.

Embracing the spirit of California -- The Initiative aligns closely with Berkeley's mission to educate all Californians. Latinx students make up more than half of graduating high school classes and Berkeley has a duty and a privilege to reflect and harness the power of the diversity of the state of California.

A transformational process -- The Initiative will be student-driven to ensure the programs and services offered are responsive to Latinx student needs. Our efforts will require the campus to embrace a transformational mindset. Together we will reimagine what is possible. We will embark on this initiative with transparency and an honest assessment of previous efforts to learn from our past and build a brighter future.

Reimagining student support -- We are exploring new and different ways to support student success and to rethink and renew offerings that were created at a different point in time for a different population of students. Our efforts will include intentional admissions outreach efforts, services and programs that create a sense of welcoming and belonging, and efforts to create personal connections for members of the Latinx community. While we move forward, we need to acknowledge that the work of the HSI Implementation Team is a continuation from the legacy of individuals, groups and movements that have not always been visibilized or recognized on the UC Berkeley campus. Centering this work through the lens of the experiences of Chicanx Latinx students' diverse identities and needs will have universal impacts for the entire student body at UC Berkeley.

Opportunities for socialization, in light of the criticism and skepticism we heard, allows for vast opportunities to consider as we become a Latinx Thriving campus. Thus, our workgroup has compiled a list of possible strategies and tactics

to begin the work of familiarizing community stakeholder audiences with our goals and vision for becoming a Latinx Thriving campus. The chart below requires further expansion from the HSI Implementation Team to reflect the concerns and preferred model of engagement for critical audiences.

Marketing and Communications

To make UC Berkeley a destination for prospective Pell Grant recipients, Latinx, and all racially diverse student communities, we must begin to socialize a college readiness culture among students, families, and partners in the K-12 schools. The road toward selecting a university where students will choose for their academic career relies on awareness and trust in the institutional support systems, innovative teaching and learning environment, and financial resources to enrich a students’ holistic success

and professional prosperity. UC Berkeley has the opportunity to positively influence a prospective student’s choice by developing and executing intentional, pro-equity, anti-racist, anti-oppressive, and evidence-based campaigns that help move the needle toward holistically reflecting the fabrics that makeup California.

Our call to action for UC Berkeley students, staff, faculty, campus leadership, alumni, and broader community stakeholders is to collaborate with the HSI Implementation Team to design and deliver a thoughtful strategy with countless, positive touch-points along prospective Latinx and URM students’ road to applying and choosing a college. To do this the HSI Implementation team will need to:

- ▶ Develop a final Marketing and Communication Strategy after analyzing insights from the HSI Task Force, and gathering further suggestions from key audience focus groups;

Strategies and Tactics for Events:		
Strategy	Aim/Purpose	Key Stakeholders
Listening Session	Engage multiple audiences and gather insights into stakeholder audiences through their preferred and most impactful channels and delivery methods.	Targeted stakeholder groups: Faculty, Staff, Alumni and current Latinx students
Daylong Symposium Kick-off	Socialize, source ideas, develop content and strategy, build community	All key Stakeholders groups
Road Show	Inform community members across campus about HSI	Campus Community and targeted stakeholder groups in particular: Student Government, registered student orgs, Staff, faculty, and formal networks (e.g. CAOs, COS, Deans and Chairs, Cabinet, community stakeholders and partner etc.
Quarterly Events (e.g. Campus Conversations)	Inform of progress and work; keep community informed and engaged through campus conversations style events	Campus Community and beyond
Student Tours and Event	Incorporate HSI information into campus tours and events; offer tours in Spanish (currently being done)- Familia Orientation, Senior Weekend and Cal Day	Prospective students, K-12 counselors and outreach program participants

- ▶ Conduct a full review and assessment of the current outreach and recruitment plans and develop content that appeals to prospective Pell Grant recipients, Latinx, and all racially underrepresented groups;
- ▶ Conduct a beta-test with each priority target audience group and deliver multiple, fully-integrated campaigns that are relevant, timely, and outcomes driven.

Below is a non-exhaustive example of tactics to attract, nurture, and cultivate interests of prospective Latinx prospective students into UC Berkeley:

Launch a Public Relations Campaign

A public relations campaign to address the challenge of the disconnect between the identity of U.C. Berkeley and its attractiveness and university of choice to Latinx students and families will be a key component of realizing the goal of becoming an HSI and Latinx Thriving Culture. The campaign should highlight the following:

- ▶ Repackage our brand to include what UC Berkeley is doing to transform the culture to a Latinx Thriving culture, its proud history of supporting diversity, and incubator of future Latinx global leaders;
- ▶ Educate and reorient the campus community to the HSI Initiative during high profile annual campus events (e.g. Convocation);
- ▶ Broad outreach to social and political networks that will promote and participate in key events;
- ▶ Diversity in marketing and strategic feeds of authentic portrayal, images, and inspirational live stories shared by and about Latinx individuals to relevant and aspirational media channels;
- ▶ Highlight the importance of la familia and communicate in the language(s) of the target population (e.g. Spanish);
- ▶ Provide marketing and promotional materials that increases brand awareness;
- ▶ Create brand awareness and associate the UC Berkeley brand with culturally competent messaging and key terminology that connects with target audience.

Brand Awareness

When it comes to increasing the pipeline of qualified prospective Latinx students at UC Berkeley, at the very top of the marketing funnel is increasing brand awareness and affinity. Latinx prospective students –like all people– have been presented with thousands of messages, every day. In fact, according to Forbes, “digital marketing experts estimate that most individuals are exposed to around 4,000 to 10,000 ads each day”.⁸ So, to stand out, UC Berkeley must deliver consistent messaging that deeply resonates with Latinx students and families from the very early stages of their journey to higher education. Basically, this means if a college brand is not already in a prospective student’s heart and mind at the start of their college research, the chances of them including it as a consideration are quite low. Therefore, building brand awareness and affinity early, often, and in a culturally competent manner is key.

Marketing to Prospective Latinx Students

It will be critical for UC Berkeley to differentiate its brand and what it offers to Latinx students and families from its competitors. Therefore, understanding and advertising to prospective Latinx students throughout their journey to higher education is paramount to increasing and maintaining its pipeline of highly qualified Latinx prospective students and families by presenting relevant messages throughout the journey to higher education in these five touch point stages:

1. **Stage 1**- Prior to developing a college and university consideration list;
2. **Stage 2**- During research and evaluation of prospective colleges and universities;
3. **Stage 3**- Throughout the application development and submission process;
4. **Stage 4**- During the decision-making process once admitted;
5. **Stage 5**- Beyond the yield period and during the student’s entire time as a UC Berkeley student to create ambassadors that become alumni that speak highly of the Latinx Thriving culture experienced at UC Berkeley.

⁸ Digital Marketing Expertise on Brand Awareness

Cultura, en español (Spanish Speaking materials that address culturally relevant materials)

To attract Latinx prospective students, UC Berkeley must develop culturally intelligent marketing and communications campaigns that create a cultural connection with prospective students and their families not only in English, but also in Spanish, the language that is a source of cultural pride for the Latinx community.

HSI-specific Website

Create a website that highlights our commitment to providing an educational culture and experience that incorporates the values of a Latinx Thriving campus. The UC Berkeley HSI website should include:

- ▶ Information about what it means to be a Latinx Thriving campus, the university’s commitments and actions towards reaching HSI status; resources and support for Latinx students and URM as the result of UC Berkeley being an HSI;
- ▶ Basic content: Glossary of terms and definitions, steps toward becoming an HSI, HSI mission, vision, goals and objectives, status updates and achievements, how to get involved, and FAQs;
- ▶ Relevant issues to current and prospective Latinx and URM students, including but not limited to
 - diversity and inclusion (including representation at the student, staff, and faculty levels)
 - representation (including, visual representation, demographic data, etc.),
 - student experience,
 - academic subjects related to social justice, etc.,
 - campus culture and the student experience
 - cost of attendance
 - affordability and Financial aid and scholarships
 - resources and support throughout their experience

Promotional Materials & SWAG

- Create additional marketing materials to increase awareness and reach each audience at key “gateway” points. For example, during

campus tours, annual campus-wide events, and admissions and outreach events, materials for distribution may include:

- HSI talking points
- Undergraduate Admissions presentations, brochures, Zoom screens, etc.;
- Campus signage, website, social media presences, videos etc.;
- Graphic design printed collateral, HSI Pride Gear.

Our university is situated in an epicenter of intellectual thought, diverse students, staff, faculty, alumni perspectives, and a legacy for service, excellence and social change. In our commitment to elevating and reflecting the racial, cultural, and intellectual excellence of all communities within California, we must obtain recognition and action from all of UC Berkeley’s Leadership sectors- Chancellor’s Cabinet, the Academic Senate, Council of Deans, Staff organizations, and Student Government. To achieve our foundational goal of gaining the HSI designation, leadership’s recognition of our work and long-term commitment towards becoming a Latinx Thriving campus is crucial. Becoming HSI for our committee is only our first step towards transforming our campus’s institutional culture toward a learning environment aligned with equity and access for all.

HSI Investing and Serving

Moving from concept to action

The charge for the HSI: Investing and Serving Work Group was to curate and synthesize various committee reports, create decision making rubrics, and identify areas for immediate, short, and long-term investments in infrastructure, curriculum, research, and campus culture towards serving the Latinx community as well as positively impacting other underrepresented, underserved, or invisible communities (Appendix Q & R). It is our belief and understanding that the investment and support of our underrepresented and marginalized communities will move our entire campus toward excellence. Pursuing the federal designation of a Hispanic Serving Institution only reflects a fraction of our goal to achieve a transformational shift in our culture and how we holistically support our

community through intersectional perspectives. Furthermore, the recommendations outlined are illustrative of the many needs that currently exist within the UC Berkeley campus. While these initial recommendations are essential to phase 1, in the Appendix we will also outline some key components of the recommendations to be vetted by the community and implemented in the remaining two phases (2 & 3) of this initiative (Appendix S).

Phase 1 Recommendations

Strengthening Presence, Connectivity, & Inclusiveness- Latinx Community Resource Center

As a public land-grant institution, UC Berkeley aspires to reflect the racial, ethnic, and socioeconomic diversity of the state of California. Whereas 40% of Californians and 54% of our K-12 public students identify as Latinx, only 16.6% of our undergraduate population identifies as such.⁹ These demographic disparities adversely affect UC Berkeley's reputation and future in California to produce world-class leaders, scholars, and practitioners. Increasing a sense of belonging and inclusion is imperative to closing the demographic gap because it facilitates the recruitment, retention, and matriculation of the Latinx undergraduate population. Equity-based resource hubs have proven to produce progressive outcomes towards addressing the holistic (academic, social, cultural, emotional, health, etc.) needs of underserved and non-traditional student communities. We must allocate a physical space to center community building, empower students, acknowledge the identities, activities, and celebrations of the Latinx diaspora (Appendix T). This includes undergraduates, graduate students, staff, faculty, and alumni. The Latinx Community Resource Center will bring UC Berkeley one step closer to HSI status, but more importantly, transform the campus culture to be visibly and proactively inclusive of marginalized and underrepresented communities (see proposed budget plan Appendix U).

⁹ Diversity Data Dashboard

What is the impact?

The positive impact and value this investment will have on our communities are listed below:

- ▶ Establishing and investing in the Latinx Resource Center will create a culturally and linguistically fluent hub, with oversight and supervision through the Chicax and Latinx Student Development (CLSD) office; connecting Latinx students to a robust suite of resources provided on and off-campus;
- ▶ Hiring culturally competent support staff will support Latinx students by enhancing and leveraging academic advising, mental health wellness/counseling and fem/mentorship opportunities and programming;
- ▶ Increasing student support services, creating research internship and civic engagement opportunities, and addressing the growing need for professional development;
- ▶ Supporting and coordinating enhancements in recruitment, transition, belonging, equity of experience, retention, matriculation, and preparation for post Berkeley plans.

Creating and Empowering A Dedicated HSI Steering & Implementation Team

To become a Latinx Thriving campus, we must first establish a broad HSI Steering team with the requisite expertise to lead and shepherd the transformation. The dedicated team will be responsible for maintaining accountability and addressing actionable items lifted by the HSI Taskforce: HSI Steering team, HSI Project Manager, HSI Implementation team, Community Engagement Coordinators, and HSI Advisory Board for implementing the phase 1 recommendations of the HSI Task Force. Having an adequate and skilled HSI staff is critical to the success of the HSI effort. Specifically, the addition of at least two HSI dedicated staff, including both new or repurposed existing positions, will be required.

Community Engagement Student Coordinator 1 (student employee) will focus on engaging the undergraduate and graduate student communities to collaborate with them on how to create and improve currently existing services and resources that meet their holistic needs. The HSI Community Engagement Student Coordinator 1 will elevate the

perspectives of students from the Latinx Caucus, Raices Recruitment and Retention Center, Graduate Association of Latinx Students (GALS), Chicana Latinx Student Development office, Chicana/Latinx Standing Committee, the Bridges Multicultural Resource Center, Centers for Educational Justice and Community Engagement, Centers for Educational Equity and Excellence, Associated Student of the University of California (ASUC), the Graduate Assembly (GA), and all other Chicana/Latinx and racially diverse student organizations.

Community Engagement Coordinator 2 (the HSI Faculty, Staff, and Community Partnerships Coordinator-faculty or staff FTE) will focus on engaging Staff, Faculty and Extramural Partnerships. One goal for Coordinator 2 will be to advance inclusive excellence in the academic, research, and co-curricular programs by engaging the Academic Senate, Latinx Faculty Association, Academic Divisions, Alianza, Chicana Latinx Alumni Association, and Centers for Educational Partnership, among various other organizations.

What is the impact?

The positive impact and value this investment will have on our communities are listed below:¹⁰

- ▶ Would ensure effective communication to all stakeholder/constituents, accountability to vision/mission, and transparency for progress in regards to implementation
- ▶ The shared work of this team will be to maintain accountability and monitoring of progress towards equity-based outcomes and HSI goals.
- ▶ Hosting focus groups, providing insight and recommendations to the implementation task force based on findings, track and document progress of recommendations, and communicating progress on recommendations/implementation.
- ▶ Partner with People & Culture (P&C) to invest in current and future staff development, focus on equity wages and job classifications.
- ▶ Bolster the Socialization Work necessary to move this work forward, and shift campus culture.
- ▶ Create a formalized work goal that engages HSI

¹⁰ Read in more detail our goals for this center in the Chicana/Latinx Standing Committee People and Culture-Recommendation #1

Liaisons with OUA, Associate Director for Campus Partnerships, Latinx Research Center and other partners across campus to effectively pursue HSI goals.

INVESTING IN FACULTY— Developing a path for faculty

We recommend that campus begin processes toward funding 10 FTE for faculty across the Arts & Humanities, STEM-related disciplines, professional schools, and other departments where faculty lines with Latinx expertise are lacking or absent. This would supplement the recent Latinx and Democracy Hiring Cluster initiative in the social sciences. We recommend that the 10 FTE hires focused in Latinx scholarship across disciplinary units be staggered across 5 years, providing new faculty with the opportunity to enter as cohorts of 2 per year.

Toward this goal, we also recommend that campus invest in a 15-person postdoctoral program, with the aim of building a pipeline of talented Latinx faculty, increasing Latinx presence in units, while infusing expertise Latinx scholarship to relevant departments across campus. These scholars would also be staggered at 3 per year over five years. Implemented in tandem, the new FTE and postdoctoral scholar program would bring in 5 new experts in Latinx studies or Latinx-focused scholarship in relevant fields to campus per year, dramatically changing the scholarly and climate landscape. We anticipate that the new faculty and postdoctoral scholars will be based within academic departments and would be eligible and encouraged to take part in HSI activities, such as mentoring, activities of the Latinx Resource Center and the Latinx Research Center, and in other relevant efforts.

We also recommend the investment over five years in professional development/research grants targeted for lecturers and adjunct faculty to further Latinx-focused research, as well as projects that scholarship that engage Latinx faculty, staff and students. We also recommend increased opportunity for long-term adjunct, stable (i.e., funded) appointments, such as those in Chicana/o and Latina/o Studies, to Lecturer and LSOE positions.

What is the impact?

Investing in Latinx faculty has myriad positive effects to the Latinx and larger campus community:

- ▶ New Latinx faculty and postdocs could help transform the campus climate by serving as role models and mentors for undergraduate and graduate students
- ▶ New Latinx faculty and postdocs would help build a critical mass of faculty and a sense of belonging for students and faculty alike.
- ▶ New Latinx faculty could help campus efforts in implementing inclusive, culturally-sustaining, and humanizing pedagogy.
- ▶ Providing Latinx faculty opportunities for professional development and growth helps build a pipeline of future leaders on campus and in their respective academic fields.
- ▶ New cohorts of Latinx faculty and postdocs will signal a strong University commitment to an HSI thriving community to a range of constituents: the broader campus community, current and prospective Latinx students and their families, the state of California and the nation.

Moving Towards Economic Justice for All: Lowering Self Help

Attaining a college degree has never been more expensive, particularly for low income families. Federal and state disinvestment in public higher education over the past two decades combined with the rising cost of living in the Bay Area has priced many students and families out of accessing a Berkeley education. To fulfill the federal HSI designation requirements, the percent of UC Berkeley undergraduate students receiving Federal Pell Grants must exceed the 37% average Pell Grant recipients at comparable institutions. Berkeley is approximately 10 percentage points away from this goal. To make UC Berkeley accessible for all students, it is incumbent upon University leadership to prioritize affordability as a key strategy for achieving our campus diversity goals, including becoming a Latinx thriving research institution with federal HSI designation.

An annual investment in unrestricted institutional gift aid is a critical first step in providing competitive financial aid offers for all low-income students and in reducing the Loan and Work Expectation,

referred to as self-help. Self-help is the per student gap between the aggregate financial need of all students who have applied for aid and all available gift resources available to these students. The greater the self-help figure is, i.e. the amount of loan and work offered, the lower the amount of institutional gift aid awarded to students.

The average Cost of Attendance for all UC's is \$31,464. Berkeley has one of the highest Cost of Attendance averages in the UC system at \$33,278 (UC Info Center, 2020). Berkeley is also tied with Santa Barbara for the highest self-help level for 2020-2021 at \$10,000, making Berkeley one of the least affordable campuses for low-income undergraduate students.

A reduction in self-help correlates with higher yield rates for low income students and increases in federal, state and systemwide funds to the university. In a recent Low-Income Pipeline Analysis completed by the Office of Planning and Analysis and Student Affairs, we observed that yield rates for low income freshman were higher than for not low-income freshman when self-help hovered near \$8,000. The gap has since closed in the more recent years when self-help has exceeded \$8,000. Lower income students also bring external resources

Campus	2020-21
Berkeley	\$10,000
Santa Barbara	\$10,000
Santa Cruz	\$9,900
San Diego	\$9,700
Los Angeles	\$9,600
Merced	\$9,300
Riverside	\$9,100
Davis	\$9,000
Irvine	Unknown

with them to cover the cost of an education and therefore require a lower amount of UC Grant (institutional resources) to meet the total cost of attendance. Additionally, the allocation formula that drives the distribution of student aid dollars across

the nine undergraduate campuses is also sensitive to the number of California, low-income students (Appendix V).

Priorities for Advancing this Goal in Phase 1 Implementation

- Establish a working group to assess self-help and create detailed action plan that would incorporate the aforementioned opportunities and others options.
- Ensure sufficient Financial Aid & Scholarships and Cal Student Central staffing levels to administer aid as efficiently as possible, allowing for support of campus partner satellite advising.

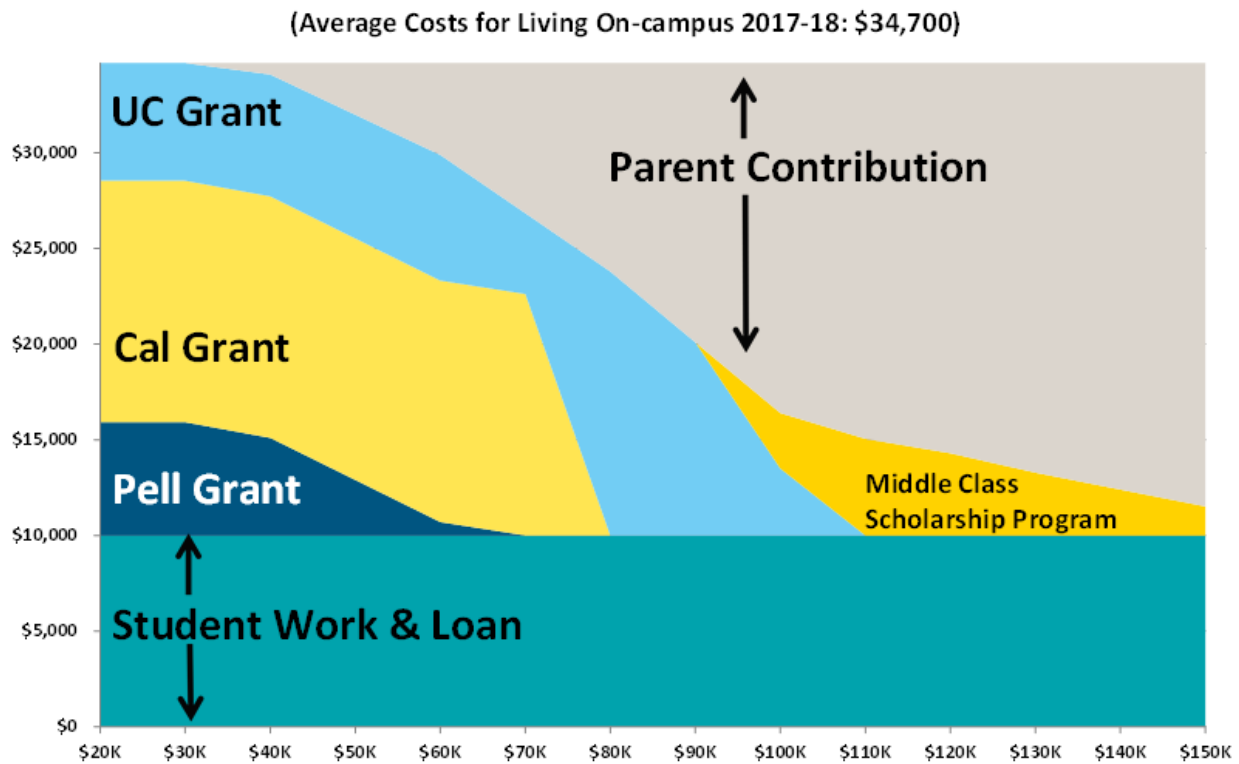
What is the impact?

An investment in the student financial infrastructure equates to an investment in reducing student reliance on Basic Needs resources, allowing the campus to pivot to address other student wellness and equity gaps.

- ▶ Increased funding from federal, state, and UC systemwide resources with an increase in low-income student enrollment
- ▶ An increase in the percentage of UC Berkeley undergraduates that receive enough gift aid to cover systemwide tuition and fees (Currently 38%).
- ▶ Increased ability to recruit, admit, yield, retain and graduate more students from the all low-income communities, including but not limited to Latinx students.
- ▶ A reduction in the reliance on student loans, work and basic needs resources, allowing students to focus on being students first.

The positive impact and value this investment will have on our communities are listed below:

- ▶ By ensuring that Berkeley is one of the more affordable UC campuses, we demonstrate our commitment to diversity, equity, inclusion and belonging for students and move closer toward our goal of transforming our campus culture and how we holistically support our community



Y = Total Cost of Attendance ~\$35,000

X = Family Income

¹¹ For more elaboration, see the Chicana/Latina Standing Committee People and Culture- Recommendation #1.

through diverse perspectives.

- ▶ With college affordability being one of the top stressors for students and negatively impacting retention, this commitment will allow our student community to holistically engage with the UCB campus community. It is a clear commitment to ensure our low-income students thrive on the Berkeley campus

Marketing & Communication Materials

The campus message should be informed by the Latinx community and address issues that are important to students and families. As we strive to improve the campus experience of Latinx and all underrepresented students, we should emphasize and accentuate the opportunities and resources that are available. The campus message should lift up the successes of our Latinx students and enhance visibility for the rich array of programs and organizations that support the Latinx experience.

The Office of Public Affairs will work with key stakeholder groups, including but not limited to the Chicanx Latinx Student Development Office and the Latinx Resource Center, Office of Undergraduate Admissions (OUA), Raices Recruitment and Retention Center, Latinx Caucus, Graduate Association of Latinx Students (GALS)& Center for Educational Partnerships to inform, accelerate, and execute communication protocols, strategies and materials that are culturally relevant and compelling messaging that reframes and consistently articulates the values of equity, inclusion and belonging.

What is the impact?

We propose a comprehensive and in-depth review of marketing and communications strategies that focus on Latinx students, families and communities. The review will include:

- ▶ Full engagement with key campus and community stakeholders in developing messaging;
- ▶ Review of communications and marketing strategies from other higher education institutions;
- ▶ Focus groups to identify and better understand concerns and questions.
- ▶ Messages coming from and highlighting faculty engagement around the effort

- ▶ Student responses to the effectiveness of the HSI effort as they see it

Expansion and coordination of outreach, recruitment and pipeline programs for high school and prospective transfer students

Expansion of outreach and recruitment efforts to under tapped regions and areas is one high leverage investment opportunity. As we learned from our Socialization work group, our target audience for recruitment and outreach are prospective Latinx students (K-12 and Transfer), current Latinx students, Pell-eligible students, and URMs. In order to reach these students, we need to be able to scale and expand existing successful programs and bring our resources and make accessible our outreach strategy to untapped areas/regions. Additionally, to build upon and continue the foundation of success through targeted expansion into selected areas and community colleges based on analysis of the Latinx student enrollment, expressed student intent to transfer, existing and potential transfer culture, and historical trends in transfer outcomes, the return on investment in these areas show high potential for accelerating our efforts to become an HSI by 2027. Based on levels of Latinx enrollment and factors such as the number of A-G subject-requirement completers who did not apply to any UC. Potential expansion sites include:

- ▶ San Jose (additional school sites)
- ▶ Central Valley
- ▶ Inland Empire
- ▶ Sacramento Area
- ▶ Los Angeles (expansion to other untapped areas)
- ▶ East Contra Costa corridor and Stockton
- ▶ Southern Alameda County Corridor
- ▶ Solano County expansion
- ▶ Selected sites on the Peninsula
- ▶ San Bernardino County

Additionally, coordinating outreach, messaging, and recruitment efforts with Latinx faculty and scaling signature events among the Office of Admissions, Chicanx Latinx Student Development, Centers for Educational Partnerships, bridges, Transfer programs, and Educational Justice and Community

Engagement (EJCE) programs to reach more Latinx, Pell Grant eligible and URM students is paramount.

What is the impact?

- ▶ Alignment of effort, resources, and data can maximize efficiencies, impact and budget;
- ▶ Cultivate ongoing relationships with existing Chicana Latinx alumni organizations and grow an active interested Latinx alumni base;
- ▶ Increase in Pell eligible, Latinx, URM, and other underserved students who are prepared for UC Berkeley;
- ▶ Affordability for students who had once opted out of accepting admission to UC Berkeley (e.g. California students and domestic out-of-state students)

In closing, to transform UC Berkeley into a Latinx Thriving campus while improving the experience of all underserved students, staff and faculty, it will take significant investments over many years. Our committee is well aware of the financial environment in which we are asking for phase 1 investments. Although this is not an exhaustive list of funding requests, we believe these are absolutely the first investments we need to make to move forward.

The HSI Task Force recommends that the HSI Implementation team build out the Phase 2 and 3 investments and utilize the phase 1 investment plan as the starting point. Working with community stakeholders to vet and prioritize further investments as we move toward realizing and sustaining our aspirations of being a leader in serving the Latinx community.

IMPACTS OF COVID-19

In the midst of the HSI Task Force work and after the HSI Task Force presented its initial findings to Chancellor Christ on February 24, 2020, the entire nation was hit with the impacts of a global pandemic, COVID-19 shelter-in-place order which was executed on our campus on March 16, 2020. There were multiple impacts of COVID-19 to the community at large and to Latinx and underrepresented communities specifically. Multiple reports stated that people of color,

housing insecure, low-income and undocumented individuals were the hardest hit by the pandemic. This placed already vulnerable families and students of color at even higher risks of systemic inequities.

For the UC Berkeley campus this meant adverse impacts to the financial sustainability of the campus to serve communities most in need. The campus is currently facing a reduction in revenues across the board due to lower than anticipated enrollment, increase in housing insecure communities, increases in student populations with economic need, closing the digital divide, increases in health and safety investments, and decreases in state projected revenues for relief. Hence, all of these factors will have an adverse impact on how the campus strategically thinks through how to maintain its goal of becoming an HSI, make strategic and high leverage investments, and pivot its energy and resources to meet the public mission of the University and the attainment of HSI status by 2027.

HSI Implementation Team and Structure

In order to move the recommendations from the HSI Task Force forward, it is critical that an HSI Implementation team and structure is established to ensure execution, tracking, and accountability. The HSI Task Force, therefore, recommends the following interdependent structure be put in place no later than March 2021.

This HSI implementation framework represents the HSI Task Force recommendation to establish a structure that will maintain the integrity of the recommendations in this report and move the recommendations from theory to practice. Each of the roles and/or bodies are described in detail below:

HSI Steering Committee- composed of senior level leaders who have a vested interest in becoming an HSI and who provide strategic direction for the implementation of the HSI Task Force recommendations, provide governance, and support of the HSI Implementation Coordinator or Project Manager in alignment with organizational goals.

HSI Implementation Project Manager- the person who is responsible for coordinating the project sequencing the recommendations, schedules, resources, deliverables and information. Liaise with the HSI Steering Team and the HSI Implementation

Team to identify and define project requirements, scope and objectives. Ensuring that the project deliverables are met as the project evolves.

HSI Implementation Team- a cross-functional team of students, staff, faculty, and administrators who operationalize the recommendations, provide the HSI Coordinator with updates on progress, including mitigating factors and managing through the bureaucracy of a large decentralized campus to meet the spirit of the HSI Task Force recommendations.

HSI Community Engagement Coordinators- two staff professionals, one to engage campus communities in general (e.g., committees, student and staff organizations, E&I and Student Affairs offices, etc.) and one academic facing to engage the undergraduate and graduate student communities and the faculty community. Coordinators will facilitate collaboration and co-creation of

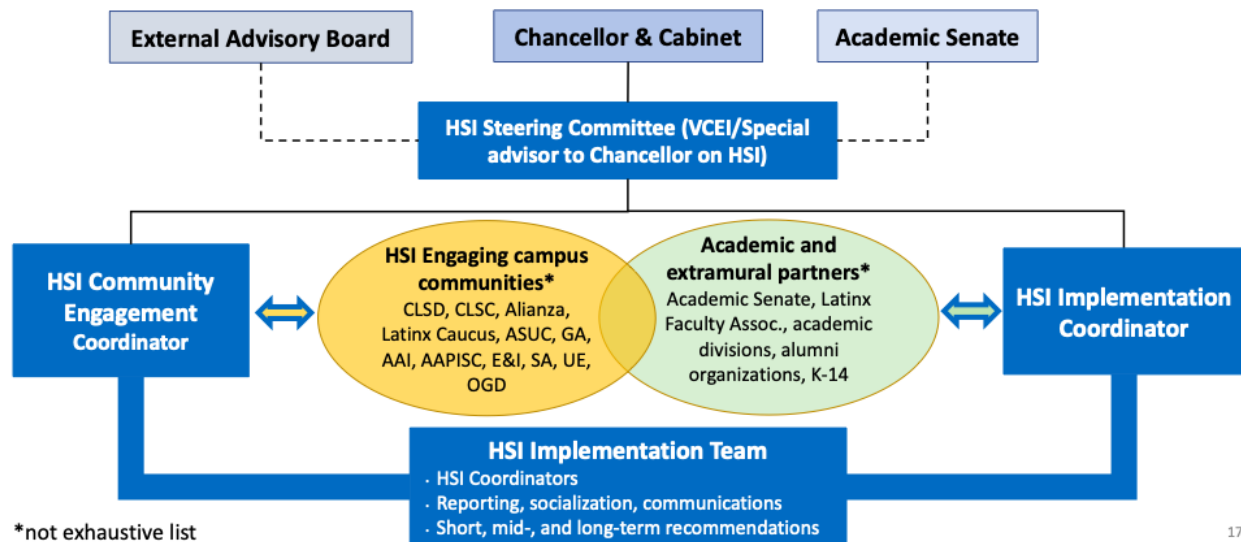
improvements to existing services and resources in order to meet the holistic needs of the Latinx and underrepresented student communities. They will elevate the stakeholder perspectives to inform the work of the HSI Implementation Team.

HSI Marketing and Communications response team- a team within the Public Affairs unit, augmented with contract employees to ramp-up marketing and communications to target communities to build a dynamic website, bilingual materials, and marketing/promotional materials that will lead on implementing the communications plan.

External Advisory Board- strategically selected group of advisors to the Chancellor’s Cabinet, HSI Steering Team, and Academic Senate regarding development and philanthropy that supports and undergirds the recommendations of the HSI Task Force.



HSI IMPLEMENTATION FRAMEWORK Phase I: Organization



The Chancellor’s Task Force on Becoming a Hispanic Serving Institution (HSI) was composed of the following individuals:

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Appendix

- Appendix A: [Chicanx/Latinx Standing Committee recommendations, 2020](#)
- Appendix B: [Chicanx Latinx Task Force Report, 2016-2017](#)
- Appendix C: [Chicanx/Latinx Community Report, 2015](#)
- Appendix D: [Undergraduate Diversity Project](#)
- Appendix E: [African American Recruitment & Retention Report](#)
- Appendix F: [African American Initiative Committee Recommendations, 2016](#)
- Appendix G: [Independent Advisory Board on Police Accountability and Campus Safety, 2019-2020](#)
- Appendix H: [HSI Task Force Preliminary Presentation, February 2020](#)
- Appendix I: [HSI Task Force Modified Preliminary Recommendations, May 2020](#)
- Appendix J: [Eligibility for Title V Funding](#)
- Appendix K: [Undergraduate Students Fall 2019 Fact Sheet](#)
- Appendix L: [Undergraduate Admission Data](#)
- Appendix M: [U.S. Department of Education’s Federal Eligibility Matrix](#)
- Appendix N: [Undergraduate Fall Census Enrollment](#)
- Appendix O: [HSI Community Listening Session Notes February 12th, 2020](#)
- Appendix P: [UC Berkeley My Experience Survey 2019: Highlights for HSI](#)
- Appendix Q: [HSI Rubric & Framework for Budget Sequencing & Prioritization, January 2020](#)
- Appendix R: [HSI Tiered System Framework, September 2020](#)
- Appendix S: [HSI Phase 2 & 3 Proposed Recommendations](#)
- Appendix T: [LRC Proposal for ASUC Student Union](#)
- Appendix U: [Investing in the Success of HSI & Latinx Thriving Culture](#)
- Appendix V: [Additional Opportunities in Support of Lowering Self-Help](#)
- Appendix W: [Theory of Change](#)



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