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CHANCELLOR'S OFFICE

CHICANO/LATINO CONCILIO
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c/o CLAH Program, Mail Code 0054
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November 6, 2003

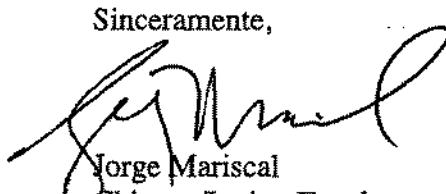
Marsha Chandler
Interim Chancellor
University of California, San Diego


Dear Chancellor Chandler:


We are attaching our Chicano/Latino Concilio's report card on UCSD for your consideration. At the request of the San Diego County Latino Coalition for Education, this report card was disseminated to over three hundred parents and community members who attended the coalition's education summit on October 11, 2003. The report card has been endorsed by both the coalition's Higher Education Committee (composed of parents and members of local Chicano/Latino community organizations) and the San Diego County Chicano/Latino Concilio (composed of faculty, staff, and students from colleges and universities in San Diego County).

The report card documents our analysis of the academic and employment conditions for Chicanos/Latinos at UCSD as well as the need for institutional change to achieve an acceptable level of equity and diversity. We submit this document with the hope that it stimulates deliberation and action within your administration.

Sinceramente,


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cc: Interim Vice Chancellor David Miller
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Vice Chancellor Joseph Watson
Academic Deans
Chairs, Academic Senate Committees

**REPORT CARD ON THE UNIVERSITY
OF CALIFORNIA, SAN DIEGO:**

**A LEGACY OF INSTITUTIONAL
NEGLECT**

**PREPARED BY THE UCSD CHICANO/LATINO
CONCILIO
OCTOBER 11, 2003**

Introduction

The UCSD Chicano/Latino Concilio was created in 1991 to improve conditions for Chicano/Latino faculty, staff, and students at UCSD. This document represents the Concilio's analysis of the current problems on campus, their causes, and our recommendations for solutions.

From 1991 to 1995, the Concilio met on an irregular basis with Chancellor Richard Atkinson. Little progress was made although Concilio played a key role in the struggle for a Cross-Cultural Center which was established during this period. In 1996, the Concilio together with representatives from the Chicano/Latino community in San Diego initiated a series of meetings with the new chancellor Robert Dynes. Although there have been minor successes since then, Concilio feels strongly that fundamental structural reforms have not been implemented. In effect, the "successes" which will be described below have not affected and will not affect most of the long-standing issues, including access to UCSD for Raza students, an increase in Raza faculty, and the placement of Raza in decision-making positions.

Recent History

During the administration of Chancellor Dynes, several necessary reforms were made. They include:

1. Reevaluation of admissions policies and a move towards a more comprehensive model
2. Signed agreements with community colleges designed to attract more transfer students
3. Creation of a Chicano/a and Latino/a Arts and Humanities program and minor
4. Establishment of the UCSD Cesar Chavez Celebration

In addition, the Dynes administration created several on-campus programs and entities designed to "foster diversity." They include:

- a. Diversity Council
- b. Preuss School
- c. Principles of Diversity
- d. Naming of Chancellor Dynes as "Chief Diversity Officer"
- e. A faculty cluster known as the "California Cultures" initiative

It is our opinion that each of these items must be analyzed in all of their complexity in order to understand their potential and long-term impact:

1. UNDERGRADUATE ADMISSIONS-- UCSD historically has had one of the most rigid and formulaic approaches to admissions. Even with affirmative action policies in place before passage of Proposition 209, the number of Chicano students at UCSD never surpassed 10% of the total student population. Any shift towards a more comprehensive approach was bound to be an improvement.

In 2002, UCSD numbers for the entering freshman class showed an increase in underrepresented students. This was highly touted by the campus administration and the UC system as a significant breakthrough. UCSD was referred to as the "star campus." Yet a more sober analysis of the increases reveals that the status quo has not been radically challenged. The percentage of Chicano/a students who accepted admission for the Fall 2002 freshman class was a meager 7.4%. A longitudinal perspective on Chicano/Latino enrollment shows that the number of Chicanos has remained virtually frozen at 8% of the campus enrollment from 1997 through 2002 (UCSD Student Research and Information). Latinos (non-Mexican) have remained frozen at two percent of the campus enrollment during the same six-year period. This, in a county where in some areas over thirty percent of the population is Raza.

A key factor in this on-going problem is the issue of yield, that is, the percentage of students admitted to UCSD who actually accept and agree to attend. For Fall 2002, UCSD's yield for Chicano students was 25.6%. Reasons for this low yield have to do with a complex web of issues ranging from a hostile campus environment, lack of critical mass of Raza students, low numbers of Chicano/a faculty, and limited visibility for Chicano/a issues in the curriculum. We believe that as one of the most selective campuses UCSD should be yielding Chicano numbers comparable to those of UCLA's 49.1%.

More important, the inability of the campus to increase the number of Chicano/a students is the result of a deep-seated elitism that permeates faculty attitudes and determines policy decisions made by UCSD Academic Senate committees. There is a strong belief that real diversity means "lowering standards" and that underrepresented students would be "better off going to community colleges." The deceptive use of a GPA cut-off to limit the number of students admitted under the Eligibility in the Local Context program (ELC-"Top 4%" of graduates at each high school) is symptomatic. At the same time, there is an unwillingness to create permanent structures that would target underachieving students in order to assist them in their academic development.

While we applaud the implementation of the Alternative Admissions Opportunity (AAO) as a two-year pilot (2001-2), we have several concerns. This program was successful in admitting relatively high numbers of Chicano/a students, yet it was not renewed. More disturbing is the fact that academic progress reports on AAO students potentially may be used to support hoary arguments about why "these students don't belong at UCSD." Rather than establishing mechanisms to ensure student success, the university could use the pilot to reform existing elitist and exclusionary practices.

It must be said that recent positive changes in admissions policy were in great part forced on UCSD by the Office of the President and State legislators (e.g., comprehensive review, less

emphasis on SAT I). Locally, UCSD's undergraduate admissions policy, even with recent reforms, continues to be a major problem for the Chicano community. We can only surmise that should the campus grow by 40% over the next ten years (as predictions indicate) the number of Raza students will continue to hover around 8%.

In addition to the severe problems with UCSD's policies regarding admissions and enrollment, similar institutional shortcomings contribute to lower persistence and graduation rates for Chicano students at UCSD. The most recent data shows that the six-year graduation rate for UCSD Chicanos is sixty-nine percent compared to eighty-one percent for the campus as a whole and eighty-three percent for white students (UCSD Student Research and Information). These unacceptably low graduation rates reflect the lack of institutional support for Raza students as well as academic and social conditions that hinder those students' achievement.

Other outcomes for Chicano students reflect the same neglect:

Out of all PhDs conferred at UCSD, 2001-2002, Chicanos were only 4.3%.

Out of all MDs conferred at UCSD Med School, 2001-2002, Chicanos were only 1.6%.

Out of all BAs conferred in Engineering at UCSD, 2001-2002, Chicanos were only 3.6%.

Out of all BAs conferred in Science and Math at UCSD, 2001-2002, Chicanos were only 4.6%.

(Source: UCSD Office of Student Research and Information)

NOTE ON FACULTY, GRADUATE STUDENTS, AND STAFF: The number of Chicano/a faculty on campus remained steady at approximately 1% of the total faculty during the Dynes administration. There are still no Chicano/a administrators in policy-making positions. The number of Chicano/a graduate students declined during the Dynes administration from a "high" of approximately 4% of the in-coming class in the mid-1990s to less than 3% for the Fall class of 2001-02. Of the 191 Chicano/a and Puerto Rican students who applied for graduate programs at UCSD in 2001-02, only 80 were admitted.

Likewise, there has been virtually no progress in the recruitment and promotion of Chicano/Latino staff, which represent important role models and contributors to institutional policy. From 1999-2003, the percentage of Raza staff at UCSD rose from only 14% to 16%; most were concentrated in the lowest levels of employment. At the highest level of job classifications, Chicano/Latino staff moved from 0% to 2% over the same four years. Of the forty-one highest-level managers at UCSD, only one is Chicano/Latino.

2. COMMUNITY COLLEGE TRANSFERS - While we applaud the Dynes administration for its implementation of agreements with community colleges, we must point out two related problems: 1) yield, and 2) academic support. On the question of yield it is troubling that out of the 401 Chicano/a transfer students admitted for Fall 2002 only nine accepted admission. Again, the issues of campus climate, visibility of Raza on campus, etc. must be more seriously addressed as causes for poor yield results. At the same time, the lack of institutional support for

transfer students seriously jeopardizes their academic success. We believe strongly that a fully funded Transfer Office must be created within OASIS by the Vice Chancellor for Student Affairs.

3. CHICANO/A AND LATINO/A ARTS AND HUMANITIES PROGRAM (CLAH)--Due to the efforts of Chicano/a students, staff, faculty, and community representatives, the CLAH program and minor were approved in Spring of 2002 after a two year struggle with campus committees and departments. We believe the CLAH program and minor will be a major asset to the university and over time will begin to mitigate some of the problems outlined above (e.g., yield, campus climate, etc.).

However, without stronger support from the campus administration the success of CLAH cannot be ensured. The issue of funding for a full-time or even a part-time staff person is essential in this regard. The staff of Sixth College (where the program is housed) has been supportive but they are quite busy with other tasks not related to the CLAH program. The UCSD administration (i.e., chancellor and academic vice chancellor) cannot expect a strong minor and program without serious financial support from their offices.

4. CESAR CHAVEZ CELEBRATION - For the last two years, the Cesar Chavez Celebration has been a tremendous success. We especially appreciate the chancellor's financial support for this event and hope it will continue as an annual tradition at UCSD with significant input from all sectors of the Chicano/a community on- and off-campus. The celebration must remain focused on Cesar Chavez' contributions to the Chicano/Latino community rather than become a public relations gimmick for the UCSD administration.

With regard to the other programs and entities created during the Dynes administration, we believe few if any of them have the potential to address the problems outlined above:

- a. To our knowledge, the Diversity Council has done little more than meet on a regular basis and sponsor several events. To date, it has not tackled serious issues of campus climate, lack of fair representation, etc.
- b. The Preuss School is certainly a noble experiment but it will not have an impact on the UCSD campus in terms of improving access for Chicano/a students.
- c. The Principles of Diversity have not been effective in changing the campus climate for Chicano/a students. As evidence of this we offer the recent racist behavior of the KOALA student newspaper and racist/sexist messages in the Chicano Studies section of the Central Library.
- d. Chancellor Dynes's appointment of himself as Chief Diversity Officer was a serious mistake in our opinion. The chancellor simply does not have the time to devote his full energy to the issue of diversity in all of its aspects. This chancellor, in particular, has been unwilling to criticize academic departments that refuse to hire faculty from underrepresented groups, and he has not been helpful in the resolution of unfair tenure decisions affecting Chicano/a faculty.

e. The California Cultures faculty hiring initiative did not, to our knowledge, yield a fair number of Chicano/Latino faculty despite the fact that a renowned Chicano scholar was a finalist for the director's position. By "fair number" we refer to the number of Chicano/Latino faculty who should have been hired vis a vis the demographic importance of Spanish-speaking communities in the state. From 1996 when Chancellor Dynes took office to the year 2000, the percentage of underrepresented faculty (Chicano, American Indian, and African American) hired at UCSD in tenured or tenure-track positions was 6.2%, down from 7.7% in the period 1992-1996.

Recommendations

In short, we believe that despite the many high profile but symbolic changes made during the Dynes administration, the basic structural reforms needed to make UCSD an institution that serves the Chicano community remain unaddressed. We therefore make the following recommendations as a first step towards meaningful and long-term institutional reform:

1. The appointment of a Chief Diversity Officer with authority to intervene on issues such as faculty hiring and retention, student admissions, and campus climate. Without such a person, most academic departments feel no need to diversify their faculty and deeply embedded elitist attitudes preclude the development of an admissions policy that is serious about making UCSD look more like the state of California. Chancellor Dynes' own 2002 Ad Hoc Diversity Committee, chaired by an external consultant (a noted sociologist from UCLA) and charged with studying UCSD's climate for diversity, emphasized that UCSD commitment to diversity is merely symbolic. Moreover, the committee recommended that a full-time Chief Diversity Officer (with appropriate authority and staff) be hired.
2. The immediate increase from 4% to 8% of the ELC program for San Diego and Imperial counties. No GPA cut-off shall be applied.
3. Increased funding for OASIS to facilitate marketing of available services for underrepresented students. Stronger emphasis on academic support services for ELC students.
4. The funding of a hard copy, high quality orientation manual for Chicano/Latino students in order to assist their success in an otherwise hostile campus climate.
5. The immediate creation and funding of a Transfer Student office within OASIS to assist community college transfers with their academic success.
6. Funding of a full-time staff person for the CLAH program and some programming funds.
7. The establishment by the office of interim SVCAA David Miller of a mentoring program specifically for junior faculty from underrepresented communities. The recent denial of tenure (2003) to a highly qualified Chicana professor in the Department of Psychology is symptomatic of a retention crisis for faculty of color.

8. Implementation of a faculty reward structure for faculty who devote an unusual amount of time and energy to outreach efforts and mentoring of underrepresented student organizations. The existing program for making grant monies available for such faculty is not sufficient because academic departments do not value such activities at tenure and promotion time. UCSD should comply with UC Office of the President guidelines that state: "Campuses may reward faculty who have demonstrated creativity and initiative in engaging in outreach, mentoring, or tutoring for educationally disadvantaged students" (UCOP, "Recruitment and Retention of Faculty," January 2, 2002, p. 11).
9. Implementation of a punishment structure for academic departments (e.g. withholding of FTE) that do not show reasonable progress in diversifying their faculty either in hiring or retention practices.
10. Increase funding for the highly successful Cross-Cultural Center as a vital campus asset for recruitment and retention of underrepresented students.

Conclusion

The current conditions for Chicano/Latinos at UCSD are indeed dire. A critical public institution with an incredible amount of educational resources is virtually inaccessible to the Chicano/Latino community of San Diego County. The three elements of UCSD's institutional mission—teaching, research, and service—are enjoyed by local Raza at only a token level. The long standing neglect of such a large segment of the California population is unacceptable, particularly in the context of current educational underachievement, unemployment, lack of adequate housing, harassment by law enforcement agencies, and other critical needs in the Chicano/Latino community.

Robert Dynes, who demonstrated a serious ignorance of the needs of local Raza and a subsequent lack of will to address our issues, is now the University of California President. Will his symbolic acts without substantive change now be perpetuated at an even higher policy level? The appointment of Marsha Chandler (formerly the Senior Vice Chancellor for Academic Affairs) as interim chancellor at UCSD is an unfortunate decision for local Raza since Chandler has demonstrated an even weaker understanding of the history and needs of the Chicano/Latino community.

In the spirit of this year's Chicano/Latino educational summit in San Diego, we once again call upon Chicano/Latino elected officials (particularly those in the California legislature) to communicate with the campus and countywide Concilios in order to develop substantive solutions to the crisis in higher education. A failure to do so will result in the continued exclusion of Raza and will have a negative impact on the socioeconomic and political fabric of our state.

(NOTE: the following websites provide additional data on the representation of Raza at UCSD)

UCSD Student Research and Information (Student Affairs):

<http://ugr8.ucsd.edu/sriweb/sri.htm>

UCSD Career Staff Work Force Representation:

http://www-hr.ucsd.edu/~saa/w_intro.html

UCSD Academic Affirmative Action:

<http://academicaffairs.ucsd.edu/offices/aaa/default.html>

University of California Office of the President Student/Workforce Data:

<http://www.ucop.edu/news/studstaff.html>