

**Chancellor's Taskforce on Multicultural Student Development  
Recommendations to Chancellor Birgeneau  
May 6, 2013**

## **INTRODUCTION**

### **Background**

Berkeley's Multicultural Student Development (MSD) programs have a rich history on campus. Born in the activist struggles of the 1980's and 1990's, these programs sought to diversify the university and gain recognition for the needs and perspectives of historically excluded cultures and students. They began as focused efforts for individual racial and ethnic communities, and that focus remains an important aspect of the programs today. As programs evolved, multicultural student development work broadened to consider more multicultural and cross-cultural issues, and to incorporate attention to experiences of marginalization and exclusion based on gender, sexual orientation, class, immigration status and other aspects of social identity. Most recently, campus efforts have begun to more fully recognize the importance of students' multiple identities and to bring deeper intersectional perspectives to their programming efforts.

At a structural level, the history of how Berkeley has developed, resourced, and organized identity-related efforts is mostly a narrative of contingency. A variety of forces have shaped the outcomes, but not necessarily in a broadly strategic or organized fashion. The shape and size of the programs, their physical space, their administrative structure and home, their staffing and budgets, their strategies and metrics for success, and the relations between the programmatic components have never received a top-level analysis. Spurred by demands from the students they serve, and in the context of ongoing strategic organizational changes, this taskforce was convened to begin the process of building a deeper and more systematic understanding of the best way to reach our goal of meeting the needs of diverse students, particularly students that have been marginalized from full participation in the UC Berkeley community.

Specifically, several events led to the formation of this taskforce. In July 2011, the Division of Equity & Inclusion (E&I) reorganized itself as part of the Operational Excellence Initiative to simplify organizational structures, improve administrative efficiencies and reduce administrative costs. The Vice Chancellor for Equity & Inclusion, Gibor Basri, placed the programs known collectively as "Multicultural Student Development" under a single administrative umbrella with the Gender Equity Center; this umbrella was known as Multicultural, Sexuality and Gender Centers (MSGC). In September 2012, the ASUC Senate passed "A Bill in Support of the Multicultural Student Development Offices and its Directors" (SB45) which called on Vice Chancellor Basri to re-evaluate the reorganization and other administrative changes and to "consult with the opinions of the very students his decision impacts." (A copy of SB45 is included in Appendix C.) Then on November 27, 2012, a group of students briefly occupied Eshelman Hall and presented a list of demands including the demand that the MSD offices "be restored to their former structure" by VC Basri. VC Basri and the Dean of Students negotiated on behalf of the University and promised to form a taskforce to make recommendations to the Chancellor on the future of the MSD programs.

On December 17, 2012, Chancellor Robert J. Birgeneau announced the formation of the taskforce and appointed VC Basri as its chair. Its work was to examine the set of programs involved in identity development at Berkeley, programs which are charged with supporting both students' specific cultural needs and broader intersectional issues. The final goal, of course, is that the students have the most successful, positive, and enriching experience while at Berkeley.

### Taskforce Charge

Chancellor Birgeneau's taskforce brought together representatives from the faculty, staff, student body, and administration, and was chaired by Vice Chancellor Gibor Basri of the Division of Equity & Inclusion. Its charge was to provide input and recommendations on the following questions:

1. What are the current and future met and unmet needs for advancing equity and inclusion in the area of multicultural and multiple-identity student development, and how they relate to the intersectionalities of race, ethnicity, gender, sexuality, disability, immigration status, and socio-economic status?
2. What are the desired outcomes for programs in this area, and what is the best way to assess their success?
3. What are the best programmatic strategies and structures for delivering these results?
4. What type and amount of support (resources, funding, staffing, etc.) are needed for success? What is the rationale for these resources?
5. What roles should advisory groups of students, staff, and/or faculty play in this effort going forward?

Due to the short timeframe available for research and deliberation, the taskforce was not able to fully address all aspects of each of these questions. In particular, we wish to note two areas that remain for further exploration.

The first relates to issues of multiple identity development. Given the context in which the taskforce was formed, as well as the primary expertise of its members, the group focused its attention on students of color, with explicit attention to how their identity development lives at the intersections of race, ethnicity, culture, class, gender, immigrant status and sexual orientation. Our discussion was not able to include consideration of disability issues, nor did we examine identity development from the *starting point* of gender, sexual orientation, socioeconomic status or immigrant experience. We believe that all of these additional explorations are important, and recommend that they be part of the campus' efforts to carry the work of the taskforce forward.

The second limitation we wish to mention is that the taskforce did not have sufficient time to deliberate in detail about strategies for assessing program success. We strongly value program assessment, as noted in Recommendation #11, and note that further discussion will be necessary in this area, most likely as part of larger efforts in the Division of Equity & Inclusion.

## Membership

Members of the taskforce were chosen to represent a breadth of backgrounds and perspectives related to multicultural student development. In addition to Vice Chancellor Basri, the 12-member taskforce included two faculty members, four staff members, one graduate student, and four undergraduate students. Nominations for taskforce members were solicited from the ASUC, Graduate Assembly, MSD student leaders, E&I program staff, Academic Senate committees, and campus administration. Chancellor Birgeneau reviewed all nominations and selected the membership. As noted above, Vice Chancellor Gibor Basri chaired the taskforce and staffed it from his division. A full list of the taskforce membership is given in Appendix A.

## Process

The taskforce convened in February 2013. It met 9 times over the course of 11 weeks, with the goal of producing a report to the Chancellor at the beginning of May 2013. Taskforce meetings centered on collaborative discussion of core issues related to multicultural student development at Berkeley. The group's work together included:

- assessing the range of needs facing students of color and other underrepresented groups on the Berkeley campus, including looking at issues of intersectionality (i.e. experiences related to occupying multiple marginalized social identities)
- examining the strengths and challenges of our current multicultural student development programs, which are presently organized under the unit called Multicultural, Sexuality and Gender Centers (MSGC)
- reviewing historical and contemporary frameworks for multicultural student services
- comparing Berkeley's program structures and strategies to the approaches at several other campuses and institutions
- developing analyses and recommendations designed both to honor the history of Berkeley's MSD efforts and to reflect a forward-thinking approach to serving the needs of current and future students

To ensure maximum relevance of the taskforce's recommendations, the following guest presenters were invited to share their efforts and perspectives with the group:

### Program Directors:

- Nzingha Dugas, Director, African American Student Development
- Jere Takahashi, Director, Asian Pacific American Student Development
- Lupe Gallegos-Diaz, Director, Chicana/Latino Student Development
- Lisa Walker, Director, Cross-Cultural Student Development and Multicultural Community Center
- Billy Curtis and Christine Ambrosio, Directors, Gender Equity Resource Center
- Carmen Foghorn, Director, Native American Student Development and American Indian Graduate Program

### Student Leaders:

- Samantha Lai, Asian Pacific American Student Development Intern

- Darrin Wallace, Multicultural Community Center Intern / Black Recruitment and Retention Center (BRRC) Social Retention Coordinator
- Destiny Iwuoma, BRRC Nor Cal Recruitment
- Kirk Coleman, Bridges Executive Director
- Salih Muhammad, Cal Serve Chair
- Bianca Suarez, Graduate Student Representative
- Kim McNair, Graduate Student Representative

A list of articles consulted as part of the taskforce’s deliberations is included in Appendix B. The taskforce also reviewed data on campus demographics, climate, and student academic progress provided by the Vice Chancellor for Equity and Inclusion (VCEI) immediate office and the Office of Planning & Analysis.

#### A NOTE ABOUT THE TERM “MULTICULTURAL STUDENT DEVELOPMENT”:

In this document, the term “multicultural student development” is used in two ways. When written with lower case letters (or indicated by the lower case abbreviation *msd*), the term refers generally to programs and efforts that provide student development to marginalized populations through the lens of race, ethnicity, gender, sexuality, immigration status, etc. In examining the campus’ work to support student identity development, the taskforce sought to understand multicultural student development in this sense of the word.

Berkeley also has a specific suite of programs for students of color called “Multicultural Student Development (MSD)” – including African American Student Development, Asian Pacific American Student Development, Chicana/Latino Student Development, Native American Student Development, and Cross Cultural Student Development. These programs form a core part of the campus’ multicultural student development efforts, working in conjunction with a larger set of identity-building, support, and leadership development projects. When written in capitalized form or indicated by the uppercase acronym MSD, the term Multicultural Student Development refers to the campus’ explicitly-titled MSD programs.

## FINDINGS

### Student Needs, Program Goals and Outcomes

The findings presented here reflect an iterative process of data gathering and consensus building. Twelve themes salient to multicultural student development on campus emerged from the taskforce. The themes are summarized here and described in more detail below:

1. Safe Space, Sense of Community, and Sense of Belonging
2. Cultural and Cross-Cultural Identity Development
3. Personal and Social Support
4. Student Leadership Development
5. Mentoring and Networking
6. Academic Support
7. Respect and Intellectual Visibility
8. Student Retention
9. Increased Staff Support

10. Student Outreach
11. Intersectionality
12. Need for Ongoing Development and a Permanent Advisory Structure

### **1. Safe Space, Sense of Community, and Sense of Belonging**

According to taskforce findings, one of the deepest and most urgent needs for underrepresented groups at Berkeley is for a sense of physical and emotional safety, belonging, and community with others who share their backgrounds. Because of the relatively small numbers of African American, Chicano/Latino, and Native American students (3%, 13% and 1% of the campus population, respectively), students from these groups often feel isolated, alienated and invisible. They also, along with students from Asian, Pacific Islander and other marginalized populations, face a lack of faculty role models, frequent microaggressions inside and outside the classroom, stereotype threat, limited visibility in the curriculum, and a campus climate which they feel does not fully respect them. For students of color who are also first generation college students or who have come from underresourced schools and communities, these challenges may be further compounded by academic, financial, immigration, and/or campus transition difficulties. Those who are LGBT and/or who face gender-based harassment or discrimination, may find themselves feeling isolated on these grounds as well. All of this may result in students worrying that they “do not fully belong” at Berkeley.

To combat these problems, it is crucial for the campus to provide both physical spaces and community-building opportunities for students of color to feel welcome and included for who they are, and where they can form meaningful connections with others who share their backgrounds and experiences. As Claude Steele notes in his book *Whistling Vivaldi: How Stereotypes Affect Us And What We Can Do*<sup>1</sup>, identity-specific settings provide students with an important experience of “critical mass” and a feeling of increased protection from negative stereotypes about the groups to which they belong. These spaces also provide a safe haven for students who often feel that the general campus environment may pose a threat to their quality of life and physical and mental well-being.

Taskforce research suggests that the campus’ multicultural student development programs do an excellent job of combatting isolation and nurturing community ties through the creation of cultural events, courses, one-on-one advising, Theme Houses, and student leadership programs, and by maintaining a safe and supportive place for students to gather, connect, study and socialize. However, numerous challenges have emerged that limit both the reach and impact of these efforts.

One important concern that programs face in working to foster a sense of belonging has to do with the limited physical size of the MSD offices. Currently each ethnic-specific program is assigned one office in the Cesar Chavez Center. These offices can be as small as 170 square feet. On a daily basis, program offices function as the workspace of the MSD director (who often must conduct confidential meetings with students), workspace for 5 to 10 interns, a small conference room, a study lounge, and/or all of the above. This lack of physical space constrains the programs’ ability to bring larger groups of students together in ways that foster ongoing

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<sup>1</sup> Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton & Company.

personal, social and cultural relationships. It also sends a message about the perceived lack of importance of multicultural student development on campus.

## **2. Cultural and Cross-Cultural Identity Development**

A related need identified by the taskforce concerns support for cultural and cross-cultural identity development.

Cultural identity development allows students to expand their knowledge, celebrate, reclaim, and advocate on behalf of their own ethnic groups. Berkeley's MSD programs draw from social justice and ethnic studies frameworks – and build on their connections with the campus' Ethnic Studies departments – to support approaches that affirm the value of marginalized groups. Efforts include cultural events, courses, community outreach initiatives, residential theme programs, conferences, research projects, and advocacy work. Such activities are widely appreciated and, according to both students and program directors, are key to retention, academic success and personal well-being for communities of color at Berkeley. These and other collaborations and multi-disciplinary efforts assist students in reaching their full potential. Given the isolation and alienation faced by many students of color on campus, the taskforce wishes to note its belief that the primary purpose of MSD cultural activities should be to benefit programs' specific constituent groups (e.g., African-American, Chicano Latino, Asian American, or Native American students). A secondary purpose for this work is to provide cultural learning opportunities for the broader campus community.

As a complement to cultural identity development, taskforce findings also indicate a need for *cross-cultural student development* to foster connections within and among different student-of-color groups and to encourage collaboration between MSD- and other MSGC programs. At present, the Multicultural Community Center (MCC) and the Cross Cultural Student Development program offer many programs that support cross cultural development.

Individual MSD programs and other multicultural efforts also engage in cross-cultural work within their own populations, as the students within these programs are themselves very diverse, often representing many national, regional, cultural, class and other groups.

Finally, the taskforce notes a strong need for broader cultural understanding and cross-cultural exposure among all populations on campus to help address climate issues that negatively affect students of color and other underrepresented groups. Although MSD and MCC programs are open to the entire UC Berkeley community, there are still significant unmet needs in this area.

## **3. Personal and Social Support**

Perhaps due to many of the dynamics noted above, taskforce findings suggest that, at the individual level, students of color often face disproportionate struggles with personal, economic, academic, health and mental-health issues. Specific challenges may include course difficulties, financial struggles, physical and emotional stress, isolation, self-doubt, anxiety or depression, academic probation, feeling like an imposter, and so forth.

Students who are connected to MSD programs often rely on individual program directors to provide them with advising and support services in the face of these challenges. The campus also offers other excellent resources through its Educational Opportunity Program (EOP),

Residential and Student Service Programs (RSSP), Office of the Dean of Students, Tang Center, academic departments, the Transfer, Re-entry, and Student Parent Center (TRSP), etc. One area of concern that emerged in the taskforce's research is that, despite the availability of these supports, not all students feel comfortable asking for help or know where to turn when they are having trouble or where they can feel safe sharing their academic and personal difficulties. As a result, we believe that many students of color may fall through the cracks, not getting the support they need to succeed and thrive. In addition, taskforce findings suggest that, even for students who *are* connected to MSD or other programs, these programs do not always have sufficient staffing levels or expertise to serve them effectively. In particular, we note a need for additional direct-service hours in the MSD offices and for expanded mental health support.

Given the range of campus resources and the limited staffing in the MSD programs, the taskforce finds that the most successful model for MSD programs in the area of personal and social support is in playing a "first point of support" role – providing initial consultation and assistance, assessing student situations, maintaining a broad range of relationships and referral info, and connecting students with the resources they need for further help and more specialized interventions. Some aspects of this model are already well in place. However, more coordination and institutionalization of relationships would be beneficial in supporting maximum effectiveness.

#### **4. Student Leadership Development**

Taskforce findings indicate strong support for leadership development among both undergraduate and graduate students affiliated specifically with MSD and MSGC programs. These efforts are seen as an extension of the programs' important identity- and cultural-development work; they are also valued for their professional training, advocacy, and community-building components.

The MSGC unit currently offers a range of leadership development opportunities, with specific options varying from office to office. One shared core component is the popular intern program, which provides career building, event planning and activism skills, as well as offering an important venue for student involvement and decision-making at the program level. Internships are available in each program.

In terms of unmet needs, while the taskforce notes the enthusiasm surrounding student internships in all programs, members feel that students would be even better served if there were a stronger articulation of the unit's student leadership development framework and a greater consistency across programs with regard to the range of opportunities available and whether intern positions are paid or unpaid.

#### **5. Mentoring and Networking**

The taskforce finds that students of color at Berkeley also strongly value mentoring and networking opportunities, and that multicultural student development programs play an important role as one among several campus providers supporting this work. Other key providers include: the Graduate Diversity Program's GIGS (Getting Into Graduate School) Initiative; the Berkeley Science Network; EOP, the TRSP Center, etc. According to Claude Steele, having trusted mentors can reduce identity and stereotype threats, and powerfully impact a student's sense of competence and belonging, as well as providing a key foundation for

learning. In addition to providing direct support on academic, social and professional issues, mentoring and networking efforts also contribute to several other priority goals for multicultural student development, including community building, identity support, professional development, and leadership development.

## **6. Academic Support**

According to information reviewed by the taskforce, many of the students served and/or targeted by Berkeley's *msd* programs face academic struggles and are in need of academic support. Of particular concern are statistics showing that the 6-year graduation rates of African American, Chicano/Latino, and Native American undergraduates who enter as freshmen are 10% - 20% lower than those of the campus as a whole. Underrepresented students also have heightened levels of academic probation after their first year. In addition, for nearly all ethnic groups, graduation rates are significantly lower for those who are first generation college students than for those who are not. And, of course, overall graduation rates mask the difficulties of those students within all ethnic groups who struggle academically.

The campus offers many services to help address students' academic needs, including the Student Learning Center, the Athletic Study Center, RSSP's Academic Centers, the Professional Development Program, EOP, the Transfer/Re-Entry Student Parent Center, etc. As with personal and social support, taskforce findings suggest that MSD programs fulfill an important "first point of support" role in this area. While programs are not currently (and should not be) responsible for addressing academic challenges in a comprehensive way, their efforts to identify areas of concern, assess needs, and refer struggling students to appropriate services are critically needed. Also as in the case of personal and social support, a primary concern with regard to academic assistance is ensuring that students do not fall through the cracks, particularly if they are not already connected to MSD or other support programs when they begin to encounter difficulties.

## **7. Respect and Intellectual Visibility**

As suggested in previous findings, taskforce research has surfaced a variety of ways that students of color are negatively impacted by larger campus dynamics of disrespect, exclusion, insensitivity, bias and harassment. Many underrepresented students feel their intellectual contributions are not seen or valued, and University of California Undergraduate Experience Survey (UCUES) data indicates significant disparities in respect rates for different ethnic and identity populations. In addition, program directors from MSD and the EOP program note that many students (and faculty) are troubled by negative classroom interactions (e.g., insensitive comments by professors and GSI's or exclusion from study groups), racial incidents on campus, and a lack of culturally relevant curriculum and pedagogy. All these dynamics take a heavy toll on both individuals and groups.

The taskforce believes that addressing these kinds of campuswide issues requires larger policy and climate work in addition to the direct service efforts discussed in findings 1-6. MSD staff and other multicultural service providers are in an excellent position to contribute to this work – through identifying problematic campus trends, consulting on issues of emergent concern, and pushing for policy change when necessary. Their expertise and advocacy is an important component for the campus community. In addition, MSD programs should have stronger, more formalized connections where appropriate to Ethnic Studies and related programs, as well as to



diverse faculty partners from across the campus. There are mutual benefits to be gained by enhanced interactions with those faculty, and students will gain by greater curricular attention to topics they are passionate about, along with opportunities to engage with graduate student and faculty research and mentoring.

## **8. Student Retention**

Throughout the taskforce's deliberations, the group has maintained a focus on issues of retention. In the face of disparate graduation rates and other academic and social inequities, members have come to see the retention and success of students of color as a core priority for the Berkeley campus – one which is supported by multicultural student development programs through a combination of personal and academic assistance, community building, reduction of stereotype threat, identity development, leadership development and climate work. In fact, over the course of the committee's work together, members have come to believe that "retention" is not a separate thing apart from these other aspects of working with students, and the taskforce has therefore not treated it as its own distinct set of practices. The group also believes that while "retention" in the narrow sense of "encouraging students to stay at Berkeley and complete their studies" is definitely important, given the range of issues identified in previous findings, the university should follow the lead of our MSD programs in embracing a broader "retention" goal – one which seeks to support students in truly succeeding, thriving and growing, rather than simply helping them to "get through" and finish their degrees.

## **Additional Strengths and Challenges**

### **9. MSD programs do not have sufficient staff to effectively meet all desired objectives.**

One of the most urgent findings from the taskforce's investigations is that Berkeley's MSD programs are severely understaffed for the range of work they are charged with doing. Currently, each MSD program is staffed by a full or part-time MSD director who works individually with hundreds of students per year.<sup>2</sup> In addition to serving as a mentor/advisor to students, the MSD Director teaches a credit-bearing course, recruits, hires and trains interns and volunteers, organizes events and programs, advises the Vice Chancellor on campus climate issues, and performs numerous other duties. Directors' time is stretched thin between event planning, one-on-one advising, fundraising, and administrative projects. The sheer volume of student interaction and program work often leaves too little time for systems work, outreach, communications, and campus advocacy, and the taskforce wishes to strongly note that, due to a lack of personnel, programs are not always able to carry out their fullest vision and potential.

### **10. Not all students who need multicultural student development services are connected to MSD or other programs; many do not get the services they need.**

While multicultural student development efforts ostensibly serve all students in their target groups, as noted above not all students feel comfortable connecting with MSD or other student service offices, even when they may know or suspect they need help. In particular, the taskforce identified three issues of concern:

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<sup>2</sup> Currently, AASD, CLSD, and CCSD have full-time directors. APASD has a .67 FTE Director and the coordinator of NASD splits time with AIGP.

- Not all students know about MSD and/or other programs.
- Some students may get into a negative emotional spiral and blame themselves when challenges arise, and this spiral can render them afraid or unable to reach out. This is true even when, from a campus perspective, it is clear that the challenges they face are common to many students of color, low income students, marginalized students, or students in general.
- There is a perception on campus that MSD programs are primarily geared toward serving activist-oriented students. For some individuals, this may mean they do not feel they “belong” in the programs, and they may therefore not seek assistance even when it is available.

The taskforce would also like to note that, due to understaffing, even for students who do make the effort to reach out to multicultural student development programs, programs may not have sufficient resources to serve them all effectively.

**11. Intersectionality is an important core principle of multicultural student development, and Berkeley’s MSD programs do a strong job of addressing intersectional issues within existing programming.**

Taskforce findings indicate a strong commitment by students, MSD and MSGC directors, and other campus leaders to cultivate a space that meets the needs of students multiply-located at the intersections of race, ethnicity, culture, class, gender, sexual orientation, nationality, citizenship status, religious practices, and other aspects of identity. All current MSD programs do an excellent job of addressing intersectional needs and aspirations, drawing on the passion and expertise of both students and program staff. Within the programs, intersectional awareness and understanding are woven throughout the fabric of everyday interactions and highlighted in specific programs and advocacy initiatives, such as joint internships in MCC and GenEq. This is a strength of Berkeley’s MSD efforts, and should be continued.

**12. There are currently no permanent structures for input on multicultural student development programming, priorities and directions from students, faculty and/or staff.**

As the work of the taskforce concludes, it has come to the group’s attention that there currently exist no permanent campuswide structures for continued student, faculty or staff input on issues related to multicultural student development and the needs of Berkeley’s students of color. This is of significant concern, and the taskforce wishes to note its support for the creation of ongoing opportunities for stakeholders to advise the campus on these matters.

**Structure and strategies**

**13. Core Strategies**

Based on the above set of findings, the taskforce believes that the priority strategies for multicultural student development at Berkeley should be:

- Providing cultural and cross-cultural spaces that ensure a sense of safety and community for students of color
- Developing and hosting cultural events and activities

- Serving as a “first point of support” and referral advocate in regard to students’ academic, personal, health, and mental health issues
- Offering networking and mentoring opportunities
- Providing internships and other leadership development programs (ideally, including paid internships)
- Serving as a campus advocate, subject matter expert, and consultant on issues relating to specific ethnic populations, students of color in general, multicultural student development and intersectional identities to the campus administration and other campus departments.

#### **14. Program/Organizational Structure**

To address question 4 of the taskforce charge regarding the best structure to deliver program results, the taskforce reviewed the literature on methods and models of multicultural student services, examined models from other UC Campuses, and debated the topic over the course of several meetings. A custom research brief by the Advisory Board Company provided profiles of 10 colleges/universities and identified three models of organizing support services for students of color.<sup>3</sup> Variations of these three models are also employed at other UC and peer institutions. The three most common models used are:

1. A single office serving all students of color (e.g., the Cross-Cultural Center at UC Irvine or the Office of Multicultural Student Affairs at the University of Michigan)
2. Autonomous offices serving different ethnic populations (e.g., the individual community resource centers at Stanford University)
3. A hybrid model of staffed subdivisions serving different ethnic populations within a larger multicultural framework (e.g., Resource Centers at UC Santa Cruz, culturally-specific Academic Student Services offices housed under Pathways Student Academic Services at the University of Wisconsin).

The taskforce immediately ruled out Model #1: a single office serving all students. This model has a number of disadvantages including that it ignores the historical development of individual ethnic-specific offices and makes an assumption that all minority populations have the same needs and demands that could be addressed through uniform (or identical) sets of services, regardless of the divisions or differences between communities. Model #2 is advantageous because it addresses the needs of different populations and provides a physical and programmatic space to form cohesive communities. However, Model #2 can be administratively inefficient when implemented as completely autonomous offices, as each office would have their own administrative and business services leading to duplication of effort and services. Model #3, the hybrid combines the best of Model #2 – ethnic-specific spaces and programming – with the efficiency of #1 through shared resources. However, Model #3 relies on a mainstream, hierarchical management style prevalent in American higher education that can be at odds with “the collective orientation valued within marginalized communities” where group empowerment and consensus decision-making is practiced.<sup>4</sup>

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<sup>3</sup> The Advisory Board Company. (2007). Multicultural student services: methods and models. Custom Research Brief. Washington D.C.: The Advisory Board Company.

<sup>4</sup> Manning, K. and Muñoz, F. M. (2011) Revisioning the future of multicultural student services . In D.L. Stewart, *Multicultural student services on campus: building bridges, re-visioning community*. Sterling, VA: Stylus Pub.

In the end, the taskforce identified five key principles for organizing or structuring MSD services at Berkeley:

- Autonomy: The taskforce values the autonomy currently given to each specific program to identify the cultural, social and academic needs of its constituency and to develop services, programs and activities designed to address those specific needs. Autonomy, in this case, also means separate physical spaces for each ethnic/cultural group.
- Connection and collaboration: The taskforce also values the current practice of programs collaborating and connecting with each other and with other campus units. Collaboration may involve: sharing resources; developing joint programs, internships or events; collaborative planning; event and calendar coordination; referring students to relevant campus partners; engaging in collective advocacy; etc. Collaboration may also take place at the level of vision, where shared goals and approaches across cultural/ethnic and other identity programs can add richness – both to the efforts of the programs themselves, and to the larger campus’ work on equity, inclusion and diversity.
- Shared resources: The taskforce also found that there are advantages to sharing resources among the different offices. Business/HR services are already shared through the E&I divisional office, which will move to Campus Shared Services in 2014. Other functions that could be shared among the programs include event management, intern/volunteer management, data collection and reporting, website and social media management, communications, and program assessment.
- Participatory leadership style: The taskforce felt that, to the extent possible, the leadership or management style of multicultural student development programs should draw on the collective orientation valued by communities of color and other marginalized groups – employing practices like participatory decision-making processes, 360-degree performance reviews, shared planning, staff-student collaboration, etc.
- Student voice: Finally, the taskforce believes that students should be substantially involved in *msd* programming, including leadership selection, program development, event planning, outreach, assessment of impact and outcomes, and advocacy on campus climate issues.

The taskforce also considered the following options to organize the programs:

OPTION A: Autonomous programs overseen by a *full-time* administrative or executive director.

Under this model, individual MSD programs would maintain their autonomy to identify the cultural, social and academic needs of their constituencies and to develop services, programs and activities designed to address those specific needs. A *full-time* administrative or executive director (AD/ED) working with all the programs would have broad oversight over budget, personnel, general programmatic directions, and shared resources and programming. The AD/ED would be accountable for managing the whole and for being the senior administration’s first point of contact on campus climate issues or campus crises. When managing the whole, the AD/ED would employ participatory leadership styles such as using 360-degree performance reviews, shared decision-making, and consensus-building. To address the current issue of some

multicultural student development programs feeling like they are perceived as subordinate to others, the AD/ED would not be the director of an existing program; s/he would be a full-time manager. To ensure accountability to students and MSD directors, both groups would be represented on the hiring committee for the AD/ED and would be included in the director's 360-degree performance review.

Advantages:

- Allows MSD Directors to focus on their primary programming work;
- Provides skill and consistent attention to issues of program management (budgeting, fundraising, assessment, personnel, performance management, etc);
- Encourages a sense of coherence among the different programs;
- Aligns clearly with campus administrative structures and goals;
- Ongoing (rather than rotating) leadership provides for greater attention to long-term and strategic projects;

Challenges and Concerns:

- Relies on a hierarchical leadership/management model which is inconsistent with key MSD values of collective decision-making and shared leadership;
- Less opportunity for student governance than Option B;
- Need to ensure that AD/ED maintains meaningful connection to "on the ground" efforts while simultaneously allowing Directors the autonomy to do their own work.

OPTION B: Autonomous programs overseen by a "Governing Council" with elected, rotating chair. Like Option A, Option B supports individual MSD programs in maintaining their autonomy with regard to cultural programming, services and approaches. Here, individual programs would continue to be run by seasoned Program Directors with the flexibility to develop activities and approaches that meet the needs of their specific constituencies. Rather than report to a separate administrative or executive director, this model calls for the programs to be overseen by a collective "Governing Council", comprised of program staff and students. The Governing Council would have a rotating chair elected by the council membership for a term of 2-3 years; this chair would be chosen from among the current Program Directors and would receive an additional stipend (and perhaps some release time from their programmatic responsibilities.) The Governing Council would make collective decisions on shared resources and budgets, as well as on joint goals, projects and advocacy efforts. In order to comply with University business practices, the chair would have final signoff on personnel and budget matters and would serve as MSD's administrative liaison with senior campus administrators. This model draws explicitly on democratic values and takes a non-hierarchical approach to leadership. Care would be taken to include students in as much of the governance as possible, while also recognizing that some issues (e.g., personnel, financial) may not be appropriate to bring to the full Governing Council.

Advantages:

- Consistent "on the ground" program experience and credibility brought to administrative leadership;
- Models the values of group empowerment, collective decision-making and shared leadership that MSD programs are trying to teach students;
- Encourages collaboration, sharing of resources and a sense of connection among programs;
- Supports shared sense of ownership over the broader *msd* enterprise;
- Provides significant role for students in program governance;

#### Challenges and Concerns:

- Need to ensure chair's work within their home program does not suffer;
- Difficulty of establishing consistent management practices with rotating leadership;
- Need to find ways to align non-traditional structure with campus HR and administrative policies and practices;
- Need to ensure that all MSD directors possess both multi-program management skills and a willingness/desire to serve as chair when it is their turn.

OPTION C: Status quo: Autonomous programs reporting to a *part-time* executive director, who is also the director of one of the MSD/Gender Equity/MCC programs. Several members of the taskforce felt that the status quo was problematic because, within the context of working with marginalized populations, it might be perceived that the program or population managed by the ED was somehow more important than the other programs. The group was unanimous in its assessment that this structure should not be continued given the organizational culture and history of the MSD programs.

### RECOMMENDATIONS

- 1. Increase and/or reconfigure ethnic-specific physical spaces.** As the MSD programs continue to expand and evolve, there is clearly a need for new or re-configured space. Some possibilities include the construction of new offices as additions adjacent to Gender Equity Center on the upper level of the Chavez building, as well as creation of small offices for private counseling and advising. The taskforce recommends that the campus launch an exploratory initiative to determine costs for a space configuration, and how that space will be used in conjunction with the permanent Multicultural Community Center in the renovated MLK Student Union. Although significant modifications to Chavez were contemplated in the original Lower Sproul Project, they proved not to fit into the final cost envelope. **Cost: to be determined.**
- 2. Increase MSD staffing levels.** In 2013, the Vice Chancellor for Equity & Inclusion funded the addition of one full-time administrative assistant to support the entire MSGC operation and one program assistant to support the NASD program. The taskforce recommends, over the next two to four years, that the staffing be increased in the following manner:
  - a) Addition of 1 full-time Assistant Director or coordinator each to APASD, AASD, and CLSD.** These positions could take on some of the duties of the MSD director such as intern supervision, course instruction, advising student organizations, or one-on-one student advising/counseling/mentoring. The Assistant Director might be recruited from recent Berkeley graduates and former interns and thus contribute to an upwardly-mobile career track in the field of multicultural student services. Estimated cost of 1 full-time position is \$65,000 including salary and benefits. **Total cost of three positions is \$195,000.**
  - b) Addition of at least 2 full-time staff shared among the ethnic-specific and gender equity programs.** All of the programs have the need for office management, event management, volunteer/intern recruitment and shared training, data collection and reporting, social media and other communications. Shared staff would serve the common good (whole) of the collective programs, and would be in addition to the administrative assistant currently funded by the VCEI. Estimated cost of 1 full-time position is \$65,000 including salary and benefits. **Total additional cost: \$130,000.**

- 3. Increase funding for MSD programming and student leadership development.** The taskforce recommends that the program budgets for AASD, CLSD, APASD, NASD and CCSD each be increased from their current level of \$22,000 to \$40,000 to fund cultural programs, retreats, orientations, and other activities. In addition, the taskforce recommends that student interns be compensated for services provided and that the programs have a separate budget for paid interns of about \$20,000 per year, sufficient to fund 4-5 paid interns per program. **Total additional cost: \$190,000 per year.**
- 4. Create a Chancellor’s Multicultural Advisory Board to advise the Berkeley Chancellor on campus issues related to inclusivity and respect for students of color.** The taskforce recommends the creation of a standing committee that proactively identifies, analyzes and advises the Chancellor and senior administration on the needs and concerns of students of color. Somewhat analogous to the Chancellor’s Advisory Committee on the LGBGT Community at Cal (CAC-LGBT), the Board would be self-convening and be made up faculty, staff including the MSD directors, representatives from the ASUC and GA, other students including MSD interns, alumni, and ex-officio members. The Board would appoint its chair from among its members. The VCEI would serve as the Board’s administrative sponsor.
- 5. Support the role of Multicultural Student Development offices, MSD directors and other multicultural development leaders in surfacing and advocating on climate and other policy issues at the larger campus level.** In addition to the leadership they offer in providing direct services to students of color, MSD programs and directors should also play a greater role in surfacing and advocating on campuswide climate, accessibility, curricular and other policy issues related to diversity, equity and inclusion. The taskforce recommends that program directors regularly serve as consultants and subject-matter experts to administrators and other campus leaders – identifying relevant themes, concerns and problems that arise in their day-to-day work with students, and bringing these to the attention of campus decision-makers and the broader university community. Some examples of this work might include: gathering data about curricular bias and invisibility, advocating for financially accessible campus orientations, alerting authorities about ongoing racial incidents, and serving as subject-matter experts on topics relevant to multicultural student development and the populations they serve. The taskforce notes that for this recommendation to take full effect, additional staffing will need to be made available to MSD offices (see recommendation #2), so that directors will have time to stay current on trends and issues in the field and to participate regularly in campuswide discussions.
- 6. Clarify the “first point of support” role of MSD programs with regard to academic, personal and mental health support. Expand and formalize connections between MSD programs and other campus services. Ensure that all campus services are culturally responsive.** This recommendation is a call for formalizing and institutionalizing much of the powerful advising and referral work that is already being done on a more informal basis by MSD directors and staff. The goals here are three-fold:

  - To clarify, both within programs and to the broader campus community, the role that MSD programs will play in supporting students’ academic, health, mental health and other support needs. This clarification should cover both what programs *will* do, and what they see as better left to other campus providers;

- To ensure there is comprehensive, effective coordination between MSD offices and other programs such as EOP, University Health Services (Tang Center), Office of the Dean of Students, RSSP, and L&S Academic Advising. The relationships among programs should be firmly established so that they do not depend solely on connections between current staff, but are transferrable in the event of program or personnel transitions; and
- To avoid duplication of services and to ensure there are no gaps in meeting student needs.

Because of the critical need for culturally sensitive services, the taskforce also calls upon campus administrators to ensure that all student service providers are trained and staffed to meet the needs of referred students in culturally competent ways.

- 7. Better articulate and align *msd* programs' theories and frameworks for student leadership development.** Leadership development is an important part of Berkeley's multicultural student development work. The taskforce believes that programs should continue to offer a variety of leadership development opportunities, and that as noted in Recommendation #3, paid internships be established in all MSD offices. We further recommend that multicultural student development programs explore the possibility of establishing greater consistency across their respective leadership efforts, and that they more fully articulate their theories and frameworks about leadership development – to student leaders, to each other, and to the campus as a whole. We recognize that the campus may benefit from the use of multiple leadership development frameworks, and that the approaches of different programs may reinforce or complement each other. This recommendation is therefore intended to inspire visionary leadership development efforts, rather than to constrain programs by forcing them to conform to a rigid set of standards.
- 8. Revitalize connection between MSD programs and Ethnic Studies departments.** Formal connections between each MSD program and a relevant department or center should be revitalized. These might take the form of a faculty liaison who meets regularly with the program director and has some contact with students in the program. This collaboration might lead to strengthened curriculum in the department, a speaker series, research and mentoring opportunities for students, presentations by students to the department, or other interactions which deepen the engagement of the academic life of the students and further enrich the work of the department.
- 9. Develop expanded ways to reach students who do not currently seek out multicultural development services.** As noted in the taskforce findings, not all students know about MSD and other programs, and even those who do may not always feel that the programs are relevant to students like them. Given this, the taskforce recommends developing proactive strategies for expanded outreach. The goal of this outreach would be to ensure that all students who need multicultural student development services can get their needs met in regards to community, safety, belonging, academic and personal support, networking, and leadership development.

Because of the culturally-specific nature of MSD programming, each office should take the lead on developing its own outreach strategies. However, following are a few suggested approaches for programs to consider:



- Developing new and expanded messaging about MSD services which may appeal to new audiences that need support; for example, creating messages that appeal directly to students who do not already consider themselves leaders or activists;
- Enhancing the use of social media, such as Facebook and Twitter to promote program events and services;
- Creating a program-specific or MSD-wide blog; and
- Further developing program websites and expanding online footprints.

**10. Change the current operating and administrative structure of the MSD programs.** The taskforce unanimously recommends changing the current administrative structure in which Berkeley's MSD programs operate. As noted in the findings section, this structure currently involves MSD and Gender Equity programs reporting to a common part-time executive director, who is also the director of one of the programs.

The taskforce deliberated extensively on Options A and B as noted in Finding #14 (p. 12-13). Although the group did not come to full consensus, a majority of the group's members (7 of 11) voted to recommend Option B – Autonomous Programs Overseen by a Governing Council with Elected, Rotating Chair. Please see page 13 for further details about this structure. Members who voted for Option B include 4 student leaders, 1 faculty member, and 2 staff members.

The taskforce also wishes to note that 3 members voted in favor of Option A – Autonomous Programs Overseen by a Full-Time Administrative or Executive Director. Members who voted for Option A included 1 faculty member and 2 staff members.

The taskforce chair abstained from voting.

**Funding implications: Costs associated with the Governing Council model would include a stipend for the council chair (approximately \$15,000). In addition, in order to provide the chair of the Governing Council time to fulfill his or her administrative responsibilities, s/he would need to have some kind of release time from regular program management duties. If recommendation #2a is accepted, the Associate Director of the chair's program would take on these duties; if not, other arrangements would have to be made, with costs ranging from \$35,000 to \$65,000 annually.**

**11. Endorse the VCEI's efforts on having multicultural student development programs assess student learning outcomes and program deliverables across and within each program.**

Over the last two years, the VCEI has asked all E&I programs to identify and assess student outcomes and program deliverables, and has also invested in a new student-tracking database. The taskforce recommends that these efforts be continued. In addition, the taskforce recommends that each *msd* program articulate its student learning outcomes and devise methods for measuring those outcomes. Annual reports of student participants and student learning outcomes from each program should be submitted with an aggregate report provided to the VCEI and Chancellor.

**12. Expand upon efforts to educate and engage the broader campus community on multicultural and cross-cultural awareness.** As noted in finding #2, there are significant unmet needs for cross-cultural exposure among the broader campus population. Given that the primary purpose of the MSD programs is to serve their specific communities, the

taskforce recommends that the primary task of engaging the broader community in cross-cultural awareness/exposure be assigned to the VCEI immediate office. The VCEI is best positioned to leverage the expertise of not only the MSD programs but also build upon partnerships with Student Affairs, academic departments, and the Academic Senate.

**Financial Impact:** If all the recommendations are implemented, the total financial impact of all the recommendations would be about \$600,000 per year, plus the one-time cost of renovating the physical space described in Recommendation #1.

## **APPENDIX**

### **Appendix A: Membership**

Gibor Basri, Vice Chancellor for Equity & Inclusion, Taskforce Chair

David Ahn, Assistant Professor, Economics; member Academic Senate committee on Student Diversity and Academic Development (SDAD)

Sunny Dae Earle, undergraduate student

Glenn DeGuzman, Director of Assessment & Operations in Residential & Student Services Program (RSSP)

Roseanne Fong, Director of Undergraduate Advising in the College of Letters & Science

Sidronio Jacobo , undergraduate student and ASUC representative

Cynthia Ledesma, graduate student and Graduate Assembly representative

Klein Lieu, undergraduate student and ASUC Senator

Amani Nuru-Jeter, Associate Professor, School of Public Health; member Academic Senate Committee on Status of Women & Ethnic Minorities (SWEM)

Eva Rivas, Executive Director of the Centers for Educational Equity & Excellence (SLAS/EOP and TRSP)

Fady Shanow\*, undergraduate student

Jere Takahashi, Director, Asian American & Pacific Island Student Development, Lecturer in Ethnic Studies

*\* Please note that, for personal reasons unrelated to the business of the taskforce, Fady Shanow did not participate in any taskforce meetings, discussions or deliberations.*

#### **Staff to the Taskforce**

Jimi Browne, Program Assistant, Office of Equity & Inclusion

Amy Scharf, Project/Planning Analyst, Office of Equity & Inclusion

#### **Additional Support**

Liz Halimah, Chief of Staff, Office of Equity & Inclusion

## Appendix B: Articles Consulted

The Advisory Board Company. (2007). *Multicultural Student Services: Methods and Models*. Custom Research Brief. Washington D.C.: The Advisory Board Company.

Manning, K. and Muñoz, F. M. (2011) Revisioning the future of multicultural student services . In D.L. Stewart, *Multicultural student services on campus: building bridges, re-visioning community*. Sterling, VA: Stylus Pub.

Shuford, B. (2011). Historical and philosophical development of multicultural student services. In D.L. Stewart, *Multicultural student services on campus: building bridges, re-visioning community*. Sterling, VA: Stylus Pub.

## Appendix C: Text of ASUC “Bill in Support of the Multicultural Student Development Offices and its Directors” (SB45)

RESPECTFULLY SUBMITTED TO THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF CALIFORNIA

FALL 2012  
SB 45

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### A Bill In Support of the Multicultural Student Development Offices and its Directors

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**Authored by Kirk Coleman, Senator Sidronio Jacobo, and Senator Klein Lieu, Senator Sadia Saifuddin**

**Sponsored by Senator Sidronio Jacobo, and Senator Klein Lieu, Senator Sadia Saifuddin**

**WHEREAS**, the MSD offices were created by the University's response to protest demonstrations in which university students and faculty advocated that these offices be created in the 1980s; and

**WHEREAS**, Multicultural Student Development (MSD) now encompass four ethnic-specific academic development programs: African American Student Development (AASD), Asian Pacific American Student Development (APASD), Chican@/Latin@ Student Development (CLSD), and Native American Student Development (NASD). It also includes Cross-Cultural Student Development (CCSD), that provides multicultural programming; and

**WHEREAS**, these programs have evolved since the late 1980s in response to changing student demographics. The programs address communities with differing graduation rates, and focuses on the improvement of the campus climate for students of color and the campus community at large; and

**WHEREAS**, the programs, activities, training, and development that MSD offers students align closely with University's goals of equity and inclusion, as well as contribute toward a welcoming campus environment; and

**WHEREAS**, the MSD offices offer community based learning opportunities, cross-community connections, and leadership development for students of color at UC Berkeley; and

**WHEREAS**, the MSD model is unique, in that it is not a student activities model in which staff members provide services to the campus community. This program provides an important space to combine academics and community-building and builds on student leadership and outside classroom learning opportunities; and

**WHEREAS**, a series of budget cuts for at least the last 7 years have undermined the operations of the MSD offices. Despite initially operating at a budget of over \$60,000 to carry out the mission of the MSD, the programs now must operate with less than \$22,000. These budget cuts force the discontinuation of multiple programs and are a disservice to the students that these offices serve; and

**WHEREAS**, this year Gibor Basri, the Vice Chancellor of Equity and Inclusion, plans to realign the position of these Academic Coordinators to “Academic Counselors”, which will relegate the MSD Directors to positions that hold weaker clout at our University; and

**WHEREAS**, the Vice Chancellor of Equity and Inclusion also intends to no longer allow MSD directors to report directly to the Vice Chancellor of Equity and Inclusion, thereby subverting the reporting line necessary for the University to carry out its commitment to equity and inclusion; and

**WHEREAS**, the directors of the MSD offices have over 60 years of collective experience serving underserved student communities; and

**WHEREAS**, through these years of experience, the MSD directors have acquired institutional knowledge that allow for them to better serve the campus community; and

**WHEREAS**, the University has not provided the funding to conduct statistical analysis on the impact of the MSD offices since their inception; and

**WHEREAS**, losing these directors would adversely impact the campus, and the communities they serve; and

**THEREFORE BE IT RESOLVED**, that the ASUC work with the MSD offices and its directors in writing a letter to the Vice Chancellor of Equity and Inclusion Gibor Basri, urging him to reevaluate the aforementioned clauses pertaining to the contracts and future employment of the MSD director positions, and to further demand that it is imperative when considering the fate of student initiated programs and its directors, he must consult with the opinions of the very students his decision impacts.

**THEREFORE BE IT FURTHER RESOLVED**, the ASUC direct the student representatives of the Academic Senate Committee on Minorities and Women, the Academic Affairs Vice President Natalie Gavello, and Senator Klein Lieu and Senator Sidronio Jacobo to advocate for the autonomy of the MSD offices to the Academic Senate Committee on Minorities and Women.

**THEREFORE BE IT FINALLY RESOLVED**, that the ASUC submit a copy of this bill and the letter to Gibor Basri, Billy Curtis, Liz Halimah, and Chancellor Robert Birgeneau.