

# FROM THE DIRECTOR

**O**n behalf of the UCLA Chicano Studies Research Center (CSRC), I welcome you to the eighth annual UCLA Latina/o Education Summit. This year, we are pleased to once again collaborate with the UCLA School of Law in bringing together scholars, educators, community representatives, policy makers, administrators, and students to discuss critical issues in the education pipeline.

This year's summit, "*Fisher v. Texas: Implications for Latina/o Educational Diversity*," will specifically address the U.S. Supreme Court's 2013 ruling upholding race as one factor in admissions decisions. While race-conscious considerations for admission to public institutions remain legally permissible according to *Fisher*, they are not constitutionally required, leaving the door open for further challenges to affirmative action admission policies.

The panelists will discuss the significance of *Fisher v. Texas* to Latinos' access to public education, addressing current affirmative action policies in constitutional, administrative, and social terms. This year's format is designed to encourage greater dialogue among panelists and attendees. Given that Latinos account for a significant portion of population and workforce growth, yet continue to be underserved by our schools, educational equity is critical if we are to uphold our nation's ideals and also secure its economic future.

Past summits have focused on the role of community colleges, school governance, the challenges facing documented and undocumented immigrant Latina/o students, school finance, and language and culture as assets that schools can use to improve educational success. Last year's summit, "Law and Policy: Conversations across the Disciplines," set a summit attendance record, indicating the growing need for diverse, public discussion on educational opportunities for people of color. The policy briefs and research reports related to earlier summits are available at [www.chicano.ucla.edu/research/education](http://www.chicano.ucla.edu/research/education).

I want to thank my co-host, Rachel F. Moran, dean of the UCLA Law School, for her continued support of this conference and for her keynote address, which will commence this event. In addition, I would like to thank Robert Chao Romero, associate professor in the UCLA César E. Chávez Department of Chicana/o Studies, for providing the policy brief and related research report that inform this year's summit. Finally, as always, I offer my appreciation to Carlos M. Haro, coordinator of the CSRC Latina/o Education Summit series, and to this year's speakers and attendees for your contributions in pursuit of educational equity for Latino students and all communities of color in the United States.

**Chon A Noriega**  
**Professor and Director**  
**UCLA Chicano Studies Research Center**

# PROGRAM

**11:30 a.m.**

**REGISTRATION AND CONFERENCE  
SIGN-IN**

UCLA Faculty Center, California Room

**11:45 a.m.**

**WELCOME AND INTRODUCTIONS**

**Carlos M. Haro**

Education Summit Coordinator

**Chon A. Noriega**

Director, Chicano Studies Research  
Center, and Professor of Film, Television,  
and Digital Media, UCLA

**12:00 p.m.**

**LUNCH AND KEYNOTE ADDRESS**

**Rachel F. Moran**

Dean and Michael J. Connell  
Distinguished Professor of Law, UCLA  
School of Law  
“*Fisher* and the Future of Diversity in  
Higher Education”

**1:30 p.m.**

**FIRST PANEL**

***Affirmative Action and Diversity in  
State Universities after Fisher***

*Moderator*

**Carlos M. Haro**

*Panelists*

**Cheryl I. Harris**

Rosalinde and Arthur Gilbert Professor  
of Civil Liberties and Civil Rights, UCLA  
School of Law  
“Reframing Affirmative Action in the  
Wake of *Fisher v. Texas*: Beyond Strict(er)  
Scrutiny”

**Devon W. Carbado**

The Honorable Harry Pregerson  
Professor of Law, UCLA School of Law  
“Diversifying Diversity”

**Robert Chao Romero**

Associate Professor, César E. Chávez  
Department of Chicana/o Studies, UCLA  
“*Fisher v. Texas* in Historical Context:  
Policy Implications for Latinos in Higher  
Education”

**Sylvia Hurtado**

Director, Higher Education Research  
Institute, and Professor, Division of  
Higher Education and Organizational  
Change, Graduate School of Education  
and Information Studies, UCLA  
“Advancing Access and Diversity in  
Institutions”

**3:00 p.m.**

**BREAK**

3:15 p.m.

**SECOND PANEL**

***The Challenges of Crafting and Administering Admissions Policies for Institutions of Higher Education***

*Moderator*

**Carlos M. Haro**

*Panelists*

**Janina Montero**

Vice Chancellor for Student Affairs,  
UCLA

“The Outreach Imperative:  
Strengthening the Education Pipeline”

**Youlonda Copeland-Morgan**

Associate Vice Chancellor for Enrollment  
Management, UCLA

“Beyond *Fisher*: Mission Driven, Mission  
Focused”

**Susan Wilbur**

Executive Director of Undergraduate  
Admissions, UCLA

“The Quest for Excellence and Diversity  
in UC Undergraduate Admissions:  
Policies, Implementation,

and Outcomes in the Post-Proposition  
209 World”

4:30 p.m.

**BREAK**

4:45 p.m.

**CONCLUDING SESSION**

***Summary of Presentations,  
Discussion of Findings, and Policy  
Recommendations***

*Moderators*

**Rachel F. Moran and Chon A. Noriega**

5:00 p.m.

**RECEPTION**

UCLA Faculty Center, California Room  
Patio

# RESEARCH NOTE

In its recent ruling in *Fisher v. Texas*, the U. S. Supreme Court upheld race-based affirmative action in university admissions in theory, but opened the door to future constitutional challenges. Two documents published for this year's Latina/o Education Summit, *The Supreme Court's Ruling in Fisher v. Texas: Implications for Latinos and Higher Education* (CSRC Policy Brief No. 28) and *Fisher v. Texas: A History of Affirmative Action and Policy Implications for Latinos and Higher Education* (CSRC Research Report No. 17), analyze the *Fisher* case within the broader context of affirmative action history and discuss its policy ramifications for Latinos and higher education.

In April 2008 two white females, Abigail Noel Fisher and Rachel Multer Michalewicz, filed a lawsuit against the University of Texas at Austin. The plaintiffs claimed that the university's race-conscious admissions policies violated their constitutional rights according to the Equal Protection Clause of the Fourteenth Amendment. In a direct challenge to the Supreme Court precedent established in *Grutter v. Bollinger* (2003), Fisher and Michalewicz contended that race should not be allowed as a specific factor in university admissions decisions when race-neutral alternatives are available.

The Supreme Court issued its decision in *Fisher v. Texas* on June 24, 2013. Rather than addressing the substantive legal issues raised in the case, however, the court remanded it to the Fifth Circuit Court of Appeals on the grounds that it had failed to properly apply the legal test of "strict scrutiny." Specifically, the court held that the appellate court erred in giving deference to the University of Texas's judgment that its admissions program was "narrowly tailored." Because the appellate court had deferred to the professional opinion of the University of Texas and failed to undertake its own searching inquiry as to whether the university's admissions policy was narrowly tailored, the Supreme Court determined that the appellate court had failed to properly apply strict scrutiny.

The *Fisher v. Texas* ruling is, on the surface, good news for Latinos in higher education. Race-based affirmative action has been an important tool for the promotion of Latino educational achievement, especially at elite colleges and universities. Advocates of affirmative action, however, are taking a closer look at Justice Anthony Kennedy's opinion, which may provide legal justification for outlawing race-conscious admissions policies when effective race-neutral alternatives are available. A decision by the Fifth Circuit Court of Appeals to strike down the University of Texas's admissions policy could embolden opponents of affirmative action to raise similar lawsuits in other jurisdictions throughout the country.

Social science researchers continue to extend a base of evidence that refutes the notion that race-neutral admissions policies are just as effective as race-based affirmative action in promoting student body diversity. Race-neutral alternatives available for serious consideration by higher education institutions

include percentage plans such as Texas's "Top Ten Percent Law" (HB 588), geographic location, and preferential policies based on socioeconomic status.

Empirical research evidences the negative impact that the "Top Ten Percent Law" has had on the proportion of Latinos applying to the University of Texas. It also demonstrates that race-conscious admissions policies are the most efficient means of diversifying college campuses, especially in highly segregated states like Texas. It is also worth noting that in some cases the elimination of race-based affirmative action programs has resulted in hostile campus racial climates for Latino students, contributing to the challenges that Latino students face. Research also shows that banning affirmative action programs in California, Texas, Florida, and Washington has led to a decrease in the enrollment of students of color, including Latinos, in graduate school. It is apparent that the explicit consideration of race is indeed "necessary" for the promotion of meaningful diversity in public colleges and universities in the United States.

As we wait for the Fifth Circuit Court of Appeals to issue its ruling in the *Fisher* case, institutions of higher education are advised to consider the following policy recommendations:

- Determine and document the extent to which existing race-conscious and race-neutral policies and practices affect diversity needs on campus.
- Determine and document race-neutral alternatives to existing practices and policies.
- Hone existing institutional policies regarding affirmative action to relate to specific goals for campus diversity.
- Reassess admissions criteria and standards and the values that these embody. In particular, reconsider the commonly held belief that diversity conflicts with merit.
- Acknowledge the intersecting identities of Latinos and fashion policies that take these into consideration. Latinos are a diverse population and possess distinct identities related to citizenship, gender, immigration status, and SES, and these factors lead to particular patterns of educational access and equity.
- Implement a mixed strategy of race-conscious and race-neutral policies that can increase the number of Latino students applying to and matriculating in college by promoting Latino educational achievement.
- Support social science research that furthers an understanding of higher education access and equity for historically excluded populations and that examines the current role played by affirmative action policies in disrupting educational structures of oppression and exclusion.

*Compiled from CSRC Policy Brief No. 28 and CSRC Research Report No. 17 by Jacqueline Caraves and LeighAnna Hidalgo, PhD students in the César E. Chávez Department of Chicana/o Studies, UCLA. Please see these documents for the research that was consulted.*

# BIOGRAPHIES

## **JACQUELINE CARAVES**

Jacqueline Caraves is a doctoral student in the César E. Chávez Department of Chicana/o Studies at UCLA. She completed her undergraduate degree at UC Santa Cruz, where she focused on Latino youth in Watsonville, California. She looked at the intersection of the global political economy, the educational system, the criminal justice system, and how such overarching systems trickle down and impact Latino youth in the small farm town. Her research interests include youth and criminal justice policy, the school-to-prison pipeline, and the criminalization of youth.

## **DEVON W. CARBADO**

Devon W. Carbado is the Honorable Harry Pregerson Professor of Law at the UCLA School of Law. He teaches constitutional criminal procedure, constitutional law, critical race theory, and criminal adjudication. He was elected Professor of the Year by the UCLA School of Law classes of 2000 and 2006. In 2003 he received the UCLA School of Law's Rutter Award for Excellence in Teaching, and he has also received the university's distinguished teaching award, the Eby Award for the Art of Teaching.

Professor Carbado has established himself as a nationally recognized figure in the field of critical race theory, and he is actively involved with shaping a nationwide discourse on race, identity, and the law. He writes in the areas of critical race theory, employment discrimination, criminal procedure, constitutional law, and identity. He is the editor of *Race Law Stories*, with Rachel Moran (Foundation Press, 2008), and author of *Acting White? Rethinking Race in Post-Racial America*, with Mitu Gulati (Oxford University Press, 2013). He is a former director of the Critical Race Studies Program at the UCLA School of Law, a faculty associate of the Ralph J. Bunche Center for African American Studies, a board member of the African American Policy Forum, and a James Town Fellow. In 2005 Professor Carbado was named an inaugural recipient of the Fletcher Foundation Fellowship. Modeled on the Guggenheim fellowship, it is awarded to scholars whose work furthers the goals of *Brown v. Board of Education*.

Professor Carbado graduated from Harvard Law School in 1994. At Harvard he was editor-in-chief of the *Harvard BlackLetter Law Journal*, a member of the Board of Student Advisors, and winner of the Northeast Frederick Douglass Moot Court Competition. After receiving his law degree, he joined Latham & Watkins in Los Angeles as an associate before his appointment as a faculty fellow and visiting associate professor of law at the University of Iowa College of Law. Professor Carbado joined the UCLA School of Law faculty in 1997. He served as the school's vice dean for faculty and research in 2006-07 and again in 2009-10.

### **YOULONDA COPELAND-MORGAN**

Youlonda Copeland-Morgan was appointed associate vice chancellor for enrollment management at UCLA in 2012. She has primary responsibility for achieving UCLA's undergraduate enrollment goals and oversees the offices of undergraduate admission and financial aid. Ms. Copeland-Morgan has been a recognized leader in higher education for more than thirty years. She served nine years on the board of trustees of the College Board, including a two-year term (2008–2010) as chairman. In 2009 she was appointed vice chair of the College Board's Advocacy and Policy Center, which was established with support from the Bill and Melinda Gates Foundation to help transform education in America. In 2010 she served as an expert witness in a town hall meeting with Vice President Joe Biden on the White House Middle Class Task Force, and she is currently serving a second three-year term on the Gates Millennium Scholars Advisory Council.

Ms. Copeland-Morgan has received distinguished service awards from state, regional, and national associations in recognition of her contributions to higher education. She is a member of the College Board's College Scholarship Service Hall of Fame, which honors fifty individuals who have made significant contributions to the body of knowledge underpinning the financial aid profession since the College Board's inception. Before coming to UCLA she was at Syracuse University, where she held the position of associate vice president of enrollment management.

### **MARCIA V. FUENTES**

Marcia V. Fuentes is a doctoral candidate in the Division of Higher Education and Organizational Change in the Graduate School of Education and Information Studies at UCLA. Fuentes holds master's degrees in public policy and in higher education administration from the University of Michigan, Ann Arbor. Her dissertation, "The Role of Campus Climate within the Diversity Rationale," examines the role of an institution's campus climate in extracting the benefits of a racially/ethnically diverse student body and whether these benefits are conferred equitably across racial/ethnic lines. Her publications include a co-authored article, "A Compelling Interest: Activating the Benefits of Classroom-Level Diversity," which will be published in the *Journal of Diversity in Higher Education* in December.

### **CARLOS M. HARO**

Carlos M. Haro is a postdoctoral scholar-in-residence at the UCLA Chicano Studies Research Center. Retired in 2008 as the assistant director of the CSRC, Dr. Haro is the coordinator of the annual CSRC Latina/o Education Summit series, a post he has held since 2006. He has also directed a number of other scholarly conferences at UCLA, including "Mendez v. Westminster School District: Paving the Path for School Desegregation and the Brown Decision" (2004), "The Sleepy Lagoon Case, Constitutional Rights, and the Struggle

for Democracy” (2005), and “Sal Castro and the Chicano Youth Leadership Conference: The Development of Chicano Leadership Since 1963” (2006). Dr. Haro has published on college admission policies, the *Bakke* decision, and school desegregation. As a postdoctoral scholar at the CSRC, he undertakes and directs specific education research projects and assists with the research and fellowship programs of the CSRC.

### **CHERYL I. HARRIS**

Cheryl I. Harris is the Rosalinde and Arthur Gilbert Professor of Civil Liberties and Civil Rights at the UCLA School of Law, where she teaches constitutional law, civil rights, employment discrimination, critical race theory, and race-conscious remedies. A graduate of Wellesley College and Northwestern School of Law, Professor Harris began her teaching career in 1990 after working for one of Chicago’s leading criminal defense firms, and she later served as a senior legal advisor in the Chicago city attorney’s office as part of the reform administration of Mayor Harold Washington. The interconnections among racial theory, civil rights practice, politics, and human rights have been important to her work. She was a key organizer of several major conferences that helped establish a dialogue between U.S. legal scholars and South African lawyers during the development of South Africa’s first democratic constitution.

Professor Harris is the author of groundbreaking scholarship in the field of critical race theory, including the influential article “Whiteness as Property” in the *Harvard Law Review* (1993). Her scholarship has also engaged the issue of how racial frames shape our understanding and interpretation of significant events like Hurricane Katrina (“Whitewashing Race: Scapegoating Culture,” *California Law Review*, 2006), admissions policies (“The New Racial Preferences,” with Devon Carbado, *California Law Review*, 2008), and anti-discrimination law (“Reading Ricci: Whitening Discrimination, Racing Test Fairness,” with Kimberly West-Faulcon, *UCLA Law Review*, 2010).

Professor Harris has lectured and spoken on issues of race and equality at leading institutions in the United States and in Europe, South Africa, and Australia, and she has been a frequent participant in public fora and media events. She has been active in leadership in the American Studies Association and has served as a consultant to the MacArthur Foundation. She has been widely recognized as a groundbreaking teacher in the area of civil rights education and was the recipient of the ACLU Foundation of Southern California’s Distinguished Professor Award for Civil Rights Education.

### **LEIGHANNA HIDALGO**

LeighAnna Hidalgo is a doctoral student in the César E. Chávez Department of Chicana/o Studies at UCLA. She has a master’s degree in applied anthropology from California State University, Long Beach, with a focus on



economics, urban space, and visual media. Her research interests include access to credit and finance, self-employment, entrepreneurship, and resiliency among Latino migrants. She employs a community-embedded, mixed-methods approach that utilizes anthropological methods with a focus on political economy, migration, urban spaces, and visual media as vehicles for advocating social change and community empowerment.

### **SYLVIA HURTADO**

Sylvia Hurtado is a professor in the Division of Higher Education and Organizational Change in the Graduate School of Education and Information Studies at UCLA. She is currently director of the Higher Education Research Institute, which houses the Cooperative Institutional Research Program (CIRP). CIRP is the longest-running empirical study of higher education involving data collection on students and faculty. Professor Hurtado's numerous publications focus on undergraduate education, student development in college, and diversity in higher education. She is past president of the Association for the Study of Higher Education (ASHE) and has served on the board of the Higher Learning Commission and a national task force for the Association of American Colleges and Universities. Recent national projects include research on how colleges are preparing students to participate in a diverse democracy (with funding from the U.S. Department of Education), the pathways of underrepresented students in scientific research and professional careers (with funding from the National Institutes of Health and the National Science Foundation), and student and institutional outcomes of diverse and broad-access institutions in higher education (with funding from the Ford Foundation). She obtained a PhD from UCLA, an MEd from Harvard Graduate School of Education, and an AB from Princeton University.

### **JANINA MONTERO**

Janina Montero has served UCLA as vice chancellor of student affairs since 2003. After completing a PhD in Hispanic literature and culture, she started her career in higher education as an assistant professor of Romance languages at Wesleyan University. She later moved to the administrative side, first as associate dean of the college, then as dean of studies, and finally as dean of the college. She moved to Princeton as dean of student life in 1993, then to Brown University, where she served as vice president for campus life and student services. Her responsibilities at UCLA span the entire range of student needs and interests, from early outreach through graduation, including admissions and enrollment, residential life, physical and emotional wellness, recreation and student organizations, and a host of other services and programs. She also serves on campus-wide committees, including the Chancellor's Enrollment Advisory Committee and the Chancellor's Advisory Committee on Diversity, and she is extensively involved in committee work at the system-wide level.

## **RACHEL F. MORAN**

Rachel F. Moran is the Dean and Michael J. Connell Distinguished Professor of Law at the UCLA School of Law. She received her AB in psychology from Stanford University in 1978 and her JD from Yale Law School in 1981. Prior to her appointment at UCLA, Dean Moran was the Robert D. and Leslie-Kay Raven Professor of Law at the UC Berkeley School of Law. From July 2008 to June 2010 she served as a founding faculty member of the UC Irvine Law School. Dean Moran is highly active in the legal community. In September 2011 she was appointed by President Barack Obama to serve as a member of the Permanent Committee for the Oliver Wendell Holmes Devise. She was appointed as president of the Association of American Law Schools (AALS) in 2009. She is a member of the American Law Institute and served on the Executive Committee of the Association of American Law Schools. She sat on the Standing Committee of the Division of Public Education of the American Bar Association, serves on the board of advisors for the *Texas Hispanic Journal of Law and Policy*, and was on the executive board of the Berkeley Law Foundation. In 2013, she was inducted into the Chancery Club of Los Angeles and elected to the board of governors of the Beverly Hills Bar Association. Dean Moran also served as chair of the AALS Nominating Committee for 2013 Officers and Members of the Executive Committee. She recently completed her service as a senator for the Phi Beta Kappa Society.

Moran's numerous publications include *Educational Policy and the Law*, with Mark G. Yudof, Betsy Levin, James E. Ryan, and Kristi L. Bowman (5th ed.; Cengage, 2012); *Race Law Stories*, with Devon Carbado (Foundation Press, 2008); *Interracial Intimacy: The Regulation of Race and Romance* (University of Chicago Press, 2001); "Clark Kerr and Me: The Future of the Public Law School," *Indiana Law Journal* (2013); "When Intercultural Competency Comes to Class: Navigating Difference in the Modern American Law School," *Pacific McGeorge Global Business & Development Law Journal* (2013); "Challenges and Opportunities: My Personal Journey," *Chicana/o-Latina/o Law Review* (2012); "Equal Liberties and English Language Learners: The Special Case of Structured Immersion Initiatives," *Howard Law Journal* (2011); "What Counts as Knowledge? A Reflection on Race, Social Science, and the Law," *Law and Society Review* (2010); "Let Freedom Ring: Making *Grutter* Matter in School Desegregation Cases," *University of Miami Law Review* (2009); "Rethinking Race, Equality and Liberty: The Unfulfilled Promise of Parents Involved," *Ohio State University Law Review* (2008); and "Fear Unbound: A Reply to Professor Sunstein," *Washburn Law Journal* (2003).

## **CHON A. NORIEGA**

Chon A. Noriega is director of the UCLA Chicano Studies Research Center and a professor in the UCLA Department of Film, Television, and Digital Media. He is author of *Shot in America: Television, the State, and the Rise of Chicano Cinema* (University of Minnesota, 2000), co-author of *Phantom Sightings: Art*

*after the Chicano Movement* (LACMA/California, 2008), and co-editor of *L.A. Xicano* (CSRC Press, 2011). He is editor of nine other books and three book series. Since 1996 he has been editor of *Aztlán: A Journal of Chicano Studies*. He co-curated four interrelated exhibitions on Chicano art from 1945 through 1980 that were on display at three art museums in Los Angeles from October 2011 through February 2012. His awards include the Getty Postdoctoral Fellowship in the History of Art, the Rockefeller Foundation Film/Video/Multimedia Fellowship, and the Ann C. Rosenfield Distinguished Community Partnership Prize.

### **ROBERT CHAO ROMERO**

Robert Chao Romero is an attorney and associate professor of Chicana/o studies and Asian American studies at UCLA. He received his JD from UC Berkeley and his PhD in Latin American history from UCLA. His current research examines the history of Mexican segregation in the United States and the important but much overlooked Mexican desegregation cases of *Doss v. Bernal* (1943), *Lopez v. Seccombe* (1944), and *Mendez v. Westminster* (1946). Professor Romero's second line of research examines Asian immigration to Latin America as well as the large population of "Asian-Latinos" in the United States. He is the author of *The Chinese in Mexico, 1882–1940* (University of Arizona Press, 2010), which tells the forgotten history of the Chinese community in Mexico. The publication received the Latino/a Studies Section Book Award from the Latin American Studies Association.

### **SUSAN WILBUR**

Susan Wilbur is the executive director of undergraduate admissions at UCLA, where she assists in the development and implementation of a strategic, multiyear plan that enables UCLA to meet its undergraduate admissions goals. Prior to coming to UCLA in 2011, Dr. Wilbur served as the director of undergraduate admissions for the University of California system and its nine undergraduate campuses. In this role she oversaw UC's undergraduate admissions policies and their implementation at individual campuses and system-wide. She provided administrative leadership and oversight for UC's undergraduate admissions application system and UC's statewide high school and community college articulation programs—including the "a-g" courses list—and was involved in a broad variety of areas related to enrollment planning and management. In this role she led UC's effort to champion academically rigorous career and technical education courses in fulfillment of "a-g" subject areas. She has contributed several book chapters on university access in the aftermath of Proposition 209, including a chapter in *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209* (Harvard Education Press, 2010).

# THE CSRC LATINA/O EDUCATION SUMMIT SERIES

Each year the UCLA Chicano Studies Research Center plans and implements a summit that focuses on a crucial issue that affects the public education of Latina and Latino students.

## **2006**

The first summit, “Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline” looked at the entire education pipeline to provide a comprehensive overview of the research. Participants discussed viable policies and programs for all levels of Latina/o education. The summit provided data that illuminated a fundamental issue: Latina/o students represented almost three-quarters of the enrollment of public schools in Los Angeles, yet little more than one-eighth of the entering class at UCLA. A disproportionate number of Latina/o students were falling through the cracks at every segment in the pipeline: K-12, community college, undergraduate, and graduate education.

*Leaks in the Chicana and Chicano Educational Pipeline*

Tara J. Yosso and Daniel G. Solorzano

CSRC Latino Policy and Issues Brief No. 13, March 2006

*Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline*

Lindsay Perez Huber, Ofelia Huidor, María C. Malagón, Gloria Sánchez, and Daniel G. Solorzano

CSRC Research Report No. 7, March 2006

## **2007**

The goal of the second summit was to focus attention on the community college segment of the education pipeline. Presentations at the conference, “California Community College Students: Understanding the Latina/o Transfer Experience through All Segments of Postsecondary Education,” underscored the fact that an overwhelming majority of Latina/o students who pursue higher education attend California community colleges and aspire to transfer into four-year institutions. Participants noted that the community college route also plays a critical role in Chicana/o doctoral production: of the total doctorates produced between 1990 and 2000, 23 percent of those receiving the degree had attended a community college—nearly twice that of any other racial/ethnic group.

*An Examination of Latina/o Transfer Students in California's Postsecondary Institutions*  
Martha A. Rivas, Jeanette Pérez, Crystal R. Alvarez, and Daniel G. Solorzano  
CSRS Latino Policy and Issues Brief No. 16, May 2007

*Latina/o Transfer Students: Understanding the Critical Role of the Transfer Process in California's Postsecondary Institutions*  
Martha A. Rivas, Jeanette Pérez, Crystal R. Alvarez, and Daniel G. Solorzano  
CSRC Research Report No. 9, May 2007

## **2008**

The third CSRC Latina/o education summit, "K-12 Education: What Can School Board Members and School Superintendents Do to Assure Student Success?" brought together school board members and school superintendents from the Los Angeles Unified School District and the Montebello Unified School District, which have the largest enrollments of Latino students in the country, and the Los Angeles County Office of Education, which provides services to the county's eighty school districts. These policy makers identified and explored factors at the primary and secondary levels that are critical if Latina/o students are to make successful transitions through the education pipeline.

*Improving Latino Education: Roles and Challenges for Superintendents and School Boards*  
Peggy Fan, with contributions by Jenny Walters, Erica Bochanty-Aguero, and Carlos Manuel Haro  
CSRC Research Report No. 11, May 2008

*School Governance for Latino Communities*  
Peggy Fan  
CSRC Research Report No. 12, May 2008

## **2009**

"Critical Issues for Immigrant and Undocumented Students in the Latina/o Education Pipeline," the fourth summit, examined how policy and practices affect documented and undocumented immigrant Latina/o students in elementary, secondary, and undergraduate programs. Panelists included former students of the UCLA Migrant Scholars Program, students from East Los Angeles College's Adelante program, and students from IDEAS (Improving Dreams, Equality, Access, and Success), an advocacy group for undocumented students at UCLA.

*Still Dreaming: Legislation and Legal Decisions Affecting Undocumented AB 540 Students*  
Nancy Guarneros, Cyndi Bendezu, Lindsay Perez Huber, Veronica N. Velez, and Daniel G. Solorzano  
CSRC Latino Policy and Issues Brief No. 23, May 2009

*Struggling for Opportunity: Undocumented AB 540 Students in the Latina/o Education Pipeline*  
Lindsay Perez Huber, Maria C. Malagón, and Daniel G. Solorzano  
CSRC Research Report No. 13, May 2009

## **2010**

The fifth Latina/o Education Summit, “Funding K-12 and Higher Education: Impact on Latinos,” focused on the funding of public education and the impact it has on Latino students, programs and departments at every level, from kindergarten through graduate school. Presentations and the keynote address discussed the effects of budget reductions despite the critical role of public education and considered how higher education has affected its students in significant ways in response to state financial support, state and federal policy shifts regarding financial aid, response to broad market conditions, and competition among higher education institutions.

## **2011**

“Building on Our Assets: Language, Culture and Education,” the sixth summit, explored a significantly different approach to the education of Latina/o students: viewing their language and culture as assets that schools can use to build success. The panelists considered not only the difficulties of incorporating a language and cultural assets model in education but also the construction of programs that have been proven to successfully enhance the education of Latino students.

*An Assets View of Language and Culture for Latino Students*  
Patricia Gándara, Megan Hopkins, and Danny C. Martínez  
CSRC Policy and Issues Brief No. 25, 2011

## **2012**

The 2012 conference focused on litigation and legislation that relate to the education of Chicanos/Latinos. “Law and Policy: Conversations across the Disciplines,” which was jointly sponsored by the UCLA Law School, the Mexican American Legal Defense and Educational Fund (MALDEF), and the CSRC, brought together attorneys, legal scholars, and social scientists to focus on significant areas of intersection between Latinos’ educational needs and law and policy. The presentations also addressed how Chicanos have played a leading role in significant cases that directly impact their educational status, as well as that of other communities of color in the United States.

*Law, Social Policy, and the Latina/o Education Pipeline*  
Robert Chao Romero  
CSRC Research Report No. 15, October 2012

## **RELATED CSRC LATINO POLICY AND ISSUES BRIEFS**

*Community College as a Pathway to Chicana Doctorate Production*  
Daniel G. Solorzano, Martha A. Rivas, and Veronica N. Velez  
CSRC Latino Policy and Issues Brief No. 11, 2005

*Latina Equity in Education: Gaining Access to Academic Enrichment Programs*  
Daniel G. Solorzano, María C. Ledesma, Jeannette Pérez, María Rebeca Burciaga, and Armida Ornelas  
CSRC Latino Policy and Issues Brief No. 4, 2003

CSRC Latino Policy and Issues Briefs and CSRC Research Reports are available in PDF from the CSRC website. For a full list of CSRC Press publications, visit [www.chicano.ucla.edu](http://www.chicano.ucla.edu).

# SPONSORING INSTITUTIONS



## **THE UCLA CHICANO STUDIES RESEARCH CENTER**

Since its founding in 1969, the UCLA Chicano Studies Research Center (CSRC) has played a pivotal role in the development of scholarly research on the Chicano-Latino population, which is now the largest minority group in the United States. The CSRC publishes the premier peer-reviewed journal and houses the largest library, archival, and digital holdings in its field. Its collaborative research projects and award-winning books span numerous disciplines, including public health, education, economic security, media policy, and arts and culture. In the last five years its public programs have reached over 300,000 people in the United States, Latin America, and Europe. The CSRC plays a leadership role in advancing community partnerships, including a new undergraduate pipeline program with five comprehensive art museums that is aimed at diversifying the curatorial ranks. The CSRC is one of four ethnic studies centers established at UCLA that are now part of the Institute of American Cultures, which reports to the Office of the Chancellor. The CSRC is also a founding member of the national Inter-University Program for Latino Research (est. 1983), a national consortium of Latino research centers that now includes twenty-five institutions.

## UCLA LAW

### **THE UCLA SCHOOL OF LAW**

The UCLA School of Law is the youngest top law school in the nation. Its emphasis on serving the public good has always been part of its identity, shaping the quest for excellence, access, innovation, and service. UCLA Law is a first mover in many arenas. It is the first law school to have a law and policy center focused on climate change and the first and only law school to have an institute devoted to the study of sexual orientation law and public policy, and its public interest program is among the best in the country. It is the first (and still only!) law school to offer degree certification in critical race studies. In addition, UCLA Law is a leader in hands-on training that prepares students for real-world practice. It was one of the first to offer transactional training in business law, and its early leadership in clinical education still sets the standard by which other programs are measured.

## **NOTABLE RECENT ACCOMPLISHMENTS**

### The UCLA School of Law

- *US News and World Report* recently ranked the UCLA School of Law as the seventeenth best law school in the nation.
- Two alumni, the Honorable Jacqueline Nguyen ('91) and Paul Watford ('94) were appointed to the United States Court of Appeals for the Ninth Circuit, increasing the number of alumni who are judges on the Ninth Circuit to six.
- Professors Devon Carbado and Kimberlé Crenshaw were named to the Power 100 List, produced by the publishers of *On Being A Black Lawyer*, a catalog of the nation's most influential black attorneys working in government, academics and the public and private sectors. Professor Laura Gómez was named as one of the 100 most influential Hispanics in the United States by *Hispanic Business* magazine.

### The UCLA Chicano Studies Research Center

- In August 2012 the CSRC was the first recipient of the Society of American Archivists' Diversity Award, "which recognizes an individual, group, or institution for outstanding contributions to advancing diversity within the archives profession, SAA, or the archival record."
- In 2013 CSRC Press received an unprecedented eleven awards for books published in the previous year, including first place recognitions in history, ethnomusicology, art, poetry, and reference.
- CSRC serves as a professional pipeline for students and project research staff. Recent appointments include tenure-track faculty positions at research universities and key programmatic positions at foundations, community-based organizations, and museums.