

## **UC Davis**

### **Hispanic Serving Institution (HSI) Initiative**

#### **Title**

HSI Showcase Report

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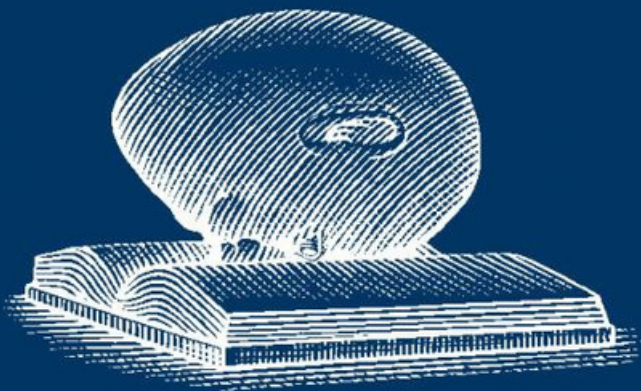
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AVANZA  
AVANZA  
**AVANZA**

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## HSI SHOWCASE REPORT

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**APRIL 2023**



**UC DAVIS**  
Diversity, Equity  
and Inclusion

**UC DAVIS**  
OFFICE OF THE CHANCELLOR

UNIVERSITY  
OF  
CALIFORNIA HSI Initiative

# **HISPANIC SERVING INSTITUTION** *Showcase*

**MARCH 23, 2023**

**UC DAVIS**

# **AVANZA**

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# INTRODUCTION



On March 23, 2023, we hosted the first HSI Showcase at UC Davis! About 314 of people registered for the event online. We had a total of 20 guest speakers, which included Chancellor Gary S. May, Vice Chancellor of Student Affairs Pablo Reguerín, and VC Tull. Additionally, we had representation from the HSI Community Council, the HSI Undergraduate Advisory Board, Graduate Studies, Chicana and Latinx Academic Student Success Center, CAMPOS, CAMPSSAH, and the Medical School.

As part of the UC system of learning, the HSI showcase has become an essential aspect of getting together as a community and discuss what it means to be HSI and emerging HSI. Hosted by UC Davis in collaboration with University of California Hispanic Serving Institution Initiative, this day of HSI Immersion, Discovery and Community was incredibly special and one that will be a part of UC Davis history.

People walked away with a feeling of pride, community and honor of learning about the history of UC Davis from a Latino lens. For the first time, the HSI initiative was able to make people see the impact they've had in shaping the university. The display of the pioneros with pictures of the alumni when they were younger was priceless. Every participants walked away with a beautiful Canva bag designed by Erin Kelley, a mug, a pen, a small jar of honey from UC Davis, and a poster from TANA with the Avanza theme designed by some of our UC Davis undergraduate students. The food, the desserts, the dances were all a part of what makes our Latino culture vibrant, welcoming, engaging and loving, that made all of us feel as we belong. This showcase is a reminder that as Chicano Latinos, we have left our *huella* in this institution, and that we plan to continue to open door and ensure that the next generation of students will know that they succeed here because of all the efforts made since the 1960s.

The HSI Showcase will be remembered as an event where partnerships across the university came together to celebrate the culture and contributions our members have made. We are thankful to everyone who contributed to making it a success and let's continue to make every effort we can to ensure that students not only get admitted to UC Davis, but that they come and graduate, go to graduate school or a professional school and then come back as faculty. We need the educational pipeline to be strong, and here at UC Davis we are ready for the challenge to grow our own.

# PARTICIPANTS & GOALS



## Participants

Originally the HSI Showcase was going to be a way for our campus to come together and learn about the progress the initiative had done in its first year. It was later decided that it might be a good opportunity for UC Davis to share with the other Universities of California our best practices and lessons learned as an emerging HSI on the brink of the 25% threshold. Therefore, it was decided that we would invite our other 8 undergraduate campuses and allow them to bring 7 people from each of their institutions. Because some of the campuses wanted to bring more people, we decided to make it more inclusive and offer a virtual experience via a zoom webinar. This decision allowed other people the opportunity to learn more about the work we were doing and to hear directly from our leaders.

The participation of Chancellor May, Vice Chancellor Reguerin, Vice Chancellor Tull, and Dean Atekwana and Dean Wiley was nothing short of inspirational and a reminder of how much work we still have to do as an institution to be truly a Hispanic Serving Institution. The UC Office of the President had representation from Claudia Martinez and Arnold Sanchez Ordaz. A number of Deans from UC Davis attended, faculty, staff and students. Senator Padilla's office sent a representative and we had local officials such as Dr. Melissa Moreno. The partnership with TANA, our local Taller de Arte was a close collaboration and the art they produced for the exhibit will forever be a lasting memory of the word Avanza. Last but not least, we had representation from the community which included a number of our own UC Davis alumni, and the parents of our students who came to see them perform and to learn more about how the university was serving them.

## Goals

The goals of this gathering was to demonstrate to our community all the efforts that UC Davis has been doing, how we have collaborated with students, staff, faculty and alumni to move the efforts forward and to better serve students. It was a time to hear directly from leadership how they were advancing the efforts of the initiative and for us to learn from their perspective what it takes for a Research 1, Land Grant institution to become an Hispanic Serving Institution.

# ACKNOWLEDGEMENTS

This event would not have been possible without Chancellor Gary S. May's vision to see it happen. It was at his request that the HSI Initiative in partnership with the UC HSI Initiative could make this event happen. This showcase was the second to take place after the one at UC Santa Cruz in 2019.

The planning for this Showcase took months and it really would not come to fruition if it wasn't for VC Renetta Tull, AVC Lorena Oropeza, Laura Cerruti, Rosa Deniz, Tom O'Donnell, Robbie Tesnado, and our wonderful graduate student Anna Penalzoza and our undergraduates, Anahi Ruiz and Yubiarely Flores. We were fortunate to have a number of volunteers from across campus, and to you all, I say THANK YOU!

The other thought partners in the planning and the execution of the event included my UC HSI counterparts across the system which include Charis Herzon from UC Santa Cruz, Elizabeth Gonzalez from UC Los Angeles and Arlene Matute Cano from UC Riverside, to my hermanas in this work, I say GRACIAS! Last but not least, I want to personally acknowledge Vice Chancellor Pablo Reguerin and Professor Marcela Cuellar. Your guidance in this work and for his showcase is priceless and for that I will be forever grateful.

Thank you to everyone who joined us in person, or online. Your questions, enjoyment and dedication to the topic were phenomenal. This Showcase was successful because of you.

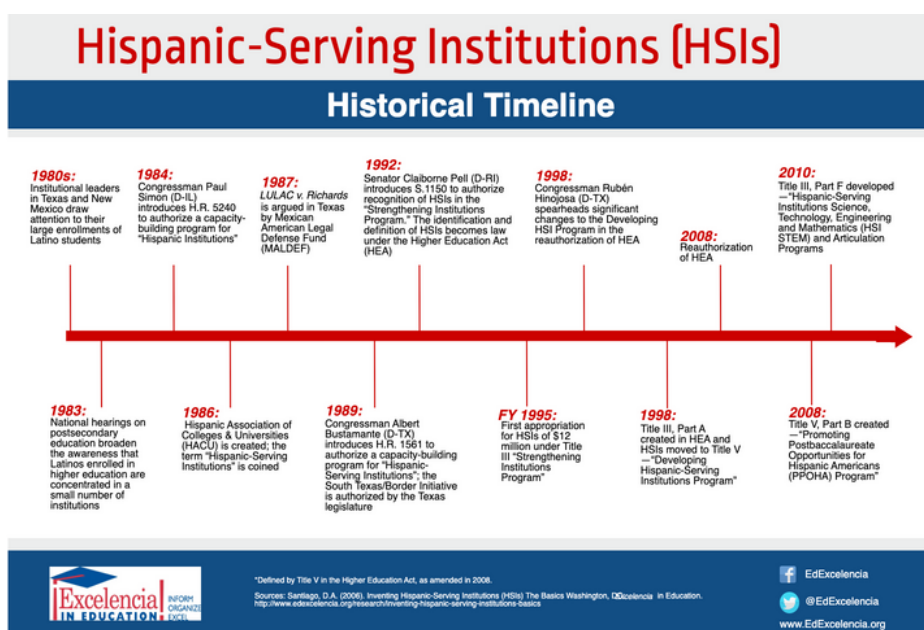


# PIONEROS/AS "WRITING OUR HISTORY"

Information provided by Thomas O'Donnell, Ph.D., Principal Analyst, Office of Academic Diversity

In 1962, the first Chicano student enrolled at UC Davis and graduated with the class of 1966. Since then, enrollment has grown tremendously with over 4,000 Chicana/Latina students enrolled in 2010 and over 8,000 in the fall of 2021. Including AB540 and Undocumented rising scholars, more than 25% of our undergraduate population identifies as Chicana/Latina. Although not yet an HSI according to the Department of Education, UC Davis serves more Hispanic students than 89% of currently designated HSIs and 99% of emerging HSIs. The campus is federally-designated an Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) and a Minority Serving Institution (MSI).

The US Department of Education, Hispanic-Serving Institutions (HSI) Division provides grant funding to institutions of higher education to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations. An HSI is defined as an eligible institution that “has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.” Excelencia in Education, an organization “dedicated to Latino student success in higher education” created the infographic below charting the history of the HSI designation.





# How the West Was Taken



Painting of the first building of the nation's first Land-Grant University (Kansas State Agricultural College, Manhattan, Kansas); Photo of the university expanded taken in 1885 by J.R. Riddle (from the Kansas Historical Society)



Detail of Grange Poster Herding the Yeoman Farmer, 1873.



**INDIAN LAND FOR SALE**

GET A HOME IN YOUR OWN EASY PAYMENTS

PERFECT TITLE POSSESSION WITHIN THIRTY DAYS

**FINE LANDS IN THE WEST**

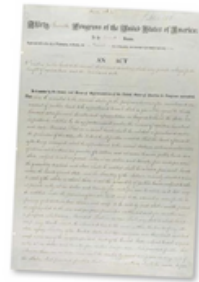
IRRIGATED ARABLE GRAZING AGRICULTURAL DRY FARMING

ACRES	PRICE
100	\$100.00
200	\$200.00
300	\$300.00
400	\$400.00
500	\$500.00
600	\$600.00
700	\$700.00
800	\$800.00
900	\$900.00
1000	\$1000.00

WALTER L. FISHER, ROBERT G. VALENTINE

**The West's Native Americans and Mexicans**

As they had from the first European footsteps on North America, Native Americans claimed and occupied much of the continent. That reality presented a barrier to the U.S. government's vision of a land filled with independent white homesteads as well as a belief in the legitimacy of their political claim to the land.



## Morrill Land Grant Act of 1862

In July 1862, a little more than a year after the start of the Civil War, President Lincoln signed "An Act Donating public lands to several States and [Territories] which may provide colleges for the benefit of agriculture and the Mechanic arts," more commonly known as the First Morrill Act after its author, Vermont congressman Justin Morrill.

## Defining Continental Colonialism

The concept of "continental colonialism," has often been referred to as westward expansion or, even worse, Manifest Destiny. Recently, however, historians and other researchers have worked in a world more aware of the processes and consequences of colonization and see it as more than just a European phenomenon. In fact, it is precisely what the United States did over much of the North American continent after its independence from Great Britain.



**With better education, the Chicano community could control its own destiny.**

—David Sanchez, Brown Berets founder



# Student Activism

## Student Protests in the 1960s

The abysmal education opportunities available to Chicanas/os in California combined with numerous other issues facing nonwhites in the United States in the 1960s that brought students across the country and at UC Davis out to protest. In fact, the same year the United Mexican American Students (UMAS) held its symposium, 1968, was an enormously significant year for demanding redress by the nation's historically marginalized.



Why is there a 60 to 80% chance my child will not graduate from high school?

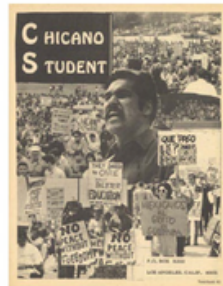
Why is there a chance my child will be among the lowest in the nation in reading ability?

Why is there a chance my child will never know the language, culture and history of his own people?

Why is there a chance my child's academic and creative will never be discovered and developed in our schools?

Why is there a chance my child will never get into college school or be a graduate from a non-accredited high school?

Why is there a chance my child will be unemployable even if he does graduate from high school?



La Raza Yearbook (Los Angeles: Chicano Press Association, 1968)

## From the Civil Rights Movement to a "Chicano" Movement

This new "Chicano" Movement began to diverge dramatically from a previous generation of Mexican American activism by rejecting the notion of assimilating into the white mainstream culture, promoting more radical ideologies and actions in response to racial discrimination, and featured students more prominently.

## "Unification calls for education"—The East Los Angeles Walkouts

In spring 1968, the anger over that failure, what Wheatland High School art teacher Jose Montoya criticized as the constant derailing of Chicano student aspirations, instigated what became known as the East Los Angeles Walkouts or "Blowouts." Over the course of a week, "22,000 students had stormed out of class, delivered impassioned speeches and clashed with police."



**"With limited access to a quality education that would aid upward mobility," Mexican Americans remained politically disenfranchised and economically marginalized throughout the twentieth century."**

—Marisol Moreno

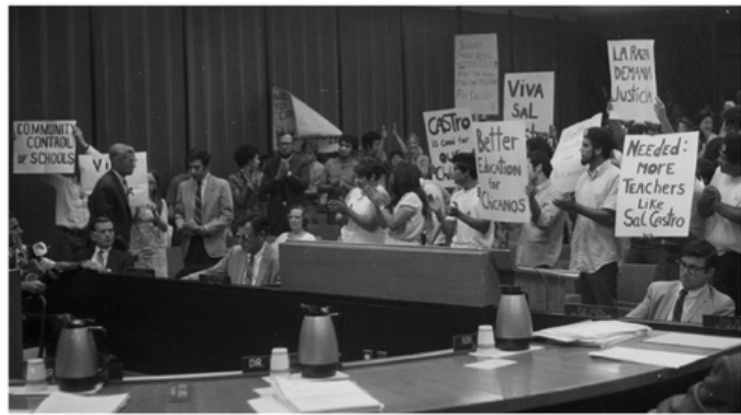


**RULING GIVES MEXICAN CHILDREN EQUAL RIGHTS**  
 A landmark decision by the U.S. Supreme Court in 1947, *Mendez v. Westminster*, ruled that Mexican American children could not be segregated from other children in public schools. The case was the first to challenge school segregation on the basis of ethnicity.

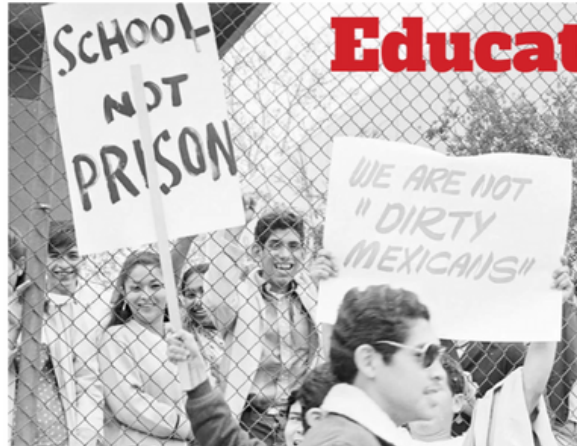
**Mendez v. Westminster**  
 Felicitas and Gonzalo Mendez took legal action after their children were not allowed to enroll at their neighborhood school in Westminster. Their case, *Mendez v. Westminster*, would go on to outlaw forced school segregation in California.



Mendez v. Westminster Commemorative Stamp, 2007.



# The Demand for Education



## The Chicana/o Student Context in 1968

Anger over the discrimination Chicanas/os faced mounted in the 1960s as social revolutions roiled the country and a critical evaluation of white supremacy led many young people out of classrooms and into the streets to protest. The educational opportunities available to Chicana/o students in California by 1968 had a long history that had evolved over many decades of discrimination and protest.



### Challenging Segregation in Education

As a consequence of the dispossession and segregation of Mexicans in the early twentieth century, the ethnic neighborhoods that concentrated nonwhite residents led to school districts that were underfunded and inadequate to the task of preparing all students for a chance at obtaining a college degree.

By the 1930s, in response to their de facto second-class citizenship status, Mexican Americans began challenging segregation in the courts. According to Carlos Muñoz, these challenges represented the first time in US history "that any racial or ethnic group had taken a legal approach in struggles for educational equality."

# ¡Viva La Raza! UC Davis

### Speakers of "La Causa" included:

**Jose Montoya**, a graduate of UC Berkeley and an art teacher at Wheatland High School rallied against the plight of the Chicano students who were labeled "retarded, slow learners, and not college material by educators after they are given IQ tests based on reading comprehension of the English language.



**Antonio Orendain**, treasurer of the United Farm Workers Organization Committee from Delano, spoke on the importance of the grape boycott and the plight of the Mexican farmworkers in California.



Members of UC Davis MECHA participate in the August 26, 1970 Chicano Moratorium in Los Angeles protesting the Vietnam War. From article, "Police Riot Threats Moratorium," *Third World News*, October 5, 1970.

The United Mexican American Students (UMAS) of UC Davis sponsored a Chicano Symposium held Saturday, November 23rd in Freeborn Hall. The symposium began at 10 a.m. Approximately 200 people were Chicanos from Davis, Fresno, Sacramento, San Diego, Los Angeles, Yuba, Santa Barbara, San Jose, San Francisco, Berkeley and American River. The symposium brought Chicano students and could be heard frequently during the symposium. This was the theme of a proud people who met to strengthen their pride and solve the dilemmas with which they are faced in an Anglo society. Father Eugene Lucas gave the

### Resolution and Development of Chicano Student Organizations

At the end of their symposium they passed several resolutions including one to work for a "full Chicano studies program and the creation of a confederation of Chicano Student organizations."

## The Resistance at UC Davis: UMAS Sponsors Symposium

Among the first evidence of the rich history of Chicana/o activism on the UC Davis campus can be found in an Aggie article for the UMAS (United Mexican American Students) Sponsors Symposium held at Freeborn Hall on November 23, 1968. Approximately 200 people attended "to strengthen their pride and solve the dilemmas with which they are faced in an Anglo society" (*Aggie*, LXXI No. 37).



### Key themes that appear in the sources throughout the next decade at UC Davis:

1. The discrimination in education Chi/Lat students faced that derailed them from making college an option.
2. The demand to create a curriculum that reflected their experiences, their values, and their strengths.
3. The importance of creating a community that worked together to overcome Anglo obstacles and succeed together.
4. The importance of fighting for farmworkers.

BOYCOTT SAFEWAY!

DOWN WITH THE TEAMSTERS!

VIVA CESAR CHAVEZ!

BOYCOTT SCAB LETTUCE AND GRAPES!

One of the most visible ways in which UCD students supported farmworkers was through their support of the United Farm Workers.

Farmworkers Protest Mechanization

By DAVID BRIDSON
The people have been protesting against the "Big Question" and "Big Deal" for years...



Source: California Aggie, May 2, 1973. Photo by Charles Moran.



Cesar Chavez Speaking at UC Davis

Chavez spoke on campus several times including once in 1971, again in 1973, and then in 1979, when he wasn't added to the program until two days before but "when word got out, Chicanos from UCD, Indians from DQU and farmworkers, Mexicans, and Indios came as far away as Sacramento, Stockton, and Salinas ... arousing the crowd that was the biggest assembly ever in UCD history." He last spoke at UC Davis in 1991.



CESAR ADDRESSES STUDENTS

The California-based agricultural industry, which is one of the state's major economic engines, will benefit from the need for farmworkers...

The Context of California Agriculture

The final theme of the 1968 UMAS Symposium, which also connected very closely with the emphasis on student organizations and commitment to their community was the support for farmworkers in California.

Support for farmworkers was not unique to UC Davis, however. The influence of the Civil Rights Movement on activists in California deserves recognition.

Supporting Farmworkers



The Birth of Chicano Studies

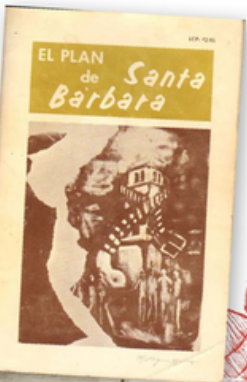
"We see ourselves as a resource program basically—we act as a resource center to the campus, to the off campus community and to the student community within the area."

—Jesus "Xuy"/Chuy" Leyba (from an interview in the Aggie on the role of the Chicano Studies at UCD.)

El Plan de Santa Bárbara Becomes the Blueprint

The concept of self-determination circulated widely in the Chicano Movement and was a unifying theme at the first National Chicano Youth Liberation Conference in March 1969 in Denver, Colorado...

And then the next month at a historic conference at UC Santa Barbara where activists drafted El Plan de Santa Bárbara. The Santa Barbara Plan became a blueprint for Chicano Studies programs across the Southwest and here at UC Davis.



Jesus "Xuy"/Chuy" Leyba, was hired in 1968 and worked for Chicano Studies at UC Davis until 1990 as Assistant to the Chancellor for Chicano Affairs.

Illustration by José Montoya included in El Plan de Santa Barbara.



The Chicana/o Curriculum

By the late 1960s, Chicanas/os—their new, preferred term to describe their identity that distinguished them from earlier Mexican American activists—had developed a clear consciousness about their apparent second-class status in American society.



# UCD Student Organizations

## Tepati Health Clinic - Chicano Success Story



**"By encouraging students to go back to serve their communities, we are making steps to serve present and future needs of our people."**

*"Tepati Health Clinic - Chicano Success Story," California Aggie, December 10, 1975.*



**Chicanos in Health Education**  
Clinica Tepati was formed by the student organization Chicanos in Health Education (CHE). The volunteer-run clinic is the only bilingual clinic in Sacramento.

**King Hall Law Student Associations**  
The Chicano Law Students Association (CLSA) was formed around 1970. Through the work of the CLSA, the law school increased its enrollment of Chicano students from 5 in 1970 to 63 four years later.



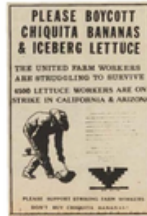
## MECHA— Voz de los estudiantes

*Third World News, April 30, 1973.*

## Chicana/o Student Organizations

Looking back again to that 1968 UMAS Symposium, in addition to drawing attention to the discriminatory education system in California, and the need to establish a "full Chicano studies program," the participants passed a resolution supporting the creation "of a confederation of Chicano Student organizations."

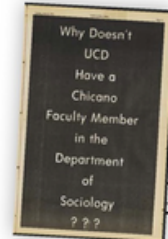
Within a few years, numerous students heeded that call and formed groups that were political and disciplined-based. In reading through the accounts of these organizations in the 1970s, it is notable that most of them were grassroots, formed and sustained by the students with little or no support by campus administration.



### Movimiento Esudantil Chicano de Aztlan

Perhaps the most significant Chicana/o student organization in the early 1970s at UC Davis was Movimiento Esudantil Chicano de Aztlan, or MEChA. They formed a network of committees including Legal Aid, Migratory Education, Boycott, Tutorial, Barrio (community), Chicano Studies, Library, and Public Relations and sponsored numerous cultural events. They were closely involved in the development of Chicano Studies at UC Davis.

As with virtually every other Chicana/o student organization, MEChA kept in close contact with, and prioritized the needs of the Chicana/o community, especially with respect to farmworkers. They did so by demanding that the university bear some responsibility for the farmworkers' mechanization technology displaced and by supporting their organizing efforts through boycotts. In 1972, MEChA "campaign[ed] vigorously" for the defeat of Proposition 22, which would have outlawed union organizing efforts by farmworkers.



## What is an HSI?

An HSI is defined as an eligible institution that "has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application."

### History of the HSI Designation



*Created by Esencia in Education*

## An Introduction

In 1962, the first Chicano student enrolled at UC Davis and graduated with the class of 1966. Since then, enrollment has grown tremendously with over 4,000 Chicana/Latina students enrolled in 2010 and over 8,000 in the fall of 2021. Including AB540 and Undocumented rising scholars, more than 25% of our undergraduate population identifies as Chicana/Latina.

Although not yet an HSI according to the Department of Education, UC Davis serves more Hispanic students than 89% of currently designated HSIs and 99% of emerging HSIs.

The campus is federally-designated an Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) and a Minority Serving Institution (MSI).



## Writing Our HSIstory

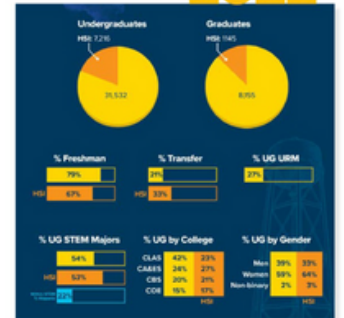


**559** HSIs in the U.S.  
**142** HSIs in California  
**17** HSI RtS in U.S.  
**4** HSI RtS in California (all UCs)

**"Hispanic"**  
**"Chicana/Chicano"**  
**"Latina/Latino"**  
**"Chicana/Latina"**

Do you know the difference?  
• Go here to learn more.

## UC Davis at-a-Glance 2022



**UC Davis enrolls the second highest number of Chicana/Latina students in the UC system.**

# The Project

University of California, Davis will soon reach the enrollment threshold necessary to apply for designation as a Hispanic Serving Institution (HSI) with the Department of Education. This will be a historic moment for UC Davis, one that will see the culmination of many years of hard and deliberate work. UC Davis will be one of fewer than 20 R1 HSIs in the nation (4 of which are within the UC system—Riverside, Santa Cruz, Santa Barbara, and Irvine). Further, we will be one of the highest enrollment universities—in any of the Carnegie classifications—for Hispanic-identifying undergraduates.

In addition to the important funding support that will soon be available as a result of our HSI designation, it will create an opportunity to reposition UC Davis as an institution that reflects the best thinking of equity in higher education. The Vice Chancellor's Office for Diversity, Equity and Inclusion is leading in the promotion of this transformation.

This project provides an important avenue to communicate about the past and promise of our journey to becoming a HSI. For decades, "Chi/Lat" students, faculty, and staff at UC Davis have worked to make the campus more accessible and responsive to the needs of its historically marginalized members. It is imperative that we document that story, share it with the campus community, and use it to motivate further change. Content authors and creators (we are soliciting contributions beyond the written word) in this project will research, write/produce, and communicate the history of Chi/Lat students, faculty, and staff at UC Davis, framed by our educational objectives. To develop this campaign we will write an institutional history, one that is based on the people that attend/ed, work/ed for, fought against, and ultimately contributed to the creation of UC Davis and brought us to the cusp of a HSI designation



Learn more about the project objectives and future developments.

## Writing Our HSIstory



## Our Sources

We have an extremely rich set of sources easily available to help write this institutional history.

We are fortunate to have a significant cache of primary sources including the school's newspaper, *The California Aggie*, which has its entire run back to 1915 digitized.

Additionally, and this is both helpful and revealing about the importance of liberation movements at UC Davis, there was a newspaper printed somewhat regularly called the *Third World News*, or *Noticias del Tercer Mundo*, in the case of special editions that focused on Chicano/a issues. It was published from about 1970 to 1975. It was replaced in 1976 by *Third World Forum*, a regular addition to *The Aggie* until at least 1993

Other important repositories of this history include holdings in the Shields Library Special Collections such as the records from the Department of Chicana/o Studies, faculty member Riddell (Adaljiza Sosa) Papers, Galvan (Joaquin) Collection on Racial Conflict at UC Davis, a Retention Coordinator at the UC Davis Learning Skills Center from 1981-2011, Oral interview transcripts from Professor Deeb-Sossa's Community-Based Participatory Research course (CHI 141), UC Davis Emeriti Association, Video Records Project, The Sacramento Movimiento Chicano and Mexican American Education Oral History Project, and the *UC Davis Spectator*, the predecessor to the current *UC Davis Magazine*, 1996–2015 and 2015–present.



View our current secondary sources bibliography.

# UC Davis Pioneros/as



Program coordinator and student advisor in Chicano Studies and Assistant to the Chancellor on Chicano Affairs at UC Davis

## JESUS LEYBA

(1939–2002)

A *Third World News* profile of "Xuy" began by noting that he was "a descendant of one of Pancho Villa's top fifty soldiers." And that fighting pedigree was certainly evident in his time at UC Davis. He was born in February, 1939 in Colorado. He worked in a series of difficult jobs, including coal mines, tomato fields, meat packing and, reluctantly, on the front lines in Vietnam in the early 1960s. His desire to be a leader in the Chicano Movement brought him to UC Davis where he started as a program coordinator and student advisor just as the Chicano Studies Program began and he became Assistant to the Chancellor on Chicano Affairs. He retired from UC Davis in 1990. That same article which noted his ancestry concluded with a summation of his commitment: "Wherever Chicano activities take place one would not have to wonder if Jesus Leyba is there. He is."



The first Chicano Associate Justice of the California Supreme Court, Professor at the UC Davis School of Law, and recipient of the Presidential Medal of Freedom

## CRUZ REYNOSO

(1931–2021)

Cruz Reynoso, first Latino Supreme Court Justice in California and beloved UC Davis Law Professor, devoted his life to ensuring that the law served all people, with particular attention to Latina/o/x individuals. Amongst other efforts toward equality in the 1960s, he focused on supporting the needs of rural and impoverished people as Executive Director of California Rural Legal Assistance (CRLA). In 1981, he was nominated to the California Supreme Court, and served on the court for four years. When he left the Court, Reynoso returned to teaching law at both UCLA and UC Davis. Recognizing his legacy, President Bill Clinton awarded Justice Reynoso with the Presidential Medal of Freedom in 2000. Reynoso's commitment to the equal application of law and as a mentor, affectionately nicknamed *el profe*, continues to inspire people today.



Justice Reynoso accepts Presidential Medal of Freedom from Bill Clinton.

## Chicano Studies Creates Awareness



First Latina in the U.S. to earn a Ph.D. in Political Science, professor and director of the Chicana/o studies program at UC Davis

## ADALJIZA SOSA RIDDELL

(1937–)

"Ada" was born in Colton, California, in 1937. Her parents came from Leon, Guanajuato, Mexico during the Mexican Revolution in 1919. During her youth she worked picking fruit at farms in San Jose. She earned her bachelor's and master's degrees in political science from UC Berkeley and at UC Riverside she became the first Latina in the United States to earn a Ph.D. in political science. While finishing her dissertation she worked as a lecturer in political science at UC Davis. She served as the Director of the program in the 1980s and retired from UC Davis in 2000. Her commitment to her profession and students is exemplified by the American Political Science Association's annual Adaljiza Sosa-Riddell Mentor Award that recognizes exceptional mentoring of Latino/a students and junior faculty.

These are just a few of the individuals and leaders at UC Davis over the last half-century that contributed to our status as an emerging HSI. We know there are many more and with your help we look forward to creating a vast library of their biographies.

Do you have content to propose or submit?

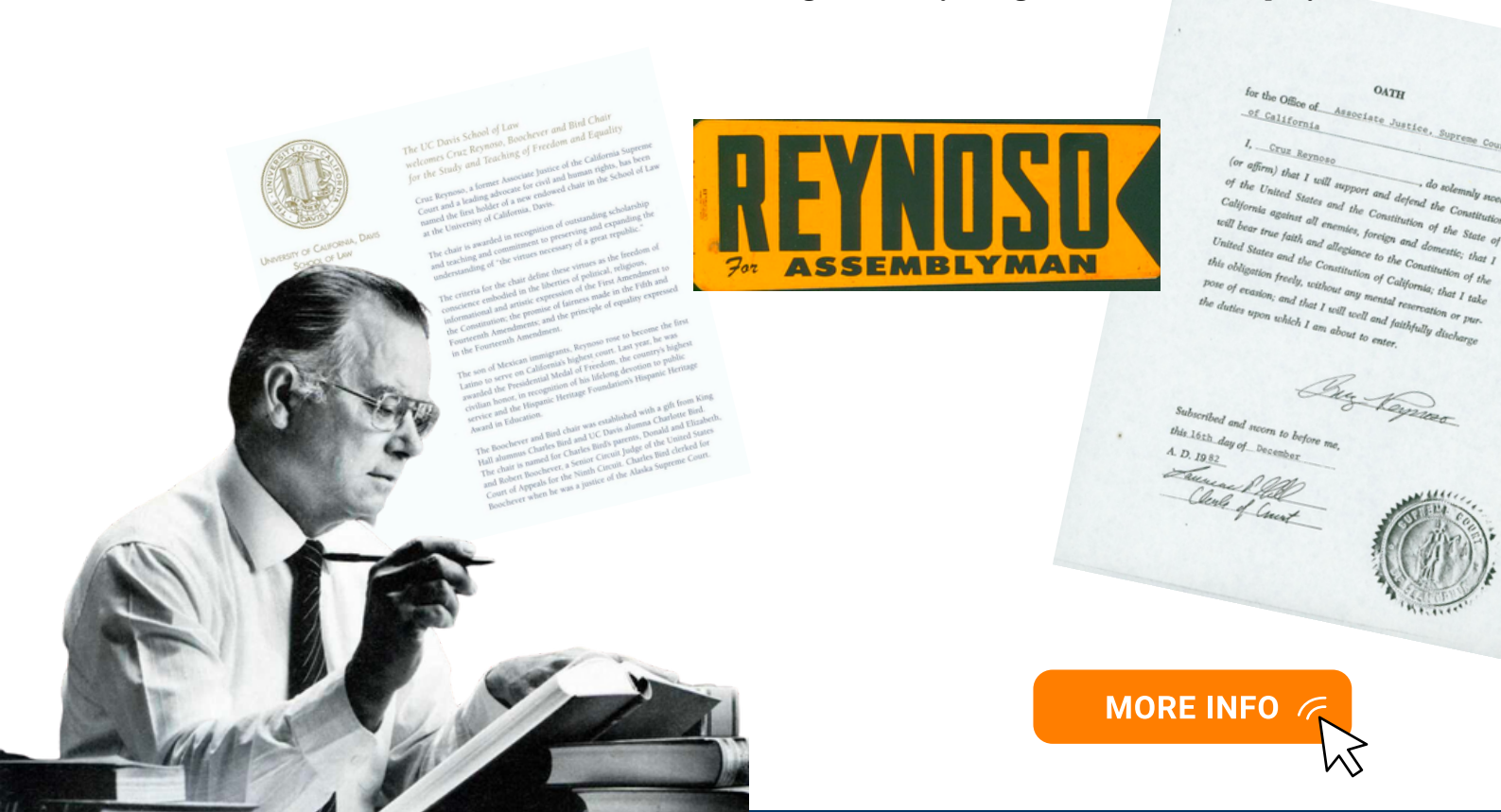


# CRUZ REYNOSO EXHIBIT

**“I BECAME A LAWYER BECAUSE I SAW SO MANY INJUSTICES”  
-CRUZ REYNOSO, 2019**

Cruz Reynoso (1931-2021) was the first Chicano Associate Justice of the California Supreme Court, former professor at the UC Davis School of Law, and recipient of the Presidential Medal of Freedom. Justice Cruz Reynoso was born into a farmworker family, and he fought for social justice all throughout his life. He served as a public servant for more than fifty years advocating for farm workers, immigrants, and many more before becoming the first Latino member of the Supreme court in 1982. In 2000, he received the Presidential Medal of Freedom from President Bill Clinton.

At the HSI Showcase, we had the honor of having a Justice Cruz Reynoso exhibition highlighting his memorable career. The display, which has been curated by UC Davis History Ph.D student Daniel Castaneda and assisted by Bulosan Center Archivist Jason Sarmiento, included a collection of archives. Such documents as his admission to the California bar in 1959, his business card, and congratulatory telegrams were on display.

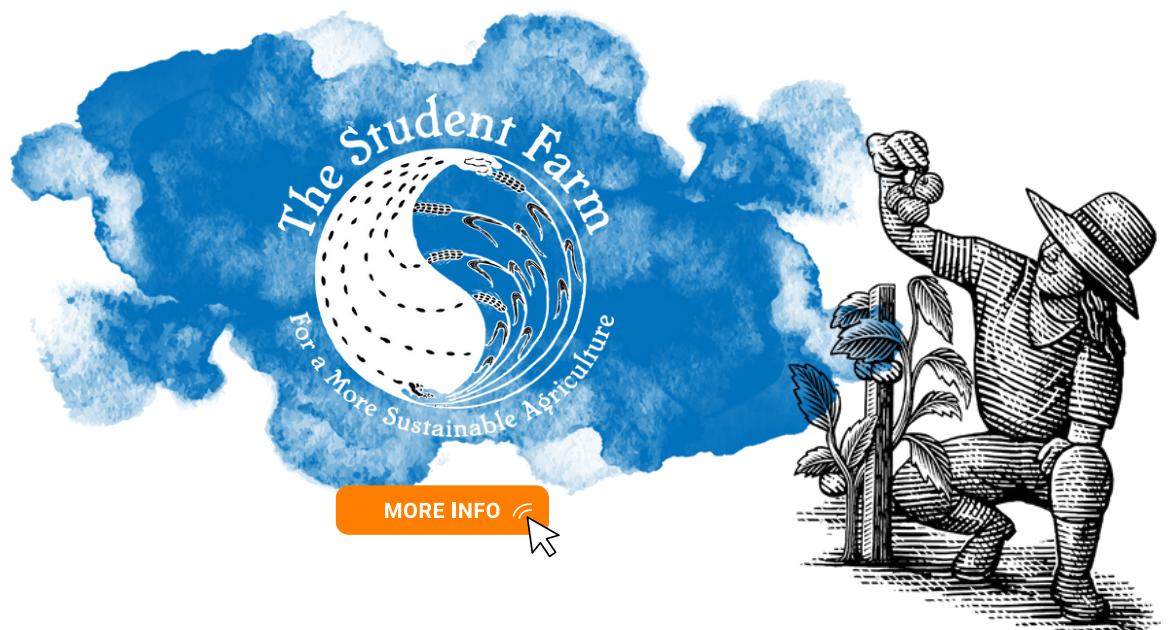


[MORE INFO](#)



# MEDIA: STUDENT FARM

The UC Davis Student Farm's mission is to hold a space where students can learn, practice, and model an ecologically, socially, and economically sustainable agriculture and food system. The Student Farm welcomes all students to build this more equitable and just farm and food system by cultivating student initiatives, leadership, experiential learning, and inclusive communities.



[MORE INFO](#)

# TANA: TALLER ARTE DEL NUEVO AMANECER

Taller Arte del Nuevo Amanecer (TANA) is a collaborative partnership between the Chicana/o Studies Program at the University of California, Davis and the greater Woodland community. TANA offers a fully functioning silkscreen studio, Chicano/Latino Arts exhibition space, and a teaching center for the arts. Through exhibiting, printing, and teaching, TANA cultivates the cultural and artistic life of the community, viewing the arts as essential to a community's development and well-being.

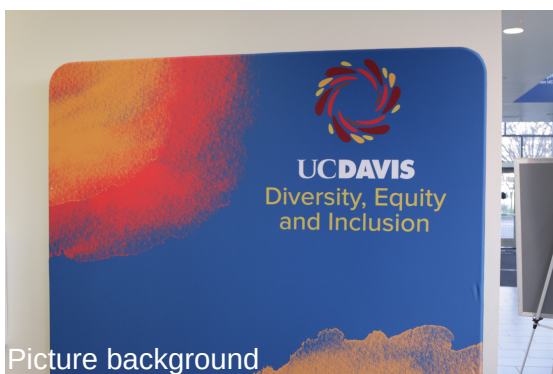
The Chicana/o Studies Department at the University of California, Davis has a history of scholarship and promotion of community health and empowerment. TANA is a continuation of this history, developing an authentic and organic link between UC Davis and the greater Woodland community. The City of Woodland is the most natural partner for the community-based arts instruction and scholarship offered through Chicana/o Studies at UC Davis. The human resources from the community of Woodland and institutional resources from UC Davis will collectively promote the role of art and culture as a viable community-building strategy





# SET-UP: MARCH 23, 2023

The HSI team prepared for months for the HSI Showcase. A couple of days before, volunteers got together to stuff the bags. The flowers were ordered and delivered the morning of the HSI Showcase. Additionally, our team put together the program, designed the survey, invited our guest speakers, made the t-shirts, and so much more! We worked together the day before to deliver all of the materials we could to the conference center. On the day of, our HSI team arrived early to set-up the tables, picture background, and name tags. Here are some pictures of the early morning set-up.



# PARTICIPANTS

On March 23, 2023, we hosted the first HSI Showcase at UC Davis! About 314 of people registered for the event online. We had a total of 20 guest speakers, which included Chancellor Gary S. May, Vice Chancellor of Student Affairs Pablo Reguerín, and VC Tull. Additionally, we had representation from the HSI Community Council, the HSI Undergraduate Advisory Board, Graduate Studies, Chicanx and Latinx Academic Student Success Center, CAMPOS, CAMPSSAH, and the Medical School. Below, I am sharing pictures from the event as well as our hashtag.



# SOCIAL MEDIA

For the HSI Showcase, we had a lot of activity on social media being posted by our HSI team, participants, and attendees. Our hashtag, #AvanzaUCD, was used 23 times during HSI Showcase month with a total visualizations equal to 27,482. Our current metrics show that we have a potential impression of 3,720 and a potential reach of 930 users. Overall, we see that our numbers increased around the HSI Showcase tweets. Additionally, our undergraduate assistant, Anahi Ruiz, took the initiative to start our Instagram page!

#AVANZAUCD



Main contributor:  
@LinaRMendez



AVANZA UCD



avanzaucd    Following    Message    +    ...

7 posts    69 followers    140 following

**UC Davis HSI**  
A Hispanic-Serving Institution (HSI) is a federally-designated institution of higher learning that has enrollment of 25% undergrad Hispanic students.  
[diversity.ucdavis.edu/hsi](http://diversity.ucdavis.edu/hsi)

Followed by [ucdavis](#)

# SURVEY RESULTS: VISITING AREAS

From our 100 registered attendees, our webinar had a maximum number of 100 and a minimum of 51 participants throughout the day. I sent an e-mail inviting all attendees to answer a Qualtrics survey, and 36 have responded so far. Below, I present the data we have received regarding the questions we asked about the event. Where are you visiting from? UC Davis School of Vet Med UC Davis Health CPE UCD Staff UCLA Sacramento City College, HSI Early College Program College of Alameda UC Irvine Chicago, IL UC Berkeley Highline College in Des Moines, WA.

Where are you visiting from?

- UC Davis
  - School of Vet Med
  - UC Davis Health
  - CPE
  - UCD Staff
- UCLA
- Sacramento City College, HSI Early College Program
- College of Alameda
- UC Irvine
- Chicago, IL
- UC Berkeley
- Highline College in Des Moines, WA

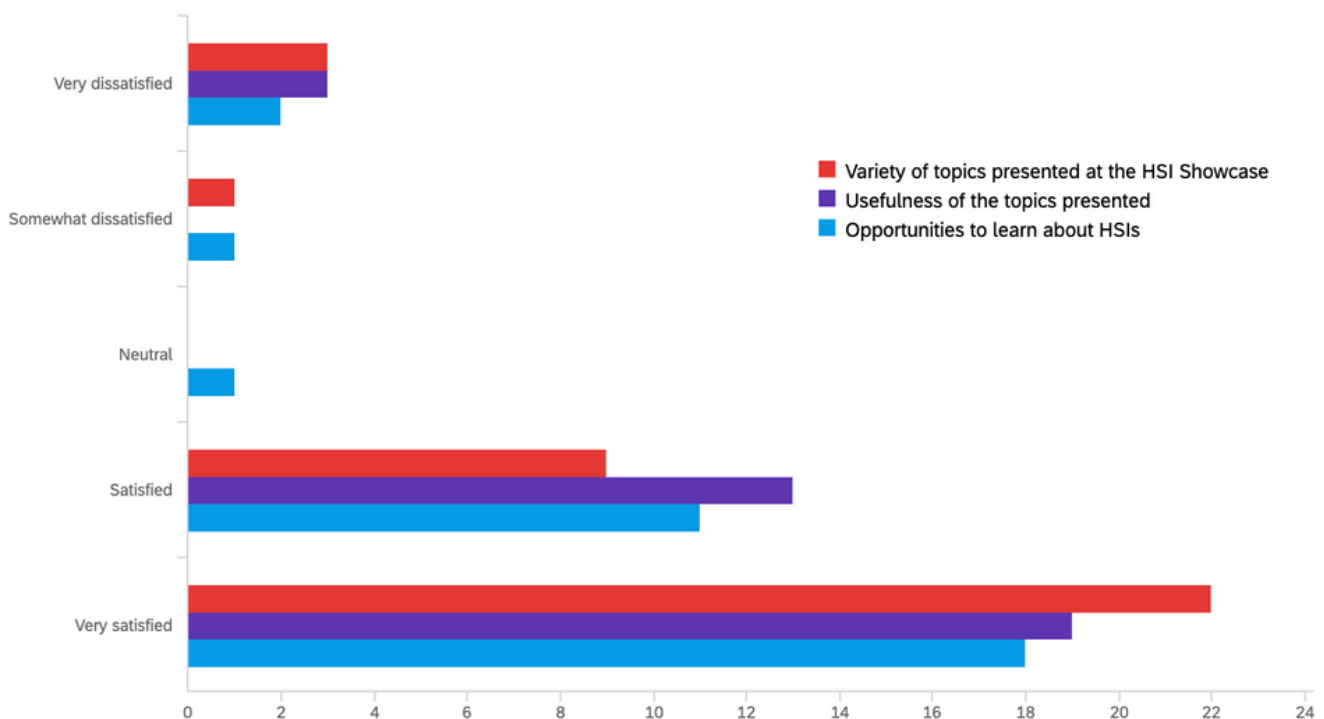


# SURVEY RESULTS: SATISFACTION

During our HSI Showcase webinar and in a follow-up e-mail, we shared our survey link to better understand how satisfied our participants were with the variety of topic covered, the usefulness of the event, and the opportunities to learn more about HSIs. Below, we provide the survey details from our 37 respondents.

Figure 1

*Percentage of Satisfaction on Variety of Topics, Usefulness, and Opportunities to Learn About HSI*



Based on the 5-point Likert scale, 63.89% of the respondents were very satisfied with the variety of topics presented at the HSI Showcase. About 55.56% reported that the topics were useful, and 55.88% said that they were very satisfied with the opportunities provided to learn about HSIs.

# SURVEY RESULTS: SATISFACTION



Figure 2

*Satisfaction Percentage on Variety of Topics*

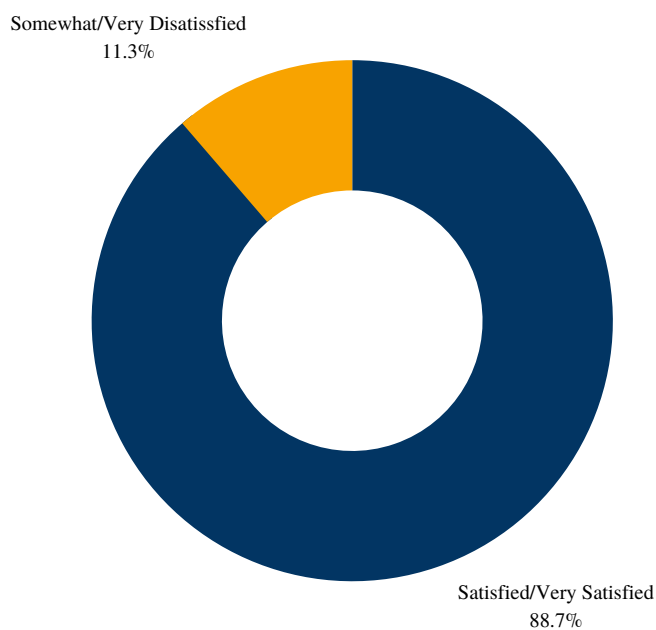
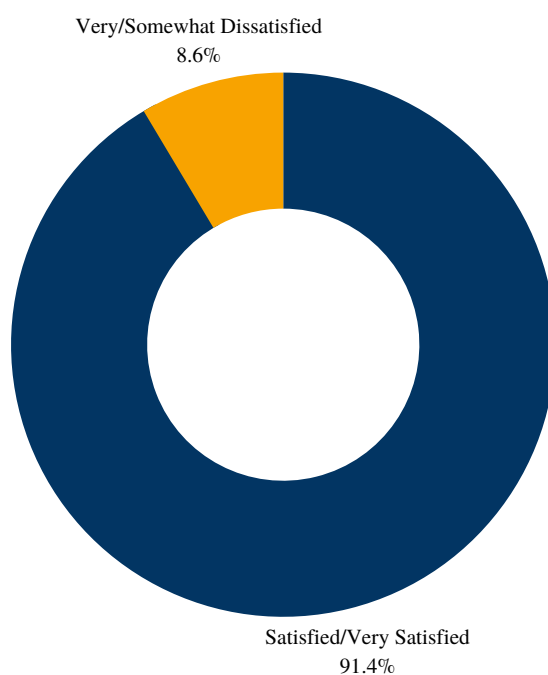


Figure 3

*Satisfaction Percentage of Usefulness of Topics*



# SURVEY RESULTS: SATISFACTION



Figure 4

*Satisfaction Percentage on Variety of Topics*

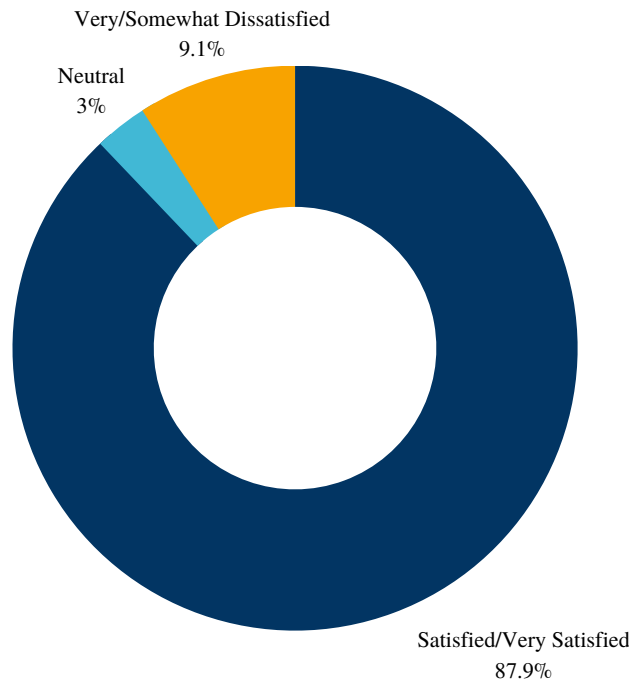


Figure 8

*Word Cloud of Key Words Provided by Qualtrics*



# SURVEY RESULTS: SOMETHING LEARNED

The first open-ended question we asked was "What is something you learned from the HSI Showcase?".

- I learned more about all the intricate pieces of the puzzle to get us HSI status. It was very interesting to hear from all the panelists.
- The synergies across campus partnerships to best support the student.
- We would be HSI if DACA and AB540 students were counted!
- I learned about the amazing programs CAMPOS and CAMPSSAH and how UCD is working to bring more diverse faculty to campus.
- The contradiction in what the chancellor and the deans say they do and the experience by the departments and faculty in terms of hiring faculty and FTEs.
- Collaboration among many college campuses to support HSI initiatives and diverse student support services.
- Being an HSI serving institution is not about the numbers or statistics, it is truly about "serving"
- The importance of having an HSI Task Force to provide guidance for the campus.
- Interesting insight on the Faculty hiring process during Session 4
- Most of the data presented was new to me. Had heard about why we did not qualify for HSI but not the micro-details
- I really appreciate your collaboration with students, alumni, CC's near by, like Sac. City, other institutions specifically the state colleges
- How invested everyone is on the successes of our Chicana/Latina student

*"I learned more about all the intricate pieces of the puzzle to get us HSI status. It was very interesting to hear from all the panelists."*



# SURVEY RESULTS: FAVORITE PART



Our second open-ended question on the survey was "What was your favorite part of the HSI Showcase?".

- The key note speaker. Great information, great presentation. It was a good reminder that we need to hold the institution accountable for their part in all of this - the past, present and future.
- I learned from all speakers, but I really connected with the student's story
- keynote! Dr. Cuellar is amazing!
- My favorite part was observing the Q & A portion with Chancellor May and Vice Chancellor Pablo. It was great to hear about areas for improvement from stakeholders who attended.
- To see the engagement by the alumni and the reconceptualization of servingness
- The ability to freely discuss the issues and possible solutions for UCD to serve and support Latinx students and community
- My favorite part of the showcase was the Achieving HSI Designation portion. It was great hearing different aspects of the HSI initiative.
- To hear about the new initiatives UCD is creating and the level of advocacy at the federal level to ensure that undocumented students are properly accounted for and represented in the data.
- Listening to Alondra's story of how she leaned into her community at UC Davis and what it means to her. Also enjoyed hearing from Robert Penman and ways admissions is adapting to be more inclusive such as removing the essay for the waitlist
- Guest speakers, meeting new people and rekindling old friendships., question and answer sessions
- Lunch. Not being sarcastic. That food was amazingly good!
- The overall energy and great people working towards HSI
- The variety of work that is happening and to see what is coming. I loved hearing about the student's story. Thank you Alondra for sharing such a relatable story!
- All of it was amazing! A few things that stood out were the student speakers and performers, as well as Chancellor May and VC Reguerin's talk. Loved Dr. Cuellar's Keynote as well!
- The acknowledgement that there is a need to look at the research, data, and information that has been gathered and do something about it before we go out with more surveys.
- I appreciated the disruptors of today and the past
- The livestream webinar, allowing those to not attend in person to still learn

# SURVEY RESULTS: COMMENTS & SUGGESTIONS

Finally, we asked our respondents to provide any comments and suggestions.

- It would be nice if they could share the PPT slides on the website from the symposium. Especially the Keynote speaker's slides.
- Thank you for making the zoom experience a good one!
- I think it would be great to have more time for Q & A with the Chancellor and Vice Chancellor.
- I truly enjoyed all the presenters and sharing their diverse experiences.
- I would strongly encourage (in future symposiums, discussions at committees, etc.) the need for staff support, recruitment and retention. The symposium felt very student and faculty centric and we forget that staff also take on the role of mentorship to Latinx and first-gen students. We are also role models and mentors for them as they navigate the system; often times, many hours unpaid but out of paying it forward and wanting, very deeply, our students to succeed.
- It was interesting to see the issue of faculty diversity and opportunity come up with different panels. It got me curious about how the panels may or may not have lines of communication with one another.
- I hope to see more HSI initiatives and support services for first gen/low-income students.
- I appreciated the virtual aspect as I was unable to attend in person.
- Maybe do a 2 day summit with shorter days and offer optional "institutes" for those traveling from far. It was a lot of information for one day. With not enough time to network, connect and find out what our peers are doing and find out if we could collaborate.
- You have an impressive set of programs, and I hope you can continue to develop them.
- These events help to motivate people so providing a way on how people can get involved and a platform to keep people having these conversations would be great.
- To engage the virtual community maybe start with 1-2 questions from here and then go to the live audience.

*"These events help to motivate people so providing a way on how people can get involved and a platform to keep people having these conversations would be great."*