Latinx Students Calling for a Better Princeton
 Compiled Friday, November 20, 2015

The following document presents needs of the Princeton Latinx community, as brought up by students at the Latinx Town Hall on November 18, 2015. Given the national conversation surrounding race/ethnicity and the fact that the Hispanic/Latinx population is anticipated to comprise 28.6% of the United States population by 2060, it is critical to consider how these topics overlap with the student experience at Princeton University.\(^1\) Princeton has a responsibility for the safety and well-being of its students, in such a way that it remains a place for learning while not undermining and invalidating the lived experiences of underrepresented communities. We require that the University administration recognize the work students have put in to make a better Princeton and take ownership of subsequent improvements to campus climate. We acknowledge that institutional change moves slowly, but we expect that some of these recommendations be instituted as soon as possible and with transparency. This document highlights concrete problems (in italics) faced by Latinx students; below each statement are actions that can be taken to ameliorate this issue including a proposed timeline. We implore the University to be innovative in developing new efforts and programming to better support the Latinx community.

ACADEMICS

Representation on campus: Only 2% of full professors in 2014-15 are Hispanic/Latinx.\(^2\)

- Ensure that the newly established faculty lines include the hiring of more Latinx faculty members in all fields of study and departments.
  - Develop a strategic plan for recruitment and retention practices to be implemented by each department as recommended by the Report of the Trustee Ad Hoc Committee on Diversity; a semi-annual update schedule should be proposed.\(^3\) We acknowledge that departments are developing these and believe that this process should be expedited and made more transparent.\(^4\)
  - Emphasize the recruitment of faculty with intersectional identities (e.g. Afro-Latinx, LGBTQIA, first-generation college, low income), especially in underrepresented fields (e.g. STEM, philosophy).
  - Emphasize the recruitment of senior faculty of color with tenure.
  - Organize campus-wide events to bring together students and faculty of color, particularly during freshman orientation week and again during the spring semester.
- Provide specific information across all departments about resources for minority/underrepresented students (e.g. scholarships, fellowships, summer research programs, research opportunities, internships, mentors, national organizations and societies, conferences).
  - Designate one faculty member or administrator within each department as the point person for this information. The department website should have a section solely dedicated to this information.
- Develop a strategic plan for recruitment and retention of Latinx undergraduate students in STEM fields with an active emphasis on engineering, math, and physics.
- Develop a strategic plan for recruitment and retention of Latinx graduate students across all departments, particularly in STEM.
  - Establish a mentoring system to encourage graduate students of color to pursue careers in academia. This has been suggested in the Report of the Trustee Ad Hoc Committee on Diversity and would begin to establish a critical mass of future Latinx professors.
  - Create diversity fellowships for dissertation-stage PhD students. Such a fellowship contributes to both the professional development of doctoral students of color around the country and Princeton’s potential pool of new faculty recruits. Princeton has similar identification programs in place at the undergraduate (LEDA) and graduate level (PSURE).

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1 (Colby and Ortman 2015)
2 ("Demographics | Many Voices, One Future" 2015)
3 ("Report of the Trustee Ad Hoc Committee on Diversity" 2013)
4 ("Princeton University - New Diversity Initiatives Include Faculty Hiring Commitment, Graduate Recruiting Programs" 2015)
Latino Studies Program (LAO): since its inception in 2009, LAO has not offered a consistent slate of courses, making it difficult to take courses for students interested in the field or in receiving the certificate.

- Transition to using the term Latinx to refer to the community, including for the Program in Latino Studies.
- Develop a strategic plan for creating a more robust LAO program, including dedication of staff and funds to support the program's growth.
  - Advisors in a diverse set of fields available for students interested in doing independent work related to LAO.
  - Dedicate a lounge and office space for the LAO program.
- Create more Latinx studies courses in a variety of subjects and disciplines.
  - Encourage more professors in the Program in Latino Studies to take advantage of the Provost's Fund for Cultural Studies that was recently established.\(^5\)
  - LAO 200, the introductory course for the program, must be offered every semester.
  - Offer a minimum of five courses each semester in LAO.
- Establish Latinx Studies as a track within a new American Studies department within 5 years after a program has been sustained to allow students to earn a degree in LAO as proposed by "The State of Asian American Studies and Latino Studies at Princeton" report.\(^6\)

Lack of awareness and/or willingness to engage in conversations about identity, race/ethnicity, and privilege.

- Add a diversity distribution requirement to develop a campus climate that thinks critically about these increasingly relevant issues.
  - Student representative from the Latinx community in meeting with the General Education Task Force on December 8, alongside the Black Justice League, and inclusion in future discussions.

**CAMPUS LIFE AND CLIMATE**

**Representation on campus: Latinx Undergraduate enrollment has only increased from 7% to 9.2% in the past 10 years, including a drop between 2010-11 to 2012-13.**\(^7\)

- Increase the number of Hispanic/Latinx students enrolled.
  - At the undergraduate level, Latinx student enrollment should mirror that of our peer institutions at a minimum. For example, Columbia University Class of 2019 includes 15% Latinx students, and 12.8% of the student body identified as Latinx in Fall 2014.\(^8,\)\(^9\)
  - Stronger recruitment processes that cater to predominantly Latinx areas across the United States to inform high school students about the resources and opportunities available at Princeton.
- Encourage more students of color, especially queer students of color, to take on leadership and mentorship positions.
  - Encourage RCA selection committees to diversify their RCA groups and consider the unique and valuable perspectives they can bring through this leadership position.
  - Under each RCA’s biography on the residential college website, include information stating identity affiliations, if they are comfortable sharing.
  - For every 30 students, each residential building on campus should have one Diversity Peer Educator affiliated with and trained by the Carl A. Fields Center. This program should be in effect by next fall, and the list of educators should be shared with all incoming students.
- Collect statistics about the current racial/ethnic demographics of each eating club. As the Eating Club Task Force found in the 2009 senior survey, Hispanics/Latinxs composed 6-7% of the eating club population.\(^10\)

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\(^5\) ("Provost's Fund for Cultural Studies" 2015)
\(^7\) ("Princeton Profile | Key Publications" 2015)
\(^8\) ("Class of 2019 Profile | Columbia Undergraduate Admissions" 2015)
\(^9\) ("Columbia University: Headcount Enrollment by School, Race/ethnicity, and Citizenship, Fall 2014" 2014)
\(^10\) (Eating Club Task Force 2015)
Many Latinx students experience bias inside and outside of the classroom.

- Promote the widespread availability of the measures in place to support students facing bias/harassment and circulation of the infographic created for this purpose.\(^\text{13}\)
- Encourage faculty to engage in mandatory cultural competency training as a form of being respectful and conscious of the experiences of others in the room and not censorship.
  - Student-chosen representatives from the Latinx community, alongside representatives of other marginalized groups on campus, will meet with the Faculty Advisory Committee on Policy & Dean competency training as a form of being respectful and conscious of the experiences of others in the room and not censorship.

\(^{11}\) (“Update on Implementation of Recommendations of the CPUC Special Task Force on Diversity, Equity and Inclusion | Many Voices, One Future” 2015)
\(^{12}\) (“Princeton University - University, Students Reach Agreement on Campus Climate Concerns” 2015)
\(^{13}\) (“Addressing Discrimination or Harassment at Princeton” 2015)
of the Faculty Deborah Prentice about instituting mandatory cultural competency training for all faculty.

- Develop deeper training for preceptors and assistant instructors to prepare them with the skills to establish a safe environment for student discussion and learning.
- Advisors to be trained about how to handle students who might experience bias, suffer from discrimination, and experience problems unique to underrepresented minorities/socioeconomic backgrounds.
- Administration is tasked with identifying and implementing an effective program and a curriculum that covers identity, race/ethnicity and privilege.

Redefining how Counseling and Psychological Services (CPS) serves students of color: seeking mental health resources is stigmatized within the Latinx community and many Princeton Latinx students have felt alienated and pushed away by counselors.14

- Recruit more therapists and counselors of color and other marginalized identities at CPS.
- Clarify who has training to handle instances of harassment, bias, discrimination, and racism on the website.
- Schedule meetings with VP Calhoun, including student-chosen representative from the Latinx community, alongside students who represent other marginalized groups on campus about instituting mandatory cultural competency training for all physical and mental health professionals and staff on campus.
- Update the course evaluation questionnaire to include information about student experience in the classroom environment that can be used to recommend whether a professor should take cultural competency/identity sensitivity training.

Supporting and improving the experience of undocumented students: many undocumented Princeton students identify as Latinx and have constantly been alienated by Princeton policies and procedures.

- Official and public acknowledgement that the University accepts undocumented students on their website and/or in a formal letter to students; should affirm that undocumented students are domestic students.
  - Make information readily available to students in regards to applying and enrolling in the University by including information in the application and enrollment materials and having it easily accessible on the Princeton website, similar to Tufts University and New York University.15
  - Clarify the possibilities and process of study abroad for undocumented students.
  - Incorporate a portal website for undocumented students on the Undergraduate Financial Aid page.
- Create a physical resource center within the Davis International Center with designated staff members trained to counsel and to aid undocumented students. This should be a temporary solution while a separate resource is evaluated.
- Hire staff members within the Office of Financial Aid and legal counsel who are specially equipped to help undocumented students and have office hours alongside DIC professionals at CAF.
- Address the inconsistencies within domestic/international categories and statistics.
  - Include information about paying domestic and international taxes as an undocumented student
- Include immigration status in discussions of diversity, especially during Orientation Week.
  - Emphasize use of terms among students and faculty that are respectful to students’ status (undocumented, unauthorized) rather than using slurs such as “illegal,” especially in classes that are extremely pertinent to the topic of immigration.

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14 (Kouyoumdjian, Zamboanga, and Hansen 2006)
15 ("Undocumented Students" 2015; "New York Undocumented Students" 2015)
A Call for National Service

Given the systemic and structural nature of inequality and oppression, especially in education, we further implore President Eisgruber “in the nation’s service and in the service of all nations” to initiate contact with the Presidents of fellow Ivy League universities and peer institutions, and to draft and sign a letter addressed to the United States Congress and the President of the United States supporting extensive education reform. It is only by allowing equal access to quality education for all students, while becoming conscious of how race, ethnicity, socioeconomic status, documentation status, sexuality, gender, ability, age, family structure, religion, and all other social identities affect this access, that permanent solutions for social equality and justice can emerge.

This document was compiled by a group of Latinx students calling for a better Princeton after consulting with Latinx peers: Jamie Ayón-Facundo ’17, Jeremy Borjon ’10 & GS, Marlyn Bruno ’17, Julio Castillo ’17, Andres Castillo Quintana ’18, Briana Christophers ’17, Maricela Coronado ’17, Paulani Cortez-Villas ’17, Gabrielle Escalante ‘18, Nicholas Fernandez ’18, Arlene Gamio ‘18, Nicole González Cejo ’16, Yoselin Gramajo ’16, Juliana Lopez ’17, Esther Maddox ’17, Vladimir Medenica GS, Soraya Morales Nuñez ’18, Aryana Navarro ’18, Marina Nogueira ’17, Maria Perales ’18, Courtney Perales Reyes ’17, Julian Perez Jr. ’17, Alejandra Rincon ‘18, Clarissa Ronaldo-Lotson ’16, Sol Taubin ’16, Angélica María Vielma ’18, Samuel Vilchez Santiago ’19
Demands and Needs at Other Peer Institutions

A Statement from the Delegates of the 2015 Latinx Ivy League Conference at Brown University
Next Yale Demands for the Administration
Toward a Better Yale School of Medicine: Demands for the Administration
The Plan for; Dartmouth’s Freedom Budget: Items for Transformative Justice at Dartmouth
Graduate Solidarity Statement and Demands
Harvard Latinx Student Demands to President Faust

Works Cited


