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00:00:01,832 --> 00:00:03,580
- Jovan Scott Lewis is a professor

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00:00:03,580 --> 00:00:06,580
in Geography and African American Studies,

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00:00:06,580 --> 00:00:08,663
and we've invited him to talk

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00:00:08,663 --> 00:00:10,945
about kind of a larger context

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00:00:10,945 --> 00:00:12,340
and what are some of the issues

6

00:00:12,340 --> 00:00:14,497
that students are looking at

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00:00:14,497 --> 00:00:15,882
in regard to these issues,

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00:00:15,882 --> 00:00:18,623
and then also, kind of the broader

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00:00:18,623 --> 00:00:21,820
framing of issues around economic inequality

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00:00:21,821 --> 00:00:26,156
and economic pressures in our community and society.

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00:00:26,155 --> 00:00:30,726
And then Kiyoko Thomas is Berkeley's new first ever

12

00:00:30,727 --> 00:00:33,773
Basic Needs Manager, and she's gonna talk

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00:00:33,773 --> 00:00:36,748
about Basic Needs Security on campus

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00:00:36,747 --> 00:00:39,244

with some data that we have.

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00:00:39,244 --> 00:00:43,174

It's very sobering, so stay tuned for that.

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00:00:43,174 --> 00:00:46,869

And Kristina Hill, professor in Landscape Architecture

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00:00:46,869 --> 00:00:47,875

and Environmental Planning,

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00:00:47,875 --> 00:00:52,396

has some examples from the College of Environmental Design

19

00:00:52,396 --> 00:00:54,367

of how these issues sort of come up

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00:00:54,366 --> 00:00:57,868

in the classroom and in students' lives

21

00:00:57,868 --> 00:01:00,902

as they navigate through their coursework.

22

00:01:00,902 --> 00:01:03,972

And we will close out with Rachael Samberg

23

00:01:03,972 --> 00:01:06,108

from the university library,

24

00:01:06,108 --> 00:01:09,435

talking about some really innovative ways

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00:01:09,436 --> 00:01:14,186

of making course content more affordable and Open Access.

26

00:01:16,079 --> 00:01:18,644

So that's the arc of the panel,

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00:01:18,644 --> 00:01:21,055

and then whatever all you wanna talk about,

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00:01:21,055 --> 00:01:23,356
we'll talk about together.

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00:01:23,356 --> 00:01:26,054
So without further ado, Jovan.

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00:01:26,055 --> 00:01:27,777
- Alright, hi, good morning, everybody.

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00:01:27,777 --> 00:01:30,763
So microphone, can you hear me?

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00:01:30,763 --> 00:01:32,180
- Yep - Yes, okay.

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00:01:33,087 --> 00:01:36,007
Thank you, Amy, Jean, Victoria,

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00:01:36,007 --> 00:01:37,405
for bringing me here this morning

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00:01:37,406 --> 00:01:39,903
to speak with you all,

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00:01:39,903 --> 00:01:41,018
on what's a very important,

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00:01:41,018 --> 00:01:46,018
but unfortunately, very immediately pressing topic,

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00:01:46,066 --> 00:01:48,892
which are the various circuits of economic pressures

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00:01:48,893 --> 00:01:52,965
that the Bay Area and its residents find themselves in,

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00:01:52,965 --> 00:01:57,215
but most particularly, our students here on campus.

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00:01:58,516 --> 00:02:00,435

We know that as far as students,

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00:02:00,435 --> 00:02:01,754

we know that these are matters

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00:02:01,754 --> 00:02:03,141

that impact both undergraduates

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00:02:03,141 --> 00:02:04,588

as well as graduate students,

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00:02:04,588 --> 00:02:07,025

graduate students who, in many ways,

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00:02:07,025 --> 00:02:10,560

form a kind of labor backbone for our university.

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00:02:10,560 --> 00:02:13,215

And so while I think we might be focusing a large part

48

00:02:13,215 --> 00:02:15,894

of our conversation today on undergraduate experience,

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00:02:15,894 --> 00:02:17,266

I just want us to take a moment

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00:02:17,266 --> 00:02:19,156

to make sure that we keep graduate students

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00:02:19,156 --> 00:02:23,335

and their experience, at least, in our minds.

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00:02:23,335 --> 00:02:26,627

So, we don't need to speak much

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00:02:26,627 --> 00:02:29,612

about the broader circumstances

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00:02:29,612 --> 00:02:32,780

of the housing crisis in the Bay Area.

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00:02:34,078 --> 00:02:39,078

We understand that it's a very complicated circumstance,

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00:02:39,568 --> 00:02:42,167

which has a lot to do with limitations

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00:02:42,167 --> 00:02:45,427

on housing construction, right,

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00:02:45,427 --> 00:02:49,754

rapidly growing population in the Bay Area specifically.

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00:02:49,754 --> 00:02:53,700

California itself is a state that is respectively,

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00:02:53,700 --> 00:02:56,800

compared to other states in the country,

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00:02:56,800 --> 00:02:59,107

overpopulated in many ways.

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00:02:59,108 --> 00:03:00,242

However, if we think about the ways

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00:03:00,242 --> 00:03:01,859

in which that radiates inwards

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00:03:01,859 --> 00:03:04,075

into the community of UC Berkeley,

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00:03:04,074 --> 00:03:07,987

then we begin to have what is concentrated

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00:03:07,987 --> 00:03:11,286

experience of those broader disparities.

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00:03:11,286 --> 00:03:13,703

And we have those experiences

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00:03:14,629 --> 00:03:17,618

faced by a community who, as undergraduates,

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00:03:17,618 --> 00:03:22,081

largely don't have the broader support systems or networks.

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00:03:22,081 --> 00:03:25,135

Many of our students are not from the state.

71

00:03:25,135 --> 00:03:27,829

Many of our students are not from the area,

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00:03:27,829 --> 00:03:29,438

but even for those who are from the state,

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00:03:29,437 --> 00:03:30,566

or who are from the area,

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00:03:30,567 --> 00:03:31,926

in many ways, their own families

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00:03:31,925 --> 00:03:33,587

or their own kin networks,

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00:03:33,587 --> 00:03:36,097

are so stressed, are so stretched, in fact,

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00:03:36,098 --> 00:03:38,840

that they are unable to provide support.

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00:03:38,840 --> 00:03:40,405

So we know that there was, you know,

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00:03:40,405 --> 00:03:42,905

a very well-circulated article

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00:03:44,525 --> 00:03:47,506

in the LA Times about one of our undergraduate students,

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00:03:47,506 --> 00:03:51,539

Ismael Chamu, who was living with his siblings

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00:03:51,539 --> 00:03:53,486
in a trailer in Hayward,

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00:03:53,486 --> 00:03:57,435
largely as a result of his family's own insecurity,

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00:03:57,435 --> 00:03:59,156
coming from an immigrant family from Mexico,

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00:03:59,156 --> 00:04:02,176
but it is own's family's insecurity,

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00:04:02,176 --> 00:04:04,451
while living in the Central Valley.

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00:04:04,451 --> 00:04:07,403
Ismael, we understood, took care, largely, of his siblings,

88

00:04:07,403 --> 00:04:09,579
as well as trying to advance himself

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00:04:09,580 --> 00:04:13,141
through his undergraduate career here at UC Berkeley.

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00:04:13,140 --> 00:04:15,427
Now, what can we kind of think about

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00:04:15,427 --> 00:04:17,353
through the case of Ismael, right?

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00:04:17,353 --> 00:04:19,829
So what we have is really a intersection, a situation,

93

00:04:19,829 --> 00:04:24,514
where we have matters of financial insecurity, right,

94

00:04:24,514 --> 00:04:28,778
as well as some what racialize kind of sensibility

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00:04:28,778 --> 00:04:31,240

of one's existence here at UC Berkeley,

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00:04:31,240 --> 00:04:34,750

which we understand, that is also a major issue

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00:04:34,750 --> 00:04:36,016

that compounds, in fact,

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00:04:36,016 --> 00:04:38,973

the pressures that students face.

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00:04:38,973 --> 00:04:40,692

We understand that history in the United States

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00:04:40,692 --> 00:04:42,901

is one which economic circumstances

101

00:04:42,901 --> 00:04:45,060

are highly racialized.

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00:04:45,060 --> 00:04:47,624

We think about this as being a class problem,

103

00:04:47,624 --> 00:04:50,844

but we understand, as Stuart Hall said famously,

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00:04:50,843 --> 00:04:52,896

many many years ago,

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00:04:52,896 --> 00:04:55,583

that race is a modality in which class is experienced,

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00:04:55,583 --> 00:04:56,838

where class is lived.

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00:04:56,838 --> 00:04:58,394

And so if we have a student like Ismael

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00:04:58,394 --> 00:05:00,810

who is facing the limitations

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00:05:02,257 --> 00:05:04,079
of kind of immigration status,

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00:05:04,079 --> 00:05:07,584
or at least a family who has these kinds of concerns,

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00:05:07,584 --> 00:05:12,584
we have also the fact of him representing a minority member

112

00:05:12,843 --> 00:05:16,784
of our general undergraduate population here at UC Berkeley.

113

00:05:16,785 --> 00:05:18,946
On top of that, the financial pressures,

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00:05:18,946 --> 00:05:20,576
the economic insecurity.

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00:05:20,576 --> 00:05:22,745
We understand that this is, therefore,

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00:05:22,745 --> 00:05:26,582
not a problem solely of economic circumstances, right,

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00:05:26,583 --> 00:05:29,428
but of the very multitudinal impact

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00:05:29,427 --> 00:05:33,701
that economic circumstances simply help to illuminate.

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00:05:33,701 --> 00:05:35,145
And so, therefore, we have to then

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00:05:35,144 --> 00:05:38,127
think about these very complex manners

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00:05:38,127 --> 00:05:41,557
by which these sorts of pressures are experienced.

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00:05:41,557 --> 00:05:43,944

And I think that's one of the first steps

123

00:05:43,944 --> 00:05:44,778
in understanding this.

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00:05:44,778 --> 00:05:47,265
And this is something that gets remedied in many ways

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00:05:47,264 --> 00:05:49,520
through the kind of multi-cultural efforts on campus,

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00:05:49,521 --> 00:05:51,723
at the Multicultural Center, the establishment

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00:05:51,723 --> 00:05:55,465
of the Fannie Lou Hamer Black Resource Center.

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00:05:55,464 --> 00:05:58,006
So for students who I've worked with in my capacity,

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00:05:58,007 --> 00:06:00,237
and as a professor in African American Studies,

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00:06:00,237 --> 00:06:02,644
as well as a professor in Geography,

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00:06:02,644 --> 00:06:05,403
each of these departments representing

132

00:06:05,403 --> 00:06:09,771
in their own ways, a minority-majority population

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00:06:09,771 --> 00:06:11,712
of undergraduate students, and I found we clearly

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00:06:11,713 --> 00:06:13,650
have a lot of African American students

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00:06:13,649 --> 00:06:16,984
in Geography, a good amount of our undergraduate students

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00:06:16,985 --> 00:06:19,783
who qualify as racial minorities,

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00:06:19,783 --> 00:06:22,290
are of Latinx background.

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00:06:22,290 --> 00:06:25,207
And so between these two positions,

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00:06:27,463 --> 00:06:28,927
as a professor of African American Studies,

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00:06:28,927 --> 00:06:30,879
as a professor of Geography,

141

00:06:30,879 --> 00:06:35,007
it therefore becomes very, and almost regularly,

142

00:06:35,007 --> 00:06:37,252
apparent what these pressures are for these students.

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00:06:37,252 --> 00:06:39,216
And so one of the ways that I try to address that

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00:06:39,216 --> 00:06:41,439
is through a course that I offer called

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00:06:41,439 --> 00:06:42,709
Race, Space, and Inequality.

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00:06:42,709 --> 00:06:46,254
It's a cross-listed course between these two departments.

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00:06:46,254 --> 00:06:50,338
And so what I have our students do, in trying to,

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00:06:51,357 --> 00:06:54,820
in trying to understand what is the lived practice

149

00:06:54,819 --> 00:06:58,069

of the qualities of a racialized world,

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00:06:59,291 --> 00:07:02,406

a world that is unequal in many ways,

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00:07:02,406 --> 00:07:04,645

but in which racial inequality

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00:07:04,646 --> 00:07:07,104

is often mapped onto geography,

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00:07:07,103 --> 00:07:09,486

I have these students do an end-of-year project,

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00:07:09,487 --> 00:07:11,332

well, end-of-year presentation

155

00:07:11,331 --> 00:07:13,327

of what is a semester-long project,

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00:07:13,327 --> 00:07:16,062

where they go out, and they try to understand the way

157

00:07:16,062 --> 00:07:19,074

that these stigmatics are experienced in the world.

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00:07:19,074 --> 00:07:23,518

And so I bring back a couple of their insights.

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00:07:23,517 --> 00:07:26,471

And one is certainly around this question

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00:07:26,471 --> 00:07:28,368

of housing insecurity.

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00:07:28,369 --> 00:07:29,630

Now what's fascinating is that the way

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00:07:29,629 --> 00:07:32,197

that so many students understood housing insecurity

163

00:07:32,197 --> 00:07:35,383
is in many ways, the manner about which we, let's say,

164

00:07:35,384 --> 00:07:37,895
as, you know, gainfully employed,

165

00:07:37,894 --> 00:07:40,471
or largely gainfully employed adults understand this.

166

00:07:40,471 --> 00:07:42,771
Well, the cost of living compared

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00:07:42,771 --> 00:07:44,709
from one area to another, right?

168

00:07:44,709 --> 00:07:47,161
So my students were able to map the cost of living

169

00:07:47,161 --> 00:07:49,309
as undergraduate students,

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00:07:49,309 --> 00:07:51,132
as we move towards the hills,

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00:07:51,132 --> 00:07:53,225
down towards downtown Berkeley,

172

00:07:53,225 --> 00:07:56,812
and what the quality as well as cost of housing

173

00:07:56,812 --> 00:07:59,480
means across that geography.

174

00:07:59,480 --> 00:08:02,278
One of the other things that they brought to my attention,

175

00:08:02,278 --> 00:08:03,949
which I largely neglected,

176

00:08:03,949 --> 00:08:07,991

was the disparity in the fraternal organizations,

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00:08:07,992 --> 00:08:10,081

or fraternity and sorority housing, right,

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00:08:10,081 --> 00:08:12,165

and how there is, within,

179

00:08:13,470 --> 00:08:16,894

I can't remember the actual national organization's,

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00:08:16,894 --> 00:08:17,894

I think IPC.

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00:08:18,973 --> 00:08:20,350

I can't remember what they are,

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00:08:20,350 --> 00:08:24,418

but how there are various levels of support, right?

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00:08:24,418 --> 00:08:25,903

The university provides these fraternities

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00:08:25,903 --> 00:08:27,935

with a certain amount of support,

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00:08:27,935 --> 00:08:31,756

the alumni networks that come out of these fraternities,

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00:08:31,755 --> 00:08:35,529

provide these on campus fraternities and sororities

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00:08:35,529 --> 00:08:37,946

with a certain amount of support,

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00:08:37,946 --> 00:08:40,821

and so therefore, if you are able to get into a fraternity,

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00:08:40,821 --> 00:08:41,910

or get into a sorority,

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00:08:41,909 --> 00:08:44,992
that lends a sort of security, right?

191
00:08:46,308 --> 00:08:47,567
But what happens, then, when we begin to think

192
00:08:47,567 --> 00:08:51,827
about the kind of ethnic fraternities that exist, right?

193
00:08:51,827 --> 00:08:54,149
Or the non-normative fraternities

194
00:08:54,149 --> 00:08:57,804
that exist, which are outside of, say,

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00:08:57,804 --> 00:09:00,601
Berkeley's formal support network, right,

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00:09:00,601 --> 00:09:03,184
which do not have the same kind of alumni structures

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00:09:03,184 --> 00:09:04,950
that can give support.

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00:09:04,951 --> 00:09:06,358
And so there's an interesting way

199
00:09:06,357 --> 00:09:08,261
in which the landscape of housing gets read

200
00:09:08,261 --> 00:09:09,685
as being much more complex

201
00:09:09,686 --> 00:09:11,264
than just simply what's available

202
00:09:11,264 --> 00:09:13,872
in the official dormitories, right?

203
00:09:13,873 --> 00:09:15,650

Or what's available in, say,

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00:09:15,649 --> 00:09:17,837
just the open market, right?

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00:09:17,837 --> 00:09:20,969
There's a kind of messaging that gets presented to students

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00:09:20,970 --> 00:09:23,423
that we then have to begin thinking about.

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00:09:23,423 --> 00:09:25,340
Further more, there's this, you know,

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00:09:25,340 --> 00:09:28,206
another matter of the transfer students.

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00:09:28,206 --> 00:09:30,177
So, good portion of my students in my classes

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00:09:30,177 --> 00:09:31,273
are transfer students.

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00:09:31,273 --> 00:09:32,533
Even I, when I went to university,

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00:09:32,533 --> 00:09:34,459
was a transfer student, right?

213

00:09:34,458 --> 00:09:37,375
And there's this concern which the campus

214

00:09:37,375 --> 00:09:39,084
remains very freshmen-centric, right?

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00:09:39,085 --> 00:09:40,460
Again, there's a kind of normative manner

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00:09:40,460 --> 00:09:43,341
by which the university not only defines,

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00:09:43,341 --> 00:09:45,509
but supports its students,

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00:09:46,826 --> 00:09:48,959
and there's a sense in which transfer students,

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00:09:48,958 --> 00:09:52,262
who, many ways, have come to the university

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00:09:52,263 --> 00:09:55,946
through transfer, by way of say, a non-traditional,

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00:09:55,946 --> 00:09:57,927
educational career path,

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00:09:57,927 --> 00:10:00,131
and therefore, are further outside

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00:10:00,131 --> 00:10:02,459
of this access of support.

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00:10:02,460 --> 00:10:04,907
And so I think there's a, you know,

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00:10:04,907 --> 00:10:06,658
there are myriad ways in by which we need to begin

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00:10:06,658 --> 00:10:09,476
to define the population who we're concerned with, right?

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00:10:09,476 --> 00:10:12,060
I began by saying, well, there are graduate students.

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00:10:12,061 --> 00:10:16,763
I know there are, as I've, here I've began to explain,

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00:10:16,763 --> 00:10:17,596
various ways of beginning

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00:10:17,596 --> 00:10:19,846

to identify undergraduate population.

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00:10:19,846 --> 00:10:21,990

Now, I know that university has made efforts,

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00:10:21,990 --> 00:10:24,788

and I think Kiyoko might speak more about this,

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00:10:24,788 --> 00:10:27,461

in terms of establishing food pantries, you know,

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00:10:27,461 --> 00:10:29,835

at Stiles Hall, that's been a very fantastic refuge

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00:10:29,835 --> 00:10:31,359

for many of our students.

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00:10:31,359 --> 00:10:33,891

Meal sharing plans, campus guidance, and so forth,

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00:10:33,890 --> 00:10:36,353

and access to emergency loans, for example.

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00:10:36,354 --> 00:10:38,316

But nevertheless, there are still various challenges

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00:10:38,316 --> 00:10:39,559

and blank spots.

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00:10:39,558 --> 00:10:41,275

For example, last year, a colleague of mine,

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00:10:41,275 --> 00:10:43,826

Chiyuma Elliot in African American Studies,

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00:10:43,826 --> 00:10:45,029

really took up the mantle in helping

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00:10:45,029 --> 00:10:47,024

to support the overflow students, right?

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00:10:47,024 --> 00:10:50,254

So there are students who get housing

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00:10:50,254 --> 00:10:52,634

at Mills College, or they receive housing at Mills College,

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00:10:52,634 --> 00:10:54,091

and according to policy at the time,

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00:10:54,091 --> 00:10:56,559

they were not allowed to, in fact, use their meal plans

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00:10:56,559 --> 00:10:59,000

to purchase food on campus, right,

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00:10:59,000 --> 00:11:00,639

at UC Berkeley's campus.

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00:11:00,639 --> 00:11:03,504

And so what you had was a kind of food insecurity

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00:11:03,504 --> 00:11:05,695

by virtue of campus policy.

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00:11:05,695 --> 00:11:07,050

Because they were residents at Mills College,

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00:11:07,049 --> 00:11:09,075

they could only use their meal plan

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00:11:09,076 --> 00:11:11,954

at Mills College's cafeterias, right?

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00:11:11,953 --> 00:11:16,081

So what that meant is that they perhaps ate in the morning,

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00:11:16,081 --> 00:11:18,999

but could not eat again until the evening.

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00:11:18,999 --> 00:11:21,031

In addition to having to commute.

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00:11:21,030 --> 00:11:22,101

And so I think, you know,

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00:11:22,101 --> 00:11:24,706

what I hope, at least, is that through today's discussion,

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00:11:24,706 --> 00:11:27,075

that we begin to think about some of the complex ways

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00:11:27,075 --> 00:11:29,429

that our students begin to identify their position

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00:11:29,428 --> 00:11:34,428

on campus, and maybe begin to think through some resolutions

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00:11:34,760 --> 00:11:37,361

for accommodating those multiple dimensions.

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00:11:37,361 --> 00:11:39,646

Alright, thank you.

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00:11:39,647 --> 00:11:41,424

- Good morning, everyone.

266

00:11:41,423 --> 00:11:43,889

As Amy had mentioned, my name is Kiyoko Thomas,

267

00:11:43,889 --> 00:11:46,028

and I'm the new Basic Needs Manager.

268

00:11:46,028 --> 00:11:48,581

I'm very grateful to be here today,

269

00:11:48,581 --> 00:11:50,951

in part, due to all of the work

270

00:11:50,951 --> 00:11:53,966

that my team members have done

271

00:11:53,966 --> 00:11:57,684
up to this point, in terms of really developing

272

00:11:57,684 --> 00:12:00,958
some very thorough basic needs interventions

273

00:12:00,958 --> 00:12:03,982
and services, which I'll talk about.

274

00:12:03,982 --> 00:12:06,622
One thing I want to really emphasize,

275

00:12:06,623 --> 00:12:08,118
and just name explicitly,

276

00:12:08,118 --> 00:12:10,582
I think it's important to think about the systemic

277

00:12:10,581 --> 00:12:12,734
and structural influences

278

00:12:12,734 --> 00:12:16,162
that we basically have our students situated here

279

00:12:16,162 --> 00:12:17,622
when they're in UC Berkeley.

280

00:12:17,621 --> 00:12:19,733
And again, Jovan did such a great job

281

00:12:19,734 --> 00:12:24,310
in terms of introducing some of these broader structures

282

00:12:24,309 --> 00:12:27,245
and systems, and things that we really do wanna consider,

283

00:12:27,245 --> 00:12:32,217
is the rising income inequality, rising cost of living,

284

00:12:32,217 --> 00:12:36,502

and inadequate jobs that pay living wages.

285

00:12:36,503 --> 00:12:38,157

And so then you're thinking about, you know,

286

00:12:38,157 --> 00:12:39,995

in terms of the food and housing context,

287

00:12:39,995 --> 00:12:41,767

that's really important is,

288

00:12:41,767 --> 00:12:43,792

you know, the Bay Area, as Jovan mentioned,

289

00:12:43,792 --> 00:12:45,958

is one of the most expensive places

290

00:12:45,957 --> 00:12:46,790

to live in the world,

291

00:12:46,791 --> 00:12:49,016

and Berkeley in particular as a city,

292

00:12:49,015 --> 00:12:52,105

is one of the most expensive college towns.

293

00:12:52,105 --> 00:12:55,255

So all of that combined, and as a student,

294

00:12:55,255 --> 00:12:57,504

those factors are compounded.

295

00:12:57,504 --> 00:13:01,188

And so, you know, I'll share a little bit of the data today,

296

00:13:01,188 --> 00:13:04,688

but what we know about any basic needs insecurity,

297

00:13:04,688 --> 00:13:06,360

whether its food or housing insecurity,

298
00:13:06,360 --> 00:13:09,500
has long-term impacts on students' mental health,

299
00:13:09,500 --> 00:13:11,755
as well as their academic performance.

300
00:13:11,755 --> 00:13:15,173
So a lot of impacts related to their GPA.

301
00:13:16,697 --> 00:13:20,726
And so really, the efforts around Basic Needs Committee

302
00:13:20,726 --> 00:13:24,244
is to really ensure that we're including student, staff,

303
00:13:24,244 --> 00:13:27,966
and faculty voice at all levels of decision-making,

304
00:13:27,966 --> 00:13:31,609
related to the services that we're providing.

305
00:13:31,609 --> 00:13:33,389
So again, how is this really

306
00:13:33,389 --> 00:13:35,774
impacting students at UC Berkeley?

307
00:13:35,774 --> 00:13:38,942
So in 2015, UC Office of the President

308
00:13:40,190 --> 00:13:43,730
conducted a survey of all 10 universities

309
00:13:43,730 --> 00:13:45,481
in the UC system.

310
00:13:45,481 --> 00:13:49,737
So what that looked like was roughly 66,000 students

311
00:13:49,738 --> 00:13:53,315

who were surveyed related to basic needs security.

312

00:13:53,315 --> 00:13:55,523

And so where UC Berkeley

313

00:13:55,523 --> 00:13:58,273

lines up is that roughly 39%

314

00:13:59,230 --> 00:14:02,884

of undergraduate students are food insecure,

315

00:14:02,884 --> 00:14:06,735

and again, we wanted to ensure that information

316

00:14:06,735 --> 00:14:09,255

related to graduate students was also captured.

317

00:14:09,255 --> 00:14:11,682

And so 23% of graduate students

318

00:14:11,682 --> 00:14:13,500

report being food insecure.

319

00:14:13,500 --> 00:14:15,057

Now, when we're thinking about

320

00:14:15,057 --> 00:14:16,601

where does that definition come from,

321

00:14:16,601 --> 00:14:20,586

it really is pulled from the USDA food security model

322

00:14:20,586 --> 00:14:23,697

that really is looking at anxiety

323

00:14:23,697 --> 00:14:26,947

about where a next meal is coming from,

324

00:14:28,056 --> 00:14:30,205

a reduction overall of meals

325
00:14:30,205 --> 00:14:35,038
based on lack of resources, primarily financial resources,

326
00:14:36,312 --> 00:14:39,847
and then ultimately, that number is profound.

327
00:14:39,847 --> 00:14:42,904
I think it speaks volumes in terms of the reality

328
00:14:42,904 --> 00:14:45,654
that our students are faced with.

329
00:14:46,822 --> 00:14:49,413
And then also, we really want to think about

330
00:14:49,413 --> 00:14:51,927
how is UC Berkeley as a campus

331
00:14:51,927 --> 00:14:53,846
doing in terms of our students

332
00:14:53,846 --> 00:14:56,960
who are either housing insecure or homeless?

333
00:14:56,960 --> 00:14:58,638
You know, ultimately,

334
00:14:58,638 --> 00:15:01,475
with the UC-wide study that was done,

335
00:15:01,475 --> 00:15:06,004
it was estimated that 5% of students across the system

336
00:15:06,004 --> 00:15:08,152
were housing insecure,

337
00:15:08,152 --> 00:15:11,398
but based on a study just from the chancellor's office

338
00:15:11,398 --> 00:15:12,421

around UC Berkeley,

339

00:15:12,421 --> 00:15:16,049
it's estimated that 10% of the population

340

00:15:16,048 --> 00:15:17,716
is housing insecure.

341

00:15:19,365 --> 00:15:22,581
So I think it's important to actually think about

342

00:15:22,581 --> 00:15:26,350
translating data in terms of the actual number of students.

343

00:15:26,350 --> 00:15:29,089
So we're really talking about

344

00:15:29,089 --> 00:15:32,006
over 11,000 undergraduate students,

345

00:15:33,063 --> 00:15:37,587
and around 2500 of graduate students who are food insecure.

346

00:15:37,587 --> 00:15:41,065
And then again, for students who are homeless,

347

00:15:41,066 --> 00:15:43,812
that's over 3,000 students.

348

00:15:43,812 --> 00:15:45,591
So I think it's important in terms

349

00:15:45,591 --> 00:15:49,259
of understanding UC Berkeley with this data,

350

00:15:50,167 --> 00:15:52,151
and why basic needs efforts

351

00:15:52,150 --> 00:15:55,555
have been so critical over the last few years.

352

00:15:55,556 --> 00:15:59,495

So one thing that has been really important,

353

00:15:59,495 --> 00:16:02,398

is thinking about not just reactive services

354

00:16:02,398 --> 00:16:04,939

on the basic needs efforts,

355

00:16:04,938 --> 00:16:06,298

but also prevention.

356

00:16:06,298 --> 00:16:09,366

So in terms of our model, and terms of what services

357

00:16:09,366 --> 00:16:11,490

we're really trying to focus on,

358

00:16:11,490 --> 00:16:15,291

is intervening at the point at which any student

359

00:16:15,291 --> 00:16:16,711

is admitted to UC Berkeley,

360

00:16:16,711 --> 00:16:19,115

whether that's a freshman, transfer student,

361

00:16:19,115 --> 00:16:21,043

or graduate student.

362

00:16:21,043 --> 00:16:22,567

So what that looks like

363

00:16:22,567 --> 00:16:25,381

is really partnering with our Financial Aid Officer,

364

00:16:25,381 --> 00:16:27,493

which I feel like it's been a great success

365

00:16:27,494 --> 00:16:29,971

where we have an identified member

366

00:16:29,971 --> 00:16:31,503
of the Financial Aid team

367

00:16:31,503 --> 00:16:32,961
who is dedicated towards working

368

00:16:32,961 --> 00:16:34,844
on basic needs issues.

369

00:16:34,844 --> 00:16:37,725
So when students are meeting

370

00:16:37,725 --> 00:16:39,923
with any financial aid counselor,

371

00:16:39,923 --> 00:16:42,995
they're able to identify basic needs services

372

00:16:42,995 --> 00:16:44,640
as a resource.

373

00:16:44,640 --> 00:16:47,184
And that's really also intended to ensure

374

00:16:47,184 --> 00:16:49,263
that as much as possible,

375

00:16:49,264 --> 00:16:51,792
we're normalizing basic needs,

376

00:16:51,792 --> 00:16:55,516
and also destigmatizing some of the efforts.

377

00:16:55,515 --> 00:16:57,915
When we're thinking about, you know, again,

378

00:16:57,916 --> 00:17:01,499
other preventative measures, we have large efforts

379
00:17:01,499 --> 00:17:05,021
in terms of signing eligible students up for CalFresh.

380
00:17:05,021 --> 00:17:07,332
So again, before a student even is hungry,

381
00:17:07,333 --> 00:17:10,046
we wanna identify, based on income

382
00:17:10,046 --> 00:17:12,544
and other eligibility factors,

383
00:17:12,544 --> 00:17:15,348
if a student is able to, you know,

384
00:17:15,347 --> 00:17:17,228
apply for CalFresh, and what that is,

385
00:17:17,228 --> 00:17:21,553
is you know, on the federal level, it's called SNAP,

386
00:17:21,553 --> 00:17:22,874
formerly known as Food Stamps.

387
00:17:22,874 --> 00:17:24,517
But it's important, in terms of the language

388
00:17:24,517 --> 00:17:26,540
we're using on campus, which is CalFresh.

389
00:17:26,540 --> 00:17:29,493
And so we have a partnership with Alameda County

390
00:17:29,493 --> 00:17:31,769
Social Services, and the food bank,

391
00:17:31,769 --> 00:17:34,864
to really identify and do targeted outreach

392
00:17:34,864 --> 00:17:36,542

for students who are eligible,

393

00:17:36,541 --> 00:17:38,721

so that they could get this financial assistance

394

00:17:38,721 --> 00:17:40,962

for food every month.

395

00:17:40,962 --> 00:17:44,085

And then moving down towards more of the skill building,

396

00:17:44,085 --> 00:17:46,088

'cause that's really important to think about

397

00:17:46,088 --> 00:17:49,823

how does a student access nutritious food

398

00:17:49,824 --> 00:17:50,657

that's affordable,

399

00:17:50,656 --> 00:17:52,506

and how are they thinking about meal prep?

400

00:17:52,507 --> 00:17:55,489

And so we have a lecture that's offered

401

00:17:55,489 --> 00:18:00,489

through the Nutrition Science, and Toxicology Department.

402

00:18:00,682 --> 00:18:02,748

That's really around personal food security.

403

00:18:02,748 --> 00:18:06,519

So really teaching a course on how one meal preps

404

00:18:06,519 --> 00:18:08,847

in a way that is affordable and healthy,

405

00:18:08,847 --> 00:18:10,139

and the great thing is that the students

406

00:18:10,140 --> 00:18:12,030
get to take that food with them.

407

00:18:12,029 --> 00:18:13,442
And we always joke that, I think,

408

00:18:13,442 --> 00:18:15,500
a lot of us that aren't students,

409

00:18:15,500 --> 00:18:18,584
could also benefit from that particular class.

410

00:18:18,584 --> 00:18:21,193
And then we have emergency relief services.

411

00:18:21,193 --> 00:18:22,302
So this is really critical.

412

00:18:22,303 --> 00:18:24,547
So at the point at which students

413

00:18:24,547 --> 00:18:29,346
are faced with a potential eviction or loss of housing,

414

00:18:29,346 --> 00:18:32,673
or are skipping meals due to lack of financial resources,

415

00:18:32,673 --> 00:18:36,181
we have the food bank, which is very visible,

416

00:18:36,181 --> 00:18:39,595
and a great resource on campus that anyone could use,

417

00:18:39,595 --> 00:18:43,046
and we're actually shifting gears to be more inclusive,

418

00:18:43,046 --> 00:18:45,790
to actually start to have staff be able

419

00:18:45,790 --> 00:18:49,406

to access the food pantry as well.

420

00:18:49,406 --> 00:18:52,011

The other emergency relief service we have

421

00:18:52,011 --> 00:18:54,094

is our Food Assistance Program,

422

00:18:54,094 --> 00:18:56,427

which, you know, knowing that CalFresh

423

00:18:56,426 --> 00:18:58,781

has pretty strict eligibility requirements,

424

00:18:58,781 --> 00:19:01,823

there are a lot of students who cannot get CalFresh.

425

00:19:01,824 --> 00:19:04,167

And so our Food Assistance Program

426

00:19:04,166 --> 00:19:07,900

allows students to have, you know, financial resources,

427

00:19:07,901 --> 00:19:10,228

basically added directly to their Cal 1 Card,

428

00:19:10,228 --> 00:19:12,970

so they can get meals in the dining hall.

429

00:19:12,970 --> 00:19:16,114

And then come to the most intensive intervention we have,

430

00:19:16,114 --> 00:19:18,177

in terms of our Basic Needs model,

431

00:19:18,176 --> 00:19:20,146

is me as the Basic Needs Manager.

432

00:19:20,146 --> 00:19:22,116

And so my background is in mental health,

433
00:19:22,116 --> 00:19:25,547
and so my role next semester will really be focused

434
00:19:25,547 --> 00:19:27,829
on working directly with students,

435
00:19:27,829 --> 00:19:30,205
providing direct case management,

436
00:19:30,205 --> 00:19:34,164
especially for students who have a complex set of needs,

437
00:19:34,164 --> 00:19:36,718
who might be both food and housing insecure,

438
00:19:36,718 --> 00:19:37,841
and maybe struggling

439
00:19:37,840 --> 00:19:39,913
with their mental health issues as well.

440
00:19:39,913 --> 00:19:41,990
And so I will be holding a case,

441
00:19:41,990 --> 00:19:45,464
so really helping a certain set of students

442
00:19:45,464 --> 00:19:47,464
navigate these particular resources

443
00:19:47,464 --> 00:19:49,568
both on and off campus.

444
00:19:49,568 --> 00:19:52,542
And so just to note, as a side,

445
00:19:52,542 --> 00:19:54,647
I wanted to make sure that this is useful.

446
00:19:54,647 --> 00:19:57,094

So we have a handout at the back,

447

00:19:57,095 --> 00:19:58,277
if any of you are curious,

448

00:19:58,277 --> 00:20:01,516
but that has the information for Basic Needs Services.

449

00:20:01,516 --> 00:20:04,134
And one other thing that's very exciting.

450

00:20:04,134 --> 00:20:05,122
In the spring, we're actually

451

00:20:05,122 --> 00:20:07,267
going to be opening a Basic Needs Center

452

00:20:07,267 --> 00:20:10,273
in the lower level of the MLK Student Union.

453

00:20:10,272 --> 00:20:14,798
So the idea is that both partners on and off campus

454

00:20:14,798 --> 00:20:17,516
can be collocated in the Basic Needs Center,

455

00:20:17,516 --> 00:20:20,254
so it's really a one-stop location

456

00:20:20,253 --> 00:20:21,605
for any student to come to,

457

00:20:21,605 --> 00:20:24,520
so they're not having to manage the stressors

458

00:20:24,520 --> 00:20:26,071
of being food and housing insecure,

459

00:20:26,071 --> 00:20:28,808
and then having to navigate the university

460
00:20:28,808 --> 00:20:31,498
in services off campus, but they can come to us,

461
00:20:31,498 --> 00:20:34,036
meet with a social worker from Alameda County

462
00:20:34,036 --> 00:20:36,028
Social Services, for CalFresh,

463
00:20:36,028 --> 00:20:37,445
we could direct them to the food bank,

464
00:20:37,445 --> 00:20:38,743
or they could meet with me

465
00:20:38,743 --> 00:20:40,723
for a consultation or case management.

466
00:20:40,723 --> 00:20:43,423
So that will be opening in spring,

467
00:20:43,423 --> 00:20:44,724
and so it's really exciting

468
00:20:44,724 --> 00:20:47,199
in terms of the work that we're doing.

469
00:20:47,200 --> 00:20:48,283
So thank you!

470
00:20:50,577 --> 00:20:52,133
- So I thought I would just give an example

471
00:20:52,133 --> 00:20:55,490
of how this economic pressure question

472
00:20:55,490 --> 00:20:57,287
interacts with pedagogy,

473
00:20:57,287 --> 00:20:59,517

and in the College of Environmental Design,

474

00:20:59,517 --> 00:21:03,100

we use a pedagogy from 18th century France,

475

00:21:04,509 --> 00:21:06,502

(audience laughing) called the studio.

476

00:21:06,502 --> 00:21:07,955

Perfectly reasonable.

477

00:21:07,955 --> 00:21:11,538

And in the studio, students have to produce

478

00:21:12,432 --> 00:21:14,969

plotted colored drawings

479

00:21:14,969 --> 00:21:18,052

at about \$1.50 a square foot to plot.

480

00:21:19,228 --> 00:21:21,047

They have to produce them multiple times

481

00:21:21,047 --> 00:21:22,097

during the semester,

482

00:21:22,097 --> 00:21:23,777

to show their work as it evolves.

483

00:21:23,777 --> 00:21:26,651

They build physical models made of wood,

484

00:21:26,651 --> 00:21:28,651

or plexiglass, or metal,

485

00:21:30,205 --> 00:21:32,429

and they show those to people

486

00:21:32,430 --> 00:21:34,730

who could be potential employers,

487
00:21:34,730 --> 00:21:38,941
public sector agency heads, heads of design firms,

488
00:21:38,941 --> 00:21:41,391
people from the museum world.

489
00:21:41,391 --> 00:21:44,131
So it's a very high-pressure presentation,

490
00:21:44,131 --> 00:21:47,298
and there's no discussion of capacity.

491
00:21:48,618 --> 00:21:50,577
It's just you have to show the work,

492
00:21:50,577 --> 00:21:52,764
and your work is compared to the person next to you,

493
00:21:52,765 --> 00:21:57,416
with no discussion of what your relative capacity is.

494
00:21:57,415 --> 00:22:00,556
It's interesting that in CED,

495
00:22:00,556 --> 00:22:02,453
we have a lot of students who are,

496
00:22:02,453 --> 00:22:04,759
just to give you a little subset demographics,

497
00:22:04,759 --> 00:22:06,499
41% of our undergraduates,

498
00:22:06,499 --> 00:22:10,373
neither parent has a four-year college degree.

499
00:22:10,373 --> 00:22:13,289
37% are Pell Grant recipients,

500
00:22:14,162 --> 00:22:16,326

with something like a typical family income

501

00:22:16,326 --> 00:22:17,826
of \$24,000 a year.

502

00:22:20,471 --> 00:22:23,825
21% are underrepresented minority students,

503

00:22:23,825 --> 00:22:26,639
and 30% are transfer students.

504

00:22:26,638 --> 00:22:29,763
So these are the people choosing to do a major

505

00:22:29,763 --> 00:22:33,846
based on 18th century French educational methods.

506

00:22:35,611 --> 00:22:39,463
When we do an exit survey, we discovered in 2017,

507

00:22:39,462 --> 00:22:42,629
that a number of behaviors are common.

508

00:22:43,875 --> 00:22:47,431
Everything from scaling back on the quality

509

00:22:47,431 --> 00:22:48,859
or scope of presentations,

510

00:22:48,858 --> 00:22:52,339
this is all the stuff they have to make and print,

511

00:22:52,339 --> 00:22:55,410
because they're concerned about cost.

512

00:22:55,411 --> 00:22:59,494
That's up to 44% do it often, or very often.

513

00:23:01,451 --> 00:23:04,808
About 40% skipped meals to save money.

514

00:23:04,808 --> 00:23:07,759
So they're literally choosing

515

00:23:07,759 --> 00:23:10,175
whether to plot or eat lunch.

516

00:23:14,096 --> 00:23:16,097
They worry about their debt and their family's debt,

517

00:23:16,097 --> 00:23:18,998
and about 30% used a credit card to make ends meet.

518

00:23:18,998 --> 00:23:21,623
And you can see that one is bimodal.

519

00:23:21,623 --> 00:23:25,923
About 44% never used a credit card to make ends meet.

520

00:23:25,923 --> 00:23:27,027
So that's interesting.

521

00:23:27,027 --> 00:23:30,027
That's a big difference in strategy.

522

00:23:30,868 --> 00:23:34,115
And then the exit survey quotes.

523

00:23:34,115 --> 00:23:36,953
The students are aware that they couldn't afford things,

524

00:23:36,953 --> 00:23:40,298
and that they are being criticized in their work quality

525

00:23:40,298 --> 00:23:43,215
because they couldn't spend more money.

526

00:23:43,215 --> 00:23:45,327
And the faculty member may not even know

527

00:23:45,327 --> 00:23:47,498

that there's a limitation,

528

00:23:47,498 --> 00:23:52,144

and that they sometimes worried they wouldn't even pass.

529

00:23:52,144 --> 00:23:55,682

So we looked at the costs, to get an estimate in 2017,

530

00:23:55,682 --> 00:23:57,874

of what they're actually spending,

531

00:23:57,874 --> 00:24:00,502

what they're pretty much required to spend

532

00:24:00,502 --> 00:24:02,066

by the way the pedagogy works.

533

00:24:02,066 --> 00:24:04,480

And the studio pedagogy is an architecture,

534

00:24:04,480 --> 00:24:06,690

Landscape Architecture and Environmental Planning,

535

00:24:06,690 --> 00:24:08,817

and there are some studios in the planning,

536

00:24:08,817 --> 00:24:10,979

City Planning Department as well.

537

00:24:10,979 --> 00:24:13,751

So up to 3500 for one-time purchase,

538

00:24:13,751 --> 00:24:15,493

including their laptop,

539

00:24:15,493 --> 00:24:18,243

and 3700 per year in consumables.

540

00:24:19,249 --> 00:24:20,332

That's a lot.

541

00:24:21,950 --> 00:24:25,558

So I share this partly because I, myself,

542

00:24:25,558 --> 00:24:27,088

had the experience as an undergraduate

543

00:24:27,088 --> 00:24:30,267

of trying to take architecture,

544

00:24:30,267 --> 00:24:32,056

and deciding that I couldn't afford it.

545

00:24:32,056 --> 00:24:34,477

I mean, I got a list of materials I had to buy,

546

00:24:34,477 --> 00:24:37,816

and thought, you're kidding, right?

547

00:24:37,816 --> 00:24:40,773

And then gave the death of a grandparent excuse

548

00:24:40,772 --> 00:24:42,026

a couple times.

549

00:24:42,027 --> 00:24:43,174

Can you hear me?

550

00:24:43,174 --> 00:24:44,895

I had to make excuses a couple times

551

00:24:44,895 --> 00:24:47,313

about why I couldn't make presentations,

552

00:24:47,314 --> 00:24:49,029

and then I thought, I can't do this,

553

00:24:49,029 --> 00:24:50,782

and dropped the class.

554

00:24:50,782 --> 00:24:54,798

And ended up doing a master's degree in design,

555

00:24:54,798 --> 00:24:58,332

which was kind of funny, with a lot of debt,

556

00:24:58,332 --> 00:25:02,441

and then did a PhD in landscape architecture at Harvard,

557

00:25:02,441 --> 00:25:04,672

where the standard for financial aid

558

00:25:04,672 --> 00:25:09,156

was that my, they considered your parents' capacity,

559

00:25:09,156 --> 00:25:10,955

even though I was an adult.

560

00:25:10,955 --> 00:25:12,264

It's Harvard, you know.

561

00:25:12,265 --> 00:25:16,786

And they said my mother would have to give a \$10,000 IRA.

562

00:25:16,786 --> 00:25:19,945

That was the only money she'd saved.

563

00:25:19,944 --> 00:25:22,004

And she was about to retire.

564

00:25:22,005 --> 00:25:24,088

So I didn't even ask her.

565

00:25:25,901 --> 00:25:27,901

And they basically said,

566

00:25:29,334 --> 00:25:32,000

we won't give you financial aid.

567

00:25:34,338 --> 00:25:38,065

So I was creative and I used a credit card,

568
00:25:38,065 --> 00:25:41,565
and then eventually, filed for bankruptcy.

569
00:25:43,116 --> 00:25:44,546
So at my first faculty job,

570
00:25:44,546 --> 00:25:46,471
it was kind of a funny situation.

571
00:25:46,471 --> 00:25:47,673
I had to be a roommate,

572
00:25:47,673 --> 00:25:49,753
couldn't have my name on a lease.

573
00:25:49,753 --> 00:25:52,025
I had just gone through bankruptcy.

574
00:25:52,026 --> 00:25:54,615
I'm teaching at the University of Washington,

575
00:25:54,615 --> 00:25:56,430
can't get a phone,

576
00:25:56,430 --> 00:25:58,491
because I had just gone through bankruptcy.

577
00:25:58,491 --> 00:26:00,491
So a lot of these issues

578
00:26:02,069 --> 00:26:05,215
follow people through their,

579
00:26:05,215 --> 00:26:07,298
excuse me, their careers,

580
00:26:09,232 --> 00:26:12,066
and it's still hard to talk about.

581
00:26:15,082 --> 00:26:18,499

But that's why I think it's so important,

582

00:26:19,779 --> 00:26:24,113

and why I have made it an issue in the CED,

583

00:26:24,113 --> 00:26:27,032

and why I said yes to the panel.

584

00:26:27,031 --> 00:26:27,865

Thanks.

585

00:26:30,916 --> 00:26:33,231

- [Rachael] We're not gonna solve your problem now,

586

00:26:33,231 --> 00:26:34,905

so (laughing). - My problem's solved.

587

00:26:34,905 --> 00:26:36,223

(everybody laughing)

588

00:26:36,223 --> 00:26:39,490

- For your students, for your students.

589

00:26:39,490 --> 00:26:42,855

So I'm Rachael Samberg, I'm at the library.

590

00:26:42,855 --> 00:26:46,306

I run the Office of Scholarly Communication Services,

591

00:26:46,306 --> 00:26:48,871

and we have just completed a pilot

592

00:26:48,871 --> 00:26:50,336

that I'm gonna tell you about today.

593

00:26:50,336 --> 00:26:52,964

There are handouts in the back, actually,

594

00:26:52,964 --> 00:26:55,131

with high-level summaries,

595
00:26:56,387 --> 00:26:58,584
but I wanna kind of lay the ground work

596
00:26:58,585 --> 00:27:01,751
for what it is that we have just done.

597
00:27:02,782 --> 00:27:05,040
So if you talk to students,

598
00:27:05,040 --> 00:27:07,971
they will tell you that they could have paid rent

599
00:27:07,971 --> 00:27:11,075
for the same price as one semester of textbooks,

600
00:27:11,075 --> 00:27:14,400
or that they can't enroll in as many classes as they want

601
00:27:14,400 --> 00:27:16,470
because they can't afford all of their books.

602
00:27:16,470 --> 00:27:17,626
And I will tell you, these quotes

603
00:27:17,626 --> 00:27:20,010
came from the University of Kansas,

604
00:27:20,010 --> 00:27:23,066
so imagine what folks are saying

605
00:27:23,066 --> 00:27:24,316
on this campus.

606
00:27:25,152 --> 00:27:27,711
And in fact, we just had included

607
00:27:27,711 --> 00:27:30,461
on this past year's UCUES survey,

608
00:27:32,404 --> 00:27:36,006

questions around affordability of course materials,

609

00:27:36,006 --> 00:27:38,263

so we should be getting that content back,

610

00:27:38,262 --> 00:27:42,179

and we'll have campus-focused information soon.

611

00:27:43,132 --> 00:27:44,971

The problem that they're talking about

612

00:27:44,971 --> 00:27:47,896

is the fact that in the past decade alone,

613

00:27:47,896 --> 00:27:50,240

just the prices of textbooks,

614

00:27:50,240 --> 00:27:53,914

which again, doesn't cover her issue,

615

00:27:53,914 --> 00:27:56,572

but just the prices of textbooks alone

616

00:27:56,573 --> 00:28:01,237

have risen close to 90% in the past decade.

617

00:28:01,237 --> 00:28:04,070

Textbooks can be around \$200 each.

618

00:28:05,946 --> 00:28:08,343

Most students are expected to spend

619

00:28:08,344 --> 00:28:09,927

around \$1200 a year

620

00:28:11,310 --> 00:28:13,485

in the cost of all course content.

621

00:28:13,486 --> 00:28:14,777

So in addition to textbooks,

622

00:28:14,777 --> 00:28:16,495
these are the print course readers,

623

00:28:16,494 --> 00:28:19,744
or any other books that they're buying.

624

00:28:21,163 --> 00:28:22,637
Berkeley actually says

625

00:28:22,637 --> 00:28:25,842
that in their financial aid budgeting,

626

00:28:25,843 --> 00:28:29,308
that they expect students to spend around 800,

627

00:28:29,308 --> 00:28:31,055
that's a fictitious number.

628

00:28:31,055 --> 00:28:32,817
It's not actually based on anything,

629

00:28:32,817 --> 00:28:36,012
and in fact, if they think that it's because,

630

00:28:36,012 --> 00:28:37,948
if they think students are only spending 800,

631

00:28:37,949 --> 00:28:39,941
it's because they were asked to buy more,

632

00:28:39,941 --> 00:28:42,219
but only spend 800,

633

00:28:42,219 --> 00:28:46,102
because of what they could or couldn't afford.

634

00:28:46,102 --> 00:28:48,814
So again, the survey data that we're getting back

635

00:28:48,814 --> 00:28:49,902

will get a better picture

636

00:28:49,902 --> 00:28:51,856
of what students are actually spending.

637

00:28:51,856 --> 00:28:53,827
But on a national level,

638

00:28:53,827 --> 00:28:56,654
we know that 2/3 of students

639

00:28:56,654 --> 00:29:00,656
decide not to purchase required course content,

640

00:29:00,656 --> 00:29:03,468
course materials, because of their cost,

641

00:29:03,469 --> 00:29:05,595
1/3 of students take fewer classes

642

00:29:05,595 --> 00:29:08,322
because of the cost of course materials alone,

643

00:29:08,321 --> 00:29:11,150
and 14% drop the classes they enrolled in

644

00:29:11,151 --> 00:29:14,212
once they find out the cost of the course materials

645

00:29:14,212 --> 00:29:15,898
they're expected to purchase.

646

00:29:15,898 --> 00:29:16,981
- [Woman] Is this Berkeley data or the?

647

00:29:16,981 --> 00:29:20,153
- This is national. - National data.

648

00:29:20,153 --> 00:29:21,403
- So last year,

649
00:29:22,868 --> 00:29:27,618
one of the kind of many hats that we wear in the library,

650
00:29:28,563 --> 00:29:32,278
in being a major content provider to campus,

651
00:29:32,278 --> 00:29:36,444
and actually spending literally \$16 million a year

652
00:29:38,040 --> 00:29:40,942
licensing content for students,

653
00:29:40,942 --> 00:29:43,358
was to think about how we can

654
00:29:44,365 --> 00:29:48,153
start addressing some of these problems.

655
00:29:48,153 --> 00:29:49,683
We created a pilot

656
00:29:49,683 --> 00:29:51,154
with the Center for Teaching and Learning,

657
00:29:51,154 --> 00:29:53,167
and Educational Technology Services,

658
00:29:53,167 --> 00:29:54,353
which we had chartered

659
00:29:54,354 --> 00:29:57,107
by the Vice Chancellor for Undergraduate Education,

660
00:29:57,107 --> 00:30:00,963
and the library, in which we offered three services.

661
00:30:00,963 --> 00:30:03,755
Again, just on a pilot basis, and when I keep saying pilot,

662
00:30:03,756 --> 00:30:07,735

I mean we have no staff to actually do any of this.

663

00:30:07,734 --> 00:30:11,247

And so it was what we cobbled together

664

00:30:11,248 --> 00:30:14,927

in order to make recommendations, essentially,

665

00:30:14,926 --> 00:30:17,269

for how this could be scaled up.

666

00:30:17,269 --> 00:30:20,699

In just deciding to form this pilot,

667

00:30:20,699 --> 00:30:22,335

and provide these three services,

668

00:30:22,335 --> 00:30:24,894

which I'll talk about in a minute,

669

00:30:24,894 --> 00:30:26,878

the Vice Chancellor for Undergraduate Education

670

00:30:26,878 --> 00:30:29,711

also decided to form a campus-wide

671

00:30:30,759 --> 00:30:34,303

Course Content Affordability and Accessibility Committee,

672

00:30:34,303 --> 00:30:38,041

so bringing together both the affordability issues,

673

00:30:38,040 --> 00:30:41,314

and also accessibility issues for disabled students,

674

00:30:41,315 --> 00:30:43,721

since there's a lot of overlap

675

00:30:43,721 --> 00:30:46,327

between the content that we make available,

676

00:30:46,327 --> 00:30:49,290
and the format in which it's made available.

677

00:30:49,290 --> 00:30:52,156
And I represented the library on that committee,

678

00:30:52,156 --> 00:30:56,906
and we submitted our report to the VCUE's office in June,

679

00:30:59,423 --> 00:31:01,888
and it's now, you know,

680

00:31:01,888 --> 00:31:03,846
there are recommendations about scaling,

681

00:31:03,846 --> 00:31:06,738
what he would subsume the kinds of services

682

00:31:06,738 --> 00:31:11,064
that I'm talking about here, and make them scalable.

683

00:31:11,064 --> 00:31:13,509
So the first service that we offer

684

00:31:13,509 --> 00:31:16,425
related to electronic course packs.

685

00:31:17,297 --> 00:31:19,375
A lot of students are still being

686

00:31:19,375 --> 00:31:22,719
required to purchase print course packs.

687

00:31:22,719 --> 00:31:26,552
These can be anywhere from \$35 to 150 or \$200,

688

00:31:28,192 --> 00:31:30,892
to purchase at Copy Central,

689

00:31:30,892 --> 00:31:33,542

the print version of materials

690

00:31:33,541 --> 00:31:36,880

that we license and give to students for free,

691

00:31:36,881 --> 00:31:38,851

electronically through the library,

692

00:31:38,851 --> 00:31:41,397

or that are available online for free.

693

00:31:41,396 --> 00:31:43,336

And so in this version of the pilot,

694

00:31:43,336 --> 00:31:45,993

we worked with instructors to say,

695

00:31:45,993 --> 00:31:47,875

give us your syllabus.

696

00:31:47,875 --> 00:31:52,013

Let us find our electronically licensed version,

697

00:31:52,013 --> 00:31:54,002

or the free version available online,

698

00:31:54,002 --> 00:31:55,836

not from pirate sites,

699

00:31:56,938 --> 00:32:00,973

and at least let us make those available to students

700

00:32:00,972 --> 00:32:05,270

who can't afford to purchase the print course pack.

701

00:32:05,270 --> 00:32:06,104

They can still, we're not

702

00:32:06,104 --> 00:32:07,591

trying to take anyone's print away.

703

00:32:07,590 --> 00:32:10,907

We know, for a number of pedagogical reasons,

704

00:32:10,907 --> 00:32:12,125

people prefer print,

705

00:32:12,125 --> 00:32:15,038

and I personally have to print everything out

706

00:32:15,038 --> 00:32:17,628

'cause I can't really understand it on the screen,

707

00:32:17,628 --> 00:32:20,512

but at least let's make an electronic copy available

708

00:32:20,512 --> 00:32:25,179

to students who can't afford to purchase the print copy.

709

00:32:26,134 --> 00:32:28,384

The second, and if student,

710

00:32:29,301 --> 00:32:32,060

if faculty want to actually upload the content

711

00:32:32,060 --> 00:32:34,571

to bCourses rather than link to it,

712

00:32:34,571 --> 00:32:38,329

then we can help them understand fair use decisions,

713

00:32:38,329 --> 00:32:40,124

and they can decide whether they wanna

714

00:32:40,124 --> 00:32:42,981

actually upload the material rather than just linking.

715

00:32:42,981 --> 00:32:45,065

The second service was to say

716

00:32:45,065 --> 00:32:48,044

if you assign a bunch of books for purchase,

717

00:32:48,044 --> 00:32:50,893

let us see if we can license unlimited user

718

00:32:50,893 --> 00:32:53,587

electronic copies of those books,

719

00:32:53,587 --> 00:32:56,468

so that all students in the class could access the book,

720

00:32:56,468 --> 00:32:58,296

and read it at the same time.

721

00:32:58,296 --> 00:33:00,413

Let us at least see if we can obtain that license.

722

00:33:00,413 --> 00:33:02,135

It's free to students.

723

00:33:02,135 --> 00:33:04,481

We'll try to make those books available.

724

00:33:04,481 --> 00:33:06,551

And the third option was related

725

00:33:06,551 --> 00:33:09,410

to what are called open educational resources.

726

00:33:09,411 --> 00:33:11,131

These are learning materials.

727

00:33:11,131 --> 00:33:14,377

They could be textbook length, or they could be modules,

728

00:33:14,376 --> 00:33:18,283

that are freely available to anyone online,

729

00:33:18,284 --> 00:33:21,342

to also reuse and adapt and modify

730

00:33:21,342 --> 00:33:22,932
in any way that they want.

731

00:33:22,932 --> 00:33:25,088
And we give stipends to faculty

732

00:33:25,088 --> 00:33:27,118
who would either adopt, adapt,

733

00:33:27,118 --> 00:33:29,561
or create open educational resources,

734

00:33:29,561 --> 00:33:31,061
or open textbooks.

735

00:33:32,185 --> 00:33:35,435
The big picture numbers of what we did,

736

00:33:36,559 --> 00:33:38,578
this is for last year,

737

00:33:38,578 --> 00:33:40,495
we supported 43 courses

738

00:33:41,520 --> 00:33:45,046
for approximately 2400 enrolled students,

739

00:33:45,046 --> 00:33:47,042
and the estimated student savings

740

00:33:47,041 --> 00:33:50,125
was \$240,000, a little over \$240,000.

741

00:33:53,020 --> 00:33:55,720
I will say that it's estimated

742

00:33:55,720 --> 00:33:58,924
because we don't know whether every single person

743

00:33:58,924 --> 00:34:03,012

actually forwent purchase of print copies,

744

00:34:03,012 --> 00:34:07,519

but if they had, if they used the electronic materials

745

00:34:07,519 --> 00:34:09,190

in lieu of purchasing,

746

00:34:09,190 --> 00:34:12,357

then we saved those students \$240,000.

747

00:34:13,592 --> 00:34:17,994

Just to give a little more breakdown of that,

748

00:34:17,994 --> 00:34:21,994

you can see by service type what portion of the,

749

00:34:23,617 --> 00:34:24,815

how the classes broke down.

750

00:34:24,815 --> 00:34:29,027

So there were eight open textbook classes,

751

00:34:29,027 --> 00:34:33,947

18 eBook swap classes, and 17 course pack classes.

752

00:34:33,947 --> 00:34:37,046

Each student in an enrolled class

753

00:34:37,045 --> 00:34:39,216

who was participating in the course pack class,

754

00:34:39,217 --> 00:34:42,907

would have saved an average of \$95 per student.

755

00:34:42,907 --> 00:34:43,911

For the eBook swaps,

756

00:34:43,911 --> 00:34:48,040

where we find electronic copies of the book,

757

00:34:48,041 --> 00:34:49,623
this number's actually wrong.

758

00:34:49,623 --> 00:34:52,369
(laughing) It's supposed to be \$76 per person,

759

00:34:52,369 --> 00:34:56,119
not 176, but so it was about \$76 per student.

760

00:34:57,621 --> 00:35:02,621
And then for open textbooks, it would be \$103 per student.

761

00:35:03,059 --> 00:35:07,339
Just to kind of ground this in what this actually means,

762

00:35:07,338 --> 00:35:11,947
almost 95% of the content, we took from the syllabus,

763

00:35:11,947 --> 00:35:16,614
to see whether we could give faculty an electronic copy,

764

00:35:18,454 --> 00:35:19,786
we already had.

765

00:35:19,786 --> 00:35:22,171
Meaning the library was already spending money

766

00:35:22,170 --> 00:35:23,498
on this content.

767

00:35:23,498 --> 00:35:24,682
The students were being asked

768

00:35:24,682 --> 00:35:27,648
if they had been required to purchase a print copy,

769

00:35:27,648 --> 00:35:30,109
to pay for both the print

770

00:35:30,110 --> 00:35:33,539

and a copyright permissions fee,

771

00:35:33,539 --> 00:35:35,094
for the same content the library

772

00:35:35,094 --> 00:35:37,371
is already licensing for them,

773

00:35:37,371 --> 00:35:39,621
available for free to them.

774

00:35:40,478 --> 00:35:42,645
With the electronic books,

775

00:35:43,568 --> 00:35:48,082
we were able, if we got a` title list from the faculty,

776

00:35:48,081 --> 00:35:50,427
we were able to replace over half of them

777

00:35:50,427 --> 00:35:52,998
with unlimited user eBook licenses,

778

00:35:52,998 --> 00:35:54,623
meaning all of the students in the class

779

00:35:54,623 --> 00:35:56,686
could access them at the same time.

780

00:35:56,686 --> 00:35:58,344
And we would have replaced more, of course,

781

00:35:58,344 --> 00:36:02,315
but the publishers have a choke hold on the industry,

782

00:36:02,315 --> 00:36:06,567
and don't want us to be able to license in this fashion.

783

00:36:06,567 --> 00:36:11,567
But still, to be able to offer more than 50% of those books

784

00:36:12,541 --> 00:36:14,379
for free to all students at the same time,

785

00:36:14,378 --> 00:36:16,534
was quite something.

786

00:36:16,534 --> 00:36:21,018
So the next steps are that we've made recommendations

787

00:36:21,018 --> 00:36:24,403
to Central Campus about how this can be scaled up,

788

00:36:24,403 --> 00:36:26,320
and what it would take.

789

00:36:27,251 --> 00:36:29,617
The library, you can imagine,

790

00:36:29,617 --> 00:36:31,588
if we want to license more content

791

00:36:31,588 --> 00:36:34,043
to make it available to students,

792

00:36:34,043 --> 00:36:36,084
that money has to come from somewhere.

793

00:36:36,083 --> 00:36:38,569
The staff to administer scaling up,

794

00:36:38,570 --> 00:36:41,890
each of these services needs to come from somewhere,

795

00:36:41,889 --> 00:36:43,847
and those aren't resources

796

00:36:43,847 --> 00:36:45,746
that the library currently has,

797

00:36:45,746 --> 00:36:47,750

but we're part of the report

798

00:36:47,751 --> 00:36:50,501
that we made available to campus.

799

00:36:52,226 --> 00:36:54,826
- Thank you all very much.

800

00:36:54,826 --> 00:36:58,952
Can we give them. (audience applauding)

801

00:36:58,952 --> 00:37:01,322
- [Woman] Question to faculty panelists there,

802

00:37:01,322 --> 00:37:03,860
also to everyone in the audience,

803

00:37:03,860 --> 00:37:06,789
is that yeah, I'm aware of the food

804

00:37:06,789 --> 00:37:09,184
and housing insecurity, and lots of our students,

805

00:37:09,184 --> 00:37:10,976
especially transfer older student,

806

00:37:10,976 --> 00:37:12,684
they have part-time jobs.

807

00:37:12,684 --> 00:37:14,675
And then the conflict happens,

808

00:37:14,675 --> 00:37:16,368
is counseling got emails

809

00:37:16,367 --> 00:37:17,844
saying now my shift has changed,

810

00:37:17,844 --> 00:37:20,094
I cannot come to the class,

811
00:37:20,938 --> 00:37:23,144
is my absence will be excused,

812
00:37:23,144 --> 00:37:25,719
it's kind of out of my hands.

813
00:37:25,719 --> 00:37:28,261
Of course, I understand, they need to pay bills,

814
00:37:28,262 --> 00:37:32,193
but on the other hand, participation in class matters,

815
00:37:32,193 --> 00:37:36,528
and if they do not come to class, or do assignments,

816
00:37:36,528 --> 00:37:40,592
how do I, you know, I feel very conflict on this issue.

817
00:37:40,592 --> 00:37:43,296
How do I maintain kind of the fairness to everyone,

818
00:37:43,295 --> 00:37:44,458
so to speak?

819
00:37:44,458 --> 00:37:46,078
Yeah, thank you.

820
00:37:46,079 --> 00:37:48,118
- Is that in a large class context?

821
00:37:48,117 --> 00:37:49,028
- [Woman] Well, 100.

822
00:37:49,028 --> 00:37:51,612
- Uh-huh, pretty big.

823
00:37:51,612 --> 00:37:53,311
I taught at the University of Virginia,

824
00:37:53,311 --> 00:37:57,233

where it was not allowed for us to use attendance

825

00:37:57,233 --> 00:37:59,103
as part of the grade.

826

00:37:59,103 --> 00:38:00,996
So I'm already accustomed to the idea

827

00:38:00,996 --> 00:38:03,740
that students sometimes don't come,

828

00:38:03,740 --> 00:38:07,456
and that's gonna be reflected in their grade.

829

00:38:07,456 --> 00:38:10,184
I put notes in power points online.

830

00:38:10,184 --> 00:38:13,746
I didn't have a fully recorded class,

831

00:38:13,746 --> 00:38:15,588
but because it wasn't possible

832

00:38:15,588 --> 00:38:18,527
to include that in the grade,

833

00:38:18,527 --> 00:38:20,229
I'd already gotten over that,

834

00:38:20,228 --> 00:38:22,195
the idea that they may not attend,

835

00:38:22,195 --> 00:38:25,168
and that it's on them to catch up.

836

00:38:25,168 --> 00:38:27,730
So I accept that now,

837

00:38:27,730 --> 00:38:31,682
because I don't use attendance as part of my grade,

838

00:38:31,681 --> 00:38:32,817
because I'm used to that,

839

00:38:32,818 --> 00:38:35,883
and I recognize that some people need that flexibility,

840

00:38:35,882 --> 00:38:37,754
and some just feel that they don't have to come

841

00:38:37,755 --> 00:38:41,440
and hear me talk about it, they did the readings.

842

00:38:41,440 --> 00:38:43,588
So I don't know what others would say,

843

00:38:43,588 --> 00:38:46,641
but I would consider embracing the idea

844

00:38:46,641 --> 00:38:50,845
that attendance shouldn't be part of the grade.

845

00:38:50,844 --> 00:38:52,902
- Yeah, I think for me as well,

846

00:38:52,902 --> 00:38:56,224
I don't have attendance as part,

847

00:38:56,224 --> 00:38:57,490
sorry, thank you, I don't have attendance

848

00:38:57,490 --> 00:39:00,826
as part of my grading rubric, but I have participation.

849

00:39:00,827 --> 00:39:02,925
And so what that means is

850

00:39:02,925 --> 00:39:05,758
that that participation can be met

851

00:39:07,260 --> 00:39:08,763

in a variety of ways.

852

00:39:08,762 --> 00:39:11,661

In the classroom, or through office hours,

853

00:39:11,661 --> 00:39:13,233

it's about just the engagement.

854

00:39:13,233 --> 00:39:15,092

I mean, when I was a undergraduate student,

855

00:39:15,092 --> 00:39:17,476

I, you know, worked at Whole Foods Market,

856

00:39:17,476 --> 00:39:19,309

and full-time actually,

857

00:39:19,309 --> 00:39:21,302

and there was sometimes where, you know,

858

00:39:21,302 --> 00:39:22,135

I remember one semester,

859

00:39:22,135 --> 00:39:24,138

I had withdraw my entire semester's courses,

860

00:39:24,137 --> 00:39:26,472

because my boss changed my schedule,

861

00:39:26,472 --> 00:39:28,300

and it was as impossible to, you know,

862

00:39:28,300 --> 00:39:30,489

I commuted to school.

863

00:39:30,489 --> 00:39:32,869

It was a 30-mile commute each way,

864

00:39:32,869 --> 00:39:36,101

and so I had to just withdraw from an entire semester.

865

00:39:36,101 --> 00:39:38,018

And so I think I bring that into,

866

00:39:38,018 --> 00:39:41,489

you know, into my kind of pedagogical strategy.

867

00:39:41,489 --> 00:39:42,664

The other thing that I do, is that,

868

00:39:42,664 --> 00:39:43,989

and this may not be possible

869

00:39:43,989 --> 00:39:45,708

with a class of 100 students,

870

00:39:45,708 --> 00:39:49,963

but I have a class that's about 75 students,

871

00:39:49,963 --> 00:39:53,996

and you know, what I do is I split the week,

872

00:39:53,996 --> 00:39:56,710

where one day is just lecture,

873

00:39:56,710 --> 00:39:58,630

and then the other day is discussion.

874

00:39:58,630 --> 00:40:00,043

So if it's a Monday, Wednesday course,

875

00:40:00,043 --> 00:40:02,319

then Mondays we do just a lecture,

876

00:40:02,320 --> 00:40:04,952

and that's largely me going through

877

00:40:04,952 --> 00:40:06,275

what I have on the power point,

878

00:40:06,275 --> 00:40:07,443

and so if they miss that,

879

00:40:07,443 --> 00:40:09,530

then they can largely get what they need to get

880

00:40:09,530 --> 00:40:11,275

from the power point.

881

00:40:11,275 --> 00:40:13,259

And then the Wednesday is the opportunity

882

00:40:13,260 --> 00:40:15,602

where we kind of go over some of the ideas and so forth,

883

00:40:15,601 --> 00:40:17,391

and so what that means is that structurally,

884

00:40:17,391 --> 00:40:19,976

there is kind of built in mechanism,

885

00:40:19,976 --> 00:40:22,355

you know, remember these are all adults, right?

886

00:40:22,355 --> 00:40:24,597

So I mean, as great as it might be for them to come,

887

00:40:24,597 --> 00:40:27,228

you can't force them, right?

888

00:40:27,228 --> 00:40:28,061

- Yeah. - There's no longer

889

00:40:28,061 --> 00:40:31,494

this demand, in a way, that we can.

890

00:40:31,494 --> 00:40:33,416

I taught high school, so I know that there was,

891

00:40:33,416 --> 00:40:34,925

(audience laughing) you know (laughing),

892

00:40:34,925 --> 00:40:37,711
different ways in which you can mandate students

893

00:40:37,710 --> 00:40:39,402
to do certain things.

894

00:40:39,402 --> 00:40:41,481
But here, we can't, right?

895

00:40:41,481 --> 00:40:44,971
But understanding that this is a real circumstance.

896

00:40:44,971 --> 00:40:46,934
I mean, the commute alone.

897

00:40:46,934 --> 00:40:48,478
I mean, we have to think about commuting students here,

898

00:40:48,478 --> 00:40:53,414
and Bay Area traffic, which we didn't even discuss, right?

899

00:40:53,414 --> 00:40:54,723
So for them, it's like, okay,

900

00:40:54,722 --> 00:40:56,942
if you make it to at least one day

901

00:40:56,942 --> 00:40:58,492
out of the two each week,

902

00:40:58,492 --> 00:41:00,269
then we know that you're getting something,

903

00:41:00,269 --> 00:41:02,599
and then hopefully you can build in other ways of,

904

00:41:02,599 --> 00:41:04,938
you know, office hours are important.

905

00:41:04,938 --> 00:41:08,355

So you might be trying to more forcefully

906

00:41:09,219 --> 00:41:13,885

require that they come to office hours and speak to you.

907

00:41:14,733 --> 00:41:16,643

- Great, anything else,

908

00:41:16,643 --> 00:41:19,393

or can we go to another question?

909

00:41:20,512 --> 00:41:24,346

Alright, we'll go back here, and then up here.

910

00:41:25,277 --> 00:41:28,826

- [Woman] Hi, my question is about housing needs.

911

00:41:28,826 --> 00:41:31,445

How is it university leveraging partnerships

912

00:41:31,445 --> 00:41:36,211

with the city's mayor's to really address the housing needs?

913

00:41:36,211 --> 00:41:40,675

So they have land at the Richmond Field Station,

914

00:41:40,675 --> 00:41:43,366

not sure about the accessibility of land space

915

00:41:43,367 --> 00:41:45,756

in Berkeley, seems to be a little limited,

916

00:41:45,755 --> 00:41:47,841

but how are they leveraging the relationships

917

00:41:47,842 --> 00:41:49,577

that they have with legislatures,

918

00:41:49,577 --> 00:41:53,679

and city officials to address the housing need,

919
00:41:53,679 --> 00:41:57,981
because even though students have financial aid,

920
00:41:57,981 --> 00:41:59,144
it's still expensive,

921
00:41:59,143 --> 00:42:00,945
and so most of their financial aid

922
00:42:00,945 --> 00:42:02,817
is being spent on housing,

923
00:42:02,818 --> 00:42:07,235
rather than for their basic needs in the first place.

924
00:42:11,480 --> 00:42:13,083
- I can answer some of that,

925
00:42:13,083 --> 00:42:14,374
and granted, I do wanna preface

926
00:42:14,373 --> 00:42:16,456
that I am new in my role.

927
00:42:17,422 --> 00:42:19,061
So I think there's two things.

928
00:42:19,061 --> 00:42:22,580
One, I wanted to uplift Ruben Canedo,

929
00:42:22,581 --> 00:42:25,056
who is my colleague, and truly my mentor,

930
00:42:25,056 --> 00:42:27,068
and who has done so much of the great work

931
00:42:27,068 --> 00:42:28,389
around Basic Needs.

932
00:42:28,389 --> 00:42:31,067

So his role, now that I'm in this position,

933

00:42:31,068 --> 00:42:32,901
is really working more

934

00:42:33,978 --> 00:42:36,653
on a larger level, to address some of these issues.

935

00:42:36,653 --> 00:42:39,487
So for housing, for example, to think about one,

936

00:42:39,487 --> 00:42:43,070
partnering with the other nine UC campuses.

937

00:42:44,335 --> 00:42:49,324
He's a co-chair to thinking on a UC system-wide level

938

00:42:49,324 --> 00:42:52,262
what the interventions are related to housing,

939

00:42:52,262 --> 00:42:55,489
and also to address larger policy-level issues.

940

00:42:55,489 --> 00:42:58,049
So I think there's more to come there.

941

00:42:58,050 --> 00:43:00,320
There is a local group that meets.

942

00:43:00,320 --> 00:43:03,836
It's the Catalyst Group for Homeless,

943

00:43:03,836 --> 00:43:06,250
I think it's called Homeless Youth.

944

00:43:06,250 --> 00:43:07,777
And so they're primarily focused,

945

00:43:07,777 --> 00:43:11,715
so it's a few different members of faculty from this campus,

946

00:43:11,715 --> 00:43:14,297

but they also partner with some nonprofits,

947

00:43:14,297 --> 00:43:17,001

and a member from the mayor's office attends,

948

00:43:17,001 --> 00:43:18,608

and so it's a monthly meeting.

949

00:43:18,608 --> 00:43:20,028

But we all come together

950

00:43:20,027 --> 00:43:24,026

to really strategize around partnership,

951

00:43:24,027 --> 00:43:26,327

as well as what the current resources are.

952

00:43:26,327 --> 00:43:29,757

So it's a helpful coalition, really,

953

00:43:29,757 --> 00:43:32,942

to start having these really higher level conversations,

954

00:43:32,942 --> 00:43:35,978

and so that's an important group that exists,

955

00:43:35,978 --> 00:43:38,848

to really tackle housing,

956

00:43:38,849 --> 00:43:42,516

because I think for the interventions I even named

957

00:43:42,516 --> 00:43:43,709

related to basic needs,

958

00:43:43,708 --> 00:43:46,583

there's more food insecurity interventions,

959

00:43:46,583 --> 00:43:49,712

and so housing feels like this monstrosity.

960

00:43:49,713 --> 00:43:52,273

But there are systems in place, and dedicated folks

961

00:43:52,273 --> 00:43:56,091

who are starting to have these conversations.

962

00:43:56,090 --> 00:43:56,927

- I just happened to know,

963

00:43:56,927 --> 00:43:59,224

the Chancellor told me that she's proposing,

964

00:43:59,224 --> 00:44:01,619

or will be proposing,

965

00:44:01,619 --> 00:44:04,108

People's Park, to be redeveloped as housing,

966

00:44:04,108 --> 00:44:06,750

and that's UC Berkeley property.

967

00:44:06,751 --> 00:44:08,928

And so I bring it up as a case in my class,

968

00:44:08,927 --> 00:44:10,092

and I ask the undergraduates

969

00:44:10,092 --> 00:44:13,637

if they would protest the development of People's Park

970

00:44:13,637 --> 00:44:16,144

as housing, given that it would benefit them,

971

00:44:16,144 --> 00:44:17,333

and about half of them raise their hands

972

00:44:17,333 --> 00:44:19,341

and say they would.

973
00:44:19,342 --> 00:44:22,097
And then I feel like we've taught them the wrong thing.

974
00:44:22,097 --> 00:44:24,514
They're not getting the fact that this is a crisis,

975
00:44:24,514 --> 00:44:26,713
and we need to build, or consider transfers

976
00:44:26,713 --> 00:44:27,713
of development rights.

977
00:44:27,713 --> 00:44:31,913
So I think Berkeley has to develop its own land

978
00:44:31,914 --> 00:44:36,333
before it can have much leverage with other city officials.

979
00:44:36,333 --> 00:44:38,322
- [Woman] Can I just ask what are the reasons

980
00:44:38,322 --> 00:44:39,789
the half of them that are supporting,

981
00:44:39,789 --> 00:44:41,460
sorry, what are the reasons

982
00:44:41,460 --> 00:44:44,657
that the half of them give for not supporting

983
00:44:44,657 --> 00:44:46,440
developing People's Park? - I haven't talked to all,

984
00:44:46,440 --> 00:44:47,980
it's a big class, hundred and something,

985
00:44:47,980 --> 00:44:49,085
so I haven't talked to all them to know,

986
00:44:49,085 --> 00:44:51,420

but the ones who shared their reasons said,

987

00:44:51,420 --> 00:44:54,518

open space is important, parks are important,

988

00:44:54,518 --> 00:44:58,195

that we shouldn't develop parks for housing.

989

00:44:58,195 --> 00:45:01,018

- Another narrative that I've heard related to People's Park

990

00:45:01,018 --> 00:45:03,300

is around the fact that it already

991

00:45:03,300 --> 00:45:06,112

houses communities of people, right,

992

00:45:06,112 --> 00:45:07,884

and so in thinking about displacement,

993

00:45:07,884 --> 00:45:10,259

so that's, I think, one of the main reasons.

994

00:45:10,259 --> 00:45:11,753

- [Woman] Yep, I was gonna add,

995

00:45:11,753 --> 00:45:14,811

that I think that this, the idea of developing People's Park

996

00:45:14,811 --> 00:45:16,855

is really not straightforward,

997

00:45:16,855 --> 00:45:19,769

is that where we think about the internalities

998

00:45:19,768 --> 00:45:21,801

that Berkeley is kind of addressing itself,

999

00:45:21,802 --> 00:45:26,106

of textbooks or course materials, or design materials,

1000
00:45:26,106 --> 00:45:28,639
actually, the biggest effect on our broader community

1001
00:45:28,639 --> 00:45:31,725
is the seven and a half thousand new development spaces

1002
00:45:31,726 --> 00:45:34,143
that we're about to create for undergraduates,

1003
00:45:34,143 --> 00:45:35,601
and the fact that we have so many out of state

1004
00:45:35,601 --> 00:45:36,774
and international students

1005
00:45:36,775 --> 00:45:38,835
who are pressing up the rental market,

1006
00:45:38,835 --> 00:45:41,010
so that when we kind of take that

1007
00:45:41,010 --> 00:45:44,503
as a kind of a rubric of new political engagement,

1008
00:45:44,503 --> 00:45:46,672
and economic development of a university,

1009
00:45:46,672 --> 00:45:49,800
what happens to the rest of our community?

1010
00:45:49,800 --> 00:45:51,134
And our students are directly attached

1011
00:45:51,134 --> 00:45:53,222
to those communities, even though so many of them

1012
00:45:53,222 --> 00:45:55,400
are out of state and international,

1013
00:45:55,400 --> 00:45:58,526

is that if you look at the racial and ethnic breakdown

1014

00:45:58,525 --> 00:46:00,168
of Oakland and Berkeley,

1015

00:46:00,168 --> 00:46:01,371
people aren't living here anymore

1016

00:46:01,371 --> 00:46:03,318
who are coming from marginalized communities,

1017

00:46:03,318 --> 00:46:05,203
because we're pressing them out.

1018

00:46:05,202 --> 00:46:06,036
So I think that, you know,

1019

00:46:06,036 --> 00:46:07,782
you have to do realistic development work

1020

00:46:07,782 --> 00:46:09,954
to think about, what does it mean

1021

00:46:09,954 --> 00:46:13,384
to support our undergraduates with their housing needs

1022

00:46:13,385 --> 00:46:16,468
at the cost of the broader community.

1023

00:46:19,657 --> 00:46:22,690
- [Amy] Okay, you're next, and then we'll.

1024

00:46:22,690 --> 00:46:24,289
- [Woman] I wanted to give a shoutout to Rachael,

1025

00:46:24,289 --> 00:46:28,949
because (laughing), I teach three labor studies classes,

1026

00:46:28,949 --> 00:46:33,050
and two of them benefited from Rachael's work

1027

00:46:33,050 --> 00:46:36,835
of creating online course materials,

1028

00:46:36,835 --> 00:46:39,996
and she was working through the entire winter break

1029

00:46:39,996 --> 00:46:43,203
to make that available for the spring semester.

1030

00:46:43,204 --> 00:46:45,797
And I attract, the classes that I teach attract,

1031

00:46:45,797 --> 00:46:50,630
that are 99%, people who are working two, three jobs,

1032

00:46:52,452 --> 00:46:55,952
undocumented transfer students, et cetera,

1033

00:46:57,275 --> 00:46:59,713
and for them, it made a huge difference.

1034

00:46:59,713 --> 00:47:03,847
So thank you very much, Rachael, for that.

1035

00:47:03,847 --> 00:47:05,347
I wanted to ask...

1036

00:47:06,539 --> 00:47:07,615
- Kiyoko. - Kiyoko, sorry.

1037

00:47:07,615 --> 00:47:09,603
I'm sorry. - It's okay.

1038

00:47:09,603 --> 00:47:11,298
- I think it's wonderful that the university

1039

00:47:11,298 --> 00:47:15,132
offers all of these assistance on basic needs.

1040

00:47:16,327 --> 00:47:20,577

I would like to point out, though, that in general,

1041

00:47:21,911 --> 00:47:23,960

we should be asking, the larger question is,

1042

00:47:23,960 --> 00:47:26,858

why do we have these needs in the first place

1043

00:47:26,858 --> 00:47:28,402

among our students?

1044

00:47:28,402 --> 00:47:31,122

And the irony was made evident to me

1045

00:47:31,123 --> 00:47:33,369

when I announced in class last semester,

1046

00:47:33,369 --> 00:47:34,932

that there was this session.

1047

00:47:34,932 --> 00:47:36,393

Because we were talking in class

1048

00:47:36,393 --> 00:47:40,771

about different approaches to social change,

1049

00:47:40,771 --> 00:47:42,572

and students identified immediately

1050

00:47:42,572 --> 00:47:46,611

that this was service-based model of change,

1051

00:47:46,610 --> 00:47:51,386

versus advocacy or organizing, which is what we teach.

1052

00:47:51,387 --> 00:47:53,036

And one of the students pointed out,

1053

00:47:53,036 --> 00:47:54,974

when we were talking about this session,

1054
00:47:54,974 --> 00:47:58,043
which was canceled, is that just two days before that,

1055
00:47:58,043 --> 00:48:01,965
the price of a meal went up by \$2 each.

1056
00:48:01,965 --> 00:48:04,770
Now that to me is, you know, ironic,

1057
00:48:04,771 --> 00:48:09,104
because we are talking about mopping up basic needs,

1058
00:48:09,974 --> 00:48:13,452
when in fact, the system is set up in such a way

1059
00:48:13,452 --> 00:48:15,829
that it creates those needs in the first place.

1060
00:48:15,829 --> 00:48:19,595
As we have heard also on the panel before,

1061
00:48:19,594 --> 00:48:21,197
these are the things, I mean, you know,

1062
00:48:21,197 --> 00:48:25,141
materials for classes, coursework, books, et cetera.

1063
00:48:25,141 --> 00:48:29,058
We should be making education more affordable period,

1064
00:48:29,059 --> 00:48:32,577
and for students of all different backgrounds.

1065
00:48:32,577 --> 00:48:34,351
It's great to have these programs,

1066
00:48:34,351 --> 00:48:37,753
but you know, we're going in the opposite direction

1067
00:48:37,753 --> 00:48:40,503

as far as education is concerned.

1068

00:48:42,264 --> 00:48:44,764

- [Amy] Anybody wanna respond?

1069

00:48:47,807 --> 00:48:49,110

- [Woman] Her, it's not a question.

1070

00:48:49,110 --> 00:48:52,349

(audience laughing) - Yeah, I know, I know.

1071

00:48:52,349 --> 00:48:53,682

Okay, thank you.

1072

00:48:54,681 --> 00:48:56,653

- [Woman] Okay.

1073

00:48:56,653 --> 00:48:58,902

I, sort of a practical question.

1074

00:48:58,902 --> 00:49:01,043

It sounds like, with the books work

1075

00:49:01,043 --> 00:49:04,000

that you had done, the materials,

1076

00:49:04,000 --> 00:49:07,001

that it was a sort of limited pilot approach,

1077

00:49:07,001 --> 00:49:09,864

largely because staff, and sort of to see.

1078

00:49:09,864 --> 00:49:11,338

Is there a vision for expanding that,

1079

00:49:11,338 --> 00:49:13,134

and/or the things that you may have learned

1080

00:49:13,134 --> 00:49:16,184

that you, you know, there is not library staff available,

1081

00:49:16,184 --> 00:49:18,365
are there things, the most effective things

1082

00:49:18,365 --> 00:49:20,076
that you can teach at a department level,

1083

00:49:20,076 --> 00:49:22,012
so that we can expand that?

1084

00:49:22,012 --> 00:49:23,179
- Yeah, and...

1085

00:49:24,369 --> 00:49:28,536
So that's all kind of part of what our campus-wide

1086

00:49:30,097 --> 00:49:33,485
Course Content Affordability Accessibility Report contained,

1087

00:49:33,485 --> 00:49:36,976
but sort of, if we think about this in a couple of,

1088

00:49:36,976 --> 00:49:39,458
based on the service, here's what we can continue to do,

1089

00:49:39,458 --> 00:49:42,038
and here's what we can help you do.

1090

00:49:42,038 --> 00:49:43,826
So for course packs,

1091

00:49:43,826 --> 00:49:47,318
there's nothing stopping anyone at this moment right now

1092

00:49:47,318 --> 00:49:50,306
from checking to see whether the library catalog

1093

00:49:50,306 --> 00:49:52,420
has what they're looking for,

1094

00:49:52,420 --> 00:49:55,759

or whether there's a version available online.

1095

00:49:55,760 --> 00:50:00,007

On here, to be able to help you answer fair use questions,

1096

00:50:00,007 --> 00:50:02,469

if you are, you know,

1097

00:50:02,469 --> 00:50:03,619

it's always your decision,

1098

00:50:03,619 --> 00:50:06,029

but I can help you understand the landscape,

1099

00:50:06,030 --> 00:50:08,199

and it's always fair.

1100

00:50:08,199 --> 00:50:09,713

I mean, you don't have to worry about fair use at all

1101

00:50:09,713 --> 00:50:11,473

if you link to something.

1102

00:50:11,472 --> 00:50:14,681

It's only if you actually upload the content itself,

1103

00:50:14,681 --> 00:50:16,418

because then you're making a copy of it,

1104

00:50:16,418 --> 00:50:18,449

from a copyright perspective.

1105

00:50:18,449 --> 00:50:20,643

So you can, anyone can do that now.

1106

00:50:20,643 --> 00:50:22,893

Now, faculty are very busy,

1107

00:50:24,673 --> 00:50:27,527

and that's not something they necessarily want to do,

1108
00:50:27,527 --> 00:50:30,134
but the reality is it's in their control

1109
00:50:30,134 --> 00:50:33,079
and power right now to be able to make those decisions.

1110
00:50:33,079 --> 00:50:34,250
You can also make a decision

1111
00:50:34,250 --> 00:50:36,657
that you're to requiring students

1112
00:50:36,657 --> 00:50:38,101
to purchase the print,

1113
00:50:38,101 --> 00:50:40,721
because if you require them to purchase the print,

1114
00:50:40,721 --> 00:50:44,137
then it cuts off the ability for students

1115
00:50:45,262 --> 00:50:47,612
to perform well who don't have money

1116
00:50:47,612 --> 00:50:50,739
to purchase the print copies.

1117
00:50:50,739 --> 00:50:54,449
On the electronic book side of things,

1118
00:50:54,449 --> 00:50:57,115
even though we don't have staff to,

1119
00:50:57,115 --> 00:51:00,367
the real staff investment comes with the course packs.

1120
00:51:00,367 --> 00:51:04,061
You can send us a list of your, the books you assign,

1121
00:51:04,061 --> 00:51:05,358

and we can check to see if we,

1122

00:51:05,358 --> 00:51:06,465
it's very easy for us to check

1123

00:51:06,465 --> 00:51:10,045
to see if we can get an unlimited user license,

1124

00:51:10,045 --> 00:51:13,434
and as long as we have funds to be able to do it,

1125

00:51:13,434 --> 00:51:15,257
we'll get that, so that can continue,

1126

00:51:15,257 --> 00:51:19,190
even if we don't have Central Campus support for that.

1127

00:51:19,190 --> 00:51:22,532
It's just a matter of your subject matter liaison librarian

1128

00:51:22,532 --> 00:51:25,563
checking to see whether we can get that license.

1129

00:51:25,563 --> 00:51:27,307
And then on the open textbook side of things,

1130

00:51:27,307 --> 00:51:28,527
we continue to support that.

1131

00:51:28,527 --> 00:51:30,426
I'm not giving out grants.

1132

00:51:30,427 --> 00:51:33,284
That was sort of an incentive to help people,

1133

00:51:33,284 --> 00:51:37,637
and I've recommended grants as part of efforts to scale up,

1134

00:51:37,637 --> 00:51:39,487
but if you, you know,

1135

00:51:39,487 --> 00:51:41,455
we had 77 faculty members

1136

00:51:41,456 --> 00:51:44,114
who wanted to create their own textbook,

1137

00:51:44,114 --> 00:51:45,764
and there's a variety of platforms

1138

00:51:45,764 --> 00:51:47,643
that they can use to do it.

1139

00:51:47,643 --> 00:51:49,112
I continue to help them with it.

1140

00:51:49,112 --> 00:51:51,630
Now, that's a long-term process.

1141

00:51:51,630 --> 00:51:52,953
You can't, you know,

1142

00:51:52,954 --> 00:51:55,172
and so we won't see those textbooks

1143

00:51:55,172 --> 00:51:57,351
for another year or two,

1144

00:51:57,351 --> 00:51:59,486
but if that's something you're interested in,

1145

00:51:59,485 --> 00:52:01,650
and aren't necessarily attached

1146

00:52:01,650 --> 00:52:04,203
at getting the grant to be able to do it,

1147

00:52:04,204 --> 00:52:08,204
we have platforms and support that can help you.

1148

00:52:11,887 --> 00:52:13,932

- [Woman] Thank you for the presentation,

1149

00:52:13,932 --> 00:52:16,436

but taking it in the direction of the structural issues,

1150

00:52:16,436 --> 00:52:18,203

right, I really appreciate that effort

1151

00:52:18,204 --> 00:52:20,402

to take care of the students

1152

00:52:20,402 --> 00:52:22,735

by relieving the immediate needs,

1153

00:52:22,735 --> 00:52:24,338

whether it's housing or textbook, right?

1154

00:52:24,338 --> 00:52:25,871

But this is kinda a larger structural issues,

1155

00:52:25,871 --> 00:52:27,961

and in some ways, I think we all understand

1156

00:52:27,960 --> 00:52:30,395

that we are not going to win that fight

1157

00:52:30,396 --> 00:52:32,406

on a larger, okay, now on the whole playing field.

1158

00:52:32,405 --> 00:52:34,619

As a graduate student in the History Department,

1159

00:52:34,619 --> 00:52:36,281

I kinda deal with those issues.

1160

00:52:36,282 --> 00:52:37,699

I see it with my students,

1161

00:52:37,699 --> 00:52:39,885

but also, I was a former Berkeley undergrad,

1162

00:52:39,885 --> 00:52:42,541
also a transfer student, and as an immigrant, right,

1163

00:52:42,541 --> 00:52:45,529
I kinda lived that, what you are describing.

1164

00:52:45,530 --> 00:52:47,228
But my question is like,

1165

00:52:47,228 --> 00:52:49,789
I'm glad that the institution started studying itself.

1166

00:52:49,789 --> 00:52:52,393
You guys had the studies that showed the homelessness,

1167

00:52:52,393 --> 00:52:54,068
the cost of the textbooks, right.

1168

00:52:54,068 --> 00:52:55,637
But the fact that the institution

1169

00:52:55,637 --> 00:52:58,828
is trying to confront its own image, right,

1170

00:52:58,829 --> 00:53:02,164
the reality, what is happening with those numbers?

1171

00:53:02,164 --> 00:53:04,815
Because on one hand, it's fine if we are discussing it here,

1172

00:53:04,815 --> 00:53:06,427
because we all experience those,

1173

00:53:06,427 --> 00:53:08,755
but how are the numbers used

1174

00:53:08,755 --> 00:53:10,827
in order to help our upcoming students

1175

00:53:10,827 --> 00:53:12,539

to potentially make an educated decision

1176

00:53:12,539 --> 00:53:14,806

whether or not they even want to come to Berkeley,

1177

00:53:14,806 --> 00:53:17,925

because that may be an solution to the structural issues.

1178

00:53:17,925 --> 00:53:20,593

Because we are not going, it's kinda not our job

1179

00:53:20,592 --> 00:53:23,107

to confront an issue that we don't have a solution for,

1180

00:53:23,108 --> 00:53:25,393

right, like I am exhausted, you know,

1181

00:53:25,393 --> 00:53:26,943

and now on top of everything else,

1182

00:53:26,943 --> 00:53:30,140

I have to help my students get the materials necessary,

1183

00:53:30,139 --> 00:53:31,614

or help them with emergency funding.

1184

00:53:31,614 --> 00:53:33,666

I have a student who brings his little brother

1185

00:53:33,666 --> 00:53:35,375

to sections, right, because there's no one

1186

00:53:35,375 --> 00:53:38,898

to take care of his little, you know, of this child.

1187

00:53:38,898 --> 00:53:41,096

And I have this kid sitting on the back of my section,

1188

00:53:41,096 --> 00:53:43,260

you know, drawing, because this is what I can do,

1189

00:53:43,260 --> 00:53:44,373
but others just as may not

1190

00:53:44,373 --> 00:53:45,900
feel comfortable with that, right.

1191

00:53:45,900 --> 00:53:49,045
But maybe by influencing, kinda, you know,

1192

00:53:49,045 --> 00:53:51,946
our students who are kinda in certain ways, consumers,

1193

00:53:51,947 --> 00:53:54,025
giving them realistic numbers,

1194

00:53:54,025 --> 00:53:55,677
of what your life at Berkeley may look that.

1195

00:53:55,677 --> 00:53:57,515
Maybe that will force the institution

1196

00:53:57,514 --> 00:54:00,670
to change kinda their approach, right?

1197

00:54:00,670 --> 00:54:01,570
Why not?

1198

00:54:01,570 --> 00:54:03,268
Right, there is this huge, you know,

1199

00:54:03,268 --> 00:54:04,318
advertisement of Berkeley

1200

00:54:04,318 --> 00:54:06,573
as this leading institution of public education,

1201

00:54:06,572 --> 00:54:08,086
and I absolutely love Berkeley, right?

1202

00:54:08,086 --> 00:54:09,253

This is why I stayed here.

1203

00:54:09,253 --> 00:54:11,219
On the other hand, it's a crisis,

1204

00:54:11,219 --> 00:54:12,862
and something has to change.

1205

00:54:12,862 --> 00:54:14,612
And as Kristina said,

1206

00:54:15,704 --> 00:54:17,677
what kind of different decision you would make,

1207

00:54:17,677 --> 00:54:21,367
or students would make, if they knew that reality upfront?

1208

00:54:21,367 --> 00:54:23,240
Because being poor at Berkeley is humiliating.

1209

00:54:23,240 --> 00:54:24,818
In order to cost me my marriage, right,

1210

00:54:24,818 --> 00:54:25,922
when I entered the program.

1211

00:54:25,922 --> 00:54:28,422
And I am not sure I feel ready

1212

00:54:29,313 --> 00:54:32,231
to be a part of happy advertising package, right,

1213

00:54:32,231 --> 00:54:34,855
for Berkeley, if I know what it's like,

1214

00:54:34,855 --> 00:54:36,277
what it may be life like,

1215

00:54:36,277 --> 00:54:38,548
for some people who are thinking about coming here,

1216
00:54:38,547 --> 00:54:41,189
either as an undergrad, or grad student.

1217
00:54:41,190 --> 00:54:42,221
- Maybe we need a

1218
00:54:42,221 --> 00:54:44,054
kind of a website, - Well, that's a lot of.

1219
00:54:44,054 --> 00:54:45,012
- Reddit, or written,

1220
00:54:45,012 --> 00:54:48,307
or supported by tenured faculty who have job protection,

1221
00:54:48,306 --> 00:54:49,467
(audience laughing) who can tell something

1222
00:54:49,467 --> 00:54:54,134
about what life is like for students in different programs.

1223
00:54:54,135 --> 00:54:57,080
- [Amy] So do folks wanna take,

1224
00:54:57,079 --> 00:54:58,860
there are a lot of different pieces of that

1225
00:54:58,860 --> 00:54:59,693
- I think there's been

1226
00:54:59,693 --> 00:55:00,554
one more question, too, - comment.

1227
00:55:00,554 --> 00:55:03,339
- that's been waiting to happen, I don't know.

1228
00:55:03,340 --> 00:55:04,173
- [Amy] Yeah, yeah, no, we'll do,

1229
00:55:04,172 --> 00:55:05,987

but I wanted to see if any of you

1230

00:55:05,987 --> 00:55:10,050

wanted to respond to any of those issues

1231

00:55:10,050 --> 00:55:13,050

around, I guess sort of transparency

1232

00:55:15,085 --> 00:55:17,416

is one of the sets of issues.

1233

00:55:17,416 --> 00:55:19,996

Another set of issues that comes up for me,

1234

00:55:19,996 --> 00:55:23,237

in what you said is around access.

1235

00:55:23,237 --> 00:55:24,351

So we don't wanna just say,

1236

00:55:24,351 --> 00:55:26,716

oh it's expensive here, so people shouldn't come, right?

1237

00:55:26,717 --> 00:55:29,800

So how do we handle all that balance,

1238

00:55:30,664 --> 00:55:32,047

which is really complicated,

1239

00:55:32,047 --> 00:55:34,963

and then the third piece I hear is,

1240

00:55:36,990 --> 00:55:39,255

the emotional side of what it's like

1241

00:55:39,255 --> 00:55:41,056

to be living this,

1242

00:55:41,056 --> 00:55:43,717

and how do any of you maybe work with that

1243
00:55:43,717 --> 00:55:47,479
in your work, your program, your classes,

1244
00:55:47,478 --> 00:55:50,568
your advising relationships.

1245
00:55:50,568 --> 00:55:52,753
Anybody wanna respond to any of that,

1246
00:55:52,753 --> 00:55:55,586
and then we'll take your question.

1247
00:55:57,733 --> 00:55:59,927
- One thing I wanted to say is that we,

1248
00:55:59,927 --> 00:56:01,281
and it's funny, 'cause Victoria and I

1249
00:56:01,282 --> 00:56:03,005
were just talking about this

1250
00:56:03,005 --> 00:56:05,182
before the program began,

1251
00:56:05,181 --> 00:56:07,681
which is that we have to think

1252
00:56:09,074 --> 00:56:11,399
about the lives that student face,

1253
00:56:11,400 --> 00:56:14,009
students face after they leave Berkeley, right.

1254
00:56:14,009 --> 00:56:16,717
And so there's a rationale, there's a calculation

1255
00:56:16,717 --> 00:56:18,800
of facing some of these challenges,

1256
00:56:18,800 --> 00:56:21,128

in the choice of coming to a place like Berkeley,

1257

00:56:21,128 --> 00:56:22,206

because it's about

1258

00:56:22,206 --> 00:56:24,887

having a better life chance afterwards, right?

1259

00:56:24,887 --> 00:56:28,514

And so we know that, in addition to there being, again,

1260

00:56:28,514 --> 00:56:31,911

these issues of disparities within the university,

1261

00:56:31,911 --> 00:56:34,130

we know that perhaps going somewhere else,

1262

00:56:34,130 --> 00:56:36,165

going to one of the Cal State choices

1263

00:56:36,166 --> 00:56:37,624

might be more affordable, right?

1264

00:56:37,623 --> 00:56:40,044

You might be able to live closer to home, for example.

1265

00:56:40,045 --> 00:56:41,458

But we know in terms of the long-term,

1266

00:56:41,458 --> 00:56:45,556

intergenerational impacts on student earning potential,

1267

00:56:45,556 --> 00:56:48,534

right, that Berkeley's in many ways the better choice.

1268

00:56:48,534 --> 00:56:50,800

And so I think there's something that we have to begin

1269

00:56:50,800 --> 00:56:54,335

to think about as far as beyond the university,

1270

00:56:54,335 --> 00:56:57,001
not only in a geographic kind of frame,

1271

00:56:57,001 --> 00:56:58,285
but also temporally.

1272

00:56:58,284 --> 00:56:59,857
What happens to these students afterwards?

1273

00:56:59,858 --> 00:57:01,599
How can we think about

1274

00:57:01,599 --> 00:57:03,836
questions of the longevity of indebtedness,

1275

00:57:03,836 --> 00:57:06,034
from coming to a place like Berkeley?

1276

00:57:06,034 --> 00:57:07,742
I mean, I think one thing that we have to keep in mind,

1277

00:57:07,742 --> 00:57:10,099
is that in the United States,

1278

00:57:10,099 --> 00:57:13,478
at least, our students have access to student loans.

1279

00:57:13,478 --> 00:57:14,791
So there are these different things

1280

00:57:14,791 --> 00:57:16,228
that we have to kind of keep in mind,

1281

00:57:16,228 --> 00:57:17,061
especially if we think

1282

00:57:17,061 --> 00:57:18,847
about the kind of immigrant circumstance

1283

00:57:18,847 --> 00:57:19,976

of coming to a place like Berkeley,

1284

00:57:19,976 --> 00:57:22,643

and having even fewer resources.

1285

00:57:23,974 --> 00:57:26,338

So as far as how I deal with these kinds of questions

1286

00:57:26,338 --> 00:57:28,338

in terms of my advising,

1287

00:57:29,315 --> 00:57:32,579

yeah, it's one of just like compassion and understanding,

1288

00:57:32,579 --> 00:57:34,893

right, I mean, 'cause we know that as individual faculty,

1289

00:57:34,893 --> 00:57:36,548

we are carrying a tremendous amount of load,

1290

00:57:36,548 --> 00:57:38,485

especially for GSIs in particular.

1291

00:57:38,485 --> 00:57:40,106

Again, earlier, I called graduate students

1292

00:57:40,106 --> 00:57:41,995

one of the backbones of our labor structure

1293

00:57:41,994 --> 00:57:42,859

in this university.

1294

00:57:42,860 --> 00:57:44,289

You do a tremendous amount of labor,

1295

00:57:44,289 --> 00:57:46,773

and are getting really pennies, you know,

1296

00:57:46,773 --> 00:57:50,769

for every dollar that they are earning for the university.

1297

00:57:50,768 --> 00:57:54,018

I think there's demands, interestingly,

1298

00:57:54,960 --> 00:57:56,793

you know, greater flexibility.

1299

00:57:56,793 --> 00:57:59,486

The advising is something where,

1300

00:57:59,485 --> 00:58:02,757

you know, what can you do, really?

1301

00:58:02,757 --> 00:58:05,436

And I found, we buy our graduate students

1302

00:58:05,436 --> 00:58:06,597

Trader Joe's gift cards,

1303

00:58:06,597 --> 00:58:09,019

and every, at the beginning every semester,

1304

00:58:09,019 --> 00:58:10,572

we hand out, you know, something like

1305

00:58:10,572 --> 00:58:11,931

thousands of dollars of gift cards,

1306

00:58:11,931 --> 00:58:14,538

and this is a terrible response, right?

1307

00:58:14,538 --> 00:58:18,182

It's fantastic, but it's terrible at the same time.

1308

00:58:18,182 --> 00:58:19,849

You know, I think...

1309

00:58:20,731 --> 00:58:22,235

I mean, I'm kind of in,

1310

00:58:22,235 --> 00:58:24,058

I'm talking, but I feel silenced in many ways

1311

00:58:24,059 --> 00:58:27,668

by just the sheer weight of the matter at hand,

1312

00:58:27,668 --> 00:58:32,345

and I'm not sure how to overcome these structural matters,

1313

00:58:32,344 --> 00:58:34,626

where we're thinking about the broader political economy

1314

00:58:34,626 --> 00:58:37,275

in which Berkeley sits itself, right?

1315

00:58:37,275 --> 00:58:38,626

We have to then think about,

1316

00:58:38,626 --> 00:58:41,900

or rethink, or get the administration

1317

00:58:41,900 --> 00:58:44,054

to rethink its priorities.

1318

00:58:44,054 --> 00:58:46,706

Where money is in fact being spent.

1319

00:58:46,706 --> 00:58:47,539

'Cause you know there is money,

1320

00:58:47,539 --> 00:58:48,824

and there is money being spent,

1321

00:58:48,824 --> 00:58:52,266

but we know what the money is not being spent on, right?

1322

00:58:52,266 --> 00:58:55,621

So that is inherently a political matter,

1323

00:58:55,621 --> 00:58:56,543

and what we are understanding,

1324

00:58:56,543 --> 00:58:59,458

that these are economic circumstance that we are discussing,

1325

00:58:59,458 --> 00:59:02,526

but it is rooted in a political matter.

1326

00:59:02,525 --> 00:59:06,807

And it's a question of where we're giving our resources to.

1327

00:59:06,807 --> 00:59:07,641

Thankfully, you know,

1328

00:59:07,641 --> 00:59:09,713

I'm glad to hear about these programs, Rachael.

1329

00:59:09,713 --> 00:59:14,342

And I don't require my students to buy any books.

1330

00:59:14,342 --> 00:59:18,115

My undergraduate courses are 100% article based,

1331

00:59:18,115 --> 00:59:20,824

and that might be to my, to some of my colleagues,

1332

00:59:20,824 --> 00:59:23,027

a pedagogical compromise,

1333

00:59:23,027 --> 00:59:23,985

but I know that my students

1334

00:59:23,985 --> 00:59:28,274

are in fact able to afford to learn, right?

1335

00:59:28,273 --> 00:59:29,223

In my grad seminars,

1336

00:59:29,224 --> 00:59:32,869

I only assign books that can be accessed

1337

00:59:32,869 --> 00:59:36,516

through the library, meaning the eBook service.

1338

00:59:36,516 --> 00:59:37,713

That's it.

1339

00:59:37,713 --> 00:59:38,546

And so for my students,

1340

00:59:38,545 --> 00:59:40,348

they read a book a week in my grad seminars,

1341

00:59:40,349 --> 00:59:42,967

and that's the strategy, and we learn what we can.

1342

00:59:42,967 --> 00:59:44,657

So we know that in some way or another,

1343

00:59:44,657 --> 00:59:47,411

something has to give, and you know,

1344

00:59:47,411 --> 00:59:49,931

if it might be just simply my pedagogical approach

1345

00:59:49,931 --> 00:59:51,507

and philosophy, then that might have to be

1346

00:59:51,507 --> 00:59:54,463

just simply the resource that I give up.

1347

00:59:54,463 --> 00:59:57,762

- The other thing I'll add is that

1348

00:59:57,762 --> 01:00:00,552

when you're talking about that a money exists,

1349

01:00:00,552 --> 01:00:05,382

it's just, it's not being spent in the right ways,

1350

01:00:05,382 --> 01:00:08,702

one kind of, everything's complex, so (laughing),

1351

01:00:08,702 --> 01:00:10,833
another piece of that is,

1352

01:00:10,833 --> 01:00:14,474
the money exists and it is being spent in the right ways,

1353

01:00:14,474 --> 01:00:17,327
like the library has invested in all of,

1354

01:00:17,327 --> 01:00:22,324
you know, we license 95% of what's on the syllabus.

1355

01:00:22,324 --> 01:00:24,741
But it's invisible if faculty

1356

01:00:26,027 --> 01:00:28,944
don't allow linking to our content.

1357

01:00:31,534 --> 01:00:33,915
And so in a lot of cases,

1358

01:00:33,916 --> 01:00:36,287
the money is being spent appropriately,

1359

01:00:36,286 --> 01:00:39,168
but the resources can be better leveraged.

1360

01:00:39,168 --> 01:00:40,007
- Sure.

1361

01:00:40,007 --> 01:00:42,394
And I say this as I'm hearing the marching band outside.

1362

01:00:42,394 --> 01:00:45,713
(audience laughing)

1363

01:00:45,713 --> 01:00:46,786
- [Amy] Kiyoko, I was curious

1364

01:00:46,786 --> 01:00:49,480

if you wanted to take a stab

1365

01:00:49,480 --> 01:00:52,527

at any of the mental health side of that?

1366

01:00:52,527 --> 01:00:54,304

- Yeah, I think,

1367

01:00:54,304 --> 01:00:56,896

to me, it's kind of the classic both/and, right?

1368

01:00:56,896 --> 01:01:00,729

We know that there are these structural issues

1369

01:01:03,115 --> 01:01:05,391

that exist, that we are operating within,

1370

01:01:05,391 --> 01:01:09,725

that really replicates inequity for our students.

1371

01:01:09,726 --> 01:01:12,393

And so thinking about being able

1372

01:01:13,643 --> 01:01:16,143

to address the students' needs

1373

01:01:17,148 --> 01:01:19,277

while they're in crisis,

1374

01:01:19,277 --> 01:01:22,778

and still be able to advocate on a higher level,

1375

01:01:22,778 --> 01:01:24,277

which is really important,

1376

01:01:24,277 --> 01:01:28,391

because I think about coming from a background

1377

01:01:28,391 --> 01:01:32,081

where I worked primarily with adolescents

1378
01:01:32,081 --> 01:01:34,842
in a crisis context, or juvenile justice,

1379
01:01:34,842 --> 01:01:37,853
and operating within systems

1380
01:01:37,853 --> 01:01:40,773
where inequity is present at every turn,

1381
01:01:40,773 --> 01:01:44,646
and so still operating, providing direct care

1382
01:01:44,646 --> 01:01:47,646
and services while still advocating,

1383
01:01:47,646 --> 01:01:50,099
and pushing back using data,

1384
01:01:50,099 --> 01:01:52,525
to really leverage what we need,

1385
01:01:52,525 --> 01:01:54,268
which are larger changes,

1386
01:01:54,268 --> 01:01:55,215
and what's interesting is that

1387
01:01:55,215 --> 01:01:56,882
we're talking about UC Berkeley,

1388
01:01:56,882 --> 01:02:00,409
but in terms of the data, in terms of students

1389
01:02:00,409 --> 01:02:01,862
who have food and housing insecurity

1390
01:02:01,862 --> 01:02:05,699
within the Cal State system, and community college system,

1391
01:02:05,699 --> 01:02:07,536

are almost identical.

1392

01:02:07,536 --> 01:02:09,771

And Ruben and I actually went to a conference

1393

01:02:09,771 --> 01:02:12,862

in Philadelphia related to basic needs

1394

01:02:12,862 --> 01:02:14,450

for college students across the nation,

1395

01:02:14,449 --> 01:02:16,710

and this is a prominent issue.

1396

01:02:16,710 --> 01:02:18,411

And for the first time ever,

1397

01:02:18,411 --> 01:02:22,896

it's wonderful, because we have more students of color

1398

01:02:22,896 --> 01:02:24,771

going to four-year universities,

1399

01:02:24,771 --> 01:02:26,771

more first-gen students,

1400

01:02:28,083 --> 01:02:29,520

and what that means, though,

1401

01:02:29,521 --> 01:02:33,323

are I think a little bit what Jovan spoke to earlier,

1402

01:02:33,322 --> 01:02:36,237

is that there are compounding factors

1403

01:02:36,237 --> 01:02:38,075

in terms of these systems

1404

01:02:38,074 --> 01:02:39,512

that they find themselves in.

1405

01:02:39,512 --> 01:02:42,081

And so there are efforts system-wide,

1406

01:02:42,081 --> 01:02:44,528

so not just UC, but every,

1407

01:02:44,528 --> 01:02:47,076

the CSU and community college system,

1408

01:02:47,076 --> 01:02:49,407

to really collaborate with one another,

1409

01:02:49,407 --> 01:02:53,329

to really see what the larger advocacy efforts are

1410

01:02:53,329 --> 01:02:54,239

to address some of this,

1411

01:02:54,239 --> 01:02:57,780

while still acknowledging that our students are suffering,

1412

01:02:57,780 --> 01:03:00,768

and wanting to actually provide some tangible support

1413

01:03:00,768 --> 01:03:02,557

and resources for them.

1414

01:03:02,556 --> 01:03:06,340

- [Amy] Thanks, so let me just give you a quick

1415

01:03:06,340 --> 01:03:07,598

overview of how we'll proceed

1416

01:03:07,599 --> 01:03:08,717

from here to the end.

1417

01:03:08,717 --> 01:03:12,436

We're gonna take one more question for now,

1418

01:03:12,436 --> 01:03:15,230

and then we'll take a few minute break,

1419

01:03:15,231 --> 01:03:16,585
since it's getting to be time

1420

01:03:16,585 --> 01:03:18,226
that you all are probably hungry.

1421

01:03:18,226 --> 01:03:19,059
We have some food,

1422

01:03:19,059 --> 01:03:21,391
and then you can pick up food and come back in,

1423

01:03:21,391 --> 01:03:23,148
and we'll continue the conversation,

1424

01:03:23,148 --> 01:03:25,163
either more informally, or if you want,

1425

01:03:25,163 --> 01:03:26,907
we can continue it more formally.

1426

01:03:26,907 --> 01:03:27,932
- I just-- - We'll take one more question

1427

01:03:27,932 --> 01:03:30,251
before we pick up lunch.

1428

01:03:30,251 --> 01:03:32,692
- I just wanna say, I have to leave at 12:30

1429

01:03:32,692 --> 01:03:34,518
to give another presentation

1430

01:03:34,518 --> 01:03:37,188
on Open Access, 'cause this is also Open Access links,

1431

01:03:37,188 --> 01:03:39,181
so it fits in very well with that.

1432

01:03:39,181 --> 01:03:41,991

But if anyone wants to get in touch,

1433

01:03:41,992 --> 01:03:44,403

if you just Google the Office of Scholarly

1434

01:03:44,403 --> 01:03:47,188

Communication Services from the handout on the back,

1435

01:03:47,188 --> 01:03:48,771

you can find, okay,

1436

01:03:48,771 --> 01:03:50,105

in three weeks, it'll just be me,

1437

01:03:50,105 --> 01:03:53,476

but right now, there's two of us (laughing).

1438

01:03:53,476 --> 01:03:54,309

Thank you. - Thank you, thank you,

1439

01:03:54,309 --> 01:03:57,199

Rachael, okay, one more question.

1440

01:03:57,199 --> 01:03:58,858

- [Karen] Well, thanks.

1441

01:03:58,858 --> 01:03:59,715

So my name's Karen.

1442

01:03:59,715 --> 01:04:01,842

I actually work at University Health Services

1443

01:04:01,842 --> 01:04:03,878

in Health Promotion,

1444

01:04:03,878 --> 01:04:06,461

and this is really stimulating,

1445

01:04:07,552 --> 01:04:09,237

in that I'm also a resident of Berkeley

1446

01:04:09,237 --> 01:04:10,838

and I have two college-aged kids,

1447

01:04:10,838 --> 01:04:13,063

so it's hitting on a bunch of levels.

1448

01:04:13,063 --> 01:04:15,050

So one, I wanted to just follow up

1449

01:04:15,050 --> 01:04:17,532

about housing, and mapping,

1450

01:04:17,532 --> 01:04:20,389

and housing stock in our region.

1451

01:04:20,389 --> 01:04:21,788

You know, and I just attended a meeting

1452

01:04:21,788 --> 01:04:23,947

at the school board where there's a group

1453

01:04:23,947 --> 01:04:26,925

that's advocating to get the city,

1454

01:04:26,925 --> 01:04:28,288

the school board in Berkeley,

1455

01:04:28,288 --> 01:04:30,360

to use some of their extra property,

1456

01:04:30,360 --> 01:04:33,439

to build housing for educators.

1457

01:04:33,438 --> 01:04:37,105

So your point about on the city level,

1458

01:04:37,105 --> 01:04:39,724

like students are perceived

1459

01:04:39,724 --> 01:04:43,000
as pushing families out of Berkeley.

1460

01:04:43,001 --> 01:04:45,535
So some students, you know,

1461

01:04:45,534 --> 01:04:48,711
are packed in there, and paying ridiculous rents.

1462

01:04:48,711 --> 01:04:50,273
So I think housing is so fun,

1463

01:04:50,273 --> 01:04:52,874
and I'm so interested in working on this,

1464

01:04:52,873 --> 01:04:55,960
and I just wonder who you're connected to

1465

01:04:55,960 --> 01:04:59,699
that we could do a better job mapping the housing stock,

1466

01:04:59,699 --> 01:05:04,445
and utilizing it better, like the Greek houses.

1467

01:05:04,445 --> 01:05:05,278
- Right.

1468

01:05:07,572 --> 01:05:10,456
- [Woman] So that was one thing about housing stock.

1469

01:05:10,456 --> 01:05:12,179
And that issue is complex, too,

1470

01:05:12,179 --> 01:05:13,630
because they're living in places

1471

01:05:13,630 --> 01:05:15,504
where their landlords live in LA,

1472

01:05:15,505 --> 01:05:17,233

and they don't take care of the property,

1473

01:05:17,233 --> 01:05:20,626

so it's even the quality, not just the price of the housing.

1474

01:05:20,626 --> 01:05:23,282

And it's, you know, multi-faceted impact.

1475

01:05:23,282 --> 01:05:25,865

And then this whole notion of, kind of,

1476

01:05:25,864 --> 01:05:29,096

I like your comment about it's both/and,

1477

01:05:29,096 --> 01:05:30,545

because it does start to feel like

1478

01:05:30,545 --> 01:05:32,458

are we doing too many band-aids,

1479

01:05:32,458 --> 01:05:37,458

to put band-aids on parts of the problem without advocating?

1480

01:05:37,746 --> 01:05:39,954

And there's a part of me, like I teach a class,

1481

01:05:39,954 --> 01:05:42,192

and I do require attendance

1482

01:05:42,192 --> 01:05:45,411

as part of the grade, and in part, because,

1483

01:05:45,411 --> 01:05:49,028

and I don't let them use technology in,

1484

01:05:49,027 --> 01:05:52,605

because our emphasis is about social health,

1485

01:05:52,605 --> 01:05:55,304

and being able to be in a place together,

1486
01:05:55,304 --> 01:05:59,424
and learn together, and I have very little readings.

1487
01:05:59,425 --> 01:06:01,281
It's really all about what happens there

1488
01:06:01,280 --> 01:06:03,884
and learning from each other in participation.

1489
01:06:03,885 --> 01:06:06,241
So I had a moment, where I thought, oh no.

1490
01:06:06,240 --> 01:06:07,853
And then I know my college student

1491
01:06:07,853 --> 01:06:10,509
never read anything on her syllabus,

1492
01:06:10,509 --> 01:06:13,384
but got great grades because she went to class,

1493
01:06:13,384 --> 01:06:16,144
and she felt like, I learned by hearing,

1494
01:06:16,143 --> 01:06:18,644
and what they say is what's really important

1495
01:06:18,644 --> 01:06:20,244
in what they're gonna test us on,

1496
01:06:20,244 --> 01:06:23,347
or expect us to be paying attention to.

1497
01:06:23,347 --> 01:06:28,197
So I just, this notion of making sure where the and is,

1498
01:06:28,197 --> 01:06:31,083
and where is the shared leadership for the and,

1499
01:06:31,083 --> 01:06:33,603

for our campus, that also connects

1500

01:06:33,603 --> 01:06:35,510
with our community and region,

1501

01:06:35,510 --> 01:06:37,869
so that we're not just advocating

1502

01:06:37,869 --> 01:06:41,119
for small solutions, when we, you know,

1503

01:06:42,197 --> 01:06:43,318
need to be aware of more,

1504

01:06:43,318 --> 01:06:46,280
so thank you. (percussion clanging)

1505

01:06:46,280 --> 01:06:47,739
Well! - The band

1506

01:06:47,739 --> 01:06:48,572
(audience applauding) obviously thinks that was a

1507

01:06:48,572 --> 01:06:50,037
great comment!

1508

01:06:50,036 --> 01:06:52,355
Any, Kristina, you look like you're,

1509

01:06:52,356 --> 01:06:53,189
- Well, I was, - have something to share.

1510

01:06:53,188 --> 01:06:55,105
- I was just gonna say.

1511

01:06:55,947 --> 01:06:58,555
I think that when I look at my faculty colleagues,

1512

01:06:58,554 --> 01:07:00,335
I see a pervasive attitude

1513
01:07:00,335 --> 01:07:03,367
that students are trying to get away with something.

1514
01:07:03,367 --> 01:07:05,197
And my department doesn't actually allow

1515
01:07:05,197 --> 01:07:06,673
leaves of absence for grad students

1516
01:07:06,672 --> 01:07:09,476
based on financial circumstances,

1517
01:07:09,476 --> 01:07:10,836
in that kind of philosophy

1518
01:07:10,836 --> 01:07:12,672
of students are trying to get away with something.

1519
01:07:12,672 --> 01:07:14,559
If it was mental health or physical health,

1520
01:07:14,559 --> 01:07:16,476
that would be okay.

1521
01:07:16,476 --> 01:07:17,559
That's wrong.

1522
01:07:18,784 --> 01:07:20,279
And I think that in general,

1523
01:07:20,280 --> 01:07:22,816
we need to reexamine that set of attitudes.

1524
01:07:22,815 --> 01:07:25,266
I mean, your case of a class

1525
01:07:25,266 --> 01:07:27,018
where students need to be there to discuss,

1526
01:07:27,018 --> 01:07:28,346

and that's the main thing,

1527

01:07:28,347 --> 01:07:29,949
totally, they have to be there.

1528

01:07:29,949 --> 01:07:31,572
That has to be part of what's evaluated,

1529

01:07:31,572 --> 01:07:33,253
that's the experience.

1530

01:07:33,253 --> 01:07:35,101
But when we require attendance

1531

01:07:35,101 --> 01:07:38,503
because we think students are getting away with something,

1532

01:07:38,503 --> 01:07:41,179
whenever that thought comes up in faculty conversation,

1533

01:07:41,179 --> 01:07:43,222
I think we have to nip that in the bud,

1534

01:07:43,222 --> 01:07:45,394
and replace it with compassion.

1535

01:07:45,394 --> 01:07:47,894
Just knowing these statistics.

1536

01:07:49,039 --> 01:07:50,835
- And I can just quickly respond,

1537

01:07:50,835 --> 01:07:51,851
I think the city of Berkeley

1538

01:07:51,851 --> 01:07:55,706
has a misrepresentation of its identity.

1539

01:07:55,706 --> 01:07:56,740
It likes to continue to think

1540

01:07:56,740 --> 01:07:59,402
that it's a nice sleepy residential suburb,

1541

01:07:59,402 --> 01:08:03,402
where in fact, is you know, a metropolitan area.

1542

01:08:04,715 --> 01:08:08,722
And so what we know is this is a matter of density.

1543

01:08:08,722 --> 01:08:12,192
I mean, the failing of SBa-27, you know, a few months ago,

1544

01:08:12,193 --> 01:08:16,212
we understand that there is this issue at hand.

1545

01:08:16,212 --> 01:08:20,573
And if there's any question, it's about that.

1546

01:08:20,573 --> 01:08:22,373
It's about one of identity, fundamentally,

1547

01:08:22,372 --> 01:08:24,965
and that's very slippery, I think, for sure.

1548

01:08:24,966 --> 01:08:27,742
But you know, there was a person who left,

1549

01:08:27,742 --> 01:08:29,975
who made a comment earlier about the housing.

1550

01:08:29,975 --> 01:08:32,172
I think she left early.

1551

01:08:32,171 --> 01:08:35,679
But you know, there must be some kind of broader discussion

1552

01:08:35,680 --> 01:08:38,645
that the university officials have,

1553

01:08:38,645 --> 01:08:43,062

or should, at least, have, with Berkeley politicians,

1554

01:08:43,921 --> 01:08:46,826

'cause what we know is that Oakland, in many ways,

1555

01:08:46,827 --> 01:08:49,822

is carrying the weight of Berkeley, right?

1556

01:08:49,822 --> 01:08:52,020

And you know, earlier, I mentioned that student

1557

01:08:52,020 --> 01:08:53,995

who was living in Hayward, right?

1558

01:08:53,994 --> 01:08:56,890

And so there are clearly responsibilities

1559

01:08:56,890 --> 01:08:59,521

that the city of Berkeley has to the students, right,

1560

01:08:59,521 --> 01:09:01,225

and I think there's a really perverse way

1561

01:09:01,225 --> 01:09:02,806

as seeing the students as a burden,

1562

01:09:02,806 --> 01:09:05,511

whereas you know that, without them, the city of Berkeley,

1563

01:09:05,511 --> 01:09:08,201

would be in much, much, much trouble.

1564

01:09:08,202 --> 01:09:10,421

- That's crazy. - Yeah.

1565

01:09:10,421 --> 01:09:15,421

- Thank you! (audience applauding)