Affirmation

I am a vibrant and talented scholar who deserves to be at UCSC.
My presence and participation in this community matters.
I possess the intelligence and practice the discipline to be successful.
The university is wide-open for me to explore many disciplines.
I arrived at UCSC as a smart, talented individual, and I will leave UCSC
fortified with a degree and experiences that enrich and empower me.

- Fall 2008 African/Black Student Welcome written by Adrienne Harrell

UC SANTA CRUZ BLACK EXPERIENCE TEAM FINAL REPORT

Appointed by the Chancellor's Advisory Council on Campus
Climate, Culture and Inclusion to advise the Chancellor and
Campus Provost/Executive Vice Chancellor

JUNE 30, 2015

UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Preface and Acknowledgements

We are pleased to submit the UCSC Black Experience Team (BET) Report to Chancellor Blumenthal and Campus Provost and Executive Vice Chancellor (CP/EVC) Galloway. Our team of committed students, staff and faculty in consultation with several campus constituents have taken the necessary steps to understand the challenges and identify key strategies to enhance the campus climate and success of African American, Black, and Caribbean (ABC) students on our campus. We are at a pivotal time in the history of our nation, given the many tragic events that have happened this year from Ferguson to Charleston, and on our campus as we celebrate our 50th year anniversary and reinforce our commitment to ensuring that we have a diverse and welcoming campus community for students from all backgrounds.

The recent climate studies, literature and research on black students in higher education, the hate/bias-motivated incidents reported targeting the ABC community, the town hall focusing on the ABC student experiences, engagement with the Black Alumni Association, Envision UCSC workshops, consultation with Senate committees, and the Student Success Steering Committee, along with several other meetings and workshops have informed the work of the Black Experience Team over the last year. It should be pointed out that many of the strategies moving forward based on the Student Success initiatives are expected to have very positive impacts on the ABC population, as well as other students in need of a better campus climate. Of particular interest is the planned fall 2015 intervention to increase student sense of belonging and resilience as part of the College Transition Consortium, diversity cultural proficiency training and the retention specialist identified to support ABC students. The funds provided by President Napolitano have been critical in terms of moving forward with these important efforts. We have also been very impressed by the work of Dr. Claude Steele, Executive Vice Chancellor and Provost at UC Berkeley and Professor, Department of Psychology and the Graduate School of Education. He established the notion of stereotype threat. His basic premise is that a person's "social identity"—defined as group membership in categories such as age, gender, religion, and ethnicity—has significance when "rooted in concrete situations." Steele defines these situations as "identity contingencies"—settings in which a person is treated according to a specific social identity.[1] The theory has been used to understand group differences in performance ranging from the academic outcomes to athletic ability. We hope to have him visit in the fall of 2015.

As a follow-up to the hate/bias-motivated incidents reported in spring 2014 and the ongoing climate concerns, students convened an **ABC Climate Town Hall** on January 13, 2015 facilitated by the African American Resource and Cultural Center (AARCC) Director Shonté Thomas to express their lived experiences. Several key administrators including Chancellor Blumenthal and CP/EVC Galloway were in attendance. The BET co-chairs served on the panel at the town hall along with Chancellor Blumenthal, CP/EVC Galloway, and Associate Chancellor Sahni. Numerous students from the ABC community-both undergraduate and graduate-shared about their lived experiences at UC Santa Cruz and the daily barriers they face to achieve academic success and feel welcomed on this campus. The students demonstrated tremendous courage to share various micro and macro-aggressions negatively impacting their sense of belonging to the point of feeling isolated, marginalized and dehumanized. Some highlighted areas include: mental health support for ABC students including dealing with the effects of microaggressions and racial discrimination; required cultural competency training for the

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[1] *Steele Discusses Stereotype Threat,* College Street Journal, September 24, 2004

entire campus community; a strong recognition of intersectional identities, safe spaces for ABC students; intentional efforts to recruit and retain more ABC students, staff and faculty; and the need for senior administrators to lead instead of the weight falling on the students.

On April 16, 2015 the BET hosted a **Next Steps Interactive Session** held at the University House attended by students, faculty, staff, and administrators at which representatives from the BET presented the preliminary findings and recommendations and allowed for further input from the broader student population. Based on student feedback, the BET vision was updated to ensure the explicit inclusion of intersectional identities. A survey instrument was developed based on student feedback with the recommendations and additional input from the Next Steps session and later sent to the entire student population that self-identifies as a member of the ABC community. The feedback has been incorporated into this report. Following this session, the team hosted a **BET Report and Update Presentation** on May 19 attended by students, staff, faculty, and administrators to present the near-final report. After this final presentation, the BET subcommittees sent all final recommendations to the BET co-chairs who took editorial responsibility for gathering the individual subcommittee reports into a comprehensive draft. This draft was circulated to all BET members in May, and their comments were incorporated into the final document.

In addition to the work of the BET, several BET members updated the African American Resource and Culture Center resource guide. In part this was to ensure an important yield tool for our newly admitted students as well as a resource for our campus community.

The BET presentations and consultations occurred with the following constituent groups:
- The Take-Over Group - representatives from each Black student organization- BET student representatives
- Chancellor's Diversity Advisory Council (formerly known as the "UCSC Advisory Counsel for Campus Climate, Culture and Inclusion"). Note: The name change is official beginning fall 2015.
- Council of Provosts (COP)
- Residential Life Staff
- Chancellor's Cabinet and Senate Executive Committee (CAB/SEC)
- Black Alumni Associations
- Senate Committee on Affirmative Action and Diversity (CAAD)
- Student Success Team
- Senate Committee on Admissions and Financial Aid (CAFA)
- Chair of the Senate Committee on Teaching (COT)
- Assistant Deans and Directors (ADD)
- Academic and College Advisors
- Undergraduate Education (UE)
- Office for Diversity, Equity, and Inclusion (ODEI)

There was a very prevalent sense of fatigue expressed by students and staff of color who regularly spend countless hours addressing diversity related issues and trying to improve the campus climate. Both should be acknowledged and compensated for their valuable contributions.

The goal of our selected review and input process leading to this report was not only to recommend key strategies and seek campus support, but more importantly, to revolutionize, rather than just enhance current programs and services that have been effective over the last two decades since the 1997 "Making Diversity Work" report. While some progress has been made in terms of increasing the percentage of undergraduate ABC students from 2% to 4%, the graduate student percentage has gone from 3.5% to 2.8%. We can and must do better not only in numbers, but the campus climate, creating a sense of community and belonging for all ABC students, staff and faculty. We did not intend to identify a full list of our current programs, though most are included in the recently updated African American Resource and Cultural Center Resource Guide, rather we focused on what is missing or needed to ensure a significantly better campus climate for all members of the ABC community - students, faculty, and staff. It is imperative that we make intentional decisions to do things differently. We cannot continue to do the same thing and expect different results. Our report is intended to give some context and most importantly, be an **action plan for making a lasting impact to enhance the campus climate for all ABC students.**

We look forward to hearing back from you and hope an update can be provided to the broader campus community by fall 2015.

Sheree Marlowe

Assistant Campus Diversity Officer
Office for Diversity, Equity, and Inclusion

Michelle Whittingham

Associate Vice Chancellor of Enrollment Management
Undergraduate Education

UC Santa Cruz Black Experience Team Co-Chairs
June 30, 2015

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EXECUTIVE SUMMARY

We are at a critical point in the history of our nation and on our campus to address the longstanding, systemic issues facing underserved communities, including the African American, Black and Caribbean (ABC) communities. These historical issues have transcended into higher education where many students of color have been denied equal access to education and resources. As a state, we have faced ongoing issues of diversifying our public institutions due in part to the California Civil Rights Initiative, otherwise known as, Proposition 209 which prohibits state governmental institutions from considering race, sex, national origin, or ethnicity in public education.

President Napolitano said, "I'm particularly concerned about the African American population in California. Latino enrollment is rising, in part because Latinos make up a growing share of the state population. But African American enrollment hasn't moved at all. Public research universities like UC are still trying to figure out how to recruit and retain African American students." On behalf of the UC Office of the President, she has directed campuses to push the envelope on Prop 209 and not allow that to be a roadblock to advancing diversity efforts at each campus.[2]

Our students continue to have the courage to stand up and share their lived experiences of feeling marginalized, isolated, threatened, and dehumanized. The burden has been on their shoulders far too long to educate others throughout the campus community on respectful dialogues surrounding race, microaggressions, implicit biases, etc. Their lived experiences coupled with the recent campus climate surveys have demonstrated the overwhelming sense of urgency to address the issues facing our ABC student community and identify key strategies that will be implemented on an institutional level.

While we are excited to be taking on such a critical role in the history of UC Santa Cruz, we have been saddened by the fact that this conversation has taken place nearly every decade of our institution's history. It is our desire that this report is the last strategic effort to incorporate intentional and sustained institutional change and action that makes a lasting difference in the lives of students today and into our future. Leaders at all levels must hold themselves accountable to ensure the vision below becomes our reality. Our students deserve nothing less!

> **UC Santa Cruz Black Experience Team Vision**
> *We will reach a critical mass of African American, Black, and Caribbean (ABC) students. ABC students, representing all intersectional identities, will feel a great sense of belonging, reach their full potential, and be recognized and celebrated for their contributions to the academic community. Our students will be retained and graduate at the same rates as the majority population and have high levels of satisfaction in their UC Santa Cruz experience.*

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[2] Quinton, Sophie. *The Battle to Fund California's Public University System*, National Journal, April 30, 2015.

Upon sharing a preliminary draft report with the Senate Committees on Admissions and Financial Aid (CAFA), Affirmative Action and Diversity (CAAD), and the Chair of the Committee on Teaching (COT), the BET received follow-up memos and comments from all expressing their support. CAFA expressed support for the vision and philosophy underlying the qualitative goal of critical mass. CAAD supported the original vision statement and provided input leading to the addition of the portion stating "be recognized and celebrated for their contributions to the academic community." In addition, CAAD expressed support for additional training for faculty as a means to foster inclusive classrooms. The COT Chair Judith Scott stated "COT looks forward to working with the Black Experience Team to address issues of microaggressions and classroom climate at UCSC. We have identified inclusive and anti-oppressive instruction as an important aspect of professional development for faculty, instructors, and TAs in our proposal for a new Center for the Advancement of Teaching on the UCSC campus. We feel that effective instruction in this area is crucial for building the type of cultural proficiency discussed in the BET report."

After carefully reviewing survey findings, listening to the lived experiences of students and consulting with multiple constituent groups, several key themes emerged:
- o Campus Climate - Retention: Residential, Social Life and Community
- o Campus Climate - Retention: Classroom Experience and Academic Support
- o Building Cultural Proficiency Across Campus (i.e. cultural intelligence, all forms of diversity including intersectional identities, etc.)
- o Hate/Bias Program and Campus Communication
- o Recruitment and Transitions of Primarily Frosh and Transfer Students

A sub-committee was formed for each theme to determine key strategies intended to enhance the campus climate for our ABC students. Similar strategies emerged across the sub-committees. Top priorities were identified based on continuous discussions with various groups of students, an online student survey, review of data, research and literature, and an outstanding summary presented by BET student members who administered a survey to the Take-Over Group comprised of the African American/Black student organizations. **As EVC and Campus Provost Galloway and/or Chancellor Blumenthal provide charges to the appropriate Principal Officers we recommend that a clear timeline and measureable outcomes are included.**

Top Recommended Strategies

Build **cultural proficiency** across campus with continual education required for staff, faculty, teaching assistants and students. Areas should include: implicit bias, microaggressions, privilege, power, oppression, stereotype threat, intersectional dialogues on race, class, gender, gender identity, sexual orientation, disability status, etc.

Hire a **Mental Health Professional** who specializes in the impact and experiences of racial stereotypes and microaggressions affecting the ABC community.

Allocate a new FTE and hire an **Undergraduate Admissions Recruiter** with the primary responsibility of recruitment and yield of ABC students.

Launch an ongoing campaign regarding the **Hate/Bias Response Program** to ensure an understanding of the process that is effectively communicated across all constituencies, and build an infrastructure to support continual training efforts.

Hire a **Black Student Retention Specialist**. Duties would include serving as the lead academic advisor for ABC students on campus, assisting students with academic planning, coaching, personal and social support and integration on campus.

Recruit, hire and retain more faculty and staff from the ABC community to foster a sense of belonging and contribute to our goal of reaching critical mass.

Create diverse opportunities for **community building and creating safe spaces** for ABC students, including all intersectional identities. (Examples: Intentional efforts to educate residents about the Rosa Parks African American Theme House (RPAATH), partnership with the Cantú Center to create a safe space and incorporate the dialogue on queer students of color, space for Black Greek organizations, partnerships with Historically Black Colleges and Universities, etc.).

In order to ensure timely and continued action toward the vision, we encourage the Chancellor and CP/EVC to determine which strategies can be supported in the very near future and charge the appropriate Principal Officer to take responsibility within a given period of time with required updates on the contributions towards the vision.

Current Accomplishments at UC Santa Cruz

- **Online cultural proficiency training review and implementation for new undergraduates**
  - The Online Diversity Training Working Team appointed by the Associate Vice Chancellors for Campus Life and CHES based on a charge from CP/EVC Galloway, will identify and implement a required online diversity training tool for new undergraduate frosh and transfer students with the goal to begin in the fall of 2015. This team has emerged based on outcomes during the Envision UCSC strategic planning process; the review of the campus climate surveys and strategies identified by the Chancellor's Diversity Advisory Council (formerly known as the "UCSC Advisory Council on Campus Climate, Culture and Inclusion"); the Climate Town Hall focused on the experiences of African American, Black and Caribbean students; UCSC Black Experience Team (BET); and a collective of LGBTIQ students. The goal is to ensure all students

have a better understanding and appreciation of the rich diversity they will experience here on campus, including, but not limited to: race, ethnicity, sexual orientation, gender identity, international origin, religion, power, privilege, oppression, tolerance, microaggressions, etc. We expect all community members to practice our Principles of Community.

- **Mental Health Professional**
  - The Director of Counseling and Psychological Services (CAPS) Gary Dunn, Executive Director of Health Services Mary Knudtson and AVC Alma Sifuentes have reached out to various campus constituents, including the Office for Diversity, Equity, and Inclusion to assist with drafting a job description and developing effective recruitment strategies to hire a mental health professional who specializes in the impact and experiences of racial stereotypes and microaggressions affecting the ABC community. Also in August 2015, a new trainee (Post-Doc Intern) will be joining CAPS for a one year appointment who identifies as African American. Trainees provide the same broad set of services as therapists, however, they work under a supervising therapist and their duties include: brief therapy for UCSC students, crises shifts and outreach/psych ed.

- **Retention Specialist**
  - CP/EVC Galloway has committed resources to hire a Retention Specialist to help increase the retention and graduation rates of underserved communities, including the ABC community.

- **Permanence of the UCSC Black Experience Team (BET)**
  - The BET will continue in an advisory role to champion the BET report and recommendations and continue to stay active in the work to foster the change necessary to achieve the vision. A recommendation has been submitted to have the BET work directly with and report to the Chancellor's Diversity Advisory Council* (CDAC) to advise the Chancellor and CP/EVC on ongoing recruitment, retention and campus climate strategies surrounding ABC students. *NOTE: CDAC was formerly known as "UCSC Advisory Council on Campus Climate, Culture and Inclusion" (ACCCCI). The name change is official starting Fall 2015.

- **Creation of the Diversity and Inclusion Certificate Program - for Graduate Students**
  - Graduate student, Tisha Bohr, spearheaded the creation of the two electives for graduate students to be added to the existing ODEI Diversity and Inclusion Certificate Program. These new electives will be offered starting Fall 2015. Assistant Professor Christy Byrd in the psychology department and Post-Doc Ian Marcus who is working on a new Howard Hughes Medical Institute (HHMI) initiative to introduce active learning into intro biology classes will be co-teaching a course on inclusive teaching and classrooms. Christy Byrd will cover the following topics: culturally responsible and inclusive classroom environments, microaggressions (as the aggressor, an ally and as a target), and handling sensitive/difficult situations in the classroom. Ina Marcus will focus on inclusive teaching, active learning, contexting, growth mindset, how people learn, facilitation versus lecturing, and assessment.
  - Nancy Heischman, Director of Conflict Resolution Services, will be presenting a 2-3 hour workshop on conflict management with an emphasis on graduate student situations and how various areas of diversity or differences may lead to conflict due to misunderstandings, different communication styles, etc.

Charge and Formation

Black Experience Team Charge

The Special Working Team appointed by the Chancellor's Advisory Council on Campus Climate, Culture and Inclusion will advise the Chancellor and Campus Provost/Executive Vice Chancellor on recruitment, retention and campus climate matters surrounding African American, Black, and Caribbean students at UC Santa Cruz. This team has emerged based on the survey results of recent campus climate surveys. The goal is to enhance the campus climate and success of ABC students by understanding the challenges and identifying strategies.

Black Experience Team Members

Sheree Marlowe, Assistant Campus Diversity Officer, ODEI (Co-Chair)
Michelle Whittingham, AVC, Enrollment Management (Co-Chair)
Michael McCawley, Director of Admissions
Ebony Lewis, Associate Director of Outreach, Admissions
Shonté Thomas, Director, African American Resource and Cultural Center
Amber Austin, Undergraduate Student
Jocqui Smollett, Undergraduate Student
Melissa Lyken, Undergraduate Student
Wisdom Cole, Undergraduate Student
Pablo Reguerin, Executive Director of Retention Services and Director of Educational Opportunity Program
Maria Rocha-Ruiz, Executive Director, Educational Partnership Center
Donnae Smith, Diversity and Inclusion Coordinator, CHES
Adrienne Harrell, Director of Undergraduate Student Affairs, Engineering
Hashim Jibri, Coordinator for Residential Education, Oakes College
Laura Turner-Essel, Coordinator for Residential Education, Village and Camper Park
Maya Iverson, Graduate Student
Herman Gray, Professor, Sociology Department Chair

We are proud to also be collaborating with **Alumna, Tiffany Dena Loftin,** who was recently appointed by President Obama to serve as a member of the President's Advisory Commission on Educational Excellence for African Americans.

A special thanks to **Jennifer Gallacher**, Executive Assistant, Enrollment Management, for her tremendous contributions and administrative support to the Black Experience Team. An additional thanks to **Sydney Rogers**, Enrollment Management Project Assistant, for creating all the valuable graphs and **Shirley Truong**, Principal Analyst, Institutional Research, Assessment and Policy Studies, for the retention and graduation data to inform the BET.

Formation

The BET had a preliminary meeting in the summer of 2014 to discuss the goals for this team. Later during the fall kick-off meeting five broad themes emerged for the team to focus their efforts in preparation for the final report due in June 2015. Subcommittees were formed to address each theme, assess the present state of the

campus in its area of focus, and develop recommendations as to how the campus can implement actions to address issues facing our ABC students. The team met regularly during the remainder of the academic year, periodically reporting the results of their deliberations to the entire team.

2011 UCSC Diversity and Community Building Study

UCSC's Diversity and Community Building Study was sponsored by the Chancellor's Advisory Council on Campus Climate, Culture and Inclusion, the Office for Diversity, Equity, and Inclusion, and Institutional Research and Policy Studies. It began in spring 2011 with two online surveys of the entire student body, with one focusing on undergraduate students and the other on graduate students. The study's main goals were to evaluate the university's existing culture and institutional support of all members of our campus community, and to provide valuable information for improvement of everyday practices, policy decisions and other community-building efforts. The surveys included questions on campuswide climate for diversity and inclusion.

Key Findings: As a group, ABC students were the least satisfied with racial/ethnic diversity on campus and with interactions among different racial/ethnic groups. In particular, half of the ABC respondents were dissatisfied with the racial/ethnic diversity of the student body, faculty, and staff. ABC students were also significantly more likely than other ethnic groups to report "feeling insulted or threatened because of their race." Specifically, 55% of ABC respondents said that they felt this way at least sometimes, and 35% felt this way "often" or "very often." In addition, 29% of ABC respondents reported frequently hearing students making insensitive and disparaging racial comments and 22% reported witnessing discrimination "often" or "very often." Students' insensitive and disparaging racial comments contributed to ABC students' perceptions of a more hostile environment.

2013 UC Systemwide Campus Climate Study, Rankin & Associates

In 2012, then-UC President Mark G. Yudof commissioned a systemwide campus climate study at the University which included the 10 UC campuses and three UC locations: the Lawrence Berkeley National Laboratory, the UC Division of Agriculture and Natural Resources, and the UC Office of the President. The goal for this study was to collect a comprehensive data set that would help the University better understand the strengths and challenges of the working and learning environments across the system and within each location. President Yudof committed to using the results of the study to make informed and targeted decisions and take action to improve the UC climate for students, faculty, and staff. The UC Office of the President contracted with Rankin and Associates Consulting who, in collaboration with the locations, conducted a survey during the 2012-2013 academic year. During that period over 386,000 individuals were invited to participate in the survey, making it the largest study of its kind in the United States. University community members completed 104,208 surveys over a six month period from November 2, 2012 to May 3, 2013. UC Santa Cruz community members completed 6,399 surveys for an overall response rate of 30%. The Rankin report was released to all campus constituents in March 2013.

Key Findings: Undergraduate Students who self-identified as an Underrepresented Minority[3] who participated in the survey: *Number*: 1,316. *Percentage*: 30.25%. To assess students (both graduate and undergraduate), trainees, and post-docs degree to which they agreed with a number of statements about their interactions

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[3] **Underrepresented Minority** category includes African American/African/Black respondents, American Indian/Alaskan Native respondents, and Hispanic/Latino respondents AND individuals who checked both the Underrepresented Minority and White responses.

with faculty, students, and staff at UC Santa Cruz (Table 43, page 131-132), 37% felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds (n=1,718), compared to 33.1% who disagreed and 13% who strongly disagreed. Also, 44.6% responded that they agree or strongly agree that they don't see enough faculty/staff with whom they identify versus 42% that disagree or strongly disagree. When this response was further disaggregated (Underrepresented Minority: 50% agreed, 38% disagreed; Transgender[4]: 56% agreed, 39% disagreed; Genderqueer[5]: 49% agreed, 36% disagreed; Other People of Color[6]: 51% agreed, 33% disagreed; White: 36% agreed, 52% disagreed).

Additionally, faculty, staff, post-docs, and trainees were surveyed on how they felt the institutional initiatives listed in Table 44 influenced the climate at UC Santa Cruz. Respondents were asked to decide whether certain institutional actions positively or negatively affected the climate, or did not affect the climate. Highlights of relevant responses: (*Increasing the diversity of the student body*: 63.1% positive influence, 6.9% no influence, 1.1% negative influence; *Increasing the diversity of the faculty*: 58.7% positive influence, 7.6% no influence, 1.4% negative influence; *Increasing the diversity of the staff*: 63.2% positive influence, 9.7% no influence, 1.3% negative influence; *Increasing the diversity of the administration*: 62.5% positive influence, 8.0% no influence, 1.5% negative influence; *Providing recognition and rewards for including diversity issues in courses across the curriculum:* 38% positive influence, 6.4% no influence, 1.7% negatively influence; *Providing diversity training for students*: 47.5% positive influence, 8.3% no influence, 0.9% negative influence; *Providing diversity training for staff*: 65.1% positive influence, 10.4% no influence, 1.7% negative influence; *Providing diversity training for faculty*: 46.2% positive influence, 8.3% no influence, 1.4% negative influence; *Increasing funding to support efforts to change UC Santa Cruz climate*: 40.5% positive influence, 8.9% no influence, 2.9% negative influence). When reviewing some of the qualitative data on the student perceptions, some students felt that increasing diversity would improve the climate. One respondent stated that they felt they "couldn't talk about the influences of these different efforts on campus because they don't seem to exist."

Hate/Bias Incidents

In the spring quarter of 2014, two reports were sent to the Hate/Bias Response Team with allegations that members of the ABC community were being targeted based on their race. As a result of the reports, the University of California, Santa Cruz hired the law firm Meyers Nave to investigate. Meyers Nave provided recommendations and conclusions to UC Santa Cruz. First, the current hate/bias response policy should be reviewed and a clear process for implementation of the policy should be considered. This should include protocols for University Housing staff regarding how to identify and understand situations that require a hate/bias referral and whether or when to make a hate/bias referral in intake or conflict resolution situations. The policy should clearly state that such referrals should be made when staff has **notice** of facts that could implicate a hate or bias-motivated claim, not that staff must first determine if such a claim has merit. Second, it was recommended that RA/CA's, RAs, CREs and other supervisory staff should receive focused and strategic

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[4] **Transgender** was defined for this project as an umbrella term referring to those whose gender identity (a person's inner sense of being man, woman, both, or neither. One's internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics) or gender expression (the manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female) is different from that traditionally associated with their sex assigned at birth.

[5] **Genderqueer** refers to a person whose gender identity is neither man or woman, is between or beyond genders, or is some combination of genders. This identity is usually related to or in reaction to the social construction of gender, gender stereotypes and the gender binary system. Some genderqueer people identify under the transgender umbrella while others do not.

[6] **Other People of Color** category includes Asian/Asian American respondents, Middle Eastern/Southwest Asian/North African respondents, and Pacific Islanders AND individuals who checked both the Other People of Color and White responses.

training for implementing response guidelines and training in hate/bias prevention. Residents of the colleges should receive the policy and clear behavioral expectations regarding hate/bias prevention, in orientation materials and student policy materials, and this matter should be widely distributed through the University's network and on-campus posting.

Black Alumni Association

In the fall of 2013, Shonelle Blake, a member of of the Black Alumni Association (BAA), began contacting several staff on campus to share the BAA's commitment to ensure current and future ABC students have the same type of experience that alumni had and to address what she understood as a decrease in ABC students. Several conversations took place as well as a campus visit in the fall of 2013 by Shonelle and alumna Ainye Long. In the winter of 2014, Shonelle returned to campus to meet with several staff. Current programs and services were shared along with enrollment trends. Though this process, we identified that the data discrepancy was related to the new federal definition in 2010 that added "two or more" as a category when students identified their race and ethnicity. Themes emerged from the conversations related to ensuring robust summer programs for students, re-instituting a black student recruiter, ensuring the use of relevant brochures highlighting the ABC experience on campus, the need for scholarships, recruitment and yield programs focusing on ABC students, and their interest in collaborating on programs focused on both recruitment and retention. While it was not possible for an in-person meeting this spring, there were several exchanges with the BAA and a draft of this report shared.

HISTORY AND CONTEXT

There have been longstanding, systemic issues facing underserved communities throughout history, including the African American, Black and Caribbean communities. These historical issues have transcended into higher education where many students of color have been denied equal access to education and resources. As a state, we have faced ongoing issues of diversifying our public institutions due in part to the California Civil Rights Initiative, otherwise known as, Proposition 209 which prohibits state governmental institutions from considering race, sex, national origin, or ethnicity in public education.

"We just need to open our eyes, and our ears and our hearts to know that this nation's racial history still casts its long shadow upon us." – President Obama

Speaking at the 50th anniversary of the Selma-to-Montgomery march

President Napolitano said, "I'm particularly concerned about the African American population in California. Latino enrollment is rising, in part because Latinos make up a growing share of the state population. But African American enrollment hasn't moved at all. Public research universities like UC are still trying to figure out how to recruit and retain African American students." On behalf of the UC Office of the President, she has directed campuses to push the envelope on Prop 209 and not allow that to be a roadblock to advancing diversity efforts at each campus.[7]

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[7] Quinton, Sophie. *The Battle to Fund California's Public University System*, National Journal, April 30, 2015.

Diversity has been a key principle and defining characteristic of the state of California and its University since our inception and is fundamental both to the unique character of our state and to the quality and depth of the University's contribution to the state and its citizens.[8]

In its 1997 Self-Study Report, written in preparation for the accreditation review conducted by the Western Association of Schools and Colleges, this campus asserted that diversity is an issue of special concern at UCSC. The state's changing demographics make it imperative for the University of California in general and our campus in particular to serve and be enriched by an increasingly diverse population. We aspire to create a campus community where all individuals will feel welcomed, supported, and respected, and where they will be able to contribute to and gain from membership in that community.[9]

Numerous studies document the educational benefits of racially diverse learning environments in college. Advanced quantitative studies show that increasing representation of students of color (structural diversity) is directly associated with a positive racial climate and other benefits like cross-racial understanding.[10]

Students who feel a sense of belonging perform better academically, including in targeted interventions aimed at ABC college students.[11] We have learned a great deal over the years about the devastating impacts of racial isolation and discrimination, stereotype threat, and microaggressions. We have a duty as a public research university to recruit, retain and address the campus climate for all students that represent the demographics of our state.

While we are excited to be taking on such a critical role in the history of UC Santa Cruz, we have been saddened by the fact that this conversation has taken place nearly every decade of our institution's history. It is our desire that this report is the last strategic effort to incorporate intentional and sustained institutional change and action that makes a lasting difference in the lives of students today and into our future. Leaders at all levels must hold themselves accountable to ensure the vision below becomes our reality. Our students deserve nothing less!

Black Experiences in Higher Education

Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. Journal of Higher Education, 80(4), 389-414.

Based on the Harper article,[12] some have acknowledged that higher education is a public good through which individual participation accrues benefits for the larger society (Institute for Higher Education Policy, 1998; Kezar, Chambers, & Burkhardt, 2005; Lewis & Hearn, 2003). Despite this, recent analyses have confirmed that

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[8] 2007 UC Study Group on University Diversity Overview Report to the Regents.

[9] *Making Diversity Work*, The Report of the Chancellor's Commission on a Changing Campus, Office of the Chancellor, University of California, Santa Cruz, 1997

[10] Jayakumar, U.M. (2008), *Can Higher Education Meet the Needs of an Increasingly Diverse and Global Society? Campus Diversity and Cross-Cultural Workforce Competencies*, 78 HARV. EDUC. REV. 615.

[11] Walton, G. & Cohen, G. (2008). *A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students*, 331 SCIENCE 1447; Locks, A.M., et al., (2011) *Extending Notions of Campus Climate and Diversity to Students' Transition to College,* 21 REV. HIGHER EDUC. 257, 260.

[12] Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. Journal of Higher Education, 80(4), 389-414.

too few African Americans are offered access to the socioeconomic advantages associated with college degree attainment (Harper, 2006; Perna et al., 2006). Some may say that the recurrent struggle for racial equity is surprising, given the number of policies that have been enacted to close college opportunity gaps between African Americans and their White counterparts at various junctures throughout the history of higher education.

A tenet generally agreed upon when discussing "critical race theory" is that racism is a normal part of American life, often lacking the ability to be distinctively recognized, and thus is difficult to eliminate or address (Delgado, 1995; Delgado & Stefancic, 2001; Ladson-Billings, 2000; Solórzano, 1998). Racial microaggressions which are "subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously" (Solórzano, Ceja, & Yosso, 2000, p. 60) replace more overt demonstrations of racism in most settings. The critical race theory lens unveils the various forms in which racism continually manifests itself, despite espoused institutional values regarding equity and social justice.

The critical race theory also rejects the notion of a "colorblind" society. Colorblindness leads to misconceptions concerning racial fairness in institutions; tends to address only the most blatant, overt forms of inequality and disadvantage; and hides the commonplace and more covert forms of racism. "Instead of tackling the realities of race, it is much easier to ignore them by embracing colorblind ideologies . . . it creates a lens through which the existence of race can be denied and the privileges of Whiteness can be maintained without any personal accountability" (Harper & Patton, 2007, p. 3). Critical race theorists continuously critique institutional claims of liberalism, neutrality, objectivity, colorblindness, and meritocracy (Crenshaw, 1997). These ideas camouflage the socially constructed meanings of race and present it as an individualistic and abstract idea instead of addressing how racial advantage propels the self-interests, power, and privileges of the dominant group (Solórzano, 1998).

Critical race theory also gives voice to the unique perspectives and lived experiences of people of color. It uses counternarratives as a way to highlight discrimination, offers racially different interpretations of policy, and challenges the universality of assumptions made about people of color. This theory acknowledges that "racism is a means by which society allocates privilege and status" (Delgado & Stefancic, 2001, p. 17). It recognizes the hierarchy that determines who receives benefits and the context in which those benefits are accrued. In essence, there is a coming to terms with the reality that racism is a permanent fixture in society, including on college and university campuses (Harper & Patton, 2007). Critical race theory is particularly useful for examining policies affecting African American students in higher education, as racial subordination is among the critical factors responsible for the continued production of racialized disparities and opportunity gaps.

During the establishment of Historically Black Colleges and Universities (HBCUs), nearly everything that was taught to the former slaves did not reflect their own cultural history and heritage, but instead focused on white, European, and Westernized values and culture. The second Morrill Land Grant Act of 1890 legalized the segregation of black and white public institutions and emphasized a curricular focus on mechanics, agriculture, and the industrial arts. Though attractive to some African Americans, this federally-supported model of vocational education promoted the idea that they were intellectually less capable than whites and should be offered a separate and lower-caliber education (Anderson, 1988; Davis, 1998). Although a few African Americans were allowed to matriculate at predominantly white institutions (PWIs) throughout this era, 90% of all African American degree-holders in the late 1940s had been educated at HBCUs (Davis, 1998). On the eve of

desegregation, African Americans accounted for less than one percent of entering first-year students at PWIs.

U.S. President John F. Kennedy first introduced the term "affirmative action" in a civil rights speech given at an HBCU, Howard University (Bowen & Bok, 1998). The term was soon followed by elaborate plans to remedy the problem of persistent exclusionary practices and decades of unfair treatment of women and racial/ethnic minorities in all facets of American life, including education. U.S. President Lyndon B. Johnson officially brought Kennedy's vision to fruition in 1965 with the signing of Executive Order 11246. Under this new legislation, African Americans were afforded opportunities to matriculate at institutions that were once completely inaccessible to non-whites. Kelly and Lewis (2000) report that Black enrollments increased from 27% in 1972 to 34% in 1976, before dropping steadily during the subsequent decades.

"Over a century of gainful policy efforts have been undermined by the following: the steady underrepresentation of African American students at PWIs; continued over-reliance on racially-biased college entrance exams; consistent attempts to dismantle affirmative action; increased statewide admissions standards for public postsecondary education, without corresponding advances in public K-12 schools; reports of racism and negative African American student experiences at PWIs; low African American male student persistence and degree attainment rates; forced desegregation of HBCUs; inequitable funding for HBCUs; and the decline of need-based federal financial aid" (Harper, 2009).

Attempts to dismantle affirmative action at postsecondary institutions began in 1973 with the original filing of the landmark case, Regents of the University of California v. Bakke (Trent, 1991). Allan Bakke, a white male applicant who was denied admission to the University of California-Davis, believed he would have been admitted were it not for affirmative action programs. A 1978 Supreme Court decision prohibited racial quotas, but allowed universities to consider race a factor among many in the pursuit of diversity (Regents of the University of California v. Bakke, 1978). Anti-affirmative action legislation has since restricted African American student access to postsecondary institutions in Texas and California. The numerous cases promoting anti-affirmation policies continue to challenge the admission of African Americans and other racial/ethnic minority students in higher education. Two such cases surfaced at the University of Michigan. *Gratz v. Bollinger*, involving the University's undergraduate admissions policies, and *Grutter v. Bollinger*, which challenged Michigan's law school admissions policies, were filed in 1997. One criticism of affirmative action has been that these programs promote reverse discrimination against white people.

It is important to note that most legal cases challenging affirmative action have surfaced when a person who self-identifies as White was denied admission or access to an institution. What about the robust number of African Americans and other historically excluded populations that have been consistently denied access to higher education for decades upon decades? Policymakers in public and institutional sectors, and college administrators must be made aware of the structural barriers that produce racial disparities in college access and attainment. Equally important is the critical and ongoing analyses of policies that were supposedly enacted to improve educational outcomes for the African American population, as many have regressed in recent years.

The number of African American/Black students enrolling in college was steadily increasing up until the Great Recession when deep state funding cuts to public higher education budgets were enacted. Unfortunately, these cuts seem to have had a disproportionate negative impact on African American/Black students for whom

college enrollment rates declined sharply after 2007, especially at the California State University (CSU) system—both in freshmen and transfer enrollment. Even before these budget cuts, African American/Black students were substantially underrepresented at the University of California (UC) system, a fact that still persists today (*The State of Higher Education in California*, The Campaign for College Opportunity: Increasing college graduates to strengthen California, May 2015. p 3).

Key Historical Moments at UC Santa Cruz

1966: Herman Blake was the only Black faculty member. There were no Chicanos on the faculty (Doyle, 2011).

1968-69: Herman Blake chaired the Ethnic Studies Committee (Doyle, 2011).

1969: First commencement and students crash the stage demanding a more inclusive environment.

1972: College 7 opens and the next year is named Oakes College based on generous funds received from Roscoe and Margaret Oakes Foundation. Oakes College Science Program launched with key "movers and shakers" including George Blumenthal (Doyle, 2011).

1986: Ethnicity and Race General Education Course added. Students who entered after spring quarter of 1986 were required to take an Ethnic/Third World course "dealing with ethnic minorities in the US or one course on a non-Western society. The intent of the requirement is to increase knowledge of non-Western cultures (in the US and elsewhere), improve cross-cultural awareness, and explore relationships between ethnicity and other aspects of a liberal arts curriculum. These courses are particularly concerned with how ethnicity and race may intersect with other categories, such as gender, class, or sexual orientation, to shape self-understanding and patterns of human interaction."

1990 – 1991: Creation of the African American Resource Center.

1994: Western Association of Schools and Colleges asserts "Diversity is an issue of special concern at UCSC…We aspire to create a campus community where all individuals will feel welcomed, supported, and respected, and where they will be able to contribute to and gain from membership in that community."

1997: "Making Diversity Work" - report of the Chancellor's Commission on a Changing Campus.

2001: Principles of Community developed and endorsed.

2008: Student Affairs, Colleges and University Housing Services- Staff and Diversity Inclusion: Plan of Action- Creating a Diverse and Inclusive Workplace.

2010: The Equal Employment Opportunity/Affirmative Action (EEO/AA) Office was officially renamed the Office for Diversity, Equity, and Inclusion.

2010: The Diversity Advisory Committee (DAC), which was formed in the summer of 2009 to advise Chancellor Blumenthal on diversity-related issues at UCSC, was restructured into UCSC's Advisory Council on Campus Climate, Culture and Inclusion (ACCCI).

2011: UCSC 2011 Undergraduate Student Survey from the Diversity and Community Building Study (DCB survey).

2011: Rosa Parks African American Theme House (R.PAATH) established.

2013: UC Systemwide Campus Climate Study, Rankin & Associates.

2014: Critical Race and Ethnic Students (CRES) major begins.

2014: Black Experience Team established.

2014-15: Senate Committee on Admissions and Financial Aid supports use of geographic location in selection to maximize African American admits and adds Principles of Community to Conditions of Admission.

2015: Climate Town Hall focused on the ABC student experience.

BLACK EXPERIENCE TEAM VISION

> *We will reach a critical mass of African American, Black, and Caribbean (ABC) students. ABC students, representing all intersectional identities, will feel a great sense of belonging, reach their full potential, and be recognized and celebrated for their contributions to the academic community. Our students will be retained and graduate at the same rates as the majority population and have high levels of satisfaction in their UC Santa Cruz experience.*

Note: Definitions for **Critical Mass**

o In *Fisher v. University of Texas, Austin*, 631 F.3d 213, XXX (5th Cir. 2011), "…critical mass does not correspond to a rigid numerical figure, but is defined by reference to the educational benefits that diversity is designed to produce."

o Dr. Claude Steele from UC Berkeley writes, the term "critical mass" refers to the point when there are enough minorities in a setting that individual minorities no longer feel uncomfortable because they are minorities, they no longer feel an interfering level of identity threat.[13]

o Dr. William Kidder from UC Riverside writes, "When comparing campuses with lower (2%-4%) African American enrollments and an affirmative action ban to campuses with higher African American enrollments (5%-10%) – some with affirmative action and some without – it is notable that in ninety-eight out of ninety-eight head-to-head comparisons, the African Americans at the campuses where they are 5% or more of the student body report higher levels of believing that students of their race are respected. … There is no ironclad threshold where the educational benefits of "critical mass" always begin to firmly take hold, and to make such an assertion is not my goal." "Regarding . . . critical mass with respect to African Americans needs to be "well beyond" three percent, the comparative data reinforce that the differences generally matter with respect to attending a research university where African Americans are two or three percent of the student body versus five percent or more, and the very highest levels of African American students perceiving that they are respected are found in the campuses where African Americans are 8-11 percent of the student body."[14]

2007 UC Study Group on University Diversity Overview Report to the Regents http://www.ucop.edu/student-affairs/_files/diversityreport0907.pdf

Finally, numbers do not tell the whole story with respect to achieving the benefits of a diverse University. Structural diversity—that is, adequate representation of people from different groups and backgrounds—is not enough. We must address campus climate: the quality and extent of interaction between diverse groups and

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[13] Steele, C.M. (2010). *Whistling Vivaldi: And Other Clues To How Stereotypes Affect Us*. New York: W.W. Norton & Company.

[14] Kidder, W.C. (2012). *The Salience of Racial Isolation: African Americans' and Latinos' Perceptions of Climate and Enrollment Choices with and without Prop 209*, UC Riverside.

individuals and the degree to which the University's research and teaching reflect an open and inclusive approach.
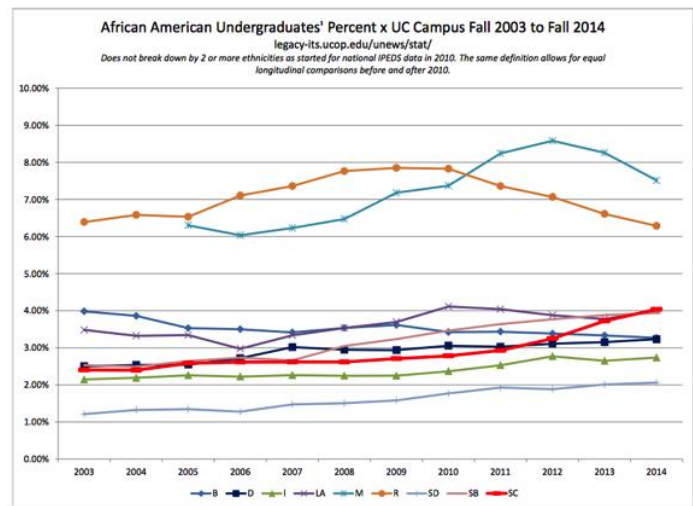
Upon sharing a preliminary draft report with the Senate Committees on Admissions and Financial Aid (CAFA), Affirmative Action and Diversity (CAAD), and the Chair of the Committee on Teaching (COT), the BET received follow-up memos and comments from all expressing their support and interest in continuing the collaboration. CAFA expressed support for the vision and philosophy underlying the qualitative goal of critical mass. CAAD supported the original vision statement and provided input leading to the addition of the portion stating "be recognized and celebrated for their contributions to the academic community." In addition, CAAD expressed support for additional training for faculty as a means to foster inclusive classrooms. The COT Chair Judith Scott stated "COT looks forward to working with the Black Experience Team to address issues of microaggressions and classroom climate at UCSC. We have identified inclusive and anti-oppressive instruction as an important aspect of professional development for faculty, instructors, and TAs in our proposal for a new Center for the Advancement of Teaching on the UCSC campus. We feel that effective instruction in this area is crucial for building the type of cultural proficiency discussed in the BET report."

STUDENT DEMOGRAPHICS
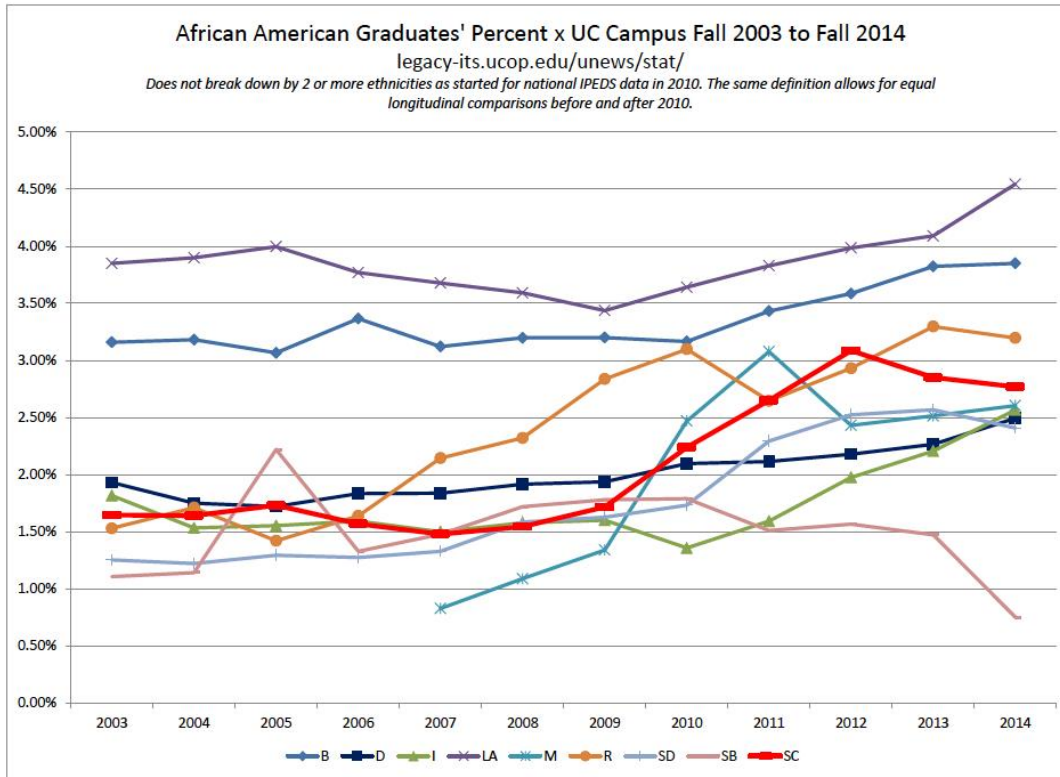
Undergraduate and Graduate Students

While we have seen increases in the undergraduate and graduate student population since 2003, we have significantly more progress to make to reach an initial level of 5% to assist in reaching a critical mass.

In viewing a snapshot from Fall 2014, we have **656** undergraduates, with **238** being new undergraduate students for **4.7%,** and 44 graduate students from a total student body of 17,866. This is based on students identifying as African American, including those who checked two or more categories in the race/ethnicity field. That equals **4%** of our total undergraduate population (16,277). Note: when we remove students indicating two or more, a federal category that began in 2010, the number goes down to **317 students**, which equals **2%**.

African American Undergraduates' Percent x UC Campus Fall 2003 to Fall 2014
legacy-its.ucop.edu/unews/stat/
Does not break down by 2 or more ethnicities as started for national IPEDS data in 2010. The same definition allows for equal longitudinal comparisons before and after 2010.

EM/srogers   UCOP Stat Summary data   2

Information on 2015 frosh who submitted their Statement of Intent to Register (SIR) reflect a decrease in the total number and percentage of African Americans of the total. California numbers reflect a change from 223 (5.3%) last year to 129 (3.3%) this year. Out of state frosh African American SIRs showed a change from 33 (8.9%) to 22 (6.4%) this year. This can be attributed to both lower admit numbers, particularly in Los Angeles, Contra Costa, Alameda and San Francisco counties and lower overall yields. Last year the percentage of admitted students who submitted a SIR was 29.5% compared to 20.6% this year. We saw an

increase in the percent of our admits also admitted to other UC campuses from 56.2% last year to 60.9% this year, the highest increase with UCLA at 4.2% greater than last year. We heard directly from the parent of one student, for whom UC Santa Cruz was her first choice, that she chose the University of British Columbia given the lower cost of attendance after factoring in the exchange rate and scholarship. Transfer data was not yet available at the time of this report was submitted.

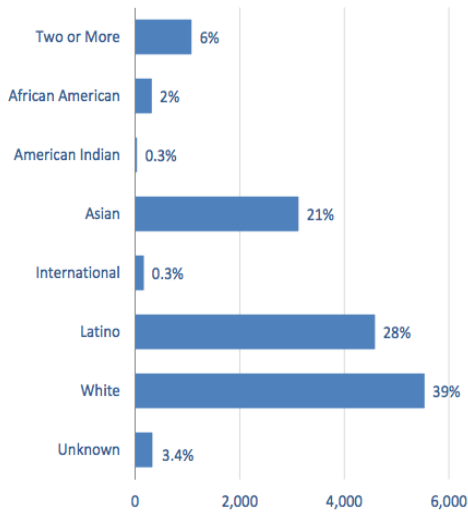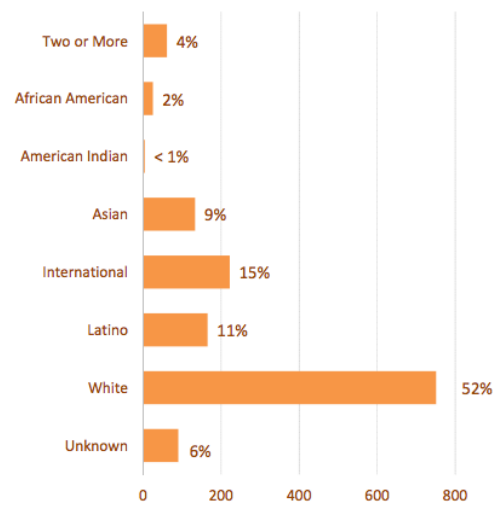African American Graduates' Percent x UC Campus Fall 2003 to Fall 2014
legacy-its.ucop.edu/unews/stat/
Does not break down by 2 or more ethnicities as started for national IPEDS data in 2010. The same definition allows for equal longitudinal comparisons before and after 2010.

Undergraduate Students
by Race/Ethnicity : 15,088
3 Quarter Average : 2013 - 2014

Two or More	6%
African American	2%
American Indian	0.3%
Asian	21%
International	0.3%
Latino	28%
White	39%
Unknown	3.4%

Office for Diversity, Equity and Inclusion
Data Source: UCSC Data Warehouse

Graduate Students
by Race/Ethnicity : 1,451
3 Quarter Average : 2013 - 2014

Two or More	4%
African American	2%
American Indian	< 1%
Asian	9%
International	15%
Latino	11%
White	52%
Unknown	6%

Office for Diversity, Equity and Inclusion
Data Source: UCSC Data Warehouse

In the section on Barriers to College Access in the May 2015 report on the "State of Higher Education in California- Blacks", significant obstacles are shared in terms of accessing traditional four-year universities. The barriers highlighted include: "family's level of income and education, and the quality of early, primary, and secondary education they receive, and access to A -G courses that are necessary for UC and CSU eligibility. These are exceptionally tough to overcome and then compounded with state and institutional pressures such as budget cuts, enrollment reductions, and disproportionate impacts of certain admissions policies, the roadblocks can be extraordinarily difficult to surmount."
http://collegecampaign.org/portfolio/may-2015-the-state-of-higher-education-in-california-black-report/

The University of California has developed some programs and collaborative partnerships with other universities to help increase the representation of graduate level students who self-identify as African American, Black or Caribbean.

UC-HBCU Program
The UC-HBCU Initiative seeks to improve the representation of the graduate level ABC student population in UC graduate programs, particularly Ph.D. programs, by investing in relationships and efforts between UC faculty and Historically Black Colleges and Universities (HBCUs). The University of California's reputation as a premier research and teaching institution rests on its capacity to serve the State of California, and nation, at the highest levels. This requires attracting and graduating scholars who reflect the communities of the world. At the graduate level ABC students are extremely underrepresented in UC graduate and professional programs. The five year average (2009-2013) for enrollment of African Americans in UC academic doctoral programs is 2.7%.

HBCUs have long played a role in providing educational opportunities for those previously excluded from education. The first HBCU was established in 1837, with most other institutions established after the American Civil War. Currently there are 105 HBCUs serving more than 300,000 students. The University of California recognizes the unique and important contributions that Historically Black Colleges and Universities make to the academy, our nation and the world. Through the UC-HBCU Initiative, the Office of the President encourages UC faculty to actively engage in collaboration and cooperation with faculty and students at Historically Black Colleges and Universities. Such efforts will serve to strengthen and enrich our mission of teaching, research and public service.

An average of 43% of submitted proposals have been selected for funding. During the Initiative's first three summers, UC hosted nearly 150 scholars across nine UC campuses. More than 80 fellows are expected to conduct research at nine campuses during summer 2015. Thirteen PhD students and two academic master's students are currently enrolled at UC, and one master's student has already graduated as a direct result of this Initiative. However, since the program began in 2011, UC Santa Cruz has only received one award. We need more intentional efforts from our faculty to submit proposals for this great program and to raise the level of institutional commitment to increasing the representation of black scholars on our campus. http://www.ucop.edu/graduate-studies/initiatives-outreach/uc-hbcu-program/
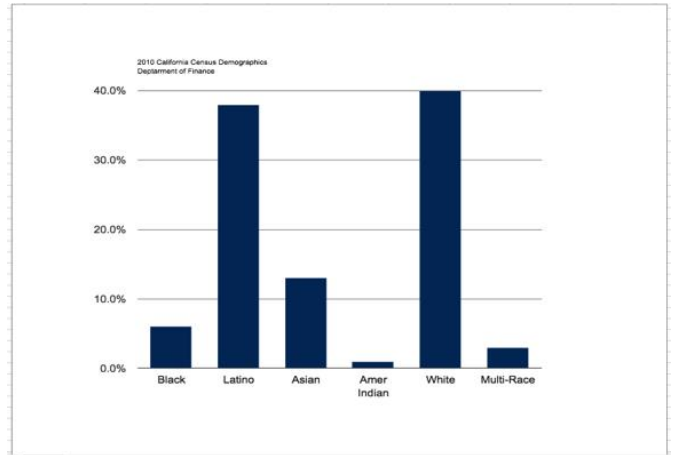
Stanford University DARE Fellowship Program
The DARE (Diversifying Academia, Recruiting Excellence) Doctoral Fellowship Program awards two-year fellowships to advanced doctoral students who want to investigate and prepare for academic careers and whose presence will help diversify the professoriate. The UCSC Graduate Studies Division hosted a campus visit of the DARE fellows who were visiting different types of universities and colleges to speak to faculty, administrators, and students in order to understand the various expectations and possibilities of different types of academic employment opportunities. The fellows in the DARE program span a range of disciplines and departments. Besides being a collegial courtesy for a nearby institution, the DARE fellows' visit represents an opportunity for faculty to make contact with graduate students who may, in the future, be targets of recruitment for our faculty. Finally also, with DARE, Stanford has an excellent preparatory program that our own students can benefit from by participating in their visit.
https://vpge.stanford.edu/fellowships-funding/dare

California, High School Graduation, A-G Completion, SAT Test Taker, UC and UCSC Data

Reaching a critical mass of students will require very intentional and increased levels of students completing A-G requirements, increased applicants, increased offers of admission and increased numbers of students accepting our offer of admission. In addition to our efforts in California, we will continue to recruit out of state.

The 2010 Census data reflects the State of California with 6% of the residents identifying as Black. Below, you can see the full perspective of the student population. The most recent 2012 - 2013 California Department of Finance data indicates 4.6 % of the high school graduates who were UC/CSU eligible self-identified as African American. You will notice the large difference in the percent of SAT takers nationally compared to California alone, clearly indicating the need to ensure a broad based recruitment and yield effort to reach a critical mass. While we have seen some increases in our enrollments in the last few years, this year we have seen a decrease in our number and percent of both admits and students who submitted their Statement of Intent to Register (SIR). Initial analysis indicates a .8
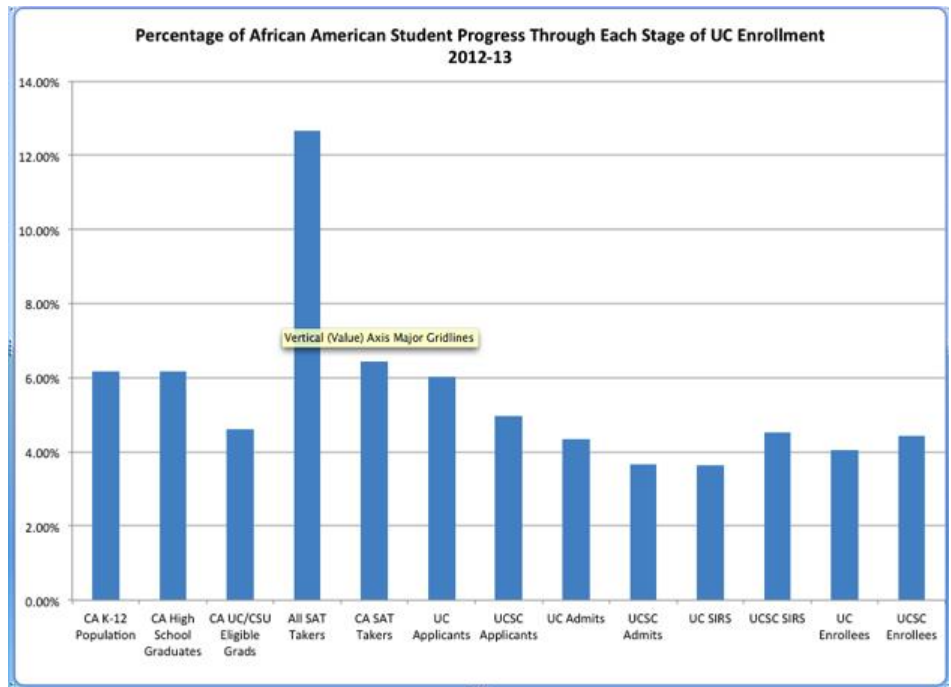
percent decrease in the overall admit distribution and a 2% decrease in the SIR distribution. This appears due to both the changes in the selection process and a lower yield rate in part due to an increase in admit overlaps, increased competition within the UC and globally, lack of competitive scholarships and perhaps the campus climate.

Additional data was reviewed from the California Department of Education to better understand the top African American serving counties and high schools. Data was reviewed for total African American graduates and those completing A-G requirements. The first number represents graduates and the second, those completing the required A-G courses. The top three counties are Los Angeles (8,740/2,914), San Bernadino (2,628/560), and Riverside (2,285/716). It was very concerning to review the total graduates vis a vis the total number who completed A-G requirements. The data will continue to be used to inform targeted recruitment

and yield strategies.

"The State of Higher Education in California: Black Report" includes a very insightful graph showing where California's Black undergraduates are enrolled. [15]

Figure 5: Black undergrads are underrepresented at four-year public and nonprofit universities and overrepresented at community colleges and for-profit colleges

Percent of undergraduate student body that is Black, fall 2013
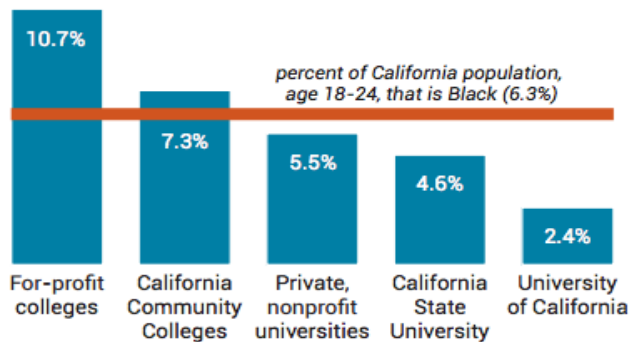
Source: Data for 18- to 24-year olds from U.S. Census Bureau, 2011-13 American Community Survey 3-Year Estimates, Public Use Microdata Sample. Higher education data from U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Retrieved from Integrated Postsecondary Education Data System (IPEDS).

Note: Data from University of California Office of the President indicate that Black students made up 3.7 percent of all undergraduates in fall 2013. Source: University of California. (2015). *Accountability Report 2014.* Indicator 8.3.1 Racial/ethnic distribution of students, Universitywide and by campus, Fall 2013. Retrieved from http://accountability.universityofcalifornia.edu/index/8.3.1.

For-profits include Title IV eligible four-year, two-year, and less than two-year colleges. Private, nonprofits include Title IV eligible four-year universities.

10   The State of Higher Education in California—Black Report

UNDERGRADUATE STUDENT GRADUATION GAPS

Our vision is that African American/Black graduation rates are at the same levels of the majority population. Currently, the largest gap is for African American/Black population. The data below was provided by UCSC Institutional Research, Assessment, and Policy Studies (IRAPS). It is critical to recognize up front that our students are highly capable of achieving this equity. The work to be done is on the institutional side related to institutional barriers and stereotype threats.

In an email dated March 12, 2015, Shirley Truong, UCSC IRAPS Principal Analyst, describes the latest data available through IPEDS for 2003-2007 cohorts. IRAPS produced graphs of the 6-year graduation rate gaps for

[15] *The State of Higher Education in California* (May, 2015), The Campaign for College Opportunity: Increasing college graduates to strengthen California, p 10.

African American/Black, Hispanic/Latino, and Asian/Pacific Islander students in comparison to White students across the UC campuses. The following observations were shared:

In comparison to other UC campuses, UCSC's graduation rate gaps are most similar to Irvine's and overall, our campus appears to have among the smallest graduation gaps for underrepresented groups. On average across the five cohorts, there was a -5.6% difference between White and African American/Black rates; -4.6% difference between White and Hispanic/Latino rates; and .4% difference between White and Asian/PI rates at UCSC. Some notable trends from the other UCs include:

- African American/Black and Asian/PI students consistently graduating at equal or higher rates than White students at Riverside
- Berkeley and Davis having the largest gaps for African American/Black students, and
- Davis, San Diego and Santa Barbara having the largest gaps for Hispanic/Latino students.

While UCSC fares better in graduation rate gaps for African American/Black and Hispanic/Latino students compared to most other UCs, there is still room for improvement. The retention and graduation table breakouts included below provide additional information that may help guide retention and graduation efforts.

IRAPS also ran retention and graduation tables including breakouts for race/ethnicity and gender, race/ethnicity and financial aid status, and race/ethnicity and EOP status.

The groups that have the lowest graduation rates after four years (i.e., at Fall of Year 5) are African American/Black men, African American/Black Pell Grant recipients, African American/Black EOP students, American Indian/Alaskan Native EOP students, Hispanic/Latino men, Hispanic/Latino Pell Grant recipients, and Hispanic/Latino EOP students.

The average 4-year graduation rates for these groups (2004-2010 cohorts) are as follows:
- African American/Black men: 37.4%
- African American/Black Pell Grant recipients: 38.9%
- African American/Black EOP students: 39.7%
- American Indian/Alaskan Native EOP students: 39.0%
- Hispanic/Latino men: 35.5%
- Hispanic/Latino Pell Grant recipients: 37.2%
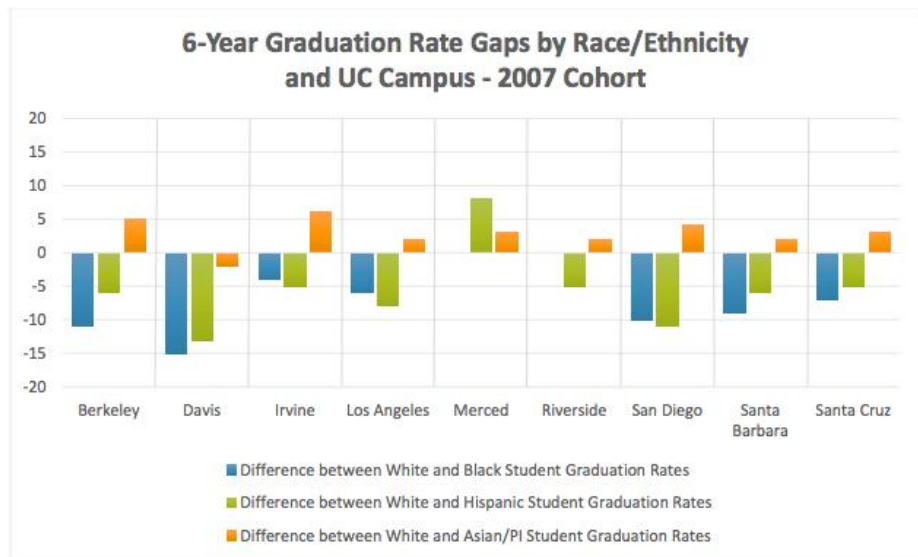
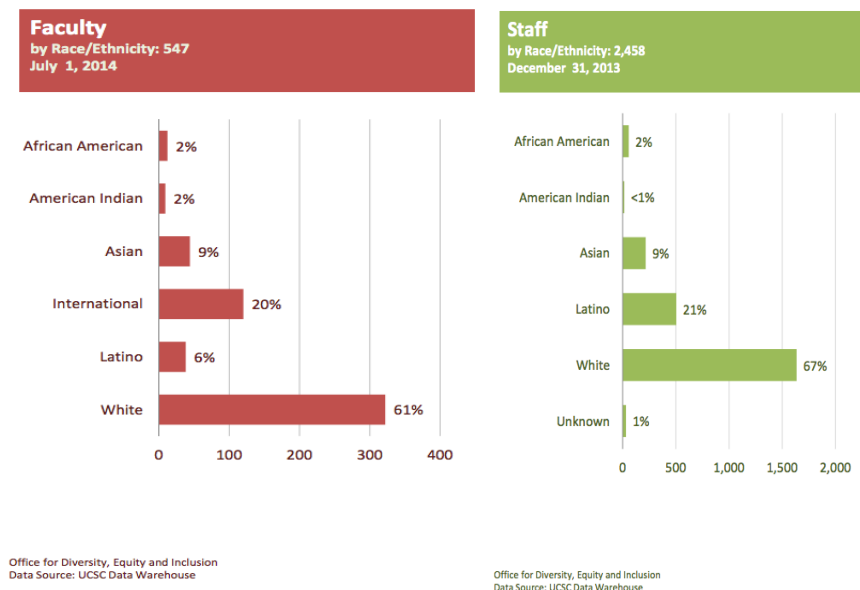- Hispanic/Latino EOP students: 37.4%
As a comparison, the average 4-year graduation rate for the overall campus is 51.6%.

In the May 2015 report titled "The State of Higher Education in California: Black Report", the data revealed troubling gaps and disparities in student success by race/ethnicity that are often driven by funding, policy, and institutional weaknesses-- not simply the dedication of individual students. The key areas cited include inadequate preparation from high school, a broken remedial education system in college, and the consequences of significant cuts to our public colleges and universities -- institutions playing key roles in degree attainment for the majority of Black students in California. They make an important statement:

"As a state, we have fallen short on our promise of offering all residents equal access to and opportunity for advancement through education. A concerted, strategic effort among California's policy makers, institutional leaders, and community-based organizations will be critical to the process of reversing these negative trends and continuing the progress that has already been made."[16]

FACULTY AND STAFF DEMOGRAPHICS

During the ABC Climate Town Hall in January of 2015, students made very salient points that efforts need to be made to increase the representation and retention of ABC faculty and staff. Ideally, our faculty and staff would represent the students being served. However, we find this is not the case at UC Santa Cruz and there is much work needed to increase the diversity of both faculty and staff.

Faculty
by Race/Ethnicity: 547
July 1, 2014

African American	2%
American Indian	2%
Asian	9%
International	20%
Latino	6%
White	61%

Office for Diversity, Equity and Inclusion
Data Source: UCSC Data Warehouse

Staff
by Race/Ethnicity: 2,458
December 31, 2013

African American	2%
American Indian	<1%
Asian	9%
Latino	21%
White	67%
Unknown	1%

Office for Diversity, Equity and Inclusion
Data Source: UCSC Data Warehouse

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[16] *The State of Higher Education in California* (May, 2015), The Campaign for College Opportunity: Increasing college graduates to strengthen California, p 3.

Evaluating Contributions to Diversity for Appointment and Promotion (APM 210) Guidelines for all Academic Disciplines

Adhering to Academic Personnel Policy governing faculty appointment and promotion (APM – 210) is one method by which the University of California can recruit and retain a diverse faculty: policy requires that faculty contributions to diversity receive recognition and reward in the academic review process. APM-210-1-d provides clear guidance for both review and appointment of a faculty that is dedicated to the diverse goals of UC. Examples of accomplishments meriting recognition are in teaching, research and other creative work, professional activity, and University and public service. http://www.ucop.edu/academic-personnel-programs/_files/documents/eval-contributions-diversity.pdf

Fair Hiring: Best Practices in Staff Recruiting

Attracting and hiring the most qualified candidates to fill staff positions are essential to achieving our mission at UC Santa Cruz. This online training is one of several UC Santa Cruz mandatory trainings. This training reviews campus best practices to ensure fairness and excellence in all stages of the recruitment process. The training covers topics such as: developing effective recruitment plans, search committee roles and responsibilities, evaluating applicants, tips for conducting interviews and reference checks, and selection for hire. It also includes a discussion of bias theory and first impressions, benefits of a diverse workforce, and provides an historical perspective of and information about laws and policies related to equal employment opportunity, affirmative action, and applicants with disabilities. http://diversity.ucsc.edu/training/fair_hiring_training.html

THEMES AND RECOMMENDED STRATEGIES

After a thorough review of the campus climate surveys, an understanding of the lived student experience, literature review, existing research, and the review of the student demographics and outcomes, the following five themes emerged during the fall. Sub-committees were then formed to develop the scope and vision along with recommended strategies. These themes were continually reinforced during the Town Hall and continued discussions with students and other campus constituents. Several similar strategies were recommended in multiple themes. The top recommended strategies were recently finalized after additional input, including BET student members who conducted a survey to the Take-Over Group comprised of the African American/Black student organizations and presented an outstanding summary.

Campus Climate - Retention: Classroom Experience and Academic Support

Scope and Vision:

The scope of this subcommittee is the "in-class" experience and academic support experience to increase the academic achievement and retention/student success of ABC students. The vision is to increase the indicators of academic success of ABC students at UCSC including: retention, graduation, academic standing, grade point average and post-baccalaureate success.

- Cultural proficiency training (i.e., implicit bias, microaggressions, privilege, power, oppression, stereotype threat (Steele), intersectional dialogues on race, gender, gender identity, sexual orientation,

disability status, etc.) for teaching assistants, faculty and advisers--academic, college, financial aid advisers, etc. Provide training and coaching support for faculty and teaching assistants to utilize academic validation strategies to increase engagement and participation from ABC students in the classroom.

- Hire a Black Student Retention Specialist. Duties would include serving as the lead academic advisor for the ABC students on campus, assisting students with academic planning, coaching, personal and social support and integration on campus. Also, working with faculty and staff on campus to facilitate professional development opportunities on campus and working with other advisors to promote these collaborative opportunities. This position may assist in the development that facilitates persistence and success for both undergraduate and graduate students.

- Incorporate cultural competency discussions/issues in core classes and other courses across campus. Provide sustained and extensive professional development with mentoring and coaching on how to lead discussions on race and address microaggressions in the classroom. Bring in an outside person (or someone from campus) that is an expert in pedagogy and instruction (professors of practice).

- In coordination with the Academic Senate Committee on Teaching, provide opportunities for faculty and instructors to learn about classroom climate and diversity, with specific instructional suggestions for encouraging collaboration and cooperation in classes.

- In conjunction with the Academic senate Committee on Educational Policy front-load strategies for math curriculum so students are more successful in high failure rate courses (Math 2, 3, Chem 1A). In 2010-11 and 2011-12 African American and Latino students had double the failure rate and C grades in Math 2. Not passing and C grades are related to low GPAs and attrition in year 2 and year 3.

- Develop links with Historically Black Colleges and Universities (HBCUs), including but not limited to intentional efforts to submit proposals for the UC HBCU program and the development of an undergraduate domestic exchange program with UCSC and an HBCU campus.

- Connect students where ABC students can participate in academic and discipline based conferences e.g. National Black Society of Engineering (NSBE).

- Intentional efforts to recruit and hire faculty that self-identify as ABC.

- Survey and evaluate faculty perceptions on ability and diversity. Like UCLA Higher Education Research Institute (HERI) Faculty Survey to build awareness for intervention.

- In conjunction with the Academic Senate Committee on Educational Policy, identify and conduct an analysis on high failure rate courses for ABC students and evaluate instructional practices and curriculum.

- Recognize and celebrate student contributions to our academic community.

Campus Climate- Retention: Residential, Social Life, Community

Scope and Vision:
To decrease the sense of isolation among ABC students in residential communities and increase their sense of support and representation in all aspects of campus social and community life.

We envision a campus community that will welcome and nurture ABC students from their admission to their graduation, keeping them connected to one another, faculty, staff, students, and campus resources throughout their academic career and beyond.
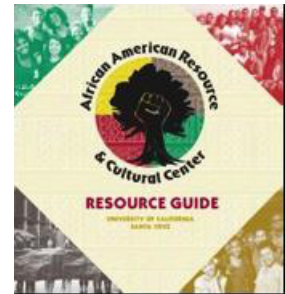
- Hire a retention specialist with intervention efforts for the ABC student community to support critical mass efforts and help contribute to the elimination of retention and graduation gaps.
- Hire a Mental Health Professional who specializes in the impact and experiences of racial stereotype threats, racial battle fatigue (Nuart), imposter syndrome and microaggressions affecting the ABC community. In addition to hiring a specialist, require training for all counseling staff in familiarity with ABC experience.
- Create a required cultural proficiency (implicit bias, microaggressions, power, oppression, stereotype threat, oppression, stereotype threat, intersectional dialogues on race, class, gender, gender identity, sexual orientation, disability status, etc.) online training for all students administered similar to alcohol.edu.
- Facilitate critical multicultural conversations for all students in residential communities - address microaggressions and academic progress.
- Welcome Orientation for Black Students for Retention Specialists and launching pad (Black Academy).
- There should be a training team, not one trainer on diversity and cultural competency. Move beyond a one-shot deal to ongoing training for res life staff (student and pro) throughout the year.
- Intentional efforts to recruit and hire staff that self-identify as ABC.
- Ensure the recently published African American Resource and Cultural Center Resource Guide full of programs and services for ABC students is updated each year and distributed to students, high schools, community colleges and community organizations.
- Maximize financial aid and scholarships for ABC students.
- Support the invitation of more ABC Greek Life organizations to campus.
- Encourage educational efforts and community building within RPAATH and other themed housing.
- Ensure the BET is permanent.

Building Cultural Proficiency Across Campus

Scope and Vision:
An understanding shared by all staff, students and hopefully faculty within the organization of the meaning and importance of diversity and inclusion.

We have learned a great deal over the years about the devastating impacts of stereotype threats and

microaggressions. We must educate our community members both new and existing on the impacts. We must also help our impacted students gain a sense of understanding of their true potential and ensure increased resilience when facing the many challenges of transitioning to a research university.

- Develop online diversity assessment for all incoming students (similar to Alcohol.edu) to assess cultural competency (implicit bias, microaggressions, privilege, power, oppression, stereotype threat, intersectional dialogues on race, class, gender, gender identity, sexual orientation, disability status, etc.) and set expectations of respect and appreciation for diversity - (An online diversity training is identified, along with a realistic timeline for launch. It is a training that has been used at two other UC campuses. We have the name of the software developer and a contact person at one of the campuses.)
- Development of Diversity Facilitator Team to provide ongoing diversity-related trainings on campus. Facilitators will be faculty, staff, and students with specialized training and demonstrated application of skills.
- Collaborate with Training and Development to develop a preliminary diversity training that is offered quarterly to ensure new hires are trained within their first quarter employed with the division.
- Ensure cultural proficiency, including micro and macro-aggressions, and hate/bias prevention training for all new incoming undergraduate and graduate students, staff, faculty and a focus on residential life staff, RAs and University Relations.

*Note we are reviewing the APM 210- Evaluating Contributions to Diversity for Appointment and Promotion to see if there is a link to building cultural proficiency across the campus. We are also looking to see if there are any parallel strategies related to our nondiscrimination policy and Title IX.

Hate Bias Program and Campus Communication

Scope and Vision:

Establish a student-friendly, transparent, and consistent Hate/Bias protocol response, and ensure that ABC students feel supported by the process.

- Launch an on-going, indefinite, aggressive campaign regarding Hate/Bias. This campaign could include: (a) Including anti-hate/bias resources in admissions package, (b) Anti-hate messages on the barn at the base of campus (East entrance), (c) Flags attached to university structures (i.e. light poles, buildings, that are visible at the entrances of the universities, (d) University anti-hate pledge and/or contract included in admissions and housing agreements.
- A Hate/Bias response team that is on the ground, active, and readily available when a hate/bias incident occurs outside and within the colleges. (These teams can be directed by two "Hate/Bias Advocate Coordinators" that would work as a liaison between the colleges and central campus.)
- Direct communication line between African-Black Student Alliance (ABSA) representative (or any group

that represents the interest of ABC students) and Student Life. Also, this representative could have direct access to college resources (i.e. programming space, administrative supplies, etc.).

- Student information sessions Hate/Bias and/or "Know your rights" workshop. This can be quarterly or twice a year. It could also be implemented in the Summer Bridge program.
- Ensure Hate/Bias response training for staff hired mid-year.
- Inventory current Hate/Bias response practices at college level.
- Review current UCSC written hate/bias response policy.
- Gather information regarding additional Hate/Bias Training. (Review Stop-The-Hate Website, bring in "Stop-The-Hate" experts).
- Direct Ethnic Resource Centers involvement in response strategy when a hate/bias incident occurred. The type of involvement may vary based on incident. Involvement can range from consultation to a collaborative community response.

Note:

UCSC Hate/Bias Program
University of California, Santa Cruz (UCSC) is a campus community committed to being inclusive and welcoming of all people. We strive to provide a safe place for everyone to work and learn. We are a university that welcomes all ideas and we are place where people can be who they are. The students and employees at UCSC appreciate the diversity of humanity and reject prejudice, discrimination, and acts of hate. http://reporthate.ucsc.edu/

University of California Non-Discrimination Policy
The University of California, in accordance with applicable federal and state law and university policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. University policy also prohibits retaliation for bringing a complaint of discrimination or participating a complaint process or investigation pursuant to this policy. http://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C

Recruitment and Transitions of Primarily Frosh and Transfer ABC Students

Scope and Vision:
There are four distinct areas that the subcommittee focused on during its discussions:
- Increase the participation of ABC students in UC educational partnership programs for prospective students, both UCSC-based and UC-systemwide.
- By establishing a new FTE greatly expand efforts that target ABC students in undergraduate recruitment and yield efforts, and work with the Committee on Admissions and Financial Aid to ensure admission selection recognizes the importance of increasing the enrollment of ABC undergraduate students and their contributions to the campus.
- Establish new and/or continued efforts that target ABC students in graduate recruitment efforts and

yield efforts, and work with the Graduate Council and the individual academic departments to ensure admission selection recognizes the importance of increasing the enrollment of ABC graduate students.

- Establish new and/or continue efforts to enhance the transitional strategies for newly admitted ABC undergraduate and graduate students.

Recommendations:

Undergraduate Level Outreach, Recruitment, and Yield:
- Hire a new staff member to be the primary ABC recruiter to enhance intentionality and amount of outreach
- Partner directly with Student Initiated Outreach (SIO) and Destination Higher Education (DHE) or the student recruitment team
- Ensure support for additional campus housing in the colleges during DHE weekend to accommodate the number of students desired.
- Continue attending black college expos in L.A.
- Focus on schools that other UC campuses might not go to that have large number of African American students including tabling during lunch or recess
- Establish an "Overall Outreach Team" to strategically visit schools (i.e. Rainbow Outreach Team)
- Target community college students
- Target sports at high schools
- Target the staff in schools who service high ABC populations who are their influencers
- Engage families as well (also influencers)
- Connect with faith-based groups
- Maximize financial aid and scholarship information and resources for ABC students
- Consistency with our outreach rhetoric to students' experience when they get here
- Compensate students for their work on projects and outreach efforts
- Use video to get personalized message out
- Hold virtual meet-n-greet
- Using current students that are involved in the UCSC ABC community as a recruitment and yield mechanism; invite those students to ABC events to experience the UCSC community
- Increase use of alums in frosh and transfer outreach (make an "army" of them!) targeting the correct audience
- Host regional events throughout the state to talk comprehensively about UCSC and the black experience on campus

Graduate Level Outreach, Recruitment, and Yield:
- Instill the importance of outreach with faculty and graduate students (from EVC)
- Sustain a robust presence at grad fairs
- Develop a plan to address increasing ABC student enrollment
- Have supported departments attend Diversity Forum, etc. Searching alumni data for alumni who may currently serve as faculty at Historically Black Colleges and Universities

Early Outreach and Preparation:
- Involve BSU groups and do student/parent orientations to increase ABC students in early college access programs
- Implement strategic interventions in the EPC early academic outreach programs to increase ABC student enrollment
- Involve students earlier in the pipeline
- Involve students throughout the pipeline to college
- Partner with UC-systemwide and UCOP-led efforts
- Host "Prep" program for rising seniors

Hosting Events on Campus:
- Offer an event on campus that targets ABC students and families to showcase our campus and the services and resources for ABC students
- Look at different TRIO programs to allow them to host some of their programs here during summer
- Expand Destination Higher Ed (DHE)
- Host "high school conference" hosted by UCSC students

Hosting Campus Tours and Student Panels:
- Include more student orgs in providing tours & student panels when schools come to visit our campus

Transition Services:
- Have something in place to help with the transition to UC. Help students connect to the resources that are already here.

Other:
- Provide cultural sensitivity training to anyone involved in outreach activities
- Increase scholarship opportunities to help yield efforts
- Increase media coverage of events by UC Relations, etc.

Focus Areas and Priorities:

Focus Area 1: Increase the participation of ABC students in UC educational partnership programs for prospective students, both UCSC-based and UC-systemwide
- **Recommendation 1:** Implement strategic interventions in the EPC early academic outreach programs to increase ABC student enrollment
    - **Resources Needed:** Funding for travel, materials, supplies, food and refreshments would be needed.
    - **Desired outcome:** The funding would allow EPC staff to implement strategic interventions to increase the participation of ABC students in EPC programs. This would include promoting programs at targeted community organizations, community and school functions that involve ABC students as well as holding program orientations targeting ABC students. Food and refreshments would be needed to increase attendance at these events.

- **Recommendation 2:** Partner with UC-systemwide and UCOP-led efforts.
  - o **Resources Needed:** Funding for programming, intern(s), and possibly a portion of a FTE depending on the types of collaborative efforts developed UC systemwide.
  - o **Desired outcome:** By working closely with other early academic preparation programs systemwide we would be able to target students from their programs interested in attending UCSC. By targeting these students early on, we are forming a pipeline with these students to our campus, increasing the probability of them ultimately enrolling.

Focus Area 2: Establish new FTE to increase efforts that target ABC students in undergraduate recruitment and yield efforts, and work with the Committee on Admissions and Financial Aid to ensure admission selection recognizes the importance of increasing the enrollment of ABC undergraduate students.

- **Recommendation 1:** Hire a new staff member to be an ABC recruiter
  - o **Resources required**: An additional FTE at the SAO III level would need to be given to the Office of Admissions, including benefit costs, travel budget, and supply and expense moneys.
  - o **Desired outcome**: This new FTE would coordinate existing partnerships with on-campus groups, such as the African American Resource and Cultural Center, Engaging Education's Student Initiated Outreach, Rainbow Theatre and the African American Theatre Arts Troupe, provide a comprehensive annual plan for the expansion of recruitment and yield efforts targeting ABC students attending high schools and community colleges, travel both in-state and out-of-state for recruitment and partnership efforts, and work closely with UC Santa Cruz ABC alums to expand the campus' reach to prospective students and their families. Coordination with Graduate Admissions efforts must be maintained. Ensure all outreach efforts include adequate information on financial aid and scholarships.
  - o **Measureable outcomes:** 1) Increase the number of qualified ABC undergraduate and transfer students who apply to UCSC by 7% by 2018 . 2) Increase the number of ABC undergraduate and transfer students who enroll at UCSC 5% by 2018.

- **Recommendation 2:** Increase use of alums in frosh and transfer outreach (make an "army" of them!) targeting the correct audience.
  - o **Resources required**: Additional travel funds would be needed to do outreach to UCSC alums that wish to increase the ABC population and would be willing to serve as "volunteer" representatives for the campus. Nominal additional funds would also be needed for annual thank-you gifts for alum volunteers.
  - o **Desired outcome**: By having alum volunteers that are trained to represent the campus to prospective students and their families, UCSC's "reach" to ABC students would increase, resulting in increased applications, hopefully leading to increased enrollments.

- **Recommendation 3**: Partner directly with SIO or the student recruitment team **and** compensate students for their work on projects and outreach efforts
  - o **Resources required:** Additional travel funds would be needed depending on the number and type of events student recruiters would attend. In addition, students would need to be compensated for their time conducting these efforts and funding would need to be secured to

do that.

- o **Desired outcome:** By having student outreach representatives that are trained to represent the campus to prospective students and their families, UCSC's "reach" to ABC students would increase, resulting in increased applications, hopefully leading to increased enrollments. Peer recruitment efforts could also be conducted through virtual methods, but physical travel would be preferable.

Focus Area 3: Establish new and/or continue efforts that target ABC students in graduate recruitment efforts and yield efforts, and work with the Graduate Council and the individual academic departments to ensure admission selection recognizes the importance of increasing the enrollment of ABC graduate students.

- **Recommendation 1:** Develop a plan to address increasing ABC student enrollment. This includes instilling the importance of outreach with faculty and graduate students (from EVC) and sustaining a robust presence at grad fairs.
  - o **Resources required:** To be determined based on whatever plan is established, but at a minimum, additional travel funds would be needed to attend graduate fairs at venues where UCSC has been absent.
  - o **Desired outcome**: By establishing a comprehensive plan at the graduate level to expand the enrollment of ABC students, and then implementing said plan, it is hoped that applications from ABC students would rise, leading to increased enrollment of ABC students. With more ABC graduate students, current UC Santa Cruz undergraduate ABC students would see more ABC role models on campus, which might lead to better retention of ABC students.

- **Recommendation 2:** Have supported departments attend Diversity Forum, etc. Searching alumni data for alums who may currently serve as faculty at Historically Black Colleges
  - o **Resources required**: Additional funding would be needed for travel (at a minimum) to establish a UCSC presence at venues that would attract large numbers of prospective ABC graduate students.
  - o **Desired outcome:** By increasing and then sustaining a UCSC presence at strategic venues, it is hoped that this would lead to increased applications and increased enrollment of ABC graduate students. With more ABC graduate students, current UC Santa Cruz undergraduate ABC students would see more ABC role models on campus, which might lead to better retention of ABC students.

Focus Area 4: Establish new and/or continue efforts to enhance the transitional strategies for newly admitted ABC undergraduate and graduate students

- **Recommendation 1:** Purchase an online diversity training module and require all incoming undergraduates to complete the training prior to the beginning of fall 2015.
  - o **Resources required**: Funds for the purchase and implementation of the software package must be secured to accomplish this priority.
  - o **Desired outcome**: All incoming undergraduates will understand the importance of diversity, especially ethnic diversity, from the beginning of their UCSC careers, reducing the number of hate/bias incident and microaggressions.

- **Recommendation 2:** Establish a separate subcommittee (working group) to work on the transitional planning to welcome new ABC to the campus and the Santa Cruz community at large.
  - **Resources required**: None presently, but additional resources may be required after the conclusion of the subcommittee's work.
  - **Desired outcome**: By establishing a working group for the implementation of transitional strategies, incoming ABC students will feel more welcome to the UCSC campus, and the broader Santa Cruz community, leading to greater retention and graduation rates of ABC students.

Summary and Next Steps

It has been an honor and a great responsibility addressing strategies to create a healthy campus climate for our ABC students. While a great amount of work has gone into the development of this report, it is even more critical to see continued action. We are looking forward to working with the Principal Officers charged with implementing specific strategies and holding ourselves accountable to accomplishing our shared vision. With the commitment to permanently continue the BET, we will have a team of highly dedicated individuals to champion and monitor ongoing progress. The BET also looks forward to more intentional collaboration in the near future with the Santa Cruz Community, such as the NAACP, the Second Saturday, and the Black Alumni Associations. Collaboration will continue with alumna Tiffany Loftin, member of the President Obama's Advisory Commission on Educational Excellence for African Americans.

This fall, the BET will begin working with the Chancellor's Diversity Advisory Council (formerly known as the UCSC Advisory Council on Campus Climate, Culture, and Inclusion) to advise on the ongoing climate concerns affecting the ABC community. We have an exceptional opportunity to incorporate perspectives from Dr. Herman Blake, founding Oakes Provost, to assist with the improvement of the ABC experience on campus. In addition, the BET and others expressed the desire to bring Dr. Claude Steele, EVC and Provost at UC Berkeley, to campus to conduct a fall workshop and lecture on stereotype threats. Both of these can be key strategies to engage faculty, staff and students.

We look forward to receiving additional feedback from campus constituents as strategies are finalized and specific measureable outcomes and timelines are identified. We recommend an annual town hall to ensure open and transparent updates on implemented strategies and outcomes as well as a way to continue to seek direct input. Plans should begin for the next assessment of the campus climate survey in the spring of 2017 or 2018.

We look forward to sharing this final report with the campus community, key alumni, our UC colleagues and the local NAACP. We anxiously await your feedback and hope an update can be provided to the broader campus community by fall 2015.

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