1. Welcome and Opening Remarks (Associate Chancellor Sahni)
2. Black Experience Team Charge, Team Members, Progress to Date, Purpose of Evening and Next Steps (Co-Chairs Sheree Marlowe and Michelle Whittingham)
3. Affirmation Statement (Adrienne Harrell)
4. Overview of Emerging Themes (Laura Turner-Essel and Jocqui Smollett)
5. Subcommittee Updates
   a. Campus Climate- Retention- Classroom Experience and Academic Support
   b. Campus Climate Retention- Residential, Social Life and Community
   c. Campus Training (i.e., cultural intelligence, diversity, etc.)
   d. Hate Bias Advisory Team (including best practices for communication to campus)
   e. Recruitment and Transitions of Primarily Frosh and Transfers of ABC Students
6. Interactive Session (Laura Turner-Essel and Jocqui Smollett)
7. Closing (Co-Chairs Sheree Marlowe and Michelle Whittingham)

Black Experience Team Members

<table>
<thead>
<tr>
<th>Sheree Marlowe, Assistant Campus Diversity Officer, ODEI (Co-Chair)</th>
<th>Pablo Reguerin, Executive Director of Retention Services and Director of EOP</th>
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<tr>
<td>Michelle Whittingham, AVC, Enrollment Management (Co-Chair)</td>
<td>Maria Rocha-Ruiz, Executive Director, Educational Partnership Center</td>
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<td>Michael McCawley, Director of Admissions</td>
<td>Donnac Smith, Diversity and Inclusion Coordinator, CHES</td>
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<td>Ebony Lewis, Associate Director of Outreach, Admissions</td>
<td>Adrienne Harrell, Director of Undergraduate Student Affairs, Engineering</td>
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<td>Shonte Thomas, Director, African-American Resource and Cultural Center</td>
<td>Hashim Jibri, Coordinator for Residential Education, Oakes College</td>
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<td>Amber Austin, Undergraduate Student</td>
<td>Laura Turner-Essel, Coordinator for Residential Education, Village and Camper Park</td>
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<td>Jocqui Smollett, Undergraduate Student</td>
<td>Maya Iverson, Graduate Student</td>
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<td>Melissa Lyken, Undergraduate Student</td>
<td>Herman Gray, Professor, Sociology Department Chair</td>
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<td>Wisdom Cole, Undergraduate Student</td>
<td>Larry Andrews, Associate Professor, Film &amp; Digital Media Department</td>
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Charge and History

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 (CP/EVC) on recruitment, retention and campus climate matters surrounding African-American/Black/Caribbean (ABC) 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.

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, or ethnicity in public education.

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.¹

Students who feel a sense of belonging perform better academically, including in targeted interventions aimed at ABC college students.² 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.

² Gregory M. Walton & Geoffrey L. Cohen, A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students, 331 SCIENCE 1447 (2011); Angela M. Locks et al., Extending Notions of Campus Climate and Diversity to Students’ Transition to College, 21 REV. HIGHER EDUC. 257, 260 (2008).
Key Historical Moments at UC Santa Cruz

1. 1966 – Herman Blake was the only Black faculty member. There were no Chicanos on the faculty (Doyle, 2011).
2. 1968-69 – Herman Blake Chaired the Ethnic Studies Committee (Doyle, 2011).
3. 1969 – First commencement and students crash the stage demanding a more inclusive environment.
4. 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).
5. 1986 – Ethnicity and Race General Education Course added. Students who entered after spring quarter of 1986 were required to take an Ethnic/Third Work 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.”
7. 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.”
9. 2008 – Student Affairs, Colleges and University Housing Services- Staff and Diversity Inclusion: Plan of Action- Creating a Diverse and Inclusive Workplace.
10. 2001 – Principles of Community developed.
11. 2010 – The Equal Employment Opportunity/Affirmative Action (EEO/AA) Office was officially renamed the Office for Diversity, Equity, and Inclusion.
12. 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 (ACCCCI).
13. 2011 – UCSC 2011 Undergraduate Student Survey from the Diversity and Community Building Study (DCB survey).
17. 2014 – Black Experience Team established.
19. 2015 – ABC Climate Town Hall.

As Co-Chairs, we have had the fortunate opportunity to participate in the Envision UCSC workshops and the Student Success Steering Committee, along with several other meetings and workshops. 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 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 these important efforts. We have also been very impressed by the work of Claude Steele and hope to have him visit in the fall of 2015.
Our goal is to identify and seek campus support 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 progress has been made in terms of increasing numbers of ABC students, we must do better. We did not intend to identify a full list of all current programs, rather try to focus on what is missing or needed to ensure a significantly better climate for ABC students. We must not 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 ABC students.

Black Experience Team Vision

We will reach a critical mass of African-American/Black/Caribbean (ABC) students. ABC students will feel a great sense of belonging, reach their full potential, 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

1. 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.”
2. Dr. Claude Steele, 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.

Survey Findings and Campus Climate

2011 Diversity and Community Building Survey findings: As a group, African-American/Black students were the least satisfied with racial/ethnic diversity on campus and with interactions among different racial/ethnic groups. In particular, half of the African-American/Black respondents were dissatisfied with the racial/ethnic diversity of the student body, faculty, and staff. African-American/Black students were also significantly more likely than other ethnic groups to report “feeling insulted or threatened because of their race.” Specifically, 55% of African-American/Black respondents said that they felt this way at least sometimes, and 35% felt this way “often” or “very often.” In addition, 29% of African-American/Black 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 African-American/Black students’ perceptions of a more hostile environment.

2013 UC Systemwide Campus Climate Study, Rankin & Associates findings: Undergraduate Students who self-identified as an Underrepresented Minority3 who participated in the survey: Number: 1,316. Percentage: 30.25%. To assess students (both graduate and undergraduate), trainees, and post-docs degree

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.
to which they agreed with a number of statements about their interactions with faculty, students, and staff at UC Santa Cruz (Table 43, page 131-132), 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% disagree; Genderqueer\(^5\): 49% agreed, 36% disagreed; Other People of Color\(^6\): 51% agreed, 33% disagreed; White: 36% agreed, 52% disagreed).

**Hate/Bias Incidents**

**ABC Climate Town Hall**

**Student Populations**

While we have seen increases in the undergraduate and graduate student population since 2003, we have significantly more progress to make to reach 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 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%.

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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.
Additional demographic data is listed below for graduate students, UC/CSU eligible students and the State of California. All of which are very relevant as we seek to reach a critical mass. In addition to many African Americans coming from California, we are seeing a growing population coming from out of state.

The 2010 Census data reflects the State of California with 6% of the resident identifying as Black. The most recent 2012 California Department of Finance data indicates 5% of the high school graduates who were UC/CSU eligible self identified as African-American.
Graduation Gaps

Our vision is that African-American and Hispanic student graduation rates are at the same levels of the majority population. Currently, the largest gap is for African Americans. Data below was provided by UCSC Institutional Research, Assessment, and Policy Studies (IRAPS).

Faculty and Staff Profile

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 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.
Emerging Themes and Recommendations

**Campus Climate- Retention: Classroom Experience and Academic Support**

1. Connect outside and inside the classroom and include conversations on cultural proficiency into core curriculum (reinforce cultural competency online).
2. Retention specialist to monitor academic progress and intervene to provide support and connect students to resources.
3. Cultural proficiency training (implicit bias, microaggressions, stereotype threat) for teaching assistants, faculty and advisers (academic, college, financial aid advisers, etc.).
4. Provide training and coaching support for faculty to utilize academic validity strategies to increase engagement and participation from ABC students.
5. Incorporate cultural competency discussions/issues in core classes. Train instructors on how to lead discussions on race and address microaggressions in the classroom. Bring in an outside person that is an expert in pedagogy and instruction (professors of practice).
6. Intentional efforts to recruit and hire faculty that self-identify as African-American/Black/Caribbean.
7. Survey and evaluate faculty perceptions and beliefs on ability and diversity. Like UCLA Higher Education Research Institute (HERI) Faculty Survey to build awareness for intervention.
8. Conduct an analysis on high failure rate courses for AA students and evaluate instructional practices and curriculum.
9. Front-load math curriculum so students are more successful in high failure rate courses (Math 2, 3, Chem 1A). Provide back on track support.
10. Connect students to conferences where ABC students can participate in academic and discipline based conferences e.g. National Black Society of Engineering (NSBE).
11. 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.

**Campus Climate- Retention: Residential, Social Life, Community-** 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.
1. 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.
2. Hire a mental health professional who specializes in the ABC experience.
3. Create a required cultural proficiency online training for all students administered similar to alcohol.edu
4. Facilitate critical multicultural conversations for all students in residential communities - address microaggressions and academic progress
5. Welcome Orientation for Black Students for Retention Specialists and launching pad (Black Academy).
6. 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.
7. Intentional efforts to recruit and hire staff that self-identify as African American/Black/Caribbean
8. 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.
9. Support the invitation of more ABC Greek Life organizations to campus
10. Encourage educational efforts and community building within RPAATH and other themed housing.
11. Ensure the BET is permanent.

**Campus Training**- 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.

1. Develop online diversity assessment for all incoming students (similar to Alcohol.edu) to assess cultural competency 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.)
2. 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.
3. Collaborate with T&D to develop a preliminary diversity training that is offered quarterly to ensure new hires are trained within their first quarter employed with the division.
4. Ensure cultural proficiency, including micro and macroaggressions, and hate/bias prevention training for all new incoming undergraduate and graduate students, staff, faculty and a focus on residential life staff and RAs.
Hate Bias Advisory- Establish a student-friendly, transparent, and consistent hate-bias protocol response, and ensure that ABC students feel supported by the process.

1. Inventory current hate-bias response practices at college level.
2. Review current UCSC written hate-bias response policy.
3. Gather information regarding additional Hate-Bias Training. (Review Stop-The-Hate Website, bring in “Stop-The-Hate” experts).
4. Launch an aggressive campaign regarding hate-bias.
5. Hire two “Hate-Bias Advocate Coordinators” that would work as a liaison between the colleges and central campus.

Recruitment and Transitions of Primarily Frosh and Transfer ABC Students- Increase ABC student representation in Educational Partnership Center-based programs, increase undergraduate and graduate applications of highly qualified ABC students, increase the yield of admitted ABC students at the undergraduate and graduate level.

1. Ensure our campus has an undergraduate admissions recruiter with the primary responsibility of outreach and recruitment of ABC students.
2. Initiate undergraduate and graduate student outreach at persons of color conferences to enhance our current efforts.
3. Ensure the name purchasing (PSAT) and building of early relationships with families and students within California and out of state.
4. Ensure a deep understanding of high schools and community colleges in CA and out of state who serve large numbers of ABC students and send us students.
5. Enhance collaboration with Black Alumni Associations.
6. Development of scholarships appropriately targeting students with a desire to enhance ABC communities.
Next Steps

May 19, 6:30-8:30 pm, Kresge Town Hall, Report Presentation to Students and Community
June, final report submitted
Continuation of BET
Visit various constituents to discuss report
Hold each other accountable to ensure a lasting climate change for our ABC students

Resources


Gregory M. Walton & Geoffrey L. Cohen, A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students, 331 SCIENCE 1447 (2011); Angela M. Locks et al., Extending Notions of Campus Climate and Diversity to Students’ Transition to College, 21 REV. HIGHER EDUC. 257, 260 (2008).
Community Agreements

This list is not comprehensive, and should be used as a guide. When in doubt, RESPECTFULLY ask questions - "Did I hear you say.....

• Complete confidentiality (when appropriate)
• Respect one another’s perspectives
• Listen completely before responding
• Listen for the essence
• Ask clarifying questions
• Participate with your Whole Self
• Be sensitive when listening to personal sharing: empathizing, being compassionate
• Lean into discomfort; take risks
• Don’t be afraid to disagree, and don’t take it personally if someone disagrees with something you said
• Say “ouch” if you hear something offensive – and explain why
• Express anything uncomfortable that comes up – either in the group space or privately with another group member

Others:

THANK YOU for Your Participation and Contributions to Improving the Campus Climate for ABC Students!!