

BLACK ACADEMIC EXCELLENCE INITIATIVE

ADVISORY COMMITTEE REPORT AND RECOMMENDATIONS

WEDNESDAY, MAY 26, 2021

WELCOME

OVERVIEW

- **Overview/Background**
- **Timeline**
- **Recommendations**
Student, Staff, and Academics
- **Discussion and Q&A**
- **Report Status and Next Steps**

BACKGROUND

- **UC San Diego launched the Black Academic Excellence Initiative to help strengthen support for our Black campus community.**
- **Part of a comprehensive strategy to improve access and success for historically underrepresented groups.**
- **Improve the presence and experience of Black students, faculty, and staff.**
- **Partnership between UC San Diego and The San Diego Foundation.**

CHARGE

The goal and charge of the committee is to develop recommendations to enable UC San Diego to strengthen support for our Black campus community. This initiative is targeted towards **improving our undergraduate student yield** by increasing scholarship funds to ensure that prospective and admitted students can pursue higher education at our campus with less apprehension about covering the cost of their education, as well as **improving the presence and experience of Black faculty, graduate students, and staff**. The work of this committee advances UC San Diego's strategic priorities to recruit, retain, and graduate a diverse student body that has the benefit of a culturally rich learning environment.

ADVISORY COMMITTEE MEMBERS

Co-Chairs

Diane Forbes Berthoud, EDI

Ivan Evans, Eleanor Roosevelt College

Makeba Jones, Education Studies

Faculty

King Britt, Music

Adam Burgasser, Physics

Thandeka Chapman, Education Studies

Douglass Forbes, Cell & Developmental Biology

Gentry Patrick, Neurobiology

Mica Pollock, Education Studies

Staff

David Artis, Academic Enrichment

Keiara Auzenne, SIO/Director's Office

April Bjornsen, Graduate Division

Porsia Curry, Black Resource Center

Glynda Davis, EDI

Pamela Fruge, Colleges Business Office

Staff cont.

Franklin Garrett, Physical Sciences

Helen Griffith, Preuss School

Cheryl Harrelson, Development

Mya Hines, African American Studies Minor

Azizi James, Admissions

Diane LeGree, Sixth College

Charles Lu, OASIS

Gentry Patrick, Neurobiology

LaWana Richmond, Transportation Services

Susan Rinaldi, Teaching and Learning Commons

LeShane Saddler, Admissions

Students

James Crawford, Black Graduate Student Association (2019-2020)

Malik Gilbert, BRC Black Student at Large (2019-2020)

Alumni

Fmann Keflezghi, UCSD Black Alumni Council (2018-present)

TIMELINE

SPRING - SUMMER 2020

Focus on Black Student Data and Recommendations



LATE SUMMER – FALL 2020

Focus on Staff Data and Recommendations



WINTER 2021- PRESENT

Focus on Academic Data and Recommendations

Finalize Staff Recommendations



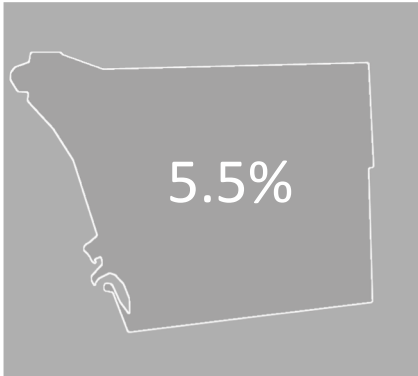
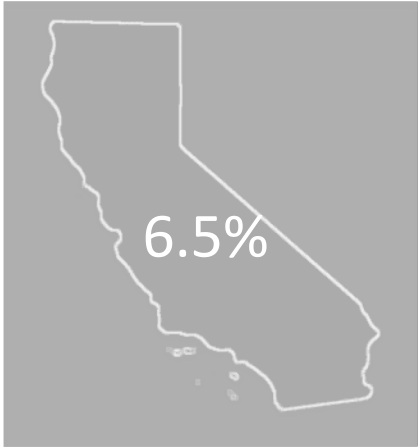
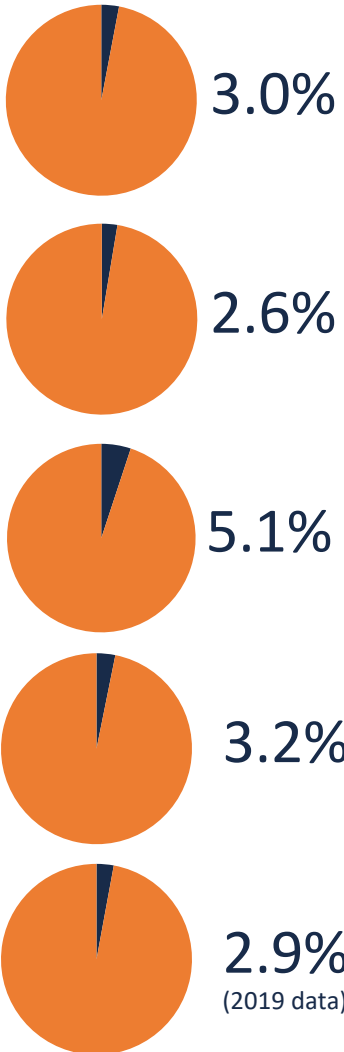
SPRING 2021

Draft Report Presented to VC-EDI, VCSA, AVC Enrollment Management

Report Delivered to Chancellor, EVC, VC-EDI

While representation of Black community members have increased for many categories of employment across campus, Black individuals remain underrepresented in campus life.

| Category | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--|------|------|------|------|------|---------------|
| Undergraduate Students (Domestic only) | 554 | 663 | 711 | 780 | 876 | 951 |
| Graduate Students (Domestic only) | 123 | 129 | 148 | 167 | 180 | 182 |
| Career Staff (SMG, MSP, PPS) | 795 | 862 | 883 | 932 | 973 | 910 |
| Managers and Senior Professionals | 32 | 31 | 53 | 58 | 63 | 62 |
| Professor Series | 28 | 29 | 33 | 36 | 41 | Not available |

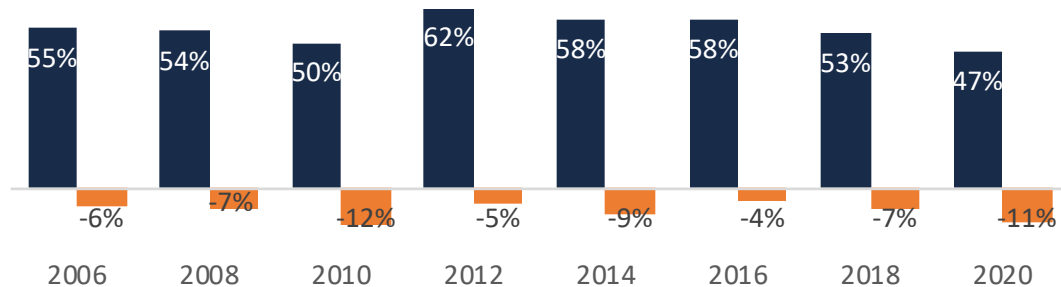


RECOMMENDATIONS FOR ALL POPULATIONS

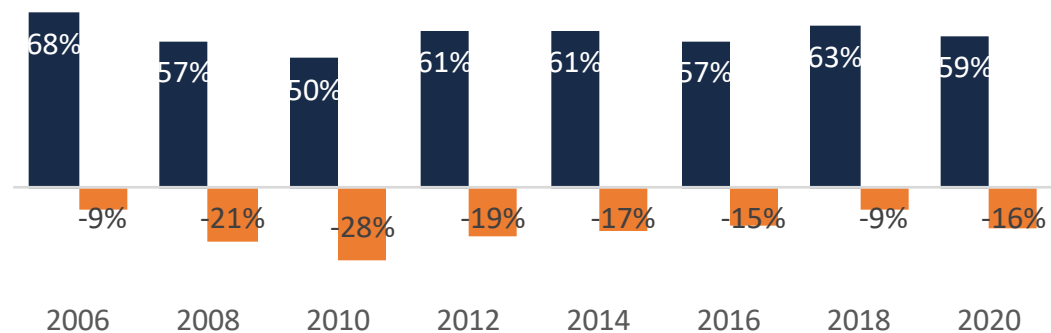
- Ongoing, interactive, in-person, anti-racism training requirement for all UC San Diego staff and faculty.
- Provide regular training/workshops for non-Black faculty on anti-Blackness, implicit bias, and pro-Blackness within the context of learning about quality mentorship for Black students. Equipping non-Black faculty with effective student mentoring skills can lighten the service load for Black faculty.
- Create a welcome or onboarding video/training that centers Principles of Community and EDI values for staff, student, and faculty orientation.
- Design an accountability process timeline and benchmarks for review and progress on the recommendations to specifically improve Black presence and experience at UC San Diego

Undergraduate Students

Finding 1. Historically, Black UG students have expressed lower satisfaction with their social experience on UC San Diego's campus than their peers, on average.



Finding 2. Historically, Black UG students have been the least likely among their peers to say that they feel like they belong on UC San Diego's campus.*



Finding 3. Historically, the majority of Black UG students have reported that students of their race/ethnicity are not respected at UC San Diego.

51%

of Black students **at least somewhat disagreed** with the statement "students of my race/ethnicity are respected on this campus," compared to **16%** overall in 2020.

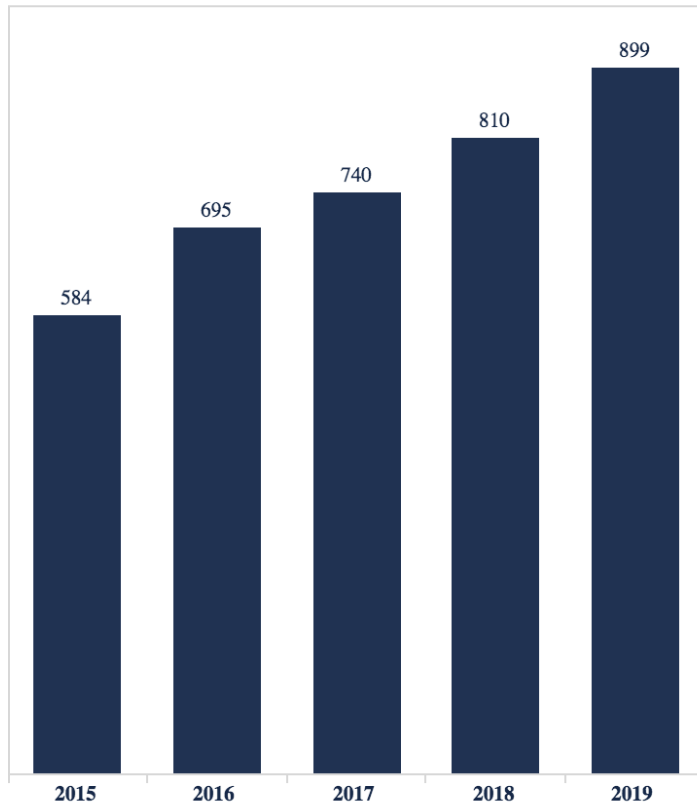
Finding 4. Black UG students are the least likely to report they feel comfortable with the environment for diversity and inclusion:

- At UC San Diego (46% vs. 80% overall)
- In their majors (55% vs. 81% overall)
- In their classes (52% vs. 82% overall)

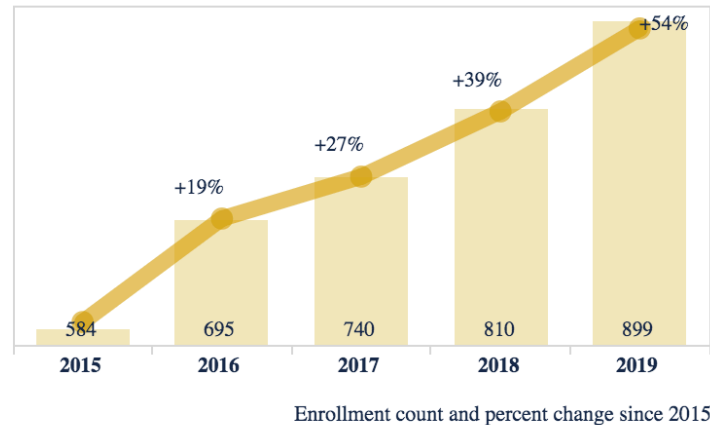
Finding 5. Black UG students are the least likely among their peers to feel that the campus is either tolerant of diversity or appreciative of diversity.

Undergraduate Student Experience and Presence

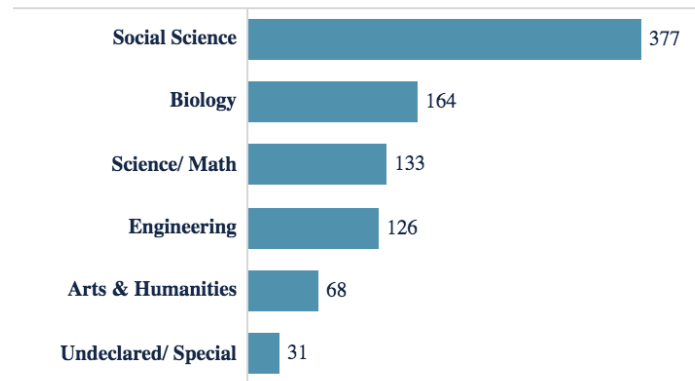
Enrollment summary



Enrolled students for fall term by academic year.



Enrollment count and percent change since 2015

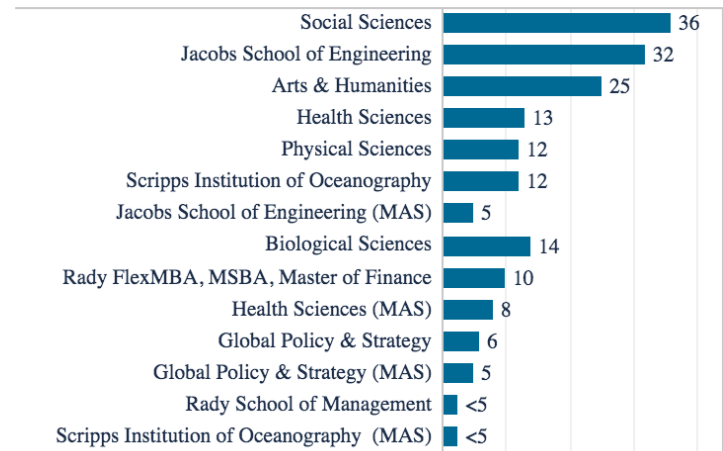
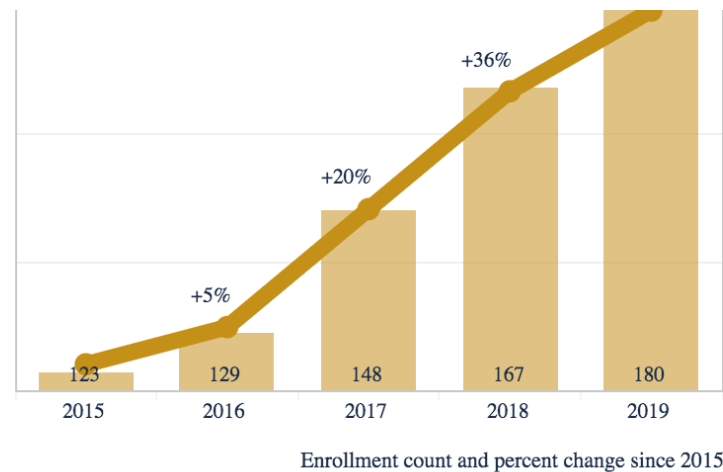
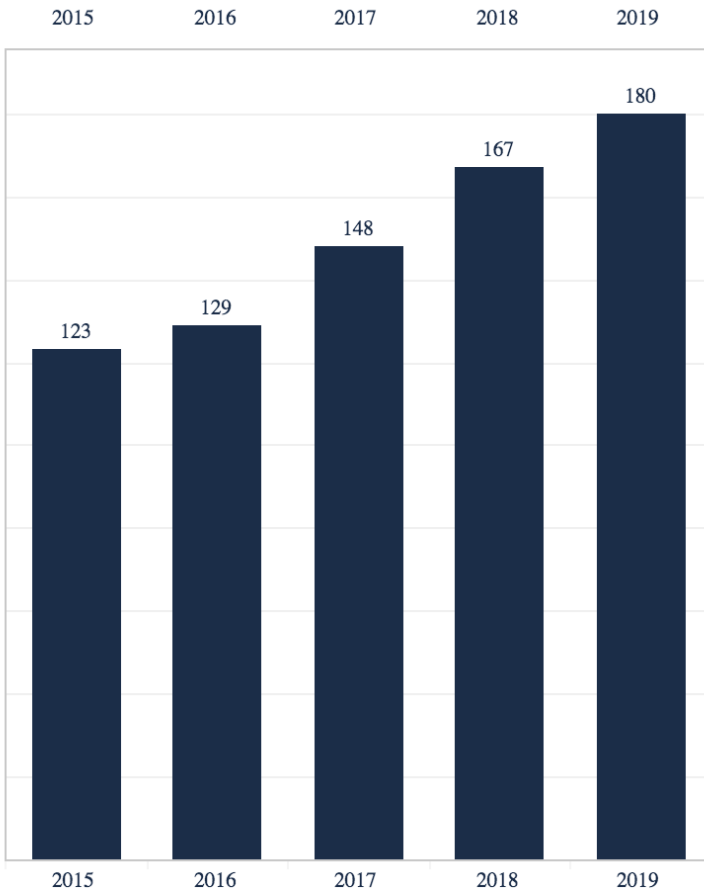


Enrollment counts by division fall 2019

Although Black student enrollment has increased from 2%-3% from 2015-2019, as a group, they have been historically underrepresented at UC San Diego, 3% compared to the 6% population of African Americans of college-going age in California.

Graduate Student Experience and Presence

Enrollment summary



UC San Diego enrolls more than 7,000 students in its graduate academic programs and enrollments have grown by nearly 30% over the last five years. From 2015 to 2019, Black graduate student enrollment increased by 46%, with the Divisions of Social Sciences, Jacobs School of Engineering, and Arts and Humanities, enrolling the most Black graduate students.

BLACK STUDENT RECOMMENDATIONS

Recommendation 1 (pg. 22)

Expand Structural and Personnel Support for the Black Resource Center.

- Hire an Associate Director for the Black Resource Center.
- Hire a full time HBCU Exchange Program Manager.
- Integrate Umoja program principles and practices in UC San Diego curricula and co-curricula.

Recommendation 2 (pg. 25)

Hire or designate dedicated Counseling and Psychologic Services (CAPS) counselors to support Black Students' well-being.

- Develop and deliver culturally responsive training specific to Black experiences for CAPS staff.

BLACK STUDENT RECOMMENDATIONS

Recommendation 3 (pg. 26)

Hire a Graduate and Professional Student Support Coordinator to support Black graduate student retention and success.

Recommendation 4 (pg. 26)

Implement curricular and policy changes to integrate and prioritize equity, diversity, and inclusion in the DEI requirement and First Year Experience and Transfer Year Experience courses.

- Develop More Rigorous Assessment Tools for the DEI Course Requirement.
- Integrate Content about the Principles of Community, Implicit Bias and Anti-racism in the First Year and Transfer Year experience courses.

Recommendation 5 (pg. 27)

Develop a Progress Towards Degree and Early Alert Support System to Ensure Black Student Success.

BLACK STUDENT RECOMMENDATIONS

Recommendation 6 (pg. 28)

Develop and Implement a Comprehensive and Integrated Strategy across units for Outreach, Recruitment, and Yield of Black Undergraduate and Graduate students.

- Communication, community building, and engagement.
- Highlight and publicize the new Black Diasporic African American Studies Major.
- Increase and expand the partnerships with community groups and foundations.
- Strengthen the K-12 recruitment strategy in African American-serving schools in regions outside of San Diego.
- Leverage the campus' connections and relationship with The Preuss School.
- Expand STARS and PATHways to STEM (PATHS) Programs.
- Strengthen and expand partnerships with community colleges.

BLACK STUDENT RECOMMENDATIONS

Recommendation 7 (pg. 30)

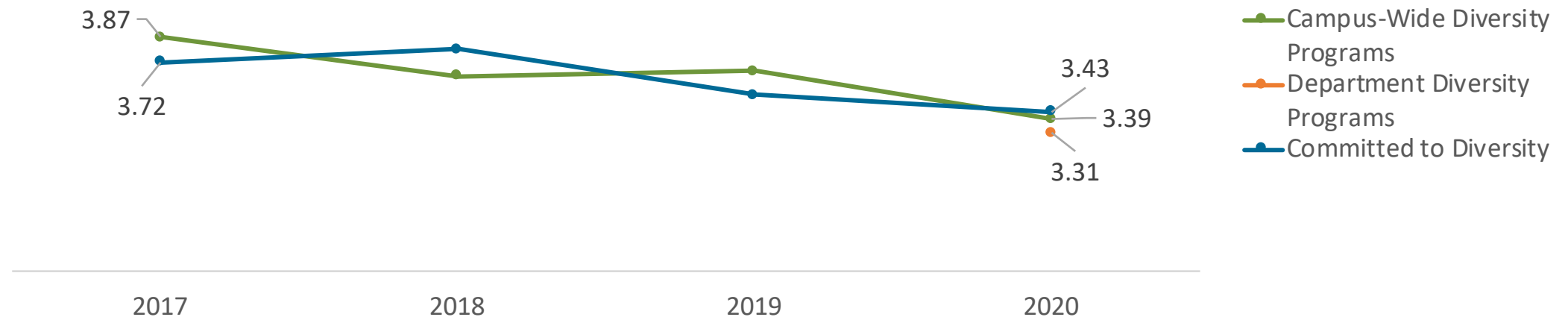
Provide institutional support to pilot and launch the Black Male Success Initiative by hiring a program manager and creating a group of advisors and mentors to support its formation and implementation.

Staff

Comparing 2019 and 2018 data, Black respondents were somewhat less likely to feel that they had a voice on campus than in 2019. Additionally, Black and Multiracial respondents were least satisfied with compensation in 2018 and 2019.

Black staff members' decreased their satisfaction with campus-wide diversity programs and commitment to diversity over the past 4 years, with scores falling from good to marginal for department diversity programs.

Scale: 3.60 – 4.29 (good) and 3.0 to 3.59 (marginal)



BLACK STAFF RECOMMENDATIONS

Recommendation 1 (pg. 32)

Require a Contributions to Diversity Statement for New and Current UC San Diego Staff.

- Include a diversity screening questionnaire/question both in the interview and online pre-screening.

Recommendation 2 (pg. 33)

Strengthen supervisors' capacity, competencies, and accountability in creating an inclusive and anti-racist culture.

- Review and Revise Supervisory Training.
- Establish and regularize a holistic system of evaluation of supervisors with a feedback loop that includes their team members. (e.g., 360-degree assessment and peer evaluations).

Recommendation 3 (pg. 33)

Hire or designate dedicated Faculty Staff Assistance Program (FSAP) counselors to support Black staff well-being.

BLACK STAFF RECOMMENDATIONS

Recommendation 4 (pg. 34)

Strengthen and Increase Access and Development Opportunities for Black Staff.

- Create an identity/affinity-based mentoring program as a pilot, administered through Human Resources.
- Conduct a review of curricula, racial representation, and trajectory of Black participants in the University of California and UC San Diego leadership programs.

Recommendation 5 (pg. 35)

Develop and Expand Opportunities that increase Staff Belonging, Sense of Value, and Voice on Campus.

Recommendation 6 (pg. 35)

Conduct an audit of the wage patterns and salaries for UC San Diego Black Staff.

Academics

A preliminary analysis of the Academics@UCSD data suggests that Black academics' experiences at UC San Diego are among the most negative of their peers, with overall satisfaction particularly low in the areas of Department Effectiveness; Diversity, Equity, and Inclusion; Reward Structures; and Institutional Satisfaction.

| | Asian | Black | Latinx | White | Multiethnic |
|----------------------------------|-------|-------|--------|-------|-------------|
| Academic Welfare | ● 3.8 | ● 3.6 | ● 3.8 | ● 3.8 | ● 3.4 |
| Department Effectiveness | ● 3.6 | ● 3.4 | ● 3.6 | ● 3.6 | ● 3.4 |
| Department Values and Culture | ● 4.0 | ● 4.0 | ● 4.0 | ● 4.1 | ● 4.0 |
| Diversity, Equity, and Inclusion | ● 4.0 | ● 3.3 | ● 3.7 | ● 4.0 | ● 3.8 |
| Interpersonal Behaviors | ● 4.4 | ● 3.9 | ● 4.2 | ● 4.4 | ● 4.4 |
| Reward Structures | ● 3.5 | ● 3.2 | ● 3.4 | ● 3.4 | ● 3.3 |
| Satisfaction with UCSD | ● 3.5 | ● 2.8 | ● 3.2 | ● 3.4 | ● 3.2 |

Key
 ● Excellent
 ● Good
 ● Marginal
 ● Of concern

- **High Workloads:** Black academics do not feel service work, mentorship, resources, and teaching are distributed equitably in their departments or that their departments are adequately staffed, nor do they feel their contributions are fairly assessed or they can raise concerns without fear.
- **Negative Treatment:** Black academics are the most likely to report experiencing negative interpersonal behaviors, such as being interrupted, kept out of the loop, having their legitimacy as scholars questioned, being ignored, and being condescended toward.
- **Different Treatment:** Black academics report being treated differently for their race and feeling that they have to minimize their identities at work.
- **Lower confidence in EDI on campus:** Black academics are less likely than peers to perceive that they would be supported if they reported uncomfortable behavior, to be satisfied with diversity programs, or to feel that the university is committed to diversity.
- **Low satisfaction:** Black academics score the lowest on all 8 measures of satisfaction at UCSD, including overall satisfaction.

BLACK ACADEMICS RECOMMENDATIONS

Recommendation 1 (pg. 37)

Conduct course and service load unit audits across appointments and within units.

Recommendation 2 (pg. 39)

Hire more tenured Black faculty (Associate and Full Professors).

Recommendation 3 (pg. 40)

Create a more equitable promotion and tenure process.

- Increase and strengthen quality mentorship, particularly to junior faculty.
- Review and revise expectations for research/scholarship, teaching, and service for junior faculty.
- Create a task force to review the Committee on Academic Personnel policies and actions around the treatment of academic files for Black academics.

BLACK ACADEMICS RECOMMENDATIONS

Recommendation 4 (pg. 41)

Strengthen and Increase Access and Professional Development Opportunities for Black Academics to Improve Retention, Engagement, and Satisfaction.

- Strengthen and enhance efforts to recruit Black faculty and faculty of color to participate in all faculty leadership development, mentoring, and capacity building initiatives.
- Include topics/issues specific to the needs of Black faculty in the Faculty Leadership and Mentoring Academies and related programs.

Recommendation 5 (pg. 42)

Create an online training program that increases understanding of UC San Diego's organizational structure and resources to support Black faculty access and success.

Recommendation 6 (pg. 42)

Institute campuswide anti-racism, anti-bias training requirement for all departments (inclusive of faculty and staff).

BLACK ACADEMICS RECOMMENDATIONS

Recommendation 7 (pg. 43)

Develop a comprehensive and coordinated strategy to recruit and retain Black postdoctoral scholars to strengthen the faculty pipeline to UC San Diego.

- Conduct a review of the racial representation, experience, and pipeline of Black postdoctoral scholars to UC San Diego.
- Partner with the Office of Postdoctoral Scholars and Research Affairs to ensure access and success of Black postdoctoral scholars to various programs.
- Partner with the Center for Faculty, Diversity, and Inclusion (FDI) in the Office for the Vice Chancellor - Equity, Diversity, and Inclusion and the PFP (President's Postdoctoral Fellowship Program) to strengthen recruitment and retention efforts.

DISCUSSION AND Q&A

REPORT STATUS AND NEXT STEPS

- **Presentation of Report with Recommendations**
 - Chancellor/EVC
- **Workgroup to be Formed**
 - Implementation and Accountability

THANK YOU!

“If one thing changes, everything changes.”

UC San Diego

EQUITY, DIVERSITY, AND INCLUSION

Diversity@ucsd.edu | <https://diversity.ucsd.edu/>