



UC SAN DIEGO BLACK ACADEMIC EXCELLENCE INITIATIVE

ADVISORY COMMITTEE REPORT AND RECOMMENDATIONS

Diane Forbes Berthoud

Associate Vice Chancellor, Equity, Diversity, and Inclusion
Co-Chair, BAEI Advisory Committee

Ivan Evans

Provost, Eleanor Roosevelt College
Co-Chair, BAEI Advisory Committee

Makeba Jones

Associate Teaching Professor, Education
Co-Chair, BAEI Advisory Committee

BLACK ACADEMIC EXCELLENCE INITIATIVE

COMMITTEE MEMBERS

Diane Forbes Berthoud - Associate Vice Chancellor, EDI; Co-Chair

Ivan Evans - Provost, Eleanor Roosevelt College; Co-Chair

Makeba Jones - Associate Teaching Professor, Education Studies; Co-Chair

King Britt - Assistant Teaching Professor, Music; Faculty

Adam Burgasser - Professor, Physics; Faculty

Thandeka Chapman - Professor, Education Studies; Faculty

Douglass Forbes - Professor, Cell and Developmental Biology; Faculty

Gentry Patrick - Professor, Neurobiology; Former BAEI Co-Chair; Faculty

Mica Pollock - Director, CREATE; Professor, Education Studies; Faculty

David Artis - Dean, Undergraduate Research Advancement, Academic Enrichment; Staff

Keiara Auzenne - Senior Administrative Analyst, SIO/Director's Office; Staff

April Bjornsen - Assistant Dean - Graduate Student Affairs, Graduate Division; Staff

Porsia Curry - Director, Black Resource Center; Staff

Glynda Davis - Senior Diversity Officer, VC-EDI; Former BAEI Co-Chair; Staff

Pamela Fruge - Chief Administrative Officer, Colleges Business Office; Staff

Franklin Garrett - Director, Student Success Center, Physical Sciences; Staff

Helen Griffith - Executive Director, Preuss School; Staff

Cheryl Harrelson - Associate Vice Chancellor Alumni, Annual Giving, and Pipeline, Development; Staff

Mya Hines - Academic Counselor, African American Studies Minor; Staff

Azizi James - Associate Director, Admissions; Staff

Diane LeGree - Dean, Student Affairs, Sixth College; Staff

Charles Lu - Director, OASIS; Staff

Susan Rinaldi - Director, Academic Achievement Hub; Co-Director, Summer Bridge, Teaching And Learning Commons; Staff

Lawana Richmond - Organizational Development Manager, Transportation Services; Staff

LeShane Saddler - Director, Admissions; Staff

James Crawford - Black Graduate Student Association Representative (2019-2020); Student

Malik Gilbert - BRC Black Student At Large (2019-2020); Student

Fnnann Keflezighi - Interim Assistant Dean of Student Affairs, Thurgood Marshall College; UCSD Black Alumni Council (2018 - Present); Alumni

TABLE OF CONTENTS

Executive Summary	7
Introduction.....	7
Black Presence and Experience at UC San Diego	8
Students	8
Staff.....	8
Academics	9
Top Five Recommendations: Students	9
Top Five Recommendations: Staff	10
Top Five Recommendations: Academics	10
Introduction and Background	11
Key Findings and Recommendations Across All Populations	13
Student	14
Staff.....	14
Academics.....	14
Recommendations for All Populations	15
Ongoing, interactive, in-person, anti-racism training for all UC San Diego staff and faculty.....	15
1. Students.....	16
Student Experience and Presence: Undergraduate Students.....	16
Presence	16
Graduation Rates and Persistence.....	17
Graduate Students	19
Student Recommendations.....	22
Recommendation 1: Expand Structural and Personnel Support for the Black Resource Center.....	22
Hire an Associate Director for the Black Resource Center to support the advancement of success efforts and initiatives for Black students.	22
Hire a full time HBCU Exchange Program Manager.	22
Integrate Umoja program principles and practices in UC San Diego curricula and co-curricula.	24

Recommendation 2: Hire or designate dedicated Counseling and Psychological Services (CAPS) counselors to support Black students’ well-being.....	25
Develop and deliver culturally responsive training specific to Black experiences for CAPS staff.....	25
Recommendation 3: Hire a Graduate and Professional Student Support Coordinator to support Black graduate student retention and success.....	26
Recommendation 4: 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.	26
Develop More Rigorous Assessment Tools for the DEI Course Requirement that include the evaluation of DEI course content, structure, and pedagogy, and assignment of a letter grade.	26
Integrate Content about the Principles of Community, Implicit Bias and Anti-racism in the First Year and Transfer Year experience courses	27
Recommendation 5: Develop a Progress Towards Degree and Early Alert Support System to Ensure Black Student Success	27
Recommendation 6: Develop and Implement a Comprehensive and Integrated Strategy across units for Outreach, Recruitment, and Yield of Black Undergraduate and Graduate students	28
Communication, community building and engagement.	28
Highlight and publicize the new Black Diasporic African American Studies Major.....	28
Increase and expand partnerships with community groups and foundations.	29
Strengthen the K-12 recruitment strategy in African American-serving schools in regions outside of San Diego.	29
Leverage the campus’ connection and relationship with The Preuss School.	29
Expand STARS and PATHways to STEM (PATHS) Programs can strengthen outreach, yield and retention efforts.	29
Strengthen and expand partnerships with community colleges.....	30
Recommendation 7: 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.	30
3. STAFF	31
Presence and Experience.....	31
Recommendation 1: Require a Contributions to Diversity Statement for New and Current UC San Diego Staff	32
Include a diversity screening questionnaire both in the interview and online pre-screen.	33

Recommendation 2: Strengthen supervisors' capacity, competencies, and accountability in creating an inclusive and anti-racist culture.	33
Review and Revise Supervisory Training.....	33
Establish and regularize a holistic system of evaluation of supervisors with a feedback loop that includes their team members.	33
Recommendation 3: Hire or designate dedicated Faculty Staff Assistance Program (FSAP) counselors to support Black staff well-being.....	33
Recommendation 4: Strengthen and Increase Access and Development Opportunities for Black Staff.	34
Create an identity/affinity-based mentoring program as a pilot, administered through Human Resources and eventually scale for other affinity staff groups.	34
Conduct a review of curricula, racial representation, and trajectory of Black participants in the University of California and UC San Diego leadership programs.	34
Recommendation 5: Develop and Expand Opportunities that increase Staff Belonging, Sense of Value, and Voice on Campus.	35
Recommendation 6: Conduct an audit of the wage patterns and salaries for UC San Diego Black Staff.	35
4. ACADEMICS.....	36
Introduction and Background	36
UC San Diego Black Academic Experience and Presence Overview	36
Recommendation 1: Conduct course and service load audits across appointments and within units.....	37
Recommendation 2: Hire more tenured Black faculty (Associate and Full professors).....	39
Recommendation 3: Create a more equitable promotion and tenure process.	40
Increase and strengthen quality mentorship.....	40
Review and revise expectations for research/scholarship, teaching, and service for junior faculty.	40
Create a task force to review the Committee on Academic Personnel policies and actions around the treatment of academic files for Black academics and recommend changes that take into account disparate teaching and service loads.....	41
Recommendation 4: Strengthen and increase access and professional development Opportunities for Black Academics to Improve Retention, Engagement, and Satisfaction.	41
Strengthen and enhance efforts to recruit Black faculty and faculty of color to participate in all faculty leadership development, mentoring, and capacity building initiatives.....	41

Include topics/issues specific to the needs of Black faculty in the Faculty Leadership and Mentoring Academies and related programs.	42
Recommendation 5: Create an online training program that increases understanding of UC San Diego’s organizational structure and resources to support Black faculty access and success.....	42
Recommendation 6: Institute a campuswide anti-racism, anti-bias training requirement for all departments (inclusive of faculty and staff).....	42
Recommendation 7: Develop a comprehensive and coordinated strategy to recruit and retain Black postdoctoral scholars to strengthen the faculty pipeline to UC San Diego.	43
5. Conclusion and Next Steps.....	43
6. APPENDICES	44
APPENDIX 1: HBCU PROGRAM MANAGER DESCRIPTION.....	45
APPENDIX 2: Historically Black Colleges and Universities Information	47
APPENDIX 3: Umoja Practices	54
APPENDIX 4: UC Memorandum of Understanding between The Regents of the University of California and Umoja Community Education Foundation for UC-Umoja Diversity Pipeline Partnership	60

THIS PAGE INTENTIONALLY LEFT BLANK

Executive Summary

Introduction

In 2016, UC San Diego launched the Black Academic Excellence Initiative. Vice Chancellor for Equity, Diversity, and Inclusion, Becky Petitt, charged the BAEI Advisory Committee to develop recommendations that would enable UC San Diego to strengthen support for our Black campus community and to improve the presence and experience of Black faculty, undergraduate and graduate students, and staff.

The Advisory Committee is comprised of UC San Diego students, staff, and faculty with extensive professional and personal experiences in critical areas of campus life that impact Black populations: programming planning, expansion, and assessment, admissions, recruitment, retention, equity, access, and success, human resources, and many more. Advisory committee members reviewed relevant literature and data related to Black student, staff, and faculty presence and experiences at UC San Diego, and developed recommendations that would strengthen and enhance access and success, climate, and campus accountability for Black populations.

Core values that guide The Black Academic Excellence Initiative are summarized below. Drawing on our African ancestry and history, the values are also shared in the Swahili language:

- *Ubora*: Excellence. Valuing Black academic, professional, scholarly, cultural, and institutional excellence.
- *Ujima*: Community. Collective work and responsibility. Working together as a Triton community to ensure the success of the African American/Black community.
- *Heshima*: Respect. Valuing and promoting pro-Blackness; respecting the excellence and talents of our Black community at UC San Diego.
- *Sankofa*: Going back to go forward. The importance of Black/Diasporic history to understand our identity and culture.
- *Ubuntu*: I am because we are; we are, therefore, I am; the value of collectivism. Humanity is paramount; affirming the humanity of Black people.

Black Presence and Experience at UC San Diego

While representation of Black students, staff and academics has increased for many categories of employment across campus, Black individuals remain underrepresented in campus life.

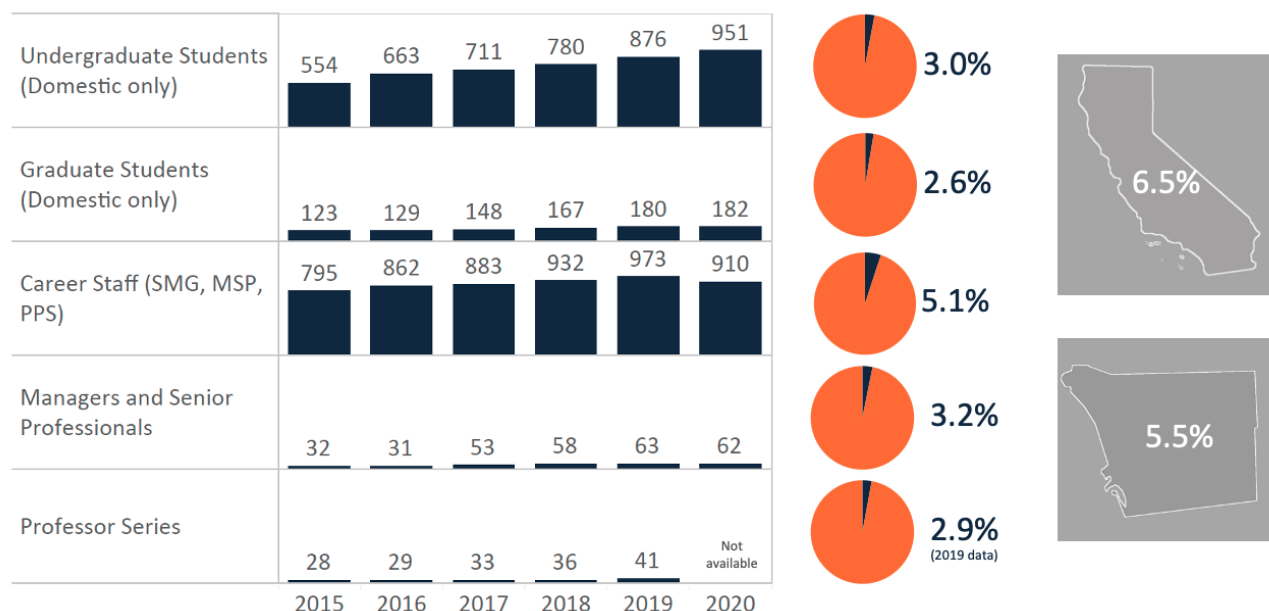


Figure 1: Representation of Black faculty, staff, and students at UC San Diego, compared to state¹ and county²

Students

Historically, Black undergraduate students have been the *least likely to say that they feel like they belong on UC San Diego's campus* and they have expressed *lower satisfaction with their social experience on campus* than their peers, on average. Students also report a *lack of advising and mentorship opportunities*, that they were *less comfortable* than their peers with climate, felt *less respected*, and found the campus to be *less welcoming, safe, and tolerant*.

Staff

The perceptions/concerns of Black staff members seem to derive mainly from their institutional positionality, which includes *lack of satisfaction with opportunities for advancement*, feeling like they *do not have a voice on campus*, lack of satisfaction with salary & benefits, and concerns about adequate staffing to support their work. These concerns were shared across staff members regardless of race/ethnicity. There is some evidence that Black staff members are more likely to feel *they are treated differently* because of their race/ethnicity and they feel the *need to minimize various characteristics of their culture* to fit in. However, satisfaction with interpersonal relations was high

¹ <https://www.census.gov/quickfacts/CA>

² <https://www.census.gov/quickfacts/fact/table/sandiegocountycalifornia,CA/PST045219>

overall for staff members, including those who self-identified as Black. Black staff members tend to be more *critical of EDI efforts* than their peers in general, and more so in 2020 than in the past.

Academics

An 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. The specific areas of concern are:

- *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.

The Black Academic Excellence Initiative Advisory Committee developed the following recommendations to improve Black presence and experience at UC San Diego. They are reflective of the committee's recommendations and deliberations as well as the demands that came from our Black staff and students.

Below are the top 5 recommendations for each population:

Students

1. Expand Structural and Personnel Support for the Black Resource Center
2. Hire or designate dedicated Counseling and Psychological Services (CAPS) counselors to support Black Students' well-being.
3. Hire a Graduate and Professional Student Support Coordinator to support Black graduate student retention and success.
4. 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.
5. Develop a Progress Towards Degree and Early Alert Support System to Ensure Black Student Success.

Staff

1. Require a Contributions to Diversity Statement for New and Current UC San Diego Staff.
2. Strengthen supervisors' capacity, competencies, and accountability in creating an inclusive and anti-racist culture.
3. Hire or designate dedicated Faculty Staff Assistance Program (FSAP) counselors to support Black staff well-being.
4. Strengthen and Increase Access and Development Opportunities for Black Staff.
5. Develop and Expand Opportunities that increase Staff Belonging, Sense of Value, and Voice on Campus.

Academics

1. Conduct course and service load audits across appointments and within units.
2. Hire more tenured Black faculty (Associate and Full Professors).
3. Create a more equitable promotion and tenure process.
4. Strengthen and Increase Access and Professional Development Opportunities for Black Academics to Improve Retention, Engagement, and Satisfaction.
5. Create an online training program that increases understanding of UC San Diego's organizational structure and resources to support Black faculty access and success.

Introduction and Background

In 2016, UC San Diego launched the Black Academic Excellence Initiative. Vice Chancellor for Equity, Diversity, and Inclusion, Becky Petitt, charged the BAEI Advisory Committee to develop recommendations that would enable UC San Diego to strengthen support for our Black campus community and to improve the presence and experience of Black faculty, undergraduate and graduate students, and staff.

The Advisory Committee is comprised of UC San Diego students, staff, and faculty with extensive professional and personal experiences in critical areas of campus life that impact Black populations: programming planning, expansion, and assessment, admissions, recruitment, retention, equity, access, and success, human resources, and many more. Advisory committee members reviewed relevant literature and data related to Black student, staff, and faculty presence and experiences at UC San Diego, and developed recommendations that would strengthen and enhance access and success, climate, and campus accountability for Black populations.

The core values that guide the Black Academic Excellence Initiative are rooted in African ancestry and history and are also noted in the Swahili language, an ancestral language of many Black/African American people:

Ubora: Excellence. Valuing Black academic, professional, scholarly, cultural, and institutional excellence is critical to improving the Black experience and presence at UC San Diego. Promoting the success of African American/Black students, staff, and academics as well as providing the necessary resources to foster this success are central to *Ubora*.

Ujima: Community, which is the core of Black and Diasporic identity. It represents the collective work and responsibility of our Triton Community, working together to ensure the success of the African American/Black Community.

Heshima: Respect; valuing and promoting pro-Blackness; respecting the excellence and talent of the Black community at UC San Diego. When people are treated respectfully, they experience a stronger sense of belonging and community and are more likely to thrive and succeed in their contexts. Learning and modeling respect at UC San Diego will contribute to a positive climate, and increase engagement, satisfaction, and improve not only the Black experience, but enrich the overall campus experience as well.

Sankofa: Going back to go forward; the importance of Black/Diasporic history in understanding Black identity, culture, and achievement. Other elements of *Sankofa* include honoring the contributions of Black families, communities, our ancestors, and our Black UC San Diego community.

Ubuntu is valuing collectivism. It is the concept that “I am because we are we are, therefore, I am”. It highlights the need for methods to improve and strengthen connections with each other and to build a

collective vision for Black access and success at UC San Diego. Ubuntu places humanity as paramount and highlights the need for the full integration and inclusion of Black staff, faculty, and students at UC San Diego.

The Black Academic Excellence Initiative is one of three academic excellence initiatives that the Vice Chancellor Office for Equity, Diversity, and Inclusion developed that aligns with the campuswide [Strategic Plan for Inclusive Excellence](#).

The Plan contributes to Goal #2 outlined in [UC San Diego's Strategic Plan](#) to “cultivate a diverse and inclusive university community that encourages respectful open dialogue and challenges itself to take bold actions that will ensure learning is accessible and affordable for all.”³

The Strategic Plan for Inclusive Excellence, our campus roadmap for the university’s future of equity, diversity, and inclusion is guided by three core tenets:

Access and Success: Attract, retain, and support a diverse faculty, staff, and student body at UC San Diego with the goal of reflecting California demographics and achieving institutional excellence at UC San Diego.

Climate: Create and foster a positive and welcoming climate where we value, include, and support all at UC San Diego.

Accountability: Ensure institutional accountability through processes and structures that strengthen UC San Diego’s clear and continuous commitment to equity, diversity, and inclusion.

The Campus Strategic Plan for Inclusive Excellence establishes not only our goals for the campus at-large, but mechanisms for accountability at the departmental and unit levels to help reach our shared goals. The Black Academic Excellence Initiative centers Black experience and presence at UC San Diego and strives to develop and enhance these core tenets to improve outcomes for Black faculty, staff, and students.

As we develop and implement recommendations to improve Black presence and experience, the Black Academic Excellence Initiative is also committed to intersectional analysis and understanding and transforming the experience of our Black community.

Success of the Black Academic Excellence Initiative will be realized by a transformation in the experiences of Black students, faculty, and staff on campus through increased enrollment of Black students, persistence and graduation rates, increased levels of engagement and participation in co-curricular, academic and socio-emotional supports; improved retention for all groups, and an increased presence of Black faculty and staff. These successes will improve the climate for diversity, equity, and inclusion for all.

³UC San Diego Strategic Plan: <https://plan.ucsd.edu/>

Key Findings and Recommendations Across All Populations

While representation of Black students, staff and academics has increased for many categories of employment across campus, Black individuals remain underrepresented in campus life.

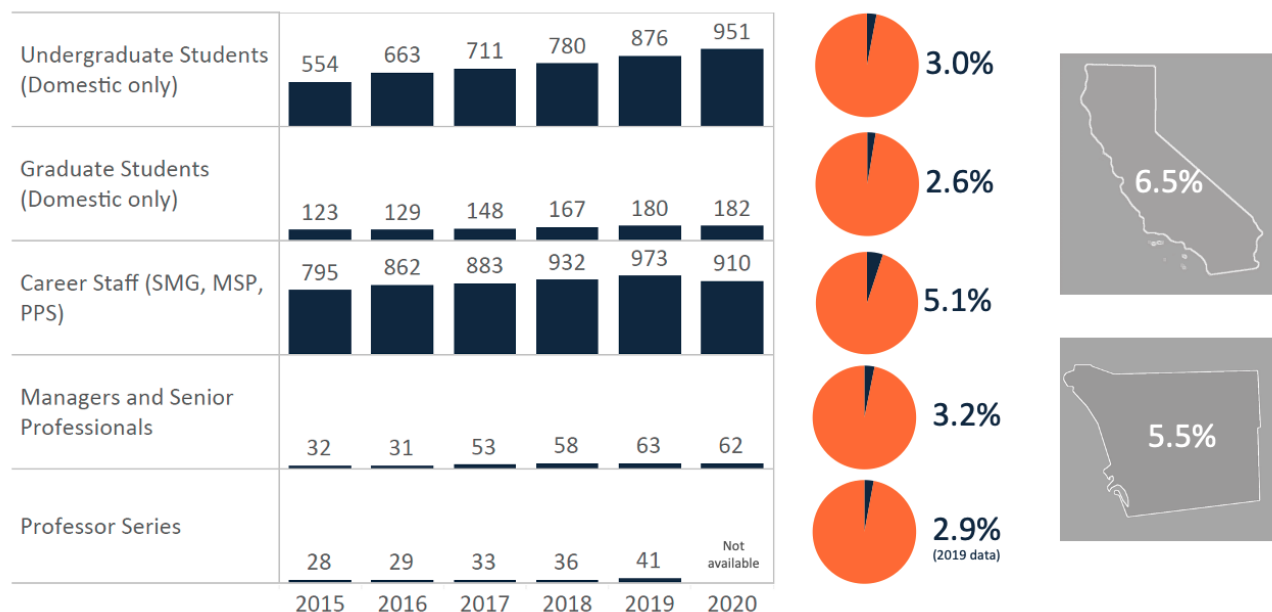


Figure 2: Representation of Black faculty, staff, and students at UC San Diego, compared to state⁴ and county⁵.

Undergraduate students: The Black undergraduate population increased 19.8%, while the number of domestic Black undergraduates increased 71.7%, and the percentage of the population from 2015-2020 increased 2.1% to 3.0%.

Career Staff (SMG, PSS, MSP): Career staff increased 30.1%, while the number of Black career staff increased 14.5%. Growth in Black Career Staff did not keep up with overall growth; the percentage of the Black staff population from 2015-2020 decreased from 5.8% to 5.1%.

Managers and Senior Professionals (Subset of Career Staff to show rise in Black community members in more senior career roles): MSPs overall increased by 87.7%, while the number of Black MSPs increased by 93.8%. Change in the percentage of the population, from 2015-2020: 3.1% to 3.2%.

Professor Series (does not include LSOEs/LPSOEs): Professors series increased 12.3%, while the number of Black professors increased 46.4%. Change in the percentage of the population, 2015-2019: 2.2 to 2.9% (2019 data).⁶

⁴ <https://www.census.gov/quickfacts/CA>

⁵ <https://www.census.gov/quickfacts/fact/table/sandiegocountycalifornia,CA/PST045219>

⁶ no new data available yet, as it needs to be processed from UC PATH, HR did staff data, APS/IR still needs to count faculty.

The following recommendations will achieve the intended outcomes for the initiative to improve Black presence and experience at UC San Diego:

Student

1. Expand Structural and Personnel Support for the Black Resource Center
2. Hire or designate dedicated Counseling and Psychological Services (CAPS) counselors to support Black students' well-being.
3. Hire a Graduate and Professional Student Support Coordinator to support Black graduate student retention and success.
4. 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.
5. Develop a Progress Towards Degree and Early Alert Support System to Ensure Black Student Success
6. Develop and Implement a Comprehensive and Integrated Strategy across units for Outreach, Recruitment, and Yield of Black Undergraduate and Graduate students
7. 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

1. Require a Contributions to Diversity Statement for New and Current UC San Diego Staff
2. Strengthen supervisors' capacity, competencies, and accountability in creating an inclusive and anti-racist culture.
3. Hire or designate dedicated Faculty Staff Assistance Program (FSAP) counselors to support Black staff well-being.
4. Strengthen and Increase Access and Development Opportunities for Black Staff.
5. Develop and Expand Opportunities that increase Staff Belonging, Sense of Value, and Voice on Campus.
6. Conduct an audit of the wage patterns and salaries for UC San Diego Black Staff.

Academics

1. Conduct course and service load audits across appointments and within units.
2. Hire more tenured Black faculty (Associate and Full professors)

3. Create a more equitable promotion and tenure process: Strengthen and increase mentoring support to junior faculty; Review and revise teaching, research, and service expectations for junior faculty; Form a taskforce to review CAP policies and action.
4. Strengthen and Increase Access and Professional Development Opportunities for Black Academics to Improve Retention, Engagement, and Satisfaction.
5. Create an online training program that increases understanding of UC San Diego's organizational structure and resources to support Black faculty access and success.
6. Institute a campuswide anti-racism, anti-bias training requirement for all departments (inclusive of faculty and staff).
7. Develop a comprehensive and coordinated strategy to recruit and retain Black postdoctoral scholars to strengthen the faculty pipeline to UC San Diego.

Recommendations for All Populations

Based on the common findings of dissatisfaction with the climate and areas for opportunities to create a more anti-racist culture, the following recommendations were identified to benefit not only our UC San Diego Black staff, students, and academics, but our entire campus community as well:

- 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

1. Students

The Black Academic Excellence Initiative 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. Part of the initiative specifically focuses on improving our Black undergraduate and graduate student yield and retention through scholarships, programs, and structural changes, as well as improving the presence and experience of Black faculty and staff through a variety of programs.

Student Experience and Presence: Undergraduate Students

Presence

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. In the last four years, there has been a 54% growth in Black undergraduate presence from 594 to 899 students, with continued growth since 2019.⁷

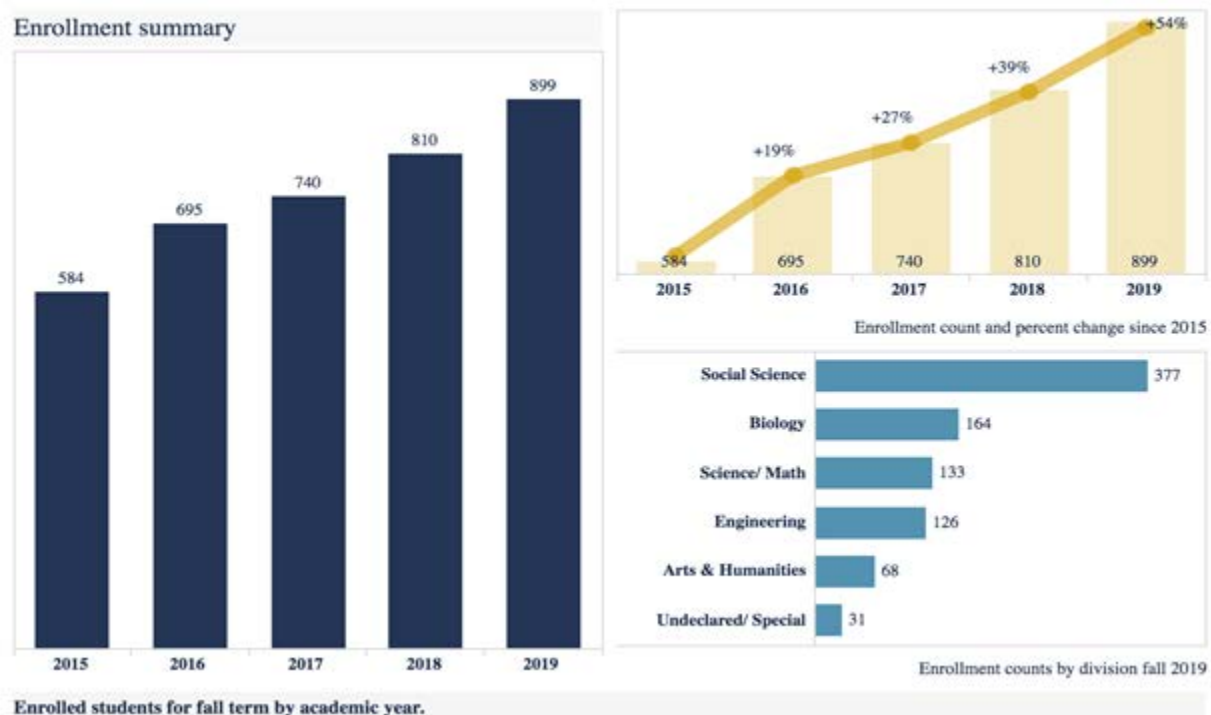


Figure 3: Black Undergraduate Student Enrollment, 2015-2019

UC San Diego scholars, Drs. Thandeka Chapman, Frances Contreras, and colleagues in their research about high-achieving African American students and college choice⁸ identified key findings related to

⁷UC San Diego Undergraduate Diversity Dashboard, <https://diversity.ucsd.edu/accountability/undergrad.html>

⁸Chapman, T. K., Contreras, F., Comeaux, E., Martinez, E., & Rodriguez, G. M. (2020). *High-achieving African American Students and the College Choice Process: Applying Critical Race Theory*. Routledge.

access for Black students in the University of California system. Black students were not admitted to their top University of California choices and they sought college options outside the UC system even when admitted to a University of California campus. Important factors in Black students' selection of a UC included diversity and climate - racial composition of the student body, campus climate and affordability, as many receive more lucrative financial aid packages from private, Ivy League and/or Historically Black Outreach and School Context. More than two-thirds of the students reported having no contact with a UC recruiter or academic outreach program. Issues of campus climate, diversity, social factors and an infrastructure for academic support were all important to Black students.

Graduation Rates and Persistence

At UC San Diego, although there have been gains in increasing the presence and graduation rates of Black students, disparities in time-to-degree persist. For example, although the average time-to-degree across all populations of degree earners who started on campus as first-time freshmen has decreased to 4.0 years overall, the average time-to-degree for Black students who started as first-time freshmen remains higher at 4.3 years. The 4-year graduation rate (a cohort-based metric) for first-time first-year students has improved markedly, from 55.1% for the 2011 cohort to 73.0% for the 2015 cohort.⁹ While Black students have realized some of these gains, fewer than 60% graduated within four years in the most recent cohort tracked (2015). *59% of Black students graduate in 4 years.* For the most recent cohort for which data is available (2014), 72% of Black students graduated in 5 years.¹⁰

Data from the [University of California Undergraduate Experiences Survey \(UCUES\)](#)¹¹ reveals 5 main findings regarding Black undergraduate students at UC San Diego.¹² Finding 1 is that historically, Black undergraduate students have expressed *lower satisfaction with their social experience* on UC San Diego's campus than their peers, on average. Finding 2 is that Black undergraduate 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 is that the majority of Black undergraduate students have reported that *students of their race/ethnicity are not respected* at UC San Diego.¹³ Finding 4 is that Black undergraduate students are the *least likely to report they feel comfortable* with the environment for diversity and inclusion. UCUES data revealed that 46%, 55%, and 52% of Black undergraduate respondents felt comfortable with the environment for diversity and inclusion at UC San Diego, their majors, and in

⁹Institutional Research, UC San Diego. Undergraduate Graduation and Retention Rates. <https://ir.ucsd.edu/undergrad/stats-data/ug-retention.html>

¹⁰Institutional Research, UC San Diego. Undergraduate Degree Recipients. <https://ir.ucsd.edu/undergrad/stats-data/ug-degree.html>

¹¹<https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-main>

¹²Undergraduate Climate Data: University of California Undergraduate Experiences Survey (UCUES), Analyzed by EDI/IR

¹³From UCUES data: % who at least somewhat disagree with the statement "Students of my race/ethnicity are respected on this campus. 2010 – 68% vs. 17% overall, 2012 – 52% vs. 12% overall, 2014 – 37% vs. 14% overall, 2016 – 56% vs. 23% overall, 2018 – 52% vs. 19% overall, 2020 – 51% vs. 16% overall

their classes, respectively. This is compared to the overall data where 80%, 81%, and 82% of respondents felt comfortable with the environment for diversity and inclusion at UC San Diego, their majors, and in their classes, respectively. Finding 5 is that Black undergraduate students are the least likely among their peers to feel that the campus is either tolerant of diversity or appreciative of diversity.

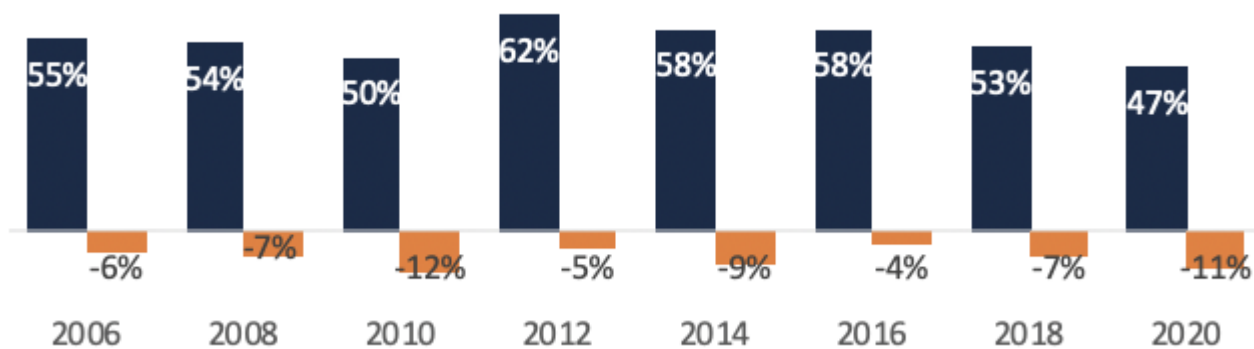


Figure 4: Black Undergraduate Student Satisfaction With Campus Social Experience

Blue bars represent the percentage of Black undergraduate students expressing “at least somewhat satisfied.” Orange represents the difference between Black student response and campus average. For example, in 2020, 47% of Black students expressed being at least somewhat satisfied with their social experience vs. 58% campus average. 2010 data is likely reflective of the Compton Cookout; 2020 is likely reflective of George Floyd’s murder by the police, and increase in anti-Blackness.

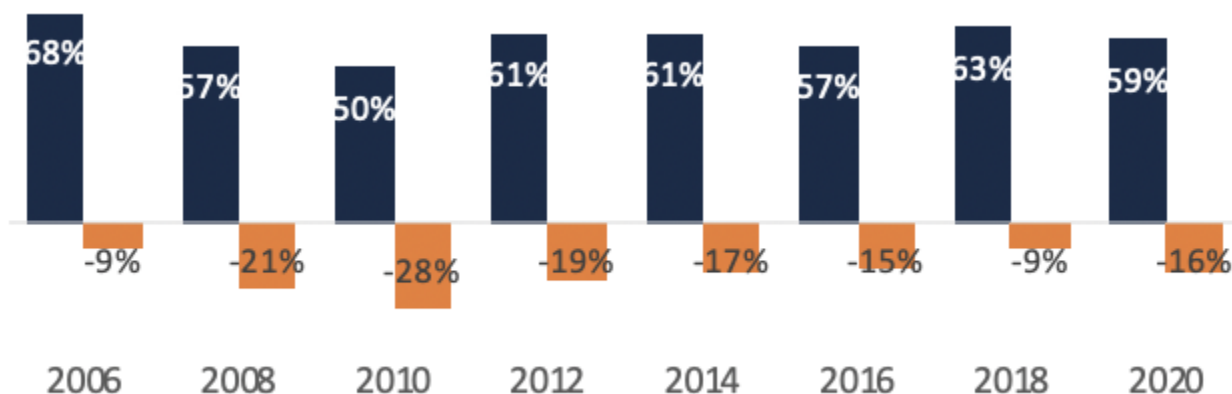


Figure 5: Black undergraduate students’ sense of belonging at UC San Diego

Blue bars represent the percentage of Black undergraduate students who say they feel like they belong at UC San Diego. Orange represents the difference between Black student response and campus average. The only year in which Black students were not the least likely to say that they feel like they belong on UC San Diego’s campus was 2018 (American Indian/Alaska Native: 55% at least somewhat

likely to agree, vs. 63% for Black undergraduate students). 2010 data is likely reflective of the Compton Cookout; 2020 is likely reflective of George Floyd's murder by the police, and increase in anti-Blackness.

Graduate Students

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.¹⁴

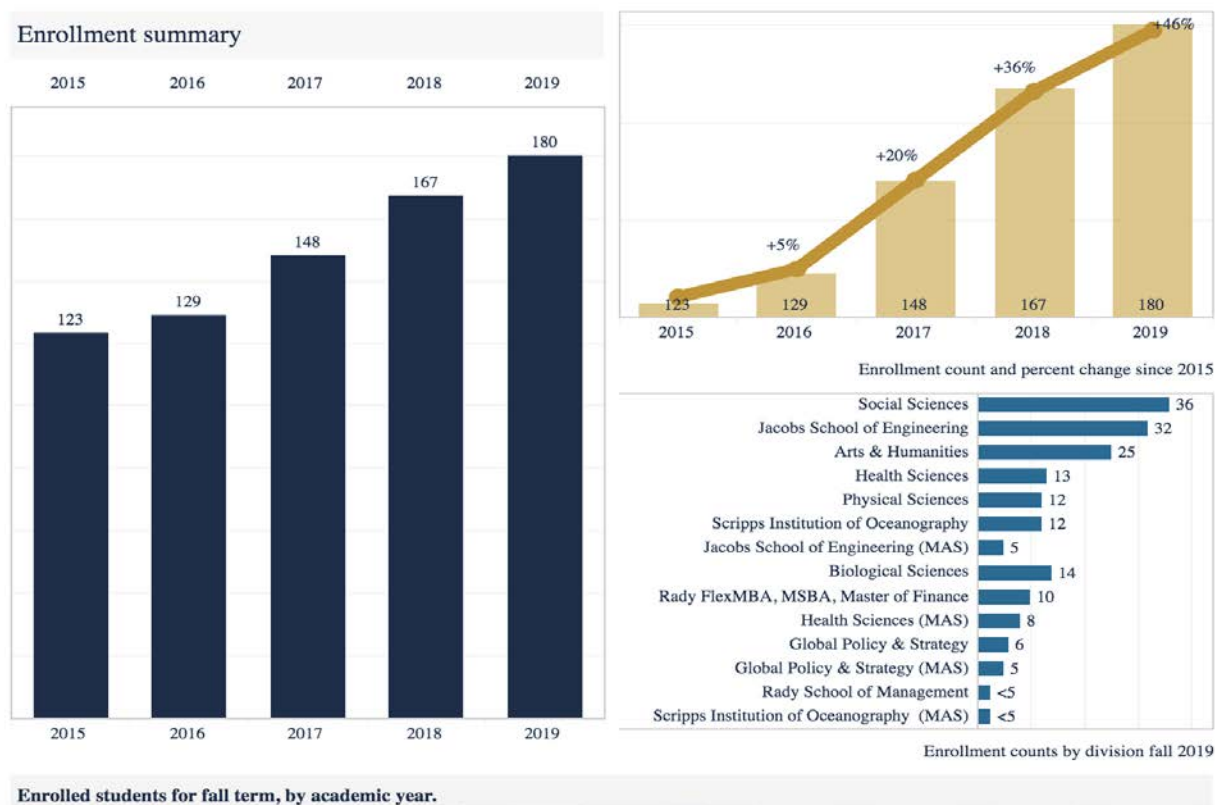


Figure 6: Black Graduate Student Enrollment, 2015-2019

The [Graduate Student Experience in the Research University \(gradSERU\)](#) survey was conducted from March 2019 through June 2019. All registered students in winter quarter 2019, as well as students from the School of Medicine and Skaggs School of Pharmacy and Pharmaceutical Sciences were invited to participate in the survey.

¹⁴UC San Diego Undergraduate Diversity Dashboard, <https://diversity.ucsd.edu/accountability/grad.html>

From the gradSERU survey, the following findings were noted¹⁵. First, there is evidence that Black masters students are *positive about their experiences in their programs*. Black doctoral students, especially those in a research/scholarship-focused track, *expressed lower satisfaction on items related to program climate as well as professional development* than their peers.

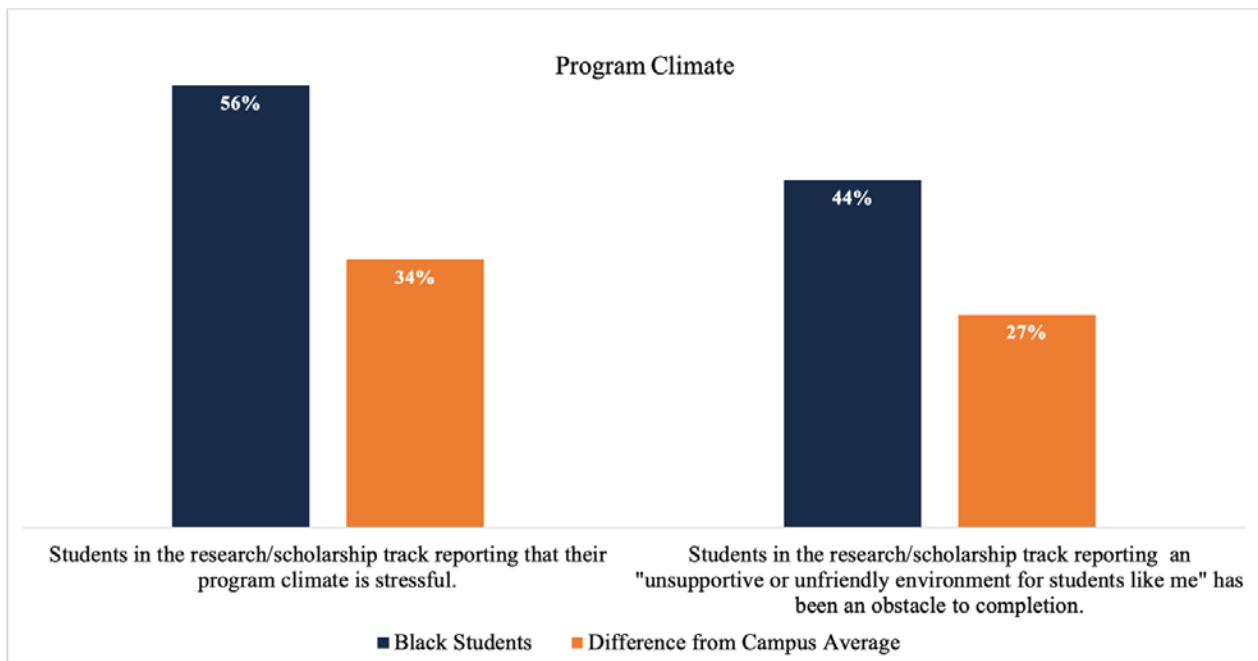


Figure 7: Graduate Student Program Climate Data¹⁶

It is noted that from the data collected in the 2019 GradSERU Data, 75% of Black doctoral students report that the climate is positive and welcoming. Additionally, no Black masters students reported “unsupportive or unfriendly environment for students like me,” along with only 11% of Black doctoral students on the professional track reporting the same.

¹⁵Graduate Climate Data: SERU Graduate Student Survey (gradSERU), Analyzed by EDI/IR/Grad Div <https://ir.ucsd.edu/grad/surveys/gradseru/index.html>

¹⁶2019 GradSERU Data

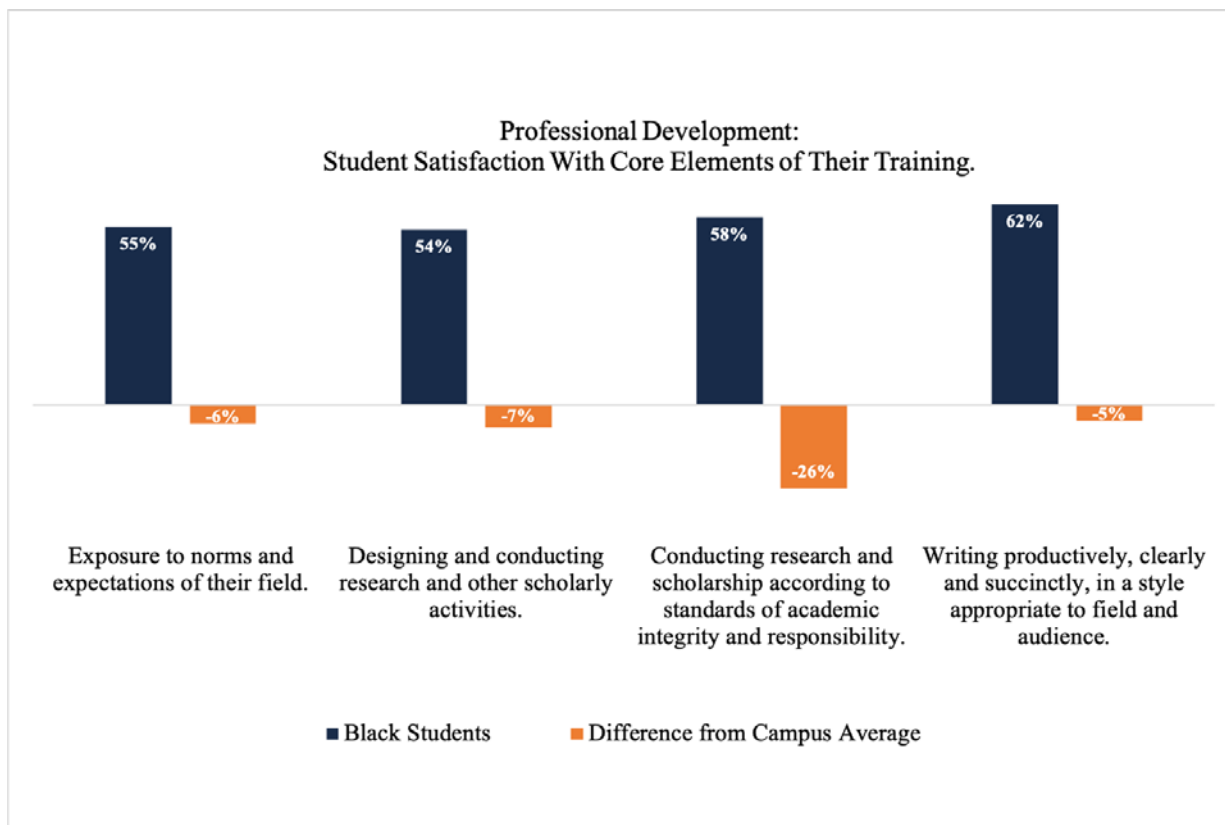


Figure 8: Graduate Student Professional Development Data¹⁷

From the survey data, it was observed that 81% of Black students were satisfied with program quality and 79% reported that they would enroll in the same program.

Second, overall, Black students appear to have a worse experience in their environment. Approximately 58% of Black students agreed/strongly agreed that “the climate for racial/ethnic minority students in my program/department is at least as good as it is for non-minority students,” compared to 91% of International students, 78% of Domestic Underrepresented Minorities (URM, excluding Black students), and 77% of Domestic non-URMs. However, degree type matters: 100% of Black masters students agreed/strongly agreed. Approximately 56% of Black students report experiencing stress from instances of bias, discrimination, or unfairness, compared to 33% of other Domestic URMs, 17% of Domestic non-URMs and 6% of international students.¹⁸

Third, most notably, Black students tend to report relatively positive interactions with advisors and peers. However, they report *higher levels of dissatisfaction and stress than their peers related to interactions with faculty* other than their own advisors. Lastly, *meeting basic needs around food & housing is a challenge for a subset of graduate students*, with evidence Black students are overrepresented among them.

¹⁷2019 GradSERU Data

¹⁸2020 GradSERU Data

Student Recommendations

Recommendation 1: Expand Structural and Personnel Support for the Black Resource Center

Hire an Associate Director for the Black Resource Center to support the advancement of success efforts and initiatives for Black students.

The Black Resource Center is uniquely positioned to support Black student success, development, retention, and leadership. The Associate Director position will be focused on recruitment and retention efforts in providing students support throughout their degree process - choosing coursework, obtaining support and mentorship, connecting with departments and focusing on development and overall success of Black undergraduate and graduate students. The position would contribute to strengthening fundraising for scholarships for Black students which will alleviate financial constraints and increase access and success for some students.

The Associate Director would work to strengthen the current BRC mentorship program and collaboration with co-curricular and enrichment programs such as global education, undergraduate research, and success coaches. They would also partner with the academic success centers and initiatives (e.g., Teaching and Learning Commons and OASIS) and support programs such as the new SNMA (Student National Medical Association) mentorship program and create an intentional and community-affirming student development framework for the center. This framework would include career and leadership development through an identity-affirming lens that will be important to increase Black student engagement and improve retention and their overall experience.

Hire a full time HBCU Exchange program manager who would be responsible for the coordination, management, expansion, implementation of the HBCU exchange and pipeline programs at the undergraduate and graduate levels.

[The Thurgood Marshall College Exchange Program](#) launched in 1989 with the UC San Diego - Spelman/Morehouse Student Exchange Program. Developed and hosted by Marshall College, the program currently serves UC San Diego undergraduate students who participate in exchanges with Morehouse College, Spelman College, and Xavier University of Louisiana. Through this program, students are able to live and study at institutions of higher learning that are different from the social and educational environment of their home institution. Students participating in the exchange program have access to most institutional resources and opportunities typically afforded to undergraduate students attending the host institution full-time.

The HBCU program manager would report to the Associate Director of the Black Resource Center, whose mission is to promote scholarship, foster leadership, and cultivate community for students through the committed, collaborative effort and support of faculty, staff, and the broader UC San Diego community. The program manager would work with both *undergraduate and graduate* programs and divisions - students, faculty, and staff with UCOP-funded programs that partner with Historically Black Colleges and Universities (HBCUs), to cultivate relationships and create new partnerships and opportunities in which Black students can engage.

Efforts that would further strengthen and expand the HBCU Exchange Program:

- Create paid graduate student positions (reporting to HBCU Program Manager) to assist with outreach, recruitment, and on-campus programming to improve graduate student experience.
- Partner with grant programs on campus UC HBCUs, UC Leads, NSF grants that partner with the Graduate Division to provide the overall infrastructure (e.g., housing, travel, ensuring stipends get paid).
- Assign faculty mentors to students coming from Historically Black Colleges and Universities to increase their engagement and satisfaction, and strengthen the graduate pipeline for Black students to UC San Diego
- Create a dedicated funding mechanism for the Black Graduate and Professional Student Association that streamlines the HBCU exchange process and supports the programming with exchange students and potential UC San Diego graduate students.

Details of the HBCU Program and Manager responsibilities can be found in Appendix 1.

Potential partnerships can be formed or re-established with the following HBCUs: North Carolina Agricultural and Technical State University, Xavier University, Howard University, Spelman College, and Morehouse College.

North Carolina A&T State University is known for being a top research university, as well as being the largest HBCU in the country. North Carolina A&T has a national reputation of excellence in STEM education. This state university has been ranked #272 in National Universities, #7 in HBCUs, and #136 in Top Public Schools.¹⁹

Xavier University has a reputation for being the top school for African American graduate students going on to complete medical school. Additionally, Xavier College is among the top 4 colleges of pharmacy in graduating African Americans with a Doctor of Pharmacy degree. Xavier university is ranked #5 in Regional Universities Midwest.²⁰

Howard University is known for being a leader in STEM fields, with a history of being a top producer of African American undergraduates earning doctoral degrees in STEM. Howard University's College of Medicine has a legacy of producing physicians who go on to provide health care in underserved communities within and outside of the country. The university has been ranked #80 in National Universities, #2 in HBCUs, and #11 in Top Performers on Social Mobility.²¹

Spelman College is ranked the top HBCU, according to the 2017 U.S. News & World Report "Best Colleges" ranking. It has the highest graduation rate of the HBCUs with 76% of its students graduating and has a reputation for consistently being a top school for liberal arts degrees, with recognition as a top 100 nationally ranked liberal arts college for ten straight years. Spelman College is also recognized as a global leader in the education of women of African American descent. Spelman is

¹⁹U.S. News and World Report (2021): <https://www.usnews.com/best-colleges/north-carolina-at-2905/overall-rankings>

²⁰<https://www.usnews.com/best-colleges/xavier-university-3144/overall-rankings>

²¹<https://www.usnews.com/best-colleges/howard-university-1448/overall-rankings>

ranked #54 in National Liberal Arts Colleges, #19 in Best Undergraduate Teaching, and #1 in HBCUs.²²

Morehouse College is the only historically black, all-male four-year liberal arts institution. It was founded by William Jefferson White in 1867 in response to the liberation of enslaved African-Americans following the American Civil War, with an adaptation to a seminary university model and stressed religious instruction in the Baptist tradition. Morehouse is ranked #155 in National Liberal Arts Colleges, #23 in Top Performers on Social Mobility, and #6 in Historically Black Colleges and Universities.²³

For more information on Historically Black Colleges and Universities, see Appendix 2.

Integrate Umoja program principles and practices in UC San Diego curricula and co-curricula (e.g. Transfer Year Experience Course, GE courses, and UC San Diego student leadership development initiatives and activities).

Umoja promotes student success and improved lifetime outcomes for all students through a curriculum that is responsive to the legacy of the African and African American Diasporas. A *Kiswahili* word meaning unity, Umoja, is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. UMOJA practices include: raising intentional and deliberate purposefulness, acting with an ethic of love, learning that manifests, counseling, an open learning environment, live learning, language as power, tapping African American voices, an awareness of connectedness to African diaspora, community-building communal intelligence, using study spaces to build community and further academic success, mentoring, creating a base for the action and success of historically underrepresented and under resourced students, encircling diversity, gifting learning, and including all members of the community in each other's work.

The University of California in 2016 signed a memorandum of agreement with Umoja that established a collaboration, The *UC-Umoja Diversity Pipeline Partnership*, the goal of which was to increase the number of participants in Umoja Community Affiliate programs who transfer to a UC campus.

The partnership consists of: sub-committees of UC and Umoja staff; customized programming for prospective and admitted; UC-Umoja students webinar series; UC-Umoja professional development opportunities; regional conferences and symposiums; leadership development; and proper student success and leadership.

Create a workgroup that explores the process and outcomes of integrating UMOJA principles and practices. Training will be required for college and department advisors. Potential partners: Colleges, Black Resource Center, and the Teaching and Learning Commons.

Triton Research & Experiential Learning Scholars (TRELS) and the McNair programs in undergraduate research are excellent resources for transfer students to participate in UMOJA. Partner

²²<https://www.usnews.com/best-colleges/spelman-college-1594/overall-rankings>

²³<https://www.usnews.com/best-colleges/morehouse-college-1582/overall-rankings>

with UC San Diego undergraduate research to facilitate community building and transfer student success.

For more information on the Umoja practices, see Appendix 3.

For more information on the UC Memorandum of Understanding between The Regents of the University of California and Umoja Community Education Foundation for UC-Umoja Diversity Pipeline Partnership, see Appendix 4.

In winter 2021, an outline for the creation of an Umoja Ambassador Program at UC San Diego was created, with the goal of developing a sustaining framework for centralized program coordination. The goal is to intentionally recruit, receive, unify, uplift, and foster Black student success to improve lifetime outcomes for students, while increasing the number of Black students enrolling at UC San Diego. The Umoja Ambassador Program has an expected date of completion by the end of spring 2021.

Recommendation 2: Hire or designate dedicated Counseling and Psychological Services (CAPS) counselors to support Black students' well-being.

Historically, Black students have been the least likely among their peers to say that they feel like they belong on UC San Diego's campus, though there has been improvement in recent years. They have expressed lower satisfaction with their social experience on campus than their peers, on average, and are the least likely to report they feel comfortable with the environment for diversity and inclusion.²⁴ The multiple pandemics of racism, health, and economic crises have affected our Black community's mental health and well-being. The result is additional psychological stress and trauma which highlights the need for focused psychological support.

There is currently one Black CAPS psychologist at UC San Diego, which results in long wait times for students who are experiencing stress, anxiety, low levels of satisfaction and belonging, among other issues. It will be important to increase staffing and decrease the ratio of students to Black counselors to more effectively provide the needed support for our Black students.

In order to more effectively support Black students' wellness:

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

Trainings need to explicitly address:

- The various manifestations of anti-Blackness - sentiments, behavior, and experiences.
- Establish intermediary body/protocol between CAPs and campus police
- Support mentorship and peer networks.

²⁴Source UCUES Survey 2015-2020: <https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-main>

Recommendation 3: Hire a Graduate and Professional Student Support Coordinator to support Black graduate student retention and success.

Black graduate students report a lower level of satisfaction with their professional development and research opportunities and climate, and they are more likely to be impacted adversely by family obligations. The data also reveals that Black male graduate students were more likely to consider leaving. A Black graduate and professional student support coordinator will serve as an advisor, liaison and support in Black graduate student experience, which would strengthen retention, sense of belonging, and student success.

- Improve on ensuring that graduate students have a voice and show that UC San Diego is dedicated to their well-being and education.
- Expand the Competitive Edge program to all diversity fellowship recipients.

Recommendation 4: 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.

The main areas to address in this recommendation are to:

- Develop more rigorous standards and assessment tools for the DEI Course Requirement
- Integrate the Principles of Community in the First Year and Transfer Year experience courses.

Develop More Rigorous Assessment Tools for the DEI Course Requirement that include the evaluation of DEI course content, structure, and pedagogy, and assignment of a letter grade.

A knowledge of diversity, equity, and inclusion is required of all candidates for a Bachelor's degree who begin their studies at UC San Diego in lower-division standing in Fall 2011 or thereafter, or in upper-division standing in Fall 2013 or thereafter. Faculty are encouraged to submit courses for consideration to fulfill requirements and courses must fulfill three governing categories (frameworks, subject matter, and pedagogy).

The DEI course requirement spans many disciplines, reaches the entire UC San Diego undergraduate student body, and is currently available for Pass/Fail. In order to strengthen the quality of teaching and learning about the Black experience and advance the campus's diversity goals as outlined in the strategic plan, more rigorous standards and assessment tools should be developed and implemented. Rigorous standards include identifying specific learning outcomes that all DEI-designated courses must include and requiring letter grades instead of the Pass/Fail option. Assigning a letter grade is particularly important as it raises the level of rigor in the course and it demonstrates the importance of principles of equity, diversity, and inclusion in college curriculum. Specific methods to evaluate DEI courses also demonstrate the importance of high-quality undergraduate curriculum that addresses issues of diversity, equity, and inclusion. Examples of methods for evaluating DEI-designated courses include reviewing/analyzing syllabi for content, learning outcomes, and pedagogy, and administering student surveys to gauge students' perspectives about DEI issues and topics. Black students'

experiences and perspectives, in particular, are important to capture on an annual basis through surveys in order to evaluate the quality of course content and to ensure that courses do not reflect anti-Black attitudes, beliefs, and stereotypes.

Integrate Content about the Principles of Community, Implicit Bias and Anti-racism in the First Year and Transfer Year experience courses

All new students take either the FYE or the TYE course which, therefore, provides an opportunity to teach and learn about important issues and topics related to equity, diversity, and inclusion, and improve all students' perspectives about equity, diversity, and inclusion. Exposure to curricula early on in students' college experiences could significantly improve students' perspectives about difference, diversity, and inclusion which, in turn, could positively influence students' interactions and relationships with students, staff, and faculty from various racial/ethnic groups. Students' exposure to DEI content could be precursors to the DEI course required for graduation, which further enhances their learning experience, competence about equity issues, and relationships with others.

Recommendation 5: Develop a Progress Towards Degree and Early Alert Support System to Ensure Black Student Success

To strengthen retention, engagement, and ensure Black student success, it will be important to develop programs that focus on relationship-building, and asset-based strategies that respond to students in crisis, and provide specific, contextualized support to Black students. Early alert programs are defined as formal, proactive, feedback systems through which students and student-support agents are alerted to early red flags and intervention plans are created and enacted.²⁵ This system facilitates the process to find out if a Black student is struggling academically, emotionally, or psychologically before it is too late in the quarter or their academic career.

A proactive strategy to develop a support network specifically to address the needs of Black students is needed. The support system for Black undergraduate students could include a professor/mentor from their college/major, an academic counselor, and/or BRC staff who check in regularly with the student to address academic and socioemotional well-being. For Black graduate students, the support system could include their research advisor or graduate program coordinator. This system connects with the recommendation for the new Associate Director position in the Black Resource Center and the Graduate Support coordinator positions, as their duties could include monitoring and supporting Black student progress and engagement.

Road 2 Resiliency, a UC Berkeley program, has similar goals; it is a campus community that fosters safe and brave spaces for EOP students who are experiencing academic difficulty. By introducing these students to the broader network of resources such as advising, a 2-unit academic seminar, workshops, and more, students build community and access resources that serve as a catalyst towards

²⁵National Study of Student Early Alert Models at Four-Year Institutions of Higher Education (Simons, 2011)
<https://media.proquest.com/media/hms/ORIG/2/GR8EH?s=Qp3LVpCp23pJTa%2BfsktzWojSGYI%3D>

their resilience and holistic success at UCB. The R2R community seeks to affirm the challenges students face and emphasize that they are not alone in this process.²⁶

Develop tools within the [Student Activity Hub](#) to specifically document Black students' involvement in mentorship and support programs to allow for more holistic data collection and student guidance. Currently, not all of this information is available on this platform. This recommendation connects with the Progress Towards Degree Support System because it can assist the Undergrad/Grad Support Coordinator (or whatever the position will be named) to keep track of how students are being supported and what can be done to better meet their needs, so students are not over- or under-mentored/resourced.

Preliminary work has begun on campus through Student Retention and Success, to review existing practices and collaborations and develop a cross-divisional partnership and to implement a campus-wide early warning system. Their work would be guided by campus wide metrics that are measurable and align with [UC 2030 goals](#)²⁷ for our campus. The system will strategically utilize multiple layers of campus resources and personnel in coordinated efforts to support student success using strength-based philosophy and collective ownership towards set targets for the campus.

Recommendation 6: Develop and Implement a Comprehensive and Integrated Strategy across units for Outreach, Recruitment, and Yield of Black Undergraduate and Graduate students

Through partnership with Enrollment Management and the Vice Chancellor for Equity, Diversity, and Inclusion, develop and implement a comprehensive and coordinated strategy for outreach, recruitment, and yield of Black undergraduate and graduate students consistent with the [University of California Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209](#). Metrics should be established and monitored regularly.

Communication, community building and engagement are core concepts for outreach and yield. Black families, like many collectivistic communities, experience life's milestones as a whole (celebrations, community and spiritual observances, graduation etc.). The college admissions process and the college-going experience are no different. A systems approach to community and communication will be needed to engage, not only the student, but their larger family and community as well. Targeted relationship-building needs to occur early and remain ongoing and consistent throughout the recruitment and yield processes.

Several efforts can increase communication, community building, and engagement of current Black students. Fairly straightforward efforts include **highlighting and publicizing the new Black Diasporic African American Studies Major** to promote a pro-Black campus environment and attract Black students to UC San Diego. *Highlighting undergraduate research opportunities* by including STEM students in campus branding materials and STEM disciplines in general increases the interdisciplinary profile of UC San Diego.

²⁶Road2Resiliency Program, <https://eop.berkeley.edu/r2r>

²⁷UC's ambitious plan to help more students earn a degree <https://www.universityofcalifornia.edu/news/uc-s-ambitious-plan-help-more-students-earn-degree>

More coordinated campus efforts to increase Black student enrollment should include ***increasing and expanding partnerships with community groups and foundations*** to provide scholarship resources and expand high impact opportunities for undergraduate students. These resources would support students' academic success and overall college experience and wellbeing. In particular, strengthening coordination and communication among Education Partners charged with outreach and recruitment of Black high school students is important. Programs such as [CalSOAP](#) (California Opportunity and Access Program), [EAOP](#) (Early Academic Outreach Program), [Upward Bound/TRIO](#) programs, etc. as well as Admissions and Graduate Division, are key campus programs to target as they work most closely with K-12 partners.

Strengthening the K-12 recruitment strategy in African American-serving schools in regions outside of San Diego that are in challenging areas and in the Inland Empire is also important in increasing black student enrollment. The BAEI Advisory Committee noted the importance of outreach professionals encouraging prospective students to attend recruitment events and participate in outreach programming so that students feel part of the campus community as early as possible. Concerted efforts to increase participation in such programming increases the chances that prospective Black students will turn down admission to other universities and choose UC San Diego.

Leveraging the campus' connection and relationship with [The Preuss School](#) is also important to support the recruitment pipeline for students of color and Black students in particular. CREATE (the Center for Educational Equity, Assessment, and Teaching Excellence) is key in collaborating with The Preuss School around recruitment efforts as CREATE oversees The Preuss School. CREATE is already planning to have alumni serve as role models and ambassadors to K-12 students via UC San Diego careers. This work is an opportunity to highlight the benefits of attending UCSD. Both Preuss and [CREATE](#) are engaged in outreach and yield efforts. This work can be scaled up to increase recruitment efforts. CREATE is also hoping to collaborate with Admissions on outreach and recruitment of Black students.

Expanding [STARS](#) and [PATHways to STEM](#) (PATHS) Programs can strengthen outreach, yield and retention efforts. The STARS (Summer Training Academy for Research Success) Program is housed at Marshall College and any undergraduate student at UC San Diego who wants HBCU experience can participate. CREATE is interested in exploring a STARS program linked to CREATE to bring Black undergraduates to UCSD for summer research internships. CREATE is also open to including community college students who might transfer to UCSD. Forming programmatic relationships with community colleges could be an important pipeline to attract Black transfer students. For example, a pre-health major summer program could offer Black community college students' opportunities to experience research in health/medicine. Such engaging programmatic opportunities could increase the number of Black students who are committed to transferring to UCSD.

Strengthening and expanding partnerships with community colleges overall is an important strategy to strengthen the pipeline for transfer students. Past UCSD efforts have created such partnerships. Dr. David Artis, Dean of Undergraduate Research Advancement, a member of the BAEI Advisory Committee, developed a program (now dormant) called Community College to University (CC2U) which was a partnership with all San Diego County community colleges. Program staff visited colleges such as San Diego City College, Mesa Community College, Miramar Community College, Southwestern, Mira Costa, and Grossmont colleges to encourage students to consider transferring to UCSD. The program offered community college students research opportunities to engage them in and connect them to campus life. Students earned credit or a stipend. CC2U also hosted three community college symposia. While CC2U was not able to sustain itself, the program was successful in attracting transfer students and offering them a community of support once on campus. This kind of community college partnership effort should be *revived and targeted to Black transfer students*. Units such as Admissions, Student Retention and Success, Triton Transfer Hub, AEP and the BRC could create an integrated and coordinated partnership program with community colleges. These units, and others, would span outreach, admissions, yield, and student retention to support a pipeline for Black transfer students and a strong system of support for their retention and success.

Recommendation 7: 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.

The Black Male Success Initiative is aimed at improving persistence, retention, and graduation rates of Black male students through academic, personal and identity development, and mentoring.

Recently, a workgroup was formed, co-led by the VC-EDI and Student Retention and Success (VCSA), to explore the development of a Black Male Success Initiative pilot that will enable UC San Diego to strengthen the holistic support and experience of Black males on campus. The workgroup/taskforce will develop, in partnership with the Student African American Brotherhood, program goals, student learning outcomes and assessment, and inform a sustainable Black Male Student Success Initiative at UC San Diego.

UC San Diego student leadership has expressed an interest in establishing the [Student African American Brotherhood \(SAAB\)](#)²⁸ on campus, which could be enhanced through a partnership with the Black Male Success Initiative. The Student African American Brotherhood (SAAB) is a dynamic organization dedicated to ensuring men of color have the support needed to excel academically, socially, and professionally. As a national leader pursuing equity in education, SAAB provides the blueprint for institutions striving to create more equitable communities for men of color. The organization works to ensure that people of all backgrounds earn the skills and credentials required to have satisfying lives and well-paying careers.

Provide institutional support (e.g., membership fees and dues, program sponsorship) to pilot and launch the Black Male Success Initiative by hiring a program manager who can effectively manage and coordinate elements of the program in collaboration with key units, such as Student Affairs, VC-EDI, and other campus partners. Creating a group of advisors and mentors to support its formation

²⁸Student African American Brotherhood <http://saabnational.org/>

and implementation will ensure that participants and collaborators receive the necessary support and mentorship, so the Initiative thrives.

Future programs to support Black student success will also include Black women and non-binary persons.

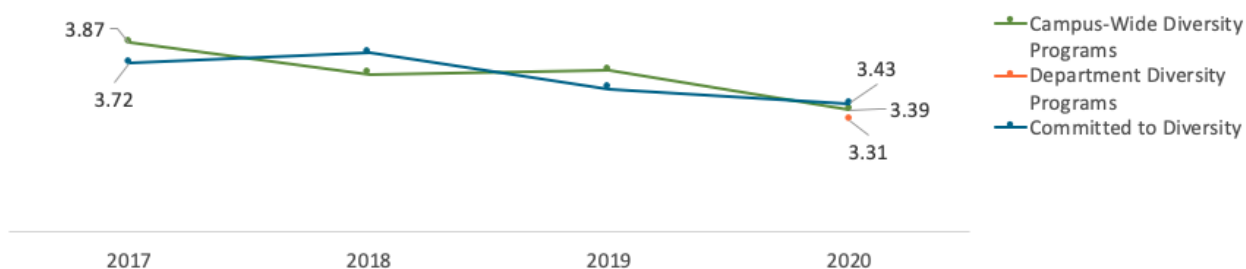
3. STAFF

Presence and Experience

While representation of Black staff has increased (raw numbers), they remain underrepresented at UC San Diego, with the percentage of Black staff population decreasing from 5.7% to 5.5% from 2015 to 2019.

An analysis of [The Staff@Work Survey data](#)²⁹ across multiple years, reveal the following findings. The perceptions/concerns of Black staff members seem to derive mainly from their institutional positionality, which includes *lack of satisfaction with opportunities for advancement*, feeling like they *do not have a voice on campus*, lack of satisfaction with salary & benefits, and concerns about adequate staffing to support their work—There is some evidence that Black staff members are more likely to feel *they are treated differently* because of their race/ethnicity and that they feel the *need to minimize various characteristics of their culture* to fit in. However, satisfaction with interpersonal relations was high overall for staff members, including those who self-identified as Black. Black staff members tend to be more *critical of EDI efforts* than their peers in general, and more so in 2020 than in the past.

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. In 2019, the ratings submitted by Black respondents for UC San Diego’s commitment to diversity decreased and Black staff members have more consistently responded that they have been treated differently or felt the need to minimize their culture to fit in.



²⁹Staff@Work Survey

<https://tritonalytics.ucsd.edu/uc-san-diego-surveys/staff-at-work-survey/staffatwork-dashboard.html>

Figure 9: Black staff satisfaction with campus and department diversity programs and commitment to diversity

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

Department diversity programs measured 2020 only; Black staff reported marginal satisfaction rates for department diversity programs - scale: 3.60 – 4.29 - good and 3.0 to 3.59 - marginal.

The following recommendations will achieve the intended outcomes to improve Black staff presence and experience at UC San Diego:

Recommendation 1: Require a Contributions to Diversity Statement for New and Current UC San Diego Staff

Contributions to Diversity Statements are established practices in higher education, particularly for faculty appointments. All academic appointees at UC San Diego are currently required to submit a personal statement about their contributions to diversity and, currently, a few units on campus include a statement in their unit processes. For instance, Marshall College requires all employees to identify a growth area and action item around anti-racism and anti-racist practice and other units, such as the Teaching and Learning Commons, is developing strategies to integrate contributions to diversity in staff hiring and appraisal. Establishing a Contributions to Diversity Statement for potential and current staff will help UC San Diego to identify candidates and staff who have the skills, experience, and/or willingness to engage in activities that will advance campus-wide equity, diversity, and inclusion goals and promote an anti-racist campus. This new practice will also strengthen and enhance our institutional culture, campus wide accountability and commitment, which is critical, particularly given that staff constitutes the largest part of our workforce.

The statement needs to be:

- Established as part of the interview and application process for all potential and current UC San Diego staff
- Incorporated in the staff appraisal process as the performance standards are reviewed³⁰ with a discussion of how the employee is addressing anti-Blackness
- Reviewed and assessed with a rubric that will need to be developed to guide supervisors and search committees

Recommended content: The contributions to diversity statement should describe employees' past experience, activities and future plans to advance equity, diversity, and inclusion, in alignment with UC San Diego's commitment to create a more diverse and inclusive institution, that is student-centered, research-focused, and service-oriented. The statement should describe experiences and background that demonstrate an understanding of and actions related to challenges that women and historically underrepresented groups face. Employees may include mentoring activities, committee service, research activities, and campus activities that pertain to recruiting, retention, teaching, and

³⁰Staff Appraisal Performance Standards
<https://blink.ucsd.edu/HR/supervising/appraisal/campuswide.html>

advising. Both new and continuing employees will be required to submit to their hiring or current supervisor.

Aspects of the Diversity Statement (content and criteria) need to be integrated into recruitment and reclassification, and promotion processes. For recruitment, reclassification, and promotion processes:

Include a diversity screening questionnaire both in the interview and online pre-screening that requires candidates for promotion, re-classification and/or hire to address their past or current experience promoting equity, diversity, and inclusion in their community and work, with particular focus on pro-Blackness.

Recommendation 2: Strengthen supervisors' capacity, competencies, and accountability in creating an inclusive and anti-racist culture.

Review and Revise Supervisory Training in order to equip supervisors to manage a diverse workforce, improve climate, and advance equitable staff development and training. The training needs to include:

- Specific content on anti-Blackness and pro-Blackness, which is needed for staff and faculty. because of their critical role in influencing Black student and staff experiences, and overall campus climate.
- Guidelines and standards to support employee preparation and demystify the process between stages and ranks.
- Employee well-being and performance, with a focus on Black staff experience.

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

Through the 360-degree process, employees at multiple levels may provide and receive confidential feedback from direct reports, colleagues, supervisors, as well as self-evaluation that can be used to develop/improve the employees' performance and interactions with other employees. The benefits of a 360 evaluation include: having feedback from a variety of sources, strengthening teamwork and accountability, revealing procedural issues impacting employee development, identifying specific areas of improvement for career development, reducing bias and discrimination associated with feedback, offering constructive feedback, and identifying areas of improvement in employee training. Instituting this evaluation will not only improve and strengthen Black staff experience, but the overall staff experience and organizational effectiveness and performance at UC San Diego.

Recommendation 3: Hire or designate dedicated Faculty Staff Assistance Program (FSAP) counselors to support Black staff well-being.

The multiple pandemics of racism, medical, and economic crises have affected our Black community's mental health and well-being and resulted in additional psychological stress and trauma, which emphasized the need for focused psychological and emotional support. Black staff have reported increased anxiety and stress, particularly with the events and conditions of 2020, and they need more providers of color, specifically more Black psychologists, to support their health and well-being.

Recommendation 4: Strengthen and Increase Access and Development Opportunities for Black Staff.

In order to support Black staff professional development and career advancement,

Create an identity/affinity-based mentoring program as a pilot, administered through Human Resources, to improve outcomes for Black staff, and eventually scale for other affinity staff groups.

Mentoring has both individual and organizational benefits, as mentors are able to facilitate new learning experiences, introduce mentees to new networks both within the organization and profession, and guide career decisions. Effective mentoring can boost morale and increase sense of belonging, retention, and organizational engagement. Through mentoring, mentees receive professional support, directional and personal development. It also supports the creation of and access to opportunities for Black staff leadership development.

The proposed program would be open to a diverse group of mentors who are skilled and willing organizational leaders (mid-career and above) to support Black staff development and advancement. Training for mentors would be needed in order to establish expectations, criteria, and program standards. An important component would be periodic reviews of the program to assess its effectiveness and participant satisfaction.

A strong partnership among the Human Resources, the Black Staff Association, and the Staff Association would be beneficial in creating and developing this initiative.

Conduct a review of curricula, racial representation, and trajectory of Black participants in the University of California and UC San Diego leadership programs.

The review needs to analyze the presence, experience, and career path of Black staff/administrators as well as program contents to ensure the inclusion and integration of equity, diversity, and inclusion concepts and application, with specific focus on promoting pro-Blackness.

The analysis needs to be conducted with a view, not only towards increasing Black staff access to and representation in these programs, but improving promotion and communication of UC/UC San Diego leadership development programs to underrepresented staff, including Black staff (e.g. STRIVE Leadership program, LEAD fellows, Lean Six Sigma, UC Women's Initiative, and UC-CORO). Programs need to provide mentorship, training resources, access to senior leaders, and UC peer leadership and training to support Black staff development.

Based on the findings from this review, the leadership training programs will need to be *revised* accordingly.

To support accountability and transparency, continuous review and contact need to be made with the systemwide programs and network, such as the Systemwide Staff Association and local campus programs *to create a system of communication and accountability* about the progress that has been made in Black staff access and success, participation, and content revision.

Recommendation 5: Develop and Expand Opportunities that increase Staff Belonging, Sense of Value, and Voice on Campus.

Black staff report that they feel the need to minimize various characteristics of their culture to fit in and they are more likely to feel they are treated differently because of their race/ethnicity. Among UC San Diego staff, they are also the least likely to be satisfied with campus climate.

Employee sense of belonging and a positive organizational climate increase engagement, productivity, employee satisfaction, and retention.

To increase Black staff agency and sense of belonging:

- Schedule quarterly meetings with leaders of affiliate groups (BSA, Staff Association leaders) with HR Directors and campus leadership to discuss themes and areas of concern for Black staff;
- Increase funding for Black Staff Association and UJIMA events and programs that contribute to community building, networking, and leadership development.
- Ensure equitable representation on committees to support equitable hiring and recruitment.³¹ Representation of Health Sciences colleagues on committees and involvement in campus wide experiences/meetings will be important.
- Recognize the additional emotional and psychological labor Black staff expend in units and campuswide to address equity, diversity, and inclusion issues and seek ways to alleviate the additional burden they face.
- Create and develop allyship programs and initiatives campuswide that focus on being allies to Black people. VC-EDI has led initiatives³² for the campus. Units need to engage in these programs and integrate participation and capacity building as part of their unit expectations.

Recommendation 6: Conduct an audit of the wage patterns and salaries for UC San Diego Black Staff.

Recent studies in the University of California have revealed salary inequity among staff³³ and the UC San Diego Staff@Work survey revealed Black and Multiracial respondents were the least satisfied with compensation.

Assessing and addressing income inequality will serve to boost morale and strengthen Black staff retention and success.

³¹Resources for Inclusive Excellence: <https://blink.ucsd.edu/HR/employment/hiring/edi.html#Determining-Opportunities-for-B>

³²UC San Diego White Allyship Initiative: <https://diversity.ucsd.edu/initiatives/white-accountability-group/index.html>

³³Study: Income Inequity Among UCLA, UCSF Staff Presents Risks For Universities: <https://www.prnewswire.com/news-releases/study-income-inequity-among-ucla-ucsf-staff-presents-risks-for-universities-301099031.html>

Pioneering Inequality White Paper: https://afscme3299.org/documents/reports/Pioneering-Inequality_WhitePaper.pdf

4. ACADEMICS

Introduction and Background

The differentiated labor expectations placed on Black academics as well as the lack of recognition for their work have been well-documented.³⁴ These disparate expectations include increased mentoring and advising loads, committee work, informal and formal institutional and departmental demands.³⁵ Research also shows that Black faculty experience racial battle fatigue which encompasses the “physiological, psychological, and behavioral strain exacted of racially marginalized and stigmatized groups and the amount of energy they expend coping with and fighting against racism”.³⁶ The fatigue describes both the toll of regular instances of discrimination, microaggressions, and stereotype threat in interpersonal, unit, and institutional relationships and structures. These factors - work expectations, demands, racial battle fatigue - disproportionately affect Black faculty job satisfaction, productivity, and retention in higher education.

UC San Diego Black Academic Experience and Presence Overview

An analysis of the [Academics@UCSD data](#)³⁷ suggests that Black academics’ experiences at UC San Diego are positive in a few areas related to department values, culture, and effectiveness - specifically, the support they receive to participate in training and professional development (e.g., funding, time), the encouragement they receive to take high visibility leadership roles as part of their service to UC San Diego, and the opportunity they have to participate in making decisions that affect their work. At the departmental level, they also agree that their department recruits and retains diverse academic appointees campuswide, and they believe that all gender identities are treated fairly.

They provided the most positive response to: “Research in my area is valued and supported at UC San Diego.”

The analysis also 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.

³⁴Brown, A. J. B. (2012). Black women faculty in predominantly White space: Negotiating discourses of diversity. In M. Christian (Ed.), *Integrated but unequal: Black faculty in predominantly White space* (pp. X-X). Trenton, NJ: Africa World Press.; Patitu, C. L., & Hinton, K. G. (2003). The experiences of African American women faculty and administrators in higher education: Has anything changed? *New Directions for Student Services*, 104, 79-93; Settles, I. H., Buchanan, N. T., & Dotson, K. (2019). Scrutinized but not recognized:(In) visibility and hypervisibility experiences of faculty of color. *Journal of Vocational Behavior*, 113, 62-74.; Thomas, G. D., & Hollenshead, C. (2001). Resisting from the margins: The coping strategies of Black women and other women of color faculty members at a research university. *The Journal of Negro Education*, 70, 166-175.

³⁵Smith, W. A. (2014). *Racial battle fatigue in higher education: Exposing the myth of post-racial America*. Rowman & Littlefield.

³⁶Smith, W. A. (2008-a). Higher Education: Racial Battle Fatigue. In R. T. Schaefer (Ed.), *Encyclopedia of Race, Ethnicity, and Society* (pp. 615-618). Thousand Oaks, CA: Sage Publications. Published, 2008.

³⁷Academics@UCSD survey results: <https://facultydiversity.ucsd.edu/survey/index.html#2020-Survey-Results>

Challenges for Black Academics:

- *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.

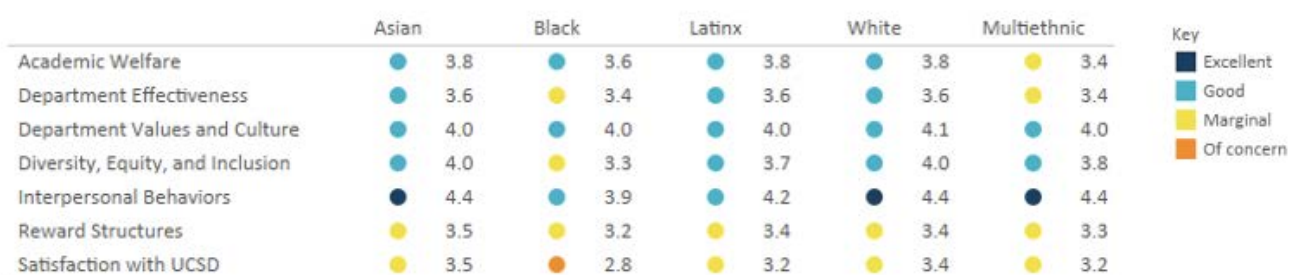


Figure 10: Summary of Academics@UCSD Data

Recommendation 1: Conduct course and service load audits across appointments and within units

To address inequities in teaching and service loads across appointments and within units, *conduct an audit* to understand the problems more deeply. Analyses should be used to work with departments and units (Deans, department chairs) to review teaching and service expectations for equitable considerations and not just equal considerations. Note: equality and equity are different. For example, teaching 4 classes with small enrollments is not “equal” to the workload required to teach 4 classes with large enrollments. Equitable policies consider the types of classes (e.g., undergraduate or graduate, general education or elective, traditional course or field component, and enrollment size). Deans’ offices need to work with department chairs to create equitable policies for teaching expectations. Department chairs are accountable to implement equitable policies. Such policies create greater satisfaction and equity within units, which, in turn, support retention and promotion efforts.

The American Council on Education recently published findings and recommendations from the National Science Foundation ADVANCE-funded *Faculty Workload and Rewards Project* (FWRP), which recommended that academic units across multiple institutions reform faculty workload and

devise strategies and action steps that lead to greater workload equity and faculty satisfaction. In the 2021 report, *Equity-Minded Workload: What We can Do and Should Do Now*,³⁸ four interventions were developed to help departments and other units improve equity in their workload policies and practices.



Figure 11: Interventions to Help Units Improve Equity in Workload Policies and Practices³⁹

A faculty workload audit worksheet ⁴⁰ is also available with some guiding questions:

- Are data on faculty workload published and transparent (e.g. teaching and advising loads, committee service, advising)?
- Are the processes through which routine service assignments, advising assignments, and teaching assignments made fair and transparent? Do faculty have voice and agency within them?
- Do policy and practice differentiate the amount of work completed in such a way to allow differential credit and reward? (e.g., chairing versus serving, 500-person class with no TA vs. five-person class).

³⁸Equity-Minded Workload: What We can Do and Should Do Now (2021)

<https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

³⁹Equity-Minded Faculty Workloads: What We can Do and Should Do Now (p. 8)

<https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

⁴⁰Equity-Minded Faculty Workloads: *What We can Do and Should Do Now* (p. 25-27)

<https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

A resource of worksheets to guide workload, teaching and service audit processes for departments is available in the *ACE Equity-Minded Faculty Workloads Worksheet Booklet*.⁴¹

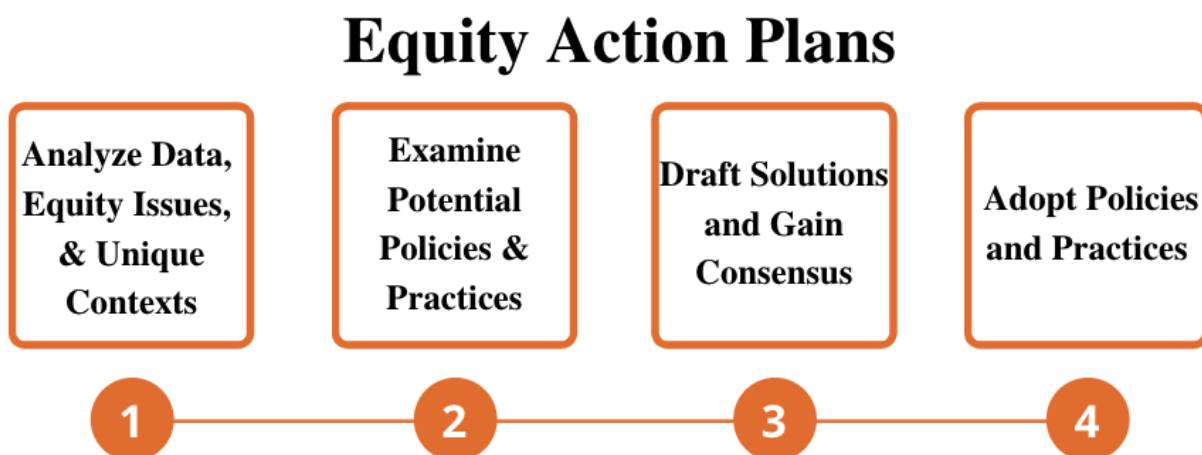


Figure 12: Steps Towards Unit Equity Action Plan⁴²

Recommendation 2: Hire more tenured Black faculty (Associate and Full professors)

Commit to hiring more Black faculty with tenure (ladder-rank) and security of employment (LSOE) who can provide leadership, advance research in diverse areas, and support student and junior faculty mentoring. Increased hiring supports a more equitable distribution of campus service loads. Increasing faculty cluster hires, such as the Advancing Faculty Diversity Initiative,⁴³ would be an effective strategy to increase Black faculty presence.

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 is also important. Equipping

⁴¹Equity-Minded Faculty Workloads Worksheet Booklet

<https://assets.shyftcloud.com/curator-assets/2021/01/06/1f8110a595447a848cff0fb1e2620eadda88d1dd.pdf?latest>

⁴²Equity-Minded Faculty Workloads Worksheet Booklet (pp. 30-33)

<https://assets.shyftcloud.com/curator-assets/2021/01/06/1f8110a595447a848cff0fb1e2620eadda88d1dd.pdf?latest>

⁴³<https://ucsdnews.ucsd.edu/feature/grants-totaling-700k-fund-two-major-projects-aimed-at-advancing-faculty-diversity>

non-Black faculty with effective student mentoring skills can lighten the service load for Black faculty.

Recommendation 3: Create a more equitable promotion and tenure process: Strengthen and increase mentoring support to junior faculty; Review and revise teaching, research, and service expectations for junior faculty; Form a taskforce to review CAP policies and action.

Addressing inequities in merit/promotion require a multi-pronged approach including: 1) Increase and strengthen quality mentorship, particularly to junior faculty; 2) Review and revise expectations for research/scholarship, teaching, and service for junior faculty; and 3) Create a task force to review CAP policies and actions around the treatment of academic files for Black academics.

Increase and strengthen quality mentorship, particularly to junior faculty, that is relevant, specific, and timely to support their progress for each review period toward merit and promotion. Faculty mentors need mandated training to identify specific areas to emphasize with Black academic mentees. The training should be built from the academic survey data on merit and promotion to ensure that the content matches the concerns shared by Black academics.

Review and revise expectations for research/scholarship, teaching, and service for junior faculty to ensure they fulfill their duties to their field, department, and campus without compromising or undermining their progress toward tenure. Departments should make sure that junior faculty are not overloaded with teaching and service, so that they are on track for tenure.

Departments need clear policies/expectations for supporting Black faculty who are associate professors (ladder rank and LSOE) to ensure they are promoted to full professor, if they choose. Policies should include *clear expectations for research/scholarship, teaching, and service* that allow associate professors to fulfill their duties to their field, department, and campus without compromising or undermining their progress toward promotion to full professor.

Departmental policies must not penalize Black academics for high engagement in diversity-related service that contributes to improving the campus community. Given that leadership and service expectations might be greater for tenured faculty, associate professors who meet these increased demands should not be penalized during the merit/promotion review process (see #3 below). Similar to #1, associate professors need high quality mentoring for relevant and timely guidance on progressing toward a promotion to full professor.

Re-evaluate accountability for department chairs such as reviewing how chairs are selected across departments and institute annual assessments for Chairs. The assessment should include items related to the Chairs' efforts to address inequities for faculty of color and actions taken to increase equity for faculty of color.

Create a task force to review the Committee on Academic Personnel policies and actions around the treatment of academic files for Black academics and recommend changes that take into account disparate teaching and service loads. Add “commitment to diversity” as part of the merit/promotion process for all faculty across appointments. Some departments unfairly require faculty to choose one review area in which to discuss diversity-related work, such as scholarship or service (a “diversity tax”). Given that Black faculty are more likely to engage in diversity-related work across all review areas compared to non-Black faculty, CAP should clearly articulate that evidence of commitment can be demonstrated in multiple ways across any and all review areas (research, scholarship, teaching, and/or service).

CAPS should communicate with Deans and department chairs as units assist faculty with assembling their files that diversity-related work should be discussed in all relevant review areas. Communication from CAP needs to publicize the value of diversity across all areas of responsibility for faculty.

Recommendation 4: Strengthen and Increase Access and Professional Development Opportunities for Black Academics to Improve Retention, Engagement, and Satisfaction.

Black academics need greater access to opportunities for leadership development and advancement on campus. Historically, there have been few Black faculty leaders and academic administrators across campus at the Dean level or above. Black academics need mentorship and sponsorship from those in senior/executive leadership positions.

In order to support Black staff professional development and career advancement:

Strengthen and enhance efforts to recruit Black faculty and faculty of color to participate in all faculty leadership development, mentoring, and capacity building initiatives, such as [The Faculty Leadership Academy](#), [Faculty Leadership Mentor Program](#), and related faculty development programs to diversify the leadership pipeline. Department chairs and Deans need to play a key role here by identifying and encouraging participation of Black faculty and faculty of color as well as establishing a tracking mechanism and demographic analysis of participation each year. Department and Divisional leaders will submit an annual report documenting their progress in identifying leadership opportunities and encouraging Black faculty participation in these initiatives.

Include topics/issues specific to the needs of Black faculty in the Faculty Leadership and Mentoring Academies and related programs by examining specific data about Black faculty experience and presence to frame and develop leadership competencies among current and future campus academic leaders (e.g., data that indicate that Black academics' experiences at UC San Diego are among the most negative of their peers, with concerns about the inequitable distribution of service work, mentorship, resources, and teaching as well as low overall satisfaction with institutional diversity, equity, and inclusion; reward structures; and institutional satisfaction). It will also be important to incorporate specific leadership and organizational strategies to promote pro-Blackness in faculty programs.

Recommendation 5: Create an online training program that increases understanding of UC San Diego's organizational structure and resources to support Black faculty access and success.

Black Academics indicate in their survey responses that they do not know where to find information about professional development and/or they feel like they are kept out of the loop regarding these opportunities. In addition to effective mentorship and sponsorship, online training will support increased access to information about campus resources for professional development and advancement. The training needs to include information about resources such as:

- The Office of Research Affairs
- Contracts and Grants
- Center for Faculty Diversity and Inclusion
- Faculty networks
- Structure of UC San Diego
- Office for the Prevention of Harassment and Discrimination
- Interdisciplinary programs and collaborations

Recommendation 6: Institute a campuswide anti-racism, anti-bias training requirement for all departments (inclusive of faculty and staff).

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.

A campus-wide anti-racism, anti-bias program for all departments (inclusive of faculty and staff) can contribute to raising awareness and building capacity for creating more positive cultures in departments and units. Improving climate and interpersonal interactions requires regular, ongoing engagement that is well-designed and fosters active engagement of participants as they reflect on and change internal biases and prejudices. This makes UC culture safer for all.

Recommendation 7: Develop a comprehensive and coordinated strategy to recruit and retain Black postdoctoral scholars to strengthen the faculty pipeline to UC San Diego.

Postdoctoral scholars receive guidance and expertise, opportunities for professional advancement, and are able to enrich the academic community. In order to increase access to the professoriate for highly talented Black postdoctoral scholars, a strategy to understand and shape the Black postdoctoral experience needs to be established:

- 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 PPFP (President's Postdoctoral Fellowship Program) to strengthen recruitment and retention efforts.

5. Conclusion and Next Steps

The Black Academic Excellence Initiative Advisory Committee developed recommendations to improve Black presence and experience and enhance the overall educational experience of all students at UC San Diego. They are reflective of the committee's thoughtful and data-driven deliberations to ensure our Black community thrives in a rich and inclusive teaching, learning, and working environment.

In order to implement recommendations to improve Black presence and experience, a *Black Academic Excellence Initiative Workgroup* will be needed to support action, planning, execution, and accountability.

6. APPENDICES

APPENDIX 1: HBCU Program Manager Description

APPENDIX 2: Historically Black Colleges and Universities Information

APPENDIX 3: Umoja Practices

APPENDIX 4: UC Memorandum of Understanding between The Regents of the University of California and Umoja Community Education Foundation for UC-Umoja Diversity Pipeline Partnership

APPENDIX 1: HBCU PROGRAM MANAGER DESCRIPTION

Hire an HBCU Exchange Program manager to expand the program(s).

Strategically and intentionally position the HBCU Program manager within a college (recommendation stay at Marshall College) this will maintain/increase efficiency since the academic advising in the colleges work directly with academic department advising and are connected to residential communities and student affairs.

Hire a full time HBCU Exchange program manager that would be responsible for the management, expansion, implementation and coordination of the HBCU exchange and pipeline programs at the undergraduate and graduate level. Some of the responsibilities would include, but not be limited to:

- Coordinate application process, outreach, review, selection and advising of UCSD undergraduate scholars.
- Provide one-to-one advising for interested students and selection students in preparation for application process and exchange experience.
- Coordinate, communicate and collaborate with Academic departments advising units, Housing Dining and Hospitality, Residential Life offices, the BRC and VCEDI office around scholar selection, application and experience.
 - Strategic partnership with HDH to ensure housing allocation for the HBCU exchange student(s). For example, decide on a semester/quarter number of beds for exchange, turnover allocation after exchange numbers are finalized.
 - Consider housing students in African Black Diaspora Living & Learning Community (ABDLLC)/Black housing
- Work with University Advancement to raise money for exchange scholarships for UCSD students and potentially the HBCU scholars visiting us.
 - Support traveling, clothing, tuition & fees, transportation, housing, etc.
 - Consider strategic partnership with Thurgood Marshall College Fund
- Coordinate, communicate and collaborate with Registrar office, Financial Aid Office,
- Assess current exchange program HBCU partners.
 - Morehouse exchange agreement/terms have not been reviewed in decades.
 - Given the change of circumstances at the institutions the agreements would warrant review, for example: tuition & fees, housing needs and cost, capacity challenges, etc.
 - The partnership with Xavier was developed 4-5 years ago and is on a 3 year agreement cycle. This type of revisiting should be the norm.
- Assess and explore opportunities to expand partnerships.
 - Potentially explore HBCUs that are less known. Spelman has partnerships with 30+ higher education institutions.
- Cultivate relationships with specific Historically Black Colleges and Universities (HBCU); know their specific areas of expertise.
 - For example, Xavier was selected because of their record on their Black graduates going to School of Medicine and other STEM fields.
 - What other successes are HBCUs having that creates opportunities for graduate/professional school pipelines.
 - For example, with the Black Studies Project expansion and the pending African American Studies major/department, could you partner with HBCU campuses that have strong Black studies departments.

- Additionally, given the university's recent recommitment to NPHC/Divine 9 support, partnering with the HBCUs with historical significance would have great alignment, i.e. Howard University and Morgan State University
 - Morgan State University has a great Engineering program, might be a strategic partnership given the Jacob School of Engineering
- Further develop the HBCU undergraduate exchange program experience by working to add faculty mentors to the students coming from HBCUs, ideally someone in the same academic field of the visiting student scholar.
 - Think strategically about how the undergrad experience is a potential pipeline to a graduate program with UC San Diego.
- Host information sessions at Triton Day (first time applicant and transfer), at outreach and admissions programs and events, at the [San Diego Unified School District \(SDUSD\) African American Achievement Summit](#), and BSU High school/college day conferences.
- Host information sessions at transition programs (Triton Freshman Scholars, PATHS, Summer Bridge, BRC and Black student organization meetings and other strategic undergraduate experiential learning opportunities platforms.
- Host training sessions with campus partners, i.e. college student affairs, African American Studies minor, college and departmental academic advising offices, Study Abroad to ensure campus staff are aware of the opportunities.
- Work with the BRC, colleges, VCEDI, VCSA and academic departments to bring HBCU faculty as speakers at various campus events and programs to heighten awareness of HBCU scholarship and excellence.
- Coordinate speaking engagements, panel discussions and other programs with HBCU graduates who are now faculty of graduate students at UCSD to heighten awareness of and explore HBCU scholarship and excellence.
- Collect assessment data and evaluate the effectiveness of the HBCU programs (undergraduate and graduate) generally and also pull reports per HBCU campus partnership. This should be done at a regular 1-3 year basis, plus a ten year comprehensive evaluation should be completed. (BLC)
- Work with all graduate students, faculty and staff who have UCOP-funded programs that partner with HBCUs. Include paid graduate student positions (reporting to HBCU Program Manager) that can assist with outreach, recruitment, and on-campus programming to improve graduate student experience.
- Develop and/or coordinate grant programs on campus between UC, HBCUs, UC Leads, and NSF Grants. Partner with the Graduate Division to provide an overall infrastructure overseeing housing, travel, and making sure stipends get paid.

APPENDIX 2: Historically Black Colleges and Universities Information

- Historically Black Colleges and Universities (HBCUs) were established primarily to serve the higher education needs of the black community, however they are open to students of any ethnicity. There are 105 historically black colleges and universities in the country, with most located in the South and East Coast. They all award bachelor's degrees in many fields. Some also award masters and doctorate degrees. [Learn more about transferring to a HBCU.](#)
- Thanks to an agreement signed March 17, 2015 between the California Community Colleges and nine historically black colleges and universities, California community college students who complete certain academic requirements are now guaranteed transfer to a participating Historically Black College and University campus.
<http://www.sdmesa.edu/student-services/transfer-center/colleges-and-universities.shtml>

XAVIER UNIVERSITY

- Link to school: <https://www.xula.edu/>
- Ranking: #17 in Regional Universities South, #3 in Historically Black Colleges and Universities,
- Reputation/Known for:
 - “#1 in the nation in the number of African American graduates who go on to complete medical school
 - Among the nation's top four colleges of pharmacy in graduating African Americans with doctor of Pharmacy degrees.
- UC Exchange Programs with University: They do have a Program with UCSD called “UCSD-XULA Program” <https://ucsdxavier.ucsd.edu/>
 - It is active as of now, taking a part of the STARS program as part of the larger summer research community and experience. You receive free GRE training and graduate preparation.
 - The UCSD-XULA director/professor is known as James Nieh.
- Black Research Opportunities:
 - Center for Undergraduate Research and Graduate Opportunity (CURGO) - Provides funding for undergraduate research projects, helping students locate research opportunities within the university and off-campus and organizes a yearly Festival of Scholars. <https://www.xula.edu/researchatxula>
 - Last updates were done in 2017
 - Coordinates pipeline programs that increase students' access to advanced degrees.
 - Great opportunity for pre-collegiate and college students during the summer.
 - Dr. Nathaniel Homes is the executive director of CURGO
 - Research Centers in Minority Institutions (RCMI) - Expands on existing research infrastructure and enhances support for talented investigators to conduct innovative collaborative research with translational potential.
 - Strengthens internal and external collaborations through partnerships.

- Furthers participants' understanding of the interrelationship between upstream and downstream approaches to preventing health disparities across the life course.
- It is still an ongoing center with increasing numbers of students using this resource
- Center for Minority Health and Health Disparities Research and Education - Focuses on important areas of emphasis such as diabetes research and education as well as cancer research and prevention/early detection. Also on asthma education and prevention and building the capacity of the Xavier College of Pharmacy to conduct future research.
 - They just had their 12th annual health disparities conference in April 2020.
 - There is no information about how to apply or how to be a part of this research opportunity.
- There are many other research opportunities that they mention but do not reference. Broad statements of their research opportunities, could not find any other ones due to the links not working.

HOWARD UNIVERSITY

- Link to school: <https://home.howard.edu/>
- Ranking: #104 in National Universities, #61 Best Undergrad Teaching, #2 in Historically Black Colleges and Universities
- Reputation/Known for:
 - “Leader in STEM fields, ranked as one of the top producers of African-American undergraduates who earned science and engineering doctoral degrees. Boasts nationally ranked programs in social work, business and communication sciences and disorders.”
 - “College of Medicine is internationally regarded for its illustrious legacy of training students to become competent and compassionate physicians who provide health care in medically underserved communities at home and abroad.”
- UC Exchange Programs with University:
 - Grant to Support Partnership with Howard University Aims to Increase Number of Underrepresented STEM Graduate Students.
 - UCSD and Howard teamed up for a partnership program aimed to increase the number of African-American applicants to the UCSD graduate program.
 - <https://ucsdnews.ucsd.edu/feature/grant-to-support-partnership-with-howard-university-aims-to-increase-number>
 - The program was last posted in January 2013
 - For students attending this college
 - UC Davis Grad Studies with Howard University
 - <https://grad.ucdavis.edu/HBCU>
 - Program offered by the Office of the president.
 - 5 undergrad programs offered by UC Davis funded by the UC-HBCU initiative.

- A Summer 2020 Fellowship will provide up to four fully funded awards for participation in a six-weeks instructional introduction.
- UCSD Partnerships with HBCUs <https://ucsdnews.ucsd.edu/pressrelease/uc-san-diego-faculty-partnerships-with-hbcus-help-underrepresented-students-access-graduate-school>
- For students attending this college
 - Seems like we have had a student from Howard come to UCSD to participate in the UC-HBCU summer program and as well to participate in STARS.
 - He has met mentors that invested in his work that helped him with the graduate school application process.
- Black Research Opportunities:
 - Comprehensive Medical mentoring Program - Clinical Research Program: Assist in achieving goals such as mentoring, guiding, supporting and providing opportunities for minority pre-health students fostering successful matriculation into graduate and/or professional school.
 - An ongoing program, with a fully staffed program. Byron Jasper is the national president and executive director of this program
 - There are other chapters in here: Louisiana, Washington D.C. a
 - Karsh STEM Scholars: A summer bridge program that offers incoming scholars to participate in a 6 week summer bridge program preparing them for the rigors associated with pursuing experience.
 - A research internship provided by the program where training and mentorship is provided to enhance their learning and scientist in order to conduct research and prepare to pursue competitive applications.
 - Some of those students have come to UC-San Diego
 - No further information is given
 - For students attending this college
 - W. Montague Cobb Research Laboratory - Provides a scientifically valid, historically credible, and interesting books and materials to educate young children. It helps elucidate the untold hardships and triumphs of enslaved and free Africans and African Americans.
 - An ongoing program where they do lab research. Now focusing on COVID
 - For students attending this college
 - Louis Stokes Alliance for Minority Participation (LSAMP) Program: Focuses on increasing the number of underrepresented minority students who are involved in science, technology, engineering and mathematics research during the academic year and during the summer by providing opportunities to participate in research on their own campus.
 - Howard University will host the site of this doctorate program from 2018-2020.
 - For students attending this college
- Programs:
 - Hip Hop in Africa Online Course - Created to help educators learn about and introduce students to contemporary African Culture using the lens of hip hop.
 - African Language course - A Somali course for the first time through the department of World Languages and cultures.

- Howard University Center for African Studies - Foreign Language & Area Studies (FLAS) Fellowship Program: Support students taking African Languages and area studies coursework. Promotes the development of competency in African Studies either in the US or abroad.

SPELMAN COLLEGE

- Link to school: <https://www.spelman.edu/>
- Ranking: #57 in National Liberal Arts Colleges, #22 in Best undergrad Teaching, #1 in Historically Black Colleges and Universities
- Reputation/Known for:
 - Historically Black College and a global leader in the education of women of African descent, dedicated to academic excellence in liberal arts and sciences and the intellectual, creative, ethical and leadership development of its students.
 - Recognized among the top 100 national liberal arts colleges and for the tenth straight year
 - #1 historically black college and university in the country according to the 2017 U.S. News & World Report “Best Colleges” ranking
 - Graduation rate of 76% highest among all HBCUs and is well above the national graduation rate for African American Students.
- UC Exchange Programs with University:
 - Yes, it does have UC-HBCU programs
 - UCSD Morehouse Spelman Physics Bridge Exchange Program : <http://morehousebridge.ucsd.edu/about-the-program/>
 - Students are encouraged to extend their stay through the program. There is a tuition-transfer agreement where the student may take classes at UCSD in the fall quarter or full year continuing their research activities.
 - For students attending this college
 - \$4000 summer research stipend and free accommodations on campus during the program
 - Up to \$600 in travel reimbursement to/from UCSD
 - Support for presenting research at a national conference (AAS, APS, NSBP, SACNAS)
 - Two full years of graduate support (tuition and stipend) for all program participants who are accepted to any UC graduate program.
 - The program still continues <https://marshall.ucsd.edu/programs/exchange-program.html>
 - The TMC academic advising office is in charge of receiving and viewing the letters of recommendation.
 - More information is seen by following the hyperlink that I have posted above.
- Black Research Opportunities:
 - UCSD Morehouse Spelman Physics Bridge Undergraduate Program : <http://morehousebridge.ucsd.edu/>

- 8 week program where students work with individual UCSD faculty members on research in physics. Leading up to the summer, mentors provide scientific background materials for training. UCSD students will be integrated into the mentor's research labs and groups providing an experience to broaden their range of research.
- Course-Based Undergraduate Research Experience (CURE) Program: a mechanism of student retention and engagement employing early career postdoctoral fellows and faculty teams to develop course-based research experiences as a comprehensive institutional mechanism of student development.
 - For students attending this college
 - Person in contact is Dr. Mark E. Lee: marklee@spelman.edu and Dr. Monica Stephens-Cooley: mstephens@spelman.edu
 - No information is given about this program still being active or inactive.
- ExxonMobil WISE: Sponsoring the women in science and engineering scholars program. This program provides scientifically talented students from underrepresented groups in science and engineering in the highly motivating and supportive environment of Spelman College
 - For students attending this college
 - Granted the school \$1 million dollars to boost the number of female engineers.
 - Last update was in April 2010/2011.
 - Person to contact is Retina Burton: rqburt@spelman.edu
- Fellowships in Research and Science Teaching (FIRST) Program: Provides postdoctoral fellows with mentored research experiences at Emory University , as well as mentoring teaching experiences at Spelman and other institutions.
 - The contact for this research is **Dr. Leyte Winfield**: lwinfield@spelman.edu
 - For students attending this college
- (G-STEM) Enhancing Global Research and Education in STEM at Spelman College - seeks to prepare African American women in the STEM disciplines to be globally engaged. Increases the quality and quantity of international research opportunities available to Spelman students as well as enhances the mentoring process between STEM students and faculty.
 - For students attending this college
 - Project Contact is: Dr. Kai McCormack: kmccormack@spelman.edu
 - Develops a working environment for students to develop a structured mentoring program for STEM majors seeking global research experiences.
 - Increases the quality and quantity of international research opportunities.
 - For their students only
- Research initiatives for Scientific Enhancement (RISE) - Immerses students in an interdisciplinary research community that will make them more competitive for admissions into the top Ph.D. programs.
 - An ongoing research only for their students.
 - Point of Contact: Dr. Dolores Bradley Brennan: dbradley@spelman.edu
 - Students will be mentored by faculty in labs either at Spelman College or other area institutions. Interact with and network with scientists and researchers

through participation in weekly program meetings, lectures, research symposia, and conferences, designed to enhance preparation for graduate school.

- During the academic year, the RISE Development Program provides opportunities for students to engage in paid research for 10 hours per week conducting biomedical or behavioral research.

MOREHOUSE COLLEGE

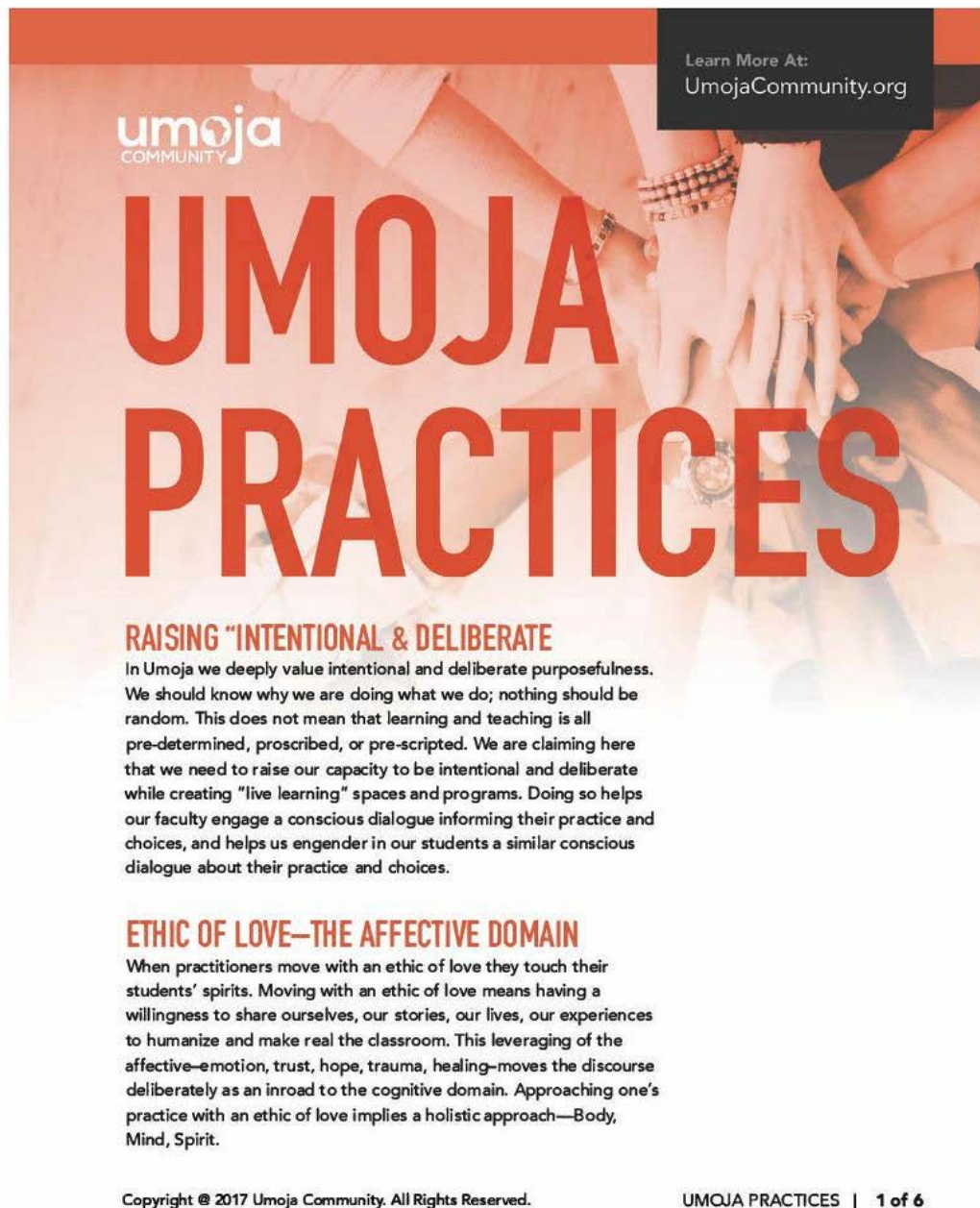
- Link to school: <https://morehouse.edu/>
- Ranking: # 154 in National Liberal Arts Colleges, #4 in Historically Black Colleges and Universities
- Reputation/Known for:
 - It is the only four-year liberal arts institution that's historically black and all male.
 - A reputation for providing an academic foundation for black men.
 - Attracts well-known achievers in politics and the arts to speak at college events.
 - Founded by William Jefferson White in 1867 in response to the liberation of enslaved African-Americans following the American Civil War, with an adaptation to a seminary university model and stressed religious instruction, in the Baptist tradition.
- UC Exchange Programs with University:
 - <https://morehouse.edu/media/content/pdf/academics/StudentExchangeProgram.pdf>
 - There is a student exchange program application as seen on this form. One of the options is for UCSD.
 - Students from UCSD can also attend this college.
- Black Research Opportunities:
 - NSF Graduate Research Fellowship Program: Ensures the viability of the human resource base of science and engineering in the United States and reinforces its diversity. Program recognizes and supports outstanding graduate students in NSF-supported science.
 - An ongoing program for undergraduates and graduates.
 - Promotes the progress of science and advances the national health, prosperity and welfare. Secures the national defense.
 - Pathways to science: Project of the institute for broadening participation. Supports pathways to the STEM fields.
 - ScienceNet : maintains information on various opportunities for summer research programs and internships at universities and colleges in the U.S.
 - Leadership Alliance: National consortium of more than 30 leading research and teaching colleges united by a shared vision to train and mentor and inspire a diverse group of students from a wide range of cultural and academic backgrounds into competitive graduate training programs.
- Programs:
 - UNCF/Mellon Program: a grant from Andrew W. Mellon Foundation designed with a goal of strengthening the number of qualified minority faculty within the Academy

targeting undergraduates and faculty at the consortium of 37 UNCF institutions and Hampton University.

- SREB Doctoral Scholars Program: The Goal is to produce more minority Ph.D. students who seek careers as faculty on college campuses. Providing multiple layers of support including financial assistance, academic/research funding.
- William Tucker Society - African-American Studies Majors and Minors Club is the student organization of the African-American Studies Program.
- Ankh Maat Wedjau - Honor society for the National Council of Black Studies of which Morehouse College is a member.

John Henrik Clarke Honor Society - African-American Studies Program is open to all students and faculty at Morehouse College who meet the qualifications. Society is approved by the National Council of Black Studies.

APPENDIX 3: Umoja Practices

The image shows the cover of a document titled "UMOJA PRACTICES". The background is a warm-toned photograph of several hands of different skin tones stacked together in a supportive gesture. In the top left corner, the "umoja COMMUNITY" logo is visible. In the top right corner, a black box contains the text "Learn More At: UmojaCommunity.org". The title "UMOJA PRACTICES" is written in large, bold, orange capital letters. Below the title, there are two sections of text. The first section is titled "RAISING 'INTENTIONAL & DELIBERATE'" and discusses the value of intentional and deliberate purposefulness in learning and teaching. The second section is titled "ETHIC OF LOVE—THE AFFECTIVE DOMAIN" and discusses the importance of an ethic of love in education, emphasizing humanization and holistic approaches. At the bottom, there is a copyright notice and a page number indicator.

umoja
COMMUNITY

Learn More At:
UmojaCommunity.org

UMOJA PRACTICES

RAISING "INTENTIONAL & DELIBERATE"

In Umoja we deeply value intentional and deliberate purposefulness. We should know why we are doing what we do; nothing should be random. This does not mean that learning and teaching is all pre-determined, proscribed, or pre-scripted. We are claiming here that we need to raise our capacity to be intentional and deliberate while creating "live learning" spaces and programs. Doing so helps our faculty engage a conscious dialogue informing their practice and choices, and helps us engender in our students a similar conscious dialogue about their practice and choices.

ETHIC OF LOVE—THE AFFECTIVE DOMAIN

When practitioners move with an ethic of love they touch their students' spirits. Moving with an ethic of love means having a willingness to share ourselves, our stories, our lives, our experiences to humanize and make real the classroom. This leveraging of the affective—emotion, trust, hope, trauma, healing—moves the discourse deliberately as an inroad to the cognitive domain. Approaching one's practice with an ethic of love implies a holistic approach—Body, Mind, Spirit.

Copyright © 2017 Umoja Community. All Rights Reserved.

UMOJA PRACTICES | 1 of 6

UMOJA PRACTICES

MANIFESTING

How does the student re-produce what you do in class with their friends, family, and community? Students should be able to put into practice what they're learning in your class. They should intentionally bring their learning into the community and share with family, folks that support them, friends who could benefit and be edified by the Umoja consciousness. The practice of manifesting intends to make sure that all of what we do in our programs is applied, connected, and relevant to the students' lives, and that the learning manifests inside the identity—spirit and mind—of the students. The question: "How is this manifesting in a way that is helping them survive in their daily lives?"—is part of the consciousness of all Umoja practitioners and in turn a part of our students' consciousness so they can take their learning with them outside our campuses.

UMOJA COUNSELING: AFFIRMING, INTEGRATED, INTENTIONAL

Umoja counseling is intentional and deliberate. It transcends the school environment and helps to empower students to make positive changes in their lives and the lives of their communities. We seek out the student, not waiting, immediately exploring what is going on with our students. Seeking out our students and not waiting holds our students close, keeps them in school, believing in themselves, each other and the Umoja program. To do best by our student's accuracy and wisdom matter. Umoja counseling has no walls, no time clock; dialogue is open and responsive, based in building relationship. There is a communal dimension to Umoja counseling.

THE PORCH

To say at all times "What Is Really Going On Here," a learning environment should be open, respectful, playful; there should be argument, dissection and revision. It should be personal, political and philosophical. The porch can often be candid and sometimes even painful. Storytelling is privileged and sometimes song breaks out. Porchtalk invites humor, noise, sometimes unruliness. A classroom with such honesty and visibility can produce frustration and also acceptance. Needless to say, trust is at the foundation of a Porchtalk learning environment and trust has to be earned, modeled, practiced, openly reflected upon, and revisited. Porchtalk is intentional, for example, the instructor looks for an opportunity to draw out, celebrate and dignify the quieter students, so all the voices in the room make up the porch. The porch is a place where our students safely communicate and advocate for themselves.

LIVE LEARNING

Live learning is risky; it is freewheeling and open. The instructor yields control of meaning and understanding in the classroom while keeping a keen eye on learning as it is emerging. Live learning implies that the learning experience is generative and performative. In a live learning situation, the exact content and learning experience are not known before the class session begins. Surprise and original language burst out all over the classroom; the instructor facilitates and culls the learning that is happening. Live learning intentionally captures and documents learning in real time. It is a way of having a discussion that really flies, while focusing the insight, capturing it on boards and in notebooks, so the discussion does not disappear after the students leave the class session. It is democratic and analytically rigorous at the same time. Live learning demonstrates to the students through their own words that language is powerful; ideas and texts are rich and can be made their own. Most importantly live learning demonstrates to the students that they are smart, deep.

LANGUAGE AS POWER

When we recognize and validate the language that our students bring to the classroom—that which they create amongst themselves—our students open up to the power of language. We can help them to develop a sense of pride, ownership and responsibility in their own speaking and writing. By so doing, we can bring our students inside the conscious experience of wielding language, all types of language—academic, standard, Black English, theoretical. Our classrooms can be a multilingual experience which provides an impetus for our students to represent themselves while crossing bridges into other, unfamiliar language they are bound to encounter in their lives. When our students experience language as power, curiosity, playfulness and agency replace what might have been standoffishness and uncertainty.

TAPPING AFRICAN AMERICAN INTELLECTUAL, SPIRITUAL, AND ARTISTIC VOICES

Informed by their distinct history, African Americans have created a unique African diaspora experience expressed through myriad intellectuals, artists and spiritual leaders. Umoja sees individuals like Phyllis Wheatley, David Walker, Frederick Douglass, Ida B. Wells Barnett, Robert Johnson, W.E.B. DuBois, James Baldwin, Maya Angelou, Alan Locke, Thelonious Monk, Malcolm X, Romaine Bearden, Aaron Douglas, Langston Hughes, Ra Un Nefer Amen, Cheikh Anta Diop, bell hooks, and many, many others as ancestral bridges—a way of reaching back while moving forward. The Umoja Community encourages our practitioners to continually mine the work of African Americans in the interpretation and construction of knowledge in our classrooms. We invite our students and ourselves to claim this richness that resides, so often, below the surface.

UMOJA PRACTICES

AWARENESS OF CONNECTEDNESS TO AFRICAN DIASPORA

Umoja students are interconnected to African peoples around the globe. Umoja practitioners can facilitate an awareness of how students' actions impact all African people. This sort of practice intentionally traces the historical, political and cultural lines emerging from Africa. This practice encourages a global African consciousness in an effort to foster collective responsibility, empathy and self-awareness. This practice also actively asks that students join their voices and stories with the voices and stories of peoples across the diaspora. In this way, Umoja students will become aware of the diaspora and articulate their place in that experience.

COMMUNITY—BUILDING COMMUNAL INTELLIGENCE

Community is absolutely fundamental to an Umoja learning experience, for the students, the faculty, and the staff. Umoja practitioners intentionally call out and support students' talents in an effort to build community and self-esteem. By tapping the intellectual and social capital represented by our students, we build community and greatly enhance the meaning of our classrooms/offices. Beyond helping keep our students in school, building community causes students to be accountable to each other's' learning. Communal intelligence implies that we teach a willingness to see your own suffering and that of your sisters and brothers and taking responsibility for it. Community transcends our courses and services and reaches into the "I am, because you are."

ACCELERATION — ENGLISH, MATH, ESL, AND COUNSELING

The vast majority of our students begin community college in basic skills courses, and like many students, they often do not make it to transfer level English and Math. Students are warehoused. So often our students are taught from a deficit perspective; Umoja flips this and engages students from a capacity perspective. One-way acceleration has been talked about is as a shorter pathway through sequences, moving students more quickly through basic skills to transfer level courses. Of course shortening sequences, when it makes sense, matters. Many Umoja instructors are working with new accelerated curriculum expressions. The Umoja Community recognizes that faculty must design and own the curriculum which they offer students and that local authorship and expression is fundamental to the success of accelerated curriculum redesign. Umoja encourages "deep acceleration", where faculty go beyond structural changes into questions of pedagogy, practice, student capacity and current theories around adult learning. Furthermore, Umoja asserts that counselors are integral to the success of any innovative curriculum and pathway being offered to students.

OCCUPY STUDY SPACES ON CAMPUS

Studying in the Village—a dedicated, welcoming Umoja space where students study and spend time together—builds community and nurtures academic success. Designed by students and staff, the Umoja village is a sacred space that offers opportunities to increase exposure to historical and cultural experiences from the African diaspora. The Umoja village is an expression of and celebration of our students' voices and model for how students can approach their homework. Encouraging, even requiring, studying on campus works well with our students because it models, practices and affirms sustained and effective study habits for our students. We must positively and actively foster studying, deep concentration and creativity for our students to be successful in their academic pursuits.

MENTORING

"A wise and trusted counselor or teacher." A major reason students drop out of college is due to feelings of isolation or alienation. Mentoring is a practice that allows students to make a more personal connection with someone who can offer support, guidance, and encouragement while dealing with the challenges of managing school and life. Many Umoja programs offer mentoring for students in a variety of formats that may include faculty and staff mentoring, mentoring from the community and peer mentoring.

MATTERING

Mattering is intersectional—cultural, social, political, civic, spiritual. Given the years of institutionalized educational inertia, which often includes potent doses of failure and disaffection, we are being asked to create learning experiences that reclaim mattering and give agency to our students as matters. It matters what we teach; we must take a risk to include content that fuses suffering, identity and freedom. Mattering increases context while making choices about what is urgent. As matters students' experiences and perspectives become a critical resource to the knowledge and analyses emergent in the class and in the program.

UMOJA AS A POWER BASE

Umoja Community programs use their infrastructure, their resources, and their community as a model for Black achievement across the campus, state and nation. The dearth of ideas regarding Black student success, calls us out to participate actively and openly in the analysis and decision-making about how to reverse the tide. We share awareness with our students of their shoulders being leaned upon by their brothers and sisters, their mothers and fathers and many others. Our students, as leaders, are trained and empowered to engage faculty, administrators and staff alongside and on behalf of their peers to voice their desire to achieve their educational dreams and goals. Our students, as leaders, are empowered to partner with faculty in the spirit of dual commitment—"I commit to you, you commit to me." When we embrace our position, Umoja becomes more than a program; it is a privilege that will be leveraged, a power base from which action and commitment to success for historically under resourced students and others.

UMOJA PRACTICES

ENCIRCLING DIVERSITY

Encircling diversity affirms my “I am” as we stand in a place where we feel embraced and connected to everyone and empowered to rebuke all forms of cultural domination of any kind. Encircling diversity brings about a fully-present student and challenges the community to make justice and freedom a primary question; in MLK’s words, “Injustice anywhere is a threat to justice everywhere.” When we encircle diversity, we are more than merely tolerant, we seek deep understanding and celebration of the way someone different than ourselves speaks, thinks, imagines, and becomes. When we encircle diversity, we acknowledge and appreciate our oneness and diversity becomes a resource, and a strength, to our Umoja community.

GIFTING

Sharing what we learn honors and extends learning. Umoja students become teachers and pass wisdom as they gift their learning to their family, their community, their peers in the program, and at Umoja events. Preparing the gift of learning by collectively identifying what is most meaningful, what is necessary and why this learning gift matters is an act of grace that helps us become accountable to each other’s collective intelligence for purposes that uplift the community. Umoja practitioners believe that knowledge and practice are communal and meant to be freely gifted. When we give a learning gift, we become conscious and thoughtful about belonging to each other’s achievement; our students become one thousand wide and ten thousand deep.

EVERYBODY’S BUSINESS

We are a village, acting in accord, and unafraid to be seen and heard as we do our work, leveraging every voice and source of information to do our best by our students. We gather and share information about our students. As Umoja professionals, we feel that including everybody in our distinct disciplines and work duties shares knowledge and builds commitment. In Umoja a counselor is an English teacher, a Math teacher is in the history class, an administrative assistant is a tutor and everybody is a coordinator. We know what each other is up to, in an intimate, detailed way, so that we can support and reinforce each other. We cover and pitch in on each other’s work, even while we maintain our areas of expertise. When a program event or program need comes up, we all inquire and support. And particularly when it comes to our students, we all stay aware of their progress, their challenges and crises, and their successes.

[Learn more at UmojaCommunity.org](http://UmojaCommunity.org)

APPENDIX 4: UC Memorandum of Understanding between The Regents of the University of California and Umoja Community Education Foundation for UC-Umoja Diversity Pipeline Partnership

**Memorandum of Understanding
between
The Regents of the University of California
and
Umoja Community Education Foundation
for
UC-Umoja Diversity Pipeline Partnership**

This Memorandum of Understanding (this “MOU”) effective as of _____, 2016 (the “Effective Date”), is made by and between The Regents of the University of California (“UC”), on behalf of its Office of Diversity and Engagement within the Office of the President, and the Umoja Community Education Foundation (“Umoja”) (each a “party” and together, the “parties”).

WHEREAS, the Umoja Community Education Foundation, an organization qualified under Section 501(c)(3) of the Internal Revenue Code, is a community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students, and the Umoja Community seeks to educate the whole student – body, mind and spirit. Informed by an ethic of love and its vital power, the Umoja Community will deliberately engage students as full participants in the construction of knowledge and critical thought. The Umoja Community seeks to help students experience themselves as valuable and worthy of an education.

WHEREAS, the UC Office of Diversity and Engagement provides vision, direction, leadership and oversight of UC’s engagement in public education. The UC Office of Diversity and Engagement manages programs, initiatives and services that prepare students to succeed academically and to ensure that they advance smoothly throughout the academic pipeline. The UC Office of Diversity and Engagement focuses on students from communities with low college enrollment rates, applying current research and best practices to enhance the teaching-learning process with public school educators. The UC Office of Diversity and Engagement contributes to developing overarching strategies and approaches for the UC system that advance access, diversity and inclusion for students and faculty.

NOW, THEREFORE, the parties agree as follows:

1. UC and Umoja shall establish a collaboration, which may be referred to as the “**UC-Umoja Diversity Pipeline Partnership**,” the goal of which is to increase the number of participants in Umoja Community Affiliate programs who transfer to a UC campus.
2. Participation of UC in this collaboration is subject to and in accordance with all applicable UC policies and procedures.

UC:

1. Identify a point of contact to serve as a systemwide liaison with Umoja to share information with the broader UC transfer preparation and admissions community.
2. Provide access for Umoja participants to record and monitor their progress toward UC transfer admissions readiness in the UC Transfer Admission Planner (UCTAP).

3. Provide an annual payment not to exceed \$5,000 for sponsorship of the Umoja Annual Fall Conference.
4. Maintain a central listserv for UC campus transfer preparation professionals and the Umoja liaison to facilitate information sharing.
5. Support UC campuses as needed to encourage a strong presence at the Umoja Community Annual Fall Conference, Spring Regional Symposia and events at individual community college sites.
6. Conduct a biennial UC-Umoja retreat for leadership from both parties and inclusive of UC campus transfer leaders to encourage and foster relationships and collaboration.
7. Provide training, professional development and information to Umoja board members, transfer director, and regional coordinators to ensure their awareness of UC and encourage their capacity to serve as UC ambassadors.
8. For Umoja participants admitted to a UC campus, facilitate information sharing on culturally relevant campus academic, social and transitional support prior to beginning classes.

Umoja:

1. Identify a point of contact for systemwide liaison with UC Office of Diversity and Engagement and the UC campuses to share student data and information with the broader UC transfer preparation and admissions community.
2. Establish transfer activities with participating UC campuses, including student enrollment in UCTAP and delivery of UC-oriented transfer workshops, including Achieve UC and Transfer Pathways.
3. Provide monitoring and tracking of transfer-ready Umoja participants.
4. Ensure access to all identified Umoja participants (at least one touch per year) by UC transfer preparation outreach and recruitment professionals. (A touch can be an advising session, a workshop, or an event on a UC campus.)
5. Provide the University, via the Umoja liaison to UC, with student information to support information sharing around culturally relevant academic and social supports for UC-admitted Umoja participants.

General:

1. Neither party has the authority to use the other party's name, logo or mark without prior written authorization. Neither party shall conduct any fundraising or other marketing activities that create or have the potential to create public confusion as it relates to the other parties.

2. In carrying on the activities envisioned by the MOU, each party shall comply with all applicable laws.
3. This MOU is non-binding and is intended only to express the intent of the parties to collaborate in connection with the UC-Umoja Diversity Pipeline Partnership. Nothing in this MOU should be construed as creating a partnership, agency, franchise or joint venture, of any kind, between the Parties, and neither Party will have the right, power or authority to obligate or bind the other in any manner whatsoever, without the other Party's prior written consent.
4. This MOU does not grant any party any express or implied license or rights to any other party's trademarks, logos, copyrighted works or other intellectual property, and use, if any, of such intellectual property must be governed by a separate binding written agreement.
5. Amendments to this MOU may only be made if mutually agreed upon, in writing, by both parties.
6. The term of this MOU shall be three years from the Effective Date, unless it is early terminated. Each party reserves the right to terminate this MOU, with or without cause, upon 30 days' notice to the other party. Each party reserves the right to initiate a reevaluation of the commitments under this MoU with 30 days' notice to the other party.
7. Any amendments, modifications or other revisions to the terms of this MOU shall be in writing, and signed by both parties.

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA

By: _____ Date: _____
Name: Janet Napolitano
Title: President, University of California Office of the President

UMOJA COMMUNITY EDUCATION FOUNDATION

By: _____ Date: _____
Name: Karla Assagai
Title: Executive Director, Umoja Community Education Foundation