

University of California Santa Cruz (UCSC)

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**Diversity
Equity
Inclusion**



2/7/11

**Herbie Lee/Ashish Sahni
Co-Campus Diversity Officers**

Definitions ...

- **Equal Employment Opportunity-** Established in law, guarantees that applicants and employees will be evaluated and treated fairly, according to job related criteria, and free from discrimination.
 - Title VII of the Civil Rights Act of 1964, as amended, protects applicants and employees from discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment, on the basis of race, color, religion, sex (including pregnancy), or national origin.

- **Affirmative Action-** Established in law, takes **proactive** measures to remedy historical and current discrimination.
 - Executive Order 11246, signed by President Lyndon B. Johnson in 1965, as amended, prohibits job discrimination on the basis of race, color, religion, sex or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

Definitions ...

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- **Diversity-** Organizational and managerial commitment to develop an environment which maximizes and values difference and the potential of all students, faculty, and staff. Diversity is an organizational objective but it is **not** a federally mandated obligation. Diversity is broader in its definition, scope, and mission.

- See <http://www.universityofcalifornia.edu/diversity/diversity.html>

Diversity Matters Because ...

- Recruitment and retention
- Enhances teaching and research
- Encourages organizational flexibility
- Allows for more innovation and creativity



UCSC Principles of Community

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We strive to be:

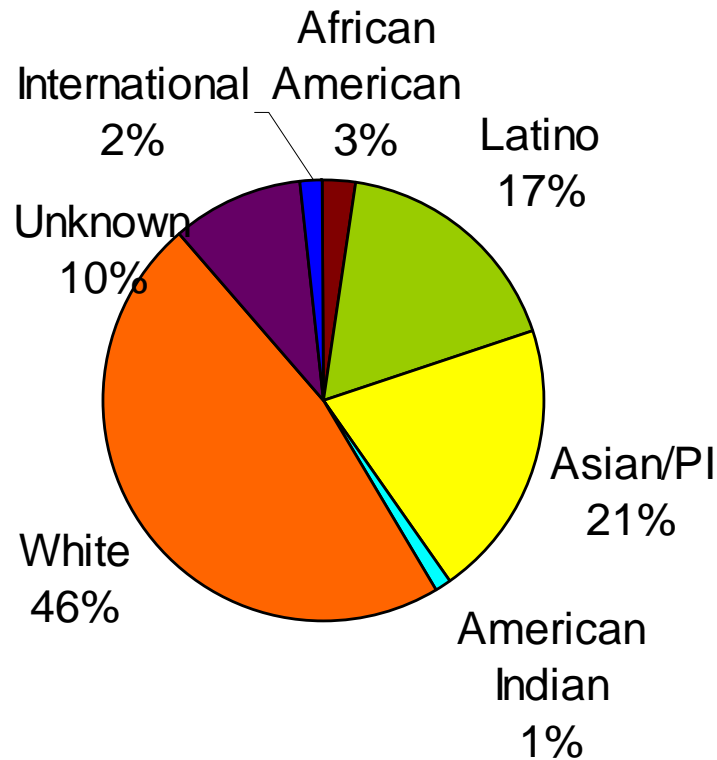
- ☐ **Diverse:** *We embrace diversity in all its forms and we strive for an inclusive community that fosters an open, enlightened and productive environment.*
- ☐ Open
- ☐ Purposeful
- ☐ Caring
- ☐ Just
- ☐ Disciplined
- ☐ Celebrative

UCSC Students Race/Ethnicity

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UCSC Undergraduates & Graduate Students

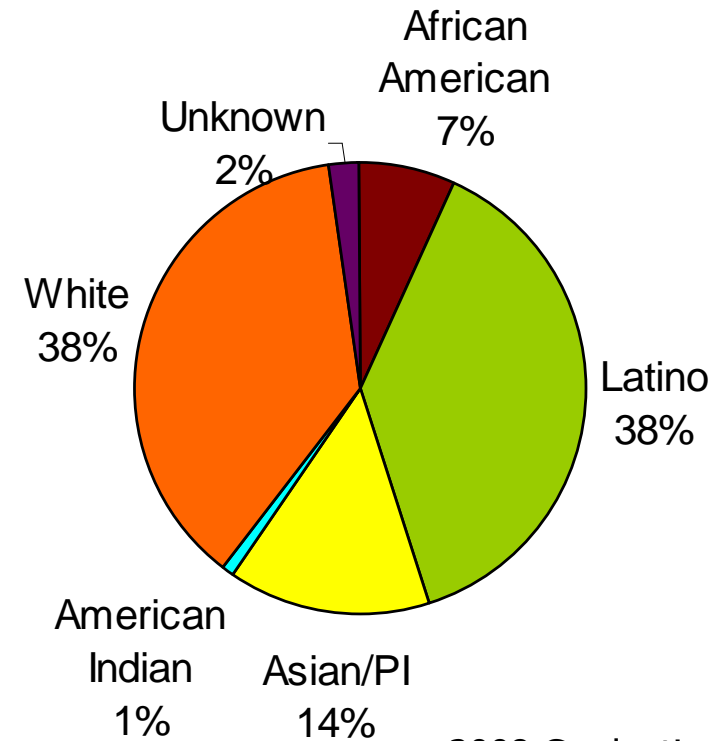
n=16,332



Student data from 2009-10 3 Quarter Average

CA Public High School Graduates

n=376,393



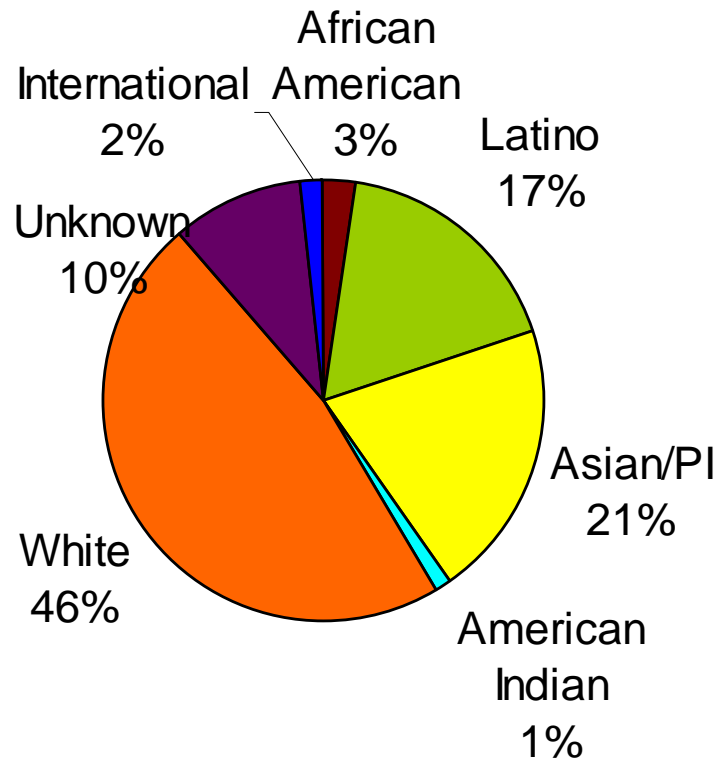
2008 Graduation data
California Postsecondary Education Commission

UCSC Students & Faculty, Race/Ethnicity

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UCSC Undergraduates & Graduate Students

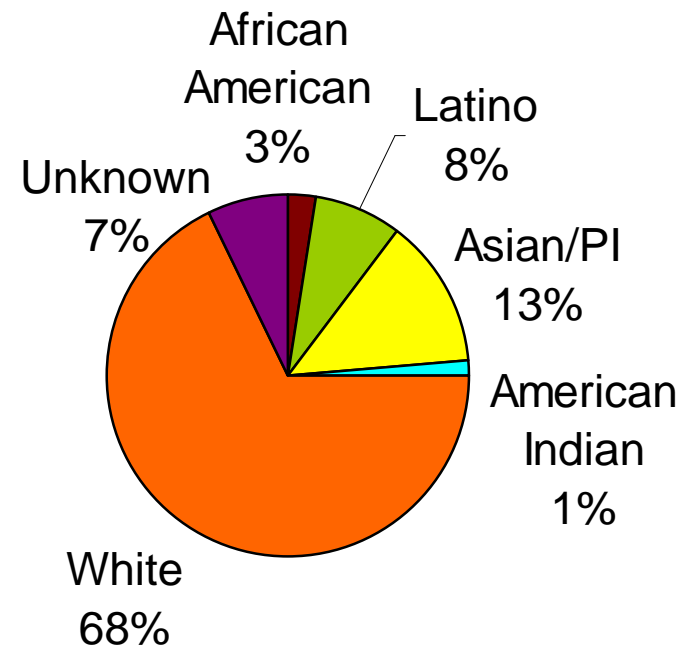
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Student data from 2009-10 3 Quarter Average

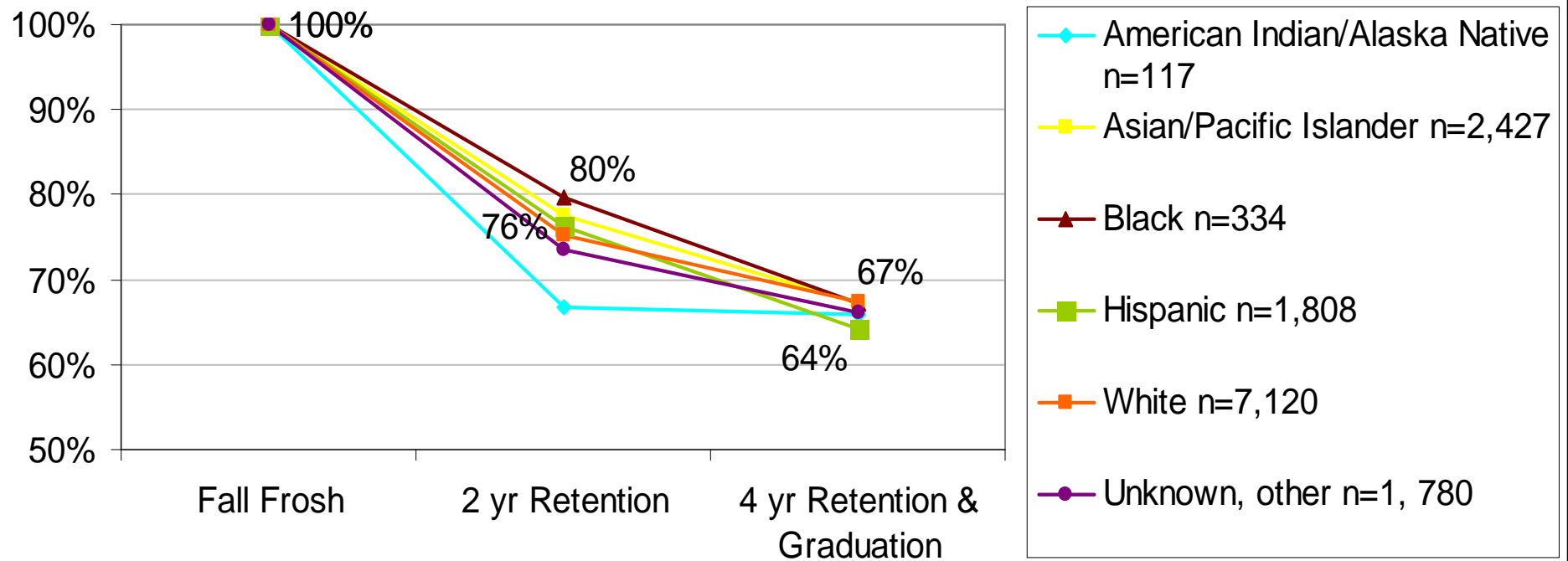
UCSC Faculty

n=558



UCSC Faculty data as of 7/1/2010

UCSC Retention & Graduation Rates 1998-2002 Fall Frosh Cohorts by Ethnicity

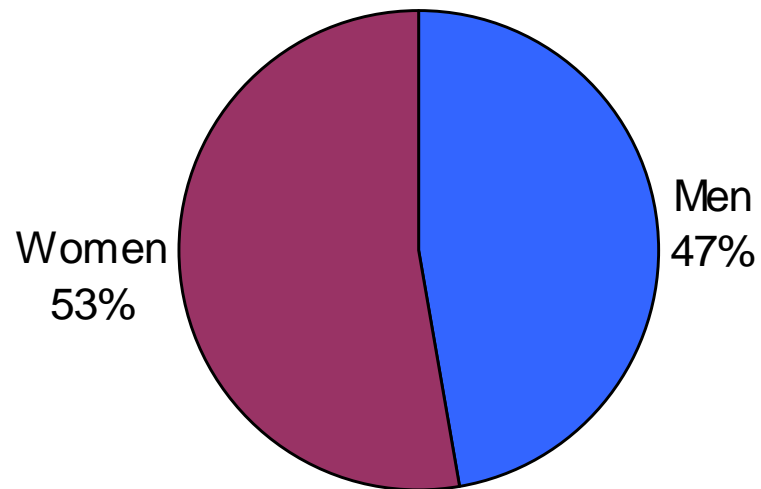


UCSC Student Gender

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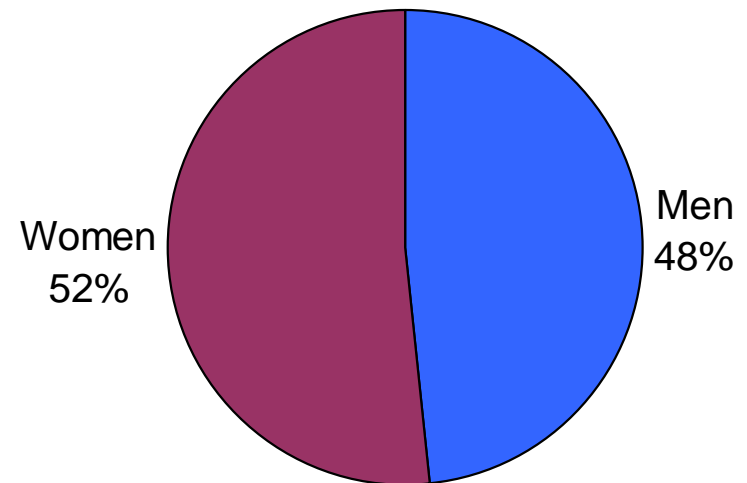
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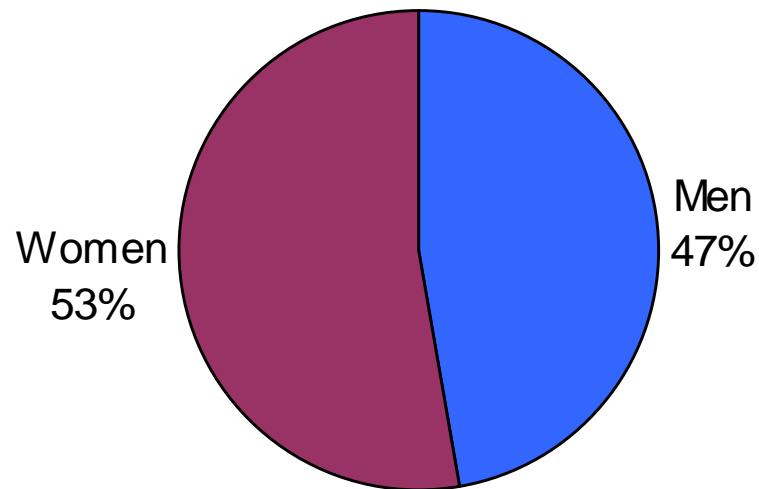
2008 Graduation data
California Postsecondary Education Commission

UCSC Student & Faculty, Gender

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UCSC Undergraduates & Graduate Students

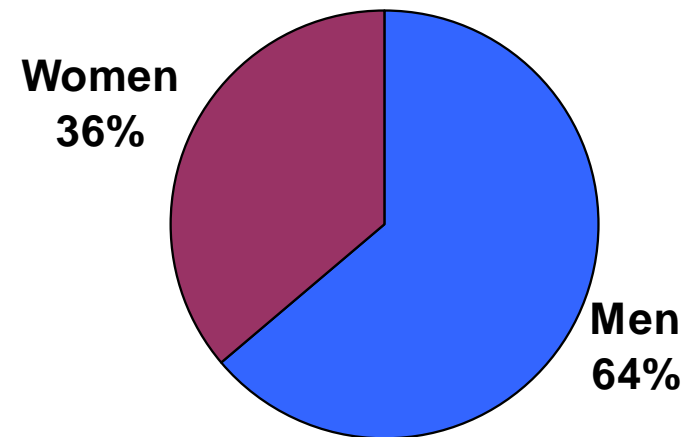
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Student data from 2009-10 3 Quarter Average

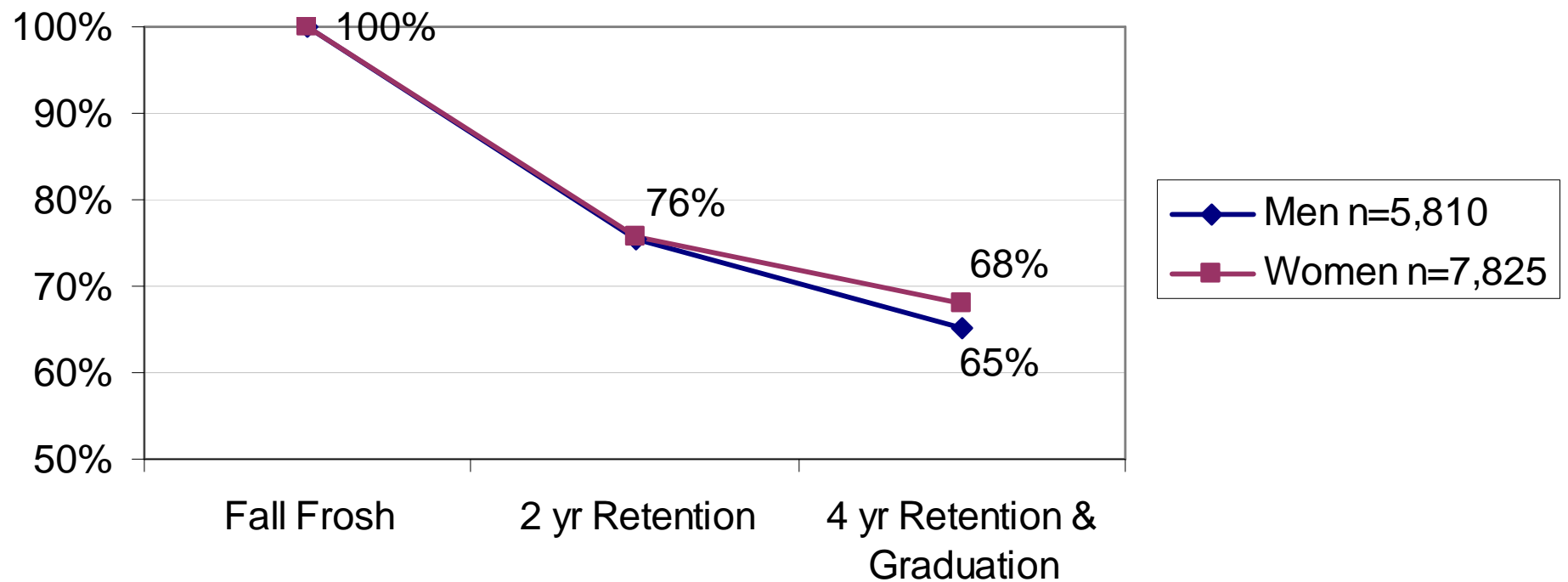
UCSC Faculty

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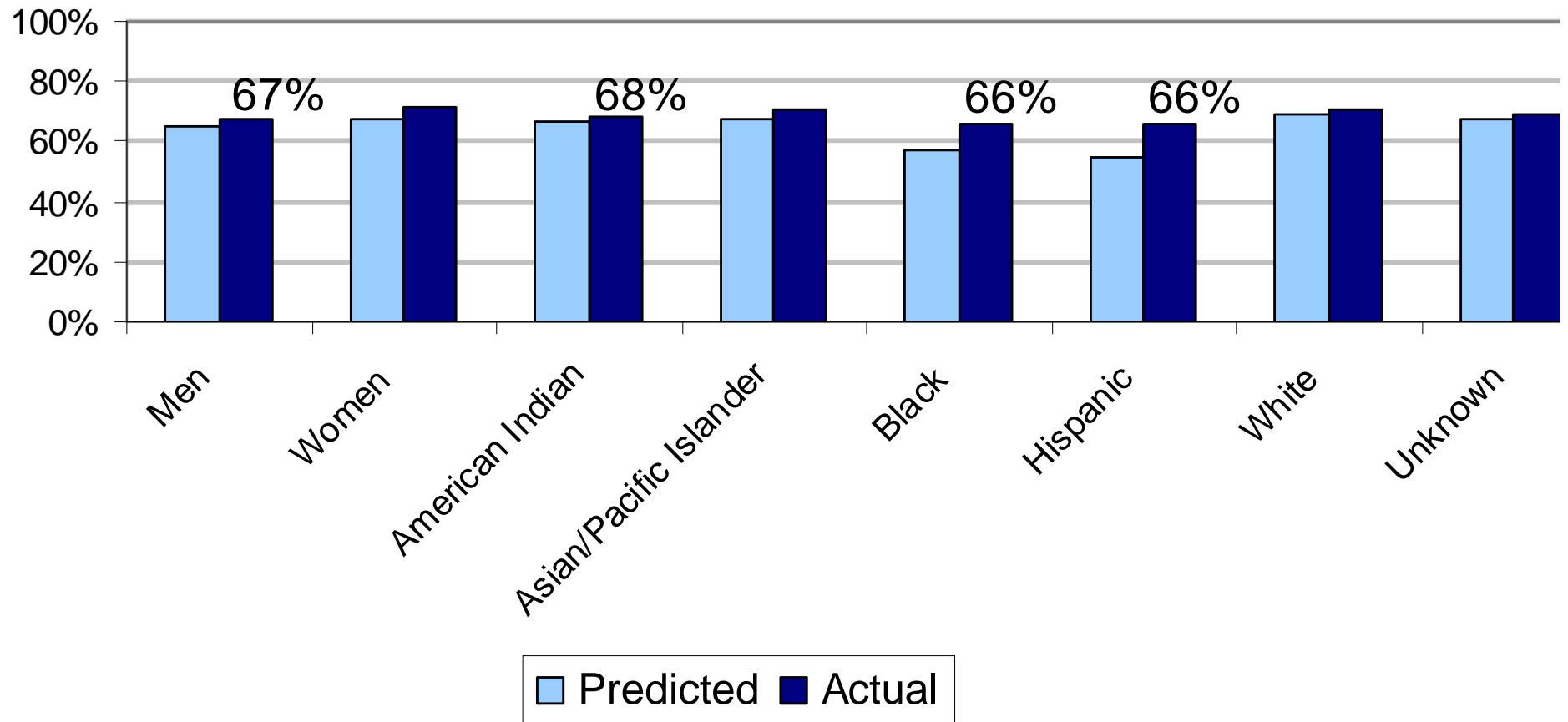


UCSC Faculty data as of 7/1/2010

UCSC Retention & Graduation Rates 1998-2002 Fall Frosh Cohorts by Gender



Predicted vs. Actual UCSC 6 yr Graduation Rates 1998-2002 Fall Frosh Cohorts



Predicted graduation rates are from a national study conducted by the Higher Education Research Institute (HERI) at UCLA.

Working with working-class students...

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“[C]hances are that children of working-class families are less familiar than their middle- and upper-class peers with a college’s instructional practices and modes of interaction.”

- ▣ They are often more prone to wondering if they belong.

In “Working with working-class students” by Mike Rose, in *Diversity & Democracy*.

Working with working-class students...

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If a working-class student does feels out of place, the sense of discomfort might well involve more than *social* and *interactional* factors.

- ❑ Because of gaps in previous education, there might be **fairly basic material that students don't know and skills they don't have.**
- ❑ The **mismatch between strategies** students used to good effect in high school and the demands facing them in college.
- ❑ The issue of “**doing school**”— that is, appropriating the routines and practices of schoolwork but not using them to their most effective end.
- ❑ A **reluctance to ask questions**— fearful of calling attention to themselves and appearing stupid.
- ❑ A **reluctance to seek help**— could be an unfamiliarity or lack of comfort with help-seeking behavior within institutions.

Working with working-class students...

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The good news is that these tensions and reluctances are open to intervention.

- By making the hidden visible, by putting in a few extra minutes to strengthen a referral, by just talking straight, you can make a difference in someone's life.

Campus Climate is ...

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... a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions.

In a healthy climate, individuals and groups generally feel **welcomed, respected, and valued** by the university.

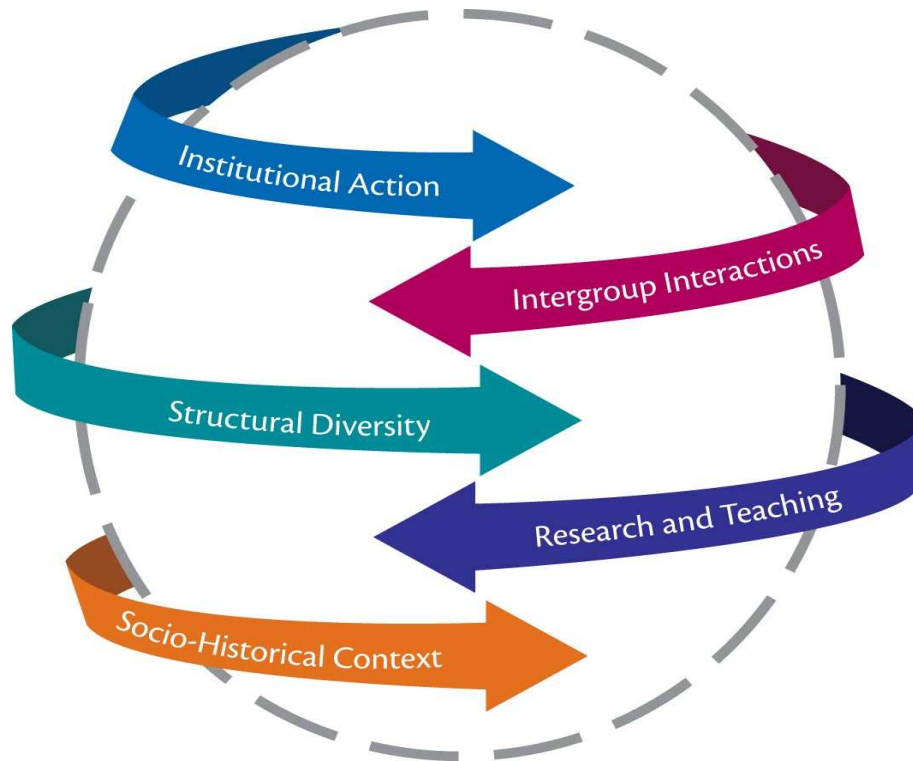
Conversely, in an unhealthy environment, individuals or groups often feel **isolated, marginalized, and even unsafe**.

(UCR Framework for Diversity Report.)

... Diversity's Impact on the Community (also called Campus Climate)

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Structural diversity (who is on campus) is important, but diversity alone **is not enough**. A healthy “campus climate” is key to realizing the benefits of diversity.



Office for Diversity, Equity, and Inclusion

diversity.ucsc.edu

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- **Herbie Lee** – Campus Diversity Officer for Faculty
- **Ashish Sahni** – Campus Diversity Officer for Staff & Students and Director of EEO/AA
- **Staff** –
 - Ciel Benedetto, Assistant Director for EEO (1.0 FTE)
 - Mykell Discipulo, Affirmative Action Specialist (0.80 FTE)
 - Danielle Ditmars, Diversity Projects Analyst (0.50 FTE)
(funded by Chancellor's Office)
 - Joy Lei, Diversity Programs and Education Specialist (1.0 FTE)

Office for Diversity, Equity, and Inclusion

Areas of Focus

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UCSC Advisory Council on Campus Climate, Culture and Inclusion

□ **Chair**

- Chancellor George Blumenthal

□ **Focus:**

- **Monitor and evaluate the progress of UCSC in creating conditions of climate, culture and inclusion** that will best support the mission of the University and provide equal opportunities to UCSC students, faculty and staff.
- **Identify, evaluate and share “promising practices”** in efforts to create a welcoming and inclusive campus climate—looking broadly at other institutions, both public and private, inside and outside higher education, across the state and the nation.

□ **Subcommittees** on students, faculty, staff, and climate metrics

□ **2010-11 Meeting Schedule**

Fall/Winter: September 28th, 2010 and January 11th, 2011

Spring/Summer: April 26th, 2011 and June 7th, 2011

□ Ongoing reporting and updates provided to UCOP

Staff Diversity and Inclusion Programs

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- ❑ **UCSC Diversity & Inclusion Certificate Program**
- ❑ Fair Hiring Online Training Program
- ❑ ADA compliance and activities
- ❑ **Serve as the staff (and faculty) point-of-contact on the Hate/Bias Response Team**
- ❑ Cost sharing on targeted advertising for positions with underutilization (multiple divisions)
- ❑ Career Pathways for Administrative Assistants Series
- ❑ Ongoing review of demographic/diversity data for staff
- ❑ Maintain campus-wide List of Diversity Related Programs / Activities
- ❑ **Develop outreach and retention programs in coordination with SHR – including targeted outreach to disabled and veteran communities**

Student Diversity and Inclusion Programs

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- **Fund and support the work of E2 and other SIO programs**
- Support “Mainstage” Student Performers
- Olive Tree Initiative
- Collaborate with ERCs to sponsor events
- Collaborate with various student “diversity focused” RCOs
- **Meet students-at-large (college visits, etc.) to assess campus and classroom climate**
- Attend U.S. Dept. of Ed. Conference on Recruiting and Retaining Native American Students
- **Support VCSA/VPDUE on campus-wide retention initiative**
- Maintain campus-wide List of Diversity Related Programs and Activities
- Ongoing Review of Demographic/Diversity Data (including applications, admission, retention, and graduation) for Students
- *Create more partnerships with Student Affairs**

* In Process

Faculty Diversity and Inclusion Programs

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- EEO/AA Data Sharing and Planning with Senate CAAD
- **Diversity Liaisons on Search Committees**
- Presentation at New Faculty Orientation
- Presentation for Academic Department Chairs
- **Career Development Workshops:**
 - ▣ Conflict management for Chairs
 - ▣ How to Enjoy your Job and get Tenure in the Bargain
 - ▣ Effectively Mentoring and Teaching Students from Diverse Backgrounds
 - ▣ How to Incorporate Contributions to Diversity into Teaching and Research
- **Chancellor's Achievement Awards for Diversity**
- *Develop more Outreach and Retention programs in coordination with Academic Personnel Office (APO) and Senate CAAD**

* In Process

Collaborations and Partnerships

(for 2010-11)

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- ❑ MLK Jr. and Cesar Chavez Convocations
- ❑ Amah Mutsun Speaker Series
- ❑ SUA/UC 22nd Annual Student of Color Conference
- ❑ SACNAS Annual Conference (Co-Sponsorship)
- ❑ African Black (student) Coalition (ABC) Annual Conference (Co-Sponsorship)
- ❑ Native American Professional Development Conference (NAPDC)
- ❑ BAS Retreat on Diversity and Inclusion
- ❑ Disability Resource Center (DRC) Student and Faculty Recognition Ceremony
- ❑ Filipino Student Association/Queer Pinoy/Pinay Conference
- ❑ USEU/Salvadoran Organization
- ❑ "Cross-disciplinary perspectives on Human Rights in the Américas" (LALS/speakers series)
- ❑ Psychology Department's Winter Colloquium
- ❑ Student Support for Disabilities Caucus of the USSA
- ❑ *Co-sponsor lectures/seminars/events with campus MRUs and other "academic groups" and "research clusters" (i.e. Center for Cultural Studies, CLRC, etc.)**

* In Process