

## STUDENT AFFAIRS EDI ACCOUNTABILITY REPORT 2021

The [Division of Student Affairs](#) is committed to creating an inclusive and collaborative student-centered university that champions student success and well-being in our global society. Twenty units with more than 340 professional staff and 1,650 student employees serve the campus community through student-centered programs, facilities, and collaborations. Review our [Impact Report](#), [Newsletter](#), and [2019 Future Strategies](#) to learn more.

### Access and Success

#### ***Outreach/Recruitment:***

- ***Triton Day 2021 (roughly 40 attendees):*** Given that roughly 90% of our first year students speak more than one language (CIRP survey results, 2020) and for roughly 25% English is not their primary language (also CIRP), we wanted Triton Day to be more accessible to those for whom English isn't their primary language. To achieve this, we collaborated with EDI to co-lead a virtual booth for Spanish-speaking families and community members of incoming students.
- ***Parent and Family Webinars:*** Launched in Fall 2020, these webinars were also hosted in collaboration with campus partners to address topics such as housing, academics, and news for international students. They are conducted live and then posted to the VCSA YouTube channel for additional viewing. To improve accessibility, these webinars were provided in the following languages:
  - English: over 2,600 live attendees and 1,100 non-unique views on YouTube
  - Spanish/English: roughly 650 live attendees and 70 non-unique YouTube views
  - Mandarin/English: roughly 1,200 live attendees and 175 non-unique views
- ***CASP fundraising:*** In order to grow post-pandemic financial support for the [Chancellor's Associates Scholars Program \(CASP\)](#) and to offer more students a loan-free education, we are now positioned within the Student Success Initiative to raise additional funding for this critical initiative.
- ***Summer Bridge:*** In Summer 2020 this was reimaged as a partnership between OASIS and the Commons' Academic Achievement Hub (AAH). This partnership allowed the program to scale up, from 289 participants in 2019 to 488 in 2020. In terms of structure, the program retained the socio-cultural aspects of peer mentoring and EDI workshops from OASIS while also integrating content tutoring and supplemental instruction (SI) support from AAH. In addition, the academic course offerings were adjusted to include introductory math courses. Due to the pandemic, the program was quickly shifted to be fully online; however, retention and academic outcomes continued to be high for participants. 87% of students who enrolled in the program successfully completed the summer component; 9% of these students identify as African-American/Black, the same proportion as in the initial cohort. During the first phase of the pandemic 13% of those who separated from the program identify as African-American/Black, an area of improvement for 2021. In addition, 97% of all students earned A/B/C grades in Math courses, and 100% of all students earned A/B/C grades in AWP and EDS courses.

#### ***Retention/Support:***

***High-Impact Practices:*** Given the positive correlation between student success outcomes and metrics, especially retention rates, and participation of minoritized students in high-impact practices (HIPs) (Sweat et al., 2013), we want to highlight:

- [Undergraduate Research \(UR\)](#)<sup>1</sup> and work done toward addressing opportunity gaps:

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<sup>1</sup> The office formerly known as Academic Enrichment Programs (AEP)

- Summer Research Program (**172 students supported**): This includes programs designed to support first-gen, low-income, and/or URM students [i.e. McNair (30 students), CAMP (10 students), and Genentech Scholars (7 students)], and the students were also included in TRELS
- Academic Year Programs: TRELS had approximately 200 students in addition to those who participated in the summer; 24 URM engineering students were NACME Scholars and received \$2,500 scholarships in installments
- New grants<sup>2</sup>: STARTneuro (NIH-funded), supports 10-15 incoming transfer students, mostly URM. Colors of the Brain, supports 3 URM students and two HBCU students. NASA (start in Fall 2021), will recruit from URM and first-gen students
- Conferences: The Medical Education for Diverse Students (MEDS) conference in February 2021 attracted 370 students, including some community college students. The virtual Summer Research Conference featured 321 student presenters, including students in the STARS program
- Publication support: Used the system-wide eScholarship platform to publish a journal of pieces by some students in the McNair Program, with another edition in the works
- **Student Employment**: McClellan, Creager, & Savoca (2018) posit that student employment should be considered a HIP, and this is a highlight for VCSA. As of April 2021 there are 1,672 student employees; 3% of these students are Black and 25% are Chicanx/Latinx, which matches and exceeds the proportion in the overall undergraduate student population, respectively. We recognize that matching the representation in the overall student population is not sufficient, and will continue to work to focus on the recruitment and retention of Black student employees.

**Sense of belonging/Visibility**: Given the low sense of belonging reported on UCUES, especially for Black students, we highlight 3 programs/initiatives aimed at enhancing sense of belonging :

- ***Triton Tools and Tidbits* podcast**: This podcast was launched in April 2020 and created to build a sense of community and to highlight resources for students, accessible regardless of location during remote learning. To date there have been 32 episodes, with roughly 3,400 listeners.
- ***Establishing a National Pan-Hellenic Council (NPHC) presence on campus***: In an effort to enhance the sense of belonging for Black students in particular, Sorority and Fraternity Life is currently working to establish chapters of the “Divine Nine ” historically Black sororities and fraternities. A chapter of Sigma Gamma Rho Sorority, Inc has already been established.
- ***Hiring practices***: Over the past 2 years Case Management adjusted hiring practices to ensure their staff better represented the lived experiences of our students. For example, one recent hire was for a staff member who can speak Mandarin/Chinese. In addition, first interviews were shifted from on-campus to virtual due to the equity impact of candidates needing to cover their own travel costs.

**Access**: The pandemic also impacted students in terms of access to reliable technology, food, and housing, among others; this impact was disproportionately felt by Latinx/Chicanx and Black students. The following programs were created or bolstered to help mitigate this impact:

- ***VCSA Device Lending Program***: This was coordinated in partnership with ITS and the Bookstore. This program has provided almost 850 students with more than 1,000 devices, such as laptops and internet hotspots. Of the supported students, 28% were Latinx/Chicanx and 6% were Black, both of which exceed the overall undergraduate student population (21% and 3%, respectively).
- ***Basic Needs (BN)***: During the 2019-2020 year, 52% of students served across BN programs were first gen, 32% were Chicanx/Latinx, and 5% were Black, all of which exceed the overall undergraduate

<sup>2</sup> The amount of funding continues to evolve, as they have found funding for ten international students and have leads for more groups

student population (37% first-gen). To help address food insecurity, the CalFresh Outreach Assistants helped submit 751 CalFresh applications, for a total of \$1.7 million in aid. To help address financial instability due to the pandemic, a new Covid Relief program helped provide roughly \$1.7 million to 1,541 students.

### **Climate**

***Enhancing the Black Student Experience Symposium (677 registrants):*** In response to demands and requests from the Black Student Union (BSU) and Black Graduate and Professional Student Association (BGPSA), 40 faculty and staff from across the campus collaborated to create a symposium to increase awareness of the Black student experience; to foster intentional and sustained action to enhance the Black student experience; and to promote pro-Blackness. The symposium included a 7-day professional development experience with 19 hours of programming on themes such as: pre-matriculation; campus safety and well-being; retention and campus climate; and academics and graduation.

***HSI Summit (578 registrants, 419 unique visits, and 588 users):*** On March 11, 2021, VCSA + EDI hosted the HSI Summit to support efforts of transforming UC San Diego into a student-centered and -serving university for Latinx/Chicanx students. The summit featured a keynote address by Dr. Pablo G. Reguerin, VCSA at UC Davis, and Dr. Juan Poblete, Professor at UC Santa Cruz. Additionally, the event included a fireside platica with UC San Diego senior administrators and a panel with Latinx/Chicanx students.

***International Student Symposium:*** In Fall 2019, the VCSA office, Global Education, and ISPO came together to create and host a symposium on enhancing the International Student experience at UC San Diego. The symposium included sessions such as "Campus Climate- From Recognition to Action for International Student Success" and "Removing Barriers to International Students Adjustment and Wellness." During the different sessions and the Ideation Lab, the contributions from attendees produced many innovative ideas on how our campus can continue to serve and highlight the international student experience.

***Assessment Day 2021 (191 RSVPs and 135 attendees):*** On May 7, 2021, Student Affairs hosted the inaugural Assessment Day event in collaboration with campus partners including EDI, the Colleges, and the Commons. The day-long professional development opportunity was open to the entire campus community with a theme of how to approach assessment from an equity-minded lens. The event featured a keynote, along with three learning sessions with panels to highlight staff's work and practical experiences with Assessment.

***Triton Time (500 + RSVPs over 40 sessions, average of 32 people/session):*** Started in Spring 2020 to address the need for professional development in the remote environment, Triton Time is a weekly virtual opportunity to share resources and to engage with and learn from colleagues across campus. Sessions have included topics related to EDI, such as "Addressing Anti-Blackness," "White Complicity," "Anti-Racism Commitments from the EDI/VCSA/EVC," Election Community Hour sessions, and "Equity-minded Approaches for Student Services." As a milestone, during the winter quarter we celebrated the 40th Triton Time session!

***Professional Development Day (200 attendees):*** The 3rd Annual [Student Affairs Professional Development Day](#) took place in December 2020. The virtual conference focused on how participants can: learn how to confidently navigate their responsibilities during unprecedented times; employ simple, powerful, and effective practices regarding self-care and balancing responsibilities in the workplace; and create and grow community with a focus on equity and diversity and health and well-being.

**Everfi Platform:** Everfi is an online introductory course for students to learn key concepts of diversity, equity, and inclusion. This course replaces the “We Are Tritons” training, and was selected because the language and policies in the course better reflect our campus and community values. The course covers topics like identity, power, privilege, and oppression, as well as strategies on how to be an ally, communication, self-care, and creating inclusive spaces.

**Triton Health Ambassadors (400 + undergraduate students):** During Fall 2020, a team of undergraduates was recruited to engage with their peers by providing guidance and resources in support of compliance with UC San Diego’s COVID-19 safety and health guidelines. The program is rooted in a culture of care and community; the use of student peers rather than police in enforcing compliance was intentionally done in response to concerns from Black students about campus police presence. The program is led in partnership with the Student Health & Well-Being Cluster, Recreation, Student Conduct and Student Affairs Case Management Services.

**Disability Awareness (12 events):** Undergraduate transfer student Syreeta Nolan advocated for and led the first Disability Awareness Track as part of Spring Break 2021 programming. The purpose of the events were to strengthen community among and foster a culture of pride among students who identify as disabled. The events covered topics such as, "Black Disabled History: The Untold Story of the Unseen with Ola Ojewui." Students were also invited to partake in an Open Night Mic hosted by the Transdisciplinary Disability Studies group.

#### Accountability

**Addressing Anti-Blackness:** During Summer 2020, all units within the Division of Student Affairs created a set of strategic [commitments to address anti-Blackness](#). Commitments include both short- and long-term actions to better support the health and well-being of Black students, colleagues, and community members. Each commitment was also assessed for alignment with the Student Affairs Strategic Plan and the Strategic Plan for Inclusive Excellence. To ensure that the Division is making progress on the commitments, the Assessment, Evaluation, and Organizational Development (AEOD) Team convened a workgroup to develop and participate in the assessment of the commitments. This process was modeled after the campus response to the BSU Demands and outlines the current status of the commitment, challenges faced, support needed, as well as future plans to continue meeting the commitment. Our progress includes:

- VCSA: [Inaugural Enhancing the Black Student Experience Symposium](#)
- Study Abroad: [Study Abroad Diversity & Identity Page](#)
- University Events: [Dr. Kendi, "How to be an Anti-Racist" Moderated Discussion and Q&A](#)
- Student Conduct: [Student Conduct/Restorative Justice: Mission Statement & Values](#)
- CASP: Staff Training & Resources on Combating Anti-Blackness and White Supremacy
- Athletics: EDI Council for students and staff

**Defining Student-Centeredness:** In 2017, Latinx students participating in focus groups for the HSI Initiative asked the HSI Taskforce to define what “student-centered” meant. Seeing the benefit for the entire campus, the HSI Workgroup moved this recommendation into the purview of the VCSA. During the 2019-2020 academic year, the VCSA office launched an IdeaWave Campaign, conducted focus groups, and drafted the statement in partnership with the Undergraduate Experience Success Team (UEST). During Summer/Fall 2020, the statement was presented to various [campus partners](#) for review and feedback. The VCSA Office met its commitment to the HSI Workgroup by defining student-centeredness. The [student-centeredness website](#) highlights the work for this initiative, as well as resources and events for specific student populations including first-generation, transfer, undocumented, and international students.

**Reviewing Existing Data:** Another key strategy to address the Division’s accountability efforts is to review existing data for both our student and staff populations. For students, we collaborated with Institutional Research to create a VCSA-specific UCUES dashboard, which allows various programs within VCSA to review results for the students they serve. This partnership followed a UCUES analysis from Fall 2019 which disaggregated student satisfaction questions by various demographic categories to better understand the student experience. In addition, we conducted two analyses of Latinx student experiences at UC San Diego. The first was to identify the representation of these students in Student Retention and Success (SRS) programs, and the second was to inform the work of the HSI Workgroup by analyzing UCUES data for Latinx students; this was further disaggregated by other demographics including first-gen status and Pell eligibility. For staff, we analyzed data from the Career Staff Presence dashboard and the 2020 Staff@Work data. Between November 2020 and January 2021, People of Color and Women represented 100% of promotions and 67% of placements, meeting a diversification placement goal. Additionally, the representation of individuals with disabilities met the 7% utilization goal, while the representation of Veterans did not meet the hiring benchmark of 5.9%. Asian representation has been on a downward trend since 2017. The Staff@Work survey had a 66% response rate for the Division, and Primary Opportunities in 2019 that continue for 2020 include: “I am satisfied with my total compensation.” “I am satisfied with my opportunities for career advancement at UCSD:” and “I feel valued as a member of the UC San Diego community.” Influential strengths include: “People of all ethnic groups, cultures, and backgrounds are treated fairly in my department;” “My department practices UC San Diego's Principles of Community;” and “I feel valued by my department.” When disaggregated by race/ethnicity, we find the following areas were rated below “Excellent”:

- “Paid little attention to your statement or showed little interest in your opinion” (Black, Latino, Asian/Pacific Islander, Multi-Ethnic),
- “Interrupted or spoke over you” (White, Black, Latino, Asian/Pacific Islander),
- “Excluded you” (Black), “Treated you differently because of your race/ethnicity” (Black)
- “Kept you out of the loop on information that is important” (Black, Multi-Ethnic)

### **2021 Future Strategies**

Based on our assessment of Student Affairs’ current strategies, we have prepared a set of future strategies:

- Continue to scale the Basic Needs and Student Success programs, including Summer Bridge and create a Summer Accelerate Initiative to address pandemic learning loss.
- With the Commons, conduct an assessment of anti-Blackness, Black student success and achievement in Summer Bridge, including disproportionate rates of Black student attrition in 2020
- Integrate commitments to address anti-Blackness into annual assessment reports for all SA units
- Creation of a workgroup on student-centeredness charged with creating accountability metrics, drafting a proposal for a Student-Centeredness Award to recognize students, faculty, and staff across the campus community, and continuing to add resources for specific student populations.
- Based on Primary Opportunities identified by the Staff@Work Survey: launch the Level Up initiative and VCSA Staff Awards in Fall 2021. Level Up will provide inclusive development and capacity building opportunities for professional staff, with the goal of growing professionally while impacting and positively changing our campus culture. The Staff Awards will recognize and reward exceptional teams and team members within the Division
- Launch Mentoring for All in Fall 2021, in partnership with the EVC’s Collective Impact Initiative
- Continue to work with Central HR on a) ensuring the candidate pools for on-campus interviews are sufficiently diverse to address areas of underrepresentation in staffing, including individuals with disabilities, and b) annually review compensation distribution, especially for people of color & women.