

**COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY
Annual Report, 2019-20**

To: The Academic Senate, Santa Cruz Division

The Committee on Affirmative Action and Diversity (CAAD) undertakes studies of policies and practices regarding affirmative action, diversity, and equity, makes recommendations to appropriate campus bodies, and regularly confers with other administrative units and Senate committees about a broad range of issues related to diversity, equity, and inclusion.

Issues Addressed

I. CAAD 2019-2010 Summary on UC Santa Cruz's Diversity Landscape Document

In academic year 2018-19, Universitywide Committee on Committees Chair Patty Gallagher volunteered to do an initial landscape document of diversity issues on campus. She engaged a Graduate Student Researcher (GSR) to comb through as many websites and catalogs as possible for what might count as a diversity initiative. The resulting document is a hyperlinked Google document that lists diversity initiatives across the campus, organized by division and department.

For academic year 2019-2020, Senate Chair Kim Lau advised CAAD Chair Abrams that CAAD should decide what they would like to do with this document before bringing it to Chief Diversity Officer (CDO) Linda Scholz. In particular, CAAD was asked to review (1) what purposes this document could serve and for whom and (2) how it could be improved to serve these purposes.

While working on these questions, members of CAAD contributed to the original document by adding initiatives from their own divisions and departments and making hyperlinks more visible. Overall, CAAD felt that the document, if reorganized, could serve several important purposes. For example, it could be a landing point for people interested in getting a sense of the diversity initiatives on our campus; it could be a source of information for candidates who are working on their own contributions to diversity statements; it could be a place for students to search for scholarships, services, or to find statistics about the demographics of our campus.

Although the current organization of this document by division and department is useful for finding and filling in missing information, it is not ideal if it is meant to be out-facing. CAAD members thought it would be more useful if the information were provided in a searchable database format that could be cross-organized and searched in different ways -- for example filtering just for scholarship opportunities, or classes, or statistics. To make this document easy to find, CAAD members suggested it could be hosted within the Office of Diversity, Equity and Inclusion (ODEI) website (<https://diversity.ucsc.edu>), since this is the first Google result when searching for "diversity at UCSC". CAAD members felt that transforming the current document into a searchable database is a worthwhile project that CDO Schulz's office could take the lead on, with CAAD's guidance.

II. Consultation with John Tamkun: Existing Academic barriers to the Retention of Traditionally Underserved Students in the Life Sciences

John Tamkun, Professor of Molecular, Cell and Developmental (MCD) Biology, shared results from a study he undertook funded by a Hispanic Serving Institution (HSI) Semilla Grant. In this

study, he aimed to identify and address the existing academic barriers to the retention of traditionally underserved students in the life sciences.

Tamkun tracked 1438 intended life science majors over 5 years (who entered UC Santa Cruz in Fall 2012), looking specifically at course enrollment patterns, academic performance, major qualification and declaration, major migration, retention and graduation. A data analysis tool developed at UC Davis (UCD) was used to sort data based on gender, race and other factors. The demographics of Tamkun's sample group were as follows: 60% female, 30% White, 30% Asian, 30% LatinX, 47% first generation college students, 46% Educational Opportunity Programs (EOP).

In summary, as a result of the study, Tamkun concluded that underrepresented students were disproportionately disadvantaged when compared to their white male counterparts. These disadvantages were evident in lower graduation rates (14% vs 38%). The main factor that led to these lower graduation rates were identified to be disproportionately higher migration rates away from a proposed Life Sciences major for underrepresented students. Tamkun further studied the potential reasons for this trend and identified key core classes, that he hypothesizes, serve as academic barriers to continuing a Life Sciences major for underrepresented students.

In general, there was a significant GPA difference between White and LatinX students in CHEM 1A, and also in some Math and Physics courses. Additionally, Tamkun created a heat map of courses with a high failure rate, showing significantly higher failure rates amongst LatinX students in BIO 20A, CHEM 1A, MATH 3, and MATH 11A. For LatinX students that successfully continued their major past these critical courses, disparities in grades were minimized in upper division courses.

These could be beneficial data, identifying the main barriers and having the potential to encourage a better advising plan for enrolling potential MCDB students in the MATH 11A, CHEM 1A and BIO 20A sequences. Some reasons for higher failure rates, in part, are due to under preparedness at the time of enrollment, which can be addressed. One solution is advising a postponement in enrollment for example. Students largely tend to enroll in the courses they are advised to take.

The committee found that data visualization is useful in identifying factors that affect student success and diversity of academic programs. These types of studies can guide decisions on where resources should be invested to increase diversity. Departments should examine the potential impact of all changes to courses, requirements and policies on diversity.

Investment of resources might include increasing support in courses identified as "academic barriers." For example, there are dramatic drops in success in courses with a TA to student ratio of 1:80. Most TA and advisor allocations do not take diversity into account. Should TA ratios be shifted to reflect the diversity of certain courses? MCD Biology currently has a 1:78 TA to student ratio regardless of whether the class is all White males or predominantly LatinX. Same goes with advising.

It would be wise to have departments report on the diversity impact of major qualification courses annually. The department can offer course-specific reports for all course offerings to show

instructors the diversity achievement gaps in their courses, using IRAPS to track data and use dashboards. Can CAAD make a set of recommendations to the Center for Innovations in Teaching and Learning (CITL) based on what we have learned? Can a similar study of this nature be implemented university wide? CAAD could propose to the Committee on Educational Policy (CEP) to include these types of studies as part of the course approval process, revisions to programs, and request for new programs.

Based on this presentation and subsequent discussions, CAAD realized that in order to enhance the diversity within each department, and the campus as a whole, there is a great need to capture the diversity of students, staff and faculty in each department. To this end we created one-page template that provides a department diversity “snapshot”. The goal of these templates is to enable the campus to apply resources to URM students and faculty where they will have the greatest impact.

The first section of the template includes the number of faculty in the department, their gender distribution and the percentage that are URM. Also included is the number of proposed and declared majors, as well as the number of student advisors. The second section provides information on the entering class for each department: number of freshman, number of junior transfer, and information on ethnicity, 1st generation and gender distributions. The third section provides information regarding the graduating class in each department: degrees awarded, retention rate, time to degree, number senior research projects, undergraduate authorship. For each of these categories information will be provided on gender, ethnicity and 1st generation status. The next section will provide URMS ratios: URM/Faculty, URM/Advisor, URM/Average lower division class size, URM/Average upper division class size.

Also included is a section that provides information on the most challenging classes in each department based on the pass/fail rates and URM/TA ratios in these classes. Finally we ask each department to list URM programs sponsored. By sharing these lists, departments can be made of additional URM resources. Finally we would like each department to provide a list of outstanding alumni and brief highlights of their achievements.

We envision these templates being updated once and year and available to the entire UCSC community.

III. Recommended revisions to CAPM 101 and Partner Hire Procedures

Recommendations included input on a new plan which establishes a working model for forward-funding partner hires. Specifically, CAAD raised questions about potential impacts that partner hires may have on diversity in hiring (the proposal identifies potential positive impacts; we also want to raise potential negative impacts), as well as impacts on receiving departments. These issues may be outside the scope of the narrow financial planning issues the proposal was designed to address. However, they tie to ongoing concerns that CAAD has had about CAPM 101.000. The Forward Funding Model makes it explicit that an outside offer is not required in retention partner hire cases. In some respects, this is advantageous for keeping high caliber faculty members, as having an offer in hand increases the likelihood that they will leave. However, approving waivers of open recruitment based on the likelihood of a future competing offer--which the committee has done in several recent cases--nevertheless makes CAAD uneasy, as exceptions to the fair hiring

protections provided by an open search should be used sparingly. CAAD concurs with Graduate Council that it seems unsound to create a juxtaposition of retention case requirements based on whether or not a partner hire is involved.

IV. Campus climate

CAAD monitored closely and communicated with the administration proactively regarding the multiple campus climate issues which were ongoing in 2019-20. These included the campus protests, campus climate, and disproportionate effect on students and faculty of color

- a. University/police relations during protests on campus
- b. George Floyd murder

Issues, Policies, and Programs with Diversity Implications Reviewed

Systemwide

Systemwide reviews in which CAAD contributed input to the divisional response include: the proposed Presidential Policy on Native American Cultural Affiliation and revisions to Academic Personnel Manual section 230.

Divisional

Divisional reviews in which CAAD contributed input to the divisional response include: a proposal for a Partner Hires - Forward Funding Model and a brief but important Academic Programs and Units (Academic Affairs administrated policy) Update - Diversity Plans for Grad Proposals.

Waivers of Open Recruitment

CAAD reviewed seven (5) waiver of open recruitment proposals; one (1) Target of Excellence and six (4) Spousal/Partner proposals.

Considerations for 2020-21 CAAD

- Revising guidelines/process in CAPM re Partner Hires and TOE
- Consider process to evaluate how campus is doing with diversifying faculty
- Diversity Landscape Plan (previous CAAD had surveyed departments to gather a sense of diversity resources and initiatives)
- Follow-up with administration on spring 2020 CAAD memo on systemic racism
- Take stock of the “diversity” initiatives happening at other UC campuses
- Statement regarding Inequities in Remote Learning
- Campus Policing Issue
- CAPS & Increased Mental Health Issues
- UCSC Rubric to Assess Candidate Contributions to Diversity, Equity and Inclusion

Respectfully Submitted;

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

Nicolas Davidenko

Marcella Gomez

Dee Hibbert-Jones (F&S)

William Sullivan
Ryan Bennett (F&W)
Elizabeth Abrams, Chair

August 31, 2020