

## **UC Davis**

### **Hispanic Serving Institution (HSI) Initiative**

#### **Title**

Investing in Rising Scholars and Serving the State of California: What It Means for UC Davis to be a Hispanic Serving Institution

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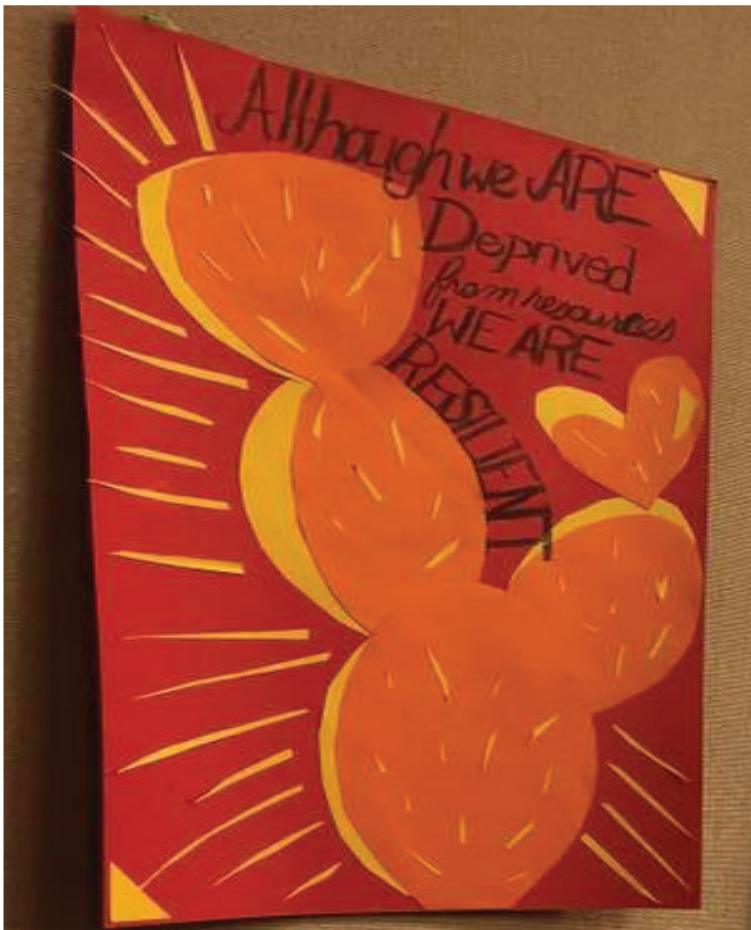
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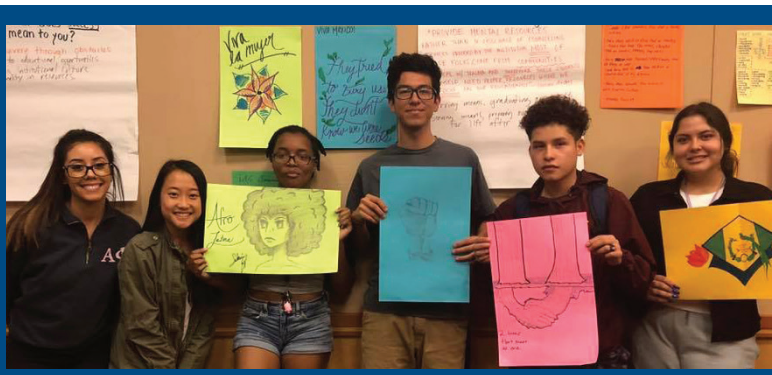
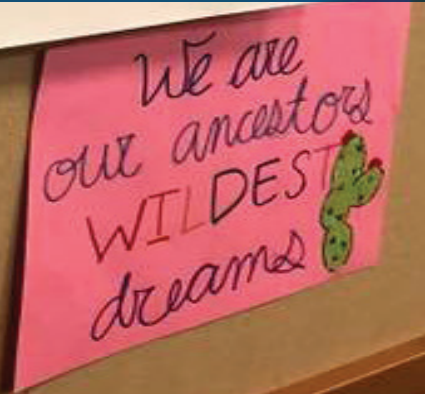
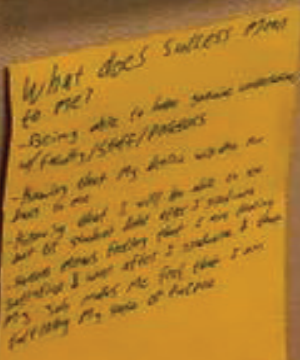
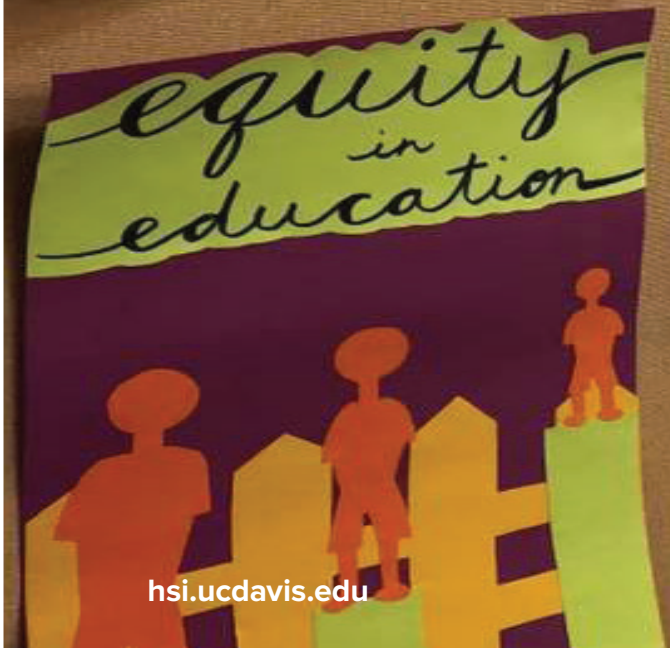


# Investing in Rising Scholars and Serving the State of California: What It Means for UC Davis to be a Hispanic Serving Institution

## HSI Taskforce Report

March 29, 2019

Raquel Aldana and Rahim Reed,  
Co-Chairs



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## LETTER TO THE UC DAVIS COMMUNITY

**The values, vision, recommendations and list of best practices** gathered in this document reflect a multitude of voices who engaged with the Hispanic Serving Institution Taskforce. Adopting an identity as a R1 Hispanic Serving Institution aligns with and enhances our mission as a University of California campus and land grant institution.

We attempted to integrate the voices of students, faculty, staff, alumni, community leaders and public officials. We hope the report reflects the urgency and wisdom in the words of “Rising Scholars”; honors the years of dedication to UC Davis and to diversity and equity on the part of many faculty and staff; and responds to those who hold us accountable to our moral responsibility to serve the residents of California. This report may challenge long held beliefs and ask for change that brings uneasiness to the UC Davis community. We welcome continued dialogue necessary to move forward.

There is a saying in Spanish, “*No se puede tapar el sol con un dedo*” (The sun cannot be covered with one finger). The recommendations in this report embark on an equity project and call for transformative changes and bold action. Yet, visionary—even inspirational—recommendations lose meaning if there is no chance of implementation. Viability, sustainability, change readiness, process legitimacy, substantive validity, resources, accountability—these were words that we heard repeatedly. We respect that the workings of the university are complex and interrelated. Any change must be carefully deliberated by the community as a whole.

Many of the recommendations are not new and align with priorities previously identified by existing campus units. The Taskforce is also aware that some of the recommendations may call for more research or deeper thinking that takes into account other valuable considerations (such as resources, data, duplication) we may have missed.

We ask that you read these recommendations with an open heart and mind and that you not dismiss the important lessons, values and vision this document attempts to capture. Instead, we ask you reach out in good faith to help edify our understanding, promote deeper thinking, challenge assumptions and propose other approaches we may not have included. We thank you for reading about, embracing and participating in this exciting enterprise. We are convinced that when enough of us join in, we will be on a good path to elevating the future generation of young leaders prepared and inspired to solve society’s most intractable challenges.

– UC Davis HSI Taskforce

## EXECUTIVE SUMMARY

### “RISING SCHOLARS”

An asset-oriented view that overtly acknowledges the experiences, firsthand knowledge, talents and contributions of all students who bring a keen sensitivity and insight to issues of social justice, the challenges faced by the majority of people and who are motivated by a sense of interdependence. The Rising Scholars framework replaces the reliance by institutions of higher education on deficit labels—“low income,” “first generation,” “person of color”—deemed to be, first and foremost, indicators of potential failure. Acknowledging the gifts and talents Rising Scholars bring to a university creates the opportunity for them to be fully actualized.<sup>1</sup>

<sup>1</sup> Our adoption and the definition above of “Rising Scholars” derives from Byron P. White, “Beyond a Deficit View,” *Inside Higher Ed*, 19 April 2016.

It took us a decade of an intentional strategy to become an eligible Hispanic Serving Institution in 2017. It is a milestone to celebrate. A decade does not capture the toil of the pioneers (*pioneros*) who dreamed this vision long ago. We should honor them. This moment is also an opportunity to look to our present and to reimagine our future. Where are we now and where do we want to be?

In May 2018, Chancellor May constituted the HSI Taskforce and charged it with making recommendations to improve the success of all our students, including our Chicana/Latinx students, and to identify reforms and resources necessary to achieve these goals. We learned that there was a real need for collaboration and coordination, for additional resources, and for a vision that would help the campus make better progress on meeting the needs of Rising Scholars.

The following recommendations convey a desire to make a serious contribution and take a leadership role among the small but growing number of R1, Hispanic Serving Institutions. The Taskforce proposes steps towards institutional transformation that expresses an aspiration to close the equity gap in higher education and enable all of our community members, including Rising Scholars, to thrive and reach their full potential.

The taskforce takes as a guiding principle that the HSI initiative is one of institutional transformation, in which UC Davis must:

- comprehend that its legacy as a predominantly white, elite institution precludes cultural equity and undermines a sense of belonging for Rising Scholars;
- see and value assets such as multilingualism; multiculturalism; leadership, creativity, resilience; emotional intelligence and empathy;
- honor the centrality of identities deeply rooted in ties to family and community and often guided by more collectivist values and practices;
- boldly identify and reexamine institutional structures that may serve as barriers to success.



Student Engagement Forum, November 5, 2018

## EXECUTIVE SUMMARY

As a participant in the California Master Plan for Higher Education and a collaborator in K-14 programs, UC Davis must invest in growing the pipeline and preparing students for higher education, especially in underserved communities. At UC Davis, serving this population means fulfilling the premise and promise of higher education by providing opportunities for individuals to rise and elevate themselves, their family, their communities and society through teaching and learning, research and service. If we meet our goals we will also meet the needs of California's enormous, complex and diverse economy as we will fill gaps in the demand and supply of skilled workers.

As a land grant university, UC Davis has a responsibility to offer an accessible and meaningful education to all California residents. With this responsibility also comes an opportunity: An opportunity for us to produce research that addresses the problems of society and the disparities affecting vulnerable communities; to think deeply about producing a workforce that fills gaps in industries but also in geographic areas, such as the Central Valley; and to position UC Davis as a leader among the very few but growing number of R1 HSI universities.

Many opportunities for students, faculty and staff also lie in our HSI designation. For students, it means a better education, greater access to opportunity and deeper connections to faculty and the institution. Faculty and staff have a greater opportunity to make a difference in the lives of students; help solve societal problems through their research and the education of future leaders; and increased resources to research and implement important and visionary projects.

In moving beyond access, the UC Davis HSI Initiative enables Rising Scholars to tap into the college-going experiences and professional networks that often accompany social mobility, while bringing into those environments their own personal and cultural assets that will move society forward through real cultural and social integration.

Why "Rising Scholar"? We have adopted the concept of Rising Scholars to signal our move away from a student deficit framework and towards one that views institutional transformation as the basis of our future success integrating historically underrepresented student populations. In this respect, the Taskforce adopted an ambitious framing that situates the UC Davis HSI designation as an equity project and as an extension of a civil rights struggle that must be embedded in the core mission of a California, public research, land grant institution.

In our approach, we have sought to be responsive to the

profile of our HSI students at UC Davis and to attempt to address the particular needs of the majority of this population. We also tried not to be too narrow in our definition of who can be counted as a "Rising Scholar" since we believe that, in the end, the experiences of our HSI students are also shared by many other students on campus.

Chicanx/Latinx students do, however, occupy a unique place in California's and the nation's civil rights struggles. California is the site where the international border with Mexico was redrawn through war and where today the largest population of Chicanc/Latinx in the nation reside. Chicanc/Latinx students have had to bear the legacy (de jure) and persistence (de facto) of unequal and segregated K-12 education, and the denial, until recently, of bilingual and culturally responsive education. Thus this legacy and reality situate the HSI designation as an opportunity for UC Davis to play an important role in advancing the educational equity project we have yet to complete.

Chicanx/Latinx students make up 54% of high school graduates in the state of California and approximately four in ten college undergraduates in California are

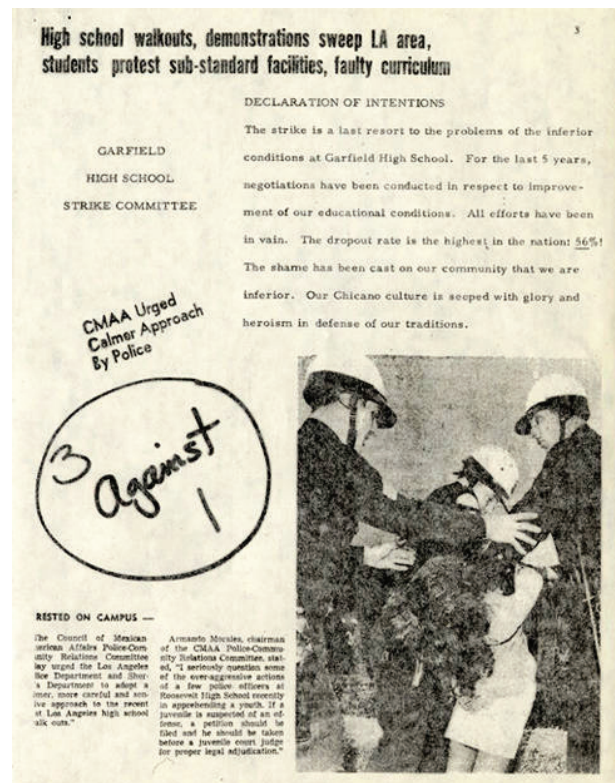


Image Credit: Urban Archives Cener Latino Cultural Heritage Digital Archives (Frank del Olmo Papers)

## EXECUTIVE SUMMARY

Latinx. However, 72% of Chicana/Latina high school graduates in California attend community college rather than 4-year colleges and at the end of two years, only 2% transfer to a 4-year college. At the end of six years, only 31% have transferred. We have to do better than this. There is nothing wrong with community colleges of course, but these students are being tracked down a long and leaky path that actually makes it more costly for Chicana/Latina students than if they had enrolled straight into a four-year college. Currently, only 4% of the Chicana/Latina students who enroll in college after high school do so at a UC. No one should dispute the premise that Chicana/Latina students need to occupy elite spaces as well, where research and opportunities will open new doors for them and likely lead to better outcomes for all of society (The Campaign for College Opportunity, "State of Higher Education for Latinx in California," 2018).

Equity must be essential to our institutional identity. It acknowledges the economic, social and political marginalization of certain groups and strives to guarantee the fair treatment, access, opportunity and advancement for all students, faculty and staff. Institutional inquiry into factors that may explain the academic performance of Rising Scholars should transcend the simplistic student deficit explanation to identify and question structural barriers but also recognize the great work the institution has done thus far. Equity pays off in the form of institutional excellence and relevance when it is recognized as a long-term institutional investment of both resources and strategic focus.

The future and relevance of the UC depends on our ability to educate the largest and growing number of high school graduates in the state—Chicana/Latina students. The institutional changes described will likely require additional funds in the short term, but the investment will be worth it in the long term. Demonstrating a true commitment to Chicana/Latina students is foundational in the UC Davis argument to the state legislature to invest more, especially as federal funds to Hispanic Serving Institutions dwindle. In turn, the reputational gain from these efforts and successes will generate good will among the public and help UC Davis attract greater numbers of talented students, faculty and staff that inclusive excellence requires.

In preparation for this report, the Taskforce hosted nine engagement forums with the campus community in Davis and at the Health Center in Sacramento, including a student panel attended by the Chancellor at the Manetti

**"Student success is making sure that all students actually have all the tools and resources available to academically thrive during and after their undergraduate experience. Students should be able to succeed in any academic path they choose despite their socioeconomic backgrounds. First generation and low income students need to be prioritized and provided as much supplemental resources to enrich their academic experience and ensure they can succeed in any field they choose. STEM should be accessible to all students, and students who choose social science should be provided resources to make sure they take advantage of their degrees in this research institution as well." —UC Davis Student**

### HSI FAST FACTS

- ▶ Title V of the Higher Education Act defines Hispanic-Serving Institutions (HSIs) as (a) an eligible institution; that (b) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. Only US citizens and lawful permanent residents are counted for HSI designation.
- ▶ To be designated as an "eligible institution," an institution must apply for and receive designation through an annual application process.
- ▶ Of the 523 HSIs published in *Excelencia in Education's* 2017-2018 lists, 15 were R1. Of these 15, only two are also land grant. UC Berkeley, UCLA, UC Davis and UC San Diego are listed as Emerging HSIs. UC Berkeley and UC Davis are land grant R1s. Information is based on data from the Department of Education, which uses a conservative methodology to count Hispanic students.
- ▶ The first cycle of non-NSF HSI funding could be available to UC Davis as early as June 2019.

## EXECUTIVE SUMMARY

Shrem Museum, one with staff, a half-day event which also featured speakers from across the state and at various levels of higher education and collected feedback through an online form. Hearing from as broad a spectrum of the campus and regional community as possible was important to inform the Taskforce's recommendations and to document the work already under way.

The recommendations in this report are also informed by an extensive body of literature in social psychology, student sense of belonging within academic settings and critical race theory. Moreover, we used descriptive statistics to illustrate the composition of our student body and disparate college experience and outcomes (i.e., work load courses, STEM representation, time-to-degree) by student characteristics such as race/ethnicity and first-generation college student status. Where possible our recommendations are informed by UC Davis reports on affordable housing, food insecurity and mental health. The Taskforce interviewed more than sixty stakeholders across the Davis campus (the Davis campus and Health) about their current efforts supporting Rising Scholars and what needs they saw from their position. Because the transformational nature of the recommendations will require cooperation across our shared governance structure, the Taskforce consulted and received input from deans, associate deans, members of the Academic Senate (including the Affirmative Action & Diversity Committee) and the Office of Public Scholarship and Engagement. Additional insights were gained from the in-depth research made available by the Association of American Colleges & Universities (AAC&U) guidelines

**VISION:** Through the HSI initiative, we envision UC Davis as a culturally responsive learning community that fulfills the mission of a Research I and land grant university, closing the equity gap in higher education; enabling all of its community members, including Rising Scholars, to thrive and reach their full potential; and elevating our excellence in public service and scholarship

on high-impact practices/programs, UC Davis' Student Retention Advisory Committee Report (June 2017) and Closing the Achievement Gap Report (2019).

In the tradition of qualitative research, our recommendations weave together the work of *pioneros*—those who have been working on this project for many years—with the *testimonios* of the present—students, faculty and staff who generously shared with us their aspirations for UC Davis as an HSI. The recommendations in this document stand as an attempt to compile and project those voices in offering UC Davis not only a vision but also a path to become a premier research, land grant, Hispanic Serving Institution.

This view of the complexity and enormity of the changes imagined are not coincidentally aligned with the visions articulated in the Chancellor's recent "To Boldly Go," strategic plan and the 2017 "Diversity and Inclusion Strategic Vision." All three of these reports make similar recommendations about campus priorities and values and readers can track those connections, along with several other key campus reports, in the Strategic Alignments appendix.

Additionally, the Taskforce devoted considerable attention to understanding the work and innovations already going on across the university and in our regional community to assist our Rising Scholars. We have begun the work of compiling a list of these pioneros, programs, and initiatives and also included as a valuable addition to this report. Finally, the Student Voices section gives voice to some of the many committed Rising Scholars and their allies that we heard from over the course of investigating and writing this report, we hope you will take the time to listen to what they have to say.



Community Engagement Forum, November 1, 2018.  
Photo by Raul Morales/California Aggie.



## VALUES

### *An Equity Project*

The recommendations in this document assume as a principle that equity is essential to our identity and sustainability as an institution. This means fulfilling the premise and promise of higher education by providing opportunities for individuals who have been marginalized to elevate themselves, their families and communities, while striving to improve society through teaching, research and service.

The Taskforce also takes as a guiding principle that the HSI initiative is one of institutional transformation in which UC Davis must:

- comprehend that its legacy as a predominantly white, elite institution has operated to preclude equity and undermines a sense of belonging for Rising Scholars;
- see and value assets such as multilingualism, multiculturalism, leadership, creativity, resilience, emotional intelligence and empathy;
- honor the centrality of identities rooted in ties to family and community and often guided by more collectivist values and practices; and
- reexamine and identify institutional structures that may serve as barriers to success.

The future and relevance of the University of California depends on our ability to educate the largest number of high school graduates in the state: Chicana/Latina students. The institutional changes described will likely require additional funds in the short term, but the investment will be worth it to firmly establish our legacy of inclusive excellence. Demonstrating a true commitment to Chicana/Latina students is foundational in the UC Davis argument to the state legislature to invest more money as well, especially as federal funds to Hispanic Serving Institutions dwindle. In turn, the reputational gain from these efforts and successes will generate good will among the public and help UC Davis attract greater numbers of talented students, faculty and staff. Equity pays off when it is recognized as a long-term institutional investment of both resources and strategic focus.

Chicana/Latina students occupy a unique place in the civil rights struggle of California and the nation. California is where the international border with Mexico was redrawn through war and where today the largest population of Chicana/Latina in the nation reside. California is the site of a powerful agricultural worker rights movement and also of the Zoot Suit riots which highlight the economic

► **Figures 1-3. Figures on the following three pages illustrate the broader context for the findings in this report. Source: Campaign for College Opportunity (2018a)**

oppression and racial tensions that have characterized the experiences of Chicana/Latina communities in the state (Mendoza, V., 2001). Chicana/Latina students have had to bear the legacy (de jure) and persistence (de facto) of unequal and segregated K-12 education (Donato, R., Hanson, J., 2012), and the denial, until recently, of bilingual (MoraModules, 2018) and culturally-responsive education (Hanley, M.S. and Noblit, G.W., 2009).

California is also the site of historic struggles for equity in education. In 1945, for example, five Mexican-American families challenged race-based school desegregation in Orange County in the landmark case *Mendez v. Westminster* which declared that school segregation based on race violated constitutional equal protection guarantees (*Mendez, et al v. Westminster School District of Orange County, et al, 64 F. Supp. 544, S.D. Cal. 1946*). In 1968, Chicana/Latina students in Los Angeles staged citywide walkouts to protest their unequal treatment by the school districts, including being punished for speaking Spanish. While the walkouts initially resulted in violence, it would ultimately lead to reforms that increased the number of Chicana/Latina students attending college (Mendoza, V., 2001). In 1999, California agreed to end years of litigation and political battles over Proposition 187, a controversial ballot measure which, among other things, sought to deny an education to undocumented children. In 2001, California became a pioneer state to grant in-state tuition to undocumented students through Assembly Bill 540 (AB540), the constitutionality of which was affirmed by California's Supreme Court, paving the way for at least 16 more states and the District of Columbia to do the same (National Conference of State Legislatures, 2019, January 16).

Today, Chicana/Latina communities in California experience disparities in income, housing, and health, to name a few (U.S. Department of Health and Human Services Office of Minority Health, 2019). A 2017 study conducted by the California State Legislature Latino Caucus found that from 2010 to 2016 Chicana/Latina tended to earn less than Californians as a whole and were underrepresented among Californians higher income brackets, overrepresented among Californians lower income brackets, and more likely to live in poverty. For example, 20% of

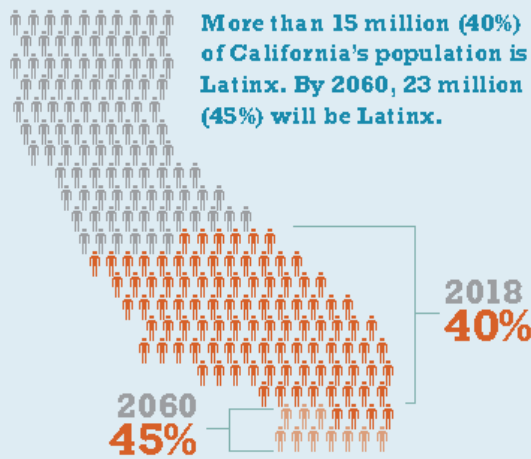
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# VALUES



California has long been a global leader in higher education, innovation, and workforce development. Our economy is the fifth-largest in the world. But, without a more educated workforce, our global economic standing will decline. By 2030, California needs 1.65 million more college degrees and credentials than we are currently on track to produce. Our public higher education system is key to ensuring that our state is able to meet its economic goals, maintain its global standing, keep up with technological advances, and keep our economy strong.

## As California's biggest, and growing racial/ethnic group, the success of Latinx students is critical

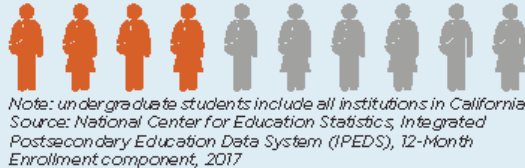


Source: California Department of Finance population projections, 2018 and 2060

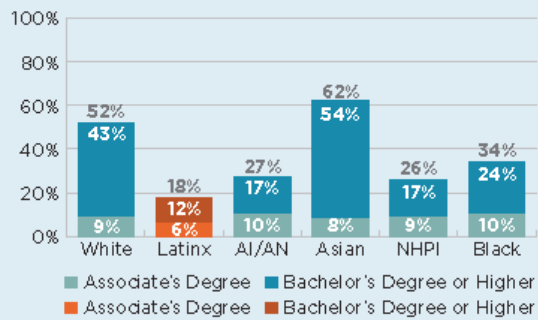
### Over 50% of California's K-12 Students are Latinx



### 40% of all College Undergraduate Students in California are Latinx



### Only 18% of Latinx Adults have a College Degree



Note: AI/AN is American Indian/Alaska Native and NHPI is Native Hawaiian Pacific Islander.

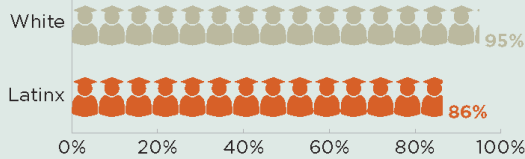
Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2016; includes adults over the age of 25

California Latinx are more educated than ever. However, these improvements have not kept pace with other racial/ethnic groups' and **Latinx still have the lowest proportion of college degree earners and the highest proportion of people who have not graduated from high school.**

# VALUES

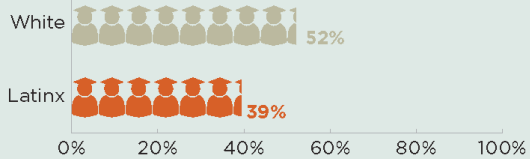
## More Latinx Students are Graduating from High School Prepared for College...

**19-year-olds Who Have Graduated from High School, 2016**



Source: 2016 American Community Survey, 5-year estimates

**19-year-olds Completing a College-ready Curriculum with a C or Better, 2016-17**



Source: California Department of Education, 2018.

**...but lag behind White students, especially in the opportunity to be college ready.**

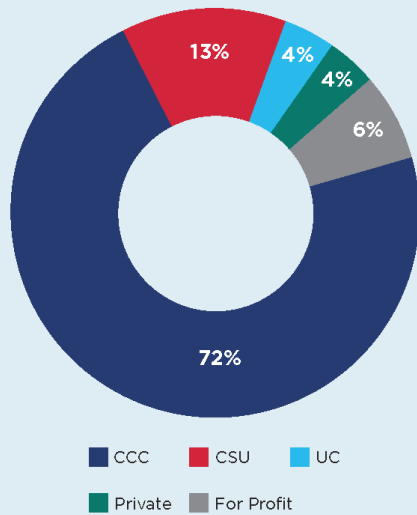


## Over 1.3 million Latinx are Enrolled in College



**Nine in ten** Latinx freshmen are enrolling in one of California's public colleges or universities.

**Enrollment by sector, 2016-17**

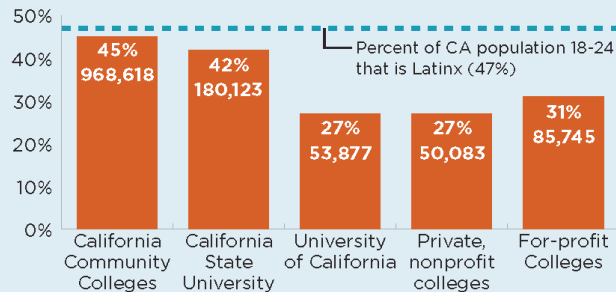


Source: Integrated Postsecondary Education Data System, Fall enrollment survey, Winter, 2017



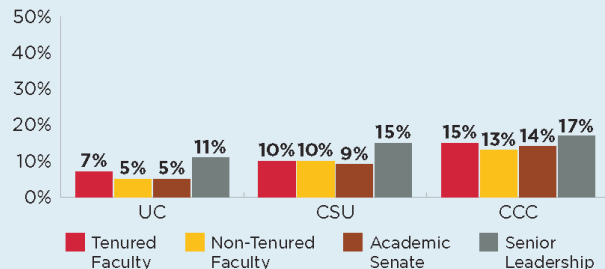
## Latinx students are underrepresented across all sectors of higher education in California

Percent of total undergraduate students that are Latinx



Source: 2016 American Community Survey 5-year estimates; IPEDS 12-month enrollment survey; data represent 2016-17 academic year

## Latinx are significantly underrepresented in faculty and leadership positions at California public colleges and universities

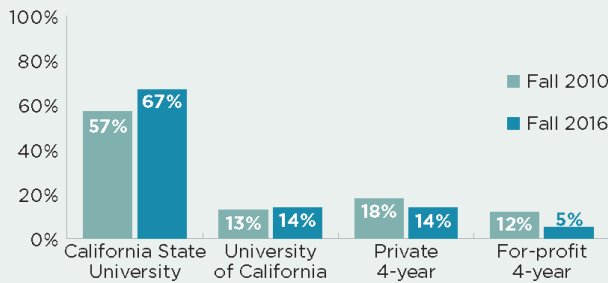


Source: UC Info Center; CSU Analytic Studies; CCCC DataMart; individual campus websites; data represent 2016-17 academic year

# VALUES

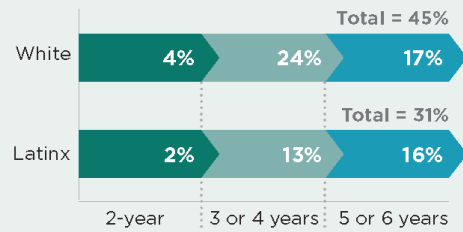
## Latinx completion rates at California Community Colleges are improving—they increased from 38% in 2010 to 42% in 2016

More Latinx are transferring to public 4-year universities



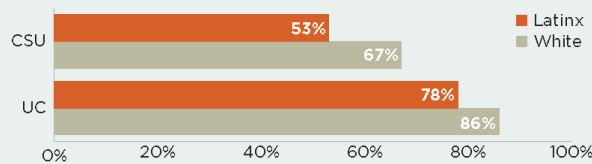
Source: IPEDS Fall enrollment survey

But 2% of Latinx transfer after two years



Sources: CCCCO DataMart; data represent 2016-17 academic year

## At the CSU and UC Latinx graduation rates are improving, but continue to lag behind White students



Sources: CSU Chancellor's Office, Division of Institutional Research and Analyses, 2017; UCOP, Department of Institutional Research and Academic Planning, 2017

Graduation rates have improved 11 points for Latinx at the CSU.

Time to degree has decreased for Latinx freshmen at UC institutions.

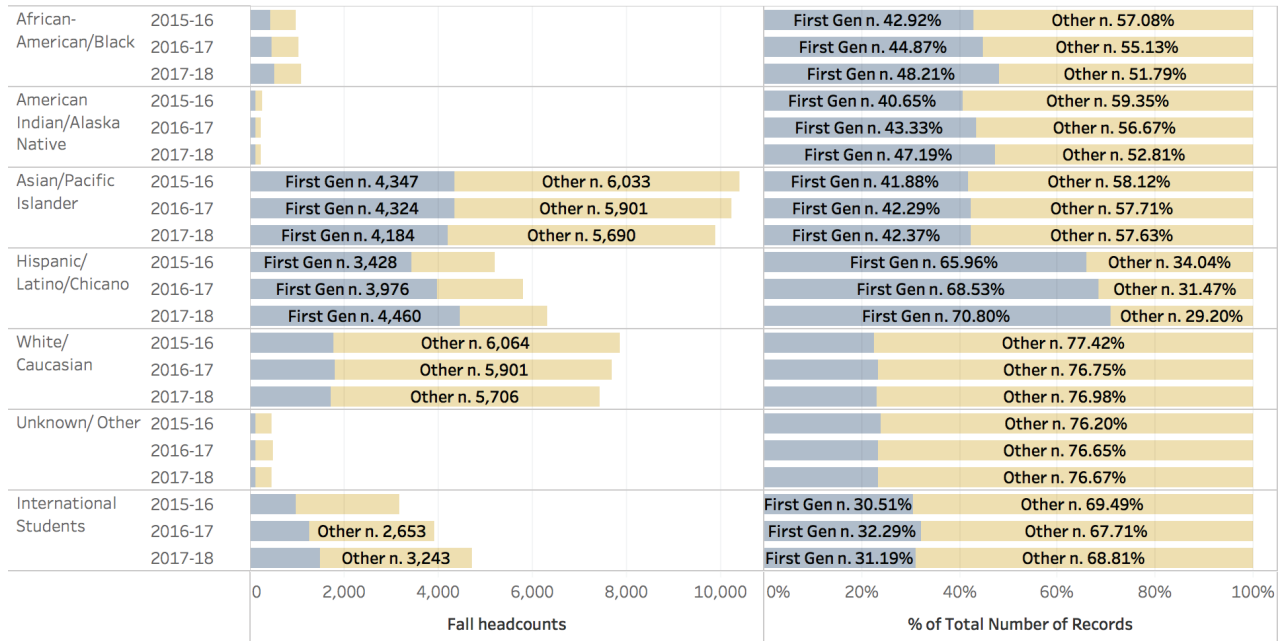
## Progress Toward Closing the Gaps

For California to prosper, **60%** of adults need a college degree or credential and we need to eliminate racial inequity across important preparation, access, and completion measures **by 2030**. For Latinx students, some of the equity gaps compared to Whites closed between 2006-07 and 2016-17, while others are growing:

<b>1%</b>	Associate's degree attainment	Gap closing
<b>1%</b>	Bachelor's degree attainment	Gap growing
<b>2%</b>	19-year-olds with a high school diploma	Gap closing
<b>2%</b>	Percentage of high school graduates who have completed college-preparatory curriculum	Gap closing
<b>NC</b>	Admit rates at UC	No change
<b>4%</b>	Completion at California Community Colleges	Gap closing
<b>8%</b>	Percentage of freshmen that graduate on time from CSU	Gap growing
<b>2%</b>	Percentage of freshmen that graduate within 6 years at CSU	Gap growing
<b>1%</b>	Percentage of freshmen that graduate on time from UC	Gap growing
<b>1%</b>	Percentage of freshmen that graduate within 6 years at UC	Gap growing
<b>NC</b>	Percentage of transfers that graduate within 2 years at CSU	No change
<b>1%</b>	Percentage of transfers that graduate within 2 years at UC	Gap growing

# VALUES

► **Figure 4. Of all undergraduates at UC Davis, the group who identified as Chicanax/Latinx also had the highest proportion of students identifying as first generation (neither parent with a bachelor's degree).** Source: UC Davis Student Information Systems



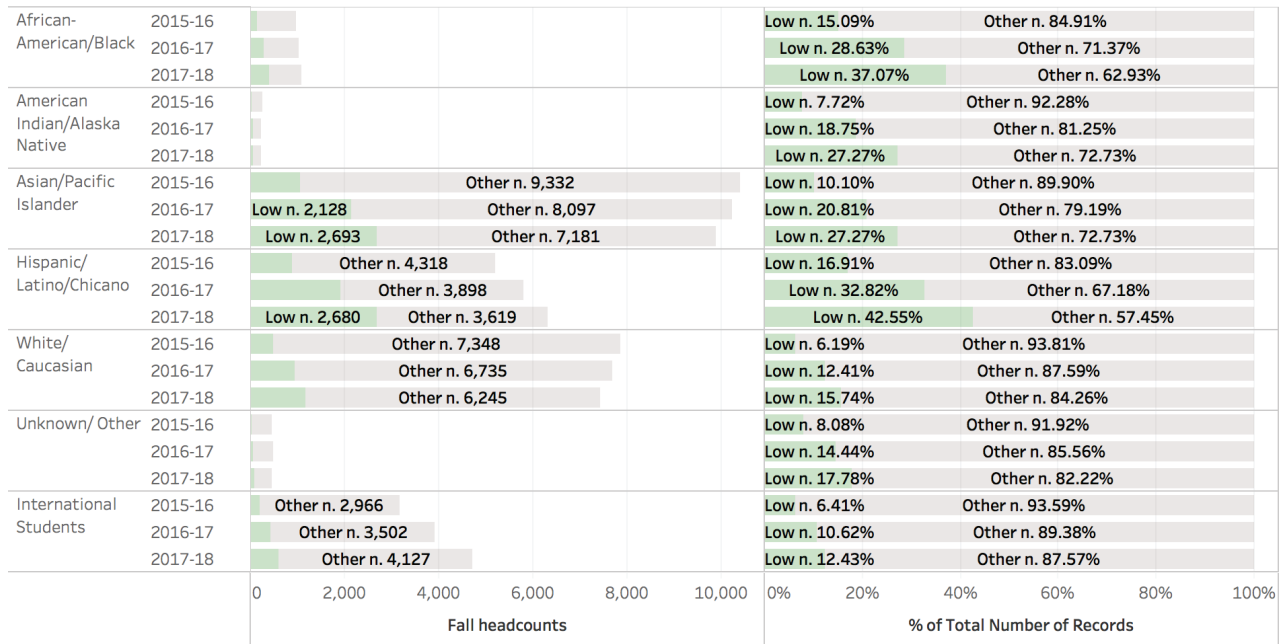
Chicanx/Latinx California residents as compared to 14% of Californians live below the 100% poverty level, while 28% versus 19% live below the 125% poverty level and 35% versus 24% below the 150% poverty level. In terms of health coverage and access, from 2011 to 2012, Chicanax/Latinx residents were more likely than the general population not to have health insurance (22% versus 15%) or, if they had insurance, they were more likely covered by a publicly funded health coverage program such as Medical. Chicanax/Latinx were also more like to report less than optimal health status (California Senate Office of Research, 2014).

This legacy and reality situates the HSI designation as an opportunity for UC Davis to play an important role in promoting equity through higher education for Chicanax/Latinx communities. More Chicanax/Latinx are enrolling in college than ever before. In less than a decade, Chicanax/Latinx college enrollment has substantially increased. In 2010-2011, just over 700,000 Chicanax/Latinx were enrolled in college in California, comprising around 22 percent of all undergraduates. By 2016-2017, over 1.3 million Chicanax/Latinx were enrolled in college in California, about 40 percent of all undergraduates (Campaign for College Opportunity, 2018, November). Of these, four

percent attend a UC while 13 percent attend a California State University and 72% attend a community college. While still too few, four percent still means that more than 85,000 Chicanax/Latinx students are being educated in the UCs in 2017 (Ibid. p. 10). The increased number of Chicanax/Latinx in college in California is impressive especially given that of all groups, the Chicanax/Latinx group has the highest proportion of first-generation students (Ibid. p. 13). At the University of California, including at UC Davis, three out of four Chicanax/Latinx were first in their families to attend college in 2016-2017 (Ibid. p. 10). Given that college completion remains an important path toward upward social mobility (College Track, 2019), the University of California and UC Davis in particular plays an important role in serving as an engine of social mobility for the students educated here; to transform the communities from where they come; and to contribute through research and public service, the improvement of the lives to Chicanax/Latinx communities in California, the nation, and the world. (See infographics from the report issued by the Campaign for College Opportunity [2018a])

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► **Figure 5. Of all undergraduates at UC Davis, the group who identified as Chicanax/Latinx also had the highest proportion of students identifying as low income in 2017-2018 (eligible for federal and/or state student aid). Source: UC Davis Student Information Systems**



### “Rising Scholars” Defined

*It is increasingly evident that minority, low-income, and first-generation students possess experiences and characteristics that make them prime candidates for what a 21st-century college student needs to be. In an increasingly diverse, urbanized world, many of these students have firsthand knowledge of the challenges faced by the majority of people...Often, driven by their own experiences, they bring a keen sensitivity and insight to issues of equity and justice, which are sorely needed at a time when seemingly intractable disparities within society are straining social and economic structures. —White, “Beyond a Deficit View”*

In a 2016 piece in *Inside Higher Ed*, Byron P. White introduced the term “rising scholar” to push colleges and universities to move from a deficit framework to an asset-oriented view of all students, including minorities, low income, and first-generation students.

In this report, we incorporate the term Rising Scholars to shift our focus away from traditional definitions of academic performance and success that compare majority students to minority students to explain the underperformance of minority students almost exclusively as a

problem of the students. For example, we mostly measure college performance gaps between white college students and historically underrepresented students, continuing-generation with first-generation college students, or middle-class students and students from low-income communities, which have historically led us to explain these gaps using deficit thinking models (e.g., Delpit, L., 1995; Sanz, E. C., Molto, M. C. C., Puerta, J. M. G., 2015; and Valencia, R. R., 1997). Implicitly, deficit thinking models posit that students who underperform, “do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations) or shortcomings...such as familial deficits and dysfunctions. Given the endogenous nature of deficit thinking, systemic factors (for example, school segregation; inequalities in school financing; curriculum differentiation) are held blameless” (Valencia, 1997, p. xi). Less common in the assessment of college performance are institutional reflections of how a university’s academic culture, vis-à-vis teaching and assessment methodologies (e.g., class size, lecturing vs. experiential learning) or larger societal economic trends (e.g., food or housing insecurity) aggravate factors that lead to gaps in student achievement or the ability to participate in co-curricular activities. Shifting from the premise that “students need

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us” to one of recognizing that “students bring value to their institutions” presents an important but nonetheless difficult challenge to institutions of higher education.

None of this is to say that we are not concerned about the comparative performance gaps in college achievement between Chicana/Latina students and other student groups. For example, at California colleges and universities, including at UC Davis, in the last decade, graduation rates for Chicana/Latina students have improved but they have not kept pace with white students’ graduation rates and racial equity gaps have been increasing (Campaign for College Opportunity, 2018, November). Rather, we seek to shift the explanations for these gaps away from a solely student deficit lens to one that also embraces institutional ownership and reflection about the way in which our current approaches to teaching and our culture may be contributing to the gaps. We want to challenge the common narrative that we hear often and sometimes as the sole explanation about these trends: the so-called cultural deficit that accompanies Chicana/Latina students who enroll at UC Davis, at no fault of their own, based on inadequate preparation due to persistent inequities in K-12 public education in the United States. Without dismissing these factors as an important consideration, in this report, the Taskforce has also focused on presenting research that offers alternative explanations, with a greater focus on what UC Davis can and must do differently to improve the academic experiences of Chicana/Latina students to close these so-called gaps in achievement.

We try not to be too narrow in our definition of who can be counted as a Rising Scholar since we believe that, in the end, the experiences of our HSI students are also shared by many other students on campus. Under the federal HSI designation, the focus has traditionally been on improving the lot of “needy” or “low income” undergraduate students who identify as “Hispanic” through targeted grants. As described in more detail below, the proportion of low-income Chicana/Latina students at UC Davis is greater than the proportion among the general student population. In our approach, we have sought to be responsive to the profile of our HSI students at UC Davis and address the particular needs of the majority of this population.

### *A Culture of Belonging*

The HSI Taskforce believes that UC Davis institutional commitment to the success of Rising Scholars must mean engaging in a project of creating a culture in which Rising Scholars students feel they belong. Identifying nu-

ances in achievement gaps and student experiences by race/ethnicity is akin to examining the edges of a complex web of factors spun together by student characteristics and institutional agents. These factors include social and financial stressors, sense of belonging at an institution where students do not see themselves represented, or collectivists values conflicting with the ways in which the institution measures individual achievement. This report assumes these factors work as a system and require a set of equally-complex and complementary solutions. Any and all solutions adopted and supported by UC Davis will signal to Rising Scholars that we value them and that they belong at UC Davis.

Research has shown that building supportive learning environments relies on increasing student sense of belonging. Sense of belonging can be defined in several ways. This report is guided by two perspectives: (1) Social Psychology and (2) Critical Race Theory. Social psychologists in recent years have identified social-emotional learning factors, the mechanisms of belonging or social connectedness: “Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel a sense of fit at school. They are not worried about being treated as a stereotype and are confident...they are seen as a person of value” (Romero, C., 2015, p. 1). Moreover, students’ sense of belonging in college likely influence their experiences (Hurtado, S. & Carter, D. F., 1997; Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, H., & Arellano, L., 2012) and engagement with activities that affect desired learning outcomes, such as faculty-student interactions (e.g., office hours), peer interactions, or co-curricular activities (Kuh, G. D., Kenzie, J., Buckley, J. A., Bridges, B. K. & Hayek, J. C., 2006, July). Critical race theorists highlight the importance of understanding campus racial climates and the role racism plays when students experience stereotype threat or microaggressions in learning environments (Solorzano, D., Ceja, M., & Yosso, T.J., 2000).

Both theoretical perspectives highlight that the absence of belonging disrupts a student’s learning cycle which is referred to as a “recursive process.” That is, “as students study and learn and build academic skills and knowledge, they are better prepared to learn and perform well in the future. As students feel more secure in their belonging in school and form better relationships with peers and teachers, these become sources of support that promote feelings of belonging and academic success later” (Yeager, D. S., & Walton, G. M., 2011, p. 283).

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Identifying nuanced understandings of how sense of belonging contributes to or detracts from academic achievement will help UC Davis adopt an HSI identity guided by cultural sensibility and humility. Adoption of cultural sensibility and humility within our HSI identity ensures that institutional agents at UC Davis will increase their awareness around personal biases in their knowledge of cultures, policy assumptions (within the education and research enterprises and budget models of the university) and to self-reflect and -critique to address power imbalances in the dynamic between underrepresented minority students, majority peers, and professors. This self-reflection may include a mind shift that questions how UC Davis can use the cultural assets that Rising Scholars bring to their college trajectory to improve the education experience of all students.

To conceive of a R1 HSI campus climate (and accompanying climate assessment tools) for Rising Scholars we rely on the conceptual framework the Multicontextual Model for Diverse Learning Environments (MMDLE) (Hurtado, et al., 2012) and notion of race-conscious engagement practices (Harper, S. R., 2009). The MMDLE outlines the institutional context for campus racial climate as having five dimensions: (1) historical, or formal policies and informal practices that have excluded or included certain student populations; (2) compositional, or the representation of racial and ethnic groups among the campus community; (3) organizational, or the structural and institutional aspects of the college environment that privilege groups over others; (4) behavioral, or the social interactions students have within and across racial and ethnic groups on campus; and (5) psychological, or students' perceptions of campus racial dynamics and the resulting impact on their well-being. Taken together, these dimensions outline a campus environment "that integrates inclusive practices, and is also intentional about purpose and knowledgeable about whom they educate" (Hurtado, et al., 2012, p. 104). Harper (2009) defines race consciousness as an institutional feature that compels educators to use firsthand insights from students in self-reflective ways by attentively pondering such questions as:

- how do I contribute to the cyclical production of engagement disparities that disadvantage racial minority students?
- How can I more deliberately engage these students in my research and other value-added, enriching educational experiences on campus?
- What have I done to help racial minorities who

have taken my courses get into competitive graduate schools?

- How do personal biases and stereotypes affect my engagement with racial minority students? (Harper, 2009, p. 43).

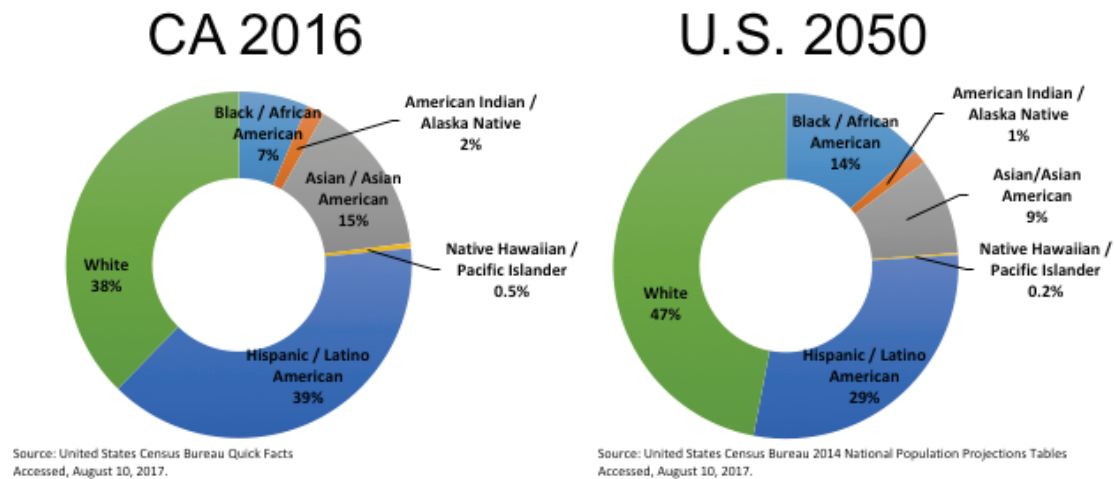
One of the most complex issues facing our campus today is free speech, which has been signaled at the highest levels of the university by the establishment of the National Center for Free Speech and Civic Engagement. The Center was established by President Janet Napolitano to "explore in a thoughtful, deliberative way the current state of free speech on our college campuses, our relationship with the First Amendment and what the future holds for free speech." A Strada-Gallup Alumni Survey (2018) found that 72% of college students reject the idea that colleges should be able to restrict speech expressing political views that may upset or offend members of certain groups. At the same time, two-thirds of college students said universities should be allowed to establish policies that restrict slurs and other language intended to offend specific groups of people. In our current political climate, it can be particularly difficult to distinguish between speech that is protected and unprotected, particularly when it is offensive, such as hate speech, or when other compelling university interests or permissible regulations may be at play. If it is not clear where universities should draw the line, then it can be even more difficult for faculty, staff and students to navigate these complex and highly contextual legal spaces on their own.

There is a need for more education about basic free speech principles on campus that raise difficult questions. For example, at what point does speech that attacks people on the basis of race, nationality, sex, religion and other legally protected categories become "severe or pervasive" to create a discriminatory learning environment under federal law? The approach to sexual harassment under Title IX may provide a model on which to base trainings on free speech and provide academically-grounded forums to consider the reasons for its protection with serious consideration given to comparative perspectives and mediated dialogue to reach a mutual understanding. The recent emphasis on victim-informed services for sexual harassment cases might also be informative for victims of Title VI and VII violations. Moreover, hate speech or other forms of offensive speech on college campuses, even when it is constitutionally protected, is not inconsequential and can often provoke deep fear, insecurity, anxiety, and pain and also solidify divisions and



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► Figure 6. California in 2016 was already more diverse than all of the U.S. is predicted to be in 2050. Source: United States Census Bureau Quick Facts Accessed August 20, 2017.



conflict among different communities on campus. Faculty may face real divisiveness, sensitive topics, conflict, controversy, and microaggressions in their own classrooms. In some cases, it may be possible for some faculty to attempt to constructively seize these moments as opportunities for profound learning. In other cases, it is also quite possible that both faculty and students are so deeply affected by the offensive speech that they are hindered in their ability to teach or learn. Faculty, staff or students cannot be expected to address these circumstances alone especially when they are the target of the hateful or offensive speech (Flaherty, C., 2019, March 5). Instead, responding to hateful or offensive speech on a college campus calls for a concerted institutional response that approaches it as a collective serious educational project to prepare our students to thrive and serve in a pluralistic society but that also brings a lens of equity to humanizing and acknowledging the hurtful consequences of hateful and offensive speech especially when directed at vulnerable communities.

### *UC Davis as a R1, Land Grant HSI*

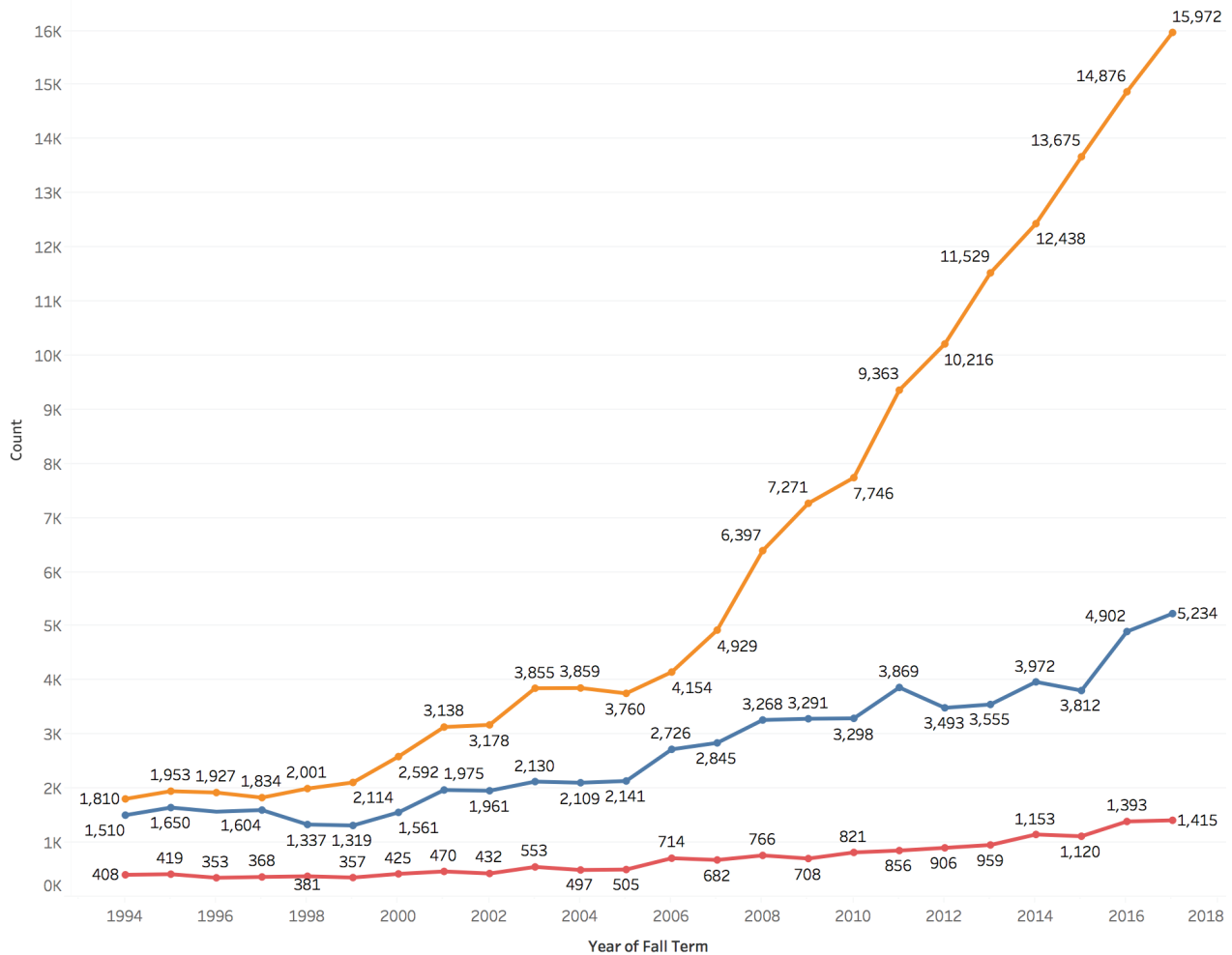
As a land grant university, UC Davis has a responsibility to offer an accessible and valuable education to California's residents. "The right to rise," President Abraham Lincoln claimed in 1862 at the signing of the legislation that created land grant institutions, "that is what makes the American experiment so exceptional."

The University of California system, and the Davis campus, have extended their impact far beyond the original fields of agriculture and "mechanical arts" and are now also innovating in health care, clean energy, biotechnology, and the information economy. As part of this land grant legacy, UC Davis plays a vital role as an engine of social mobility, educating first-generation college-goers, children of immigrants and the economically disadvantaged. In moving beyond access, the UC Davis HSI Initiative enables Rising Scholars to tap into the college-going experiences and professional networks that often accompany social mobility, while bringing into those environments their own personal and cultural assets that will move society forward through real cultural and social integration.

The state of California can afford nothing less. As home to the largest population of any state, California is also home to one of the most diverse populations in the world. We are experiencing a demographic trend today that most

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► Figure 7. The number of **applications** from Chicanx/Latinx students have increased dramatically in the past ten years. Even as applications have increased, the number of **admits** and **enrollees** has increased at a much slower pace. Source: UC Davis Student Information Systems



other states will not witness for many more years. As of 2014, the Chicanx/Latinx population became the largest ethnic group in the state, with more than 15 million residents (39%). Additionally, nearly 11 million (27%) residents are immigrants, also the highest proportion of any state in the country (Johnson, H., 2017). The state's economy also sets it apart from much of the rest of the country; as of 2018, it is the fifth largest in the world, with a GDP of nearly three trillion dollars and an oversized role in new job growth (Segarra, L. M., 2018).

In California, just 12.1% of Hispanic adults have a bachelor's degree, compared to 43.1% for non-Hispanic whites,

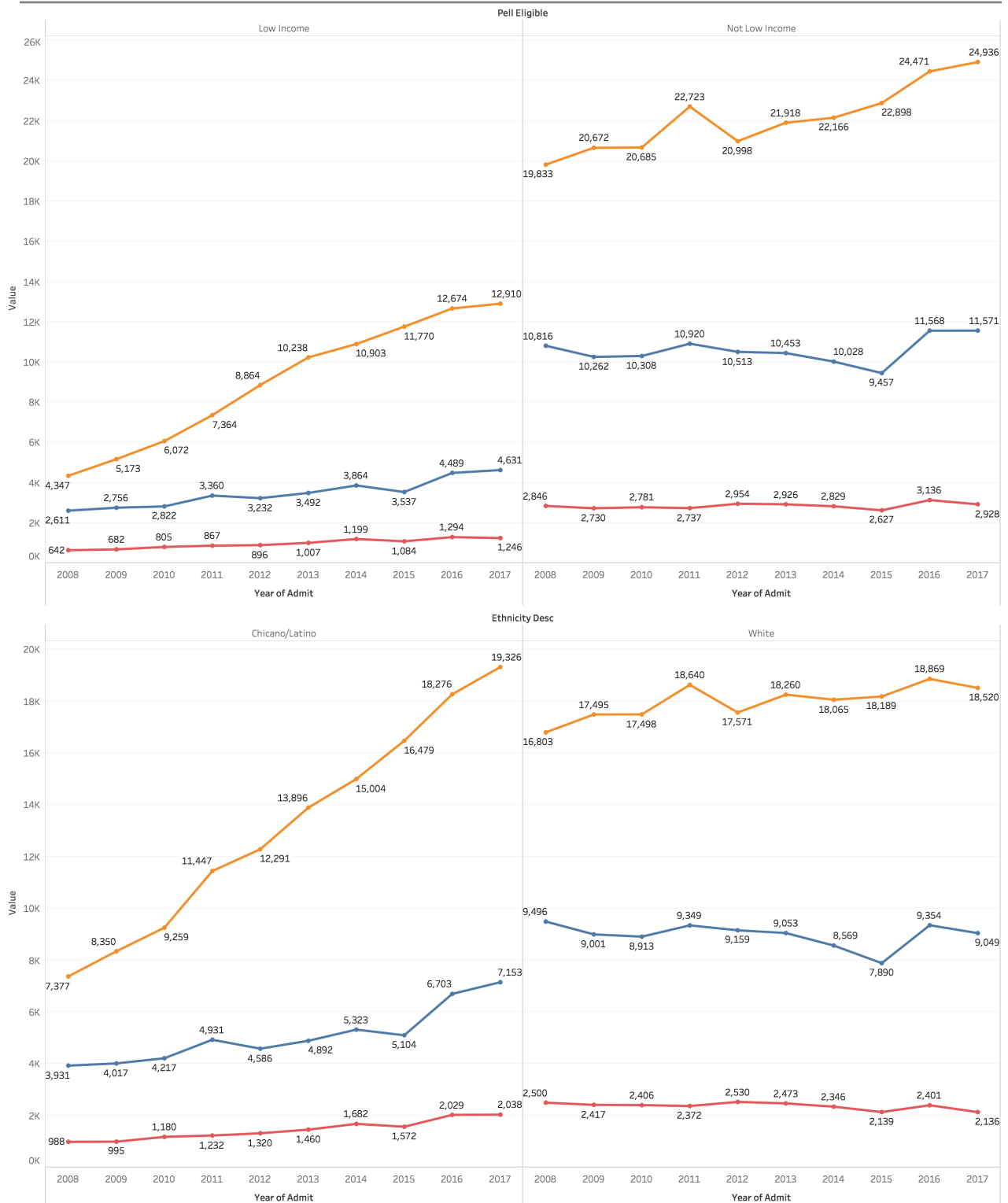
the largest college attainment gap of any state. California has the third largest Hispanic population of any state, with 38.6% of residents. The median household income for Hispanics of \$52,403/year compares poorly to the \$79,353 for non-Hispanic white households (HACU; National Institute for Latino Policy; Pew Research Center).

Furthermore, California's institutions of higher learning are not keeping pace with the state's workforce demands nor with the changing needs of California's racially diverse population. The Public Policy Institute of California estimates that California is likely to face a shortage of college-educated workers—as many as 1.5 million—as

*(continued on page 19)*

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► Figures 8-9. As compared to other groups, the number of **applications** from Chicana/Latina and low income students have increased dramatically in the past ten years. Even as applications have increased, the number of **admits** and **enrollees** has increased at a much slower pace. Source: UC Davis Student Information Systems



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soon as 2025 (Campaign for College Opportunity, 2018b). Similarly, in its 2018 “California Higher Education Report Card,” the Campaign for College Opportunity noted that by 2030, California needs to increase its share of adults with college credentials from 50 to 60 percent or 1.65 million college graduates in the next twelve years. To do so, we need to eliminate the racial equity gaps that persist in higher education. To make a UC Davis education relevant, we must meet the needs of California’s enormously complex and diverse economy and identify gaps between the demand and supply of skilled workers.

For example, one of the most dire needs in a “high-growth sector” is in health care. UC President Janet Napolitano recently co-chaired the California Future Health Workforce Commission which issued a series of recommendations to help eliminate the shortage of primary care physicians and psychiatrists over the next decade. One of the commissioners, Betty Irene Moore School of Nursing dean emerita Heather Young, says that by 2030, the state’s population over age 65 will double to 9 million. This is also a population that is diverse, with Chicanx/Latinx communities projecting the largest growth and many living in rural communities in the Central Valley and Inland Empire (Anderson, C., 2019, February 4). Yet, only 7% of physicians, 15% of nurse practitioners, and 22% of physician assistants are Chicanx/Latinx in California (California Future Health Workforce Commission, 2017). UC Davis Health, recently recognized as a “Top Hospital for Latinos” (2018, August), is well-situated to educate more health providers with adequate training to serve the health care needs of all Californians.

UC Davis’ HSI designation is thus an opportunity to address California’s workforce disparities and seek to reduce racial and ethnic gaps in higher education. In turn, this will also offer Chicanx/Latinx students significant opportunities for social mobility. As we detail later in this report, Chicanx/Latinx students are overwhelming the first in their family to attend college and nearly half are low-income. We believe this moment provides UC Davis with the opportunity to build a legacy that puts social justice principles to work.

While doing good, UC Davis will also gain in reputation. *U.S. News and World Report* recently updated their ranking rubric to include metrics around social mobility (U.S. News announces 2019 best colleges rankings, 2018). To compensate for this addition, *U.S. News* de-emphasized selectivity in admissions into their rankings. These minor changes in the formula translated into gains for five UC

campuses as a result of their performance in graduating high proportions of low-income students.<sup>1</sup> These shifts in the rankings begin, in the words of Chancellor Kim A. Wilcox, “to reverse decades of deference to traditional assumptions of institutional quality” (Jaschick, S., 2018).

The recommendations in this document stand as an attempt to compile and project those voices in offering UC Davis not only a vision but also a path to become a premier R1 land grant Hispanic Serving Institution. A commitment to carefully documenting the process of our transformation into a Hispanic Serving Institution and disseminating that information to other research-intensive, land grant, institutions has the potential help transform public education globally.

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<sup>1</sup> Most notable, UC Riverside moved up 39 spots in the rankings for a three-way tie to No. 85 because of their track record in graduating low-income students of color. UC Santa Barbara also moved from No. 8 to No. 5, UC Irvine moved from No. 9 to No. 7, and UCLA for the first time did not have to share the No. 1 spot for public schools among national universities.

# THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

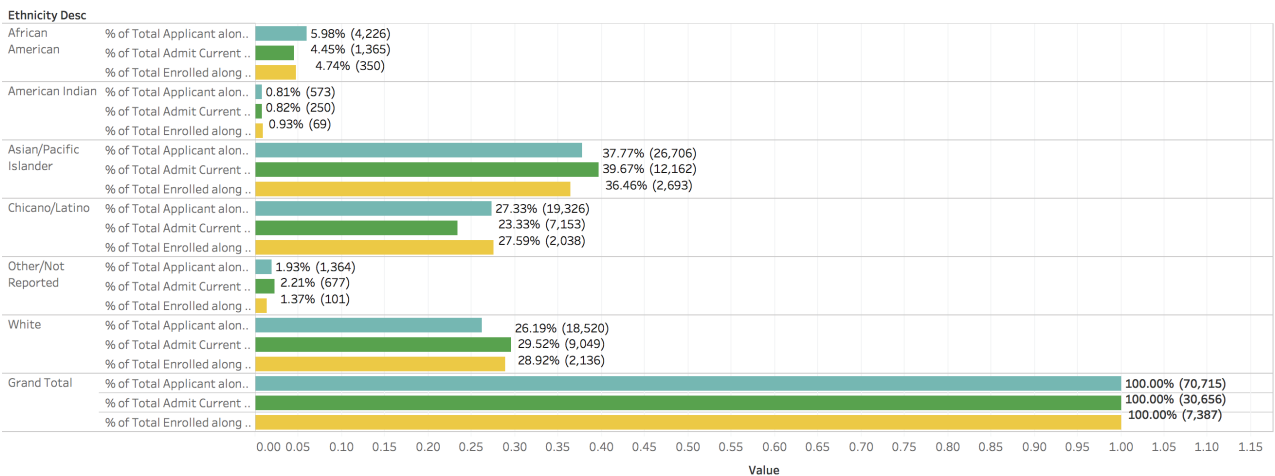
► **Figures 10-11.** While Chicanax/Latinx students at UC Davis have a lower acceptance rate than the entire student pool, our Chicanax/Latinx students exhibit a higher yield rate than our general student population, which ensures that their overall admissions rate remains aligned with the admissions rate of the general student population (10.0%). *Source: UC Davis Student Information Systems*

Acceptance Rate = % of Applicants admitted

Yield = % of Accepted who Enroll

Admissions Rate = % of Applicants who Enroll

	African American	American Indian	Asian/Pacific Islander	Chicano/Latino	Other/Not Reported	White	Grand Total
Applicant	4,226	573	26,706	19,326	1,364	18,520	70,715
Admit Current	1,365	250	12,162	7,153	677	9,049	30,656
Enrolled	350	69	2,693	2,038	101	2,136	7,387
Acceptance Rate	32.3%	43.6%	45.5%	37.0%	49.6%	48.9%	42.8%
Yield	25.6%	27.6%	22.1%	28.5%	14.9%	23.6%	23.7%
Admissions Rate	8.3%	12.0%	10.1%	10.5%	7.4%	11.5%	10.0%



## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

### From Recruitment to Enrollment

UC Davis has become an HSI at the same time that student admission has become more competitive. To gain HSI status, UC Davis did not change its admission standards but continues to selectively choose among the best student applicants.<sup>2</sup> Indeed, due to the continued increase to the numbers of students applying to the UC campuses and insufficient funding to sustain enrollment growth admission practices, UC campuses have become significantly more competitive in recent years.

<sup>2</sup> In 1997, California's Proposition 209, which prohibited certain types of discrimination and preferential treatment in all public institutions, significantly declined admission rates for all URM students at the UC campuses. At the time of Proposition 209, Chicanax/Latinx admit rates were 82 percent and we have not come close to those levels since.

Since 2008, the number of Chicanax/Latinx first year and transfer students who apply to UC Davis has nearly tripled (7,377 in 2008; 19,326 in 2017) and enrollment numbers have more than doubled (988 in 2008; 2,038 in 2017). Growth in all applications went from 46,625 in 2008 to 70,715 in 2017, and the proportion of those applicants who enrolled went from 14.3% in 2008 to 10.4% in 2017.

In Fall 2018, UC Davis enrolled about 2,600 California resident community college transfer students. This represents 15% of the UC system's transfer student enrollment. Of the transfer students who enrolled, 53% were first-generation and 22% were Chicanax/Latinx. Of those who transferred in 2013, almost 53% graduated in two years and about 89% graduated in five years or more. In the same time frame, about 50% of Chicanax/Latinx trans-

## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

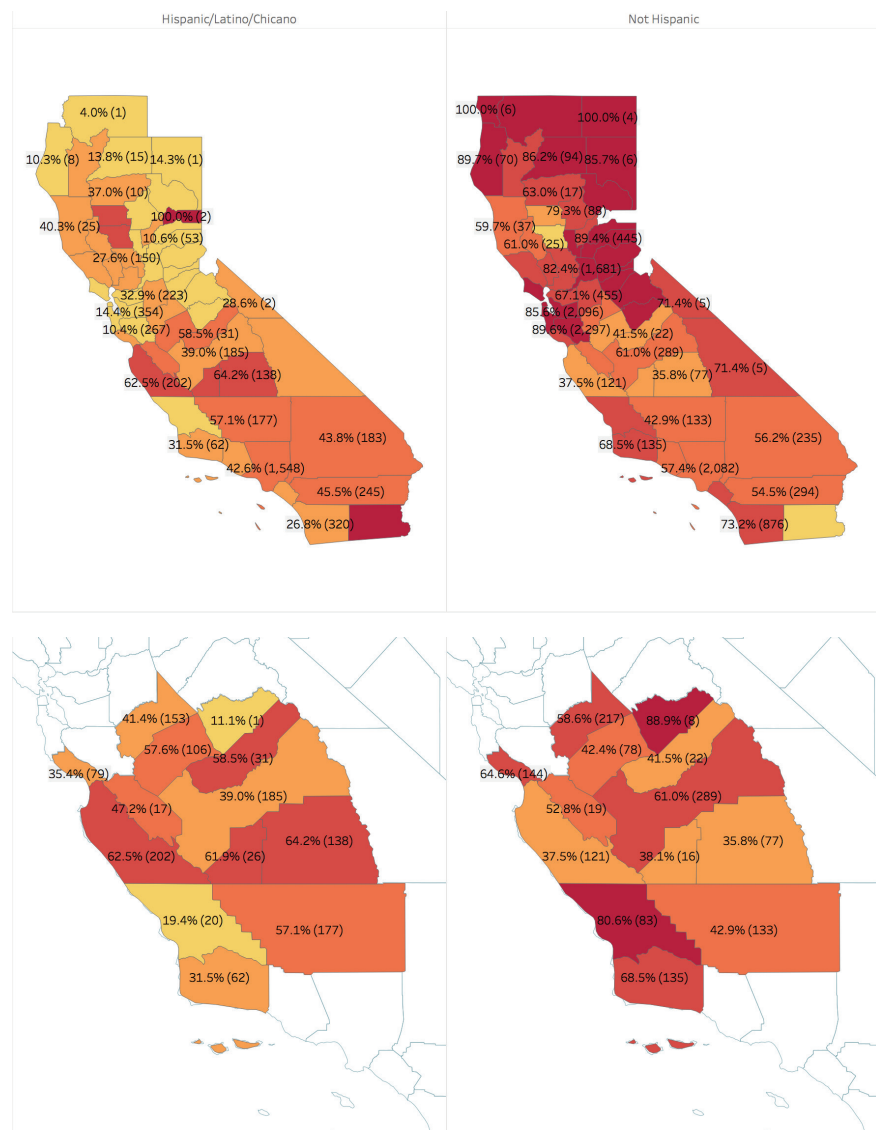
fer students graduated in two years and about 87% graduated in five years or more (University of California, 2018b).

Even though the number of admits and matriculated students has increased at a much slower pace than white students, there has been an increase in the *proportion* of Chicana/Latinx student applicants and matriculants. Since the admission criteria did not change during this period, this suggests that UC Davis was more successful in attracting applications and securing enrollment (see Figures 10-11), making UC Davis a destination of choice for many Chicana/Latinx students. However, the average representation of Chicana/Latinx students (input percentage) lags well behind their representation among the K-12 population (over 50%) and the general population of California (39%).

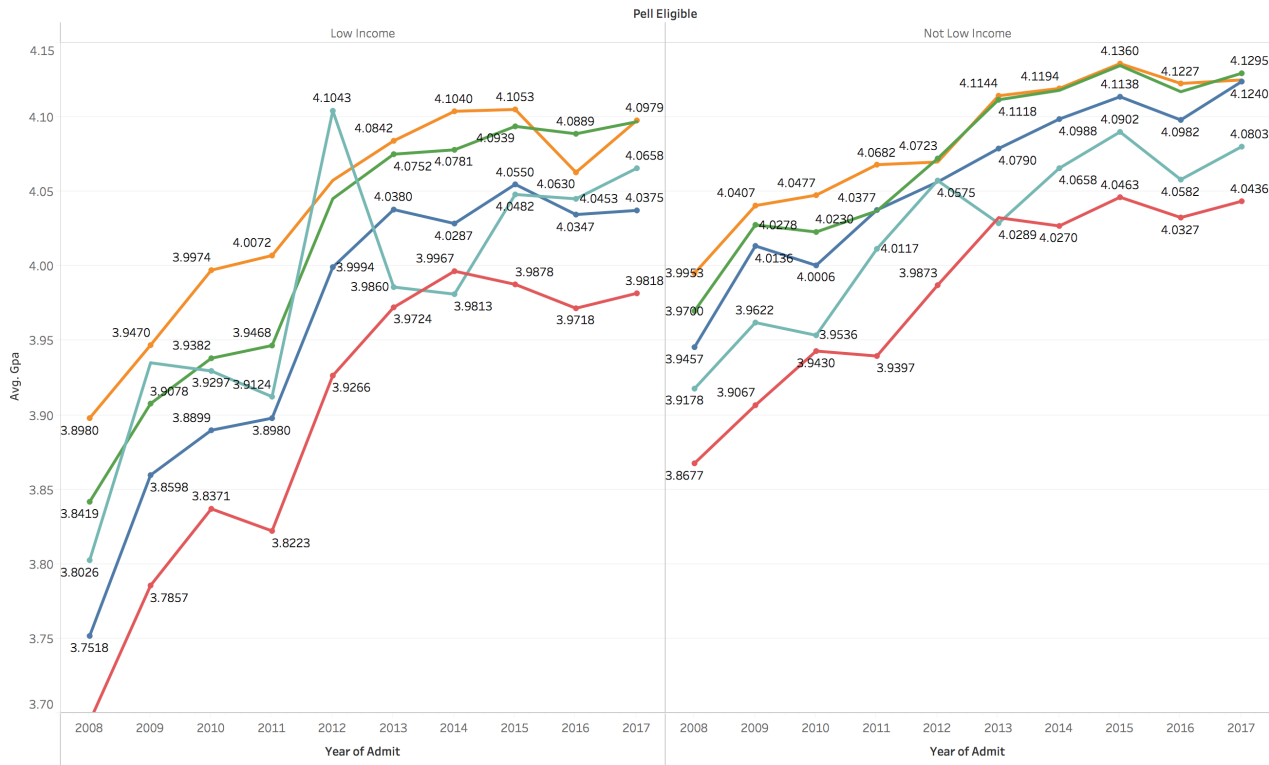
The dramatic increase in applications and matriculation of Chicana/Latinx students did not occur accidentally. Rather, it was the result of an intentional strategy by UC Davis admission and recruitment staff to attract top students, draw from additional regions of California, and strengthen the appeal of UC Davis among underrepresented student populations. For example, in targeted recruitment areas such as Imperial County, Ventura County, and Salinas (See Figures 12-13), the number of applications to UC Davis by Chicana/Latinx prospective students has doubled, and in some regions even tripled.

The average high school GPA for all students admitted to UC

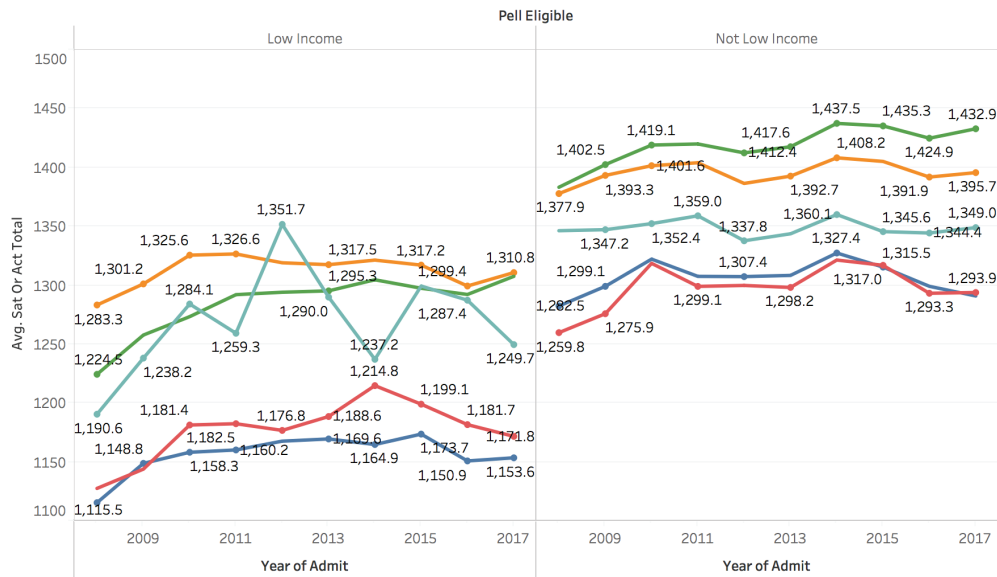
► **Figures 12-13.** For all degree-seeking undergraduates in 2017-2018, the more intense the color on the following charts, the higher the proportion of students classified as Hispanic/Latinx/Chicana students (on the left) or non-Hispanic (on the right). Counties along the Central Coast and Central Valley have higher proportions of enrolled Hispanic/Latinx/Chicana students than other regions. Other counties with higher proportions of Hispanic/Latinx/Chicana students (>30%) include all but a handful of counties in the Los Angeles Region and Wine Country, and 83% of Imperial County in the San Diego Region. *Source: UC Davis Student Information System.*



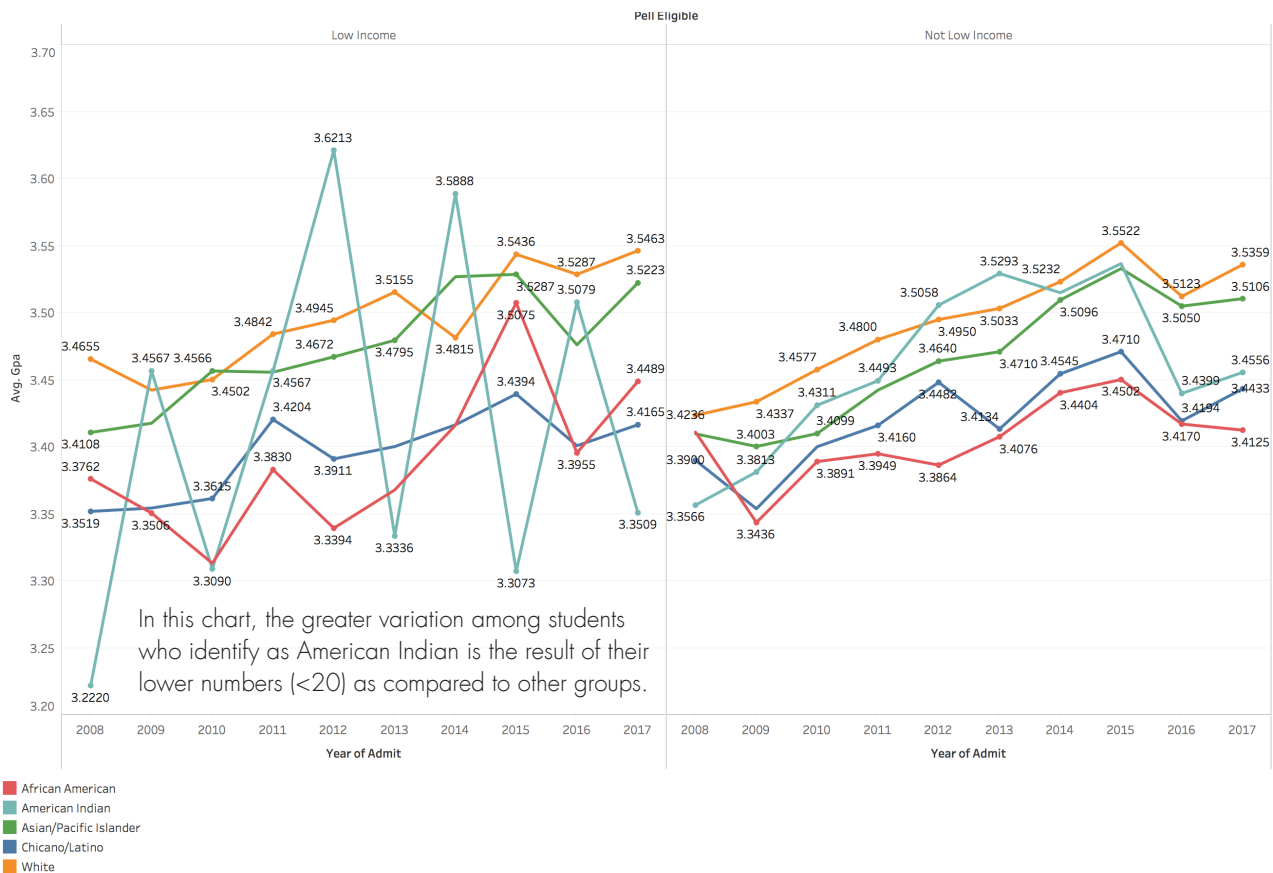
► Figures 14-16. At UC Davis, average GPA for all admitted students has increased over time, but differences between racial and ethnic groups persist, even when disaggregated by income. The average GPA of all admitted students has increased even as the proportion of underrepresented minorities and low income students has increased. Average test scores, which are not as strong of a predictor of student success show differences between racial and ethnic groups and between low income and not low income students. Source: UC Davis Student Information Systems



Average SAT or ACT by Ethnicity for Admitted Freshman 2008-2017



# THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS



Davis has increased over time, but differences between racial and ethnic groups persist, even when disaggregated by income (see figures 14-16). The proportion of underrepresented minorities and low-income students has also increased in tandem with increased high school GPA. Average entrance test scores also show differences between racial and ethnic groups and between low income and not-low income students; however, entrance test scores do not predict student success as well as high school GPA, "High school grades are a far better predictor of both four-year and six-year graduation rates than are SAT/ACT test scores... [our] analysis reinforces the point that high school grades measure a student's ability to 'get it done' in a more powerful way than do SAT scores – a conclusion that holds, regardless of the high school attended." (Bowen, W. G., Chingos, M. M., & McPherson, M. S., 2011).

Factors like high school GPA and SAT scores correlate with school of origination and income level. Red-lining, unfair housing practices, regional disinvestment, and white flight are contributors to school segregation across

the state of California. Underinvestment in many schools, particularly those that serve Chicano/Latinx students is simply the reality. Potential is not the same as preparation. Every student who is admitted to UC Davis has the potential to succeed here, yet assumptions that students arrive at college with a knowledge of what a cell is, the ability to solve quadratic equations, the elements of a research report or the relationship between a major and career choices are to leave behind many students at critical moments in their development as scholars. As a land grant institution, UC Davis needs to comprehend its responsibility to meet students where they are—building on competencies while filling in gaps and encouraging engagement.

Building on such competencies also suggests an opportunity for enrollment management to push further in holistic admissions to identify those factors that correlate better with student success. Predictive analytics, already employed at UC Davis, can show us how weighting various factors in the admissions process can both improve diversity and graduation outcomes. However, these pre-



## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

Table 1: Enrollment rates of Chicax/Latinx students versus general population by key demographics, Fall 2017

	<i>Chicanx/Latinx</i>	<i>All UC Davis</i>
<i>Low Income</i>	<b>43%</b>	<b>26%</b>
<i>First Gen</i>	<b>71%</b>	<b>42%</b>
<i>Female</i>	<b>66%</b>	<b>59%</b>

ditions need to coordinate with those who are transforming learning so that they may better support students who would have previously been overlooked—not because they lack the potential to succeed but because the metrics we use to evaluate that success underestimates their potential in a more supportive UC Davis environment.

With over 60% of Chicax/Latinx high school students not meeting the requirements of University of California admissions, we see an opportunity to leverage our own distinguished School of Education to better prepare the next generation of teachers, by creating increased opportunities, better incentives, and more efficient pathways for Chicax/Latinx students (especially Latino men, who are underrepresented in K-12 classrooms) to achieve teaching credentials. UC Davis has an opportunity to credential high-quality bilingual instructors with connections to Chicax/Latinx communities and to leverage cohorts of K-12 teacher role models who have been trained by and are connected to the institution and who understand the kind of rigorous preparation their students will need to aspire to a University of California education. Unique to California is the highest proportion of English learners in the United States which are predominantly taught by early-career teachers that “require specialized knowledge, dispositions, and practices to effectively teach this population of students.” In addition, low-income and minority students tend to disproportionately attend schools with the highest numbers of novice teachers. These inequities in teacher preparation and experience affect the number of students who graduate college-ready (Policy Analysis for California Education, 2018a). Studies show positive benefits for elementary and middle school students who had gender- and racial/ethnic-matches with teachers (Ibid.).

Working closely with the community colleges to increase the proportion of Chicax/Latinx transfer students presents another clear opportunity for UC Davis. In 2017, over 70% of Chicax/Latinx students in California who attended college (from a total of 1.3 million) started their careers

as community college students (Campaign for College Opportunity, 2018a). While few transfer into a four-year institution (only 21,389 in Fall 2016), most Chicax/Latinx students transfer to a CSU (67% in Fall 2016), with only 14% transferring into a UC in Fall 2016 (Campaign for College Opportunity, 2018, November). UC Davis data show only 32% of Chicax/Latinx are transfer students, which is lower than the overall UC Davis transfer rate by 4 points. To begin addressing this disparity, the University of California recently signed a memorandum with the California Community Colleges to guarantee admission for students who complete one of the UC pathways and achieve the requisite GPA (University of California, Office of the President, 2018).

A broader concern about the Chicax/Latinx transfer pipeline pertains to California Community Colleges poor or significant delays in the rates of completion toward a transfer path for Chicax/Latinx students. According to 2018 The Campaign for College Opportunity’s report on the state of higher education for Latinx in California, “only two percent of Latinx students transferred from a community college within two years (the lowest rate among all racial/ethnic groups), and only 31 percent transferred within six years, which is significantly lower than white students’ rates” (p. 15). In fact, due to these enormous leaks or delays, The Campaign for College Opportunity concluded that it costs students more to start their career at a community college and transfer than it is to enroll directly at 4-year institution (Campaign for College Opportunity, 2017, September). This raises two important opportunities for UC Davis. The first relates to how we may contribute and advocate for increasing our capacity to enroll more Chicax/Latinx students who are applying directly to UC Davis from high school. The second relates to our obligation as a public R1 institution to partner with community colleges to conduct research and engage in joint programs to ensure the successful and timely transfer of students into 4-year institutions.

The enrollment of Chicax/Latinx students at UC Davis mirrors nationwide trends in increased access to postsecondary education in the United States. According to the Education Trust, nearly half of all Chicax/Latinx undergraduates nationwide are the first in their family to pursue any form of higher education (Nichols, A., 2017). Among Chicax/Latinx students enrolled at UC Davis in fall of 2017 as first-time degree seekers higher proportions of students identified as low-income, first-generation and female compared to the general student population.

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► Figure 17. Even when controlled for SAT, GPA, and APA credits, the average achievement gap between groups persists. Source: Budget and Institutional Analysis/ Student Retention Advisory Committee

Figure 7: Black/White 4-Yr Gap

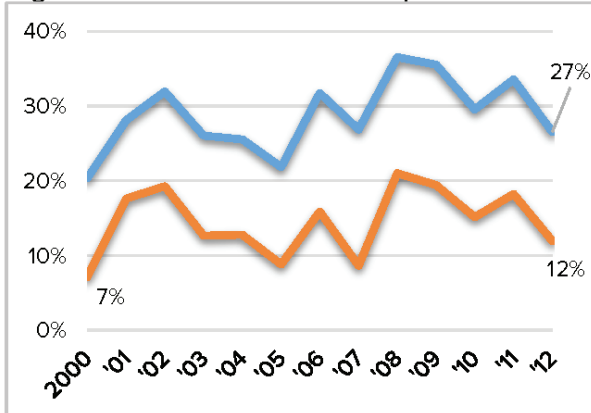


Figure 8: Hispanic/White 4-Yr Gap

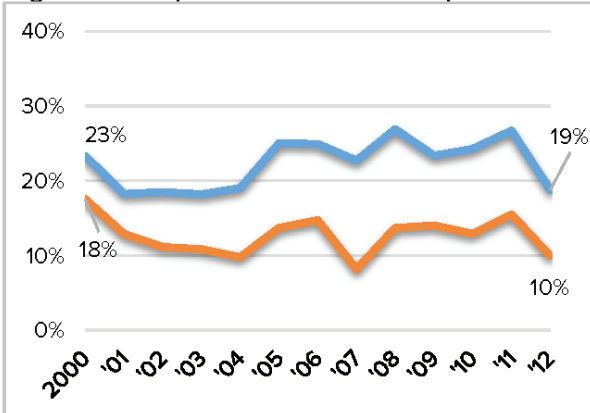


Figure 9: 1st Gen/Non-1st Gen 4-Yr Gap

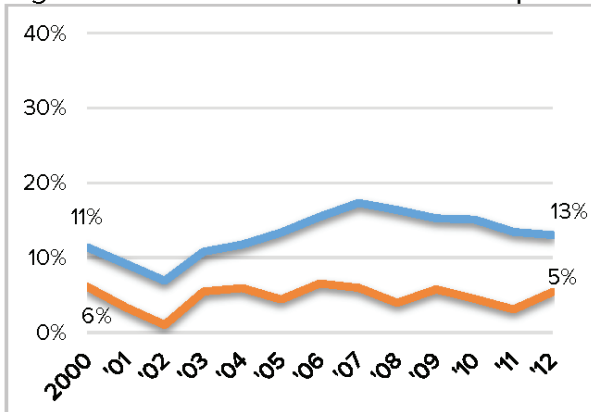
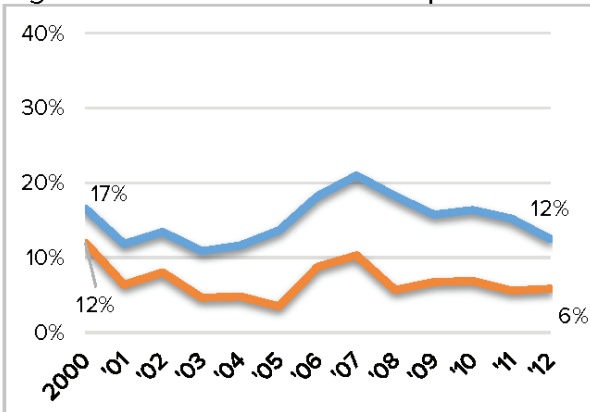


Figure 10: Pell/Non-Pell 4-Yr Gap



SOURCE: Budget & Institutional Analysis, Figures 7-10, 06/02/2017

NOTES: Dark blue lines represent the achievement gap between the two groups of interest.

Dark gold lines represent the gap that remains after controlling for SAT, GPA, and AP credits.

### Academic Performance Versus Student Experience

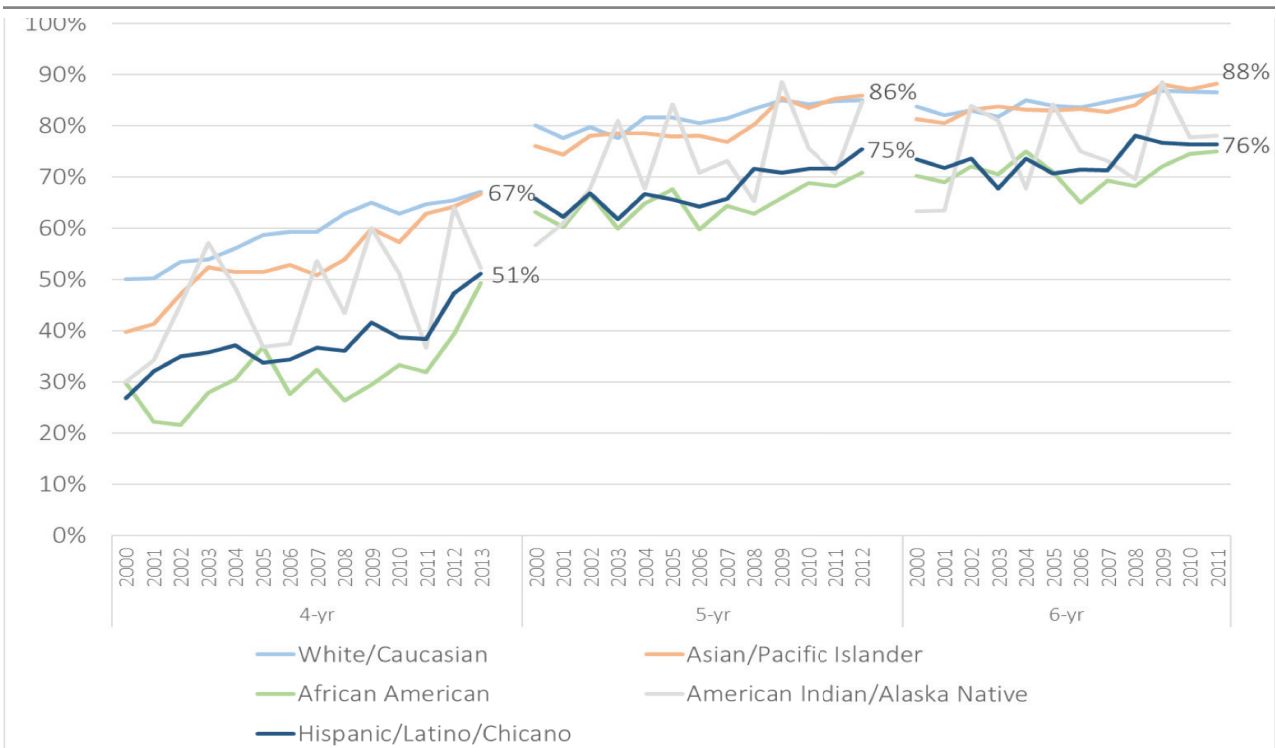
When measured against traditional metrics of academic success (e.g., retention, time to graduation, graduation rates) Chicana/Latina students fare worse than white or Asian students at UC Davis. This is not surprising given that research shows that factors such as URM status, ESL, first-generation, and low-income tend to be correlated with lower academic performance and persistence to graduation (Engle, J. & Tinto, V., 2008). The Taskforce considers it important to be transparent about the data in this report to ensure we are not perceived as sweeping

important trends and challenges under the rug. We want to encourage reflection and discussion about the factors that may be contributing to these disparate results.

The Taskforce recognizes the concerns associated with language that frames URM academic performance in terms of achievement gaps. These concerns relate to the narrow ways in which we measure achievement in higher education (i.e., content-based learning vs. human development or skills acquisition) as well as the ways in which assessments of these metrics are often flawed and biased (e.g., racial biases of standardized tests or the

## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

► **Figure 18. Gaps in 4-, 5-, 6- graduation rates between Chicanax/Latinx and white or Asian students have persisted over several cohorts. Source: Budget and Institutional Analysis/Student Retention Advisory Committee**



effects of grade curbs on URM students). The Taskforce does not ignore these factors and takes up some of them in the next sections of the report and in the recommendations. However, we are mindful that the traditional metrics of success that UC Davis uses (GPA, graduation rates, time to graduation) are the same metrics used nationwide in higher education and will remain important metrics around the assessment of equity and student performance for years to come.

*Research has shown that these factors (i.e., first generation and low income) lower students' chances of persisting to graduation. Previous research has also shown, however, that even after taking their demographic backgrounds, enrollment characteristics, and academic preparation into consideration, low-income and first-generation students are still at greater risk of failure in postsecondary education. This suggests that the problem is as much the result of the experiences these students have during college as it is attributable to the experiences they have before they enroll. —Engle and Tinto (2008), p. 3*

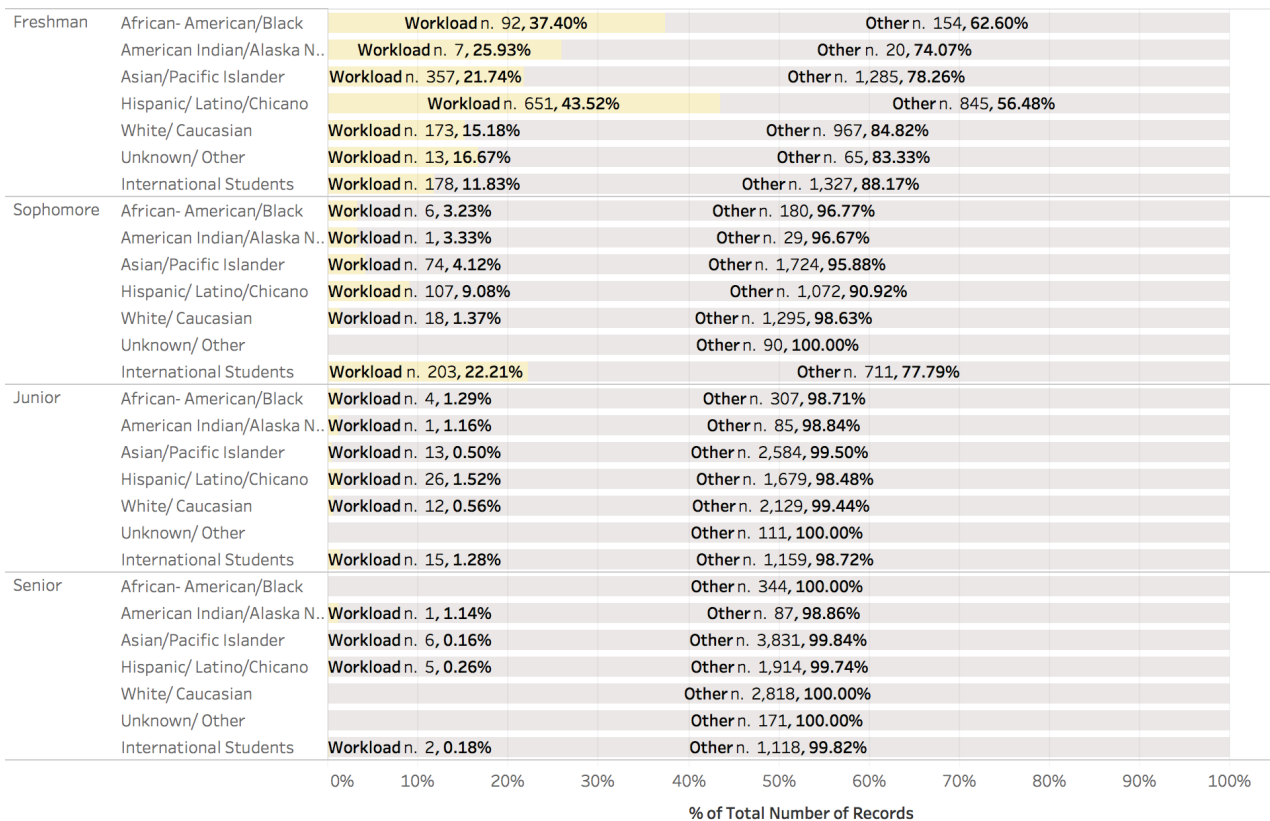
A 2017 UC Davis Student Retention Advisory Committee (SRAC) report (University of California, 2017b) also suggests the institution cannot continue to cite academic preparation as the sole reason for gaps between demographic groups. Despite improvements in graduation rates for most students, for minoritized groups, achievement gaps remain “stubbornly persistent,” and Hispanic students are “almost twenty points less likely than white students to graduate in four years (University of California, 2017b, p. 6).<sup>3</sup>

Transfer student experience can also vary by factors such as demographic characteristics such as race, gender, socioeconomic status; region of California (how far are they from home); age (are they 20 or 21 years old) or re-entry students (25+ years); parent status and family obligations; veterans status or formerly incarcerated. These factors can impede a student's ability to form support networks with fellow students or relationships with faculty and staff. Transfer students need to be prepared not just academically

<sup>3</sup> For more information on actual & predicted graduation rates and achievement gap data by demographic groups please visit the Student Retention Advisory Committee Report (2017) pages 5-6.

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► **Figure 19.** The proportion of Chicanx/Latinx students taking workload courses in 2017-2018 is higher than for any other group. Some are taking workload courses into their Sophomore and Junior years. **Source:** Student Information System



ically but to quickly transition and take advantage of UC Davis’ breadth of academics, study abroad program, research opportunities, internships, career exploration, building fun and positive memories, and establishing meaningful relationships with peers and mentors. Key to navigating UC Davis is the quality of their community college experience. Some community colleges are stronger at preparing students academically, transitioning them into a UC major via Transfer Admissions Guarantee (TAG); or, providing them with advising and counseling services that prepare a student for the transition.

The challenges for Rising Scholars starts early in their college experience. In so-called “gateway” courses—those courses that students must complete successfully in order to advance toward other requirements of their major—Chicanx/Latinx students have a very different experience than their non-Chicanx/Latinx peers, which cannot be completely explained by factors like incoming

grade point average or SAT scores. This gap, often called the achievement or preparation gap, may be seen as a failure of equitable educational opportunities in K-12, but it is also reliant on a series of mistaken assumptions that higher education makes about its responsibility to meet students where they are and create a level playing field for all students to achieve.

Achievement gaps reproduce themselves when we examine the proportion of undergraduate students who take workload, also known as remedial or developmental, courses by race/ethnicity. In 2017-18, almost 44% of Chicanx/Latinx students, compared to 15% of white students (see Figure 19), started their UC Davis experience in a remedial, non-credit-bearing course. By the end of their third year, this translates, for some students, into being more than 16 units behind non-first generation, non-low income, and non-URM peers (the next largest and struggling students are first generation, low income

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students that are primarily white or Asian). Remedial, non-credit-bearing courses hurt students in other ways—not just in failing to prepare them for gateway courses. Remedial, non-credit-bearing courses have opportunity costs, delaying students in their path toward graduation. They also separate students from their starting cohorts in a way that erodes a sense of belonging and adds cost for courses, books, and materials.

Some of the issues with workload courses go back to placement exams that are problematic in placing students accurately at UC Davis and beyond. Assembly Bill 705, signed by the Governor in 2017, “requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.” Rather than rely on flawed exams to determine which English and math courses a student should enroll in, community colleges will look at high school coursework, high school grades, and high school grade point average (California Community Colleges, 2018). As a result of pressure and regulation from the legislature, both community colleges and CSUs are also required to phase out all remedial courses within the next few years. They are piloting a number of alternatives to the remediation model for its population of students. Given the legislative climate, UC Davis would do well to proactively assess its own alternatives to both placement exams specifically and workload courses more generally. In the case of support for writing skills, we learned that writing centers with high touch, customized approaches have been shown to be effective in meeting the needs of students with perceived deficiencies in meeting English placement requirements that are worth further exploration.

In almost every conversation, we heard the need to provide resources for transitional programs, like the Special Transition Enrichment Program (STEP), to support more students. We also heard the need for longer and for-credit bridge programs that included a model for transfer students. Some suggested that more than ten times as many students would benefit from being able to participate in some kind of summer bridge program.

Another key recommendation in the SRAC report is around mandatory advising and case management for incoming freshmen and transfer students. The report suggests that UC Davis establish a “holistic case management system” that utilizes technology to better coordinate the decentralized counseling services students currently have to navigate between academic and administrative

units. As a result of gaps in technology the specialized skill-sets of counselors go underutilized as the bulk of their time goes to dispensing information, as opposed to building relationships with students. The lack of technology also precludes advisors from being proactive and providing holistic services in a way that does not position struggling students as failures. This subcommittee has also established a Social Justice advising committee that is working to standardize the recruitment and interview process to ensure that the skills of incoming advising staff match the needs of the rapid enrollment growth of first-generation, low-income, and historically underrepresented students.

Students that come to UC Davis with less preparation are two to three times more likely to leave within the first two years. These same students experience the greatest gaps in GPA and successful course completion in large introductory courses – up to a full grade lower and four to five times the no-pass percentage compared with more privileged students. These gaps are largest in the introductory STEM courses in biology, chemistry, computer science, economics, math, physics and statistics that are so critical to future success in the vast majority of our degree pathways. Departments such as math and chemistry, have made or are in the process of implementing changes that should have positive effects on the success of Rising Scholars, but the Task Force believes more needs to be done.<sup>4</sup>

### *Holistic Support Services*

The student success centers, including the Center for Chicanx and Latinx Academic Student Success (CCLASS or El Centro) and the AB 540 and Undocumented Student Center, provide much needed holistic support for students. They offer spaces for students to study, meet and seek resources. They provide community, host cultural events and offer opportunities for identity development and leadership. Students and staff together serve as advocates for social justice issues and for improved campus climate, often mediating or advising on issues of racial and cultural conflict.

The HSI Task Force does not want to take for granted the contribution of Chicana/o Studies and our other ethnic studies departments in providing these same supports for students. Faculty and staff in these departments do much of the retention and equity work for UC Davis.

Students from across majors/minors come to the classes;

<sup>4</sup> For more information on undergraduate academic performance please visit the UC Davis Center for Educational Effectiveness (CEE), Office of Undergraduate Education website: <https://cee.ucdavis.edu/tags/research>.

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study in student offices in the department; and receive mentorship from peer advisors, staff and faculty. In the Chicana/o Studies department, staff offer a makeshift pantry and kitchen and provide free photocopying for students in need of these basic resources. Students wait up to three weeks for an advising appointment with the current staff member. The increasing numbers of faculty doing the work of supporting these students also expressed the need for space to share best practices and teaching pedagogies and to establish their own networks of support (Chicano/a Studies department faculty, email to Taskforce, March 11, 2019).

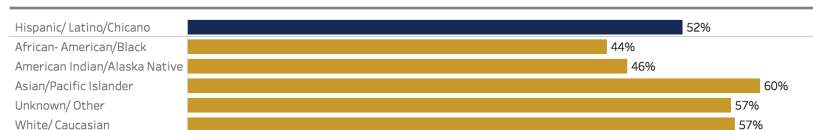
The recommendations in this report set out many incentives to prompt faculty in other departments to provide holistic support as well, but the likelihood is that the responsibility will still fall disproportionately on ethnic studies to support historically underrepresented minority students. Many students feel very supported and valued in these departments and find in these spaces the sense of belonging they crave. It is important that in the rush to incentivize one group to follow the behavior of another, the campus also reward the best practices of the group we are hoping to emulate. We recognize the challenges. Space is at a premium. Resources are scarce. Students in other majors also need support. Yet robust collaborations, pilot projects, and partnerships between these groups and structures like ethnic studies departments, El Centro, the AB 540 and Undocumented Student Center, living-learning communities, and others can lay the foundation for UC Davis becoming an HSI where our students thrive.

### Representation Across Majors

A different way of assessing academic gaps at UC Davis, particularly given our emphasis on STEM education and the overall under-representation of Chicana/Latina students generally in STEM fields, pertains to the representation—from enrollment to graduation—of Chicana/Latina students in all STEM majors. The data available in Taskforce documents demonstrate that in 2017-2018, UC Davis had representational gaps of Chicana/Latina students enrolled in STEM fields of 52%, which is 5% lower than white/Caucasian students and 8% lower than Asian/Pacific Island students.

Moreover, Chicana/Latina students are disproportionately underrepresented in many STEM majors. For example, in

► **Figure 20. 52% of Hispanic/Latinx/Chicanx students are enrolled in STEM majors, compared to 57% overall.**  
Source: Student Information System



majors of more than 200 students—Applied Mathematics, Chemistry, Mathematics, Pharmaceutical Chemistry, Physics, Statistics, many of the Engineering disciplines, and even in some of the Nutritional and Food Sciences—underrepresentation is even more magnified. Also, within Letters and Sciences majors, Chicana/Latina students are disproportionately underrepresented in Cognitive Science, Economics, and Managerial Economics. The available data do not offer reasons for the under-representation of Chicana/Latina students in these majors, however reasons may include ineligibility for admission into a selective major or the impression that these majors are difficult or unwelcoming and should be avoided.<sup>5</sup> Irrespective of the reasons, which warrant further study, the under enrollment of Chicana/Latina students in these majors undermines UC Davis’ ability to produce a diverse workforce in many important areas. Majors such as Chemistry, Biology, or Engineering (to name a few) are in high demand and necessary for graduate or professional degrees.

Chicana/Latina students are also less likely to graduate in a STEM major than their non-Chicana/Latina peers, and data provided by the UC Davis Center for Educational Effectiveness suggests that they may also be more likely to switch out of a STEM major and/or change majors at a moment that leads them to be less likely to graduate in four years as they had planned. The so-called “flight,” but perhaps better named “push” or “weed out” phenomena from STEM majors of Chicana/Latina, and other URM students, and effective interventions to prevent it, deserve more serious study at UC Davis.

Choosing a college major—STEM or non-STEM—impacts a students’ future employment, earning potential, health, happiness, and level of debt. Majors also serve as opportunities to explore issues of identity, sense of belonging, and mindset growth. While some majors provide clear paths into specific careers; students can find many path-

<sup>5</sup> Note that several additional majors will become selective majors in coming years. In 2020, Applied Physics, Physics, Mathematics, and Pharmaceutical Chemistry will become selective Majors. In 2021, Managerial Economics and Economics will become Selective Majors.

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ways into successful, fulfilling, and meaningful careers.

Strada-Gallup's Education Consumer Pulse survey (2017, September), explored how individuals choose their field to study and how they perceived the helpfulness of each kind of advice. Respondents, including more than 22,000 U.S. adults, were asked to name up to three sources of advice about their major and rate their helpfulness. Responses were divided into four broad categories:

- *formal: counselors and the media*
- *informal social network: friends, family and community leaders*
- *informal school-based: college staff and professors, high school teachers and coaches*
- *informal work-based: employers, coworkers, experienced professionals and the military.*

Among the key findings were that *informal social networks* have been the most common source of advice for individuals over time.

Having the familiarity of parents or other family members who have gone to college offers an advantage to individuals when choosing a major. The college experiences of family members provide a useful source of information in the decision-making process. Not surprisingly, first-generation college students were less likely than others to get advice from their *informal social network* those members were not likely to have experiences to impart. While first-generation students, Blacks and Hispanics rated *all* sources of advice highly (informal and formal) they found the most helpful advice to be from formal sources such as a high school or college counselor, other college staff, or an employer (p. 5). Seventy-four percent of Blacks and 69% of Hispanics rate guidance from formal sources as helpful compared with just 62% of whites and 65% of Asians. All groups, except Hispanics, consider informal work-based sources of advice as most helpful (Strada-Gallup Education Consumer Pulse Survey, 2017, September, p. 16).

Comments by members of the Chicanx/Latinx Alumni Association supported what we read in the research. Members also provided numerous ideas and suggestions for partnerships that would supplement formal sources of information with community-based networks that could bolster support for students choosing and changing majors.

### *Physical and Mental Health; Housing and Food Security*

Aside from academic skills and high school preparation skills as predictors of college completion and success (Adelman, C., 2006; Long, M. C., Conger, D., & Iatarola, p., 2012; National Institute on Postsecondary Education, Libraries, and Lifelong Learning, 1999; Venezia, A. & Jaeger, L., 2013), researchers have noted several other explanations for low college persistence such as financial constraints (Bettinger, E., 2004; Dynarski, S., 2005; Scott-Clayton, J., 2011; Stinebrickner, R. & Stinebrickner, T., 2009). While not unique to the experiences of Chicanx/Latinx students, the high proportion of first generation and low-income status among Chicanx/Latinx students means they experience food and housing insecurity at high rates.

Larger societal trends such as income inequality likely hamper some students' ability to succeed at UC Davis. Alyssa West, a Program Coordinator in Chicana/o Studies, conducted a survey of students associated with the department and found that respondents reported facing food insecurity (11%), housing instability (17%), and homelessness (6%) as hindrances in their success and well-being. Institutional barriers along with the lack of resources or an awareness of resources (both on and off campus) likely contribute to poorer academic and health outcomes (43%). One faculty member noted that food security is "a serious issue in overall health, mental health, and academic performance," and said, "meals should be included as part of the tuition."<sup>6</sup> It is important to recognize the broader impacts of inequitable opportunities caused by these barriers for Rising Scholars to participate in research, networking with faculty, and interacting with peers. These valuable experiences form the foundation for academic success and often lead to opportunities for post-baccalaureate achievements. Participation is often dependent upon a student's ability and capacity to take advantage of them, financially, physically, mentally, or with respect to other family and personal commitments.

In regard to well-being and mental health care for students, there is a perceived stigma around help-seeking behaviors and mental health in general. Outreach programs and the visibility of Counseling Services staff in the community help decrease stigma. It is essential that the Counseling Services office continues to provide culturally-responsive mental health care services for students. In addition, some Chicanx/Latinx students prefer to meet

<sup>6</sup> Interview by HSI Taskforce with an Academic Senate faculty, University of California, Davis, February 28, 2019. Some interviews conducted by the HSI Taskforce were confidential; the names of interviewees are withheld by mutual agreement.

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with a counselor who shares aspects of their identities or who can provide counseling in Spanish, thus it is important that Counseling Services maintains a diverse staff. Students who are referred off-campus for longer term counseling or a higher level of care, often find it difficult to find counselors who share aspects of their identities or who provide counseling in their preferred language. Students who are referred off-campus may have difficulty covering the co-pay. In 2019-2020, students with SHIP will have a co-pay of \$5 for off-campus counseling appointments with in-network providers. For those who do not have SHIP, the co-pays can be higher.<sup>7</sup>

Optimizing the medical care of our students at a Hispanic Serving Institution requires a multi-pronged approach to overcome challenges and seize opportunities when it comes to the UC Davis Student Health and Counseling Services (SHCS) staff to (a) understand health risks that face Chicana/Latina patients, (b) help to prepare patients to address risks; (c) ensure that patients can access resources; (d) be aware of and help overcoming barriers to care for students, particularly those who are concerned because of their undocumented status; and (e) be collaborative members of the UC Davis community.

Appropriate provider and clinical staff education are key, in order to help ensure that we are screening for these concerns and addressing them appropriately when they arise. Health risks differ among different populations and Chicana/Latina in the United States have different degrees of illness or health risks than other groups. Some of these differences are positive, including overall 35% less heart disease, 49% less cancer, and a lower death rate overall than the non-Hispanic white population. However, Chicana/Latina in the United States do have about a 50% higher death rate from diabetes, 24% more poorly-controlled high blood pressure, and 23% more obesity when compared with the non-Hispanic white population. We also have to further educate our providers that while it is important to understand risks for Chicana/Latina as a group, that there are many sub-groups for which certain risks are higher than others. For example, Mexicans and Puerto Ricans are about twice as likely to die from diabetes as non-Hispanic white individuals. Mexicans also are nearly twice as likely to die from chronic liver disease and cirrhosis as non-Hispanic white individuals. Smoking overall among Hispanics (14%) is less common than among the non-Hispanic white population (24%) but is high among Puerto Rican males (26%) and

Cuban males (22%).<sup>8</sup>

It is not enough to know how to help patients manage these conditions once they develop. The true opportunity lies in preventing these conditions through health education and in clinical staff partnering with our own internal resources (including Health Education and Promotion and Nutrition Services) as well as campus partners to help students understand how to address modifiable risk factors and empower individuals to optimize their own health. We need to make sure we are allowing for time, as appropriate, for clinical staff to participate in these meaningful partnerships.

As we ensure that we have the proper staff training in place and that we are able to both successfully screen for and treat conditions for at-risk patients, we must help students access this information and medical care through messaging and signage across all campus locations that accurately reflects our diverse student body; overcoming language barriers; and providing culturally congruent medical care that is in agreement with the cultural values, beliefs, and practices of our students.

Apprehension about healthcare goes deeper than issues of access. For some students, it may also partially derive from a long history of preferring non-Western medicine, a cultural uneasiness with the American style of healthcare, or a cultural tradition of privacy and individual pride. We need to listen to our students and respond appropriately when we are not addressing concerns in a way that respects the individual in front of us and their background and beliefs, and we need to continue to provide multiple avenues for communication for students to express their opinions and concerns.

Increased staff education and awareness of the barriers to care, including undocumented status, requires ensuring that Student Health and Counseling Services (SHCS) staff are aware of rules regarding confidentiality and are able to direct students to appropriate resources to get accurate information and meaningful assistance. The participation of SHCS staff will be essential given their responsibility advocating for the health of our students. They are best positioned to coordinate with campus partners to help improve access to resources to support preventative care and healthy living.

<sup>7</sup> Paul Kim, Psy.D., Interim Director, Counseling Services, Student Health and Counseling Services, University of California, Davis, e-mail to HSI Task Force, March 7, 2019.

<sup>8</sup> Cindy Schorzman, MD, FAAFP, Medical Director, Student Health and Counseling Services, University of California, Davis, e-mail to HSI Taskforce, March 8, 2019;



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### *Financial Well-Being and the Opportunity to Build Wealth*

The University of California boasts low (under 10%) debt-to-earnings ratios for 2- and 5- year graduates and that UC student debt remains below the national average for both public and private non-profit 4-year institutions (UC Accountability Report, 2018, chapter 2). However, upticks in food insecurity and homelessness among students suggests less borrowing may reflect fear rather than lack of need. Admissions staff also reports that students from Chicana/Latina and first-generation backgrounds perceive that a UC education is out of financial reach. Further research on student loan trends among Chicana/Latina and first-generation students might point toward new directions for financial aid and financial literacy counseling.

The tension between elite markers of institutional quality and access/inclusivity that supports social mobility plays out in the day to day lives of many students—especially low income and first generation—in the form of anxiety over their ability to compete, imposter syndromes in the classroom, daily financial concerns, and insecurity about what the future might hold (Labaree, D. F., 2017).

As a public, land grant institution, UC Davis has an obligation to support California's economy by interrupting poverty cycles. Supporting income- and wealth-creation ultimately leads to healthier tax contributions and, we would hope, legislative re-investments in education and other social safety net programs that continue the virtuous cycle. The 2018 UC Accountability Report notes that "UC enrolls a greater percentage of low-income students (from the bottom 20 percent of the income distribution) than other four-year institutions in California. Recent data made available through a partnership with the Equality for Opportunity Project show that more than one in three UC alumni who come from the bottom 20 percent of income rise to the top 20 percent of income as adults, based on the entering cohorts of 1999 to 2005." At UC Davis, 52% of children who were from the bottom fifth of incomes as students moved to the top fifth as adults. By age 34, UC Davis students have a median wage of \$61,600, which ranks 10th out of out of 369 selective public colleges (New York Times Company, 2018).<sup>9</sup> Despite this encouraging data, the amount of debt accrued by lower-income students weighs more heavily on their ability to take advantage of a UC education and take greater risks with

<sup>9</sup> One caveat, however, according to a recent UC Accountability Report is that "social mobility may be correlated with the types of majors that students choose. Engineering and computer science majors tend to earn more than other UC undergraduate alumni, but how much UC alumni make depends on their industry" (UC Accountability Report, 2018, 63-64).

their future financial prospects.

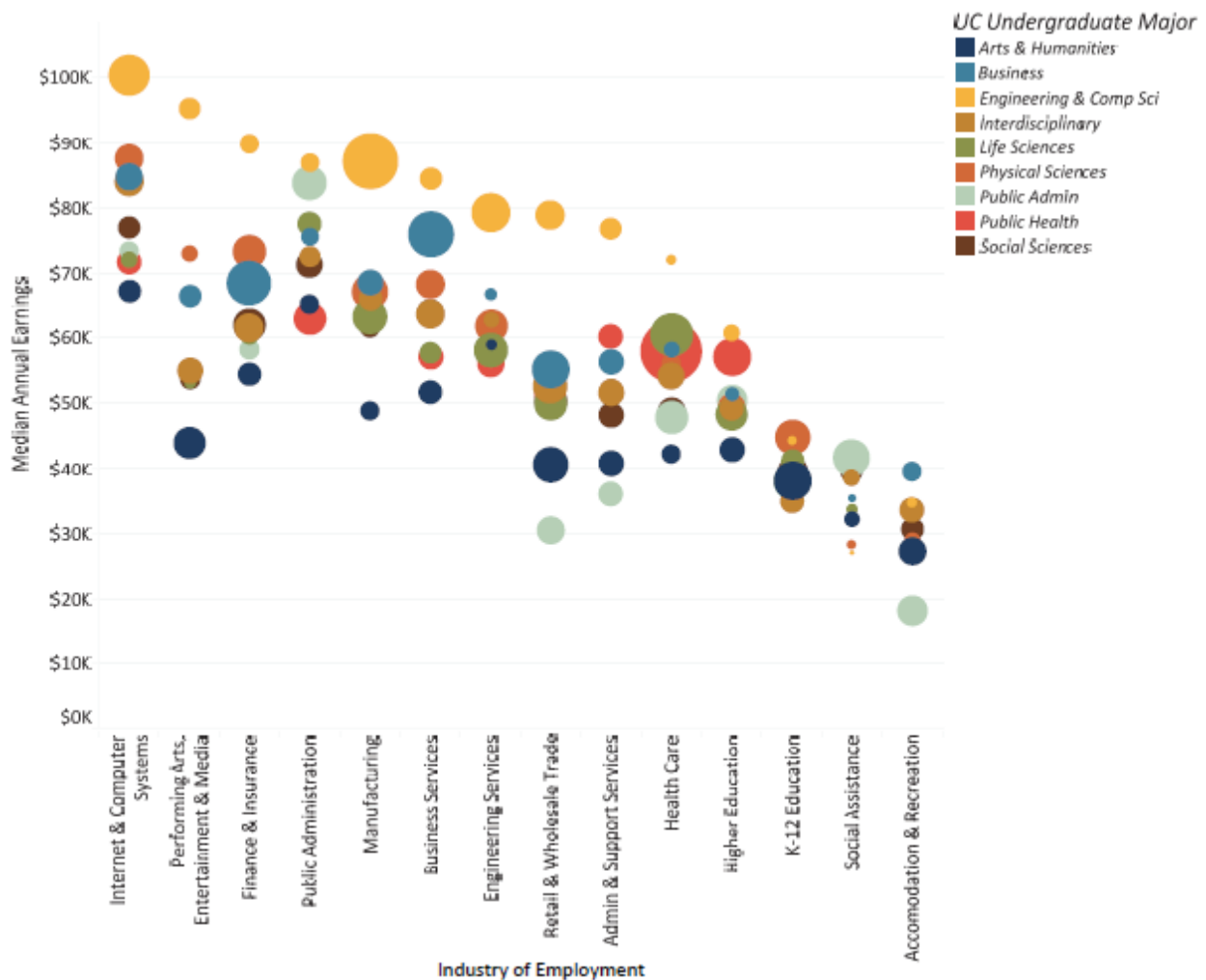
In our engagements with the campus community, we detected a disconnect between students' experience of financial aid and research on student loan debt and what we learned from the University of California and financial aid office personnel.

Some students reported an inability to afford food and housing; that housing is more expensive than they budgeted; that the costs of books, technology, and incidentals are often unexpected. Students admitted that they have a fear of overborrowing and not being able to pay back the loans once they complete their education. Some students felt the burdens of work to support family back home, since education was seen as postponing their ability to contribute to the household. Others talked about having to choose between work and taking advantage of opportunities to do research or participate in the life of college. Finally, they reported difficulties around getting information about financial aid and personal financial wellness (HSI Taskforce Student Panel, University of California Davis, Manetti Shrem Museum, December 12, 2018).

In our conversations with UC Davis financial aid office personnel, we heard the concern that some students were under-borrowing, and that when students request additional assistance mid-quarter, the financial aid personnel counseled them to take the additional amount of the loans that they have been offered. They also mentioned low participation in and engagement with their financial wellness educational offerings. In its annual accountability report the University of California boasts of lower costs of attendance than AAU private institutions (slightly higher than AAU publics), stable net cost of attendance after financial aid for California residents, and that nearly 60% of students think "the total cost of attending the school is manageable." The report also notes that "the average inflation-adjusted debt at graduation of student borrowers increased by 7.9 percent over the past 15 years" and "50% of UC undergraduates graduate with no debt at all." Finally, "by five years after graduation, all of UC's baccalaureate programs have debt-to-earnings ratios of less than 10 percent." The report also notes that UC enrolls "a higher percentage of Pell Grant recipients than any other top research university in the country" and "a large proportion of UC students come from low-income families," which suggests that traditional metrics of affordability may need further evaluation in the context of the types of students that attend our institution (University of California, 2018a, chapter 2).

## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

► Figure 21 shows the median alumni wages by industry of work for selected majors, five years after graduation. Universitywide 2000 to 2011 graduating cohorts combined. Engineering and computer science majors tend to earn more than other UC undergraduate alumni, but how much UC alumni make depends on their industry. Note: The size of bubble corresponds to percentage of alumni within majors employed in the industry. The largest bubble is 36% and the smallest is <1%. Source: Excerpted from the UC Accountability Report, 2018 (p. 63-64) California Employment Development Department and UC Corporate Student System. Includes alumni employed in the state of California only. Amounts are inflation-adjusted to 2016 dollars. See also the Loans and Earnings Dashboard on the University Alumni At Work Storyboard: <https://www.universityofcalifornia.edu/infocenter/uc-alumni-work>.



## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

Meanwhile, research on national financial aid trends has shown that there are disproportionate rates of default on student loans among African Americans and Chicanx/Latinx. Of all Black undergraduate borrowers in a 2004 cohort, 49% defaulted on at least one federal loan in 12 years. The rate for Hispanic or Latino was 36%. For white students, the rate was 21% and 29% for students overall. Completion helps, but not completely. If the students attained a bachelor's degree, the percentages were 23% of Black or African American students, 14% of Hispanic or Latino students, and 6% for white students (Fain, P., 2017, October 17).

We also discovered studies that argue that student loan debt has a disproportionate effect on students of color and contributes to continued wealth inequality (Houle, J. N., & Addo, F. R., 2018). Other research shows that student loan debt can decrease home ownership rates for recent graduates in their mid-20s (Mezza, A., Ringo, D., Sherlund, S. & Sommer, K., 2016); reduce the probability of enrollment in a graduate or degree program (Malcolm, L. E. & Dowd, A. C., 2012); and reduce the probability of working in public interest jobs (Rothstein, J. & Rouse, C. E., 2007, May). This research suggests that overburdening students with student loan debt may actually contradict the mission of a land grant institution with a commitment to equity and creating pathways to public service and the professoriate for underrepresented minorities.

Crafting a full solution to this issue is not within the scope of this report, but we would pose the following questions for further research: Are there better metrics that will measure not income but access to opportunities to build wealth? What socio-cultural factors play into decision-making around borrowing? Around patterns of spending, investing, and saving? Does the institution adequately account for all expenses related to an education and to living in and around Davis? By disaggregating data around income, race/ethnicity, and family background, can the University of California do a better job of delivering truly equitable financial aid? What culturally-responsive strategies can better engage students and their families in conversations about their financial wellness? It seems clear that more research is needed to evaluate financial wellness and the impact of student loan debt on Chicanx/Latinx students who attend the University of California.

### *Reimagining the Structure of Undergraduate Education at UC Davis*

Students who engaged with the HSI Taskforce were excited by the potential for innovation in the classroom. Students called for an evolution from teaching models that emphasize transfer of content to those that emphasize active learning and connections with scholars (faculty and peer). They asked for learning spaces where they might feel safe to explore, engage, exchange, contribute, and develop as human beings. One undergraduate student lamented that it had taken her until her senior year to recognize that her culture and bilingualism were assets in her education.

To start, we must recognize the value of incorporating multicultural perspectives and experiences in our curriculum. In her 1994 book, *The Dreamkeepers: Successful Teachers of African American Children*, Gloria Ladson-Billings introduced the concept of Culturally Responsive Teaching: an equity-based, student-centered methodology that recognizes the centrality of culture in learning. It recognizes that culture drives how students receive and communicate information and that relationships to family and community must be integrated into the learning process. The Culturally Engaging Campus Environments (CECE) Model, developed by that project's Founding Director, Samuel D. Museus, serves as a useful guide for further investigation, proposing "nine indicators of culturally engaging campus environments that engage students' racially diverse cultural backgrounds or identities, reflect their diverse needs as they navigate their respective institutions, and facilitate their success in college" (Museus, 2014, p. 210). These indicators fall into two categories: cultural relevance and cultural responsiveness. The CECE model indicators are reflected in programs such as the UC Davis Special Transitional Enrichment Program (STEP), which has helped increase the retention of first-generation and low-income students. Other elements of this model can serve as models for program review and curriculum development.

One critique the Taskforce heard is that ladder faculty do not spend enough time teaching undergraduates, which results in several unintended consequences: (a) It disconnects the research and teaching missions of the institution; (b) It propagates a two-tiered system of faculty positions; and (c) It creates a culture that fails to prioritize teaching excellence. If there is an assumption that not enough ladder faculty are teaching undergraduate students, one faculty member simply suggested that the

## THE RISING SCHOLAR EXPERIENCE: UNDERGRADUATE STUDENTS

best way to put more ladder faculty into the classroom is to address the quarter system itself, suggesting that a semester-based academic calendar would give faculty more time to focus on teaching.<sup>10</sup> Institutions who have instituted such a change have often done so under the guise of easing the path of transfer students or creating system-wide consistency. So far, the research on the topic is limited. Some research suggests that a switch to semesters not only does not matter but might actually hurt student success. However, this research, in suggesting a correlation between student success or lack of success and a switch in schedules—in one case, evaluating student success just two years after the switch was made—would seem to fail to comprehend other factors at work. Few studies directly address the question of racial equity.<sup>11</sup> One of the perhaps unintentional benefits of such a switch is that it would force a complete redesign of courses at the institution, which could be either an opportunity or a distraction. These issues are hugely complex, controversial, and political—this Taskforce gave us the opportunity to address these directly and to simply ask that the institution not stop short in bold thinking about how to make change.

More research must be conducted to assess how factors such as class size and modes of instruction and assessments could help UC Davis close the achievement gaps in ways that go beyond traditional indicators of success (e.g., grades or graduations rates) and measure a students' actual learning and their growth and development as public citizens. To be sure, efficiency considerations in education cannot be ignored. Budget realities and the need to increase even more the number of students we educate dictate that UC Davis learn to deliver an effective education as efficiently as possible to as many students as possible. The problem is when efficiency considerations consume our commitment to deliver a high-quality education to all students. The solutions, some of which we include in the recommendations in this report, will call for compromise and will require the participation of everyone.

### Two different types of courses could be better resourced

<sup>10</sup> Interview by HSI Taskforce with a faculty member, University of California, Davis, February 21, 2019

<sup>11</sup> See for example, Bostwick, V., Fischer, S. & Lang, M. (2018, March 7) Semesters or quarters? The effect of the academic calendar on postsecondary graduation rates, Association for Education Finance and Policy Conference; Gordon, L. (2019, March 26), Cal State joins national trend to switch to 15-week semesters EdSource; Smith, M. (2012, February 7) Strength in Numbers, Inside Higher Ed; Gibbens, B., Williams, M. A., Strain, A. K. & Hoff, C. D. M. (2015) Comparison of biology student performance in quarter and semester systems, *College and University* 90, 3; Pant, M. (2012, March 30), Colleges Spend Millions to Switch to Semesters, *Dayton Daily News*.

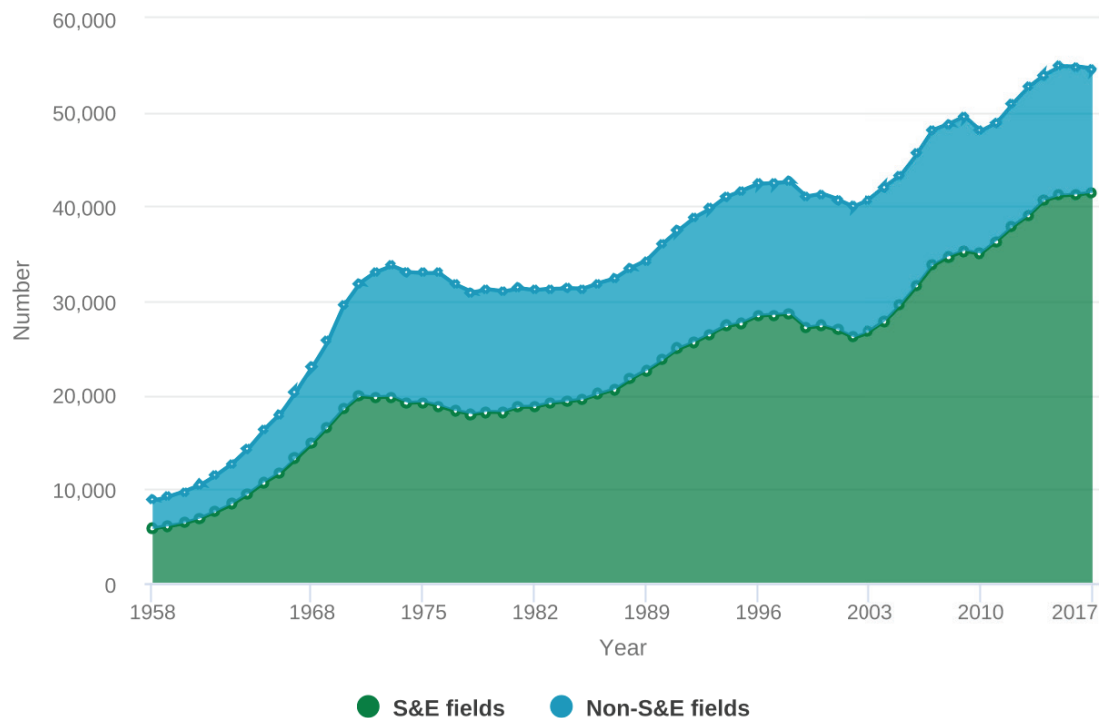
in the budget model to incentivize equity-minded practices for educational excellence include: Common Goods Courses, which are lower division courses that deliver critical content and skills for a high proportion of students in majors outside the official department, college, or school delivering the course. Another criteria would be courses that also highly benefit from a high-touch, high-impact approach to their delivery. Math, statistics, and composition are all courses that might fit these descriptions. Student Success Courses are high-enrollment courses that are needed for students to graduate on time and where there are critical achievement gaps for Rising Scholars compared to all students. A realistic number would be 40-45 courses, excluding courses that are simply popular (e.g. the coffee course).

Institutional inquiry into what factors may explain the academic performance of Rising Scholars at UC Davis that transcend a simplistic student deficit explanation should also include identifying and questioning structural barriers such as those created by an over-reliance on an institutional budget model that favors the delivery of an efficient education over other important educational values and a research culture that undervalues meaningful contributions to teaching. A combined emphasis on efficiency and an undervaluation of teaching yields a culture where unwieldy class sizes and overloaded faculty are tolerated without regard to their effect on learning, teaching, or mentoring; where learning outcomes are underdeveloped or narrowly structured to ignore the learning of important skills or even values; where outdated and ineffective delivery models of instruction (e.g., lecture) remain the norm; and where learning assessments are too few and even too biased (e.g., standardized tests).

## THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

► **Figure 22. Between 1975-2015 the number of doctoral degrees awarded in science and engineering (S&E) has more than doubled.** Source: National Science Foundation, National Center for Science and Engineering Statistics, Doctorate Recipients from U.S. Universities: 2017.

Doctorates awarded by U.S. colleges and universities: 1958–2017



S&E = science and engineering.

### THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

#### Overview and Student Profile

The UC Davis community is encouraged by its progress of becoming an HSI serving institution; however, to participate and contribute at the highest levels of U.S. society, our Rising Scholar undergraduates also deserve access to the highest level of education.

Graduate programs in the U.S. are commonly grouped by graduate academic and graduate professional degrees. Graduate academic degrees include academic doctoral and master’s degrees in education, letters and sciences and engineering or computer sciences. Graduate professional degrees include degrees in architecture, education teaching credentials, law, health, business and management, public policy and veterinary sciences. Although the Ph.D. is the tool by which access is often measured, aca-

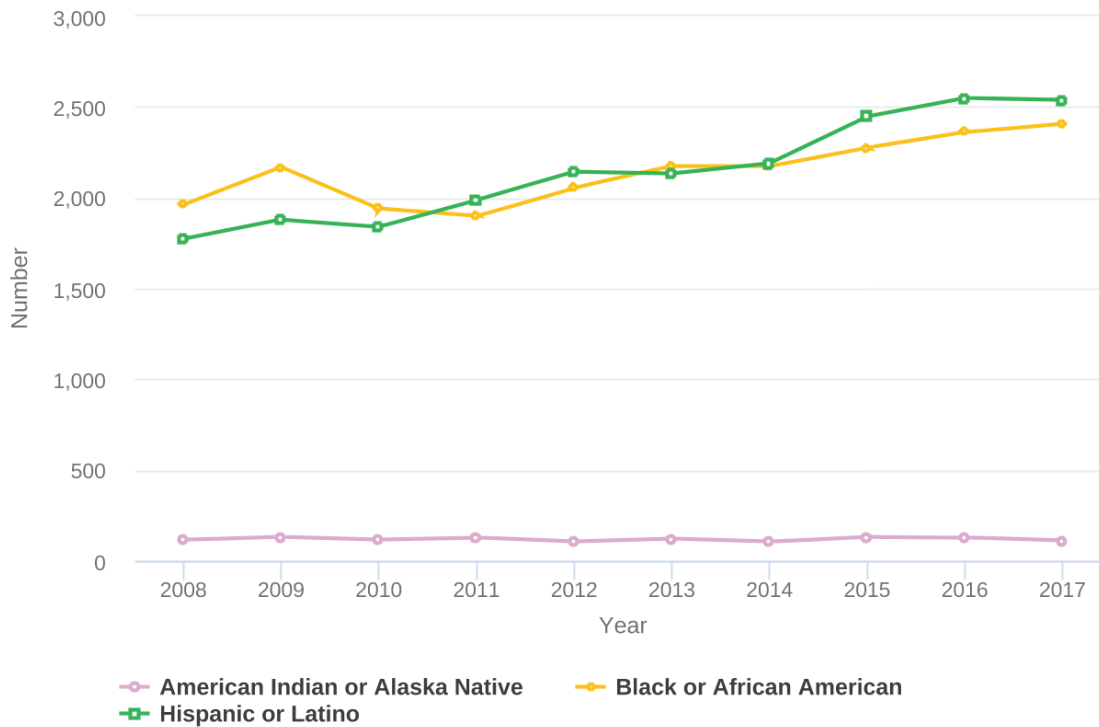
ademic master’s and professional degrees are also critical goals for Rising Scholars.

The report by the National Science Foundation (NSF), “Doctorate Recipients from U.S. Universities: 2015,” asserts the value of a doctoral level education by noting the breadth of careers recipients enter from small to large organizations or starting their own businesses. Furthermore, a graduate education “develops human resources that are critical to a nation’s progress—scientists, engineers, researchers, and scholars who create and share new knowledge and new ways of thinking that lead, directly and indirectly, to innovative products, services, and works of art. In doing so, they contribute to a nation’s economic growth, cultural development, and rising standard of living (National Science Foundation, 2017a).”

In 2015, programs nationwide granted 54,664 doctoral degrees, the highest number ever reported (Ibid).

## THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

► **Figure 23.** Among the 2015 doctoral degrees granted, the number awarded to historically-underrepresented recipients have increased by small percentages over the past ten years, but is far from the total number of doctoral degrees received by other groups. Source: National Science Foundation, National Center for Science and Engineering Statistics, Doctorate Recipients from U.S. Universities: 2017.



### Note(s)

Excludes U.S. citizen and permanent resident respondents who did not report race or ethnicity. Hispanic or Latino may be any race.

Between 1975-2015 the number of doctoral degrees doubled (Figure 22). These numbers are a stark contrast to the number of doctoral degrees awarded in non-S&E fields that remains virtually the same as in 1975. Moreover, among the 2015 doctoral degrees granted, the number awarded to historically-underrepresented recipients have increased by small percentages over the past ten years, but is far from the total number of doctoral degrees received by other groups (Figure 23). For example, from 2005 to 2015 the percentage of Chicanx/Latinx students receiving doctoral degrees in the U.S. grew from 5.1% to 7.0%, respectively (3,851 in 2015); For the same period, Black/African American growth was even smaller, from 6.2% to 6.5%, respectively (3,576 in 2015); American Indian/Alaska Natives experienced even lower increases, with minimal growth from 2014 to 2015 *only* of +28, a

number so small that the increase is barely perceptible.

The same NSF report also identifies earned doctorates for underrepresented students by fields. These data demonstrate that Chicanx/Latinx students are heavily represented in the fields of humanities and arts and are nearly equal to the life sciences (See Figure 24). These data beg the question of why doctoral representation is not evenly distributed for Chicanx/Latinx across all disciplines and at higher percentages, potentially equal to their presence in California (39%) or the U.S (18%) in 2018.<sup>12</sup>

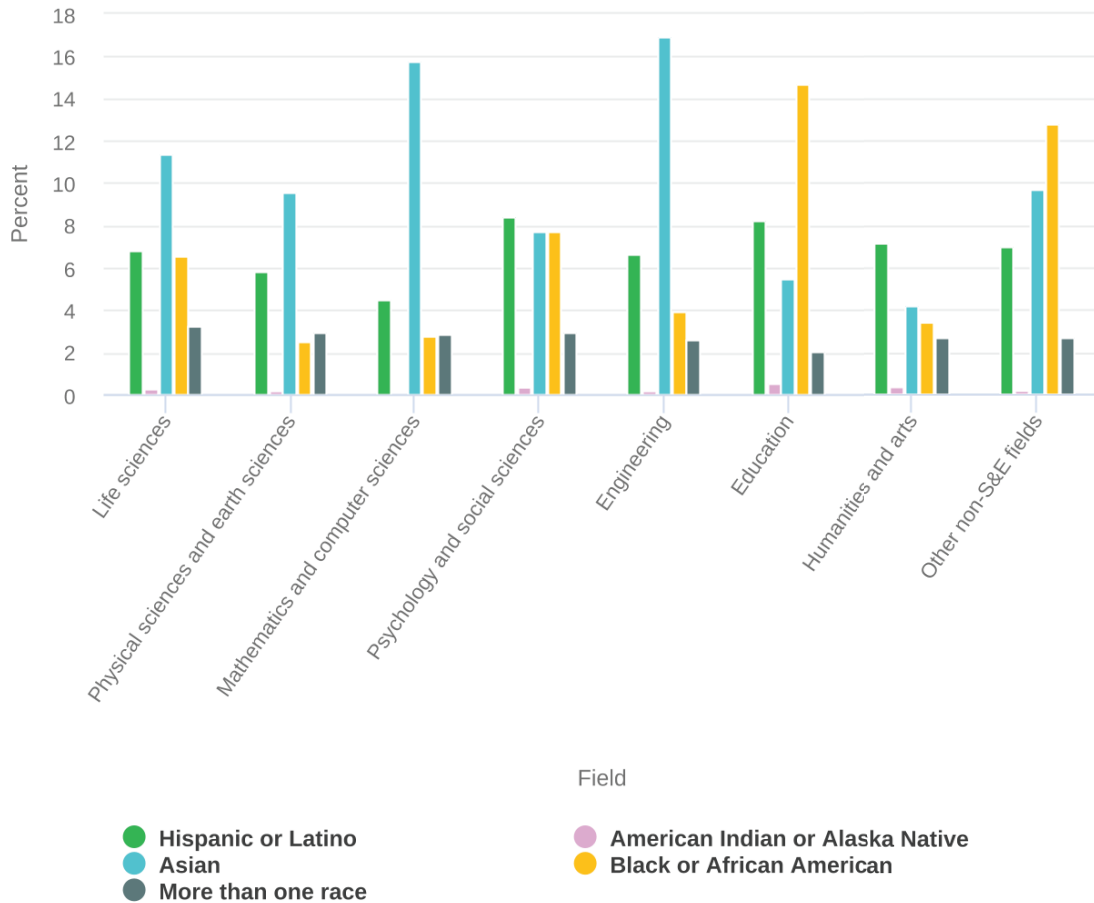
A recent report from the U.S. Census Bureau (2019) indicates that the number of people in the U.S. population that have earned master's (21,280,000), professional (3,202,000) and doctoral degrees (4,487,000) have dou-

<sup>12</sup> Drawn from the US Census Bureau on 2/22/19

## THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

► **Figure 24. Chicanax/Latinx students are heavily represented in the fields of humanities and arts and are nearly equal to the life sciences.** Source: National Science Foundation, National Center for Science and Engineering Statistics, Doctorate Recipients from U.S. Universities: 2017.

Doctorates awarded to minority U.S. citizens and permanent residents, by race, ethnicity, and broad field of study: 2017



S&E = science and engineering.

**Note(s)**

Hispanic or Latino may be any race. Missing data have been suppressed for reasons of confidentiality.

bled in the past two decades.<sup>13</sup> However, the number of Chicanax/Latinx who have earned graduate degrees in the U.S. population represent numbers and percentages far below their corresponding overall numbers and percentages:<sup>14</sup>

- Chicanax/Latinx that have earned master’s degrees (1,397,000 / 7%);
- That have earned professional degrees (221,000 / 7%) and;
- That have earned doctoral degrees (196,000 / 4%).

<sup>13</sup> Drawn from the US Census Bureau on 2/22/19

<sup>14</sup> Drawn from the US Census Bureau on 2/22/19

## THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

### *Chicanx/Latinx Graduate and Professional Students at UC Davis*

To understand the imperative of welcoming and supporting Chicanx/Latinx students to pursue graduate degrees, it is valuable to understand the context of their enrollment in graduate programs at UC Davis.

From the most recent data,<sup>15</sup> in fall 2018, the enrollment of graduate students across all graduate academic and professional degrees numbered 7,291 of which,

- 61% identified as domestic, California residents;
- 54% as female
- 6% as domestic non-residents;
- 22% as non-resident international; and
- 10% as other/unknown

Racial/ethnic groups represent a small percentage of the total graduate and professional student population,<sup>16</sup>

- 15% are identified as belonging to a historically underrepresented group;
- 81% are non-historically underrepresented;
- 3% declined to state.

Also we can consider Chicanx/Latinx graduate students at UC Davis in light of their graduate programs by school or college that indicate underrepresentation across *all* disciplines. Representation is key to understanding our Chicanx/Latinx graduate students:

- Domestic, first-generation graduate students at UC Davis were 14% of new enrollment, since tracking began in fall 2016 (UC Davis Graduate Studies Analysis and Policy, 2019, March)<sup>17</sup>;
- UC Davis graduate students report both food and housing insecurities (Kaur, A., accessed March 26, 2019);
- In the 2017-2018 academic year UC Davis teaching assistants taught between 14% - 24% of all undergraduate courses on campus, depending upon the college<sup>18</sup>;
- Chicanx/Latinx applications have increased 25% (789 for fall 2018) since 2015<sup>19</sup>;

<sup>15</sup> Data available at <https://www.universityofcalifornia.edu/infocenter/fall-enrollment-glance>, drawn 2/23/19.

<sup>16</sup> *Ibid*, drawn 2/23/19.

<sup>17</sup> First generation data for graduate students has only been collected since fall 2016.

<sup>18</sup> University of California, Davis (2019, March). Budget and Institutional Analysis.

<sup>19</sup> UC Davis Graduate Studies weekly report of Applications/Admissions/SIR as of June 2018, 1.

- Chicanx/Latinx admissions have increased significantly, 61% (360 for fall 2018) since 2015, a yield rate of 46% for fall 2018<sup>20</sup>; and
- Chicanx/Latinx SIRs for fall 2018 was 199<sup>21</sup>, a yield of 55%;
- 17% of domestic historically underrepresented graduate students held school loans while only 1% of non-historically underrepresented counterparts held school loans;<sup>22</sup>
- domestic historically underrepresented students averaged nearly twice the amount of loans in 2018 than their domestic non-historically underrepresented peers.<sup>23</sup>

While our Chicanx/Latinx graduate and professional student applications, admissions, and enrollments are growing, the 14% they represent among the total graduate and professional population is disappointing when compared to the 25% Chicanx/Latinx undergraduates. Moreover, Chicanx/Latinx graduate and professional student admissions and success are critical to increasing the diversity of University of California faculty.

### *Graduate Admission Processes*

The current increases in the numbers and percentages of Chicanx/Latinx *undergraduate* students at UC Davis is a result of an intentional strategy. However, a similar increase for Chicanx/Latinx graduate students has not been realized due to a very different model for graduate admissions. While undergraduate admissions are led by a team of high-level administrators and admissions professionals, an analogous infrastructure does not exist for the majority of graduate and professional programs at UC Davis, much less in higher education.

Since the passage of Proposition 209 in 1995 the University of California, with its commitment to public education and access, has slowly developed undergraduate admissions practices that are a combination of qualitative and quantitative metrics that considers the background and preparation of applicants holistically. The development of holistic admission practices, coupled with strategies and well-trained, year-around professional staff have resulted in an increasingly diverse, prepared and competitive undergraduate student body.

<sup>20</sup> UC Davis Graduate Studies weekly report of Applications/Admissions/SIR as of June 2018, 3, 5.

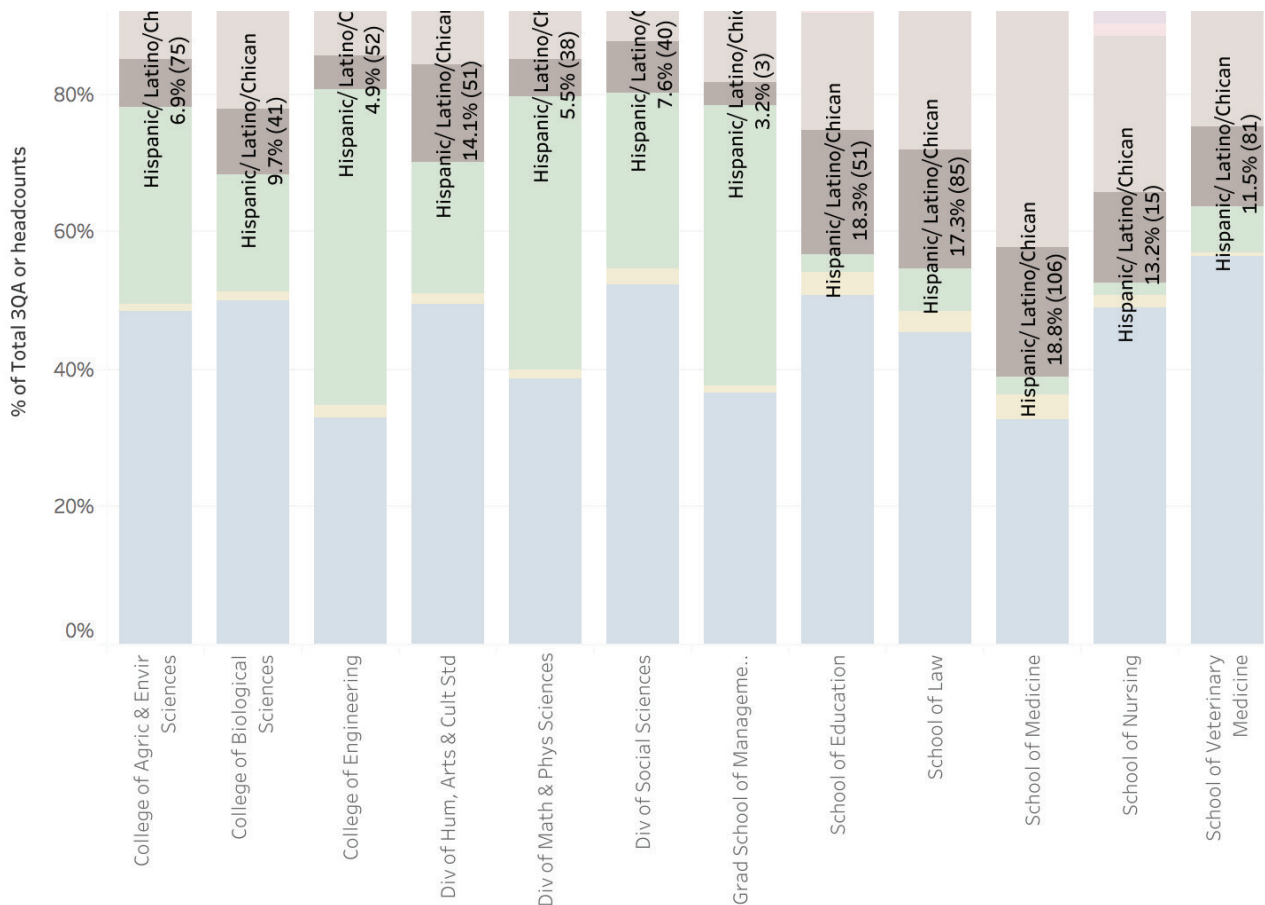
<sup>21</sup> UC Davis Graduate Studies weekly report of Applications/Admissions/SIR as of June 2018, 5, 7.

<sup>22</sup> University of California, Davis (2019, March). Graduate Studies Analysis and Policy.  
<sup>23</sup> *Ibid*.



## THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

► **Figure 25. Chicanax/Latinx students are more heavily represented in Professional Schools than in Graduate Academic Programs. Graduate Enrollment by UC Davis School and College, 2017-2018.** Source: UC Davis Student Information System.



Undergraduate admissions practices are in contrast to those of graduate admissions where they are the purview of faculty members within each graduate program/group and considered a component of faculty self-governance.

Broadly, each year, graduate admissions committee members and chairs are assigned, often by the department or group chairperson to review applications and decide who to admit and fund with disciplinary logics foremost (Posselt, J., 2015). Graduate admissions committees and leadership regularly change from year-to-year, consequently developing new, or simply ongoing graduate admissions policies and procedures that have little time to coalesce against a backdrop that prioritizes faculty research above teaching and service. Thus, the vision and established practices, training and consistency resulting

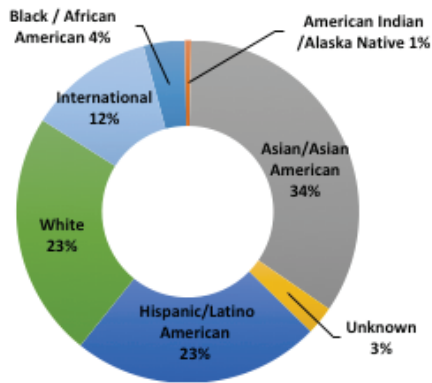
in UC Davis's HSI status at the undergraduate level is founded in a structural model inherently different from how graduate admissions take place at UC Davis and at similar research institutions.

Summarizing these methodological differences between undergraduate and graduate admissions and understanding demographic trends of UC Davis undergraduates, graduates and faculty are key to understanding our Chicanax/Latinx graduate and professional students at UC Davis. Moreover, it lays bare implications for the teaching of Chicanax/Latinx undergraduates by graduate students and faculty who are far less culturally diverse than the undergraduates they teach.

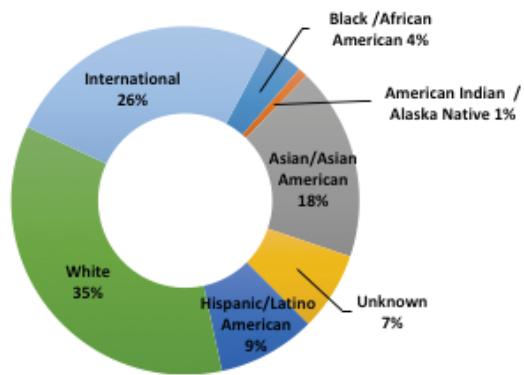
# THE RISING SCHOLAR EXPERIENCE: GRADUATE AND PROFESSIONAL STUDENTS

► Figures 26-27. The 14% of Chicax/Latinx graduate and professional students among the total graduate and professional population is disappointing when compared to the 25% Chicax/Latinx undergraduates. Moreover, Chicax/Latinx graduate and professional student admissions and success are critical to increasing diversity of University of California faculty. Source: UC Davis Student Information Systems 2016.

## Undergraduate

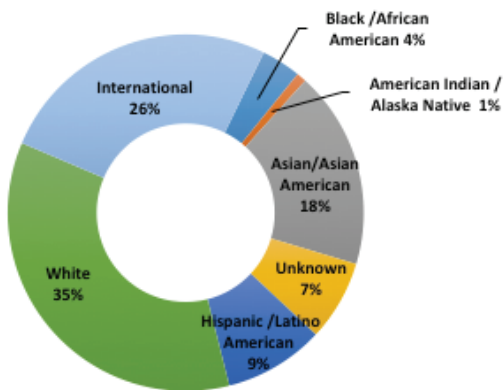


## Graduate

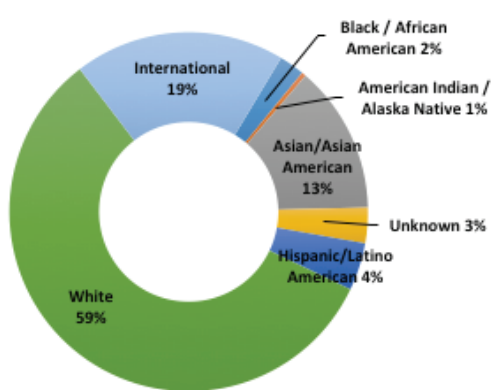


Source: UC Fall Enrollment Headcount by Level and Ethnicity, 2016

## Graduate



## Faculty



Source: UC Fall Enrollment Headcount by Level and Ethnicity, 2016

## FACULTY AND STAFF

### FACULTY AND STAFF

#### *Hiring with Diversity*

Many UC Davis reports have addressed the need for faculty diversity in greater detail than this report can do. This report seeks to reinforce the urgency of the need to continue to diversify the faculty. Common approaches to increase faculty diversity have been to provide financial interventions. While there has been some success with these approaches, it is clear that additional efforts need to be made to influence retention, promotion, and tenure, as well as faculty satisfaction.<sup>24</sup>

Ideally, innovations around academic diversity would seek to transform institutional culture by elevating definitions of excellence to truly value contributions to equity such as through teaching innovations, public scholarship, and community service. We would also seek to acknowledge and address the reality that faculty and staff of color too experience isolation and at times lack a sense of belonging. The Taskforce wants to acknowledge that recent efforts by UC Davis such as the ADVANCE grant and most recently the UCoP Grant to advance faculty diversity have truly embraced the project of academic diversity as one of institutional transformation.

The Taskforce supports findings that more investment is needed for new faculty to keep pace with student growth and remain competitive in instruction and research. During the 2016 budget meetings, senior leaders observed that ladder faculty hiring has not kept pace with student population growth, which presents a number of challenges to the University. One rationale cited for this shortfall is that hiring ladder faculty is much more costly and competitive than lecturers, as startup packages have to be robust and funding, despite increases in revenue, is not always available.

A recent report from the Association of American Colleges & Universities (AACU) also argues that the research on hiring does not bear out the hypothesis that the pipeline is the problem. Hiring of diverse faculty at leading institutions continues to fall short of availability. The report has made a number of recommendations, which the HSI Task Force supports. Two recommenda-

tions resonate with the HSI initiative and are addressed in other sections of this document: “Faculty diversity is enhanced by a diverse curriculum and support for research on diversity topics and issues”; “While financial support is important, faculty diversity is enhanced by attention to faculty/staff diversity training and campus community preparation for diversity.” (Taylor, O., et al., 2019).

New research continues to advance our understanding of the role that diversity plays in role models and mentoring, particularly in science. For example, the 2018 Strada-Gallup Alumni survey of more than 5,000 recent college graduates demonstrates that professors serve as important mentors for students, especially for their studies and how to start their careers. White students who had mentors are more likely to say that their mentor is a professor (72%) than underrepresented minorities (47%). Underrepresented minorities are more likely to report that their mentor is a staff member (15%) than white students (7%). The mentor is also more likely to be a humanities professor (43%) than one in science and engineering (28%) or social sciences (20%).

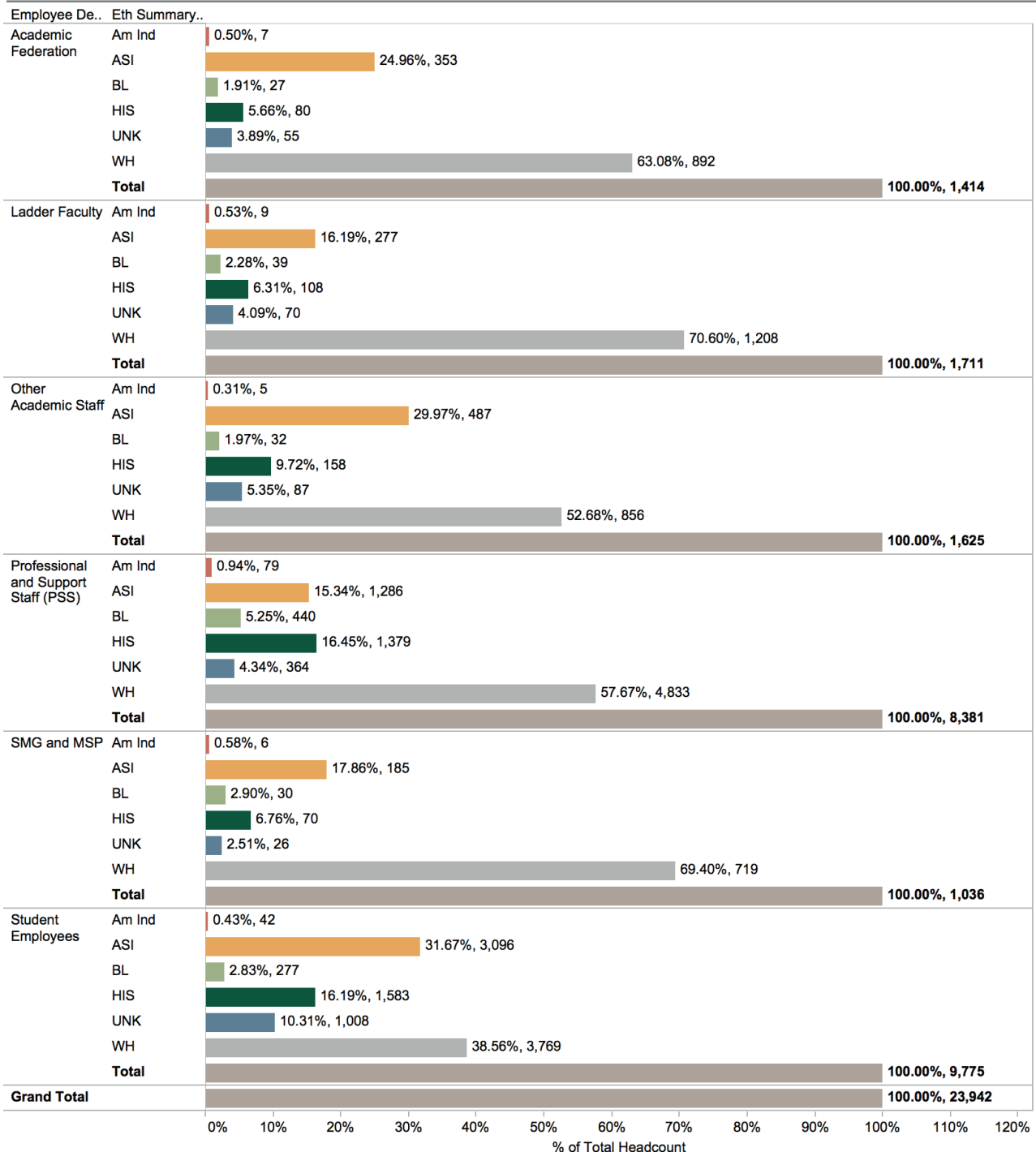
It is estimated that on the UC Davis campus, at the Medical School and in the School of Nursing, students interact with nearly 10,000 *professional and administrative staff* members, twice the number of *academic appointees* (ladder faculty, academic federation, and other academic staff). Even as advances have been made over the years, the lack of representation among historically excluded populations among the professional and administrative staff, particularly among those in leadership roles, continues to be an issue. While the focus of reports and policy briefs is often on leadership and faculty, staff also have a profound influence in the lives of students, as advisors, mentors, role models and counselors.

UC Davis has hired dedicated staff and has devoted resources toward enhancing diversity and inclusion in human resources, including expanded outreach efforts, enhanced use of talent analytics, and a suite of web-based diversity and inclusion resources. The Strategic Vision for Diversity and Inclusion at UC Davis (2017) and the report of the Taskforce on Workplace Climate (2017) have made strong recommendations for continuing to improve hiring, retention, and promotion efforts. These reports include recommendations around the following issues that are also relevant to creating a strong Hispanic Serving Institution:

<sup>24</sup> See for example, University of California, President's Task Force on Faculty Diversity (2019, March 26). *The representation of minorities among ladder rank faculty*; University of California, Office of the President (2019, March 26). *Diversity: Faculty and other academic personnel*; University of California Academic Senate (2016, February 2). Hare, D. J. to Aimée Dorr. *Best Practices for Diversifying the UC Faculty*; Johnson, K. R. (2016). *How and why we built a majority-minority faculty*. *The Chronicle of Higher Education*. Taylor, O., Apprey, C. B., Hill, G., McGrann, L., & Wang, J. (2019). *Diversifying the faculty*. Association of American Colleges & Universities.

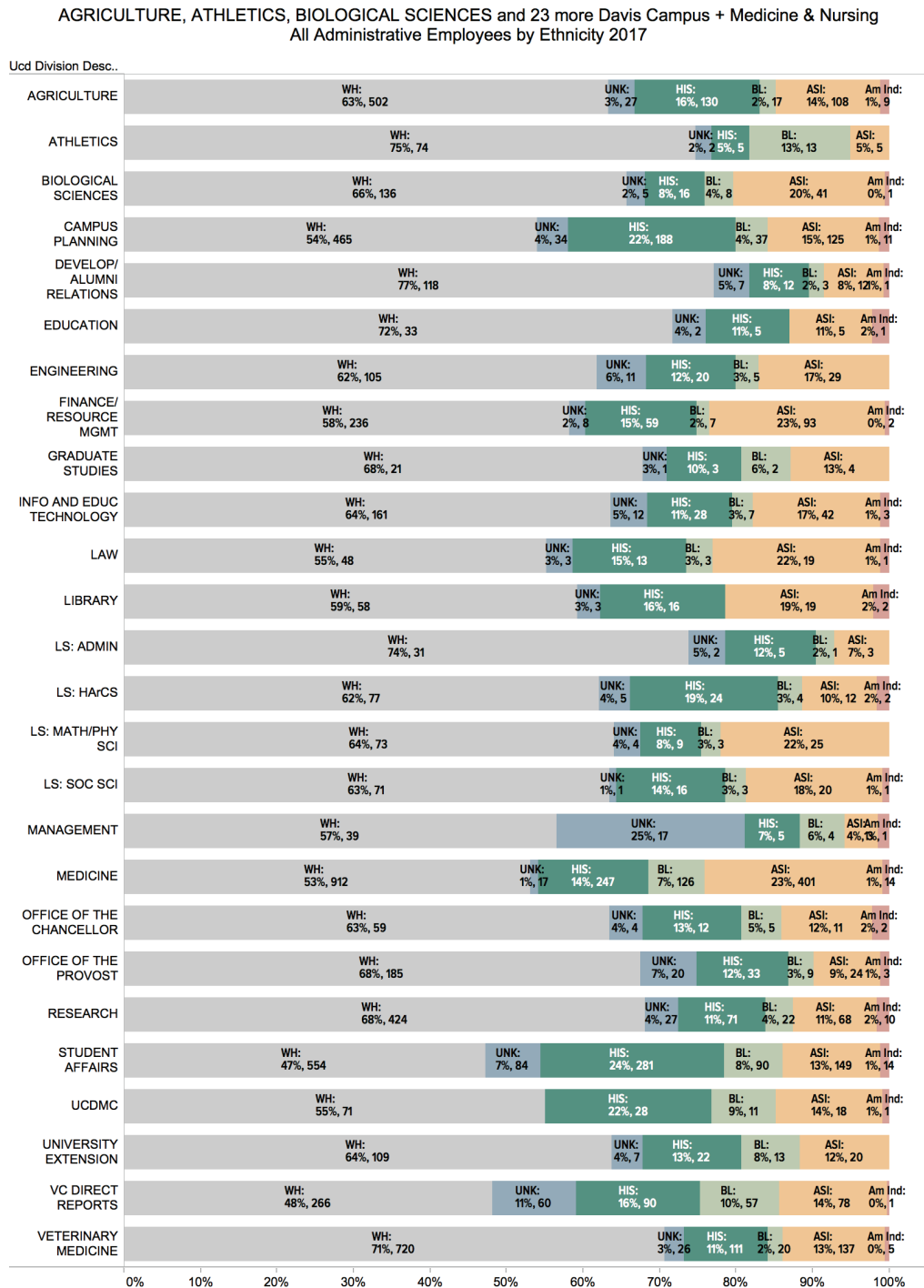
# FACULTY AND STAFF

► Figure 28. While still not representative of the state population, our 2017 professional and support staff on the UC Davis Campus and at the School of Medicine and School of Nursing (not including the UC Davis Medical Center) has the highest proportion of individuals who identify as Chicax/Latinx. Chicax/Latinx students are underrepresented among student employees. Source: UC Corporate Payroll System.



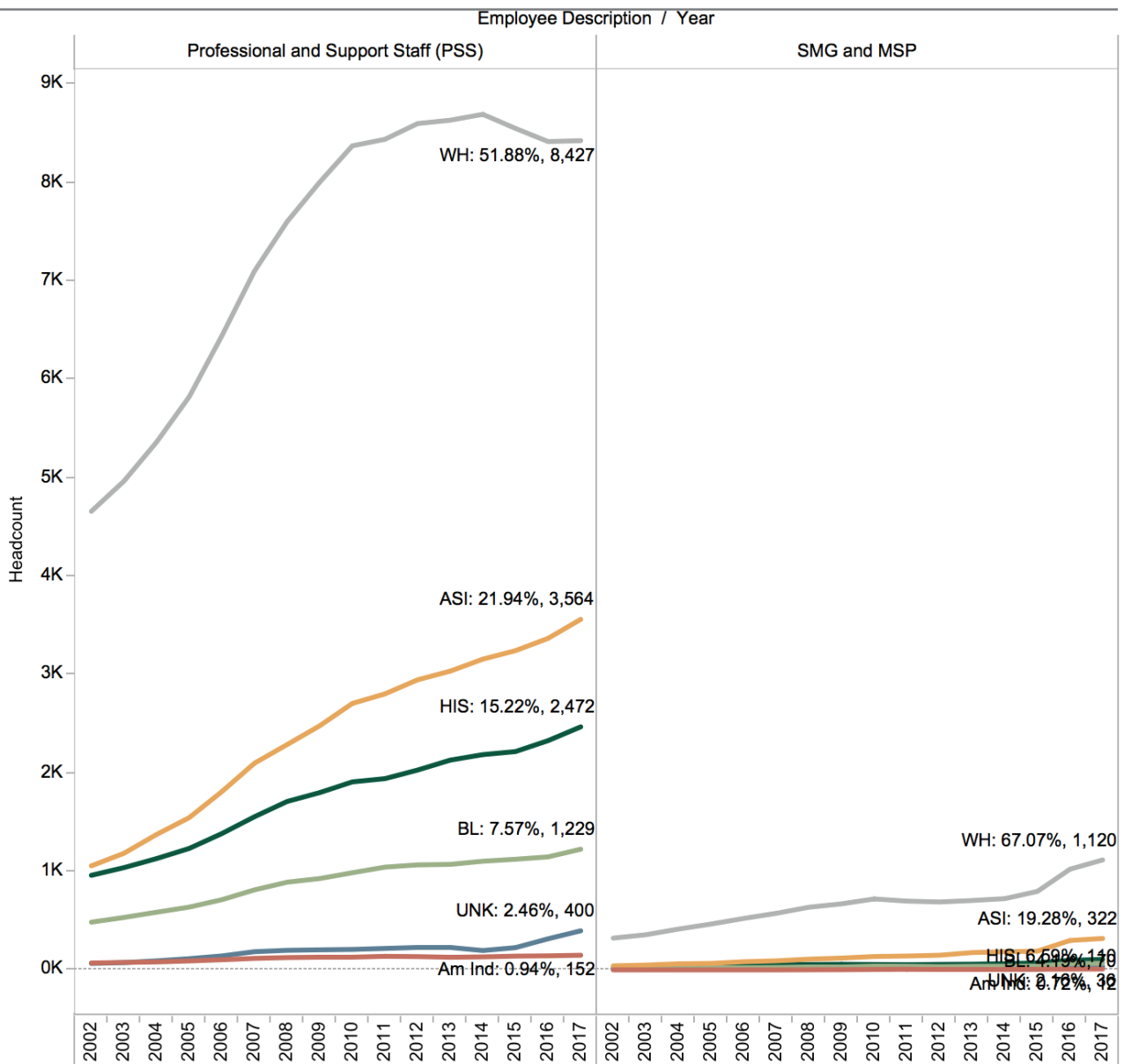
# FACULTY AND STAFF

► **Figure 29.** In a comparison of administrative employees (excluding the academic workforce) between schools, colleges and administrative units, Student Affairs and the UC Davis Medical Center have the highest proportions of employees who identify as Chicanx/Latinx. *Source: UC Corporate Payroll System.*



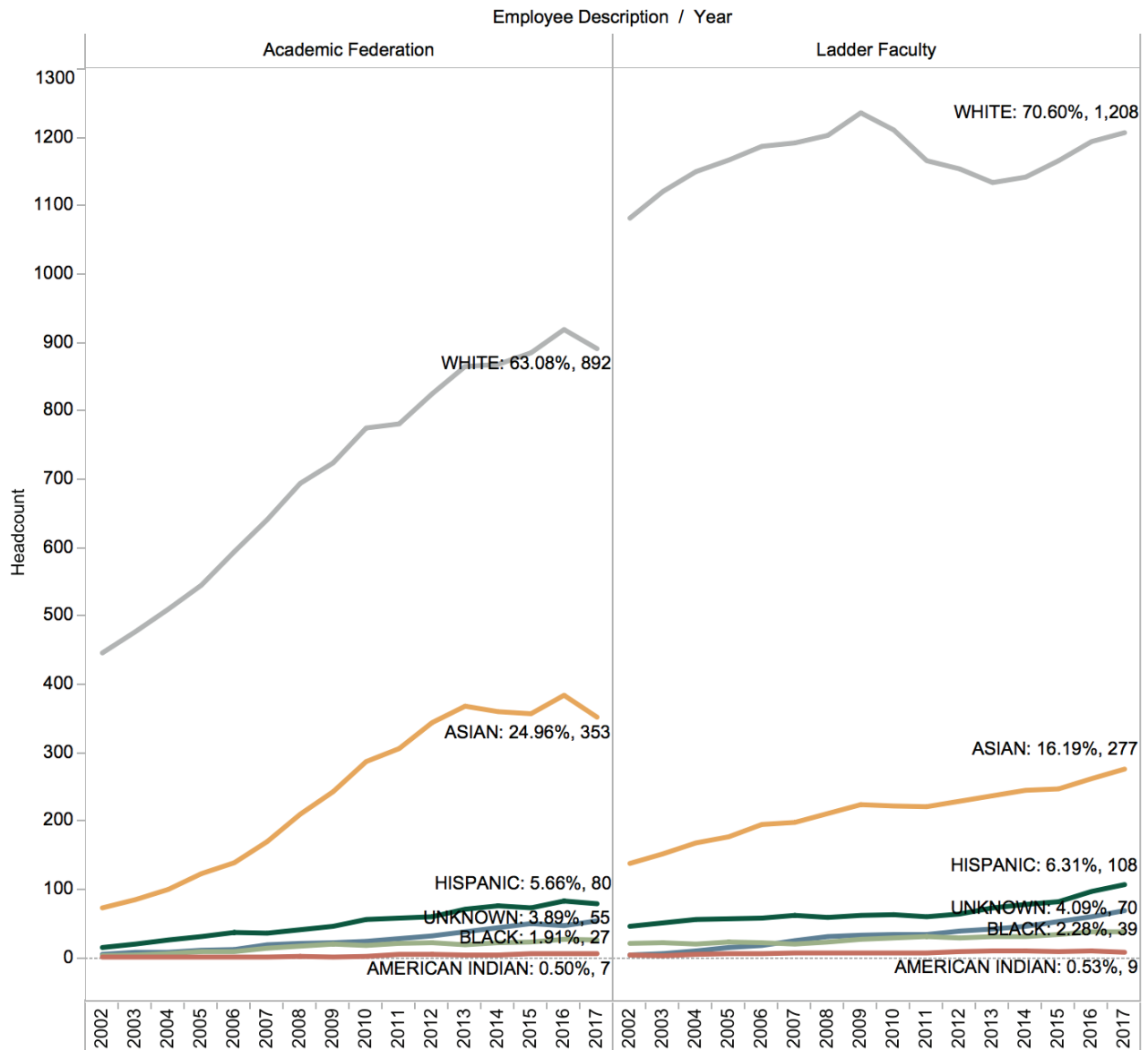
# FACULTY AND STAFF

► Figure 30. Between 2002 and 2017, the proportion of administrative (not academic) workforce that identifies as Chicana/Latina has increased, but is still not representative of state demographics, and there is less much less representation in the Senior Management Group and Management and Senior Professionals (SMG and MSP). Source: UC Corporate Payroll System.



## FACULTY AND STAFF

► Figure 31. From 2002 and 2017, the gap between the numbers of Chicanx/Latinx and white and Asian faculty has continued to increase, even as overall numbers have increased. Source: UC Corporate Payroll System.



- better mechanisms for employees to seek support and institutional action in situations involving exclusionary (shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassing) in the workplace;
- new trainings and resources to enable a positive workplace climate;
- access to and analysis of talent analytics, including

retention data and salary equity;

- equity issues related to performance evaluations; and
- attention to hiring and promotion with diversity.

Finally, representational diversity, to be meaningful, must also mean that the presence of diverse faculty and staff will matter to influencing policies and practices at UC Davis. It's not enough to say that UC Davis is committed

## FACULTY AND STAFF

to promoting faculty and staff with a commitment to our Rising Scholars: those individuals need to be invited to take leadership roles and then rewarded and acknowledged for their service. At the 2019 4<sup>th</sup> National People of Color Legal Scholarship Conference, the topic of leadership in higher education was a recurring topic. Several leaders are now asking not only to be invited to the table but also to bring more chairs to the table or even to redesign or purchase a whole new table. In other words, leaders from historically marginalized groups need to be included in all work around institutional progress and transformation and far beyond issues that are explicitly about “diversity” in its most marginalized definitions.

### *Incentivizing Inclusive Classroom Environments*

At a R1, land grant HSI, we assert as a value the imperative of preserving strong synergies among inclusive teaching excellence and research. The HSI Taskforce understands, however, the tensions around requiring that all faculty at UC Davis balance the exigencies of inclusive excellence in teaching and research, in addition to service, especially as we envision inclusive excellence in this document. For this reason, we reject the idea of supporting solely a single model of the teacher-researcher who can mentor and elevate our Rising Scholars’ desires to lead as researchers, policy-makers, and problem solvers in our society. For example, we value faculty at UC Davis who are conducting time-intensive research and who serve as mentors and teachers, whether in the lab, in the classroom, or in the field and with communities. We also value structural innovations at UC Davis that seek to preserve the values of including faculty with significant dedication to inclusive excellence in teaching and research.

The University of California has designed the Lecturer with Security of Employment (LSOE) series for appointees, “whose primary responsibility is teaching and teaching-related tasks and secondary responsibility is professional and/or scholarly achievement and activity, including creative activity, especially as they relate to instruction and pedagogy.” Evaluations of faculty in the LSOE series are weighted more heavily for teaching excellence, but they are also evaluated on their research and service (APM 285). The Academic Personnel Manual outlines the criteria for this evaluation, including, “contributions to diversity and equal opportunity are most likely to be focused on teaching and learning and can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or teaching that is particularly sensi-

tive to diverse populations. Mentoring and advising of students and faculty members particularly from underrepresented and underserved populations should be given due recognition in the teaching or service categories of the academic personnel process.” They are also evaluated on creating “an academic environment that facilitates active participation and learning by all students with a focus on developing effective strategies to advance learning by students in various underrepresented groups” (University of California, Office of the President (2019, March 28). UC Davis employs more LSOE appointees than any other UC campus, an opportunity to leverage this role to advance research on inclusive classroom environments.

The responsibility of creating inclusive classrooms and participating in pedagogy innovation projects should not be exclusive to the LSOE appointment, however. All faculty need to be incentivized to create inclusive classrooms and to mentoring students. Widespread use of diversity statements has been seen as a mechanism to increase awareness and recognition of diversity contributions. Academic Affairs, through its administration of the recent Open Search initiative and learnings from the Center for the Advancement of Multicultural Perspectives in Science (CAMPOS), is continuing to develop rubrics, training, and guidance for the use of diversity statements in hiring. Improved guidance needs to be both continually improved and extended to merit and promotion, aligning with the goals of this HSI initiative through the teaching and mentoring of Rising Scholars. The STEP Plus program at UC Davis offers a structure for rewarding these contributions.

It is also important to ensure that the right measures are being used to evaluate teaching excellence. The HSI Task Force acknowledges that the Davis Division Executive Council will be discussing Student Evaluations of Teaching (SET) in light of the growing body of research suggesting that such evaluations are often biased against faculty of color and female faculty and often don’t correlate with actual student learning outcomes.<sup>25</sup>

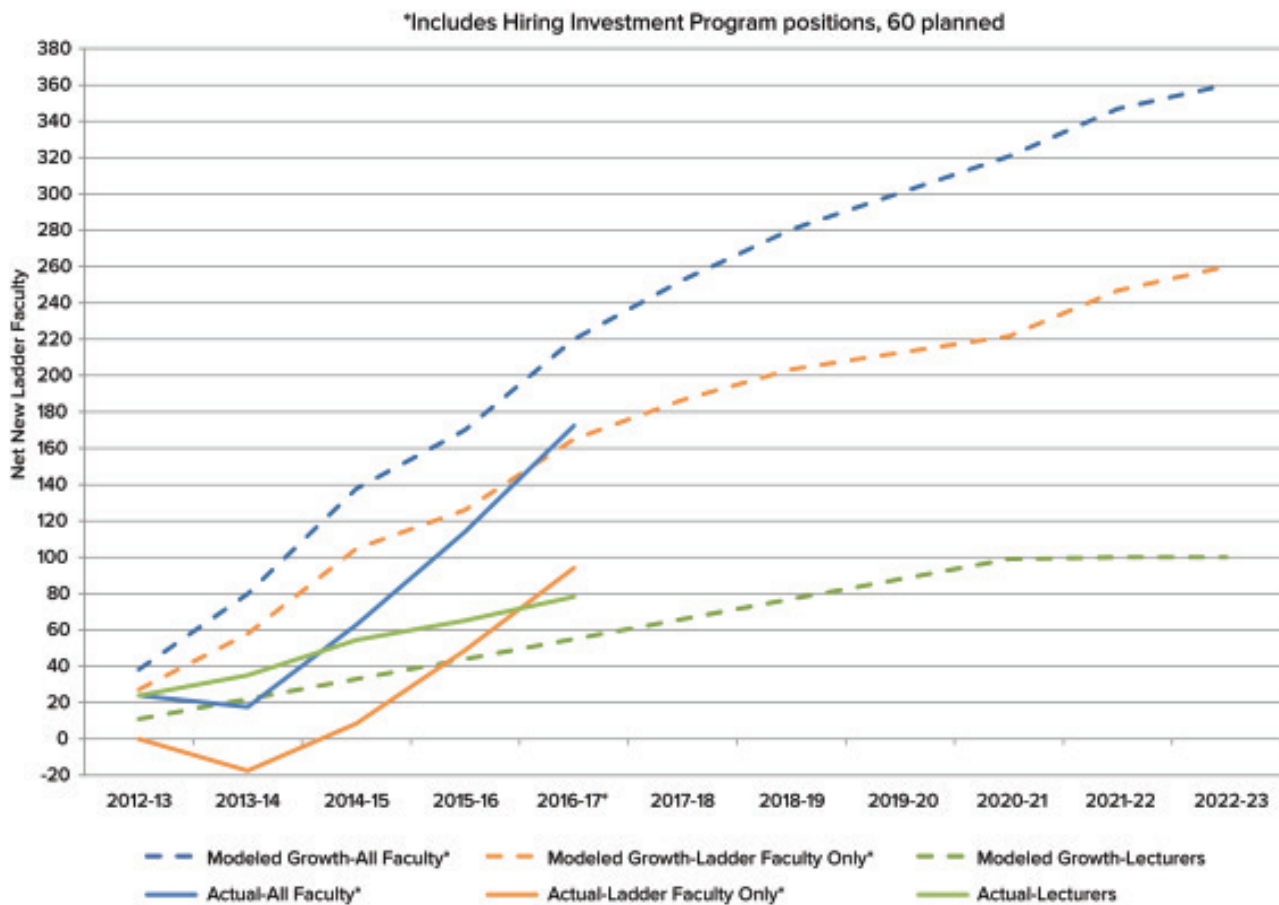
As the HSI Task Force pushed deeper into conversations about teaching, we could not help but delve into those pernicious issues in higher education that go well beyond the scope of HSI. We entered into the long and difficult

<sup>25</sup> See for example Flaherty, C. (2018, May 22). *Teaching eval shake-up*. *Inside Higher Ed*; MacNeill, L., Driscoll, A. & Hunt A. N. (2014, December). *What’s in a name: Exposing gender bias in student ratings of teachers*. *Innovative Higher Education* 40, 4: 291-303; Mitchell, K. M. W. & Martin, J. (2018). *Gender bias in student evaluations*. *Political Science & Politics* 51(3): 648-52; Uttl, B., White, C.A. & Gonzalez, D.V. (2017). *Meta-analysis of faculty’s teaching effectiveness: Student evaluation of teaching ratings and student learning are not related*. *Studies in Educational Evaluation* 54: 22-42.



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► **Figure 32. Hiring under the 2020 initiative has not kept pace with the model, especially among ladder faculty, putting pressure on faculty workloads.** Source: Faculty Recruitment Authorizations and Update of Multi-Year Recruitment Plan, February 2018)



conversations about how UC Davis deploys and treats adjuncts (also known as Unit-18 lecturers) with a recognition that our concerns are one piece of a much larger dialogue. We encourage the institution to think in a principled way about its commitment to students as it pursues innovations around the integration and training of Unit-18 lecturers with respect to our Rising Scholars. Even those hired because of their skills in teaching can benefit from training and development around cultural and educational equity. All UC campuses make funding available for Unit 18 Lecturers to seek professional development, but we are aware that the funding is limited and can fund a broad range of activities at the discretion of the Unit-18 lecturer (University Council, 2019). We are also aware that other units cannot shift funding earmarked for ladder faculty to Unit-18 lecturers, even when they identify opportunities to benefit this important segment of our campus community.

### Research

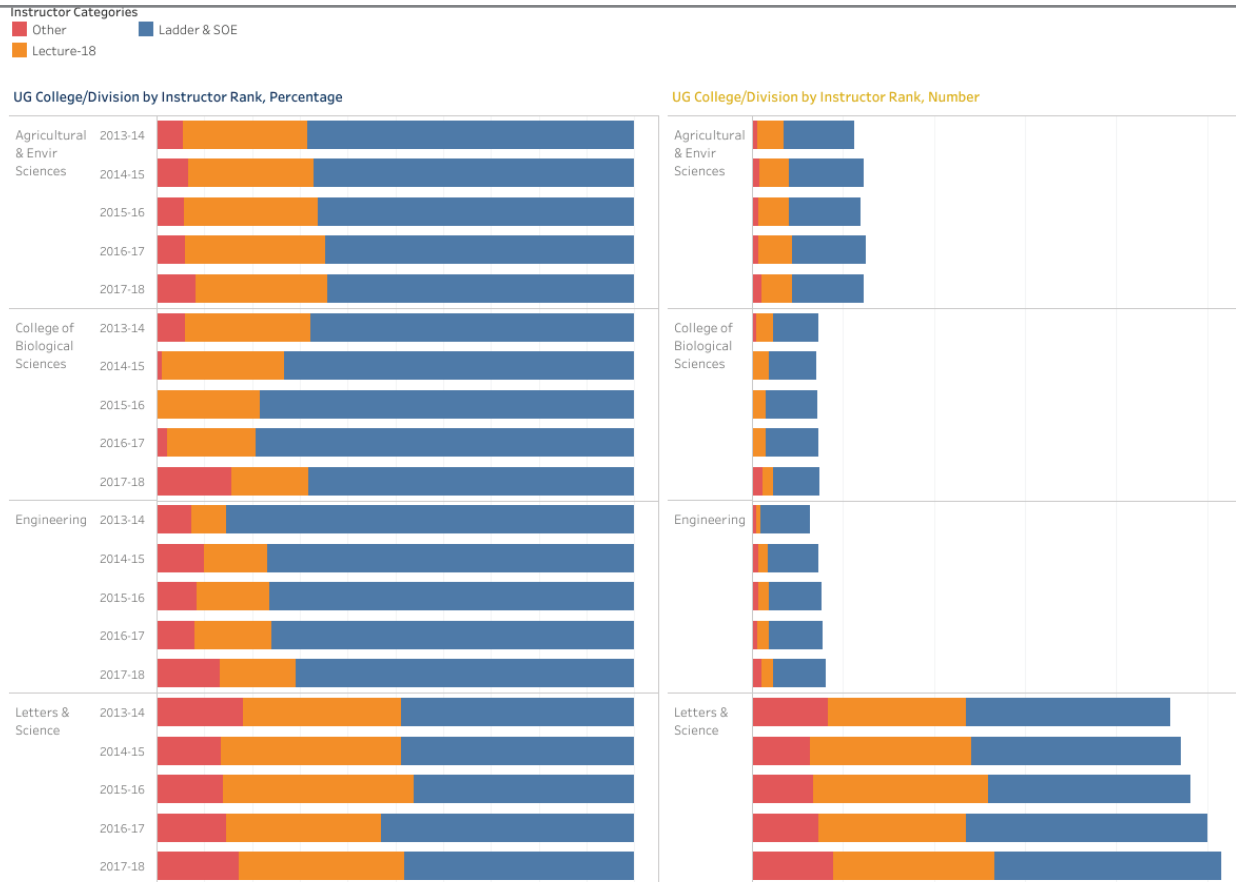
Research is a key component to any HSI plan especially at a R1 land grant institution like ours because it deeply engages faculty and provides a vehicle for faculty to make connections to students and community. There are two areas of research that are key to our identity as an HSI: community engaged scholarship and critical action research that utilizes our campus and classrooms as laboratories for creating cultural and educational equity for Rising Scholars.

### Public Scholarship

In our engagements with UC Davis students, our Rising Scholars expressed a desire for an education that is relevant to their identity and lives, and that prepares them to solve the societal problems affecting their communities.

# FACULTY AND STAFF

► **Figure 33. Faculty Workload, Ratio of Student Credit HOurs (SCH) to Faculty. Utilization of Lecture 18 and Other Faculty has increased in some colleges but not significantly. The broader question is what is the right proportion of Ladder and SOE faculty to Lecturer 18 faculty that is optimum in supporting Rising Scholars. Source: AggieData**



They asked for relational, rigorous, and relevant research. The HSI Taskforce remained in close consultation with the Office of Public Scholarship and Engagement (OPSE) at UC Davis through conversations with Founding Director Michael Rios and his team. The alignment of HSI with OPSE is clear in his words, “We have a tremendous opportunity to elevate and expand upon the great work that students and faculty are doing with communities in the Sacramento region, California and beyond. The creation, support and promotion of community engagement are vitally important to the civic mission of UC Davis.”

Our HSI identity must be centered around engaging and collaborating with Chicanx/Latinx communities. Moreover, to become a *premier* Hispanic-serving, land grant institution we must define additional types of service engagement by broadening the scope of “serving” to include not

only students’ experiences, but entire communities, recognizing that public institutions of learning today should function as agents for social mobility.

By “returning benefits to the communities that work with us,”<sup>26</sup> increased engagement in Chicanx/Latinx communities promises to (1) to develop a robust and diverse workforce equipped to address the disparities affecting Chicanx/Latinx communities in California and the US; (2) nurture Rising Scholars as leaders; (3) promote cultural humility skills among all faculty, students and staff.

### Critical Action Research

In his presentation to the HSI Taskforce, Pablo Reguerin from UC Santa Cruz, citing the work of Estela Bensimon at Cabrillo College, called on UC Davis to “become leaders

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## FACULTY AND STAFF

in critical action research” and to ask itself “What are the practices, structures knowledge and competencies needed to engage in critical action research that leads to racial equity? What would critical action research entail at UC Davis?” (University of California, Davis, 2017).

UC Davis already performs some of this research in pockets across campus such as in the Center for Educational Effectiveness, the School of Education, and by individual faculty committed to serving Rising Scholars. Other UC campuses are also engaged, and there is an *ad hoc* sharing of findings at various conferences organized within the system. We view UC Davis joining fewer than 20 other HSIs nationwide that are R1s, five of which are currently other UCs, as an exceptional opportunity to lead by establishing new metrics for measuring our success, examining current practices to assess effectiveness, and piloting reforms that establish new best practices and innovations in an R1 setting, helping us achieve the aspirations we have for our Rising Scholars and our HSI identity. Our findings suggest that our work would benefit from structures that formalize collaboration and inspire sharing and innovation to reinforce our efforts.

## CONCLUSION AND RECOMMENDATIONS: THE FUTURE OF UC DAVIS AS A R1, LAND GRANT HSI

### CONCLUSION AND RECOMMENDATIONS THE FUTURE OF UC DAVIS AS A R1, LAND GRANT HSI

The vision outlined in this document and the recommendations that follow are ambitious and long-term. It calls for the participation of every member of our UC Davis family and our partners in the community and government. We hope that this document adequately recognizes the deep thinking and work that is already being done across our campus. We charge those on our campus to continue that work, unifying behind a coherent vision and working collaboratively in the years to come. We ask that the senior leaders at UC Davis meet or continue to meet that effort with their own sponsorship and support.

We have outlined the issues that came up in our nine-month, intensive survey of the campus environment for Rising Scholars. Some issues were beyond the scope of our charge and for other topics, we know that more research is needed. On some subjects, we were or became experts; on others, we were superficial observers. We took note of where our Taskforce could add value—in identifying for the institution where resources, sponsorship and collaboration could move us forward. We tried to focus our attention in those areas. We have tried to find a balance between expecting too much and asking too little.

For some, this document may not address what they see as the big structural changes that signal any real progress toward equity. We would argue that incremental approaches toward change do not mean meek steps. Some of the recommendations which can and should be implemented immediately call for bold action, especially ones that echo voices for change that have resonated for decades. In our recommendations, we have provided some guidance for immediate steps toward action. This list of immediate steps is not exhaustive. We have focused our priorities for year one on actions that will generate the resources and incentives to empower as many stakeholders to engage and on communicating to the campus that this project matters and that we are committed to hold each other accountable for its implementation.

The educational journey the Taskforce undertook as part of this process left us quite hopeful and inspired. Foremost, we want to acknowledge the Rising Scholars who graced us with their presence, enlightened us with their wisdom, and edified us with their commitment to family and community. In the few moments when we faltered or doubted our ability to capture in this report the

breadth and depth of your dreams, we were renewed through your art, culture, dance and spirit. We hope foremost that you feel heard, seen and not alone. We want you to know that through this process, we met many faculty, staff, colleagues at peer institutions, public officials, community members and partners who really get that you are our best hope for a better more equitable tomorrow and who want very much to do the right thing by you. Adelante. ¡Sí se puede!

## GOAL 1: PREPARE AND ATTRACT A BROAD PROFILE OF RISING SCHOLARS TO UC DAVIS

### 1.a. Maintain and grow UC Davis's HSI status.

1.a.i. Increase our proportion of Chicanx/Latinx undergraduate students to mirror the demographics of our state; match those efforts and ambitions in our graduate and professional programs.

1.a.ii. Advocate for and contribute to building the capacity to accommodate more of California's Rising Scholars at the University of California through direct admission from high school.

1.a.iii. Grow the proportion of Chicanx/Latinx transfer students from California's Community Colleges by simplifying the transfer path, strengthening guidance on transfer and creating a clearer and less complex set of transfer requirements.

1.a.iv. Implement a well-developed, resourced and sustainable Strategic Enrollment Management Plan for undergraduate, graduate and professional students around the HSI identity.

### 1.b. Commit to growing the K-12 pipeline.

1.b.i. Place an emphasis on early, high-touch and culturally responsive education about opportunities at UC Davis for Rising Scholars and the counselors, families and community entities that surround them—integrating financial wellness, career exploration and awareness of a-g requirements and the Transfer Admission Guarantee (TAG) program.

1.b.ii. Focus attention on under-resourced and rural communities with high concentrations of Rising Scholars (e.g., the Central Valley and Inland Empire).

1.b.iii. Expand culturally responsive pipeline initiatives targeting the 30-mile radius (e.g., Woodland, Sacramento and West Sacramento).

1.b.iv. Invest in the School of Education's teaching certification programs to increase the

number of multilingual and culturally skilled teachers.

1.b.v. Provide Rising Scholars with opportunities to prepare for and transition to UC Davis, meeting them where they are with respect to their school of origin, years since high school and family commitments.

1.b.vi. Adopt the recommendations presented by the Working Group on Closing the Preparation Gap regarding pre-matriculation programs, particularly around enhancements to STEP. Explore further expansion of Summer Start initiatives both in terms of substance and the number of students such programs serve.

1.b.vii. Support and expand new transition programs for transfers that focus on jump-starting transfers into research, internships, early faculty mentoring, peer networks and career planning.

1.b.viii. Ensure proper placement of students into developmental courses and progress toward models, supported by best practice and research, that eliminate non-credit bearing remedial courses and replace them with other curricular supports.

### 1.c. Reimagine how financial aid is designed and delivered for Rising Scholars.

1.c.i. Conduct a culturally responsive assessment of the socio-economic circumstances of Rising Scholars to ensure that financial aid is sufficient for all costs of a UC Davis education, including living expenses, healthcare, books and technology.

1.c.ii. Increase campus work opportunities for Rising Scholars and pay generously for their work.

1.c.iii. Develop partnerships that generate private grants and scholarships for undergraduate undocumented students; for students with parents of mixed status; and for formerly incarcerated students.

## GOAL 1: PREPARE AND ATTRACT A BROAD PROFILE OF RISING SCHOLARS TO UC DAVIS

1.c.iv. Significantly increase funding for multi-year fellowships for Rising Scholars that would be available to AB540 and undocumented students to attend graduate and professional schools.

1.c.v. Expand capacity for the institution to provide individualized financial wellness consultations to Rising Scholars.

1.c.vi. Increase economic opportunities for Rising Scholars to complete externships or travel abroad opportunities.

### **1.d. Commit to increasing the number of Rising Scholars that enter graduate and professional programs.**

1.d.i. Support the implementation of holistic admission practices across all graduate and professional programs and groups who desire to recalibrate their admissions practices.

1.d.ii. Create and resource a role in Graduate Studies charged with developing outreach and recruitment strategies for Rising Scholars into graduate programs.

1.d.iii. Collaborate with the UCOP to establish formalized efforts to outreach and recruit Rising Scholars across all ten campuses for graduate programs.

## IDEAS

Utilizing technology to expand student growth capacity

Reviving the LCFF+ Program

Reviving the Reservations for College Program

Funding more multilingual and culturally aware recruitment staff in areas with a high density of Rising Scholars (Los Angeles, Inland Empire, Central Valley)

Partnering with Mexican and other Latin American Consulates on events like *Ferías Educativas* and other outreach opportunities

A multilingual (Spanish speaking) *Día de Orientación* for first year and transfer students and their parents to create awareness of student support services of education on financial wellness and opportunities for engagement and participation

Summer Start Program

An initiative focused on Latino (male) student pathways

HSI-specific initiatives for transfer students such as Aggie Scholars Transfer Weekend; Aggie to Be Pilot Program, Avenue E and Transfer Decision Day

Graduate fellowships and scholarships for professional schools targeted to Rising Scholars

Private funding to fund admissions fees for students in established outreach programs who want to apply to more than four UC campuses

Emergency aid and micro-grant programs for students

Technology lending library for computers, printers and other electronic supplies

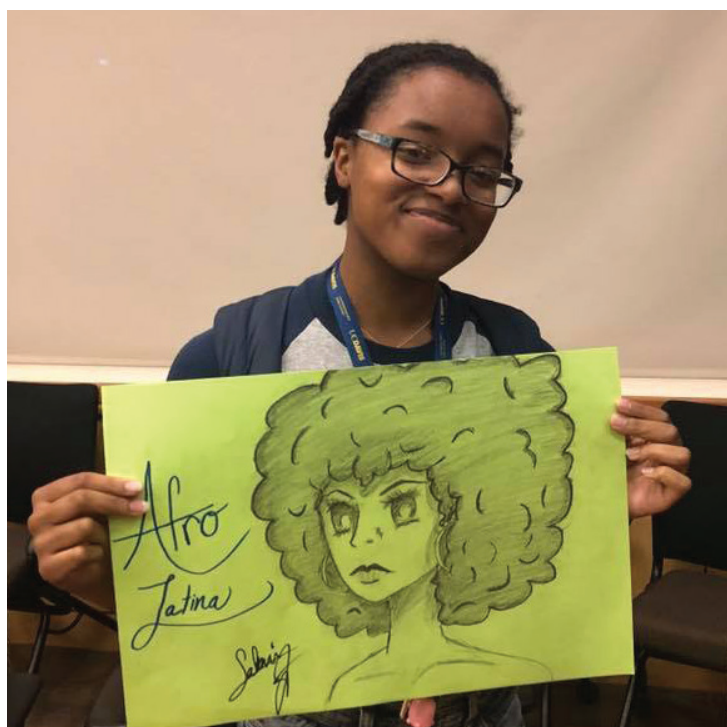
Undergraduate minors in education and business

## GOAL 2: ENSURE THAT RISING SCHOLARS HAVE THE OPPORTUNITY TO LEARN, SUCCEED, GRADUATE AND THRIVE.

### **2.a. Empower Rising Scholars by knowing who they are, valuing what they bring and responding to what they need by providing holistic, coordinated and embedded services and opportunities into every space they inhabit.**

2.a.i. Implement the recommendations from taskforces on affordable housing, food security and mental health with a focus on coordination and promotion services for Chicanx/Latinx students. Establish mechanisms for ongoing assessments that also include mental and physical health and financial wellness. Provide culturally relevant programming and information on cooking, financial wellness, health/healthcare and wellness that incorporate family and community where possible.

2.a.ii. Invest in high-touch, high-impact, holistic advising that retains Rising Scholars at UC Davis and in STEM disciplines. Ensure that student coaching encompasses the personal, cultural and socio-economic as well as academic. Utilize technology to facilitate preventative outreach and mentoring. Make stronger connections between academic and career advisors.



2.a.iii. Invest in improving students' writing skills (possibly through a dedicated writing center) and in tutoring approaches that harness students' multilingualism to improve writing skills.

2.a.iv. Sponsor learning communities and cohort models that enable networks of support to develop, especially in STEM.

2.a.v. Create culturally responsive programs, educational opportunities, spaces and support mechanisms to help Rising Scholars cope with racial and ethnic conflicts and other climate challenges on campus.

2.a.vi. Create a hiring incentive program for staff who demonstrate a commitment to serving the needs of Chicanx/Latinx communities and who bring cultural humility to their role as counselors and mental or health care providers and who demonstrate a commitment to Rising Scholars.

2.a.vii. Invest in adequate and permanent staff in Student Affairs, at El Centro and within the other student centers as backbone organizations that lead and coordinate student services for their populations.

2.a.viii. Incentivize participation in and offer trainings around cultural humility and multilingual literacy (especially English/Spanish) among all staff and faculty.

2.a.ix. Embed the UC Davis campus with art, murals, museums, architecture, landscapes, cultural programming and food in ways that visibly celebrate and embrace our identity as a HSI.

2.a.x. Implement a survey instrument to measure, monitor and improve sense of belong for Rising Scholars.

*Student Engagement Forum, November 5, 2018*

## GOAL 2: ENSURE THAT RISING SCHOLARS HAVE THE OPPORTUNITY TO LEARN, SUCCEED, GRADUATE AND THRIVE.

### **2.b. Establish institutional incentives to empower faculty and staff with the skills and ability they need to effectively teach, mentor, innovate, lead and build positive campus climates and learning environments.**

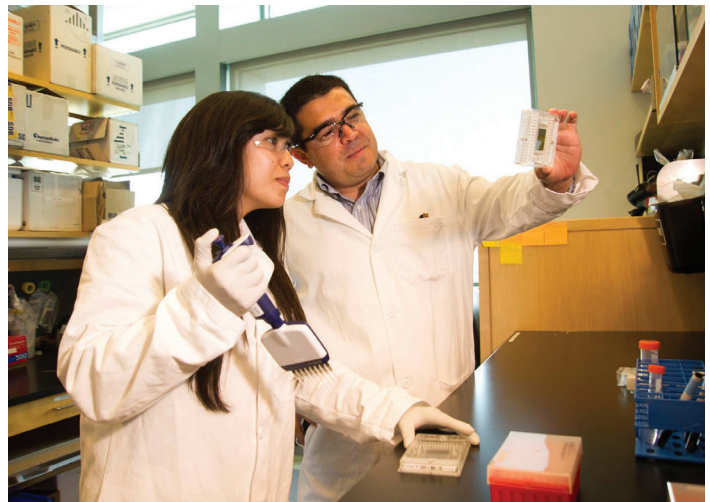
2.b.i. As the campus advances its activities around assessment, consider how the program review process can incentivize departments and individual faculty to integrate interdisciplinary, culturally responsive and student-centered curriculum into their teaching as a best practice for closing equity gaps and preparing students to work in a multicultural society.

2.b.ii. Leverage diversity statements in both hiring and merit and promotion to incentivize faculty to engage in professional development, mentoring students, team science, research and innovation around pedagogy, course renovation, undergraduate teaching and other activities that serve Rising Scholars and reflect our HSI values. Adapt a similar model for staff.

2.b.iii. Assess content, programming and access to education on cultural and educational equity, cultural humility and teaching excellence and be both principled and innovative in considering how all communities, regardless of position title or student level, can be engaged.

2.b.iv. Sustain Rising Scholars in the pipeline to the professoriate, support the conditions for teaching innovation and promote public scholarship and research by building a framework (inside or outside of the current budget model) that places a value on high-touch, high-impact outcomes for Rising Scholars.

2.b.v. Incentivize equity-minded practices for educational excellence by providing additional resources for (a) common goods courses, or lower division courses that deliver critical content and skills for a high proportion of students in majors outside the official department, college, or school delivering the course and (b) student success courses, or high-enrollment courses that



*Prep-Medico*

are needed for students to graduate on time and where there are critical achievement gaps for Rising Scholars compared to all students.

2.b.vi. Strengthen the ethnic studies departments at UC Davis by recognizing and valuing their unique contributions to educational equity and enabling them to thrive in teaching, research and service with added faculty, staff and other resources.

2.b.vii. Provide capacity for institutional-level coordination and leadership for the HSI initiative through all levels of senior leadership that includes mechanisms to implement this vision; assess progress toward our HSI goals; facilitate oversight and advisory committees; develop skills and campus knowledge; coordinate key partners; marshal and manage institution-level resources (including highly technical aspects of grant application and tracking), engage our extended community; and serve as internal institutional ambassadors.



## GOAL 2: ENSURE THAT RISING SCHOLARS HAVE THE OPPORTUNITY TO LEARN, SUCCEED, GRADUATE AND THRIVE

### IDEAS

Annual multi-year institutional transformation grants of \$250,000 to promote innovative curriculum or teacher reforms centered on embedding culturally responsive practices, experimentation with alternative teaching methods and assessment metrics

Seed grants (\$5,000-10,000) for initiatives on teaching innovation in individual courses or programs, such as redesigning courses to include experiential components or technology to reinforce skills and knowledge. Such innovations might include: hybrid learning, service learning, flipping the classroom, problem-based approaches, collaborative learning models and other innovative teaching pedagogies that support the academic success of Rising Scholars

A “Seal of HSI Excellence” for academic and administrative departments to recognize efforts related to UC Davis HSI identity and goals

Professional development for faculty on how to write diversity statements and trainings to department chairs and the Committee on Academic Personnel (CAP) in how to evaluate diversity contributions

Innovations to fund Unit-18 lecturers for professional development in active learning and culturally responsive curriculum and pedagogy

Expanded access for Teaching Assistants to ongoing and substantive professional development and training opportunities on active learning, culturally responsive curriculum and pedagogy and managing conflict, controversy and microaggressions in the classroom

Expanded access for faculty and graduate instructors to a portfolio of professional development opportunities around cultural responsiveness when working with diverse student populations

A resource list of discipline-based speakers who bring a constructivist perspective to the HSI identity

A student HSI advisory board (new or leveraging existing groups)

Inclusive Excellence Councils within colleges to lead efforts around diversity and inclusion

Being responsive to demands for mental health care by increasing access to counseling services at Casa Cuauhtémoc, El Centro and other student centers and housing locations

A network of departmentally-embedded career counselor roles that are dedicated to expanding and growing student support groups within majors

Roles at El Centro that would support (a) first year students and (b) graduating seniors preparing for life after UC Davis

Funding for Rising Scholars Graduate Research Students to work as tutors and advisors in academic units with high concentrations of Rising Scholars or at El Centro

Data management tools, predictive analytics and other technology that all advisors can access to improve the academic advising role

Healthcare advocates for Rising Scholars on Medical or any other healthcare plan to enable them to take advantage of health options and to improve or increase access to culturally responsive community providers available to them

Cultivating a network of and facilitate access to culturally congruent care providers (shuttles, etc.)

A UC Davis-based “Community Health Needs Assessment” that is based on CHNA best practices but works broadly across UC Davis to measure wellness, as well as access to and utilization of services, with a goal of improving the health of our UC Davis community and creating a model that can be implemented at other UCs

Evaluation and reinstatement of the research on sense of belonging conducted by the Center for Student Affairs Assessment in the Budget and Institutional Analysis (BIA)

Racial Healing Circles and other forms of restorative and transformative justice

Hire counselors trained to respond to racial trauma

## GOAL 3: FULFILL OUR HISPANIC SERVING MISSION BY ELEVATING STUDENTS TO INDUSTRIES WITH CRITICAL WORKFORCE NEEDS AND BY PREPARING AND EDUCATING ALL STUDENTS TO SERVE A MULTICULTURAL SOCIETY

3.a. Create bridges between communities and departments to align with our goals as a land grant institution and position our students, alumni and faculty to make a high impact in under-resourced communities and industries with critical workforce needs.

3.b. Develop career exploration programs for Rising Scholars that feature speakers, fellowships, major-based student support networks, departmentally-embedded career advisors, resources and access to alumni mentors.

3.c. Create opportunities for students and alumni to become leaders in our institution and in our state: pay students for their contributions; proactively put forward Chicanx/Latinx names for participation in leadership opportunities; and create opportunities for Chicanx/Latinx students and alumni to connect and network.

3.d. Increase our impact on under-resourced and economically-challenged regions of California as well as industries in need of critical workforce skills through partnerships with Office of Public Scholarship and Engagement around mutually beneficial community engagement and community impact; Global Education for All for local and global learning opportunities; and Schools and Colleges who offer majors and programs in targeted areas (Healthcare, Agriculture, Law, Education).

3.e. Enable members of our campus community to navigate the complex issues around Freedom of Speech in the context of an increasingly polarized society.

3.f. Work with students, faculty and staff to cultivate compassion and social awareness that will enable our faculty and staff to model and cultivate cultural humility in our students.

### IDEAS

Utilizing the Standing Committee on Freedom of Expression and the Campus Dialogue and Deliberation group to design programming for faculty and staff that empowers them to instill principles of social awareness and compassion into learning environments while still holding true to principles of free speech and academic freedom

New and expanded rubrics to measure culturally responsive curriculum and methodologies across undergraduate, graduate and professional level coursework and new metrics for the assessment and surveying of academic programs

Learning outcomes embedded in courses or majors that emphasize and teach cultural sensitivity

Multilingual (especially English/Spanish) course offerings across disciplines and especially in professions where bi- or multilingualism is necessary

New HSI-specific courses and trainings

An online toolkit and directory of HSI resources, including rubrics for assessing skills needed to work in multicultural settings and professions

## GOAL 4: HARNESS THE UNIVERSITY OF CALIFORNIA COLLECTIVE STRENGTHS AS A SYSTEM TO TRANSFORM PUBLIC HIGHER EDUCATION

4.a. Establish UC Davis as the home for a system-wide R1 HSI Research Institute that sponsors collaborative research and pedagogical innovation, utilizing University of California campuses as laboratories for higher education reform.

4.b. Conduct a systematic review of UC Davis and UC-wide policies and practices that impact recruitment, retention, progression and graduation of Rising Scholars, and, when deemed necessary, propose changes to those policies and practices to structural barriers and other biases that impede sense of belonging and full development.

4.c. Develop a 10-campus Rising Scholars Pathways to the Professoriate initiative that innovates around outreach to undergraduate students, holistic admissions to graduate programs, outreach to graduate students and full utilization of the incentives around postdoctoral fellowship programs (PPFP, CPFP).

4.d. Address the ongoing crisis in representation of Chicanx/Latinx faculty by increasing funding for existing recruitment and hiring strategies. Expand the Impact Recruitment Initiative (IRI) to prioritize hiring of faculty whose teaching, research and service benefits Rising Scholars and their communities. Adopt the best practices in faculty hiring from the UC Davis 2018 UCOP Grant on Advancing Academic Diversity.

4.e. Adopt strategies to improve representation of Chicanx/Latinx staff at UC Davis—in some cases adapting best practices from the academic side—including financial hiring incentives and use of diversity statements in hiring and promotion.

4.f. Learning from some of the best practices under Title IX, establish trainings for recognizing and addressing Title VI and VII incidents in various contexts on campus and create victim-informed mechanisms of support for faculty, staff and students.

4.g. Leverage the Office of Public Scholarship and Engagement and the Office for Research to incentivize, support and adopt best practices in public scholarship with Chicanx/Latinx communities and to produce innovative research to solve the urgent needs of society.

4.h. Develop stronger cross-department, cross-institution and cross-system partnerships that operate under a set of aligned goals to better prepare Rising Scholars in California through the various stages of their education.

### IDEAS

Assessment and improvement of survey instruments that assess climate and engagement of Rising Scholars (UCUES, Campus Climate Study)

A review of “subject to dismissal” procedures

A program of advocacy for part C of the Higher Education Act, reauthorization extending opportunity to K-12

An annual symposium for UC HSI and other R1s to promote collaboration and engagement on issues related to the role of R1 HSIs in higher education

Trainings on professional Spanish and/or on working with interpreters for all faculty and staff who provide services to Spanish-speaking communities

Opportunities for faculty and staff to learn Spanish as part of professional development, such as scholarships or fee waivers to UC Extension courses

A comparable Center for Advocacy, Resources and Education (CARE) for Title VI and Title VII

A serious educational project to develop and offer a comprehensive curriculum or series of courses that tackle the hard legal, moral and ethical dilemmas raised by such issues as race-based remedies (e.g., affirmative action) and hate speech at the system-wide level

A UCOP-based Administrative Leadership Fellows Program to identify and elevate staff to leadership positions

## ELEVEN HIGH PRIORITY ACTIVITIES FOR 2019-2020

- Apply for key HSI institutional transformation funding opportunities such as through the U.S. Department of Education or the National Science Foundation. Write 3-5 concept papers that expand on the ideas in this plan and lay the foundation for applying for institution-level HSI grant opportunities.
- Hire a HSI Director within the Office of the VC-DEI to coordinate the HSI effort at UC Davis.
- Establish an advisory group made up entirely of undergraduate and graduate students and an advisory group made up of faculty, staff, alumni and community representatives for ongoing engagement and oversight on the UC Davis HSI initiative. Commit to a five-year external expert review to assess progress.
- Begin Dialogue with UC about a system-wide R1-HSI Research Institute.
- Begin Planning for a first national forum on “What It Means to be a R1 HSI.”
- Launch an Innovation Grants program consisting of twenty or thirty competitive \$5,000-10,000 grants for pilot projects that will advance the goals of this plan.
- Launch Institutional Transformation Grants, an annual, competitive, multi-year \$250,000 grant for major division and departmental initiatives.
- Launch Strategic Communications and Fundraising Campaign around HSI, including a campus-wide celebration of our commitment as an HSI leader involving community, alumni, students, faculty and administration.
- Initiate a feasibility study around creating a writing center at UC Davis.
- Convene a first high level meeting with state education leaders and policy makers to start to identify aligned goals to better prepare Rising Scholars in California through the various stages of their education.
- Build out the HSI website as a portal for resources, opportunities, partners and directories that support implementation of the HSI vision. Expand the **Testimonios** and **Pioneros** sections to document and acknowledge our journey to HSI status and to tell the stories of our students, staff, faculty and community members.

### TOWARD A R1 HSI RESEARCH INSTITUTE: RECOMMENDATIONS FOR FURTHER RESEARCH

- ▶ The effect of class sizes on learning
- ▶ Best practices around the teaching of gateway courses (e.g., full time vs. lecturers; interdisciplinary collaboration to identify core outcomes and competencies; coordinates syllabi on coverage and type of assessments)
- ▶ The validity of academic assessments such as grading curves, standardized testing for class placement (as opposed to letting students choose); and teaching evaluations as a measure of instructor or course quality
- ▶ Interventions that work to guide and retain Rising Scholars in STEM
- ▶ Microaggressions and hostile campus climate impacts on learning
- ▶ Significance of cultural belonging and sense of belonging on the learning environment for Rising Scholars, staff and faculty
- ▶ Barriers for Rising Scholars to participate in enriching experiences that lead to a broadened range of careers
- ▶ Holistic admissions that include assessments of the validity and bias of ongoing reliance on standardized exams
- ▶ The validity, bias and impact of standardized licensing exams on diversity in the professions
- ▶ Holistic curricula and performance assessment in relation to comprehensive support for Rising Scholars to successful degree completion
- ▶ Rising Scholars’ views of the campus climate and sense of belonging
- ▶ How to leverage multilingualism to improve writing skills
- ▶ How predictive analytics might be used/expanded to make better decisions on which interventions to implement

## MEASURING THE SUCCESS OF THE HSI INITIATIVE AT UC DAVIS

UC Davis is not the first organization eager to measure its impact in terms of equity contributions. Many nonprofits and corporate entities are beginning to develop metrics that measure the impact of initiatives attempting to make broad social change. Guidestar and the Social Progress Index are just two examples, and their work—along with higher education scholars such as Robert Teranishi at UCLA or Estela Mara Bensimon (The Equity Scorecard) at USC—are shaping the way we might measure the social impact of our HSI initiative. It is important to note that The Equity Scorecard is a useful assessment tool for “the self-reflective process that is at the foundation of continued change” but follows as a planning tool, after team members have had an opportunity to review a core set of institutional data.

In the simplest terms, we hold to the principle that individuals who are educated have the capacity to live better lives, and by improving themselves, influence their families, their communities and society. While individual units, departments and programs might use a variety of metrics to drill down on the success of their programs, we recommend that these evaluations be grounded in the following important research questions. Following each question is a list of possible methods, metrics and tools to use in this work:

### Among Chicanx/Latinx students enrolled at UC Davis as first-time degree seekers in fall 2017:

**42.6% low income (26% all UCD)**

**70.8% first gen (42% all UCD)**

**65.6% female (59% all UCD)**

**78.0% identify as Mexican-American/Mexican/Chicanx (Of all CA Hispanic: 84%)**

**22% identify as Latinx/Other Spanish (Of all CA Hispanic: 16%)**

**35% transfer (36% all UCD)**

### *Are we attracting a broad profile of incoming students that reflects communities most in need of access to opportunity and social mobility?*

- » Proportion of Rising Scholars, low-income and first-gen enrolled.
- » Proportion of students from those under-resourced regions as identified in the Regional Opportunity Index issued by the UC Davis Center for Regional Change. <https://interact.regionalchange.ucdavis.edu/roi/>.

### *Are our students healthy, with adequate access to health care and mental health care? Are our students food- and housing-secure?*

- » National College Health Assessment data (NCHA-ACHA).
- » On food security: UC Global Food Initiative and local campus surveys regarding food security.
- » On affordable housing: A 30% ratio between half the rental cost of a Davis market-rate two-bedroom apartment and a Teaching Assistant (TA) salary at 50% FTE; a 4-5% rental housing vacancy rate in the City of Davis; a 0% or minimal gap between the Davis housing market average annual rent increase and the average annual inflation as measured by the Consumer Price Index; less overcrowding in rental units as measured by a yearly student housing survey; evidence that rental rates and conditions for low income students are improving.
- » On mental and physical health services: utilization and availability of Student Health and Counseling Services; hiring and staff development to promote culturally relevant and sensitive counseling and therapy practices.

### *Are our students persisting in and completing their educational programs at normative rates?*

- » Retention within major, institution and higher education, particularly first year retention.
- » Graduation and completion: (a) Low Income Graduation/completion rate compared to all other students (b) First Gen Graduation/completion rate compared to all other students, (c) Chicanx/Latinx compared to all other students.

### *Are our students learning what they need to succeed in their chosen careers and at our institution?*

- » Academic units are engaged in a reiterative, rigorous and thoughtful process for the adoption of learning outcomes and the means of assessment in response to changing student needs and best practices.

## MEASURING THE SUCCESS OF THE HSI INITIATIVE AT UC DAVIS

- » Existence of inter-departmental collaborations that ensure academic coherence and coordination in related programs of study or courses (e.g., gateway courses).

### *How much opportunity and resources does the institution make available for faculty development of excellence in teaching skills?*

- » Number of faculty and staff engaging in professional development in relevant areas.
- » Recognition of teaching excellence in the tenure and promotion process.

### *Are students able to access equitably all opportunities the campus has to offer, and does that engagement come through positive and inclusive campus experiences that promote a sense of belonging and inclusion?*

- » Student participation in internships, leadership roles, organizations and other sense of belonging measures, with nuance across intersectional identities (specific ethnicities within Chicanx/Latinx, income level, first gen, school of origin, major).
- » Qualitative (UCUES, Campus Climate Report) measurements of student engagement and inclusion, levels of respect, experiences with exclusionary (e.g. shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassing).

### *Is UC Davis a campus that is preparing all students to thrive in a pluralistic society?*

- » Representation of faculty and staff at all levels at UC Davis that reflects the rich diversity of California, including Chicanx/Latinx communities.
- » Majors provide culturally responsive and relevant curricula that reflect the history and experiences of Rising Scholars, or respond to their needs and aspirations.
- » Faculty are employing methods of assessment that recognize multiple contributions and distinct learning approaches of all students, especially those that employ proven practices to promote the success of Rising Scholars.
- » Strength of ethnic studies programs at UC Davis, including Chicano and Chicana Studies (e.g., resources, faculty retention and research support).
- » Results of climate surveys that take into account how race and ethnic difference influence how students, faculty and staff experience UC Davis.
- » An operationalization approach to the Principles of Community that recognizes the consequences of hate

speech and adequately supports and trains faculty, students and staff experiencing racial and other forms of bias, discrimination and harassment.

- » Assessment and implementation of plan to develop strategic actions to deal with campus climate issues.

### *How are we fulfilling our mission as a public, land grant institution?*

- » Ability of Rising Scholars to build wealth and financial well-being upon graduation or completion; e.g., debt-to-earning ratios 2- and 5- years after graduation under 10%.
- » Increases in graduating students in industries where there are critical workforce shortages (need to clearly identify and have method for revisiting and revising list).
- » Increases of Rising Scholars going into graduate school.
- » Number of students and alumni working in underserved communities.
- » Production of public scholarship and public service by faculty, staff and students and institutional recognition.

## Continuous Improvement Model

We offer several models of assessing the initiative as a whole, each employing a continuous improvement model that is consecutively innovating, evaluating, iterating and documenting the work. An advisory group—perhaps including a separate or integrated student advisory group—has been proposed to maintain and update the vision for the HSI initiative. Another proposal is to do an assessment in 2-5 years, using a UC-based assessment team, formed from administrators and faculty from other University of California campuses, who would visit the campus to determine whether any progress has been made toward our goal of becoming a premier R1 land grant institution and make recommendations on next steps. A central coordinating group might also work with various units across campus to continue to understand what projects are moving UC Davis toward its HSI vision and how those projects can be coordinated, evaluated and documented.

## HSI Task Force Report: Goals Alignment with UC Davis Initiatives

The recommendations of the Task Force have been informed by a careful consideration of the Chancellor's ten-year strategic plan, To Boldly Go, and the University's Strategic Vision for Diversity and Equity. The pursuit of the goals identified in these reports are mutually reinforcing and together constitute a visionary future for UC Davis. Members of the Task Force had many opportunities to engage with representatives from other committees, working groups, and consultants. Many of them shared drafts of their findings or reports. We found many synergies between our findings and recommendations.

## HSI Task Force Report and To Boldly Go: A Strategic Vision for UC Davis

**Goal 1: Prepare and attract a broad profile of Rising Scholars to UC Davis.**



### Goal 1

Provide an educational experience that prepares all of our students to address the needs and challenges of a diverse and changing world.

**Goal 2: Ensure that Rising Scholars have the opportunity to learn, succeed, graduate, and thrive**



### Goal 2

Create an intellectual and physical environment that supports the development of an innovative and entrepreneurial culture that extends the benefits of our research activities beyond the boundaries of the university.

**Goal 3: Fulfill our Hispanic Serving Mission by elevating students to industries with critical workforce needs, and by preparing and educating all students to serve a multicultural society**



### Goal 3

Embrace diversity, practice inclusive excellence and strive for equity.

### Goal 4

Support our community, region, state, nation and world through mutually beneficial and impactful partnerships that reflect a firm commitment to our mission and increase the visibility and reputation of the university.

**Goal 4: Harness the University of California "promise and power of 10" to transform public higher education.**



### Goal 5

Enable and support research that matters at the frontiers of knowledge, across and between the disciplines, in support of the health of the planet and the physical and societal well-being of its inhabitants.



### Ernst and Young Budget Assessment Report:

"Budget model incentives... are not as well aligned to promoting quality education. The budget model appears to disproportionately encourage schools to optimize within their own unit, and minimizes contributions to collaborative efforts like graduate groups and interdisciplinary research, which are key drivers for promoting a well rounded quality education and enhances the student experience."

### Public Scholarship and Engagement: An Implementation Framework

- Reward and recognize public scholarship in research, teaching, and creative practice
- Develop and improve community-based learning experiences
- Increase mutually beneficial community engagement and public impact

### Closing the Achievement Gap Working Group

- Revised Placement Practices for Workload Courses
- Phase out Remedial Courses
- Expand Pre-Matriculation Programs
- Pilot Support Interventions
- Navigating the Research University Content
- Incorporate Student Perspectives in Assessment
- Coordinated Assessment of Pre-matriculation programs
- Use Campus-Wide Advising Portal
- Explore technology-based approaches to student preparation and support
- Evaluate and enhance residence hall advising and programming

# HSI Task Force Report and UC Davis Diversity and Inclusion Strategic Vision

**Goal 1: Prepare and attract a broad profile of Rising Scholars to UC Davis.**



**Goal 2: Ensure that Rising Scholars have the opportunity to learn, succeed, graduate, and thrive**



**Goal 3: Fulfill our Hispanic Serving Mission by elevating students to industries with critical workforce needs, and by preparing and educating all students to serve a multicultural society**



**Goal 4: Harness the University of California “promise and power of 10” to transform public higher education.**



**Goal 1**  
Identify, attract, retain, and graduate a diverse student body.



**Goal 2**  
Identify, attract, and retain a diverse faculty and staff.



**Goal 3**  
Advance a climate that fosters inclusion excellence.



**Goal 4**  
Promote diversity and inclusion in research, teaching, public service, and training across campus and in neighboring communities



**Goal 5**  
Ensure accountability to diversity and inclusion efforts on campus and in serving neighboring communities.



## Student Retention Advisory Committee (SRAC)

- Significantly enhance the availability of, and access to, data analyses at the course and programmatic level in order to evaluate and support High-impact Practices and improve student learning.
- Implement mandatory first-year academic advising for incoming freshman and transfer students; and establish a holistic case management system that partners faculty, advisors, counselors, special program staff, academic support staff, and students themselves to intentionally address student achievement and academic success.
- Continue to support, expand, and assess potentially High-Impact Programs, including the following:
  - Engage campus stakeholders, together with partners from the National Orientation Directors Association (NODA), to ensure that UC Davis’ orientation programs introduce incoming students to the intellectual, cultural, and social climate of our institution.
  - Implement a required first-year academic experience for all incoming freshman and transfer students that leverages the strengths of both faculty and staff.
  - Review admissions criteria and implement programs that provide support services to enhance the academic experiences of international and multi-lingual students.
  - Enhance and expand programs to continue student engagement via second-year experiences.

## Task Forces on Food Security, Affordable Housing, and Mental Health

- Fiscal sustainability, coordination, and expansion of campus services and programs
- Improved marketing of campus options, services, benefits
- Educational programming
- Advocacy for University/State/Federal Policies and Programs
- Improved access
- Information transparency for quality improvement efforts
- A culture of student mental and physical health and nutrition
- Elevate and support student-led and community groups
- Invite leaders from nearby municipalities to conversations around shared interests
- Monitor trends
- Increase housing supply and prioritize affordable designs and housing options
- Adjust UC financial aid budget calculations, including ratios between graduate salaries and housing rates
- Improved emergency/crisis services.
- Community programs and initiatives
- Provide better transportation from outside of Davis
- Solano Park, co-op housing.



## UPCOMING INSTITUTION-LEVEL HSI-SPECIFIC FUNDING OPPORTUNITIES IN 2019

### Department of Education

#### Developing Hispanic-Serving Institutions; Title V –Part A

*\$500K-\$750K per project; 12 months maximum*

*Anticipated competition in Spring 2019*

#### *Undergraduate education grants*

Assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality and institutional stability.  
<https://www2.ed.gov/programs/idueshsi/index.html>

Funds may be used for activities such as: scientific or laboratory equipment for teaching; construction or renovation of instructional facilities; faculty development; purchase of educational materials; academic tutoring or counseling programs; funds and administrative management; joint use of facilities; endowment funds; distance learning academic instruction; teacher education; and student support services.

### Department of Agriculture

#### HSI Education Grants

*\$50,000, \$275,000, or \$1,000,000 depending on type of grant; 2 to 4 years*

*Anticipated deadline in April 2019*

Intended to promote and strengthen the ability of Hispanic-Serving Institutions to carry out higher education programs in the food and agricultural sciences. Conference, Regular and Collaboration grants are available

<https://nifa.usda.gov/funding-opportunity/hispanic-serving-institutions-education-grants-program-hsi>

Grant activities support the creation, adaptation and adoption of learning materials and teaching strategies to operationalize what we know about how students learn. Also supports projects that focus on imparting both technical knowledge as well as 'soft' skills such as communication, team work and problem solving. While research and extension activities may be included in a funded HSI Education Grants Program project, the primary focus must be to improve teaching, enrollment and graduation rates within a degree-granting program.

### National Science Foundation

#### Improving Undergraduate Science, Technology, Engineering and Mathematics (STEM) Education: Hispanic-Serving Institutions

*\$2.5M for up to 5 years for Track 1 grants*

*Deadlines 3/6/2019 and 9/18/2019*

Seeks to enhance the quality of undergraduate STEM education at HSIs and to increase retention and graduation rates of undergraduate students pursuing degrees in science, technology, engineering and mathematics (STEM) at HSIs. In addition, the HSI Program seeks to build capacity in undergraduate STEM education at HSIs that typically do not receive high levels of NSF grant funding.  
<https://nsf.gov/pubs/2019/nsf19540/nsf19540.htm>

Track 1: Building Capacity funds projects up to \$2,500,000 for up to 5 years and is open to all eligible institutions. This track has three priority areas: Critical Transitions; Innovative Cross-Sector Partnerships; and Teaching and Learning in STEM.

Track 2: HSIs New to NSF funds projects up to \$300,000 for up to 3 years and is open only to eligible institutions that have never received NSF funding, or that have not received NSF funding in the five years preceding the proposal deadline

### National Endowment for the Humanities

#### Humanities Initiatives at Hispanic-Serving Institutions

*Up to \$100,000 per project*

*Due 6/12/2019*

Help strengthen the teaching and study of the humanities by developing new humanities programs, resources, or courses, or by enhancing existing ones.  
<https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

Each project must be organized around a core topic or set of themes drawn from areas of study in the humanities such as history, philosophy, religion, literature and composition and writing skills

## STUDENT VOICES

As part of its nine forums and meetings with more than sixty faculty, staff, and students involved with HSI-related initiatives, the HSI Taskforce charged a student engagement team with the responsibility to make sure that students voices and experiences were at the center of our work. The team asked students to share their experiences at UC Davis: what “success,” “serving” and “educational justice” means to them, as well as what it does “Hispanic Serving Institution” mean/feel like to them and what transformational changes would they like to see on campus. The experience students have at UC Davis is as diverse as is our community, so the team purposively reached out to leaders from student organizations (e.g., MEChA, S.P.E.A.K., Sol y Luna, BTS) and student center staff (e.g., CCLASS, AB540 & Undocumented Student Center, LGBTQIA Resource Center, WRRC) to ensure representation from the widest range of constituents. On November 5, 2018, poetas (poets), escritores (essayists and storytellers), cantantes (songwriters), y artistas (performers) came together to create and share. Students were also invited to create and upload work to a digital forum. The Team also partnered with Imagining America and facilitated the HSI Student Engagement Story Share Booth Project on November 17, 2018. Students were invited to bring a “story buddy” and record themselves as part of an oral history project. The student team recorded twelve 15-minute HSI StoryShare conversations. Students were also invited to respond to an online forum. On February 24, 2019, the Manetti Shrem Museum hosted a third Thursday event, “XinanX Futurity” to share creative projects and invite further feedback. What follows are excerpts of the ideas and aspirations collected from students at these various points of student contact and input.

### ON RELATIONAL, RIGOROUS AND RELEVANT RESEARCH FOR THE CHICANX/LATINX

I want this information to be made accessible outside of the institution rather than demanding that my community should come to the institution and fit the institution’s demands. I think the institution should adjust to fit the needs and capacities of marginalized communities.

It means adjusting to our needs rather than demanding us to adjusting to the standards demanded by traditional higher education. it means making education, knowledge accessible... if we started doing work in our classes...as /community/ projects, things that are produced by and for our communities (as opposed to individual projects, produced for the institution of academia), things that genuinely uplift and empower our communities by organizing the working class/poc/qlgbia+/other marginalized communities, we’d have much greater success in moving towards better living conditions, as we’d be taking steps in actively breaking down those oppressive structures.

We want to have more students of color who want to become teachers but it’s not reflected in the program. Some of these students are not able to enter because they are below 3.0. When we have these requirements... [students of color] don’t have the opportunity and have to go elsewhere. It is not a holistic review. I know the system is going to fail my [former elementary school] kids, and my [graduate] research won’t affect them for five to seven years, when it’s too late for them to be able to go to college.

*Chicanx/Latinx Graduation, June 15, 2018*



## STUDENT VOICES

### ON REDEFINING UC DAVIS COMMUNITY TO SERVE ITS STUDENTS BUT ALSO ITS WORK-FORCE.

We KNOW that the UC system exploits the hell out of its Black and latinx worker population, especially its service workers. How do y'all expect us to have access to these institutions when even YALL wont pay our communities what we deserve for our labor?....Administration, starting at the campus level, needs to start showing solidarity with the students, and especially with UC workers (AFSCME, UPTe, UAW) and advocating for us, rather than continually supporting the demands of UCOP and the Regents to push down costs and maximize revenue. Y'all need to stop putting down the labor unions, because they really are the only thing protecting my communities from being exploited by these massive institutions.

Educational justice is relational—how I understand people and myself in this world.

We need to change how our classrooms are structured to produce inequality and to reproduce hierarchies. What's valued? What actually benefits our communities? Who is teaching, what are they teaching, how are they teaching it, who owns the knowledge? All students have knowledge and history, which we draw upon to create historical knowledge together.

Success for me is the success of my community. It's not until my community overcomes oppression—that's when I can say that I'm successful.

### ON TIMELY, CORRECT, CULTURALLY RELEVANT SUPPORT AND INFORMATION FOR STUDENTS WHO NEED IT THE MOST.

Provide more services that can let first generation low income students of color be able to stay retained in the first choice majors

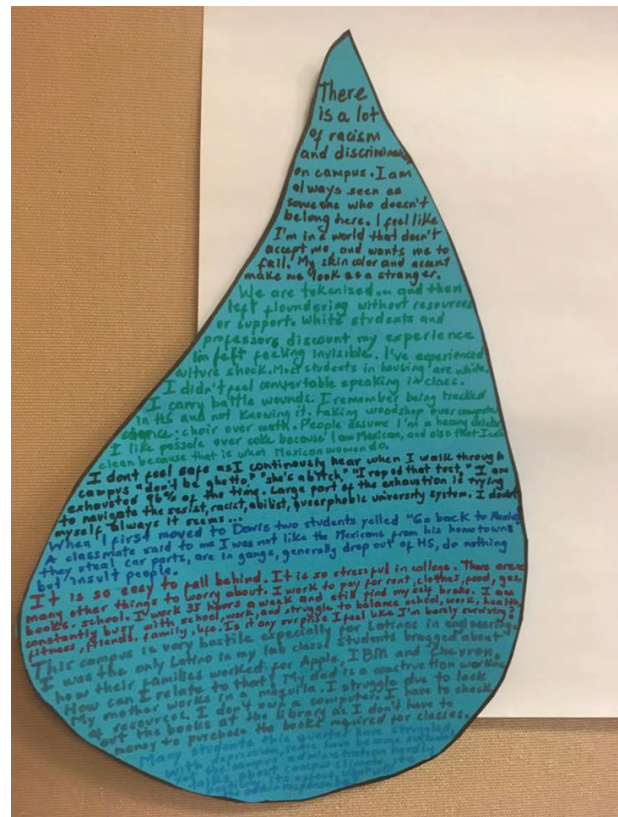
Easier access to answers one may have as transfer students

I was dismissed, and after some years gap, I returned asking to know what it would take to be Readmitted. During this time I was given a lot of contradictory information in terms of what my contract to come back would entail. At the advisors request, I went to a community college to raise my GPA, and also Open Campus. This experience made me feel like UCD was doing everything in its power to make me not want to come back. The financial aid part of it was horrible, I was told I'd get financial aid to pay for Open Campus

and I did not (even though I am a US Citizen & filled out the FAFSA). I ended up paying out of pocket. Eventually I was readmitted but lost a WHOLE quarter because UCD Registrar would not post my Open Campus grades in their system. After yet another quarter, I was granted readmission, but I was given yet another contract in both the Deans office and Financial Aid. I felt very targeted, like I did not belong here, like they did not want me to come back. I had to swallow my pride and still work with all the advisors and staff members. But it was a traumatic experience because I felt all alone in the process. These are just some of the major things, but there were minor issues as well that made me feel like I had to overcome yet more obstacles in order to come back. Housing, food, transportation, were issues that I needed help with and no one assisted me with resources because I was not a "student" yet. Making the transition to be a returning student even worse.

I couldn't ask anyone at home for advice as a first generation students. I found advice in CHI Department with faculty who always shared their experience, their adversity. No need for appointment.

*Student Engagement Forum, November 5, 2018*



## STUDENT VOICES

### ON EMPOWERING RISING SCHOLARS

Exhausting as a transfer student from a community college, I feel like having to commute along with the quarter system has had a major negative effect on not only my mental health but also on my physical health. Often times I am forced to either skip meals or stretch meals out. I also lose out on valuable study time compared to those that don't have to commute and lose out on sleep. All these components create a very hard environment to learn.

I think the biggest complaint overall at UC Davis in general is housing. It is so expensive to live in Davis and around Davis that a lot of students particularly transfers are forced to commute.

Serving is holistic. It means food security, housing security—so that when your professor asks if you have \$120 for a textbook, you know it's not going to take away from what you have to eat.

I took a pay cut to come back to school.

Each quarter I'm offered \$5000 in subsidized and \$4000 unsubsidized. After tuition it works out to \$500 a month and rent is \$378 for your own room.

There's no guaranteed job at the end of this.

If I hadn't talked to a friend, I wouldn't have known that the university will help you cover health insurance as an international student. More help is needed about information about housing, childcare.

### ON CULTURAL RELEVANCE

I have felt repeatedly disempowered by the UC system in a multitude of ways. I have felt disempowered in classrooms, as I have little control in what we do. I

feel very tired of consistently writing papers about how these institutions disempower us without being given practical skills in the classroom about how to combat these institutions. It is disempowering to not have a choice in the way we go about studying and responding to the things we study, especially in sociology and ethnic studies practices where we are supposed to be reflective upon historical processes. It does not make sense to me to write papers about stratification, if these papers are not accessible to my community, and thus reproduces stratification since my community needs this knowledge in order to fight back.

Focusing on my role as a TA for Chicax and Latinx students—my students like culture and like to communicate. Those characteristics should be valued.

Y'all are not gonna be recruiting or retaining anyone from our communities if you don't straighten out your act: stop exploiting us, stop tokenizing us

### ON FACULTY AND STAFF

Give all faculty ally-ship training and cultural sensitivity training throughout the year.

Making sure the faculty and policies are in place to support growth and change.

Several understaffed Centers, whether the AB540 or the African Diaspora programs need a full staff to be successful.

We need to see changes in the classroom, too—sooner rather than later. Our first contact is within the classroom, it's not in the Centers or going to events. It's the first day of class.



## STUDENT VOICES

### ON SENSE OF BELONGING AND THE HSI INITIATIVE AS AN EQUITY PROJECT

An institution that helps latinx students feel at home & like they belong

It means that Hispanic/Latinx students are now realized as an essential part of campus.

A Hispanic Serving Institution means that the institution will attempt and succeed at following on it's promises to help retain and provide the resources necessary for this community to thrive. A HSI is inclusive.

A community where I feel comfortable and am supported by others.

To me, HSI means taking into consideration folks who are underrepresented and require more resources such as AB540 students, those whose English is not their first language, and overall inclusiveness for cultural traditions and events.

An institution (organization) that serves the Spanish speaking community.

Welcoming of Hispanics and not merely as a group to accommodate, but a group that belongs.

It means a commitment to addressing the needs of a historically underserved population. It means we have an opportunity to take larger and more aggressive steps towards Student success and needs within marginalized populations. Hopefully we see that when we address hispanic needs, we are, in-part, address minority needs. I want to fully staffed centers for my African Brothers and sisters, I want to see the development of tenured staff in these areas of mental health, Latinx centers, and other marginalized communities that intersect with the latin population.

HSI means by us and for us. This is to say, there are Latinx people representing us, guiding us, and carrying out programs in which they reach out to other hispanic students. HSI means there a way in which to still stay intact with our roots in a society where acculturation is present, but we are still able to gain a sense of home and familiarity.

It's easy for the university to say it is now a HSI however, it would be another thing to say it is a Hispanic PRODUCING Institution.

By this I mean actually using the resources given to them in a way that will actually get more Hispanic students to graduate. This also means acknowledging that many Hispanic students are having to deal with a lot of pressure from family because of the Hispanic culture. An HSI should recognize the familism and cultural responsibilities that a lot of students still have to manage while trying to be a full time student.

It means that the school is opening up their doors and welcoming others in. I think Latina(o) students will feel more comfortable and have a sense of belonging. Knowing that there is a place that serves us will encourage us to keep going on.

Familgia, famiglia, famiglia.

*Ballet Folklorico performing at XicanX Futurity, Manetti Shrem Museum, February 24, 2019*



## STUDENT VOICES

### ON CAMPUS CLIMATE

Student success is making sure that all students actually have all the tool and resources available to academically thrive during and after their undergraduate experience. Students should be able to succeed in any academic path they choose despite their socioeconomic backgrounds. First generation and low income students need to be prioritized and provided as much supplemental resources to enrich their academic experience and ensure they can succeed in any field they choose. STEM should be accessible to all students, and students who choose social science should be provided resources to make sure they take advantage of their degrees in this research institution as well.

Serving to me, means being inclusive on who the target population is and not having restrictions.

Serving means acknowledging those who need additional support by providing them with resources. It means those who are financially struggling have options for housing and can access grant or loan money.

Serving means doing what you can to help someone, aiding someone.

Having people that look and sound like us as professors, advisors, counselors, administrators. Valuing and respecting our connections and responsibilities to family.

It means adjusting to our needs rather than demanding us to adjusting to the standards demanded by traditional higher education. it means making education, knowledge accessible. for example, you can provide as many mental health resources to me as you can. but if the conditions of being overworked in classes and work, while still struggling to survive and to help my family survive, the conditions that bring about my negative mental health are still going to exist. at that point, resources are just a bandaid, rather than a method of prevention. we need to move beyond just providing resources and critically evaluate the every-day work that is demanded of students, how those demands mirror/reproduce the demands of an exploitative and extractive socioeconomic system, and reorient the labor that we do so as to not reproduce that system.

## SELECTED PIONEROS, PROGRAMS AND INITIATIVES

As part of the gap analysis that resulted in the recommendations in the report, the HSI Taskforce collected information about programs and initiatives happening on the UC Davis campus, at our sister UC campuses, in the CSUs and Community Colleges, and at other public and research institutions across the country. Our inventory follows. It is not meant to be an exhaustive list; instead it is a complement to the main report narrative, supporting the recommendations by showing that often the next logical step is one of assessment and evaluation; of coordination or relationship-building; or of expansion and allocation of resources. The good news is that UC Davis is not starting from the beginning. The vision described here needs to “stand on the shoulders of giants,” the pioneros who have worked tirelessly for many years to support our Rising Scholars.

Implementation teams may also want to explore “Growing Knowledge about What Works for Latino Student Success,” a collaborative effort between Excelencia in Education and the AAC&U, which provides a searchable database of various models that have worked at HSIs throughout the country. Also, the Center for Minority Serving Institutions publishes research reports and case studies on the work of minority serving institutions:

- <https://www.edexcelencia.org/programs-initiatives/growing-what-works-database>
- <https://cmsi.gse.upenn.edu/publications/research-reports>

### GOAL 1

**ACADEMIC PREPARATION AND ENRICHMENT PROGRAM (APEP):** Supports Educational Opportunity Program (EOP) students who may be interested in attending medical school. As part of a select cohort, students benefit from a seminar, mentorship and academic support.

**ASSESSMENT AND LEARNING IN KNOWLEDGE SPACES (ALEKS):** a Web-based, artificially intelligent assessment and learning system designed by McGraw Hill and licensed by UC Davis to enable better placement and preparation of students in Math, Chemistry, and Statistics. ALEKS uses adaptive questioning to target instructions to a student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Studies show that a student who shows a high level of mastery of an ALEKS course will be successful in the

actual course. (N.B. Even with the adoption of proven preparatory modules like ALEKS as alternatives for advancing into gateway coursework, UC Davis continues to use placement tests as final prerequisites for some course placements.)

**AVENUEE – ROADMAP TO YOUR CAREER IN ENGINEERING:** A program is designed to help community college transfer students smoothly transition to UC Davis, and ultimately, a career in engineering or computer science. The program was developed by UC Davis and founding corporate partner, Chevron, in collaboration with Los Rios, Peralta, San Joaquin Delta, and Contra Costa Community College districts.

**BIOLOGY UNDERGRADUATES SCHOLARS PROGRAM (BUSP):** an enrichment programs that provides undergraduates with opportunities to learn about and participate in the biological sciences. BUSP students enroll in a specially designed, rigorous academic program during their first two years of college, can work in a biology research laboratory during their sophomore year, and meet regularly with skilled advisers who offer academic guidance and personal support.

**CESAR CHAVEZ YOUTH LEADERSHIP CONFERENCE AND CELEBRATION:** a free college and career motivational event for junior high, high school and community college students, as well as parents and community members. Participants explore college choices, connect with community resources and learn from professional role models who can help them plan for their future career.

**EARLY ACADEMIC OUTREACH PROGRAM (EAOP):** In the 2016-2017 academic year, the UC Davis program worked with over 3,000 students in 32 schools. The program provides information about college entrance requirements, how to apply, what happens when students arrive and how to pay for a college education.

**EDUCATIONAL OPPORTUNITY PROGRAM (EOP):** Maintains a climate of academic excellence and maximizes retention by providing academic, personal and social support and peer counseling, helping first-generation, low-income students strengthen their academic skills to meet the demands of a research university. The program provides advising and retention services like academic guidance, financial assistance, personal and social support and student advocacy. Students are accepted to the program based on family size, household income and parents' education levels.

**FIRST-YEAR AGGIE CONNECTIONS (FYAC):** Seminars for freshman, transfer and international students. Cohorts of 25 students meet regularly for one academic quarter and are led by staff or faculty facilitators who engage

## SELECTED PIONEROS, PROGRAMS AND INITIATIVES

students in discussions surrounding crucial topics related to transitioning to life at UC Davis.

**GRADUATE AND LAW SCHOOL INFORMATION DAY (GLSID):** Gives students and others an opportunity to explore graduate and law programs and to speak directly with admissions staff. Attendees can learn more about the application process and program faculty, culture and curriculum, as well as financial support and fellowships.

**HSI RECRUITMENT AND YIELD STRATEGY:** UC Davis initiated the following strategy to achieve HSI status (a) diversify the regional pool of our applicants so that UC Davis attracts the top Chicana/Latina applicants from places like the Imperial Valley and Salinas rather than drawing from the same pool as other institutions; (b) create a strong brand and reputation with high school counselors, superintendents, and other school influencers to encourage applications and enrollment; (c) expand traditional events to include Chicana/Latina parents/caretakers and community influencers; (d) host a variety of Yield Activities throughout the state and on campus for First Years; (e) host several hundred Chicana/Latina, African-American and Native American Transfer students as part of Transfer Decision Day; (f) increase social capital with Chicana/Latina students through hosting visits that showcase UC Davis's intentional support mechanism and programs to guarantee their success and graduation; and (g) hire bilingual and bicultural admissions personnel who have, in turn, built trust and relationships with students' entire families and even their communities, to make UC Davis a university of choice.

**KING HALL OUTREACH PROGRAM (KHOP):** Established in 2001 to help college students from underrepresented communities prepare for the law school admissions process. In addition to providing mentoring and pre-law advising during the school year, the program hosts eligible college juniors and seniors for a series of weekend sessions in which students gain valuable knowledge about the law school admission process, learn writing, analytical, and logical reasoning skills, develop study techniques for taking the Law School Admission Test (LSAT), and explore career paths available to law school graduates.

**LA RAZA PRE-LAW STUDENT ASSOCIATION:** provides a means for understanding entry into the field of law for Latino students as well as students of other historically underrepresented minorities. La Raza Pre-Law Student Association promotes academic achievement and provides a pathway between students and law school.

**LCFF+ OUTREACH, ONE-TIME LEGISLATIVE FUNDING:** In 2016, the UC System received \$20 million from the California State Legislature to increase the graduation rate of underrepresented students from highest need California high schools, or Local Control Funding Formula Plus (LCFF+) schools. Some provisions of the LCFF address achievement gaps based on such factors as ethnicity, socioeconomics, disabilities, and English language proficiency. UC Davis invested part of its funds on outreach and recruitment activities aiming to increase yield rates of students from LCFF+ schools, especially those in rural districts. Undergraduate Admissions personnel visited LCFF+ schools in 2016-2017. As a result, there was an increase, albeit not statistically significant, in the Statement of Intent to Register (SIR) rate between LCFF+ schools visited and those not visited. Continuing these efforts may have resulted in continued increases in SIR submissions. However, California's legislature did not renew the funding and consequently, the program was discontinued.

**LEADERSHIP EXCELLENCE THROUGH ADVANCED DEGREES (UC LEADS):** designed to identify upper division students who have the potential to succeed in STEM disciplines but have experienced conditions that have adversely affected their studies. During the two year program, students are individually mentored by a faculty and have the opportunity to explore research environment and be a better prepared graduate school applicant.

**McNAIR SCHOLARS PROGRAM:** The program recruits about 20 undergraduates and incoming transfer students, interested in pursuing doctoral degrees after graduating, and offers them academic support and mentorship opportunities. Scholars have a faculty research mentor, individualized academic support and participate in a paid summer research internship. Participants come from a low-income family and are the first generation to complete a baccalaureate degree or a member of a group underrepresented in graduate education (African American, Native American, and Chicana/Latina).

**MEDICAL SCHOOL PREPARATORY EDUCATION PROGRAM (MSPEP):** An Office of Student and Resident Diversity (OSRD) sponsored program designed to assist educationally and/or socio-economically disadvantaged students to prepare to apply to medical school and to successfully complete the MCAT exam. Using a holistic approach, these programs aim to enhance student learning and create an environment that promotes academic success, social engagement and personal development. The ultimate goal is to help students successfully advance through their undergraduate years and beyond.



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**MENTORSHIPS FOR UNDERGRADUATE RESEARCH IN AGRICULTURE, LETTERS, AND SCIENCE (MURALS):** helps students identify a list of potential faculty to work with and the skills helpful when approaching faculty about research opportunities in order to conduct research in an area of interest. Students can either participate in a collaborative project with a faculty member or in an individual student project developed in consultation with the mentor. Students must be a need-based financial aid recipient and be a first generation college student (neither parent achieving a BA or BS); or a reentry student; or be a previous participant in a “pre-college” outreach program.

**NSF-LSAMP BRIDGE TO THE DOCTORATE:** Funded by the National Science Foundation to provide graduate fellowships for science, technology, engineering and mathematics (STEM) doctoral students from underrepresented minority populations.

**PREPARANDO ESTUDIANTES PARA SER MÉDICOS, OR PREPARING STUDENTS TO BE PHYSICIANS, (“PREP MÉDICO”):** With a goal to expand diversity in medicine and ultimately increase the number of Latinxs who choose to become physicians, Prep Médico is a multi-faceted initiative that provides scholarships, mentorship and internship opportunities, a residential program, intensive language training, volunteer service opportunities, and hands-on clinical experiences for pre-med and medical students.

**SNAP THE GAP:** UC Davis, Million Women Mentors, and Little Bits are piloting a program that will serve 15,000 girls in California. During a six-week experience, girls between the ages of 10 and 12 will meet with a female mentor working in a STEM field to create projects using Little Bits kits, which are modular electronic building blocks that can be coded to create thousands of different inventions.

**SPECIAL TRANSITIONAL ENRICHMENT PROGRAM (STEP):** A three-week summer residential program that continues for students’ first two years on campus, typically through the end of their second year. It provides transitional classes and skills development activities, along with intensive counseling and academic advising. The program aims to facilitate the transition to postsecondary education by maximizing academic and social skills in first generation and low income students through the use of resources needed to achieve personal success. A planned expansion to six weeks will enable Incoming students to reside and take for-credit writing and mathematics classes the summer before starting college. Currently, this intensive program, which has been shown to improve first year retention rates, has the capacity to serve

approximately 150 students per year.

**STUDENT ACADEMIC SUCCESS CENTER (SASC):** Houses a number of programs geared toward supporting various student communities including former foster youth, first generation, low income, undocumented students and other groups that are underrepresented in higher education. Transition assistance, retention services and research opportunities are provided through the efforts of programs such as the Educational Opportunity Program, Guardian Scholars Program, Linda Frances Alexander Scholars Program, Mentorship for Undergraduate Research in Agriculture, Letters and Science, Special Transitional Enrichment Program, TriO Scholars Program and First-Year Aggie Connections.

**THE SALINAS EXPERIENCE:** A targeted UC Davis recruitment event that brings families from Salinas/Watsonville to campus for Freshmen Decision Day. Students who attend the event have a higher rate of submission of the Student Intent to Register (SIR) to UC Davis—90% of the accepted students that attended the 2017 event submitted a SIR and several students turned down offers of admission from UCLA and UC Berkeley. The 90% yield rate for this event greatly exceeds the yield rate for other similar events—usually between 64% - 72%.

**TRANSFER ADMISSION GUARANTEE (TAG):** Six UC campuses, including UC Davis offer this program for California community college students who meet specific requirements. To apply, students meet with a transfer center counselor about a TAG in any of 100+ majors, create a Planner account and use it to submit the TAG application in September, one year before student plans to enroll at UC Davis.

**TRANSFER EDGE:** A 6-week, 6-unit program with an optional residential component offered during Summer Session II. Transfer Edge offers pre-program support including an online adaptive learning tool, individual tutoring and peer-to-peer online interaction for peer support, and 24-hour access to math content videos. During Summer Session II, students will have access to and support from the Academic Assistance and Tutoring Centers. Transfer Edge will also include workshops and other social experiences to help connect participants to important campus resources and develop a network before the fall quarter.

**TRiO SCHOLARS PROGRAM:** The TRiO Scholars Program, also known as Student Support Services (SSS), is a federally funded effort to improve the retention and graduation rates of first-generation and income-qualified students and students with disabilities at UC Davis. Career staff and Peer Advisors guide

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students through priority registration, offer tutoring resources, foster communities of learning and activities throughout the year, and host skill-building workshops.

**UPWARD BOUND:** Through the School of Education, UC Davis administers this federally funded educational program. The goal of Upward Bound is to provide high school students who are low income or whose parents who did not attend college better opportunities for attending college. UC Davis offers both a summer program and academic support during the school year to students who qualify at partner schools located in Sacramento, Shasta, Siskiyou, and Solano counties.

### GOAL 1: EXTERNAL MODELS

**ASSOCIATE DEGREES FOR TRANSFER (AD-T) PROGRAM, CALIFORNIA COMMUNITY COLLEGES AND CSUs:** Two-year associate degrees that are fully transferable to the CSU and are no more than 60 semester units or 90 quarter units. With these Associate Degrees for Transfer (ADT) students who meet the CSU's minimum eligibility requirements are guaranteed priority admission to a CSU campus, though not necessarily to a particular campus or major.

**CENTER FOR EXCELLENCE IN WRITING AND COMMUNICATION, UC IRVINE:** Located in their Science library, the center staffs professional writing specialists and peer tutors.

**CHALLENGE PROGRAM, GEORGIA INSTITUTE OF TECHNOLOGY:** Challenge is the Office of Minority Education's signature summer 5-week academic residential program for incoming students. In Challenge, students are immersed in the Georgia Tech environment; they live in on-campus housing, take classes provided by Georgia Tech professors, and participate in cultural, professional, and academic workshops and activities. Challenge is designed to help prepare incoming first-year students for a successful college career by equipping them to address the 7Cs (Computer Science, Chemistry, Calculus, Communication, Career development, Cultural competency, and Community Service). Challenge participants develop a strong Georgia Tech peer, resource, and corporate network before entering into their first academic year. This program offer students enhanced skills over other first-year students by illuminating the challenges they will soon face in the Fall term at Georgia Tech and providing an arsenal of tools to excel.

**GUIDED SELF PLACEMENT (GSP) / DIRECTED SELF PLACEMENT (DSP), CSUs AND CALIFORNIA COMMUNITY COLLEGES:** In Guided or Directed Self Placement, students and counselors evaluate GPA, course experience, motivation, and non-academic factors

to determine appropriate course placement rather than depending on standardized test results. Cabrillo College reports that use of GSP models has not adversely affected students' ability to complete the necessary coursework. Conversely, utilizing guidance self-placement models has resulted in improved persistence for recent cohorts. (Marina Ramon, "Pedagogy and Instruction for STEM HSI at the Community College" presentation at the HSI Forum on January 24, 2019). Many CSUs and other public institutions are experimenting with DSP surveys that students fill out prior to choosing courses.

**HSI STEM – SEMILLA, UC SANTA CRUZ:** Funded through a \$6M, 5-year federal grant, this program includes a STEM Learning Center, College Math seminars, and writing support for intern applications.

**MAXIMIZING ACHIEVEMENT THROUGH PREPAREDNESS AND ADVISING (MAPA) PROGRAM, UC SANTA CRUZ:** Funded through a \$3.2M/5-year federal grant, this program targets low-income students and students at risk of not graduating; has a math and writing focus; and sponsors regional conferences.

**REVIEW OF STANDARDIZED TESTS IN UC ADMISSIONS, UC OFFICE OF THE PRESIDENT:** In a July 2018 letter to faculty leaders, UC President Janet Napolitano requested a review of standardized tests to determine whether changes were necessary in how UC uses SAT and ACT tests in admissions. The UC's Academic Senate announced that it would launch its study in September of 2018.

**STRETCH COURSES, CSU:** CSUs have introduced stretch courses to replace traditional remediation or workload with longer, for-credit courses that provide more interaction with instructors and additional support. Learning might be stretched over multiple terms.

**THE PUENTE PROJECT, UNIVERSITY OF CALIFORNIA AND CALIFORNIA COMMUNITY COLLEGES:** An inter-segmental program that is co-sponsored by the University of California and the California Community College Chancellor's Office. The Program headquarters are at UC Berkeley and site team partners — consisting of an instructor and counselor at each school/campus site — help to implement the program at middle schools, high schools and community colleges across the State. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components. PUENTE staff train middle school, high school and community college

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instructors and counselors to implement a program of rigorous instruction, focused academic counseling, and mentoring by members of the community.

**UMOJA COMMUNITY, UC RIVERSIDE:** Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of our California (CA) Community College students. The Umoja Community serves at risk, educationally and economically disadvantaged students, believing that when the voices and histories of students are deliberately and intentionally recognized, students develop self-efficacy and a foundation for academic success.

**UMOJA SUMMER BRIDGE, MORENO VALLEY COLLEGE:** A learning community designed to increase students' academic and personal success through the structuring of the learning environment. The Umoja Community at MVC learning community focuses on a specific academic need and has an assigned counselor to assist students. For students who are underprepared academically, are economically disadvantaged, and need additional support in their first year at Moreno Valley College, Summer Bridge students have the opportunity to experience course connected learning, leadership skills, life skills, and/or build student to student relationships. They tend to share educational goals, interests, and similar backgrounds. They work with students to promote their transfer success to universities, private and Historically Black Colleges.

**UNIVERSITY WRITING CENTER, UC MERCED:** Offers one-on-one consultations and workshops for undergraduates from all majors, providing feedback and resources for students throughout the writing process—from pre-writing to final drafting.

**WORD (WRITING ORIGINATING FROM READING AND DIALOGUE), UC SANTA CRUZ:** WORD is a five-week reading program that takes place the summer before the first year of college.

### GOAL 2A

**AB540 AND UNDOCUMENTED STUDENT CENTER:** Offers academic and professional advising, mentoring by faculty, student support, a sense of community, networking events and leadership development. Services are comprehensive, including strategic recruitment from local high schools and community colleges, support from day of acceptance and early academic intervention through graduation.

**ADELANTE MUJERES:** Provides a safe and supportive environment to explore personal experiences on campus, gain emotional support, promote self-care, and enhance community among Chicana/Latina students. This six-week session is free and students must agree to attend all six sessions to help ensure a rich group experience for themselves and other participants.

**AGGIE BLOCK MEAL PLANS:** Provides access to eat in the dining commons and Aggie Cash for purchasing food at campus restaurants and coffee shops. Aggie Block meal plans are available to everyone, including students, faculty, staff and the public. Aggie Block Meal Plans do not expire. In 2019, the meal plans ranged for \$600 for 50 swipes and \$50 in Aggie Cash to \$1500 for 150 swipes and \$150 in Aggie Cash.

**AGGIE BLUE TO GOLD FINANCIAL WELLNESS PROGRAM:** Offers one-on-one appointments with peer advisors, information about managing and repaying student loans, online financial resources, tools for budgeting and debt management.

**AGGIE GRANT PLAN:** With an Aggie Grant, eligible students with family incomes between \$80,000 and \$120,000 and parent assets below \$200,000 (excluding personal residence) have up to 30% of their system wide – or base – tuition and fees covered by gift aid. Base tuition and fees for 2018-2019 are \$12,570, so the Aggie Grant Plan covers up to \$3,771.

**AGGIE MEAL SHARE PROGRAM:** Facilitated in partnership with UC Davis Student Housing and Dining Services, the Aggie Meal Share program provides meals for students who need additional assistance. All financial aid, including loans, must be accepted in order to apply for this program. Applicants are encouraged, and may be required, to attend a one-on-one financial counseling session.

**CALFRESH TEAM:** Through Aggie Compass, students can work with staff to apply for CalFresh, which awards students up to \$192 per month in a free debit card for groceries. Students are likely eligible if approved for Work-Study, work part-time, have children, receive Cal Grants A or B, or participate in an EOP program.

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**CASA CUAUHTÉMOC (CASA) LIVING LEARNING RESIDENCE HALL:** Living Learning Communities are themed (special interest) communities that allow students with similar interests to live in the same hall or floor. Casa Cuauhtémoc is the Chicana/Latina theme house for students interested in exploring the Chicana and Latina cultures in a cross-cultural setting. This living experience promotes leadership by creating a deeper understanding of the issues and events affecting Chicana and Latina society while serving as home away from home.

**CENTER FOR CHICANA AND LATINA ACADEMIC STUDENT SUCCESS (EL CENTRO, CCLASS):** Offers academic and professional advising; mentoring by faculty, student support, a sense of community, networking events and leadership development. Services are comprehensive, including strategic recruitment from local high schools and community colleges, support from day of acceptance and early academic intervention through graduation.

**COMMUNITY ADVISING NETWORK (CAN):** Comprised of a team of community counselors who assist students, especially those from underserved populations, to achieve their goals and address factors that may be affecting their academic success. A diverse group of professional staff understand student issues and provide students with consultation and personal counseling in addition to programs, workshops and other campus community outreach activities. (CAN Counselors do not provide academic advising.) CAN Counselors offer limited office hours and appointments in the student centers.

**DOLLARS AND CENTS WORKSHOPS:** The Financial Aid

office offers workshops on financial wellness to any organization who wishes to host a presentation.

**FRUIT AND VEGGIE UP:** Distributes free produce donated by the UC Davis Student Farm, Tandem Farm, the Davis Co-op and Nugget Markets. Produce distribution is at the Aggie Compass in the Memorial Union.

**IN LAK'ECH (MUJERES/WOMEN'S SUPPORT GROUP):** In Lak'ech is a Chicana/Latina Women's Therapy group. The goal of In Lak'ech is to decolonize the therapeutic encounter by identifying and creating culturally appropriate methods and practices of healing.

**MENTAL MENUDO:** Mental Menudo is an open forum for students to come experience comunidad, learn about mental health and wellness, and enjoy some good menudo. The forum intends to introduce students to various mental health topics which have an impact on their academic success and general life functioning. It also introduces students to the Community Advising Network, Student Health and Counseling Services staff, and other resources on campus.

**MIDDLE CLASS SCHOLARSHIP (MCS):** A California program that provides undergraduate students with family incomes up to \$177,000 and a maximum annual household asset amount of \$177,000, a scholarship to attend University of California (UC) or California State University (CSU) campuses. MCS awards are based on a sliding scale according to family income. Scholarship amounts will vary by student and institution, and the maximum award will be 40% of the systemwide - or base - tuition and fee amount.



*Department of Chicana/o Studies*

## SELECTED *PIONEROS*, PROGRAMS AND INITIATIVES

**SWIPE OUT HUNGER:** Provides an opportunity for the UC Davis community to contribute to a fund used by campus and local community charities to purchase food and other essentials to support students and community members most in need.

**THE DEPARTMENT OF CHICANA AND CHICANO STUDIES:** An international, cross-disciplinary program of research, teaching, and public service intending to provide UC Davis students an opportunity to understand and work with the experiences, values, cultural representations, and socio-economic issues of the Chicana/Latina community. The department is also home to the Center for Transnational Health, acclaimed for its pioneering research and service initiatives in community and public health, and the Taller Arte de Nuevo Amanecer (TANA), a community-based art center.

**THE PANTRY:** Provides non-perishable, high protein food for UC Davis students struggling to pay for meals. Also provides UC Davis students with basic necessities such as toiletries, soap, toothbrushes, etc. in order to live a dignified life while working to obtain a UC Davis degree

**TLACELEL:** A Chicana/Latina men's support group that meets informally to chat with each other and form a network of support. Together the members re-define what it means to be a man at UC Davis and explore where they stand in higher education.

**TRANSFER AND REENTRY CENTER (TRC):** Assists all transfer students (junior college or community college to UC Davis, UC to UC Davis, out of state to UC Davis) and reentry students (+25 and/or student parents). They offer two-unit transitional courses, five trained peer advisors, and two career staff who work exclusively with our transfer and reentry student population.

**UC DAVIS STUDENT PARENT CHILDCARE FUNDING PROGRAM:** The WorkLife office, in coordination with Graduate Studies and the Financial Aid office, offers limited grants and loans to students with dependent children to support and need assistance with child care expenses.

**WE ARE AGGIE PRIDE:** A student-run volunteer organization that provides emergency funding to students to cover food, rent and other essential costs not covered by other programs. Awardees go through a strict financial aid screening process to determine whether or not they have other options available to them before they are given support from WAAP's emergency fund. By collaborating with the UC Davis Bookstore, WAAP has helped an additional

637 students purchase their books and cap and gown materials for graduation.

### GOAL 2A: EXTERNAL MODELS

**BLUE AND GOLD OPPORTUNITY PLAN, UNIVERSITY OF CALIFORNIA:** A financial aid program intended to expand access to UC for lower-income students. UC's Blue and Gold Opportunity Plan ensures that California residents whose total family income is less than \$80,000 a year and who qualify for financial aid will not have to pay UC's systemwide tuition and fees out of pocket. Students with greater financial need can qualify for even more grant support to help defray other educational expenses (like books, housing, transportation).

**CASH FOR COLLEGE:** California Student Aid Commission's website on financial aid for students.

**HIGHER EDUCATION COMMITTEE SUBCOMMITTEE NO. 2 ON EDUCATION FINANCE:** The California Legislature is evaluating college affordability in California, including issues around living expenses, Cal Grant eligibility, family contribution model, length of eligibility for aid, summer enrollment, FAFSA, and financial wellness outreach programs.

**OFFICE OF HISPANIC INITIATIVES, GEORGIA TECH:** As part of Institute Diversity's Center for Student Diversity and Inclusion, the Office of Hispanic Initiatives (OHI) provides programs and pathways to success for the Hispanic/Latino community at Georgia Tech, primarily current and prospective students and their families, faculty, and staff. OHI assist in recruiting high-achieving, talented Hispanic/Latino students; enriches the educational experience for Hispanic/Latino students by fostering an inclusive and supportive environment; offers programs and events to help Hispanic/Latino students grow academically, personally, and professionally; and prepares Hispanic/Latino students for success after graduation.

**SHORT TERM EMERGENCY AID COMMITTEE:** STEAC is a nonprofit that provides immediate short-term assistance with basic necessities to Yolo County families and individuals with income below the poverty level. Assistance may include help with rent, utilities, food and other basic necessities.

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### GOAL 2B

**2018 ADVANCING FACULTY DIVERSITY GRANT:** The UC Davis' Office for Academic Affairs is currently conducting eight open-rank searches to hire faculty with a strong record of research and teaching excellence who can also demonstrate an accomplished track record (calibrated to their career stage) of teaching, research or service activities addressing the needs of African-American, Latino(a)/Chicano(a)/Hispanic, and Native American students or communities.

**ACADEMIC ADVISING:** UC Davis launched its comprehensive campuswide plan for improvement of undergraduate academic advising in 2014 by hiring the campus's first Academic Advising Director. Based on recommendations from the 2013 Blue Ribbon Committee Report on Enhancing the Student Experience and the Campus Reaccreditation report, UC Davis set as a goal streamlining and strengthening undergraduate advising campuswide. Efforts include implementing best practices for hiring counselors with demonstrated experience in cultural humility; professional development for academic advisors, implementing best practices and research; coordinating advising services across campus; and organizing and centralizing student information using technology so that counselors can focus on building relationships with students.

**ACADEMIC AFFAIRS TRAINING PROGRAM ON IMPLICIT BIAS:** Academic Affairs offers the following courses On Preconceptions at Play: Implicit Bias and how it Influences Academic Experience; Working through Biases and Preconceptions to Humanize Both Instructors and Students; Culture Matters: Enhancing Cultural Competence for Inclusive Learning Opportunities and Office of Diversity, Equity and Inclusion courses on anti-bullying.

**ACADEMIC SENATE STUDENT EVALUATIONS OF TEACHING (SET) SUBCOMMITTEE:** The Davis Division Executive Council will be discussing Student Evaluations of Teaching (SET) in light of the growing body of research suggesting that such evaluations are often biased against faculty of color and female faculty and often do not correlate with actual student learning outcomes.

**BROWN PAGES:** An annual publication that features resources and information for Chicana/Latinx students.

**CAMPUS DIALOGUE AND DELIBERATION (CDD):** CDD aims to support, create, convene, design and facilitate civic engagement regarding issues that are important to

the UC Davis community. It also aims to be an active participant in resolving group conflicts and disputes. Moreover, the office educates the members of the community about dialogue and deliberation and provides useful resources about these topics.

**CENTER FOR ADVOCACY, RESOURCES, & EDUCATION (CARE):** Originally established as the Rape Prevention Program through a grant obtained by the UC Davis Police Department, CARE is dedicated to reducing the incidence and impact of sexual harassment and sexual violence, advocates provide confidential advocacy, support, and healing services to survivors of sexual harassment and all forms of sexual violence, including sexual assault, intimate partner violence, and stalking. Advocates provide prevention programming and professional training, and serve as subject matter experts.

**CENTER FOR THE ADVANCEMENT OF MULTICULTURAL PERSPECTIVES ON SCIENCE (CAMPOS):** The CAMPOS program supports the discovery of knowledge by promoting women in science, starting with Latina STEM scholars, through an inclusive environment that is diversity driven, mentorship grounded and career success focused. CAMPOS also hosts a series of Cafecitos (coffee breaks) throughout the academic year for faculty to network and discuss topics relevant to promoting and sustaining a diverse community of STEM faculty.

**CHICANA/O STUDIES SYMPOSIUM:** Taking place during La Raza Cultural Days, this annual symposium allows both students, faculty and community members to gather and discuss contemporary issues affecting the Chicana and Latina community. Past symposium topics include: SB1070 and the battle for ethnic studies in Arizona, Central/South American identities and feminism within our community. The symposium is sponsored by the Department of Chicana/o Studies.

**CHICANO LATINO NETWORK:** Founded more than 20 years ago by student-serving staff (both career and student) concerned with the success of Chicana/o and Latina/o students at UC Davis, the Network has provided a platform for students and staff to come together to collaborate on initiatives, connect on key issues, and have important conversations about and for the community.

**CHICANA AND LATINX BIENVENIDA:** This event, sponsored by the Department of Chicana/o Studies, kicks off the annual events for the Chicana and Latina community. Taking place every fall, Bienvenida welcomes new students to the UC Davis familia by providing them with information about resources, organizations and networking that can help their journey.

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**CHICANX AND LATINX LEADERSHIP RETREAT (ChiLAT RETREAT):** A retreat organized and facilitated by Sol y Luna, the student-run ChiLat component of the Student Recruitment and Retention Center. The leadership retreat promotes the exploration of the sociopolitical issues at UC Davis that may affect members of the Chicanx and Latinx communities. This retreat is meant to provide holistic support for first years, transfers and reentry students.

**CHICANX/LATINX GRADUATION CELEBRATION:** Since 1987, UC Davis has celebrated the academic achievement of its Chicanx/Latinx students. The goal of the Chicanx/Latinx Graduation Celebration is to sponsor a culturally meaningful celebration that reflects Chicanx/Latinx culture and values. This is highlighted in presentations by a keynote speaker, student speakers and cultural entertainers.

**DANZANTES DEL ALMA:** This performance has been showcasing their talents in Mexican folkloric dance since 1977. The troupe performs many times during the year, hosts workshops and contributes to the larger Davis and UC Davis communities. The troupe performs on campus during spring quarter. This event is sponsored by the Cross Cultural Center.

**FACULTY LEARNING COMMUNITIES:** Diverse, interdisciplinary groups of participants who come together to enhance their instructional approaches, investigate instructional change, and share their experience in employing research-based strategies in their teaching. The Center for Educational Effectiveness (CEE) offers three faculty learning communities: Engaged Learning and Teaching, First-Generation (new), and the Scholarship of Teaching and Learning. Each community participates in an exploration of topics central to pedagogy in higher education with the aim of developing a deeper understanding of their own teaching practice, while engaging in activity that provides a foundation for becoming educational innovators. Participants receive a \$1000 stipend to put toward instructional enhancement activities (e.g., conference travel, software, other teaching materials). Participants also receive a certificate of completion.

**FACULTY PROFESSIONAL DEVELOPMENT ON IMPLICIT BIAS:** Through Academic Affairs and the Office of Campus Community Relations, faculty can participate in the following courses: “Preconceptions at Play: Implicit bias and how it influences academic experience”; “Working Through Biases and Preconceptions to Humanize Both Instructors and Students” “Culture Matters: Enhancing cultural competence for inclusive learning opportunities.”

**FIRST GENERATION INITIATIVE:** The initiative focuses on helping first generation students, who are 46% of undergraduates at UC Davis, create a sense of connection, particularly through faculty and staff who began as first generation college students. This fosters a sense of connection not only for the students but also for the faculty and staff by recognizing and celebrating their accomplishments. In addition, the initiative provides resources for faculty and staff who choose to connect and share their stories with first generation students. Knowing that there are faculty and staff who began as first-generation college students can ease the anxiety of asking for help, speaking up in class, and even thinking about careers in research and teaching.

**GRADUATE TEACHING COMMUNITY:** The Center for Educational Effectiveness (CEE) offers graduate students and postdoctoral scholars the opportunity to participate in a collaborative, interdisciplinary group, who gather on a quarterly basis to explore effective teaching practices. Teams explore relevant issues around learning and teaching in a supportive environment, discussing ideas about teaching in ways that encourage reflection and enhance teaching practice. Past GTCs have featured a variety of high-interest topics in learning and teaching, such as implementing strategies that promote active learning, encouraging participation in large classes, utilizing reflective teaching practices, and promoting effective instructor-TA interactions. Participants have the opportunity to receive a certificate as a result of participating in the GTC for at least one full quarter.

**IS IT BULLYING? AWARENESS AND STRATEGIES COURSE:** UC Davis has created a new Is it Bullying? Awareness and Strategies Course for anyone with supervision and management in their job description. Bullying training for teaching assistants has already been implemented.

**LA GRAN TARDEADA:** A day long celebration for the Chicanx/Latinx community to come together for food, music and dance. Honoring old traditions and creating new ones, this day focuses on celebrating all intersectional identities and experiences. It is sponsored by the Cross Cultural Center

**LEARNING AND TEACHING FELLOWSHIPS:** The Center for Educational Effectiveness (CEE) offers several fellowships for learning and teaching. The E-Learning for Equity, InnoVation, and Teaching Effectiveness (ELEVATE) Fellows Program, is a year-long program designed to support the creation of new, innovative e-learning environments and guide the transformation of face-to-face courses into hybrid courses, based on learner-centered, evidence-based online teaching

## SELECTED *PIONEROS*, PROGRAMS AND INITIATIVES

practices, with a particular focus on underserved students. The Course REdesign And Teaching Effectiveness (CREATE) Fellows Program is a year-long program designed to support faculty engagement in course (re)design/innovation and promote learner-centered, evidence-based teaching practices that foster success for all students on the UC Davis campus. Teaching Assistant Consulting (TAC) Fellows provide services to graduate student instructors and postdoctoral, including workshops to enhance teaching effectiveness and improve student learning and one-on-one consultations, ranging from general consultations to discuss teaching and learning to Mid-Quarter Inquiries (MQIs).

**PARTNERS IN TRANSFORMING COMMUNITY HEALTH (PITCH):** An interprofessional curriculum development was initiated by medical students.

**PROFESSIONALISM, ETHICS AND CULTURAL ENRICHMENT (TEAM-PEACE):** A longitudinal curriculum in the medical school is a model for cultural competency embedded in curriculum.

**S.O.L. Y L.U.N.A (FORMERLY KNOWN AS YIK'AL KUYUM):** One of the seven student initiated and student-run programs housed within the Student Recruitment and Retention Center (SRRC). They provide various resources and events to help increase and support the number of Chicana and Latina students in higher education.

**SEMANA DE LA XICANA:** An annual educational program sponsored by the Women's Resources and Research Center dedicated to raising awareness about the issues that affect Xicanas. Semana de la Xicana aims to address gender violence and discrimination outside of and within the Chicana and Latina communities. Held during winter quarter, Semana de la Xicana is an opportunity for community members to come together, create visibility and advocate for the needs of the Xicana community at large.

**STATEMENTS OF CONTRIBUTIONS TO DIVERSITY:** UC Davis now requires all applicants for faculty appointments to submit a diversity statement, and encourages faculty applying for merit and promotion to do the same. These statements are a primary mechanism for faculty to document their contributions to promoting equity, inclusion, and diversity, including mentoring of Rising Scholars; use of culturally responsive teaching methods and/or pedagogy; and public scholarship. Several staff groups are in dialogue with human resources about adapting a similar set of guidelines and policies for staff hiring and promotion.

**STEP PLUS SYSTEM:** Allows for larger than normative

steps for many promotions of academic senate titles on a standard time schedule. The system allows the campus to realize a significant reduction in the number of personnel actions per year, saving staff and faculty time. Step Plus also allows evaluations to be done based on a more complete and consistent time window, and increases the likelihood that deserving candidates who have not historically put forward their dossiers for accelerated review will benefit from their excellent performance. The STEP Plus program at UC Davis offers a structure for incentivizing faculty to provide excellent contributions to diversity, teaching, and service.

**STRENGTH THROUGH EQUITY AND DIVERSITY (STEAD) FACULTY SEARCH COMMITTEE WORKSHOPS:** The STEAD Committee is made up of trained UC Davis faculty members who provide information and advice about practices for achieving excellence, equity and diversity in faculty recruitment. The committee leads workshops for faculty and administrators involved in hiring. The STEAD workshop aims to identify factors that can introduce bias into the faculty recruitment process and to provide evidence-based approaches that will maximize the likelihood that excellent and diverse scholars will be identified, selected for offers and recruited onto the UC Davis faculty.

**TA TRAINING:** The campus wide TA Orientation for all new Teaching Assistants includes both in person and online sessions. All TAs who have not yet attended the UC Davis TA Orientation are required to do so by the University of California Office of the President and UC Davis Graduate Studies, even if they have taught previously. The orientation is different and in addition to any departmental orientation. The goal of this requirement is to help graduate students develop as instructors and effectively teach our undergraduates. The TA Orientation is designed to help graduate students succeed in their role as TAs at UC Davis by introducing them to the principles and practices of effective teaching.

**UCD HEALTH MENTORING ACADEMY:** This program focuses on disseminating mentoring best practices for faculty in the health sciences. Workshops for mentees and mentors address how to foster an environment that values and supports mentoring in research, education and career progression.

**UCD HEALTH INTERPROFESSIONAL TEACHING SCHOLARS PROGRAM (ITSP):** A two-year faculty development program focused on enhancing the knowledge, skills and attitudes of faculty in health professions education and promoting the development of change agents and educational leaders who will



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affect the culture of education. The ITSP curriculum is largely geared to early- and mid-career faculty members in medicine and nursing professions but also provides suitable content for advanced-career faculty members desiring to refine and refresh their skills.

**UNDOCUALLY PROGRAM FOR EDUCATORS (UPE):** A professional learning opportunity for educators, including UC Davis faculty, staff, and graduate/professional students, to develop and enhance their working knowledge regarding servicing undocumented student populations at UC Davis. The program is sponsored by the the AB540 and Undocumented Student Center and it aims to articulate the challenges of undocumented students, become familiar with the legislation affecting these students, identify and make a commitment to use immigrant sensitive language and also personalize best practices and interventions. Sessions are three hours long and they are hosted at least twice every quarter.

### GOAL 2B: EXTERNAL MODELS

**“CREATING INCLUSIVE CLASSROOMS” RESOURCES, THE UNIVERSITY OF ARIZONA:** A toolkit of handouts on “Inclusive Teaching Techniques,” “Navigating Diversity in the Classroom,” and “Safeguarding Against Unconscious Bias.”

**ARTS & SCIENCES ACTIVE LEARNING INITIATIVE, CORNELL:** Founded in 2013, The initial five-year pilot project’s goal was to transform three introductory courses in physics and four in biology using the pedagogical model advocated by Nobel laureate Carl Wieman. In this model, knowledge transfer occurs via homework assignments – videos, readings, online exercises and quizzes -- outside the classroom rather than during in-class lectures. Class time is then focused on applying the new knowledge via problem-solving, experiments and reasoning practice to give students experience making and testing predictions and solving problems. The goal is for students to learn to think like someone in the discipline – like an economist or physicist or historian. Further innovations and course redesigns are currently underway.

**CNAS HSI-STEM UNDERGRADUATE RESEARCH PROGRAM, UC RIVERSIDE:** The HSI-STEM Pathways Program offers quarterly paid research stipends provided to upperclass students in good academic standing (minimum 2.5 GPA, cumulative & quarterly) and meet HSI-STEM Eligibility Requirements. The research program pays up to a \$1,200 stipend for each quarter in which students get the opportunity to participate in hands-on research projects and features faculty mentoring, skills building in research methods, peer mentoring, student

success support and individualized career advising.

**DIVERSITY & INCLUSION RESOURCES AND STRATEGIES, THE CENTER FOR RESEARCH ON TEACHING AND LEARNING AT THE UNIVERSITY OF MICHIGAN:** This online portal offers resources around “Inclusive Teaching Resources and Strategies” and “Responding to Difficult Moments.” Connected to these tools is a blog on “Emerging Topic: Blogs on Inclusive Teaching.” UC Berkeley’s “Dynamics in a Diverse Classroom” links to the website.

**EQUITY SCORECARD:** Devised by Professor Estela Mara Bensimon of the University of Southern California’s Center for Urban Education (CUE), the scorecard captures data gathered by a campus “evidence team” that helps institutions understand how to act to improve equitable outcomes for students of color. Completing the scorecard requires members from a campus community, made up of faculty, researchers, and administrators, to self-assess policies and practices and then collaboratively propose changes in practices based on the results of this systematic inquiry and an evaluation of the effectiveness of the changes. Because the scorecard resists an assumption that students alone bear the responsibility for their success, it points to solutions that require the institution to reflect on ways in which it can change to improve student outcomes.

**FOUNDATIONAL COURSE INITIATIVE, UNIVERSITY OF MICHIGAN:** During the first five years of this initiative, Michigan plans to transform more than 30 courses, significantly impacting the lives of 80% of Michigan undergraduates. A collaborative course design (CCD) team, consisting of a departmental instructional team and educational professionals from CRLT, will be convened for each course that joins the initiative. The group will include multi-generational instructional teams - faculty, GSIs, undergraduates, and postdocs - and experts in assessment, technology, pedagogy, and student support. In a process that will typically last three years, the team will explore the existing course and design a revised version, deliver the revised course while measuring outcomes, and iterate on the design to deliver a “final” revised course. In the third year, the team will prepare a report detailing the course’s successes and its ongoing support needs.

**HARVARD’S ADMINISTRATIVE FELLOWS PROGRAM:** A fellowship program to attract and promote talented professionals—in particular members of historically underrepresented groups—to leadership opportunities and careers in higher education.

**INCLUSIVE EXCELLENCE COUNCILS, UC IRVINE:** UCI’s Office of Inclusive Excellence has established Inclusive

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Excellence Councils within colleges that lead efforts to monitor diversity and inclusion recommendations.

**PERFORMANCE-BASED BUDGETING, VIRGINIA TECH:** A budget model that combines allocations based on enrollment and credit hours paired with allocations distributed according to an outcome-based scorecard. The scorecard evaluates faculty success, student success, and administrative effectiveness.

**SEMESTER SYSTEM, CSUs AND OHIO STATE:** Between 2016 and 2018, six CSU campuses (CSU Los Angeles, CSU Bakersfield, CSU East Bay, CSU Pomona, CSU San Bernardino, and CSU San Luis Obispo) switched from quarters to semesters. The change was aimed at creating a unified time system across the CSU, since its other 17 campuses were on semester calendars. Campus leaders cited retention and graduation rates as justification for the change. The Ohio State University system, which enrolls 66,000, switched from quarters to semesters in 2012. The change was controversial, complex, and expensive—resulting in over \$12 million in costs. Since the switch, they have seen a 2% increase in retention rates, but some early studies suggested that graduation rates increased over the same period.

### *Center for Regional Change*



### GOAL 3

**ALZHEIMER'S DISEASE RESEARCH:** The University of California has been awarded a nearly \$14.7 million multi-year grant from the National Institutes of Health to study contributors to dementia in the Latino population in the United States. The multicenter study will examine the biological underpinnings of stroke, mild cognitive impairment and Alzheimer's disease among Hispanics, and pursue new therapeutic directions to reduce brain health disparities. UC Davis and nine other institutions across the country are participating in the research, drawing from the more than 16,000-patient cohort of the ongoing Hispanic Community Health Study/Study of Latinos (HCHS/SOL), a multicenter epidemiologic study primarily focused on cardiovascular and pulmonary diseases. An ancillary study, the Study of Latinos-Investigation of Neurocognitive Aging (SOL-INCA), is examining genetic and cardiovascular disease risk factors for neurocognitive deficits, and will also provide important data for this research.

**CENTER FOR REGIONAL CHANGE:** Launched in 2007, the Center is a catalyst for innovative, collaborative, and action-oriented research. It brings together faculty and students from different disciplines, and builds bridges between university policy, advocacy, business, philanthropy and other sectors. The CRC's goal is to support the building of healthy, equitable, prosperous, and sustainable regions in California and beyond. The CRC is housed within and with core support from the UC Davis College of Agricultural and Environmental Sciences.

**CHICANO AND LATINO ENGINEERS AND SCIENTISTS SOCIETY OF UC DAVIS:** A departmentally-sponsored student group that provides academic and moral support for our members through social activities; study groups and exam files; scholarship information; opportunities to attend regional and national conferences, workshops, and retreats; and leadership opportunities within the organization. Members also have opportunities to network and develop industry connections to facilitate opportunities for internships, co-ops, and permanent employment. Through a partnership with the Minority Opportunities for Research in Engineering and Graduate Studies, members have the opportunity to explore graduate school opportunities.

**CHICANX/LATINX IN HEALTH EDUCATION (CHE):** Founded in 1972 as a result of an increased awareness and desire by students, the community, and the American Association of Medical Colleges (AAMC) to increase the number of Chicana/Latina students interested

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in pursuing careers in the health field. Over the years, CHE at UC Davis has provided its members academic, professional, cultural and social support in order to succeed and ultimately pursue a graduate level education while also giving back to underserved communities.

**CLÍNICA TEPATI:** A clinic that serves downtown Sacramento's underserved and undocumented Latino population by providing basic healthcare services and health education. Undergraduate and medical students learn first-hand clinical experience in a respectful environment that fosters educational exchange and helps each student become a conscientious and compassionate individual. Additionally, Clínica Tepati provides both students and patients with positive Latino role models and mentors working as healthcare professionals. Clínica Tepati volunteers also serve as advocates for recent immigrant patients, serving as both linguistic and cultural interpreters.

**COMMUNITY-BASED PARTICIPATORY RESEARCH: TESTIMONIOS FROM CHICANA/O STUDIES:** Edited by UC Davis Professor Natalia Deeb-Sossa, the collection features the work of activist-scholars who present personal testimonies showcasing how community-based participatory research (CBPR) can lead to sustainable change and empowerment.

**IMAGINING AMERICA: ARTISTS AND SCHOLARS IN PUBLIC LIFE:** UC Davis hosts the national initiative dedicated to strengthening the arts, humanities and design in higher education with approaches that foster community partnerships, public scholarship and social equity. A civic-engagement consortium of more than 100 academic institutions and cultural organizations, Imaging America moved its national headquarters from Syracuse University to the University of California, Davis, in the summer of 2017.

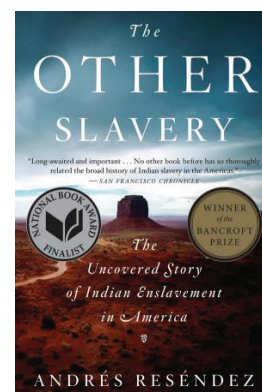
**INSTITUTIONAL RESEARCH AT UC DAVIS:** UC Davis units such as Budget and Institutional Analysis (BIA), The Center for Educational Effectiveness (CEE, Undergraduate Education), and The Center for Student Affairs Assessment (CSAA) are working collaboratively on research related to student success. CEE studies educational effectiveness and differentiated rates of success, often at the course level. CSAA assesses factors that are inextricably linked to the student experience—a sense of belonging, integration into academic and social environments, physical and psychological health confidence and a growth mindset, commitment to the institution and a degree, and financial stability. BIA serves as a hub for institutional data, including demographics, key metrics, enrollment trends, degrees conferred and

graduation rates, and patterns of majors.

**MULTIDIMENSIONAL INSTRUCTIONAL DEVELOPMENT FOR ACHIEVEMENT AND SUCCESS (MIDAS PROJECT):** Funded by the Howard Hughes Medical Institute, a team led by Marc Facciotti at UC Davis utilizes novel digital analytics tools and expertise to strengthen UC Davis' Inclusive Excellence practices in line with UC Davis' established investments into supporting non-traditional pathways to higher education. An example is "Know Your Students," (KYS): A web based application developed in partnership with the Center for Educational to improve inclusive instruction across STEM courses on the UC Davis campus by raising awareness and understanding of key characteristics of a class; providing a centralized network of instructional support materials and expertise to actively improve inclusive instruction; integrating new data-types that measure elements of inclusivity; and provide reflection and further the instructional expertise by creating a voluntary instructional portfolio.

**PATHWAYS TO THE PROFESSORIATE:** UC Davis is one of five research universities and three Hispanic Serving Institutions participating in a program to increase the number of Chicans/Latinx professors in the humanities at U.S. colleges and universities. Led by the University of Pennsylvania's Center for Minority Serving Institutions, the initiative will use a \$5.1 million grant from the Andrew W. Mellon Foundation to help 90 students from participating HSIs prepare for doctoral programs over five years. Students have access to mentoring; research training programs and opportunities; academic support; and assistance with graduate school applications.

**PRIME:** The UC Davis Medical School offers five programs to train medical student leaders to identify, understand, and serve the unique health needs of



Books by UC Davis Scholars

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California's rural, urban, and valley communities. Rural-PRIME creates a new model for non-urban medical practice, one that utilizes advanced technologies to provide up-to-date health-care knowledge while also preserving the positive aspects of smaller, more remote clinics. The Transforming Education and Community Health for Medical Students (TEACH-MS) is a four-year tailored M.D program at the UC Davis School of Medicine for students with a strong interest in primary care for the urban underserved. Reimagining Education to Advance central California Health (REACH) strengthens our commitment to central California. In partnership with Kaiser Permanente Northern California, the UC Davis School of Medicine launched the Accelerated Competency-based Education in Primary Care (ACE-PC) program, which allows a select group of eligible students to complete medical school in three years rather than the classic seven-year pathway to primary care practice (four years of medical school followed by three years of residency training).

**PUBLIC SCHOLARSHIP AND ENGAGEMENT:** UC Davis is one of just 12 universities nationwide that hold the Carnegie Foundation's Classification for Community Engagement. To maximize the collective impact efforts around university public scholarship, the Provost established the Office of Public Scholarship and Engagement to envision, cultivate, and foster a culture of engagement that rewards and recognizes public scholarship in research and teaching.

**SUMMER INSTITUTE ON RACE AND HEALTH:** With a growing need for more health professionals to pursue careers in community clinics in diverse and underserved communities, UC Davis Health System launched the Summer Institute on Race and Health.

**THE ALLIANCE FOR MULTICAMPUS INCLUSIVE GRADUATE ADMISSION (AMIGA):** UC Davis is leading a project to develop holistic review methods for graduate admissions in selected humanities programs on two UC campuses to increase equity and inclusivity for all applicants. The 4½-year project, supported by a \$1,195,000 grant from the Andrew W. Mellon Foundation, is a collaboration with UCLA and the University of Southern California. It brings together faculty from interested graduate programs and graduate groups to develop holistic methods in eight humanities and humanistic social science graduate programs at each UC campus. Holistic review considers a wide range of applicant attributes and skills in addition to academic measures.

**THE CHICANX LATINX ALUMNI ASSOCIATION (CLAA):** CLAA works to enhance the educational, personal and cultural development of Chicana/Latinx students and alumni. UC Davis has more than 20,000 alums who identify as Chicana/o Latina/o, most of whom still live in the state. Through charitable activities, social events, mentoring and educational opportunities, the Chicana Latinx alumni group connects students with alumni to foster a vibrant UC Davis community. In 2018, the CLAA established a \$50,000 Scholarship Endowment in perpetuity for UC Davis Latinx & Filipino students.

**THE MIGRATION RESEARCH CLUSTER:** A research network bringing together Economists, Sociologists, Political Scientists, Historians, Demographers and Law Scholars working on issues related to international migrants and migration. The Cluster was founded in 2013 with the help of an IFHA grant from UC Davis and has operated since then developing innovative multi-disciplinary research to study issues linked to the determinants and consequences of International Migrations. In particular, the researchers in the Cluster study how international movements of people are driven by economic, demographic, political, historical and social determinants and how they reshape the economy and society of the receiving countries.

**THE OTHER SLAVERY:** Andrés Reséndez's book is a landmark history of the enslavement of tens of thousands of Native Americans, from the time of the conquistadors through the early 20th century. Reséndez builds a case that enslavement was more responsible than epidemics for the decimation of native populations across North America. The book has won the California Book Award, the 2017 Bancroft Prize and was named a 2016 National Book Award finalist.

**THE SOLANO COUNTY BEHAVIORAL HEALTH INNOVATION PLAN:** A project led by the UC Davis Center for Reducing Health Disparities to tackle low access and utilization rates for its mental health services primarily by the three targeted underserved communities, as well as help reduce health care disparities and ultimately achieve health equity.

**UC DAVIS CHANCELLOR'S POSTDOCTORAL FELLOWSHIP PROGRAM (CPFP):** Offers postdoctoral research fellowships and faculty mentoring to outstanding scholars in all fields whose research, teaching and service will contribute to the diversity and equal opportunity at the University of California.

**UC DAVIS STEM PORTAL:** A go-to resource for all things science, technology, engineering, and mathematics related at UC Davis. It is a place for students of all

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levels, parents, teachers, counselors, and industry partners to learn about the wide array of available STEM-related resources at UC Davis.

**UC IMMIGRANT LEGAL SERVICES CENTER:** Operating out of the UC Davis School of Law, the Center reaches out to students at UC campuses to provide, free of charge, the legal assistance they need in order to achieve their educational goals and reach their full potential. California is home to approximately 2.5 million undocumented immigrants—more than any other state. Among other problems, undocumented students face difficulties in applying for work and financial aid, and they often fear that disclosing their status to school administrators will have legal consequences for their families.

**UC PRESIDENT’S POSTDOCTORAL FELLOWS PROGRAM (PPF):** Established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

**UCD HEALTH WOMEN IN MEDICINE AND HEALTH SCIENCES:** This program focuses on the recruitment and retention of women in medicine and health sciences. It aims to enhance the culture for women faculty, clinicians and researchers, and increase opportunities for mentoring, leadership and peer collaboration. We provide collaborative support and a yearly fellowship to early- and mid-career stage female faculty members in the medicine and nursing health professions. The mission is to ensure the full participation and success of women in all roles within academic medicine. Each year, WIMHS hosts a Speaker Series and networking events for enhancing institutional climate for inclusion. WIMHS also welcomes opportunities to co-sponsor events and speaking engagements for women faculty.

### GOAL 3: EXTERNAL MODELS

**CENTER FOR MINORITY SERVING INSTITUTIONS, UNIVERSITY OF PENNSYLVANIA’S GRADUATE SCHOOL OF EDUCATION (CMSI):** A repository for research, data, best practices, emerging innovations, and ideas on and within MSIs. With support from their sponsors, CMSI supports funders, researchers, policymakers, MSIs, and scholars to promote the strengths and address challenges facing these institutions.

**COMMUNITY COLLEGE RESOURCE CENTER, TEACHER’S COLLEGE, CORNELL UNIVERSITY:** The Center sponsors and

collects research on community colleges, providing a foundation for innovations in policy and practice that help give every community college student the best chance of success. Their Center for the Analysis of Postsecondary Readiness (CAPR) conducts research to document current practices in developmental English and math education, and to assess the effects of innovative assessment and instructional practices on student success. CAPR includes researchers from CCRC; MDRC; Queens College, City University of New York; Stanford University; the University of California at Davis; and Vanderbilt University. The center is funded by a grant from the U.S. Department of Education’s Institute of Education Sciences.

**CULTIVAMOS EXCELENCIA, UC SANTA CRUZ:** Funded through a \$1M, 5-year federal grant, the program develops early research skills as the foundation to motivate and retain Latinx and other historically underrepresented students toward finishing their degree at research institutions like UC Santa Cruz. The Cultivamos Excelencia Research Scholars Program gives SJCC students a chance to earn UC credit for an intersegmental course taken at SJCC, while receiving a head start on developing analytical skills to prepare for their upcoming transition to a research university. Once at UCSC, students are welcome into STARS (Services for Transfer and Re-entry Students) and other support program on campus. The partnership between institutions is designed to support academic confidence, research skills and motivation.

**EXCELENCIA IN EDUCATION:** Founded in 2004, the organization accelerates Latino student success in higher education to address the U.S. economy’s need for a highly educated workforce and for civic leadership by providing data-driven analysis of the educational status of Latinos; promoting education policies and institutional practices that support their academic achievement; and organizing a network of professionals with common cause for Latino student success. Excelencia in Education was born from the commitment to change the narrative about Latino college students from a focus on deficit-based diagnoses and intractable achievement gaps to a focus on asset-based opportunities to improve Latino student success and meet national needs.

**HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES (HACU):** HACU represents more than 470 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

## HSI TASKFORCE MEMBERS AND CHARGE

In May 2018 Chancellor May invited twenty-nine distinguished scholars, administrators, community members and students to serve on a taskforce to help UC Davis define what success should mean for a research intensive, public land grant, Hispanic Serving Institution (HSI) in California. The taskforce was charged with examining and making recommendations to continue to improve the success and well-being of all students, including Chicanx and Latinx students, and to identify the resources and reforms necessary to achieve these goals. As part of its charge, the taskforce sought feedback from the campus and community. The taskforce hosted several events to increase awareness of the HSI initiative, to inform itself of key issues and initiatives that are related to the charge, and to thoughtfully consider the full import of the HSI status for our campus. More information is available at [hsi.ucdavis.edu](http://hsi.ucdavis.edu).

The taskforce was asked to discuss and assess what we are doing well and what can be improved in the ways we educate and facilitate the success of students. In turn, this process was intended to define the metrics by which we can measure success as one of less than twenty research intensive, public land grant HSIs in the United States.

Neptaly Aguilera, CAAA and CLAA Board Member

Raquel Aldana, Associate Vice Chancellor for Academic Diversity, Professor of Law (Co-Chair)

Sheri Atkinson, Associate Vice Chancellor, Student Life, Campus Community & Retention Services

Caroline Cabias, Chicano Latino Alumni Association

Griselda Castro, Emerita Associate Vice Chancellor, Student Affairs

Laura Cerruti, Analyst, Student Affairs

Cirilo Cortez, Director, Center for Chicanx and Latinx Academic Student Success

Marcela Cuellar, Assistant Professor, School of Education

Natalia Deeb-Sossa, Associate Professor, Chicana/o Studies Department

Efren Diaz, Student, Chicana/o Studies, Gender and Sexuality and Women's Studies

Leticia Garay, ex officio chair of the Latinx Staff and Faculty Association

Alicia Garcia, Graduate Student, Education

Jorge A. Garcia, Health Sciences Clinical Professor

Andrea Gaytan, Dean, Sacramento City College, Davis Center

Blas Guerrero, Director, Strategic Diversity Recruitment Initiatives and Transfer Programs

Kevin Johnson, Dean, School of Law

Kristin Lagattuta, Chair, Academic Senate

Alma Martinez, Student Affairs Officer, Chicana/o Studies Department

Lina Mendez, Vice-Chair, Staff Diversity Administrative Advisory Committee

Josephine Moreno, Graduate Diversity Officer, HASS

Daniel Potter, Chair, Undergraduate Council of the Academic Senate

Emily Prieto-Tseregounis, Assistant Vice Chancellor, Student Affairs

Rahim Reed, Associate Executive Vice Chancellor and Interim Lead of the Office of Diversity, Equity and Inclusion (Co-Chair)

Elizabeth Rice, Associate Dean of Clinical Programs & Practice, Betty Irene Moore School of Nursing

Timo Rico, Executive Director, Center for Student Affairs Assessment

Cathy Rodriguez Aguirre, President and CEO, Sacramento Hispanic Chamber of Commerce

Carolyn Thomas, Vice Provost and Dean for Undergraduate Education

Hendry Ton, Interim Associate Vice Chancellor of Diversity and Inclusion, UC Davis Health

Dana Topousis, Chief Marketing and Communications Officer

Brian Wadell, Chair-Elect, Staff Assembly

## GLOSSARY

**Academic Federation:** Employees of the university who hold appointments in one or more of the designated academic title series (researchers, administrators, librarians, lecturers, etc.) and who are not members of the Academic Senate.

**Academic Freedom:** The University of California is committed to upholding and preserving principles of academic freedom. These principles reflect the university's fundamental mission, which is to disseminate knowledge to its students and to society. The principles of academic freedom protect freedom of inquiry and research, freedom of teaching and freedom of expression and publication. Academic freedom requires that teaching and scholarship be assessed by reference to the professional standards that sustain the university's pursuit and achievement of knowledge. The substance and nature of these standards properly lie within the expertise and authority of the faculty as a body. Please see the General University Policy Regarding Academic Appointees on Academic Freedom, APM-010 for a detailed discussion.

**Academic Senate:** The faculty of the University of California who hold the following series titles: professor, professor in residence, acting professor, lecturer with security of employment, senior lecturer with security of employment, professor of clinical (e.g., medicine) and professor emeritus.

**APM:** Academic Personnel Manual.

**Chicanx/Latinx:** The purpose of using "x" in "Chicanx/Latinx" is to allow for the Chicana, Chicano, Latina, Latino community to be gender expansive, meaning it includes all those who identify and don't identify within the gender spectrum. Some in the Chicanx/Latinx community are indigenous or have indigenous roots, sometimes signified by use of an initial X instead of Ch, as in Xicanx.

**Cultural Competence:** A set of academic and interpersonal skills that allow individuals to increase their understanding, sensitivity, appreciation and responsiveness to cultural differences and the interactions resulting from them. Acquiring cultural competency vary involves an ongoing relational process tending to inclusion and trust-building. Cultural competency is also introspective and involves an ability to increase one's awareness about personal biases, assumptions, attitudes and worldviews; specific knowledge of cultures, history, worldviews, languages and diverse experiences.

**Cultural Humility:** Physicians Melanie Tervalon and Jann

Murray-García argue for the concept of cultural humility rather than cultural competence, particularly in the fields of public health and social work. Cultural humility incorporates "a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-physician dynamic, and to developing mutually beneficial and non-paternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations." Read more at <https://melanietervalon.com>.

**Cultural Relevance:** The extent to which a college campus offers a climate and educational experience that connects with diverse student communities through exploration, sharing, and action. The National Institute for Transformation and Equity Center at Indiana University, Bloomington identifies five indicators to measure the ways that campus environments are relevant to the cultural backgrounds and communities of a diverse student population: (1) Cultural Familiarity, (2) Culturally Relevant Knowledge, (3) Cultural Community Service, (4) Meaningful Cross-Cultural Engagement, and (5) Cultural Validation. These factors make up a portion of the Culturally Engaging Campus Environments (CECE) model which attempts to draw relationship between a student's persistence and success with access to culturally engaging campus environments. Read more at <https://www.indiana.edu/~cece/wordpress/cece-model/>.

**Cultural Responsiveness:** The extent to which universities implement support systems that take into account and respond to the needs of diverse students. The National Institute for Transformation and Equity Center at Indiana University, Bloomington has devised four indicators: (1) Collectivist Cultural Orientations, (2) Humanized Educational Environments, (4) Proactive Philosophies, and (4) Holistic Support. These categories attempt to measure the philosophies and orientation of institutional agents in support of students (i.e., contact with faculty, staff, and other students). The Center's model, Culturally Engaging Campus Environments (CECE), correlates a student's persistence and success with access to culturally-responsive institutional agents and support services. Read more at <https://www.indiana.edu/~cece/wordpress/cece-model/>.

**Deficit Thinking:** A perception of students that view them as flawed or lacking in the necessary skills to succeed in college that requires the student themselves to alter their behaviors or to gain those skills a university deems necessary for success. These defects of character are specific to the individual student and pose barriers to learning such as lack

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of motivation or inadequate family support. A deficit model of thinking is often used in reference to historically-underrepresented student populations to explain failures of retention or rates of graduation. This type of thinking can lead to a belief that if students simply work harder than they will succeed.

**Discrimination:** Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class or category to which that person belongs rather than on individual merit. Manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred.

**Diversity:** A defining feature of California's past, present and future, diversity refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. It is the variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics. Please see the Board of Regents Statement on Diversity.

**Emerging HSI:** A category devised by Excelencia in Education (EE) to acknowledge institutions with 15 - 24% FTE Hispanic enrollment. According to EE, this subsection of higher education institutions merit attention because they serve a large portion of the Chicana/Latina student population and have the potential to become a HSI.

**Enrollment Management** is used frequently in higher education institutions to exert influence over student enrollments. Institutional efforts may include recruitment activities, such as marketing plans and prospective student incentives; admission activities, such as assistance with the application process or early admission decisions; yield activities, such as early financial aid awarding or priority course enrollment; and retention programs such as college success coaching and free tutoring. Competitive efforts to recruit students is a common emphasis of enrollment managers.

**Strategic enrollment management (SEM)** is a key concept in the administration of higher education institutions

and provides a unique framework for improving student and institutional outcomes. Approaches typically target the entire student cycle from recruitment through graduation by focusing on facilitating student access to and providing services for success in higher education (<https://www.aacrao.org/events-training/event/2017/09/19/default-calendar/skills-to-advance-in-strategic-enrollment-management>). For enrollment management to be considered "strategic" it must include strategics, tactics, data collection and analysis, best business practices, and comprehensive institutional planning.

**Graduate Enrollment Management (GEM)** is a systematic approach to managing the graduate student lifecycle from initial awareness to alumna/alumnus by integrating the core functions associated with the enrollment and support of a graduate student. It represents a comprehensive approach to the methods by which an institution recruits, admits, supports, retains, and graduates post-baccalaureate students in their respective degree programs. This dynamic paradigm includes codependent functions working congruently to strategically manage overall enrollment levels and the student experience. These include enrollment planning, marketing, recruitment and admissions, academic advising, financial aid, student services, retention, and alumni relations.

**Equity:** The guarantee of fair treatment, access, opportunity and advancement for all students, faculty and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

**Gender Identity/Expression:** A sense of one's self as trans\* (the asterisk indicates the option to fill in the appropriate label, i.e., trans man), genderqueer, woman, man or some other identity, which may or may not correspond with the sex and gender one is assigned at birth. Please visit the UC Davis LGBTQIA Resource Center for more information and definitions.

**Gateway Courses:** A joint statement by leading college completion advocacy organizations defines Gateway Courses as "the first college-level or foundation courses for a program of study. Gateway courses are for college credit and apply to the requirements of a degree." To a general audience, gateway courses are more recognizable by their



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course names—frequently titles like English Composition or College Algebra—or by informal descriptions like freshman English. Reflecting the flexibility and campus autonomy of most states’ higher education systems, gateway courses are often determined locally and may therefore not be universal across institutions or campuses. Gateway courses are distinct from remedial (also called developmental) courses, which are not credit bearing and are designed to prepare students for successful completion of gateway courses. (From Education First, K–12/Higher Education Alignment An Action Agenda for Increasing Student Success.)

**Guided Self Placement (GSP) / Directed Self Placement (DSP):** In Guided or Directed Self Placement, students and counselors evaluate GPA, course experience, motivation, and non-academic factors to determine appropriate course placement rather than depending on standardized test results. Cabrillo College reports that use of GSP models has not adversely affected students’ ability to complete the necessary coursework. Conversely, utilizing guidance self-placement models has resulted in improved persistence for recent cohorts. (Marina Ramon, “Pedagogy and Instruction for STEM HSI at the Community College” presentation at the HSI Forum on January 24, 2019).

**Harassment:** Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Hispanic Serving Institution (HSI):** Title V of the Higher Education Act defines Hispanic-Serving Institutions (HSIs) as (A) an eligible institution; that (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. Only US citizens and lawful permanent residents are counted for HSI designation. Institutions are eligible to apply for grants if they meet specific statutory and regulatory eligibility requirements. To be designated as an eligible institution of higher education, an institution must apply for and receive designation through an application process.

**Implicit Bias/Unconscious Bias:** Subconscious attitudes or stereotypes, both favorable and not, that affect our understanding, actions and decisions.

**Inclusion:** The act of creating environments in which any individual or group can be and feel welcomed, respected,

supported and valued as a fully participating member. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. Inclusion integrates the fact of diversity and embeds it into the core academic mission and institutional functioning.

**Inclusion Excellence:** Organizations that have evolved beyond diversity into fully integrated, inclusive entities that creates a work environment where each person is recognized and developed, and talents are routinely tapped into; practice talent differentiation strategies; value people because of, not in spite of, their differences; internalize inclusion as a core value, meaning it neither changes quickly nor is affected by economic trends; see human equity as an essential element of sustainable competitive advantage or organizational effectiveness; integrate inclusion into all aspects of the organization: all employees consider themselves responsible for creating a fair, equitable and inclusive environment.

**Intersectionality:** The University of California’s Center for New Racial Studies explains intersectionality as “The name that is now given to the complex of reciprocal attachments and sometimes polarizing conflicts that confront both individuals and movements as they seek to ‘navigate’ among the raced, gendered and class-based dimensions of social and political life.”

**Land grant Institution:** The Morrill Act, signed into law by President Abraham Lincoln in 1862, created the so-called land grant universities, donating land left over from the building of the Transcontinental Railroad to fund the creation of institutions of higher learning, charged with educating citizens from all walks of life and with advancing research into agriculture and engineering, the cutting-edge fields of the day. It remains a foundational investment in American economic competitiveness and the nation’s leadership as a democratic society. The premise of a land grant institution is to offer a quality education to a state’s residents and through the training and research it promotes, helps to solve some of society’s most pressing problems as a public service.

**Local Control Funding Formula (LCFF):** Passed by the state legislature in 2014, the LCFF fundamentally changed how all local educational agencies in California are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential. The LCFF establishes base, supplemental, and concentration tiers to determine

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funding levels to school districts. The first tier, general assistance, is made available to all local educational agencies. Differentiated assistance is the second tier of assistance for districts that meet certain criteria for additional resources. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.

**Microaggression:** Oftentimes unconscious and automatic, microaggressions are brief, subtle verbal or non-verbal exchanges that send denigrating messages to the recipient because of his or her group membership (such as race, gender, age or socio-economic status). The initiator of the message may be unaware that he or she has engaged in a cumulative behavior—one of a lifetime of demeaning messages that erode its victim's confidence (Kathy Weyer, "Microaggressions: What You Need to Know," based on the work of UCLA education professors Carola Suárez-Orozco and Daniel Solorzano).

**Nontraditional student:** The National Center for Education Statistics defines nontraditional students as meeting one of seven characteristics: delayed enrollment into postsecondary education; attends college part-time; works full-time; is financially independent for financial aid purposes; has dependents other than a spouse; is a single parent; or does not have a high school diploma.

**PPM 400:** Refers to the UC Davis Policy and Procedure Manual, Chapter 400, which includes university policies on Freedom of Expression, Complaints of Discrimination and Harassment, and Sexual Violence and Sexual Harassment. Positionality: Refers to the location of a person in the organizational structure of an institution. It considers what authority a person has, to whom they report and who reports to them. What power others have in relationship to the person and what power the person has in relationship to others. It is concerned with the variables that affect their status within the organizational structure and their capacity to act with legitimacy.

**Public Scholarship:** Public scholarship makes explicit who UC Davis serves as a public land grant institution, but also acknowledges that this work as broad and inclusive of different forms of scholarship that vary by discipline and types of scholarly activity. Public scholarship exemplifies excellence in research, teaching, and creative practice that focuses on issues of public concern. It is useful to, and developed in concert with, diverse audiences beyond the

university.

**Remedial Courses:** Also referred to as Workload or Developmental Courses, these are courses such as in math, chemistry, or English that are not credit bearing and are designed to prepare students for successful completion of gateway courses.

**Restorative Justice:** According to the office of the District Attorney for Yolo County, traditionally, western legal systems focus on answering three questions: 1) What laws have been broken? 2) Who did it? 3) How should they be punished? Restorative justice, on the other hand, shifts the focus to the harms created by the offense; how to restore the victim, community and the offender; and steps that can be taken by the offender to make things right. These steps are intended to be specific, measurable, attainable, reasonable, respectful, timely and restorative, rather than shaming and punitive.

**Selective Major:** Some majors receive many more qualified applicants than there are spaces available. These majors may administer an additional layer of required coursework and/or GPA requirements for first year or transfer students. Other terms include impacted or capped. At UC Davis, all majors are selective in the College of Biological Sciences and the College of Engineering. In the College of Agricultural and Environmental Sciences, the following majors are selective: Biotechnology, Landscape Architecture, Viticulture and Enology, and Managerial Economics (applicants for fall 2021 and later). In the College of Letters and Science, the following majors are selective: Computer Science, Psychology. The following majors will be selective for applicants for fall 2020 and later: Applied Physics, Mathematics, Pharmaceutical Chemistry, Physics. Economics will become selective for applicants for fall 2021 and later.

**Sexual Orientation:** Sexual orientation is an enduring emotional, romantic, sexual or affectional attraction or non-attraction to other people. Sexual orientation is fluid and people use a variety of labels to describe their sexual orientation. Please visit the UC Davis LGBTQIA Resource Center for more information and definitions.

**Social Mobility:** A concept that suggests the increased earning potential of college-educated adults, especially in comparison with their parents. For students that went to under-resourced high schools or come from families that are categorized as low income, how does a college contribute

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to “intergenerational income mobility” that lifts the student out of poverty and achieve the status and opportunities of being middle class.

**Unconscious Bias/Implicit Bias:** Subconscious attitudes or stereotypes, both favorable and not, that affect our understanding, actions and decisions.

**Underrepresented Minority (URM):** Refers to groups who have been denied access and/or suffered past institutional discrimination. This is revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs and housing, resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved. Groups in the United States that have been marginalized and are currently underrepresented may include but are not limited to specific ethnicities, adult learners, veterans, people with disabilities, lesbian, gay, bisexual and transgender individuals, religious groups and low-income individuals.

**Workload Courses:** See Remedial Courses.

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