

# BET Top Recommended Strategies - Update

December 15, 2015

**Build cultural proficiency across campus with continual education required for staff, faculty, teaching assistants and students. Areas should include: implicit bias, microaggressions, privilege, power, oppression, stereotype threat, intersectional dialogues on race, class, gender, gender identity, sexual orientation, disability status, etc.**

- *The creation of an online intervention tool for students is on-going. EVC/CP Galloway charged AVC Sue Matthews and AVC-Dean of Students Alma Sifuentes who appointed a committee to create an online educational tool. Given the complexities involved with developing a comprehensive tool that is both mandatory and tracked for compliance, a short video was implemented in August of this year. [AARCC Diversity Video\\_Version 3.mp4](#). This program is required of all incoming frosh and transfer students. Longer term the group will continue their work to develop our own campus video that will be incorporated into a mandatory training curriculum.*
- *The proposal for a Center for Innovation in Teaching and Learning says this: “The Center, in collaboration with the Office for Diversity, Equity, and Inclusion, will provide classroom cultural competency training for faculty and graduate students, including how to lead discussions on sensitive topics such as race and gender, as well as how to address classroom climate issues such as microaggressions.” It also discusses “workshops and tutorials [for grad students] and with campus diversity experts to ensure that graduate students implement appropriate standards regarding classroom climate and microaggressions.”*
- *Office of the Registrar assisted with the launching of the College Transition Collaborative intervention for new students.*
- *All ten Colleges engaged in ongoing education addressing several diversity-related topics. To highlight a few,*
  - *Crown College residential staff training includes components for community building and creating safe spaces. In particular this year, the campus welcomed Dr. Jaime Washington for a day long training, and Donnae Smith, Diversity and Inclusion Program Coordinator for CHES, presented trainings on implicit bias and microaggressions at every sister college pair. College Eight and Oakes had intensive training for student staff with Dr. Washington.*
  - *Colleges Nine and Ten Provost Flora Lu hosted a core plenary panel highlighting the fight against anti-blackness in the nation, including in higher education.*
  - *Stevenson College offered courses on:*
    - *Diversity and Intercultural Communication*
    - *Cultural Intelligence: Developing a Higher CQ*
    - *Developing Facilitation Skills for Cultural Intelligence*
    - *Rainbow Theater Course: An Introduction to Multicultural Theater*
  - *Assistant Professor Christy Byrd in the Psychology Department led a workshop on microaggressions for Oakes students. Cultural proficiency training was conducted for NAs (Neighborhood Assistants) at Oakes. They also had presentations by the Title IX office and Disability Resource Center for core lecturers and staff members.*
  - *Presentation to Merrill College core faculty by Isabel Dees of the Disability Resource Center on universal design and sensitivity. Merrill core class is a site for intellectual discussion of many of diversity-related issues, both via close analyses*

of cultural encounters and clashes in core texts, and in accounts featured in the news (a course text this year is the New York Times).

**Hire a Mental Health Professional who specializes in the impact and experiences of racial stereotypes and microaggressions affecting the ABC community.**

- Position is funded and interviews are under way (updated 11/2). Position funded through Student Services Fees earmarked for mental health.

- **Recruitment Strategies: Licensed Psychotherapist, African-American Focus Position** - CAPS implemented a multifaceted recruitment strategy to attract applicants to apply to the new CAPS Licensed Psychotherapist position focused on working with African American students. Our recruitment strategy included a variety of methods intended to reach a wide net of potential applicants for the position. These strategies were developed in collaboration with staff from both HR and the Office for Diversity, Equity, and Inclusion. Recruitment strategies:

- 1. Completed job description with specific wording focused on working with students from African-American, Black, and Caribbean culture
- 2. Made connections with Historically Black Colleges and Universities
  - Sent job description/flier to Clinical and Counseling programs at HBCUs to reach graduate students completing their degrees
- 3. Connected with the Association of Black Psychologists
  - Sent representative (Laura Turner-Essel) to the national conference in July in Las Vegas to promote the job
  - Rented a table out to promote the position
  - Sent job description to the conference Career Center
  - Sent job description to the listserv
- 4. Contacted professionals with experience working with African American students
  - Maryjan Murphy (search committee chair) met with Madlyn Norman-Terrance and Ciel Benedetto to discuss recruitment strategies
  - Gary Dunn consulted on strategies with:
    - Joe White, Ph.D.
    - Thomas Parham, Ph.D.
    - Gregory Canillas, Ph.D. (He also announced the position at the Association of Black Psychologist conference, where he was presenting)
- 5. Reached out to UC Santa Barbara and UC Irvine CAPS regarding their successful searches for similar positions
  - Requested names of individuals UCSB considered for the position, but who didn't get the job so we can directly contact them; or
  - Requested the search committee chair send our job flyer to the applicants who did not get the UCSB position
  - Gary Dunn consulted with UCSB CAPS Director, Jeanne Stanford, Ph.D.
  - Gary Dunn consulted with UC Irvine CAPS Director, Jeanne Manese, Ph.D.
- 6. Placed job ad on culturally and content specific websites and listservs:

- *BlacksinHigherEd.com*
  - *DiverseEducation.com*
  - *abpsi.org (Association of Black Psychologists)*
  - *National Association of Black Social Workers/Career Center NABW.org*
  - *Bay Area Association of Black Psychologists [www.bayareaabpsi.org](http://www.bayareaabpsi.org)*
  - *HispanicsinHigherEd.com*
  - *DisabledinHigherEd.com*
  - *Positions in Counseling Centers*
  - *College Counseling Center Directors (National listserv)*
  - *College Counseling Center Training Directors (National listserv)*
  - *College Counseling Center Clinical Directors (National listserv)*
  - *Organization of College Counseling Directors in Higher Education (California listserv)*
  - *California Association of Marriage and Family Therapists*
  - *Monterey Bay Craigslist*
  - *NorCalHERC.org*
  - *VeteransinHigherEd.com*
  - *HigherEdJobs.com*
  - *indeed.com*
  - *monster.com*
- 7. *Used Campus Linkedin to advertise position*

**Allocate a new FTE and hire an Undergraduate Admissions Recruiter with the primary responsibility of recruitment and yield of ABC students.**

- *The Office of the Campus Provost/Executive Vice Chancellor is looking into options for possible allocation of funds to focus on an undergraduate admissions recruiter to enhance recruitment efforts for historically underrepresented communities and to serve as an additional outreach to ABC communities.*
- *Admissions Office has continued to expand their efforts to target high schools and community colleges with high numbers of African American students and those who attend UC or UCSC. We have utilized CCC district data, UC, UCSC and the College Board Educational Planning Service data that allows us to target those with higher levels of SAT takers. We have also targeted any CCC with an Umoja program. We added targeted high school visits in Georgia based on this data and our proximity of attending a fair in Texas.*
- *Admissions is expanding its collaboration with community-based organizations. We are in the process of reviewing a draft MOU with the Young Scholars Program that hosts an annual Help a Brother Go to College Program. We will also be mailing the new African American Resource and Cultural Guide to all prospects for fall 2016, rather than admits as done for 2015.*

**Launch an ongoing campaign regarding the Hate/Bias Response Program to ensure an understanding of the process that is effectively communicated across all constituencies, and build an infrastructure to support continual training efforts.**

- *The Office for Diversity, Equity, and Inclusion has taken the lead and is working with a team to transition the ReportHate tool into a comprehensive program that has a built-in infrastructure to support students. Several planning meetings have taken place this fall 2015 to help move this plan forward.*

**Hire a Black Student Retention Specialist. Duties would include serving as the lead academic advisor for ABC students on campus, assisting students with academic planning, coaching, personal and social support and integration on campus.**

- *Position is funded and job will be posted soon (updated 11/2). Update as of 11/16/15/: The funding allocation letter was sent in August for a three year position beginning July 1, 2015 through June 30, 2018. The working title is [Retention Specialist, Black Student Community](#). The position was posted on November 3rd. In addition to all of the UCSC HR free advertising, the position was posted in:*
  - [JobsinStudentAffairs.com](#)
  - [ChronicleVitae.com](#)
  - [BAJobs.com](#)
  - [BlacksinHigherEd.com](#)

**Recruit, hire and retain more faculty and staff from the ABC community to foster a sense of belonging and contribute to our goal of reaching critical mass.**

- *Staff Human Resources will utilize the campus's LinkedIn social media program for outreach to African American/Black professionals; support relevant affinity groups; and provide professional development offerings that focus on cultural competency, emotional intelligence, effective communication, and conflict resolution.*
- *Specific language was added into Enrollment Management job descriptions seeking staff with experience with African American populations, expanding on prior language of working with underrepresented populations.*
- *AVC-Dean of Students plans to support African American/Black staff with funding for professional development conferences.*

**Create diverse opportunities for community building and creating safe spaces for ABC students, including all intersectional identities. (Examples: Intentional efforts to educate residents about the Rosa Parks African American Theme House (RPAATH), partnership with the Cantú Center to create a safe space and incorporate the dialogue on queer students of color, space for Black Greek organizations, partnerships with Historically Black Colleges and Universities, etc.).**

- *The Division of Graduate Studies plans to assist with UCSC's participation in the UC-HBCU initiative. That includes work from the office on defining a set of DGS supports*

*for this program at different points from the application to summer research experience to the continuing contact recruitment / graduate admission, but also more coordinated work with the deans, the Office for Diversity, Equity, and Inclusion, other diversity programs and the resource centers, etc.*

- *Dean of Students Programming: Pop Up Show Series - to create safe spaces, calling for implicit bias, microaggressions, privilege, power, oppression, stereotype threat, intersectional dialogues, etc. through the use of music and music shows. Dean of Students also formed a student intern group called the Dean of Students Interns/ABC Team, a group of African, Black, and Caribbean students who are advising and assisting Dean of Students on programming and creating spaces for ABC students.*
- *Intentional efforts underway at the Cantu Queer Center to create a safe place for all students, including queer students of color.*
- *There are several efforts in the Colleges:*
  - *Crown residential staff uses Restorative Practices in community efforts, developing communication skills across difference and preparing them to adeptly manage intercultural conflicts.*
  - *Stevenson co-sponsored Rainbow Theater performances that are free to students and funded Rainbow Theater outreach efforts at high schools in the Bay Area and Southern California. Stevenson worked with RPAATH students and Destination Higher Education to recruit more African American students to enroll in the college. The College offered the Halverson scholarship to provide a four-year scholarship for a frosh demonstrating support for the African American community. Stevenson is interviewing and filming African American alum as part of a history program. These interviews will be highlighted on Stevenson's web page and Facebook page.*
  - *Cowell College Core Course has revised its summer reading to expand the diversity of authors read in the course. The two summer novels are each written by women who immigrated to the United States as children. One of them is a woman of color. Both write from a perspective informed by personal experience.*
  - *Hosted Namesake Events throughout the academic year in the Oakes College dorms (all Namesakes are from historically marginalized identity groups). Oakes and College 8 are collaborating on events for Black History Month, Asian Pacific Islander History Month, and Latino Heritage Month/National Hispanic American Heritage Month. The Oakes Programs Office hosted safe spaces for queer, undocumented, and first generation students. Oakes hosted legal clinics for undocumented students.*

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