The Chancellor's Advisory Council on Campus Climate, Culture and Inclusion (CCCI)
2020 – 2021 End of the Year Report
May 20, 2021

CCCI Purpose

This council was created in order to:

- provide ongoing evaluation of campus climate conditions, practices and policies;
- suggest measures that will support the goals of inclusion and community, especially including measures reflecting promising practices from elsewhere in UC and the nation;
- coordinate its analyses, recommendations and other work with related work of any entities created by faculty, staff, students, or neighboring communities; and
- fulfill other campus-specific responsibilities identified by the Chancellor.

2020-2021 CCCI Activities

- The CCCI committee Co-Chairs Christopher Ramírez and Hector Cuevas welcomed new CCCI Members: Cathy Pohan Co-Director, CETL; Tolgay Kızılelma, Chief Information Security Officer; Diane Caton, Business Officer; Fanis Tsoulouhas, Faculty; Larisa Gavrilova, GSA DEI graduate student; Monica Garcia, Lead Graduate Coordinator; Maria Ramirez Loyola, DEI Office, graduate student; Daniel Mello, Psychology Lecturer.

- The Co-Chairs also met with the Diversity Collective Council and Chancellor's Committees, CACSW and CCQI to discuss mutual interests of equity and inclusion.

- The CCCI held monthly meetings throughout the 2020/2021 Fall and Spring semesters and focused on the review of data presented in the 2018 Climate Survey and determined that it needed to further assess the data presented and make recommendations for more disaggregated in both the 2018 Climate Survey and the demographic data on Faculty, Non-Senate Faculty Members and Staff.

- The CCCI also hosted a panel on "Anti- Racism" on April 16th, 2021 featuring five noted speakers from across the country. The Anti-Racism Panel event hosts a moderated panel and workshops covering topics surrounding the topic of Anti-Racism. Speakers have different expertise, ranging from Chicana Feminism, Immigration Policy, Policies affecting POC, White Privilege, and Race/Racism/Social Justice in Technical Communication.

- The CCCI also engaged seven guest speakers throughout the academic year:

    Robin Dulugan – President, Academic Senate
    Alvin Cha – Vice President, UC Merced Staff Assembly
    Yessinia Curiel – President, UC Merced Staff Assembly
    Jesus Sandoval-Hernandez - DEI Chair, Academic Senate
    Johnathan Grady – Associate Vice Chancellor and Dean Of Students
    Chris Kello – Vice Provost and Dean, Graduate Division
    Cynthia Cortez – Deputy Chief Diversity Officer

- The CCCI formed three **Sub–Committees** to focus on related but unique campus DEI issues:

    Campus Climate Sub–Committee – Chair, Daniel Mello, Members; Christopher Ramirez, Fanis Tsoulouhas, Cathy Pohan, Tolgay Kızılelma

    Faculty/Staff/Graduate Student Demographics Sub–Committee – Chair. Monica Garcia; Members, Héctor Cuevas, Larisa Gravrilova, Maria Ramirez Loyola

    Faculty/Staff Disability Sub–Committee – Chair, Héctor Cuevas; Members, Drew Shelburne, Chanelle Reese, Jay Lomeli

Campus Reports

- **Campus Climate Sub–Committee (Daniel Mello, Chair; Tolgay Kızılelma, Cathy Pohan, Christopher Ramírez, and Fanis Tsoulouhas, Members):**

  Findings from an Investigation into Climate and Retention Among Staff and Faculty

  Report compiled by the Climate sub-Committee of the Chancellor's Advisory Council of Campus Climate, Culture, and Inclusion (CCCI).

  Climate sub-Committee MISSION STATEMENT: The Campus Climate subcommittee is a brain trust dedicated to understanding the nuances of UC Merced's campus climate, historically and prospectively. In just the Fall 2020 term alone, we have developed a series of ideas and projects that we hope will uncover sources of non-inclusivity within our UCM community, and to which our larger Chancellor's CCCI Committee will be able to advise campus administration on potential solutions. Our near-future plans involve utilizing UCM's current pool of incredible talent to deliver concretized investigations of

major issues found within existing campus data, highlighting our team's efficacious focus on maximizing available resources.

Climate sub-Committee OBJECTIVES for the AY20-21: Our assessment of campus climate was driven by the imperative to understand when and how the atmosphere at UC Merced may be more or less welcoming for staff and faculty, the dedicated collaborators working diligently for the sake of our major stakeholders: our students. Out of the many proposed ideas, we decided to focus our efforts on two major issues we felt most pressing to addressing our questions, and which were in line with **Measure 3.2.1 of UC Merced's Strategic Plan 2021-2031:** Campus climate data by campus stakeholder type disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc., and it's target to improve measures of campus climate and ensure parity among stakeholder groups: 1) Examining the overall assessment of campus climate, including rich qualitative interview data, and 2) examining factors that play into retention, or lack thereof, including perceptions of intimidation efforts, such as bullying, among staff and faculty. Below, we detail our work, and findings, throughout the AY20-21 season, and highlight recommendations campus administrators might consider to assist efforts at improving campus climate.

<u>Overall Assessment of Climate</u>
- Data derived from UCM's Tableau data server
- **In 2017:**
  - **Positive trends in perception of campus climate overall**
  - **Small declines in SNS job satisfaction,** though these trends may not occur beyond random chance.
  - **Least amount of job satisfaction among faculty due to many factors**
    - Support for contracts and grants
    - Employment opps for spouses/partners
    - Child care, & work/life balance
  - **Average satisfaction in the academic environment increased, but the number of hours-per-week for research declined.**
    - Differences mostly seen based on **race, gender, family status, & national origin**
  - **Among female staff & faculty:**
    - Experienced discrimination overall than men
    - Discrimination varied based on **family status, and age**
  - **Among male staff & faculty:**
    - Discrimination based on mostly on nationality
      - **African Americans, AI/PI, & Hispanics** experienced more discrimination than other ethnic groups
    - School ranking in the experience of discrimination: SSHA > SNS > SOE
  - **Faculty self-rated health skewed towards 'good', rather than excellent/very good**

- **In 2018**
  - **UCM lost staff/faculty across many racial/ethnic categories (Black, Asian, Latinx, Multi-Race/Eth, NA, White), made up some losses in 2019 (but many were White).**
  - **Also lost & gained staff/faculty across gender lines as well.**
- **! Major Campus Concern – Lack of Quality Data:** *There does not seem to be a regular practice of conducting exit interviews or surveys - therefore, we cannot determine if faculty/staff are leaving because of dissatisfaction, campus climate, better opportunities elsewhere, or some other reason.*

  - Latest Employee Engagement Survey
- **Major Campus Concern – Dignity:** *employees not being treated with dignity and respect regardless of position or background*
  - Apparently, action plans were developed & implemented before COVID19, but *there are no details as to what those plans involved.*
  - **Action Plan: There may need to be more management/supervisor training based on faculty input regarding inequities (re: advancement opportunities and mentoring), and DEI, specifically supporting and retaining faculty of color and women.**

  > Recommendations for the Assessment of Climate
1. **Attempting to gather data for analyses revealed considerable distance between organizations handling the data.**
   1. Prompted recommendations from CIE to Dania Matos for a more structured approach to understanding campus climate via revamped surveys coordinated by stakeholders
2. **No questions on micro-aggressions, bullying or sexual harassment**
   1. <u>Action Step</u>: Need future surveys to directly ask!

   <u>**Assessment of Retention**</u>
   - Exit interview data as provided by HR from the UCOP
- **Main Campus Concerns –Data Access:** We found it difficult to figure out who is in charge of collecting/examining these data.
  - Through various channels, we discovered:
    - The Academic Personnel Office does not have this data.
    - UCOP contracts with a third-party vendor to conduct exit surveys on a quarterly basis for all campuses. HR receives UCM results on a quarterly basis.

  > Recommendation for the Assessment of Retention: We found it very difficult to assess reasons behind retention due to 1) a lack of the appropriate data, and 2) collected data seemed to be incredibly difficult to locate. We emphasize the need

for transparency and accountability of data, especially with regard to campus action plans.

- **Demographics Sub–Committee (Monica I. Garcia, Ph.D. Chair; Héctor Cuevas, Larisa Gavrilova, and Maria Ramirez Loyola, Members)**

The Demographics Sub–Committee of the Chancellor's Committee on Campus, Climate and Inclusion presents a brief analysis of the demographic information available, requests data and poses questions related to faculty, staff and graduate students. The U.S. population is more racially and ethnically diverse, however, stagnant and low levels of advancement for women and people of color persist.

The assessment and analysis of faculty/staff demographics on the UC Merced campus, specifically racial and ethnic diversity demonstrates the need for a more diverse workforce which comes with a multitude of benefits within higher education such as greater productivity, innovation, and cultural competency. Moreover, the current and future success of individuals within higher education requires that the whole of our population have equitable access to professional advancement.

To identify and better understand why there are underrepresentation gaps at UC Merced it is critical that detailed data be dis-aggregated by race, ethnicity, gender, and by school and divisions of staff and faculty levels . To help further this aim, we offer our conclusions of the current state of affairs of faculty, staff, and graduate student employment at UC Merced based on our review of the available data. Importantly we also identify gaps in the data and suggest critical ways through which the available data should be dis-aggregated in the future.

We are pleased to see the *UC Merced Strategic Plan 2021-2031* list the points the Demographics subcommittee have been discussing throughout the past year and are in alignment with the University's objectives. These following strategic initiatives are in alignment with the goals and objectives of the CCCI Demographics The Demographics subcommittee of the Chancellor's Committee on Campus, Climate and Inclusion presents a brief analysis of the demographic information available, request data and pose questions related to faculty, staff and graduate students. The U.S. population is more racially and ethnically diverse, however, stagnant and low levels of advancement for women and people of color persist. .

These following strategic initiatives are in alignment with the goals and objectives of the CCCI Demographics Sub–Committee:

> ❖ **3.1 Grow our academic and administrative staff demographic composition to be representative of our student-scholars.**

❖ **Measure 3.1.1: Campus enrollment (undergraduate, graduate, and transfer students) disaggregated by race, ethnicity, gender, sexuality, ability, religion, first generation, age, income, etc.**

Strategic Initiatives:

❏ Establish and implement a university-wide equity and justice strategic plan that engages all campus constituency groups (academic, student affairs, business/administrative units, students, and community members) in order to develop collective practices and policies

❏ Recruit faculty who are passionate about inclusion, who genuinely value diversity in their teaching, research, and service

❏ Continue to develop and implement creative strategies and secure resources for the recruitment and retention of academic and administrative staff of color (e.g. cluster hires, cohorts, mentoring programs)

❏ Provide targeted and equitable professional development for academic and administrative staff within each unit to support recruitment, retention, and leadership cultivation

❏ Build intentional relationships with other post-secondary institutions and community-based organizations to recruit and support faculty and staff of color

Faculty Demographics

The data we can observe show troubling, persistent equity gaps for the Mexican American, African American, American Indian or Alaska Native and Native Hawaiian or other Pacific Islander faculty when compared with other groups.

- African American Faculty (Note: 0% at Full Professor Level 2014-2018)
  - 6% African American Faculty at the Associate Professor level, (n=4) in 2018 up by 2% since 2016.
  - 3% African American Faculty at the Assistant Professor level (n=3) in 2018 down by 1% since 2017.
- Hispanic Faculty
  - 12% Hispanic Faculty at the Full Professor level (n=8) in 2018 up by 2% since 2016.
  - 14% Hispanic Faculty at the Associate Professor level (n=9) in 2018 up by 3% since 2017.
  - 9% Hispanic Faculty at the Assistant Professor level (n=10) in 2018 down by 3% since 2017.
- Asian/Pacific Islander Faculty
  - 19% Asian/Pacific Islander Faculty at the Full Professor level (n=13) in 2018 up by 2% since 2017.
  - 17% Asian/Pacific Islander Faculty at the Associate Professor level (n=11) in 2018 down by 2% since 2017. 23% Asian/Pacific Islander

Faculty at the Assistant Professor level (n=27) in 2018 down by 4% since 2017.

Request the following data by School and Department, disaggregated by Race, Ethnicity, and Gender:
- o Percent of Assistant Professors that gained tenure from 2014 through 2020.
- o Percent of Assistant Professors that were denied tenure from 2014 through 2020.
- o Average time of promotion from Associate Professor to Full Professor.
- o Total number of faculty and reason—by ladder rank—who have left the university each year from 2014-2020.

Staff Demographics

The data we can observe demonstrate the importance of staff to the university based on the number employed. However, there are significant gaps in the percentage of women and ethnic minorities in advanced positions. The disproportionate number of male and female employees, based on the information available, portrays inequity in job titles at the executive and professional management level. For example, there are 0% African American executives. Custodial services is close to 50% male and female, but a predominantly Hispanic workforce. Laboratory and Allied Services is also close to 50% male and female, however Hispanics and Other are the ethnic majority.

Other-Staff Demographics
This category has the closest percentages of men and women and Whites and Hispanics, the two largest groups represented:

Executive Data
    Majority White male

Senior Professional/Management Data
    Majority white

Request the following data by School and Department, disaggregated by Race, Ethnicity, and Gender:
- o Classification/definition of "other" category.
- o Clarification/definition of the job titles included in "other".
- o Classification/definition of the job titles included in executive level positions, management and senior professional, budget and analysis and laboratory and allied services.
- o Data for full-time staff employees by salary range and ethnicity.

- o   The median salary for all these employment categories.
- o   The median education level for all these groups.
- o   The average length of time position for all these employment categories.
- o   The average length for time to promotion/salary increase for these positions.
- o   Total number of staff and reason—by employment category—who have left the university each year from 2014-2020. Ensure Exit Surveys are conducted.

Graduate Student Demographics

Graduate education remains important for those interested in teaching, research, and professional careers. There is a critical need to diversify the professoriate to include educators with the cultural competency, language diversity, and life experiences similar to those they serve. While graduate student enrollment of Hispanic students slightly increased, African American, Native American or Alaska Native, and Native Hawaiian or other Pacific Islander students remain underrepresented or not represented at all relative to their representation in undergraduate education. For example, 55% of undergraduates are Hispanic versus 20% of the graduate population who are Hispanic. The available data prompts critical questions regarding disproportionate access by some groups to certain types of institutions, disciplines, and degree types.

Request the following data by School and Department, disaggregated by Race, Ethnicity, and Gender:
- o   The percentage of students who leave the university without officially withdrawing.
- o   The number of Ph.D. students who opt to Master out.
- o   The graduate student attrition rate at UC Merced versus the other UCs.
- o   Exit interviews for those who officially withdraw from university.
- o   The number of graduate students employed as Academic Student Employees (TA, GSR, TF, etc.).
- o   The number of funding packages and the years of guaranteed funding offered over the past 7 years including the total number of graduate students funded through fellowships each year
- o   Data on alumni (graduate students) after graduation

- ● **Faculty /Staff Disability Sub–Committee (Chair, Héctor Cuevas; Jay Lomeli, Chanelle Reese, and Drew Shelburne, Members)**

The CCCI Disability Sub-Group was formed at the request of the Office of the Chancellor to review the campus environment and climate for staff and faculty that may or not have disclosed a disability. A campus survey that has been done regarding staff/faculty disabilities, was a one question 2019 Voluntary UC Disability Survey sent to staff (during the National Disability Awareness Month) about their disability status by Nicole Pollack, Chief Human Resources Officer Assistant Vice Chancellor for Human Resources and

Dania Matos, Associate Chancellor and Chief Diversity Officer. The campus reportedly uses the data collected from this survey to measure our employment practices and recruitment efforts. We are awaiting the data from Human Resources for this survey.

The sub-group discussed several measures that could depict the campus climate regarding staff and faculty who have disabilities ranging from the visible (physical) to the invisible (mental health, autism spectrum, etc.). Awareness, for starters, about disabilities is still a prevalent issue, as depicted by the National Disability Awareness Month, awareness that staff and faculty, like students, may have a disability that requires an accommodation(s), and awareness that disabilities create an unequal playing field for employees. In addition to awareness, stigma associated with a disability is still a major issue for individuals.

These issues begin to address the question of disclosing or not disclosing a disability by employees. The UC Merced job application process allows for applicants to disclose a disability and any needed accommodations. The question that arises, is around the implication of this disclosure, while discrimination against candidates for employment is not allowed based on a disability per se, we must think about the reality of the stigma behind such a disclosure.

Staff and faculty at UC Merced need accommodations through the Office of Human Resources (HR). HR provides a Disability and Accommodations Consultant, assigned to assist staff with their individual respective needs based on the nature of their disability. At this point, the campus is unaware of the climate for staff and faculty with disabilities because of a lack of data. In other words, we have not addressed the work life experience of staff and faculty with disabilities in previous climate surveys.

The current trends that are being captured in the Office of the Ombuds further support the need to capture the work life experience of staff and faculty with disabilities. The office is hearing concerns regarding the lack of distinction of resources between offices, the lack of training and/or awareness regarding the disclosure of medical conditions, and the need to establish protocols on how to communicate when on disability leave. Some recommendations to address these concerns are to differentiate the appropriate accommodation for both on campus and off campus sites, reiterate that the parameters for the disclosure of medical conditions should be on a need-to-know basis, and to provide clarity on the similarities and/or differences in processes for the various leave options. Responses to the survey can help further substantiate and/or improve the current recommendations regarding disability and accommodations.

The CCCI Disability subgroup has decided to focus its efforts on designing a Disability Campus Climate survey to be able to capture the quality of the work life experience of staff and faculty with disabilities and to provide information and obtain data about the awareness of available campus disability resources, services, and programs.

The difficulty in putting together a survey of this kind is balancing our need for data with the likelihood that faculty and staff may not want to self-identify as receiving services. While our survey does not ask any personally identifiable information, the questions regarding demographics and accommodation history need to be general enough to

avoid being able to single out individuals. To support this we have designated several broad demographic categories as the main areas of interest – enough to provide useful data without being so specific that we risk identifying any individual person

While it is still in the draft phase, we can say that in general our survey will ask participants to identify general information about accommodation services, their own personal interactions, as well as areas that can be improved. Based on those questions we will direct participants to different sections of questions – allowing us to delve deeper on certain topics without becoming too long overall.

- **Dean's Student Affairs Report –**
  Equity, Justice and Inclusion Efforts
  As we strive to become a student-ready and anti-racist institution, the Office of the Associate Vice Chancellor and Dean of Students continues to address equity, justice and inclusion at UCM through a variety of programs, initiatives, and systemic change efforts. *Please note that the below is not reflective of an exhaustive list, but simply highlights some of our EJI efforts this academic year. In the case you would like to learn more about anything presented below, please do not hesitate reaching out to the Dean of Students Office: https://studentaffairs.ucmerced.edu/dean-students.*

Initiatives

1. Black Research Fellowship Program
   a. Description: We created a new Black Research Fellowship Program for students, staff and faculty looking at projects around black excellence. Four $2,500 research fellowships were awarded to students, staff and faculty.
2. Multicultural Center and Cultural Center Expansion and Creation
   a. Description: The campus has focused on expanding current affinity spaces (Black Student Resource Center and Undocumented Student Lounge) and is creating a process for the creation of new cultural centers at UCM. Students had the opportunity to provide feedback and shape the future of these spaces.
3. Valuing Black Lives Taskforce (co-lead)
   a. Description: While there are 5 sub-committees represented on this taskforce, we have focused on the development of a MOU as it relates to student support. We continue to create new programs, initiatives and services as it relates to student needs. For additional information, please feel free to visit the following site: https://diversity.ucmerced.edu/valuing-black-lives-task-force
4. Stories from Home: Transformative Agents of Change
   a. Description: In partnership with Professor Christopher Ramirez's class, we developed an initiative highlighting the lived experiences of scholars as the live, work and try to thrive in the midst of the pandemic. Their stories and voices serve as a reminder of why the institution must continue to center equity, justice, healing and liberation in all we do.
5. Chess Beyond Boarders Initiative
   a. Description: The DOS Office worked with the president of the chess club (Aaron Thompson) on a collaborative project around culture share and education with children in Nigeria. https://www.bbc.com/news/av/world-africa-47499618

Programs and Initiatives

1. How I Got Over: A Love Note to Justice, Healing and Hope (Spring 2021)

      a. Description: American's Got Talent Winner Brandon Leake discussed the importance of vulnerability, love, healing and storytelling in social justice work with members of the community.
2. Radical Imagination and Transformative Reset (Fall 2020)
      a. Description: Tiombe Wallace, a licensed feminist therapist led a communal discussion around healing, togetherness and anti-racism.
3. Radical Healing Series (Fall 2020 and Spring 2021)
      a. Description: The following sessions for students were provided:

Restorative Wellness: A Workshop on the Power of Stillness and Rest
Battling the Stigma of Mental Health in Communities of Color (A Dialogue)
Healing Circle Centering API Voices (against Anti-Asian sentiment and violence)
Moving Through Fear & Doubt Healing Workshop
Small Group Discussion: Living Bravely & Facilitating Healing Conversations
Focusing Your Strengths toward Radical Hope
Men of Color Healing Space
Womxn of Color Healing Space
First and second generation immigrants wellness hour
Sorority Wellness Hour
UndocuQueer Healing Space
Collective Healing Circle (specifically around COVID-19 and loss)
Altar of Remembrance Workshop(s) around loss during COVID-19 pandemic

4. University Traditions
      a. Description: The university is planning three new university traditions to begin Fall 2021:
            i. Remembrance Day (Establishment of UC Merced/ "Founders Day")
            ii. MLK Day of Service
            iii. Earth Day
5. Social Justice Retreat (Spring 2021)
   Reflection and Healing University Space
      a. Description The University will be creating a reflection and healing space on campus 2021-2022.

Assessment and Evaluation

1. Mental Health and Wellness Assessment of Black Student Leaders
      a. Description: Counseling and Psychological Services partnered with Black Girl Doctor Network to conduct a mental health and wellness survey of Black student leaders at UC Merced. Recommendations were made and Student Affairs units are working to implement and address points of concern.

Systemic Change

1. Student Affairs Equity, Justice and Inclusion Initiative
      a. Description: Student Affairs initiated an initiative focused on racial equity and anti-racist pedagogy through the following components: Asset-Mindset Training, Common Articles for staff and students, USTU/SPARK, Incorporating commitment to racial justice and equity into job descriptions, commitment to equity and diversity statements for every SA Unit & equity and access goals for every SA Unit and creating a formal system for accountability.
            i. Phase 1 (Fall 2020/Spring 2021):

        1. Conversation with Student Affairs Leadership
        2. Fall 2020 Survey – Self-Assessment
        3. January Colloquium
        4. Develop formal Roll-Out Plan
   ii. Phase 2 (Spring 2021):
   iii.

        1. **SA EDI Workgroup, Formal Training & Resources for Staff:**
           a. Clarity on Expectations
           b. Asset-Based Mindset & Language
           c. Assistance with incorporating Racial Inequity into curriculum
           d. Identify specific staff who can serve as a resource
        2. **Diversity Statements**
           a. Include both the statements & specific actions being taken to live out the statement
           b. Publish on unit websites
        3. **Accountability: Annual Assessment Report**
           a. Include goal related to Racial Equity
   iv. Phase 3 (Summer 2021/Fall 2021):
        1. **Common Articles**
           a. Identify 2-3 short articles to be read by students & staff for incorporation into programs
        2. **Incorporate DEI conversations into Classes**:
           a. USTU-10 and/or SPARK taught by Student Affairs
        3. **Include diversity, equity, and inclusion work in job descriptions**

- **Academic Senate University Committee on Affirmative Action, Diversity, and Equity (Chair, Jesus Sandoval-Hernandez)**
  Report Published: Fall Semester 2021

- **Non-Senate Academics Council Report (Chair, Iris Ruiz)**
  Report Forthcoming

CCCI Continuing Concerns

- The demographics of the Executive Leadership of the campus is not representative of the student body nor the State of California. https://www.ucmerced.edu/executive-leadership.

Final Comment

We acknowledge that our work is built upon the strong foundation of those who came before us. We are grateful for the significant contributions of predecessors made in advancing equity work throughout the community of UC Merced. This has been a challenging and difficult year but we have also made some progress. We look forward to discussing and working with you and others on campus to continue to improve the culture and inclusion for all campus members.