

*Black Resource Committee*

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*2014-2015*

## Nancy Doan

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**From:** Claudine Michel  
**Sent:** Friday, January 30, 2015 2:48 PM  
**To:** Nancy Doan  
**Subject:** FW: African American Resource Committee  
**Attachments:** African American Resource Committee.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

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**From:** Maya Reynolds on behalf of Michael Young  
**Sent:** Friday, January 30, 2015 2:21 PM  
**To:** Ralph Armbruster; Katya Armistead; Marian Bankins; Mario Barfield; Felice Blake; Walter L Boggan; 'michael.brown@extension.ucsb.edu'; Wilfred Brown; Nadege Clitandre; Robert Donerson; Anna Everett; Diane Fujino; Carl Gutierrez-Jones; 'Alyce Harris'; Patricia Hunt; Mary Jacob; 'Chris Johnson'; Gaye Johnson; Aaron Jones; Stephen Jones; 'monique.limon@ucsb.edu'; Zakiya Luna; Marcus Mathis; Christopher Mcauley; Meridith Merchant; Claudine Michel; Mike Miller; Mireille Miller-Young; Dena Montague; Lupe Garcia; Elroy Pinks; Shana Redmond; Luther Richmond; Victor Rios; Latrece Seneca; Mark Shishim; AJ Sims; Jeanne Stanford; Jeffrey Stewart; Earl Stewart; Jennifer Thompson; Gary White; Chrissy Yost  
**Subject:** African American Resource Committee

Dear Colleagues,

As one of my last acts, it is my pleasure to invite you to serve on our new African American Resource Committee (AARC). The committee will bring together a group of administrators, staff, students and faculty who have a clear commitment to working with African-American students in order to open up an ongoing channel of communication between our students and the institution. We have made great strides in this arena, but there is still much work to be done. I am excited by the possibilities of AARC and hope you will be willing and able to serve.


.....Michael

(Maya Reynolds on behalf of)  
Michael Dennis Young, Ph.D.  
Vice Chancellor for Student Affairs  
5203 Cheadle Hall (Mail Code:2036)  
University of California, Santa Barbara 93106  
(805)893-3651(phone) (805)893-5640 (fax)  
[michael.young@sa.ucsb.edu](mailto:michael.young@sa.ucsb.edu)  
<http://www.sa.ucsb.edu>

**Scholarship, Leadership, Citizenship!**

January 30, 2015

TO: Ralph Armbruster-Sandoval, Faculty, Chicano@ Studies  
Katya Armistead, Office of Student Life  
Marian Bankins, Housing & Residential Services  
Mario Barfield, Counseling & Psychological Services  
Felice Blake, Faculty, English  
Walter Boggan, Graduate Division  
Michael Brown, Dean, Extension, Faculty, Education  
Wilfred Brown, Housing & Residential Services  
Nadège Clitandre, Faculty, Global and International Studies  
Rob Donerson, Housing & Residential Services  
Anna Everett, Faculty, Film and Media Studies  
Diane Fujino, Dir. Center for Black Studies Research, Faculty, Asian American Studies  
Carl Gutierrez-Jones, Interim Dean, Undergraduate Education, Faculty, English  
Alyce Harris, Black Studies Library  
Patricia Hunt, Housing & Residential Services  
Mary Jacob, Acting Vice Chancellor for Student Affairs  
Christopher Johnson, Housing & Residential Services  
Gaye T. Johnson, Faculty, Black Studies  
Aaron Jones, Associated Students  
Stephen Jones, Educational Opportunity Program  
Monique Limon, McNair Scholars Program  
Zakiya Luna, Faculty, Sociology  
Marcus Mathis, Educational Opportunity Program  
Christopher McAuley, Faculty, Black Studies  
Meridith Merchant, Counseling & Psychological Services  
Claudine Michel, Assistant Vice-Chancellor, Student Academic Programs, Chair  
Michael Miller, Office of Financial Aid and Scholarships  
Mireille Miller-Young, Faculty, Feminist Studies  
Dena Montague, Center for Black Studies Research  
Lupe Navarro-Garcia, Student Academic Support Services  
Elroy Pinks, Office of Admissions  
Shana Redmond, Faculty, Black Studies  
Luther Richmond, Educational Opportunity Program  
Victor Rios, Faculty, Sociology and Black Studies  
Latrece Seneca, Housing & Residential Services  
Mark Shishim, Student Academic Initiatives|  
AJ Sims, Office of Admissions  
Jeanne Stanford, Counseling & Psychological Services  
Jeffrey Stewart, Faculty and Chair, Black Studies  
Earl Stewart, Faculty, Black Studies  
Jennifer Thompson, Black Studies Library  
Gary White, Disabled Students Program  
Chryss Yost, Office of International Students & Scholars

FROM: Michael Young,   
Vice Chancellor for Student Affairs

RE: African American Resource Committee

I am writing to invite you to serve on our new African American Resource Committee (AARC). The AARC is one of the many projects to come out of our newest department, Academic Initiatives, and I am thrilled to help launch this program that is very dear to my heart before I leave office today. I have asked Claudine Michel to serve as Chair of the committee. Colleagues Mary Jacob, Lupe Navarro-Garcia, Katya Armistead, Meridith Merchant, Mark Shishim, Chrissy Yost, and student Nadya Chavies have worked with Claudine to conceive the program.

Modeled after our Dream Scholars, Guardian Scholars, and Veterans Resource Committees housed in Student Affairs, AARC will work to develop campus resources and processes to support the retention and success of our African-American students.

The committee will bring together a group of administrators, staff, students and faculty who have a clear commitment to working with African-American students in order to open up an ongoing channel of communication between our students and the institution. The ultimate goals of the committee will be to ensure the highest rate of retention of the African-American students currently enrolled at UCSB and to create a supportive educational and social climate that guarantees that these students ultimately succeed.

Ultimately we hope that this committee will:

1. assist with enrolling more African, Caribbean and African-American students on campus;
2. improve the rate of success and academic achievement of the entire Black student body at UCSB now and in the future
3. positively impact diversity on campus.

The AARC will be a standing committee that will meet once a month. Nathalie Pierre ([nathalie.pierre@sa.ucsb.edu](mailto:nathalie.pierre@sa.ucsb.edu)), the Clyde Woods Mentorship Program Coordinator, will staff the committee. If you would like more details about the committee, contact AVC Claudine Michel at [claudine.michel@sa.ucsb.edu](mailto:claudine.michel@sa.ucsb.edu). Claudine will also be working with our various student groups and organizations to ensure broad representation from our students on the committee.

Please reply to Nancy Doan at [nancy.doan@sa.ucsb.edu](mailto:nancy.doan@sa.ucsb.edu) to indicate whether you will be able to join this important committee. Nancy will be in touch about the first informational meeting scheduled for mid-February.

Sending my warmest wishes to all of you and my words of appreciation for your support of our important new African American Resource Committee.



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Academic Initiatives  
Division of Student Affairs  
University of California  
Santa Barbara, CA 93106-2036  
Phone: (805) 893-2929  
[academics.sa.ucsb.edu](http://academics.sa.ucsb.edu)

## African American Resource Agenda

March 3, 2015  
UCen Harbor Room

Coffee

10:30 Welcome from Claudine Michel

10:35 AARC Mission/Direction by Claudine Michel

10:40 Introductions from the Committee

11:00 Guest Presenters:

Nathalie Pierre, Clyde Woods Mentorship Program Coordinator / AARC Staff Support

Nadya Rae Chavies, Student Representative / 2014 Michael D. Young Intern

Dena Montague, Post-Doctoral Scholar, Center for Black Studies Research

11.25 Discussion of AARC Goals and Objectives

12.00 Continued Conversation over Lunch



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## African American Resource Committee Mission and Direction

The African American Resource Committee includes administrators, staff, students and faculty who have shown a clear commitment to African-American students. The ultimate goals of the committee will be to increase the enrollment and retention of the African-American students at UCSB and to create an educational and social climate that supports their success.

Ultimately we hope that this committee will:

1. assist with enrolling more African-American, African, and Caribbean students on campus;
2. improve the rate of success and academic achievement of the entire Black student body at UCSB now and in the future;
3. positively impact campus climate and diversity at UCSB.

Goals:

- (1) Encourage efforts to increase the number of applications submitted by African-American students to UCSB and the enrollment of more African-American students at UCSB
- (2) Establish standing meetings between this committee and UCSB's Black student population to develop open channels of communication and ensure that the institution is more aware of the students' needs, challenges and the best kind of support that can be offered
- (3) Help coordinate existing and/or new programs and activities that may improve the retention of African-American students and lead to higher levels of educational achievement
- (4) Facilitate networking, mentorship, and research opportunities
- (5) Leverage institutional data and assessment efforts to identify programs that improve both the retention of African American students and the campus climate
- (6) Foster the institutionalization of practices that demonstrate UCSB's commitment to supporting African American students' scholarly endeavors and personal growth and well-being
- (7) Advocate for a campus climate that is more supportive and inclusive of diversity in general.

### 2015 Objective: CAMPUS SERVICES SUMMARY & PRELIMINARY DATA ANALYSIS

In Fall 2015, the committee will issue a report which catalogs existing programs and support services used by African-American Students, including information on usage data where available. This report will serve as an inventory of resources currently offered and will be produced in collaboration with Clyde Woods Scholars and the Michael D. Young Interns. Further evaluation will help determine if resources are used at level above, as expected, or below their potential and will suggest opportunities for expanding or re-envisioning. This is the first step towards developing a comprehensive needs assessment.

**African American Resource Committee Roster**  
**March 3, 2015**

Katya Armistead, Office of Student Life  
Marian Bankins, Housing and Residential Services  
Mario Barfield, Counseling and Psychological Services  
Walter Boggan, Graduate Division  
Mariah Boyd, Student  
December Brown, Student  
Michael Brown, Dean, Extension, Faculty, Education  
Wilfred Brown, Housing and Residential Services  
Nadya Chavies, Student  
Nadege Clitandre, Faculty, Global and international Studies  
Diane Fujino, Dir. Center for Black Studies Research, Faculty, Asian American Studies  
Carl Gutierrez-Jones, Interim Dean, Undergraduate Education, Faculty, English  
Alyce Harris, Black Studies Library  
Jamelia Harris, Student  
Mouton Hennessee, Student  
Mary Jacob, Acting Vice Chancellor for Student Affairs  
Christopher Johnson, Housing and Residential Services  
Aaron Jones, Associated Students  
Stephen Jones, Educational Opportunity Program  
Monique Limon, McNair Scholars Program  
Marcus Mathis, Educational Opportunity Program  
Christopher McAuley, Faculty, Black Studies  
Meridith Merchant, Counseling and Psychological Services  
Claudine Michel, Assistant Vice Chancellor, Student Academic Programs, Chair  
Michael Miller, Office of Financial Aid and Scholarships  
Dena Montague, Center for Black Studies Research  
Lupe Navarro-Garcia, Student Academic Support Services  
Nathalie Pierre, Academic Initiatives  
Elroy Pinks, Office of Admissions  
Luther Richmond, Educational Opportunity Program  
Victor Rios, Faculty, Sociology and Black Studies  
Latrece Seneca, Housing and Residential Services  
Mark Shishim, Academic Initiatives  
Jeffrey Stewart, Faculty and Chair, Black Studies  
Jennifer Thompson, Black Studies Library  
Unique Vance, Student  
Gary White, Disabled Students Program  
Tannis Williams, Student  
Chrissy Yost, Office of International Students & Scholars

# **Black Students Accomplish Historic Institutional Changes at UC Santa Barbara**

**By The Black Student Union**

**Contact: Black Student Union Demands Team, [ucsb.bsudemands@gmail.com](mailto:ucsb.bsudemands@gmail.com)**

**December 13, 2013**

**“Power concedes nothing without demand. It never did and it never will”  
Frederick Douglass**

Santa Barbara, CA— The Black Student Union demanded change, and the UC Santa Barbara administration responded. Both parties peacefully collaborated to create a better learning environment for Black students.

In response to our demands for institutional changes in March of 2013, Chancellor Henry T. Yang, the Chancellor’s administration, and the Black Student Union engaged in a series of meetings to establish a path to achieve our goals. In an effort to develop new and innovative plans to recruit and retain Black faculty, the Black Student Union, with help from our trusted advisors, proposed a visiting Professorship in the Black Studies Department, a two-year Post-Doctoral fellowship housed in the Center for Black Studies Research, and an increase in funding for the Center for Black Studies Research Dissertation Scholars’ program. We are pleased to announce that Chancellor Yang agreed to fully fund each of these proposals<sup>1</sup>.

The visiting professorship will be funded between \$75,000 and \$100,000 as a start up program for three (3) consecutive years. Named after the legendary Black woman activist, the visiting professorship will be named “The Ella Baker Visiting Professorship in Undergraduate Research.” The two-year Post-Doctoral fellowship will be funded \$50,000 per year for 2 terms. These new initiatives will be subject to evaluation for permanent funding after these terms have passed. The dissertation scholars program funding will be increased by \$10,000.

The authorization of funds for these initiatives gives students an opportunity to conduct their own research with professors outside of UCSB. Additionally, Black students will feel more comfortable on the campus with a greater presence of Black faculty. Given our small percentage at UC Santa Barbara, we hope these initiatives will serve as critical tools to retain Black students.

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<sup>1</sup> Chancellor’s letter on 12/13/13



To ensure the efficacy of this movement and to examine the conditions that led to these demands as well as UCSB's response to them, we have called for an external review panel to evaluate the current campus climate for Black students and provide further recommendations. The Chancellor has expressed his support for the creation of this external panel and we will be working with him diligently to help assemble this panel in the coming weeks. To that end, we have submitted a list of twelve (12) professors and administrators whom we would like to be considered to be on his review panel.

Even though we have implemented changes for the enhancement of Black student life, this is not the first time Black students have achieved such unprecedented progress. Forty-five years after the 1968 Occupation of North Hall at UCSB, from which the first Black Studies Department in the nation was demanded and created, Black students are once again at the forefront of bringing about historical and unprecedented positive change to UCSB. Today is particularly significant because we have not yet had to engage in occupation, protest, or threats of violence reminiscent of the past to make our demands a reality. Chancellor Yang listened to our call and engaged with us in this process willingly. To our knowledge, no Chancellor in the UC system has ever responded to Black students' demands under such peaceful conditions.

We are grateful to Chancellor Yang and his fellow administrators for the exemplary commitments they have made thus far. When students demand change, the institution must respond. We hope that our campus will be a model to other universities on how administration and students can collaborate to shape the university's future. Our universities should be democratic institutions that work to ensure equal access and resources to all students regardless of race, class, gender, sexual orientation or citizenship status.



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**African American Resource Committee**

**Agenda**

April 7, 2015

UCen Harbor Room

10:30 Welcome

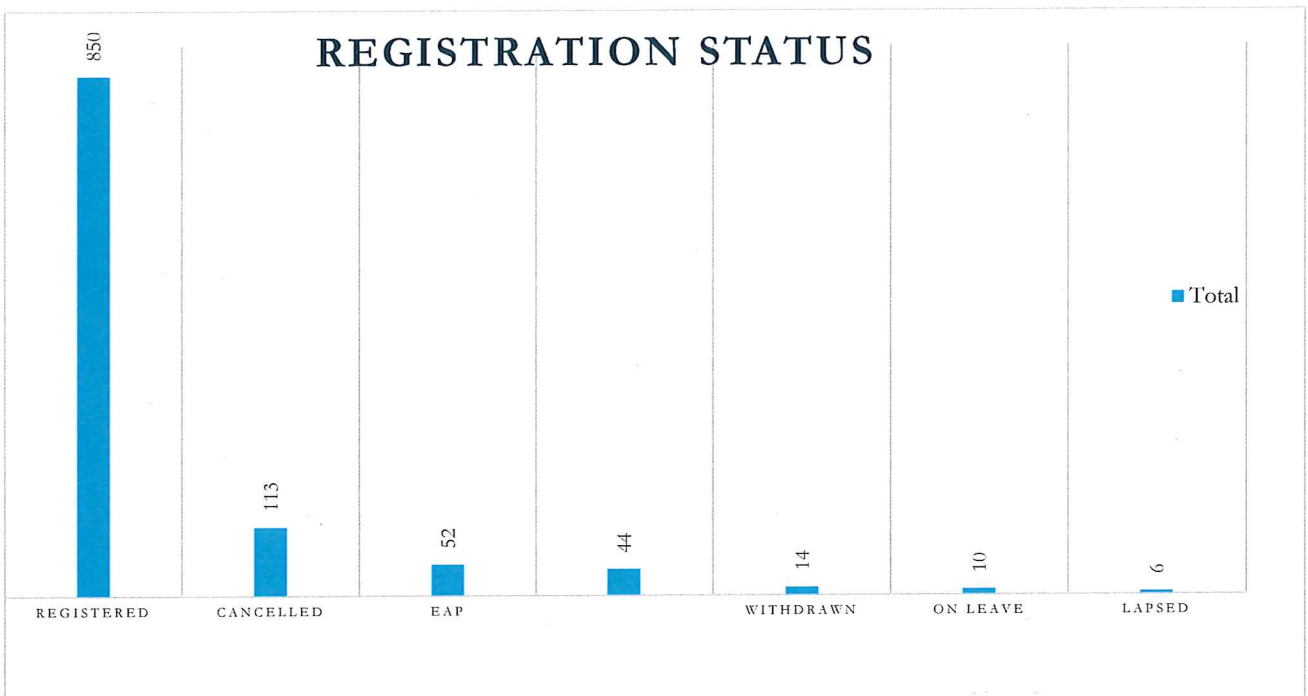
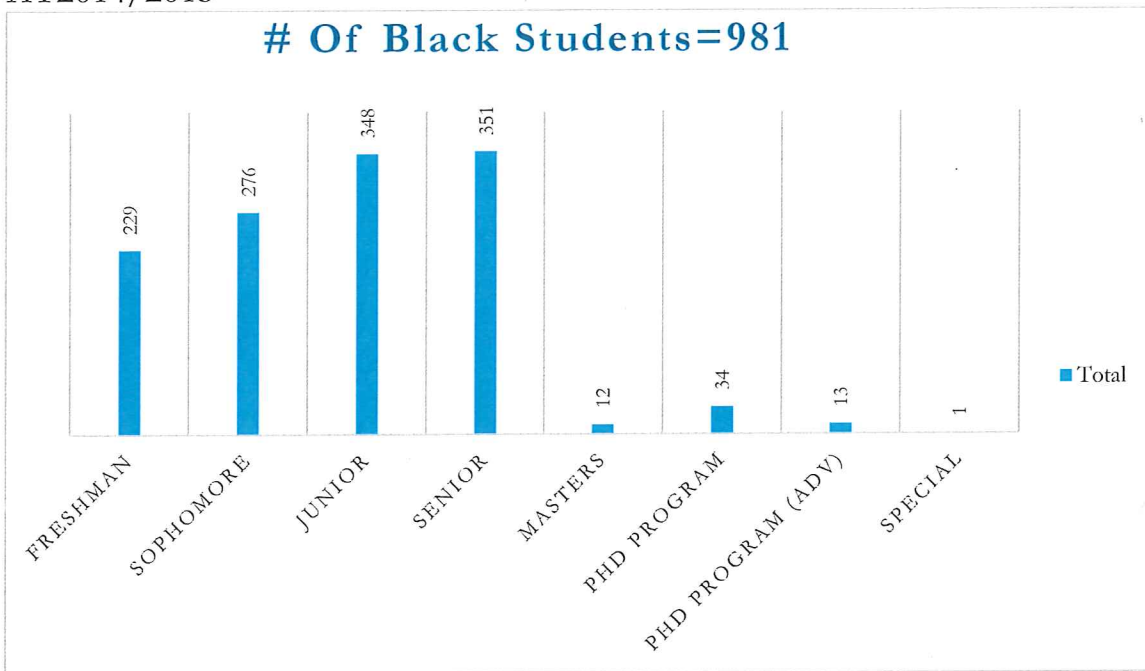
10:35 Statistics and Campus Profile (Nathalie Pierre)

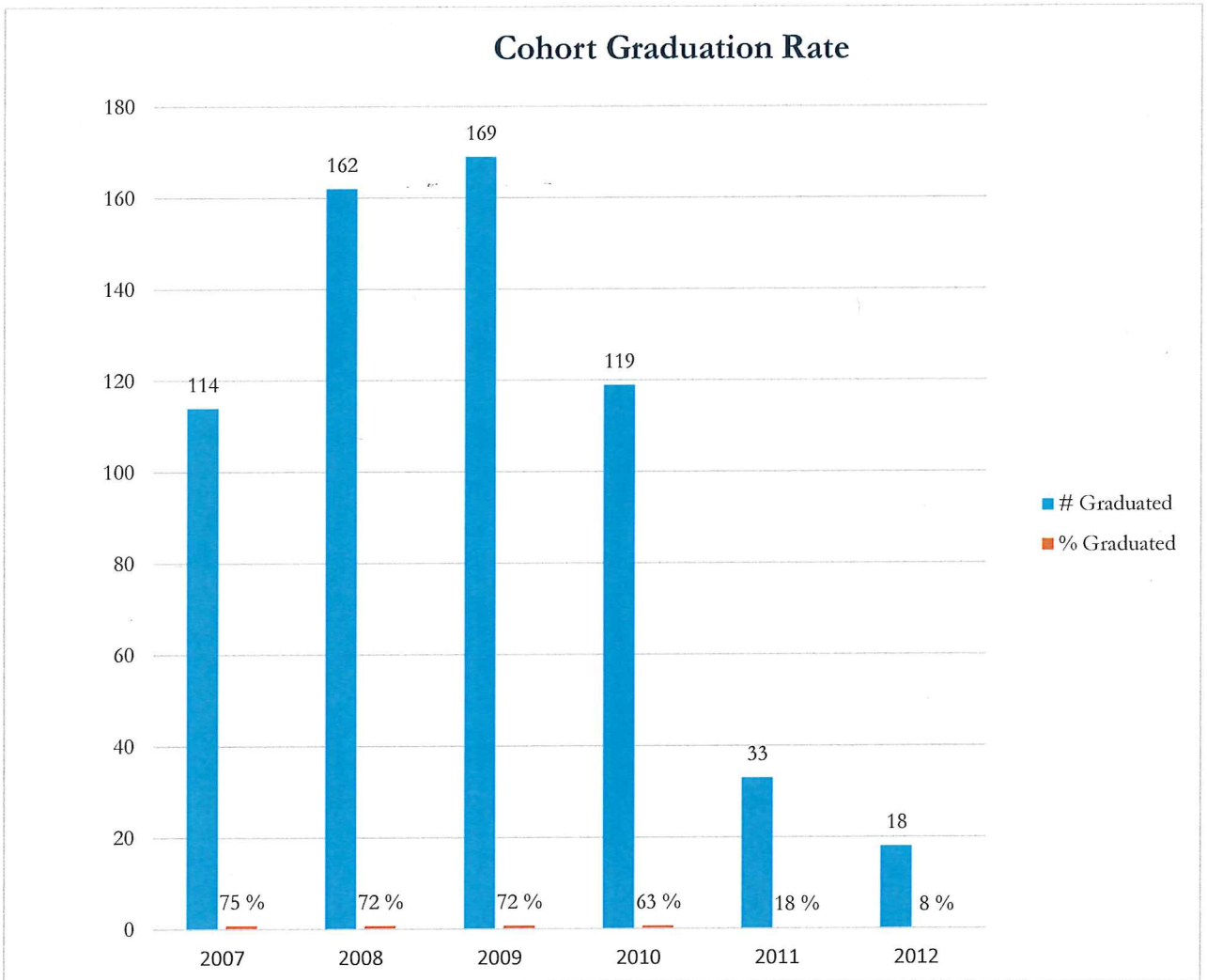
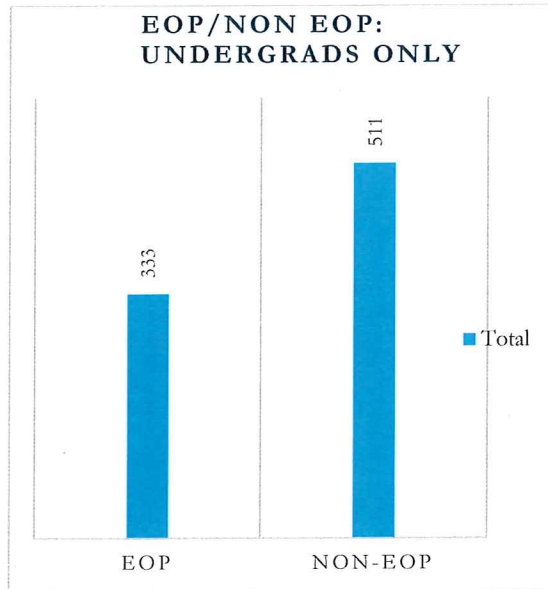
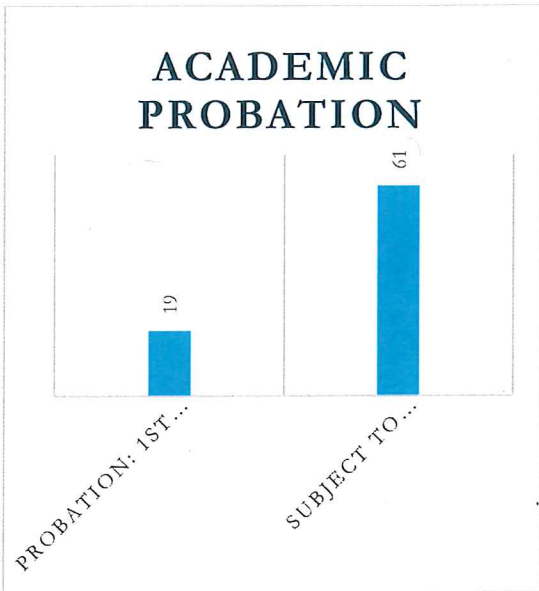
11:00 Guest Presenter: Jamelia Harris, followed by Q&A

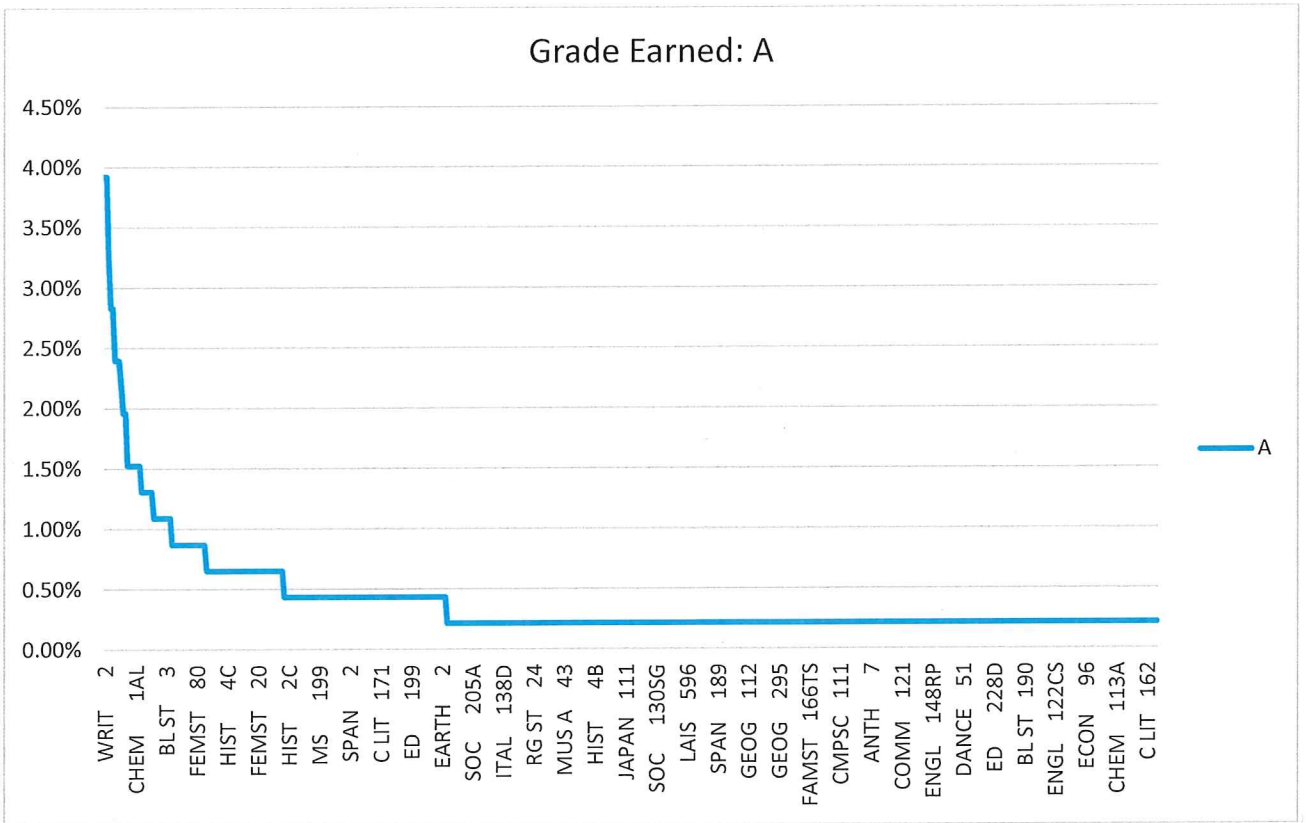
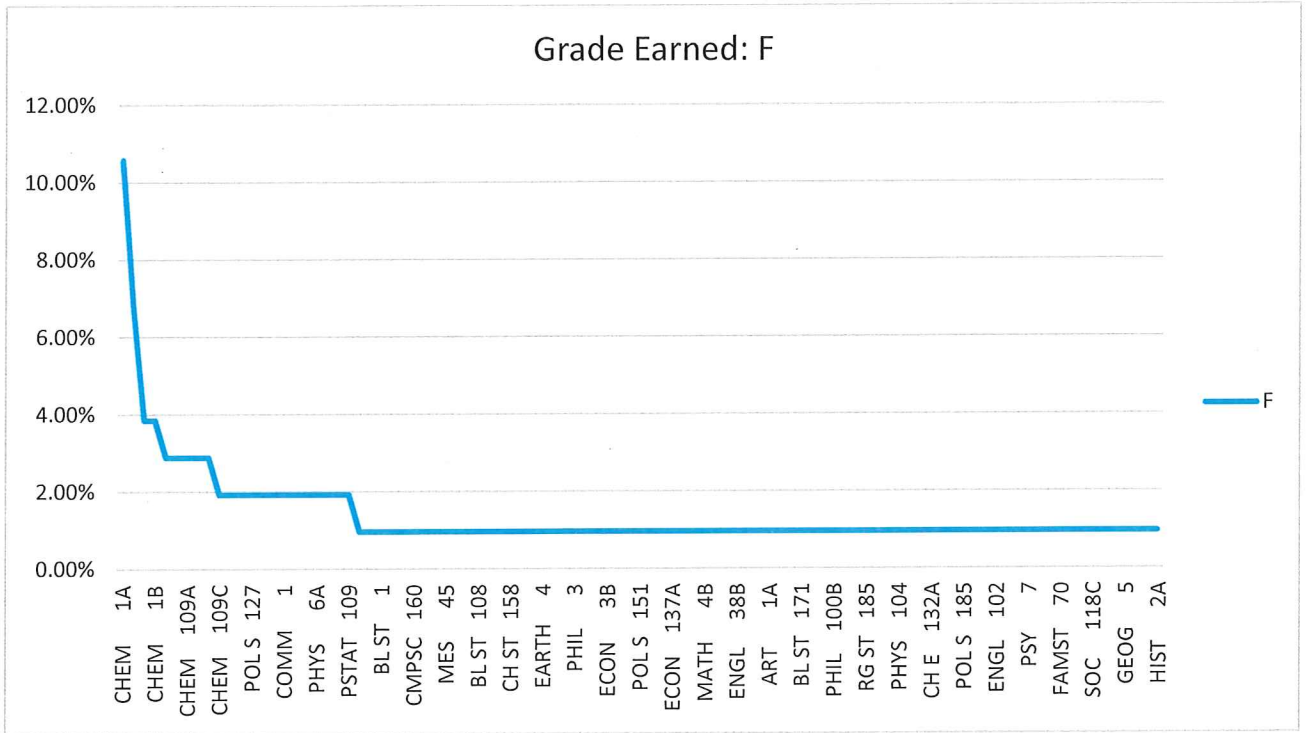
11:20: AARC Goals and Objectives (facilitated by Lupe Garcia-Navarro)

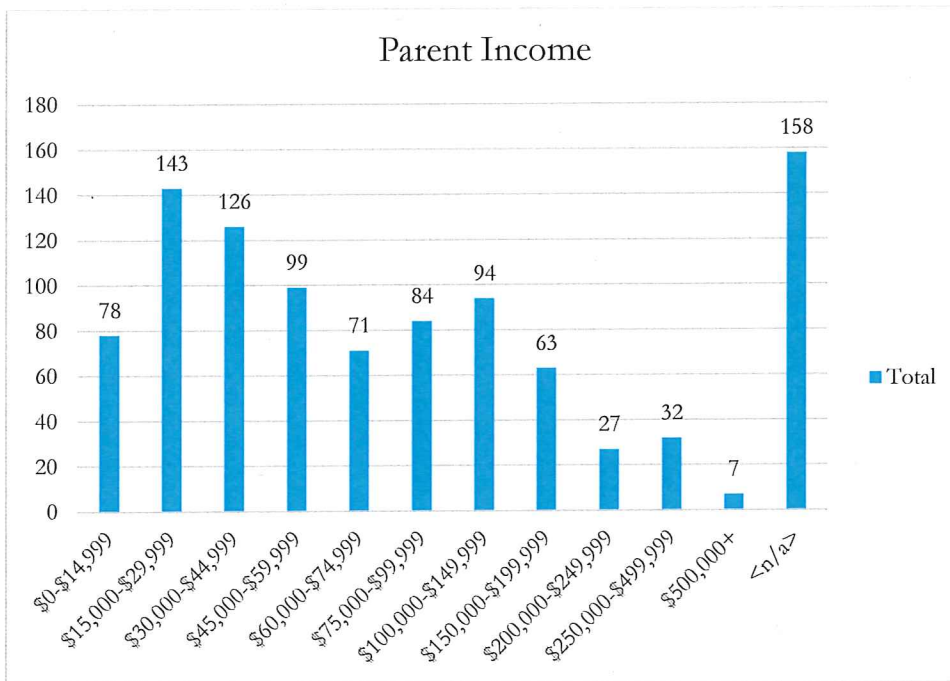
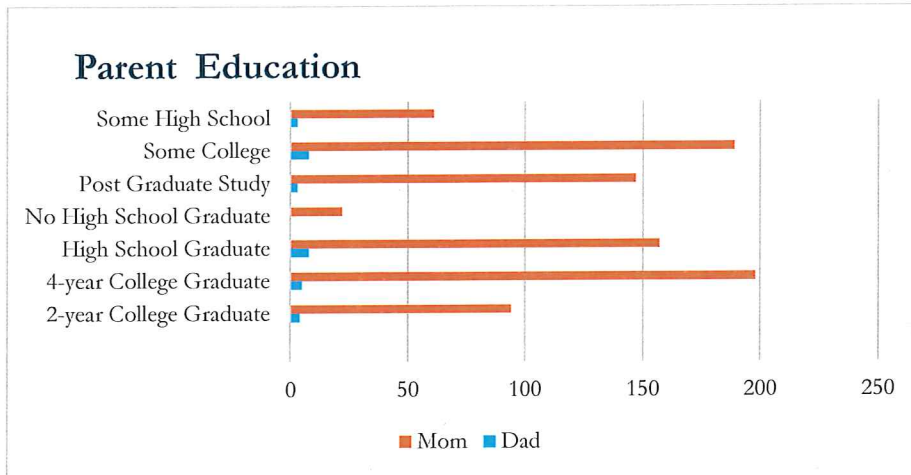
11:55 Questionnaire (Chryss Yost)

7 April 2015  
UCSB African American/ Black Student Demographics  
AY2014/2015









| 2012-2015 Registration Status | 2012/2013 | 2013/2014 | 2014/2015 |
|-------------------------------|-----------|-----------|-----------|
| Registered                    | 819       | 846       | 850       |
| Cancelled                     | 197       | 209       | 114       |
| Unknown                       |           |           |           |
| Variable                      | 92        | 74        | 52        |
| EAP                           | 31        | 40        | 45        |
| Withdrawn                     | 27        | 26        | 14        |
| Lapsed                        | 17        | 21        | 10        |
| On leave                      | 9         | 7         | 6         |
| Grand Total                   | 978       | 972       | 982       |
| Athlete                       | 66        |           |           |

AARC/BRC?

| <u>Major</u>                        | <u>Student<br/>Count</u> |   |    |
|-------------------------------------|--------------------------|---|----|
| Pre-Biology                         | 113                      | Political Science                           | 13 |
| Sociology                           | 66                       | Feminist Studies                            | 12 |
| Undeclared (Letters and<br>Science) | 62                       | Education                                   | 11 |
| Pre-Psychology                      | 57                       | History                                     | 10 |
| Global Studies                      | 42                       | Pre-Mathematics                             | 9  |
| Pre-Political Science               | 39                       | Economics and Accounting                    | 9  |
| Pre-Sociology                       | 34                       | Economics                                   | 8  |
| Film and Media Studies              | 33                       | Art   | 8  |
| Psychology                          | 32                       | Chemical Engineering                        | 7  |
| Communication                       | 31                       | Computer Science                            | 7  |
| Environmental Studies               | 30                       | Geography                                   | 6  |
| Pre-Communication                   | 30                       | Linguistics                                 | 6  |
| English                             | 23                       | Earth Science                               | 6  |
| Pre-Chemistry                       | 21                       | Statistical Science                         | 6  |
| Anthropology                        | 21                       | Language, Culture, and<br>Society           | 5  |
| Pre-Economics                       | 20                       | Actuarial Science                           | 5  |
| Pre-Economics and<br>Accounting     | 17                       | Electrical Engineering                      | 5  |
| Black Studies                       | 17                       | Pre-Financial Mathematics<br>and Statistics | 4  |
| Pre-Biopsychology                   | 15                       | Biological Sciences                         | 4  |
| Biopsychology                       | 15                       | Art History                                 | 4  |
| Philosophy                          | 14                       | Dance                                       | 4  |
| Physics                             | 14                       | Chemistry                                   | 4  |
| Theater                             | 13                       | Computer Engineering                        | 4  |
|                                     |                          | Mechanical Engineering                      | 4  |
|                                     |                          | Music                                       | 4  |

| <u>School Origin County</u> | <u>Student<br/>Count (981)</u> |                      |    |
|-----------------------------|--------------------------------|----------------------|----|
| Los Angeles County          | 294                            | Santa Barbara County | 27 |
| San Diego County            | 78                             | Ventura County       | 27 |
| <n/a>                       | 61                             | Sacramento County    | 27 |
| Riverside County            | 59                             | Santa Clara County   | 26 |
| Alameda County              | 53                             | Kern County          | 14 |
| San Bernadino County        | 50                             | Solano County        | 14 |
| Unknown Variable            | 46                             | Fresno County        | 14 |
| Orange County               | 44                             | San Francisco County | 14 |
| Contra Costa County         | 36                             | San Joaquin County   | 12 |
|                             |                                | Stanislaus County    | 12 |







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**African American Resource Committee**

**Agenda**

May 5, 2015

UCen Harbor Room

10:30 Coffee

10:45 Welcome and follow-up on previous discussion on graduation rates (Claudine Michel)

11:00 Questionnaire results (Chryss Yost)

11:05 Working groups: Logic model intro (Nathalie Pierre), instructions (Mark Shishim)

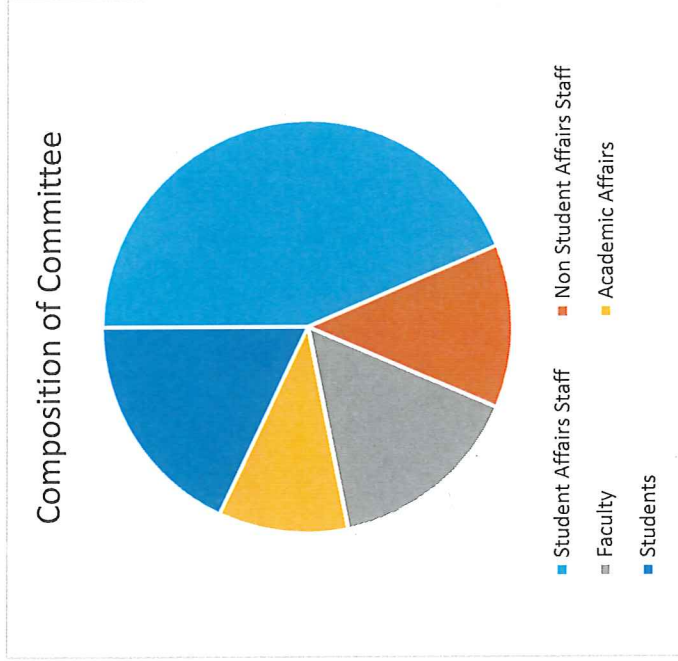
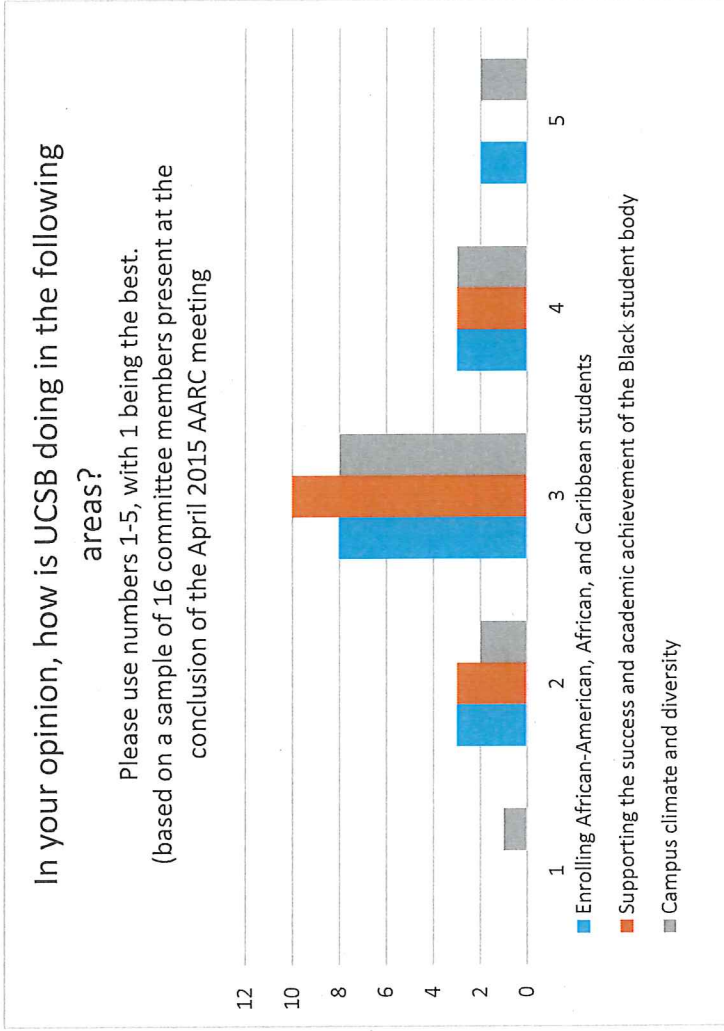
11:10 Break-out groups

11:30 Discussion

12:00 Noon adjourn

|                  | FRESHMEN    |             | TRANSFER    |             |
|------------------|-------------|-------------|-------------|-------------|
|                  | 2008 Cohort | 2008 Cohort | 2010 Cohort | 2010 Cohort |
|                  | 4 YR Grad % | 6 YR Grad % | 2 YR Grad % | 4 YR Grad % |
| Campus           | 69          | 81          | 69          | 90          |
| African-American | 55          | 74          | 38          | 72          |
| Difference       | -14         | -7          | -31         | -18         |
|                  |             |             |             |             |

## Proposed Charts/Data



## Top Three Areas of Focus (as ranked by members of the AARC) [use fonts/sizes to make interesting]

- 1) Foster the institutionalization of practices that demonstrate UCSB's commitment to supporting African American students' scholarly endeavors and personal growth and well-being
- 2) Facilitate networking, mentorship, and research opportunities
- 3) Help coordinate existing and/or new programs and activities that may improve the retention of African-American students and lead to higher levels of educational achievement

# High-Impact Educational Practices



## First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

## Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

## Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

## Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

## Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

## Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

## Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

## Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

## Internships

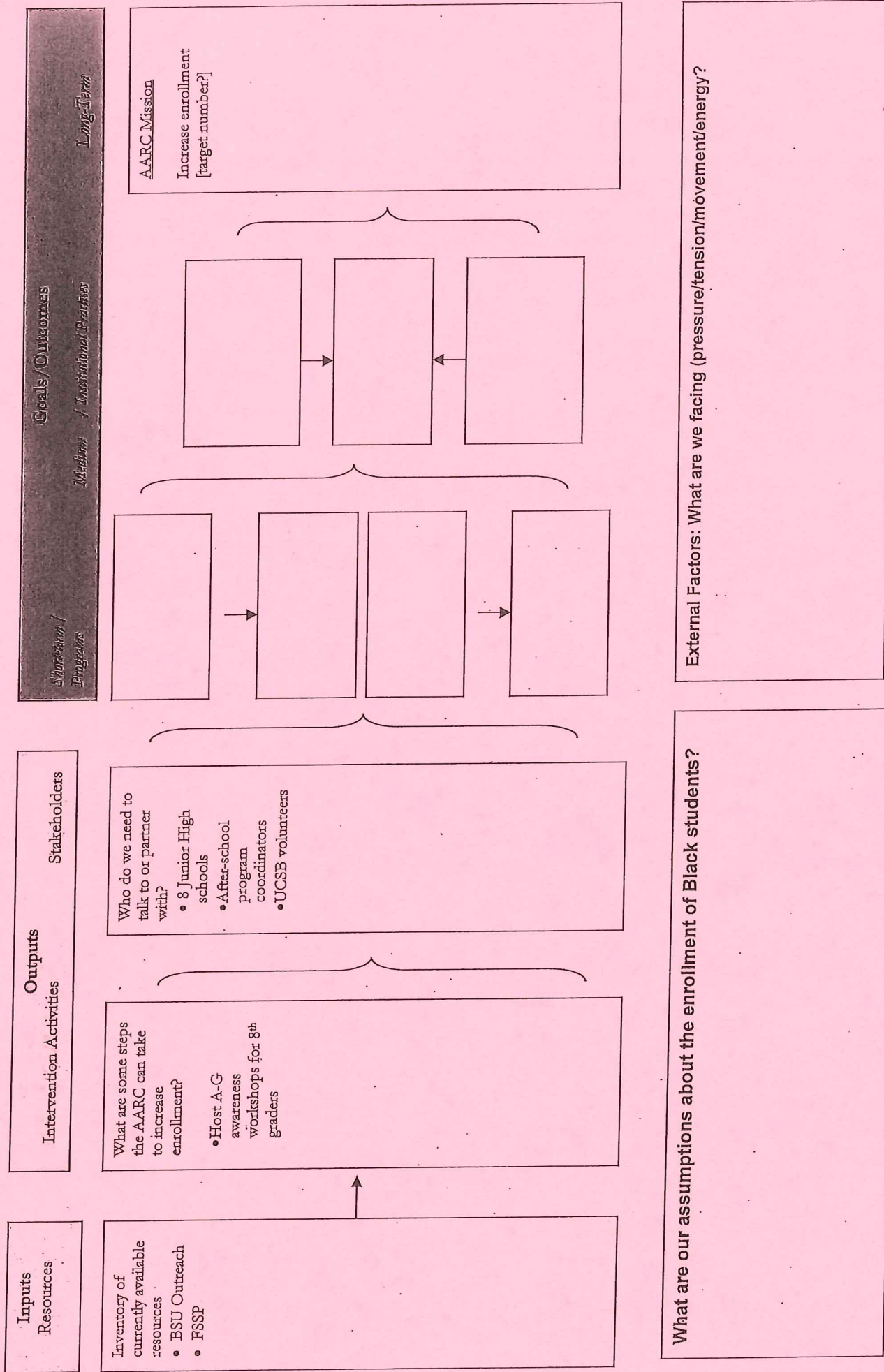
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

## Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



AARC Pre-enrollment/Enrollment Logic Model



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## African American Resource Committee Mission and Direction

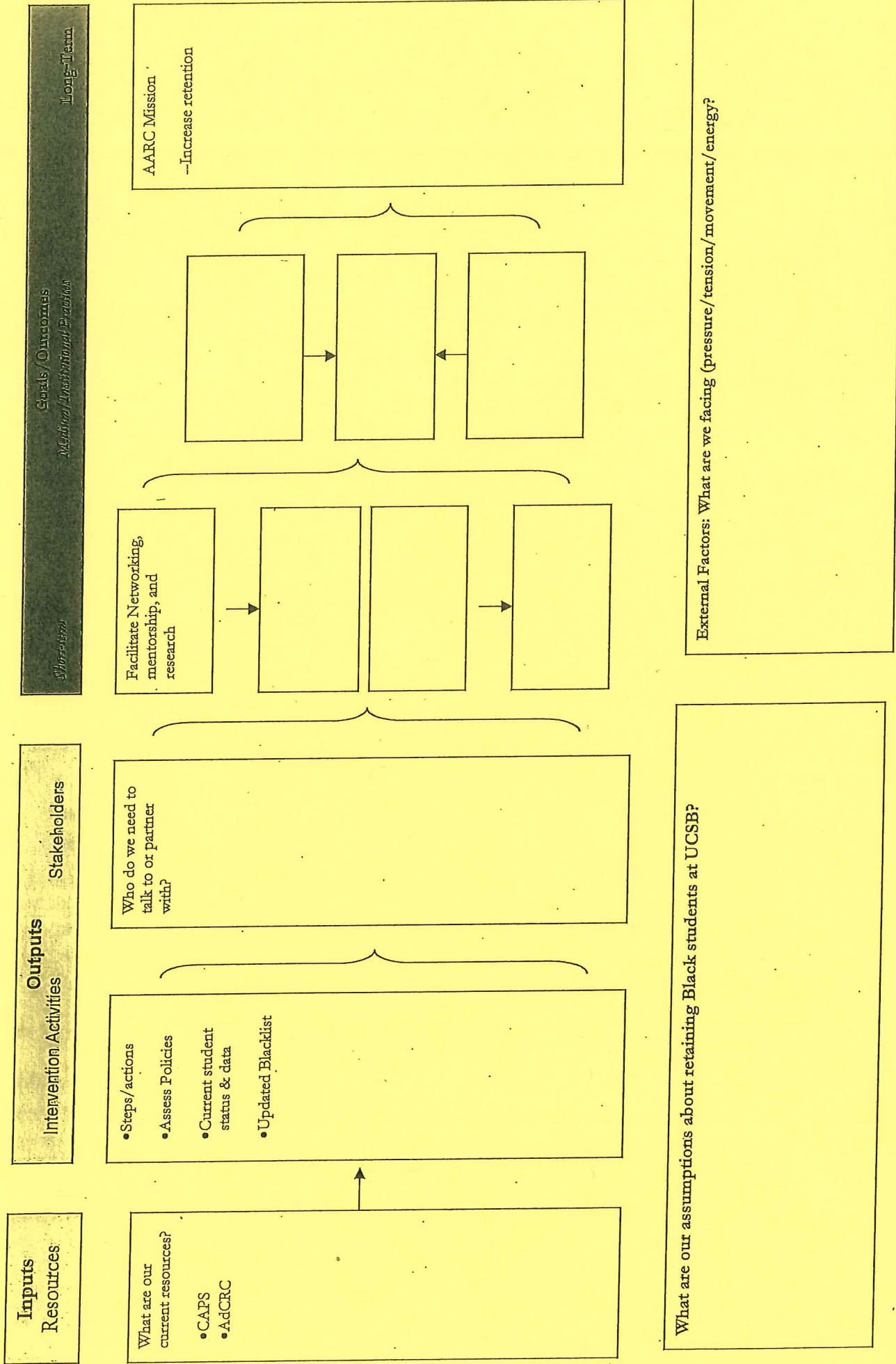
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Top 3 Goals based on 4/7/15 survey:

1. Foster the institutionalization of practices that demonstrate UCSB's commitment to supporting African American students' scholarly endeavors and personal growth and well-being.
2. Facilitate networking, mentorship, and research opportunities.
3. Help coordinate existing and/or new programs and activities that may improve the retention of African-American students and lead to higher levels of educational achievement.

Notes:

AARC Retention and Social Climate Logic Model



What are our assumptions about retaining Black students at UCSB?

External Factors: What are we facing (pressure/tension/movement/energy)?

## African American Resource Committee Mission and Direction

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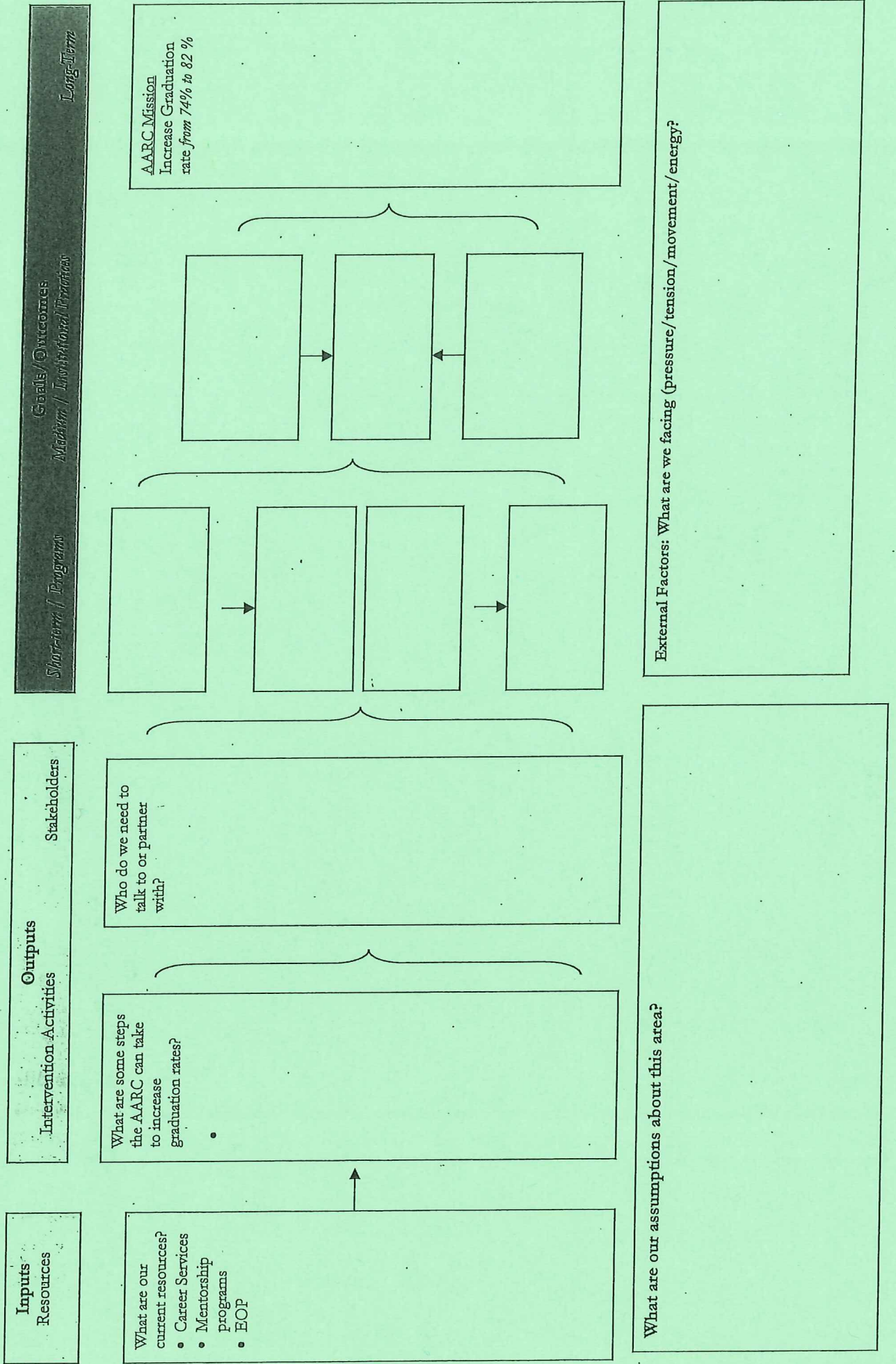
Top 3 Goals based on 4/7/15 survey:

1. Foster the institutionalization of practices that demonstrate UCSB's commitment to supporting African American students' scholarly endeavors and personal growth and well-being.
2. Facilitate networking, mentorship, and research opportunities.
3. Help coordinate existing and/or new programs and activities that may improve the retention of African-American students and lead to higher levels of educational achievement.

Notes:



# AARC Graduation and Beyond Logic Model



## **African American Resource Committee Mission and Direction**

The African American Resource Committee includes administrators, staff, students and faculty who have shown a clear commitment to African-American students. The ultimate goals of the committee will be to **increase the enrollment and graduation of the African-American students at UCSB and to create an educational and social climate that supports their success.**

Top 3 Goals based on 4/7/15 survey:

1. Foster the institutionalization of practices that demonstrate UCSB's commitment to supporting African American students' scholarly endeavors and personal growth and well-being.
2. Facilitate networking, mentorship, and research opportunities.
3. Help coordinate existing and/or new programs and activities that may improve the retention of African-American students and lead to higher levels of educational achievement.

Notes:



**SANTA BARBARA**

Santa Barbara, CA 93106-2036

Phone: (805) 893-2929

Academic Initiatives  
Division of Student Affairs  
University of California

[academics.sa.ucsb.edu](http://academics.sa.ucsb.edu)

**African American Resource Committee**

**Agenda**

June 2, 2015

Henley Board Room, Mosher Alumni House

10:30 Welcome and Coffee

10:45 Elroy Transfer update

11:15 AARC v BRC VOTE

11:20 BSU Demands

11:25 Nathalie Interventions Menu

12:00 Noon adjourn

## AARC INTERVENTIONS MENU

The AARC suggested these intervention activities to accomplish our mission. Please select and implement a few.

### **Mission: INCREASE PRE ENROLLMENT / ENROLLMENT**

| Short-term / could be done in a year  | Long-term / ongoing   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Host A-G awareness workshops for 8th graders (Jamelia)</li> <li>2. Create <u>incentives</u>/awards for high school teachers, counselors and coaches               <ol style="list-style-type: none"> <li>a. Like what? Let's outreach and ask them</li> <li>b. Collaborate with Retention #1.1.b</li> </ol> </li> <li>3. Media               <ol style="list-style-type: none"> <li>a. Webinars with AARC members?</li> </ol> </li> <li>4. Broadly communicate the existence of a supportive community for African American people at UCSB.               <ol style="list-style-type: none"> <li>a. Increased visibility through programming</li> <li>b. Promote feeling good about being Black. (Mario made similar suggestion for on-campus students April column)</li> </ol> </li> <li>5. Identify and apply for funding - Scholarships, grants (see right)</li> <li>6. UCSB Promise Scholars a great start!</li> <li>7. <u>Orientation</u> for AA students</li> </ol> | <ol style="list-style-type: none"> <li>8. Establish relationships with local organizations outside of high schools that are doing college prep (Walter)</li> <li>9. Reach out to and utilize organizations such as College Track (Dena).</li> <li>10. Visit African American churches.               <ol style="list-style-type: none"> <li>a. Which ones?</li> <li>b. Addresses?</li> <li>c. Volunteer visitors?</li> <li>d. Promote opportunities for consistent student site visits.</li> </ol> </li> <li>11. Make sure students successfully enter their junior year excited and prepared to apply to college.</li> <li>12. Fresh &amp; Sophomore high school outreach</li> <li>13. Summer programs for high school soph and juniors               <ol style="list-style-type: none"> <li>a. Which ones?</li> <li>b. Addresses?</li> <li>c. Volunteer visitors?</li> <li>d. Promote opportunities for consistent student site visits.</li> </ol> </li> <li>14. Restore funding for Upward Bound.               <ol style="list-style-type: none"> <li>a. Policy assessment campus v. University of California</li> <li>b. Who lobbies for this? Prof? Students? Administration?                   <ol style="list-style-type: none"> <li>i. Angle/ pitch for each?</li> </ol> </li> </ol> </li> </ol> |

## AARC INTERVENTIONS MENU

| Mission: IMPROVE RETENTION AND SOCIAL CLIMATE   |  |
|---|--|
| <p>Short-term/ could be done in a year</p> <ol style="list-style-type: none"> <li>1. STEP—possibly extend beyond freshmen year?               <ol style="list-style-type: none"> <li>a. Weekly meeting activity</li> <li>b. Develop incentives for engagement (collaborate with Pre-Enroll #2 and Retention #23)</li> </ol> </li> <li>2. Do we currently have a community outreach listserv?</li> <li>3. 4% of undergrad population paired up with AARC members               <ol style="list-style-type: none"> <li>a. current: 15 members = 52 students/committee member</li> </ol> </li> <li>4. Consolidation of resources = website, etc.               <ol style="list-style-type: none"> <li>a. Collaborate with Pre-Enroll #3 and Grad # 3)</li> <li>b. Improved communication of ALL events</li> <li>c. Resource page online</li> </ol> </li> <li>5. AdCRC/ Language Communities Programming (Santa Rosa)               <ol style="list-style-type: none"> <li>a. Taking programs to AdCRC                   <ol style="list-style-type: none"> <li>i. <b>KUDOS:</b> Marcus and Joe Tapiro organized textual analysis of lyrical/ contextual content of hip hop album with Black Studies VAP Shana Redmond 5.28.15</li> </ol> </li> <li>b. Research seminar that works with needs of language community/ scholars' hall                   <ol style="list-style-type: none"> <li>i. Such as?</li> </ol> </li> <li>c. MCC and AdCRC collaboration</li> </ol> </li> <li>6. Reactivate fraternities (office of student life)               <ol style="list-style-type: none"> <li>a. What steps necessary?</li> <li>b. Policy assessment</li> <li>c. Recruit faculty/ staff sponsors (Meredith and Katya Armstead)</li> </ol> </li> <li>7. Gauchospace/Use grades reported through gauchospace to red flag students earning D's or are under credited Reactivate fraternities (office of student life)               <ol style="list-style-type: none"> <li>a. What steps necessary?</li> <li>b. Policy assessment</li> <li>c. Can partner with campus wide initiatives on this effort (Mary Jacobs)</li> </ol> </li> <li>8. Admissions data to populate a contact list for XXXX?</li> <li>9. Mental Health services               <ol style="list-style-type: none"> <li>a. At first meeting Mario mentioned programs that encouraged self-cultural acceptance</li> </ol> </li> </ol> | <p>Long-term/ ongoing</p> <ol style="list-style-type: none"> <li>10. Assess policies</li> <li>11. Federal Work Study programs               <ol style="list-style-type: none"> <li>a. There is funding in small federal programs (mike Miller)</li> <li>b. Why aren't students using them</li> <li>c. Through this programming, students can do work study in IV and wider SB community *</li> </ol> </li> <li>12. Current student status &amp; data               <ol style="list-style-type: none"> <li>a. 2015 Data brief: 850-900 enrolled undergrad; 72% graduate within 4 years</li> </ol> </li> <li>13. Mentors/ Mentoring               <ol style="list-style-type: none"> <li>a. Academic Initiatives: Clyde Woods Scholars, Michael D. Young Interns</li> <li>b. McNair Undergraduate Research</li> <li>c. Others?</li> <li>d. Peer, faculty/ staff, community members                   <ol style="list-style-type: none"> <li>i. Develop list of Black Santa Barbara readers for admissions (Meredith mentioned in April)</li> </ol> </li> </ol> </li> <li>14. Scholarship               <ol style="list-style-type: none"> <li>a. Research Seminars</li> <li>b. Credits for participation</li> </ol> </li> <li>15. What are possible incentives for increased staff/ faculty participation?</li> <li>16. Federal Work Study programs</li> <li>17. There is funding in small federal programs (Mike Miller)</li> <li>18. Why aren't students using them?</li> <li>19. Through this programming, students can do work study in IV and wider SB community *</li> </ol> |

## AARC INTERVENTIONS MENU

### Mission: INCREASE GRADUATION AND PROSPECTS BEYOND

| Short Term/ could be done in a year  | Long-term/ ongoing   |
|--|--|
| <ol style="list-style-type: none"> <li>1. Locate Black alumni and cultivate relationships               <ol style="list-style-type: none"> <li>a. Current listserv exists? (Jenn)</li> </ol> </li> <li>2. Popularize URCA/ Slam (Rae)</li> <li>3. Internships               <ol style="list-style-type: none"> <li>a. Current list exists and needs merge with website (collaborate with Retention #4)</li> </ol> </li> <li>4. Promote EOP Grad school seminar series               <ol style="list-style-type: none"> <li>a. To help students think concretely about grad school/ career options</li> </ol> </li> <li>5. Housing               <ol style="list-style-type: none"> <li>a. Examine cost IV v. UCSB housing options. Share information with students</li> </ol> </li> <li>6. <u>O</u>rientations throughout the year to keep students on track (AARC member led)</li> <li>7. Career services outreach</li> </ol> | <ol style="list-style-type: none"> <li>8. SA staff create a minor?</li> <li>9. Community service minor or credit</li> <li>10. Find departments are interested in a community service minor?</li> </ol> |

- If your name is listed on the menu, it is because I recall you mentioning this particular item. Would you like to be our go-to person on this task? Thanks in advance!
- Incentives is underlined to stress we as a group need to brainstorm on this
- Orientations is underlined to stress we need volunteers or suggested persons/ departments who are willing and/ or are already leading them throughout the year

## Nancy Doan

---

**From:** Nathalie Pierre  
**Sent:** Friday, October 02, 2015 10:38 AM  
**To:** Nancy Doan; Katya Armistead; 'Marian Bankins'; Mario Barfield; Walter L Boggan; 'mariah.boyd94@yahoo.com'; December Brown; Michael Brown; 'Wilfred Brown'; Nadya Chavies; 'Nadege Clitandre'; 'Diane Fujino'; 'Carl Gutierrez-Jones'; 'Alyce Harris'; 'hennesseex33@gmail.com'; Mary Jacob; Aaron Jones; Stephen Jones; Marcus Mathis; Meridith Merchant; Mike Miller; 'Dena Montague'; Lupe Garcia; Elroy Pinks; Luther Richmond; 'Victor Rios'; 'Latrece Seneca'; Mark Shishim; 'Jeffrey Stewart'; 'Jennifer Thompson'; 'uniquevance@umail.ucsb.edu'; Gary White; 'Tmwilliams2012@aol.com'; Chryss Yost; Robert Donerson; 'fblake@english.ucsb.edu'; Jamelia Harris; 'Chris Johnson'; 'Christopher Mcauley'; 'harmon\_lois@yahoo.com'; 'ra.quintarrius@gmail.com'; 'shaylamonroe@umail.ucsb.edu'; 'charlesmwilliams08@gmail.com'; 'jae\_edwards26@yahoo.com'; Brian Olowude; Taylor Kabeary; 'Cynthia Hinds'; 'Wenonah Valentine'; 'moyewole@umail.ucsb.edu'; 'mmilleryoung@femst.ucsb.edu'; Antoinette Carter; AJ Sims; 'ladontek@as.ucsb.edu'  
**Cc:** Claudine Michel  
**Subject:** Black Resource Committee Fall Meeting # 1

Greetings BRC members,

Look forward to seeing you all next **Wednesday**. We will meet in the **Multipurpose Room in the SRB from 2:00-3:30pm**. Please reserve the following meeting dates for the rest of the academic year.

**Wednesday, November 3<sup>rd</sup> 2:00-3:30pm**

**Wednesday, December 2<sup>nd</sup> 2:00-3:30pm**

This is the fourth meeting of the BRC and we will pick up where we left matters in June. For those of you who signed up for interventions, be prepared to give the group a brief update on your progress. Consider the following:

### **Define the targeted problem:**

What is the scope of the presenting issue?

### **Conduct an environmental scan:**

What research is needed to understand it?

- Internal
  - What are existing campus resources, policies, practices?
  - Who are the campus stakeholders? What are the politics involved?
  - Who on campus is already doing this work and what are they doing?
    - Do we have any existing data we can mine?
- External
  - What does the literature state about the problem or best practice?

**What measure do you need to implement to assess the problem?**

**What activity, model or structure do you propose?**

**What is your timeline, budget and resource needs?**

Together we will figure out structures that enable us to intervene on behalf of Black students, staff, and faculty.

Until then,

**From:** Nathalie Pierre

**Sent:** Thursday, September 17, 2015 1:59 PM

**To:** Nancy Doan <Nancy.Doan@sa.ucsb.edu>; Katya Armistead <Katya.Armistead@sa.ucsb.edu>; 'Marian Banks' <mbanks@housing.ucsb.edu>; Mario Barfield <Mario.Barfield@sa.ucsb.edu>; Walter L Boggan <walter.boggan@graddiv.ucsb.edu>; 'mariah.boyd94@yahoo.com'; December Brown <December.Brown@sa.ucsb.edu>; Michael Brown <michael.brown@els.ucsb.edu>; 'Wilfred Brown' <wbrown@housing.ucsb.edu>; Nadya Chavies <Nadya.Chavies@sa.ucsb.edu>; 'Nadege Clitandre' <nclitandre@global.ucsb.edu>; 'Diane Fujino' <fujino@asamst.ucsb.edu>; 'Carl Gutierrez-Jones' <carlgj@ltsc.ucsb.edu>; 'Alyce Harris' <harris@library.ucsb.edu>; 'hennessex33@gmail.com'; Mary Jacob <Mary.Jacob@sa.ucsb.edu>; Aaron Jones <aaronj@as.ucsb.edu>; Stephen Jones <Stephen.Jones@sa.ucsb.edu>; Marcus Mathis <Marcus.Mathis@sa.ucsb.edu>; Meridith Merchant <Meridith.Merchant@sa.ucsb.edu>; Mike Miller <Mike.Miller@sa.ucsb.edu>; 'Dena Montague' <dmontague@cbs.ucsb.edu>; Lupe Garcia <Lupe.Garcia@sa.ucsb.edu>; Elroy Pinks <Elroy.Pinks@sa.ucsb.edu>; Luther Richmond <Luther.Richmond@sa.ucsb.edu>; 'Victor Rios' <vrios@soc.ucsb.edu>; 'Latrece Seneca' <lseneca@housing.ucsb.edu>; Mark Shishim <Mark.Shishim@sa.ucsb.edu>; 'Jeffrey Stewart' <jstewart@blackstudies.ucsb.edu>; 'Jennifer Thompson' <jthompson@library.ucsb.edu>; 'uniquevance@umail.ucsb.edu'; Gary White <Gary.White@sa.ucsb.edu>; 'Tmwilliams2012@aol.com'; Chryss Yost <Chryss.Yost@sa.ucsb.edu>; Robert Donerson <rdonerson@housing.ucsb.edu>; 'fblake@english.ucsb.edu' <fblake@english.ucsb.edu>; Jamelia Harris <Jamelia.Harris2@sa.ucsb.edu>; 'Chris Johnson' <ckjohnson@housing.ucsb.edu>; 'Christopher Mcauley' <mcauley@blackstudies.ucsb.edu>; 'harmon\_lois@yahoo.com' <harmon\_lois@yahoo.com>; 'ra.quintarrius@gmail.com' <ra.quintarrius@gmail.com>; 'shaylamonroe@umail.ucsb.edu' <shaylamonroe@umail.ucsb.edu>; 'charlesmwilliams08@gmail.com' <charlesmwilliams08@gmail.com>; 'jae\_edwards26@yahoo.com' <jae\_edwards26@yahoo.com>; Brian Olowude <Brian.Olowude@sa.ucsb.edu>; Taylor Kabeary <Taylor.Kabeary@sa.ucsb.edu>; 'Cynthia Hinds' <chinds@ltsc.ucsb.edu>; 'Wenonah Valentine' <wenonah.valentine@gmail.com>; 'moyewole@umail.ucsb.edu' <moyewole@umail.ucsb.edu>; 'mmilleryoung@femst.ucsb.edu' <mmilleryoung@femst.ucsb.edu>; Antoinette Carter <Antoinette.Carter@sa.ucsb.edu>; AJ Sims <AJ.Sims@sa.ucsb.edu>; 'ladontek@as.ucsb.edu' <ladontek@as.ucsb.edu>

**Cc:** Claudine Michel <Claudine.Michel@sa.ucsb.edu>

**Subject:** Black Resource Committee Summer Update #3

17 September 2015

Greetings Black Resource Committee Members,

I wanted to touch base about the quarter ahead and our monthly meeting schedule.

Thank you all for coming up with tangible ideas on how to accomplish the BRC's mission. Attached below is the interventions menu we developed last quarter. This quarter we will identify and contact the stakeholders involved in our proposed interventions. From there we can build timelines for completion and chart the way forward together.

Based on the Doodle poll circulated last month, the two popular meeting times were Tuesdays 10:30-12:00 and Wednesdays 2:00-3:30. Last quarter the 10:30-12:00 time slot did not fit into our students' schedule and this quarter we want to engage them as much as possible. We will meet on Wednesdays 2:00-3:30 this quarter and will rotate back to the 10:30-12:00 time slot (if necessary) during the winter quarter to ensure the participation of a cross section of student, faculty, and staff throughout the course of the year.

Our first meeting is on **Wednesday, October 7<sup>th</sup> from 2:00-3:30PM**, location TBA.

For those of you new to this list, please scroll to the bottom of the email and then read up for detailed information about the Black Resource Committee. Contact me if you have any questions.



See you in three weeks!

Cheers,

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**From:** Nathalie Pierre

**Sent:** Tuesday, August 18, 2015 1:28 PM

**To:** Nancy Doan <[Nancy.Doan@sa.ucsb.edu](mailto:Nancy.Doan@sa.ucsb.edu)>; Katya Armistead <[Katya.Armistead@sa.ucsb.edu](mailto:Katya.Armistead@sa.ucsb.edu)>; 'Marian Banks' <[mbanks@housing.ucsb.edu](mailto:mbanks@housing.ucsb.edu)>; Mario Barfield <[Mario.Barfield@sa.ucsb.edu](mailto:Mario.Barfield@sa.ucsb.edu)>; Walter L Boggan <[walter.boggan@graddiv.ucsb.edu](mailto:walter.boggan@graddiv.ucsb.edu)>; 'mariah.boyd94@yahoo.com'; December Brown <[December.Brown@sa.ucsb.edu](mailto:December.Brown@sa.ucsb.edu)>; Michael Brown <[michael.brown@els.ucsb.edu](mailto:michael.brown@els.ucsb.edu)>; 'Wilfred Brown' <[wbrown@housing.ucsb.edu](mailto:wbrown@housing.ucsb.edu)>; Nadya Chavies <[Nadya.Chavies@sa.ucsb.edu](mailto:Nadya.Chavies@sa.ucsb.edu)>; 'Nadege Clitandre' <[nclitandre@global.ucsb.edu](mailto:nclitandre@global.ucsb.edu)>; 'Diane Fujino' <[fujino@asamst.ucsb.edu](mailto:fujino@asamst.ucsb.edu)>; 'Carl Gutierrez-Jones' <[carlgj@ltsc.ucsb.edu](mailto:carlgj@ltsc.ucsb.edu)>; 'Alyce Harris' <[harris@library.ucsb.edu](mailto:harris@library.ucsb.edu)>; 'hennesseex33@gmail.com'; Mary Jacob <[Mary.Jacob@sa.ucsb.edu](mailto:Mary.Jacob@sa.ucsb.edu)>; Aaron Jones <[aaronj@as.ucsb.edu](mailto:aaronj@as.ucsb.edu)>; Stephen Jones <[Stephen.Jones@sa.ucsb.edu](mailto:Stephen.Jones@sa.ucsb.edu)>; Marcus Mathis <[Marcus.Mathis@sa.ucsb.edu](mailto:Marcus.Mathis@sa.ucsb.edu)>; Meridith Merchant <[Meridith.Merchant@sa.ucsb.edu](mailto:Meridith.Merchant@sa.ucsb.edu)>; Mike Miller <[Mike.Miller@sa.ucsb.edu](mailto:Mike.Miller@sa.ucsb.edu)>; 'Dena Montague' <[dmontague@cbs.ucsb.edu](mailto:dmontague@cbs.ucsb.edu)>; Lupe Garcia <[Lupe.Garcia@sa.ucsb.edu](mailto:Lupe.Garcia@sa.ucsb.edu)>; Elroy Pinks <[Elroy.Pinks@sa.ucsb.edu](mailto:Elroy.Pinks@sa.ucsb.edu)>; Luther Richmond <[Luther.Richmond@sa.ucsb.edu](mailto:Luther.Richmond@sa.ucsb.edu)>; 'Victor Rios' <[vrios@soc.ucsb.edu](mailto:vrios@soc.ucsb.edu)>; 'Latrece Seneca' <[lseneca@housing.ucsb.edu](mailto:lseneca@housing.ucsb.edu)>; Mark Shishim <[Mark.Shishim@sa.ucsb.edu](mailto:Mark.Shishim@sa.ucsb.edu)>; 'Jeffrey Stewart' <[jstewart@blackstudies.ucsb.edu](mailto:jstewart@blackstudies.ucsb.edu)>; 'Jennifer Thompson' <[jthompson@library.ucsb.edu](mailto:jthompson@library.ucsb.edu)>; 'uniquevance@umail.ucsb.edu'; Gary White <[Gary.White@sa.ucsb.edu](mailto:Gary.White@sa.ucsb.edu)>; 'Tmwilliams2012@aol.com'; Chryss Yost <[Chryss.Yost@sa.ucsb.edu](mailto:Chryss.Yost@sa.ucsb.edu)>; Robert Donerson <[rdonerson@housing.ucsb.edu](mailto:rdonerson@housing.ucsb.edu)>; 'fblake@english.ucsb.edu' <[fblake@english.ucsb.edu](mailto:fblake@english.ucsb.edu)>; Jamelia Harris <[Jamelia.Harris2@sa.ucsb.edu](mailto:Jamelia.Harris2@sa.ucsb.edu)>; 'Chris Johnson' <[ckjohnson@housing.ucsb.edu](mailto:ckjohnson@housing.ucsb.edu)>; 'Christopher Mcauley' <[mcauley@blackstudies.ucsb.edu](mailto:mcauley@blackstudies.ucsb.edu)>; 'harmon\_lois@yahoo.com' <[harmon\\_lois@yahoo.com](mailto:harmon_lois@yahoo.com)>; 'ra.quintarrius@gmail.com' <[ra.quintarrius@gmail.com](mailto:ra.quintarrius@gmail.com)>; 'shaylamonroe@umail.ucsb.edu' <[shaylamonroe@umail.ucsb.edu](mailto:shaylamonroe@umail.ucsb.edu)>; 'charlesmwilliams08@gmail.com' <[charlesmwilliams08@gmail.com](mailto:charlesmwilliams08@gmail.com)>; 'jae\_edwards26@yahoo.com' <[jae\\_edwards26@yahoo.com](mailto:jae_edwards26@yahoo.com)>; Brian Olowude <[Brian.Olowude@sa.ucsb.edu](mailto:Brian.Olowude@sa.ucsb.edu)>; Taylor Kabeary <[Taylor.Kabeary@sa.ucsb.edu](mailto:Taylor.Kabeary@sa.ucsb.edu)>; 'Cynthia Hinds' <[chinds@ltsc.ucsb.edu](mailto:chinds@ltsc.ucsb.edu)>; Claudine Michel <[Claudine.Michel@sa.ucsb.edu](mailto:Claudine.Michel@sa.ucsb.edu)>

**Subject:** Black Resource Committee Summer Update #2

18 August 2015

Greetings Black Resource Committee (BRC),

I hope this message reaches you in pleasant spirits.

First— thanks to the committee members who are already meeting and working to accomplish specific intervention menu options. I cannot wait for the rest of the committee to learn of what the STEP retention team is working on.

Second—I write to find a time for our monthly meetings. Consider your Fall quarter schedule, specifically your availability on Tuesday and Wednesdays. Please indicate via this [Doodle poll](#) which time blocks on these days work best for you.

We want to include as many people as possible, so please be as generous as possible with your selections. Thanks to those of you who have signed up for intervention items during July. For those of you who did not have an opportunity to sign up for an intervention menu option, but did express interest in specific working group areas, I will create a list and send it to you all in our final summer update email next month.

Contact me with any questions or concerns you may have.

Looking forward,

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**From:** Nathalie Pierre

**Sent:** Tuesday, July 21, 2015 4:14 PM

**To:** Nancy Doan <[Nancy.Doan@sa.ucsb.edu](mailto:Nancy.Doan@sa.ucsb.edu)>; Katya Armistead <[Katya.Armistead@sa.ucsb.edu](mailto:Katya.Armistead@sa.ucsb.edu)>; 'Marian Bankins' <[mbankins@housing.ucsb.edu](mailto:mbankins@housing.ucsb.edu)>; Mario Barfield <[Mario.Barfield@sa.ucsb.edu](mailto:Mario.Barfield@sa.ucsb.edu)>; Walter L Boggan <[walter.boggan@graddiv.ucsb.edu](mailto:walter.boggan@graddiv.ucsb.edu)>; 'mariah.boyd94@yahoo.com'; December Brown <[December.Brown@sa.ucsb.edu](mailto:December.Brown@sa.ucsb.edu)>; Michael Brown <[michael.brown@els.ucsb.edu](mailto:michael.brown@els.ucsb.edu)>; 'Wilfred Brown' <[wbrown@housing.ucsb.edu](mailto:wbrown@housing.ucsb.edu)>; Nadya Chavies <[Nadya.Chavies@sa.ucsb.edu](mailto:Nadya.Chavies@sa.ucsb.edu)>; 'Nadege Clitandre' <[nclitandre@global.ucsb.edu](mailto:nclitandre@global.ucsb.edu)>; 'Diane Fujino' <[fujino@asamst.ucsb.edu](mailto:fujino@asamst.ucsb.edu)>; 'Carl Gutierrez-Jones' <[carlgj@ltsc.ucsb.edu](mailto:carlgj@ltsc.ucsb.edu)>; 'Alyce Harris' <[harris@library.ucsb.edu](mailto:harris@library.ucsb.edu)>; 'hennesseex33@gmail.com'; Mary Jacob <[Mary.Jacob@sa.ucsb.edu](mailto:Mary.Jacob@sa.ucsb.edu)>; Aaron Jones <[aaronj@as.ucsb.edu](mailto:aaronj@as.ucsb.edu)>; Stephen Jones <[Stephen.Jones@sa.ucsb.edu](mailto:Stephen.Jones@sa.ucsb.edu)>; Marcus Mathis <[Marcus.Mathis@sa.ucsb.edu](mailto:Marcus.Mathis@sa.ucsb.edu)>; Meredith Merchant <[Meredith.Merchant@sa.ucsb.edu](mailto:Meredith.Merchant@sa.ucsb.edu)>; Mike Miller <[Mike.Miller@sa.ucsb.edu](mailto:Mike.Miller@sa.ucsb.edu)>; 'Dena Montague' <[dmontague@cbs.ucsb.edu](mailto:dmontague@cbs.ucsb.edu)>; Lupe Garcia <[Lupe.Garcia@sa.ucsb.edu](mailto:Lupe.Garcia@sa.ucsb.edu)>; Elroy Pinks <[Elroy.Pinks@sa.ucsb.edu](mailto:Elroy.Pinks@sa.ucsb.edu)>; Luther Richmond <[Luther.Richmond@sa.ucsb.edu](mailto:Luther.Richmond@sa.ucsb.edu)>; 'Victor Rios' <[vrrios@soc.ucsb.edu](mailto:vrrios@soc.ucsb.edu)>; 'Latrece Seneca' <[lseneca@housing.ucsb.edu](mailto:lseneca@housing.ucsb.edu)>; Mark Shishim <[Mark.Shishim@sa.ucsb.edu](mailto:Mark.Shishim@sa.ucsb.edu)>; 'Jeffrey Stewart' <[jstewart@blackstudies.ucsb.edu](mailto:jstewart@blackstudies.ucsb.edu)>; 'Jennifer Thompson' <[jthompson@library.ucsb.edu](mailto:jthompson@library.ucsb.edu)>; 'uniquevance@umail.ucsb.edu'; Gary White <[Gary.White@sa.ucsb.edu](mailto:Gary.White@sa.ucsb.edu)>; 'Tmwilliams2012@aol.com'; Chryss Yost <[Chryss.Yost@sa.ucsb.edu](mailto:Chryss.Yost@sa.ucsb.edu)>; Robert Donerson <[rdonerson@housing.ucsb.edu](mailto:rdonerson@housing.ucsb.edu)>; 'fblake@english.ucsb.edu' <[fblake@english.ucsb.edu](mailto:fblake@english.ucsb.edu)>; Jamelia Harris <[Jamelia.Harris2@sa.ucsb.edu](mailto:Jamelia.Harris2@sa.ucsb.edu)>; 'Chris Johnson' <[ckjohnson@housing.ucsb.edu](mailto:ckjohnson@housing.ucsb.edu)>; 'Christopher Mcauley' <[mcauley@blackstudies.ucsb.edu](mailto:mcauley@blackstudies.ucsb.edu)>; 'harmon\_lois@yahoo.com' <[harmon\\_lois@yahoo.com](mailto:harmon_lois@yahoo.com)>; 'ra.quintarrius@gmail.com' <[ra.quintarrius@gmail.com](mailto:ra.quintarrius@gmail.com)>; 'shaylamonroe@umail.ucsb.edu' <[shaylamonroe@umail.ucsb.edu](mailto:shaylamonroe@umail.ucsb.edu)>; 'charlesmwilliams08@gmail.com' <[charlesmwilliams08@gmail.com](mailto:charlesmwilliams08@gmail.com)>; 'jae\_edwards26@yahoo.com' <[jae\\_edwards26@yahoo.com](mailto:jae_edwards26@yahoo.com)>;

**Cc:** Claudine Michel <[Claudine.Michel@sa.ucsb.edu](mailto:Claudine.Michel@sa.ucsb.edu)>; Maya Reynolds <[Maya.Reynolds@sa.ucsb.edu](mailto:Maya.Reynolds@sa.ucsb.edu)>; 'Cynthia Hinds' <[chinds@ltsc.ucsb.edu](mailto:chinds@ltsc.ucsb.edu)>; Taylor Kabeary <[Taylor.Kabeary@sa.ucsb.edu](mailto:Taylor.Kabeary@sa.ucsb.edu)>

**Subject:** Black Resource Committee Summer Update #1

21 July 2015

Greetings Black Resource Committee Members,

I hope your summer launched with pleasure. I spent the solstice at home in Haiti with some of our amazing students, the majority of whom are first-generation college students. It was great watching them transform from pumped-up travelers to student scholars eager to engage with their Haitian peers. Shameless plug—you can read *all* about it in the next issue of the *Journal of Haitian Studies*.

Thank you all for committing yourself to working in groups to realize the mission of the Black Resource Committee (BRC), which is threefold:

1. Increase enrollment;
2. Improve rates of retention and overall campus social climate;
3. Increase graduation rates and the prospects of African American students beyond graduation.

For those new to the list, please visit <http://academics.sa.ucsb.edu/initiatives/aarc> for our larger statement of purpose.<sup>[1]</sup>

Attached for your review is the “interventions menu” the Academic Initiatives Team presented the BRC in June. If you signed up to complete an intervention action, your name and email is listed below that item. If you were not at our June meeting, please review the document and let me know your selections. I encourage those of you who signed up for similar interventions to contact each other; no need to wait until Fall.

I am here during the summer and am available to support each working group’s efforts. Feel free to email me ([Nathalie.Pierre@sa.ucsb.edu](mailto:Nathalie.Pierre@sa.ucsb.edu)) with any questions or concerns.

We will reconvene in October 2015. Please send Nancy Doan ([nancy.doan@sa.ucsb.edu](mailto:nancy.doan@sa.ucsb.edu)) your availability schedule for Fall 2015.

Cheers,

P.S. If you prefer a more interactive document, you can record your completion progress via Google Docs <https://drive.google.com/file/d/0BwvGsvRvH7fopVHFycXZWXzA4QU0/view?usp=sharing>

<sup>[1]</sup> We will update our site's name to reflect our shift to the Black Resource Committee.

**From:** Nancy Doan  
**Sent:** Monday, July 06, 2015 3:39 PM  
**Subject:** BRC Summer 2015 Meeting Cancellation Notice

Dear Black Resource Committee (BRC) members,

I hope everyone is doing well and wrapping up FY 14-15. I apologize for the last minute notification.

Please be advised that the BRC meetings have been cancelled for Summer 2015. The meetings will resume in Fall 2015. Details on the time and location for Fall 2015 meetings will be announced once confirmed.

If you could send your availability schedule for Fall 2015, it would be greatly appreciated. Similar to last year's meeting, I believe we are aiming for a 1.5 hour meeting.

If you have any questions, please feel free to contact me. Thank you.

Sincerely,  
Nancy

**Nancy Doan**  
International Students & Scholars Financial Analyst  
Academic Initiatives Financial Analyst  
Asst. to the Assistant Vice Chancellor for Academic Program and Wellness Services  
Office of International Students & Scholars  
University of California Santa Barbara  
3130 Student Resource Building  
Santa Barbara, CA 93106-7150  
[nancy.doan@sa.ucsb.edu](mailto:nancy.doan@sa.ucsb.edu)  
(805) 893-2720

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