



# Black Student Success

2022 Update



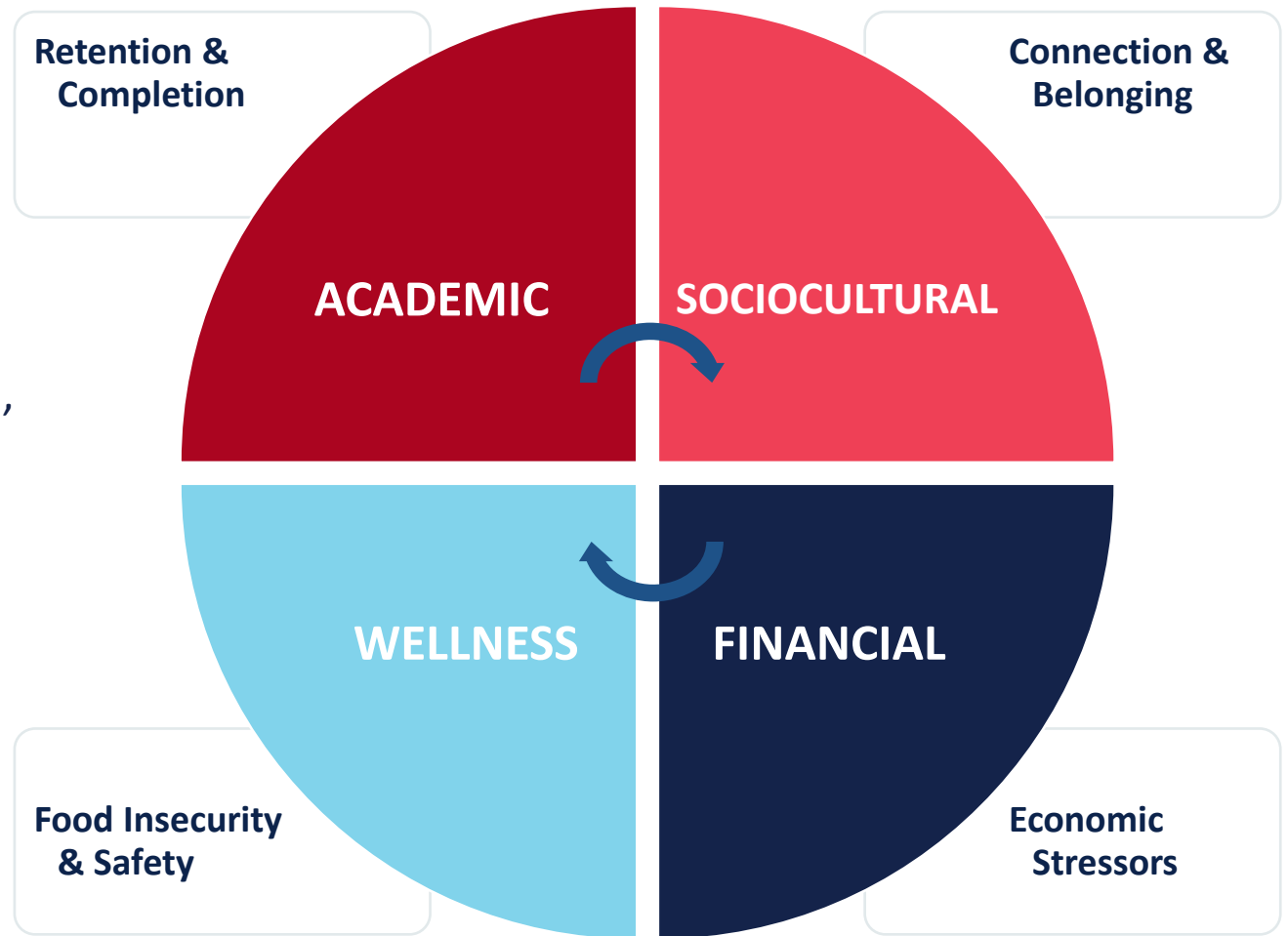


# Study of Black Student Success at Arizona

- In Fall 2020, SSRI and A&R collaborated with ODI to conduct a broad assessment of the existing barriers to student success for Black students at Arizona using:
  - Institutional data and metrics
  - Survey data from broad campus assessments
  - Community insights and qualitative data
- The results, shared with key partners in 2020-21, highlighted the need for an institution-wide investment of time, effort, and funds
- In this 2022 update, we revisit our previous analysis to
  - Update key metrics around student success for Black students at Arizona
  - Highlight relevant new, publicly available data dashboards and reports
  - Spotlight recent initiatives that address the previously identified priorities for action around: (1) training and education, (2) increased funding, (3) collaboration and communication

# 2020 Framework

Student success is multifaceted and results from the interplay of academic, financial, sociocultural, and wellness factors that impact our students.



# Academic 2022 Updates

## Retention and Graduation rates

- IPEDS Retention - Fall 2021 FTFT Black students (n=190), the retention rate into the second fall semester was 70.5%. This rate is 15.1 percentage points lower than the UAZ overall FTFT retention rate of 85.6%.
- IPEDS Graduation - Arizona graduates Black students at a rate 10 to 20 percentage points lower than our overall rate. The most recent FTFT 6-year graduation rate for Black students is 55.7%.
- Inclusive Race/Ethnicity Retention- Fall 2021 Black FTFT students (n=357) had a retention rate of 75.6%.
  - In fall 2020, UAIR introduced a **new reporting structure** where students are counted in every group in which they self-identify, to capture a more inclusive picture of racial/ethnic identity and provide a better representation than the federal reporting constructs.

# Sociocultural 2022 Updates

- Black students are less likely to feel connected to the campus community ([AAU survey, 2019](#)).
- Black students pointed to racist microaggressions in the classroom, the dorms, and campus at-large, as well as poor institutional responses to racist incidents on campus (DEIT 2019-2020 Campus Conversations; MSUA 2016 Listening Tour).
- A majority of Black students said they felt comfortable being themselves, however, 4 in 10 said they do not feel valued by the institution (NSSE 2021).

# Financial 2022 Updates

- Black students at Arizona report lower levels of financial security; higher levels of economic stress; and a higher impact of financial concerns on academic outcomes ([Study of Collegiate Financial Wellness, 2020](#)).
- This inequity was exacerbated by COVID-19, with 52% of Black students reporting high or very high financial need (COVID-19 UA Survey, 2020).
- Higher Education Emergency Relief Funds (HEERF) allocated to Black students:
  - 3,340 recipients
  - \$6,954,710 total awarded
  - \$2,082 average award (\$1,384 was average award for all recipients)

# Wellness 2022 Updates

- Food insecurity impacts Black students at disproportional rates with 42% experiencing some level of insecurity in the past 12 months; 25% experiencing very low food security ([\*\*Student Basic Needs Survey Summary, 2021\*\*](#)).
- Black students were proportionally represented among Campus Pantry users in AY 21-22.
  - In the 2021-2022 academic year, 4.4% of undergraduate students who used the Campus Pantry were Black, compared to 3.7% of the main campus undergrad population. (Using IPEDS race/ethnicity)
- Experiences of physical assault, stalking, and other violence are reported at higher rates by Black students than by their non-Black peers ([\*\*Campus Health & Wellness Survey, 2019\*\*](#)).

# 2020 Framework

## Synthesized 3 Calls to Action;

- Enhance Antiracism Training and Education
- Increased Funding
- Strengthen Collaboration by Leveraging Area Strengths



# Call to Action #1 2022 Updates: Enhance Antiracism Training and Education

## Across all levels of Administration

- Faculty Affairs has equity oriented [data and reports](#) on faculty available.
- Faculty Affairs also has [equity oriented workshops](#) and [resources](#) for faculty teaching, such as the [Culturally Responsive Curriculum Institute](#) and the [Steps in the Scholar](#) Journey for Post-docs, and the HSI servingness webinar series.
- Faculty Affairs and HSI initiatives offer the [HSI Fellows program](#) for leadership development for servingness for staff and faculty.

# Call to Action #1 2022 Updates: Enhance Antiracism Training and Education

## Embedded in the hiring process

- Train search committee chairs and hiring authorities on how to diversify searches
  - This includes Search Committee Resources, such as Reducing Unconscious Bias, on [the Human Resources website](#), This includes customized department trainings in areas that may need support improving recruitment processes
  - This includes 1-1 advising with department representatives on ways we unintentionally remove underrepresented candidates from our searches (e.g., experience, language, values)
- **Training** and resources for search committee chairs and all members is required for all faculty searches. Training provided includes best practices for fair hiring, including review matrix and stakeholder feedback questionnaire templates. Training includes information about implicit bias in the review process.

## Expanded training across all areas of campus

In October 2020, funding was allocated to hire a Director of Training Initiatives. This position was hired in February 2021. The role has since been elevated to a Senior Director of Inclusive Learning, Engagement, and Leadership. They are responsible for the development, coordination, and presentation of campus-wide programs and training that promote diversity, equity, and inclusion.

# Call to Action #2 2022 Updates: Dedicated Funding

## Hiring

- Human Resources continues to invest in university wide advertising to ensure the widest possible promotion of open positions. All jobs are posted to HigherEdJobs.com, HigherEdMilitary, ArizonaDiversity.com, and AZ Job Connection.
- Training** and resources for search committee chairs and all members is required for all faculty searches. Training provided includes best practices for fair hiring, including review matrix and stakeholder feedback questionnaire templates. Training includes information about implicit bias in the review process.
- There has been a steady increase in Black/African American faculty for the past 10 years. The total number has doubled in this time. There has been an increase in hires of Black/African American faculty especially in 2021.
- Based on both the IPEDS race ethnicity and inclusive race ethnicity, our Black faculty and staff population has seen an increase since Fall 2020. Based on inclusive race ethnicity, we see an increase of 17% since Fall 2020. By IPEDS definitions, we see a growth of over 13%.

**Over \$2.8 million has been allocated to advance campus racial equity efforts that are aligned with previous student demands.**

Number of Black/African American Faculty and Staff					
Inclusive Race/Ethnicity					
Faculty/Staff	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Faculty	87	85	95	106	115
Staff	372	402	381	406	442
Grand Total	459	487	476	512	557
IPEDS Race/Ethnicity					
Faculty/Staff	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Faculty	67	62	71	76	79
Staff	270	272	262	286	300
Grand Total	337	334	333	362	379

# Call to Action #2 2022 Updates: Dedicated Funding (continued)

## Faculty, Staff, and Administrator Representation

- In addition to the annual allocation of \$1M from the Provost's Investment Fund, in October 2020 funding was allocated to provide additional support to the **Strategic Priorities Faculty Initiative** (SPFI), which provides temporary University financial support to academic departments to enable them to hire additional full-time, tenure-track faculty or continuing eligible academic professionals who will enhance the University of Arizona's distinctive strengths in advancing Inclusive Excellence.
- The additional resource allocation to SPFI increased opportunity for several hires in 2021. A total of 13 new faculty members supported by the SPFI program accepted offers during the 2021 cycle. Nine faculty members joined UArizona in Fall of 2021, two joined in Spring of 2022, and two more joined in Fall of 2022.
- In July 2021, funding was allocated to create the **President's Postdoctoral Fellowship Program** (PPFP), which offers postdoctoral research fellowships in all fields coupled with faculty mentoring, professional development, and academic networking opportunities. These presidential fellowships are an exceptional opportunity to recruit potential new faculty to the University whose research, teaching, and service will contribute to diversity and equal opportunity at UArizona.
- In fall 2022, the University welcomed the **inaugural class** of five Presidential Post Docs.

# Call to Action #2 2022 Updates: Dedicated Funding (continued)

## Scholarships and Financial Aid

- Working with UA Foundation to develop more visibility for diversity scholarships and establish fundraising priorities in partnership with Office of Diversity & Inclusion. (<https://diversity.arizona.edu/responding-our-community>)
- Revised eligibility and award process for Arizona Assurance based on program review.
- Implementation of the Arizona Promise Scholarship (2021) and Pell Pledge Grant (2020) financial aid programs.



# Call to Action #2 2022 Updates: Dedicated Funding (continued)

## Programming and Student Services

- ODI's new strategy for Men of Color initiatives focuses on institutional policy and best practices - Programmatic efforts hosted specifically for Men of Color across campus
- Renewed support for Men of Color within the Thrive Center (Fall 2022)
- SECD targeted outreach to engage Men of Color in the Blue Chip Leadership program (Fall 2022)

## Basic Needs

- Created new position, Assistant Director, Basic Needs Initiatives (Fall 2022).
- PIF/Federal CARES Act HSI funds allocated to develop a student basic needs infrastructure informed by a campus-wide survey, focus groups, and campus presentations (Spring and Fall 2021). Strategy to be further developed via Basic Needs Symposium (Dec. 2022).

# Call to Action #2 2022 Updates: Dedicated Funding (continued)

## Mental Health Resources

- In October 2020, funding was allocated for CAPS to hire four embedded Mental Health Counselors in Cultural & Resource Centers
  - Additional funding in August 2022 for embedded counselor to serve LGBTQ+ Affairs
  - Counseling and Consultation sessions are available to students with same day and next day availability.
  - Drop-in "Let's Talk" consultation hours are available weekly. Individual, single session, and short-term counseling
  - Community mental health referrals; Outreach; Groups; and Workshops
- Services are delivered via telehealth and in-person formats allowing for immediate access and decreasing barriers for treatment.
- Staff report feeling supported when responding to student mental health concerns.
- Students at risk of SI and other acute distress are more easily identified and supported.
- Students have self-disclosed that having a therapist “who looks like me” and understands cultural context has encouraged them further to seek services.
- Students report that having access to embedded counselor services has alleviated concerns of financial burden.
- Embedded counselors have been able to streamline access to additional CAPS resources, when indicated.

# Call to Action #2 2022 Updates: Dedicated Funding (continued)

## Mental Health Resources (continued)

- Creation of new Campus Health/CAPS Initiatives and Diversity & Inclusion Committee
- Investment in Togetherall, a free online community dedicated to mental health/well-being: 42% of users identify as BIPOC, 5% identify as gender non-conforming.
- Engagement in ongoing evaluation of services and programs to ensure that services meet the needs of QT+BIPOC students.
- Counseling & Psych Services (CAPS) completed a training on racial trauma in April 2021 and have since formed a social justice steering committee. This committee makes recommendations to the CAPS Director regarding training and other initiatives that support QT+BIPOC students and staff. CAPS now engages in 2-3 trainings related to cultural competency/responsiveness each semester.

# Call to Action #3 2022 Updates:

## Strengthen Collaboration by Leveraging Area Strengths

### Thrive & Campus Health

Collaborating to develop a training program for Campus Health staff focused on providing healthcare specifically for First-Generation students

### Thrive & ODI

Thrive Center works with the Cultural and Resource Centers to offer peer mentoring. Students are able to request a mentor who shares one or more identities with them (i.e., race, culture, disability, LGBTQAI+2S AND first-gen, major, etc.).

# Call to Action #3 2022 Updates: Strengthen Collaboration by Leveraging Area Strengths (continued)

## Admissions, Financial Aid, Thrive, & ODI

- Increased collaboration and outreach in messaging around financial aid awards, (unanticipated) cost of attendance, and expectations for maintaining scholarships
  - Updated Merit Scholarship Renewal criteria as of Fall 2021.
- Recruit to Retain Campaign to ensure financial aid information is fully understood by lower income non-resident students who have been offered a Parent Plus loan and plan to enroll.

## Thrive, SECD, & ODI

- ODI's new strategy for Men of Color initiatives focuses on institutional policy and best practices
- Renewed support for Men of Color within the Thrive Center (Fall 2022)
- SECD targeted outreach to engage Men of Color in the Blue Chip Leadership program (Fall 2022)



# Call to Action #3 2022 Updates: Strengthen Collaboration by Leveraging Area Strengths (continued)

Faculty ACCESS fellows initiative through SSRI & UCATT supports data-informed course redesign to close equity gaps in gateway courses including for students of color (PIF: Fall 2021)

## Thrive, ODI, SECD, & UA Alumni Association: Propel U Forward

- Support for students receiving scholarships from the affinity alumni clubs. Students are supported by Thrive, connections to the CRCs, SECD Career Core access, Alumni professional mentoring.

## New Start & Engineering: Math

- Support of marginalized and minoritized students specifically in MATH 100
- Non-resident, first-gen MATH 100 support through New Start @ Home (online)
- Expanding with Engineering and could include other majors/colleges

# Additional Relevant Initiatives

## Student Representation

- In October 2020, funding was allocated for **Enrollment Management** to hire a Recruitment Coordinator with an explicit emphasis on Black and African American student recruitment.
- This role has been filled and offers services including virtual workshops tailored specifically to Black and African American students, creating connections with community-based organizations, business, churches, and the campus community.
- Enrollment Management has created an updateable report/query used for proactive outreach to Black and African American students in the enrollment pipeline.
- From Fall 2019 to Fall 2022, Black and African American student enrollment has increased by 26%.

## Campus Safety

- A team of professionals from across campus is currently exploring a mental health crisis response team, which would alleviate the need for University of Arizona police officers to respond to mental health crises.

## Campus Space

- Funding has been requested in order to increase the number of all gender restrooms across campus.

# Additional Relevant Initiatives (continued)

- ODI refreshed and reconstituted the Diversity Coordinating Council
- [Academic Impressions membership](#) has been offered exclusively to 100 university strategic leaders.
- Hiring Senior Director, Multicultural Student Services to supervise Cultural Center Directors (job posted August 2022)
- W.A. Franke Honors College: Launched [Black Excellence Scholars](#)

## UAIR Dashboards

- In collaboration with ODI, UAIR launched the [Diversity Overview](#) page in the public Interactive Factbook with trend statistics on enrollment, retention, and graduation. (Fall 2021)
- The [Academic College Diversity Dashboard](#), also available to the public, provides summary-level data and trend statistics for different communities at the academic college level (Spring 2022)
- [Institutional Diversity Dashboard](#), which is accessible to all University of Arizona employees, provides aggregated diversity data for enrolled students and the university workforce (Spring 2022)