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External Reference:	
Custom Variable 1 :	
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California Black-Serving Institutions Application

College/University

University of California, Davis

Website

https://www.ucdavis.edu/

Address

One Shields Avenue, Davis, CA 95616

College/University President

Chancellor Gary S. May

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Position

Chief Strategy Officer

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

UC Davis is committed to supporting the success of Black and African American students as part of its mission to serve the people of California through teaching, research and public service. As a public land-grant university, UC Davis recognizes its responsibility to expand educational opportunity and invest in the success of California's diverse communities. The US Department of Education puts forth "Fostering educational excellence and ensuring equal access." The programs at UC Davis, and the commitments to serve students, are in line with that statement. This commitment is reflected in the university's Principles of Community, which affirm the importance of inclusion, respect and justice in all aspects of campus life. UC Davis supports a range of efforts designed to promote belonging and achievement for Black students, including the Center for African Diaspora Student Success, Aggie Black Excellence and the UC-HBCU Initiative. These programs are complemented by faculty mentorship, student organizations and campuswide partnerships focused on equity and access. Through these efforts, UC Davis works to create an environment where Black students and all students are supported, valued and positioned to thrive—consistent with the university's public mission and values. UC Davis adheres to California's Proposition 209 which prohibits discrimination against or giving preferential treatment to any individual or group in public employment, public education or public contracting on the basis of race, sex, color, ethnicity or national origin. All are welcome.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

UC Davis Black/African American enrollment for the Fall 2024 is 4% of the enrolled student population.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

UC Davis Black/African American enrollment for the Fall 2024 term is 1,593 students.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Based on the UC Davis START (Strategic Transformation in Academic Renewal and Transformation) initiative, the university has outlined clear academic goals for the next five years that align with efforts to improve retention, time-to-

degree and graduation rates for all students (undergraduate and graduate), including Black and African American students. 1. Reimagine the Student Experience to Improve Retention and Completion The START task force recommends redesigning the undergraduate curriculum to better integrate experiential learning, which includes research, internships and community engagement. New degree pathways and interdisciplinary opportunities are expected to help students better align their academic journey with their long-term goals, reducing time-to-degree and increasing engagement and retention. 2. Advance Equity through Structural Change START explicitly identifies the need to address equity gaps through curricular and support redesign. This includes better scaffolding for gateway courses and identifying structural barriers that disproportionately impact Black and African American students. A student-centered advising and mentoring model will better connect students to resources and foster a sense of belonging that can positively affect retention and graduation outcomes. 3. Invest in Graduate Education as a Pathway to Faculty and Leadership The START vision includes strengthening graduate education, particularly in terms of mentorship, inclusive climate and funding. Expanding support for all underrepresented graduate students, including Black and African American students, is a key component of increasing Black representation among faculty and professional leadership, creating a virtuous cycle of success and representation. 4. Create a Lifelong Learning Ecosystem UC Davis plans to expand credentialed and certificate programs, many of which can benefit students who need alternative pathways or additional support. These programs will be intentionally designed to support completion by underrepresented students in higher education, including Black and African American students. 5. Strengthen Institutional Coordination and Accountability The initiative calls for aligning academic planning with student support and administrative systems. Data transparency and equity-driven metrics are a core part of ensuring continuous improvement in retention and graduation rates.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

UC Davis aligns its academic equity goals for Black and African American students with the University of California's broader 2030 systemwide goals, which specifically call for eliminating equity gaps in graduation rates and improving time-to-degree across all demographics. Our focus is on addressing persistent gaps in undergraduate outcomes—particularly between Black students and the overall student population—by implementing data-driven strategies within five years of our initial designation as a California Black-Serving Institution (BSI). Equity Goals and Benchmarks (By 2030) Close equity gaps in four-year and six-year graduation rates for Black undergraduates compared to campus averages. UC 2030 goals aim to eliminate these disparities systemwide. Improve two-year graduation rates for Black transfer students to match or exceed overall UC rates. Increase first-year retention rates for Black undergraduates to at least 95%, aligning with top-performing groups on campus. Strategies to Achieve These Goals Expanded analytics and early alerts through advising and predictive tools to support proactive intervention. Scaling academic support programs, including Aggie Black Excellence and the UC-HBCU Initiative, to create consistent pipelines of student success and ensure that all students know about available resources. Course redesign and faculty development to improve outcomes in high-failure and gateway courses that disproportionately affect Black students. Coordinated student success teams that link advising, financial aid, mental health and academic enrichment with targeted outreach based on disaggregated equity data to level the information field and ensure that all students know about resources. Increased investment in research mentorships and internships to promote engagement and career readiness. These efforts are informed by the START initiative's focus on inclusive student experiences and are monitored through disaggregated data dashboards developed in collaboration with Institutional Analysis and Planning. Our campus has already adopted the UC 2030 goal of eliminating equity gaps as a benchmark of institutional success, and we are integrating these goals into divisional accountability structures.

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

UC Davis supports student success and inclusive excellence through institutional memberships and affiliations with several national and regional organizations focused on expanding educational access and career pathways. These collaborations align with the university's mission. Examples include: Association for Undergraduate Education at Research Universities (UERU), with Chancellor May serving as a commission member for the Boyer 2030 Commission. Programs connected to the California K16 Collaboratives as well as Engineering societies. Engineering, science and occupational pathways connected to the K16 collaborative National Pan-Hellenic Council (NPHC) Umoja Community

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

1. [131378-143404975-BSI-Strategic-Plan---UCD-FINAL.pdf](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

1. [131378-143405137-Graduation-Rates-UCD.xlsx](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

1. [131378-146850640-Chancellor-Gary-S.-May---UC-Davis-Black-Serving-Institution-Designation-application.pdf](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

At UC Davis, our commitment to supporting Black and African American student success is rooted in our land-grant mission and the UC Davis Principles of Community, which call on us to actively build a climate of justice and inclusion. We take a comprehensive and integrated approach by embedding academic support, financial access, cultural affirmation and leadership development throughout the student experience. Cultural and Academic Support: The Center for African Diaspora Student Success (CADSS) serves as a welcoming and empowering space for students to study, seek guidance and build community. CADSS is one of several student centers on campus, each with a centrally located physical space and dedicated staff to support academic advising, wellness programming and cultural events. These centers are open to all students and play a vital role in creating environments where students can thrive both academically and socially. UC Davis's deep investment in ethnic studies, humanities, and the arts further underscores our commitment to elevating untold histories and the cultural richness of our state. These disciplines drive innovation, storytelling, and civic engagement—generating the ideas and partnerships that build stronger, more inclusive communities. Mentorship and Professional Development Mentorship is a key pillar of our student success strategy. Faculty and staff across disciplines provide individualized mentoring, while signature programs like the Professional Education for the Inclusive Academy (PEI) offer intensive research support and career readiness training. PEI is designed to expand access to graduate education and academic careers. The Graduate and Professional Student Mentorship Program supports students from groups historically underrepresented in higher education. The program helps students navigate the challenges of graduate and professional school with confidence and support. Student Engagement and Leadership Student organizations are vital to campus life and leadership development. Groups such

as the Black Student Union, Black Engineers Association, and Black Graduates and Professional Student Association lead advocacy efforts, host cultural events, and foster peer-to-peer support. These organizations provide students with opportunities to lead, organize, and effect change. These organizations span academic disciplines, cultural identities, and social causes, creating a vibrant ecosystem of student engagement. Financial Aid Integration and Holistic Support: UC Davis enrolls a large population of low-income and first-generation students—nearly 45% of graduates are low-income and 41% are first-generation. Financial aid is deeply integrated into student success strategies, with wraparound programs like the Linda Frances Alexander Scholars Program (LFA) offering financial support, individualized academic advising, success coaching, and quarterly seminars focused on leadership and personal growth. Beginning with a week-long residential experience, LFA provides sustained engagement that strengthens community and retention. Pre-College and Transfer Pathways: Programs such as Early Academic Outreach, Mathematics, Engineering, Science Achievement Schools (MESA), Sacramento Area Youth Speaks (SAYS), and Transfer Opportunity Program work with K–12 and community college students across Northern California, many from underserved communities. These initiatives improve college readiness, support academic achievement, and boost enrollment among students historically underrepresented from higher education. They form a vital part of our educational equity ecosystem, helping more students reach UC Davis and succeed once they arrive. Alumni and Institutional Commitment UC Davis invests in the long-term success of its alumni through affinity networks that promote personal, professional, and educational development. Aggie Black Excellence elevates student, staff, and faculty achievement through research, visibility, and policy change. We also participate in the UC-HBCU Initiative, which connects HBCU undergraduates with UC faculty through summer research programs that build pathways to graduate education. Through the UC 2030 Capacity Plan and partnerships with K–16 Regional Education Collaboratives, UC Davis is expanding enrollment and aligning its goals with California’s future workforce needs. These collaborations advance student opportunity, economic mobility, and community well-being.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

Thank you for considering our application. Should you have any questions or need further details please do not hesitate to contact us. Primary Contact: Dr. Ebony Lewis, Chief Strategy Officer, Division of Diversity, Equity and Inclusion ucdlewis@ucdavis.edu, 530-574-7841 Secondary Contact: Dr. Lindsay Romasanta, Chief of Staff- Student Affairs, Lromasanta@ucdavis.edu, 602-684-1441

- An applicant is eligible for designation if the applicant meets all the following requirements:
- (1) Has at least 10 percent of the college’s or university’s enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.
 - (2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

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Black Serving Institution Strategic Plan

University of California, Davis

EXECUTIVE SUMMARY

In 2023, UC Davis published “[Aggie Black Excellence: Addressing Anti-Blackness, Listening Sessions White Paper](#).” This document was informed by listening sessions conducted with staff, faculty, and students. This evolving and dynamic strategic plan outlines UC Davis’s current progress toward implementing the goals and recommendations articulated in our white paper on advancing Black student success, and our intended aspirations as an aspiring California Black Serving Institution. It reflects our institution’s commitment to serving Black and African American students through intentional action, resource alignment, and community engagement.

The following sections are organized to fulfill the requirements of the California Black-Serving Institution designation. They represent not only existing programs and infrastructure, but also the direction and vision set forth in our white paper. While implementation is ongoing, this document captures where we are in the process and provides a transparent account of the structures, strategies, and investments being mobilized to advance educational equity and institutional transformation at UC Davis.

Overarching Strategic Priorities:

#1 Communication, Information and Accountability

#2 Outreach and Recruitment

#3 Retention and Student Success

#4 Community, Climate and Sense of Belonging

#5 Faculty and Staff Engagement and Support

Milestones:

Year 1

- Establish a university-wide workgroup (comprised of staff, faculty, students, and alumni) by way of the Aggie Black Excellence Collective aimed at prioritizing strategies and recommending specific action plans to improving student success, experience, and outcomes.
- Cultivate broad campus stakeholder engagement.
- Determine student success benchmarks.

Year 2

- Expand reach and impact of student success workgroup.
- Strengthen professional development of staff and faculty.

Years 3-5

- Assessment of progress.
- Review, refine and update strategies and tactics accordingly.

MISSION STATEMENT: UC Davis is a land-grant institution committed to serving the diverse peoples of California through inclusive education, research, and public service. Within this broader mission, UC Davis has made a clear and specific commitment to supporting Black and African American student success, grounded in community partnerships, institutional leadership, and student-centered initiatives.

This commitment is reflected in the full mission statements of two foundational programs:

The African Continuum *This student-focused organization values holistic education emphasizing a tradition of academic excellence, cultural exploration and exposure, and a commitment to service. Collectively, with the active involvement of a strong UC Davis student, staff, faculty, and alumni network, the Continuum advocates for the institutional commitment, representation, and celebration of people of African descent.*

Aggie Black Excellence *"Aggie Black Excellence invites all to celebrate and elevate Black achievement at UC Davis by engaging the campus community in meaningful action to honor Black history and Black futures. We strive to empower individuals and groups through a four-pronged approach: engaging research and practice to highlight excellence and innovation, equipping change-makers to expand access and visibility, advancing the success of students, faculty, and staff, and sharing impactful solutions to inspire transformative change on campus and beyond. This project is a collaborative space, open to all interested in supporting advocacy, mentorship, and professional development."*

These mission statements demonstrate the institution's alignment with the values of academic equity, cultural affirmation, and systemic transformation. Together, they inform UC Davis's vision for becoming a California Black-Serving Institution and guide sustained institutional action.

STRATEGIC PRIORITIES

1. Communication, Information and Accountability

GOAL STATEMENT: Enhance communication pathways, ensure transparent and accessible information, and uphold institutional accountability.

Objective 1.1 Establish a university-wide workgroup composed of by way of the Aggie Black Excellence Collective aimed at prioritizing strategies and recommending specific action plans to improving student success, experience, and outcomes. Will include students, faculty, staff, alumni, and other partners as determined and will leverage engagement with the Student Success and Equitable Outcomes Taskforce and the Sustaining Teaching and Research Taskforce at UC Davis.

Objective 1.2 Align fiscal and institutional resources to advance student success efforts for Black/African American students and all students.

Objective 1.3 Leverage existing data sources and cross university collaborations to assess the student experience and outcomes that will catalyze increased success.

Snapshot of resource commitments in alignment with BSI goals include:

Staffing

- The Center for African Diaspora Student Success (CADSS) is supported by a dedicated team of full-time staff (3.0 FTE) and student employees.
- The Community Advising Network has a dedicated mental health professional (1.0 FTE) assigned to CADSS.

Funding

- **Year 4 K–16 Regional Education Collaborative funding**, with focus areas including equity in K–14 to college pathways.
- **Student Activities and Services Initiative (SASI) fee** funds student activities and services, including resource centers such as the Cross-Cultural Center and the Women’s Resources and Research Center and student activities such as Campus Recreation and Intercollegiate Athletics.
- **Hate-Free Funds** used to support programs including the African Continuum, CAN counselors, and graduate students in the CCC.
- **Equity in Mental Health Funding** provides funding to address student mental health needs at the University of California. At UC Davis, these funds support services such as clinical providers, case managers, peer educators, mental health awareness campaigns, and non-emergency crisis response.

Facilities

- Aggie Square is an innovation district on UC Davis's Sacramento campus that will serve as a hub for research programs, private industry partners, classrooms, housing, and public-facing programs that engage local communities and entrepreneurs.
- UC Davis has over 20 centers throughout campus, offering places for students to connect with each other, study, and build community.
- The UC Davis Student Community Center is home to 10 resource centers or programs.

Data

- Existing data resources include but not limited to:
 - UC Undergraduate Experience Survey
 - Aggie Dash
 - First-Destination Survey

2. Outreach and Recruitment

GOAL STATEMENT: Enhance our outreach and recruitment strategies to attract, support, and retain a student body that represents a broad spectrum of backgrounds, experiences, and perspectives.

Objective 2.1 Identify and attract a diverse undergraduate student body.

Objective 2.2 Identify and attract a diverse applicant pool in graduate and professional programs.

Objective 2.3 Leverage existing pipeline programs that support success of transfer students.

Existing Efforts:

UC Davis has a long-standing commitment to outreach through organizations across the state and beyond and we continue to enhance these partnerships. We will continue the robust outreach services aimed at preparing and encouraging all students to pursue higher education.

Through several systemwide and campus-specific outreach initiatives, UC Davis is committed to providing outreach services to a wide range of student populations, including Black students and families. Though these programs serve students of all racial and ethnic backgrounds, each program make intentional efforts to reach Black and African American students specifically to ensure access to program information.

- Participation in UC systemwide programs such as EAOP, MESA, Puente, and Transfer Prep, which serve high-need K–12 schools and community colleges with significant African American student populations.
- Community-based partnerships through the President’s Advisory Committee on the African American Presence (PACAAP), including regional collaborations with organizations such as the Urban League and local school districts.
- Programs such as Feria de Educación and Steps to College, hosted in partnership with the Mexican Consulate and UC Davis Student Affairs, often include Black and African American prospective students and families.

Through our K-16 Regional Education Collaborative, our campus has also hosted several programs to bring greater awareness about college access and career pathways including hosting campus visits and programming to explain the application and admissions process such as with The Freedom Schools via The Robert’s Family Development Center and the Kappa Alpha Psi Fraternity, Inc. Kappa League.

The [Transfer Opportunity Program](#) at UC Davis is a transfer preparation program with a mission to support and enhance a transfer culture for college students enrolled at our partner community colleges. The program provides support that complements the community colleges efforts and increase the number of transfer ready students to UC and UC Davis. Through an innovative and expansive curriculum, the TOP program not only guides students through the complex transfer environment but also cultivates a sense of belonging and leadership potential among low-income, first-generation students via partnerships with organizations such as Umoja and A2MEND, SAYS, EAOP, MESA and other outreach programs. TOP strengthens the pipeline of students from high school to community college to UC and UC Davis. Graduate Studies is home to a number of programs designed to prepare educationally or economically disadvantaged undergraduate students for success in graduate education. These programs include the [McNair Scholars Program](#), [the Guardian Professions Program](#), [UC LEADS](#), and [Envision](#).

In the School of Medicine, the Office of Student and Resident Diversity (OSRD) mission is to create an environment of inclusion and respect, and to actively recruit and fully foster the development of a physician workforce that reflects the rich diversity of our nation and our world. Programs include [K-12 Outreach Programs](#), [Undergraduate and Community College Programs](#), and a [Postbaccalaureate Program](#).

3. RETENTION AND STUDENT SUCCESS

GOAL STATEMENT: Proactively connect students to holistic student success support and services to ensure they thrive.

OBJECTIVE 3.1 Use data-driven approaches to increase the overall retention and persistence for all underrepresented students, including Black and/or African American students.

OBJECTIVE 3.2 Strengthen high-impact experiences, expand career development, and research opportunities, and enhance preparation for graduate and professional school pathways.

OBJECTIVE 3.3 Increase awareness and participation in mentorship programs by leveraging institutional and alumni networks to foster meaningful student connections with faculty, staff, and alumni.

Existing Academic and Basic Needs Support:

All UC Davis programs and services are open to all, consistent with state and federal law as well as the University of California's nondiscrimination policies. Every initiative—whether a student service or community event—is designed to be accessible, inclusive, and respectful of all identities.

Center for African Diaspora Student Success

The Center for African Diaspora Student Success (CADSS) serves as a vital hub for the academic and holistic development of students, regardless of identity, who are interested in exploring and understanding the African diasporic experiences and engaging in productive dialogue and community with others. CADSS offers culturally affirming programs that support academic achievement, mentorship, health and well-being, and career readiness. It also provides targeted tutoring in subjects such as chemistry, math, statistics, physics, and calculus, with dedicated specialists available throughout the year.

As a home base for students, CADSS fosters a strong sense of community and belonging. It functions as the central location for leadership development, student organization meetings, and mentoring. Through collaborative partnerships with campus resources, CADSS ensures that student voices shape the services designed to meet their academic and personal needs. This includes an embedded Community Advising Network Counselor to support students through informal consultations and/or through therapy and are to ensure that all students have access to mental health care and reduce stigma around using this resource.

Linda Frances Alexander Scholars Program

The LFA Scholars Program is a cohort-based initiative designed to support incoming first-year and transfer students through a holistic model that emphasizes academic excellence, leadership development, and community building. Anchored by a week-long pre-matriculation residential experience, the program introduces scholars to university life, campus resources, and peer networks to initialize a strong sense of belonging. Scholars participate in shared academic and co-curricular experiences that promote academic success, collaboration, cultural affirmation, and personal growth.

Throughout the academic year, LFA Scholars receive high-touch support through structured advising, peer mentorship, and targeted programming that addresses academic, personal, and leadership development. Program expectations include attending quarterly seminars and cohort meetings, completing weekly study hours, and engaging in co-curricular activities. A culminating research project presented at the LFA Research Symposium reinforces the program's commitment to scholarly achievement and leadership. This comprehensive approach is designed to enhance retention, persistence, and post-graduation success.

Other Academic Support

Undergraduate Education is committed to diverse, equitable and inclusive practices to promote student success and has a number of programs with high-impact practices and experiential learning opportunities. Quarter at Aggie Square, the University Honors Program, Undergraduate Research Center, and First Year Seminar Programs.

The Academic Assistance and Tutoring Center (AATC) works to ensure that all students have access to free tutoring and other academic support. To reduce barriers for use and decrease stigma sometimes associated with seeking academic help, AATC moved drop-in tutoring services into the central campus library in 2019. In addition to supporting students in this central space, AATC provides satellite support in CADSS for math, statistics, physics, and chemistry each week during the quarter.

Basic Needs

The Aggie Compass Basic Needs Center (ACBNC) helps by providing access to nutritious food, assistance applying for CalFresh and other social services, access to economic crisis resources, case management, and immediate shelter and support for unhoused students. Services are available to all students through the ACBNC, but in response to documented information and engagement gaps for certain populations including those identifying as Black, satellite distribution centers also support basic needs in centers with strong engagement with students. Fresh fruits and vegetables are available through AggieFresh, and free personal care products through the Hair Closet are available in the Center for African Diaspora Student Success.

4. COMMUNITY, CLIMATE, SENSE OF BELONGING

GOAL STATEMENT: Advance a climate that fosters and embodies the UC Davis Principles of Community.

OBJECTIVE 4.1 Engage, equip, and empower all members of the campus community to actively foster and sustain a climate of inclusive excellence.

OBJECTIVE 4.2 Develop stronger support networks and familiarity with each other through organized events that bring people together throughout UC Davis and surrounding communities.

OBJECTIVE 4.3 Cultivate a culture of wellbeing and community connections to promote academic success.

Existing Signature Events:

Black Fall Welcome is a signature event hosted by the Center for African Diaspora Student Success (CADSS) that brings together students, staff, and faculty to celebrate and support the arrival of incoming first-year students, transfer, and graduate students. This vibrant gathering fosters belonging and community to launch students' academic journey. Through cultural celebration, resource sharing, and relationship-building, the event introduces students to key campus support networks, affinity groups, and academic services that are essential to their success. The Black Fall Welcome exemplifies UC Davis's commitment to creating an inclusive and affirming environment where all students feel seen, supported, and empowered before they begin the academic year.

Black History/Black Futures Month – February is a time of celebration at UC Davis, where the campus community unites to honor, reflect on, and learn from Black History. Together, we celebrate the rich contributions of the African Diaspora. This month serves as a reaffirmation of our commitment to belonging and to elevating the visibility of the diaspora across diverse intersections as we look toward the future.

Black Family Day - For over 50 years, Black Family Day has been a free annual event in which students and families gather at the Quad in the warm spring air to celebrate Black excellence, empowerment, and community at UC Davis. Throughout the day, speakers and entertainers commemorate the achievements of the Black community and cultivate discussion about contemporary issues. A variety of local vendors offer delicious food and shopping experiences. Organizations and clubs join the festivities to share information and host engaging activities. All are welcome to this community event to celebrate the resilience, diversity, and openness of Black culture.

Black Graduation Recognition Celebration - Spring affinity celebrations are additional events for graduates to celebrate with different communities. All students are welcome to attend and celebrate with their peers.

CADSS Facilitated Relationship Building: Is an informal gathering series designed to foster connection, visibility, and belonging among staff, faculty, and students at UC Davis. Initiated as a casual monthly meet-up to offer space for in-person relationship-building and shared community and enhance awareness of CADSS as a welcoming hub for students.

Yolo Juneteenth - Annual community celebration supported by various county partners including UC Davis.

5. FACULTY AND STAFF ENGAGEMENT AND SUPPORT

GOAL STATEMENT: Support faculty and staff development in pursuit of BSI goals through holistic, sustained, and inclusive opportunities that align with institutional values and community needs.

OBJECTIVE 5.1 Increase student engagement, sense of belonging, and academic achievement by recruiting, supporting, and retaining a diverse faculty and staff who reflect and affirm the identities and experiences of the student body.

OBJECTIVE 5.2 Enhance and increase awareness of professional development opportunities that support faculty and staff experiences by providing structured support through mentorship, sponsorship, and career advancement resources. This includes training opportunities for student facing staff.

OBJECTIVE 5.3 Enhance scholar visibility, collaboration, and community building while expanding recognition and support for faculty and staff through awards, research opportunities, and inclusion in institutional reporting.

Existing culturally relevant professional development:

- The Center for Educational Effectiveness (CEE) offers training and resources to advance the quality, efficiency, inclusiveness, and effectiveness of instruction.
- PACE4Equity Program-level Assessment Capacity Enrichment for Equity (CEE): The primary goal of PACE4Equity is to build faculty capacity for participating in and leading equity-minded program-level assessment efforts, apply high-impact equity practices aligned to unique program contexts and constraints and ensure all students have equal opportunities to learn and thrive.
- AAS Brown bag lunch Speaker series: The speaker series features research talks from our own UC Davis AAS faculty and Designated Emphasis Affiliate Faculty across departments including Sociology, Gender, Sexuality and Women's Studies, French and Comparative Literature, School of Education, History, and Community and Regional Development.
- Race Matters workshop series: This program was created to assist leaders in supporting and engaging with their staff on matters of race.

- Equity Institute: Centralized investments in DEI learning frameworks and training for all staff and faculty.
- African American Faculty and Staff Association (AAFSa): Plays a leadership role in advocacy and peer-led education. AAFSA provides a welcoming and supportive space for Black faculty, staff, and allies at UC Davis. AAFSA works to foster professional development, networking, and advocacy while advancing representation and career growth. The group is open to all employees interested in promoting inclusion and celebrating Black excellence.
- The IDEA Research Collective supports research and practice-based learning to inform cutting edge initiatives that make a real impact related to inclusion, belonging and excellence. institutional transformation.
- Developing deeper advising training and support through the office of *Academic Advising Enrichment* and their workshop series which include such modules as equity-based advising practices and *Developing Deeper Advising Relationships Series* which creates significant and intentional relationship with students driven by the increasingly diverse student population.

4 to 7+ Year Graduation Rates for Students entering after high school - All Races and Ethnicities

Source: UC Info Center Undergraduate Graduation Rates

<https://visualizedata.ucop.edu/t/Public/views/GraduationDashboardFinalRates/Graduationrates>

	Cohort Size	1st yr	3 yrs	4 yrs	5 yrs	6 yrs	7+ yrs
2014	5,400	92.2%	2.6%	63.8%	83.4%	86.7%	88.0%
2015	5,390	92.7%	2.5%	61.2%	83.5%	86.7%	87.7%
2016	5,783	92.6%	2.9%	66.0%	84.0%	86.6%	87.4%
2017	5,896	91.8%	4.1%	68.5%	82.6%	85.1%	86.1%
2018	6,419	92.1%	6.7%	70.7%	83.6%	86.1%	
2019	5,987	92.8%	5.8%	70.0%	84.3%		
2020	6,173	90.4%	4.6%	67.8%			
2021	7,599	91.6%	5.0%				
2022	6,507	93.2%					
2023	6,629	92.5%					

4 to 7+ Year Graduation Rates for Students entering after high school - African American

Source: UC Info Center Undergraduate Graduation Rates

<https://visualizedata.ucop.edu/t/Public/views/GraduationDashboardFinalRates/Graduationrates>

	Cohort Size	1st yr	3 yrs	4 yrs	5 yrs	6 yrs	7+ yrs
2014	155	90.3%	1.9%	51.6%	76.1%	81.3%	81.9%
2015	171	86.5%	0.6%	39.2%	73.1%	80.7%	81.9%
2016	175	92.0%	1.7%	50.3%	73.7%	80.0%	81.7%
2017	190	84.7%	2.1%	44.2%	66.3%	70.0%	71.1%
2018	223	86.1%	4.0%	49.8%	70.4%	74.9%	
2019	210	88.1%	2.4%	51.0%	72.9%		
2020	209	87.1%	3.8%	56.9%			
2021	230	80.9%	3.5%				
2022	170	90.0%					
2023	240	90.8%					

1 to 5+ Year Graduation Rates for Transfer Students - All Races and Ethnicities

Source: UC Info Center Undergraduate Graduation Rates

<https://visualizedata.ucop.edu/t/Public/views/GraduationDashboardFinalRates/Graduationrates>

	Cohort Size	1st yr	2 yrs	3 yrs	4 yrs	5+ yrs
2017	3,336	91.4%	55.2%	81.7%	88.5%	89.5%
2018	3,103	92.0%	58.8%	85.0%	89.2%	90.8%
2019	3,080	92.7%	60.3%	83.1%	87.7%	89.3%
2020	3,049	90.7%	59.5%	82.8%	87.4%	
2021	2,865	93.6%	63.8%	85.8%		
2022	2,666	93.1%	59.8%			
2023	2,582	94.6%				

1 to 5+ Year Graduation Rates for Transfer Students - African American

Source: UC Info Center Undergraduate Graduation Rates

<https://visualizedata.ucop.edu/t/Public/views/GraduationDashboardFinalRates/Graduationrates>

	Cohort Size	1st yr	2 yrs	3 yrs	4 yrs	5+ yrs
2017	153	89.5%	44.4%	73.9%	83.7%	83.7%
2018	136	92.6%	50.7%	76.5%	86.0%	89.7%
2019	150	89.3%	51.3%	72.0%	78.0%	78.7%
2020	151	90.1%	53.6%	73.5%	80.1%	
2021	144	92.4%	46.5%	79.2%		
2022	139	89.9%	56.1%			
2023	129	92.2%				



Gary S. May
Chancellor

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June 6, 2025

Statewide Central Office for the Advancement of Black Student Success
The California State University

To Whom It May Concern:

I am writing in strong support of the University of California, Davis, in its application for the Black Serving Institution Designation.

UC Davis has a long-standing commitment to providing educational experiences that equip students to meet the needs and challenges of an increasingly diverse and dynamic world. At the heart of this experience are proven practices that foster student success - exceptional faculty, high-impact learning opportunities, peer mentoring, cultural and community centers, student leadership development, and more.

This letter serves as a strong endorsement and confirmation that UC Davis is dedicated to removing barriers for all students and increasing success and equity outcomes. Our leadership team and community are highly committed to effectively serving Black, African American and all students to produce rising scholars and our future faculty. Thank you for your consideration.

Best regards,

A handwritten signature in black ink, reading "Gary S. May".

Gary S. May
Chancellor

/am