

KRESGE COLLEGE at the UNIVERSITY of CALIFORNIA at SANTA CRUZ

ANNUAL REPORT 2016 - 2017

Greetings denizens, citizens, magistrates, patient intermediaries, wayward bards, elder statespersons, *enfants terribles*, intrepid passers-by, and cherished alumni of UCSC's Kresge College:

It's been a year of remarkable challenge. But our challenges at Kresge have spurred growth, and the possibility of transformation. Kresge College began the year in flux, with new and developing staff and leadership in almost every category. Diminished financial certainty still threatens the long-term health of our programs, including our varied and long-cherished curriculum, and our plenary and lecture series. And yet we've found a ton of hope—another round of generous one-time funding from Porter College, in exchange for academic programming that benefits our sister College connection. Midway through the year, we were delighted to begin the planning phase of what will become the first full renovation of a college at UC Santa Cruz. This marvelous opportunity is buttressed by our success working with campus leadership to designate the whole of the campus' current allocation of \$50 million in General State Funds for Academic development—to Kresge. That means our humble community will be a host to new academic communities, event spaces that will magnetize Kresge as a destination for the campus as a whole, and a range of new construction that serves campus needs in innovative and multi-modal instruction. In anticipation of the rebuild, we established a new Board of Alumni Advisors for the college, who, in collaboration with the Provost and various student groups, strategized new fund-raising initiatives, and connected Kresge's plans for renovation with contemporary visions of sustainability and the preservation of architectural history.

Our community has also found itself galvanized, in unexpected ways, in this first year of Trump's presidency. For a great many in our community, new realities pose significant threats: ranging from attacks on the legitimacy of transgender experience, to chaos in immigration and travel policy, the deportation of family members, and more. Collectively and individually, on a very basic level we encounter an up-ending of national dialogue, and consequently, a reframing of what it means for us to seek an education in the world. And as Provost Carson stated in his [address as a representative of the Council of Provosts](#), to Interim Dean Lucy Rojas' November 16 *Solidarity Gathering*, this is not merely a problem of politics: we find that this new "normal" [imperils international education and research](#), diminishes our investment in [global environmental cooperation](#), transforms and [politicizes our approach to national security](#), and undermines the human rights of a great many in this community.

To respond to this moment in history, our students raised their voices, but their voices weren't just reactions to Trump, or to the crisis of a moment. Instead, thanks to imaginative student leaders and core instructors at Porter and Kresge Colleges, we saw opportunity in Trump's inauguration—and in our timely national celebration of the life of Dr. Martin Luther King—an opportunity to have, and to express, a dream, or a way of imagining the future of our country. In the week of the

inauguration, over 150 students contributed free-writing on the subject of our hopes and aspirations for the coming years. Together we composed a poetic four-part inaugural speech, and we named it a [People's Inauguration](#). We hope that you'll get from this poem an opportunity to read emotion, sense, stability, and a long view, into the struggles of our time. What a joy it was on the morning of January 19, as more than a hundred of us gathered at Kresge Town Hall, to read it together! And then to march through campus, building our ranks, in numbers and in passion, along the way. By serendipity, the still cool air was filled with sunlight, and although so many of our deepest fears remain unresolved, some of us could not help but feel that lightness transforming world-views, unexpectedly, in small ways and large. This is a document created in love, and in innumerable perspectives; a celebration of our chance for deeper dialog in society.

As we reported in March, Kresge's students have continued to engage in the active pursuit of truth and deep education. Students Mac Dreyer (Kresge '19), Imani Outen (Kresge '19), and Hana King ('19), have critically studied our core curriculum, to help it incorporate student mentorship and student activism. A new student-directed seminar on campus, [Education for Sustainable Living](#), is being led by "[Women in Green Youth Trailblazer](#)" award recipient, our own Maxine Jimenez (Kresge '19), whom we are tremendously proud to announce as the new President of UCSC's new Student Union Assembly.

And many more, too numerous for this report. We've seen tremendous initiatives by students in our Service Learning courses, creative work in Kresge Labs, and at the Common Ground Center—**so many powerful efforts proceed, from all directions, toward just as many noble ends, but all of them return us to a reaffirmation of the inclusive and active community that always has been, and always will be, at the heart of Kresge College.**

Media and Society

College Academic Programs Coordinator Beth Hernandez-Jason and Provost Carson have initiated the *Media and Society* series at Kresge College, to serve the UCSC campus in a vital but sometimes overlooked function: that researchers at institutions like ours, teachers the world over, and committed journalists, form an indispensable function as guardians of public knowledge and discourse. Given very recent developments in our society's relationship to news media, truth, and political initiative, and less-recent, but no-less visible, social concern about bias in the university, no university should be without an active dialogue on the relationship between conscious inquiry into the world around us, the cultivation of truth, and the communities of media professionals who are conduits of that truth to the world.

Now more than ever, it is clear that the role of the media—social media, traditional newspapers, podcasts, and data-driven journalism—is vitally important and changing, and the campus needs a forum of dialogue on that evolution. *Media and Society* accomplishes that, and makes clear one of Kresge's unique and traditional roles on our campus: the value of a free, and freely inquiring, press. Our office is working with staff and student members of Student Media to ensure that some of the best educational opportunities in journalism will be maintained and strengthened at Kresge

College. Last year we were grateful for visits from journalists Julie Snyder (Kresge alumnus, groundbreaking co-creator of the podcast [Serial](#), and longtime senior producer of [This American Life](#)), Anna Maria Barry-Jester, of Nate Silver's [Fivethirtyeight.com](#), and Kresge alumnus Ian Scherr, technology-and-culture journalist and West-coast editor of [CNET](#). We closed the series with UCSC Science Communication director Rob Irion's talk about his experiences collaborating with Neil DeGrasse Tyson and as a [science journalist with National Geographic](#). Stay tuned for the schedule of this year's series, which, we are pleased to announce, will feature activist Jose Antonio Vargas, and Kresge alumnus Martha Mendoza, in a cast of five bold thinkers. We think that makes us the only media studies lecture series in the solar system that boasts two Pulitzer winners in one year.

The Core Course

As Power and Representation is an introduction to reading and writing in the university. The majority of our texts in this course are short essays on contemporary problems of justice, power, and identity. In particular, they focus on the interplay between *representation*—the ways that individuals are seen, heard, and understood in society—and *power*—how those representations determine our privileges, responsibilities, and capacity to pursue happiness in the world.

Since many alumni describe the course as one of the most impactful features of their college experience, I wanted to take some time to describe an extraordinary evolution of our core course—*Power and Representation*—in the past two years. This year we're proud to have long-time Kresge core affiliate **Denise Silva** (PhD in Literature, UCSC; contributing editor to *Feminist Writings from Ancient Times to the Modern World*, American Bibliographic Center/CLIO Press 2017) serve as our course coordinator, collaborating with **Stewart Cooper** (MA in Literature, UCSC; multiple Commencement Commendation "Instructor of the Year" awardee), **Juliana Leslie** (PhD in Literature, UCSC; 2011 *National Poetry Series* awardee), **Liza Monroy** (novelist; essayist, *Seeing As Your Shoes Are About to Be On Fire*, Softskull Press 2016), **Melissa Sanders-Self** (Bellweather Prize finalist; author, *All That Lives*, Warner Press 2002), and **Lisa Schilz** (PhD in Literature & American Studies, UCSC; specialist in transnationalism & borders in literary history). . Thanks to this truly extraordinary team, *Power and Representation* has taken an impressive new shape. And I'm excited to announce that we've welcomed two new faculty to our ranks: **Judith Girardi** (PhD in Literature, Claremont Graduate University) and **Kylie Kenner** (MA English Comp, San Francisco State University; Doctorate in Education ABD, UCSC).

(SOME OF) WHAT WE READ:

Last year, we honed the thematic heart of the course in a few ways: we added a summer reading and writing assignment, centered on bell hooks' "[Keeping Close to Home](#)", an essay on the class- and culture- gulfs we sometimes have to cross to enter university life—and expanded that assignment in plenary with discussions of [Black activists' responses](#) to bell hooks' critique of Beyoncé's 2016 album [Lemonade](#). We strengthened our approach to immigration with Jose Antonio Vargas' "[My Life as an Undocumented Immigrant](#)" (22 June 2011, *New York Times*), which complements one of our favorites—Voice of Witness' [Underground America](#)—and added Ta-Nehisi Coates' [Between the](#)

[World and Me](#), which we connect with a selection of essays by James Baldwin, including [My Dungeon Shook](#). We also added a final unit on activism, which includes local journalist Matthew Renda's [Atlantic article](#) about Kresge College activists' controversial blocking of Highway 17, and Malcolm Gladwell's [deft exploration](#) of the Woolworth's lunch-counter sit-ins as context for contemporary ideals of activist organization.)

The core course was also energized by one of the most exciting casts of public lecturers to support a college core course in recent memory. Provost Carson's opening-week introduction to media and rhetoric ranged from "classical" rhetorical analysis of presidential candidate speeches, to a history of the blues that culminated in his accompanying a class sing-along at the piano. Professor [Bettina Aptheker](#) returned to introduce our plenary series to intersectional issues in the history of class, race, and gender. We supported our texts on undocumented American's experience with a return visit from Voice of Witness oral history specialist and *Underground America* co-editor [Mimi Lok](#), whose lecture connected students simultaneously with a range of undocumented life stories, and—more centrally—with concepts and techniques in the cultivation of oral history, and critical skills toward the study of how personal testimony and biography figures in the work of a journalist. UCSC professor [Vilashini Cooppan](#) expanded our context on race, through a deft and remarkable close reading of the Coates book, and we closed with a panel discussion on activism, featuring a range of current students and recent alumni, including [Maxine Jimenez](#), [Matthew Renda](#), and UCSC professor [Deborah Gould](#).

CORE AND THE WORLD AROUND US:

All of those developments in our course proved auspicious: after designing the course, we watched as national events in June and July finally brought police misconduct and the Black Lives Matter movement into a more powerful focus in mainstream media. Shortly thereafter, Trump's campaign reshaped the presidential election by stepping-up its anti-immigration rhetoric. It seemed to some of us that the the world had swerved sharply into the frame of our course, putting even more at stake in the learning and dialogue, than we had imagined.

This year is no different: the stakes of those same emphases are heightened by new border-wall politics, rampant trans-banning and trans-censoring, racist violence in Charlottesville, the Arpaio trial and pardon, and finally, Trump's recent political maneuvering on DACA. All have left new chasms in our nation's media cultures. The gulfs in our students' political opinions on these issues are even deeper (and even more exposed) than they were when we chose these readings, and that has made this one of the most challenging core courses Kresge has offered.

However, in spite of the weight of our chosen topics, it remains as crucial as ever that—in keeping with the classic definition of a core colloquium—our topics are not our discipline. We are not assembled as a faculty of Social Justice Studies, or of the politics of identity. Rather, these become objects of a "lay inquiry." We've chosen those topics—just as traditional liberal arts faculties once chose "great books"—as a unifying force in a course that is primarily about reading and writing in the university. To that point:

ISSUES of PEDAGOGY:

Last year, we decided as a faculty that Power and Representation should focus more than in previous years on contemporary non-fiction, so that a greater portion of our course reader could serve as models for academic writing. (As an added bonus, this decision also helps connect us to Kresge's roots as a college where journalism and media studies are prominent.)

This year we've kept that focus, and have amplified it, through a stronger focus on rhetoric. The stronger role of rhetorical analysis in particular lends a sense of rigor to what was formerly a loose assembly of discussions on language and power. Rhetorical categories and thinking are a direct support of good thinking about the subject matter in our readings. But even more importantly, they lend a unique depth of support to C1/C2 learning outcomes. I'm thrilled about this, and I think this has a real chance to be one of the best core experiences yet, for our students.

We're up for some unprecedented challenges, though. How do we teach rhetoric and discourse in the midst of this vast and surging tide of clickbait and unaccountable fake news? How do we teach literature like the literature we've chosen—in our case largely from journalists—when that same problem of fake news is so often inverted as an attack on traditional and professional journalism?

How do we use social justice examples in our reading, in a moment when—as of this summer—tens of millions of Americans believe that fascist and antifascist movements are morally equivalent? How do we teach from examples on race and immigration, during a horrific and unprecedented resurgence of white nationalism? The popularity of these beliefs is nothing new, but these questions have risen in importance for us this year, because the rhetoric of racism and xenophobia has been normalized in ways we haven't seen in decades.

Summary of Funds Use

The following (Table 1) is a “filtered” summary of expenditures at Kresge College in support of its advising, curricular, and academic mission, under the purview of the Office of the Provost. Expenditures not included are the Services for Transfers And Re-entry Students Office (STARS), the Smith-Renaissance Society, curricula funded by City on a Hill Press, and the Campus Sustainability Council Grants to our Common Ground Center, and salaries and benefits associated with the standard instruction of the college core course, advisors, Preceptor, Academic Programs Coordinator, and Provost, all of which are supported at all colleges by the Division of Undergraduate Education.

FACULTY SALARIES & BENEFITS (non-core)¹ / Service Learning, Kresge Labs, and Common Ground Center: \$55,010

Salaries:	\$ 49,281
Benefits:	\$ 13,629

SPECIAL EVENTS: \$7416

Co-sponsored Events (Kresge Pride, Common Ground Center):	\$ 2,763
Honoraria (<i>Media and Society, Power and Representation</i>):	\$ 1,516
Food and catering (including dinners for academic student groups):	\$ 2,105
Faculty Commencement Regalia:	\$ 1,032

PRINTING, MAILING, & DOCUMENT PROCESSING: \$7002

College Office printing & photocopying, promotional materials & flyers:	\$ 3,132
Mailing expenses:	\$ 2,438
Course support materials & photocopying (non-core):	\$ 1,168
Other document processing, confidentiality, shredding:	\$ 264

AWARDS and GRANTS: \$3754

Student Projects, Community Awards, Core Writing Awards:	\$ 2,154
Undergraduate Mentorship Awards/Grants:	\$ 1,600

OFFICE SUPPLIES & MATERIALS: \$ 1,916

OFFICE & SEMINAR ROOM FURNISHING (including keys & locks): \$ 1,233

TECHNOLOGY & COMMUNICATION (services & upgrades): \$ 987

FOOD & CATERING (administrative meetings only): \$ 474

TOTAL UNREIMBURSED OPERATION COSTS: \$ 85,692

Table 1. Un-reimbursed / Elective Operating Costs

Development Accomplishments

Former EVC Allison Galloway set a high bar for UCSC college endowments and declared them one of the campus' highest development priorities². Until that vision is realized, Kresge is significantly challenged as the poorest of the eight named Division of Undergraduate Education Colleges³, and in

¹ Salaries associated with coordination of the academic mentor program, and the core course coordinator *are* included.

² Originally in "[Supporting College Endowments](#)", University Relations, Office of Major Giving Document 4/01 (01-179); see also "Giving to UC Santa Cruz" <<https://giving.ucsc.edu/ways-to-give/endowment-giving/>> (September 2017).

³ Colleges 9 and 10 are also endowment-poor, though their combined academic programs, advising, and curricular budgets are underwritten by the Division of Social Sciences.

2015, Vice Provost Dean of Undergraduate Education Richard Hughey identified Kresge’s development as a 5-year focus for the Division⁴. Each year, Kresge Leadership works to compensate its financial shortcoming in a variety of ways—this year most successfully through unique collaborations with other colleges and campus units, and through efforts in generating an abundance of small-scale donations (Tables 2-4).

	# of Donors by relationship	Amount
AUGUST	alumni: 1	\$ 100
SEPTEMBER	alumni: 1; parent: 1	\$ 600
OCTOBER	alumni: 5	\$ 563
DECEMBER	alumni: 4; parent 1	\$ 325
MARCH	alumni:1	\$ 50
MAY	alumni:1	\$ 1000
JUNE	parent:1	\$ 500
TOTAL:		\$ 3138

Table 2. Income from Individual Donors (not including Giving Day) by Month, 2016-2017

For **Giving Day** this year (Figure 2), we aimed to raise the profile of the range of visitors and supporting lecturers who contribute to both the *Power and Representation* Plenary and our *Media and Society* Series, which we consider to be a magnet for energies the campus community, and a powerful anchor for our intellectual community. We raised just over \$5k from 44 donations from 37 households.

Giving Day March 2016 (for comparison)	30 donations	(\$ 3827)
Giving Day March 2017	44 donations (37 households)	\$ 5036

Table 3. Funds from Giving Day 2017

<https://givingday.ucsc.edu/giving-day/724/department/2144>

Donations on Giving Day added ~\$1k to our plenary series budget; the remainder supports our upcoming visit (11/30/2017) from Pulitzer Prize-winning journalist Jose Antonio Vargas. That \$4k kernel that enabled us—in collaboration with the Division of Student Success’ Educational Opportunity Program—to raise an additional \$12,000 with the help of the UC Santa Cruz Foundation, the Student Resource Centers, the University Library, Oakes College, and Colleges 9 & 10.

2016 Porter College Sister-College Initiative:	\$ 10,000
ILTI teaching release grant (B.L. Carson)	\$ 7,900
Donor funds carryover from 2015-2016	\$ 12,812

⁴ Richard Hughey, “Undergraduate Education 2011-2015”, p 9. September 2015.
<https://www.ue.ucsc.edu/sites/default/files/UndergraduateEducation2011-2015.pdf>.

Table 4. Other Funds

Other income (Figure 3) consists of one-time, and not-necessarily renewable opportunities. As noted in the opening of this report, our sister-college initiative with Porter College allows Kresge faculty and leadership to raise the profile of Kresge programs and courses while strengthening the college relationship through joint programming, particularly in our *Media and Society* series. Provost Carson used a portion of a research/teaching grant in music to bring additional faculty energy into the coordination and planning process for our Fall 2017 *Power and Representation*.

	12/31/15	12/31/16	payout
Kresge College Alumni Fund:	\$ 9,108 (Investment Market Value)	(closed ⁵)	\$ 9,170
Kresge College Endowed Fund:	\$107,751 (IMV)	\$ 113,797 ⁶ →	\$ 5,117
{ TOTAL ASSETS (non-reimbursement, at fiscal close):			\$ 53,173 }

Table 5. THE KRESGE ENDOWMENTS (plus assets total)

Kresge’s “elective” operation costs of \$85,692—those not reimbursed as a matter of the college’s core campus function—exceeded available revenue for those functions (\$53,173) by \$32,519. Kresge College was fortunate to enter into cost-sharing agreement with Undergraduate Education that has allowed us to make up that difference temporarily. However, the available revenue for similar costs in the coming fiscal year does not include funds from the closure of the Alumni Fund (\$9170) and our donor funds carryover (\$12,812), totalling \$21,982—reaching a projected budget deficit of \$54,501.

For much of its history Kresge College has fallen behind other colleges in cultivating its relationship with potential donors, and in building alumni enthusiasm for regular giving—owing in part to its relative youth, and to important curricular priorities that have compromised the leadership’s available time for fund raising. This shortcoming, and the eclipse of its relationship with its founding contributor, the Kresge Foundation, are contributing factors to the relatively small size of Kresge’s endowments.

In response to this, we have begun planning for an *Annual Fund* campaign, which will be announced before year’s end. We have also begun an overdue but timely collaboration with the Chancellor’s Office and University Relations on an outreach, in hopes of restoring our relationship with the Kresge Foundation.

November 22, 2017

⁵ As of June 1, 2017, Kresge College converted its gift designation for the Kresge College Alumni Fund to an Endowed Fund. The fund was below the minimum \$100,000 and beyond the 5-year time limit to reach minimum.

⁶ As of University Relations’ March 2017 report: \$116,859.