The Representation of Minorities Among Ladder Rank Faculty

Report of the UC President's Task Force on Faculty Diversity

May 2006

PRESIDENT'S TASKFORCE ON FACULTY DIVERSITY REPORT

Statement on Faculty Diversity

Faculty diversity is critical to the future of the University of California. A diverse faculty enhances the breadth, depth, and quality of our research and teaching programs by increasing the variety of experiences, perspectives and scholarly interests among our faculty. Diversity among our faculty, like diversity among students, enriches intellectual discussion, promotes understanding across differences, and enhances UC's responsiveness to the needs of an increasingly diverse workforce and society.

A diverse faculty reflects inclusiveness and opportunity that are essential if UC is to maintain excellence and legitimacy in its role as a land-grant university. UC will remain competitive as a leading institution of higher education only if it fully utilizes the available talent pool. UC will retain its leadership as the premier public research institution in the world only if it is inclusive, so that all members of our heterogeneous society can participate in the educational and research programs necessary for our future.

With this statement, we, the academic leaders of the University of California, renew our commitment to valuing faculty diversity and to providing equal opportunity to all members of the academic community. We call upon the faculty of the University of California to join us in this commitment.

Robert C. Dynes
President

Robert J. Birgeneau
Chancellor

Larry N. Vanderhoef
Chancellor

Michael V. Drake
Chancellor

Albert Carnesale
Chancellor

Carol Tomlinson-Keasey
Chancellor

France A. Córdova
Chancellor

Marye Anne Fox
Chancellor

J. Michael Bishop
Chancellor

Henry T. Y. Yang
Chancellor

Denice D. Denton
Chancellor

EXECUTIVE SUMMARY

The UC President's Task Force on Faculty Diversity, chaired by UCLA Associate Vice Chancellor Rosina Becerra, convened in May 2005 with a charge to review faculty diversity at the University of California and make recommendations to the academic leadership.

What do we mean by faculty diversity?

In addressing the complex issue of faculty diversity, the 10 member Task Force adopted the definition of diversity endorsed by the Assembly of the Systemwide Senate on May 10, 2006:

> "Diversity – a defining feature of California's past, present and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more."

Acknowledging the importance of all aspects of diversity, the Task Force focused on assessing the status of racial and ethnic diversity as one important component of overall faculty diversity at the University of California. While other dimensions of diversity were not the focus of this Task Force's work, the goal of the Task Force is to promote a new culture of inclusion, opportunity and tolerance at the University of California that will benefit all members of the academic community.

the goal of the [TF] is to promote a new culture of inclusion, opportunity and tolerance …

Why is faculty diversity important to the University of California?

The University of California's commitment to faculty diversity reflects two overarching goals: First, an effective faculty diversity program will foster an academic community that will reflect a diverse range of interests, abilities, life experiences and worldviews that will enhance the academic mission of the University of California. Second, an effective faculty diversity program will support equality of opportunity which will ensure that the University of California can fully utilize the intellectual resources embedded in our diversity and maintain our legitimacy as a public land grant university.

What about Proposition 209?

The enactment of Proposition 209 in 1996 raised many questions about the status of faculty diversity efforts at the University of California. However, the Task Force found that the non-discrimination requirement in Proposition 209 can be understood as supporting the University's commitment to provide equal opportunity in hiring, compensation and all other employment programs. Where there is underrepresentation, the University must take steps to address the barriers that prevent full participation of minorities in academic careers. Further, schools and departments in every field can identify the academic values that are enhanced by a diverse teaching and research environment. Strategies to select and advance scholars with the expertise to foster those academic values are essential if UC is to maintain its excellence as a premier public institution.

What is the status of faculty diversity at UC?

The pool of underrepresented minority scholars is getting larger, but the demographic profile of the UC faculty has changed only slightly.

- Although the diversity of both the state college-age population and the national pool of doctoral candidates is increasing, the diversity of the UC faculty has remained flat.

- The actual numbers of underrepresented minority faculty on each campus are so low that these faculty report experiences of isolation and marginalization in their academic life.

The effect of the small numbers is exacerbated by the concentration of minority faculty into certain fields and departments.

- Underrepresented minority faculty at UC are concentrated in certain fields (humanities and social sciences) and certain departments within those fields (sociology and anthropology).

- Almost a quarter of underrepresented minority faculty (as compared to less than 8% of all faculty) are in just three departmental areas: Education, Languages, and Ethnic Studies.

- Addressing the barriers that prevent underrepresented minorities from pursuing academic careers in fields such as science and engineering, as well as departments such as political science and economics, will be essential to achieving equity.

Where there is under-representation, the [UC] must take steps to address the barriers that prevent full participation of minorities in academic careers.

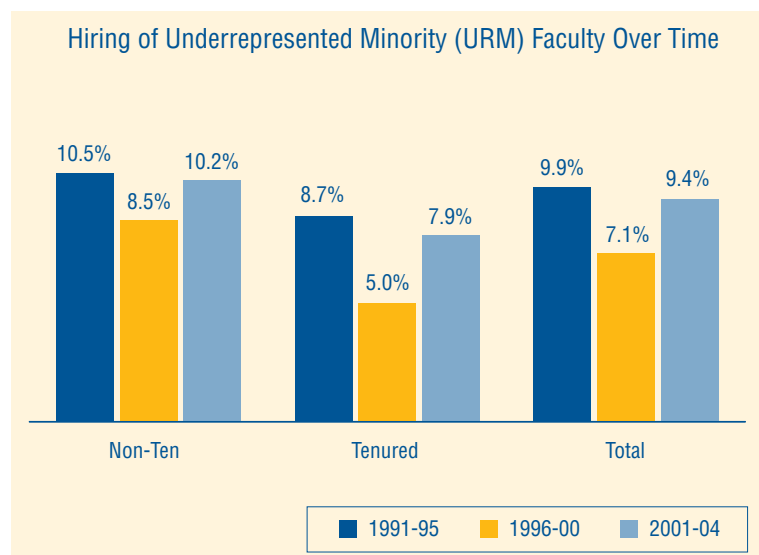Recent data show increased hiring of minority faculty at UC.

- The hiring of underrepresented minority faculty began to rise in the early 1990's but dropped after 1995 with the passage of the Regents' Resolution SP-2 and Proposition 209.

- Since 2000, the hiring of underrepresented minority faculty rose again, returning almost to pre-1995 levels. A decade of progress was lost, but the trend is moving in the right direction.

Looking at aggregate data may mask problem areas. Detailed data analysis is essential to understanding the issues and developing effective responses.

- When UC faculty hiring is compared to estimates of availability in the national Ph.D. pool, the overall data show that UC is hiring at or near parity.

- However, when the data are disaggregated by field, UC is hiring below availability in fields such as physical sciences and engineering, where availability is already low.

- In all fields, but particularly science and engineering, addressing the participation of minority students in doctoral programs will be critical to addressing underrepresentation in faculty hiring.

The underrepresentation of minorities in faculty careers is a national problem, not unique to UC.

- The representation of minority faculty is low at all UC's "comparison eight" research institutions.

- In the aggregate, UC has a higher percentage of underrepresented minority faculty than the group of four private comparison institutions and a percentage roughly equal to that of the group of four public institutions.

- When the data are disaggregated, UC has a higher representation of Asian and Chicano/Latino faculty than the comparison institutions and a lower percentage of African American faculty.

Hiring of Underrepresented Minority (URM) Faculty Over Time

	Non-Ten	Tenured	Total
1991-95	10.5%	8.7%	9.9%
1996-00	8.5%	5.0%	7.1%
2001-04	10.2%	7.9%	9.4%

UC can make a significant contribution to increasing the national pool of underrepresented minority faculty by focusing attention on the diversity of our graduate students.

- UC produces 8-10% of the Ph.D. recipients in the country. Addressing the underrepresentation of minorities among UC's graduate students will increase the pool for UC faculty hiring and for the nation.

- Incorporating academic values of equal opportunity and diversity into graduate student selection and evaluation are tools that can increase diversity in graduate programs.

Faculty retention, in addition to hiring, plays a critical role in addressing the underrepresentation of minorities among UC faculty.

- Academic administrators at all campuses reported that minority faculty are highly sought after by UC's competitors, so that retaining these faculty is a significant challenge.

- Understanding data on retention and resignation requires a case by case analysis, but aggregate data show higher resignation rates for minority faculty. One set of campus data shows that the disparities may be due to field differences, suggesting that further analysis is needed at the campus level.

If UC does not make the institutional change necessary to address current disparities in the hiring and retention of minority faculty, the faculty will become less diverse in the future, while the state becomes more diverse.

- Because faculty careers can last up to 40 years, the rate of demographic change is slow. Even if hiring proceeds at its current increased level and retention disparities are corrected, the percentage of underrepresented minorities among UC faculty is projected to increase by only one percent in the next ten years.

- The next decade of increased faculty retirements presents a one-time opportunity of higher faculty turnover during which we can address the underrepresentation of minority scholars among UC faculty. If steps are not taken now, this opportunity to recruit a new generation of more diverse faculty will be lost.

The next decade of increased faculty retirements presents a one-time opportunity of higher faculty turnover during which we can address the under-representation of minority scholars

What is UC doing to address faculty diversity?

In response to growing concerns, the UC Office of the President and UC campuses have committed significant staffing and resources to effective programs that address faculty diversity. These programs provide excellent models for campuses to take additional steps in the future.

- The 2005 amendments to the UC Academic Personnel Policies (APM) 210, 240, and 245 set forth a model for evaluating faculty and academic administrators on their contributions to diversity and equal opportunity in higher education. http://www.universityofcalifornia.edu/senate/committees/ucaad/reports.html

- The President's Postdoctoral Fellowship Program (PPFP) invests in scholars who will contribute to the diversity of the academic community through their teaching, research and service. Since the implementation of a hiring incentive in 2003, more than 40 former PPFP fellows have joined the UC faculty. http://www.ucop.edu/acadadv/ppfp/

- Several campuses have appointed high level academic administrators with staff and resources exclusively focused on faculty diversity. For example, UCLA has an Office of Faculty Diversity which has developed effective web resources: http://faculty.diversity.ucla.edu/

- Several campuses have invested in research programs such as the Berkeley Diversity Research Initiative (BDRI) which supports research on race, diversity and policy that draws upon the assets of a diverse community and reduces ethnic/racial disparities of concern to California and the nation. Up to 10 faculty positions will be allocated in support of the BDRI. http://bdri.berkeley.edu/

What are the recommendations of the Task Force?

Significant challenges remain for the University of California to maintain a faculty that is accessible to and responsive to the needs of our increasingly diverse state.

> ## LEADERSHIP - Strong leadership is critical to institutional change.

- The Task Force recommends that all levels of academic administration promote a clear message that UC's continued excellence depends upon a faculty who reflect the University's values of equal opportunity and diversity.

- Leadership includes a high-level academic appointee charged with faculty diversity, high-level diversity advisory committees, and the consideration of the effectiveness of candidates' records in promoting diversity and equal opportunity in the appointment and review of academic administrators.

Leadership is critical to institutional change.

> ## ACADEMIC PLANNING - Diversity will not thrive unless it is incorporated into academic planning at every level.

- The Task Force recommends that campuses make diversity integral to academic planning including faculty hiring, research agendas, curricular development and program reviews.

- Academic planning for diversity includes proactive steps to advance diversity and equal opportunity in graduate study and postdoctoral appointments, especially in fields such as physical sciences, math and engineering.

> ## RESOURCE ALLOCATION AND FACULTY REWARDS - Resources and rewards are essential to influence action in support of diversity and equal opportunity.

- The Task Force recommends that each campus examine a wide variety of resource allocation practices and incentives, including the FTE allocation process, so that rewards are consistent with the institutional value for diversity.

- Rewarding faculty contributions to diversity includes implementing the newly revised APM 210 so that research, teaching and service that promote diversity will be recognized in faculty advancement and promotion.

FACULTY RECRUITMENT AND RETENTION - Campuses can do more to promote faculty diversity through recruitment, hiring and retention practices.

- The Task Force recommends that each campus ensure that procedures are in place to advance diversity and equal opportunity in academic personnel procedures.

- Effective academic personnel programs to ensure equal opportunity include training for faculty and academic administrators, systems for data collection and analysis, and mentoring and career development programs for faculty.

ACCOUNTABILITY – Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

- The Task Force recommends that academic administrators provide annual reporting at the department, division and campus level coupled with monitoring and resource-based incentives for diversity efforts.

- Accountability includes additional methods for assessing faculty diversity such as periodic climate surveys, exit interviews and detailed data analysis.

Campuses can do more to promote faculty diversity.

How will the recommendations of the Task Force be implemented?

The work of the Task Force culminates with the **President's Summit on Faculty Diversity** on May 23, 2006. Teams of faculty, academic administrators, and Senate leaders from each campus attending the Summit will develop campus strategies to follow up on the Task Force recommendations.

A complete description of the President's Task Force on Faculty Diversity, along with detailed demographic data on UC faculty, is on the web at: http://www.universityofcalifornia.edu/facultydiversity/

TABLE OF CONTENTS

THE PRESIDENT'S TASK FORCE ON FACULTY DIVERSITY: THE PROCESS

In May 2005, President Dynes appointed an 11-member systemwide President's Task Force on Faculty Diversity, chaired by UCLA Associate Vice Chancellor Rosina Becerra, to review faculty diversity at the University of California. Members of the Task Force were UC faculty and academic administrators from all ten campuses and the chair of the academic council. A complete description of the Task Force is on the web at: http://www.universityofcalifornia.edu/facultydiversity/

In the fall of 2005, the Task Force collected data and conducted site visits to nine campuses to assess the status of faculty diversity efforts. Each site visit was conducted over two days by a subcommittee of three to four members of the Task Force. Site visits included meetings with senior academic administrators: chancellors, executive vice chancellors, provosts, vice provosts, deans and department chairs. Site visits also included meetings with Academic Senate committees, campus diversity committees and "town hall" gatherings of interested faculty, students, staff and community members.

The Task Force focused on ladder-rank faculty at the general education campuses. The Task Force did not address the faculty at the health sciences schools because these faculty are sufficiently distinct in their titles, responsibilities and compensation to warrant a separate analysis by a faculty group with expertise in this area.

In the spring of 2006, the Task Force presented its findings to and discussed its recommendations with the University Committee on Affirmative Action and Diversity (systemwide Academic Senate committee), the Council of Graduate Deans, the Council of Vice Chancellors (Executive Vice Chancellors and Provosts), the Council of Chancellors, the Academic Council, and the Letters and Sciences Deans.

On May 23, 2006, President Dynes will host the **President's Summit on Faculty Diversity**. Invitees include the Chancellors and the Council of Vice Chancellors, with a request to bring a team of three to five faculty, academic administrators, and Senate leaders who will serve as their advisors to develop campus strategies to follow up on the Task Force recommendations.

Definitions and Scope

In addressing the complex issue of faculty diversity, the Task Force adopted the definition of diversity endorsed by the Assembly of the Systemwide Senate on May 10, 2006.

> "Diversity – a defining feature of California's past, present and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more." (May 2006)

Acknowledging the importance of all aspects of diversity, the Task Force focused on assessing the status of racial and ethnic diversity as one important component of overall faculty diversity at the University of California.

The term "minorities" refers to four of the five categories required for reporting under federal affirmative action regulations: African American, Hispanic (includes Chicano/Latino), Asian (includes Pacific Islander), and Native American (American Indian). The fifth category is White or Caucasian.

The term "underrepresented minorities" (or URM) refers to three of the above categories that are underrepresented overall among students in higher education: African American, Hispanic (Chicano/Latino) and Native American (American Indian). Although Asians are underrepresented among faculty in some fields, they are overrepresented overall among UC student populations and reflect differing demographic trends among faculty.

Acknowledging that gender diversity is an important component of equity and diversity at the University of California, the Task Force relied on the audit of faculty gender equity conducted in 2001-02 and reported on at the President's Summit on Faculty Gender Equity in November 2002. A complete description of that process is available at: http://www.ucop.edu/pressummit/

The Task Force analyzed gender data and issues as necessary components of understanding faculty diversity, but did not have gender equity as a primary focus of this review.

At the site visits, the President's Task Force on Faculty Diversity heard reports on issues covering all aspects of diversity mentioned in the UCAAD definition above. While these issues were not the focus of this Task Force's work, the goal of the Task Force is to promote a new culture of inclusion, opportunity and tolerance at the University of California that will benefit all members of the campus community. The recommendations of the Task Force are intended to promote faculty diversity in all of its complexity.

"minorities" refers to...African American, Hispanic, Asian, and Native American

...under-represented minorities refers to… African American, Hispanic and Native American

Why is Faculty Diversity Important at the University of California?

> The University of California has a long-standing commitment to the goal of enrolling a student body that encompasses the diversity of the state of California. The University values and seeks diversity. Diversity at the University contributes in a direct and positive way to the educational experience and also serves to provide opportunity and social mobility to all sectors of society.
>
> - New Directions for Outreach: Report of the University of California Outreach Task Force, July 1997

Diversity in higher education was recognized as a "compelling state interest" by the United States Supreme Court in the landmark case *Grutter v. Bollinger (2003)*. The University of California's commitment to achieving faculty diversity reflects two overarching goals.

First, an effective faculty diversity program will foster an academic community that will reflect a diverse range of interests, abilities, life experiences and world views that will enhance the academic mission of the University of California.

A diverse faculty enhances the breadth, depth and quality of our research and teaching programs by increasing the variety of experiences, perspectives and scholarly interests among our faculty. Our state and nation are facing growing demographic diversity, combined with expanding participation in a global economy. A diverse faculty will enhance the ability of the University of California to foster a research agenda that meets the challenges presented by our rapidly changing society. A diverse faculty also will enhance the teaching mission of the University of California. As stated in *Grutter*, "The skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas and viewpoints."

Second, an effective faculty diversity program will support equality of opportunity which will ensure that the University of California can fully utilize the intellectual resources embedded in our diversity and maintain our legitimacy as a public land grant university.

In the *Grutter* case, the Court noted the importance of diversity in the leadership of societal institutions, and the role of colleges and universities in preparing future generations of leaders for these institutions. The Court noted that the need for openness and clear equality of opportunity is especially important in the higher education setting, declaring that "[a]ll members of our heterogeneous society must have confidence in the openness and integrity of the educational institutions that provide this training." In order for the University of California to maintain its legitimacy in the eyes of the citizenry, the path to faculty positions must be open to all individuals without regard to gender, race or ethnicity.

The University values and seeks diversity

What about Proposition 209?

The enactment of Proposition 209 in 1996 raised many questions about the status of faculty diversity efforts at the University of California. Proposition 209, which went into effect on August 28, 1997 as Section 31 of Article 1 of the California State Constitution, requires that the University shall not discriminate against or grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin.

The non-discrimination requirement in Proposition 209 is consistent with pre-existing state and federal laws, as well as the University of California's internal policies prohibiting discrimination in hiring, compensation and all other employment programs. After the passage of Proposition 209, as before, the University has a commitment to ensure that it is not discriminating on the basis of race, sex, color, ethnicity or national origin in any of its academic personnel programs. Inclusive search practices and the publication of race and gender data on faculty hiring are consistent with Proposition 209 and are important components of UC's equal opportunity commitment.

Proposition 209's prohibition against "granting preferential treatment" means that the University may no longer consider race or gender as a factor in any employment programs. However, schools and departments may identify the academic values that are enhanced by a diverse teaching and research environment, and consider whether candidates have a demonstrated commitment to fostering those academic values.

The recent amendments to the UC Academic Personnel Policy (APM 210) governing faculty appointment and promotion provide a model for evaluating faculty and academic administrators for their contributions to diversity. The "Criteria for Appointment, Promotion, and Appraisal" now include:

> The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities.
> http://www.universityofcalifornia.edu/senate/committees/ucaad/reports.html

> Inclusive search practices...are consistent with [Prop] 209...

In addition, campuses may advance diversity by developing curricular or research programs to address issues such as race, ethnicity, gender, and multiculturalism. The many programs identified by the Task Force in this report reflect strategies for promoting diversity in higher education that are in full compliance with Proposition 209.

For more information see the UC Affirmative Action Guidelines for Faculty Recruitment and Retention at: http://www.ucop.edu/acadadv/fgsaa/affirmative.html

WHAT IS THE STATUS OF FACULTY DIVERSITY AT THE UNIVERSITY OF CALIFORNIA?

A review of demographic data shows that although the student diversity has increased, faculty diversity at the University of California has barely changed in the past generation. The percentage of underrepresented minorities (URMs) among California public high school graduates is increasing dramatically every few years, from 35% in 1991 to a projected 43% in 2003. In that same time period, the percentage of underrepresented minorities among Ph.D. recipients from U.S. universities has increased from 7% to 12%.

Table 1 • URMs Increase as % of CA Public High School Graduates Over time
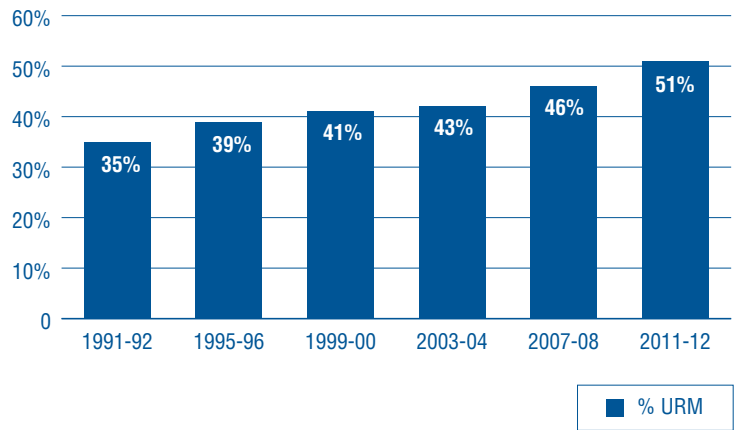
Table 2 • Ph.D. Recipients from U.S. Universities Increasingly Diverse
U.S. Citizens Only

Legend: ■ Other Unknown ■ URM ■ Asian Am ■ White Women ■ White Men

Faculty Representation over Time
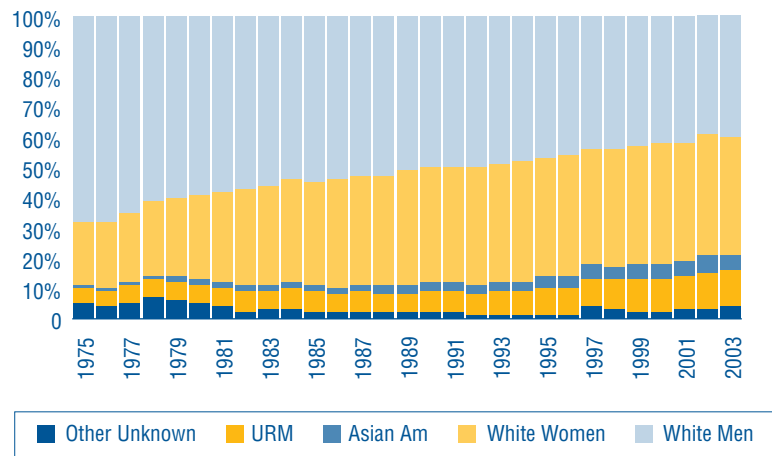
In contrast to the increasing representation of URM students, the percentage of URM faculty at UC has remained flat. African American faculty were 2.0% of the ladder-rank faculty in 1990 and are 2.5% of the faculty in 2005. The representation of African Americans in 2005 is lower than the high of 2.7% in 1996 and the same as the representation in 1993. Chicano/ Latino faculty were 3.7% of the faculty in 1990 and increased to 5.0% by 2005, with very little change in the last ten years. The percentage of Native American faculty is too low to represent graphically: 0.3% in 1990, increasing to only 0.4% by the year 2000.

Table 3 • Representaion of African American Ladder-Rank Faculty at UC

Legend: ■ African American
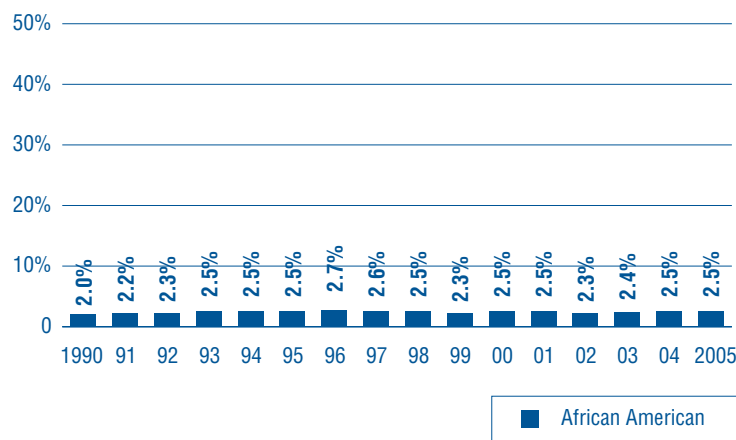
Table 4 • Representation of Chicano/Latino Ladder-Rank Faculty at UC

	1990	91	92	93	94	95	96	97	98	99	00	01	02	03	04	2005
Chicano/Latino	3.7%	4.1%	4.1%	4.1%	4.2%	4.5%	4.5%	4.4%	4.5%	4.4%	4.6%	4.7%	4.6%	4.6%	4.9%	5.0%
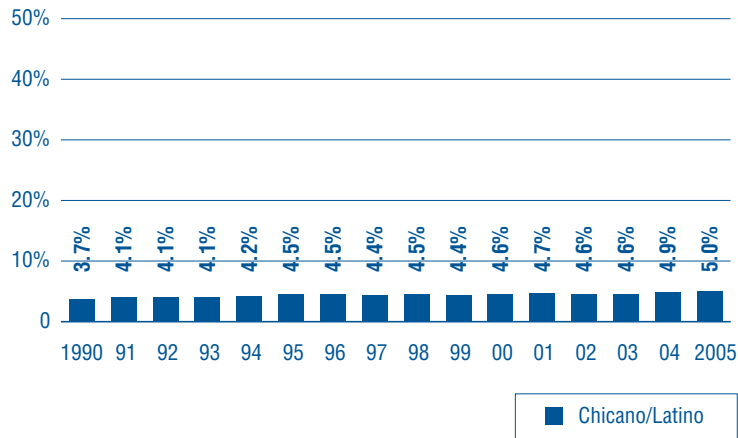
The trend lines for Asian and women faculty are slightly more positive, with Asian faculty growing from 8.9% in 1993 to 13.4% in 2005, and women faculty growing from 17.1% in 1990 to 27.3% in 2005.

Table 5 • Representation of Asian Ladder-Rank Faculty at UC

	1990	91	92	93	94	95	96	97	98	99	00	01	02	03	04	2005
Asian	7.5%	7.9%	8.5%	8.9%	9.6%	10.1%	10.1%	10.5%	10.5%	10.9%	11.0%	11.6%	12.0%	12.6%	13.1%	13.4%
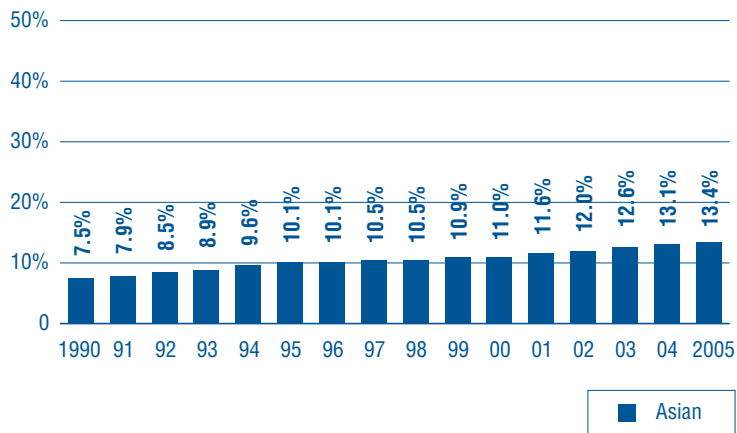
Table 6 • Representation of Women Ladder-Rank Faculty at UC

Bar chart with years on x-axis and percentages. Legend: Women.

Year	1990	91	92	93	94	95	96	97	98	99	00	01	02	03	04	2005
Women	17.1%	18.5%	18.9%	20.1%	21.8%	22.6%	23.1%	23.6%	23.7%	23.5%	24.1%	24.4%	25.0%	25.9%	27.0%	27.3%
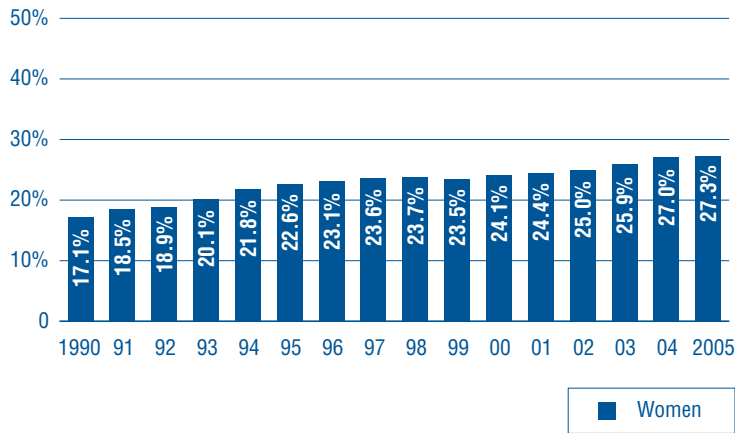
It is not surprising that the faculty changes more slowly than the students, as students pass through in a few years while faculty members are present for a few decades. However, it is notable that so little progress has been made in the percentage of women and minority faculty in light of the increasing pool and the rate of faculty turnover.

Table 7 • Representation of Women and Minority Representaion at UC Faculty

Grouped bar chart. Legend: 1990, 1995, 2000, 2005.

Category	1990	1995	2000	2005
AfrAm	2.0%	2.5%	2.5%	2.5%
Chic/Lat	3.7%	4.5%	4.6%	5.0%
Asian	7.5%	10.1%	11.0%	13.4%
Women	17.1%	22.6%	24.1%	27.3%
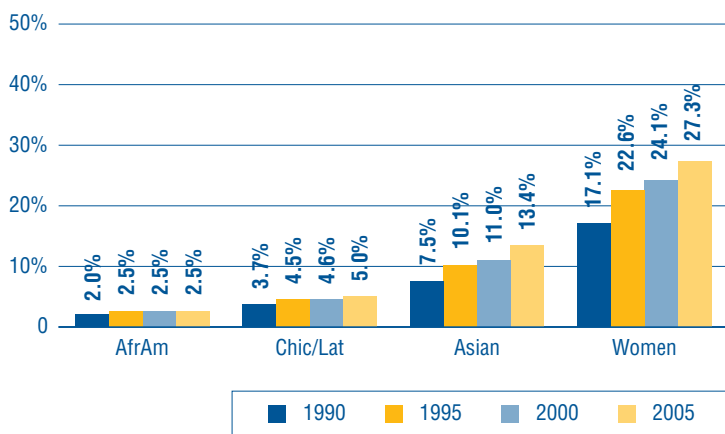
Distribution of Minority and Women Faculty by Field

Looking at overall representation is just one perspective on the status of faculty diversity at UC. The distribution of minority and women faculty by field provides another important perspective. Underrepresented minority faculty are found predominantly in the Arts and Humanities, and the Social Sciences. There are very few in Engineering and Computer Sciences, Physical Sciences and Life Sciences. Asian faculty, although well represented in the aggregate, are concentrated in Engineering and Computer Sciences, and the Physical Sciences and less well represented in Arts and Humanities. Women show the same patterns as underrepresented minority groups, with substantial representation in the Arts and Humanities, and the Social Sciences, and severe underrepresentation in Engineering and Computer Sciences and the Physical Sciences.

These differing patterns of distribution of women and minorities across the fields at UC suggest that strategies for improving diversity must include efforts to address participation in Engineering and Computer Sciences, Physical Sciences and Life Sciences. Assessing faculty diversity in these fields is further complicated by the numbers of foreign faculty in many of these fields. An engineering faculty may be quite "diverse" with regard to international representation, but severely lacking in domestic minorities and women. Addressing equal opportunity and access requires understanding the various dimensions of diversity and representation across academic fields.

Table 8 • Distribution of Minority Ladder-Rank Faculty by Field 2004

	Arts/Hum	Soc Sci	Eng CS	Phys Sci	Life Sci
Nat Am	10	17	1	1	4
Afr Am	57	72	5	9	5
Chic/Lat	99	130	33	30	40
Asian	120	176	288	185	116
White	1,256	1,264	715	995	951
TOTAL	1,542	1,659	1,042	1,220	1,116
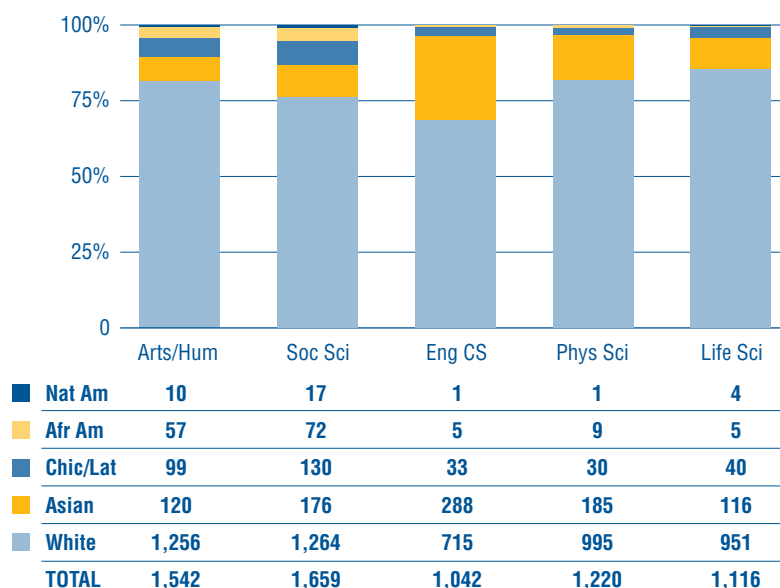
Table 9 • Distribution of Women Ladder-Rank Faculty by Field 2004
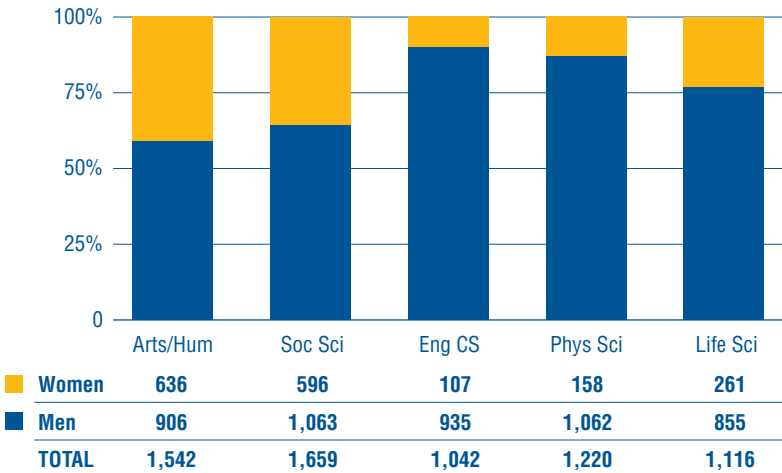
	Arts/Hum	Soc Sci	Eng CS	Phys Sci	Life Sci
Women	636	596	107	158	261
Men	906	1,063	935	1,062	855
TOTAL	1,542	1,659	1,042	1,220	1,116

strategies for improving diversity must include efforts to address participation in specific departments

Even in fields such as Social Sciences, where minorities are better represented among UC faculty, there are significant variations between departments. Systemwide, underrepresented minorities are 15.8% of the faculty in departments of Sociology and 11.0% in departments of History. In contrast, underrepresented minorities are only 4.0% of the faculty in Economics and 4.5% in Political Science. Similar patterns exist between departments in the field of Humanities. Looking at just aggregate minority representation in fields such as the Social Sciences and Humanities masks their underrepresentation in individual departments. These patterns of representation across departments at UC suggest that strategies for improving diversity must include efforts to address participation in specific departments.

Table 10 • Distribution of Underrepresented Minority Faculty by Department within Social Sciences

Department	Native American, African Am & Chicano/Lat	All Ladder-Rank Faculty	Percentage
Anthropology	15	161	(9.3%)
Economics	9	224	(4.0%)
History	31	281	(11.0%)
Political Sci	9	198	(4.5%)
Sociology	32	202	(15.8%)

Native American, African Am & Chicano/Lat   All Ladder-Rank Faculty
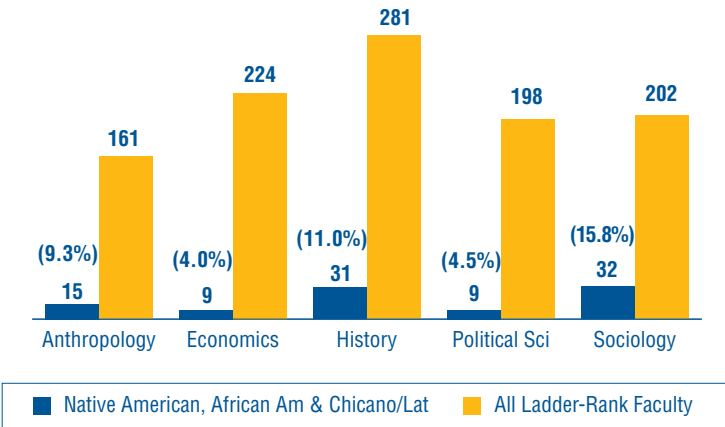
Looking across all fields at the UC campuses, demographic data shows that underrepresented minorities are concentrated in just a few departments. Faculty in the departments of ethnic studies, education and languages comprise 7% of all faculty, and 24% of underrepresented minority faculty. This disparity in distribution further indicates that the aggregate numbers mask more serious underrepresentation across the majority of the departments on the campuses.

Table 11 • Proportion of Underrepresented Minority Faculty in a few Departments

Native Am. African Am & Chicano/Latino

Ethnic Studies (95)
14%

Languages (33)
5%

Education (34)
5%

All Other (509)
76%

All Ladder-Rank Faculty

Ethnic Studies (171)
2%

Languages (305)
3%

Education (163)
2%

All Other (8,230)
93%
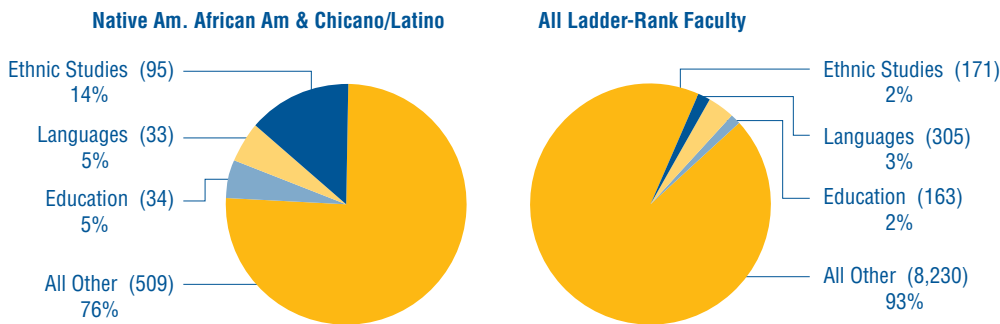
Numbers of Underrepresented Minority (URM) Faculty

Underrepresented Minority (URM) Faculty Over Time

In addition to data regarding representation, it is informative to look at data on absolute numbers of minority faculty at UC. There are only 211 African American, 424 Chicano/Latino, and 38 Native American faculty distributed across 10 campuses. These numbers include foreign born faculty of African, Canadian, or Latin American/Spanish descent.

Table 12 • Numbers of African American Faculty at UC Over Time

1989	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	2005
144	156	171	184	188	173	173	186	184	183	176	184	193	183	195	207	211

■ African American
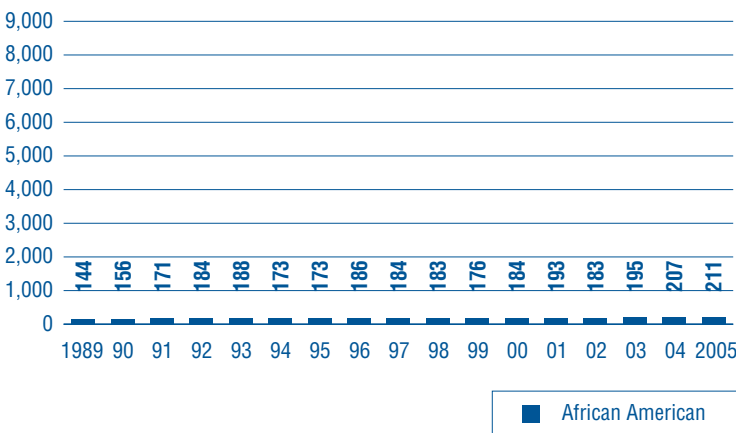
Table 13 • Numbers of Chicano/Latino Faculty at UC Over Time

	1989	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	2005
Chicano/Latino	279	291	313	321	311	289	308	313	318	332	331	347	366	371	382	416	424
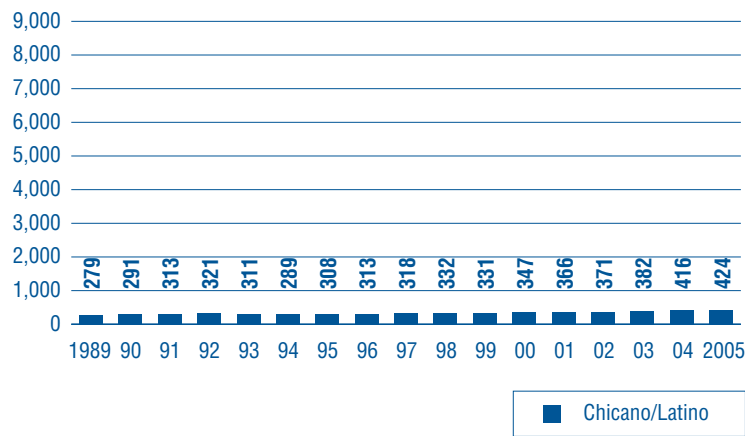
Table 14 • Numbers of Native American Faculty at UC Over Time

	1989	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	2005
Native American	19	22	21	25	24	19	20	21	25	24	21	25	31	29	31	35	38
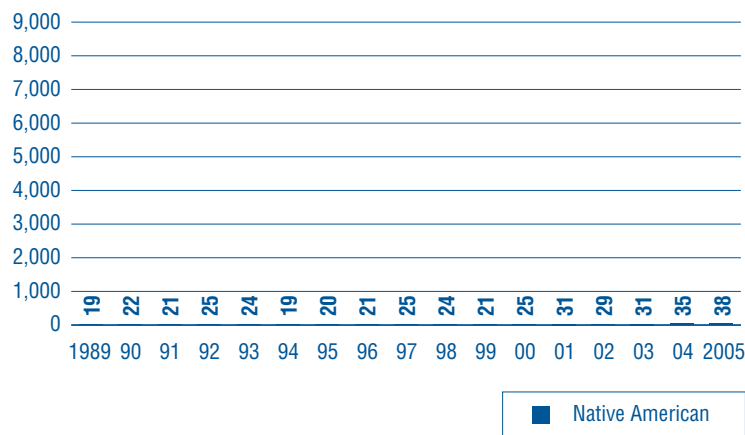
Table 15 • Proportion of each group estimated to be foreign

	Native Am	African Am	Chicano/Lat	All URMS	Asian	White	Total
% Other	7.9	14.3	27	22	46.1	17.5	21.8
% US Citizen	92.1	85.7	73	78	53.9	82.5	78.2
TOTAL	38	223	445	706	1,206	7,178	9,205
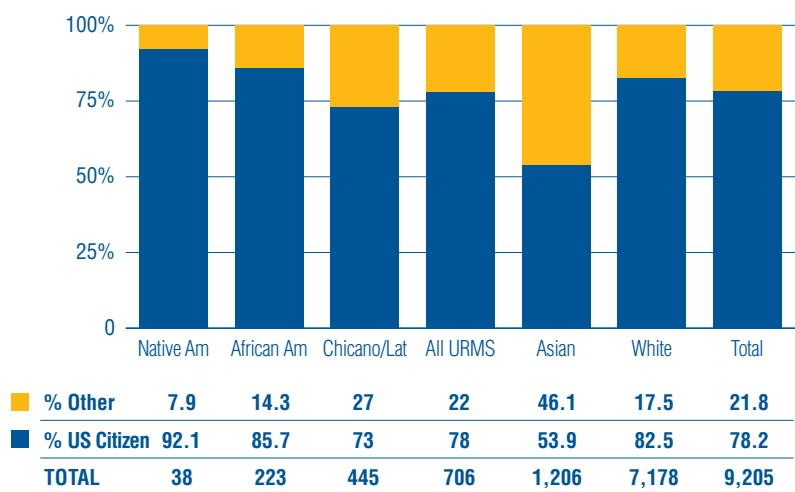
Table 16 • Numbers of White Faculty at UC Over Time

Bar chart showing numbers of White faculty by year:

Year	White
1989	6,692
90	6,793
91	6,493
92	6,633
93	6,370
94	5,695
95	5,697
96	5,787
97	5,923
98	6,098
99	6,165
00	6,129
01	6,367
02	6,491
03	6,615
04	6,679
2005	6,649

Legend: ■ White
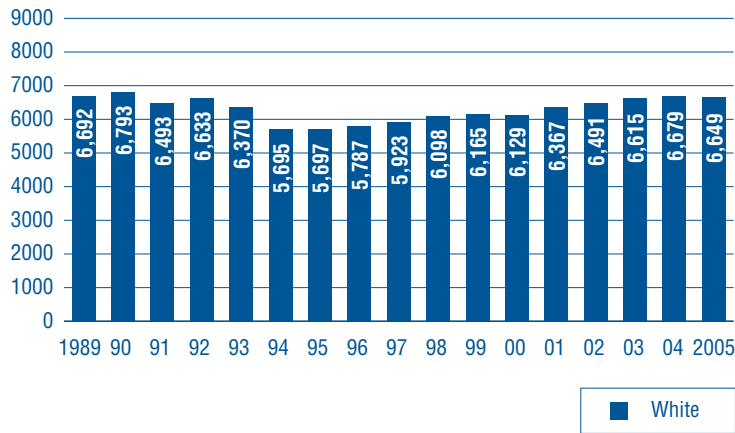
Underrepresented Minority Faculty by Campus

The data on numbers of underrepresented minority faculty by campus is striking. At smaller campuses, such as Riverside, there are only 14 African American faculty on campus. Even at larger campuses, such as UC San Diego, there are only 19 African American faculty. The numbers of underrepresented minority faculty with tenure are even smaller. Riverside has only 7 and San Diego has only 9. These small numbers may explain why achieving sufficient minority participation on search committees and in academic and Senate leadership has been challenging.

Table 17 • Numbers of Underrepresented Minority Faculty at Each Campus

Grouped bar chart showing counts by campus:

Campus	Native American	African American	Chicano/Latino
Berkeley	1	39	50
Davis	10	29	58
Irvine	2	22	55
Los Angeles	6	48	91
Merced	1	0	8
Riverside	4	14	26
San Diego	0	19	44
Santa Barbara	4	19	46
Santa Cruz	8	18	34

Legend: ■ Native American ■ African American ■ Chicano/Latino
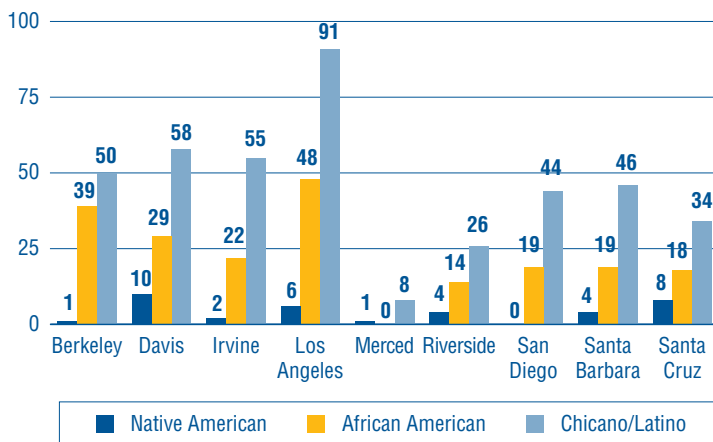
Table 18 • Numbers of URM Professors with Tenure at Each Campus

Campus	Native American	African American	Chicano/Latino
Berkeley	1	29	40
Davis	4	22	43
Irvine	1	16	37
Los Angeles	5	37	77
Merced	0	0	2
Riverside	2	7	18
San Diego	0	9	36
Santa Barbara	4	13	32
Santa Cruz	4	14	25
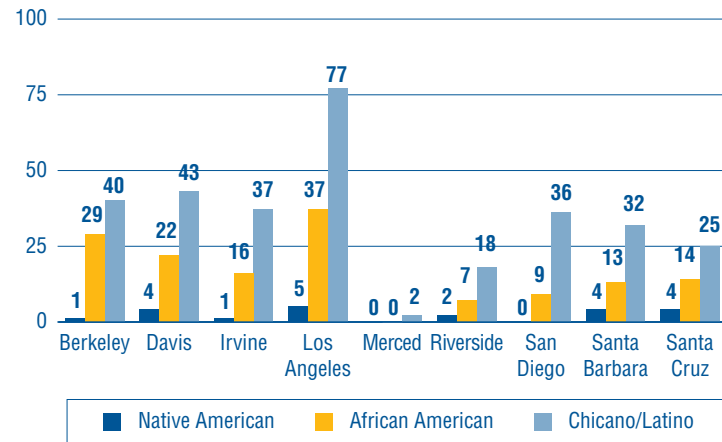
Comparing the overall proportion of underrepresented minority faculty at each campus across the system, the Merced campus (20.5%) and the Santa Cruz campus (13.0%) have the highest percentage representation. Davis (6.8%), San Diego (6.8%) and Berkeley (6.7%) have the lowest percentage representation.

Table 19 • Percentage URM Faculty by Campus

Campus	Percentage
Merced	20.5
Santa Cruz	13.0
Los Angeles	8.7
Santa Barbara	8.7
Irvine	8.1
Riverside	7.9
Davis	6.8
San Diego	6.8
Berkeley	6.7
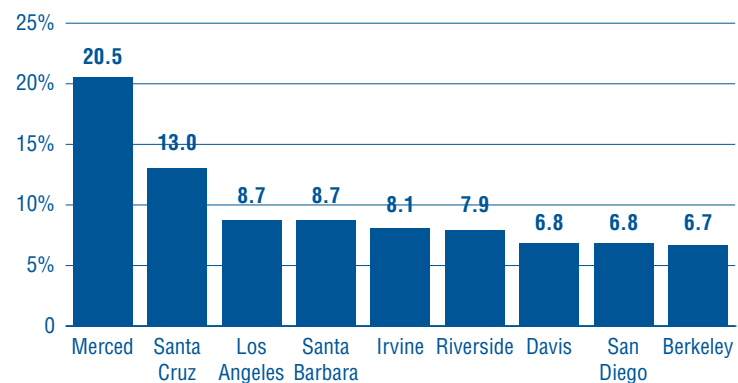
Minority Faculty Hiring over Time

Faculty hiring plays a key role in addressing the representation of women and minorities among UC faculty. Data on hiring African American and Chicano/Latino faculty is flat over the past 20 years, but shows a slight upward trend in the past four years. The numbers of Native Americans hired each year are in the single digits, too low to show graphically here.
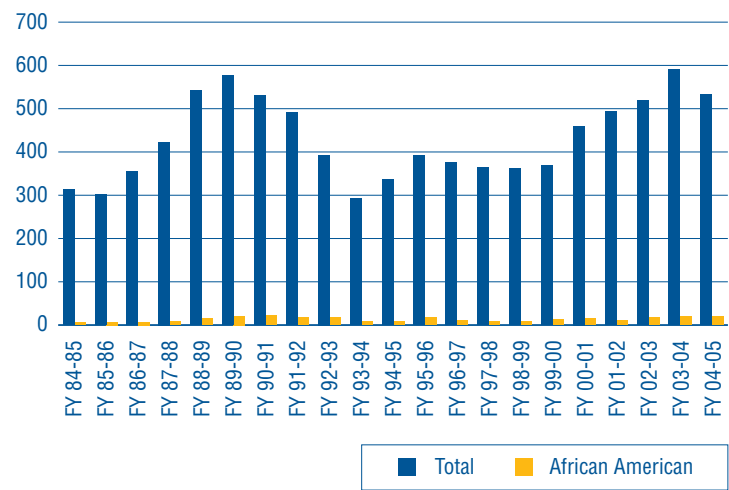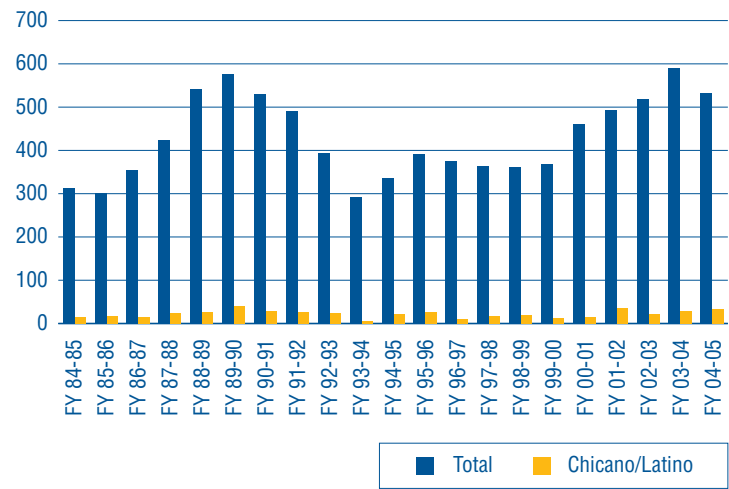
Table 20 • African American Hiring Over Time

Table 21 • Chicano/Latino Hiring Over Time

Data on hiring Asian faculty show a gradual increase over the past two decades, but data regarding distribution of hiring by field show that the hiring is concentrated in Engineering and Computer Science fields. The concentration of Asian faculty in these fields is increasing with recent hiring.
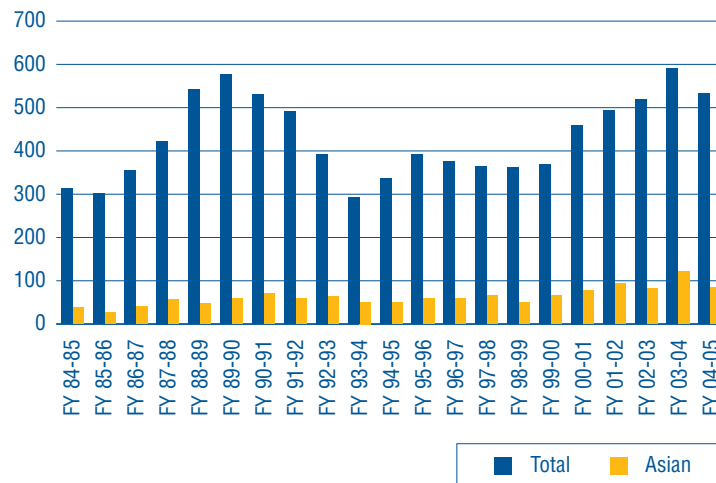
Table 22 • Asian Hiring Over Time

Table 23 • Distribution of Minority Faculty Hiring by Field
1999-00 through 2004-05

	Arts/Hum	Soc Sci	Eng CS	Phys Sci	Life Sci
Nat Am	5	9	0	1	2
Afr Am	29	31	2	2	3
Chic/Lat	36	41	12	8	13
Asian	55	83	133	81	43
White	424	427	279	302	228
TOTAL	549	591	426	394	289
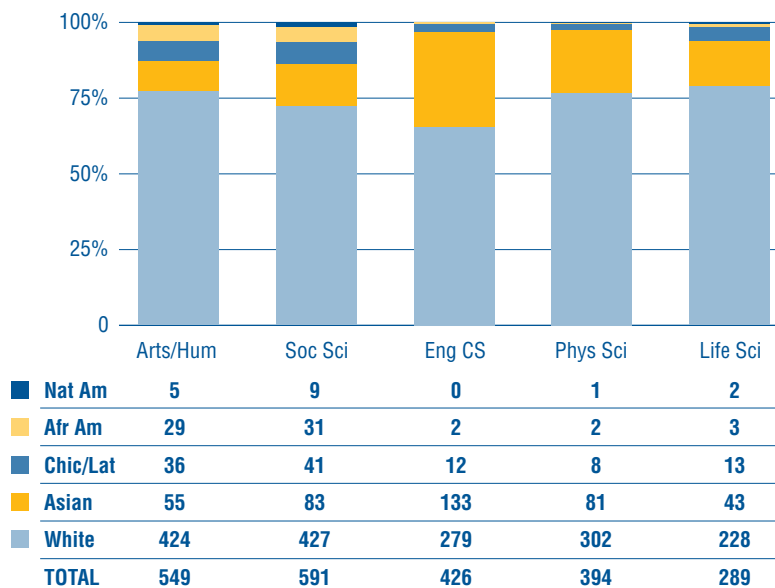
In the aggregate, hiring of underrepresented minorities averaged 9.9% in the early 1990's, but dropped to an average of 7.1% in the late 1990's. This drop coincides with the passage of the UC Regents' Resolutions in 1995 and the subsequent voter initiative Proposition 209 barring the consideration of race in employment. Beginning in 2001, hiring of underrepresented minorities

began to rise again, to an average of 9.4%. For assistant professors, hiring has recovered to close to pre-Prop 209 levels, but for professors with tenure hiring remains below earlier levels.

Table 24 • Hiring of Underrepresented Minority (URM) Faculty Over Time
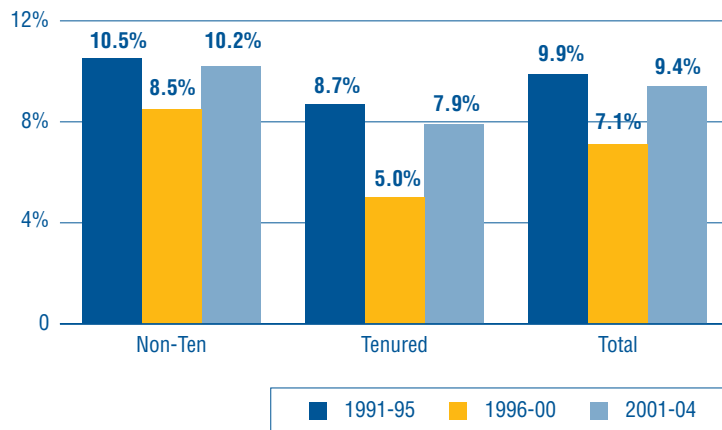
As with other URM data, looking at disaggregated data on Chicano/Latino and African American faculty show different patterns for the two groups. While Chicano/Latino faculty hiring recovered since 2000 to levels equal to those of the early 1990's, African American hiring remains below earlier levels. The hiring of senior African American faculty (with tenure) remains particularly low.

Table 25 • Hiring of Chicano/Latino Faculty Over Time
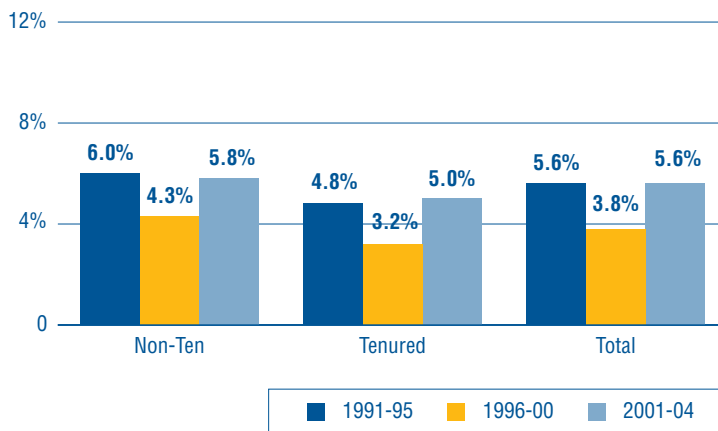
Table 26 • Hiring of African American Faculty Over Time
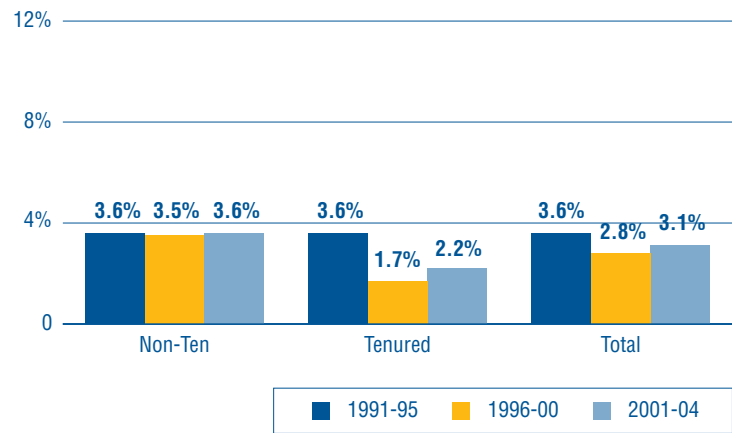
Women Faculty Hiring over Time

Data on hiring women faculty show an interesting pattern over time. Hiring women faculty began to increase in the late 1980's and early 1990's, reaching a high of 37% in 1993. However, after the passage of the Regents' Resolution in 1995 banning the consideration of race or gender in UC employment practices, the hiring of women dropped significantly reaching a low of 25% in 1999. In response to this drop in hiring, the Bureau of State Audits initiated a review of gender equity in faculty hiring at UC in 2001. During the BSA review, the rate of hiring women into ladder-rank faculty began to increase dramatically, reaching 36% in 2003 and 2004, and remaining at 35% in 2005.

Table 27 • Hiring Women Faculty Over Time
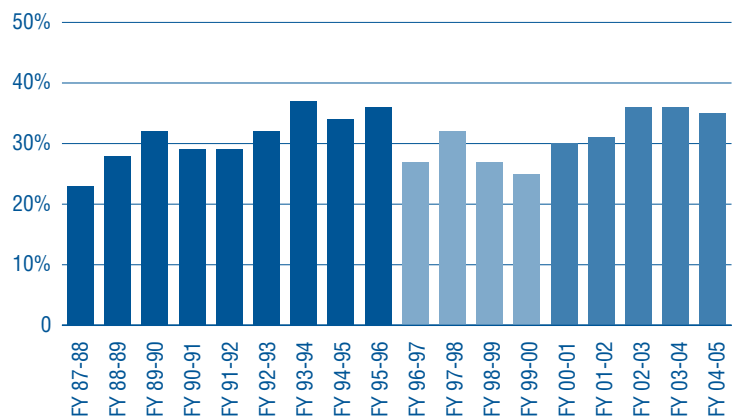
The Shape of the Pipeline

In assessing faculty hiring demographics, it is interesting to note the shape of the pipeline for the various demographic groups as they advance in higher education. Using California high school populations and UC graduate populations as benchmarks for underrepresented minorities, there is a drop at each stage of the pipeline, from high school to college, from college to graduate school, and from graduate school to UC faculty. For women, the pipeline is relatively stable from high school to college and from college to graduate school. However, for women, the major drop occurs at the point of hiring into ladder-rank faculty positions.

Table 28 • Pipelines for URM and Women
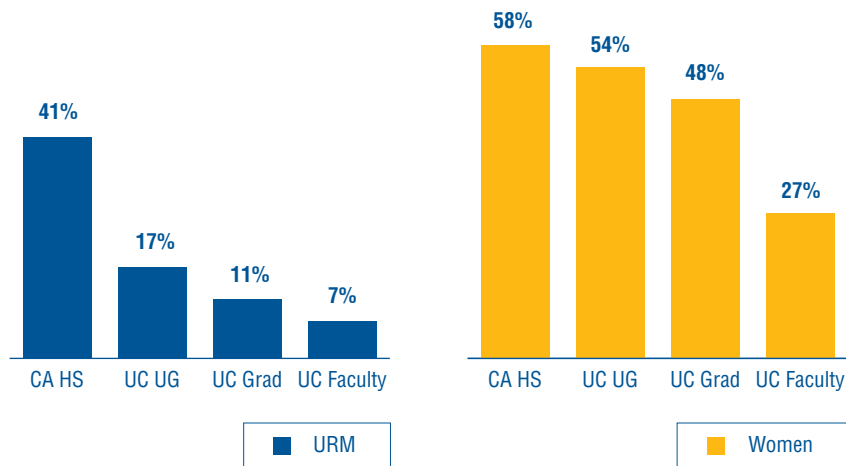
A further look at the pipeline reveals differences in the shape of the pipeline between underrepresented minority groups. The pipeline for Chicano/Latinos shows a drop at every stage, including between undergraduate and graduate populations. The pipeline for African Americans shows a smaller proportion at the beginning of the pipeline and only a slight drop between undergraduate and graduate degrees. These patterns may inform where efforts to increase faculty diversity should be focused.

Table 29 • Pipelines for African American and Chicano/Latino
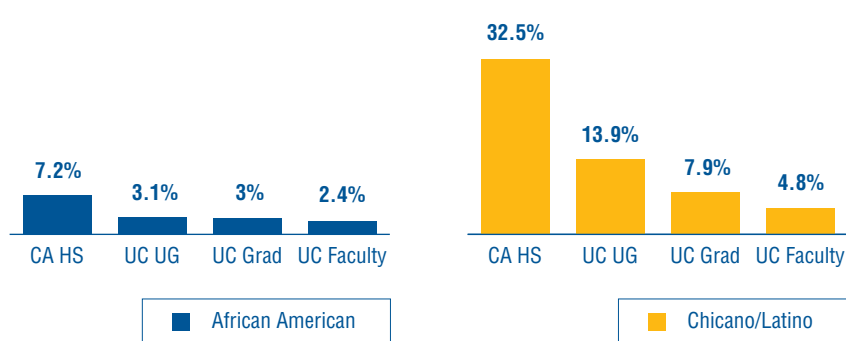
Minority Hiring Compared to Ph.D. Production

Federal affirmative action regulations require UC to assess faculty hiring by comparing hiring to "availability" or Ph.D. production, by field. When total URM hiring is compared to total URM availability, it appears that UC is hiring at parity with availability both at the pre-tenure and post-tenure levels. However, the aggregate data masks markedly different patterns by field. In fields where minorities are well represented, UC hiring exceeds availability. In fields where minorities are underrepresented, UC hiring fails to meet even the low levels of availability. These data reinforce recommendations that solutions to faculty diversity must include Engineering and Physical Sciences.

Table 30 • Assistant Professor URM Hiring
2000-01 to 2003-04
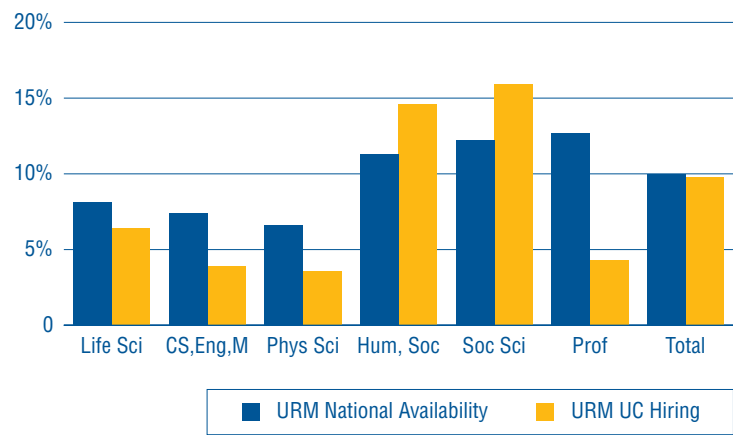
Table 31 • Associate and Full Professor URM Hiring
2000-01 to 2003-04
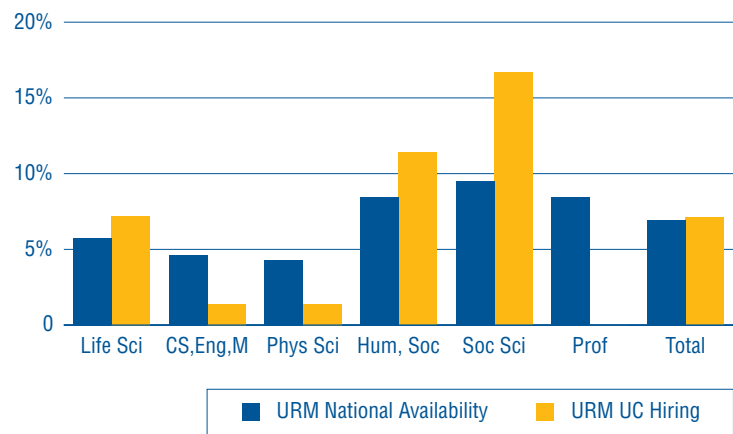
Women Hiring Compared to Ph.D. Production

When we compare the hiring of women ladder-rank faculty to availability, the patterns are different than those for URM faculty. For women, UC hiring is below the level of availability in the aggregate and also for each discipline. These data indicate that efforts for gender equity must focus on hiring, but also that special efforts need to be focused on participation in Science and Engineering fields.

Table 32 • Assistant Professor Women Hiring
2000-01 to 2003-04

Legend: Women National Availability (blue), Women UC Hiring (yellow)
Categories: Life Sci, CS,Eng,M, Phys Sci, Hum, Soc, Soc Sci, Prof, Total
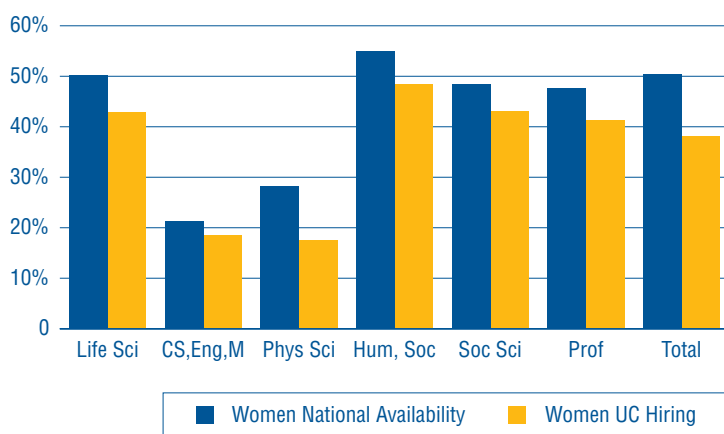
Table 33 • Associate and Full Professor Women Hiring
2000-01 to 2003-04

Legend: Women National Availability (blue), Women UC Hiring (yellow)
Categories: Life Sci, CS,Eng,M, Phys Sci, Hum, Soc, Soc Sci, Prof, Total
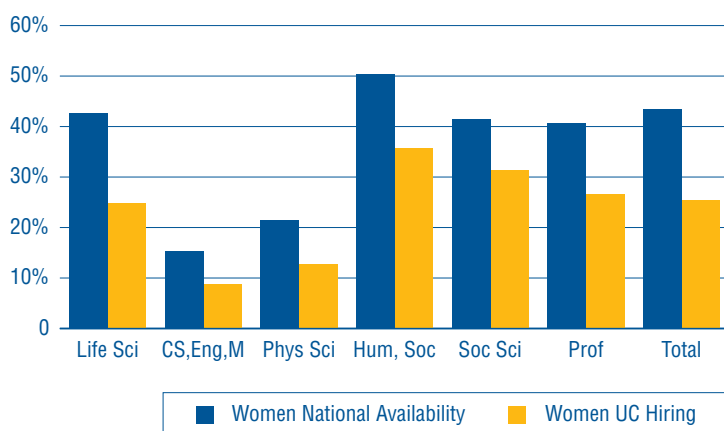
The gap between hiring and availability represents areas where UC could increase equity in the short term by focusing on hiring practices. However, in all fields, and particularly in the fields where the availability is extremely low, UC must focus on the more challenging long-term pipeline issues in order to address disparities in representation. The differences in the data between fields suggest that different strategies may be necessary to address equity in different fields. Even in fields where minorities are being hired above availability, there needs to be attention on specific departments within those fields where there is underrepresentation.

Representation in UC Postdoctoral Pools

UC must focus on the more challenging long term pipeline issues in order to address disparities in representation.

One possible factor in the underrepresentation of minorities among UC faculty hires in the sciences is the requirement for postdoctoral work prior to faculty appointments. For women, data collected in 2002 for the President's Summit on Faculty Gender Equity indicated that in some fields, the leak in the pipeline occurred at entry into postdoctoral appointments, not at entry into faculty positions. For underrepresented minorities good national data on postdoctoral appointees is not available. However, the Task Force examined UC postdoctoral data as a benchmark. The charts below indicate that the leak in the pipeline may occur at entry into postdoctoral appointments for underrepresented minorities as well. Further, the proportion of foreign scholars in postdoctoral appointments illustrates another dimension in the underrepresentation of domestic minorities in science fields.

Table 34 • Postdoctoral pools at UC

Domestic 47%
International 53%

Asian American 24.3%
African American 2.1%
Native American 0.6%
Chicano/Latino 4.8%
Unknown 8.8%
White 59.4%
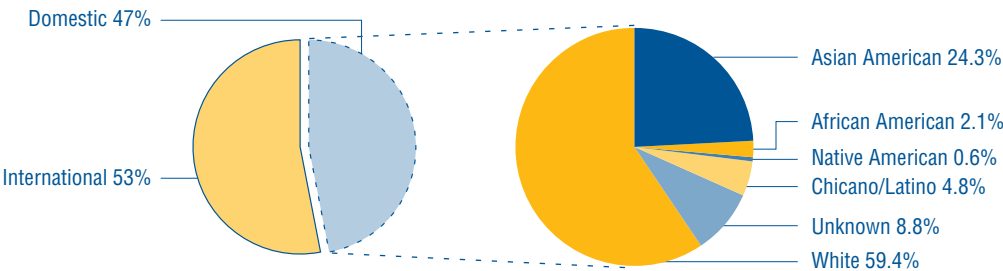
UC in Comparison to Peer Institutions

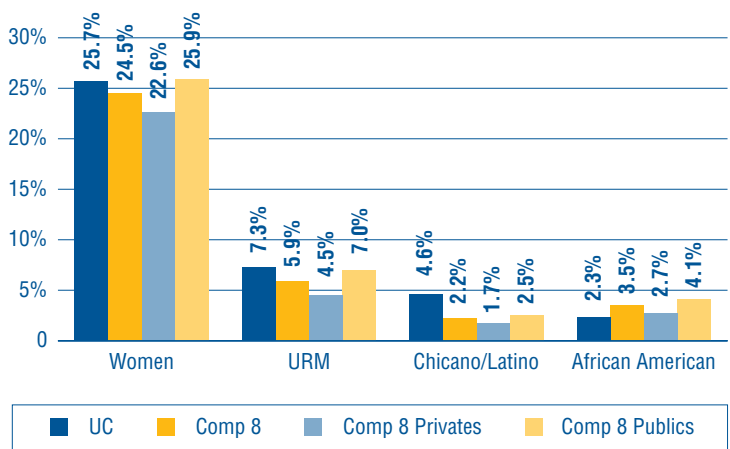Another benchmark for measuring equity is to compare faculty representation at UC with that of our comparison institutions. The percentage of women in tenure track faculty positions at UC is slightly higher (25.7%) than the average of the Comparison Eight institutions (24.5%).* The representation of women at UC is higher than the average of the private Comparison Eight institutions (22.6%) and lower than the average of the public Comparison Eight institutions (25.9%). The percentage of underrepresented minority faculty at UC (7.3%) is higher than that of the average of the Comparison Eight institutions (5.9%). The percentage of Asian faculty at UC (12.3%) is higher than that of the Comparison Eight institutions (8.7%), as is the percentage of Chicano/Latino faculty at UC (4.6%) compared to (2.2%). However, the percentage of African American faculty at UC (2.3%) is lower than the average of the Comparison Eight institutions (3.5%).

Table 35 • UC Faculty and Comparison 8 Institutions
2003

Legend: UC, Comp 8, Comp 8 Privates, Comp 8 Publics

	Women	URM	Chicano/Latino	African American
UC	25.7%	7.3%	4.6%	2.3%
Comp 8	24.5%	5.9%	2.2%	3.5%
Comp 8 Privates	22.6%	4.5%	1.7%	2.7%
Comp 8 Publics	25.9%	7.0%	2.5%	4.1%

Rates of Retention

In addition to hiring, retention plays a key role in addressing the representation of women and minorities among UC faculty. One issue presented to the Task Force was a concern that underrepresented minorities are overrepresented in the cohort of faculty reaching retirement age and that consequently, senior minority faculty will be retiring at disproportionate rates. Data regarding the age cohorts of faculty by race show that this is not the case.

---

* Comparison Eight institutions are Harvard, Yale, MIT, Stanford, SUNY-Buffalo, University of Illinois, University of Michigan and University of Virginia. (source IPEDS Fall Staff Survey 2003)

Table 36 • Age Distribution of Tenured Faculty
October 2004

retention must be a central focus of efforts to address faculty diversity
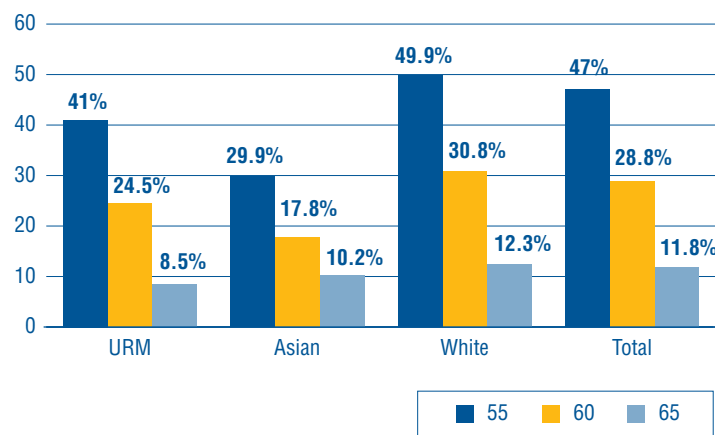
Data regarding the rate of resignations indicate that retention must be a central focus of efforts to address faculty diversity. Average annual resignation rates show that resignation rates for every minority group exceed that of whites. Data on African American faculty show an average resignation rate almost twice that of white faculty.

Table 37 • Average Annual Resignation Rates by Race
1999-00 to 2003-04
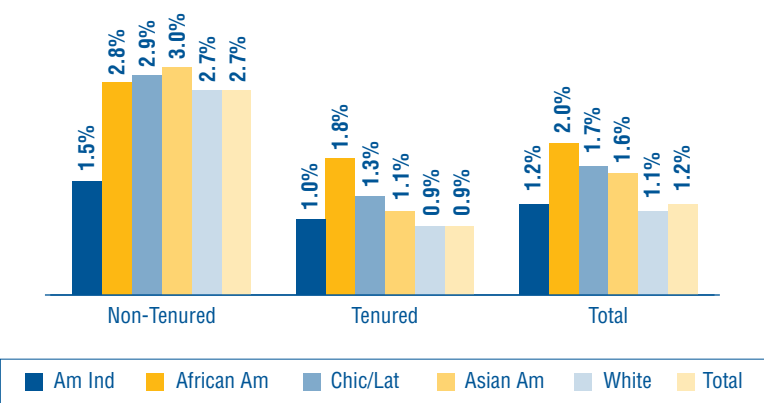
In a more detailed study of retention after eight years of hire as assistant professor, there is evidence that disparities in retention occur early in faculty careers. In an analysis of the status of assistant professors hired 1993-94 through 1996-97 eight years after their date of hire, UC systemwide data show that underrepresented minority faculty are less likely to have tenure at UC (59%) than their peer groups of Asian and white faculty (73%). However, data from a similar study of faculty at the Berkeley campus set forth below indicate that the disparities may be heavily field related.

Table 38 • UC Assistant Professors Hired
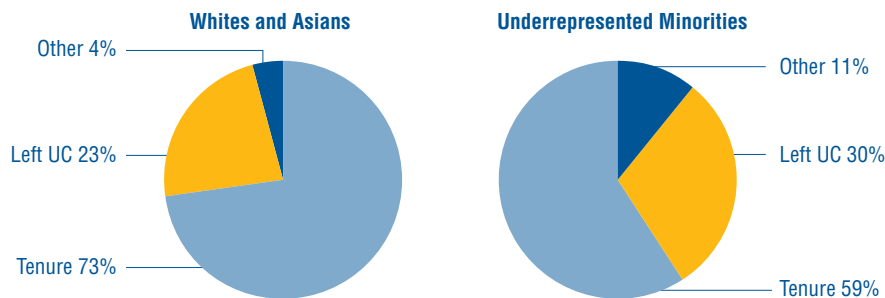*1993-94 through 1996-97*
Status 8 Years Later

Whites and Asians   **Underrepresented Minorities**

Other 4%   Other 11%

Left UC 23%   Left UC 30%

Tenure 73%   Tenure 59%

In the Berkeley study of faculty 12 years after hire as assistant professor, the retention rate for underrepresented minority faculty was lower than that of Asian and white faculty. However, when the group of white faculty were divided into Science, Technology, Engineering and Math fields (STEM) and non-STEM fields, the disparity greatly diminished. The retention rate for underrepresented minorities (83% non-STEM) was very similar to the retention rates for whites in non-STEM fields. The retention rate for Asians (53% STEM) was similar to that of whites in STEM fields. These data indicate that the disparities between underrepresented minorities and other faculty groups may be a product of differing patterns of retention and advancement between fields. The concentration of underrepresented minority faculty in non-STEM fields might account for some of the disparities in retention and advancement experienced by faculty in these groups.

Table 39 • UCB Ladder Rank Faculty
12 Years After Hire as Assistant Professor

Whites in Non-STEM Fields

Left UC 36%

Tenure 64%

URM (83% Non-STEM)

Left UC 35%

Tenure 65%
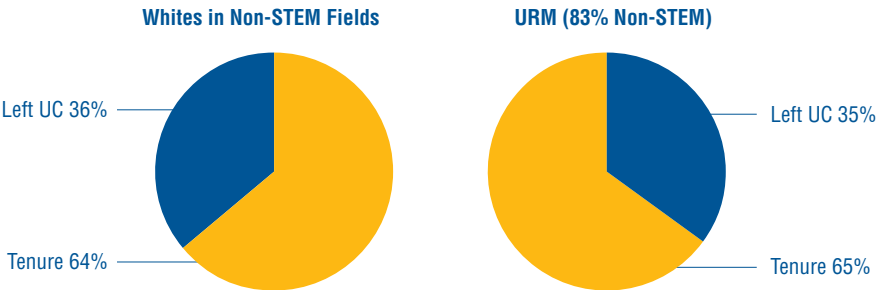
These studies show the need for detailed data collection and analysis in order to fully understand the many possible factors contributing to disparities in advancement and retention in faculty careers.

Summary of Data Findings

The pool of underrepresented minority scholars is getting larger, but the demographic profile of the UC faculty has changed only slightly.

- Although the diversity of both the state college age population and the national pool of doctoral candidates is increasing, the diversity of the UC faculty has remained flat.

- The actual numbers of underrepresented minority faculty on each campus are so low that these faculty report experiences of isolation and marginalization in their academic life.

The effect of the small numbers is exacerbated by the concentration of minority faculty into certain fields and departments.

- Underrepresented minority faculty at UC are concentrated in certain fields (humanities and social sciences) and certain departments within those fields (sociology and anthropology).

- Almost a quarter of underrepresented minority faculty (as compared to less than 8% of all faculty) are in just three departmental areas: Education, Languages, and Ethnic Studies.

- Addressing the barriers that prevent underrepresented minorities from pursuing academic careers in fields such as science and engineering, as well as departments such as political science and economics, will be essential to achieving equity.

Recent data show increased hiring of minority faculty at UC.

- The hiring of underrepresented minority faculty began to rise in the early 1990's but dropped after 1995 with the passage of the Regents' Resolution SP-2 and Proposition 209.

- Since 2000, the hiring of underrepresented minority faculty rose again, returning almost to pre-1995 levels. A decade of progress was lost, but the trend is moving in the right direction.

Looking at aggregate data may mask problem areas. Detailed data analysis is essential to understanding the issues and developing effective responses.

- When UC faculty hiring is compared to estimates of availability in the national Ph.D. pool, the overall data show that UC is hiring at or near parity.

- However, when the data are disaggregated by field, UC is hiring below availability in fields such as physical sciences and engineering, where availability is already low.

- In all fields, but particularly science and engineering, addressing the participation of minority students in doctoral programs will be critical to addressing underrepresentation in faculty hiring.

The underrepresentation of minorities in faculty careers is a national problem, not unique to UC.

- The representation of minority faculty is low at all UC's Comparison Eight research institutions.

- In the aggregate, UC has a higher percentage of underrepresented minority faculty than the four private comparison institutions and a percentage roughly equal to that of the four public institutions.

- When the data are disaggregated, UC has a higher representation of Asian and Chicano/Latino faculty than the comparison institutions and a lower percentage of African American faculty.

UC can make a significant contribution to increasing the national pool of underrepresented minority faculty by focusing attention on the diversity of our graduate students.

- UC produces 8-10% of the Ph.D. recipients in the country. Addressing the underrepresentation of minorities among UC's graduate students will increase the pool for UC faculty hiring and for the nation.

- Incorporating academic values of equal opportunity and diversity into graduate student selection and evaluation are tools that can increase diversity in graduate programs.

Faculty retention, in addition to hiring, plays a critical role in addressing the underrepresentation of minorities among UC faculty.

- Academic administrators at all campuses reported that minority faculty are highly sought after by UC's competitors, so that retaining these faculty is a significant challenge.

- Understanding data on retention and resignation requires a case by case analysis, but aggregate data show higher resignation rates for minority faculty. One set of campus data show that the disparities may be due to field differences, suggesting that further analysis is needed at the campus level.

The Future of UC Faculty

The status of faculty diversity at the University of California today is critical to the future of the University of California. The Task Force looked at projections of faculty diversity and noted that if issues of hiring and retention are not addressed, the percentages of underrepresented minority faculty at UC will drop steeply. The chart below shows that if hiring of underrepresented minorities were to continue at the low rate experienced after Proposition 209 (6%), the percentage of underrepresented minorities among UC faculty would decrease in the next 20 years and all of the gains since the early 1990's would be erased. If underrepresented minorities continue to be hired at the rates experienced in recent years (11%), then the percentage of underrepresented minority faculty will grow moderately. If UC can continue to hire underrepresented minorities at current rates, and address retention disparities for underrepresented minorities, the percentage of underrepresented minorities will grow at a faster

rate. The projections below are based on a modest (0.5%) estimate of annual faculty growth. If the total faculty grows at a higher rate or if faculty turnover is higher than expected, the representation of minority faculty will grow faster.

Table 40 • Underrepresented Minority Faculty as a Percent of All UC Faculty
Actual and Future Projections Comparing 1996 Hiring to 2004 Hiring Patterns

Hiring URM at 1996 rate of 6%
Hiring URM at 2004 rate of 11%
Hiring URM at 2004 rate of 11% and correcting separation disparities
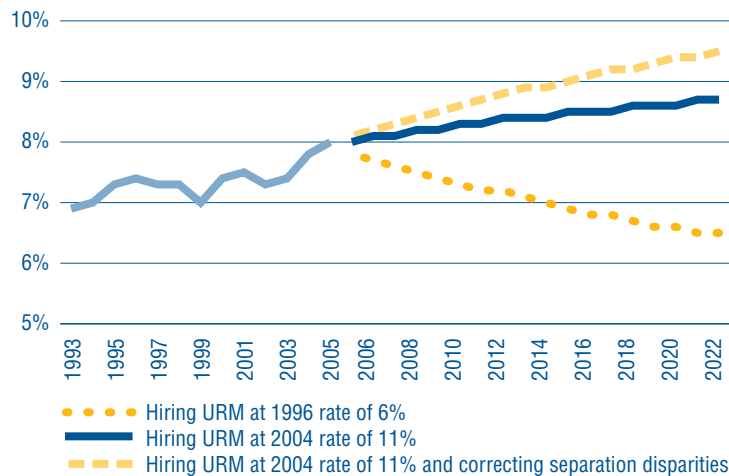
If UC does not make the institutional change necessary to address current disparities in hiring and retention of minority faculty, the faculty will become less diverse in the future, as the state becomes more diverse. Because faculty careers can last up to 40 years, the rate of demographic change is slow. Even if hiring proceeds at its current increased level and retention disparities are corrected, the percentage of underrepresented minorities among UC faculty is projected to increase by only one percent in the next ten years.

The next decade of increased faculty retirements presents a one-time opportunity of higher faculty turnover to address the underrepresentation of minority scholars among UC faculty. If steps are not taken now, this opportunity to recruit a new generation of more diverse faculty will be lost.

WHAT ARE UC CAMPUSES DOING TO ADDRESS FACULTY DIVERSITY?

In addition to examining data, the UC President's Task Force on Faculty Diversity collected information from each campus about faculty diversity programs and initiatives and conducted site visits at nine campuses. The Task Force found that each campus is actively engaged in some efforts to address faculty diversity, but that every campus could do more to make current efforts more effective and implement additional programs.

A solution to diversity requires a diversity of solutions. It is fully expected that different campuses, and departments within campuses, will face differing obstacles and require varied approaches to diversifying the faculty. The UC system and each campus have implemented significant strategies for addressing faculty diversity. Sharing successful strategies among UC campuses will provide a blueprint for future action.

The following section of the report will provide examples of some of the best initiatives observed during the program review. The appendices to the report contain additional information about campus programs with links to other resources on the web.

Leadership

Leadership from the top was one of the most significant factors observed by the Task Force for effectively addressing faculty diversity. Leadership from academic administrators, academic senate officers and ladder-rank faculty had a significant impact on faculty diversity at each UC campus. Strong leadership and active engagement on the issues produced effective programs and visible progress.

The Message

The Task Force observed strong leadership in the form of public statements and major campus events and initiatives. Just a few of the many examples of strong leadership include the following:

- Chancellor Denton, UC Santa Cruz, Inaugural Symposium "Achieving Excellence Through Diversity" http://celebration2005.ucsc.edu/index.asp

- Chancellor Birgeneau's opinion piece in the Los Angeles Times March 27, 2005, Anti-bias law has backfired at Berkeley http://www.berkeley.edu/news/media/releases/ 2005/ 03/29_oped.shtml

- Chancellor Cordova, UC Riverside, message on Community and Diversity on the campus web site, including the Principles of Community and A Framework for Diversity at UCR http://www.chancellor.ucr.edu/documents/diversity.html

- Chancellor Tomlinson-Keasey, UC Merced, Our Values: Founding Principles of Community on the campus website http://www.ucmerced.edu/ourvalues.asp

Campus Diversity Officers

Another aspect of strong leadership was the recruitment of a high level academic appointee to provide specific leadership on faculty diversity efforts. Each UC campus has high level administrators charged with faculty diversity. Many campuses have created specialized high-level administrative positions to monitor and implement faculty diversity efforts. These positions vary in terms of type of staffing, amount of staffing and scope of responsibility.

The greatest commitments of staff who focused exclusively on faculty diversity were evident at UCLA and Berkeley. UCLA has a faculty appointee, an Associate Vice Chancellor for Faculty Diversity, who devotes 100% time to the issue of faculty diversity, supported by two staff appointees, a Director and Associate Director at 100% time each, as well as additional administrative support. UC Berkeley has a faculty appointee, an Associate Vice Provost for Faculty Equity at 50% time, supported by a Director at 100% time and additional administrative support staffing. UCSB also has an Associate Vice Chancellor for Diversity, Equity and Academic Policy at 50% and UCR just appointed an Associate Vice Provost at 50% to focus on faculty recruitment, retention and equity.

Several campuses have a high-level administrator who focuses on campus diversity broadly, including student, staff and faculty. UC Davis has an Associate Executive Vice Chancellor for Campus Community Relations, which is a 100% staff appointment, supported by a Director, Faculty Relations Programs, also at 100%. Both UC San Diego and UC Riverside have faculty appointees at 50% time whose scope includes students, staff and faculty; the Associate Chancellor/Chief Diversity Officer (UCSD) and the Special Assistant to the Chancellor for Excellence and Diversity (UCR).

UC Irvine appointed three Community Equity Advisors (10% faculty appointment) and divisional Equity Advisors, who work with the schools and

departments to increase faculty diversity through improvements to faculty recruitment and retention.

Every campus has Equal Employment Opportunity/Affirmative Action staff who produce affirmative action plans in accordance with federal requirements and assist with faculty diversity programs to varying degrees. (See Appendix 1 – Campus Diversity Officers at UC).

Campus Diversity Committees

Almost every campus has one or more advisory committees on diversity and gender equity. They vary in membership, charge, scope, action orientation and activity level. At the site visits, some committees presented themselves as well constituted, organized, effective and well connected to senior leadership. Other committees appeared to be less well organized and unclear in their mission and scope. The clearest distinction between effective and ineffective committees was commitment from academic leadership. For example, on one campus, the committee members reported that they felt empowered and engaged, and they attributed that to the fact that the chair of the committee was the campus provost. On another campus, the committee expressed that they felt irrelevant and disengaged, and they attributed that to the fact that the chair of the committee was the campus provost.

One of the most active committees is the **Breakfast Diversity Group** at UC Berkeley. This group developed spontaneously as the focus on diversity issues at the campus intensified in recent years. It is a group composed of administrators, faculty and opinion leaders who meet weekly for planning on diversity issues affecting all groups on campus. This group works to focus and coordinate efforts across the campus. Another active committee is the **Diversity Project Coordinating Committee** at UC Berkeley. This committee was created under a community initiative and was commissioned jointly by the Chancellor and the Academic Senate. It is a unique committee composed of senate and non-senate faculty, staff, administrators, undergraduates, graduate students, alumni and retirees. This is the group organizing the Berkeley Diversity Research Initiative.

In all cases, campuses with effective "diversity advisory committees" reflected a more positive climate with regard to faculty diversity and commitment to equal opportunity throughout the academic enterprise. Effective diversity advisory committees, with joint membership including faculty, staff, administration and students, operated at a high level with a clear charge from senior campus leadership to influence policies, practices and initiatives on campus diversity. In addition to campus diversity advisory committees, all campuses have Academic Senate committees or sub-committees charged with addressing diversity. (See Appendix 2 for a list of Campus Diversity Committees)

Division/Department Diversity Coordinators

Several campuses have departmental "Affirmative Action" coordinators. Some departments have this position in name only, with no clear understanding of role or duties. In some cases the affirmative action coordinators are faculty assigned to be on search committees to monitor equal opportunity practices and to prepare affirmative action reports. While these coordinators were an important first step toward monitoring faculty searches, faculty serving in these roles expressed interest in better guidance and role definition to make their work more effective.

One good model for divisional affirmative action coordinators is the system of "Equity Advisors" at UC Irvine. The Equity Advisors are senior faculty members appointed as Faculty Assistant to the Dean in their respective schools, who participate in faculty recruiting by approving search strategies and raising awareness of best practices. Additionally, they organize faculty development programs, with both formal and informal mentoring as well as address individual issues raised by women faculty. There also is a designated "Community Equity Advisor" charged with the same responsibilities focusing on minority faculty. These divisional advisors have been very effective in monitoring equity in hiring and advancement at UC Irvine.

Various departments at UC Berkeley have faculty designated as diversity coordinators who engage with the faculty recruitment process and also with graduate recruitment and fellowships. In addition, each major school has a paid staff Diversity Coordinator who is dedicated to recruiting and training promising students from groups that are underrepresented in their field. These college-specific outreach coordinators work with prospective and continuing graduate students assisting with graduate school preparation, admission criteria, the admission process, and graduate external funding. In addition to advising and outreach, the diversity outreach coordinators also oversee summer and academic year programs that offer tutoring, academic advising, graduate fellowships, and other advising services to both graduate and undergraduate students.

The Appointment of Senior Academic Management

The Task Force asked senior academic leaders at each campus whether they considered the effectiveness of the candidates' records in promoting diversity and equal opportunity in the appointment of administrators such as provosts, deans, and department chairs. Some campuses were able to articulate a clear vision of the importance of candidates' diversity records in assessing their qualifications. One senior administrator stated that it was a "red light – green light" issue for dean-level appointments, because if a dean is expected to address diversity and equal opportunity in faculty appointments, then it is essential that candidates considered for appointment have demonstrated competence in this area.

Most campus administrators were aware of recent amendments (July 2005) to the systemwide UC Academic Personnel Manual (APM) 240 and 245, which add the responsibility for maintaining an affirmative action program for faculty and staff to the duties of academic deans, provosts and department chairs. The implementation of these policies, by including the record for addressing faculty diversity in the review of all academic administrators, will be an important step toward accountability for equity programs at UC. (See Appendix 3 for excerpts from the texts of the recently amended policies).

Academic Planning

The incorporation of diversity into academic planning was an essential factor observed by the Task Force for effectively addressing faculty diversity. Effective campus efforts featured diversity as integral to academic planning for faculty hiring, research agendas, and curricular programs.

Research and Curricular Initiatives

Several campuses had research and curricular programs focusing on topics specific to underserved populations or to areas of particular importance to California's increasingly diverse society. These programs serve to explore areas of academic interest and attract a critical mass of faculty with scholarly interests in these areas. Many of the programs include a commitment of faculty FTE to support hiring efforts.

Programs at UC Berkeley include the **Berkeley Diversity Research Initiative (BDRI)** and the **Chief Justice Warren Institute on Race, Ethnicity and Diversity**. BDRI focuses on racial and ethnic diversity, supporting research into the nature of multi-cultural societies and the ways in which such societies — at the local, state, national, and international levels — might flourish. One major goal is to generate a more nuanced understanding of similarities and differences among multi-cultural societies and an identification of factors that contribute to their success. Another goal is to generate specific prescriptions for changes in policy and practice that are likely to draw upon the strengths and assets of a diverse community and reduce ethnic/racial disparities that are of concern to the state of California and the nation. Up to 10 faculty FTE will be allocated in support of the BDRI. http://bdri.berkeley.edu/

At UCLA, the **Center for the Study of Race, Ethnicity and Politics** is a new research center focusing on scholarship about the interplay of race and ethnicity in politics in the United States and internationally. The center uses local ethnic communities to conduct large-scale surveys exploring the racial attitudes of major groups and provides opportunities for faculty and students to do international fieldwork about the impact of race and ethnicity on global modern societies. http://www.newsroom.ucla.edu/page.asp?RelNum=6831&menu=fullsearchresults

The **California Cultures in Comparative Perspective** initiative at UC San Diego is a cutting-edge center of creative, interdisciplinary research, teaching, and collaboration among faculty, students, and the public to explore the broad implications of the history and current growth of the state's immigrant and people of color populations. http://calcultures.ucsd.edu/

Through a broad range of research and public outreach programs, the **World Cultures Institute** at UC Merced is dedicated to the study and exchange of ideas about the range of peoples who have populated California in the past and present, as well as the politics, economy, environment, arts, history, language and literatures of these cultures. The World Cultures Institute supports research and conducts programming to strengthen the study of culture in the social sciences, humanities and arts. Another important goal is to allow scholars and students in engineering and the natural sciences to incorporate culture into their research. A main goal of the institute is to explore linkages between the rich cultural resources of the San Joaquin Valley and global culture. http://www.ucmerced.edu/news_articles/04072005_cultural_research_in_the.asp (See Appendix 4 for more detailed descriptions of research and curricular programs.)

Academic Planning

The Task Force asked each campus whether diversity was addressed in their academic planning process. Several campuses reported that diversity had been included in academic planning, while others expressed concern that academic planning did not reflect campus statements about the importance of diversity in the academic mission. Many faculty and administrators felt that diversity should be considered in the campus strategic plan, academic program decisions, program reviews, and assessment of academic merit. In particular, consideration of a department's record for promoting faculty diversity should be considered in planning for FTE allocations.

Attention to the graduate pipeline and strategies to advance diversity in graduate study and postdoctoral appointments also should be a part of academic planning. Efforts to address barriers in the academic pipeline are especially important in fields such as physical sciences, math and engineering where there is the greatest underrepresentation of domestic minority groups and women.

The UC Office of the President has taken an important step toward addressing diversity in academic planning. In the 2005-06 academic year, President Dynes engaged the Chancellors in discussion about a comprehensive systemwide academic planning process. In a letter dated March 8, 2006, President Dynes asked the Chancellors to consider three themes in preparation for systemwide discussions of academic plans. One of the three themes is:

> "how your academic programs will address the increasing diversity of California and how you are continuing to advance the diversity of your faculty and students." (See Appendix 6 for a copy of President Dyne's letter of March 8, 2006.)

Faculty Recruitment

Achieving a more diverse faculty requires a wide range of academic personnel practices that promote equal opportunity and inclusiveness. Examples of such practices include monitoring applicant pools, developing policies and guidelines for conducting searches, creating web-based informational resources, briefing search committees on best practices, and providing orientation for deans and department chairs. Effective efforts also include junior faculty development, faculty mentoring, and campus climate surveys.

…promoting faculty diversity should be considered in planning for FTE allocations.

Achieving a more diverse faculty requires a wide range of academic personnel practices that promote equal oppor-tunity and inclusiveness.

Monitoring Applicant Pools

Each campus had academic personnel procedures in place to guide and monitor faculty searches. In accordance with federal affirmative action regulations all campuses have procedures for estimating availability of women and minorities in applicant pools, evaluating hiring practices and setting goals for future hiring. Each campus has an academic personnel office, affirmative action office or faculty diversity office charged with these responsibilities.

Several campuses have developed online tools to collect applicant demographic data and monitor applicant pools electronically. Two campuses provide examples of effective applicant tracking programs. UC Berkeley uses a **Faculty Equity System** that collects affirmative action data on applicants for academic positions. Departments enter the applicant's name and email address into the system upon receipt of the application. Then the system generates an email to the applicant directing them to (voluntarily) enter their information into the Faculty Equity Demographic Data Collection website. Departments can use the system to monitor the applicant pool and ask committees to make additional recruitment efforts while the search is still in progress. Reports of the data collected, by position, are generated by the Faculty Equity office to assist departments in preparing their required reports. The applicant response rate for this system is approximately 80%.

UC Irvine provides an online tool for **Faculty Applicant Survey Tracking (FAST)**. This system tracks the recruitment process beginning with information on the Ph.D. degree areas sought (provided by the department). Departments solicit applicant data by sending each applicant an email/letter acknowledging receipt of application and asking for voluntary demographic data through an online Academic Applicant Data Request form. After the closing date of the advertisement has passed, the department receives email notification from FAST asking for the total number of applications received. Then the department can generate and print the final Academic Recruitment Analysis Report from FAST and provide copies to the search committee and Dean's Office. Through the use of the FAST system, departments and search committees can monitor the composition of the applicant pool and determine if additional recruitment efforts are warranted. http://www.ap.uci.edu/appointments/trackingOV.html

Recruitment Policies and Procedures

The University of California has systemwide guidelines to promote equity and excellence in faculty recruitment. **The University of California Affirmative Action Guidelines for Faculty Recruitment and Retention** is available to all campuses in hard copy and on the web at: http://www.ucop.edu/acadadv/fgsaa/affirmative.html In addition, most campuses have developed detailed policies and procedures specific to their own campus, supported by print materials and online manuals or handbooks. Two campuses, UC Davis and UC Santa Cruz, provide excellent examples of such policies.

UC Davis has **Section UCD-500, Academic Recruitment Guidelines**, which includes responsibilities for academic recruitment by the Provost/Vice Provost, Dean, Department Chair, Recruitment Committee Chair and Affirmative Action Unit Coordinator. The guidelines also include requirements for search plans, exemptions to search requirements, and best practices for on-campus interviews including information that should be made available to candidates such as UCD Principles of Community, policies on work life balance and the Partner Opportunities Program. Guidelines for interview questions state:

> "It is appropriate to indicate to candidates that UC Davis is an inclusive campus that values the intellectual richness resulting from a diverse range of interests, abilities, life experiences, and world views, and that UC Davis students in particular represent a broad range of ethnic, social, economic, and cultural backgrounds. It is imperative that faculty be able to respond to the range of experiences and needs of the students. Therefore, the candidate's potential to address the ethnic and gender diversity of UCD students and of the State and region, is a key dimension of the search process. It is appropriate to inquire consistently of all candidates:
>
> - Their level of experience teaching students of diverse racial and cultural backgrounds, including classroom strategies or the inclusion of specific subject matter content.
>
> - The degree to which attention to race and gender inclusiveness is incorporated in research/creative activity.
>
> - Experiences or interests promoting equal educational opportunities through outreach and service activities."

The guidelines also include forms and information on filing the Interim Recruitment Report and the Final Recruitment Report, as well as a step-by-step summary of recruitment procedures with each responsible party and action described. http://manuals.ucdavis.edu/apm/500.htm

UC Santa Barbara has the **Red Binder** of UCSB Campus Policies and Procedures on Academic Personnel, which includes **section V-4, Procedures for Recruitment of Ladder-Rank Faculty and Equivalents, and V-6, Supplemental Information on Academic Recruitment**. These documents, available online, detail preparing the advertising packet, processing applications/vitae, scheduling interviews and making the academic appointment. Department Chair responsibilities are clearly delineated, as well as a detailed description of all elements to include when advertising. The forms required for recruitment are provided, including, Recruitment Plan for Academic Vacancies, Applicant Survey Form, Applicant Evaluation Form for All Academic Titles, Summary A - Recruitment Activities for Ladder-Rank Faculty and Equivalents and Temporary Teaching Faculty, and Summary B- Recruitment Activities for Research Titles. In addition, guidelines for departmental Affirmative Action Committees are outlined. http://www.acadpers.ucsb.edu/ See **Red Binder.**

In addition to overall procedures for faculty recruitment, UC Santa Cruz provides a **"Campus Interview Visits: Best Practices Handbook for Academic Recruitments"** which includes best practices for hosting candidates for academic positions. The online handbook features sections on planning the visit, reimbursement of expenses, letters, transportation, hotels, restaurants, activities for partners and childcare resources. It provides a checklist for planning the overall visit, samples of one and two-day schedules and sample letters and emails to candidates. http://www2.ucsc.edu/ahr/resources/interviews/practice.htm

Web Resources for Search Committees

Most campuses have excellent web resources to support diversity in faculty searches. The most comprehensive web site is the UCLA Office of Faculty Diversity. This site features an explanation of federal affirmative action regulations, copies of campus reports and studies on faculty diversity and gender equity, guidelines for conducting searches and extensive links to diversity resources across the UC system and nationally. The site also has detailed faculty demographic data reflecting race and gender of UC faculty along with estimates of availability pool data for each division and department. The information on the site is easy to find from the campus home page and readily accessible for use by faculty and academic administrators at the campus. http://faculty.diversity.ucla.edu/programs/index.html

Briefing for Search Committees

Many of the campuses brief search committees, search committee chairs and department chairs on search requirements to ensure equity. These briefings are often done by the office with responsibility for affirmative action or the senior faculty diversity administrator on an as needed, or as requested, basis when a search begins. Some campuses worked with academic senate committees on affirmative action and diversity to meet with search committees. On every campus, Task Force members were told by faculty and academic administrators that they would like better information about Proposition 209 and recruitment practices that are legal and in compliance with current UC affirmative action regulations. Search committee briefings are an important vehicle for providing such information.

UC Santa Cruz requires search committee chairs and department staff to meet with Academic Human Resources and the EEO/AA Director each fall to discuss recruitment best practices including outreach, underutilization findings and affirmative action goals. One member of each search committee must attend. Each division has its own separate training, with the dean's involvement. The programs last about one-and-a-half hours and are supported by web-based materials, as well as print handouts.

UC San Diego conducts briefings on search processes that include all faculty members in the department. The Associate Chancellor/Chief Diversity Officer and the Director of the Office of Academic Diversity and Equal Opportunity meet jointly with each department to address recruitment issues and discuss the best practice strategies to develop qualified and diverse applicant pools. They present data on the department's 10-year hiring and retention pattern as it compares with the availability pool of minorities in each discipline. UC Riverside also was beginning to undertake briefings conducted by their new Associate Vice Provost for faculty in departments with searches in progress.

Briefing for Chairs and Deans

Most campuses had programs in place to provide orientation and training programs to deans, department chairs, and unit heads that covered faculty diversity and equal opportunity in academic personnel practices. Examples of some of these programs include:

UC Davis provides a mandatory two-day **New Chairs Workshop** which is supplemented by a series of brown bag monthly forums throughout the academic year. In cooperation with UC Davis Extension, the UC Davis Academic Personnel Office offers a **Leadership Development Program** for invited members of the faculty, including chairs. This is a six-day series of lectures, discussions and exercises.

UC Santa Cruz has a **Department Chair Leadership Program**, which is a pilot interactive three-day program providing new and current department chairs with leadership information and the opportunity to discuss their role as academic leaders. The program also includes team building, motivating faculty, and negotiation and persuasion skills. Workshops in faculty recruitment, retention and personnel policies include discussions on equity and diversity. In addition there are **Academic Review Process Workshops** for department chairs. These workshops address faculty advancement including equity and diversity issues.

At UC Santa Barbara, the EVC meets with all the deans once a month and includes discussion on recruitment and diversity. At UC Berkeley, there is an annual **Deans and Chairs Retreat**, during which the Faculty Equity Office provides a one-and-a-half hour briefing on search practices, diversity and campus climate. UC Los Angeles' Faculty Diversity office also provides a similar briefing during the annual **Advanced Topics** discussion for deans and chairs as well as including this information in the briefing for new deans and chairs.

Other Campus Programs that Support Faculty Recruitment: It Takes a Village to Recruit a Faculty Member

Issues related to balancing work, personal and family life are not unique to underrepresented minority faculty or women, however, issues such as childcare, schooling and housing proximity to campus are often of greater concern to women faculty. Concerns about housing affordability are common to all faculty, but may disproportionately impact minority faculty due to differences in family wealth. Issues relating to cultural and religious communities in the local area also may be more salient for minority faculty entering the predominantly white communities that surround some UC campuses. In order to address these types of issues better, some of the campuses have developed work/life offices and websites.

UC Santa Barbara created a **Work/Life Office** in 2001 as a part of the Human Resources Benefits unit.

> UCSB recognizes that the competing demands of work and personal life may affect productivity, learning and health… (The Work/Life Office's) goal is to assist faculty and staff by providing information and guidance to reach a comfortable balance between work, personal, and family lives and to fulfill the dual responsibilities associated with these competing demands.

The Work/Life Office offers free and confidential counseling, information and referral assistance on childcare, elder care, flexible work schedules, wellness, professional development, stress management, housing and spousal employment. It has also published an online resource guide patterned after UC Berkeley's guide to Work and Family (see below). In 2002, the office conducted the UCSB Work/Life Survey which identified as main issues: flexible work schedules, affordable and quality childcare, elder care and general wellness. [For more information and a link to the resource guide: http://ucsbuxa.ucsb. edu/Human-Resources/Worklife/index.htm]

Work and Family: A Guide for UC Berkeley Faculty and Staff

An online guide provides UC Berkeley faculty and staff with an overview of existing campus work/family policies, programs, and resources to enable them to be more effective in their work and family lives. The guide is the work of the Chancellor's Advisory Committee on Dependent Care and was developed with extensive input from the campus community. It is now in its third version, which is only available on the web. The first version was published in 1992 and focused on policies, practices, programs, and childcare information for working parents. The second version, published in 1998, was expanded to include policies, benefits and resources on elder/adult dependent care. The first two versions were published as booklets and are still available in hardcopy. http://workandfamily.chance.berkeley.edu/

Spousal/Partner Hiring

Every campus reported the challenges of meeting the employment needs of dual career academic couples and candidates with trailing spouses and partners. While every campus has developed ad hoc strategies for responding to these needs, the Irvine campus has a formal arrangement for shared funding of FTE for spousal/partner hires, with one third coming from the recruiting unit of the primary appointee, one third from the host unit of the spouse/partner, and one third from the Executive Vice Chancellor. If shared funding cannot be arranged, deans at Irvine may choose to set aside portions of their resource allocations to be used exclusively for partner hires. The appointment process for a Career Partner hire follows the normal Academic Personnel procedures for faculty appointments including review by the Council on Academic Personnel. http://www.ap.uci.edu/programs/careerpart/CareerPartners-FTE.html

The Davis campus adopted a different model with its Partner Opportunities Program established in 1996 as part of the Vice Provost-Academic Personnel office. This centralized, coordinated program assists the spouses and partners of current or prospective faculty when resolution of issues related to a partner or spouse is required for a successful outcome to a recruitment or retention effort. Program services include assistance in finding both campus and non-campus employment, information on housing, childcare and schools, community activities and services, athletic opportunities, medical and dental services, information on professional licensing in California and information on religious communities. [For more information: http://popprogram.ucdavis.edu/]

In addition to campus specific programs, each UC campus participates in the Higher Education Recruitment Consortium (HERC), a consortium of California colleges and universities developed to enable sharing job opportunities across California's academic institutions. [For more information: http://www.norcalherc.org, http://www.socalherc.org]

Faculty Retention

In addition to faculty recruitment, the Task Force identified faculty retention as critical to faculty diversity and equity. One campus reported that it hired nine underrepresented minority faculty in one academic year, but lost eight underrepresented minority faculty in the same year. Campus faculty and administrators all reported the challenge of meeting outside offers for such faculty, who are heavily recruited by competing institutions, in an era of limited budget resources.

The Task Force observed that effective retention requires more than responses to outside offers one faculty member at a time. Effective retention in the long term, especially for underrepresented minority faculty, involves creating a welcoming campus climate and a supportive scholarly community in which all faculty have the opportunity to thrive. Several campus programs offered good models for addressing the long term goals of faculty retention.

Programs for New Faculty

Many campuses provide some type of reception and orientation program for new faculty members. Examples of some of these programs include workshops and brown bag lunch programs at UC Santa Cruz and UC Davis, which provide new faculty and assistant professors with information about the UC academic personnel processes and the campus community.

At UC Santa Cruz, a one-day **New Faculty Welcome** is provided in the fall, covering topics such as An Introduction to UC Santa Cruz Students, Undergraduate Education and the Role of the Colleges, The Role of the Academic Senate: Shared Governance, a break-out session discussion with deans, The Past and Future Campus, Tips for New Faculty panel discussion and a resource fair. Throughout the year, workshops for assistant professors include topics such as Faculty in the Classroom, Using the Student Performance Evaluation System, Technology in Teaching, Creating a Record for Tenure and Managing Your Future.

UC Davis provides a day-long **Workshop for New Faculty** every fall quarter which includes topics such as: Building a Successful Academic Career, Personnel Process and Dossier Evaluation, Advice from Recently Tenured Faculty (what worked, what didn't), a Discussion of Shared Governance, and Teaching Advice. In addition a New Faculty Brown Bag lecture series presents a variety of speakers including vice provosts, faculty department chairs, deans and campus administrators. Topics include Teaching and Student Issues, Managing Labs and Mentoring Graduate Students, Grantsmanship, Work/Life Balance Policies, Preparing your Dossier and Technology in Teaching.

…faculty retention [is] critical to faculty diversity and equity

Mentoring and Faculty Development Programs

Mentoring is important for junior and new faculty to help them advance their careers and become connected to the larger campus community. Effective mentoring is particularly important to underrepresented minority and women faculty who may be isolated from the usual informal faculty networks. Most campuses reported informal mentoring within and across departments. Several had academic Senate committees or campus women faculty groups involved in voluntary mentoring. One successful formal program is conducted in the School of Medicine at UC San Diego.

The **National Center of Leadership in Academic Medicine (NCLAM)** at UC San Diego has been providing junior faculty with a targeted mentoring program for the past eight years. The seven-month program includes faculty development workshops, a junior/senior mentoring relationship based on a professional development contract, academic strategic career planning, and individual academic performance counseling sessions. This program has been shown to help the retention and success rate for junior faculty in four measured areas including: research, education, professional development and administration. http://nclam.ucsd.edu/program.html

Another successful program is the **Junior Faculty Mentor Grant Program** at UC Berkeley. This program is designed to assist junior faculty in their professional growth and progress toward tenure. Special consideration is given to junior faculty who contribute to the diversity of the University through their research or community service activities. The program provides modest monetary support for research-related activities (up to $1,000) to assistant professors mentored by senior faculty members. The mentor has two roles: to become actively involved in encouraging the research of the junior faculty member and to inform the junior faculty member of University and departmental procedures and expectations of performance required for promotion. http://facultyequity.chance.berkeley.edu/fellowships/junior_mentor.html

In addition to mentoring, pre-tenure and post-tenure faculty development programs can be useful tools for promoting faculty diversity. While pre-tenure release time and research grants are important to all faculty preparing for the tenure promotion, such awards are particularly effective if they are distributed in ways that take into account the excessive service and teaching burdens often experienced by faculty from groups that are underrepresented in their field. Several campuses consider such factors as service load and faculty contributions to diversity and equal opportunity in their field when making such awards.

Programs to Address Campus Climate

Several campuses either had completed or were in the process of developing faculty climate surveys to assess the needs of current faculty and address retention issues. The Irvine campus conducted various faculty studies pursuant to their ADVANCE project. The UCLA campus published *An Assessment of the Academic Climate for Faculty* at UCLA in 2003. The San Diego campus conducted climate studies as part of its 2002 Task Force on Gender Equity and its 2004 Senate-Administration Task Force on Underrepresented Faculty. The Berkeley faculty conducted a confidential climate survey of all ladder-rank faculty in 2003.

In the current academic year, the Santa Cruz campus has undertaken a comprehensive study involving all members of the campus community to consider the role that diversity plays in furthering academic innovation and excellence. The study, launched by the Committee on Affirmative Action and Diversity (CAAD) of the Academic Senate with the support of the Office of the Chancellor, seeks to explore how the campus community understands and practices diversity through the daily interactions of campus life. It also builds on the work of previous campus reports, especially *Making Diversity Work* (1997).

In conducting the study, the Santa Cruz CAAD proposes a new level of attention to and coordination of diversity practices in line with recent efforts at both the campus and UC-wide levels. The committee also hopes to enliven the dialogue that is necessary to give diversity efforts meaning by acknowledging diversity's embrace of multiple differences — including race, gender, sexual orientation, disability and national origin. This study of the climate for diversity will facilitate a campus-wide process that can help to create a more welcoming environment for everyone. More information about the study can be found at: http://senate.ucsc.edu/caad/ (See Appendix 7 for examples of UC campus climate studies and diversity reports.)

Monitoring Retention Data

Efforts to monitor retention data are important tools for identifying and addressing retention issues. Several campuses conducted reviews of faculty separation data and tracked retention efforts to address equity. Several campuses also conducted exit interviews with faculty who left, in order to inform future policy and practice with regard to faculty retention. These practices provide information about departmental climate and factors influencing career choices for women and minority faculty. (See Appendix 8 for a list of campus retention data analyses).

The Faculty Pipeline

In all fields, addressing faculty diversity will require addressing the barriers that prevent full participation of students from all backgrounds in academic careers. The UC system and individual campuses have many programs to encourage students to consider a faculty career path. Such programs are particularly critical to improving faculty diversity in the science, technology, engineering and math (STEM) fields where women and minorities are severely underrepresented. The following are examples of academic pipeline programs at UC:

Undergraduate to Graduate Pipeline

MARC U* STAR (Minority Access to Research Centers)
The purpose of the program is to encourage underrepresented minority students in the sciences to pursue graduate research and careers in the sciences. It is funded by a grant from the National Institutes of Health. It is open to qualified undergraduate students majoring in the sciences with both an expressed interest in a career in biomedical research and an intention to pursue graduate education leading to a Ph.D., M.D./Ph.D. or other combined professional degree/Ph./D.
UC Riverside: http://www.marcu.ucr.edu/front.html
UC Los Angeles: http://www.college.ucla.edu/urc%2Dcare/MARCintro.htm

MSRIP (Mentoring Summer Research Internship Program)
An 8-week summer research program designed for rising juniors, seniors (and some masters) from educationally and/or economically disadvantaged backgrounds. Participants work under the supervision of a faculty mentor on the mentor's research project. The goal of the MSRIP is to increase the number of outstanding students from diverse backgrounds who pursue the Ph.D. by strengthening their academic and professional development for admission to the University of California campuses and UC Riverside in particular, as well as colleges and universities nationwide. http://www.graduate.ucr.edu/MSRIP.html

The goal of the **University of California's Leadership Excellence through Advanced Degrees (UC LEADS)** program is to educate California's future leaders by preparing promising students for advanced education in science, mathematics and engineering. The program is designed to identify upper-division undergraduate students with the potential to succeed in these disciplines, but who have experienced situations or conditions that have adversely impacted their advancement in their field of study. Once chosen as UC LEADS Scholars, the students embark upon a two-year program of scientific research and graduate school preparation guided by individual faculty mentors. For more information: http://www.ucop.edu/ucleads

The Graduate and Doctorate Pipeline

AGEP (University of California Alliance for Graduate Education and the Professoriate) UC AGEP, at all 10 UC campuses, supports the National Science Foundation (NSF) goal of increasing the number of underrepresented minority students who earn doctoral degrees in science, technology, engineering and mathematics (STEM) disciplines through a balance of outreach, recruitment and retention efforts. For information about AGEP and each campus programs, see: http://www.ucop.edu/acadadv/agep/

The Academic Career Development Program (ACDP) is designed to facilitate the academic career development of students who show potential to become excellent faculty or researchers in institutions of higher education as well as to foster multi-faceted diversity in graduate education at the University of California. The ACDP consists of four program components: Graduate Outreach and Recruitment, two-year Eugene Cota-Robles Fellowships, Graduate Research Mentorship awards for continuing graduate students, and Dissertation-Year Fellowships. For more information: http://www.ucop.edu/gps/acdp.html

Graduate Admissions and Fellowships

Most campuses have incorporated language into applications for graduate admissions or graduate fellowships asking about applicants' background and experiences with regard to diversity. These questions allow departments to evaluate applicants' qualifications in the context of their educational opportunity, and also to consider applicants' contributions to diversity and equal opportunity in the evaluation of their overall merit. Two campuses have questions in the personal statement section of their graduate applications and several more are developing questions for the next admissions cycle.

Berkeley's graduate application asks applicants to *"discuss how your personal background informs your decision to pursue a graduate degree"* and *"include any educational, familial, cultural, economic, or social experiences, challenges, or opportunities relevant to your academic journey; how you might contribute to social or cultural diversity within your chosen field; and/or how you might serve educationally underrepresented segments of society with your degree."*

Santa Barbara's graduate applications states, *"UC Santa Barbara is interested in a diverse and inclusive graduate student population"* and asks applicants to *"describe any aspects of your personal background, accomplishments, or achievements that you feel are important in evaluating your application for graduate study,"* including *"if you have experienced economic challenges in achieving higher education, such as being financially responsible for family members or dependents, having to work significant hours during undergraduate schooling or coming from a family background of limited income."* The application

also asks applicants to describe *"any unusual or varied life experiences that might contribute to the diversity of the graduate group, such as fluency in other languages, experience living in bicultural communities, academic research interests focusing on cultural, societal, or educational problems as they affect underserved segments of society, or evidence of an intention to use the doctoral degree toward serving disadvantaged individuals or populations."*

Including questions like these in graduate applications not only gives departments the tools to consider applicants' contributions to diversity as part of the graduate class, but also sends an important message to potential applicants about the value of diversity at UC. This information is important for the distribution of graduate fellowship funds as well, to ensure access and inclusion in graduate education at UC.

The Postdoctoral Pipeline

The **University of California President's Postdoctoral Fellowship Program** was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current President's Postdoctoral Fellowship Program is open to all qualified candidates who are committed to university careers in research, teaching, and service that will enhance the diversity of the academic community at the University of California. For fellowships in the Humanities, Arts, Social Sciences and Professions, the program will prefer candidates whose research emphasizes issues such as diversity, multi-culturalism and communities underserved by traditional academic research. For fellowships in Math, Engineering, Life Science and Physical Science, the program will prefer candidates with a demonstrated record of mentoring or outreach activities that promote access and opportunity in higher education. For more information: http://www.ucop.edu/acadadv/ppfp/

The **Chancellor's Postdoctoral Fellowship Program for Academic Diversity** was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus. For more information: http://facultyequity.chance.berkeley.edu/fellowships/chancellors_postdoc.html

Resource Allocation and Faculty Rewards

A genuine commitment to faculty diversity will be reflected in resource allocations and faculty rewards at all levels of the university. The Task Force collected examples of effective programs that commit resources to structured incentives to promote diversity and equal opportunity from each campus and the Office of the President.

FTE Allocation

The Task Force observed that a specific commitment to increasing faculty diversity must be built directly into the FTE allocation process, as it unfolds each year between the faculty Senate and the administration. This means that decisions about where FTE are allocated must be informed in part by the diversity needs and records of departments. In addition, retaining a few institutional FTE to be distributed specifically in response to strategic hiring opportunities that will further campus commitment to diversity is effective. The institutional FTE will provide a short-term bridge to support long term changes in the academic culture of departments.

The most effective programs for influencing faculty hiring practices are programs that provide FTE allocations, salary support and start up funds in support of faculty diversity efforts. Many campuses reported that the Target of Opportunity program was an effective tool for diversifying faculty in the early 1990's. Although that program would no longer be consistent with UC policy because it was targeted by race and gender, the strategy of providing faculty hiring support using updated criteria to promote diversity is still effective.

Recent examples of successful systemwide programs include the hiring incentive for UC President's Postdoctoral Fellows and the Faculty Enrichment Program. Since 2003, the UC Office of the President has provided five years of partial FTE (salary support) to campuses that hire current or former* President's Postdoctoral Fellowship Program (PPFP) scholars. PPFP selects candidates whose record of scholarship and service will contribute to the diversity of the academic community, with consideration for candidates working on research in areas such as diversity, multi-culturalism and communities underserved by traditional academic research, or with a demonstrated record of mentoring or outreach activities that promote access and opportunity in higher education in the STEM fields.

commitment to increasing faculty diversity must be built directly into the FTE allocation process

* All PPFP scholars since 1996 are eligible.

Since the inception of the incentive, 48 PPFP scholars have been hired into UC faculty positions. This structured incentive was taken out of existing faculty salary funds and did not require new resources to implement. In addition to providing a wealth of new scholars to contribute to the diversity of the academic community at UC, the hiring incentive leveraged the investment UC already made in the PPFP by keeping these scholars in the UC system.

Another successful systemwide incentive was the **Faculty Enrichment Program**, initiated by President Atkinson in 2001. It provided $3,000,000 in supplemental start up funds to support hiring faculty who were engaged in research that advances the understanding of issues such as race, ethnicity, gender and multiculturalism as they intersect with traditional academic fields and/or have demonstrated a commitment to issues of social, educational and economic disadvantage as evidenced by their record of teaching and service. For example, the program was targeted to faculty candidates who were engaged to a significant extent in outreach, recruitment or mentoring activities for disadvantaged students, or who exhibited leadership in developing pedagogical techniques designed to accommodate diverse learning styles and promote a welcoming classroom for students from culturally diverse backgrounds.

Campuses also have been successful with similar FTE allocation programs to promote research and curriculum addressing diversity. The **Campus Curriculum Initiative** at UC Santa Cruz set aside 16 FTE over two years for cluster hiring aimed at "defining a curriculum that deals with present-day societal issues related to gender, ethnicity and culture" and "positioning the campus to respond creatively to the challenges presented by an increasingly diverse student body and increasingly diverse state." The **Berkeley Diversity Research Initiative (BDRI)** described in the previous section of this report on research also includes FTE to support the research agenda and to provide incentives to departments to consider the role of diversity in their education and research mission. The UCLA campus has designated FTE support towards attracting faculty in the STEM (science, technology, engineering, mathematics) fields who have a track record of, or commitment to, recruitment and mentoring of students from underrepresented groups. UCLA also has FTE resources dedicated to ethnic research centers to advance research in these areas.

Faculty Advancement

Throughout the campus visits, the Task Force observed that it is necessary to influence campuses at the level of faculty in order to develop an inclusive academic climate. In the past year, UC has taken a key leadership step in this direction with the issuance of revised language in APM 210, the Academic Personnel Policy Governing Faculty Appointment and Promotion effective July 2005. Developed by the Academic Senate, the amendments provide that,

> "The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications."

The amendments include language to encourage credit for teaching "techniques that meet the needs of students from groups that are underrepresented in the field of instruction," professional activities that "specifically address the professional advancement of individuals in underrepresented groups in the candidate's field," and university service that includes recruitment and mentoring that contributes to "furthering diversity and equal opportunity within the University."

The revised policy is an important step toward rewarding faculty for their contributions to diversity and equal opportunity at all levels of campus life. The systemwide University Committee on Affirmative Action and Diversity (UCAAD), as well as several campuses' academic Senate committees, are actively engaged in exploring how to implement the new policy revisions into merit and promotion reviews for faculty by revising bio-bibliography forms and meeting with Senate Committees on Academic Personnel (CAP). (See Appendix 9- Excerpts from APM 210, Academic Personnel Policy Governing Faculty Appointment and Promotion showing July, 2005 revisions on diversity).

Diversity Awards Programs

Many campuses have made high visibility commitments to awards programs that will advance the academic mission of diversity and inclusiveness. The programs reward such contributions as leadership, innovation, initiatives and creativity in furthering a fair, open and diverse academic environment. Some programs target faculty efforts exclusively and others recognize contributions from all segments of the campus community, students, staff and faculty. Several awards include cash grants to further the diversity work.

The UC Berkeley **Chancellor's Award for Advancing Institutional Excellence** is a new grant presented annually to distinguished faculty members at the University of California at Berkeley based on "distinctive contributions and auspicious success in enhancing diversity and equal opportunity." Each recipient receives a $30,000.00 grant to be placed into a departmental account for discretionary use by the awardee in continuing her/his work.

> The Berkeley award acknowledges "meritorious achievement by faculty in pursuit of the University's mission to create an inclusive environment and serve the needs of our increasingly diverse state" and "recognizes Senate faculty members who have successfully demonstrated a commitment to excellence by providing leadership in research, education and public service in building an equitable and diverse learning environment."

In 2006, Berkeley honored four faculty members with this award. (See Appendix 10 for a list of campus diversity award programs).

Other Resources

The Task Force noted many areas where campuses could leverage existing resources to provide rewards and incentives for efforts to improve campus diversity. Wherever resources are allocated, whether they are graduate fellowships, office space or administrative staffing, resources can be allocated in a manner that supports the academic mission of diversity and rewards faculty who go the extra mile to participate in programs supporting diversity. A constant theme throughout the site visits was a perception that faculty efforts to support diversity work are not acknowledged or rewarded. In all contexts, incentives can go a long way to remove resistance and support institutional changes. One creative example was a School of Engineering that provided a diversity training program for its faculty. To motivate faculty to attend the session, the dean raffled off free funding for a research assistantship position for a year. In spite of almost universal assertions that faculty will not attend diversity training, this program was well attended and very successful.

Accountability

At each campus, the Task Force heard reports that policies and initiatives will not have a deep influence on academic culture unless the academic administration at all levels are held accountable. Every campus creates annual affirmative action reports covering academic personnel in compliance with federal affirmative action regulations. However, such reports generally do not provide data at the department level, so are not effective for assessing academic personnel practices at the primary decision-making level. While a few campuses required periodic reporting at the department, division and campus levels to the Provost or Vice Provost, there was concern expressed that the reports were not sufficiently monitored or tied to resource-based incentives for diversity efforts.

One academic dean suggested that each department should engage in developing a "theory of the case" for faculty diversity specific to that department. A key step is engaging the department in a discussion about how diversity is important for their continued academic excellence. Faculty can then collaborate with academic administrators to develop relevant metrics for an accounting of how departmental plans for addressing faculty diversity are being implemented, and a reporting of outcomes over time. The results of such reports can then be factored into departmental planning strategies and resource allocation decisions.

One campus recently began asking deans to provide five-year diversity plans that must be updated each year. Allocations of FTE for new faculty members were held up until deans turned in these plans. The first round of reports required some guidance in terms of providing a format for the reports and also some intervention to improve the quality of the reports. Although in its early stages, this practice sent a clear message to the deans that faculty diversity is a campus priority and also gave the senior administration a tool for holding divisions accountable.

Other campuses are exploring the idea of "departmental report cards" which show the departments hiring record over time. UCLA's Faculty Diversity Website provides a readily available snapshot of the demographics of each department and division. The Faculty Equity Office at Berkeley is developing a template for evaluating departmental diversity plans that will be readily accessible to campus units responsible for advancing diversity goals. UCSF is developing a detailed chart outlining the responsibilities of faculty, departments, deans and unit heads for each aspect of the campus faculty diversity plan.

What are the Obstacles to Success?

The Task Force heard a variety of reasons from the different campuses about why they had not had more success in their efforts to address faculty diversity. Some of these were common to all, and some were specific to certain campuses because of their location, culture, or history. Those most commonly cited included:

- Low numbers of minorities in the academic pipelines and availability pools

- Intense competition from other front-rank institutions for top candidates

- Lack of diversity and sensitivity in the department doing the hiring

- Lack of other scholars doing similar work (or inadequate understanding of the importance of the minority candidates' work)

- Lack of diversity in the surrounding community (some campuses)

- Partner hires are difficult (this is a general problem)

- Housing costs (this is a general problem)

- Lack of child care (this still affects women more than men)

hiring practices must be addressed even where the availability of minority candidates is low

Some of these issues are easier to address than others. Low numbers of minorities in the academic pipeline are a real problem in many fields, and especially in the STEM fields. The data shows, however, that even the small availability pools in the STEM fields are not being fully utilized. Thus, hiring practices must be addressed even where the availability of minority candidates is low. In addition, because UC actually produces a substantial number of the doctoral degrees nationally (8-10%), UC is in a unique position to address the barriers that prevent full participation of minority students in Ph.D. programs at the outset. It is incumbent upon UC to address the pool problem through graduate admissions and support programs aggressively. Any department which cites this problem should also have a specific strategy for addressing these deficiencies in the pool of potential faculty candidates.

One means of addressing the issue of competition is to hire top candidates before the competition is fully aware of them. Postdoctoral programs are an excellent way of learning about such people; we must be able to move quickly to a faculty offer when a specific opportunity arises if we are to take advantage of this. There is a general practice of not "hiring our own", which is motivated by the idea that new professionals should be exposed to a broader range of ideas, and should gain independence from their advisor. We should weigh these considerations against the benefits of obtaining top young faculty (and there have been times where the practice was different). Because UC has ten campuses, it is also easier to retain such people within the UC system if we are more efficient about promoting them to our colleagues within the system. UC has also joined a consortium of research universities within California, to help retain diverse talent within the state. Awareness of these efforts must reach individual faculty who have promising graduate students. (See: California Universities Consortium, http://www.CUConsortium.org)

The challenges presented by lack of departmental diversity and diversity in fields of study are the direct results of the lack of faculty diversity, and can only be addressed by increasing it. Until that happens, all faculty must take responsibility to become aware of the barriers facing minority faculty, and to be proactive about minimizing them as much as possible through their own behavior. Climate surveys can help faculty and academic administrators understand the experiences of minority faculty. Active mentorship programs also will be helpful towards making departments welcoming to new faculty. Less can be done about community demographics, but awareness of how others have successfully coped with this can help to assuage candidates' concerns.

The last three points are general problems in faculty recruitment, and must be addressed as part of our general competitiveness efforts. It is important to keep in mind, however, that some underrepresented groups have generally lower financial resources, so that these issues may play a larger role in their decisions. Sensitivity to these issues will improve faculty hiring in general, as well as remove barriers for individuals from groups that have been underrepresented in academic careers.

PRESIDENT'S TASK FORCE ON FACULTY DIVERSITY: FINDINGS AND RECOMMENDATIONS

> "I have been here 32 years and have sat in a lot of faculty meetings where comments were made about the importance of considering diversity in our hiring. About as much attention was paid as when people sit on an airplane and are told how to buckle a seatbelt…except there the plane won't leave until the seatbelt is buckled."
>
> -A UC senior administrator during a site visit

In presenting its recommendations, the Task Force endeavors to lead the University of California in changing the paradigm for addressing faculty diversity. In the past, studies have been conducted, reports have been published, and search committees have been briefed. However, despite the growing diversity of undergraduate and graduate student populations, faculty diversity has remained flat for the past two decades. Despite past efforts to change academic climate, resources, and policy, there has been little progress in creating a faculty responsive to the needs of our increasingly diverse state and nation. Anything approaching "business as usual" is guaranteed to continue the growing gap between the University of California and the population it serves.

Recognizing that a more diverse faculty enhances the quality of our research, teaching and service, the new paradigm for the University of California will be the active engagement of faculty, department chairs, deans and senior administrators in strategies to achieve a more diverse and inclusive faculty. Serious attention and resources must now be devoted so that UC can continue to meet its core mission. The University must be a national leader in addressing faculty diversity, consistent with its position as a preeminent public intellectual institution. Its environment has been changing rapidly; it must either adapt or face the consequences.

A. LEADERSHIP: The Task Force observed that strong leadership is critical to creating a campus climate that fosters equal opportunity and diversity. The Task Force recommends:

- that the President, the Chancellors, and all levels of academic administration promote a clear message that UC's continued excellence depends upon a faculty who reflect the University's values of equal opportunity and diversity;

- that each campus have a high-level academic appointee charged with specific leadership on faculty diversity efforts, with adequate staffing and financial resources to carry out the charge;

- that each campus have a high-level "diversity council" with joint membership including faculty, administration and students to assess progress and develop action plans;

- that in the appointment and review of academic administrators, the effectiveness of the candidates' records in promoting diversity and equal opportunity shall be considered.

B. ACADEMIC PLANNING: The Task Force observed that diversity will not thrive unless it is incorporated into academic planning at every level. The Task Force recommends:

- that campuses make diversity integral to academic planning including faculty hiring, research agendas, curricular development and program reviews;

- that academic plans of units, divisions and schools include the current status of faculty diversity and plans for future efforts to advance diversity and demonstrate inclusiveness in faculty hiring;

- that campuses take proactive steps to address the participation of minority students in the graduate pipeline and develop strategies to advance diversity and equal opportunity in graduate study and postdoctoral appointments, especially in fields such as physical sciences, math and engineering where there is the greatest under-representation.

C. RESOURCE ALLOCATION AND FACULTY REWARDS: The Task Force observed that resources and rewards are essential to influence faculty and departmental behavior and demonstrate the University's commitment to diversity and equal opportunity. The Task Force recommends:

- that each campus, in consultation with the Academic Senate, examine the FTE allocation process, at both the institutional and departmental level, so it becomes more effective at addressing faculty diversity;

- that each campus consider a wide variety of resource allocation practices and incentives to support diversity, such as incentives that will encourage research, hiring and retention efforts, along with graduate postdoctoral fellowships focused on diversity;

- that each campus make a commitment to visible programs, such as faculty recognition awards, that will advance the academic mission of diversity and inclusiveness;

- that each campus, in consultation with the Academic Senate, explore how faculty will be rewarded in their advancement for research, teaching and service that promote diversity and equal opportunity in accordance with the newly revised APM 210 governing faculty appointment and promotion.

D. FACULTY RECRUITMENT AND RETENTION: The Task Force observed that campuses can do more to promote faculty diversity through recruitment, hiring and retention practices. The Task Force recommends:

- that each campus ensure that procedures are in place to advance diversity and equal opportunity in academic personnel procedures;

- that each campus shall provide effective orientation and training programs to deans, department chairs, unit heads, search committees and faculty on procedures for achieving faculty diversity;

- that each campus have the ability to collect data to assess diversity efforts and results in recruitment and retention, and evaluate reasons for success or lack of success;

- that each campus analyze advancement and separation data and address any problem areas that are identified;

- that each campus develop programs, such as formal mentoring, to address retention and climate issues, and to optimize the success of all faculty members in the UC community;

- that each campus shall support and augment pipeline programs, including postdoctoral programs and hiring incentives, for scholars in all disciplines who will contribute to the diversity of the academic community.

E. ACCOUNTABILITY: The Task Force observed that increased accountability at the campus, division, and departmental levels is a key component to increasing faculty diversity. The Task Force recommends:

- that academic administration at all levels from the Chancellor to department chairs be held accountable for efforts to promote faculty diversity;

- that accountability include annual reporting at the department, division and campus level of hiring, promotion, and retention, coupled with monitoring and resource-based incentives for diversity efforts;

- that each campus consider additional methods for assessing faculty diversity such as periodic climate surveys, exit interviews, and departmental diversity coordinators;

- that academic administration promotes an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

A FINAL NOTE FROM THE TASK FORCE

It has been a year since President Dynes appointed the ten-member Task Force on Faculty Diversity and charged them with conducting a comprehensive program review of faculty diversity efforts at each campus of the University of California. The Task Force was to make recommendations and bring them to the attention of campus faculty and academic administrators at all levels.

Over this past year, we have requested information about efforts to address faculty diversity. Documents, reports, data and other information were received and posted on the task force website, available to all. To further understand the actual "on the ground" efforts, groups of three members of the task force visited each campus to add to our knowledge about faculty diversity on each campus.

This report reflects the involvement and efforts of administrators and faculty on every campus and what they are doing to address and enhance faculty diversity.

We'd like to thank all of the Chancellors, Provosts and Vice Chancellors who met us and provided a candid appraisal of their institution with respect to faculty diversity. Additionally, the Deans and Chairs were equally forthcoming in evaluating their efforts in this area. The faculty who participate on the diversity, affirmative action, and other Academic Senate committees gave us their perspectives as well. At the open meetings, many faculty came and shared with us their concerns as well as their achievements and successes in diversifying their faculty.

We wish to thank all of you for your comments and appreciate the time you have taken to share your views and experiences with us. We hope that this report reflects the best practices of your institution and that the recommendations that have emerged from our review will be fully embraced and implemented.

In closing, we particularly wish to thank our staff, Susan Drange Lee (UCLA), Cristina Perez (UCB) and Sheila O'Rourke (UCOP), who were instrumental in organizing the travel schedule, keeping the notes from each and every meeting across the nine campuses, organizing the information and drafting this final report.

To my colleagues on the Task Force, thank you for your time and dedication to this important task.

<div style="text-align: right">

Rosina M. Becerra, Chair

</div>

PRESIDENT'S TASK FORCE ON FACULTY DIVERSITY

Task Force Members

Rosina M. Becerra, UCLA, Associate Vice Chancellor of Faculty Diversity; Professor of Public Policy and Social Welfare

Gibor Basri, UC Berkeley, Chair, UC Berkeley Commmittee on Status of Women and Ethnic Minorities; Vice-Chair, UC Affirmative Action and Diversity Committee; Co-Chair UC Berkeley Diversity Project Coordinating Committee

J. Renee Chapman Navarro, MD, Pharm.D. , UCSF School of Medicine, Associate Dean Academic Affairs School of Medicine and Clinical Professor of Anesthesia and Perioperative Care

Kenji Hakuta, UC Merced, Professor of Psychology / Dean of Social Sciences, Humanities and Arts

Douglas M. Haynes, UC Irvine, Community Equity Advisor, Associate Professor of History

Maria Herrera-Sobek, UC Santa Barbara, Associate Vice Chancellor of Diversity, Equity and Academic Policy; Professor of Chicana and Chicano Studies

Jorge Huerta, UC San Diego, Associate Chancellor and Chief Diversity Officer; Professor of Theatre

Yolanda T. Moses, UC Riverside, Professor of Anthropology; Special Assistant to the Chancellor for Excellence and Diversity

Lisa C. Sloan, UC Santa Cruz, Vice Provost and Dean of Graduate Studies; Professor of Earth Sciences

Kyaw Tha Paw U, UC Davis, Professor of Atmospheric Science and Biometeorologist; (2004-05) Chair, Davis Division Senate Affirmative Action and Diversity Committee

Task Force Staff

Sheila O'Rourke, UCOP, Executive Director, Academic Advancement

Susan Drange Lee, UCLA, Director, Faculty Diversity

Cristina Perez, UC Berkeley, Director, Office for Faculty Equity

Cover Design

Andrés E. Aguilar, UCLA, Office for Faculty Diversity

Layout

José Pantoja, UCOP, Strategic Communications

APPENDICES

Appendix 1

Listing of Campus Diversity Officers at UC

CAMPUS	DIVERSITY OFFICER	SCOPE
Berkeley	• Associate Vice Provost, Faculty Equity (50% faculty appt.) • Director, Office for Faculty Equity (100% staff appt.)	• Faculty
Davis	• Associate Executive Vice Chancellor for Campus Community Relations (100% staff appt.) • Director, Faculty Relations Programs	• Students, Staff and Faculty
Irvine	• Community Equity Advisor (10% faculty appt.) • Divisional Equity Advisors - ADVANCE	• Faculty
Los Angeles	• Associate Vice Chancellor for Faculty Diversity (100% faculty appt) • Director Faculty Diversity (100% staff appt) • Associate Director, Research and Analysis (100% staff appt.)	• Faculty
Riverside	• Associate Vice Provost Faculty Equity & Diversity (50% faculty appt.) (new position 2005-06) • Special Assistant to the Chancellor for Excellence and Diversity (50% faculty appt.)	• Faculty • Students, Staff and Faculty
San Diego	• Associate Chancellor/Chief Diversity Officer (50% faculty appt.)	• Students, Staff and Faculty
San Francisco	• Search Ambassador (50% faculty appt.)	• Faculty
Santa Barbara	• Associate Vice Chancellor for Diversity, Equity and Academic Policy (50% faculty appt.)	• Faculty

Note: The list reflects high level and/or academic appointments with designated responsibility for faculty diversity. Director level staff positions were included where they report directly to such appointees. Academic appointments where faculty diversity is just one of many responsibilities and staff appointments with primary responsibility for affirmative action/equal opportunity programs pursuant to federal regulations were not included.

Appendix 2

Campus Diversity Committees

CAMPUS	DIVERSITY COMMITTEES
Berkeley	• Breakfast Diversity Group • Diversity Project Coordinating Committee • SWEM Academic Senate Committee
Los Angeles	• Chancellor's Advisory Group on Diversity • Committee on Diversity and Equal Opportunity (CODEO) – Senate Committee
Riverside	• Senate Committee on Affirmative Action and Diversity
San Diego	• Chancellor's Advisory Committee on Gender Identity and Sexual Orientation Issues • Chancellor's Advisory Committee on the Status of Women • Diversity Council • Senate Committee on Affirmative Action and Diversity • Senate Administration Task Force on Underrepresented Faculty
Santa Barbara	• Chancellor's Advisory Committee on the Status of Women • Academic Senate Committee on Diversity and Equity • EUCALYPTUS (LGBT Committee) • Senior Women's Council
Santa Cruz	• Senate Committee on Affirmative Action and Diversity

Appendix 3

Excerpts from Policies for Deans, Provosts and Department Chairs

University of California / Academic Personnel Manual APM - 240
APPOINTMENT AND PROMOTION
Deans and Provosts *Rev. 7/1/05

240-4 **Definitions**

a.   An academic Dean or Provost is head of a Division, College, School, or other similar academic unit and has administrative responsibility for that unit. This includes fiscal responsibility for the unit, maintaining an affirmative action program for faculty and staff recruitment and retention consistent with University affirmative action policies, and responsibility for insuring that systemwide and local policies, including Academic Senate regulations, are observed.

University of California / Academic Personnel Manual APM - 245
APPOINTMENT AND PROMOTION
Department Chairs - Appendix A *Rev. 7/1/05
Duties of Department Chairs (or Equivalent Officers)*

The chair of a department of instruction and research is its leader and administrative head. Appointed by the Chancellor, the chair is responsible to the Chancellor through the Dean of the college or school.

As leader of the department, the chair has the following duties:

***

2.   The appointee is responsible for the recruitment, selection, and evaluation of both the faculty and the staff personnel of the department. In consultation with colleagues, the chair recommends appointments, promotions, merit advances, and terminations. The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action policies. The appointee is expected to make sure that faculty members are aware of the criteria prescribed for appointment and advancement, and to make appraisals and recommendations in accordance with the procedures and principles stated in the President's Instructions to Appointment and Promotion Committees.

***

12. To report annually on the department's affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy.

Appendix 4

Research and Curricular Initiatives

Examples of UC campus research and curricular programs addressing diversity:

- Diversity Research Initiative
- Warren Institute on Race, Ethnicity and Diversity
- Center on Race Ethnicity and Politics
- Initiative on California Cultures
- World Cultures Institute
- Research Centers (specific to Chicano/Latino, Asian/Asian American, American Indian and African American)

Berkeley Diversity Research Initiative (BDRI), UCB

The **Berkeley Diversity Research Initiative (BDRI)** focuses on racial and ethnic diversity, supporting research into the nature of multi-cultural societies and the ways in which such societies - at the local, state, national, and international levels - might flourish. One major goal is to generate a more nuanced understanding of similarities and differences among multi-cultural societies and an identification of factors that contribute to their success. Another goal is to generate specific prescriptions for changes in policy and practice that are likely to draw upon the strengths and assets of a diverse community and reduce ethnic/racial disparities that are of concern to the State of California and the nation. Focus areas might include: health care, education, career opportunities, business opportunities, information access, justice within the courts system, housing, environmental justice, upward mobility, economic well-being, political representation, civil rights and so on. BDRI will generate research that draws upon a broad range of disciplines on the UC Berkeley campus.

The process of realizing the BDRI vision is based upon the solicitation of proposals from faculty members and academic units throughout the campus with an initial focus on new faculty FTE. Up to 10 faculty FTE will be allocated in support of the Diversity Research Initiative over a multiyear period. Proposals for individual FTE or FTE clusters will be considered. The FTE allocated will be assigned to existing academic departments, but would "float" above departmental unit target sizes. The ultimate goal is for the new faculty to collaborate with existing faculty across a wide range of disciplines on the campus and to develop research themes that would grow, flourish, and eventually mature into research and instructional programs. There may be many modalities for reaching this goal, including, for example, the establishment of a multidisciplinary Graduate Group or participation in current research centers or emerging research centers.

For more information: http://bdri.berkeley.edu/

Chief Justice Warren Institute on Race, Ethnicity and Diversity, UCB

The recently launched **Chief Justice Warren Institute on Race, Ethnicity and Diversity** at UC Berkeley School of Law – Boalt Hall is a multidisciplinary, collaborative venture to produce research, research-based policy prescriptions, and curricular innovation on issues of racial and ethnic justice in California and the nation. The Warren Institute's mission is to engage the most difficult topics related to civil rights, race and ethnicity in a wide range of legal and public policy subject areas, providing valuable intellectual capital to public and private sector leaders, the media and the general public, while advancing scholarly understanding. Central to its methods will be concerted efforts to build bridges connecting the world of research with the world of civic action and policy debate so that each informs the other, while preserving the independence, quality and credibility of the academic enterprise.

The Warren Institute is:

- multidisciplinary in its intellectual method, combining several disciplines and professions, including law, the social and behavioral sciences, public administration, and public health;

- multiracial in that its agenda encompasses the challenges of defining and achieving racial and ethnic justice in the face of color-based discrimination, hierarchy and group relations;

- multisectoral in its range of subject matter — education, voting and democratic engagement, health care, employment, immigration, poverty, and more;

- vertically integrated in its reach from basic research to policy development, to dissemination, to training and public education; and

- collaborative in its partnerships with other research entities at Berkeley and beyond, and also in its outreach to California and national civic organizations.

In addition to research and policy work, education and training are part of the Warren Institute's mission. The Institute seeks to promote curriculum innovation at Berkeley, and actively involves professional and graduate students as research assistants, student fellows, and through a student advisory committee. As it expands, the Institute will fashion programs to provide non-degree training and technical assistance to policymakers, journalists, business and nonprofit leaders, and community leaders.

For more information: http://www.law.berkeley.edu/centers/ewi/about.html

California Cultures in Comparative Perspective, UCSD

The **California Cultures in Comparative Perspective** initiative at UC San Diego is a cutting-edge center of creative, interdisciplinary research, teaching, and collaboration among faculty, students, and the public to explore the broad implications of the history and current growth of the state's immigrant and people of color populations. As California is now a "majority minority" state, this focus becomes even more important. One of the greatest challenges facing California in the 21st century is diversity. UC San Diego is uniquely positioned to assume a leadership role in addressing the complex questions that affect the future of California's population.

For more information: http://calcultures.ucsd.edu/

Center for the Study of Race, Ethnicity and Politics, UCLA

The **Center for the Study of Race, Ethnicity and Politics** is a new research center at UC Los Angeles focusing on scholarship about the interplay of race and ethnicity in politics in the United States and internationally. The center uses local ethnic communities to conduct large-scale surveys exploring the racial attitudes of major groups and provides opportunities for faculty and students to do international fieldwork about the impact of race and ethnicity on global modern societies.

http://www.newsroom.ucla.edu/page.asp?RelNum=6831&menu=fullsearchresults

World Cultures Institute, UC Merced

Through a broad range of research and public outreach programs, the **World Cultures Institute** at UC Merced is dedicated to the study and exchange of ideas about the range of peoples who have populated California in the past and present, as well as the politics, economy, environment, arts, history, language and literatures of these cultures. The World Cultures Institute supports research and conducts programming to strengthen the study of culture in the social sciences, humanities and arts. Another important goal is to allow scholars and students in engineering and the natural sciences to incorporate culture into their research as well. A main goal of the institute is to explore linkages between the rich cultural resources of the San Joaquin Valley and global culture.

http://www.ucmerced.edu/news_articles/04072005_cultural_research_in_the.asp

Appendix 5

University of California Campus Web Resources:
Faculty Affirmative Action and Diversity

Berkeley
Office of Faculty Equity Assistance — http://fea.chance.berkeley.edu/index.html

Davis
Academic Personnel: Faculty Diversity — http://academicpersonnel.ucdavis.edu/facdiv/index.htm
Office of Campus Community Relations — http://occr.ucdavis.edu/

Irvine
UCI Advance Program — http://advance.uci.edu/
Office of Equal Opportunity and Diversity — http://www.eod.uci.edu/

Los Angeles
Office of Faculty Diversity — http://faculty.diversity.ucla.edu/

Riverside
Diversity Resources on Faculty Site — http://www.ucr.edu/faculty.html

San Diego
Faculty Affirmative Action — http://academicaffairs.ucsd.edu/offices/aaa/default.htm

San Francisco
Affirmative Action, Equal Opportunity, Diversity — http://www.aaeo.ucsf.edu/

Santa Barbara
Diversity — http://www.diversity.ap.ucsb.edu/diversity/

Santa Cruz
Equal Employment Opportunity Affirmative Action Office — http://www2.ucsc.edu/eeo-aa/ucsc-aa.htm

Office of the President
Academic Advancement — http://www.ucop.edu/acadadv/fgsaa/welcome.html

Academic Senate
University Committee on Affirmative Action and Diversity — http://www.universityofcalifornia.edu/senate/committees/ucaad/

Appendix 6

Letter from President Dynes – March 8, 2006

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

OFFICE OF THE PRESIDENT

Robert C. Dynes
President

1111 Franklin Street
Oakland, California 94607-5200
Phone: (510) 987-9074
Fax: (510) 987-9086
http://www.ucop.edu

March 8, 2006

CHANCELLORS

Dear Colleagues:

I am pleased that we have begun a comprehensive systemwide academic planning process that builds upon already existing campus activities, and this letter is intended to formalize that process and to express its goals.

As we agreed, we will undertake a series of internal discussions that will build naturally on the academic planning occurring on each of our ten campuses.

This process, as it evolves over the next few years, will enable us to articulate clearly the academic goals and aspirations of each of our ten campuses and of our system as a whole to the Regents and among ourselves. This will enable us all to make better decisions about the acquisition and use of our resources. We will also be better able to demonstrate the value and commitment of the University to the people of California and the other constituencies we serve and, thus to attract the political and financial support that will be essential to maintaining and building the national and international stature in research and teaching that has been the hallmark of the University of California.

The faculty, in recent language adopted by the Assembly of the Academic Senate, conveyed with admirable clarity the nature of our great institution, along with the commitment and high aspirations of the faculty to its mission and to the people of California. It provides an excellent framework for our planning efforts and I call your attention to it:

> *The University of California is a public institution of higher education established and supported by the people of California along with the California State University and California Community Colleges. California's institutions of higher education historically have been afforded extraordinary freedom from political, sectarian, legal, and undue economic influences in order to optimize the contribution of higher education to a stable, democratic, and advancing society. The University of California,*

and public higher education more generally, are entrusted to operate in a manner consistent with the highest ideals of our democracy: with fairness, openness, and a dedication to merit. For its part, the University of California is specially charged with Constitutional autonomy to regulate itself and to do so with integrity. The public nature of the University of California coupled with its charge of self-regulation imposes an extra burden on the University to be responsive to the public interest.

The arrangement with the people of California under the California Master Plan for Higher Education has created and supported a three-tiered system of higher education that is the envy of the world. Our system was designed to provide access to higher education for all of the students of California through the Community Colleges, the State University, and the University of California.

In fulfillment of its role under the Master Plan, the University of California has become one of the world's preeminent research universities. In that position, the University of California has become a major contributor to the California economy by helping to shape the development of California as a leader in agricultural, cultural, scientific, biological, engineering, medical, and many other endeavors. But more than that, Californians and people around the world invest the University of California with their hopes — hopes in the special power of the University of California to lift all Californians, especially those not already privileged by wealth, status, and influence. The citizens of California also expect the University of California to produce wise, skilled, and civic-minded citizen-leaders.

Our first full year of planning activity will culminate with a presentation to The Regents in late spring 2007. As we discussed, activities leading up to that time will include informal campus visits by the Provost and Senior Vice President this fall to hear your plans in detail, and summary presentations of campus plans in February and March 2007 at separate meetings of the Council of Vice Chancellors, Divisional and systemwide Senate representatives, and the Council of Chancellors.

Our planning will also be informed by the work of the Long-Range Guidance Team, and by other systemwide planning activities already underway, such as the Task Force on Planning for Doctoral and Professional Education and the planning process for enrollment growth in the health sciences. The Academic Planning Council will continue to serve as a key advisory body to the Provost and Senior Vice President as this work continues into the coming years.

Chancellors
March 8, 2006
Page 3

As you continue with your local planning activities and prepare for our systemwide interactions, I hope that, in addition to your overall articulation of plans for national and international leadership in your scholarly programs, you will include consideration of the following three themes, in which I have a particular interest:

- the steps you are taking or planning to help measure and ensure student success;

- how your academic programs will address the increasing diversity of California and how you are continuing to advance the diversity of your faculty and students; and

- how you will increase the alignment of research and scholarly programs with the changing needs and nature of local and regional communities and constituencies of special relevance to your campus.

I know from our discussion so far that this will be a very informative and fruitful effort. I look forward to learning more about the shape of your overall academic directions, and to continuing with you to advance our great institution.

I deeply appreciate your help with this. Together we can make a tremendous difference to the University of California and those we serve.

Sincerely,

Robert Dynes

cc: Members, President's Cabinet
       Academic Council Chair Brunk
       Academic Council Vice Chair Oakley
       Council of Vice Chancellors
       Acting Assistant Vice President Guerra

Appendix 7

Climate Studies and Diversity Reports

CAMPUS	CLIMATE STUDIES
Berkeley	Efforts of the Faculty Equity Office: October 2001 to April 2002, Associate Vice Provost Angelica M. Stacy, April 2002. (Efforts of the Faculty Equity Office: October 2001 to April 2002.pdf) Confidential Climate Survey for UC Berkeley Ladder-Rank Faculty, Associate Vice Provost Angelica M . Stacy, 2003. Report on the University of California, Berkeley Faculty Climate Survey, 2003, Associate Vice Provost Angelica M. Stacy, 2003.
Irvine	Work/Life Survey in 2001 Sent to faculty and staff Conducted by the Office of Equal Opportunity and Diversity Executive Summary Faculty studies 2002-03 and 2004-05 Sponsored by Advance Conducted by Judith Stepan-Norris and Matthew Huffman (Sociology, UC Irvine) Reports and summaries on web: http://advance.uci.edu (Click on "Survey") Chairs' Survey 2002-2003, 2003-2004 and 2004-05 Judith Stepan-Norris, UCI Sociology Available at http://advance.uci.edu (click on survey)
Los Angeles	An Assessment of the Academic Climate for Faculty at UCLA - 2003
San Diego	Report of the Senate-Administration Task Force on Underrepresented Faculty, October 2004, specifically page 12, section titled "Faculty Observations," and page 16, section titled "Faculty Support Systems." Attachment A8 in the Senate Report displays the interview questions for the climate survey. http://academicaffairs.ucsd.edu/offices/apo/reports/UFTF/UFTF.htm B. Report of the UCSD School of Medicine Task Force on Gender Equity, 2003, specifically page 16, section titled "H. Faculty Perception of the Climate for Career Development at UCSD SOM." http://facultycouncil.ucsd.edu/var/uploads/Gender_Equity_Report.pdf C. Task Force on Gender Equity Report, March 2002, specifically page 11, section titled "IV. Interviews with Women Faculty." http://academicaffairs.ucsd.edu/offices/apo/archive/reports/GETF/GETF.htm
Santa Cruz	(in progress) Campus climate study by the Senate Committee on Affirmative Action and Diversity. Sponsored by the Chancellor's Office. Includes all members of the campus community, faculty, staff and students.

CAMPUS	DIVERSITY REPORTS
Berkeley	*Academic Senate Survey of Junior Faculty at UC Berkeley*, Helen M. Huang (1997), revised, Linda Song (1998).
	Asian Pacific Americans at Berkeley: Visibility and Marginality, Campus Advisory Committee for Asian American Affairs and Ad Hoc Contributors, January 2001.
	Creating an Inclusive Campus Climate and Fostering Leadership, U.C. Berkeley Chicano/Latino Community, January 2005.
	Executive Summary: Creating an Inclusive Campus Climate and Fostering Leadership, U.C. Berkeley Chicano/Latino Community, January 2005.
	Ethnic Diversity on the UC Berkeley Faculty, 1992-2002, Associate Vice Provost for Faculty Equity Angelica Stacy, May 2002.
	Modifying the Search Process to Increase Diversity on the Faculty, Academic Senate Committee on the Status of Women and Ethnic Minorities, January 2003. *Response: Modifying the Search Process to Increase Diversity on the Faculty*, Chancellor Robert Birgeneau, September 2003.
	Report of the Chancellor's Advisory Committee on Diversity, Chancellor's Advisory Committee on Diversity, July 2000. *Response: Chancellor's Open Letter on Diversity*, Chancellor Robert Berdahl, December 2000.
	Report of the Chancellor's Task Force on the Recruitment of Women and Underrepresented Faculty, Chancellor's Task Force on the Recruitment of Women and Underrepresented Faculty, April 2001.
	Roundtable Data Overview & Recommendations, Chancellor/Academic Senate Diversity Project Coordinating Committee, January 2005.
	UC Berkeley Departmental Faculty Recruitment Self-Study, Fall 2004, Executive Vice Chancellor & Provost, Vice Provost for Academic Affairs and Faculty Welfare, and Office for Faculty Equity, Fall 2004.
	Forthcoming: UCB Faculty Recruitment Survey Findings, re. Women Forthcoming: UCB Faculty Recruitment Survey Findings, re. URM Forthcoming: UCB Faculty Recruitment Survey Findings, additional

Davis	Assessment of 2001-02 Hiring of Women Faculty (5/12/03)
	Addendum to Campus Progress on Gender Equity and Work Life Balance (4/22/03)
	Status Report Recommendations of Faculty Recruitment Taskforce
	Response to State Audit (Gender) (4/16/02)
	Progress on Faculty Hiring and Efforts to Address Equity Issues (10/4/01)
	Memo on Implementation of the Task Force on Faculty Recruitment
	Report of the Chancellor's and Provost's Task Force on Faculty Recruitment (5/1/00)
	The following reports are the direct result of the Taskforce on Faculty Recruitment:
	Division of Humanities, Arts and Cultural Studies Report on Recruitment Task Force Recommendations
	Division of Humanities, Arts & Cultural Studies Recruitment Action Plan
	College of Engineering
	Social Sciences Recruitment Analysis
	Social Sciences Recruitment Strategies Report
	Social Sciences Recruitment and Retention Best Practices
Irvine	Reports on Faculty Gender Equity and Racial Diversity Since 1995
	Advance reports to National Science Foundation: 2003, 2004, 2005
	http://advance.uci.edu (Click on "Reports")
	http://advance.uci.edu/Docs/Third%20Year%20Report%20for%20the%20web.pdf
	D. Haynes, J. Shapiro, and A. Venkatesh, January 2004. "Understanding the Place of Faculty Diversity at UC Irvine: A Report Based on Interviews with Academic Deans" — cover letter
	Faculty Senate
	Council on Faculty Welfare Report, 2003-04
	Academic Underutilization Analysis on web
Los Angeles	Academic Underutilization Data
	Faculty Diversity Statistics Monograph-2004-05
Riverside	Draft Diversity Report – University Librarians
	Draft Diversity Plan – UCR Extension
	UCR UNEX Employees Ethnicity Data
	College Humanities, Arts and Social Sciences Diversity Plan 2005 – 2006
	College of Natural and Agricultural Sciences Draft Plan for Building A Diverse Faculty
	College of Engineering Status of Existing Faculty FTE and Requests for New Faculty FTE
	Graduate School of Education Draft of Diversity Plan for the Next Faculty Search

San Diego	Report of the Senate-Administration Task Force on Underrepresented Faculty , October 2004. Report is currently under campus review. See Web site:
	http://academicaffairs.ucsd.edu/offices/apo/reports/UFTF/UFTF.htm
	UCSD Gender Equity Summit Report, March 12, 2004.
	http://advance.ucsd.edu/news/ges_report.shtml
	For initiatives adopted in response to recommendations in the Task Force on Gender Equity Report of March 2002, see Campus Notice to Academic Senate Members, October 1, 2003, from Senior Vice Chancellor for Academic Affairs Marsha A. Chandler.
	http://adminrecords.ucsd.edu/Notices/2003/2003-10-01-3.html
	See also, Campus Notice to Academic Senate Members, July 7, 2003, from Senior Vice Chancellor for Academic Affairs Marsha A. Chandler regarding career equity review.
	http://adminrecords.ucsd.edu/Notices/2003/2003-7-7-1.html
	Task Force on Gender Equity Report, March 2002.
	http://academicaffairs.ucsd.edu/offices/apo/archive/reports/GETF/GETF.htm
	I. Chancellor's Commission on Diversity Report, February 2, 1998.
	This report is included as Attachment A6 in the Senate Administration Task Force on Underrepresented Faculty Report (1.A above).
	http://academicaffairs.ucsd.edu/offices/apo/reports/UFTF/UFTFAttachments.htm
	Chancellor's Advisory Committee on the Status of Women
	Chancellor's Response to Committee on the Status of Women Activity Report, May 20, 2005
	See Attachment 1J, a PDF document providing CSW committee reports.
Santa Barbara	UCSB Faculty Diversity Data, Part I
	UCSB Faculty Diversity Data, Part II
	Chancellor's Report on Gender Equity Issues at UCSB 2003
	Utilization Analysis 2004
	Faculty Appointments
	Increasing the Hiring of Women in Sciences at UCSB, 2002
Santa Cruz	(1995) The Status of Minority Faculty at UCSC: Recruitment, Retention and Faculty Diversity Plans by Professor Deborah Woo, Community Studies
	(1998) UCSC at a Crossroads: Advisory Report of the Millennium Committee http://www.ucsc.edu/planbudg/chanc/millcom/mcreport.pdf
	(1998) Making Diversity Work: Chancellor's Commission on a Changing Campus http://www.ucsc.edu/oncampus/currents/97-98/03-16/cccc.html
	(2005) Annual reports (1999-2004) of the Senate Committee on Affirmative Action and Diversity http://senate.ucsc.edu/caad/index.htm

Appendix 8

Retention Data

CAMPUS	EXIT INTERVIEWS, ACADEMIC SEPARATION DATA ANALYSIS, RETENTION DATA
Irvine	On-going exit interviews of faculty. First report available online: http://advance.uci.edu/images/Exit%20Interview%20for%20web.pdf Results of 22 interviews (11F, 11M) who left 1999 – June 30, 2003. Additional interviews to be conducted for those who have left July 1, 2003 – present.
Los Angeles	Overview of Retention, 1999-2004
Riverside	UCR Academic Separations, 6/30/93 to 6/30/04 Provides separation reasons for 197 faculty
San Diego	The campus monitors retention efforts. Data are collected and evaluated annually. See Attachment 8, an Excel workbook containing three worksheets showing retention efforts, 1999-2000 through 2003-2004. Data include retention by sex, ethnicity, rank, division, and year. Data exclude separations where no retention effort was mounted.
Santa Barbara	2000 Faculty Exit Survey, p. 40 Faculty Survey 2000-01 Summary p. 48 Retention Rates 1975-2000, p. 32 UCSB Faculty Diversity Data, Part II Appointments & Separations 1975-76 through 2000-01, p. 23 UCSB Faculty Diversity Data, Part I

Appendix 9

Excerpts from APM 210

University of California / Academic Personnel Manual APM - 210
APPOINTMENT AND PROMOTION
Review and Appraisal Committees
Rev. 7/1/05 -- Page 3 – 7: Changes relevant to AA/EO/D issues. Approved added text is underlined.

210-0 **Policy**
In their deliberations and preparations of reports and recommendations, academic review and appraisal committees shall be guided by the policies and procedures set forth in the respective Instructions which appear below.

210-1 **Instructions to Review Committees Which Advise on Actions Concerning Appointees in the Professor and Corresponding Series**

d. **Criteria for Appointment, Promotion, and Appraisal**
The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities.

(1) **Teaching** —
Clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion… In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following: … effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups… Among significant types of evidence of teaching effectiveness are the following… (e) development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction.

(2) Research and Creative Work —

…Textbooks, reports, circulars, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be judged creative work when they present new ideas or original scholarly research.

(3) Professional Competence and Activity —

…The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field.

(4) University and Public Service —

… Faculty service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

S:\Committees\Equal Opportunity\EQOP 05-06\Subcommittees\APM 210, 240, 245 Subcommittee\APM 210.doc

Appendix 10

Diversity Awards

CAMPUS	EXIT INTERVIEWS, ACADEMIC SEPARATION DATA ANALYSIS, RETENTION DATA
Berkeley	**Chancellor's Award for Advancing Institutional Excellence** $30,000 Leadership in research, education and public service in building an equitable and diverse learning environment. *(faculty only)* http://facultyequity.chance.berkeley.edu/fellowships/chancellors_excellence.html
Davis	**Chancellor's Achievement Awards for Diversity and Community** Honors achievements that contribute to the development and well-being of our diverse and evolving community. *(faculty, staff, students)* http://directives.ucdavis.edu/2005/05-110.cfm
Los Angeles	**Fair & Open Academic Environment Award** (Academic Senate Award) Up to 3 awards of $2,000 given every other year. Leadership, innovation, initiatives and creativity in furthering a fair, open and diverse academic environment. *(faculty, staff, students)* http://www.senate.ucla.edu/committee/codeo/CODEO.htm
San Diego	**Equal Opportunity/Affirmative Action and Diversity Awards Program** Outstanding contributions in support of UCSD's commitment to diversity by individuals, departments and organizational units. http://adminrecords.ucsd.edu/Notices/2006/2006-2-1-1.html
San Francisco	**Chancellors Award for the Advancement of Women** - $2,000 http://chancellor.ucsf.edu/awards/women/contents.htm **Chancellor's Award for Gay, Lesbian, Bisexual and/or Transgender (GLBT) Leadership** - $2,000 http://chancellor.ucsf.edu/awards/GLBT/contents.htm **Dr. Martin Luther King, Jr. Award** – Extraordinary leadership and inspiration in furthering the goal of achieving ethnic diversity. http://chancellor.ucsf.edu/awards/mlk/contents.htm *Each award honors one faculty member, one staff member and one student per year.*
Santa Cruz	**Equal Employment Opportunity/Affirmative Action Excellence Through Diversity** awards honor those promoting a diverse and inclusive environment. *(faculty & staff)* http://www2.ucsc.edu/eeo-aa/awards.htm

Appendix 11

Systemwide Committee On Equal Opportunity

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

ACADEMIC SENATE

www.ucsf.edu/senate

Tamara Maimon, Director
500 Parnassus, MUE 230
San Francisco, California 94143-0764
(415)476-3808 Fax (415)476-9683

Deborah Greenspan, DSc,BDS, Chair
David Gardner, MD, Vice Chair
Mary J. Malloy, MD, Secretary
Jean Olson, MD, Parliamentarian

Communication from Committee on Equal Opportunity
Francis Lu, MD, Chair

TO: Joel Karliner
     Chair, Committee on Academic Personnel

FROM: Francis Lu
       Chair, Committee on Equal Opportunity

RE: Proposal for the Implementation of July 2005 Changes in APM Sections 210, 240, 245
     Relevant to Diversity and Equal Opportunity—Part 1 (Conceptual Issues)

DATE: November 22, 2005

EXECUTIVE SUMMARY

The Committee on Equal Opportunity (EQOP) proposes that the UCOP Affirmative Action Guidelines for Recruitment and Retention of Faculty (Jan 2002, at http://www.ucop.edu/acadadv/fgsaa/affirmative.html) be used as the basis for the implementation plan of the July 2005 changes in APM 210, 240, 245 relevant to diversity and equal opportunity. This proposal (Part 1) on the conceptual issues on the implementation will be followed with a subsequent Part 2 on logistical issues.

EQOP seeks the following from the Committee on Academic Personnel (CAP): 1) Review, comment and support of this proposal by CAP 2) Discussion with CAP about creating a process to work together on Part 2 of this proposal regarding logistical issues.

BACKGROUND

Effective July 1, 2005, changes were made in the APM sections 210, 240, 245 relevant to diversity and equal opportunity. The entire sections with the changes underlined are at http://www.universityofcalifornia.edu/senate/committees/ucaad/reports.html. A summary of the 210 changes is on (Attachment 1); they speak about individual faculty appointment and promotion criteria. The change in 240 refers to the administrative responsibility of a Dean or Provost at the Division, College or School level for "maintaining an affirmative action program for faculty and staff recruitment and retention consistent with University affirmative action policies." The change in 245 refers to the administrative responsibility of a Department Chair for "maintaining a departmental affirmative action program for faculty and staff personnel recruitment and retention, consistent with University affirmative action policies."

The President's Task Force on Faculty Diversity is currently reviewing through site visits how each campus will be implementing these changes. They plan to have a written report by April 2006. This topic was also discussed at the UCAAD meeting on Nov 1 and made one of the areas of focus for this academic year. The Executive Vice Chancellor's Faculty Diversity Initiative has just started and may also review this topic. The Chancellor's Advisory Committee on Diversity, Faculty Subcommittee may also review this topic. The four

task forces on diversity at the school level may also be reviewing this topic. Finally, EQOP had communicated to Len Zegans, Chair of the UCSF Academic Senate, in May 2005 of EQOP's intention to review these changes and to be available to work with committees of the Academic Senate and others on this matter. Therefore, it would be most helpful for the Academic Senate to have a position on this matter, which can perhaps help inform the dialogue which will take place.

PROPOSAL
EQOP proposes that the UCOP Affirmative Action Guidelines for Recruitment and Retention of Faculty (Jan 2002, at http://www.ucop.edu/acadadv/fgsaa/affirmative.html) be used as the basis for the implementation plan of the July 2005 changes in APM 210, 240, 245 relevant to diversity and equal opportunity. The UCOP Guidelines were originally created in June 2001 and reformatted in the January 2002 manual to be more users friendly. They have passed through University counsel review.

The Chancellor's Advisory Committee on Diversity, Faculty Subcommittee, chaired by Francis Lu, analyzed and reformatted the document during the 2001-2002 academic year (See Attachment 2). It reformatted the document in three ways: 1) Specific action steps from the text were placed in an Excel file format, 2) The entity of the campus responsible for the level of activity was specified (campus, school, department), 3) The level of mandate was specified (must, should, may).

The EQOP in Fall 2005 reformatted this original document into the following:

1) Campus-level action steps (Attachment 3)
2) School-level action steps (Attachment 4)
3) Department-level action steps (Attachment 5)
4) Faculty-level action steps (Attachment 6)

We believe #2 document above could be the detailed criteria that could be used to evaluate Deans regarding APM 240 (AA/EO/D issues) and #3 above could be the detailed criteria that could be used to evaluate Department Chairs Re APM 245 (AA/EO/D issues). The number #4 document could be the detailed criteria that could be used to evaluate faculty members regarding APM 210 (AA/EO/D issues).

RATIONALE AND DISCUSSION OF FUTURE STEPS:
This proposal would be a very important one for the University by linking the mandate of the changes in the APM 210, 240 and 245 concerning diversity and equal opportunity to an existing UCOP document, which provides guidelines for implementing these changes. The UCOP guidelines provide specific actions that campuses, schools, departments and individual faculty members can take to reduce the barriers to affirmative action faculty recruitment and retention as required by Federal law and consistent with Proposition 209. The reformatted documents in Attachments 4, 5 and 6 provide a basis for the criteria to be used by monitoring bodies and faculty promotion and tenure committees concerning the implementation of APM 240, 245 and 210, respectively. Given the attention that is being paid on this topic at this time by many levels of the UCSF campus as well as system-wide, it is important that this proposal be discussed, amended and hopefully endorsed in order to provide the conceptual basis for subsequent essential work on logistical issues.

EQOP recognizes that the work on implementation on this matter will need to continue in subsequent discussions within EQOP and with others leading to a Part 2 proposal on logistical issues covering the following topics among others:

1) More specifically, what work that qualifies under these changes and what criteria can we use to assess the quality of the work (individual faculty, department and school-level)?
2) What are the best, acceptable and unacceptable practices for this work (individual faculty, department and school-level)?
3) What are the monitoring/accountability processes to be developed to measure to what extent the changes have been implemented?
4) There is need for longitudinal data collection to see how affirmative action programs change and hopefully improve from year to year.
5) There is a need to compare affirmative action programs and outcome data to see to what extent the programs are actually effective.

EQOP welcomes feedback on this vitally important topic.

cc: Garrett Chan, Chair, Chancellor's Advisory Committee on Diversity, Faculty Subcommittee
      Dan Weiss, Chair, University Committee on Affirmative Action and Diversity

Attachment #2

Action Steps for AA Recruitment and Retention of Faculty*

√	Action Steps	Campus	School	Dept.
	FEDERALLY MANDATED AA PROGRAMS (see page 2 of O.P. booklet)			
1	Campus to develop and maintain a written affirmative action program covering staff, faculty, and all other academic employees.	must		
2	Faculty affirmative action programs should contain a diagnostic component which includes quantitative analyses, and an action oriented component which includes specific practical steps designed to address problem areas identified by the diagnostic analyses.	must		
	Quantitative Analyses			
1	A faculty AA program that complies with Federal regulations must include six specified quantitative analyses. The most valuable of these for academics are: determining availability, comparing incumbency to availability, and setting placement goals. The regulations require employers to consider the percentage of minorities and women with the requisite skills in the geographic area from which the employer usually recruits, and to use the most current and discrete statistical information available.	must		
	Setting Placement Goals			
1	Each campus must produce annual statistical reports comparing the percentage of women and minority faculty in each academic job group with the availability percentage. When the percentage of women or minorities in a particular academic job group is less than would reasonably be expected, given their availability, the campus must establish a percentage annual placement goal at least equal to the availability figure derived for women and minorities, as appropriate for that job group.	must		
	Identifying Problem Areas			
1	Federal regulations require that each campus perform in depth analyses of its total academic employment process to determine whether and where impediments to equal employment opportunity exist. At a minimum, campuses must evaluate their personnel activities, including applicant pools, hires, termination, promotions and other personnel actions to determine whether there are disparities in the allocation of employment benefits to women and minority employees.	must		
2	Campuses must monitor and evaluate their faculty compensation practices to determine whether there are disparities based on gender, race or ethnicity.	must		
2	Campuses must monitor and evaluate their recruitment, selection and promotion procedures to determine whether they result in disparities in the employment or advancement of minorities and women.	must		
3	If any of the above analyses indicate a problem area, the campus must develop and execute action-oriented programs to correct the problem area. In addition, a campus must demonstrate that it has made good faith efforts to remove identified barriers, expand employment opportunities, and produce measurable results.	must		
4	Federal regulations require each campus to develop and implement an auditing system that periodically measures the effectiveness of its total AAP.	must		
5	A good auditing system should include: 1) monitoring all personnel transactions and compensation practices to ensure that the nondiscrimination policy is enforced.	should		

*Original source document: UC AA Guidelines for Recruitment and Retention of Faculty (January 2002)

1 of 7

Action Steps for AA Recruitment and Retention of Faculty*

√	Action Steps	Campus	School	Dept.
	2) producing regular internal reports regarding the goals and achievements of the AAP.	should		
	3)advising top management of the status and effectiveness of the faculty affirmative action program, along with recommendations to improve any areas of unsatisfactory performance.	should		
	BEST PRACTICES FOR FACULTY RECRUITMENT (page 4 of the O.P. booklet)			
1	In developing a request for a position, departments should consider how the proposed level of appointment and field of specialization may affect the availability of women and minorities in the applicant pool.			should
2	Campuses should require departments to articulate a sufficient academic justification for appointments at the senior level or in subspecialties where there are fewer women and minorities. The department's consideration of equal opportunity should be documented in the department's request for search authorizations.			must
3	Campuses should require deans to review the sufficiency of a department's considerations prior to authorizing the search in order to avoid any unintentional adverse impact on gender or racial equity that may result from senior level hiring in particular fields of specialization.	should	must	should
	Composing the Search Committee			
1	Composing the search committee: Each department should make an effort to appoint a search committee that represents a diverse cross section of the faculty and includes members who will monitor the affirmative action efforts of the search committee.			should
2	Special effort should be made to ensure that minorities and women have equal opportunity to serve on search committees.			should
3	Departments that lack diversity should consider appointing faculty outside the department to search committees or develop other alternatives to broaden the perspective of the committee and increase the reach of the search.			should
4	Departments should require search committees to create written search plans that describe, at a minimum, the underutilization and availability of women and minorities in the field, the methods of recruitment and advertising, the position description, and the criteria to be used in selecting candidates.			should
	Developing Position Announcements			
1	Prior to initiating a search, the position description should be carefully reviewed by the search committee, the department faculty, and the academic administration. Every effort should be made to ensure that the position description reflects the needs of the department and is drafted as broadly as possible to attract the largest available pool of potential qualified			should
2	Position announcements may include criteria for all pending appointments, with the understanding that the most exceptional candidate from this larger pool will be hired first, regardless of field.			may
3	Campuses may want to consider developing policies to encourage cluster hiring and/or spousal hiring policies that may contribute to attracting a more diverse pool of candidates to faculty positions.	may		
4	Position descriptions and job announcements may contain additional language reflecting the department's interest in attracting applicants whose teaching, research or service activities may contribute to the academic diversity of the campus.			may

*Original source document: UC AA Guidelines for Recruitment and Retention of Faculty (January 2002)

Attachment #2

Action Steps for AA Recruitment and Retention of Faculty*

√	Action Steps	Campus	School	Dept.
5	Job announcements may contain specific language reflecting institutional commitment to consider dual career appointments and support spousal employment opportunities.			may
	Widespread Advertising			
1	Every effort should be made to conduct a thorough search and advertise widely before filling any faculty position. Search efforts should include all available avenues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites			should
2	All advertisements for faculty positions should state that the University is an "Equal Opportunity/Affirmative Action Employer" and "all qualified applicants are encouraged to apply, including minorities and women."			must
	Inclusive Recruitment			
1	All University search committees should engage in targeted recruitment activities that are consistent with University policy and effective for increasing the numbers of all qualified applicants, including women and minority applicants for academic appointments.			should
2	Positions should be advertised with organizations and publications that are targeted to women and minority audiences, in addition to advertising in publications for general distribution.			should
3	Each campus should develop and maintain a list of targeted publications, by field, where academic positions could be advertised, in addition to publications used for general distribution.	should		
	Proactive Informational Outreach			
1	Search committees may engage in other types of proactive informational outreach to increase the numbers of all qualified applicants, including women and minority candidates for faculty positions. As search committee members write letters or make phone calls to their colleagues to ask about promising candidates, they also may specifically inquire about promising applicants, including women and minorities in the field.			may
2	Search committee members may make specific efforts to attend conferences or meetings attended primarily by women and minorities in the field.			may
3	Search committee members should ensure that female and minority members of the campus faculty are not excluded from consultations regarding their knowledge of potential candidates, and should actively encourage all faculty to refer potential candidates.			should
4	Search committees may broaden the pool by utilizing the resources of these specialized academic and professional organizations and also by making efforts to identify individuals who have achieved excellence outside academe.			may
	BEST PRACTICES FOR FACULTY SELECTION (page 6 of the O.P. booklet)			
	Analyzing the Pool			
1	Federal regulations require each campus to collect data regarding the race and gender of all job applicants, including applicants for faculty positions.	must		

Action Steps for AA Recruitment and Retention of Faculty*

√	Action Steps	Campus	School	Dept.
2	Departments should review the applicant pool prior to beginning the selection process to determine if women and minority applicants are represented in the pool. If women and minority applicants are not present in the pool at the rate of their estimated availability in the field, then departments should review whether proper recruitment and outreach procedures were followed and consider reopening the search with expanded all-inclusive recruitment efforts.			should
	Monitoring the Selection Process			
1	Departments should establish procedures for selection that require applications to be read by more than one person, to minimize the possibility qualified candidates may be overlooked.			should
2	Search committees should prepare written deselection documents that describe the reasons) for rejecting candidates.			should
3	Deans or department chairs should review these documents and may examine committee selections to ensure that they meet the selection criteria listed in the position announcement.		should	may
4	Academic administrators may also review the race and gender of candidates on the short list. If there is insufficient representation compared to availability, the selection process should be scrutinized to ensure that selection criteria were properly and consistently applied in the review of candidates, and those criteria were consistent with the documented academic needs of the department.		may	may
	BEST PRACTICES FOR FACULTY RETENTION (page 7 of the O.P. booklet)			
1	Campuses should be vigilant to identify retention problems that may have a negative impact on faculty diversity and equal employment opportunity.	should		
2	Campuses should collect gender and race data on personnel transactions such as promotions, transfers and resignations and to make good faith efforts to address any racial or gender disparities that may be reflected in those data.	should		
3	Campuses may develop procedures for career reviews to ensure that all faculty are appointed at the appropriate rank and step consistent with their academic accomplishments.	may		
4	Campuses may conduct exit interviews with departing faculty, including minorities and women, to determine why they are leaving the University.	may		should
5	Campuses that conduct exit interviews should make every effort to address problems identified in the interviews and document the results of those efforts.		should	should
6	Campuses may want to interview faculty who have been successful in obtaining tenure, or who have remained with the University for a long period of time, in order to identify factors that contributed to the successful faculty careers.		may	may
	Mentoring Junior Faculty			
1	Campuses may organize formal mentoring programs and conduct workshops for junior faculty to assist with the tenure process.	may	may	may
2	Campuses and departments may consider permitting junior faculty to participate ex-officio in academic personnel processes such as file review, ad hoc committees and discussion of personnel cases.	may	may	may
	Faculty Development Programs			

*Original source document: UC AA Guidelines for Recruitment and Retention of Faculty (January 2002)

http://www.ucop.edu/acadadv/fgsaa/affirmative.html

Copy of Attachment 2 - Academic AA action steps31   4 of 7

Attachment #2

Action Steps for AA Recruitment and Retention of Faculty*

√	Action Steps	Campus	School	Dept.
1	Faculty development programs may promote campus diversity by rewarding faculty who are engaged in research focused on issues such as race, ethnicity, gender, and multiculturalism, and/or by allocating resources to faculty who have demonstrated a commitment to issues of social, educational, and economic justice as evidenced by their record of teaching and service.	may	may	may
2	These programs may reward faculty who have exhibited leadership in developing pedagogical techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups, and/or faculty who have made exceptional contributions to campus diversity through their departmental service.	may	may	may
Accommodating Special Needs				
1	Campuses should ensure that all deans and department chairs understand the University's policies concerning leave and modified duties to accommodate faculty with parenting or disability related needs. Campuses should make every effort to ensure that adequate childcare resources and facilities are available to faculty.	should	should	should
2	Departments may explore permanent or temporary part time appointments for faculty that desire such arrangements. Faculty should be informed of their options under University policies and encouraged to request leaves, modified work schedules or other accommodations as needed. Departments also should consider parental and medical needs of faculty in scheduling department meetings and assignments.			may
Monitoring Pay Equity				
1	Campuses should conduct periodic summary level salary reviews to ensure that faculty compensations practices do not reflect disparities on the basis of race or gender. If problem areas are identified, campuses should investigate individual cases and ensure that salary levels are based on legitimate, documented academic considerations.	should		
2	Campus may implement career review procedures that allow faculty members to have their academic personnel file reviewed for placement at the appropriate rank, step and salary.	may	may	may
INFORMING THE CAMPUS COMMUNITY (page 9 of the O.P. booklet)				
1	Campuses may promote faculty involvement by providing faculty on a regular basis with statistical data regarding the number of minorities and women on the faculty and among new appointments. It is particularly important that data regarding faculty demographic profiles and availability figures be provided to faculty, search committees, department chairs, deans, and academic administrators involved in recruitment and retention activities.	should		
2	Campuses may compile and distribute their own data sets with more detailed breakdowns reflecting the status of women and minorities in faculty appointments.	may		
3	All academic administrators, deans, department chairs, and faculty involved in academic personnel matters should receive information on an annual basis regarding the components of the campus faculty affirmative action program and the placement goals in their field or organizational units.	should	should	should
4	Information regarding affirmative action requirements and campus specific affirmative action data should be provided to all department chairs and deans on an annual basis and should be discussed in orientation and training programs for department chairs and deans.	should	should	should

Action Steps for AA Recruitment and Retention of Faculty*

√	Action Steps	Campus	School	Dept.
	ENFORCING THE NONDISCRIMINATION POLICY (page 10 of O.P. booklet)			
	1 Each campus should demonstrate its commitment to equal opportunity and diversity by taking active steps to disseminate and enforce the University's policy prohibiting illegal discrimination.	should		
	2 Campuses can promote enforcement of the University nondiscrimination policy by having knowledgeable persons available to facilitate resolution of complaints, by providing ready access to informal and formal channels for bringing grievances, and by conducting training for all staff and faculty regarding the requirements of the nondiscrimination policy.	should		
	CREATING A WELCOMING CAMPUS CLIMATE (page 10 of the O.P. booklet)			
	1 Each campus may promote faculty diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, or gender.	may	may	may
	2 Annual statements from the Chancellor regarding the campus' commitment to equal opportunity in education and employment may be distributed widely to publicize the campus position regarding affirmative action and compliance with Federal regulations.	may		
	3 Campus faculty and academic administrators can encourage and support interested groups that wish to sponsor speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity.	may	may	may
	4 Campuses may provide public and academic recognition to faculty who make exceptional contributions to diversity through their research, teaching or service activities.	may	may	may
	DEVELOPING CURRICULAR DIVERSITY (page 11 of the O.P. booklet)			
	1 Campuses may develop organized research units to pursue scholarly exploration of topics such as race, ethnicity, gender, and multiculturalism.	may	may	may
	2 Campuses may commit resources toward developing interdepartmental curriculum initiatives to address issues such as gender and race within the traditional disciplines. Such initiatives may support cluster hiring and other academic personnel practices that will contribute to the diversity and intellectual vitality of the campus community.	may	may	may
	VALUING FACULTY CONTRIBUTIONS TO DIVERSITY (page 11 of the O.P. booklet)			
	1 Campuses may consider whether faculty members' research, teaching, or service makes an outstanding contribution to the diversity of the academic community as part of criteria for faculty recruitment, selection and advancement.	may	may	
	2 In considering candidates for appointment, departments and search committees may consider whether a candidate's research will serve curricular needs for addressing present-day societal issues related to gender, race, ethnicity and culture.			may

*Original source document: UC AA Guidelines for Recruitment and Retention of Faculty (January 2002)

http://www.ucop.edu/acadadv/fgsaa/affirmative.html

Copy of Attachment 2 - Academic AA action steps31   6 of 7

Action Steps for AA Recruitment and Retention of Faculty*

Attachment #2

√	Action Steps	Campus	School	Dept.
3	Campuses may create incentives for hiring faculty who are engaged in research that advances the understanding of issues such as race, ethnicity, gender, and multiculturalism as they intersect with traditional academic fields, or research that examines socio-economically or politically disadvantaged groups in areas such as community development, public health, urban affairs, social justice or educational reform.	may	may	may
4	Departments and search committees also may consider a candidate's demonstrated commitment to issues of social, educational and economic disadvantage as evidenced by the record of teaching and service.			may
5	A department may consider such criteria in its evaluation of current faculty for promotion and advancement, and may provide release time or faculty development funds for faculty who are active in research, teaching or service that promotes equal access for underrepresented students or increases our understanding of the dynamics of race and gender in our society.			may
6	Campus values of academic diversity may be expressed through evaluations of academic administrators. Each academic administrator should be held accountable for their implementation of an effective faculty affirmative action program and should be evaluated for their contributions to affirmative action and diversity efforts in program administration and academic personnel practices.	may	should	should
7	Performance reviews for deans and department chairs should include a review of their efforts to promote academic diversity and equal opportunity in all academic affairs.		should	should
8	Deans and chairs should be assessed annually with regard to their efforts to follow affirmative action good practices in faculty hiring and academic personnel actions.	should	should	