
**UNIVERSITY OF CALIFORNIA
SAN DIEGO**

**ACADEMIC PERSONNEL
AFFIRMATIVE ACTION PROGRAM**

**ANNUAL REVIEW AND UPDATE
2007**

Office of Academic Diversity and Equal Opportunity

TABLE OF CONTENTS

Sections have been organized in reference to
Title 41 Code of Federal Regulations (CFR), Chapter 60

Introduction.....	i
-------------------	---

Women and Designated Ethnic Groups (41 CFR, Part 60-2)

Chapter 1	Organizational Profile.....	1-1
	Table 1.A Organizational Profile of the Academic Workforce as of 10/31/06.....	1-2
Chapter 2	Job Group Analysis and Academic Workforce by Job Group.....	2-1
	Table 2.A Job Groups Within the Academic Workforce.....	2-2
	Table 2.B Academic Job Titles Within Job Groups.....	2-4
	Table 2.C Academic Workforce by Job Group as of 10/31/06.....	2-6
Chapter 3	Availability, Utilization, and Placement Goals.....	3-1
	Table 3.A Availability Data – Factors Considered and Data Sources.....	3-4
	Table 3.B Incumbency Compared to Availability.....	3-5
	Table 3.C Summary of Placement Goals For Underutilized Areas.....	3-6
Chapter 4	Responsibility for Implementation and Internal/External Dissemination of Policy.....	4-1
	Exhibit 4.A Chancellor's Reaffirmation Notice – Spring 2006.....	4-6
	Exhibit 4.B Chancellor's Reaffirmation of UCSD's EO/AA Policy.....	4-8
	Exhibit 4.C Chancellor's Reaffirmation of UCSD's Policy on Sexual Harassment.....	4-12
Chapter 5	Analysis of the Employment Process and Identification of Problem Areas.....	5-1
Chapter 6	Action-Oriented Programs.....	6-1
	Exhibit 6.A Chancellor's Notice: César E. Chávez Celebration.....	6-25
	Exhibit 6.B Chancellor's Notice: Inaugural California Native American Day.....	6-27
Chapter 7	Internal Audit and Reporting Systems.....	7-1

Compliance with Guidelines on Discrimination Because of Religion or National Origin (41 CFR, Part 60-50)

Chapter 8	Compliance with Guidelines on Discrimination Because of Religion or National Origin.....	8-1
-----------	---	-----

Covered Veterans (41 CFR, Part 60-250)

Chapter 9 Academic Personnel Affirmative Action Program
for Covered Veterans 9-1
Exhibit 9.A UCSD Veterans Association Annual
Recognition Ceremony 9-6

People With Disabilities (41 CFR, Part 60-741)

Chapter 10 Academic Personnel Affirmative Action Program
for People with Disabilities..... 10-1
Exhibit 10.A Chancellor’s Reaffirmation of UCSD’s Commitment
to be Accessible to Individuals with Disabilities 10-10
Exhibit 10.B Chancellor’s Notice:
UCSD Disabilities Awareness Month 10-12

INTRODUCTION

The Academic Personnel Affirmative Action (APAA) Program at the University of California, San Diego campus (UCSD) is a proactive management tool used to ensure equal employment opportunity. The APAA Program is a collection of policies, practices, and procedures that UCSD has implemented to ensure that all employees and qualified applicants for employment receive equal opportunity in the processes of recruitment, selection, and advancement, and in every other privilege associated with employment without regard to race, color, religion, sex, national origin, disability, and/or status as a veteran.

This report constitutes the annual review and update of the APAA Program. The report reviews employment actions that occurred during the period of November 1, 2005, through October 31, 2006. A diagnostic component is included as part of this review that includes a number of quantitative analyses designed to evaluate the workforce. One of these compares the workforce to relevant labor pools to identify discrepancies between the two in the areas of gender and ethnicity. New placement goals are established as necessary and are effective for the period of March 1, 2007, through February 29, 2008, at which time new goals may be established. This report also presents the action plan—both new and ongoing action-oriented efforts—designed to remedy underutilization and any other identified deficiencies.

Groups covered under the APAA Program are as follows:

- Women and specified minority ethnic groups.
Per federal regulations, such minority ethnic groups include blacks (referred to as African-Americans in this report), Hispanics, Asians or Pacific Islanders (referred to collectively as Asians), and American Indians or Alaskan Natives (referred to collectively as American Indians).
- Covered veterans.
This group includes special disabled veterans, Vietnam-era veterans, recently separated veterans, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.
- Persons with disabilities.

Finally, this report includes information regarding compliance with the federal guidelines on discrimination because of religion or national origin.

The APAA Program conforms to regulations written by the Office of Federal Contract Compliance Programs within the U.S. Department of Labor in an effort to implement

certain executive orders and legislative acts that require federal contractors to take affirmative action to ensure equal opportunity in employment. These regulations, and the respective groups or areas they govern, are as follows:

- For women and designated ethnic groups:
41 Code of Federal Regulations (CFR), Part 60-2, Subpart B, which implements Executive Order 11246, as amended by Executive Orders 11375 and 12086.
- For covered veterans:
41 CFR, Part 60-250, which implements Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974, as amended.
- For people with disabilities:
41 CFR, Part 60-741, which implements Section 503 of the Rehabilitation Act of 1973, as amended.
- For religion or national origin:
Guidelines established by 41 CFR, Part 60-50, which implements Executive Order 11246, as amended by Executive Orders 11375 and 12086.

In addition to its obligation as a federal contractor, the University is also obligated to uphold Section 31 of Article I in the California State Constitution as established by the California Civil Rights Initiative (Proposition 209). In conducting employment activities, the University does not discriminate against or give preferential treatment to its employees or prospective employees based on certain criteria—race, sex, color, ethnicity, or national origin—that are not job- or business-related, except under appropriate circumstances—for example, when sex is a bona fide occupational qualification for the job as guided by 41 CFR Section 60-20.2.

Additional information about the Office of Academic Diversity and Equal Opportunity (OADEO) may be obtained from the following Web site:

<http://academicaffairs.ucsd.edu/offices/adeo/>.

Section 230-6 of the Policy and Procedure Manual, which governs the APAA Program, is available at: <http://adminrecords.ucsd.edu/ppm/docs/230-6.html>.

An organizational profile has been developed to provide an overview of UCSD's structure and of the academic workforce by gender and ethnicity within that structure. This profile may be viewed in conjunction with Table 2.A: Job Groups Within the Academic Workforce or Table 3.B: Incumbency Compared to Availability.

It should be noted that academic employees with such titles as vice chancellor or dean are in the Senior Management Group and are thus included in workforce data issued by the Equal Opportunity/ Staff Affirmative Action Office.

For reasons of confidentiality, the following table does not include the sex and ethnicity of each of the unit supervisors as required by federal regulations. A table containing such information is disclosable to government officials engaged in enforcing the laws administered by the Office of Federal Contract Compliance Programs (OFCCP) and to University officials requiring the information to carry out their official duties, but not to the general public.

It should be understood that the Rady School of Management and the Skaggs School of Pharmacy and Pharmaceutical Sciences are relatively new units on campus. Both schools are in the process of recruiting and building a workforce, and thus their profiles, as shown in the table, are quite small.

This page reserved for Table 1.A: Organizational Profile of Academic Workforce, page 2.

This page reserved for Table 1.A: Organizational Profile of Academic Workforce, page 3.

**TABLE 1.A: ORGANIZATIONAL PROFILE
OF THE ACADEMIC WORKFORCE AS OF 10/31/06**

UNIT			WORKFORCE										
Area	Sch/Div	Department	Minority Men: (1)				Total	Minority Women:				Total	Grand Total
			Afr	His	Asn	AI	Men	Afr	His	Asn	AI	Women	
General Campus	Jacobs School of Engineering	Dept of Bioengineering		2	20		44			6		8	52
		Dept of Comp Sci & Engr		1	14		57			2		6	63
		Dept of Elec & Comp Engr		1	35		82			1		5	87
		Dept of Mech & Aero Engr		2	13		52		1	1		8	60
		Dept of Struc Engr		2	12		27					1	28
		Other					1		1			1	2
		Subtotal: Jacobs	0	8	94	0	263	0	2	10	0	29	292
	Division of Physical Sciences	Dept of Chem/Biochem	1	2	38		120		4	14	1	35	155
		Dept of Math		2	10		63	1		1		10	73
		Dept of Physics		5	17		87			2		8	95
		Other					0					1	1
		Subtotal: Phys Sci	1	9	65	0	270	1	4	17	1	54	324
	Division of Biological Sciences	Cell & Devel Bio			3		20					3	23
		Ecology, Behav & Evol			3		10					3	13
		Molecular Bio			4		13	1		1		6	19
		Neurobiology	1	2	2		13					3	16
		Other	2	7	38	1	97		4	7		53	150
		Subtotal: Bio Sci	3	9	50	1	153	1	4	8	0	68	221
	Division of Social Sciences	Dept of Anthropology		2			16		1			10	26
		Dept of Cognitive Sciences		2			16			1		10	26
		Dept of Communication	1		1		16	2	2			14	30
		Dept of Economics		1	4		30					14	44
		Dept of Ethnic Studies	1	2	1		5	2	4	4		10	15
		Dept of Linguistics		2	2		12		2	2		16	28
		Dept of Political Science		2			36	1	1	3		11	47
		Dept of Psychology			1		26			2	1	19	45
		Dept of Sociology	1	3	1		23	1				8	31
		Education Studies					7		1	1		14	21
		Other					3	1		2		4	7
	Subtotal: Soc Sci	3	14	10	0	190	7	11	15	1	130	320	
	Graduate School of International Relations & Pacific Studies			1	5		23		2	3		10	33
	Rady School of Management				5		17		1			1	18
Division of Arts & Humanities	Dept of History	1	3	5		35		2	13		26	61	
	Dept of Literature		5	3		33	3	2	8		39	72	
	Dept of Music	4		3		34		1	1		8	42	
	Dept of Philosophy	1	1			17					4	21	
	Dept of Theatre & Dance		3			16	2	2			27	43	
	Dept of Visual Arts		6	1		32		1	1		16	48	
	Other					0					0	0	
	Subtotal: Arts & Human	6	18	12	0	167	5	8	23	0	120	287	
Organized Research Units			10	24		110		1	5		28	138	
Six UCSD Colleges			2	3		12	1		1		11	23	
Library		1	2	1		18		1	5		44	62	
Extended Studies & Public Programs			1	3		19		2	1		26	45	
Academic Affairs - Other						2					0	2	
Subtotal: General Campus			14	74	272	1	1244	15	36	88	2	521	1765

**TABLE 1.A: ORGANIZATIONAL PROFILE
OF THE ACADEMIC WORKFORCE AS OF 10/31/06**

UNIT			WORKFORCE										
Area	Sch/Div	Department	Minority Men: (1)				Total	Minority Women:				Total	Grand
			Afr	His	Asn	AI	Men	Afr	His	Asn	AI	Women	Total
Health Sciences	School of Medicine	Dept of Anesthesiology		1	7	1	31	1		3		13	44
		Dept of Cell & Molec Med		2	19	1	37		4	8		23	60
		Dept of Fam & Prev Med	1	2	6	1	38		4	10		41	79
		Dept of Medicine	4	16	91		313	1	6	62	2	164	477
		Dept of Neurosciences		2	17		51		2	9		35	86
		Dept of Ophthalmology		1	6		18		2	1		12	30
		Dept of Orthopaedic Surg		1	4		18					1	19
		Dept of Pathology		1	4		42		2	4		26	68
		Dept of Pediatrics	2	3	18		77	2	2	12	1	48	125
		Dept of Pharmacology		1	11		37	1	1	13		26	63
		Dept of Psychiatry	1	1	10	1	97	1	7	5		68	165
		Dept of Radiology			16		60		2	3		18	78
		Dept of Reproductive Med		1	6		17		1	1		17	34
		Dept of Surgery	2	5	14		66		1	5		16	82
		Other		2	20		47		2	9		25	72
		Subtotal: Sch of Medicine	10	39	249	4	949	6	36	145	3	533	1482
	Skaggs School of Pharmacy and Pharmaceutical Sciences		1	1	4		19			5		14	33
Subtotal: Health Sciences			11	40	253	4	968	6	36	150	3	547	1515
Scripps Institution of Oceanography				7	28		210		3	6	2	62	272
GRAND TOTAL: ALL CAMPUS AREAS			25	121	553	5	2422	21	75	244	7	1130	3552

(1) Ethnic categories: Afr = African-American/Black
His = Hispanic
Asn = Asian
AI = American Indian.

Whites have been included in the subtotals and grand totals.

JOB GROUP ANALYSIS AND ACADEMIC WORKFORCE BY JOB GROUP

Reference:
41 CFR § 60-2.12,
60-2.13
60-2.17(b)(1)

JOB GROUP ANALYSIS

Jobs with academic titles have been analyzed, and based on their similar content, wage rates, and opportunities, have been combined into various groups. The UCSD campus has a total of 32 academic job groups, which are presented in Table 2.A in this chapter. Tenured and tenure-track faculty have been separated by rank—noted as A- and B-series respectively—and each of these two ranks has 10 job groups. The 10 job groups identify a specific school, division, or institution representing a major academic discipline. In addition, the academic departments within each of the respective disciplines are noted. Table 2.B provides a list of primary job titles within the job groups. A detailed listing of every job within each job group is on file in the Office of Academic Diversity and Equal Opportunity and is available upon request.

ACADEMIC WORKFORCE: JOB GROUPS

The academic workforce consists of those persons employed by UCSD in academic titles (except those requiring student status) on October 31, 2006. This "snapshot" of the academic workforce has been arranged by job group and forms the basis for a variety of analyses of academic personnel actions. Please see Table 2.C in this chapter.

This page is reserved for:

Table 2.A: Job Groups within the Academic Workforce, (1 of 2)

(page 2-2)

This page is reserved for:

Table 2.A: Job Groups within the Academic Workforce, (2 of 2)

(page 2-3)

This page is reserved for:
Table 2.B: Academic Job Titles within Job Groups, (1 of 2)
(page 2-4)

This page is reserved for:
Table 2.B: Academic Job Titles Within Job Groups, (2 of 2)
(page 2-5)

This page is reserved for:
Table 2.C: Academic Workforce by Job Group

(page 2-6)

TABLE 2.A: JOB GROUPS WITHIN THE ACADEMIC WORKFORCE

In this table, the academic workforce is first divided into five major categories: Tenured Faculty, Tenure-Track Faculty, Other Teaching Faculty, Research Titles, and Other Academic Titles. Within these categories are the job groups that have been devised to facilitate the analysis of the workforce and employment actions. Job groups within the Tenured Faculty and Tenure-Track Faculty categories are related to academic disciplines identified by the name of a school, division, or institution. All other job groups pertain to the entire campus, with the following exceptions: the job groups for Clinicals, Librarians, and University Extension are relevant only to Health Sciences, the Library, and University Extension, respectively.

MAJOR CATEGORY	JOB GROUP CODE	SCHOOL, DIVISION, OR INSTITUTION	DEPARTMENTS	
TENURED FACULTY	A-JACOBS	JACOBS SCHOOL OF ENGINEERING	Bioengineering Computer Science and Engineering Electrical and Computer Engineering Mechanical and Aerospace Engineering Structural Engineering	
	A-PS	DIVISION OF PHYSICAL SCIENCES	Chemistry and Biochemistry Mathematics Physics	
	A-BIO	DIVISION OF BIOLOGICAL SCIENCES	Cell and Developmental Biology Ecology, Behavior, and Evolution Molecular Biology Neurobiology	
	A-SS	DIVISION OF SOCIAL SCIENCES	Anthropology Cognitive Science Communication Economics Ethnic Studies	Linguistics Political Science Psychology Sociology
	A-IRPS	GRADUATE SCHOOL OF INTERNATIONAL RELATIONS & PACIFIC STUDIES	None	
	A-RADY	RADY SCHOOL OF MANAGEMENT	None	
	A-AH	DIVISION OF ARTS & HUMANITIES	History Literature Music	Philosophy Theatre and Dance Visual Arts
	A-SOM	SCHOOL OF MEDICINE	Anesthesiology Cellular and Molecular Medicine Family and Preventive Medicine Medicine Neurosciences Ophthalmology Orthopaedics	Pathology Pediatrics Pharmacology Psychiatry Radiology Reproductive Medicine Surgery
	A-SKAGGS	SKAGGS SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES	None	
	A-SIO	SCRIPPS INSTITUTION OF OCEANOGRAPHY	Graduate Department	
TENURE-TRACK FACULTY	B-(CODE)	The ten job groups and codes for Tenure-Track Faculty are based on the same structure as that developed for Tenured Faculty.		

TABLE 2.A: JOB GROUPS WITHIN THE ACADEMIC WORKFORCE

MAJOR CATEGORY	JOB GROUP CODE	JOB GROUP
OTHER TEACHING FACULTY	C-INR D-AV E-ADJ F-CLIN G-OTHR	IN RESIDENCE FACULTY ACTING and VISITING FACULTY/RESEARCHERS ADJUNCT FACULTY CLINICAL FACULTY OTHER TEACHING FACULTY
RESEARCH TITLES	H1-RES H2-PROJ I-SPEC J-PSE	RESEARCH SCIENTISTS PROJECT SCIENTISTS SPECIALISTS POSTDOCTORAL SCHOLAR - EMPLOYEE
OTHER ACADEMIC TITLES	K-AA L-LIB M-UNEX	ACADEMIC ADMINISTRATORS LIBRARIANS UNIVERSITY EXTENSION (All titles)

TABLE 2.B: ACADEMIC JOB TITLES WITHIN JOB GROUPS

MAJOR CATEGORY	JOB GROUP CODE	JOB GROUP	PRIMARY TITLES WITHIN JOB GROUP
TENURED FACULTY	A-(discipline*)	TENURED FACULTY	Professor Associate Professor
TENURE-TRACK FACULTY	B-(discipline*)	TENURE-TRACK FACULTY	Assistant Professor
OTHER TEACHING FACULTY	C-INR	IN RESIDENCE FACULTY	Professor In Residence Associate Professor In Residence Assistant Professor In Residence
	D-AV	ACTING AND VISITING FACULTY/RESEARCHER	Visiting Professor Visiting Associate Professor Visiting Assistant Professor Visiting Research _____ Visiting Associate Research _____ Visiting Assistant Research _____ Visiting Project _____ Visiting Associate Project _____ Visiting Assistant Project _____ Visiting Postdoc
	E-ADJ	ADJUNCT FACULTY	Adjunct Professor Associate Adjunct Professor Assistant Adjunct Professor
	F-CLIN	CLINICAL FACULTY	Professor of Clinical _____ Associate Professor of Clinical _____ Assistant Professor of Clinical _____ Clinical Professor Associate Clinical Professor Assistant Clinical Professor
	G-OTHR	OTHER TEACHING FACULTY	Professor - Recalled Associate Professor - Recalled Recall ---- Senior Lecturer w/ Security of Employment Lecturer w/ Security of Employment Lecturer w/ Potential Security of Employment Lecturer Supervisor of Teacher Education
RESEARCH TITLES	H1-RES	RESEARCH SCIENTIST	Research _____ Associate Research _____ Assistant Research _____ Researcher - Recalled Research Professor
	H2-PROJ	PROJECT SCIENTIST	Project _____ Associate Project _____ Assistant Project _____
	I-SPEC	SPECIALIST	Specialist Associate Specialist Assistant Specialist Junior Specialist
	J-PSE	POSTDOCTORAL SCHOLAR - EMPLOYEE	Postdoctoral Scholar - Employee Postgraduate Researcher

* A unique code is used for each of the 10 major academic areas.

TABLE 2.B: ACADEMIC JOB TITLES WITHIN JOB GROUPS

MAJOR CATEGORY	JOB GROUP CODE	JOB GROUP	PRIMARY TITLES WITHIN JOB GROUP
OTHER ACADEMIC TITLES	K-AA	ACADEMIC ADMINISTRATOR	Associate Vice Chancellor Academic Administrator Academic Coordinator Director
	L-LIB	LIBRARIAN	Librarian - Career Status Associate Librarian - Career Status Librarian - Potential Career Status Associate Librarian - Potential Career Status Assistant Librarian - Potential Career Status Associate Librarian - Temporary Status Assistant Librarian - Temporary Status
	M-UNEX	UNIVERSITY EXTENSION	Academic Coordinator Continuing Educator Coordinator of Public Programs Lecturer Teacher - University Extension

TABLE 2.C: ACADEMIC WORKFORCE BY JOB GROUP AS OF 10/31/06

CATEGORY	JOB GROUP	TOTAL	MEN		WOMEN		WHITE		AFR-AM		HISPANIC		ASIAN		AM IND		TOTAL MINORITY	
Tenured Faculty	Jacobs Sch Engr	138	128	93%	10	7%	95	69%	0	0%	4	3%	39	28%	0	0%	43	31%
	Physical Sci	117	104	89%	13	11%	90	77%	1	1%	7	6%	19	16%	0	0%	27	23%
	Biological Sci	51	46	90%	5	10%	40	78%	0	0%	2	4%	9	18%	0	0%	11	22%
	Social Sci	156	108	69%	48	31%	133	85%	6	4%	12	8%	5	3%	0	0%	23	15%
	Grad Sch IR/PS	18	15	83%	3	17%	16	89%	0	0%	0	0%	2	11%	0	0%	2	11%
	Rady Sch Mngmt	8	8	100%	0	0%	5	63%	0	0%	0	0%	3	38%	0	0%	3	38%
	Arts & Humanities	147	100	68%	47	32%	120	82%	4	3%	12	8%	11	7%	0	0%	27	18%
	Sch of Medicine	187	163	87%	24	13%	167	89%	1	1%	1	1%	18	10%	0	0%	20	11%
	Skaggs Sch Pharm	5	2	40%	3	60%	4	80%	0	0%	0	0%	1	20%	0	0%	1	20%
	Scripps Inst Ocean	76	65	86%	11	14%	71	93%	0	0%	0	0%	5	7%	0	0%	5	7%
	Subtotal		903	739	82%	164	18%	741	82%	12	1%	38	4%	112	12%	0	0%	162
Tenure-Track Faculty	Jacobs Sch Engr	27	24	89%	3	11%	14	52%	0	0%	3	11%	10	37%	0	0%	13	48%
	Physical Sci	26	24	92%	2	8%	21	81%	0	0%	0	0%	5	19%	0	0%	5	19%
	Biological Sci	20	10	50%	10	50%	14	70%	2	10%	0	0%	4	20%	0	0%	6	30%
	Social Sci	57	34	60%	23	40%	42	74%	2	4%	6	11%	7	12%	0	0%	15	26%
	Grad Sch IR/PS	5	4	80%	1	20%	3	60%	0	0%	0	0%	2	40%	0	0%	2	40%
	Rady Sch Mngmt	3	3	100%	0	0%	2	67%	0	0%	0	0%	1	33%	0	0%	1	33%
	Arts & Humanities	32	16	50%	16	50%	19	59%	4	13%	5	16%	4	13%	0	0%	13	41%
	Sch of Medicine	16	9	56%	7	44%	8	50%	0	0%	0	0%	8	50%	0	0%	8	50%
	Skaggs Sch Pharm	1	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
	Scripps Inst Ocean	7	4	57%	3	43%	6	86%	0	0%	0	0%	1	14%	0	0%	1	14%
Subtotal		194	129	66%	65	34%	130	67%	8	4%	14	7%	42	22%	0	0%	64	33%
Total Tenured/Tenure-Track Faculty		1097	868	79%	229	21%	871	79%	20	2%	52	5%	154	14%	0	0%	226	21%
Other Faculty	In Residence	132	103	78%	29	22%	105	80%	1	1%	6	5%	20	15%	0	0.0%	27	20%
	Act/Vis Fac/Res	51	38	75%	13	25%	33	65%	0	0%	9	18%	9	18%	0	0.0%	18	35%
	Adjunct	166	108	65%	58	35%	117	70%	2	1%	8	5%	36	22%	3	1.8%	49	30%
	Clinical	392	240	61%	152	39%	292	74%	6	2%	23	6%	68	17%	3	0.8%	100	26%
	Other Teaching Fac	279	147	53%	132	47%	216	77%	5	2%	16	6%	41	15%	1	0.4%	63	23%
	Subtotal		1020	636	62%	384	38%	763	75%	14	1%	62	6%	174	17%	7	0.7%	257
Research Titles	Research Scientist	195	154	79%	41	21%	156	80%	1	1%	6	3%	32	16%	0	0.0%	39	20%
	Project Scientist	351	223	64%	128	36%	206	59%	3	1%	16	5%	125	36%	1	0.3%	145	41%
	Specialist	41	29	71%	12	29%	26	63%	0	0%	1	2%	13	32%	1	2.4%	15	37%
	Postdoc Scholar-EE	698	454	65%	244	35%	352	50%	6	1%	50	7%	287	41%	3	0.4%	346	50%
	Subtotal		1285	860	67%	425	33%	740	58%	10	1%	73	6%	457	36%	5	0.4%	545
Other Academic Titles	Acad Admin	43	21	49%	22	51%	37	86%	1	2%	3	7%	2	5%	0	0%	6	14%
	Librarian	62	18	29%	44	71%	52	84%	1	2%	3	5%	6	10%	0	0%	10	16%
	University Exten	45	19	42%	26	58%	38	84%	0	0%	3	7%	4	9%	0	0%	7	16%
	Subtotal		150	58	39%	92	61%	127	85%	2	1%	9	6%	12	8%	0	0%	23
TOTAL ACADEMIC WORKFORCE		3552	2422	68%	1130	32%	2501	70%	46	1%	196	6%	797	22%	12	0.3%	1051	30%

TABLE 2.C: ACADEMIC WORKFORCE BY JOB GROUP AS OF 10/31/06

CATEGORY	JOB GROUP	TOTAL	MEN	WOMEN	WHITE	AFR-AM	HISPANIC	ASIAN	AM IND	TOTAL MINORITY
-----------------	------------------	--------------	------------	--------------	--------------	---------------	-----------------	--------------	---------------	---------------------------

Reference:
41 CFR § 60-2.14,
60-2.15,
60-2.16

AVAILABILITY

According to federal regulations, "Availability is an estimate of the number of qualified minorities or women available for employment in a given job group, expressed as a percentage of all qualified persons available for employment in the job group. The purpose of the availability determination is to establish a benchmark against which the demographic composition of the contractor's incumbent workforce can be compared in order to determine whether barriers to equal employment opportunity may exist within particular job groups." ¹

Federal regulations require that two factors be considered in determining availability. The two factors are noted below, along with an explanation of how they are applied to UCSD's job groups.

Factor 1: The percentage of ethnic group members or women with requisite skills in the reasonable recruitment area.

The "requisite skills" for appointment to an academic position normally mean the Ph.D. An M.D., Pharm.D., and sometimes a Ph.D., is normally required for positions in the School of Medicine and the Skaggs School of Pharmacy and Pharmaceutical Sciences. Additionally, there are disciplines in which the Master's degree is the terminal degree, such as the Master of Fine Arts (M.F.A.). The "recruitment area" of an academic search is the entire United States, and in some cases even beyond. A national recruitment area is necessary in order to yield the strongest, most diverse pool of qualified applicants.

Factor I is the most appropriate and only factor to use for 31 of the 32 UCSD job groups; the Project Scientist job group is the exception (see below).

Factor 2: The percentage of ethnic group members or women among those promotable, transferable, and trainable within the contractor's organization.

¹ 41 Code of Federal Regulations, § 60-2.14

While the movement of Postdoctoral Scholar–Employees (job group J-PSE) to Project Scientists (job group H2-PROJ) is not a natural line of progression, PSEs may act as a "feeder" group for the Project Scientist group.² By campus policy, an appointment to the position of Postdoctoral Scholar–Employee is normally limited to five years. If employment is to continue beyond the five-year mark, a PSE is generally appointed to the Project Scientist group. Because of the significance of Factor 2, a weighting of both Factor 1 and 2 is warranted to determine the appropriate availability for the Project Scientist group.

The methodology used for weighting factors 1 and 2 in order to determine availability for the Project Scientist group included reviewing the number of hires in the Project Scientist group and the number of PSEs transferred to this group over a four-year period. It was determined that of the total placements in the Project Scientist group, 44.9% were based on hires from outside the PSE group, and 55.1% were based on transfers of PSEs to this group. The National Opinion Research Center (NORC) Ph.D. sex/ ethnic percentages were then weighted (multiplied) by the percentage of hires (44.9%), and the sex/ ethnic percentages of the PSE workforce was weighted by the percentage of transfers (55.1%). The two sets of weighted sex/ ethnic percentages were then added together.

To determine availability for tenured faculty positions, data on degrees awarded within the United States by academic specialization, sex, and ethnicity are compiled for a 15-year span (1985-99). For tenure-track faculty, data on degrees are compiled for a five-year span (2000-04). The specialization of the Ph.D. or M.D. of each faculty member is identified and coded so as to link each faculty member's discipline to only relevant data within the large pool of degree data. This effort is intended to tailor availability data so that it accurately reflects only the specific disciplines within the UCSD workforce. These two combined spans of time and data provide the most appropriate benchmark to conduct a workforce utilization analysis, to establish placement goals, and to estimate the potential pools of applicants for positions at the tenured and tenure-track levels.

Table 3.A in this chapter displays the various sources of availability data used for each job group.

COMPARING INCUMBENCY TO AVAILABILITY (UTILIZATION), ESTABLISHING PLACEMENT GOALS (as of 11/1/06)

Once availability by sex, ethnicity, and total minority (i.e., African-Americans, Hispanics, Asians, and American Indians) is established for each job group, the availability percentages are compared to respective percentages of incumbents within each job group. Underutilization is said to exist whenever there are fewer women or members of a

² The new job title of Postdoctoral Scholar–Employee (PSE) became effective July 1, 2003. The title of Postgraduate Researcher (PGR) is being phased out. The new job group of PSE covers both of these titles.

minority ethnic group within a particular job group than would reasonably be expected by their availability. It is important to note that when small numbers are involved, it is difficult to make reliable inferences regarding underutilization. It is possible, for example, that when the availability is low for women or a minority ethnic group(s), and/or the workforce population in a job group is small, underutilization equal to one or more women and/or minorities may be inevitable.

When underutilization is equal to or greater than one person (fractions have been rounded off), then a placement goal is established. The goals are set as percentages that are equal to the availability percentages. Thus, for example, if a protected group is underutilized, and the availability of that protected group is 20%, then the goal is to have 20% of all hires (placements) occur in that protected group. If the placement goal is not achieved, a good-faith effort to reach the goal should have been demonstrated. Review of the workforce for utilization and establishing placement goals is done on an annual basis.

Per federal regulations, the following principles apply to establishing placement goals.

- Placement goals may not be rigid and inflexible quotas; quotas are forbidden.
- The contractor must make selections in a nondiscriminatory manner in all employment decisions.
- Placement goals are not a justification for the contractor to extend a preference to any individual, select an individual, or adversely impact a person's employment status on the basis of that individual's race, color, religion, sex, or national origin.
- Placement goals are not to be positions reserved for specific groups.
- Placement goals may not be used to supersede merit selection principles.

Table 3.B in this chapter provides a comparison of the incumbent workforce percentages to the availability percentages. A black square identifies an area of underutilization where the underutilization is equal to or greater than one person. Placement goals have been set for these areas. A square with an "X" identifies underutilization, but the number needed for parity is less than one person. Placement goals have not been set for these areas.

Table 3.C provides a summary of the placement goals (percentages) in job groups where underutilization is equal to or greater than one person.

This page reserved for:
Table 3.A: Availability Data – Factors Considered and Data Sources

(page 3-3)

This page reserved for:
Table 3.B: Placement Goals for Underutilized Areas

(page 3-4)

**TABLE 3.A: AVAILABILITY DATA --
FACTORS CONSIDERED AND DATA SOURCES**

MAJOR CATEGORY	JOB GROUP / ACADEMIC DISCIPLINE	"REQUISITE SKILLS" FACTOR: DATA SOURCE	"PROMOTIONS" FACTOR: DATA SOURCE
TENURED AND TENURE-TRACK FACULTY	JACOBS SCHOOL OF ENGINEERING	National Opinion Research Center (NORC) NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	DIVISION OF PHYSICAL SCIENCES	NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	DIVISION OF BIOLOGICAL SCIENCES	NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	DIVISION OF SOCIAL SCIENCES	NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	GRAD SCHOOL OF INT'L REL & PAC STUDIES	NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	RADY SCHOOL OF MANAGEMENT	NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	DIVISION OF ARTS & HUMANITIES	NORC: 1983-1997 Tenured NORC: 1998-2002 Tenure-Track	
	SCHOOL OF MEDICINE	Association of American Medical Colleges (AAMC), 2005, both ranks. NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	SKAGGS SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES	Association of American Medical Colleges (AAMC), 2005, both ranks. NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
	SCRIPPS INSTITUTION OF OCEANOGRAPHY	NORC: 1985-1999 Tenured NORC: 2000-2004 Tenure-Track	
OTHER TEACHING FACULTY	IN RESIDENCE FACULTY ACT/VIS FAC/RES ADJUNCT FACULTY CLINICAL FACULTY OTHER TEACHING FACULTY	Same availability sources listed for Tenured/Tenure-Track Job Groups	
RESEARCH TITLES	RESEARCH SCIENTIST PROJECT SCIENTIST SPECIALIST POSTDOCT SCHOLAR - EE	Same availability sources listed for Tenured/Tenure-Track Job Groups	Project Scientist job group weighted with historical PSE change-in-series data
OTHER ACADEMIC TITLES	ACADEMIC ADMINISTRATOR	Same availability sources listed for Tenured/Tenure-Track Job Groups	
	LIBRARIAN	American Library Association, Degrees and Certificates Awarded by U.S. Library Information Studies Education Programs, 1977-2001	
	UNIVERSITY EXTENSION	National Center for Education Statistics, <u>Digest of Education Statistics, 2004</u> Table 228: Full-Time Instructional Faculty in Degree-Granting Institutions, Fall 2003	

TABLE 3.B: INCUMBENCY COMPARED TO AVAILABILITY

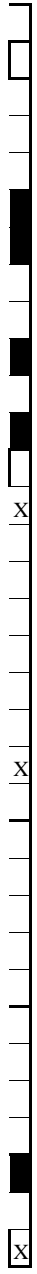
CATEG.	JOB GROUP	TOTAL	WOMEN			AFRICAN-AM			HISPANIC			ASIAN			AM INDIAN			TOTAL MINORITY							
		INCUMB	INCUMBENCY	AVAIL	AVAIL	INCUMBENCY	AVAIL	AVAIL	INCUMBENCY	AVAIL	AVAIL	INCUMBENCY	AVAIL	AVAIL	INCUMBENCY	AVAIL	AVAIL	INCUMBENCY	AVAIL	AVAIL					
Tenured Faculty	Jacobs Sch of Engrn	138	10	7.2%	13.2%	0	0.0%	2.0%	4	2.9%	2.5%	39	28.3%	21.5%	0	0.0%	0.3%	X	43	31.2%	26.3%				
	Physical Sci	117	13	11.1%	24.8%	1	0.9%	1.7%	7	6.0%	2.8%	19	16.2%	14.5%	0	0.0%	0.4%	X	27	23.1%	19.4%				
	Biological Sci	51	5	9.8%	38.5%	0	0.0%	1.9%	2	3.9%	2.8%	9	17.6%	14.1%	0	0.0%	0.3%	X	11	21.6%	19.1%				
	Social Sci	156	48	30.8%	45.1%	6	3.8%	5.0%	12	7.7%	4.1%	5	3.2%	6.7%	0	0.0%	0.6%		23	14.7%	16.4%				
	Grad Sch IR/PS	18	3	16.7%	29.1%	0	0.0%	4.7%	0	0.0%	3.2%	2	11.1%	9.4%	0	0.0%	0.2%	X	2	11.1%	17.5%				
	Rady Sch Mngmt	8	0	0.0%	27.0%	0	0.0%	3.5%	X	0	0.0%	3.0%	X	3	37.5%	12.6%	0	0.0%	0.3%	X	3	37.5%	19.4%		
	Arts & Humanities	147	47	32.0%	48.6%	4	2.7%	3.0%	X	12	8.2%	3.8%	11	7.5%	3.5%	0	0.0%	0.4%		27	18.4%	10.7%			
	Sch of Medicine	187	24	12.8%	22.0%	1	0.5%	2.0%	1	0.5%	3.2%	18	9.6%	9.2%	0	0.0%	0.1%	X	20	10.7%	14.5%				
	Skaggs Sch Pharm	5	3	60.0%	30.2%	0	0.0%	1.9%	X	0	0.0%	3.7%	X	1	20.0%	13.4%	0	0.0%	0.6%	X	1	20.0%	19.6%		
	Scripps Inst Ocean	76	11	14.5%	23.9%	0	0.0%	1.4%	0	0.0%	2.9%	5	6.6%	11.6%	0	0.0%	0.3%	X	5	6.6%	16.2%				
Tenure-Track Faculty	Jacobs Sch of Engrn	27	3	11.1%	16.7%	0	0.0%	3.7%	3	11.1%	3.7%	10	37.0%	20.6%	0	0.0%	0.3%	X	13	48.1%	28.3%				
	Physical Sci	26	2	7.7%	34.9%	0	0.0%	3.0%	0	0.0%	3.7%	5	19.2%	12.8%	0	0.0%	0.3%	X	5	19.2%	19.8%				
	Biological Sci	20	10	50.0%	43.9%	2	10.0%	2.8%	0	0.0%	4.4%	4	20.0%	14.0%	0	0.0%	0.4%	X	6	30.0%	21.6%				
	Social Sci	57	23	40.4%	45.4%	2	3.5%	6.5%	6	10.5%	5.1%	7	12.3%	7.0%	0	0.0%	0.6%	X	15	26.3%	19.1%				
	Grad Sch IR/PS	5	1	20.0%	31.2%	0	0.0%	3.5%	X	0	0.0%	3.8%	X	2	40.0%	12.1%	0	0.0%	0.2%	X	2	40.0%	19.6%		
	Rady Sch Mngmt	3	0	0.0%	45.8%	0	0.0%	7.9%	X	0	0.0%	5.2%	X	1	33.3%	9.0%	0	0.0%	0.8%	X	1	33.3%	22.9%		
	Arts & Humanities	32	16	50.0%	47.3%	4	12.5%	4.8%	5	15.6%	4.4%	4	12.5%	5.8%	0	0.0%	0.5%	X	13	40.6%	15.5%				
	Sch of Medicine	16	7	43.8%	39.6%	0	0.0%	4.3%	0	0.0%	5.3%	8	50.0%	19.5%	0	0.0%	0.2%	X	8	50.0%	29.3%				
	Skaggs Sch Pharm	1	0	0.0%	43.5%	X	0	0.0%	2.5%	X	0	0.0%	4.2%	X	0	0.0%	15.2%	X	0	0.0%	0.7%	X	0	0.0%	22.6%
	Scripps Inst Ocean	7	3	42.9%	42.2%	0	0.0%	2.8%	X	0	0.0%	5.1%	X	1	14.3%	7.2%	0	0.0%	0.2%	X	1	14.3%	15.3%		
Other Teaching Faculty	In Residence	132	29	22.0%	25.1%	1	0.8%	2.3%	6	4.5%	3.5%	20	15.2%	9.8%	0	0.0%	0.2%	X	27	20.5%	15.8%				
	Act/Vis Fac/Res	51	13	25.5%	32.8%	0	0.0%	3.7%	9	17.6%	3.6%	9	17.6%	11.3%	0	0.0%	0.3%	X	18	35.3%	18.9%				
	Adjunct	166	58	34.9%	32.6%	2	1.2%	3.2%	8	4.8%	3.7%	36	21.7%	12.9%	3	1.8%	0.2%		49	29.5%	20.0%				
	Clinical	392	152	38.8%	26.0%	6	1.5%	2.6%	23	5.9%	3.7%	68	17.3%	11.4%	3	0.8%	0.1%		100	25.5%	17.8%				
	Other Teaching Fac	279	132	47.3%	43.1%	5	1.8%	4.5%	16	5.7%	4.2%	41	14.7%	8.5%	1	0.4%	0.4%	X	63	22.6%	17.6%				
Research Titles	Research Scientist	195	41	21.0%	24.9%	1	0.5%	2.1%	6	3.1%	3.3%	X	32	16.4%	13.5%	0	0.0%	0.3%		39	20.0%	19.2%			
	Project Scientist	351	128	36.5%	34.2%	3	0.9%	2.0%	16	4.6%	5.5%		125	35.6%	27.8%	1	0.3%	0.4%	X	145	41.3%	35.7%			
	Specialist	41	12	29.3%	27.3%	0	0.0%	2.0%	1	2.4%	3.3%	X	13	31.7%	11.9%	1	2.4%	0.2%		15	36.6%	17.4%			
	Postdoctoral Scholar - EE	698	244	35.0%	36.5%	6	0.9%	3.2%	50	7.2%	4.4%		287	41.1%	13.9%	3	0.4%	0.3%		346	49.6%	21.8%			
Other Academic Titles	Acad Admin	43	22	51.2%	41.8%	1	2.3%	4.6%	3	7.0%	4.5%	2	4.7%	9.8%	0	0.0%	0.4%	X	6	14.0%	19.3%				
	Librarian	62	44	71.0%	79.4%	1	1.6%	4.3%	3	4.8%	2.3%	6	9.7%	2.8%	0	0.0%	0.3%	X	10	16.1%	9.7%				
	University Exten	45	26	57.8%	39.7%	0	0.0%	5.5%	3	6.7%	3.3%	4	8.9%	6.8%	0	0.0%	0.5%	X	7	15.6%	16.1%				

█ Identifies where representation is less than availability and where the number needed for parity is equal to or greater than one person.
 When these two conditions are met, a placement goal is set.
 X Identifies where representation is less than availability, but the number needed for parity is less than one person.

TABLE 3.B: INCUMBENCY COMPARED TO AVAILABILITY

CATEG.	JOB GROUP	TOTAL	WOMEN		AFRICAN-AM		HISPANIC		ASIAN		AM INDIAN		TOTAL MINORITY	
		INCUMB	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL

Under these conditions, underutilization is noted but a placement goal is not set.



3

5

TABLE 3.C: SUMMARY OF PLACEMENT GOALS FOR UNDERUTILIZED GROUPS

These placement goals have been established for women and minority ethnic groups who have been identified as underutilized in job groups as of 10/31/06. They are expressed as percentages based on class availability.

MAJOR CATEGORY	JOB GROUP	WOMEN	AFR-AM	HISPANIC	ASIAN	AM IND	TOTAL MINORITY
Tenured Faculty	Jacobs Sch of Engineering	13.2%	2.0%				
	Physical Sci	24.8%	1.7%				
	Biological Sci	38.5%	1.9%				
	Social Sci	45.1%	5.0%		6.7%	0.6%	16.4%
	Grad Sch IR/PS	29.1%	4.7%	3.2%			17.5%
	Rady Sch of Mgmt	27.0%					
	Arts & Humanities	48.6%				0.4%	
	Sch of Medicine	22.0%	2.0%	3.2%			14.5%
	Skaggs Sch of Pharm						
Scripps Inst Ocean	23.9%	1.4%	2.9%	11.6%		16.2%	
Tenure-Track Faculty	Jacobs Sch of Engineering	16.7%	3.7%				
	Physical Sci	34.9%	3.0%	3.7%			
	Biological Sci			4.4%			
	Social Sci	45.4%	6.5%				
	Grad Sch IR/PS	31.2%					
	Rady Sch of Mgmt	45.8%					
	Arts & Humanities						
	Sch of Medicine		4.3%	5.3%			
	Skaggs Sch of Pharm						
Scripps Inst Ocean							
Other Teaching Faculty	In Residence Faculty	25.1%	2.3%				
	Act/Vis Faculty/Research	32.8%	3.7%				
	Adjunct Faculty		3.2%				
	Clinical Faculty		2.6%				
	Other Teaching Fac		4.5%				
Research Titles	Research Scientist	24.9%	2.1%			0.3%	
	Project Scientist		2.0%	5.5%			
	Specialist		2.0%				
	Postdoctoral Scholar - EE	36.5%	3.2%				
Other Academic Titles	Academic Admin		4.6%		9.8%		19.3%
	Librarian	79.4%	4.3%				
	University Extension		5.5%				

RESPONSIBILITY FOR IMPLEMENTATION AND INTERNAL/EXTERNAL DISSEMINATION OF POLICY

Reference:
41 CFR § 60-2.17(a)

RESPONSIBILITY FOR IMPLEMENTATION

Chancellor

The chancellor, guided by policies established by the Regents and the president of the University, has ultimate responsibility for the campus Academic Personnel Affirmative Action Program.

Senior Vice Chancellor for Academic Affairs and Coordinator of the APAA Program

As delegated by the chancellor, the senior vice chancellor for Academic Affairs serves as the coordinator of the Academic Personnel Affirmative Action Program and has the responsibility for the effective implementation of all aspects of the program and the procedures that affect this implementation. The coordinator reports directly to the chancellor.

Academic Deans and Department Chairs

Under the direction of the senior vice chancellor for Academic Affairs are seven academic deans on the General Campus who oversee the following units:

- Jacobs School of Engineering
- Divisions of Physical Sciences, Biological Sciences, Social Sciences, and Arts and Humanities
- Graduate School of International Relations and Pacific Studies (IR/PS)
- Rady School of Management

Each dean reports directly to the senior vice chancellor and, in most cases, has responsibility for a number of academic departments. The tenured and tenure-track faculty job groups are structured to coincide with the respective deans' areas of responsibility. (See Chapter 2, Table 2.A: Job Groups, for a complete listing of departments within the job groups covering tenured and tenure-track faculty.) This

structuring is designed to assist the deans in reviewing the progress in their areas and in working closely with their respective departments in employment actions. With the exception of the deans of IR/PS and the Rady School of Management (see next paragraph), the deans and their associate deans have reviewing and approving authority for all academic personnel affirmative action recruitment reports and requests for exceptions submitted to them by department chairs. By monitoring the departments' recruitment activities through various reporting forms—recruitment plan, recruitment assessment report, recruitment selection report—the deans can be more closely involved with departments in the recruitment process and may, as necessary, intervene at any point.

The vice chancellor for research and the dean of the Office of Graduate Studies also report directly to the senior vice chancellor. This vice chancellor oversees the organized research units on the General Campus and reviews affirmative action for all research appointments in these units. The dean has final approving authority for all academic personnel affirmative action recruitment reports and requests for exceptions for the Graduate School of International Relations and Pacific Studies and the Rady School of Management. This prevents a conflict of interest for the deans of these two schools, who would otherwise both propose and approve academic appointments.

Like the deans on the General Campus, the deans for academic affairs in the School of Medicine and at Scripps Institution of Oceanography also oversee various departments and units within their respective areas. They, too, have reviewing/ signature authority for affirmative action recruitment reports and requests for exceptions. For the Skaggs School of Pharmacy and Pharmaceutical Sciences, a professor emeritus from the School of Medicine who has returned to active service has reviewing/ approving authority for affirmative action recruitment reports and requests for exceptions. This arrangement prevents a conflict of interest for the dean of the Skaggs School, who would otherwise both propose and approve academic appointments.

For a full description of the recruitment process, including the review and approval steps, please see Chapter 7, Internal Audit and Reporting Systems.

Chief Diversity Officer

The position of chief diversity officer was established on January 1, 2005. The position has the responsibility of addressing faculty, staff, and student diversity issues. The chief diversity officer and the director of the Office of Academic Diversity and Equal Opportunity have partnered to present the best-practice recruitment strategies to faculty in academic departments.

(See: <http://diversity.ucsd.edu/index.asp>)

Director of the Office of Academic Diversity and Equal Opportunity

The director is responsible for the management of the APAA Program, which includes the design and implementation of audit and reporting systems, the generation of annual utilization studies, the analysis of areas of disparity and identification of other problem areas, the establishment of goals, the dissemination of this information to the campus, and the related policies and procedures. The director works closely with the chief diversity officer, academic deans, and departments in the recruitment of academic personnel. The director reports to the assistant vice chancellor for Academic Personnel, who reports directly to the senior vice chancellor for Academic Affairs. The Web site for the Office of Academic Diversity and Equal Opportunity provides links to APAA Program policy and procedures, the chancellor's annual reaffirmation of equal opportunity and affirmative action, and other important information.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/>)

Academic Senate Committee on Affirmative Action and Diversity

This committee, appointed by the Academic Senate, advises the Senate and the administration on general policies bearing on affirmative action and diversity for academic personnel and academic programs. This committee, in conjunction with the senior vice chancellor and the Office of Academic Diversity and Equal Opportunity, is responsible for the implementation of the Faculty Career Development Program. Please see Chapter 6 for a description of this development program.

(See: <http://www-senate.ucsd.edu/committees/caad.htm>)

INTERNAL AND EXTERNAL DISSEMINATION OF POLICY

To ensure broad internal communication of affirmative action policies, the steps below have been implemented.

- Each year the chancellor issues official notices to the campus reaffirming UCSD's commitment to various equal opportunity policies. These reaffirmations include the following.
 - Equal Opportunity/Affirmative Action policy (see Exhibits 4.A and 4.B in this chapter)
 - Policy on Sexual Harassment (see Exhibits 4.A and 4.C in this chapter)
 - Commitment of UCSD to be Accessible to Individuals with Disabilities (see Exhibits 4.A and 10.A in Chapter 10)

These campus notices are distributed to all UCSD employees on campus and at the Medical Center via the campus e-mail system. The notices are also posted on bulletin

boards and areas designated for general reading and information, as well as on the UCSD Web sites.

- The UCSD Office of Academic Diversity and Equal Opportunity prepares the annual report on the Academic Personnel Affirmative Action Program and distributes copies to the chancellor, associate chancellors, senior vice chancellor, and all deans.
- Equal opportunity employment and affirmative action policies are included in the Academic Personnel Manual (APM 035) and in the UCSD Policy and Procedure Manual (PPM 230-6).
(See: <http://www.ucop.edu/acadadv/acadpers/apm/apm-035.pdf>
<http://adminrecords.ucsd.edu/PPM/docs/230-6.HTML>)
- The University's commitment to equal employment opportunity and nondiscrimination is included in all collective bargaining agreements.
(See: "Agreements" section on the following Web site:
http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/index.html)
- Meetings involving senior management and academic department heads include discussion of the EO/AA policy and best practices for recruiting to make clear managers' personal commitment to and responsibility for affirmative action implementation.
- The chief diversity officer and the director of the Office of Academic Diversity and Equal Opportunity partnered to present best-practice recruitment strategies to all faculty in academic departments.
- Discussions are conducted with employees about campus diversity issues and EO/AA programs and policies.
- New employees are informed about campus affirmative action programs and policies.
- Articles on academic employees, including women, individuals from different ethnic groups, covered veterans, and people with disabilities, appear in campus news resources.
(See: *UCSD Web site*: <http://ucsd.edu/>
UCSD Guardian: <http://www.ucsdguardian.org/>)
- Faculty and staff employees and students, including women, individuals from different ethnic groups, and people with disabilities, are pictured in campus promotional publications, e.g., the campus general catalog.

Responsible personnel: Paul W. Drake
Senior Vice Chancellor for Academic Affairs

To ensure external communication of affirmative action policies, the consolidated EOE/AA clause, either by reference or in its entirety, is included in all recruitment advertising, applications, and brochures given to applicants and recruitment sources.

Responsible personnel: Paul W. Drake
Senior Vice Chancellor for Academic Affairs

The consolidated EOE/AA clause is included, either by reference or in its entirety, in all purchase orders and contracts covered by Executive Order 11246 as amended.

Responsible personnel: Steven W. Relyea
Vice Chancellor for Business Affairs

EXHIBIT 4.A

**CHANCELLOR'S REAFFIRMATION
NOTICE – SPRING 2006**

UCSD
CAMPUS NOTICE
University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR

May 31, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)

SUBJECT: Reaffirmation Notice – Spring 2006

As Chancellor, I am taking this opportunity to reaffirm the University of California, San Diego's (UCSD) commitment to creating and maintaining a harassment-free environment that promotes and encourages equal employment opportunity, affirmative action, and accessibility to individuals with disabilities.

Please join me in reaffirming these commitments:

- * Reaffirmation of UCSD's Policy on Sexual Harassment
- * Reaffirmation of UCSD's Commitment to be Accessible to Individuals with Disabilities
- * Reaffirmation of UCSD's Equal Employment Opportunity/Affirmative Action Policy

More information, including excerpted summaries with links to the full policies and guidelines, is accessible at:

<http://blink.ucsd.edu/go/reaffirm>

Ultimately, everyone at UCSD bears some responsibility for bringing these reaffirmations to life by maintaining a working and learning environment free from sexual harassment, by

ensuring equal access to UCSD educational programs and employment opportunities, and by fostering respect and acceptance for the value of diversity at UCSD.

Marye Anne Fox
Chancellor

EXHIBIT 4.B

**CHANCELLOR'S REAFFIRMATION
OF UCSD'S EO/AA POLICY**

UCSD
CAMPUS NOTICE
University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR
May 22, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)

SUBJECT: Reaffirmation of University of California, San Diego's Equal Employment Opportunity/Affirmative Action Policy

As Chancellor, I am taking this opportunity to reaffirm UCSD's commitment to equal employment opportunity and affirmative action. The University's policy of Nondiscrimination and Affirmative Action states, in relevant part, the following:

It is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (includes, but is not limited to pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (special disabled veteran, Vietnam era veteran, recently separated veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized). This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation. This policy is intended to be consistent with the provisions of applicable State and Federal laws and University policies.

In addition, it is the policy of the University to undertake affirmative action, consistent with its obligations as a Federal contractor, for people of color and women, for persons with disabilities, and for covered veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of people of color and women in

all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

People who believe they have been subjected to discrimination have a right to file a grievance under applicable UCSD policies and regulations. Applicable policies for academic and staff employees are listed at the end of this notice.

In compliance with Federal regulations, UCSD prepares and maintains written affirmative action plans. While all managers and supervisors have responsibilities and accountability to ensure equal opportunity and affirmative action programs are implemented, responsibility and accountability for overseeing and monitoring the effectiveness of staff and academic Affirmative Action Plans, including program accessibility for persons with disabilities, has been assigned as follows:

- Jorge A. Huerta, Associate Chancellor – Chief Diversity Officer, 107 University Center, Mail Code 0005, (858) 822-3542
- Marsha Chandler, Senior Vice Chancellor – Academic Affairs, Academic Affirmative Action Coordinator, and Section 504 Coordinator for Faculty, 105 University Center, Mail Code 0001, (858) 534-3130
- Joseph W. Watson, Vice Chancellor – Student Affairs and Section 504 Coordinator for Students, 112 University Center, Mail Code 0015, (858) 534-4370
- Steven W. Relyea, Vice Chancellor – Business Affairs, Staff Affirmative Action Coordinator, and Section 504 Coordinator for Staff, 110 University Center, Mail Code 0007, (858) 534-3390
- Rogers Davis, Assistant Vice Chancellor – Human Resources, 10280 N. Torrey Pines Road, Suite 265A, Mail Code 0922, (858) 534-0286
- Paula C. Doss, Director of Human Resources for Equal Opportunity/ Staff Affirmative Action, 10280 N. Torrey Pines Road, Suite 370, Mail Code 0923, (858) 534-3694
- Jonathan L. Welch, Director, Office of Academic Diversity and Equal Opportunity, 302 University Center, Mail Code 0029, (858) 534-4497
- Barry J. Niman, Employee Rehabilitation Manager - Human Resources and ADA Title II Coordinator, 10280 N. Torrey Pines Road, Suite 348, Mail Code 0944, (858) 534-6743

I strongly support this policy and reaffirm that UCSD will continue to implement fair employment practices in all human resources activities. The success of the UCSD equal

employment opportunity and affirmative action program requires ongoing commitment on the part of everyone. Please join me in supporting our commitment to equal employment opportunity and affirmative action at UCSD.

Marye Anne Fox
Chancellor

=====
Note: Since this notice was distributed to the campus on May 2006, there have been changes in personnel and/or titles, as follows.

- Paul W. Drake, Senior Vice Chancellor – Academic Affairs, Academic Affirmative Action Coordinator, and Section 504 Coordinator for Faculty, 105 University Center, Mail Code 0001, (858) 534-3130
- Edward J. Sprigs, Interim Vice Chancellor – Student Affairs and Section 504 Coordinator for Students, 112 University Center, Mail Code 0015, (858) 534-4370
- Tom Leet, Assistant Vice Chancellor – Human Resources, 10280 N. Torrey Pines Road, Suite 265A, Mail Code 0922, (858) 534-0286
- Barry J. Niman, Director, Accommodation Counseling and Consulting Services – Human Resources and ADA Title II Coordinator, 10280 N. Torrey Pines Road, Suite 348, Mail Code 0944, (858) 534-6743

Applicable UCSD Academic and Staff Grievance Policies:

Academic Grievance Policies

- [Bylaws of the San Diego Division of the Academic Senate, Section 230–Privilege and Tenure](#)
- [PPM Section 230-5, Personnel – Academic, Non-Senate Academic Appointees/Grievances](#)
- [General University Policy Regarding Academic Appointees](#): APM Section 015–The Faculty Code of Conduct, APM Section 016–University Policy on Faculty Conduct and the Administration of Discipline, and APM Section 140–Non-Senate Academic Appointees/Grievances
- [Memorandum of Understanding](#): University of California and University Federation of Librarians University Council – American Federation of Teachers, Professional Librarian Unit, Article 24, Grievance Procedures
- [Memorandum of Understanding](#): University of California and University Council - American Federation of Teachers, Non-Senate Instructional Unit, Article 32, Grievance Procedure
- [Academic Student Employees Unit, International Union, United Automobile, Aerospace and Agricultural Implement Workers of America \(UAW\), AFL-CIO, Article 11, Grievance and Arbitration](#)

Staff Grievance Policies

- [UC Personnel Policies for Staff Members, Policy 70, Complaint Resolution](#)
- [UC Personnel Policies for Staff Members: Senior Management Group, Policy II-70, Resolution of Concerns](#)
- [State Employees Trade Council \(SETC\) Contract, Article 21, Grievance Procedure \(PDF\)](#)
- [American Federation of State, County and Municipal Employees \(AFSCME\) Contracts, Service Unit, Article 9, Grievance Procedure \(PDF\)](#)
- [Coalition of University Employees \(CUE\), Clerical and Allied Services Unit, Article 7, Grievance Procedure \(PDF\)](#)
- [University Professional and Technical Employees \(UPTE-CWA\), Technical Unit, Article 10, Grievance Procedure \(PDF\)](#)
- [Medical Center Professionals, Article 8, Grievance Procedure \(PDF\)](#)
- [Research Support Professional \(RX\), Article 10, Grievance Procedure \(PDF\)](#)
- [Police Contract, FUPOA, Article 6, Grievance Procedure \(PDF\)](#)
- [California Nurses Association \(CNA\) Contract, Article 27, Grievance Procedure \(PDF\)](#)
- [UC-AFT Contract for the Non-Senate Instructional Unit, Article 33](#)
- [UC-AFT Contract for the Librarian, Article 24, Grievance Procedure \(PDF\)](#)

EXHIBIT 4.C

**CHANCELLOR'S REAFFIRMATION
OF UCSD'S POLICY ON SEXUAL HARASSMENT**

UCSD
CAMPUS NOTICE
University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR
May 22, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)
ALL STUDENTS AT UCSD

SUBJECT: Reaffirmation of University of California, San Diego's Policy on
Sexual Harassment

As Chancellor, I am taking this opportunity to reaffirm UCSD's commitment to creating and maintaining a harassment-free community. Specifically, UCSD does not tolerate sexual harassment, and such behavior is prohibited both by law and by UCSD policy.

The University of California systemwide Policy on Sexual Harassment is available online at <http://www.ucop.edu/ucophome/coordrev/policy/PP121404.pdf>.

UCSD's Sexual Harassment Complaint Resolution Procedures are available online at <http://adminrecords.ucsd.edu/ppm/docs/200-10.pdf>.

For paper copies of the policy, or for information regarding UCSD's resolution procedures, please contact the Office of Sexual Harassment Prevention and Policy (OSHPP), 201 University Center (858-534-8298). Additional resources, including an online education program, are available online at OSHPP's web page, <http://oshpp.ucsd.edu/>.

Supervisors are reminded of the requirement that they receive two hours of sexual harassment prevention education every two years. Questions or requests for information regarding how to comply with this requirement may be directed to OSHPP. Supervisors are also urged to review their responsibilities under the policy, and in particular, the requirement that they take appropriate actions to prevent sexual harassment from occurring and that they respond effectively to reports of inappropriate conduct. In

addition, all departments are encouraged to use the resources offered by OSHPP and provide education to their employees on a regular basis.

While consensual relations do not constitute sexual harassment, I would also like to take this opportunity to highlight the recent revision to the Faculty Code of Conduct, which prohibits a faculty member from entering into a romantic or sexual relationship with any student for whom that faculty member currently has or prospectively might have academic responsibility. The policy may be found online at <http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf>.

UCSD's Policy on Conflicts of Interest Arising Out of Consensual Relationship addresses consensual relationships involving staff or students, or involving academic employees not covered by the Faculty Code of Conduct. It may be found online at <http://adminrecords.ucsd.edu/ppm/docs/200-11.pdf>.

Creating a harassment-free community requires the ongoing commitment on the part of everyone. Please join me in reaffirming this commitment.

Marye Anne Fox
Chancellor

ANALYSIS OF THE EMPLOYMENT PROCESS AND IDENTIFICATION OF PROBLEM AREAS

Reference:
41 CFR § 60-2.17(b)

In compliance with 41 CFR § 60-2.17(b), an analysis of the employment process was conducted to identify any possible problem areas. This analysis included a review of the workforce, employment actions covering recruitment, advancements, and separations, and compensation systems.

WORKFORCE

The workforce was reviewed, as displayed in Table 1.A: Organizational Profile and Table 3.B: Incumbency Compared to Availability, for consideration of utilization and distribution of women and minority personnel in organizational units and job groups.

RECRUITMENT

Description

For a complete and detailed description of the recruitment process, see Chapter 7: Internal Audit and Reporting Systems.

Analysis – Applicant Pools and Availability Benchmarks

An analysis of applicant pools was conducted by job group to see if the pools met the availability benchmarks. The percentage of women applicants met or exceeded the availability percentage in a few job groups. Areas in which the percentage of women applicants was less than might be expected include the job groups for Tenured Faculty, Tenure-Track Faculty, In Residence Faculty, Clinical Faculty, Other Teaching Faculty, Research Scientists, Project Scientists, and Librarians.

For minority groups, the percentage of Asians in applicant pools met or exceeded their availability (often significantly) in most job groups (21 out of 26 job groups in which recruitments had occurred). There were 11 job groups in which Hispanics exceeded availability benchmarks. African-Americans and American Indians in the applicant pools were generally less than expected. However, it may be noted that the availability of African-Americans (and Hispanics) continues to be low, often less than 5%. The availability of American Indians in each of the job groups is less than 1%.

The development of large, qualified, and diverse applicant pools continues to be a high priority for the campus. See Chapter 6 for a description of “best practices” in recruiting to address this issue.

Analysis – Potential Impact in the Selection Process

A test for potential impact was conducted to see if any particular group was screened out in the selection process in a disproportionate manner. PRI Associates’ *Monitor* computer software program was used for this test. The selection process included three stages: applied, seriously considered, and hired. The stages were compared in the following manner:

- applied to seriously considered
- seriously considered to hired
- applied to hired

Each of the above comparisons was applied to:

- each job group
- each job group cluster
- the total campus

The tests identified potential impact within several job groups and job group clusters for a variety of classes (both protected and non-protected). The most frequent occurrence of potential impact was for Asians. The summary data suggested potential impact occurred between the “applied” and the “seriously considered” stages. However, even when potential impact was identified for protected classes in certain job groups, individuals from these classes were often offered positions in these same job groups. Because of the summary data, this area will be carefully monitored.

ADVANCEMENTS

Description

There are two types of academic advancement at UCSD:

- Merit advancement, which is an advancement in *step* within a given rank (e.g., Assistant Professor, Step II, to Assistant Professor, Step III), and
- Promotion, which is an advancement in *rank* within a given academic series (e.g., Assistant Professor to Associate Professor).

University policy requires that advancements be awarded only for meritorious performance, demonstrated scholarly achievement, and superior intellectual attainment as evidenced by teaching, research or creative activity, and university and professional service. The criteria for merit advancements and promotions are clearly defined in the UCSD Policy and Procedure Manual and the Academic Personnel Manual and are made available to all employees eligible for personnel reviews. Advancement decisions are made after an exacting peer review process, which may include evaluation by the Committee on Academic Personnel.

An individual is *eligible* to be considered for an advancement (a merit or a promotion) following the normal period of service specified in policies applicable to the various academic title series. Normal periods of service represent flexible guidelines rather than rigid policy—that is, they serve to suggest that an individual should be able to demonstrate, by the end of the period, sufficient achievement for a favorable review. Length of service in itself, however, is not sufficient to justify an advancement.

To determine eligibility and advancement data on an annual basis, each person in the present workforce is compared to his/her respective entries in workforce lists for several previous years. This is done to identify any individuals who have completed normal periods of service and who are thus eligible to be reviewed for advancements. In addition, each person's entry in the current workforce is compared to the person's respective entry in last year's workforce which enables one to see if there has been any change in title or step which might constitute an advancement.

The method used to analyze normal academic advancements is to compare two sets of data:

- The gender/ethnic percentages of those *eligible* for a merit advancement or a promotion, and
- The respective gender/ethnic percentages of those *granted* that type of advancement.

In other words, the two percentages are compared to determine whether the proportion advanced within a given group is the same as the proportion eligible for advancement.

Some individuals advance at rates slower than the normative periods, and others advance faster. The latter type of advancement is called an "acceleration," meaning simply that an individual receives a merit advancement or promotion earlier than would normally be expected. For example, if an individual in the first year of service as an Assistant Professor, Step II, is advanced to Assistant Professor, Step III, this would be a one-year acceleration because under normal circumstances, this individual would not be eligible for advancement until the second year of service as an Assistant Professor, Step II. In another example, an Assistant Professor, Step II, who is reviewed after the normal two-year period of service might be proposed for Step IV. Skipping a step, as in this example, would be a two-year accelerated advancement. A request for an acceleration can be initiated by the candidate or by the candidate's department. The Committee on Academic Personnel may also propose an accelerated advancement after reviewing the file.

The method used to analyze accelerated academic advancements is to compare the gender/ethnic distribution (percentages) of those granted accelerated advancements to the respective percentages of the workforce.

Analysis – Normal Merit Advancements

In the data totaling all job groups, the percentages of women and ethnic group members eligible for normal merit advancements and the respective percentages of those granted normal merits were very closely aligned. A review of the data by each job group showed similar alignment. Normal merit advancements do not seem to be a concern.

Analysis – Accelerated Merit Advancements

A total of 70 accelerated merit advancements were granted. In the data totaling all job groups, the number of accelerated merits awarded to women, African-Americans, Hispanics, Asians, and total minorities was slightly less than the number one might expect based on each group's proportional representation in the workforce. For each of these groups—women, African-Americans, Hispanics, Asians, and total minorities—the additional numbers needed to meet the level of expectation were seven, one, two, four, and seven respectively. However, in the review of data in each job group, the number of accelerated merits fell short in some groups, but met or exceeded the expected level in others. When merits fell short or exceed the expected level, the difference generally reflected the absence or presence of just one accelerated merit. Thus this seems to be a situation in which minor imbalances that occurred in various job groups became more pronounced in summary data for all job groups. Accelerated merit advancements will continue to be monitored, but because of the small numbers, the data do not seem to be too problematic.

Analysis – Normal Promotions

According to the summary data on normal promotions, the percentages of those eligible for normal promotions and the respective percentages of those granted normal promotions were perfectly aligned for African-Americans and Hispanics and within a very reasonable range for Asians and total minorities. The numbers of additional promotions needed to align the eligible-to-granted proportions for Asians and total minorities were two and one, respectively.

For women, however, five additional promotions would be needed to reach parity of the eligible-to-granted percentages. In reviewing the individual job groups and job group clusters, an area of concern was the lack of promotions for women in the tenured ranks, i.e., promotions from the associate professor level to the full professor level (A-series job groups). Within this series, 73 people were eligible for promotion, which included 50 men and 23 women. Of the 73 individuals, 13 (17.8%) were granted promotions. None of the 13 promoted was a woman. Parity in the proportions of eligible-to-granted would have been reached if four women had been granted promotions.

A similar situation occurred for women in the Adjunct series. Seventeen individuals were eligible for promotion and 10 (58.8%) were promoted, none of whom was a woman. Parity of eligible-to-granted would have been achieved if two women had been granted promotions. This situation in the Adjunct series and Tenured series is not evident in other job groups.

Because of this area of concern, records on advancements of the 23 tenured women were reviewed. It was noted that:

- One person was on a leave of absence during the time her file would have been submitted and reviewed. She has since accepted a position at another university.
- Two people experienced personal extenuating circumstances that impacted their research efforts.
- Four people were not reviewed during this time period, but the details of these four cases do not create a cause for concern. On the contrary, in one case, the person was granted a merit to step IV effective 7/1/04; and while this person was not reviewed in 2005-06, a three-year accelerated promotion to Full Professor, Step II, was granted effective 7/1/07. This accelerated promotion will be part of the data set in next year's program review.
- Eight people requested their reviews be deferred for one year.
- Eight people were reviewed that resulted in a "no change" determination. In several cases, a promotion was pending the publication and successful review of a major book.

Also examined were records on advancements of three women in the Adjunct series who were identified as eligible for promotion but not granted an advancement. In these cases, two people had requested to defer their 2005-06 review. Both were subsequently reviewed in 2006-07 and have been given merits effective 7/1/07. Again, these

advancements will be counted in the next reporting period. The review of a third individual resulted in a “no change” determination due to accomplished research.

Finally, a comparative review of these promotion data to those in previous reporting periods show that the data from this current reporting year are unique. Promotions will continue to be carefully reviewed and monitored, particularly in these two job groups to identify any indication of a trend..

Analysis – Accelerated Promotions

There was a total of 17 accelerated promotions—nine occurred among tenured and tenure-track faculty (A- and B- series job groups), five in the Other Teaching Faculty series (C through G job groups), two in the Project Scientist job group, and one in the Academic Administrator job group. Because the number of accelerated promotions is so small, meaningful analysis is difficult. A review of summary data show that six women received accelerated promotions, which is one more than one might expect, given their proportion in the workforce. For Hispanics and Asians, there was one less accelerated promotion each than the expected level, given their proportions in the workforce. Accelerated promotions do not seem to an area of concern.

SEPARATIONS

Description

To obtain separation data, the workforce of the previous year is compared to the current workforce. For those individuals who are not in the current workforce, a reason for the separation is identified. Reasons for separations were clustered into the following three categories for analysis:

- **Voluntary**
Includes resignation, retirement, death, a change in title series, and a change from salaried to non-salaried status.
- **Involuntary**
Includes terminal appointment, layoff, medical separation, and dismissal for various reasons.
- **Expiration of Appointment**
Includes all academic appointments with definite ending dates that went into effect during the reporting year.

The three categories were reviewed within each job group. Three methods were used to analyze the data:

1. The percentages of gender/ethnic representation in the previous year's workforce were compared to the gender/ethnic percentages for separations to determine whether the latter were greater than the former.
2. Each percentage of gender/ethnic workforce representation was multiplied by the total number of separations to determine a parity number, i.e., an expected number of separations that could be compared to the actual number of separations to determine whether the actual number of separations exceed the parity benchmark.
3. A separation level was calculated for the total job group and was compared to the separation level for each gender/ethnic category with the job group.

Analysis – Separations

As a result of the analysis, it was noted that the percentage of total separations for women (37.7%) was higher than the percentage of women in the workforce (32.1%). Among the women who separated in the ladder-rank faculty job groups (A- and B-series), two retired, two accepted new positions outside of the United States, and one accepted a senior administrative position on campus and is now counted in the staff workforce. Within the five job groups clustered in the Other Teaching Faculty category, the number of separations exceeded parity by one or two individuals in most job groups; parity was exceeded by four individuals in the clinical series. In the cluster of research job groups, the number of separations of women exceeded parity. Much of this imbalance may be

due to the number of women whose appointments expired in job group J (Postdoctoral Scholar–Employee), a job group in which appointments are short term.

A somewhat similar situation was noted for minority groups. The percentage of total separations for total minorities was 33.3%, while the representation of total minorities was 28.3%. In job group F (Clinical Faculty), the number of separations of total minorities exceeded parity by three individuals (parity was exceeded by one individual for Hispanics and by three individuals for Asians). The overall the number of separations that occurred in other job groups did not appear to be problematic, that is, there were small imbalances in parity evident for various ethnic groups in various job groups—a some what “sprinkling” throughout pattern. However, when the data for all job groups were totaled, the imbalances in parity became more pronounced.

The level of separations will continue to be carefully monitored. In addition, the senior vice chancellor has taken measures to reduce the number of separations. A faculty orientation program and faculty mentoring programs have been implemented to foster the retention of faculty. These programs are intended to help acclimate new faculty to the campus and to provide a supportive and nurturing environment. In addition, the deans are now required to conduct exit interviews of tenured and tenure-track faculty who separate for the purpose of better understanding the reasons for separations and to obtain general input about the campus. For additional information on these and other action-oriented programs, please see Chapter 6.

COMPENSATION

In order to establish a fair and orderly method for determining compensation, a salary structure has been devised for academic employees. The academic salary scales are established by the Board of Regents, issued by Systemwide Administration, and distributed to the chancellors. The salary scales effective October 1, 2006, are available via the Internet.

(See: <http://www.ucop.edu/acadadv/acadpers/tab0607/tabcont.html>)

Compensation is considered during the academic review process. Those involved in this process include department chairs, campus reviewers such as deans and provosts, the Academic Senate’s Committee on Academic Personnel, and the senior vice chancellor for Academic Affairs.

As part of the review of the academic affirmative action program, a complete list of the academic workforce as of 10/31/06 was compiled and sorted by job group, job title, and salary. The list was then reviewed to identify where women and minorities ranked in terms of salary in relation to others in the same job group and job title. This review showed that women and minorities were present in all areas of the salary range in the various job titles.

ANALYSIS OF THE EMPLOYMENT PROCESS AND IDENTIFICATION OF PROBLEM AREAS

Reference:
41 CFR § 60-2.17(b)

In compliance with 41 CFR § 60-2.17(b), an analysis of the employment process was conducted to identify any possible problem areas. This analysis included a review of the workforce, employment actions covering recruitment, advancements, and separations, and compensation systems.

WORKFORCE

The workforce was reviewed, as displayed in Table 1.A: Organizational Profile and Table 3.B: Incumbency Compared to Availability, for consideration of utilization and distribution of women and minority personnel in organizational units and job groups.

RECRUITMENT

Description

For a complete and detailed description of the recruitment process, see Chapter 7: Internal Audit and Reporting Systems.

Analysis – Applicant Pools and Availability Benchmarks

An analysis of applicant pools was conducted by job group to see if the pools met the availability benchmarks. The percentage of women applicants met or exceeded the availability percentage in a few job groups. Areas in which the percentage of women applicants was less than might be expected include the job groups for Tenured Faculty, Tenure-Track Faculty, In Residence Faculty, Clinical Faculty, Other Teaching Faculty, Research Scientists, Project Scientists, and Librarians.

For minority groups, the percentage of Asians in applicant pools met or exceeded their availability (often significantly) in most job groups (21 out of 26 job groups in which recruitments had occurred). There were 11 job groups in which Hispanics exceeded availability benchmarks. African-Americans and American Indians in the applicant pools were generally less than expected. However, it may be noted that the availability of African-Americans (and Hispanics) continues to be low, often less than 5%. The availability of American Indians in each of the job groups is less than 1%.

The development of large, qualified, and diverse applicant pools continues to be a high priority for the campus. See Chapter 6 for a description of “best practices” in recruiting to address this issue.

Analysis – Potential Impact in the Selection Process

A test for potential impact was conducted to see if any particular group was screened out in the selection process in a disproportionate manner. PRI Associates’ *Monitor* computer software program was used for this test. The selection process included three stages: applied, seriously considered, and hired. The stages were compared in the following manner:

- applied to seriously considered
- seriously considered to hired
- applied to hired

Each of the above comparisons was applied to:

- each job group
- each job group cluster
- the total campus

The tests identified potential impact within several job groups and job group clusters for a variety of classes (both protected and non-protected). The most frequent occurrence of potential impact was for Asians. The summary data suggested potential impact occurred between the “applied” and the “seriously considered” stages. However, even when potential impact was identified for protected classes in certain job groups, individuals from these classes were often offered positions in these same job groups. Because of the summary data, this area will be carefully monitored.

ADVANCEMENTS

Description

There are two types of academic advancement at UCSD:

- Merit advancement, which is an advancement in *step* within a given rank (e.g., Assistant Professor, Step II, to Assistant Professor, Step III), and
- Promotion, which is an advancement in *rank* within a given academic series (e.g., Assistant Professor to Associate Professor).

University policy requires that advancements be awarded only for meritorious performance, demonstrated scholarly achievement, and superior intellectual attainment as evidenced by teaching, research or creative activity, and university and professional service. The criteria for merit advancements and promotions are clearly defined in the UCSD Policy and Procedure Manual and the Academic Personnel Manual and are made available to all employees eligible for personnel reviews. Advancement decisions are made after an exacting peer review process, which may include evaluation by the Committee on Academic Personnel.

An individual is *eligible* to be considered for an advancement (a merit or a promotion) following the normal period of service specified in policies applicable to the various academic title series. Normal periods of service represent flexible guidelines rather than rigid policy—that is, they serve to suggest that an individual should be able to demonstrate, by the end of the period, sufficient achievement for a favorable review. Length of service in itself, however, is not sufficient to justify an advancement.

The method used to analyze normal academic advancements is to compare two sets of data:

- The gender/ethnic percentages of those *eligible* for a merit advancement or a promotion, and
- The respective gender/ethnic percentages of those *granted* that type of advancement.

In other words, the two percentages are compared to determine whether the proportion advanced within a given group is the same as the proportion eligible for advancement.

Some individuals advance at rates slower than the normative periods, and others advance faster. The latter type of advancement is called an "acceleration," meaning simply that an individual receives a merit advancement or promotion earlier than would normally be expected. For example, if an individual in the first year of service as an Assistant Professor, Step II, is advanced to Assistant Professor, Step III, this would be a one-year acceleration because under normal circumstances, this individual would not be eligible for advancement until the second year of service as an Assistant Professor, Step II. In another example, an Assistant Professor, Step II, who is reviewed after the normal two-year period of service might be proposed for Step IV. Skipping a step, as in this example,

would be a two-year accelerated advancement. A request for an acceleration can be initiated by the candidate or by the candidate's department. The Committee on Academic Personnel may also propose an accelerated advancement after reviewing the file.

The method used to analyze accelerated academic advancements is to compare the gender/ethnic distribution (percentages) of those granted accelerated advancements to the respective percentages of the workforce.

Analysis – Normal Merit Advancements

In the data totaling all job groups, the percentages of women and ethnic group members eligible for normal merit advancements and the respective percentages of those granted normal merits were very closely aligned. A review of the data by each job group showed similar alignment. Normal merit advancements do not seem to be a concern.

Analysis – Accelerated Merit Advancements

A total of 68 accelerated merit advancements were granted. In the data totaling all job groups, the number of accelerated merits awarded to women, African-Americans, Hispanics, Asians, and total minorities was slightly less than the number one might expect based on each group's proportional representation in the workforce. For each of these groups—women, African-Americans, Hispanics, Asians, and total minorities—the additional numbers needed to meet the level of expectation were nine, one, one, five, and seven respectively. However, in the review of data in each job group, the number of accelerated merits fell short in some groups, but met or exceeded the expected level in others. When merits fell short or exceed the expected level, the difference generally reflected the absence or presence of just one accelerated merit. Thus this seems to be a situation in which minor imbalances that occurred in various job groups became more pronounced in summary data for all job groups. Accelerated merit advancements will continue to be monitored, but because of the small numbers, the data do not seem to be too problematic.

Analysis – Normal Promotions

According to the summary data on normal promotions, the percentages of those eligible for normal promotions and the respective percentages of those granted normal promotions were perfectly aligned for African-Americans and Hispanics. The numbers of promotions for Asians and total minorities were under parity by four for each group.

Similarly in the summary data for women, four additional promotions would be needed to reach parity of the eligible-to-granted percentages. However, in reviewing the individual job groups and job group clusters, an area of concern was the lack of promotions for

women in the tenured ranks, i.e., promotions from the associate professor level to the full professor level (A-series job groups). Within this series, 41 people were eligible for promotion, which included 28 men and 13 women. Of the 41 individuals, 13 (31.7%) were granted promotions. None of the 13 promoted was a woman. Parity in the proportions of eligible-to-granted would have been reached if four women had been granted promotions. It may be noted that two women received accelerated promotions in this job group, which is noted in the next section below.

A similar situation occurred for women in the Adjunct series. Sixteen individuals were eligible for promotion, which included 13 men and three women. Of the 16 individuals, 10 (62.5%) were promoted, none of whom was a woman. Parity of eligible-to-granted would have been achieved if two women had been granted promotions. This situation in the Adjunct series and Tenured series is not evident in other job groups.

Because of this area of concern, records on advancements of the 13 tenured women were reviewed. It was noted that:

- Six employees were given reviews that resulted in “no change” determinations due to the level of scholarly achievement. Of these six people, two were noted as having personal circumstances that seriously impacted their research (family tragedy and poor health).
- Seven employees, who were scheduled for reviews during the 2005-06 academic year, had requested to defer their reviews.

Of the tenured men who were eligible for advancement, 11 were not advanced. Records of their reviews were also examined, and it was noted that five received “no change” determinations due the level of scholarly achievement. Of these five, one person’s research effort had been seriously impacted by personal circumstances. Five individuals had requested to defer their reviews to the following year.

Also examined were records on advancements of three women in the Adjunct series who were identified as eligible for promotion but not granted an advancement. In these cases, two people had requested to defer their review scheduled for 2005-06. Both were subsequently reviewed in 2006-07 and were given merits effective 7/1/07. These advancements will be counted in the next reporting period. The review of a third individual resulted in a “no change” determination due to the level of accomplished research.

Finally, the promotion data of this reporting period were compared to data in previous reporting periods. The results of this examination showed that the data from this current reporting year are unique. Promotions will continue to be carefully reviewed and monitored, particularly in these two job groups to identify any indication of a trend.

Analysis – Accelerated Promotions

There was a total of 20 accelerated promotions—ten occurred among tenured and tenure-track faculty (A- and B- series job groups). Two of these were women in the tenured ranks. Six occurred in the Other Teaching Faculty series (C through G job groups), two in the Project Scientist job group, and one in the Academic Administrator job group. Because the number of accelerated promotions is so small, meaningful analysis is difficult. A review of summary data show that seven women received accelerated promotions, which is one more than one might expect, given their proportion in the workforce. One Hispanic received an accelerated promotion, which was parity for this group, while the numbers of accelerated promotions for Asians and total minorities were under parity by one and two respectively. Accelerated promotions do not seem to be an area of concern.

SEPARATIONS

Description

To obtain separation data, the workforce of the previous year is compared to the current workforce. For those individuals who are not in the current workforce, a reason for the separation is identified. Reasons for separations were clustered into the following three categories for analysis:

- **Voluntary**
Includes resignation, retirement, death, a change in title series, and a change from salaried to non-salaried status.
- **Involuntary**
Includes terminal appointment, layoff, medical separation, and dismissal for various reasons.
- **Expiration of Appointment**
Includes all academic appointments with definite ending dates that went into effect during the reporting year.

The three categories were reviewed within each job group. Three methods were used to analyze the data:

1. The percentages of gender/ethnic representation in the previous year's workforce were compared to the gender/ethnic percentages for separations to determine whether the latter were greater than the former.
2. Each percentage of gender/ethnic workforce representation was multiplied by the total number of separations to determine a parity number, i.e., an expected number of separations that could be compared to the actual number of separations to determine whether the actual number of separations exceed the parity benchmark.
3. A separation level was calculated for the total job group and was compared to the separation level for each gender/ethnic category with the job group.

Analysis – Separations

As a result of the analysis, it was noted that the percentage of total separations for women (37.7%) was higher than the percentage of women in the workforce (32.1%). Among the women who separated in the ladder-rank faculty job groups (A- and B-series), two retired, two accepted new positions outside of the United States, and one accepted a senior administrative position on campus and is now counted in the staff workforce. Within the five job groups clustered in the Other Teaching Faculty category, the number of separations exceeded parity by one or two individuals in most job groups; parity was exceeded by four individuals in the clinical series. In the cluster of research job groups, the number of separations of women exceeded parity. Much of this imbalance may be

due to the number of women whose appointments expired in job group J (Postdoctoral Scholar–Employee), a job group in which appointments are short term.

A somewhat similar situation was noted for minority groups. The percentage of total separations for total minorities was 33.3%, while the representation of total minorities was 28.3%. In job group F (Clinical Faculty), the number of separations of total minorities exceeded parity by three individuals (parity was exceeded by one individual for Hispanics and by three individuals for Asians). The overall the number of separations that occurred in other job groups did not appear to be problematic, that is, there were small imbalances in parity evident for various ethnic groups in various job groups—a some what “sprinkling” throughout pattern. However, when the data for all job groups were totaled, the imbalances in parity became more pronounced.

The level of separations will continue to be carefully monitored. In addition, the senior vice chancellor has taken measures to reduce the number of separations. A faculty orientation program and faculty mentoring programs have been implemented to foster the retention of faculty. These programs are intended to help acclimate new faculty to the campus and to provide a supportive and nurturing environment. In addition, the deans are now required to conduct exit interviews of tenured and tenure-track faculty who separate for the purpose of better understanding the reasons for separations and to obtain general input about the campus. For additional information on these and other action-oriented programs, please see Chapter 6.

COMPENSATION

In order to establish a fair and orderly method for determining compensation, a salary structure has been devised for academic employees. The academic salary scales are established by the Board of Regents, issued by Systemwide Administration, and distributed to the chancellors. The salary scales effective October 1, 2006, are available via the Internet.

(See: <http://www.ucop.edu/acadadv/acadpers/tab0607/tabcont.html>)

Compensation is considered during the academic review process. Those involved in this process include department chairs, campus reviewers such as deans and provosts, the Academic Senate’s Committee on Academic Personnel, and the senior vice chancellor for Academic Affairs.

As part of the review of the academic affirmative action program, a complete list of the academic workforce as of 10/31/06 was compiled and sorted by job group, job title code, step, and corresponding salary. The list was then reviewed to identify where women and minorities and their respective salaries appeared in relation to similarly situated men and non-minorities in the same job group and job title. This review showed that women and minorities were present in all areas of the salary range in the various job titles.

Draft 8/22/07

(This doc provides only the text on Advancements from chapter 5)

ADVANCEMENTS

Description

There are two types of academic advancement at UCSD:

- Merit advancement, which is an advancement in *step* within a given rank (e.g., Assistant Professor, Step II, to Assistant Professor, Step III), and
- Promotion, which is an advancement in *rank* within a given academic series (e.g., Assistant Professor to Associate Professor).

University policy requires that advancements be awarded only for meritorious performance, demonstrated scholarly achievement, and superior intellectual attainment as evidenced by teaching, research or creative activity, and university and professional service. The criteria for merit advancements and promotions are clearly defined in the UCSD Policy and Procedure Manual and the Academic Personnel Manual and are made available to all employees eligible for personnel reviews. Advancement decisions are made after an exacting peer review process, which may include evaluation by the Committee on Academic Personnel.

An individual is *eligible* to be considered for an advancement (a merit or a promotion) following the normal period of service specified in policies applicable to the various academic title series. Normal periods of service represent flexible guidelines rather than rigid policy—that is, they serve to suggest that an individual should be able to demonstrate, by the end of the period, sufficient achievement for a favorable review. Length of service in itself, however, is not sufficient to justify an advancement.

The method used to analyze normal academic advancements is to compare two sets of data:

- The gender/ethnic percentages of those *eligible* for a merit advancement or a promotion, and

- The respective gender/ethnic percentages of those *granted* that type of advancement.

In other words, the two percentages are compared to determine whether the proportion advanced within a given group is the same as the proportion eligible for advancement.

Some individuals advance at rates slower than the normative periods, and others advance faster. The latter type of advancement is called an "acceleration," meaning simply that an individual receives a merit advancement or promotion earlier than would normally be expected. For example, if an individual in the first year of service as an Assistant Professor, Step II, is advanced to Assistant Professor, Step III, this would be a one-year acceleration because under normal circumstances, this individual would not be eligible for advancement until the second year of service as an Assistant Professor, Step II. In another example, an Assistant Professor, Step II, who is reviewed after the normal two-year period of service might be proposed for Step IV. Skipping a step, as in this example, would be a two-year accelerated advancement. A request for an acceleration can be initiated by the candidate or by the candidate's department. The Committee on Academic Personnel may also propose an accelerated advancement after reviewing the file.

The method used to analyze accelerated academic advancements is to compare the gender/ethnic distribution (percentages) of those granted accelerated advancements to the respective percentages of the workforce.

Analysis – Normal Merit Advancements

In the data totaling all job groups, the percentages of women and ethnic group members eligible for normal merit advancements and the respective percentages of those granted normal merits were very closely aligned. A review of the data by each job group showed similar alignment. Normal merit advancements do not seem to be a concern.

Analysis – Accelerated Merit Advancements

A total of 68 accelerated merit advancements were granted. In the data totaling all job groups, the number of accelerated merits awarded to women, African-Americans, Hispanics, Asians, and total minorities was slightly less than the number one might expect based on each group's proportional representation in the workforce. For each of these groups—women, African-Americans, Hispanics, Asians, and total minorities—the additional numbers needed to meet the level of expectation were nine, one, one, five, and seven respectively. However, in the review of data in each job group, the number of accelerated merits fell short in some groups, but met or exceeded the expected level in others. When merits fell short or exceed the expected level, the difference generally reflected the absence or presence of just one accelerated merit. Thus this seems to be a situation in which minor imbalances that occurred in various job groups became more pronounced in summary data for all job groups. Accelerated merit advancements will

continue to be monitored, but because of the small numbers, the data do not seem to be too problematic.

Analysis – Normal Promotions

According to the summary data on normal promotions, the percentages of those eligible for normal promotions and the respective percentages of those granted normal promotions were perfectly aligned for African-Americans and Hispanics. The numbers of promotions for Asians and total minorities were under parity by four for each group.

Similarly in the summary data for women, four additional promotions would be needed to reach parity of the eligible-to-granted percentages. However, in reviewing the individual job groups and job group clusters, an area of concern was the lack of promotions for women in the tenured ranks, i.e., promotions from the associate professor level to the full professor level (A-series job groups). Within this series, 41 people were eligible for promotion, which included 28 men and 13 women. Of the 41 individuals, 13 (31.7%) were granted promotions. None of the 13 promoted was a woman. Parity in the proportions of eligible-to-granted would have been reached if four women had been granted promotions. The majority of these women were in the job group for Arts and Humanities. It may be noted that two women received accelerated promotions in this job group, which is noted in the next section below.

A similar situation occurred for women in the Adjunct series. Sixteen individuals were eligible for promotion, which included 13 men and three women. Of the 16 individuals, 10 (62.5%) were promoted, none of whom was a woman. Parity of eligible-to-granted would have been achieved if two women had been granted promotions.

Because of this area of concern, the academic personnel files of the 13 tenured women were reviewed. It was noted that:

- Six employees were given reviews that resulted in “no change” determinations due to the level of scholarly achievement. Of these six people, two were noted as having personal circumstances that seriously impacted their research (family tragedy and poor health).
- Seven employees, who were scheduled for reviews during the 2005-06 academic year, had requested to defer their reviews.

Of the tenured men who were eligible for advancement, 11 were not advanced. Records of their reviews were also examined, and it was noted that six received “no change” determinations due the level of scholarly achievement. Of these five individuals, one person’s research effort had been seriously impacted by personal circumstances. Five individuals had requested to defer their reviews to the following year.

Also examined were records on advancements of three women in the Adjunct series who were identified as eligible for promotion but not granted an advancement. In these cases, two people had requested to defer their review scheduled for 2005-06. Both were subsequently reviewed in 2006-07 and were given merits effective 7/1/07. These advancements will be counted in the next reporting period. The review of a third individual resulted in a “no change” determination due to the level of accomplished research.

Finally, the promotion data on women of this reporting period were compared to data in previous reporting periods. The results of this examination showed that the lack of promotions for women from this current reporting year is not consistent with the data from previous years and seems to represent a unique situation. Promotions will continue to be carefully reviewed and monitored, particularly in these two job groups, to identify any indication of a trend.

Analysis – Accelerated Promotions

There was a total of 20 accelerated promotions—ten occurred among tenured and tenure-track faculty (A- and B- series job groups). Two of these were women in the tenured ranks. Six occurred in the Other Teaching Faculty series (C through G job groups), two in the Project Scientist job group, and one in the Academic Administrator job group. Because the number of accelerated promotions is so small, meaningful analysis is difficult. A review of summary data show that seven women received accelerated promotions, which is one more than one might expect, given their proportion in the workforce. One Hispanic received an accelerated promotion, which was parity for this group, while the numbers of accelerated promotions for Asians and total minorities were under parity by one and two respectively. Accelerated promotions do not seem to be an area of concern.

**ANALYSIS OF THE
EMPLOYMENT PROCESS
AND IDENTIFICATION OF
PROBLEM AREAS**

Reference:
41 CFR § 60-2.17(b)

In compliance with 41 CFR § 60-2.17(b), an analysis of the employment process was conducted to identify any possible problem areas. This analysis included a review of the workforce, employment actions covering recruitment, advancements, and separations, and compensation systems.

WORKFORCE

The workforce was reviewed, as displayed in Table 1.A: Organizational Profile and Table 3.B: Incumbency Compared to Availability, for consideration of utilization and distribution of women and minority personnel in organizational units and job groups.

RECRUITMENT**Description**

For a complete and detailed description of the recruitment process, see Chapter 7: Internal Audit and Reporting Systems.

Analysis – Applicant Pools and Availability Benchmarks

An analysis of applicant pools was conducted by job group to see if the pools met the availability benchmarks. The percentage of women applicants met or exceeded the availability percentage in a few job groups. Areas in which the percentage of women applicants was less than might be expected include the job groups for Tenured Faculty, Tenure-Track Faculty, In Residence Faculty, Clinical Faculty, Other Teaching Faculty, Research Scientists, Project Scientists, and Librarians.

For minority groups, the percentage of Asians in applicant pools met or exceeded their availability (often significantly) in most job groups (21 out of 26 job groups in which recruitments had occurred). There were 11 job groups in which Hispanics exceeded availability benchmarks. African-Americans and American Indians in the applicant pools were generally less than expected. However, it may be noted that the availability of African-Americans (and Hispanics) continues to be low, often less than 5%. The availability of American Indians in each of the job groups is less than 1%.

The development of large, qualified, and diverse applicant pools continues to be a high priority for the campus. See Chapter 6 for a description of “best practices” in recruiting to address this issue.

Analysis – Potential Impact in the Selection Process

A test for potential impact was conducted to see if any particular group was screened out in the selection process in a disproportionate manner. PRI Associates’ *Monitor* computer software program was used for this test. The selection process included three stages: applied, seriously considered, and hired. The stages were compared in the following manner:

- applied to seriously considered
- seriously considered to hired
- applied to hired

Each of the above comparisons was applied to:

- each job group
- each job group cluster
- the total campus

The tests identified potential impact within several job groups and job group clusters for a variety of classes (both protected and non-protected). The most frequent occurrence of potential impact was for Asians. The summary data suggested potential impact occurred between the “applied” and the “seriously considered” stages. However, even when potential impact was identified for protected classes in certain job groups, individuals from these classes were often offered positions in these same job groups. Because of the summary data, this area will be carefully monitored.

ADVANCEMENTS

Description

There are two types of academic advancement at UCSD:

- Merit advancement, which is an advancement in *step* within a given rank (e.g., Assistant Professor, Step II, to Assistant Professor, Step III), and
- Promotion, which is an advancement in *rank* within a given academic series (e.g., Assistant Professor to Associate Professor).

University policy requires that advancements be awarded only for meritorious performance, demonstrated scholarly achievement, and superior intellectual attainment as evidenced by teaching, research or creative activity, and university and professional service. The criteria for merit advancements and promotions are clearly defined in the UCSD Policy and Procedure Manual and the Academic Personnel Manual and are made available to all employees eligible for personnel reviews. Advancement decisions are made after an exacting peer review process, which may include evaluation by the Committee on Academic Personnel.

An individual is *eligible* to be considered for an advancement (a merit or a promotion) following the normal period of service specified in policies applicable to the various academic title series. Normal periods of service represent flexible guidelines rather than rigid policy—that is, they serve to suggest that an individual should be able to demonstrate, by the end of the period, sufficient achievement for a favorable review. Length of service in itself, however, is not sufficient to justify an advancement.

The method used to analyze normal academic advancements is to compare two sets of data:

- The gender/ethnic percentages of those *eligible* for a merit advancement or a promotion, and
- The respective gender/ethnic percentages of those *granted* that type of advancement.

In other words, the two percentages are compared to determine whether the proportion advanced within a given group is the same as the proportion eligible for advancement.

Some individuals advance at rates slower than the normative periods, and others advance faster. The latter type of advancement is called an "acceleration," meaning simply that an individual receives a merit advancement or promotion earlier than would normally be expected. For example, if an individual in the first year of service as an Assistant Professor, Step II, is advanced to Assistant Professor, Step III, this would be a one-year acceleration because under normal circumstances, this individual would not be eligible for advancement until the second year of service as an Assistant Professor, Step II. In another example, an Assistant Professor, Step II, who is reviewed after the normal two-

year period of service might be proposed for Step IV. Skipping a step, as in this example, would be a two-year accelerated advancement. A request for an acceleration can be initiated by the candidate or by the candidate's department. The Committee on Academic Personnel may also propose an accelerated advancement after reviewing the file.

The method used to analyze accelerated academic advancements is to compare the gender/ethnic distribution (percentages) of those granted accelerated advancements to the respective percentages of the workforce.

Analysis – Normal Merit Advancements

In the data totaling all job groups, the percentages of women and ethnic group members eligible for normal merit advancements and the respective percentages of those granted normal merits were very closely aligned. A review of the data by each job group showed similar alignment. Normal merit advancements do not seem to be a concern.

Analysis – Accelerated Merit Advancements

A total of 70 accelerated merit advancements were granted. In the data totaling all job groups, the number of accelerated merits awarded to women, African-Americans, Hispanics, Asians, and total minorities was slightly less than the number one might expect based on each group's proportional representation in the workforce. For each of these groups—women, African-Americans, Hispanics, Asians, and total minorities—the additional numbers needed to meet the level of expectation were seven, one, two, four, and seven respectively. However, in the review of data in each job group, the number of accelerated merits fell short in some groups, but met or exceeded the expected level in others. When merits fell short or exceed the expected level, the difference generally reflected the absence or presence of just one accelerated merit. Thus this seems to be a situation in which minor imbalances that occurred in various job groups became more pronounced in summary data for all job groups. Accelerated merit advancements will continue to be monitored, but because of the small numbers, the data do not seem to be too problematic.

Analysis – Normal Promotions

According to the summary data on normal promotions, the percentages of those eligible for normal promotions and the respective percentages of those granted normal promotions were perfectly aligned for African-Americans and Hispanics and within a very reasonable range for Asians and total minorities.

In reviewing the individual job groups and job group clusters, an area of concern was identified for women in the tenured ranks, that is, promotions from the associate

professor level to the full professor level (A-series). A similar area of concern was identified for women in the Adjunct series. A comparative review of promotion data from previous reporting periods show that the data from this current reporting year is unique. Because of these identified areas of concern, further investigation was carried out to determine the possible sources of this anomaly. Promotions will continue to be carefully reviewed and monitored and appropriate action taken to correct identified problems, as warranted.

Analysis – Accelerated Promotions

There was a total of 17 accelerated promotions—nine occurred among tenured and tenure-track faculty (A- and B- series job groups), five in the Other Teaching Faculty series (C through G job groups), two in the Project Scientist job group, and one in the Academic Administrator job group. Because the number of accelerated promotions is so small, meaningful analysis is difficult. A review of summary data shows that six women received accelerated promotions, which is one more than one might expect, given their proportion in the workforce. For Hispanics and Asians, there was one less accelerated promotion each than the expected level, given their proportions in the workforce. Accelerated promotions do not seem to be an area of concern.

SEPARATIONS

Description

To obtain separation data, the workforce of the previous year is compared to the current workforce. For those individuals who are not in the current workforce, a reason for the separation is identified. Reasons for separations were clustered into the following three categories for analysis:

- **Voluntary**
Includes resignation, retirement, death, a change in title series, and a change from salaried to non-salaried status.
- **Involuntary**
Includes terminal appointment, layoff, medical separation, and dismissal for various reasons.
- **Expiration of Appointment**
Includes all academic appointments with definite ending dates that went into effect during the reporting year.

The three categories were reviewed within each job group. Three methods were used to analyze the data:

1. The percentages of gender/ethnic representation in the previous year's workforce were compared to the gender/ethnic percentages for separations to determine whether the latter were greater than the former.
2. Each percentage of gender/ethnic workforce representation was multiplied by the total number of separations to determine a parity number, i.e., an expected number of separations that could be compared to the actual number of separations to determine whether the actual number of separations exceed the parity benchmark.
3. A separation level was calculated for the total job group and was compared to the separation level for each gender/ethnic category with the job group.

Analysis – Separations

As a result of the analysis, it was noted that the percentage of total separations for women (37.7%) was higher than the percentage of women in the workforce (32.1%). Among the women who separated in the ladder-rank faculty job groups (A- and B-series), two retired, two accepted new positions outside of the United States, and one accepted a senior administrative position on campus and is now counted in the staff workforce. Within the five job groups clustered in the Other Teaching Faculty category, the number of separations exceeded parity by one or two individuals in most job groups; parity was exceeded by four individuals in the clinical series. In the cluster of research job groups, the number of separations of women exceeded parity. Much of this imbalance may be due to the number of women whose appointments expired in job group J (Postdoctoral Scholar–Employee), a job group in which appointments are short term.

A somewhat similar situation was noted for minority groups. The percentage of total separations for total minorities was 33.3%, while the representation of total minorities was 28.3%. In job group F (Clinical Faculty), the number of separations of total minorities exceeded parity by three individuals (parity was exceeded by one individual for Hispanics and by three individuals for Asians). The overall the number of separations that occurred in other job groups did not appear to be problematic, that is, there were small imbalances in parity evident for various ethnic groups in various job groups—a some what “sprinkling” throughout pattern. However, when the data for all job groups were totaled, the imbalances in parity became more pronounced.

The level of separations will continue to be carefully monitored. In addition, the senior vice chancellor has taken measures to reduce the number of separations. A faculty orientation program and faculty mentoring programs have been implemented to foster the retention of faculty. These programs are intended to help acclimate new faculty to the campus and to provide a supportive and nurturing environment. In addition, the deans are now required to conduct exit interviews of tenured and tenure-track faculty who separate for the purpose of better understanding the reasons for separations and to obtain general input about the campus. For additional information on these and other action-oriented programs, please see Chapter 6.

COMPENSATION

In order to establish a fair and orderly method for determining compensation, a salary structure has been devised for academic employees. The academic salary scales are established by the Board of Regents, issued by Systemwide Administration, and distributed to the chancellors. The salary scales effective October 1, 2006, are available via the Internet.

(See: <http://www.ucop.edu/acadadv/acadpers/tab0607/tabcont.html>)

Compensation is considered during the academic review process. Those involved in this process include department chairs, campus reviewers such as deans and provosts, the Academic Senate's Committee on Academic Personnel, and the senior vice chancellor for Academic Affairs.

As part of the review of the academic affirmative action program, a complete list of the academic workforce as of 10/31/06 was compiled and sorted by job group, job title, step, and salary. The list was then reviewed to identify where women and minorities and their respective salaries appeared in relation to similarly situated men and non-minorities in the same job group, job title, and step. This review showed that women and minorities were present in all areas of the salary range in the various job titles and steps.

Each year, considerable effort is directed toward developing and maintaining action-oriented programs that assist the San Diego campus in achieving equal opportunity and diversity. Some of these programs produce immediate results; others require a long-term commitment before the expected returns may be measured. The goal of increasing the diversity of the UCSD academic community, creating a supportive and nurturing campus climate, and meeting affirmative action objectives requires a multifaceted approach that involves supporting and enhancing the diversity of the current community, as well as ensuring that a diverse population will be drawn into that community. The UCSD campus and the University of California as a whole are making and will continue to make every good-faith effort to achieve this end. Below is a listing and brief description of the various action-oriented efforts to achieve diversity, correct any identified problem areas, and to attain established affirmative action goals and objectives for academic personnel at UCSD.

ACTION PLAN FOR THE RECRUITMENT AND RETENTION OF ACADEMIC PERSONNEL

Academic Recruitment Planning – Charting the Course

In an effort to develop long-range plans for the recruitment of ladder-rank faculty on the General Campus, in 1997 the senior vice chancellor established a comprehensive planning framework called “Charting the Course.” This framework establishes faculty hiring objectives for successive three-year periods. This planning strategy examines how the campus can build on and develop strengths while pursuing initiatives that will be the basis of future excellence. Such planning allows for new programmatic and interdisciplinary initiatives and cluster (i.e., multiple) hiring opportunities in related disciplines. The rank at which new faculty are hired is an important consideration for a variety of strategic reasons, including greater opportunity to diversify the workforce, since the pool of recent Ph.D. recipients is more diverse by gender and ethnicity.

Statistics:

A comparison of data from Charting the Course I, covering the years 1998–01, Charting the Course II, covering the years 2001–04, and Charting the Course III, covering 2004–07, shows positive results:

- Appointments of women rose from 23% (1998–01) to 31% (2001–04) and to 30% (2004–07)
- Appointments of minority faculty increased from 23% (1998–01) to 27% (2001–04) to 27% (2004–07)
- Representation of women in the ladder-rank workforce increased from 17% (1998) to 21% (2006)
- Representation of minority faculty in the ladder-rank workforce increased from 16% (1998) to 21% (2006)
- In order to tap a more diverse applicant pool, a goal was set for 60% of faculty appointments to be at the junior level for Charting the Course II. This goal was met, with 64% of the new faculty hired at the junior level. For Charting the Course III, 61% of ladder-rank faculty appointments have been at the junior level.

The senior vice chancellor’s call for Charting the Course IV strategies and plans included the following six components, most of which have a direct or indirect connection to diversity.

1. Future Goals

How would you define a reasonable goal and/or approach for increasing the inclusion of historically underrepresented faculty within your discipline?

2. Research Profile

Discuss the strategic strengths that make your unit distinctive, visible, and viable.

3. Undergraduate Education

Which aspects of your plan would contribute to enriching our ability to teach a diverse student population at UCSD?

4. Graduate Education

How do you plan to increase the diversity of your department’s graduate students?

5. Interdisciplinary Initiatives

Include both undergraduate and graduate educational programs as well as research initiatives, and comment on the possibility that such an interdisciplinary initiative, which often involves cluster hiring, might contribute to increasing the diversity of our faculty.

6. Resource Needs

California Cultures in Comparative Perspective (CCCP)

An example of a recent programmatic and interdisciplinary initiative referenced in Charting the Course is the “California Cultures in Comparative Perspective” program. This program, begun in 2001 in the divisions of Social Sciences and Arts and Humanities, is aimed at establishing a curriculum dealing with societal issues related to ethnicity and culture. It focuses on broad implications of the expansion of non-white populations in the state of California due to births and recent immigration. Ten positions have been specifically allocated to the program as “cluster” hires. Recruitments for these positions have resulted in the appointments of four women, five men, two African-American, two Hispanics, one Asian, and four whites. In addition, other recruitments not specifically funded through CCCP have been conducted in disciplines that lend support to the program and have helped to build a critical mass of faculty.

In May 2005, the chancellor hosted a two-day symposium on California Cultures in Comparative Perspective to announce the initiative to a larger scholarly community and to the public. From across the state, leading scholars came together to engage in a critical discussion about the state’s changing demographic, cultural, political, and economic landscape and its broader implications for the region and the nation.

Best-Practice Strategies in Recruiting

UCSD has developed best-practice strategies for recruiting and developing diversified applicant pools. Recruitment resources—directories and databases of people with Ph.D.s, contacts in professional associations, etc.—have also been developed as an adjunct to these strategies. The best-practice strategies and resources continue to be refined and provided to key personnel involved in faculty recruitment. (See Chapter 7: Internal Audit and Reporting Systems for additional details.)

(See: <http://academicaffairs.ucsd.edu/offices/adeo/bestpractices/default.htm>)

Since 1999, the director of the Office of Academic Diversity and Equal Opportunity (OADEO) has met with department chairs and search committees to advise them on the best practices. In fall 2005, the chief diversity officer (CDO), who was appointed on January 1, 2005, and the director of the OADEO partnered in presenting the recruitment strategies at department meetings. In the 2006-07 recruitment cycle, the CDO and the director of the OADEO revisited certain departments in which the recruitment of women and minorities is particularly challenging and also presented the best-practice strategies to the Health Sciences Executive Committee and to faculty in the Department of Psychiatry.

Statistics:

- Representation of women in applicant pools for ladder-rank recruitments increased from 21% (1999–00 recruitment cycle) to 24% (2005-06 recruitment cycle)

- Representation of minorities in applicant pools increased from 20% to 33% during the same time frame.

Dissemination of Information on Workforce Underutilization and Goals

Information on the areas of underutilization in the academic workforce and established goals is disseminated to the campus in various ways:

- This publication is distributed annually to senior managers who have responsibilities for academic personnel (chancellor, senior vice chancellor of academic affairs, vice chancellors of health sciences, marine sciences, and research, deans, associate/assistant deans, and chief diversity officer).
- The OADEO prepares a report on ladder-rank faculty that includes workforce data, areas of underutilization, goals, appointments, separations, applicant pools, outreach efforts, and best-practice recruitment strategies. This report is distributed to the same senior managers listed in the above bullet, but also to department chairs, committees who address diversity issues, and other interested parties.
- During the recruitment cycle, the chancellor, senior vice chancellor, and chief diversity officer are frequently provided data on proposed and confirmed new appointments.
- During the 2005–06 recruitment cycle, the CDO and the director of the OADEO presented information on underutilization and goals along with information on federal and state laws governing affirmative action, equal opportunity, and other information, to faculty in many of the academic departments.
- When a new recruitment is initiated, OADEO sends a letter to the search committee, with a copy to the department chair, advising them of areas of underutilization and best practice recruitment strategies.

UCSD Academic Job Opportunities Bulletin

The OADEO maintains the Academic Job Opportunities Bulletin, which is an Internet posting of all open academic positions. This posting serves as an additional outreach tool for expanding the pool of applicants.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/recruitment/>)

References to the Campus Diversity Programs and Employment Resources

When academic departments post job openings on their Web sites, they are encouraged to provide links to Web sites for the Diversity Council, the Partner Opportunities Program, the Academic Job Opportunities Bulletin, the Staff Employment Opportunity Bulletin, and employment opportunities at other educational and research institutions in the San Diego area. The intent of these links is to show potential applicants that diversity is valued at UCSD and to provide information on employment opportunities for spouses and partners of prospective employees.

(See: <http://literature.ucsd.edu/jobs.html>)

Diversity of Search Committees

Departments are encouraged to develop diverse search committees that can bring different perspectives and other qualities to the recruitment process.

Statistics:

- During the 2006–07 recruitment cycle, 77% of the search committees for ladder-rank faculty recruitments included women and 60% included minorities.
- Women represented 25% of the search committee membership and minorities represented 21%. Using the workforce as a benchmark to assess these proportions, women and minorities each comprise 21% of ladder-rank faculty.

Revisions to Academic Policy and Practices

In July 2005, the University Academic Personnel Manual, Section 210, was revised to give greater weight in the review for appointment and advancement process to the contributions and activities in support of diversity by an individual. To implement this policy on the campus, sections of the UCSD Policy and Procedures Manual covering academic personnel appointments and advancements have been revised and are under review. Also under review is the Academic Biography and Bibliography form which will include a new and distinct section for faculty to describe their diversity activities.

In drafting recruitment ads for ladder-rank faculty, departments have been encouraged to include text that requests applicants to provide comments on their contributions to diversity. This practice has been added to the list of best-practice recruitment strategies.

Partner Opportunities Program (POP)

In an effort to enhance the recruitment and retention of ladder-rank faculty, this program was developed to fulfill two primary objectives. One was to assist spouses and partners

with employment searches by assessing their needs, arranging job contacts and informational interviews, and serving as a central resource for career opportunities information. The second objective was to establish a network with other Southern California academic institutions, state agencies, and regional businesses for potential employment opportunities. See “HERC” below.

(See: <http://academicaffairs.ucsd.edu/offices/partneropp/default.htm>)

Statistics:

- POP was launched in March 2003. Since then, POP has served 98 clients; of these, 33 were individuals looking for academic positions and 65 (66%) were individuals seeking non-academic positions. Of the 98 clients:

47% secured part-time, full-time, or temporary positions

12% have job searches in progress

28% have inactivated their job searches or became unresponsive clients

13% declined positions at UCSD

Of the 98 clients, 56 were spouses/partners of individuals being recruited to UCSD, and 42 had spouses/partners who were already employed at UCSD and for whom spousal/partner employment had become a retention issue.

Higher Education Recruitment Consortium (HERC)

Following the establishment of a successful Higher Education Recruitment Consortium in Northern California, UCSD has taken the lead in sponsoring the development of such a consortium for the Southern California area. The mission of the Southern California HERC is to support the efforts of each of the member campuses to recruit and retain outstanding faculty, administrators, and staff through the sharing of information and resources. It is also intended to make UCSD and the other campuses more competitive in a challenging market for highly qualified and diverse candidates. The HERC Web site was launched in September 2004. The Office of Academic Diversity and Equal Opportunity posts all academic positions under recruitment it monitors on the HERC Web site.

(See: http://www.socalherc.org/home/index.cfm?site_id=761)

HERC has formed alliances with the sponsors of several Web sites who post academic positions. These alliances provide HERC members with exposure on additional Web sites. Links to these Web sites are provided on HERC’s “Premiere Resources” page and include:

- Academic Keys
- California Community College Registry
- DiversityWorking.com
- IMDiversity.com
- Inside Higher Ed
- Jobelephant.com.Inc

- LatinosinHigherEd.com
- PostdocJobs.com
- ScienceJobs.com
- TedJob.com, Inc
- UniversityJobs.com
- Women in Higher Education

(See: http://www.socalherc.org/site/761/resourcecenter.cfm?site_id=761)

In addition, HERC has negotiated discounts on posting positions with the following Web sites:

- IMDiversity.com
- Women in Higher Education
- HBCUConnect.com
- Latinosinhighered.com

The director of the HERC Web site is also in negotiations with the Society for Advancement of Chicanos and Native Americans in Science (SACNAS).

Finally, the HERC Web site includes diversity page created in collaboration with IMDiversity.com and features diversity-related organizations and resources as well as a section on featured readings, job opportunities, and free job-search tools published by IMDiversity.com and customized especially for HERC users.

(See: http://www.socalherc.org/site/761/res_diversity.cfm)

Statistics:

As of December 2006:

- HERC included 32 institutions, which exceeds the goal of 25 members by the end of three years.
- There were 1,519 jobs posted on HERC (593 academic, 926 staff).
- Over one million people have visited the HERC Web site.
- There were 8,145 registered users.
- 15,630 dual searches have been performed on the site.

Appointment and Review of Senior Academic Administrators

As in the case for faculty recruitments, recruitment ads for senior academic administrators include a request for applicants to provide information regarding their contributions to diversity, and diversity is a topic of discussion with candidates invited for interviews.

Performance appraisals are conducted annually for senior academic administrators. Those subject to these annual reviews include, but are not limited to, vice chancellors, associate vice chancellors, deans, and provosts.

Academic vice chancellors, deans, and provosts are also subject to more extensive review every five to seven years. These are major reviews intended to assess performance and to evaluate whether the individual should be reappointed to the position.

In the School of Medicine and at Scripps Institution of Oceanography, the associate deans of academic affairs are reviewed every five years. In addition, service as an associate dean or a department chair is included in the individual's academic personnel review, usually every three or four years.

Promotion of diversity is a factor considered in the reviews of all academic vice chancellors, deans, and provosts.

Faculty Mentoring Programs

Three mentoring programs are currently in place on the General Campus for the benefit of tenured and tenure-track faculty, and another is being developed.

- Implemented in 1999, the first program requires that all new tenure-track faculty be assigned senior faculty mentors; new associate professors (tenured) are given the option of having a mentor.
(See: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>)
- In the second program, senior women faculty serve as mentors to junior women faculty whose appointments are outside of the mentor's departments. Data on the program is somewhat limited, but it may be noted that in 2005-06, nine of the 16 women faculty new to the general campus requested and were paired with mentors. For the academic year 2006-07, 26 senior women faculty agreed to serve as mentors.
- A third program creates a pool of women faculty to serve as mentors to women who are being recruited for UCSD faculty positions. This provides an opportunity for candidates to meet with female faculty during recruitment visits in order to discuss UCSD's academic and social climate and opportunities for women and their families on and off campus, and to feel welcome at UCSD. Approximately 15 women faculty have served in the pool of mentors.

Within UCSD's School of Medicine is the National Center of Leadership in Academic Medicine (NCLAM). The U.S. Department of Health and Human Services selected UCSD to host one of four such centers in the nation. The goal of the program is to support junior M.D. and Ph.D. faculty through their initial years in academic medicine by providing assistant professors the knowledge, skills, and resources necessary to make a successful transition to academic careers at UCSD. The mentoring of junior faculty by senior faculty is a key component of this program.

The Jacobs School of Engineering took the lead in creating and expanding the Women's Leadership Alliance (WLA), a group consisting of senior women faculty and other campus leaders. The WLA is a subgroup of the Chancellor's Committee on the Status of Women and promotes leadership development, recognition, and networking among its members.

The Jacobs School also took the lead in bringing MentorNet to UCSD in 2006. MentorNet is an e-mentoring program by which undergraduate and graduate students and postdoctoral scholars in science and engineering can be mentored by professionals in industry, universities, and government labs. In March 2007, a reception was held for Dr. Carol Muller, president and CEO of MentorNet. The chancellor provided introductory remarks, and the event was sponsored by a host of campus organizations, which included the Chancellor's Advisory Committee on the Status of Women, Women in Science and Engineering, Graduate Women in Science and Engineering, Women's Leadership Alliance, and others.

Orientation and Training Programs

Each year, new faculty arriving on campus are invited to several events to welcome and to help acclimate them to UCSD. These include social events (a reception hosted by the chancellor and senior vice chancellor), an introduction to teaching and research resources, and workshops on the review and advancement process.

The senior vice chancellor for academic affairs conducts an annual department chairs' workshop to orient chairs to their administrative responsibilities, including policies/procedures and goals/objectives regarding diversity. Since the creation of the chief diversity officer position (CDO), the CDO has actively participated in these workshops. In the workshop held in the fall 2006, the CDO presented information about the UC President's Task Force on Faculty Diversity, APM 210, the five-campus partnership in the NSF ADVANCE program, and best-practices in faculty recruiting. (See: <http://academicaffairs.ucsd.edu/faculty/programs/default.htm>)

Through an NSF ADVANCE grant, five Southern California UC campuses (UCI, UCLA, UCR, UCSD, and UCSB) have partnered to hold an ongoing series of workshops and seminars targeting senior academic administrators. The seminars and workshops will allow dissemination of lessons learned and best practices that have enabled UCI to increase the hiring of women and underrepresented minorities in Science, Technology, Engineering, and Mathematics (STEM) fields during their ADVANCE award (September 2001-present). This partnership will:

- Convene an annual symposium for executive vice chancellors and deans (A symposium was held at UC Irvine in January 2007.)
- Construct a UC department chairs' resource manual/guide
- Conduct an annual symposium for department chairs

The NSF grant provides \$100,000 over a three-year period.

Family Accommodation Policies and Family-Friendly Services and Programs

The University of California has established policies and programs to assist faculty and other academic employees in balancing the needs of work and family. Although developing family accommodation policies and programs is not a diversity initiative, it can help to make UCSD an employer of choice in the recruitment and retention of top faculty, including those who are women and minorities.

Family accommodation policies for ladder-rank faculty provide:

- Childbearing leave
- Work accommodations during pregnancy
- Periods of active service with modified duties
- Parental leave without pay
- Extension of the probationary period for assistant-level appointees
- Deferral of merit reviews
- Flexible workload program for tenure-track junior faculty (pending)

Family-friendly programs and services include:

- Employment assistance for faculty spouses and partners
- Child-care services and referrals
- Summer camps and year-round recreation programs for children
- Confidential counseling services
- Eldercare support
- Lactation accommodation program for nursing mothers.

(See: <http://www.ucop.edu/acadadv/family/welcome.html>
<http://ucfamilyedge.berkeley.edu/ucfamilyfriendlyedge.html>)

Assisting Junior Faculty to Achieve Tenure

Each year, the senior vice chancellor is given a list of all tenure-track faculty who received "problematic" or "unfavorable" performance appraisals. Each of these cases is discussed with the respective dean, and a strategy for assisting each faculty member is devised. This special attention early in the evaluation process has been useful in helping junior faculty achieve tenure.

Exit Interviews

Deans conduct exit interviews of faculty to better understand why ladder-rank faculty leave the University and to gather any helpful suggestions for campus improvement. This practice was implemented in the 2003–04 academic year.

DIVERSITY-RELATED ACTIVITIES OF CAMPUS OFFICES

Office of the Chancellor

In November 2005, the UCSD chancellor announced an agenda for partnership and cooperation with Mexico. The agenda includes four initiatives:

- Improve air quality in both nations by focusing on the Baja California – San Diego region
- Build a technology corridor on both sides of the U.S. – Mexico border
- Improve prospects for all members of Mexican society through development of innovative economic policies
- Deepen understanding and identify additional partnership programs, beginning with a full-time UCSD representative in Mexico City.

In March 2006, the chancellor announced the inauguration of an office and a full-time staff member located in Mexico City.

Chief Diversity Officer

The chancellor appointed a faculty member to serve as associate chancellor/chief diversity officer, effective January 1, 2005. The creation of the position was highly recommended in several reports, most recently those of the Chancellor's Diversity Council and the Senate-Administration Task Force on Underrepresented Faculty. The position serves as an important liaison between the Chancellor's Office and the faculty. As stated earlier in this chapter, the CDO and the director of the OADEO partnered in presenting best-practice recruitment strategies to academic departments.

(See: <http://diversity.ucsd.edu/>)

Office of Academic Diversity and Equal Opportunity

The Office of Academic Diversity and Equal Opportunity (OADEO) oversees the Academic Personnel Affirmative Action Program. The office assists departments in their recruitment efforts by providing best-practice recruitment strategies and job posting resources to maximize the quality and diversity of applicant pools. The office also maintains the Academic Job Opportunities Bulletin available on the OADEO Web site. Additional information about the office may be found in Chapter 4.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/>)

Office of Sexual Harassment Prevention and Policy

The responsibilities of the director of the Office of Sexual Harassment Prevention and Policy (OSHPP) include the administration of the campus policy on sexual harassment, complaint resolution, and the development and presentation of programs about sexual harassment and related issues to faculty, staff, and students. OSHPP reports directly to the Chancellor's Office.

(See: <http://oshpp.ucsd.edu/>)

Office of the Ombuds

The Office of the Ombuds provides confidential, informal, and impartial mediation, counseling, training referral, and intervention services to the campus community. The Ombuds office works to ensure that faculty, staff, and students receive fair treatment regarding concerns and complaints.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,9114,FF.html>)

DIVERSITY-RELATED COMMITTEES (CAMPUS AND UC-WIDE)

UC President's Task Force on Faculty Diversity, UCSD Workgroup on Faculty Diversity

On May 23, 2006, Robert Dynes hosted a UC President's Summit on Faculty Diversity. This summit was the culmination of the efforts of his Task Force on Faculty Diversity, which he established in the spring of 2005. The charge of the task force was to conduct a comprehensive program review of faculty diversity at each campus. The review included an analysis of faculty headcount and hiring data over time and by field. Teams of three to four faculty members from the task force conducted site visits at each campus, which included meetings with senior academic administrators, members of Senate Committees on Academic Personnel (CAPs), Senate diversity committees, graduate deans, department chairs, and campus diversity committees.

The task force developed recommendations for action in the broad areas of:

- Leadership
- Academic Planning
- Resource Allocation and Faculty Rewards
- Faculty Recruitment and Retention
- Accountability

While at the summit, President Dynes charged the chancellors from each campus to meet with their respective campus summit representatives to discuss the status of faculty diversity and to create a campus implementation plan for the next academic year.

(See: <http://www.universityofcalifornia.edu/facultydiversity/report.html>)

In response to President Dynes' charge, the senior vice chancellor established the UCSD Workgroup on Faculty Diversity to carefully review the President's task force report and to consider each of its recommendations. The workgroup completed its review and submitted its report to the senior vice chancellor in late March 2007. The report is now being considered by the senior vice chancellor and other senior-level academic administrators.

UCSD Diversity Council

Established in 1998 by the chancellor, the Diversity Council oversees a broad agenda of proactive diversity activities. Its mission is to advise the chancellor on diversity with particular reference to institutional access and representation, campus climate and intergroup relations, education, scholarship, and institutional transformation. The council has sponsored two campus diversity forums, focus discussion groups, and a diversity summit in 2003. It has funded mini-grants to support campus-wide events, programs, and activities that celebrate diversity and focus on building community on the campus.

The council was expanded in early 2006 to include three at-large members from the San Diego community, representatives from the two Chancellor's Advisory Committees (Status of Women and Gender Identity and Sexual Orientation Issues), and the directors of the three campus community centers (Cross-Cultural Center; Lesbian, Gay, Bisexual, Transgender Resource Center; and Women's Center) as ex officio members. (See: <http://diversity.ucsd.edu/council.asp>)

UCSD Chancellor's Advisory Committee on the Status of Women

The UCSD Chancellor's Advisory Committee on the Status of Women seeks to identify and analyze issues relating to the status of women faculty, staff, and students at UCSD; to educate and inform the campus community about conditions that detrimentally affect the status of women within the University; and to advise and make recommendations to the chancellor that will ameliorate these conditions. (See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,12033,00.html>)

A subcommittee of this advisory committee is Women in Science and Engineering (WISE). The goal of this committee is to provide programs on topics of interest to women in science and engineering and to advise CSW on issues concerning the general climate for women at UCSD. (See: <http://women.ucsd.edu/wise/index.html>)

UCSD Academic Senate Committee on Affirmative Action and Diversity

The UCSD Academic Senate Committee on Affirmative Action and Diversity is charged with advising the Senate on general policies bearing on affirmative action for academic personnel and academic programs. In addition, members of this committee are charged with reviewing the Faculty Career Development Program proposals and submitting recommendations for proposal funding to the senior vice chancellor. (See "Faculty Career Development Program," in this chapter.)

(See: <http://www-senate.ucsd.edu/committees/caad.htm>)

University Committee on Affirmative Action and Diversity

This University of California system-wide committee, which includes faculty from all of the campuses, meets during the year to discuss programs and to develop initiatives to improve affirmative action within the UC system.

(See: <http://www.universityofcalifornia.edu/senate/committees/ucaad/>)

California Universities Consortium

The consortium consists of representatives from the ten UC campuses, the UC Office of the President, the California Institute of Technology, Stanford University, and Claremont Graduate University. When the consortium first met in February 2005, the initial focus was to find ways to increase the number of underrepresented minorities in the pipeline to the professoriate. The focus of the consortium has since broadened to include the challenges of recruiting and retaining underrepresented minority faculty.

(See: <http://www.faculty.diversity.ucla.edu/CUC/index.htm>)

University EO/AA Coordinators

The coordinators and administrators from the Office of the President and University campuses and laboratories who share the responsibility for implementing EO/AA policies frequently meet to discuss and develop strategies regarding policy issues and new federal regulations and court decisions and to share areas of concern.

DEVELOPMENT PROGRAMS: CAREER OPPORTUNITIES FOR FACULTY

There are a number of action-oriented programs on the UCSD campus that provide academic employees—including women and individuals from particular ethnic groups—opportunities to enhance their development and/or chances for promotion. The following are a few examples of such opportunities for career development:

Department Chairs' Workshop

Information on the chair's workshop is presented above.

Faculty Career Development Program (FCDP)

The program's objective is to assist junior faculty who are Academic Senate members in achieving the high quality of scholarship and research necessary for advancement to senior status. Junior faculty submit research proposals to the Academic Senate Committee on Affirmative Action and Diversity, which reviews the proposals and makes funding recommendations to the senior vice chancellor. In 1999, the senior vice chancellor and the Senate committee simplified the selection criteria to include five key factors. One factor requires a description of the applicant's efforts to diversify the campus, which may include such things as public service contributions that promote diversity, student mentoring, curriculum development, research in areas relating to diversity, etc. In addition, on three occasions the senior vice chancellor has augmented the funding for the program. The program has been successful in helping junior faculty, some of whom are women and minorities, advance to the associate level.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/fcdp/>)

Statistics:

- Of the 257 people who have received awards, 139 (54%) have been promoted from the assistant level to the associate level.
- Of these 139 people, 68% have been women and 39% have been minorities.

Academic Senate Committee on Research

The Academic Senate Committee on Research (COR) provides support for individual faculty research and travel to present papers at scholarly meetings.

(See: <http://www-senate.ucsd.edu/cor.htm>)

UCSD Faculty Fellow Program

UCSD's Office Research Affairs sponsors a Faculty Fellow Program. The objective of the Faculty Fellow Program is to provide new University of California Ph.D.s with mentored training and experience in the design and conduct of instructional courses and research; and to provide high-quality teaching of undergraduate courses. A Faculty Fellow is given a 100% nine-month combined appointment as Lecturer and Faculty Fellow Researcher. All appointments consist of an appropriate percentage of time as Lecturer with the remaining

percentage allocated to the Faculty Fellow Researcher title. A Faculty Fellow is paid \$39,096 (10/06 salary scale) over 12 months for the academic year.
(See: <http://research.ucsd.edu/fellowships/facultyfellows/>)

UC President's Postdoctoral Fellowship Program

While open to all qualified candidates, this UC program encourages outstanding women and minority Ph.D. recipients to pursue academic careers at UC. The program prefers candidates whose research emphasizes issues such as diversity, multi-culturalism, and communities underserved by traditional academic research (as may be the case in disciplines within the humanities, arts, social sciences, and professions) or candidates who have a demonstrated record of mentoring or outreach activities, or who intend to promote access and opportunity in higher education through mentoring or outreach activities, which may be more pertinent to candidates in the disciplines of math, engineering, life sciences, and physical sciences.
(See: <http://www.ucop.edu/acadadv/ppfp/>)

As a means to enhance the program as a campus faculty recruitment resource, the Office of the President (OP) implemented an initiative in 2002 to allocate FTEs to campuses that recruit fellows into faculty positions. The commitment from OP is limited to five years of salary funding, after which the campuses are responsible for continuing the salary support of the faculty member. After the initial five-year period, the funding from OP is returned to the program to support the further recruitment of fellows across the campuses. In order to stimulate participation in this program, the senior vice chancellor has contributed normal startup allocations for successful fellow recruitments, as well as confirming the ongoing support for salaries and FTEs after the five years of OP funding. These FTEs will be returned to the SVCAA when the original recruits separate.

Statistics:

There have been 88 fellows during the four-year period of 2003-07. Of these, more than 45 have been hired at UC campuses. Five have been appointed at UCSD—one in History, effective 7/05, and two in Ethnic Studies, effective 7/06 and 11/06, and more recently, one in Literature and one in Ethnic Studies, both effective 7/1/07.

DEVELOPMENT PROGRAMS: "PIPELINES" TO ACADEMIA

On the UCSD campus and throughout the University system, there are several action-oriented programs designed to provide support to students—including women, members of underrepresented ethnic groups, and the disadvantaged—to keep them in an educational "pipeline" that may take them to the threshold of a full academic career. Examples of such programs include:

- OGS: In an effort to enroll and graduate a high-quality and diverse graduate student body, the Office of Graduate Studies (OGS) has developed strategies that focus on early motivation and preparation, recruitment of applicants, enrollment and retention of admitted students.
(See: <http://ogs.ucsd.edu/>)
- UC Dissertation-Year Fellowship Program: This program provides support to outstanding graduate students who are identified as having been educationally or economically disadvantaged, whose research or planned career direction focuses on problems relating to disadvantaged segments of society, and who demonstrate strong potential for university teaching and research.
(See: <http://www.ucop.edu/acadadv/fgsaa/d-dissco.html>)
- AEP: The Academic Enrichment Programs provide UCSD undergraduates with research and other academic experiences beyond the classroom. For example, the McNair Program provides low-income, first-generation college students and students from groups underrepresented in graduate education with effective preparation for doctoral study, and the Faculty Mentor Program offers research experience under the mentorship of a faculty member.
(See: <http://aep.ucsd.edu/>)
- EAOP: The Early Academic Outreach Program targets educationally disadvantaged students in early grade-school levels and offers informational, motivational, and academic preparation activities.
(See: <http://eaop.ucsd.edu/>)
- CREATE: Established in 1998, the Center for Research in Educational Equity Assessment and Teaching Excellence serves as the liaison between UCSD and K-12 schools countywide, with a strong emphasis on preparing traditionally underserved, low-income students for admission to UC campuses. This is done in part by establishing partnerships with clusters of elementary, middle, and secondary schools and enriching the academic environment during and after school, improving teachers' education and professional development, improving community health, and increasing parent involvement. Interdisciplinary faculty recruitments have been conducted that involve CREATE and such departments as Communication and Ethnic Studies.
(See: <http://create.ucsd.edu/>)
- PREUSS SCHOOL: The Preuss School was established at UCSD to improve educational practices and provide an intensive college preparatory school for low-income students, who have been historically underrepresented on the campuses of the University of California. The Preuss School provides an environment in which students are continually encouraged and empowered to develop greater confidence

and self-esteem through self-sufficiency and a sense of pride in their academic accomplishments.

(See: <http://preuss.ucsd.edu/>)

UCSD SCHOOLS, COLLEGES, PROGRAMS, AND CENTERS

Because UCSD is a major research university, it offers a broad range of academic programs that provide arenas in which one can be exposed to and engaged in issues of diversity. These arenas are often international in flavor, and they help to shape an inclusive culture for the campus. Below are examples of such programs.

Graduate School of International Relations and Pacific Studies (IR/PS)

The mission of the school is to develop leaders who can operate effectively in a world characterized by globalization, rapid technological change, and increasingly complex government-business relations. IR/PS prepares its graduates for careers in the public, private, and non-profit sectors and maintains a geographic focus on the Asia-Pacific region and the Western Hemisphere.

(See: <http://www-irps.ucsd.edu/>)

Thurgood Marshall College

Thurgood Marshall College, one of the six colleges at UCSD, focuses on the elements of a multicultural society. Founded in 1970 as Third College, it was renamed Thurgood Marshall College in 1993 in honor of the former Supreme Court justice. The intellectual and philosophic outlook of the college is linked to the civil rights movement. Included in the general-education, lower-division course requirements is a core course titled Dimensions of Culture. A part of this course is a credit-bearing public service requirement that trains and places UCSD students in local inner-city elementary schools as tutors and mentors. Each year the college sponsors a cultural celebration that showcases dance performances from around the world, as well as ethnic food, arts and crafts, an art exhibit, poetry readings, and educational forums.

(See: <http://provost.ucsd.edu/marshall/>)

Eleanor Roosevelt College

Eleanor Roosevelt College, founded in 1988, was the fifth college to be established at UCSD and was named in 1994 for the former First Lady, who was a delegate to the United Nations, chair of the United Nations Commission on Human Rights, chair of President Kennedy's Commission on the Status of Women, and member of the first Peace Corps Advisory Council. The focus of Roosevelt College is a strong sense of intellectual and social community and an appreciation of the social, political, and cultural complexity in which people live.

(See: <http://provost.ucsd.edu/roosevelt/>)

Departments and Programs

Within the divisions of Social Sciences and Arts and Humanities are a host of departments and programs which provide academic courses that examine diversity issues. These include:

Departments:

- Department of Communications (<http://communication.ucsd.edu/>)
- Department of Ethnic Studies (<http://www.ethnicstudies.ucsd.edu/>)
- Department of Linguistics (<http://ling.ucsd.edu/>)
- Department of Music (<http://music.ucsd.edu/>)
- Department of Political Science (<http://polisci.ucsd.edu/>)
- Department of Theatre and Dance (<http://www-theatre.ucsd.edu/>)
- Department of Visual Arts (<http://visarts.ucsd.edu/html/splash.html>)

Programs:

- African American Studies Minor (<http://www.ucsd.edu/catalog/curric/AFRI.html>)
- Chicano/Latino Art and Humanities Minor (<http://clah.ucsd.edu/>)
- Chinese Studies Program (<http://chinesestudies.ucsd.edu/>)
- Comparative Studies in Language, Society, and Culture Program
- Contemporary Issues/Cultural Traditions
- Critical Gender Studies Program (<http://weber.ucsd.edu/departments/critical-gender/index.html>)
- English as a Second Language Program (<http://esl.ucsd.edu/>)
- German Studies Program (<http://germanstudies.ucsd.edu/>)
- International Migration Studies Minor (http://provost.ucsd.edu/roosevelt/intl_migration_minor/index.shtml)
- International Studies Program (<http://www.intlstudies.ucsd.edu/>)
- Italian Studies Program (<http://historyweb.ucsd.edu/ItalianStud.html>)
- Japanese Studies Program (<http://japan.ucsd.edu/>)
- Judaic Studies Program (<http://historyweb.ucsd.edu/JudaicStud.html>)
- Latin American Studies Program (<http://cilas.ucsd.edu/>)
- Linguistics Language Program (<http://ling.ucsd.edu/Language/llp.htm>)
- Middle East Studies Program (<http://historyweb.ucsd.edu/MiddleEastStud.html>)
- Program for the Study of Religion (<http://religion.ucsd.edu/>)
- Russian and Soviet Studies Program (<http://historyweb.ucsd.edu/RussianSovietStud.html>)
- Third World Studies Program (<http://www.ucsd.edu/catalog/0506/curric/TWS.html>)
- Urban Studies and Planning (<http://usp.ucsd.edu/>)

Research Centers

UCSD has many research centers, several of which relate to issues of diversity:

- Center for Comparative Immigration Studies (<http://www.ccis-ucsd.org/>)
- Center for Iberian and Latin American Studies (<http://cilas.ucsd.edu/>)
- Center for U.S.-Mexican Studies (<http://usmex.ucsd.edu/>)
- Institute for International, Comparative, and Area Studies (<http://iicas.ucsd.edu/>)
- Institute of the Americas (<http://www.iamericas.org/defaultnet.html>)
- San Diego Dialogue (based in UCSD's Extended Studies and Public Programs) (<http://sandiegodialogue.org/>)

ACADEMIC CONFERENCES AND SPECIAL LECTURES

Numerous conferences, lectures, and cultural events are made available to the campus community and to the general public. Many of the presenters are women and individuals from different ethnic groups, and the issues discussed often have some direct or indirect relation to diversity and affirmative action. The following are a few examples of conferences and lectures that occurred during this reporting period:

- The sixth annual Kyoto Laureate Symposium was hosted by UC San Diego, San Diego State University, and the University of San Diego. Two of the presentations were held at the UCSD campus.
- International Education Week at UCSD, held November 13-17, 2006, featured talks on Latin America and North Korea.
- The Center for U.S. – Mexican Studies hosts numerous presentations during the academic year, one of which was titled, “Thirty Years of Research and Policy Analysis on U.S.–Mexican Migration.” Keynote remarks were made by Jorge Bustamante and Wayne Cornelius, founder of the campus center. The panelists for this presentation included the director of the Institute of Latino Studies at the University of Notre Dame, the director of the SW Hispanic Research Institute at the University of New Mexico, the president of El Colegio de la Frontera Norte, former Mexican Consul-General in Los Angeles, and two UCSD professors.
- Women in Science and Engineering (WISE) hosted Dr. Judith Swain who spoke on “Life and Careers: the Importance of Choice Over Predetermination.” At the time of her presentation, Dr. Swain was the Dean for Translational Medicine, founding director of the College of Integrated Life Sciences, and Professor of Medicine at UCSD. The presentation was held at the Women’s Center.

CAMPUS COMMUNITY CENTERS

Cross-Cultural Center

The Cross-Cultural Center (CCC), which opened in 1995, is committed to supporting UCSD's diverse student, staff, and faculty. The quest of the CCC is to create and promote a learning environment in which the entire campus community feels welcome and in which meaningful dialogues that cross diverse cultures can occur. The CCC reports directly to the Office of the Chancellor. In May 2005, the center celebrated its tenth anniversary.

(See: <http://ccc.ucsd.edu/>)

Women's Center

The Women's Center provides education and support on gender issues affecting UCSD students, faculty, and staff and the community. Among its aims are to advance women's intellectual, professional, and personal goals and to increase awareness of the needs of women and men of diverse backgrounds and experiences. The center reports directly to the Office of the Chancellor. In May 2006, the center celebrated its tenth anniversary.

(See: <http://women.ucsd.edu/>)

International Center

The International Center assists U.S. students going abroad, as well as foreign students, scholars, and families coming to UCSD, and facilitates interaction among UCSD students, faculty, and staff through a variety of programs and services. Information on arriving at UCSD, orientations, immigration and visa information are made available. Friends of the International Center hosts a variety of international/intercultural programs and services.

(See: <http://icenter.ucsd.edu/>)

CAMPUS COMMUNITY CELEBRATIONS

Equal Opportunity/Affirmative Action Awards

A ceremony is held each year to acknowledge individuals who have made significant contributions to equal opportunity/affirmative action during the year. The chancellor presides over this ceremony and presents plaques to recipients. In the ceremony held February 2007, the faculty search committee from the Department of Structural Engineering was recognized for its success in recruiting the first tenured female professor to its program. In the previous ceremony, recognition was given to the faculty

recruitment committee in the Department of Mechanical and Aerospace engineering, who had also recruited a female professor; and in the 2005 ceremony, the Associate Dean of the Jacobs School of Engineering (a woman) was recognized for her contributions to diversity.

Cultural Heritage Celebrations

Throughout the year, various ethnic groups are recognized and celebrated in a series of cultural, educational, and entertainment events. In January, many faculty, staff, and students participate in the Martin Luther King, Jr. Parade in downtown San Diego. The parade held in January 2007, the chancellor of UCSD and the Vice Chancellor of Student Affairs were honored as co-Grand Marshals. This parade serves as kick-off for the campus celebration of Black History Month in February.

In April, an annual celebration is held on campus to acknowledge the life of César Chávez. Events generally include a film presentation and several lectures. The chancellor issues a notice to the campus providing release time for employees to participate in the events. (See Exhibit 6.A in this chapter.)

In September 2006, the chancellor announced the Inaugural California Native American day at UC San Diego. The chancellor issues a notice to the campus providing release time for employees to participate in the events. (See Exhibit 6.B in this chapter.)

Celebrations Regarding Covered Veterans

See action-oriented programs listed in Chapter 9.

Celebrations Regarding People with Disabilities

See the section “Training and Other Activities” in Chapter 10.

UNIVERSITY TELEVISION

UCSD-TV, a University-owned TV station, produces and broadcasts a wide array of multicultural programs on health, public affairs, and the arts and sciences and often features diverse members of the UCSD campus community.

(See: <http://www.ucsd.tv/>)

CHILD CARE

Child-care facilities are located on campus and can be utilized by students, faculty, and staff. The UCSD Early Childhood Education Center accommodates children from 11 months through six years of age and offers a child-care referral program that provides information about existing infant/toddler home-care programs in the local area. The International Cooperative Nursery School at UCSD offers a parent participation program of recreational and educational activities for pre-schoolers (two- to five-year-olds).

(See: <http://child.ucsd.edu/>

<http://www.geocities.com/icnshome/>

Also, see section above, “Family Accommodation Policies and Family-Friendly Services and Programs”)

HOUSING

The problems of attracting and retaining faculty are complicated by the extremely high cost of living in the San Diego region, particularly the cost of housing. While UCSD cannot control the cost of housing, the campus and the University as a whole have taken steps to attempt to minimize the adverse impact it may have on the recruitment and retention of faculty. The Housing Assistance Program for Faculty provides several resources to faculty, especially those newly recruited, for the purchase of or a down payment for a home.

(See:

http://academicaffairs.ucsd.edu/offices/resource_admin/homeloan/default.htm)

TRANSPORTATION AND PARKING

Public transportation is available to the campus and the UCSD Medical Center. The University provides a shuttle bus service for its employees between campus and the medical center, as well as to Torrey Pines Center and other UCSD facilities located off campus. A vanpool service sponsored by the University is also offered to transport employees to and from the campus. As part of the continuing effort to ease parking congestion, reduce traffic, and improve local air quality, a shuttle service, with three drop-off locations on campus, connects UCSD with the Sorrento Valley Coaster (train) Station. See also Chapter 10 regarding transportation and parking accommodations provided for people with disabilities.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,15352,00.html>)

FACULTY AND STAFF ASSISTANCE PROGRAM

The Faculty and Staff Assistance Program provides support for both faculty and staff employees working at the UCSD campus and at the medical center. This program provides assistance with personal problems such as marital/family difficulties, stress, alcohol/drug problems, on-the-job difficulties, career decisions, and financial or legal concerns. The ultimate goal is to address and resolve any issues that prevent an employee from working to full capacity. After a confidential assessment, a trained counselor may offer advice or refer the employee to an appropriate resource.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1600,00.html>)

EMPLOYEE REHABILITATION PROGRAM

See Chapter 10, "Academic Affirmative Action Plan for Persons with Disabilities."

(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1577,00.html>)

CONCLUSION

This wide variety of programs represents a substantial investment in encouraging the appointment, promotion, and retention of women and individuals from historically underrepresented ethnic groups at UCSD and in the creation of a campus climate that is supportive and nurturing of diversity in general. The campus will make every effort to continue to support and expand these programs, as well as to create new ones whenever possible as they may be needed, in its effort to meet its affirmative action goals.

EXHIBIT 6.A**CHANCELLOR'S NOTICE:
CÉSAR E. CHÁVEZ CELEBRATION**

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

March 21, 2007

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center) ALL
STUDENTS AT UCSD

SUBJECT: UC San Diego Cesar E. Chavez Celebration

Our campus will celebrate the life and accomplishments of labor leader César E. Chávez with a series of activities beginning April 2 and continuing through May 7, 2007. I am pleased to announce the schedule of activities designed to honor this champion of human rights whose contributions have inspired UC San Diego presentations on the history, present, and future of Chicana/o communities. The activities include:

- April 2: activist and author Enriqueta Vasquez will speak on Chicana Activism During the Viet Nam War Era at 3 p.m. in the Cross-Cultural Center. Enriqueta Vasquez was a major figure in the Chicano Movement of the late 1960s and the 1970s. Professors Dionne Espinoza of California State University, Los Angeles and Lorena Oropeza of UC Davis will comment.
- April 3: César E. Chávez Celebration Kickoff Luncheon will be from 11:30 a.m. to 1:00 p.m. at the Institute of the Americas. UCSD alumnus Victor Nieblas and San Diego activist Olivia Puentes-Reynolds will be recognized for their work to further the ideals of Cesar E. Chávez in their communities.
- April 17: Rudy Guevarra, UCSD professor of history, will speak on Mabuhay Companero: Interethnic Coalitions, 1920s - 1960s at noon at the Cross-Cultural Center. Rudy Guevarra will explore the historical connections between the Mexican and Pilipino laborers of the agricultural fields of California which led to their work together in the 1960s to organize for economic justice.

For more information on the Cesar E. Chávez celebration visit the web site at <http://blink.ucsd.edu/go/chavez>.

I am approving two hours of administrative leave with pay that employees may apply to their attendance at a UCSD Cesar E. Chavez activity, and I ask supervisors to allow employees to attend, as long as the absence does not infringe upon the performance of required job duties.

I would like to thank the members of the UCSD César E. Chávez Planning Committee for their work to coordinate these educational and celebratory campus activities. Please join members of the UCSD César E. Chávez Planning Committee, special guests, visitors and me as we collectively and publicly celebrate the legacy and contributions of César E. Chávez.

Marye Anne Fox
Chancellor

EXHIBIT 6.B

**CHANCELLOR'S NOTICE:
INAUGURAL CALIFORNIA
NATIVE AMERICAN DAY**

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

September 22, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)
ALL STUDENTS AT UCSD

SUBJECT: Inaugural California Native American Day at UC San Diego

It gives me great pleasure to announce the Inaugural California Native American Day at UC San Diego. This past year I met with representatives of North County tribal nations to learn more about their fascinating history, their many contributions to California, their areas of interest, and to identify how UC San Diego can help to enhance their lives. The meeting established collaborations between the University and San Diego's Native American community which led to the formation of a committee representing local tribes, UC San Diego and Cal State San Marcos to coordinate our inaugural California American Indian Day Celebration at UC San Diego.

A sampling of this year's activities include:

Thursday, September 28:

12 noon, California Indian Day Kick-Off at the Sun God Lounge, Price Center. Local tribal leaders will offer a traditional blessing for the event.

Friday, September 29:

12 noon, Price Center Plaza. Pala Bird Singers. Men sing with gourd rattles and often men and women dance in accompaniment. Ceremonial songs, traditional songs, bird songs, and a style of social singing will be presented. Bird songs are shared from family to family, group

to group, and tribe to tribe, covering the region from Santa Barbara to the Mojave Desert. The Pala Bird Singers sing in Cupeño and Luiseño, "Pala" style.

For more information on the Inaugural California Native American Day celebration, visit the web site at <http://diversity.ucsd.edu>

Sponsors for the event are the UCSD American Indian Faculty and Staff Association, California Cultures in Comparative Perspective, Cross-Cultural Center, Early Academic Outreach Program, Education Studies Program, Ethnic Studies Department, Office of the Chancellor, Office of the Vice Chancellor Student Affairs, Rady School of Management, UCSD Staff Council, UCSD Bookstore, University Communications, and Student Educational Advancement.

In recognition of this annual event, I am approving one hour of administrative leave with pay that employees may apply to their attendance at an Inaugural California Native American Day Celebration activity. Supervisors are encouraged to allow employees one hour of administrative leave with pay to attend one or more of the planned celebratory events, when the absence does not infringe upon the performance of required job duties.

At this time I would like to thank the members of the Inaugural California Native American Day Celebration Planning Committee for their time and effort to coordinate these educational and celebratory campus events and activities.

Join me in honoring the heritage, culture, and traditions of our Native American tribes and thank you for supporting California Native American Day at UC San Diego.

Marye Anne Fox
Chancellor

Each year, considerable effort is directed toward developing and maintaining action-oriented programs that assist the San Diego campus in achieving equal opportunity and diversity. Some of these programs produce immediate results; others require a long-term commitment before the expected returns may be measured. The goal of increasing the diversity of the UCSD academic community, creating a supportive and nurturing campus climate, and meeting affirmative action objectives requires a multifaceted approach that involves supporting and enhancing the diversity of the current community, as well as ensuring that a diverse population will be drawn into that community. The UCSD campus and the University of California as a whole are making and will continue to make every good-faith effort to achieve this end. Below is a listing and brief description of the various action-oriented programs to achieve diversity, correct any identified problem areas, and to attain established affirmative action goals and objectives for academic personnel at UCSD.

EFFORTS TO ENHANCE THE DIVERSITY OF ACADEMIC PERSONNEL THROUGH RECRUITMENT AND RETENTION

Academic Recruitment Planning – Charting the Course

In an effort to develop long-range plans for the recruitment of ladder-rank faculty on the General Campus, in 1997 the senior vice chancellor established a comprehensive planning framework called “Charting the Course.” This framework establishes faculty hiring objectives for successive three-year periods. This planning strategy examines how the campus can build on and develop strengths while pursuing initiatives that will be the basis of future excellence. Such planning allows for new programmatic and interdisciplinary initiatives and cluster (i.e., multiple) hiring opportunities in related disciplines. The rank at which new faculty are hired is an important consideration for a variety of strategic reasons, including greater opportunity to diversify the workforce, since the pool of recent Ph.D. recipients is more diverse by gender and ethnicity.

Statistics:

A comparison of data from Charting the Course I, covering the years 1998–01, Charting the Course II, covering the years 2001–04, and Charting the Course III, covering 2004–07, shows positive results:

- Appointments of women rose from 23% (1998–01) to 31% (2001–04) and to 30% (2004–07)
- Appointments of minority faculty increased from 23% (1998–01) to 27% (2001–04) and to 27% (2004–07)
- Representation of women in the ladder-rank workforce increased from 17% (1998) to 21% (2006)
- Representation of minority faculty in the ladder-rank workforce increased from 16% (1998) to 21% (2006)
- In order to tap a more diverse applicant pool, a goal was set for 60% of faculty appointments to be at the junior level for Charting the Course II. This goal was met, with 64% of the new faculty hired at the junior level. For Charting the Course III, 61% of ladder-rank faculty appointments have been at the junior level.

The senior vice chancellor's call for Charting the Course IV strategies and plans includes six components. Each component has several factors for consideration. The six components and those factors that have a direct or indirect connection to diversity are presented below.

1. Future Goals

How would you define a reasonable goal and/or approach for increasing the inclusion of historically underrepresented faculty within your discipline?

2. Research Profile

Discuss the strategic strengths that make your unit distinctive, visible, and viable.

3. Undergraduate Education

Which aspects of your plan would contribute to enriching our ability to teach a diverse student population at UCSD?

4. Graduate Education

How do you plan to increase the diversity of your department's graduate students?

5. Interdisciplinary Initiatives

Include both undergraduate and graduate educational programs as well as research initiatives, and comment on the possibility that such an interdisciplinary initiative, which often involves cluster hiring, might contribute to increasing the diversity of our faculty.

6. Resource Needs

California Cultures in Comparative Perspective (CCCP)

An example of a recent programmatic and interdisciplinary initiative referenced in Charting the Course is the “California Cultures in Comparative Perspective” program. This program, begun in 2001 in the divisions of Social Sciences and Arts and Humanities, is aimed at establishing a curriculum dealing with societal issues related to ethnicity and culture. It focuses on broad implications of the expansion of non-white populations in the state of California due to births and recent immigration. Ten positions have been specifically allocated to the program as “cluster” hires. Recruitments for these positions have resulted in the appointments of four women, five men, two African-American, two Hispanics, one Asian, and four whites. In addition, other recruitments not specifically funded through CCCP have been conducted in disciplines that lend support to the program and have helped to build a critical mass of faculty.

In May 2005, the chancellor hosted a two-day symposium on California Cultures in Comparative Perspective to announce the initiative to a larger scholarly community and to the public. From across the state, leading scholars came together to engage in a critical discussion about the state’s changing demographic, cultural, political, and economic landscape and its broader implications for the region and the nation.

Best-Practice Strategies in Recruiting

UCSD has developed best-practice strategies for recruiting and developing diversified applicant pools. Recruitment resources—directories and databases of people with Ph.D.s, contacts in professional associations, etc.—have also been developed as an adjunct to these strategies. The best-practice strategies and resources continue to be refined and provided to key personnel involved in faculty recruitment. (See Chapter 7: Internal Audit and Reporting Systems for additional details.)

(See: <http://academicaffairs.ucsd.edu/offices/adeo/bestpractices/default.htm>)

Since 1999, the director of the Office of Academic Diversity and Equal Opportunity (OADEO) has met with department chairs and search committees to advise them on the best practices. In fall 2005, the chief diversity officer (CDO), who was appointed on January 1, 2005, and the director of the OADEO partnered in presenting the recruitment strategies at department meetings. In the 2006-07 recruitment cycle, the CDO and the director of the OADEO revisited certain departments in which the recruitment of women and minorities is particularly challenging and also presented the best-practice strategies to the Health Sciences Executive Committee and to faculty in the Department of Psychiatry.

Statistics:

- Representation of women in applicant pools for ladder-rank recruitments increased from 21% (1999–00 recruitment cycle) to 24% (2005-06 recruitment cycle)

- Representation of minorities in applicant pools increased from 20% to 33% during the same time frame.

Dissemination of Information on Workforce Underutilization and Goals

Information on the areas of underutilization in the academic workforce and established goals is disseminated to the campus in various ways:

- This publication is distributed annually to senior managers who have responsibilities for academic personnel (chancellor; senior vice chancellor for Academic Affairs; vice chancellors for Health Sciences, Marine Sciences, and Research; deans; associate/assistant deans; and chief diversity officer).
- The OADEO prepares a report on ladder-rank faculty that includes workforce data, areas of underutilization, goals, appointments, separations, applicant pools, outreach efforts, and best-practice recruitment strategies. This report is distributed to the same senior managers listed above and also to department chairs, committees that address diversity issues, and other interested parties.
- During the recruitment cycle, the chancellor, senior vice chancellor, and chief diversity officer are frequently provided data on proposed and confirmed new appointments.
- During the 2005–06 recruitment cycle, the CDO and the director of the OADEO presented information on underutilization and goals, along with information on federal and state laws governing affirmative action, equal opportunity, and other topics to faculty in many of the academic departments.
- When a new recruitment is initiated, OADEO sends a letter to the search committee, with a copy to the department chair, advising them of areas of underutilization and best-practice recruitment strategies.

UCSD Academic Job Opportunities Bulletin

The OADEO maintains the Academic Job Opportunities Bulletin, which is an Internet posting of all open academic positions. This posting serves as an additional outreach tool for expanding the pool of applicants.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/recruitment/>)

References to the Campus Diversity Programs and Employment Resources

When academic departments post job openings on their Web sites, they are encouraged to provide links to Web sites for the Diversity Council, the Partner Opportunities Program, the Academic Job Opportunities Bulletin, the Staff Employment Opportunity Bulletin, and employment opportunities at other educational and research institutions in the San Diego area. The intent of these links is to show potential applicants that diversity is valued at UCSD and to provide information on employment opportunities for spouses and partners of prospective employees.

(See: <http://literature.ucsd.edu/jobs.html>)

Diversity of Search Committees

Departments are encouraged to develop diverse search committees that can bring different perspectives and other qualities to the recruitment process.

Statistics:

- During the 2006–07 recruitment cycle, 77% of the search committees for ladder-rank faculty recruitments included women and 60% included minorities.
- Women represented 25% of the search committee membership and minorities represented 21%. Using the workforce as a benchmark to assess these proportions, women and minorities each comprise 21% of ladder-rank faculty.

Revisions to Academic Policy and Practices

In July 2005, the University Academic Personnel Manual, Section 210, was revised to give greater weight in reviews for appointments and advancements to individuals' contributions to and activities in support of diversity. To implement this policy on the campus, sections of the UCSD Policy and Procedures Manual covering academic personnel appointments and advancements have been revised. The Academic Biography and Bibliography form also has been revised to include a new and distinct section for faculty to describe their diversity activities.

In drafting recruitment ads for ladder-rank faculty, departments have been encouraged to include text that requests applicants to provide comments on their contributions to diversity. This practice has been added to the list of best-practice recruitment strategies.

Partner Opportunities Program (POP)

In an effort to enhance the recruitment and retention of ladder-rank faculty, this program was developed to fulfill two primary objectives. One was to assist spouses and partners with employment searches by assessing their needs, arranging job contacts and

informational interviews, and serving as a central resource for career opportunities information. The second objective was to establish a network with other Southern California academic institutions, state agencies, and regional businesses for potential employment opportunities. See “HERC” below.

(See: <http://academicaffairs.ucsd.edu/offices/partneropp/default.htm>)

Statistics:

- POP was launched in March 2003. Since then, POP has served 98 clients; of these, 33 were individuals looking for academic positions, and 65 (66%) were individuals seeking non-academic positions. Of the 98 clients:
 - 47% secured part-time, full-time, or temporary positions
 - 12% have job searches in progress
 - 28% have inactivated their job searches or became unresponsive clients
 - 13% declined positions at UCSDOf the 98 clients, 56 were spouses/partners of individuals being recruited to UCSD, and 42 had spouses/partners who were already employed at UCSD and for whom spousal/partner employment had become a retention issue.

Higher Education Recruitment Consortium (HERC)

Following the establishment of a successful Higher Education Recruitment Consortium in Northern California, UCSD has taken the lead in sponsoring the development of such a consortium for the Southern California area. The mission of the Southern California HERC is to support the efforts of each of the member campuses to recruit and retain outstanding faculty, administrators, and staff through the sharing of information and resources. It is also intended to make UCSD and the other campuses more competitive in a challenging market for highly qualified and diverse candidates. The HERC Web site was launched in September 2004. The Office of Academic Diversity and Equal Opportunity posts all of the open academic positions it monitors on the HERC Web site. (See: http://www.socalherc.org/home/index.cfm?site_id=761)

HERC has formed alliances with the sponsors of several Web sites who list academic positions. These alliances provide HERC members with exposure on additional Web sites. Links to these Web sites are provided on HERC’s “Premiere Resources” page and include:

- Academic Keys
- California Community College Registry
- DiverwsityWorking.com
- IMDiversity.com
- Inside Higher Ed
- Jobelephant.com.Inc
- LatinosinHigherEd.com
- PostdocJobs.com

- ScienceJobs.com
- TedJob.com, Inc
- UniversityJobs.com
- Women in Higher Education

(See: http://www.socalherc.org/site/761/resourcecenter.cfm?site_id=761)

In addition, HERC has negotiated discounts on posting positions with the following Web sites:

- IMDiversity.com
- Women in Higher Education
- HBCUConnect.com
- Latinosinhighered.com

The director of the HERC Web site is also in negotiations with the Society for Advancement of Chicanos and Native Americans in Science (SACNAS).

Finally, the HERC Web site includes a diversity page created in collaboration with IMDiversity.com that features diversity-related organizations and resources, as well as a section on featured readings, job opportunities, and free job-search tools published by IMDiversity.com and customized especially for HERC users.

(See: http://www.socalherc.org/site/761/res_diversity.cfm)

Statistics:

As of December 2006:

- HERC included 32 institutions, which exceeds the goal of 25 members by the end of three years.
- There were 1,519 jobs posted on HERC (593 academic, 926 staff).
- Over one million people have visited the HERC Web site.
- There were 8,145 registered users.
- 15,630 tandem searches for dual-career couples have been performed on the site.

Appointment and Review of Senior Academic Administrators

As for faculty recruitments, recruitment ads for senior academic administrators include a request for applicants to provide information regarding their contributions to diversity, and diversity is a topic of discussion with candidates invited for interviews.

Performance appraisals are conducted annually for senior academic administrators. Those subject to these annual reviews include, but are not limited to, vice chancellors, associate vice chancellors, deans, and provosts.

Per policy, academic vice chancellors, deans, and provosts are subject to more extensive review every five to seven years. These are major reviews intended to assess performance and to evaluate whether the individual should be reappointed to the position.

Also per policy, the associate deans for academic affairs in the School of Medicine and at the Scripps Institution of Oceanography are subject to review every five to seven years. In addition, service as an associate dean or a department chair is included in the individual's academic personnel review, usually every three or four years.

Promotion of diversity is a factor considered in the reviews of all academic vice chancellors, deans, and provosts.

Faculty Mentoring Programs

Three mentoring programs are currently in place on the General Campus for the benefit of tenured and tenure-track faculty, and another is being developed.

- Implemented in 1999, the first program requires that all new tenure-track faculty be assigned senior faculty mentors; new associate professors (tenured) are given the option of having a mentor.
(See: <http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>)
- In the second program, senior women faculty serve as mentors to junior women faculty whose appointments are outside of the mentor's departments. Data on the program is somewhat limited, but it may be noted that in 2005-06, nine of the 16 women faculty new to the general campus requested and were paired with mentors. For the academic year 2006-07, 26 senior women faculty agreed to serve as mentors.
- A third program creates a pool of women faculty to serve as mentors to women who are being recruited for UCSD faculty positions. This provides an opportunity for candidates to meet with female faculty during recruitment visits in order to discuss UCSD's academic and social climate and opportunities for women and their families on and off campus, and to feel welcome at UCSD. Approximately 15 women faculty have served in the pool of mentors.

Within UCSD's School of Medicine is the National Center of Leadership in Academic Medicine (NCLAM). The U.S. Department of Health and Human Services selected UCSD to host one of four such centers in the nation. The goal of the program is to support junior M.D. and Ph.D. faculty through their initial years in academic medicine by providing assistant professors the knowledge, skills, and resources necessary to make a successful transition to academic careers at UCSD. The mentoring of junior faculty by senior faculty is a key component of this program.

The Jacobs School of Engineering took the lead in creating and expanding the Women's Leadership Alliance (WLA), a group consisting of senior women faculty and other campus

leaders. The WLA is a subgroup of the Chancellor's Committee on the Status of Women and promotes leadership development, recognition, and networking among its members.

The Jacobs School also took the lead in bringing MentorNet to UCSD in 2006. MentorNet is an online mentoring program through which undergraduate and graduate students and postdoctoral scholars in science and engineering can be mentored by professionals in industry, universities, and government labs. In March 2007, a reception was held for Dr. Carol Muller, president and CEO of MentorNet. The chancellor provided introductory remarks, and the event was sponsored by a host of campus organizations, which included the Chancellor's Advisory Committee on the Status of Women, Women in Science and Engineering, Graduate Women in Science and Engineering, Women's Leadership Alliance, and others.

Orientation and Training Programs

Each year, new faculty arriving on campus are invited to several events to welcome and to help acclimate them to UCSD. These include social events (a reception hosted by the chancellor and senior vice chancellor), an introduction to teaching and research resources, and workshops on the review and advancement process.

The senior vice chancellor for academic affairs conducts an annual department chairs' workshop to orient chairs to their administrative responsibilities, including policies/procedures and goals/objectives regarding diversity. Since the creation of the chief diversity officer position (CDO), the CDO has actively participated in these workshops. In the workshop held in the fall of 2006, the CDO presented information about the UC President's Task Force on Faculty Diversity, APM 210, the five-campus partnership in the NSF ADVANCE program, and best practices in faculty recruiting. (See: <http://academicaffairs.ucsd.edu/faculty/programs/default.htm>)

Through an NSF ADVANCE grant, five Southern California UC campuses (UCI, UCLA, UCR, UCSD, and UCSB) have partnered to hold an ongoing series of workshops and seminars targeting senior academic administrators. The seminars and workshops will allow dissemination of lessons learned and best practices that have enabled UCI to increase the hiring of women and underrepresented minorities in STEM (science, technology, engineering, and mathematics) fields during their ADVANCE award (September 2001-present). This partnership will:

- Convene an annual symposium for executive vice chancellors and deans (A symposium was held at UC Irvine in January 2007.)
- Develop a UC department chairs' resource manual/guide
- Conduct an annual symposium for department chairs

The NSF grant provides \$100,000 over a three-year period.

Family Accommodation Policies and Family-Friendly Services and Programs

The University of California has established policies and programs to assist faculty and other academic employees in balancing the needs of work and family. Although developing family accommodation policies and programs is not a diversity initiative, it can help to make UCSD an employer of choice in the recruitment and retention of top faculty, including those who are women and minorities.

Family accommodation policies for ladder-rank faculty provide:

- Childbearing leave
- Work accommodations during pregnancy
- Periods of active service with modified duties
- Parental leave without pay
- Extension of the probationary period for assistant-level appointees
- Deferral of merit reviews
- Flexible workload program for tenure-track junior faculty

Family-friendly programs and services include:

- Employment assistance for faculty spouses and partners
- Child-care services and referrals
- Summer camps and year-round recreation programs for children
- Confidential counseling services
- Eldercare support
- Lactation accommodation program for nursing mothers

(See: <http://www.ucop.edu/acadadv/family/welcome.html>
<http://ucfamilyedge.berkeley.edu/ucfamilyfriendlyedge.html>)

Helping Junior Faculty Achieve Tenure

Each year, the senior vice chancellor is given a list of all tenure-track faculty who received "problematic" or "unfavorable" performance appraisals. Each of these cases is discussed with the respective dean, and a strategy for assisting each faculty member is devised. This special attention early in the evaluation process has been useful in helping junior faculty achieve tenure.

Exit Interviews

Deans conduct exit interviews of faculty to better understand why ladder-rank faculty leave the University and to gather any helpful suggestions for campus improvement. This practice was implemented in the 2003–04 academic year.

ESTABLISHED CAMPUS OFFICES WHOSE FOCUS IS EQUAL OPPORTUNITY AND DIVERSITY

Office of the Chief Diversity Officer

The chancellor appointed a faculty member to serve as associate chancellor/chief diversity officer, effective January 1, 2005. The creation of the position was highly recommended in several reports, most recently those of the Chancellor's Diversity Council and the Senate-Administration Task Force on Underrepresented Faculty. The position serves as an important liaison between the Chancellor's Office and the faculty. As stated earlier in this chapter, the CDO and the director of the OADEO partnered in presenting best-practice recruitment strategies to academic departments.

(See: <http://diversity.ucsd.edu/>)

Office of Academic Diversity and Equal Opportunity (OADEO)

The OADEO oversees the Academic Personnel Affirmative Action Program. The office assists departments in their recruitment efforts by providing best-practice recruitment strategies and job posting resources to maximize the quality and diversity of applicant pools. The office also maintains the Academic Job Opportunities Bulletin available on the OADEO Web site. Additional information about the office may be found in Chapter 4.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/>)

Office of Sexual Harassment Prevention and Policy (OSHPP)

The responsibilities of the director of the OSHPP include the administration of the campus policy on sexual harassment, complaint resolution, and the development and presentation of programs about sexual harassment and related issues to faculty, staff, and students. OSHPP reports directly to the Chancellor's Office.

(See: <http://oshpp.ucsd.edu/>)

Office of the Ombuds

The Office of the Ombuds provides confidential, informal, and impartial mediation, counseling, training referral, and intervention services to the campus community. The Ombuds office works to ensure that faculty, staff, and students receive fair treatment regarding concerns and complaints.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,9114,FF.html>)

Accommodation Counseling and Consulting Services (ACCS)

See Chapter 10, "Academic Affirmative Action Plan for Persons with Disabilities."
(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1577,00.html>)

COMMITTEES (ONGOING AND AD HOC, CAMPUS AND UC-WIDE) WHOSE FOCUS IS EQUAL OPPORTUNITY AND DIVERSITY

UC President's Task Force on Faculty Diversity, UCSD Workgroup on Faculty Diversity

On May 23, 2006, Robert Dynes hosted a UC President's Summit on Faculty Diversity. This summit was the culmination of the efforts of his Task Force on Faculty Diversity, which he established in the spring of 2005. The charge of the task force was to conduct a comprehensive program review of faculty diversity at each campus. The review included an analysis of faculty headcount and hiring data over time and by field. Teams of three to four faculty members from the task force conducted site visits at each campus, which included meetings with senior academic administrators, members of Senate Committees on Academic Personnel (CAPs), Senate diversity committees, graduate deans, department chairs, and campus diversity committees.

The task force developed recommendations for action in the broad areas of:

- Leadership
- Academic Planning
- Resource Allocation and Faculty Rewards
- Faculty Recruitment and Retention
- Accountability

While at the summit, President Dynes charged the chancellors from each campus to meet with their respective campus summit representatives to discuss the status of faculty diversity and to create a campus implementation plan for the next academic year.

(See: <http://www.universityofcalifornia.edu/facultydiversity/report.html>)

In response to President Dynes' charge, the senior vice chancellor established the UCSD Workgroup on Faculty Diversity to carefully review the President's task force report and to consider each of its recommendations. The workgroup completed its review and submitted its report to the senior vice chancellor in late March 2007. The report has been sent out for campus review and is now being considered by the senior vice chancellor and other senior-level academic administrators.

UCSD Diversity Council

Established in 1998 by the chancellor, the Diversity Council oversees a broad agenda of proactive diversity activities. Its mission is to advise the chancellor on diversity with particular reference to institutional access and representation, campus climate and intergroup relations, education, scholarship, and institutional transformation. The council has sponsored two campus diversity forums, focus discussion groups, and a diversity summit in 2003. It has funded mini-grants to support campus-wide events, programs, and activities that celebrate diversity and focus on building community on the campus.

The council was expanded in early 2006 to include three at-large members from the San Diego community, representatives from the two Chancellor's Advisory Committees (Status of Women and Gender Identity and Sexual Orientation Issues), and the directors of the three campus community centers (Cross-Cultural Center; Lesbian, Gay, Bisexual, Transgender Resource Center; and Women's Center) as ex officio members. (See: <http://diversity.ucsd.edu/council.asp>)

UCSD Chancellor's Advisory Committee on the Status of Women

The UCSD Chancellor's Advisory Committee on the Status of Women seeks to identify and analyze issues relating to the status of women faculty, staff, and students at UCSD; to educate and inform the campus community about conditions that detrimentally affect the status of women within the University; and to advise and make recommendations to the chancellor that will ameliorate these conditions.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,12033,00.html>)

A subcommittee of this advisory committee is Women in Science and Engineering (WISE). The goal of this committee is to provide programs on topics of interest to women in science and engineering and to advise CSW on issues concerning the general climate for women at UCSD.

(See: <http://women.ucsd.edu/wise/index.html>)

UCSD Academic Senate Committee on Affirmative Action and Diversity

The UCSD Academic Senate Committee on Affirmative Action and Diversity is charged with advising the Senate on general policies bearing on affirmative action for academic personnel and academic programs. In addition, members of this committee are charged with reviewing the Faculty Career Development Program proposals and submitting recommendations for proposal funding to the senior vice chancellor. (See "Faculty Career Development Program," in this chapter.)

(See: <http://www-senate.ucsd.edu/committees/caad.htm>)

University Committee on Affirmative Action and Diversity

This University of California system-wide committee, which includes faculty from all of the campuses, meets during the year to discuss programs and to develop initiatives to improve affirmative action within the UC system.

(See: <http://www.universityofcalifornia.edu/senate/committees/ucaad/>)

California Universities Consortium

The consortium consists of representatives from the ten UC campuses, the UC Office of the President, the California Institute of Technology, Stanford University, and Claremont Graduate University. When the consortium first met in February 2005, the initial focus was to find ways to increase the number of underrepresented minorities in the pipeline to the professoriate. The focus of the consortium has since broadened to include the challenges of recruiting and retaining underrepresented minority faculty.

(See: <http://www.faculty.diversity.ucla.edu/CUC/index.htm>)

University EO/AA Coordinators

The coordinators and administrators from the Office of the President and University campuses and laboratories who share the responsibility for implementing EO/AA policies frequently meet to discuss and develop strategies regarding policy issues and new federal regulations and court decisions and to share areas of concern.

PROGRAMS THAT PROVIDE CAREER DEVELOPMENT OPPORTUNITIES FOR FACULTY

There are a number of action-oriented programs on the UCSD campus that provide academic employees—including women and individuals from particular ethnic groups—opportunities to enhance their development and/or chances for promotion. The following are a few examples of such opportunities for career development.

Department Chairs' Workshop

Information on the chair's workshop is presented above. See section titled "Orientation and Training Programs."

Faculty Career Development Program (FCDP)

The program's objective is to assist junior faculty who are Academic Senate members in achieving the high quality of scholarship and research necessary for advancement to senior status. Junior faculty submit research proposals to the Academic Senate Committee on Affirmative Action and Diversity, which reviews the proposals and makes funding recommendations to the senior vice chancellor. In 1999, the senior vice chancellor and the Senate committee simplified the selection criteria to include five key factors. One factor requires a description of the applicant's efforts to diversify the campus, which may include such things as public service contributions that promote diversity, student mentoring, curriculum development, research in areas relating to diversity, etc. In addition, on three occasions the senior vice chancellor has augmented the funding for the program. The program has been successful in helping junior faculty, some of whom are women and minorities, advance to the associate level.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/fcdp/>)

Statistics:

- Of the 257 people who have received awards, 139 (54%) have been promoted from the assistant level to the associate level.
- Of these 139 people, 68% have been women and 39% have been minorities.

Academic Senate Committee on Research

The Academic Senate Committee on Research (COR) provides support for individual faculty research and travel to present papers at scholarly meetings.

(See: <http://www-senate.ucsd.edu/cor.htm>)

UCSD Faculty Fellow Program

UCSD's Office of Research Affairs sponsors a Faculty Fellow Program. The objective of the program is to provide new University of California Ph.D.s with mentored training and experience in designing instructional courses, conducting research, and providing high-quality teaching and undergraduate courses. A Faculty Fellow is given a 100% nine-month combined appointment as Lecturer and Faculty Fellow Researcher. All appointments consist of an appropriate percentage of time as Lecturer, with the remaining percentage allocated to the Faculty Fellow Researcher title. A Faculty Fellow is paid \$39,096 (10/06 salary scale) over 12 months for work done during the academic year.

(See: <http://research.ucsd.edu/fellowships/facultyfellows/>)

UC President's Postdoctoral Fellowship Program

While it is open to all qualified candidates, this UC program encourages outstanding women and minority Ph.D. recipients to pursue academic careers at UC. Preferred candidates are those whose research emphasizes issues such as diversity, multiculturalism, and communities underserved by traditional academic research (as may be the case in disciplines within the humanities, arts, social sciences, and professions), or candidates who have a demonstrated record of mentoring or outreach activities, or who intend to promote access and opportunity in higher education through mentoring or outreach activities, which may be more pertinent to candidates in the disciplines of math, engineering, life sciences, and physical sciences. (See: <http://www.ucop.edu/acadadv/ppfp/>)

As a means to enhance the program as a faculty recruitment resource, the Office of the President (OP) implemented an initiative in 2002 to allocate FTEs to campuses that recruit fellows into faculty positions. The commitment from OP is limited to five years of salary funding, after which the campuses are responsible for continuing the salary support of the faculty member. After the initial five-year period, the OP funding is used to support further recruitments of fellows across the campuses. In order to stimulate participation in this program at UCSD, the senior vice chancellor has contributed normal startup allocations for successful fellow recruitments, as well as confirming the ongoing support for salaries and FTEs after the five years of OP funding.

Statistics:

There have been 88 fellows during the four-year period of 2003-07, 45 of whom have subsequently been hired in faculty positions at UC campuses. Three have been appointed at UCSD—one in History, effective 7/05, and two in Ethnic Studies, effective 7/06 and 11/06.

DEVELOPMENT PROGRAMS THAT SERVE AS “PIPELINES” TO ACADEMIA

On the UCSD campus and throughout the University system, there are several action-oriented programs designed to provide support to students—including women, members of underrepresented ethnic groups, and the disadvantaged—to keep them in an educational “pipeline” that may take them to the threshold of a full academic career. Examples of such programs include:

- OGS: In an effort to enroll and graduate a high-quality and diverse graduate student body, the Office of Graduate Studies (OGS) has developed strategies that focus on early motivation and preparation, recruitment of applicants, enrollment, and retention of admitted students. (See: <http://ogs.ucsd.edu/>)

- UC Dissertation-Year Fellowship Program: This program provides support to outstanding graduate students who are identified as having been educationally or economically disadvantaged, whose research or planned career direction focuses on problems relating to disadvantaged segments of society, and who demonstrate strong potential for university teaching and research.
(See: <http://www.ucop.edu/acadadv/fgsaa/d-dissco.html>)
- AEP: The Academic Enrichment Programs provide UCSD undergraduates with research and other academic experiences beyond the classroom. For example, the McNair Program provides low-income, first-generation college students and students from groups underrepresented in graduate education with effective preparation for doctoral study, and the Faculty Mentor Program offers research experience under the mentorship of a faculty member.
(See: <http://aep.ucsd.edu/>)
- EAOP: The Early Academic Outreach Program targets educationally disadvantaged students in early grade-school levels and offers informational, motivational, and academic preparation activities.
(See: <http://eaop.ucsd.edu/>)
- COSMOS: The California State Summer School for Mathematics and Science is a 4-week residential summer program open to entering ninth through exiting twelve-grade high school students with demonstrated interest and achievement in math and science. This intensive experience is intended to encourage the brightest and most promising young minds to continue their interest in these fields. Located on the four University of California campuses of Davis, Irvine, Santa Cruz, and San Diego, COSMOS provides students with an opportunity to work side-by-side with outstanding university faculty and researchers, covering topics extending beyond the typical high school curriculum. The program is administered through UCSD's Jacobs School of Engineering.
(See: <http://www.jacobsschool.ucsd.edu/cosmos/>)
- CREATE: Established in 1998, the Center for Research in Educational Equity Assessment and Teaching Excellence serves as the liaison between UCSD and K-12 schools countywide, with a strong emphasis on preparing traditionally underserved, low-income students for admission to UC campuses. This is done in part by establishing partnerships with clusters of elementary, middle, and secondary schools and enriching the academic environment during and after school, improving teachers' education and professional development, improving community health, and increasing parent involvement. Interdisciplinary faculty recruitments have been conducted that involve CREATE and such departments as Communication and Ethnic Studies.
(See: <http://create.ucsd.edu/>)

- **PREUSS SCHOOL:** The Preuss School was established at UCSD to improve educational practices and provide an intensive college preparatory school for low-income students, who have been historically underrepresented on the campuses of the University of California. The Preuss School provides an environment in which students are continually encouraged and empowered to develop greater confidence and self-esteem through self-sufficiency and a sense of pride in their academic accomplishments.
(See: <http://preuss.ucsd.edu/>)

INCORPORATING DIVERSITY INTO THE ACADEMIC CURRICULUM OF UCSD'S SCHOOLS, COLLEGES, PROGRAMS, AND CENTERS

Because UCSD is a major research university, it offers a broad range of academic programs that provide arenas in which one can be exposed to and engaged in issues of diversity. These arenas are often international in flavor, and they help to shape an inclusive culture for the campus. Below are examples of such programs.

Graduate School of International Relations and Pacific Studies (IR/PS)

The mission of the school is to develop leaders who can operate effectively in a world characterized by globalization, rapid technological change, and increasingly complex government-business relations. IR/PS prepares its graduates for careers in the public, private, and non-profit sectors and maintains a geographic focus on the Asia-Pacific region and the Western Hemisphere.

(See: <http://www-irps.ucsd.edu/>)

Thurgood Marshall College

Thurgood Marshall College, one of the six colleges at UCSD, focuses on the elements of a multicultural society. Founded in 1970 as Third College, it was renamed Thurgood Marshall College in 1993 in honor of the former Supreme Court justice. The intellectual and philosophic outlook of the college is linked to the civil rights movement. Included in the general-education, lower-division course requirements is a core course titled Dimensions of Culture. A part of this course is a credit-bearing public service requirement that trains and places UCSD students in local inner-city elementary schools as tutors and mentors. Each year the college sponsors a cultural celebration that showcases dance performances from around the world, as well as ethnic food, arts and crafts, an art exhibit, poetry readings, and educational forums.

(See: <http://provost.ucsd.edu/marshall/>)

Eleanor Roosevelt College

Eleanor Roosevelt College, founded in 1988, was the fifth college to be established at UCSD and was named in 1994 for the former First Lady, who was a delegate to the United Nations, chair of the United Nations Commission on Human Rights, chair of President Kennedy's Commission on the Status of Women, and member of the first Peace Corps Advisory Council. The focus of Roosevelt College is a strong sense of intellectual and social community and an appreciation of the social, political, and cultural complexity in which people live.

(See: <http://provost.ucsd.edu/roosevelt/>)

Departments and Programs

Within the divisions of Social Sciences and Arts and Humanities are a host of departments and programs which provide academic courses that examine diversity issues. These include:

Departments:

- Department of Communications (<http://communication.ucsd.edu/>)
- Department of Ethnic Studies (<http://www.ethnicstudies.ucsd.edu/>)
- Department of Linguistics (<http://ling.ucsd.edu/>)
- Department of Music (<http://music.ucsd.edu/>)
- Department of Political Science (<http://polisci.ucsd.edu/>)
- Department of Theatre and Dance (<http://www-theatre.ucsd.edu/>)
- Department of Visual Arts (<http://visarts.ucsd.edu/html/splash.html>)

Programs:

- African American Studies Minor (<http://www.ucsd.edu/catalog/curric/AFRI.html>)
- Chicano/Latino Art and Humanities Minor (<http://clah.ucsd.edu/>)
- Chinese Studies Program (<http://chinesestudies.ucsd.edu/>)
- Comparative Studies in Language, Society, and Culture Program
- Contemporary Issues/Cultural Traditions
- Critical Gender Studies Program (<http://weber.ucsd.edu/departments/critical-gender/index.html>)
- English as a Second Language Program (<http://esl.ucsd.edu/>)
- German Studies Program (<http://germanstudies.ucsd.edu/>)
- International Migration Studies Minor (http://provost.ucsd.edu/roosevelt/intl_migration_minor/index.shtml)
- International Studies Program (<http://www.intlstudies.ucsd.edu/>)
- Italian Studies Program (<http://historyweb.ucsd.edu/ItalianStud.html>)
- Japanese Studies Program (<http://japan.ucsd.edu/>)
- Judaic Studies Program (<http://historyweb.ucsd.edu/JudaicStud.html>)

- Latin American Studies Program (<http://cilas.ucsd.edu/>)
- Linguistics Language Program (<http://ling.ucsd.edu/Language/llp.htm>)
- Middle East Studies Program (<http://historyweb.ucsd.edu/MiddleEastStud.html>)
- Program for the Study of Religion (<http://religion.ucsd.edu/>)
- Russian and Soviet Studies Program (<http://historyweb.ucsd.edu//RussianSovietStud.html>)
- Third World Studies Program (<http://www.ucsd.edu/catalog/0506/curric/TWS.html>)
- Urban Studies and Planning (<http://usp.ucsd.edu/>)

Research Centers

UCSD has many research centers, several of which relate to issues of diversity:

- Center for Comparative Immigration Studies (<http://www.ccis-ucsd.org/>)
- Center for Iberian and Latin American Studies (<http://cilas.ucsd.edu/>)
- Center for U.S.-Mexican Studies (<http://usmex.ucsd.edu/>)
- Institute for International, Comparative, and Area Studies (<http://iicas.ucsd.edu/>)
- Institute of the Americas (<http://www.iamericas.org/defaultnet.html>)
- San Diego Dialogue (based in UCSD's Extended Studies and Public Programs) (<http://sandiegodialogue.org/>)

SUPPORTING EQUAL OPPORTUNITY AND DIVERSITY THROUGH CAMPUS ACADEMIC CONFERENCES AND SPECIAL LECTURES

Numerous conferences, lectures, and cultural events are made available to the campus community and to the general public. Many of the presenters are women and individuals from different ethnic groups, and the issues discussed often have some direct or indirect relation to diversity and affirmative action. The following are a few examples of conferences and lectures that occurred during this reporting period:

- The sixth annual Kyoto Laureate Symposium was hosted by UC San Diego, San Diego State University, and the University of San Diego. Two of the presentations were held at the UCSD campus.
- International Education Week at UCSD, held November 13-17, 2006, featured talks on Latin America and North Korea.
- The Center for U.S. – Mexican Studies hosted numerous presentations during the academic year, one of which was titled, “Thirty Years of Research and Policy Analysis on U.S.–Mexican Migration.” Keynote remarks were made by Jorge Bustamante, who holds the Eugene Conley endowed chair at the University of Notre Dame and is a leading expert in the field of international migration, and Wayne

Cornelius, founder of the campus center. The panelists for this presentation included the director of the Institute of Latino Studies at the University of Notre Dame, the director of the South West Hispanic Research Institute at the University of New Mexico, the president of El Colegio de la Frontera Norte, the former Mexican Consul-General in Los Angeles, and two UCSD professors.

- Women in Science and Engineering (WISE) hosted Dr. Judith Swain who spoke on “Life and Careers: the Importance of Choice Over Predetermination.” At the time of her presentation, Dr. Swain was the Dean for Translational Medicine, founding director of the College of Integrated Life Sciences, and Professor of Medicine at UCSD. The presentation was held at the Women’s Center.

SUPPORTING EQUAL OPPORTUNITY AND DIVERSITY THROUGH CAMPUS COMMUNITY CENTERS

Cross-Cultural Center

The Cross-Cultural Center (CCC), which opened in 1995, is committed to supporting UCSD’s diverse student, staff, and faculty. The quest of the CCC is to create and promote a learning environment in which the entire campus community feels welcome and in which meaningful dialogues that cross diverse cultures can occur. The CCC reports directly to the Office of the Chancellor. In May 2005, the center celebrated its tenth anniversary.

(See: <http://ccc.ucsd.edu/>)

Women’s Center

The Women’s Center provides education and support on gender issues affecting UCSD students, faculty, and staff and the community. Among its aims are to advance women’s intellectual, professional, and personal goals and to increase awareness of the needs of women and men of diverse backgrounds and experiences. The center reports directly to the Office of the Chancellor. In May 2006, the center celebrated its tenth anniversary.

(See: <http://women.ucsd.edu/>)

International Center

The International Center assists U.S. students going abroad, as well as foreign students, scholars, and families coming to UCSD, and facilitates interaction among UCSD students, faculty, and staff through a variety of programs and services. Information on arriving at UCSD, orientations, immigration and visa information are made available.

Friends of the International Center hosts a variety of international/intercultural programs and services.

(See: <http://icenter.ucsd.edu/>)

SUPPORTING EQUAL OPPORTUNITY AND DIVERSITY THROUGH CAMPUS COMMUNITY CELEBRATIONS

Equal Opportunity/Affirmative Action Awards

A ceremony is held each year to acknowledge individuals who have made significant contributions to equal opportunity/affirmative action during the year. The chancellor presides over this ceremony and presents plaques to recipients. In the ceremony held in February 2007, the faculty search committee from the Department of Structural Engineering was recognized for its success in recruiting the first tenured female professor to its program. In the previous ceremony, recognition was given to the faculty recruitment committee in the Department of Mechanical and Aerospace engineering, who had also recruited a female professor; and in the 2005 ceremony, the Associate Dean of the Jacobs School of Engineering (a woman) was recognized for her contributions to diversity.

Cultural Heritage Celebrations

Throughout the year, various ethnic groups are recognized and celebrated in a series of cultural, educational, and entertainment events. In January, many faculty, staff, and students participate in the Martin Luther King, Jr. Parade in downtown San Diego. The parade, held in January 2007, honored as co-grand marshals the chancellor of UCSD and the vice chancellor of student affairs. This parade serves as kick-off for the campus celebration of Black History Month in February.

In April, an annual celebration is held on campus to acknowledge the life of César Chávez. Events generally include a film presentation and several lectures. The chancellor provides release time for employees to participate in the events. (See Exhibit 6.A in this chapter.)

In September 2006, the chancellor announced the Inaugural California Native American day at UC San Diego. The chancellor provided release time for employees to participate in the events. (See Exhibit 6.B in this chapter.)

Celebrations Regarding Covered Veterans

See action-oriented programs listed in Chapter 9.

Celebrations Regarding People with Disabilities

See the section “Training and Other Activities” in Chapter 10.

OTHER EFFORTS TO ENHANCE CAMPUS CLIMATE THAT SUPPORT AND NURTURE EQUAL OPPORTUNITY AND DIVERSITY

University Television

UCSD-TV, a University-owned TV station, produces and broadcasts a wide array of multicultural programs on health, public affairs, and the arts and sciences and often features diverse members of the UCSD campus community.

(See: <http://www.ucsd.tv/>)

Child Care

Child-care facilities are located on campus and can be utilized by students, faculty, and staff. The UCSD Early Childhood Education Center accommodates children from three months through six years of age and offers a child-care referral program that provides information about existing infant/toddler home-care programs in the local area. The International Cooperative Nursery School at UCSD offers a parent participation program of recreational and educational activities for pre-schoolers (two- to five-year-olds).

(See: <http://child.ucsd.edu/>
<http://www.geocities.com/icnshome/>

Also, see section above, “Family Accommodation Policies and Family-Friendly Services and Programs”)

Housing

The problems of attracting and retaining faculty are complicated by the extremely high cost of living in the San Diego region, particularly the cost of housing. While UCSD cannot control the cost of housing, the campus and the University as a whole have taken steps to attempt to minimize the adverse impact it may have on the recruitment and retention of faculty. The Housing Assistance Program for Faculty provides several resources to faculty, especially those newly recruited, for the purchase of or a down payment for a home.

(See:

http://academicaffairs.ucsd.edu/offices/resource_admin/homeloan/default.htm)

Transportation and Parking

Public transportation is available to the campus and the UCSD Medical Center. The University provides a shuttle bus service for its employees between campus and the medical center, as well as to Torrey Pines Center and other UCSD facilities located off campus. A vanpool service sponsored by the University is also offered to transport employees to and from the campus. As part of the continuing effort to ease parking congestion, reduce traffic, and improve local air quality, a shuttle service, with three drop-off locations on campus, connects UCSD with the Sorrento Valley Coaster (train) Station. See also Chapter 10 regarding transportation and parking accommodations provided for people with disabilities.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,15352,00.html>)

Faculty and Staff Assistance Program

The Faculty and Staff Assistance Program provides support for both faculty and staff employees working at the UCSD campus and at the medical center. This program provides assistance with personal problems such as marital/family difficulties, stress, alcohol/drug problems, on-the-job difficulties, career decisions, and financial or legal concerns. The ultimate goal is to address and resolve any issues that prevent an employee from working to full capacity. After a confidential assessment, a trained counselor may offer advice or refer the employee to an appropriate resource.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1600,00.html>)

Conclusion

This wide variety of programs represents a substantial investment in encouraging the appointment, promotion, and retention of women and individuals from historically underrepresented ethnic groups at UCSD and in the creation of a campus climate that is supportive and nurturing of diversity in general. The campus will make every effort to continue to support and expand these programs, as well as to create new ones whenever possible as they may be needed, in its effort to meet its affirmative action goals.

EXHIBIT 6.A**CHANCELLOR'S NOTICE:
CÉSAR E. CHÁVEZ CELEBRATION**

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

March 21, 2007

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center) ALL
STUDENTS AT UCSD

SUBJECT: UC San Diego Cesar E. Chavez Celebration

Our campus will celebrate the life and accomplishments of labor leader César E. Chávez with a series of activities beginning April 2 and continuing through May 7, 2007. I am pleased to announce the schedule of activities designed to honor this champion of human rights whose contributions have inspired UC San Diego presentations on the history, present, and future of Chicana/o communities. The activities include:

- April 2: activist and author Enriqueta Vasquez will speak on Chicana Activism During the Viet Nam War Era at 3 p.m. in the Cross-Cultural Center. Enriqueta Vasquez was a major figure in the Chicano Movement of the late 1960s and the 1970s. Professors Dionne Espinoza of California State University, Los Angeles and Lorena Oropeza of UC Davis will comment.
- April 3: César E. Chávez Celebration Kickoff Luncheon will be from 11:30 a.m. to 1:00 p.m. at the Institute of the Americas. UCSD alumnus Victor Nieblas and San Diego activist Olivia Puentes-Reynolds will be recognized for their work to further the ideals of Cesar E. Chávez in their communities.
- April 17: Rudy Guevarra, UCSD professor of history, will speak on Mabuhay Companero: Interethnic Coalitions, 1920s - 1960s at noon at the Cross-Cultural Center. Rudy Guevarra will explore the historical connections between the Mexican and Pilipino laborers of the agricultural fields of California which led to their work together in the 1960s to organize for economic justice.

For more information on the Cesar E. Chávez celebration visit the web site at <http://blink.ucsd.edu/go/chavez>.

I am approving two hours of administrative leave with pay that employees may apply to their attendance at a UCSD Cesar E. Chavez activity, and I ask supervisors to allow employees to attend, as long as the absence does not infringe upon the performance of required job duties.

I would like to thank the members of the UCSD César E. Chávez Planning Committee for their work to coordinate these educational and celebratory campus activities. Please join members of the UCSD César E. Chávez Planning Committee, special guests, visitors and me as we collectively and publicly celebrate the legacy and contributions of César E. Chávez.

Marye Anne Fox
Chancellor

EXHIBIT 6.B

**CHANCELLOR'S NOTICE:
INAUGURAL CALIFORNIA
NATIVE AMERICAN DAY**

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

September 22, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)
ALL STUDENTS AT UCSD

SUBJECT: Inaugural California Native American Day at UC San Diego

It gives me great pleasure to announce the Inaugural California Native American Day at UC San Diego. This past year I met with representatives of North County tribal nations to learn more about their fascinating history, their many contributions to California, their areas of interest, and to identify how UC San Diego can help to enhance their lives. The meeting established collaborations between the University and San Diego's Native American community which led to the formation of a committee representing local tribes, UC San Diego and Cal State San Marcos to coordinate our inaugural California American Indian Day Celebration at UC San Diego.

A sampling of this year's activities includes:

Thursday, September 28:

12 noon, California Indian Day Kick-Off at the Sun God Lounge, Price Center. Local tribal leaders will offer a traditional blessing for the event.

Friday, September 29:

12 noon, Price Center Plaza. Pala Bird Singers. Men sing with gourd rattles and often men and women dance in accompaniment. Ceremonial songs, traditional songs, bird songs, and a style of social singing will be presented. Bird songs are shared from family to family, group

to group, and tribe to tribe, covering the region from Santa Barbara to the Mojave Desert. The Pala Bird Singers sing in Cupeño and Luiseño, "Pala" style.

For more information on the Inaugural California Native American Day celebration, visit the web site at <http://diversity.ucsd.edu>

Sponsors for the event are the UCSD American Indian Faculty and Staff Association, California Cultures in Comparative Perspective, Cross-Cultural Center, Early Academic Outreach Program, Education Studies Program, Ethnic Studies Department, Office of the Chancellor, Office of the Vice Chancellor Student Affairs, Rady School of Management, UCSD Staff Council, UCSD Bookstore, University Communications, and Student Educational Advancement.

In recognition of this annual event, I am approving one hour of administrative leave with pay that employees may apply to their attendance at an Inaugural California Native American Day Celebration activity. Supervisors are encouraged to allow employees one hour of administrative leave with pay to attend one or more of the planned celebratory events, when the absence does not infringe upon the performance of required job duties.

At this time I would like to thank the members of the Inaugural California Native American Day Celebration Planning Committee for their time and effort to coordinate these educational and celebratory campus events and activities.

Join me in honoring the heritage, culture, and traditions of our Native American tribes and thank you for supporting California Native American Day at UC San Diego.

Marye Anne Fox
Chancellor

The following efforts have been made to develop and implement an auditing system that periodically measures the effectiveness of the entire academic affirmative action program.

MONITORING PERSONNEL ACTIONS: RECRUITMENTS

To assure a thorough and open recruitment, every academic hiring unit must prepare and submit a recruitment plan for approval prior to the commencement of a search.

This recruitment plan provides the following:

- Title and discipline of the open position
- The recruitment sources to be used, plus any additional recruitment efforts to be undertaken
- The names of search committee members, including the individual responsible for overseeing the affirmative action aspects of the search
- A closing date by which interested persons may apply for the open position
- The proposed advertisement text as it will appear in the selected journal(s)
- The signature of the department chair indicating his/her approval of the recruitment plan

The recruitment plan is then submitted to the Office of Academic Diversity and Equal Opportunity (OADEO), which reviews it for completeness. The proposed text of the ad is reviewed to ensure that it is free from any unlawful bias and that a reference to affirmative action/equal opportunity is included. While the abbreviated “EO/AA” is the minimal required reference to be included in a job posting, UCSD departments are encouraged to use a sentence, as prescribed in best-practice recruitment strategies, to express UCSD’s commitment to EO/AA and the value of and need for increasing ethnic and cultural diversity at this institution.¹ OADEO records the availability data on the recruitment plan and indicates any areas of underutilization.

¹ “UCSD is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to excellence through diversity.”

The recruitment plan is then reviewed and approved by the academic dean who oversees the hiring unit. Once approved, a copy of the recruitment plan is returned to the department. Only after securing approval of the recruitment plan may a unit proceed with the recruitment. At this time, OADEO posts the position on its Web site, i.e., the Academic Job Opportunities Bulletin, as well as on the Southern California Higher Education Recruitment Consortium (HERC) Web site.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/recruitment/> and <http://www.socalherc.org/>).

As a follow-up to the approval of the recruitment plan, the director of OADEO sends a letter to the search committee, with a copy to the department chair. The letter identifies any areas of underutilization, reviews the state and federal regulations covering equal opportunity/affirmative action, presents the best-practice strategies for developing a large, qualified, and diverse applicant pool, and offers some guidance in the appropriate manner of posing questions to any applicant invited for an interview.

The past practice has been that when the search is for a tenured or tenure-track position, the director meets with the department chair and the search committee. The meeting provides an opportunity to review and clarify state and federal regulations concerning affirmative action and to discuss the best-practice strategies in recruiting and recruitment resources. For the 2005-06 recruitment cycle, the campus chief diversity officer (CDO) and the director of OADEO partnered to make “best practice” presentations to each academic department. These presentations were made during faculty meetings with the intent to provide this information to as many faculty as possible. For the 2006-07 recruitment cycle, the CDO and director revisited certain departments in which the recruitment of women, for example, is particularly challenging (engineering, physical sciences, etc.). The best-practice strategies are posted on the Internet and are discussed in Chapter 6.

(See: <http://academicaffairs.ucsd.edu/offices/adeo/bestpractices/>).

Shortly after the application deadline for a tenured/ tenure-track faculty recruitment, the department prepares and submits a recruitment assessment report. This report, signed by the department chair, displays the total applicant pool numerically and documents the recruitment sources used to generate the applications. As the office providing staff support to the dean on this matter, OADEO reviews the report for accuracy and completeness, lists the outreach efforts, and prepares a comparison of the gender/ethnicity of the applicant pool to the availability benchmarks. The dean, who then reviews the report, may approve it, or if it is viewed as deficient in some respect, may require the department to make further recruitment efforts. A department may not invite applicants for interviews until the dean has approved the assessment report.

The final step in monitoring and auditing the recruitment process for tenured/tenure-track faculty positions is to require the hiring unit to submit a recruitment selection report. This report, signed by the department chair, includes the total applicant pool, the pool of seriously considered applicants, the person proposed for the position, and a statement

from the search chair describing the selection criteria, the selection process, and why those who were seriously considered were either de-selected or selected for an appointment. The dean must approve the selection report before the department may submit a file for formal review of the candidate's academic qualifications by the Committee on Academic Personnel.

For recruitments involving non-tenured or non-tenure-track positions, a department must submit a compliance report. This report, signed by the department chair, provides the same data as the recruitment assessment and selection reports; the only differences are that the data are provided in a single report, rather than two, and the report is submitted at the end of the recruitment effort. As in the selection report, the search chair must provide a description of the selection process and how applicants who were seriously considered were de-selected or selected for the position, and the report must be approved by the dean before a department may submit a file on the proposed candidate for formal academic review.

Once the formal academic review process has been completed, an offer of employment may be made to the candidate. If the offer is declined, a department may propose that an offer be made to its second-choice candidate. If it does not, the lengthy search process must start again.

Review procedures incorporating the foregoing assessment and selection processes were initially introduced, tested, and refined on the General Campus. These review procedures have been adopted by the Scripps Institution of Oceanography (SIO). The vice chancellor for Marine Sciences at SIO has responsibility for this program, and OADEO works closely with the SIO associate dean for Academic Affairs and department chair in tailoring the model to best serve their needs.

Health Sciences, which includes the School of Medicine and the Skaggs School of Pharmacy and Pharmaceutical Sciences, adopted a modification of this procedure. The two deans who oversee the recruitment of faculty and who approve affirmative action reports elected to not implement the Assessment Report step in favor of closely monitoring the results of recruitments and to speak directly to department chairs should recruitment efforts fail to demonstrate appropriate outreach to develop a diverse applicant pool.

As for record keeping, complete and accurate records of actions on each position must be maintained by the hiring unit. These records must be retained in the unit for a period of five years and are subject to audit by OADEO at any time. Recruitment plans, recruitment assessment and selection reports, and compliance reports submitted by hiring units to OADEO are also kept on file in OADEO.

An integral part of implementing this recruiting procedure is clear communication with academic search committees, department chairs, and office managers regarding their roles and responsibility for timely and accurate completion of applicable portions of the

process. The data provided in the various reports are analyzed, and appropriate corrective action is determined and implemented as necessary. The procedures described above are designed to allow OADEO to obtain and analyze information by job group, as appropriate, and by sex and ethnicity, including any adverse impact.

MONITORING PERSONNEL ACTIONS: ADVANCEMENTS AND SEPARATIONS

Affirmative action guidelines require that data on advancements and separations be maintained on a continuous basis. To ensure equal employment opportunity, OADEO annually analyzes the policies governing advancements and separations and the data from these two actions to identify any potential effects or a disproportionate rate within any monitored group resulting from the policies or practices. See Chapter 5.

ADVISING MANAGEMENT

The senior vice chancellor for Academic Affairs and the deans are briefed on a regular basis regarding areas of underutilization, applicant pools, appointments, and separations so that they can closely monitor employment activities and UCSD's progress in achieving affirmative action goals. At the beginning of the recruitment process, hiring departments are advised of areas of underutilization in the workforce, placement goals, availability, and previous applicant pools and appointments.

MONITORING PROGRAM EFFECTIVENESS

The records on recruitments, as well as data on advancements and separations, are maintained in OADEO. This office also collects and prepares availability data. To a large degree, these data serve as the basis for monitoring progress in meeting program objectives. Through the audit and reporting system, those involved in making employment decisions have a chance to evaluate progress made in meeting affirmative action objectives. In an effort to ensure that the academic affirmative action program is in full legal compliance, consideration is also given to new and relevant laws, guidelines, regulations, and court decisions. Existing strategies to proactively support equal opportunity and to increase the diversity of the academic workforce through action-oriented efforts are reviewed, and new initiatives are considered in a good-faith attempt to make the program as effective as possible. The annual review and assessment of these various factors constitutes the principle mechanism for measuring the overall effectiveness of the program.

COMPLIANCE WITH GUIDELINES ON DISCRIMINATION BECAUSE OF RELIGION OR NATIONAL ORIGIN

Reference:
41 CFR Part 60-50

In compliance with the Guidelines on Discrimination Because of Religion or National Origin, the University has incorporated into its EO/AA policy a statement that UCSD does not engage in discrimination against or harassment of any person employed or seeking employment with the University on the basis of several factors, including religion or national origin.

The chancellor annually reaffirms the EO/AA policy to the entire campus. The reaffirmation notice includes a list of individuals who have responsibility and accountability for overseeing and monitoring the effectiveness of staff and academic personnel affirmative action programs. The reaffirmation also includes a list of faculty and staff grievance policies so that an individual who has a concern about fair and equitable treatment may exercise the right to present the concern.

(See: <http://www-hr.ucsd.edu/saa/reaffirm.pdf>)

Internal procedures are reviewed to ensure that they provide equal opportunity (see Chapter 7: Internal Audit and Reporting Systems).

Recruitment announcements are reviewed for appropriate language to ensure that they are free of any unlawful bias. Announcements are then widely posted to ensure an equal opportunity to all individuals who feel qualified to apply.

All employees in academic titles, regardless of their religion or national origin, are reviewed for advancement on a scheduled basis in accordance with PPM 230-28

Managers and supervisors who make employment decisions are informed of UCSD's equal opportunity and nondiscrimination policy and of the need to accommodate varied religions, as well as their roles, rights, and responsibilities in making such accommodations. UCSD strives to accommodate employees' or job applicants' religious observances and practices whenever such accommodations can be made without undue hardship on the conduct of its business. In making such determinations, UCSD takes into account the following factors:

- Business necessity
- Financial costs and expenses
- Resulting personnel problems

ACADEMIC PERSONNEL AFFIRMATIVE ACTION PROGRAM FOR COVERED VETERANS

Reference:
41 CFR Part 60-250

APPLICABILITY AND AVAILABILITY OF THE AFFIRMATIVE ACTION PROGRAM; INVITATION TO SELF-IDENTIFY

The affirmative action program pertaining to covered veterans is described in this chapter. The term "covered veteran" is defined as:

A special disabled veteran, a veteran of the Vietnam era, a recently separated veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

The program is reviewed and updated annually and is available for inspection by any employee or applicant for employment upon request.

After making an offer of employment to a job applicant, but before the applicant begins his or her employment duties, UCSD invites the applicant to self-identify as a veteran who may be covered by federal regulations and who wishes to benefit under the campus affirmative action program. The applicant may self-identify by completing the Demographic Data Transmittal form at the time other employment papers are processed to implement the appointment. The information on the form is voluntarily provided by the applicant and is kept confidential. Refusal to provide such information does not subject the individual to any adverse treatment. Once employed, an individual may request to benefit under this program at any time.

As of October 31, 2006, 25 employees in the academic workforce had identified themselves as covered veterans.

AFFIRMATIVE ACTION PROGRAM: POLICIES, PRACTICES, AND PROCEDURES

Policy

Each year the chancellor reaffirms UCSD's EO/AA policy, which states that it is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of various factors, including status as a covered veteran. Faculty and staff policies for filing a grievance have been established and are included with the chancellor's reaffirmation. The statement is distributed to the entire campus via e-mail (see exhibits in Chapter 4).

Review of Personnel Process

Recruitment and selection methods are reviewed and revised when appropriate to assure careful consideration of the job qualifications of all applicants, including those who are covered veterans.

UCSD academic recruitment advertisements are placed in national journals most likely to reach qualified and interested individuals, including those who may be covered veterans. The Office of Academic Diversity and Equal Opportunity also places job openings on its Web site, i.e., the UCSD Academic Job Opportunities Bulletin, as well as on the Web site for the Southern California Higher Education Recruitment Consortium (HERC).

UCSD considers only that portion of an applicant's military record that is relevant to the specific job qualifications of the position for which a covered veteran is being considered.

The entire selection process is evaluated to ensure freedom from stereotyping of employees who are covered veterans in a manner that limits their access to all jobs for which they are qualified.

Instruction is provided for supervisors involved in recruitment, screening, selection, promotion, disciplinary, and related processes to ensure awareness of and ability to implement affirmative action program commitments in general.

In offering employment or promotions to covered veterans, the amount of compensation is not reduced because of any income based upon a disability-related and/or military-service-related pension, or other disability-related and/or military-service-related benefit the applicant or employee receives from another source.

Physical and Mental Qualifications

Every academic position announcement is reviewed to ensure that, to the extent that physical or mental job qualification standards may screen out qualified applicants who are special disabled veterans, job standards are job-related for the specific position and are consistent with business necessity.

Medical documentation, to the extent that it may be required for proper job placement, is on file in the Employee Rehabilitation Program office on campus and at the UCSD Medical Center. This medical information is confidential, except that:

- Deans and department chairs may be informed regarding any necessary restrictions and accommodations.
- First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment.
- Government officials engaged in enforcing the laws administered by OFCCP or enforcing the Americans with Disabilities Act shall be provided relevant information on request.

A physical examination and an annual tuberculosis skin test are required for all employees at the UCSD Medical Center. Employment at the medical center is contingent upon a pre-employment certification of health.

Accommodation of Physical and Mental Limitations of Employees

UCSD strives to make reasonable accommodations of the known physical or mental limitations of otherwise qualified employees or job applicants whenever such accommodations can be made without undue hardship on the conduct of its business. In making such determinations, the factors UCSD takes into account include, among others:

- The nature and net cost of the accommodation needed
- The overall financial resources and the effect on expenses and resources
- The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business

The types of accommodations implemented under the auspices of the Employee Rehabilitation Program include:

- Granting medical leaves of absence
- Graduated return to a regular work schedule
- Provision of assistive devices
- Task restructuring
- Work area modification

Please see Chapter 10 for a full description of the ongoing efforts by the campus to accommodate people with disabilities, which could include some covered veterans.

External and Internal Dissemination of Policy, Outreach, and Positive Recruitments; Responsibility for Implementation of the Affirmative Action Program

To ensure effective external and internal dissemination of the affirmative action policy statement, UCSD has implemented the steps described in Chapter 4. Policies pertaining specifically to employees who are covered veterans are incorporated into this procedure. Those responsible for the implementation of the affirmative action program for covered veterans are the same as those identified in Chapter 4 covering the program for women and minorities.

UCSD's outreach and positive recruitment efforts are addressed in the above section, "Review of Personnel Process."

Audit and Reporting System

To ensure an effective audit and reporting system, UCSD has implemented the steps described in Chapter 7. The policies and practices that govern the audit and reporting system, along with the affirmation of the campus commitment to equal opportunity/affirmative action (see Chapter 4), help to ensure equal opportunity for all employees and applicants for employment, including those who are covered veterans, and to ensure that all employees have an equal opportunity to participate in campus-sponsored educational, training, recreational, and social activities. Moreover, the action-oriented activities described in the section below help to establish a positive presence of covered veterans on campus.

ACTIVITIES

Activities involving covered veterans are ongoing at UCSD. A Veterans Recognition Day, first held at the Cross-Cultural Center on November 11, 1999, has become an annual event. Featured keynote speakers and honored guests at these programs have included:

- Bob Filner, representative for the 50th Congressional District of the California;
- Col. Angela Salinas, commanding officer of the 12th Marine Corps Recruiting District in San Diego and the highest-ranking woman in the Marines
- John Baca, Congressional Medal of Honor recipient for action in Vietnam

- Captain Donald Bowling, commanding officer at Point Loma Naval Base
- Congresswoman Susan Davis
- Chaplain Richard Bonnette from the USS Tarawa

The recognition ceremony held November 8, 2006, specifically honored veterans of Operation Iraqi Freedom and Operation Enduring Freedom. The honored guests included keynote speaker Gunnery Sergeant Juan Francisco Gomez, 3rd Battalion, 5th Marines, 1st Marine Division, and the 2006 UCSD Veteran of the Year, Robert Beiner.

The chancellor helps to publicize this ceremony and provides one hour of administrative leave so employees may attend this annual event. See Exhibit 9.A in this chapter.

In 2000, the Veterans Association at UCSD was officially recognized as a UCSD association. The primary purpose of the group is to raise awareness and promote respect and appreciation for the contributions and sacrifices made by U.S. Armed Forces veterans. Activities of the association include hosting the annual UCSD Veterans Association Recognition Ceremony, as noted above. The association has also provided a color guard on several occasions, including the “Day of Remembrance and Reflection” held October 2, 2001, in the campus Price Center Plaza. This event was to remember the victims of the September 11 terrorist attack and to promote tolerance and respect in the face of violence. In September 2005, the Veterans Association co-hosted a brief ceremony in front of a plaque commemorating September 11 located near the campus library. Members of the association have also marched in Veterans Day Parades held in downtown San Diego and have attended the annual veterans recognition luncheons sponsored by the San Diego Veterans Memorial Center.

(See:

http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,19247,00.html?delivery=&coming_from=)

Since 2000, the University of California has observed Veterans Day as one of its official holidays. This recognition was the result of a request submitted to the President of the University by a UCSD employee. This particular employee, who retired in early 2006, was honored as the Veteran of the Year at the Veterans Recognition Ceremony held November 9, 2005.

EXHIBIT 9.A

**UCSD VETERANS ASSOCIATION
ANNUAL RECOGNITION CEREMONY**

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

November 1, 2006

ALL AT UCSD (including UCSD Medical Center)

SUBJECT: UCSD Veterans Association Annual Recognition Ceremony

I am pleased to announce the Seventh Annual UCSD Veterans Association Recognition Ceremony as it honors veterans and the men and women in our Armed Forces. The ceremony will take place on Wednesday, November 8, 2006 from 12:00 p.m. - 1:30 p.m. in UCSD's Natural Sciences Building, first floor conference room, and is open to the public. Light refreshments will be served immediately following the ceremony. Please join the Veterans Association at UCSD for this very special event.

While this year's ceremony will specifically honor veterans of Operation Iraqi Freedom and Operation Enduring Freedom, we will also acknowledge our military men and women wherever they serve around the world. Honored guests include keynote speaker Gunnery Sergeant Juan Francisco Gomez, 3rd Battalion, 5th Marines, 1st Marine Division; and the 2006 UCSD Veteran of the Year, Robert Beiner.

To support the Veterans Association Recognition Ceremony, I am approving one hour of administrative leave with pay so that employees may attend the event. Therefore, supervisors may grant employees one hour of administrative leave to attend the ceremony when the absence does not infringe upon the performance of required duties.

Inquiries regarding the event may be directed to: Karen Roberts Gardner, Chair of the Veterans Association at UCSD, at (858) 534-5784 or krgardner@ucsd.edu.

I hope that each of you can join us as we remember the contributions of all veterans, and to acknowledge the veterans who are members of the UCSD community.

Marye Anne Fox
Chancellor

**ACADEMIC PERSONNEL
AFFIRMATIVE ACTION PROGRAM
FOR PEOPLE WITH DISABILITIES**

Reference:
41 CFR Part 60-741

APPLICABILITY AND AVAILABILITY OF THE AFFIRMATIVE ACTION PROGRAM; INVITATION TO SELF-IDENTIFY

The affirmative action program pertaining to persons with disabilities is described in this chapter. The program is reviewed and updated annually and is available for inspection by any employee or applicant for employment upon request.

After making an offer of employment to a job applicant, but before the applicant begins his or her employment duties, UCSD invites the applicant to self-identify as a person with a disability who may be covered by federal regulations and wishes to benefit under the campus affirmative action program. The applicant may self-identify by completing the Demographic Data Transmittal form at the time other employment papers are processed to implement the appointment. The information on the form is voluntarily provided by the applicant and is kept confidential. Refusal to provide such information does not subject the individual to any adverse treatment. Once employed, an individual may request to benefit under this program at any time.

As of October 31, 2006, five employees in the academic workforce had identified themselves as individuals with disabilities.

**AFFIRMATIVE ACTION PROGRAM:
POLICIES, PRACTICES, AND PROCEDURES**

Policy

Each year the chancellor reaffirms UCSD's EO/AA policy, which states that it is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of various factors, including a physical or mental disability. Faculty and staff policies for filing a grievance have been established and are included with the chancellor's reaffirmation. The statement is distributed to the entire campus via e-mail (see exhibits in

Chapter 4). In addition, the chancellor reaffirms UCSD's commitment to be accessible to individuals with disabilities. (See Exhibit 10.A in this chapter).

Review of Personnel Process

Recruitment and selection methods are reviewed and revised when appropriate to assure careful consideration of the job qualifications of all applicants, including those with disabilities.

UCSD academic recruitment advertisements are carefully reviewed and are placed in national journals most likely to reach qualified and interested individuals, including those with disabilities. The Office of Academic Diversity and Equal Opportunity also places job openings on its Web site, i.e., the UCSD Academic Job Opportunities Bulletin, as well as on the Web site for the Southern California Higher Education Recruitment Consortium (HERC).

(See: <http://academicaffairs.ucsd.edu/offices/adeo/recruitment/default.htm>
<http://www.socalherc.org/ikorb.php>)

The entire selection process is evaluated to ensure freedom from stereotyping of employees with disabilities in a manner that limits their access to all jobs for which they are qualified.

Instruction is provided for supervisors involved in recruitment, screening, selection, promotion, disciplinary, and related processes to ensure awareness of and ability to implement affirmative action program commitments in general.

In offering employment or promotion to individuals with disabilities, the amount of compensation is not reduced because of any income based upon a disability-related pension, or other disability-related benefit the applicant or employee receives from another source.

Physical and Mental Qualifications

Every academic position announcement is reviewed to ensure that, to the extent that physical or mental job qualification standards may screen out qualified applicants who are individuals with a disability, job standards are job-related for the specific position and are consistent with business necessity.

Medical documentation, to the extent that it may be required for proper job placement, is on file in the Employee Rehabilitation Program office on campus and at the UCSD Medical Center. This medical information is confidential, except that:

- Deans and department chairs may be informed regarding any necessary restrictions and accommodations.
- First aid and safety personnel may be informed, when appropriate, if the disability requires emergency treatment.
- Government officials engaged in enforcing the laws administered by OFCCP or enforcing the Americans with Disabilities Act shall be provided relevant information on request.

A physical examination and an annual tuberculosis skin test are required for all employees at the UCSD Medical Center. Employment at the medical center is contingent upon a pre-employment certification of health.

Reasonable Accommodations of Physical and Mental Limitations

UCSD strives to make reasonable accommodations of the known physical or mental limitations of otherwise qualified employees or job applicants whenever such accommodations can be made without undue hardship on the conduct of its business. In making such determinations, the factors UCSD takes into account include, among others:

- The nature and net cost of the accommodation needed
- The overall financial resources and the effect on expenses and resources
- The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business

To address the possible financial impact of accommodations, the senior vice chancellor developed a funding model that provides a method by which accommodation expenses are to be cost-shared by a department and the senior vice chancellor's office.

The types of accommodations implemented under the auspices of the Employee Rehabilitation Program include:

- Granting medical leaves of absence
- Graduated return to a regular work schedule
- Provision of assistive devices
- Task restructuring
- Work-area modification

In developing UCSD's Emergency Management Plan, consideration was given to reasonable accommodation in meeting the needs of people with disabilities.

In the area of transportation and parking, ongoing efforts by the campus to accommodate people with disabilities over the past years include the following:

- The campus purchased and put into operation its first wheelchair-lift–equipped bus in 1993. Currently the University has a fleet of 39 full-sized buses, all of which are lift equipped for wheelchair transport. The University also operates five smaller cut-away type buses, of which three are lift-equipped. These buses not only provide transportation on and adjacent to the campus, but also provide connecting service from the campus to the UCSD Medical Center in Hillcrest, Scripps Institution of Oceanography, Thornton Medical Center, off-campus administrative offices, and apartment complexes adjacent to the campus. In addition, there is connecting service to the Sorrento Valley Coaster Station from both the campus area and from the Old Town Rail/ Trolley Station and Hillcrest Medical Center.
- Beginning in January 2007, UCSD Transportation and Parking Services began transporting faculty, staff, and students with disabilities on a reservation-based system. The service was transitioned from the Office of Students with Disabilities and the Office of Accommodation Counseling and Consulting Services to Torrey Pines Center–South (the administrative complex adjacent to the campus) in order to ensure disabled customers are afforded reasonable accommodation and high-quality transportation service based upon their disability. The following key points apply:
 - This service is intended for any faculty, staff or student with a temporary disability who has obtained validation of status and approval to use the service through either the Office of Students with Disabilities (students) or the Office of Employee Rehabilitation (staff).
 - Customers can make reservations (one-time or recurring) by phone, email, or on-line (soon to come).
 - Hours of operation are 7 a.m. to 6 p.m., Monday through Friday, with limited service provided during academic school breaks.
 - The ADA Transport service area will be the campus only.
 - This service is intended for customers with more severe mobility-impairing medical conditions, so ambulatory customers are encouraged to use the extensive shuttle system which already meets ADA standards for transporting disabled customers.
 - There are wheelchair accessible vans for pick up/drop off at approximately 50 ADA-compliant service areas around the campus, as well as wheelchair-accessible and regular electric carts for point-to-point pick-up/drop-off throughout the campus.

- Transportation and Parking Services works to ensure that all new parking lot construction is ADA approved. Most of the existing parking lots were retrofitted with sidewalk accessibility in 1993.
- In 1997, there were 264 parking spaces allocated for people with disabilities; as of January 1, 2007, there are 394 such spaces.
- The Parking Office was relocated in a new parking facility complex in 2000-01 and was fitted with an accessible electronic door-opening mechanism.
- All existing parking lot entry signs have been renovated with a blue wheelchair logo to indicate accessible parking in the lots.
- In January 1997, Transportation and Parking Services donated an electric cart to the Office of Employee Rehabilitation for staff employees with disabilities.
(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,13952,00.html>)

External and Internal Dissemination of Policy, Outreach, and Positive Recruitments; Responsibility for Implementation of the Academic Personnel Affirmative Action Program

To ensure effective external and internal dissemination of the affirmative action policy statement, UCSD has implemented the steps described in Chapter 4 of this program review. Policies pertaining specifically to employees with disabilities are incorporated into this procedure. Those responsible for the implementation of the affirmative action program for people with disabilities are the same as those identified in Chapter 4 covering the program for women and minorities.

UCSD's outreach and positive recruitment efforts are addressed in the above section, "Review of Personnel Process."

Audit and Reporting System

To ensure an effective audit and reporting system, UCSD has implemented the steps described in Chapter 7. The policies and practices that govern the audit and reporting system, along with the affirmation of the campus commitment to equal opportunity/affirmative action (see Chapter 4) and the commitment to be accessible to individuals with disabilities (see Exhibit 10.A), help to ensure equal opportunity for all employees and applicants for employment, including people with disabilities, and to ensure that all employees have an equal opportunity to participate in campus-sponsored educational, training, recreational, and social activities. Moreover, the training and other activities

described in the section below help to establish a positive presence of people with disabilities on campus.

Training and Other Activities

With the passage of the Americans with Disabilities Act (ADA) of 1990, specific steps were taken to publicize and implement the new federal regulations. Since that time, there has been an ongoing effort to maintain a greater level of awareness about people with disabilities.

Training sessions are provided for supervisors involved in recruitment, screening, selection, promotion, disciplinary, and related processes to ensure awareness of and ability to implement affirmative action program commitments. Accommodation Counseling and Consulting Services (ACCS), formerly known as the Employee Rehabilitation Program, provides training sessions specifically designed to address issues related to persons with disabilities for supervisors and employees. The program includes the following courses:

- [Aids in the Workplace](#)
- [Best Practices For Employee Disability Management](#)
- [Building Productivity Through Respect and Dignity](#)
- [Career Connection: Career Planning — Getting Started](#)
- [Employment Discrimination Law: News You Need](#)
- [Job Accommodation: Saving Jobs, Saving Lives](#)
- [Office Ergonomics](#)
- [Supervisory Training Laboratory](#)

In addition to training in a classroom environment, many of the courses are available via the campus video library.

In March 2006, Accommodation Counseling and Consulting Services sponsored a series of long-distance learning opportunities regarding the employment, transportation, facilities access, and case law issues of the American With Disabilities Act. One session was titled, “Planning for Emergencies in the Workplace: Inclusion of People with Disabilities” and featured as speaker Brian S. Parson, Advisor for Employer Policy, Office of Disability Employment Policy, U.S. Department of Labor. Recent events such as the hurricanes of 2005 brought forth a renewed awareness of the value and importance of emergency planning and ensuring that the needs of people with disabilities are included in such planning.

The session in April was titled “Survey of Employer Resources Regarding the ADA.” The featured speaker was Andrea Haenlin-Mott, who spoke at the Northeast ADA and IT

Center, Cornell University. This session focused on the various online resources available and the pros and cons of using them.

Accommodation Counseling and Consulting Services and the Community Advocates for Disability Rights and Education (see below) have partnered in presenting a monthly health and wellness lecture. The topic for the October 2006 lecturer was “An Employee is a Terrible Thing to Waste: Managing Your Disabilities to Save Your Job and Possibly, Your Life.”

At UCSD, October is “Disabilities Awareness Month,” which often features a performance by people with disabilities that is intended to be a “celebration of abilities.” The following events were scheduled for this celebration in October 2006:

Wednesday, Oct. 4	
Price Center Theater Foyer (map) 11:30 a.m. – 2 p.m.	<p>Celebration of Abilities art display: Enjoy the art, meet the artists, and learn about their techniques and talents. Note: The art will be displayed in the Price Center Theater Foyer from Oct. 4 through Oct. 31.</p>
Wednesday, Oct. 4	
Price Center Plaza (map) 11:30 a.m. – 2 p.m.	<p>Entertainment featuring:</p> <ul style="list-style-type: none"> • Mark Goffeney, Emmy-nominated guitarist and vocalist, and his band members, Ben Taylor and David Gilbert. Mark was featured in the San Diego Reader's "Best of the Best." • Jeff Charlebois, talented comedian and Master of Ceremonies. Jeff is also a credited screenwriter and author, as well as an acclaimed motivational speaker.
Thursday, Oct. 5	
Lawn area between Torrey Pines Centers North and South (map) 11:30 a.m. – 2 p.m.	<p>Encore performances by by Mark Goffeney and Jeffrey Charlebois.</p>
Wednesday, Oct. 18	
Price Center, Gallery B (map) noon – 1:30 p.m.	<p>Learning opportunity: An Employee is a Terrible Thing to Waste: Managing Your Disabilities to Save Your Job and Possibly, Your Life. Barry J. Niman, UCSD Employee Rehabilitation Program Manager and Americans with Disabilities Act Coordinator.</p>

These events were publicized, in part, via an electronic campus notice from the chancellor, who approved one hour of administrative leave with pay for employees who wished to attend the events. See Exhibit 10.B at the end of this chapter.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,11399,00.html>)

In addition, Sharecase, which is held annually in March at UCSD, is an extensive collection of presentations and exhibits dealing with technology for use by the campus. One event, a the demonstration of speech recognition software for computers, is given by the manager of Accommodation Counseling and Consulting Services. Such technology, which enables users to “read” with their ears and “type” with their voices, may facilitate job accommodation so people can work productively.

(See: <http://www-act.ucsd.edu/sharecase07/programs?active=1>)

Finally, it may be noted that two UCSD professors contributed to making of the documentary film, *Through Deaf Ears*, which was shown nationally on PBS stations. The two professors were interviewed in the film and have written four books together on deaf culture. The film is two hours in length and explores almost 200 years of American history and the experience of the hearing impaired by examining language, politics, and technology.

Community Advocates for Disability Rights and Education (CADRE)

Community Advocates for Disability Rights and Education is a recognized UCSD association and is supported by the Chancellor’s Office. CADRE promotes full inclusion and equal opportunity for UCSD staff, faculty, and students with disabilities.

CADRE’s focus is on educational programs, sharing information with those with special needs, interacting with other UCSD organizations to discuss and ameliorate disability concerns, and participating in UCSD outreach efforts to the greater San Diego community.

(See: <http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,17703,00.html>)

ACCOMMODATION COUNSELING AND CONSULTING SERVICES (ACCS)

Accommodation Counseling and Consulting Services maintains professional staffing on campus that includes certified rehabilitation counselors. The following is a summary of the services provided to both academic and staff employees during this reporting period.

- 161 employees were assisted with issues related to job retention or were assisted in the rehabilitation planning process. In addition, 130 employees were assisted through individual consultations and recommendations to their supervisors in connection with such issues as reasonable accommodation alternatives, awareness of pertinent legislation and policy matters, and various types of job retention or transfer efforts.

- Program staff trained 1099 supervisors and staff members in areas covering ADA legislation, employee rehabilitation program services, occupational ergonomics, disability management techniques, etc.
 - Accommodation Counseling and Consulting Services counselors recommended 37 job accommodations, all of which were implemented, including providing auxiliary aids and equipment, restructuring jobs, creating modified work schedules, and providing support services.
 - Two employee workstations were evaluated during the year.
 - Eleven formal requests for medical separation of employees were reviewed and approved.
 - Counselors participated in numerous committees and groups, including the California Association of Rehabilitation and Reemployment Specialists, the Business Affairs Diversification Committee, and the Disability Management Employer Coalition, among others.
- (See: http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1577,00.html?delivery=&coming_from)

DISABILITY MANAGEMENT WORK GROUP

A Disability Management Work Group was appointed by the chancellor in 2002 for the purpose of evaluating disability services at UCSD and providing a set of recommendations to the appropriate vice chancellors. The work group was also asked to assess external best practices, if any, that appear to be cost effective and that might be considered for adoption by UCSD. The work group submitted its report to the chancellor in 2005. It included a list of recommendations covering best practices, campus Web sites, facilities, transportation services, accommodation, policy and procedures, and education.

In her response to the report in March 2006, the chancellor identified report recommendations and objectives that require additional study and the individuals who will coordinate the work. A Disability Management Coordinating Team was established to further study the recommendations and coordinate the recommendations that cross unit boundaries. The team is expected to provide a report on the issues under study and the progress being made.

(See: <http://diversity.ucsd.edu/>)

EXHIBIT 10.A

**CHANCELLOR'S REAFFIRMATION
OF UCSD'S COMMITMENT TO BE ACCESSIBLE
TO INDIVIDUALS WITH DISABILITIES**

UCSD
CAMPUS NOTICE
University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR

May 22, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)

SUBJECT: Reaffirmation of UCSD's Commitment to be Accessible to Individuals with Disabilities

The Americans with Disabilities Act (ADA) and the California Fair Employment and Housing Act (FEHA) provide essential civil rights protections to individuals with disabilities. Accordingly, I would like to take this opportunity to reaffirm UCSD's commitment to be accessible to individuals with disabilities and not to discriminate due to disability.

We all share the responsibility of safeguarding the civil rights of individuals with disabilities who seek to participate in the full range of UCSD's programs, activities, and services. Therefore, as members of the campus community, I encourage you to review and familiarize yourselves with our campus policy, available online at http://atyourservice.ucop.edu/employees/policies/staff_policies/spp81.html, <http://www-hr.ucsd.edu/qwl/policies/pdf/sp81.pdf>, and <http://adminrecords.ucsd.edu/ppm/docs/200-9.HTML>. The current list of resource specialists has been updated and is a Supplement to this access policy. Additionally, as event notices are prepared, please be aware of our willingness to provide reasonable accommodations when necessary to enable access or participation. A sample statement is: "Please contact [Name] at [Phone# and e-mail address] at least [advance notice time frame] prior to this event to request any necessary reasonable accommodations to enable your access and participation."

Please ensure that on- and off-campus events are held at facilities that are wheelchair

accessible. Also, consider possible accommodation expenses such as hiring sign language interpreters when budgeting for UCSD sponsored events. The budgets of an event's sponsors will be the source for any reasonable accommodation funding necessary to ensure access to the event for people with disabilities. Department budgets will be the primary source for any funding necessary to implement a reasonable job accommodation for a UCSD faculty or staff member.

You are requested to do all that you can to make certain that UCSD is accessible to all visitors, students, faculty, and staff. By doing so, the University community will become a more welcoming environment.

Marye Anne Fox
Chancellor

EXHIBIT 10.B

**CHANCELLOR'S NOTICE:
UCSD DISABILITY AWARENESS MONTH**

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

September 28, 2006

ALL ACADEMICS AND STAFF AT UCSD (including UCSD Medical Center)

SUBJECT: UCSD Celebration of Abilities Month

I am pleased to announce and encourage faculty, staff and students to participate in the Celebration of Abilities Month events during the month of October 2006. Featured events will be held at the Price Center Plaza on October 4 from 11:30 a.m. to 2:00 p.m. and consecutively on October 5 at the grassy area between Torrey Pines Center North and Torrey Pines Center South.

The purpose of these activities is to increase the awareness of and sensitivity to the abilities and needs of people with disabilities at UCSD. Details and a complete schedule of events can be viewed at:

<http://blink.ucsd.edu/go/disabilityawarenessmonth>

In recognition of this annual event, I am approving one hour of administrative leave with pay that employees may apply to their attendance at a Celebration of Abilities activity. Supervisors are encouraged to allow employees one hour of administrative leave with pay to attend a Celebration of Abilities event when the absence does not infringe upon the performance of required job duties.

Inquiries regarding the events may be directed to the Human Resources Department, Employee Rehabilitation Program at (858)534-6744.

Marye Anne Fox
Chancellor