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 10/31/08 .............................................. 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 10/31/08 .........................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 .............................................. 3-6
Table 3.C  Summary of Placement Goals For Underutilized Groups ............3-7

Chapter 4  Responsibility for Implementation and Internal/ External
Dissemination of Policy ......................................................................................... 4-1
Exhibit 4.A  Chancellor’s Reaffirmation Notice – Fall 2008 .......................... 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 ..................................................................................... 4-13

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: Black History Month Celebration ............ 6-26
Exhibit 6.B  Chancellor’s Notice: César E. Chávez Celebration .................. 6-28
Exhibit 6.C  Chancellor’s Notice: California Native American Day
Celebration .............................................................................................. 6-30
Exhibit 6.D  Chancellor’s Notice: Asian and Pacific Islander American
Heritage Celebration .................................................................................. 6-32

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, Parts 60-250 and 60-300)
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 Celebration of
Abilities Month .......................................................................................... 10-12
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, 2007, through October 31, 2008. 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, 2009, through February 28, 2010, 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 disabled veterans, recently separated veterans, Vietnam-era veterans, veterans who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, or Armed Forces service medal veterans.

- Persons with disabilities.

Finally, this report includes information regarding compliance with 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. 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. As explained in Part 60-1.1, the purpose of the regulations is to promote and ensure equal opportunity for all persons, without regard to race, color, religion, sex, or national origin, employed or seeking employment with federal government contractors or with contractors performing under federally assisted construction contracts. Part 60-2 establishes the framework of an affirmative action program for non-construction contractors.

- For covered veterans:
  41 CFR, Part 60-250, establishes the standards for compliance with the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (38 U.S.C. 4212, or VEVRAA), which requires federal government contractors and subcontractors to take affirmative action to employ and advance in employment qualified special disabled veterans, veterans of the Vietnam era, recently separated veterans, and other protected veterans (meaning, a person who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized).

  41 CFR, Part 60-300, establishes the standards for compliance with the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (38 U.S.C. 4212, or VEVRAA), which requires federal government contractors and subcontractors to take affirmative action to employ and advance in employment qualified covered veterans (disabled veterans, recently separated veterans, other protected veterans, and Armed Forces service medal veterans). The term “other protected veteran” is defined as a veteran who served on active duty in the U.S. military, ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized.

- For people with disabilities:
  41 CFR, Part 60-741, establishes the standards for compliance with section 503 of the Rehabilitation Act of 1973, as amended (29 U.S. C. 793), which requires federal government contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

---

1 41 CFR, Part 60-300, was established to implement the amendments to the affirmative action provisions of VEVRAA that were made by the Jobs for Veterans Act of 2002 (JVA). Because of the nature of the University of California contracts with the federal government, the University is subject to the regulations of both Part 60-250 and Part 60-300.
• 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. The purpose of the guidelines is to promote and ensure equal employment opportunities for all persons employed or seeking employment with federal government contractors or with contractors and subcontractors performing under federally assisted construction contracts, without regard to religion or national origin.

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 UCSD’s 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.
This page is reserved for:
Table 1.A: Organizational Profile of Academic Workforce (page 1-2)
This page is reserved for:
Table 1.A: Organizational Profile of Academic Workforce (page 1-3)
<table>
<thead>
<tr>
<th>UNIT</th>
<th>WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minority Men: (1)</td>
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<tr>
<td></td>
<td>Afr</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>General Campus</td>
<td></td>
</tr>
<tr>
<td>Jacobs</td>
<td></td>
</tr>
<tr>
<td>School of Engineering</td>
<td></td>
</tr>
<tr>
<td>Dept of Bioengineering</td>
<td>1</td>
</tr>
<tr>
<td>Dept of Comp Sci &amp; Engnr</td>
<td>1</td>
</tr>
<tr>
<td>Dept of Elec &amp; Comp Engnr</td>
<td>2</td>
</tr>
<tr>
<td>Dept of Mech &amp; Aero Engnr</td>
<td>3</td>
</tr>
<tr>
<td>Dept of NanoEngineering</td>
<td>1</td>
</tr>
<tr>
<td>Dept of Struct Engnr</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td>Subtotal: Jacobs</td>
<td>0</td>
</tr>
<tr>
<td>Division of Physical Sciences</td>
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</tr>
<tr>
<td>Dept of Chem/Biochem</td>
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</tr>
<tr>
<td>Dept of Math</td>
<td>1</td>
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<tr>
<td>Dept of Physics</td>
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<td>Other</td>
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</tr>
<tr>
<td>Subtotal: Phys Sci</td>
<td>2</td>
</tr>
<tr>
<td>Division of Biological Sciences</td>
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</tr>
<tr>
<td>Cell &amp; Devel Bio</td>
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</tr>
<tr>
<td>Ecology, Behav &amp; Evol</td>
<td>3</td>
</tr>
<tr>
<td>Molecular Bio</td>
<td>3</td>
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<tr>
<td>Neurobiology</td>
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</tr>
<tr>
<td>Subtotal: Bio Sci</td>
<td>2</td>
</tr>
<tr>
<td>Division of Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Dept of Anthropology</td>
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</tr>
<tr>
<td>Dept of Cognitive Sciences</td>
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<tr>
<td>Dept of Communication</td>
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</tr>
<tr>
<td>Dept of Economics</td>
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<tr>
<td>Dept of Ethnic Studies</td>
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<td>Dept of Linguistics</td>
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<tr>
<td>Dept of Political Science</td>
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<tr>
<td>Dept of Psychology</td>
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<td>Dept of Sociology</td>
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<td>Education Studies</td>
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<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal: Soc Sci</td>
<td>6</td>
</tr>
<tr>
<td>Graduate School of International Relations &amp; Pacific Studies</td>
<td>1</td>
</tr>
<tr>
<td>Rady School of Management</td>
<td>1</td>
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<tr>
<td>Division of Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>Dept of History</td>
<td>2</td>
</tr>
<tr>
<td>Dept of Literature</td>
<td>1</td>
</tr>
<tr>
<td>Dept of Music</td>
<td>3</td>
</tr>
<tr>
<td>Dept of Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Dept of Theatre &amp; Dance</td>
<td>3</td>
</tr>
<tr>
<td>Dept of Visual Arts</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Subtotal: Arts &amp; Human</td>
<td>7</td>
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<tr>
<td>Organized Research Units</td>
<td>14</td>
</tr>
<tr>
<td>Six UCSD Colleges</td>
<td>1</td>
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<td>Library</td>
<td>1</td>
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<tr>
<td>Extended Studies &amp; Public Programs</td>
<td>2</td>
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<td>Academic Affairs - Other</td>
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<tr>
<td>Subtotal: General Campus</td>
<td>19</td>
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<tr>
<td>UNIT</td>
<td>Sch/Div</td>
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<tr>
<td>------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>School of Medicine</td>
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</tr>
</tbody>
</table>

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

Although data on whites are not displayed in this table, the data have been included in the subtotals and grand totals.
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, 2008. 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.
## Table 2.A: Job Groups within the Academic Workforce (page 2-3)

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Full-time, tenure-track faculty</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Part-time, temporary faculty</td>
</tr>
<tr>
<td>Instructor</td>
<td>Non-tenure track faculty</td>
</tr>
<tr>
<td>Staff</td>
<td>Support staff</td>
</tr>
<tr>
<td>Adjunct</td>
<td>Temporary, part-time faculty</td>
</tr>
<tr>
<td>Scholar</td>
<td>Temporary, non-faculty positions</td>
</tr>
</tbody>
</table>

This page is reserved for:
Table 2.A: Job Groups within the Academic Workforce (page 2-3)
This page is reserved for:
Table 2.B: Academic Job Titles within Job Groups (page 2-4)
This page is reserved for:
Table 2.B: Academic Job Titles within Job Groups (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.

<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP CODE</th>
<th>SCHOOL, DIVISION, OR INSTITUTION</th>
<th>DEPARTMENTS</th>
</tr>
</thead>
</table>
| TENURED FACULTY | A-JACOBS       | JACOBS SCHOOL OF ENGINEERING     | Bioengineering  
Computer Science and Engineering  
Electrical and Computer Engineering  
Mechanical and Aerospace Engineering  
NanoEngineering  
Structural Engineering |
|                | A-PS           | DIVISION OF PHYSICAL SCIENCES    | Chemistry and Biochemistry  
Mathematics  
Physics |
|                | A-BIO          | DIVISION OF BIOLOGICAL SCIENCES  | Cell and Developmental Biology Section  
Ecology, Behavior, and Evolution Section  
Molecular Biology Section  
Neurobiology Section |
|                | A-SS           | DIVISION OF SOCIAL SCIENCES      | Anthropology  
Cognitive Science  
Communication  
Economics  
Ethnic Studies |
|                | 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**

---
<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP CODE</th>
<th>JOB GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER TEACHING FACULTY</td>
<td>C-INR</td>
<td>IN RESIDENCE FACULTY</td>
</tr>
<tr>
<td></td>
<td>D-AV</td>
<td>ACTING and VISITING FACULTY/RESEARCHERS</td>
</tr>
<tr>
<td></td>
<td>E-ADJ</td>
<td>ADJUNCT FACULTY</td>
</tr>
<tr>
<td></td>
<td>F-CLIN</td>
<td>CLINICAL FACULTY</td>
</tr>
<tr>
<td></td>
<td>G-OTH</td>
<td>OTHER TEACHING FACULTY</td>
</tr>
<tr>
<td>RESEARCH TITLES</td>
<td>H1-RES</td>
<td>RESEARCH SCIENTISTS</td>
</tr>
<tr>
<td></td>
<td>H2-PROJ</td>
<td>PROJECT SCIENTISTS</td>
</tr>
<tr>
<td></td>
<td>I-SPEC</td>
<td>SPECIALISTS</td>
</tr>
<tr>
<td></td>
<td>J-PSE</td>
<td>POSTDOCTORAL SCHOLAR - EMPLOYEE</td>
</tr>
<tr>
<td>OTHER ACADEMIC TITLES</td>
<td>K-AA</td>
<td>ACADEMIC ADMINISTRATORS</td>
</tr>
<tr>
<td></td>
<td>L-LIB</td>
<td>LIBRARIANS</td>
</tr>
<tr>
<td></td>
<td>M-UNEX</td>
<td>UNIVERSITY EXTENSION (All titles)</td>
</tr>
</tbody>
</table>
### TABLE 2.B: ACADEMIC JOB TITLES WITHIN JOB GROUPS

<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP CODE</th>
<th>JOB GROUP</th>
<th>PRIMARY TITLES WITHIN JOB GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURED FACULTY</td>
<td>A- (discipline*)</td>
<td>TENURED FACULTY</td>
<td>University Professor&lt;br&gt;Professor&lt;br&gt;Associate Professor&lt;br&gt;Acting Professor&lt;br&gt;Acting Associate Professor&lt;br&gt;Hughes Investigator</td>
</tr>
<tr>
<td>TENURE-TRACK FACULTY</td>
<td>B- (discipline*)</td>
<td>TENURE-TRACK FACULTY</td>
<td>Assistant Professor&lt;br&gt;Acting Assistant Professor</td>
</tr>
<tr>
<td>OTHER TEACHING FACULTY</td>
<td>C-INR</td>
<td>IN RESIDENCE FACULTY</td>
<td>Professor In Residence&lt;br&gt;Associate Professor In Residence&lt;br&gt;Assistant Professor In Residence</td>
</tr>
<tr>
<td></td>
<td>D-AV</td>
<td>ACTING AND VISITING</td>
<td>Visiting Professor&lt;br&gt;Visiting Associate Professor&lt;br&gt;Visiting Assistant Professor&lt;br&gt;Visiting Research&lt;br&gt;Visiting Associate Research&lt;br&gt;Visiting Assistant Research&lt;br&gt;Visiting Project&lt;br&gt;Visiting Associate Project&lt;br&gt;Visiting Assistant Project&lt;br&gt;Visiting Postdoc</td>
</tr>
<tr>
<td></td>
<td>E-ADJ</td>
<td>ADJUNCT FACULTY</td>
<td>Adjunct Professor&lt;br&gt;Associate Adjunct Professor&lt;br&gt;Assistant Adjunct Professor</td>
</tr>
<tr>
<td></td>
<td>F-CLIN</td>
<td>CLINICAL FACULTY</td>
<td>Professor of Clinical&lt;br&gt;Associate Professor of Clinical&lt;br&gt;Assistant Professor of Clinical&lt;br&gt;Health Science Clinical Professor&lt;br&gt;Health Science Associate Clinical Professor&lt;br&gt;Health Science Assistant Clinical Professor</td>
</tr>
<tr>
<td></td>
<td>G-OTHER</td>
<td>OTHER TEACHING FACULTY</td>
<td>Professor - Recalled&lt;br&gt;Associate Professor - Recalled&lt;br&gt;Recall ----&lt;br&gt;Senior Lecturer&lt;br&gt;Senior Lecturer w/ Security of Employment&lt;br&gt;Lecturer w/ Security of Employment&lt;br&gt;Lecturer w/ Potential Security of Employment&lt;br&gt;Lecturer&lt;br&gt;Supervisor of Teacher Education</td>
</tr>
</tbody>
</table>

* A unique code is used for each of the 10 major academic areas.
### TABLE 2.B: ACADEMIC JOB TITLES WITHIN JOB GROUPS

<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP CODE</th>
<th>JOB GROUP</th>
<th>PRIMARY TITLES WITHIN JOB GROUP</th>
</tr>
</thead>
</table>
| 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 |
| OTHER ACADEMIC TITLES | K-AA       | ACADEMIC ADMINISTRATOR     | Associate Vice Chancellor  
Associate Dean  
Director  
Associate Director  
Academic Administrator  
Academic Coordinator |
|                  | L-LIB          | LIBRARIAN                  | Librarian - Career Status  
Associate Librarian - Career Status  
Associate Librarian - Potential Career 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 10/31/08

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>JOB GROUP</th>
<th>TOTAL</th>
<th>WOMEN</th>
<th>AFR-AM</th>
<th>HISPANIC</th>
<th>ASIAN</th>
<th>AM IND</th>
<th>TOTAL MINORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>Jacobs Sch Engnr</td>
<td>145</td>
<td>8</td>
<td>6%</td>
<td>0%</td>
<td>5%</td>
<td>3%</td>
<td>46%</td>
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<tr>
<td></td>
<td>Physical Sci</td>
<td>120</td>
<td>11</td>
<td>9%</td>
<td>1%</td>
<td>7%</td>
<td>6%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Biological Sci</td>
<td>55</td>
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<td>13%</td>
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<td>5%</td>
<td>13%</td>
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<tr>
<td></td>
<td>Social Sci</td>
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<td>11%</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Grad Sch IR/PS</td>
<td>18</td>
<td>3</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
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<tr>
<td></td>
<td>Rady Sch Mngmt</td>
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<td>0%</td>
<td>0%</td>
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<td>3%</td>
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<tr>
<td></td>
<td>Arts &amp; Humanities</td>
<td>155</td>
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<td>35%</td>
<td>4%</td>
<td>14%</td>
<td>9%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Sch of Medicine</td>
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<td>30</td>
<td>15%</td>
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<td>4%</td>
<td>2%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Scripps Inst Ocean</td>
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<td>10%</td>
<td>14%</td>
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<tr>
<td></td>
<td>Physical Sci</td>
<td>28</td>
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<td>7%</td>
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<tr>
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<td>10%</td>
<td>22%</td>
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<tr>
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<td>0%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
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<td>11</td>
<td>3</td>
<td>27%</td>
<td>0%</td>
<td>1%</td>
<td>9%</td>
<td>4%</td>
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<tr>
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<td>Arts &amp; Humanities</td>
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<td>4%</td>
<td>13%</td>
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<tr>
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<td>1%</td>
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<td>5%</td>
</tr>
<tr>
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<td>0%</td>
<td>0%</td>
</tr>
<tr>
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<td>1</td>
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<td>Other In Residence</td>
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<td>1%</td>
<td>5%</td>
<td>4%</td>
<td>29%</td>
</tr>
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<td></td>
<td>Physical Sci</td>
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<td>2%</td>
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<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
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<td>5%</td>
<td>53%</td>
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<td>6%</td>
<td>27%</td>
<td>6%</td>
<td>125</td>
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<tr>
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<td>Grad Sch IR/PS</td>
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<td>10%</td>
<td>14%</td>
<td>5%</td>
<td>71%</td>
</tr>
<tr>
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<td>Rady Sch Mngmt</td>
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<td>21%</td>
<td>61%</td>
<td>5%</td>
<td>297</td>
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<tr>
<td>Other Teaching Faculty</td>
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<td>28%</td>
<td>1%</td>
<td>5%</td>
<td>4%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Act/Vis Fac/Res</td>
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<td>22%</td>
<td>2%</td>
<td>5%</td>
<td>10%</td>
<td>19%</td>
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<td>10%</td>
<td>5%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
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<td>174</td>
<td>37%</td>
<td>6%</td>
<td>27%</td>
<td>6%</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Other Teaching Fac</td>
<td>301</td>
<td>153</td>
<td>51%</td>
<td>10%</td>
<td>14%</td>
<td>5%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>1144</td>
<td>448</td>
<td>39%</td>
<td>21%</td>
<td>61%</td>
<td>5%</td>
<td>297</td>
</tr>
<tr>
<td>Research Titles</td>
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<td>18%</td>
<td>1%</td>
<td>6%</td>
<td>3%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Project Scientist</td>
<td>336</td>
<td>119</td>
<td>35%</td>
<td>1%</td>
<td>15%</td>
<td>4%</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td>35</td>
<td>8</td>
<td>23%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Postdoc Scholar-EE</td>
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<td>320</td>
<td>38%</td>
<td>10%</td>
<td>70%</td>
<td>8%</td>
<td>465</td>
</tr>
<tr>
<td></td>
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<td>34%</td>
<td>12%</td>
<td>92%</td>
<td>7%</td>
<td>655</td>
</tr>
<tr>
<td>Other Academic Titles</td>
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<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Librarian</td>
<td>65</td>
<td>46</td>
<td>71%</td>
<td>1%</td>
<td>2%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>University Exten</td>
<td>45</td>
<td>24</td>
<td>53%</td>
<td>0%</td>
<td>4%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>176</td>
<td>110</td>
<td>63%</td>
<td>3%</td>
<td>9%</td>
<td>5%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**TOTAL ACADEMIC WORKFORCE**

|              | 3868 | 1284 | 33% | 58 | 1% | 224 | 6% | 949 | 25% | 11 | 0.3% | 1242 | 32% |
TABLE 2.C: ACADEMIC WORKFORCE BY JOB GROUP AS OF 10/31/08

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>JOB GROUP</th>
<th>TOTAL</th>
<th>WOMEN</th>
<th>AFR-AM</th>
<th>HISPANIC</th>
<th>ASIAN</th>
<th>AM IND</th>
<th>TOTAL</th>
<th>MINORITY</th>
</tr>
</thead>
</table>

Page 2 - 6

Job Group Analysis & Workforce
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. 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 an eight-year period. It was determined that of the total placements in the Project Scientist group, 51% were based on hires from outside the PSE group, and 49% 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 (51%), and the sex/ethnic percentages of the PSE workforce was weighted by the percentage of transfers (49%). 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 (1988–2002). For tenure-track faculty, data on degrees are compiled for a five-year span (2003–2007). 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 11/1/08)

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 minority ethnic group within a particular job group than would reasonably

---

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.
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 3-4)
This page reserved for:
Table 3.A: Availability Data – Factors Considered and Data Sources (page 3-5)
This page reserved for:
Table 3.B: Incumbency Compared to Availability (page 3-6)
This page reserved for:
Table 3.C: Placement Goals for Underutilized Areas (page 3-7)
<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP / ACADEMIC DISCIPLINE</th>
<th>&quot;REQUISITE SKILLS&quot; FACTOR: DATA SOURCE</th>
<th>&quot;PROMOTIONS&quot; FACTOR: DATA SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCHOOL OF MEDICINE</td>
<td>Association of American Medical Colleges (AAMC), 2008, both ranks. NORC: 1988-2002 Tenured</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SKAGGS SCHOOL OF PHARMACY &amp; PHARMACEUTICAL SCIENCES</td>
<td>Association of American Medical Colleges (AAMC), 2008, both ranks. NORC: 1988-2002 Tenured</td>
<td></td>
</tr>
<tr>
<td>OTHER TEACHING FACULTY</td>
<td>IN RESIDENCE FACULTY ACT/VIS FAC/RES ADJUNCT FACULTY CLINICAL FACULTY OTHER TEACHING FACULTY</td>
<td>Same availability sources listed for Tenured/Tenure-Track Job Groups</td>
<td></td>
</tr>
<tr>
<td>RESEARCH TITLES</td>
<td>RESEARCH SCIENTIST PROJECT SCIENTIST SPECIALIST POSTDOCT SCHOLAR - EE</td>
<td>Same availability sources listed for Tenured/Tenure-Track Job Groups</td>
<td>Project Scientist job group weighted with historical PSE change-in-series data</td>
</tr>
</tbody>
</table>
### TABLE 3.A: AVAILABILITY DATA -- FACTORS CONSIDERED AND DATA SOURCES

<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP / ACADEMIC DISCIPLINE</th>
<th>&quot;REQUISITE SKILLS&quot; FACTOR: DATA SOURCE</th>
<th>&quot;PROMOTIONS&quot; FACTOR: DATA SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER ACADEMIC TITLES</td>
<td>ACADEMIC ADMINISTRATOR</td>
<td>Same availability sources listed for Tenured/Tenure-Track Job Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIBRARIAN</td>
<td>American Library Association, Degrees and Certificates Awarded by U.S. Library Information Studies Education Programs, 1984-2003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNIVERSITY EXTENSION</td>
<td>National Center for Education Statistics, Digest of Education Statistics, 2008 Table 228: Full-Time Instructional Faculty in Degree-Granting Institutions, Fall 2007</td>
<td></td>
</tr>
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<th>CATEGORY</th>
<th>JOB GROUP</th>
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<th>AFRICAN-AM</th>
<th>HISPANIC</th>
<th>ASIAN</th>
<th>AM INDIAN</th>
<th>TOTAL MINORITY</th>
</tr>
</thead>
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<td>5.5%</td>
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</tr>
<tr>
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<td>Physical Sci</td>
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<td>0%</td>
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<tr>
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</tr>
<tr>
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<td>Grad Sch IR/PS</td>
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<tr>
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<tr>
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<td>30</td>
<td>14.7%</td>
<td>25.0%</td>
<td>5</td>
<td>3.1%</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Skaggs Sch Pharm</td>
<td>8</td>
<td>4</td>
<td>50.0%</td>
<td>38.8%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Scripps Inst Ocean</td>
<td>73</td>
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<td>27.6%</td>
<td>0</td>
<td>0%</td>
<td>6</td>
</tr>
<tr>
<td>Tenure-</td>
<td>Jacobs Sch of Engnr</td>
<td>30</td>
<td>7</td>
<td>23.3%</td>
<td>19.5%</td>
<td>0</td>
<td>0%</td>
<td>14</td>
</tr>
<tr>
<td>Track</td>
<td>Physical Sci</td>
<td>28</td>
<td>3</td>
<td>10.7%</td>
<td>37.8%</td>
<td>0</td>
<td>0%</td>
<td>9</td>
</tr>
<tr>
<td>Faculty</td>
<td>Biological Sci</td>
<td>18</td>
<td>12</td>
<td>66.7%</td>
<td>45.2%</td>
<td>2</td>
<td>11.1%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Social Sci</td>
<td>61</td>
<td>23</td>
<td>37.7%</td>
<td>49.7%</td>
<td>4</td>
<td>6.6%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Grad Sch IR/PS</td>
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<td>35.3%</td>
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</tr>
<tr>
<td></td>
<td>Rady Sch Mngmt</td>
<td>11</td>
<td>3</td>
<td>27.3%</td>
<td>40.6%</td>
<td>0</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Humanities</td>
<td>30</td>
<td>14</td>
<td>46.7%</td>
<td>45.5%</td>
<td>5</td>
<td>16.7%</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Sch of Medicine</td>
<td>13</td>
<td>5</td>
<td>38.5%</td>
<td>42.4%</td>
<td>0</td>
<td>0%</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Skaggs Sch Pharm</td>
<td>2</td>
<td>1</td>
<td>50.0%</td>
<td>42.7%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Scripps Inst Ocean</td>
<td>2</td>
<td>1</td>
<td>50.0%</td>
<td>51.4%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
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<td>137</td>
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<td>1</td>
<td>0.7%</td>
<td>29</td>
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<tr>
<td>Teaching</td>
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<td>11</td>
<td>21.6%</td>
<td>35.9%</td>
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<td>3.9%</td>
<td>19</td>
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<tr>
<td>Faculty</td>
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<td>71</td>
<td>38.4%</td>
<td>32.8%</td>
<td>2</td>
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<td>53</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>470</td>
<td>174</td>
<td>37.0%</td>
<td>27.6%</td>
<td>6</td>
<td>1.3%</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Other Teaching Fac</td>
<td>301</td>
<td>153</td>
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<td>44.6%</td>
<td>10</td>
<td>3.3%</td>
<td>71</td>
</tr>
<tr>
<td>Research</td>
<td>Research Scientist</td>
<td>175</td>
<td>31</td>
<td>17.7%</td>
<td>26.7%</td>
<td>1</td>
<td>0.6%</td>
<td>36</td>
</tr>
<tr>
<td>Titles</td>
<td>Project Scientist</td>
<td>336</td>
<td>119</td>
<td>35.4%</td>
<td>36.1%</td>
<td>1</td>
<td>0.3%</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td>35</td>
<td>8</td>
<td>22.9%</td>
<td>32.2%</td>
<td>0</td>
<td>0%</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Postdoctoral Scholar - EE</td>
<td>853</td>
<td>320</td>
<td>37.5%</td>
<td>39.1%</td>
<td>10</td>
<td>1.2%</td>
<td>465</td>
</tr>
<tr>
<td>Other</td>
<td>Acad Admin</td>
<td>66</td>
<td>40</td>
<td>60.6%</td>
<td>42.1%</td>
<td>2</td>
<td>3.0%</td>
<td>9</td>
</tr>
<tr>
<td>Academic</td>
<td>Librarian</td>
<td>65</td>
<td>46</td>
<td>70.8%</td>
<td>79.1%</td>
<td>1</td>
<td>1.5%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>University Exten</td>
<td>45</td>
<td>24</td>
<td>53.3%</td>
<td>42.2%</td>
<td>0</td>
<td>0%</td>
<td>6</td>
</tr>
</tbody>
</table>

- 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.
Under these conditions, underutilization is noted but a placement goal is not set.
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 10/31/08. They are expressed as percentages based on class availability.

<table>
<thead>
<tr>
<th>MAJOR CATEGORY</th>
<th>JOB GROUP</th>
<th>WOMEN</th>
<th>AFR-AM</th>
<th>HISPANIC</th>
<th>ASIAN</th>
<th>AM IND</th>
<th>TOTAL MINORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Faculty</td>
<td>Jacobs Sch of Engineering</td>
<td>15.3%</td>
<td>2.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sci</td>
<td>27.8%</td>
<td>2.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Sci</td>
<td>42.0%</td>
<td>2.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Sci</td>
<td>47.7%</td>
<td>5.9%</td>
<td>7.1%</td>
<td>0.6%</td>
<td>18.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grad Sch IR/PS</td>
<td>32.3%</td>
<td>5.1%</td>
<td>3.8%</td>
<td></td>
<td>19.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rady Sch of Mgmt</td>
<td>29.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Humanities</td>
<td>50.0%</td>
<td>3.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sch of Medicine</td>
<td>25.0%</td>
<td>2.1%</td>
<td>3.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skaggs Sch of Pharm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scripps Inst Ocean</td>
<td>27.6%</td>
<td>1.9%</td>
<td>3.5%</td>
<td>12.0%</td>
<td>17.7%</td>
<td></td>
</tr>
<tr>
<td>Tenure-Track Faculty</td>
<td>Jacobs Sch of Engineering</td>
<td>4.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sci</td>
<td>37.8%</td>
<td>3.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Sci</td>
<td>49.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Sci</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Grad Sch IR/PS</td>
<td>35.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>40.6%</td>
<td>6.3%</td>
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</tr>
<tr>
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<td>4.4%</td>
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<tr>
<td></td>
<td>Sch of Medicine</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Skaggs Sch of Pharm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scripps Inst Ocean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Teaching Faculty</td>
<td>In Residence Faculty</td>
<td></td>
<td>2.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Act/Vis Faculty/Research</td>
<td>35.9%</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Adjunct Faculty</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Faculty</td>
<td>2.6%</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Other Teaching Fac</td>
<td>4.8%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Research Titles</td>
<td>Research Scientist</td>
<td>26.7%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Scientist</td>
<td>36.1%</td>
<td>2.1%</td>
<td>6.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td>32.2%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Postdoctoral Scholar - EE</td>
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<td>3.3%</td>
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<td>0.3%</td>
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</tr>
<tr>
<td>Other Academic Titles</td>
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<td>4.0%</td>
<td>4.6%</td>
<td>10.3%</td>
<td>19.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Librarian</td>
<td>79.1%</td>
<td>4.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Extension</td>
<td>5.7%</td>
<td></td>
<td>8.1%</td>
<td></td>
<td>18.1%</td>
<td></td>
</tr>
</tbody>
</table>
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 affirmative action recruitment reports and requests for exceptions for all academic personnel, with the exception of those in the research series, submitted to them by department chairs. By monitoring the departments' recruitment activities through various reporting forms — recruitment plan, recruitment assessment report, and 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 Affairs and the dean 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 proposed appointments of personnel in the academic research series on the General Campus. The dean reviews affirmative action for all proposed appointments of academic personnel, with the exception of those in the research series, submitted by 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**

Established in January 2005, the position of Associate Chancellor/Chief Diversity Officer (AC/CDO) in the chancellor’s office acts as the senior advisor to the chancellor on matters of diversity as they relate to the University. The AC/CDO is responsible for providing leadership, broad oversight, and direction in advancing the University’s vision, mission, and goals in pursuit of excellence, diversity, and inclusion.

(See: [http://diversity.ucsd.edu/index.asp](http://diversity.ucsd.edu/index.asp))
Associate Vice Chancellor for Faculty Equity

The position of Associate Vice Chancellor for Faculty Equity (AVC-FE) was developed in the fall of 2007, and the appointee, selected via an open internal campus recruitment, assumed the position July 1, 2008. The AVC-FE reports directly to the senior vice chancellor for Academic Affairs and is responsible for providing academic leadership and direction in advancing the University’s goal of achieving and sustaining faculty equity and diversity in pursuit of academic excellence. The AVC-FE oversees the effort to implement the training and coordination of designated faculty equity advisers, who were appointed in the fall of 2008 in each of the five divisions and the two graduate schools on the General Campus, as well as at the Scripps Institution of Oceanography and in the area of Health Sciences, which includes the School of Medicine and the Skaggs School of Pharmacy and Pharmaceutical Sciences. These advisors report to their respective deans and work with departments and search committees.

Director of the Office of Academic Diversity and Equal Opportunity

The director is responsible for the management of the Academic Personnel Affirmative Action Program (APAAP), 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 development of related policies and procedures. The director works closely with academic deans and departments in the recruitment of academic personnel. The director also works closely with the associate vice chancellor for Faculty Equity and the team of faculty equity advisors. 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 APAAP 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 Diversity and Equal Opportunity

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 an official notice via e-mail to the campus reaffirming UCSD’s commitment to the following three equal employment opportunity policies:
  - Equal opportunity/affirmative action policy
  - Policy on sexual harassment
  - Commitment of UCSD to be accessible to individuals with disabilities

  This campus notice, displayed in this chapter as Exhibit 4.A, provides a link to a campus Web site where more information about these policies is provided, including links to distinct reaffirmations for each policy. The reaffirmation letter for the equal opportunity/affirmative action policy, as it appears on the UCSD Web site, is displayed in this chapter as Exhibit 4.B. Likewise, the reaffirmation letter for the policy on sexual harassment is displayed as Exhibit 4.C. The reaffirmation letter to be accessible to individuals with disabilities is displayed as Exhibit 10.A in chapter 10. (See: [http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,18439,00.html](http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,18439,00.html))

- 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, senior vice chancellor, and other specific administrators with responsibilities involving academic personnel — associate chancellor/ chief diversity officer, vice chancellors, deans, associate deans, and provosts.


- The University's commitment to equal employment opportunity and non-discrimination 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](http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/index.html))

- Meetings involving senior management and academic department heads include discussions of the EO/AA policy and best practices for recruiting to make clear managers’ personal commitment to and responsibility for affirmative action implementation.

- 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.

• 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, application systems on the Web, and brochures given to applicants and recruitment sources.

  A copy of the annual review of the Academic Personnel Affirmative Action Program is made available at the Geisel Library.
EXHIBIT 4.A  

CHANCELLOR'S REAFFIRMATION 
NOTICE – FALL 2008

UCSD  
CAMPUS NOTICE  
University of California, San Diego  

PLEASE POST  

OFFICE OF THE CHANCELLOR  

October 13, 2008  

ALL ACADEMICS AND STAFF AT UCSD  

SUBJECT: Reaffirmation Notice – Fall 2008  

As Chancellor, I am taking this opportunity to reaffirm the University of California, San Diego's 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 UC San Diego.

Marye Anne Fox
Chancellor
Chancellor’s reaffirmation as posted on the UCSD Web site.

Reaffirmation of UCSD’s Equal Employment Opportunity/ Affirmative Action Policy

University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR
September 22, 2008

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 UC San Diego'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.

University policy also prohibits retaliation against any employee or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment.

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 UC San Diego policies and regulations. Applicable policies for academic and staff employees are listed on the back of this notice.

In compliance with Federal regulations, UC San Diego 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:

- Sandra Daley, Associate Chancellor – Chief Diversity Officer, 107 University Center, Mail Code 0005, (858) 822-4382
- Paul 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
- Penny Rue, Vice Chancellor - Student Affairs and Section 504 Coordinator for Students, 112 University Center, Mail Code 0015, (858) 534-4370
Responsibility for Implementation

• 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

• Thomas R. Leet, Assistant Vice Chancellor – Human Resources, 10280 N. Torrey Pines Road, Suite 265A, Mail Code 0922, (858) 534-0286

• Paula C. Doss, Director, 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, Director, Accommodation Counseling and Consulting Services 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 UC San Diego 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 UC San Diego.

Marye Anne Fox
Chancellor

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, and APM Section 140–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

**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 Resolution of Concerns, Managers and Senior Professionals, Salary Grades VIII & IX**

**State Employees Trade Council (SETC) Contract, Article 20, Grievance Procedure** (PDF)

**American Federation of State, County and Municipal Employees (AFSCME) Contracts, Service Unit, Article 9, Grievance Procedure** (PDF)

**Patient Care Technical 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)

**Healthcare 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 32

UC-AFT Contract for the Librarian, Article 24, Grievance Procedure (PDF)
Chancellor’s reaffirmation as posted on the UCSD Web site.

Reaffirmation of UCSD's Policy on Sexual Harassment

UCSD
CAMPUS NOTICE

University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR
September 22, 2008

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 UC San Diego's commitment to creating and maintaining a harassment-free community. Specifically, UC San Diego does not tolerate sexual harassment, and such behavior is prohibited both by law and by UC San Diego policy.

The University of California systemwide Policy on Sexual Harassment is available online. UCSD's Sexual Harassment Complaint Resolution Procedures are also available online.

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 for students and non-supervisory staff, are available on OSHPP's Web page.
Supervisors and academic appointees are reminded of the requirement that they receive 2 hours of sexual harassment prevention education every 2 years. New supervisors must take 2 hours of sexual harassment prevention training within 6 months of assuming supervisory responsibilities. 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 relationships do not constitute sexual harassment, I would also like to take this opportunity to highlight 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. This policy may be found online. UCSD's Policy on Conflicts of Interest Arising Out of Consensual Relationships addresses consensual relationships involving staff or students, or involving academic employees not covered by the Faculty Code of Conduct may also be found online.

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

Marye Anne Fox
Chancellor
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. Recruitments were completed in 29 of the 32 job groups, which generated data for analysis. The percentage of women applicants met or exceeded the availability percentage in the following job groups:

- Tenured Faculty (Engineering, International Relations/Pacific Studies, Rady School of Management, School of Medicine)
For minority groups, the percentage of Asians in applicant pools met or exceeded their availability (often significantly) in all but six groups. In each of these six groups, the difference between the number who applied and the number expected per the availability percentage was very small. There were 14 job groups in which Hispanics met or exceeded availability benchmarks. The representation of African-Americans and American Indians in the applicant pools was 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

Data were analyzed to determine the potential impact of the selection process on the hiring rate for gender and ethnic groups. That is, a test was conducted to see if any particular group was screened out in a disproportionate manner at any particular stage in the process. PRI Associates’ Monitor computer software program was used for this test.

Data were analyzed at three stages of the selection process: 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 analysis identified potential impact within several job groups and job group clusters which included, in one instance or another, the different gender and ethnic groups. The summary data suggested that potential impact occurred most frequently between the “applied” and the “seriously considered” stages — that is, when applications are screened — and that Asians were the group most frequently affected. However, even when potential impact was identified for particular 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., from Assistant Professor, Step II, to Assistant Professor, Step III)
- Promotion, which is an advancement in rank within a given academic series (e.g., from 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 research or creative activity, teaching, and university and professional service. The criteria for merit advancements and promotions are clearly defined in the UCSD Policy and Procedure Manual and the University of California Academic Personnel Manual, and they are made available to all employees eligible for personnel reviews (see: http://www.ucop.edu/acadadv/acadpers/apm/welcome.html). Advancement decisions are made after an exacting peer review process, which may include evaluation by the Academic Senate Committee on Academic Personnel.

An individual is eligible to be considered for advancement (a merit advancement or a promotion) following the normal period of service specified for his or her rank and step in University policies. 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 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
• The respective gender/ethnic percentages of those granted these types 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 more quickly. The latter is referred to as an "accelerated" advancement, meaning simply that an individual receives a merit advancement or promotion earlier than would normally be expected. For example, the normal period of service as Assistant Professor, Step II, is two years. If an individual at Step II is advanced to Assistant Professor, Step III, after the first year of service, this would be a one-year acceleration, because under normal circumstances, this individual would not be eligible for advancement until after the second year of service. In another example, an Assistant Professor at Step II who is reviewed after the normal two-year period of service might be proposed for advancement to Step IV. Skipping a step 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 recommend 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 a review of the data by each job group and the total for 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. The data indicate that normal merit advancements are not an area of concern.

**Analysis – Accelerated Merit Advancements**

A total of 77 accelerated merit advancements were granted during this reporting period. In the data totaling all job groups, the number of accelerated merits awarded to women, Hispanics, Asians, and total minorities was less than the number one might expect based on each group’s proportional representation in the workforce. For each of these groups — women, Hispanics, Asians, and total minorities — the additional numbers needed to meet the level of expectation were 11, 4, 9, and 11 respectively. The number of African-Americans who received accelerated merits exceeded the expected number by two.

In the review of data for 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 of
or exceeded the expected level, the difference generally reflected the absence or presence of one or two accelerated merits. This area will continue to be carefully monitored.

Analysis – Normal Promotions

In reviewing summary data on normal promotions, a comparison of the percentages of those eligible for promotions to the percentages of those granted promotions showed that the two sets of percentages were closely aligned. In the job groups for assistant professors (B-series), it was noted that four women, one African-American, and one Hispanic were given merits instead of promotions. Sometimes an individual needs additional time to complete a publication and thus receives a merit within the existing rank rather than a promotion to the next higher rank. Advancement to the higher rank is generally awarded once the research is published. This review of data on promotions did not suggest any serious problem areas.

Analysis – Accelerated Promotions

Accelerated promotions, which occurred in nearly all of the 32 job groups, totaled 29. Using the method described above to assess these accelerated advancements, the difference between the number granted and the number one might expect per the proportions of gender and ethnicity in the workforce was very small. Nothing in the data suggested that accelerated promotions are 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 have left the workforce, reasons for the separations are identified. Reasons for separations were clustered into the following three categories for analysis:

- Voluntary: Includes resignation, retirement, death, a change in 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 specified ending dates effective during the reporting year.

The following three methods were used to analyze the above three categories of data in each job group:
• 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.

• 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.

• 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 (36%) was higher than the percentage of women in the workforce (32%). The percentage of total separations for total minorities was 42% while the representation of total minorities was 31%. In reviewing the data, there did not seem to be any particular job group or job group cluster that was an area of concern. Differences between the number of actual separations compared to the parity number of separations were slight. 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. 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, 2008, are available via the Internet.
(See: http://www.ucop.edu/acadadv/acadpers/tab0809/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 Committee on Academic Personnel, and the senior vice chancellor for Academic Affairs.
Two methodologies were used to analyze compensation by gender and ethnicity:

- A complete list of the academic workforce as of 10/31/08 was sorted by salary (highest to lowest) in each job group. 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. This review showed that women and minorities were present in all areas of the salary range in the various job groups. There was no clustering of women and/or minorities, for example, in the lower portion of a salary range, which would have been a call for concern.

- In the second methodology, the workforce was clustered into what federal regulations refer to as “similarly-situated employee groups” or SSEGs. These are groupings of employees who perform similar work and whose positions have similar responsibility levels and involve similar skills and qualifications. Within each SSEG, the mean salary (average), the median salary (mid-point), and the standard deviation (an index of the spread of salary values around the mean value) were determined. The ratios of women to men (and, separately, minorities to whites) were determined for the following areas:
  
  o above the range of the standard deviation
  o within the range of the standard deviation
  o below the range of the standard deviation
  o within the range of the SSEG itself

In some SSEGs, the ratio of women to men (and minorities to whites) was high in the “below the range of the standard deviation” area. Those in this area were generally early-career assistant professors, as would be expected, and it is anticipated that in time these assistant professors will advance, their salaries will thus increase, and they will be within the standard deviation range in future analyses.
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, a comprehensive planning framework called “Charting the Course” was implemented in 1997. 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.
Record of Achievement (statistics):
A comparison of data from Charting the Course I, covering the years 1998–2001, Charting the Course II, covering the years 2001–04, and Charting the Course III, covering 2004–07, (Charting the Course IV, covering 2007–10, is in progress), shows positive results:

- Appointments of women rose from 23% to 33% and then dropped slightly to 32% for Charting the Course I, II, and III, respectively.
- Appointments of minority faculty increased from 22% to 26% to 30% for Charting the Course I, II, and III, respectively.
- Representation of women in the ladder-rank workforce increased from 17% in 1998 to 22% in 2008.
- Representation of minority faculty in the ladder-rank workforce increased from 16% in 1998 to 23% in 2008.
- 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, 60% 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, and five of the six components include factors that have a relevant connection to diversity and 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
Charting the Course—Programmatic and Interdisciplinary Initiatives:

As mentioned above, Charting the Course provides an opportunity to develop programmatic and interdisciplinary initiatives implemented, in part, through cluster hiring that may result in increased diversity of faculty. Three such programs are noted below:

- **California Cultures in Comparative Perspective (CCCP):** This program, launched 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 were specifically allocated to the program. Recruitments for these positions have resulted in the appointments of four women, five men, two African-Americans, 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.

- **Native American and Indigenous Cultures Program:** This program was launched in the 2007–08 academic year. This program is conceived of as international and interdisciplinary and will focus on the legal, religious, racial, socioeconomic, and public health matters affecting native and indigenous populations all over the world. Positions have been allocated to the divisions of Social Sciences and Arts and Humanities. The Department of Linguistics successfully completed a recruitment in this field during the 2008–09 recruitment cycle.

- **African Diaspora:** This program was also launched in the 2007–08 academic year. The program will focus on the historical migration and settlement of peoples from Africa to the Americas, Asia, and Europe and will involve the disciplines of history, economics, sociology, political science, literature, and the arts. Positions have been allocated to the divisions of Social Sciences and Arts and Humanities. The Department of Ethnic Studies launched a recruitment in this area in 2007–08, but the effort was unsuccessful.

**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/aps/adeo/recprocedures.htm](http://academicaffairs.ucsd.edu/aps/adeo/recprocedures.htm))
Record of Achievement (statistics):

- Representation of women in applicant pools for ladder-rank recruitments increased from 21% in the 1999–2000 recruitment cycle to 28% in the 2007–08 recruitment cycle.
- Representation of minorities in applicant pools increased from 20% to 30% 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:

- The review of the campus affirmative action program is published and 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; 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.

- 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 chief diversity officer, 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.

Record of Achievement (statistics):

- During the 2008–09 recruitment cycle, there were 81 ladder-rank faculty recruitments, for which 78% of the search committees included women and 63% included minorities.
- Women represented 23% of the search committee membership, and minorities also represented 23%. Using the workforce of 10/31/07 as a benchmark to assess these proportions (i.e., the workforce force from which search committees could be drawn), women and minorities comprised 21% and 22%, respectively, of ladder-rank faculty.

Revisions of 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. The following actions were taken to implement this policy on the campus:

- Sections of the UCSD Policy and Procedures Manual covering academic personnel appointments and advancements were revised.
- The Academic Biography and Bibliography form was revised to include a new and distinct section for faculty to describe their diversity activities.
- Academic departments and deans were advised of the policy and form changes.
- In drafting recruitment ads for ladder-rank faculty, departments are 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, providing career counseling services, 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)

Record of Achievement (statistics):
- POP was launched in March 2003. Since then, POP has served 168 clients; of these, 44 were individuals looking for academic positions, and 124 (74%) were individuals seeking non-academic positions. Of the 168 clients:
  - 55% secured part-time, full-time, or temporary positions
  - 11% have job searches in progress
- Of the 168 clients, 121 were spouses/partners of individuals being recruited to UCSD, and 47 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 took 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
• DiversityWorking.com
• Graystone Group
• IMDiversity.com
• Inside Higher Ed
• Jobelephant.com, Inc
• LatinosinnHigherEd.com
• PostdocJobs.com
• ScienceJobs.com
• TedJob.com (Top Higher-Education Jobs)
• 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
• LatinosinnHigherEd.com

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)

Record of Achievement:
• Currently averaging between 125,000–150,000 unique monthly visitors.
• The site also has 20,000 registered jobseekers with diverse demographics: 66% hold
masters or PhD’s, 64% are female, 45% are non-white.
• The Web site features over 1000 staff and academic jobs.

These numbers have been achieved with no cost marketing campaigns and partnerships.
Southern California HERC leads the other HERC regional Web sites statistically in Web site
activity and registered jobseekers as a result of effective partnerships with diversity Web sites
and higher education focused Web sites and journals.

Appointment and Review of Senior Academic Administrators
Just 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.

SUPPORT PROGRAMS FOR FACULTY AND OTHER ACADEMICS

Mentoring Programs

**National Center of Leadership in Academic Medicine (NCLAM):** The U.S. Department of Health and Human Services selected UCSD’s School of Medicine 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.  
(See: [http://nclam.ucsd.edu/](http://nclam.ucsd.edu/))

**Women’s Leadership Alliance (WLA):** The Jacobs School of Engineering took the lead in creating and expanding the 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 (CSW) and promotes leadership development, recognition, and networking among its members.  
(See: [http://advance.ucsd.edu/people/index.shtml](http://advance.ucsd.edu/people/index.shtml))

**MentorNet:** 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.
(See:  http://advance.ucsd.edu/mentornet/index.shtml)

Orientation and Training Programs

For new faculty: Each year, new faculty 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.

For department chairs: 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 (CDO) position, the CDO has actively participated in these workshops.
(See:  http://academicaffairs.ucsd.edu/faculty/programs/default.htm)

For senior academic administrators and department chairs: Through an NSF ADVANCE grant, five Southern California UC campuses (UCI, UCLA, UCR, UCSD, and UCSB) have partnered to form PAID (Partnership for Adaptation, Implementation and Dissemination). Key personnel within PAID have developed a leadership enrichment program titled “Leading through Diversity: Partnership for Faculty Equity and Diversity.” The purpose of this program is to hold an ongoing series of symposia, retreats, and workshops for senior academic administrators. These meetings provide for the 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). The goals of this partnership are to:

- Convene an annual symposium for executive vice chancellors and deans. (A symposium was held at UC Irvine in January 2007. A second symposium was held in January 2008 at UCLA.)
- Conduct an annual symposium for department chairs. (Symposiums were held in October 2007 and October 2008, and one is scheduled for September 2009.)
- Develop a UC department chairs’ resource manual/guide.

The NSF grant provides $100,000 over a three-year period.
(See:  http://www.paid.uci.edu/)

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
- 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.

**ESTABLISHED CAMPUS OFFICES WHOSE FOCUS IS EQUAL OPPORTUNITY AND DIVERSITY**

Chancellor’s Office:
Associate Chancellor/Office of the Chief Diversity Officer
Assistant Chancellor for Diversity
Established in January 2005, the position of Associate Chancellor/Chief Diversity Officer (AC/CDO) in the chancellor’s office acts as the senior advisor to the chancellor on matters of diversity as they relate to the University. The AC/CDO is responsible for providing leadership, broad oversight, and direction in advancing the University’s vision, mission, and goals in pursuit of excellence, diversity, and inclusion.

The position of assistant chancellor for diversity was established in November 2008 and also resides in the chancellor’s office. This position supports the AC/CDO and the chancellor and works in concert with units that report via the diversity office:

- Cross-Cultural Center
- Lesbian Gay Bisexual Transgender Resource Center
- Women’s Center
- UCSD’s 11 staff associations
- Chancellor’s Advisory Committees:
  - Diversity Council
  - Committee on the status of Women
  - Gender Identity and Sexual Orientation Issues
(See: [http://diversity.ucsd.edu/](http://diversity.ucsd.edu/))

**Office of the Associate Vice Chancellor for Faculty Equity (AVC-FE)**

The new AVC-FE position, which became effective in July 2008, was established in response to recommendations by the UCSD Workgroup on the Report of the UC President's Task Force on Faculty Diversity. The position reports directly to the senior vice chancellor for Academic Affairs and provides academic leadership and direction in advancing the University's goal of achieving and sustaining faculty equity and diversity in pursuit of academic excellence. The AVC-FE also oversees the establishment of faculty equity advisors, respected senior faculty who work directly with their deans, departments, and search committees.
(See: [http://facultyequity.ucsd.edu/](http://facultyequity.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/aps/adeo/](http://academicaffairs.ucsd.edu/aps/adeo/))
Office of Academic Employee Relations

The focus of this office is to proactively address issues involving faculty discipline, to work collaboratively with academic departments and divisions in managing faculty cases, and to facilitate informal mediation and negotiations with the senior vice chancellor for Academic Affairs to resolve academic employee concerns. The office also develops and administers policies pertaining to academic grievances, layoffs, and misconduct.

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

Accommodation Counseling and Consulting Services (ACCS)

(See: [http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1577,00.html](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

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 was expanded in early 2006 to include three at-large members from the San Diego community, representatives from two chancellor’s advisory committees (Status of Women, and Gender Identity and Sexual Orientation Issues), and the directors of 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](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://statusofwomen.ucsd.edu/](http://statusofwomen.ucsd.edu/))

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](http://women.ucsd.edu/wise/index.html))

**UCSD Academic Senate Committee on Diversity and Equity**

This committee has several functions:

- The committee is charged with advising the Senate on general policies bearing on affirmative action for academic personnel and academic programs.

- The committee has the responsibility of 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.)

- As a result of the change in Section 210 of the Academic Personnel Manual (see “Revisions to Academic Policy and Practices” in this chapter), effective 7/1/05, the committee has the responsibility for reviewing proposals to create new organized research units (ORUs), as well as for five-year reviews of existing ORUs, to assess how diversity is promoted by the ORU’s functions, goals, and achievements. (See: [http://www-senate.ucsd.edu/committees/caad.htm](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. (See: http://www.universityofcalifornia.edu/diversity/uc_aaeo.html)

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. 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/)

Record of Achievement (statistics):
- Of the 292 people who have received awards, 145 (50%) have been promoted from the assistant level to the associate level.
- Of these 145 people, 61% 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 $42,074 (10/07 salary scale) over 12 months for work done during the academic year. (See: http://research.ucsd.edu/facultyfellows/index.htm)

**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.

Record of Achievement (statistics):
Since 2005, five fellows have been appointed at UCSD — three in the Department of Ethnic Studies, one in the Department of History, and one in the Department of Literature.

DEVELOPMENT PROGRAMS THAT SERVE AS “PIPPLEINES” 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:

- **Office of Graduate Studies (OGS):** In an effort to enroll and graduate a high-quality and diverse graduate student body, 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)

- **Academic Enrichment Programs (AEP):** These 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/)

- **Early Academic Outreach Program (EAOP):** This program targets educationally disadvantaged students in early grade-school levels and offers informational, motivational, and academic preparation activities.
(See: http://eaop.ucsd.edu/)

- **California State Summer School for Mathematics and Science (COSMOS):** This is a four-week residential summer program open to entering ninth-grade through exiting twelfth-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 four University of California campuses (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/)

- **Center for Research in Educational Equity Assessment and Teaching Excellence (CREATE):** Established in 1998, CREATE 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/](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.

**Chancellor’s Office**

In April 2008, the UCSD chancellor signed an agreement for long-term collaboration on a wide range of academic and research areas with El Colegio de la Frontera Norte, a leading university in Tijuana, Baja California. The first projects covered by the agreement included an exchange of faculty members between the two universities and joint seminars that will use videoconferencing and focus on such topics as immigration and the economy. The Center for U.S.–Mexican Studies (USMEX) is leading the program at UCSD.

As a result of this agreement, two scholars from El Colegio de la Frontera Norte, one in anthropology and the other in sociology, were in residence at USMEX for the period of September 2008 through June 2009. In addition, a two-day seminar titled, “Migration and Developing Countries: More Coherent Policies for Better Development,” was held in March 2008. The first day of the seminar was held at El Colegio de la Frontera Norte in Tijuana and the second day of the seminar was held at USMEX, UCSD.

**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 Studies Minor (http://www.ucsd.edu/catalog/curric/AFRI.html)
• African American Studies Minor (http://infopath-1.ucsd.edu/catalog/curric/AASM.html)
• California Cultures in Comparative Perspective (http://calcultures.ucsd.edu/)
• Chicano/Latino Art and Humanities Minor (http://minors.ucsd.edu/clah/)
• Chinese Studies Program (http://chinesestudies.ucsd.edu/)
• Comparative Studies in Language, Society, and Culture Program (http://infopath-1.ucsd.edu/catalog/curric/COMP.html)
• Contemporary Issues (http://infopath-1.ucsd.edu/catalog/courses/CONT.html)
• Critical Gender Studies Program (http://cgs.ucsd.edu/)
• English as a Second Language Program (http://infopath-1.ucsd.edu/catalog/curric/ESL.html)
• German Studies Program (http://germanstudies.ucsd.edu/)
• International Migration Studies Minor (http://www.ucsd.edu/catalog/curric/IMSM.html)
• 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://infopath-1.ucsd.edu/catalog/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 eighth annual Kyoto Laureate Symposium was held in San Diego in March 2009. Of the three symposium presentations, one was held at UCSD, one was held at San Diego State University, and the third was held at the University of San Diego.

- The Center for U.S. – Mexican Studies hosted a research seminar series and distinguished speakers series, which included:
  - Beatriz Mariscal Hay, “Mexican Oral Traditions and Cultural Identity”
  - German Palafox, “Mexico’s Policies for Poverty Alleviation”

- Eleanor Roosevelt College, Thurgood Marshall College, the International Education Week program, and others sponsored Seema Sueko, an actor who presented the play, “9 Parts of Desire.” This drama addressed Iraqi life and the evolving role of women in the Middle East.

- The Chancellor’s Advisory Committee on the Status of Women sponsored the first UC San Diego Women’s Conference, entitled “(Re) Defining the UC San Diego Woman: Empowering YOU During Changing Times.”

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.

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

**Women’s Center**

Established in 1996, 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.

(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 14th annual ceremony held in February 2009, recipients included, among others:

- the Center for Marine Biodiversity and Conservation for its efforts to increase enrollment from underrepresented groups in its interdisciplinary training program
- the UCSD Medical Center Senior Behavioral Health Unit – 7 East for its efforts to maintain awareness of diverse cultures via its ongoing “Divers-a-Days” program
- the UCSD Early Childhood Education Center, a child-care center serving children of UCSD employees and students, for its efforts to promote diversity in its curriculum.

**Cultural Heritage Celebrations**
Throughout the year, various groups are recognized and celebrated in a series of cultural, educational, and entertainment events.

- **Black History Month**: In January 2009, more than 500 members of the UCSD community participated in the annual Martin Luther King, Jr. parade in downtown San Diego. Participants included the chancellor and the vice chancellor for Student Affairs. During February, the campus presented a month-long series of exhibits, lectures, films, luncheons, and other celebratory events. (See Exhibit 6.A in this chapter.)

- **César Chávez Celebration**: An annual celebration is held every April 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.B in this chapter.)

- **California Native American Day Celebration**: For the second year, UCSD hosted the California Native American Day Celebration in September and October 2008. The celebration was announced via a campus notice, and the chancellor provided release time for employees to participate in the events. (See Exhibit 6.C in this chapter.)

- **Asian and Pacific Islander American Heritages Celebration**: In May 2009, the campus held the third annual Spring Roles, a celebration of Asian and Pacific Islander American heritages. The theme was “Refining the Lens: Intersecting Stories of Asian and Pacific-Islander American Experiences.” (See Exhibit 6.D in this chapter.)

- **Covered Veterans**: See action-oriented programs listed in Chapter 9.

- **People with Disabilities**: See “Training and Other Activities” section in Chapter 10.

**OTHER EFFORTS TO ENHANCE A CAMPUS CLIMATE THAT SUPPORTS AND NURTURES 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/](http://www.ucsd.tv/))
Child Care

In an effort to develop a positive campus climate for employees, child-care facilities have been established on campus for children of 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.
ALL ACADEMICS AND STAFF AT UCSD
ALL STUDENTS AT UCSD

SUBJECT: UC San Diego Black History Month, February 2009

I am pleased to announce that UC San Diego will celebrate Black History Month during the month of February with a series of programs and activities focusing on the achievements of African Americans. This year’s theme is: UCSD Honors Black History: A New Dawn – Redefining the Future. Activities include talks on the struggle for democracy and human rights in Africa to black history in the United States and worldwide, art exhibits on black La Jolla to films exploring black identity, race, and social justice. Events include a luncheon honoring diversity and equality, a scholarship brunch, gourmet African cuisine, jazz and soul music, the spoken word, a poetry reading circle, and Afro-Caribbean dance and drumming. All events are free and open to the public, unless otherwise noted.

To learn more about the month long activities, please visit: http://provost.ucsd.edu/blackhistorymonth/

In recognition of this annual event, I am approving two hours of administrative leave with pay for employees to attend a UC San Diego Black History Month activity. Supervisors, upon request, may approve the use of such leave when the absence does not infringe upon the performance of required job duties or patient care.

On behalf of the campus community, I would like to express our sincere appreciation to the members of the UCSD Black History Month Planning Committee for their work on this celebration.
Please join me, the members of the UCSD Black History Month Planning Committee, and our colleagues and guests as we celebrate Black History Month at UC San Diego.

Marye Anne Fox
Chancellor
EXHIBIT 6.B

CHANCELLOR'S NOTICE:
CÉSAR E. CHÁVEZ CELEBRATION

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

April 2, 2009

ALL ACADEMICS AND STAFF AT UCSD
ALL STUDENTS AT UCSD

SUBJECT: UC San Diego César E. Chávez Celebration

The life and achievements of César E. Chávez, labor leader and champion of human rights, will be observed with a month-long series of diverse activities during April at the University of California, San Diego.

This year’s celebration includes:

April 6: the annual César E. Chávez Celebration Kickoff from 11:30 a.m. to 1:00 p.m. at the International Center. UC San Diego will recognize MANA de San Diego, a community group and two individuals – UCSD staff member, Patrick Velasquez and alumnus Christopher Yavoc ’99, for their efforts to further the ideals of Cesar Chavez in their communities.

April 13: Dr. Joan Cordova will speak on Filipinos in the Fields--Conflicts and Coalitions at noon in the Cross-Cultural Center.

April 23: Screening of the film, A Class Apart, the story of the first Mexican American attorneys to argue before the U.S. Supreme Court at 4:30 p.m. at the Cross-Cultural Center.

For more information on the month-long celebration, please visit: http://blink.ucsd.edu/go/chavez
I am approving two hours of administrative leave with pay so that employees may participate in a UC San Diego César E. Chávez 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 or patient care.

I would like to thank the members of the UC San Diego César E. Chávez Planning Committee for their work to coordinate these educational and celebratory campus activities. Please join the UC San Diego 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.C  

CHANCELLOR'S NOTICE:  
CALIFORNIA NATIVE AMERICAN DAY CELEBRATION

UCSD  
CAMPUS NOTICE  
University of California, San Diego

OFFICE OF THE CHANCELLOR

September 23, 2008

ALL ACADEMICS AND STAFF AT UCSD  
ALL STUDENTS AT UCSD

SUBJECT: California Native American Day Celebration at UC San Diego

It gives me great pleasure to announce this year’s California Native American Day Celebration at UC San Diego. This is the third year UC San Diego is participating in the celebration and it is designed to promote events that enhance the relationship between the San Diego tribal communities and the UC San Diego community.

A sample of this year’s celebration includes:

The Native American Day Kickoff will begin at 11:30 a.m. on September 26 in The Loft of the UCSD Price Center East. It will include an opening blessing by Kumeyaay elder Stan Rodriguez.

Following the kickoff at 1:30 p.m. in the Price Center’s Gallery A, Mike Connolly from the Campo Band of Kumeyaay Nation, Laguna Resources Services, Inc. will lead a workshop entitled, “ON SACREDGROUND: Environmental Sustainability on San Diego Reservations.”

Grave Injustice: UCSD Repatriation Teach-In will be presented from 5 to 7 p.m. on October 13 in the Multi-Purpose Room of the Student Services Center. Four panelists will discuss issues surrounding the Native American Graves Protection and Repatriation Act (NAGPRA).

The Native American Film Festival will run from noon to 6 p.m. on October 17 at the Cross-Cultural Center. Films to be screened are In the Light of Reverence, Doe Boy, and The...
Business of Fancy Dancing. Hosting the three films will be Natchee Blu Barnd, a lecturer in American Indian Studies at Sacramento State University and the author of U.S. Colonialism and Indigenous Geographies.

Pathways to Life Experience From a Tribal Doctor, Dan Calac, M.D., and Medical Director of the Indian Health Council, Inc., (IHC) will speak at 6 p.m. on November 7 in the Comunidad Room of the Cross-Cultural Center. IHC is a consortium of nine tribes – Inaja-Cosmit, La Jolla, Los Coyotes, Mesa Grande, Pala, Pauma, Rincon, San Pasqual, and Santa Ysabel – dedicated to the continual betterment of Indian health, wholeness, and well-being.

For further information visit the website: http://blink.ucsd.edu/go/nativeamerican

In recognition of this annual event, I am approving two hours of administrative leave with pay so that employees may apply towards their attendance at a California Native American Day Celebration activity. Supervisors are asked to allow employees two hours 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 or patient care.

At this time I would like to thank the members of the 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
ALL ACADEMICS AND STAFF AT UCSD
ALL STUDENTS AT UCSD

SUBJECT: UC San Diego’s 3rd Annual Spring Roles

During the month of May, UC San Diego will celebrate Asian and Pacific Islander American Heritages. This year’s theme is “Refining the Lens: Intersecting Stores of Asian and Pacific-Islander American Experiences.”

A sample of this year’s celebration includes:

May 8: Albert Lin, Ph.D., Powell Lee Fellow at UC San Diego, will speak on “The Search for Genghis Khan: Using Modern Tools to Hunt for an Ancient Past” at noon at Calit-2.

May 18: “The Passion of El Hulk Hogancito” by Jason Magabo Perez at 7:00 p.m. at the Cross-Cultural Center.

May 19: Iron Chef Throwdown sponsored by the UCSD Pan-Asian Staff Association and Coalition for Asian Pacific Islanders at noon at the International Center.

For more information on the celebration, please visit:

I am approving two hours of administrative leave with pay so that employees may participate in a UC San Diego Spring Roles 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 or patient care.

I would like to thank the members of the UC San Diego Asian and Pacific Islander American Planning Committee for their work to coordinate these educational and celebratory campus activities. Please join me and the UC San Diego Asian and Pacific Islander American Planning Committee, special guests, visitors and me as we collectively and publicly celebrate the legacy and contributions of Asian and Pacific Islander Americans.

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**

**Recruitment Process**

To ensure 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) and Web sites
- 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.

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, 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 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.

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

These procedures are in effect on the General Campus and at Scripps Institution of Oceanography (SIO). 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.

**Associate Vice Chancellor for Faculty Equity and Faculty Equity Advisors**

The associate vice chancellor for Faculty Equity (AVC-FE) was appointed effective July 1, 2008, and by the fall of 2008, the AVC-FE had assembled a team of faculty equity advisors (FEAs). One advisor was appointed for each of the schools/divisions on the General Campus, one for SIO, and one for Health Sciences.

During the 2008-09 academic year, the AVC-FE and FEAs met frequently to discuss the broad issue of recruitment, and in particular, recruitment practices and how FEAs could be involved in the recruitment process by working with deans, chairs, and search committees in their respective departments. These discussions resulted in a revised strategic plan, in that OADEO now advises FEAs on the three stages of the recruitment process – the proposal of a recruitment, the assessment of the recruitment outreach effort and resulting applicant pool, and the final selection of a candidate. FEAs may then meet with the department chair, the search committee, and/or the dean to discuss any issues/concerns relating to a particular stage of the recruitment.

In addition, OADEO has revised its Web pages to provide better information and guidance to faculty and support staff who are engaged in the recruitment process. In particular, new forms, which are available on OADEO’s Web site, were devised to assist
search committees in establishing criteria to uniformly evaluate application materials and in defining the recruitment process. The revised Web pages, coupled with new forms, are intended to guide the committee through the appropriate actions and areas of responsibility.

(See:  http://academicaffairs.ucsd.edu/aps/adeo/default.htm)

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 the recruiting procedure described above 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://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,18439,00.html)

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
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 disabled veteran, recently separated veteran, Vietnam-era veteran, veteran who served on active duty in the U.S. military ground, naval or air service during a war or in a campaign or expedition for which a campaign badge has been authorized, or Armed Forces service medal veteran.

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, 2008, 23 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. This reaffirmation is:

- Distributed via e-mail as an official campus notice to academic and staff employees (see exhibit 4.A)
- Made available on the UCSD Web site (a link included in the e-mail referenced above provides access to a posting of the full policy on the campus Web site; see exhibit 4.B)
- Retained and made accessible on the Web site of Policy and Records Administration (see the section of electronic notices at http://adminrecords.ucsd.edu/Index.html)

Included in this effort to prevent discrimination and harassment, grievance policies for academic and staff employees are listed with the policy posted on the campus Web site for those who wish to access the complaint resolution process relevant to their position (see Exhibit 4.B).

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 and Web sites most likely to reach qualified and interested individuals, including those who may be covered veterans. The Office of Academic Diversity and Equal Opportunity (OADEO) 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/home/index.cfm?site_id=761

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.

To the extent that it is possible through a good faith effort, training is provided for all personnel involved in recruitment, screening, selection, promotion, disciplinary, and related processes to ensure awareness of and ability to implement affirmative action program commitments.

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 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
- Harold R. Bohman, U.S. Navy Captain
- Stuart Hedley, Pearl Harbor survivor

The recognition ceremony held November 12, 2008, acknowledged the dedication and contributions of the women in the Armed Forces. The two honored guests included United States Navy Rear Admiral Christine Hunter and the 2008 UC San Diego Veteran of the Year, John Will.

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 2007, the Veterans Association participated in a brief ceremony commemorating September 11 in front of a plaque and memorial tree 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=](http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,19247,00.html?delivery=&coming_from=))
ALL AT UCSD (including UC San Diego Medical Center)

SUBJECT:  UC San Diego Veterans Association Annual Recognition Ceremony

I am pleased to announce the Ninth Annual UC San Diego Veterans Association Recognition Ceremony and encourage students, faculty and staff to attend this event, which honors veterans and the men and women in our Armed Forces. The ceremony will take place on Wednesday, November 12, 2008 from 12:00 p.m. - 1:30 p.m. in UC San Diego'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 UC San Diego for this very special event.

This year's ceremony will acknowledge the dedication and contributions of the women of the Armed Forces. Honored guests include United States Navy Rear Admiral Christine Hunter and the 2008 UC San Diego Veteran of the Year, John Will.

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 or patient care.

Inquiries regarding the event or requests for a sign interpreter may be directed to Karen Roberts Gardner, Chair of the Veterans Association at UC San Diego, 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 UC San Diego community.

Marye Anne Fox
Chancellor
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, 2008, seven 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 status as a person with a disability. This reaffirmation is:
• Distributed via e-mail as an official campus notice to academic and staff employees (see exhibit 4.A)
• Made available on the UCSD Web site (a link included in the e-mail referenced above provides access to a posting of the full policy on the campus Web site; see exhibit 4.B)
• Retained and made accessible on the Web site of Policy and Records Administration (see the section of electronic notices at http://adminrecords.ucsd.edu/Index.html)

Included in this effort to prevent discrimination and harassment, grievance policies for academic and staff employees are listed with the policy posted on the campus Web site for those who wish to access the complaint resolution process relevant to their position (see Exhibit 4.B).

The chancellor’s reaffirmation notice sent to the campus via e-mail also includes a commitment for the campus to be accessible to individuals with disabilities (Exhibit 4.A). The electronic link included in this e-mail enables the reader to access additional information regarding this commitment (see Exhibit 10.A in this chapter) as well as information on the EO/AA policy and the policy on sexual harassment.

In June 2008, the senior vice chancellor announced that a new academic personnel policy, Reasonable Accommodation for Academic Appointees with Disabilities (section 711 of the Academic Personnel manual), would become effective July 1, 2008. (See: http://www.ucop.edu/acadadv/acadpers/apm/apm-711.pdf)

**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 and Web sites 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.
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 UCSD’s Accommodation Counseling and Consulting Services 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, the campus continues to make efforts to accommodate people with disabilities. These efforts include:

- Compliance with current regulations
- Buses that are equipped with wheelchair lifts
- Transportation on campus and to areas adjacent to campus (for example, Scripps Institution of Oceanography, Thornton Medical Center, apartment complexes), and connecting service to a train station (Sorrento Valley), a trolley station (Old Town), and Hillcrest Medical Center
- Service specifically for faculty, staff, and students with disabilities (ADA Transport)

The campus Web site on transportation services provides a link to a page dedicated to services for people with disabilities and instructions on arranging ADA Transport. (See: [http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,15352,00.html](http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,15352,00.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.

To the extent that it is possible through a good faith effort, training is provided for all personnel 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) provides training sessions, some of which are part of ACCS’ Health and Wellness Lecture Series (monthly lectures on health issues, personal well being, and disability prevention and management) and others that are specifically designed to address issues related to persons with disabilities for supervisors and employees. The program includes the following presentations:

- The Americans with Disabilities Act
- Accommodation Counseling and Consulting Services
- Supervisory Laboratory
- Disability Management Techniques
- Career Connections Sponsored Career Development Class
- Building Productivity through Respect and Dignity
- Preventing Disability Discrimination
- Employment Discrimination Law
- California Fair Employment & Housing Act
- Job Accommodation
- Cancer Prevention through Good Nutrition
In addition to training in a classroom environment, many of the courses are available via the campus video library. 
(See:  http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,18675,00.html)

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 2008, as shown on the campus Web site:

### Celebration of Abilities Month: October

<table>
<thead>
<tr>
<th>Summary:</th>
<th>Find out about UCSD's annual Celebration of Abilities Month, usually held in October.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every year, Celebration of Abilities Month events provide information related to health issues, personal well-being, and disability prevention and management.</td>
<td></td>
</tr>
<tr>
<td>Accommodations:</td>
<td>Events are wheelchair accessible. To request American Sign Language interpretation or other reasonable accommodations necessary to enable your participation, contact Barry Niman, (858) 534-6743, at least 1 week in advance of the event.</td>
</tr>
<tr>
<td>For parking and shuttle information,</td>
<td>call (858) 534-RIDE (7433), or see Shuttle and Bus Service.</td>
</tr>
<tr>
<td>2008 Celebration of Abilities events:</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, Sept. 17</strong></td>
<td><strong>Thursday, Oct. 2</strong></td>
</tr>
<tr>
<td>Chancellor’s complex-111-A Conference Room (map)</td>
<td>Cross Cultural Center (map)</td>
</tr>
<tr>
<td>Noon–1 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
| **Learning opportunity:** "Promoting Diversity: Employment for the People Who Are a Part of the Deaf and/or Hard of Hearing Community" | **Learning opportunity:** "Is Alcoholism Genetically Influenced?"
<p>| Presenter: Dr. Georgia Robins Sadler |  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon – 1 p.m.</td>
<td>Presenter: Dr. Marc A. Schuckit</td>
<td>Register online for this lecture.</td>
</tr>
<tr>
<td></td>
<td><strong>Thursday, Oct. 16</strong></td>
<td>Learning opportunity: &quot;Life Beyond Struggle: Cultivating Health and Well Being Through Self Awareness&quot;</td>
</tr>
<tr>
<td>Noon – 1 p.m.</td>
<td>Presenter: Dr. Roger Cavnaugh</td>
<td>Register online for this lecture.</td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday, Oct. 22</strong></td>
<td>Entertainment:</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lawn area between Torrey Pines Centers North and South</td>
<td>Mark Goffeney, Emmy-nominated guitarist and vocalist. Mark was featured in the San Diego Reader's &quot;Best of the Best.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shawn Pelofsky, talented stand-up comedienne. She performs regularly at the World Famous Comedy Store on Sunset Blvd. in Hollywood.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A prize drawing begins at 11:45 a.m. You must be present to win.</td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday, Oct. 22</strong></td>
<td>Movie: &quot;Murderball&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As sponsored by: CADRE and Students with Disabilities Coalition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This film about tough, highly competitive quadriplegic rugby players. These men have been forced to live life sitting down, but in their own version of the full-contact sport, they smash each other in custom-made gladiator-like wheelchairs. This movie tells the story of a group of world-class athletes unlike any ever shown on screen. In addition to smashing chairs, it will smash every stereotype you ever had about the disabled.</td>
</tr>
<tr>
<td></td>
<td><strong>Thursday, Oct. 23</strong></td>
<td>Celebration of Abilities art display: Enjoy the art, meet the artists, and learn about their techniques and talents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Art is displayed Oct. 7 – Oct. 31 in the Price Center Theatre Foyer.</td>
</tr>
<tr>
<td></td>
<td><strong>Thursday, Oct. 23</strong></td>
<td>Entertainment: Encore performances by Mark Goffeney and Shawn Pelofsky.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A prize drawing begins at 11:45 a.m. You must be present to win.</td>
</tr>
</tbody>
</table>

People with Disabilities
### Thursday, Nov. 20

<table>
<thead>
<tr>
<th>Price Center, Red Shoe Room (formerly Gallery B) (map)</th>
<th>Learning opportunity: &quot;Weight Loss Options for UCSD’s Gastric Banding System Expert Surgeon”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon – 1 p.m.</td>
<td>Presenter: Dr. Santiago Horgan</td>
</tr>
<tr>
<td></td>
<td>Register online for this lecture.</td>
</tr>
</tbody>
</table>

**Note:** Refreshments are available at all events.

2008 Celebration of Abilities events are sponsored by:
- Human Resources—Accommodation Counseling and Consulting Services
- Vice Chancellor—Business Affairs
- Office for Students with Disabilities
- CADRE (Community Advocates for Disability Rights and Education)
- The University Centers
- Facilities Management
- UCSD Housing and Dining Catering Services

**Questions?** Contact Alane Reardon, (858) 534-6744.

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.

In addition, Sharecase, an annual UCSD event held in March, is an extensive collection of presentations and exhibits dealing with technology for use by the campus. Sharecase 2009 included the following two disabilities-related classes:

- Web Accessibility Resources and Techniques Update
- The Magic of Speech Recognition Software

(See: [http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,3922,00.html](http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,3922,00.html))

**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](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.

- 185 employees were assisted with issues related to job retention or were assisted in the rehabilitation planning process. In addition, 112 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 1,800 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 24 job accommodations, all of which were implemented, including providing auxiliary aids and equipment, restructuring jobs, creating modified work schedules, and providing support services.

- 17 formal requests for medical separation of employees were reviewed and approved.

- The staff of the Accommodation Counseling and Consulting Services interact and exchange information with a variety of internal and external committees, programs, and groups, which include:
  
  o Business Affairs Diversification Committee
  o California Association of Rehabilitation and Reemployment Specialists
  o Community Advocates for Disability Rights and Education
  o Disability Awareness Month Planning Committee
  o Disability Management Employer Coalition
  o Employee Relations Human Resource Contacts
  o Employee Support Program systemwide Conference participants
  o Employee Support Services Team members
  o Health and Wellness Expo Planning Team

(See: [http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1577,00.html?delivery=&coming_from](http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,1577,00.html?delivery=&coming_from))
Chancellor’s reaffirmation as posted on the UCSD Web site http://blink.ucsd.edu/Blink/External/Topics/Sponsor/0,1362,13174,00.html.

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

Personnel Policies for Staff Members

UC San Diego

PPM Online

PLEASE POST

OFFICE OF THE CHANCELLOR

September 22, 2008

ALL ACADEMICS AND STAFF AT UC San Diego (including UCSD Medical Center)

SUBJECT: Reaffirmation of UC San Diego'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 UC San Diego’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 UC San Diego's programs, activities, and services. Therefore, as members of the campus community, I encourage you to review and familiarize yourselves with our campus policies and procedures. The current list of resource specialists has been updated and is a supplement to this policy. If you need assistance in determining whom to contact for assistance, please contact UC San Diego's ADA Coordinator, Barry J. Niman, at (858) 534-6743. 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 UC San Diego-sponsored events. The budgets of an event’s sponsors will be the source of 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. If you need assistance with funding issued, please contact UC San Diego's ADA Coordinator, Barry J. Niman, at (858) 534-6743.

I request that you do all that you can to make certain that UC San Diego is accessible to all visitors, students, faculty, and staff. By doing so, the University community will become a more welcoming environment for individuals with disabilities.

Marye Anne Fox
Chancellor
ALL ACADEMICS AND STAFF AT UCSD

SUBJECT: UC San Diego Celebration of Abilities Events 2008

I am pleased to announce and encourage faculty, staff and students to participate in the Celebration of Abilities Month events during October. The purpose of these activities is to increase the awareness of, and sensitivity to the abilities and needs of people with disabilities at UC San Diego. 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 event. Supervisors are asked 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 or patient care.

Inquiries regarding the events may be directed to the Human Resources Department ACCES (Accommodation Counseling and Consulting Services) Program at (858) 534-6744 or to Barry Niman at nimanb@ucsd.edu.

Marye Anne Fox
Chancellor