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**UNIVERSITY OF CALIFORNIA  
SAN DIEGO**

**ACADEMIC PERSONNEL  
AFFIRMATIVE ACTION PROGRAM**

**ANNUAL REVIEW AND UPDATE  
2012**

**Office of Academic Diversity and Equal Opportunity**

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Title 41 Code of Federal Regulations (CFR), Chapter 60

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## INTRODUCTION

The Academic Personnel Affirmative Action Program (APAAP) at the University of California, San Diego campus (UCSD) is a proactive management tool used to ensure equal employment opportunity. The APAAP 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 APAAP. The report reviews employment actions that occurred during the period of November 1, 2010, through October 31, 2011. 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, 2012, through February 28, 2013, 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 APAAP 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 APAAP 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, 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).<sup>1</sup> 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.

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<sup>1</sup> 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, implement 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.

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.

**TABLE 1.A: ORGANIZATIONAL PROFILE  
OF THE ACADEMIC WORKFORCE AS OF 10/31/2011**

UNIT		WORKFORCE											
Area	Sch/Div	Department	Minority Men: (1)				Total Men	Minority Women:				Total Women	Grand Total
			Afr	His	Asn	AI		Afr	His	Asn	AI		
General Campus	Jacobs School of Engineering	Dept of Bioengineering	1	3	22		50	2	1	8		17	67
		Dept of Comp Sci & Engr		1	18		62			5		9	71
		Dept of Elec & Comp Engr		1	27		62			1		5	67
		Dept of Mech & Aero Engr		7	19		66		2	3		11	77
		Dept of NanoEngineering				11	22			5		8	30
		Dept of Struct Engr		3	9		31					4	35
		Other					1	1				3	4
		Subtotal: Jacobs		1	15	106	0	294	3	3	22	0	57
	Division of Physical Sciences	Dept of Chem/Biochem		9	41		114		2	15	1	38	152
		Dept of Math			11		60	1		2		10	70
		Dept of Physics	1	10	27		107			2		10	117
		Other					2					1	3
		Subtotal: Phys Sci	1	19	79	0	283	1	2	19	1	59	342
	Division of Biological Sciences	Cell & Devel Bio		2	2		19					7	26
		Ecology, Behav & Evol			3		8					2	10
		Molecular Bio			2		14	1	1	1		8	22
		Neurobiology	1	1	3		13			1		4	17
		Other		6	53	1	118	3	10	32		88	206
		Subtotal: Bio Sci	1	9	63	1	172	4	11	34	0	109	281
	Division of Social Sciences	Dept of Anthropology		2			13					12	25
		Dept of Cognitive Science		3	1		14			1	1	15	29
		Dept of Communication	1	1	2		18	3	4			20	38
		Dept of Economics		1	4		35			2		13	48
		Dept of Ethnic Studies	1	2	1	1	5	1	2	5		9	14
		Dept of Linguistics		1	1		11		3	1		14	25
		Dept of Political Science		4			30	1	1	2		12	42
		Dept of Psychology		1	5		34			4		20	54
		Dept of Sociology	2	2	1		20	1				9	29
		Education Studies					5	1	1	4		19	24
	Other		1			5	2	1	1		11	16	
	Subtotal: Soc Sci	4	18	15	1	190	9	12	20	1	154	344	
	Graduate School of International Relations & Pacific Studies			3	8		31		4	3		12	43
	Rady School of Management		1		6		36		1	3		14	50
	Division of Arts & Humanities	Dept of History	2	3	3	1	33		3	15		31	64
Dept of Literature		1	5	3		29	3	2	5		32	61	
Dept of Music		3		4		26			2		8	34	
Dept of Philosophy		1	1			18					3	21	
Dept of Theatre & Dance		1	2			19	2	3	1		30	49	
Dept of Visual Arts			4	3		27	1	2	1		17	44	
Other						1						1	
Subtotal: Arts & Human		8	15	13	1	153	6	10	24	0	121	274	
Organized Research Units			7	22		116		2	4		25	141	
Six UCSD Colleges				2		10	1		1		13	23	
Library		0	2	0		17		2	5		38	55	
Extended Studies & Public Programs			2	2		20			1		24	44	
Academic Affairs - Other						0					3	3	
Subtotal: General Campus		16	90	316	3	1322	24	47	136	2	629	1951	



UNIT			WORKFORCE										
Area	Sch/Div	Department	Minority Men: (1)				Total Men	Minority Women:				Total Women	Grand Total
			Afr	His	Asn	AI		Afr	His	Asn	AI		
Health Sciences	School of Medicine	Dept of Anesthesiology		2	12	2	55			3		17	72
		Dept of Cell & Molec Med		3	21		54		4	10		30	84
		Dept of Fam & Prev Med	2	1	3	1	37		5	11		48	85
		Dept of Medicine	5	27	132		404	3	14	90	3	231	635
		Dept of Neurosciences	1	2	21		82		4	11	1	48	130
		Dept of Ophthalmology		1	15		29			7		11	40
		Dept of Orthopaedic Surg			6		24					6	30
		Dept of Pathology	3		13	1	59		4	12		42	101
		Dept of Pediatrics	4	9	28		125	5	8	40	1	127	252
		Dept of Pharmacology		3	24		51		4	10		27	78
		Dept of Psychiatry	1	1	17		109		6	21		100	209
		Dept of Radiology		6	50		119		3	31		71	190
		Dept of Reproductive Med		3	8		28			9		28	56
		Dept of Surgery	1	5	17		82		2	9		29	111
		Other	1		3		9		2	2		12	21
		Subtotal: Sch of Medicine		18	63	370	4	1267	8	56	266	5	827
Skaggs School of Pharmacy and Pharmaceutical Sciences		2	5	17		57	1		15		43	100	
Subtotal: Health Sciences			20	68	387	4	1324	9	56	281	5	870	2194
Scripps Institution of Oceanography				8	27		210		5	10		74	284
GRAND TOTAL: ALL CAMPUS AREAS			36	166	730	7	2856	33	108	427	7	1573	4429

- (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.

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## JOB GROUP ANALYSIS AND ACADEMIC WORKFORCE BY JOB GROUP

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

### JOB GROUP ANALYSIS

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

### ACADEMIC WORKFORCE: JOB GROUPS

The academic workforce consists of those persons employed by UCSD in academic titles (except those that require student status) on October 31, 2011. 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**

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

MAJOR CATEGORY	JOB GROUP CODE	SCHOOL, DIVISION, OR INSTITUTION	DEPARTMENTS	
TENURED FACULTY	A-JACOBS	JACOBS SCHOOL OF ENGINEERING	Bioengineering Computer Science and Engineering Electrical and Computer Engineering Mechanical and Aerospace Engineering 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	Linguistics Political Science Psychology Sociology Education 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 Orthopaedic Surgery	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**

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

**TABLE 2.B: ACADEMIC JOB TITLES WITHIN JOB GROUPS**

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

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

**TABLE 2.B: ACADEMIC JOB TITLES WITHIN JOB GROUPS**

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
	J-PSE	POSTDOCTORAL SCHOLAR - EMPLOYEE	Postdoctoral Scholar - Employee
OTHER ACADEMIC TITLES	K-AA	ACADEMIC ADMINISTRATOR	Associate Vice Chancellor Associate Dean Dean Director Academic Administrator Academic Coordinator Provost of _____ College
	L-LIB	LIBRARIAN	Librarian - Career Status Associate Librarian - Career Status Associate Librarian - Potential Career Status Associate Librarian - Temporary Status Assistant Librarian - Potential Career Status
	M-UNEX	UNIVERSITY EXTENSION	Continuing Educator Coordinator of Public Programs Lecturer Teacher - University Extension

**TABLE 2.C: ACADEMIC WORKFORCE BY JOB GROUP AS OF 10/31/11**

CATEGORY	JOB GROUP	TOTAL	WOMEN	AFR-AM	HISPANIC	ASIAN	AM IND	TOTAL MINORITY
Tenured Faculty	Jacobs Sch Engrn	155	13 8.4%	1 0.6%	9 5.8%	47 30.3%	0 0.0%	57 36.8%
	Physical Sci	119	10 8.4%	1 0.8%	6 5.0%	20 16.8%	0 0.0%	27 22.7%
	Biological Sci	61	14 23.0%	2 3.3%	2 3.3%	11 18.0%	0 0.0%	15 24.6%
	Social Sci	163	52 31.9%	5 3.1%	13 8.0%	6 3.7%	0 0.0%	24 14.7%
	Grad Sch IR/PS	22	4 18.2%	0 0.0%	1 4.5%	3 13.6%	0 0.0%	4 18.2%
	Rady Sch Mngmt	10	0 0.0%	0 0.0%	0 0.0%	3 30.0%	0 0.0%	3 30.0%
	Arts & Humanities	158	60 38.0%	8 5.1%	17 10.8%	14 8.9%	1 0.6%	40 25.3%
	Sch of Medicine	220	39 17.7%	0 0.0%	7 3.2%	38 17.3%	0 0.0%	45 20.5%
	Skaggs Sch Pharm	14	7 50.0%	1 7.1%	0 0.0%	1 7.1%	0 0.0%	2 14.3%
	Scripps Inst Ocen	68	13 19.1%	0 0.0%	0 0.0%	5 7.4%	0 0.0%	5 7.4%
	Subtotal	990	212 21.4%	18 1.8%	55 5.6%	148 14.9%	1 0.1%	222 22.4%
Tenure-Track Faculty	Jacobs Sch Engrn	24	6 25.0%	0 0.0%	2 8.3%	11 45.8%	0 0.0%	13 54.2%
	Physical Sci	21	4 19.0%	0 0.0%	3 14.3%	3 14.3%	0 0.0%	6 28.6%
	Biological Sci	12	6 50.0%	0 0.0%	2 16.7%	1 8.3%	0 0.0%	3 25.0%
	Social Sci	46	20 43.5%	3 6.5%	4 8.7%	11 23.9%	0 0.0%	18 39.1%
	Grad Sch IR/PS	4	0 0.0%	0 0.0%	0 0.0%	2 50.0%	0 0.0%	2 50.0%
	Rady Sch Mngmt	14	6 42.9%	0 0.0%	0 0.0%	4 28.6%	0 0.0%	4 28.6%
	Arts & Humanities	19	8 42.1%	1 5.3%	2 10.5%	2 10.5%	0 0.0%	5 26.3%
	Sch of Medicine	21	5 23.8%	1 4.8%	1 4.8%	11 52.4%	0 0.0%	13 61.9%
	Skaggs Sch Pharm	3	1 33.3%	0 0.0%	1 33.3%	1 33.3%	0 0.0%	2 66.7%
	Scripps Inst Ocen	11	2 18.2%	0 0.0%	1 9.1%	0 0.0%	0 0.0%	1 9.1%
	Subtotal	175	58 33.1%	5 2.9%	16 9.1%	46 26.3%	0 0.0%	67 38.3%
Total Tenured/Tenure-Track Faculty		1165	270 23.2%	23 2.0%	71 6.1%	194 16.7%	1 0.1%	289 24.8%
Other Teaching Faculty	In Residence	142	39 27.5%	0 0.0%	5 3.5%	28 19.7%	0 0.0%	33 23.2%
	Act/Vis Fac/Res	46	21 45.7%	1 2.2%	5 10.9%	21 45.7%	0 0.0%	27 58.7%
	Adjunct	204	90 44.1%	4 2.0%	13 6.4%	45 22.1%	3 1.5%	65 31.9%
	Clinical	715	305 42.7%	14 2.0%	40 5.6%	152 21.3%	5 0.7%	211 29.5%
	Other Teaching Fac	310	153 49.4%	12 3.9%	19 6.1%	44 14.2%	1 0.3%	76 24.5%
	Subtotal	1417	608 42.9%	31 2.2%	82 5.8%	290 20.5%	9 0.6%	412 29.1%
Research Titles	Research Scientist	170	25 14.7%	1 0.6%	4 2.4%	20 11.8%	1 0.6%	26 15.3%
	Project Scientist	388	152 39.2%	3 0.8%	18 4.6%	163 42.0%	0 0.0%	184 47.4%
	Specialist	38	11 28.9%	0 0.0%	3 7.9%	14 36.8%	1 2.6%	18 47.4%
	Postdoc Scholar-Emp	1089	407 37.4%	9 0.8%	88 8.1%	466 42.8%	2 0.2%	565 51.9%
	Subtotal	1685	595 35.3%	13 0.8%	113 6.7%	663 39.3%	4 0.2%	793 47.1%
Other Academic Titles	Acad Admin	71	43 60.6%	2 2.8%	2 2.8%	3 4.2%	0 0.0%	7 9.9%
	Librarian	55	38 69.1%	0 0.0%	4 7.3%	5 9.1%	0 0.0%	9 16.4%
	University Exten	36	19 52.8%	0 0.0%	2 5.6%	2 5.6%	0 0.0%	4 11.1%
	Subtotal	162	100 61.7%	2 1.2%	8 4.9%	10 6.2%	0 0.0%	20 12.3%
<b>TOTAL ACADEMIC WORKFORCE</b>		<b>4429</b>	<b>1573 35.5%</b>	<b>69 1.6%</b>	<b>274 6.2%</b>	<b>1157 26.1%</b>	<b>14 0.3%</b>	<b>1514 34.2%</b>

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

### **AVAILABILITY**

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

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., or 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 1 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.

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<sup>1</sup> 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.<sup>2</sup> 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 11/1/11)**

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 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

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<sup>2</sup> The 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.

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.

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

<b>MAJOR CATEGORY</b>	<b>JOB GROUP / ACADEMIC DISCIPLINE</b>	<b>"REQUISITESKILLS" FACTOR: DATA SOURCE</b>	<b>"PROMOTIONS" FACTOR: DATA SOURCE</b>
TENURED AND TENURE-TRACK FACULTY	JACOBS SCHOOL OF ENGINEERING	National Opinion Research Center (NORC) NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	DIVISION OF PHYSICAL SCIENCES	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	DIVISION OF BIOLOGICAL SCIENCES	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	DIVISION OF SOCIAL SCIENCES	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	GRAD SCHOOL OF INT'L REL & PAC STUDIES	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	RADY SCHOOL OF MANAGEMENT	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	DIVISION OF ARTS & HUMANITIES	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track National Center for Education Statistics (NCES). MA degrees, 1995-96, 1996-97, both ranks.	
	SCHOOL OF MEDICINE	Association of American Medical Colleges (AAMC), 2010, both ranks. NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
	SKAGGS SCHOOL OF PHARMACY & PHARMACEUTICAL SCIENCES	Association of American Medical Colleges (AAMC), 2010, both ranks. NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track	
SCRIPPS INSTITUTION OF OCEANOGRAPHY	NORC: 1990-2004 Tenured NORC: 2005-2009 Tenure-Track		
OTHER TEACHING FACULTY	IN RESIDENCE FACULTY ACT/VIS FAC/RES ADJUNCT FACULTY CLINICAL FACULTY OTHER TEACHING FACULTY	Same availability sources listed for Tenured/Tenure-Track Job Groups	
RESEARCH TITLES	RESEARCH SCIENTIST PROJECT SCIENTIST SPECIALIST POSTDOCT SCHOLAR-EMPL	Same availability sources listed for Tenured/Tenure-Track Job Groups	Project Scientist job group weighted with historical PSE change-in-series data

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

MAJOR CATEGORY	JOB GROUP / ACADEMIC DISCIPLINE	"REQUISITE SKILLS" FACTOR: DATA SOURCE	"PROMOTIONS" FACTOR: DATA SOURCE
OTHER ACADEMIC TITLES	ACADEMIC ADMINISTRATOR	Same availability sources listed for Tenured/Tenure-Track Job Groups	
	LIBRARIAN	American Library Association, Degrees and Certificates Awarded by U.S. Library Information Studies Education Programs, 1984-2003	
	UNIVERSITY EXTENSION	National Center for Education Statistics, <u>Digest of Education Statistics, 2008</u> Table 228: Full-Time Instructional Faculty in Degree-Granting Institutions, Fall 2007	

**TABLE 3.B: INCUMBENCY COMPARED TO AVAILABILITY (Workforce as of 10/31/11)**

CATEG.	JOB GROUP	TO TAL	WOMEN		AFRICAN-AM		HISPANIC		ASIAN		AM INDIAN		TO TAL MINORITY	
		INCUMB	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL	INCUMBENCY	AVAIL
Tenured Faculty	Jacobs Sch of Engr	155	13 8.4%	16.5%	1 0.6%	2.5%	9 5.8%	2.9%	47 30.3%	21.4%	0 0.0%	0.3%	X 57 36.8%	27.0%
	Physical Sci	119	10 8.4%	32.8%	1 0.8%	2.1%	6 5.0%	3.2%	20 16.8%	15.0%	0 0.0%	0.4%	X 27 22.7%	20.5%
	Biological Sci	61	14 23.0%	43.8%	2 3.3%	2.3%	2 3.3%	3.5%	X 11 18.0%	14.5%	0 0.0%	0.3%	X 15 24.6%	20.7%
	Social Sci	163	52 31.9%	45.4%	5 3.1%	5.1%	13 8.0%	4.5%	6 3.7%	7.8%	0 0.0%	0.6%	X 24 14.7%	18.0%
	Grad Sch IR/PS	22	4 18.2%	39.6%	0 0.0%	4.7%	1 4.5%	4.1%	3 13.6%	8.3%	0 0.0%	0.5%	X 4 18.2%	17.6%
	Rady Sch Mngmt	10	0 0.0%	39.5%	0 0.0%	3.9%	0 0.0%	4.0%	X 3 30.0%	10.3%	0 0.0%	0.6%	X 3 30.0%	18.8%
	Arts & Humanities	158	60 38.0%	52.4%	8 5.1%	3.9%	17 10.8%	7.8%	14 8.9%	8.0%	1 0.6%	0.5%	X 40 25.3%	20.2%
	Sch of Medicine	220	39 17.7%	29.2%	0 0.0%	2.2%	7 3.2%	3.9%	38 17.3%	12.0%	0 0.0%	0.1%	X 45 20.5%	18.3%
	Skaggs Sch Pharm	14	7 50.0%	43.3%	1 7.1%	2.3%	0 0.0%	3.4%	X 1 7.1%	14.7%	X 0 0.0%	0.4%	X 2 14.3%	20.9%
	Scripps Inst Ocean	68	13 19.1%	28.1%	0 0.0%	1.8%	0 0.0%	3.4%	5 7.4%	12.1%	0 0.0%	0.3%	X 5 7.4%	17.6%
Tenure-Track Faculty	Jacobs Sch of Engr	24	6 25.0%	23.2%	0 0.0%	3.9%	2 8.3%	4.3%	11 45.8%	18.2%	0 0.0%	0.3%	X 13 54.2%	26.7%
	Physical Sci	21	4 19.0%	41.6%	0 0.0%	3.7%	3 14.3%	5.0%	3 14.3%	12.1%	0 0.0%	0.2%	X 6 28.6%	21.0%
	Biological Sci	12	6 50.0%	49.0%	0 0.0%	3.3%	2 16.7%	5.7%	1 8.3%	11.8%	X 0 0.0%	0.3%	X 3 25.0%	21.0%
	Social Sci	46	20 43.5%	54.6%	3 6.5%	6.9%	4 8.7%	6.6%	11 23.9%	7.6%	0 0.0%	0.6%	X 18 39.1%	21.7%
	Grad Sch IR/PS	4	0 0.0%	46.8%	0 0.0%	6.1%	0 0.0%	5.4%	X 2 50.0%	8.0%	0 0.0%	0.5%	X 2 50.0%	20.0%
	Rady Sch Mngmt	14	6 42.9%	48.1%	X 0 0.0%	6.5%	0 0.0%	5.9%	X 4 28.6%	9.6%	0 0.0%	0.5%	X 4 28.6%	22.6%
	Arts & Humanities	19	8 42.1%	53.6%	1 5.3%	4.9%	2 10.5%	8.2%	2 10.5%	8.5%	0 0.0%	0.5%	X 5 26.3%	22.1%
	Sch of Medicine	21	5 23.8%	43.7%	1 4.8%	4.8%	1 4.8%	5.9%	X 11 52.4%	19.8%	0 0.0%	0.3%	X 13 61.9%	30.8%
	Skaggs Sch Pharm	3	1 33.3%	37.1%	X 0 0.0%	3.7%	1 33.3%	4.1%	1 33.3%	17.3%	0 0.0%	0.2%	X 2 66.7%	25.2%
	Scripps Inst Ocean	11	2 18.2%	48.4%	0 0.0%	3.0%	1 9.1%	4.9%	0 0.0%	9.2%	X 0 0.0%	0.3%	X 1 9.1%	17.4%
Other Teaching Faculty	In Residence	142	39 27.5%	28.8%	X 0 0.0%	2.5%	5 3.5%	4.2%	X 28 19.7%	11.6%	0 0.0%	0.2%	X 33 23.2%	18.4%
	Act/Vis Fac/Res	46	21 45.7%	35.6%	1 2.2%	3.8%	5 10.9%	4.3%	21 45.7%	12.5%	0 0.0%	0.3%	X 27 58.7%	21.0%
	Adjunct	204	90 44.1%	36.6%	4 2.0%	3.5%	13 6.4%	5.0%	45 22.1%	14.1%	3 1.5%	0.2%	X 65 31.9%	22.8%
	Clinical	715	305 42.7%	31.0%	14 2.0%	2.8%	40 5.6%	4.4%	152 21.3%	13.3%	5 0.7%	0.1%	X 211 29.5%	20.7%
	Other Teaching Fac	310	153 49.4%	45.7%	12 3.9%	5.4%	19 6.1%	5.6%	44 14.2%	9.3%	1 0.3%	0.5%	X 76 24.5%	20.8%
Research Titles	Research Scientist	170	25 14.7%	27.9%	1 0.6%	2.4%	4 2.4%	3.8%	20 11.8%	14.0%	1 0.6%	0.3%	X 26 15.3%	20.5%
	Project Scientist	388	152 39.2%	36.8%	3 0.8%	3.3%	18 4.6%	4.9%	X 163 42.0%	14.5%	0 0.0%	0.2%	X 184 47.4%	23.0%
	Specialist	38	11 28.9%	38.5%	0 0.0%	2.5%	3 7.9%	4.3%	14 36.8%	12.1%	1 2.6%	0.3%	X 18 47.4%	19.1%
	Postdoctoral Scholar-Empl.	1089	407 37.4%	41.9%	9 0.8%	3.8%	88 8.1%	5.4%	466 42.8%	14.1%	2 0.2%	0.3%	X 565 51.9%	23.6%
Other Academic Titles	Acad Admin	71	43 60.6%	44.5%	2 2.8%	3.6%	2 2.8%	5.4%	3 4.2%	11.3%	0 0.0%	0.4%	X 7 9.9%	20.6%
	Librarian	55	38 69.1%	79.1%	0 0.0%	4.3%	4 7.3%	2.7%	5 9.1%	2.8%	0 0.0%	0.4%	X 9 16.4%	10.2%
	University Exten	36	19 52.8%	42.2%	0 0.0%	5.7%	2 5.6%	3.8%	2 5.6%	8.1%	X 0 0.0%	0.5%	X 4 11.1%	18.1%

- █ Identifies where representation is less than availability and where the number needed for parity is equal to or greater than one person. When these two conditions are met, a placement goal is set.
- X Identifies where representation is less than availability, but the number needed for parity is less than one person. 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 10/31/10. They are expressed as percentages based on class availability.

MAJOR CATEGORY	JOB GROUP	WOMEN	AFR-AM	HISPANIC	ASIAN	AMIND	TOTAL MINORITY
Tenured Faculty	Jacobs Sch of Engineering	16.5%	2.5%				
	Physical Sci	32.8%	2.1%				
	Biological Sci	43.8%					
	Social Sci	45.4%	5.1%		7.8%		18.0%
	Grad Sch IR/PS	39.6%	4.7%			0.5%	
	Rady Sch of Mgmt	39.5%	3.9%				
	Arts & Humanities	52.4%					
	Sch of Medicine	29.2%	2.2%	3.9%			
	Skaggs Sch of Pharm						20.9%
	Scripps Inst Ocean	28.1%	1.8%	3.4%	12.1%		17.6%
Tenure-Track Faculty	Jacobs Sch of Engineering		3.9%				
	Physical Sci	41.6%	3.7%				
	Biological Sci		3.3%				
	Social Sci	54.6%	6.9%				
	Grad Sch IR/PS	46.8%	6.1%				
	Rady Sch of Mgmt		6.5%				
	Arts & Humanities	53.6%					
	Sch of Medicine	43.7%					
	Skaggs Sch of Pharm		3.7%				
	Scripps Inst Ocean	48.4%	3.0%				17.4%
Other Teaching Faculty	In Residence Faculty		2.5%				
	Act/Vis Faculty/Research		3.8%				
	Adjunct Faculty		3.5%				
	Clinical Faculty		2.8%				
	Other Teaching Fac		5.4%				
Research Titles	Research Scientist	27.9%	2.4%	3.8%	14.0%		20.5%
	Project Scientist		3.3%				
	Specialist	38.5%	2.5%				
	Postdoctoral Scholar-Empl.	41.9%	3.8%				
Other Academic Titles	Academic Admin		3.6%	5.4%	11.3%		20.6%
	Librarian	79.1%	4.3%				
	University Extension		5.7%				18.1%



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## **RESPONSIBILITY FOR IMPLEMENTATION AND INTERNAL/EXTERNAL DISSEMINATION OF POLICY**

Reference:  
41 CFR § 60-2.17(a)

### **RESPONSIBILITY FOR IMPLEMENTATION**

#### **Chancellor**

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

#### **Executive Vice Chancellor for Academic Affairs and Coordinator of the APAA Program**

As delegated by the Chancellor, the Executive Vice Chancellor for Academic Affairs serves as the coordinator of the APAAP 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 Executive 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 Executive 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 outreach 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 Executive Vice Chancellor. This Vice Chancellor for Research Affairs 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 of Graduate Studies 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 Associate Vice Chancellor, Health Science and the Dean of the Graduate School for Marine Sciences 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 a full description of the recruitment processes, 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://blink.ucsd.edu/HR/policies/diversity/about.html> )

### **Associate Vice Chancellor for Faculty Equity**

An Associate Vice Chancellor for Faculty Equity (AVC-FE) was appointed July 1, 2008. The AVC-FE reports directly to the Executive 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 Health Sciences, which includes the School of Medicine and the Skaggs School of Pharmacy and Pharmaceutical Sciences. These advisers 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 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 advisers. The director reports to the Assistant Vice Chancellor for Academic Personnel, who reports directly to the Executive Vice Chancellor for Academic Affairs. The Web site for the Office of Academic Diversity and Equal Opportunity provides links to APAAP 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 Executive 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 regarding accessibility to individuals with disabilities is displayed as Exhibit 10.A in chapter 10.

(See: <http://blink.ucsd.edu/go/reaffirm>)

- The UCSD Office of Academic Diversity and Equal Opportunity prepares the annual report on the APAAP and distributes copies to the Chancellor, ~~or~~ Executive Vice Chancellor, and other specific administrators with responsibilities involving academic personnel—associate chancellor/chief diversity officer, vice chancellors, deans, associate deans, and provosts.
- Equal opportunity employment and affirmative action policies are included in the Academic Personnel Manual (APM 035) and in the UCSD Policy and Procedure Manual (PPM 230-6).  
(See: <http://www.ucop.edu/acadadv/acadpers/apm/apm-035.pdf>  
<http://adminrecords.ucsd.edu/PPM/docs/230-6.HTML>)
- The University's commitment to equal employment opportunity and 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.
- 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 APAAP is made available at the Geisel Library.

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**EXHIBIT 4.A**

**CHANCELLOR'S REAFFIRMATION  
NOTICE – SPRING 2011**

UCSD  
CAMPUS NOTICE  
University of California, San Diego

OFFICE OF THE CHANCELLOR

April 19, 2011

ALL ACADEMICS AND STAFF AT UCSD

SUBJECT: Reaffirmation Notice - Spring 2011

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 UC San Diego's Policy on Sexual Harassment
- \* Reaffirmation of UC San Diego's Commitment to be Accessible to Individuals with Disabilities
- \* Reaffirmation of UC San Diego'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 UC San Diego 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 UC San Diego educational programs and employment opportunities, and by fostering respect and acceptance for the value of diversity at UC San Diego.

Marye Anne Fox  
Chancellor

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**EXHIBIT 4.B****CHANCELLOR'S REAFFIRMATION  
OF UCSD'S EO/AA POLICY**

Chancellor's reaffirmation as posted on the UCSD Web site.

<http://blink.ucsd.edu/sponsor/hr/reaffirm/EEOAA.html>

## **Reaffirmation of UCSD's Equal Employment Opportunity/ Affirmative Action Policy**

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Last updated March 31, 2011

UCSD  
CAMPUS NOTICE  
University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR  
March 28, 2011

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

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

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

It is the policy of the University not to engage in discrimination against or harassment of any person employed by or seeking employment with the University of California on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (includes, but is not limited to pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994). 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 minorities and women, for persons with disabilities, and for covered veterans (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 on in a campaign or expeditions for which a campaign badge has been authorized, or Armed Forces service medal veterans). The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

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

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

- Sandra Daley, Associate Chancellor – Chief Diversity Officer, 107 University Center, Mail Code 0005, (858) 822-4382
- Suresh Subramani, Executive 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
- Steven W. Relyea, Vice Chancellor – External and 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 and Accommodation Counseling and Consulting Services, 10280 N. Torrey Pines Road, Suite 370, Mail Code 0923, (858) 534-3694
- Nathalia Quirk, Interim Director, Office of Academic Diversity and Equal Opportunity, 302 University Center, Mail Code 0029, (858) 534-4497

I strongly support this policy and reaffirm that UCSD will continue to implement fair employment practices in all human resources activities. The success of the UCSD equal employment opportunity and affirmative action program requires ongoing commitment on the part of everyone. Please join me in supporting our commitment to equal employment opportunity and affirmative action at UCSD.

Marye Anne Fox  
Chancellor

## 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](#)
- [University of California Academic Senate, Bylaw 335, Privilege and Tenure: Divisional Committees – Grievance Cases](#)
- [PPM Section 230-5, Personnel - Academic, Non-Senate Academic Appointees/Grievances, and APM section 140 Non-Senate Academic Appointees](#)
- [General University Policy Regarding Academic Appointees: APM Section 015–The Faculty Code of Conduct, APM Section 016–University Policy on Faculty Conduct the Administration of Discipline](#)
- [Academic Personnel Manual, Section 035–Affirmative Action and Nondiscrimination in Employment](#)
- [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 12, Grievance and Arbitration](#)
- [UC-UAW Contract for the Postdoctoral Scholars, Article 6, 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](#)
- [American Federation of State, County and Municipal Employees \(AFSCME\) Contracts, Service Unit, Article 9, Grievance Procedure](#)
- [Patient Care Technical Unit, Article 9, Grievance Procedure](#)
- [Coalition of University Employees \(CUE\), Clerical and Allied Services Unit, Article 7, Grievance Procedure](#)
- [University Professional and Technical Employees \(UPTe-CWA\), Technical Unit, Article 10, Grievance Procedure](#)
- [Healthcare Professionals, Article 8, Grievance Procedure](#)
- [Research Support Professional \(RX\), Article 10, Grievance Procedure](#)
- [Police Contract, FUPOA, Article 6, Grievance Procedure](#)
- [California Nurses Association \(CNA\) Contract, Article 27, Grievance Procedure](#)
- [UC-AFT Contract for the Non-Senate Instructional Unit, Article 32, Grievance Procedure](#)
- [UC-AFT Contract for the Librarian, Article 24, Grievance Procedure](#)



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## EXHIBIT 4.C

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

Chancellor's reaffirmation as posted on the UCSD Web site.

<http://blink.ucsd.edu/sponsor/hr/reaffirm/harass.html>

## Reaffirmation of UCSD's Policy on Sexual Harassment

Last updated March 31, 2011

Read the campus notice: Reaffirmation of UCSD's Policy on Sexual Harassment.

UCSD  
CAMPUS NOTICE

University of California, San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR  
March 28, 2011

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

ALL STUDENTS AT UCSD

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

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

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

The Office of Sexual Harassment Prevention and Policy (OSHPP) has recently taken on the role of a centralized bias reporting office and a new name, the Office for the Prevention of Harassment and Discrimination (OPHD). OPHD continues to oversee UC San Diego's responsibilities for compliance with the sexual harassment policy. For information regarding UCSD's resolution procedures, please contact OPHD, 201 University Center (858-534-8298 or [ophd@ucsd.edu](mailto:ophd@ucsd.edu)). Additional resources, including an online education program for non-supervisory staff and students, are available at [OPHD's web page](#).

Supervisors and academic appointees are reminded of the requirement that they receive two hours of sexual harassment education every two years. New supervisors must take two hours of sexual harassment prevention training within six months of assuming supervisory responsibilities. Questions or requests for information regarding how to comply with this requirement may be directed to OPHD. 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 OPHD 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. [The 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. [It may also be found online.](#)

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

Marye Anne Fox  
Chancellor

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

Reference:  
41 CFR § 60-2.17(b)

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

### RECRUITMENTS

#### 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 20 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 (Division of Social Sciences and Health Sciences School of Medicine)
- Tenure-Track Faculty (Jacobs School of Engineering)
- Clinical
- Project Scientist
- Academic Administrators
- University Extension

Of the 20 job groups in which recruitments were conducted applicant pools met or exceeded their availability for African Americans, Hispanics and Asians in 6, 12, 18 job groups, respectively.

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.

## **ADVANCEMENTS**

### **Description**

An academic position or “appointment” is comprised of a title that includes a series, rank, and step. An academic series is a group of academic titles that carry rank designations (e.g., Assistant, Associate, and full Professor). Advancement within rank and promotion from one rank to a higher rank are possible.

There are two types of academic advancements at UCSD:

- Merit advancement, which is an advancement in *step* within a given rank (e.g., Assistant Professor, Step II, to Assistant Professor, Step III)
- 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, evidenced by research or creative activity, teaching, and University and professional service. The criteria for merit advancements and promotions are clearly defined in UCSD’s Policy and Procedure Manual and the University of California Academic Personnel Manual, and they are made available to all eligible employees (see: <http://www.ucop.edu/acadpersonnel/apm/>).

Advancement decisions are made after a rigorous peer review process, which may include evaluation by either the Academic Senate Committee on Academic Personnel, the Project Scientist and Specialist Review Panel, the Academic Administrator and Coordinator Review Panel, and in some cases, specially appointed *ad hoc* committees.

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. 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 advancements

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 individual 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 at Step II, then 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 service time at 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 various review committees 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 247 accelerated merit advancements were granted during this reporting period. In the data totaling all job groups, the number of accelerated merits awarded to women, Asians, and total minorities was less than the number one might expect based on each group’s proportional representation in the workforce.

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 very closely aligned. This review of data on promotions did not suggest any serious problem areas.

## **Analysis – Accelerated Promotions**

A total of 39 accelerated promotions were granted during this reporting period. In the data totaling all job groups, the number of accelerated promotions awarded to Hispanics, Asians, and total minorities was less than the number one might expect based on each group's proportional representation in the workforce. The numbers involved in this particular employment action are small; and while it is difficult to make meaningful analysis, the data do not seem to suggest 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 within the job group.

## **Analysis – Separations**

As a result of the analysis, it was noted that the percentage of total separations for women (34.5%) was lower than the percentage of women in the workforce (35.5%). The percentage of total separations for total minorities was 41.9% while the representation of total minorities was 34.2%.

In reviewing the data by job group clusters, the research series (job groups H through J) had the highest level of separations (23.9%). Most of these separations were concentrated in job groups for project scientists and postdoctoral scholars–employees. This is not surprising, since employment for both groups tends to be temporary. Project scientists work on research programs that have defined limits and are often funded by extramural resources, and employment as a postdoctoral scholar–employee is limited to five years. The review of the other job clusters and job groups did not result in any areas of concern. However, when the data for all job groups are totaled, the imbalances in parity become more pronounced.

The level of separations will continue to be carefully monitored. To reduce the number of separations, a faculty orientation program and faculty mentoring programs were implemented several years ago 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. During the academic year, the Associate Vice Chancellor for Faculty Equity and the faculty equity advisers reviewed current mentoring programs and focused on several strategies to potentially improve the programs. The issue of mentoring continues to be under discussion. 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 System-wide Administration, and distributed to the chancellors. The salary scales effective October 1, 2009, are available via the Internet.

(See: <http://www.ucop.edu/acadadv/acadpers/0910/> )

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 Executive Vice Chancellor for Academic Affairs.

The following methodology was used to analyze compensation by gender and ethnicity:

- A complete list of the academic workforce as of 10/31/10 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 cause for concern.



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 are a listing and brief descriptions 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.

### **Best-Practice Strategies in Recruiting**

UCSD has developed best-practice strategies for recruiting and developing diversified applicant pools. Lists of options for posting job notices have been developed and tailored to specific academic departments 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/best-practices.html>)

Record of Achievement (statistics):

- Representation of women in applicant pools for ladder-rank recruitments increased from 21% in the 1999–2000 recruitment cycle to 30% in the 2010-2011 recruitment cycle.
- Representation of minorities in applicant pools increased from 20% to 36% 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; Executive Vice Chancellor for Academic Affairs; Vice Chancellors for Health Sciences, Marine Sciences, and Research; deans; associate/assistant deans; chief diversity officer).
- During each recruitment cycle, the Chancellor and Executive 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**

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/aps/adeo/recruitment/jobsearch.asp>)

### **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.

### **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 2010-2011 recruitment cycle, there were 43 ladder-rank faculty recruitments, for which 90% of the search committees included women and 70% included minorities.
- Of the 165 search committee members, women represented 50% of the search committee membership, and minorities represented 35%. Using the workforce of 10/31/10 as a benchmark to assess these proportions (i.e., the workforce force from

which search committees could be drawn); women and minorities comprised 23.2% and 24.8%, respectively, of ladder-rank faculty. To sustain diverse committees, departments are been reminded to look beyond their own department to identify potential committee members.

### **Revisions of Academic Policy and Practices**

In July 2005, the University Academic Personnel Manual (APM), Section 210, was revised to give greater weight in appointment and advancement reviews 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 Procedure 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 have been encouraged to include text requesting applicants to provide comments on their contributions to diversity. This practice has been added to the list of best-practice recruitment strategies.
- The Academic Senate Committee on Diversity and Equity asked that proposals to establish organized research units (ORU's) include a section on how the ORU will address/contribute to campus diversity in keeping with APM 210, and it is expected that in the scheduled five-year review of each ORU, any contributions to diversity will be noted.

### **Partner Opportunities Program (POP)**

Academic women more often than men have academic partners and more often than men refuse job offers if their partners cannot find satisfactory employment. In an effort to enhance the recruitment and retention of ladder-rank faculty, this program was developed to fulfill two primary objectives.

1. 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.
2. 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/aps/partneropp/index.html> )

#### Record of Achievement (statistics)

- POP was launched in March 2003. Since then, POP has served 205 clients total. Of these, 72% were female and 28% were male
- The known job placement outcome rate is 44% secured employment.
- 129 clients were referred in relation to an academic recruitment. 77 clients were referred in relation to a retention or potential retention issue.
- 88% client satisfaction rate for POP services (based on anonymous voluntary surveys complete by POP clients).
- In FY 2010-2011, POP had 13 active clients: 9 recruitment and 4 retention/potential retention cases.
- In FY 2010-2011, 2 female clients found job placement with POP assistance during a recessionary economy and high unemployment in the region.

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

HERC has formed alliances with the sponsors of several Web sites that provide HERC members with exposure on additional diverse Web sites.

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. The Office of Academic Diversity and Equal Opportunity uses this site as a tool for outreach and recommends to search committees a recruitment outreach tool.

(See: [http://www.socalherc.org/site/761/res\\_diversity.cfm](http://www.socalherc.org/site/761/res_diversity.cfm))

#### **Appointment and Review of Academics in Senior Administrative Positions**

Just as for faculty recruitments, job announcements to recruit academics for senior administrative positions include a request for applicants to provide information regarding their skill and experience that can contribute to the diversity of the campus. Diversity is a topic of discussion with candidates invited for interviews.

Performance appraisals are conducted annually for academics in senior administrative positions. 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 dean for Academic Affairs in the School of Medicine and the Dean of the Graduate School of Marine Sciences at the Scripps Institution of Oceanography are subject to review every five to seven 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/>)

**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>)

**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 is invited to several events to welcome and to help them acclimate to UCSD. These include social events (a reception hosted by the Chancellor and Executive Vice Chancellor), an introduction to teaching and research resources, and workshops on the review and advancement process.

**For department chairs:** The Executive Vice Chancellor for Academic Affairs conducts an annual new department chair orientation and chair development workshop to orient chairs to their administrative responsibilities, including policies/procedures and goals/objectives regarding diversity. The workshop held in September of 2009 included a presentation by the Associate Vice Chancellor for Faculty Equity. (See: <http://academicaffairs.ucsd.edu/faculty/programs/> )

### **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 Executive 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/>)

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

The 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 Executive 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/>)

### **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/>)

### **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 Executive Vice Chancellor for Academic Affairs to resolve academic employee concerns. The office also develops and administers policies pertaining to academic grievances, layoffs, and misconduct.  
(See: <http://academicaffairs.ucsd.edu/aps/er/>)

### **Office for the Prevention of Harassment & Discrimination (OPHD)**

The responsibilities of the director of the OPHD 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. OPHD reports directly to the Chancellor's Office.  
(See: <http://ophd.ucsd.edu/> )

### **Office of the Ombuds**

The Office of the Ombuds provides confidential, informal, and impartial mediation, counseling, training referral, and intervention services to the campus community. The Ombuds office works to ensure that faculty, staff, and students receive fair treatment regarding concerns and complaints.  
(See: <http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,9114,FF.html>)

### **Accommodation Counseling and Consulting Services (ACCS)**

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

## **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://blink.ucsd.edu/sponsor/diversity-council/> )

### **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/> )

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.

### **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 Executive 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>)

### **University Committee on Affirmative Action and Diversity**

This University of California systemwide 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/>)

## **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\\_aaceo.html](http://www.universityofcalifornia.edu/diversity/uc_aaceo.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 to tenure. 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 tenured status. Junior faculty submits research proposals to the Academic Senate Committee on Diversity and Equity, which reviews the proposals and makes funding recommendations to the Executive Vice Chancellor. Five factors are used to evaluate applications, one of which is a description of the applicant's efforts to diversify the campus. This description 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 professor level.

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

### **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.Ds. with mentored training and

experience in in the design and conduct of instructional courses research; and providing high-quality teaching of undergraduate courses. A Faculty Fellow is given a 100% nine-month combined appointment as Lecturer and Faculty Fellow Researcher. All appointments consist of an appropriate percentage of time as Lecturer, with the remaining percentage allocated to the Faculty Fellow Researcher title.

(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) Also preferred are 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 Executive 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, ten fellows have been appointed at UCSD— five in the Department of Ethnic Studies, one in the Department of History, one in the Department of Literature, one in the Division of Biological Sciences, one in the Department of NanoEngineering, and one in the Skaggs School of Pharmacy and Pharmaceutical Sciences.

### **DEVELOPMENT PROGRAMS THAT SERVE AS “PIPELINES” TO ACADEMIA**

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

- **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/>)

## **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 (COLEF), 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 used videoconferencing and focused on such topics as immigration and the economy. The Center for U.S.–Mexican Studies (USMEX) leads the program at UCSD.

In January 2010, USMEX and COLEF co-hosted the Undersecretary for Population, Migration, and Religious Affairs of the Mexican Ministry of the Interior. This two-day event featured a public lecture at COLEF on one day, and on the following day, the undersecretary participated in the dean's roundtable series at UCSD's School of International Relations and Pacific Studies.

### **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://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, as shown below, which provide academic courses that examine diversity issues.

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>)

- Chicano/Latino Art and Humanities Minor  
(<http://blink.ucsd.edu/instructors/academic-info/majors/minor-codes.html> )
- 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://history.ucsd.edu/programs/caesar-programs/german-stud/>)
- International Migration Studies Minor  
(<http://www.ucsd.edu/catalog/curric/IMSM.html>)
- International Studies Program (<http://isp.ucsd.edu/>)
- Italian Studies Program (<http://www.ucsd.edu/catalog/curric/ITAL.html> )
- Japanese Studies Program (<http://japan.ucsd.edu/>)
- Judaic Studies Program (<http://judaicstudies.ucsd.edu/> )
- Linguistics Language Program (<http://ling.ucsd.edu/Language/llp.htm>)
- Middle East Studies Program  
(<http://history.ucsd.edu/programs/caesar-programs/index.html>)
- Program for the Study of Religion (<http://religion.ucsd.edu/>)
- Russian and Soviet Studies Program  
(<http://history.ucsd.edu/programs/caesar-programs/russiansoviet-stud/index.html>)
- Third World Studies Program (<http://infopath-1.ucsd.edu/catalog/curric/TWS.html>)
- Urban Studies and Planning (<http://usp.ucsd.edu/>)

In addition to the departments and programs listed above, 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/>)
- 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 ninth annual Kyoto Laureate Symposium was held in San Diego in April 2011. 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 hosted a research seminar series and distinguished speakers series, which included:
  - ⊖ Rainer Enrique Hamel, “*Indigenous Bilingual Education in Mexico – A Case of Bottom-Up Planning and Implementation*”.
  - ⊖ Nancy Postero, “*Making Culture Visible: Video Indigena in Mexico*”
  - ⊖ Leonardo Valdes Zurita, “*The Strategic Plan for Voting by Mexicans Living Abroad: 2011-2012 Federal Electoral Process.*”
- As part of the Helen Edison Lecture Series, one presentation featured Henry Louis Gates, Jr. a Harvard scholar on race relations, who discussed *Genealogy, Genetics and African American History*.



## **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 students, 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, and immigration and visa information are made available. Friends of the International Center host 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. The 16<sup>th</sup> annual ceremony was held in February 2011.

(See: <http://blink.ucsd.edu/HR/policies/affirmative/awards/recipients.html>)

### **Cultural Heritage Celebrations**

Throughout the year, various groups are recognized and celebrated in a series of cultural,

educational, and entertainment events.

- **Black History Month:** UC San Diego celebrated Black History Month during February 2011 with a series of programs and activities that included poetry, speakers, and food. Faculty, staff and students were encouraged to participate in this important observance and celebration of diversity. UC San Diego's theme the 2011 celebration was "Breaking down Barriers for Over 150 years." (See Exhibit 6.A in this chapter.)
- **César Chávez Celebration:** The life and achievements of Cesar E. Chavez, labor leader and champion of human rights, were observed with a month-long series of diverse activities during April at the University of California, San Diego. (See: <http://ucsdnews.ucsd.edu/newsrel/general/03-22CesarChavez.asp> )
- **California Native American Day Celebration:** In September 2011, UC San Diego participated in the celebration that honors the heritage, cultures and traditions of Native Americans and promotes events to enhance the relationship between the San Diego tribal communities and the UC San Diego community. The theme was "Storytelling: Traditional and Contemporary Voices". (See Exhibit 6.B in this chapter.)
- **Asian and Pacific Islander American Heritages Celebration:** The celebration in 2010 featured programs highlighting wellness, cultural diversity, social justice, leadership development, performance, and the invisibility Asian and Pacific-Islander American communities have experienced in both socio-historical and contemporary contexts. ( See <http://blink.ucsd.edu/HR/policies/diversity/APIA.html> )
- **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/>)

### **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 Mesa Child Development Center provides UCSD students and employees an opportunity to enroll their preschoolers in morning or afternoon sessions.
- The UCSD Babysitting Resource Program is open to UCSD staff, faculty and students who are parents. The babysitting Web site assists parents in finding UCSD students who are interested in caring for children.  
(See: <http://blink.ucsd.edu/HR/services/support/child/index.html> and <http://blink.ucsd.edu/HR/services/support/parents/babysitting.html>  
(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 relatively 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 Resources site provides resources for faculty.

(See: <http://blink.ucsd.edu/HR/services/support/housing.html> )

## **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.

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**EXHIBIT 6.A**

**CHANCELLOR'S NOTICE:  
BLACK HISTORY MONTH  
CELEBRATION**

CAMPUS NOTICE

OFFICE OF THE CHANCELLOR  
February 1, 2011

ALL ACADEMICS, STAFF AND STUDENTS AT UCSD

SUBJECT: UC San Diego Black History Month, February 2011

UC San Diego will once again celebrate Black History Month during February with a series of programs and activities that include poetry, speakers, and food. Faculty, staff and students are encouraged to participate in this important observance and celebration of diversity. UC San Diego's theme for this year's celebration is "Breaking down Barriers for Over 150 years."

To view the numerous events that will honor and celebrate African and African-American history, culture and achievements, visit:  
<http://provost.ucsd.edu/blackhistorymonth/>

All events are free and open to the public, unless otherwise noted.

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.

Marye Anne Fox  
Chancellor

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**EXHIBIT 6.B**

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

CAMPUS NOTICE

OFFICE OF THE CHANCELLOR  
September 20, 2011

ALL ACADEMICS, STAFF AND STUDENTS AT UCSD

SUBJECT: California Native American Day Celebration at UC San Diego

I invite the entire campus community to take part in UC San Diego's 6th annual celebration of California Native American Day. We've once again expanded our commemoration beyond the official observance on Friday, September 23. This year, UC San Diego has planned numerous events throughout the 2011-2012 academic year to highlight the heritage, cultures and traditions of Native American tribes.

For a calendar of events, visit:  
<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 attend a California Native American Day celebration activity. Supervisors may allow employees to attend when the absence does not infringe upon the performance of required job duties or patient care.

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.

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**

The following steps have been implemented to give structure to the recruitment process and to ensure equal opportunity and affirmative action, as permissible by law.

**Step One: The Recruitment Plan**

Every academic hiring unit, which is most often an academic department, must prepare and submit a recruitment plan for approval prior to the commencement of a search. The recruitment plan is signed by the head of the unit, generally a department chair.

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
- 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 recruitment plan is 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 equal opportunity/affirmative action is included. While the abbreviated “EO/AA” is the minimal required reference to be included in a job posting, UCSD hiring units 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.<sup>1</sup> OADEO records the availability data on the recruitment plan and indicates any areas of underutilization.

The recruitment plan is then reviewed and approved by an individual with appropriate authority, generally the dean who oversees the academic department. Once approved, a copy of the recruitment plan is returned to the hiring unit. 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/>).

### **Step Two: The “Best Practices” Letter**

As a follow-up to the approval of the recruitment plan, OADEO sends a letter to the search committee, with a copy to the unit head. 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 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/aps/adeo/best-practices.html> )

### **Step Three: The “Evaluation Criteria” Letter**

Following the “Best Practices” letter described above, additional guidance on the recruitment process and requests certain actions by the search committee. Specifically, the letter contains three attachments:

1. Search Chair Evaluation Criteria and Process Statement

The dual purpose of requiring this statement is to ensure that the search committee agrees upon a set of criteria for evaluating each applicant in a fair and consistent manner, and that there is a clear process, or “road map,” by which the committee will move from the initial step of evaluating application materials to the step of identifying candidates to invite for interviews. The statement, signed by the search chair, is to be submitted with the recruitment outreach report (see step 4, below).

2. Faculty Applicant Evaluation Template

This tool may be used to uniformly screen all applications and can be tailored to replicate the committee’s agreed-upon evaluation criteria. This form may also be

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

used by other faculty who are not on the search committee but who will at some point evaluate candidates.

### 3. Search Chair Selection Statement

This statement:

- a) Verifies the implementation of the agreed-upon evaluation criteria and the process to initially assess applications
- b) Describes the final selection process
- c) Provides reasons for the selection or de-selection of seriously considered candidates.

The above represents revisions of existing procedures. For the past several years, search chairs have been required to provide a written description of the selection criteria, the selection process, and reasons for selecting/de-selecting candidates for the position. Following an evaluation of the recruitment process by the Associate Vice Chancellor for Faculty Equity, the team of faculty equity advisors, and OADEO, the process was revised so that the selection criteria and the recruitment process are discussed and agreed upon by the search committee at the beginning of the recruitment, rather than just reported at the end of the recruitment. The Search Chair Selection Statement is a form that is signed by the search chair and attached to the recruitment selection report when a candidate is proposed for a position. It is hoped that through the use of these forms, the search committee will be a more cohesive unit and that the screening criteria will be more uniformly and consistently applied to each application.

#### **Step Four: The Recruitment Interim Report**

Shortly after the application deadline for a tenured/tenure-track faculty recruitment, the department prepares and submits a recruitment interim report to OADEO. This report, signed by the department chair, displays the total applicant pool numerically by gender and ethnicity and includes as attachments: a) copies of advertisements used to publicly announce the open position and build the applicant pool, and b) the Search Chair Evaluation Criteria and Process Statement.

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 interim report.

#### **Step Five: The Recruitment Selection Report**

Once the hiring unit has decided on the candidate it wishes to propose for the position, it prepares and submits a recruitment selection report. The report, signed by the unit head, names the person proposed for the position and displays in two separate numerical tables

the gender and ethnicity count of the total applicant pool and the pool of short-listed candidates. For recruitments specifically for tenured/tenure-track faculty, the Search Chair's Selection Statement is attached (see above). For recruitments for all other positions, a statement written and signed by the search chair summarizing the selection criteria, the selection process, and the reasons for selecting/de-selecting the top candidates is attached, along with photocopies of all job advertisements used to build the applicant pool.

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 the 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 Health Sciences deans who approve affirmative action reports elected to not use the recruitment outreach report in tenured/tenure-track faculty recruitments, choosing instead to closely monitor the results of recruitments and to speak directly to department chairs if recruitment efforts fail to demonstrate appropriate outreach to develop a diverse applicant pool. Search chairs for Health Sciences tenured/tenure-track recruitments are still required to submit statements regarding evaluation criteria, the selection process, and the reasons for the final selection/de-selection of candidates.

### **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.

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

During the 2010-11 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, department chairs, and search committees in their respective divisions/schools. These discussions resulted in a revised strategic plan. The requirements for search chair statements were revised, and OADEO now advises FEAs on the three stages of the recruitment process: the proposal of 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 or concerns relating to a particular stage of the recruitment.

In addition, OADEO revised its Web pages to provide better information and guidance to faculty and support staff engaged in the recruitment process. The new Web material

includes the new forms noted above, which were devised to assist search committees in establishing criteria to uniformly evaluate application materials and in defining the recruitment process. The revised pages, coupled with new forms, are intended to guide committees through the appropriate actions and areas of responsibility.

(See: <http://academicaffairs.ucsd.edu/aps/adeo/recruitment-procedures.html> )

## **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, Interim Reports (recruitment assessment), and selection 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, unit heads, 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 is 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 resulting from these two actions to identify any negative effects within any monitored group resulting from the policies or practices. See Chapter 5.

## **ADVISING MANAGEMENT**

The Executive 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, and availability.

## **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, this data serves 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.

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## 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/sponsor/hr/reaffirm/EEOAA.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

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## **ACADEMIC PERSONNEL AFFIRMATIVE ACTION PROGRAM FOR COVERED VETERANS**

Reference:  
41 CFR Parts 60-250 and 60-300

### **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, 2011, 19 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 commitment to creating and maintaining a harassment-free environment that promotes and encourages equal employment opportunity, affirmative action, and accessibility to individuals with disabilities. This reaffirmation is distributed via e-mail as an official campus notice to academic and staff employees (see Exhibit 4.A).

The notice provides a link to a campus Web page that provides summary information as well as links to the full policies and guidelines regarding sexual harassment, accessibility to individuals with disabilities, and equal employment opportunity/ affirmative action. (See: <http://blink.ucsd.edu/sponsor/hr/reaffirm/index.html>)

The EO/AA reaffirmation 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 service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994). As part of 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 applicable to their position. (See: Exhibit 4.B and/or <http://blink.ucsd.edu/sponsor/hr/reaffirm/EEOAA.html>)

Finally, all campus notices are also retained and made accessible on the Web site of Policy and Records Administration. (See: <http://adminrecords.ucsd.edu/Index.html>, specifically the link titled Electronic Notices & Flyers)

### **Review of Personnel Process**

Recruitment and selection methods are reviewed and revised when appropriate to ensure 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/aps/adeo/recruitment/index.html> and [http://www.socalherc.org/home/index.cfm?site\\_id=761](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 any 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, if 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 Office of Federal Contracts Compliance Programs 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, including disabled vets, 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 50<sup>th</sup> Congressional District of the California
- Col. Angela Salinas, commanding officer of the 12<sup>th</sup> 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
- United States Navy Rear Admiral Christine Hunter and the 2008 UC San Diego Veteran of the Year, John Will

The recognition ceremony held November 10, 2011, acknowledged the dedication and contributions of the men and women in the Armed Forces. Special guests included Acting Director Robert Smith, acting director of the VA San Diego Healthcare System;

Sandra Brown, Vice Chancellor of Research Affairs; and John Sexton, psychologist and retired Navy Commander.

Chuck Massey, UCSD's 2011 Veteran of the Year, was honored during the 12th annual Veterans Recognition Ceremony on November 10, 2011 at UCSD Moores Cancer Center.

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.

In addition, the association has often participated in formal campus ceremonies. For example, the association has often provided a color guard or presented a wreath during the annual commemoration of the September 11, 2001 terrorist attack. 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://veterans.ucsd.edu/>)

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**EXHIBT 9.A**

**UCSD VETERANS ASSOCIATION  
ANNUAL RECOGNITION CEREMONY**



**CAMPUS NOTICE**

**OFFICE OF THE CHANCELLOR**

November 7, 2011

**ALL AT UCSD (Including UCSD Medical Center)**

**SUBJECT:** UC San Diego Veterans Association Annual Recognition Ceremony

I am pleased to announce the Twelfth Annual UC San Diego Veterans Association Recognition Ceremony at which our faculty, staff and students will honor veterans and the men and women in our Armed Forces.

The ceremony will take place on Thursday, November 10, 2011, from 11:30 to 12:30 p.m. in UC San Diego's Moore's Cancer Goldberg Auditorium. The event is open to the public and light refreshments will be served immediately following the ceremony.

This year's ceremony will acknowledge the dedication and contributions of our student veterans. Honored guests include Vice Chancellor of Research Affairs Sandra Brown, Psychologist and Retired Navy Commander John Sexton, and our honored guest, 2011 Veteran of the Year, Chuck Massey.

To support the Veterans Association Recognition Ceremony, I am approving one hour of administrative leave with pay. I ask supervisors to allow employees to attend as long as 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 Billiekai Boughton, Chair of the Veterans Association at UC San Diego, at (858) 822-5450 or [bboughton@ucsd.edu](mailto:bboughton@ucsd.edu).

I hope that each of you can join us as we remember the contributions of all veterans and acknowledge the veterans who are members of the UC San Diego community.

Marye Anne Fox  
Chancellor

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

Reference:  
41 CFR Part 60-741

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

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

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

As of October 31, 2011, five employees in the academic workforce had identified themselves as individuals with disabilities.

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

Each year the Chancellor reaffirms UCSD's commitment to creating and maintaining a harassment-free environment that promotes and encourages equal employment opportunity, affirmative action, and accessibility to individuals with disabilities. This reaffirmation is distributed via e-mail as an official campus notice to academic and staff employees (see Exhibit 4.A).

The notice provides a link to a campus Web page that provides summary information as well as links to the full policies and guidelines regarding sexual harassment, accessibility to individuals with disabilities, and equal employment opportunity/ affirmative action. (See: <http://blink.ucsd.edu/sponsor/hr/reaffirm/index.html> and/or Exhibit 10.A)



The EO/AA reaffirmation 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 physical or mental disability. As part of 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 applicable to their position.

(See: Exhibit 4.B and/or <http://blink.ucsd.edu/sponsor/hr/reaffirm/EEOAA.html>)

Finally, all campus notices are also retained and made accessible on the Web site of Policy and Records Administration.

(See: <http://adminrecords.ucsd.edu/Index.html>, specifically the link titled Electronic Notices & Flyers)

In June 2008, the Executive 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 ensure 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/aps/adeo/recruitment/index.html> and [http://www.socalherc.org/home/index.cfm?site\\_id=761](http://www.socalherc.org/home/index.cfm?site_id=761))

The entire selection process is evaluated to ensure freedom from stereotyping of employees with disabilities in a manner that limits their access to any 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, if 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 Office of Federal Contract Compliance Programs 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 Executive Vice Chancellor developed a funding model that provides a method by which accommodation expenses are to be cost-shared by a department and the Executive 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>,

which includes a link to:

<http://blink.ucsd.edu/facilities/transportation/ada/index.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, 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
- Pain Management
- Managing Arthritis Effectively
- Diagnosis of Cardiovascular Disease in Women
- Detecting and Treating Gastro esophageal Reflux Disease

- Using Emotional Intelligence to Work with Others and Stay Healthy
- Steps You can Take to Prevent, Detect, and Manage Skin Cancer
- Blood Pressure, Stress, and Ethnicity
- The Latest on LASIK Eye Surgery
- Post-Traumatic Stress Disorder
- Very Shy-Social Anxiety from Kindergarten to College
- Is Alcoholism Genetically Influenced?
- Weight Loss Options
- A Surgeon's Perspective on Foot Problems and Solutions
- Talents of People with Disabilities

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 2010, as shown on the campus Web site: <http://blink.ucsd.edu/HR/services/support/health/october.html>

## **Celebration of Abilities Month: October (2010)**

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Last updated April 15, 2011 10:42:48 AM PDT

Give [more feedback](#)

Find out about UCSD's annual Celebration of Abilities Month, usually held in October.

October is National Disability Awareness Month in the United States. Every year, Celebration of Abilities Month events provide information related to health issues, personal well-being, and disability prevention and management.

### **Accommodations**

Events are wheelchair accessible. To request American Sign Language interpretation or other reasonable accommodations necessary to enable your participation, contact [Paula Doss](#), (858) 534-6744, at least one week in advance of the event.

For parking and shuttle information, call (858) 534-RIDE (7433), or see [Shuttle Service](#).  
Give [more feedback](#)

Find out about UCSD's annual Celebration of Abilities Month, usually held in October.

Every year, Celebration of Abilities Month events provide information related to health issues, personal well-being, and disability prevention and management.

## 2010 Celebration of Abilities events

### Tuesday, Sept. 28

Location: The (Old)  
Student Center Expansion  
behind Mandeville -Huerta  
Vera Room

**Learning opportunity:** Ergonomic Risk Factor Awareness:  
Avoiding Repetitive Pain and Disability

Presenter: Julia Jensen

Noon–1 p.m.

### Tuesday, Oct. 5

Price Center Theatre  
Foyer ([map](#))

**Celebration of Abilities Art Display:** Enjoy the art, meet the  
artists, and learn about their techniques and talents.

11:30 a.m.–2 p.m.

**Note:** Art is displayed Oct. 1 – Oct. 31 in the Price Center  
Theatre Foyer.

Free chair massages as  
provided by [UCSD Campus  
Recreation](#)

A prize drawing begins at 11:45 a.m. You must be present to win.

**Location:** Price Center –  
Plaza area  
([map](#))

#### **LIVE Entertainment/Comedy:**

11:30 a.m.–2 p.m.

- [Mark Goffeney](#), Emmy-nominated guitarist and  
vocalist. Mark was featured in the San Diego Reader's  
"Best of the Best."
- [Shawn Pelofsky](#), talented stand-up comedienne. She  
performs regularly at the World Famous Comedy  
Store on Sunset Blvd. in Hollywood.

A prize drawing begins at 11:45 a.m. You must be present to  
win.

### Wednesday, Oct. 6

Free chair massages as  
provided by [UCSD Campus  
Recreation](#).

#### **LIVE Entertainment/Comedy:**

- [Magdalen Hsu-Li](#), a popular Vocalist/Musician who  
seamlessly weaves music and story into an amazing  
performance; her intense, charismatic energy carries  
through from her passionate diversity message.
- [Shawn Pelofsky](#), talented stand-up comedienne. She  
performs regularly at the World Famous Comedy  
Store on Sunset Blvd. in Hollywood.

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**SPECIAL guest appearance by major TV and film star:**

[Jerry Mathers](#) of "Leave It to Beaver" who will be presenting on:

"Learning from Our Past: Entertainment Industry's Influences on Attitude About People with Disabilities".

A prize drawing begins at 11:45 a.m. You must be present to win.

**Friday, Oct. 15**

The Price Center -West

**Learning Opportunity:** In Your Shoes: A Social Justice Lens - Dialogue on Activities, Access and the Environment.

The Roosevelt Eleanor College room

Come and see Chancellor Fox, UC San Diego students, faculty and staff participate on this important panel discussion and interchange.

([map](#))

Noon–1 p.m.

Prior in the month "shadows" were introduced to a person with a disability and without disabilities and asked to accompany them for two hours of their day.

[Register Online](#)

As co-sponsored by CADRE, the Chancellor's Office, EO/SAA, the Women's Center and Cross-Cultural Center.

A prize drawing will take place. You must be present to win.

**Thursday, Dec. 16**

Location: TBA

**Learning opportunity:** Fitness a Go-Go: Tools and Incentives to Embark on the Path to Wellness.

Noon-1 p.m.

Presenter: Jonna Haupu

[Register Online](#)

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Note: Light refreshments are available at all events.

2010 Celebration of Abilities events are sponsored by:

- [Human Resources—Accommodation Counseling and Consulting Services](#)
- [Vice Chancellor—External and Business Affairs](#)
- [The Chancellor's Office](#)
- [Office for Students with Disabilities](#)
- [CADRE \(Community Advocates for Disability Rights and Education\)](#)

- [Women's Center](#)
- [The University Centers](#)
- [Cross-Cultural Center](#)
- [Facilities Management](#)
- [UCSD Campus Recreation](#)
- [UCSD Housing and Dining Catering Services](#)

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.

### **Community Advocates for Disability Rights and Education (CADRE)**

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

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

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

### **ACCOMMODATION COUNSELING AND CONSULTING SERVICES (ACCS)**

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

- 254 employees were assisted with issues related to job retention or were assisted in the rehabilitation planning process. In addition, 54 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 409 supervisors and staff members in areas covering ADA legislation, employee accommodation program services, occupational ergonomics, disability management techniques, etc.
- Accommodation Counseling and Consulting Services counselors recommended 18 job accommodations for faculty all of which were implemented, including providing auxiliary aids and equipment, restructuring jobs, creating modified work schedules, and providing support services.



- 20 formal requests for medical separation of employees were reviewed and approved.
- The staff of Accommodation Counseling and Consulting Services interacted and exchanged information with a variety of internal and external committees, programs, and groups, which included:
  - Business Affairs Diversification Committee
  - Community Advocates for Disability Rights and Education
  - Disability Awareness Month Planning Committee
  - Disability Management Employer Coalition
  - Employee Relations Human Resource Contacts
  - Employee Support Services Team members

(See: <http://blink.ucsd.edu/sponsor/hr/org-chart/accom-counseling-consulting.html> )

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**EXHIBIT 10.A****CHANCELLOR'S REAFFIRMATION  
OF UCSD'S COMMITMENT TO BE ACCESSIBLE  
TO INDIVIDUALS WITH DISABILITIES**

Chancellor's reaffirmation as posted on the UCSD Web site  
<http://blink.ucsd.edu/sponsor/hr/reaffirm/accessibility.html>

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

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Last updated April 19, 2011

UC San Diego

PLEASE POST

OFFICE OF THE CHANCELLOR  
March 28, 2011

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 UCSD's commitment to be accessible to individuals with disabilities and not to discriminate due to disability.

We all share the responsibility of safeguarding the civil rights of individuals with disabilities who seek to participate in the full range of UCSD's programs, activities, and services. Therefore, as members of the campus community, I encourage you to review and familiarize yourselves with our campus policy, [available online](#). The list of resource specialists is current and is a supplement to this policy. If you need assistance in determining whom to contact for assistance, please contact [Paula Doss](#), the UCSD ADA Coordinator, at 858-534-3694. Additionally, as event notices are prepared, please communicate 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 you hold on-campus and off-campus events at facilities that are wheelchair accessible and conform to other accessibility requirements. Also, consider possible accommodation expenses such as hiring sign language interpreters or captionists when budgeting for UCSD sponsored events. The budget 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 issues, please contact [Paula Doss](#), the UCSD ADA Coordinator, at 858-534-3694.

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

Marye Anne Fox, Chancellor

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**EXHIBIT 10.B****CHANCELLOR'S NOTICE:  
UCSD CELEBRATION OF ABILITIES MONTH****CAMPUS FLYER****UC San Diego Celebration of Abilities Awareness Events October 2010**

Please join the UC San Diego Community for a Celebration of Abilities during October, in observance of Disability Awareness Month. October is National Disability Awareness Month in the United States. Every year, Celebration of Abilities Month events provide information related to health issues, personal well-being, and disability prevention and management.

All events are wheelchair accessible. Call (858) 534-6744 for general information. To request American Sign Language interpretation or other reasonable accommodations necessary to enable your participation, call at least one week in advance of an event. For parking and shuttle information, visit [parking.ucsd.edu](http://parking.ucsd.edu) or call (858) 534-RIDE.

Musicians Mark Goffeney, a popular, true diversity champion speaker, and headlining guitarist/vocalist favorite along with Magdalen Hsu-Li, an engaging vocalist who seamlessly weaves music and story with a progressive diversity message into an amazing performance will perform for your listening enjoyment. Shawn Pelofsky, a cutting edge, talented comedienne headliner from the World Famous - Hollywood and La Jolla Comedy Store and actress from both television and of film will emcee the events on both days.

Details and a complete schedule of events can be viewed at:  
<http://blink.ucsd.edu/go/disabilityawarenessmonth>

**ENTERTAINMENT:**

October 5, 2010  
Price Center Plaza  
11:30 a.m. - 2:00 p.m.  
Mark Goffeney and Shawn Pelofsky will be performing

October 6, 2010 Lawn area between Torrey Pines Centers South and North

10280 North Torrey Pines Road  
11:30 a.m. - 2:00 p.m.  
Magdalen Hsu-Li and Shawn Pelofsky will be performing

Special Guest Appearance by major TV and film star: Jerry Mathers of the TV Show: "Leave It to Beaver" will be making a presentation on October 6, at noon entitled: "Learning From Our Past: Entertainment Industry's Influences on Attitudes About People with Disabilities".

Mr. Mathers is a true diversity champion who is an influential advocate for people with disabilities. Jerry Mathers' appearance is made possible by the co-sponsorship by the UC San Diego 50th Anniversary Seed Grant.

There will be a question and answer discussion with entertainers with disabilities on both days.

Be there for live entertainment and comedy featured, light refreshments and a chance to win one of many great raffle prizes (must be present to win).

#### ART EXHIBIT:

"A Celebration of Abilities" Art Exhibit will be on display during the month of October in the Price Center Theater Foyer. Enjoy the art, and come meet the artists and learn about their techniques and talents on October 5th, 11:30 a.m. to 2:30 p.m. at the Artists' Reception in the Price Center Theater Foyer.

#### LEARNING OPPORTUNITIES:

October 15 - In Your Shoes: A Social Justice Lens - Dialogue on Activities, Access and the Environment.  
Price Center West - Eleanor Roosevelt College Room  
Noon - 1:00 p.m.

Please join Chancellor Fox and UC San Diego students, faculty, and staff members with disabilities and without disabilities who have paired up and shadowed each other during a part of our typical work or school day. There will have a discussion about what they have learned from each other about our different experiences and how we have succeeded at the University. There is still time to volunteer to participate in these shadowing opportunities and then to participate in the panel discussion. By October 5, contact either Community Advocates for Disability Rights and Education (CADRE) co chairs: Jennifer Gasner at [jgasner@ucsd.edu](mailto:jgasner@ucsd.edu) or Amanda Norskog at [anorskog@ucsd.edu](mailto:anorskog@ucsd.edu) to learn more. Register to attend this event as an audience member via the following url:  
[http://qwl.ucsd.edu/acces\\_forums/index\\_acces.cfm](http://qwl.ucsd.edu/acces_forums/index_acces.cfm)

2010 Celebration of Abilities Awareness Events are sponsored by UC San Diego ACCES,

Vice Chancellor of External and Business Affairs, Office for Students with Disabilities, University Centers, UC San Diego Housing, Dining & Hospitality, The Chancellor's Office, CADRE (Community Advocates for Disability Rights and Education), Equal Opportunity/Staff Affirmative Action, Women's Center, Cross Cultural Center, Facilities Management, Campus Recreation and the UC San Diego 50th Anniversary Seed Grant.

Inquiries regarding the events and requests for reasonable accommodation may be directed to the Human Resources Department ACCES Program at (858) 534-6744.