

UCSD Underrepresented Faculty Task Force Final Report – October 30, 2004

EXECUTIVE SUMMARY

The Task Force on Underrepresented Faculty was charged to review the campus' efforts with respect to the recruitment, careers, and retention of underrepresented faculty, including opportunities for professional development and academic advancement. The group evaluated a significant amount of quantitative data from systemwide and campus documents including policies, guidelines, and reports written by other groups previously charged to assess these issues. Recognizing that quantitative data would tell only a part of the story, the Task Force interviewed underrepresented faculty to gauge their perception of their UCSD experience, and also surveyed department chairs and academic deans to better understand the challenges and opportunities that exist in meeting the campus objective to diversify the faculty. The group's investigation has culminated in the recommendations summarized below. It is important to note that during its deliberations the Task Force was mindful of Proposition 209 and its impact on the State Constitution, and that the recommendations contained in this report are intended to be consistent with State and Federal law and University of California policies.

Primary Recommendations

General

- Future studies on underrepresented faculty should acknowledge the work of all the groups that have studied the issue at UCSD previously. In keeping with those studies we concur that the main area of focus ought to be native-born African Americans, Chicanos/Latinos (including Puerto Ricans), and Native Americans, i.e., historically underrepresented minorities (HURMs).
- Proactive measures must be undertaken to raise awareness at all levels of the administrative and faculty ranks about UCSD's objective to diversify the faculty and the specific behaviors necessary to meet that objective.
- A high level Diversity Officer should be appointed from the faculty to advise the Chancellor and Academic Vice Chancellors on faculty diversity issues.
- The administration should apply diversity criteria and expectations for Vice Chancellors, Deans, Chairs, and CAP.
- UCSD should explore opportunities to expand its intellectual and cultural connections to San Diego communities associated with historically underrepresented minority groups.

- UCSD should establish an interdisciplinary committee of faculty to help with the recruitment, professional development, and retention of underrepresented faculty.
- The university must intensify its efforts to recruit a diversified undergraduate and graduate student body. In addition to strengthening the intellectual base and educational experience at UCSD, this will make the institution more attractive to underrepresented faculty.
- Vice Chancellors, academic deans, and department chairs should explore opportunities to diversify research, teaching, and service programs that contribute to the academic diversity of the campus, and commit the necessary funding to ensure their success.
- The campus' fundraising priorities should reflect a commitment to diversity issues and programs.
- The Chancellor should develop and administer a climate survey to all faculty, and attempt to improve that climate, with special attention to the issues and concerns of minorities.

Recruitment

- Expand the pipeline of graduate students, available faculty recruits, and the institutions from which they come.
- Further explore the pool of President's Postdoctoral Fellows as a potential source of faculty applicants.
- Explore the UC Berkeley Chancellor's Postdoctoral Fellows program to determine whether a similar program should be instituted at UCSD.
- Examine the Ford Foundation and UCOP Dissertation Fellows programs as potential sources of faculty applicants.
- The SVCAA should consider expanding the FTE Reserve Pool, so that departments may take advantage of unexpected opportunities.
- Understand that talented underrepresented faculty are in great demand, and make them early and competitive offers.
- Promote "cluster hires" as a way to recruit and build a critical mass of underrepresented faculty and/or other faculty devoted to minority issues.

- Provide appropriate and legal incentives to departments that demonstrate a commitment to diversity.
- Provide briefings to CAP members, academic deans, provosts, department chairs, department search committees, and department academic personnel, to expose them to the laws and policies, departmental goals, historical faculty appointment and separation data, and best practices relative to diversity issues.
- Ensure that search committees have inclusive representation in terms of sex and ethnicity.
- Continue to expand and monitor best practices, such as the use of personal networks, to improve diversity in all applicant and interview pools.

Retention

- Improve the implementation of mentor programs for underrepresented and other faculty. Vice Chancellors and academic deans should ensure that mentor programs are effectively managed.
- Departments should distribute annually department specific salary information (averages, by rank) to all faculty.
- UCSD should develop and distribute a Faculty Handbook that explains discipline-specific information about a variety of academic personnel policies and practices. It might also be useful to provide a faculty handbook that explicitly addresses the myriad special issues faced by minority faculty, such as low numbers and a difficult climate on and off campus.
- Enhance rewards for service contributions to diversity. In particular, explore ways to recognize these contributions in the promotion and tenure process.
- Take early action in retention cases to send an unequivocal message that keeping talented faculty is a priority at UCSD.
- Conduct exit interviews, with opportunities for anonymity if necessary. Use the information to improve practices that are detrimental to stated diversity goals.

In summary, the Task Force believes that although the overall figures for underrepresented faculty at UCSD are unacceptably low, there exists an especially urgent situation with respect to the recruitment and retention of historically underrepresented faculty. The numbers of historically underrepresented minorities (HURMs) are woefully insufficient in general and even worse in some segments of the university in particular.

For these minority groups, recruitment and retention deserve extra attention, although recruitment remains the more pressing issue. We believe that focusing on recommendations that expand the applicant and interview pools, improve objectivity in the recruitment and selection process, and creatively allocate limited resources will have the most immediate impact. However, attention must also be focused on improving the UCSD experience for HURMs. To ignore issues of climate (feelings of isolation and under appreciation, of being over burdened by service demands, etc.) will retain the revolving door, where significant effort on the recruitment front is frequently negated by the premature departure of excellent colleagues. Rapid action on multiple fronts is required to address a mounting crisis of faculty diversity at UCSD.

I. INTRODUCTION AND BACKGROUND

In carrying out its assigned charge [Attachment 1] the Task Force on Underrepresented Faculty focused its efforts on three primary goals:

- Address the questions of why so few underrepresented faculty are recruited, and recommend ways to improve their numbers.
- Understand the careers of underrepresented faculty at UCSD. Address questions about how these faculty progress through the tenure and subsequent review process, and recommend ways to improve the effectiveness of support systems.
- Examine the retention of underrepresented faculty, and recommend ways to improve the success rate.

The issues studied by this group are not new. Over the years, other campus and UC systemwide committees have looked at similar issues. The Task Force examined the more recent of these efforts:

- *Diversity Council Recommendations*, prepared by the Diversity Council (2004) [Attachment 2]
- *UCSD and UC: Faculty Minority Hiring 1999-2002*, prepared by Ross Frank (2004) [Attachment 3]
- *Report Card on the University of California, San Diego: A Legacy of Institutional Neglect*, prepared by the UCSD Chicano/Latino Concilio (2003) [Attachment 4]
- *Diversity Ad Hoc Planning Committee Final Report*, prepared by The Allen Group (2003) [Attachment 5]
- *Report of the Chancellor's Commission on Diversity*, prepared by The Diversity Commission (1998) [Attachment 6]

Below are some specific findings from these groups:

- To strengthen the cohesiveness and impact of UCSD's diversity efforts, Chancellor Dynes in 1998 established the UCSD Diversity Council of faculty, staff, and students to bring diversity issues and opportunities to the chancellor's attention and to recommend policy changes to improve diversity on the campus. In 2003-04 the Council was asked to respond to The Allen Group report [see below] and ultimately recommended to Acting Chancellor Chandler that (1) "an Associate Chancellor should be appointed [from the faculty] whose principal role is to lead and coordinate in the area of campus-wide diversity," and (2) "an Associate Vice Chancellor should be appointed [from the senior faculty] who would assist the [Senior] Vice Chancellor – Academic Affairs particularly in the area of faculty diversity."

- The Frank Report was prepared for the UC Committee on Affirmative Action and Diversity (UCAAD). The report defines *historically underrepresented* faculty as African American, Chicano/Latino, and Native American. Asians in all areas except Computer Science, Engineering, and Mathematics are also underrepresented at UCSD and generally at UC. *Minority* faculty are defined as the three groups noted above as well as Asians.

The report notes that viewing demographic data in the aggregate camouflages serious issues. For example, while it might appear that UCSD is outperforming the system because there are fewer white faculty on the campus (74% UCSD vs. 81% systemwide), when the numbers are disaggregated it becomes clear that this is not mainly due to the presence or addition of historically underrepresented minorities but rather of Asians. In fact, among new non-tenured faculty hired over the last five years, there has been little growth among African American, Chicano/Latino, and American Indian faculty, and Asians have trended up only slightly more during that time. However laudable, the growth in Asian hires took place in good part in the Computer Science, Engineering and Mathematics departments in which, according to Frank, Asian faculty are not typically underrepresented in the faculty. No such gains have taken place among historically underrepresented faculty at UCSD relative to total hiring.

Frank concludes that “there is a crisis at UCSD.”

- The Concilio Report Card acknowledged that UCSD has undertaken many reforms over the last several years but expressed concern that they may not all be effective, in part because they lack adequate resources and in part because some structural issues remain unchanged. The primary recommendation from the group was that a Chief Diversity Officer be appointed and imbued with “authority to intervene on issues such as faculty hiring and retention, student admissions, and campus climate.”
- The Allen Group concluded that the campus is fragmented and lacks accountability around issues of diversity, and suggested that work is needed to build a more cohesive community. The report recommended that the campus consider the development of a senior position for an officer of diversity with the power to assess, program, and provide oversight and accountability, and thus support all campus constituents in their efforts.

In sum, all reviewers have collectively arrived at the same place: unless additional proactive efforts are taken to significantly improve the campus climate and its recruitment and retention practices, UCSD will remain insufficiently diverse and could become less diverse over time.

II. DATA REVIEW AND DISCUSSION

The UCSD Office of Academic Affirmative Action provided the Task Force with a good deal of historical data on recruitment and retention activity relative to the four main ethnic groups defined as minorities systemwide—African Americans, Hispanics, Asians, and Native Americans.

Early in its deliberations, the Task Force agreed that limiting its review to ladder-rank faculty would eliminate from consideration significant portions of the academic communities at Health Sciences and Marine Sciences. Because there was concern that the expanded scope would slow down the review, however, the Task Force decided that it would begin work with the ladder-rank data already at hand and that the additional data would be reviewed when it became available. This report therefore concentrates on ladder rank faculty.

The group's review of underrepresented faculty was to include, according to Federal and UC definitions, four ethnic groups—Blacks or African Americans, Hispanics, Asians or Pacific Islanders, and American Indians or Alaskan Natives. Because there was concern that this net may be too broad and thus lead to a dilution of effort, the group discussed narrowing the search to "...Blacks, Mexican-Americans, Native Americans, and mainland Puerto Ricans"—a definition used by the Association of Medical Colleges (AAMC). The group did not finally decide on a narrower review, but there was consensus that the Hispanic and Asian data should be further disaggregated so that patterns would be more easily discernable.

The Hispanic subgroup was disaggregated to capture Chicano (Mexicans/Mexican-Americans), Latino (includes Central and South Americans and Puerto Ricans), and Other Spanish-American (primarily people of Spanish/Iberian ancestry) [see Attachment 7 – *Campus Ladder-Rank Faculty Appointments, 1998-2004*]. The Asian subgroup was disaggregated to capture Chinese, Japanese, South Asian, Pacific Islanders/Filipinos and other Asian-Americans. After analyzing these data, the Task Force did agree on the need to distinguish between all these groups together (referred to here as "underrepresented," "minorities," or "URMs") versus the subset of native-born African Americans, Mexican Americans/Chicanos, and Native Americans (referred to here as "historically underrepresented minorities" or "HURMs"), because of the distinctive experiences of these two categories. In this report, we have tried to be as consistent as possible in using this terminology, but different sources use different rubrics in different ways, such as "Hispanics" or "Latinos."

While the available data do provide some information about UCSD's performance in the area of diversity, the Task Force believed that meaningful and actionable information about the situation at UCSD would also come from actually speaking with underrepresented faculty on campus. To this end, a questionnaire was developed [see Attachment 8] and sent, over the co-chairs' signatures, to 168 ladder rank faculty

currently listed as underrepresented persons by the Office of Academic Affirmative Action. In addressing this population, the Task Force was aware that only 36 of the 168 subjects were African Americans, Chicanos, and Native Americans. Additionally, to understand the contributing factors leading to the departure of underrepresented faculty either for other academic institutions or for careers outside of academia, the Task Force contacted a few faculty who had left UCSD for reasons other than denial of tenure or retirement. We also received some unsolicited input from individuals on campus.

To assure confidentiality Task Force members were assigned interviewees from outside their division and were privy only to the names of those assigned to them. Each interviewer was asked to follow up with their designated interviewees to discuss the questionnaire that had been distributed. Many of those listed could not be reached or declined to be interviewed. Task Force members conducted telephone or in-person interviews with 74 or 44% of the persons listed. Another 9 people or 5% responded in writing. Since all interviews were confidential, feedback was reported to the entire committee only generally.

This qualitative approach yielded some interesting if sometimes contradictory results. While the information is subjective and based on a relatively small sample, these perceptions should not be discounted; the process identified consistent issues that the campus must address if it is to become a more welcoming environment for underrepresented faculty. Those issues that appeared to have broad consensus are summarized below:

Like their majority peers, underrepresented faculty choose to come to UCSD mainly because of the quality of its academic programs. In general, the feedback from underrepresented faculty suggests that most feel positively about being here, report being treated well, and have no plans to leave. Despite general satisfaction, many expressed a serious concern about the lack of African Americans and Chicanos/Latinos on the campus, including undergraduate and graduate students as well as faculty, giving credence to the findings of other reports. An important point of note is that the experiences of native-born historically underrepresented faculty are less positive *en toto* than that of foreign-born underrepresented individuals. Some foreign-born underrepresented faculty describe the university as “generally supportive of underrepresented faculty.” However, some native-born historically underrepresented faculty characterize the UCSD environment as too “elitist,” “hostile,” “intense,” or even “racist.” Asian-Americans, whether born here or abroad, generally reported they did not feel underrepresented or undervalued. In contrast with URM, HURM voiced more discontent.

We recommend that a climate survey, similar to the one undertaken for staff by Business Affairs, be developed and administered to all faculty. Issues and areas needing attention would be more clearly defined, and appropriate corrective action could then be taken.

The Task Force also determined that it would be helpful to understand the managerial perspective on the issues under consideration and so a survey was disseminated to 42 department chairs and academic deans across the campus. Because the questionnaire was distributed at the end of the academic year, the response rate was lower than hoped for (13 or 31%). Nevertheless, feedback from this group supports many of the findings from the data reviewed and reflects the thinking of many underrepresented faculty who were interviewed. Generally, the consensus is that the biggest problem is recruitment, not retention—although there is room for improvement in both areas.

Recruitments

Review of General Campus divisional and SIO *Tenured & Tenure-Track Workforce by Job Group, October 2002* report [see Attachment 9] shows that approximately 18 percent of the faculty are ethnic minorities in the broad terminology. On its face, this figure sounds presentable. However, when the data are disaggregated as described above, the group learned that Mexican-Americans represent fewer than two percent, African Americans 1.5%, and American Indians only .1% of the faculty. Some engineering and natural science units have no representation at all from HURMs; in contrast, the Asian groups are relatively well represented (e.g., Chinese are 5.5%) there. Indeed, of the 18 African-American ladder-rank faculty at UCSD in 2002, all but one were in Social Sciences or Arts and Humanities; of the 17 Chicano faculty, all but three were in the same two divisions, and the one American Indian was in the Physical Sciences. The report showed SIO's workforce was devoid of HURMs, although there were six URMs. From 1989 to 2002, UCSD lagged behind UC averages on African-American, Chicano/Latino, and Native American faculty on the campus, and made little progress [see Attachment 10, *University of California Full-time Ladder-Rank Faculty ~ Data for UC-wide and Each Campus, by Ethnicity*].

Data for the Health Sciences are no more encouraging. Because the bulk of the Health Sciences faculty are non-ladder rank positions, the Task Force agreed to expand the review beyond ladder rank for this population. The group reviewed Academic Senate series (ladder rank, clinical X, and in Residence) and non-Academic Senate series (adjunct, salaried clinical, visiting, and other) members. Non-whites represent 17% of the population. Again, when the data are disaggregated, the relatively good showing of Chinese and East Indian/South Asian is offset by the minuscule representation of Mexican-American (1%), African American (1%), and American Indian (<1%) [see Attachment 11, *Gender and Ethnicity Data for Health Sciences Faculty, 1998 - 2002*].

At Scripps Institution of Oceanography, the study was also extended. Research appointments and separations were reviewed (except project scientists and emeriti professors serving as researchers). The *SIO Research Workforce (10/31/02)* shows an underrepresented complement of two Latinos, three Chinese, and one Japanese. These data are particularly noteworthy because SIO's recent recruitment activity suggests that most of the hiring opportunities at SIO are in the researcher category. Of 14 research

appointments between 1999 - 2003, the data show that over 14 percent were filled by ethnic minorities. When the data are disaggregated, however, the Task Force notes that none of these positions was filled by African American, Chicano/Latino, or American Indian faculty. Two appointees—one Japanese, one Chinese—made up the underrepresented researcher complement hired at SIO in the last five years [see Attachment 12, *SIO Professional Research Appointments and Separations, 1998 – 2003*].

Availability

In discussing these low recruitment figures, the group realized that a significant problem, particularly in engineering and the natural sciences, was the availability¹ of qualified candidates. There was agreement that only a review of discipline-specific data could help illuminate this shortage. To this end the group studied the *2003 Briefing on the Academic Workforce and Recruitments* [see Attachment 13]. The availability data provided by UCSD's Office of Academic Affirmative Action bear out some anecdotal information:

- Chicano/Latino and African American candidates are in scarce supply (<2%) in Engineering, Physical Sciences, and Biological Sciences.
- The numbers improve somewhat (3-5%) in Social Sciences and Arts & Humanities.
- Despite the higher availability pools in certain disciplines, 2003 UCSD hires met a placement goal very infrequently, which suggests that availability alone, although very important, does not explain UCSD's performance toward placement goals.

An analysis by UCSD's Office of Academic Affirmative Action in 2003/04 found that the percentage of Asians in application pools often exceeded their availability, which was also quite high compared to African Americans and Hispanics, who exhibited low rates of availability and application.

The Task Force also reviewed the document *Doctorate Recipients from U.S. Universities: Summary Report 2002*² [see Attachment 14]. This document indicated an upward trend in the number of doctorates awarded to racial/ethnic minority U.S. citizens, by tracking race/ethnicity for the twenty-year period 1982 - 2002. Over this period, gains were shown among African Americans, Asians, and Hispanics; American Indians remained flat. In 2002, the data showed that these underrepresented groups earned doctorates in engineering (24%), education (23%), and professional/other fields (19%). Physical sciences and humanities were both represented at 15%. Not unexpectedly, the data show

¹ Annually, sex and ethnic data are collected on individuals who have earned Ph.Ds in order to provide a reasonable gauge of availability and thereby establish the expected diversity of the workforce. Availability is based on Ph.Ds awarded over a 20-year period.

² Source: <http://www.norc.uchicago.edu/issues/sed-2002.pdf> pp.14-18, and 52 (Table 8)

that of the underrepresented groups, Asians earned the largest proportion of Ph.Ds in physical sciences, engineering, and life sciences, representing over half of all minority members earning doctorates in those fields; Blacks earned the highest proportion of Ph.Ds in social sciences, education, and professional/other fields; and Hispanics earned the largest proportion of Ph.Ds in humanities.

The group expressed concern that these data overstated availability. For example, traditionally, Hispanics and African Americans have not entered the marine sciences in large numbers and thus would not be readily available in SIO recruitment processes. The numbers shrink further when one goes from the broader discipline to very specialized sub-disciplines. The Task Force did not have available sub-discipline data from the national pool, but the group reviewed national and UCSD doctoral recipient data by broad discipline [see Attachment 15, *UCSD Doctoral Recipients, 1992, 1998, and 2002*³]. The 2002 data show that UCSD grants Ph.Ds to Asians in physical sciences, engineering, and life sciences at two to three times the national rate (21% vs. 7%, 26% vs. 14%, and 21% vs. 8%, respectively.) The pattern was similar for Chicano/Latino and African American students in the Social Sciences and Arts & Humanities. Not surprisingly, at UCSD as with the national pool, Asians earn more Ph.Ds in the hard sciences while African Americans and Chicanos/Latinos earn most of their doctoral degrees in the Social Sciences and Arts & Humanities.

In his survey of availability pools Ethnic Studies Associate Professor Ross Frank reviewed with the group a report [see Attachment 3] he had prepared in his capacity of Chair – UC Committee on Affirmative Action and Diversity (UCAAD). Frank developed the presentation, based on workforce data for 2000 - 2003, in an attempt to provide a clear methodology for interpreting the aggregate UC and UCSD data relative to underrepresented minority faculty⁴. The primary finding was that neither UC generally nor UCSD specifically was doing all it could to improve the numbers of underrepresented minority faculty who are being recruited.

According to Frank (*Presentation to the Task Force*, May 2004):

- One charge against hiring data compared to national availability pools has been that UC hires 70% - 80% of its faculty from just 12 universities and that availability pools may be smaller in the top programs from these institutions. Frank reported that UCOP had also compared UC hiring data to the availability pools of only these 12 providers of the bulk of UC faculty and found little difference in the results. The national availability pool data have also been adjusted where possible to reflect the specific hiring areas of each department.

³ Source: UCSD Office of Graduate Studies and Research.

⁴ Note that Frank's terminology "underrepresented minority faculty" is used interchangeably with the Task Force's "historically underrepresented faculty." Data sources: Availabilities – National Science Foundation, National Institutes of Health, US Department of Energy, National Endowment for the Humanities, US Department of Agriculture, National Aeronautics and Space Administration, Survey of Earned Doctorates; UC Faculty Data – Corporate Personnel System, October 2002.

- Reviewing UCSD data for 2002 tenured faculty (Health Sciences excepted), Frank found that among tenured faculty while five areas (Engineering, Physics, History, Fine Arts (Visual Arts), and Communication) were significantly better than the availability pool, four areas (Chemistry, SIO (Geographical and Related Sciences), Psychology, and Education) were significantly worse, and Chemistry, SIO, and Education had no underrepresented minority faculty at all.
- Review of newly-hired tenured faculty data from 1999/00 to 2002/03 shows that UCSD has hired three HURM faculty (or 6.5%) in 46 searches in Science and Engineering departments. This compared to 8.7% HURM hires in the same areas University-wide, even though 59% of UCSD hires were made in the Science and Engineering departments against 50% for all of UC.
- Frank also looked at UCSD's non-tenured faculty workforce data for 2002. He noted that nine of 16 areas (Biological Sciences, Engineering, Mathematics, Chemistry, Physics, SIO, Other Physical Sciences⁵, Visual Arts, and Other Humanities⁶) that conducted searches had hired no underrepresented minority non-tenured faculty, and four areas (Physics, Other Physical Sciences, Visual Arts, and Other Humanities) had no minority faculty at all.
- At UCSD in 2002, three departments (Ethnic Studies, History, and Communication) provided 37% of all HURM non-tenured faculty—success that masks the lack of progress in much of the rest of the campus⁷.
- Between 1999/00 and 2002/03, eight of 16 areas with searches hired no underrepresented minority non-tenured faculty, and three areas (Other Physical Sciences, Psychology, and Visual Arts) hired no minority faculty at all. During this timeframe, approximately 31% of all new UCSD underrepresented minority non-tenured faculty were hired by Ethnic Studies, History, and Communication. Over this period, UCSD has hired a significantly lower percentage of HURM faculty than has UC as a whole.
- Recently, UC began to emphasize hiring at the junior ranks in order to maximize the availability of women; because of improving availability pools, this tactic

⁵ Astronomy and Astrophysics, Environmental Sciences, Oceanography, Marine Sciences, and Meteorological Sciences.

⁶ American Studies, Philosophy, and Religion. The disciplinary categories in the UCOP tables from which Frank drew data do not match UCSD's departmental organization and nomenclature.

⁷ This finding does not align with UCSD data which show a number of HURMs in the Literature Department. In the UCOP data charts used in Frank's report, UCSD's Literature Department appears under the Letters and Foreign Languages and Literature rows. It is difficult to disaggregate this data to isolate the UCSD Literature Department. However, adding Literature to the mix would suggest that Frank's 37% figure undercounts the extent to which a few departments are compensating for the others who are not hiring HURM faculty.

should have a positive effect on minority faculty as well. In general, this has not yet proven to be the case at UCSD.

Both Frank's work and the *Doctorate Recipient Summary* data belie the argument from at least some departments that availability is an insurmountable barrier to expanding the base of underrepresented faculty at UCSD. Apparently, a great deal depends not only on availability but also on motivation and effort within a particular department.

Pipeline

The *Doctorate Recipients from U.S. Universities Summary Report* and *UCSD Ph.D* report were also helpful to a discussion on pipeline, providing information relative to which institutions were producing the nation's Ph.Ds. The group learned that three California institutions – UCLA, Berkeley, and Stanford – and two Massachusetts institutions – Harvard and MIT – provided 18% of the doctorates awarded to Asian Americans. Nova Southeastern University and Howard University awarded the most doctorates (8%) to African Americans; the largest percentage of Hispanics earned their doctorates primarily from institutions in the southwest and in Puerto Rico; and Oklahoma State University awarded the largest number of doctorates to American Indians. Knowing the institutions where minority candidates earn their doctorates can help UCSD increase the range and depth of its outreach for recruitment purposes.

The UC President's Postdoctoral Fellows and Ford Foundation Fellows programs are other examples of sources of potential faculty candidates. The *President's Postdoctoral Fellowship Program* gives special consideration to candidates whose record of scholarship and service will contribute to the diversity of the academic community. The *Ford Foundation*, through its program of *Diversity Fellowships*, seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

Search Committees

An important part of the recruitment process for faculty is the use of search committees. The Task Force discussed the need to document and disseminate to all academic departments best practices related to recruitment and selection activity. One source document for best practices is the *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty* (2002) [see Attachment 16]. This system-wide publication suggests appointing search committees that “represent a diverse cross section of the faculty and include members who will monitor the affirmative action efforts of the search committee. ... Departments that lack diversity should consider appointing faculty outside the department ... or develop other alternatives to broaden the perspective of the committee and increase the reach of the search.” Of course, prior to the establishment of a search committee, adequate analyses that address availability and identify the placement goals

for women and underrepresented faculty in a particular department should occur. The Task Force was pleased to note that this practice was instituted at UCSD two years ago. Staff from the Office of Academic Affirmative Action now meet with search committees to review the department goals, relevant antidiscrimination laws and policies, and the sources of potential candidates.

Although some Task Force members were familiar with some of these practices, several others report having served on search committees but never having access to or being apprised of the department's historical hiring information as it relates to underrepresented faculty. Further, they recall no discussion of diversity goals at the start of the process, no apparent mechanism for monitoring the committee's effort with respect to these goals, and no clarity about what is permissible under Proposition 209. And, the group learned that often a search committee discussion that raises the issue of diversity is countered with comments that include caveats of "quality" or "academic excellence." Reportedly, similar automatic comments are seldom made about non-minority candidates. Thus, there is a perception among some faculty that different standards are employed in search processes across the campus and that UCSD's academic culture promotes the notion that diversity and excellence are incompatible goals. **The Task Force recommends that all faculty should routinely be made aware of their departments' historical hiring information and diversity goals.**

Other Best Practices

As noted above, broadening the applicant pool is a must to give the campus an opportunity to meet its diversity goals. Position descriptions should be reviewed at the beginning of the search process to ensure that they not only reflect the needs of the department, but are drafted as broadly as possible to attract the largest available pool of qualified applicants. To avoid any perception that UCSD is not interested in applicants whose research is focused on "minority issues," **position descriptions and advertising language should be carefully written to reflect the department's interest in attracting candidates whose teaching, research, or service activities contribute to the academic diversity of the campus.** Advertisements should be placed in various forums, including national publications, listservs, mailing lists, and professional and academic conferences. Outreach to publications, websites, and lists should include those that target underrepresented candidates. Personal contacts with individuals known to excel in their disciplines and with institutions known to produce likely candidates are also advisable. **Departments may also consider partnering with various UCSD staff and student associations** during the recruitment process. Staff and students form part of the critical mass of underrepresented members on campus and provide an important link to San Diego's historically underrepresented communities.

Additionally, at some comparable institutions across the nation, **departments are required to prepare a full diversity plan that describes, minimally, the underutilization and availability of underrepresented candidates in the field,**

methods of recruitment and advertising, the position description, and the selection criteria.

Systems should be structured so that there is accountability. For example, according to the *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty* it is "... consistent with University policy to review the applicant pool prior to beginning the selection process ... If women and minority applicants are not present in the pool at about the rate of their estimated availability in the field, then departments should review whether recruitment and outreach procedures were sufficiently broad..." Similarly, if the search committee process ends with a recommendation to hire a candidate in a different specialty than was advertised, a review should be undertaken to assure no qualified candidates were denied an equal opportunity to compete for the position. **The Task Force noted that although these reviews of the pool and the process are currently carried out by the campus' divisional deans, they could be more rigorous.**

To help assure accountability, a commitment to diversity as demonstrated by service and/or other practices should be a criterion in selecting the academic leadership on the campus. Indeed, greater diversity within the campus' Senior Administration would set the tone for the rest of the campus. Further, monitoring progress on diversity goals should be a specific component of the annual performance review of each academic dean and vice chancellor.

Above all, the Task Force recommends that a high-level Diversity Officer be appointed from the faculty to report to the Chancellor and Senior Vice Chancellor on faculty diversity issues across the university. Whether this should be a Chief Diversity Officer or a separate appointment we leave to the Administration, as well as the precise allocation of duties vis-à-vis other campus officials tasked with diversity. However, at a minimum this person should be responsible for oversight, articulation, planning, facilitation, consultation, coordination, and accountability on faculty diversity. Indeed, this person could help implement many of the recommendations in this report, such as raising consciousness, organizing briefings, and improving climate.

Another best practice is to **design research, teaching, and service programs around issues related to ethnicity, and to allot FTEs to such programs through the use of "cluster hires."** This strategy allows multiple recruitments in related areas. If successful, as was the case with California Cultures in Comparative Perspective—an interdisciplinary initiative begun in 2001—there is a high likelihood that the campus can begin to build a critical mass of underrepresented faculty and/or regular faculty devoted to minority issues.

The Task Force also examined the issue of departmental incentives. There were suggestions that "free" FTEs should be provided to departments who make significant progress toward diversity goals and that such departments should be provided additional resources for graduate student support, start-up packages including relocation allowances, and/or visiting or adjunct faculty. **The Task Force recommends that the**

administration determine the kinds of incentives that can be deployed within the legal limitations of Proposition 209, and implement these practices.

The Task Force is aware that UCSD already embraces a number of the best practices described above, including the preparation of annual academic affirmative action plans and departmental briefings on workforce and recruitment activity. However, the group saw value in highlighting them here to ensure consistent dissemination and effective implementation across the campus.

Faculty Observations

The Task Force also discussed feedback from interviews with underrepresented faculty and surveys to department chairs and academic deans. Some general themes are noted below:

- Respondents suggest that the recruitment process could be enhanced. **Annual discussions of diversity goals and plans, review of applicant/interview pools by the deans, and educating search committees about the “dos and don’ts” of Proposition 209 all need greater emphasis.**
- Attempts to recruit and retain underrepresented faculty are seen as a threat to UCSD’s high standards by some faculty. In the eyes of some minority faculty, this mantra of “excellence” is often a cover for practices and values that exclude or discourage many excellent underrepresented scholars. There is also a perception that the bar is raised (tougher research and publication standards) for underrepresented minorities. **We recommend that the SVCAA require faculty participating in search committees to receive training that focuses on search committee behaviors that will ensure an equal opportunity to every applicant, including underrepresented candidates.** This might be accomplished by incorporating a briefing that covers diversity issues and best practices at the first meeting of each search committee.
- There is frequently a mismatch between the area of specialization for which the department is trying to recruit and the qualifications of top underrepresented candidates. To overcome this, **department members must work their personal networks to get qualified candidates to apply.** Additionally, respondents suggested a “modified [target of opportunity] TOP” where the **Senior Vice Chancellor-Academic Affairs would expand the reserve pool of FTEs currently used for spousal hires, special upgrades, and unexpected opportunities so that more would be available to departments that encounter the opportunity to hire a topnotch candidate (underrepresented or not) whose research may not be a direct fit for the recruitment underway.** This would allow departments to acquire new expertise and interests that broaden the curriculum.

- The best underrepresented candidates are in great demand. There is a perception among respondents that UCSD frequently loses underrepresented candidates in the recruitment process because **the campus is unable to offer competitive compensation packages in a timely manner**. To assure that UCSD has a better chance of successfully recruiting some of these individuals to the campus, we should review recruitment process/schedules and **be prepared to act expeditiously**.
- Many of the campus' efforts related to increasing diversity among the faculty focus on making sure the applicant pool and its sources are diverse. However, a diverse applicant pool frequently does not translate to a diverse short list or a diverse hire. **Best practices that impact the short list, within the bounds of Proposition 209, should be explored.**
- Several respondents commented on the lack of an adequate pipeline of underrepresented candidates, even though it is getting marginally better. Programs that **introduce underrepresented undergraduate students to graduate education and increase funding for graduate student support** could improve the pipeline.

In summary, recruitment activities present the best opportunity to augment faculty diversity at UCSD. The Task Force agreed that for any diversification effort to be successful there must be a commitment to fresh ongoing, purposeful, and proactive efforts in a number of areas, both in the central and academic administrations and in academic departments.

Retention

Part of the charge for the Task Force was to review the campus' treatment and retention efforts relative to underrepresented faculty and their careers. The Senate and Administration are interested in learning whether underrepresented faculty advance academically at a rate equal to that of their peers and whether the climate at UCSD is supportive of these groups. The Task Force studied separation data in an effort to determine trends or identify retention problems that may have a negative impact on faculty diversity. Between 1998/99 and 2002/03 there were 141 separations at UCSD [see Attachment 17, *Women and Minority Ladder-Rank Faculty Workforce, Appointments, Separations ~ 1998 - 2002*]. Thirty-two, or 22.7% of these were underrepresented faculty. In the same time period, underrepresented faculty made up 22.3% of ladder-rank appointments and just over 17% of the workforce. Of those who separated, eight were African Americans, eight were Hispanic, and sixteen were Asian; there were no American Indians. The data are disturbing because they show that

historically underrepresented faculty⁸ separated at a faster rate than they were appointed—5.7% compared to 3.6%

Between 1998 and 2002, of the eight African Americans who left UCSD three were recruited to other academic institutions, two left academia altogether, two retired, and the whereabouts of one is unknown. Of the eight Chicanos/Latinos who left, four were denied tenure (at least two of whom have been hired by other academic institutions), three were recruited to other academic institutions, and one retired. Among Asians who separated, the distribution is as follows: one was denied tenure, six were recruited to other academic institutions, one left academia, seven retired, and the whereabouts of one is unknown.

In the same five year period, UCSD processed 80 retention transactions [see Attachment 18, *General Campus Retention Efforts ~ 1998-2002*]. Of this number, 66 (83%) were successful. Eleven of these transactions involved underrepresented faculty; eight (73%) were successful (five of five Asians, three of four Hispanics, and zero of two African Americans).

Although in reviewing the data presented this study found no significant problems for minorities generally as they advanced through the academic ranks, interviews with underrepresented faculty suggest a perception that historically underrepresented faculty may have a more difficult time achieving tenure.

Task Force members expressed concern that the University was not often proactive enough when faced with the possibility of losing a talented underrepresented faculty member. Some extant practices appear to run counter to the stated goal of diversification. For example, in most cases the University will not engage in negotiations with a faculty member who is thinking of leaving UCSD until that person has a bona fide job offer in hand, and unless the offer is made by an institution that UCSD considers comparable in stature. This practice is implemented across the board, often without consideration of the individual involved. Although these practices may be appropriate in most cases, the upshot is that the campus may lose someone who is highly respected in his/her field. Additionally, by refusing to engage until a bona fide offer letter is in hand, UCSD may send a message to faculty that they are dispensable. That is, there is little sense of urgency and the individual may feel so neglected and bruised by the process that by the time the written offer from the new institution is extended the individual has already emotionally separated from UCSD and thus is more likely to accept it. This can be a special problem with underrepresented faculty who already feel underappreciated and who are in high demand.

Some of our interviewees agreed that administrators are not proactive enough in attempts to retain underrepresented faculty who are being wooed away. The lack of a critical mass

⁸ In this instance HURM refers to African Americans and Hispanics only. For the time period under review there were neither appointments nor separations of American Indians.

of underrepresented faculty and students at UCSD, and the apparent inertia of the Administration to systemically address issues of diversity, discourage those who are here. There need to be better mechanisms for monitoring retention efforts at the departmental or divisional level so as to identify and address problem areas. **We recommend that administrators review their practices relative to retention efforts so that a strong message can be sent early and unequivocally that keeping meritorious individuals is a UCSD priority.**

Compensation

The issue of pay was raised in the context of some underrepresented faculty feeling inadequately prepared for the negotiation process. Although their experiences may not differ from those of other faculty, they report not having sufficient information presented about the parameters for the salary, the housing market, the resources for start-up packages, etc. If this lack of preparation or even discrimination translates to a lower starting salary, these faculty could be at an economic disadvantage for their entire careers. Given the findings of the campus' recent Gender Equity Study on the payment of women, the Task Force decided that a similar compensation analysis should be undertaken for underrepresented faculty. There was a general expectation that the group would not find significant differences in salary between underrepresented faculty and their non-minority counterparts, but we wanted to be sure.

Using the Gender Equity model, Professor McCubbins undertook the review and found there is no effect for any ethnic breakdown on annual salary, starting salary, steps, or promotions. In fact, the data show URMs are promoted faster than non-URMs, but this difference is not statistically significant. Further, he found no ethnic-generational effects and no gender-ethnic effects [see Attachment 19].

Information about salaries and equity issues is not widely available. Faculty are often unaware of what average salaries are in their departments or disciplines. Some individuals expressed concerns about equity in accelerations or off-scale awards. **The Task Force supports the Gender Equity Study recommendation that all faculty be informed annually about average salaries, by rank, in their departments.**

Committee Service

The issue of service is a difficult one to evaluate, particularly for underrepresented faculty who often feel pressure to help their communities. Some underrepresented faculty believe that they counsel and mentor underrepresented students (both graduate and undergraduate), serve on a committees that deal with issues of diversity, and serve on departmental search committees at a much higher rate than their non-minority peers, in large part because their numbers are so small. On the other hand, the perception of department chairs and academic deans is that, in general, they do not believe

underrepresented faculty serve at rates far beyond others. The Academic Senate Office was able to provide data that show Senate committee service over the last three years; the data appear to support the administrative perspective.

In 2002/03, the last year for which complete data is available, the Academic Senate Committee on Committees extended 329 invitations to effect 229 appointments to divisional standing committees and affiliated subcommittees⁹. Forty-seven (14%) invitations went to underrepresented faculty. Twenty-seven (11%) underrepresented faculty were placed on Senate committees and subcommittees. If Asians are omitted from the count, it is apparent that historically underrepresented faculty served at a rate of almost 3%; their representation among Senate faculty and in the ladder-rank workforce that in 2002-03 was 5%. Similarly, 86 invitations were extended to fill 59 Chair and Vice Chair positions. URMs made up over 16% of those invited; again, if Asians are excluded approximately 14% were HURMs. HURMs filled about 5% of these slots.

The Task Force recognizes that these data do not capture full service loads of the faculty. In particular, HURMs may be called to serve on non-Senate committees that deal with a variety of academic and campus climate issues, to mentor junior faculty and students, and to serve in various capacities in their historically underrepresented communities. This may account for the disparity in actual service loads as measured by Senate service and the perception by HURMs that they are over burdened.

Faculty Support Systems

The faculty we interviewed claim that some departmental mentor programs are either non-existent or ineffective, both at the pre-tenure and subsequent stages. More senior faculty lament that the mentor programs that do exist focus principally on pre-tenure faculty. Junior faculty would like to see better matches. **We recommend that more program coordination occur at the academic dean or vice chancellor level to assure a more even implementation of mentor programs. We also strongly support the newly created campuswide program that would allow a faculty member to be paired with a mentor outside of his/her department. Indeed, we think there should be an interdisciplinary committee of underrepresented faculty available as mentors and resources to underrepresented faculty in any department and as recruiters for underrepresented candidates in any department.**

According to several of our interviewees, discipline-specific information on policies or practices important for promotion and tenure is not readily available or well understood. There is also a perception that advancement within the academic ranks may be relatively

⁹ Source: UCSD Academic Senate. Professor, Associate Professor, and Assistant Professor; Professor, Associate Professor, and Assistant Professor of Clinical X; Professor, Associate Professor, and Assistant Professor-In-Residence; Lecturer with Security of Employment; Acting Professor (Senate eligible); and various associated emeritus and emeritus recall titles. Note that Academic Senate appointments made in 2002-03 are effective in 2003-04.

more difficult for underrepresented faculty not only because of inadequate information about the process and misunderstandings about priorities, but because of heavy service loads. The Task Force is pleased to note that there has been an emphasis recently on new faculty orientations that are designed to address some of these issues. However, as new faculty orientations improve, the younger recruits may be privy to information unfamiliar to their more senior colleagues. **We therefore support the Gender Equity Study recommendation that a handbook be developed that describes a variety of academic personnel actions and the process by which they are achieved. A general handbook on broader issues, such as climate and community, specifically for underrepresented faculty, might also be a good idea.**

In some cases, underrepresented faculty worried that the Committee on Academic Personnel (CAP) often lacks diversity, which could lead to stereotypical judgments toward some minorities. For example, they feared that the research interests of underrepresented faculty—particularly to the extent they are in non-traditional or ethnic-related fields—might be undervalued. They also saw a danger that contributions other than research, such as service to professional organizations, will be discounted. The impacts of this bias can be devastating to an individual both professionally and economically. Dr. JoAnn Moody, in her book *Faculty Diversity: Problems and Solutions*¹⁰, points out several behavioral pitfalls of review committees. **We recommend an increasingly diverse presence on all committees that focus on academic personnel actions. We also urge the Administration to provide more training, such as that offered by Moody, which would target CAP members, academic deans, provosts, department chairs, search committees, departmental academic personnel staff, and other relevant actors, exposing them to diversity issues and experts.**

In the experience of many HURMs, they are likely to be treated as both super-visible (e.g., overloaded with diversity-related service work) and invisible (e.g., professional opinions discounted), depending on the circumstances. This creates psychological dissonance and is an unfair burden on these individuals. Faculty administrators must be more attuned to these circumstances and be held accountable for providing an environment where all faculty can thrive. For example, **departments may want to implement practices that ensure that faculty not be asked to assume major departmental responsibility as they prepare for a promotion or other major step evaluation.**

University service (mentoring, counseling, committee work) is given very little weight in the promotion and tenure process. Thus, faculty who do this work feel penalized. **We recommend that the SVCAA develop a tangible reward system to recognize faculty who work to improve campus diversity. Individual and departmental incentives, when permissible within the parameters of Proposition 209, should be explored.**

¹⁰ Moody, JoAnn. *Faculty Diversity: Problems and Solutions*. RoutledgeFalmer, 2004, pp. 186-190.

UCSD may not always be perceived as an environment where careers can be built by HURMs. The lack of a critical mass of underrepresented faculty and students, uneven mentor programs, and a paucity of recognition for some service activities all contribute to this perception. By the same token, the broader San Diego community is not viewed as an environment where underrepresented faculty can thrive easily, because of demographics, housing, etc. **Building links with other higher education institutions and communities associated with HURMs might mitigate these problems.**

Interestingly, some respondents expressed a lack of knowledge about why underrepresented faculty choose to leave UCSD. This suggests that **exit interviews are not widespread** and presents an opportunity to expand a mechanism that allows the campus to capture this information.

In summary, the *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty* [see Attachment 16] remind us that Federal regulations require the University to “make good faith efforts to address any racial or gender based disparities that may be reflected in [the] data” relative to promotions, transfers, and resignations. The Administration should review this report’s recommendations and actively pursue a variety of opportunities aimed at improving campus climate for and the academic advancement experience of all faculty, but particularly those who are historically underrepresented.

In conclusion, it is the view of this Task Force that rapid action on multiple fronts is required to address a mounting crisis of faculty diversity at UCSD.

V. LIST OF ATTACHMENTS

- Attachment 1 *Charge and Membership of the UCSD Senate Administration Task Force on Underrepresented Faculty* (February 2004)
- Attachment 2 *Diversity Council Recommendations*, prepared by the Diversity Council (2004)
- Attachment 3 *UCSD and UC: Faculty Minority Hiring 1999-2002*, prepared by Ross Frank, Associate Professor Department of Ethnic Studies (2004)
- Attachment 4 *Report Card on the University of California, San Diego: A Legacy of Institutional Neglect*, prepared by the UCSD Chicano/Latino Concilio (2003)
- Attachment 5 *Diversity Ad Hoc Planning Committee Final Report*, prepared by The Allen Group (2003)
- Attachment 6 *Report of the Chancellor's Commission on Diversity*, prepared by The Diversity Commission (1998)
- Attachment 7 *Campus Ladder-Rank Faculty Appointments, 1998-2004*
- Attachment 8 *Interview Questionnaires*
- Attachment 9 *Tenured & Tenure-Track Workforce by Job Group, October 2002*
- Attachment 10 *University of California Full-time Ladder-Rank Faculty ~ Data for UC-wide and Each Campus, by Ethnicity*
- Attachment 11 *Gender and Ethnicity Data for Health Sciences Faculty, 1998-2002*
- Attachment 12 *SIO Professional Research Appointments and Separations, 1998 -2003*
- Attachment 13 *2003 Briefing on the Academic Workforce and Recruitments*
- Attachment 14 *Doctorate Recipients from U.S. Universities: Summary Report 2002*
- Attachment 15 *UCSD Doctoral Recipients, 1992, 1998, and 2002*
- Attachment 16 *UC Affirmative Action Guidelines for Recruitment and Retention of Faculty* (2002)
- Attachment 17 *Women and Minority Ladder-Rank Faculty Workforce, Appointments, Separations ~ 1998 - 2002*

Attachment 18 *General Campus Retention Efforts ~ 1998 - 2002*

Attachment 19 *Compensation Analysis*, prepared by Mathew D. McCubbins,
Chancellor's Associates Chair, Department of Political Science (2004)

Attachment 1: Charge and Membership

February 17, 2004

Richard Attiyeh, Vice Chancellor – Research
David Bailey, Deputy Vice Chancellor – Health Sciences
Zeinabu Davis, Professor – Communication
Paul Drake, Dean – Social Sciences and *Co-Chair*
Jorge Huerta, Professor – Theatre & Dance and *Co-Chair*
Jorge Mariscal, Associate Professor – Literature/CLAH
Mark Ohman, Professor – SIO/IOD
Nayan Shah, Associate Professor – History
Sunhil Sinha, Professor – Physics
Charles Tu, Professor – ECE
Jean Wang, Professor – Biological Sciences Division
Deborah Wingard, Professor – Family & Preventive Medicine
Ana Celia Zentella, Professor – Ethnic Studies
TBN – Undergraduate Student Representative
TBN – Graduate Student Representative
TBN – Staff Representative

Dear Colleagues:

I am so pleased that you have agreed to serve on the task force considering traditionally underrepresented groups. Specifically, the Task Force is being asked to review the campus' efforts with respect to the recruitment and retention of underrepresented faculty, including opportunities for professional development and academic advancement. My intention is for you to gather a thoughtful review of the policies, practices, outcomes, strengths, and weaknesses of our faculty diversification efforts.

In carrying out its work, the task force should certainly consider all relevant available quantitative data. However, because quantitative data alone may not identify issues, or solutions, that could affect the campus experience of underrepresented faculty the Task Force is encouraged to solicit and include qualitative data as well. Interim Associate Chancellor Ann Briggs Addo will be the committee's consultant and will assist in the gathering of data.

So that your work can inform the next faculty recruitment cycle, I would appreciate receiving the committee's report by the end of Spring quarter. Paul Drake and Jorge

Huerta will co-chair the Task Force and they are looking forward to productive discussions with you. The first meeting will be convened shortly.

Again, thank you for your willingness to help with this important initiative.

Sincerely,

Marsha A. Chandler
Acting Chancellor

cc: A. Briggs Addo
E. Holmes
C. Kennel
D. Miller

From: Acting Chanc Chandler [mailto:all-staff-relay@ucsd.edu]
Sent: Tuesday, January 27, 2004 11:08 AM
To: all-staff-dist@ucsd.edu
Subject: Senate-Admin Task Force on Underrepresented Faculty

UCSD
CAMPUS NOTICE
University of California, San Diego

OFFICE OF THE CHANCELLOR

January 27, 2004

ALL ACADEMICS AT UCSD (including UCSD Healthcare)
ALL STAFF
ALL STUDENTS

SUBJECT: Creation of a Senate-Administration Task Force on
Underrepresented Faculty

In this decade of rapid growth, it is especially important that we maintain UCSD's tradition of recruiting the highest quality faculty. As an essential part of that process, this is an opportune time to review the campus' efforts with respect to the recruitment and retention of underrepresented faculty, and their opportunities for professional development and academic advancement. My intention is to gather a thoughtful, primarily qualitative review of the policies, practices, outcomes, strengths and weaknesses of our faculty diversification efforts.

To this end, I am forming a joint Academic Senate-Administration Task Force on Underrepresented Faculty to advise me, Acting Senior Vice Chancellor Miller, and Vice Chancellors Holmes and Kennel on these matters. The Task Force, predominantly comprised of faculty members, will convene in February and complete its work by the end of the 2004 Spring Quarter. The Academic Senate's Committee on Committees is preparing a slate of faculty nominations for this Task Force, and I also welcome campus input.

If you would like more information on this initiative, please direct your questions and suggestions to the office of Acting Senior Vice Chancellor for Academic Affairs David Miller, or to Interim Associate Chancellor Ann Briggs Addo.

Marsha A. Chandler
Acting Chancellor

CHANCELLOR'S OFFICE

JUN 4 9 15 AM '04

May 24, 2004

ACTING CHANCELLOR MARSHA CHANDLER
0005
SUBJECT: Diversity Council Recommendations

Last summer, former Chancellor Dynes asked the Diversity Council, to review the final report of the Diversity Ad Hoc Planning Committee. Specifically, he requested that the Council consider the feasibility of the recommendations made by the Ad Hoc Committee.

In way of a brief review, in July, 2000, the Diversity Council asked the Chancellor to appoint a Diversity Ad Hoc Planning Committee, the charge to which was to plan a campus wide "diversity week" for all segments of the UCSD community. To this end, the Planning Committee hosted a series of roundtable discussions in the fall of 2002, involving students, staff, faculty, alumni, and members of the San Diego community. These gatherings were the forerunners of a climactic Community Diversity Summit held in February, 2003. The centerpiece of that event was a series of presentations by a team of diversity specialists from UCLA headed by Professor Walter Allen. That week of intense and deep discussion embodied much of what appears in the Ad Hoc Committee's final report and their specific recommendations, most of which had also been made by our predecessor Council members.

The Diversity Council has read, discussed and reflected on the recommendations in the final report, the majority of which were readily endorsed and encouraged. Emerging as the most serious and momentous of the recommendations, however, was the matter of a Chief Diversity Officer, and the Diversity Council has been considering this proposal and its ramifications for the last several months. After reviewing and discussing material from a variety of sources, the Council has now formulated its recommendations.

In this regard, we understand the reasoning that led to past chancellors assuming the role of Chief Diversity Officer themselves. Although we are grateful for their commitment, current circumstances argue for a different arrangement, as detailed in the accompanying attachment. Naturally, we are ready to meet with you at your convenience if you desire more details.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Doolittle', with a long horizontal flourish extending to the right.

Russell Doolittle
Chair
Diversity Council

Attachment

Recommendations to the Acting Chancellor from the Diversity Council

1. An Associate Chancellor should be appointed whose principal role is to lead and coordinate in the area of campus-wide diversity. The person, who would report directly to the Chancellor, should be a tenured faculty member, and for reasons of keeping in touch with the University's intellectual mission, the person should maintain some classroom responsibilities. The position will need appropriate resources, including staff, to insure its effectiveness.
2. An Associate Vice Chancellor should be appointed who would assist the Vice Chancellor for Academic Affairs particularly in the area of faculty diversity. This would be a senior faculty appointment, the position rotating periodically,

The justification for the first of these appointments resides in the following sentiments.

- (a) There is a stark under-representation of African Americans, Native Americans and Chicano/Latinos among the faculty and students at UCSD, as well as among higher level staff positions.
- (b) There is a serious problem of campus climate, perceived or actual, and it is likely affecting application yields and retention.
- (c) There is an obvious need for coordination among the many groups striving to improve matters at UCSD but who are often unaware of each others' efforts. In addition to the problems of communication and coordination, the decentralized UCSD community (general campus, SIO, School of Medicine, etc.) needs to have its various reporting lines integrated.
- (d) Current legal restraints frequently need expert opinions about what can or cannot be undertaken. A chief diversity officer could keep abreast of these developments and chart appropriate strategies.
- (e) With the current situation of the Chancellor being the Chief Diversity Officer, there is no clear and efficient path for addressing complaints about "diversity

problems” short of direct appeal to the Chancellor. The structural commitment of having a CDO would allow a more expeditious investigation and resolution of such complaints.

With regard to justification for the appointment of an Associate Vice Chancellor for faculty diversity concerns, the main need here follows logically upon your recent appointment of a Task Force for addressing the matter of faculty diversity. We see this position as being a follow-up to the activities of that Task Force, as well as upon that of the Task Force on Gender Equity, that would be an enduring voice for insuring that faculty diversity and gender equity remain a constant priority. Beyond that, the Associate Vice Chancellor could:

Articulate a campus plan and strategy for addressing the chronic lack of faculty diversity at UCSD and the persistent under-utilization of relevant availability pools.

Gather together campus hiring plans related to diversity and integrate them into the Charting the Course plan.

Create a real-time on-line tracking system for the faculty search process.

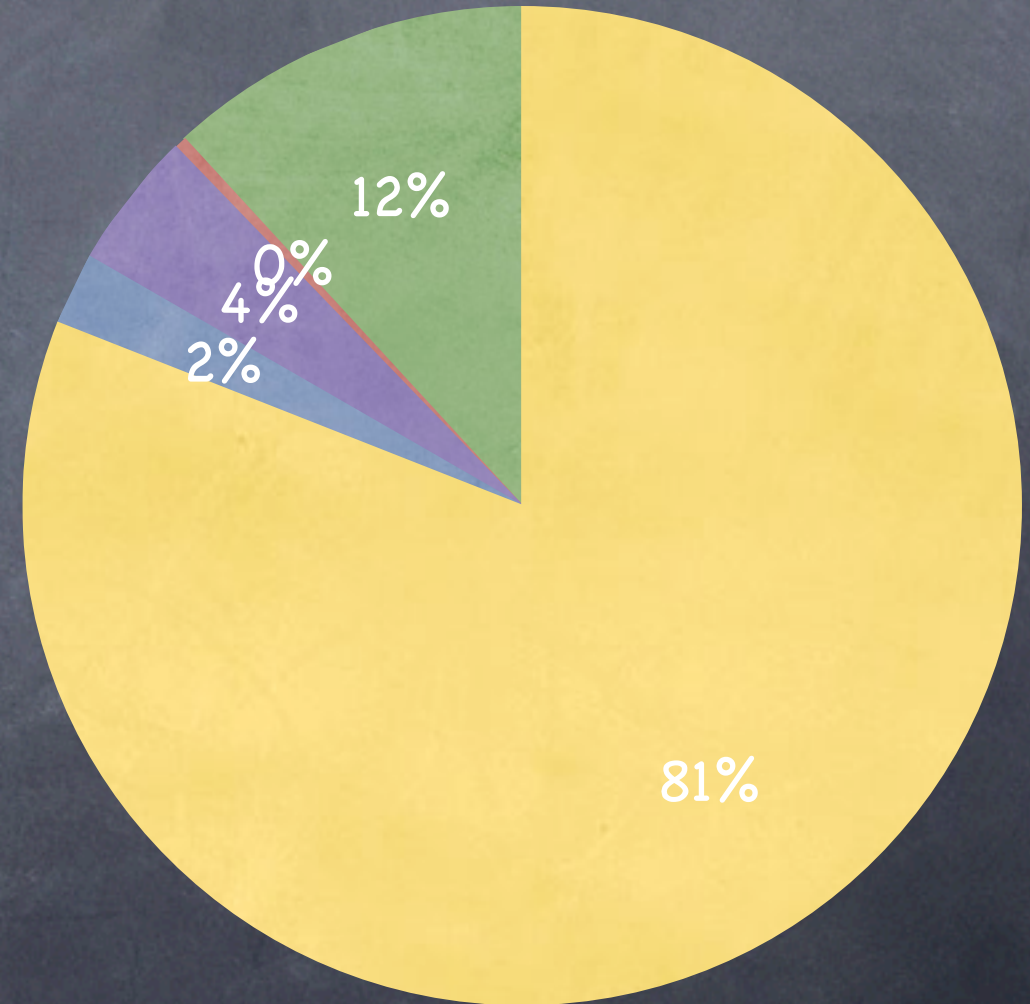
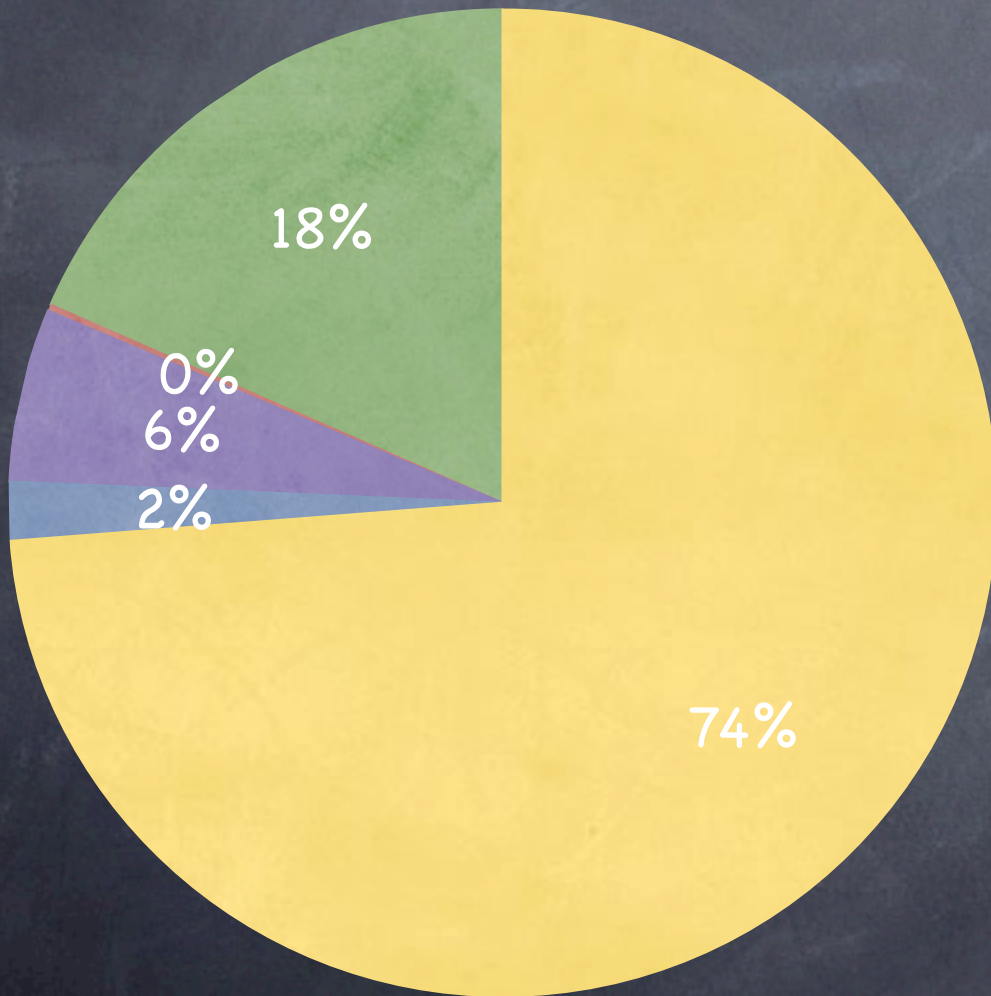
Monitor campus hiring statistics. Assemble and disseminate campus-wide statistics depicting hiring histories by departments and divisions

Devise and implement training and discussion workshops about campus diversity goals with department chairs and search committees prior to new searches.

These are the kinds of activities--and there are many more—that an Associate Vice Chancellor for faculty diversity might be engaged in.

UCSD and UC: Minority Faculty Hiring, 1999-2002

<UCSD General Campus & Systemwide> - 2002

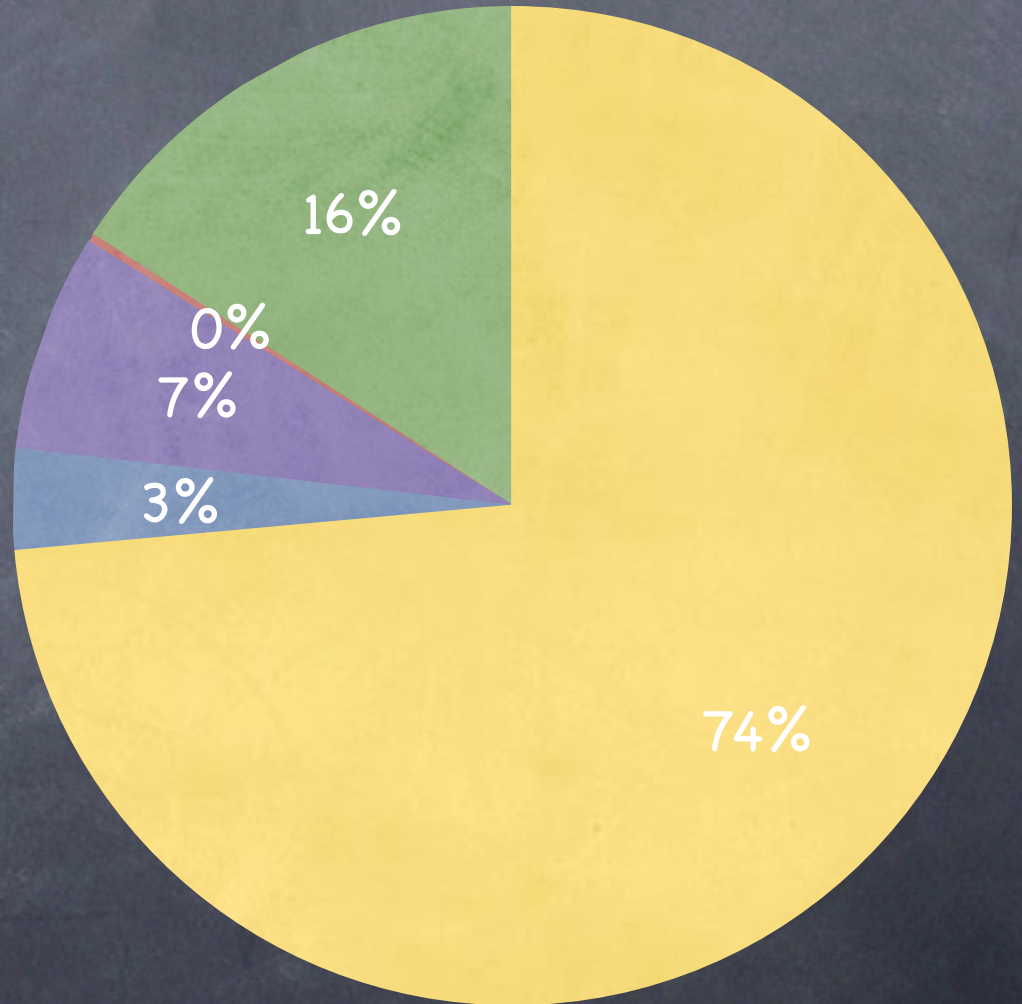
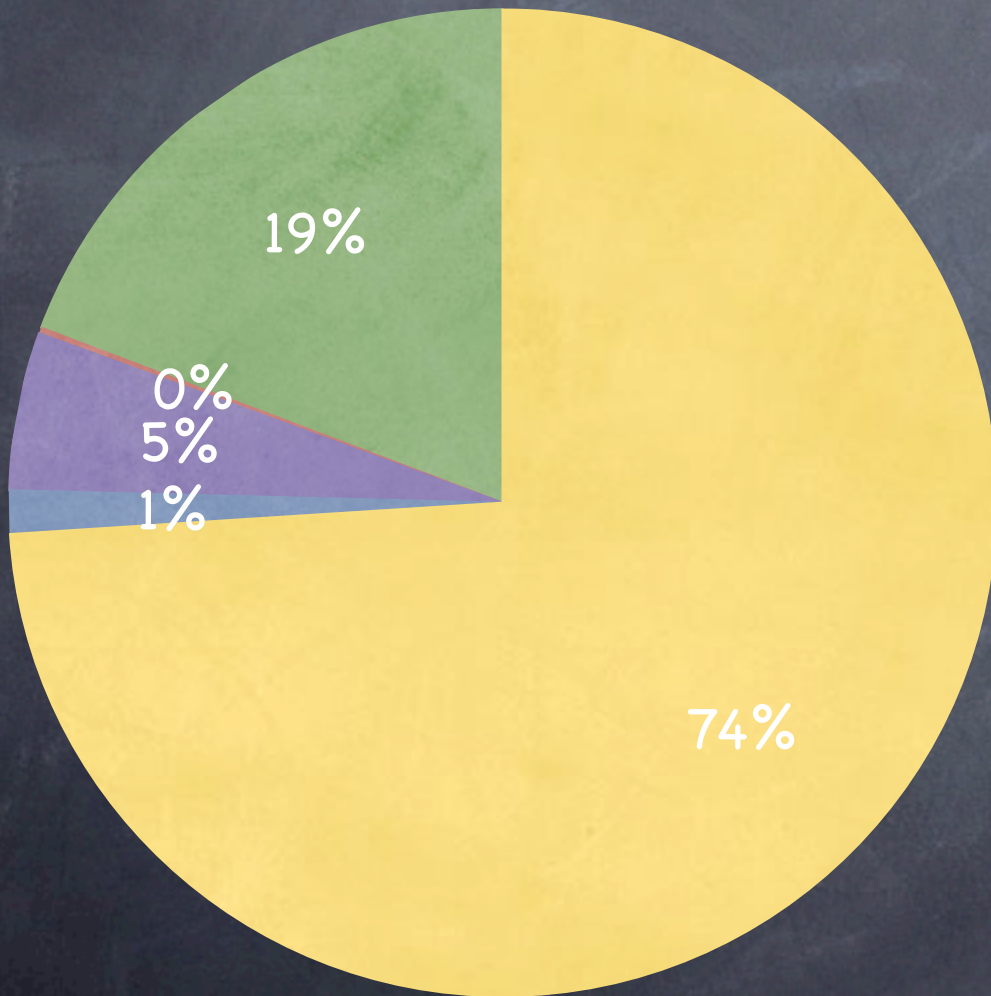


● White ● AfAm ● ChicLat ● AmInd ● Asian

UCSD General Campus

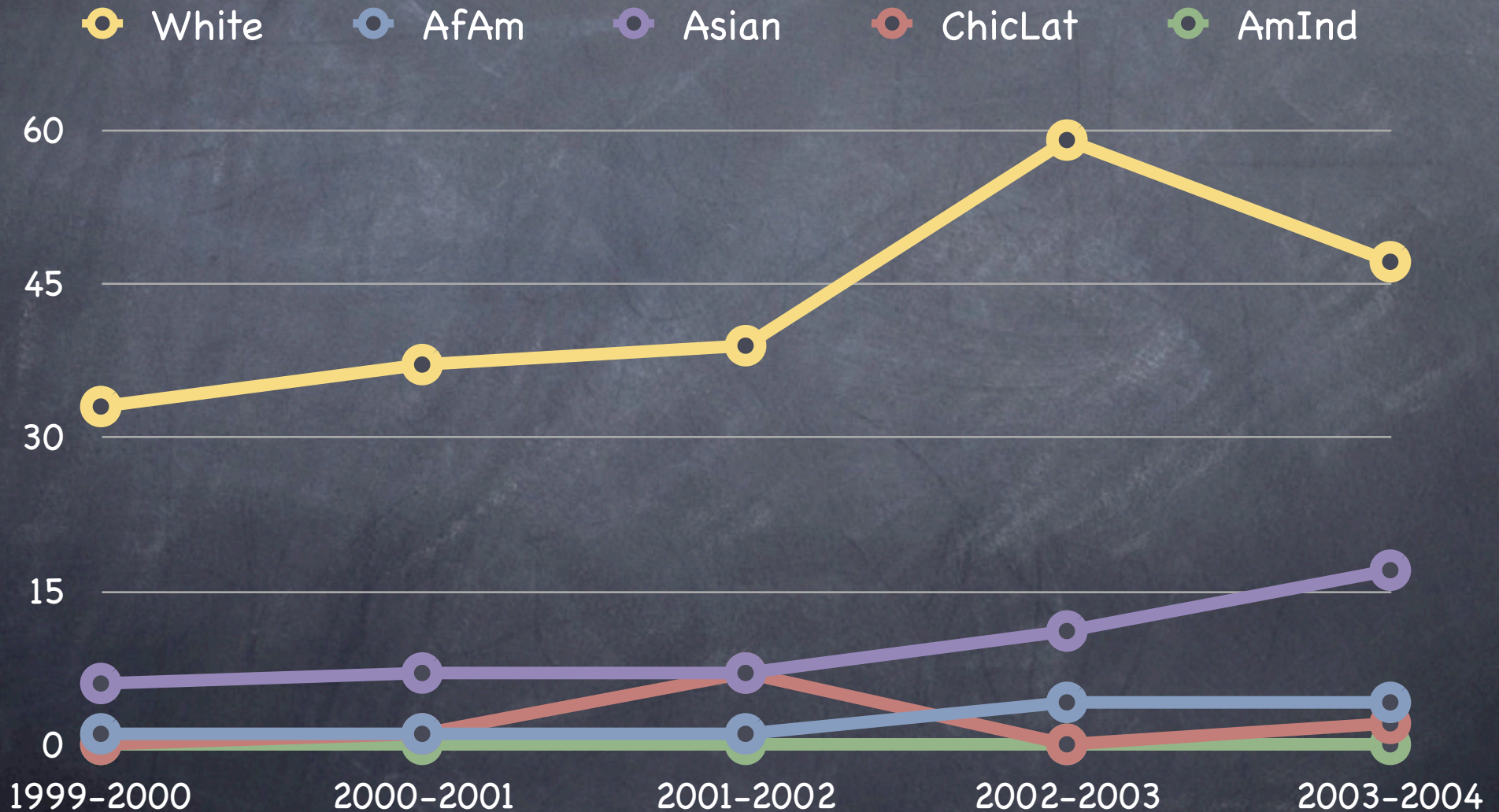
MEN

WOMEN

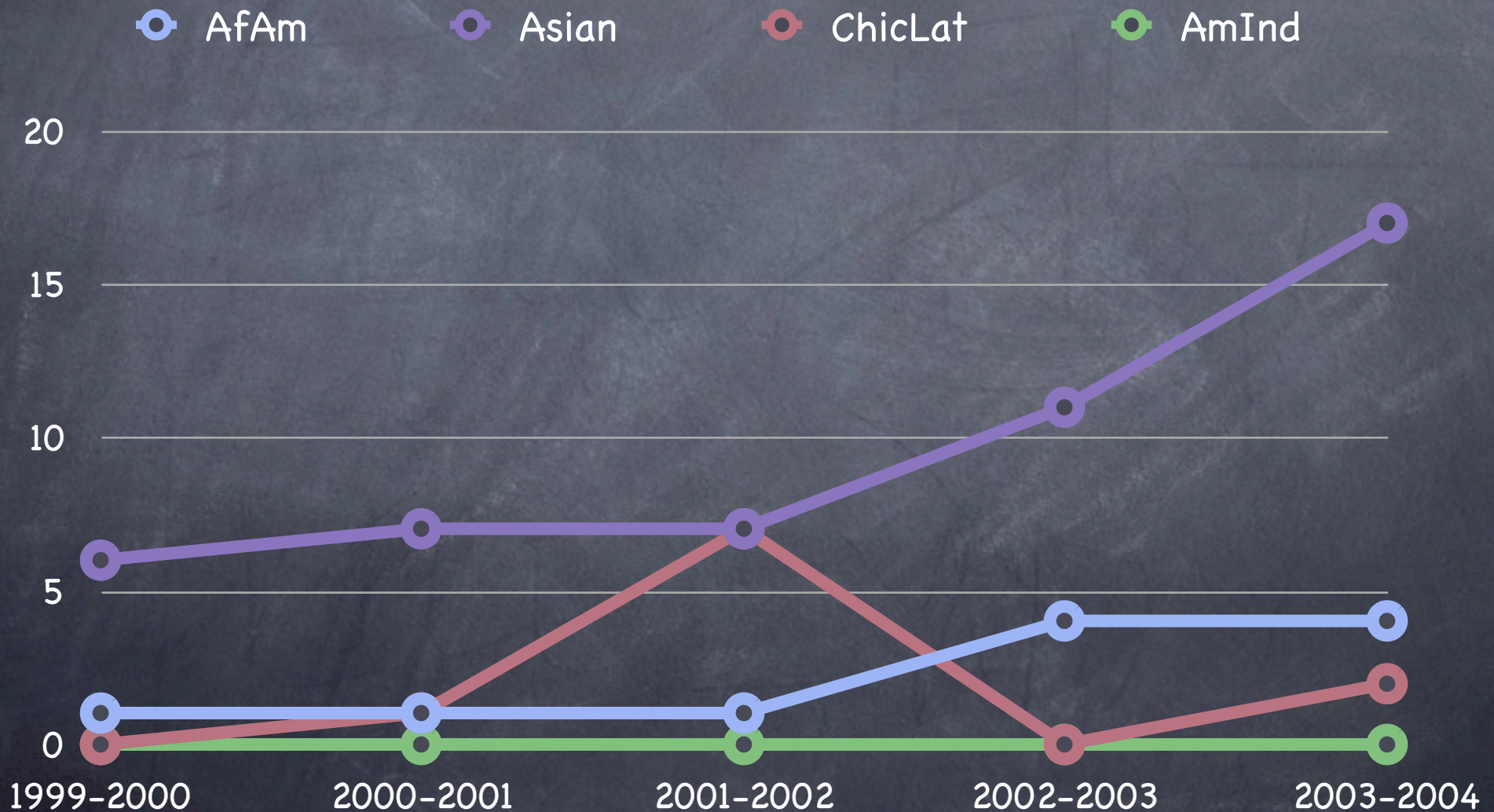


● White ● AfAm ● ChicLat ● AmInd ● Asian

UCSD new hires, 1999-2000 to 2003-2004



UCSD new hires, 1999-2000 to 2003-2004



Tenured Faculty, 10/02

5 areas significantly better than pool.

UC TENURED FACULTY, OCTOBER 2002

& ACADEMIC AVAILABILITIES (1982 TO 1996 SELECTED NATIONAL DOCTORAL DEGREE RECIPIENTS)

SAN DIEGO

	AVAILABILITIES				UC TENURED FACULTY OCTOBER 2002							
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES												
Agricultural Sci	5.7%	11.5%	88.1%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Biological Sci	4.5%	13.5%	86.1%	100.0%	2	8	50	58	3.4%	13.8%	86.2%	100.0%
Other Life Sci ¹	7.3%	13.5%	86.5%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL LIFE SCI	5.1%	13.6%	86.5%	100.0%	2	8	50	58	3.4%	13.8%	86.2%	100.0%
COMPUTER SCI, MATH, ENGINEERING												
Engineering	4.5%	25.0%	75.0%	100.0%	3	15	98	53	5.7%	28.3%	71.7%	100.0%
Computer Science	3.2%	19.2%	80.8%	100.0%	1	30	49	79	1.3%	38.0%	62.0%	100.0%
Mathematics	3.7%	16.7%	83.3%	100.0%	2	5	41	46	4.3%	10.9%	89.1%	100.0%
TOTAL CS, MATH, ENGIN	4.2%	23.0%	77.0%	100.0%	6	50	128	178	3.4%	28.1%	71.9%	100.0%
PHYSICAL SCIENCES												
Chemistry	4.7%	15.5%	84.5%	100.0%	0	3	28	31	0.0%	9.7%	90.3%	100.0%
Geological & Related Sci	2.5%	7.8%	92.2%	100.0%	0	1	27	28	0.0%	3.6%	96.4%	100.0%
Physics	3.7%	16.2%	83.8%	100.0%	4	11	90	41	9.8%	26.8%	73.2%	100.0%
Other Physical Sci ²	3.1%	10.5%	89.5%	100.0%	1	4	36	40	2.5%	10.0%	90.0%	100.0%
TOTAL PHYSICAL SCIENCES	4.0%	14.3%	85.8%	100.0%	5	19	121	140	3.6%	13.6%	86.4%	100.0%
HUMANITIES												
Psychology	8.1%	10.2%	89.8%	100.0%	1	2	26	28	3.6%	7.1%	92.9%	100.0%
Social Sciences	9.1%	15.2%	84.8%	100.0%	13	16	94	110	11.8%	14.5%	85.5%	100.0%
History	6.6%	9.1%	90.9%	100.0%	5	9	23	32	15.6%	28.1%	71.9%	100.0%
Letters	5.5%	8.6%	91.4%	100.0%	8	14	32	46	17.4%	30.4%	69.6%	100.0%
Foreign Lang & Lit	18.5%	21.6%	78.4%	100.0%	0	0	7	7	0.0%	0.0%	100.0%	100.0%
Fine Arts	4.5%	8.2%	91.8%	100.0%	7	8	59	67	10.4%	11.5%	88.1%	100.0%
Other Humanities ³	6.3%	9.0%	91.0%	100.0%	1	1	12	13	7.7%	7.7%	92.3%	100.0%
TOTAL HUMANITIES	8.0%	11.4%	88.6%	100.0%	35	50	253	303	11.6%	16.5%	83.5%	100.0%
EDUCATION												
Education	13.0%	14.5%	85.1%	100.0%	0	0	3	3	0.0%	0.0%	100.0%	100.0%
PROFESSIONAL FIELDS												
Business & Management	5.1%	13.5%	86.1%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Communications	9.8%	13.3%	86.7%	100.0%	2	3	12	15	13.3%	20.0%	80.0%	100.0%
Other Profess Fields ⁴	10.4%	14.1%	85.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL PROF FIELDS	7.9%	13.9%	86.1%	100.0%	2	3	12	15	13.3%	20.0%	80.0%	100.0%
GRAND TOTAL⁵	6.5%	14.5%	85.5%	100.0%	50	130	567	697	7.2%	18.7%	81.3%	100.0%

Tenured Faculty, 10/02

- 4 areas significantly worse than pool.

PHYSICAL SCIENCES												
Chemistry	4.7%	15.5%	84.5%	100.0%	0	3	28	31	0.0%	9.7%	90.3%	100.0%
Geological & Related Sci	2.5%	7.8%	92.2%	100.0%	0	1	27	28	0.0%	3.6%	96.4%	100.0%
Physios	3.7%	16.2%	83.8%	100.0%	4	11	30	41	9.8%	26.8%	73.2%	100.0%
Other Physical Sci ²	3.1%	10.5%	89.5%	100.0%	1	4	36	40	2.5%	10.0%	90.0%	100.0%
TOTAL PHYSICAL SCIENCES	4.0%	14.3%	85.8%	100.0%	5	19	121	140	3.6%	13.6%	86.4%	100.0%
HUMANITIES												
Psychology	8.1%	10.2%	89.8%	100.0%	1	2	26	28	3.6%	7.1%	92.9%	100.0%
Social Sciences	9.1%	15.2%	84.8%	100.0%	13	16	94	110	11.8%	14.5%	85.5%	100.0%
History	6.6%	9.1%	90.9%	100.0%	5	9	23	32	15.6%	28.1%	71.9%	100.0%
Letters	5.5%	8.6%	91.4%	100.0%	8	14	32	46	17.4%	30.4%	69.6%	100.0%
Foreign Lang & Lit	18.5%	21.6%	78.4%	100.0%	0	0	7	7	0.0%	0.0%	100.0%	100.0%
Fine Arts	4.5%	8.2%	91.8%	100.0%	7	8	59	67	10.4%	11.9%	88.1%	100.0%
Other Humanities ³	6.3%	9.0%	91.0%	100.0%	1	1	12	13	7.7%	7.7%	92.3%	100.0%
TOTAL HUMANITIES	8.0%	11.4%	88.6%	100.0%	35	50	253	303	11.6%	16.5%	83.5%	100.0%
EDUCATION	13.0%	14.9%	85.1%	100.0%	0	0	3	3	0.0%	0.0%	100.0%	100.0%

Tenured Faculty, 10/02

- 3 areas have no underrepresented minority faculty.

PHYSICAL SCIENCES												
Chemistry	4.7%	15.5%	84.5%	100.0%	0	3	28	31	0.0%	9.7%	90.3%	100.0%
Geological & Related Sci	2.5%	7.8%	92.2%	100.0%	0	1	27	28	0.0%	3.6%	96.4%	100.0%
Physios	3.7%	16.2%	83.8%	100.0%	4	11	30	41	9.8%	26.8%	73.2%	100.0%
Other Physical Sci ²	3.1%	10.5%	89.5%	100.0%	1	4	36	40	2.5%	10.0%	90.0%	100.0%
TOTAL PHYSICAL SCIENCES	4.0%	14.3%	85.8%	100.0%	5	19	121	140	3.6%	13.6%	86.4%	100.0%
HUMANITIES												
Psychology	8.1%	10.2%	89.8%	100.0%	1	2	26	28	3.6%	7.1%	92.9%	100.0%
Social Sciences	9.1%	15.2%	84.8%	100.0%	13	16	94	110	11.8%	14.5%	85.5%	100.0%
History	6.6%	9.1%	90.9%	100.0%	5	9	23	32	15.6%	28.1%	71.9%	100.0%
Letters	5.5%	8.6%	91.4%	100.0%	8	14	32	46	17.4%	30.4%	69.6%	100.0%
Foreign Lang & Lit	18.5%	21.6%	78.4%	100.0%	0	0	7	7	0.0%	0.0%	100.0%	100.0%
Fine Arts	4.5%	8.2%	91.8%	100.0%	7	8	59	67	10.4%	11.9%	88.1%	100.0%
Other Humanities ³	6.3%	9.0%	91.0%	100.0%	1	1	12	13	7.7%	7.7%	92.3%	100.0%
TOTAL HUMANITIES	8.0%	11.4%	88.6%	100.0%	35	50	253	303	11.6%	16.5%	83.5%	100.0%
EDUCATION	13.0%	14.9%	85.1%	100.0%	0	0	3	3	0.0%	0.0%	100.0%	100.0%
PROFESSIONAL FIELDS												

Tenured Faculty, 10/02

- Total not significantly different from UC percentages.

UCSD

GRAND TOTAL ⁵	6.5%	14.5%	85.5%	100.0%	50	130	567	697	7.2%	18.7%	81.3%	100.0%
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All UC

GRAND TOTAL ⁵	6.5%	14.5%	85.5%	100.0%	449	1,136	5,231	6,367	7.1%	17.8%	82.2%	100.0%
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Tenured Faculty, 10/02

- 5 areas significantly better than pool.
- 4 areas significantly worse than pool.
- 3 areas have no underrepresented minority faculty.
- Total not significantly different from UC percentages.
- What is the hiring trend for tenured faculty?

New Tenured Faculty, 1999-00 to 2002-03

- In Science and Engineering Divisions (59% of total UCSD tenured hires), underrepresented minority faculty hired: 3 (6.5%) of 46.

**UC TENURED FACULTY, NEW APPOINTMENTS 1999-00 TO 2002-03
& ACADEMIC AVAILABILITIES (1982 TO 1996 NATIONAL DOCTORAL DEGREE RECIPIENTS)
SAN DIEGO**

	AVAILABILITIES				NEW APPOINTMENTS 1999-00 TO 2002-03							
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES												
Agricultural Sci	5.7%	11.9%	88.1%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Biological Sci	4.5%	13.9%	86.1%	100.0%	1	1	5	6	16.7%	16.7%	83.3%	100.0%
Other Life Sci ¹	7.3%	13.5%	86.5%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL LIFE SCI	5.1%	13.6%	86.5%	100.0%	1	1	5	6	16.7%	16.7%	83.3%	100.0%
COMPUTER SCI, MATH, ENGINEERING												
Engineering	4.5%	25.0%	75.0%	100.0%	1	4	4	8	12.5%	50.0%	50.0%	100.0%
Computer Science	3.2%	19.2%	80.8%	100.0%	0	6	6	12	0.0%	50.0%	50.0%	100.0%
Mathematics	3.7%	16.7%	83.3%	100.0%	0	1	7	8	0.0%	12.5%	87.5%	100.0%
TOTAL CS, MATH, ENGIN	4.2%	23.0%	77.0%	100.0%	1	11	17	28	3.6%	39.3%	60.7%	100.0%
PHYSICAL SCIENCES												
Chemistry	4.7%	15.5%	84.5%	100.0%	0	0	5	5	0.0%	0.0%	100.0%	100.0%
Geological & Related Sci	2.5%	7.8%	92.2%	100.0%	0	0	1	1	0.0%	0.0%	100.0%	100.0%
Physics	3.7%	16.2%	83.8%	100.0%	0	1	2	3	0.0%	33.3%	66.7%	100.0%
Other Physical Sci ²	3.1%	10.5%	89.5%	100.0%	0	0	3	3	0.0%	0.0%	100.0%	100.0%
TOTAL PHYSICAL SCIENCES	4.0%	14.3%	85.8%	100.0%	0	1	11	12	0.0%	8.3%	91.7%	100.0%

New Tenured Faculty, 1999-00 to 2002-03

- UCSD 6.5% compares to 8.7% UC-wide hiring in Science and Engineering Divisions (50% of total UC tenured hires).

**UC TENURED FACULTY, NEW APPOINTMENTS 1999-00 TO 2002-03
& ACADEMIC AVAILABILITIES (1982 TO 1996 NATIONAL DOCTORAL DEGREE RECIPIENTS)
UNIVERSITYWIDE**

	AVAILABILITIES				NEW APPOINTMENTS 1999-00 TO 2002-03							
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES												
Agricultural Sci	5.7%	11.9%	88.1%	100.0%	1	4	23	27	3.7%	14.8%	85.2%	100.0%
Biological Sci	4.5%	13.9%	86.1%	100.0%	3	11	36	47	6.4%	23.4%	76.6%	100.0%
Other Life Sci ¹	7.3%	13.5%	86.5%	100.0%	0	1	12	13	0.0%	7.7%	92.3%	100.0%
TOTAL LIFE SCI	5.1%	13.6%	86.5%	100.0%	4	16	71	87	4.6%	18.4%	81.6%	100.0%
COMPUTER SCI, MATH, ENGINEERING												
Engineering	4.5%	25.0%	75.0%	100.0%	1	25	58	83	1.2%	30.1%	69.9%	100.0%
Computer Science	3.2%	19.2%	80.8%	100.0%	1	14	18	32	3.1%	43.8%	56.3%	100.0%
Mathematics	3.7%	16.7%	83.3%	100.0%	0	5	20	25	0.0%	20.0%	80.0%	100.0%
TOTAL CS, MATH, ENGIN	4.2%	23.0%	77.0%	100.0%	2	44	96	140	1.4%	31.4%	68.6%	100.0%
PHYSICAL SCIENCES												
Chemistry	4.7%	15.5%	84.5%	100.0%	0	2	12	14	0.0%	14.3%	85.7%	100.0%
Geological & Related Sci	2.5%	7.8%	92.2%	100.0%	0	0	10	10	0.0%	0.0%	100.0%	100.0%
Physics	3.7%	16.2%	83.8%	100.0%	1	4	17	21	4.8%	19.0%	81.0%	100.0%
Other Physical Sci ²	3.1%	10.5%	89.5%	100.0%	0	1	13	14	0.0%	7.1%	92.9%	100.0%
TOTAL PHYSICAL SCIENCES	4.0%	14.3%	85.8%	100.0%	1	7	52	59	1.7%	11.9%	88.1%	100.0%

New Tenured Faculty, 1999-00 to 2002-03

- Humanities Division only bright spot.

HUMANITIES													
Psychology	8.1%	10.2%	89.8%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%	
Social Sciences	9.1%	15.2%	84.8%	100.0%	1	1	6	7	14.3%	14.3%	85.7%	100.0%	
History	6.6%	9.1%	90.9%	100.0%	0	1	1	2	0.0%	50.0%	50.0%	100.0%	
Letters	5.5%	8.6%	91.4%	100.0%	1	2	1	3	33.3%	66.7%	33.3%	100.0%	
Foreign Lang & Lit	18.5%	21.6%	78.4%	100.0%	0	0	1	1	0.0%	0.0%	100.0%	100.0%	
Fine Arts	4.5%	8.2%	91.8%	100.0%	1	1	9	10	10.0%	10.0%	90.0%	100.0%	
Other Humanities ¹	6.3%	9.0%	91.0%	100.0%	2	2	3	5	40.0%	40.0%	60.0%	100.0%	
TOTAL HUMANITIES	8.0%	11.4%	88.6%	100.0%	5	7	21	28	17.9%	25.0%	75.0%	100.0%	

New Tenured Faculty, 1999-00 to 2002-03

- Percentages better than for total Tenured.

New Tenured:

GRAND TOTAL ⁵	6.5%	14.6%	85.4%	100.0%	7	20	58	78	9.0%	25.6%	74.4%	100.0%
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Total Tenured:

GRAND TOTAL ⁵	6.5%	14.6%	85.4%	100.0%	39	119	448	567	6.9%	21.0%	79.0%	100.0%
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New Tenured Faculty, 1999-00 to 2002-03

- In Science and Engineering Divisions (59% of total UCSD tenured hires), underrepresented minority faculty hired: 3 (6.5%) of 46.
- UCSD 6.5% compares to 8.7% UC-wide hiring in Science and Engineering Divisions (50% of total UC tenured hires).
- Humanities Division only bright spot.
- Percentages better than for total Tenured.
- What about non-tenured ladder-rank hires?

Non-tenured Faculty, 10/02

- 9 of 16 areas with searches have hired no underrepresented minority non-tenured faculty. 4 areas have no minority no-tenured faculty at all.

UC NON-TENURED FACULTY, OCTOBER 2002 & ACADEMIC AVAILABILITIES (1997 TO 2001 SELECTED NATIONAL DOCTORAL DEGREE RECIPIENTS) SAN DIEGO												
	AVAILABILITIES				UC NON-TENURED FACULTY OCTOBER 2002							
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES												
Agricultural Sci	9.6%	19.2%	80.8%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Biological Sci	7.1%	23.3%	76.8%	100.0%	0	4	16	20	0.0%	20.0%	80.0%	100.0%
Other Life Sci ¹	9.4%	19.1%	80.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL LIFE SCI	7.8%	22.1%	77.9%	100.0%	0	4	16	20	0.0%	20.0%	80.0%	100.0%
COMPUTER SCI, MATH, ENGINEERING												
Engineering	6.9%	27.2%	72.8%	100.0%	0	1	8	9	0.0%	11.1%	88.9%	100.0%
Computer Science	6.0%	25.3%	74.7%	100.0%	1	3	7	10	10.0%	30.0%	70.0%	100.0%
Mathematics	5.7%	18.6%	81.4%	100.0%	0	4	0	4	0.0%	100.0%	0.0%	100.0%
TOTAL CS, MATH, ENGIN	6.6%	25.7%	74.3%	100.0%	1	8	15	23	4.3%	34.8%	65.2%	100.0%
PHYSICAL SCIENCES												
Chemistry	7.1%	21.3%	78.7%	100.0%	0	2	6	8	0.0%	25.0%	75.0%	100.0%
Geological & Related Sci	6.2%	14.6%	85.4%	100.0%	0	1	1	2	0.0%	50.0%	50.0%	100.0%
Physics	4.3%	18.4%	81.6%	100.0%	0	0	3	3	0.0%	0.0%	100.0%	100.0%
Other Physical Sci ²	6.2%	15.2%	84.8%	100.0%	0	0	4	4	0.0%	0.0%	100.0%	100.0%
TOTAL PHYSICAL SCIENCES	5.9%	19.0%	81.0%	100.0%	0	3	14	17	0.0%	17.6%	82.4%	100.0%
HUMANITIES												
Psychology	12.5%	17.8%	82.2%	100.0%	1	1	10	11	9.1%	9.1%	90.9%	100.0%
Social Sciences	11.2%	20.5%	79.5%	100.0%	3	6	20	26	11.5%	23.1%	76.9%	100.0%
History	8.6%	14.4%	85.6%	100.0%	2	2	2	4	50.0%	50.0%	50.0%	100.0%
Letters	7.9%	13.5%	86.5%	100.0%	1	3	6	9	11.1%	33.3%	66.7%	100.0%
Foreign Lang & Lit	19.0%	25.1%	74.9%	100.0%	1	1	3	4	25.0%	25.0%	75.0%	100.0%
Fine Arts	6.6%	14.4%	85.6%	100.0%	0	0	4	4	0.0%	0.0%	100.0%	100.0%
Other Humanities ³	8.4%	14.9%	85.1%	100.0%	0	0	5	5	0.0%	0.0%	100.0%	100.0%
TOTAL HUMANITIES	10.6%	17.4%	82.7%	100.0%	8	13	50	63	12.7%	20.6%	79.4%	100.0%
EDUCATION												
EDUCATION	18.3%	22.0%	78.0%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
PROFESSIONAL FIELDS												
Business & Management	10.2%	20.2%	79.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Communications	12.0%	17.7%	82.3%	100.0%	1	2	4	6	16.7%	33.3%	66.7%	100.0%
Other Profess Fields ⁴	13.9%	22.7%	77.3%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL PROF FIELDS	11.8%	20.6%	79.4%	100.0%	1	2	4	6	16.7%	33.3%	66.7%	100.0%
GRAND TOTAL⁵	9.4%	20.0%	80.0%	100.0%	10	30	99	129	7.8%	23.3%	76.7%	100.0%

Non-tenured Faculty, 10/02

- 3 departments provide 37% of all UCSD minority non-tenured faculty. (Ethnic Studies accounts for 4 of 6 in Social Sciences.)

HUMANITIES												
Psychology	12.5%	17.8%	82.2%	100.0%	1	1	10	11	9.1%	9.1%	90.9%	100.0%
Social Sciences	11.2%	20.5%	79.5%	100.0%	3	6	20	26	11.5%	23.1%	76.9%	100.0%
History	8.6%	14.4%	85.6%	100.0%	2	2	2	4	50.0%	50.0%	50.0%	100.0%
Letters	7.9%	13.5%	86.5%	100.0%	1	3	6	9	11.1%	33.3%	66.7%	100.0%
Foreign Lang & Lit	19.0%	25.1%	74.9%	100.0%	1	1	3	4	25.0%	25.0%	75.0%	100.0%
Fine Arts	6.6%	14.4%	85.6%	100.0%	0	0	4	4	0.0%	0.0%	100.0%	100.0%
Other Humanities ³	8.4%	14.9%	85.1%	100.0%	0	0	5	5	0.0%	0.0%	100.0%	100.0%
TOTAL HUMANITIES	10.6%	17.4%	82.7%	100.0%	8	13	50	63	12.7%	20.6%	79.4%	100.0%
EDUCATION												
Psychology	18.3%	22.0%	78.0%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
PROFESSIONAL FIELDS												
Business & Management	10.2%	20.2%	79.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Communications	12.0%	17.7%	82.3%	100.0%	1	2	4	6	16.7%	33.3%	66.7%	100.0%
Other Profess Fields ⁴	13.9%	22.7%	77.3%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL PROF FIELDS	11.8%	20.6%	79.4%	100.0%	1	2	4	6	16.7%	33.3%	66.7%	100.0%

Non-tenured Faculty, 10/02

- UCSD has a significantly lower % of underrepresented minority non-tenured faculty than does UC as a whole.

UCSD



All UC



Non-tenured Faculty, 10/02

- 9 of 16 areas with searches have hired no underrepresented minority non-tenured faculty. 4 areas have no minority faculty at all.
- 3 departments provide 37% of all UCSD minority non-tenured faculty. (Ethnic Studies accounts for 4 of 6 in Social Sciences.)
- UCSD has a significantly lower % of underrepresented minority non-tenured faculty than does UC as a whole.
- What is the hiring trend for non-tenured faculty?

New Non-tenured Faculty, 1999-00 to 2002-03

- 8 of 16 areas with searches hired no underrepresented minority non-tenured faculty. 3 areas hired no minority faculty at all.

**UC NON-TENURED FACULTY, NEW APPOINTMENTS 1999-00 TO 2002-03
& ACADEMIC AVAILABILITIES (1997 TO 2001 NATIONAL DOCTORAL DEGREE RECIPIENTS)
SAN DIEGO**

	AVAILABILITIES				NEW APPOINTMENTS 1999-00 TO 2002-03							
	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL	Under-rep Minorities*	All Minorities*	White	TOTAL
LIFE SCIENCES												
Agricultural Sci	9.6%	19.2%	80.8%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Biological Sci	7.1%	23.3%	76.8%	100.0%	0	5	13	18	0.0%	27.8%	72.2%	100.0%
Other Life Sci ¹	9.4%	19.1%	80.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL LIFE SCI	7.8%	22.1%	77.9%	100.0%	0	5	13	18	0.0%	27.8%	72.2%	100.0%
COMPUTER SCI, MATH, ENGINEERING												
Engineering	6.9%	27.2%	72.8%	100.0%	0	1	8	9	0.0%	11.1%	88.9%	100.0%
Computer Science	6.0%	25.3%	74.7%	100.0%	1	2	7	9	11.1%	22.2%	77.8%	100.0%
Mathematics	6.7%	18.6%	81.4%	100.0%	0	3	0	3	0.0%	100.0%	0.0%	100.0%
TOTAL CS, MATH, ENGIN	6.6%	25.7%	74.3%	100.0%	1	6	15	21	4.8%	28.6%	71.4%	100.0%
PHYSICAL SCIENCES												
Chemistry	7.1%	21.3%	78.7%	100.0%	0	1	4	5	0.0%	20.0%	80.0%	100.0%
Geological & Related Sci	6.2%	14.6%	85.4%	100.0%	0	1	1	2	0.0%	50.0%	50.0%	100.0%
Physics	4.3%	18.4%	81.6%	100.0%	1	1	2	3	33.3%	33.3%	66.7%	100.0%
Other Physical Sci ²	6.2%	15.2%	84.8%	100.0%	0	0	6	6	0.0%	100.0%	0.0%	100.0%
TOTAL PHYSICAL SCIENCES	5.9%	19.0%	81.0%	100.0%	1	3	13	16	6.3%	18.8%	81.3%	100.0%
HUMANITIES												
Psychology	12.6%	17.8%	82.2%	100.0%	0	0	2	2	0.0%	0.0%	100.0%	100.0%
Social Sciences	11.2%	20.5%	79.5%	100.0%	1	3	17	20	5.0%	15.0%	85.0%	100.0%
History	8.6%	14.4%	85.6%	100.0%	1	1	2	3	33.3%	33.3%	66.7%	100.0%
Letters	7.9%	13.5%	86.5%	100.0%	2	4	4	8	25.0%	50.0%	50.0%	100.0%
Foreign Lang & Lit	19.0%	25.1%	74.9%	100.0%	1	1	2	3	33.3%	33.3%	66.7%	100.0%
Fine Arts	6.6%	14.4%	83.6%	100.0%	0	0	5	5	0.0%	100.0%	0.0%	100.0%
Other Humanities ³	8.4%	14.9%	85.1%	100.0%	2	2	5	7	28.6%	28.6%	71.4%	100.0%
TOTAL HUMANITIES	10.6%	17.4%	82.7%	100.0%	7	11	37	48	14.6%	22.9%	77.1%	100.0%
EDUCATION												
Education	18.3%	22.0%	78.0%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
PROFESSIONAL FIELDS												
Business & Management	10.2%	20.2%	79.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Communications	12.0%	17.7%	82.3%	100.0%	1	1	5	6	16.7%	16.7%	83.3%	100.0%
Other Profess Fields ⁴	13.9%	23.7%	77.3%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL PROF FIELDS	11.8%	20.6%	79.4%	100.0%	1	1	5	6	16.7%	16.7%	83.3%	100.0%
GRAND TOTAL⁵	9.4%	20.0%	80.0%	100.0%	10	26	83	109	9.2%	23.9%	76.1%	100.0%

New Non-tenured Faculty, 1999-00 to 2002-03

- 3 departments hired 31% of all new UCSD minority non-tenured faculty. (ES = Social Sciences.)

HUMANITIES												
Psychology	12.5%	17.8%	82.2%	100.0%	0	0	2	2	0.0%	0.0%	100.0%	100.0%
Social Sciences	11.2%	20.5%	79.5%	100.0%	1	3	17	20	5.0%	15.0%	85.0%	100.0%
History	8.6%	14.4%	85.6%	100.0%	1	1	2	3	33.3%	33.3%	66.7%	100.0%
Letters	7.9%	13.5%	86.5%	100.0%	2	4	4	8	25.0%	50.0%	50.0%	100.0%
Foreign Lang & Lit	19.0%	25.1%	74.9%	100.0%	1	1	2	3	33.3%	33.3%	66.7%	100.0%
Fine Arts	6.6%	14.4%	85.6%	100.0%	0	0	5	5	0.0%	0.0%	100.0%	100.0%
Other Humanities ³	8.4%	14.9%	85.1%	100.0%	2	2	5	7	28.6%	28.6%	71.4%	100.0%
TOTAL HUMANITIES	10.6%	17.4%	82.7%	100.0%	7	11	37	48	14.6%	22.9%	77.1%	100.0%
EDUCATION												
Education	18.3%	22.0%	78.0%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
PROFESSIONAL FIELDS												
Business & Management	10.2%	20.2%	79.9%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Communications	12.0%	17.7%	82.3%	100.0%	1	1	5	6	16.7%	16.7%	83.3%	100.0%
Other Profess Fields ⁴	13.9%	22.7%	77.3%	100.0%	0	0	0	0	0.0%	0.0%	0.0%	0.0%
TOTAL PROF FIELDS	11.8%	20.6%	79.4%	100.0%	1	1	5	6	16.7%	16.7%	83.3%	100.0%

New Non-tenured Faculty, 1999-00 to 2002-03

- UCSD has hired a significantly lower % of minority non-tenured faculty than UC as a whole.

UCSD

GRAND TOTAL ⁵	9.4%	20.0%	80.0%	100.0%	10	26	83	109	9.2%	23.9%	76.1%	100.0%
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All UC

GRAND TOTAL ⁵	9.4%	20.0%	80.0%	100.0%	98	300	768	1,068	9.2%	28.1%	71.9%	100.0%
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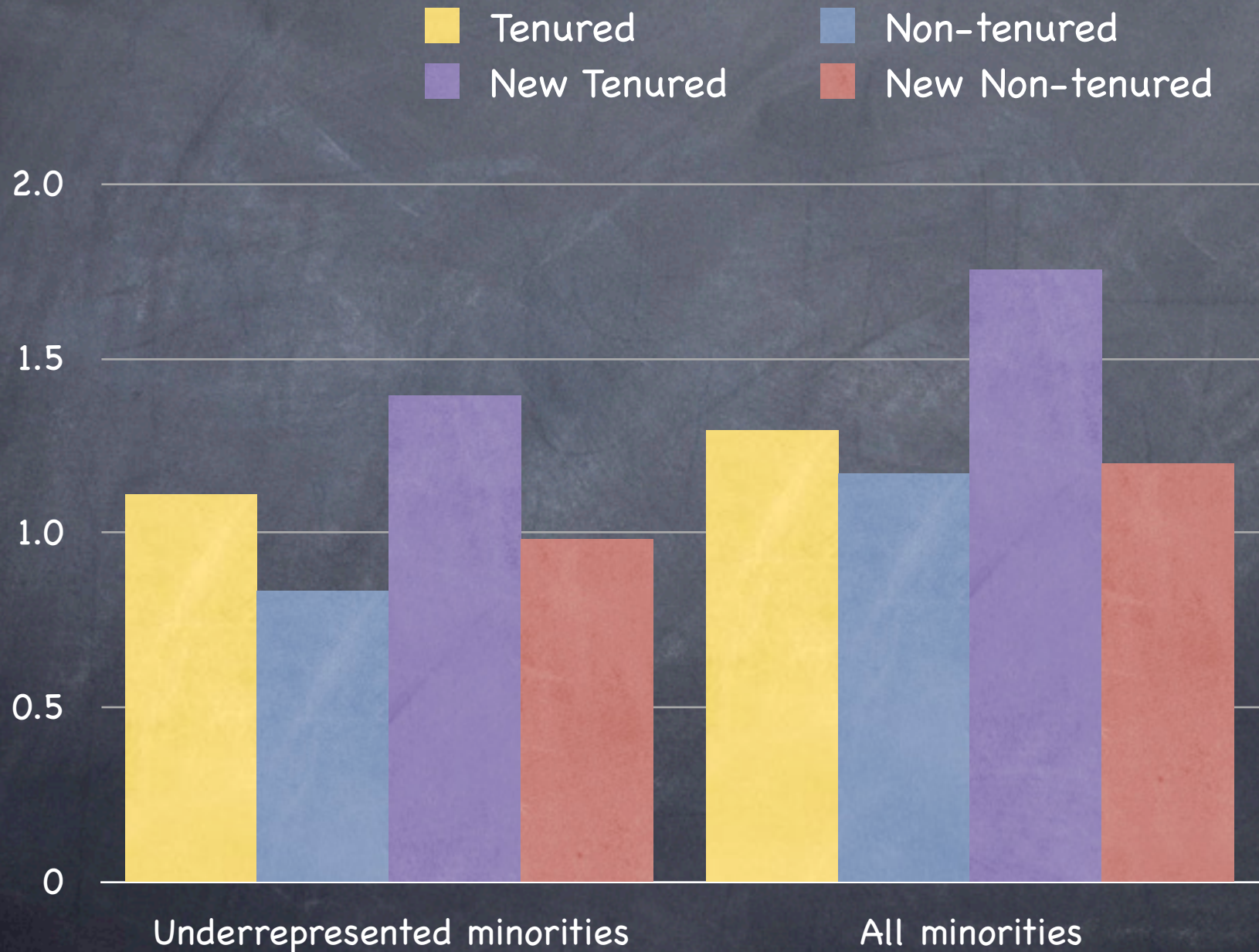
New Non-tenured Faculty, 1999-00 to 2002-03

- 8 of 16 areas with searches hired no underrepresented minority non-tenured faculty. 3 areas hired no minority faculty at all.
- 3 departments hired 31% of all new UCSD minority non-tenured faculty. (ES = Social Sciences.)
- UCSD has hired a significantly lower % of minority non-tenured faculty than UC as a whole.
- Percentages very similar to total non-tenured.

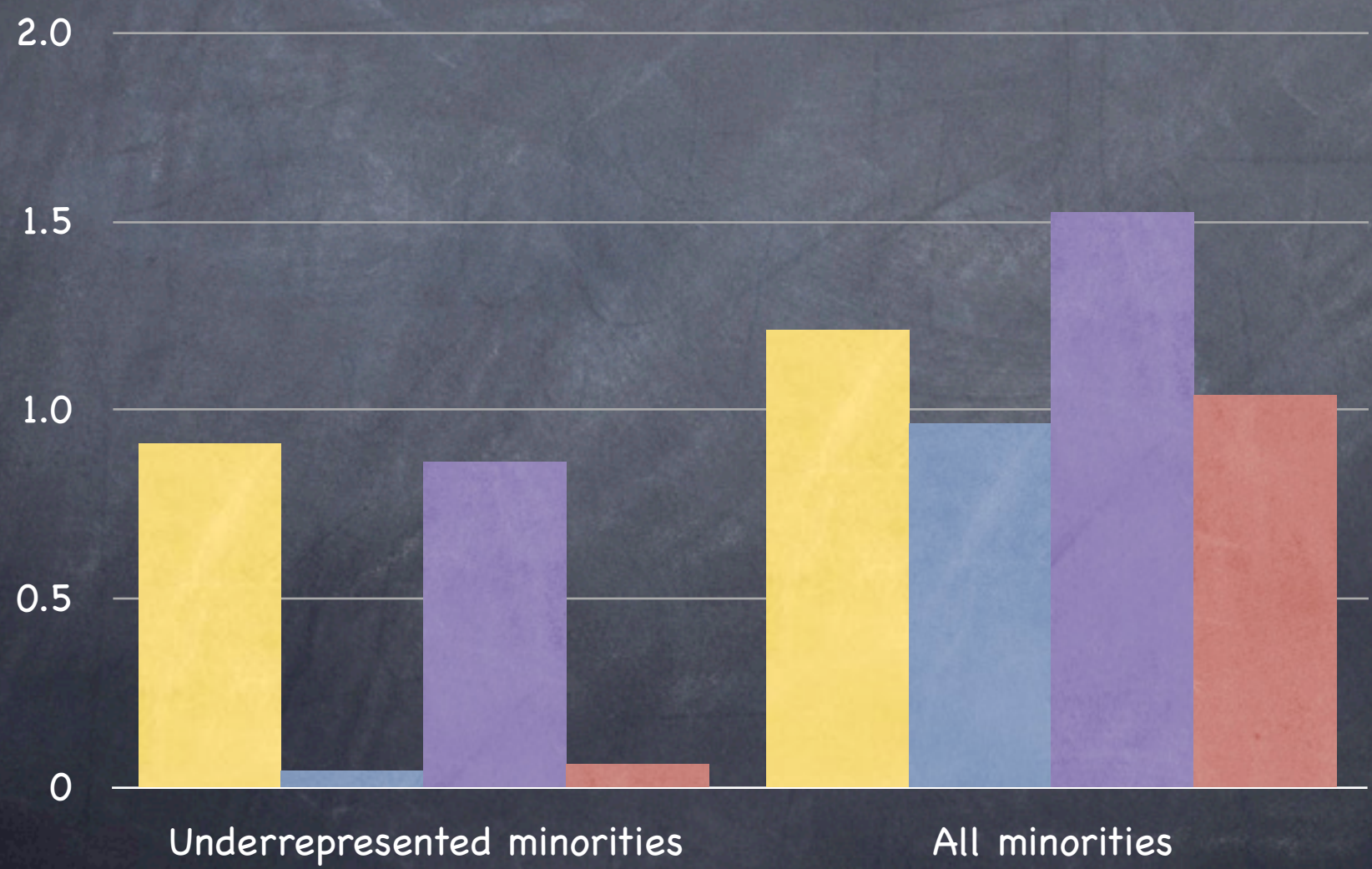
Conclusion: **CRISIS**

- Hiring trends for UCSD will make UCSD less diverse at a rate greater than UC as a whole.
- UCSD is consistently not utilizing the availability of minority scholars in a significant number of areas.
- If present trends continue, in many units the gap between availability pools and UCSD hires of underrepresented faculty will grow larger.

UCSD faculty hires - availability ratios



UCSD faculty hires - availability ratios without Comm., ES, and History



Discussion:

How do we change the trend?

- Ideas?
 - Campus-wide?

Discussion:

How do we change the trend?

- Ideas?
- Department or program based?

Discussion:

How do we change the trend?

- Ideas?
- Search committees?

Some ideas: Campus-wide

- Collect hiring plans related to diversity consistently and integrate them into CTC planning.
- Create real-time online tracking system for search process from applications through selection.
- Provide positive incentives (eg. hiring UC Presidents postdocs). Expansion? Graduate student support?
- Include commitment to diversity criteria in the appointment of Chairs and Deans.
- Strengthen Committee on Affirmative Action and Diversity (CAAD).

Some ideas: Department

- Engage consistently in discussing, including, and integrating hiring goals related to diversity in planning at departmental level.
- Provide historical (10 yr) departmental hiring information to every member of the faculty when searches are approved.
- Constitute search committees with hiring goals, including diversity plan, in mind.

Some ideas: Search cmte.

- Discuss departmental hiring history data as a part of the search committee hiring planning, and with campus affirmative action officer, prior to beginning the search.
- Charge search committee to: increase the depth and range of the pool; set selection criteria that encourage applications from underrepresented minorities.
- Train search committees about Proposition 209 as it relates to both preferences and discrimination (train chair, entire committee, affirmative action advocate?).

317 Hispanic

CHANCELLOR'S OFFICE

CHICANO/LATINO CONCILIO

Nov 7 9 50 AM '03 University of California, San Diego
c/o CLAH Program, Mail Code 0054
La Jolla, California 92093-0054

November 6, 2003

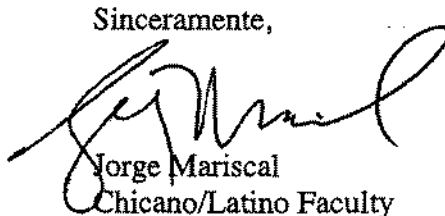
Marsha Chandler
Interim Chancellor
University of California, San Diego

Dear Chancellor Chandler:

We are attaching our Chicano/Latino Concilio's report card on UCSD for your consideration. At the request of the San Diego County Latino Coalition for Education, this report card was disseminated to over three hundred parents and community members who attended the coalition's education summit on October 11, 2003. The report card has been endorsed by both the coalition's Higher Education Committee (composed of parents and members of local Chicano/Latino community organizations) and the San Diego County Chicano/Latino Concilio (composed of faculty, staff, and students from colleges and universities in San Diego County).

The report card documents our analysis of the academic and employment conditions for Chicanos/Latinos at UCSD as well as the need for institutional change to achieve an acceptable level of equity and diversity. We submit this document with the hope that it stimulates deliberation and action within your administration.

Sinceramente,



Jorge Mariscal
Chicano/Latino Faculty
gmariscal@ucsd.edu



Patrick Velásquez
Chicano/Latino Staff
pvelasquez@ucsd.edu



Laura Gonzales
Chicano/Latino Students
lygonzalez21@yahoo.com.mx

cc: Interim Vice Chancellor David Miller
Vice Chancellor Steven Relyea
Vice Chancellor Joseph Watson
Academic Deans
Chairs, Academic Senate Committees

**REPORT CARD ON THE UNIVERSITY
OF CALIFORNIA, SAN DIEGO:**

**A LEGACY OF INSTITUTIONAL
NEGLECT**

**PREPARED BY THE UCSD CHICANO/LATINO
CONCILIO
OCTOBER 11, 2003**

Introduction

The UCSD Chicano/Latino Concilio was created in 1991 to improve conditions for Chicano/Latino faculty, staff, and students at UCSD. This document represents the Concilio's analysis of the current problems on campus, their causes, and our recommendations for solutions.

From 1991 to 1995, the Concilio met on an irregular basis with Chancellor Richard Atkinson. Little progress was made although Concilio played a key role in the struggle for a Cross-Cultural Center which was established during this period. In 1996, the Concilio together with representatives from the Chicano/Latino community in San Diego initiated a series of meetings with the new chancellor Robert Dynes. Although there have been minor successes since then, Concilio feels strongly that fundamental structural reforms have not been implemented. In effect, the "successes" which will be described below have not affected and will not affect most of the long-standing issues, including access to UCSD for Raza students, an increase in Raza faculty, and the placement of Raza in decision-making positions.

Recent History

During the administration of Chancellor Dynes, several necessary reforms were made. They include:

1. Reevaluation of admissions policies and a move towards a more comprehensive model
2. Signed agreements with community colleges designed to attract more transfer students
3. Creation of a Chicano/a and Latino/a Arts and Humanities program and minor
4. Establishment of the UCSD Cesar Chavez Celebration

In addition, the Dynes administration created several on-campus programs and entities designed to "foster diversity." They include:

- a. Diversity Council
- b. Preuss School
- c. Principles of Diversity
- d. Naming of Chancellor Dynes as "Chief Diversity Officer"
- e. A faculty cluster known as the "California Cultures" initiative

It is our opinion that each of these items must be analyzed in all of their complexity in order to understand their potential and long-term impact:

1. UNDERGRADUATE ADMISSIONS-- UCSD historically has had one of the most rigid and formulaic approaches to admissions. Even with affirmative action policies in place before passage of Proposition 209, the number of Chicano students at UCSD never surpassed 10% of the total student population. Any shift towards a more comprehensive approach was bound to be an improvement.

In 2002, UCSD numbers for the entering freshman class showed an increase in underrepresented students. This was highly touted by the campus administration and the UC system as a significant breakthrough. UCSD was referred to as the "star campus." Yet a more sober analysis of the increases reveals that the status quo has not been radically challenged. The percentage of Chicano/a students who accepted admission for the Fall 2002 freshman class was a meager 7.4%. A longitudinal perspective on Chicano/Latino enrollment shows that the number of Chicanos has remained virtually frozen at 8% of the campus enrollment from 1997 through 2002 (UCSD Student Research and Information). Latinos (non-Mexican) have remained frozen at two percent of the campus enrollment during the same six-year period. This, in a county where in some areas over thirty percent of the population is Raza.

A key factor in this on-going problem is the issue of yield, that is, the percentage of students admitted to UCSD who actually accept and agree to attend. For Fall 2002, UCSD's yield for Chicano students was 25.6%. Reasons for this low yield have to do with a complex web of issues ranging from a hostile campus environment, lack of critical mass of Raza students, low numbers of Chicano/a faculty, and limited visibility for Chicano/a issues in the curriculum. We believe that as one of the most selective campuses UCSD should be yielding Chicano numbers comparable to those of UCLA's 49.1%.

More important, the inability of the campus to increase the number of Chicano/a students is the result of a deep-seated elitism that permeates faculty attitudes and determines policy decisions made by UCSD Academic Senate committees. There is a strong belief that real diversity means "lowering standards" and that underrepresented students would be "better off going to community colleges." The deceptive use of a GPA cut-off to limit the number of students admitted under the Eligibility in the Local Context program (ELC-"Top 4%" of graduates at each high school) is symptomatic. At the same time, there is an unwillingness to create permanent structures that would target underachieving students in order to assist them in their academic development.

While we applaud the implementation of the Alternative Admissions Opportunity (AAO) as a two-year pilot (2001-2), we have several concerns. This program was successful in admitting relatively high numbers of Chicano/a students, yet it was not renewed. More disturbing is the fact that academic progress reports on AAO students potentially may be used to support hoary arguments about why "these students don't belong at UCSD." Rather than establishing mechanisms to ensure student success, the university could use the pilot to reform existing elitist and exclusionary practices.

It must be said that recent positive changes in admissions policy were in great part forced on UCSD by the Office of the President and State legislators (e.g., comprehensive review, less

emphasis on SAT I). Locally, UCSD's undergraduate admissions policy, even with recent reforms, continues to be a major problem for the Chicano community. We can only surmise that should the campus grow by 40% over the next ten years (as predictions indicate) the number of Raza students will continue to hover around 8%.

In addition to the severe problems with UCSD's policies regarding admissions and enrollment, similar institutional shortcomings contribute to lower persistence and graduation rates for Chicano students at UCSD. The most recent data shows that the six-year graduation rate for UCSD Chicanos is sixty-nine percent compared to eighty-one percent for the campus as a whole and eighty-three percent for white students (UCSD Student Research and Information). These unacceptably low graduation rates reflect the lack of institutional support for Raza students as well as academic and social conditions that hinder those students' achievement.

Other outcomes for Chicano students reflect the same neglect:

Out of all PhDs conferred at UCSD, 2001-2002, Chicanos were only 4.3%.

Out of all MDs conferred at UCSD Med School, 2001-2002, Chicanos were only 1.6%.

Out of all BAs conferred in Engineering at UCSD, 2001-2002, Chicanos were only 3.6%.

Out of all BAs conferred in Science and Math at UCSD, 2001-2002, Chicanos were only 4.6%.

(Source: UCSD Office of Student Research and Information)

NOTE ON FACULTY, GRADUATE STUDENTS, AND STAFF: The number of Chicano/a faculty on campus remained steady at approximately 1% of the total faculty during the Dynes administration. There are still no Chicano/a administrators in policy-making positions. The number of Chicano/a graduate students declined during the Dynes administration from a "high" of approximately 4% of the in-coming class in the mid-1990s to less than 3% for the Fall class of 2001-02. Of the 191 Chicano/a and Puerto Rican students who applied for graduate programs at UCSD in 2001-02, only 80 were admitted.

Likewise, there has been virtually no progress in the recruitment and promotion of Chicano/Latino staff, which represent important role models and contributors to institutional policy. From 1999-2003, the percentage of Raza staff at UCSD rose from only 14% to 16%; most were concentrated in the lowest levels of employment. At the highest level of job classifications, Chicano/Latino staff moved from 0% to 2% over the same four years. Of the forty-one highest-level managers at UCSD, only one is Chicano/Latino.

2. COMMUNITY COLLEGE TRANSFERS - While we applaud the Dynes administration for its implementation of agreements with community colleges, we must point out two related problems: 1) yield, and 2) academic support. On the question of yield it is troubling that out of the 401 Chicano/a transfer students admitted for Fall 2002 only nine accepted admission. Again, the issues of campus climate, visibility of Raza on campus, etc. must be more seriously addressed as causes for poor yield results. At the same time, the lack of institutional support for

transfer students seriously jeopardizes their academic success. We believe strongly that a fully funded Transfer Office must be created within OASIS by the Vice Chancellor for Student Affairs.

3. CHICANO/A AND LATINO/A ARTS AND HUMANITIES PROGRAM (CLAH)--Due to the efforts of Chicano/a students, staff, faculty, and community representatives, the CLAH program and minor were approved in Spring of 2002 after a two year struggle with campus committees and departments. We believe the CLAH program and minor will be a major asset to the university and over time will begin to mitigate some of the problems outlined above (e.g., yield, campus climate, etc.).

However, without stronger support from the campus administration the success of CLAH cannot be ensured. The issue of funding for a full-time or even a part-time staff person is essential in this regard. The staff of Sixth College (where the program is housed) has been supportive but they are quite busy with other tasks not related to the CLAH program. The UCSD administration (i.e., chancellor and academic vice chancellor) cannot expect a strong minor and program without serious financial support from their offices.

4. CESAR CHAVEZ CELEBRATION - For the last two years, the Cesar Chavez Celebration has been a tremendous success. We especially appreciate the chancellor's financial support for this event and hope it will continue as an annual tradition at UCSD with significant input from all sectors of the Chicano/a community on- and off-campus. The celebration must remain focused on Cesar Chavez' contributions to the Chicano/Latino community rather than become a public relations gimmick for the UCSD administration.

With regard to the other programs and entities created during the Dynes administration, we believe few if any of them have the potential to address the problems outlined above:

a. To our knowledge, the Diversity Council has done little more than meet on a regular basis and sponsor several events. To date, it has not tackled serious issues of campus climate, lack of fair representation, etc.

b. The Preuss School is certainly a noble experiment but it will not have an impact on the UCSD campus in terms of improving access for Chicano/a students.

c. The Principles of Diversity have not been effective in changing the campus climate for Chicano/a students. As evidence of this we offer the recent racist behavior of the KOALA student newspaper and racist/sexist messages in the Chicano Studies section of the Central Library.

d. Chancellor Dynes's appointment of himself as Chief Diversity Officer was a serious mistake in our opinion. The chancellor simply does not have the time to devote his full energy to the issue of diversity in all of its aspects. This chancellor, in particular, has been unwilling to criticize academic departments that refuse to hire faculty from underrepresented groups, and he has not been helpful in the resolution of unfair tenure decisions affecting Chicano/a faculty.

e. The California Cultures faculty hiring initiative did not, to our knowledge, yield a fair number of Chicano/Latino faculty despite the fact that a renowned Chicano scholar was a finalist for the director's position. By "fair number" we refer to the number of Chicano/Latino faculty who should have been hired vis a vis the demographic importance of Spanish-speaking communities in the state. From 1996 when Chancellor Dynes took office to the year 2000, the percentage of underrepresented faculty (Chicano, American Indian, and African American) hired at UCSD in tenured or tenure-track positions was 6.2%, down from 7.7% in the period 1992-1996.

Recommendations

In short, we believe that despite the many high profile but symbolic changes made during the Dynes administration, the basic structural reforms needed to make UCSD an institution that serves the Chicano community remain unaddressed. We therefore make the following recommendations as a first step towards meaningful and long-term institutional reform:

1. The appointment of a Chief Diversity Officer with authority to intervene on issues such as faculty hiring and retention, student admissions, and campus climate. Without such a person, most academic departments feel no need to diversify their faculty and deeply embedded elitist attitudes preclude the development of an admissions policy that is serious about making UCSD look more like the state of California. Chancellor Dynes' own 2002 Ad Hoc Diversity Committee, chaired by an external consultant (a noted sociologist from UCLA) and charged with studying UCSD's climate for diversity, emphasized that UCSD commitment to diversity is merely symbolic. Moreover, the committee recommended that a full-time Chief Diversity Officer (with appropriate authority and staff) be hired.
2. The immediate increase from 4% to 8% of the ELC program for San Diego and Imperial counties. No GPA cut-off shall be applied.
3. Increased funding for OASIS to facilitate marketing of available services for underrepresented students. Stronger emphasis on academic support services for ELC students.
4. The funding of a hard copy, high quality orientation manual for Chicano/Latino students in order to assist their success in an otherwise hostile campus climate.
5. The immediate creation and funding of a Transfer Student office within OASIS to assist community college transfers with their academic success.
6. Funding of a full-time staff person for the CLAH program and some programming funds.
7. The establishment by the office of interim SVCAA David Miller of a mentoring program specifically for junior faculty from underrepresented communities. The recent denial of tenure (2003) to a highly qualified Chicana professor in the Department of Psychology is symptomatic of a retention crisis for faculty of color.

8. Implementation of a faculty reward structure for faculty who devote an unusual amount of time and energy to outreach efforts and mentoring of underrepresented student organizations. The existing program for making grant monies available for such faculty is not sufficient because academic departments do not value such activities at tenure and promotion time. UCSD should comply with UC Office of the President guidelines that state: “Campuses may reward faculty who have demonstrated creativity and initiative in engaging in outreach, mentoring, or tutoring for educationally disadvantaged students” (UCOP, “Recruitment and Retention of Faculty,” January 2, 2002, p. 11).
9. Implementation of a punishment structure for academic departments (e.g. withholding of FTE) that do not show reasonable progress in diversifying their faculty either in hiring or retention practices.
10. Increase funding for the highly successful Cross-Cultural Center as a vital campus asset for recruitment and retention of underrepresented students.

Conclusion

The current conditions for Chicano/Latinos at UCSD are indeed dire. A critical public institution with an incredible amount of educational resources is virtually inaccessible to the Chicano/Latino community of San Diego County. The three elements of UCSD’s institutional mission—teaching, research, and service—are enjoyed by local Raza at only a token level. The long standing neglect of such a large segment of the California population is unacceptable, particularly in the context of current educational underachievement, unemployment, lack of adequate housing, harassment by law enforcement agencies, and other critical needs in the Chicano/Latino community.

Robert Dynes, who demonstrated a serious ignorance of the needs of local Raza and a subsequent lack of will to address our issues, is now the University of California President. Will his symbolic acts without substantive change now be perpetuated at an even higher policy level? The appointment of Marsha Chandler (formerly the Senior Vice Chancellor for Academic Affairs) as interim chancellor at UCSD is an unfortunate decision for local Raza since Chandler has demonstrated an even weaker understanding of the history and needs of the Chicano/Latino community.

In the spirit of this year’s Chicano/Latino educational summit in San Diego, we once again call upon Chicano/Latino elected officials (particularly those in the California legislature) to communicate with the campus and countywide Concilios in order to develop substantive solutions to the crisis in higher education. A failure to do so will result in the continued exclusion of Raza and will have a negative impact on the socioeconomic and political fabric of our state.

(NOTE: the following websites provide additional data on the representation of Raza at UCSD)

UCSD Student Research and Information (Student Affairs):

<http://ugr8.ucsd.edu/sriweb/sri.htm>

UCSD Career Staff Work Force Representation:

http://www-hr.ucsd.edu/~saa/w_intro.html

UCSD Academic Affirmative Action:

<http://academicaffairs.ucsd.edu/offices/aaa/default.html>

University of California Office of the President Student/Workforce Data:

<http://www.ucop.edu/news/studstaff.html>

Attachment 5: Diversity Ad Hoc Planning Committee Final Report

Final Report for UCSD Diversity Ad Hoc Planning Committee February 21, 2003

INTRODUCTION

The Chancellor's Diversity Ad Hoc Planning Committee was created in July 2000 based on a recommendation from the Diversity Council to Chancellor Dynes. The charge of the committee is to plan and implement annual diversity related events in conjunction with other campus organizations at UCSD as well as the Medical Center and Scripps Institute of Oceanography. The Diversity Ad Hoc Planning Committee chose "Building Community" as the major theme of its activities for the 2002-2003 academic year building on the UCSD's Principles of Community.

The Diversity Ad Hoc Planning Committee contacted UCLA Professor Walter Allen to help develop the diversity activity for February 2003. In the Fall of 2002, the Committee hosted a series of six roundtable discussions involving over sixty students, staff, faculty, alumni and San Diego community members to explore issues and gather ideas about community building and diversity. After consultation, we agreed on an alternative to the previous single-speaker format (Dr. Julianne Malveaux and Dr. Daryl Smith had lectured previously). It was also agreed that the Diversity Ad Hoc Planning Committee would provide Dr. Allen with background material and statistics about UCSD. The Principles of Community, UCSD diversity demographics, and materials generated from the roundtables were shared with Dr. Allen to assist in the preparation for the February activity. Dr. Allen organized a team of researchers and diversity specialists and together, with the support of the Diversity Ad Hoc Planning Committee, a series of meetings with key UCSD stakeholders were planned for February 6 and a Community Diversity Summit was developed for February 7 as the committee's annual diversity activity. This report summarizes the activities of these two days and concludes with a series of recommendations resulting from a documents review of past reports, current activities and feedback from key stakeholders over the course of the two-day sessions.

AGENDA – FEBRUARY 6 AND 7

Based on the information presented to Dr. Allen's team, an inclusive approach wherein key stakeholders could give input and feedback around diversity issues was mandated for the two-day visit. In addition to information from the UCSD community, it was critical that feedback and information be shared with the UCSD community about salient diversity issues and best practices. As a result of a series of phone conferences between Dr. Allen's team and the Diversity Ad Hoc Planning Committee, the following two-day agenda was developed.

Day 1 – Thursday, February 6

11:30 am – 1:00 pm. Lunch with Ad Hoc Committee to serve as an introductory meeting and to provide an overview of activities planned. This meeting was to be used to discuss with Ad Hoc Committee members pertinent issues regarding diversity initiatives at UCSD.

1:15 pm – 5:30 pm. Four concurrent stakeholder meetings were held to provide a venue for sharing information gathered from roundtables and to receive feedback and input from these stakeholders:

1. Meetings with Associate Students, Graduate Student Association, Community Centers and Student Affirmative Action Committee
2. Meetings with Student Quality of Life Workgroup, Student Office for Human Relations, Office of Instructional Support and Academic Services, Academic Enrichment Programs, Office of Graduate Studies and Research, Student Office for Leadership and Organizations
3. Meetings with Vice Chancellors, Academic Deans and Council of Provosts
4. Meetings with Human Resources Staff, Staff Association Chairs, and Quality of Work Life Office

6:00 pm – 10:00 pm. Meetings of Dr. Allen’s team to share information gathered in the stakeholder meetings and to incorporate information gathered from Day 1 into presentations for the Diversity Summit scheduled for Day 2.

Day 2 – Friday, February 7

Diversity Summit: Culture, Respect, Awareness and Community

- | | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11:00 am – 11:10 am | Chancellor’s opening remarks |
| 11:10 am – 11:30 am | Ad Hoc Committee provides a summary on their process and the roundtable reports |
| 11:30 am – 12:30 pm | UCLA team presentations |
| | 11:30-11:50 Jeff Milem overviews research on achieving campus diversity |
| | 11:50-12:10 Grace Carroll introduces concept of affirmative development, a strategy for optimizing returns from campus diversity |
| | 12:10-12:25 Marguerite Bonous-Hammarth overviews best practices and institutional goal-setting. She also frames the task to be completed by conference attendees in break-out groups |
| 12:30 pm – 1:15 pm | Facilitators and/or participants assign a note-taker; groups address one of four themed questions at their tables. Part A questions should help participants connect their discussions to model elements when examining diversity issues on campus, and Part B questions should engage participants in goal-setting and action plans to achieve more inclusive communities (see Attachment A). |

- 1:15 pm – 1:45 pm Break-out groups report back to Town Hall audience
- 1:45 pm – 2:00 pm Professor Walter Allen summarizes and closes the session

INDIVIDUAL MEETING SUMMARIES

Each meeting provided rich information, discussion and, at times, debate over key UCSD diversity issues. What follows is a brief summary of each of the sessions held on Day 1 as well as a summary of information from the Diversity Summit on Day 2.

Luncheon Meeting

A dominant theme from these discussions revolved around the costs of diversity at UCSD. The Ad Hoc Committee discussed how their requests for support of diversity initiatives/programs were met with responses from administrators about concerns over cost, with administrators asking where the funding for these initiatives could be found. Not once did we hear anyone talk about the benefits of diversity at UCSD in these initial meetings. Some of those present felt that the campus is doing “the diversity thing” because it is what they are expected to do – not something that they are doing because they want to do it or because they recognize the inherent value of diversity.

There seemed to be a widely held consensus that the Principles of Community adopted by the campus have not been institutionalized. While people know that these principles exist, it is more difficult for them to show evidence of these principles in the day-to-day operation or “practices” of the university. This is not an uncommon phenomenon at many institutions of higher education across the country. While campuses and campus leaders talk about diversity, they often do not fully commit or know how to appropriately enact diversity. Chang, Smith, Milem, Hurtado, et al. and others argue that diversity is transformational. It requires colleges and universities to change themselves in some rather fundamental ways if they are to successfully incorporate diversity into their educational missions. This relates directly to the discussion of the costs versus benefits of diversity mentioned above. Most campus leaders are likely to focus on the costs of diversity because they have never personally been in diverse educational environments that would allow them to realize or actualize some of the benefits of diversity. They grew up in racially homogeneous neighborhoods, attended racially homogeneous schools, colleges, graduate schools, and served as faculty members in academic departments that for the most part were racially homogeneous. Such homogeneous learning environments provide these administrators, faculty and others with embedded benefits that further their individual success but do not consider the group advantages/privileges or barriers to the success of those not benefiting from these embedded advantages.

Another issue raised is there does not appear to be a central place on campus to refer members of the campus community regarding issues of hostile climate or workplace. There does not seem to be a central, prominent mechanism by which students, staff, and faculty can pursue concerns regarding discrimination based upon race, gender, and sexual orientation. While the campus has clearly articulated policy/investigation procedures regarding sexual harassment, it is not clear

how issues of race-ethnic/cultural discrimination are/should be pursued. In fact, some staff reported that they were afraid of retaliation if they were to bring concerns of this type forward. To address these issues, it might be a good idea if the campus worked to create a campus human relations code and a clearly defined mechanism for enforcing the code. The University of Maryland's code and reporting system could be helpful as a starting point in considering how best to do this. After it is enacted, strong efforts should be made to publicize the code and the enforcement procedures. This would prevent students and staff from feeling that they are getting the "run-around" when they come forward with an issues concerning racial discrimination or perceptions of hostile work/learning environments due to lack of understanding about diversity issues.

Some of those present felt that they have been here before. They felt the University recycles issues around diversity – continually bringing it up in the form of committees or task forces but never seriously considering the issues and establishing mechanisms for accountability. This accountability theme was prevalent throughout our meetings. There was a perception that the rhetoric for diversity was loud and strong; however, the follow-up or the accountability around diversity issues was virtually non-existent. Consequently, the programs that continue to foster diversity and the work provided by students and some staff are frequently due to the monumental efforts of individuals versus the active, organized support of the University. This work often goes unappreciated and unrecognized by the University. Indeed in some instances, dedicated staff, faculty and students apparently had been penalized for their efforts to improve campus climate for diversity.

Meetings with Associate Students, Graduate Student Association, Community Centers and Student Affirmative Action Committee

Dr. Allen's team went into each of the Day 1 break-out day sessions with an overview of salient issues, which emanated from campus statistics and the roundtable discussions summaries provided to the team from the Diversity Ad Hoc Committee. A set of questions was developed to guide the discussion with the specific target group. In this meeting, the salient issues and guide questions were as follows:

Salient Issues:

1. UCSD has the responsibility to be a role model to the community in diversity efforts. More commitment is needed to have the campus represent the broader diversity of California.
2. Less bureaucracy and a more effective process are needed to implement priorities identified through committee work
3. More communications and actions are needed to build unity across and within departments
4. The campus needs to provide a clear definition of "community" to acknowledge how diverse contributions, skills and talents of students, faculty and staff are valued.

Questions for Interactive Discussion:

1. Please provide your current definition of what community is and what it should be at UCSD, based on the salient issues we just identified from the roundtable groups, and any additional issues you perceive that were not voiced here.
2. What are the routes to achieving your optimal vision of community on campus?
3. What is your role in seeing that this vision is achieved?

Summary of Responses

Unfortunately only one student came to the beginning of this session. She represented the Student Affirmative Action Committee (SAAC). Toward the end of the session, a second student came but did not talk much. The student reported that most of the other students on campus do not know about SAAC. She believes that this is a part of the student culture of UCSD; many students are not politicized nor do they care about racial diversity, and an individual or group has to “carve out (their) own spaces and sources of support” on campus. She also described a hostile campus climate towards diversity and affirmative action and pointed to *The Koala* publication as one of the sources of this hostility.

The participating student was very articulate and she voiced some of the same concerns about accountability as did faculty and staff members. The structure of the University college system made it difficult to get students informed and involved. She felt that the University “used” the students who were active to promote the notion that diversity is a high priority to incoming students. She gave the example of when they want to show the campus to prospective black students, they call on her to be the tour guide. She also felt that because the University cut the resources of the student groups, it made a statement of low priority. Now, these groups have to do more with less funds and because they are students, this is an additional burden for them. How to spend the necessary time on getting good grades and fighting issues of racism becomes a challenge. Also, because there are so few to mount the battle, this is particularly difficult.

Meetings with Student Quality of Life Workgroup, Student Office for Human Relations, Office of Instructional Support and Academic Services, Academic Enrichment Programs, Office of Graduate Studies and Research, Student Office for Leadership and Organizations

Salient Issues:

1. Students need holistic, interconnected support structures that avoid giving a fractured view of the campus.
2. Mechanisms are needed to ensure that a range of student voices – reflecting the present and future diversity – will be heard and considered by top campus officials and program representatives.
3. Freedom of expression and principles of community need to find common ground. The campus needs to provide a forum, safe spaces for individuals to voice their opinions, but needs to ensure accountability for actions and behaviors that devalue others.
4. The campus needs to offer alternatives and additional options in events, activities, and curriculum to Euro-centric practices and principles.

Questions for Interactive Discussion:

1. Please provide your current definition of what community is and what it should be at UCSD, based on the salient issues we just identified from the roundtable groups and any additional issues you perceive that were not voiced here.
2. What are the routes to achieving your optimal vision of community on campus?
3. What is your role in seeing that this vision is achieved?

Summary of Responses

Some in the group believe that UCSD is the least diverse UC campus that contributes to the diversity challenge. Even though the Chancellor has included increasing diversity among students and faculty in his ten-point plan, the numbers are not substantially increasing. Another issue that surfaced involved the discussion of the decentralized model under which UCSD operates (the five separate colleges) and how this model/structure breeds isolation and fragmentation. The divisions and fragmentation can be traced to and is reflected within the separation of colleges and departments. This raises the issue of a necessity for power sharing within the institution and the lack of willingness by some to do so.

In a discussion about diversity, respondents thought we should look at both the culture of the institution and how it is structured. Diversity is not equated with excellence in UCSD's general culture. In fact, there was a tendency to equate diversity with lowered standards and to assume that diversity equated to "less than." This was one of the most repeated themes. It appears that UCSD equates diversity with unnecessary expenditures and being achieved only at the price of excellence.

Student Affairs Officers are not given sufficient power or authority. The power is perceived to be in the hands of faculty. Student Affairs is viewed as less important, less powerful and merely window dressing by those in power. Those present also felt that they do an important job that goes unnoticed – that their work is done well due to their dedication and personal connections despite limited resources and low prestige in the University. To support the point, examples were given of a program that yielded positive results being cut (the overnight program with an 80% yield) and another scholarship program with weaker results that was not cut. This is not an "either-or" proposition; it sometimes seems that the hard work and positive results of those in student services are not viewed as important or critical to the mission as the more "academic" components. The relationship between these services and the academic mission is not made salient or is unclear to those in power to make University decisions.

The work of people who really care about and work towards diversity is not built into the structure of the University. They perceive that in important decisions, their views are not heard nor taken seriously. The concept of "last hired, first fired" when budget cuts are made, was voiced for programs and staff in these areas.

Regarding "The Principles of Community," only a few of the respondents felt that the whole campus, from students to faculty to administrators, knew these principles. Others felt this was not necessarily true. Some members of the group felt the principles were so general that they did not really know what they meant. They are good at the concept stage but are not realized at the operational stage. It appears that such principles are just "lip service" about what people should

believe. When the rubber hits the pavement and there is an issue, however, the principles have no “teeth” or power and thus do not go into action. This group felt that students who might feel there is an issue of racism or discrimination, get the run-around and that the principles do not incorporate or include accountability. The accountability issue was a major theme for this group. There needs to be a mechanism to encourage action, some accountability for adhering and practicing these principles. There is also a divide about how to adhere to these principles. For example, there is a perceived disconnect between academic (faculty) and service providers (e.g., Student Affairs Officers) in attempts to adhere to the principles.

Another recommended goal for the University was to have a freshman-year course designed to discuss the Principles of Community in which each student’s accountability plus the accountability of the faculty and staff would be reviewed. An example of a course given was the Marshall College Core writing course that addresses issues of race and diversity while also incorporating the principles. However, this effort was viewed as fragmented, as the other colleges did not build similar courses. A core course across all colleges was recommended but it was seen as difficult to get anything done across all colleges based on the structure of the University and Colleges. Building work on diversity into the pay structure or the tenure process was also recommended to increase faculty accountability and provide incentives for involvement with diversity and community activities. Currently, there is no faculty incentive to adhere to these principles and no negative consequences if you do not. In addition, the brevity of the quarter system also hinders fostering a sense of community.

The issue of who are UCSD students arose. Staff and faculty need to really know students and not make assumptions based on race. Faculty training of some sort was hinted but they felt this would be too much of a threat for the autonomy of faculty. It was hinted that the minority students at UCSD are probably not who we assume (for example, a segment of the “underrepresented” minority population at UCSD come from upper middle-class and privileged backgrounds). There is also important internal diversity within a racial/ethnic group. An appreciation for internal diversity should be more salient. The fact that some colleges and their students do not ever have to deal with race issues fuels false assumptions based on stereotypes, both by faculty and by students. We need to further explore the internal diversity at UCSD and how this impacts the University.

It was also recommended that the University define what “community” is more precisely. Does it incorporate the San Diego community and its diversity as well, or is the notion restricted just to the La Jolla community?

Meetings with Vice Chancellors, Academic Deans and Council of Provosts

Salient Issues:

1. UCSD has the responsibility to be a role model to the community in diversity efforts. More commitment is needed to have the campus represent the broader diversity of California. University does not reflect the demographics of the state.
2. University needs to do more outreach to other institutions of higher education in the area and to the larger community.

3. Faculty does not have time to do outreach. Faculty is not rewarded for their service/outreach efforts.
4. This is not an open campus from the top down and there needs to be greater disclosure from the top.
5. Students need mentoring and support services that provide cohesive structure.
6. Students say that it is not clear whom they need to approach regarding help/assistance with diversity-related issues.
7. How does the campus provide resources for effective recruitment of faculty, staff and students amid legal and budgetary constraints?
8. Campus is “fractured” and not welcoming to the community. There are few spaces on campus to build unity (e.g., Cross Cultural Center, University Centers).
9. Calls for greater curricular diversity, greater faculty diversity, and more opportunities to engage diverse others in classes.
10. The campus needs to provide a clear definition of “community” to acknowledge how diverse contributions, skills and talents of students, faculty and staff are valued.

Questions for Interactive Discussion:

1. Please provide your current definition of what community is and what it should be at UCSD, based on the salient issues we just identified from the roundtable groups and any additional issues you perceive that were not voiced here?
2. What are the routes to achieving your optimal vision of community on campus?
3. What is your role in seeing that this vision is achieved?

Summary of Responses

Our meeting with executives was unique in that here we were, presenting the views of other stakeholders – faculty members – who had participated in roundtable discussions where it appears the executives were not present. It was our impression that in the other three sessions, we were repeating what members of the stakeholder groups had said or heard, generally receiving quick confirmation that the points were valid. However, here we were met with some surprise and defensiveness, perhaps because it was difficult to hear some of the concerns reported or perhaps because we were not reflecting back to this group what they or other executives had previously heard or understood to be of the case. It would have been good to have included a roundtable with executives during the preparation stage as clearly, faculty – and the Academic Senate – play critical roles in addressing diversity issues through teaching, research, and service and also in creating a welcoming climate. Just as clearly, there seems to be some miscommunication between these stakeholders regarding these issues. Certainly it will be important for these stakeholders to address and resolve what are apparently conflicting views.

It was telling that the UCSD executive group at the table during the discussion was white and that this passed without comment by members of the group. There was also a noticeable absence of academic deans (only one, a member of the Ad Hoc Committee, attended for part of the session) and vice chancellors. College provosts were reasonably well represented, along with several other campus officers (e.g., ombudsperson) but, for the most part, the upper-level administrators were absent. Presence and engagement in such discussions can communicate to other stakeholders how seriously key administrators (those with the most power and influence) take these issues on a campus. Without doubt, the presence – or absence – of key stakeholders

and decision-makers sends a message to the community about whether such goals and discussions are valued.

Meetings with Human Resources Staff, Staff Association Chairs, and Quality of Work Life Office

Salient Issues:

1. UCSD has the responsibility to be a role model to the community in diversity efforts. More commitment is needed to have the campus represent the broader diversity of California.
2. Campus is “fractured” and lacks spaces, opportunities to build unity. The campus needs a clear definition of “community” to acknowledge how diverse contributions, skills and talents of students, faculty and staff are valued.
3. The institution needs more shared power structures in place to promote diversity priorities and to include more students, staff and faculty in the process. Similarly, the campus needs to ensure an effective and understandable process for reporting and accountability.
4. Will the UCSD of the future be equipped to deal with the increased diversity among its students, staff and faculty? What structural changes will support this transformation?

Questions for Interactive Discussion:

1. Please provide your current definition of what community is and what it should be at UCSD, based on the salient issues we just identified from the roundtable groups and any additional issues you perceive that were not voiced here
2. What are the routes to achieving your optimal vision of community on campus?
3. What is your role in seeing that this vision is achieved?

Summary of Responses

One important observation is that since attitudes, opinions, and experience related to campus diversity seem to vary by position, it is vital to involve all constituencies for productive dialogue and realistic programming to occur. Another key point made during this discussion was that the structure of the institution itself creates and maintains the divide between administrators, faculty and staff. We heard enthusiastic reports on the pancake breakfast that brings various constituencies together, and recognition that some departments have events honoring their staff. More such occasions would be welcomed. Other means of strengthening the community and recognizing staff could be identified through dialogue and advanced collaboratively.

There is concern about having the Chancellor serve as the chief diversity officer for the campus. While this can have great symbolic value for the campus community, from a practical perspective, it can be quite problematic. Specifically, because the Chancellor is designated as the chief diversity officer for the campus, it is unclear if there is any way to ensure “hands-on” accountability regarding furthering of the campus diversity initiatives. If someone else at UCSD was to be delegated this responsibility, the Chancellor could hold them responsible. When the Chancellor is the person delegated to ensure that this work is being done, it is difficult to design, mobilize and evaluate a full program of diversity activities. Some type of institutionalized accountability system needs to be established if the campus is to make progress in this area.

Importantly, Chancellor Dynes has assumed the role of CEO for diversity. Under his leadership, a deputy officer could effectively serve as a focal point for communication, programming, coordination, and oversight with regard to diversity issues on campus. As has been suggested in roundtable discussions, this person could serve as diversity officer. This officer could be immediately accessible for those working on diversity committees or programs; for administrative officers contributing to a campus-wide diversity initiative or advancing efforts at faculty recruitment and retention; for faculty and Senate committees developing or revising courses and curricula; for constituents with questions, concerns, or difficulties related to diversity. He or she would act as a conduit for information and a coordinator of activities, acting as a liaison between the Chancellor and the campus, and expediting campus efforts to promote and sustain diversity. Alternatively, this officer could focus on one or more areas – faculty diversity, for example – if it should be established that there are particular needs that should be given priority attention at this time.

In either case, there should be a supportive committee structure to expand the reach of the Chancellor and the diversity officer and to ensure representative participation in conversations and decision-making, as appropriate within the larger campus structure of leadership and responsibility, on diversity-related matters. We understand that the Diversity Committee is currently being reconstituted. There would be value in consulting with stakeholders, including previous committee members, as this action is taken. This reconsideration creates an opportunity for tightening the connection between the committee and the campus leadership. The Chancellor and/or the diversity officer might well chair the committee or serve as valued ex officio members. Similarly, this is an occasion for integrating the committee's work into the larger process of strategic planning, planning, and program development, again in ways that support those holding administrative and academic leadership positions on campus. The key is to develop comprehensive and viable means of connecting the committee's work with that of establishing campus priorities and deploying and managing campus resources.

Panel Presentations (see Appendices 2-4)

Panelist #1: Dr. Jeff Milem, Graduate School of Education, University of Maryland-College Park.

Dr. Milem presented the various factors that directly impact the diversity climate on campuses of higher education. He began with presenting the four key assumptions being made:

1. Students are educated in distinct racial contexts.
2. These contexts are shaped by external and internal (institutional) forces.
3. Most institutions focus on only one element of the climate – increasing the numbers of racial/ethnic students on campus.
4. There are other elements of the climate that require attention and constitute key areas for focusing diversity efforts.

Dr. Milem then described both the internal (institutional) and external forces shaping the racial climate of campuses. He further discussed the salient institutional context for diversity

(historical legacy of inclusion/exclusion, structural diversity, the psychological and the behavioral climate). Dr. Milem concluded with a discussion of twelve design principles for educational practice:

- Principle 1: The goal of achieving a campus climate supportive of racial and cultural diversity must be affirmed as an institutional priority.
- Principle 2: The institutional climate for diversity should be systematically assessed in terms of the historical legacy, structural diversity, psychological climate, and behavioral elements in order to understand the dimensions of the problem.
- Principle 3: Guided by research, experiences at peer institutions and results from the systematic assessment of the campus climate for diversity, develop a plan for implementing constructive change. The plan should include specific goals, timetables and pragmatic activities.
- Principle 4: A detailed and ongoing evaluation program should be implemented to monitor the effectiveness of and build support for programmatic activities aimed at improving the campus climate for diversity.
- Principle 5: Create a conscious effort to rid the campus of its exclusionary past, and adopt proactive goals to achieve desegregation that includes increasing higher education opportunity for previously excluded groups.
- Principle 6: Involve faculty in diversity efforts that are consistent with their roles as educators and researchers.
- Principle 7: Create collaborative and cooperative learning environments where student learning and interaction among diverse groups can be enhanced.
- Principle 8: Increase student interaction with faculty outside of class by incorporating students in research and teaching activities.
- Principle 9: Initiate co-curricular and curricular activities that increase dialogue and build bridges across communities of difference.
- Principle 10: Create a student-centered orientation among faculty and staff.
- Principle 11: Activities to increase student involvement in campus life must include diverse students. Diversity programming should involve both general support services as well as activities and support programs directed primarily at students of color.
- Principle 12: Increase sensitivity and training of staff who are likely to work with students of color.

[Reference: Hurtado, Sylvia, Jeffrey Milem, Alma Clayton-Pedersen, and Walter R. Allen. *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education*. ASHE-ERIC Higher Education Report, Volume 26, No. 8. Washington, DC: The George Washington University, Graduate School of Education and Human Development, 1999.]

Panelist #2: Grace Carroll, Center for Research on Students Placed At Risk (CRESPAR), Howard University.

The focus of Dr. Carroll's presentation was the concept of Affirmative Development Environments. These are environments created wherein students and staff believe that the institution affirms:

- Their value to their family, school and community;
- Their talents, skills and potential;
- An expectation of success for all;
- Processes and procedures to encourage, develop and support their positive sense of self, their community, talents, value and success; and where
- Safety nets are created to affirm a positive environment even when one fails at reaching a goal, so that one can have the courage and support to try again.

The presentation included:

1. A theoretical framework of symbolic interaction as a backdrop for understanding why people view others and themselves the way they do;
2. Why and how difference can often be viewed as a stress factor (Mundane Extreme Environmental Stress, MEES);
3. How different context and perceptions interact with how we view others and ourselves;
4. Different response modes to MEES; and
5. Strategies for affirmative development in context of MEES.

The following beginning action steps were offered at the conclusion of the presentation:

1. Believe that positive change and affirmative development environments are possible;
2. Get and utilize accurate information;
3. Better communicate;
4. Better understand the perspective and assets of others;
5. Accept that mistakes are inevitable;
6. Learn from one's personal mistakes and mistakes of others where possible;
7. Take action and responsibility for one's actions;
8. Honestly assess one's own thoughts, actions and belief systems;
9. Understand that you cannot help or support others effectively if you, too, are not supported thus build a proactive support network;
10. Be more open and flexible; and
11. Seek help when needed.

[Reference: Carroll, Grace. *Environmental Stress and African Americans: The Other Side of the Moon*. Westport, CT: Praeger, 1998.]

Panelist #3: Dr. Marguerite Bonous-Hammarth, CHOICES Study, UCLA Institute for Social Science Research.

Dr. Bonous-Hammarth's focus was on organizational change to realize diversity initiatives. She discussed with numerous examples the power of individual agency to impact organizational structure. She shared how effective agency is achieved through collaborative endeavors, goal-

setting and congruent aims and that lone initiatives are doomed to failure and requires structural reorganization for desired outcomes. Dr. Bonous-Hammarth then discussed the necessary requirements for organizational learning to implement diversity initiatives effectively:

1. Holistic rather than isolated orientation
2. Consciousness of dynamic, complex environments
3. Realistic expectations (planning) and preparation for conflict and system stress, and unexpected outcomes
4. Continual assessment and revisioning.

Dr. Bonous-Hammarth concluded her presentation with a listing and discussion of best practices and tools to aid effective organizational change. She then gave the instructions and process for the subsequent break out sessions.

Summit Roundtables

After the panel presentations, audience members were asked to discuss a set of questions that were placed on their tables (see Attachment A). The groups were given time to discuss the questions and time to share briefly with the larger group highlights of their discussions. These highlights echoed some of the discussions from the previous day, as well as additional insights about diversity at UCSD. They included:

1. Calling for more formal opportunities for members of diverse communities to be able to come together to build bridges across communities of differences. Numerous people indicated that there were not enough places (safe places) for different members of the community to do this. The success of the University of Michigan, Arizona State University, University of Massachusetts, and other institutions with their intergroup dialogue programs indicates that these opportunities are very important and have a profound role in encouraging positive intergroup relations on a campus. While these groups are open to all members of the campus community and confer significant benefits to them, they are especially important learning opportunities for students.
2. Reviewing some of the current UCSD programs, such as the CREATE program. The program was implemented after SP-1 and SP-2, and UCSD went into partnership with four local school districts. Representatives from UCSD provided college-going workshops for high school students. A criticism of this program was that by the time the students were able to attend these workshops, it was too late. The students could not fulfill the A-G requirements because they were already juniors or seniors. One student, who represented the Student Affirmative Action Committee, said that regardless of the CREATE program and a \$100,000 budget for outreach, it has been a struggle to do outreach. Another person mentioned the Pulitzer program, which provides one-on-one tutoring for K-12 students living in a low-income housing complex in La Jolla. The Summer Bridge program, which is run by OASES, is commended and the two student participants in this table discussion indicated that many of the minority students who are politically active on campus went to Summer Bridge.

3. The problem of not having a diverse population on campus was raised along with how the issue of diversity is not being central to the mission of UCSD, as it should be. Participants said that this issue affected all students, not just racial minorities. Current programs are not working because most people do not know who is doing what. They also mentioned that the way the university is organized lends itself to fragmentation.
4. One student suggested that they should get course credit for “diversity work” should be available, such as conducting college-going workshops and participating in outreach activities. The group agreed that there needs to be a common definition of diversity, and members of the UCSD community at all levels need to feel like they have a stake in what happens on campus.

CONCLUSIONS

The issues of fragmentation of the campus, diversity as being a low priority, and lack of accountability regarding diversity matters were the major themes in all of the sessions. Regarding fragmentation, participants felt the actual college structure of the University made it difficult to implement any campus-wide initiative. It was mentioned that this was a problem for undergraduates but even more so for graduate students, who identify by department and do not participate as much in the larger “UCSD community.” Many participants thought that diversity was a low priority given the budget spent (“first cut” on these issues) and the little power given to those who focus on diversity.

The accountability issue surfaced frequently with many thinking that the Chancellor did not have sufficient time to actually be the diversity director for the University without others supporting him who have decision-making, oversight and budget power. On the student level, the example of *The Koala* newspaper was repeated. It was stated that *The Koala* is a racist publication and was distributed on campus. In spite of its negative and racist position, it was not immediately sanctioned. It is unclear if it was ever sanctioned. Due to the small numbers of students and faculty of color, the extra burden of dealing with responding to the many diversity areas as they arise became a big problem. Which battles do you pick to fight given limited resources and the fact that the majority community does not come to bat for these issues? Who will be held accountable for the recommendations of the Diversity Council? Again, there is a perception that there are no accountability processes or procedures in place currently, thus making the diversity initiative hollow. There appears to be no institutionalized departments or programs that consistently address diversity issues. Committees are temporary, while an administrative office, department or unit is not. Until the issue of fragmentation is addressed, significant changes are unlikely to occur. Due to the lack of any institutional processes in place and the perception that all diversity initiatives are temporary and might change tomorrow, accountability issues pose major barriers. Administrators, faculty and students do not see diversity as a true institutional priority or worry about consequences for actions/policies that undercut community at UCSD. An office where the “buck stops,” which has power and resources, was viewed as an essential component for any effective plan.

The actual meaning of diversity became an issue for much discussion. It was felt that there is no consensus around “diversity” on the campus. Some participants appeared to believe that diversity referred to underrepresented groups on the campus, especially in the aftermath of SP-1 and SP-2. Others believed that diversity simply means that people are different from others on various dimensions (e.g., social class, region of origin, sexual orientation). It is this lack of consensus around the definition of diversity that may impede any course of action that the Committee on Diversity attempts to undertake.

There was a suggestion that some evaluation processes be put into place to assess whether programs facilitate diversity. By doing so, effective programs and services could be duplicated. For example, the incorporation of racial diversity issues into the Freshmen Core Writing course at Marshall College could provide a model for the other colleges to implement. The replication may also address the issue of fragmentation raised in group discussions.

There was a call for greater involvement – of students as well as staff – in campus decision-making. The call is a perennial one. At a time of reassessing how to establish a campus environment more fully honoring and engaging its diverse members, new perspectives and new responses to the challenge for broader participation may develop. Being open to these possibilities may bring surprising results – results that can be shared and replicated on other campuses. Again, creating occasions for focused and continuing dialogue seem an important step – building on what has been accomplished during the Ad Hoc Committee’s term of service. For example, discussions like those held on Thursday might be continued – this time, in mixed groups, with representatives of various stakeholder groups convening to address certain key issues identified through the process leading to the diversity summit.

RECOMMENDATIONS

Numerous task forces and committees on diversity at UCSD have previously offered recommendations on improving campus community and diversity. The Work Group on Quality of Student Life for Underrepresented Students reviewed eight reports:

1. Affirmative Action Program Review Group for U of C 1/13/94
2. Chancellor’s Advisory Committee Reports on Affirmative Action and Diversity at UCSD
3. Diversity Council Annual Report 1998-1999
4. Five Year Undergraduate Student Affirmative Action Plan 1989-1994
5. Quality of Life Survey, Summer, 1998
6. Student Affirmative Action Committee Report 1998-1999
7. Student Affirmative Action and Human Relations Program Annual Report 1998-1999
8. Responses to the Latino Eligibility Task Force Recommendations 1995

The recommendations of these reports were given ratings of adequately addressed, partially addressed or not yet accomplished. Revisiting this report and its ratings should be a priority, as the issues surfaced overview the responses of administrators, faculty, staff and students. There are strong indications that many of the issues reviewed and recommendations offered by previous UCSD task forces/committees still remain areas of concern.

There truly needs to be clarity of meaning regarding diversity, Principles of Community, and accountability. To this end, we recommend:

1. Continuing the process of dialogue, giving sustained attention to pervasive issues of discrimination and structural imbalances.
2. Developing an appropriate position for an officer of diversity with the power to assess, program and provide oversight and accountability, thus supporting the Chancellor in his role and advancing the work of the campus constituencies.
3. Re-appoint or re-establish the diversity committee through a consultative process and integrate this committee – through membership, procedures, and responsibilities – in some appropriate and effective manner into key decision-making activities on campus.
4. Expand the opportunities for administrators, faculty, staff, and students to collaborate on meaningful projects and to interact socially.
5. As budget cuts are made, give close attention to their possible impact on diversity-related efforts and initiatives. Such reductions always reveal campus priorities, so this is a time to make evident that the commitment to campus diversity is strong and enduring.
6. Continue finding effective ways to keep the diversity initiative and its elements in the campus and local press and on school/departmental/committee agendas. The process leading to the Diversity Summit, and the Summit itself, showed that diversity has a prominent place on the Chancellor's agenda. This valuing of campus diversity – as evidenced by energy and attention – should be sustained and expanded.
7. Review and disseminate a copy of the Special Focus Section (“The Benefits of Racial and Ethnic Diversity in Higher Education” by Jeffrey F. Milem and Kenji Hakuta) in the American Council on Education's *Minorities in Higher Education, 1999-2000: Seventeenth Annual Status Report* (Deborah Wilds, ed., ACE, 2000) and a copy of the manuscript for the upcoming book *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education* (Mitchell Chang, Daria Witt, James Jones, & Kenji Hakuta, eds., Stanford University Press, in press). Each of these manuscripts summarizes empirical research that supports the idea that diverse colleges provide more opportunities for better learning than homogeneous learning environments provide. This should be the first of many efforts to infuse the fact that diversity and excellence go hand in hand and dispelling the myth that diversity happens at the cost of excellence.

APPENDIX 1

Biographical Sketches of CHOICES Research Team Members

Walter R. Allen (Ph.D., University of Chicago, 1975) is currently Professor of Sociology at the University of California, Los Angeles and Co-director of CHOICES, a longitudinal study of college attendance among African American high school graduates in California. He has held teaching appointments at the University of Michigan (1979-89) and the University of North Carolina (1974-79). Among his many honors and awards received while at UCLA, Dr. Allen was the 1996 recipient of the Harriet and Charles Luckman Award for Distinguished Teaching.

Dr. Allen's research and teaching focus on family patterns, socialization and personality development, race and ethnic relations, social inequality and higher education. His research has received media coverage in print (*Le Nouvel Observateur*-Paris, *New York Times*, *USA Today*), on radio (National Black Network News, WBZ-Boston, and WABC-New York City), and on television (ITN-London, CBS News/Dan Rather, and McNeil-Leherer).

Dr. Allen also has worked as a consultant to communities, business and government. Among his more than eighty publications are two co-authored books, *The Color Line and the Quality of Life in America* and *Improving the Climate for Racial/Ethnic Diversity in Higher Education Institutions*, and three co-edited books, *College in Black and White: African American Students in Predominantly White and Historically Black Public Universities*, *Beginnings: The Social and Affective Development of Black Children*, and *Black American Families, 1965-84*.

Grace Carroll has over twenty-five years' experience in research, assessment, training and program development with an emphasis in sociology of education, evaluations and diversity. She is nationally recognized for conducting research and training in evaluations and cultural/ethnic diversity. Dr. Carroll received her Bachelors of Arts in Sociology from Stanford University, where she also received two Masters of Arts degrees (Sociology and Education) and her Ph.D. in Sociology of Education. She has served as a senior research associate with Aguirre International and as their Principal Investigator for the diversity study contracted by the United States Postal Service. At Aguirre, she also served on projects for the Census Bureau, the Corporation for National Service as a lead evaluator for the AmeriCorps*USA evaluation, and provided technical assistance and training to State Commissions with Project STAR. She developed and served as the Director of the Office for African American Student Development at the University of California, Berkeley, that focused on issues, programs and strategies that positively impact student retention and graduation rates. For a decade she was the Research and Development Director for the Institute for Developmental Studies, which conducted research and provided services for teen mothers and adolescents placed at risk of dropping out of school. Her consultant clients included Kaiser Permanente, Harvard Business School, Urban Strategies Council, Alameda County, and various school districts throughout the country. She has published various research articles and technical reports in her areas of expertise. Her recent book, *Environmental Stress and African Americans: The Other Side of the Moon* (Praeger, 1998), is a collection of creative psychosociological empirical research inquires she has conducted, which focuses on race as a stress factor and effective coping strategies. She currently serves as the Associate Director at Howard University's Center for the Research on the Education of Students Placed at Risk (CRESPAR).

Marguerite Bonous-Hammarth (Ph.D., UCLA, 1995) is a Research Associate in the Higher Education and Organizational Change Division at UCLA. She currently coordinates a Spencer Research Training Grant in the Department of Education, and is Research Project Director for a study on CHOICES: Access, Equity and Diversity in Higher Education (W.R. Allen, principal investigator).

Dr. Bonous-Hammarth has worked in higher education research and administration for more than a decade, formerly in the areas of fundraising, communications, continuing education and admissions. Her current research and teaching interests focus on understanding factors that influence achievement and career success for ethnic minority students and for undergraduates in science and mathematics. Specifically, she examines the influence of fit between individual values and organizational norms on outcomes for students (i.e., persistence, satisfaction and degree completion) and for other members of the academic community (i.e., faculty productivity and satisfaction). Dr. Bonous-Hammarth also examines the factors that help to sustain change in organizations and the organizational transformation process in higher education. Her publications include *Testing a New Approach to Admissions: The Irvine Experience* (with Susan A. Wilbur), and *Value Congruence and Organizational Climates for Undergraduate Persistence*.

Jeffrey F. Milem (Ph.D., UCLA, 1992) is an Associate Professor and graduate program director for the higher education administration program in the Department of Educational Policy and Leadership in the College of Education at the University of Maryland. Previously, he served as an Associate Professor in the Department of Counseling and Personnel Services (CAPS). Dr. Milem is the research coordinator for Maryland's participation in the Diverse Democracy Project which studies the ways in which students' experiences with diversity while they are in college prepare them to participate as citizens in a diverse democracy. Jeff has extensive experience in the field of higher education having spent the past twenty-two years working as a faculty member, scholar, or administrator. Jeff received his B.A. in political science from Michigan State University, his M.Ed. from the University of Vermont, and his Ph.D. in higher education from UCLA.

As a widely recognized expert in the area of racial dynamics in higher education, Professor Milem has been commissioned to do research by the Harvard Civil Rights Project, the American Council on Education, and the American Educational Research Association's Panel on Racial Dynamics in Higher Education. His research interests focus on racial dynamics in higher education, the educational outcomes of diversity, the impact of college on students, and the condition and status of the professoriate – including the ways in which faculty effectively utilize diversity in their classroom teaching. Jeff recently co-authored (with Kenji Hakuta of Stanford University) the Special Focus Section of the American Council on Education's *Minorities in Higher Education, 1999-2000: Seventeenth Annual Status Report* (The Special Focus manuscript is titled "The Benefits of Racial and Ethnic Diversity in Higher Education"). Jeff is a co-author, with Sylvia Hurtado, Alma Clayton-Pedersen, and Walter R. Allen, of the book *Enacting Diverse Learning Environments: Improving the Campus Climate for Racial/Ethnic Diversity*. He is the author of a chapter titled "The Educational Benefits of Diversity: Evidence from Multiple Sectors" that will appear in *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education* edited by Mitchell Chang, Daria Witt, James Jones, & Kenji Hakuta (to be published by Stanford University Press). Professor Milem is also the author or co-author of numerous manuscripts which appear in *Academe, Change, The Journal of Higher Education, Sociology of Education, Research in Higher Education, The Review of Higher Education, Higher Education: Handbook of Theory and Research, The Journal of College Student Development, Thought & Action, and The UCLA Journal of Education*.

Carol Petersen is Director of Academic Affirmative Action at UCLA. She has held appointments in the UCLA Chancellor's Office of Academic Development (1996 to 2002), contributing broadly to campus diversity planning and community college outreach programs. She has served as a Vice Provost of UCLA's College of Letters and Science (1986 to 1996), helping manage the affairs of the largest academic unit in the University of California. Earlier, she helped establish UCLA Writing Programs, serving three years as Assistant Director (1980-82) and three as Director.

Dr. Petersen has taught courses in writing, conflict resolution, affirmative action, and literature and medicine. Her publications include a book entitled *Composition and the Academy: A Study of Writing Program Administration* (MLA, 1986). She has given many presentations and workshops on topics of affirmative action, diversity/conflict resolution, academic planning and management, and writing/writing program administration.

A photographer, Dr. Petersen's solo exhibitions include "The House of the Gospel," presenting the art of artist Mario Avila Vargas (UCLA Fowler Museum of Cultural History, 2001); "Imag(in)ing the Future: UCLA Women Students" (UCLA and University of Minnesota, 1999); and "Into the Arena: The Story of the First US Paralympic Equestrian Team" (UCLA, 1996; Los Angeles Equestrian Center, 1997; and Gladstone, NJ, 1998). Her photos currently appear in the Smithsonian Institution Traveling Exhibition, "Los Tigres in Concert," *Corridos sin Fronteras*. Her work has been published in books (McLemore, Romo, and Baker, *Racial and Ethnic Relations in America*, 6th ed., Allyn and Bacon, 2000); journals (*Emergences: Journal of Media and Composite Cultures*, 1999); and newspapers (*Los Angeles Times*, 2001; *Austin Statesman*, 1999; *Atlanta Journal-Constitution*, 1996).

Dr. Petersen holds the following degrees in English Literature: Ph.D., UCLA, 1977; CPhil, UCLA, 1975; M.A., University of Minnesota, 1965; A.B., Duke University, 1962.

Rowena Robles is completing her doctorate in Ethnic Studies at the University of California, Berkeley. Her research interests are race and education. More specifically, she studies the impacts of a race-neutral desegregation policy on the students at an academic magnet high school and the school district as a whole. Currently, Ms. Robles is working with the CHOICES project at UCLA and, along with a team of researchers, assesses the college-going cultures of different high schools and high school students. She is also preparing several articles for publication and is teaching at the California State University, Long Beach.

ATTACHMENT A

QUESTIONS FOR BREAK-OUT GROUPS

1A. Describe the way in which your campus has responded to pressures to become more inclusive over time.

1B. Given these responses, what steps or strategies would you suggest that the University take in order to create a more affirmative development environment for faculty, staff, and students?

2A. What special challenges do the ethnic/racial patterns of representation among students, staff and faculty present to your institution?

2B. Given these challenges, what steps or strategies would you suggest that the University take in order to create a more affirmative development environment for faculty, staff, and students?

3A. In what ways do students, staff and faculty from different racial/ethnic backgrounds view the UCSD community differently on your campus? What do you think helps to explain any differences in views of the campus?

3B. Given these differences, what steps or strategies would you suggest that the University take in order to create a more affirmative development environment for faculty, staff, and students?

4A. What is the nature of interaction between and among individuals from different racial/ethnic backgrounds, as well as the nature of intergroup relations on your campus?

4B. Given these relationships, what steps or strategies would you suggest that the university take in order to create a more affirmative development environment for faculty, staff and students?



Attachment 6: Report of the Chancellor's Commission on Diversity

U.C. SAN DIEGO: DEPARTMENT OF PHYSICS, 0354
LA JOLLA, CALIFORNIA 92093
Extension: 46857
email: chair@physics.ucsd.edu
FAX: (619) 534-7419

To: Chancellor Robert C. Dynes
Date: February 2, 1998
Subject: Report of Diversity Commission

Dear Bob:

On behalf of the Diversity Commission, I am pleased to present our final report. In our work, we have consulted extensively the detailed reports of the various Chancellor's Advisory Subcommittees which have already been submitted to you. Our guiding principle for the policy directions for a diverse university and our recommendations are summarized in the Executive Summary.

While the members of the Commission are informed of Proposition 209 and Regental Policies SP-1 and SP-2, we have with deliberation chosen not to seek legal counsel on our work. You may wish to obtain legal review of our recommendations which you eventually adopt.

If you wish to discuss any points in the report, members of the Commission would be glad to meet with you.

Yours sincerely,



Lu J. Sham
Chair, Chancellor's Commission on Diversity

LJS:im

Report of the Chancellor's Commission on Diversity

1. Executive Summary

Policies and procedures designed to increase diversity play a vital role in the achievement of excellence at the University of California, San Diego. They encourage recruitment of faculty, staff, and students from the broadest possible pools of talent, increase our ability to design research projects and offer courses that address the cultural, racial, and linguistic diversity of the contemporary world, and help us offset the effects of existing discrimination which unnecessarily limits the range of experiences and perspectives at our institution, and concomitantly threatens to leave us dangerously parochial and provincial in an increasingly cosmopolitan and complex world.

At this time of extraordinary transformation and change in higher education, it is imperative for the University to develop a positive, proactive, and visionary program to build the kind of community needed to maintain and augment academic excellence in the years ahead. Our report addresses issues of outreach, recruitment, retention, and campus climate. Our recommendations focus on policies to promote better coordination and more efficient implementation of existing resources, augmentation and extension of currently successful efforts, and identification of new initiatives needed to keep us competitive with comparable institutions.

1.1 Outreach and Recruitment

1.1.1 In the area of outreach and recruitment for students, our recommendations include:

- 1) systematic reviews of all existing UCSD sponsored student outreach and retention programs as well as admissions criteria, similar to the practices governing reviews of academic departments;
- 2) an increase in financial aid at all levels to make UCSD more attractive to those students from under-represented groups who meet admission requirements but may otherwise choose to attend other institutions;
- 3) restoration of previously reduced funding to UCSD Early Academic Outreach Program and increased funding to allow consistent and regular telephone follow-ups and campus visits;
- 4) enhanced links to K-12 education along the lines proposed by the K-12 Committee which were recently endorsed by an overwhelming vote of the Representative Assembly as well as programs which showcase opportunities at UCSD to K-12 students and community at large (Appendix C);
- 5) more effective use of community college transfer options.

1.1.2 In the area of staff outreach and recruitment:

- 1) an immediate assessment of current staff outreach and recruitment practices;
- 2) increased dissemination of information about staff opportunities, particularly to women and minority professionals;
- 3) inclusion of diversity efforts in performance appraisals of key administrators.

1.1.3 In the area of faculty recruitment:

- 1) the creation of research clusters with new FTEs in order to make UCSD a center of research expertise on diversity related issues as well as to build research strengths in areas likely to attract outstanding applicants from under-represented groups;
- 2) continuation of special programs to hire scholars of extraordinary distinction and potential at both the junior and senior levels to address existing research and curricular needs and to attract scholars whose research and teaching interests indicate they would be likely to make valuable contributions toward adding to campus diversity;
- 3) an aggressive campaign to increase public and private funding for endowed chairs as well as predoctoral and postdoctoral fellowships that would have a high likelihood of increasing diversity;
- 4) increasing the diversity of applicant pools for faculty positions by giving weight to all eight of the affirmative action factors required by federal law in determining availability and underutilization indices.

1.2 Retention and Campus Climate

1.2.1 In the area of retention of personnel in all sectors and improvement of campus climate, our recommendations include:

- 1) additional support for existing programs that are working well, especially the Cross Cultural Center, and the Women's Center. In addition, we recommend planning for a Center for Lesbian, Gay, Bisexual, and Transgender Issues;
- 2) study of conflict resolution and mediation models employed by other UC campuses in supervisor training for possible adoption at UCSD;
- 3) an adequate and equitable funding source for accommodating people with disabilities.

1.2.2 In the area of student retention:

- 1) increased permanent funding for OASIS, increased faculty involvement with OASIS under the supervision of the Vice Chancellor for Academic Affairs;
- 2) expanded support for undergraduate research and study programs with retention implications including the Honors Achievement Workshop, the Methods of Inquiry program, the McNair and Faculty Mentor programs;
- 3) institutional support for student organizations involved in diversity related recruitment and retention;

4) establishing a center for excellence in undergraduate education.

1.2.3 In the area of improving the working environment for the staff:

- 1) systematic review and unified coordination of current staff affirmative action training programs, staff associations, the Employee Rehabilitation Program, individual scholarship awards, career connection, project/mentorships, and traineeships;
- 2) adequate and secure funding and staffing for campus Employee Rehabilitation program, Medical Center Employee Support program, and the Office for Students with Disabilities;
- 3) enhanced opportunities for internal promotion and enrichment for staff;
- 4) disassociating Employee Relations from Labor Relations and establishing a group outside Human Resources to review the conflict resolution process;
- 5) implementing an exit interview process in Human Resources and distributing aggregate findings to staff associations, administrators, supervisors, and managers;
- 6) including administrative costs in staff association budgets, enhancing event coordination between staff associations and campus departments and other offices, elevating diversity awards to level of employee recognition awards;
- 7) creating an Ombudsperson to aid staff in identifying the campus services most appropriate to their needs.

1.2.4 Encouragement of faculty retention and participation in achieving diversity by:

- 1) offering mentoring, release time, and acknowledgment of service obligations for faculty, especially junior faculty, engaged in diversity recruitment and retention;
- 2) reconstitution of faculty career development program with advancement of diversity as one of its concerns.

1.3 Administrative Changes

We recommend the following administrative changes

- 1) Dissolve the Chancellor's Affirmative Action Advisory Committee (CAAAC) and replace it with a Chief Diversity Officer (CDO) on the administrative side and a Council for Equal Opportunity and Diversity to channel input from the campus community to the administration. The duties of the CDO should include providing leadership in diversity, coordination of all Vice Chancellor areas, policy decisions and implementation, administration of resources for diversity programs, leadership in community relations, and oversight of all campus diversity programs. We recommend that this responsibility be vested in the Senior Vice Chancellor or the Chancellor.

2) To carry out these duties, the CDO will need to set up an office for diversity affairs headed by an Assistant or Associate Vice Chancellor. This office should provide staff work for *CDO* decisions. It should organize planning and budget efforts, keep an account of all campus diversity programs, administer program reviews, coordinate the management of centers, and direct statistical studies.

3) The Council for Equal Opportunity and Diversity should take over the functions of the current CAAAC. The Council should be an independent entity with the primary function of advising the CDO on diversity program operations, planning, and budget. Members of the Council should be nominated by the advisory committees most directly involved in diversity related matters.

2. Preface

Policies and procedures designed to increase diversity play a vital role in the achievement of excellence at UCSD. Mechanisms promoting diversity allow us to recruit faculty, staff, and students from the broadest possible pools of talent. They increase our ability to design research projects that address the complex problems we face as a result of the increasingly global and cross-cultural nature of research, commerce, and communication. They allow us to augment our course offerings to prepare students for the racial, linguistic, and cultural diversity they are certain to face in California and in the rest of the world in the next century. In addition, they help us offset the effects of existing discrimination by race, gender, and disability in our society, discrimination which artificially reduces the pools of talent available to us, unnecessarily limits the range of experiences and perspectives to which we are exposed, and threatens to make us dangerously parochial and provincial in an increasingly complex and cosmopolitan world.

Our University needs to move rapidly to address the challenges and opportunities confronting the next generation. New technologies, economic restructuring, and complicated cultural transformations contain both peril and promise. Old antagonisms based on social identities become exacerbated, while new hostilities emerge. Yet the people of the world also increasingly have more in common with one another, experiencing directly many of the same cultural, economic, and political forces, albeit in different ways. Educational and cultural institutions designed for the previous era characterized by nationalism and industrialization now face dramatic changes in their fiscal structures and cultural missions, yet education and culture themselves take on increasing importance and value in the post-industrial and transnational world that is emerging.

These changes seem certain to transform the nature of the University and its relations with the broader society in the years ahead. For institutions to survive, they must be able to assess the changes currently taking place and to adapt to them. Many of the problems produced by new social, economic, and political relations lie outside the scope and

authority of the University, but at the very least, the University should be a source of specialized knowledge about these transformations, a place where advanced researchers engage in scholarly inquiry about pressing social problems. In addition, the University can play a constructive role as a center of cosmopolitanism, a place where diversity is encouraged, and where people from diverse backgrounds and interests can come together to address issues of common concern. Our challenge is to identify the kinds of programs, pedagogy, and research required by the new realities we face, without sacrificing the professional standards and procedures created over the years to protect the integrity and preserve the quality of our research, teaching, and service.

A positive, proactive, and visionary program will enable us to promote diversity as part of a plan for growth and change guided primarily by the pursuit of excellence. UCSD is in a favorable position to take advantage of many of the changes now transforming research institutions all across the country. Our chartered responsibility to serve the citizens of California gives us access to an extraordinarily diverse pool of potential faculty, staff, and students. Our location on the Pacific Rim and the U.S.-Mexico border positions us perfectly to be in the vanguard of scholarship about national identities, migration, linguistic diversity, and about cultural conflict and cooperation. Our existing priorities on matters of research and curriculum leave us with key strengths in many areas which might well serve as a basis for further growth and development.

Allocation of clusters of new FTEs and fellowships in research areas likely to promote the study of diversity and likely to attract a more diverse faculty will enhance the University's pursuit of excellence and diversity. Outreach to and recruitment of a diverse staff and student body are matters of great urgency if we are to attain and maintain educational excellence. Increased resources for recruitment and retention of faculty, staff, and students from the broadest possible pool will strengthen our ties to our local community while enhancing our distinction as a research institution. The creation of a campus climate that welcomes diversity and builds excellence from it should be an important priority for all members of the campus community. Consequently, campus leaders at the highest levels need to hold all administrators, faculty, and staff accountable.

3. Recruitment and Outreach

3.1 The Problem

For several decades the University of California has been unequivocally committed to the goal of increasing the diversity of its students, staff, and faculty. However, passage of Regents' Resolutions SP-I and SP-2 and recent judicial decisions concerning the legality of Proposition 209 now prohibit the use of such criteria as race, sex, and ethnicity in the University's admissions and hiring practices. Data regarding the present composition of the student body, staff, and faculty are a sobering reminder that even when such affirmative action criteria had been employed, only modest gains were made in many

areas and some situations actually worsened. Progress has been slow and affirmative action has yielded varying results for the different underrepresented groups in the various sectors of the University. Now, even the gains that have been made are in many instances beginning to be eroded.

At the same time, the highest administrators at UCSD and in the UC system, including the Regents, have made it equally clear that we must comply with federal affirmative action law and vigorously enhance our commitment to diversity. More importantly, they have reconfirmed that steps to increase the possibilities of admitting and hiring members of underrepresented groups through aggressive and imaginative outreach and recruitment efforts should be encouraged and supported. This section of our report contains our highest recommendations concerning outreach and recruitment for students, staff, and faculty, respectively. These are areas that we believe should be addressed with utmost urgency. A brief description of other recommendations then follows.

3.2 Students

While some progress has been made over the years in attracting students of color to the UCSD campus, overall numbers at all levels --undergraduates, graduates, and medical students --have been far from encouraging and the most recent admissions data are alarming.

3.2.3 Review of Campus Outreach, Admissions, and Retention Programs

Based upon an analysis of college initiated feedback from program coordinators and student participants, the Commission recommends a systematic review of all existing UCSD sponsored outreach and retention programs as well as admissions criteria. We conclude that one of the chief obstacles to the effectiveness of our outreach and recruitment efforts is the lack of coherence and collaboration among programs that are designed to attract and motivate underrepresented students to seek admission into UCSD. Such reviews should follow the practice of academic departmental reviews and take place on a five-year cycle. After this review, UCSD should produce a brochure listing all campus-sponsored student outreach programs, which could then be distributed widely to school districts, agencies and organizations throughout San Diego and surrounding communities.

The Commission also recommends that the UCSD Admissions Committee or another body continue to explore the possibilities of giving added weight to such factors as economic disadvantage, first generation to enter college, success in under funded schools, overcoming other difficulties, etc., and placing less emphasis on SAT scores.

3.2.4 Increase in Financial Aid

Considerable effort must be made to increase the availability of financial aid at all levels -- undergraduate, graduate and medical school -- so that UCSD will be attractive to underrepresented students. At present, for example, the number of merit-based scholarships available for qualified students is minuscule in terms of financial aid dollars: approximately \$380,000 out of a total institutional financial aid program of \$103 million. According to the Director of Financial Services, as a result of limited resources the trend is toward more loans, grants, and work study. Aggressive fund raising strategies must be devised. One possible source of such funds would be alumni from underrepresented groups.

3.2.5 Enhancement of Links to San Diego Community

We endorse the general proposition of the Chancellor's Task Force on K-12 Outreach that UCSD must build a multi-dimensional network of ties to the greater San Diego community. A key component of that network would be a Model School on the UCSD campus that would: (1) encourage high achieving underrepresented students early in their schooling (grades 6-12) to consider college as a viable goal; and (2) aid in the early identification of underrepresented students with high academic potential who might be educated to increase their chances of gaining admission to UCSD or another UC campus. UCSD must also work closely with community colleges to increase the numbers of transfer students from underrepresented groups. Furthermore, UCSD should continue to enhance its co-sponsorship of a variety of community based programs that include educational, cultural and social activities involving minority populations.

3.3 Staff

Data on staff composition at UCSD reveals that while women and minorities are fairly well represented within the total campus staff, they are grossly underrepresented at the higher levels.

3.3.1 Assessment of Outreach and Recruitment Efforts

There should be an immediate assessment of why current outreach and recruitment practices have resulted in such dismal numbers of underrepresented candidates for higher administrative jobs.

3.3.2 Increased Dissemination of Information About Job Opportunities

Dissemination of information about job opportunities, particularly to women and minority professionals, should be increased through the following.

- a. Develop a website to include targeted job titles.
- b. Participate in job fairs in local communities.
- c. Direct announcements to local, state and national women's and minority professional associations.

d. Distribute/post job opportunities at community libraries, employment agencies and colleges & universities.

3.3.3 Underutilization Indexes Should Employ the Eight Factor Model

An underutilization analysis should be required for every job that UCSD advertises. By federal law UCSD must undertake an eight-factor analysis for staff jobs to establish both an availability and an underutilization index. To expand the diversity of applicant pools, this commission recommends that all eight factors listed below be given some weight when establishing an underutilization index:

- minority population of the labor area
- size of the minority/female unemployment force in the labor area
- general availability of minorities/women having skills in the immediate labor area ----
availability of minorities/women having requisite skills in a recruitment area -----
availability of women seeking employment in the labor area
- availability of promotable and transferable minority/women employees within the organization
- existence of training in the requisite skills necessary for promotion
- degree of training reasonable to undertake as a means of making all job classes available to minorities/women.

3.3.4 Inclusion of Diversity Efforts in Performance Appraisals of Key Administrators

Diversity efforts should be considered in the performance appraisals of Vice Chancellors, managers, and supervisors. These appraisals should be made in a way which is consistent with the vision, mission and diversity goals of the University.

3.4 Faculty

The faculty at UCSD and especially ladder rank faculty are far from representative of either the nation's or the state's rich diversity. While some modest gains have been made over the years, overall UCSD is one of the worst campuses within the UC system in terms of its success in increasing faculty diversity.

3.4.1 Initiation of Intellectually Driven Efforts that are Likely to Increase Diversity

As limited as the successes of the TOP-D program for the recruitment of women and minorities were, it is clear that it provided an effective tool for increasing the numbers of women and Hispanics, and for reducing the decline in percentage of ladder rank African American faculty. Now that this program is no longer in effect, UCSD must devise imaginative and well funded initiatives to hire both individuals and groups of individuals.

UCSD should maintain a well-funded program for extraordinary hires of individual faculty. Such a program would need to be much better funded than the TOP-D of the past, since it could not exclusively target scholars from underrepresented backgrounds. "Superstar" academics at both the senior and junior levels should be aggressively recruited through this program. In fact, because of the historical underrepresentation of minorities and women in higher education, in some areas

there may be greater likelihood of successfully hiring outstanding scholars who would enhance diversity at the junior, rather than at the senior level.

However, hiring on an individual basis, case by case and one by one, will not suffice to dramatically increase faculty diversity. We propose that UCSD create a number of intellectually oriented initiatives with accompanying FTEs that will tend to attract greater numbers of women and underrepresented minorities. Increased hirings in programs or intellectual clusters that might have this effect include: women's studies, ethnic studies and various areas studies. Along these lines, the viability of a multi-disciplinary "Border Studies" project or a research institute with a focus on race, ethnicity and gender should also be explored. Less immediately obvious initiatives should also be created in areas where diversity is especially lacking: for example, a program in women or minorities in medicine. In conjunction with such research driven projects, or even less formally articulated initiatives, UCSD should consider block or group hiring. UCSD appears unattractive to many excellent scholars because there is a fear of isolation. This is one concrete strategy that might ensure them that there will be a critical mass of scholars with whom they can work.

3.4.2 Increase in Diversity of Applicant Pools by Weighting All Eight Affirmative Action Factors

Currently, an underutilization analysis is required for every job that UCSD advertises as vacant. By federal law UCSD must undertake an eight factor analysis for academic and staff jobs to establish both an availability and an underutilization index. Historically, UCSD has considered all eight factors in academic recruitment, but has given no weight to six of the factors and has only relied on the following two: Factor 5, "the availability of minorities/women having requisite skills in an area in which the contractor can reasonably recruit" and to some extent Factor 7, "the availability of promotable and transferable minority/female employees within the contractor's organization."

Human Resources at UCSD gives weight to all eight factors, and by so doing has created applicant pools that truly reflect the diversity of the surrounding area.

The Commission recommends that all eight factors must be given some weight when establishing an underutilization index for academic recruitment. One of the only mechanisms available to UCSD to create a more diverse faculty is to expand the diversity of the applicant pool. If we do not consider the demographic factors, which federal law asks us to seriously examine and give some weight to in establish availability and underutilization, UCSD has little chance of actually increasing the proportion of women and minority faculty on this campus.

Make Fundraising for Scholarships, Postdoctorals and Endowed Chairs that Would Increase Diversity One of UCSD's Highest Fundraising Priorities

There should be a very aggressive campaign to increase public and private funding to support a variety of pre-doctoral and post-doctoral fellowships and endowed chairs that would have a high likelihood of increasing diversity. The pre-doctoral and postdoctoral fellowships should be understood as mechanisms for opening up pipelines to tenure track jobs. Endowed chairs might be established in conjunction with the intellectual initiatives suggested above.

Along with efforts intended to serve various levels of the student body and staff, in other words, UCSD should make fundraising to increase faculty diversity one of its highest fundraising priorities.

3.5 Other Recommendations

3.5.1 Undergraduate Students

- 1) Whenever possible, underrepresented students (that is, student ambassadors), should be included as peer mentors in UCSD's ongoing community outreach efforts. These students can serve as role models for underrepresented students who may be potential applicants for UCSD. In addition, consistent and regular telephone follow up should be made integral to early outreach efforts.
- 2) The five undergraduate colleges must be provided with adequate funding to develop needed programs and services in the following areas: student transfer, probation and subject to disqualification, undeclared majors, peer mentoring programs and activities for Summer Bridge students, educational planning workshops, etc.
- 3) Programs/activities sponsored by the UCSD Cross Cultural Center should be expanded to incorporate a community outreach component whereby underrepresented high school students and their parents could attend cultural, social and educational functions dealing with a variety of topics related to diversity and multiculturalism. Similarly, campus administration should acknowledge and provide support to all departmental outreach and recruitment efforts.

3.5.2 Graduate Students

- 1) OGSR in consultation with the UCSD Teacher Education Program should utilize existing TEP internships as an intervention strategy for placements of underrepresented college students who are interested in pursuing teaching careers in San Diego County's elementary, middle schools and high schools. If the UCSD Model School is adopted, placements could be made on-site.
- 2) Develop a UC/CSU System Name Exchange Program similar to the Western Name Exchange whereby a database of qualified ethnic minority students names could be developed and used by the two-system campuses for outreach and recruitment purposes.

3.5.3 School of Medicine

- 1) Appoint a UCSD School of Medicine Outreach & Recruitment Coordinator to work in conjunction with OGSR staff to enhance SCHM outreach efforts toward increasing a highly qualified and competitive pool of underrepresented students.
- 2) Establish a SCHM Coordinating Council for Multicultural Affairs and charge this group to advise the administration on matters related to student outreach, recruitment and retention of medical school applicants and admitted students.
- 3) Develop and implement an early outreach community and/or alumni mentor program which would serve to match prospective students with designated medical professionals who reside in San Diego County and surrounding areas. Perhaps student selections could be made from among the Model School participants, if the School proposal is adopted.
- 4) As an outreach strategy directed toward high achieving underrepresented students, conduct annual SCHM tours and information sessions designed for prospective medical school applicants and their parents.

3.5.4 Faculty

- 1) Performance evaluations of departmental chairs and deans should include assessments of their efforts to increase faculty diversity.
- 2) Expanded outreach is necessary to ensure a diverse pool of applicants.
- 3) All UCSD job ads should include a statement that UCSD is an institution that values diversity. Thus the ads should state: "UCSD is an equal opportunity/affirmative action employer and specifically seeks candidates who can make contributions in an environment of cultural and ethnic diversity." Or, "Scholars who are women, minorities, veterans and/or people with disabilities are encouraged to apply."
- 4) All chairs of search committees should be required to attend a training seminar on how to properly conduct a search, which includes instruction on strategies for increasing the diversity of the applicant pool, and for cultural sensitivity in dealing with diverse applicants.

4. Retention

4.1 The Problem

Retention efforts can play a particularly important role in efforts to increase diversity at UCSD. Yet retention cannot be separated from issues of outreach and recruitment or campus climate. These areas have mutually reinforcing effects. For example, low numbers of minority students and faculty help create an inhospitable campus climate which undermines subsequent efforts at

outreach and recruitment. In addition, given the sparse numbers of minority high school graduates in California who are UC eligible, and the larger but still small numbers of minority researchers with advanced degrees, the loss of any minority faculty member, staff person, or student is a loss of a scarce and valuable resource.

Different groups face different issues when it comes to retention. Faculty, staff, and students within the same under-represented groups experience the campus differently from one another, and the problems facing racial minorities are not the same as the problems facing women, lesbian-gay-bisexual-transgender members of the campus community, or people with disabilities. Many individuals belong to more than one of these groups. Yet each of these groups and the individuals within them provide the campus with important kinds of diversity, and consequently, measures designed to improve their retention on campus are in the interest of all.

For women, retention issues revolve less around absolute numbers than around status and rank, although it remains true that the absolute numbers of women faculty still reveal a campus wide failure to tap the available pool of well qualified women professionals adequately. Opportunities for advancement and promotion are particularly important for women staff and faculty, but institutional support for the Committee on the Status of Women is also important. Lesbian, gay, bisexual, and transgender diversity issues in respect to retention revolve around campus climate and issues of institutional resources. Retention of minority students and faculty would be helped by better outreach and recruitment, but issues of curriculum and campus climate also contribute to the problem. Some campus institutions -- the Cross Cultural Center, OASIS, the Women's Center, and Summer Bridge, for example, make general contributions to retention of individuals from under-represented groups on campus, while others -- the Chancellor's Committee on Lesbian, Gay, Bisexual, and Transgender Issues, targeted outreach programs, the African American Baccalaureate, and the La Raza graduation celebration focus on service to specific groups. A successful retention program needs to support both kinds of institutions and the different kinds of constituencies they serve.

4.2 Recommendations

We propose a comprehensive plan to enhance retention of members of under-represented groups. This plan includes additional support for existing programs that are working well, institution of new programs to enhance retention goals, a series of research-related retention initiatives, measures specific to the retention related aspects of research and recruitment, and proposals for structural changes. See Appendices D and E which address in more details the following recommendations.

4.2.1 Additional Support for Existing Programs that Are Working Well

I. Centers at the Center

The Cross Cultural Center, Women's Center, and proposed Center for Lesbian, Gay, Bisexual, and Transgender Issues are crucial resources for maintaining and extending appreciation of diversity on campus.

A. Full Implementation of the Draft 2 to 5 Year Action Plan for the Cross Cultural Center

The Cross Cultural Center has been stunningly successful in promoting diversity on campus. It is an institution that promotes diversity-based retention while providing programs of value to all students, staff, and faculty. Yet much of the funding needed for programming and staff needs has been diverted to construction because of the growth of the adjacent laboratories and wear and tear on the building because of the popularity of the Center's programs. We recommend full funding of the draft plan including staff needs as specified in the leadership section, physical plant and supply needs as described in the facility and resource sections, and the programming needs as defined in the programming section.

B. Increased Funding for the Women's Center

The Women's Center provides a focal point for efforts to promote gender equity and diversity on campus, for educational programming on important gender issues, and for efforts to make the campus climate more welcoming to women. We recommend increased funding to the center for physical plant, supplies, and programming.

C. Office and Meeting Space for the Chancellor's Commission on Lesbian, Gay, Bisexual, and Transgender Issues and for the Committee on the Status of Women

Both of these groups make important contributions to campus diversity, yet neither has office space for their files nor a place to meet regularly. A place of comfort in which to meet is especially important for the Commission of Lesbian, Gay, Bisexual, and Transgender Issues because of the degree of homophobia on campus and in society. Both groups need office space with file cabinets to preserve the institutional memory of their organizations.

II. Educational Excellence and Diversity

D. Increased Permanent Funding for OASIS

From a student perspective, OASIS may well be the single most important campus institution for the promotion of diversity-based retention. OASIS provides significant services to all students through its non-remedial approach to honing and refining necessary academic skills, but it is particularly important in making the campus a welcoming place for first generation college students and for students concerned about improving the campus's commitment to diversity. The programs administered by OASIS play an important role in maintaining diversity and promoting its value, and students with extensive experience with Summer Bridge and OASIS are often the most active and the most successful participants in diversity based recruitment. We recommend the permanent restoration of the funds cut from the OASIS budget a few years ago, and an additional increase in funding to make the very valuable programs offered by OASIS available to more students. At the same time, we recommend increased involvement by ladder rank faculty as advisors and consultants to OASIS, under the supervision of the Vice Chancellor for Academic Affairs.

E. Expanded Support for Undergraduate Programs with Retention Implications

Enrollment growth at the undergraduate level, additional academic regulations, and introduction of new technologies have placed considerable burdens on the undergraduate colleges and academic departments. They need more resources to deal with the increased complexity of their work. In addition, successful programs including Methods of Inquiry and Honors Achievement Workshop merit additional funding and resources.

F. Support for McNair and Faculty Mentor Programs

Students and faculty alike have benefited greatly from the McNair and Faculty Mentor Programs. They offer enhanced opportunities to do research to undergraduates, encourage first generation and minority students to think about academic careers, and provide closer working relations between students and faculty. They should be fully supported and expanded.

G. Institutional Support for the MECha high school conference, African American Student Union high school conference, Chicano/Latino Recognition Banquet, and African American Graduation Baccalaureate.

The high school conferences and recognition ceremonies organized by MECha and the African American Student Union provide visibility for UCSD across generations in communities where few people think that pursuing admission to the University is a desirable or feasible endeavor. These occasions promote an increased awareness of UCSD, bring recognition to successful students, and encourage a cross generation commitment to outreach and recruitment efforts University's outreach and recruitment budget. They deserve full funding from the University's outreach and recruitment budget.

III. Encouragement and Support for Successful Staff Programs and Services

H. The very serious problems of staff morale demand attention

Evaluating the strengths and weaknesses of Staff Affirmative Action Training Program activities, Staff Associations, and the Employee Rehabilitation Program would be a step in the right direction. Women and minorities have been aided significantly through Individual Scholarship Awards, Career Connection, Project/Mentorships, and traineeships. These programs should be unified into one coordinated endeavor.

I. Permanent and Adequate Funding and Staffing for Campus Employee Rehabilitation Program, Medical Center Employee Support Program, and the Office for Students With Disabilities

Demand for the services of these offices has increased faster than resources. Disability management and accommodation programs are cost effective; these need a more stable and adequate source of support.

4.2.2 Recommendations for New Programs

A. Opportunities for Internal Promotion and Enrichment for Staff

Staff members express dismay consistently about the dearth of opportunities for promotion and the obstacles to training and enrichment programs. Tuition remission and reimbursement for fees and expenses should be offered to staff members who wish to increase their skills. Staff should receive free training in computer skills, computer terminals should be available to employees who do not work in offices that have access. Greater importance needs to be placed on mentoring and promotional opportunities.

B. An Equitable Funding Source for Accommodating People with Disabilities

At present, departments shoulder the burdens of funding accommodations for people with disabilities in their hiring and course offerings. UC Community Advocates for Disability Rights and Education believe that this system encourages individuals to hide disabilities and discourages departments from accommodating individuals with disabilities. They recommend, and we concur, that the University adopt a more equitable method of funding which would acknowledge the value and benefit of effective accommodation for people with disabilities.

C. Establish a Center for Excellence in Undergraduate Education with the overall goal of preparing students for graduate and professional opportunities beyond the post baccalaureate years.

The Center could coordinate and expand existing programs, in addition to hosting symposia on higher education, research on teaching and learning, and conferences to enhance the academic, cultural, and social development of undergraduates.

D. Mentoring, Release Time, and Acknowledgment of Service Obligations Relevant to Faculty Retention

Junior faculty who are women and/or minorities or who are deeply involved in teaching, mentoring, and counseling students need release time from course assignments, mentoring by senior faculty, and appropriate recognition of the service component of their contribution to the University from departments, campus wide peer reviewers, and academic administrators.

E. Encourage the very successful Methods of Inquiry course to become a three unit course expanded to address the particular needs of first year students and transfer students in navigating their way through the specific requirements and general expectations they will face as students at a research University.

F. Summer Institutes on Diversity Issues for Educators, Media Personnel, Social Service Workers, and other Community Groups

These institutes, patterned after the statewide History-Social Science initiative can work to expose community groups to on-campus research, establish important connections for recruitment,

and facilitate retention of scholars and students interested in greater campus-community connections.

G. Coordination with K-12 Programs

In keeping with the report of the K-12 Task Force, the full gamut of school partnerships offer opportunities to bring researchers from UCSD out into the community as well as bringing students and parents from the community to the campus and its resources.

4.2.3 Recruitment Related Retention

- A. Restore previously reduced funding to UCSD Early Academic Outreach Program and increase funding to allow consistent and regular telephone follow-ups and campus visits connected with early student outreach.
- B. More effective use of Community College transfer options and partnerships with selected colleges.
- C. Targeted opportunity cluster hires for faculty positions on diversity issues with preference given to departments with successful histories of diverse appointments.
- D. Admissions procedures that give added weight to students with economic disadvantages, first generation college students, success in under funded high schools, and overcoming difficulties.
- E. Change method of calculating projected GP A for Group B students for whom it has never been an accurate predictor.
- F. Financial Aid targeted for retention.
- G. Administrative encouragement and financial support for Departmental Outreach and Recruitment Efforts

4.2.4 Proposed Structural Changes

- A. Disassociate Employee Relations from Labor Relations
- B. Establish a group outside Human Resources to review the whole conflict resolution process.
- C. Creation of an Ombudsperson to serve as a clearly visible resource to aid staff in identifying the most appropriate campus service to address their needs.
- D. The Human Resources Department should implement an exit interview process and distribute aggregate findings to the staff associations, administrators, supervisors, and managers. Plans to reduce problem areas should be formulated.
- E. Supervisor Training should include conflict resolution and mediation models in place at other UC campuses should be studied for application at UCSD.

- F. Budget allocations to staff associations should include administrative costs.
- G. Enhance event coordination between staff associations and campus departments and institutions.
- H. Elevate diversity awards to the level of Employee Recognition Awards.
- I. Involve faculty, students, and staff in formulating the processes that will implement the Principles of Community. Inform all at UCSD that adherence to the principles is a condition of employment/attendance. Establish a clear and well publicized mechanism for violating the Principles. Protect confidentiality and conduct regular assessments as to how well the principles are integrated into the UCSD environment.
- J. Establishment of National Coalition Building Institute Chapter on campus.
- K. Establish a clearinghouse to avoid duplication and overlap of outreach/retention related programs
- L. Campus Committees need to reflect the diversity of the campus more effectively. The Committee on Committees and its appointees to the Committee on Academic Personnel need to do a better job appointing campus committees that reflect the diversity of the campus. Ad hoc committees for academic personnel files especially should be constituted in accord with the campus commitment to excellence and diversity.
- M. Study relationship among various outreach programs, ensure that no program be eliminated without broad campus-wide consultation with all interested parties.
- N. Review all recruitment efforts in order to improve coordination with outreach programs.

5. Campus Climate and Education

Climate can be considered to be in large measure an issue of finding a place for academic and intellectual interests. Ultimately, these interests will reflect to some extent the priorities of the communities from which potential candidates come. If UCSD's climate cannot reflect the community, California's citizens will have little reason to support us.

5.1 Highlighted Programs

Our report focuses on six concrete proposals-three related to climate; three to education-that we feel hold exceptional potential.

Highlighted educational programs are:

- A. The National Coalition Building Institute
- B. Campus Educational Inreach
- C. Professional Development Leave Accrual

Highlighted climate-enhancing programs are:

- D. Profiles in Diversity
- E. Comprehensive Support Services
- F. Centers at the Center

A. The National Coalition Building Institute

Increasingly, students, faculty, and staff are faced with a dizzying diversity that may be at considerable variance with their backgrounds, education, and even their communities and home environments. Rogers Davis has been particularly sensitive to this, and his willingness to try difficult new ideas (such as the "cultural competence" model) underscores the need to face the management of diversity directly, with information directed to the specifics of the diverse environment.

The UCSD NCBI Committee has proposed (see Appendix A) that an affiliated chapter *of* the National Coalition Building Institute (NCBI) be established at UCSD to enhance campus diversity efforts, reduce prejudice, and foster alliances that unite people committed to achieving a climate that is more accepting and supporting *of* our pluralistic society. This program works through collaboration with existing educational institutions, providing a globally applicable framework for the entire campus community—students, faculty, and staff—that effectively bridges among other, more narrowly targeted initiatives. This model can compliment, not conflict with, existing diversity education programs on campus.

B. Campus Educational Inreach

The Chancellor's Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues has, for the past three years, conducted intra-campus educational outreach activities designed specifically to reduce hostility toward lesbian, gay, bisexual, and transgendered members of the UCSD community. (See Appendix B). These can serve as a model for how cross-constituency and inter-agency diversity cooperation can be built, not just through educational materials themselves, but by the mechanisms used to develop them. (See Appendix B).

C. Professional Development Leave Accrual

Underrepresented staff are "located" overwhelmingly in the most junior ranks. To advance up a career ladder, they face a bewildering array of hurdles and must ferret out a mystifying range of services. However, even if they find exactly the class they need to help them up to the next rung, they often face additional barriers in trying to secure time away from their desks to attend. Various sorts of "boss sensitivity training" have been proposed to help overcome this; results of such an effort would be dubious at best. A simpler solution would be to allow career employees to accrue "professional development leave" to use as they saw fit in pursuing their career goals. After one year of employment in a career position, an employee would be entitled to 1 hour per month of such leave to take a class, attend a seminar, work with a mentor, clean up their online resume, etc. Unused professional development leave would expire at the end of each fiscal year (June 30th). In

addition, unused professional development leave would be forfeited upon the termination of employment.

D. Profiles in Diversity

Local media report that public perception views San Diego in general, and UCSD in particular, as suffering from cultural paucity and lacking in diversity. Businesses report difficulty in attracting suitable candidates to the area due in part to such perceptions. Certainly a similar problem exists for the University in terms of attracting and retaining students, faculty and staff to UCSD. Through focused outreach by our Music and Art faculty using the resources of UCSD- TV and the Internet, we could involve the San Diego business community in campus cultural activity, increase "programmatic" interaction for pre-college youth, and showcase these "diversity core" majors. Both communities could then see San Diego in general, and UCSD in particular, as a place where cultural activities they enjoy happen; students especially could see that faculty of color are here and doing interesting things, and be drawn into direct participation. UCSD as a "place" might come "alive" for a number of young people and educators with an enrichment program of this type. (See Appendix C).

E. Comprehensive Support Services

The Employee Rehabilitation Program, and other programs for people with disabilities, provides the broadest scope of information and services that affect morale, a sense of belonging, and sense of being cared for by the University. The approach used in these programs should be considered as a model for other climate-oriented diversity programs. The program focuses on a comprehensive "case management" approach that deals with the whole individual and his or her needs. Most other support programs at UCSD tend to be segmented and narrow, each dealing with only one aspect of the problems faced by under represented individuals at UCSD. For example, there are several offices where one can obtain training. Similarly, there are seven (7) different offices that have responsibility, in one form or another, for conflict resolution. As Compared to this, where rehabilitation/disabilities are concerned, one only need to go to one office where services such as information, training, support systems, problem resolution, etc. can be obtained. This is an important distinction, and gives people accessing this service a sense that they will get the help they need with out having to work through a bewildering array of offices, phone numbers, etc.

Mapping this model into the provision of other services on campus could be accomplished, but substantial reorganization would be required. Possibly, an "office of employee services" could be created. This office would be a central location where employees with needs ranging from career development to conflict resolution could go to find help. If for no other reason that minimizing confusion, the service would be seen as an attempt to create a caring and welcome atmosphere. Staff in this office must be specifically selected on the basis of their ability to express a caring, sincere desire to be of help.

A small start in this direction would be UCSD production of comprehensive Resource Guides for career advancement, education, and conflict resolution resources, spelling out the responsibilities and points of contact in these various offices, and the relationships among them.

F. Centers at the Center

Cultural initiatives can provide powerful statements concerning climate. Such organizations as the Cross-Cultural Center, the Women's Center, an eventual LGBT Center; staff associations, individual initiatives, such as Dr. Phil Raphael's Black Issues Forum, career and outreach fairs and conferences, and academic departments have all established cultural programs reflecting their own constituencies. Thus, we hear repeated calls to encourage staff associations, the Cross-Cultural Center, and the Women's Center to coordinate and co-sponsor events, workshops, and activities, in order to use available funding efficiently and to enhance increased participation. But the centers and staff associations themselves are already coordinating their efforts; they are in fact operating at maximum capacity. It is coordination between these and the broader campus student and faculty community, as well as outreach efforts beyond the campus borders, that is struggling through its infancy.

Despite their short history, the Centers have proven their worth in boosting morale and diversity awareness among many segments of the campus community. What they especially need now are resources not just to expand existing programming, but to provide "full court" publicity for events sponsored campus-wide. They are the logical place to house permanent, knowledgeable staff support, attuned to all formal and informal distribution channels, on and off campus.

Further, we have heard repeated calls for funded staff support to provide ongoing survey and statistical support providing details on such things as representation of underrepresented groups by discipline (for graduate students) and major (for undergraduates); their participation in and perception of specific programs and activities, etc. Given their wide reach across all areas of campus life---students, faculty, and staff- the centers are a logical place to permanently house such data-collecting activities.

Finally, there are lacunae in Center representation. There is no lesbian, gay, bisexual, and trans gender center. This means that there is no LGBT drop-in "safe space" on campus. LGBT educational outreach and programming has thus far been handled by volunteers from the Chancellor's Advisory Committee, the latter supported by both the Women's and Cross Cultural Centers. CAACGLBTI direct construction and promotion of programming and publication of educational materials cannot continue indefinitely. The programming functions should be handed off to a funded, staffed facility-but the Centers are already "bursting at the seams." Similarly, while the centers have also been sensitive to the needs of people with physical disabilities, there is no real connection between the PWD and other communities. (See Appendix E).

6. Administrative Structure of Diversity

6.1 Recommendation

Management of diversity affairs on campus should be divided into two branches. One is the administrative side, headed by a chief diversity officer (CDO). The other is a Diversity Council to channel the input from the campus community to administration.

The duties of the CDO will include providing leadership in diversity, coordination of all vice chancellor areas, policy decisions and implementation, administration of resources for diversity programs, leadership in community relations, and oversight of all campus diversity programs. We recommend this responsibility be vested in the Senior Vice Chancellor (SVC) or the Chancellor.

To carry out these duties, the CDO will need to set up an office for diversity affairs headed by an Assistant or Associate Vice Chancellor. This office will provide staff support for CDO activities. It should organize planning and budget efforts, keep an account of all campus diversity programs, administer program reviews, coordinate the management of centers, and direct statistical studies. Current programs such as the Cross Cultural Center and the Women's Center should be able to find their administrative home within this structure.

The Council for Equal Opportunity and Diversity takes over the functions of the current CAAAC. The Council should be an independent entity whose primary function is to provide advice to the CDO on diversity program operations, annual strategic planning, and budget. It should be involved in the review of programs, provide Ombudsperson services and provide support for the advisory committees. Members of the Council will be nominated by the advisory committees which represent various segments of the campus. Council members will serve staggered three year terms. A chair designate will be elected by the members to serve as vice chair during the first year of the term of office, as the chair during the second year, and to remain on the Council as the past chair during the third year. Administrative input will be provided by the ex officio members including the CDO and the head of the office for diversity affairs. Other administrators can serve as consultants when the need arises.

The Council for Equal Opportunity and Diversity should serve as a representative body for the group most directly involved in diversity affairs on campus. Existing advisory committees, such as the ADA Advisory Committee, the Committee on Lesbian, Gay, Bisexual, and Transgender issues, the Committee on the Status of Women, and the Student Affirmative Action Committee, as well as existing organizations such as the Associated Students, Graduate Student Association, various staff associations, and the Academic Senate should have representation. The representation of students, staff, and faculty should be about equal. The current CAAC subcommittees are to be replaced by committees set up by the Council to deal with particular issues. These committees can be transitory or standing ones (in which case the chairs should serve on the Council).

6.2 Discussion

From the reports of the subcommittees of CAAAC, it is clear that there is a consensus on the need for a central authority on campus with the responsibility of coordinating, measuring, and improving diversity efforts on campus.

This model is predicated on the premise that for the person in this position to be effective, he or she has to have the moral authority to lead, the actual power to make things happen, the

command of resources to carry out the duties. We do not believe that any newly created position will, in a short time, carry these essential requirements. Thus, the responsibility for diversity needs to be vested with a person already in power. Diversity activities so permeate all areas of the campus that there are really only two persons on campus who are suitable candidates to lead on diversity issues -the Senior Vice Chancellor and the Chancellor. As the Office for Diversity Affairs matures, it is possible that the head of that office can effectively become the CDO for the whole campus.

To be effective, the chief diversity officer will need to develop a strategic plan to increase diversity and will need sufficient staff support to initiate and execute that program. Ideally, the leader should be given a free hand to set up the support structure. We offer here only an example of how the necessary work could be met. We expect that, initially, this office will have a professional staff person and a support person. It requires also that this person or office 1) be given resources sufficient to place such issues at a much higher level or priority than has been the case in the last ten years; 2) that this person or office be given a level of authority to compel reform (consistent with the law and UC policy) on this campus; and 3) that this person or office be charged with developing a broad-based system of rewards and incentives that might encourage departments and programs to take seriously the issues we have been reviewing on the Diversity Commission, on the K-12 Task Force; and in the colleges this past year. The person in this position will also need to charge the Vice Chancellors overseeing student, faculty, and staff affairs with conducting a detailed and comprehensive review of all diversity, outreach, retention, and advancement programs in a concerted effort to assess, reorganize, streamline, and reform University efforts in these areas, and to develop new initiatives to supplant inefficient extant programs.

One cannot neglect the danger of over-centralization. The creation of a central administration for diversity does not mean the concentration of all efforts in this office. Initiatives from different VC areas and from the grass roots should be encouraged. The Council for Equality and Diversity is needed as a conduit for input from the UCSD communities. Many volunteers active in diversity activities would have a better sense of the efforts of the administration and, therefore, a better sense of purpose and of support by the administration under this system.

We are aware of pitfalls to our recommendation. It is an added burden to the Senior Vice Chancellor or the Chancellor to be also the CDO. Centralization could lead to a cumbersome bureaucracy or to stifle initiatives at large. There is a delicate balance between resources for necessary administration and resources for deserving diversity programs, yet we believe that such shortcomings can best be ameliorated by judicious practice by the CDO and by the Council.

7. APPENDICES

APPENDIX A: National Coalition Building Institute

An affiliated chapter of NCBI at UCSD would conduct NCBI Prejudice Reduction Workshops, utilizing a model specifically designed to identify prejudicial attitudes through intensive self-introspection. Participants would be challenged to identify the variety of diverse groups in our society, examine personal attitudes, beliefs, perceptions, instill pride in themselves for being

themselves, and share experiences of discrimination, so that other seminar attendees may connect a real person to discriminatory acts. This model has been shown to "unfreeze" biased attitudes, enabling participants to welcome the diversity generated by themselves and others, and to build a coalition of committed individuals who, in the face of oppressive remarks and actions, are willing to intervene as allies on behalf of other groups. Field tests of this program have produced extremely positive results, especially among those who have had negative experiences using other 'training' programs.

NCBI would also conduct "train-the-trainer" programs among UCSD employees, who would thus continue Prejudice Reduction Workshops at UCSD. By being affiliated with NCBI, these UCSD trainers would be given ongoing support in their efforts to instruct and to guide others in the process of prejudice reduction. The one day Prejudice Reduction Workshop held at UCSD in May 1997 cost \$1,655. The estimated cost for one UCSD employee to attend a five-day NCBI "train-the-trainer" institute in Washington, D.C. is \$1,697. If two NCBI trainers are brought from Washington, D.C. to campus to instruct an estimated 35 UCSD employees for a five-day "train-the-trainers" workshop, the cost would be \$13,794.

Benefits of the program would reach beyond improving campus-wide climate through the reduction of prejudice, isolation, and alienation-and concomitant improvement in human, public, community relations. The NCBI program could become a vehicle for the University to conduct cutting-edge research in the area of race relations and diversity issues through academic departments such as Ethnic Studies, Sociology, Psychology, etc. Such a possibility for research on race and diversity seems compatible with the UC Regents recent adoption of a student outreach plan which includes a component for UC researchers to use their expertise to identify root causes of educational disparity within the K-12 and post secondary education systems.

The approach used in this program may be more intense and to some, intimidating, than other more traditional training programs. Thus, it may not have broad application to all persons in the UCSD community.

APPENDIX B: Model Educational Outreach Activities from CACLGBTI

The integrated "package" of projects included: A comprehensive Resource Guide, listing all related programs, activities, and points of contact; Educational events, speakers, and panels conducted and promoted jointly with the Cross Cultural Center and Women's Center as part of ongoing CCC/WC programming series, A Residential Life Open Zone program, now being tested at Eleanor Roosevelt and John Muir Colleges, designed to let LGBT students know that they are valued and supported by co-residents, A Speaker's Bureau, constituted from trained LGBT members called in to present on and discuss relevant issues in classrooms, workplaces, and other venues; Other educational materials, such as "Straight Talk" and "Building Community" brochures, videos, audio tapes, and library materials. Of the latter category, one with potential for broader diversity application is CACLGBTI production and distribution of the brochure "Straight Talk about Homosexuality." The helpful Q&A format for the brochure could be used equally well for "Straight Talk About Race," "Straight Talk About Class," "Straight Talk About Disabilities," and other topics as might be identified through NCBI workshops.

As important as the text itself is the mechanism used to produce it: the LGBT community itself drafted the first working copy, then circulated it widely for comment among other members of the campus "diversity community." With a draft in hand, the editors sought wide input from many, frank one-on-one discussions with members of the target audience. Undergraduate students, line supervisors, non-humanities faculty, senior managers, and others who were not themselves members of the LGBT "choir" were engaged in frank discussion of both their understanding of, and their reaction to, the text. This made the final brochure clear and effective in communicating its information to those who most needed it. Once the brochure was complete, it was given to members of key agencies involved in internal campus distribution. Support was sought from the Academic Senate, Residential Colleges, and various staff agencies, for campus-wide distribution and ongoing distribution to incoming undergraduate and graduate students, faculty, and staff. With careful testing and broad support in place, on its first release Straight Talk won enthusiastic support from all segments of the campus community.

The Resource Guide and Open Zone residential life program could similarly serve as models for like-kind diversity projects.

APPENDIX C: Profile in Diversity

Such an effort would provide an excellent opportunity to showcase, to underrepresented students right here in San Diego schools, opportunities in the humanities, arts, social sciences, and sciences, by involving them with UCSD students and faculty in collaborative efforts to develop content and set up technical implementation. Mary Walshok and George Lewis from the University Task Force are prepared to organize and champion a series of concerts and conversations focused on the rich array of musical "forms" and active performances by and sponsored by the UCSD Music Faculty. This series would be broadcast into School classrooms using ITV and campus performance annually. Broadcasts would include ongoing descriptions by the performers of the presentations and their place in musical history or American culture. The full diversity of UCSD faculty and performers would be engaged, from Cecil Lytle's Beethoven, to Gershwin recitals, to Steve Schick on percussion or trombone, to Quincy Troupe on jazz and poetry. San Diego Businesses would be encouraged to join in advocating and supporting this effort. Key components include:

A series of performances (4-6) produced for broadcast by UCSD- TV; A teacher preparation seminar, led by Lewis, promoted and arranged by Music and University Extension;

A series of on-site school concerts coordinated by the Music Department; An Internet connection to all the performers for students to "learn more," organized by Extension and Academic Computing; Campus Corporate underwriting of approximately \$25,000 to be pursued by Walshok and Campus internal promotion through the Cross-Cultural and Women's Centers. This could be year long program, launched as early as January 1998, to present a different kind of "face" for UCSD.

In the music department, a committee for outreach has already been established. In this committee, we have people, such as George Lewis, who have curated for major alternative musical institutions, such as the Kitchen Center for Video, Dance, Music and Performance in New York City. Recently, using a combination of personal funds and funds allocated by Associate Chancellor Nolan Penn, Lewis has been organizing a number of musical events at area high schools and community colleges, including Southwestern College, Mesa College, and Clairemont High School. The funds were used to support appearances by well-known performers and composers at these institutions. Some of the performers were local to the area, while others were from places as far-flung as New York City and Paris. Of particular importance to the mandate of using these funds was the promulgation of diversity of cultures, genders and musical genres as part of the programming mix. At this time, one more event is planned for the fall of 1997. Most of these artists came to the UCSD music department, where they were made available for workshops and other encounters with UCSD students. One artist, Amina Claudine Myers, the jazz/gospel/avant-garde improviser and composer (labels are so tenuous these days), was brought to San Diego by another local institution, the Museum of Contemporary Art, via UCSD literature professor Quincy Troupe's well-known "Artists on the Cutting Edge" poetry-music concert series. Through the auspices of two UCSD programs, she was not only brought to Southwestern College's Jazz Choir, but her performance was broadcast on UCSD- TV at a later date. This video represents important documentation of a major musical artist that will be of use not only to music students, but to scholars working in the field.

Given the relative paucity of music in many area schools, the attraction for the community institutions was that they did not have to provide scarce funds of their own in order to enhance their

music programs. Moreover, the schools were benefiting from outside expertise with regard to an overview of the musical field. Artists of international stature, who are rarely seen in local institutions, were brought to their doorstep, thus immeasurably enriching the cultural atmosphere of these schools. All the participating institutions had to provide was space, time, and their students.

It would be a boon, not only to the local community as a whole, but to the national and international profile of UCSD, if such an initiative were somehow to be made into a standard program, with an explicit charge, staff, space, and budget. A number of sectors within the UCSD and local community could benefit, thus providing a practical platform necessary for fund-raising based upon self-interest of the sectors involved. What we have been discussing in the outreach committee and in other music department committees has involved a possible standardization of this approach, with input from various sectors of the community. This outlines that I have made here is my attempt to harmonize our departmental discussions with those that we have been having in the climate committee of the Commission on Diversity. The approach involves the formation of a program to bring visiting artists (musical, visual, literary, dance, arts technology) into contact with the San Diego community, including (but not limited to) universities and colleges, K-12, and local presenting institutions. Through this program, artists brought to the community under the auspices of whatever institutional source (including UCSD faculty), would be sent to other institutions. This consortium approach would be similar to those organized by the Meet The Composer/Lila Wallace Fund, in which participating composers (representing a variety of musical genres) have their work performed at several institutions.

The UCSD arts departments related CRUs (such as the Center for Research in Computing and the Arts), the Cross-Cultural Center, the Women's' Center and UCSD- TV would create a committee that would be charged with:

Identifying artists (local, national and international) that could be brought to the community:

Identifying local educational institutions that could present these artists to their respective constituencies;

Collaborating with other local institutions, such as Sushi, the Educational Cultural Complex, the Children's Museum, Center for the Arts in Escondido, Athenaeum, Spruce Street Forum, various local community libraries, and many more, to present artists that they identify to diverse audiences;

Collaborating with existing UCSD arts programs, such as University Events, in the identification of artists;

Identifying arts department faculty, graduate students and undergraduates who could present events or educational programs to educational institutions in the community;

Documentation and production of educational television programs and multimedia materials based on the work of the visiting artists, in collaboration with UCSD- TV and the Multimedia Center;

Television and Internet broadcast of concerts and educational programming generated from the program. Such programs, perhaps along the lines of Leonard Bernstein's highly successful series of "Young Peoples' Concerts", could be distributed via video and broadcast, or even eventually be made available commercially.

Important notes:

- 1) Support for local artists is very important, so that such a program does not degenerate into the syndrome of "bringing great art to the masses." Local artists have ties with their communities that can be of great benefit to anyone trying to reach out educationally. They have often formed independent educational initiatives that would be difficult to reproduce with campus people, so that these artists could function well as independent contractors supported in part by this initiative.
- 2) Maximum diversity of artists along multiple dimensions--age, gender, artistic genre and sub-genre, cultural background, sexual orientation, must be achieved. This curatorial imperative is crucial to the success of any such enterprise.
- 3) Local institutions must be brought into the discussion. On many occasions local institutions bring important work to San Diego; often this work is ignored by the University community, to its own detriment.
- 4) The kinds of artists engaged must not be limited to those possessing high profiles. Artists with very exciting ideas, who have made important impact on the field, or who are otherwise on the cutting edge, but who may not necessarily have attracted the attention of major recording companies, galleries or corporations, must also be given a chance. This is particularly important in that such artists, like local artists, might otherwise be suppressed in the rush to revalidate the same people who are already receiving important support.
- 5) The incorporation of UCSD arts faculty is crucial to the success of such a program, but at the same time, already overburdened faculty need some sort of incentive to participate. In our department at least, one of the major issues concerns the relative lack of support for outside visitors. Often, such visitors are now supported with funds that faculty received from teaching one-unit seminars, or even from personal funds. Finding a way to ameliorate this situation, which adversely affects the personal time and financial resources of faculty, would provide a powerful incentive for departments to involve themselves in a program such as this.

Who benefits:

- 1) Students and faculty at the various UCSD arts departments. Students would be the primary beneficiaries of this educational enhancement, but faculty would also benefit from the possibility of encountering challenging outside ideas. Existing resources, at least in the case of the music department, are stretched quite thinly. A suggestion, unleavened by funding, that our production staff--who are already providing a significant number of the total San Diego area musical activity--take on this additional major impact without compensation, would be poorly received at best. Our faculty, moreover, would not like to see the quality of its presentations decline due to additional staff time diverted from internal pedagogical initiatives, of which public concerts play an important role. On the other hand, the maintenance of a program of outside speakers and visiting artists is absolutely crucial to the success of any academic arts pedagogy, yet is difficult to sustain with existing departmental resources. Given a program with funding, both undergraduate and graduate programs could incorporate opportunities to enrich K-12 education, perhaps through regular music theory workshops; faculty could interface in the same fashion as local artists. At least one of our graduate students, Ellen Weller, who is a long-time resident of the San Diego area, has already

incorporated K-12 improvisation programs into her research. The availability of more research funds could induce others to devote more time to such projects. Undergraduate music majors and minors could certainly teach music to young people as a part of a course-based initiative.

2) The business community. It has been widely reported in the local press that recruitment of candidates for important positions in industry and commerce is hampered by the perception of San Diego as a cultural backwater. Even the impending reorganization of the San Diego Symphony may not constitute sufficient cultural incentive for many, particularly people from environments where European symphonic music is found to be less interesting than other cultural forms. By counteracting the claim that "nobody comes to San Diego", businesses have one more weapon in their recruitment arsenal besides the weather.

3) Student and faculty recruitment and retention efforts. For reasons similar to (2), faculty and students from underrepresented groups may well hesitate to commit a significant portion of the lives to an environment that is perceived as deliberately ignoring their cultural interests. This is documented in the faculty section of the materials distributed to the Diversity Commission. Moreover, if the principle of maximum diversity is observed, a program of this nature could help to dispel the image of San Diego as a relatively monocultural or Anglo-dominated social and cultural environment; this can go a long way in attracting people of color to the University.

4) International stature of UCSD. Often artists of international stature are appointed to positions such a "Cultural Ambassador", where a significant portion of their fees and logistical costs (hotel, transportation, etc.) are paid by their country of origin. In this case it makes sense to take advantage of the international profile that collaborations with such programs might bring.

5) K-12, community colleges, local institutions. An ongoing program means that such institutions can incorporate visiting artists into their curriculum planning process.

APPENDIX D: UCSD Centers

The Centers provide UCSD with an opportunity to build on success, coordinate efforts, and solve many problems, perceived and real by creating a climatic focal point for extant campus activities. This cannot be done, however, without additional resources. Specifically:

1. Provide the Women's Center with an II-month (casual) staff person to assist in developing, coordinating, and publicizing cross-campus programming. This person could also perform many of the survey/data collection functions now done on a volunteer basis by the Committee on the Status of Women. The Women's Center already has office, computer, and telephone space; with this staff support it could also accommodate CSW files and provide a "Vertical File" of relevant materials and public documents for perusal by anyone in the campus community.

2. Renovate the upper floor of the Cross-Cultural Center, including a state-mandated elevator to provide access to PWD. One-time cost: \$200,000. In this space, house:

3. A temporary LGBT center, including telephone, computer, and half-time casual (11 month) student affairs officer to coordinate the LGBT Speakers' Bureau, educational materials production, orientation packet stuffing, programming events, the LGBT "Vertical Files," and other activities. Cost: \$9,000 p.a. for the student affairs officer, plus funds for programming activities. Funds for this could be diverted from the current CACLGBTI budget; it might also be possible to solicit donated office equipment.

4. A Cross-Cultural Publicity Assistant, responsible for coordinating and effecting internal and external publicity for all campus diversity-related programming and activities. A half-time casual Cross-Cultural Climate Assistant, who would maintain advisory committee/staff association/(others?) "Vertical Files" and assist those bodies in conducting campus surveys, collecting data and statistics from various campus agencies, and compiling climate reports. A half-time Cross-Cultural Publications Assistant, who would coordinate development and production of campus-wide educational materials as suggested above. Desks, phones, files, etc. to serve as a "base of operations" for various advisory committees. Additional gallery, library, and programming space.

5. Provide the Centers with some discretionary funds specifically earmarked for faculty and students to use in bringing speakers and special events to campus, that cannot be funded through departmental channels. This is especially important for tight-budgeted humanities departments that shoulder a disproportionate campus burden in promoting diversity through curricular activities.

Of course, for center activities to be most effectively coordinated, both among themselves and across the entire campus community, they need to be part of a team effort structured for maximum efficiency. The centers cannot be placed in the position of "robbing Peter to pay Paul." How money goes to the centers must be coordinated not only among the centers, but among all those activities that bridge across faculty, students, and staff, such as the centers themselves, the Office of Sexual Harassment, and the K-12 Charter School Alternative body (whatever that may prove to be).

APPENDIX E: ESTABLISHMENT OF A UCSD LGBT RESOURCE CENTER

Many groups and individuals on campus have identified the need for a LGBT resource center at UCSD. A letter with most of the following information was sent to Chancellor Dynes on March 28th and a formal request to establish a center at UCSD.

There is a great need for a safe, on-campus location where members of the campus community can locate resources and meet concerning issues of gender and sexual orientation. The Chancellor's Advisory Committee has tried to address some of these issues by producing informational brochures, forming a speakers bureau and sponsoring programming events. However, the best of the CACLGBTI's efforts remain inadequate compared to the visibility and consistency a resource center would provide. The committee cannot maintain the level of activity necessary to meet the needs of the UCSD community. The establishment of a staffed resource center would provide valuable services in the following areas:

1. Safe space. This is the most important function a resource center can fulfill. The CACLGBTI has collected many personal accounts of people, especially students, feeling isolated and fearful due to the lack of a place to get information and support. Members of the campus community need the safe environment that a LGBT center would provide - especially those individuals who are grappling for the first time with their sexual identity. For this reason alone, the establishment of a center at UCSD is imperative.

2. Resources. Currently there is no single location on campus where resources related to lesbian, gay, bisexual, and trans gender issues can be distributed. The CACLGBTI has tried to address this need by publishing brochures and distributing them in the libraries, through Human Resources, and the campus resource centers. Nevertheless, many people still report a dearth of information and an inability to locate campus and community resources. A LGBT Center could house a dedicated library of materials for the campus community at large, including books, videos and magazines.

3. Visibility. Unlike many ethnic minorities, sexual minorities are often invisible. People struggle, because they may know few if any other gay, lesbian, or bisexual individuals. Visibility is an important part of making the campus a more safe and supportive environment for everyone. If located in a central place a Center could increase visibility in a positive way and improve the overall climate at UCSD.

4. Support of Student Organizations. Despite strong student support, the LGB organizations at UCSD have struggled to maintain continuity. Student LGBT organizations at other campuses have encountered similar difficulties. A Center could provide continuity with its resources and staff presence. Evidence shows that these organizations thrive where campus resource centers have been established.

5. Campus and Community Outreach. The presence of a Center would foster outreach to existing campus organizations as well to the greater San Diego community. The CACLGBTI has made efforts to do this but has been hampered by both visibility and continuity. Permanent staff is necessary to meet this goal.

6. Programming. A campus resource center would organize educational and academic programming events regarding issues of sexual orientation and related climate issues.. Currently, the CACLGBTI sponsors occasional campus events. A center could provide a home for regular programming events and speakers. These kind of events would stimulate and enrich intellectual life on campus and in the community as a whole.

7. Mentors. A Center is a place where students, staff, and faculty can work together to provide support and mentoring. Other UC resource Centers have formal mentorship and leadership programs, peer counselor programs, and speaker's bureaus run by the Centers.

Many of the issues discussed in the CACLGBTI's 1995 Climate Report could be alleviated by the establishment of a LGBT Center on campus. The experience of other campuses that have established staffed resources provide evidence for this assumption. Currently, the following UC campuses have LGBT Centers: Los Angeles, Irvine, Riverside, Berkeley, Davis, and Santa Cruz. Most of these Centers have funded staff or are in the process of getting additional staff. It is clear these centers provide support and education for people of all sexual orientations and improve the campus climate. For these reasons the UCLGBT A has also made the establishment of campus resource centers a statewide priority. Also, Nancy Loevinger and Edwina Welch, (Directors of the Women's and Cross Cultural Centers respectively), have expressed their support of a LGBT Center to complement their Centers in addressing diversity issues at UCSD. Members of the committee have met with representative of the student organization (LGBA), the Directors at other UC Centers including Davis, Los Angeles, Riverside and Irvine and we have collected information regarding the staff and space requirements of such centers. A recent survey of student needs at UCSD contained many direct references to the need for a center, as well as requests for safe space and central location of GBT resources.

Recommendation:

Form a steering committee to begin the establishment of a LGBT Center. This steering committee would draft a proposal, mission statement. They would identify space and submit a budget for center operations. They would also identify staffing needs and conduct the search and hiring of center staff.

APPENDIX F: Chancellor's Commission on Diversity/Outreach/Recruitment

Helen Arbogast
Tom Collins
Ann Craig
Souley Diallo
Darrell Fanestil
Lourdes Felix
Takashi Fujitani
Linda Gallegos
David Gutierrez
Ashanti Houston
Catherine Joseph
George Lewis
George Lipsitz, Vice Chair
Kirk Matsuzaki
Dennis Moran
Barry Niman
Jennifer Pournelle
Lu Sham, Chair
Mary Walshok

Attachment 7: Campus Ladder-Rank Faculty Appointments

Campus Ladder-Rank Faculty Appointments (including LSOEs and LwPSOEs)
Appointments Beginning 7/1/1998 through 6/30/2004
Minority only, as of 14 November 2003

Area	Division	Ethnic Count		Sub-Ethnic Count	
GC	Arts & Humanities	6	Afr-Am	6	Afr-Am
		5	Asian	3	Chinese
				1	Filipino
				1	Pak/E. Indian
		3	Hispanic	1	Chicano
				1	Latino
				1	Other Spanish
		14	Total	14	Total
	Biological Sciences	1	Afr-Am	1	Afr-Am
		5	Asian	3	Chinese
				1	Japanese
				1	Pak/E. Indian
		6	Total	6	Total
	Engineering	17	Asian	5	Chinese
				8	Pak/E. Indian
				4	Other Asian
		2	Hispanic	1	Latino
				1	Other Spanish
		19	Total	19	Total
	IR/PS	2	Asian	1	Filipino
				1	Other Asian
		2	Total	2	Total
	Physical Sciences	12	Asian	7	Chinese
				1	Japanese
				2	Pak/E. Indian
				2	Other Asian
		12	Total	12	Total
	Social Sciences	6	Afr-Am	6	Afr-Am
5		Asian	2	Chinese	
			2	Pak/E. Indian	
			1	Other Asian	
	6	Hispanic	1	Chicano	
			5	Latino	
	17	Total	17	Total	

Attachment 8: Interview Questionnaires

LETTER TO UNDERREPRESENTED FACULTY AT UCSD

April 30, 2004

Dear Colleague:

We are writing to you on behalf of the Academic Senate/Administrative Task Force on Underrepresented Faculty. As you may know, Acting Chancellor Chandler and Acting Sr. Vice Chancellor Dave Miller formed this Task Force in collaboration with the Academic Senate to investigate and report to the administration the current state of underrepresented faculty on the General Campus, SIO and SOM.

Early in our deliberations we determined that it would be very beneficial to our review to have a brief, informal conversation with underrepresented faculty. It is our sincere desire to find out what underrepresented faculty feel about their departments and the campus itself, in terms of hiring, retention and promotion of underrepresented faculty. To this end, various members of the Task Force will interview underrepresented faculty. In order that you might prepare your comments in advance we have listed below some of the questions we would like to discuss with you. These questions are merely a starting point for discussion. You should feel free to comment on other aspects of your university experience that you feel would give us a better understanding of your particular needs vis-à-vis your department, your division, or the university as a whole.

The first question, of course, is: Do you consider yourself to be a member of an underrepresented group? Secondly, would you agree to be interviewed? If you do not identify as a member of an underrepresented group and/or do not wish to participate in this process, feel free to decline the request from our Task Force member.

We assure you that these interviews will be strictly confidential. We hope, by listening to you and other colleagues, to better understand why this campus is lacking a more diverse faculty population.

We thank you in advance and look forward to receiving your comments on this important issue. Please contact us if there are any concerns.

Yours,

Paul Drake, Dean
Division of Social Sciences
pdrake@ucsd.edu

Jorge Huerta
Chancellor's Associates Professor of Theatre
jhuerta@ucsd.edu

INTERVIEW QUESTIONS

1. Why did you come to UCSD?
2. How were you treated in the recruitment process?
3. How have you been treated since joining the faculty?
4. Why have you stayed? Would you consider leaving?
5. UCSD wants to recruit more underrepresented faculty. Are there specific things that we could do to be more effective?
6. UCSD wants to retain its underrepresented faculty. Do you have any suggestions for improving the conditions for and numbers of underrepresented faculty in your department and/or the campus as a whole?

IF YOU ARE NO LONGER AT UCSD

Why did you leave?

TASK FORCE MEMBERSHIP

Richard Attiyeh, Vice Chancellor - Research
David Bailey, Deputy Vice Chancellor - Health Sciences
Sandra Brierley - Staff Representative
Ann Briggs Addo, Interim Associate Chancellor - Chancellor's Office and *Consultant*
Zeinabu Davis, Professor - Communication
Paul Drake, Dean - Social Sciences and *Co-Chair*
Jorge Huerta, Professor - Theatre & Dance and *Co-Chair*
Jorge Mariscal, Associate Professor - Literature/CLAH
Mark Ohman, Professor - SIO/IOD
Nayan Shah, Associate Professor - History
Sunhil Sinha, Professor - Physics
Lindsey Stevens - Undergraduate Student Representative
Charles Tu, Professor - ECE
Jean Wang, Professor - Biological Sciences Division
Deborah Wingard, Professor - Family & Preventive Medicine
Ana Celia Zentella, Professor - Ethnic Studies
TBN - Graduate Student Representative

LETTER TO DEANS AND DEPARTMENT CHAIRS AT UCSD

June 22, 2004

Dear Colleague:

We are writing to you on behalf of the Academic Senate/Administrative Task Force on Underrepresented Faculty (membership listed below). As you may know, Acting Chancellor Chandler and Acting Sr. Vice Chancellor Dave Miller formed this Task Force in collaboration with the Academic Senate to investigate and report to the administration the current state of underrepresented faculty on the General Campus, SIO and SOM.

Early in our deliberations we determined that it would be very beneficial to our review to have a brief, informal conversation with underrepresented faculty. To this end, our Task Force interviewed a number of faculty from across the campus, including SIO and SOM. We would now like to secure input from an administrative perspective and write to ask for your assistance.

We have outlined a number of questions below; please respond to as many as you can. Our aim here is to determine what best practices exist across the campus that should be captured and shared, what might be some of the barriers to further diversifying the faculty ranks, and what opportunities might exist to make positive changes. Note that in this context the term 'underrepresented faculty' is used to refer to those groups that have faced long-standing discrimination in this country: African American, Chicano/Mexican American, American Indian, and Puerto Rican. Your comments will be held in the strictest confidence and the results of this effort will be reported only in aggregate. We would appreciate a response from you by July 7, 2004. Please contact either of us if you have questions or concerns about this process or the Task Force in general.

Sincerely,

Paul Drake, Dean
Division of Social Sciences
pdrake@ucsd.edu

Jorge Huerta
Chancellor's Associates Professor of Theatre
jhuerta@ucsd.edu

SURVEY QUESTIONS TO DEPARTMENT CHAIRS AND DEANS

Due date: July 7, 2004

1. What are the key contributing factors to your failure/success in recruiting underrepresented faculty (URM)?
2. What more could departments do in the recruitment process to assure better outcomes for URM?
3. Are underrepresented faculty treated equitably in the recruitment process relative to their peers?
4. What concrete steps should be undertaken to assure URM successfully progress through the ranks once here?
5. Why do you think URM leave UCSD?
6. What concrete things could be done at the departmental level to retain URM?
7. What are the service requirements placed on URM faculty in your department?
8. Does your department have a mentor program? How effective is it?
9. Do you have any suggestions for how to build a critical mass of graduate students in your discipline?
10. Please describe successful strategies employed in your department/division to recruit and retain URM faculty.
11. Are there any other comments you wish to pass on to the Task Force?

TASK FORCE MEMBERSHIP

Richard Attiyeh, Vice Chancellor - Research

David Bailey, Deputy Vice Chancellor - Health Sciences

Sandra Brierley - Staff Representative

Ann Briggs Addo, Interim Associate Chancellor - Chancellor's Office and *Consultant*

Zeinabu Davis, Associate Professor - Communication

Paul Drake, Dean - Social Sciences and *Co-Chair*

Jorge Huerta, Professor - Theatre & Dance and *Co-Chair*

Jorge Mariscal, Associate Professor - Literature/CLAH

Mark Ohman, Professor - SIO/IOD

Nayan Shah, Associate Professor - History

Sunhil Sinha, Professor - Physics

Lindsey Stevens - Undergraduate Student Representative

Charles Tu, Professor - ECE

Jean Wang, Professor - Biological Sciences Division

Deborah Wingard, Professor - Family & Preventive Medicine

Ana Celia Zentella, Professor - Ethnic Studies

TBN - Graduate Student Representative

Attachment 9: Tenured & Tenure-Track Workforce by Job Group, October 2002

TENURED & TENURE-TRACK WORKFORCE BY JOB GROUP AS OF 10/31/02 ETHNIC MINORITY GROUPS ONLY

CATEGORY	JOB GROUP	TOTAL WKFORCE	AFRICAN-AMERICAN	CHICANO/MEXICAN/AM	LATINO/LATIN-AM	OTHER SPANISH	CHINESE	JAPANESE	FILIPINO	PAKISTANI /E. INDIAN	OTHER ASIAN	AMERICAN INDIAN	TOTAL ETHNICITY
Tenured Faculty	Engineering	127	0 0.0%	0 0.0%	2 0.0%	2 0.0%	19 15.0%	2 0.0%	1 0.0%	12 9.4%	6 4.7%	0 0.0%	44 34.6%
	Physical Sci	120	1 0.0%	2 0.0%	3 0.0%	0 0.0%	7 5.8%	1 0.0%	0 0.0%	5 4.2%	0 0.0%	1 0.8%	20 16.7%
	Biological Sci	47	0 0.0%	1 0.0%	1 0.0%	0 0.0%	2 4.3%	1 0.0%	0 0.0%	3 6.4%	1 2.1%	0 0.0%	9 19.1%
	Social Sci	140	6 0.0%	4 0.0%	5 0.0%	1 0.0%	0 0.0%	0 0.0%	1 0.0%	1 0.7%	1 0.7%	0 0.0%	19 13.6%
	IR/PS	19	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.0%	0 0.0%	0 0.0%	0 0.0%	2 10.5%
	Arts & Humanities	150	6 0.0%	9 0.0%	3 0.0%	1 0.0%	3 2.0%	4 0.0%	0 0.0%	2 1.3%	1 0.7%	0 0.0%	29 19.3%
	Sch of Medicine	174	0 0.0%	0 0.0%	0 0.0%	0 0.0%	11 6.3%	2 0.0%	0 0.0%	3 1.7%	1 0.6%	0 0.0%	17 9.8%
	Scripps Inst Ocean	77	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.0%	1 0.0%	3 3.9%	0 0.0%	5 6.5%
	Subtotal	854	13 1.5%	16 1.9%	14 1.6%	4 0.5%	42 4.9%	13 1.5%	3 0.4%	29 3.4%	10 1.2%	1 0.1%	145 17.0%
Tenure-Track Faculty	Engineering	18	0 0.0%	0 0.0%	1 0.0%	0 0.0%	2 11.1%	0 0.0%	0 0.0%	1 5.6%	0 0.0%	0 0.0%	4 22.2%
	Physical Sci	15	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 20.0%	0 0.0%	0 0.0%	2 13.3%	1 6.7%	0 0.0%	6 40.0%
	Biological Sci	15	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 20.0%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 26.7%
	Social Sci	44	2 0.0%	1 0.0%	3 0.0%	0 0.0%	1 2.3%	0 0.0%	0 0.0%	1 2.3%	1 2.3%	0 0.0%	9 20.5%
	IR/PS	2	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%
	Arts & Humanities	21	3 0.0%	0 0.0%	0 0.0%	0 0.0%	1 4.8%	0 0.0%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	5 23.8%
	Sch of Medicine	15	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 20.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 20.0%
	Scripps Inst Ocean	9	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 11.1%	0 0.0%	0 0.0%	1 11.1%
	Subtotal	139	5 3.6%	1 0.7%	4 2.9%	0 0.0%	13 9.4%	1 0.7%	2 1.4%	5 3.6%	2 1.4%	0 0.0%	33 23.7%
TOTAL LADDER RANK		993	18 0.0%	17 0.0%	18 0.0%	4 0.0%	55 5.5%	14 0.0%	5 0.0%	34 3.4%	12 1.2%	1 0.1%	178 17.9%

Attachment 10: UC Full-time Ladder-Rank Faculty

UNIVERSITY OF CALIFORNIA
Full-Time Ladder-Rank Faculty
1989 through 2002

Data for UC-wide and each campus, by ethnicity

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UNIVERSITYWIDE TOTALS

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	19	22	21	25	24	19	20	21	25	24	21	25	31	29
AfrAm	144	156	171	184	188	173	173	186	184	183	176	184	193	183
Chic/Lat	279	291	313	321	311	289	308	313	318	332	331	347	366	371
Asian	542	590	604	668	676	658	694	709	756	775	819	825	909	967
White	6,692	6,793	6,493	6,633	6,370	5,695	5,697	5,787	5,923	6,098	6,165	6,129	6,367	6,491
TOTAL	7,676	7,852	7,602	7,831	7,569	6,834	6,892	7,016	7,206	7,412	7,512	7,510	7,866	8,041
Amlnd	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.4%
AfrAm	1.9%	2.0%	2.2%	2.3%	2.5%	2.5%	2.5%	2.7%	2.6%	2.5%	2.3%	2.5%	2.5%	2.3%
Chic/Lat	3.6%	3.7%	4.1%	4.1%	4.1%	4.2%	4.5%	4.5%	4.4%	4.5%	4.4%	4.6%	4.7%	4.6%
Asian	7.1%	7.5%	7.9%	8.5%	8.9%	9.6%	10.1%	10.1%	10.5%	10.5%	10.9%	11.0%	11.6%	12.0%
White	87.2%	86.5%	85.4%	84.7%	84.2%	83.3%	82.7%	82.5%	82.2%	82.3%	82.1%	81.6%	80.9%	80.7%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCB

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	6	5	3	3	2	1	0	1	1	1	0	2	2	1
AfrAm	29	34	34	39	40	37	39	43	41	41	42	38	40	32
Chic/Lat	37	41	43	39	39	41	40	42	41	38	38	43	43	43
Asian	87	93	94	99	106	97	105	112	119	118	122	128	126	141
White	1,301	1,295	1,190	1,205	1,139	1,017	1,009	1,037	1,065	1,086	1,084	1,087	1,076	1,095
TOTAL	1,460	1,468	1,364	1,385	1,326	1,193	1,193	1,235	1,267	1,284	1,286	1,298	1,287	1,312
Amlnd	0.4%	0.3%	0.2%	0.2%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%	0.0%	0.2%	0.2%	0.1%
AfrAm	2.0%	2.3%	2.5%	2.8%	3.0%	3.1%	3.3%	3.5%	3.2%	3.2%	3.3%	2.9%	3.1%	2.4%
Chic/Lat	2.5%	2.8%	3.2%	2.8%	2.9%	3.4%	3.4%	3.4%	3.2%	3.0%	3.0%	3.3%	3.3%	3.3%
Asian	6.0%	6.3%	6.9%	7.1%	8.0%	8.1%	8.8%	9.1%	9.4%	9.2%	9.5%	9.9%	9.8%	10.7%
White	89.1%	88.2%	87.2%	87.0%	85.9%	85.2%	84.6%	84.0%	84.1%	84.6%	84.3%	83.7%	83.6%	83.5%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCD

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	4	5	5	6	5	6	7	6	6	6	4	5	6	5
AfrAm	18	19	22	24	22	22	21	22	21	21	19	23	25	22
Chic/Lat	38	39	39	39	39	35	39	41	43	42	44	49	47	48
Asian	88	98	91	106	91	88	94	102	111	109	115	122	143	151
White	1,119	1,150	1,097	1,119	1,097	936	967	1,009	1,020	1,039	1,058	1,058	1,084	1,101
TOTAL	1,267	1,311	1,254	1,294	1,254	1,087	1,128	1,180	1,201	1,217	1,240	1,257	1,305	1,327
Amlnd	0.3%	0.4%	0.4%	0.5%	0.4%	0.6%	0.6%	0.5%	0.5%	0.5%	0.3%	0.4%	0.5%	0.4%
AfrAm	1.4%	1.4%	1.8%	1.9%	1.8%	2.0%	1.9%	1.9%	1.7%	1.7%	1.5%	1.8%	1.9%	1.7%
Chic/Lat	3.0%	3.0%	3.1%	3.0%	3.1%	3.2%	3.5%	3.5%	3.6%	3.5%	3.5%	3.9%	3.6%	3.6%
Asian	6.9%	7.5%	7.3%	8.2%	7.3%	8.1%	8.3%	8.6%	9.2%	9.0%	9.3%	9.7%	11.0%	11.4%
White	88.3%	87.7%	87.5%	86.5%	87.5%	86.1%	85.7%	85.5%	84.9%	85.4%	85.3%	84.2%	83.1%	83.0%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCI

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	3	3	2	2	2	1	1	1	1	1	1	0	2	2
AfrAm	9	12	16	17	16	17	17	16	16	17	17	16	16	19
Chic/Lat	34	31	36	40	36	36	38	37	35	37	35	34	40	45
Asian	53	58	74	81	74	81	83	85	89	96	110	96	129	142
White	558	567	564	587	564	511	525	536	552	572	588	492	626	640
TOTAL	657	671	692	727	692	646	664	675	693	723	751	638	813	848
Amlnd	0.5%	0.4%	0.3%	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%	0.2%	0.2%
AfrAm	1.4%	1.8%	2.3%	2.3%	2.3%	2.6%	2.6%	2.4%	2.3%	2.4%	2.3%	2.5%	2.0%	2.2%
Chic/Lat	5.2%	4.6%	5.2%	5.5%	5.2%	5.6%	5.7%	5.5%	5.1%	5.1%	4.7%	5.3%	4.9%	5.3%
Asian	8.1%	8.6%	10.7%	11.1%	10.7%	12.5%	12.5%	12.6%	12.8%	13.3%	14.6%	15.0%	15.9%	16.7%
White	84.9%	84.5%	81.5%	80.7%	81.5%	79.1%	79.1%	79.4%	79.7%	79.1%	78.3%	77.1%	77.0%	75.5%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCLA

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	3	2	4	6	4	3	4	5	6	6	5	5	5	4
AfrAm	40	45	45	45	48	49	45	44	43	40	39	42	49	46
Chic/Lat	61	61	71	73	66	63	70	70	72	84	84	90	86	82
Asian	124	125	133	140	145	149	155	157	177	186	190	199	205	206
White	1,439	1,450	1,323	1,338	1,289	1,150	1,129	1,146	1,179	1,236	1,257	1,277	1,302	1,306
TOTAL	1,667	1,683	1,576	1,602	1,552	1,414	1,403	1,422	1,477	1,552	1,575	1,613	1,647	1,644
Amlnd	0.2%	0.1%	0.3%	0.4%	0.3%	0.2%	0.3%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.2%
AfrAm	2.4%	2.7%	2.9%	2.8%	3.1%	3.5%	3.2%	3.1%	2.9%	2.6%	2.5%	2.6%	3.0%	2.8%
Chic/Lat	3.7%	3.6%	4.5%	4.6%	4.3%	4.5%	5.0%	4.9%	4.9%	5.4%	5.3%	5.6%	5.2%	5.0%
Asian	7.4%	7.4%	8.4%	8.7%	9.3%	10.5%	11.0%	11.0%	12.0%	12.0%	12.1%	12.3%	12.4%	12.5%
White	86.3%	86.2%	83.9%	83.5%	83.1%	81.3%	80.5%	80.6%	79.8%	79.6%	79.8%	79.2%	79.1%	79.4%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCR

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	1	1	2	3	3	3	3	3	3	3	3	3	4	4
AfrAm	6	7	8	11	11	7	11	11	12	10	12	14	14	11
Chic/Lat	21	22	22	25	24	23	27	26	25	23	24	25	27	23
Asian	41	47	52	56	55	59	62	59	58	63	67	71	83	84
White	351	382	389	403	365	324	330	339	340	341	351	372	395	404
TOTAL	420	459	473	498	458	416	433	438	438	440	457	485	523	526
Amlnd	0.2%	0.2%	0.4%	0.6%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.6%	0.8%	0.8%
AfrAm	1.4%	1.5%	1.7%	2.2%	2.4%	1.7%	2.5%	2.5%	2.7%	2.3%	2.6%	2.9%	2.7%	2.1%
Chic/Lat	5.0%	4.8%	4.7%	5.0%	5.2%	5.5%	6.2%	5.9%	5.7%	5.2%	5.3%	5.2%	5.2%	4.4%
Asian	9.8%	10.2%	11.0%	11.2%	12.0%	14.2%	14.3%	13.5%	13.2%	14.3%	14.7%	14.6%	15.9%	16.0%
White	83.6%	83.2%	82.2%	80.9%	79.7%	77.9%	76.2%	77.4%	77.6%	77.5%	76.8%	76.7%	75.5%	76.8%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCSD

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	1	2	1	1	1	1	1	1	2	1	2	1	1	1
AfrAm	17	16	16	17	14	10	9	12	14	17	15	15	13	17
Chic/Lat	32	37	38	38	39	33	36	33	33	36	33	30	36	36
Asian	69	74	70	78	77	75	84	86	85	83	92	91	100	110
White	689	706	708	734	710	669	650	661	677	679	688	690	699	724
TOTAL	808	835	833	868	841	788	780	793	811	816	830	827	849	888
Amlnd	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%
AfrAm	2.1%	1.9%	1.9%	2.0%	1.7%	1.3%	1.2%	1.5%	1.7%	2.1%	1.8%	1.8%	1.5%	1.9%
Chic/Lat	4.0%	4.4%	4.6%	4.4%	4.6%	4.2%	4.6%	4.2%	4.1%	4.4%	4.0%	3.6%	4.2%	4.1%
Asian	8.5%	8.9%	8.4%	9.0%	9.2%	9.5%	10.8%	10.8%	10.5%	10.2%	11.1%	11.0%	11.8%	12.4%
White	85.3%	84.6%	85.0%	84.6%	84.4%	84.9%	83.3%	83.4%	83.5%	83.2%	82.9%	83.4%	82.3%	81.5%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

**UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002**

UCSF

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	1	1	1	2	2	1	0	0	1	1	1	1	1	1
AfrAm	4	4	5	5	5	5	4	5	6	5	5	5	4	3
Chic/Lat	6	4	5	7	7	7	6	7	8	9	9	10	11	11
Asian	19	16	16	16	15	16	11	11	11	10	11	11	12	13
White	359	358	340	348	345	301	271	235	234	242	243	236	237	236
TOTAL	389	383	367	378	374	330	292	258	260	267	269	263	265	264
Amlnd	0.3%	0.3%	0.3%	0.5%	0.5%	0.3%	0.0%	0.0%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
AfrAm	1.0%	1.0%	1.4%	1.3%	1.3%	1.5%	1.4%	1.9%	2.3%	1.9%	1.9%	1.9%	1.5%	1.1%
Chic/Lat	1.5%	1.0%	1.4%	1.9%	1.9%	2.1%	2.1%	2.7%	3.1%	3.4%	3.3%	3.8%	4.2%	4.2%
Asian	4.9%	4.2%	4.4%	4.2%	4.0%	4.8%	3.8%	4.3%	4.2%	3.7%	4.1%	4.2%	4.5%	4.9%
White	92.3%	93.5%	92.6%	92.1%	92.2%	91.2%	92.8%	91.1%	90.0%	90.6%	90.3%	89.7%	89.4%	89.4%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCSB

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	0	1	1	0	1	1	2	2	3	2	2	3	4	5
AfrAm	10	8	10	11	14	13	14	17	17	18	17	17	15	16
Chic/Lat	29	33	31	33	34	31	28	31	37	39	37	40	42	49
Asian	32	43	41	51	55	55	57	54	57	59	60	56	62	67
White	557	567	550	564	544	492	518	527	545	574	562	569	592	617
TOTAL	628	652	633	659	648	592	619	631	659	692	678	685	715	754
Amlnd	0.0%	0.2%	0.2%	0.0%	0.2%	0.2%	0.3%	0.3%	0.5%	0.3%	0.3%	0.4%	0.6%	0.7%
AfrAm	1.6%	1.2%	1.6%	1.7%	2.2%	2.2%	2.3%	2.7%	2.6%	2.6%	2.5%	2.5%	2.1%	2.1%
Chic/Lat	4.6%	5.1%	4.9%	5.0%	5.2%	5.2%	4.5%	4.9%	5.6%	5.6%	5.5%	5.8%	5.9%	6.5%
Asian	5.1%	6.6%	6.5%	7.7%	8.5%	9.3%	9.2%	8.6%	8.6%	8.5%	8.8%	8.2%	8.7%	8.9%
White	88.7%	87.0%	86.9%	85.6%	84.0%	83.1%	83.7%	83.5%	82.7%	82.9%	82.9%	83.1%	82.8%	81.8%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

UNIVERSITY OF CALIFORNIA
Full-Time Ladder Rank Faculty
1989 through 2002

UCSC

	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Amlnd	0	2	2	2	2	2	2	2	2	3	3	5	6	6
AfrAm	11	11	15	15	13	12	11	14	13	13	10	14	17	17
Chic/Lat	18	19	24	22	23	19	22	25	24	24	26	26	34	34
Asian	27	35	32	40	41	38	41	42	48	50	51	48	47	49
White	298	298	313	315	312	279	279	286	302	300	304	304	321	320
TOTAL	354	365	386	394	391	350	355	369	389	390	394	397	425	426
Amlnd	0.0%	0.5%	0.5%	0.5%	0.5%	0.6%	0.6%	0.5%	0.5%	0.8%	0.8%	1.3%	1.4%	1.4%
AfrAm	3.1%	3.0%	3.9%	3.8%	3.3%	3.4%	3.1%	3.8%	3.3%	3.3%	2.5%	3.5%	4.0%	4.0%
Chic/Lat	5.1%	5.2%	6.2%	5.6%	5.9%	5.4%	6.2%	6.8%	6.2%	6.2%	6.6%	6.5%	8.0%	8.0%
Asian	7.6%	9.6%	8.3%	10.2%	10.5%	10.9%	11.5%	11.4%	12.3%	12.8%	12.9%	12.1%	11.1%	11.5%
White	84.2%	81.6%	81.1%	79.9%	79.8%	79.7%	78.6%	77.5%	77.6%	76.9%	77.2%	76.6%	75.5%	75.1%

SOURCE: Biennial Higher Education Staff Information (EEO-6) Reports
 Academic Advancement, 2/03

Attachment 11: Gender and Ethnicity Data for Health Sciences Faculty, 1998-2002

5/26/2004

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES FACULTY

		Fiscal Year 1997/98			1997/1998				
GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		66	111	37	167	84	5		470
Female		32	69	6	22	23	6	0	158
TOTAL		98	180	43	189	107	11	0	628

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
ETHNICITY TOTAL									
2	Chinese/Chinese-American	5	8		14	6			33
5	Latin American/Latino	2	3		1	1			7
A	Black/Afro-American	1	5	1		1			8
B	Japanese/Japanese-American	2	2		1				5
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano	1	2		1	1			5
F	White	83	150	40	169	92	8		542
L	Filipino/Pilipino		1				2		3
R	Pakistani/East Indian		2	1	2	4	1		10
U	Unknown	1							1
W	Other Spanish/Spanish-American	1		1					2
X	Other Asian	2	6		1	2			11
TOTAL		98	180	43	189	107	11	0	628

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
MALE									
2	Chinese/Chinese-American	4	6		10	4			24
5	Latin American/Latino	1	3			1			5
A	Black/Afro-American	1	2	1		1			5
B	Japanese/Japanese-American	2	2		1				5
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano	1	2		1	1			5
F	White	55	92	35	153	71	5		411
L	Filipino/Pilipino				2	4			6
R	Pakistani/East Indian								0
U	Unknown	1							1
W	Other Spanish/Spanish-American			1					1
X	Other Asian	1	3			2			6
TOTAL		66	111	37	167	84	5	0	470

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
FEMALE									
2	Chinese/Chinese-American	1	2		4	2			9
5	Latin American/Latino	1			1				2
A	Black/Afro-American		3						3
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	28	58	5	16	21	3		131
L	Filipino/Pilipino		1				2		3
R	Pakistani/East Indian		2	1			1		4
U	Unknown								0
W	Other Spanish/Spanish-American	1							1
X	Other Asian	1	3		1				5
TOTAL		32	69	6	22	23	6	0	158

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES FACULTY

5/26/2004

Fiscal Year 1997/98

1998/1999

GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		73	116	33	165	88	6		481
Female		30	68	6	21	23	3		151
TOTAL		103	184	39	186	111	9	0	632

ETHNICITY TOTAL		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American	6	8		14	5			33
5	Latin American/Latino	2	3			2			7
A	Black/Afro-American	1	4	1		1			7
B	Japanese/Japanese-American	2	2		1				5
C	American Indian or Alaskan Native		2						2
E	Mexican/Mexican-American/Chicano	1	2			1			4
F	White	85	149	36	168	96	7		541
L	Filipino/Pilipino		1				1		2
R	Pakistani/East Indian	2	7	1	2	4	1		17
U	Unknown	1							1
W	Other Spanish/Spanish-American	1	1	1					3
X	Other Asian	2	5		1	2			10
	TOTAL	103	184	39	186	111	9	0	632

MALE		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American	5	6		10	3			24
5	Latin American/Latino	2	3			2			7
A	Black/Afro-American	1	1	1		1			4
B	Japanese/Japanese-American	2	2		1				5
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano	1	2			1			4
F	White	59	95	31	152	75	6		418
L	Filipino/Pilipino								0
R	Pakistani/East Indian	1	4		2	4			11
U	Unknown	1							1
W	Other Spanish/Spanish-American			1					1
X	Other Asian	1	2			2			5
	TOTAL	73	116	33	165	88	6	0	481

FEMALE		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American	1	2		4	2			9
5	Latin American/Latino								0
A	Black/Afro-American		3						3
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano								0
F	White	26	54	5	16	21	1		123
L	Filipino/Pilipino		1				1		2
R	Pakistani/East Indian	1	3	1			1		6
U	Unknown								0
W	Other Spanish/Spanish-American	1	1						2
X	Other Asian	1	3		1				5
	TOTAL	30	68	6	21	23	3	0	151

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES FACULTY

5/26/2004

GENDER	Fiscal Year 1997/98			1999/2000		Non	Visiting	TOTAL
	ADJ	CLIN	CLINX	FTE	IR			
Male	66	118	36	169	86	8		483
Female	36	77	8	22	23	4		170
TOTAL	102	195	44	191	109	12	0	653

	ETHNICITY TOTAL			1999/2000		Non	Visiting	TOTAL
	ADJ	CLIN	CLINX	FTE	IR			
2 Chinese/Chinese-American	8	8	1	16	5			38
5 Latin American/Latino		2			1			3
A Black/Afro-American		4	1		1			6
B Japanese/Japanese-American	2	3		1				6
C American Indian or Alaskan Native		2						2
E Mexican/Mexican-American/Chicano	1	4			3			8
F White	85	159	40	170	92	8		554
L Filipino/Pilipino						1		1
R Pakistani/East Indian	2	6	1	2	4	1		16
U Unknown	1			1				2
W Other Spanish/Spanish-American	1	1	1			1		4
X Other Asian	2	6		1	3	1		13
TOTAL	102	195	44	191	109	12	0	653

	MALE			1999/2000		Non	Visiting	TOTAL
	ADJ	CLIN	CLINX	FTE	IR			
2 Chinese/Chinese-American	6	6		12	3			27
5 Latin American/Latino		1			1			2
A Black/Afro-American		1	1		1			3
B Japanese/Japanese-American	2	3		1				6
C American Indian or Alaskan Native		1						1
E Mexican/Mexican-American/Chicano	1	3			3			7
F White	54	97	34	153	72	7		417
L Filipino/Pilipino								0
R Pakistani/East Indian	1	4		2	4			11
U Unknown	1			1				2
W Other Spanish/Spanish-American			1					1
X Other Asian	1	2			2	1		6
TOTAL	66	118	36	169	86	8	0	483

	FEMALE			1999/2000		Non	Visiting	TOTAL
	ADJ	CLIN	CLINX	FTE	IR			
2 Chinese/Chinese-American	2	2	1	4	2			11
5 Latin American/Latino		1						1
A Black/Afro-American		3						3
B Japanese/Japanese-American								0
C American Indian or Alaskan Native		1						1
E Mexican/Mexican-American/Chicano		1						1
F White	31	62	6	17	20	1		137
L Filipino/Pilipino						1		1
R Pakistani/East Indian	1	2	1			1		5
U Unknown								0
W Other Spanish/Spanish-American	1	1						2
X Other Asian	1	4		1	1	1		8
TOTAL	36	77	8	22	23	4	0	170

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES FACULTY

5/26/2004

		Fiscal Year 1997/98			2000/2001				
GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		70	125	34	165	86	8	2	490
Female		41	85	8	21	23	3		181
TOTAL		111	210	42	186	109	11	2	671

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
ETHNICITY TOTAL									
2	Chinese/Chinese-American	9	11	1	14	5			40
5	Latin American/Latino		4			1			5
A	Black/Afro-American		5	1		1			7
B	Japanese/Japanese-American	2	1		1			1	5
C	American Indian or Alaskan Native		2						2
E	Mexican/Mexican-American/Chicano	2	4			3			9
F	White	92	167	38	167	91	8	1	564
L	Filipino/Pilipino						1		1
R	Pakistani/East Indian	3	9	1	2	4	1		20
U	Unknown	1			1				2
W	Other Spanish/Spanish-American	1	1	1			1		4
X	Other Asian	1	6		1	4			12
TOTAL		111	210	42	186	109	11	2	671

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
MALE									
2	Chinese/Chinese-American	6	7		11	3			27
5	Latin American/Latino		1			1			2
A	Black/Afro-American		2	1		1			4
B	Japanese/Japanese-American	2	1		1			1	5
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano	2	3			3			8
F	White	57	103	32	150	71	7	1	421
L	Filipino/Pilipino								0
R	Pakistani/East Indian	2	5		2	4			13
U	Unknown	1			1				2
W	Other Spanish/Spanish-American			1			1		2
X	Other Asian		2			3			5
TOTAL		70	125	34	165	86	8	2	490

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
FEMALE									
2	Chinese/Chinese-American	3	4	1	3	2			13
5	Latin American/Latino		3						3
A	Black/Afro-American		3						3
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano		1						1
F	White	35	64	6	17	20	1		143
L	Filipino/Pilipino						1		1
R	Pakistani/East Indian	1	4	1			1		7
U	Unknown								0
W	Other Spanish/Spanish-American	1	1						2
X	Other Asian	1	4		1	1			7
TOTAL		41	85	8	21	23	3	0	181

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES FACULTY

5/26/2004

		Fiscal Year 1997/98			2001/2002				
GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		69	135	33	161	90	15	2	505
Female		42	93	7	22	22	5		191
TOTAL		111	228	40	183	112	20	2	696

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
ETHNICITY TOTAL									
2	Chinese/Chinese-American	7	14	1	14	5			41
5	Latin American/Latino		5			1			6
A	Black/Afro-American		4	1		1			6
B	Japanese/Japanese-American	2	1		1		1	1	6
C	American Indian or Alaskan Native		2						2
E	Mexican/Mexican-American/Chicano	2	4			3			9
F	White	92	177	36	163	94	14	1	577
L	Filipino/Pilipino						1		1
R	Pakistani/East Indian	5	11	1	2	4	2		25
U	Unknown	1	1		2				4
W	Other Spanish/Spanish-American	1	1	1			1		4
X	Other Asian	1	8		1	4	1		15
TOTAL		111	228	40	183	112	20	2	696

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
MALE									
2	Chinese/Chinese-American	5	8		10	4			27
5	Latin American/Latino		2			1			3
A	Black/Afro-American		2	1		1			4
B	Japanese/Japanese-American	2	1		1		1	1	6
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano	2	3			3			8
F	White	56	109	31	146	74	11	1	428
L	Filipino/Pilipino								0
R	Pakistani/East Indian	3	5		2	4	1		15
U	Unknown	1			2				3
W	Other Spanish/Spanish-American			1			1		2
X	Other Asian		4			3	1		8
TOTAL		69	135	33	161	90	15	2	505

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
FEMALE									
2	Chinese/Chinese-American	2	6	1	4	1			14
5	Latin American/Latino		3						3
A	Black/Afro-American		2						2
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native		1						1
E	Mexican/Mexican-American/Chicano		1						1
F	White	36	68	5	17	20	3		149
L	Filipino/Pilipino						1		1
R	Pakistani/East Indian	2	6	1			1		10
U	Unknown		1						1
W	Other Spanish/Spanish-American	1	1						2
X	Other Asian	1	4		1	1			7
TOTAL		42	93	7	22	22	5	0	191

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES

5/26/2004

Separation Data for 1997/98 to 2001/02

		1997/1998						
GENDER	ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male	3	9	3	2	1			18
Female	2	7		1		2		12
TOTAL	5	16	3	3	1	2	0	30

		1997/1998						
ETHNICITY TOTAL	ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2 Chinese/Chinese-American					1			1
5 Latin American/Latino	1			1				2
A Black/Afro-American		1						1
B Japanese/Japanese-American								0
C American Indian or Alaskan Native								0
E Mexican/Mexican-American/Chicano								0
F White	4	14	3	2		2		25
L Filipino/Pilipino								0
R Pakistani/East Indian								0
U Unknown								0
W Other Spanish/Spanish-American								0
X Other Asian		1						1
TOTAL	5	16	3	3	1	2	0	30

		1997/1998						
MALE	ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2 Chinese/Chinese-American					1			1
5 Latin American/Latino								0
A Black/Afro-American		1						1
B Japanese/Japanese-American								0
C American Indian or Alaskan Native								0
E Mexican/Mexican-American/Chicano								0
F White	3	7	3	2				15
L Filipino/Pilipino								0
R Pakistani/East Indian								0
U Unknown								0
W Other Spanish/Spanish-American								0
X Other Asian		1						1
TOTAL	3	9	3	2	1	0	0	18

		1997/1998						
FEMALE	ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2 Chinese/Chinese-American								0
5 Latin American/Latino	1			1				2
A Black/Afro-American								0
B Japanese/Japanese-American								0
C American Indian or Alaskan Native								0
E Mexican/Mexican-American/Chicano								0
F White	1	7				2		10
L Filipino/Pilipino								0
R Pakistani/East Indian								0
U Unknown								0
W Other Spanish/Spanish-American								0
X Other Asian								0
TOTAL	2	7	0	1	0	2	0	12

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES

5/26/2004

Separation Data for 1997/98 to 2001/02

		1998/1999							
GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		10	9	1	4	5			29
Female		2	3			2			7
TOTAL		12	12	1	4	7	0	0	36

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
ETHNICITY TOTAL									
2	Chinese/Chinese-American	2	2						4
5	Latin American/Latino	1	2						3
A	Black/Afro-American	1							1
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	8	6	1	4	7			26
L	Filipino/Pilipino		1						1
R	Pakistani/East Indian		1						1
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian								0
		12	12	1	4	7	0	0	36

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
MALE									
2	Chinese/Chinese-American	1	2						3
5	Latin American/Latino	1	2						3
A	Black/Afro-American	1							1
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	7	5	1	4	5			22
L	Filipino/Pilipino								0
R	Pakistani/East Indian								0
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian								0
		10	9	1	4	5	0	0	29

		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
FEMALE									
2	Chinese/Chinese-American	1							1
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	1	1			2			4
L	Filipino/Pilipino		1						1
R	Pakistani/East Indian		1						1
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian								0
		2	3	0	0	2	0	0	7

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES

5/26/2004

Separation Data for 1997/98 to 2001/02

		1999/2000							
GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		2	9	2	3	2			18
Female		1	2				1		4
TOTAL		3	11	2	3	2	1	0	22
ETHNICITY TOTAL									
		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American				1				1
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American		1						1
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	2	10	2	2	2			18
L	Filipino/Pilipino								0
R	Pakistani/East Indian								0
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian	1					1		2
		3	11	2	3	2	1	0	22
MALE									
		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American				1				1
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American		1						1
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	1	8	2	2	2			15
L	Filipino/Pilipino								0
R	Pakistani/East Indian								0
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian	1							1
		2	9	2	3	2	0	0	18
FEMALE									
		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American								0
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	1	2						3
L	Filipino/Pilipino								0
R	Pakistani/East Indian								0
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian						1		1
		1	2	0	0	0	1	0	4

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES

5/26/2004

Separation Data for 1997/98 to 2001/02 2000/2001

GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
	Male	4	6	3	3	2	1		19
	Female	3	4			3			10
	TOTAL	7	10	3	3	5	1	0	29

ETHNICITY TOTAL		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American	2				1			3
5	Latin American/Latino								0
A	Black/Afro-American		1						1
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	5	9	3	3	3	1		24
L	Filipino/Pilipino								0
R	Pakistani/East Indian					1			1
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian								0
	TOTAL	7	10	3	3	5	1	0	29

MALE		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American	1							1
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	3	6	3	3	1	1		17
L	Filipino/Pilipino								0
R	Pakistani/East Indian					1			1
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian								0
	TOTAL	4	6	3	3	2	1	0	19

FEMALE		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American	1				1			2
5	Latin American/Latino								0
A	Black/Afro-American		1						1
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	2	3			2			7
L	Filipino/Pilipino								0
R	Pakistani/East Indian								0
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian								0
	TOTAL	3	4	0	0	3	0	0	10

GENDER AND ETHNICITY DATA FOR HEALTH SCIENCES

5/26/2004

Separation Data for 1997/98 to 2001/02 2001/2002

GENDER		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
Male		2	5	1		1	1	1	11
Female		2	3		1	1	1		8
TOTAL		4	8	1	1	2	2	1	19

ETHNICITY TOTAL		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American								0
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American							1	1
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	4	6	1	1	2	1		15
L	Filipino/Pilipino								0
R	Pakistani/East Indian						1		1
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian		2						2
		4	8	1	1	2	2	1	19

MALE		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American								0
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American							1	1
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	2	4	1		1	1		9
L	Filipino/Pilipino								0
R	Pakistani/East Indian								0
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian		1						1
		2	5	1	0	1	1	1	11

FEMALE		ADJ	CLIN	CLINX	FTE	IR	Non	Visiting	TOTAL
2	Chinese/Chinese-American								0
5	Latin American/Latino								0
A	Black/Afro-American								0
B	Japanese/Japanese-American								0
C	American Indian or Alaskan Native								0
E	Mexican/Mexican-American/Chicano								0
F	White	2	2		1	1			6
L	Filipino/Pilipino								0
R	Pakistani/East Indian						1		1
U	Unknown								0
W	Other Spanish/Spanish-American								0
X	Other Asian		1						1
		2	3	0	1	1	1	0	8

Attachment 12: SIO Professional Research Appointments and Separations, 1998-2003

SIO PROFESSIONAL RESEARCH APPOINTMENTS & SEPARATIONS, 7/1/98 - 6/30/03 SIO RESEARCH WORKFORCE, 10/31/02 *

CATEGORY	YEAR	TOTAL	WHITE	AFRICAN-AMERICAN	CHICANO/MEXICAN/AM	LATINO/LATIN-AM	OTHER SPANISH	CHINESE	JAPANESE	FILIPINO	PAKISTANI/E. INDIAN	OTHER ASIAN	AMERICAN INDIAN	TOTAL ETHNICITY
Appointments	98/99	5	4 80.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 20.0%
	99/00	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	00/01	2	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	01/02	3	2 66.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 33.3%
	02/03	4	4 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total	14	12 85.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 7.1%	1 7.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

Separations	98/99	4	4 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	99/00	1	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	00/01	3	3 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	01/02	6	5 83.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 16.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 16.7%
	02/03	0	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total	14	13 92.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 7.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

Workforce	10/02	63	57 90.5%	0 0.0%	0 0.0%	2 0.0%	0 0.0%	3 4.8%	1 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 9.5%
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Data sources: SIO Academic Personnel and OAAA

* Data do not include those in the Project Scientist series or emeriti professors serving as researchers.

2003 BRIEFING ON THE ACADEMIC WORKFORCE AND RECRUITMENTS

INTRODUCTION

The purpose of this briefing is to provide a summary of data on the ladder-rank faculty workforce, including areas of underutilization and placement goals, and the recruitment of faculty into the workforce. This information is presented in the following data tables:

- Workforce – Underutilization – Placement Goals
- Appointments (11/1/95 – 10/31/02)
- Recruitments (Completed 11/1/01-10/3/02):
Availability, Applicant Pools, Hires, and Achievement of Placement Goals
- “Best Practice” Outreach Efforts by Departments to Develop Applicant Pools (2001-02 Recruitment Cycle)

This data is intended to serve as a management tool for those responsible for recruiting new faculty, developing a diverse workforce, and proactively ensuring equal opportunity. Such proactive efforts help to meet the University’s obligation as a federal contractor to be an equal opportunity/affirmative action employer.

<i>In reviewing the table addressing:</i>	<i>One may want to ask:</i>
Workforce, Underutilization, Goals	How diversified is the workforce of my department? Is any particular group underutilized in the workforce? If so, how many additional people are needed to reach parity for that group? Has an annual placement goal been set to reach the desired level of diversity?
Appointment Track Record	Have appointments over the past seven years been diverse? If the appointment track record lacks diversity, is it due to: <ul style="list-style-type: none"> ○ Recruitment for high-ranking positions? ○ Very specific disciplines? ○ Limited availability? ○ Insufficient outreach?
Recruitments Completed 11/1/01-10/31/02	Do applicant pool percentages meet availability benchmarks? If not, was the outreach sufficient? Was the placement goal met?
Outreach Efforts	What types of outreach efforts were made? Does outreach need to be broadened?

UNDERSTANDING AFFIRMATIVE ACTION

To better understand affirmative action, please keep these points in mind:

- As a federal contractor, UC is subject to federal regulations requiring an affirmative action program.
- The program applies to all UC staff, academic employees, and applicants for employment.
- UC fulfills program requirements, in part, by collecting/analyzing race and gender data to monitor employment practices to ensure that everyone is provided equal opportunity in employment, particularly those groups that historically have been discriminated against because of race, ethnicity, sex, etc.¹
- Federal regulations also require identifying areas within the workforce where women and certain ethnic groups are underutilized and setting placement goals for these groups. Goals are reasonably attainable objectives met through good-faith efforts, but goals:
 - are not quotas
 - do not create positions reserved for specific groups
 - should not be considered as either a ceiling or a floor for the employment of particular groups
 - do not provide a justification to extend a preference to any individual on the basis of the person's gender, race, or ethnicity
 - may not be used to supersede merit selection principles or as a justification for hiring a less qualified person over a more qualified person.
- Good-faith efforts in meeting hiring goals include broad advertising of job openings and outreach efforts to develop a pool of well-qualified applicants, including those individuals who are women and from specific ethnic groups.
- UC is also subject to state regulations, in particular, Section 31 of Article 1 (established by Proposition 209) of the California State Constitution, which states:

The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

Thus, to be in compliance with both federal and state regulations, UC must do a thorough, open recruitment that includes advertising to inform a broad audience and that may be augmented by more targeted outreach. In formally reviewing application materials and selecting a candidate, one may only consider the knowledge, skills, and qualifications of an applicant as they relate to the job.

On the following page is the list of “best practice” recruitment strategies to develop large, well-qualified, and diverse applicant pools.

¹ Per federal regulations, the groups are women and four ethnic groups that include Blacks (referred to as African-Americans in this briefing), Hispanics, Asians or Pacific Islanders (referred to collectively as Asians), and American Indians or Alaskan Natives (referred to collectively as American Indians). The ethnic groups are referred to collectively as Total Minority.

BEST PRACTICES

For Achieving Diversified Applicant and Candidate Pools in Faculty Recruitments

In order to achieve diversified applicant and candidate pools in recruiting faculty, academic units are encouraged to utilize the “best practice” strategies outlined below.

Advertise Position	<ul style="list-style-type: none"> • Widely advertise job opening by sending announcements to: <ul style="list-style-type: none"> ○ National journals ○ Departments at other campuses/institutions ○ Academic and professional associations (including committees within these associations) ○ Listservs ○ Web sites • To determine whether a job posting effectively generates applicants, create a unique code in the address that applicants are instructed to use to submit application materials.
Contact Individuals	<ul style="list-style-type: none"> • Because the University of California produces a large share of the national pool of doctorates, consult with colleagues at other UC campuses to identify potential applicants, including those from diverse backgrounds. • Make personal contact with academic administrators and faculty at non-UC institutions to identify a possible pool of diverse candidates. • Specifically target job announcements and application information at those with Ph.D.s relevant to the job requirements. Utilize directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds. • Attend conferences that provide opportunities to recruit applicants. • Identify individuals who have achieved excellence outside academe.
Amplify the Equal Opportunity/Affirmative Action Statement	<ul style="list-style-type: none"> • Whenever possible, replace the term “EO/AA” in ads with “UCSD is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff.”
Utilize Department Resources	<ul style="list-style-type: none"> • Include the department Internet address in job postings. • Seek to form search committees with diverse memberships. • Have at least two search committee members review all initial application materials. • Use the Partner Opportunities Program to inform applicants of employment resources for spouses/partners. • Use the mentoring program to welcome top candidates. • Showcase the academic excellence of the department by featuring faculty and research programs. • Create a visiting scholars program, distinguished lecturer series, or other mechanisms that will attract diverse faculty. • Have department chairs attend orientation sessions that include guidance on administering searches.
Assess Applicant Pool	<ul style="list-style-type: none"> • Review the applicant pool prior to beginning the selection process to determine whether women and minority applicants are represented in the pool. If women and minority applicants are not present in the pool at about the rate of their estimated availability in the field, then review whether recruitment and outreach procedures were sufficiently broad, and if not, consider reopening the search with expanded, inclusive recruitment efforts.

Web site: <http://academicaffairs.ucsd.edu/offices/aaa/bestpractices/default.htm> (Revised 8/1/03)

LADDER-RANK FACULTY WORKFORCE -- UNDERUTILIZATION -- PLACEMENT GOALS

The sex and ethnicity of the academic workforce is ascertained as of 10/31 each year. In addition, sex and ethnic data are collected on individuals who have earned Ph.D.s in order to provide a reasonable gauge of availability and thereby establish the expected diversity of the workforce. The two sets of data are compared to determine whether certain groups within the workforce are underutilized. If underutilization is noted, and the number needed in the workforce to reach parity is equal to or greater than 1, a placement goal is set. This goal is equal to the percentage of Ph.D.s available and represents a targeted percentage of total placements. Thus, if the placement goal is 10% for a particular group, and 10 appointments are made during a recruitment cycle, ideally one (10%) of the total placements would be from that group.

LADDER-RANK FACULTY WORKFORCE AS OF 10/31/02														UNDERUTILIZATION (Additional number needed to reach parity)						PLACEMENT GOALS (Goals based on % of PhDs/MDs available & are the targeted % of total)									
	Men		Women		White		Afr-Am		Hisp		Asian		Am Ind		Total Min	Total	Wm	Afr	His	Asn	Al	Tot Mn	Wm	Afr	His	Asn	Al	Tot Mn	
JSOE	136	94%	9	6%	97	67%	0	0%	5	3%	43	30%	0	0%	48	33%	145	8	2					12%	2%				
Bioengineering	12	86%	2	14%	8	57%	0	0%	0	0%	6	43%	0	0%	6	43%	14	2						26%					
Comp Sci & Engr	39	98%	1	3%	28	70%	0	0%	1	3%	11	28%	0	0%	12	30%	40	5	1				16%	1%					
Elec & Comp Engr	42	98%	1	2%	24	56%	0	0%	1	2%	18	42%	0	0%	19	44%	43	3	1				8%	2%					
Mech & Aero Engr	29	85%	5	15%	27	79%	0	0%	1	3%	6	18%	0	0%	7	21%	34		1		1			2%		21%	25%		
Structural Engr	14	100%	0	0%	10	71%	0	0%	2	14%	2	14%	0	0%	4	29%	14	2			1			11%			19%		
PHYSICAL SCI	121	90%	14	10%	109	81%	1	1%	5	4%	19	14%	1	1%	26	19%	135	16	1				22%	2%					
Chem/Biochem	36	88%	5	12%	36	88%	0	0%	0	0%	5	12%	0	0%	5	12%	41	6	1	1			1	27%	2%	3%		16%	
Math	45	90%	5	10%	40	80%	1	2%	1	2%	7	14%	1	2%	10	20%	50	5					21%						
Physics	40	91%	4	9%	33	75%	0	0%	4	9%	7	16%	0	0%	11	25%	44	2	1				13%	1%					
BIOLOGICAL SCI	52	84%	10	16%	49	79%	0	0%	2	3%	11	18%	0	0%	13	21%	62	13	1				38%	2%					
Cellular & Dev	16	84%	3	16%	18	95%	0	0%	0	0%	1	5%	0	0%	1	5%	19	4			1	2	38%			11%	16%		
Ecol, Behav & Evol	12	92%	1	8%	9	69%	0	0%	0	0%	4	31%	0	0%	4	31%	13	4					38%						
Molecular Bio	14	74%	5	26%	13	68%	0	0%	0	0%	6	32%	0	0%	6	32%	19	2					37%						
Neurobio	10	91%	1	9%	9	82%	0	0%	2	18%	0	0%	0	0%	2	18%	11	3			1		38%			12%			
SOCIAL SCI	130	71%	54	29%	156	85%	8	4%	14	8%	6	3%	0	0%	28	15%	184	22	1		4	1	41%	5%		6%	1%		
Anthropology	10	63%	6	38%	15	94%	0	0%	1	6%	0	0%	0	0%	1	6%	16	3					54%				10%		
Cognitive Sciences	14	70%	6	30%	18	90%	0	0%	2	10%	0	0%	0	0%	2	10%	20	2	1		2	1	38%	3%		9%	15%		
Communication	9	47%	10	53%	15	79%	1	5%	1	5%	2	11%	0	0%	4	21%	19												
Economics	20	80%	5	20%	24	96%	0	0%	0	0%	1	4%	0	0%	1	4%	25	1	1	1	1	3	24%	4%	3%	9%	16%		
Ethnic Studies	6	46%	7	54%	3	23%	4	31%	4	31%	2	15%	0	0%	10	77%	13												
Linguistics	8	73%	3	27%	10	91%	0	0%	1	9%	0	0%	0	0%	1	9%	11	3			1	1	53%			11%	18%		
Political Science	25	83%	5	17%	28	93%	1	3%	1	3%	0	0%	0	0%	2	7%	30	4	1		1	2	30%	7%		5%	15%		
Psychology	18	72%	7	28%	23	92%	0	0%	1	4%	1	4%	0	0%	2	8%	25	7	1			1	56%	4%			12%		
Sociology	20	80%	5	20%	20	80%	2	8%	3	12%	0	0%	0	0%	5	20%	25	7			1		50%			5%			

	Men		Women		White		Afr-Am		Hisp		Asian		Am Ind		Total Min		Total	Wm	Afr	His	Asn	Al	Tot	Wm	Afr	His	Asn	Al	Tot	
		%		%		%		%		%		%		%		%	Mn													
IR/PS	18	86%	3	14%	18	86%	0	0%	0	0%	3	14%	0	0%	3	14%	21	3	1	1			1	26%	5%	3%				15%
ARTS & HUMAN	113	66%	58	34%	137	80%	9	5%	13	8%	12	7%	0	0%	34	20%	171	17				1					1%			
History	25	69%	11	31%	26	72%	3	8%	4	11%	3	8%	0	0%	10	28%	36	1												
Literature	29	56%	23	44%	35	67%	3	6%	6	12%	8	15%	0	0%	17	33%	52	7												
Music	18	78%	5	22%	20	87%	2	9%	0	0%	1	4%	0	0%	3	13%	23	3												
Philosophy	14	78%	4	22%	17	94%	1	6%	0	0%	0	0%	0	0%	1	6%	18	1												
Theatre & Dance	12	67%	6	33%	16	89%	0	0%	2	11%	0	0%	0	0%	2	11%	18	2	1											
Visual Arts	15	63%	9	38%	23	96%	0	0%	1	4%	0	0%	0	0%	1	4%	24	7			1					3%		7%		
Sub: GEN CAMP	570	79%	148	21%	566	79%	18	3%	39	5%	94	13%	1	0.1%	152	21%	718													
SOM	168	89%	21	11%	169	89%	0	0%	0	0%	20	11%	0	0%	20	11%	189	17	4	5			5	20%	2%	3%			13%	
Anesthesiology	9	90%	1	10%	9	90%	0	0%	0	0%	1	10%	0	0%	1	10%	10	1					1	23%					15%	
Cell & Molec Med	8	89%	1	11%	7	78%	0	0%	0	0%	2	22%	0	0%	2	22%	9	2											31%	
Fam & Prev Med	8	67%	4	33%	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	12				1					5%		12%		
Medicine	42	98%	1	2%	39	91%	0	0%	0	0%	4	9%	0	0%	4	9%	43	5	1	1			1	17%	2%	2%			12%	
Neurosciences	15	94%	1	6%	15	94%	0	0%	0	0%	1	6%	0	0%	1	6%	16	2			1		1	20%			9%		14%	
Ophthalmology	3	100%	0	0%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3													
Orthopaedics	4	100%	0	0%	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	4												16%	
Pathology	13	81%	3	19%	14	88%	0	0%	0	0%	2	13%	0	0%	2	13%	16													
Pediatrics	13	81%	3	19%	12	75%	0	0%	0	0%	4	25%	0	0%	4	25%	16	1											25%	
Pharmacology	10	83%	2	17%	11	92%	0	0%	0	0%	1	8%	0	0%	1	8%	12	1					1	24%					15%	
Psychiatry	14	93%	1	7%	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	15	2			1		2	18%			6%		11%	
Radiology	9	90%	1	10%	8	80%	0	0%	0	0%	2	20%	0	0%	2	20%	10	1											20%	
Reproductive Med	6	86%	1	14%	5	71%	0	0%	0	0%	2	29%	0	0%	2	29%	7	1											22%	
Surgery	14	88%	2	13%	15	94%	0	0%	0	0%	1	6%	0	0%	1	6%	16	1											17%	
SIO	74	86%	12	14%	80	93%	0	0%	0	0%	6	7%	0	0%	6	7%	86	7	1	2	2		5	23%	1%	2%	9%		13%	
TOTAL CAMPUS	812	82%	181	18%	815	82%	18	2%	39	4%	120	12%	1	0.1%	178	18%	993													

LADDER-RANK FACULTY APPOINTMENTS (11/1/95 - 10/31/02)

The purpose of this table is to show hiring trends by department for a seven-year period. Such information may be useful to departments in planning future recruitment outreach efforts if the hiring trend indicates a lack of diversity.

	TOTAL	MEN		WOMEN		WHITE		AFRICAN-AMERICAN		HISPANIC		ASIAN		AMERICAN INDIAN		TOTAL MINORITY	
SCH OF ENGINEERING																	
App. Mechanics & Engrn Sci *	14	14	100.0%		0.0%	14	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Bioengineering	6	6	100.0%		0.0%	4	66.7%		0.0%		0.0%	2	33.3%		0.0%	2	33.3%
Computer Science & Engrn	19	19	100.0%		0.0%	14	73.7%		0.0%	1	5.3%	4	21.1%		0.0%	5	26.3%
Electrical/Computer Engrn	15	15	100.0%		0.0%	8	53.3%		0.0%		0.0%	7	46.7%		0.0%	7	46.7%
Mechanical & Aerospace Engrn	1	1	100.0%		0.0%		0.0%		0.0%		0.0%	1	100.0%		0.0%	1	100.0%
Structural Engrn	5	5	100.0%		0.0%	4	80.0%		0.0%	1	20.0%		0.0%		0.0%	1	20.0%
Subtotal	60	60	100.0%	0	0.0%	44	73.3%	0	0.0%	2	3.3%	14	23.3%	0	0.0%	16	26.7%
PHYSICAL SCIENCES																	
Chemistry/Biochemistry	16	15	93.8%	1	6.3%	13	81.3%		0.0%		0.0%	3	18.8%		0.0%	3	18.8%
Mathematics	15	14	93.3%	1	6.7%	9	60.0%		0.0%		0.0%	6	40.0%		0.0%	6	40.0%
Physics	12	12	100.0%		0.0%	11	91.7%		0.0%		0.0%	1	8.3%		0.0%	1	8.3%
Subtotal	43	41	95.3%	2	4.7%	33	76.7%	0	0.0%	0	0.0%	10	23.3%	0	0.0%	10	23.3%
BIOLOGICAL SCIENCES	25	14	56.0%	11	44.0%	18	72.0%	1	4.0%		0.0%	6	24.0%		0.0%	7	28.0%
SOCIAL SCIENCES																	
Anthropology	9	6	66.7%	3	33.3%	8	88.9%	1	11.1%		0.0%		0.0%		0.0%	1	11.1%
Cognitive Science	8	4	50.0%	4	50.0%	6	75.0%		0.0%	1	12.5%	1	12.5%		0.0%	2	25.0%
Communication	11	4	36.4%	7	63.6%	8	72.7%	2	18.2%		0.0%	1	9.1%		0.0%	3	27.3%
Economics	13	9	69.2%	4	30.8%	11	84.6%		0.0%	1	7.7%	1	7.7%		0.0%	2	15.4%
Ethnic Studies	8	2	25.0%	6	75.0%		0.0%	3	37.5%	3	37.5%	2	25.0%		0.0%	8	100.0%
Linguistics	6	3	50.0%	3	50.0%	5	83.3%		0.0%	1	16.7%		0.0%		0.0%	1	16.7%
Political Science	13	9	69.2%	4	30.8%	12	92.3%		0.0%		0.0%	1	7.7%		0.0%	1	7.7%
Psychology	9	6	66.7%	3	33.3%	8	88.9%		0.0%		0.0%	1	11.1%		0.0%	1	11.1%
Sociology	7	6	85.7%	1	14.3%	7	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Subtotal	84	49	58.3%	35	41.7%	65	77.4%	6	7.1%	6	7.1%	7	8.3%	0	0.0%	19	22.6%
GRAD SCH OF INTL REL PACIFIC STUDIES	7	7	100.0%		0.0%	5	71.4%		0.0%		0.0%	2	28.6%		0.0%	2	28.6%

* In 1999, the Department of Applied Mechanics and Engineering Science was partitioned into two new departments: Mechanical and Aerospace Engineering and Structural Engineering.

ARTS & HUMANITIES	TOTAL	MEN		WOMEN		WHITE		AFRICAN-AMERICAN		HISPANIC	ASIAN		AMERICAN INDIAN		TOTAL MINORITY		
History	10	4	40.0%	6	60.0%	7	70.0%	2	20.0%		0.0%	1	10.0%		0.0%	3	30.0%
Literature	14	7	50.0%	7	50.0%	6	42.9%	4	28.6%		0.0%	4	28.6%		0.0%	8	57.1%
Music	5	3	60.0%	2	40.0%	4	80.0%	1	20.0%		0.0%		0.0%		0.0%	1	20.0%
Philosophy	11	9	81.8%	2	18.2%	11	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Theatre/Dance	7	2	28.6%	5	71.4%	7	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Visual Arts	11	4	36.4%	7	63.6%	10	90.9%		0.0%	1	9.1%		0.0%		0.0%	1	9.1%
Subtotal	58	29	50.0%	29	50.0%	45	77.6%	7	12.1%	1	1.7%	5	8.6%	0	0.0%	13	22.4%

SCHOOL OF MEDICINE

Anesthesiology	5	3	60.0%	2	40.0%	4	80.0%		0.0%		0.0%	1	20.0%		0.0%	1	20.0%
Cellular & Molecular Medicine	5	4	80.0%	1	20.0%	3	60.0%		0.0%		0.0%	2	40.0%		0.0%	2	40.0%
Fam & Preventive Medicine	3	2	66.7%	1	33.3%	3	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Medicine	13	12	92.3%	1	7.7%	10	76.9%		0.0%		0.0%	3	23.1%		0.0%	3	23.1%
Neurosciences	6	6	100.0%		0.0%	5	83.3%		0.0%		0.0%	1	16.7%		0.0%	1	16.7%
Ophthalmology	0		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Orthopaedics	1	1	100.0%		0.0%	1	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Pathology	4	3	75.0%	1	25.0%	3	75.0%		0.0%		0.0%	1	25.0%		0.0%	1	25.0%
Pediatrics	3	3	100.0%		0.0%	3	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Pharmacology	3	3	100.0%		0.0%	3	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Psychiatry	3	2	66.7%	1	33.3%	2	66.7%		0.0%		0.0%	1	33.3%		0.0%	1	33.3%
Radiology	5	4	80.0%	1	20.0%	4	80.0%		0.0%		0.0%	1	20.0%		0.0%	1	20.0%
Reproductive Medicine	4	4	100.0%		0.0%	2	50.0%		0.0%		0.0%	2	50.0%		0.0%	2	50.0%
Surgery	2	1	50.0%	1	50.0%	2	100.0%		0.0%		0.0%		0.0%		0.0%	0	0.0%
Subtotal	57	48	84.2%	9	15.8%	45	78.9%	0	0.0%	0	0.0%	12	21.1%	0	0.0%	12	21.1%

SCRIPP INST OF OCEANOGRAPHY

	19	14	73.7%	5	26.3%	17	89.5%		0.0%		0.0%	2	10.5%		0.0%	2	10.5%
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TOTAL	353	262	74.2%	91	25.8%	272	77.1%	14	4.0%	9	2.5%	58	16.4%	0	0.0%	81	22.9%
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**LADDER-RANK FACULTY RECRUITMENTS (COMPLETED DURING 11/1/01 - 10/31/02)
 AVAILABILITY, APPLICANT POOLS, NEW HIRES, AND ACHIEVEMENT OF PLACEMENT GOAL:**

Availability data, which is based on Ph.D.s awarded over a 20-year period, serves not only as a benchmark for measuring the diversity of the workforce, but also as a gauge of the expected diversity of applicant pools and as a means for setting placement goals. The purpose of this table is first to provide a comparison of the percentages available (the benchmarks) to the percentages who applied to measure the diversity of the applicant pools, and secondly to provide a comparison of the percentages available to the percentages of hires where a placement goal has been established (italicized, bold availability percentage).

JACOBS SCHOOL OF ENGINEERING

BIOENGNR

Availability *

Applied

Short List

Hired

Goal met?

TOTAL	MEN		WOMEN		WHITE	UNKNOWN	AFR-AM	HISPANIC	ASIAN	AM-IND	TOTAL MIN	
	74.2%		25.8%		81.8%		1.7%	2.3%	13.9%	0.3%	18.2%	
47	44	93.6%	3	6.4%	32	68.1%	1 2.1%	0 0.0%	1 2.1%	13 27.7%	0 0.0%	14 29.8%
13	13	100.0%	0	0.0%	9	69.2%	1 7.7%	0 0.0%	1 7.7%	2 15.4%	0 0.0%	3 23.1%
3	3	100.0%	0	0.0%	2	66.7%	0 0.0%	0 0.0%	0 0.0%	1 33.3%	0 0.0%	1 33.3%

* Availability calculated 11/01. No

CSE

Availability

Applied

Short List

Hired

Goal met?

	84.2%		15.8%		79.2%		1.3%	1.8%	17.4%	0.3%	20.8%	
391	341	87.2%	50	12.8%	85	21.7%	172 44.0%	0 0.0%	9 2.3%	125 32.0%	0 0.0%	134 34.3%
28	25	89.3%	3	10.7%	22	78.6%	0 0.0%	0 0.0%	0 0.0%	6 21.4%	0 0.0%	6 21.4%
6	6	100.0%	0	0.0%	4	66.7%	0 0.0%	0 0.0%	0 0.0%	2 33.3%	0 0.0%	2 33.3%

No

ECE

Availability

Applied

Short List

Hired

Goal met?

	91.6%		8.4%		73.5%		1.8%	2.1%	22.4%	0.2%	26.5%	
251	233	92.8%	18	7.2%	88	35.1%	69 27.5%	2 0.8%	0 0.0%	92 36.7%	0 0.0%	94 37.5%
22	20	90.9%	2	9.1%	15	68.2%	0 0.0%	0 0.0%	0 0.0%	7 31.8%	0 0.0%	7 31.8%
4	4	100.0%	0	0.0%	4	100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

No

No

MAE

Availability

Applied

Short List

Hired

Goal met?

	89.2%		10.8%		75.5%		1.5%	2.1%	20.6%	0.3%	24.5%	
27	27	100.0%	0	0.0%	18	66.7%	1 3.7%	0 0.0%	0 0.0%	8 29.6%	0 0.0%	8 29.6%
7	7	100.0%	0	0.0%	4	57.1%	0 0.0%	0 0.0%	0 0.0%	3 42.9%	0 0.0%	3 42.9%
1	1	100.0%	0	0.0%	0	0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%	0 0.0%	1 100.0%

No

Yes

Yes

STRUCT ENGNR

Availability

Applied

Short List

Hired

Goal met?

	88.9%		11.1%		76.3%		2.0%	2.8%	18.6%	0.3%	23.7%	
143	132	92.3%	11	7.7%	89	62.2%	4 2.8%	0 0.0%	6 4.2%	44 30.8%	0 0.0%	50 35.0%
8	7	87.5%	1	12.5%	7	87.5%	0 0.0%	0 0.0%	0 0.0%	1 12.5%	0 0.0%	1 12.5%
1	1	100.0%	0	0.0%	1	100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

No

No

TOTAL JSOE	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		88.0%		12.0%		76.0%				1.6%		2.1%		20.1%		0.2%		24.0%	
Applied	859	777	90.5%	82	9.5%	312	36.3%	247	28.8%	2	0.2%	16	1.9%	282	32.8%	0	0.0%	300	34.9%
Short List	78	72	92.3%	6	7.7%	57	73.1%	1	1.3%	0	0.0%	1	1.3%	19	24.4%	0	0.0%	20	25.6%
Hired	15	15	100.0%	0	0.0%	11	73.3%	0	0.0%	0	0.0%	0	0.0%	4	26.7%	0	0.0%	4	26.7%
Goal met?				No						No									

PHYSICAL SCIENCES

CHEM/BIOCHM	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		72.9%		27.1%		84.2%				1.7%		2.7%		11.1%		0.3%		15.8%	
Applied	453	396	87.4%	57	12.6%	321	70.9%	0	0.0%	0	0.0%	17	3.8%	115	25.4%	0	0.0%	132	29.1%
Short List	21	16	76.2%	5	23.8%	16	76.2%	0	0.0%	0	0.0%	2	9.5%	3	14.3%	0	0.0%	5	23.8%
Hired	4	4	100.0%	0	0.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	1	25.0%
Goal met?				No						No		No						Yes	

MATH

Availability		79.2%		20.8%		82.9%				1.5%		2.1%		13.2%		0.3%		17.1%	
Applied	387	310	80.1%	77	19.9%	295	76.2%	23	5.9%	2	0.5%	7	1.8%	60	15.5%	0	0.0%	69	17.8%
Short List	26	23	88.5%	3	11.5%	21	80.8%	0	0.0%	0	0.0%	1	3.8%	4	15.4%	0	0.0%	5	19.2%
Hired	3	3	100.0%	0	0.0%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	2	66.7%	0	0.0%	2	66.7%
Goal met?				No								No							

PHYSICS

Availability		87.1%		12.9%		83.7%				1.3%		2.2%		12.5%		0.3%		16.3%	
Applied	357	326	91.3%	31	8.7%	163	45.7%	122	34.2%	0	0.0%	12	3.4%	60	16.8%	0	0.0%	72	20.2%
Short List	25	23	92.0%	2	8.0%	22	88.0%	1	4.0%	0	0.0%	0	0.0%	2	8.0%	0	0.0%	2	8.0%
Hired	3	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				No						No									

TOTAL PHYS SCI

Availability		77.6%		22.3%		83.9%				1.6%		2.5%		11.8%		0.3%		16.2%	
Applied	1197	1032	86.2%	165	13.8%	779	65.1%	145	12.1%	2	0.2%	36	3.0%	235	19.6%	0	0.0%	273	22.8%
Short List	72	62	86.1%	10	13.9%	59	81.9%	1	1.4%	0	0.0%	3	4.2%	9	12.5%	0	0.0%	12	16.7%
Hired	10	10	100.0%	0	0.0%	7	70.0%	0	0.0%	0	0.0%	0	0.0%	3	30.0%	0	0.0%	3	30.0%
Goal met?				No						No									

BIOLOGICAL SCIENCES

CELL & DEV B	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		61.9%		38.1%		84.6%				1.7%		2.3%		11.2%		0.3%		15.5%	
Applied	131	105	80.2%	26	19.8%	37	28.2%	52	39.7%	1	0.8%	2	1.5%	39	29.8%	0	0.0%	42	32.1%
Short List	10	7	70.0%	3	30.0%	8	80.0%	0	0.0%	0	0.0%	0	0.0%	2	20.0%	0	0.0%	2	20.0%
Hired	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Goal met?														Yes					

ECOL, BEHAV & EVOL

Availability		62.4%		37.6%		87.6%				1.6%		2.8%		7.8%		0.3%		12.5%	
Applied	257	188	73.2%	69	26.8%	149	58.0%	82	31.9%	1	0.4%	11	4.3%	14	5.4%	0	0.0%	26	10.1%
Short List	7	4	57.1%	3	42.9%	5	71.4%	1	14.3%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	1	14.3%
Hired	2	1	50.0%	1	50.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?														Yes					

MOLEC BIO

Availability		63.2%		36.8%		85.0%				1.7%		2.3%		10.8%		0.2%		15.0%	
Applied	222	181	81.5%	41	18.5%	117	52.7%	31	14.0%	1	0.5%	12	5.4%	61	27.5%	0	0.0%	74	33.3%
Short List	6	2	33.3%	4	66.7%	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%	2	33.3%
Hired	2	0	0.0%	2	100.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Goal met?														Yes					

NEURO BIO

Availability		62.4%		37.6%		83.6%				1.9%		2.5%		11.7%		0.4%		16.5%	
Applied	379	300	79.2%	79	20.8%	158	41.7%	120	31.7%	1	0.3%	14	3.7%	86	22.7%	0	0.0%	101	26.6%
Short List	9	7	77.8%	2	22.2%	7	77.8%	0	0.0%	0	0.0%	1	11.1%	1	11.1%	0	0.0%	2	22.2%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?														No					

TOTAL BIO SCI

Availability		62.5%		37.5%		84.8%				1.7%		2.4%		10.8%		0.3%		15.2%	
Applied	989	774	78.3%	215	21.7%	461	46.6%	285	28.8%	4	0.4%	39	3.9%	200	20.2%	0	0.0%	243	24.6%
Short List	32	20	62.5%	12	37.5%	24	75.0%	1	3.1%	1	3.1%	2	6.3%	4	12.5%	0	0.0%	7	21.9%
Hired	6	3	50.0%	3	50.0%	4	66.7%	0	0.0%	1	16.7%	0	0.0%	1	16.7%	0	0.0%	2	33.3%
Goal met?														Yes					

SOCIAL SCIENCES

ANTHRO	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		46.0%		54.0%		89.7%				2.7%		3.8%		3.0%		0.8%		10.3%	
Applied	50	28	56.0%	22	44.0%	19	38.0%	21	42.0%	1	2.0%	4	8.0%	5	10.0%	0	0.0%	10	20.0%
Short List	6	4	66.7%	2	33.3%	5	83.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	1	16.7%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				No										No				No	

COGNITIVE SCI

Availability		61.8%		38.2%		84.7%				2.6%		3.2%		9.1%		0.4%		15.3%	
Applied	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Short List	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hired	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?		No placements were made; the goals for Asians and Total Minority remain unmet.																	
														No				No	

COMMUNICATION

Availability		49.4%		50.6%		84.8%				6.6%		4.0%		4.1%		0.5%		15.2%	
Applied	217	121	55.8%	96	44.2%	35	16.1%	128	59.0%	7	3.2%	13	6.0%	32	14.7%	2	0.9%	54	24.9%
Short List	16	9	56.3%	7	43.8%	10	62.5%	0	0.0%	1	6.3%	1	6.3%	4	25.0%	0	0.0%	6	37.5%
Hired	5	2	40.0%	3	60.0%	4	80.0%	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%
Goal met?		No underutilization was identified for this department.																	

ECONOMICS

Availability		76.4%		23.6%		84.3%				3.7%		2.5%		9.3%		0.2%		15.7%	
Applied	474	362	76.4%	112	23.6%	173	36.5%	173	36.5%	0	0.0%	54	11.4%	73	15.4%	1	0.2%	128	27.0%
Short List	28	20	71.4%	8	28.6%	9	32.1%	11	39.3%	0	0.0%	5	17.9%	3	10.7%	0	0.0%	8	28.6%
Hired	4	3	75.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	1	25.0%
Goal met?				Yes						No		No						Yes	

ETHNIC STUDIES

Availability		51.7%		48.3%		86.9%				4.8%		3.8%		3.9%		0.6%		13.1%	
Applied	248	96	38.7%	152	61.3%	45	18.1%	85	34.3%	11	4.4%	24	9.7%	83	33.5%	0	0.0%	118	47.6%
Short List	11	4	36.4%	7	63.6%	5	45.5%	0	0.0%	2	18.2%	2	18.2%	2	18.2%	0	0.0%	6	54.5%
Hired	2	1	50.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2	100.0%
Goal met?		No underutilization was identified for this department.																	

LINGUISTICS

Availability		47.2%		52.8%		82.2%				2.4%		4.4%		10.6%		0.4%		17.8%	
Applied	18	11	61.1%	7	38.9%	11	61.1%	0	0.0%	2	11.1%	2	11.1%	3	16.7%	0	0.0%	7	38.9%
Short List	3	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				No										No				No	

POLI SCI

Availability
Applied
Short List
Hired
Goal met?

TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
	70.2%		29.8%		85.2%				6.5%		3.1%		4.9%		0.3%		14.8%	
402	291	72.4%	111	27.6%	57	14.2%	289	71.9%	3	0.7%	25	6.2%	28	7.0%	0	0.0%	56	13.9%
11	7	63.6%	4	36.4%	5	45.5%	2	18.2%	0	0.0%	1	9.1%	3	27.3%	0	0.0%	4	36.4%
5	3	60.0%	2	40.0%	4	80.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	0	0.0%	1	20.0%
			Yes						No				Yes				Yes	

PSYCHOLOGY

Availability
Applied
Short List
Hired
Goal met?

TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
	44.3%		55.7%		88.1%				4.2%		4.3%		2.9%		0.5%		11.9%	
188	97	51.6%	91	48.4%	95	50.5%	62	33.0%	3	1.6%	16	8.5%	12	6.4%	0	0.0%	31	16.5%
15	8	53.3%	7	46.7%	10	66.7%	3	20.0%	0	0.0%	0	0.0%	2	13.3%	0	0.0%	2	13.3%
1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
			No						No								Yes	

SOCIOLOGY

Availability
Applied
Short List
Hired
Goal met?

TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
	50.3%		49.7%		84.2%				6.4%		4.2%		4.7%		0.5%		15.8%	
208	91	43.8%	117	56.3%	156	75.0%	0	0.0%	5	2.4%	15	7.2%	32	15.4%	0	0.0%	52	25.0%
12	3	25.0%	9	75.0%	8	66.7%	0	0.0%	0	0.0%	3	25.0%	1	8.3%	0	0.0%	4	33.3%
1	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
			Yes										No					

TOTAL SOC SCI

Availability
Applied
Short List
Hired
Goal met?

TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
	58.6%		41.4%		85.5%				4.9%		3.6%		5.7%		0.4%		14.6%	
1805	1097	60.8%	708	39.2%	591	32.7%	758	42.0%	32	1.8%	153	8.5%	268	14.8%	3	0.2%	456	25.3%
102	58	56.9%	44	43.1%	55	53.9%	16	15.7%	3	2.9%	12	11.8%	16	15.7%	0	0.0%	31	30.4%
20	12	60.0%	8	40.0%	14	70.0%	0	0.0%	2	10.0%	0	0.0%	4	20.0%	0	0.0%	6	30.0%
			Yes						Yes				Yes		No			

Appointments via waiver to open recruitment process:
Communication: 1 white female.

INTERNATIONAL RELATIONS & PACIFIC STUDIES

Availability
Applied
Short List
Hired
Goal met?

TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
	73.8%		26.2%		84.6%				4.7%		2.7%		7.8%		0.2%		15.4%	
22	18	81.8%	4	18.2%	0	0.0%	3	13.6%	0	0.0%	0	0.0%	19	86.4%	0	0.0%	19	86.4%
2	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%
0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
			No						No		No						No	

No placements were completed; the goals remain unmet.

ARTS & HUMANITIES

HISTORY

	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		67.1%		32.9%		90.4%				3.4%		2.6%		3.3%		0.3%		9.6%	
Applied	157	42	26.8%	115	73.2%	19	12.1%	107	68.2%	4	2.5%	6	3.8%	18	11.5%	3	1.9%	31	19.7%
Short List	9	4	44.4%	5	55.6%	3	33.3%	2	22.2%	1	11.1%	1	11.1%	1	11.1%	1	11.1%	4	44.4%
Hired	2	1	50.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Goal met?				Yes															

LITERATURE

Availability		42.9%		57.1%		89.2%				2.3%		5.8%		2.4%		0.3%		10.8%	
Applied	254	129	50.8%	125	49.2%	186	73.2%	28	11.0%	24	9.4%	8	3.1%	8	3.1%	0	0.0%	40	15.7%
Short List	26	10	38.5%	16	61.5%	16	61.5%	3	11.5%	4	15.4%	3	11.5%	0	0.0%	0	0.0%	7	26.9%
Hired	4	1	25.0%	3	75.0%	3	75.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%
Goal met?				Yes															

MUSIC

Availability		64.6%		35.4%		91.6%				2.5%		1.8%		3.8%		0.3%		8.4%	
Applied	24	18	75.0%	6	25.0%	9	37.5%	10	41.7%	4	16.7%	0	0.0%	1	4.2%	0	0.0%	5	20.8%
Short List	4	3	75.0%	1	25.0%	3	75.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				No															

PHILOSOPHY

Availability		74.7%		25.3%		92.8%				1.8%		2.5%		2.5%		0.4%		7.2%	
Applied	522	418	80.1%	104	19.9%	37	7.1%	479	91.8%	0	0.0%	1	0.2%	4	0.8%	1	0.2%	6	1.1%
Short List	3	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?		No underutilization was identified for this department.																	

THEATRE & DANCE

Availability		53.0%		47.0%		91.8%				4.2%		1.4%		2.3%		0.3%		8.2%	
Applied	96	44	45.8%	52	54.2%	26	27.1%	52	54.2%	12	12.5%	4	4.2%	2	2.1%	0	0.0%	18	18.8%
Short List	9	2	22.2%	7	77.8%	7	77.8%	0	0.0%	2	22.2%	0	0.0%	0	0.0%	0	0.0%	2	22.2%
Hired	2	0	0.0%	2	100.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				Yes						No									

VISUAL ARTS

Availability		32.8%		67.2%		93.5%				1.4%		2.1%		2.8%		0.2%		6.5%	
Applied	56	31	55.4%	25	44.6%	24	42.9%	28	50.0%	0	0.0%	3	5.4%	1	1.8%	0	0.0%	4	7.1%
Short List	4	3	75.0%	1	25.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				No										No					

TOT ARTS/HUM	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		56.0%		44.0%		91.1%				2.4%		3.2%		3.0%		0.3%		8.9%	
Applied	1109	682	61.5%	427	38.5%	301	27.1%	704	63.5%	44	4.0%	22	2.0%	34	3.1%	4	0.4%	104	9.4%
Short List	55	25	45.5%	30	54.5%	36	65.5%	5	9.1%	8	14.5%	4	7.3%	1	1.8%	1	1.8%	14	25.5%
Hired	11	5	45.5%	6	54.5%	9	81.8%	0	0.0%	2	18.2%	0	0.0%	0	0.0%	0	0.0%	2	18.2%
Goal met?				Yes															

SCHOOL OF MEDICINE

Open recruitments were conducted only in the following units:

MEDICINE	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		82.9%		17.1%		88.0%				1.7%		2.3%		7.9%		0.1%		12.0%	
Applied	52	49	94.2%	3	5.8%	46	88.5%	1	1.9%	1	1.9%	2	3.8%	2	3.8%	0	0.0%	5	9.6%
Short List	12	10	83.3%	2	16.7%	9	75.0%	0	0.0%	0	0.0%	2	16.7%	1	8.3%	0	0.0%	3	25.0%
Hired	2	2	100.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Goal met?				No						No		No						Yes	

PSYCHIATRY

Availability		81.9%		18.1%		89.3%				1.9%		2.7%		6.0%		0.1%		10.7%	
Applied	3	3	100.0%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	1	33.3%
Short List	2	2	100.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%
Hired	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Goal met?				No										Yes				Yes	

RADIOLOGY

Availability		79.6%		20.4%		84.2%				2.3%		2.8%		10.6%		0.1%		15.8%	
Applied	43	40	93.0%	3	7.0%	10	23.3%	30	69.8%	0	0.0%	3	7.0%	0	0.0%	0	0.0%	3	7.0%
Short List	11	9	81.8%	2	18.2%	9	81.8%	0	0.0%	0	0.0%	2	18.2%	0	0.0%	0	0.0%	2	18.2%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				Yes															

The goal for women was not met via open recruitment but was with the appointment of one female via a waiver.

TOTAL SOM

Availability		79.9%		20.1%		86.9%				1.9%		2.6%		8.4%		0.2%		13.1%	
Applied	98	92	93.9%	6	6.1%	58	59.2%	31	31.6%	1	1.0%	5	5.1%	3	3.1%	0	0.0%	9	9.2%
Short List	25	21	84.0%	4	16.0%	18	72.0%	1	4.0%	0	0.0%	4	16.0%	2	8.0%	0	0.0%	6	24.0%
Hired	4	4	100.0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%	2	50.0%	0	0.0%	2	50.0%

When all placements are considered, i.e., those via open recruitment and via waiver, the goals were met for women, Asians, and Total Minority but not for African-Americans and Hispanics.

Appointments via waiver to open recruitment process:

Cellular & Molecular Medicine: 4 total (3 men, 1 woman; 2 whites, 2 Asians [two to Ludwig Ir Psychiatry: 1 white man.

Family & Preventive Medicine: 1 white man.

Radiology: 1 white woman.

SCRIPPS INSTITUTION OF OCEANOGRAPHY

	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Availability		77.5%		22.5%		87.2%				1.2%		2.4%		8.9%		0.3%		12.8%	
Applied	221	165	74.7%	56	25.3%	190	86.0%	0	0.0%	1	0.5%	3	1.4%	27	12.2%	0	0.0%	31	14.0%
Short List	9	5	55.6%	4	44.4%	8	88.9%	0	0.0%	0	0.0%	1	11.1%	0	0.0%	0	0.0%	1	11.1%
Hired	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Goal met?				No						No		No		No				No	

TOTAL CAMPUS (OPEN RECRUITMENTS)

	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Applied	6300	4637	73.6%	1663	26.4%	2692	42.7%	2173	34.5%	86	1.4%	274	4.3%	1068	17.0%	7	0.1%	1435	22.8%
Short List	375	264	70.4%	111	29.6%	257	68.5%	25	6.7%	12	3.2%	27	7.2%	53	14.1%	1	0.3%	93	24.8%
Hired	67	50	74.6%	17	25.4%	48	71.6%	0	0.0%	5	7.5%	0	0.0%	14	20.9%	0	0.0%	19	28.4%

TOTAL CAMPUS (OPEN RECRUITMENTS & WAIVERS)

	TOTAL	MEN		WOMEN		WHITE		UNKNOWN		AFR-AM		HISPANIC		ASIAN		AM-IND		TOTAL MIN	
Open Recruitment	67	50	74.6%	17	25.4%	48	71.6%	0	0.0%	5	7.5%	0	0.0%	14	20.9%	0	0.0%	19	28.4%
Waivers	8	5	62.5%	3	37.5%	6	75.0%	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	2	25.0%
Total Hires	75	55	73.3%	20	26.7%	54	72.0%	0	0.0%	5	6.7%	0	0.0%	16	21.3%	0	0.0%	21	28.0%

DEPARTMENT "BEST PRACTICE" RECRUITING EFFORTS TO FILL LADDER-RANK FACULTY POSITIONS (2002-03 RECRUITMENT CYCLE)

The purpose of this table is to provide a review of department outreach efforts to develop large, well-qualified, diverse applicant pools during the 2002/03 recruitment cycle. Departments are clustered by campus division/school, and each recruitment is identified by a tracking number in column #1 (4-###). The Key below describes the type of outreach, as well as the composition of the search committee.

SCH OF ENGR		1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
Bioengineering	4-046	4		1	x			no	yes	0	1	6	Retinal disease
	4-111	Search cancelled								0	1	3	Biomechanics
Computer Sci & Engr	4-102	3		3				yes	yes	0	2	7	various
	4-103	2						yes	na	0	2	7	LPSOE
Elect/Computer Engr													
Mech & Aero Engr	4-118	3	82	8	x			yes	na	0	1	5	Environmental engn
Structural Engr	4-120	1		1				no	na	0	1	3	various
										0	8	31	Subtotal Comm Mbrs
PHYSICAL SCIENCES		1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
Chem/Biochem	4-092	1	129	5				yes	yes	0	0	4	Organic
	4-095	1	189	4				yes	yes	1	0	3	LPSOE (Chem educ)
	4-108	3	192					yes	yes	2	1	5	Bioinformatics
	4-109	3	189	5				yes	yes	0	2	4	Biochemistry
	4-110	2	189	4				yes	na	0	0	4	Physical chem
Mathematics	4-113	3		3				yes	yes	3	1	13	Open
Physics	4-045	2		6				no	yes	0	1	5	Exp Condensed Matte
	4-135	1		5				yes	yes	0	2	4	Computational
	4-144	3		7				yes	na	0	1	5	Theoretica
	4-148	2		6				yes	yes	0	1	5	Astrophysics
										6	9	52	Subtotal Comm Mbrs
IOLOGICAL SCIENCES		1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
CDB	4-094	3		1				yes	na	1	1	6	Cell biology
CDB/Ctr Molec Bic	4-093	3		1				yes	na	1	0	5	Molecular genetics
EBE	4-096	2		2				yes	yes	1	1	6	Conservator
MB	4-114	3		1				yes	na	1	1	7	Immunology
Neurobiology	4-069	2		1				yes	yes	1	0	8	Neurobiology
										5	3	32	Subtotal Comm Mbrs
SOCIAL SCIENCES		1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
Anthropology	4-061	1	42	4				yes	yes	1	0	3	Mid Eastern societies
	4-147	2	66	4				yes	yes	1	1	4	Archaeology
Cognitive Science													
Communicator	4-134	3	33	2				yes	yes	1	0	3	Social Force
Economics	4-082	4		2				no	yes	1	0	6	L-PSOE
	4-083	4		2				no	yes	1	0	6	Open
	4-084	4		2				no	yes	1	0	6	Applied economics
Ethnic Studies	4-066	3						no	yes	1	2	4	Critical gender study
Linguistics	4-062	2		2				yes	na	3	1	4	Heritage lang/CA Cul

Key:

1. Recruitment tracking numbe
2. Number of primary journals user
3. Sent letters/notices to other school
4. Sent notices to professional organization
5. Contacted colleague
6. Attended conferences
7. Expanded EO/AA statemen
8. At least 2 members reviewed all app
(na=no one proposed, data not provider
9. Women on search committee
10. Non-whites on search committees
11. Total search committee members

	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
Political Science	4-080	1	20	1			yes	na	0	0	4	Law & politics
	4-081	1	20	1			yes	yes	0	0	4	Pol inst & behavio
Psychology	4-070								0	1	6	Cog neurosci (Berm. Ch.)
	4-071	2		4			no	yes	0	0	4	Social psychology
	4-072	3		4			no	yes	0	0	5	Behavior neuropsycholog
Sociology	4-078	1	45	3			yes	yes	2	0	7	Social inequalities
	4-079	1	24	3			yes	yes	2	0	7	Urban
	4-091	1	24	3			yes	yes	2	0	7	Gender
Teacher Educator	4-149	1	3		15		yes	yes	1	0	5	Teaching & learning
									17	5	85	Subtotal Comm Mbrs

Key:

1. Recruitment tracking number
2. Number of primary journals user
3. Sent letters/notices to other school:
4. Sent notices to professional organization
5. Contacted colleague:
6. Attended conferences
7. Expanded EO/AA statement
8. At least 2 members reviewed all app (na=no one proposed, data not provided)
9. Women on search committees:
10. Non-whites on search committees
11. Total search committee members

	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
GRAD SCH OF IR/PS	4-115	3	83				yes	no	1	0	6	Various
	4-116	1	12				no	yes	1	0	6	Comp pol; econ
									2	0	12	Subtotal Comm Mbrs

	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
ARTS & HUMANITIES	4-058	1	138	4			no	yes	1	1	5	E. Asian women's/gende
History	4-112	5		1			yes	yes	0	0	5	Wouk Ch/Judaic Stdy
History/Judaic Studies	4-073	1	16	3			no	yes	1	0	3	w/ Prog Religion: Islarr
Literature	4-104	2	22	2			yes	na	2	2	4	Modern Spanish Per
	4-106	2		2			yes	yes	2	0	3	20C US modern fiction
Music	4-128	2		1			yes	na	1	2	6	Composition
	4-129	2		1			yes	yes	1	0	4	Comupter music
Philosophy	4-050	1			x		no	no	0	0	5	Open
Theatre/Dance	4-086	2					no	yes	1	0	4	Dance
	4-087	6					no	yes	2	0	4	Afrianc American theatre
Visual Arts	4-101	2	69	5			yes	yes	1	1	5	Calif cultures prograrr
	3-923	1	57	2			yes	yes	1	0	4	Computer artist
	3-963	1	57	2			yes	yes	2	0	4	LPSOE (Computer artist)
	4-137	Search cancelled							2	0	6	Art History (E. Asian)
	4-138	1	69	2			yes	yes	3	0	4	Media
	4-139	1	57	2			yes	yes	1	0	4	Studio
	4-151	1	69	2			yes	yes				Art history (generalist)
									21	6	70	Subtotal Comm Mbrs

COLLEGES	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
									0	0	0	Subtotal Comm Mbrs

VCAA	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
	4-171	1						yes	2	0	5	Provost-Revell
									2	0	5	Subtotal Comm Mbrs

General Campus Totals

58

 Searches

53	31	287
18%	11%	

 Total Committee Members

SCRIPPS INSTITUTION
SIO / BIO

	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes
									0	0	0	Subtotal Comm Mbrs

SCH OF MEDICINE

	1	2	3	4	5	6	7	8	9	10	11	Discipline / Notes	
Anesthesiology	4-165		02-03 search, still in progress							0	0	5	pain managemen
CMB													
F&P Med	4-018		01-02 search, still in progress							1	0	8	Simon ednowed chai
Medicine	3-823		00-01 search, still in progress							0	0	3	Endrocrinology (reposted
	4-042	1	75				no	yes	1	0	3	Infectious deseases	
	4-053	3					no	yes	2	0	4	Allergy/immunology	
	4-074	2			x		no	yes	1	0	5	Hypertensior	
	4-075	2					no	yes	1	1	6	Rheumatology	
	4-097		02-03 search, still in progress							2	1	5	Infectious diseases
	4-119		02-03 search, still in progress							1	2	7	Cardiologis
	4-143		02-03 search, still in progress							2	0	7	Gastroenterology
Neurosciences	3-782		00-01 search, still in progress							1	1	7	Cell/molec bic
	4-127		02-03 search, still in progress							1	0	8	Imaging
Pathology	4-169		02-03 search, still in progress							1	2	9	Dept chair
Pediatrics	4-019		01-02 search, still in progress							1	0	6	Comm peds
	4-140		02-03 search, still in progress							1	0	6	Pediatric cardiology
	4-183		02-03 search, still in progress							1	0	6	Hematology/oncolog
Pharmacology	3-975	2	23				yes	yes	1	1	4	Pharmacol (01-02 search	
	4-158		01-02 search, still in progress							1	2	8	Assoc Dean-Clin Affairs
	4-170		02-03 search, still in progress							1	2	8	Dept chair
Psychiatry	4-159		02-03 search, still in progress							0	0	5	Eating disorders
Radiology	4-055	1					no	yes	0	1	3	fMRI	
	4-056	Search cancellec											
	4-085	1					no	yes	3	0	4	Imaging/ultrasounc	
	4-098	1					no	yes	0	0	4	Body MR imaginç	
	4-130		02-03 search, still in progress							1	0	5	MRI (Sr position)
Repro Mec	3-801		00-01 search, still in progress							2	1	5	Molec bio
Surgery	3-977		01-02 search, still in progress							1	1	5	Burn
SOM (Cancer Ctr)	4-121		02-03 search, still in progress							3	2	10	Dir-Cancer Ctr
SOM (dept tbd)	4-060		02-03 search, still in progress							1	0	7	Genetics
									31	17	163	Subtotal Comm Mbrs	
SOM Total:	29		Searches							19%	10%		

Total Campus: 87 Searches

84	48	450	Total Committee Member:
19%	11%		

Key:

1. Recruitment tracking numbe
2. Number of primary journals user
3. Sent letters/notices to other school
4. Sent notices to professional organization
5. Contacted colleague:
6. Attended conferences
7. Expanded EO/AA statemen
8. At least 2 members reviewed all app
(na=no one proposed, data not provider
9. Women on search committees:
10. Non-whites on search committees
11. Total search committee members

**DOCTORATE RECIPIENTS FROM UNITED STATES UNIVERSITIES:
SUMMARY REPORT 2002
SURVEY OF EARNED DOCTORATES**

Source: <http://www.norc.uchicago.edu/issues/sed-2002.pdf>

Pages 14-18, and 52 (Table 8)

Page 14

Doctorates by Race/Ethnicity

Following the new Federal standards established for the 2000 decennial census of the U.S. population, the SED changed the way in which race and ethnicity were requested starting with the 2001 questionnaire. The new format asked respondents to mark all racial categories that apply to them, rather than a single category as had been requested since 1973 when race and ethnicity questions were first added to the SED questionnaire. Additional changes included separating Pacific Islanders from Asians and combining them with Native Hawaiians in a new racial category, and adding a Cuban response option to the Hispanic ethnicity question. A copy of the 2002 questionnaire is included in appendix D.

A total of 4,730 members of U.S. racial/ethnic minority groups ⁽⁸⁾ were awarded doctorates, representing 19 percent of the U.S. citizens earning research doctorates in 2002. (See table 8.) This number is higher than in 2001, when 4,624 minority group members earned doctorates; and the 2002 minority percentage is the highest percentage yet recorded in the SED. (See appendix table B-2a.) Blacks earned the most doctorates (1,644) of the five main U.S. minority populations in 2002, followed by Asians (1,364), Hispanics (1,233), American Indians (146), and Hawaiians and other Pacific Islanders (75). (See table 8.) A total of 268 non-Hispanic U.S. citizens reported more than one racial background in the 2002 survey, and are counted here as racial/ethnic minorities, but they and the 75 Hawaiian and other Pacific Islanders are grouped in the “other” category and not shown separately in table 8 or figure 9 because of the lack of trend data.

In 2002, the number of minority doctorate recipients was 22 percent higher than the total in 1997 and 72 percent higher than in 1992. Conversely, there were 11 percent fewer non-Hispanic white doctorate recipients in 2002 compared to 1997, and 10 percent fewer than in 1992. As the numbers in the first panel of table 8 indicate, doctorates awarded to U.S. minority groups generally increased much more in the 1990s than in the 1980s. The twenty-year gains were greater for Asians (200 percent) and Hispanics (130 percent), than for American Indians (90 percent) and blacks (56 percent). (See figures 9 and 10 and table 8.)

(Footnote: ⁸ As used here, U.S. minority groups include Asians, blacks, Hispanics, American Indians, Native Hawaiians and other Pacific Islanders, and individuals who indicated more than one racial background.)

Figure 9: Doctorates awarded to racial/ethnic minority U.S. citizens, by race/ethnicity, for selected years, 1982-2002

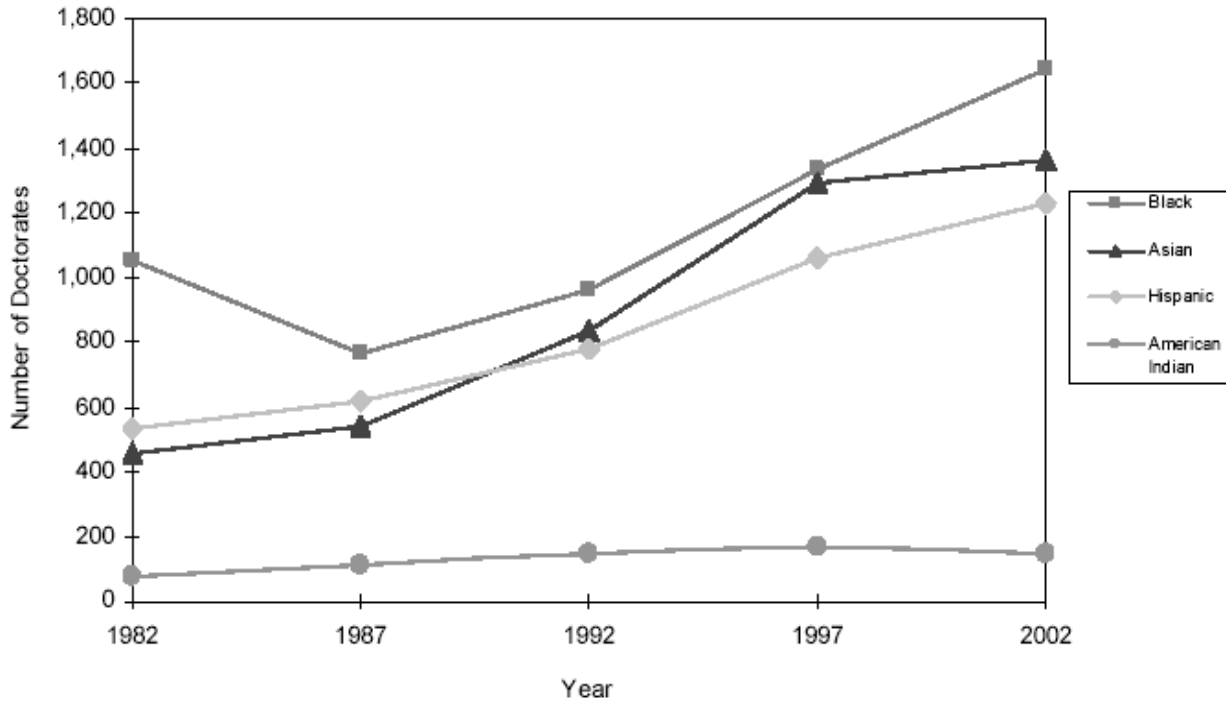
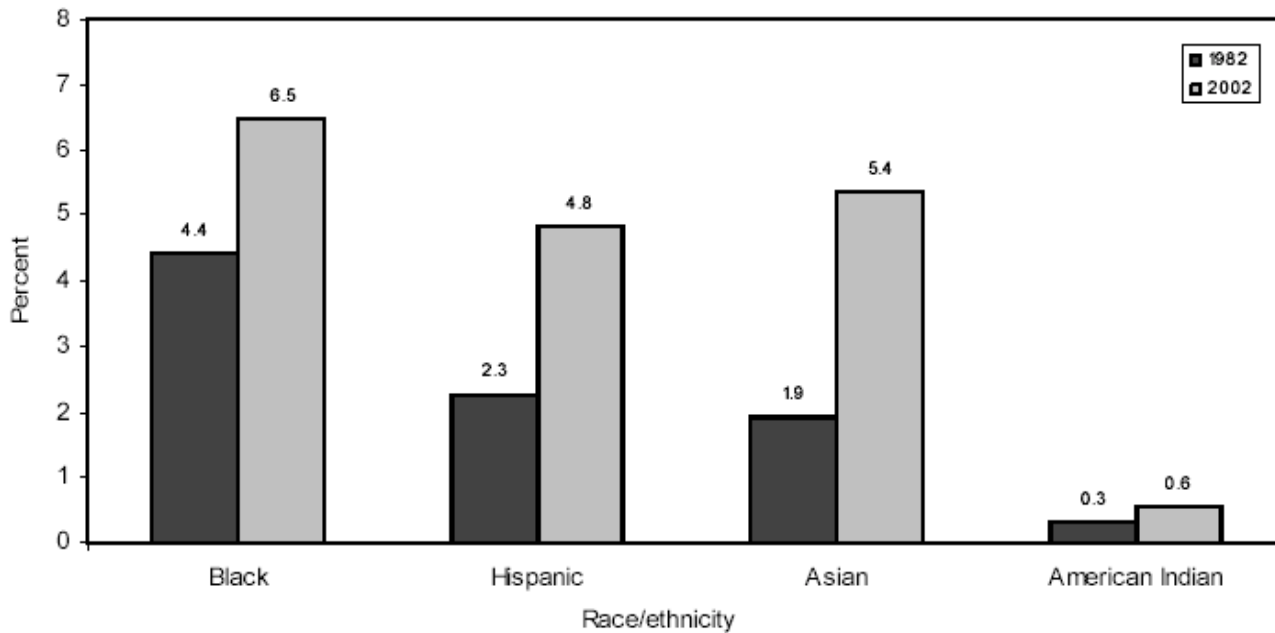


Figure 10. Percentage of doctorates earned by racial/ethnic minority U.S. citizens, 1982 and 2002



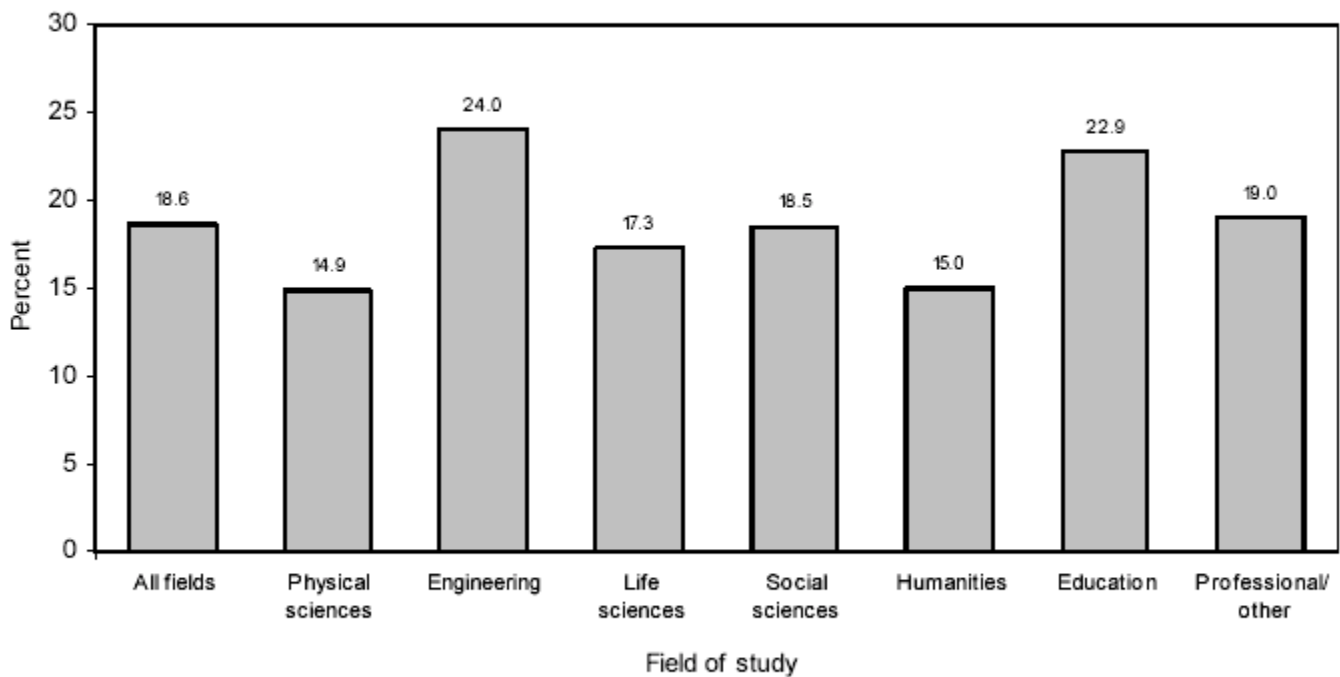
See Table 8.

Source: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates

The primary U.S. minority groups (Asians, blacks, Hispanics, and American Indians) had their largest presence in the broad fields of engineering (24 percent of U.S. citizens earning doctorates), education (23 percent), and the professional/other fields (19 percent) in 2002. The lowest percentage representations were in physical sciences (15 percent) and humanities (15 percent). (See figure 11).

The proportional representation of the different minority groups varied by broad field. Asians were the largest contingent in physical sciences, engineering, and life sciences, representing over half of all minority group members earning doctorates in those fields during the 2002 academic year. Blacks were the largest minority population in social sciences, education, and professional/other fields. Hispanics were the largest minority population in humanities. This pattern of relative representation is observed for each year shown in table 8, back to 1982, with the exception of 1987, when Hispanics slightly outnumbered blacks as the largest minority group in the social sciences. (See table 9 for the numbers of minority doctorate recipients in each of the 25 subfields in 2002.)

Figure 11. Percentage of doctorates earned by racial/ethnic minority U.S. citizens, by broad field of study, 2002



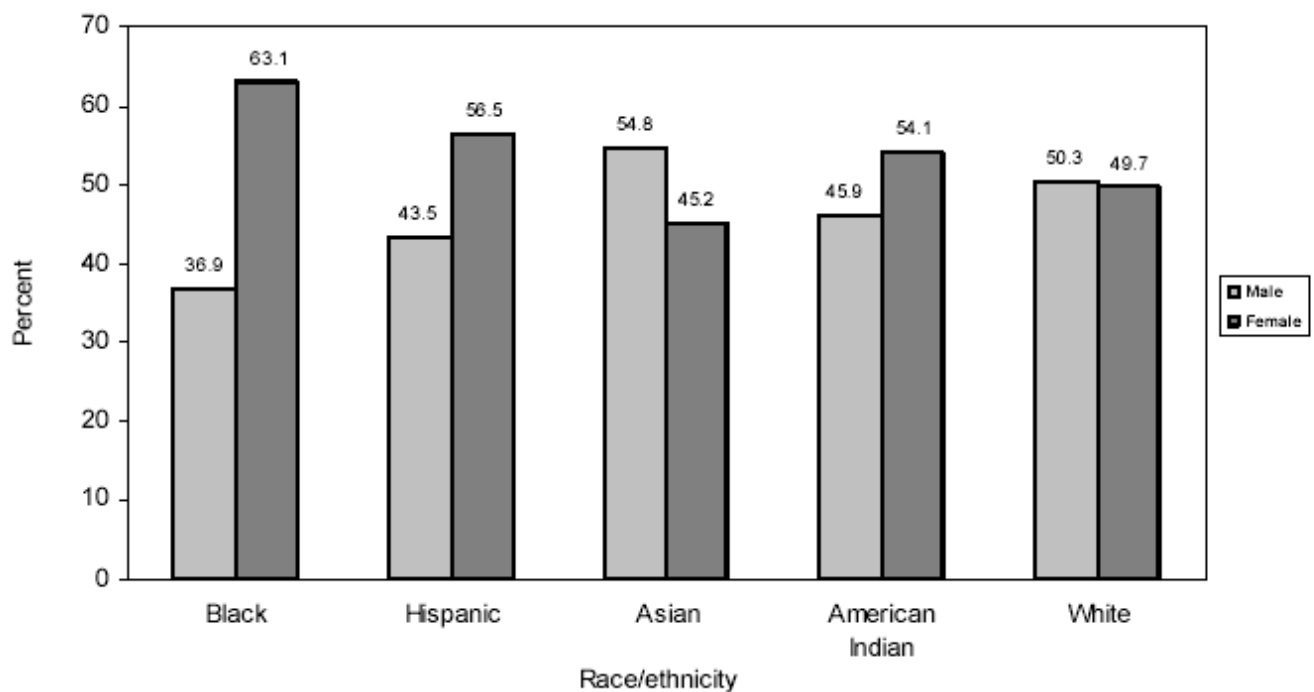
See Table 8.

Source: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates

The pattern of growth for the aggregate U.S. citizen minority populations generally holds for the separate minority groups within the seven broad fields. The general pattern for minority recipients was one of relatively small increases from 1982 to 1992 followed by moderate increases from 1992 to 2002. One exception is that the number of Asian doctorate recipients in engineering and the physical sciences grew rapidly in the late 1980s and early 1990s, but experienced a slight decrease from 1997 to 2002. (See table 8.)

The balance of male and female doctorate recipients varies between racial/ethnic groups. Among U.S. citizens, of doctorates earned by whites, 50 percent were awarded to women; for blacks, various Hispanic groups, and American Indians, women constituted a majority, earning between 54 percent and 63 percent of doctorates received by persons of those races or ethnicities. Among Asian Americans, women were 45 percent of the total. (See figure 12 and appendix table A-4.)

Figure 12. Percentage of doctorates earned by U.S. citizens, by race/ethnicity and sex, 2002



See Appendix Tables B-2b and B-2c.

Source: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates

Table 10 lists the universities that awarded the largest number of doctorates to members of the four primary U.S. minority groups between 1998 and 2002, and the number granted by each university. Over that five-year interval, three California institutions – UCLA, Berkeley, and Stanford – and two in Massachusetts – Harvard and MIT – awarded a total of 1,202 doctorates to Asian Americans, or 18 percent of all

doctorates awarded by U.S. universities to Asian Americans. Nova Southeastern University and Howard University awarded, by far, the most doctorates to blacks (374 and 247, respectively), 8 percent of all the doctorates granted to blacks in this period. In general, the leading institutions awarding doctorates to Hispanics are located in the Southwest, including California, and in Puerto Rico. Oklahoma State University awarded the largest number of doctorates to American Indians.

The concentration of U.S. minority doctorate recipients in certain institutions is noticeably greater than for the doctoral population as a whole. For example, in 2002 the ten universities granting the largest numbers of doctorates conferred 16 percent of all doctorates. However, over the 1998-2002 period, the ten universities that awarded the most doctorates to Asians (table 10) granted 28 percent of all Asian doctorates between 1998 and 2002; for blacks the corresponding figure was 19 percent; for Hispanics it was 24 percent, and for American Indians it was 19 percent. (See table 10.)

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For the Senate-Administration Task Force on Underrepresented Faculty
4/27/04

Included on the following page is Table 8 from page 52 of the report.

TABLE 8. Number of U.S. citizen doctorate recipients, by race/ethnicity within broad field for selected years, 1982–2002

Field of study by race/ethnicity	1982	1987	1992	1997	2002
All fields	24,435	22,984	26,009	28,160	25,936
Known race/ethnicity	23,835	22,514	25,661	27,074	25,450
Asian ^b	454	541	839	1,296	1,364
Black	1,053	768	966	1,335	1,644
Hispanic	537	617	778	1,063	1,233
American Indian ^c	77	115	149	167	146
White	21,714	20,464	22,903	23,181	20,720
Other ^d	0	9	26	32	343
Physical sciences ^a	3,121	3,093	3,538	3,628	2,997
Known race/ethnicity	3,029	3,000	3,475	3,485	2,941
Asian ^b	81	104	178	242	200
Black	30	29	34	59	94
Hispanic	34	64	88	106	93
American Indian ^c	5	10	17	14	11
White	2,879	2,793	3,155	3,060	2,504
Other ^d	0	0	3	4	39
Engineering	1,172	1,558	2,109	2,739	1,890
Known race/ethnicity	1,125	1,509	2,065	2,625	1,832
Asian ^b	72	135	213	290	248
Black	10	12	32	83	77
Hispanic	23	24	57	82	86
American Indian ^c	3	7	11	17	7
White	1,017	1,331	1,749	2,151	1,392
Other ^d	0	0	3	2	22
Life sciences	4,619	4,242	4,708	5,161	5,328
Known race/ethnicity	4,484	4,154	4,643	5,018	5,244
Asian ^b	112	145	179	313	439
Black	69	78	88	168	187
Hispanic	62	77	114	175	203
American Indian ^c	12	16	19	18	17
White	4,229	3,837	4,241	4,339	4,336
Other ^d	0	1	2	5	62
Social sciences	4,813	4,402	4,672	5,220	4,901
Known race/ethnicity	4,701	4,322	4,609	4,992	4,811
Asian ^b	68	75	97	184	194
Black	194	136	183	255	315
Hispanic	115	146	175	232	281
American Indian ^c	20	22	26	30	32
White	4,304	3,942	4,120	4,282	3,923
Other ^d	0	1	8	9	66
Humanities	3,026	2,733	3,468	4,207	4,139
Known race/ethnicity	2,944	2,676	3,425	4,045	4,057
Asian ^b	29	25	52	116	137
Black	96	73	95	137	165
Hispanic	107	96	107	179	214
American Indian ^c	6	11	19	24	22
White	2,706	2,470	3,149	3,584	3,449
Other ^d	0	1	3	5	70
Education	6,293	5,493	5,852	5,587	5,265
Known race/ethnicity	6,183	5,408	5,806	5,346	5,175
Asian ^b	69	41	80	100	98
Black	581	381	467	527	664
Hispanic	177	185	200	247	309
American Indian ^c	29	41	50	51	46
White	5,327	4,755	5,005	4,414	3,990
Other ^d	0	5	4	7	68
Professional/other fields	1,391	1,463	1,662	1,618	1,416
Known race/ethnicity	1,369	1,445	1,638	1,563	1,390
Asian ^b	23	16	40	51	48
Black	73	59	67	106	142
Hispanic	19	25	37	42	47
American Indian ^c	2	8	7	13	11
White	1,252	1,336	1,484	1,346	1,126
Other ^d	0	1	3	0	16

^a Includes mathematics and computer sciences.

^b Includes Native Hawaiians and other Pacific Islanders through 2000, but excludes them in 2002 per revised OMB guidelines.

^c Includes Alaskan Natives.

^d Includes Native Hawaiians and other Pacific Islanders and respondents choosing multiple races (excluding those selecting an Hispanic ethnicity).

SOURCE: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates.

Attachment 15: UCSD Doctoral Recipients, 1992, 1998, and 2002

TABLE 8: Number of U.S. citizen doctorate recipients, by race/ethnicity within broad field for selected years, 1992-2002

Field of study by race/ethnicity	1992		1997		2002		UCSD Doctoral Recipients 1991-92				UCSD Doctoral Recipients 1997-98				UCSD Doctoral Recipients 2001-02			
	Count	%	Count	%	Count	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
All fields	26,009		28,160		25,936		59	168	227		98	211	309		110	168	278	
Known race/ethnicity US cit	25,661	99%	27,074	96%	25,450	98%	43	94	137	60%	78	150	228	74%	92	113	199	72%
International e							16	65	81	36%	13	43	56	18%	11	49	60	22%
Chinese e							1	3			3	8			8	7		
Japanese e							0	3			0	3			3	1		
Filipino e							0	0			1	0			2	1		
Pakistani/E.Indian e							0	0			5	1			2	3		
Other Asian e							1	1			3	2			4	5		
Asian b	839	3%	1,296	5%	1,364	5%	2	7	9	7%	12	14	26	11%	19	17	36	18%
Black	966	4%	1,335	5%	1,644	6%	0	1	1	1%	2	2	4	2%	5	6	11	6%
Chicano/Mexican Am e							3	2			3	4			8	4		
Latino/Latin Am e							0	2			0	3			3	3		
Hispanic	778	3%	1,063	4%	1,233	5%	3	4	7	5%	3	7	10	4%	11	7	18	9%
American Indian c	149	1%	167	1%	146	1%	0	1	1	1%	0	0	0	0%	0	1	1	1%
White	22,903	89%	23,181	86%	20,720	81%	38	81	119	87%	58	126	184	81%	57	80	137	69%
Other d	26	0%	32	0%	343	1%	0	0	0	0%	2	1	3	1%	0	2	2	1%
Physical sciences a	3,538		3,628		2,997		22	63	85		24	58	82		18	56	74	
Known race/ethnicity US cit	3,475	98%	3,485	96%	2,941	98%	12	29	41	48%	19	43	62	76%	14	34	48	65%
International e							10	31	41	48%	3	13	16	20%	4	19	23	31%
Chinese e								1			1	1			2	1		
Japanese e								2				2			1			
Filipino e																1		
Pakistani/E.Indian e											1							
Other Asian e											2				2	3		
Asian b	178	5%	242	7%	200	7%	0	3	3	7%	4	3	7	11%	5	5	10	21%
Black	34	1%	59	2%	94	3%			0	0%			0	0%	1	2	3	6%
Chicano/Mexican Am e								2				1			1	1		
Latino/Latin Am e															1	1		
Hispanic	88	3%	106	3%	93	3%	0	2	2	5%	0	1	1	2%	2	2	4	8%
American Indian c	17	0%	14	0%	11	0%			0	0%			0	0%			0	0%
White	3,155	91%	3,060	88%	2,504	85%	12	24	36	88%	14	39	53	85%	6	25	31	65%
Other d	3	0%	4	0%	39	1%			0	0%			0	0%			0	0%
Engineering	2,109		2,739		1,890		3	36	39		5	63	68		13	34	47	
Known race/ethnicity US cit	2,065	98%	2,625	96%	1,832	97%	3	20	23	59%	5	43	48	71%	11	12	23	49%
International e								15	15	38%		14	14	21%	2	21	23	49%
Chinese e								2	2			5	5		2	2	4	
Japanese e																		
Filipino e																		
Pakistani/E.Indian e											1	1						
Other Asian e							1	1			1	2			2			
Asian b	213	10%	290	11%	248	14%	1	3	4	17%	2	8	10	21%	4	2	6	26%
Black	32	2%	83	3%	77	4%		1	1	4%		1	1	2%		1	1	4%
Chicano/Mexican Am e												1						
Latino/Latin Am e												3						
Hispanic	57	3%	82	3%	86	5%	0	0	0	0%	0	4	4	8%	0	0	0	0%
American Indian c	11	1%	17	1%	7	0%			0	0%			0	0%			0	0%
White	1,749	85%	2,151	82%	1,392	76%	2	16	18	78%	3	29	32	67%	7	9	16	70%
Other d	3	0%	2	0%	22	1%			0	0%		1	1	2%			0	0%

TABLE 8: Number of U.S. citizen doctorate recipients, by race/ethnicity within broad field for selected years, 1992–2002

Field of study by race/ethnicity	1992	%	1997	%	2002	%
Life sciences	4,708		5,161		5,328	
Known race/ethnicity US cit	4,643	99%	5,018	97%	5,244	98%
International e						
Chinese e						
Japanese e						
Filipino e						
Pakistani/E.Indian e						
Other Asian e						
Asian b	179	4%	313	6%	439	8%
Black	88	2%	168	3%	187	4%
Chicano/Mexican Am e						
Latino/Latin Am e						
Hispanic	114	2%	175	3%	203	4%
American Indian c	19	0%	18	0%	17	0%
White	4,241	91%	4,339	86%	4,336	83%
Other d	2	0%	5	0%	62	1%
Social sciences	4,672		5,220		4,901	
Known race/ethnicity US cit	4,609	99%	4,992	96%	4,811	98%
International e						
Chinese e						
Japanese e						
Filipino e						
Pakistani/E.Indian e						
Other Asian e						
Asian b	97	2%	184	4%	194	4%
Black	183	4%	255	5%	315	7%
Chicano/Mexican Am e						
Latino/Latin Am e						
Hispanic	175	4%	232	5%	281	6%
American Indian c	26	1%	30	1%	32	1%
White	4,120	89%	4,282	86%	3,923	82%
Other d	8	0%	9	0%	66	1%
Humanities	3,468		4,207		4,139	
Known race/ethnicity US cit	3,425	99%	4,045	96%	4,057	98%
International e						
Chinese e						
Japanese e						
Filipino e						
Pakistani/E.Indian e						
Other Asian e						
Asian b	52	2%	116	3%	137	3%
Black	95	3%	137	3%	165	4%
Chicano/Mexican Am e						
Latino/Latin Am e						
Hispanic	107	3%	179	4%	214	5%
American Indian c	19	1%	24	1%	22	1%
White	3,149	92%	3,584	89%	3,449	85%
Other d	3	0%	5	0%	70	2%

UCSD Doctoral Recipients 1991-92			
Female	Male	Total	%
16	30	46	
14	25	39	85%
2	4	6	13%
1			
	1		
1	1	2	5%
		0	0%
2			
	1		
2	1	3	8%
	1	1	3%
11	22	33	85%
		0	0%
12	21	33	
10	9	19	58%
2	10	12	36%
		0	0%
		0	0%
0	1	1	5%
		0	0%
10	8	18	95%
		0	0%
5	13	18	
3	7	10	56%
2	4	6	33%
		0	0%
		0	0%
1	0	1	10%
		0	0%
2	7	9	90%
		0	0%

UCSD Doctoral Recipients 1997-98			
Female	Male	Total	%
42	38	80	
34	29	63	79%
5	5	10	13%
2	1		
	1		
1			
3			
6	2	8	13%
2	1	3	5%
2			
2	0	2	3%
		0	0%
23	26	49	78%
1		1	2%
18	37	55	
13	27	40	73%
4	8	12	22%
	1		
		1	3%
0	1	1	3%
		0	0%
12	25	37	93%
1		1	3%
8	10	18	
7	4	11	61%
1	2	3	17%
		0	0%
		0	0%
1	1	2	18%
		0	0%
6	3	9	82%
		0	0%

UCSD Doctoral Recipients 2001-02			
Female	Male	Total	%
39	39	78	
34	35	63	81%
1	2	3	4%
4	2		
1			
1			
1	2		
7	6	13	21%
3		3	5%
3	1		
3	1	4	6%
	1	1	2%
21	26	47	75%
	1	1	2%
21	21	42	
19	16	35	83%
	5	5	12%
	1	1	
	1		
	1		
3	1	4	11%
		0	0%
2			
2	2		
4	2	6	17%
		0	0%
12	12	24	69%
	1	1	3%
14	13	27	
10	12	22	81%
3	1	4	15%
	2		
		1	
0	3	3	14%
1	3	4	18%
1	2		
1			
1	1	2	18%
		0	0%
8	4	12	55%
		0	0%

TABLE 8: Number of U.S. citizen doctorate recipients, by race/ethnicity within broad field for selected years, 1992–2002

Field of study by race/ethnicity	1992		1997		2002		UCSD Doctoral Recipients 1991-92				UCSD Doctoral Recipients 1997-98				UCSD Doctoral Recipients 2001-02			
		%		%		%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
Education	5,852		5,587		5,265		0	0	0		0	0	0		1	1	2	
Known race/ethnicity US cit	5,806	99%	5,346	96%	5,175	98%									1	1	2	100%
International e																		
Chinese e																		
Japanese e																		
Filipino e																		
Pakistani/E.Indian e																		
Other Asian e																		
Asian b	80	1%	100	2%	98	2%												
Black	467	8%	527	10%	664	13%												
Chicano/Mexican Am e																		
Latino/Latin Am e																		
Hispanic	200	3%	247	5%	309	6%												
American Indian c	50	1%	51	1%	46	1%												
White	5,005	86%	4,414	83%	3,990	77%									1	1	2	100%
Other d	4	0%	7	0%	68	1%												
Professional/other fields	1,662		1,618		1,416		1	5	6		1	5	6		4	4	8	
Known race/ethnicity US cit	1,638	99%	1,563	97%	1,390	98%	1	4	5	83%		4	4	67%	3	3	6	75%
International e								1	1	17%		1	1	17%	1	1	2	25%
Chinese e																		
Japanese e																		
Filipino e																		
Pakistani/E.Indian e																		
Other Asian e																		
Asian b	40	2%	51	3%	48	3%				0%				0	0		0	0%
Black	67	4%	106	7%	142	10%				0%				0	0		0	0%
Chicano/Mexican Am e															1			
Latino/Latin Am e																		
Hispanic	37	2%	42	3%	47	3%				0%				0	0	1	17%	
American Indian c	7	0%	13	1%	11	1%				0%				0	0	0	0%	
White	1,484	91%	1,346	86%	1,126	81%	1	4	5	100%		4	4	100%	2	3	5	83%
Other d	3	0%	0	0%	16	1%				0%				0	0	0	0%	

a Includes mathematics and computer sciences.

b Includes Native Hawaiians and other Pacific Islanders through 2000, but excludes them in 2002 per revised OMB guidelines.

c Includes Alaskan Natives.

d Includes Native Hawaiians and other Pacific Islanders and respondents choosing multiple races (excluding those selecting an Hispanic ethnicity) .

e category added to table to show disaggregated UCSD data; International added for comprehensive reporting.

SOURCE: NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates.

UNIVERSITY OF CALIFORNIA
AFFIRMATIVE ACTION GUIDELINES FOR

RECRUITMENT AND RETENTION OF FACULTY



Academic Advancement
Office of the President
January 2, 2002

The background of the page features a large, faint watermark of the University of California seal. The seal is circular and contains the text "UNIVERSITY OF CALIFORNIA" around the perimeter and "1868" at the bottom. In the center of the seal is a shield with a book and a sunburst.

RECRUITMENT & RETENTION OF FACULTY

FEDERALLY MANDATED AFFIRMATIVE ACTION PROGRAMS

BEST PRACTICES FOR FACULTY RECRUITMENT

BEST PRACTICES FOR FACULTY SELECTION

BEST PRACTICES FOR FACULTY RETENTION

INFORMING THE CAMPUS COMMUNITY

ENFORCING THE NONDISCRIMINATION POLICY

CREATING A WELCOMING CAMPUS CLIMATE

DEVELOPING CURRICULAR DIVERSITY

VALUING FACULTY CONTRIBUTIONS TO DIVERSITY

RECRUITMENT & RETENTION OF FACULTY

The University of California's commitment to affirmative action in faculty recruitment and retention serves two fundamental academic values. First, an effective affirmative action program will foster a diverse faculty which will reflect a diverse range of interests, abilities, life experiences, and worldviews that will enhance the academic mission of the University of California. Second, an effective affirmative action program will support equality of opportunity which will ensure that the University of California can serve the needs of our diverse state and also fully utilize the intellectual resources embedded in our diversity.

The enactment of Proposition 209 in 1996 raised many questions about the status of affirmative action programs in faculty hiring, promotion, and retention in the University of California. Proposition 209, which went into effect on August 28, 1997, as Section 31 of Article 1 of the California State Constitution, requires that the University shall not discriminate against or grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity, or national origin. In the four years following Proposition 209, many UC campuses experienced a drop in the rates of hiring women and underrepresented minority faculty members.

However, Proposition 209 contains language stating that the prohibitions do not apply to actions which are necessary to establish or maintain eligibility for any Federal program, where ineligibility would result in a loss of Federal funds to the University. As a Federal contractor, the University of California has an obligation to comply with affirmative action regulations governing all levels of employment, including academic personnel practices.¹ The University also has an obligation to comply with State and Federal laws that prohibit discrimination on the basis of race, sex, color, national origin, and other protected categories. Therefore, an effective affirmative action program for faculty remains a legal requirement for the University of California.

The under-representation of women and minorities on the University of California faculty is a twofold challenge. With regard to women faculty, in many fields the data reflect substantial numbers of qualified women in the labor pool, yet few women entering into the ladder rank faculty.² In these areas, efforts must be made to identify and eliminate barriers, both within the University and without, that prevent women from obtaining faculty appointments at the University of California. With regard to minority faculty, in many fields the data reflect an under-representation of minorities pursuing doctoral education necessary to qualify for faculty appointments. In these areas, efforts must be made to expand the pipelines of minority students entering graduate programs. To answer this challenge, the University of California may engage in a variety of voluntary practices that, although not strictly required by Federal affirmative action regulations, promote values of equal employment opportunity and are consistent with the State Constitution and University policy. These types of non-preferential affirmative action programs are important vehicles for expressing the University's commitment to diversity, equal opportunity, and academic freedom.




The following guidelines describe both mandatory and voluntary affirmative action programs, consistent with law and University policy, which may be undertaken to promote equal employment opportunity and diversity in the context of faculty employment practices.

FEDERALLY MANDATED AFFIRMATIVE ACTION PROGRAMS

Federal affirmative action regulations and University policy require that all campuses develop and maintain a written affirmative action program covering staff, faculty, and all other academic employees.³ According to the Federal regulations, “an affirmative action program is a management tool designed to ensure equal employment opportunity.”⁴ A central premise of the Federal affirmative action requirements is that absent discrimination, over time, the demographic profile of employees generally will reflect the gender, racial, and ethnic profile of the pools from which the employer recruits and selects.⁵ Faculty affirmative action programs should contain a diagnostic component which includes quantitative analyses and an action-oriented component which includes specific practical steps designed to address problem areas identified by the diagnostic analyses.⁶ Effective faculty affirmative action programs also include internal auditing and reporting systems as a means of measuring progress toward achieving a faculty that generally would be expected in the absence of discrimination.⁷

QUANTITATIVE ANALYSES



A faculty affirmative action program that complies with Federal regulations must include six specified quantitative analyses.⁸ The most valuable of these for academic affirmative action planning purposes are determining availability, comparing incumbency to availability, and setting placement goals. 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 that job group.⁹ The purpose of the availability determination is to establish a benchmark against which the demographic composition of the faculty can be compared in order to determine whether barriers to equal employment opportunities may exist within particular departments or organizational units.¹⁰

To derive availability figures, the regulations require employers to consider the percentage of minorities and women with the requisite skills in the geographic area from which the employer usually recruits, and to use the most current and discrete statistical information available.¹¹ The Office of the President provides each campus with nationwide data on doctoral degree recipients compiled by the National Opinion Research Center for use in determining faculty availability. Other sources may be used for fields such as law and medicine where the necessary qualification is a professional degree, or fields such as the life sciences where postdoctoral experience is a prerequisite for a faculty appointment. Each campus should cooperate with the Office of the President to devise and implement a uniform method for calculating availability data. Determining the appropriate source data for estimating availability is an important part of developing a credible affirmative action program.

SETTING PLACEMENT GOALS

The new Federal affirmative action regulations published November 13, 2000, no longer use the term “underutilization.” Instead, the regulations require the employers to compare the demographic profile

of current employees with the availability figures and set placement goals for hiring women and minorities.¹² Each campus must produce annual statistical reports comparing the percentage of women and minority faculty in each academic job group with the availability percentage. When the percentage of women or minorities in a particular academic job group is less than would reasonably be expected, given their availability, the campus must establish a percentage annual placement goal equal to the availability figure derived for women and minorities, as appropriate, for that job group.¹³

According to the regulations, placement goals serve as reasonably attainable objectives or targets that are used to measure progress toward achieving equal employment opportunity.¹⁴ A determination that a placement goal is required constitutes neither a finding nor an admission of discrimination.¹⁵ Placement goals are not quotas, and should not be considered either a ceiling or a floor for the employment of particular groups.¹⁶ Placement goals do not provide a justification to extend a preference to any individual on the basis of gender, race, or ethnicity.¹⁷ Placement goals do not create set asides for specific groups, nor are they intended to achieve proportional representation or equal results.¹⁸ Placement goals may not be used to supersede merit selection principles or as a justification for hiring a less qualified person in preference to a more qualified person.¹⁹

For example, if a campus establishes a job group including all assistant professors in its School of Engineering, and determines that the percent of women in that job group (2%) is less than what would be expected based on availability (12%), then the campus must set a placement goal of hiring women at the rate of 12% of the upcoming hires. If there were four hires authorized in that job group in one year, and the campus hired one woman, the campus would have met its goal for the year in that job group. However, the campus may still have fewer women in Engineering than would be expected based on availability and must continue to set placement goals in the following years until the percent of women in the job group matches what would be expected based on availability.

IDENTIFYING PROBLEM AREAS

Federal affirmative action regulations also require that each campus perform in-depth analyses of its total academic employment process to determine whether and where impediments to equal employment opportunity exist.²⁰ At a minimum, campuses must evaluate their personnel activities, including applicant pools, hires, termination, promotions, and other personnel actions to determine whether there are disparities in the allocation of employment benefits to women and minority employees.²¹ Campuses must monitor and evaluate their faculty compensation practices to determine whether there are disparities based on gender, race, or ethnicity.²² Campuses also must monitor and evaluate their recruitment, selection, and promotion procedures to determine whether they result in disparities in the employment or advancement of minorities or women.²³



If any of the above analyses indicate a problem with regard to equal opportunity, the campus must develop and execute action-oriented programs designed to correct the problem area.²⁴ In order for these action-oriented programs to be successful, the campus must ensure that they consist of more than following the same procedures which have previously produced inadequate results.²⁵ To comply with the Federal regulations, a campus must demonstrate that it has made good faith efforts to remove identified barriers, expand employment opportunities, and produce measurable results.²⁶

The Federal regulations also require each campus to develop and implement an auditing system that periodically measures the effectiveness of its total affirmative action program.²⁷ A good auditing system should include: **(1)** monitoring all personnel transactions and compensation practices to ensure that the nondiscrimination policy is enforced; **(2)** producing regular internal reports regarding the goals and achievements of the affirmative action program; and **(3)** advising top management of the status and effectiveness of the faculty affirmative action program, along with recommendations to improve any areas of unsatisfactory performance.²⁸

BEST PRACTICES FOR FACULTY RECRUITMENT

Under current law and University policy, the most important method for promoting equal opportunity is to conduct a vigorous search which should help ensure that qualified women and minorities are well represented in applicant pools for faculty positions. Search waivers should be granted only in exceptional situations and for compelling reasons. Many departments maintain faculty affirmative action committees that are charged with developing and implementing the practices described below to ensure departmental compliance with Federal equal opportunity standards.



COMPOSING THE SEARCH COMMITTEE

Each department should make an effort to appoint a search committee that represents a diverse cross section of the faculty and includes members who will monitor the affirmative action efforts of the search committee. In accordance with Federal regulations, a special effort should be made to ensure that minorities and women have equal opportunity to serve on search committees. Departments that lack diversity on their own faculty should consider appointing faculty outside the department to search committees or develop other alternatives to broaden the perspective of the committee and increase the reach of the search. Each department should require search committees to create written search plans that describe, at a minimum, the underutilization and availability of women and minorities in the field, the methods of recruitment and advertising, the position description, and the criteria to be used in selecting candidates.

DEVELOPING POSITION ANNOUNCEMENTS

Prior to initiating a search for a faculty position, the position description should be carefully reviewed by the search committee, the department faculty, and the academic administration. Every effort should be made to ensure that the position description reflects the needs of the department and is drafted as broadly as possible to attract the largest available pool of potential applicants. If two or more recruitments in related fields are anticipated in the near future, position announcements may include criteria for all pending appointments, with the understanding that the most exceptional candidate from this larger pool will be hired first, regardless of field. In the following year, the search can be reopened and

focused on the fields not filled by the initial hire. Campuses also may want to consider developing policies to encourage cluster hiring and/or spousal hiring policies that may contribute to attracting a more diverse pool of candidates to faculty positions.

In addition to the required notice that the University is an equal opportunity employer, position descriptions and job announcements may contain additional language reflecting the department's interest in attracting applicants whose teaching, research, or service activities may contribute to the academic diversity of the campus. For example, a department interested in increasing the participation and success rate of women or minority students in their fields may include language in its job descriptions such as, "The department is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged students," or "Candidates should describe previous activities mentoring women, minorities, students with disabilities, or other under-represented groups." Job announcements also may contain specific language reflecting the institutional commitment to consider dual career appointments and support spousal employment opportunities, such as "The University is responsive to the needs of dual career couples."

WIDESPREAD ADVERTISING

Every effort should be made to conduct a thorough search and advertise widely before filling any faculty position. Search efforts should include all available avenues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites. All advertisements for faculty positions should state that the University is an "Equal Opportunity/Affirmative Action Employer."²⁹ It also is consistent with University policy and obligations as a Federal contractor for advertisements to state that "all qualified applicants are encouraged to apply, including minorities and women."



INCLUSIVE RECRUITMENT

All University search committees should engage in inclusive recruitment activities that are consistent with University policy and effective for increasing the numbers of women and minority applicants for academic appointments. An effective faculty affirmative action program will ensure that positions be advertised with organizations and publications that are targeted to women and minority audiences, in addition to advertising in publications for general distribution. This inclusive advertising may be placed in nationally known publications such as *Black Issues in Higher Education* or *The Hispanic Outlook in Higher Education*, or in specialized publications such as a newsletter for a women's section of a national academic organization. Each campus should develop and maintain a list of publications, by field, where academic positions could be advertised, that includes publications targeted to specific groups in addition to publications used for general distribution.

PROACTIVE INFORMATIONAL OUTREACH

In addition to broad advertising, search committees may engage in other types of proactive informational outreach to increase the numbers of outstanding applicants for faculty positions, including women and minorities. As search committee members write letters or make phone calls to their colleagues to ask about promising candidates, they also may specifically inquire about promising women and minority candidates. As search committee members attend conferences or other academic meetings for the purpose of recruiting or networking with potential candidates, they may also make a specific effort to attend conferences or meetings attended primarily by women and minorities in the field. Search committees should ensure that female and minority members of the campus faculty are not excluded from consultations regarding their knowledge of potential candidates, and should actively encourage all faculty to refer potential candidates. All academic disciplines have professional organizations and most of these have subcommittees for women and/or specific minority groups. Search committees may broaden the pool by utilizing the resources of these specialized academic and professional organizations and also by making efforts to identify individuals who have achieved excellence outside academe.

BEST PRACTICES FOR FACULTY SELECTION



The Federal affirmative action regulations provide the University with great flexibility in developing action-oriented programs and demonstrating good faith efforts to provide equal employment opportunity in faculty hiring. However, Proposition 209 does not permit the University to grant preferences on the basis of race or gender in the selection process for academic appointments. Therefore, programs that allowed departments to consider affirmative action in hiring decisions such as the Target of Opportunity for Diversity and the “tie-breaker” policy are no longer available as tools to increase academic employment opportunities for women and minorities. However, there are still important steps that departments can take that will serve to ensure that faculty selection practices provide equal opportunity for all candidates and do not inadvertently create barriers or biases in the selection.

ANALYZING THE POOL

Federal affirmative action regulations require each campus to collect data regarding the race and gender of all job applicants, including applicants for faculty positions.³⁰ It is a good affirmative action practice, and consistent with University policy, to review the applicant pool prior to beginning the selection process to determine if women and minority applicants are represented in the pool. If women and minority applicants are not present in the pool at about the rate of their estimated availability in the field, then departments should review whether recruitment and outreach procedures were sufficiently broad, and if not, consider reopening the search with expanded inclusive recruitment efforts.

MONITORING THE SELECTION PROCESS

In addition to analyzing the applicant pool for faculty positions, an effective faculty affirmative action plan will include monitoring the selection process.³¹ Departments should establish procedures for selection that require applications to be read by more than one person, to minimize the possibility that qualified candidates may be overlooked. Search Committees should prepare written deselection documents that describe the reason(s) for rejecting candidates. Deans or department chairs should review these documents and may examine committee selections to ensure that they meet the selection criteria listed in the position announcement. For example, a search process that begins with a position description targeting one specialized field and ends with a recommendation to hire a candidate in a different specialty should be carefully scrutinized to ensure that no qualified candidates were denied an equal opportunity to compete for the position. Academic administrators also may review the race and gender of candidates on the short list. If there is insufficient representation as compared to availability and the applicant pool, the selection process should be scrutinized to ensure that the selection criteria were properly and consistently applied in the review of candidates, and that those criteria were consistent with the documented academic needs of the department. If selection problems are identified, a search committee may either reopen the search to conduct additional outreach or revisit the pool of all qualified candidates and create a new short list according to appropriate selection criteria.

BEST PRACTICES FOR FACULTY RETENTION

In addition to active recruiting during the hiring process, campuses should be vigilant to identify retention problems that may have a negative impact on faculty diversity and equal employment opportunity. Federal affirmative action regulations require the campuses to collect race and gender data on personnel transactions such as promotions, transfers, and resignations and to make good faith efforts to address any racial or gender based disparities that may be reflected in those data.³² Campuses may develop procedures for career reviews to ensure that all faculty are appointed at the appropriate rank and step consistent with their academic accomplishments.³³

Another effective affirmative action tool is to conduct exit interviews with departing faculty, including minorities and women, to determine why they are leaving the University. This provides an opportunity for understanding obstacles to retention and designing effective responses to identified problems. Campuses that conduct exit interviews should make every effort to address problems identified in the interviews and document the results of those efforts. Campuses also may want to interview faculty who have been successful in obtaining tenure or who have remained with the University for a long period of time, in order to identify factors that contributed to successful faculty careers. Campuses may enlist senior faculty members in developing and implementing successful retention programs.



MENTORING JUNIOR FACULTY

Mentoring is an important part of an effective campus retention program. In addition to informal mentoring, campuses may organize formal mentoring programs and conduct workshops for junior faculty to assist with the tenure process. These programs will contribute to the success of all junior faculty, but may be especially important to women and minority junior faculty who may not otherwise be a part of informal campus support networks. Campuses and departments also may consider permitting junior faculty to participate *ex officio* in academic personnel processes such as file review, ad hoc committees, and discussion of personnel cases. Access to information about personnel reviews will demystify the process and may contribute to the retention of junior faculty.



FACULTY DEVELOPMENT PROGRAMS

Many campuses have faculty development programs designed to assist junior faculty in their progress toward tenure. These programs provide financial support and/or release time to support research. University policy prohibits the consideration of race or gender as a factor in determining eligibility for these programs. Campus faculty development programs may promote campus academic and educational diversity by rewarding faculty who are engaged in research focused on issues such as race, ethnicity, gender, and multiculturalism, and/or by allocating resources to faculty who have demonstrated a commitment to issues of social, educational, and economic justice as evidenced by their record of teaching and service. For example, faculty development programs may reward faculty who have engaged to a significant extent in outreach, recruitment, and retention activities such as counseling, tutoring, or mentoring for educationally disadvantaged students. Such programs also may reward faculty who have exhibited leadership in developing pedagogical techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups, and/or faculty who have made exceptional contributions to campus diversity through their departmental service.

ACCOMMODATING SPECIAL NEEDS

Providing faculty with necessary flexibility to accommodate special needs will contribute to faculty productivity and retention. Campuses should ensure that all deans and department chairs understand the University's policies concerning leave and modified duties to accommodate faculty with parenting or disability related needs. Campuses should make every effort to ensure that adequate childcare resources and facilities are available to faculty. Departments may explore permanent or temporary part-time appointments for faculty that desire such arrangements. Faculty should be informed of their options under University policies and encouraged to request leaves, modified work schedules, or other accommodations as needed. Departments also should consider parental and medical needs of faculty in scheduling department meetings and service assignments.

MONITORING PAY EQUITY

Equitable pay practices are important to retain faculty and maintain equal employment opportunity. Campuses should conduct periodic summary level salary reviews to ensure that faculty compensation practices do not reflect disparities on the basis of race or gender. If problem areas are identified, campuses should investigate individual cases and ensure that salary levels are based on legitimate, documented academic considerations. Campuses may implement career review procedures that allow faculty members to have their academic personnel files reviewed for placement at the appropriate rank, step, and salary.

INFORMING THE CAMPUS COMMUNITY

Developing an effective faculty affirmative action program requires involving divisions, departments, Senate committees, and faculty at all levels. Campuses may promote effective faculty involvement by providing faculty on a regular basis with statistical data regarding the number of minorities and women on the faculty and among new appointments. It is particularly important that data regarding faculty demographic profiles and availability figures be provided to faculty, search committees, department chairs, deans, and academic administrators involved in recruitment and retention activities. This information will serve to inform the campus community about the status and progress of the faculty affirmative action program and also will promote widespread discussion of issues relating to equal opportunity and diversity in faculty hiring. The Office of Academic



Advancement at the Office of the President currently compiles an annual statistical report, “Composition of Graduate Students and Faculty at the University of California by Race and Sex,” which is available on the web at <http://www.ucop.edu/acadadv/datamgmt/pub-99.html>. In addition, campuses may compile and distribute their own data sets with more detailed breakdowns reflecting the status of women and minorities in faculty appointments.

In addition to demographic data, all academic administrators, deans, department chairs, and faculty involved in academic personnel matters should receive information on an annual basis regarding the components of the campus faculty affirmative action program and the placement goals in their fields or organizational units.³⁴ This information is important for identifying potential equal opportunity problems and implementing action-oriented programs to address such problems. Information regarding affirmative action requirements and campus-specific affirmative action data should be provided to all department chairs and deans on an annual basis and should be discussed in orientation and training programs for department chairs and deans.

ENFORCING THE NONDISCRIMINATION POLICY

Each campus should demonstrate its commitment to equal opportunity and diversity by taking active steps to disseminate and enforce the University's policy prohibiting illegal discrimination. University policy, consistent with State and Federal laws, prohibits discrimination, including harassment, on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran.³⁵ This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

Campuses can promote enforcement of the University nondiscrimination policy by having knowledgeable persons available to facilitate resolution of complaints, by providing ready access to informal and formal channels for bringing grievances, and by conducting training for all staff and faculty regarding the requirements of the nondiscrimination policy. Training programs regarding sexual harassment and cross-cultural sensitivity are examples of educational programs that may help prevent behavior that could lead to discrimination complaints and provide a more productive employment experience for all employees.

CREATING A WELCOMING CAMPUS CLIMATE

Each campus may promote faculty diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, or gender. Annual statements from the Chancellor regarding the campus commitment to principles of equal opportunity in education and employment are an important element of an effective campus affirmative action program. Such statements may be distributed widely to publicize the campus position regarding affirmative action and compliance with Federal regulations. Campus leaders can make similar public statements declaring their support for the value of diversity in the educational community.³⁶

Campus faculty and academic administrators can encourage and support interested groups that wish to sponsor speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity. Maintaining an ongoing and civil dialogue at the campus level will provide a welcoming academic environment for women and minority faculty. Such dialogue also will provide opportunities for input from a wide variety of persons including the campus leadership, faculty, staff, students, and community members. Such discussions also may be effectively introduced on the campuses via the curriculum in a broad array of disciplines. Exploring and implementing diversity in approaches to teaching and research can support educational diversity in the classroom, and can assist departments in diversifying and strengthening their faculty. Campuses may provide public and academic recognition to faculty who make exceptional contributions to academic and educational diversity through their research, teaching, or service activities.

DEVELOPING CURRICULAR DIVERSITY

Increasing faculty diversity is one of the valuable consequences of a commitment to a broad and diverse academic curriculum. It is within the academic discretion of the University to encourage faculty to conduct research that contributes to the overall breadth of the curriculum, and to consider contributions to this breadth in making faculty appointments. Campuses may develop organized research units to pursue scholarly exploration of topics such as race, ethnicity, gender, and multiculturalism. Campuses may consider developing joint appointments with ethnic and women studies programs in pursuit of a curriculum that encompasses a broad and deep range of programs and interests. Campuses may commit resources toward developing interdepartmental curriculum initiatives to address issues such as gender and race within the traditional disciplines. Such initiatives may support cluster hiring and other academic personnel practices that will contribute to the diversity and intellectual vitality of the campus community.



VALUING FACULTY CONTRIBUTIONS TO DIVERSITY

Campuses may consider whether faculty members' research, teaching, or service makes an outstanding contribution to the educational diversity of the academic community as part of criteria for faculty recruitment, selection, and advancement. In considering candidates for appointment, departments and search committees may consider whether a candidate's research will serve curricular needs for addressing present-day societal issues related to gender, race, ethnicity, and culture. Campuses may create incentives for hiring faculty who are engaged in research that advances the understanding of issues such as race, ethnicity, gender, and multiculturalism as they intersect with traditional academic fields, or research that examines socio-economically or politically disadvantaged groups in areas such as community development, public health, urban affairs, social justice, or educational reform.³⁷

Departments and search committees also may consider a candidate's demonstrated commitment to issues of social, educational, and economic disadvantage as evidenced by the record of teaching and service. For example, campuses may reward faculty who have demonstrated creativity and initiative in engaging in outreach, mentoring, or tutoring for educationally disadvantaged students, or who have exhibited leadership in developing pedagogical techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups.³⁸ A department may consider such criteria in its evaluation of current faculty for promotion and advancement, and may provide release time or faculty development funds for faculty who are active in research, teaching, or service that promotes equal access for underrepresented students or increases our understanding of the dynamics of race and gender in our society.

Campus values of academic diversity also may be expressed through evaluations of academic administrators. Each academic administrator should be held accountable for implementation of an effective faculty affirmative action program and should be evaluated for contributions to affirmative action

and diversity efforts in program administration and academic personnel practices. Performance reviews for deans and department chairs should include a review of their efforts to promote academic diversity and equal opportunity in all academic affairs. In addition, deans and chairs should be assessed annually with regard to their efforts to follow affirmative action good practices in faculty hiring and other academic personnel actions.

Valuing contributions to diversity will improve the campus climate for women and minorities, and promote equal opportunity for all members of the academic community. It will also provide incentives and rewards for faculty and administrators whose contributions to academic diversity will help the University of California meet the academic needs of the next generation.

END NOTES

¹ 41 C.F.R. 60 et seq.

² California State Auditor Report on the University of California, May 2001

³ 41 C.F.R. 60-2.1(b)(1)

⁴ 41 C.F.R. 60-2.10(a)(1)

⁵ Id.

⁶ Id.

⁷ Id.

⁸ 41 C.F.R. 60-2.10(b)(1) states that an affirmative action program must include the following quantitative analyses: (1) Organizational profile (41 C.F.R. 60-2.11), (ii) Job group analysis (41 C.F.R. 60-2.12), (iii) Placement of incumbents in job group (41 C.F.R. 60-2.13), (iv) Determining availability (41 C.F.R. 60-2.14), (v) Comparing incumbency to availability (41 C.F.R. 60-2.15), and (vi) Placement goals (41 C.F.R. 60-2.16).

⁹ 41 C.F.R. 60-2.14(a)

¹⁰ Id.

¹¹ 41 C.F.R. 60-2.14(c&d)

¹² 41 C.F.R. 60-2.10(b)(1)

¹³ 41 C.F.R. 60-2.15(b), 41 C.F.R. 60-2.16(c)

¹⁴ 41 C.F.R. 60-2.16(a)

¹⁵ 41 C.F.R. 60-2.16(b)

¹⁶ 41 C.F.R. 60-2.10(e)(1)

¹⁷ 41 C.F.R. 60-2.10(e)(2)

¹⁸ 41 C.F.R. 60-2.10(e)(3)

¹⁹ 41 C.F.R. 60-2.10(e)(4)

²⁰ 41 C.F.R. 60-2.17(b)

²¹ 41 C.F.R. 60-2.17(b)(2)

²² 41 C.F.R. 60-2.17(b)(3)

²³ 41 C.F.R. 60-2.17(b)(4)

²⁴ 41 C.F.R. 60-2.17(c)

²⁵ Id.

²⁶ Id.

²⁷ 41 C.F.R. 60-2.17(d)

²⁸ 41 C.F.R. 60-2.17(d)(1-4)

²⁹ 41 C.F.R. 60-1.41

³⁰ 41 C.F.R. 60-2.17(b)

³¹ 41 C.F.R. 60-2.17(b)(2)

³² 41 C.F.R. 60-2.17(b)

³³ President Atkinson's letter to the Chancellors dated May 3, 2001

³⁴ 41 C.F.R. 60-2.17(d)(3-4)

³⁵ Academic Personnel Manual Section 035

³⁶ President Atkinson's letter to the Chancellors dated February 8, 2001

³⁷ President Atkinson's letter to the Chancellors dated January 3, 2001

³⁸ Id.

UNIVERSITY OF CALIFORNIA

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



Attachment 17: Women and Minority Ladder-Rank Faculty Workforce, Appointments, Separations~1998-2002

University of
California
San Diego

**WOMEN AND MINORITY LADDER-RANK FACULTY
WORKFORCE, APPOINTMENTS, SEPARATIONS
1998-2002**

	TOTAL	WOMEN	AFRICAN-AMERICAN	HISPANIC	ASIAN	AMERICAN INDIAN	TOTAL MINORITY
Workforce (10/31)							
1998*	963	164 17.0%	20 2.1%	39 4.0%	98 10.2%	1 0.1%	158 16.4%
1999*	982	167 17.0%	20 2.0%	35 3.6%	107 10.9%	1 0.1%	163 16.6%
2000	951	170 17.9%	18 1.9%	34 3.6%	109 11.5%	1 0.1%	162 17.0%
2001	958	171 17.8%	17 1.8%	38 4.0%	112 11.7%	1 0.1%	168 17.5%
2002	993	181 18.2%	18 1.8%	39 3.9%	120 12.1%	1 0.1%	178 17.9%
Subtotal	4847	853 17.6%	93 1.9%	185 3.8%	546 11.3%	5 0.1%	829 17.1%
Appointments (7/1)**							
1998-1999	37	11 29.7%	2 5.4%	1 2.7%	7 18.9%	0 0.0%	10 27.0%
1999-2000	40	7 17.5%	1 2.5%	0 0.0%	6 15.0%	0 0.0%	7 17.5%
2000-2001	46	10 21.7%	1 2.2%	1 2.2%	7 15.2%	0 0.0%	9 19.6%
2001-2002	54	15 27.8%	1 1.9%	7 13.0%	7 13.0%	0 0.0%	15 27.8%
2002-2003	74	24 32.4%	4 5.4%	0 0.0%	11 14.9%	0 0.0%	15 20.3%
Subtotal	251	67 26.7%	9 3.6%	9 3.6%	38 15.1%	0 0.0%	56 22.3%
Separations (6/30)**							
1998-1999	29	7 24.1%	2 6.9%	3 10.3%	4 13.8%	0 0.0%	9 31.0%
1999-2000	22	6 27.3%	1 4.5%	1 4.5%	1 4.5%	0 0.0%	3 13.6%
2000-2001	37	9 24.3%	2 5.4%	1 2.7%	4 10.8%	0 0.0%	7 18.9%
2001-2002	23	6 26.1%	2 8.7%	1 4.3%	3 13.0%	0 0.0%	6 26.1%
2002-2003	30	4 13.3%	1 3.3%	2 6.7%	4 13.3%	0 0.0%	7 23.3%
Subtotal	141	32 22.7%	8 5.7%	8 5.7%	16 11.3%	0 0.0%	32 22.7%

* Workforce data from 1998 and 1999 include RTAD/VERIP personnel. Workforce data do not include LSOEs or LPSOEs.

** Data include LSOEs and LPSOEs.

Attachment 18: General Campus Retention Efforts ~ 1998-2002

General Campus Retention Efforts
1998-1999 through 2002-2003
as of 14 November 2004

1. Status by gender and year

Year	Gender	SUCCESSFUL		UNSUCCESSFUL		Total N
		N	%	N	%	
1998-1999	Women	4	100%	0	0%	4
	Men	11	79%	3	21%	14
1998-1999 Total		15	83%	3	17%	18
1999-2000	Women	4	67%	2	33%	6
	Men	9	75%	3	25%	12
1999-2000 Total		13	72%	5	28%	18
2000-2001	Women	2	67%	1	33%	3
	Men	7	70%	3	30%	10
2000-2001 Total		9	69%	4	31%	13
2001-2002	Women	1	100%	0	0%	1
	Men	15	94%	1	6%	16
2001-2002 Total		16	94%	1	6%	17
2002-2003	Women	4	100%	0	0%	4
	Men	9	90%	1	10%	10
2002-2003 Total		13	93%	1	7%	14
Total		66	83%	14	18%	80

2. Status by rank and year

Year	Rank	SUCCESSFUL		UNSUCCESSFUL		Total N
		N	%	N	%	
1998-1999	Assistant	2	50%	2	50%	4
	Associate	5	100%	0	0%	5
	Professor	8	89%	1	11%	9
1998-1999 Total		15	83%	3	17%	18
1999-2000	Assistant	1	50%	1	50%	2
	Associate	3	100%	0	0%	3
	Professor	9	69%	4	31%	13
1999-2000 Total		13	72%	5	28%	18
2000-2001	Assistant	1	50%	1	50%	2
	Associate	2	67%	1	33%	3
	Professor	6	75%	2	25%	8
2000-2001 Total		9	69%	4	31%	13
2001-2002	Assistant	1	50%	1	50%	2
	Associate	3	100%	0	0%	3
	Professor	11	100%	0	0%	11
	Sr. LSOE/AcadCod	1	100%	0	0%	1
2001-2002 Total		16	94%	1	6%	17
2002-2003	Associate	2	100%	0	0%	2
	Professor	11	92%	1	8%	12
2002-2003 Total		13	93%	1	7%	14
Total		66	83%	14	18%	80

3. Status by ethnicity and year

Year	Ethnic Grp	SUCCESSFUL		UNSUCCESSFUL		Total N
		N	%	N	%	
1998-1999	African-American	0	0%	1	100%	1
	Hispanic	1	50%	1	50%	2
	White	14	93%	1	7%	15
1998-1999 Total		15	83%	3	17%	18
1999-2000	African-American	0	0%	1	100%	1
	Asian	2	100%	0	0%	2
	White	11	73%	4	27%	15
1999-2000 Total		13	72%	5	28%	18
2000-2001	Asian	1	100%	0	0%	1
	Hispanic	1	100%	0	0%	1
	White	7	64%	4	36%	11
2000-2001 Total		9	69%	4	31%	13
2001-2002	Asian	1	100%	0	0%	1
	Hispanic	1	100%	0	0%	1
	White	14	93%	1	7%	15
2001-2002 Total		16	94%	1	6%	17
2002-2003	Asian	1	100%	0	0%	1
	White	12	92%	1	8%	13
2002-2003 Total		13	93%	1	7%	14
Total		66	83%	14	18%	80

Attachment 19: Compensation Analysis

SALARY REGRESSIONS

Dependent Variable: Natural Log of Actual AY Base Salary

Treatment Effects: Gender, Race, and Ethnicity

Covariates: Years Since Ph.D., years at UCSD, Year, and Disciplinary Dummies

	All FTE in Sample	Arts & Humanities	Social Sciences	Biology	SOM	SIO	IR/PS	Engineering	Physical Sciences	Economics
Gender	-.046 (.00)	-.044 (.11)	-.034 (.23)	-.106 (.02)	-.067 (.04)	.053 (.16)	.031 (.71)	-.065 (.14)	.008 (.88)	-.119 (.19)
African-American	-.043 (.20)	-.001 (.98)	-.013 (.83)	-.014 (.93)	INSUFF	INSUFF	INSUFF	INSUFF	-.190 (.07)	INSUFF
Latin	-.005 (.90)	-.080 (.37)	-.066 (.28)	.149 (.20)	INSUFF	INSUFF	INSUFF	-.057 (.47)	.154 (.09)	INSUFF
Mexican-American	-.017 (.67)	-.059 (.33)	-.026 (.72)	.181 (.23)	INSUFF	INSUFF	INSUFF	INSUFF	.068 (.59)	INSUFF
Spanish	.011 (.90)	.230 (.19)	-.128 (.47)	INSUFF	INSUFF	INSUFF	INSUFF	-.065 (.50)	INSUFF	INSUFF
Japanese	-.040 (.29)	.047 (.59)	-.041 (.69)	.071 (.43)	-.134 (.23)	-.062 (.61)	-.125 (.19)	.011 (.89)	-.1-5 (.42)	INSUFF
Chinese	-.003 (.90)	.093 (.25)	-.064 (.73)	.034 (.61)	.010 (.80)	INSUFF	INSUFF	-.024 (.46)	.036 (.51)	-.093 (.64)
Years Since Ph.D.	.034 (.00)	.030 (.00)	-.034 (.00)	.028 (.00)	.028 (.00)	.025 (.00)	.014 (.06)	.025 (.00)	.063 (.00)	.059 (.00)
Years Since Ph.D. Squared	-.000 (.00)	-.000 (.00)	.000 (.20)	.000 (.43)	-.000 (.80)	.000 (.057)	.001 (.00)	-.000 (.76)	-.001 (.00)	-.001 (.01)
Years at UCSD	-.003 (.00)	-.001 (.71)	.003 (.10)	.005 (.13)	.000 (.84)	-.006 (.00)	-.016 (.00)	-.006 (.00)	-.013 (.00)	-.001 (.84)
Years at UCSD	.000 (.00)	.000 (.00)	-.000 (.004)	-.000 (.01)	-.000 (.01)	-.000 (.00)	-.000 (.00)	-.000 (.17)	.000 (.01)	.000 (.62)

Squared										
Arts & Humanities	-.131 (.00)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Sciences	-.066 (.00)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economics	.280 (.00)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Engineering	.089 (.00)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SIO	-.019 (.39)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SOM	-.159 (.00)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biology	-.050 (.04)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IR/PS	.197 (.00)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Constant	10.7 (.00)	10.6 (.00)	10.7 (.00)	10.6 (.00)	10.5 (.00)	10.7 (.00)	11.0 (.00)	10.9 (.00)	10.5 (.00)	10.8 (.00)
Wald Test	34412	6549	4400	2133	11478	4989	860	6140	4815	419
Number of observations	6592	1098	1038	408	1320	563	155	918	923	168
Number of cases	1136	187	193	73	214	91	27	159	159	33

Each cell reports a coefficient and, in parentheses, the p-values associated with the estimates. P-values of .05 or less are judged to be significant. Regression estimated using a mixed effects model, where both fixed and random effects are estimated. Coefficients for dummy variables for years, 1998 to 2003 inclusive are excluded from this table. All of the Wald tests are significant at the .01 confidence level. INSUFF means that there were not enough observations on this variable to estimate a coefficient; "n/a" implies that the dummy variable is not estimated in this specification. For each regression we also tested a specification whereby we used a single dummy variable for "nonwhites," which merged the above racial dummy variables together into a single dummy variable, with no significant coefficients.

ADVANCEMENT REGRESSION (Excluding Observations from the School of Medicine)

Dependent Variable: Difference between Rank and Step at Appointment and in 2003

Treatment Effects: Gender, Race and Ethnicity

Covariates: Years at UCSD and Disciplinary Dummies

Variable	Coefficient (p-value)
Gender	.034 (.89)
African- American	.005 (.99)
Latin	-.124 (.84)
Mexican-American	-1.269 (.06)
Spanish	-.815 (.61)
Japanese	.719 (.37)
Chinese	.109 (.81)
Years at UCSD	.5 (.00)
Years at UCSD Squared	-.000 (.00)
Arts & Humanities	-.404 (.21)
Social Sciences	-.5 (.12)
Economics	.239 (.67)
Engineering	-.012 (.97)
SIO	-.426 (.26)
Biology	.25 (.54)
IR/PS	-1.069 (.08)
Constant	-2.27 (.00)
F Test	104 (.00)
Number of observations	832

REGRESSION ON STARTING SALARY

Dependent Variable: Natural Log of Base AY Salary at Time of Appointment to UCSD

Treatment Effects: Gender, Race and Ethnicity

Covariates: Year of Appointment to Ladder Rank Faculty and Disciplinary Dummies

Variable	Coefficient (p-value)	
Gender	-.130 (.00)	
African- American	.067 (.39)	
Latin	-.053 (.40)	
Mexican-American	-.079 (.08)	
Spanish	-.017 (.91)	
Japanese	-.044 (.53)	
Chinese	-.012 (.81)	
Arts & Humanities	-.109 (.00)	
Social Sciences	-.094 (.00)	
Economics	.017 (.75)	
Engineering	.104 (.00)	
SIO	-.046 (.26)	
Biology	-.194 (.00)	
IR/PS	.025 (.69)	
Year of Appointment	.000 (.00)	
Constant	8.9 (.00)	
F Test	232 (.00)	
Number of observations	825	