

Report

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

March 2007

INTRODUCTION AND BACKGROUND

You charged us to serve as a small working group to help you “assess where our campus is with respect to meeting the objectives of the UC President’s Task Force on Faculty Diversity Report and to recommend actions that the campus might take to advance the diversity of our faculty and address the recommendations of the Task Force.” We have reviewed the UC President’s Task Force Report, the comprehensive 2004 UCSD Report of the Senate-Administration Task Force on Underrepresented Faculty, best practices and other documents and reports published by the Office of Academic Diversity and Equal Opportunity (OADEO), several communications from interested faculty that you and the Chancellor have received, and the assessments and goals presented by the deans in their Charting the Course (CTC) proposals. We decided that the data, the challenges, and the issues are clear. We therefore decided to review existing efforts and to identify and recommend a few new initiatives that we agree should have substantial impact to increase faculty diversity and thereby enhance the stature and excellence of UCSD.

CURRENT AND ONGOING ACTIONS AT UCSD

Our assessment of current actions that are already in effect at UCSD is provided in Appendix C of this report. It is arranged in a format that is suitable for your response to President Dynes. Although the campus community may not be aware of all of the current efforts, the list is impressive. However, based on current outcomes, we feel that new initiatives are surely warranted and necessary.

RECOMMENDATIONS FOR NEW INITIATIVES AT UCSD

We feel that the implementation of the following recommendations would substantially improve efforts to diversify our faculty and would strengthen your response to the recommendations of the president’s task force. We present them in succinct form, realizing that the details will need to be worked out in your office in consultation with the academic units and their leadership.

1. Associate Vice Chancellor

In order for Academic Affairs to become more active in addressing the challenge of faculty diversity, we recommend the appointment of an Associate Vice Chancellor for Faculty Equity (AVC-FE), or similar title, reporting directly to the Senior Vice Chancellor for Academic Affairs (SVCAA).

2. Faculty Equity Advisors

We recommend the establishment of designated faculty equity advisors [similar to the UC Irvine (UCI) model] in each of the five divisions and the two graduate schools on the General Campus, as well as at Scripps Institution of Oceanography (SIO), the School of Medicine (SOM), and the Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS). These advisors would work with the deans, departments, and search committees. This “team” of new equity leaders, working with the new AVC-FE, could oversee and extend several of the initiatives that are already in place and some of those proposed further below.

3. Leadership Training/Succession Planning

Programs should be developed to provide leadership training/succession planning for both current and potential future campus leaders. Diversity should properly be seen

as one component of a broader training curriculum designed to educate faculty colleagues about the processes and procedures that exist at UCSD and skills needed to deal with such issues as conflict resolution, time management, negotiation, financial/resource management, cultural competence, sexual harassment, ethics, etc. Chairs, deans, and the Academic Senate should participate, and nominate potential leaders to participate, in such an “academic leadership academy”. Our efforts could be coordinated with the activities of the NSF ADVANCE/PAID partnership, which is headquartered at UCI, and in which we participate.

4. Mentoring Programs

Closely related to the above is the need to strengthen significantly our mentoring programs for faculty and to enhance the assignment of departmental mentors for new faculty. Expansion of current efforts for 1:1 mentoring and development of group mentoring and “mentoring of mentors” should both be examined. External to departments, we suggest moving to one broad, well-coordinated mentoring program, drawing from a wide range of talents and interests, rather than separate programs based, for example, on gender or ethnicity. Within this larger pool of mentors, an effective implementation could encourage specific groups, by gender, ethnicity, or rank, using similar materials but different perspectives. The broad program could be campus-wide, led by the AVC-FE, established in each division/school under the guidance of the equity advisors. Common materials and approaches could be generated efficiently and could perhaps evolve into a mentoring handbook or Web resource site. We suggest that consideration also be given to extracting components of the very successful National Center of Leadership in Academic Medicine (NCLAM) program within the SOM which incorporates group mentoring and training.

5. Diversity Statement Template

Most divisions either do or plan to include in their recruitment advertisements statements that welcome a description of a candidate’s contributions to diversity and outreach. We feel it is timely and appropriate to work with the units to establish common template language for use in all campus-wide recruitment ads, letters to referees, etc., in the recruitment of ladder-rank faculty and Lecturers with Security of Employment (LSOE). One specific suggestion is that such language “encourage” rather than “welcome” such documentation of efforts by candidates.

6. Pipeline Initiatives

It is important to reach into the academic pipeline sooner, to identify and attract colleagues at an earlier stage, at the graduate and postdoctoral levels. As part of an incentive and reward structure for departments and divisions extending their efforts to increase diversity, we recommend that the SVCAA provide some temporary resources, perhaps matching funds, to the divisions to encourage them to be creative in outreach programs such as visiting scholars programs, conferences, and active contacts with other UC campuses and community colleges.

To bring young scholars from diverse backgrounds to campus and into contact with our faculty, we specifically propose consideration of some type of campus postdoctoral fellowship program, along the lines of UC Berkeley’s, targeted at outstanding young Ph.D.s who might potentially become faculty members. A step in this direction, for example, could be to include “contributions to diversity and outreach” as one award criterion for the existing Faculty Fellows Program. However, if campus

or research funds are available, it would be more useful in the sciences if teaching was not a required component as it is in the current postdoctoral program.

7. Campus Development

Campus fundraising priorities should be modified to reflect a commitment to diversity and could support, for example, startups, endowed chairs, fellowships or faculty scholar awards, and special programs related to areas that are likely to attract underrepresented faculty and students.

CONCLUSION

We have made every effort to report to you in a succinct and timely fashion so that you may consider our recommendations in light of your assessment of resource allocations in support of Charting the Course (CTC) plans. While we have focused our attention on selected new initiatives, there are obviously many ongoing efforts that constantly need the attention of the SVCAA's office and will always help diversify the faculty, such as the cluster hiring in academic areas proposed in CTC, spousal or partner hiring, competitive salaries, housing, and family friendly programs. The importance of access to the SVCAA for individual faculty, or by focus groups of faculty, cannot be overestimated. The new AVC-FE, working with the Chancellor's Chief Diversity Officer and the OADEO Director, will surely help your efforts and should enhance both formal and informal channels of communication between your office, the equity advisers, and their constituencies.

Finally, our committee looks forward to being available to you throughout this academic year if you wish to iterate about the details of our recommendations, or others that may come up during the CTC review process.

Submitted by:

David R. Miller, Associate Vice Chancellor, Academic Affairs (Chair)
Robert Bitmead, Associate Vice Chancellor, Academic Personnel (Ex-Officio Member)
Robert Cancel, Associate Professor, Literature
Jennefer Collins, Assistant Vice Chancellor, Academic Personnel (Consultant)
Zeinabu Davis, Professor, Communication
Jeanne Ferrante, Associate Dean, Jacobs School of Engineering
Jorge Huerta, Associate Chancellor and Chief Diversity Officer
Kit Pogliano, Associate Professor, Molecular Biology
Sunil Sinha, Professor, Physics
George Sugihara, Professor, Physical Oceanography Research Division, SIO
Jon Welch, Director, Office of Academic Diversity and Equal Opportunity (Consultant)
Deborah Wingard Professor, Family & Preventive Medicine, SOM

APPENDICES

- A. Charge Letter**
- B. President Dynes Letter**
- C. Summary of Current Actions at UCSD**

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 December 18, 2006

Associate VC David R. Miller (Academic Affairs), *Chair*
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 Associate Dean Jeanne Ferrante (Jacobs School of Engineering)
 Associate Chancellor Jorge Huerta (Chief Diversity Officer)
 Professor George Sugihara (Physical Oceanography Research Division, SIO)
 Professor Kit Pogliano (Molecular Biology)
 Professor Sunil Sinha (Physics)
 Professor Deborah Wingard (Family & Preventive Medicine, SOM)

SUBJECT: Workgroup on the UC President's Task Force on Faculty Diversity Report

Dear Colleagues:

Thank you for agreeing to serve as members of the Workgroup on the UC President's Task Force on Faculty Diversity Report, which has been established at the request of Chancellor Fox.

In accordance with the report of the systemwide task force, UC President Dynes has asked every campus to bring together a group of faculty to discuss the status of faculty diversity on their campus and to create an implementation plan for this academic year. The UCSD work group is asked to review the Report of the President's Task Force on Faculty Diversity, assess where our campus is with respect to meeting the objectives of the report, and recommend actions that the campus might take to advance the diversity of our faculty and address the recommendations of the Task Force.

I am grateful that Associate Vice Chancellor Dave Miller has agreed to chair the work group and that Jennefer Collins, Assistant Vice Chancellor - Academic Personnel and Jon Welch, Director of Academic Diversity and Equal Opportunity will work with the workgroup as staff consultants. I look forward to meeting with you shortly to discuss the committee's charge in more detail and to set the context for continuing discussions. I hope that you will have a report of your observations and recommendations by the end of winter quarter, 2007.

You will soon be contacted about your availability for the initial meeting. Again, thank you for your willingness to participate in this endeavor.

With kind regards,

A handwritten signature in black ink that reads "Marsha Chandler".

Marsha A. Chandler
 Senior Vice Chancellor

c: Chancellor Fox

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June 28, 2006

CHANCELLORS

Dear Colleagues:

Enclosed is the report from the UC President's Task Force on Faculty Diversity that was presented at the UC Summit on Faculty Diversity held last month. The report and related documents also are available on the Web at:
<http://www.universityofcalifornia.edu/facultydiversity/report.html>

In accordance with the recommendation made by the Task Force, I am asking each of you to bring together your campus summit representatives to discuss the status of faculty diversity on your campus and to create a campus implementation plan for the next academic year.

I am pleased to offer the following thoughts on what we have done and will be doing in response to the recommendations of the Task Force:

Leadership

We have all signed the University of California Statement on Faculty Diversity. I urge you to display this statement prominently on your home page and emphasize the importance of a diverse faculty to the campus and community at every opportunity.

Academic Planning

In my letter of March 8, I asked you to address three themes in your local planning activities in preparation for our systemwide planning discussions. One of the themes identified for special attention was how your academic programs will address the increasing diversity of California, and how you are continuing to advance the diversity of your faculty and students.

Chancellors
June 28, 2006
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Resource Allocation and Faculty Rewards

In July 2005, I issued a revision to the systemwide policy on faculty appointment and advancement (APM 210-1-d) that states that a faculty member's teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. I expect each campus to explore with the Academic Senate how this new policy language will be implemented in the current academic personnel review procedures.

Faculty Recruitment and Retention

The Task Force report contains many examples of effective academic personnel programs and procedures to ensure equal opportunity and promote diversity among our faculty ranks. I expect each campus to review its procedures for areas that can be strengthened, and to ensure that all department chairs, deans, and other administrations are well versed in the best practices for recruiting and retaining a diverse faculty.

Accountability

Our efforts to promote equal opportunity and diversity will not succeed unless all members of the academic community are held accountable for promoting an academic climate in which contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence. I expect you to develop annual reporting of efforts and results at the department, division, and campus level, coupled with monitoring and resource-based incentives to back up the commitment to faculty diversity.

I understand this effort will be a multi-year process involving activities on many fronts. However, in one year, I will ask for a substantial progress report on your accomplishments in addressing the recommendations of the Task Force. I look forward to working with you on these important issues.

Sincerely,



Robert C. Dynes

Enclosures

cc: Provost Hume
Members, President's Task Force on Faculty Diversity

Ongoing Efforts Related to the UC President's Task Force on Faculty Diversity Report of May 2006

Preface

*Recommendations from the UC President's task force report are presented in **bold** type. Ongoing efforts as of March 2007 are presented in red.*

President's Task Force on Faculty Diversity: Findings and Recommendations

PART A — LEADERSHIP

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

- 1. That the President, the Chancellors, and all levels of academic administration promote a clear message that UC's continued excellence depends upon a faculty who reflect the University's values of equal opportunity and diversity;**
 - a. Three distinct campus task forces have examined, respectively, gender equity on the General Campus (2002), gender equity in the School of Medicine (2004), and underrepresented faculty for the total campus (2004).*
 - b. In 1998, the chancellor established the UCSD Diversity Council. The membership of the Diversity Council was modified in January 2006 to include three at-large members from the community. According to the UCSD chief diversity officer (CDO), members of the San Diego community are willing to show historically underrepresented minorities (HURM)¹ candidates who are interviewed for professorial positions at UCSD the communities in San Diego that are relevant to them. See item #3 below regarding the Diversity Council.*
 - c. Through an NSF ADVANCE grant, five Southern California UC campuses (UCI, UCLA, UCR, UCSD, and UCSB) have partnered to hold an ongoing series of workshops and seminars targeting senior academic administrators. The seminars and workshops will allow dissemination of lessons learned and best practices that have enabled UCI to increase the hiring of women and underrepresented*

¹ The UCSD Senate Administration Task Force on Underrepresented Faculty defined historically underrepresented minorities (HURM) in its report of 2004 as native-born African Americans, Chicanos/Latinos (including Puerto Ricans), and Native Americans.

minorities in Science, Technology, Engineering, and Mathematics (STEM) fields during their ADVANCE award (September 2001-present). This partnership will:

- Convene an annual symposium for executive vice chancellors and deans
- Construct a UC department chairs' resource manual/guide
- Conduct an annual symposium for department chairs

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

- d. Best-practice strategies for faculty recruitment have been developed and disseminated to the campus since January 1999. For additional information, see "Best Practice Strategies in Recruiting" in Part B. Academic Planning, recommendation #1.
 - e. The chancellor has met with every campus diversity community group during the last two years.
 - f. Each year the chancellor reaffirms the campus commitment to equal opportunity/affirmative action and the UCSD Principles of Community.
(<http://adminrecords.ucsd.edu/Notices/2006/2006-5-31-1.html>
<http://adminrecords.ucsd.edu/Notices/2006/2006-4-11-1.html>)
 - g. For several years the chancellor has officially recognized the UCSD Cesar E. Chavez celebration and the UCSD Black History Month celebration.
(<http://adminrecords.ucsd.edu/Notices/2006/2006-3-30-1.html>
<http://adminrecords.ucsd.edu/Notices/2006/2006-1-31-1.html>)
 - h. In September 2006, the chancellor announced the Inaugural California Native American Day at UCSD.
(<http://adminrecords.ucsd.edu/Notices/2006/2006-9-22-1.html>)
 - i. Both the chancellor and the senior vice chancellor for academic affairs (SVCAA) have emphasized academic excellence through diversity in public presentations.
2. **That each campus have a high-level academic appointee charged with specific leadership on faculty diversity efforts, with adequate staffing and financial resources to carry out the charge;**

In 1998, Robert Dynes, then chancellor of UCSD, designated himself as the campus chief diversity officer. In December 2004, UCSD Chancellor Fox appointed Dr. Jorge Huerta as associate chancellor and chief diversity officer, effective January 1, 2005. The office of the CDO includes a director of campus initiatives (staff appointment) and one full-time administrative assistant.

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

3. **That each campus have a high-level “diversity council” with joint membership including faculty, administration and students to assess progress and develop action plans;**

In 1998, Robert Dynes, then chancellor of UCSD, established the UCSD Diversity Council composed of faculty, staff, and students. In February 2006, Chancellor Fox expanded the council to include three at-large members from outside the campus community. The council includes 17 voting members (including faculty, staff, grad/undergrad students, and community members), six non-voting ex officio members, and three non-voting consultants. The mission of the council is to advise the chancellor on diversity, with particular reference to institutional access and representation, campus climate and intergroup relations, education, scholarship, and institutional transformation. Professor Robert Cancel from the Department of Literature currently serves as the chair of the Diversity Council.

One past practice of the council has been to submit all recommendations to the chancellor on an annual basis. This practice was recently modified so that a recommendation finalized by the council is sent immediately to the chancellor rather than held for an annual submission. One recommendation recently submitted to the chancellor is to establish faculty liaisons to the campus community centers (Cross-Cultural Center, Women’s Center, and the Lesbian, Gay, Bisexual, Transgender Resource Center).

<http://diversity.ucsd.edu/council.asp>

4. **That in the appointment and review of academic administrators, the effectiveness of the candidates’ records in promoting diversity and equal opportunity shall be considered.**

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

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

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

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

PART B — ACADEMIC PLANNING

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

1. That campuses make diversity integral to academic planning, including faculty hiring, research agendas, curricular development and program reviews;

Academic Recruitment Planning – Charting the Course

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

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

- Appointments of women rose from 23% (1998–01) to 31% (2001–04) and to 30% (2004–07)
- Appointments of minority faculty increased from 23% (1998-01) to 27% (2001-04) to 27% (2004-07)
- Representation of women in the ladder-rank workforce increased from 17% (1998) to 21% (2005)
- Representation of minority faculty in the ladder-rank workforce increased from 16.4% (1998) to 19.9% (2005)
- In order to tap a more diverse applicant pool, a goal was set for 60% of faculty appointments to be at the junior level for Charting the Course II. This goal was met, with 64% of the new faculty hired at the junior level. For Charting the Course III, 61% of ladder-rank faculty appointments have been at the junior level.

Department plans for CTC IV were submitted to deans by January 19, 2007. Deans submitted CTC plans to the SVCAA in February.

See also Part C. Resource Allocation, recommendation #1, below.

Charting the Course IV (2007-08 through 2009-10)

The call for Charting the Course IV strategies and plans included the following components, most of which included questions addressing diversity issues.

1. Future Goals

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

2. Research Profile

3. Undergraduate Education

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

4. Graduate Education

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

5. Interdisciplinary Initiatives

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

6. Resource Needs

California Cultures in Comparative Perspective (CCCP)

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

In May 2005, the chancellor hosted a two-day symposium on California Cultures in Comparative Perspective to announce the initiative to a larger scholarly community and to the public. From across the state, leading scholars came

together to engage in a critical discussion about the state's changing demographic, cultural, political, and economic landscape and its broader implications for the region and the nation.

Best-Practice Strategies in Recruiting

UCSD has developed best-practice strategies for faculty recruitment. Recruitment resources—contacts in professional associations, directories and databases of people with Ph.D.s, etc.—have also been developed as an adjunct to these strategies. The best-practice strategies and resources continue to be refined and provided to key personnel involved in faculty recruitment.
(<http://academicaffairs.ucsd.edu/offices/adeo/bestpractices/default.htm>)

Since 1999, the director of the Office of Academic Diversity and Equal Opportunity (OADEO) has met with department chairs and search committees to advise them on the best practices. In fall 2005, the chief diversity officer (CDO), who was appointed on January 1, 2005, and the director of the OADEO partnered in presenting the recruitment strategies to faculty at department meetings.

- Representation of women in applicant pools for ladder-rank recruitments increased from 21% (1999–00 recruitment cycle) to 27% (2004–05 recruitment cycle).
- Representation of minorities in applicant pools increased from 20% to 29% during the same time frame.

Links to the Ford Foundation Fellowship Program and the UCOP Dissertation Fellows, as well as the UC President's Fellowship program, are included in best-practice recruitment resource lists provided to departments.

Ford Foundation Diversity Fellowships
<http://www7.nationalacademies.org/fordfellowships/>

UC Dissertation Fellowship Program:
<http://www.ucop.edu/acadadv/fgsaa/d-dissco.html>

UC President's Postdoctoral Fellowship Program:
<http://www.ucop.edu/acadadv/ppfp/>

Departments, Programs, and Research Centers

Within the fields of social sciences and arts and humanities are a host of departments, programs, and centers which provide academic courses that examine diversity issues. These include:

Departments:

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

Programs:

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

Research Centers

- Center for Comparative Immigration Studies (<http://www.ccis-ucsd.org/>)
- Center for Iberian and Latin American Studies (<http://cilas.ucsd.edu/>)
- Center for U.S.-Mexican Studies (<http://usmex.ucsd.edu/>)
- Institute for International, Comparative, and Area Studies
(<http://iicas.ucsd.edu/>)
- Institute of the Americas (<http://www.iamericas.org/defaultnet.html>)

- San Diego Dialogue (based in UCSD's Extended Studies and Public Programs)
(<http://sandiegodialogue.org/>)

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

The call for academic plans that is distributed by the SVCAA to department chairs, program directors, ORU directors, and provosts is the basis for establishing the three-year Charting the Course strategic plan for the General Campus. See Part B.1 above and Part C.1 below.

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

In an effort to enroll and graduate a high-quality and diverse graduate student body, the UCSD Office of Graduate Studies (OGS) has developed strategies that focus on:

- Early motivation and preparation
OGS staff participate in events across the nation designed to encourage minority students to consider and attend graduate school. Such events include the Biomedical Research Conference for Minority Students, the Society for Advancement of Chicanos and Native Americans in Science conference, and the American Indian Science and Engineering Society conference. In addition, OGS operates two preparation programs to attract underrepresented students into graduate school by involving them in university research activities. The NSF Alliance for Graduate Education and the Professoriate (AGEP) program and the UC Leadership Excellence through Advanced Degrees (LEADS) program target underrepresented students for eight-week summer research internships. Both programs focus on students in the disciplines of science, engineering, and mathematics.
- Recruitment of applicants
OGS identifies and reaches out to minority applicants through memberships in organizations and institutional collaborations. These include membership in the National Name Exchange, Western Name Exchange, Project 1000, National Consortium for Graduate Degrees for Minorities in Engineering and Science, and the Institute for the Recruitment of Teachers (IRT). OGS has established the Diversity Outreach Collaboration Program to provide a structure for continued faculty and graduate student involvement in the outreach process.
- Enrollment and retention of admitted students

OGS Student Affairs, along with departmental faculty and staff, continues individual contact with underrepresented students once they are admitted to ensure that they have complete information about UCSD. After students enroll, OGS Student Affairs follows through with campus orientation activities when they arrive and retention activities throughout their studies at UCSD. The latter include invitation to OGS-sponsored events, introduction to appropriate student organizations, and individual advising and counseling.

UCSD Faculty Fellow Program

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

<http://research.ucsd.edu/fellowships/facultyfellows/>

California Universities Consortium

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

Mentoring

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

PART C — RESOURCE ALLOCATION AND FACULTY REWARDS

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

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

Charting the Course (CTC) is the principle process on the General Campus for establishing three-year plans for faculty recruitment resources and for allocations by the senior vice chancellor of academic affairs (SVCAA) to the divisions and their departments—see Part B.1 above. The planning process, which is a year long, begins in the fall at the departmental level and ends in the spring in an iterative consultative process with the Academic Senate and the Program Review Committee (PRC), a joint Senate-Administration committee that advises the SVCAA and includes senior administrators from academic affairs, four representatives from the Academic Senate, as well as individuals representing students and staff. The departments and deans are explicitly asked to address diversity in their proposed CTC plans, and their responses are appropriately discussed with the SVCAA both before and during the PRC review.

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

UC President's Postdoctoral Fellows Program

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

As a means to enhance the program as a campus faculty recruitment resource, the Office of the President (OP) implemented an initiative in 2002 to allocate FTEs to campuses that recruit fellows into faculty positions. The commitment from OP is limited to five years of salary funding, after which the campuses are responsible for continuing the salary support of the faculty member. After the initial five-year period, the funding from OP is returned to the program to support the further

recruitment of fellows across the campuses. In order to stimulate participation in this program, the SVCAA has contributed normal startup allocations for successful fellow recruitments, as well as confirming the ongoing support for salaries and FTEs after the five years of OP funding. These FTEs will be returned to the SVCAA when the original recruits separate.

There have been 88 fellows during the four-year period of 2003-07, 45 of which have been hired at UC campuses. Four have been appointed at UCSD—one in Literature, effective 7/1/03, one in History, effective 7/05, and two in Ethnic Studies, effective 7/06 and 11/06.

Faculty Career Development Program (FCDP)

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

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

- Of the 200 people who have received awards, 120 (60%) have been promoted from the assistant level to the associate level.
- Of these 120 people, 65.8% have been women and 36.7% have been minorities.

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

In recent years, faculty have been acknowledged in the Chancellor's Equal Opportunity/Affirmative Action and Diversity Awards Ceremony held annually in February. In 2007, a diversity award was presented to the faculty search committee in the Department of Structural Engineering, which successfully recruited the first tenured female professor to the department. In 2006, recognition was given to the faculty recruitment committee in the Department of Mechanical and Aerospace Engineering, which also had recruited a female professor. In the 2005 ceremony, the

Associate Dean of the Jacobs School of Engineering (a woman) was recognized by the acting senior vice chancellor for academic affairs.

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

In response to the newly revised Academic Personnel Manual (APM), Section 210, regarding diversity, a revision of the UCSD Policy and Procedure Manual (PPM), Section 230-20, covering academic personnel appointments, has been drafted. Also under revision is the Academic Biography and Bibliography form which will include a new and distinct section for faculty to describe their diversity activities. The drafts have been submitted for campus review. PPM Section 230-28, covering advancements, is also under revision to incorporate diversity language.

PART D — FACULTY RECRUITMENT AND RETENTION

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

1. **That each campus ensure that procedures are in place to advance diversity and equal opportunity in academic personnel procedures;**

In 1976, PPM Section 230-6, Academic Personnel Affirmative Action Program, was issued to the campus. This program established the formal policy and procedures for affirmative action and equal opportunity for academic employees in the areas of recruitment, selection, promotion, transfer, merit advancement, and separation. The practice of AA/EO has been augmented with the implementation of such things as Charting the Course and the best-practice recruitment strategies.

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

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

As mentioned above, faculty have been advised on best-practice strategies for the recruitment of faculty (see response to recommendation B.1).

Also, see information regarding the five-campus partnership program designed to provide education and training via symposia to executive vice chancellors, deans, department chairs (Part A. Leadership, recommendation #1).

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

The SVCAA and the CDO are regularly advised on faculty recruitments, retentions, promotions, and separations with reports from Academic Personnel Services.

The School of Medicine is currently developing an in-house system for collecting and reporting data relevant to the school

To comply with federal regulations and to fulfill, in part, the University's obligation to be an AA/EO employer, the OADEO publishes an annual review of the Academic Personnel Affirmative Action Program (APAAP). This review, often referred to as the affirmative action plan, identifies gender/ethnic underutilization in the academic workforce, establishes placement goals, reviews data on recruitments, appointments, advancements, separations, and compensation, and identifies efforts to address any potential problems. This program review is distributed to the chancellor, the SVCAA, the vice chancellors for marine sciences, health sciences, and research, the deans, the associate deans, and the chief diversity officer.

The review of the APAAP is augmented with a second report—an annual briefing focused specifically on ladder-rank faculty and is tailored to provide detailed information on each academic department. The distribution of the briefing report is the same as that of the APAA program review, but the briefing is also sent to department chairs, committees, and other personnel involved in diversity matters.

4. That each campus analyze advancement and separation data and address any problem areas that are identified;

See response to #3 directly above regarding the annual review of the Academic Personnel Affirmative Action Program. Deans conduct exit interviews of faculty who separate in order to better understand the reasons ladder-rank faculty leave the University and to gather any helpful suggestions for campus improvement. To ensure gender equity, salaries are reviewed annually, which includes a salary regression analysis.

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

Mentoring Programs for Faculty

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

- Implemented in 1999, the first program requires that all new tenure-track faculty be assigned senior faculty mentors; new associate professors (tenured) are given the option of having a mentor.
(<http://academicaffairs.ucsd.edu/faculty/programs/fmp/default.htm>)
- In the second program, senior women faculty serve as mentors to junior women faculty whose appointments are outside of the mentors' departments. Data on the program is somewhat limited, but it may be noted that in 2005-06, nine of the 16 women faculty new to the general campus requested and were

paired with mentors. For the academic year 2006-07, 26 senior women faculty agreed to serve as mentors.

- A third program creates a pool of women faculty to serve as mentors to women who are being recruited for UCSD faculty positions. This provides an opportunity for candidates to meet with female faculty during recruitment visits in order to discuss UCSD's academic and social climate and opportunities for women and their families on and off campus, and to feel welcome at UCSD. Approximately 15 women faculty have served in the pool of mentors.

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

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

As noted above in Part B.3 (page 10), the Jacobs School also took the lead in bringing MentorNet to UCSD in 2006. MentorNet is an e-mentoring program by which undergraduate and graduate students and postdoctoral scholars in science and engineering can be mentored by professionals in industry, universities, and government labs.

Partner Opportunities Program (POP)

In support of the recruitment and retention of ladder-rank faculty, this program was developed to fulfill two primary objectives. One was to assist spouses and partners with employment searches by assessing their needs, arranging job contacts and informational interviews, and serving as a central resource for career opportunities information. The second objective was to establish a network with other Southern California academic institutions, state agencies, and regional businesses for potential employment opportunities. (See "HERC," below.) (<http://academicaffairs.ucsd.edu/offices/partneropp/default.htm>)

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

Higher Education Recruitment Consortium (HERC)

Following the establishment of a successful Higher Education Recruitment Consortium in Northern California, UCSD took the lead in sponsoring the development of such a consortium for the Southern California area. The mission of the Southern California HERC is to support the efforts of each of the member campuses to recruit and retain outstanding faculty, administrators, and staff through the sharing of information and resources. It is also intended to make UCSD and the other campuses more competitive in a challenging market for highly qualified and diverse candidates. The HERC Web site was launched in September 2004.

(<http://www.socalherc.org/ikorb.php>)

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

- Academic Keys
- California Community College Registry
- DiversityWorking.com
- IMDiversity.com
- Inside Higher Ed
- Jobelephant.com,Inc
- PostdocJobs.com
- ScienceJobs.com
- TedJob.com, Inc
- UniversityJobs.com
- Women in Higher Education

(http://www.socalherc.org/ikorb.php?func=home&page=premiere_resources)

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

- IMDiversity.com
- Women in Higher Education

- HBCUConnect.com
- Latinosinhighered.com

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

Finally, the HERC Web site includes diversity pages created in collaboration with IMDiversity.com and features diversity-related organizations and resources, as well as a section on featured readings, job opportunities, and free job-search tools published by IMDiversity.com and customized especially for HERC users. (<http://www.socalherc.org/ikorb.php?func=home&page=diversity>)

As of December 2006:

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

Family Accommodation Policies and Family-Friendly Services and Programs

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

Family accommodation policies for academic employees provide:

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

Family-friendly programs and services include:

- Employment assistance for faculty spouses and partners
- Child-care services and referrals
- Summer camps and year-round recreation programs for children
- Confidential counseling services

- Eldercare support
- Lactation accommodation program for nursing mothers (<http://www.ucop.edu/acadadv/family/welcome.html>)

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

The UC Office of the President has offered FTEs to campuses that recruit and appoint candidates from the UC President's Postdoctoral Fellowship Program into faculty positions. This fellowship program is open to all qualified applicants, but preference is given to those whose research emphasizes issues such as diversity or multiculturalism and/or who have a demonstrated record of mentoring or outreach activities that promote access and opportunity in higher education.

Five UCSD departments have proposed fellows for faculty positions (two departments proposed the same candidate). Three candidates have been successfully appointed in two departments (History, appointment effective 7/05; and Ethnic Studies, appointments effective 7/06 and 11/06). The campus intends to propose additional fellows for assistant professor positions during the 2006-07 recruitment cycle.

As noted above in Part B.3 (page 10), the Jacobs School also took the lead in bringing MentorNet to UCSD in 2006. MentorNet is an e-mentoring program by which undergraduate and graduate students and postdoctoral scholars in science and engineering can be mentored by professionals in industry, universities, and government labs.

Faculty participate in a variety of outreach programs for students in elementary and middle schools. These outreach efforts include involvement in the Preuss School, the Gompers Charter Middle School, summer programs (e.g., "Reach for Tomorrow," a program in physics for grades 5 and 6), etc.

PART E — ACCOUNTABILITY

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

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

See Part A-4 (page 4).

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

In addition to the annual review of the Academic Personnel Affirmative Action Program, OADEO also publishes an annual briefing report containing data on the ladder-rank faculty workforce (gender/ethnicity), underutilization, placement goals, applicant pools, appointments, separations, and outreach efforts.

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

To fully understand the reasons ladder-rank faculty leave employment at the University and to gather any helpful suggestions for campus improvement, deans are required to conduct exit interviews of those faculty who separate.

The study of underrepresented faculty conducted by the Senate Administration Task Force, completed in 2004, and the gender equity study completed in 2002 included climate surveys of underrepresented faculty and women, respectively.

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

As stated in Part C.4 above, revised versions of the UCSD Policy and Procedure Manual (PPM) Section 230-20, covering academic personnel appointments, and the Academic Biography and Bibliography form have been drafted to incorporate the changes in the Academic Personnel Manual (APM), Section 210, regarding diversity. The drafts have been submitted for campus review. PPM Section 230-28, covering advancements, is also under revision to incorporate diversity language.