President Robert C. Dynes is enthusiastically endorsing the (Proposed) University of California Diversity Statement recommended by the Academic Senate to UC. The proposed statement adopted by the Assembly of the Academic Senate on May 10, 2006 states: “The diversity of the people of California has been the source of innovative ideas and creative accomplishment throughout the state’s history into the present. Diversity—a defining feature of California’s past, present, and future—refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.”

The proposed Diversity Statement underscores the mission of the University of California, which is: “to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for all talented students, staff, and faculty from all groups. The knowledge that the (Continued of page 4)

Welcome to the inaugural issue of Diversity Forum. This newsletter highlights our shared commitment to fostering a culture of diversity at UC Santa Barbara. Together we are passionately and persistently striving to achieve our twin goals of excellence and diversity.

Each year my wife, Dilling, and I have the honor of traveling with a dedicated team of faculty, staff, student, and alumni volunteers to meet with outstanding and diverse high school students in various regions around the state, including areas with dense populations of underrepresented minority students. We have held 64 weekend receptions since 1995, with almost 40,000 attendees, and it has been my joy to personally participate in all of them.

We owe much thanks to the joint efforts of all the members of our campus community. We have worked tirelessly to increase both the quality and the diversity of our student body. Over the past decade, the number of Chicano, Latino, African American, and American Indian students as a percentage of total enrollment has increased steadily, from 14% in 1994 to 19.5% last year.

This past spring, our UC President, Bob Dynes, sponsored a President’s Summit on Faculty Diversity. I had the honor of participating (continued on page 9)
From the Editor's Desk

Welcome to the first issue of the Diversity Forum newsletter! The Diversity Forum is designed to inform faculty, administrators, students, and staff regarding the various initiatives and activities undertaken at the UCSB campus related to diversity. UCSB is fortunate to have a supportive environment conducive to the goal of diversifying our campus. Intellectual diversity is perceived as a positive aspiration by our academic community and numerous faculty committees as well as individual faculty work tirelessly to achieve this worthwhile objective.

The Associate Vice Chancellor for Diversity, Equity, and Academic Policy position, which I presently hold, was instituted by Chancellor Henry T. Yang in 2002. It was the first position of its kind created at any UC campus and, indeed, as far as I know, nationally. It clearly demonstrates the strong leadership and visionary foresight our administrators and faculty have with respect to diversity issues here. Other UC campuses and universities are following our campus lead and are establishing similar positions at their home institutions. UC Berkeley, for example, announced this month a national search for a newly created position: Vice Chancellor for Equity and Inclusion.

The primary focus of the position of Associate Vice Chancellor for Diversity, Equity, and Academic Policy is to promote faculty diversity at UCSB, ensure that faculty are treated equitably and fairly in their academic environment, and oversee issues related to academic policy both at the campus level and at the UC systemwide level. To that end, several initiatives have been instituted. For example, my office encourages and helps fund diversity-oriented activities across campus. I have initiated the Diversity Lecture Series (co-sponsored by the MultiCultural Center and the Office of Academic Preparation and Equal Opportunity.) The Diversity Lecture Series brings to UCSB experts in the field to discuss the latest strategies and activities being implemented at other campuses in the nation. In addition, together with Chancellor Henry T. Yang, and Dean Melvin Oliver, my office co-sponsors the Profiles in Success Lecture Series, which showcases people who have emerged from the working ranks and achieved significant success in life.

UCSB’s hiring practices with respect to minorities and women demonstrate some progress has been made. Needless to say, we still need to work more intensely at diversifying our campus, particularly African American and Native American faculty. The graph below shows the percentage of faculty hires broken down between women and male minorities from 1974 to 2004. (continued on page 10)
"It is clear that to be a successful top-tier research university in a changing world, we must continue to work on developing a student body that reflects the diversity of our society and a faculty that reflects the diversity of our student body."

- Gene Lucas, EVC

As we enter the next phase of UCSB’s development, focusing on what we will look like by the year 2025, faculty diversity is one of the core principles on which we will build. Already our growth in diversity is reflected in our top 25 ranking of schools graduating Hispanics, and our top 50 ranking of schools for Diversity Best Practices. We have made diversity an integral part of our Academic Plan, explicitly reflecting this in:

- Our vision statement – “We will celebrate and enhance the diversity that enriches our living and learning environment.”

- Our mission statement – “Our academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of our multicultural and global society.”

- Our core values – “Respecting and providing a welcoming environment for people of diverse backgrounds, beliefs, and points of view.”

It is clear that to be a successful top tier research university in a changing world, we must continue to work on developing a student body that reflects the diversity of our society and a faculty that reflects the diversity of our student body. Many of tomorrow’s faculty are very likely to come from segments of society for which a college education, let alone an advanced degree, have not been the norm. Hence, developing a diverse faculty is essential to attracting this generation to higher education, mentoring them and ensuring their - and thus our - success.

While it is easy to identify the problem and state the overall objectives, getting there is no small task. Today the pools of applicants from which we recruit faculty are themselves deficient in numbers of women and underrepresented minorities, more so in some disciplines than others, but deficient nonetheless. Moreover, the competition for women and minority scholars, while substantial at the recruitment stage, becomes more fierce as the faculty near or achieve tenure and build international reputations of distinction. While a long-term solution demands attention to the “pipeline” of scholars supplying the pool of academic appointments, our near-term objective of providing a diverse faculty to serve as role models and mentors for an increasingly diverse population of students requires our utmost effort to recruit and retain a diverse faculty to the best of our ability.

These are problems that are neither easily nor readily solved. They require constant and persistent attention, creative programs, and campus-wide support and participation. We have successfully implemented a number of programs to promote diversity – from aggressive participation in the President’s Postdoctoral Fellowship program, to a self-funded Faculty Enrichment program, to various programs to support and enhance the opportunities for our junior women and underrepresented minority faculty to succeed at UCSB. We are vigilant about ensuring diversity in search committees and search pools. We are active in training chairs and deans and departmental representatives on diversity issues. But it is also clear that we must do more. Consequently, I look forward to working with all of you on achieving our goal of building a community of outstanding scholars that reflects the diversity of the population we serve.
Diversity Focus: Research

UCSB welcomes Gaye Theresa Johnson! Dr. Johnson came to our campus in 2005 and is a professor in the Department of Black Studies. She holds a B.A. in Sociology and Ethnic Studies from the University of California at San Diego, and a Ph.D. in American Studies from the University of Minnesota. Dr. Johnson's areas of expertise are twentieth century U.S. history, race and racism, social movements and identities, and cultural history with an emphasis on music. She is completing a manuscript entitled "The Future Has a Past: Politics, Music and Memory in Afro-Chicano Los Angeles."

Dr. Johnson's work on Afro-Chicano politics and music in Los Angeles reveals a cultural world of unity and division. She argues that in neighborhoods on the West, South, and East sides of L.A., blacks and Chicanos have shared more than histories of racism and segregation, of economic discrimination and immigrant exclusion, of brutality and inequality. Her book demonstrates that mutual struggles waged in response to institutional and social repression have created both moments and movements in which blacks and Chicanos have unmasked power imbalances, sought recognition, and forged solidarities by embracing the strategies, cultures, and politics of each other's experiences. Examining Afro-Chicano politics from the 1930s to the present, Dr. Johnson reveals the radical anti-racist and egalitarian cultural politics that helped nurture and sustain working class alliances, intellectual advances, and cultural practices that blurred the boundaries of hegemonic categories of race. These politics have resulted in critical inter-ethnic challenges to structures of dominance in Los Angeles, making this story relevant to the history of diverse urban political cultures in every American city.

UCSB is very fortunate to have Professor Johnson join our academic community.

Dynes Endorses UC Diversity Statement
Continued from page 1

University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State."

The document underscores the importance of diversity as "integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership."

A renewed commitment is clearly articulated in the Diversity Statement "to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented."

President Dynes signed a letter expressing his strong support for the document that was developed by the University Committee on Affirmative Action and Diversity, and added that he was "pleased to endorse this as the official statement of the University of California."
Senior Women’s Council

In 2005–2006, under the leadership of Simonetta Falasca-Zamponi (Sociology) and Cynthia Hudley (Education), the SWC took career advancement as its theme, and organized two workshops to assist colleagues in the management of their careers. One workshop sought to increase the visibility of and educate tenured colleagues about the Career Equity Review Process. The second workshop informed untenured colleagues about the intricacies of the Tenure Review Process. These workshops were organized and sponsored by the SWC with support from the Chancellor and Executive Vice Chancellor, and were well attended and received. In addition, SWC engaged in a variety of ongoing projects.

The Senior Women’s Council (SWC) was founded in 1993 to create a forum for defining and actively addressing issues that promote gender equity and diversity at UCSB, a concern that has relevance for all facets of the campus community. All tenured women faculty and lecturers with SOE are automatically members. The steering committee, composed of 15-20 members, specifies several well-defined programmatic goals that the Council will accomplish each academic year. The direction of SWC’s program is based on input from all tenured women who attend the annual SWC spring luncheon.

Throughout the course of the academic year, SWC discussed strategies for increasing the hiring and retention of women faculty and senior administrators at UCSB, as well as issues relating to salary equity and the implications of the systemwide audit.

In 2006-07, under the leadership of Cynthia Hudley, Cathy Busby (Geological Sciences), and Jenny Cook-Gumperz (Education), the SWC will continue its active program of informational workshops, strategies to promote campus diversity, and fostering a supportive community for women scholars on campus. For information please see website:

The Mission of Eucalyptus

EUCALYPTUS: The University Committee on Lesbian, Gay, Bisexual & Transgender Concerns

EUCALYPTUS is committed to promoting the welfare of its constituent communities, generating campus awareness of the existence and contributions of these communities, and advancing the acceptance and inclusion of these community members in all facets of campus and university life.

To achieve these ends, EUCALYPTUS will advise campus policy makers, develop and support educational programs and activities, and be represented at all campus and university-wide discussions affecting the lesbian, gay, bisexual, and transgender (LGBT) community.

EUCALYPTUS is committed to the removal of all barriers that impede understanding, cooperation, and communication among all of the university’s diverse elements, and seeks to foster these values within its constituent communities.
The Office of Academic Preparation and Equal Opportunity (APEO) addresses questions and concerns regarding equal employment opportunity and affirmative action in employment at UCSB. The Office is also responsible for developing and maintaining an Affirmative Action Program (AAP) for campus employees. As a federal contractor, UCSB is required to have an AAP. An Affirmative Action Program for Individuals with Disabilities and Covered Veterans is also included in the AAP. Major APEO responsibilities are:

1. The development, implementation, and maintenance of the AAP to ensure compliance with existing governmental and university regulations.
2. Advising faculty, administrators, and staff on:
   a. current federal and state laws and regulations on affirmative action. Also advising how the campus may best be in compliance with these governmental requirements.
   b. recruitment of applicants; training, promotion, and retention of employees to achieve racial and gender diversity, as required by the AAP. Also working with other UC campuses and state and local communities to promote affirmative action objectives.
3. Maintaining statistics on labor force, employee work force, training, recruitment, promotion, separation, with breakdown by gender and ethnicity for reporting purposes.
4. Working with faculty, managers, supervisors, and staff employees, as necessary, to mediate grievances based upon alleged violation of affirmative action policies contained in the AAP.
5. Advocating and supporting campus activities that promote diversity, women’s issues, minority issues, cultural awareness, career development, and other issues covered by the AAP.

The Office of Academic Preparation and Equal Opportunity reports to the Executive Vice Chancellor. For information call (805) 893-3106. Office address: 1501 South Hall, UCSB, Santa Barbara, CA 93106.

Profiles in Success Lecture Series

Professor Melvin Oliver, Dean of the Division of Social Sciences, together with the Office of the Chancellor, the Office of the Executive Vice Chancellor and Associate Vice Chancellor for Diversity, Equity, and Academic Policy, initiated a Profiles in Success Lecture Series this spring, April 28, 2006. The first featured speaker was UC Regent Fred Ruiz, who enthralled the audience with his family’s success story of having founded a very successful frozen Mexican food company. Regent Ruiz is co-founder and Chairman of Ruiz Foods, a leading and innovative manufacturer of authentically prepared frozen Mexican foods. He was appointed Regent of the University of California in 2004 by Governor Schwarzenegger and is an active member in the community, serving in various advisory boards as well as being on the Board of Directors of the Hispanic College Fund and the California Chamber of Commerce, to cite a few. The Profiles in Success Lecture Series’ goal is to invite to UCSB high profile persons who have achieved significant success in life despite seemingly insurmountable barriers and who are willing to share their stories with our students and campus community and in this manner serve as inspirational models. Future speakers and lectures will be announced.
The Graduate Division, the Alliance for Graduate Education, and the Professoriate hosted nineteen students from a variety of disciplines and universities. These students engaged in research opportunities at UCSB as part of the Academic Research Consortium (ARC) and the Graduate Research Internship Program (GRIP). ARC’s main goal is to prepare and encourage talented undergraduate students from diverse backgrounds to apply to UC Ph.D. programs. ARC also serves as an umbrella program encompassing both the University of California Leadership Excellence through Advanced Degrees (UC LEADs) Program and the California State University (CSU) Sally Casanova Pre-Doctoral Program. The goal of the UC LEADs program is to educate California’s future leaders, by preparing promising undergraduate students for success in UC graduate science, technology, engineering, and mathematics programs. The CSU Pre-Doctoral Program is designed to increase the pool of potential faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. The program places a special emphasis on increasing the number of CSU students who enter doctoral programs at one of the UC institutions. GRIP is designed to provide students with the opportunity to gain the necessary resources to effectively compete for doctoral programs in science, technology, engineering, mathematics, and the social sciences.

The summer programs ARC and GRIP were deemed a great success this year. Students participated in extra-curricular activities as well as at a research symposium where they presented their work. Several of the students were asked by their faculty mentors to continue with their research at UCSB and will be here Fall 2006. Students eagerly stated: “Can’t wait to apply to grad school! UCSB is definitely at the top of my list” and “UCSB seems to be a part of my future endeavors, I am really adamant about joining the Chemistry department as a graduate student in the near future.”

**ADA Advisory Group Adopts New Name: Advisory Committee on Campus Access**

The Americans with Disabilities Act Advisory Group has re-organized this past summer and adopted a new charter and name: Advisory Committee on Campus Access. The new charter and name change highlight the committee’s work on the important task of ensuring access by persons with disabilities to campus programs, services and activities. This past year the committee approved funding for thirteen new projects that enhance services and resources for faculty, students, staff and the general public, including installation of additional way-finding signage throughout campus. A new website dedicated to providing coordination of information for all campus disability resources is also now available. Questions and/or concerns about access to campus programs, services and activities may be addressed to Farfalla Borah, Campus ADA Compliance Officer, 893-2184, Farfalla.Borah@vqadmin.ucsb.edu.
It is our pleasure to introduce you to Mr. James Jiménez, whose generous gift of $500,000 to UC Santa Barbara will launch the Fillmore Scholars Program to ensure the academic preparedness of Fillmore students for this generation and future generations. Executive Director Joseph Castro says,

I have been privileged to work with many people who share our campus’s commitment to expanding educational opportunities for K-12 students in our region. Mr. Jiménez is one such extraordinary person.

James Jiménez was born 93 years ago and attended public schools in Los Angeles. After discovering in his sophomore year of high school that he was enrolled in courses that were considered “vocational track,” he went to his counselor and asked her to place him in “college track” courses. With support from the principal, he made this transition successfully.

Jimmy graduated at the top of his high school class and was elected Senior Class President. Despite working several hours each week, he received excellent grades and was admitted to Stanford University, planning a career in medicine. However, attending Stanford University and pursuing a career in medicine was set aside. As Mr. Jiménez remembers,

I was the son of a Mexican immigrant, the second of 12 children, and my family needed my wages in order for my younger siblings to remain in school.

Later in life, Jiménez recalls, “My father earned a living with a pick and shovel as a railroad worker in San Bernardino. He told me that if you study, you wouldn’t end up doing this.”

James Jiménez has had an extraordinary career. He was a fast learner who relied on vision, tenacity, and his ability to solve problems. To help support his family he worked a variety of jobs - washing dishes, sanding floors, bookkeeping, and as a machinist. After marrying his wife, Kay, Jimmy pursued a position in sales in the newly emerging Mexican food products industry. He quickly became one of the top salesmen in the industry, but he thought he could do more. Guided by the belief that Mexican food products were being made inefficiently, Jimmy designed and built equipment that revolutionized the industry. Jimmy’s inventions soon found themselves in major fast food outlets throughout the world.

However, he never lost his deep and abiding belief in education. He believes strongly that “the key to joining the mainstream is education. The more educated people are, the better they can solve problems.”

After retirement Jimmy and Kay bought a farm in Fillmore and fell in love with the community. In Fillmore, Jimmy started a scholarship fund to provide direct support to Fillmore High School students who enroll in college. He continues this scholarship fund, providing support for 40 students this year.

Mr. James Jiménez’s recent gift to UC Santa Barbara will create an endowed academic preparation program that will focus primarily on Fillmore students who would be the first in their families to attend a college or university. The James Jiménez Fillmore Scholars Program will help students become university-eligible and help provide essential support to their families that will ensure their children’s success.

Executive Director Castro says,

It is my hope that James Jiménez will serve as an example to other community leaders. With this support we will sustain our existing programs and develop new initiatives that create a “pathway to college” for more K-12 students in our region.

We are proud to feature James Jiménez in our first Diversity Forum newsletter.
UC President’s Task Force on Faculty Diversity

UC President Robert C. Dynes convened a Task Force on Faculty Diversity in May 2005. It included representatives from each UC campus, with Associate Vice Chancellor Rosina Becerra appointed as Chair. The Task Force’s charge was “to review faculty diversity at the University of California and make recommendations to the academic leadership.” The ten-member faculty group plus three staff members met during the spring quarter and scheduled a series of on-site campus interviews on diversity issues with the top leadership of each UC campus throughout fall quarter 2005. The Task Force presented their report at a President’s Summit on Faculty Diversity on May 24, 2006. Highlights of the Report on Faculty Diversity included addressing questions regarding the importance of diversity to the University, the status of faculty diversity at UC, and the strategies UC is undertaking to improve diversity on our UC campuses. Five major recommendations are included in the Report:

1. LEADERSHIP—Strong leadership is critical to institutional change
2. ACADEMIC PLANNING—Diversity will not thrive unless it is incorporated into academic planning at every level
3. RESOURCE ALLOCATION AND FACULTY REWARD—Resources and rewards are essential to influence action in support of diversity and equal opportunity
4. FACULTY RECRUITMENT AND RETENTION—Campuses can do more to promote faculty diversity through recruitment, hiring and retention practices.
5. ACCOUNTABILITY—Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

The President’s Task Force on Faculty Diversity included: Rosina M. Becerra, UCLA; Gibor Basri, UC Berkeley; J. Renee Chapman Navarro, UCSF School of Medicine; Kenji Hakuta, UC Merced; Douglas M. Haynes, UC Irvine; Maria Herrera-Sobek, UC Santa Barbara; Jorge Huerta, UC San Diego; Yolanda T. Moses, UC Riverside; Lisa C. Sloan, UC Santa Cruz; and Kyaw Thaw Paw U, UC Davis. Task Force staff members were: Sheila O’Rourke, UCOP, Susan Oranje Lee, UCLA, and Cristina Pérez, UC Berkeley.

A Message from the Chancellor (continued from page 1)

in the summit, and speaking about the efforts being made on our Santa Barbara campus to move steadily toward greater diversity in the recruitment, retention, and promotion of minority and women faculty and staff. For example, we have made it a priority to ensure ethnic and gender balance in the membership of various task forces and campus committees, as well as in all search committees for administrators, faculty, and staff.

In 2002, we were pleased to welcome Professor Maria Herrera-Sobek, our Luis Leal Endowed Chair in Chicano Studies, as our associate vice chancellor for diversity, equity, and academic policy. She has contributed a great deal in this role, including vigorously implementing presidential initiatives such as the faculty enrichment program and the president’s postdoctoral fellows program, as well as instituting a process for gender equity review. Following the President’s Summit on Faculty Diversity, AVC Herrera-Sobek organized a meeting with administrative colleagues and developed an action agenda so that our campus can follow through on the recommendations of the summit.

students, enriches intellectual discussion, promotes understanding across differences, and enhances UC’s responsiveness to the needs of an increasingly diverse workforce and society.”

Our commitment to diversity extends to academic programs as well. The Asian American Studies program was elevated to departmental status in 1996, and in 2003, UCSB established the nation’s first doctoral program in Chicana and Chicano Studies.

I am proud to note that UC Santa Barbara was ranked one of the top 50 schools for “Diversity Best Practices” by the Women and Diversity College Enrollment Report 2004-05: Undergraduate Schools. This is the result of a sustained, collaborative effort on our campus. But as many efforts as we have made, we know that we have much, much more to do in the future. I ask each of you to join me in renewing our commitment to support and enhance the wonderful culture of diversity we so greatly treasure here on our campus.

Earlier this year, under the leadership of President Dynes, I gladly joined my fellow chancellors of the 10 UC campuses in signing a letter affirming that “diversity among our faculty, like diversity among
While the figures suggest continuous improvement, I invite you to help me make them better. We have made significant strides in the last few years comparatively speaking. UCSB has garnered the following awards and honors:
- UCSB was listed as one of “Top 100 Schools Graduating Hispanics” (Listed by Hispanic Outlook in Higher Education, 2005)
- UCSB was one of nine universities honored in Washington D.C. for awarding the most degrees to underrepresented minority students: B.A.s and Ph.D.s in social, behavioral, and economic sciences in the United States (2005). Award given by The Quality of Education for Minorities Network
- UCSB was ranked as one of the top 50 schools for Diversity Best Practices for 2004 (Women and Diversity College Enrollment Report 2004-05: Undergraduate Schools)
- UCSB ranked number eight in the nation in total number of women geoscience Ph.D.s who have obtained tenured/tenure-track positions (NSF Report)
- UCSB ranked in the top two regarding gender parity with respect to male/female Ph.D. students who are now in tenured/tenure track positions (NSF Report)
- UCSB has hired the most President Postdoctoral Fellows of any UC campus (10 out of a total of 40)

My office will continue to work diligently to improve faculty diversity on our campus. The Diversity Forum will be a newsletter, published twice a year in the fall and spring. I welcome your comments and suggestions. I invite you to visit our Diversity Website at http://www.diversity.ap.ucsb.edu/diversity/. Please also visit UCOP’s new diversity website: http://www.universityofcalifornia.edu/diversity/.

The Chancellor’s Advisory Committee on the Status of Women

The Chancellor’s Advisory Committee on the Status of Women is an administrative committee that has existed on campus since the mid-1970s. It draws its membership from faculty, staff, and students on campus with standing members including the Director of the Women’s Center, our Title IX Coordinator and Sexual Harassment Officer, Work/Life Coordinator, campus ombudsperson, chair(s) from the Senior Women’s Council and chair(s) from the Professional Women’s Association. The charge of CACSW is to advise and consult with the Chancellor about concerns and issues regarding the status of women at UCSB. The committee engages in the review of drafts of campus and systemwide policies pertaining to campus women (e.g., parental leaves, sexual harassment, gender equity in sports). The CACSW along with the Women’s Center organizes a panel discussion on “Demystifying the Tenure Process” for junior faculty women on a yearly basis. The CACSW conducts meetings and investigations on issues including leadership, governance, representation of women in faculty and key administrative positions, pay equity, career equity review, work/life, staff-student ratio, Title IX, safety, student-parent registration, diversity training, and female graduate student representation, employment, and mentorship. Since 1997, CACSW has met annually with the Chancellor and his Vice-Chancellors to discuss a report on the status of women.
EVC Gene Lucas Announces President’s Postdoctoral Fellows Program (PPFP) 2006-07:

Executive Vice Chancellor Gene Lucas announced this August, 2006 that the Office of the President has again continued the hiring incentive for President’s Postdoctoral Fellowship Program (PPFP) award recipients, for ladder-rank faculty with hire dates effective July 2007. The initiative is designed to increase the number of President’s Postdoctoral Fellows hired by the UC system. It provides a new FTE to the campus that hires effective July 1, 2007, a ladder rank faculty who has been a President’s Postdoctoral Fellows since 1996. UCSB has used this program quite effectively the last several years to improve the diversity of our faculty. The following are the steps to take in hiring a President’s Postdoctoral Fellow:

1) The best and quickest way for a department to proceed is to include PPFs among the candidates for an existing search. If a department successfully recruits a PPF into an existing FTE, a supplemental FTE will be provided after the appointment is made July 1, 2007. It would be available to the department for the next recruitment cycle.

2) If a department does not have an existing FTE with which to recruit a PPF, but nevertheless is interested in recruiting one, the dean from the interested department’s unit can “loan” it a discretionary FTE. The use of a discretionary FTE for this purpose precludes the need for a request for an EOR. If the department successfully recruits a PPF into that FTE, a supplemental FTE will be provided to the department for its discretionary use in subsequent years after the appointment is made July 1, 2007.

3) If the department does not have an existing FTE and the dean from the department’s unit is unable to “loan” an FTE, then the department must identify the candidate and follow established procedures for requesting an Exception to Open Recruitment (EOR) and an FTE. Nonetheless, the department could, in parallel, bring the PFP to campus on an informal basis to assess them farther.

The EVC’s Office will provide travel funds to bring PPFs to campus for recruitment, or potential recruitment, over and above those currently allocated for the normal recruitment process. The deans need to submit recruitment travel requests and estimate to the EVC’s Office for each visit.

The incentive applies to all PPFs appointed since 1996, but does not apply to former fellows who already hold UC ladder-rank appointments. A list of eligible fellows is available at: http://www.ucop.edu/acadadv/ppfp/former-fell-9607.html. Nominations for PPFs should be made by departments to the EVC’s Office via the deans.

EVC Gene Lucas strongly supports the PPF Program and states: “This is an exciting opportunity to diversify our faculty, and I want to make sure we optimize our resources in pursuit of this goal.”

President’s Postdoctoral Fellowship Program:
Call for Applications

The University of California President’s Postdoctoral Fellowship Program is currently accepting applications. The PPFP offers postdoctoral research fellowships and faculty mentoring to qualified scholars committed to university careers in research, teaching, and service that will enhance the diversity of the academic community at the University of California.

Fellowships are awarded for research conducted under faculty sponsorship on any one of the University of California’s ten campuses. The University awards 15-20 postdoctoral fellowships every year. Annual award is for $40,000 - $50,000, depending on the field and level of experience. Each award is for a 12-month period, renewable for one year upon demonstration of academic productivity and participation in program events. Only those who anticipate completion of their Ph.D. degrees by July 1, 2007 are eligible to apply.

APPLICATIONS: Online application is available on the web at: http://www.ucop.edu/acadadv/ppfp/. Application deadline is November 1, 2006.

Further Information:
President’s Postdoctoral Fellowship Program
University of California - Office of the President
1111 Franklin Street, 11th Floor
Oakland, CA 94607-5200
(510)987-9590 or (510) 987-9503
Kim.adkinson@ucop.edu
The Diversity Lecture Series was initiated in spring 2004 and featured Dr. Charles Tatum as the first speaker. He addressed educational issues and diversity as they affect the Chicano population. This lecture series is intended to highlight recent research undertaken on diversity issues, to learn about the various strategies used at other universities to improve diversity on their campuses; and to present new ideas and issues related to diversity in an open forum. Two other renowned experts on diversity have visited our campus and presented lectures. Professor Lester P. Monts, from the University of Michigan, spoke to an enthusiastic audience in fall 2005 and Dr. Norbert Hill, Executive Director of the American Indian Graduate Center, came to our campus in April 2006. Dr. Hill addressed issues related to Native Americans and the concept of diversity as it affects this particular ethnic group.

On October 23, 2006, Dr. Evelyn Hu-Dehart, Professor of History and Ethnic Studies at Brown University, will be the featured speaker for the Diversity Lecture Series. Her talk titled “How Do I Love Thee? Let Me Count the Ways!” will examine the manner in which American society and education has defined and conceptualized “diversity” over the last 30 years. Hu-Dehart will provide a brief critical analysis of the concept of diversity, and plans to invite members from the audience to contribute their own perspectives on this important issue. Her lecture will take place at 5:00 pm in the MultiCultural Center Theater.

Co-sponsors for the Diversity Lecture Series are the Office of the Executive Vice Chancellor; the Associate Vice Chancellor for Diversity, Equity, and Academic Policy; the Office of Academic Preparation and Equal Opportunity; and the MultiCultural Center. For information call: (805) 893-8411.