

PROGRESS REPORT
ACCOMPLISHMENTS AND IMPLEMENTATION
OF
UC PRESIDENT'S TASK FORCE ON FACULTY
DIVERSITY RECOMMENDATIONS

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

MAY 25, 2007

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INTRODUCTION AND BACKGROUND

As per Chancellor Henry T. Yang's request, the Associate Vice Chancellor for Diversity, Equity, and Academic Policy in consultation with the Advisory Board for Faculty Diversity and other administrators has reviewed the recommendations of the UC President's Task Force for Faculty Diversity and respectfully submits the following report regarding the implementation of said recommendations on our UCSB campus. The Report begins by first identifying and highlighting the **twelve** outstanding strategies or "best practices" that the University of California at Santa Barbara has instituted and that have yielded excellent results. After enumerating the "Twelve Best Practices" the Report addresses more specifically how the UCSB campus has implemented the five major areas articulated by the UC President's Task Force on Faculty Diversity which have been deemed essential in diversifying our UC campuses. These are: **Leadership, Academic Planning, Resource Allocation and Faculty Rewards, Faculty Recruitment and Retention, and Accountability.**

TWELVE BEST PRACTICES AT UCSB:

1. *UCSB Strategic Campus Plan 2007-2025*: underscores the importance of diversity and reaffirms the campus's commitment to diversity and diversifying the campus.
2. Assoc. Vice Chancellor for Diversity and Acting Director of Equal Opportunity met individually with deans, chairs and Affirmative Action Committees from departments who were conducting searches for 2006-07 and provided a one hour workshop on diversity policies, issues, and strategies. They discussed problems related to diversity and offered solutions, strategies, etc. It is important to dialogue with deans and chairs regarding diversity issues in their units and on campus.
3. Assoc. Vice Chancellor for Diversity actively participates in each and every departmental External Review Committees' Welcome and Exit sessions with the Executive Vice Chancellor and other top administrators. When AVC for Diversity meets with the ERC he/she should request the ERC to examine diversity issues in each department and address them in the final report.
4. EVC underscores importance of hiring President Postdoctoral Fellows across campus. UCSB is the campus that has hired the most number of PPFs—10 as of 2006.
5. *Diversity Forum* newsletter: Instituted a newsletter to acquaint, educate, and encourage departments, faculty, administrators and staff regarding diversity issues on campus. UCSB publishes the *Diversity Forum* newsletter twice a year.
6. *Chancellor's Statewide Receptions*: Chancellor Yang sponsors receptions across the state for recruitment of graduating high school underrepresented minority students. UCSB has seen consistent increase in underrepresented minorities applying to our campus increase: 1990 = 10%; 2007 = 25.3% of the entering class. Average GPA for students who sent statement of Intent to Register: 3.82.
7. Establish a Faculty Enrichment Program to aid in the recruitment of women and underrepresented minority faculty
8. Graduate Student Pipeline—appointed Diversity Coordinators for STEM

Disciplines as well as Humanities and Fine Arts; this strategy has yielded excellent results. For example the Sociology Dept. has enrolled six African American graduate students.

9. EVC instituted a campus wide plan to hire at the level of assistant professors.
10. Hire top tier administrators sensitive and supportive of diversity issues.
11. The most important activity that UCSB undertakes that promotes faculty diversity is the formation of recruitment plans for faculty positions designed to bring in a diverse audience. These include both placing advertisements in venues with diverse audiences (e.g. Association of Latino and Latina Anthropologists) and targeting specific faculty members or specific departments likely to have students of diverse backgrounds. Without a diverse applicant pool, you will not have a diverse faculty. Once the applicant pool is constructed, the Dean or one of the Associate Deans reads all the applications and particularly pays attention to applications from diverse applicants. If there are applications that the Dean/Associate Dean judges to be competitive but have not made the shortlist, s/he then takes it to the search committee, has them re-examine it, and either state why in their view the application should not be included on the short list (a common reason is that the research area is not close enough to what the department wanted) or to add them to the short list. There have been a number of cases where candidates identified in this way have been invited for campus visits, and in some cases, ended up as the top choice of the department. The strategy is (a) making the concerted effort to broadly advertise, and (b) have a second set of eyes with diversity in mind.
12. Include in each External Review questionnaire diversity issues to be answered by the department being reviewed. Include data regarding history of faculty hires categorized by gender, race and ethnicity to demonstrate progress or non-progress of a department with respect to diversifying its faculty.

PRESIDENT’S TASK FORCE ON FACULTY DIVERSITY: FINDINGS AND RECOMMENDATIONS

I. LEADERSHIP

A. 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:

1. Chancellor Henry T. Yang, understands the importance of taking a leadership role in the advancement of diversity at the University of California, Santa Barbara. He continually demonstrates his strong support for promoting diversity on campus through the various programs, events, and initiatives he has introduced during his tenure at UCSB from 1994 to the present. His personal statement on diversity can be viewed on the UCSB diversity website <http://www.diversity.ap.ucsb.edu/diversity/> where he clearly articulates his position on the subject of diversifying the faculty, administrators, staff and student body.
2. Chancellor Yang also has reaffirmed his commitment to diversity at UCSB through the restructuring of the Affirmative Action Office into the Academic Preparation and Equal Opportunity Office. This office provides the Chancellor with pertinent data related to hiring and retention of faculty and is responsible for making sure UCSB complies with affirmative action guidelines. It promotes diversity via workshops, lectures, and outreach activities designed to increase women and underrepresented minority faculty in our departments.
3. EVC’s Gene Luca’s *UC Santa Barbara Strategic Academic Plan 2007-2025* report highlights in several places of the document the importance of diversity at UCSB. (For complete document see Appendix A)

Here are some quotes on diversity from the above document:

UC Santa Barbara Today: “Growth in diversity is reflected in a top 25 ranking of schools graduating Hispanics, and a top 50 ranking of schools for Diversity Best Practices.” (p.1)

UC Santa Barbara’s Future: “Moreover, the campus needs to build on a foundation of diversity to anticipate a changing demographic.” (p. 2)

Vision: We will celebrate and enhance the diversity that enriches our living and learning environment.” (p. 2)

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.” (p. 3)

Core Values: “Respecting and providing a welcoming environment for people of diverse background, beliefs, and points of view.” (p. 3)

Finally in order to underscore the importance of diversity at UCSB an entire section on Diversity is featured on pages 6-7:

Diversity: “The University of California has recognized diversity as critical to its future, and has adopted the position that diversity enhances all aspects of the University through the breadth of perspectives, interests and experiences that a diverse population brings to each campus. As we enter the next phase of UC Santa Barbara’s development, diversity is one of the core principles on which we will build. 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 and staff that reflect 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, has not been the norm. Moreover, many disciplines have yet to attract women and underrepresented minorities to the degree that reflects the composition of society and is required to sustain the discipline into the future. Hence, developing a diverse faculty is essential to attracting these students to higher education, mentoring them and ensuring their – and thus our – success.

In the last 15 years under-represented minorities in the student population have grown from about 10% to 24%. However, it is anticipated that in the near future California will undergo a dramatic demographic change, with minorities quickly comprising a majority of the state population. To achieve its full potential in this changing demographic, UC Santa Barbara must continue to make concentrated efforts in attaining a diverse student enrollment across disciplines that reflects this State population change. This will require exceeding past successes at both the undergraduate and graduate level, and aligning campus goals with national efforts to provide a “diverse, globally

oriented workforce”¹ that is inclusive of women, minorities and persons with disabilities.

At the same time, the opportunity for faculty and staff growth and renewal identified in this plan offers a tremendous opportunity to significantly improve the gender and ethnic diversity at UC Santa Barbara. While the campus has historically made steady progress, the significant hiring opportunities afforded by managed growth and renewal challenges the campus to accelerate its efforts and develop a faculty and staff whose diversity is true to its vision and core values.” (p. 6-7)

4. Equity Report. EVC Gene Lucas states: “The issue of salary equity is an extremely important component of ensuring a climate on campus that welcomes diversity.” (*Diversity Forum*, p. 3) The Office of the Executive Vice Chancellor has undertaken an annual analysis of academic salaries to examine issues of equity, especially with respect to gender and ethnicity. The results of these studies are now available online at: <http://www.evc.ucsb.edu/evc/salary.equity.reports/index.cfm>

Findings: there were no significant disparities in salaries between white males and women and minorities. Please see the complete report with detailed explanations at website cited above

5. The Associate Vice Chancellor for Diversity, Equity and Academic Policy established an Advisory Board for Faculty Diversity February, 2007.
6. UCSB is participating in the NSF PAID Advance Grant.: Five Southern California UC campuses (UCI, UCLA, UCR, UCSD, and UCSB) are co-PI’s and will be hosting a series of workshops, symposia, and seminars to train and educate administrators (EVC, AVC, deans, and chairs of departments) from the five campuses cited above, regarding diversity issues and strategies to increase diversity in each of their campuses.
7. Conducted “Best Practices” one-hours workshops with deans and chairs of departments and their affirmative action committees or representatives regarding diversity policies and strategies during January-May 2007. These workshops targeted those departments that were conducting searches for the 2006-07 academic year. The workshops consisted of Affirmative Action legislation, Proposition 209; Academic policies such as 210; 240; and 710; discussion of problems in recruitment in specific department; and general

¹ National Science Foundation. *Women, Minorities and Persons with Disabilities in Science and Engineering*: 1998. Arlington VA, 1999 (NSF 99-338).

information on diversity strategies and initiatives from OP.

8. Chancellor Yang holds a meeting once a year in the fall with Chancellor's Advisory Committee on the Status of Women. The Committee provides the Chancellor with a Report and series of Recommendations (see Spring issue of *Diversity Forum* newsletter).

Chancellor Yang also meets with EUCALYPTUS, the University Committee on Lesbian, Gay, Bisexual, and Transgender Concerns. The Committee publishes a newsletter titled *EUCALYPTUS*

9. Chancellor Yang supports each year: The Shirley Kennedy Memorial Lecture (sponsored by Black Studies Dept.); the Luis Leal Chicano Literary Prize, as well as annual Asian American celebration and Native American Harvest Festival and many other diversity oriented activities on campus.

B. 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.

1. Wishing to ensure diversity at UCSB, Chancellor Yang created the position of **Associate Vice Chancellor for Diversity, Equity, and Academic Policy** on September, 2002. Such a position was one of the first in the nation in 2002. The position is currently held by Professor María Herrera-Sobek, a high ranking faculty member of the Chicana and Chicano Studies Department and holder of the Luis Leal Endowed Chair. Major universities across the nation have followed UCSB lead and are now hiring Chief Diversity Officers or Vice Chancellors or Provosts for Diversity. This high level position is designed to promote the hiring and retention of women and underrepresented faculty on campus. The AVC conducts workshops on diversity, sponsors lecture series on the topic, coordinates conferences, and is involved in the various programs and activities related to diversifying the campus. The position includes one support staff person. Diversity web site:

<http://www.evc.ucsb.edu/evc/salary.equity.reports/index.cfm>

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

1. UCSB has an Academic Senate Committee on Diversity and Equity

Structured within the UCSB campus Academic Senate is the Academic Senate Committee on Diversity and Equity. This

Committee reports to the Academic Senate on issues related to diversity on campus. Its charge is “To work towards attaining the campus goals of diversity and equity and actively pursue the goals of affirmative action.” Its duties include: “Promotes campus diversity and equity, ensuring the equal treatment of women, ethnic minorities, individuals of diverse sexual orientation, individuals with disabilities, and other members of the campus community. In meeting this charge, the committee may: (a) initiate studies on campus diversity and equity, using data collected from all campus sources; (b) formulate and disseminate recommendations on any matter influencing campus diversity and equity; (c) address matters involving the hiring, employment, educational, and social circumstances of faculty, staff, and students.”

2. An Advisory Board for Faculty Diversity has been appointed February, 2007. The Advisory Board’s charge is to advise the AVC For Diversity, Equity and Academic Policy on issues related to diversity on campus.
3. Plans are in place for the appointment of an Ethnic Studies Council
4. EUCALYPTUS is the University Committee on Lesbian, Gay, Bisexual, and Transgender Concerns
5. Chancellor’s Advisory Committee on the Status of Women:
Another entity related directly to the Chancellor’s office is the Chancellor’s Advisory Committee on the Status of Women (CACSW). This Committee draws its membership from faculty, staff, and students on campus (with standing members including the director of the Women’s Center, the Title IX Coordinator and Sexual Harassment Officer, chair of the Senior Women’s Council and chair of the Professional Women’s Association) and reports directly to the Chancellor. The committee engages in the review of drafts of campus and system-wide 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 “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 senior administrators to discuss a yearly report on the status of women.

6. Senior Women's Council—composed of associate and full professors
The SWC addresses areas of concern to women faculty on campus.
They sponsor workshops for women faculty on campus dealing with such issues as tenure/promotion and mentoring/networking with junior faculty.

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

1. The job cards for Deans specifically state that promoting diversity is part of their job description.
2. Deans and Chairs are getting workshops on APM 210, 240, and 245. These academic policies distinctly state deans and chairs are responsible for promoting diversity in their colleges/divisions/departments as well as carrying out affirmative action policies. One hour workshops have been undertaken February to June to those departments who were doing a search this academic year. Next year will we continue these workshops with departments who will be undertaking searches.

II. ACADEMIC PLANNING

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

1. The EVC Gene Lucas's Strategic Academic Plan Report, 2007-2025 clearly articulates the importance of diversity in the overall campus planning for future long range plans. (See Appendix A)
2. The strategy of hiring assistant professors have yielded excellent results.
3. Strong support for President's Postdoctoral Fellows also yielded a good numbers of women and minority hires. Ten PPF have been hired since the program was instituted in 2002. This is the most hiring of PPFs of any UC campus.

B. 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.

UCSB is very forceful about encouraging academic units to advance diversity on campus and demonstrate inclusiveness in hiring. In preparation for a department's external review each department is specifically asked to report on faculty diversity. The number of faculty are shown and racial

composition is delineated. Furthermore, the Program Review Panel, which undertakes initial overall evaluation of each department being reviewed, administers surveys asking students at the graduate and undergraduate level regarding diversity issues such as what is the climate in the unit for women and underrepresented minorities.

- C. 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 under representation.**

PIPELINE ACTIVITIES FOR UNDERGRADUATES:

1. In order to ensure that the educational pipeline for women and underrepresented minorities is robust, Chancellor Yang has instituted a series of receptions in major population centers in the state such as San Francisco and Los Angeles for the express purpose of recruiting high school students from diverse backgrounds. Faculty members from various disciplines attend the receptions where hundreds of prospective students have been invited. Participating faculty present UCSB as a hospitable campus where women and minorities are welcomed. These special spring events have been very successful and have resulted in an increase in enrollment of students coming from underrepresented communities. The data shows an increase from a 10% enrollment to a 24% enrollment in the last ten years.
2. The Office of Outreach and Academic Preparation works with middle-school and high school students at underperforming schools to increase the number of students, primarily underrepresented and first-generation college students, who meet UC admission requirements.

The Office of Admissions conducts an array of school visits and programs throughout the year designed to encourage underrepresented minority students to enroll at UC Santa Barbara.

3. Physics Department as “Physics Circus” to promote science in education K-12.
4. *Chumash Scholars Program* supports the educational aspirations of seventy American Indian students and their families from the College School and Santa Ynez Valley Union High School District
5. Summer Algebra Academies (650 students) –an intensive and energizing summer preparation program

6. *Padres Adelante*—leadership program for minority parents
7. *Santa Barbara Pathway Program*—these are outreach programs for k-12 to encourage students from underrepresented minorities to attend college
8. *Project Excel*—this is an outreach program designed to encourage students K-12 to attend college.
9. *Huehuetlatolli* “a Nahuatl word meaning wisdom—provides students with a space in which they can explore science and math through the learning of Mesoamerican cultures such as the Maya, Aztec, and Zapotec.” (as described in their brochure). This is an outreach program.
10. MESA Program for underrepresented minority students (Mathematics, Engineering and Science Achievement) designed to encourage URM to enter science disciplines.
11. Youth Leadership and Advocacy Institute “was developed to enhance high school students’ leadership skills and advocacy awareness so that these leaders have the tools to organize, support, and advocate on behalf of their schools’ lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities.
12. Playwriting/theater program established for Latino children in the Santa Barbara community.

PIPELINE FOR GRADUATE STUDENTS:

1. Women in Science and Technology House: A particularly effective program for nurturing women interested in the sciences is the institution of a theme residence, the Women in Science and Technology House. The Women in Science and Technology House is designed to aid women students achieve success in their science and technology courses by sponsoring workshops, talks, and review sessions with faculty, particularly women faculty. 2004-05 was the first year of its existence at UCSB and from the reports students presented at the end of the year it has proven to be a very successful initiative. The Women in Science and Technology House has a Coordinating Board composed of faculty and staff members involved in women’s issues on campus such as the Director of the Women’s Center and the Lead Academic Advisor from the College of Engineering.
2. Training Programs: Integrative Graduate Education and Research

Traineeship Program (IGERT)

UCSB was one of the fortunate UC campuses to receive an IGERT grant for the development of graduate students in science and engineering in 2004. According to its guideline the IGERT program is “intended to catalyze a cultural change in graduate education, for students, faculty, and institutions, by establishing innovative new models for graduate education and training a fertile environment for collaborative research that transcends traditional disciplinary boundaries.” Most importantly, it is specifically intended to “facilitate greater diversity in student participation and preparation, and to contribute to the development of a diverse, globally-engaged science and engineering workforce.”

3. UCSB has an accord with Jackson State University (a historically black university)—students from Jackson State do internships during the summer months.
4. UCSB is working to develop ties to local CSUs with substantial enrollments of traditionally underrepresented groups of students. Several summer research programs are already in place, and these students will also be eligible for the Graduate Research Internship Program (GRIP).
5. Hired diversity coordinators for STEM disciplines. UC DIGGSSS Diversity Initiative for Graduate Students in the Social Sciences has provided programs for underrepresented graduate students
6. In addition to our annual award of fellowships to incoming graduate students of diverse background, we have also instituted a pilot program of Diversity Fellowships
7. Graduate students organized the Hypatian Seminar as a vehicle for encouraging members of underrepresented groups to network with the larger mathematical community. The Seminar is named after Hypatian, the first woman mathematician of record.
8. *Women in Physics* is a group of graduate students, faculty members, post-docs, and undergraduates in the UCSB Physics Department. designed to create a sense of community in the department.
9. The Economics Department was recently selected by the American Economic Association as the next host institution for the American Economic Association Summer Program and Minority Scholarship program.

10. The Department of Counseling, Clinical, and School psychology in Gevirtz Graduate School of Education was chosen by the Substance Abuse and Mental Health Services Administration as one program to study as a model for cultural competency training. The department was nominated because of its skill in training scholars and psychologists particularly concerned about culture, race, ethnicity, diversity, at-risk populations and disparities in mental health care. This is part of SAMHSA Minority Fellowship Program.
11. UC Leadership Excellence through advanced degrees.
12. NSP granted \$2.9 million for Integrative Graduate Education and Research Traineeship (IGERT)
13. Fellowships available for graduate students who were McNair Scholars
14. UCSB is hosting the 2nd Social Behavioral and Economic Sciences Alliances for Graduate Education and the Professoriate (SBES/AGEP) Meeting -- NSF Graduate Students Conference this year (May 23-25, 2007)
15. The Chicana/o Graduate Student Colectiva builds community among Chicana/o and Latina/o Graduate Students. It is an organization that seeks to increase diversity, access and equity in higher education. It promotes mentor/mentee relationships, and assists in recruitment and retention efforts, across all disciplines. In Fall 2006 the organization held a graduate student conference with a focus on activist scholarship with Chicana/o and Latina/o communities. In addition, Colectiva has ongoing workshops on funding, undergraduate mentorship, and networking.
16. Women in Science and Engineering, WiSE, is comprised primarily of female UCSB graduate and undergraduate students, researchers, and faculty. WiSE recognizes the achievements and promotes the advancement of women and girls in science and engineering careers, especially within higher education.
17. Asian Pacific American Graduate Students, APAGS,

PIPELINE FOR FACULTY:

1. UCSB has sponsored for the past twenty years Dissertation Fellowships for Women and Underrepresented Minorities. At present these Dissertation Fellowships continue to be granted as follows: two Dissertation Fellowships for Women in the Department of Women's

Studies and two Dissertation Fellowships for the Department of Black Studies. The Dissertation Fellowships for Chicano/a Studies have been discontinued since they now have an M.A./Ph.D. and they are eligible to compete for all Central Campus fellowships.

2. In recognition of International Women's Day, the Chicana/o Graduate Student Colectiva and the Women's Center held the First Annual Women of Color Reception "Building on the Legacy: Women of Color in Academia." The event hosted faculty and graduate women of color to come together over brunch to promote networking, retention efforts, collaboration across disciplines, and professional development between constituencies.

RESOURCE ALLOCATION AND FACULTY REWARDS

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

1. EVC Gene Lucas directed the UCSB campus to begin hiring at the level of assistant professors in order to expand the pool of candidates.
2. The hiring of President's Postdoctoral Fellows was strongly encouraged and UCSB has hired ten PPFs. The highest number of any UC campus.

B. That each campus considers 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.

1. Faculty Enrichment Program—EVC's Office provides funding for recruitment of faculty engaged in diversity research and activities.
2. Faculty Career Development Awards—designed to aid assistant professors achieve tenure particularly those with undue hardships
3. UC President's Postdoctoral Fellows Program

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

1. UCSB is in the process of instituting a Diversity Award for the Department with the most progress in diversity
2. UCSB is in the process of instituting a Diversity Award for an individual who has contributed the most toward diversity issues on campus

- D. 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.**

The Committee on Academic Personnel is implementing APM 210. When merits and promotions are sent to CAP they are now granting credit for diversity oriented activities.

IV. FACULTY RECRUITMENT AND RETENTION

- A. That each campus ensure that procedures are in place to advance diversity and equal opportunity in academic personnel procedure.**

1. Recruitment and Hiring: The recruitment process involves a series of specific actions designed to ensure the rights of women and underrepresented minorities are not violated as well as to encourage departments to undertake a fair and equitable hiring. The procedures and forms for the recruitment process are available in the Academic Personnel Procedures for UCSB in the Red Binder, (<http://www.acadpers.ucsb.edu/RedBinder/RedBinder.pdf>) Section V:

Affirmative Action Policies. These include:

- V-1: Policies on Open Recruitment for Academic Appointments
- V-4: Procedures for Recruitment of Ladder Rank Faculty Equivalents
- V-5: Procedures for Recruitment of Temporary Positions
- V-6: Supplemental Information on Academic Recruitment
- V-10: Affirmative Action Forms
- V-11: Sample EO/AA Recruitment Reports
- V-13: Recruitment plan for Academic Vacancies
- V-15: Academic Position Advertising Order Form
- V-16: Instructions for Completing Advertising Order Form
- V-17: Applicant Survey Form (Affirmative Action Requirement)
- V-19: Applicant Evaluation Form for all Academic Titles
- V-20: Summary A: Recruitment Activities for Ladder Rank Faculty and Equivalents and Temporary Teaching Faculty
- V-23: Summary B: Recruitment Activities for Research Titles
- V-24: Guidelines for Departmental Affirmative Action Committees
- V-25: Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment
- V-26: Nondiscrimination and Affirmative Action Policy Statement Regarding Employment Practices

V-27: Personnel Record Retention - Equal
Opportunity/Affirmative Action Obligations

2. Recruiting Programs: UCSB has been pro-active in recruiting women and underrepresented minorities. One of the most effective programs for hiring women and minorities is the Faculty Enrichment Program. The FEP first instituted under former UC President Richard Atkinson in 2002 offered incentives to departments who hired those scholars who had been President's Postdoctoral Fellows. The incentive was that if a department hired a PPF, that department received an FTE. Funding to recruit the candidate was also made available in the sum of \$50,000. This program was very successful for UCSB and in the first year of instituting the Faculty Enrichment Program the campus hired six PPF who were composed mainly of women and minorities.

At UCSB, the Executive Vice Chancellor added incentives for recruitment by providing additional funding for successful PPF's hired. Under this program, the candidate received \$25,000 and the hiring department received \$10,000.

3. Retention: The UCSB campus views retention of women faculty as important as hiring them. To that end there are a series of strategies designed to demystify the tenure process as well as research funding sources targeted for assistant professors so that they can achieve tenure such as the Faculty Career Development Award.

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

1. Workshops: At the beginning of the academic year and throughout the fall quarter there are a series of workshops designed to aid faculty members understand the workings of the university such as the tenure process. The first of these workshops is actually an all-day retreat directed towards new department chairs. New chairs are provided information regarding the various duties and activities related to being the chair of a department such as "Tips on Preparation of Appointment Files," "Tips on preparation of Merit and Promotion Files", and so forth. Chairs are provided with a copy of the *Department Chairs' Academic Personnel Handbook*. (See Appendix B).

UCSB is proud to report that nineteen women serve as chairs of departments out of a total of forty-seven departments. That is 40% of departmental chairs are women at UCSB.

Other important workshops undertaken during the Fall Quarter include an “Academic Personnel Workshop,” “New and Junior Faculty Orientation,” and “The Tenure Process: An Academic Personnel Workshop”

C. 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.

1. The Office of Equal Opportunity provides detailed and extensive data for recruitment, hiring, promotions, and all types of other data. These data is used specifically during External Reviews and commented upon during these reviews. Also these data is highlighted during Assoc. Vice Chancellor for Diversity and Director of Equal Opportunity meetings with deans and chairs of departments.

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

1. Extensive data is provided to each department from the Office of Equal Opportunity. During each department’s external review they are required to explain areas of deficiency with respect to hiring.

E. 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

1. Climate: UCSB is cognizant that a nurturing, positive, climate is important in the retention and development of a diverse group of faculty members. To that end, the campus has instituted various programs that are geared toward creating a supportive atmosphere for women on campus. There are various events directed specifically to support women faculty on campus. Listed below are some of the most important entities that help provide a positive climate for women faculty and underrepresented minorities:
2. Women’s Center: The mission of the Women’s Center is to work “towards retaining students, staff and faculty and empowering them to be successful within the academy and beyond. We strive for an inclusive and equitable campus community through advocacy, education and support services. The Center promotes an understanding of the role and impact of gender in our lives and our society. The Center challenges sexism, racism, heterosexism, ageism, ableism, classism and other barriers that inhibit full inclusion and equal power in society. This is to help people of diverse backgrounds achieve their intellectual, professional and personal goals and realize

their full potential. Through our programs we work to support lesbian, gay, bisexual, transgender, questioning and ally students, staff and faculty and promote a supporting and accepting climate regardless of sexual orientation or gender identity.”

The Women’s Center specifically sponsors the following major receptions honoring women:

- a. **New Women Faculty Reception:** This reception is designed to welcome new women faculty on campus; it fosters a friendly atmosphere where women can meet each other and begin to establish a network of friends, mentors, research fellows, and supportive colleagues. This reception takes place in the fall quarter.
 - b. **Newly Tenured Women Reception:** A highlight of the winter quarter is the Newly Tenured Women Reception hosted by the Women’s Center. This reception provides a forum for the public recognition and celebration for those women who have achieved tenure during the academic year.
 - c. **New Books Published by Women Faculty:** The Women’s Center honors women faculty members who have published a new book during the academic year. The books are exhibited and the women and their books are formally presented at the reception in the spring quarter.
 - d. In addition to the above, the Chancellor hosts a reception in early fall welcoming all newly hired faculty and the Academic Senate Committee on Diversity sponsors a reception for women and underrepresented minorities also in the fall quarter.
3. **Organizations:** Senior Women’s Council
The Senior Women’s Council is an organization composed of women senior faculty members who are committed to promote the women’s issues on campus. They are a proactive organization and frequently bring issues of importance affecting women faculty members to the attention of the administration.
 4. **ACTIVITIES FOCUSING ON UNDERREPRESENTED MINORITIES:**

The ethnic studies departments composed of Black Studies, Chicana and Chicano Studies and Asian American Studies sponsor a series of events focusing on these ethnic group. Likewise the Center for Black Studies and the Center for Chicano Studies sponsor numerous

activities focusing on the respective research interests of these groups.

In addition there is a minor in Native American Studies housed in Religious Studies. Several scholarly and social activities are sponsored by this program.

The Multicultural Center also sponsors on a daily basis a great number of events centering on the diversity of our students, faculty and staff.

5. Work/Life:

The Work/Life Office was established at UCSB in October 2001. Its present coordinator is Wendy Nishikawa. The main goal of the Work/Life Office is to help employees achieve a healthy balance of their work, personal, and family lives. This is accomplished by using various strategies including: (a) Training at all levels on work/life issues (e.g. new staff, faculty, supervisors, and Department Chairs), (b) Creating programs which assist employees with various work/life areas, (c) Disseminating information on existing programs. Some of the programs the Work/Life Office initiated are: the Breastfeeding Support Program, elder care & wellness workshop series, Dual Career Service, Flexwork Program, Wellness Fair, and Children's Day (Take Your Child to Work Day).

A Work/Life needs assessment survey was conducted in Spring 2002 <<http://hr.ucsb.edu/worklife/pdf/UCSB%20WorkLife%20Survey.pdf>>

The Flexwork Pilot Program was conducted in the late summer/early fall of 2005. http://hr.ucsb.edu/worklife/pdf/flexwork_report.pdf

6. Partner Opportunity Program: the EVC has instituted the 1/3 – 1/3- 1/3 Program where 1/3 of an FTE is provided by each of the concerned units (department, dean, and EVC) in order to provide an FTE for a partner hire.

UCSB belongs to the HERC program (Higher Education Recruitment Consortium). This is a network in Southern California academic institutions, state agencies, and regional businesses that offer assistance in securing employment for faculty partners.

- F. 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**

1. The President's Postdoctoral Fellows has been very successful at UCSB hiring a total of 10 PPFs.
Since the PPF Program was instituted four Chicanos/Latinos; two Asian American; three black and one white faculty have been hired. Of these four have been male and six female.
2. The Faculty Enrichment Program has been successfully used to recruit women and underrepresented minorities 25: Recommendations:

G. Women representation, recruitment, retention. CACSW recommends that the campus:

1. Produce a set of public data that show years of UCSB service by rank and gender (and other identified factors) in order to facilitate a review of whether women and minorities are being promoted equitably relative to other ladder faculty.
2. Facilitate an examination of pay equity by making salaries for all academic senate faculty available, including factors such as gender, discipline, and number of years since PhD.
3. Renew and re-envision our commitment to increase the representation of women and especially minority women at UCSB.
4. Reexamine efforts to hire and retain women of color relative to the pool of available candidates.
5. Develop a mechanism to implement sanctions on those departments and units who significantly fall below the availability pool.
6. Carefully monitor the number and percentage of women hired at each level with respect to availability pools. Couple efforts to hire at the junior level with efforts to hire senior women who can provide the leadership needed to transform the institutional culture.
7. Conduct an on-line climate survey to regularly assess perceptions of campus climate by faculty and staff.
8. Establish policy to conduct exit interviews of faculty and staff women.
9. Continue efforts to disseminate information about the career equity review process and encourage chairs, deans, and other reviewing entities to pro-actively identify and enable eligible candidates to participate in the process. Review the current process and institute needed changes to correct problems identified by the review.
10. Increase the Associate Vice Chancellor for Diversity, Equity, and Academic Policy to a full-time position. Establish a faculty internship in this office to provide for career growth and development opportunities for another faculty member.
11. Monitor campus committee appointments to insure diversity and equity of membership.

V. ACCOUNTABILITY

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

A campus that does not structure a system for accountability is bound to fail in its efforts to diversify its campus faculty. UCSB has a stringent set of systems that both measure the success or failure of the recruitment efforts undertaken and that evaluates its key personnel in hiring positions such as chairs and deans. The Office of Academic Preparation and Equal Opportunity compiles data on the hiring process. For example the data on the hiring of women and minorities is provided in Table #1. The figures are as follows:

Permanent Faculty Work Force									
Year	White Male		White Female		Minority Male		Minority Female		Total Faculty Work Force
1995-96	436	64%	126	19%	84	12%	36	5%	682
1996-97	440	64%	130	19%	84	12%	38	6%	692
1997-98	452	64%	134	19%	86	12%	40	6%	712
1998-99	463	63%	144	20%	90	12%	39	5%	736
1999-00	457	61%	151	21%	93	13%	37	5%	738
2000-01	467	62%	158	21%	96	13%	37	5%	758
2001-02	474	62%	163	21%	97	13%	37	5%	771
2002-03	495	60%	180	22%	101	12%	43	5%	819
2003-04	508	60%	188	22%	104	12%	46	5%	846
2004-05	509	60%	190	22%	106	12%	48	6%	853
2005-06	493	59%	190	23%	108	13%	49	6%	840
2006-07	490	58%	192	23%	107	13%	50	6%	839

The *Permanent Faculty Work Force* table above demonstrates that there is much work to be done since progress in the hiring of women and minorities has been very slow. The “Minority” category includes: Hispanic, Black, Asian and American Indian. The table demonstrates that White Males composed 64% of the workforce in 1995-96 and eleven years later made up 58% of the workforce (in 2006-07). White Females made up 19% of the workforce in 1995-96 and only increased 4% in the eleven year span to 23%. Minority Male hiring was basically stagnant staying at 12% or 13% over the eleven year span similar to minority females which barely increased from 5% to 6%. Much work needs to be done if we are to make significant progress.

Demographics of New Hires (1995-2007)									
Year	White Male		White Female		Minority Male		Minority Female		Total Hires
1995-96	22	51%	12	28%	5	12%	4	9%	43
1996-97	14	52%	6	22%	3	11%	4	15%	27
1997-98	16	46%	9	26%	6	17%	4	11%	35
1998-99	17	45%	14	37%	6	16%	1	3%	38
1999-00	10	40%	8	32%	7	28%	0	0%	25
2000-01	20	54%	11	30%	5	14%	1	3%	37
2001-02	28	60%	11	23%	5	11%	3	6%	47
2002-03	28	46%	18	30%	7	12%	8	13%	66
2003-04	28	52%	8	15%	12	22%	6	11%	54
2004-05	22	61%	9	25%	3	8%	2	6%	36
2005-06	14	47%	7	23%	4	13%	5	17%	30
2006-07	22	60%	8	22%	4	11%	3	8%	37

The table above, *Demographics of New Hires*, shows the trends from 1995/96-2006/07 in the following categories: White Males, White Females, Minority Males, and Minority Females. The significant data is in the numbers and percentages of the hiring of white males. It demonstrates how efforts have to be consistently made at hiring women and minorities. The percentages in the hiring of white males vary from the low being 40% to the high of 60%.

B. 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.

The Office of Equal Opportunity keeps detailed records of hiring,

promotions and retention.

The Faculty Career Development Awards (FCDA) are designed to provide financial support for junior faculty in their research projects and be successful in getting tenure.

The Faculty Enrichment Fund provides extra funds for recruitment of faculty whose research focuses on diversity.

Deans and the EVC make special efforts to hire and retain women and underrepresented minorities by providing extra funds when needed.

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

At present there are affirmative action committees in each department who oversee the search process.

Exit interviews are undertaken when women or minorities are lured by other campuses.

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

Achievements: UCSB's commitment to diversity and the various strategic programs that have been implemented and are being implemented on campus have paid off. Our campus has steadily raised its profile as a campus that supports diversity. This year UCSB has been singled out for special recognition. The *Women and Diversity College Enrollment Report 2004-05 Undergraduate Schools* ranked UCSB as one of the top fifty schools noted for its "Diversity Best Practices" for 2004. It was ranked 27th in the nation.

Equally impressive was the award UCSB received in February, 2005 in Washington D.C. from the Quality of Education for Minorities Network. UCSB was one of nine universities honored for being an institution that awarded the most degrees to underrepresented minority students: B.A.'s and Ph.D.'s in Social, Behavioral, and Economic Sciences in the United States.

The Hispanic Outlook in Higher Education also listed UCSB as one of the "top 100 schools graduating Hispanics."

With respect to women in the sciences, the National Science Foundation

ranked UCSB one of the top eight universities in the nation with respect to the total number of women geoscience Ph.D.'s who have obtained tenured/tenure-track positions. The NSF report also ranked UCSB as one of the top two universities regarding gender parity: i.e. male/female Ph.D. students who are now in tenure track positions.

RECOMMENDATIONS

The Advisory Board for Faculty Diversity and the Associate Vice Chancellor for Diversity, Equity, and Academic Policy submit the following recommendations:

- 1) Institute university-wide cluster hires in areas such as ethnic studies that are likely to produce a diverse applicant pool.
- 2) Develop a clear policy on partner hires.
- 3) Lobby the Office of the President to allow for more flexibility in the MOP loan program, for example, to allow junior faculty to combine their loans to purchase a duplex.
- 4) Ensure that all chairs and faculty are aware that maternity leaves are centrally funded, and provide a mechanism whereby faculty taking maternity leave and stopping the tenure clock inform the AVC, rather than the department chair, of those intentions.
- 5) Institute selective preemptive retentions (at the dean's level) for women and underrepresented minorities to encourage them not to interview for other positions
- 6) Consider instituting a flexible policy of matching outside offers to take account of cost of living in relation to salary.
- 7) Provide a neutral setting for exit interviews for those faculty leaving the university.

APPENDIX A

http://www.evc.ucsb.edu/evc/academic_plan/Academic_Plan_2007-2025.pdf

APPENDIX B

APPENDIX C

APPENDIX D:

<http://www.evc.ucsb.edu/evc/salary.equity.reports/2006.salary.equity.report.pdf>