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June 1, 2007

PRESIDENT ROBERT C. DYNES
Office of the President
University of California
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200SUBJECT: UC San Diego's Progress Report Relating to the UC President's Task
Force on Faculty Diversity Report of May 2006

Dear Bob:

In response to your letter of February 23, 2007, I am pleased to submit a progress report on UC San Diego's accomplishments in addressing the recommendations of the President's Task Force on Faculty Diversity. In the enclosed report, Part I identifies some of the principle campus strategies that are currently in place and that have proven to be successful. It also identifies additional strategies that will be implemented in the very near future. Part II presents the five broad areas identified in the task force report—leadership, academic planning, resource allocation and faculty rewards, faculty recruitment and retention, and accountability—and the recommendations developed within each area. These recommendations have been carefully considered, and a detailed description of UCSD's ongoing diversity efforts has been prepared in response to the recommendations.

Please do not hesitate to contact me if you have questions concerning this report.

Kind regards,

A handwritten signature in cursive script that reads "Marye Anne".

Marye Anne Fox
Chancellor

Enclosure

c: Provost Hume
Acting Assistant Vice President O'Rourke
Senior Vice Chancellor Chandler
✓ Chief Diversity Officer Huerta

PART I

University of California, San Diego Progress Report Related to Recommendations of the UC President's Task Force on Faculty Diversity Report of May 2006

In the fall of 2006, the senior vice chancellor for academic affairs assembled a workgroup to study the May 2006 report and recommendations of the UC President's Task Force on Faculty Diversity. The charge to the workgroup was to create an implementation plan based on the task force recommendations. The workgroup carefully studied the recommendations in each of the major sections of the report. It also assessed UCSD's ongoing efforts to increase faculty diversity. Part II of this report provides a detailed description of these campus efforts within the context of the various recommendations.

It is clear that over the years, the San Diego campus has made strong efforts to develop strategies to enhance the diversity of its faculty and is, to a large degree, in alignment with the President's task force recommendations. Some of the principal campus strategies that are currently in place include the following:

- **Chief Diversity Officer**
A tenured faculty member was appointed effective January 1, 2005. (See Part II, page 5.)
- **Charting the Course**
This is a series of three-year plans to utilize FTEs to recruit faculty. (See Part II, page 7.)
- **Academic Disciplines in Diversity**
UCSD includes numerous departments, programs, and research centers whose courses and areas of research focus on diversity issues. (See Part II, page 10.) Of particular significance is the California Cultures in Comparative Perspective program, an interdisciplinary academic program that has provided an opportunity to implement "cluster hires" from diverse applicant pools. (See Part II, page 8.)
- **Best-Practice Strategies in Recruiting**
These strategies emphasize both broad and targeted outreach to develop large, well-qualified, diverse applicant pools that enhance the chances that proposed candidates will increase faculty diversity. (See Part II, page 9.)
- **Faculty Career Development Program**
This program has provided junior faculty who are Academic Senate members the opportunity to boost their chances of achieving associate-level status. (See Part II, page 15.)

- **Mentoring Programs**
Three support programs have been developed to recruit and retain faculty. (See Part II, page 18.)
- **Partner Opportunities Program**
Recognizing that decisions about seeking, accepting, and maintaining employment often involve considerations concerning two careers, this program provides assistance and support in the employment search for spouses or partners of General Campus candidates and appointees. (See Part II, page 19.)

In addition, UCSD has implemented family accommodation policies and family-friendly services and programs that, it is hoped, will help make the San Diego campus an employer of choice. (See Part II, page 21.) Furthermore, the implementation of revisions of APM 210 regarding diversity should create greater focus among faculty on individual contributions to diversity. (See Part II, page 16.)

While the above strategies have proven to be effective, the workgroup recommended that UCSD should implement additional strategies. The following represents a summary of actions recommended to the senior vice chancellor.

- Appoint an associate vice chancellor for faculty equity who will report directly to the senior vice chancellor.
- Using a model developed at UC Irvine, establish faculty equity advisors, one to be designated for each campus division/school.
- Develop leadership training/succession planning for both current and potential campus leaders.
- Modify and significantly strengthen the current mentoring programs into a single, campus-wide program led by the associate vice chancellor for faculty equity.
- While most divisions include in their recruitment advertisements a statement that welcomes a description of a candidate's contributions to diversity and outreach, there is a need to establish common template language for use in recruitment advertisements as well as letters to external referees.
- Reach into the academic "pipeline" at an earlier stage—that is, at the graduate and postdoctoral levels—to identify and attract candidates for future faculty positions.
- Modify campus fundraising priorities to reflect a commitment to diversity.

The proposed actions above are currently under campus review, and it is expected that they will all be implemented. We are convinced that the implementation of these strategies will be effective in increasing faculty diversity at UCSD.

June 11, 2007

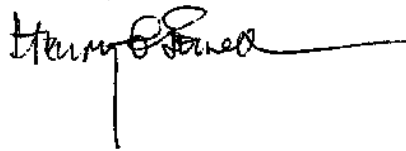
SENIOR VICE CHANCELLOR MARSHA A. CHANDLER
Academic Affairs

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

Dear Marsha:

Earlier this year, you requested the Senate's comments on the report of UCSD's Work Group that reviewed the report of President Dynes' Task Force on Faculty Diversity. The Senate's Committee on Affirmative Action and Diversity reviewed the Work Group's report, and I am forwarding the Committee's comments.

Sincerely,

A handwritten signature in black ink, appearing to read "Henry C. Powell", with a long horizontal flourish extending to the right.

Henry C. Powell, Chair
Academic Senate, San Diego Division

Attachment

cc: T. Chan
J. Posakony
D. Salmon

May 23, 2007

HENRY C. POWELL, Chair
Academic Senate, San Diego Division

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

As requested, the Committee on Affirmative Action and Diversity (CAAD) reviewed the Report of the Workgroup on the UC President's Task Force on Faculty Diversity. CAAD members endorsed many of the recommendations for new initiatives to improve faculty diversity on our campus. However, questions were raised on a number of the specific recommendations as delineated below.

1. **Associate Vice Chancellor.** CAAD members were largely supportive of the recommendation to appoint an Associate Vice Chancellor for Faculty Equity (AVC-FE) or similar title reporting directly to the SVCAA. However, the exact role of this position remains unclear, particularly with respect to the current position of Chief Diversity Officer (CDO) who reports to the Chancellor. Would these two positions be merged into one or would the AVC-FE focus solely on faculty diversity and the CDO focus on all other aspects of diversity on campus? If the latter, how would these two positions work together on campus-wide diversity initiatives? Moreover, what resources (financial and otherwise) would be available for each office to expend on various initiatives to improve campus diversity?
2. **Faculty Equity Advisors.** CAAD strongly supports the establishment of designated faculty equity advisors for the divisions and graduate schools which has been implemented with great success at UC Irvine. However, CAAD members pointed out that for such a program to be successful, the appointed faculty member must be provided both the time and resources to devote to the position. Without such, it is unlikely that these positions will make any effective change. In addition, these advisors would need to meet regularly, perhaps with both Senate (i.e., CAAD) and administration leadership to ensure there is communication and coordination of efforts.
3. **Diversity Statement Template.** CAAD members agreed that a common template language for use in all campus-wide recruitments is needed. In this regard, one member suggested the following language: African Americans, Mexican American/Latinos, and Native Americans constitute historically underrepresented minorities. HURM faculty also include Asian Americans in the Arts & Humanities, and Social Science fields, and women in general in the STEM fields, including those from all HURM groups.

Other comments on the Report from CAAD members are as follows:

Part A, number 4: Appointment and Review of Academic Administrators. The report notes that "promotion of diversity is a factor considered in the reviews of all academic vice chancellors, deans, and provosts". However, little detail is provided on how this specific review is performed. For example, to what degree are these efforts documented in the appointment and review process? How are they measured and accorded importance in the review? One CAAD member suggested that in addition to more detail as to the process, there should be additional explanation of any negative consequences that

Henry C. Powell
May 23, 2007

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may occur (i.e., “sticks as well as carrots”) if an academic administrator’s efforts in promoting diversity are lacking.

Part B, number 1: CAAD members appreciated the work of the committee to produce this report in response to the President’s report in a short time frame so that recommendations could have an impact on the Charting the Course (CTC) planning. To that end, CAAD strongly voiced its support for the creation of a Native American/Indigenous and African Diaspora cluster hires, as well as a U.S. Latino Cultures and Communities (USLCC) Organized Research Unit recently proposed as part of the review of the CTC IV. Hopefully, the success of the California Cultures in Comparative Perspective (CCCP) can be replicated with these initiatives if undertaken on campus.

Respectfully submitted,

Ted Chan, Chair
Committee on Affirmative Action and Diversity