

Office of the Chancellor
May 1, 2001

**REPORT ON
UCLA'S EFFORTS IN AID OF DIVERSITY IN FACULTY HIRING AND
ACHIEVING GENDER AND MINORITY EQUITY**

This is a report prepared in response to the request contained in President Atkinson's letter of February 8, 2001, asking for a description of UCLA's efforts to promote diversity in faculty hiring and to achieve gender and minority equity on this campus. The many different activities that we have undertaken in this sphere are detailed below. Some of the items in this report are similar to the recommendations contained in Chancellor M.R.C. Greenwood's recent testimony before the Senate Select Committee that was cited in President Atkinson's letter.

After providing some background data regarding recent faculty hiring and the hiring patterns of the past several decades, the report describes:

- The efforts that are being undertaken to insure the effectiveness of faculty hiring searches.
- The training of campus administrators to ensure that they know what they can and cannot do in connection with faculty hiring activities.
- How the campus's strategic planning process is used to energize the deans regarding diversity.
- The details of a strong College of Letters and Science Diversity Plan.
- The ongoing campus efforts to update its affirmative action plan.
- The studies that have been and are being pursued on the subject of gender equity.
- How President Atkinson's program for recruitment of ethnic studies faculty is being implemented
- New administrative positions that are being created to deal with diversity issues.
- And miscellaneous other activities relating to enhancing faculty diversity and achieving gender and minority equity on the campus.

I. Background

By way of background, it is useful to review some recent hiring data as well as some longer term trends. Faculty hiring data for the last three years reveals a mixed picture; the numbers for the current year are slightly more encouraging than in the recent past.

In 1998-99, out of a total of 51 ladder rank faculty appointments for the entire campus, 14 were women or 27%. That same year, 15 hires were minority (including 10 Asian, 4 Hispanic and one African-American) or 29%.

In 1999-2000, out of a total of 61 new ladder rank appointments for the campus, 11 were female (18%) while 15 were minority, that is, 24% (14 Asian and one African-American).

During the current hiring year, 2000-2001, thus far on the campus, there have been 65 faculty hires of which 22 are women (34%). During that same period, 15 minorities have been appointed (23%) (9 Asian, 5 African-Americans and 1 Hispanic).

The foregoing figures should be compared with the trend over the past 20 or 30 years. The College of Letters and Science reports, for example, that over the past 20 years 30% of ladder faculty hires have been women. The data for the entire campus shows that beginning in the late 1960's and early 1970's there was a general increase in the hiring of women, particularly in the decade of the 80's. During the 1990's, however, there seemed to be a flattening in the number of women being hired. If present trends continue, taking into account expected retirements over the next decade, by 2010 the College projects that approximately 34% of its ladder faculty positions will be occupied by women, as compared with the present figure of 25%. For the entire campus, it has been estimated that at the present rate of increase, it would take more than 50 years to achieve equality in numbers of men and women. Clearly, unless we begin to appoint women to the faculty at a faster rate than in the recent past, the total percentage of women faculty on the campus will increase very slowly.

A continuing long-term condition where women are significantly in the minority on the faculty is not acceptable. It is not acceptable as a matter of general principles of equity, and it inevitably results in putting excessive burdens on women who are already on the faculty.

The same general observations can be made regarding hiring of underrepresented minorities. While the pools of women available for faculty hiring suggest the possibility of achieving some success in the nearer term, the availability pools for faculty hiring of underrepresented minorities indicate that continuing long-term efforts will be required. Clearly, however, action is needed on both of these fronts if we want to achieve more diversity in our faculty hiring.

II. Searches

Proposition 209 bans the use of preferences in hiring to achieve diversity. UCLA has never utilized preferences in making hiring decisions, but today, more than ever, to achieve diversity in hiring faculty, emphasis must be placed on the search process. In that connection, we walk a fine line between the obligations imposed by federal law and the prohibitions declared by Proposition 209. Despite the narrowness of that path, UCLA has been quite active in addressing issues relating to achieving diversity through our search processes while avoiding the use of preferences.

The campus is taking concrete steps to raise the consciousness of those involved in search processes regarding diversity issues. It is thought that a major contributor to the increase in female and minority hiring in the 1980's was that a great deal of attention was being paid to it, and all of those involved in the hiring process were tuned in to its importance. In the 1990's, both a diminution in available resources and the advent of SP 1 and 2 and Proposition 209 arguably contributed to an unconscious slacking off in efforts in this area. We need to return to the attitudes and state of mind of the 80's in order to develop the kinds of pools of candidates that will lead to the hiring of more women and more minorities. The kind of specific steps that are being taken to achieve these goals are described under various sub-headings below.

A. Strengthening Oversight and Monitoring of Searches--Search "Summit"

We are taking steps to strengthen the oversight of searches for new faculty hires and to ensure that searches take into account the relevant availability pools in developing a pools of candidates to consider for appointment. In this connection, a "search summit" meeting was recently held at which the relevant campus administrators--the Office of the Chancellor, the Provosts and the Deans as well as campus administrative offices and several Academic Senate bodies--were represented. The purpose of the meeting was to coordinate the campus efforts in relation to searches. Subjects discussed included: a) the locus and the nature of the ongoing monitoring of searches to be certain that they are being conducted conscientiously as well as to ensure that legal requirements are being met; b) how post-auditing and data collection regarding searches is to be done and by whom; c) how to identify "best practices" in conducting searches and communicating about them to the campus; d) who is doing training of deans and chairs and who would have continuing responsibility in that area; e) what would be the responsibilities and duties of the new position, Associate Vice Chancellor for Diversity (e.g. training on searches, research on diversity issues, advice and assistance to departments in conducting searches, and fulfilling reporting obligations to federal and state agencies); f) refining availability pool data and developing more effective use of such information in the search process.

B. Search Monitoring and Incentives under the College Diversity Plan

The College of Letters and Science has prepared a College Diversity Plan that will strengthen the monitoring of searches and the incentives to conduct a proper search. Details of the College Plan are described infra.

C. Diversity Action Committee

A diversity action committee is planned that will work with selected departments in developing pools of candidates for their searches.

D. Search Procedures Handbook

A new Search Procedures Handbook has been prepared and is being reviewed. This document will, for example, provide information about procedures to be followed in conducting searches, best practices, and suggested approaches in developing comprehensive pools of candidates.

III. Training of Campus Administrators on Federal Obligations and Proposition 209 Limitations

A series of sessions with provosts, deans and department chairs has been conducted by the Committee on Diversity and Equal Opportunity and the Chancellor's Advisory Committee on Diversity to raise the consciousness of campus administrators and to make sure that they understand what is permissible, given the conflicting strictures of federal law and Proposition 209. This initial foray into training will most likely be continued by these two broadly representative campus committees. In addition, such training efforts will be an important responsibility of the new position, Associate Vice Chancellor for Diversity.

IV. Diversity Issues in the Strategic Planning Process

The strategic planning/budget process on the campus is being used as a very successful way to highlight the importance of diversity on the campus and to ensure that diversity is factored into the strategic planning of schools and other campus units.

For the past several years, all academic units on the campus have been asked to address diversity issues and answer a set of specific questions relating to diversity as an integral part of the Chancellor's strategic planning process. The deans have responded by developing imaginative programs and approaches for increasing diversity in faculty hiring and student admissions, and addressing issues of gender and minority equity in their units. They describe these programs and approaches in the course of the strategic planning reviews, and these descriptions are then shared among the different schools and college divisions.

V. The College of Letters and Science Diversity Plan

The College of Letters and Science has prepared a comprehensive Diversity Plan for the College. The principal recommendations of the faculty component of the Plan are reproduced here:

“... [T]he College aims to lead the nation’s research universities in the ethnic diversity and gender equity of its ladder faculty. The following procedures will help achieve these goals.

“1. The Provost and the Deans will declare and discuss numerical goals for the next decade, 2001-2010: women should represent 40-45% of the College’s faculty, and the ethnic structure of the faculty should reflect that of the College’s graduate student populations....

“2. The Provost and Deans will ask Chairs to work with faculty to identify and encourage departmental hiring practices that will promote the diversification of ladder faculty in keeping with the College’s goals. Units that take effective steps to increase the number of women and minorities in applicant pools will be recognized and appropriately rewarded.

“3. The College’s Academic Personnel Office will establish a monitoring system to keep updated records on availability pools for each department (by subfield) and to track search results.

“4. Deans will provide FTE to complete searches only when the pool of applicants reflects availability for the field.

“5. Deans will meet with departments to assure that the membership of search committees reflects the gender and ethnic structure of hiring pools.

“6. Deans will encourage curricular strategies based on the study of ethnicity and gender.

...”

VI. Updating of the Campus Affirmative Action Plan

In furtherance of revising and updating the campus affirmative action plan, a series of meetings has been held with the deans and provosts to review under-utilization data for all academic units on the campus. The initial data showed dramatic underutilization data in some units during the last decade that were quite surprising and a matter of concern. In some instances, the picture presented by the data seemed counter-intuitive, and it precipitated active exchanges between the deans and the staff presenting the data. Efforts are underway to refine and improve the quality of the data. There is a need to adequately identify the appropriate subfields and to refine the data to focus on availability in the universities from which we typically draw our faculty. The entire process has been very useful and is ongoing.

VII. Gender Equity

Last August, a Gender Equity Committee appointed by the Chancellor's Office issued a report on gender equity in faculty compensation and related matters. The report focused on an analysis of salary data for units other than those in the Health Sciences and made two key data-related findings: that its analysis did not identify statistically significant salary discrepancies based on gender if one controlled for rank; and that the same analysis did identify slower progress through the ranks for women than for men, but that data currently available did not enable it to account for this circumstance.

The same report made a recommendation for the appointment of several committees to do follow-up studies, specifically urging special attention to three areas: analysis of the salary data in the health sciences; the specification of data that would be gathered and maintained on a continuous basis in order to enable us to answer in the future questions that were presently unanswerable under current record-keeping; and examination of a set of non-salary gender and diversity-related issues generically described as "climate."

In addition to these recommendations for further study, the committee made a number of specific recommendations, some for the Administration to implement and some for the Academic Senate. Each of these recommendations is being implemented by the appropriate agency. The four follow-up committees recommended in the report have been appointed and have held their initial meetings. They are a Health Sciences Committee, examining compensation practices in the medical sciences; a Data Committee, specifying the kinds of data which should be collected and stored in a digital form to enable sophisticated analysis; a Climate Committee examining both perceptions and objectively verifiable non-salary information that shape the experience and careers of faculty; finally, an Oversight Committee that monitors and coordinates the work of the preceding three groups. The specific charge letters addressed to these four groups are, like the original report, available on the web at <http://www.apo.ucla.edu/GEC/index.html>.

VIII. Implementation of President Atkinson's Program for Recruitment of Faculty Who Do Ethnic Studies-type Research.

A process has been put in place for allocating FTE to departments under the terms of President Atkinson's program designed to encourage the recruitment of faculty who do ethnic studies-type research. Applications for FTE and the award of resources under the program are due on May 1, 2001, and as of the date of the preparation of this report, a number of applications have been received. Decisions regarding the applications will be made by May 15, 2001. Consistently with the program, waivers of search have been approved in several instances. This year, we intend to make up to four appointments under this program, and as contemplated in President Atkinson's letter establishing the program, up to twelve appointments over the course of several years.

IX. Creation of New Diversity-related Administrative Positions

A new position (involving revision of a previous Associate Vice Chancellor position) has been created, probably titled, Associate Vice Chancellor for Diversity, and a search committee has been appointed. This position will function as the campus affirmative action officer and will be responsible for training regarding diversity matters, research on diversity, providing advice and assistance in aid of promoting diversity, collecting and maintaining affirmative action and diversity data, and fulfilling reporting obligations relating to diversity.

The creation of another position is also contemplated--Director of Academic Affirmative Action Research.

X. Diversity Web Page

A diversity web page is under development.

XI. Additional Plans and Planning Activities

A. Need for a Professional School Diversity Plan

The Professional Schools will need to develop diversity plans along the lines of the College of Letters and Science Plan. The College Plan will provide a useful model.

B. Planning for Tidal Wave II

Planning for the large enrollment growth that is projected for the next decade is proceeding on the campus, and, of course, includes a very strong diversity component. The planning not only relates to promoting diversity in student admissions but also addressing diversity in regard to the additional faculty hiring that will be needed as a result of the increase in enrollments.

XII. Contemplated New Programs and Projects That Have Diversity Implications

A. Childcare

Plans are being made to expand childcare facilities to provide spots for an additional 100 children, using a combination of state money (provided by President Atkinson) and privately raised funds.

B. Mentoring of Faculty

Existing programs for mentoring and advising junior faculty will be expanded.

C. Meeting Needs of Two Career Families

The establishment of an office to address the needs of new hires in two career family situations will be explored.

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