

PROMOTING FACULTY DIVERSITY AT UCLA

APRIL 2002

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INTRODUCTION

In setting out a “Strategy for a Great University” (1998), Chancellor Albert Carnesale identified diversity as one of the areas demanding our immediate and long-term attention. Clearly, faculty diversity is essential to achieving our goals in teaching, research, and service and meeting our responsibilities as a public land grant university located in the State of California and the City of Los Angeles. Clearly, too, recruiting and retaining a diverse faculty requires strong academic leadership and broad participation by faculty colleagues. In recent years we have taken a series of actions that, together, provide the framework for a campuswide initiative promoting faculty diversity. We have also considered the recommendations made by the State Auditor after examining issues of gender equity in the University of California. In the first part of this report, we describe the structural, strategic actions we have taken, together with on-going and related activities, which we include for completeness. In the second part, we address the auditor’s recommendations. We attach supplementary materials, as noted in the text. In addressing faculty diversity, we are mindful of our obligations as a federal affirmative action employer and the constraints established by Article I, Section 31 of the California Constitution.

PART ONE

STRUCTURAL CHANGE AND STRATEGIC ACTIONS

1.1. Chancellor's Advisory Group on Diversity: Strategic Planning

The Chancellor's Advisory Group on Diversity, established in 1998, is chaired by the Executive Vice Chancellor. Its other members are as follows:

- Vice Chancellor, Academic Personnel
- Vice Chancellor, Legal Affairs
- Chair, Academic Senate
- Vice Chair, Academic Senate
- Chair, Committee on Diversity and Equal Opportunity
- Provost, College of Letters and Science
- Vice Provost for Undergraduate Education, College of Letters and Science
- Provost, Medical Sciences
- Senior Associate Dean, School of Medicine
- Dean, School of Law
- Dean, Graduate Division
- Interim Director, Chancellor's Office of Academic Development
- Assistant Vice Chancellor, Campus Human Resources
- Staff Affirmative Action Officer
- President, Graduate Students Association
- President, Undergraduate Students Association

This group participates in the campus strategic planning process, and it has identified faculty diversity as one of its priorities. On the group's advice, the Executive Vice Chancellor has asked all academic and administrative units to address a series of questions on issues of diversity, including several on faculty diversity (see Attachment 1). The responses addressing faculty diversity are reviewed by the Committee on Diversity and Equal Opportunity and the Director of Staff Affirmative Action and discussed with the Chancellor's Advisory Group on Diversity.

1.2. Executive Vice Chancellor: Setting Goals and Assessing Campus Efforts

On October 9, 2001, Executive Vice Chancellor Hume distributed the Academic Affirmative Action Plan for 2001-02 (Attachment 2) to the campus leadership, with this cover message:

Here is the UCLA Academic Affirmative Action Plan for 2001-2002. This plan is essential to our efforts to achieve and sustain faculty diversity on this campus. Please review it carefully and distribute it widely within your academic units.

Our affirmative action efforts are directed toward achieving a level of gender and minority representation in all academic job groups equivalent to their availability. With your assistance, we have made significant progress in developing more accurate availability estimates across campus, and we will continue refining these estimates. The tables presented in the attached plan identify those job groups in which underutilization has been recognized. It is our goal, through our recruitment effort in 2001-2002, to place women and minorities at rates equal to their availability in those job groups.

As I indicated to the Provosts and Deans in our meeting on August 22, I am committed to advancing--and regularly assessing--our campus efforts to promote principles of access, equity, and opportunity in all aspects of faculty hiring. In calling for strategic planning updates, I will continue asking that issues of faculty diversity be addressed. Additionally, in individual meetings with Provosts and Deans each spring, beginning spring 2002, I will ask about their efforts and those of their chairs. Together, I believe we can make substantial progress toward recruiting and retaining the diverse faculty that is essential to our excellence as a public research university.

1.3. Vice Chancellor for Academic Personnel: Improving Search Procedures

We have continued assessing how to improve faculty search procedures campuswide. On November 8, 2001, Vice Chancellor Vredevoe wrote to Deans, Department Chairs, and Directors about faculty recruitment and retention. She sent them the UC Affirmative Action Guidelines for the Recruitment and Retention of Faculty, responsive to the State Auditor's report on UC hiring. She updated them on related campus actions and asked that they introduce or continue certain practices, as follows:

- A. Considering equal opportunity and employment equity early in the academic planning process.
- B. Making an effort to appoint a search committee that represents a diverse cross section of the faculty.
- C. Asking the search committee chair to monitor the affirmative action efforts of the search committee.

With regard to appointing diverse search committees, she made these observations:

For diverse perspectives, search committees may include junior as well as senior faculty, graduate student representatives, and/or individuals outside the department. It is important that women and minorities not be asked to carry a disproportionate service burden in the interests of achieving diversity.

1.4. Administrative Reorganization: Creating the Chancellor's Office of Faculty Diversity

This year we have been conducting a search for an Associate Vice Chancellor-Faculty Diversity, who will be appointed by the Chancellor and will report to the

Vice Chancellor-Academic Personnel. The AVC-Faculty Diversity will provide executive academic leadership for achieving and sustaining faculty diversity as an indispensable element of UCLA's academic excellence. The AVC-Faculty Diversity will serve as UCLA's academic affirmative action officer and will hold primary responsibility and accountability for ensuring equal employment opportunity and non-discrimination in academic areas and for developing and implementing the campus' academic affirmative action program. The incumbent will ensure that UCLA's faculty employment policies and practices comply with all relevant Federal, State, and University requirements as a faculty employer. As required under Federal Affirmative Action Regulations, the incumbent will have the authority, resources, support of, and access to top management to ensure the effective implementation of the affirmative action program. The incumbent must regularly assess and report whether, within existing campus constraints, these needs are met and whether the campus is fully complying with equal employment opportunity, non-discrimination, and affirmative action requirements as they apply to UCLA's academic employees.

To help effect this reorganization, we appointed Carol Petersen as Interim Director of the Chancellor's Office of Academic Development. She has advanced our planning and preparation for the new office, initiated and overseen improvements in our Academic Affirmative Action Plan, and coordinated efforts to develop a campuswide faculty diversity initiative.

To support the Interim Director, we have made a temporary, half-time appointment of Valerie Simmons as Director of Affirmative Action Research. She has assumed responsibility for data collection, analysis, and reports. We will continue providing such support, at the level needed, to assist the Associate Vice Chancellor-Faculty Diversity in ensuring that the campus fully complies with all affirmative action responsibilities.

1.5. Committee on Diversity and Equal Opportunity (CODEO): Advancing Faculty Diversity

The Academic Senate Committee on Diversity and Equal Opportunity advises the Chancellor and makes recommendations to the Division concerning policies and programs to advance faculty diversity. In recent years, the committee has contributed importantly to the work of the Chancellor's Advisory Group on Diversity and has, in collaboration with that group, initiated a series of leadership discussions of faculty diversity. The committee reviews and comments on the statements on faculty diversity included annually in academic units' strategic planning updates. CODEO also makes Fair and Open Academic Environment Awards every other year. (For more detail on these activities, please see items 1.1, 1.6, and 1.7.)

1.6. CODEO and the Chancellor's Advisory Group on Diversity: Campus Leadership Discussions

In 1999-2000 and 2000-2001 the Academic Senate Committee on Diversity and Equal Opportunity, together with the Chancellor's Advisory Group on Diversity, held a series of meetings with the leadership of all UCLA academic units—College of Letters and Science, School of Medicine, and the Professional Schools—to discuss faculty diversity and academic affirmative action. The UCLA administration was represented at these meetings by the Executive Vice Chancellor; the Vice Chancellor-Academic Personnel; the Vice Chancellor-Legal Affairs; the Academic Vice Chancellor-Academic Development; and the Special Assistant-Academic Development. The Los Angeles Division of the Academic Senate was represented by the Divisional Chair, the Chair of CODEO and the Principal Administrative Analyst who provides support for CODEO.

In initial meetings, the CODEO Chair presented current and historical data on faculty diversity, discussed Federal affirmative action requirements and the constraints of State and University policy, and recommended approaches to promoting faculty diversity. Later meetings focused explicitly on improving our academic affirmative action planning. In these sessions, our consultant on academic affirmative action made presentations on affirmative action requirements and estimates of availability, presenting recent analyses of underutilization, and invited responses. We then worked with the Provosts and Deans to improve our estimates by refining job groups and reassessing the bases and data sources for calculating availability in each area. Our underutilization analyses now more closely reflect the circumstances for hiring within our job groups. (Please see Attachment 3.)

Leadership discussions have been continued in 2001-2002 through the Deans' Annual Workshop (see below) and through the joint efforts of CODEO and the Chancellor's Advisory Group on Diversity. The Chair of CODEO, Ines Boechat, addressed issues of faculty diversity at Executive Vice Chancellor Hume's meeting with Provosts and Deans on February 22, 2002. Additionally, CODEO is planning a set of follow-up meetings with the leadership of the School of Medicine and several other professional schools.

1.7. President Atkinson's Faculty Recruitment Initiative

In January 2001, President Atkinson announced a program promoting academic excellence through increased attention to multiculturalism, economic opportunity, and educational equity. In March 2001, Executive Vice Chancellor Hume affirmed Chancellor Carnesale's commitment of 12 faculty FTE to carry out the goals of this initiative at UCLA.

In May 2001, then Vice Chancellor for Academic Personnel Norman Abrams announced that, after reviewing submissions and consulting with UCLA's academic leadership, the following appointments were approved:

- A. Department of English, Caroline Streeter – twentieth-century African-American literary and cultural studies (including media studies)
- B. Department of Health Services, Roshan Bastani – access to healthcare in minority and indigent populations
- C. Department of Sociology, Ruben Hernandez-Leon – U.S.-Mexico migration
- D. Department of Art History, Saloni Mathur – multicultural, postcolonial, South Asian and museum studies

The faculty FTE for the initial four appointees will be made for the duration of the incumbents' tenure. Future allocations, however, will be on a five-year rotating basis in order to maximize the benefits of this program for the campus.

1.8. Task Forces on Gender Equity

In fall 2000, the Task Force on Gender Equity presented its report to the Chancellor and the Vice Chancellor for Academic Personnel (Attachment 4, available on-line at <http://www.apo.ucla.edu/gec/index.html>). The report was widely discussed on campus. Importantly, it calls for careful thought about faculty hiring during the next ten years, a period of enrollment growth. In response to the report, the Los Angeles Division of the Academic Senate initiated a reexamination of its own processes, with the Chair calling on four standing committees—CAP, the Committee on Committees, Privilege and Tenure, and Charges—to examine their processes and report back on whether there are ways to do better. Four joint Senate-administration committees are now conducting studies recommended by the initial task force. A Health Sciences Committee is examining compensation practices in the medical sciences; a campuswide Data Committee will specify the data that should be collected and stored digitally to enable sophisticated analysis; a Climate Committee is examining perceptions and objectively verifiable non-salary information shaping faculty experience and careers; and an Oversight Committee is monitoring and coordinating the work of these three groups. (Please see Attachment 5 for the charges to this year's committees.)

1.9. Review of Academic Personnel Data and Workflow

We are working to improve our data systems and increase our capabilities for providing timely, accurate, useful reports on academic personnel matters to the campus leadership. Such reports will have value not only for conducting analyses during strategic planning, but also for assessing searches while they are in process. A project team appointed by Vice Chancellor Jim Davis (Information Technology) has developed a conceptual architecture for automating elements of the academic dossier process. This important undertaking will require substantial funding and perhaps two years for completion. A preliminary design is now being prepared, and discussions of funding are underway.

1.10. Academic Personnel Task Force

We are also asking more fundamental questions about academic personnel matters. A joint Academic Senate-Administration task force chaired by Professor Christopher S. Foote (Chemistry and Biochemistry) is exploring the ways in which we can improve the functioning of our academic review system. In appointing the task force, Vice Chancellor Vredevoe and Chair Edmond indicated that the full range of issues concerning the academic personnel process could be made part of its agenda. "These include for example . . . seeking to address the issue of unacceptable inequities in the treatment of individual faculty or categories of faculty" (17 January 2002). This task force has been asked to collaborate closely with the current gender equity committees. The Deans have been advised of the appointment of the Academic Personnel Task Force so that they can cooperate in this effort.

1.11. Policy Statements and Diversity Guidelines

A Statement of Basic Policy on Equal Employment Opportunity and Affirmative Action at UCLA is distributed annually to Deans, Directors, and Department Chairs. Additionally, documents on recruiting and retaining a diverse faculty have been prepared for distribution to this group of campus officers and for discussion with them in the meetings conducted by the Academic Senate Committee on Diversity and Equal Opportunity and the Chancellor's Advisory Group on Diversity.

1.12. Website Postings and Links

The Chancellor's Advisory Group on Diversity will be developing a diversity website. It will provide relevant information and reports, as well as links to sites maintained by various campus offices, including Academic Personnel, Academic Planning and Budget, and Government and Community Relations.

1.13. Department Interaction

Much faculty affirmative action activity at UCLA involves direct cooperation between Deans and Department Chairs and the Vice Chancellor-Academic Personnel and the Associate Vice Chancellor responsible for academic affirmative action (previously the Associate Vice Chancellor-Academic Development, soon to be the Associate Vice Chancellor-Faculty Diversity). These interactions include discussions of recruitment strategies, salary supplements and research support. The Associate Vice Chancellor is often asked to meet with prospective women and minority appointees to assure them that UCLA provides a supportive environment for members of underrepresented groups.

1.14. Deans' Annual Workshop

Each year, the Vice Chancellor-Academic Personnel conducts a workshop on academic personnel matters for all Deans and heads of academic units addressing

academic affirmative action and other relevant issues. This presentation typically includes a brief workforce analysis, comments on promotion rates by gender and ethnicity and a description of the assistance provided to academic units in recruiting and appointing women and minorities. At the workshop held on January 31, 2002, featured speakers were Joseph D. Mandel, UCLA's Vice Chancellor for Legal Affairs, and Sheila O'Rourke, Executive Director of Academic Advancement, UC Office of the President. Vice Chancellor Mandel identified the affirmative action requirements imposed by the OFCCP under Federal law and explained the constraints imposed by Proposition 209. Executive Director O'Rourke then discussed strategies for increasing faculty diversity. Materials distributed included the UC Affirmative Action Guidelines for the Recruitment and Retention of Faculty, as revised in January 2002 (Attachment 6), and Diversity Guidelines for an Academic Plan (Attachment 7).

1.15. In-Service Training Programs

Every academic year, the Academic Personnel Office in conjunction with the Associate Vice Chancellor responsible for academic affirmative action conducts a workshop for staff employees whose work supports academic personnel processes titled, "Recruitment, Searches, and Affirmative Action for Academic Personnel." This course presents an overview of the recruitment and retention process and other related areas that pertain to the academic appointments at UCLA. The course focuses on items such as UCLA's affirmative action and diversity commitment, diversity reporting requirements, defining a search plan, departmental and school guidelines for advertising faculty positions, recruitment tools, and other general processing. This course is one of a series of courses required in order to receive local certification in academic personnel processing.

1.16. Academic Senate's Mentorship Program

Each department is asked to develop fair and flexible faculty mentorship guidelines for voting members of the Academic Senate as the basis for recruitment and retention of new faculty. The goal of the Mentorship Program is to provide guidance in teaching, research and service to new faculty. The School of Medicine, for example, has developed a program for mentoring all junior faculty. The program guidelines open with this statement: "Mentoring is essential for academic success and should begin as soon as possible. All instructors and assistant professors in the regular, in-residence, clinical X, salaried clinical, and salaried adjunct series should receive mentoring in the form of (1) academic process guidance and (2) career guidance (also called professional development)." (Please see Attachment 8.)

1.17. Faculty Career Development Awards

This program is intended to provide junior faculty with research support at a critical time in the pre-tenure stage in developing the research or creative record that is essential for promotion. Awards are made in the form of summer ninths, one-quarter sabbatical supplements, or full quarter research leaves with salary.

1.18. CODEO: Fair and Open Academic Environment Award

The Academic Senate Task Force on a Fair and Open Academic Environment was established in 1991 following a call from the systemwide Academic Senate and the Office of the President to “establish programs designed to raise the awareness and sensitivity of faculty and staff to potentially prejudicial or discriminatory practices and behaviors.” One of the recommendations of the Task Force, approved at the May 23, 1995 Legislative Assembly, was that the Chancellor should establish a system of campus recognition and rewards for faculty, administrators, students, and staff who are especially successful in promoting a fair and open environment. Following the guidelines of the Task Force, the award has been established and is given every other year in May. Proposals are reviewed and winners determined by the Academic Senate Committee on Diversity and Equal Opportunity.

1.19. UCLA Women 4 Change

A campuswide initiative was developed in 2000 to celebrate UCLA women’s presence and achievements and to consider obstacles to further progress. A week-long series of events is now held each spring to focus attention on such issues as gender equity. The week is now scheduled to coincide with the Clothesline Project and Take Back the Night, addressing issues of violence against women. Events this year, scheduled for May 14-18, will include an event recognizing student leaders, a session focused on career issues for women in science, a discussion of *The Red Tent*, a women’s oratorical contest, film clips and discussion with Allison Anders, art exhibits at various sites on campus, a student festival, a self-guided campus tour called “Visionary Women at UCLA,” and a program called “Race Rave.” Information on this year’s programs will soon be available at this address: www.women4change.ucla.edu.

1.20. National Conferences on Women and Minorities

The Associate Vice Chancellor-Faculty Diversity will attend national conferences focusing on the graduate education of women and minorities, such as those of the American Council on Education and the American Association of Higher Education, to represent UCLA’s commitment to faculty diversification and to promote networks of faculty and administrators interested in increasing the representation of women and minorities in faculty ranks.

1.21. Post-Doctoral Fellowship Program

The Associate Vice Chancellor-Academic Development has served as campus sponsor for fellows in the University of California Post-Doctoral Fellowship Program and circulated the dossiers of resident fellows to the appropriate academic unit heads for consideration for appointment. The Associate Vice Chancellor-Academic Development has also made available to Chairs directories of women and minority doctoral candidates such as that for the Compton Fellowship program. These duties will be assumed by the Vice Chancellor-Academic Personnel or the Associate Vice Chancellor-Faculty Diversity.

1.22. Pipeline Activities

We recognize that our responsibility for faculty diversity begins early in the educational process and that we ourselves—through our outreach, admissions, support, and academic programs—influence the composition of applicant pools for faculty positions. We have an extensive network of activities on campus, in the schools, and in the community addressing issues of inequity and discrimination. These include programs and initiatives with the potential for increasing the diversity of our graduate students, who represent the next generation of faculty, and others directed toward earlier stages of schooling.

The following excerpts from last year’s strategic planning updates describe some of these efforts:

Academic Initiatives: School of Law

The Critical Race Studies Concentration offers an advanced curriculum that will foster students’ systematic and more rigorous study in this area of great interest to scholars, lawyers, and the general public. The course of study emphasizes students’ mastery of five areas: history . . . ; theory . . . ; comparative subordination (an understanding of the multi-racial nature of American race relations as well as how racial inequality is affected by discrimination based on gender, sexual orientation, and disability); doctrine . . . ; and practices Students will have the opportunity to engage in a wide range of related extra- and co-curricular activities. Six faculty (Carbado, Crenshaw, Goldberg, Gomez, Harris, and Kang) have joined together to form this program, believing that it will enhance their own scholarly work as well as enable them to develop a more coherent pedagogical program for students.

Admissions Process and Support Programs: School of Medicine

We continue to be diligent to maintain diversity in our student body. Over 50% of our medical students are women and we have one of the highest numbers of minorities for UC as well as nationally. We use an application and admissions process, developed under the leadership of Senior Associate Dean Parker, which recognizes capable and deserving students from disadvantaged backgrounds (educationally or socioeconomically). Once enrolled in the School of Medicine, all students—including those who are not disadvantaged—have access to a wide range of academic and psychosocial support services, including tutoring, counseling, enrichment, and peer support. All students are encouraged to do research in their first year and we try to match students with mentors who share their goals. The school’s 98% retention rate attests to the success of our admissions process and support services.

Additionally, we have a Center of Excellence (COE) grant from HRSA (Levey) which directly addresses the progress of minority students to future faculty positions. As part of the COE grant, we are conducting a survey of under-represented faculty members and their career satisfaction. We plan to report results with recommendations for new programs or policies.

Outreach: Graduate School of Education and Information Studies

The Education portions of GSE&IS have been intimately involved in outreach activities for years and have been very much central to UCLA's more formalized efforts following the Regents' passage of SP 1. Individual faculty have projects with teachers, students, and schools too numerous to track easily. . . . Institutionally, GSE&IS has three units with substantial engagement with the improvement of schooling. The Seeds University Elementary School develops, tests, and disseminates innovative, effective educational practices. . . . CSE/CRESST develops, studies, and evaluates assessment methods, educational innovations and curriculum developments. . . . Center X houses our teacher education program, several subject matter projects, professional development activities, and much inquiry about urban schools, school reform, and teacher education.

The Co-Director of Center X, Jeannie Oakes, has been deeply involved in UC and UCLA outreach activities since the days of the OP-Regental Outreach Task Force. She serves on three UCLA outreach committees and at least two at OP. She is a central figure in UCLA's outreach. The GSE&IS Dean serves, with the Vice Chancellor for Student Affairs, as Co-Chair of UCLA's Outreach Steering Committee and Co-Chair of the Los Angeles Basin Initiative. The time and energy contributions from Professor Oakes and the Dean to outreach are substantial.

GSE&IS has been home to the staff and infrastructure for UCLA's Outreach Steering Committee and the Los Angeles Basin Initiative. . . . The Department of Education also serves as home for the courses for [the Career-Based Outreach Program] (CBOP) fellows and participates . . . in the CBOP program.

1.23. Community Service and Action Programs

UCLA collaborates with local and national community offices, organizations, and institutions in an extensive array of community programs. Many of these programs focus directly on the advancement of women and minorities with the purpose of helping to achieve educational and social equities. For example, UCLA is deeply involved in educational outreach programs meant to address the severe underrepresentation of racial and ethnic groups through the entire educational pipeline. These programs serve students and faculty in local elementary, middle, and high schools, and community colleges. We have developed Community Education Resource Centers (CERCs) to create a presence within disadvantaged communities for making the resources of the University more accessible.

PART TWO

RESPONSE TO RECOMMENDATIONS IN THE STATE AUDITOR'S REPORT ON UC FACULTY HIRING (MAY 2001)

2.1. Academic Planning and Position Allocation

As noted above, Vice Chancellor Vredevoe has asked departments to consider equal opportunity and employment equity early in the academic planning process (November 8, 2001). We understand that our efforts should focus on addressing any existing underutilization of women and minorities and avoiding discrimination. The Provosts and Deans will be asked to report on these efforts in their annual budget hearings. Executive Vice Chancellor Rory Hume indicates that he will weigh these efforts seriously as he makes resource allocations.

Next year Vice Chancellor Vredevoe, together with the Associate Vice Chancellor-Faculty Diversity, will become more closely involved in recruitment planning. They will work to increase the attention given to the effects that field and level of appointments may have on gender parity before searches are approved.

2.2. Search Committees

In encouraging Deans, Department Chairs, and Directors to make efforts to appoint search committees representing a diverse cross section of faculty, Vice Chancellor Vredevoe indicated (as noted above): "For diverse perspectives, search committees may include junior as well as senior faculty, graduate student representatives, and/or individuals outside the department. It is important that women and minorities not be asked to carry a disproportionate service burden in the interests of achieving diversity." (November 8, 2001) As noted above, Provosts and Deans will report on such efforts during their budget hearings.

Vice Chancellor Vredevoe endorses the recommendation to develop alternatives to current search committee methods, such as considering the use of regional or statewide search committees. She will ask the Associate Vice Chancellor-Faculty Diversity to advance this idea for consideration on campus. This Associate Vice Chancellor, currently being appointed, will have repeated contacts with departments and search committees during the recruitment period.

2.3. Search Plans, Use of Underutilization Data

Our Deans hold discretion in requiring written search plans. We make our Academic Affirmative Action Plan, which includes current underutilization analyses, broadly available on campus so that these data can be taken into account in planning and carrying out searches. Printed copies are available in the Chancellor's Office of Academic Development (to become the Chancellor's

Office of Faculty Diversity), the Office of the Vice Chancellor–Academic Personnel, the Academic Personnel Office, and the Libraries. Copies are distributed electronically to the Offices of the Affirmative Action Unit Heads and are also available through their offices.

We have given considerable attention to refining the underutilization analyses for all our schools, and, as noted below, we are now using the methodology the University of California will be adopting for use on all its campuses. This year we are beginning to post availability data on the web so that Deans, Chairs, Directors, and search committees can calculate availability in relevant fields during the hiring process. Appointing the Associate Vice Chancellor–Faculty Diversity and improving our data systems will position us for using availability and other relevant data effectively in recruitment.

2.4. Monitoring of Searches

This year our College of Letters and Science has developed and introduced a procedure for collecting demographic data on applicants electronically. Next year we will make this model available to other campus units. This system of data collection will assist our Deans, Chairs, and Directors in evaluating whether, in areas of underutilization, search committees have conducted inclusive outreach, using appropriate and effective means of announcing positions and recruiting candidates. As reported above, the Associate Vice Chancellor-Faculty Diversity will be available to encourage and assist in using data effectively. The College of Letters and Science is prepared to ask that searches be re-opened when there is indication that more inclusive outreach efforts are needed.

2.5. Outreach and Search Procedures

We have printed the University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty (revised January 2002) and distributed copies to our academic and administrative leadership. These guidelines helpfully describe affirmative action programs for promoting equal employment opportunity and diversity in the context of faculty employment practices. In the Deans' workshop held on January 30, 2002 (see above), we discussed the legal context and the need for rigorous outreach and search procedures, pointing to the section on Best Practices for Faculty Recruitment. We have asked that these materials be made available to search committees. The Associate Vice Chancellor–Faculty Diversity will work in a collegial way with Provosts and Deans to promote and advance these practices on our campus.

2.6. Performance Reviews

As noted above, Executive Vice Chancellor Hume has indicated to the Provosts and Deans that he is committed to advancing--and regularly assessing--campus efforts to promote principles of access, equity, and opportunity in all aspects of faculty hiring. He asks that issues of faculty diversity be addressed in strategic

planning updates and discusses these issues with the Provosts and Deans in his annual planning meetings with them. Additionally, this spring he will ask directly about their efforts and those of their chairs to recruit and retain a diverse faculty. Such reviews will be conducted annually.

2.7. Uniform Method for Calculating Bench Mark Data

Interim Director Carol Petersen participated in the UC task force deliberations on establishing a uniform methodology for calculating availability for academic positions. In preparing our Academic Affirmation Plan for 2002-2003, we are using the methodology that has been established and will be adopted for all campuses the following year.

2.8. Periodic Summary-Level Salary Reviews

We understand that the Office of the President will be conducting annual University-level salary reviews of newly hired professors. At the campus level, the appointment of the first Gender Equity Committee in January 2000 and its subsequent salary analyses and recommendations signaled the beginning of a stronger commitment to this form of review. By creating the new position Director of Academic Resource Information, the Chancellor's Office is actively supporting the development of longitudinal databases that will improve and integrate our academic personnel information and analytic capacities. This direction is both supported and guided by the current Gender Equity Committees that were formed upon the recommendation of the initial task force to look at more specialized concerns. With a new future database system and dedicated resources, ad hoc, annual and biennial salary reviews will be strengthened.

The report of the first Gender Equity Committee (Attachment 6, available on-line at <http://www.apo.ucla.edu/gec/index.html>) found very small gender differences in salary but raised questions about potential differences in advancement rates. With a new database and analytical support, it is UCLA's intention to delve more deeply to understand the basis of and factors contributing to both salary and advancement rates for men and women.

2.9. Definitions of Excellence

As is evident in the following statement, "Diversity at UCLA," adopted by the Chancellor's Advisory Group on Diversity on September 20, 1999, we consider diversity to be integral to excellence:

At UCLA, a public university located in one of the most heterogeneous regions in the world, diversity is an indispensable element of academic excellence. We are fundamentally committed to including and integrating within the campus community individuals from different groups as defined by such characteristics as race, ethnicity, gender, socioeconomic background, religion, sexual orientation, age, disability, and intellectual outlook. This commitment requires efforts to

attract to the campus members of historically underrepresented racial and ethnic groups. However, to create a rich academic experience and intellectual and cultural environment for everyone, we extend our concern beyond representation to genuine participation. Our commitment to diversity entails devising strategies and programs to realize its benefits fully in education, research, and service. This commitment inevitably means an openness to change—indeed, to transformation.

During our most recent accreditation review, conducted by the Western Association of States and Colleges in 1998, we selected diversity as one of the three primary themes for our review. Our work since then has been substantially influenced by the lengthy series of recommendations developed by our campus-level WASC Task Force on Diversity. The Chancellor's Advisory Group on Diversity, itself a product of the WASC review, is now completing a review of the entire series of recommendations, noting the progress that has been made in many areas and prompting inquiry and action as appropriate in others. The recommendations address matters of governance; access for, and the retention of, students, faculty, and staff; academic program; and campus environment.

ATTACHMENTS

Attachment 1: Focus on Diversity in Strategic Planning: Executive Vice Chancellor's Letter to Academic and Administrative Units, February 8, 2002

Attachment 2: UCLA Academic Affirmative Action Plan, 2001-2002

Attachment 3: Sources of Data for Availability Estimates for UCLA Academic Affirmative Action Plan, 2002-2003

Attachment 4: Gender Equity Issues Affecting Senate Faculty at UCLA: Report of the Gender Equity Committee, October 10, 2000

Attachment 5: Letters of Charge to Gender Equity Committees, 2001

Attachment 6: UC Affirmative Action Guidelines for Recruitment and Retention of Faculty

Attachment 7: Diversity Guidelines for an Academic Plan

Attachment 8: UCLA School of Medicine Guidelines for Mentoring Junior Faculty