

The Regents of the University of California

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

September 26, 2018

The Academic and Student Affairs Committee met on the above date at the Luskin Conference Center, Los Angeles campus.

Members present: Regents Elliott, Graves, Lansing, Morimoto, Ortiz Oakley, Pérez, Tauscher, Torlakson, and Zettel; Ex officio members Kieffer and Napolitano; Advisory members May and Weddle; Chancellors Block, Christ, and Leland; Staff Advisor Klimow

In attendance: Regents Butler and Estolano, Secretary and Chief of Staff Shaw, General Counsel Robinson, Provost Brown, Executive Vice President Stobo, Senior Vice President Gulbranson, Vice Presidents Brown, Budil, and Holmes-Sullivan, Chancellors Khosla and May, and Recording Secretary McCarthy

The meeting convened at 1:45 p.m. with Committee Chair Pérez presiding. He welcomed new Staff Advisor Klimow.

1. APPROVAL OF MINUTES OF PREVIOUS MEETING

Upon motion duly made and seconded, the minutes of the meeting of July 18, 2018 were approved.

2. UPDATE ON EXPANDING THE VISION FOR AND VITALITY OF THE UC CENTER SACRAMENTO

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown explained that this presentation was in response to the Regents' expressed interest in exploring the possible expansion of the UC Center Sacramento (UCCS) and followed up on a prior overview of the Center presented at the Committee's January meeting. Critical questions to be considered eventually would be whether to continue to own or lease a different space to stage the program, and whether to renovate the current space or purchase new space.

UCCS Director Richard Kravitz reported on progress toward developing a comprehensive plan to expand the UCCS, which has the dual mission to prepare UC students to become California's future leaders and sharing knowledge produced on UC campuses to enhance public policy. UCCS students participate in internships and take courses in public policy while in residence at the Center for a full academic term or a ten-week summer session. He cited the Center's recent progress, doubling its enrollment over the past five years, developing an integrated curriculum linking formal instruction with internships, and

creating new forums for knowledge-sharing with the Capitol community. At the Committee's January meeting, Dr. Kravitz had noted the Center's continued focus on increasing diversity, developing new student housing options, and thinking expansively of the most effective ways to serve students while demonstrating to the Sacramento community the value of a first-class public University. Dr. Kravitz displayed policy research posters produced by UCCS students.

Dr. Kravitz described the aims for expansion of UCCS: to increase the size and diversity of UCCS' undergraduate student body; to continue to enhance the undergraduate experience; to establish new opportunities for graduate and professional students; to support bidirectional knowledge-sharing among UC researchers and State and local policy communities; and to integrate more voices into the Center's activities. UCCS currently served 150 students each year. The Center could serve at least 240 students if financial barriers were lessened and with improved integration of UCCS courses with major UC campus major requirements. The Center hoped to expand its undergraduate course offerings into areas in social sciences, the natural and health sciences, and the humanities. The integration of graduate students into the Center's education and policy initiatives could be increased. Student housing remained a barrier to enrollment growth. The Center had accommodated most student housing through an annual lease with a facility 5.7 miles from the Center, but was on the cusp of securing a much better option. UCCS could evolve into a hub for academic-government policy collaboration that could serve as a model for the nation.

Chair Kieffer expressed disappointment in the longstanding lack of progress in further developing UCCS and asked how the Regents could help UCCS realize its aspirations, where 250 UC students from across the system could live where they learn, close to the State Capitol. Provost Brown said there were decisions to be made, since the Center's current building at 1130 K Street would not be suitable for an expanded, integrated program. Chair Kieffer said that the University had realized this several years prior. Provost Brown observed that buying or leasing a new property would require substantial funding.

Committee Chair Pérez expressed hope that future discussions about expanding UCCS would involve more than just physical infrastructure.

Regent Graves commented that the UC Washington Center was a good model and asked if UCCS was seeking just a housing facility or space for both the program and student housing in one building. Dr. Kravitz said that recent efforts envisioned the program remaining at 1130 K Street, with students housed nearby. He said the program was close to a master lease agreement for housing within walking distance of the Capitol. The master lease would be through UC Davis and UCCS students could be accommodated through the UC Davis housing office.

Regent Butler asked how UCCS' aspirational goals were set and questioned whether plans to increase enrollment from 150 to 240 were sufficiently ambitious. Dr. Kravitz responded that UCCS viewed this goal as intermediate and achievable, given the availability of resources, including administrative staff to recruit and support students, academic staff, a

policy outreach office to expand UCCS' knowledge-sharing programs, and other resources. He reminded the Committee that in 2013 UCCS enrollment was approximately 60 to 80 students per year.

Committee Chair Pérez said that he would be interested in hearing UCCS' longer term vision at a future meeting. He hoped this meeting provided valuable feedback.

Regent Zettel expressed support for the aspirations of UCCS, but questioned their affordability, given existing pressures on UC's budget.

Chair Kieffer suggested that philanthropy could be pursued to support an expansion of UCCS, which would be beneficial to both the University and the civic life of the state.

Regent Estolano expressed her view that it was most important that the UCCS program be of the highest quality, the premier public service opportunity in the state, so that UCCS alumni were considered top prospects for legislative internships or staff positions. UCCS students should also reflect the diversity of California.

3. POLICIES AND PRACTICES REGARDING TREATMENT OF NATIVE AMERICAN REMAINS AND ARTIFACTS

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown provided perspective on the Native American Graves Protection and Repatriation Act (NAGPRA), the University's policies and practices with respect to the treatment of Native American remains and artifacts, and the central question of how they should be treated by the University. A strictly academic approach risked objectifying persons and their relationship to sacred or precious things. Provost Brown cited these critical issues: the effectiveness of UC's systemwide and campus consultation groups, and the processes with respect to tribal authorities; UC's policy regarding non-federally recognized tribes; UC's policy for handling unidentifiable and unaffiliated remains and artifacts; the determination of cultural affiliation; the help UC needs from Native Americans in making proper tribal determinations; and the support needed to transfer remains and artifacts.

Provost Brown stated that it had been UC's policy to treat these remains and artifacts with respect and in a collaborative manner. He noted that UC had been cautious in its approach, to avoid making mistakes in repatriation. President Napolitano had expressed her view to the Provost that repatriation should be the University's fundamental value. Provost Brown had been asked to convene a workgroup that would consult with Native American tribes, the Academic Senate, and the systemwide advisory group to undertake a review and updating of UC policy.

Regent Pérez expressed the importance of considering these policies humanely. He supported reevaluating UC policy in this area.

Regent Torlakson agreed with the importance of handling repatriated remains with great respect for the traditions of the 110 federally recognized tribes and other tribes. He expressed support for charting a new course in developing systemwide guidelines for UC campuses. Regent Torlakson said he supervised the American Indian Education Oversight Committee established by the Legislature; he suggested that a member of that committee could be a member of UC's working group.

President Napolitano asserted the University's fundamental value in support of repatriation, and that value should underscore activities at UC campuses. She placed great importance on NAGPRA and the treatment of human remains and funerary objects. Her intention is to implement updated policies and work with California tribal communities. UC also intended to work with the Native American community to support and retain Native American students.

Committee Chair Pérez expressed the Committee's eagerness to see progress and was heartened by the approach described.

4. **UNIVERSITY-ASSISTED COMMUNITY SCHOOLS: A GROWING NATIONAL MOVEMENT**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Regent Torlakson said he had recently hosted a conference of international educators and brought them to the Robert F. Kennedy (RFK) UCLA Community School, to show them one of the best programs in California. The RFK UCLA Community School, with about 1,000 traditional kindergarten to 12th-grade students, is a unique partnership that has achieved outstanding results. The school is located in downtown Los Angeles. Its students achieve English proficiency at a much higher rate than the surrounding Los Angeles Unified School District (LAUSD) schools. Although 92 percent of its students are socioeconomically disadvantaged, 70 percent meet "a-g" requirements for UC or California State University (CSU) admission and 100 percent of its graduating class was college-bound. The school has a robust connection to UCLA's research enterprise, analyzing data to improve education.

UCLA Professor and Director of the UCLA Center for Community Schooling Karen Hunter Quartz observed that community schools were based on the concept that schools are the social centers of their neighborhoods and flourish when they partner with others to meet the needs of the whole child and family, especially for children living in poverty. A university-assisted community school is one that engages the university as the lead partner in providing community-based academic enrichment and social services, and prepares underrepresented students to graduate from college. These schools are mutually beneficial, as they improve the quality of life and learning in the community, while also advancing the University's mission of teaching, research, and service.

The RFK UCLA Community School was initiated in 2009 on the former site of the Ambassador Hotel in Koreatown/Pico Union, the overall complex serving 4,000 students as part the LAUSD's historic building campaign to relieve overcrowding and return students to neighborhood schools. When it opened, the RFK UCLA Community School served students from more than 60 feeder schools, many who had been bussed to schools far from home for years. There are no admission requirements, other than living in the adjacent neighborhoods, which are immigrant communities with rich cultural and linguistic resources. The social justice legacy of Robert F. Kennedy is embraced by the school community.

In 2017, the Mann UCLA Community School reimagined a neighborhood school in South Los Angeles through a new partnership. The Horace Mann Middle School opened in 1927; its community was currently half African American and half Latino. In 2015, 482 students zoned to Horace Mann chose to be bussed to 70 other schools across Los Angeles. Since 1990, 37 charter schools had opened within a 2.5-mile radius of Horace Mann, whose enrollment plummeted from 1,800 students in 2001 to 330 in 2016, with almost one-third of the remaining students enrolled in special education programs. The partnership with UCLA was working to reverse declining enrollment by adding a grade level each year. In the current fall, 446 students were enrolled in grades six through ten. The faculty is diverse and accomplished, including seven new graduates of UCLA's teacher education program.

Professor Hunter Quartz highlighted the unique characteristics of UCLA community schools. One of the hallmarks of community schools is that they build on the assets of their local communities. The RFK UCLA Community School builds on the linguistic assets of its students' families through bilingual programs. All students are being prepared to graduate with a California Seal of Biliteracy. Research-practice partnerships, long-term collaborations between practitioners and researchers, are used to develop assessments and databases to track local measures of biliteracy and improve practice. Since 2011, the RFK UCLA Community School has participated in 63 studies. In stark contrast to national data, 83 percent of RFK UCLA Community School third-grade students were reading at grade level, 61 percent of them in two languages.

UCLA community schools' goal is that all students graduate prepared to succeed in a four-year college, and embrace the LAUSD A-G For All policy, the requirement that all high school students complete the "a-g" requirements for admission to UC and the California State University in order to graduate from high school. When the RFK UCLA Community School opened in 2009, only 13 percent of high school graduates in its Congressional District enrolled in four- year colleges. In the neighborhood surrounding Mann UCLA Community School, only six percent of residents are graduates of four year colleges. UCLA community schools address this challenge through research, teaching, and service. College centers staffed by professional college counselors were established at each UCLA community school. The community schools use field trips, enrichment and summer programs, and UCLA Bruincorps tutors, bringing UCLA students to each school. This process is studied extensively, for example in studies examining the legal challenges students face in their journey to college, which led to the establishment of the UCLA School of Law's just-opened Immigrant Family Legal Clinic on the site of the RFK UCLA

Community School. This groundbreaking partnership would prepare future lawyers and deliver much-needed legal education advice and services. Almost all RFK UCLA Community School seniors graduated with a college offer and planned to attend a two- or four-year college; 86 percent enrolled in college, and 85 percent persisted to sophomore year in college. Mann UCLA Community School was just starting on this path. Early indicators showed that the inaugural class of ninth-graders was making good progress.

The UCLA Community Schools are teaching schools, partnering with UCLA Center X Teacher Education Program, the School of Arts and Architecture Visual and Performing Arts Education Program, the UCLA School of Law, and many other departments across UCLA, to prepare UCLA students to be leaders of change. Since 2010, the RFK UCLA Community School had prepared 99 teachers, 114 teaching artists, and 85 service learning interns. These novice educators, artists, lawyers, and social workers model for the community school's youngest students what it means to be actively and critically engaged in society. The UCLA Community Schools extend the work of the National Coalition for Community Schools.

Regent Lansing expressed appreciation for this report, noting the Regents' emphasis on embracing community engagement and involvement in K-12 schools. She urged publicizing the excellent work of UC's community schools, expressing her strong view that this work is part of UC's mission. Regent Lansing asked that the Regents be provided with information from the chancellors about their campuses' UC-assisted community schools.

Regent Ortiz Oakley praised the UCLA community schools' work preparing the children of Los Angeles for higher education. He urged UC to examine its emphasis on standardized tests such as the Scholastic Aptitude Test and the ACT, which continue to create big challenges for students of color in California public schools. Regent Ortiz Oakley advocated finding ways to more quickly evaluate the Smarter Balanced assessment so that tests that children must already take could be used by college admissions personnel. UC has a great influence on K-12 education and should look for ways to expand its influence in ways that can assist California's youth.

Chair Kieffer expressed appreciation for the presentation, which demonstrated UC's community involvement.

Regent Torlakson advocated replicating the success of these programs. Dual-language immersion programs have been successful throughout the state, increasing students' academic success and their sense of community and history. The number of California high school graduates receiving the California Seal of Biliteracy had increased from 10,000 four years prior to 55,000.

Regent Butler asked if UC-assisted community school students were tracked for their enrollment and success at UC, and compared with the success of community school graduates who choose to attend other universities. Professor Hunter Quartz stated that UCLA-assisted community school alumni were tracked carefully, but obtaining

comparison data would be complicated. Regent Butler added that her prior work on the President's Advisory Committee on the African American Presence at UC had demonstrated that many African American students are prepared to attend UC, but choose to go elsewhere, for reasons that were unclear. The UC-assisted community schools could help answer questions about recruitment and retention of diverse student populations.

Committee Chair Pérez expressed appreciation for the outstanding work that makes these UC-assisted community schools so successful in using UC's knowledge and research in the service of underrepresented communities.

5. **UPDATE ON REGENTS POLICY 3501: STUDENT ATHLETES AND GUIDING PRINCIPLES TO ENHANCE STUDENT-ATHLETE WELFARE**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown stated that the materials for this information item had been provided and there would be no presentation.

6. **ACCOUNTABILITY SUB-REPORT ON DIVERSITY: FACULTY DIVERSITY OUTCOMES**

[Background material was provided to Regents in advance of the meeting, and a copy is on file in the Office of the Secretary and Chief of Staff.]

Provost Brown said this annual Sub-Report on Diversity would focus on faculty diversity, important to the University for many reasons. UC students would be better prepared for global leadership and citizenship when exposed to diverse perspectives in their classrooms. Faculty with similar backgrounds to UC students can serve as role models. A growing body of research indicated that diversity in UC's students, faculty, and staff benefits UC's mission of innovation and creativity in research, teaching, and public service. He asserted that UC had made progress in advancing faculty diversity among newer, younger faculty. However, the University is not satisfied with its progress to date and is committed to doing more.

Committee Chair Pérez asked when, at the current rate of progress, UC faculty diversity would mirror the diversity of its undergraduate students.

Vice Provost Susan Carlson commented on the Advancing Faculty Diversity Program funded by the State for the past three years, with \$2 million allocated to UC for each year of three years. In the first two years, it had been demonstrated that targeted interventions with buy-in from faculty and academic leaders could lead to increased hiring of diverse faculty. In the current third year of the program, funds had just been awarded for ten projects on eight UC campuses, and four new awards to support research-based interventions in the faculty recruitment process, with a focus on life sciences, mathematics, natural sciences, and engineering. Each proposal showed a sharp awareness of the need to

serve a diverse UC student body, and recognition of the need for faculty ownership of the change in practice and culture at the department and school level. In addition, academic units had developed ways to measure the success of their work in increasing faculty diversity. In the third year of the program, for the first time, up to \$75,000 would be awarded to support efforts to retain diverse faculty. Six funded projects would deal with climate in departments and schools and specifically on mentoring and retention, as well as support for UC's strong network of equity advisors. Projects in the humanities, arts, and social sciences would ensure support of the faculty who teach and do research in areas of equity, inclusion, race, and gender. The accountability built into these awards by the State had prompted UC to sharpen its measurement of the effectiveness of such interventions. Almost all of these pilot projects had made use of the President's Postdoctoral Fellowship Program (PPFP).

UC San Diego Professor and PPFP Director Mark Lawson said that Program's mission was to support outstanding scholars who show promise as faculty to contribute to diversity and equal opportunity at UC. In his more than 18 years as one of the few Latino faculty members and a former PPFP fellow himself, Professor Lawson had experienced the consequences of a lack of diversity and understood the need for change. In the United States, 5,000 to 6,000 domestic underrepresented minority (URM) students earn doctoral degrees each year. The PPFP receives more than 850 applications each year for its 15 fellowships. Faculty who were PPFP fellows have higher tenure and retention rates in comparison to UC's general faculty. President Napolitano and Provost Brown recently authorized changes to the PPFP, indicating the priority of the program as a tool to diversify UC faculty; the use of incentives would be expanded for hiring PPFP fellows and participation would be extended to health sciences and professional schools. The Academic Senate had also expressed strong support for PPFP. In the past three years, an average of 20 PPFP fellows had been hired per year as UC faculty. PPFP is a national model. Professor Lawson listed ways that his work as a UC faculty member would increase future faculty diversity. His research generated funding that supported the science, technology, engineering, and mathematics (STEM) careers of students from URM backgrounds. He worked to recruit such students to UC and its graduate programs, and he mentored these students, all activities typical of PPFP scholars.

UC Irvine Vice Provost Douglas Haynes reported that, with its Advancing Faculty Diversity grant, UC Irvine had launched an ambitious hiring program entitled Building Our Own Pipeline to the STEM professoriate, with the goal of hiring up to eight former PPFP and UC Irvine Chancellor's Fellows across its four STEM schools. The program was successful. Eight former fellows were hired into three of the four schools: five in biological sciences, two in information and computer science, and one in engineering. The impact of this pilot program contributed to dramatic improvements in the diversity of regular hiring, as the overall percentage of hires from URM groups increased substantially. Almost three percent of UC Irvine faculty were former fellows of PPFP or the UC Chancellor Fellows program.

Mr. Haynes explained that the Advancing Diversity Grant enabled UC Irvine to combine existing programs into a coherent two-part strategy that incentivized the hiring of former

fellows and invested directly in their future career success. The UC Irvine Provost maximized the utilization of President Napolitano's hiring incentives by matching each incentive for up to four hires. The campus underscored its commitment to the career success of these fellows as faculty by awarding a substantial augmentation to their start-up packages as well as a grant to cover participation in the faculty success program, a national work-life balance program of the National Center for Faculty Development and Diversity. The campus established the UC Irvine Academy for Inclusive Excellence to encourage career development and community among new and former fellows.

Provost Brown noted UC San Diego's success in recent years in improving its campus climate. This was reflected in its ranking as a campus that is attractive to African American students, based on the percentage of African American students and faculty, African American graduation rates, and the proportion of African American students compared with national proportions. Committee Chair Pérez noted the transformation that had occurred for African American students and other underrepresented students on the UC San Diego campus.

Chancellor Khosla affirmed his campus' intention to make further progress. The *New York Times* ranked UC San Diego fifth for economic mobility, judged by the proportion of its low-income students who become high-wage earners, and fourth for supporting the American dream, since UC San Diego has the highest share of lowest-income students among highly selective public colleges. *BestColleges.com* ranked UC San Diego first for graduating women in STEM. *Affordable Colleges Online* ranked the campus ninth among public universities for its commitment to lesbian, gay, bisexual, transgender, and queer inclusion. In the past five years, while UC San Diego's undergraduate enrollment had grown more than 30 percent, its URM enrollment had increased 85 percent, its first-generation college students increased 52 percent, and its number of Pell Grant recipients increased 45 percent. Chancellor Khosla attributed these gains to the straightforward strategy of disproportionate recruitment of URM students and hiring of URM faculty. UC San Diego's URM students were graduating at good rates, with 87 percent of UC San Diego's low-income students graduating in six years, 28 percent higher than other colleges with similar student populations, and 85 percent of its first-generation college students graduating in six years, compared with a national average of 59 percent.

Chancellor Khosla attributed this progress to creation of a student success ecosystem, with academic and co-curricular support, including resource centers, affinity housing, health and wellness support, career centers, internship programs, community involvement, and alumni support. In the past six years, UC San Diego's URM faculty had increased by 30 percent, and 11 percent of new faculty hired were URM, higher than the existing six percent of URM faculty on campus. Chancellor Khosla planned to hire 150 to 200 more URM faculty in the upcoming five years. While this would still not equal the proportion of URM students, it would improve faculty diversity.

Chancellor Khosla described this effort to change the culture of the UC San Diego campus on a lasting basis. The campus prioritizes equity in hiring, retention, promotion, and advancement. Every dean is responsible for these goals as part of his or her evaluation

criteria. Faculty are nurtured for success in an inclusive environment. The campus is improving family accommodations, and creating faculty networks for URM and women faculty. UC San Diego's Vice Chancellor for Equity and Inclusion had built special programs, such as the Equity, Diversity, and Inclusion Grants for Faculty Leadership and Excellence in Diversity, and the campus is investing in PFP. An Advancing Faculty Diversity grant was used to fund a Jacobs School of Engineering Pilot Program, which doubled the URM faculty to 20.5 percent in academic year 2016-17. Women and URMs had greater representation in each phase of the hiring process. Chancellor Khosla expressed his intention to maintain these efforts.

Vice Provost Yvette Gullatt recognized President Napolitano's increased permanent financial support of these efforts. More would be invested in partnerships with Historically Black Colleges and Universities and with Hispanic-Serving Institutions (HSIs). The PFP Program would be expanded. UC efforts to diversify its faculty had benefited greatly from the State's three-year investment in equal opportunity and she looked forward to the State's continued investment in that area. UC would make new investment in faculty retention efforts that were based on campus best practices. Provost Brown pointed out that UC had already invested \$5.7 million in these programs; President Napolitano would increase that amount by another \$7.1 million of ongoing funding.

Regent Ortiz Oakley expressed the Regents' interest in this topic. He noted that the percentages of Hispanic/Latino(a) and African American faculty had not increased much. The small increase in Hispanic faculty was the result of increases in international Hispanic faculty, while the increase in the Latino(a) population in the United States would seem to indicate a bigger recruitment pool. He also commented that the category Asian/Pacific Islander/Native Hawaiian was overly broad. Regent Ortiz Oakley asked about the increase in white international faculty. Provost Brown responded that he did not have an explanation for that increase.

Regent Ortiz Oakley asked Faculty Representative May if UC's part-time faculty were more diverse than its full-time faculty. Faculty Representative May said he did not know if those statistics were kept, because there was a large turnover among part-time faculty. Regent Ortiz Oakley commented that UC's part-time faculty provided a good pool from which to recruit more diverse full-time faculty.

Regent Ortiz Oakley asked about the accountability of this report. Provost Brown said his main goal was to increase UC faculty diversity. Regent Ortiz Oakley said he would like a specific goal to be stated. Provost Brown responded that numerical goals might not be necessary, and the goal of changing the environment of UC campuses with respect to diversity by taking specific actions would be sufficient. Chancellor Khosla stressed the importance of creating a campus where everyone feels welcome. UC San Diego requires every faculty and senior staff applicant to write a diversity statement.

Regent Graves suggested examining how practices are being implemented on the campuses to improve diversity, such as mandatory implicit bias training for faculty hiring committees and recruitment strategies that have proven effective. Campus retention practices should

also be reviewed. UC should advocate for continued State support in this partnership to increase diversity.

Provost Brown expressed pride in former Provost Dorr's design of the Advancing Faculty Diversity Initiative through which programs could be tried and evaluated for their effectiveness. Promising innovations have been found that could be expanded.

Chancellor Khosla commented that implicit bias training is mandatory for all members of UC San Diego search committees, which always have a faculty equity advisor as a member. The deans are held responsible for increasing diversity. Ms. Carlson said implicit bias training is not mandatory on all campuses. Campuses were studying which practices actually resulted in more diverse hires.

Regent Estolano said, given the limited availability of diverse candidates for UC faculty positions, it would be advisable for UC to develop its own pipeline of diverse candidates, in partnership with California State University (CSU). She asked about a faculty retention program referred to in the materials, the UC Davis faculty salary equity program, used to incentivize faculty to stay at UC Davis. Ms. Carlson explained that in 2010 former President Yudof instituted the program under which each UC campus conducted campus-level studies of salary equity by gender and ethnicity. UC Davis' extensive study paid particular attention to faculty who took time off for family formation, the effect of longevity, and an effective formula for salary equity. Faculty Representative May commented on UC Davis' extensive faculty salary equity study, which included factors such as length of time on faculty, time of hire, racial and ethnic factors, and academic disciplines. A formula was created to adjust faculty salaries to benchmarks to try to equalize faculty salaries.

Regent Estolano asked how campus best practices would be summarized and distributed to hiring committees systemwide, and suggested polling hiring committees about their use of the enumerated practices. This could allow campuses to adapt best practices for their own needs. She asked if the Regents had received a briefing about Proposition 209 and setting diversity goals and targets. General Counsel Robinson responded that such a session had been held, but not recently.

Provost Brown expressed support for consolidating best practices and distributing them to the campuses. Committee Chair Pérez expressed support for a survey of use of best practices.

Faculty Representative May expressed the importance of faculty diversity to the Academic Senate, but cautioned that expectations should be realistic, given the low rate of turnover of UC's ladder-rank faculty. The current period of retirement of "Baby Boomers," persons born during the demographic post-World War II "baby boom," offered an opportunity for faculty revitalization.

Chancellor Christ commented that at UC Berkeley the average faculty age had increased and the faculty retirement rate is low. She suggested that faculty diversity could be increased by offering retirement incentives.

Faculty Representative May said it was important to have a way to segue successful PFP fellows into faculty positions.

Committee Chair Pérez commented that it would be useful to survey outcomes for various groups of UC's undergraduate students who expressed interest in academic careers.

Professor Lawson added that only about 1,000 new URM Ph.D. recipients nationally each year expressed interest in academic careers. If UC wants to hire the top five percent of these, they should be recruited and supported, for instance through the PFP program. Provost Brown commented that the UC-CSU Doctoral Diversity Initiative is being expanded to collaborations with HSIs.

Chancellor Leland commented that attention must be focused on increasing the URM availability pool, since it is known that low-income, first-generation minority students go on to doctoral studies and into the professoriate at a lower rate than others. Finding ways to encourage these students early in their college careers to pursue academic careers would be valuable. Chancellor Leland said the next discussion of this subject should include consideration of encouraging UC's own undergraduate students to become part of the availability pool.

Regent Elliott asked if progress among the UC campuses in increasing faculty diversity was consistent across UC campuses or disparate. Mr. Haynes responded that there was yearly variation. Provost Brown said there was unevenness within and across the campuses. Regent Elliott expressed his view that the campuses should be held accountable and information about variation among the campuses should be available.

President Napolitano explained that the campuses were responsible for improving faculty diversity, but added that she meets annually with the chancellors and their leadership teams. One item discussed is the campus' progress on faculty and student diversity. She sends a follow-up letter to each chancellor expressing her expectations.

Committee Chair Pérez commented that the increase in international faculty was roughly triple that of URM faculty. While it was important to have faculty from around the world, hiring international faculty should not be the primary way UC diversifies its faculty. He suggested that the following year's presentation include diversity data for various types of UC faculty.

The meeting adjourned at 4:05 p.m.

Attest:

Secretary and Chief of Staff