Accountability Sub-Report

on Diversity

Narratives

September 2009

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University of California, Berkeley
Diversity Narrative

Section I: Campus Goals and Metrics

For the 2009 report, each campus is being asked to describe their campus diversity goals in place for 2009-10, and the metrics used to measure success. While the goals and metrics should include the variables of race/ethnicity and gender, campuses are encouraged to include other aspects of diversity as defined in the UC Diversity Statement.

As part of an extensive strategic planning process funded partially by the Haas Jr. Fund, UC Berkeley has developed a 10-year Strategic Plan for Diversity, Equity and Inclusion that will be formally released in fall 2009. The Strategic Plan represents the culmination of numerous discussions with campus constituents and stakeholders, town halls and focus groups, and the synthesis of a vast body of information on campus climate and existing programs. Included in the plan are three overarching goals shaped by the values that underlie UC Berkeley's mission: excellence, equity, and inclusion. These top-level goals are:

- **Responsive Research, Teaching and Public Service** to broaden the creation of ideas and knowledge on equity, diversity, and inclusion, making contributions to the body of scholarship and to the well-being of the campus and society, while attracting and creating more scholars at all levels.
- **Expanded Pathways for Access and Success** to create a "critical mass" of talented students, faculty, and staff to represent fully California's excellence and diversity and to provide an environment in which they can thrive academically and professionally.
- **Engaged and Healthy Campus Climate** by providing conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the University and each other.

The plan also includes six long-term expected outcomes. Appendix A illustrates how each of these expected outcomes fit into the larger framework of the top-level goals, in addition to describing strategies and intermediate outcomes. We are now in the process of identifying performance objectives and metrics for each of the six expected outcomes. Below we have outlined the expected outcomes with their respective performance objectives. Appendix B provides a more detailed description of appropriate metrics and indicators for each of these performance objectives. Many of these metrics overlap with those proposed in the Diversity Accountability Framework, which is indicated in Appendix B. The Division of Equity & Inclusion under the leadership of Vice Chancellor Gibor Basri will be responsible for overseeing the implementation of the Strategic Plan, including its ongoing review and revision and the reporting of findings to the campus, UCOP, and broader community.

UC Berkeley *Strategic Plan for Diversity, Equity and Inclusion*, Top-Level Expected Outcomes and Performance Objectives:

1. **Berkeley becomes, and is recognized as, the national leader in equity-, diversity-, and inclusion-related research, teaching, and public service.**

Performance Objectives:

    1.1. Berkeley's most effective policies and practices in equity and inclusion are replicated at other leading institutions.

    1.2. Citations on equity and inclusion activities at UC Berkeley equal or exceed the citations of comparable institutions.

2. **Campus community members express a greater sense of belonging while acquiring the knowledge, skills, and personal attributes necessary to successfully navigate and lead in a diverse world.**

Performance Objectives:

    2.1. Reduce or eliminate intergroup (race, ethnicity, religion, sexual orientation, disability, gender, etc) disparities in percentage of respondents expressing "sense of belonging."

    2.2. Positive trends in the percentage of respondents "being changed /learning from by diversity".

    2.3. Significant reduction in number of bias-related complaints by 2013-14.

3. **Intergroup disparities in the enrollment, retention and graduation rates of undergraduate and graduate students are eliminated.**

Performance Objectives:

    3.1. 50 percent increase in the number of academic preparation program participants who are eligible for University of California by 2013-14, overall and by race/ethnicity and gender.

    3.2. Significant positive trends in undergraduate applications compared to the demographic profile of high school graduates in California and transfer-intent California community college students.

    3.3. By 2014-15, at least 85 percent of all UC Berkeley undergraduates graduate within six years.

    3.4. Applicants for doctoral degrees at UC Berkeley mirror the ethnic, and gender composition of the pool of Bachelor of Arts/Bachelor of Science recipients from top 25 US institutions, by discipline/field.

3.5 Completion rates of doctoral degrees at UC Berkeley mirror the ethnic, and gender composition of the pool of Bachelor of Arts/Bachelor of Science recipients from top 25 US institutions, by discipline/field.

4. **Berkeley's staff across all levels reflects the rich diversity of the San Francisco Bay Area, including the executive and management levels.**

   4.1. Reduce or eliminate intergroup disparities in composition of UC Berkeley staff (both career and academic non-faculty), manager, and executives by classification/rank.

   4.2. Staff recruitment reflects best practices in tapping local and state labor pools.

5. **The reduction in intergroup disparities in the hiring and retention of faculty outpaces our peer institutions by reflecting the national availability of exceptional talent in all fields.**

Performance Objectives:

   5.1. Applicants and hires for faculty and postdoctoral scholar positions at UC Berkeley mirror the ethnic and gender composition of national availability pools of Ph.D.'s from the top 50 U.S. institutions by discipline/field.

   5.2. Reduce or eliminate intergroup disparities in the advancement rates of UC Berkeley faculty by discipline/field.

6. **The campus devotes leadership and resources to sustain and enhance equity, diversity, and inclusion efforts and positive outcomes through a combination of campus and external funding and support.**

Performance Objectives:

   6.1. 5 percent increase in all funding for equity and inclusion efforts by 2013-14.

   6.2. Raise $10 million in extramural funding for equity and inclusion efforts by 2011-12.

   6.3. Raise $30 million in extramural funding for equity and inclusion efforts by 2014-15.

Section II: Campus Policies and Practices
For the second section, please describe the campus policies and practices in place for each of the following areas. While these policies and practices specifically include the variables of race/ethnicity and gender, campuses are encouraged to include other aspects of diversity as defined in the UC Diversity Statement.

a. ***Faculty:*** *Implementation of revised APM policies, i.e., 210 recognizing diversity in appointment and promotion; APM 240 and 245 regarding affirmative action plans at the school, division and department levels respectively; and APM 760, on privileges and benefits related to work and family issues.*

We have continued to publicize the 2005 amendments of APM 210 which recognize diversity widely, but are so far unable to ascertain whether and how the amendments have been implemented. The Faculty Personnel Committee/Budget and Interdepartmental Relations (BIR) reports that it seldom sees cases where the diversity language in APM 210d is invoked. The BIR does apply the policy in those cases where diversity work is included. Interviews with faculty show that many of them are unaware of the amendments to APM 210d or do not know how to apply the new language to their merit and advancement cases. Chairs are reminded of these policy changes each year at the first Chairs and Deans retreat. Each department also has a Faculty Equity Advisor who attends a fall workshop which includes information on the diversity language in APM 210d and how to encourage faculty to incorporate it into their teaching, research and service records. As part of its Strategic Plan, E&I will invest more effort in campus engagement of this area. The move to create an on-line electronic format for the Biography for Academic Personnel ("bio-bib") by the Vice Provost for Academic Affairs & Faculty Welfare provides an excellent opportunity for engaging the campus. The Division is advocating for an explicit entry box in the electronic "bio-bib" for the diversity language in APM 210. This box could provide the user with explanations and examples of how to use the policy diversity language in their personnel actions while allowing the Division to track the actual usage.

Regarding APM 240 and 245, the Division of Equity and Inclusion has recognized the need for an assessment and accountability system at both the campus- and department-level with regard to equity and inclusion issues. As part of the Planning and Assessment System recommended in the Strategic Plan for Diversity, Equity and Inclusion, each department will be required to complete a self-assessment of the current state of diversity in the unit and a diversity section in their departmental strategic plans. These will be compiled in collaboration with the departmental   equity advisor and with the help of the Division. E&I will ask each department to indicate departmental goals regarding diversity, equity, and inclusion and provide metrics for which these goals can be measured. E&I will implement a "mid-cycle" review (every 4 years) during which at least the diversity section will be assessed for completion with possible modifications or enhancements. This review would not be as extensive as the regular academic review, and would be an internal process only. Chairs would be responsible for the implementation of the plans, and Deans would be apprised by E&I of the status of the plans and progress.

We have undertaken a number of steps to ensure that "family-friendly" policies are widely appreciated and utilized. There are several web portals for this, including E&I, Faculty Welfare, the Academic Senate, and the Graduate Division. The Senate Committee on the Status of Women and Ethnic Minorities (SWEM) promotes family-friendly policies, and they are publicized at the beginning of each year at the Chairs and Deans retreat and the new faculty orientation. The policies are also mentioned in the SWEM guide for junior faculty. This year, the Vice Provost for Academic Affairs & Faculty Welfare instituted a new office on campus, *CALcierge*, which discusses all family-friendly policies with new faculty candidates and their families (see Section III for more information). Assistant professors can now participate in a new

program that provides emergency backup childcare and includes childcare services while traveling to academic conferences and research activities.

In the past year, E&I has also established Faculty Equity Benchmarks which measure the rate of faculty promotion and advancement by race/ethnicity, gender, and field/discipline. Compiled using the Faculty Personnel Records, these benchmarks are shared with the Chairs of each department and provide a cross-departmental comparison.

b. ***Undergraduate Students:*** *Annual review of admissions, enrollment, persistence and graduation rates by race/ethnicity and gender for freshmen and transfer students.*

The Coordination Board for Undergraduate Admissions, Financial Aid and Enrollment Management, chaired by the Executive Vice Chancellor and Provost, is charged with directing undergraduate admission policies and activities. Together with Berkeley's Academic Senate Committee on Admissions, Enrollment, and Preparatory Education (AEPE), the Board coordinates campus undergraduate admissions policies and freshman and transfer selection criteria. In addition, it considers important issues related to admissions, including outreach; enrollment management; and oversight of recruitment and yield activities for freshman and transfer applicants. The Board reviews statistics from prior years and makes future projections that will inform current policies and practices in this area. E&I also separately examines persistence and graduations rates given their status as accountability metrics for that Division. Current issues, such as the prevalence of nonresident or transfer students, are explored in more detail by appropriate task forces. Moreover, even before students arrive at the UCB campus, the Center for Educational Partnerships (CEP) engages in K-14 academic preparation and outreach to bridge the gaps that currently exist in undergraduate admissions and enrollment. CEP has demonstrated itself as one of the most extensive and effective preparation programs in the UC system.

c. ***Graduate and Professional School Students:*** *Annual review of graduate and professional school enrollments by race/ethnicity and gender, by department/program.*

The Graduate Division collects and analyzes vast amounts of data on graduate and professional school students. This year, the data was disseminated by the Graduate Division to the respective (nearly 100) programs in a new and helpful format via email attachments. Departmental statistics will soon be available to each program via a web-accessible tool for graduate program administration (GLOW). The packet of data for each program includes seven reports plus comparison statistics for like programs. The information is extensive, with financial, enrollment, degree and survey data reaching as much as 50 pages in some disciplines. The Graduate Division compiles the data on doctoral degree rates by race/ethnicity, gender, and discipline.

Efforts to recruit diverse graduate students are constrained by the availability of financial support in most departments rather than criteria in the admissions process. Data by division/college/school indicate that admission rates and yield ratios of applicants are similar, or in some instances slightly more favorable to URM students (and to women in STEM fields). Only in the physical sciences are admission rates slightly lower for URM students; this is offset by higher yield ratios. The problem lies with the relatively low numbers of applicants in the pools; prospective students' treatment once they apply appears to be fair.

The guidelines for admissions statements and criteria for diversity fellowships funded centrally by Graduate Division are now more precise and useful to the members of the faculty fellowship committee. This effort, led by the Graduate Division, involved a long process of consultation with numerous interested parties and vetting by the Office of General Counsel.

d. ***Postdoctoral Scholars:*** *Annual review of postdoctoral scholars by race/ethnicity and gender, by department/program.*

The ability to conduct analysis of postdoctoral scholar demographics is a priority for Equity and Inclusion in the coming year. Statistics of this population are currently unavailable or decentralized at the department-level. Aside from demographic data, other aspects of postdoctoral scholars merit attention. We are in the process of conducting a climate survey of this population and anticipate analysis of the results later this year. The procedures for the Chancellor's Postdoctoral Fellowship have also been modified to more closely align the application process with the Fellowship's goals of generating diverse faculty hires.

e. ***Staff:*** *Annual review of staff by race/ethnicity and gender, by salary classification and personnel category (including senior campus leadership).*

The Staff Equal Employment Opportunity Compliance Office collects staff statistics and provides a summarizing report to HR and E&I. As part of its *Strategic Plan*, E&I conducts an analysis of the current state of staff diversity and makes recommendations for future policies and practices. The campus undertook a reclassification of all jobs in a new structure (Career Compass) which is the foundation for defining career paths along with the skills, training and development needed to traverse them (see Section III for more information). E&I created the position of Director of Staff Diversity Initiatives to oversee campus efforts that enhance our ability to diversify the workforce. The Director works closely with HR, the Center for Organizational and Workforce Effectiveness, and the AVC for Health and Human Services, as well as a variety of staff organizations. She also oversees both the Berkeley Initiative for Leadership on Diversity and the implementation of the Staff Climate and Workplace Survey (see Section III for more information on both these initiatives).

f. ***Campus Climate:*** *Use of the Principles of Community. Please describe how they are used on your campus, (e.g., printed on the back of ID cards, included in new employee orientation).*

The Chancellor sends out an annual email on the Principles of Community (POC) to engage the campus community in this area. The POC is also featured on several university websites which are easily accessible by campus populations. We are thinking of ways in which the POC could be used to express campus dissatisfaction of actions which are allowed legally (under freedom of speech, for example) but which nonetheless violate community standards. There is an identified need for this sort of "informal sanction."

This is hardly the end of efforts on climate, however. E&I has issued a couple of letters from the Chancellor and other partners in response to climate incidents this year. We have met with student groups with respect to those issues. We formed a Climate Response Team of senior officials, and E&I formed a separate Campus Climate Team to work on long-term policies and practices which is in alignment with objectives of the Strategic Plan. E&I is completing a study

of all the relevant offices that respond to various types of climate issues and reconciling any overlap between them. We are also working towards a new method of eliciting climate concerns that would not trigger formal actions but would allow us to "take the temperature" regularly on campus and be proactive about developing issues. Our first all-campus staff climate survey and recurring faculty and student surveys ensure that campus climate is regularly measured. E&I is working on responses to these surveys so that they are not perceived merely as data-gathering exercises but lead to action by the university (see Section III for more information on the climate surveys).

Section III: Campus Highlights/Best Practices to Share
Describe one (or more) of your successes faculty, student and staff diversity on your campus. If any evaluations have been done, please attach a copy.

UC Berkeley has an extensive history of spearheading campus efforts and practices to foster faculty, student, and staff diversity. This section will review just a few of the many programs created and organized by UC Berkeley in this area. After a brief discussion of a breakthrough best practice, The E&I Strategic Plan, we will explore new programs for seeding innovation, data collection, and enhancements of older, more established practices.

1. *The Strategic Plan for Diversity, Equity and Inclusion*
    In Fall 2009, UCB plans to release its new *Strategic Plan for Diversity, Equity and Inclusion*, a groundbreaking report that illustrates how a best practice can inspire change in the institutional culture of the university. The report lays the groundwork institutional transformation toward equity and inclusion, and establishes an action plan for taking advantage of the opportunities to improve access, retention, advancement, and graduation rates, research opportunities, and campus climate for UC Berkeley students, faculty, and staff. The Strategic Plan analyzes the challenges in moving toward a fully equitable and inclusive campus environment, establishes goals, and offers strategic solutions. It establishes a roadmap to engender institutional change, improve dialogue and collaboration, and set up a system of accountability. A 13-month internal and external investigation of equity, diversity, and inclusion has informed the Strategic Plan which will propel systemic change at UC Berkeley and provide a new model for California and the nation. Funded with generous support from the Haas, Jr. Fund, a 10-person planning team—led by the Office for Equity and Inclusion and composed of Berkeley staff and faculty—conducted visits to five universities, examined 20 reports, completed an inventory of 150 campus programs with an in-depth assessment of 13 of those programs, and synthesized the information into potentially the most encompassing report ever compiled on equity, diversity, and inclusion work to date.

2. **Seeding Innovation:** UC Berkeley has instituted two best practices derived from the "seeding innovation model" to encourage innovation, creativity and collaboration in the realm of diversity, equity, and inclusion. These two programs are the Berkeley Initiative for Leadership on Diversity and the Berkeley Diversity Research Initiative.

    - The **Berkeley Initiative for Leadership on Diversity (BILD)** was launched in May 2006 as a catalyst to engage the campus community in innovative approaches that advance staff diversity and foster an inclusive workplace environment. The Chancellor's

Office provides funding for staff at all levels, including student employees and faculty, to develop innovative solutions on issues of staff diversity and inclusion in the workplace. The BILD program has been quite successful in engaging the campus community in a shared cause, building crossunit collaboration, and generating the new ideas and approaches that are needed to transform the institution. For example, the Interactive Theater Project funded by BILD uses role-playing to raise awareness about diversity-related issues and is now being integrated into the sexual harassment training required of all managers and supervisors.

- Founded in 2006, the **Berkeley Diversity Research Initiative (BDRI)** promotes and facilitates interdisciplinary scholarly research on diversity, equity, and inclusion. Such research seeks to understand the nature of multicultural societies, key factors to their success, and innovative policy and practices for California and the nation, thus positioning UCB as a national leader in this field. BDRI assembles first-rate scholars who will lead this field through their interdisciplinary research, development of new curricula, and support for conferences, seminars, and public forums at UCB. UCB has already secured funding from the William & Flora Hewlett and Levi Strauss Foundations for an endowed chair position. This person will serve as the executive director of the new BDRI Center. The center will coordinate and disseminate the intellectual resources of BDRI and promote faculty and student networking in this field. Such multidisciplinary interaction will advance the field which in turn will contribute to faculty and student recruitment and retention of diverse populations.

3. **Data Collection: UC Berkeley Campus Constituent Surveys**

- UC Berkeley is a national leader in surveying its constituents and assessing the campus climate through data collection and quantitative methodologies. The Office of Student Research spearheaded innovative student surveys in the UC system, which informed the creation of the University of California Undergraduate Experience Survey (UCUES) in 2002. In addition to the annual UCUES survey, UC Berkeley also conducts surveys on faculty, staff, and postdoctoral scholar campus climate every four years. The results of these surveys are widely publicized and help UC Berkeley identify policies and practices to improve the experience of all its constituents.

4. **Enhancement of Previous Programs and Services:** UC Berkeley has recently expanded previous services and programs to cultivate a heightened climate of equity and inclusion on campus. These transformations include the American Cultures Undergraduate Breadth Requirement, CALcierge, Career Compass and the Center for Organizational Workforce Effectiveness.

- The American Cultures Undergraduate Breadth Requirement is a breakthrough multicultural education program that introduces students to the diverse cultures of the U.S. in a comparative framework. Introduced in 1991, AC courses are designed to take an in-depth look at three or more racial or ethnic demographic groups in the U.S. Today, approximately 9,000 students partake in the 80 American Cultures courses that span over 40 departments. The AC program is seeking extramural funding to transform selected AC

courses from their traditionally theoretical approach to a more hands-on, "real world" emphasis. Such a shift will build students' capacity to address complex, critical issues in creative and collaborative ways as they apply theory to community-based research and service learning.

- The Vice Provost for Academic Affairs & Faculty Welfare instituted the **CALcierge** program this year to provide faculty recruitment and retention services to all faculty candidates. CALcierge offers dual career assistance to the spouse or partner of newly hired faculty as well as comprehensive relocation services. The staff of CALcierge work in tandem with individual departments to serve as a resource for faculty. Newly hired faculty now have a centralized location to inquire about housing referrals, childcare subsidies, or even visa information for international moves.

- **Career Compass and the Center for Organizational Workforce Effectiveness** have transformed the way UC Berkeley manages and develops its workforce. Career Compass integrates three major activities: Job Standards, Performance Management and Career Development. Job standards and responsibilities are now clearly articulated by Human Resources through the new job classification structure. Managers use the core competencies derived from the job standards to evaluate and encourage high performance at all levels. The Center for Organizational and Workforce Effectiveness develops curriculum for the job families and competencies and works across the campus and with E&I to ensure equity in participation. Staff employees now have clearly defined potential career paths with job standards that are closely aligned with the market. The development of Career Compass has strengthened staff career development and the articulation and accountability of performance, thus improving the climate of equity and inclusion for all UCB staff.

APPENDICES

Appendix A: Logic Models for Strategic Plan for Diversity, Equity and Inclusion Top-Level Goals and Expected Outcomes

Appendix B:

UC Berkeley *Strategic Plan for Diversity, Equity and Inclusion:* Goals, Objectives and Metrics

UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Pathway to Excellence 2009-2020

Principles:
Excellence + Equity + Inclusion

Top-Level Strategies

Responsive Research, Teaching, and Public Service

Broaden the creation of ideas and knowledge on diversity, equity, and inclusion, making contributions to the body of scholarship, as well as to the campus and society.

- Increase the number of permanent faculty, graduate students, and postdoctoral fellows whose research and teaching focuses are of great importance to issues of diversity, equity, and inclusion, including exploring the nature of multicultural societies and the ways in which such societies flourish.
- Develop and strengthen the scholarly resources and infrastructure necessary to support the highest level of inclusive research, teaching, and public service, including the development of an aggressive fund development plan.
- Create and maintain robust accountability systems, including the development of departmental strategic plans and assessment tools for diversity, equity, and inclusion and the enhancement of systems and methods to support them.
- Provide financial and other resources for engaged public scholarship.

Expanded Pathways for Access and Success

Create a critical mass of talented students, faculty, and staff that will fully and comprehensively represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

- Fully align the definitions of merit and reward structures with UC Berkeley's mission by adopting practices and policies such as comprehensive review and the consideration of contributions to diversity in faculty and staff hiring and advancement, as well as in undergraduate and graduate student admissions and awards.
- Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.
- Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all populations.

Engaging and Healthy Campus Climate

Create and sustain a healthy campus climate by providing the conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the University and each other.

- Reinforce positive group and intergroup interactions in the classroom, workplace, and campus living spaces to foster a healthy campus climate.
- Recognize and support individual and group contributions to creating and sustaining dialogue on and service to diversity, equity, and inclusion through academic and culturally based activities.
- Communicate broadly and continually UC Berkeley's principles of excellence, equity, and inclusion.
- Expand and improve the physical and technological infrastructure to provide accessibility for all campus members.

UC Berkeley 2020: Expected Outcomes

- UC Berkeley is recognized as a national leader in research, teaching, and public service related to diversity, equity, and inclusion.
- All campus members report a strong sense of belonging and demonstrate the knowledge, skills, and personal attributes necessary to successfully navigate and lead in a diverse world.
- Intergroup disparities in the enrollment, retention, and graduation rates of undergraduate and graduate students are eliminated.
- Staff at all levels—including the executive and management levels—reflects the rich diversity of the national and local talent pools.
- The faculty hiring and retention rates reflect the composition of the availability pools of exceptional talent in all fields nationally.
- The campus devotes the leadership and resources to sustain and enhance diversity, equity, and inclusion at UC Berkeley.

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UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

Principles:
Excellence + Equity + Inclusion

Responsive Research, Teaching and Public Service

Broaden the creation of ideas and knowledge on diversity, equity, and inclusion, making contributions to the body of scholarship, as well as to the campus and society.

Strategies

- Increase the number of permanent faculty, graduate students, and postdoctoral fellows whose research and teaching focuses are of great importance to issues of diversity, equity, and inclusion, including exploring the nature of multicultural societies and the ways in which such societies flourish.

  - Allocate faculty positions devoted to the Berkeley Diversity Research Initiative (BDRI) and endow faculty chairs within the BDRI research clusters.
  - Broaden the curriculum to include more courses that expand the diversity of ideas and perspectives within disciplines and that attract the most diverse and talented faculty and students.

- Develop and strengthen the scholarly resources and infrastructure necessary to support the highest level of inclusive research, teaching, and public service, including the development of an aggressive fund development plan.

  - Strengthen the university's capacity for fund development and successful allocation in support of diversity, equity, and inclusion.
  - Create and sustain an administrative center for BDRI that serves as the hub for research and teaching focusing on diversity, equity, and inclusion.
  - Incentivize innovation in research, teaching, and public service focused on equity and inclusion practices and prioritize those that are collaborative in nature and provide connections between faculty and student research.

- Create and maintain robust accountability systems, including the development of departmental strategic plans and assessment tools for diversity, equity, and inclusion and the enhancement of systems and methods to support them.

  - Implement ongoing strategic planning and assessment for diversity, equity, and inclusion at both the institutional and departmental or unit level across the campus.
  - Expand the capacity of University information systems and services to conduct applied research, self-evaluation, and assessment campus wide on diversity, equity, and inclusion.

- Provide financial and other resources for engaged public scholarship.

  - Increase the funding level campus wide for student participation in engaged scholarship.
  - Increase support for and community involvement in and ownership of research tied to engaged scholarship.
  - Expand engaged scholarship components of undergraduate courses—such as the 'American Cultures' breadth requirement.
  - Provide staff with increased opportunities to participate in community-based learning and service.

Intermediate Outcomes

- Increase in the number and quality of research projects, courses/curricula, grants awarded, conference invitations, and other scholarly activities that advance diversity, equity, and inclusion.

- Increase in the number of faculty, graduate students, and postdoctoral fellows in all disciplines engaged in inclusive teaching and providing mentorship and research opportunities to all students.

- Increase in unit-level strategic planning and implementation of successful strategies for promoting diversity, equity and inclusion.

- Increase in the analytical capacity of the University to identify and address obstacles and remedies to equity and inclusion.

- Improvement in the knowledge-sharing between the university and the broader community.

- Increase in student financial solvency through employment and monetary awards tied to engaged scholarship activities.

- Improvement in the perception and experience of the University by many more communities in California.

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UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

Principles:

Excellence + Equity + Inclusion

Expanded Pathways for Access and Success (FACULTY)

Create a critical mass of talented students, **faculty**, and staff that will fully and comprehensively represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

Strategies

- Fully align the definition of merit and reward structures with UC Berkeley's mission in faculty hiring and advancement including balancing the weight of teaching and public service with that of research.

  - Develop and refine faculty hiring, advancement, and reward structures to incorporate policies and best practices in diversity, equity, and inclusion—such as Academic Personnel Manual (APM) policy 210d.

  - Provide regularly occurring learning opportunities for departmental chairs, deans, and faculty equity advisors, as well as search committee members for incorporating best practices on diversity, equity, and inclusion in the hiring and advancement of faculty.

  - Ensure all departments and divisions have and use reliable and meaningful data about prospective applicants that fully reflect the national talent pool for new positions.

  - Foster effective networks of faculty equity advisors and diversity directors for sharing best practices and data, and for supporting the advocacy for institutional change amongst faculty.

- Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

  - In partnership with deans and departmental chairs, strengthen faculty mentorship programs to support and inform all faculty members about the tenure and advancement process, as well as academic and professional growth opportunities.

  - Increase the use of and communication about family-friendly policies and practices across campus departments in faculty hiring and advancement processes (e.g., disseminating information on reduced teaching loads and stopping the tenure clock).

  - Strengthen the campus' capacity for and support of family relocation and spousal employment for potential faculty hires and retention cases.

Intermediate Outcomes for FACULTY

- Greater alignment between the diversity of national availability pools and the diversity of new faculty hires in all fields.

- Reduction in intergroup disparities in faculty advancement and retention.

- Increase in UC Berkeley's recognition for faculty excelling in diversity, equity, and inclusion practices and scholarship.

- Increase in the satisfaction across all faculty ranks on advancement at UC Berkeley and the institutional support for it.

- Increase in faculty-to-faculty mentoring.

UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

Principles:

Excellence + Equity + Inclusion

Expanded Pathways for Access and Success (STAFF)

Create a critical mass of talented students, faculty, and **staff** that will fully and comprehensively represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

Intermediate Outcomes for STAFF

- New?
- Greater alignment between the diversity of staff availability pools and staff applicant pools that reflect fully the goals of the unit on diversity and cultural competency.
- Reduction in intergroup disparities within manager and executive level hiring.
- Reduction in intergroup disparities for staff advancement and retention.
- Increase in the satisfaction across all groups for the capacity to enhance and grow careers at UC Berkeley and for the institutional support for such growth opportunities.
- Greater alignment between the diversity of new staff hires and the overall diversity of the relevant talent pools in the Bay Area and the nation.

Strategies

- Incorporate best practices in diversity, equity, and inclusion into all staff hiring and advancement procedures (e.g., the performance review standard of inclusiveness).

- Provide regularly occurring learning opportunities to senior executives, managers and directors, as well as search committee members, for incorporating best practices on diversity, equity and inclusion in the hiring and advancement of staff, including contributions to diversity and cultural competency.

- Ensure all departments/units have and use reliable and meaningful data on relevant pools of talent both internal and external to the campus, as well as divisional demographics.

- Develop a staff equity advisor program to serve all departments on campus.

- Develop a campus wide staff internship program for leadership development with emphasis on entry into analyst, management, and executive levels.

- Create an accessible map of career pathways on campus using the *Career Compass* framework and provide a toolbox to departments and individual staff members for using it.

- Increase staff development and mentoring opportunities across occupational groups including support for staff pursuing higher education and incentivize departmental participation in these opportunities.

- Provide comprehensive career assessment and career coaching for all new employees.

- Develop institutional recognition for staff members for documented public service located in community agencies, schools, and non-profit organizations that involves project management.

- Develop staff recruitment programs/centers in local communities such as a staff "ambassador" program.

- Enhance partnerships with local community colleges and other institutions of higher education to help staff meet their educational goals and provide increased professional development opportunities.

- Fully align the definition of merit and reward structures with UC Berkeley's mission by adopting practices and policies that take into consideration contributions to diversity and cultural competency skills in staff hiring and advancement .

- Help individuals transition into and through Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

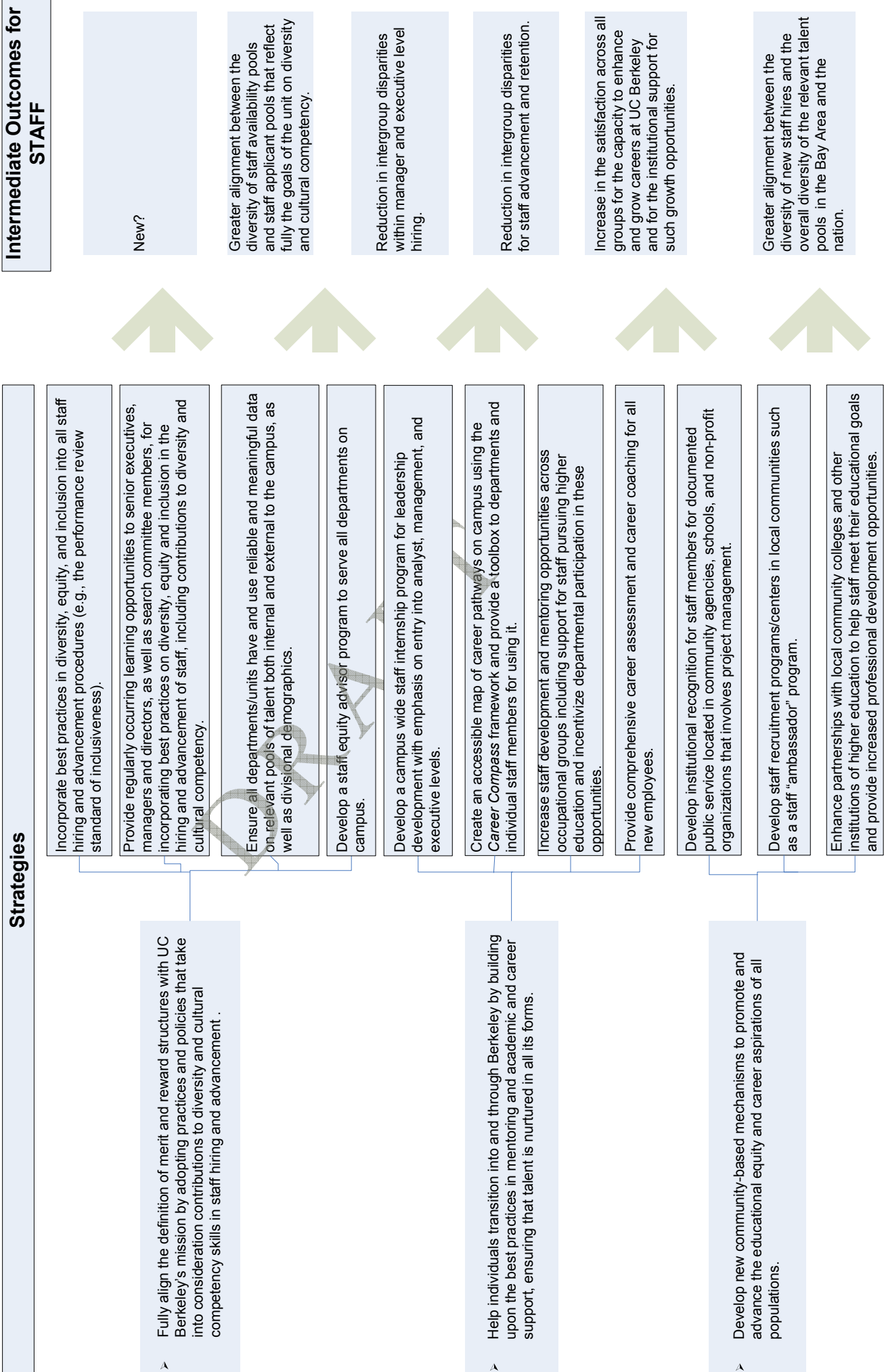- Develop new community-based mechanisms to promote and advance the educational equity and career aspirations of all populations.
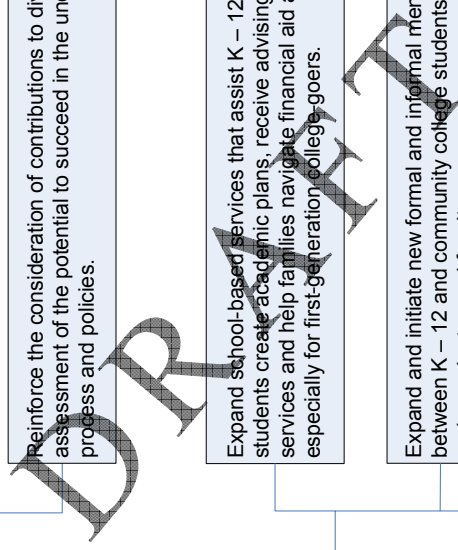
UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

DRAFT FOR DISCUSSION ONLY

Principles:

Excellence + Equity + Inclusion

Expanded Pathways for Access and Success (K – 12 and COMMUNITY COLLEGE STUDENTS)

Create a critical mass of talented **students**, faculty, and staff that will fully and comprehensively represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

Strategies

Advocate for changes in the eligibility requirements for undergraduate admissions that stress a comprehensive definition of talent for California K – 12 and community college students.

- Fully align the definition of merit and reward structures with UC Berkeley's mission by advocating for equitable eligibility requirements and adopting practices and policies that take into consideration contributions to diversity in undergraduate student admissions.

Reinforce the consideration of contributions to diversity and a full assessment of the potential to succeed in the undergraduate admissions process and policies.

Expand school-based services that assist K – 12 and community college students create academic plans, receive advising and application services and help families navigate financial aid and other needs, especially for first-generation college-goers.

- Help individuals transition into Berkeley by building upon the best practices in mentoring and academic support, ensuring that talent is nurtured in all its forms.

Expand and initiate new formal and informal mentoring networks between K – 12 and community college students and current Berkeley undergraduates and faculty.

Increase opportunities for talented K – 12 and community college students to participate in UC Berkeley campus programs that strengthen their candidacy for undergraduate enrollment (e.g. enrollment in summer school classes, participating in pre-collegiate academies and faculty-guided research, and auditing classes).

Expand formal structures for university/community interactions in order to strengthen the college-going culture in our society (e.g. college and career centers).

- Develop new community-based mechanisms to promote and advance the educational equity and career aspirations of all populations.

Intermediate Outcomes for Students

Greater alignment between the diversity of the undergraduate pool and the UC Berkeley applicants who are competitive for admission and who enroll as students.

Increase in the number of students from UCB educational partner schools and programs who complete the A-G course pattern and who are eligible for UC or CSU admission.

Improvement in the preparation of K – 12 and community college students for undergraduate admissions and enrollment, particularly in the STEM fields.

Increase in K – 12 teacher involvement in UC Berkeley academic preparation programs.

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UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

Principles:
Excellence + Equity + Inclusion

Expanded Pathways for Access and Success (UNDERGRADUATE STUDENTS)

Create a critical mass of talented **students**, faculty, and staff that will fully and comprehensively represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

Strategies

- Fully align the definition of merit and reward structures with UC Berkeley's mission by adopting practices and policies that take into consideration contributions to diversity in graduate/professional school admissions.

- Expand networking amongst campus departments and student support programs and encourage all promising students to apply for graduate/professional studies.

- Enhance the formats and venues in which the university welcomes all students and provides support for transitioning into the university's academic and social culture (e.g. summer bridging, online modules).

- Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

- Expand and initiate new formal and informal faculty/student, graduate student/undergraduate student, and peer and near-peer mentoring networks focused on critical transition periods (e.g., entry year, first year to second year, pre-graduate/professional studies).

- Improve the institutional capacity to support the academic success of all students in areas of curriculum, pedagogy, academic and social support, academic enrichment programs, and paths to graduation.

- Increase opportunities for UC Berkeley undergraduates to participate in co-curricular academic activities such as faculty-guided research, tutoring, and internships.

- Develop new community-based mechanisms to promote and advance the educational equity and career aspirations of all populations.

- Increase the numbers of students participating in engaged scholarship.

- Enrich the intellectual fabric of the university by developing more mechanisms that integrate the experience and expertise of all populations into university scholarship.

Intermediate Outcomes for Students

- Greater alignment between the diversity of graduating UC Berkeley undergraduates and UC Berkeley undergraduates applying to and enrolling in graduate or professional studies.

- Reduction in intergroup disparities in undergraduate retention, advancement, and graduation rates.

- Improvement in the preparation and strengthening of the candidacy of all UC Berkeley undergraduates for graduate/professional school, particularly in the STEM fields.
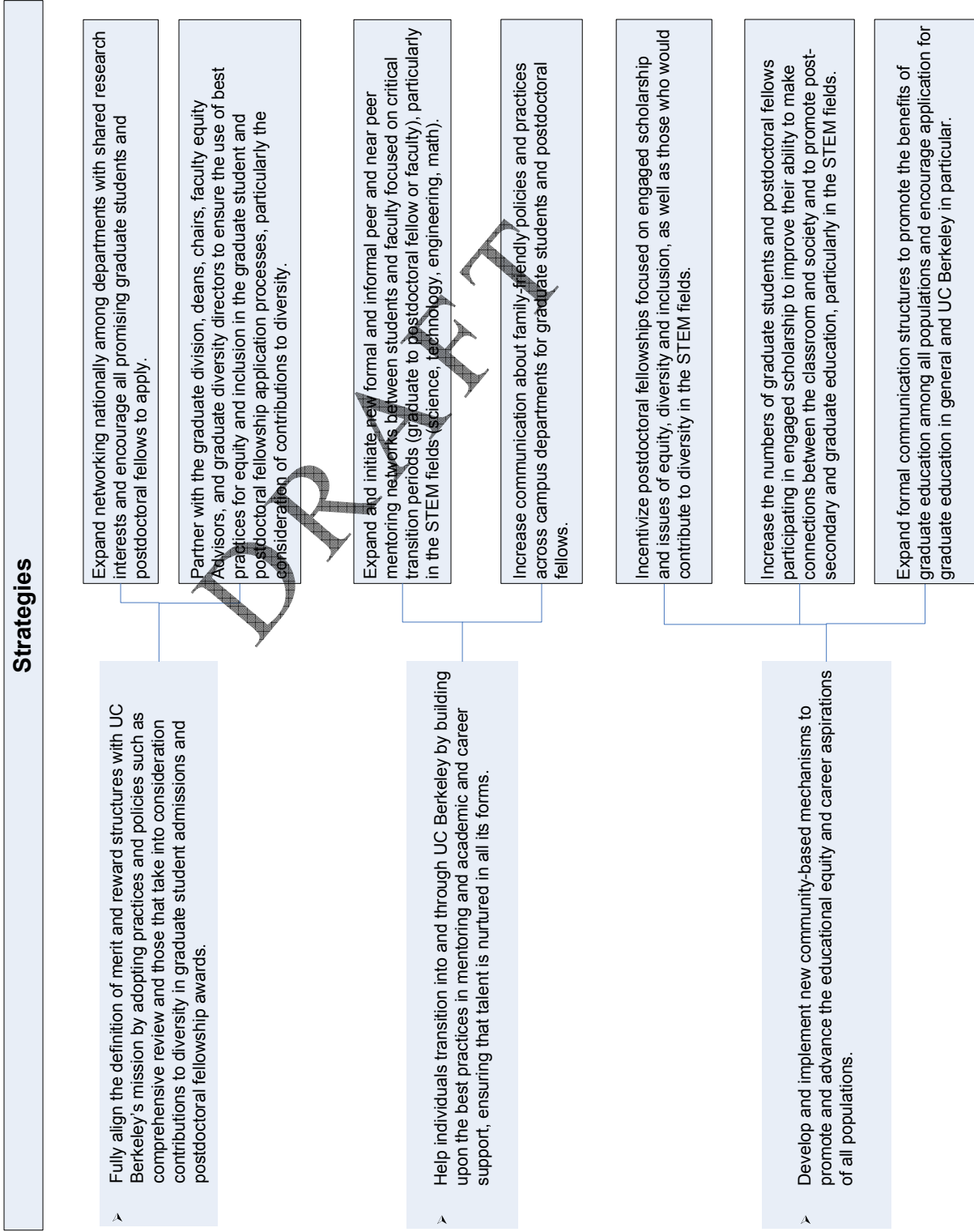
- Increase in the number of faculty, upper division undergraduates, and graduate students engaged as mentors to undergraduate students.

- Improvement in the ability of students to draw connections between the classroom and society.

- Increase in the number of students involved in undergraduate research projects and engaged scholarship.
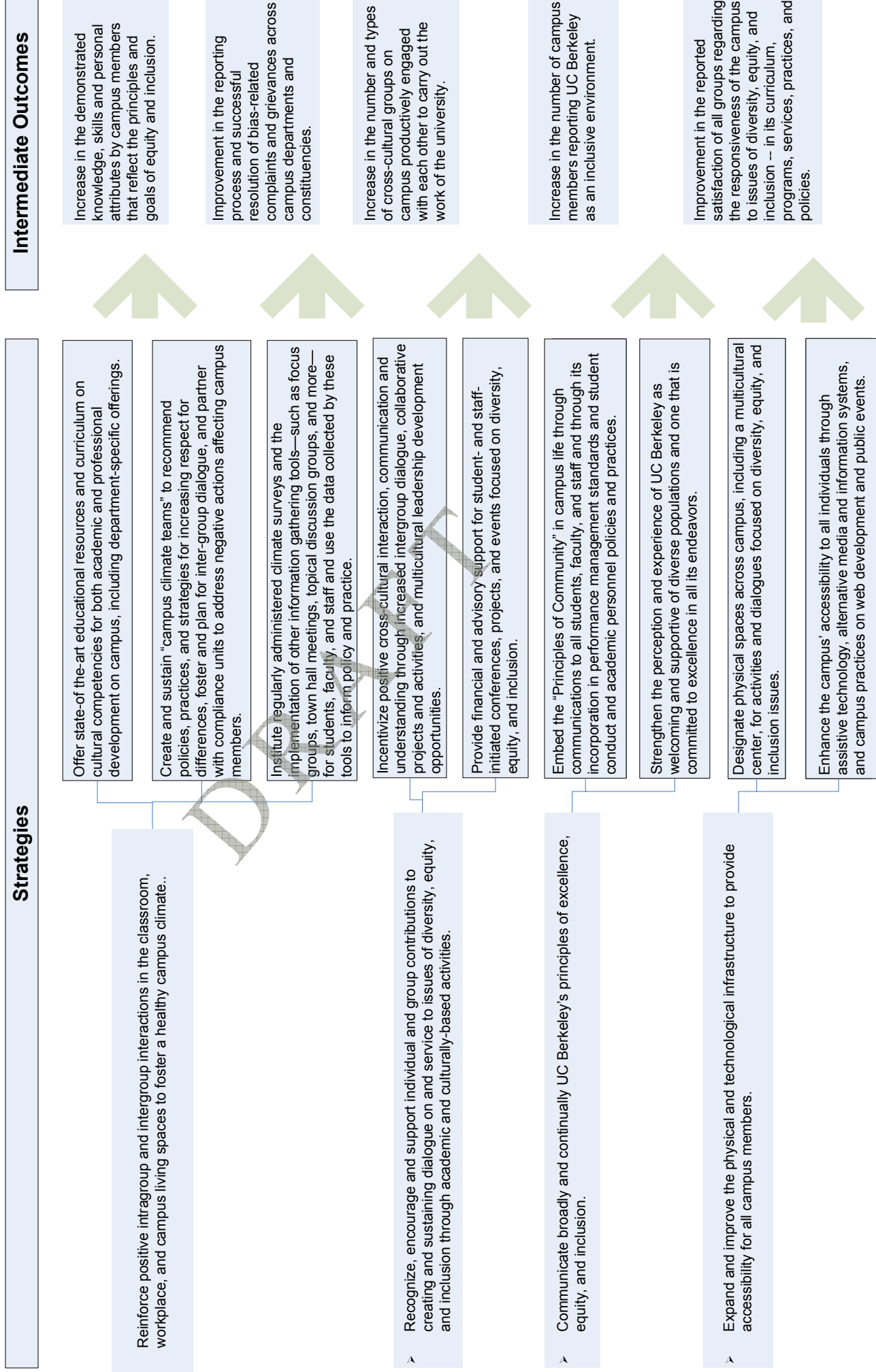
UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

Principles:
Excellence + Equity + Inclusion

Expanded Pathways for Access and Success (GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS)
Create a critical mass of talented **students**, faculty, and staff that will fully and comprehensively represent California's excellence and diversity and provide an environment in which all can thrive academically and professionally.

Intermediate Outcomes for Graduate Students and Post-doctoral Fellows

- Increase in the number of post-doctoral fellows from the President's and Chancellor's postdoctoral programs appointed to UC Berkeley faculty positions.

- Reduction in the intergroup disparities of UC Berkeley graduate students in doctoral advancement, postdoctoral appointments, and graduation rates.

- Greater alignment between the diversity of UC Berkeley graduate student candidate pools and the diversity of BA/BS recipients from the top 25 institutions of higher education.

- Improvement in the preparation of all UC Berkeley graduate students for postdoctoral or faculty appointments, particularly in the STEM fields.

- Increase in the number of doctoral and post-doctoral researchers participating in engaged scholarship.

Strategies

- Expand networking nationally among departments with shared research interests and encourage all promising graduate students and postdoctoral fellows to apply.

- Partner with the graduate division, deans, chairs, faculty equity Advisors, and graduate diversity directors to ensure the use of best practices for equity and inclusion in the graduate student and postdoctoral fellowship application processes, particularly the consideration of contributions to diversity.

- Expand and initiate new formal and informal peer and near peer mentoring networks between students and faculty focused on critical transition periods (graduate to postdoctoral fellow or faculty), particularly in the STEM fields (science, technology, engineering, math).

- Increase communication about family-friendly policies and practices across campus departments for graduate students and postdoctoral fellows.

- Incentivize postdoctoral fellowships focused on engaged scholarship and issues of equity, diversity and inclusion, as well as those who would contribute to diversity in the STEM fields.

- Increase the numbers of graduate students and postdoctoral fellows participating in engaged scholarship to improve their ability to make connections between the classroom and society and to promote post-secondary and graduate education, particularly in the STEM fields.

- Expand formal communication structures to promote the benefits of graduate education among all populations and encourage application for graduate education in general and UC Berkeley in particular.

- Fully align the definition of merit and reward structures with UC Berkeley's mission by adopting practices and policies such as comprehensive review and those that take into consideration contributions to diversity in graduate student admissions and postdoctoral fellowship awards.

- Help individuals transition into and through UC Berkeley by building upon the best practices in mentoring and academic and career support, ensuring that talent is nurtured in all its forms.

- Develop and implement new community-based mechanisms to promote and advance the educational equity and career aspirations of all populations.

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UC Berkeley Strategic Plan for Diversity, Equity, and Inclusion: Path to Excellence 2009-2014

Principles:
Excellence + Equity + Inclusion

Engaged and Healthy Campus Climate

Create and sustain a healthy campus climate by providing conditions necessary for all campus community members to feel welcomed, supported, included, and valued by the University and each other.

Strategies

- Offer state-of-the-art educational resources and curriculum on cultural competencies for both academic and professional development on campus, including department-specific offerings.

- Reinforce positive intragroup and intergroup interactions in the classroom, workplace, and campus living spaces to foster a healthy campus climate..

- Create and sustain "campus climate teams" to recommend policies, practices, and strategies for increasing respect for differences, foster and plan for inter-group dialogue, and partner with compliance units to address negative actions affecting campus members.

- Institute regularly administered climate surveys and the implementation of other information gathering tools—such as focus groups, town hall meetings, topical discussion groups, and more—for students, faculty, and staff and use the data collected by these tools to inform policy and practice.

- Incentivize positive cross-cultural interaction, communication and understanding through increased intergroup dialogue, collaborative projects and activities, and multicultural leadership development opportunities.

- Recognize, encourage and support individual and group contributions to creating and sustaining dialogue on and service to issues of diversity, equity, and inclusion through academic and culturally-based activities.

- Provide financial and advisory support for student- and staff-initiated conferences, projects, and events focused on diversity, equity, and inclusion.

- Embed the "Principles of Community" in campus life through communications to all students, faculty, and staff and through its incorporation in performance management standards and student conduct and academic personnel policies and practices.

- Communicate broadly and continually UC Berkeley's principles of excellence, equity, and inclusion.

- Strengthen the perception and experience of UC Berkeley as welcoming and supportive of diverse populations and one that is committed to excellence in all its endeavors.

- Designate physical spaces across campus, including a multicultural center, for activities and dialogues focused on diversity, equity, and inclusion issues.

- Expand and improve the physical and technological infrastructure to provide accessibility for all campus members.

- Enhance the campus' accessibility to all individuals through assistive technology, alternative media and information systems, and campus practices on web development and public events.

Intermediate Outcomes

- Increase in the demonstrated knowledge, skills and personal attributes by campus members that reflect the principles and goals of equity and inclusion.

- Improvement in the reporting process and successful resolution of bias-related complaints and grievances across campus departments and constituencies.

- Increase in the number and types of cross-cultural groups on campus productively engaged with each other to carry out the work of the university.

- Increase in the number of campus members reporting UC Berkeley as an inclusive environment.

- Improvement in the reported satisfaction of all groups regarding the responsiveness of the campus to issues of diversity, equity, and inclusion -- in its curriculum, programs, services, practices, and policies.

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UC Berkeley Strategic Plan for Diversity, Equity and Inclusion
Goals, Objectives and Metrics

Top Level Goals	Performance Objectives	Indicator/Metric	Source
1. Berkeley becomes, and is recognized as, the national leader in equity-, diversity-, and inclusion-related research, teaching, and public service.	1.1. Berkeley's most effective policies and practices in equity and inclusion are replicated at other leading institutions.	1.1.a. Media reports and news clippings that highlight/praise UC Berkeley practices, programs, and research in equity and inclusion.	
		1.1.b. Contacts or visits from other universities (i.e. Student Affairs departments) to learn about UC Berkeley practices, programs, and research in equity and inclusion.	
		1.1.c. Articles in higher education academic journals and magazines such as the Chronicle of Higher Education, Journal of Higher Education, or Review of Higher Education regarding UC Berkeley practices, programs, and research in equity and inclusion.	
	1.2. Citations on equity and inclusion activities at UC Berkeley equal or exceed the citations of comparable institutions.	1.2.a. External reports and news clippings that highlight/praise UC Berkeley practices, programs, and research in equity and inclusion.	
		1.2.b. Articles in higher education academic journals and magazines such as the Chronicle of Higher Education, Journal of Higher Education, or Review of Higher Education regarding UC Berkeley practices, programs, and research in equity and inclusion.	
2. Campus community members express a greater sense of belonging while acquiring the knowledge, skills, and personal attributes necessary to successfully navigate and lead in a diverse world.	2.1. Reduce or eliminate intergroup (race, ethnicity, religion, sexual orientation, disability, gender, etc) disparities in percentage of respondents expressing "sense of belonging."	*Survey responses on sense of belonging, satisfaction, experience with diversity (i.e. UC Undergraduate Experience Survey, Faculty Climate Survey, Staff Climate Survey, Postdoctoral Scholar Climate Survey).*	
		Undergraduate Students	
		2.1.a. Experiences with Diverse Groups of People and Ideas, by Total, by Race/Ethnicity, or by Gender, Spring 2008 (Indicators 4.1-4.3)*	UCUES, UCOP and UCB
		2.1.b. Student Interaction with Campus Faculty and Staff, by Total, by Race/Ethnicity, or by Gender, Spring 2008 (Indicators 4.4-4.6)	UCUES, UCOP and UCB
		2.1.c.Survey questions regarding expression of beliefs, respect for students of varying categories, satisfaction, general climate, expression of negative or stereotypical views by faculty, administrators, or students, etc. (Indicators 4.7- 4.9, 4.11-4.14, 4.16)	UCUES, UCOP and UCB
		Faculty	
		2.1.d. Section B. Career Support: Question 8 and 9 on characteristics and climate of unit/department and faculty colleagues.	Faculty Climate Survey (2009)
		2.1.e. Section C. Work Climate: Job Satisfaction, Questions 11-13 on degree of satisfaction with varying aspects of job environment and situation; Other Workplace issues, Question 14 on negative experiences in the workplace (i.e. harassment, discrimination); Work-Life Issues, Questions 15-18, 20 on work-life balance, mental health, and physical health; Overall Assessment of Job Situation, 22, 23 on general satisfaction with working at UCB.	Faculty Climate Survey (2009)
		Staff	
		2.1.f. Section A. Employee Status and Demography: Question 1 on manager/supervisor appreciation and overall satisfaction of employees. **	Staff Climate Survey (2009)

UC Berkeley Strategic Plan for Diversity, Equity and Inclusion
Goals, Objectives and Metrics

Top Level Goals	Performance Objectives	Indicator/Metric	Source
		2.1.g. Section B. Work Climate: Work Support/Relations, Question 22 on resources at work, work quality and work colleagues; Relationship with Manager/Supervisor, Question 25-27 on characteristics of and relationship with manager/supervisor; Overall Assessment of Job Situation, Question 28 on characteristics of unit/department and satisfaction with working at UCB; Job Satisfaction, Questions 31, 32, 33 on satisfaction with varying aspects of job; Other Workplace Issues, Questions 34 on personal experiences with positive or negative situations at work (e.g. discrimination, mentoring).	Staff Climate Survey (2009)
		2.1.h. Section C: Work-Life Issues: Questions 36, 37, 38, 39, 40 on work-life balance, mental health, and physical health.	Staff Climate Survey (2009)
		2.1.i. Section E: Career Development Issues: Question 42 on availability of career resources and perception of advancement.	Staff Climate Survey (2009)
		Postdoctoral Scholars	
		2.1.j. Section A. Educational Background, Current Position and Demography, Questions 8 on overall satisfaction with varying aspects of position.	Postdoctoral Climate Survey (2008)
	2.2. Positive trends in the percentage of respondents "*being changed /learning from by diversity*".	*Survey responses on sense of belonging, satisfaction, experience with diversity (i.e. UC Undergraduate Experience Survey, Faculty Climate Survey, Staff Climate Survey, Postdoctoral Scholar Climate Survey).*	
		Undergraduate Students	
		2.2.a. Survey questions regarding gaining a deeper understanding of other perspectives, awareness and understanding of varying issues, etc. (Indicators 4.10, 4.15, 4.16)	UCUES, UCOP and UCB
		Faculty	
		2.2.b. Section C. Work Climate: Overall Assessment of Job Situation, Question 22 on the diversity of ideas and people at UCB.	Faculty Climate Survey (2009)
		Staff	
		2.2.c. Section B: Job Satisfaction, Question 32 on support of diversity by unit/department and UCB; Other Workplace Issues, Question 34 on active engagement in a workplace community that embraces the diversity of individuals.	Staff Climate Survey (2009)
		Postdoctoral Scholars	
		2.2.d. Section A. Educational Background, Current Position and Demography, Questions 8 on overall satisfaction with varying aspects of position.	Postdoctoral Climate Survey (2008)
	2.3. Significant reduction in number of bias-related complaints by 2013-14.	2.3.a. Number of reported discrimination, harassment, or other bias-related complaints.	Office of Risk Management compiles data on bias-related complaints from various UC Berkeley departments.
		2.3.b. Reduction in news coverage in Daily Californian and local media outlets regarding bias-related incidents at Berkeley (i.e. hate crimes).	

UC Berkeley Strategic Plan for Diversity, Equity and Inclusion
Goals, Objectives and Metrics

Top Level Goals	Performance Objectives	Indicator/Metric	Source
3. Intergroup disparities in the enrollment, retention and graduation rates of undergraduate and graduate students are eliminated.	3.1. 50 percent increase in the number of academic preparation program participants who are eligible for University of California by 2013-14, overall and by race/ethnicity and gender.	3.1.a. Number of academic preparation program participants who are eligible for University of California by gender, by race/ethnicity, and by school characteristics (i.e. API, % of low-income students).	Student Academic Preparation and Educational Partnerships (SAPEP) Accountability Framework
		3.1.b. University Eligibility Study, Class 2001	California Postsecondary Education Commission
	3.2. Significant positive trends in undergraduate applications compared to the demographic profile of high school gradates in California and transfer-intent California community college students.	*Proportion of applicants by gender and race/ethnicity replicates CA H.S. graduate and California community college*	
		Freshman	
		3.2.a. Freshman Applicant Files - Applicants, admits, enrolls of undergraduate students by gender, ethnicity, socioeconomic status and UCB college.	Office of Student Research (UCB)
		3.2.b. California High School Graduates, Annual Year Report - Number and percentage of high school graduates by race/ethnicity and gender.	California Department of Education, Educational Demographics Unit - CBEDS
		3.2.c. University Eligibility Study, Class 2001 - Number and proportion of eligible students by race/ethnicity and gender.	CPEC
		3.2.d. UC Freshman Applicants, Admits and Enrollees Total, by Race/Ethnicity, by Gender, or by Race/Ethnicity and Gender, UC Trend, Selected years between Fall 1994 to Fall 2008 (Indicators 2.2-25)	UCOP
		3.2.e. Estimates of the Percent of CA Public High School Graduates Eligible for UC from 1983 to 2003 by Race/Ethnicity, by Gender, or by Race/Ethnicity and Gender (Indicators 2.10-2.12)	UCOP
		Transfers	
		3.2.f. Transfer Applicant Files - Applicants, admits, enrolls of transfer students by gender, ethnicity, socioeconomic status, and UCB college.	Office of Student Research (UCB)
		3.2.g. CCC Student Population, CCC Transfer Preparation - Annual Year Report	California Community Colleges, Chancellor's Office
		3.2.h. Upper Division California Community College Transfer Applicants, Admits and Enrollees by Total, by Race/Ethnicity, by Gender, or by Race/Ethnicity and Gender, UC Trend, Selected years between Fall 1994 to Fall 2008 (Indicators 2.6-2.9)	UCOP
		3.3.a. First and second year persistence/retention rates by ethnicity and gender and by field/discipline obtained from Undergraduate Cohort Files.	UCB Office of Student Research
		3.3.b. Four-, five-, and six-year graduation rates for freshmen and two-, three-, four-year graduation rates for transfer students by gender and ethnicity and by field/discipline obtained from UCB Degree Files.	UCB Office of Student Research
		3.3.c. Graduation Rates - Entering Freshmen, by Total, by Race/Ethnicity, by Gender, or by Race/Ethnicity and Gender, UC and Comparison Institutions, Fall 1999 Cohort (Indicators 1.1, 1.3, 1.6, 1.9)	UCOP

UC Berkeley Strategic Plan for Diversity, Equity and Inclusion
Goals, Objectives and Metrics

Top Level Goals	Performance Objectives	Indicator/Metric	Source
	3.3. By 2014-15, at least 85 percent of all UC Berkeley undergraduates graduate within six years.	3.3.d. Graduation Rates - Entering Freshmen, by Total, by Race/Ethnicity, by Race/Ethnicity and by Discipline, by Gender, by Gender and by Discipline, by Race/Ethnicity and Gender, or by Race/Ethnicity, by Gender, and by Discipline, UC Trend, Fall 1998 to Fall 2004 (Indicators 1.2, 1.4, 1.5, 1.7, 1.8, 1.10, 1.11)	UCOP
		3.3.e. Graduation Rates - Entering Upper Division California Community College Transfer Students by Total, by Race/Ethnicity, by Race/Ethnicity and by Discipline, by Gender, by Gender and by Discipline, by Race/Ethnicity and by Gender, or by Race/Ethnicity, by Gender, and by Discipline, UC Trend, Fall 2000 to Fall 2006 (Indicators 1.12-1.18)	UCOP
		3.3.f. Retention of New Freshmen, UC and Comparison Institutions, Fall 2005 to Fall 2007 (Indicator 1.19)	UCOP
		3.3.g. Retention of New Students (Freshmen and Upper Division CCC Transfers) by Total, by Race/Ethnicity, or by Gender, UC Trend, Fall 2000 to Fall 2007 (Indicators 1.20-1.22)	UCOP
	3.4. Applicants for doctoral degrees at UC Berkeley mirror the racial/ethnic and gender composition of the pool of Bachelor of Arts/Bachelor of Science recipients from top 25 US institutions, by discipline/field.	3.4.a. Doctoral Student Applicant, Admit & Registrant Files, Annual Year - number and percentage of doctoral student applicants by race/ethnicity, gender and discipline/field.	UCB Graduate Division
		3.4.b. Completion and Enrollment Survey - *Top 25* Undergraduate Graduation Rates - number and percentage of graduating undergraduates by race/ethnicity, gender, and field/discipline.	National Center for Education Statistics (NCES) - Integrated Postsecondary Education Data System (IPEDS)
		3.5.a. Year-by-Year Doctoral Student Graduation Cohort File, Annual Year - graduation or completion rates of doctoral students by discipline/field, race/ethnicity and gender.	UCB Graduate Division
	3.5 Completion rates of doctoral degrees at UC Berkeley mirror the racial/ethnic and gender composition of the pool of Bachelor of Arts/Bachelor of Science recipients from top 25 US institutions, by discipline/field.	3.5.b. Completion and Enrollment Survey - *Top 25* undergraduate graduation rates by discipline/field, race/ethnicity and gender.	National Center for Education Statistics (NCES) - Integrated Postsecondary Education Data System (IPEDS)
		3.5.c. Undergraduate, Graduate Academic and Professional Degrees Awarded, UC and Comparison Institutions, 2006-07 (Indicator 5.30)	UCOP
		3.5.d. Graduate Academic Degrees Awarded by Discipline, by Race/Ethnicity and by Discipline, or by Gender and by Discipline, UC and Comparison Institutions, 2006-07 (Indicators 5.31-5.33)	UCOP
		3.5.e. Doctoral/Ph.D. Completion Rates after Ten Years for Students Entering as Doctoral Students in Fall 1992, Fall 1993, and Fall 1994, UC-Wide by Total, by Race/Ethnicity, or by Gender (Indicators 5.37-5.39)	UCOP

UC Berkeley Strategic Plan for Diversity, Equity and Inclusion
Goals, Objectives and Metrics

Top Level Goals	Performance Objectives	Indicator/Metric	Source
4. Berkeley's staff across all levels reflects the rich diversity of the San Francisco Bay Area, including the executive and management levels.	4.1. Reduce or eliminate intergroup disparities in composition of UC Berkeley staff (both career and academic non-faculty), manager, and executives by classification/rank.	4.1.a. Affirmative Action Detail Report (May 2007) - number and percentage of career staff and non-academic career staff by gender, race/ethnicity, classification and control unit.	UCB Human Resource Management System (HRMS)
		4.1.b. Staff by Personnel Program and Represented Status, by Total, by Race/Ethnicity, or by Gender, UC Trend, October 2004 to October 2008 (Indicators 9.2-9.4)	UCOP
		4.1.c. Career Staff by Personnel Program and by Race/Ethnicity, by Gender, or by Race/Ethnicity and Gender, UC Trend, 1996 to 2008 (Indicators 9.6-9.8)	UCOP
	4.2. Staff recruitment reflects best practices in tapping local and state labor pools.	4.2.a. Affirmative Action Detail Report (May 2007) - Number and percentage of career staff and non-faculty academic staff by gender, race/ethnicity, classification, and control unit.	UCB Human Resource Management System (HRMS)
		4.2.b. State and Local (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, Sonoma counties) labor pool availability determined by matching UCB non-academic staff positions with Census data occupational codes.	U.S. 2000 Census Data
5. The reduction in intergroup disparities in the hiring and retention of faculty outpaces our peer institutions by reflecting the national availability of exceptional talent in all fields.	5.1. Applicants and hires for faculty and postdoctoral scholar positions at UC Berkeley mirror the racial/ethnic and gender composition of national availability pools of Ph.D.'s from the top 50 U.S. institutions by discipline/field.	**National Data**	
		5.1.a. Doctorate degrees award within the United States by academic discipline, sex and ethnicity compiled over an eight year period from 1994-2001	National Center for Education Statistics (NCES) - Integrated Postsecondary Education Data System (IPEDS)
		5.1.b. Availability data for tenure-track faculty compiled for 2002-2006	National Center for Education Statistics (NCES)
		5.1.c. Survey of Earned Doctorates - Top 50 Ph.D.s Granted	National Opinion Research Center (NORC), University of Chicago
		UCB Applicant Pool	
		5.1.d. UCB Faculty Applicant Pool Database - Faculty applicants by gender, race/ethnicity, and discipline	Academic Personnel
		UCB Hiring	
		5.1.e. UCB Faculty Personnel Records - Number and proportion of faculty hired by gender, race/ethnicity, rank, and discipline. ***	Academic Personnel
		5.1.f. UC Ladder Rank Hiring by Total, by Field, by Rank, by Race/Ethnicity, by Gender, by Field and by Race/Ethnicity, by Field and by Gender, by Field, by Rank and by Race/Ethnicity, or by Field, by Rank and by Gender, 2004-05 to 2007-08, New Appointments (Indicators 7.13-7.21) ***	UCOP
		5.1.g. UC Ladder Rank Hiring Compared to Availability by Field and Race/Ethnicity or by Field and by Gender, 2004-05 to 2007-08, New Appointments (Indicators 7.22-7.23) ***	UCOP

UC Berkeley Strategic Plan for Diversity, Equity and Inclusion

Goals, Objectives and Metrics

Top Level Goals	Performance Objectives	Indicator/Metric	Source
		Number and proportion of faculty by gender, ethnicity, discipline/department, and rank.	
	5.2. Reduce or eliminate intergroup disparities in the advancement rates of UC Berkeley faculty by discipline/field.	5.2.a. UCB Faculty Personnel Records -Rate at achieving tenure (measured over years from assistant professor start date) and full Professor position (measured over years from associate professor start date) by gender and race/ethnicity.	Office of Faculty Equity
6. The campus devotes leadership and resources to sustain and enhance equity, diversity, and inclusion efforts and positive outcomes through a combination of campus and external funding and support.	6.1. 5 percent increase in all funding for equity and inclusion efforts by 2013-14.	6.1.a. Dollar amount (and percent) of campus funding devoted to equity and inclusion efforts.	Annual Expenditures by Management Fund Group, 2008-xx, CalProfiles, Office Planning and Analysis
	6.2. Raise $10 million in extramural funding for equity and inclusion efforts by 2011-12.	6.2.a. Dollar amount of extramural (grant and gifts) raised in support of the Strategic Plan.	Donation Totals by Department Report, CADS, Office of University Relations
	6.3. Raise $30 million in extramural funding for equity and inclusion efforts by 2014-15.	6.3.a. Dollar amount of extramural (grant and gifts) raised in support of the Strategic Plan.	Donation Totals by Department Report, CADS, Office of University Relations

* Indicators in parentheses refer to the *UCOP Draft List of Potential Indicators* of the Diversity Accountability Framework.

** Staff indicators (i.e. Staff Climate Survey, DAF Indicators) include only non-academic staff.

*** UCB Health Sciences Faculty (i.e. Public Health, Optometry) are excluded from these faculty indicators.

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University of California, Davis
Diversity Narrative

Introduction

UC Davis is committed to excellence and diversity at all levels of our community. This commitment is reflected throughout the campus in our goals, values, policies and practices in support of our effort to increase diversity and foster a campus climate that is inclusive and respectful of all members of the campus community. As a preeminent research institution with a long honored land-grant heritage, UC Davis has impact through teaching, research and public service with everything that matters to us as human beings. The scope and breath of the curriculum and research create experiences that bring people together to *do what matters.* Whether it is inspiring students to be creative and innovate, finding a cure for autism, making sure we have safe foods to eat, or touching the lives of many in a number of other special ways, UC Davis is proud to values diversity and inclusion as essential ingredients of academic excellence and one of its measures of distinctiveness.

Campus Goals and Metrics

Accountability

UC Davis' overall campus goal regarding diversity is to increase diversity in our faculty, staff and student constituent groups, and to foster a campus climate that is inclusive, respectful and understanding of the educational value of diversity. One challenge to achieving this goal is the need for an organizational structure that both supports the communication of the goal and facilitates action in achieving the desired outcomes. The organizational structure must include accountability measures that permeate the different levels of leadership from senior executives to division heads, department chairs, and supervisors. The UC Davis Comprehensive Diversity Action Plan (CDAP) serves as the centerpiece of the campus strategy to achieve this goal.

The CDAP is an ongoing campus-wide initiative designed to provide organizational structure, guidance and coordination of campus efforts to increase diversity and foster a more inclusive campus community. The Senior Advisors Group (comprised of assistant/associate deans in academic units and assistant/associate vice chancellors in non-academic units) members serve as the primary resource and point of contact for diversity initiatives for their respective campus units. Each unit's Senior Advisor is responsible for the development and coordination of the Unit Diversity Action Plan.

In academic units, (i.e. College of Engineering, Division of Social Sciences, etc.) the dean and the senior advisor are responsible for all aspects of the Unit Diversity Action Plan which include departmental actions in support of the campus diversity goal. These activities include efforts to increase recruitment, retention, and advancement of diverse faculty and staff, support of major grants and research activities related to diversity, curriculum development, faculty participation

in diversity education professional development opportunities, and collaborative efforts with other departments or campus units in support of diversity initiatives.

In nonacademic units, (i.e. Office of Administration, Student Affairs, University Relations, etc.) the vice chancellor and the senior advisor have similar responsibilities for all aspects of the Unit Diversity Action Plan related to efforts to increase recruitment, retention, and promotion of a diverse staff. All Unit Diversity Action Plans include the unit's affirmative action goals, orientation and mentoring activities, diversity training opportunities, campus community relations activities and a unit climate assessment.

The deans and/or vice chancellors annually review the Unit Diversity Action Plans with their senior advisors. The review process includes an assessment of the various departments' activities in support of the unit diversity goals. At each level of the review the department chair, manager or supervisor is accountable for the performance of their department and this assessment is a part of their annual performance appraisal. This is also true for deans and vice chancellors. The Unit Diversity Action Plans are submitted annually to the Office of the Chancellor and Provost and compiled into an annual CDAP report for the campus. The annual CDAP report serves as the overall metric tool for assessment and evaluation of the campus' effort to increase diversity and inclusion in the campus community.

Campus Leadership

Strong campus leadership in support of diversity at every level of the university is critical to institutional change and success in achieving our campus diversity goals. UC Davis has developed the following campus diversity goals for campus leadership for 2009-10:

- Provide diversity education and training professional development opportunities for the campus senior leadership (Council of Deans and Vice Chancellors)
- Provide leadership training for Senior Advisors in their role as Diversity Unit Coordinators
- Provide diversity/ leadership training for chairs, MSO's, managers and supervisors (including sessions on recruitment, selection, and retention of a diverse workforce and cultural competency in the decision making process)
- Encourage and identify individuals from diverse backgrounds who can contribute to potential campus leadership and provide them with appropriate professional development opportunities
- Increase the number of women and minorities on important campus committees

UC Davis plans to provide two professional development opportunities in diversity education and training for members of the campus senior leadership team in 2009-10. The professional development training sessions will focus on the impact of unconscious bias in the decision making process and on increasing the level of cultural competency in our campus leadership. We are also developing a series of training workshops and tools for Senior Advisors to support them in their role as coordinator for diversity initiatives within their units. UC Davis has developed a "Campus Data Warehouse" to improve its information technology structure to quantify efforts to achieve our campus diversity goals. The Data Warehouse provides demographic and trend

analysis information related to faculty, staff and students for each major unit on campus. Senior Advisors will have direct access to this tool to assist them in monitoring and assessing their unit's efforts to meet the campus diversity goals.

The campus goals for 2009-10 also include providing diversity and leadership training sessions for campus leaders throughout the various levels of administration. The campus will provide opportunities for department chairs, directors and supervisors to attend training sessions designed to assist them in fostering and maintaining a productive, inclusive and collaborative workplace environment. Finally, an effort will be made to increase the diversity of the campus leadership at all levels by encouraging and identifying individuals from diverse backgrounds, especially women and minorities to join important committees that provide the experience and opportunity to develop their leadership potential. These committees include executive and standing committees of the academic senate and campus-wide administrative advisory committees.

The metrics to measure the diversity goals for campus leadership include an assessment of the change in the racial, ethnic and gender composition of the campus leadership at the end of 2009-2010. The campus leadership for the assessment includes the Council of Deans and Vice Chancellors, Senior Advisor Group, Department Chairs, Unit Directors and Supervisors, and MSOs. We will also compare and contrast the racial, ethnic, gender and personnel classification demographics of campus leaderships who participate in the various diversity/leadership training for 2009-10 with participation in prior years. The campus will also monitor the change in the racial, ethnic and gender composition of faculty and staff in the personnel classification feeder groups that promote to campus leadership positions as well as the racial, ethnic and gender composition of important campus committees for 2009-10

Faculty

UC Davis is committed to the pursuit of academic excellence through diversity. Diversity in disciplinary training, academic interest, areas of specialization, and teaching and research styles are widely accepted as necessary and desirable in a leading international academic institution. Racial, ethnic and gender diversity are no less important in ensuring that the campus' workforce brings a full range of backgrounds and perspectives to bear in addressing its teaching, research and service responsibilities. The campus diversity goals for faculty for 2009-10 are:

- Increase the percentage of underrepresented minorities [(African American, Hispanic, Native American, and Pacific Islanders (URM)] in the ladder rank faculty

- Increase the percentage of women in the ladder rank faculty

- Increase the appointment of diverse scholars to postdoctoral positions

- Ensure procedures are in place to advance diversity and equal opportunity in academic personnel procedures

The goal of increasing the percentage of URM in our ladder rank faculty has been an ongoing challenge for the Davis campus. In response to the challenge, UC Davis has developed a campus

emphasis on recruitment efforts to reach targeted diverse populations, in particular African American applicant pools, where underutilization has remained constant over the years for many of our job group categories. During the period from 2002 to 2008, the percentage of URMs in the ladder rank faculty grew from 5.7 percent to 6.2 percent. However since reaching a high point of 6.8 percent in 2005, the overall percentage of URM has steadily declined over the last three years to the current 6.2 percent in 2008. UC Davis will make a special effort to reach out to URM faculty since we are aware that many institutions nationwide may not be hiring this coming year.

UC Davis has had more success in its efforts to increase the percentage of women in the ladder rank faculty. During the period from 2002 to 2008, the percentage of women in the ladder rank faculty increased from 25 percent to 29 percent. Although the percentages have been up and down during this period, the campus still achieved an average increase of 4.4 percent per year over the last five years. Our campus goal for 2009-10 is to increase the percentage of women in the ladder rank faculty however we anticipate a decline in hiring as a result of the current state budget crisis that will adversely impact our efforts to increase the percentage of women and URM in the ladder rank faculty.

UC Davis will measure progress toward achievement of its campus diversity goals for faculty through annual review of the Unit Diversity Action Plans for academic units and the annual CDAP Report. The review will include as assessment of the racial, ethnic, and gender metrics across hiring, promotion, merit increase, and separation activities in each academic unit.

Staff

UC Davis is a preeminent public research and teaching institution and one of the largest employers in the Sacramento region. However to sustain our preeminence into the future, UC Davis must continue to be an employer of choice and competitive in the recruitment of the best talent available from all backgrounds. Our staff workforce should be reflective of the diverse constituents we serve. The changing demographics of the state, our aging workforce and staffing trends indicate that a concerted effort in recruitment and career development activities is necessary to produce the skilled, knowledgeable and diverse workforce essential to meeting our growing research and teaching mission. In support of this effort UC Davis has set the following campus diversity goals for staff for 2009-10.

- Increase the percentage of URM in the Management and Senior Professional (MSP) and executive categories

- Increase the percentage of women in the executive category

- Increase the number of internships, cross-training, and career ladder appointments in support of creating more promotional opportunities

- Provide diversity awareness and career path training for all supervisors

UC Davis employed 14,554 career staff members in fall 2008 of which 67 percent were female and 24 percent were URM. The overall ethnic distribution was 60 percent white, 13 percent

Latino/Hispanic, 15 percent Asian, 3 percent Pacific Islanders, 7% African American and 1 percent Native American.

In the executive category, 77 percent were white and 71 percent were male. In the MSP category, 73 percent were white and 52 percent were female and in the Professional Support Staff (PSS) category, 60 percent were white and 67 percent were women.

UC Davis has a highly qualified and diverse staff but the data also reveals that the executive personnel category is predominantly white and male with URM primarily in the MSP and PSS categories. From 2002 to 2008 the percentage of URM in the executive category increased from 12 percent to 16 percent. However because of the small cell size of the category the increase represents an addition of one. In the MSP category there was an increase from 10.9 percent to 11.3 percent during the same period. Over the last five years, there has been only a slight increase in the number and overall percentage of URM in both the executive and MSP categories.

UC Davis has had more success in its efforts to increase gender diversity in its staff during this same period although the executive category still remains a challenge. From 2002 to 2008 the percentage of women in the executive category declined from 32 percent to 29 percent. In the MSP category, the percentage of women increased from 48 percent to 52 percent during the same period. UC Davis reached a level of parity (50 percent) for gender representation in the MSP category in 2007.

The percentage of URM in the PSS category declined slightly from 22 percent to 21 percent from 2002 to 2008. Over the last five years, the decline hit its lowest point but has slowly begun to rebound since 2006. The percentage of women in the PSS category also declined slightly from 68 percent to 67 percent from 2002 to 2008.

The new Campus Data Warehouse will enable UC Davis to develop reports that track activity in areas like hiring, transfers, promotion, reclassification, and separation which all impact workforce diversity. The reports will provide trend analyses over several years integrating demographic metrics including race, ethnicity, gender, classification, age and veteran status with the employment activities above to measure progress in achieving the campus staff diversity goals. The analyses will then be used to develop "best practices" that can be shared across units.

Student Recruitment and Graduation

Undergraduate Students

UC Davis has a highly motivated and diverse undergraduate student body that successfully matriculates and competes globally for coveted placements in prestigious graduate programs and, business and industry. The ethnic composition for new students (including transfers) for fall 2008 was 18 percent URM, 39 percent Asian, 37 percent white and 6 percent other/unknown. Since 2005, the percentage of URM students has increased overall by 3 percent however African American enrollment declined slightly from 2007 to 2008.

The gender composition for new students for fall 2008 was 57 percent female and 43 percent male. The percentage of women has steadily increased from 56 percent to 57 percent from 2002 to 2008. The challenge for UC Davis regarding gender is within certain academic disciplines rather than the campus as a whole. For example, the percentage of female students in Engineering has not changed much from 2002 (21.7 percent) to 2008 (21.8 percent).

UC Davis awarded 14 percent of its undergraduate degrees to URM in 2007, 8 percent to other/unknown and 78 percent to non-URM. Since 2001, UC Davis has annually awarded only 14 percent of its undergraduate degrees to URM students. The campus diversity goals for undergraduate students for 2009 -10 are to:

- Increase the admission, enrollment and graduation rates of URM students

- Increase the percentage of women students in disciplines where they have historically been underrepresented (i.e. Engineering, Economics, and Managerial Economics)

UC Davis will continue to expand, tailor and upgrade its recruitment and yield activities like "Decision UC Davis" to increase the numbers, quality and diversity of student enrollees. The Senior Advisors in academic units with low percentages of URM and women students will work with department chairs, faculty and staff to develop outreach activities designed to increase URM and women student matriculation in these units.

The campus also plans an expanded focus on improving retention for underrepresented students by creating a "Retention Cluster" as part of a restructuring effort within the Division of Student Affairs. A realignment of reporting lines will expand coordination and collaboration among the Educational Opportunity Program, the Learning Skills Center, Transfer and Re-Entry Advising, Services for Veterans, Guardian Scholars, and the Ethnic Studies Student Affairs Offices. A Retention Workgroup will be created in 2009-10 to focus on persistence and graduation rates for historically underrepresented and vulnerable student populations. The Campus Data Warehouse will enable us to generate reports and trend analyses along racial, ethnic, gender and veteran status lines to measure progress in achieving the campus diversity goals in this area.

Graduate and Professional Students

Graduate students play a critical role in helping UC Davis meet its mission as a major research institution and in providing a high level of quality instruction to its undergraduate students. UC Davis has a diverse and interactive graduate student body of over 4,000 students from around the world. The composition of new graduate students for fall 2008 included 11 percent underrepresented minorities (including Pacific Islanders), 13 percent other/unknown and 76 percent non-URM. The ethnic composition for specific groups was 2 percent African American, 22 percent Asian, 8 percent Latino/Hispanic, 1 percent Native American and 54 percent white. The percentage of URM graduate students increased from 7 percent to 9 percent from 2002 to 2008 however the percentage of African American graduate students only increased from 1.3 percent to 1.7 percent during the same period.

In 2008, 62 percent of new graduate students came to UC Davis from the state of California, 16 percent were international and 22 percent came from other US states. The gender composition of the new fall 2008 cohort was 54 percent female and 46 percent male. The percentage of women has steadily increased from 48 percent in 2002 to 54 percent in 2008. The graduate degrees awarded to women follow a similar trend. UC Davis awarded 49 percent of its graduate degrees to women in 2002 and 54 percent of its graduate degrees to women in 2007. In 2002, the campus awarded 6.6 percent of its graduate degrees to URM and awarded only 6.3 percent of its graduate degrees to URM in 2007. There has been little or no increase in the percentages of graduate degrees awarded for individual ethnic groups within the URM category from 2002 to 2007 however the "other/unknown" category has increased from 31 percent to 38 percent during the same period.

UC Davis has five professional schools (Law, Medicine, Management, Veterinary Medicine and Education) which contribute greatly to its land-grant mission and heritage. The admission process for nationally ranked professional schools is highly selective and UC Davis falls into this category. Yet as a part of California's major public research university, UC Davis has an obligation to provide opportunities to students who reflect the broad diversity of the demographics of the state. Underrepresented minorities account for over 40 percent of the state's population yet only one of UC Davis' professional schools had an URM enrollment greater than 10 percent. In light of these challenges, UC Davis has set the following campus diversity goals for graduate and professional students for 2009-10:

- Increase the admission, enrollment and graduation rates for URM students in graduate and professional schools

- Develop multiple pre-graduate and pre-professional orientation, training and education programs (particularly in Engineering, Medicine, Law and Veterinary Medicine) to encourage students to consider graduate and professional education in these areas

The Office of Graduate Studies works with undergraduate minority student programs and faculty in academic units to support discipline specific academic preparation programs (McNair, MURALS, BUSP, STEM Preview Day) that play a vital role in the recruitment and retention success of students transitioning to graduate studies. The Office of Graduate Studies plans to enhance its website and design other marketing materials to support efforts to recruit a more diverse graduate student body.

The Office of Campus Community Relations (OCCR) will collaborate with the Dean of Graduate Studies and the Deans of the five professional schools to enhance campus efforts to recruit highly talented and diverse students from within the state and nationally to UC Davis graduate and professional programs. The focus will be on outreach and recruitment activities aimed at diverse California undergraduate students currently attending other University of California campuses, California State Universities and Historically Black Colleges and Universities (HBCU). The plan includes the development of a list of highly talented and diverse potential applicants (sophomores and juniors) for graduate and professional study and a tailor-made, personalized recruitment process to encourage them to attend UC Davis.

Success will be measured first, by an increase in diversity and URM in the graduate and professional schools' applicant pools and secondly in an increase in diversity and URM graduate and professional students enrolled over the next three years.

Campus Climate

Campus climate is an important and essential component in any comprehensive plan for diversity. The climate of a campus directly impacts the institution's efforts to recruit and retain a diverse faculty, staff and student body, and stimulates productivity in research and the exchange of ideas in the classroom. The recent UC Study Group on University Diversity Report noted that campus climate is a measure of the campus environment that relates to both the presence of individuals from different backgrounds and the quality and extent of their interpersonal, academic, and professional interactions.

In 1990, UC Davis developed its Principles of Community (POC) statement to create a campus climate that affirmed the personal dignity inherent in all of us, and to promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, and respect. The UC Davis POC statement encourages members of the community to confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, gender identity, religious or political beliefs. The successful conduct of campus affairs requires that every member of the campus community acknowledge and practice these principles. UC Davis has set the following campus diversity goals in the area of campus climate for 2009-10:

- Foster and sustain a diverse, respectful and inclusive campus community

- Regularly assess campus climate (annual unit assessment and biennial campus assessment)

- Address unhealthy climate factors

UC Davis through the Office of Campus Community Relations (OCCR) continues to support and develop a number of activities designed to encourage positive cross-group interactions. The mission of OCCR is to ensure attention to those components of the campus that affect community, campus climate, diversity, and inclusiveness. Some of the activities supported or developed by OCCR include the Campus Community Book Project, Cultural Days, and the Principles of Community Week Celebration. OCCR also provides diversity education and training for the campus community through the Dialogues on Diversity Certificate Training Series, the New Employees Orientation Training, and the Fall Diversity Awareness Workshop for Staff. UC Davis also annually recognizes employees who demonstrate extraordinary commitment to fostering the values of diversity and the POC through the Chancellor's Achievement Awards for Community and Diversity and the Soaring to New Heights Diversity and POC Awards.

UC Davis has not conducted a campus-wide climate survey in several years. However about every two years the Office of Administration conducts a comprehensive climate survey of staff

in the unit. This effort includes a robust action planning and communication process that addresses the issues raised in the survey. Our plans are to adopt this model for each major campus unit and to make the following metrics a part of the unit climate assessment: Racial, ethnic, gender, demographics; diversity in hires and promotions; number of complaints (formal and informal) related to discrimination, sexual harassment and hostile workplace; number of complaints resolved satisfactorily without litigation; number of employees and supervisors participating in diversity education and training professional development activities; number of unit activities in support of the POC; and overall satisfaction with workplace environment.

Campus Policies and Practices

a. Faculty

UC Davis' policies and practices in the appointment, promotion and retention of faculty and the role of department chairs and deans in promoting diversity and creating an inclusive work environment are designed to support productive, collaborative research, teaching, and encourage public service in support of our land-grant mission. These policies and practices are reflected in our implementation of APM 210, 240, 245 and 760.

In implementing APM 210 (1) (d) Criteria for Appointment, Promotion and Appraisal, UC Davis has engaged in the following practices and activities:

1. Developing teaching models designed to help underrepresented students learn the topic better. For instance, a professor in the College of Biological Studies developed a method of teaching mathematical biology which has proven to be particularly effective with English Second Language (ESL) students and students from disadvantaged economic backgrounds.
2. Gender and ethnic specific research that focuses on the cause and impact of disparities in nutrition, healthcare, and education.
3. Writing grants that focus on supporting the recruitment and retention of disadvantaged students, like the BUSP program in Biological Sciences (funded by NIH and the Howard Hughes Medical Institute) or developing curricula that emphasizes cultural competency for physicians and other professionals who serve the public directly.
4. Developing teaching methods and practices to foster a more inclusive classroom environment that elicits more participation from underrepresented students.
5. Developing curricula that include the contributions of different ethnic groups to the discipline, and giving examples of leading scientists from a range of ethnic backgrounds and from both genders to provide role models within the learning environment.

In implementing both APM 240 and 245 which deal with the role of the dean and the department chair respectively, in developing an affirmative action and diversity plan for their areas of responsibility, UC Davis has developed a CDAP with accountability measures for campus leaders. Deans and department chairs are reviewed annually in regard to their unit or department's progress in support of the campus diversity goals. The deans and department chairs are also provided professional development opportunities in diversity education and

training to foster a level of cultural competency to support their effectiveness in promoting diversity and building a more inclusive workplace environment.

Activities in this area include annual Brown Bag Orientation and Training sessions for new department chairs and workshops on UCOP Best Practices Recruitment Guidelines, Partner Opportunities Program Guidelines, UCOP Postdoctoral Fellowship Program and UC Davis Work Life Program and Policy Information.

In January 2006, UCOP updated the systemwide APM 760, "Family Accommodations for Childbearing and Childrearing" which expanded the previous policies regarding childbearing leave, Active Service Modified Duty (ASMD), and other family friendly policies. At UC Davis, a Work Life program has been in place since January 2003. A group of "Faculty Advisors for Work Life" was established in 2007 to help publicize and inform the faculty about the programs, policies, and resources associated with work life/life changes. This group of advisors represents various academic units on campus.

The following is a summary of both UC Davis' faculty Work Life program and the systemwide policy for Family Accommodations for Childbearing and Childrearing (APM 760). The systemwide policy provides six weeks of leave for the academic appointee who gives birth. For the remainder of the quarter this faculty member can be on ASMD. Replacement teaching costs are paid through central funds for all courses scheduled for the affected faculty member during this quarter of combined leave and ASMD. Parental leave may be taken by eligible academics, in accordance with the Family Medical Leave Act (FMLA), as noted in APM 715, for the purpose of caring for a new born child or a child newly placed for adoption of foster care. FMLA leave is generally unpaid.

UC Davis provides one quarter of leave for a faculty woman in event of a single or multiple birth and one quarter of leave for the primary parent in the case of adoption or placement, up to two separate events, maximum. Replacement teaching costs are paid through central funds for all courses scheduled for the affected faculty member. Leave must be taken in the quarter in which the child is born, adopted or placed, or in the following quarter.

In regard to ASMD, the systemwide policy requires the academic appointee be responsible for 50 percent or more of the care of the child to be eligible. The faculty member should provide the department chair or unit head of the need for a period of ASMD with notice, that also includes a written statement by the appointee certifying that he or she is responsible for 50 percent or more of the care of a newborn child or a child under age five newly placed for adoption or foster care. Replacement teaching costs are covered by central funds for one course during a quarter of ASMD.

UC Davis provides one quarter of ASMD in the event of a single birth, adoption or placement, up to two separate events by the parent who has 50 percent or more care of the new child. Two quarters of ASMD for the birth of twins or triplets or the adoption or placement of two or three infants four years old or younger, up to two separate events. Modified duties must be taken within 12 months following the birth, adoption or placement of a child. Replacement teaching

costs are covered by central funds for one course during a quarter of ASMD. When both parents are faculty members, both are entitled to a quarter of modified duties.

b. Undergraduate Students

The UC Davis policy on admission requires all applicants to meet the UC eligibility requirements. However meeting the UC eligibility criteria qualifies you for admission to a UC campus, but does not guarantee admission to UC Davis. UC Davis reviews all applications using our specific admission criteria. For freshmen applicants, the strength of the high school record is the single most important component, followed by performance on standardized tests, and other criteria, such as demonstrated leadership, special talent, and individual initiative. For transfer applicants, academic performance and preparation for selected college and major are considered first and foremost. In some cases, personal characteristics, experiences and circumstances are considered as well.

In recent years the number of applications has grown significantly and admission to the campus has become increasingly selective. To ensure applicants are thoroughly and fairly reviewed, UC Davis uses an admission process known as Comprehensive Review (CR). CR policy is established by the UC Davis faculty and reflects criteria approved by the Academic Senate and the Regents. The CR process considers a broad array of criteria, ranging from traditional academic factors to extracurricular achievement and response to life challenges. Although some criteria (e.g. GPA and test scores) are evaluated electronically, trained admission staff members assess applications for other factors.

Each of the criteria considered in the CR process is assigned a score, with greater weight on the academic factors. The grade point average in UC-approved college preparatory ("a-g") courses is the most heavily weighted. The next most heavily weighted criteria include standardized test scores, the number "a-g" preparatory courses completed, and Eligibility in the Local Context (ELC). Admission staff members assess applications for personal qualities such as demonstrated leadership, special talent, and achievement in the face of adversity or significant disability. This non-academic criterion also includes first generation college attendance, achievement at a low performing high school, qualification for participation in Educational Opportunity Programs (EOP) and veteran or member of the military.

After all applications are fully assessed, the highest scoring applicants in each academic area are admitted based on the available spaces in each area. The Colleges of Agriculture and Environmental Sciences and Biological Sciences admit by college, the College of Letters and Science admits by division (Humanities, Arts and Cultural Studies; Mathematics and Physical Sciences; and Social Sciences) within the college, and the College of Engineering admits by academic department. Students applying as "undeclared" or "undeclared/exploratory" are considered in the college/division to which they applied. All applicants identified as ELC are admitted, regardless of their CR score. Students who do not achieve a sufficient score for admission to their first-choice major, but achieve a sufficient score for admission to their second-choice major are admitted to their second-choice major. It is important to note that competition can vary significantly from year to year as the qualifications of the applicant pool fluctuate and the number of spaces available in each academic area changes annually.

Although Proposition 209 prohibits UC Davis from considering race, ethnicity or gender in the admission process, we devote considerable resources to increasing diversity on our campus through outreach and yield initiatives. The following are a few of our practices and efforts in this area:

- UC Davis staff and/or faculty personally call all admitted URM students to welcome them to the campus and answer questions.
- Our admission staff members made over 2,000 high school and community college visits in the past year reaching over 80,000 students. We strongly consider the ethnic makeup of students and the average level of socioeconomic/disadvantage status among the schools when we determine which sites to visit.
- The campus mailed three separate, tailored welcome letters from the Provost to the parents of URM admitted students. The letters to Chicano/Latino parents were written in both English and Spanish.
- Admission staff members participated in the Educational Sundays Sacramento Church Visits Program with the Chancellor.
- UC Davis regional admission advisers partner with community-based organizations, such as Jack and Jill, the Council of African American Parents, and the African American Continuum to plan events and recruit students
- And each year we fly and bus over 100 low income admitted students from Southern California and the Bay Area, many of whom are underrepresented, to visit UC Davis during our spring yield activities.

c. Graduate and Professional Students

The UC Davis policy on graduate admission provides admissions to those applicants who have the highest potential for graduate study and who, with the benefit of graduate education, are most likely to contribute substantially to their academic or professional fields through teaching, research or professional practice. Admission decisions are based on the quality of the applicant's academic degree and record, the personal history statement, statement of purpose, letters of recommendation from professors or others familiar with the applicant's academic work, performance in aptitude and achievement tests, relevant work experience, preparation in the proposed field of study, and on the appropriateness of the applicant's goals to the graduate program and of the applicant's research interests to those of its faculty. Some graduate programs have additional admission criteria that applicants must meet.

By the time they enroll, successful applicants must hold a bachelor's degree or the equivalent that is comparable to a degree from UC both in distribution of academic subject matter and in scholarship achievement. At least a B average or its equivalent is normally required for admission. Satisfaction of minimal standards does not, however, guarantee admission, since the number of qualified applicants far exceeds the number of places available. As a consequence, many well-qualified applicants cannot be accommodated. Applicants are encouraged to communicate with individual members of the faculty with whom they may want to study. Personal interviews are encouraged to learn more about particular programs before applying. For the benefit of those not acquainted with faculty members in their fields of interest, each graduate program has a graduate advisor to whom inquiries may be addressed.

At UC Davis, a key concept of graduate education is the graduate group. UC Davis graduate programs are organized as interdisciplinary graduate groups, giving students intellectual freedom to transcend disciplines and areas of research. The core elements of a graduate group include: an emphasis on shared research interests among faculty and students; flexibility to grow and quickly change to reflect emerging areas of interdisciplinary knowledge and technology; and an acceptance that may research questions transcend traditional academic departmental boundaries. The graduate group concept has established a culture of interaction across departmental lines and has helped to shape the distinctive character of the campus. As part of a collaborative team, each student contributes his or her talent and expertise while learning from students and faculty across disciplines.

A diverse student body enhances the quality and excellence of graduate education. A graduate community committed to diversity is one that seeks talented students from historically underrepresented groups, promotes an environment of inclusiveness, and provides an experience that fosters success. To achieve diversity in our graduate student and faculty ranks, it is imperative that all members of the academic graduate community actively participate in these efforts.

The Office of Graduate Studies (OGS) has developed a series of activities and best practices that engage faculty in these efforts in ways that best utilizes their time, experience, and expertise. OGS has established nationwide partnerships between UC Davis and a select group of HBCU and Hispanic Serving Institutions (HSI) including several California State Universities. OGS has also formed collaborative partnerships with Department of Energy, National Science Foundation and National Institute of Health sponsored research programs (McNair, Minority Biomedical Research Support (MBRS), and (AGEP) Alliance for Graduate Education and the Professoriate) that support URM students. UC Davis faculty participate in these partnerships by presenting scientific talks, collaborating with faculty program directors on research projects, serving as mentors for URM students, and serving as judges and workshop panelists at URM national conferences. In addition, UC Davis faculty and graduate students also have opportunities to meet with prospective minority graduate students through the campus STEM Preview Days visitation program.

d. Postdoctoral Scholars

Professors for the Future is a year-long competitive fellowship program designed to recognize and develop the leadership skills of outstanding graduate students and postdoctoral scholars who have demonstrated their commitment to professionalism, integrity, and academic service. This unique program sponsored by the Office of Graduate Studies focuses on the future challenges of graduate education, postdoctoral training, and the academy. Professors for the Future (PFTF) is designed to prepare UC Davis doctoral students and postdoctoral scholars for an increasingly competitive marketplace and a rapidly changing university environment.

e. Staff

As a part of the UC Davis CDAP, the campus Affirmative Action Personnel Program Plan (AAPPP) serves as a working document that describes current policies, practices, and results in the area of personnel affirmative action. UC Davis is committed to making every good faith effort towards achieving and maintaining a diverse workforce and an essential tool in accomplishing this task is the development of an AAPPP that translates the legal mandates related to equal employment opportunity into an operational framework to ensure equality of opportunity for women, minorities, individuals with disabilities, and covered veterans. The campus conducts an annual review of the AAPPP, which includes an update of workforce information, utilization analyses, and goals. The internal audit and reporting systems provide the information necessary to conduct a self-assessment of the processes on recruitment, selection, referral, advancement, and separation for academic and staff personnel each year.

UC Davis also conducts an analysis of its workforce composition by race, ethnicity, gender, and department within each of the major campus units. For each department, all non-student academic and career staff employee counts are summarized by job titles that are ranked, from lowest to highest, by salary range. For each title, the total number of incumbent, the total number of male and female incumbents, and the total number of male and female incumbents in each of the following groups are provided: African American, Latino/Hispanic, Asian/Pacific Islanders, and American Indians. The staff job group analysis categorizes all staff job titles into appropriate job groups based on similar content, wage rate, and opportunities.

As required by federal regulations, the campus develops availability by using the following two factors; (1) the percentage of women and minorities with requisite skills in the reasonable recruitment area and; (2) the percentage of women and minorities among those promotable, transferable, and trainable at UC Davis. For staff job groups, the campus identifies feeder titles using historical data and recruitment and compensation expertise within the Human Resources unit. The selection of the feeder pools is based on identification of job groups in which the most qualified internal candidates are likely to exist. A complete list of the internal pools selected for each job group is available upon request.

An in depth analysis of the employment process is conducted to identify any potential problem areas. This analysis includes a review of utilization of women and minorities in the workforce; a review of personnel activities and procedures including applicant flow, new hires, terminations, and promotions, to determine if they result in disparities in the employment or advancement of women and minorities; and a review of compensation systems. Broad and inclusive outreach/recruitment activities are undertaken in effort to remedy identified underutilization, and action-oriented programs are generally designed to correct any identified problem areas.

At UC Davis these programs include the MSOs (Management Services Officers) for the Future Program, intended to cultivate a diverse pool of highly talented and motivated staff interested in pursuing academic MSO positions; The SAOs (Student Affairs Officers) for the Future, similarly designed to cultivate a diverse pool of staff interested in pursuing entry-level SAO positions; The Staff Academic Fee Assistance Program provides up to $500 a year to cover course fees for staff seeking to enhance their career opportunities through course training; and the Career Mobility

Program, which is set of initiatives designed to assist staff with their career development. UC Davis has also developed partnerships with community based organizations and constituents to identify diverse applicants pools external to the campus community.

f. Campus Climate

UC Davis is committed to creating and maintaining a community in which students, faculty, and staff can work together in an environment free of discrimination, harassment, and other artificial barriers to individual success and fulfillment. Each person affiliated with the campus bears a responsibility to adhere to the policy of equal opportunity and to promote affirmative action efforts. The UC Davis Principles of Community are publicly reaffirmed and celebrated by the campus leadership and the general campus community annually in a week-long series of programs and activities. The campus recently developed an interactive training module that focuses on how members of the campus community can implement these principles in their interactions with one another. This module is a fundamental component of the campus' diversity education and training efforts for faculty, staff and students. Each student admitted to UC Davis is exposed to the POC through admission materials and their campus orientation. Additionally, the POC are printed on the back of each student's identification card.

In May 2008, UC Davis participated in the University of California Undergraduate Experience Survey (UCUES), a UC-wide census of all undergraduates at the nine general campuses. The survey included a number of items that addressed dimensions of campus climate. The report compared perceptions of campus climate at UC Davis with that of the other UCs, and examined differences in the perceptions of UC Davis students as categorized by race and/or ethnicity. On multiple measures of general campus climate, our undergraduates' students' ratings of the Davis campus are near the highest ratings of campus climate among the UCs. UC Davis received especially high ratings as friendly, caring, tolerant and safe.

Among UC Davis students, responses to the campus climate survey items differed significantly by student race and ethnicity. One important trend that emerged from the data is that African American students are less likely than all others to agree that *Students are respected here regardless of their race or ethnicity* or more specifically, that *Students of my race/ethnicity are respected on this campus.* African American students are also more likely to agree that *Diversity is important to me* and less likely to agree that *I feel that I belong to this campus.*

The campus has continued to support training, programs and activities designed to foster a greater sense of inclusiveness in the campus community. These initiatives include the R.E.A.C.H. Program, (Reaffirming Ethnic Awareness and Community Harmony) which is a retreat that brings undergraduate and graduate students, faculty, and staff from different cultures and identities together to learn from each other's experiences and personal stories; the Safe Zones Program designed to raise awareness and discuss ways to make the spaces we live and work in more welcoming and safe for Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) people; and S.o.D.A. (Students of Diverse Affiliations) which is a new council created for student organizations who are affiliated with the UC Davis Cross-Cultural Center and designed to develop more collaborative and long lasting relationships with groups through programming across spectrum of diversity. The campus also supports a number of cultural

programming events which foster intercultural awareness, dialogues, and interactions. These events include Black Family Week, La Raza, Native American, and Asian/Pacific Islander Cultural Days.

Campus Highlights/Best Practices

Reservation for College

Reservation for College is an innovative UC Davis program that empowers students and their families to believe college is a realistic goal. The program for grades four through six, has served thousands of students since it was developed in 1999. Fourth-graders in the original partner school were promised a renewable four year grant if they stayed on track for college and were competitively eligible for admission. An inaugural Reservation for College class of five Sacramento High School students enrolled at UC Davis in fall 2007, and an additional five Sacramento High School students and six Grant Union High School students enrolled in fall 2008. Their grants were funded through a $1 million endowment created when the program was launched. Along with federal, state and other UC awards, 10 of the 11 students this year have all of their fees covered and receive substantial assistance toward other college costs.

Education Sunday Church Visits

Outreach to Sacramento-area underserved populations, particularly the African American community, is an important UC Davis initiative. Accompanied by Sacramento Observer Publisher William Lee, the Chancellor makes periodic "Education Sunday" visits to largely African American congregations to generate interest in UC Davis as an educator and as an employer. Our success will be judged by the interest shown by congregation members, by relationships that are formed and strengthened, and ultimately by an increase in African American students and staff from the Sacramento area. This form of outreach to support UC Davis' overall diversity efforts may provide a partnership model for other UC campuses in areas served by African American newspapers.

West Village: First Community College Center on a UC Campus

The natural product of a decades-long partnership with Los Rios Community College District, the first community college center to be built on a UC campus will be located in UC Davis' West Village—a dynamic mixed-use community providing opportunities for students, faculty and staff to live locally and participate fully in the life of the campus. At full build-out, West Village will be an approximately 220 acre mixed-use district with student, faculty and staff housing, and educational facilities all centered on a civic village square. The Community Education Center (CEC) will provide 60,000 square feet of facilities for the Los Rios Community College District and other campus affiliated educational programs (including high school satellite programs provided in partnership with the Davis Joint Unified School District). The Davis Center for Sacramento City College will be a key part of efforts to increase the number of transfer students to UC and enrich the campus' diversity.

University of California, Irvine
Diversity Narrative

Diversity and inclusion animate the multiple missions of the University of California, Irvine campus. The attention of the Board of Regents of the University of California to diversity intensifies our campus efforts and those of sister campuses throughout this great public university system. The Diversity Report, which forms part of the larger annual UC Accountability Framework, is a compilation of reports from each campus. This report consists of three sections: campus goals, metrics, and policies and practices, and was Prepared by the Campus Diversity Work Group (Appendix I). UC Irvine has identified three goals: access, inclusive and affirmative culture, and career pathways. (See Table I, below). These goals align with established campus values and planning, including the statement of *UCI Values* and *The Focus on Excellence* Strategic Plan. Several signature programs, among others, embody these values as well. Representative examples are the annual Rainbow Festival and Conference, Martin Luther King, Jr. Symposium, and Summer Multicultural Leadership Institute; the Southern California Regional Symposia on the University and Multi-Ethnic Civic Engagement (2008) and Engaging Communities (2009); and the Strategic Summit on People Development (2008). (Appendix II for List of titles and urls). As part of a system-wide effort, the annual report serves a vital purpose. It is a mechanism for aggregating these and other activities to create a collective set of expectations and experiences for all campus stakeholders, i.e. administrators, faculty, staff, and students, in the present and in the future.

Table I: UCI Goals for Diversity and Inclusion

1. Broaden access to the University of California, Irvine to reflect the diversity of the state of California
2. Promote an inclusive and affirmative culture for learning , knowledge creation, and serving the communities of the campus
3. Enhance career pathways for life-long learning, stimulating the pipeline of educational achievement, and succession planning for workforce innovation.

Change is a defining characteristic of UCI. In carrying out its mission in local, regional and global contexts, the Irvine campus today is different from yesterday; and tomorrow presents new opportunities and challenges. Given this dynamic, the campus pursues its diversity goals as a learning organization. Such an organization includes broad goals, a clear set of metrics for assessing progress, a legible network of policies and practices that supports the choices of stakeholders, and an open culture that facilitates communication and innovation. The dissemination of this and subsequent reports will sustain a campus conversation, coordinated by the work group on diversity. These conversations will both solicit and engage individual units, campus-wide committees, stakeholder organizations, and affinity associations as well as in town hall meetings. (Appendix III for a Representative List.) Collectively, this engagement will ensure accountability about the pace and the direction that the campus is making regarding diversity and inclusion.

As a learning organization, the campus anticipates adjustments in its goals, metrics, and policies and practices, but not fundamental changes. This is to be expected for a campus-wide effort that involves a broad spectrum of stakeholders. Looking ahead, the metrics for assessing progress will be revisited to refine a coherent perspective on the campus experience. A number of units administer experience surveys for stakeholder populations. The timing of their administration, categories of demographic information requested, and configuration of the satisfaction and climate questions are variable.

Revising these instruments will be an on-going priority of the work group in consultation with the sponsoring units. Finally, the constrained budget environment has and will continue to impact the university and campus in consequential ways, i.e. outreach activities, funded enrollment, faculty recruitment, and staff hiring. Nevertheless, UCI remains committed to advancing its campus goals for diversity and inclusion now and in the future.

Goals and Metrics

1. Broaden Access to reflect the diversity of the state of California

Recruitment- These metrics below approximate change on a year-over-year or periodic basis for student, faculty, and staff populations based on voluntarily reported or otherwise available demographic information, i.e. gender, race/ethnicity, and national origins. These categories may be augmented with other categories.

- Undergraduate Student-UC Eligibility, Applications, Admissions, Enrollment
- Graduate and Professional Students-Applications, Admissions, Enrollments (by campus and program)
- Staff- Workforce Availability, Recruitment and Appointment
- Faculty-Availability (by field), Recruitment, Appointment (by program/school)

2. Promoting an inclusive and affirmative culture

Retention- These metrics below approximate change on a year-over-year or periodic basis for student, faculty, and staff populations based on voluntarily reported or otherwise available demographic information, i.e. gender, race/ethnicity, and national origins. These categories may be augmented with other categories.

- Undergraduate Student-Persistence and Graduation Rates , Degrees Awarded
- Graduate and Professional Students-Persistence, Time-to-Degree Rates, Degrees Awarded
- Staff-Persistence (and turn over) By Years of Service
- Faculty-Time-at-Rank and Separations

Stakeholder Surveys
The university and campus administers a wide range of surveys (annual and periodic) to assess satisfaction and climate for stakeholders. Survey demographic categories include gender, race/ethnicity, sexual orientation, and ability/disability and other as deemed appropriate. Below is a list of surveys that will form the basis for assessing campus progress.

- (Annual) University of California Undergraduate Experience Survey: 2009 UCI Climate Report (Demographic Characteristics, Academic Engagement, Civic Engagement, Satisfaction, and Climate)
- (Periodic) UCI Graduate Division in associated with Associate Graduate Students Graduate and Professional Student Experience Survey with Associate Graduate Students (2009)
- (Periodic) UCI Graduate Division and Postdoctoral Association Experience Survey (2009)
- (Periodic) UCI ADVANCE Faculty Climate Survey (2009)
- (Periodic) UCI Human Resources "Let 's Talk": UCI Staff Experience Survey (2006) and Exit Survey (2007)

In addition, the campus conducts an annual salary equity study for all ladder rank faculty. http://www.ap.uci.edu/Eguity/studies/index.html. Based on a model recommended by the American Association of University Professors and endorsed by campus-wide ad hoc faculty committees, the study is designed to identify women and minority faculty members who appear to be underpaid. The purpose of the model is to flag individuals and academic units with salaries that may require closer scrutiny. As it does not include any subjective measures of quality or merit, it is expected that some faculty members will have results that are not explained well by the model, which relies exclusively on quantifiable objective measures. The study is structured to protect privacy. Based on a formula template that is available on the salary study web-page, faculty may calculate their actual salary against the predicted salary to determine a positive or negative residual. Faculty with concerns may either approach their school equity advisor or dean to address them, if deemed appropriate, during the next scheduled personnel action. Recently, the senate Council on Faculty Welfare complemented AP's annual study by conducting an independent analysis of median faculty salaries by gender and ethnicity (1998-2008). http://advance.uci.edu/media/CFW%20Salary%20Eguity%2OStudy%20Results.pdf

3. **Enhance Career Pathways: Life-Long Learning, Pipeline Stimulation, and Succession Planning**

The campus sponsors a range of programming that is designed to enhance career pathways. Assessing impact will be based on program participation/utilization and participant survey responses. Survey demographic categories may include gender, race/ethnicity, sexual orientation, and ability/disability and other as deemed appropriate.

- K-16 Outreach Activities-participation in K-12 student programs, professional (teacher) development programs, undergraduate (retention) development programs, and community college (transfer) programs (Appendix IV for Outreach Activities)
- Undergraduate-participation in undergraduate research, internships and leadership programs, i.e., Undergraduate Research Opportunity Program (UROP) and Summer Multicultural Leadership Institute.
- Graduate/professional students- participation/utilization of career development opportunities, i.e. Career Counseling Center, Graduate Resource Center, and unit specific programs.

- Staff- participation in skill/competency Training and Education Development (TED) courses, certification programs, i.e. Diversity, Mediation and Conflict Resolution, Effective Supervision Certificate Program; management training, i.e. Management Skills Assessment Program (MSAP); Research Administration Management Program (RAMP), Business Officer Training Institute (BOI), and Leadership Academy.
- Faculty- participation in campus and university leadership opportunities, i.e. Senate Interest Survey; census of academic leaders, i.e. chairs, associate deans , equity advisers, and senior administrators, and service in the UCI ADVANCE Program.

Campus Policies and Practices:
Sustaining an Inclusive and Affirmative Campus Culture

a) **Faculty**

APM210
Diversity in the Academic Review Process
http://advance.uci.edu/media/brochureslBrochure FADRP08 DiversityReview.pdf
The Academic Senate, Academic Personnel and ADVANCE http://advance.uci.edu produced a Frequently Asked Questions (FAQ) printed and digital resource describing the revised policy and the ways faculty activity relates to diversity. Concurrently, the campus revised the AP 10 personnel form, which faculty update for each personnel action. Faculty may now annotate research, teaching and service that support the campus and university commitment to equal opportunity, access and diversity. This brochure is included in AP tenure workshops in the fall and spring quarters and in the regular activities of the ADVANCE director and team of faculty Equity Advisors.

APM 240 and 245
Guidelines for Chairs and Directors for Promoting a Faculty Culture of Transparency and Inclusion
The ADVANCE Program in association with Academic Personnel developed a printed and on-line brochure for chairs and directors. This brochure outlines practical steps academic leaders can take to sustain an inclusive faculty culture. In support of this goal, ADVANCE has conducted interactive screenings of its Equity DVD at the annual campus chairs retreat. The three scenarios focus on the role of the chair in career advising or mentoring. The ADVANCE Program director also participates in the scheduled review of school deans. Each evaluation assesses the impact of the dean in promoting an inclusive culture in the school while taking into account the available campus diversity and equity resources at their disposal.
http://advance.uci.edu/media/brochures/Brochure_CDGCD08 Guidelines.pdf
UCI is the lead campus in the NSF PAID (Partnership for Adaptation, Implementation and Dissemination) award to UC southern California campuses for the Leading through Diversity Program (2007-2008 to 2010-2011). Diversity and equity are key parts of the program curriculum to equip academic leaders to be change agents. Over the three year award period, the partnership campuses have mounted symposia for senior administrators (deans and provosts) and two retreats for chairs of STEM units. (The third is scheduled for September 2009). Both senior members of the University of California administration and national leaders from public and

private funding agencies interact with chairs to broaden participation in STEM fields. (For more information, see http://paid.uci.edu)

APM 760
The Academic Senate in association with the ADVANCE program produced a statement on Work-Life Balance. The statement is available in digital and printed format. Equity Advisors disseminate this brochure as part of their duties to coordinate career advising at the school level. The chair of the senate supported this statement in a special message to the faculty. Every new faculty member receives this brochure as part of the welcome letter from the director of the program. It is available at AP workshops for advancement. To ascertain utilization of these policies, i.e. tenure clock extension, Academic Personnel has begun collecting data on request/activation of family friendly accommodations for qualifying faculty.

b) Undergraduate Students
The annual review of freshmen and transfer students forms part of the activities of administrative offices/divisions, senate and joint senate and administrative councils, and campus work-groups. The Office of Institutional Research collects and disseminates data on new undergraduates to various campus councils and groups. The Enrollment Council, a joint administrative and senate body that advises the Executive Vice Chancellor and Provost on policy and strategy, considers diversity, among other indicators, both prospectively and retrospectively when deliberating on future enrollments. Offices within the Division of Student Affairs i.e. Relations with Schools and Admissions as well as the Center for Educational Partnerships --analyze this and related data in relation to their on-going activities to broaden participation. The Division of Undergraduate Education also consults this data in general and in particular to monitor the participation and success of transfer students. Within the senate, the Councils on Undergraduate Admissions and Relations with Schools (CUARS) and Student Experience (CSE) include diversity in their by-laws. These councils review freshmen and transfer data on an ad hoc basis as part of the senate's advisory role in undergraduate admissions and enrollment policy, monitoring outreach, and student experience. Finally, the work-groups on Admissions and Climate-initiated in 2008-2009-focus on integrating campus efforts to support student experience, especially among students from underrepresented populations, at critical points, ranging from outreach, admissions, enrollment, and graduation. The Associate Dean of the Division of Undergraduate Education (Climate) and Assistant Vice Chancellor for Student Services (Admissions) lead these groups.

c) Graduate and Professional Students
Graduate Division has recently revised its format for regular reports on admissions and enrollment to include a data field for race and ethnicity. This revised report will be integrated into the dean's regular consultation with school deans and quarterly meetings with associate deans. Within the division, an Advisory Council Graduate Diversity has been in place since 2008. The dean plans to incorporate a review of student diversity data beginning in 2009-2010. The division also interacts with Graduate Council, which is the principal senate council with oversight for graduate education including diversity. The revised reports will furnish the council will regular data about student diversity.

d) Postdoctoral Scholars
As part of the reorganization of Grad Division in 2008, postdoctoral scholars have become a priority area. Review postdoctoral scholars by race/ethnicity and gender by department and program will be undertaken in the coming academic year. In the meantime, Graduate Division and the Postdoctoral Association are jointly conducting an experience survey, which will close in July. The dean together with the newly appointed Graduate Resource Center director reviewed data about postdoctoral scholars as part of the planning for the establishment of the center. In February 2009 the center along with Associated Graduate Students administrated an experience survey for graduate and professional students. (See Appendix V.)

e) Staff
The Office of Equal Opportunity and Diversity (OEOD) regularly reviews staff according to race/ethnicity and gender, as part of the affirmation action plan. OEOD conducts utilization analysis and placement goals for hiring units. This data, including for members of the Senior Management Group, is complied in the annual OEOD report. This report is distributed to deans and vice chancellors as well as coordinating points units throughout the campus. UCI reviews staff salary information by job group and identifies potential areas of concern as part of the Annual Affirmative Action Plan. This review includes senior campus leadership. The Chancellor's Advisory Committee on the Status of Staff (CACSS) reviews staff characteristics on a periodic basis as part of its mission to enhance the work conditions and to improve the experience of employees at UCI

f) Campus Climate
As discussed above, the campus units conduct a range of experience surveys to ascertain satisfaction and climate. They are customized for stakeholder populations, including their administration. Historically, response rates have been strong. The campus work group intends to build on this experience as it makes adjustments to these instruments for future surveys to support diversity and inclusion goals.

Campus Best Practices

a) Faculty: UCI ADVANCE Program
UCI ADVANCE directs the campus effort to promote an inclusive faculty. The program director leads a team of at least ten school-based faculty Equity Advisors. The progress in the diversity of faculty enjoys reflects a concerted effort to remove barriers to equal opportunity in recruitment, promote equity in the academic review process, and broaden participation in the leadership of the campus. All proposals for faculty FTE in the campus competitive programs require requesting units and faculty proposals to discuss the pool characteristics or availability in the areas or fields to be recruited. The Academic Program Group , which advising the Executive Vice Chancellor and Provost on FTE allocations, only considers proposals complete when they include this data and analysis. After positions are allocation, school-based faculty equity advisors share beast practices with search committees and monitor regular recruitments at critical points in the search process. (Appendix VI: Search Forms AP80a,b,c.)

The ADVANCE Program coordinated the 2007-2008 Scholarship on Diversity FTE program. This program allocated seven FTE to three schools for innovative proposals to augment the campus research and teaching capacity in understanding diversity in society. Two of the seven positions have been filled. The Career Partners Program, which subsidizes the costs of hiring academic couples, has resulted in 48 appointments between 2001-2008. (This program shares the costs for the second FTE among the departments and the office of the Executive Vice Chancellor and Provost while preserving departmental autonomy and senate oversight in the appointment process.) Finally, the campus has successfully utilized the hiring incentive associated with the UC President's Postdoctoral Fellowship Program. Between 2003-2008 eight new faculty joined campus departments and programs.

b) Undergraduate Students

Sate Zone is a symbol of the University of California, Irvine's commitment to diversity and the Lesbian, Gay, Bisexual, and Transgender (LGBT) community on campus. Open to any campus affiliate, the program trains individuals to identify as Allies that are informed, supportive, and affirming of our LGBT communities at UCI. Safe Zone creates a more welcoming campus climate for LGBT and Ally faculty, staff, and students. Sponsored by the Lesbian, Gay, Bisexual, Transgender Resource Center http://www.lgbtrc.uci.edu/, the program fosters a community that can network and embrace sexual and gender identities. Safe Zone Advanced is a new program for current Safe Zone Allies who wish to get more involved in the LGBT community. Safe Zone Advanced offers allies the opportunity to learn more about current LGBT communities, go more in depth into the communities within the LGBT umbrella. Allies will learn more about the Bisexual and Transgendered communities, as well as queer people of color.

The Cross Cultural Center (http://www.ccc.uci.edu/) offers leadership training, development programs and cultural enrichment for all students. These programs include, but are not limited to, ethnic student development and leadership seminars, multicultural programming and program advising, quarterly community programs focused on issues of social justice, diversity and multiculturalism, the New Ethnic Minority and Women Faculty Welcome, the R.E.A.C.H. Program (Reaffirming Ethnic Awareness and Community Harmony), and the CCC Mentorship Program. Currently, with funding from the Ford Foundation Difficult Dialogues program, the Cross hosts the Summer Multicultural Leadership Institute. This residential program builds cohorts of incoming freshman and transfer students with advanced training in multiculturalism, conflict mediation, Constitutional rights and issues within the UC Irvine campus climate.

The XIV Dalai Lama Endowed Scholarship Fund is comprised of donations from private citizens who define leadership as it relates to ethics, peace and positive national and global relations. This scholarship is awarded to DCI undergraduate juniors and seniors who demonstrate knowledge of, academic work, and belief in these ideals. The students have advanced their particular studies and interests to a point of readiness for praxis in the community. His Holiness the XIV Dalai Lama has said, "I am happy to learn that young students [at UC Irvine] are studying and practicing the work of ethics, peace and positive global relations through The XIV Dalai Lama Endowed Scholarship. I have always believed that the world will be happier and more peaceful if people nurtured these important human values." The Scholarships are intended to support academic and community project activities, with an emphasis on compassion, peace building and bridging differences across divides.

c) Graduate and Professional Students and Postdoctoral Scholars

Graduate Division opened the Graduate Resource Center in 2009. This center affords access to coordinated services, events, programs, and information. It, too, provides a venue for graduates and postdoctoral scholars to meet and become acquainted with their colleagues outside of their programs. Before the center opened, nearly two thirds of the respondents to a utilization question in the 2009 Graduate Division survey indicated that they would use such a dedicated center. Since its opening in the fall quarter, the programming sponsored by the center, such as diversity month, has drawn a growing number of students. This trend is very likely to continue.

The California Community College Internship Program was initiated by the Graduate Division seven years ago in support of doctoral and MFA students seeking alternative careers. UCI established the program initially with Santa Ana Community College (SAC) and four years ago with Orange Coast Community College (OCC). SAC serves a largely minority student population, while OCC has a more mixed population. Many of our PhD and MFA students who qualified for this program are themselves products of a community college, and almost all applicants have stated that they want to give back to the community for opportunities opened to them in their own lives and careers. Students are matched with a faculty member at the community college, and the mentored relationship thus established is perhaps the most critical aspect of this program, and a major reason for its success. Several students have received permanent faculty positions at a community college here in CA, and some outside the state. A significant number of other graduates have received offers for adjunct positions and will be in serious contention for line appointments. In addition to the community college program, we hope to expand the program to include a California State University, and are currently in discussions with a local campus to do just that. We may also apply for funding to expand this opportunity to postdoctoral scholars.

d) Campus: CACSS Town Hall Series on Diversity and OEOD Diversity Certificate Program

The Chancellor's Advisory Committee on the Status of Staff (CSCSS) will inaugurate it Diversity Series in 2009-2010. It consists of three town hall meetings organized around articulated themes: Explore Efforts (Summer), Build Community (Winter), and Advance Diversity (Spring). These meetings are designed to sustain and build on conversations about campus diversity and will include a discussion of the campus diversity report. (Appendix VII.)

The Diversity Development Program (http://www.eod.uci.edu/ddp.html) celebrates the diversity that exists in the UCI community and focuses on the dynamics essential to a harmonious environment. Participants will have an opportunity to explore differences in background, religion, ethnicity, race, gender, sexual orientation, and physical abilities within the UCI community. This 25 hour certificate program underscores the importance of faculty and staff responsiveness to diversity, which has implications for recruitment and retention, patient satisfaction, supervisor effectiveness, employee morale and community development.

Appendix I

UC Irvine Campus Diversity Work Group

Ramona Agrela, Associate Chancellor
Manuel Gomez, Vice Chancellor, Student Affairs
Douglas M. Haynes, Work Group Chair, Associate Professor and Director, UCI
ADVANCE Program
Jutta Heckhausen, Professor and Chair, Academic Senate
Herbert P. Killackey, Professor and Vice Provost, Academic Personnel
Frances Leslie, Professor and Acting Dean, Graduate Division
Sally Peterson, Dean of Students
Kirsten Quanbeck, Assistant Executive Vice Chancellor and Director, Office of Equal
Opportunity and Diversity
Sharon Salinger, Professor and Dean, Undergraduate Division
Judith Stepan-Norris, Professor and Chair-Elect, Academic Senate
Brent Yunek, Assistant Vice Chancellor, Enrollment Services

Appendix II

Titles and URL

Martin Luther King, Jr. Symposium (2009)
http://www.ccc.uci.edulmlk/

Summer Multicultural Leadership Institute;
http://www.ccc.uci.edulprograms/

Southern California Regional Symposia on the University and Multi-Ethnic Civic
Engagement (2008)
https://webfiles.ud.edu/copc/www/Sympositun!overview.html

Engaging Communities (2009)
http://www.ucicopc.org/2009Symposium/index.html

Strategic Summit on People Development (2008)
http://apps.adcom.uci.edulexpresso/econtent/Content.do?resource=3153

Rainbow Festival (2008)
http://maillists.uci.edulmailman/public/casa-chavez/2008-0ctober/00 l648.html

Appendix III

Campus Committees/Councils
Chancellors Advisory Committee on the Status of Staff (CACSS)

Academic Council (Deans)

Irvine Division of Academic Senate: Relevant Councils
Council on Faculty Welfare (CFW)
Council on Student Experiences (CSE)
Council on Undergraduate Admissions and Relations with Schools (CUARS)
Graduate Council (GC)

Campus Administration and Senate Work Groups
Academic Planning Group
Climate Work Group
Admissions Work Group

Student/Alumni/Staff Organizations
Associated Students of the University of California Irvine (ASUCI)
Associated Graduate Students (AGS)
Alumni Association
Postdoctoral Scholars Association

Cross Cultural Center-Student Affinity Groups
Graduate Resource Center-Student Affinity Groups
Staff Assembly

Affinity Groups
Faculty Women's Association
Black Faculty & Staff Association

Appendix IV

K-12 Student Programs

American Indian Resource Program (AIRP)
http://www.airp.uci.edu/

American Indian Summer Program (AISummer)
http://www.cfep.uci.edu/ais/

California State Summer School for Mathematics and Science (COSMOS)
http://www.cosmos.uci.edu/

Early Academic Outreach (EAOP)
http://www.eaop.uci.edu/

Gifted Students Academy (GSA)
http://www.cfep.uci.edu/gsa/

Humanities Out There (HOT)
http://eee.uci.edu/programs/hot/

Junior Science & Humanities Symposium (JSHS)
http://www.cfep.uci.edu/jshs/

Mathematics, Engineering, Science Achievement (MESA)
http://www.cfep.uci.edu/mesa/

Saturday Academy of Law (SAL)
http://www.cfep.uci.edu/sal/

Upward Bound (UB)
http://www.cfep.uci.edu/ub/

K-12 Professional Development

California History and Social Science Project (CHSSP)
http://www.humanities.uci.edu/history/ucihp/

California Reading & Literature Project (CRLP)
http://www.cfep.uci.edu/crlp/

California Science Project (CSP)
http://sep.uci.edu/

Faculty Outreach Collaborations Uniting Scientists, Students and Schools (FOCUS)
http://focus.web.uci.edu/

Irvine Math Project (IMP)
Http://www.cfep.uci.edu/imp/

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Science Education Project (SEP)
http://sep.uci.edu/

VCI - Santa Ana Teachers Institute (VCI-SAT!)

UCI Undergraduate Development
American Indian Resource Program (AIRP)
http://www.airp.uci.edu/

California Alliance for Minority Participation (CAMP) \
http://www.cfep.uci.edu/camp/

California Math & Science Teaching Initiative (CMST)
http://www.cfep.uci.edu/cmst/

SAGE Scholars (SAGE)
http://www.sagescholars.uci.edu/

Community College Programs
General Programs
American Indian Resource Program (AIRP)
http://www.airp.uci.edu/

Campus Visits
http://www.cfep.uci.edulcc/visit.php

Edison Scholars
http://www.cfep.uci.edu/cc/edison.php

Honors Transfer Council of California (HTCC)
http://www.cfep.uci.edulcc/htcc.php

Transfer Admission Guarantee (TAG)
http://www.admissions.uci.edu/tag

VCI Saturdays with Scientists
http://www.cfep.uci.edulsws/index.php

VCI Teach
http://focus.web.uci.edu/fth/uci-teach.php

Specific to Santa Ana College Students:
Summer Scholars Research Program (SSRP)
http://focus.web.uci.edu/fth/uci-teach.php

Appendix IV, page 3

Summer Scholars Transfer Institute (SSTI)
http://www.cfep.uci.edu/cc/ssti.php

U-Link
http://www.cfep.uci.edu/cc/ulink.php

Specific to Compton Community College Students:
Compton Regional Transfer Collaborative (CRTC)
http://www.cfep.uci.edu/cc/crtc.php

Appendix V

<p style="text-align: center">Graduate Resource Center
Postdoctoral Scholar Goal Summary
2008-09</p>

In response to focus group meetings with DC Irvine Postdoctoral Scholars regarding their experiences and professional development needs, the Graduate Division and Office of Research initiated the following during the 2008-09 Academic Year:

1. Created A Pre-Arrival "To Do" Checklist to be posted on the website and portal.
This has been completed with separate checklists for domestic and international postdoctoral scholars. They will be posted on the new Postdoctoral Website and in the campus Portal.

2. Created a guide for how to get established at DCI upon arrival.
The Postdoctoral Scholar Tool Kit has been finalized and is posted on the Graduate Division Website. http://www.grad.uci.edu/forrns/postdoc/postdoc toolkit.pdf

3. Supported the development of a Postdoctoral Scholar Association
The Association has been approved by Dean Leslie and will begin meeting this summer.

4. Created a comprehensive website for postdoctoral scholars.
The committee is in the final stages of website development. The site will go live in July.

5. Created a postdoctoral scholar section to the campus portal
Postdoctoral scholars will be a service population of the new campus portal. They will be included in the second phase of the portal development, scheduled to be offered in January 2010.

6. Created an orientation program to be offered each quarter plus the summer (four times per year).
The first orientation was conducted in February. The second has been scheduled for June 25th . The Orientation power point can be found at:
http://www.grad.uci.edu/forrns/postdoc/postdoc_uci_orientation_Revised%202-25-09.ppt

7. Sponsored Postdoctoral Scholar Appreciation Month in February
Hosted a number of workshops and other activities during the month. This included posting profiles of UCI postdoctoral scholars on the UCI Website.
http://www.grad.uci.edu/forms/news/Center Fiver Februarv 2009.pdf

8. Obtained NPDA Seed Grant to Implement RCR Training for Postdoctoral Scholars. In 2008 we received a grant from the National Postdoctoral Association to provide three workshops in support of campus Responsible Conduct of Research goals. We conducted the first panel presentation on Mentoring in February. The second workshop on Collaborative Science will be held on May 28th. The third workshop is being planned for July.

Appendix V, page 2

9. Offer University Extension professional development courses and workshops designed specifically for postdoctoral scholars.
We have worked closely with Extension and Octane@UCI to promote their workshops to postdocs. They also hosted a specialized workshop in February on Alternative Careers for Postdoctoral Scholars and had 75 RSVP's. We are planning further collaborations in the future.

10. Grant Writing Workshops
We conducted a Transitions Grant Workshop on 5/14. We also conducted a workshop on *4120* on funding opportunities using the new Community of Science Library Research Tool.

11. Created Guidelines for NSF Mentorship, Training and Oversight Requirements.
Guidelines were developed and posted on the Graduate Division Website to support investigator/departmental NSF Grant Proposals
http://www.grad.uci.edu/forms/postdoc/mentornsf.pdf

Appendix VI

Search Plan and Advertisement
Regular Ranks Faculty (FTE) Position

Part I. Information about the position: **JOB POSITION NUMBER (JP #):** _____

Recruiting School/Department: _____

Proposed title(s)/level(s): _____ Salary Control Number: _____

Appointment Begin Date: _____ Closing Date of Advertisement: _____

Candidate PhD requirement/area(s) of expertise (from NORC/AAMC listing): _____

Part II. Search Committee:

List chair and members of search committee (include both men and women):_____

Part III. Advertising Plan:

A. **Advertisement -** Attach copy for approval.

B. **Web sites -** This advertisement will be placed on the following UCI web sites:

   UCI Employment Opportunities - http://www.uci.edu (required)

   _____ (optional)

   _____ (optional)

C. **Publications -** If the advertisement will be published in professional journals or magazines, please list the name of the publication and the month that the ad is expected to appear.

   _____ Month: _____

   _____ Month: _____

   _____ Month: _____

D. **Please describe the steps you intend to take to obtain a diverse pool of candidates.**

   _____

   _____

Department Chair: _____ **Date:** _____

Equity Advisor: _____ **Date:** _____

Dean's Approval: _____ **Date:** _____

Academic Affairs: _____ **Date:** _____

Department Contact: _____ Phone: _____ Email: _____

Dean's Office Contact: _____ Phone: _____ Email: _____

Interim Search Activities Statement
Regular Ranks Faculty (FTE) Position

Part I. Information about the position:
Recruiting School/Department: _____ Job Position Number (JP #): _____

Proposed title(s)/level(s): _____ Salary Control Number: _____ Begin Date: _____

Part II. Information about the search process:
A. ☐ Attach a copy of the approved Search Plan and Advertisement (Form UCI-AP-80a)
☐ Attach a copy of the position advertisement(s) posted on web site(s).
☐ Attach a copy of all other advertisements, annotating the publication and month the advertisement appeared.

B. If you augmented the search process with alternative search methods, please attach the following (if applicable):
☐ For letters to other institutions – attach sample letters and a list of names and addresses used for the mailing.
☐ For postings on bulletin boards or at meetings - attach a list of posting date(s) and location(s) where posted.
☐ For telephone canvassing – attach the list of questions asked and include the names of individuals called.

C. Describe the effectiveness of your strategies to obtain a diverse pool of candidates.
_____

Part III. Applicant pool and candidates to be interviewed.

A. Analyze the Applicant Pool – *Complete either Item 1 or Item 2 BELOW.*

1. Attach Academic Recruitment Survey Report from RECRUIT. *If the response rate in RECRUIT was lower than 50%, complete Section 2 below.*

2. How many applications did you receive? _____ Indicate gender and ethnicity of applicants:

	Caucasian	Asian	African American	Hispanic	American Indian	Pacific Islander	Unknown Ethnicity*
Male:							
Female:							
Unknown Gender*:							

*Federal regulations require that we make a good faith effort to identify the gender and ethnicity of applicants.

B. List the candidates who will be invited to interview (please attach Curriculum Vitae for each). If gender and/or ethnicity are unknown, indicate with a "U" in the space provided.

Candidate Name	Gender	Ethnicity	Year of Ph.D. (or highest degree)

C. If there is a discrepancy between the applicant pool availability and the short-list of invited candidates (as listed in Part III, Section B), please attach a memo of explanation. ☐ No Discrepancy ☐ Explanation Memo **Attached**

Department Chair: _____ **Date:** _____

Equity Advisor *: _____ **Date:** _____

Dean: _____ **Date:** _____

*Note: any equity advisor may sign but make sure the equity advisor(s) in your school receive(s) a copy.

Final Activities Statement
Regular Ranks Faculty (FTE) Position

Part I. Information about the position and final candidate:

A.

Applicant's Name	School/Department/Division

Proposed for:

Title	Step	Appointment Begin Date

Annual Salary	Percent of Full Time	Job Position Number (JP #)

B. Personal information about the candidate:

1. CITIZENSHIP: ☐ U.S. Citizen ☐ Non-U.S. Citizen

2. ETHNICITY: ☐ Caucasian ☐ African/African American

☐ American Indian

☐ Hispanic (includes Mexican/Mexican-American, Latin American/Latino/Chicano/ Spanish- American/Other Spanish)

☐ Asian (includes Chinese/Chinese-American, Japanese/Japanese-American, Filipino/ Pilipino, Vietnamese/Vietnamese-American, Pakistani/East Indian, Other Asian)

☐ Pacific Islander ☐ Unknown

3. GENDER: ☐ Male ☐ Female

4. (IF KNOWN): ☐ Disabled ☐ Covered Veteran

Part II. Applicant pool analysis:

a. ☐ Attach a copy of the approved Search Plan and Advertisement (Form UCI-AP-80a), with copies of all advertisements.

b. ☐ Attach a copy of the approved Interim Search Activities Statement (Form UCI-AP-80b), without *c.v.*'s. Include the Academic Recruitment Survey Report from RECRUIT.

Prepared by:

Department Contact: _____ Phone: _____ Email: _____

8/08 Final Search Activities Statement Form UCI-AP-80c
(Use additional pages as necessary) Page 1 of 2
UC Accountability Sub-Report on Diversity University of California, Irvine 19
September, 2009

Final Activities Statement
Regular Ranks Faculty (FTE) Position

Part III. Final candidate ranking:

A. Rank all seriously considered candidates from highest to lowest. (For the purpose of this question, "seriously considered" implies personal contact or interview with the candidate, obtaining letters of reference, seminar presentation, or the equivalent.) Indicate their gender and ethnicity, if known. (Attach a separate page if necessary.)

Rank #	**Candidate Name**	**Gender**	**Race/Ethnicity**	**Reason for Ranking**

B. Explain fully the reasons for your final selection. (Note: "Best qualified" is not a sufficient answer.) Indicate the specific reason why the other ranked finalists were not selected. Explanation should be based on the criteria used for ranking the candidates and it should address any tentative offers made to and declined by candidates who were ranked higher. Please indicate the reason for the refusal, if known.

Reviewed by: _____
    Equity Advisor   Date

Certification: The signatures below certify that this appointment is in compliance with the provisions of the campus guidelines for academic recruitments.

_____   _____
Department Chair/ORU Director   Date   Dean   Date

_____
Office of Equal Opportunity and Diversity   Date

Staff Diversity

TOWN HALL DIALOGUE SERIES

SPONSORED BY

THE CHANCELLOR'S ADVISORY COMMITTEE ON THE STATUS OF STAFF (CACSS) AND UCI STAFF ASSEMBLY

SUMMER	FALL	WINTER
EXPLORE EFFORTS	**BUILD COMMUNITY**	**ADVANCE DIVERSITY**
WEDNESDAY, JULY __, 2009	DATE TBD	DATE TBD
12:00 - 1:00 P.M.	12:00 - 1:00 P.M.	12:00 - 1:00 P.M.
LOCATION TBD	LOCATION TBD	LOCATION TBD

VISIT OUR WEB SITES AT WWW.HR.UCI.EDU/CACSS AND WWW.STAFFASSEMBLY.UCI.EDU

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University of California, Los Angeles
Diversity Narrative

1. Campus Goals and Metrics

Over the past academic year the Chancellor's Advisory Group on Diversity (CAGD) (see http://www.diversity.ucla.edu for description and membership) has developed a campus diversity strategic plan to outline our goals for the next five-ten years. Five white papers were developed (faculty, undergraduate students, graduate students, undergraduate education and staff) from which a set of challenges were delineated. Actions needed to address these diversity challenges are part of the plan. Currently the CAGD and the Chancellor are selecting the 8-10 challenges to focus on in the next academic year ('09-'10). Some work has already begun in many areas but we seek to achieve measurable progress in the specific areas that are finally agreed upon and which will be presented at the fall '09 senior management retreat.

In considering evaluative metrics there are two specific measures that are universal to the UC. The first is availability data which measures the potential diversity workforce and allows us to address the degree of underutilization in both the diversity of faculty and staff. Secondly is the low representation of racial and ethnic minorities among undergraduate and graduate students. Here, we seek increases in enrollment of African American, Chicano/Latino, and American Indian students. Other quantifiable metrics include graduation rates and/or retention rates. For other less quantifiable areas verifiable progress must be made.

While there are constraints imposed by Proposition 209, progress still can be made to increase the diversity of faculty, students, and staff. All campus leaders have the responsibility to advance diversity in their units and ensure it remains a priority. Deans, chairs, and unit heads will be asked to provide an annual report on diversity, particularly addressing those challenges and goals that the campus will focus on in AY '09-'10.

Attachment A is a summary of the Diversity Strategic Plan which is still in draft form as it is yet to be reviewed by the legislative assembly of the Academic Senate. This summary lays out the challenges set out for UCLA. In the larger document, there are action statements that address the challenges.

2. Campus Policies and Practices

a) **Faculty:** Implementation of revised APM policies

APM 210 (recognizing diversity in appointment and promotion)
In AY'08-'09 faculty received notice to include in their dossiers specific activities that contributed to diversity with respect to their research, teaching and service. CAP (Council for Academic Personnel) was particularly made aware of this policy in reviewing faculty for promotion and advancement. In the Spring Quarter the Council of Diversity and Educational

Opportunity (CODEO) of the Academic Senate recommended that the academic personnel dossier be changed to specifically include: Contributions to Diversity in Research, Contributions to Diversity in Teaching, and Contributions to Diversity in Service. By specifically setting aside space in the dossier to address these areas, faculty are more likely to include their contributions as well as make them aware that these contributions are being recognized and rewarded. This recommendation has been reviewed by the Executive Council of the Academic Senate and will be up for a vote in the Legislative Assembly in fall '09.

APM 240 and 245 (regarding affirmative action plans at the school, division and department levels)

In the Spring Quarter the EVC/Provost sends a letter to all Deans requesting a report with respect to diversity efforts made in the past year and what plans they have for the following year. Each department must compile data by race, ethnicity and gender in a report that includes the leadership of the department (e.g. chair and vice chairs), recruitments, tenure and promotions, separations and retentions, committees and membership, honors and awards, specific efforts to insure diversity and equity in departmental climate, and planned efforts in these areas for the following academic year. Each faculty member of the department must be given an opportunity to review the departmental document before it is sent to the Dean of the school or division. The Dean compiles the reports from all the departments and provides a 3-4 page summary of the current diversity efforts and future plans for the school or division with particular attention to his/her role in these activities in the past academic year and planned efforts in the next year. The reports are due at the end of the academic year. The Vice Provost for Faculty Diversity & Development meets with each Dean and discusses the report and provides the EVC with a summary and evaluation of the diversity efforts of the school or division. These reports are used to note areas that may need strengthening and in the evaluation of Deans and chairs as well.

APM 760 (on privileges and benefits related to work and family issues)

With respect to APM 760, UCLA only has data on APM 760-30, Stopping the clock for the care of a child or children. APM 760-28, Active Modified Duties, is used but since there is no central funding source, the modified duties are arranged through department chairs and Deans. This is an area where we intend to collect data in the future.

In AY'07-'08, eleven individuals (7 women and 4 men) requested time off the clock while in AY'08'09, nineteen individuals (15 women and 4 men) made such a request. In analyzing the data over a twenty year period, there was great variation across academic fields. In the College, social science faculty made the most requests (n=16) and physical science faculty made the least (n=2). There has been a gradual increase over time in the use of childcare leave and deferral of promotion review. Between 1996 and 2001, there was an average of 8 deferrals each year while since 2002 the deferrals have increased to almost 14 a year (all these data include the School of Medicine). While women are more likely to use APM 760-30, almost one-third of those using this benefit are men.

b) **Undergraduate Students:** Annual review of admissions, enrollment, persistence and graduation rates by race/ethnicity and gender for freshman and transfer students.

New Freshman Students AY'08-'09

	APPLICATIONS	ADMITS	NEW STUDENTS		
Fall 2008	Received	Offered	% Apps	Registered	% Apps	% Admits
All Students	55,437	12,660	22.8%	4,735	8.5%	37.4%
African American/Black	2,821	453	16.1%	230	8.2%	50.8%
Amer. Ind/Alaska Nat.	298	43	14.4%	11	3.7%	25.6%
Asian or Pacific Islander	19,211	4,822	25.1%	1,712	8.9%	35.5%
Chicano/a or Latino/a	10,298	1,684	16.4%	750	7.3%	44.5%
Foreign	2,851	627	22.0%	142	5.0%	22.6%
Unstated, Unk, Other	3,553	1,036	29.2%	341	9.6%	32.9%
White, Non-Hispanic	16,405	3,995	24.4%	1,549	9.4%	38.8%

New Transfer Students   AY'08-'09

	APPLICATIONS	ADMITS	NEW STUDENTS		
Fall 2008	Received	Offered	% Apps	Registered	% Apps	% Admits
All Students	15,075	5,200	34.5%	3,220	21.4%	61.9%
African American/Black	547	155	28.3%	92	16.8%	59.4%
Amer. Ind/Alaska Nat.	110	28	25.5%	17	15.5%	60.7%
Asian or Pacific Islander	4,225	1,470	34.8%	887	21.0%	60.3%
Chicano/a or Latino/a	2,224	751	33.8%	476	21.4%	63.4%
Foreign	1,809	641	35.4%	416	23.0%	64.9%
Unstated, Unk, Other	1,259	454	36.1%	267	21.2%	58.8%
White, Non-Hispanic	4,901	1,701	34.7%	1,065	21.7%	62.6%

Among new students entering as freshman in AY'08-'09, 42% were men and 58% were women. Among new transfer students in AY'08-'09, 46% were men and 54% were women.

Of UCLA undergraduates who entered as freshman in 2001, 89 percent graduated within six years, which is the highest graduation rate in the UC system and comparable to those of the top private universities. The persistence rate for those entering as freshman was 97%. The three-year graduation rate for community college transfer students is approximately the same; also well above the UC average. Their persistence rate is 95%.

UCLA has one of the most diverse undergraduate student bodies in the country. More than one in five (21 percent) of entering freshmen in fall 2008 was from an underrepresented minority group (Native American, African American, Latino, or Chicano), while 36 percent were Asian, 33 percent white, and 3 percent foreign (with the remainder other or unknown). Overall, the undergraduate student body was 3.5 percent African American; 38.2 percent Asian, 14.9 percent Chicano/Latino, 33.9 percent white, 4.5 percent foreign, and 4.6 percent other or unknown.

The student body is diverse with regard to cultural and linguistic backgrounds. Results of a 2008 student survey indicate that 53 percent of UCLA respondents speak a language other than English at home at least some of the time. Two-thirds of respondents have a parent who was born in a foreign country.

Most UCLA undergraduates believe that their education has enhanced their understanding of and appreciation for diversity. Results of a 2006 student survey indicate that 95 percent of UCLA respondents rated their ability to appreciate racial and ethnic diversity as good or better; and, 91 percent rated their ability to "appreciate cultural and global diversity" as good or better.

    c) Graduate and Professional School Students: Annual review of graduate and professional school enrollments by race/ethnicity and gender, by department/ program.

Of 11,684 graduate students enrolled at UCLA in fall 2008, 39 percent were pursuing a doctoral degree, 32 percent were working toward a professional master's, 17 percent were working toward a first professional degree (i.e., medicine, dentistry, law), and 11 percent were enrolled in academic master's degree programs. Most graduate students (64 percent) are from California. Another 21 percent are from other states and 15 percent are foreign.

Following national trends, graduate students show less ethnic diversity and more geographic diversity than do undergraduates. Of graduate students enrolled in fall 2008, 48 percent are female and 13 percent are from under-represented minority groups. More specifically, 0.5 percent of graduate students are American Indian, 4 percent are African American, 19 percent are Asian, 9 percent Chicano/Latino, 39 percent white, 15 percent foreign, and the remainder unknown. African American and Chicano/Latino students are slightly more likely to enroll in master's programs (both professional and academic) than either doctoral programs or first professional programs —law, medicine, and dentistry.

Underrepresented Graduate Student Enrollment (08-09) by School/Division

	African/Am	Hispanic	Amer Ind	**Total Enroll**	African/Am	Hispanic	Amer. Ind
Arts and Architecture	17	39	2	**395**	4.3%	9.9%	0.5%
Education & Info Studies	68	210	2	**870**	7.8%	24.1%	0.2%
Engineer. & Applied Sciences	15	51	4	**1329**	1.1%	3.8%	0.3%
Humanities	15	54	2	**635**	2.4%	8.5%	0.3%
Life Sciences	19	47	1	**522**	3.6%	9.0%	0.2%
Nursing	28	53	2	**374**	7.5%	14.2%	0.5%
Physical Sciences	7	50	2	**837**	0.8%	6.0%	0.2%
Public Affairs	30	67	2	**487**	6.2%	13.8%	0.4%
Public Health	32	50	20	**592**	5.4%	8.4%	3.4%
Social Sciences	49	55	1	**778**	6.3%	7.1%	0.1%
Theater, Film & Television	29	39	0	**391**	7.4%	10.0%	0.0%
TOTAL	**294**	**665**	**38**	**7210**	**4.1%**	**9.2%**	**0.5%**

Does not include Medicine, Dentistry, Law or Management

d. Postdoctoral Scholars: Annual review of postdoctoral scholars by race/ethnicity and gender, by department/program.

In AY '08-'09 there were 931 Postdoctoral Scholars working on the campus. 357 (38%) were women and 574 (62%) were men. Of this group 345 (37%) were domestic postdoctoral scholars and 586 (63%) were international scholars. Of the 345 domestic scholars, they were represented in the following ethnic and racial groups.

Race/Ethnicity	Percent of 345 scholars
American Indian/Native American	1%
Chinese American	12%
East Indian/Pakistani American	3%
Filipino American	1%
Hispanic American	7%
Japanese American	2%
Korean American	6%
Other Asian/American Pacific Islander	2%
Decline to State	10%
Other	3%
White Non-Hispanic	53%

Postdoctoral scholars work at various locations on the campus, however about 52% are in one of the departments of the School of Medicine, 20% in one of the science departments in the College and the rest scattered throughout the many departments of the university.

e. Staff: Annual review of staff by race/ethnicity and gender by salary classification and personnel category (including senior campus leadership).

As of October 31, 2008, the campus was comprised of 19,325 career staff employees of which **12,428** *(64.3%)* were **Females** and **12,307** *(63.7%)* were **Minority.   Male** and **Non-Minority** representation was **6,897** *(35.7%)* and **7,018** *(36.3%)*, respectively. **Hispanic** representation was the highest among minorities at **4,723** *(24.4%)*, followed by **Asians** at **4,698** *(24.3%).* **Black** and **American Indian** representation was **2,803** *(14.5%)* and **83** *(0.4%),* respectively.

There has been a decline **in the overall percentage of Black representation in the staff workforce.** Black representation decreased by 0.7, from 15.2% to 14.5%. This trend mirrors similar challenges in achieving diversity among the faculty and student population.   Black representation among staff at UCLA, however, exceeds their overall representation within the UC system by 7.4%. In addition Black representation in SMG increased by 6.5% from 2.3% to 8.8%. Continuing efforts to recruit diverse and qualified applicant pools through community outreach and engagement of community organizations is important in achieving improved representation.

UCLA's personnel programs reflect a lower percentage of minorities and women in higher classifications than in lower classifications. Although general progress has been made toward a more diverse workforce at all staff levels, a key challenge is the need to enhance diversity in the higher classifications.

UCLA Staff Demographic Profile by Personnel Program-AY '08-'09

Personnel Program	Senior Management Group		Management & Senior Professionals		Professional & Support Staff		Total	
Male	22	(61.8%)	649	(45.5%)	6,227	(34.9%)	6,897 (35.7%)	
Female	13	(38.2%)	778	(54.5%)	11,637	(65.1%)	12,428 (64.3%)	
White	28	(82.4%)	908	(63.6%)	6,082	(34.0%)	7,018 (36.3%)	
Black	3	(8.8%)	92	(6.4%)	2,708	(15.2%)	2,803 (14.5%)	
Hispanic	1	(2.9%)	113	(7.9%)	4,609	(25.8%)	4,723 (24.4%)	
Asian	2	(5.9%)	303	(21.2%)	4,393	(24.6%)	4,698 (24.3%)	
American Indian	0	(0%)	11	(0.8%)	72	(0.4%)	83 (0.4%)	
Unk/Other Ethnic.	1	(2.9%)	38	(2.7%)	471	(2.6%)	510 (2.6%)	
Total Minority	6	(17.6%)	519	(36.4%)	11,782	(66.0%)	12,307 (63.7%)	
Grand Total	**34**	**(100%)**	**1,427**	**(100%)**	**17,864**		**19,325**	

Column percentages

f. Campus Climate: Use of the Principles of Community

In the past academic year the Chancellor's Advisory Group on Diversity (CAGD) drafted our Principles of Community along with a Diversity Strategic Plan. The Principles of Community (attachment B) are being reviewed by the appropriate undergraduate and graduate committees, the staff assembly, and is being voted on by the Academic Senate in the fall. It has undergone many reviews by the CAGD and it is not expected to have many changes.

While UCLA has not had a written document in the past, the principles outlined are clearly reflected in how we attend to creating a welcoming and hospitable community at UCLA, ensuring equity in opportunities and salaries, offering mentoring and support as needed, and insisting on understanding and tolerance. These principles are embodied in our four core goals and priorities: academic excellence, civic engagement, diversity, and financial security.

3. Campus Highlights/Best Practices to Share

Selected Highlights:

- **Faculty**

Search committee training has been very successful with the faculty. In group workshops faculty receive both a review of best practices in the search process as well as a review of the research data on bias in evaluating women and underrepresented individuals. While it is difficult to determine to what extent this training alone changes attitudes, it does play an important role. For this reason participation is encouraged by Deans. Effective fall'09, the legislative assembly of the Academic Senate voted to require that all search committee chairs and one additional member of the search committee must be certified in search training and all other faculty will be required to participate in at least on-line search training when it becomes available in the fall'10. Even though there will be few faculty searches in the next academic year, the workshop information provides a good foundation for addressing climate issues as well.

- **Staff**

In AY'07-'08 there were 3,817 opportunities (through transfers, promotions, and new hires); 65.7% of these positions were filled by females, 58.1% were filled by minorities. In the SMG job group there were 4 opportunities to hire; there was 1 (33.3%) female and 2 (50%) minority hires. In MSP there were 149 opportunities to hire; 49.1% positions were filled by females and 38.2% were filled by minorities. In PSS, there were 3,665 opportunities; 66.4% positions were filled by females and 59.0% were filled by minorities.

ATTACHMENT A

UCLA CAMPUS DIVERSITY STRATEGIC PLAN

<u>VISION</u>

UCLA has a tradition of commitment to diversity and has fostered a spirit of inclusiveness for its highly diverse community of faculty, students and staff. While gains have been made in many areas, a renewed strategic emphasis is needed for the future. Some particular areas have been highly successful in recruiting and sustaining a diverse faculty, student body (graduate and undergraduate), and staff. Their success can help shape how we proceed. In setting our campus-wide goals for the next ten years, we expect great variation among the local units; however, we also expect every unit to move forward. We intend to set ambitious, but realistic goals in our continuing commitment to diversity in UCLA's faculty, graduate students, undergraduate students, staff and academic programs and research. The Principles of Community form a foundation for these broad goals.

<u>UCLA's Overarching Goals:</u>

- Increase the recruitment, retention, and representation of racial and ethnic minorities, women, and other underrepresented faculty, students, and staff to a level that at least reflects the appropriate relevant pool of availability for the target population.

- Foster a campus climate that respects differences and encourages inclusiveness.

- Enhance and increase academic and research programs that address issues of diversity.

- Build and strengthen partnerships with diverse communities and community organizations to support diversity in the university and external communities.

- Develop and expand a diversity communication plan.

The following action plans are drawn from five papers developed in the areas of faculty diversity, graduate education, undergraduate student affairs, undergraduate education, and campus staff. These papers form the underpinnings and expanded discussion about strategies for addressing various areas of diversity as they affect these various components of the campus community. These action items are not meant to be all inclusive but rather a starting point that will move the campus closer to our diversity goals. At the end of each academic year, progress on these items will lead to additional actions needed to continue to move forward.
.

I. ADDRESSING FACULTY DIVERSITY: AN ACTION PLAN

Challenge 1: Implement efforts to enhance the <u>recruitment and hiring</u> of diverse faculty.

Challenge 2:   Our efforts to <u>retain all faculty,</u> particularly women and minorities, should be addressed aggressively at the earliest stage possible.

Challenge 3: The campus must attend to creating an <u>environment/climate</u> that is supportive of diverse faculty scholars and all faculty by attending to the non-academic areas affecting faculty, such as mentoring, providing leadership opportunities and addressing work-life issues.
Challenge 4:   Strong <u>Leadership</u> is critical to creating a campus climate that fosters equal opportunity, diversity and institutional change.

Challenge 5: Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an add-on in pursuit of excellence.

II. TOWARD A STRATEGIC PLAN TO ENHANCE DIVERSITY IN GRADUATE EDUCATION

Challenge 1: To better understand the factors related to successful outreach and recruitment of underrepresented minority graduate students.

Challenge 2: To enhance campus efforts to retain and improve completion rates for unrepresented minority graduate students.

Challenge 3: Establishment of a Chancellorial committee to provide oversight of graduate education initiatives to enhance diversity.

Challenge 4: Write and implement a campus-wide strategic plan for diversity in graduate education, specific to each academic division and school.

Challenge 5: Expand collaborative efforts to achieve diversity goals on part of Graduate Division, academic departments and programs.

Challenge 6: Improve the campus technological infrastructure in order to provide a smoother, more coherent admissions process and an enhanced research database.

III.   MEETING OUR STUDENTS *WHERE THEY ARE:* STUDENT AFFAIRS STRATEGIC PLAN FOR DIVERSITY

Challenge 1: Develop a Culturally Responsive Community

Challenge 2: Improve Campus Climate

Challenge 3: Develop and Strengthen Community Linkages, including the education pipeline

Challenge 4: Develop and Strengthen the Diversity Infrastructure

IV. EDUCATING LEADERS FOR DIVERSE AND GLOBAL COMMUNITIES

Challenge 1:   The percentage of undergraduate students graduating from UCLA should be 90% or higher for all student cohorts.

Challenge 2: Students from different ethnic and racial populations should be well represented across academic units with undergraduate programs at UCLA.

Challenge 3: UCLA's undergraduate students should be encouraged to pursue capstone opportunities to help them be more competitive and prepared for advanced studies.

Challenge 4: Issues of diversity should continue to be a cornerstone of UCLA's General Education curriculum

Challenge 5: Academic partnership programs for High School and Community College students should be sustained and expanded.

V. STAFF DIVERSITY AT UCLA: ACHIEVEMENTS AND CHALLENGES

Challenge 1: While UCLA is the most diverse campus in the UC system and has increased minority representation from 60.9% to 63.7% of the career staff over the last five years, further progress needs to be made in enhancing diversity across personnel programs, especially at the higher levels of staff and management classifications.

Challenge 2:   Foster staff development and career growth at all levels.

Challenge 3:   Create a positive work environment and campus climate free of harassment or discrimination.

NEXT STEPS: IMPLEMENTATION AND EVALUATION

Our overarching strategy for achieving these goals is to engage all schools, divisions, and units for faculty, graduate and undergraduate students, and staff in developing diversity plans that embrace these goals and build on their already established foundations of diversity. Annual reports submitted to the Chancellor and EVC/Provost are expected to show progress in all relevant areas. The priority areas and indicators of progress towards the campus-wide goals are outlined in this diversity plan. Additional action items will be added as we evaluate the data drawn from the various sectors reflected in this summary document.

ATTACHMENT B

Principles of Community

The University of California, Los Angeles (UCLA) is an institution that is firmly rooted in its land-grant mission of teaching, research, and public service. The campus community is committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all faculty, students, and staff.   These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior.

- We believe that diversity is critical to maintaining excellence in all of our endeavors.

- We seek to foster open-mindedness, understanding and inclusiveness among individuals and groups.

- We are committed to ensuring freedom of expression and dialogue on the spectrum of views held by our varied and diverse campus communities.

- We value differences as well as commonalities and promote respect in personal interactions.

- We affirm our responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for our diverse campus communities.

- We strive to build a community of learning and fairness marked by mutual respect.

- We do not tolerate acts of discrimination, harassment, or other harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. Such acts are a violation of these Principles of Community and subject to sanctions according to University of California policies and procedures.

The "Principles of Community" statement was developed by the Chancellor's Advisory Group on Diversity, a committee chaired by the Chancellor and representing the administration, graduate-undergraduate students, staff, and the Academic Senate leadership. The intent of this statement is to affirm the unique value of each member of the UCLA community. This statement was adopted by all constituencies, effective (July 1, 2009).   .

University of California, Merced
Diversity Narrative

Section 1. Campus Goals and Metrics

The UC Merced campus is committed to the goals of diversity and inclusive excellence. Throughout its early stages of development, the campus has subscribed to this principle and the success with recruitment of a highly diverse student body is noteworthy. UC Merced is in the process of formulating specific goals and metrics related to hiring and retention of faculty and staff.

Section 2. Campus Policies and Practices

Academic recruitment policies and procedures have been developed on the UC Merced campus in consultation with the Academic Senate, School Deans, and academic administration. UC Merced's policies and procedures (MAPP) supplement the systemwide University Academic Personnel Policies (APM). UC Merced policies and procedures also conform to the requirements found in the MOU's with various academic bargaining units.

UC Merced staff policies and procedures are consistent with University policies for staff, professional staff, and senior management. Policies and practices for represented staff conform to the terms and conditions of the various bargaining unit agreements.

In addition, the UC Merced website offers linkages to policies related to Diversity that include the UC Diversity Statement; Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment; Personnel Policies for Staff Members - Section 12 Nondiscrimination in Employment; Personnel Policies for Staff Members - Section 14 Affirmative Action; Affirmative Action Policy Statement for University of California Publications; Guidelines for Academic and Staff Affirmative Action Compliance Programs for Minorities and Women, Individuals with Disabilities, and Covered Veterans; and Nondiscrimination on the Basis of Sexual Orientation.

Moreover, the campus has adopted Principles of Community in which diversity is a key tenet. The Principles specifically embrace the campus philosophy that "...We are a community comprised of individuals with multiple cultures, lifestyles and beliefs. We celebrate this diversity for the breadth of ideas and the perspectives it brings."

In addition, the campus Strategic Academic Vision Statement, upon which the campus Strategic Academic Plan will be based, encompasses in its Guiding Principles the statement that the campus will " ...[b]uild on the diversity of our region and the campus community to provide critical linkages to the global community that will provide the workplace for our graduates."

The campus is located in a highly diverse area of the state in terms of ethnicity, economic factors, and access to healthcare. The San Joaquin Valley, which hosts the UC Merced campus, can be characterized as an area that is more poverty stricken than Appalachia, and has low educational attainment and presents abundant health issues. The campus will play an increasing role in bringing economic diversification and prosperity to the region, as well as contribute to the development of an educated workforce and enhance cultural offerings in the area. The diverse UC Merced campus will serve as a catalyst to the overall advancement of this fastest growing region of the State.

Section 2. A. Faculty:

Each School Dean is committed to the principle of increasing the diversity of the faculty ranks. As one of the initial steps in faculty recruitment, the Deans review the current list of available Presidential Postdocs, along with the availability statistics for recent Ph.D. graduates in the United States. The Deans share this information with the Academic Personnel Chairs and with each Search Chair. Search committees are required to complete a search plan that details the processes to be followed to recruit from underrepresented groups. Each plan includes an advertising strategy, letter campaign, and personal calls to other institutions to generate a diverse pool. The Academic Personnel Chair and Dean review each plan prior to its submission to the Academic Personnel Office. Staff analysts provide an additional review of the plans for completeness and highlight any concerns for review by the Vice Provost or Executive Vice Chancellor and Provost. Any such concerns are discussed with the Dean.

Throughout the search process, the Dean, Academic Personnel Chair, and the Search Chair monitor the diversity of the pool and at any point can require additional action to augment the diversity of the pool. Also, there is careful review before the short-list candidates are invited to campus for interviews. Funding for each search is allocated by the Executive Vice Chancellor. If the opportunity arises to bring additional qualified, diverse candidates to the campus for interview, the Dean can request supplemental recruitment funds from the Executive Vice Chancellor and Provost.

The Academic Personnel Office provides faculty with information on APM 760 and offers one-on-one counseling for academic appointees considering family or childbearing leaves. Information is also provided on the UC Merced MAPP website
http://academicpersonnel.ucmerced.edu/index.asp

Services of the Office of Academic Personnel are administered through the Vice Provost for Academic Personnel and the Assistant Vice Chancellor for Academic Affairs.

As off fall 2008, faculty numbered 170 full-time personnel, of which 38% were female and 62% were male. The ethnicity of the faculty is summarized as 0% African American, 14% Asian/Pacific Islander, 12% Hispanic, 2% Native American, 61% White, 8% Nonresident Alien, and 4% Unknown/Other. To the degree that recruitment of additional faculty occurs in this period of financial stringency, the campus will continue to work vigorously to further diversify the faculty ranks, with a continued focus on recruitment of African American faculty.

2. B. Undergraduate Students:

Since opening in 2005, the UC Merced student body has been the most ethnically diverse among the UC campuses. There is no ethnic majority in the student body ranks. The fall 2008 undergraduate population was 6.5% African-American, 33% Asian, 30.1% Hispanic, 0.7% Native American, 24.1% White, 1.2% International, and 4.5% Other/Unknown.

The campus student body is geographically diverse as well, with about one-third of the undergraduates coming from the Bay Area, one-third from southern California, and one-third from the San Joaquin Valley. Other demographic data includes information that 50.4% of undergraduates are the first in their families to graduate from college, 17.2% are from backgrounds where the first language is not English. In addition, about 41% of the students are from lower income homes. Contrary to national trends, UC Merced enrolls more male (53.3%) students than female (46.7%).

The academic progress of individual students is tracked from the day of entry by faculty, the Deans, and student affairs office personnel, especially with respect to those students at risk. The campus has in place extensive tutorial programs and faculty and the Deans work closely to monitor progress.

The campus Center for Educational Partnerships is very effective in working with many of the rural schools located in economically challenged areas of the San Joaquin Valley, as well as with a range of other Valley K-12 schools to strengthen curriculum to enable students to compete more effectively for admission to the University of California, Merced or to another UC campus. These programs yield enhanced preparation that aids students in their adjustment to the rigors of a research university education. The campus also is engaged in assessing educational outcomes and applying the indicators of educational effectiveness to strengthen educational delivery methods.

The campus recruits undergraduate students from around the state, the nation, and from foreign countries. Campus leadership believes that the diverse and inclusive nature of the campus accounts for the breadth of diversity among the student body. The UC Merced campus is the most ethnically diverse of the UC campuses and all indications are that this enrollment characteristic will continue. UC Merced faculty, staff, and students are committed to the principle of inclusiveness.

2. C. Graduate and Professional School Students

The campus enrolled 184 graduate students in fall 2008. Of this number 84.8% are doctoral students and 15.2% are pursuing masters degrees. Among graduate students, 73% are male and 37% are female. With respect to ethnicity, there is no majority within the graduate student ranks and the population can be described as 1.1%African American, 8.7% Asian American, 12% Hispanic, 0% Native American, 28.8% White, 35.3% International, and 14.1% Unknown/Other.

The offices of the Vice Chancellor for Research/Dean of the Graduate School, and the Vice Chancellor for Student Affairs, as well as faculty members who serve as major professors or who

are involved in the graduate education programs, provide assistance to the graduate student population to ensure that the students are successful in their transition to graduate school. In addition, transitional assistance is provided to international graduate students as they move to Merced in pursuit of an advanced degree. Several graduate students serve as Teaching Assistants and efforts are exerted to ensure that high quality teaching is provided by this cadre of graduate students.

At this time, the UC Merced campus does not enroll professional students, but campus plans call for the development of professional schools over time as the campus matures.

2. D. Postdoctoral Scholars:

The School Deans are provided an annual report of the race/ethnicity and gender of their postdoctoral scholars, faculty, and students. Since UC Merced is still small and does not have departments, the data is provided in a manner that prevents identification of individuals.

2. E. Staff:

The UC Merced Office of Human Resources supports the university mission of teaching, research and public service. The office is committed to provision of effective services to recruit, develop and retain a diverse and highest quality workforce within a respectful and collaborative work environment.

The policies identified in the preface to section 2 of the report are administered fairly and in compliance with the underlying policy statements of the University of California. The campus offers an environment that respects the diversity of the workforce and embraces the view that diversity strengthens the effectiveness of the campus and enriches the association among all members of the campus community.

The campus has functioned under the affirmative action policy umbrella of the Office of the President in its early years of operation. UC Merced currently is developing a campus policy on affirmative action and goals and metrics will be formulated as a part of that effort. Diversity is an important factor in the recruitment of staff at all levels. Diversity is also included among criteria on which performance assessments are based.

Recruitment efforts are tailored to specific posts. The campus typically places recruitment notices on "lnsideHigherEd.Com" (including its specific diversity package) and in journals such as "Diverse" and "Diversejobs.com". The campus also contacts specific organizations dedicated to advancing diversity to augment search efforts. In addition, the campus advertises in the annual "Diversity in Academe" issue of the Chronicle of Higher Education (copy attached). The campus human resources recruitment team participates in several career expos focused on diversity in the workplace.

Staff ethnicity as of fall 2008 is 4% African American, 9% Asian/Pacific Islander, 28% Hispanic, 1% Native American, 53% White, 1% Nonresident Alien, 4% Other/Unknown. Among staff members, 67% are female and 33% are male.

2. F. Campus Climate:

The UC Merced Principles of Community appear on the campus website as well as on the Academic Personnel website. They are provided to new faculty and discussed at the Fall New Faculty meeting. The Principles are also provided to staff at the time of hiring and are emphasized on many occasions throughout the year.

In addition, designated UC Merced faculty and staff are subject to University requirements for training regarding sexual harassment prevention, ethics, and conflict of interest.

The campus also is expanding its own training programs to include a focus on a number of themes related to diversity through the MOSAIC Program (Maximizing Opportunities for Social-Awareness, Inclusion and Community). The initial training themes include Exploring Diversity and Inclusion at UC Merced, Promoting Effective Communications in a Diverse Culture, Understanding and Valuing the LGBT Student and Staff Community, Cohorts in Time - The Generations, and Honoring Cultural Diversity.

The diverse nature of the UC Merced campus also heightens the awareness of the campus community and the host City and County of the breadth of experience and cultural opportunities that flow from the presence of a diverse student body and workforce.

Section 3. Campus Highlights:

Student recruitment and retention efforts have been particularly successful in supporting the campus goal of diversity and inclusive excellence.

The recruitment of students involves use of the steps typical of most major campuses, enhanced by specific complementary measures. Byway of example, the UC Merced campus initiated a program in Spanish for parents of prospective students and the campus has produced a number of materials in Spanish. UC Merced also invites prospective students to visit the campus and attend events with the student body to provide a more in depth exposure to the student community and to illustrate more clearly the diverse nature of the campus. The campus also has located regional admissions recruitment offices in southern California and in the Bay Area In addition, a campus task force has recommended the establishment of a cultural center. The report and its draft vision statement currently serve as a model for student programming.

UC Merced has hired seven Presidential Post Docs across all three Schools. We continue to increase our diversity in the faculty ranks. Data summarized by the UC Merced Institutional Planning and Analysis Office is displayed on the website:
http://ipa.ucmerced.edu/docs/Faculty%20-
%20staff/Instructional%20Faculty%20Demographics.pdf

The campus has established a Committee on the Status of Women and it is recommended that a Chancellor's Diversity Council be formulated and co-chaired by a Dean and a staff member.

Attachment

GRAYSTONE GROUP
A D V E R T I S I N G

<u>**Section 3:**</u>

<u>**3.2 Samples of ads designed & produced by Graystone Group**</u>

<u>**Ad #1**</u>

Everyone here Makes a difference.

The **University of California, Merced** is the newest and tenth campus of the University of California system and the first American research university built in the 21st century. UC Merced attracts some of the most qualified staff and faculty with diverse racial, ethnic and socioeconomic backgrounds. The University is committed to a culture of inclusion with vitality and cultural richness that is driven by our diversity.

UC Merced is a growing, thriving university where everyone plays a major role in the institution's development. We're working to educate future generations of diverse leaders and to find the solutions to some of the world's most pressing challenges through our cutting edge research.

We seek diverse, innovative employees who have strong work ethics and people who want to contribute their talents and expertise to support our campus.

Visit ucmerced.edu/jobs and discover how you can make a difference.

University of California, Riverside
Diversity Narrative

The University of California, Riverside has earned a reputation as a campus of diversity, excellence, and access. A March 2007 article in *The Chronicle of Higher Education* carried a headline that read, "In California, a Public Research University Succeeds Because Its Low-Income Students Do." Likewise, a U.S. Department of Education study of 1,300 colleges and universities found that UC Riverside "stood out" compared to similar doctoral institutions because of the size of our low-income student population and our relatively high graduation rate among African Americans.[1] This positive campus climate—achieved over the course many years—has had an impact not only on students, but on faculty, staff, and even scholarship at UCR.

CAMPUS GOALS AND METRICS

A major goal for 2009-10 is to increase the synergies between UCR's diversity initiatives and the new academic strategic action plan that is being developed by the campus. The leadership of UCR is committed to institutional and public accountability, which emphasizes efficient use of resources and establishing concrete measures of progress. The intent is to build upon UCR's strengths in ways that improve outcomes. We seek improvement not only in areas for which traditional measures of progress are readily available, such as group representation and retention and graduation rates, but also in less readily quantifiable dimensions of a multicultural environment, such as the quality of the climate in which all members of the University community work or pursue their educational goals. This means that every unit on campus takes some part of the responsibility for creating and maintaining this cultural transformation.

Specific goals and indicators of success include the following:

☑ Developing a robust understanding of diversity and a welcoming campus climate
  ► Clear and consistent descriptions of UCR's diversity and excellence objectives and initiatives.
  ► An environment characterized by equal access and respected participation for all groups and individuals, regardless of cultural differences.
  ► A campus where diversity is valued for the added excellence and intellectual vitality that it brings to the campus, and not just tolerated.
  ► A campuswide diversity strategic planning process, in which each unit is responsible for establishing and monitoring diversity enhancement strategies on a regular basis.

- ▶ Systematic climate improvement initiatives and assessment processes at all levels.
- ☑ Recruiting, retaining, and successfully graduating a diverse student body.
  - ▶ Innovative recruitment strategies that maintain and improve diversity and equity as the campus becomes more selective.
  - ▶ Early intervention programs that increase the pool of prospective students.
  - ▶ Broadened efforts to actively recruit students from additional underrepresented groups such as adult learners, veterans, students with disabilities, LGBT students, and students with different religious beliefs.
  - ▶ Programs to reduce disparities in enrollment, retention, and graduation rates for students from underrepresented groups.
  - ▶ Securing federal grants and other sources of support to help carry on the work of promoting the success of our diverse student body (e.g., Hispanic-Serving Institution grants).
  - ▶ Increase the diversity of UCR's graduate and professional school student population.
- ☑ Recruiting, advancing, and retaining a diverse faculty and staff.
  - ▶ A diverse workforce in which the contributions of each member—faculty, staff, or administrator—are respected and valued.
  - ▶ Policies that create an environment to allow each individual to realize his or her potential, and where each is empowered to contribute to the betterment of UCR.
- ☑ Developing a curriculum that supports the diversity goals of the University.
  - ▶ A diverse and multicultural curriculum and research initiatives that prepare graduates to excel and learn in increasingly multicultural workplaces.
  - ▶ Cultivation of cross-cultural communications skills and a repertoire of problem-solving and thinking skills.
- ☑ Diversifying UCR leadership and management.
  - ▶ A diverse and multicultural management team at all levels of the organization.
  - ▶ A balance between promoting from within and bringing new talent and perspectives to UCR.
- ☑ Organizing for change to support diversity goals.
  - ▶ Resources for diversity initiatives, even in challenging budget times.
  - ▶ An infrastructure that is appropriately organized and which functions efficiently to support diversity initiatives.
  - ▶ A system of accountability, resource mobilization, and long-term planning strategies to ensure realization of UCR's diversity goals.

CAMPUS POLICIES AND PRACTICES

UCR utilizes a variety of policies and practices to support its diversity goals, some of which are developed at the UC system level and others are campus-based.

a. Faculty

UCR has a strong commitment to faculty diversity, as illustrated by the creation of the Associate Vice Provost for Faculty Equity and Diversity position in 2005. This office, along with the

Office of Faculty and Staff Affirmative Action and the Associate Vice Chancellor for Diversity, Excellence & Equity, works to nurture and promote faculty diversity and excellence at UCR.

University of California, Riverside — Women Faculty in STEM and Social Science Fields at Partnership Campuses: 2008					
Metric	**UCI**	**UCLA**	**UCR**	**UCSD**	**UCSB**
Number of Tenured Faculty	540	597	300	509	464
Percent Female	*22.4%*	*18.6%*	*19.3%*	*16.0%*	*21.2%*
Number of Tenure-track Faculty	168	124	105	142	84
Percent Female	*38.7%*	*35.5%*	*40.0%*	*32.0%*	*32.7%*

At UCR, we have been making steady progress. Since 2005, proportions of women faculty have risen campus-wide, particularly in STEM fields, and proportions of URM faculty have also increased, albeit modestly in CNAS (see above). The number of women in STEM and social sciences rose between 2006 and 2008, particularly in the life and physical sciences. UCR is now leading the other Southern California UC campuses in the number of non-tenured women and tenured URM faculty in STEM and social sciences. Overall, UCR has a higher percentage of ladder-rank faculty of color than eight other UC campuses and we are also ahead of UC's Comparative 8 institutions (Accountability Indicators 7.2-7.3). With respect to the proportion of women among ladder-rank faculty, UCR is similar to several UC campuses tightly clustered around 30% and we are slightly ahead of the Comp 8 average.

Steps we are taking to ensure that our progress continues include: education of search committees and other faculty and administrators associated with the recruitment process; sponsorship of speaker series and other campus activities that raise the profile of faculty diversity; support of the UC Presidential Postdoctoral Program; and participation in inter-campus efforts such as the "Leading Through Diversity" program for the five southern California UC campuses.

b. Undergraduate Students

More than 98 percent of Riverside's undergraduate student population comes from California, reflecting the diverse face of the State ethnically, economically, socially and educationally. UCR ranks fifth nationwide among public research universities for undergraduate diversity (*US News & World Report*, 2009), and is the most ethnically diverse of the UC campuses (Accountability Indicator 4.3). Of the 4,423 first year students who matriculated fall quarter 2008, Asian and Pacific Islander students were the largest group at 42 percent, followed by a Latino/Chicano students at 33 percent. White students comprised 15 percent, African Americans made up 8 percent, while the American Indian student count was less than 1 percent. An increased number of students are making UCR a campus-of-first-choice because of its non-majority population, and the significant educational experiences and enrichments that diversity intrinsically brings to the classroom and extracurricular activities.

Regarding affordability and access, UCR awards the highest percentage of Pell Grants of any UC campus or comparable national research university – 43 percent of the undergraduates, or 11 percentage points higher than UC system average of 32 percent (Accountability Indicator 2.4). Data for fall 2008 entering first-year students show 71 percent receiving some sort of financial aid from the university (UCR College Portrait 2008). UCR also has the highest percentage of first-generation college students (50% in 2008) of any UC campus (Accountability Indicator 4.9). In addition, more than three-quarters of UCR's students come from four surrounding counties (Los Angeles, Riverside, San Bernardino, and Orange). Our "backyard" counties of Riverside and San Bernardino have some of the lowest college-going rates in the State (CPEC, 2009). The average SAT score and high school GPA are slightly lower than UC system-wide averages, and just over half of the entering first year students take preparatory work in writing, mathematics, or both (IRUE, Fall 2008).

University of California, Riverside First Year Retention and Six Year Graduation Rates Fall 2002 New Freshmen and Fall 2004 New Transfer Students				
Ethnicity and Gender	Freshmen First-Year Retention	Freshmen Six-Year Graduation Rate	Transfer First-Year Retention	Transfer Six-Year Graduation Rate
African American	92.8%	73.9%	86.0%	74.0%
Asian American & Pacific Islander	86.6%	65.3%	86.9%	81.8%
Chicano- Latino	81.5%	61.6%	85.4%	80.0%
White	83.6%	61.5%	85.2%	74.3%
Other Ethnic	82.6%	67.2%	89.8%	74.6%
Men	84.5%	60.7%	85.0%	76.7%
Women	85.3%	67.1%	87.6%	80.2%
Fall 2002 New First Year Cohort	84.9%	64.3%	86.2%	78.3%

Given these challenges, UCR does well by its students. As indicated in the Figure above, first to second year retention is almost 85 percent, much higher than the nationwide average of 72.9 percent for public research/doctoral level institutions. Six-year graduation rates hover around the national average of 65 percent for public research universities (or 68% if you include students who ended up graduating at another UC). Importantly though, and definitely a point of pride for UCR, is that retention and graduation rates are relatively equal across ethnicity and gender categories – a sign of UCR's strong commitment to diversity and excellence. A higher percentage of women than men complete degrees.

Also indicated in the Figure above, UCR's retention of new transfer students is slightly more than 86 percent, with four-year graduation rates around 78 percent. Again, retention and graduation rates are relatively equal across racial/ethnic categories. Moreover, in 2008, UCR became the first UC campus to receive the federal education designation of Hispanic-Serving Institution. Subsequently, the campus won a $3.3 million federal grant to bring more Hispanic and low-income transfer students into the STEM fields.

How does UCR accomplish these outcomes with such a vulnerable student population? The campus understands that successful transition from high school (or community college) to university academics is crucial, and prioritizes undergraduate student success. Academic engagement programs are tailored to the needs and concerns of entering first year students and new transfers, including first-year learning communities, supplemental instruction, early alert programs, and success series workshops, as well as undergraduate research opportunities for transfers. Changes to the academic advising system created a reasonable student-advisor ratio and incorporated student development theory into advising practice. To balance their studies and grow personally, students are actively encouraged to become involved in co-curricular, professional, cultural and social activities. UCR is an academic community that highly values the educational benefits of diversity, benefits that are well-established in the scholarly literature on undergraduate education.[2]

Responses to the 2008 UCUES show that 95 percent of UCR students rated their ability to appreciate, tolerate, or understand racial and ethnic diversity as good or better; 91 percent rated their ability to appreciate cultural and global diversity as good or better. Moreover, 61% reported gaining a deeper understanding of other perspectives through conversations with students of different nationalities, races, or ethnicities (UC Accountability Report 2009, Indicator 5.5).

UCR's students come from linguistically diverse households, as 46.4 percent (2,051) learned another language and English first, and 15.7 percent (694) whose first language was not English (AP&B, 2007).

c. Graduate and Professional School Students

UCR remains committed not only to a large and vibrant graduate community but also to a diverse and successful one. Timely progress through a degree program is one measure of success. During the past three years, Master's students at UCR have required between 1.9 and 2.1 years, on average, to complete their degrees. Doctoral students have required 5.2 years. Both of these are consistent with the normative times to degree expected by UCR graduate programs and with peer institution averages.

Another measure of success is student placement. Over the past three years, academic placements (defined as non-UCR positions, both tenured and untenured such as lecturers and post-doctoral researchers) for College of Humanities, Arts and Social Sciences (CHASS) students have averaged 54% of the sample (159 students reporting). Academic placements for College of Natural and Agricultural Sciences (CNAS) students have averaged 40% of the sample (241 students reporting). Both of these percentages have been trending generally upward during the past ten years.[3]

The Graduate School of Education has established a Masters of Education degree and has developed a credential program emphasis on training in science, technology, engineering and mathematics (STEM) fields. The STEM focus includes partnerships with the campus ALPHA (Academy of Learning through Partnerships for Higher Achievement) Center, which works with local school districts and schools to improve performance in the fields of science and

mathematics. The credential program also cooperates with the California Teach Science Mathematics Institute (CaTEACH-SMI) program, designed to increase the number of highly qualified diverse teachers in science and mathematics for California's diverse classrooms.

UCR is known as a national leader in terms of undergraduate diversity and strives for similar achievements in its graduate student population. Overall UCR's graduate student body diversity is significantly higher than the national average, based on data published by the Council of Graduate Schools. Nearly 31% of UCR's domestic graduate students are minorities (African American, Hispanic, Native American, and Asian/Pacific Islander), compared to 22% nationally, with notably large populations of Hispanics and Asians/Pacific Islanders. UCR's overall graduate diversity is slightly below average for UC campuses and only slightly greater than at the "comparison eight" institutions, whereas our URM enrollment is slightly above average for UC campuses (Accountability Indicator 6.3). Enrollment of women is about average for the UC system (Accountability Indicator 6.6).

The Graduate Division has undertaken efforts to increase the recruitment of under-represented minorities and increase the success rate of these students. A recent success story has been the increase in the African-American graduate student population. In 2005-06, 53 African-American students applied for graduate admission, 13 (25%) were admitted and 7 (13%) enrolled. In 2007-08, 89 applied for admission, 28 (31%) were accepted and 23 (26%) enrolled. The increases in both the number and percentage of enrollments are a testament to the efforts of the Graduate Division and individual programs across the campus.

d. Postdoctoral Scholars

Both the UC system and UCR offer a variety of programs for graduate students and postdoctoral scholars. Traditionally the campus has been successful in recruiting international graduate students, especially in the STEM fields; recently it has become successful in recruiting domestic students of color. In addition, the following programs are available and used by UCR's graduate and postdoctoral students:

- *UC Presidential Postdoctoral Program*. UCR has increased its number of applicants to the UC Presidential Postdoctoral Program, as well as the number of postdoctoral scholars it invites to join UCR's faculty.
- *UCR Postdoctoral Fellowship*. This campus-based fellowship is funded from the Chancellor's office. To date the campus has funded two fellows of color.
- *New Maternity and Family Leave Policy*. The administration will be recommending a new policy to the Academic Senate, Graduate Division and Labor Relations that would clarify issues of maternity leave and family leave.

e. Staff

UCR staff makes it possible for our campus to carry out its mission of research, teaching and public service. UCR has about 2,600 non-academic staff, and 46.8% of these employees are people of color, which is similar to the UC system average (Accountability Indicator 8.3). However, we have higher percentages of Chicano/Latino (26.2%) and African American (9.6%)

staff compared to UC totals. Women comprise 58.6% of UCR staff, which is below the UC system average (Accountability Indicator 8.4).

As indicated in the figure at right, the proportion of women and minorities decreases when moving from Professional Support Staff (PSS) to Management & Senior Professional (MSP) and the Senior Management Group (SMG) positions. UCR, however, has a higher percentage of women and minorities in our leadership ranks (SMG) in recent years than the UC system overall (compare to Accountability Indicators 8.3-8.4). Both male and female staff members at UCR average about 44 years of age; and both male and female employee average about 8 years of service.

University of California, Riverside Staff Workforce Diversity Comparisons*			
Gender	**PSS**	**MSP**	**SMG**
Female	60%	51%	29%
Male	49%	23%	39%
* Women of color are counted in both rows			

UCR data from 2005 to 2007 reflect a steady rise in minority representation across all personnel classifications. UCR minority staff PSS increased from 44.4% in 2005 to 49.1% in 2007, minority SMG positions increased from 25% in 2005 to 38.5% in 2007, and minority MSP positions increased slightly from 22.9% in 2005 to 23.4% in 2005.

f. Campus Climate

In addition to its efforts to diversify the composition of its staff, UCR attempts to instill values among staff that embrace diversity and multiculturalism. The Principles of Community are promoted throughout the employment lifetime of staff. Upon hire, our staff are introduced to the principles during New Staff Orientation: the origin of the principles and the importance of the principles to the campus community are discussed; a copy of the principles is provided. The Principles of Community are also incorporated into the annual performance appraisal process. UCR has developed campus wide standards that apply to every staff position including the Principles of Community. A description of this performance expectation is provided and every staff member is appraised on his or her ability to demonstrate the principles in the workplace.

In 2006, a Staff Climate Survey was conducted. Included in the survey were several items related to various aspects of diversity. Responses to the survey indicated that staff feel that they are treated equitably and value the diverse environment in which they work. A chancellor's advisory committee was formed to address areas of opportunity brought to light by survey results. The committee organized workgroups and focus groups to examine issues related to career opportunities, communications, and staff recognition. The process yielded 15 short- and long-term recommendations to address concerns in each of these areas. The campus is now in the process of implementing these recommendations. Staff Assembly and representatives from the UCR Coalition of Unions are significantly involved in the process. The advisory committee continues to examine and oversee the staff survey process and will implement the next general survey in 2010.

CAMPUS HIGHLIGHTS/BEST PRACTICES TO SHARE

The Regents' statement on diversity states that "Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society." UCR embodies this notion, as well as what Justice Lewis Powell in the *Bakke* case identifies as a benefit of diversity, which is that it is "conducive to speculation, experiment and creation—so essential to the quality of higher education." Our faculty report that the nature of their scholarship is changed by the dynamism of UCR's classroom diversity.[4]

As noted earlier, Riverside became the first UC campus to receive the federal education designation as a Hispanic-Serving Institution (HSI). Subsequently, UCR won a $3.3 million federal grant to bring more Hispanic and low-income transfer students into the STEM fields, and we hope to secure other HSI funds in future years. UCR offers a variety of innovative programs for faculty, staff, and administrators to enhance their skills and provide an infrastructure to support the campus' diversity efforts:

Diversity Education and Leadership Initiative - Diversity Education and Leadership Initiative (DELI) was conceived in order to build institutional capacity for excellence and diversity by developing a single campus-wide strategy for diversity efforts. The DELI Steering Committee is carrying out its mission through three strategies: development of a web-based clearinghouse for diversity programs and information a communication strategy with both an external and internal focus, and the development of assessment and evaluation tools to measure the success of diversity initiatives. The first major program of the initiative is the Making Excellence Inclusive six month certificate program for faculty and staff. The first group graduated in June 2009.

DELI Assessment and Evaluation Committee - The infrastructure to support the DELI initiative includes three subcommittees, one of which is the Assessment and Evaluation Committee. The charge for the committee is to determine the appropriate metrics by which the components of the DELI can be assessed. Guided by the work of Dr. Edward Hubbard in his book *The Diversity Scorecard*, the committee has created a DELI Scorecard that provides the structure for assessing the effectiveness of five DELI components.

UCR's Graduate Division is implementing a campus wide GRAD PREP (Professional Education and Placement Program) to focus on graduate success during students' time at UCR, including preparation to be successful in their searches for jobs in the academy after graduation, and to prepare students for success in careers outside the academy. Although these programs are established for all graduate students, we expect they will be most useful for our diversity students as they will aide them in their graduate school careers and beyond.

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[1] LAURA HORN, PLACING COLLEGE GRADUATION RATES IN CONTEXT: HOW 4-YEAR COLLEGE GRADUATION RATES VARY WITH SELECTIVITY AND THE SIZE OF LOW-INCOME ENROLLMENT pp. 42-43 (Oct. 2006), U.S. Department of Education NCES: http://nces.ed.gov/pubs2007/2007161.pdf.

[2] *See e.g.,* Sylvia Hurtado, *The Next Generation of Diversity and Intergroup Relations Research,* 61 JOURNAL OF SOCIAL ISSUES 595 (2005); Mitchell J. Chang et al., *The Educational Benefits of Sustaining Cross-Racial Interaction Among Undergraduates*, 77 JOURNAL OF HIGHER EDUCATION (2006), Anthony Lising Antonio et al., *Effects of Racial Diversity on Complex Thinking in College Students,* 15 PSYCHOLOGICAL SCIENCE 507 (2004); COMPELLING INTEREST: EXAMINING THE EVIDENCE ON RACIAL DYNAMICS IN COLLEGES AND UNIVERSITIES *(*Stanford University Press, Mitchell J. Chang et al. eds., 2003); Patricia Gurin et al., *Diversity in Higher Education: Theory and Impact on Educational Outcomes*, 72 HARVARD EDUCATIONAL REVIEW 330 (2002).

[3] The picture in Bourns College of Engineering (BCOE) is somewhat different. Over the past three years, academic placements in BCOE have averaged 16% of the sample (118 students reporting). However, the goal of many BCOE students is a professional engineering position rather than an academic position. These non-academic professional technical positions have averaged 33% of the sample and have been trending upwards over the past five years (very limited data exist prior to 2004).

[4] One example is professor of philosophy Georgia Warnke, formerly at Yale, refers to the classroom as a laboratory in which the participation of students often has profound effects on what faculty think and write about. She notes that the rare confluence of a top-notch research university with a remarkably diverse student body has provided UCR a resource for thinking and raising questions that other institutions don't offer. A chapter in one of her books was the direct outgrowth of a class she taught on the philosophy of law. Dr. Warnke stated that her work would not have gone in the direction it has were she still at Yale. A second example is that at a recent faculty meeting, assistant professor of English Vorris Nunley stated that UCR "gets it right" when it comes to diversity. At UCR, he pointed out, it is not "just about the numbers," or "compositional diversity," as he calls it, but about the production of knowledge and the approach to teaching—which he refers to as "cognitive or developmental diversity." He said that the diverse backgrounds and experiences of his students had caused him to change how he teaches and to think differently about his own work in rhetorical and critical theory. This African American faculty member said that this "critical diversity" is what drew him to UCR.

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University of California, San Diego
Diversity Narrative

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Overarching theme- establish infrastructure to coordinate and enhance diversity efforts and establish/assess/evaluate campus strategies designed to foster diversity and inclusion.

Campus Goals & Metrics

Goals and metrics in place for 2009-2010

1) Achieve diversity goals in Charting-the-Course strategic plan
   Progress to date:
   - Faculty Goals- Developed and implemented new procedures for faculty hiring. These procedures, along with associated flow charts, checklists and timelines were developed using best practices as identified in the NSF ADVANCE Program, UC Affirmative Action Guidelines for Recruitment and Retention of Faculty and other recognized sources.

     Metrics include: establishment of new processes, change in number of women and underrepresented faculty hired, changes in department underutilization of women and underrepresented minorities.

   - Staff Goals- Provide each Vice Chancellor with Quarterly Reports on Affirmative Action and Diversity Progress to distribute to each division/school in order to track efforts to diversify the workforce and identify areas of concern. Succession Planning - Identify and provide support for staff to participate in programs and activities that will prepare them for promotion. Provide each Vice Chancellor with results of Staff at Work Climate Survey for discussion with Divisions/ Departments and disseminate this information to Chancellor's Diversity Council, Directors of Campus Community Centers and Equity and Diversity associations.

     Metrics include: Changes in representation for women and people of color; progress in disseminating employment information to women, veterans, people with disabilities and people of color; career staff workforce trends and career staff availability for Senior Management Group, Management, Senior Professional Group, and Professional and Support Staff group; staff demographics; and, annual Staff @ Work Climate Survey results.

   - Student Goals- Collect data on the participation of applicants in yield activities to determine which activities best support matriculation to UC San Diego. Preliminary information for this year's recruiting cycle indicates that students who were contacted by phone by board members, staff, students and faculty were

more likely to enroll at UC San Diego than those who did not. It was determined that 19.5% of African-American applicants, who were contacted, stated their intention to register at UCSD. That compares with 10.5% of the African-American applicants who were not contacted. Similar results were obtained for Latino students, with 21% of those who were contacted stating their intent to register vs. 16% of those who were not contacted. For Mexican-American students, the effect was not as great with 27% of the students contacted stating their intent to register vs. 25% for those who were not contacted. For Native American students, the numbers are small and we found that those who were called were about as likely to state their intention to register as those who were not.

Metrics include: Documenting for each activity the number of students contacted, number of students participating, number of students matriculating, number of faculty/staff participating.

2) Appoint Faculty Equity Advisors in each academic division, graduate and professional school
   Progress to date:
   - Established the position of Associate Vice Chancellor-Faculty Equity and appointed Dr. Jeanne Ferrante to the position in summer 2008.
   - Under the leadership of Dr. Ferrante, appointed and trained 10 Faculty Equity Advisors in the fall of 2008. Equity Advisors have been appointed in each General Campus academic division and in the Health Sciences and Scripps Institution of Oceanography.
   - The UC San Diego Faculty Equity Website (http://facultyequity.ucsd.edu/index.asp), launched in fall 2008, acts as a portal to local, systemwide, and national resources for promoting equity in recruitment and retention of faculty.
     Metrics include: NA, goal achieved

3) Expand outreach efforts to public schools and community colleges
   Progress to date:
   - Evening with UC San Diego featuring Chancellor Marye Anne Fox- In addition to the efforts of the UC San Diego Student Educational Advancement Office, The Chancellor and a team of UC San Diego staff and university supporters visit schools in San Diego and Imperial County to provide information on preparing for college and preparing to attend a UC School . Over 1000 students and their family members attended three presentations in San Diego during the 2008-2009 academic year.
   - UC San Diego Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE) has established relationships with Gompers Charter Middle School (GCMS) and Lincoln High School to increase the number of underserved, low-income youths who are eligible for admittance to college. Using The Preuss School as the model, CREATE has extensive partnership agreements with Gompers Charter Middle School and Lincoln High School, both

located in ethnically diverse San Diego neighborhoods. CREATE and campus partners have collaborated to provide information to students, teachers, and parents throughout the district, especially at GCMS and Lincoln, regarding University application procedures and financial aid assistance. They also arrange visits to UC San Diego and other campuses so that parents and students learn first-hand about the college experience.

Metrics include: number of events for prospective new freshmen, number of events for prospective community college transfers, number of attendees per event, participant evaluation of effectiveness of event, tracking participants as they matriculate.

4) Increase yield of enrolled students from underrepresented groups from a larger admitted pool
   Progress to date:
   - For new freshmen, slight increases in the applicant pool from 2008 to 2009 were observed for Mexican American and Latino students, while Native American applicants increased 6.6%. African American applicants decreased slightly, but their percentage of the applicant pool remained the same year to year.

   Metrics include: Change in number of underrepresented minority students in applicant pool, number of underrepresented minority students offered admissions, number of underrepresented students participating in these activities that matriculate to UC San Diego.

5) Actively recruit freshmen students from a well-managed Preuss School UCSD: increase share of students who enroll at UC San Diego from this nationally competitive student body
   Progress to date:
   - Dr. Sandra Daley, Associate Chancellor and Chief Diversity Officer, is appointed chair of the Preuss Board of Directors effective July 2008
   - Management Audit completed in August 2008.The administrative staff, the Board of Directors and the Education Committee are incorporating recommendations from the audit into the management of Preuss.
   - The Office of External Relations raised over $500,000 in private donations to help defray $1,000,000 in student transportation costs.
   - Of the 96 students in the Preuss School UC San Diego graduating class of 2009, 94% were accepted into four year colleges; 28% (27) are attending the University of California; 30% (29) were accepted into UC San Diego; and of those accepted into UC San Diego, 41% (12) will be attending UC San Diego. The Preuss School's 2008/09 entering 6th grade class was 67% Hispanic and 7% African American.

6) Promote staff professional development and succession planning: in-house training as a retention tool

Progress to date:

- The main page of the UC San Diego Jobs website now allows browsing for staff, academic and medical center jobs. Information about how to apply to UC San Diego, outreach activities hosted and attended by UC San Diego staff and UC benefits may also be viewed from this page. (http://jobs.ucsd.edu/default.aspx).

    Metrics include: number of WEB site visits, number of applicants, demographics of applicants

- In 2008, UC San Diego launched the website, My Career at UCSD, which is a portfolio of resources related to transfer and promotion opportunities, compensation, career development and training. (http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,3810,00.html). This electronic platform will allow the employee and manager to work collaboratively to develop a career plan in line with the employee's skills, interests, and training.

    Metrics include: number of registered employees, demographics of registered employees

Other Campus Goal Areas with Implications for Diversity & Inclusion

Increase philanthropy, grants and contracts and expand efforts toward securing non-traditional Support

- The Office of External Relations, the Black Alumni Association, the Black Student Union, the Chancellor's Diversity Office and individual members of the Chancellor's Board of Overseers continue to work together to identify goals and develop strategies that will increase scholarship/fellowship support for Historically Underrepresented Minorities and Women.

- The Office of Student Affairs has secured more than $32M in multi-year outreach and diversity-related grants over the last four years (2005-2009). These grants have been funded by the U.S. Department of Education, the National Science Foundation, the Amgen Foundation, the National Action Council for Minorities in Engineering, and the Howard Hughes Medical Institute. Health Sciences has also secured more than $6M in diversity-related grants over the past 5-year period. UC San Diego will continue its efforts to obtain external support for outreach and diversity programs and to promote collaboration between new and existing programs on our campus and in our community.

Campus Policies & Practice

Faculty

- The Associate Chancellor/Chief Diversity Officer acts as advisor to the Academic Senate Committee on Diversity and Equity (nee CAAD), and attends scheduled meetings.
- To continue the implementation of APM 210, the Academic Senate has approved a list of Service Activities that Support Diversity and designated a section on diversity activities on the electronic bio-bibliography form.

- To continue the implementation of APM 240 & 245, Deans, Department Chairs and Provosts are encouraged by the Chancellor, the Senior Vice Chancellor for Academic Affairs and the Associate Vice Chancellor for Faculty Equity to participate in the NSF ADVANCE/PAID Chair Training & Symposia. Starting in fall 2009, new department chairs will be required to attend a training that will include diversity issues as an integral part of the training curriculum.
- A new protocol for dual career faculty hires has been approved.
- A new faculty separation survey instrument has been developed.

Undergraduate Students
- In an effort to increase personal interaction with prospective students from underrepresented minority groups, Affinity Programs and an Early Calling Campaign were added to Yield Activities in spring 2009. Affinity programs provide an opportunity for prospective students and their families to meet with supportive faculty, staff, students, and administrators. Faculty, staff and students conducted an Early Calling Campaign to encourage admitted students to visit the campus.
- In response to a lack of affordable housing for community college students, UC San Diego built New Transfer Student Housing that is scheduled to open fall 2009. After conducting extensive studies and determining that there are significant matriculation challenges for lesbian, gay, bisexual and transgender students, the campus launched Innovative Housing Options for LGBT Undergraduate Students in spring 2009. This housing arrangement, offered by all six colleges, results in supportive clustering and advisement for students who select this option.
- The Diversity Council established the Committee on Recruitment, Admissions and Yield, the Disabilities Management Committee and the Data Committee to respond to the following campus identified needs: to continuously monitor the admissions process and implement a comprehensive, coordinated undergraduate recruitment strategy; to address issues affecting students and staff with disabilities; and, to prove that an institutional research unit that aggregates data to inform and influence planning will benefit the campus community. Members of these standing committees include: the Assistant Vice Chancellor for Admissions, the Chair of the Diversity Council, the Associate Chancellor for Diversity, members of the Associated Students, alumni, faculty and staff. The committees will also include parents and community volunteers.
- Established the Student Affairs Outreach Roundtable, developed by the Vice Chancellor of Student Affairs to encourage and strengthen the collaboration and coordination of various Student Affairs units that have a hand in outreach. The Roundtable gathers information on planned outreach activities, solicits help and recommendations for programs, and shares resources and best practices in the realm of outreach.
- Established the Diversity Workgroup, a Student Affairs workgroup developed by the Vice Chancellor of Student Affairs that is centered on enrolling a diverse student body, fostering the well-being of each student, providing enriching

educational experiences, and preparing students to lead in a diverse global society.

- Established a Student Affairs Diversity Institute, a five day intensive training institute for Student Affairs professionals on diversity and social justice lead by the campus' directors of the Cross Cultural Center, Women's Center, and LGBT Resource Center. Participants will be future diversity facilitators, practitioners, and trainers.
- Established a Veteran Student Work Group, a special workgroup has been charged to look at the issues facing the student veteran population. Campus partners include Financial Aid, Transfer Student Services, Deans of Student Affairs, Counseling and Psychological Services.

Graduate and Professional School Students
- To establish a comprehensive, coordinated graduate recruitment strategy, the OGS Diversity Outreach Collaboration meets regularly to plan upcoming recruitment events and leverage resources. In addition, faculty and staff share information, best practices and strategies to attract underrepresented students to UC San Diego for graduate study.
- UC San Diego supports the Summer Training Academy for Research in the Sciences (STARS) which provides qualified undergraduate students from all over the United States with valuable research experience and preparation for graduate school.
- UC San Diego participates in the NSF-Sponsored Alliance for Graduate Education in the Professoriate (AGEP) which provides funding for the recruitment and retention of underrepresented students with the end goal of increasing the number of underrepresented faculty in the STEM fields.

Postdoctoral Scholars
- UC San Diego conducts a postdoctoral scholar program to develop and train postdoctoral scholars from diverse backgrounds to become independent scientists. The program is supported by funding from NIH IRACDA and postdoctoral training grants. The program offers professional development workshops; co-sponsors events with campus organizations that promote diversity; creates collaborations with other campus programs to encourage students at various levels to pursue postdoctoral research; helps postdoctoral scholars mentor the next generation of researchers; and develops and maintains policies that would attract a diverse population of postdoctoral scholars.

Staff
- Executive Summary of Affirmative Action and Diversity Progress Reports are made available quarterly to the Chancellor (includes all Vice Chancellor areas) and each Vice Chancellor (for their respective areas). Comprehensive reports for each area are forwarded to their respective administrative officers.
- UC San Diego Outreach Council members received training to conduct the "How to Get Hired at UCSD" workshop in an effort to expand the frequency and geographic distribution of presentations. In January 2008, the Outreach Training

Team began presenting the "How to Get Hired at UC San Diego" workshop. Workshops were conducted at the UC San Diego Campus, community based organizations, churches, community colleges, American Indian reservations and regional career centers. Workshops are well attended and evaluation forms reveal that participants value the workshops.

- Career Connection is a comprehensive career development program designed to improve retention by assisting UC San Diego employees to achieve their career goals. The Career Connection Mentorship Program website was designed and launched within the past year to facilitate mentor/mentee matching and promote mentorship as an effective career management resource. Information about this resource has been distributed broadly to ensure diverse participation. Program evaluation includes long-term tracking of the participants' career mobility.

Campus Climate
- The UC San Diego Principles of Community can be accessed from the homepage, the Diversity Matters website, and the School of International Relations and Pacific Studies Student Affairs website. The principles are also included in the Student Services Handbook for New Students, Office of Graduate Studies Graduate Student Handbook, the Accreditation Standards and Criteria for Review.
- The Principles of Community and our campus' commitment to diversity, equity, and inclusion are embedded into the UC San Diego Mission Statement.
- The Principles of Community are incorporated into staff performance evaluations
- The Principles of Community are presented in New Employee Orientation
- The Chief Diversity Officer is now a member of the Editorial Board of @UCSD, a publication of the UC San Diego Alumni Association

Campus Highlights/Best Practices to Share

Undergraduates
- The Student Affairs Diversity Working Group has been formed to create a warm and supportive community where students from every background can flourish, provide the chance for all students to become culturally competent, learn from and about diverse others, improve the yield of students from under-represented groups, create equality of opportunity for students at UC San Diego, improve the campus climate for those who do not feel welcomed or valued, and create professional development opportunities for Student Affairs colleagues to develop the skills and perspectives needed to serve a diverse student body.
- In the Early Calling Campaign, an effort coordinated by Admissions and Enrollment Services, 2,804 underrepresented students were called by 146 university key administrators and staff to inform them personally of their admission to UC San Diego. Of the 2,804 students, 1554 were successfully contacted. Yield numbers were higher for groups who were personally reached to inform them of their admission versus those who were not. For example, in the African American population 128 students were called, 25 of which filed a Statement of Intent to Register (SIR) resulting in a 19.5% yield rate. In

comparison, 191 students did not receive a phone call. Of the 191 students not called, the yield rate was only 10.5%. Similar results of a higher yield rate occurred in the Mexican American and Latino population groups.

- The Office of Admissions and the student run and student supported Student Promoted Accesses Center for Education and Service (SPACES) organized an overnight program for students in 4th and 5th quintile schools in California. 54 students attended the program which occurred before the campus's large event, Admit Day. Of the 54 attendees, 72% (39) filed the SIR.
- During Freshman Admit Day, alumni chapters and staff associations, along with campus community groups from African American and Latino communities hosted affinity receptions for African American, Native American, and Chicano/Latino students and their families. Of the 218 students who attended these receptions, 57% (125) filed the SIR.

Graduate & Professional Students
- In 2008, UC San Diego was invited to establish an institutional chapter of the Yale-Bouchet Society. This graduate honor society established by Yale and Howard universities recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professorate.
- The number of graduate and professional students enrolled increased by 8.5% between fall 2004 and fall 2008, with a slight decrease of .58% in overall enrollment between 2007 and 2008. However, there has been a 22% increase in underrepresented graduate student enrollment between 2004 and 2008, with a 7.5% increase from 2007 to 2008.
- UC San Diego offers the Tribal Membership Initiative fellowship to Native Hawaiians and members of federally recognized tribes http://ogs.ucsd.edu/StudentAffairs/tribalinitiative/Pages/default.aspx. Fall 2009 is the first year of the initiative; four applicants qualified, were admitted, and accepted admission.

Faculty
- Faculty equity efforts in the School of Medicine have resulted in dramatic increases for women in all ranks and series for the period 1997-2008. Most notable for women is the increase in Ladder Series, from 11% in 1997-1998 to 16.7% in 2008. The number of underrepresented minority faculty in the Ladder Series increased from 0.9% in 2007 to 2.7% in 2008. UC San Diego health sciences established a faculty development program in 1999. This program is associated with an increase in the UC San Diego health sciences retention rate of underrepresented minority faculty from 58% in 1996 to 83% in 2008.

Staff
- Health Sciences is working with departments to develop the Assistant Department Business Officer (ADBO) position to address career development and succession planning for MSP and SMG leadership positions. Currently, 80% of Health Sciences departments have an ADBO position. Fifty percent of the ADBO's are female and 20% are minorities.

- Health Science developed and implemented the Human Resources A-Z Training programs to provide functional area training to aid junior staff in their professional development in a variety of subject areas. Thirty -seven participants have completed over 28 hours of HR training, which included EO/AA policy. Of these participants, 95% were women and 52% minorities. Sixty-five percent of the participants received a reclassification or promotion. Forty-five percent of those promoted were minorities and 17% were in an underutilized group.
- Academic Affairs launched its Business Officer Academy (BOA) in fall 2005. This innovative staff enrichment program provides training, guidance and support to staff members interested in careers as business officers. BOA participants' career paths are tracked after program completion. To date, 18 of 35 participants have received promotions or upward reclassifications, with seven attaining business officer positions. The BOA encourages applications from other VC areas.

Climate
- Demographic information and diversity-related questions are included in the Staff@Work Survey, a satisfaction survey administered by Business Affairs. Survey results are shared with the Diversity Council to inform their activities and recommendations to the Chancellor, as well as with campus offices that provide programming and resources to address diversity-related concerns. The survey captures information about the experiences and work satisfaction of all members of the campus community and information unique to people with disabilities, people from minority groups, women and people from the Lesbian, Gay, Bisexual or Transgender community.
- The Diversity Council has increased voting membership to include the Executive Director of the Office for Students with Disabilities, Director of Accommodation, Counseling and Consulting Services for faculty and staff with disabilities, AVC for Faculty Equity, and the Chair of the Alumni Diversity Committee.
- The Diversity Council has implemented a committee structure that increases the participation of students, alumni, faculty, staff and community volunteers who are not voting members of the Diversity Council.

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University of California, San Francisco
Diversity Narrative

Nurturing diversity is one of the seven strategies in the UCSF Strategic Plan completed in 2007. Promoting and advocating diversity is not new to UCSF but has been integral to our success for many years. Our diversity strategies encompass creating a more diverse campus community, creating a culture of inclusion, ensuring that UCSF continues to attract the best and most diverse candidates for all educational programs, for faculty and staff positions and improving diversity particularly at higher levels.

1. Campus Goals & Metrics: 2009-10

The UCSF campus has identified the following campus goals for the 2009-10 Academic year.

A. Improve Success and Impact of UCSF's Outreach Activities

We have expanded our outreach efforts by re-starting the Inside UCSF Program. In 2009, the program served 75 undergraduate students from diverse backgrounds. In addition, UCSF has also recently expanded its partnership with the San Francisco Unified School District to focus renewed attention on five K-12 schools in the Southeastern part of the city which serves a predominance of students currently underrepresented at UCSF.

We will measure the effectiveness of Inside UCSF by comparing the academic credentials of the students who participate to those of our students, by positive evaluations of the program by the participants, and by determining how many of the participants apply to and ultimately enroll in UCSF programs. The UCSF/SFUSD Partnership will be measured by the number of students and families served and the positive impact of the program on student academic performance and prep ration for college and career.

B. Effectively Communicate UCSF's Diversity Efforts

With the development of a comprehensive communication plan on diversity efforts we have successfully launched a "Nurturing Diversity" website, developed and disseminated a campus diversity brochure, and improved both internal and external communication regarding diversity related campus activities.

Our plan is to expand and regularly update the website with campus demographic information, links to internal and external reports on diversity, and news stories related to campus diversity activity. We will expand the "Champions of Diversity" Section to include photos of campus champions and information in their own words of their impact on enhancing the diversity of the campus.

C. Improve the Effectiveness of Faculty Search Process

The Chancellor's Advisory Committee on Academic Diversity has developed the Academic Demographic System (ADS), which tracks applicant demographics, enhances the effectiveness of the search process and potentially increases academic diversity. The ADS captures current workforce data, estimated availability data, and applicant demographic data. An automatic survey is sent to each applicant by email for him/her to complete online. The database provides an opportunity for search chairs and the Director of Academic Diversity to have real-time feedback on the cumulative composition of their applicant pool.

Our plan is to intervene in the search process when the applicant pool does not match the availability pool information. We will continue to work with Department Chairs and Search Committee Chairs on utilization of the search toolkit when conducting Academic Searches. We will expand the Academic Demographic System to seek information on applicant sexual orientation.

D. Improve the Effectiveness of Student/Trainee Recruitment Process

UCSF seeks to improve the applicant pool for available trainee positions and our ability to recruit applicants to our programs through the development of a Toolkit for "Best Practices in Trainee Search Process", expansions of our second look weekend to all professional schools and the Graduate Division, and expansion of the Visiting Student elective program to all professional schools.

We will measure the current applicant pools for professional schools, graduate division and residency positions. We will explore the development of a standardized system to search for diverse postdoctoral candidates.

We will utilize established standard campus reporting of demographic categories and consistent methods for capturing the data.

We will evaluate the creation of a student/trainee demographic database utilizing information from national data on pool demographics, applicant information and those who matriculate at UCSF.

E. Foster Accountability and Incentives

The Leadership of UCSF is committed to nurturing diversity and has maintained a visible and vocal level of attention to this issue. We have convened our second annual Leadership Forum on Diversity that drew participation from over 300 members of the campus community. The Chancellor, Executive Vice Chancellor and Provost, Deans, and other senior campus leaders participated in this outstanding program which provided a forum to address issues regarding the diversity of our faculty, trainees, students and staff. We also addressed the principles of community, which are guiding principles for campus interaction.

We will continue to host an Annual Leadership Event on Diversity with the goal of increasing the participation by all segments of the campus community and expanding the time available for questions and answers.

Additional accountability measures include the requirement for Annual Reporting by each Dean on the Status of Diversity Initiatives within their school or division, which we will continue to require and monitor progress on goals.

We will utilize the Annual Affirmative Action Diversity Progress Report to document initiatives and activities that foster inclusion at the department/unit level.

F. Enhance Climate of Welcoming and Inclusion

We will distribute the Principles of Community at the annual Faculty Information and Welcoming Week.

A Diversity Event will be co-sponsored by the Chancellor's Advisory Committees to bring the broadly diverse campus together in celebration.

We will expand Cultural Competency Education of Faculty, Trainees and Staff.

We will monitor current campus lecture series (e.g. scientific seminars, faculty development, Health Policy) to assure broad diversity [race/ethnicity, GLBTI, disability status, etc.) in speakers invited to campus and will make recommendations for speakers.

We will continue disability Management Services and workplace ADA accommodation coordination and expand our disability information and resources website.

Institutional support for diverse Registered Campus Organizations will be continued. This support provides a wide variety of campus organizations with the structure and support for community outreach and campus enhancement activities.

G. Support Internal Development of Potential Faculty Members

We will nurture the pool of current postdoctoral scholars, residency fellows and house staff for consideration of development as faculty members. We will educate and mentor the trainee community on the value of an academic career, utilizing campus resources through Academic Affairs, CTSI, Director of Academic Diversity, Global Scholars, Faculty Mentoring, and other programs for faculty development.

The number of underrepresented minority UCSF graduates matching in the UCSF residency programs will be monitored. Identified discrepancies will be evaluated as to cause.

H. Support the Internal Development of Potential Senior Managers

We will nurture current staff and continue the leadership development program for staff in management positions and measure demographics of the participants.

We will provide an annual staff leadership diversity report to campus.

I. Enhance support for Staff Diversity

Supervisory training that will ensure greater individual and campus-wide capacity for managing a diverse workforce will be provided.

Participation by diverse groups in development opportunities for staff will be encouraged (and measured) and supervisors will be expected to facilitate such participation.

Campus Human Resources will develop an over-arching training architecture to coordinate advertisement, enrollment, tracking (through learning management system) and delivery of training offerings

Campus HR will monitor recruitments in job groups where Affirmative Action goals exist; perform job-by-job evaluation of the good faith efforts for each affected vacancy. Standards for this evaluation process will be made public.

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2. Campus Policies and Practices

Describe the campus policies in place for each of the following areas. Include all aspects of the diversity statement.

A. <u>Faculty</u>

   i. APM210 -l-d (Evaluating Contributions to Diversity for Appointment and Promotion) the 2008 Annual Call recommended that the Chair's letter reflect faculty contributions. In addition, solicitation letters to referees may include a request for comments relating to the candidate's contributions to diversity. These contributions will strengthen the candidate's profile.

   Faculty educational endeavors were instituted to alert faculty to the APM changes and the need to document activities within the CV.

   ii. APM240 - Evaluation of the Dean
   iii. APM 245 - Evaluation of the Chair

The stewardship review committee is asked to specifically assess the Dean/Chair's administrative performance in the area of Diversity, e.g., implementation of an effective affirmative action program and promotion of diversity and equal opportunity efforts in program administration and personnel practices.

    iv. APM 760 - Family leave

Updates about specific topics in APM 760 are included in the Annual Calls as appropriate. In addition, a new brochure entitled "Career & Family" was developed which provides an overview and FAQ's for faculty and was sent by campus mail to all faculty.

Another brochure was developed which highlights all of the activities available through the Chancellor's Council on Faculty Life and was sent by campus mail to all faculty.

    v. APM 711- which establishes system-wide policy governing the interactive process to determine reasonable accommodation for the otherwise qualified academic appointees with disabilities was sent to all academic personnel managers and department chairs with the 2008 Annual Call.

All of these topics are discussed during the academic personnel training modules, which are a new certification-training program, offered to MSOs and academic personnel analysts.

    vi. The Affirmative Action Program Plan is regularly updated and communicated to the campus community, including AA/Diversity progress reports. UCSF also developed multi-year comparison charts to inform the campus about the pace of progress in achieving affirmative action parity.

B. <u>Undergraduate Students</u> - N/A

C. <u>Graduate and Professional School Students</u>

Professional schools and the Graduate Division have identified individuals to work together the organization of outreach materials, events and participants. Each school has established process for overseeing the diversity activities within their school or division.

Admission directors from each school meet quarterly to discuss best practices for educating admission committees, evaluating applicants and effectively recruiting accepted students.

Each Dean provides an annual reporting of activities within the school or division implemented to increase diversity and provides measures of success.

The Graduate Division has established a number of programs to promote and support diversity including Alliances for Graduate Education and the Professoriate, National Institute of General Medical Sciences: Initiative for Maximizing Student Diversity Fellowship and the UC Leadership Excellence through Advanced Degrees Program.

The Director of Academic Diversity will continue quarterly meetings with diversity directors and admission leaders from each of the professional schools and the Graduate Division for the purpose of facilitating campus-wide coordination of efforts and implementation of best practices.

D. <u>Postdoctoral Scholars</u>

The Institutional Research and Academic Career Development Awards (IRACDA) funded fellowship has been established in the Graduate Division to fund underrepresented post doc fellowships that are developed to improve the transition to faculty positions. The fellowship provides an extensive mentored research experience, creates an intensive mentored teaching experience and provides career-enhancing professional development opportunities.

E. <u>Staff</u>

The Affirmative Action Program Plan is regularly updated and communicated to the campus community, including AA/Diversity progress reports.

When the UCSF Employee Opinion Survey is administered, respondents have the opportunity to identify as LGBT, and resulting data are provided to appropriate campus offices.

Human Resources will provide an annual report on good faith efforts and outcomes to the Chancellor and Executive Committee.

F. <u>Campus Climate</u>

The Principles of Community are established to guide individual and group actions for campus life:

*17,000 copies of the Principles were distributed to the entire UCSF campus community in 2002 upon adoption by leadership; thereafter have been made available in monthly New Employee Orientations, during Faculty Information and Welcoming Week and as a component of the Leadership Forum 4/09

* Banners with a bulleted version of the Principles were reproduced to stand in prominent campus locations and made available to "float" to various campus units/departments upon request;

*Permanent plaques of the Principles are mounted in the portals of major buildings.

Adherence to these principles is *essential to ensure the integrity of the University and to achieve campus goals. UCSF faculty, staff and students are asked to acknowledge and practice these basic principles of community life:*

- o We affirm that members of the campus community are valued for their individual qualities and members are encouraged to apply their unique talents in creative and collaborative work.

o We recognize value and affirm that social diversity contributes richness to the University community and enhances the quality of campus life for individuals and groups. We take pride in our various achievements and we celebrate our differences.

o We affirm the right of freedom of expression within the UCSF community and also affirm commitment to the highest standards of civility and decency toward all persons. We are committed to creating and maintaining a community where all persons who participate in University activities can work together in an atmosphere free of all forms of abusive or demeaning communication.

o We affirm the individual right of public expression within the bounds of courtesy, sensitivity and respect. We recognize the right of every individual to think and speak as dictated by personal belief, to express individual ideas and to state differences with other points of view, limited only by University requirements regarding time, place and manner.

o We reject acts of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, and religions or political beliefs.

o We recognize that UCSF is devoted to public service and we encourage members of the campus community to participate in public service activities in their own communities and recognize their public service efforts in off-campus community settings.

o We affirm that each member of the campus community is expected to work in accord with these principles and to make individual efforts to enhance the quality of campus life for all.

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3. Campus Highlights/Best Practices to Share

Accountability:
Leadership Forum on Diversity is an annual campus-wide event featuring the Chancellor, the Executive Leadership Team and other campus leaders in a discussion on campus diversity, including current demographics, progress on goals, and challenges. The forum also provides an opportunity for members of the campus community to ask questions.

Annual reporting requirement for Deans

Outreach and Recruitment:
UCSF/SFUSD High School Partnership Program
Academic Demographic System
Inside UCSF

Campus Climate of Inclusion and Retention:

    Annual Chancellor's Awards (student, faculty and staff) - MLK, Women, GLBT, and Disability
    AAEOD Best Practices Luncheons
    CORa Leadership Development for Faculty
    Faculty Information and Welcoming Week
    Women's Leadership Forum
    Champions of Diversity
    Cultural Celebrations

    UCSF Medical Center received a perfect score in the 2009 LGBT Healthcare Equality Index Report

    All new UCSF employees and students receive a brochure acquainting them with LGBT resources on campus.

    An online "Out List" of 400 faculty, staff, and students published annually in the campus newspaper promotes LGBT visibility and supports mentoring and networking among LGBT members of the UCSF community.

    An annual LGBT Reception brings together campus leadership and 200+ LGBT faculty, students, and staff to network and hear a presentation from an LGBT elected official.

    In 2009, UCSF hosted the nation's first Forum on LGBT Issues for graduate health students. Students from all of UCSF's schools attended, joined by their counterparts from other California institutions.

University of California, Santa Barbara
Diversity Narrative

1. CAMPUS GOALS AND METRICS

Diversity Goals for 2009-10

The University of California at Santa Barbara is very proud to underscore diversity in all aspects of campus life. We routinely host many events and lectures celebrating diversity in its multiplicity of manifestations: ethnic, religious, gender, LGBT, and physically challenged. "Diversity" is stated in the University of California Diversity Statement, the UCSB Chancellor's Statement on Diversity, publications from the Admission Office, UCSB job advertisements, and the UC Santa Barbara Strategic Academic Plan 2007-2025. The latter includes the following statement which summarizes best our philosophy on diversity: "As we enter the next phase of UC Santa Barbara's development, diversity is one of the core principles on which we will build. It is clear that to be a successful top tier research university in a changing world, we must continue to work on developing a student body that reflects the diversity of our society and a faculty and staff that reflect the diversity of our student body." (p.6)

UCSB's diversity goals are based on nation-wide availability pool statistics as reported to our Office of Equal Opportunity.

Academic: Benchmark Disparity for Senate Faculty

JOB GROUP	WOMEN	MINORITY	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
A1--BREN SCHOOL OF ENVIRONMENTAL SCIENCE AND MANAGEMENT TENURED FACULTY	25.8%	7.5%		4.8%	7.6%	
A2--BREN SCHOOL OF ENVIRONMENTAL SCIENCE AND MANAGEMENT NON-TENURED FACULTY		17.4%				
A3--COLLEGE OF CREATIVE STUDIES--TENURED FACULTY						
A4-COLLEGE OF CREATIVE STUDIES--NON-TENURED FACULTY						
A5--COLLEGE OF ENGINEERING TENURED FACULTY	6.9%	2.6%	0.5%	2.5%		
A6--COLLEGE OF ENGINEERING NON-TENURED FACULTY			3.8%	3.8%		
A7--GEVIRTZ GRAD SCHOOL OF EDUCATION--TENURED FACULTY	18.4%			4.0%		
A8--GEVIRTZ GRAD SCHOOL OF EDUCATION--NON-TENURED FACULTY	5.3%			13.4%		
A9--DIVISION OF HUMANITIES & FINE ARTS--COLLEGE OF L&S TENURED FACULTY	8.0%			1.9%		
A10--DIVISION OF HUMANITIES & FINE ARTS--COLLEGE OF L&S NON-TENURED FACULTY				2.6%	2.1%	
A11--DIVISION OF MATH,LIFE & PHYS.SCI--COLLEGE OF L&S TENURED FACULTY	26.7%	8.1%	0.8%	2.7%	4.3%	0.4 %
A12--DIVISION OF MATH,LIFE & PHYS.SCI--COLLEGE OF L&S NON-TENURED FACULTY	25.3%	3.2%	3.6%	4.0%		
A13--DIVISION OF SOCIAL SCIENCE COLLEGE OF LETTERS & SCIENCE TENURED FACULTY	5.4%					
A14--DIVISION OF SOCIAL SCIENCE COLLEGE OF LETTERS & SCIENCE NON-TENURED FACULTY	4.1%					

Note: In the above table, the numbers shown indicate the **degree of disparity** that exists between the availability percent and the percent of women or minority incumbents in a given job group. (Example: Job group A1-Bren School-Tenured Faculty: availability for women is 34.3% and the women incumbent population in Bren is 8.5%. The degree of disparity = 25.8% (34.3% minus 8.5%). These are **not** placement goals. A "blank" space in a column means that parity has been achieved in that job group for that specific gender/ethnic group.

Women

> As of October 2008, annual placement goals for women faculty have been set for 9 out of 14 job groups for Senate faculty. Placement goals for women faculty from the previous academic year were **met** in 6 out of 10 underutilized job groups. Placement goals for women faculty from the previous academic year were **not met** in 4 out of 10 underutilized job groups because there were no job openings, or the appointees were not in the underutilized group.

Minorities

As of October 2008, annual placement goals for minority faculty have been set for 5 out of 14 underutilized job groups. Placement goals for minority faculty from the previous academic year were **met** in 3 out of 6 underutilized job groups. Placement goals for women faculty from the previous academic year were **not met** in 3 out of 6 underutilized job groups because there were no job openings, or the appointees were not in the underutilized group.

Staff

UCSB Staff Diversity Goals for 2009-10 (based on workforce data as of Oct. 31, 2008)

<u>**Yes = goal needed;   blank space = parity established –goal met**</u>

CAREER STAFF JOB GROUPS	WOMEN	MINORITY	HISPANIC	BLACK	ASIAN	AMERICAN INDIAN
AAS--SMG PROGRAM	YES					
AAM--MSP PROGRAM		YES		YES	YES	
BA--STUDENT SERVICES				YES		YES
BB--COMMUNICATION, ARTS&GRAPHICS		YES		YES	YES	
BC--ENGINEERING	YES	YES		YES	YES	
BD--FISCAL,MGMT & STAFF SERVICES				YES		
BI--SCIENCE,LAB & ALLIED SERVICES		YES		YES	YES	
CA--HEALTH TECHNICIAN		YES		YES	YES	
CB--SCIENCE & ENGRG. TECHNICIANS	YES	YES		YES		
CC--OTHER TECHNICIANS		YES		YES		YES
DA--CLERICAL/ADMINISTRATIVE						YES
DB--LIBRARY ASSISTANTS	YES			YES		
DC--MAIL PROC. & STOREKEEPERS	YES				YES	
EA--MAINTENANCE WORKERS	YES	YES	YES		YES	
FA--OPERATIVES	YES				YES	YES
HA--FOOD SERVICE WORKERS	YES				YES	YES
HB--CUSTODIAL SERVICE WORKERS					YES	
HC--PROTECTIVE SERVICE WORKERS	YES	YES		YES		

<u>Note</u>: In the above table, "yes" indicates that a goal has been established for that category since a disparity exists between the availability percent and the percent of women or minority incumbents in a given job group. A "blank" space in a column means that parity has been achieved in that job group for that specific gender/ethnic group.

UCSB continues to focus our staff recruitment and retention efforts to increase diversity in those job groups where there are placement goals. Presently, out of 19 staff job groups, **women** are underutilized in 9 job groups; **minorities** in 9 job groups; **Blacks** in 11 job groups; **Asians** in 10 job groups; **American Indians** in 5 job groups; and **Hispanics** in 1 job group (see above table).

1. Black employees have the highest level of underutilization. In quantifiable terms, the campus would need to hire approximately 162 black employees to reach parity with the corresponding availability for Blacks in those job groups.

2. Minorities have the second highest level of underutilization among staff groups. It would take 121 new minority hires to reach parity with the corresponding availability for minorities.

3. Women have the third highest level of underutilization among staff job groups. It would take 102 new women hires to reach parity with the corresponding availability for women.

4. Asians have the fourth highest level of underutilization among staff job groups. It would take 50 new Asian hires to reach parity with the corresponding availability for Asians.

5. Hispanics have the fifth highest level of underutilization among staff job groups even though they are underutilized in only one 1 out of 19 job groups. It would take 28 new Hispanic hires to reach parity with the corresponding availability for Hispanics.

6. American Indians have the lowest underutilization among all ethnic/gender groups due to the low availability data in all job groups. It would take 7 new American Indian hires to reach parity with the corresponding availability for American Indians.

UCSB has various strategies for increasing the diversity of our staff personnel. Prominent among these initiatives/organizations directly targeting staff are the **Chancellor's Staff Advisory Council (CSAC)**. CSAC provides a direct line of communication between the Chancellor's Office and UCSB staff. Members are nominated from the UCSB staff at large and serve a three-year term. Any staff member can nominate themselves for service or can be nominated by their supervisor to serve. The Council plans annual Staff Celebration Week activities, nominates staff members to serve on campus committees, and provides advisory services to the Chancellor and to other senior administrators on campus policies, procedures, long-range plans, and other issues. See website: http://csac.ucsb.edu/index.cfm

Equally important is the Professional Women's Association (PWA). This group sponsors a series of events particularly directed at women in staff positions. One of these activities is an annual conference. The motto of the PWA is "Empowering Women to be Architects of Change."

The **Chancellor's Advisory Committee on the Status of Women** is a committee composed of staff, faculty and students that addresses issues related to women's issues. They meet with the Chancellor once a year and present him with a report outlining concerns and suggestions for improving women's lives on campus.

2. CAMPUS POLICIES AND PRACTICES

a. Faculty

It is UCSB policy to encourage all departments who are conducting faculty searches, especially those underutilized in women and minorities, to advertise broadly and to have women and minorities represented in their applicant pools.   As part of the recruitment procedure, The Executive Vice Chancellor, the Dean, and the Director of Equal Opportunity routinely review departmental recruitment reports for Senate faculty for adequate diversity of women and minority applicants, particularly applicants from underutilized groups.

If the hiring department is severely underutilized in a gender or ethnic group, and the applicant pool is noticeably absent of this group, the reviewing agencies will investigate why and (a) work with the hiring department for a reasonable and practical solution; (b) recommend extending the deadline for application;   (c) encourage expanding the advertising sources to attract more diversity, adding more advertising funds if necessary.

When women and minorities are part of the applicant pool but are not interviewed nor selected, justification for non-selection must be provided. If there are potential qualified women or minority applicants who were not invited for interviews, the Dean's Office and/or the OEO Director have on many occasions, intervened or requested a second departmental review of these applicants' records, which may lead to job interviews for these applicants.

The campus is proactive in engaging with more faculty members in the recruitment process. Departments are asked to form Affirmative Action Committees whose members serve on departmental search committees. The Office of Equal Opportunity as an active adviser and advocate of departmental diversity goals, participates in all phases of faculty recruitment to ensure adequate diversity in applicant pools. Each fall quarter, the Associate Vice Chancellor for Diversity, Equity, and Academic Policy and the Director of Equal Opportunity Office meet with recruiting department chairs and their search committees to consult on department current diversity, advertising sources, labor market availability, and areas with underutilization, and recommend efficient and practical solutions for any recruitment problems.

The Office of Equal Opportunity and the Office of the Associate Vice Chancellor for Diversity, Equity and Academic Policy also provide funding for various campus diversity lecture programs sponsored by the Ethnic Studies Centers/Departments, Feminist Studies Program, Dissertation Fellows Colloquia and other units on campus. These activities serve as faculty recruitment tools and increase campus awareness on diversity issues. The campus also uses the Faculty Career Development Program, the Regents Junior Faculty Fellowship Program as recruitment enhancement offerings for potential underrepresented junior faculty as well as for retention purposes, particularly of women and minorities.

UCSB has also focused on increasing the enrollment of underrepresented minority students in order to address the pipeline issue of increasing the number of potential future UC faculty from underrepresented groups. We are pleased to report that the number of Chicano, Latino, African American, and American Indian students as a percentage of total campus enrollment has been increasing annually and steadily, from 14% in 1994 to 22% in 2008. UCSB is pleased to note that we are very close to becoming the first Association of American Universities Hispanic Serving Institution. We need 25% Hispanic enrollment to achieve HSI status.

APM-210
Following the directives of APM-210 UCSB has been training department chairs, deans, high level administrators and business offers regarding implementing APM-210 during merit and promotions reviews. This has been done by holding retreats, symposia, workshops, training session in order to educate all concerned regarding the importance of giving credit for work done that is related to diversity. Advertisement by means of our *Diversity Forum* newsletter has also been a means of communicating the importance of implementing APM-210. Discussions with the Associate Vice Chancellor of Academic Personnel, with the Director of Academic Personnel and with the Academic Senate Diversity Council have taken place underscoring APM-210. The Committee on Academic Personnel (CAP) is cognizant of APM-210 and regularly provides credit for work done on diversity to those faculty members who are up for merit increases or promotions. However, more work in this area needs to be done so that all members of the campus can be fully cognizant of the importance of APM-210.

APM-240
Deans and department chairs are required to submit affirmative action plans.
Both deans and department chairs are also required to fill out a series of forms regarding searches undertaken and the results achieve during faculty and staff recruitment and retention efforts. Some of these forms include: Summary B Recruitment Activities for Research Titles (APM V-23); form for reporting advertising (p. V-2); Recruitment Plan for Academic Vacancies (p. V-1); Sample EO/AA Recruitment Report.

APM-245
Chairs are required to fill out the forms described in the above paragraph.
Related to affirmative action strategies for recruitment and retention as well as reports describing good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit reviews. They also must report on affirmative action goals and results.   (See series of forms cited for APM-240 above).

APM-760
Information regarding family accommodation policies described in APM-760-8 have been disseminated by means of workshops, retreats, and meetings with department chairs, deans, and business officers as well as search committees. In addition, advertisement of APM-760 has been done via the *Diversity Forum* newsletter distributed across campus as well as via a user-friendly, attractive pamphlet titled, *Family Friendly Policies* (published spring 2008) for faculty distributed to every faculty member on campus.

b. Undergraduate students: Annual review of admissions, enrollment, persistence and graduation rates by race/ethnicity and gender for freshmen and transfer students.

UCSB is committed to undergraduate diversity. There are several formal processes by which the diversity goals (to reflect the population of the State of California) are reviewed and by which policy is set. These include:

1. The Committee on Admissions, Enrollment, and Relations with Schools (Senate committee) annually reviews the applicant, admit, SIR, and enrolled freshman and transfer class to ensure that the diversity goals of the institution are being met. They continuously review and set new policy for comprehensive review and admissions decision making.

2. Within Enrollment Services, the Assistant Vice Chancellor for Enrollment Services and the Director of Admissions consults with the Academic Deans and senior administration regarding enrollment diversity goals.

3. The Assistant Vice Chancellor for Enrollment Services consults with the Vice Chancellor and the senior administration in Student Affairs to inform them of diversity trends in enrollment. The Vice Chancellor for Student Affairs, along with his senior team, evaluate the resources in place and needed to guarantee the necessary student life resources for persistence and graduation, including Campus Learning Assistance Services, Counseling, Mental Health programming, and extra-curricular programming.

4. Each year, Institutional Research & Planning prepares a series of statistical reports on academic probation, retention, and graduation rates by ethnicity, gender, first-generation status, and academic preparation indicators (e.g., HS GPA and SAT Score, or Transfer GPA.) This information is shared with the Academic Senate committee charged with overseeing issues related to enrollment (CAERS) and provides valuable feedback about the admissions policies they oversee.

5. The statistical reports on academic probation, retention, and graduation rates by ethnicity and gender are shared with the Campus senior leadership and all academic deans. Academic deans often request, and are provided with, statistical summaries of retention and graduation rates for each department of their college.

6. The Office of Admissions and the Office of Early Academic Outreach have several programs in place to prepare and recruit first generation college students. These programs include the use of currently enrolled students, faculty, and staff in encouraging diverse students to prepare for, consider, and enroll at UCSB. The results of these programs are reviewed annually by Enrollment Services, the Chancellor's Outreach Advisory Board, and CAERS for positive feedback. Statistical reports are prepared for the Office of the President and the Campus on the outcomes of these initiatives.

c. **Graduate and Professional School Students: Annual review of graduate and professional school enrollments by race/ethnicity and gender, by department/ program**

Under the leadership of the Graduate Dean, Graduate Division policies and practices are guided by the following mission statement: *Graduate Division works to assure the intellectual vitality of our University by attracting the brightest, most talented and diverse community of scholars to our graduate programs. We work to retain these students by promoting academic excellence in graduate degree programs, fostering a diverse and inclusive graduate community, and cultivating a campus environment that is intellectually challenging and socially supportive.*

This work is advised by Graduate Council, the Graduate Outreach and Advancement Committee (GOAC) and the Advisory Committee for Graduate Student Diversity (ACGSD--members include graduate students and the committee is co-chaired by a member of the Graduate Student Association).

Graduate Division personnel attend to the issues and practices of outreach, recruitment and retention of students from diverse communities and backgrounds. Data about the success of these efforts (number of applications, admissions, and enrollments) are disaggregated by ethnicity and gender on an annual basis and shared with relevant campus committees (e.g., Chancellor's Outreach Advisory Board (COAB), GOAC and ACGSD). As well, these data are reported by Department to Departments in "Graduate Reports". The reports are discussed in person with the department leadership, who are encouraged to share and discuss the contents with faculty.

Each year, Institutional Research & Planning prepares a series of statistical reports on application, admission, enrollment, entry characteristic, demographics, time-to-degree, graduation and financial support. Enrollment and graduation rates by ethnicity and gender are shared with the Campus senior leadership and all academic deans. Academic deans often request, and are provided with, statistical summaries of retention and graduation rates for each department of their college.

Graduate Division's work with the UC Alliance for Graduate Education and the Professoriate (UC-AGEP) focuses on concrete numerical outcomes for outreach, application, recruitment, enrollment, and retention of underrepresented graduate students in the STEM disciplines. Data are shared with individual departments to motivate and inform innovative strategies to increase the number of underrepresented students at each of these stages from matriculation to graduation.

It is important to note that our overall work in admissions selection is guided by a broad vision and mission for diversity which is compliant with Proposition 209 and that we observe the university's student related nondiscrimination policies.

d. **Postdoctoral Scholars: Annual review of postdoctoral scholars by race/ethnicity and gender, by department/program**

At UC Santa Barbara, over 300 individuals are currently appointed as postdoctoral scholars in over 30 departments, research units, institutes, and centers. Recruitment and selection of postdoctoral scholars is decentralized and handled by the hiring department. The Graduate Division is responsible for oversight of campuswide postdoctoral appointments to ensure that systemwide and campus policies are adhered to. For each postdoctoral scholar hiring search, departments are required to provide information on the ethnicity and gender of all candidates who are interviewed. This information is then detailed on a form included in the hiring packet submitted to the Graduate Division. A copy of this form is sent to the Office of Equal Opportunity for analysis and reporting purposes.

The following steps have been taken to ensure that hiring departments are aware of and follow campus policies and best practices in the hiring and treatment of postdoctoral scholars:

-An appointment processes meeting is convened periodically for those responsible for hiring postdoctoral scholars. Presenters at this meeting include representatives from Graduate Division, Office of Research, Office of Equal Opportunity, International Students and Scholars, Human Resources, and Academic Personnel.

-The Graduate Division hosts an extensive web site http://www.graddiv.ucsb.edu/postdoctoralscholars on postdoctoral scholar policies and procedures. The site includes links to forms and contact information for staff involved with the postdoctoral hiring process.

-Staff across the campus are encouraged to contact the Graduate Division with questions and concerns. The Graduate Division has posted a "Q & A Postdoc Appointment Process" http://www.graddiv.ucsb.edu/postdoctoralscholars/documents/PostdocQ_A_001.pdf to assist new and returning staff with frequently asked questions. The questions were generated by the campus staff, and the UCSB Postdoc Work Group provided the answers. Before posting, the Q&A was reviewed by UCOP.

e. **Staff: Annual review of staff by race/ethnicity and gender, by salary   classification and personnel category (including senior campus leadership)**

The Office of Human Resources is in the process to introduce a new feature in the staff recruitment process.   The recruiting department, as a matter of routine information, is provided workforce profile by gender and ethnicity, for the job group in which the job opening is found: (a) at the departmental level, (b) at the Vice Chancellor divisional level, (c) at the campus level, (d) and the corresponding availability for that job group. This workforce profile is in column chart format, allowing the department recruiting authority, at a glance, to compare the diversity of department level against the diversity of

the Vice Chancellor's level and the campus level and the labor market availability, and to pinpoint the areas which need more diversity. It is hoped that the recruiting departments, by looking at the workforce profile chart, will be more motivated to redouble their efforts to diversify their staff workforce.

Where feasible, hiring departments are encouraged to recruit and promote from within to maximize the skills and work experiences of UCSB staff, thereby improving their retention. We have implemented a number of action-oriented programs designed to correct underutilization of women and minorities in staff job groups, and to attain established placement goals, such as the Letter & Sciences supervisory/mentoring program, Succession Planning, a Diversity Lecture Program, creation of the Office of the Associate Vice Chancellor for Equity, Diversity, and Academic Policy, as well as the creation of family-friendly policies. We are also monitoring closely those job groups which experience high separation rates of women and minorities.

UCSB has also recently implemented a "New Compensation Plan for Managers and Senior Professionals (MSP)" as of May 1, 2009, to address problems and complaints from employees and supervisors of the current MSP compensation structure. This report is available at http://hr.ucsb.edu/comp/pdf/MSP_ExecSummary_2.26.09final.pdf.

f. Campus Climate: Use of the Principles of Community.

Our Principles of Community are clearly articulated in the UCSB Campus Regulations home page. Its preamble reads:

> In order to carry on its work of teaching, research, and public service, the University has an obligation to maintain conditions under which the work of the University can go forward freely, in accordance with the highest standards of quality, institutional integrity, and freedom of expression, with full recognition by all concerned of the rights and privileges, as well as the responsibilities, of those who compose the University community. These campus regulations address the rights and responsibilities of members of the University community and provide campus-wide standards for implementing regulations as a means of sustaining this community. Each member of this campus shares the responsibility of maintaining this unique community so that the University's mission of teaching, research, and public service can be achieved.
> (http://www.sa.ucsb.edu/regulations/index.aspx?page=introduction).

3. CAMPUS HIGHLIGHTS/BEST PRACTICES TO SHARE:

<u>**Highlights**</u>**:**

1. Nationally ranked #1 in undergraduate enrollment of Latino students of the 62 Association of American Universities.

2. Nationally ranked #5 of graduate enrollment of Latino students of AAU campuses

3. Ranked among top 5 universities nationally regarding its diversity commitment on campus by *The DiversityInc* magazine. (See *The DiversityInc*. Barbara Frankel. "Top Colleges and Universities." (October 2008), p. 70-74.

4. Received two citation awards from Minority Access, Inc. two years (2007 and 2008) in a row and nominated for 2009 again.

<u>**Best Practices to Share**</u>**:**

Leadership from High level Administrators
> Strong leadership and commitment by high level administrators in word and deed is essential for a diversity program to succeed.

Regional Receptions to Recruit High Achieving Students
> Chancellor and Executive Vice Chancellor sponsor and personally attend together with campus faculty a series of regional receptions during the month of March each year to recruit high achieving students from especially from underrepresented minorities.

Ethnic Studies Programs
> UCSB has a Chicana/o Studies Department, an Asian American Studies Department and a Black Studies Department
> The Chicano/a Studies Department and Ph.D. Program in Chicano Studies has helped UCSB rise to be the # 1 ranked university of all the Association of American Universities (AAU) with respect to undergraduate enrollment. It is also ranked #1 with respect to both undergraduate and graduate enrollments combined of AAU campuses

Diversity Forum newsletter: Provides the UCSB campus with timely news regarding
> diversity issues, programs, events, departmental activities, vis-à-vis diversity on campus.

Work Options Program
> This is a recruitment and retention tool that provides emergency childcare to assistant and associate professors.

Senior Women's Council
> Close working relationship with the main faculty women's organization. They provide leadership, sponsor workshops, and offer a forum for faculty members to express their needs and view regarding issues related to women on campus.

Diversity Lecture Series

> The **Diversity Lecture Series** provides a forum through which national and international experts on diversity present the latest research in their field of expertise.

Family Friendly Policies for Faculty Pamphlet

> An attractive pamphlet describing APM-760 and used to advertise our benefits and privileges for faculty related to family accommodations for childbearing and childrearing.

Faculty Enrichment Program

> Additional funds made available for the recruitment of faculty focusing their research on issues related to diversity.

Associated Vice Chancellor for Diversity, Equity and Academic Policy participates on External Review Committee Process during evaluation of departments

> External Review Committees reviewing campus departments are specifically instructed to comment on the diversity programs/plans/strategies/issues extant in the departments being reviewed.

UCSB participates in the NSF grant sponsored "Leading through Diversity" retreats, symposia, and other activities with other four southern University of California campuses.

University of California, Santa Cruz
Diversity Narrative

UCSC Goals and Metrics

The primary diversity goal for UCSC is to "*Reflect in our faculty, staff, and students the diversity of California's population and cultures.*"

We have identified three objectives for 2009-10 that will need to be met in order for us to make progress towards our primary goal as stated above. These objectives, explained in detail below, are as follows:

1) To recruit and appoint a Diversity Leader.
2) To assess the level of alignment between divisional goals and campus-wide goal (as articulated by the Office of the Chancellor).
3) To identify existing data and gaps in data collection that reflects the breadth and complexity of diversity.

1. UCSC seeks to coordinate all diversity-related work, encourage collaborations across campus, and leverage resources (both internal and external) whenever possible. Therefore we will recruit and appoint a Diversity Leader. This new senior leadership position will report directly to the Chancellor and will serve as the point of contact for all diversity-related matters and initiatives.

   Measuring Success/Next Steps:
   Recruit and appoint a Diversity Leader by end of 2009-10. In February 2009, UCSC created and posted a position for Chief Diversity Officer (CDO) emphasizing a national search. In May, the search committee forwarded three names for consideration. As the campus was getting ready to invite the three final candidates over the summer, we learned of the great fiscal crisis at hand with the State and UC. As cuts grew larger for 2009-10 and 2010-11, we made a decision to not fill this position. In light of growing cuts in administration and academic areas, and potentially more layoffs, it wasn't prudent to continue with this search. Instead, and as part of our 2009-10 objectives, we will identify existing campus staff/faculty person to serve as the Diversity Leader. Despite our inability to appoint the CDO, due only to budget challenges, we remain committed to promoting diversity and establishing clear leadership in this area.

2. UCSC is organized into a total of 18 academic and administrative divisions; each division has its own diversity goals and practices that promote diversity through recruitment, retention, inclusion, and promotion. Over the coming year, the Campus Diversity Officer will review divisional diversity initiatives in order to promote greater alignment and coordination of divisional goals with the primary campus goal of reflecting the demographics and cultures of California.

Measuring Success/Next Steps:
The review will begin with a survey of divisional leadership to determine the goals and programs for each of the 18 divisions. We will collect divisional information and conduct comprehensive assessment of findings and present the results in some comparative format. In addition, we will present the existing level of alignment and clarify the work ahead by Division when there isn't an alignment. By end of 2009-10, we will convene representatives from all of the 18 Divisions to start the work of further alignment of goals. By end of 2010-11, we will assess whether full alignment has been achieved.

3. UCSC is committed to recognizing diversity as broadly as possible. Therefore we will retain established indicators (race, gender, and ethnicity) and identify new ones that better reflect the breadth and complexity of diversity (i.e. disability, sexual orientation, first generation to college, socio-economic status, etc.). We will identify existing data and gaps in data collection. This step is essential to establish the effectiveness of campus diversity initiatives.

Measuring Success/Next Steps:
We will contact all campus units that collect and maintain demographic data on faculty, staff, and students (i.e. AIS, (Ethnic) Resource Centers, Housing, Office of Institutional Research, UCUES, Payroll Office, Admissions Office, Staff Human Resources (SHR), and Academic Personnel Office (APO), SUA, GSA, SAB, etc.). As a result, we will have a complete list of "what we have and what we still need to collect" by end of 2009-10. For the following year, 2010-11, we will establish a comprehensive process (i.e. campus climate surveys, modifying hiring in-take forms, etc.) for collecting, maintaining, reporting, and analyzing these additional data.

UCSC Policies and Practices

Faculty
Per APM-210, the UCSC Senate Committee on Academic Personnel (CAP) considers contributions to diversity and equal opportunity in all personnel reviews leading to appointments, promotions, and appraisals (APA) for faculty and academic leadership. This practice was codified as campus policy in 2005, when the Senate Review and Appraisal Committee revised its APA criteria, affirming that "teaching, research, and service that promote diversity are to be given recognition in the evaluation of the candidate's qualifications."

In order to implement this commitment to diversity, CAP has established guidelines in the Academic Promotions Manual (APM) that emphasize the importance of faculty participation in diversity efforts. The committee also acknowledged the essential role of campus leadership in the active promotion of a campus culture that welcomes and fosters diversity; contributions to campus diversity are considered as part of the annual and five-year performance evaluations for provosts and deans.

In March 2009, Office of the Chancellor issued an all-division call for input regarding current practices related to equity, access, and diversity. This solicitation was part of an ongoing initiative to support, coordinate, and align these practices on our campus. Based on the reports of divisional leadership, here follows a summary of current UCSC diversity policies and practices

in five critical areas: appointments; promotions and appraisals; teaching; research and scholarly activity; and university and public service.

Appointments: All position announcements for senate faculty recruitments contain language reflecting the campus's interest in attracting applicants who contribute to the academic diversity of the campus. To better assess a candidate's contributions to diversity, beginning with the 2008-09 recruitments, all position announcements contain the following statement: *Applicants are invited to submit a statement addressing their contribution to diversity through their research, service, and/or teaching*. All senate faculty search committees must name one faculty member of the committee as the diversity liaison. It is the responsibility of the diversity liaison to focus attention on three key areas: outreach, application review, and the campus visit. This includes attention to inclusive recruitment practices, looking for contributions to diversity and bringing those contributions to the attention of the search committee. In addition, representatives from all of the search committees are required to attend a recruitment workshop in the fall. During these workshops, attendees are advised that a candidate's teaching, research, and service that promote diversity and equal opportunity should be used as one of the criteria for candidate selection.

Promotions and Appraisals: Senate faculty members who are under review for merits, mid-year appraisals, or promotions are reviewed on several factors. Contributions to diversity are important components to the review process. Each fall, all deans, department chairs, and department managers are invited to a workshop where attendees are directed to take contributions to diversity into consideration in their deliberations and recommendations/decisions in the review process. In addition, an orientation for CAP members and trainings for new department chairs on the personnel review process are presented each fall. These presentations stress the importance of recognizing and evaluating contributions to diversity in the review process.

Teaching: Per APM-210, CAP emphasizes teaching "techniques that meet the needs of students from groups that are underrepresented." This includes mentoring of students from underrepresented groups in independent study and or graduate training.

Research and scholarly activity: "Contributions to the advancement of equitable access and diversity in education" are counted as "creative work or scholarly research," as described in APM-210. Evaluation of professional activities: CAP considers contributions "that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field."

University and public service: Attention is given to "contributions furthering diversity and equal opportunity within the University."

APM - 240-4 and APM – 245-6 provide that Deans, Provosts, and Department Chairs are responsible for an affirmative action program. On the Santa Cruz campus, this responsibility has been incorporated into the Campus Academic Personnel Manual (CAPM) policy on the Duties of the Dean or a Division (CAPM 302.240) and Appointment, Duties, and Responsibilities of

Department Chairs (CAPM 312.245). UC Santa Cruz annually prepares an affirmative action plan (AAP) for academic employees. As part of the AAP, the Deans review divisional data, identify any problem areas, and in collaboration with department chairs, decide on a course of action for the coming year.

One of the most important aspects of implementing APM - 760 at UCSC is outreach to faculty members, particularly assistant professors, to provide education on the benefits available. The APO has produced a pamphlet entitled Family Friendly Policies for Ladder-Rank Faculty and routinely provides this information to recruitment candidates. In addition, beginning in spring 2009, as part of the Assistant Professor Review Process Workshop, the APO is presenting a briefing on Leaves of Absence. To assist department chairs and staff who are processing leaves, a comprehensive leave form was produced by the APO; additionally, a leave workshop for department chairs was held last year that highlighted privileges and benefits related to work and family issues.

Undergraduate Students
Each year, UC Santa Cruz commits to admitting a class that represents excellence, diversity, and access. The Academic Senate's Committee on Admissions and Financial Aid (CAFA) considers all 14 UC-approved criteria when selecting students for admission and pays particularly close attention to those criteria that address these admission goals, such as, first generation to attend college, low income, high school academic performance index (API), geographic location, participation in academic preparation program, and eligibility in the local context. Enrollment Management works closely with CAFA correlating 3rd week enrollment data to demographic data, SAT scores, high school GPA, and other pre-UCSC performance data collected for the recently admitted class to understand what factors may impact students in the critical early weeks of their new educational experience.

Recently, UCSC formed a Retention Committee, which is a collaborative effort between the Division of Undergraduate Education, the Academic Senate, the Division of Student Affairs, Institutional Research, the Student Union Assembly, and Engaging Education, (E2) student-initiated outreach and retention programs. It closely studies student characteristics surrounding undergraduate retention/graduation rates and guides the campus' efforts to improve both. UCSC's Office of Planning and Budget's Institutional Research and Policy Studies (IRPS) regularly analyzes and reports on these data. The reports are publicly available at http://planning.ucsc.edu/irps/retengrad.asp.

Retention and graduation rates are calculated for annual cohorts of entering frosh and junior transfer students. Analyses are provided for subpopulations of both cohorts by gender, race/ethnic group, admit type, residential college, and residency status. Analyses are provided for frosh based on SAT score and High School GPA. In 2002, IRPS developed a report of graduate rates and time-to-degree by major which has provided a framework for analysis and reporting based upon declared major. Recently academic senate regulations were modified to allow for more meaningful assessment of retention and graduate rates for individual major programs. UC's system-wide Board of Admissions and Relations with Schools (BOARS) closely reviews UCSC's and each campus's data as they relate to factors that reflect each campus' efforts toward addressing the mission and goals of University of California.

Lastly, the UCSC Academic Senate made fundamental changes to the undergraduate general education requirements. In particular, the newly implemented ethnicity and race requirement and the cross-cultural analysis requirement, directly address the topic of diversity in the undergraduate curriculum. This is above and beyond what other UC campuses have done in terms of impacting the curriculum directly.

Graduate Students
It is the mission of the Division of Graduate Studies "To attract, recruit, and retain an outstanding cohort of diverse graduate students, while providing the highest quality educational experience possible as we support them towards their graduation and prepare them for successful careers." To this end, the Graduate Division have been gathering and reporting on a complete set of data (department/program, gender, ethnicity, TTD, residency, etc.) for all of UCSC graduate students. We have gathered this data on enrolled students for many years, and began collecting and reporting on graduate admissions data since 2003. We have also been able to begin reporting on historical cohort data recently.

All of these reports include diversity data (gender/ethnicity). We have been using these reports as part of program reviews as well as for our own internal analysis as we began to make concerted efforts to improve our graduate cohort diversity and increase the numbers of underrepresented students in our applications and enrollments, as well as those completing their graduate study. We have dedicated staff within Graduate Division that has focused their time and efforts on various aspects of graduate diversity, including recruitment and retention, since 2005. One piece of their multi-faceted work on graduate diversity is culminating with UCSC's hosting of the 20th Annual Northern California Forum for Graduate Diversity in November 2009. The Graduate Division will continue to host and support programs and events that affect graduate student life and retention at UCSC. We believe that an ongoing commitment to these events is essential to developing a network of support for all graduate students, with a focus on underrepresented graduate students.

Postdoctoral Scholars
A full range of data is available on postdoctoral scholars, including gender and ethnicity data. UCOP has discontinued asking for such data. However, we will continue to request and analyze ethnicity data in addition to other postdoctoral scholar data so that we may continue to pay attention to the diversity of our postdoctoral scholar group. We also continue to participate in and support the UC-wide Presidential Postdoctoral Fellowship Program.

Staff
In accordance with federal law and the UC Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment, UCSC prepares an annual affirmative action plan (AAP) for staff. As part of the AAP, the EEO/AA office completes an analysis of career staff by job group, including a headcount of the number of career staff in each job group by gender and race/ethnicity. EEO/AA also annually analyzes career staff hires, promotions, separations, and data on staff applicant flow to ensure equal employment opportunities. The EEO/AA office prepares the required workforce analysis for each division, including employee counts by salary and title code, and by gender and race/ethnicity.

At UCSC, principal officers are responsible for formulating and submitting affirmative action plans based on their review of divisional data. In addition to gender and race/ethnicity, EEO/AA includes staff age as a factor in analyses, as appropriate. EEO/AA annually provides a summary of career staff data, by gender and race/ethnicity to campus leaders as requested.

Along with the administration, the Staff Advisory Board (SAB) is also interested in collecting staff diversity data beyond what is currently being collected and reported in staff affirmative action plans.

<u>Campus Climate</u>

UC Santa Cruz promotes and utilizes our Principles of Community (POC) widely and across all constituencies.

Faculty/Academic Employees - POC document is distributed and or discussed as follows:
- Faculty orientation packet in hard copy and a web link is provided in various online resources,
- Discussed as part of the Leadership Academy program, and
- Included in 'college' core course curricula for undergraduates.

Staff - POC document is distributed and or discussed as follows:
- New Employee Orientation and/or employee sign up,
- Mandatory staff fair hiring training and other EEO/AA trainings (POC web link is included in online version of the fair hiring training as well),
- Leadership Academy program,
- Staff management training,
- Employee "on-boarding" process by the divisions, and
- Periodic management trainings.

Student Affairs Division
- Review data through UCUES and other appropriate sources to explore best practices related to the Student Affairs' divisional climate and diversity,
- Explore and recommend an appropriate tool or method to be used for creating opportunities for meaningful discussion about diversity. The committee is recommending the implementation of Intergroup Dialogue as a possible method,
- The Colleges and University Housing Services (CUHS) Office of Staff Diversity and Inclusion identified six critical elements for initiatives to promote a workplace climate that demonstrates inclusive excellence. (Accountability, Advocacy, Assessment, Education, Representation, Policy & Procedures.) All programming identified in the CUHS Diversity Inclusion Action Plan reflects one or more of these elements. CUHS staff is trained to be culturally informed and competent, providing students a climate in which they are supported to reach their full potential (see http://www2.ucsc.edu/diversity),

- UCSC is committed to a hate-free campus and a community of inclusiveness. Student Affairs has a hate/bias incident policy that provides for a hate/bias incident team with members serving as responders and peer educators (see http://www2.ucsc.edu/judicial/Hate-Bias-flyer-2008-09.pdf),
- To incorporate cultural competencies into job descriptions in Student Affairs. This process includes creating and incorporating into job descriptions and the performance appraisal system a set of cultural competencies for staff and identify cultural competency training opportunities for all levels of staff. One of the outcomes being Student Affairs staff become "culturally competent educators,"
- Student Affairs Diversity Committee. The charge of the committee is to assess the Student Affairs divisional climate as it relates to the experience of students and staff of color as well as other 'vulnerable' populations such as disabled students, veteran students, GLBTI students and international students, etc. Explore and advise the Vice Chancellor of Student Affairs on methods and strategies to improve the divisional climate as it relates primarily to the student experience. The committee is also asked to explore the viability of the Inclusive Excellence Scorecard to determine if the Scorecard is adaptable for the needs of the Division, and
- POCs are included in the "Why UCSC" section of Undergraduate Admissions website, residential staff trainings, residential policy meetings, student judicial meetings, college welcome week, and are also included in move-in packets for new students.

Other
A "Quicklink" on the campus website homepage and other campus websites and colorful posters are distributed and displayed throughout the campus in strategic locations.

UCSC Highlights

Faculty

CAAD Diversity Fund (Academic Senate Committee on Affirmative Action and Diversity) – The Chancellor and the Provost/EVC, through CAAD, offer funding for up to $2,000 for proposals (up to 15 proposals total) that further the campus goal of promoting excellence through diversity. Departments, research institutes, and academic centers are eligible. Interdisciplinary proposals involving two or more departments/institutes/center are encouraged and can receive up to $4000. Priority is given to programs that improve the diversity of faculty recruitment pools, the PhD faculty "pipeline," or advance research on issues related to diversity. http://senate.ucsc.edu/caad/

Leadership Academy – The Academy is designed to build a skilled and diverse pool of academic and staff employees with the knowledge and competencies to be successful in a leadership role at UCSC. This is the only developmental program of its kind that rings faculty and staff together. A selection committee is formed each year to review applications and to ensure that a diverse composition of class participants are selected. The committee strives to include a cross section of the campus representing diversity in all its form. The UCSC's Leadership Academy also has a session devoted to "Developing a Culture of Diversity and Inclusion."
http://shr.ucsc.edu/topics/training-development/prof-dev/academy.htm

<u>Undergraduate Students</u>

ACE (Academic Excellence Program) – The ACE Program is designed to increase the diversity of UCSC students earning bachelor's degrees in science, technology, engineering, and mathematics (STEM). The Program not only supports students in their course work, but also helps them navigate UC Santa Cruz and the undergraduate teaching and research opportunities available to them. ACE has supported over 3000 students since 1986 through discussion sections and academic peer mentoring in mathematics and science courses. For over twenty years, fiscal support for the ACE Program has come mainly from funds administered at the discretion of the Dean of Physical and Biological Sciences. http://ace.ucsc.edu/about.html

e² (Engaging Education) – e² is a Student-Initiated Outreach and Retention Center for student engagement and academic excellence. It is a supportive and dynamic space for programming that addresses the low rates of recruitment, retention and graduation that historically under resourced communities face within higher education. e² partners with the UC community to provide a purposeful, transformative, and relevant educational experience for all students and provides leadership and developmental opportunities to undergraduate students are part of e². http://engagingeducation.org/joomla/

<u>Graduate Students</u>

AGEP (Alliance for Graduate Education and the Professoriate) – AGEP is a program sponsored by the NSF whose goal it is to significantly increase the number of African American, Latino, Native American, and Pacific Islander students earning PhDs in the physical and life sciences, math, and engineering and to foster their interest in and commitment to an academic career. The UCSC AGEP program is designed to use a cohort model to increase the number of graduate students in science, technology, engineering, and mathematics (STEM) fields while also providing special programs addressing the diverse and specific educational needs of incoming graduate students. http://stem.ucsc.edu/AGEP

CEMELA (Center for Mathematics Education of Latinos/as) – CEMELA is an interdisciplinary, multi-university consortium focused on research and practice that addresses mathematics learning and teaching with Latino/a students in the United States. At UCSC, CEMELA offers Ph.D. and Post-Doctoral fellowships through the Education Department for students and researchers in mathematics education. http://cemela.ucsc.edu/

<u>Staff</u>

Dining University - UC Santa Cruz Dining, a unit of the Student Affairs Division, provides a variety of unique and innovative opportunities for their staff to develop skills, and advance their careers at UCSC. These include the Dining University and the Language Instruction Program. Dining University is a training and orientation program for dining service employees covering a wide variety of topics. All aspects of the program, both written materials and oral presentations, are delivered in both English and Spanish. The Dining University curriculum includes training in university policies and resources, training on work-related topics such as customer service, and a significant amount of team-building and motivational activities, including culinary competitions

and cooking workshops. The Language Instruction Program provides English as a Second Language and Spanish as a Second Language classes to dining staff at all levels of the organization. These language classes are offered at no cost to employees and, in fact, they receive paid time to attend. The ESL classes enable staff to develop the English language skills needed to advance into management positions. http://www.housing.ucsc.edu/dining/index.html

Fair Hiring Training - Sponsored by Staff HR Employment and EEO/AA, fair hiring training is required for UCSC hiring managers and search committee chairs hiring for staff positions. Training topics include: equal employment opportunity and affirmative action, best practices in staff recruiting, the value of workplace diversity, interviewing applicants with disabilities, and reducing bias in the recruitment process. Over the past two years alone, over three hundred UCSC employees have taken the training. Since the training curriculum was revised in 2005, there has been a significant reduction in applicant related EEO/AA complaints and consultations. The training will be made available in an online format in 2009-2010.
http://www2.ucsc.edu/eeo-aa/training.htm

Other

See following two attachments.

Attachment 1

UCSC Chancellor's Achievement Awards for Diversity

2009	**2008**
Professor Eugene Switkes Professor Karen Tei Yamashita Associate Adjunct Professor Adriane Steinacker Shante Lewis Theikdi Educational Partnership Center	Professor Richard Hughey Associate Professor Ingrid Parker Associate Professor Renee Tajima-Peña Dean of Students Alma Sifuentes Latin American & Latino Studies UC Santa Cruz Dining
2007	**2005**
Associate Professor Gina Dent Professor Russ Flegal Julio Cardona Minh Tran CEMELA Center for Justice, Tolerance and Community History of Consciousness	Professor Martin Chemers Professor Pradip Mascharak Professor Barry Bowman Professor Leo Ortiz Bernice Frankl Nancy-Cox Konopelski Nandini Bhattacharya Richard Baldwin Nancy Kim
2004	**2003**
Professor Phil Crews Alex Reveles Dining Services University Multicultural Engineering Program Chicano/Latino Research Center	Professor Tara Madhyastha Professor David Belanger Professor Judy Yung Professor Mary Silver Ilse Kolbus and Jesse Magaña VC Francisco J. Hernandez and Student Affairs Division Library Cultural Diversity Committee

UCSC Other Diversity Focused Programs

Academic Personnel Office
The recruitment and selection of qualified, diverse faculty is a top priority for UCSC. All position descriptions are reviewed to ensure that requirements are reasonable, job-related, and non-discriminatory. UCSC was the first campus to institute a rigorous, formal review process for all academic candidates. All recruiting departments are required to submit recruitment outreach plans that specify all sources for attracting candidates and to make efforts to advertise in venues that attract under-represented candidates. Search committee members for senate faculty positions meet with the Vice Provost for Academic Affairs, the Assistant Vice Chancellor for Academic Personnel, and the EEO/Affirmative Action Director (or their representative) to review recruiting procedures, outreach activities, affirmative action goals, equal opportunity (fair practices), and appropriate evaluation criteria and processes, including assessing contributions to diversity. http://www2.ucsc.edu/ahr/

ACCESS (Assisting Computer Engineering Computer Science Electrical Engineering Student Success)
This Scholarship program is open only to students at the freshman level. The ACCESS Scholarship program provides two-year scholarships of up to $10,000 for each year, to high-achieving, financially disadvantaged students pursuing degrees in Computer Science, Computer Engineering, and Electrical Engineering. http://www.soe.ucsc.edu/advising/scholarships/access

ACCESS (The Baccalaureate Bridge to the Biomedical Sciences)
This is an academic bridge program for community college students interested in pursuing a career in research science. Its mission is to provide students with opportunities to acquire knowledge and skills that will increase their transfer eligibility and academic success, and lead to greater diversity among university undergraduates in the biomedical sciences. The program focuses on students whose academic goals and potential have been affected by disadvantageous circumstances and/or students who belong to groups with below-average UC enrollment rates. http://www.chemistry.ucsc.edu/projects/access/

ACE (Academic Excellence Program)
The ACE Program is designed to increase the diversity of UCSC students earning bachelor's degrees in science, technology, engineering, and mathematics (STEM). The Program not only supports students in their course work, but also helps them navigate UC Santa Cruz and the undergraduate teaching and research opportunities available to them. ACE has supported over 3000 students since 1986 through discussion sections and academic peer mentoring in mathematics and science courses. For over twenty years, fiscal support for the ACE Program has come mainly from funds administered at the discretion of the Dean of Physical and Biological Sciences. http://ace.ucsc.edu/about.html

AGEP (Alliance for Graduate Education and the Professoriate)
AGEP is a program sponsored by the NSF whose goal it is to increase the number of African American, Latino, Native American, and Pacific Islander students earning PhDs in the physical and life sciences, math, and engineering and to foster their interest in and commitment to an academic career. The UCSC AGEP program is designed to use a cohort model to increase the number of graduate students in science, technology, engineering, and mathematics (STEM) fields while also providing special programs addressing the diverse and specific educational needs of incoming graduate students. http://stem.ucsc.edu/AGEP

Alumni Association
Open to all alumni, the UCSC Alumni Association is a membership organization whose programs foster a lifelong connection with the university. The purpose of the Association is to promote, influence and support the educational, cultural and social life of UCSC, and to provide a means by which alumni may both serve the university, its colleges, and its students, and to help guide the university in the future. Through the UCSC Alumni Association, alumni, parents, faculty, staff, and friends of the campus can participate in the life of the university and work for its continued welfare. http://www.alumni.ucsc.edu/

Amah Mutsun Lecture Series
Founded by members of the University of Santa Cruz and the Amah Mutsun Tribal Band, The Amah Mutsun Lecture Series is an organization that coordinates speakers and groups from all over the Nation focused on topics surrounding mental health wellness issues. This group fosters educational efforts that further the understanding of the history, practices, and mental health of the American Indian community. The overall vision of this initiative is to increase awareness of Native American mental health wellness topics, stimulate community integration, and inspire personal involvement to strengthen our communities.
http://feministstudies.ucsc.edu/news_and_events/view_news.php?id=21

American Studies Department
American Studies is an interdisciplinary program that studies the United States and its diverse peoples. Students majoring in American Studies gain an understanding of Americans from various social and cultural backgrounds by examining racial, ethnic, gender, sexual, class, and regional dynamics in the nation's past and present. The program prepares students to become critical thinkers, effective writers, and responsible citizens in an increasingly complex world. The program offers an excellent liberal education for students interested in law, journalism, social work, community organizing, business, government, and education.
http://americanstudies.ucsc.edu/

CAAD Diversity Fund (Academic Senate Committee on Affirmative Action and Diversity)
The Chancellor and the Provost/EVC, through CAAD, offer funding for up to $2,000 for proposals (up to 15 proposals total) that further the campus goal of promoting excellence through diversity. Departments, research institutes, and academic centers are eligible. Interdisciplinary proposals involving two or more departments/institutes/center are encouraged and can receive up to $4000. Priority is given to programs that improve the diversity of faculty recruitment pools, the PhD faculty "pipeline," or advance research on issues related to diversity.
http://senate.ucsc.edu/caad/

CAMP (California Alliance for Minority Participation in Science, Engineering and Mathematics)
CAMP is a statewide initiative that aims to support and retain underrepresented undergraduates to achieve their degrees in the biological sciences, physical sciences, mathematics, and engineering. By integrating research and undergraduate education, CAMP creates a cohesive set of experiences that fully prepares undergraduates for graduate education and influences career choices. CAMP programs motivate participants through cooperative learning, internships, faculty mentored research, and funding for travel to professional conferences, in order to present their findings, and learn about graduate school opportunities. http://stem.ucsc.edu/CAMP

Cantú GLBTI Center
The Cantú GLBTI Resource Center was established in 1997 with the recognition that GLBTI students and particularly GLBTI students of color have ongoing psychosocial needs requiring professional support and a dedicated 'safe space'. The center is a diverse environment where lesbian, gay, bisexual, transgender, intersex, heterosexual and 'questioning' students experience acceptance, understanding, and professional advisement, advocacy, and counsel. A secondary focus of the center is to educate non-GLBTI UCSC students with the goal of increasing understanding and acceptance of GLBTI individuals and thus making the campus a more inclusive place for sexual/gender minorities. http://www.queer.ucsc.edu/home/home.shtml

CBSE (Center for Bio-Molecular Science and Engineering)
This program offers diversity-oriented fellowships to graduate students, and awards to undergraduates interested in pursuing research projects in areas relevant to the human genome. Students participating in RMI receive mentoring from faculty advisors, other students, and the program coordinator. The program exposes students to the nature and rigors of a research environment, thus enhancing preparation for and success in graduate school and beyond. The institute engages graduate fellows as peer mentors to undergraduate awardees, thereby creating a pipeline of support and mentorship. http://www.cbse.ucsc.edu/diversity/rmi

CEMELA (Center for Mathematics Education of Latinos/as)
CEMELA is an interdisciplinary, multi-university consortium focused on research and practice that addresses mathematics learning and teaching with Latino/a students in the United States. At UCSC, CEMELA offers Ph.D. and Post-Doctoral fellowships through the Education Department for students and researchers in mathematics education. http://cemela.ucsc.edu/

Center for Cultural Studies
The Center for Cultural Studies was founded in the Spring of 1988 as a part of the University of California's President's Humanities Initiative. It is now in its twentieth year. Through an ensemble of research clusters, conferences, workshops, visiting scholars, publications, film series, and a Resident Scholars Program, the Center has encouraged a broad range of research in the rapidly evolving field of cultural studies. http://www2.ucsc.edu/culturalstudies/

Center for Jewish Studies
Jewish Studies is an interdisciplinary program that offers students a broad knowledge of Jewish culture, especially its literature, art, and history, as well as its perspectives on community, ethics, identity, and philosophy. Program focuses on the modern era, and analyzes the impact of the changes brought by modernization to Jewish life, and by the Jews to modern culture. This

emphasis on and interrogation of the promise and peril of Jewish participation in modern culture differentiates our program from most other Jewish Studies programs.
http://ihr.ucsc.edu/archives/center-for-jewish-studies

Center for Justice, Tolerance and Community (CTJC)
CJTC is a progressive, applied research institute that focuses on issues of social and economic justice, dialogues across diversity, and the building of collaborative communities. Faculty affiliates tackle a broad range of issues including the roots of prejudice, the sources of economic inequality, and the obstacles to the building of community. Combining cutting-edge research with an emphasis on public dissemination of findings and collaborative partnerships with community-based organizations, the Center aims to make a difference in people's lives by providing information and analysis for action. http://cjtc.ucsc.edu/

Center for Labor Studies
The UCSC Center for Labor Studies, founded in 2007, is dedicated to the study of working people, the labor movement, and the challenge of the broader global economy as it impacts the working people of California and beyond. Through conferences, workshops, public lectures, and a range of guest speakers – the focus, in particular, is on the relationship between the labor movement (broadly defined), social movements, and democratic practices; on gender, race, and ethnic dynamics; and on labor activism in international context. The goal is to serve UCSC students, staff, and faculty while reaching out to the broader community of the Central Coast of California and beyond. http://ihr.ucsc.edu/archives/center-for-labor-studies

Center for the Studies of Pacific War Memories
This Center was established in the fall of 2006 to facilitate curricular and research projects across the Asia-Pacific region related to memories of the Pacific War (1937-1945). The Center seeks especially to promote transnational, collaborative teaching and research.
http://cspwm.ucsc.edu/Site/About.html

Center for World History
As a part of a collective effort at imagining the development of world history as a research field, the Center for World History sponsors occasional lectures and conferences. The Center also supports the activities of the UCSC History Graduate Research Cluster on "Colonialism, Race and Trans-National Movements. http://www2.ucsc.edu/cwh/

CfAO PDP (Center for Adaptive Optics Professional Development Program)
The CfAO Professional Development Program (PDP) is a multi-year program for scientists and engineers at the early stages of their careers, with a primary focus on graduate students. Participants attend workshops and have a practical teaching experience, usually at the college/undergraduate level. PDP participants leave the program as highly trained, innovative, and reflective scientist/engineer educators. http://stem.ucsc.edu/CfAO

Chancellor's Achievement Awards for Diversity
These awards honor and showcase academic and staff employees and programs that have made outstanding contributions in furthering diversity at UCSC. The campus has many academic and staff employees and programs that contribute significantly to our diversity efforts. Some examples of achievements include: developing cutting-edge recruitment programs; developing successful mentoring and retention programs; providing opportunities for faculty and staff to advance in their careers; influencing peers on decisions that affect equal employment opportunity, affirmative action, inclusion and diversity at UCSC; and advancing the understanding and field of diversity through research, publications and other media. http://www2.ucsc.edu/eeo-aa/training-programs.htm

Chicano/Latino Research Center
The Chicano/Latino Research Center (CLRC) is an internationally recognized site for the support of scholarship on Chicano and Latino issues. Promoting cross-border perspectives linking the Americas and the study of U.S. changing demographic and cultural panorama, the Center focuses on globalization and trans-culture, processes that are redefining cultural, social, and political identities in the Americas. http://clrc.ucsc.edu/

Colleges 9 and 10
These two Colleges offer a variety of enrichment opportunities which are inclusive of: Practical Activism Conference (a daylong, student-led program of speakers and workshops on local and global issues with a focus on making social change; Multicultural Community Weekend (retreat provides an opportunity for students to explore issues of identity, privilege and oppression in an off-site location); Alternative Spring Break Event (Service-Learning Program takes a group of 30 students on an Alternative Spring Break trip to volunteer in an underserved community); The Cesar E. Chavez Convocation (recently celebrated its fifth year anniversary by hosting nationally acclaimed performance artist Guillermo Gomez-Peña to an audience of approximately 400 people); Volunteer Recognition Ceremony: (Service-Learning Program brings student volunteers together with our community partners to celebrate our collaborative efforts). http://collegetenadvising.ucsc.edu/home.htm

COSMOS (California State Summer School for Mathematics and Science)
Designed for talented high school students, COSMOS is a four-week summer residential program at four UC campuses that provides students with an opportunity to work side-by-side with outstanding researchers and university faculty, covering topics that extend beyond the typical high school curriculum. http://epc.ucsc.edu/cosmos/

Dining University
UC Santa Cruz Dining, a unit of the Student Affairs Division, provides a variety of unique and innovative opportunities for their staff to develop skills, and advance their careers at UCSC. These include the Dining University and the Language Instruction Program. Dining University is a training and orientation program for dining service employees covering a wide variety of topics. All aspects of the program, both written materials and oral presentations, are delivered in both English and Spanish. The Dining University curriculum includes training in university policies and resources, training on work-related topics such as customer service, and a significant amount of team-building and motivational activities, including culinary competitions and

cooking workshops. The Language Instruction Program provides English as a Second Language and Spanish as a Second Language classes to dining staff at all levels of the organization. These language classes are offered at no cost to employees and, in fact, they receive paid time to attend. The ESL classes enable staff to develop the English language skills needed to advance into management positions. http://www.housing.ucsc.edu/dining/index.html

Disability Resource Center (DRC)
The DRC has been part of this historic movement toward equal educational access since 1977. The goal is to support retention and graduation of students with disabilities; collaborate with students, faculty, staff, and community resources to provide effective academic services; promote a non-discriminatory campus environment and encourage student development and independence. http://www2.ucsc.edu/drc/index.shtml

East Asian Studies Major
The East Asian studies program provides a comprehensive overview of Chinese and Japanese cultural heritage, history, and politics. The program also emphasizes the development of modern practical language skills that can be used in a variety of fields.
http://admissions.ucsc.edu/discover/majors/EastAsianStudies.cfm

Engaging Education
e² is a Student-Initiated Outreach and Retention Center for student engagement and academic excellence. It is a supportive and dynamic space for programming that addresses the low rates of recruitment, retention and graduation that historically under resourced communities face within higher education. e² partners with the UC community to provide a purposeful, transformative, and relevant educational experience for all students and provides leadership and developmental opportunities to undergraduate students are part of e². http://engagingeducation.org/joomla/

EOP (Educational Opportunity Program)
The mission of EOP is to promote the retention, academic success, and graduation rates of first generation college students from low-income and educationally disadvantaged backgrounds. EOP provides an array of services including orientation, academic and personal advising, peer advising, tutorial assistance in specific subject and writing areas, and preparation for graduate and professional schools. http://eop.ucsc.edu/

EYH (Expanding Your Horizons)
EYH began over 30 years ago at Mills College in order to encourage young women to study math and science by showing the benefits of such education to their lives and by stimulating their interest in STEM careers. The UCSC EYH Program includes: An Annual daylong Conference for 8th – 12th grade girls; GROW (Graduates and Researchers offer Outreach Workshops) at local middle and high schools; and EYH-GROW Ambassadors for local EYH Alumnae.
http://eyh.ucsc.edu/

Fair Hiring Training
Sponsored by Staff HR Employment and EEO/AA, fair hiring training is required for UCSC hiring managers and search committee chairs hiring for staff positions. Training topics include: equal employment opportunity and affirmative action, best practices in staff recruiting, the value

of workplace diversity, interviewing applicants with disabilities, and reducing bias in the recruitment process. Over the past two years alone, over three hundred UCSC employees have taken the training. Since the training curriculum was revised in 2005, there has been a significant reduction in applicant related EEO/AA complaints and consultations. The training will be made available in an online format in 2009-2010.
http://www2.ucsc.edu/eeo-aa/training.htm

Feminist Faculty Retreat
This is an annual event and funded in part by EEO/AA. Feminist studies is an interdisciplinary field of analysis that investigates how relations of gender are embedded in social, political, and cultural formations. The undergraduate program in Feminist Studies provides students with a unique interdisciplinary and transnational perspective in which the department emphasizes theories and practices derived from multiracial and multicultural contexts. The annual Feminist Faculty Retreat is inclusive of invited faculty from all divisions of the campus.
http://feministstudies.ucsc.edu/

German Studies Major
German studies is a transnational major that deals with the various German-speaking regions of central Europe. Some of the most important ideological debates in Western culture have arisen in the German-speaking area, and changes in German culture and society have sometimes had devastating effects on world history. Additionally, events and political developments of recent years have had important impacts. A German studies major provides students with an intellectually diverse program - covering history, history of art and visual culture, literature, and philosophy - in which students and faculty come together in exciting and demanding pursuits.
http://admissions.ucsc.edu/discover/majors/GermanStudies.cfm

Girls in Engineering
Inspiring students to envision themselves as future engineers and scientists, Girls in Engineering brings middle school girls with an interest in mathematics together for a two-week introduction to engineering at the UCSC Jack Baskin School of Engineering during the summer. The program enables girls to imagine themselves as future engineers and exposes them to science, technology, engineering, and mathematics (STEM) college and career pathways. Students learn about a variety of topics, including robotics, computer science, electrical and civil engineering, applied mechanics, environmental engineering, and biomedical engineering.
http://epc.ucsc.edu/site/Girls_in_Engineering/95

IMSD (Initiative for Maximizing Student Diversity)
IMSD, formerly known as MBRS, provides undergraduate and graduate students with the opportunity to receive an in-depth experience in the academic and experimental aspects of biological research. The undergraduate IMSD program consists of a summer research institute during the summer and laboratory research projects during the academic year. Graduate students receive Graduate Student Research (GSR) support and laboratory supply allotments.
http://stem.ucsc.edu/MARC-MBRS

Institute for Advanced Feminist Research
The focus of the UCSC Institute for Advanced Feminist Research is "Feminism and the Public Sphere." Dedicated to bridging academic and activist divides, the IAFR sponsors projects that are historical, international and interdisciplinary in their conception, and collaborative and experimental in their practices. Employing scholarly methodologies and activist strategies, participants address a range of intellectual and academic problems and engage current political debates, including those from which feminist critiques have been largely absent.
http://iafr.ucsc.edu/

Italian Studies Major and Minor
Students interested in an interdisciplinary approach to Italian culture through the combined study of literature, history, politics, art history, music, and film may pursue a major or minor in Italian studies. There are numerous opportunities for study in Italy through the UC Education Abroad Program (EAP), either for a year (Bologna, Milan, Padua) or for an intensive semester (Milan, Padua, Rome, Siena). The Italian studies program is administered by the Literature Department.
http://admissions.ucsc.edu/discover/majors/ItalianStudies.cfm

Kresge College- Pride and Multicultural Education Committee (KMEC)
The Kresge Multicultural Education Committee (KMEC) was created as a way to provide an open and safe forum in which all students can express and appreciate each other's cultural experiences. KMEC is open to all Kresge students; members actively work to educate the students, staff and faculty of Kresge on Multicultural issues.
http://kresge.ucsc.edu/commlife/kmec.shtml

Latin American and Latino Studies Department
At UC Santa Cruz the Latin American Studies and Latino Studies Department invites individuals to consider embarking on a very rewarding journey where they will have the ability to combine academic research with practical "real world" experience. The department prepares students for bilingual and multi-cultural participation in a rapidly changing world. Global economic and cultural processes are transforming both Latin America and Latina/o communities while deep historical legacies continue to be present. We integrate the study of Chicano and Latina/o communities in the United States with analysis of the histories, politics, cultures, and societies of Latin America and the Caribbean. http://lals.ucsc.edu/

Leadership Academy
The Academy is designed to build a skilled and diverse pool of academic and staff employees with the knowledge and competencies to be successful in a leadership role at UCSC. This is the only developmental program of its kind that rings faculty and staff together. A selection committee is formed each year to review applications and to ensure that a diverse composition of class participants are selected. The committee strives to include a cross section of the campus representing diversity in all its form. The UCSC's Leadership Academy also has a session devoted to "Developing a Culture of Diversity and Inclusion."
http://shr.ucsc.edu/topics/training-development/prof-dev/academy.htm

MARC (Minority Access to Research Careers)
The MARC Program offers research training to students to help prepare them to compete for entry into graduate programs leading to the Ph.D. in the biological sciences or into a combined MD/Ph.D. program. The MARC program's goals are to increase the numbers and capabilities of minority scientists and to prepare students for careers in biomedical research and/or teaching. MARC is an honors program. Acceptance is competitive and based on above average academic preparation and performance. http://marcmbrs.ucsc.edu/marc.html

Mathematics, Engineering, Science Achievement (MESA)
Formally a UCOP program, MEP (Multicultural Engineering Program) is the UCSC version. MEP is supported by the Baskin School of Engineering to promote diversity and facilitate the retention and graduation of a diverse population of students. The program received the "2004 UC Santa Cruz "Excellence Through Diversity Award" which is presented to programs or individuals for efforts which promote a diverse and inclusive environment. http://mep.soe.ucsc.edu/

Merrill College
Offers the following enrichment opportunities: Classroom Connection (provides students with a service learning opportunity to apply theory and concepts learned in class in a practical context where concepts delivered in course meeting and readings address diversity issues; Noche de Estrellas (this annual event celebrates graduating seniors who have overcome obstacles to achieve academic success); Merrill Undergraduate Mentorship Program (the purpose of this program is to inspire and prepare interested undergraduate students to pursue graduate studies and is designed to provide research experience and personal and professional development for Merrill students). http://www2.ucsc.edu/merrill/

Oakes College
Oakes College is a multi-cultural community committed to equality and freedom from oppression and to providing a high quality education to students from diverse backgrounds. Poised at the edge of UCSC's natural preserve, Oakes also leads at the edge of scholarship, community-building, and integrated experiences. Oakes students are engaged in the arts, humanities, sciences, and engineering, and are represented in all of the majors at UCSC. Our core course, Values and Change in a Diverse Society, seeks to help students appreciate the fundamental role of higher education in identifying and solving some of the critical problems facing our nation and the world, and in exploring the connections between educational quality and diversity. Throughout the Oakes community, students are encouraged to explore issues of race, gender, ethnicity, sexuality, religion, socioeconomic class, and politics. http://oakes.ucsc.edu/

Rainbow Theater
Rainbow Theater was established in 1994 with a mission to create unity, higher visibility and understanding of various cultures within our communities. The goal is to foster the spirit of unity by breaking down cultural walls, providing an outlet for creative talents of various ethnic communities by giving voice, promoting dialogue as well as celebrating diversity and fostering communities. http://cadrc.ucsc.edu/rainbow-theater

RayFASC
The Satyajit Ray Film and Study Collection (Ray FASC) is a non-profit educational organization dedicated to the preservation and dissemination of Satyajit Ray's cinematic, literary and artistic oeuvre. It is organized as a Focused Research Activity in the Humanities Division of the University of California, Santa Cruz. http://satyajitray.ucsc.edu/

Science Learning Community / Engineering Learning Community (Crown College)
The primary academic diversity effort at Crown is the Science Learning Community (SLC) and its sister organization, the Engineering Learning Community (ELC). Science students that are disadvantaged due to socio-economic factors and who are less prepared than most science majors. They are provided sections of ACE (Academic Excellence program), mentors, and some scholarship funding to help them succeed academically. The ELC is funded from the School of Engineering (and the National Science Foundation). Crown provides the same support for them as we provide for the SLC, and the School of Engineering provides additional instructional support. http://crown.ucsc.edu/academics/slc.php

SHPE (Society of Hispanic Professional Engineers)
SHPE-UCSC is a student organization founded in 2000. The student chapter began when a group of Latino engineering students decided to form a support group to share common goals and aid each other in developing the skills needed in the professional workplace. SHPE-UCSC has grown to be an organization to have recruited different types of members of all science and mathematics majors, as well as non-Latino students. The goal is to serve our members in the advancement of their math, science, and engineering education. http://shpe.soe.ucsc.edu/

SOAR (Student Organization Advising and Resources)
SOAR is dedicated to the success of UCSC's campus-wide student organizations and government. Student organizations and government are unique learning environments, vital to the educational mission of the university. They offer students a place to explore the links between their life experiences, their academic work, and their hopes for the future. SOAR helps student organizations and government reach this potential. SOAR's professional and experienced staff offers mentorship, leadership training, organizational development advising, and event management services to all students. http://soar.ucsc.edu/mission.htm

Stevenson College--MAC: Multicultural Activities Committee
Stevenson College's theme, Self and Society, links the past with the present to give students a greater understanding of themselves and their cultures, and to help them think globally. Stevenson College balances a strong academic focus in the social sciences, humanities, and natural sciences with an inviting residential community and a wide range of multicultural, social, and educational programs. http://stevenson.ucsc.edu/

SWE (Society of Women Engineers) SLUGS
The Society of Women Engineers (SWE) is a not-for-profit educational and service organization that empowers women to succeed and advance in the field of engineering. Founded in 1950, SWE establishes engineering as a desirable career for women through an array of training and development programs, networking opportunities, scholarships, etc. http://sweslugs.soe.ucsc.edu/

Teacher Professional Development in Mathematics
Middle and high school teachers part of the UCSC Educational Partnership Center's GEAR UP partnership programs in Pajaro Valley and north and south Monterey County receive professional development services in mathematics, developed in conjunction with County Office of Education's content and instructional strategies coordinators and the California Reading and Literature Project. The professional development emphasizes the mathematics standards and concepts that students typically struggle with in college preparatory curricula, including accommodations to support English learners. http://stem.ucsc.edu/Professional-Dev

UC LEADS (Leadership Excellence through Advanced Degrees)
UC LEADS program educates California's future leaders by preparing students for graduate education in STEM fields. UC LEADS identifies promising upper-division undergraduate students who have experienced conditions that have adversely impacted their advancement in their field of study. Once chosen as UC LEADS Scholars, the students embark upon a two-year program of scientific research and graduate school preparation guided by individual Faculty Mentors. http://graddiv.ucsc.edu/ucleads/index.php

Undergraduate Education
The Office of Undergraduate Education provides the following opportunities: Education Abroad Programs (EAP) to learn about and experience living outside of the United States and foster the diversification and internationalization of the campus through the sharing of experiences, history, perspectives, cultures, and research; Provides a program for senior citizens to take classes (without grades) on campus during the summer session; Co-hosted/leads a UC Statewide Honors Programs Consortium that focused on Honors Programs and Access to All; Manages the Karl S. Pister Scholarship Program that honors students who have made a demonstrated commitment to assisting and improving the lives of others, who have overcome adverse socioeconomic circumstances, and who might not otherwise be able to attend UCSC for financial reasons. http://undergraduate.ucsc.edu/

Women at Work Retreat
For 23 years, the Women at Work Retreat has been helping university staff to enrich their personal and professional skills and knowledge, while at the same time improving job satisfaction and morale. The retreat is held annually and focuses on the learning and development of a broad cross-section of women on the UCSC campus. http://www2.ucsc.edu/womenatwork/

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University of California, Office of the President
Diversity Narrative

Goals and Metrics:

Diversity at the University of California, Office of the President (UCOP) must be viewed from two different perspectives. One perspective deals with supporting the President's role to provide executive leadership of the university as a whole. Under this perspective, UCOP diversity professionals provide leadership support and coordination for the President's primary responsibility of managing diversity activities and standards that are central to the mission of the institution and essential to the idea of one university. This includes the following:

- Provide leadership support to define the vision for the university, and leading the system in developing and executing plans in support of that vision as it relates to equal employment and diversity.

- Provide coordination and administrative leadership support for establishing a structure for accountability, measurement, evaluation and reporting on diversity and affirmative action matters.

- Provide diversity leadership support regarding external advocacy to promote the university's interests and manage its reputation with external stakeholders.

- Provide leadership and administrative support for affirmative action, diversity and equal employment as guardians of the public trust to ensure legal and ethical compliance, and to manage system risk.

- Provide information to internal and external agencies regarding university equal employment and diversity activities.

The other perspective for Diversity at UCOP is synonymous with that of a campus location to be an employer of choice and competitive in the recruitment of the best talent available, from all backgrounds. The focus of this Diversity Report is on UCOP Staff Diversity as a separate location. It does not include some of the leadership support functions associated with the President's role in leading the University System.

UCOP has set as its goal that our workforce should be reflective of the diverse constituents we serve. A major building block for achieving a diverse workforce is to ensure equal employment opportunity and a workforce climate free of illegal discrimination, harassment, and retaliation of any kind. The changing demographics of California, our aging workforce, and changing staffing trends throughout the system indicate that a concerted effort in recruitment and career

development activities is necessary to produce the skilled, knowledgeable, and diverse workforce essential to support the many roles of the UC Office of the President.

We have focused attention on the following proposed strategies to achieve the staff workforce diversity goals stated above.

- Creation of a UCOP, location specific, Best Practices Diversity Council (BPDC) that would focus on diversity related matters specific to UCOP employees. The Council will provide a forum for council members to leverage and implement diversity best practices and process in their department, while integrating UCOP diversity initiatives as a whole. With complete restructuring of UCOP during the past 18 months, the focus on Diversity program initiatives has been impeded. The creation of this Council will serve as means for the Office of the President to reengage programmatically in the Diversity process.

- Functional objectives of the Council would be to:

    - Create synergy between departmental diversity action plans and initiatives.

    - Develop a diversity best practice framework and grow best practices models across UCOP.

    - Visibly recognize and communicate diversity best practices achievement through out UCOP.

    - Identify and address emerging issues through an UCOP-wide diversity scorecard.

    - Provide feedback to the President and Provost.

- In coordination with the OP HR Department, implementation of new recruitment "action steps" modeled after those developed by the Academic Senate which are aligned with Federal Affirmative Action Policy and Proposition 209, that will increase awareness of diversity and provide greater emphasis on "good faith efforts" under our Affirmative Action Plans.

- Implement a more robust career development process by using the model of the new SMG Performance Management System and assuring the integration of appropriate diversity and Principles of Community measures into all OP employee job descriptions and performance reviews.

- Recognize OP leaders who establish effective diversity programs that model our ethical values and establishing a diversity awareness and acknowledgement program that would champion individuals who demonstrate excellence in pursue and achievement of diversity at UCOP. A prime example would be UCSF's "Champion of Diversity Program."

- Develop a robust understanding of diversity within UCOP community where diversity, is not merely tolerated, but is valued for the added excellence and intellectual vitality that it brings to the workplace by integrating information regarding diversity issues such as sexual orientation, gender identity, equity and inclusion, and Principles of Community into the OP Values Initiative.

- Expand the retrieval and analysis of employee activity data to include tracking in areas like hiring, transfers, promotion, reclassification, and separation which all impact workforce diversity. The process should also include an analysis of diversity by personnel category and salary grade. This would add a new dimension to our ability in evaluating diversity achievements and would facilitate development of best practices that should be shared across system.

Campus Policies and Practices:

In support of our staff diversity goals, UCOP Staff Diversity has implemented the following policies and practices:

- We implemented a diversity awareness and training program for employees. The goal was to promote and support UOCP's diverse working environment by facilitating the inclusive and respectful behaviors necessary for working more effectively and productively in a diverse environment. The workshop engages participants in a dialogue about how to create a more inclusive environment. Using a video format to facilitate classroom discussion, the workshop uses real-life situations that many of us encounter to examine how cultural bias and stereotypes may be affecting interactions within the workplace and how misunderstandings can result as people from different backgrounds communicate with each other. Through group discussion, role-play, and introspection, participants examine topics such as gender, sexual orientation, age, weight, and disabilities to learn more about what each one of us can do to foster greater respect among our colleagues. A safe atmosphere is fostered to encourage open dialogue. The training was initially provided to Human Resource staff and later opened to all interested staff and departments upon requests.

- We enhanced the visibility and awareness of UCOP's commitment to diversity by developing the President's Diversity Webpage that clearly articulates the President's support for diversity and serves as portal to UCOP and system-wide diversity related matters.

- We reaffirmed UCOP's commitment that everyone, from Senior Managers to clerical staff, has a responsibility for ensuring a safe, respectful, and inclusive workplace environment by implemented a new Performance Management System for the President's Direct Reports and the University wide Senior Management Group (SMG).

- We are currently working to develop diversity competency metrics for inclusion in all Manager and Senior Professional (MSP) and Professional and Support Staff (PSS) job descriptions and performance appraisals.

- We revised the reporting metrics for Executive Search Firms to provide greater information regarding diversity of candidates considered for SMG positions. While it is difficult to attribute the placement of several additional women and minorities into SMG positions, it is very noticeable that the numbers have increased since this policy was introduced.

- We expanded new employee orientation for SMG's to ensure that they are informed of our commitment to diversity and principles of community. This process involves providing them with a customized binder containing UC Policy and OP implementing procedures, and having them meet with various subject matter experts. Prospectively, we expect to expand the process to include discussions with affirmative action and diversity subject matter experts regarding current staffing levels, diversity goals, and good faith affirmative action efforts required by federal law to address underutilization of qualified women and minorities.

- Following the recent OP re-organization, open forum diversity brown-bag meetings provided the opportunity to obtain feedback from staff and to share ideas for enhancing OP efforts regarding diversity and Principles of Community as core university values.

- We recently acquired updated Affirmative Action Plan software that will allow Executive Summaries of Affirmative Action and Diversity Progress Reports for each department and functional area. These reports will facilitate analysis of staffing metrics by department and hiring authority, which is beyond the current traditional job-group analysis, which focuses globally on OP as a whole.

Campus highlights / Best Practices to share:

- Following the pattern of the new SMG Performance Management System, we are currently working to integrate appropriate diversity metrics and Principles of Community into all OP employee job descriptions and performance reviews.

- We revised the reporting metrics for Executive Search Firms to provide greater information regarding diversity of candidates considered for SMG positions.