

The State of Campus Diversity
The Committee on Diversity and Equity

June 11, 2010

Recent racist events on the UCSD campus highlighted an *urgent* need for the UCSD Academic Senate to familiarize itself with the inadequate state of diversity on our campus and to take immediate action to develop an inclusive campus and a diverse student body, faculty and staff. The goal of this report is to inform the faculty on the state of diversity at UCSD and to propose a series of specific actions that can move UCSD toward a more diverse and equitable campus, which is intrinsic to recognized excellence in education and research.

Because California is a society populated by diverse races, cultures, genders, ages, languages, abilities/disabilities, socioeconomic statuses, sexual orientations and geographic contexts, the Assembly of the Academic Senate, Chancellors and Regents declared in 2006 that *achieving diversity is central to the UC core mission* of serving the people of California. A more diverse University of California would better serve its population by preparing all of its students to interact effectively with people of all backgrounds within our increasingly complex society.

Although California is a diverse state comprising 6.7% African American, 36.6% Hispanic, 12.5% Asian, 1.2% Native American, 0.4% Pacific Islander and 42.3% Caucasian citizens, neither the UC student body nor its faculty reflect this diversity. At UCSD, only 11% of undergraduate students are underrepresented minorities (URMs: Hispanic, Native American, African American), compared to 15% at Berkeley, 20% at UCLA, 30% at Merced and Riverside and 44.9% in the general population. Strikingly, UCSD has the lowest percentage of African American undergraduates of any UC campus and of all of the eight Comparison Universities (UC Accountability report <http://www.universityofcalifornia.edu/accountability/>). The Comparison Eight Campuses comprise Univ. Illinois, Univ. Michigan, SUNY Buffalo, Univ. Virginia, Harvard, MIT, Stanford, and Yale. Additionally, only 10% of graduate students at UCSD are URMs. Again, UCSD has the fewest African-American graduate students of all UC and Comparison Eight campuses and the fewest Hispanic graduate students of the UC campuses.

These disparities also extend to the faculty. The percentage of URMs in the ladder-rank faculty nationwide and at all UC campuses is low. However, the percent of African-American faculty in the entire UC system is far below that of the Comparison Eight Universities. The percentage of URM faculty at UCSD, 7.3%, is among the lowest in the UC system, while the percentage of female ladder-rank faculty, 21%, is the lowest in the UC system. As of 2008, African Americans comprised just 1.7%, Chicano/Latinos 5.5% and Native Americans just 0.1% of the ladder-rank faculty at UCSD. Most underrepresented minority and female ladder-rank faculty were in Education, Arts and Humanities, and Social Sciences departments, while few were in Engineering and Computer Sciences, Physical Sciences and Life Sciences. For example, in 2008, only 2% of the School of Medicine ladder-rank faculty was URMs and only 16% were women. In the School of Engineering, only 5% of the ladder-rank faculty was URMs and only 9% were women. In general, URMs and women are found in lower percentages in ladder-rank positions than in non-ladder-rank positions in the Health Sciences across the UC system in spite of the fact that approximately 41% of advanced degrees awarded since 2000 are to females and 8% to URMs. While women are close to parity (48.5%) with men in UC's medical residencies, the percentage of new women hired into ladder positions is substantially lower (27.7%). These data indicate that an absence of qualified candidates is not the sole cause for these disparities, but rather suggest

systemic problems in recruitment and retention. These data indicate a persistent record of underutilizing talent available at all levels of higher education and scholarship.

For a number of years now, this inadequate diversity among students and faculty on UC campuses has been repeatedly highlighted by commissioned studies and reports (1998, 2002, 2005, 2007, 2008, 2009, see Appendix). These reports indicated that the state of diversity on our campus has progressed little in the past ten years and that UCSD unfortunately presents an environment that is insufficiently welcoming and nurturing of URM students. An inclusive campus is a hallmark of educational excellence and is required to prepare all students to meet the challenges and opportunities of the complex, real world. In contrast, a non-inclusive climate serves no student well by limiting the campus' educational excellence. A non-inclusive environment may also limit the campus' competitiveness in obtaining federal and private foundation research funding, thus hampering the University's core mission of research.

Faculty diversity within the UC system has changed little over the past two decades. Past efforts to change academic climate, resources, and policy have produced little sustained progress. It is important to realize that maintenance of the status quo will guarantee an *ever-widening gap between the University of California and the population it serves*. The Report of the UC President's Taskforce on Faculty Diversity of May 2006 (<http://www.universityofcalifornia.edu/facultydiversity/report.html>) noted that changing the diversity of the tenured faculty will require concerted efforts by each campus. UCSD anticipates a reduction in FTE positions over the next ten years. Furthermore, FTE faculty turnover rates are low, because tenured faculty careers can last for up to 40 years. Thus, it is imperative that active recruitment and retention of underrepresented minority and female scholars receive this campus's full attention.

In his address to the Symposium of UK and US Higher Education Finance and Access in 2004, UC President Emeritus R.C. Atkinson raised concerns about the future prosperity of the UC system as a function of the disparity of our diversity from California's demographics. Atkinson stated, "*As a matter of both philosophy and politics, no US public university can survive over the long term unless its students, faculty, and staff reflect in some approximate but genuine fashion the people who support it.*" To help address this issue, in 2005, the Academic Personnel Manual (APM) was updated to recognize faculty contributions to diversity and equal opportunity (APM210-1.d) in the consideration of the appointments and promotions of ladder-rank professors and corresponding series. The chairs of the Departments were charged with maintaining a climate that is hospitable to diversity (APM245 Appendix A.1). Furthermore, the deans and provosts were given the responsibility of ensuring the diversity of the faculty, students and staff (APM240-4a). In 2007, the UC Regents affirmed the centrality of diversity to the University's mission and the need for improvements in this area. In particular, they highlighted an "acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented." *Consequently, all members of UC campuses are obliged to strive for a University characterized by diversity and equity.*

While UCSD has demonstrated an admirable commitment to promoting diversity through its K-12 outreach programs, it has not sufficiently succeeded in enhancing diversity on its own campus. A comparison of various effective programs at other UC campuses and comparison universities nationwide suggests new avenues by which UCSD could promote student and faculty diversity and stimulate a more welcoming climate of inclusiveness. Some of these programs will be highlighted in this letter.

In response to the recent racist acts on campus, the UCSD Black Student Union (BSU) and the administration identified a set of actions needed to improve recruitment of underrepresented minorities and to provide a safe and welcoming environment on campus (http://campusclimate.ucsd.edu/docs/Actions_Taken_05-14-10.pdf). Campus students have requested faculty support to ensure that these actions are successfully completed. The UCSD Academic Senate Committee on Diversity and Equity (CDE) urges the entire Academic Senate to closely monitor the Administration's commitments to improve diversity and climate on this campus.

CDE therefore urges the Academic Senate to work actively with the Administration in promoting diversity and inclusion on campus in order to realize the University's potential in research and education excellence. Recruitment and retention of a diverse student and faculty body will require sustained campus-wide efforts. CDE therefore recommends actions addressing Campus Administration, Campus Climate, Student Admissions and Recruitment, and Faculty Recruitment and Retention to develop a more inclusive campus climate and to recruit and support a more diverse student body and faculty.

I. Campus Administration.

CDE recommends development of a master plan to optimize efforts to improve diversity, inclusion and campus climate as an alternate to the existing ad hoc approaches to respond to sporadic incidents. Objective metrics should be devised to measure the success of such efforts in each organization. CDE also calls for the empowerment of the Chief Diversity Officer to coordinate the diversity endeavors and ensure sustainable progress.

A. CDE calls for adoption of a detailed Master Plan for Diversity, Inclusion and Campus Climate, similar to UC Berkeley's Strategic Plan for Equity, Inclusion, and Diversity (<http://diversity.berkeley.edu/StrategicPlan>) or UCLA's Strategic Plan for Diversity (<http://www.diversity.ucla.edu/strategicplan/index.htm>). This Master Plan could be formulated as a collaboration between the new Campus Climate Commission and faculty, to be headed by the Chief Diversity Officer, and should articulate principles, overall strategy, specific initiatives and actions as well as milestones. Development of a Master Plan must receive sufficient administrative support to allow it to be published according to high professional standards, such that every campus member is aware of its existence and aware of the specific milestones to be achieved.

B. CDE, together with UCAAD, will develop a Diversity Index that can be used to illustrate the state of diversity in every department and ORU on campus. This Diversity Index will give departments opportunities to highlight achievements in faculty recruitment, retention, outreach, research and teaching related to the University's diversity mission. Collection of such information may help the University to secure external funding for research and other programs. We recommend that the Chief Diversity Officer publicize these data on a yearly basis in order to demonstrate a department or ORU's progress towards an appropriately diverse community. Evaluation of each department, ORU and college should include short- and long-term recommendations. This Diversity Index will complement the use of the Penner ratio to evaluate units that make progress toward the University's missions of teaching, research and service.

C. CDE calls for increased resources for the Office of the Chief Diversity Officer. In contrast to UCSD, which allocates only one 50% faculty appointment and one 50% staff appointment to this office, UCLA appointed the head of faculty diversity as a vice provost and allocates two

additional 100% staff positions to the office. UC Berkeley appointed a vice chancellor on equity and inclusion with similar resources. The UC Berkeley Office of Equity and Inclusion has grown into a division of 8 officers and demonstrated a committed effort to improving diversity on campus through its innovative programs. Several other campuses have allocated greater resources to Chief Diversity officer and thus demonstrate commitment to improving diversity on their campuses. CDE advocates that UCSD requires a similar level of institutional commitment to achieve our diversity goals.

With these added resources, the Chief Diversity Officer should (i) oversee development and enhancement of coordinated existing and novel programs to recruit, enroll and support URM students and faculty, (ii) facilitate a much needed overhaul of the Diversity website to provide adequate links to all diversity related sites, including new URM student and faculty group web pages (similar to UC Santa Cruz's and UC Santa Barbara's diversity websites; e.g., <http://www2.ucsc.edu/airc/>) and uniform databases of campus-wide research and grant opportunities for faculty working on diversity issues, (iii) recruit a development officer to secure extramural funding for faculty and student research, fellowships and awards, and teaching or outreach efforts as they pertain to diversity issues, and (iv) collaborate with external educational institutes e.g. other UC campuses, community colleges, local high schools, historically minority colleges, and funding agencies to maximize the effectiveness of these programs.

D. CDE also calls for establishment of formal reporting lines to the office of the Chief Diversity Officer, so that this office can fulfill its intended mission to coordinate diversity issues pertinent to all Vice Chancellor and Associate Vice Chancellor offices. The Diversity Office should appear on all relevant UCSD administration organizational charts (e.g. Academic Affairs), and the reporting lines should be indicated.

II. Campus Climate.

CDE agrees with recent calls by students, faculty and administration for a community in which all members honor the values of equity, inclusion and diversity (http://campusclimate.ucsd.edu/docs/Actions_Taken_05-14-10.pdf).

A. CDE endorses a requirement that all enrolling students agree to abide by the University Principles of Community and the student code of conduct, beginning September 2010. A required personal commitment to the Principles of Community will send a clear message that UCSD greatly values diversity and constructive dialogue. This may complement academic integrity as a cornerstone of university education (<http://www.ucsd.edu/current-students/academics/academic-integrity/index.html>).

B. CDE endorses the proposal that UCSD should adopt a formal requirement that all students enroll in a one quarter 4-unit course involving ethnic studies, chosen from a list of approved courses because they include pertinent discussions of diversity in America and the history of race in our country. Many UC campuses (UCLA, UC Berkeley, UC Santa Cruz, UC Santa Barbara, UC Riverside, UC Irvine) already have a similar requirement, and UC Berkeley has developed an exemplary approval process.

C. CDE encourages the administration to engage in a proactive, campus-wide campaign to promote diversity and recognize the achievements and contributions of historically underrepresented minority scholars, faculty, students and staff. Public displays of posters, Library Walk flags, and bus placards may be used to reaffirm UCSD's commitments to a diverse campus.

Awards, student fairs, and lectureships may be used to recognize and highlight the diversity of the student body on campus, and/or its interest in diversity issues.

D. CDE proposes that UCSD expand existing student support programs and also develop new student support programs modeled after UC Berkeley's Educational Equity Alliance or UC Riverside's Fresh Start and freshman transition programs, which have significantly increased first-year retention and graduation rates, and improved campus climate for URM students and all students. Programs currently in place at some UC campuses have shown that student support services specifically designed to help historically under-represented and disadvantaged students succeed in course work and plan career and degree pathways can improve the student experience and enhance enrollment and graduation rates. Some of UC Riverside's programs have been strikingly successful, as detailed in the Chancellor's letter at <http://fridayletters.ucr.edu/?p=230>. Institutionally organized programs that provide such study support, career guidance and research opportunities would be helpful in improving the campus climate.

III. Student Admission and Recruitment.

CDE calls for creative methods and fully committed, sustained approaches to enrich the diversity of our student body. We propose improvements in outreach, admissions, recruitment, retention and graduation rates.

A. CDE recommends that the campus issue a request for applications (RFA) to develop novel, collaborative programs designed to improve the number of URM students applying to, and admitted to, and retained at UCSD. Selected pilot programs could be funded as a Chancellor's Diversity Award. Proposed programs may include development of Preuss-like charter schools, expansion of Upward Bound programs, establishment of permanent relationships and exchange programs with Historically Black Colleges and traditionally Hispanic Colleges to train students in UCSD laboratories, cluster recruitments and plans to offer in-state tuition to out-of-state transfer students from the 36 Tribal Colleges nationwide. Expansion of current efforts to use NSF and NIH funding to establish long-term and well-organized institutionally supported URM training programs should also be encouraged.

A key approach to admitting more URM students is to contribute to their secondary school preparation. Current strategies focus on recruiting the same pool of 300-400 African American students who are heavily sought by UC campuses and Ivy League schools, but, the greatest numbers of African American students interested in attending UCSD are never admitted because of solvable deficiencies in their secondary school preparation. A broad, long-term statewide strategy should be devised to increase the number of competitively eligible African American high school graduates. It has been estimated that UC needs to have deep interventions with 10-12 high schools in the state in order to increase the number of competitively eligible students. The absence of a commitment to enhance college preparation for URM students allows UCSD to withdraw from its larger obligations to address historic and persistent cultural oppression in the urban public schools just outside our gates.

B. CDE strongly recommends that all applicants for admission to UCSD be invited to provide a personal statement describing how they have contributed to diversity in their communities as part of the evaluation for admission. The Academic Senate should take action to ensure the admission of a more diverse student body. UCSD must improve URM student enrollment, retention and graduation rates.

C. CDE proposes creation of richer educational pathways, such as new hybrid majors, to attract under-represented students. Many URM students have expressed interest in majors that combine their interests in medicine, engineering or law with their interests and commitments to ethnic studies. We recommend development of hybrid majors that combine ethnic studies and courses required for admissions to law, medicine and engineering postgraduate programs.

D. CDE strongly recommends a continued commitment to provide significantly more resources for African American, Native American and Chicano student groups' Resource Centers to provide for the development of suitable physical (dedicated space) and virtual (Internet) resources. Many URMs at UCSD currently feel isolated and unsupported. A number of discrete actions can rapidly improve this climate and improve recruitment of URMs. Innovative policies and programs at other UC campuses, such as UC Riverside, UC Santa Cruz, UCLA and UC Berkeley have increased URM student enrollment and graduation and improved the student experience such that URM students reported a sense of belonging and comfort. Adequate support of URM student groups would include development of quality space for socializing, studying and residing, development of first-rate Internet pages, social events for URM students and families, and support of URM student art and other public projects.

E. CDE also recommends that the administration maintain for the foreseeable future increased funding to organizations that lead recruitment and retention efforts supporting URMs, such as Student Promoted Access Center for Education and Resources (SPACES) and Student Initiated Access Programs and Services (SIAP). The Admissions Office relies on student involvement in recruitment, and the administration must more substantially support these efforts.

F. CDE endorses further increases in the number and size of scholarships and fellowships for undergraduates, graduate students and postdoctoral researchers who positively impact a diverse campus climate (models include Presidential Fellowships, Chancellor's scholarships and similar programs at UC Riverside and UC Berkeley). Graduate students serve as role models and, as TAs, can have enormous impact on the campus climate, while postdoctoral researchers feed the pipeline for faculty recruitment.

G. CDE proposes that the campus strengthen its academic support programs for URM and other students, modeling such programs after the Learning Center at UC Riverside.

IV. Faculty Recruitment and Retention

Faculty members enrich the community via their contributions to research, education, diversity and service. UCSD is handicapped by virtue of the greatest student-to-faculty ratio among the UC campuses. CDE calls for a remedy to this problem and also suggests new procedures, metrics, and award programs to recognize the diversity contributions of each faculty member and each organization unit.

A. CDE encourages UCSD to petition the Office of the President to increase the number of funded faculty to reduce the faculty to student ratio on campus. It is important to note that UCSD has the greatest student: faculty ratio in the UC system (24.5 compared to UC Berkeley's 17.5 and UCLA's 16.7). UCSD also has far fewer ladder-rank faculty positions (approximately 1000) than UC Berkeley (approximately 1400) or UCLA (approximately 1700). Additionally, many of UCSD's FTE positions are incompletely funded. These data suggest that UCSD could improve the proportions of under-represented and female faculty should the UCOP reallocate funding among campuses to reduce the student to faculty ratio at UCSD.

B. CDE proposes that funding for the Faculty Career Development Program (FCDP) Awards which recognize efforts to diversify the UCSD campus through teaching, research, and service be significantly increased to allow additional, deserving junior faculty to receive course relief support during their bids to achieve tenure. The candidates for these awards often have strong records of professional activity that promotes diversity, and they should be supported and encouraged.

C. CDE strongly urges UCSD to fully implement APM210-1-d (<http://www.universityofcalifornia.edu/senate/committees/ucaad/apm210.pdf>), which indicates that faculty contributions in research, teaching and service that promote diversity and equality are to be encouraged and given recognition in the evaluation of a candidate in the consideration of appointments and promotions of ladder-rank professors and corresponding series. The importance of some contributions to diversity can be difficult to capture using the traditional evaluation criteria of research, service, and teaching. Since July 2005, departments have had an opportunity to revise bio-bibliography forms to recognize this type of effort, but this information is not uniformly applied to support faculty files in departments across campus. The system-wide Committee on Affirmative Action and Diversity (UCAAD) and CDE have been charged with ensuring that diversity contributions are considered equally with other categories of effort and that this information is used to support and reward faculty members' efforts in this regard. Therefore,

CDE will plan in the upcoming months to instruct departments, faculty, chairs, deans and the Committee on Academic Personnel (CAP) alike about the types and importance of diversity efforts that can and should be recognized in academic files. Such information will be posted on the senate.ucsd.edu website.

We also propose that CDE encourages departmental chairs and relevant ad hoc committees to solicit letters that speak to the candidate's diversity contribution. These letters may be from within the academic unit, or outside. The intent isto assist CAP in the evaluation of the candidate's diversity contribution as mandated by APM 210.

CDE calls on the Committee on Committees to recognize that campus diversity is important in a variety of campus-wide committee work, including CAP. Notably, CAP membership must be diversified in order to properly evaluate diversity contributions as mandated by APM210. Therefore, CAP membership must include faculty who are female and under-represented minorities.

CDE calls on CAP to involve ad hoc members with diversity expertise to consult in the evaluation of candidate's diversity contribution as demanded by APM210. CDE is willing to suggest Academic Senate members who may have appropriate expertise to function as ad hoc members.

CDE proposes that in merit increase and acceleration decisions CAP reward diversity contributions on par with research, teaching and service. Similar practices were adopted and are in use at UC Santa Cruz.

Effective recognition of faculty efforts to enhance the diversity mission of the University of California will serve to support the departmental Diversity Index and will enhance the University's competitiveness in securing federal, state, and private foundation funding.

D. CDE proposes that UCSD develop awards to reward significant faculty efforts to promote diversity on campus. These could be similar to the UC Berkeley Chancellor's Award for Advancing Institutional Excellence (<http://diversity.berkeley.edu/caaie>), grants presented annually to faculty members at UC Berkeley who make "distinctive contributions and [achieve] auspicious success in enhancing diversity and equal opportunity." At UC Berkeley, each Chancellor's Award recipient receives a grant to be placed into a departmental account for discretionary use by the awardee in continuing her/his work on diversity. The Berkeley award acknowledges "meritorious achievement by faculty in pursuit of the University's mission to create an inclusive environment and serve the needs of our increasingly diverse state" and "recognizes Senate faculty members who have successfully demonstrated a commitment to excellence by providing leadership in research, education and public service in building an equitable and diverse learning environment."

We anticipate that implementation of these proposals, along with many other action items already under way at UCSD, will bring about improvements to the diversity on our campus.

2009-10 Committee on Diversity & Equity

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APPENDIX

Internet links to reports, articles and website relevant to diversity in the UC system

1) Reports on the state of diversity in the UC system and at UCSD

UC Accountability report (2009): <http://www.universityofcalifornia.edu/accountability/>

[Report on Faculty Diversity in the Health Sciences](#) (July 2008)

[Report of the UC President's Task Force on Faculty Diversity](#) (May 2006)

[The Revolving Door for Underrepresented Minority Faculty in Higher Education An Analysis from the Campus Diversity Initiative](#) (April 2006)

[UCSD Discussion of Report of the UC President's Task Force on Faculty Diversity](#)<http://universityofcalifornia.edu/facultydiversity/report.pdf> (July 2006)

[Do UC Us? Campaign to Increase Numbers of African-American Students at the University of California, San Diego](#) (Fall 2009)

<http://dss.ucsd.edu/~rfrank/CoalitionResearch.html>

2) Reports of and responses to the racial crises of winter/spring 2010

http://campusclimate.ucsd.edu/docs/Actions_Taken_05-14-10.pdf

<http://www.ucsd.edu/current-students/student-life/diversity/index.html>

<http://ucsdnews.ucsd.edu/newsrel/students/03-14UCSDAdmissions.asp>

<http://ucsdnews.ucsd.edu/newsrel/general/03-24CampusClimate.asp>

<http://www.universityofcalifornia.edu/news/article/23079>

3) University diversity and equity websites and relevant links

UCOP: <http://www.universityofcalifornia.edu/diversity/>

Office of the General Counsel for the University of California, advice on diversity in the UC system: http://www.ucop.edu/ogc/enhance_diversity.html

Faculty, graduate student and undergraduate student demographics:

<http://www.ucop.edu/acadadv/datamgmt/welcome.html>

<http://www.ucop.edu/acadadv/fgsaa/grad-prof-diversity.html>

UCSD Diversity: <http://www.diversity.ucsd.edu/index.html>

UCSD Faculty Equity: <http://facultyequity.ucsd.edu/>

UCSD Diversity reports: <http://www.diversity.ucsd.edu/reports.html>
UCSD Diversity resources: <http://www.diversity.ucsd.edu/resources.html>

UC Berkeley: <http://diversity.berkeley.edu/>
UC Berkeley Strategic Plan: <http://diversity.berkeley.edu/StrategicPlan>
http://www.berkeley.edu/news/media/releases/2010/02/18_haas_jr_fund.shtml
UC Berkeley Chancellor's Award: <http://diversity.berkeley.edu/caaie>

UCLA: <http://www.diversity.ucla.edu/>
UCLA Strategic Plan for Diversity: <http://www.diversity.ucla.edu/strategicplan/index.htm>

UCSB: <http://www.ltsc.ucsb.edu/about/diversity>

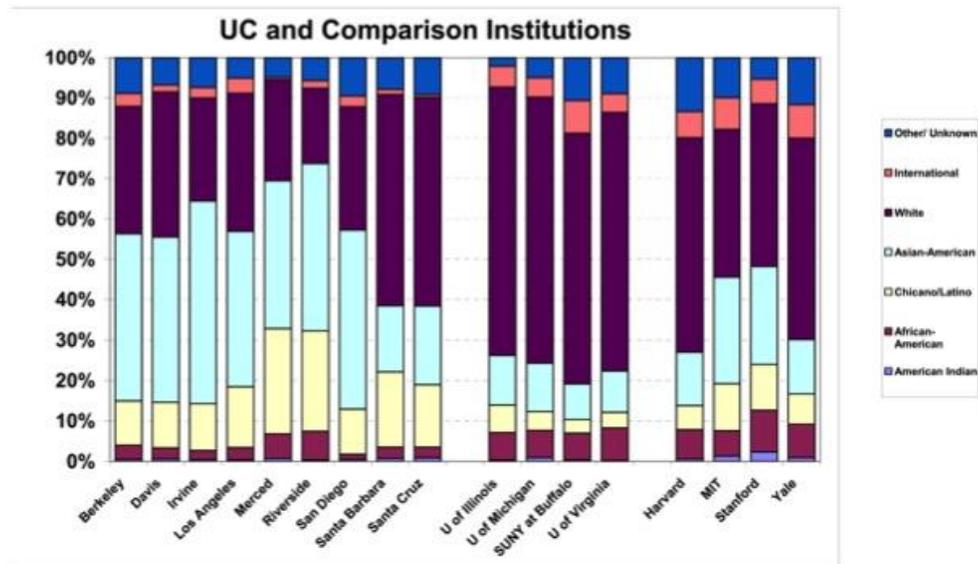
UCSC: <http://www2.ucsc.edu/aasl/>,
<http://www2.ucsc.edu/airc/>,
<http://www2.ucsc.edu/aapirc/>
<http://www2.ucsc.edu/raza/>

UC Riverside: http://newsroom.ucr.edu/news_item.html?action=page&id=2265

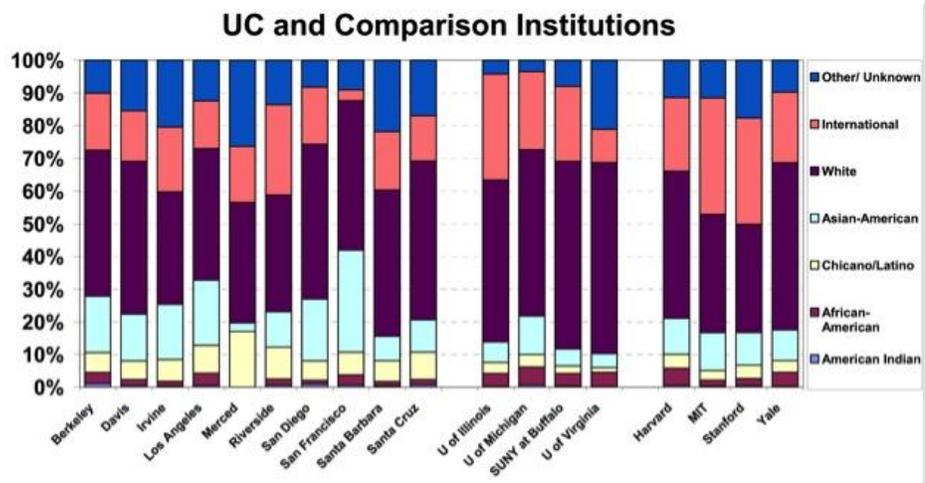
Massachusetts Institute of Technology report on enhancing faculty diversity:
<http://web.mit.edu/provost/raceinitiative/>

University of Michigan: <http://www.vpcomm.umich.edu/admissions/research/>

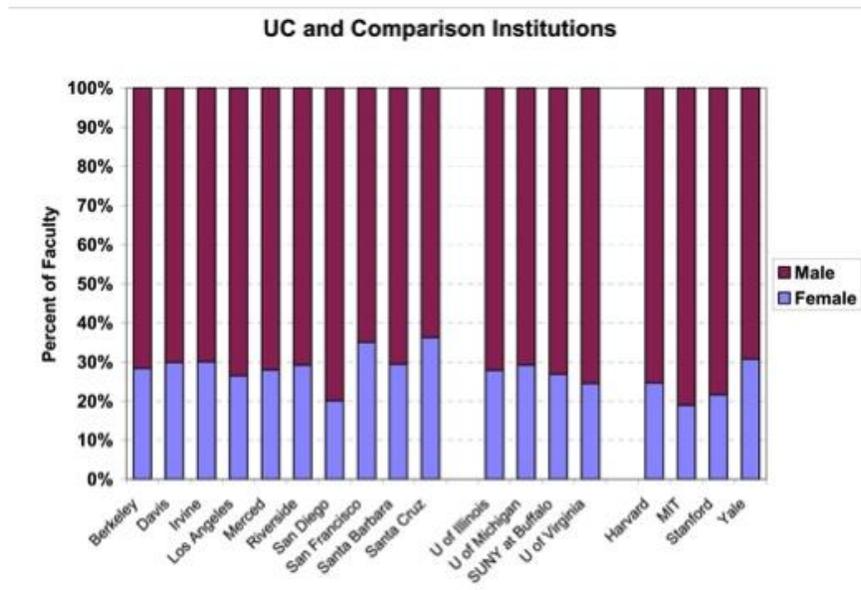
Undergraduate enrollment by ethnicity



Graduate student enrollment by ethnicity



Ladder rank faculty by gender



Ladder rank faculty by ethnicity

