

# Report on Diversity and Equity

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# CDE Report, 5/25/2010

- I. Why do we have to work on diversity and equity?
- II. How do we improve our diversity and equity?

# I. Why?

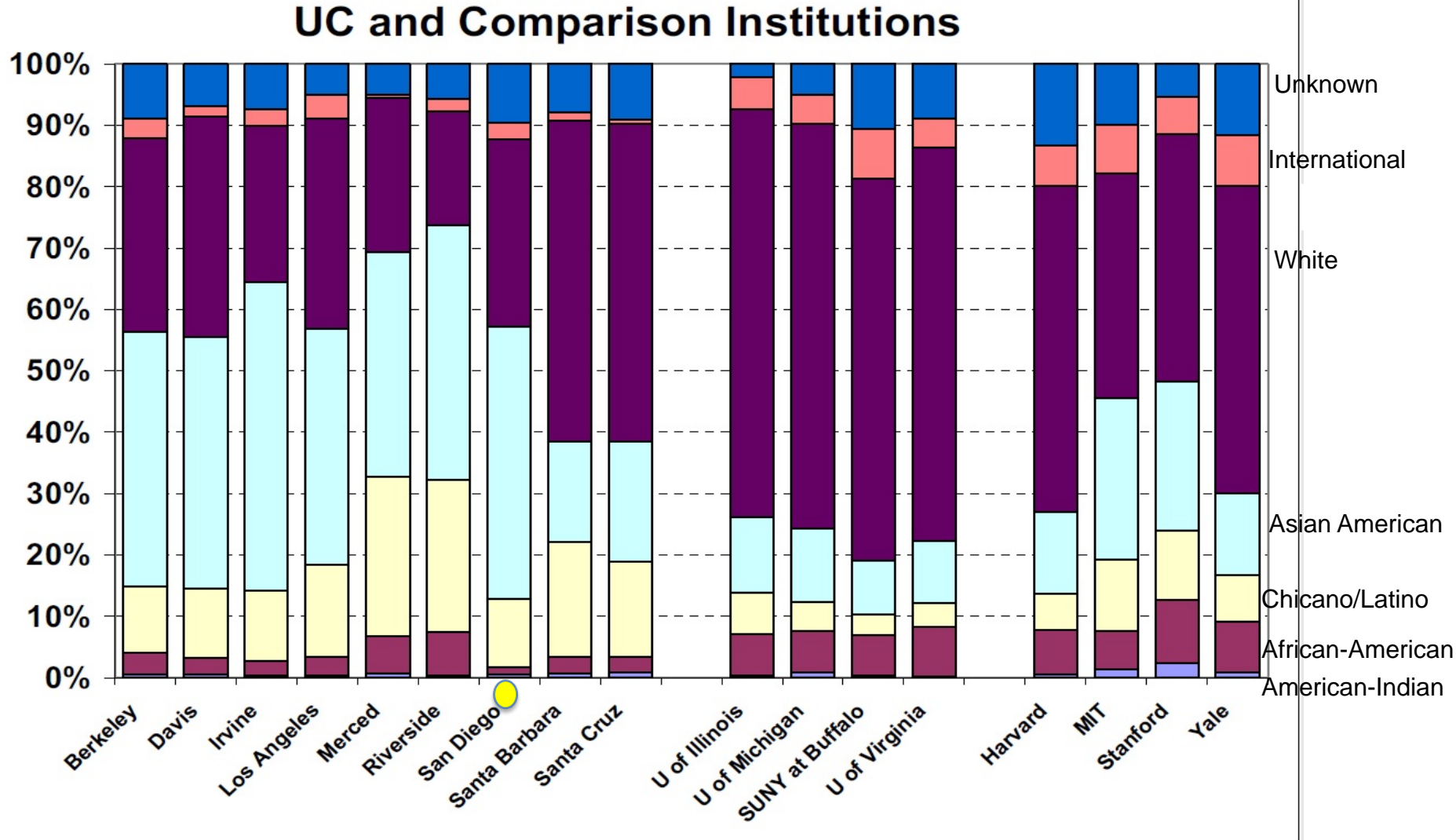
1. The interests of Californians (37M population)
  - Disparity from California Demographics
2. The calling by the University of California
  - APM210, APM240, APM245, UC Diversity Statement signed by the UC President and ALL of the Chancellors
3. The long term prosperity of UCSD
  - Academic Standing and Funding

# I.1 The Interests of Californians

- Diversity of California Demographics (2008)
  - 6.7% African American
  - 36.6% Hispanic
  - 12.5% Asian
  - 1.2% Native American
  - 0.4% Pacific Islander
  - 42.3 Caucasian
- Diversity of UCSD Student Body (2009)
  - 1.5% African American
  - 10% Hispanic

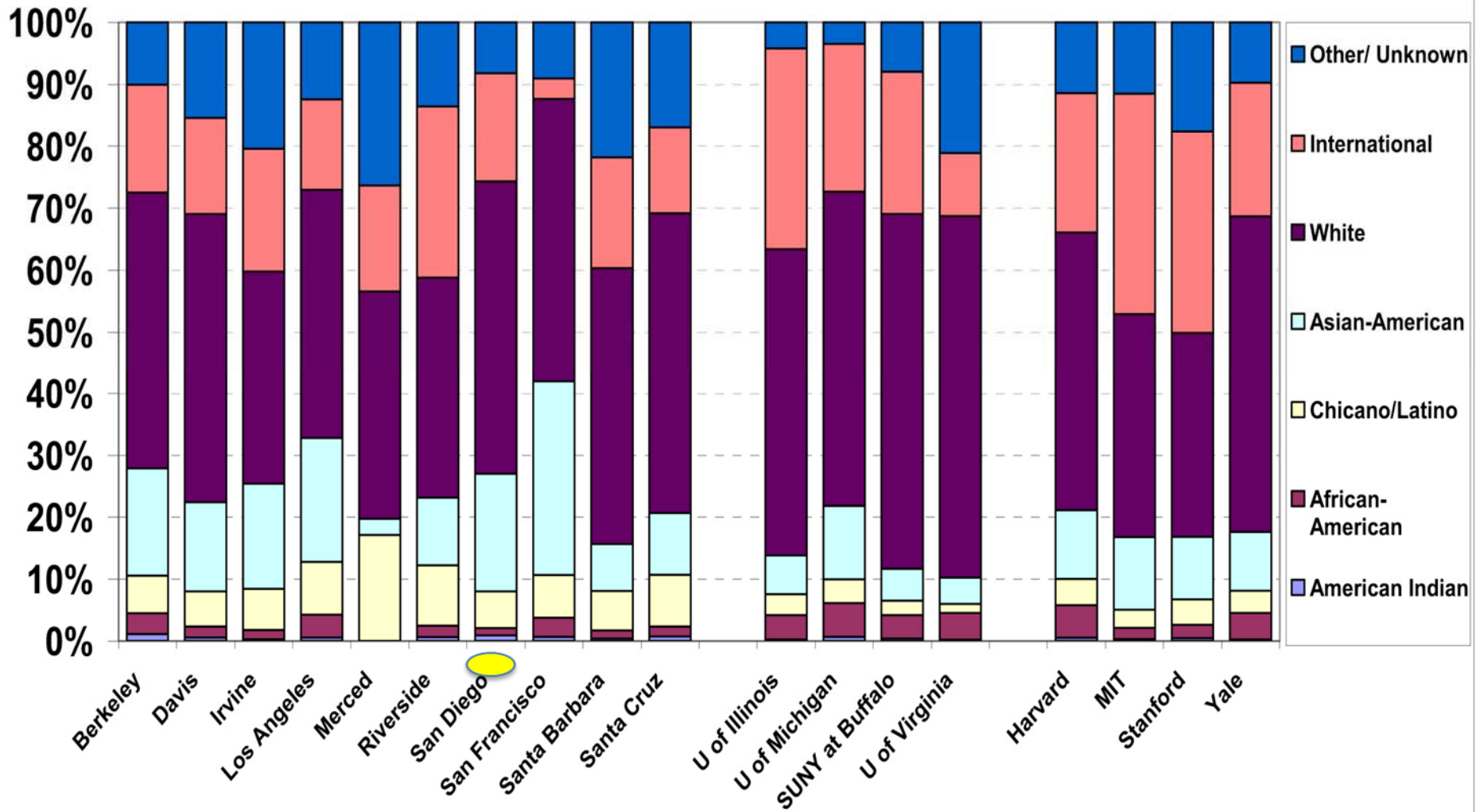
# Undergraduate enrollment by ethnicity, F'07

UC Account. Rep'09



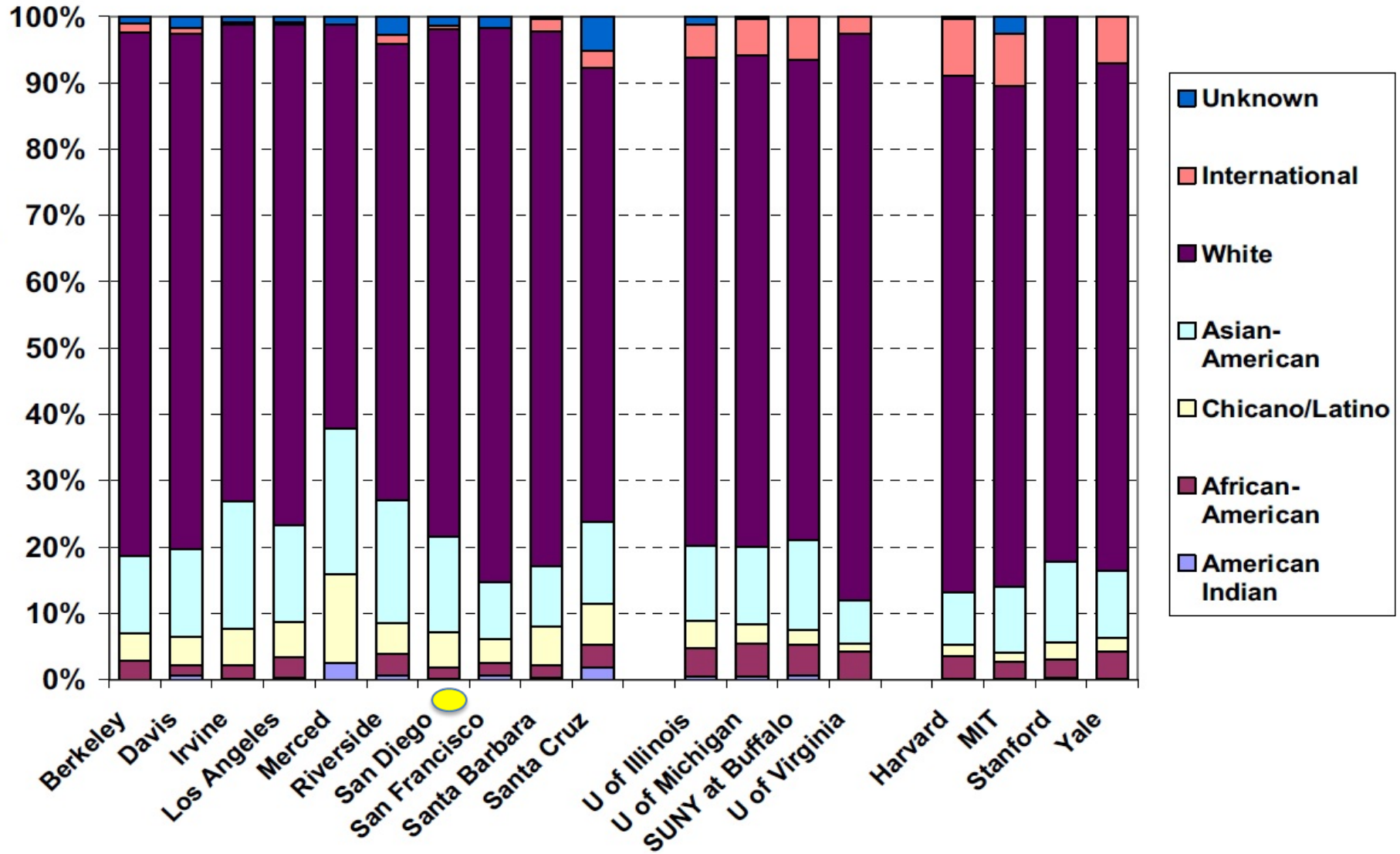
# Graduate student enrollment by ethnicity, F'06

## UC and Comparison Institutions



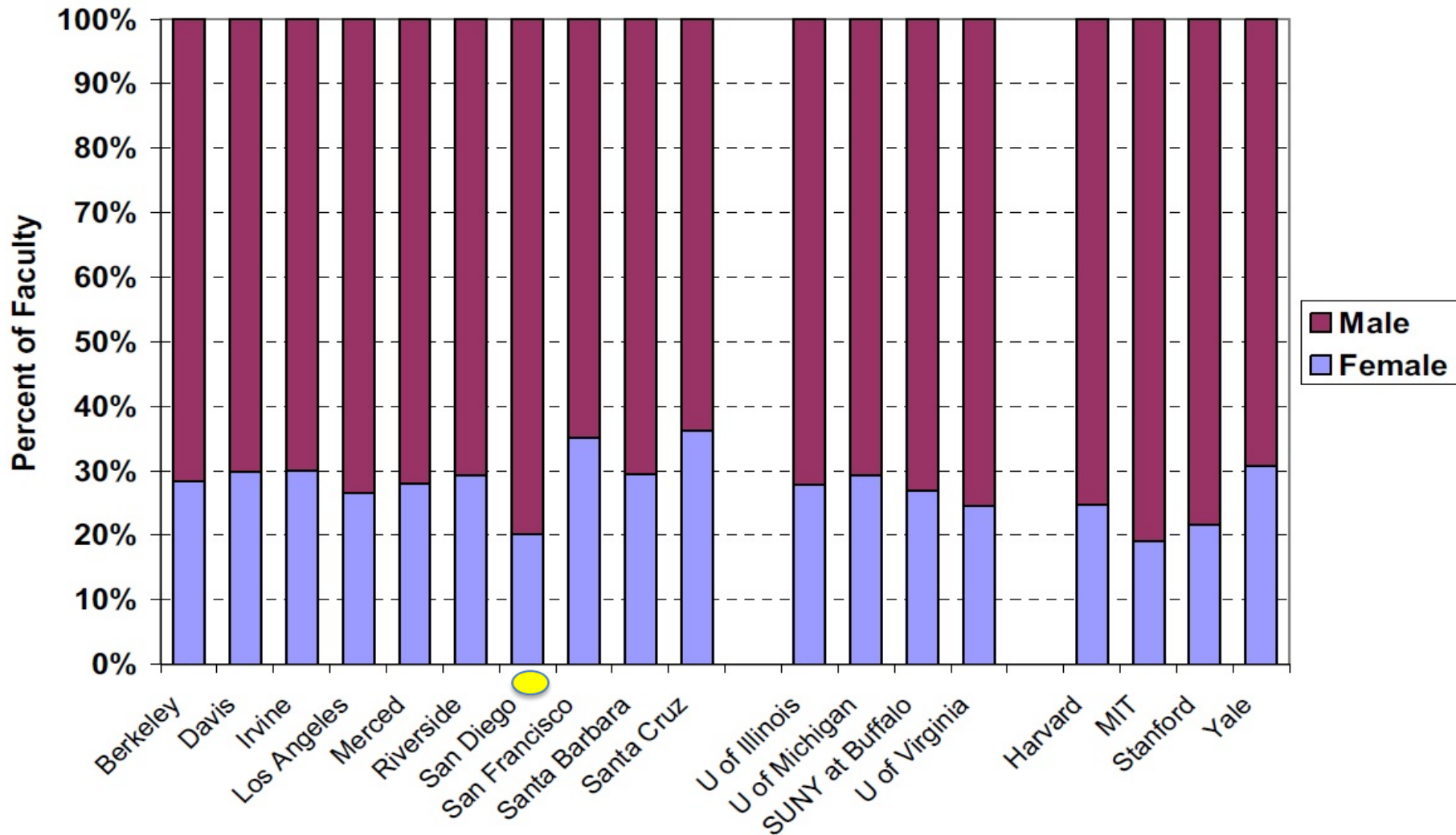
# Ladder rank faculty by ethnicity, F'07

## UC and Comparison Institutions



# Ladder rank faculty by gender, F'07

## UC and Comparison Institutions





## I.2 The Calling of UC

In 2004, UC President Emeritus R.C. Atkinson:

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.

(Symposium of UK and US Higher Education Finance and Access)

# I.2 The Calling of UC (cont.)

In 2005, APM on appointments and promotions.

- APM210-1.d Ladder-rank Professors and corresponding series: to recognize the contributions to diversity and equal opportunity.
- APM245 Appendix A.1 Chairs of Departments: maintain a climate that is hospitable to diversity.
- APM240-4a Deans and Provosts: Responsibility of ensuring the diversity of the faculty, students and staff.

## II.2 The Calling of UC (cont.)

- In 2007, UC Regents affirmed the centrality of diversity to the University's mission and the need for improvements in this area. In particular, their statement points out “the 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.”

# I.3 The Prosperity of UCSD

- Academic Standing
  - Publicity: Incidents (Compton Cookout Party, ...)
  - Climate: Research and Education
  - Recruitment: Faculty, Staff and Students
- Funding
  - Federal: NIH (Training Grants), NSF (Broader Impact)
  - Inquiry from Dept. of Justice, Dept. of Education, Civil Rights Division
  - Industry and Private Donors

## II. How?

1. Campus Administration
  2. Campus Climate
  3. Student Admission and Recruitment
  4. Faculty Recruitment and Retention
- (C. Edley, Report on UCSD, Agreement with BSU, Yield Report)

# II.1 Campus Administration

- 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
- B. Objective metrics to measure the success of such efforts in each organization
- C. Empowerment of the Chief Diversity Officer to coordinate diversity endeavors and ensure sustainable progress

## II.2 Campus Climate

A community in which all members honor the values of equity, inclusion and diversity

- Principle of Community and Student Code of Conduct
- Diversity Course for Students
- Awards, Public Displays
- Student Support Programs

# II.3 Students

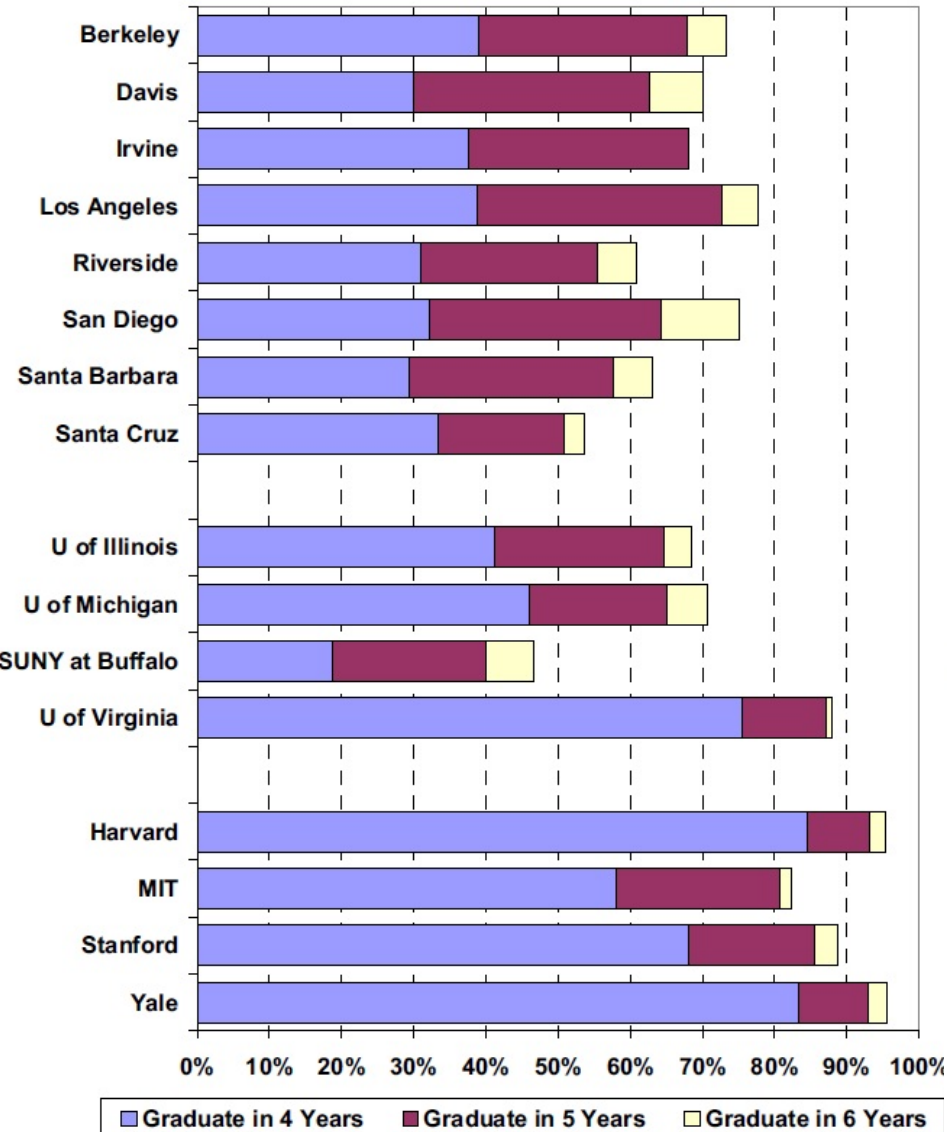
Creative methods and fully committed, sustained approaches to enrich the diversity of our student body: Call for Proposals

- Outreach and Admission: Diversity Contributions (area, essay)
- Yield and Retention:
  - Yield of African American Students, #enrolls/#admits (08-09):  
SD 13%, Davis 26%, Riverside 26%, Irvine 22%, SB 25%, SC 20%
  - Curriculum: Ethnic Studies Dept., Critical Gender Studies, minors in Chicano Latino Art and Humanities and African American Studies, relevant courses in Social Science and Arts & Humanities Depts.
  - Support Systems
  - Financial Support

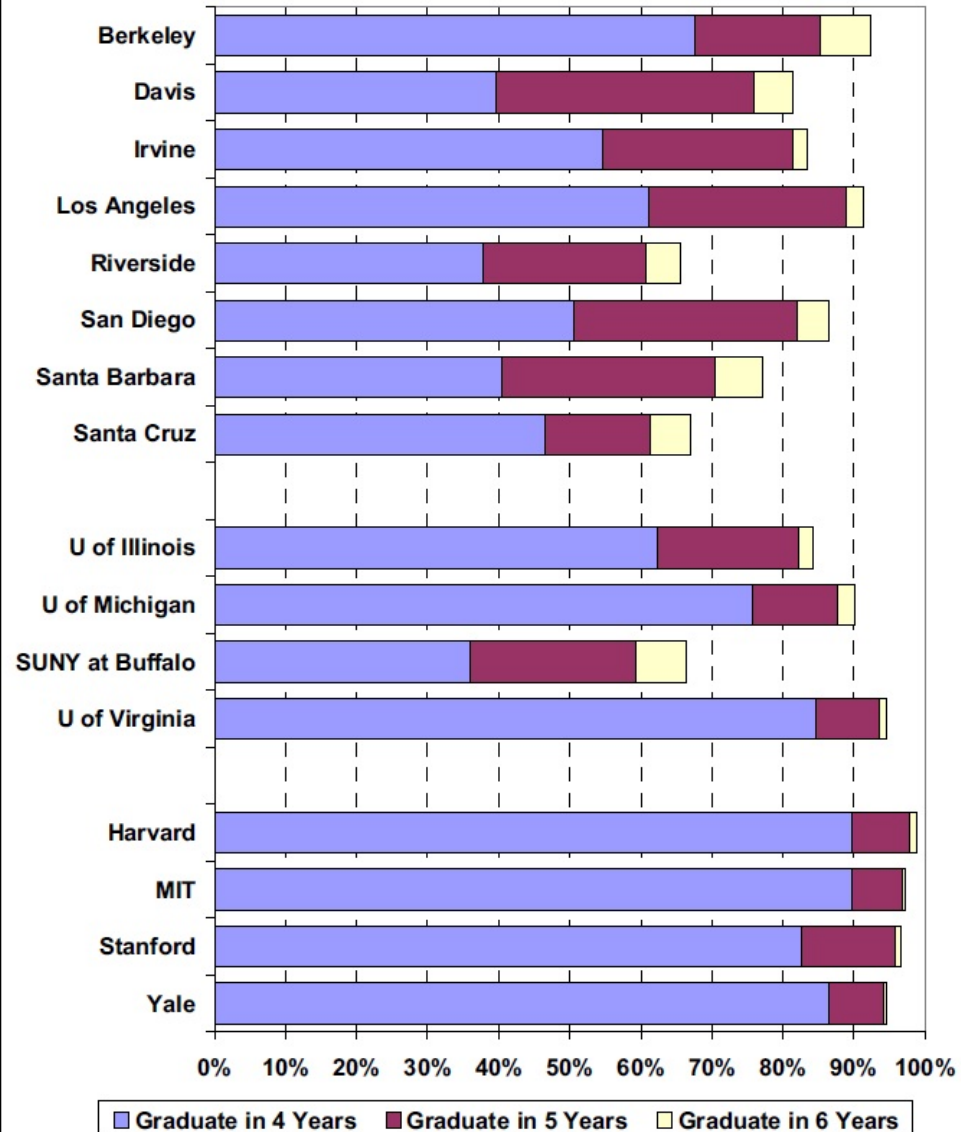


# Graduation rates for entering freshmen, F'99 Cohort

## African-American



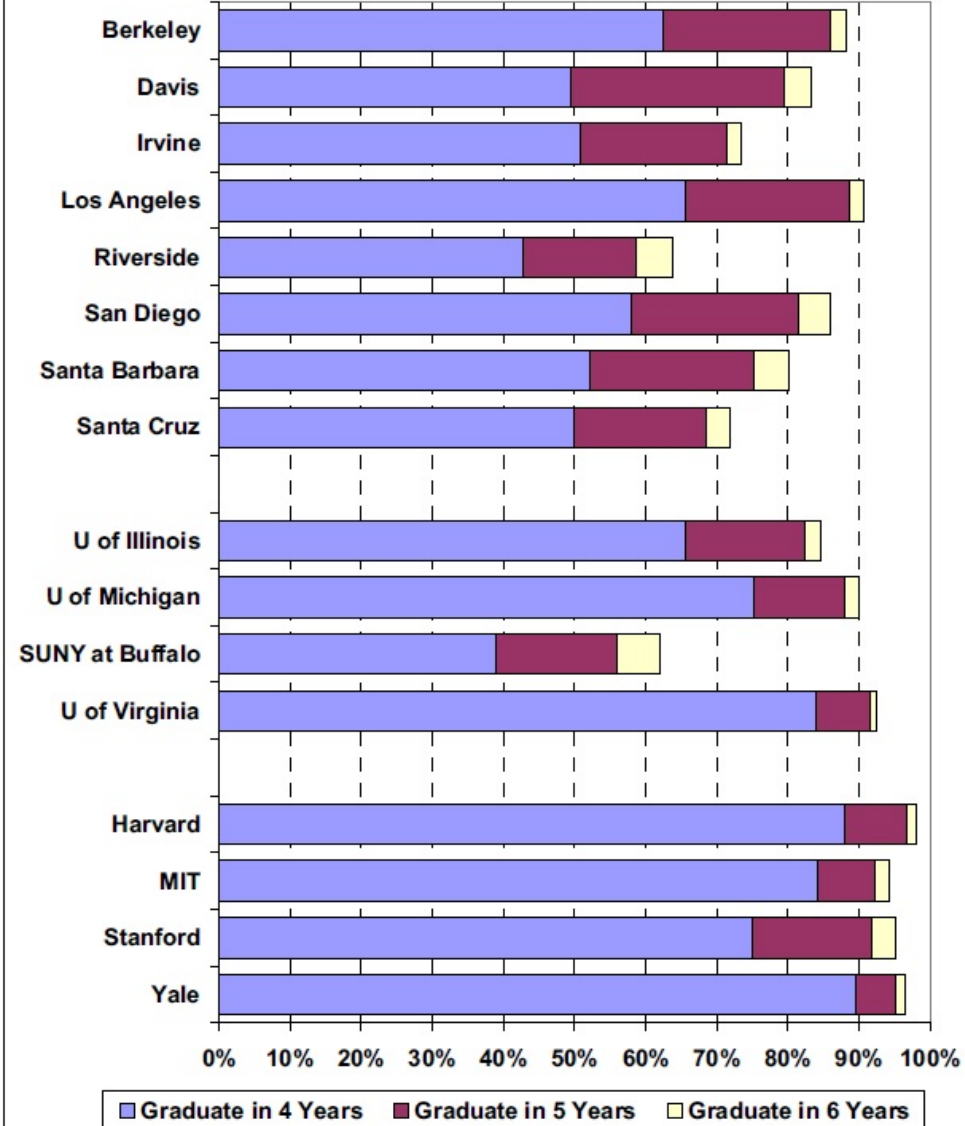
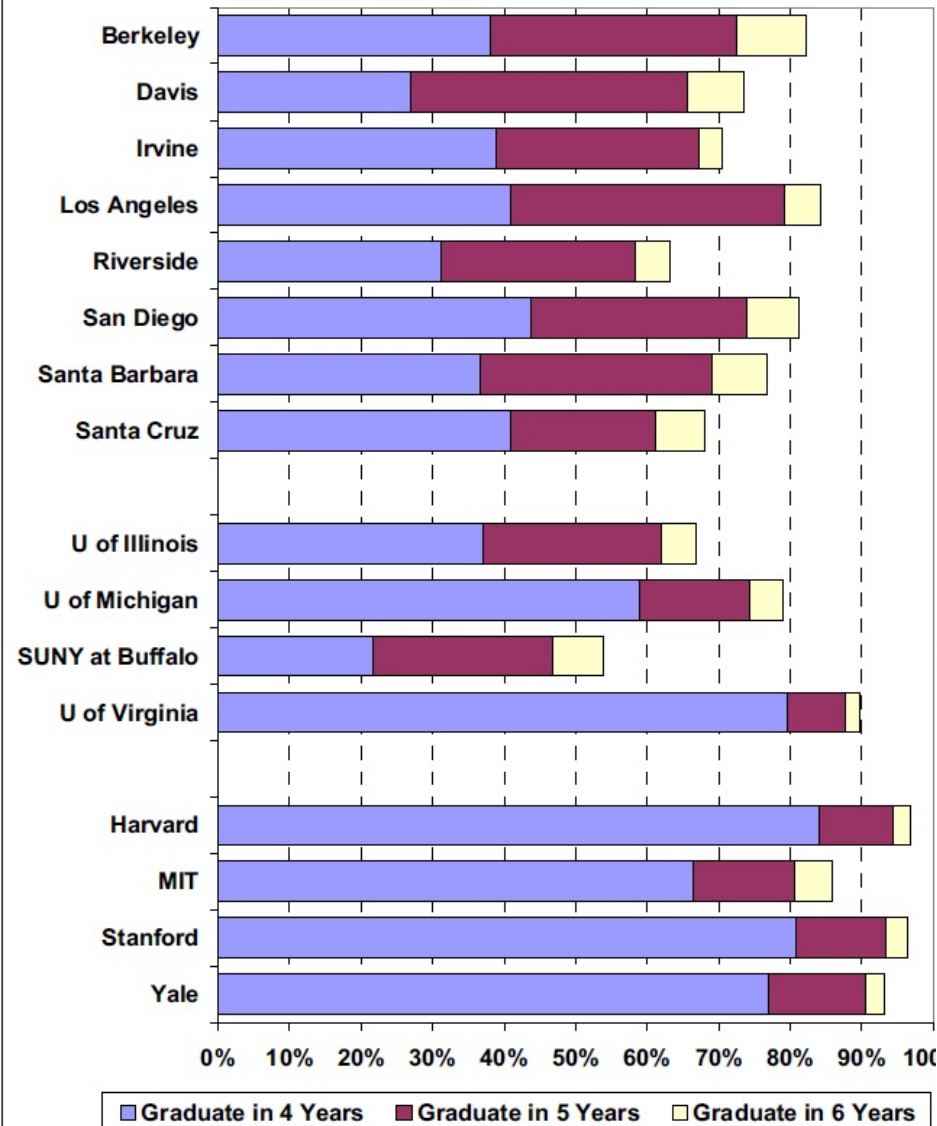
## Asian-American



# Graduation rates for entering freshmen, F'99 Cohort

## Chicano/Latino

## White



## II.4 Faculty

CDE proposes to investigate procedures, metrics, and award programs to encourage and recognize the diversity contributions of each faculty member and organization unit.

- Faculty Allocation: UCSD Student-Faculty Ratio=24.5.
- Faculty (APM210): Everyone is encouraged to contribute to diversity via research, education, and service.
- Department, ORU (APM240, APM245)
- Faculty Career Development Program (FCDP) (funds have been at the same level for about 2 decades)

# Student-faculty ratios

	05-06	06-07	07-08
Berkeley	17.1	17.2	17.5
Los Angeles	16.5	16.6	16.7
San Diego	23.9	24.1	24.5
Davis	18.4	19.0	19.4
Irvine	22.1	22.5	22.3
Merced	12.3	11.6	12.8
Riverside	21.3	21.5	21.0
Santa Barbara	19.0	19.0	19.2
Santa Cruz	23.1	22.6	22.5

## II.4 Faculty (cont.)

### Need of Procedures and Metrics for Diversity Contributions

- 2005, Academic Biography and Bibliography:
  - (f) Most Significant Contributions to Promoting Diversity
  - Contributions: Advisory, Recruitment, Mentoring, Outreach, National Service

## II.4 Faculty (cont)

- Diversity Contributions: vision, leadership, innovative methods, applied research, processes, and infrastructure that produce positive impacts on diversity

Examples:

- Preuss School: Model for success serving low income or underrepresented groups. Berkeley, Davis, and LA are developing schools in their regions modeled after the Preuss School
- CREATE: Addressing the challenge of increasing the number of underserved low income youths. Offering the highest quality education at the Preuss School and other partner schools

## II.4 Faculty (cont.)

Example: CREATE (Center for Research, Educational Equity and Teaching Excellence)

- builds relationships with schools in underserved SD areas.
- renews the curriculum, pedagogy, teaching and learning environment, and level of achievement.
- provides a framework for the Preuss School on campus.

Remark: Not all contributions are covered by traditional criteria of research, service, and teaching. We should encourage all diversity efforts with proper feedback and evaluation.

# Conclusion

- Why: The prosperity of UCSD, UC, and CA.
- How: Diversity-centric endeavors to achieve excellence.
- CDE endorses the Agreement of the Administration and the Black Student Union, and urges the entire Academic Senate to closely monitor the Administration's commitments to improve diversity and climate in this campus .



# Appendix: UCSD Senate Bylaws

**Diversity and Equity** [En 2/28/78; Am 10/26/99; Am 10/28/08]

(B) This committee shall have the following duties:

- (1) Confers with the administration on general policies bearing on diversity and equity for academic personnel and academic programs. [Am 10/28/08]
- (2) Undertakes studies of general practices and policies of diversity and equity and makes recommendations to appropriate Senate and administrative bodies. [Am 10/28/08].
- (3) Reviews information on diversity and equity provided by campus and systemwide administrations and advises the Division and the administration accordingly. [This information consists of data and analyses for women and ethnic minorities concerning utilization, salaries, advancement, and separation.] [Am 10/28/08]
- (4) Investigates measures to expand the role of the Division in making University education available to disadvantaged young people in the community.
- (5) Assists and advises the campus community, including the administration and academic units, in conducting student diversity and equity programs. [Am 10/24/08]
- (6) Reports annually to the Division and the University Committee on Affirmative Action and Diversity on policies, practices, and the committee's actions and recommendations.