Committee on Diversity & Equity
Annual Report 2017-18

To the Faculty Legislature, Santa Barbara Division:

Committee Charge
The charge of the Committee on Diversity & Equity (CDE) is to work towards attaining the campus goals of diversity and equity and actively pursue the goals of affirmative action.

Membership
The Committee on Diversity & Equity consists of a Chair and at least five members. The Director of the Equal Opportunity & Discrimination Prevention Office and Director of the Title IX & Sexual Harassment Policy Compliance Office serve as ex-officios on the committee. In addition, there is one non-Senate academic representation, one undergraduate student, and one graduate student representative.

Summary of CDE activities over 2017-18
There were a total of ten meetings of the Committee over the 2017-18 term. CDE’s primary areas of focus during the term were: 1) drafting guidelines for a new Faculty Diversity award; 2) Diversity training for faculty hiring committees; 3) reviewing systemwide and divisional policy proposals and revisions; and 4) deciding to meet more frequently (five times per quarter instead of three) in the 2018-19 academic year to better address the above goals.

CDE discussed all of these topics at length and shared its recommendations with Academic Senate Chair Henning Bohn when appropriate. Topics and recommendations are briefly described below.

Reviews of Systemwide UC Issues

Procedures for Senate and Non-Senate Faculty Violations of SVSH Policy
In October, CDE reviewed the Procedures for Senate and Non-Senate Faculty Violations of Sexual Violence and Sexual Harassment Policy. CDE felt that the impact of UCOP procedures on the UCSB campus was unclear. CDE was hesitant to comment or endorse anything from UCOP that would so radically change the approach by this campus and change the Bylaws of the Academic Senate. CDE had various areas of concern within the document, including:

- How timing works for “Safety Measures and Accommodations”. How quickly can accommodations such as housing relocations or work scheduling be implemented for impacted individuals?
- References to “students” should specify undergraduate and graduate students.
- Clarifying “confidentiality requests will be considered by the Title IX Office...”- what does this mean in this context?
- Providing examples of “appropriate actions/measures”.
- How will these procedures be managed systemwide?
In February, CDE reviewed the second round of revisions for the APM – 285-210-3-133-740-135-235, regarding the Lecturer with Security/Potential Security of Employment series. Members felt that the subsequent revisions largely improved many of the problematic areas of the first proposal, specifically by including language emphasizing that excellence in teaching is an essential criterion for review, as well as adding “and/or” language to de-emphasize the importance of scholarly achievement outside of teaching. However, there were still concerns about aspects of the proposal.

CDE did not feel that the re-revised titles of the series were sufficient. CDE supported, from the first round of revisions, the addition of “Assistant” and “Associate” to the title series. The titles of “Teaching Professor” proposed in the first revisions would clarify, to campuses and to the wider community, the role that these faculty play. Members were also uneasy with the lack of information about how many faculty currently in the Lecturer with Security of Employment series were actually involved in drafting these revisions, and the lack of specifics around “grandfathering” current LSOE faculty under the old policy. Members felt that all faculty appointed under the 2002 policy should be able to be evaluated under those criteria if they wish. Concerns were also raised about how changing the parameters that LSOE faculty are hired under could ultimately affect recruitment, especially of diverse and under-represented populations. There could become a perception that the University of California requires much more of “teaching” faculty than do other peer institutions.

Proposed Revised Presidential Policy on Supplement to Military Pay
In March, CDE reviewed a proposed revised Presidential Policy on Supplement to Military Pay. While CDE saw the proposed changes to be beneficial to those it covers, they wondered why active military service is not a reason to “stop the tenure clock”. Per APM -133- 17-G, active military service is not a period of leave that can postpone review. CDE wondered what the rationale is for not including active military service as a “stop the clock” leave.

University Committee on Affirmation Action, Diversity and Equity (UCAADE) Topics

Recommendations for Enhancing Faculty Diversity: UCAADE’s “Recommendations for Enhancing Faculty Diversity” document was prepared initially for the committee’s meeting with President Napolitano last spring. It was revised and used as background for UCAADE’s discussion with Provost Michael Brown in January, and for a joint meeting with the Chief Diversity Officers in April. The document describes the lack of diversity in UC’s ladder-rank faculty, and then offers a list of proven best practices for increasing faculty diversity, including strengthening Academic Senate-led initiatives, ensuring accountability, and providing resources for diversity-enhancing strategies.

Statements on Contributions to Diversity: UCAADE discussed statements on contributions to diversity throughout the year. The committee collected and reviewed information on campus practices on using contributions to diversity statements in job searches and in the promotion process and learned that that there is no general consensus.
**Faculty Equity Advisors:** Most, but not all, campuses have some sort of faculty equity advisor program, although they are implemented differently. UCAADE worked with the AA/EEO/Diversity Administrators group on joint recommendations for faculty equity advisor programs.

**Joint Meeting with Chief Diversity Officers:** In April, UCAADE met with the Chief Diversity Officers (CDO) group to discuss priorities and issues of common concern. The CDOs are the Vice Chancellors or Vice Provosts who are responsible for overseeing efforts related to equity, diversity and inclusion on the campuses. The CDOs expressed interest in reviewing UC’s policies on discrimination to make sure there is parity with UC policies on harassment. The CDOs were also interested in UCAADE’s input on how to help junior faculty with promotion beyond tenure. Both UCAADE members and Diversity Officers agreed that it would be productive to bring the two groups together periodically.

**President’s Postdoctoral Fellowship Program Initiative (PPFP):** PPFP Executive Director Mark Lawson joined UCAADE’s October meeting to update the committee on the President’s Postdoctoral Fellowship Program. Last year, there were 852 applications and 35 fellows selected. UCAADE was pleased to learn that earlier in the year President Napolitano lifted the cap on the number of PPFP hiring incentive awards, and shortly thereafter the Provost eliminated the eligibility restrictions for health science and professional schools.

**Consultation with Academic Personnel and Programs:** Throughout the year, UCAADE received regular reports from Academic Personnel Vice Provost Susan Carlson on various topics, including the $2 million provided by the state to support equal opportunity in faculty employment. For the second year, UC provided to funds to support faculty diversity efforts that were already planned or underway at campuses. Four new pilots were selected on campuses that did participate in the first year. UCAADE Chair Tanya Golash-Boza served on the project’s advisory group.

**Reviews of Campus Issues**

**Faculty Diversity Award**
Throughout the year, the Committee worked to craft guidelines for a new Faculty Diversity Award, to be implanted for the first time in academic year 2018-19.

In October, Chair Scott brought the Committee a proposal initiated by Divisional Senate Chair Henning Bohn and Associate Vice Chancellor for Diversity, Equity & Academic Policy Maria Herrera-Sobek, for CDE to administer a new Faculty Diversity Award. The Committee supported the proposal to create and administer this new faculty award. Criteria and guidelines for the award would need to be created.

In November, CDE began their discussion about the possibility of administering the new Faculty Diversity Award. There were preliminary discussions between Divisional Chair Henning Bohn, AVC Maria Herrera-Sobek, CDE Chair Vickie Scott, Chair of the Council on Faculty Issues and Awards (who administer all other Senate awards) Patricia Fumerton, and Senate Executive Director Debra Blake. Associate Vice-Chancellor Herrera-Sobek expressed her desire that the award focus on faculty with a commitment to diversity who have made an impact across the
UCSB campus. She was in the process of securing award funds from the Chancellor and/or Executive Vice Chancellor. The Faculty Diversity Award would likely be similar to the Distinguished Teaching Award, albeit with different criteria. CDE was supportive of having the award be administered by this committee, seeing as their purpose is to work towards attaining the campus goals of diversity and equity and actively pursue the goals of affirmative action. CDE determined there was not enough time to craft a well-written award to be implemented this year, but would work throughout the year so that the award could be implemented in 2018-19.

During meetings in November, January, February, March, and April, CDE carefully reviewed current Senate awards and worked to create guidelines that would be appropriate for the Faculty Diversity Award. Eventually the Committee drafted a set of guidelines that would be reviewed by the Senate Chair and Executive Director before being implemented for the first time in academic year 2018-19.

Following lengthy discussions at their meetings, members determined specifics to be included in the Faculty Diversity Award guidelines. These are described below:

**Purpose of the Award**
The award recognizes exceptional contributions to the advancement of diversity and equality, including but not limited to the goals outlined in APM 210-1-d, the University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty, the University of California Non-Discrimination Statement, and the Regents Policy 4400: Policy on University of California Diversity Statement. These APM guidelines are aimed toward advancing principles of social equality and justice. This award recognizes:

- Exceptional efforts to create a diverse and egalitarian campus.
- Exceptional efforts to advance equal access to education.
- Exceptional efforts to promote a just and egalitarian society.
- Exceptional efforts in public service that address the needs of California’s diverse and/or historically excluded populations.
- Exceptional efforts in research that highlight and advance equality, diversity and social justice
- Exceptional efforts to mentor and advise students, staff or faculty members which strategically support underrepresented and underserved populations.

Examples include:
- Promoting civil rights.
- Improving the diversity climate at the departmental/campus/societal level.
- Promoting the success of students from traditionally underrepresented backgrounds or of students from groups that are traditionally underrepresented in the particular field.
- Developing department or campus programs that encourage the enrollment and/or success of underrepresented undergraduate students, graduate students, post-doctoral scholars, staff and/or faculty.
• Research within or outside of a scholar’s usual area of expertise that highlights inequalities and points to strategies to mitigate them or research that highlights and addresses historically excluded populations.

Selection Committee
The Faculty Diversity Award selection committee will be comprised of at least five members, at least two of whom will be drawn from the membership of the Committee on Diversity and Equity. The remainder will be drawn from previous award recipients.

Eligibility
All members of the faculty (Academic Senate and non-Senate) who have taught a minimum of nine academic quarters (through fall quarter 2018) at UCSB are eligible for nomination. Previous award recipients within the past five years and current members of the Committee on Diversity and Equity are not eligible.

Criteria Considered for Diversity Award
• Contribution of the project/initiative to the advancement of diversity and equity.
• Evidence of sustained commitment to project/initiative/contribution.
• Any adverse circumstance(s) the faculty member may have faced in undertaking the project/initiative/contribution.

Rubric/Nominee Packet
• Three letters of impact from individuals/organization representatives who know the impact of the diversity work or contribution. Do not submit more than three letters.
• A brief curriculum vitae (1 to 3 pages).
• A description of your diversity contributions. The statement should address your contribution thoroughly, including its impact, to whom your contribution is accessible, and why it is important to recognize. There is a 2-page maximum — document must be double-spaced using 11-point font (Times New Roman) with 1-inch margins.

Dates
• The award call should go out by Thanksgiving
• Nominations are online and usually due by the end of fall quarter or very beginning of winter quarter
• Nomination packets are due at the end of January or early February
• Senate award winners are recognized at the April Faculty Legislature meeting
Diversity Training for Faculty Hiring Committees

The topic of diversity training was discussed at multiple meetings throughout the year. The Committee decided that this topic would be one of their main priorities for the 2018-19 academic year.

In October, Director Ricardo Alcaíno, Ex-Officio member of CDE, described the form and functions of the current faculty diversity training provided by the Office of Equal Opportunity & Discrimination Prevention (EODP). Currently, the workshop leaders discuss with departments ways to have an organized methodology to sort candidates, and how to perform active outreach to women and under-represented minorities. His office invites departments to take part in the training but it is currently optional, however, all faculty search committees must work with EODP on parts of UC Recruit. Director Alcaíno explained that about half of the UC campuses have mandatory faculty search committee diversity training, and implicit bias is highlighted. Last year the EODP Office had around 30 requests for training. Some departments at UCSB have asked to make the optional diversity statement (APM 210-1-d) a mandatory part of their application, but Academic Personnel has not allowed it. Alternatively, UCOP has stated that campuses/departments can mandate inclusion of APM 210-1-d, so this needs to be reconciled.

Former CDE Chair Beth Gwinn presented a letter to Director Ricardo Alcaíno detailing feedback from the members who attended his office’s current diversity training workshop this past summer. Some suggestions for improving the training included limiting the number of presenters, focusing more on implicit bias, finding ways to better engage faculty, and simplifying some aspects of the workshop. Members discussed whether to propose that the training be required, but that it is not a good fit in its current form. There was a suggestion to solicit feedback from faculty who take the training, and Director Alcaíno suggested that CDE should be involved in creating and updating the training. CDE agreed that a revised training should be worked on, and CDE could act as a “trial run” for the revised training.

Members brought forth other ideas for adding to the current diversity training model, including linking training to FTE allocations; covering basic HR policies during the training; emphasizing illegal questions and hiring legalities; the feasibility of creating Faculty Equity Advisor positions on this campus; and finding ways to incentivize participation in the training.

In May, members agreed that the whole Committee should agree on requiring the training or not. Chair Scott broached a question of whether making a recommendation to the campus of mandatory faculty diversity training should come just from CDE, or if a larger task force should be created. Members could include Graduate Dean Genetti and departmental diversity officers, among others. Members discussed data that CDE could collect, such as initiating a study, or collecting and analyzing department level data. The group also discussed how a “resolution”, which was mentioned as an alternative course of action by Chair Bohn, would work. The discussion ended with the recommendation that CDE focus on more than just diversity training, but other concrete issues like implicit bias and institutional power that could target aspects of search committees.
In June, Chair Scott attended the current training put on by the EODP Office. She found it to be more succinct and specific than the previous version. Members concurred that diversity training should be a main task for the Committee in 2018-19. EODP Director Alcaíno could give the new version of the search committee training at one of the first CDE meetings fall quarter. Over the summer Chair Scott and Analyst Erland would research various avenues the Committee has available to them to make changes to faculty diversity training.

**Proposed Campus Recording Policy**

In February, CDE discussed the Proposed Classroom Recording Policy, put forth by the Council on Faculty Welfare, Academic Freedom and Awards. While members were supportive of the rationale behind creating this policy, they had a variety of questions they advised be answered before the policy moved forward:

- What is the chain of command when faculty report violations of the policy?
- Is this policy going to be included in the Student Code of Conduct, and if so, in what section?
- Will faculty be able to record their own lectures without written consent from all students?
- How will this policy affect teaching assistants?

**Proposed revisions to existing policy on Dogs on Campus and new policy on Service and Support Animals**

In June, CDE discussed proposed policies for revisions to existing policy on Dogs on Campus and a new policy on Service and Support Animals. CDE thought the new policies more clearly define types of service and support animals, and regulations surrounding dogs on campus. The responsibilities of the animal’s owners were more clear, and the revised policies take into account the increase in human dependence on animals. CDE supported the polices.

**Pending Issues for CDE in 2018-19**

- Continuing discussion of diversity training for faculty hiring committees, with the goal to submit a proposal to campus leadership regarding strengthening training.
- Implementing the first year of the Faculty Diversity Award.
- Coordinating with other entities on campus who work with diversity issues.
- Continued discussion and understanding the role of APM 220 for faculty promotion and review. The exploration has been a pending issue for CDE since 2016-17.
Members:

Vickie Scott, Chair, UCAADE Rep Senior Lecturer SOE, Theater & Dance
Bjorn Birnir Professor, Mathematics
Melissa Morgan Consoli Associate Professor, Counseling, Clinical & School Psychology
Antonio Cortijo Professor, Spanish & Portuguese
Elisabeth Gwinn Professor, Physics
Kate McDonald Associate Professor, History
Chela Sandoval Associate Professor, Chicana & Chicano Studies
Ram Seshadri Professor, Materials, Chemistry & Biochemistry
Sven Spieker Professor, Germanic & Slavic Studies
Jude Akudinobi, Non-Senate Academic Rep (Fall) Black Studies
Cynthia Benelli, Non-Senate Academic Rep (Winter, Spring) Economics
Ricardo Alcaino, Ex-Officio Director, Equal Opportunity & Discrimination Prevention Office
Ariana Alvarez, Ex-Officio Director, Title IX & Sexual Harassment Policy Compliance Office
Kelly Erland, Advisor