Committee on Diversity and Equity
Annual Report 2020-21

To the Faculty Legislature, Santa Barbara Division:

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

Summary of CDE activities over 2020-21
There were a total of thirteen regularly scheduled meetings of the Committee over the 2020-21 term. Meetings were held via Zoom due to the COVID-19 pandemic. CDE’s primary areas of focus during the term were: 1) working with the Associate Vice Chancellor for Academic Personnel on guidelines for faculty contributions to Diversity, Equity and Inclusion Statements for tenure and promotion, 2) continuing to liaise with the new Faculty Equity Advisors, 3) building more open lines of communication with Student Affairs and the Graduate Division, 4) maintaining open lines of communication with the Executive Vice Chancellor to help keep DEI issues at the forefront of university initiatives, 5) developing a relationship with and supporting the new Vice Chancellor for DEI (who also serves as ex officio on the committee), 6) continued discussion of faculty search committee diversity training, 7) reviewing systemwide and divisional policy proposals and revisions, 8) discussion of faculty needs in response to the COVID 19 pandemic and related DEI issues and endorsement of UCAADE and UCFW committee letter on this, and 9) continuing the third year of advertising, reviewing and awarding the Faculty Diversity award on campus as an Academic Senate award.

CDE discussed all of these topics at length and shared its recommendations with Academic Senate Chair Susannah Scott. Topics and recommendations are briefly described below.

Reviews of Systemwide UC Issues

Systemwide Review of Proposed Curtailment Program
In October, the Committee discussed the proposed systemwide Curtailment Program. Members found many ways this program could have differential, inequitable impacts on campus constituents, many of whom are already underrepresented groups on this campus. Reduced salary would erode retention efforts for faculty members where there is already inequity in pay and morale issues, especially for faculty of color and female faculty members. This program would have substantial impact on both lecturers, who are primarily female and are doing the bulk of the teaching, and new faculty members who have minimal means to offset such pay cuts through accrued vacation time or sabbatical credits. They would essentially receive a pay cut while not being able to reduce their workload. Employees on visas, of which many lecturers are, cannot supplement their income with other work. Finally, staff members who may have used most or all of their accrued vacation time due to COVID-related time off would be forced to take unpaid time off.
The Committee thought that differential tiers should be based on income, not on job title. Employees could be asked to volunteer to give up a portion of salary or time to offset others, and employees could potentially borrow money from the university to help cover expenses, and pay back with a low interest rate. There were concerns that this way of addressing the systemwide and campus deficits would be setting a precedent which does not call for systemwide approval and could easily be used in the future.


In November, the Committee reviewed the proposed revisions to the 700 series of the Academic Personnel Manual (APM), covering leave-related policies. These revisions were not meant to address COVID-related issues, but members thought they could help. The general impression was that the policies were being broadened and becoming more inclusive, such as redefining caretakers as more than the child bearers, expanding to gender neutral language, etc.

**Innovative Learning Technology Initiative (ILTI) - Recommendations for Future State**

In January, the Committee discussed the Innovative Learning Technology Initiative (ILTI) - Recommendations for Future State report. Members thought that it was interesting to be reviewing the report at the time, as UC is discovering how problematic online learning can be, especially for students who do not have access to the necessary resources. It was also expressed that high-demand courses are not a good fit for cross-campus, online instruction; there is no substitute for in-person instruction for introductory courses. Members were generally reluctant to support offering high-demand courses through the online platform, but acknowledged that students would be highly interested in that option. It could be important to get data on the quality of the courses being offered. If high quality, online courses could help supplement student’s education.

**Faculty Salary Scales Task Force Report**

In February, CDE reviewed the Faculty Salary Scales Task Force Report. Members thought that normalizing salary scales to be more equitable and consistent is a good idea in theory, but there were concerns. New salary scales could help prevent equity gaps in pay, but eliminating off-scale salary would remove an important recruitment and retention tool, especially for underrepresented faculty. Less transparent, “back-door” deals would likely start occurring to try to recruit or retain exceptional faculty. The Committee thought that calibrating salaries could be done, but perhaps with off-scale kept as a tool in certain situations. Cost of living and housing costs should be explicitly addressed in salary scales, as current scales are quite disproportionate with high living expenses in many areas with UC campuses. Salary scales should not be uniform across all campuses. This disproportion also impacts some faculty more than others, with the most impacted being early career faculty, those with children and childcare needs, and underrepresented faculty or anyone who may have more debt and less wealth, which limits where they can accept a position and afford to live.

**UC Research Data and Tangible Research Materials**

In February, CDE discussed the draft UC Research Data and Tangible Research Materials policy, viewing it through the lens of possible diversity and equity concerns. Members stated that there is a need for protections for experiments with communities of color so that subjects feel comfortable, and human research protocols should be stated within the policy. There were concerns about power differentials, especially between graduate and postdoctoral students and faculty members. It should be made more clear what it means that data stays at UCSB until the student leaves. Implicit biases can
influence these decisions, affecting underrepresented minority students at a greater rate, so this should be explicitly spelled out.

Universitywide Police Policies and Administrative Procedures
In April, CDE discussed the Universitywide Police Policies and Administrative Procedures. Members appreciated the distribution of these “Gold Book” revisions, but did not feel like they had nearly enough context and background information. CDE was very concerned that these policy revisions seem to be in direct conflict with previous UC President Napolitano’s recommendations to substantially defund UC police. Some of the questions and concerns that arose included why retired officers are allowed to conceal carry; if UCSB is considered a public space in regards to policing; what are specific local policies; and what public accountability measures are there? There is a lack of discussion about officer training, especially around diversity issues and implicit bias. The Committee found it concerning that turning body worn cameras on and off is at the discretion of the police officer. Nothing seemed obligatory in the policy.

Systemwide Review of Proposed Revision of Senate Regulation 610, Defining Residency
In April, the Committee discussed the proposed revision to Senate Regulation 610, Defining Residency. The revision allows for taking courses to mean more than physical presence on a campus. Members found this would allow for more flexibility, and allow for more remote learning options in the future. Some members did not think the proposed language actually clarifies what the Regulation is trying to say and suggested that saying no physical presence required would be more straightforward.

Systemwide Review of Proposed Presidential Policy on Native American Cultural Affiliation and Repatriation
In April, CDE discussed the systemwide review of proposed Presidential Policy on Native American Cultural Affiliation and Repatriation. The Committee saw a prior version of this policy last year. Members found that the lack of background information made it difficult to provide relevant comments. Members wanted to know which tribes have been asked for input, what objects and remains UCSB specifically has, what the process for repatriating human remains will be, and who our campus contacts are.

SARS-CoV-2 (COVID-19) Vaccination Program Policy
In May, the Committee reviewed the SARS-CoV-2 (COVID-19) Vaccination Program Policy. Members wondered who would be responsible for enforcing the vaccination mandate and other guidelines such as face coverings or social distancing, and what system would be in place to report vaccination records. There was concern that faculty and graduate students would have to trust that students in their classes have been vaccinated, especially if records are to be kept confidential. There were concerns that the exception policy seems vague, and could open the door for exceptions to be granted for almost any reason. Members also thought that there could be negative impacts of the mandate on communities of color, which have been disproportionately impacted by COVID-19, and that profiling could occur regarding perceptions of who may have received the vaccine or not. There was also the concern about biases against international students, especially from countries that are experiencing high levels of COVID-19. What accommodations there will be for students who do not receive the vaccine were not explained.

UC Health Participation in Activities Under the End of Life Option Act
In June, CDE discussed the proposed UC Health Participation in Activities under the End of Life Option Act. Members supported the inclusivity of UC Health’s option to not “opt out.” Members had questions
about the legality of this act, the larger context with faculty members’ own health providers, and choice, especially in smaller communities with less health care options. There are potential access issues if all employees at a certain provider location individually opt out of participating in the End of Life Option. Members also discussed wanting to see more information about the broader context for this policy.

**Systemwide Review of Proposed Presidential Policy - Fee Policy for Graduate Student In Absentia Registration**

The Committee electronically reviewed the Systemwide Review of Proposed Presidential Policy - Fee Policy for Graduate Student in Absentia Registration. Members saw this change as opening up accessibility and flexibility for students, especially given the high cost of living in the Santa Barbara area. This change would also help students grappling with delayed research due to COVID-19.

**Draft Presidential Campus Safety Plan**

The Committee received the draft Presidential Campus Safety Plan too late to include on the agenda for its final meeting of the year. Members received the draft plan electronically and were given the opportunity to submit comments. Members requested more information to justify this particular configuration of a safety plan, as well as more details about oversight and accountability to prevent potential abuses of response services. Members questioned how the proposed plan reflects what has been or has not been done at UC. Members also suggested that a historical perspective, such as a transparent timeline, on previous and current practices at UC could provide insight into the significance of this proposal.

**Reviews of Campus Issues**

**Faculty Diversity Award**

In Fall quarter, the Committee reviewed the Faculty Diversity Award, which was entering its third year. The past two awards cycles, CDE members have encouraged having more than one award. Chair Morgan met with Senate Chair Susannah Scott, who was supportive of creating two awards with separate criteria (for example, early career and later career; or community work and campus work, etc.). However, the Committee was unable to draft a proposal in time for this year’s award cycle; this can be re-visited next year. Members discussed publicizing the award more, and asking VC DEI Robnett’s office for assistance. The selection committee would review the scoring rubric before nominee packets are submitted in the Winter quarter. The committee decided to address this proposal early next year, circumstances permitting.

**Committee on Diversity and Equity Bylaws Revision**

In October, the Committee reviewed a revision to the CDE Bylaw, adding the Vice Chancellor for Diversity, Equity and Inclusion as an ex-officio member. Members voted unanimously to approve this addition.

**Discussions with Divisional Senate Chair Susannah Scott**

In October, Divisional Chair Susannah Scott joined CDE for a discussion about diversity issues. Chair Morgan has also been appointed a Senate Vice Chair with a portfolio of diversity and equity issues. Chair Scott feels like it is a transitional time for the Senate and that there are important course corrections to be made. CDE may not have been heard enough in the past, and it is time for that to change. While there are many pockets of people doing diversity work on campus, there is very little coordination of efforts which complicates the work. Hopefully the new Vice Chancellor for Diversity, Equity and Inclusion, in collaboration with CDE, can lead this coordination.
The campus is facing many challenges around diversity and equity. With the elimination of standardized test scores, a new review process for undergraduate admissions has to be created. ESCIs and the entire merit and promotion system need to be re-designed. Faculty hiring will be slow for some time due to the budget, and initiatives to hire more broadly across campus should be pursued. There is much discussion about what role campus police should have. The pandemic is having a disproportionate impact on different economic and racial populations; the effects of this will be with us for years. Chair Scott and the Committee also discussed the budget and the proposed curtailment program.

Chair Scott returned to the Committee in May. The Committee asked what had happened with the proposed revisions to the UC Police Gold Book. President Drake is not in favor of abolishing UC Police, as it would then push external police forces onto campuses much more. UC Police should be reformed. The Committee discussed the campus Police Advisory Board, and that it does not have decision-making power or a budget, and wondered if the UC Police union had been involved in discussions. The Committee also asked about the curtailment program, which did not materialize. Chair Scott stated that the Senate thinks that decentralization has gone too far. Chair Scott wanted to know what impacts the new diversity trainings that the Office of the Vice Chancellor for Diversity, Equity, and Inclusion are having, and how much intent faculty have in seeing the administration put resources behind these. Chair Scott also mentioned that she would like this Committee to think of one big issue it would like to pursue next year. The Committee responded to Chair Scott that diversity training for faculty search committees would be one, as well as continued work on DEI statements for faculty tenure and promotion statements.

Discussion with Vice Chancellor for Diversity, Equity, and Inclusion Belinda Robnett
In November, the Committee was joined by Vice Chancellor for Diversity, Equity and Inclusion Belinda Robnett, who also now serves ex officio on CDE. AVC Robnett discussed various initiatives she is undertaking and issues she is addressing, such as the devastating impact of COVID-19 on women. Productivity is plummeting for women academics. A primary reason is due to the disproportionate burden of caregiving women face, whether it is childcare or elder care. Stop the Clock and parental leave policies can actually exacerbate inequalities. There is also a childcare crisis on the UCSB campus. VC Robnett is convening a gender and COVID-19 faculty task force which will work closely with other campus constituents such as the Senate and new AVC for Academic Personnel. The task force will look at what other campuses do and come up with ways to combat gender equity pay and childcare issues, with a goal to dispense this information to Deans and units.

VC Robnett is planning to hire a team on a workshop-by-workshop basis to work with individual departments on anti-bias, racism and equity training. Department diversity, equity and inclusion committees (where they exist) will work with this team, as well as Associate Dean Faculty Equity Advisors and department diversity officers. VC Robnett is hoping to get her Thriving in the Academy programs off the ground. There will be programs for underrepresented minority and first generation faculty, staff and graduate students. The goal of these programs is to create a cohort effect and sense of community for these populations. VC Robnett has all of the individuals who will serve on the Campus Climate Survey Committee. The members will break into groups based on population (faculty, staff, graduate students and postdoctoral scholars, and undergraduate students) to work on questions for the survey.

Discussion with Executive Vice Chancellor David Marshall
In November, the Committee was joined by Executive Vice Chancellor David Marshall. EVC Marshall gave an overview of diversity efforts in Academic Affairs and across the campus. Faculty recruitment efforts
are a work in progress. UCPath does not provide great data, and it is difficult to determine underrepresented minority applicants, so results might be better than they look. Female faculty numbers are getting better, and there is an opportunity for renewal as younger faculty are recruited. The EVC’s Faculty Diversity Enrichment Awards, which provide extra start-up funds, have greatly increased; there were 20 this year, and all Deans were able to present candidates. It is going to be tough to make progress with faculty diversity hiring with the current budget restraints and fewer positions.

Diversity statements are now required for hiring for faculty positions. It is important that search committees and departments have time to think about how to read and interpret the statements. The Associate Dean Faculty Equity Advisors are working to design the overall components, and the VC DEI is trying to get more staff to help with training. The goal is to create consistency and best practices. Other continuing efforts include interdisciplinary approaches to and conversations about anti-Black racism, Advancing Faculty Diversity grants with funding from UCOP, and Student Success grants, focusing on the most vulnerable students. The EVC is consulting about using the next cluster of Mellichamp Chairs around diversity efforts. The EVC sent a memo in October about taking COVID impacts into account for merit case reviews. A task force is being appointed to follow up on the Senate report on ESCIs, which highlights the implicit biases of teaching evaluations in their current form. The impact of COVID on research has been great, and female faculty have been disproportionately affected, especially as childcare falls more heavily on this population.

Chair Morgan explained the Committee’s idea for creating one large group that would be appraised of all diversity efforts happening on campus. EVC Marshall agreed that there needs to be more coherence and leveraging of efforts going on. EVC Marshall is also concerned about reduction in graduate student support. Some departments will likely be admitting fewer graduate students, which will lead to less teaching assistants.

**Phase One Report of the Chancellor’s Task Force on Enrollment Strategy**

In November, CDE discussed the Phase One Report of the Chancellor’s Task Force on Enrollment Strategy. Members agreed that there are a lot of recommendations in a wide swath of areas, such as curriculum, advising, technology and policy. Many of these recommendations would be specific to underrepresented minority and first generation students. Many inefficiencies occur because these students do not understand university policies and practices. Members supported the bootcamp idea, and suggested that it would be helpful to have data on the race and ethnicity makeup of overenrolled programs. Over-enrollment issues seem to be disproportionately affecting first generation students. Multiple members expressed concern about the ability to implement any of these proposed actions due to the current state of the university finances.

**Discussion with Student Affairs**

In November, CDE was joined by Assistant Vice Chancellor and Dean of Student Life Katya Armistead, and Coordinator of Equity and Inclusion Enn Burke, to provide the Committee updates on activities happening in Student Affairs. The Campus Community Council is working on areas of diversity, equity and inclusion. Armenian students have been asking how the university is responding to the Armenia-Azerbaijan conflict. Student Affairs was prepared for the 2020 presidential election; since the outcome was not determined right away, any immediate action was diffused. Mental health is still a big concern for students. All incoming first year students now need to complete an online module on mental health. The search for a new Director of the Multicultural Center is underway. There have been conversations with Chinese international students, who are experiencing increased xenophobia. Student Affairs is working on assessing bias reporting so that students feel more comfortable. There is increasing
knowledge around anti-Black racism. GauchoFYI has a revised diversity, equity and inclusion component, and anti-Black racism is used for examples of institutional and systemic racism. AVC Armistead is working with VC DEI Robnett on the climate survey. Members had a variety of questions, including how student engagement in activities is gauged while remote and what students need from faculty.

**Discussion with Associate Dean Faculty Equity Advisors**

In January, CDE was joined by Associate Dean Faculty Equity Advisors (FEAs) Sarah Anderson (Bren School), Julie Carlson (Division of Humanities and Fine Arts), Diane Fujino (Division of Social Sciences), Leroy Laverman (College of Creative Studies), and Joan-Emma Shea (Division of Mathematical, Life and Physical Sciences). The FEAs meet every other week as a group. They collectively work on documents, policies and shared initiatives. They meet monthly with the Deans and are hoping to also have monthly meetings with VC DEI Robnett. The work could be better done if coordinated.

Last year, the FEAs spent a lot of time discussing faculty recruitment, such as best practices and getting people on board with requiring diversity statements, then working on how to write and evaluate these. Since this past spring, the focus has been more on student issues due to the effects of COVID-19 and the Black Lives Matter movement. There has been a lot of movement in campus leadership positions affecting diversity work. Each Division has its own needs that the FEAs focus on. The FEAs are looking forward to getting results from consistent climate surveys; the campus will be able to see the places where there are common problems. CDE shared their efforts in the area of faculty DEI statements.

**Discussion with Committee on Academic Personnel Chair Ruth Finkelstein**

In January, CDE was joined by Committee on Academic Personnel (CAP) Chair Ruth Finkelstein and Analyst Jackie Grossberg. Chair Finkelstein explained that diversity is not its own criteria in the academic personnel review process, but can span all four criteria. CAP will give an enhancement to a specific area if diversity work is shown, or an overall enhancement if achievement is found throughout a record. Nothing can be taken away from a personnel review if diversity work is not found. Examples of exceptional diversity work could include extensive mentoring of first generation students or developing programs and outreach activities for underrepresented minority students. CDE shared that it has been concerned about hidden workload, specifically for women and underrepresented faculty members, and worked with the previous CAP chair to expand Red Binder language about the optional diversity statements.

Inequities among faculty members are being exacerbated by COVID-19, particularly impacting female, underrepresented and junior faculty. By the end of this past summer, administration said that impact statements would be allowed with academic personnel cases. Department chairs have been encouraged to be proactive in finding ways they can rearrange workloads for those hit the hardest, and not to penalize faculty needing some release time. CDE members expressed concern about the power differential inherent in junior faculty asking chairs for accommodations, and that impact statements may actually cause more of a burden for already heavily impacted faculty.

Chair Finkelstein explained that the new Associate Vice Chancellor for Academic Personnel, Dana Mastro, is trying to come up with creative solutions and ways to create flexibility within the personnel review process. All junior faculty are allowed to defer one year of the tenure clock due to COVID, without having to explain their situation in detail. However, there are salary and career trajectory implications with stopping the clock. ESCIs have been found to be deeply flawed, and a committee is being formed to overhaul them. CAP is trying to deemphasize them as much as possible. CDE will
continue working on improving suggestions and language for DEI considerations in merit and promotion cases, to expand upon what was done last year with then CAP Chair Mastro.

**Priority Registration Reform**
In February, the Committee discussed the proposal for priority registration reform. AVC Stopple met with CDE last year to discuss this planned proposal, and has been working on reforms to the registration process for some time. AVC Stopple also met with Deans and VCDEI Robnett, who co-authored the proposal. Members recognize that the current priority registration system has resulted in inequities, specifically for underrepresented and first-generation students, many of whom face an inability to register for needed courses causing some to drop out of UCSB.

Members questioned what impacts on recruitment these changes will have; if there are any planned changes to DSP students who receive accommodations; and why College of Creative Studies (CCS) students would still retain priority registration, when College of Engineering and College of Letters and Science honors students would not. Overall, the Committee thought these changes make sense from an equity standpoint, and would have a positive impact on underrepresented and first-generation populations. Members would like to see more data on the priority registration process at the other UC campuses, and worried this proposal would get pushback from other corners.

**Diversity Statements/Hidden Workload**
Throughout the year, CDE discussed faculty hiring diversity statements as well as hidden workload by minoritized faculty as a huge DEI issue that needs to be addressed on campus. In November, the Committee reviewed the Statements of Inclusive Excellence webpage. Much of the language on this website was taken from existing Academic Personnel policy. CDE has had ongoing discussions with the EVC, as well as the Associate Dean Faculty Equity Advisors (FEAs), about the need for this type of information. However, the Senate was not asked to formally review this webpage. Ideas for additional information included defining diversity and explaining which groups are underrepresented; using “marginalized” instead of “underrepresented”; putting more emphasis on plans for the future in diversity statements; what being a land-grant institution really means for hiring and retention of specific populations; and ways for assistant professor applicants to show diversity experiences outside of academia.

Also in November, CDE discussed the possible creation of a diversity, equity and inclusion executive committee. This committee could act as a clearinghouse for all diversity efforts on campus. The committee would not necessarily be a decision-making body, but used to inform the campus of diversity efforts. The Committee also examined the idea of separating the three aspects of DEI (diversity, equity and inclusion) and having groups that focus on each specific area. Some DEI issues, like salary equity, are not being discussed as much. There is also concern that another group would just involve more talking and no action. In consultation with AVC Robnett, Chair Morgan found out she was organizing such a committee.

At February meetings, the Committee continued discussing diversity statements for personnel cases. A recurring issue that CDE keeps coming back to is the idea that if something is within a faculty member’s area of study, they do not receive diversity credit, and thus faculty are not being recognized for this important work. However, faculty members engaged in this work are disproportionately working and mentoring underrepresented and first-generation students. There are mixed messages across divisions and departments about how to present diversity work in personnel cases. Faculty are unsure how to represent the work they are doing, and do not know if it will be recognized or not. Examples could help
clarify the types of work CAP is looking for. Deans should play a critical role; having no “teeth” to diversity contributions or a lack thereof has always been problematic when seeking reward for this work.

The Committee also examined hidden workload. Research shows that female faculty and faculty of color are called on more for emotional labor and to serve as mentors for underrepresented students. This hidden workload is beginning to be recognized more by other universities as part of what takes faculty members time and how they make contributions. CDE had the go-ahead from AVC of Academic Personnel Mastro to draft a proposal about diversity statements. Chair Morgan circulated a Berkeley letter regarding diversity statements. UC Berkeley concluded that a rubric would not be the best idea, and examples should come in a more narrative form. Members agreed that faculty are often unsure of what to include in their statements, and liked the idea of breaking out research, teaching and service as far as guidance for diversity contributions as well as providing short scenarios or examples for each category (though not a template). Members provided examples of service work such as serving as a mentor for the McNair Scholars Program, working with ONDAS, EOP, Educational Partnerships or affinity groups, participating in Faculty Nights, and UCSB-HBCU partnerships.

Members are still frustrated that they cannot get data from CAP about how many faculty are awarded diversity credit in promotions, and for what, and who submits a diversity statement and does not receive any monetary reward for diversity-related endeavors. Since diversity work is not its own category, the system cannot currently track this kind of information. Members wondered if there could be a way to ask for redacted DEI statements for promotion cases with the consent of the authors. More guidance is needed for departments (chairs and deans) so that faculty have more help with what to write. It was also suggested to try to get a sense of what students think is good diversity work; students can definitely hold departments accountable. A multi-pronged approach to provide information to faculty members and Deans, along with a more formal policy on diversity statements for CAP to implement, might work best.

Spring quarter, the Committee continued working on their draft letter addressing these issues. Members discussed wanting to also highlight diversity of thought (which has always been allowed in the UC system), and diversity, especially as it relates to historically oppressed groups. Members discussed defining diversity, equity and inclusion, and saying more forcefully that the Committee thinks that DEI statements should be required as part of personnel cases. This letter was sent to Academic Personnel as a potential start of a conversation about a more formal revision process.

Discussion with Graduate Division
In April, CDE was joined by Robert Hamm, Assistant Graduate Dean and Carlos Nash, Director of Diversity Programs, from Graduate Division. Director Nash presented slides on the myriad diversity initiatives Graduate Division has undertaken. A diversity strategic plan was drafted in 2016 by former Graduate Dean Carol Genetti, which laid out ways to support diversity in graduate education by: providing information and resources; starting discussions with Graduate Council and the Committee on Academic Personnel about mentoring; establishing graduate diversity officers; holding annual information sessions with Graduate Program advisors and diversity officers; increasing resources for recruitment; and establishing the Graduate Scholars Program. Virtual recruitment this past fall was a great way to reach demographics that Graduate Division was unable to reach before. A diversity and inclusion GauchoSpace site is open to all faculty. Graduate Division Academic Counselor Ryan Sims helps students with time management, conflicts, imposter syndrome, and counseling and psychological services. There is also financial support such as the Social Justice Fellowship, which is a top-off
fellowship for students whose research is around, or they are active in, social justice issues, as well as the diversity augment block grant.

**Compliance with the Commencement of Academic Activity Regulation for Title IV Financial Aid**

In June, the Committee discussed the Compliance with the Commencement of Academic Activity Regulation for Title IV Financial Aid. Members found the UC Davis model to perhaps be a bit too superficial, but the most practical. Members suggested that perhaps students could indicate that they had read the course syllabus rather than the student code of conduct, or that attendance could potentially be taken for every course, if discussion section attendance could be taken for large lectures. This will also be one more thing that students have to do, which could be a burden especially for students facing a hardship during the beginning of the quarter. All students do not have their schedules finalized within the first 15 days; what happens if a student is added to or drops a course after 15 days?

**Student Petition Concerning the European Traditions Requirement**

In June, CDE discussed the student petition requesting elimination of the European Traditions Requirement. Many faculty and students see this requirement as outdated and many graduate students support this proposed change. Members offered their support in eliminating this requirement to change this Eurocentric centering of history and not force students to take a course in European traditions. However, the Committee found the proposed language change unclear, as it appeared that there are two possible ways to change the requirement: have students take any two courses within the World Cultures area or have students take courses from two different cultures. The first option seems like it would make it possible for some students to take two European focused courses and never take a course in a different culture. The second option would require “different” cultures to be defined, and would be difficult to administer.

**CDE Chair Work**

Chair Morgan was involved with numerous campus initiatives, which supported the work of the committee, including:

- Served as UCSB Representative on the systemwide University Committee on Affirmative Action, Diversity and Equity (UCAADE)
- Met with Associate Dean Faculty Equity Advisors around their current initiatives
- Served on UCSB Action Collaborative Task Force
- Served on the Academic Senate Executive Council
- Served on Gender and COVID Committee organized by VC Robnett
- Served on VC Robnett’s advisory DEI Executive Board
- Served on “Ramping Up Research” committee
- Attended Crossing Latinidades Consortium meetings
- Served on Mellichamp Award Selection Committee (this year focused on race issues)

**Pending Issues for CDE in 2021-22**

- Continuing discussions with Academic Personnel about faculty diversity statements and hidden workload resulting in better guidance and recognition for faculty.
- Continue examining the effects of the COVID-19 pandemic on faculty, especially underrepresented individuals, women, and caregivers.
- Continuing to expand collaboration with other campus entities doing diversity work, and working with VC of DEI Robnett on campus initiatives.
Working with UCSB’s Faculty Welfare committee and Chancellor’s Advisory Committee on the Status of Women (CACSW) to address disparities in leave policies for child bearing and parenting (which has a great impact on faculty retention).

Members 2020-21
Melissa L. Morgan, Chair, UCAADE Rep
Jean Beaman
Irene Beyerlein
Miroslava Chavez-Garcia
Mhoze Chikowero
Laurie Freeman
Philip Lubin
Jason Marden
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Tara Tober, Non-Senate
Academic Rep
Ricardo Alcaino, Ex Officio
Ariana Alvarez, Ex Officio
Belinda Robnett, Ex Officio
Jordan Tudisco, GSA Rep
Jocelyn Tapia, Undergraduate Student Rep
Kelly Rivera, Advisor

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Associate Professor, Sociology
Professor, Mechanical Engineering/Materials
Professor, History
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Associate Professor, Black Studies
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Sociology
Director, Equal Opportunity & Discrimination Prevention Office
Director, Title IX & Sexual Harassment Policy Compliance Office
Vice Chancellor for Diversity, Equity, and Inclusion