

**COMMITTEE ON DIVERSITY AND EQUAL OPPORTUNITY  
ANNUAL REPORT TO RIVERSIDE DIVISION  
December 6, 2016**

**To be received and placed on file:**

The Committee on Diversity and Equal Opportunity (CoDEO) is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, CoDEO is appointed by the Senate's Committee on Committees and consists of seven members. This Committee is charged with representing the Division on all matters of affirmative action and diversity in the employment of women and ethnic minorities at UCR. It further represents the Division on all matters concerned with student affirmative action and diversity including efforts to monitor and to increase the number of students from underrepresented groups who enter undergraduate, graduate and professional programs. At its discretion, CoDEO may make recommendations for improvement in specific practices and general policy.

In addition to reaffirming its Conflict of Interest Statement, the Committee conducted a review of its current bylaws to put forward an organizational change and consider formal recommendations towards a regular implementation process to carry out each duty listed in the committee charge. The Committee is continuing progress towards developing a formal proposal. The Committee on Diversity and Equal Opportunity met eight times during the 2015-2016 academic year and undertook the following actions.

**a. Discussions with and Policy Recommendations to the Administration**

***Diversity in Faculty Hiring***

During the Fall Senate Division meeting the Chancellor presented data indicating that UCR had not improved in diversity with its last 150 faculty hires. This raised a red flag with CoDEO in which the Committee requested the statistics and inquired as to why there was no change. The Committee was informed that it should reach out to VPAP Walker. In turn, VPAP Walker attended a CoDEO meeting and indicated that this was not under her purview but Associate Provost Baerenklau's. The Committee further interviewed Associate Provost Baerenklau who indicated that his office did not have any data to indicate what happened with the 150 hires. Administration has information reported to title IX and affirmative action, but the process of the outcomes are nonexistent.

A major issue at UCR is that it does not have a database that supplies information on who was admitted and rejected. The affirmative action officer of search committees are given the information of the division of diversity in every department, but are not supplied with the information of who the campus gave hires to and who rejected the offers. UCR has the information of the demographics of each department that is available from APO. However, UCR needs diversity demographics on the campus as a dashboard for faculty. The EVC delegated the responsibility of increasing diversity to the deans. As such, CoDEO conducted interviews with the deans of CHASS, GSOE, SoBA, SPP, BCOE, CNAS, SOM and the Graduate Division to find out what strategies they are planning to use to improve diversity.

Each dean supplied a different strategy that is helpful for their college/school; however, CoDEO noted that there does not seem to be a campuswide strategy.

### **Comments from the Dean of CNAS, Kathryn Uhrich**

Dean Uhrich had been on campus for only 4 months when she interviewed with CoDEO, therefore, she spoke most about her philosophy about increasing diversity and what she had done at Rutgers University where she came from. She made several points:

1. The Rutgers experience forces people to get outside their network.
2. Commitment to diverse hiring starts with the choice of the committee. It is important that the chairs and the committee members know what it means to be unbiased and open minded. At Rutgers she had people come in to conduct a play to explain and provide awareness. Interactive training is the most effective method to make people aware of unplaced bias
3. Mandatory Training – train the trainer
4. UCR needs diversity demographics on campus – a dashboard for faculty would be very useful.
5. Philosophically, diversity means more than simply race and gender. It includes a list from diverse universities, background and location etc.
6. The Dean will not approve the shortlist until the pool is diverse and inclusive, although she thinks that by this stage it is too late in the process. However, through authority it gets the message across – a painful exercise.
7. Currently Dean Uhrich only conducts “college hires” for CNAS. However, there now will be a new process under her in which she will be responsible for all search committees in the college and their composition. She does not care what people think. She will do what is best for the university in her view.
8. When asked if there were any incentives or rewards for hiring with diversity the Dean said that she will hire the best faculty that reflect the student and society population which is best for the university.
9. When asked about her views on what can the university do to promote diversity, she noted that a good start would be to provide data on the faculty we currently have in place so that we can get a sense of where we do not have diversity. We should know what we currently have before we determine where we need to go. How are departments doing and how does it compare to graduate and undergraduate population.

Besides the dashboard for faculty, it appears that this Dean does not think that she needs any other help for diversification of the faculty.

### **Comments from the Former Dean of BCOE, Reza Abbachian**

The former Dean of the Bourns College of Engineering, Prof. Reza Abbaschian, presented his strategies for diverse hiring. His main strategy is identification of promising underrepresented minority (URM) candidates towards the end of their degree programs, and to secure them before they entered the wider job market, and in some cases, allowing them to pursue post-doctoral opportunities before returning. This strategy seeks to proactively mine the URM student pipeline, which represents only a small fraction of the total Engineering Ph.D. candidates (of 11,000, only 182 are African American, 690 are Women and 260 Hispanic). The strategies to identify such students were largely through conferences and faculty recommendations, and a need to improve the pipeline was identified. The Target of Excellence (ToE) mechanism was discussed, but Abbaschian expressed concerns of the difficulty created by ToEs only becoming available if a faculty separates from the college, and the diversity candidate having to meet strategic needs to fill such a position. The former Dean also expressed concerns based on reallocation of funding under the new budget model which disincentivizes pursuit of domestic faculty candidates. Lastly, he requested CoDEO to help in ways that allow the deans to have the freedom to be innovative in recruitment and hiring strategies. CoDEO believes the strategy to proactively target URM students in the engineering pipeline is a good one, but it must be more developed and targeted than occasional faculty suggestions or conference interactions. Further, strategies to explore ToE-like hiring without a faculty separation must be explored and considered.

#### **Comments from the Dean of CHASS, Milagros Pena**

Milagros Pena, CHASS Dean, shared with CoDEO that she has been invited to serve on the Presidential Council on Diversity. As a newcomer to UCR, her approach to diversifying CHASS is to encourage chairs to increase diversity by replacing faculty who leave using the following five guidelines.

1. Broadening research areas to include a more ethnically diverse population of scholars.
2. Paying close attention to how job announcements are written.
3. Taking into consideration the breadth of the whole department, not just a singular field, to determine what opportunities are available in terms of ethnic, gender and race categories.
4. Faculty being proactive in recruiting candidates, specifically by actively looking for diverse candidates.
5. Ensuring that those to be interviewed reflect the best attributes of all the applicants that applied.

When asked how CoDEO can help CHASS, Dean Pena said that this can be accomplished by the means of creating a broad conversation that invites people into a process about which they can be excited. Furthermore, she believes, through advocacy, we can be proactive in achieving diversity.

#### **Comments from the Dean of GSOE, Thomas Smith**

Dean Smith of GSOE first announced that this year GSOE had successfully recruited six new faculty and five of them are of color. Their success is partly due to the following strategies they use:

- (1) Get diversity in topical areas, chairs of searches, writing advertisements.
- (2) Encourage chairs to expand the shortlist to include some underrepresented persons. The Dean provides the resources to bring these extra people to campus to give a talk.
- (3) Be open to hiring high quality graduate students that are their own in low diverse fields.

#### **Comments from the Dean of SoBA, Yunzeng Wang**

Dean Wang emphasized that despite goodwill among its faculty and staff SoBA faces two major problems in attracting minority faculty: first, there are relatively few minority Ph.D.s available in the national job market and second, those few Ph.D.s tend to go into business or industry.

Under Dean Wang's leadership SoBA has developed a number of innovative strategies to increase faculty diversity both in the short and long term (by encouraging undergraduate and graduate students to think about careers in academia):

- 1) Contact Ph.D. candidates or their faculty advisors nationwide before they complete their degrees to interest them in exploring a potential faculty position at UCR
- 2) Cultivate current UCR Ph.D. students with minority backgrounds to develop interest in academia.
- 3) Encourage qualified undergraduate students—both regionally and nationally--to pursue Ph.D. studies with a possible future in academia.
- 4) Participate in a four-week summer program with the other five UC business schools. The program (which rotates yearly from campus to campus) attracts about fifty African American and Hispanic students nationwide, is funded through donations from the business community, and provides SoBA with excellent opportunities to attract prospective graduate students to UCR.
- 5) Outreach to the minority communities in SoCAL to disseminate awareness about SoBA's programs and the need for building a new generation of minority faculty in the field.

#### **Comments from the Interim Dean of SoM, Neil Schiller**

The former interim dean from the School of Medicine, Professor Schiller, provided data and information which suggest that the School of Medicine may be one of the more successful schools within UCR at recruiting diverse faculty and students. The CoDEO members suggested advising other schools to implement some of the SoM strategies to improve diversity. Among these are:

- (i) Investment in diversity by the leadership: Dean Deas encourages institutional commitment to start from top down
- (ii) Pipeline programs: funds undergraduates and medical students from disadvantaged backgrounds.

(iii) Funding: the school of medicine receives funds from Kaiser, Howard Hughes, private donors and the NIH, which allows for the student pipeline programs. The school also internally monitors its own data on diversity in faculty, staff and students. This data is important when applying for or maintaining grants.

The CoDEO members recognize that the funding obtained by the school of medicine may not necessarily be available for other schools, however, they recommend that the leadership from the other schools prioritize improving diversity at all levels, and search for available funding to support this.

#### **Comments from the Dean of SPP, Anil Deolalikar**

Dean Anil Deolalikar discussed the School of Public Policy's (SPP) undergraduate, graduate and faculty diversity. He noted that, since the undergraduate students are quite diverse, they are trying to identify strong undergraduates to feed into the master's program. He also noted that while the School did not do as well as hoped in its recent hires in terms of diversity, the Chair is focused on pushing diversity hires. This focus on diversity is also held by faculty. SPP is involved in a cluster hire with a diverse pool of junior hires; any of these hires will bring diversity to the School. The primary recommendation Dean Deolalikar had for the administration was to create specific incentives for diverse candidate pools and the hiring of diverse candidates (e.g., financial) as well as increase faculty awareness of these incentives.

#### **Comments from the Former Dean of the Graduate Division, Joseph Childers**

Under Dean Childers' leadership UCR's Graduate Division has greatly improved the diversity of its graduate students by increasing the percentage for underrepresented minority (URM) from 12-16% to 35% for the incoming class in fall 2016. Dean Childers emphasized repeatedly that diversifying the graduate student body is the best way to increase faculty diversity in the long run.

To attract and retain qualified minority students Dean Childers has developed a number of successful strategies:

- 1) Reach out to students in Southern California and the South West, particularly through CalState faculty with "with fairly robust research programs." Such faculty has been invited to give seminars at UCR and bring their best undergraduates with them.
- 2) Team up with the Society for the Advancement of Chicanos and Native Americans in Science. Dean Childers has committed the UCR campus to host the Society's next national conference; this will be a unique opportunity to acquaint qualified minority students with UCR's academic programs and resources.
- 3) Provide funding earmarked for diversity based on socio-economic challenges (as allowed by Prop 209) to allocate "a certain amount of money on top of the packages that we offer from the Graduate Division."
- 4) Mentor students to bring down attrition rates, particularly in the STEM fields. The Graduate Student Mentorship (GSM) program has been remarkably successful: when Dean Childers took

his position a few years ago the attrition rate was 47% but it has since decreased significantly and 90% of the students enrolled in GSM actually completed their degrees.

5) Secure sufficient funding for the Graduate Division to support outreach to minority students, bring them to campus, and support them through GSM and other related programs (e.g. Grad Success). Such funding is now jeopardized by a new budget process that prohibits allocating funds through the Student Service Fee Committee (which in the past has generously supported Grad Division).

### ***Proposed change to APM 245 – Department Chairs***

The Committee on Diversity and Equal Opportunity reviewed APM 245 regarding the Duties of Department Chairs (or Equivalent Officers) and discussed how well department chairs were keeping diversity issues at the forefront of faculty's minds in the hiring process. It was determined that some colleges are doing very well while others seem to struggle in diversifying their faculty profile. The Committee felt that to succeed in these areas there needs to be strong leadership that is willing to promote diversity and create awareness among the rank of faculty as well as language in the APM that may require chairs to ensure their faculty are receiving information regarding the goals of diversity.

Point 2 of APM 245 under the section "As leader of the department, the chair has the following duties" currently reads:

The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action goals.

The Committee on Diversity and Equal Opportunity proposed the following modification to this sentence stating the following:

The appointee is responsible for informing faculty and staff personnel about the departmental affirmative action program and maintaining the program consistent with the University affirmative action goals.

### ***Request for Campus-wide In Person Diversity Training***

The Committee on Diversity and Equal Opportunity considered the need for in person diversity training. The Committee recognized that the University has annual sexual harassment training programs for faculty and staff. Currently faculty and staff are required to undergo sexual harassment training every year which includes one or two questions on diversity. The Committee believes that protecting faculty, staff and student rights regarding religious exercise and ethnic heritage is important. The Committee supports efforts to identify resource and personnel gaps that may exist in the University regarding diversity. The Committee believes that specific in person diversity training programs are necessary to raise awareness amongst faculty, staff and students and therefore proposes that the all be required to attend an in person session on an annual basis. Provided below is a link with products for consideration.

Cultural Sensitivity Training for Faculty, Staff, and Students

Sample: DOD Cultural Sensitivity/Training Products -  
<http://dialoguesondiversity.com/dod-cultural-sensitivity-training/>

***Middle East and Islamic Studies Program/resources/diversity/harassment***

The Senate Committee of Diversity and Equal Opportunity urged the campus administration to seriously consider expanding the faculty resources of the Middle East and Islamic Studies Program. The program has currently only four full-time faculty members and lacks faculty in essential fields such as Political Science, Languages, and History. The principal reason for the urgent request is to provide more faculty mentors for our students of Middle Eastern and Islamic heritage. In recent months these students have experienced unprecedented harassment and discrimination (as revealed, for example, during a campus-wide symposium on Islamophobia on April 11, 2016 that was attended by more than 100 students and faculty); students also continue to experience anxiety because of the recent terror attacks in San Bernardino and a political climate that has encouraged anti-Muslim rhetoric; they are looking for faculty leaders who understand their concerns and can give them feedback. As the number of students of Middle Eastern and Islamic heritage is increasing (as is the number of foreign students from Middle Eastern and other Islamic countries) this is an important issue that will only become more pressing in the future. We also believe that hiring more faculty covering the vast and diverse regions of the Muslim world (ranging from North Africa to South Asia) has the potential of greatly contributing to the faculty diversity of this campus.

**b. Advice to the Academic Senate**

In keeping with its charge to make recommendations for improvement in specific practices and general policy, the Committee considered the following Campus and Systemwide reviews.

***UCR's Five-Year Planning Perspectives for 2016-21***

Perspectives consist of information on proposals to establish new programs, schools and colleges as well as to transfer, consolidate, discontinue or disestablish those already in existence. Given the importance of periodically examining the academic planning pipeline-both in aggregate and via its component parts, the Perspectives process is being continued. Once gathered from all campuses, information reported on the form will provide an updated picture of academic plans and allow for analysis of trends since these were last collected.

The Committee of Diversity and Equal Opportunity considered the documents received and reiterated the need to seriously consider expanding the faculty resources of the Middle East and Islamic Studies Program.

***Concern About Conflicts of Interest and Outside Letter Writers***

The Provost voiced concern that outside letters for promotion files are being solicited from individuals who serve as a candidate's major professor for their PhD or who have been co-authors on publications or who were colleagues at a former institution. UCR's solicitation letter does not ask specific individuals to declare themselves ineligible on the basis of a potential conflict of interest. The Senate was asked to consider if additional guidelines should be established for letter writers recuse themselves as well as establish guidelines for letter writers suggested by the candidate.

The Committee on Diversity and Equal Opportunity considered the three proposed restrictions in addition to the current guidelines outlined in the CALL and felt that for several disciplines it is useful to include a letter from a major advisor in a tenure file. Faculty are aware of the bias that may exist in this type of letter, but are knowledgeable of how to interpret the information. The Committee agreed with the suggestion to restrict letters from reviewers who have been a co-author/co-producer with the candidate on/for a publication/creative activity in the last four years. The Committee also supports the idea of restricting letters from reviewers who may have a conflict of interest with the candidate. However, the Committee felt the proposed language was ambiguous and recommends removing the words “perceived” and “potential”.

### ***CNAS Reorganization Proposal***

The Interim Dean of the College of Natural and Agricultural Sciences presented a proposal for the reorganization of the college. The main components of the proposal are (i) the establishment of two new departments "Molecular, Cellular and Structural Biology" (MCSB), and "Evolution, Ecology and Organismal Biology" (EEOB), followed by (ii) the voluntary relocation of the faculty from the departments of Cell Biology & Neuroscience (CBNS) and Biology to the new departments; (iii) the disestablishment of the departments of Cell Biology & Neuroscience and Biology once they are empty; and finally (iv) renaming of the department of Environmental Sciences to “Environmental and Ecosystem Sciences”.

The Committee considered the CNAS reorganization proposal and elected not to opine.

### ***Proposal for a Master of Supply Chain & Logistics Management***

The Committee on Diversity and Equal Opportunity discussed SoBA’s proposal for a Master of Supply Chain & Logistics Management given the self-supporting program’s claims regarding diversity. Specific aspects of diversity highlighted within the proposal included an objective to help bring greater socioeconomic diversity to the profession and to meet an untapped demand for under-represented minority graduates. The Committee wholeheartedly supports the proposal’s intent and applauds the program for taking on this initiative. In addition, the Committee encourages departments that are contemplating their programs to consider incorporating this same initiative into their proposals.

### ***Proposal: modify R.7.4.2 to allow a maximum of 19 repeat units from the current 16***

The Committee on Diversity and Equal Opportunity considered the proposed change to Regulation 7.4.2 and unanimously supported the recommendation to allow a maximum of 19 repeat units from the current 16 units. The Committee believes the suggested change will benefit our diverse students.

### ***Guiding Principles: Search Waivers for Academic Appointees at the University of California***

The document describes new UC system-wide minimum standards for the consideration of the use of search waivers and allows campuses to set further restrictions as needed.

The Committee unanimously supported the guiding principles and found the criteria proposed as minimum standards to be appropriate.

### ***Proposed Revisions to Senate Bylaw 140 – University Committee on Affirmative Action and Diversity***

In the past several years, the scope of UCAAD has broadened, reflecting the increasing spectrum and expression of diversity throughout the state. Rights, protections, and concerns for undocumented students, transgender individuals, and victims of sexual violence have been discussed at the division and systemwide levels, as have micro-aggressions and unperceived bias. In response, UCAAD felt that its mission would be better expressed through the inclusion of the word “equity” in its name and bylaws. This addition is meant to underscore the attention UCAAD intends to focus on issues of equal treatment as well as its historical roles tied to affirmative action and diversity issues.

The Committee on Diversity and Equal Opportunity felt the revision of the committee name to include “equity” was appropriate and unanimously supported the change.

### ***Proposed Revisions to Presidential Policy on Sexual Violence and Sexual Harassment***

The proposal revises the current Interim Policy on Sexual Harassment and Sexual Violence to comply with policy requirements mandated by the Violence Against Women Reauthorization Act (VAWA 2013) and federal guidelines addressing domestic violence, sexual violence, and sexual harassment. The UC Policy on Sexual Violence and Sexual Harassment is a systemwide Presidential policy that applies to all University employees, which includes all faculty and other academic appointees, students, and staff.

The Committee on Diversity and Equal Opportunity discussed the proposed revisions to the Presidential Policy on Sexual Violence and Sexual Harassment and felt the revisions to the policy provided a more thorough and well organized document. The Committee approved the policy as written with a minor change to section b. Relationship Violence under subcategories i. Dating Violence and ii. Domestic Violence to include the word “injury” where it seems to have been inadvertently omitted from the concluding sentences.

### ***Report from the Joint Committee of Administration and Academic Senate***

President Napolitano established the Joint Committee of the Administration and Academic Senate to review the disciplinary processes for faculty related to sexual violence, sexual assault and sexual harassment. She tasked the Joint Committee with creating recommendations around the following areas: 1) investigation, adjudication and sanctions processes in cases involving faculty, 2) University policies and procedures, 3) reporting mechanisms for all members of the University and 4) interim measures. The report provides draft recommendations around these areas.

The Committee on Diversity and Equal Opportunity considered the report from the Joint Committee of the Administration and Academic Senate and provided the following comments:

The Joint Committee of the Administration and Academic Senate, charged with examining University disciplinary proceedings in cases of sexual violence, assault and harassment, has concluded that “the systemwide and campus policies are clearly written and reasonable” (p. 1). The Committee’s recommendations for adjustments relating to language, procedure (e.g., on the place of Title IX investigations), educational outreach, faculty rights, etc. are very reasonable and entirely acceptable. However, the report only touches upon an important question that in CoDEO’s

opinion is not sufficiently addressed. How will the University deal with the two most common concerns raised by complainants, that is, the length and confidentiality of the disciplinary process which has given rise to “a perception that both fosters a culture of impunity and discourages reporting” (p. 5)? What will be done in the future to avoid “discouraging complainants from reporting” (p. 5)? A 1995 report by the Disciplinary Procedures Task Force made the recommendation “that the disciplinary process be expedited....” and called for “increased participation by the complainant in faculty disciplinary actions” (p. 33). Considering the findings of the 2013 Climate Study, which indicates that 3% of respondents (and a higher percentage of students) “believed they have experienced unwanted sexual contact while at a UC campus/location” (p. 33), it would seem very important to look more deeply into how common concerns raised by complainants can best be addressed. The proposed appointment of “a single individual in the Chancellor’s Office ...to provide complainants with updates” (p. 9) would be a welcome first step. But what other efforts will be made in the future “to protect and assist complainants” (p. 10)?

#### ***Proposed Revisions to APM Policy Sections 278, 210-6, 279, 112 and New APM – 350***

Revisions to the existing policies and the creation of new policy were proposed in response to academic administrator requests to update these policies. Proposed revisions strengthen and refine criteria for appointment and advancement depending on type of academic clinician and differentiate policy language for volunteers (APM - 279) and policy for salaried and without salary faculty (APM - 278 and APM - 210-6). New policy (APM - 350) proposes to repurpose the Clinical Associate title, a non-faculty academic title, to be used for 1) without academic salary and paid staff clinicians with no teaching duties, and 2) without academic salary, volunteer appointees employed by University health system network sites and satellite facilities.

The Committee on Diversity and Equal Opportunity met to discuss the proposed revisions to APM sections 278 – Health Sciences Clinical Professor Series, 210-6 – Instructions to Review Committees Which Advise on Actions Concerning the Health Sciences Clinical Professor Series, 279 – Volunteer Clinical Professor Series, 112 – Academic Titles and the creation of the new APM section 350 – Clinical Associate. Upon its review the Committee did not find any language in these APM sections that call attention to diversity. CoDEO recommended that each APM section be revised to include language similar to that found in APM 210-1d regarding contributions to diversity particularly in sections pertaining to the recruitment process.

#### ***Proposed Revisions to APM - 360, Librarian Series and APM - 210-4, Instructions to Review Committees***

Proposed revisions update policy so that the terms and conditions affecting non-represented librarians are consistent with those affecting represented librarians. Policy revisions cover the definition and criteria for appointment, terms of service, merit increases, promotion, advancement to career status, personnel review procedures, and the new point-based salary scale.

The Committee on Diversity and Equal Opportunity met to discuss the proposed revisions to APM 360 – Librarian Series and APM 210-4 – Instructions to Review Committees. Upon its review the Committee did not find any language in these APM sections that call attention to diversity. CoDEO recommended that each APM section be revised to include language similar to that found in APM

210-1d regarding contributions to diversity particularly in sections pertaining to the recruitment process.

**c. Representation at Systemwide Senate and the Executive Council**

CoDEO continued its active participation on the systemwide University Committee on Affirmative Action, Diversity, and Equity (UCAADE). The 2015-16 CoDEO representative was Manuela Martins-Green, who updated committee members of the issues under discussion at the statewide level. Chair Martins-Green also represented the committee on the UCR Academic Senate's Executive Council.

Respectfully submitted,

Manuela Martins-Green, Chair

Jun Li

Suveen Mathaudhu

Georg Michels

Carolyn Murray

Meera Nair

Elaine Wong

GSA Rep

ASUCR Rep