

## COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY 2016-17 Annual Report

To the Academic Senate, Santa Cruz Division:

The Committee on Affirmative Action and Diversity (CAAD) undertakes studies of policies and practices regarding affirmative action, diversity, and equity, makes recommendations to appropriate campus bodies, and regularly confers with other administrative units and Senate committees about a broad range of issues related to diversity, equity, and inclusion.

### I. ISSUES CAAD ADDRESSED IN 2016-17

#### **Diversity Statements**

##### *Guidelines for Diversity Statements in Target of Excellence Waivers*

Committee member Ingrid Parker and Chair Miriam Greenberg, with feedback from members of CAAD, CAP, and the SEC, drafted a set of guidelines for the Diversity Statement that is currently a required element of a Target of Excellence (TOE) waiver of open recruitment proposal. The diversity statement policy is to allow the candidate to be evaluated fairly in the Senate review process, which includes an evaluation of their past and potential contributions to enhancing and supporting diversity. However, not all TOE candidates may be familiar with diversity statements and their purpose. The purpose of the Diversity Statement Guidelines is to assist candidates as well as department chairs with the TOE process. The guidelines were shared with Herbie Lee, interim Campus Provost/Executive Vice Chancellor (CP/EVC) and Martin Berger, acting Vice Provost of Academic Affairs (AVPAA), who provided feedback. AVPAA Berger shared the document with the Associate Vice Chancellor of Academic Personnel, Pamela Peterson and as well suggested that the Guidelines be shared with the academic deans with a timeline for review and response.

##### *Diversity Statement for Tenure-Track Searches*

In March of 2017, AVPAA Berger requested feedback from CAAD and the Committee on Academic Personnel (CAP) on a proposal to make diversity statements mandatory for all ladder rank faculty hires, as opposed to limiting them to TOE proposals. The committee discussed concerns about unintended negative consequences of this proposal, particularly for entry-level applicants, who may not have had the opportunity to think about diversity in the way UCSC does. These concerns were shared by and ultimately expressed jointly with Committee on Academic Personnel in a response drafted by Chair Greenberg and CAP Chair Freccero. Further comments will be provided once this proposed policy is presented to the Senate as a proposed amendment to the Campus Academic Personnel Manual (CAPM).

#### **CAAD Forum**

This year CAAD made significant progress in the design of the CAAD Forum, a website to introduce the campus to the themes and issues that our committee addresses. This progress was made with the help of funding received through the Office of Diversity, Equity and Inclusion (ODEI) Co-Funding Program. The funds have supported the development of a “graphic

interface” currently being designed by Hannah Rogge. The expectation is that the site will be up and running by the end of the academic year 2018.

A graphic was designed by Ms. Rogge and selected by the committee that will serve as the visual interface for the website to help guide visitors to the site. The design, known as the “spiral,” represents diversity and equity related issues that faculty face over the various stages of an academic career. (See attachment.)

In addition to the spiral, there will be a repository for academic research on various subjects such as bias in course evaluations, faculty salary equity, and family friendly policies. It could also be used to provide access to information on funding through entities such as the UCOP, the National Science Foundation, and others.

### **Work-Life Balance and Family Friendly Scheduling**

CAAD became interested in the issue of family-friendly scheduling based on concerns amongst committee members as well as separate communication to the committee from other faculty who requested we address this issue. Faculty reported experiencing such scheduling as a burden, often alone and in silence, especially as junior and non-senate faculty, and as faculty with family obligations. We conducted research and learned that the scheduling is being addressed as a diversity and equity issue on campuses around the U.S. In particular we reviewed a celebrated Brown University initiative, launched by the upper administration, which asks all department chairs and program directors “to increase awareness of the challenges posed by after-hours programming and to offer concrete suggestions by which chairs and directors can continue to build the research capacity of the university without marginalizing or disadvantaging faculty members with young families.”

Members considered how to proceed in a way that was most inclusive and effective. We noted that while Brown emphasizes faculty with young families, there should be ways to accommodate anyone who may have significant scheduling conflicts due to family obligations or other significant personal burdens on time. In addition we sought to include both scheduling of events and extra-curricular programming with class scheduling. We would like to work on this issue in the coming year with the Committee on Faculty Welfare (CFW) and the Center for Innovations in Teaching and Learning (CITL), to develop broad guidelines for department chairs and program directors on programming considerations and teaching accommodations that are family-friendly and enhance work-life balance. An aspect of this that we will explore could be a policy change, namely: providing all faculty, including non-senate faculty, an opportunity to comment on the assignment of class times before they become final and request for an accommodation if necessary.

### **Faculty Salary**

#### *Faculty Salary Transparency*

The committee next discussed a letter from the CFW to the Campus Provost/Executive Vice Chancellor Alison Galloway concerning faculty salary transparency. The letter was in support of correspondence sent to the CP/EVC from the Committee on Academic Personnel (CAP) that

requested that faculty salary data be shared with the divisional deans and department chairs. The reason for CAAD' interest was the data's possible use in gauging faculty salary equity across divisions and to identify possible disparities that aligned with the gender and or race of faculty members. Chair Greenberg suggested that CAAD draft correspondence in support of CFW and CAP. Members suggested that linking salary to faculty diversity is important. Members also want to look at the correlation between the rate of advancement and the percentage of female faculty within a division and to understand how instructional workload may impact rate of advancement.

### *Faculty Salary Equity Studies*

CAAD reviewed correspondence drafted in response to a campus faculty salary equity study [SES] conducted in 2015. In that correspondence dated June 29, 2015, the committee took issue with how the data was interpreted, and with the conclusions drawn from this data. These concerns were shared with the VPAA Herbie Lee during a November 2, 2015 consultation, and memorialized in a post consultation memo dated December 11, 2015. In particular CAAD argued against the contention in the study that no significant inequities across gender were found in salary and rates of advancement. Rather, we found that, looked at across departments and divisions, inequities were significant and should be examined. CAAD also pointed to the need for additional research on potential teaching and service related disparities (for instance how the labor of teaching large lecture "service classes" and doing service more generally is shared); the potential bias of, and over-reliance upon, student evaluations in the personnel review process; and potential disparities in, and perceived negative consequences of, taking advantage of family friendly policies.

At its October 26 meeting, the Academic Council approved recommendations from the University Committee on Affirmative Action, Diversity, and Equity (UCAADE) for best practices for a future UC-wide SES on the basis of gender and ethnicity. The recommendations were sent to Provost Aimée Dorr, who forwarded them to Vice Provosts for Academic Affairs/Academic Personnel on December 9th with a request for feedback. Academic Council Chair Jim Chalfant is requesting feedback from Divisional committees on Academic Personnel, Faculty Welfare, and Diversity.

Members and Chair Greenberg asserted that points raised during the committee's review of the 2015 campus faculty salary equity study should be renewed in its response to the UCAADE request. These were shared in the committee's February 2, 2017 correspondence on this issue to Senate Chair Einarsdóttir.

In addition to these original points members thought that more detailed data needs to be gathered with regard to:

- The role of grant revenues in determining regular salary and supplemental salary, and disparities between departments and divisions in which research is or is not typically grant-funded.
- Disparities in instructional workload between departments and divisions in which faculty get course release for lab-based research —i.e. in STEM fields—and those that don't—in Arts, Humanities, humanistic Social Sciences.

- The “invisible labor” of female and under-represented faculty doing diversity-related service that is not necessarily viewed as compensable normative service.
- Best practices from salary equity studies conducted on other UC campuses.

UCAADE will be advocating for a new UC-wide SES in the year to come, and CAAD hopes to support and advise such a study on our campus.

## **Faculty Evaluations**

### *Committee on Teaching - Course Evaluation Survey*

This year, prompted by the development of the new online course evaluation system, and building on its longstanding interest in this issue, the committee joined forces with the Committee on Teaching (COT) and CAP in an effort to propose a shift in the culture of evaluations on our campus. Members noted that there are two ways in which evaluations can be used: 1) As a formative tool – where lessons are gleaned from student feedback 2) As a summative tool – used as a measure of teaching effectiveness. To assist in this, it was suggested that the departments should explain what their theory of teaching is - such as on the role of teaching - to better contextualize the evaluations on the formative side. Members also noted that the participation rate for online evaluations is low and incentives, such as not releasing grades until the evaluation is completed, should be explored. In furtherance of this partnership with COT in particular, Chair Greenberg presented on the issue of bias in course evaluations during an April 19, 2017 COT and Senate-sponsored event entitled, *Town Hall: Future of Online Course Evaluations*.

One of the main findings from our cross-committee consultation and research was that the emphasis on “multiple measures” of teaching effectiveness upheld in the APM should be better enforced. Course evaluations in the form of student evaluations of teaching [SETs] are related to student satisfaction not teaching effectiveness, which is best measured by what the student learned. Other criteria used in faculty evaluations can and should include the quality of mentorship, syllabus reviews, the statements by faculty themselves, and potentially, peer evaluation of teaching. It was suggested that course evaluations need to play a less dominant role in evaluation teaching effectiveness. CAAD emphasized that the role of the design of evaluation tools in increasing the potential for bias should be appreciated, along with the potential for over-reliance on SETs in faculty evaluation in increasing the impact of this bias.

These issues were explored during the November 14 consultation with the VVPAA Herbie Lee. The committee explored the possibility of working on guidelines for how course evaluations are used to assess teaching effectiveness with the VPAA and with the CAP. This could help to ensure departmental conformity with systemwide policies. Members suggested that there should be some way to incentivize participation such as attaching the release of grades to the completion of the course evaluation. CAAD will be following up on this in the fall of 2017.

## **II. ISSUES, POLICIES, AND PROGRAMS WITH DIVERSITY IMPLICATIONS REVIEWED BY CAAD IN 2016-17**

## **Systemwide and Divisional Issue Reviews**

In addition to the issues discussed in earlier sections of the report, the committee reviewed and commented on the following issues, policies, and programs:

### *Systemwide*

- Review: Proposed Revisions to Academic Personnel Manual sections 15 & 16 and Senate Bylaw 336
- Review: Proposed Revisions to the Professional Degree Supplemental Tuition (PDST) Policy
- UCAADE Faculty Salary Equity Report
- Review: Systemwide Review of Presidential Policy Business and Finance Bulletin (BFB) - G-28 Travel Regulations

### *Divisional*

- Summer Session Salary Adjustment Proposal
- UCSC Special Salary Practice
- Considerations for Improving Curricular Capacity and Capping Program Enrollment
- 2017 Affirmative Action Plan

CAAD also reviewed thirteen (13) waiver of open recruitment proposals (Target of Excellence and Spousal/Domestic Partner proposals).

## **III. CONSULTATIONS**

### **Vice Provost of Academic Affairs Herbie Lee - November 14, 2016**

The committee discussed the following with VPAA Lee

- the possibility of requiring a diversity statement for all faculty hires
- the status of the new online design for faculty evaluations
- working together to raise awareness of implicit bias in faculty evaluations
- working together to develop best practices in assessment that both limit the effects of bias in personnel reviews and improve the formative value of assessment for faculty

### **Jody Greene, Director, Center for Innovations in Teaching and Learning - November 28, 2016**

The committee discussed Director Green's vision for the newly created Center for Innovations in Teaching and learning (CITL), and explored ways that CITL might interface with CAAD. The discussion touched on the "CAAD Forum" for use as a tool to disseminate research on diversity and equity related issues, including these issues that relate to teaching:

- Teaching Assessment: This includes: a) a page on the Forum devoted to bias in teaching evaluations, currently focused on gender bias and which we hope to expand to explore race and other forms of difference, and b) a broader, multi-committee effort to change the

culture around teaching assessment, taking into consideration the best design, use, and interpretation of evaluations, as well as expanding emphasis on alternate measures

- Campus and classroom climate and cultural competency as it relates to climate for our diverse faculty, as well as pedagogical implications of changing student demographics for faculty and T.A's.

### **Associate Chancellor Ashish Sahni, Linda Scholz, Campus Diversity Officer for Staff and Students - April 3, 2017**

During the spring quarter the committee met with Associate Chancellor Ashish Sahni and the new Campus Diversity Officer for Staff and Students, Teresa Maria Linda Scholz. During the consultation the committee discussed identifying areas of policy overlap for faculty, staff and students and the goals for the 2018 Affirmative Action Plan for the campus.

### **Acting Vice Provost of Academic Affairs Martin Berger - May 22, 2017**

The committee discussed ways that CAAD might work more effectively with mentorship programs on campus, both for new faculty and graduate students, to help address diversity and equity-related concerns for new faculty and graduate students, and the possible introduction of Faculty Equity Advisors (FEA) on the UCSC campus.

## **IV. CAAD ON SYSTEM-WIDE AND ADMINISTRATIVE COMMITTEES**

### **Chancellor's Diversity Advisory Council (CDAC)**

Chair Greenberg was invited to serve as a representative on the Chancellor's Diversity Advisory Council (CDAC) (formerly known as the UCSC Advisory Council on Campus Climate, Culture and Inclusion) for the 2016-2017 academic year. Traditionally the chair of the Committee on Affirmative Action and Diversity (CAAD) serves on the council.

### **University Committee on Affirmative Action, Diversity, and Equity (UCAADE)**

The CAAD chair served as the campus representative on the system-wide UCAADE, which met four times over the course of the year. The CAAD chair also represented CAAD on the Senate Executive Committee (SEC), which met bimonthly. Lastly, the CAAD chair represented CAAD on the 2015 Chancellor's Achievement Awards for Diversity selection committee.

## **V. CO-SPONSORED EVENTS**

### **A Conversation on Race, Justice, and Reparations in Response to Police Violence —with members of Chicago Torture Justice Memorials— February 3<sup>rd</sup> and 4<sup>th</sup>, 2017**

Chicago Torture Justice Memorials (CTJM) is a collective of artists, activists, and attorneys that helped organize for, and win, landmark reparations legislation for African Americans tortured by Chicago police, as well as funding for public memorials and education to reckon with this history. This two-part event, organized by CAAD and CTJM member Laurie Palmer, and supported by an ODEI Co-Funding grant, brought four members of CTJM to the UCSC campus to discuss the social and historical context of police torture in Chicago and how the group achieved a historic victory in securing reparations for survivors of torture and their families. CTJM members also facilitated a workshop and conversation on organizing for racial justice and against police and other state sanctioned violence now, and on engaging art, social media, collaboration, direct action, and other temporal- and location-specific strategies in these efforts. Discuss how this was part of ODEI's call for conversations on race, policing and justice and in anticipation of what we expected would be Michelle Alexander's Martin Luther King Convocation.

### **MLK Convocation**

Chair Greenberg participated in planning for the convocation for three years, advocating for her first choice, Professor Michelle Alexander, author of *The New Jim Crow*. Last year, Prof. Alexander was chosen by the committee, and Chair Greenberg reached out to a number of prominent faculty on campus with connections to her, asking them to contact her in hopes she could come, but she was unavailable. In fall 2016, she was again selected by the committee, and this time accepted the invitation. In anticipation of the scheduled visit, CAAD joined ODEI in organizing a campus-wide reading and discussion of a new edition of her book that occurred on December 2, 2016 at College Nine's Namaste Lounge. Unfortunately, Prof. Alexander was ultimately unavailable for the event, and CAAD helped publicize the quickly organized visit by Ben Jealous, former head of the National Association for the Advancement of Colored People. We hope that she will be available this coming year, and we will build on the successful experience of these reading groups and offer them once again.

Respectfully submitted;

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

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