

Committee on Affirmative Action and Diversity 2017-18 Annual Report

To: 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 2017-18

Guidelines for Diversity Statements

The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. Similarly, candidates for waivers of open recruitment through Target of Excellence (TOE) hires are obliged to write such statements, and it is CAAD's responsibility to review them. Additionally, trial programs have been implemented on our campus and others in the UC to use such statements for candidates at the point of hire. While University policy states that a candidate's identity, including race or gender, may not be considered in selection for student or faculty appointments, the University also recognizes that to attract excellent faculty who will contribute to the University's diversity imperative, written statements articulating this contribution are vital.

Yet, as CAAD has long noted, such statements can vary widely and can be difficult to evaluate—whether by CAAD or at other points in the review process. Thus, over the last three years, beginning during Ingrid Parker's tenure as chair and in consultation with Vice Provost of Academic Affairs (VPAA) Herbie Lee and the Academic Personnel Office (APO), CAAD has been working on drafting guidelines to help applicants, deans and department chairs in writing and evaluating such statements. Initially these guidelines were aimed at those writing statements for TOE hires. This past year, given the potential expansion in the use of such statements, CAAD expanded the guidelines to apply to all such statements.

Within these guidelines, CAAD developed a framework that encourages statement writers and readers to consider the range of contributions to diversity faculty might have in their teaching, service, research, and outside activities. In addition, CAAD encouraged candidates to contextualize the significance of these contributions by articulating the particular diversity issues in academia and/or in a candidate's field. The finalized version is available on the CAAD website.¹

¹ <https://senate.ucsc.edu/committees/caad-committee-on-affirmative-action-and-diversity/DivStateGuidelines.pdf>

Student Evaluations of Teaching (SET)

For the last two years CAAD has been conducting research and compiling an annotated bibliography on the issue of bias in student evaluations of teaching (SETs). This past year, CAAD collaborated with the Center for Innovation in Teaching and Learning (CITL), the Committee on Teaching (COT), and the Committee on Academic Personnel (CAP) in thinking through how to change the culture of student evaluations of teaching (SETs) on campus—with CAAD’s primary goal being to reduce incidents of bias in SETs, as well as help our campus and faculty recognize and know what to do when it occurs.

The result of this collaboration was the writing of a white paper co-authored by CAAD, CITL, and COT, providing guidance on best practices for designing and using SETs. CAAD contributed the first two pages of the document, discussing the questions, “How do we know there’s bias in SETs?”, “How can we identify bias in our own SETs, or SETs we review?”, and “What should we do if we find bias?” CAAD also contributed to the joint section, “What can we do to prevent bias?” This white paper will be distributed to the campus this coming fall.²

Addressing Care-related Inequities: Back up Care and Research Travel Childcare Coverage

In consultation with the Resource Group for Academic Mothers (RGAM), a new campus-based initiative launched by faculty in 2017, and in collaboration with the Committee on Faculty Welfare (CFW), CAAD became increasingly interested this year in confronting issues of care-related inequities in academia and on our campus. Our interest stemmed from research CAAD read on the stubbornly disproportionate role of women amongst domestic caregivers—including primarily for children, but also for adults and parents—and thus the disparate impact that the lack of support for such care has on women’s academic careers.

First, CAAD and the Committee for Faculty Welfare (CFW) wrote a joint letter in support of a proposal to bring a "back-up care" program to our campus. Back-up care exists to support faculty members in the common and onerous situation when they need to be at work and their regular child, adult, or elder-care is unavailable. (Even pet-care is available in some cases). Back-up care exists on campuses across the country, as well as on other campuses in the UC system, with programs typically making available a given number of days or hours for faculty caregivers to use annually. With active discussions surrounding the new campus-day care facility now in progress, CAAD argued that the time is ripe to consider a program that reaches a broader swath of UCSC faculty caregivers. Such a program would be an important institutional program to support, retain, and recruit diverse faculty members on our campus.

In addition, following up on concerns raised by RGAM, CAAD sought to research and address an apparent policy change that prevents faculty from claiming coverage for childcare as part of their allowable UC-funded conference travel. CAAD wrote a letter framing this as an issue of diversity and equity, and detailing its disparate impacts for faculty parents, and especially for women faculty, including anecdotes from members of RGAM. Ultimately, CAAD brought this

² <https://citl.ucsc.edu/teaching-resources/documenting-teaching/>

letter to the University Committee on Affirmative Action, Diversity, and Equity (UCAADE), as this is a system-wide funding issue (see below for UCAADE discussion).

Mentoring the Mentors

As a new initiative for 2017-18, CAAD brainstormed on a topic referred to as "Mentoring the Mentors," or, how to help graduate mentors address diversity and equity-related issues with their mentees. CAAD observed that much of the diversity and equity related programming related to pedagogy and advising, on our campus and more broadly, is aimed primarily at undergraduates. While CAAD applauded these efforts, CAAD was mindful of the fact that diversity and equity issues enter the graduate mentoring relationship in a variety of significant and complex ways, and can result in challenges for graduate students in our programs, and that graduate mentors at all stages (from assistant to full professor) could benefit from some guidance and support in these areas.

Just as an example, a few areas CAAD discussed include:

- Mentors may not be familiar with diversity-related issues students face—from juggling dissertation writing with being a new mother, to facing discrimination as a TA because of an accent, to feeling alienated in a program in which they are the only member of their racial or ethnic group.
- Mentors may want to help prepare students entering fields or academic settings where diversity and equity remain issues.
- And at a time when Contributions to Diversity statements are increasingly expected on applications for academic jobs, mentors may want to advise students on what may constitute such contributions.

As a follow up, CAAD met in two meetings with CITL Director Jody Greene, Committee on Teaching (COT) Chair Matt McCarthy, Graduate Council (GC) Chair Gina Dent, VPAA Herbie Lee, and Associate VPAA Martin Berger to discuss this issue. One of the main next steps that emerged was for CAAD to support and contribute to curriculum that CITL is developing on this issue, and that will be offered in the coming year in department-specific trainings.

Chancellor's Postdoctoral Award Program

CAAD and UCAADE view both the President's and Chancellor's Postdoctoral Programs as two of the most important programs available in the UC to advance academic excellence and diversity through the mentoring, support, and especially, hiring of post-doctoral fellows in the President's Postdoctoral Fellowship Program (PPFP) and Chancellor's Postdoctoral Fellowship Program (CPFP) pools. However, while the former exists on all campuses and across fields, the latter is far less wide-spread. On our own campus, the CPFP has only begun to be supported in the last two years; is used to a negligible extent, supporting approximately one fellow per year in that time; and to date only supported fellows in the science, technology, engineering, and mathematics (STEM) fields. CAAD sought to understand why the program is so little understood and utilized on our campus, particularly outside of STEM fields, and what might be done to rectify this. CAAD was particularly interested in more sustainable and equitable models on other campuses. Thus, CAAD consulted with VPAA Lee and CAAD chairs on different campuses.

According to our preliminary research, the relative lack of CPDs as compared to PPDs is due to their lower level of compensation from the UC, as well as the requirement that local campuses find their own funding sources to support fellows' full salaries. Some campuses (e.g. UC Davis) have established centralized programs to support eligible Chancellor's fellows, and have relatively robust programs across fields and divisions, including the humanities, arts, and humanistic social sciences. Others have left it to the divisions to fund, which has led to less funding for Chancellors overall, as well as de-facto concentration of those fellows who are hired in STEM fields, where lab-based faculty have disposable funds to hire post-docs--precisely what CAAD saw on our campus. CAAD supports continuing to discuss how it might be possible to overcome the current funding limitations of this program on our campus, and thus realize its great potential for enhancing diversity and excellence across all fields and divisions at UC Santa Cruz.

II. ISSUES, POLICIES, AND PROGRAMS WITH DIVERSITY IMPLICATIONS REVIEWED BY CAAD IN 2017-18

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

- Proposed Revisions to Academic Personnel Manual - Lecturer with Security of Employment Series subsection 285 and subsections 210-3, 133, 740, 135, and 235
- Proposed Revisions to Senate Bylaw 128 - Conflict of Interest
- Draft Revised Presidential Policy on Supplement to Military Pay - Four-Year Renewal
- Draft Revised Presidential Policy on Disclosure of Financial Interests and Management of Conflicts of Interest in Private Sponsors of Research and proposed revised APM - 028, Disclosure of Financial Interest in Private Sponsors of Research

Divisional

- Intellectual Property (IP) Campus Policies Proposal
- Proposed Campus Plan to Achieve 2:1
- Draft Campus Policy on Conflict of Interest Related to Consensual Relationships
- Revised Campus Impaction Policy
- Computer Science Department Request for Impacted Status
- Proposal for Centers of Excellence (CoE) Startup Program
- Graduate Growth Initiatives
- Strategic Academic Planning: Phase I and Phase II
- Data for Student Success Proposal
- Salaries for Further Above Scale Merits

CAAD also reviewed four (4) waiver of open recruitment proposals (Target of Excellence and Spousal/Domestic Partner proposals).

III. CONSULTATIONS

Vice Provost of Academic Affairs Herbie Lee - November 27, 2017 and February 26, 2018

On November 27, VPAA Herbie Lee and CAAD discussed diversity statements and their use in waivers of open recruitment, merit increase, and standard ladder rank hiring processes.

On February 26, CAAD invited VPAA Lee, CITL Director Greene, and COT Chair McCarthy to explore the possibility of drafting a white paper on the use of SETs. Also discussed was the possibility of having a Faculty Equity Advisor on campus.³

IV. CAAD ON SYSTEMWIDE AND ADMINISTRATIVE COMMITTEES

Chancellor's Diversity Advisory Council (CDAC)

Undergraduate student representative for CAAD, Katherine Le, sat on a student panel/Q&A session in the Winter CDAC meeting in order to address concerns about how to better serve the diverse UCSC student community. Students answered questions regarding campus climate, projects and initiatives they have been involved in, as well as how CDAC can support students to foster a healthier campus climate.

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

The main agenda items for UCAADE in which CAAD was involved included:

System-wide Diversity Statement Guidelines

Chair Greenberg presented CAAD's guidelines, described above, at UCAADE in fall. Following this, she chaired a subcommittee winter quarter that coordinated an effort to consolidate the contributions to diversity statement guideline documents developed on other campuses, including those that use them as a rubric for review and evaluation of candidates. After creating a document listing all such guidelines and rubrics, the subcommittee began to analyze distinctions among them, sharing this with UCAADE in spring. Based on this work, UCAADE plans to devise preliminary guidelines to propose system-wide.

Review of policy barring childcare from travel grants

In consultation with RGAM, CAAD wrote a letter framing the issue of lack of UC compensation for childcare expenses during conference travel as one of diversity and equity. UCAADE chose to take this matter up and put it on its April 19 agenda, where it was discussed with Pamela Peterson and Susan Carlson from UC-wide Academic Personnel. They shared some relevant history: the policy to enable childcare to be an allowable travel expense went through the senate approval process in 2017, and was approved by President Napolitano (which it would need to be

³ Jody Greene, Director, Center for Innovations in Teaching and Learning - November 13, 2017 and February 26, 2018

to become system-wide policy) but then, late last year, it was inexplicably pulled. Susan Carlson suspected this may have had to do with the UC audit, when everything on Napolitano's desk was put on hold. She recommended that UCAADE write a letter to UC-wide Academic Council, and then from the AC to Napolitano, to get this off the ground again and finalize the approval. UCAADE did so, sending an edited version of the letter CAAD wrote. It is our hope that this matter will be resolved early in the 2018-19 academic year.

UCAADE Statements

UCAADE drafted several statements, which were submitted to the Academic Council. Two were authored by our committee, three others jointly with the UC Systemwide Equal Employment/Affirmative Action Officers Group (EO/AA). They include:

- Equity for faculty salaries at the University of California: Suggestions for future faculty salary equity analyses (September 28, 2017)
- The Use of Statements on Contributions to Diversity, Equity, and Inclusion for Academic Positions at the University of California, Joint Recommendations from: UC Systemwide Affirmative Action, Diversity, and Equity Academic Senate Committee (UCAADE) and UC Systemwide Equal Employment/Affirmative Action Officers Group (EO/AA) (June 15, 2018)
- Equity Advisor Programs at the University of California Joint Recommendations from: UC Systemwide Affirmative Action, Diversity, and Equity Academic Senate Committee (UCAADE) and UC Systemwide Equal Employment/Affirmative Action Officers group (EO/AA) (June 15, 2018)
- UCAADE: Enhancing Faculty Diversity in the UC System (July 17, 2018)

In terms of these statements, and research relevant to the drafting of them, CAAD spent most time in 2017-18 discussing the Faculty Equity Advisor (FEA) program. (Note: the statement on Salary Equity Studies (SES), which included best practices for producing them, was a result of research and discussion from the previous year. This will be relevant when the SES process is conducted again, potentially in 2019-20.) A review of the FEA discussion can be found below.

Faculty Equity Advisor Program

Chair Greenberg discussed and shared relevant documents regarding the new FEA Programs on a number of campuses across the UC, including at UCLA, Berkeley, Irvine, Merced, and San Diego. Generally speaking, the goal of FEA programs is to work at the departmental or divisional level to help ensure that diversity and equity are considered in all aspects of the academic mission. This may include help with strategic planning, faculty recruitment and retention, graduate student admission and advancement, and promoting a climate of equity and inclusion. Beyond this, FEA programs vary in strategy, funding support, governance structure, and guidelines. Based on a survey of the programs, UCAADE and EO/AA identified three models for these programs:

1. **Smaller number, more concentrated, compensation, some power.** On smaller campuses, the school has three to four FEAs per school or division, each getting a stipend

(\$5000/year at Merced, \$1500 at Irvine). Their focus is on assisting the search process, divisional equity reviews, and advising Deans.

2. **Larger number, more dispersed, no compensation, little power.** On larger campuses like UC Berkeley, FEAs are in every dept. Their focus is on the hiring process.
3. **More administrative, no compensation, more power.** At UC San Diego, FEAs are Associate Deans. It's seen as part of a broader pathway to leadership.

CAAD discussed these models, and how such a program could be useful at UCSC. CAAD also raised this question with VPAA Herbie Lee during his consultation with the committee. VPAA Lee raised some concerns about how such a program would be supported on our campus and whether it would duplicate the work that he and his office, together with APO, already do to train faculty diversity liaisons on search committees. While CAAD members noted that FEAs can play a broader role, and that there might be benefits to having faculty in departments or divisions play this role, there was no consensus on whether UCSC should move forward with such a program.

Office of Diversity, Equity, and Inclusion (ODEI) Co-Funding Program

CAAD helped review proposals for the Office of Diversity, Equity, and Inclusion's (ODEI) Co-Funding Program for Tier I (graduate students, staff) and Tier II (faculty) funding for diversity, inclusion and equity related programming on campus. A luncheon at which criteria were discussed kicked off the year, with Ashish Sahni, on Tuesday, Oct 3. Following this CAAD representative Grace Delgado helped review three batches of proposals once each quarter.

V. CO-SPONSORED EVENTS

MLK Convocation

The 34th Annual Martin Luther King Jr. Memorial Convocation featured Kimberlé Crenshaw, professor of law at UCLA and Columbia Law School on Thursday, February 8, 2018. Undergraduate representative, Katherine Le, sat on the MLK Convocation committee in order to present student feedback regarding the planning of the event. Katherine's engagement included preparing for student transportation to the venue, outreaching to the Student Union Assembly and student groups, as well as providing feedback for next year's convocation.

Respectfully submitted;

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

Christy Byrd (F)

Grace Delgado

Laurie Palmer

Christina Ravelo

Vanita Seth (W&S)

Erika Zavaleta

Miriam Greenberg, Chair

Nandini Bhattacharya, NSTF

Katherine Le, Undergraduate Representative

Imelda Mercado, Undergraduate Representative

August 31, 2018