

Policy

Academic Personnel Manual: Providing a healthy climate and advancing a culture of inclusion

Several sections of the Academic Personnel Manual (APM) contain language about the importance of contributions to diversity in faculty evaluation and about the responsibility of department chairs and deans to ensure a productive and inclusive academic climate. Relevant passages are below.

APM – 210, Review and Appraisal Committees

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

APM – 240, Deans

An academic Dean is head of a Division, College, School, or other similar academic unit and has administrative responsibility for that unit. This assignment includes fiscal responsibility for the unit; responsibility for ensuring diversity of the faculty, students and staff, including maintaining an affirmative action recruitment and retention program consistent with University affirmative action policies, Regental policy and applicable law; and responsibility for ensuring that systemwide and local policies, including Academic Senate regulations, are observed.

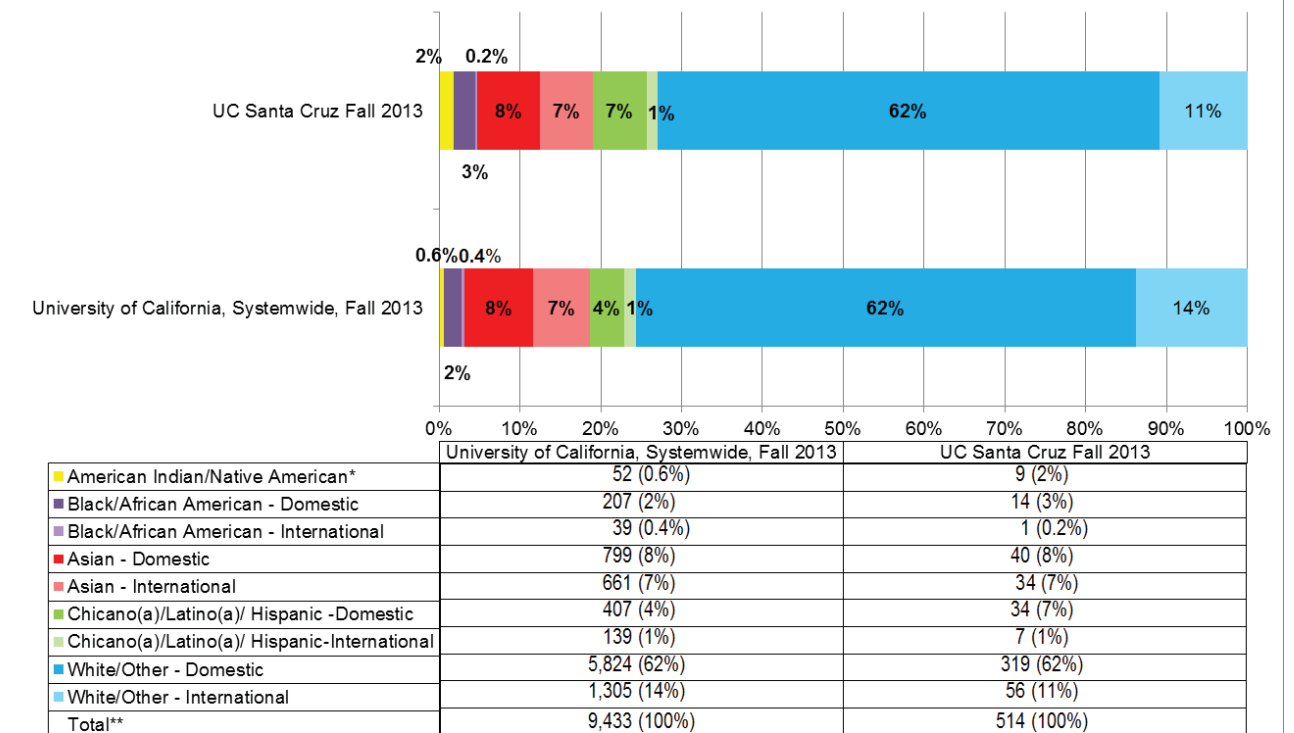
APM - 245, Department Chairs

As leader of the department, the chair has the following duties:

1. The appointee is in charge of planning the programs of the department in teaching, research, and other functions. The chair is expected to keep the curriculum of the department under review, and to maintain a climate that is hospitable to creativity, diversity, and innovation.
2. The appointee is responsible for the recruitment, selection, and evaluation of both the faculty and the staff personnel of the department. In consultation with colleagues, the chair recommends appointments, promotions, merit advances, and terminations. The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action goals.
3. The appointee should be receptive to questions, complaints, and suggestions from members of the department, both faculty and staff personnel, and from students, and should take appropriate action on them.

Faculty Composition

Chart I: Ladder Rank Faculty by Race/Ethnicity and Citizenship, Fall 2013, A Comparison Between UC Santa Cruz and UC Systemwide



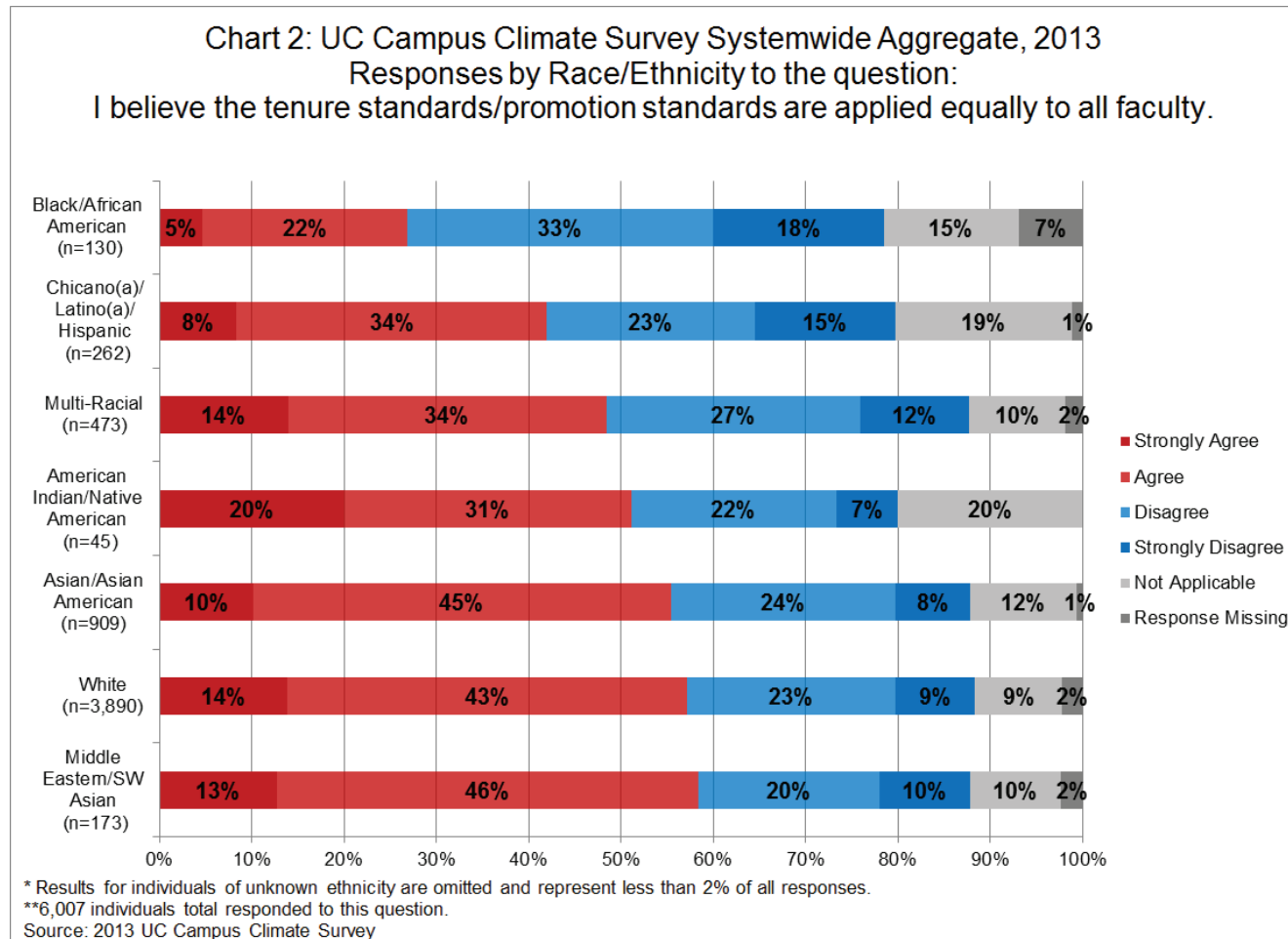
*American Indian category includes both Domestic and International Citizenship Status.
 **Twenty individuals did not answer the ethnicity question and were therefore excluded from the systemwide total headcount.
 Source:UCOP Corporate Payroll System, Fall 2013.

In Fall 2013, the gender composition of ladder rank faculty at UC Santa Cruz was 37.2% (191) women and 62.8% (323) men. Systemwide, women make up 30% (2,883) of ladder rank faculty and men 70% (6,570).

In 2013, UC Deans were 76% White, 10% Black/African American, 8% Chicano(a)/Latino(a)/Hispanic and 6% Asian. Women made up 25% of Deans while men were 75% (N=104). In that same period, UC Department Chairs were 81% White, 10% Asian, 6% Chicano(a)/Latino(a)/Hispanic, 3% Black/African American, and .2% American Indian/Native American. The gender composition of Chairs was 28% women, 72% men. (N=472).

Systemwide, there are 8.4% under-represented faculty (Black/African American, Chicano(a)/Latino(a)/Hispanic, American Indian/Native American) and 30% women. Among our Comparison 8 universities (Harvard University, Massachusetts Institute of Technology, Stanford University, SUNY Buffalo, University of Illinois Urbana-Champaign, University of Michigan-Ann Arbor, University of Virginia and Yale University) the presence of under-represented faculty ranges from 5.4% to 10.2%; the presence of women faculty ranges from 21.3% to 33.5%.

Campus Climate

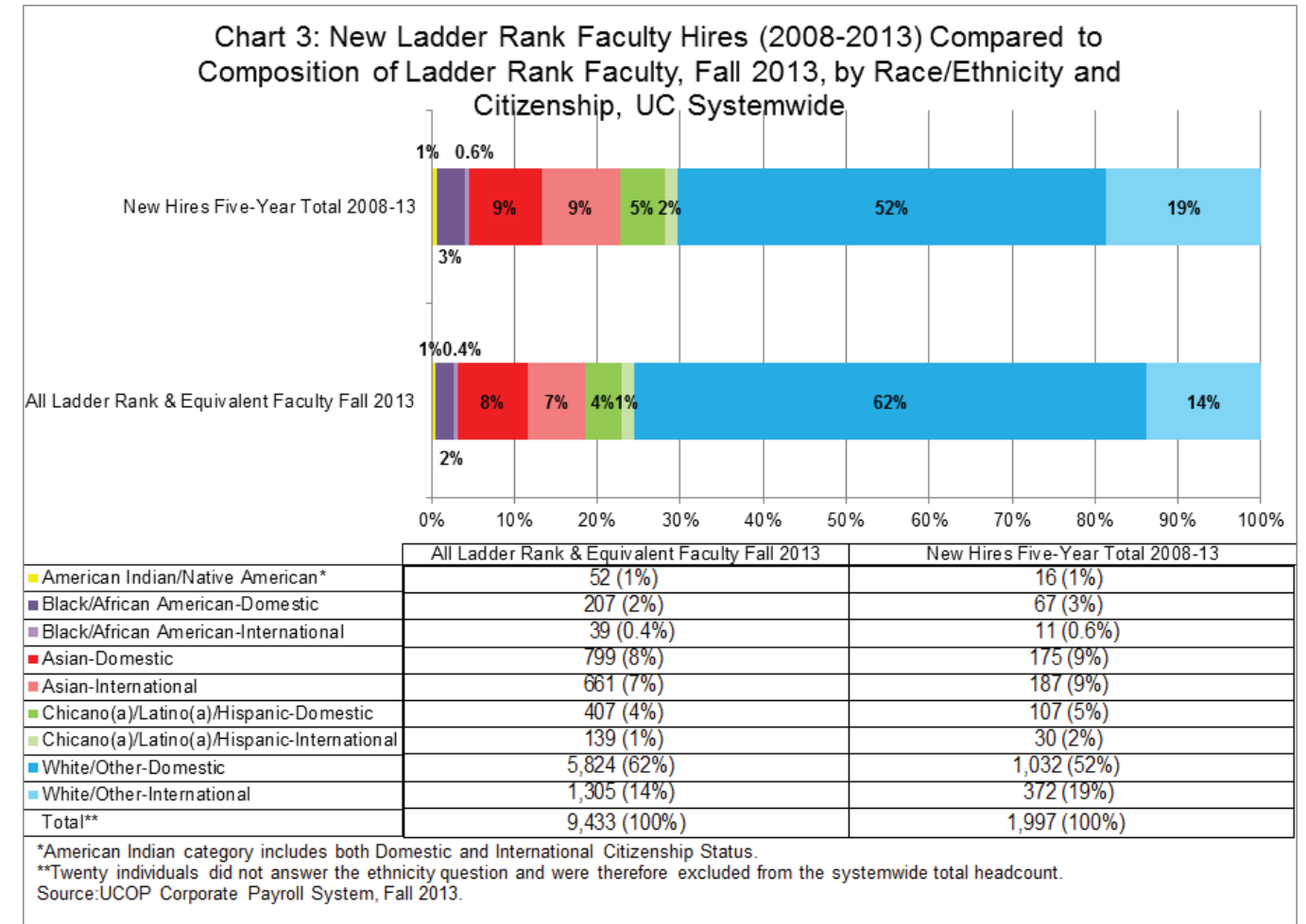


Based on the 2013 UC Climate Survey, nearly one in four faculty (1,790 respondents out of 7,547 faculty who responded to this question systemwide) experienced some form of “exclusionary, intimidating, offensive and/or hostile” behavior. Those 1,790 respondents who answered yes to the question on exclusionary behavior were given the opportunity to describe the type of behavior experienced as well as the source of the behavior. Of those 1,790 respondents, 42% were men, 56% were women and 2% intersex/unknown. Fifty-seven percent of respondents list faculty as the most commonly cited source of exclusionary behavior. The remaining top sources of exclusionary behavior were further identified as Administrators (28%), Co-Workers (27%) or Department Heads (22%). On a per capita basis, women experienced these incidents three times more frequently than men.

The top four types of experiences were: “being deliberately ignored or excluded,” “being isolated or left out,” “being intimidated/bullied,” or “[being] the target of derogatory verbal remarks.” Forty-seven percent of respondents list “being deliberately ignored or excluded,” as the most commonly cited type of exclusionary behavior. Women comprised 61% percent of the group that experienced this behavior. Actions such as verbal derogatory remarks occurred for at least 20% of the group in question.

Individuals of all races and ethnicities commonly experienced these types and sources of behaviors at similar rates. Individuals experienced behavior where they were treated as if they were “singled out as the spokesperson due to their identity” about 9% of the time.

Hiring



Generally, new hires over five years are more diverse than the current faculty. During this same five year period, PFP hires accounted for the following percentage (and headcount) of the new hires: 4 American Indian/Native American out of 16 new hires (25%); 9 Black/African American out of 78 (12%); 22 Chicano(a)/Latino(a)/Hispanic out of 137 (16%); 9 Asian out of 362 (2%); and 7 White out of 1,404 (.5%).