

Overarching theme- establish infrastructure to coordinate and enhance diversity efforts and establish/assess/evaluate campus strategies designed to foster diversity and inclusion.

<b>Campus Goals &amp; Metrics</b>
-----------------------------------

**Goals and metrics in place for 2009-2010**

**1) Achieve diversity goals in Charting-the-Course strategic plan**

**Progress to date:**

- Faculty Goals- Developed and implemented new procedures for faculty hiring. These procedures, along with associated flow charts, checklists and timelines were developed using best practices as identified in the NSF ADVANCE Program, UC Affirmative Action Guidelines for Recruitment and Retention of Faculty and other recognized sources. Metrics include: establishment of new processes, change in number of women and underrepresented faculty hired, changes in department underutilization of women and underrepresented minorities.
- Staff Goals- Provide each Vice Chancellor with Quarterly Reports on Affirmative Action and Diversity Progress to distribute to each division/school in order to track efforts to diversify the workforce and identify areas of concern. Succession Planning - Identify and provide support for staff to participate in programs and activities that will prepare them for promotion. Provide each Vice Chancellor with results of Staff at Work Climate Survey for discussion with Divisions/Departments and disseminate this information to Chancellor's Diversity Council, Directors of Campus Community Centers and Equity and Diversity associations. Metrics include: Changes in representation for women and people of color; progress in disseminating employment information to women, veterans, people with disabilities and people of color; career staff workforce trends and career staff availability for Senior Management Group, Management, Senior Professional Group, and Professional and Support Staff group; staff demographics; and, annual Staff @ Work Climate Survey results.
- Student Goals- Collect data on the participation of applicants in yield activities to determine which activities best support matriculation to UC San Diego. Preliminary information for this year's recruiting cycle indicates that students who were contacted by phone by board members, staff, students and faculty were more likely to enroll at UC San Diego than those who did not. It was determined that 19.5% of African-American applicants, who were contacted, stated their intention to register at UCSD. That compares with 10.5% of the African-American applicants who were not contacted. Similar results were obtained for Latino students, with 21% of those who were contacted stating their intent to register vs. 16% of those who were not contacted. For Mexican-American students, the effect was not as great with 27% of the students contacted stating their intent to register vs. 25% for those who were not contacted. For Native American students, the numbers are small and we found that those who were called were about as likely to state their intention to register as those who were not.

Metrics include: Documenting for each activity the number of students contacted, number of students participating, number of students matriculating, number of faculty/staff participating.

2) Appoint Faculty Equity Advisors in each academic division, graduate and professional school

**Progress to date:**

- Established the position of Associate Vice Chancellor-Faculty Equity and appointed Dr. Jeanne Ferrante to the position in summer 2008.
- Under the leadership of Dr. Ferrante, appointed and trained 10 Faculty Equity Advisors in the fall of 2008. Equity Advisors have been appointed in each General Campus academic division and in the Health Sciences and Scripps Institution of Oceanography.
- The UC San Diego Faculty Equity Website (<http://facultyequity.ucsd.edu/index.asp>), launched in fall 2008, acts as a portal to local, systemwide, and national resources for promoting equity in recruitment and retention of faculty.

Metrics include: NA, goal achieved

3) Expand outreach efforts to public schools and community colleges

**Progress to date:**

- Evening with UC San Diego featuring Chancellor Marye Anne Fox- In addition to the efforts of the UC San Diego Student Educational Advancement Office, The Chancellor and a team of UC San Diego staff and university supporters visit schools in San Diego and Imperial County to provide information on preparing for college and preparing to attend a UC School . Over 1000 students and their family members attended three presentations in San Diego during the 2008-2009 academic year.
- UC San Diego Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE) has established relationships with Gompers Charter Middle School (GCMS) and Lincoln High School to increase the number of underserved, low-income youths who are eligible for admittance to college. Using The Preuss School as the model, CREATE has extensive partnership agreements with Gompers Charter Middle School and Lincoln High School, both located in ethnically diverse San Diego neighborhoods. CREATE and campus partners have collaborated to provide information to students, teachers, and parents throughout the district, especially at GCMS and Lincoln, regarding University application procedures and financial aid assistance. They also arrange visits to UC San Diego and other campuses so that parents and students learn first-hand about the college experience.

Metrics include: number of events for prospective new freshmen, number of events for prospective community college transfers, number of attendees per event, participant evaluation of effectiveness of event, tracking participants as they matriculate.

4) Increase yield of enrolled students from underrepresented groups from a larger admitted pool

**Progress to date:**

- For new freshmen, slight increases in the applicant pool from 2008 to 2009 were observed for Mexican American and Latino students, while Native American applicants increased 6.6%. African American applicants decreased slightly, but their percentage of the applicant pool remained the same year to year.

Metrics include: Change in number of underrepresented minority students in applicant pool, number of underrepresented minority students offered admissions, number of

underrepresented students participating in these activities that matriculate to UC San Diego.

- 5) Actively recruit freshmen students from a well-managed Preuss School UCSD: increase share of students who enroll at UC San Diego from this nationally competitive student body

**Progress to date:**

- Dr. Sandra Daley, Associate Chancellor and Chief Diversity Officer, is appointed chair of the Preuss Board of Directors effective July 2008
- Management Audit completed in August 2008. The administrative staff, the Board of Directors and the Education Committee are incorporating recommendations from the audit into the management of Preuss.
- The Office of External Relations raised over \$500,000 in private donations to help defray \$1,000,000 in student transportation costs.
- Of the 96 students in the Preuss School UC San Diego graduating class of 2009, 94% were accepted into four year colleges; 28% (27) are attending the University of California; 30% (29) were accepted into UC San Diego; and of those accepted into UC San Diego, 41% (12) will be attending UC San Diego. The Preuss School's 2008/09 entering 6<sup>th</sup> grade class was 67% Hispanic and 7% African American.

- 6) Promote staff professional development and succession planning: in-house training as a retention tool

**Progress to date:**

- The main page of the UC San Diego Jobs website now allows browsing for staff, academic and medical center jobs. Information about how to apply to UC San Diego, outreach activities hosted and attended by UC San Diego staff and UC benefits may also be viewed from this page. (<http://jobs.ucsd.edu/default.aspx>). Metrics include: number of WEB site visits, number of applicants, demographics of applicants
- In 2008, UC San Diego launched the website, My Career at UCSD, which is a portfolio of resources related to transfer and promotion opportunities, compensation, career development and training. (<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,3810,00.html>). This electronic platform will allow the employee and manager to work collaboratively to develop a career plan in line with the employee's skills, interests, and training. Metrics include: number of registered employees, demographics of registered employees

**Other Campus Goal Areas with Implications for Diversity & Inclusion**

Increase philanthropy, grants and contracts and expand efforts toward securing non-traditional support

- The Office of External Relations, the Black Alumni Association, the Black Student Union, the Chancellor's Diversity Office and individual members of the Chancellor's Board of Overseers continue to work together to identify goals and develop strategies that will increase scholarship/fellowship support for Historically Underrepresented Minorities and Women.

- The Office of Student Affairs has secured more than \$32M in multi-year outreach and diversity-related grants over the last four years (2005-2009). These grants have been funded by the U.S. Department of Education, the National Science Foundation, the Amgen Foundation, the National Action Council for Minorities in Engineering, and the Howard Hughes Medical Institute. Health Sciences has also secured more than \$6M in diversity-related grants over the past 5-year period. UC San Diego will continue its efforts to obtain external support for outreach and diversity programs and to promote collaboration between new and existing programs on our campus and in our community.

## Campus Policies & Practice

### Faculty

- The Associate Chancellor/Chief Diversity Officer acts as advisor to the Academic Senate Committee on Diversity and Equity (nee CAAD), and attends scheduled meetings.
- To continue the implementation of APM 210, the Academic Senate has approved a list of Service Activities that Support Diversity and designated a section on diversity activities on the electronic bio-bibliography form.
- To continue the implementation of APM 240 & 245, Deans, Department Chairs and Provosts are encouraged by the Chancellor, the Senior Vice Chancellor for Academic Affairs and the Associate Vice Chancellor for Faculty Equity to participate in the NSF ADVANCE/PAID Chair Training & Symposia. Starting in fall 2009, new department chairs will be required to attend a training that will include diversity issues as an integral part of the training curriculum.
- A new protocol for dual career faculty hires has been approved.
- A new faculty separation survey instrument has been developed.

### Undergraduate Students

- In an effort to increase personal interaction with prospective students from underrepresented minority groups, Affinity Programs and an Early Calling Campaign were added to Yield Activities in spring 2009. Affinity programs provide an opportunity for prospective students and their families to meet with supportive faculty, staff, students, and administrators. Faculty, staff and students conducted an Early Calling Campaign to encourage admitted students to visit the campus.
- In response to a lack of affordable housing for community college students, UC San Diego built New Transfer Student Housing that is scheduled to open fall 2009.
- After conducting extensive studies and determining that there are significant matriculation challenges for lesbian, gay, bisexual and transgender students, the campus launched Innovative Housing Options for LGBT Undergraduate Students in spring 2009. This housing arrangement, offered by all six colleges, results in supportive clustering and advisement for students who select this option.
- The Diversity Council established the Committee on Recruitment, Admissions and Yield, the Disabilities Management Committee and the Data Committee to respond to the following campus identified needs: to continuously monitor the admissions process and implement a comprehensive, coordinated undergraduate recruitment strategy; to address issues affecting students and staff with disabilities; and, to prove that an institutional research unit that aggregates data to inform and influence planning will

benefit the campus community. Members of these standing committees include: the Assistant Vice Chancellor for Admissions, the Chair of the Diversity Council, the Associate Chancellor for Diversity, members of the Associated Students, alumni, faculty and staff. The committees will also include parents and community volunteers.

- Established the Student Affairs Outreach Roundtable, developed by the Vice Chancellor of Student Affairs to encourage and strengthen the collaboration and coordination of various Student Affairs units that have a hand in outreach. The Roundtable gathers information on planned outreach activities, solicits help and recommendations for programs, and shares resources and best practices in the realm of outreach.
- Established the Diversity Workgroup, a Student Affairs workgroup developed by the Vice Chancellor of Student Affairs that is centered on enrolling a diverse student body, fostering the well-being of each student, providing enriching educational experiences, and preparing students to lead in a diverse global society.
- Established a Student Affairs Diversity Institute, a five day intensive training institute for Student Affairs professionals on diversity and social justice lead by the campus' directors of the Cross Cultural Center, Women's Center, and LGBT Resource Center. Participants will be future diversity facilitators, practitioners, and trainers.
- Established a Veteran Student Work Group, a special workgroup has been charged to look at the issues facing the student veteran population. Campus partners include Financial Aid, Transfer Student Services, Deans of Student Affairs, Counseling and Psychological Services.

#### **Graduate and Professional School Students**

- To establish a comprehensive, coordinated graduate recruitment strategy, the OGS Diversity Outreach Collaboration meets regularly to plan upcoming recruitment events and leverage resources. In addition, faculty and staff share information, best practices and strategies to attract underrepresented students to UC San Diego for graduate study.
- UC San Diego supports the Summer Training Academy for Research in the Sciences (STARS) which provides qualified undergraduate students from all over the United States with valuable research experience and preparation for graduate school.
- UC San Diego participates in the NSF-Sponsored Alliance for Graduate Education in the Professoriate (AGEP) which provides funding for the recruitment and retention of underrepresented students with the end goal of increasing the number of underrepresented faculty in the STEM fields.

#### **Postdoctoral Scholars**

- UC San Diego conducts a postdoctoral scholar program to develop and train postdoctoral scholars from diverse backgrounds to become independent scientists. The program is supported by funding from NIH IRACDA and postdoctoral training grants. The program offers professional development workshops; co-sponsors events with campus organizations that promote diversity; creates collaborations with other campus programs to encourage students at various levels to pursue postdoctoral research; helps postdoctoral scholars mentor the next generation of researchers; and develops and maintains policies that would attract a diverse population of postdoctoral scholars.

#### **Staff**

- Executive Summary of Affirmative Action and Diversity Progress Reports are made available quarterly to the Chancellor (includes all Vice Chancellor areas) and each Vice Chancellor (for their respective areas). Comprehensive reports for each area are forwarded to their respective administrative officers.
- UC San Diego Outreach Council members received training to conduct the “How to Get Hired at UCSD” workshop in an effort to expand the frequency and geographic distribution of presentations. In January 2008, the Outreach Training Team began presenting the “How to Get Hired at UC San Diego” workshop. Workshops were conducted at the UC San Diego Campus, community based organizations, churches, community colleges, American Indian reservations and regional career centers. Workshops are well attended and evaluation forms reveal that participants value the workshops.
- Career Connection is a comprehensive career development program designed to improve retention by assisting UC San Diego employees to achieve their career goals. The Career Connection Mentorship Program website was designed and launched within the past year to facilitate mentor/mentee matching and promote mentorship as an effective career management resource. Information about this resource has been distributed broadly to ensure diverse participation. Program evaluation includes long-term tracking of the participants’ career mobility.

#### **Campus Climate**

- The UC San Diego Principles of Community can be accessed from the homepage, the Diversity Matters website, and the School of International Relations and Pacific Studies Student Affairs website. The principles are also included in the Student Services Handbook for New Students, Office of Graduate Studies Graduate Student Handbook, the Accreditation Standards and Criteria for Review.
- The Principles of Community and our campus’ commitment to diversity, equity, and inclusion are embedded into the UC San Diego Mission Statement.
- The Principles of Community are incorporated into staff performance evaluations
- The Principles of Community are presented in New Employee Orientation
- The Chief Diversity Officer is now a member of the Editorial Board of @UCSD, a publication of the UC San Diego Alumni Association

#### **Campus Highlights/Best Practices to Share**

##### **Undergraduates**

- The Student Affairs Diversity Working Group has been formed to create a warm and supportive community where students from every background can flourish, provide the chance for all students to become culturally competent, learn from and about diverse others, improve the yield of students from under-represented groups, create equality of opportunity for students at UC San Diego, improve the campus climate for those who do not feel welcomed or valued, and create professional development opportunities for Student Affairs colleagues to develop the skills and perspectives needed to serve a diverse student body.
- In the Early Calling Campaign, an effort coordinated by Admissions and Enrollment Services, 2,804 underrepresented students were called by 146 university key administrators and staff to inform them personally of their admission to UC San Diego.

Of the 2,804 students, 1554 were successfully contacted. Yield numbers were higher for groups who were personally reached to inform them of their admission versus those who were not. For example, in the African American population 128 students were called, 25 of which filed a Statement of Intent to Register (SIR) resulting in a 19.5% yield rate. In comparison, 191 students did not receive a phone call. Of the 191 students not called, the yield rate was only 10.5%. Similar results of a higher yield rate occurred in the Mexican American and Latino population groups.

- The Office of Admissions and the student run and student supported Student Promoted Accesses Center for Education and Service (SPACES) organized an overnight program for students in 4<sup>th</sup> and 5<sup>th</sup> quintile schools in California. 54 students attended the program which occurred before the campus's large event, Admit Day. Of the 54 attendees, 72% (39) filed the SIR.
- During Freshman Admit Day, alumni chapters and staff associations, along with campus community groups from African American and Latino communities hosted affinity receptions for African American, Native American, and Chicano/ Latino students and their families. Of the 218 students who attended these receptions, 57% (125) filed the SIR.

#### **Graduate & Professional Students**

- In 2008, UC San Diego was invited to establish an institutional chapter of the Yale-Bouchet Society. This graduate honor society established by Yale and Howard universities recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professorate.
- The number of graduate and professional students enrolled increased by 8.5% between fall 2004 and fall 2008, with a slight decrease of .58% in overall enrollment between 2007 and 2008. However, there has been a 22% increase in underrepresented graduate student enrollment between 2004 and 2008, with a 7.5% increase from 2007 to 2008.
- UC San Diego offers the Tribal Membership Initiative fellowship to Native Hawaiians and members of federally recognized tribes <http://ogs.ucsd.edu/StudentAffairs/tribalinitiative/Pages/default.aspx> . Fall 2009 is the first year of the initiative; four applicants qualified, were admitted, and accepted admission.

#### **Faculty**

- Faculty equity efforts in the School of Medicine have resulted in dramatic increases for women in all ranks and series for the period 1997-2008. Most notable for women is the increase in Ladder Series, from 11% in 1997-1998 to 16.7% in 2008. The number of underrepresented minority faculty in the Ladder Series increased from 0.9% in 2007 to 2.7% in 2008. UC San Diego health sciences established a faculty development program in 1999. This program is associated with an increase in the UC San Diego health sciences retention rate of underrepresented minority faculty from 58% in 1996 to 83% in 2008.

#### **Staff**

- Health Sciences is working with departments to develop the Assistant Department Business Officer (ADBO) position to address career development and succession planning for MSP and SMG leadership positions. Currently, 80% of Health Sciences

departments have an ADBO position. Fifty percent of the ADBO's are female and 20% are minorities.

- Health Science developed and implemented the Human Resources A-Z Training programs to provide functional area training to aid junior staff in their professional development in a variety of subject areas. Thirty-seven participants have completed over 28 hours of HR training, which included EO/AA policy. Of these participants, 95% were women and 52% minorities. Sixty-five percent of the participants received a reclassification or promotion. Forty-five percent of those promoted were minorities and 17% were in an underutilized group.
- Academic Affairs launched its Business Officer Academy (BOA) in fall 2005. This innovative staff enrichment program provides training, guidance and support to staff members interested in careers as business officers. BOA participants' career paths are tracked after program completion. To date, 18 of 35 participants have received promotions or upward reclassifications, with seven attaining business officer positions. The BOA encourages applications from other VC areas.

### **Climate**

- Demographic information and diversity-related questions are included in the Staff@Work Survey, a satisfaction survey administered by Business Affairs. Survey results are shared with the Diversity Council to inform their activities and recommendations to the Chancellor, as well as with campus offices that provide programming and resources to address diversity-related concerns. The survey captures information about the experiences and work satisfaction of all members of the campus community and information unique to people with disabilities, people from minority groups, women and people from the Lesbian, Gay, Bisexual or Transgender community.
- The Diversity Council has increased voting membership to include the Executive Director of the Office for Students with Disabilities, Director of Accommodation, Counseling and Consulting Services for faculty and staff with disabilities, AVC for Faculty Equity, and the Chair of the Alumni Diversity Committee.
- The Diversity Council has implemented a committee structure that increases the participation of students, alumni, faculty, staff and community volunteers who are not voting members of the Diversity Council.