

October 10, 2005

UC President's Task Force on Faculty Diversity

Re: UCLA Faculty Diversity Initiative

We write to you in our capacity as Directors of the four UCLA-based organized research units (ORUs) that focus on African American studies, American Indian studies, Asian American studies, and Chicano studies. For over 35 years, these four centers have played a pivotal role in the development of each field through scholarly research, academic publications, library and special collections, and community service. These centers also supported the development of degree programs and later departments at UCLA, as well as a distinct and unique role in faculty recruitment across campus through the administering of 24 institutional FTEs that belong to the centers.

On February 13, 2003, our centers proposed the enclosed Faculty Diversity Initiative (FDI) to UCLA Chancellor Albert Carnesale, in order to build upon our proven track record working across departments in the following areas: strengthening ethnic studies research and teaching; increasing faculty diversity; and enhancing relationships with the culturally diverse Los Angeles community. Specifically, the proposal asks for the allocation of an additional 24 faculty positions that the ORUs would use to appoint ethnic studies scholars across a wide range of departments and professional schools.

The FDI is the product of significant consultation with students, faculty, alumni, and community leaders. It builds upon a proven mechanism for allocating academic resources and has broad campus and community-based support. While this proposal was made at the campus-level, it has features that could inform system-wide policy, and addresses UC President Dynes' efforts to deal with the growing concerns about faculty diversity in the context of our increasingly diverse state population. The facts speak for themselves: Latinos alone comprise 43 percent of the college age adults, but just 13 percent of UC undergraduates, 9 percent of UC graduate students, and an unacceptably low 5 percent of the UC faculty.

We ask that you review the FDI and that the Task Force endorse our proposal and also consider it as a potential model for other campuses in the UC. We feel that the ethnic studies ORUs at UCLA have a significant and proven track record for diversifying the faculty, one that complements and contributes to other more recent efforts at UCLA within the central administration (the new Vice Chancellor for Faculty Diversity position) and within the College (the departmentalization of Asian American Studies and Chicano Studies). The new vice chancellor position provides an important supervisory function with respect to faculty recruitment, retention, and promotion; and it also places an emphasis on recruitment within medicine and the sciences. The new ethnic studies departments represent an important site for

faculty appointments based on the same process as any other department (through increases in enrollments, majors and minors).

The model provided by the ethnic studies ORUs at UCLA is one in which the allocation of FTE and the hiring process are themselves diversified. In working with a department to define a position and undertake a search, the centers bring important expertise into the hiring process. Since the FTE returns to the centers once vacated, there is a built in mechanism to ensure continued allocation of FTE for crucial ethnic studies positions. Also, since the ORUs cannot hold the faculty appointments themselves, the relationship with departments is collaborative rather than competitive. Beginning in the 1970s, these centers have dramatically affected each of the following areas:

- Research and Teaching: Increasing the research and teaching capacity in ethnic studies and community-based research in underserved communities *across a wide range of departments and professional areas.*
- Faculty Diversity: In many cases, our appointments were the first in a department, but these then stimulated additional hires using the department's own FTE.
- Administrative Pool: The institutional FTE have a high record for academic administrative service.
- Student Support: Faculty support minority student undergraduate outreach and retention, and attract new graduate students specializing in ethnic studies, train the next generation of scholars, and grow minority student enrollments.

Institutional Faculty FTE

Beginning in the mid-1970s, Chancellor Charles E. Young allocated six Institutional Faculty FTE to each of the ethnic studies research centers. The faculty who currently occupy the ethnic studies institutional FTE have excelled in their scholarship, teaching, administrative service to the campus, and community service. It is also clear that this faculty enhanced the ability of the university to recruit and retain a diverse student body at the undergraduate and graduate levels. Now that nearly 30 years have passed, and with the dramatic changes in the population of the state, it is time for UCLA to reaffirm its commitment to ethnic studies research and instruction across the campus.

The Evaluation of the Faculty Diversity Initiative

At the request of Chancellor Carnesale, Vice Chancellor Claudia Mitchell-Kernan completed a broad review of the FDI and submitted a report, on July 30, 2003, **Evaluation of Proposal from the Directors of Ethnic Studies Centers** (enclosed). The evaluation of the FDI proposal summarized that there is a wealth of evidence of the benefits to the campus that have flowed from the ethnic studies ORU's over the past three decades. An important part of this has been the successes realized from the campus' first investment of Institutional Faculty FTEs in ethnic studies beginning in 1977. According to the findings of the evaluation, a variety of benefits would flow from the assignment of additional FTEs to the ethnic studies centers. These benefits coincide with the intended outcomes of the *Faculty Diversity Initiative*, including:

- An increase in the ethnic and gender diversity of UCLA faculty, with impacts across campus
- An ensuing enhancement of diversity within the administrative ranks

- New curricular infusions for a wide range of academic departments; and enrichment of curricular initiatives in areas that constitute campus strengths: interdisciplinarity, race and ethnic studies, international studies
- Intellectual diversity in research undertaken and curricular offerings
- The faculty in ethnic studies also serve as role models and mentors for students of color across campus. This contribution grows in importance as the UCLA student body comes to reflect California's increasing racial and ethnic diversity.

No significant drawbacks for FDI were uncovered in the evaluation. Deans and department chairs across campus appear to have collegial relationships with the ethnic studies centers and an appreciation that goes beyond mere acceptance of the collaborative method of hiring FTEs sought by the ORUs. Nor did the evaluation find evidence that assignment of FTEs to the ethnic studies centers in furtherance of faculty diversity would conflict with goals for faculty hiring at the UCLA or UC levels.

The evaluation report includes a number of letters and perspectives offered by Deans, Department Chairs, and Faculty and the perspective that the Faculty Diversity Initiative is a sound means of forwarding the goal of a more diverse faculty. The endorsement of FDI by the leadership of the Academic Senate lends further support to the conclusion that the goal to increase the diversity of UCLA's faculty is widely supported and of unquestionable value. A successful track record reaching back almost 30 years has established that faculty diversity can be furthered by the assignment of Institutional Faculty FTEs to the ethnic studies centers. Based on the findings of her evaluation, Vice Chancellor Mitchell-Kernan strongly urged the implementation of the Faculty Diversity Initiative.

As acknowledged by the UC Presidents Office, developing a diverse faculty is vital for the University of California to maintain its status as the premier public university system in the world. We provide the *UCLA Faculty Diversity Initiative* to the UC President's Task Force on Faculty Diversity as a well-established and successful model for addressing the lack of faculty diversity at UCLA and throughout the UC System. FDI provides an important concrete component of an overall strategy for UC administrators to implement across the system in order to make immediate and meaningful advances to diversify the faculty.

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