

UCLA Faculty Diversity Initiative

proposed by

American Indian Studies Center
Asian American Studies Center
Chicano Studies Research Center
Ralph J. Bunche Center for African American Studies

presented to

Chancellor Albert Carnesale
University of California, Los Angeles

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The four ethnic studies research centers at UCLA propose a new initiative that will make UCLA the preeminent university in the nation with respect to ethnic studies scholarship, community-based research and public service in underserved communities, and faculty diversity. Despite the state budget crisis, there exists a unique opportunity to expand ethnic studies research capacity, diversify the university curriculum, and increase employment opportunity. These steps are crucial if UCLA is to fulfill its public mission and to keep step with the significant demographic changes taking place in California.

This proposal has been developed in response to serious concerns about the need for UCLA and the UC system to be more responsive to the state's underserved communities. These concerns have been voiced by our various constituencies: faculty, students, alumni, elected officials, and community leaders. This proposal is based on extensive consultation with these constituencies. It is meant to complement UCLA Chancellor Carnesale's creation of two new Vice Chancellor positions aimed at community partnerships (UCLA in LA) and faculty diversity, and UC President Atkinson's Faculty Recruitment Initiative.

While important efforts, goals and guidelines have been outlined over the last decade, a simple fact remains: without a critical mass of faculty whose research advances the understanding of the state's diversity, UCLA and other UC campuses will fail to provide an intellectual environment that can attract, nurture, and prepare *all* students for the new century. Such a critical mass would be a crucial resource for undergraduate outreach and retention, and it would begin to address the current disparities in research capacity, graduate enrollments, and faculty hiring.

If UCLA is to remain competitive as a world-class research institution, it must allocate sufficient resources in order to develop its research and teaching capacity related to ethnic studies, underserved communities, and the state's diversity. This initiative proposes augmenting support for the ethnic studies Organized Research Units (ORUs) in order to expand their campus-wide contributions to research and teaching. In this way, UCLA can ensure academic excellence

across the entire campus (rather than within one unit). We also identify two additional areas requiring attention and resource allocation in order to ensure a comprehensive approach. While this proposal addresses the specific situation at UCLA, we feel that it can provide a model for the UC system during a period of combined enrollment growth and budget cuts.

BACKGROUND

By the end of the decade, student enrollments in the University of California System will increase by 50,000 to 60,000, driven in large part by the growing diversity in the state population. This increase will require roughly 2,500 to 3,000 new faculty positions (FTE) over the same time period. UCLA is slated to increase student enrollment by 4,000 -- an increase that will generate at least 200 new FTE. This increase in FTE represents a silver lining in the state budget crisis now affecting the University of California. With thoughtful allocation of these resources, both UCLA and the UC system can actually increase its ability to address the specific needs of the state population.

The increase in student enrollment reflects the changing demographics for the state, wherein minority groups now make up over 53 percent of the general population, but account for a much larger percentage of the student-age population. Latinos alone account for nearly 50 percent of children now entering the California school system (and 61 percent in Los Angeles).

The 2000 Census Data and UCOP data on faculty and student composition (June 2002) reveals not only the increasing diversity of the student body, but a growing disparity in terms of access to and employment within higher education. While minority groups combined constitute 64 percent of college age adults, they represent 53.6 percent of the UC undergraduate enrollments (a 10.4 percent drop in levels of representation), and 37 percent of graduate enrollments (a 27 percent drop in levels of representation). This situation is starkest for Chicanos and Latinos, who comprise 43 percent of college age adults, but just 13 percent of UC undergraduates, and 9 percent of UC graduates.

For faculty, the disparities are even more dramatic, with minority groups comprising just 19.1 percent of UC ladder-rank faculty, less than half their representation within the California workforce.

In response to these growing disparities, UC President Atkinson announced a "Faculty Recruitment Initiative" on January 3, 2001. He explained:

The University of California must meet the challenge of serving a state that is growing in ethnic diversity and struggling with disparities in economic and educational opportunity. Continued academic excellence will require increased attention to issues such as multiculturalism, economic opportunity, and educational equity to ensure that they are reflected strongly in the University's teaching, curriculum, and research.

The initiative addressed what President Atkinson called the "need for the University of California to recruit a faculty that will meet the expanding demands of the State of California in the new century." That pilot program is now in its final year.

PROPOSAL

It is crucial that the University of California understand the enrollment growth as a direct product of the increasing diversity of the state population. The four ethnic studies Organized Research Units at UCLA are ideally suited to meet the still-growing demands facing the campus. These demands include the need for increased ethnic studies and community-based research relevant to the changing state population, the need for increased ethnic studies curricula relevant to an increasingly diverse student body, and the need for faculty diversity in hiring in order to ensure employment equity. Addressing these areas will also produce an intellectual and professional environment that will enhance outreach, recruitment, and retention efforts at all levels within the university.

The new faculty positions (or FTE) referenced by this initiative would be drawn from the 200 FTE the UCLA campus will receive as part of the enrollment growth. This initiative contributes to the current efforts aimed at community partnerships and faculty diversity. But it also brings support for the American Indian Studies Center, Asian American Studies Center, Chicano Studies Research Center, and Ralph J. Bunche Center for African American Studies into alignment with the challenges they are now facing.

We propose increasing the institutional FTE at each ethnic studies ORU by an additional 6 FTE (for a total of 24 FTE). Since their founding in 1969, these ORUs have played a preeminent role in producing and disseminating research about specific ethnic groups that now comprise the majority populations of the state. These centers also have a significant track record in promoting multidisciplinary studies, community and public service, diversifying the curriculum, and training new generations of leading scholars in ethnic studies. Given their campus- and state-wide mandate, the centers report to the Office of the Chancellor at UCLA.

The ORUs currently have 24 institutional FTE combined, and have been a significant force in advancing the racial and ethnic diversity of UCLA's faculty. These institutional FTE were originally designed to increase the research capacity of the ORUs, to diversify the curriculum across the campus, and to diversify the faculty across the campus. The faculty members who occupy these positions have excelled in their scholarship, administrative service, and community service, but they have also been pivotal in expanding the ethnic studies curriculum within their departments. Indeed, these faculty members have increased both enrollments and majors within their departments, and they have often played significant leadership roles within their departments and schools, including as department chairs or associate deans.

Most of the ORU institutional FTEs have been filled for over a decade, and sometimes much longer. These faculty members represent a significant cohort of senior scholars on campus. Without new resources, the centers must wait until these faculty members retire, then replace them with a new generation of scholars. In the process, the university will lose the opportunity to create and nurture a multigenerational intellectual environment for ethnic studies research. It will also lose a valuable recruitment incentive: a critical mass of colleagues within the candidate's field.

An increase in the institutional FTE will allow for the appointment of ethnic studies specialists across a wide range of departments. It will also allow for these new hires to benefit from the experience and mentoring by senior scholars. These FTE will increase the ethnic studies research capacity of the four ORUs, but also the entire campus, while they will provide an important mechanism for increasing faculty hires related to ethnic studies. These FTE would also benefit the Interdepartmental Degree Programs (IDPs) and Center for Interdisciplinary Instruction (CII) through cross-listing of courses that enhance the interdisciplinary and interdepartmental exchanges across campus.

Below we identify the strategic plans for each ORU with respect to the additional institutional FTE. These plans have been developed in consultation with the Faculty Advisory Committees. While each ORU has a distinct set of priorities, all are committed to using at least one half of the additional FTEs to address key areas in which California faces severe workforce shortages, particularly with respect to public service. In this respect, the ORUs will contribute to the underlying principles of the UCLA in LA initiative.

American Indian Studies Center

The institutional FTEs that were allocated to the UCLA American Indian Studies Center are currently placed at the following departments and programs at UCLA: Linguistics, Ethnomusicology, Sociology, English/American Indian Studies, Law, and World Arts & Cultures. In discussions of both the American Indian Studies IDP Committee and the Faculty Advisory Committee over the past several years, the faculty have identified the following critical areas for additional faculty appointments in American Indian Studies as a means of strengthening American Indian Studies in the university-wide faculty as well as of expanding and enhancing the Center's overall research and academic mission: Public Health, Psychology, Law (particularly in the area of comparative hemispheric indigenous law), Education, Public Policy, and Applied Arts/Design.

Asian American Studies Center

The institutional FTEs that were allocated to the Asian American Studies Center are currently being occupied by faculty in Urban Planning, Education, English, History, Film and Television, and Public Health. All of these professors plan to become split 50-50 appointees between their current home departments and the new Department of Asian American Studies when it is approved. A search is being conducted now for a Filipino American Studies specialist, and potential candidates are being reviewed with the World Arts and Cultures Program.

The Faculty Advisory Committees of the Asian American Studies Center and the IDP in Asian American Studies have developed a strategic plan which describes the need for more faculty members to meet current and future research, teaching, and service needs. The strategic plan outlines the rationale for FTE requests for replacement of current faculty (Economics, Psychology/Mental Health, Media and Communication), for immediate unmet needs (Art History, Religion and Philosophy, Gender and Sexuality/Women's Studies, Vietnamese American Studies, Filipino American Studies), and for long-range needs (Geography, Political Science, South Asian American Studies, Pacific Islander Studies, and New Technology).

Institutional FTEs would allow the ORU and IDP/Department of Asian American Studies to build mutually beneficial linkages of expertise with departments in the College, as well as those in the professional schools like Public Policy, Theater, Ethnomusicology, Social Welfare, Law, Critical Film Studies, Library and Information Studies, and Nursing.

Chicano Studies Research Center

The institutional FTEs that were allocated to the Chicano Studies Research Center are currently occupied by faculty in Urban Planning, Social Welfare, Education, Theater, and Ethnomusicology. The Faculty Advisory Committee is in the process of developing a strategic plan that will be used in order to define priorities for filling an open position next year. The committee has already identified immediate needs in public service and professional programs, especially with respect to California workforce shortages in education, medicine, nursing, and libraries. Law has also been identified as an area in which Latino communities remain severely underserved. The strategic plan will address and prioritize the need to fill critical gaps in the following areas with respect to Chicano Studies faculty: Anthropology, Art History, Economics, Geography, Library and Information Studies, Management, Musicology, Philosophy, Public Health, and World Arts & Cultures. Finally, the Committee foresees a need for the replacement of current faculty due to retirement in major areas that have had just one faculty member (but where the need may be greater and where replacement by the department remains uncertain): Political Science, and History.

Ralph J. Bunche Center for African American Studies

The institutional FTEs that were allocated to the Ralph J. Bunche Center for African American Studies are currently being occupied by faculty in English, History, Political Science, and Psychiatry and Biobehavioral Sciences. The Center also has two faculty jointly appointed with the Interdepartmental Degree Program -- one in Anthropology and one in Political Science. Due to the Center's areas of strategic focus, additional institutional FTE would be most effectively distributed across the following departments/schools: Theater, Film and Television, Art History, Anthropology, Sociology, and Psychology.

FURTHER RECOMMENDATIONS

While this proposal addresses the specific needs of the Organized Research Units in order to meet the challenges of changing state demographics and student enrollment growth, we feel that there are at least two other areas requiring distinct attention and allocations in order to ensure a suitably comprehensive and multi-tiered approach to these challenges.

First, there is a pressing need to augment current support for the four ethnic studies degree programs within the College: the three "Interdepartmental Degree Programs" (IDP) and the "Center for Interdisciplinary Instruction" (CII). This augmentation in FTE will help meet the needs and enrollment potential of the existing degree programs as they continue to grow and move toward departmental status. The Chancellor has already signaled his strong support for departmentalization. However, it is also clear that the College lacks the necessary resources. Each of these programs has unique characteristics and must determine the actual number of FTE

required to fulfill their mission. The proposed additional allocation to these units will enhance the ability of the College to more adequately support these programs in the future. For example, the Cesar Chavez Center for Interdisciplinary Instruction demonstrates that allocation of FTE in this area will produce a high rate of return with respect to both enrollments and majors. Since the hiring of its founding faculty in 1993-94, that unit experienced a consistent and continued growth resulting in a three-fold increase in enrollment and a two-fold increase in majors.

Whereas the institutional FTE of the ORUs provide a campus-wide function appropriately located in the Office of the Chancellor, these FTE will allow for the hiring of ladder-rank faculty within the distinct ethnic studies degree programs as they move toward formal departmental status in the College.

Second, new campus-wide efforts for faculty diversity require sufficient allocations to provide for year-to-year efforts at a level commensurate with the challenges facing the university. The Associate Vice Chancellor for Faculty Diversity position represents an important new initiative at UCLA. Currently, this position has just eight FTE from President Atkinson's Faculty Recruitment Initiative. Four of these have been filled and will not be available for reallocation until 2007. We feel that the position requires sufficient FTE allocations with which to pursue the goal of increasing faculty diversity across the campus.

In contrast to ethnic studies hires, which are oriented toward specific areas of research and teaching, faculty diversity is defined more broadly and is not necessarily tied to a discipline or specialization, but rather reflects an overall commitment to economic opportunity and employment equity. The Chancellor's Advisory Group on Diversity defines this commitment as one that requires both resources and openness to change with the goal of: including and integrating within the campus community individuals from different groups as defined by such characteristics as race, ethnicity, gender, socioeconomic background, religion, sexual orientation, age, disability, and intellectual outlook (September 20, 1999).

These FTE will be an essential tool for stimulating new hires, especially given the budget crisis facing the UC system over the next several years. We propose an extension of President Atkinson's Faculty Recruitment Initiative and Chancellor Carnesale's commitment of 12 FTE toward that initiative, both of which provide important precedents for such an allocation. An appropriate FTE allocation will allow this effort to continue at a higher level and on a year-to-year basis.

We further recommend that the Faculty Fellows Program for recent University of California Ph.D.s be placed under the Vice Chancellor for Faculty Diversity or another appropriate unit (for example, the Institute of American Cultures). Currently, UCLA is the only campus not in compliance with this system-wide program, which is designed to provide recent UC Ph.D.s with valuable experience and mentored training in teaching and research. This program offers an important mechanism for bringing potential faculty members to UCLA, while also providing them with the support and intellectual environment for developing their research.

CONCLUSION

We propose a comprehensive and multi-tiered initiative for increasing the university's competitiveness with respect to ethnic studies research, community-based research in underserved communities, and ethnic studies degree programs. These efforts will have the secondary benefit of addressing questions about employment equity. There are three immediate benefits to this initiative:

1. It increases much-needed research and teaching across the entire campus on the state's underserved communities, and thereby increases public knowledge and understanding for addressing the challenges facing the state. And it strengthens the major ethnic studies ORUs in the UC system so that they are better able to meet these challenges through their research, publications, library holdings, and public service.
2. It helps develop existing degree programs as they move toward formal departmental status. With these allocations, the degree programs will be able to address the needs of an increasingly diverse student body, providing opportunities for majors, minors, and students fulfilling general education requirements. Past experience has shown that with proper support these programs can serve as a frontline resource in meeting enrollment growth.
3. It addresses the significant gap between a diverse state population and the small number of minority ladder-rank faculty, a disparity that reduces the ability of the university to recruit and retain a diverse student body at the undergraduate and graduate levels.

Unless that gap is closed, and unless research capacity in ethnic studies is significantly increased, the university will be unable to meet the demands of its student body and the state population, and will falter in its ability to maintain both competitiveness and academic excellence.

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