

**UNIVERSITY OF CALIFORNIA  
UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION,  
AND EQUITY**

**ACADEMIC SENATE  
UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION,  
DIVERSITY,  
AND EQUITY**

**Draft Minutes of Meeting - October 8, 2020**

Present: Javier Arsuaga (Chair, Davis); Daniel Widener (Vice Chair, San Diego); Julianna Deardorff (Berkeley); Jose Torres (UC Davis); Luis DiSipio (Irvine); Richard Yarborough (Los Angeles); Carrie Menke (Merced); Xuan Liu (UC Riverside); Melissa Morgan Consoli (Santa Barbara), Sylvanna Falcon (Santa Cruz); Andrea Seritan (UC San Francisco); Jennifer Burney (San Diego); and Stefani Leto (Analyst)

**I. Introductions and Chair's Announcements:**

After committee members introduced themselves, UCAADE Chair Javier Arsuaga provided a review of the meeting agenda and an update on the Academic Council meeting:

- The Regents are not always attuned to the connection between graduate education and research. They appreciate research, support undergraduate education, and want more faculty diversity, but they perceive graduate education as expensive and do not fully appreciate the critical role graduate students play in research. or the faculty diversity pipeline.
- UC's move away from the use of standardized tests in admissions raises questions about the feasibility of ending their use and potential replacements. Chair Arsuaga believes moving away from their use is a step towards reducing inequities between students. One proposal is to use the existing Smarter Balanced test as a replacement. Chair Arsuaga will continue to update UCAADE on this issue.
- At its September meeting, the Academic Council discussed the increasing use of online sources for test questions, papers, and coaching, including students' use of tutors to cheat on tests administered online impacts academic integrity. Students found to be cheating appear to cluster in the final two years of study. Council discussed the possibility of cutting off access to such sites for on-campus internet, changing evaluation methods to reduce the helpfulness of the sites, and empaneling a task force to consider possible strategies and actions.
- A report from UC budget leaders at Council described the effects of the pandemic on the University's fiscal health and was designed to prepare the Regents to discuss specific fiscal responses at their November meeting. The COVID-related \$2.2 billion loss reflects a relatively small portion of the University's total budget, although long-term reductions in funding continues to be of concern. President Drake has pledged to center student and faculty in budget decisions.
- Discussions regarding campus safety and possible changes to UC policing will need to balance respect for members of the University community, and community safety.
- President Drake and Provost Brown told Council that the University has zero tolerance for cheating in UC admission.

**II. The effects of COVID-19 on Hispanics and the lack of Hispanics in the professoriate**

○ *Luis G. Carvajal-Carmona, UC Davis Professor & Auburn Community Cancer Endowed Chair in Basic Science, Genome Center & Department of Biochemistry and Molecular Medicine*

- Latinos are the largest minority group in the United States. Currently, they comprise between 18% and 19% of the population, and are expected to grow to 28% by 2060. Importantly, Latinos are not a monolith; although 65% of the US Latino population is of Mexican descent, 25% of all Latinos are Afro-Latino.
- Roughly 79% of Latinos are US citizens, and a growing political force.
- The Latino population is young. 51% of all K-12 students are Latino, and their life expectancy exceeds all demographic indicators-also known as the “Hispanic Paradox.”
- COVID is challenging the Latino population. Many Latinos are essential workers in high-risk occupations and often live in multi-generational households. 80% of COVID-caused deaths among 19 and 54 year olds in the US are Latinos.
- Racism is a key driver of this death rate, and the COVID pandemic is highlighting its effects.
- There is a shortage of Latinos in the professoriate, driven by educational disparities and a culture which makes hiring diverse faculty a challenge.
- Many Latino children have suffered adverse childhood events (ACEs), which can contribute to negative health outcomes – powerful current fears include the deportation of parents and COVID.
- An example of racism working against diversity in hiring in higher education was the pushback against the use of Diversity, Equity, and Inclusion statements in faculty hiring.

UCAADE’s discussion included ways to respond when the lack of diversity in faculty hiring is framed as “a pipeline problem.” Faculty should ask departments directly what they are doing to address pipeline issues. Departments with long-term leadership can prevent the movement of minority faculty into leadership positions. Vice-Chair Widener noted that as public institutions begin to look more like the population in California, they have been systematically defunded. UC has looked abroad for diversity, and the push to build a “Global Campus” may dilute UC’s public mission to reach into California communities to diversify the student body. This issue is challenging to change within UC due to elitism and the sometimes-poor reputation UC has with the state Legislature.

It was noted that the University is also challenged by a lingering perception that diversifying the faculty means lowering the quality of the faculty.

Committee members agreed that variety of efforts are needed to address different kinds of discrimination, and that one useful tool would be to make diversity action plans part of evaluations for department chairs and division heads. In addition, term limits for department chairs could help promote greater faculty diversity.

### **III. Consultation with UCOP Graduate, Undergraduate, and Equity Affairs**

- *Yvette Gullatt, Vice President and Vice Provost*
- *Liz Halimah, Associate Vice Provost, Student and Equity Affairs*

Vice President Gullatt reported that UCOP recently underwent an internal restructuring that combined units focused on student academic success and institutional equity. The departments of Diversity and Engagement, Student Affairs, Graduate Student Affairs, and the Innovative Learning Technology Initiative (ILTI), were combined to form the Department of Graduate, Undergraduate, and Equity Affairs (GUEA). The unit has “preschool to professoriate” as its scope. GUEA’s goals include:

- Producing more degrees through enhancing student readiness and programs such as MESA, the Puente Project, UC Leads, UCHBCU, UCHSI and doctoral diversity; improving undergraduate and graduate outcomes through student experiences; and revising the policy for the SAT and ACT;
- Closing gaps among students by improving campus climate and student experiences, and improving K-20 academic success. These efforts require increased State support, which GUEA plays a role in advocating for. Additional efforts include expanding research opportunities for students and building instructional resilience. The move to remote instruction was mostly well-executed, but high quality instruction is the overarching goal;
- Adding and diversifying faculty and graduate students. The President’s Postdoctoral Fellowship Program (PPFP) supports grants to departments for diversity hiring, and we need to ensure campuses can offer five-year funding packages.

The current executive order from the Trump Administration targeting critical race theory for anti-bias training is having a chilling effect on diversity training, but UCAADE was not asked to delay a possible statement regarding the order, as it does not take effect until November 21, 2020 and the UC Law School Deans have already released a statement in reaction;

Vice President Gullatt noted that the Presidential Policy on Gender and Lived Name was sent out for comment in early 2020, and over 150 individual comments were received; it has been approved by the Policy Advisory Committee, and will now move to the Policy Steering Committee and President Drake. Final approval seems likely although due to IT issues the final implementation has been pushed to 2023;

Committee discussion included a question from Professor DiSipio about the Innovative Learning Technology Initiative (ILTI) and whether the pandemic situation has changed thinking around it, especially regarding access issues. Vice President Gullatt responded that UCOP is reimagining the program to better support campuses and faculty as they work to develop resilient online instruction. A report on the program is forthcoming.

The experiences of disabled students will be discussed at the November Regents meeting. The pandemic has exposed weaknesses in the University’s compliance with disability requirements and also increased the availability of some accommodations pushed by disability activists, including online instruction and flexible approaches to grading. Training for ADA compliance needs to be universal for faculty, rather than when a student requests accommodation.

Chair Arsuaga asked about the impact of budget cuts on outreach programs for underrepresented students. Vice President Gullatt responded that early engagement with the University produces high yields, and while these kinds of programs are easy to cut in a tight budget time, these

students are the “seed corn” for the University. Leadership should keep in mind the impact of budget decisions on diversity, and a report is forthcoming and will be shared with UCAADE.

#### **IV. Consultation with UCOP Office of Academic Personnel and Programs**

- *Susan Carlson, Vice Provost, Academic Personnel and Programs*
- *Patricia Osorio-O’Dea, Director of Academic Program Coordination*
  
- The [Advancing Faculty Diversity](#) program, now in its fifth year, has received a one-year 10% cut in funding from the Office of the President. There were nine new awards this year, and a fully-remote gathering of present and past participants. More projects were proposed than could be funded.
- Measuring the long-term impacts of the project has been complicated by the short-term nature of the awards. Proposals to evaluate the long-term impact have been proposed.
- Should a statement from UCAADE in support of this program be needed, the Vice Provost will ask the committee to provide one.

#### **V. President’s Postdoctoral Fellowship Program**

- *Mark Lawson, Professor in Residence of Reproductive. Medicine, UC San Diego*
  
- [The Presidential Postdoctoral Fellowship Program \(PPFP\)](#)’s mission is to support postdoctoral fellows who will contribute to overall University diversity through salaried postdoctoral research appointments for up to two years.
- The program responded to the COVID-19 crisis by moving the Spring Academic Retreat to a virtual format. Attendance was greater than the in-person retreats, and also resulted in cost savings.
- The program results in highly competitive candidates who achieve tenure at a greater rate than the general population of the professoriate, and are more active in scholarship.
- UCAADE’s discussion centered on misunderstandings surrounding the program, such as the tension between departments wishing to protect FTE lines, and overly-narrow hiring criteria that may preclude the selection of a PPFP scholar. The quality of the highly-successful PPFP scholars should argue against these concerns. PPFP encourages the inclusion of the program in strategies for increasing faculty diversity.
- The program takes input from the committee seriously and welcomes its engagement, especially suggestions for how to publicize the program and its benefits more widely.

#### **VI. Systemwide Review**

Three items came before the committee for review:

[Online Undergraduate Degree Task Force Report](#) (Comments due December 9, 2020)

[Proposed Revisions to Senate Regulation 544](#) (Comments due November 16, 2020)

[Proposed Revisions to Senate Regulation 630](#) (Comments due November 16, 2020)

- Chair Arsuaga requested that a Google doc or similar be used to facilitate comments, and that committee members indicate that they have seen the items whether or not they wish to provide review.

- There are three options for the Online Undergraduate Degree Task force to consider: UC Quality On-Campus Degree, with no remote instruction; UC Quality Remote Degree, which is equivalent to option one through remote learning; the third is Instruction Only Remote Degree, which provides equivalent instruction but may not provide equivalent out of classroom experiences.

## **VII. Senate Leadership Update**

- *Mary Gauvain, Chair, Academic Senate*
- *Robert Horwitz, Vice Chair, Academic Senate*

Senate leaders introduced themselves and met the committee, then described their role representing the various committees to the Senate as a whole, as well as the wider University community.

### September Regents Meeting:

The Regents receive input from the faculty representatives to extend their understanding of the University. A large part of the meeting was a report from Executive Vice President for UC Health Carrie Byington about the status of COVID-19 at UC. COVID-related updates at Regents meetings generally are extensive, reflecting the concern about the course of the pandemic and its effect on the University.

The Vice President for National Laboratories' report to the Regents noted that the UC-managed National Laboratories touch all aspects of the University. A large part of the work of the lab involves science across disciplines, and the labs have over 20,000 employees. The report highlighted the participation of undergraduate and graduate students in the work at the Labs, which underscores the seamless movement among the three elements of UC's mission, with teaching, research, and public service all taking place throughout the enterprise.

The budget was also extensively discussed, with special emphasis on shortfalls from the State budget.

The forthcoming final report of the Regents Special Committee on Basic Needs will include recommendations. While most of the Special Committee's work has focused on undergraduate basic needs, the implications for UCAADE reflect students' lived experiences and that of faculty interacting with the students.

### Systemwide Issues

The campuses are responding differently to the COVID crisis, however, the impacts on faculty as they pursue their work teaching and researching will likely continue and intensify. The direct contact by faculty with students provides unique insight into the lived experience of the crisis.

Budget issues at the State level are challenging and are expected to remain so. The Senate will need to respond quickly to the forthcoming report of the Strategic Plan Task Force to make the deadline for the November Regents meeting.

In May 2020, the Regents' voted to phase-out the use of the SAT/ACT at UC by 2025 and evaluate the possibility of using a new standardized test for UC admission, more closely aligned with a-g requirements, which was requested by President Napolitano. The Feasibility Study Working Group, which includes Senate representatives, is investigating the viability of creating either a UC-specific test or using an existing test such as the Smarter Balanced Assessment. The Working Group will ultimately report to a Steering Committee co-chaired by Provost Brown and Council Chair Gauvain. The Steering Committee hopes to finish their investigations and have options to present at the January Regents meeting.

Chair Gauvain and Vice Chair Horowitz want to create a plan whereby the Academic Senate can create useful input to the University's response to the climate crisis. Vice Chair Horowitz described the UC San Diego Climate Crisis Task Force and their work. The campus task force is investigating how to expand their recommendations systemwide, move from carbon neutrality to decarbonization, expand cross-campus research into the climate crisis, and move from a STEM-only focus into climate justice and other pedagogical areas. The Vice Chair will send the UCSD report to UCAADE for its unique response to the crisis. Chair Gauvain suggested that the strength of the Academic Senate is the variety of perspectives it, along with campus divisions, can bring to bear on this multifaceted challenge.

Discussion included encouraging the Senate to reach out to UC scientists working on the issue, and Vice Chair Horowitz emphasized that he now sees this issue as one that the Senate can be proactive towards.

One point raised by Professor Deardorff was the intersection between climate crisis response and racial justice, noting how important it is not to embed racism in climate responses. Chair Gauvain remarked on how the pandemic revealed the connections between many of these issues, with climate justice exposing disparate access to health care and education. UCAADE Vice Chair Widener asked what impact remote learning and work would have on climate approaches. Vice Chair Horowitz responded that of course it would – lessening of travel, working on decarbonizing the University's investments, and urging a principled stand on divestment rather than only financial. Chair Gauvain urged more principled thinking regarding development of campuses, considering more creative approaches toward growth, including building, than has been pursued in the past.

UCAADE Chair Arsuaga commended the University's response to the pandemic, also suggesting that this practical approach might be harnessed for a response to climate change.

Professor DiSipio asked about decisions around policing on campus, and Chair Gauvain noted that the Senate was involved in investigating the issue, especially at UC Irvine, and that UCFW was very involved. President Drake has demonstrated his interest in developing approaches to policing on campus which respect all stakeholders' views. The Regents have indicated that they want timely responses to the issues raised.

Chair Gauvain noted that the pandemic impacts Faculty diversity by eroding the quality of the faculty experience and retention. Younger faculty, who also tend to be the most diverse portion of the faculty, are more likely to be impacted by COVID-related childcare accommodations.

Diversity programs and their funding are also more vulnerable to cuts during difficult financial times. Recruitment also suffers, and the ability to hire diverse faculty diminishes. If other institutions begin hiring UC faculty away, that will disproportionately affect younger faculty and therefore the more diverse members.

UCAADE members inquired about the percentage of faculty losses during the 1993-94 and 2007-08 financial downturns, including those who participated in early retirement programs. Vice Chair Widener requested data regarding faculty separation.

Professor Torres suggested that the University find ways to incentivize departments to hire early-career faculty to increase diversity in faculty. Chair Gauvain suggested that speaking with Teresa Maldonado, the Vice President of the Office of Research and Innovation and that difficult financial times create challenges for increasing diversity at the University, as Chancellors tend to urge faculty to write grants to “backfill” for diminishing funds, and diversity efforts are often impacted early by funding reductions. Rumors of furloughs and other cost cutting measures also affect faculty retention and recruitment.

The meeting adjourned at 3:58 p.m.

Minutes Prepared by Stefani Leto, Principal Committee Analyst

Attest: Javier Arsuaga, UCAADE Chair