

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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SANTA BARBARA • SANTA CRUZ

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Assembly of the Academic Senate, Academic Council
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

June 24, 2003

RICHARD C. ATKINSON, PRESIDENT

Re: Report on the University of California President's Summit on Faculty Gender Equity

Dear Dick:

In reply to your February 6, 2003 letter requesting that the Senate review and provide comments on the Report on the University of California President's Summit on Faculty Gender Equity, I solicited responses from both Divisional and Systemwide Senate Committees. While all of the review letters are attached for your consideration, comments from several of the committees are particularly cogent.

Both the University Committee on Academic Personnel (UCAP) and the University Committee on Affirmative Action and Diversity (UCAAD) noted that women and minority faculty are often pressured to engage in excessive or disproportionate service early in their careers, without receiving recognition or compensation, and that this is often to the detriment of a timely advancement in their careers. UCAP and UCAAD strongly support the Summit's recommendation that policies governing faculty merit and promotion be revised to reward this kind of extraordinary service. The Academic Council concurs, and urges that certain steps be taken to remedy this inequity including a revision to the appropriate APM policy.

Several of the review committees commented favorably on the Summit's recommendation that the University consider setting targets for hiring a greater proportion of new faculty at the assistant or early associate professor levels as a strategy for increasing the overall representation of women on the faculty. Statistically, this is probably the single most significant change the University could make that is not itself a "gender" action that could yield a dramatic change in outcome, as well as effect economy during difficult times.

The report also addressed work-life issues, which include the importance of providing childcare opportunities for faculty. The University Committee on Faculty Welfare (UCFW) has expressed its concern about the shortfall of childcare spaces available for faculty use on many of the campuses, and I understand that the UCFW Chair, Mark Traugott, raised this issue with you during a recent informal discussion. At that time you asked Mark to summarize the essential points in a memo, which I have enclosed with this letter.

While the Senate commends the Office of the President for convening a Summit on Faculty Gender Equity and strongly endorses the report, it believes that this issue has now been thoroughly vetted, both at the University and within State government. The time has come to create the mechanisms that will permit the implementation of the Summit's recommendations. The Senate is hopeful that the new President will continue the work that you have begun and implement the recommendations in this report, while providing the resources necessary for the work to succeed.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gayle".

Gayle Binion, Chair
Academic Council

Encl. 8

Copy: Academic Council



ACADEMIC SENATE
1233 Girvetz Hall
SANTA BARBARA, CALIFORNIA 93106-3050

Walter Yuen, Chair
Claudia Chapman, Executive Director

E-MAIL: senate.reception@senate.ucsb.edu
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June 6, 2003

Professor Gayle Binion
Chair, Academic Council
University of California
1111 Franklin Street, 12th Floor
Oakland, CA 94607

Subject: Report of President's Summit on Faculty Gender Equity

Dear Gayle:

The Santa Barbara Division of the Academic Senate has completed the review of the Report of President's Summit on Faculty Gender Equity. The Graduate Council and the Committee on Academic Personnel have submitted their written response and they are attached for your reference.

In the CAP response, three areas are identified to be of particular concern in helping women faculty to achieve equity in appointment, advancement and administrative opportunities. They are:

1. The impact of family and medical leaves related to child-bearing on all aspects of a faculty member's career.
2. The excessive committee service that many women and minority faculty are often pressured into serving, beyond what would be reasonably expected for a faculty member at a particular stage of his/her career.
3. How the "availability pools" are defined. The number of truly "eligible" minorities, women or men for any given recruitment can be significantly smaller than that of the entire pool. A more precise assessment of the "availability pools" will help better identify the problem leading to hiring inequity.

CAP also notes that the report fails to identify two important issues critical to achieving adequate representation of woman faculty in UC. They are the consideration of spousal hires and the UC effort to retain female faculty. Both of these issues deserve careful future consideration.

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The Graduate Council's concerns are generally similar to those of CAP. It notes, in addition, that gender equity at the faculty level can also have impact on the retention in graduate school and successful graduation of women into the Ph.D. pools. The institution also needs to be more sensitive to women graduate students who have to deal with the same difficult choices and circumstances on child bearing, child rearing and day care.

Sincerely,

A handwritten signature in black ink, appearing to read "Walter W. Yuen", is written above the printed name.

Walter W. Yuen
Chair, Santa Barbara Division of the Academic Senate

UNIVERSITY OF CALIFORNIA
SANTA BARBARA

MAY 15 2003

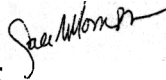
ACADEMIC SENATE

UCSB: ACADEMIC SENATE
GRADUATE COUNCIL

May 12, 2003

TO: Walter Yuen, Chair
Academic Senate

FR: Gale Morrison, Chair
Graduate Council



RE: *Gender Equity in Faculty Hiring*

Graduate Council has discussed President Atkinson's testimony to the State Senate Select Committee on Government Oversight on the issue of gender equity in University of California faculty hiring, and has examined the accompanying data. Our comments focus on the importance to graduate education for increased representation of women on our faculty, especially in areas where presumed availability is actually higher.

We notice that the representation of women compared with availability has declined, not increased, over the last few years. We cannot help but conclude that the effect of such a decline on the intellectual life of the University is detrimental. The members of the Council noticed, in particular, two declines in the numbers of women represented: (1) the numbers in postdoctoral positions were significantly lower than the numbers available, and then (2) an equally steep decline occurred between the number in postdoctoral positions and the number hired into tenure-track positions. While acknowledging a small actual sample size overall, the fact that the number of hires declines in some areas from one-fourth to one-fifth of the available candidates to none actually hired in permanent positions is very worrisome. It is hard to see how the University can maintain a leadership role in research if it continues to exclude most potential women faculty in practice. It seems a thorough review of recruitment and retention of women faculty is called for.

Equal representation is critical at the graduate student recruitment level. Women who are considering attending a particular campus will feel more comfortable if they actually see women on the faculty. Presence of women on the faculty likely affects the academic climate for women graduate students within the department. Retention in graduate school and successful graduation of women into the Ph.D. pool is affected by climate that they experience in academic units. Thus, graduate education is a significant root cause of potential under-representation.

Given these associations, it is critical that we continue to strive for not only hiring women in areas that are currently underrepresented, but that we increase our efforts toward creating academic climates that facilitate the retention of success of women faculty members. For example, President Atkinson appropriately pointed to the importance of personnel policies and processes that are fair to women who have family/childbearing obligations that may require alternative time frames for their academic trajectories.

We note, however, that ultimately, the choice to spend time on and with family may detract from accomplishing the type of steep academic trajectory that has become traditional of the excellence expected by the University of California and other comparable institutions. This choice is a difficult one and may deter women from trying to compete in an environment with such high expectations. These are the tough choices and circumstances that are observed by women graduate students, another example of how gender equity circles through and is affected by the graduate student ranks. It is noteworthy that a recent initiative on the UC Davis campus with regard to childbearing, child rearing and child care is actually entitled "Work/Life Balance Initiative," indicating a recognition of the supports necessary to achieve balance between work and family.

Finally, we note that while that data presented are interesting, they should be used for continued discussions and concrete actions toward improving the overall climate for women on our faculty and in our graduate student population. Our Graduate Council is committed to continued work in this regard.

Thank you for the opportunity to comment.

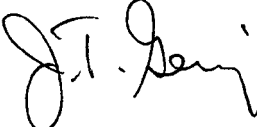
cc: Executive Director Claudia Chapman
Dean Charles Li

Committee on Academic Personnel

**Academic Senate
Santa Barbara Division**

May 27, 2003

TO: Walter Yuen
Chair, Academic Senate, Santa Barbara Division

FROM: T. Gerig
Chair, 2002-2003 CAP 

RE: Report of President's Summit on Faculty Gender Equity

Walter,

CAP discussed this report at its May 22, 2003 meeting. Following is a digest of the comments members offered at the meeting.

It should go without saying that the Santa Barbara CAP fully supports any activity that helps achieve equity in appointment, advancement and administrative opportunities for women faculty at UCSB. The report identifies many undertakings that will be useful in this regard. While these likely will range in effectiveness from department to department, it is appropriate that campus leadership, including the Senate, provide reminders of these tools as memories of the summit fade.

An area of particular concern to CAP is family and medical leaves. I know that departments on campus vary somewhat in the degree to which taking such a leave stigmatizes the leave taker. We all have to be on guard against subtle or outright pressures that can precede or follow such leaves. From the personnel standpoint, I believe that it would be useful if campus record keeping was more explicit about the timing of all leaves, including sabbaticals, so that department chairs, Deans and CAP could more easily determine how much leave has been taken and when. In particular, the calculations that go into determining the time on the "tenure clock" should be more transparent.

CAP members feel that the institution has to do better at recognizing the impacts of child-bearing on all aspects of a faculty member's career. It affects not only the development of one's scholarship but also the ability of one to participate in departmental and campus affairs. One of our members notes that "babies do matter, and universities are structured in such a way that the tenure clock and the biological clock interfere." This member notes that we want our students to have a variety of professors as role models and that the professoriate should therefore represent the full spectrum of life experiences.

In the same vein, another member indicated that inclusion of more special family circumstances as justifications for leave would be appropriate. Caring for a seriously ill child and elderly

parents could be included with child bearing and rearing as justifications for leave and stoppage of the tenure clock.

The use of faculty women, especially junior faculty women, on various departmental and campus committees has to be more carefully considered. There probably should be a mentoring process in place to assist and advise all junior faculty in this regard. Because there are relatively few women in some areas, those who are available are often asked to serve on more committees than is desirable. A balance has to be struck between the interests and needs of an individual faculty member and the interests and needs of the department and the campus as a whole. Too many times it would be preferable that a faculty member decline committee service, but the pressures to “be a team player” can be large, particularly for junior faculty. CAP and the system have to be more fastidious in recognizing committee service that goes beyond what would be reasonably expected for a faculty member at a particular stage in his/her career, but there also has to be some understanding among faculty about how much committee service is needed and appropriate and how much is excessive and disadvantageous. Extraordinary service by faculty has to be recognized, appreciated and rewarded appropriately without negating the absolute centrality of scholarship and teaching for merits and promotions.

Members underscored the importance of making sure that ad hoc personnel committees include appropriate female faculty. The campus has been doing better in this regard recently, being helped by the availability of more women faculty at the middle and senior levels than has been true in the past. However, it is still the case that the same women (and, I must say, the same men) get asked repeatedly to serve on these committees. It would help in recognizing this essential service if the Senate would develop a way of formally including ad hoc committee service in the files of campus faculty, so that this service is easily recognized and potentially rewarded. Perhaps this can be made a feature of the upcoming VisiFlow system.

Members had concerns about the mechanical aspects of the report. In particular, there is a large amount of numerical data on p. 4 of the report, but no indication of the source(s) of this information. Providing the sources of these data would appear to be a first step in implementing Recommendation 6 on p. 7. There were also concerns about how “availability pools” are defined. It was pointed out that simply because a PhD has been awarded in a particular field does not mean that the recipient of that degree is qualified to teach at UC. That is, the number or truly eligible minorities, women, or men for any given recruitment is significantly smaller than the total number of advanced degree holders in the field of interest. Further, it cannot be assumed that the gender distribution of those truly eligible is the same as that of the entire pool. It should be recognized that many of the percentages involve small numbers of individuals, *e.g.*, hirings at the senior level or number of academic administrators. Thus, the addition or subtraction of one person, male or female, to one of these small groups can have quite large effects of the gender distribution and make percentages swing rather wildly.

I suggest that two weaknesses of the Summit exercise and the attendant report are (1) considerations in spousal hires and (2) UC efforts to retain female faculty. The former seems to become more and more critical to UCSB’s ability to hire any gender. Although not so evident at UCSB yet, there are real concerns in some fields about promising female scholars who start an academic career, perhaps achieve tenure, and then leave academe.

CAP appreciates the opportunity to comment on this important report.



320 STEPHENS HALL

UNIVERSITY OF CALIFORNIA

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APR 22 2003

April 16, 2003

ACADEMIC

CHAIR GAYLE BINION
ACADEMIC ASSEMBLY/ACADEMIC COUNCIL

Re. Report on the President's Summit on Faculty Gender Equity

The Berkeley Divisional Council strongly endorses the Report on the President's Summit on Faculty Gender Equity. We urge implementation of the recommendations, with particular attend to the recruitment and retention of a diverse faculty that reflects the population of California and the University student body, and the allocation of the resources needed for this purpose.

The Council added that as a condition of employment the new president should commit to the implementation of the report recommendations. Berkeley's Committee on Budget and Interdepartmental Relations commented in greater detail on the implementation of the report recommendations. I am forwarding the Committee's comments to you for consideration.

Thank you for the opportunity to comment on the report.

Sincerely,

Catherine P. Koshland

Catherine P. Koshland
Chair

Enclosure

cc: S. Katherine Hammond
Robert Holub
Trond Petersen



University of California, Berkeley

COMMITTEE ON BUDGET AND
INTERDEPARTMENTAL RELATIONS

April 1, 2003

Chair Catherine Koshland
Academic Senate, Berkeley Division

APR 2003
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Re: Report on the President's Summit on Faculty Gender Equity

The Budget Committee believes that UC President Richard Atkinson should be commended for convening a Summit on Faculty Gender Equity. Since the Budget Committee is charged with recommending approval of new appointments, evaluating the performance of faculty in the areas of scholarship, teaching, and service, and recommending salaries, we are particularly concerned that women not be structurally disadvantaged at any stage of their careers. We are in agreement with most of the report's recommendations. In particular, we strongly support the report's recommendations regarding annual salary-equity reviews at the campus level and career-equity review programs. We also strongly support the recommendations regarding Campus Climate and Working Conditions, especially those regarding incentives for departments that engage in active recruitment efforts, the oversight of the career progress of junior faculty, and career development programs for women faculty considering administrative appointments.

Our main concern is that the report be implemented. We believe the President's Summit accurately reflects the range of views by women faculty and administrators across the UC campuses, and that there is no need to repeat this formal conversation at the level of the individual campuses. There have now been numerous reports and state legislative hearings on the issue of gender equity at the University of California. The next step should not be more discussion, but a gathering of top UC officials both to identify which of the Summit's recommendations the university will commit to implementing and to create the mechanisms that will permit implementation. Without such mechanisms, the work of the Summit will be lost when the new president assumes his or her position. We recommend, further, that the Academic Council formally ask all candidates for President of the UC system to accept the recommendations of the President's Summit and to commit to implementing them during his or her tenure. The Academic Council should ask the new president to take a public position on the issue of faculty gender equity and to designate the person in the President's Office charged with overseeing implementation of the Summit Report.


Robert C. Holub
Chair

→cc: M. Morley

RCH/jf

May 13, 2003

**GAYLE BINION, CHAIR
ACADEMIC COUNCIL**

Subject: President's Summit on Faculty Gender Equity

Dear Gayle,

In response to your request for Academic Senate Divisions to review the report and provide comments on the President's Summit on Faculty Gender Equity, I solicited advice from Executive Committees of the University of California, Davis, and several standing committees of the Senate. The following is a summary of comments from those committees who elected to respond.

The *Investigative Subcommittee of the Committee on Privilege and Tenure* agreed with the content of the report, but offered that there was nothing new in the recommendations derived from the summit compared to past recommendations, i.e., improve mentorship, increase the post-doc pool, change the campus culture, give credit for service and others. The Committee expressed considerable interest in learning how the recommendations will be implemented.

The *Executive Committee of the College of Letters and Science* generally supported the recommendations expressed in the report, but also noted that these same issues have resounded throughout the University for more than a decade, and similar recommendations have been made in the past. The Committee inquired about *implementation* of the recommendations. The Committee recommended development of a mechanism to distribute across the campus and University the best practices for recruitment and hiring. The Committee opined that there should be greater accountability with regard to hiring post-graduate researchers. Although the practice of hiring post-graduate researchers from recognized laboratories might ensure the hiring of excellent academicians, the practice seems to disadvantage women who are under-represented in the post-graduate researcher pools. The Committee inquired about better mechanisms to define applicant pools. The Committee also questioned the practice of preferentially hiring from the best universities, when a more diverse pool of applicants might be found from an expanded list of universities.

The *Executive Committee of the School of Veterinary Medicine* discussed the report and generally agreed with its content and recommendations. The Committee also noted that *implementation* of the recommendations was key to success in addressing faculty recruitment and retention issues. It argued that better family-friendly policies could be devised to delay the tenure clock for women with families. Hiring at Assistant Professor and early Associate Professor levels rather than at the Full Professor level could increase opportunities for women. Limiting committee service for women, who are often asked to serve on underrepresented committees, would allow more time for academic pursuits. Model programs for dual career hiring should be developed. The Committee opined that although there are some mechanisms in place to assist women faculty during childbearing and childrearing, senior women might also

need accommodation for elder care or responsibilities for teenage children. The triad of teaching, research and service responsibilities associated with academia might be too demanding for a lifelong career—it may be appropriate to design more flexible work schedules and increase rewards to improve perceptions of academia.

The *Committee on Academic Personnel* made extensive comments, noting that their observations and concerns would be applicable to other underrepresented groups as well. The Committee noted the distinction between gender *inequity* and gender *underrepresentation*—gender underrepresentation is not always the result of gender inequity.

At UCD, the Committee on Academic Personnel conducts an equity review of *each* candidate that comes before the committee, and Faculty Personnel Committees are also asked to conduct equity reviews. CAP uses the recommendations from equity review to make retroactive advancement to adjust faculty within or between ranks to reflect their records of accomplishment. CAP endorses the administration's plan to develop an independent candidate-driven process for equity review, and looks forward to reviewing that proposal.

CAP has several recommendations to improve faculty equity review. The specific details are included in the attached report, and include:

1. An analysis of advancement of women faculty at UCD should be undertaken;
2. Faculty advancement should be strictly based on accomplishment and not on personality traits that may be skewed by gender;
3. All faculty positions should be worded in such a way that would allow CAP the flexibility to make an appropriate recommendation on the rank and step;
4. Departments should be asked to periodically undertake a review of all faculty to identify any situations of inequity so that they may be forwarded to the appropriate committee or administrator to address.

CAP commented specifically about gender underrepresentation, drawing attention to issues other than inequitable hiring and advancement practices that underlie the statistics that women are underrepresented in faculty positions. Work-life issues are paramount, particularly for those faculty members trying to balance family and career obligations. CAP suggested some mechanisms to determine how work-life issues affect the applicant pools. Firstly, graduate students and postdoctoral fellow could be surveyed on intended career paths to determine issues leading to rejection of an academic path. This survey would determine the percentage of hires of women or underrepresented minority groups as a function of their percentage in the degree pool—not the pool of degree holders. This would allow understanding of the reasons why women might not choose to pursue academic careers.

Secondly, introduce greater flexibility in hiring and promotion of faculty with work-life balance issues. Rigidity of time lines in the promotion process is often perceived as contrary to the interests of faculty trying to balance family and career responsibilities. Hiring faculty members at less than 100% appointment might also be considered.

Thirdly, develop friendly positions that allow retention of postdoctoral fellows and graduate students on an academic career track. Allowing promising academicians the opportunity to retain postdoctoral positions, adjunct professorships and lectureships for extended periods so s/he does not have to assume the full responsibilities and workload of a faculty member. Rigid

limitations of times in these appointments may discourage women from pursuing academic careers.

The Joint Academic Senate/Federation Personnel Committee supported the initiatives and recommendations outlined in the Faculty Gender Equity Report. It offered the following comments:

1. All of the discussion, initiatives and recommendations are limited to the Academic Senate members only. Further actions must include the Academic Federation members as well.
2. The University of California should expand the scope of its consideration and identify other areas of 'family needs.' Specifically, the JPC would like to see consideration for family needs like elder care, care for other family members, etc.
3. Efforts in pursuit of equity must be extended to include the ethnic minority groups.

Sincerely,

Bruce R. Madewell, Chair
Academic Senate, Davis Division

April 9, 2003

BRUCE R. MADEWELL, Chair
Davis Division of the Academic Senate

Re: Faculty Gender Equity

The Committee on Academic Personnel has reviewed the report of the *Taskforce on Gender Equity* and offers the following comments. These comments are presented in the context of gender but are applicable to other underrepresented groups as well. First, we would like to make a distinction between gender equity and gender underrepresentation. Equity issues center on practices, policies and procedures that may differentially reward or advantage one group over others. Gender inequity leads to gender underrepresentation as indicated in the report, but gender underrepresentation is also a much broader phenomenon and can reflect a rejection of a career path by a group in the absence of any inequitable practices or perceptions of inequity.

Gender Equity

The Committee on Academic Personnel at UCD conducts an equity review of each case that comes before the committee. This means that CAP will review each faculty member on average every 2 to 7 years depending upon their rank and circumstances to be certain that they are at the appropriate rank and step. Our Faculty Personnel Subcommittees are also asked to conduct equity reviews for each action appearing before the committee. Therefore, each faculty member receives an equity review every 2 to 5 years. It is important that CAP be allowed to make recommendations that adjust faculty salaries and appointments following these reviews. UCD CAP makes use of recommendations for retroactive advancement to adjust faculty within or between ranks in accordance with their records of accomplishment. Faculty Personnel Committee recommendations for retroactive advancement are now all submitted to CAP for comment and endorsement to assure all units are treated similarly. Admittedly this system is not perfect and depends upon accurate calibration of expectations on a discipline-by-discipline basis and is reliant on an appropriate and thorough dossier being prepared and reviewed by the candidate and the department. CAP endorses the administration's plan

to develop an additional candidate-driven process for equity review and looks forward to commenting on the proposal. Last year CAP analyzed its own and our subcommittees' recommendations for advancement by gender to determine if there was any pattern of inequity. None was found, but we recommend this analysis be done on a yearly basis. CAP brings any issue of inequity or possible inequitable treatment of any faculty member by a unit to the attention of the Vice Provost. CAP does not communicate directly with Deans or Department Chairs in these situations.

The process of equity analysis followed by the Davis campus has resulted in the adjustment of several faculty and seems to be working well. However, we have the following suggestions for improvement:

An analysis of advancement of women faculty at UCD should be undertaken. CAP suggests that the administration specifically look at the advancement and hiring on the basis of gender at UCD. This should be done in multiple ways, such as evaluating rank and step since time of hire, since time of degree, with and without taking into account child-rearing leaves, and in relation to performance. If possible, the percentages of women in applicant pools should be tabulated and compared to the percentages of hires of women. This analysis should be undertaken with the goal of uncovering any inequities in the system.

Faculty advancement should be strictly based on accomplishment and not on personality traits that may be skewed by gender. Advancement in academia is often facilitated by self-promotion of one's work. There is the danger here of rewarding a personality trait rather than the record. Departments and candidates should strive to provide a balanced evaluative view of the record.

All faculty position advertisements should be worded in such a way that would allow CAP the flexibility to make an appropriate recommendation on the rank and step. On several occasions a faculty member has been selected by the unit for a position at a more junior level than warranted by their record of accomplishment. CAP recommends the appropriate level of appointment, but the candidate is often brought in at the level advertised.

Departments should be asked to periodically undertake a review of all faculty to identify any situations of inequity so that they may be forwarded to the appropriate committee or administrator to address. This

recommendation will hopefully be met by the new equity review process being proposed by the administration, which CAP has not yet seen.

Gender Underrepresentation

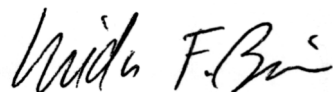
Any reward process that treats groups inequitably will result in an underrepresentation of the disadvantaged group. However, we feel there are potentially issues other than inequitable hiring and advancement practices that underlie the statistics that indicate women are underrepresented in faculty positions given their numbers among graduate students and postdoctoral fellows. Work-life balance issues play a strong role in career selection. Academic advancement typically follows rather strict timelines, and although some flexibility in the time line for advancement does exist, faculty who take advantage of this flexibility are often perceived as advancing at a slower than normal pace. Such attitudes foster the perception of an academic career as family unfriendly. The quality of a faculty is directly associated with accomplishment, and the more time an individual faculty member has to devote to creative pursuits the stronger the record of accomplishment. Rigid timelines in which to document a record of accomplishment sufficient for advancement may be a deterrent to pursuit of an academic career for those individuals with other demands on their time. In other cases, the weekly time demand of a typical faculty member required to be perceived as "pulling one's weight" within a department or unit may discourage graduate students and postdoctoral fellows from pursuing academic careers. Previous surveys of faculty workloads have indicated on average a 50- to 60-hour workweek. Sustaining this level of commitment is difficult and may lead to rejection of academia as a career path by highly qualified candidates. CAP offers the following suggestions with respect to gender underrepresentation.

Survey graduate students and postdoctoral fellows on intended career path choices to determine issues leading to a rejection of an academic path. Statistics indicate that women and minority groups are underrepresented in faculty pools. This may occur because of inequitable hiring practices or favoritism, but other explanations are equally likely. A more appropriate comparison would be percentages of hires of women and minority groups as a function of their percentage in the pool of applicants, not the pool of degree holders. This number is difficult to obtain. CAP suggests that a survey of graduate students and postdoctoral fellows be undertaken to determine if the percentages of those indicating a preference for an academic career matches the

percentage by gender in the pool. If there is a discrepancy, fewer women indicating a desire to pursue academic careers, the reasons for that choice should be noted and analyzed.

Introduce greater flexibility in hiring and promotion of faculty with work-life balance issues. Surveys of women in various disciplines in which they are underrepresented at the faculty level have indicated that work-life balance issues play a strong role in rejection of an academic career. Rigidity of time lines for "normal" advancement contributes to this perception. CAP suggests that the administration consider greater flexibility in the type and level of appointment to address this issue. As an example, departments may wish to offer a 50% appointment to two individuals rather than a 100% appointment to a single individual. If the time line is adjusted, meaning that the tenure clock would be set for 14 years at 50% appointment, rather than in the same 7-year time-frame, such fractional positions would become attractive to those faculty with work-life balance issues.

Develop family friendly positions that allow retention of postdocs and graduate students on an academic career track. The university should recognize that, while family rearing work-life balance issues may be transient, they extend well beyond the child rearing leaves currently offered to faculty. Postdoctoral positions, adjunct professorships and lectureships are means by which an individual may remain on an academic track without having to assume the full responsibilities and workload of a faculty member. Rigid limitations of times in these types of positions may discourage women from pursuing academic careers. For example, postdoctoral fellows are currently limited to a maximal time of five years at UCD. This is frequently a time at which women and men start families while remaining fully active in their discipline. The university should develop policies that allow individuals who are academic track to remain in a postdoctoral position if work-life balance issues are better met. Again, the goal should be to retain under-represented groups in the pipeline.



Linda F. Bisson, Chair
Committee on Academic Personnel

LFB:sb



STEVENSON COLLEGE

SANTA CRUZ, CALIFORNIA 95064

President Richard C. Atkinson
Franklin Building
1111 Franklin Street
Oakland, CA 94607-5200

May 16, 2003

Dear Dick,

At the March meeting of the Academic Council, you addressed the issue of "gender equity," summarizing the outcome of the recent "summit" and the plans for follow-up activities on the individual campuses. One of the related issues you touched upon was childcare, pointing out its importance in the University's efforts to hire faculty of the very highest caliber. This prompted me to call attention, in the question period that followed, to the problem of how child-care spaces are allocated and how allocation will be handled as new facilities are constructed with the help of the \$20 million you have made available for this purpose. Based on the discussion that ensued, you asked me to write you this memo, summarizing the essential points.

I am belaboring this background because enough time has elapsed that all this may have passed from your memory in the press of other business. My delay was occasioned by the hope that I would be able to present systematic data on the current allocation of childcare slots throughout the system in support of my basic argument. That has turned out to be a more substantial undertaking than I imagined because, despite the cooperation of UCOP staff, the information would have to be collected from scratch and because there is no strict comparability in how the campuses handle their record-keeping. Under the circumstances, I have decided that it is more important for me to get this memo to you than to wait for the statistical evidence to be compiled.

It will certainly come as no surprise to you that there is a shortfall of child-care spaces relative to systemwide demand. This, after all, is the reality that you recognized in pledging UC funds to increase the capacity of our child-care delivery system. But the sheer number of slots is only one aspect of the problem. Another is the question of how those slots are distributed among the various groups in need of childcare services. At present, the system of allocation on many campuses is skewed. The imbalances in the system are typically a reflection of the funding mechanisms that have been used to pay for capital construction. Where students have taxed themselves to provide additional childcare, it seems entirely appropriate that the resulting facilities should be dedicated largely or exclusively for student use.

However, it would not seem appropriate for the existing allocation formulas to be applied to the new facilities made possible by your initiative without modification. To the extent that systemwide funds have now been earmarked for childcare construction projects on grounds of their importance for recruitment and retention of faculty -- money that has, in many cases, been matched by campus resources that were justified on much the same basis --- it would seem no more than reasonable for a substantial share of the new capacity to be allocated in a way that reflects the source and intended purpose of this capital investment.

Though I lack the systematic data I had hoped to use to reinforce my point, anecdotal evidence clearly indicates that the proportion of existing childcare slots designated for faculty use on most campuses is extremely small. While this situation may be entirely understandable, for the reasons previously mentioned, it is no less problematic for UC's efforts to attract and keep the best young

faculty members. If the new construction projects are to have their anticipated effect on the University's recruitment efforts, it is crucial that they result in a significant expansion of faculty access to childcare services. The UC Faculty Welfare Committee is hopeful that this intended outcome can be made explicit and be communicated to the campus administrators who are in the best position to incorporate this critical objective into local policies. Only in this way, UCFW believes, will the University realize the full benefit from the foresightful commitment of resources, which you have made.

Respectfully yours,

A handwritten signature in cursive script, appearing to read "Mark Traugott".

Mark Traugott
Chair, UCFW

cc: Members of the University Committee on Faculty Welfare
Gayle Binion, Chair, Academic Council
Maria Bertero-Barcelo, Executive Director, Academic Council



ANDREW GROSOVSKY
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RECEIVED

MAY 20 2003

19 May 2003

PROFESSOR GAYLE BINION
 CHAIR, ACADEMIC COUNCIL

ACADEMIC COUNCIL

Dear Gayle:

Re: *Report on the University of California President's Summit on Faculty Gender Equity*

At its meetings on April 7 and May 5, 2003, the University Committee on Educational Policy (UCEP) reviewed and discussed the Report on the University of California President's Summit on Faculty Gender Equity.

UCEP regarded the Report as sensible, and generally favored the recommendations as outlined; however, members had concerns that unless serious attention is given to more serious structural recommendations, progress will be slow. As examples:

- More research needs to be conducted to identify possible causes for skewed distribution of women faculty across and within disciplines. Does gender bias direct women to fields where women already predominate? Why do availability pools vary by subfield?
- With respect to faculty recruitment and retention, one recommendation could be to promote family-friendly benefits, better childcare services and tuition for family members of faculty. One member recognized that the proposed childbearing leave policy is not friendly to adoptive parents. Although the new case for entitlement to childbearing leave has been well documented and understood, the needs of adoptive parents should also be considered in development of the new policy

There was a strong feeling among the UCEP members that the most actionable recommendation would be to place an emphasis on hiring junior faculty, as an effective, pragmatic approach to increasing diversity in the next generation of faculty hires. A rebalancing of senior to junior faculty hiring proportions is recommended; the present percentage of senior hires (42%) seems too high. However, there was also recognition of the need for some continuation of senior hires for programmatic development and to take advantage of opportunities to add distinguished scholars and scientists to UC faculty ranks.

Sincerely,

Andrew Grosovsky
 Andrew Grosovsky
 Chair, UCEP

:lt-vp

C: UCEP members
 Academic Council Director Bertero-Barceló



DEBORAH NOLAN
CHAIR, UNIVERSITY COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY
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20 May 2003

RECEIVED

MAY 20 2003

PROFESSOR GAYLE BINION
CHAIR, ACADEMIC COUNCIL

ACADEMIC COUNCIL

Dear Chair Binion:

Re *UCAAD Response to Report on President's Summit on Faculty Gender Equity*

At its meeting of May 16, 2003, the University Committee on Affirmative Action and Diversity reviewed and discussed the *Report on the University of California President's Summit on Faculty Gender Equity Nov. 6-7, 2002*. The entire report is germane to the business of this Committee, and we strongly support in spirit and in detail all of the numerous recommendations found in the report.

In his letter of February 6, 2003, President Atkinson hopes that "the Academic Senate will take a leadership role in these issues," and says that he looks forward to our advice in developing strategies for future action. Below we make two specific recommendations which will further these goals.

Implementation of the recommendations in the report will require continued attention to diversity issues throughout the many activities of the Senate. UCAAD is the arm of the Academic Senate whose duties center on considering the broader implications of policies that affect faculty affirmative action and diversity. Including the Chair of UCAAD as a member of the Academic Council would provide a coordinated perspective on these issues, and send a strong message that the Senate intends to assume leadership in addressing diversity.

Relevant sections of the APM (e.g., 210, 245) should be modified to more explicitly include diversity activities as part of the measure of excellence in the University. UCAAD will forward, under separate cover, two specific recommendations in this regard. The Committee also urges that all relevant Senate Committees consider how they might also further this activity.

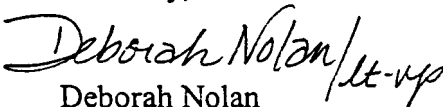
At a more detailed level, UCAAD would like to comment on two specific points within the Summit Report:

"Data-based advocacy" is the most effective means of understanding and addressing equity problems. UCOP already provides some excellent data, however a stronger effort by both UCOP and the individual campuses to provide extensive relevant data, suitably condensed, and made readily available in a timely fashion, would be very helpful in guiding future efforts.

- 2 In terms of service, while equity problems exist, women and minority faculty may be unduly burdened. UCAAD feels that the appropriate means of addressing this would be to: 1) ensure that such requests are prioritized where possible; 2) provide compensation (e.g., teaching relief, staff support) and 3) reward extraordinary service in merit and promotion reviews (see UCAAD proposals concerning APM 210 and APM 245).

UCAAD applauds the intent and result of the Faculty Gender Equity Summit in addressing the under representation of women as faculty and academic leaders. We believe that it is critical that the same kind of effort be mounted to consider parallel issues related to faculty of racial and ethnic minorities. We recommend convening a Summit on Minority Faculty Equity.

Sincerely,


Deborah Nolan
Chair, UCAAD

DN/lt-vp

C: UCAAD members
Academic Council Director Bertero-Barceló

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RECEIVED

17 April 2003

PROFESSOR GAYLE BINION
CHAIR, ACADEMIC COUNCIL

APR 17 2003

ACADEMIC COUNCIL

Dear Gayle:

Re: *UCAP Response to Report on the University of California President's Summit on Faculty Gender Equity*

At its meeting on March 25, 2003, the University Committee on Academic Personnel (UCAP) reviewed and discussed the *Report on the University of California President's Summit on Faculty Gender Equity November 6-7, 2002* that was prepared by the Office of Academic Advancement in January 2003.

UCAP is strongly supportive of gender equity in the UC system. With respect to personnel review process, members agreed with the recommendations on advancement (Page 8, #2) and also recommend that faculty not be asked to engage in excessive or disproportionate service early on in their careers. Members recognize that women tend to be placed on committees relatively early in their careers and they may be placed on committees that absorb energy without providing adequate compensation or recognition. When faculty are faced with excessive service demands, and even though they are granted tenure, there is a potential that career momentum could be stalled. Campus Committees on Academic Personnel (CAPs) are sensitive to these problems.

UCAP discussed monitoring for inadvertent bias in tenure review procedures (Page 12, top, 2nd bulleted item) with regard to department letters that ask external reviewers to compare a faculty member's productivity with peers who received Ph.D.s in the same year. Members agreed in principle with the recommendation; however, the example provided in the Report was thought to be a rare case. A revision of the particular statement is therefore recommended.

Sincerely,

Michelle Yeh/lt-vp
Michelle Yeh
Chair, UCAP

MY:lt-vp

C: UCAP members
Academic Council Executive Director Bertero-Barceló

Date: Thu, 17 Apr 2003 18:30:18 -0700
To: gbinion@popserv.ucop.edu
From: "Jodie S. Holt" <jsh123@ucr.ac1.ucr.edu>
Subject: President's Summit on Faculty Gender Equity Report
Cc: Kimberly Peterson <Kimberly.Peterson@ucop.edu>

Dear Gayle,

Given the requested due date for comment of April 16, I hope you will accept this email rather than a formal letter regarding the UC Committee on Privilege and Tenure's comments on the President's Summit on Faculty Gender Equity Report. The members of UCP&T reviewed this report and regard it as a commendable effort and important gesture toward resolving issues of gender equity at the University of California. The impact of this report will depend on translation of its recommendations into policy, however. The UCP&T will be happy to review further documents that may emerge as these recommendations are implemented.

Sincerely,
Jodie Holt
Chair, UCP&T

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