LGBT CAMPUS HISTORICAL COLLECTION

APPENDIX

Diversity Report

Responses by Chancellor and Vice Chancellors

UCLGBTA Campus Survey

CACLGBTI Achievement Reports

HAPL Briefing

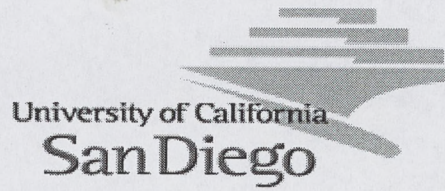**Drafts of Selected LGBT Documents**

XVII

UCSD

LGBT CAMPUS HISTORICAL COLLECTION AND PROJECT

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Report by the Chancellor's Commission on Diversity (1997)

Chancellor's Commission on Diversity

University of California
San Diego

Charge

Final Report

Forum for Comments

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CHANCELLOR'S COMMISSION ON DIVERSITY

CHARGE

1. The chair of the Commission will issue a report with a set of recommendations on how UCSD can become truly reflective of the diverse community that it serves.

The report should:

a) Describe those campus programs (including any system-wide programs adopted by this campus) that have been particularly effective in promoting campus diversity at UCSD. Discuss how these programs might be enhanced or redefined to facilitate the achievement of our campus goals, while conforming with federal and state law, and with Regents' Resolutions SP-1 and SP-2.

b) Describe those campus programs (including any system-wide programs adopted by this campus) that have not been effective in meeting our affirmative action goals, and proposing either their termination or a redefinition that might make them more effective.

c) Determine which of the Chancellor's Advisory Committees and Subcommittees should be continued, discontinued, or given a new charge to better monitor and assess progress in meeting our federal and state affirmative action goals while conforming with Regents' Resolutions SP-1 and SP-2 and yet still advancing toward a campus community that truly reflects California's rich and complex diversity.

d) Consider all recommendations, whatever their nature, proposed by the Chancellor's Advisory Committees and Subcommittees, and assess the merit or feasibility of such recommendations.

e) Discuss any concerns prompted by the Commission's deliberations that merit my attention.

2. The Commission's report should be issued by November 1, 1997. When the report is completed, the activities of the Chancellor's Diversity Commission will also end.

Report of the Chancellor's Commission on Diversity

Forum for Comments

1. Executive Summary

Policies and procedures designed to increase diversity play a vital role in the achievement of excellence at the University of California, San Diego. They encourage recruitment of faculty, staff, and students from the broadest possible pools of talent, increase our ability to design research projects and offer courses that address the cultural, racial, and linguistic diversity of the contemporary world, and help us offset the effects of existing discrimination which unnecessarily limits the range of experiences and perspectives at our institution, and concomitantly threatens to leave us dangerously parochial and provincial in an increasingly cosmopolitan and complex world.

At this time of extraordinary transformation and change in higher education, it is imperative for the University to develop a positive, proactive, and visionary program to build the kind of community needed to maintain and augment academic excellence in the years ahead. Our report addresses issues of outreach, recruitment, retention, and campus climate. Our recommendations focus on policies to promote better coordination and more efficient implementation of existing resources, augmentation and extension of currently successful efforts, and identification of new initiatives needed to keep us competitive with comparable institutions.

1.1 Outreach and Recruitment

1.1.1 In the area of outreach and recruitment for students, our recommendations include:

> 1) systematic reviews of all existing UCSD sponsored student outreach and retention programs as well as admissions criteria, similar to the practices governing reviews of academic departments;
>
> 2) an increase in financial aid at all levels to make UCSD more attractive to those students from under-represented groups who meet admission requirements but may otherwise choose to attend other institutions;
>
> 3) restoration of previously reduced funding to UCSD Early Academic Outreach Program and increased funding to allow consistent and regular telephone follow-ups and campus visits;
>
> 4) enhanced links to K-12 education along the lines proposed by the K-12 Committee which were recently endorsed by an overwhelming vote of the Representative Assembly as well as programs which showcase opportunities at UCSD to K-12 students and community at large (Appendix C);
>
> 5) more effective use of community college transfer options.

1.1.2 In the area of staff outreach and recruitment:

> 1) an immediate assessment of current staff outreach and recruitment practices;
>
> 2) increased dissemination of information about staff opportunities, particularly to women and minority professionals;
>
> 3) inclusion of diversity efforts in performance appraisals of key administrators.

1.1.3 In the area of faculty recruitment:

> 1) the creation of research clusters with new FTEs in order to make UCSD a center of research expertise on diversity related issues as well as to build research strengths in areas likely to attract outstanding applicants from under-represented groups;

> 2) continuation of special programs to hire scholars of extraordinary distinction and potential at both the junior and senior levels to address existing research and curricular needs and to attract scholars whose research and teaching interests indicate they would be likely to make valuable contributions toward adding to campus diversity;

> 3) an aggressive campaign to increase public and private funding for endowed chairs as well as predoctoral and postdoctoral fellowships that would have a high likelihood of increasing diversity;

> 4) increasing the diversity of applicant pools for faculty positions by giving weight to all eight of the affirmative action factors required by federal law in determining availability and underutilization indices.

1.2 Retention and Campus Climate

1.2.1 In the area of retention of personnel in all sectors and improvement of campus climate, our recommendations include:

> 1) additional support for existing programs that are working well, especially the Cross Cultural Center, and the Women's Center. In addition, we recommend planning for a Center for Lesbian, Gay, Bisexual, and Transgender Issues;

> 2) study of conflict resolution and mediation models employed by other UC campuses in supervisor training for possible adoption at UCSD;

> 3) an adequate and equitable funding source for accommodating people with disabilities.

1.2.2 In the area of student retention:

> 1) increased permanent funding for OASIS, increased faculty involvement with OASIS under the supervision of the Vice Chancellor for Academic Affairs;

> 2) expanded support for undergraduate research and study programs with retention implications including the Honors Achievement Workshop, the Methods of Inquiry program, the McNair and Faculty Mentor programs;

> 3) institutional support for student organizations involved in diversity related recruitment and retention;

> 4) establishing a center for excellence in undergraduate education.

1.2.3. In the area of improving the working environment for the staff:

> 1) systematic review and unified coordination of current staff affirmative action training programs, staff associations, the Employee Rehabilitation Program, individual scholarship awards, career connection, project/mentorships, and traineeships;

> 2) adequate and secure funding and staffing for campus Employee Rehabilitation program, Medical Center Employee Support program, and the Office for Students with Disabilities;

3) enhanced opportunities for internal promotion and enrichment for staff;

4) disassociating Employee Relations from Labor Relations and establishing a group outside Human Resources to review the conflict resolution process;

5) implementing an exit interview process in Human Resources and distributing aggregate findings to staff associations, administrators, supervisors, and managers;

6) including administrative costs in staff association budgets, enhancing event coordination between staff associations and campus departments and other offices, elevating diversity awards to level of employee recognition awards;

7) creating an Ombudsperson to aid staff in identifying the campus services most appropriate to their needs.

1.2.4. Encouragement of faculty retention and participation in achieving diversity by:

1) offering mentoring, release time, and acknowledgment of service obligations for faculty, especially junior faculty, engaged in diversity recruitment and retention;

2) reconstitution of faculty career development program with advancement of diversity as one of its concerns.

1.3 Administrative Changes

We recommend the following administrative changes:

1) Dissolve the Chancellor's Affirmative Action Advisory Committee (CAAAC) and replace it with a Chief Diversity Officer (CDO) on the administrative side and a Council for Equal Opportunity and Diversity to channel input from the campus community to the administration. The duties of the CDO should include providing leadership in diversity, coordination of all Vice Chancellor areas, policy decisions and implementation, administration of resources for diversity programs, leadership in community relations, and oversight of all campus diversity programs. We recommend that this responsibility be vested in the Senior Vice Chancellor or the Chancellor.

2) To carry out these duties, the CDO will need to set up an office for diversity affairs headed by an Assistant or Associate Vice Chancellor. This office should provide staff work for CDO decisions. It should organize planning and budget efforts, keep an account of all campus diversity programs, administer program reviews, coordinate the management of centers, and direct statistical studies.

3) The Council for Equal Opportunity and Diversity should take over the functions of the current CAAAC. The Council should be an independent entity with the primary function of advising the CDO on diversity program operations, planning, and budget. Members of the Council should be nominated by the advisory committees most directly involved in diversity related matters.

2. Preface

Policies and procedures designed to increase diversity play a vital role in the achievement of excellence at UCSD. Mechanisms promoting diversity allow us to recruit faculty, staff, and students from the

broadest possible pools of talent. They increase our ability to design research projects that address the complex problems we face as a result of the increasingly global and cross-cultural nature of research, commerce, and communication. They allow us to augment our course offerings to prepare students for the racial, linguistic, and cultural diversity they are certain to face in California and in the rest of the world in the next century. In addition, they help us offset the effects of existing discrimination by race, gender, and disability in our society, discrimination which artificially reduces the pools of talent available to us, unnecessarily limits the range of experiences and perspectives to which we are exposed, and threatens to make us dangerously parochial and provincial in an increasingly complex and cosmopolitan world.

Our University needs to move rapidly to address the challenges and opportunities confronting the next generation. New technologies, economic restructuring, and complicated cultural transformations contain both peril and promise. Old antagonisms based on social identities become exacerbated, while new hostilities emerge. Yet the people of the world also increasingly have more in common with one another, experiencing directly many of the same cultural, economic, and political forces, albeit in different ways. Educational and cultural institutions designed for the previous era characterized by nationalism and industrialization now face dramatic changes in their fiscal structures and cultural missions, yet education and culture themselves take on increasing importance and value in the post-industrial and transnational world that is emerging.

These changes seem certain to transform the nature of the University and its relations with the broader society in the years ahead. For institutions to survive, they must be able to assess the changes currently taking place and to adapt to them. Many the problems produced by new social, economic, and political relations lie outside the scope and authority of the University, but at the very least, the University should be a source of specialized knowledge about these transformations, a place where advanced researchers engage in scholarly inquiry about pressing social problems. In addition, the University can play a constructive role as a center of cosmopolitanism, a place where diversity is encouraged, and where people from diverse backgrounds and interests can come together to address issues of common concern. Our challenge is to identify the kinds of programs, pedagogy, and research required by the new realities we face, without sacrificing the professional standards and procedures created over the years to protect the integrity and preserve the quality of our research, teaching, and service.

A positive, proactive, and visionary program will enable us to promote diversity as part of a plan for growth and change guided primarily by the pursuit of excellence. UCSD is in a favorable position to take advantage of many of the changes now transforming research institutions all across the country. Our chartered responsibility to serve the citizens of California gives us access to an extraordinarily dive pool of potential faculty, staff, and students. Our location on the Pacific Rim and the U.S.-Mexico border positions us perfectly to be in the vanguard of scholarship about national identities, migration, linguistic diversity, and about cultural conflict and cooperation. Our existing priorities on matters of research and curriculum leave us with key strengths in many areas which might well serve as a basis for further growth and development.

Allocation of clusters of new FTEs and fellowships in research areas likely to promote the study of diversity and likely to attract a more diverse faculty will enhance the University's pursuit of excellence and diversity. Outreach to and recruitment of a diverse staff and student body are matters of great urgency if we are to attain and maintain educational excellence. Increased resources for recruitment and retention of faculty, staff, and students from the broadest possible pool will strengthen our ties to our local community while enhancing our distinction a research institution. The creation of a campus climate that welcomes diversity and builds excellence from it should be an important priority for all members of the campus community. Consequently, campus leaders at the highest levels need to hold all administrators, faculty, and staff accountable.

3. Recruitment and Outreach

3.1 The Problem

For several decades the University of California has been unequivocally committed to the goal of increasing the diversity of its students, staff, and faculty. However, passage of Regents' Resolutions SP-1 and SP-2 and recent judicial decisions concerning the legality of Proposition 209 now prohibit the use of such criteria as race, sex, and ethnicity in the University's admissions and hiring practices. Data regarding the present composition of the student body, staff, and faculty are a sobering reminder that even when such affirmative action criteria had been employed, only modest gains were made in many areas and some situations actually worsened. Progress has been slow and affirmative action has yielded varying results for the different underrepresented groups in the various sectors of the University. Now, even the gains that have been made are in many instances beginning to be eroded.

At the same time, the highest administrators at UCSD and in the UC system, including the Regents, have made it equally clear that we must comply with federal affirmative action law and vigorously enhance our commitment to diversity. More importantly, they have reconfirmed that steps to increase the possibilities of admitting and hiring members of underrepresented groups through aggressive and imaginative outreach and recruitment efforts should be encouraged and supported. This section of our report contains our highest recommendations concerning outreach and recruitment for students, staff, and faculty, respectively. These are areas that we believe should be addressed with utmost urgency. A brief description of other recommendations then follows.

3.2 Students

While some progress has been made over the years in attracting students of color to the UCSD campus, overall numbers at all levels -- undergraduates, graduates, and medical students -- have been far from encouraging and the most recent admissions data are alarming.

3.2.3 Review of Campus Outreach, Admissions, and Retention Programs

Based upon an analysis of college initiated feedback from program coordinators and student participants, the Commission recommends a systematic review of all existing UCSD sponsored outreach and retention programs as well as admissions criteria. We conclude that one of the chief obstacles to the effectiveness of our outreach and recruitment efforts is the lack of coherence and collaboration among programs that are designed to attract and motivate underrepresented students to seek admission into UCSD. Such reviews should follow the practice of academic departmental reviews and take place on a five-year cycle. After this review, UCSD should produce a brochure listing all campus-sponsored student outreach programs, which could then be distributed widely to school districts, agencies and organizations throughout San Diego and surrounding communities.

The Commission also recommends that the UCSD Admissions Committee or another body continue to explore the possibilities of giving added weight to such factors as economic disadvantage, first generation to enter college, success in underfunded schools, overcoming other difficulties, etc., and placing less emphasis on SAT scores.

3.2.4 Increase in Financial Aid

Considerable effort must be made to increase the availability of financial aid at all levels -- undergraduate, graduate and medical school -- so that UCSD will be attractive to underrepresented students. At present, for example, the number of merit-based scholarships available for qualified students is minuscule in terms of financial aid dollars: approximately $380,000 out a total institutional financial aid program of $103 million. According to the Director of Financial Services, as a result of limited resources the trend is toward more loans, grants, and work study. Aggressive fund raising strategies must be devised. One possible source of such funds would be alumni from underrepresented groups.

3.2.5 Enhancement of Links to San Diego Community

We endorse the general proposition of the Chancellor's Task Force on K-12 Outreach that UCSD must

build a multi-dimensional network of ties to the greater San Diego community. A key component of that network would be a Model School on the UCSD campus that would: (1) encourage high achieving underrepresented students early in their schooling (grades 6-12) to consider college a viable goal; and (2) aid in the early identification of underrepresented students with high academic potential who might be educated to increase their chances of gaining admission to UCSD or another UC campus. UCSD must also work closely with community colleges to increase the numbers of transfer students from underrepresented groups. Furthermore, UCSD should continue to enhance its co-sponsorship of a variety of community based programs that include educational, cultural and social activities involving minority populations.

3.3 Staff

Data on staff composition at UCSD reveals that while women and minorities are fairly well represented within the total campus staff, they are grossly underrepresented at the higher levels.

3.3.1 Assessment of Outreach and Recruitment Efforts

There should be an immediate assessment of why current outreach and recruitment practices have resulted in such dismal numbers of underrepresented candidates for higher administrative jobs.

3.3.2 Increased Dissemination of Information About Job Opportunities

Dissemination of information about job opportunities, particularly to women and minority professionals, should be increased through the following.

> a. Develop a website to include targeted job titles.

> b. Participate in job fairs in local communities.

> c. Direct announcements to local, state and national women's and minority professional associations.

> d. Distribute/post job opportunities at community libraries, employment agencies and colleges & universities.

3.3.3 Underutilization Indexes Should Employ the Eight Factor Model

An underutilization analysis should be required for every job that UCSD advertises. By federal law UCSD must undertake an eight-factor analysis for staff jobs to establish both an availability and an underutilization index. To expand the diversity of applicant pools, this commission recommends that all eight factors listed below be given some weight when establishing an underutilization index:

> -- minority population of the labor area

> --size of the minority/female unemployment force in the labor area

> -- general availability of minorities/women having skills in the immediate labor area

> -- availability of minorities/women having requisite skills in a recruitment area

> --availability of women seeking employment in the labor area

> -- availability of promotable and transferable minority/women employees within the organization

-- existence of training in the requisite skills necessary for promotion

--degree of training reasonable to undertake as a means of making all job classes available to minorities/women.

3.3.4 Inclusion of Diversity Efforts in Performance Appraisals of Key Administrators

Diversity efforts should be considered in the performance appraisals of Vice Chancellors, managers, and supervisors. These appraisals should be made in a way which is consistent with the vision, mission and diversity goals of the University.

3.4 Faculty

The faculty at UCSD and especially ladder rank faculty are far from representative of either the nation's or the state's rich diversity. While some modest gains have been made over the years, overall UCSD is one of the worst campuses within the UC system in terms of its success in increasing faculty diversity.

3.4.1 Initiation of Intellectually Driven Efforts that are Likely to Increase Diversity

As limited as the successes of the TOP-D program for the recruitment of women and minorities were, it is clear that it provided an effective tool for increasing the numbers of women and Hispanics, and for reducing the decline in percentage of ladder rank African American faculty. Now that this program is no longer in effect, UCSD must devise imaginative and well funded initiatives to hire both individuals and groups of individuals.

UCSD should maintain a well-funded program for extraordinary hires of individual faculty. Such a program would need to be much better funded than the TOP-D of the past, since it could not exclusively target scholars from underrepresented backgrounds. "Superstar" academics at both the senior and junior levels should be aggressively recruited through this program. In fact, because of the historical underrepresentation of minorities and women in higher education, in some areas there may be greater likelihood of successfully hiring outstanding scholars who would enhance diversity at the junior, rather than at the senior level.

However, hiring on an individual basis, case by case and one by one, will not suffice to dramatically increase faculty diversity. We propose that UCSD create a number of intellectually oriented initiatives with accompanying FTEs that will tend to attract greater numbers of women and underrepresented minorities. Increased hirings in programs or intellectual clusters that might have this effect include: women's studies, ethnic studies and various areas studies. Along these lines, the viability of a multi-disciplinary "Border Studies" project or a research institute with a focus on race, ethnicity and gender should also be explored. Less immediately obvious initiatives should also be created in areas where diversity is especially lacking: for example, a program in women and minorities in medicine. In conjunction with such research driven projects, or even less formally articulated initiatives, UCSD should consider block or group hiring. UCSD appears unattractive to many excellent scholars because there is a fear of isolation. This is one concrete strategy that might ensure them that there will be a critical mass of scholars with whom they can work.

3.4.2 Increase in Diversity of Applicant Pools by Weighting All Eight Affirmative Action Factors

Currently, an underutilization analysis is required for every job that UCSD advertises as vacant. By federal law UCSD must undertake an eight factor analysis for academic and staff jobs to establish both an availability and an underutilization index. Historically, UCSD has considered all eight factors in academic recruitment, but has given no weight to six of the factors and has only relied on the following two: Factor 5, "the availability of minorities/women having requisite skills in an area in which the contractor can reasonably recruit" and to some extent Factor 7, "the availability of promotable and transferable minority/female employees within the contractor's organization."

Human Resources at UCSD gives weight to all eight factors, and by so doing has created applicant pools that truly reflect the diversity of the surrounding area.

The Commission recommends that all eight factors must be given some weight when establishing an underutilization index for academic recruitment. One of the only mechanisms available to UCSD to create a more diverse faculty is to expand the diversity of the applicant pool. If we do not consider the demographic factors, which federal law asks us to seriously examine and give some weight to in establish availability and underutilization, UCSD has little chance of actually increasing the proportion of women and minority faculty on this campus.

Make Fundraising for Scholarships, Postdoctorals and Endowed Chairs that Would Increase Diversity One of UCSD's Highest Fundraising Priorities

There should be a very aggressive campaign to increase public and private funding to support a variety of pre-doctoral and post-doctoral fellowships and endowed chairs that would have a high likelihood of increasing diversity. The pre-doctoral and post-doctoral fellowships should be understood as mechanisms for opening up pipelines to tenure track jobs. Endowed chairs might be established in conjunction with the intellectual initiatives suggested above.

Along with efforts intended to serve various levels of the student body and staff, in other words, UCSD should make fundraising to increase faculty diversity one of its highest fundraising priorities.

3.5 Other Recommendations

3.5.1 Undergraduate Students

> 1) Whenever possible, underrepresented students (that is, student ambassadors), should be included as peer mentors in UCSD's ongoing community outreach efforts. These students can serve as role models for underrepresented students who may be potential applicants for UCSD. In addition, consistent and rear telephone follow up should be made integral to early outreach efforts.

> 2) The five undergraduate colleges must be provided with adequate funding to develop needed programs and services in the following areas: student transfer, probation and subject to disqualification, undeclared majors, peer mentoring programs and activities for Summer Bridge students, educational planning workshops, etc.

> 3) Programs/activities sponsored by the UCSD Cross Cultural Center should be expanded to incorporate a community outreach component whereby underrepresented high school students and their parents could attend cultural, social and educational functions dealing with a variety of topics related to diversity and multiculturalism. Similarly, campus administration should acknowledge and provide support to all departmental outreach and recruitment efforts.

3.5.2 Graduate Students

> 1) OGSR in consultation with the UCSD Teacher Education Program should utilize existing TEP internships as an intervention strategy for placements of underrepresented college students who are interested in pursuing teaching careers in San Diego County's elementary, middle schools and high schools. If the UCSD Model School is adopted, placements could be made on-site.

> 2) Develop a UC/CSU System Name Exchange Program similar to the Western Name Exchange whereby a database of qualified ethnic minority students names could be developed and used by the two-system campuses for outreach and recruitment purposes.

3.5.3 School of Medicine

1) Appoint a UCSD School of Medicine Outreach & Recruitment Coordinator to work in conjunction with OGSR staff to enhance SCHM outreach efforts toward increasing a highly qualified and competitive pool of underrepresented students.

2) Establish a SCHM Coordinating Council for Multicultural Affairs and charge this group to advise the administration on matters related to student outreach, recruitment and retention of medical school applicants and admitted students.

3) Develop and implement an early outreach community and/or alumni mentor program which would serve to match prospective students with designated medical professionals who reside in San Diego County and surrounding areas. Perhaps student selections could be made from among the Model School participants, if the School proposal is adopted.

4) As an outreach strategy directed toward high achieving underrepresented students, conduct annual SCHM tours and information sessions designed for prospective medical school applicants and their parents.

3.5.4 Faculty

1) Performance evaluations of departmental chairs and deans should include assessments of their efforts to increase faculty diversity.

2) Expanded outreach is necessary to ensure a diverse pool of applicants.

3) All UCSD job ads should include a statement that UCSD is an institution that values diversity. Thus the ads should state: "UCSD is an equal opportunity/affirmative action employer and specifically seeks candidates who can make contributions in an environment of cultural and ethnic diversity." Or, "Scholars who are women, minorities, veterans and/or people with disabilities are encouraged to apply."

4) All chairs of search committees should be required to attend a training seminar on how to properly conduct a search, which includes instruction on strategies for increasing the diversity of the applicant pool, and for cultural sensitivity in dealing with diverse applicants.

4. Retention

4.1 The Problem

Retention efforts can play a particularly important role in efforts to increase diversity at UCSD. Yet retention cannot be separated from issues of outreach and recruitment or campus climate. These areas have mutually reinforcing effects. For example, low numbers of minority students and faculty help create an inhospitable campus climate which undermines subsequent efforts at outreach and recruitment. In addition, given the sparse numbers of minority high school graduates in California who are UC eligible, and the larger but still small numbers of minority researchers with advanced degrees, the loss of any minority faculty member, staff person, or student is a loss of a scarce and valuable resource.

Different groups face different issues when it comes to retention. Faculty, staff, and students within the same under-represented groups experience the campus differently from one another, and the problems facing racial minorities are not the same as the problems facing women, lesbian-gay-bisexual-transgender members of the campus community, or people with disabilities. Many individuals belong to more than one of these groups. Yet each of these groups and the individuals within

them provide the campus h important kinds of diversity, and consequently, measures designed to improve their retention on campus are in the interest of all.

For women, retention issues revolve less around absolute numbers than around status and rank, although it remains true that the absolute numbers of women faculty still reveal a campus wide failure to tap the available pool of well qualified women professionals adequately. Opportunities for advancement and promotion are particularly important for women staff and faculty, institutional support for the Committee on the Status of Women is also important. Lesbian, gay, bi-sexual, and transgender diversity issues in respect to retention revolve around campus climate and issues of institutional resources. Retention of minor students and faculty would be helped by better outreach and recruitment, but issues of curriculum and campus climate also contribute to the problem. Some campus institutions -- the Cross Cultural Center, OASIS, the Women's Center, and Summer Bridge, for example, make general contributions to retention of individuals from under-represented groups on campus, while others -- the Chancellor's Committee on Lesbian, Gay, Bisexual, and Transgender Issues, targeted outreach programs, the African American Baccalaureate, and the La Raza graduation celebration focus on service to specific groups. A successful retention program needs to support both kinds of institutions and the different kinds of constituencies they serve.

4.2 Recommendations

We propose a comprehensive plan to enhance retention of members of under-represented groups. This plan includes additional support for existing programs that are working well, institution of new programs to enhance retention goals, a series of research-related retention initiatives, measures specific to the retention related aspects of research and recruitment, and proposals for structural changes. See Appendices D and E which address in more details the following recommendations.

4.2.1 Additional Support for Existing Programs that Are Working Well

I. Centers at the Center

The Cross Cultural Center, Women's Center, and proposed Center for Lesbian, Gay, Bisexual, and Transgender Issues are crucial resources for maintaining and extending appreciation of diversity on campus.

A. Full Implementation of the Draft 2 to 5 Year Action Plan for the Cross Cultural Center

The Cross Cultural Center has been stunningly successful in promoting diversity on campus. It is an institution that promotes diversity-based retention while providing programs of value to all students, staff, and faculty. Yet much of the funding needed for programming and staff needs has been diverted to construction because of the growth of the adjacent laboratories and wear and r on the building because of the popularity of the Center's programs. We recommend full funding of the draft plan including staff needs as specified in the leadership section, physical plant and supply needs as described in the facility and resource sections, and the programming needs as defined in the programming section.

B. Increased Funding for the Women's Center

The Women's Center provides a focal point for efforts to promote gender equity and diversity on campus, for educational programming on important gender issues, and for efforts to make the campus climate more welcoming to women. We recommend increased funding to the center for physical plant, supplies, and programming.

C. Office and Meeting Space for the Chancellor's Commission on Lesbian, Gay, Bisexual, and Transgender Issues and for the Committee on the Status of Women

Both of these groups make important contributions to campus diversity, yet neither has office space for their files nor a place to meet regularly. A place of comfort in which to meet is especially important for the Commission of Lesbian, Gay, Bisexual, and Transgender Issues because of the degree of

homophobia on campus and in society. Both groups need office space with file cabinets to preserve the institutional memory of their organizations.

II. Educational Excellence and Diversity

D. Increased Permanent Funding for OASIS

From a student perspective, OASIS may well be the single most important campus institution for the promotion of diversity-based retention. OASIS provides significant services to all students through its non-remedial approach to honing and refining necessary academic skills, but it is particularly important in making the campus a welcoming place for first generation college students and students concerned about improving the campus's commitment to diversity. The programs administered by OASIS play an important role in maintaining diversity and promoting its value, and students with extensive experience with Summer Bridge and OASIS are often the most active and the most successful participants in diversity based recruitment. We recommend the permanent restoration of the funds cut from the OASIS budget a few years ago, and an additional increase in funding to make the very valuable proms offered by OASIS available to more students. At the same time, we recommend increased involvement by ladder rank faculty as advisors and consultants to OASIS, under the supervision of the Vice Chancellor for Academic Affairs.

E. Expanded Support for Undergraduate Programs with Retention Implications

Enrollment growth at the undergraduate level, additional academic regulations, and introduction of new technologies have placed considerable burdens on the undergraduate colleges and academic departments. They need more resources to deal with the increased complexity of their work. In addition, successful programs including Methods of Inquiry and Honors Achievement Workshop merit additional funding and resources.

F. Support for McNair and Faculty Mentor Programs

Students and faculty alike have benefited greatly from the McNair and Faculty Mentor Programs. They offer enhanced opportunities to do research to undergraduates, encourage first generation and minority students to think about academic careers, and provide closer working relations between students and faculty. They should be fully supported and expanded.

G.. Institutional Support for the MECha high school conference, African American Student Union high school conference, Chicano/Latino Recognition Banquet, and African American Graduation Baccalaureate.

The high school conferences and recognition ceremonies organized by MECha and the African American Student Union provide visibility for UCSD across generations in communities where few people think that pursuing admission to the University is a desirable or feasible endeavor. These occasions promote an increased awareness of UCSD, bring recognition to successful students, and encourage a cross generation commitment to outreach and recruitment efforts. They deserve full funding from the University's outreach and recruitment budget.

III. Encouragement and Support for Successful Staff Programs and Services

H. The very serious problems of staff morale demand attention.

Evaluating the strengths and weaknesses of Staff Affirmative Action Training Program activities, Staff Associations, and the Employee Rehabilitation Program would be a step in the right direction. Women and minorities have been aided significantly through Individual Scholarship Awards, Career Connection, Project/Mentorships, and traineeships. These programs should be unified into one coordinated endeavor.

I.. Permanent and Adequate Funding and Staffing for Campus Employee Rehabilitation Program, Medical Center Employee Support Program, and the Office for Students With Disabilities

> Demand for the services of these offices has increased faster than resources. Disability management and accommodation programs are cost effective; these need a more stable and adequate source of support.

4.2.2 Recommendations for New Programs

A.Opportunities for Internal Promotion and Enrichment for Staff

Staff members express dismay consistently about the dearth of opportunities for promotion and the obstacles to training and enrichment programs. Tuition remission and reimbursement for fees and expenses should be offered to staff members who wish to increase their skills. Staff should receive free training in computer skills, computer terminals should be available to employees who do not work in offices that have access. Greater importance needs to be placed on mentoring and promotional opportunities.

B. An Equitable Funding Source for Accommodating People with Disabilities

At present, departments shoulder the burdens of funding accommodations for people with disabilities in their hiring and course offerings. UC Community Advocates for Disability Rights and Education believe that this system encourages individuals to hide disabilities and discourages departments from accommodating individuals with disabilities. They recommend, and we concur, that the University adopt a more equitable method of funding which would acknowledge the value and benefit of effective accommodation for people with disabilities.

C. Establish a Center for Excellence in Undergraduate Education with the overall goal of preparing students for graduate and professional opportunities beyond the post baccalaureate years.

The Center could coordinate and expand existing programs, in addition to hosting symposia on higher education, research on teaching and learning, and conferences to enhance the academic, cultural, and social development of undergraduates.

D. Mentoring, Release Time, and Acknowledgment of Service Obligations Relevant to Faculty Retention

Junior faculty who are women and/or minorities or who are deeply involved in teaching, mentoring, and counseling students need release time from course assignments, mentoring by senior faculty, and appropriate recognition of the service component of their contribution to the University from departments, campus wide peer reviewers, and academic administrators.

E. Encourage the very successful Methods of Inquiry course to become a three unit course expanded to address the particular needs of first year students and transfer students in navigating their way through the specific requirements and general expectations they will face as students at a research University.

F. Summer Institutes on Diversity Issues for Educators, Media Personnel, Social Service Workers, and other Community Groups

These institutes, patterned after the statewide History-Social Science initiative can work to expose community groups to on-campus research, establish important connections for recruitment, and facilitate retention of scholars and students interested in greater campus-community connections.

G. Coordination with K-12 Programs

In keeping with the report of the K-12 Task Force, the full gamut of school partnerships offer opportunities to bring researchers from UCSD out into the community as well as bringing students and

parents from the community to the campus and its resources.

4.2.3 Recruitment Related Retention

A. Restore previously reduced funding to UCSD Early Academic Outreach Program and increase funding to allow consistent and regular telephone follow-ups and campus visits connected with early student outreach.

B. More effective use of Community College transfer options and partnerships with selected colleges.

C. Targeted opportunity cluster hires for faculty positions on diversity issues with preference given to departments with successful histories of diverse appointments.

D. Admissions procedures that give added weight to students with economic disadvantages, first generation college students, success in underfunded high schools, and overcoming difficulties.

E. Change method of calculating projected GPA for Group B students for whom it has never been an accurate predictor.

F. Financial Aid targeted for retention.

G. Administrative encouragement and financial support for Departmental Outreach and Recruitment Efforts

4.2.4 Proposed Structural Changes

A. Disassociate Employee Relations from Labor Relations

B. Establish a group outside Human Resources to review the whole conflict resolution process.

C. Creation of an Ombudsperson to serve as a clearly visible resource to aid staff in identifying the most appropriate campus service to address their needs.

D. The Human Resources Department should implement an exit interview process and distribute aggregate findings to the staff associations, administrators, supervisors, and managers. Plans to reduce problem areas should be formulated.

E. Supervisor Training should include conflict resolution and mediation models in place at other UC campuses should be studied for application at UCSD.

F. Budget allocations to staff associations should include administrative costs.

G. Enhance event coordination between staff associations and campus departments and institutions.

H. Elevate diversity awards to the level of Employee Recognition Awards.

I. Involve faculty, students, and staff in formulating the processes that will implement the Principles of Community. Inform all at UCSD that adherence to the principles is a condition of employment/attendance. Establish a clear and well publicized mechanism for violating the Principles. Protect confidentiality and conduct regular assessments as to how well the principles are integrated into the UCSD environment.

J. Establishment of National Coalition Building Institute Chapter on campus.

K. Establish a clearinghouse to avoid duplication and overlap of outreach/retention related programs

L. Campus Committees need to reflect the diversity of the campus more effectively. The Committee on Committees and its appointees to the Committee on Academic Personnel need to do a better job appointing campus committees that reflect the diversity of the campus. Ad hoc committees for academic personnel files especially should be constituted in accord with the campus commitment to excellence and diversity.

M. Study relationship among various outreach programs, ensure that no program be eliminated without broad campus-wide consultation with all interested parties.

N. Review all recruitment efforts in order to improve coordination with outreach programs.

5. Campus Climate and Education

Climate can be considered to be in large measure an issue of finding a place for academic and intellectual interests. Ultimately, these interests will reflect to some extent the priorities of the communities from which potential candidates come. If UCSD's climate cannot reflect the community, California's citizens will have little reason to support us.

5.1 Highlighted Programs

Our report focuses on six concrete proposals—three related to climate; three to education—that we feel hold exceptional potential.

Highlighted educational programs are:

A. The National Coalition Building Institute

B. Campus Educational Inreach

C. Professional Development Leave Accrual

Highlighted climate-enhancing programs are:

D. Profiles in Diversity

E. Comprehensive Support Services

F. Centers at the Center

A. The National Coalition Building Institute

Increasingly, students, faculty, and staff are faced with a dizzying diversity that may be at considerable variance with their backgrounds, education, and even their communities and home environments. Rogers Davis has been particularly sensitive to this, and his willingness to try difficult new ideas (such as the "cultural competence" model) underscores the need to face the management of diversity directly, with information directed to the specifics of the diverse environment.

The UCSD NCBI Committee has proposed (see Appendix A) that an affiliated chapter of the National Coalition Building Institute (NCBI) be established at UCSD to enhance campus diversity efforts, reduce prejudice, and foster alliances that unite people committed to achieving a climate that is more accepting and supporting of our pluralistic society. This program works through collaboration with existing

educational institutions, providing a globally applicable framework for the entire campus community—students, faculty, and staff—that effectively bridges among other, more narrowly targeted initiatives. This model can compliment, not conflict with, existing diversity education programs on campus.

B. Campus Educational Inreach

The Chancellor's Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues has, for the past three years, conducted intra-campus educational outreach activities designed specifically to reduce hostility toward lesbian, gay, bisexual, and transgendered members of the UCSD community. (See Appendix B). These can serve as a model for how cross-constituency and inter-agency diversity cooperation can be built, not just through educational materials themselves, but by the mechanisms used to develop them. (see Appendix B).

C. Professional Development Leave Accrual

Underrepresented staff are "located" overwhelmingly in the most junior ranks. To advance up a career ladder, they face a bewildering array of hurdles and must ferret out a mystifying range of services. However, even if they find exactly the class they need to help them up to the next rung, they often face additional barriers in trying to secure time away from their desks to attend. Various sorts of "boss sensitivity training" have been proposed to help overcome this; results of such an effort would be dubious at best. A simpler solution would be to allow career employees to accrue "professional development leave" to use as they saw fit in pursuing their career goals. After one year of employment in a career position, an employee would be entitled to 1 hour per month of such leave to take a class, attend a seminar, work with a mentor, clean up their online résumé, etc. Unused professional development leave would expire at the end of each fiscal year (June 30th). In addition, unused professional development leave would be forfeited upon the termination of employment.

D. Profiles in Diversity

Local media report that public perception views San Diego in general, and UCSD in particular, as suffering from cultural paucity and lacking in diversity. Businesses report difficulty in attracting suitable candidates to the area due in part to such perceptions. Certainly a similar problem exists for the University in terms of attracting and retaining students, faculty and staff to UCSD. Through focused outreach by our Music and Art faculty using the resources of UCSD-TV and the Internet, we could involve the San Diego business community in campus cultural activity, increase "programmatic" interaction for pre-college youth, and showcase these "diversity core" majors. Both communities could then see San Diego in general, and UCSD in particular, as a place where cultural activities they enjoy happen; students especially could see that faculty of color are here and doing interesting things, and be drawn into direct participation. UCSD as a "place" might come "alive" for a number of young people and educators with an enrichment program of this type. (See Appendix C).

E. Comprehensive Support Services

The Employee Rehabilitation Program, and other programs for people with disabilities, provide the broadest scope of information and services that affect morale, a sense of belonging, and sense of being cared for by the University. The approach used in these programs should be considered as a model for other climate-oriented diversity programs. The program focuses on a comprehensive "case management" approach that deals with the whole individual and his or her needs. Most other support programs at UCSD tend to be segmented and narrow, each dealing with only one aspect of the problems faced by under represented individuals at UCSD. For example, there are several offices where one can obtain training. Similarly, there are seven (7) different offices that have responsibility, in one form or another, for conflict resolution. As compared to this, where rehabilitation/disabilities are concerned, one only need to go to one office where services such as information, training, support systems, problem resolution, etc. can be obtained. This is an important distinction, and gives people accessing this service

a sense that they will get the help they need without having to work through a bewildering array of offices, phone numbers, etc.

Mapping this model into the provision of other services on campus could be accomplished, but substantial reorganization would be required. Possibly, an "office of employee services" could be created. This office would be a central location where employees with needs ranging from career development to conflict resolution could go to find help. If for no other reason that minimizing confusion, the service would be seen as an attempt to create a caring and welcome atmosphere. Staff in this office must be specifically selected on the basis their ability to express a caring, sincere desire to be of help.

A small start in this direction would be UCSD production of comprehensive Resource Guides for career advancement, education, and conflict resolution resources, spelling out the responsibilities and points of contact in these various offices, and the relationships among them.

F. Centers at the Center

Cultural initiatives can provide powerful statements concerning climate. Such organizations as the Cross-Cultural Center, the Women's Center, an eventual LGBT Center; staff associations, individual initiatives, such as Dr. Phil Raphael's Black Issues Forum, career and outreach fairs and conferences, and academic departments have all established cultural programs reflecting their own constituencies. Thus, we hear repeated calls to encourage staff associations, the Cross-Cultural Center, and the Women's Center to coordinate and co-sponsor events, workshops, and activities, in order to use available funding efficiently and to enhance increased participation. But the centers and staff associations themselves are already coordinating their efforts; they are in fact operating at maximum capacity. It is coordination between these and the broader campus student and faculty community, as well as outreach efforts beyond the campus borders, that is struggling through its infancy.

Despite their short history, the Centers have proven their worth in boosting morale and diversity awareness among many segments of the campus community. What they especially need now are resources not just to expand existing programming, but to provide "full court" publicity for events sponsored campus-wide. They are the logical place to house permanent, knowledgeable staff support, attuned to all formal and informal distribution channels, on and off campus.

Further, we have heard repeated calls for funded staff support to provide ongoing survey and statistical support providing details on such things as representation of underrepresented groups by discipline (for graduate students) and major (for undergraduates); their participation in and perception of specific programs and activities, etc. Given their wide reach across all areas of campus life—students, faculty, and staff—the centers are a logical place to permanently house such data-collecting activities.

Finally, there are lacunae in Center representation. There is no lesbian, gay, bisexual, and transgender center. This means that there is no LGBT drop-in "safe space" on campus. LGBT educational outreach and programming has thus far been handled by volunteers from the Chancellor's Advisory Committee, the latter supported by both the Women's and Cross Cultural Centers. CACLGBTI direct construction and promotion of programming and publication of educational material cannot continue indefinitely. The programming functions should be handed off to a funded, staffed facility—but the Centers are already "bursting at the seams." Similarly, while the centers have also been sensitive to the needs of people with physical disabilities, there is no real connection between the PWD and other communities. (See Appendix E).

6. Administrative Structure of Diversity

6.1 Recommendation

Management of diversity affairs on campus should be divided into two branches. One is the

administrative side, headed by a chief diversity officer (CDO). The other is a Diversity Council to channel the input from the campus community to administration.

The duties of the CDO will include providing leadership in diversity, coordination of all vice chancellor areas, policy decisions and implementation, administration of resources for diversity programs, leadership in community relations, and oversight of all campus diversity programs. We recommend this responsibility be vested in the Senior Vice Chancellor (SVC) or the Chancellor.

To carry out these duties, the CDO will need to set up an office for diversity affairs headed by an Assistant or Associate Vice Chancellor. This office will provide staff support for CDO activities. It should organize planning and budget efforts, keep an account of all campus diversity programs, administer program reviews, coordinate the management of centers, and direct statistical studies. Current programs such as the Cross Cultural Center and the Women's Center should be able to find their administrative home within this structure.

The Council for Equal Opportunity and Diversity takes over the functions of the current CAAAC. The Council should be an independent entity whose primary function is to provide advice to the CDO on diversity program operations, annual strategic planning, and budget. It should be involved in the review of programs, provide Ombudsperson services and provide support for the advisory committees. Members of the Council will be nominated by the advisory committees which represent various segments of the campus. Council members will serve staggered three year terms. A chair designate will be elected by the members to serve as vice chair during the first year of the term of office, as the chair during the second year, and to remain on the Council as the past chair during the third year. Administrative input will be provided by the ex officio members including the CDO and the head of the office for diversity affairs. Other administrators can serve as consultants when the need arises.

The Council for Equal Opportunity and Diversity should serve as a representative body for the group most directly involved in diversity affairs on campus. Existing advisory committees, such as the ADA Advisory Committee, the Committee on Lesbian, Gay, Bisexual, and Transgender issues, the Committee on the Status of Women, and the Student Affirmative Action Committee, as well as existing organizations such as the Associated Students, Graduate Student Association, various staff associations, and the Academic Senate should have representation. The representation of students, staff, and faculty should be about equal. The current CAAC subcommittees are to be replaced by committees set up by the Council to deal with particular issues. These committees can be transitory or standing ones (in which case the chairs should serve on the Council.

6.2 Discussion

From the reports of the subcommittees of CAAAC, it is clear that there is a consensus on the need for a central authority on campus with the responsibility of coordinating, measuring, and improving diversity efforts on campus.

This model is predicated on the premise that for the person in this position to be effective, he or she has to have the moral authority to lead, the actual power to make things happen, the command of resources to carry out the duties. We do not believe that any newly created position will, in a short time, carry these essential requirements. Thus, the responsibility for diversity needs to be vested with a person already in power. Diversity activities so permeate all areas of the campus that there are really only two persons on campus who are suitable candidates to lead on diversity issues - the Senior Vice Chancellor and the Chancellor. As the Office for Diversity Affairs matures, it is possible that the head of that office can effectively become the CDO for the whole campus.

To be effective, the chief diversity officer will need to develop a strategic plan to increase diversity and will need sufficient staff support to initiate and execute that program. Ideally, the leader should be given a free hand to set up the support structure. We offer here only an example of how the necessary work could be met. We expect that, initially, this office will have a professional staff person and a support

person.

It requires also that this person or office 1) be given resources sufficient to place such issues at a much higher level or priority than has been the case in the last ten years; 2) that this person or office be given a level of authority to compel reform (consistent with the law and UC policy) on this campus; and 3) that this person or office be charged with developing a broad-based system of rewards and incentives that might encourage departments and programs to take seriously the issues we have been reviewing on the Diversity Commission, on the K-12 Task Force; and in the colleges this past year. The person in this position will also need to charge the Vice Chancellors overseeing student, faculty, and staff affairs with conducting a detailed and comprehensive review of all diversity, outreach, retention, and advancement programs in a concerted effort to assess, reorganize, streamline, and reform University efforts in these areas, and to develop new initiatives to supplant inefficient extant programs.

One cannot neglect the danger of over-centralization. The creation of a central administration for diversity does not mean the concentration of all efforts in this office. Initiatives from different VC areas and from the grass roots should be encouraged. The Council for Equality and Diversity is needed as a conduit for input f the UCSD communities. Many volunteers active in diversity activities would have a better sense of the efforts of the administration and, therefore, a better sense of purpose and of support by the administration under this system.

We are aware of pitfalls to our recommendation. It is an added burden to the Senior Vice Chancellor or the Chancellor to be also the CDO. Centralization could lead to a cumbersome bureaucracy or to stifle initiatives at large. There is a delicate balance between resources for necessary administration and resources for deserving diversity programs, yet we believe that such shortcomings can best be ameliorated by judicious practice by the CDO and by the Council.

7. APPENDICES

APPENDIX A: National Coalition Building Institute

An affiliated chapter of NCBI at UCSD would conduct NCBI Prejudice Reduction Workshops, utilizing a model specifically designed to identify prejudicial attitudes through intensive self-introspection. Participants would be challenged to identify a variety of diverse groups in our society, examine personal attitudes, beliefs, perceptions, instill pride in themselves for being themselves, and share experiences of discrimination, so that other seminar attendees may connect a real person to discriminatory acts. This model has been shown to "unfreeze" biased attitudes, enabling participants to welcome the diversity generated by themselves and others, and to build a coalition of committed individuals who, in the face of oppressive remarks and actions, willing to intervene as allies on behalf of other groups. Field tests of this program have produced extremely positive results, especially among those who have had negative experiences using other 'training' programs.

NCBI would also conduct "train-the-trainer" programs among UCSD employees, who would thus continue Prejudice Reduction Workshops at UCSD. By being affiliated with NCBI, these UCSD trainers would be given ongoing support in their efforts to instruct and to guide others in the process of prejudice reduction. The one day Prejudice Reduction Workshop held at UCSD in May 1997 cost $1,655. The estimated cost for one UCSD employee to attend a five-day NCBI "train-the-trainer" institute in Washington, D.C. is $1,697. If two NCBI trainers are brought from Washington, D.C. to campus to instruct an estimated 35 UCSD employees for a five-day "train-the-trainers" workshop, the cost would be $13,794.

Benefits of the program would reach beyond improving campus-wide climate through the reduction of prejudice, isolation, and alienation—and concomitant improvement in human, public, community relations. The NCBI program could become a vehicle for the University to conduct cutting-edge research in the area of race relations and diversity issues through academic departments such as Ethnic Studies, Sociology, Psychology, etc. Such a possibility for research on race and diversity seems compatible with

the UC Regents recent adoption of a student outreach plan which includes a component for UC researchers to use their expertise to identify root causes of educational disparity within the K-12 and post secondary education systems.

The approach used in this program may be more intense and to some, intimidating, than other more traditional training programs. Thus, it may not have broad application to all persons in the UCSD community.

APPENDIX B: Model Educational Outreach Activities from CACLGBTI

The integrated "package" of projects included: A comprehensive Resource Guide, listing all related programs, activities, and points of contact; Educational events, speakers, and panels conducted and promoted jointly with the Cross Cultural Center and Women's Center as part of ongoing CCC/WC programming series, A Residential Life Open Zone program, now being tested at Eleanor Roosevelt and John Muir Colleges, designed to let LGBT students know that they are valued and supported by co-residents, A Speaker's Bureau, constituted from trained LGBT members called in to present on and discuss relevant issues in classrooms, workplaces, and other venues; Other educational materials, such as "Straight Talk" and "Building Community" brochures, videos, audio tapes, and library materials. Of the latter category, one with potential for broader diversity application is CACLGBTI production and distribution of the brochure "Straight Talk about Homosexuality." The helpful Q&A format for the brochure could be used equally well for "Straight Talk About Race," "Straight Talk About Class," "Straight Talk About Disabilities," and other topics as might be identified through NCBI workshops.

As important as the text itself is the mechanism used to produce it: the LGBT community itself drafted the first working copy, then circulated it widely for comment among other members of the campus "diversity community." With a draft in hand, the edit sought wide input from many, frank one-on-one discussions with members of the target audience. Undergraduate students, line supervisors, non-humanities faculty, senior managers, and others who were not themselves members of the LGBT "choir" were engage in frank discussion of both their understanding of, and their reaction to, the text. This made the final brochure clear and effective in communicating its information to those who most needed it. Once the brochure was complete, it was given to members of key agencies involved in internal campus distribution. Support was sought from the Academic Senate, Residential Colleges, and various staff agencies, for campus-wide distribution and ongoing distribution to incoming undergraduate and graduate students, faculty, and staff. With careful testing and broad support in place, on its first release Straight Talk won enthusiastic support from all segments of the campus community.

The Resource Guide and Open Zone residential life program could similarly serve as models for like-kind diversity projects.

APPENDIX C: Profile in Diversity

Such an effort would provide an excellent opportunity to showcase, to underrepresented students right here in San Diego schools, opportunities in the humanities, arts, social sciences, and sciences, by involving them with UCSD students and faculty in collaborative efforts to develop content and set up technical implementation. Mary Walshok and George Lewis from the University Task Force are prepared to organize and champion a series of concerts and conversations focused on the rich array of musical "forms" and active performances by and sponsored by the UCSD Music Faculty. This series would be broadcast into School classrooms using ITV and campus performance annually. Broadcasts would include ongoing descriptions by the performers of the presentations and their place in musical history or American culture. The full diversity of UCSD faculty and performers would be engaged, from Cecil Lytle's Beethoven, to Gershwin recitals, to Steve Schick on percussion or trombone, to Quincy Troupe on jazz and poetry. San Diego Businesses would be encouraged to join in advocating and supporting this effort. Key components include:

A series of performances (4-6) produced for broadcast by UCSD-TV;

A teacher preparation seminar, led by Lewis, promoted and arranged by Music and University Extension;

A series of on-site school concerts coordinated by the Music Department;

An Internet connection to all the performers for students to "learn more," organized by Extension and Academic Computing;

Campus Corporate underwriting of approximately $25,000 to be pursued by Walshok and Campus internal promotion through the Cross-Cultural and Women's Centers. This could be year long program, launched as early as January 1998, to present a different kind of "face" for UCSD.

In the music department, a committee for outreach has already been established. In this committee, we have people, such as George Lewis, who have curated for major alternative musical institutions, such as the Kitchen Center for Video, Dance, Music and Performance in New York City. Recently, using a combination of personal funds and funds allocated by Associate Chancellor Nolan Penn, Lewis has been organizing a number of musical events at area high schools and community colleges, including Southwestern College, Mesa College, and Clairemont High School. The funds were used to support appearances by well-known performers and composers at these institutions. Some of the performers were local to the area, while others were from places as far-flung as New York City and Paris. Of particular importance to the mandate of using these funds was the promulgation of diversity of cultures, genders and musical genres as part of the programming mix. At this time, one more event is planned for the fall of 1997. Most of these artists came to the UCSD music department, where they were made available for workshops and other encounters with UCSD students. One artist, Amina Claudine Myers, the jazz/gospel/avant-garde improviser and composer (labels are so tenuous these days), was brought to San Diego by another local institution, the Museum of Contemporary Art, via UCSD literature professor Quincy Troupe's well-known "Artists on the Cutting Edge" poetry-music concert series. Through the auspices of two UCSD programs, she was not only brought to Southwestern College's Jazz Choir, but her performance was broadcast on UCSD-TV at a later date. This video represents important documentation of a major musical artist that will be of use not only to music students, but to scholars working in the field.

Given the relative paucity of music in many area schools, the attraction for the community institutions was that they did not have to provide scarce funds of their own in order to enhance their music programs. Moreover, the schools were benefiting from outside expertise with regard to an overview of the musical field. Artists of international stature, who are rarely seen in local institutions, were brought to their doorstep, t immeasurably enriching the cultural atmosphere of these schools. All the participating institutions had to provide was space, time, and their students.

It would be a boon, not only to the local community as a whole, but to the national and international profile of UCSD, if such an initiative were somehow to be made into a standard program, with an explicit charge, staff, space, and budget. A number of sectors within the UCSD and local community could benefit, thus providing a practical platform necessary for fund-raising based upon self-interest of the sectors involved. What we have been discussing in the outreach committee and in other music department committees has involved a possible standardization of this approach, with input from various sectors of the community. This outlines that I have made here is my attempt to harmonize our departmental discussions with those that we have been having in the climate committee of the Commission on Diversity. The approach involves the formation of a program bring visiting artists (musical, visual, literary, dance, arts technology) into contact with the San Diego community, including (but not limited to) universities and colleges, K-12, and local presenting institutions. Through this program, artists brought to the community under the auspices of whatever institutional source (including UCSD faculty), would be sent to other institutions. This consortium approach would be similar to those organized by the Meet The Composer/Lila Wallace Fund, in which participating composers (representing a variety of musical genres) have their work performed at several institutions.

The UCSD arts departments, related ORUs (such as the Center for Research in Computing and the Arts), the Cross-Cultural Center, the Women's' Center and UCSD-TV would create a committee that would be charged with:

Identifying artists (local, national and international) that could be brought to the community:

Identifying local educational institutions that could present these artists to their respective constituencies;

Collaborating with other local institutions, such as Sushi, the Educational Cultural Complex, the Children's Museum, Center for the Arts in Escondido, Athenaeum, Spruce Street Forum, various local community libraries, and many more, to present artists that they identify to diverse audiences;

Collaborating with existing UCSD arts programs, such as University Events, in the identification of artists;

Identifying arts department faculty, graduate students and undergraduates who could present events or educational programs to educational institutions in the community;

Documentation and production of educational television programs and multimedia materials based on the work of the visiting artists, in collaboration with UCSD-TV and the Multimedia Center;

Television and Internet broadcast of concerts and educational programming generated from the program. Such programs, perhaps along the lines of Leonard Bernstein's highly successful series of "Young Peoples' Concerts, could be distributed via video and broadcast, or even eventually be made available commercially.

Important notes:

1) Support for local artists is very important, so that such a program does not degenerate into the syndrome of "bringing great art to the masses." Local artists have ties with their communities that can be of great benefit to anyone trying to reach out educationally. They have often formed independent educational initiatives that would be difficult to reproduce with campus people, so that these artists could well function as independent contractors supported in part by this initiative.

2) Maximum diversity of artists along multiple dimensions--age, gender, artistic genre and sub-genre, cultural background, sexual orientation, must be achieved. This curatorial imperative is crucial to the success of any such enterprise.

3) Local institutions must be brought into the discussion. On many occasions local institutions bring important work to San Diego; often this work is ignored by the University community, to its own detriment.

4) The kinds of artists engaged must not be limited to those possessing high profiles. Artists with very exciting ideas, who have made important impact on the field, or who are otherwise on the cutting edge, but who may not necessarily have attracted the attention of major recording companies, galleries or corporations, must also be given a chance. This is particularly important in that such artists, like local artists, might otherwise be suppressed in the rush to revalidate same people who are already receiving important support.

5) The incorporation of UCSD arts faculty is crucial to the success of such a program, but at the same time, already overburdened faculty need some sort of incentive to participate. In our department at least, one of the major issues concerns the relative lack of support for outside visitors. Often, such visitors are now supported with funds that faculty received from teaching one-unit seminars, or even from personal funds. Finding a way to ameliorate this situation, which adversely affects the personal time and financial resources of faculty, would provide a powerful incentive for departments to involve themselves in a

program such as this.

Who benefits:

1) Students and faculty at the various UCSD arts departments. Students would be the primary beneficiaries of this educational enhancement, but faculty would also benefit from the possibility of encountering challenging outside ideas. Existing resources, at least in the case of the music department, are stretched quite thinly. A suggestion, unleavened by funding, that our production staff--who are already providing a significant number of the total San Diego area musical activity--take on this additional major impact without compensation, would be poorly received at best. Our faculty, moreover, would not like to see the quality of its presentations decline due to additional staff time diverted from internal pedagogical initiatives, of which public concerts play an important role. On the other hand, the maintenance of a program of outside speakers and visiting artists is absolutely crucial to the success of any academic arts pedagogy, yet is difficult to sustain with existing departmental resources. Given a program with funding, both undergraduate graduate programs could incorporate opportunities to enrich K-12 education, perhaps through regular music theory workshops; faculty could interface in the same fashion as local artists. At least one of our graduate students, Ellen Weller, who is a long-time resident of the San Diego area, has already incorporated K-12 improvisation programs into her research. The availability of more research funds could induce others to devote more time to such projects. Undergraduate music majors and minors could certainly teach music to young people as a part of a course-based initiative.

2) The business community. It has been widely reported in the local press that recruitment of candidates for important positions in industry and commerce is hampered by the perception of San Diego as a cultural backwater. Even the impending reorganization of the San Diego Symphony may not constitute sufficient cultural incentive for many, particularly people from environments where European symphonic music is found to be less interesting than other cultural forms. By counteracting the claim that "nobody comes to San Diego", businesses have one more weapon in their recruitment arsenal besides the weather.

3) Student and faculty recruitment and retention efforts. For reasons similar to (2), faculty and students from underrepresented groups may well hesitate to commit a significant portion of the lives to an environment that is perceived as deliberately ignoring their cultural interests. This is documented in the faculty section of the mateerials distributed to the Diversity Commission. Moreover, if the principle of maximum diversity is observed, a program of this nature could help to dispel the image of San Diego as a relatively monocultural or Anglo-dominated social and cultural environment; this can go a long way in attracting people of color to the University.

4) International stature of UCSD. Often artists of international stature are appointed to positions such a "Cultural Ambassador", where a significant portion of their fees and logistical costs (hotel, transportation, etc.) are paid by their country of origin. In this case it makes sense to take advantage of the international profile that collaborations with such programs might bring.

5) K-12, community colleges, local institutions. An ongoing program means that such institutions can incorporate visiting artists into their curriculum planning process.

APPENDIX D: UCSD Centers

The Centers provide UCSD with an opportunity to build on success, coordinate efforts, and solve many problems, perceived and real by creating a climatic focal point for extant campus activities. This cannot be done, however, without additional resources. Specifically:

1. Provide the Women's Center with an 11-month (casual) staff person to assist in developing, coordinating, and publicizing cross-campus programming. This person could also perform many of the survey/data collection functions now done on a volunteer basis by the Committee on the Status of

Women. The Women's Center already office, computer, and telephone space; with this staff support it could also accommodate CSW files and provide a "Vertical File" of relevant materials and public documents for perusal by anyone in the campus community.

2. Renovate the upper floor of the Cross-Cultural Center, including a state-mandated elevator to provide access to PWD. One-time cost: $200,000. In this space, house:

3. A temporary LGBT center, including telephone, computer, and half-time casual (11 month) student affairs officer to coordinate the LGBT Speakers' Bureau, educational materials production, orientation packet stuffing, programming events, the LGBT "Vertical Files," and other activities. Cost: $9,000 p.a. for the student affairs officer, plus funds for programming activities. Funds for this could be diverted from the current CACLGBTI budget; it might also be possible to solicit donated office equipment.

4. A Cross-Cultural Publicity Assistant, responsible for coordinating and effecting internal and external publicity for all campus diversity-related programming and activities. A half-time casual Cross-Cultural Climate Assistant, who would maintain advisory committee/staff association/(others?) "Vertical Files" and assist those bodies in conducting campus surveys, collecting data and statistics from various campus agencies, and compiling climate reports. A half-time Cross-Cultural Publications Assistant, who would coordinate development and production of campus-wide educational materials as suggested above. Desks, phones, files, etc. to serve as a "base of operations" for various advisory committees. Additional gallery, library, and programming space.

5. Provide the Centers with some discretionary funds specifically earmarked for faculty and students to use in bringing speakers and special events to campus, that cannot be funded through departmental channels. This is especially important for tight-budgeted humanities departments that shoulder a disproportionate campus burden in promoting diversity through curricular activities.

Of course, for center activities to be most effectively coordinated, both among themselves and across the entire campus community, they need to be part of a team effort structured for maximum efficiency. The centers cannot be placed in the position of "robbing Peter to pay Paul." How money goes to the centers must be coordinated not only among the centers, but among all those activities that bridge across faculty, students, and staff, such as the centers themselves, the Office of Sexual Harassment, and the K-12 Charter School Alternative body (whatever that may prove to be).

APPENDIX E: ESTABLISHMENT OF A UCSD LGBT RESOURCE CENTER

Many groups and individuals on campus have identified the need for a LGBT resource center at UCSD. A letter with most of the following information was sent to Chancellor Dynes on March 28th and a formal request to establish a center at UCSD.

There is a great need for a safe, on-campus location where members of the campus community can locate resources and meet concerning issues of gender and sexual orientation. The Chancellor's Advisory Committee has tried to address some of these issues by producing informational brochures, forming a speakers bureau and sponsoring programming events. However, the best of the CACLGBTI's efforts remain inadequate compared to the visibility and consistency a resource center would provide. The committee cannot maintain the level of activity necessary to meet the needs of the UCSD community. The establishment a staffed resource center would provide valuable services in the following areas:

1. Safe space. This is the most important function a resource center can fulfill. The CACLGBTI has collected many personal accounts of people, especially students, feeling isolated and fearful due to the lack of a place to get information and support. Members of the campus community need the safe environment that a LGBT center would provide - especially those individuals who are grappling for the first time with their sexual identity. For this reason alone, the establishment of a center at UCSD is imperative.

2. Resources. Currently there is no single location on campus where resources related to lesbian, gay, bisexual, and transgender issues can be distributed. The CACLGBTI has tried to address this need by publishing brochures and distributing them in the libraries, through Human Resources, and the campus resource centers. Nevertheless, many people still report a dearth of information and an inability to locate campus and community resources. A LGBT Center could house a dedicated library of materials for the campus community at large, including books, videos and magazines.

3. Visibility. Unlike many ethnic minorities, sexual minorities are often invisible. People struggle, because they may know few if any other gay, lesbian, or bisexual individuals. Visibility is an important part of making the campus a more safe and supportive environment for everyone. If located in a central place a Center could increase visibility a positive way and improve the overall climate at UCSD.

4. Support of Student Organizations. Despite strong student support, the LGB organizations at UCSD have struggled to maintain continuity. Student LGBT organizations at other campuses have encountered similar difficulties. A Center could provide continuity with its resources and staff presence. Evidence shows that these organizations thrive where campus resource centers have been established.

5. Campus and Community Outreach. The presence of a Center would foster outreach to existing campus organizations as well to the greater San Diego community. The CACLGBTI has made efforts to co this but has been hampered by both visibility and continuity. Permanent staff is necessary to meet this goal.

6. Programming. A campus resource center would organize educational and academic programming events regarding issues of sexual orientation and related climate issues.. Currently, the CACLGBTI sponsors occasional campus events. A center could provide a home for regular programming events and speakers. These kind of events would stimulate and enrich intellectual life on campus and in the community as a whole.

7. Mentors. A Center is a place where students, staff, and faculty can work together to provide support and mentoring. Other UC resource Centers have formal mentorship and leadership programs, peer counselor programs, and speaker's bureaus run by the Centers.

Many of the issues discussed in the CACLGBTI's 1995 Climate Report could be alleviated by the establishment of a LGBT Center on campus. The experience of other campuses that have established staffed resources provide evidence for this assumption. Currently, the following UC campuses have LGBT Centers : Los Angeles, Irvine, Riverside, Berkeley, Davis, and Santa Cruz. Most of these Centers have funded staff or are in the process of getting additional staff. It is clear these centers provide support and education for people of all sexual orientations and improve the campus climate. For these reasons the UCLGBTA has also made the establishment of campus resource centers a statewide priority. Also, Nancy Loevinger and Edwina Welch, (Directors of the Women's and Cross Cultural Centers respectively), have expressed their support of a LGBT Center to complement their Centers in addressing diversity issues at UCSD. Members of the committee have met with representative of the student organization (LGBA), the Directors at other UC Centers including Davis, Los Angeles, Riverside and Irvine and we have collected information regarding the staff and space requirements of such centers. A recent survey of student needs at UCSD contained many direct references to the need for a center, as well as requests for safe space and central location of GBT resource.

Recommendation:

Form a steering committee to begin the establishment of a LGBT Center. This steering committee would draft a proposal, mission statement. They would identify space and submit a budget for center operations. They would also identify staffing needs and conduct the search and hiring of center staff.

APPENDIX F: Chancellor's Commission on Diversity/Outreach/Recruitment

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