

Chairs' & Center Directors' Meeting Minutes

Date: March 8, 2010 (12:00 to 2:00 pm)

Location: EBU II – Room 443

Attendees: Abbaschian, Reza
Anvari, Bahman
Barth, Matt
Bhuyan, Laxmi
Boretz, Mitch
Coyle, Michele
Cwiertny, David
Garay, Javier
Haddon, Robert
Hartney, Pat
Krishnamurthy, Srikanth
Lake, Roger
Leone, Therese
Mahalingam, Shankar
Matsumoto, Mark
Molle, Mart
Parker, Linda
Payne, Tom
Najjar, Walid
Ravi
Schultz, Jerry
Yan, Yushan

Absent: Balandin, Alex
Bhanu, Bir
Norbeck, Joe

The agenda for the meeting is shown in Appendix 1.

1. Legal Essentials Workshop/Presentation – Michele Coyle and Therese Leone

Reza introduced Michele Coyle and Therese Leone. Michele is UCR's Campus Counsel and Therese is Vice President and General Counsel for Mills College in Oakland. Prior to joining Mills College, Therese was University Counsel for the UC Regents for six years. Both presenters have had extensive experience in

employment law. Their presentation entitled “Diversity in the STEM Disciplines: Legal Risks and Best Practices” is attached to the meeting minutes. BCOE faculty attendees had several questions regarding the selection of minority candidates during faculty searches. It was pointed out that the major problem is that most faculty recruitment pools in engineering have very few minority applicants. The presenters had suggestions to address this situation and will forward additional materials on this subject through Pat.

2. Welcome and call for agenda items - Reza

The following topics were added to the agenda: Instructional Equipment (Yushan), ABET National Conference (Mitch).

3. Approval of Minutes - Pat

The revised minutes of the February 22nd Chairs/Directors meeting were unanimously approved.

4. Faculty Recruitment - Mark

Mark reported that he had no updated information on BCOE faculty searches. Yushan stated that CEE’s ad hoc committee had recommended two groups of 3-4 potential candidates and that several of these candidates were also on BIEN’s list of potential candidates.

5. Undergraduate Education - Ravi

Ravi reported that there may not be enough space available in selected courses for BCOE undergrads. Most of these courses are in English (1C) and Math. He will have better information on this issue later this week. Laxmi stated that CSE’s recent review by the Academic Senate discouraged CSE from offering evening lab sections which is causing scheduling problems for CSE. Shankar asked if other BCOE departments offer required courses more than once per year. CSE offers lower division required courses three times per year and upper division courses twice per year. EE doesn’t offer any required courses more than twice per year. ME offers a few selected required courses twice per year. Ravi suggested that departments try to consolidate (cross-list) courses across departments to offer more opportunities for BCOE students. Reza stated that budgets in academic units may be lower next year due to UC Unfunded Mandates (such as employee benefit cost increases, union wage increases, etc). BCOE took a \$572K Permanent Budget reduction this fiscal year but these UC Unfunded Mandates could cost another \$1M. Reza pointed out that low student workload FTE for some BCOE departments could be an issue for the campus. Also, Reza noted that this year’s UCR Discovery Day is on Saturday, March 20th in the BCOE patio area. Lastly, Ravi stated that UCR Strategic Communications is designing a new Yield website for BCOE and still needs input from several BCOE Chairs.

6. Graduate Education/Recruitment - Mark

Mark distributed a summary of the latest data for BCOE grad student applications, admits and acceptances. The total number of BCOE applications has increased from last year. There are a total of 104 (mostly domestic student) admits this year. There are about 35 international student admits in process along with an additional 44 domestic student admits. The total number of domestic student admits of 140 to date is much higher than last year’s domestic student admit total of 80. It was noted that six BIEN BS/MS students will be pursuing MS degrees next year in BCOE. There are a few additional BS/MS students in other BCOE departments that will be pursuing MS degrees. It was noted that BCOE can’t offer any central fellowship funding to BS/MS students for their MS degrees but BCOE can offer such funding if they decide to pursue PhD degrees.

7. Departmental Updates

There were no departmental updates.

8. Other Matters

Reza noted that BCOE departments/programs have requested \$724K in Instructional Equipment funding this year. The total amount of funds available is about \$264K. Reza asked if departments/programs want to rank order their requests or if they want Reza to make allocation decisions. After brief discussion, Reza announced that he will make Instructional Equipment allocation decisions by the end of 3/9/10.

Mitch asked if any department was intending to send representatives to ABET's National Meeting in April in Las Vegas. Mitch suggested that Bioengineering or Materials Science and Engineering may want to send a representative to this meeting in preparation for the 2012 ABET review.



Chairs' & Center Directors' Meeting

March 8, 2010

Agenda

Engineering Building Unit II – Room 443

- | | | |
|----|--|---------------------------------|
| 1. | Welcome - Request for Agenda Items from the Floor | Reza |
| 2. | Approval of Minutes from February 22, 2010 Meeting | Pat |
| 3. | Legal Essentials Workshop/Presentation | Michele Coyle,
Therese Leone |
| 4. | Faculty Recruitment | Mark |
| 5. | Undergraduate Education | Ravi |
| 6. | Graduate Education/Recruitment | Mark |
| 7. | Department Updates | Chairs/Center Directors |
| 8. | Other Matters | |

The next scheduled meeting will be

Monday, March 22, 2010

Please note: Meetings will be held in EBU II – Room 443

Diversity in the STEM Disciplines: Legal Risks and Best Practices

Michelle Coyle
Chief Campus Counsel,
UC Riverside

Therese M. Leone
Vice President & General Counsel
Mills College

UC Riverside
March 8, 2010

AGENDA – A ROADMAP FOR TODAY

- › Share ideas and learn from each other
- › Review diversity data in STEM disciplines
- › Discuss legal issues that arise from diversity challenges
- › Identify “best practices” to ensure diversity in STEM disciplines



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Diversity : A UC Definition

“Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.”

Adopted by the Assembly of the Academic Senate May 10, 2006

Endorsed by the President of the University of California June 30, 2006

Adopted by the Regents of the University of California, September 19, 2007

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A Few More Definitions:

- STEM = Science, Technology, Engineering, and Mathematics
- "Diversity" – refers to different demographic dimensions
- URM = Under-represented minorities:
 - Includes: African Americans, American Indians, Hispanics
 - Racial/ethnic groups that have been historically disadvantaged in the United States.
 - Members of these groups currently account for nearly **one-third of people aged 18–24** in the United States.
 - By 2050, members of these groups projected to be 50% of U.S. college-aged population.

The Changing Face of Employment

The U.S. workforce (generally ages 25 to 64) is in the midst of a sweeping demographic transformation.

By Year 2050, more than 50% of Americans Will Be Non-Caucasian.

The only age level in which whites would outpace minorities in population growth is among those reaching retirement: ages 65 and older.



The Impact of the Aging US Workforce

- By 2010 the median age will be 40.6 years—and more than half of all U.S. workers will be legally protected by the ADEA and entitled to sue their employers under the law.
- Increase in age-discrimination litigation is more a function of the economy than of demographics.



Colleges/Universities Have Increasingly Diverse Students



By 2020, students of color will comprise **46%** of the nation's total student population

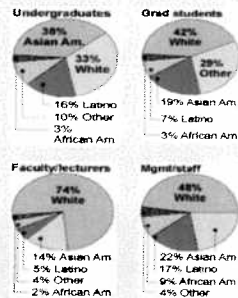


Colleges/Universities Have Increasingly Diverse Students

U.S. News and World Report's Diversity Index

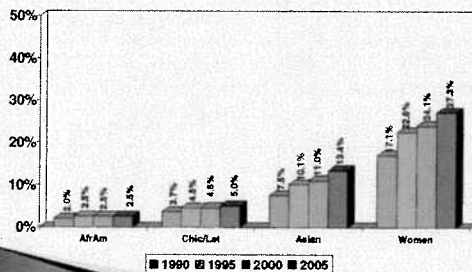
• Likelihood that undergrad will see person of another ethnicity on campus.
Out of 262 national universities:

- UC Riverside - 5th
- UCLA - 11th
- UC Berkeley - 16th
- UC Davis - 17th



University of California President's Task Force on Faculty Diversity - Faculty Headcount 1990, 1995, 2000, 2005

Asians and women show some improvement over time, Chicano/Latino show slight improvement, African Americans show none



Colleges/Universities Don't Have Diverse Faculty

- Only 10% of full-time undergraduate professors are faculty of color

- Faculty of color account for only 3% of faculty in mathematics, chemistry, physics, biology, and astronomy (engineering numbers are slightly higher at 4.6%).

- Full Professors
 - 1.3% African American
 - 2.2% Hispanic
 - 0.1% (14 of the over 10,285) Native Americans

AAUP



The "Leaky" Science and Engineering Pipeline

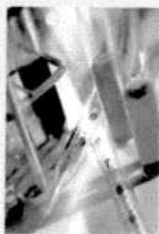
According to 2003 NSF data, women held only **28** percent of all full-time science and engineering faculty positions:

- 18** percent of full professors,
- 31** percent of associate professors
- 40** percent of assistant professors.

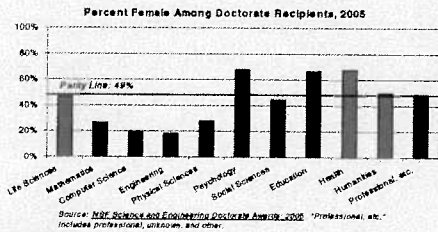


Women Faculty in STEM Disciplines Severely Underrepresented

- Bottom line:** Relatively minor changes in composition of STEM faculty over past 20 years **DESPITE** changes in pools of candidates for STEM faculty positions.



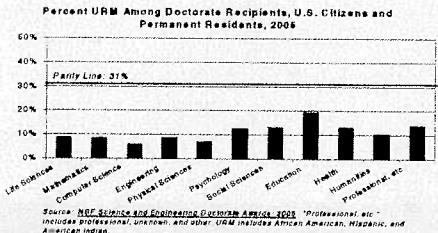
Faculty Diversity



<http://www.cgsi.org>

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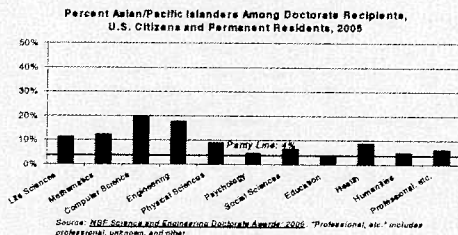
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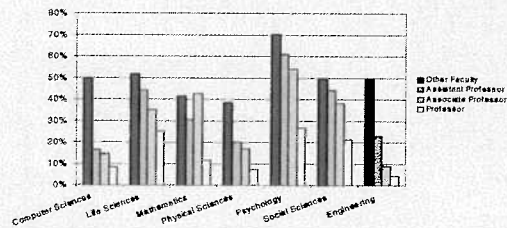
Faculty Diversity



<http://www.cgsi.org>

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Women as a Percent of Ph.D.s Employed in Universities & 4-Year Colleges by STEM Field and Rank, 2003



Source: Analysis of original data from: *National Science Foundation, Women, Minorities, and Persons with Disabilities in Science and Engineering, 2002*.

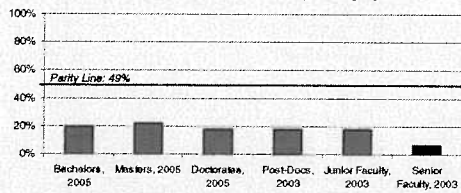
CPST

<http://www.cpst.org>

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Faculty Diversity

Percent Female at Each Level of the Engineering Pipeline



Source: Bachelors and masters data: CPST Analysis of NSF WebCASPAR data; post-doc and faculty data: *NSF Science & Engineering Indicators, 2006*; Doctorate data: *NSF Survey of Earned Doctorates, 2006*. The most recent data for each metric are reported. "Junior Faculty" includes assistant professors and instructors; "Senior Faculty" includes associate and full professors.

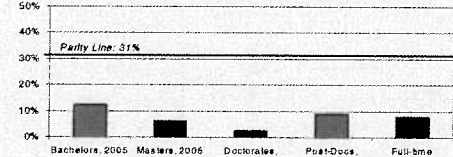
CPST

<http://www.cpst.org>

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Faculty Diversity

Percent URM at Each Level of the Engineering Pipeline

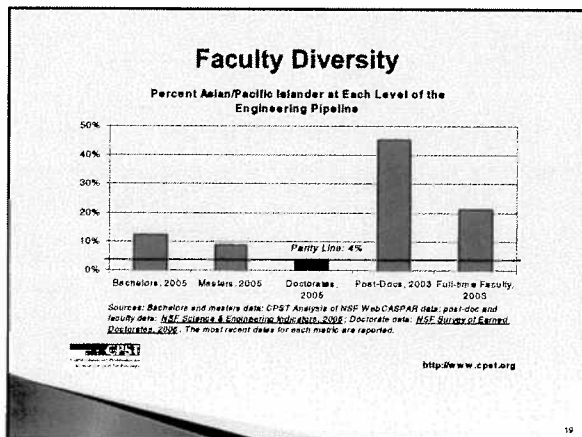


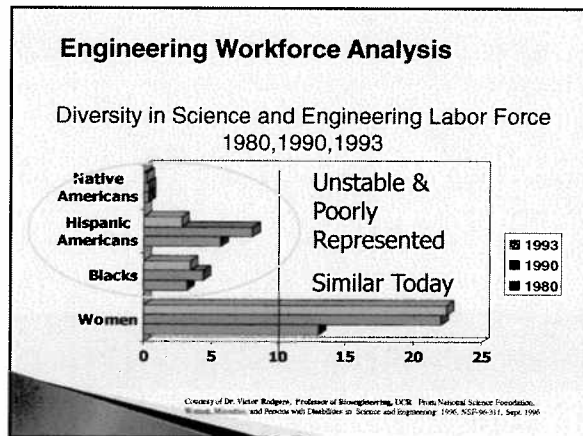
Source: Bachelors and masters data: CPST Analysis of NSF WebCASPAR data; post-doc and faculty data: *NSF Science & Engineering Indicators, 2006*; Doctorate data: *NSF Survey of Earned Doctorates, 2006*. The most recent data for each metric are reported. URM = African American, American Indian, and Hispanic.

CPST

<http://www.cpst.org>

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What is the cost of getting it wrong?

University of California
EPL Litigated Claims
Reported to TPA
7/1/2003 - 6/20/2008

Top 21 Cause Codes By Frequency

Client Cause Description	Count	Percent Total
Discrimination Disability	10	10.0%
Wrongful Termination	9	9.0%
Racial Discrimination	8	8.0%
Sexual Harassment	7	7.0%
Discrimination Gender	6	6.0%
Age Discrimination	5	5.0%
Breach of Contract	4	4.0%
Discrimination National Origin	3	3.0%
Retaliation: Wrongful Termination	3	3.0%
Harassment	3	3.0%
Discrimination Sex Orientation	2	2.0%
Defamation of Character	2	2.0%
Civil Rights	2	2.0%
Discrimination Pregnancy	2	2.0%
Administrative Error	2	2.0%
Sexual Assault	2	2.0%
Discrimination	2	2.0%
Invasion of Privacy/Private Occupancy	1	1.0%
Unauthorized Info. Release	1	1.0%
Malicious Prosecution	1	1.0%

What is the cost of getting it wrong?

University of California
EPL Litigated Claims
Reported to TPA
7/1/2003 - 6/30/2008

Top 21 Cause Codes By Severity		
All Litigation		
Client Cause Description	Count	Weighted Total
Discrimination Gender	1,072	1,072
Discrimination Disability	1,072	1,072
Retaliation	1,072	1,072
Sexual Harassment	1,072	1,072
Racial Discrimination	1,072	1,072
Wrongful Termination	1,072	1,072
Break of Contract	1,072	1,072
Age Discrimination	1,072	1,072
Defamation of Character	1,072	1,072
Retaliation Whistleblowing	1,072	1,072
Discrimination National Origin	1,072	1,072
Discrimination Sex Orientation	1,072	1,072
Malicious Prosecution	1,072	1,072
Harassment	1,072	1,072
Administrative Error	1,072	1,072
Discrimination Pregnancy	1,072	1,072
Civil Rights	1,072	1,072
Sexual Assault	1,072	1,072
Invasion of Privacy/Photo Occupancy	1,072	1,072
Discrimination	1,072	1,072
Unauthorized Info. Release	1,072	1,072

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~What is a Protected Category?~



- ▶ Protected Categories Whistleblower
- Race/ethnicity Gender
- Sexual Orientation Religion
- Age Disability Status
- National Origin Veterans Status
- Other Protected Leaves Marital Status

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~What is Prohibited?~

Engaging in any of following on the basis of a Protected Category/Activity:

- ▶ Refusal to hire;
- ▶ Discipline;
- ▶ Termination;
- ▶ Denial of training;
- ▶ Failure to promote;
- ▶ Paying less or demotion
- ▶ Harassment
- ▶ Failure to accommodate
- ▶ Retaliation



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Common Management Challenges

- › Acting consistently to avoid discrimination allegations
- › Dealing with poor faculty/staff morale
- › Doing more with less – how do you motivate people who are anxious about their future?
- › Managing more requests for leaves, disability accommodations, often due to stress
- › Raiding of talent from outside the institution



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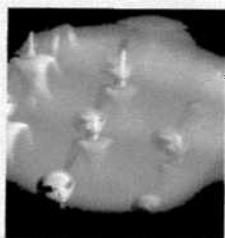
Common Management Challenges

- › Workplace violence/safety – in extreme cases, stressors can lead to violence
- › Safety concerns – are people cutting corners (research, compliance, etc)?
- › Management stress of terminating/laying off employees
- › Impact of furloughs - what happens to service?
- › Handling consolidation – impact of merging depts., discontinuing programs, and departmental culture clashes



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Group Exercise “CLOSE ENCOUNTERS OF THE CHALLENGING KIND”



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Best Practices to Encourage Diversity/Inclusion

- ▶ What can you do to encourage and maintain diversity, even in challenging times . . . ?

Special thanks to materials presented by Steven Castillo, Dean, College of Engineering, New Mexico State University
Lisa French, Executive Director, Commission on Professionalism in Science and Technology supported by NSF

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How to Effect Change and Promote Diversity

- ▶ Clear and transparent written guidelines so that the process of tenure/promotion is understood
- ▶ Promote diversity/inclusion throughout the organization
- ▶ Acknowledge benefits of diversity for competitive advantage.

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Faculty Actions That Promote Diversity in Recruitment

- ▶ **Recruit all the time.**
- ▶ Invite diverse speakers to departmental seminar series (who may become future recruits).
- ▶ Be proactive in recruiting — don't wait to search.
 - Develop professional contacts with women and URM.
 - Develop professional contacts with doctoral students at professional and society meetings.
- ▶ **Equitable review of dossiers**
 - All candidates' concrete evidence placed in a matrix
 - Look at multiple dimensions of the job.
 - Productivity/fundability.
 - Teaching needs.
 - Possible collaborations.
 - Record on diversity.
 - Evidence of good citizenship/leadership potential.
- ▶ **Avoid ranking too early in the applicant review process.**

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Best Practices For Faculty Retention: Creating a collegial, welcoming, and open environment

- Value diversity in the department.
- Resolve conflict and harassment rapidly.
- Be transparent in operations, including fair and open P&T guidelines
- Mentor faculty.
 - Facilitate and monitor carefully.
 - Volunteer to review colleagues' work.
 - Enhance research collaborations.

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Mid-Career Retention

- Ensure equity in job assignments and rewards for job performance.
- Create a collegial work environment.
- Provide opportunities to obtain seed money for new professional directions.
- Accommodate family and health needs.
- Encourage leadership (women/minorities)
- Ensure competitive salaries.

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UC Diversity Efforts



- No systemwide coordination of diversity efforts
- Alliance for Graduate Education in the Professions (AGEP) <http://www.nsfagep.org/>;
<http://www.ucop.edu/acadadv/agep/>
- President's Postdoctoral Program ;
<http://www.ucop.edu/acadadv/ppfp/>

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UCR Diversity Efforts

- ▶ UCR Chancellor's Postdoctoral Fellowship for Cultivating Diversity in Science, Engineering, and Mathematics -
<http://academic.ucr.edu/fellowship/postdocs/chancellorPostDocFellowship.pdf>
- ▶ Faculty Mentorship Program - <http://www.ucr.edu/FMP>
- ▶ Career Partners Program -
<http://academic.ucr.edu/fellowship/careerPartners.htm>

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UCR RESOURCES

Associate Vice Provost Conflict Resolution	
• Yolanda Moses	951-827-7741
Associate Vice Provost For Faculty Equity & Diversity	
• Marlene Zuk	951-827-3952
Ombudsman Office	
• Indumati Sen	951-827-3213
Affirmative Action	
• Gladys Brown	951-827-5604
Title IX Office	
• Debbie Artis	951-827-7070
Labor Relations/Employee Relations	
• Tony Giorgio	951-827-3641
Disability Management Coordinator	
• Marsha Marion	951-827-4785
Campus Counsel	
• Michele Coyle	951-827-2228

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**Thank you for your kind
attention!**

Michele Coyle
Chief Campus Counsel
UC Riverside

Therese Leone
Vice President & General Counsel
Mills College

UC Riverside
March 8, 2010

UC Riverside
March 6, 2019

CLOSE ENCOUNTERS OF A CHALLENGING KIND

Chair Nouveau, the newly appointed chair for the department of Extra-Terrestrial Science/Engineering, is recruiting for a tenure track faculty position. She holds a meeting of the department to discuss and rank 6 candidates that have applied for a new tenured faculty position. Several of the senior faculty members in attendance were on the hiring/recruiting committee and voiced very strong opinions about 4 of the candidates. The junior members of the faculty say nothing about these candidates. Two of the 4 candidates discussed are women, and 3 of the 4 candidates are Asian.

One vocal senior faculty member, Professor Opinionated, who was on the hiring/recruiting committee, states that there is only one real choice and that is to rank the female, Latina candidate #1 and make her an offer. Professor Opinionated states that this female candidate would be the first Latina in the department and stresses the importance of hiring an underrepresented minority candidate. He also points to data he obtained from the campus EEO office regarding underutilization numbers in their department. Specifically, women, Hispanics and African Americans are underrepresented. He further argues that since all the other candidates are Asian, and the department already has a number of Asian faculty, that he will only support an offer to the Latina candidate.

A number of senior faculty voice other opinions. Professor Laissez Faire, for example, says that they should only be focusing on hiring the most qualified individual and that the EEO data is irrelevant since the passage of Proposition 209. He maintains that it is illegal for the campus to even be collecting race or gender data anymore. Professor Ennui complains that she is really tired of faculty holding women to a higher standard than men and that the women candidates are superior to the men because they've had to overcome enormous sexism to get this far in their field. The junior faculty attendees, who are all Asian, offer no opinion on any candidates and look visibly uncomfortable during the meeting.

At the conclusion of the discussion, Chair Nouveau asks all faculty in attendance to rank the 6 candidates. When the results are tallied, the two female candidates are ranked #1 and #2.

Neither of the top two candidates accepts an offer. The 3rd highest ranked candidate, an Asian male, accepts the offer. After learning of the acceptance, Professor Opinionated circulates an email to all department faculty voicing his criticism regarding the candidate's qualifications.

QUESTIONS:

- What issues do you see?
- What should the Chair do in this scenario?
- What responsibilities do the junior and senior faculty have in this situation?

2010-11 BCOE GRADUATE RECRUITMENT TARGETS
2010-11 CAMPUS TARGETS

Dept	M.S.	Ph.D.	Total	Accepts	% of Target	College	Total	To Date	% of Target
BIEN	5	15	20	9	45.0%	BCOE	150	19	12.7%
CEE	3	17	20	7	35.0%	CHASS	???	2	#VALUE!
CSE	20	25	45	1	2.2%	CNAS	???	20	#VALUE!
EE	13	32	45	1	2.2%	DBS	???	0	#VALUE!
MSE	2	6	8	0	0.0%	GSOE	???	0	NR
ME	4	8	12	1	8.3%				
Subtotal	47	103	150	19	12.7%	Subtotal	150	41	27.3%

GradSIS Data as of March 8, 2010. Prior year data and data for other units are from March 17 in prior years.

International Students									
Program	Apps			Admits			Accepts		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
BIEN	27	28	26	3	0	0	0	0	0
CEE	85	112	129	24	25	0	0	3	0
CS	404	432	335	30	26	8	0	1	0
EE	424	422	336	51	23	0	10	6	0
MSE	NA	NA	53	NA	NA	0	NA	NA	0
ME	91	67	74	5	1	0	1	0	0
Total	1031	1061	953	113	75	8	11	10	0

Domestic Students									
Program	Apps			Admits			Accepts		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
BIEN	28	28	63	13	11	35	1	0	9
CEE	31	22	63	17	12	29	1	0	7
CS	42	56	68	17	26	17	1	3	1
EE	38	34	62	11	2	12	2	0	1
MSE	NA	NA	10	NA	NA	1	0	0	0
ME	17	18	22	1	7	2	0	2	1
Total	156	158	288	59	58	96	5	5	19

Total Students									
Program	Apps			Admits			Accepts		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
BIEN	55	56	89	16	11	35	1	0	9
CEE	116	134	192	41	37	29	1	3	7
CS	446	488	403	47	52	25	1	4	1
EE	462	456	398	62	25	12	12	6	1
MSE	NA	NA	63	NA	NA	1	NA	NA	0
ME	108	85	96	6	8	2	1	2	1
Total	1187	1219	1241	172	133	104	16	15	19

Unit	Apps		Admits		Accepts		One Year Percent Change		
	2009	2010	2009	2010	2009	2010	Apps	Admits	Accepts
BCOE	1219	1241	133	104	15	19	1.8%	-21.8%	26.7%
CHASS	1230	1075	266	35	45	2	-12.6%	-86.8%	-95.6%
CNAS	1380	1150	217	197	16	20	-16.7%	-9.2%	25.0%
DBS	47	51	8	6	1	0	8.5%	-25.0%	-100.0%
AGSM	331	125	53	17	13	0	-62.2%	-67.9%	-100.0%
GSOE	161	99	22	2	5	2	-38.5%	-90.9%	-60.0%
Total	4368	3741	699	361	95	43	-14.4%	-48.4%	-54.7%