

2003 – 2004 Affirmative Action Plan: Division of Academic Affairs

The Division of Academic Affairs reaffirms its commitment to further development and continuation of a program conducive to the achievement of the following goals:

1. Employment of women and minorities among the faculty consistent with labor market data on their availability. Attention to inclusiveness in faculty recruitment, so that employment opportunities are available to members of other protected groups, such as covered veterans.
2. Continued improvement of the female and minority faculty retention rate.
3. Improved utilization of qualified females in administrative categories, and minorities in clerical, administrative, and professional non-faculty categories. Attention to inclusiveness in recruitment (and promotion) to such positions, so that opportunities are available to member of other protected groups, such as covered veterans.
4. Assurance of availability of academic programs that are responsive to and reflective of the multicultural diversity of CSULB students and neighboring communities.

The processes that we will continue to utilize to assure successful pursuit of each of the aforementioned goals will employ the following strategies:

GOALS AND STRATEGIES

GOAL 1: Employment of women and minorities among the faculty, with the goal of equitable representation. (continuing goal)

Strategies:

A. Tenure-track Hiring

1. All colleges will continue to participate in an ongoing planning process associated with the University Strategic Planning process. One focus within the Division of Academic Affairs' Mid-Range Goals is to maintain and improve the quality of academic programs and services. This planning process, involving systematic consultation with all departments, will include attention to strategies to diversify both faculty and curriculum. College plans will be regularly discussed in the Senior Management Council (consisting of all college deans and led by the Provost/Senior Vice President for Academic Affairs).
2. Department chairs, deans, and academic staff will continue to work to maximize the diversity of applicant pools to meet availability norms through appropriate targeted recruitment and advertising efforts (including targeting professional associations, University graduate programs, and women's and minority professional associations), and utilization of modes of advertising likely to reach persons with disabilities. Departments will continue to be required to secure approval by the Director of Equity and Diversity for recruitment and advertising plans governing all tenure-track searches.

3. The Vice President for Academic Affairs and the Office of Equity and Diversity will continue to provide support for departmental recruitment and hiring efforts through workshops for search committees and dissemination of current information on candidate pools for each tenure-track search according to the revised procedures.
4. Deans will monitor departmental recruitment efforts to ensure that departments demonstrate good faith affirmative action recruitment effort, and will require adherence to University-approved search protocols that ensure consideration of a wide range of applicants.
5. Recruitment efforts have been expanded to electronic venues to ensure greater and easier access to employment opportunities.

B. Full-time and Part-time Temporary Hiring

1. Aggressive efforts will continue to be made to increase representation of woman and minority faculty in full-time and part-time temporary hiring to reflect availability.
2. Deans will require aggressive action by departments to recruit women and minority faculty in these categories through targeted advertising and contacts with appropriate organizations, regional associations, and graduate schools, and utilization of modes of advertising likely to reach persons with disabilities.
3. Department recruitment and advertising plans for multi-year full-time temporary appointments will require approval by the Director of Equity and Diversity.
4. The Vice President for Academic Affairs will ensure that Deans monitor and review applicant pools for good faith efforts made by departments to increase representation of women and minority faculty in part-time and temporary appointments.
5. Deans will ensure that particular efforts are made to establish contacts with regional graduate schools with strong minority and female pools for potential hiring.
6. Recruitment efforts have been expanded to electronic venues to ensure greater and easier access to employment opportunities.

Performance Indicators:

In the 2001 Update, the Division stated that realization of this goal would be indicated by a) a hiring rate for females that is equivalent to 50% of all new hires of faculty; b) a hiring rate for minorities equivalent to 40% of all new hires of faculty, and c) an increase of at least 3% per year in the number of Latino and Hispanic faculty.

Progress toward these goals in the years 2000-2002 was basically good, with some continuing problems. As in the most recent past, the hiring rate for females met the goal of 50% for the

combined academic years 2000-2001 and 2001-2002. The headcount for women hired was 76. On the other hand, goals for minority faculty hiring were not met, as minority comprised only 32.4% of new hires for 2000-2001 and 26% for 2001-2002. However, both women and minorities increased in absolute numbers. The number of women faculty rose from 462.90 to 582.46 while the number of minority faculty members rose from 274.52 to 337.53. The goal of increasing the number of Latino and Hispanic faculty by 3 % per year was exceeded as the total of such faculty grew from 75.74 in 2000 to 83.82 in 2002, an increase of nearly 11% over two years.

The Division has established the same performance indicators to measure its success in achieving this continuing goal during the next three years. Since it is hoped that progress will be even during each of these years, the goal for each year will be hiring ratios for women and minorities of 50 percent and 40 percent, respectively, and a 3 % increase per year in the number of Latino and Hispanic faculty.

**GOAL 2: Continued improvement of the retention rate of female and minority faculty.
(continuing goal)**

Strategies:

1. Consistent with the University's Policy on Retention, Tenure, and Promotion, Academic Affairs and the College deans will provide training and encouragement for department chairs to ensure that departments operate proactive mentoring programs for all newly hired probationary faculty. Such mentoring shall include mentoring in teaching and research agendas and an "early warning" system for probationary faculty at risk for tenure. As in the past, the Director of the Faculty Center for Professional Development will be available to assist departments in their mentoring efforts, as well as coordinate a year-long orientation program for first-year probationary faculty.
2. Academic Affairs will continue to make available an annual summary of the support provided to women and minority probationary faculty, as well as self-identified persons with disabilities and self-identified Vietnam Era veterans, from all funds for research and instructional professional development.
3. Deans will encourage adequate representation of women, minorities, and other protected groups on search, and RTP committees (*see also Goal 5, Strategy 2*), and will work to ensure that search committees are well informed of affirmative action goals and policies of the university and that they are proactive in developing strategies to obtain qualified women and minority candidates.

Performance Indicators:

In the 2001 Update, the Division set as their performance indicator for this goal that 95 percent of female and minority probationary faculty members hired in academic years 2000-2001 and 2001-2002 would be retained. Of a total of seventy-six probationary women faculty hired in these years, seventy-one (93.4%) remain on the faculty in Summer 2003; of forty-four probationary minority faculty hired in the same two-year period, forty-one (93.2%) have been retained. These percentages compare to an overall retention rate for probationary faculty hired in 2000-2001 and 2001-2002 of 96.7% (147 of 152). The total number of separations was five, all of whom were

women and three of them were minorities. Although the retention of new women and minority faculty is slightly below the goal, their stated reasons for leaving were not related to negative personnel decisions and appeared to be based on personal reasons. A summary of the support provided to probationary faculty in the years 2000-2001 and 2001-2002 through the major University faculty development programs indicates that a significant proportion of such awards went to women and minority faculty. These award programs include support for both scholarly and creative activities and instructional activity and innovation. Of 360 awards made under the three major programs (Tenure/Initial Promotion Career Enhancement, Enhancing Educational Effectiveness, and Assessment Grant Programs, and SCAC Award program), 219 (60.8%) went to women and minority faculty members.

The performance indicator for realization of this goal will continue to be a retention rate of 95 percent for probationary women and minority faculty members, and a rate at least equal to that for all probationary faculty combined.

GOAL 3: Improvement in the utilization of qualified females in the administrative (managerial) classification, and minorities in clerical, administrative, and professional classifications. (continuing goal)

Strategies:

1. The Division will continue to conduct aggressive recruitment of qualified female and minority candidates for all managerial (administrative) appointments through national networks, extensive and targeted advertising, personal recruitment, and careful monitoring of search protocols.
2. Advertising for clerical and professional non-faculty appointments will continue to include outreach to community associations, newsletters, and job hotlines. Special efforts will continue to be made to reach Hispanic-serving organizations, including second-language advertising where appropriate.
3. The Division will continue to provide training and promotional opportunities for all staff, including short-term traineeship positions when feasible, professional development opportunities, and mentoring systems within colleges.

Performance Indicators:

In the Update, the performance indicators identified for success in achieving the stated objectives were (1) an increase in the number of Hispanic staff employees, (2) a minority hiring rate of 40 percent in the clerical and professional categories, and (3) a combined minority/female hiring rate of 50 percent for managerial positions. The number of Hispanic/Latino employees in the Division did indeed increase between 2000 and 2002, rising from 57.75 to 61.75; on the other hand, actual utilization of Hispanic/Latino employees lagged considerably behind availability in every job category. This continued lag may be due at least in part to the relative scarcity of Latino applicants.

The transition to a new Centralized Management System since the update in 2001 has resulted in some different accounting of positions in some categories. Consequently comparisons of some historical and current hiring data would not be appropriate. However, a comparison of utilization data for 2000 and 2002, respectively, indicates that the utilization of female managers increased in the Division from 51.4% in 2000 to 53.30% in 2002. This means that actual utilization of females now exceeds availability for managerial positions by 3.3%. Although progress was also made in the utilization of minorities in managerial ranks, there is still a significant gap between utilization and availability. The number of minority managers remained unchanged from 2000 to 2002, however the actual utilization percentage increased from 20.22 % to 22.97% , but there is still a gap of almost 12 percent between availability and utilization. This remains an area of concern to be addressed by future recruitment strategies.

The performance indicators to measure achievement in these areas will continue to be a 40 % minority-hiring rate into clerical and professional positions, and a 50% combined female/minority hiring rate into managerial (administrative) positions.

GOAL 4: Continued development and availability of academic and academic support programs that are responsive to and reflective of the multicultural diversity of CSULB students, faculty, and neighboring communities. (continuing goal)

Strategies:

1. The Division will continue its support for special activities that enhance student and faculty, effectiveness in a multicultural environment.
2. The Division will continue to develop integrated, community-linked programs to address the needs of students from minority- ethnic communities in the University's service areas who may be under served by the university (such as the Cambodian, Vietnamese, Filipino, and Hispanic communities).
3. The Division will continue to provide access and service to the diverse community that surrounds the University, with emphasis on encouraging involvement by faculty, students and personnel in understanding and resolving community issues and problems and providing access to the community through off-campus programs. The Division of Academic Affairs will continue to assign high priority to support for the efforts of the individual colleges to develop and foster a culture that values and incorporates diversity in their curriculum, personnel decisions, faculty and student activities, and interactions with the surrounding community.

Performance Indicators:

In the 2001 Update, the Division reiterated that the single performance indicator in assessing progress in this area would be evidence of continuous curriculum and program development in all colleges. This has, in fact, been the case. Examples would include: the MESA program in the College of Engineering is designed to attract minority and female students into math, engineering and science majors and careers; the SERVE program in the College of Education provides all aspiring elementary teacher education students the opportunity to practice their skills in urban classrooms not only as a learning experience for themselves, but also as a community service to poor and minority students in need of additional instructional support.

The Faculty Center for Professional Development continues to support the goal of enhancing faculty effectiveness in the multicultural campus environment by providing targeted sessions within its institutes and workshop series through out each year. The College of Health and Human Services utilizes its extensive accreditation and program review processes to maintain and update curriculum and programs to be reflective of and responsive to CSULB students and the community and professionals it serves.

Curriculum development that has particularly supported the goal of developing integrated, community-linked programs is reflected in the significant expansion of the University's Community Service Learning Center over the past four. The CSLC now serves scores of faculty and helps to facilitate hundreds of student service learning placements in the community. Academic Computing Services has supported the development and expansion of the BeachBoard project which serves faculty as a course management tool and provides students from all backgrounds greater access to not just print materials but also audio and visual materials and university sources from their own computer or a campus computer laboratory.

Academic Affairs has established an Enrollment Management Task Force that recommends admission policies that will ensure continued access for minority students within the region. This effort is augmented by the efforts of the Colleges of Liberal Arts, Natural Sciences and Mathematics, and Education to work with local high schools (largely minority) to improve their students' college readiness in English and mathematics. All of these efforts illustrate continued success of academic and academic support programs that are responsive to and reflective of the diversity of CSULB students, faculty and the surrounding communities.

The Division will maintain the same general performance indicator to measure its success in achieving this goal: evidence of continuous curriculum development in all colleges.

GOAL 5: Commitment to the principle on inclusiveness with respect to qualified persons from all protected groups, including protected veterans and persons with disabilities. (continuing goal)

Strategies:

1. The Division will encourage, expansive employment recruitment strategies that incorporate systematic contacts with groups and organizations affiliated with such protected classes as persons with disabilities, protected veterans, and special disabled veterans. Office of Equity and Diversity provides advice and assistance to departments in developing these plans.
2. Deans will encourage adequate representation from all protected classes, including self-identified persons with disabilities and self-identified protected veterans, on search, and RTP communities.

Performance Indicators:

The Division has continued to require, as a condition of any academic department conducting a faculty search, approval of Recruitment and Advertising Plan by the Office of Equity and Diversity. This plan must thoroughly describe the ways in which the position is to be advertised, including all efforts to develop an inclusive applicant pool, consistent with the University and college affirmative action commitments. The Office of Equity and Diversity provides advice and assistance to departments in developing these plans.

Although the Office of Academic Affairs does not monitor centrally the composition of departmental search committees, an audit of committee membership for searches conducted in 2000-2001 indicates that search committees do indeed include adequate representation of persons from protected groups, insofar as can be determined from available data consistent with the demographic composition of the respective departments.

For purposes of reporting on this indicator, searches conducted in twelve (12) representative departments were selected for analysis. The total number of tenured and tenure-track faculty in these departments was 187, including 94 males, 93 females, and 48 minority faculty. Taken together, the twelve departments had search committees that totaled 54, including 32 males, 22 females, and 15-minority faculty; women represented 40.7 percent of the membership of these committees, and faculty from minority groups represented 27.8 percent. Although at first impression, it might seem that females were underrepresented on these search committees, in fact, this was not the case. The Collective Bargaining Agreement provides that only tenured faculty members may serve on search committees. In the twelve departments in question, women actually comprised only 41.4 percent of the tenured faculty (55 of 133); similarly, members of protected groups comprised 22.6 percent of the tenured faculty. Thus, representation of women and minorities on search committees in these departments was very close to their respective proportions of the tenured faculty. Although there were variations from one department to another, the ratios of males and females on search committees generally reflected the overall ratios on all departments studied.

The performance indicators for this goal will be (1) inclusiveness in search protocols of appropriate recruitment contacts, modes, and venues to reach groups and organizations affiliated with protected groups and (2) diversity of membership on search committees that is reflective of the composition of departments conducting searches.