Memorandum

Date: May 29, 2007
To: The Executive Committee of the Academic Senate
From: David Larson, AALO & Chair, Faculty Diversity & Equity Committee
Subject: Executive Summary of the AALO’s Annual Report to Ex Comm

My second two-year term as the faculty’s Affirmative Action Liaison Officer (AALO) will end at the conclusion of AY 2006-07. During the past four years, the University has taken significant steps to more broadly diversify the regular faculty. Having tracked faculty appointments annually by college, I’ve seen several trends emerge since Fall 2004. Those data and data for the preceding three years, back to appointments beginning in Fall 2001, are included here in this Executive Summary as a spreadsheet entitled New Faculty for a New Century.

Also included is a comprehensive breakdown of all tenure-track searches conducted during this academic year (Status Report on 2006-07 Tenure-Track Searches).

The AALO is responsible for chairing the Faculty Diversity & Equity Committee, whose membership is appointed by the Executive Committee for staggered two-year terms. For many years, the FDEC has operated below the radar in the faculty governance structure. With certain diversity and multicultural imperatives brought into focus by the WASC accreditation, the time seemed propitious for FDEC to take a more active role in the affairs of the university.

This past January, at FDEC’s invitation, the committee was visited by President Qayoumi and Senate Chair Hank Reichman. Committee members were given a rather remarkable opportunity: to explore “reinventing” FDEC in terms of changing its composition, structure and charge. Among the changes we were asked to contemplate was whether FDEC’s members should be elected rather than appointed. The committee spent much of Winter and Spring quarters re-examining its role on campus and researching the role of diversity committees and programs at other public universities, including the University of Colorado, University of Michigan, Duke, Penn State University, Indiana University and others.
Our research and deliberations resulted in approved recommendations for several significant changes to FDEC’s structure, composition and role. While the committee feels FDEC should continue to be appointed by Ex Comm rather than elected by college, we would like to see the following recommendations appear in a BEC at the beginning of the 2007-08 academic year:

- That the immediate-past AALO remain in FDEC for one term to provide continuity of institutional knowledge.
- That the title Affirmative Action Liaison Officer (AALO) be changed to Diversity and Equity Officer (DEO).
- That one staff member and one student member be appointed annually to FDEC.
- That FDEC develop and oversee a proposal for a seven-point blueprint for diversity, the CSUEB Diversity Plan. *(Note: This Plan, appropriately vetted, would appear separately in a subsequent BEC.)*

Here’s a sketch of what a university Diversity Plan would include, drawn up by a subcommittee of FDEC.

**From:** Patricia Guthrie (Women’s Studies Representative)
Oscar Wambuguh (College of Science Representative)

**Subject:** CSUEB Diversity Plan: Proposed Work Assignments for AY 2007-08

To begin the process we reviewed the University Administration listing in the 2006-08 catalog, pages 614-617 (copies of this were handed out at our May 23rd meeting). The purpose for reviewing the list was to get the lay of the land; we wanted some idea of the range of units in the University. Next we made our own abbreviated listing (copies of this were handed out at the meeting). Our next step was to list the seven agreed-upon elements of the proposed CSU East Bay Diversity Plan. The final step in this process involved assigning a University unit(s) to be responsible for spearheading each element of the Plan. We will assume that the unit responsible for the element will involve other units when the element is actually developed and implemented.

**Elements of the Diversity Plan:**

- Creating a Welcoming Campus Climate
  - Student Affairs
- Recruiting and Retaining a Diverse Student Body
  - Planning and Enrollment Services
  - All academic programs and departments
- Student Affairs

- Recruiting and Retaining a Diverse Work Force
  - President’s Council (all VPs)
  - Provost’s Council (all Deans and University Librarian)
  - Human Resources

- Developing a Curriculum that Supports the Goals and Mission of CSUEB
  - CIC (Committee on Instruction and Curriculum)
  - All academic programs and departments
  - Office of Faculty Development

- Diversifying University Leadership and Management
  - President’s Council (all VPs)
  - Provost’s Council (all Deans and Head Librarian)
  - Human Resources

- Coordinating Organizational Change to Support Our Diversity
  - FDEC (Committee of the Academic Senate)

- Measurements and Awards
  - Criteria Development
  - FDEC
  - Award Unit
    - Academic
    - Student Affairs
    - Administration and Business Affairs
  - Institutional Research

Example:
An example of what we would like to see under the fifth element, “Developing a Curriculum that Supports the Goals and Mission of CSUEB” would be the creation of “Diversity” courses, submitted by any program, which would comprise a separate GE category that all students must take as a graduation requirement. Listed below are Learning Outcomes for the Cultural Groups and Women’s requirement. These outcomes could serve as a model for a campus-wide Diversity requirement.

Learning Outcomes (Cultural Groups and Women)

Courses satisfying this requirement must lead to all of the following four outcomes.

1. Knowledge of and respect for one or more of the groups and their contributions to U.S. society, including but not limited to three or more of the following aspects: historical, linguistic, cultural, economic, political, and literary.
2. Ability to analyze critically the relationships between the groups and the dominant society, among the groups themselves, and among members of the same group.
3. Working knowledge of the groups’ histories and contemporary experiences as subjects (as opposed to objects or victims) and of their voices and expressions, including, but not limited to, oral traditions, writings, and art forms.
4. Comprehension of the origins and functions of discrimination, exploitation, and oppression of the groups, both historically and in the present, and ability to identify various patterns of discrimination.

Additional Criterion
The course as a whole (not a percentage or “more than half”) must focus on one or more of the identified groups in the U.S. to be approved.
Status Report on 2006-07 Tenure-Track Searches
for the Executive Committee of the Academic Senate

Total number of searches: 33
Distribution:
CLASS: 8  CBE: 9  CEAS: 6  CSci: 10
Number of Searches Completed to Date (thru May 24): 22
[RO = 05-06 search rolled over to 2006-07]

CLASS: 2
MUSIC (History/Literature/Ethnomusicology): 164 apps White Male (Assistant Prof)
COMM (Public Address/Forensics): 7 apps (2f, 5 m) White Male (Assistant Prof)
Formal Offers: Comm (New Media) on 5/11; Music (Jazz) on 5/16; Sociology (SS) on 5/16

CBE: 6
ACCOUNTING (Financial): 17 apps Asian Female (Assistant Prof) RO
ACCOUNTING (Financial): 17 apps Asian Male (Assistant Prof) RO
ACCOUNTING (Cost, Tax): 19 apps Asian Female (Assistant Prof) RO
ECONOMICS (Open Field): 286 apps Asian Female (Assistant Prof)
MANAGEMENT (Strategic): 70 apps White Male (Associate Prof) RO
MANAGEMENT (Strategic): Asian Male (Assistant Prof) RO

CEAS: 4
EDLD (Doctoral Program): 10 apps (7f, 3m) White Female (Associate Prof) from 05-06
EPSY (Counseling): 13 apps Asian Female (Assistant Prof)
KPE (Pedagogy): 8 apps (2f, 6 m) White Male (Assistant Prof) RO
LH&LS (Leisure Mgmt) (7 apps) White Male (Assistant Prof)
LH&LS (Hospitality Mgmt) African Male (Assistant Prof)
Formal Offers EDLD (Doctoral Program) on 5/7; LH&LS (Hospitality Mgmt) on 5/22

CSCI: 10
BIOL (Genetics): 27 apps Hispanic Male (Assistant Prof) RO
BIOL (Physiology): 32 apps (21 m, 11 f) White Male (Assistant Prof) RO
MATH (Applied): 103 apps White Female (Assistant Prof)
MATH (General): 150 apps White Female (Assistant Prof)
NURS (Any Specialty): 4 apps (4f) Hispanic Female (Assistant Prof)
NURS (Medical/Surgical): 3 apps (3f) Asian Female (Assistant Prof)
PSYCH (Comparative cognitive/learning): 15 apps (5f, 10 m) White Male (Assistant Prof)
PSYCH (Cognitive psychology): 65 apps (no data yet) White Male (Assistant Prof) RO
PSYCH (Developmental): 50 apps (30+ female) White Female (Assistant Prof) RO
STAT (Applied/Computational): 47 apps Asian Female (Assistant Prof)

Scoreboard:
Of the 22 completed searches: 11 positions have been filled by males, 11 by females
Asian-Am/Asians comprise 8 of the new hires, Africans 1, Hispanics 2, Whites 11
## Tenure-Track Appointments 2001-2007: New Faculty for a New Century

<table>
<thead>
<tr>
<th>Appointments Beginning In/By</th>
<th>COLLEGE (Dean)</th>
<th>CLASS (Good)</th>
<th>CBE (Tontz)</th>
<th>CEAS (Towner)</th>
<th>CSCI (Leung)</th>
<th>LIB (Kwon)</th>
<th>TOTAL (Colleges/Lib)</th>
<th>(White Females + A.Af.Am, H Females + A.AGA/Am, NA, H Males)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>10 (7)</td>
<td>6 (6)</td>
<td>7 (7)</td>
<td>7 (3)</td>
<td>0</td>
<td>30/0</td>
<td>10 + 8 + 5 = 23</td>
<td>10 + 6 + 2 = 18</td>
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<tr>
<td>(Larson)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Fall 2002</td>
<td>7 (4)</td>
<td>1 (1)</td>
<td>4 (3)</td>
<td>5 (2)</td>
<td>1 (1)</td>
<td>17/1</td>
<td>8 + 1 + 2 = 11</td>
<td>6 + 4 + 2 = 12</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>9 (9)</td>
<td>2 (1)</td>
<td>3 (0)</td>
<td>5 (2)</td>
<td>1 (0)</td>
<td>19/1</td>
<td>6 + 4 + 2 = 12</td>
<td></td>
</tr>
<tr>
<td>Fall 2004</td>
<td>6 (6)</td>
<td>2 (1)</td>
<td>2 (2)</td>
<td>8 (8)</td>
<td>0</td>
<td>18/0</td>
<td>11 + 2 + 4 = 17</td>
<td></td>
</tr>
<tr>
<td>Fall 2005</td>
<td>16 (14)</td>
<td>2 (2)</td>
<td>3 (3)</td>
<td>6 (4)</td>
<td>1 (1)</td>
<td>27/1</td>
<td>5 + 10 + 9 = 24</td>
<td></td>
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<tr>
<td>Fall 2006</td>
<td>18 (11)</td>
<td>7 (4)</td>
<td>7 (5)</td>
<td>5 (4)</td>
<td>2 (1)</td>
<td>37/2</td>
<td>12 + 7 + 4 = 23</td>
<td></td>
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<tr>
<td>(Bowser)</td>
<td>(Kohl)</td>
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<tr>
<td>Fall 2007 (thru 5/24)</td>
<td>2 (0)</td>
<td>6 (5)</td>
<td>5 (3)</td>
<td>10 (7)</td>
<td>0</td>
<td>22/0</td>
<td>4 + 7 + 4 = 15</td>
<td></td>
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<tr>
<td>Past 4 Years</td>
<td>42 (31)</td>
<td>17 (12)</td>
<td>17 (13)</td>
<td>29 (23)</td>
<td>3 (2)</td>
<td>104/3</td>
<td>32 + 26 + 21 = 79</td>
<td></td>
</tr>
<tr>
<td>Past 7 Years</td>
<td>68 (51)</td>
<td>26 (20)</td>
<td>31 (24)</td>
<td>46 (30)</td>
<td>5 (3)</td>
<td>170/5</td>
<td>56 + 39 + 30 = 125</td>
<td></td>
</tr>
</tbody>
</table>

Over the past 4 years 74% of tenure-track appointments to other than white males
Over the past 7 years 71% of tenure-track appointments to other than white males