

COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION
ANNUAL REPORT TO RIVERSIDE DIVISION
December 1, 2020

To be received and placed on file:

The Committee on Diversity, Equity, and Inclusion (CoDEI) is an important part of faculty governance and collegial responsibility in the University of California system. As a committee of the Riverside Division of the Academic Senate, CoDEI is appointed by the Senate's Committee on Committees and consists of eight members of the Division, including, the Associate Vice Chancellor for Diversity and Inclusion as non-voting ex-officio.

This committee is charged with representing the Division on all matters of diversity, equity, and Inclusion at UCR. It monitors the campus for discriminatory employment practices, retention, and for issues involving diversity and campus climate, and, at its discretion, makes recommendations for improvement in specific practices and general policy. It further serves as a liaison between individuals having concerns related to diversity, equity, and inclusion at UCR and the Division, providing, at its discretion, advice and guidance when requested. It further represents the Division on all matters concerned with student diversity, equity, and inclusion including efforts to monitor and to increase the number of students from underrepresented groups who enter undergraduate, graduate and professional programs.

The Committee on Diversity, Equity, and Inclusion met four times during the 2019-2020 academic year. In addition to reaffirming its Conflict of Interest Statement and conducting a review of its bylaws, the Committee undertook the following actions:

a. Consideration of Inquiries from the Campus at Large Concerning Various Topics
To Senate. Inclusion of DEI matter in campus proposals

The Committee on Diversity, Equity, and Inclusion (CoDEI) would like to bring to the Senate's attention the absence of DEI consideration in many of the proposals sent to the committee for review.

Per our charge, this committee "monitors the campus for discriminatory employment practices, retention, and for issues involving diversity and campus climate, and, at its discretion, makes recommendations for improvement in specific practices and general policy. It further serves as a liaison between individuals having concerns related to diversity, equity, and inclusion at UCR and the Division, providing, at its discretion, advice and guidance when requested".

However, many of the proposals sent to us for review do not address DEI issues at all. This limits the committee's ability to provide appropriate feedback. Therefore, we would like to request that the campus be reminded to include DEI discussions when preparing proposals.

To Senate. Assessment of Bylaw 55 Delegations – Department Voting Rights

Over several CoDEI meetings a concern has arisen that the extension of voting rights may exclude diverse junior faculty. In an effort to enhance diversity, equity, and inclusion on campus CoDEI would like to assess Bylaw 55 Delegations – Department Voting Rights. Specifically, the committee would like to request all Bylaw 55 submissions for each department for the last five years to identify trends and dive further into understanding departmental cultures and potentially

make recommendations on how to improve the retention process and campus inclusion of faculty at all levels.

To Senate. Request for Appointing a Task Force on Comprehensive Salary Equity

The Committee on Diversity, Equity, and Inclusion (CoDEI) writes to request the Senate establish a Senate Task Force to conduct a comprehensive salary equity study on our campus.

In considering a request from Women's Faculty Association (WFA) for a comprehensive salary equity review, the Committee reviewed the recent step-based salary equity study conducted by the VPAP Walker. While the committee appreciates the VPAP's effort in addressing faculty salary inequity on campus, we found the study is misleading. For example, equal pay at the same rank/step is not the same as equal pay for equal work as it could take much more for a female faculty to reach the similar rank/step compared to a male colleague in the same department. In addition, the study doesn't support equal pay at equal rank/step as claimed as "within 90% of the mean" could lead to a more than two-step difference in salary (Exhibit 4). For those reasons, we believe additional salary analyses are necessary for salary inequity assessment.

We thus would like to request you to appoint a Senate's Task Force consisting of the office of the VPAP, Senate and WFA to conduct additional fact-finding study regarding salary inequity on our campus.

To Senate. Clarification on request for appointing a task force on comprehensive salary equity

The Committee on Diversity, Equity, & Inclusion (CoDEI) discussed the approach and timing of establishing a Task Force on Comprehensive Salary Equity Study.

The Committee believes a comprehensive salary equity study is critical for our campus moving forward to address lack of salary equity by gender and race. We request the Task Force be appointed by the end of AY 2019-20 and the study be completed by the end of 2020 to expedite implementation of procedures to bring salary parity on our campus.

The Committee suggests considering the following criteria in appointing such an important Task Force:

Current Senate leadership:

1. Chair of CoDEI charged with evaluation of diversity and equity activities that may impact faculty on our campus and for familiarity with structures of bias and discrimination.
2. A member from the Committee on Academic Personnel for understanding existing systems of evaluation for purposes of merit and promotion, and the systems by which faculty salaries are determined and assigned.
3. A member from the Committee on Faculty Welfare as issues of salary equity are fundamental to the welfare of our faculty overall.

Women faculty leaders:

1. UCR's representative to the System-wide Advisory Committee on the Status of Women (SACSW, an advisory committee to UC President), for her understanding issues related to women faculty at system-wide level.

2. Chair(s) of the Women Faculty Association, for representing key constituents impacted by potential salary inequity on our campus and for their familiarity with past studies conducted on our campus.

Administration

1. Vice Provost for Academic Personnel
2. Assistant Vice Provost for Academic Personnel
3. Chief Diversity Officer
4. A statistician

**b. Discussions with Campus Leadership and Recommendations to the Administration
*To Provost Search Advisory Committee via Senate Chair. Recommendations on Provost search***

The Committee on Diversity, Equity and Inclusion (CoDEI) supports the search committee's effort on identifying and recruiting an outstanding Provost for UCR. We believe that, as part of the commitment to excellence, we must appoint a leader who exemplifies and advances the core UC mission to enhance diversity, equity and inclusion (DEI) on our campus.

We strongly urge the search committee to adopt best practices in assessing candidates' qualifications in enhancing DEI. We recommend that all who are under consideration be required to submit a statement on diversity, equity, and inclusion as part of the required materials. The statement should articulate an awareness and understanding of diversity, equity and inclusion; provide details of previous and current activities and contributions that enhanced diversity, equity and inclusion; and provide a specific, concrete plan for enhancing diversity, equity and inclusion for faculty and staff at UCR.

To Campus Community via Senate Chair. re Support for prioritizing the needs of Black students and allies

The Committee on Diversity, Equity, and Inclusion writes to express our outrage at death of George Floyd, as so many before and after him, and our strongest possible support to members of the Black community and their allies. The call to action to the UCR Administration on May 31, 2020 in essence demands prioritizing the needs of the student body, including taking immediate action for Spring grades, campus-wide support for the Black community, and alternative forms of UCR campus safety. We support prioritizing the needs of the student body in these ways, as they are in line with our charge.

In the immediate term, we urge all faculty members to be flexible for final assessments in their courses, to alleviate some of the burden that students (particularly Black students) are faced with today as they survive in the world and work to thrive at UCR. We recognize that along with COVID-19, the increased visible racist police violence and the ensuing national protests – including those in Riverside and surrounding areas – regarding anti-Black racism this quarter have extracted a heavy emotional, physical and economic toll on all our students. Many in our student community have expressed feelings of mental distress and an inability to focus on coursework due to ongoing events. These same students are actively engaged in demanding social justice and an end to police brutality, which is needed now for future students. CoDEI joins the call for faculty to choose alternatives such as no-fault final exams, reconfigurations of final assessment weight, or extension of time to complete final assessments by granting incomplete grades. These steps will support the students' vulnerability, as well as their desire to use their voices at this important time.

For the longer term, we are engaged in a discussion to propose concrete measures to increase campus-wide support for the safety and well-being of the Black student community. We also support systemic change and recruitment and retention of Black faculty members at UCR. It is clear that we must do better to create an environment in which our most vulnerable students will thrive.

To Administration via the Senate Chair. re. Stop the Clock due to COVID-19

The Committee on Diversity, Equity, and Inclusion (CoDEI) writes to request that the Administration extend the tenure clock for all UCR tenure-track assistant professors due to the global pandemic caused by coronavirus disease (COVID-19). As presented by VPAP Walker on March 20, faculty must currently request the extension using the Stop the Clock Certification Form; however, we would like the one-year extension to be automatically given to all tenure-track assistant professors. In other words, we believe that the one-year extension is not something that should have to be requested, but rather is something that should be proactively and universally granted to all tenure-track junior faculty.

Background

COVID-19 has swept across the globe and disrupted our lives. Public schools in the area, including UCR, are closed until April 30th and the governor of California has ordered residents to “stay in place” - that is, to stay at home and avoid gatherings - while businesses have closed and grocery stores have placed limits on the number of particular goods (such as milk and toilet paper) people can buy, all in an attempt to “flatten the curve” which would allow our hospitals to not be overwhelmed with COVID-19 patients.

Research has halted or been severely disrupted, as labs are shut down and the [IRB](#) has issued directives to cancel or postpone “non-essential” in-person visits that cannot be done remotely. All classes are to be conducted online, and faculty are trying to figure out how to transform their classes and adapt to new technology with little time before the spring quarter starts.

The disruption we currently face related to research, teaching and service is unprecedented and we sincerely appreciate the administration’s attempts to address these disruptions. For example, the email from Rodolfo Torres, Vice Chancellor for Research and Economic Development and Thomas Smith, Interim Provost and Executive Vice Chancellor on March 16 states “Assistant professors whose research is seriously curtailed can apply for ‘stop the clock’ through their department and the Academic Personnel Office.” Similarly, Vice Provost for Academic Personnel Aemea Walker’s email on March 20, 2020, included a [Dear Colleagues](#) memo that stated: “Stop the clocks for one year will be granted upon application for issues arising from the current COVID-19 pandemic” and that no documentation, aside from listing COVID-19 as the reason, is needed. Furthermore, it stated that

We anticipate that student evaluations of teaching (Winter and Spring 2020) may be negatively impacted by the need to move to remote learning and general student dissatisfaction with what has happened...While we will adjust for the potential negative reaction of students to being pushed into a remote teaching format, we would also like to be able to reward those faculty who have really gone the extra mile to provide students with a great experience under very trying circumstances. Again, it will be important for faculty to discuss their teaching experiences using remote platforms in their self-statements.

Our concerns

We ask that you make the one-year stop the clock extension a default for assistant professors, rather than placing the burden of asking for an extension upon them, while allowing faculty to affirmatively choose to not use the extension. In other words, rather than inaction by assistant professors resulting in no clock stoppage, assistant professors would instead need to act only if they did not want a clock stoppage to take place. This is because *applying* for a stop the clock places the burden on individual faculty members and then specific departments, rather than recognizing this as a global pandemic that has an effect on each faculty member. We know that the global pandemic has dramatically changed daily life for faculty members, particularly those who have child and elder care responsibilities, among other situations. As we know that care work disproportionately impacts women, this is squarely placed as a diversity, equity and inclusion concern.

Many tenure-track faculty are also in "the trenches" so to speak re: preparing for online teaching, continuing to advise and mentor, and dealing with non-work responsibilities brought on by the COVID-19 pandemic (e.g., children being home because schools are closed) as well as often being the ones to help students cope. Given that we know that faculty of color, first generation faculty, and other underrepresented faculty (such as LGBTQ faculty) do a disproportionate amount of mentoring, particularly for students of color, students from immigrant families, and first generation students, these faculty are likely more impacted by the COVID-19 disruptions due to their service and mentoring of students. This is another matter related to diversity, equity and inclusion. When placed alongside the loss in research productivity that is inevitable during such an unprecedented time, this is a singularly disruptive event in the professional careers and personal lives of every junior faculty member.

Peer universities have made similar commitments to their tenure-track faculty - see the statement from UMass, for example, where the provost is opting for a blanket one year extension (i.e., with no need to apply), and that faculty need to affirmatively decide not to use it: <https://www.umass.edu/coronavirus/news/message-faculty-provost> and a similar message from Vanderbilt: <https://www.vanderbilt.edu/coronavirus/2020/03/19/mar-19-2020-message-for-tenure-track-faculty/>

Another diversity, equity and inclusion concern we have is related to the March 20, 2020 Dear Colleagues memo referenced above. Although we understand this may be due to a system-wide policy, we believe the policy outlined in the aforementioned email that says "For those who have already reached their 2-year stop the clock maximum, however, there will need to be supporting documentation/justification since final approval is at the level of the systemwide Provost, Michael Brown" will have a disproportionate effect on those who are in most need of the extension, **since many of those who already have reached their maximum likely did so because they had children and/or are caregivers for others**. As you know, these responsibilities disproportionately fall to women and people of color who do not live in traditional two-parent households. As a result, we are concerned that the barriers in place to extend this clock stoppage beyond two years will result in decreased use of the stoppage by those who need it most.

Furthermore, the March 20, 2020 Dear Colleagues memo recommends that faculty should explain why and how COVID-19 has negatively impacted their research, teaching and service in their personal statements. However, it is already difficult to include important aspects of research,

teaching and service into page-limited self-statements. Because this is a pandemic that has effects for us all and will disproportionately have a negative effect on faculty with children, elder care, mental illness, and who conduct lab work, among other situations, we believe that the administration should (1) frame the negative impacts of COVID-19 on research, teaching and service for faculty in the administration's own request letters to be sent for external letter writers and in the administration's own review of merit and promotion cases, (2) not hold any disruption in activity due to COVID-19 against faculty members even if they choose not to stop the clock (as UMass is saying they won't, see link above), (3) adjust expectations for upcoming merit and reviews, and (4) specify how exactly the negative impact of COVID-19 and negative abrupt transition to online teaching on student evaluations of teaching will be "adjusted." In summary, this is a global pandemic the university is dealing with, not something that should fall onto the shoulders of individual faculty to explain and frame.

Recommendations

- Revise (a) current policy that requires faculty to request a one year stop-the-clock which will be granted as long as the reason is COVID-19 to (b) a policy that automatically grants all assistant professors a one year stop-the-clock due to the COVID-19 pandemic, with faculty still able to request to go up "early" or affirmatively not take the year stop-the-clock, if they so desire.
- Tenure-track assistant professors who have already used two clock stoppages should **not** be required to petition system-level administrators to extend the clock due to this pandemic.
- Advocate on behalf of junior faculty at the system level to institute this change.
- Incorporate the negative impacts of COVID-19 on research, teaching and service in letters to be sent for external letter writers for AY 2020-2021 and 2021-2122
- Not hold any disruption in activity due to COVID-19 against faculty members even if they choose not to stop the clock
- Adjust expectations for upcoming merit and promotion files in AY 2020-2021 and 2121-2022 to take into account disruptions in teaching, research and service
- Specify how the negative impacts of abrupt online teaching due to COVID-19 and their potential impact on student evaluations of teaching will be "adjusted" as per the [Dear Colleagues](#) March 20, 2020 email. We recommend limiting the use of student evaluations of teaching for all instructors during any term impacted by COVID-19, as recommended by [professional associations](#)

c. Advice to the Academic Senate

In keeping with its charge to make recommendations for improvement in specific practices and general policy, the Committee considered the following Campus and System-wide reviews:

Campus Review

- Proposed Bylaw Change. Charges Bylaw 8.7.1-Membership
- Proposed Agreement. UCR Online Course Agreement (ILTI Agreement)
- Resubmission-UCR Online Course Agreement (ILTI Agreement)
- Proposal to Extend COVID-19 Remote Instruction at UCR
- Proposal to Eliminate Differences in Rate of Advance of Faculty Among Genders & Ethnicities

- Committee on Courses proposed new General Rules and Policies Governing Courses of Instruction
- Proposal to Modify the UCR Comprehensive Review Model to Include a Test Optional AIS for Freshman Admission for the Fall 2021 and Fall 2022 Admissions Cycle
- CNAS FTE Rebalancing
- Endowed Chair Proposal. The Bruce D. and Nancy B. Varner Presidential Endowed Chair in Cancer Research in the SoM
- Compendium Action. Establishment of Division of Undergraduate Education
- Implementation Procedures for the Health Sciences Compensation Plan (HSCP)
- Proposed Regulation Revision. Graduate School of Education Regulations ER 1 to ER 4.1
- Proposed Regulation Change. Senate Regulation R1.8.1-Final Exam Duration
- Proposed Regulation Change. Graduate Division Regulation GR5.4 for Fall 2020
- Proposed Policy. Prohibition on Bullying and Abusive Conduct by Employees and Non-Affiliates
- Proposed Degree Program. Joint Statistics BS-Statistics MS Five Year Combined-Degree Program
- Proposed Degree Program. 4th Round Master of Science in Business Analytics (MSiBA)
- Proposed Transition of Vice Provost for Administrative Resolution (VPAR) at UCR
- Proposal. New Title for Cooperative Extension (CE) Specialists
- New Master Degree Proposal. Master of Science Degree in Robotics
- Endowed Chair Proposal. The Singletary Family Chair in Agriculture in CNAS
- Endowed Chair Proposal. KA Endowed Chair in Electrical and Computer Engineering
- Endowed Chair Proposal. Endowed Term Chair for Research Excellence and Undergraduate Research mentoring (CHASS)
- Endowed Chair Proposal. Endowed Term Chair for Inclusive Excellence in CNAS
- COVID-19 Temporary Modification or Suspension. Senate Regulations and or Policies
- Correspondence. Guidance on Oversight of Student Fees Beyond Tuition
- Consultation. Consideration of Proposal for Suspension of iEval for Spring 2020
- Campus Five Year Planning Perspectives (2020-2025)
- Appendix 7 Transfer of Program. 2nd Round. Transfer of the Bachelor of Science Degree in Business Administration to the School of Business

The Committee offered no comments on the following campus review items:

- Proposed Policy. Performance Management, Corrective Action, Dismissal (Non-Senate Academic Titles)
- Proposed Changes. 2nd Round – Graduate Division Regulation GR5.4 for Fall 2020

System-wide Review

- Report of the Working Group on Comprehensive Access
- Revised Presidential Policy on Native American Cultural Affiliation and Repatriation
- Reconsideration of Changes Made to APM 120
- Report Review. UC Washington (UCDC) Center Review
- Report of the Standardized Testing Task Force
- Revised Presidential Policy on Copyright Ownership
- Revised Presidential Policy Business and Finance Bulletin G-28. Travel Regulations
- Proposed New Presidential Policy on Gender Recognition and Lived Name

- Presidential Policy on Protection of Human Subjects in Research
- BOARS Recommendation to Eliminate the ACT-SAT Essay Requirement

The Committee offered no comments on the following system-wide review items:

- Presidential Policy on Native American Cultural Affiliation and Repatriation
- Proposed Revisions to APM Sections 240 - Deans, and 246 - Faculty Administrators
- Proposed Revisions to APM Section 120 - Emerita/Emeritus Titles

The Committee's formal response to each issue is located on the Academic Senate website and can be found at: <http://senate.ucr.edu/about/issues/2019-2020/>

d. Representation at System-wide Senate and the Executive Council

CoDEI continued its active participation on the system-wide University Committee on Affirmative Action, Diversity, and Equity (UCAADE). The 2019-20 CoDEI representative was Xuan Liu, who updated committee members of the issues under discussion at the statewide level. Chair Liu also represented the committee on the UCR Academic Senate's Executive Council.

Respectfully submitted,

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