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. Continues improvement of the female and minority faculty retention rate.

2. 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.

3. Assurance of availability of academic programs that is 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 a continuously updated planning process focused on "Faculty of the Future" as part of the Division's Multi-year Planning Framework. This 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.

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. Expansion of recruitment efforts to include electronic access.

B. Full-time and Part-time Temporary Hiring

1. Since tenure-track hiring opportunities continue to be somewhat limited (though increasing), 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.

Performance Indicators

In the 1999 Update, the Division indicated 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 1998-2000 was basically good, with some continuing problems. Again, as in the most recent past, the hiring rate for females exceeded 50% for academic years 1998-1999 and 1999-2000, 52.9% of all faculty hired were female. On the other hand, goals for minority faculty hiring were not quite met, as minority comprised only 31.3% of new hires for the period. Both women and minorities increased in absolute numbers, however, the number of women faculty rose from 343.11 to 462.90 while the number of minority faculty members rose from 206.20 to 274.52. 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 54.39 in 1998 to
75.74 in 2000 (increase of 39.25% over two years); expressed as a percentage of the total faculty, Latino/Hispanic faculty grew from 5.85% to 6.78%.

_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 Center for Faculty 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 1999 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 1998-1999 and 1999-2000 would be retained. Of a total of fifty-two probationary women faculty hired in these years, fifty-one (98.1%) remain on the faculty in Summer 2001; of twenty-nine probationary minority faculty hired in the same two-year period, twenty-eight (96.6%) have been retained. These percentages compare to an overall retention rate for probationary faculty hired in 1998-99 and 1999-2000 of 97.9% (ninety-three of ninety-five). A summary of report provided to probationary faculty in the years 1998-1999 and 19992000 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 175 awards made under the three major programs (Faculty Career Enhancement Program, Educational Innovation and
Assessment Grant Program, and SCAC Award program), 103 (58.5 percent) went to women and sixty-two (35.4 percent) went to 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.

**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 1998 and 2000, rising from 43.05 to 57.75; on the other hand, actual utilization of Hispanic/Latino employees lagged considerably behind availability in every job category except maintenance. This continued lag may be due at least in part to the relative scarcity of Latino applicants, however, since the "completion rate" (rate of hiring from among active applicants) for Latinos into staff positions in Academic Affairs is not consistently lower than the rates for other groups. (An exception to this occurred in hiring for Technical positions; in this category, the completion rate for Latino applicants was less than half the rate of completion for non-Hispanic Caucasians).

Goals for minority hiring into clerical and professional positions in the Division of Academic Affairs were met in 1999-2000. Of seventy-three hires into positions in these two classifications, thirty (41.1 percent) were from minorities. In the clerical category, nineteen of forty-two hired (45.23 percent) were from minority groups, while in the professional category, minorities comprised 35.48 percent of hires (eleven of thirty-one).
Although there was not a sufficient number of managerial hires in 1999-2000 to assess progress toward meeting the Division's stated hiring goal for women and minorities in this category, a comparison of utilization data for 1998 and 2000, respectively, indicates that the number of female managers increased from 24.50 (46.67% of all managers in the Division) in 1998 in 33.05 (51.40% of all managers) in 2000. This means that actual utilization of females now exceeds availability for managerial positions. 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 increased from 6.75 in 1998 to 13.00 in 2000, representing growth from 12.86 percent of all managers to 20.22 percent, but there is still a gap of almost 15 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.

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 1999 Update, the Division reiterated that the single performance indicator in assessing progress in this area would be evidence of continuous curriculum development in all colleges. This has, in fact, been the case. For example, the "Heritage Language" initiative in the College of Liberal Arts has grown with the help of external funding, and a number of other academic programs and initiatives aimed at enhancing faculty and student effectiveness in a multicultural environment have also emerged and/or continued to develop during the past two years. Examples would include: the Minority Access to Research Careers initiative in the College of Natural Sciences and Mathematics; and the launching of an ambitious program (also in the College of Natural Sciences and Mathematics) designed to broaden access to science and retain graduate talented science students, including women and minorities. The latter program has received four years of funding, totaling $1.6 million, from Howard Hughes Medical Institute.

Initiatives during the past couple of years that have supported the goal of enhancing faculty effectiveness in the multicultural campus environment have included a Diversity faculty development program series sponsored by the Center for Faculty Development and a semesters-long faculty development series in the College of Education that was focused on Multicultural Diversity, Individuals with Special Needs, and Community/Parents Collaborations.

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 two to three years. The CSLC now serves scores of faculty and helps to facilitate hundreds of student service learning placements in the community.

*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.

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.