

**ANNUAL REPORT
2008-2009
University Diversity Committee**

**Submitted to
University of Utah Academic Senate
June 2009**

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Executive Summary

For academic year 2008-09, committee members looked into several issues regarding diversity on campus and continued to collect and update campus-wide diversity data for students, faculty and staff. This year three subcommittees investigated various issues. The student recruitment and retention subcommittee, primarily looked at recruitment/retention/graduation of students, mostly undergraduates but are now starting to include more data on graduate students. The salary analysis committee looked at equity in salaries starting with staff and faculty. The faculty and staff committee, investigated faculty and staff issues, primarily retention, termination, and appointments to administrative positions. In all these committees the objective was to compare underrepresented ethnic groups and women with the white male majority. A fourth subcommittee, called the diversity mission statement committee was intended to look at other campus issues, such as internal communication among various campus groups working on diversity, campus organizational structure as it pertains to diversity, and legalities, but did not meet very often this year and thus did not submit a report. The Diversity Committee as a whole was also consulted on other issues on campus, such as the University's position on race-based and ethnicity-based financial aid and the importance of diversity in departmental reviews conducted by the Graduate School. A brief summary of our findings and recommendations follows:

- The need for race conscious financial aid programs at the University must be substantiated in terms of diversity. This was discussed at Diversity committee meetings with Robert Payne and it was decided that the Office of Equity and Diversity will be responsible for this issue with the support of legal counsel and the Diversity committee.
- The Academic Senate executive committee has asked the Diversity committee to become more involved in department reviews conducted by the Graduate and Undergraduate Councils. A memorandum of referral was written and the exact nature of this involvement will be developed further, preferably before the start of academic year 2009-2010.
- Student enrollments for Latinos(as)/Hispanics and Asians (Pacific Islanders, Native Hawaiian, etc.) continue to increase at the University. Enrollments for African-Americans and American Indians remain the same, approximately 1%. The University needs to recruit, retain and graduate more underrepresented students, particularly Latina/o students who are underserved compared to Utah's population demographics. This is, most likely, due to the small pool of college-prepared Latino/a students in the state.
- The female population at the University has dropped slightly this year and has remained below 45% for the last few years. The Presidential Commission on the Status of Women is investigating this further.
- Ethnic graduate student enrollment is comparable to the overall ethnic student enrollment at the University. However, certain ethnic groups are severely underrepresented in certain colleges compared to similar colleges at other universities and the nation as a whole.

- Graduation rates for American Indian students has been lower than the other students in the last few years and this trend will be monitored to see if this is a continuing problem or if it is due to statistical fluctuations due to the small number of students. .
- The number of ethnic minority students being prepared for college is small percentage-wise compared to the White majority as evidenced by ACT (American College Testing) scores for Utah.
- Several University-wide programs are in place for the recruitment of underrepresented populations. These need continued support and a means of tracking these students needs to be put in place.
- A number of colleges have precollege programs for recruiting students in general. The Diversity committee is starting to collect information on many of them. There is a concern that many of these programs do not have a strong assessment on how well they are doing as far as recruiting women and underrepresented groups, if that is their objective. We would recommend that they consider an evaluation of these programs to determine how many of the students they contact eventually enroll at the University and how many are women and minority students.
- A more accurate report on scholarships would be obtained if department scholarship information would be made available to the Financial Aids Office.
- There is a concern that recent “differential tuition” costs being implemented in several colleges next year will impact the number of underrepresented students in those colleges. The Diversity committee will monitor this in the future.
- The total number of regular faculty on the main campus was virtually identical from last year, but all ethnic categories fell except for American Indian, which rose from 4 to 5. On the other hand, the number and percentage of women among regular faculty is continuing a slightly upward trend, reaching 27% in 2008.
- Minorities are still disproportionately underrepresented in leadership positions, either in academic/faculty leadership or staff leadership positions.
- Based on the cohort study started recently, the University is experiencing a disproportionately greater loss of women and minority regular faculty and there is no indication that this trend is curtailing..
- The salary analysis committee is working with Prof. William Smith and others to develop a meaningful salary analysis for tenure/tenure-track faculty and has funded a graduate intern for this purpose. A preliminary report is included in this annual report.

Diversity Committee Annual Report

The Diversity Committee of the Academic Senate continued to work on various issues for academic year 2008-2009. The student recruitment and retention committee focused mainly on student issues – primarily recruitment, retention, preparation and financial aid, while the faculty and staff committee focused on faculty and staff issues – primarily recruitment, retention, promotion and administrative positions. The salary analysis committee investigated salary equity for staff and faculty. Each of these subcommittees submitted separate reports that are a part of this overall report and the reader is referred to those sections for detailed information from those particular subcommittees. This year the committee was fortunate to have the assistance of Dr. Rachel Pickett, a staff member in the Office of Equity and Diversity, to help with the collection and analysis of data from the Office of Budget and Institutional Analysis. It was not clear if Dr. Pickett's position would be funded for next year due to University-wide budget cuts. In addition to the subcommittee findings the committee discussed a few issues as a committee of the whole and those are listed below.

Race-based and Ethnicity-based Financial Aid

A few years ago, Mr. Robert Payne, General Counsel, gave a presentation to the diversity committee and brought up the issue of race-based and ethnicity-based financial aid. This issue has been discussed for many years on higher education campuses across the country ever since the case of the *Regents of the University of California v. Bakke* in 1978 when the US Supreme Court ruled in favor of Allan Bakke (a Caucasian), who alleged that the special admissions program to the medical school at Davis excluded him on the basis of his race. The Supreme Court was split with four justices against and four justices in favor of Mr. Bakke's contention. Justice Powell cast the deciding vote in favor, ruling that minority-based quotas were unconstitutional because they discriminated against non-minority applicants although he also stated that universities could use race as a plus factor among many factors in the admissions process and cited the Harvard College Admissions program as an example. Justice Powell's opinion was affirmed in 2003 in *Grutter v. Bollinger* and *Gratz v. Bollinger*. While these cases only involved the admissions process, many institutions and organizations wondered if the decision should also be applied to the financial aid process used at higher education institutions. Whether race-based or ethnicity based financial aid is unconstitutional has not been presented to the US Supreme Court but some people think it is only a matter of time before it is.

With this background, Mr. Robert Payne suggested that the diversity committee look at this issue and participate in the process of identifying the values of diversity on the University campus and considering the need for race conscious financial aid programs. This resulted in the formation of the Diversity mission statement committee who, after a year of discussion, drafted a mission statement for the diversity committee that indicated that diversity is part of the educational mission of the University. Although this is an important step in the diversity analysis, more may need to be done before the University can comfortably consider race in the awards of financial aid. In March of this year, Mr. Robert Payne gave another presentation to the committee on the

status of race-conscious scholarships. It was recommended that this issue be referred to the Office of Equity and Diversity and that that office, together with the Diversity Committee, work with General Counsel to complete the diversity analysis.

Department Reviews conducted by the Graduate School –Diversity Concerns

For several years the diversity committee has discussed the issue of accountability for improving diversity on campus. Along these lines the Graduate School (and Graduate Council) decided to make diversity an important issue in their periodic reviews of the various academic departments on campus (those that offer graduate degrees) every year. The Undergraduate Council reviews those University departments that do not offer graduate degrees. Prof. Bob Flores, Law School, wrote a letter about this issue last year (see last year's report) and this was discussed in the diversity committee meetings this year. Prof. Fred Rhodewalt, Associate Dean, gave a presentation to the diversity committee at its November meeting and there was some discussion on how the diversity committee can help during these department reviews. Over the next few months the Academic Senate Executive committee discussed this issue and proposed a plan of action that was approved by the Diversity committee at its March meeting. This proposal is provided in Appendix D – Memorandum of Referral from Academic Senate Executive Committee on Department Reviews. The details of how this will be implemented for next year will be discussed further with the Diversity committee, the Graduate School, Undergraduate Studies, Office of Equity and Diversity and the Academic Senate Executive committee.

Student Recruitment & Retention Committee

2008-2009 Members: Ed Trujillo (Chair), Barb Remsburg, Angela Romero, Joyce Gray, Isabel Dulfano, Anna Adams, Mateo Remsburg, Sweeney Windchief, Rachel Pickett

Data Collection:

This year was the first year we were able to use the services of Dr. Rachel Pickett, staff member in the Office for Equity and Diversity, for our data collection. It is uncertain if this assistance will continue for next year. Dr. Pickett has accepted an academic appointment at another university. The source of the diversity data provided to the University Diversity Committee is the Office of Budget and Institutional Analysis, the official information source for the University of Utah. The reader can refer to the corresponding tables through the statistical summary tool on OBIA's website [www.obia.utah.edu] for more detailed information. Peer institution statistics were gathered from the institutional analysis websites of each individual university. National statistics were taken from the Chronicle of Higher Education's 2008/2009 Almanac.

Students:

Figure 1 gives the percent of total enrollment of the University by ethnicity for the years 1970-2008. Numbers of students are gathered each year at Autumn Semester Census, or the third week of the fall semester. Numbers of students of color have been gradually increasing for both undergraduate and graduate populations since the 1970/1971 academic year, more specifically since the 1999/2000 academic year. Asian American and Latina/o students have contributed to the largest increases in the student of color population. It can be noted that despite the increase in the population of students of color they continue to remain between 9% - 13% of the student population. It is also important to note that, as will be shown later, graduation and retention rates for students of color are lower than their White peers. Apart from just increasing the student of color population in numbers, purposeful efforts to increase support and programs to foster the success of students of color is necessary. Addressing the educational value of a diverse student body and faculty population is essential for the future growth and success of the University of Utah as higher education becomes more diverse.

As pointed out in last year's report, the Latina/o student population at the University of Utah is significantly below the projected state Latina/o population (4% versus 11%) while the Asian-PI-NIH population is higher than the state population. African-American and American Indian populations are about the same as the projected state populations. For comparison, Figure 2 gives the national student enrollment for 4 year public institutions by ethnic group for 2006. The University is significantly less diverse than the national averages, particularly for African-Americans, Asian-Americans and Latinas/os. One bright spot is that there appears to be more students of color entering the University. Figure 3 shows the ethnic population of the entering

Freshmen students for 2008-2009. If this trend continues and if these students can be retained then the ethnic student population should increase significantly over the next several years.

Figure 4 shows that the female population of the University of Utah over the last nine years has decreased. Female population reached a peak in 1999-2000 at about 46%, dropped to 44% and is now a little below 45%. Although the difference in percentages is low this represents a large number of female students. This was pointed out in the last report and, so far, no clear explanation has been put forward. This is also a phenomenon unique to the University of Utah. The other state colleges and universities did not experience such a significant drop over the same time period. We understand that the Presidential Commission on the Status of Women is still investigating this issue.

The Diversity committee also started to look at graduate student enrollments this year. Figure 5 shows the overall ethnic graduate student population at the University for academic year 2008-2009. Interestingly, the demographics of the overall graduate student population reflect those of the undergraduate student population. Of course, there are more non-resident alien students in graduate school and less Caucasians. This is clearly reflected in the statistics for the Colleges of Engineering and Science (see Figures 6a and 6b) where approximately 40% of their graduate students are non-resident aliens. Also, the number of American graduate engineering and science students of color is very low, approximately 5% [the percentages in the figure are rounded to the nearest percentage so percentages below 0.5% are shown as zero]. In comparison, for the United States as a whole the graduate enrollment in science and engineering in 2007 for US citizens and permanent residents was 7% Hispanic, 7.6% African-American, 8.1% Asian-American and 0.6% American Indian [NSF 09-314, InfoBrief, June 2009]. The demographics for graduate students for all the colleges at the University for Academic Year 2008-2009 are provided in Appendix C of this report. College administrators should continue to work with the new Assistant Dean for Diversity in the Graduate School to increase the number of underrepresented students in their various colleges.

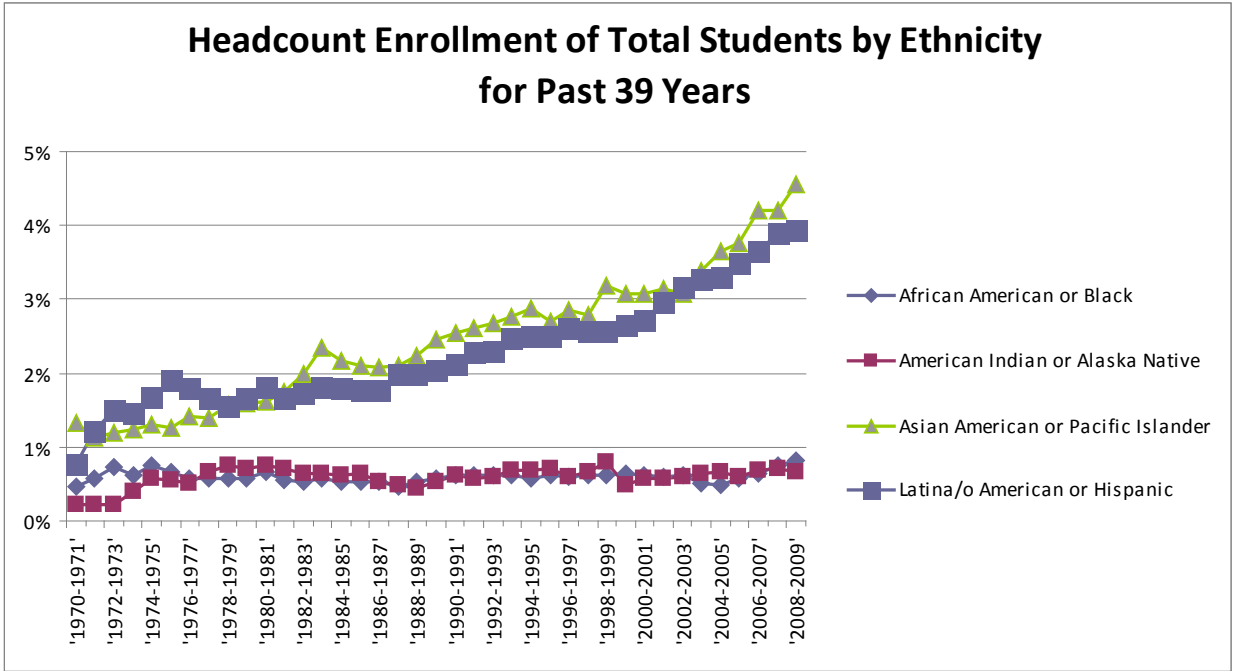


Figure 1. Percent of total student enrollment by ethnicity at the University of Utah for fall semester/quarter, academic years 1970-2008. [Source: OBIA, University of Utah]

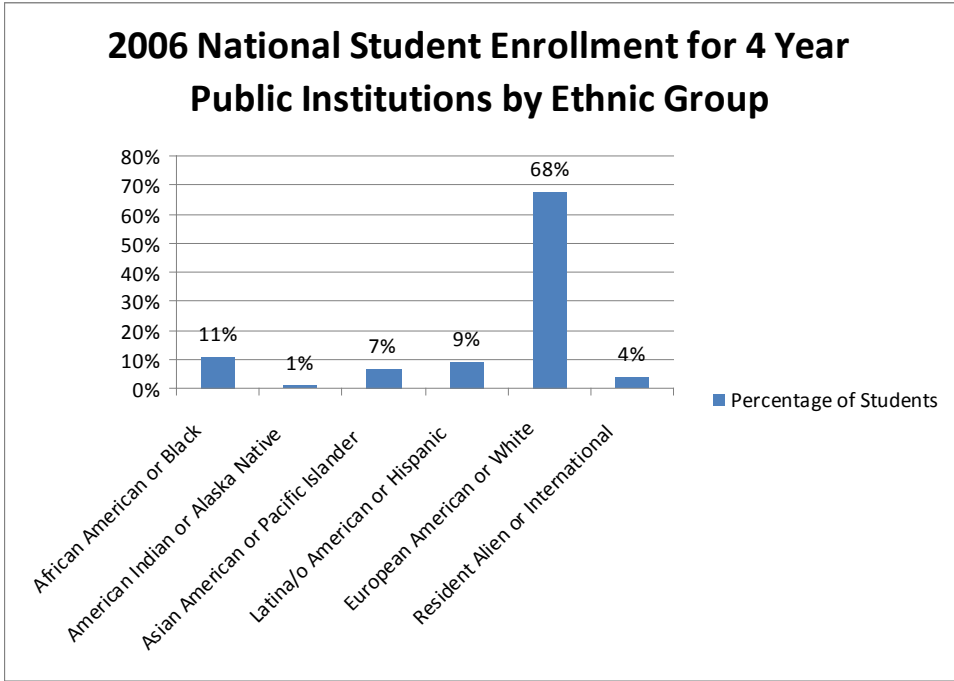


Figure 2. Percent Ethnic population of the 2006 National Student enrollment for 4 year public institutions. [Source: OBIA University of Utah]

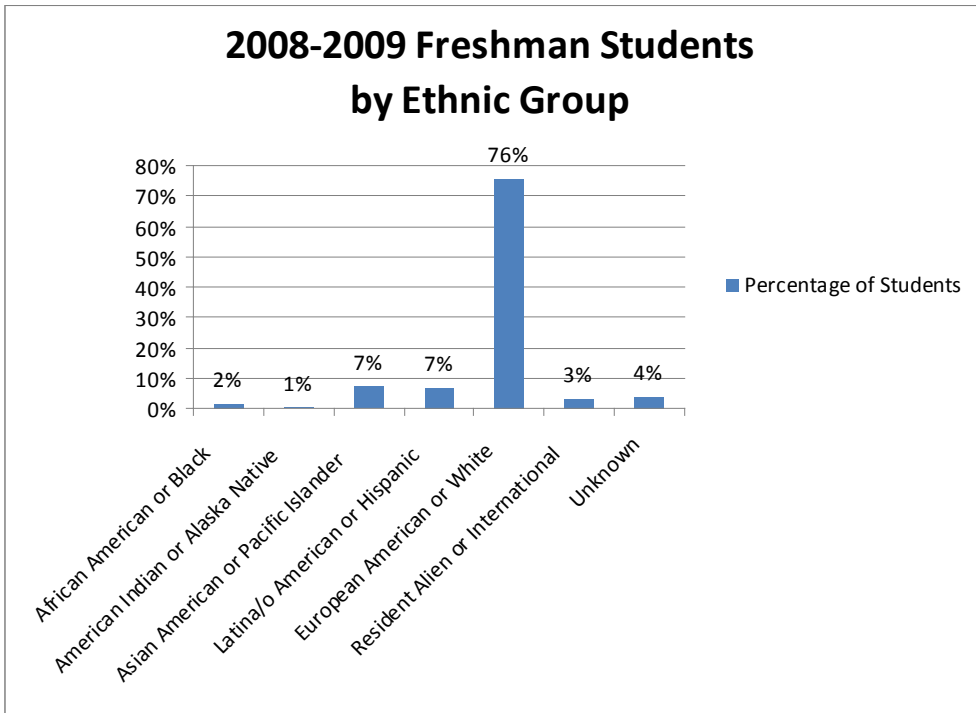


Figure 3. Percent Ethnic population of the 2008-2009 Freshman Students. [Source: OBIA University of Utah]

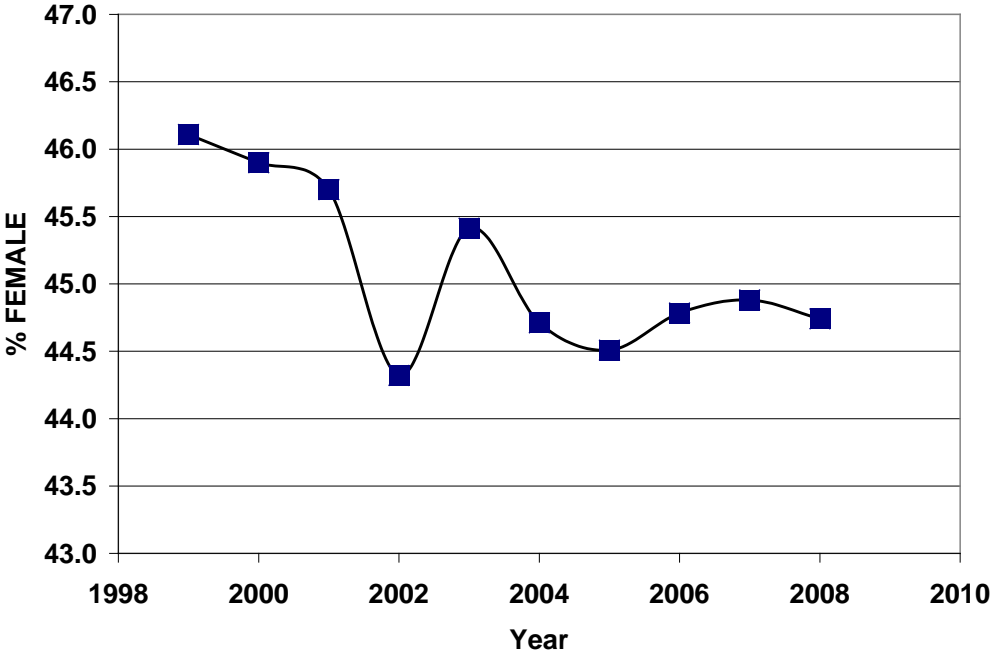


Figure 4. Female population of the University of Utah over the last ten academic years. [Source: OBIA University of Utah]

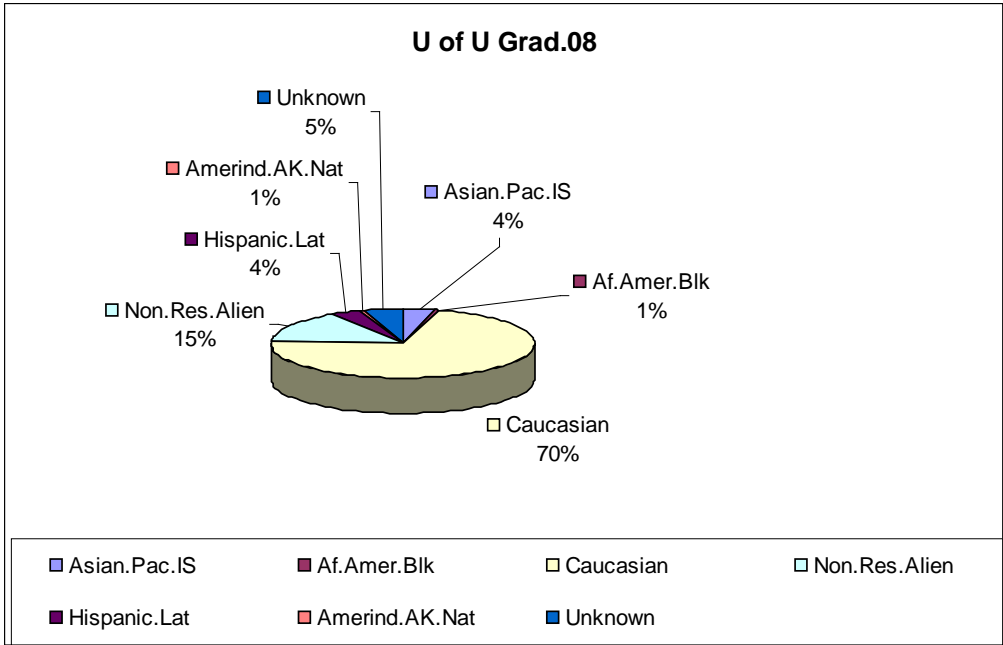


Figure 5. Percent ethnic population of the graduate students at the University of Utah for 2008-2009. Percentages rounded to the nearest percent. [Source: OBIA University of Utah]

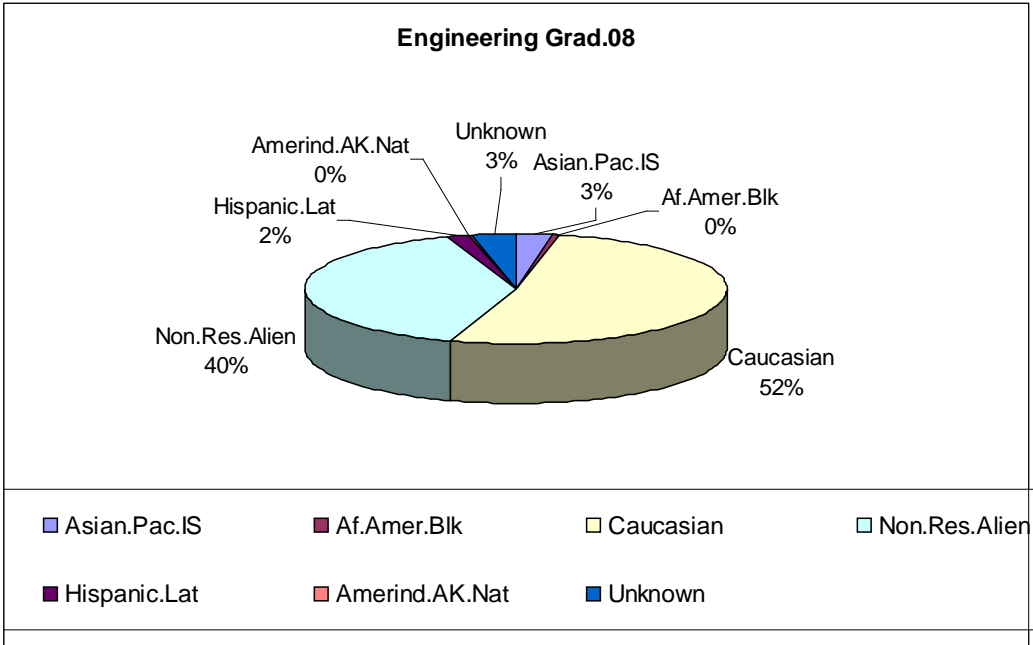


Figure 6a. Percent Ethnic population of the graduate students in the College of Engineering for 2008-2009. Percentages rounded to the nearest percent. [Source: OBIA University of Utah]

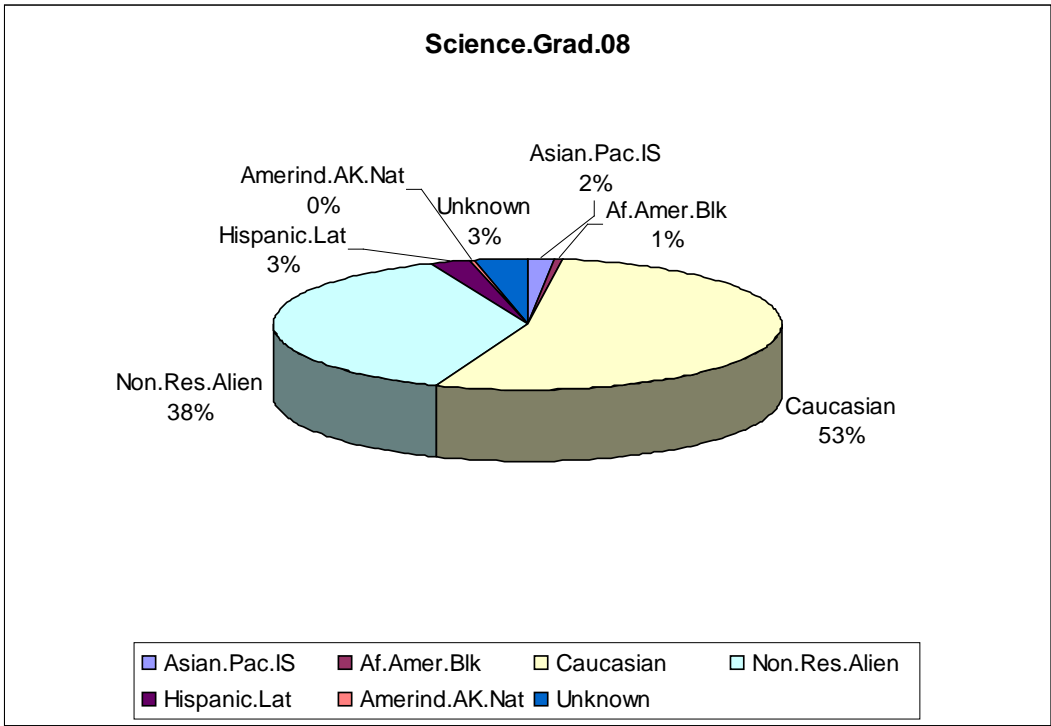


Figure 6b. Percent Ethnic population of the graduate students in the College of Science for 2008-2009. Percentages rounded to the nearest percent. [Source: OBIA University of Utah]

Graduation Rates:

Data continue to be collected on graduation rates; the committee annually updates the cohort study started several years ago. Figure 7 shows the graduation rate (% graduating within six years) for first-time enrollment students (entering Freshmen) by ethnicity. Rates appear to be stabilizing, however the rate for American Indian students is still of concern. Figure 8 shows comparable data for transfer students and, for White and Hispanic students the data are fairly consistent but for the other ethnic groups there seems to be a downward trend. We will continue to monitor this to see if this trend continues.

Graduation Rates - First-Time Enrollment

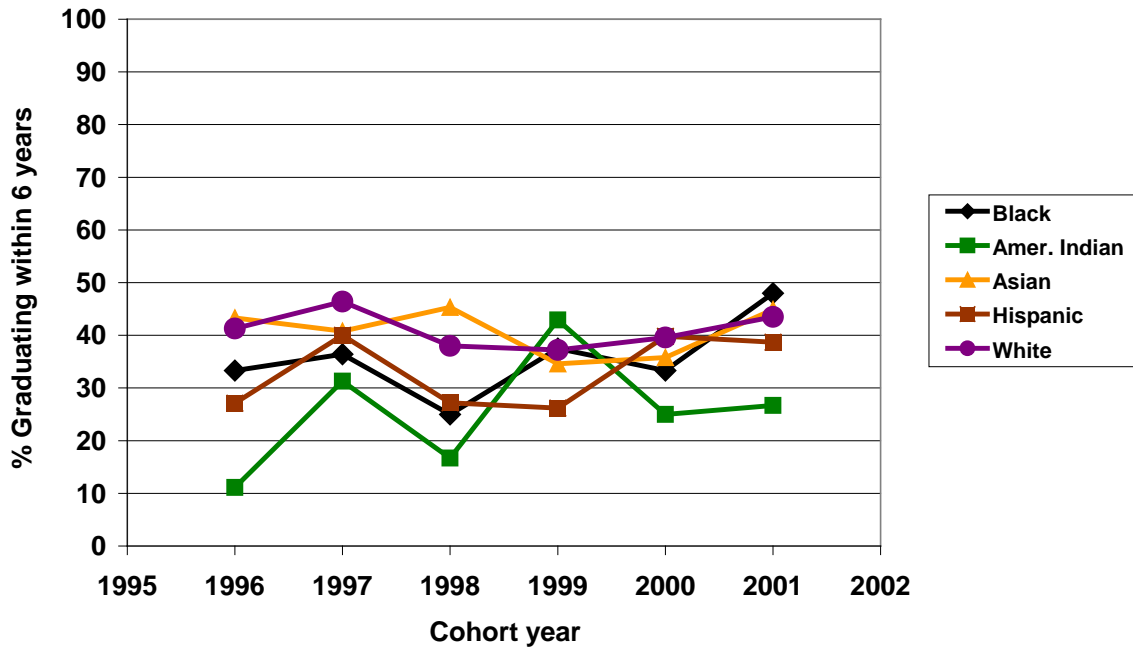


Figure 7. Graduation rates for first-time enrollment students by ethnicity – percent of ethnic cohort group graduating within six years.

Graduation Rates - Transfer Students

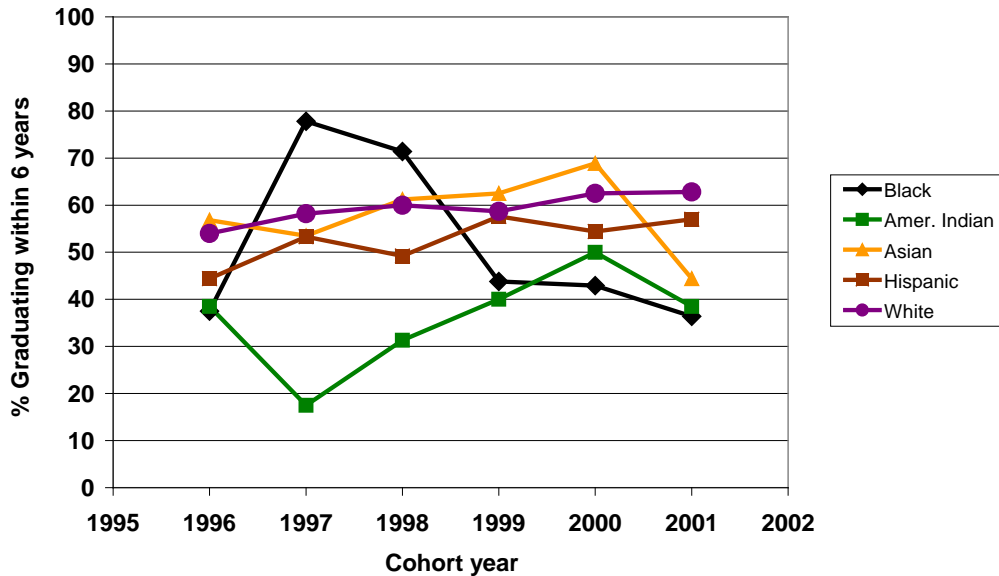


Figure 8. Graduation rates for transfer students by ethnicity – percent of ethnic cohort group graduating within six years.

Preparation of Entering Freshmen:

For the last several years, the committee has been concerned about the preparation of Utah students of color for college. This potentially has a strong effect not only on their recruitment but on their retention and graduation rates as well. Table 1 is an updated table from previous reports on the ACT scores for the state of Utah. From the table it appears that the number of underrepresented students has been increasing overall, however the percentage that score high has remained about the same and is relatively low, between one and two percent (percent of those that scored ≥ 28). This means that the pool of highly qualified underrepresented students (those that may qualify for tuition scholarships) in Utah is relatively small, around 45 for the whole state. Figure 9, taken from Table 1, is a graphical representation of these statistics.

Table 1. ACT (American College Testing) Data for the State of Utah for years 2003-2008.
[Source: American College Testing]

Number of tested students in Utah						
	2003	2004	2005	2006	2007	2008
Number of tested students	21,007	20,856	20,593	21,561	22,008	22,598
Number of underrepresented minorities ¹	1,002	1,072	1,192	1,146	1,292	1,473
Number of White students	17,886	17,514	17,100	16,943	16,326	18,026
Number of Other students ²	2,119	2,270	2,301	3,472	4,390	3,099
Number of tested students in Utah, ACT Composite ≥ 28						
	2003	2004	2005	2006	2007	2008
Number of tested students	2121	2222	2227	2441	2600	2782
Number of underrepresented minorities ¹	33	44	36	40	47	42
Number of White students	1860	1892	1915	2044	2011	2296
Number of Other students ²	231	286	276	357	542	444
Number of tested students in Utah, ACT Composite ≥ 24						
	2003	2004	2005	2006	2007	2008
Number of tested students	6495	6738	6731	7209	7262	7404
Number of underrepresented minorities ¹	136	155	156	185	175	204
Number of White students	5706	5850	5848	5968	5630	6439
Number of Other students ²	653	733	727	1056	1457	761
Number of tested students in Utah meeting all four ACT College Readiness Benchmarks						
	2003	2004	2005	2006	2007	2008
Number of tested students	4556	4686	4813	5175	5282	5650
Number of underrepresented minorities ¹	83	98	106	129	117	144
Number of White students	4024	4080	4155	4236	4082	4687
Number of Other students ²	449	508	552	810	1083	819

¹ For the purpose of these summaries, underrepresented minority indicates African American/Black, American Indian/Native American, Mexican American/Chicano, or Puerto Rican, Cuban, Other Hispanic

² Other includes Asian American/Pacific Islander, Other, Multiracial, and Prefer not to respond

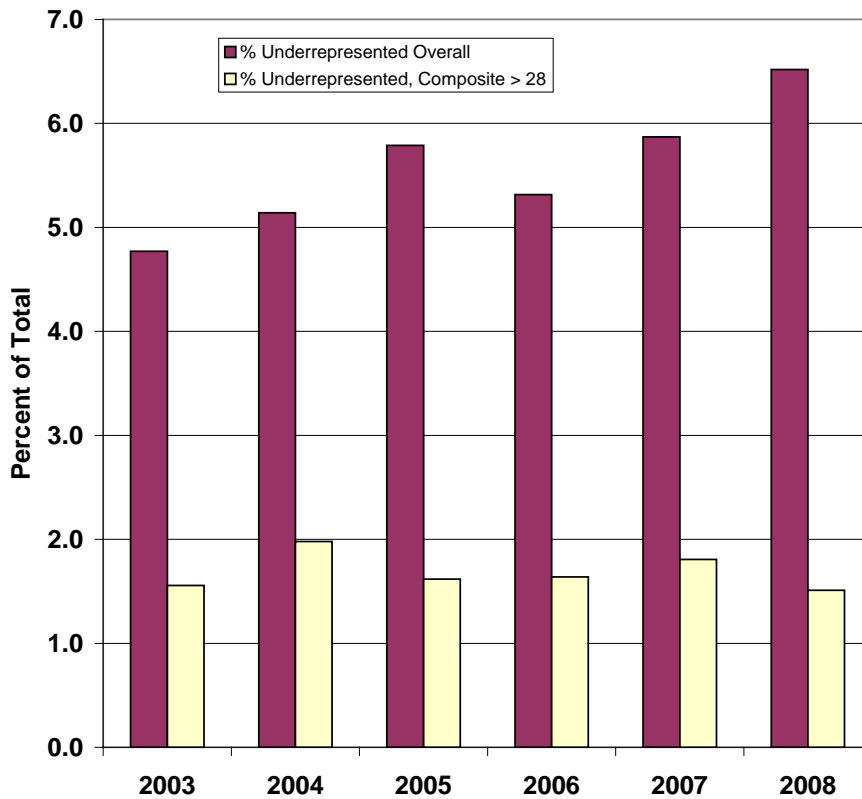


Figure 9. Percentage of Underrepresented Students taking the ACT over the last six years and, of those with a composite score greater than or equal to 28, the percent that were underrepresented students. [Source: American College Testing]

Recruitment of Students:

One of the target recruitment segments for the Office of Student Recruitment and High School Services is students from underrepresented populations (students of color, first-generation, low-income, and LGBTQ students).

During the past year, the Office of Student Recruitment has either coordinated or partnered with others to provide opportunities for high school students from underrepresented populations to visit campus and/or learn more about going to college. These efforts include the following:

- Ambassador Program** is focused on encouraging and assisting students from underrepresented populations to pursue a higher education. The Ambassador program is less of a recruitment activity for the U and more of a program working to improve the educational pipeline for underrepresented students. In this program there are seven current University of Utah students of color who visit one of 7 high schools (West, East, Highland, Kearns, Granger, Hunter, and Granite) and Salt Lake Community College weekly to meet with prospective students. The high school visits occur during the students' lunch hours. The U Ambassadors spend this time assisting the high school students on gathering information on college, learning about financing an education,

applying for admission, writing personal statements, and assisting with the scholarship search. The Ambassadors who visit SLCC assist students with the application, scholarship, and financial aid processes at the U and with making connections to the campus.

- **Diversity U-Night** is an opportunity for students to meet with an admissions counselor, tour campus, eat in the Heritage Center, attend a campus event, and stay overnight in the residence halls.
- **Diversity Honors Day** is focused on high achieving students to visit campus, learn about admissions, scholarships, the Honors College, sit in on a class, eat in the Heritage Center, and meet with an academic advisor/professor in the students' area of interest.
- **The Multicultural Reception** is an evening event held in November and is designed to provide a time for students to learn more about the opportunities at the university and to encourage them to attend. There are several workshops on various topics including admissions, scholarships, financial aid, and a student panel. Throughout the event students and their families are able to meet with representatives from various academic colleges, student services offices and student groups.
- **Early Outreach (pre k – 8th grade)** is a new addition to our recruitment efforts for underrepresented students this year. This first year has been spent researching what other institutions are doing nationally in this area and partnering with other campus entities on existing programs. At the request of Rose Park Elementary's Principal, we had an admissions counselor visit the school every week for several weeks to meet with students and parents.
- **Collaborating with other offices/departments** is a large part of our efforts to recruit a diverse student body. The following represent some of the different collaboration efforts we engaged in during 2008-2009:
 - **University Neighborhood Partners** in having admissions counselors regularly visit Heartland Youth Center and meet with the Westside Leadership Institute.
 - **The CESA student groups' high school conferences** by providing financial support, information packets, tabling, and giving presentations.
 - **Dr. Theresa Martinez**, Assistant Vice President for Academic Outreach, on transfer programs for SLCC transfer students held at SLCC and at the U; and conversations with the principals in the Salt Lake and Granite School District about how we can become stronger partners in developing a stronger educational pipeline for underserved students.
 - **Minority Law Caucus** presenting Kids Court for students from Rose Park Elementary.
 - **Karla Mota** with an outreach program in the Murray district.
 - **Mailing lists** are provided to various departments and programs that are doing outreach and recruitment to targeted populations.
 - **Tracking students** who participate in different programs so we are able to look at the number of students who apply, are admitted, who enroll at the U. Depending on the amount of information we receive from the student we are also able to look at information such as academic information, race/ethnicity, gender, etc.
 - **Identifying other programs** (pre-college, outreach, recruitment) focused on underrepresented students.

Precollege Programs

There are many other University precollege programs that are being conducted by the various colleges, several of which are geared to increase the number of underrepresented populations. This year the Diversity Committee looked at a few in detail.

Science Day

This precollege program is in its 20th year at the University of Utah and is offered once a year, usually in the fall semester. It is run predominantly by the College of Science. The purpose of this program is to raise awareness of degree programs offered at the University of Utah, for high schoolers to interact with U of U faculty and current students and to recruit students to attend the U of U. High School sophomores, juniors and seniors are invited to attend with the occasional ninth grade student in attendance. To raise awareness and recruit students to attend Science Day the following strategies are used: fliers/posters sent to all high schools in Utah, over 3,000 direct mailings to students from previously non-participatory schools, add in the Diversity Times newspaper and personal visits to local high schools and International Baccalaureate programs in the state. There is no cost to attend Science Day.

Prior to this year, 2008, there has been no database tracking participant information. This year, the college kept record of the following participant information: grade, gender, referral source and high school attended. In fall 2008, there were over 80 volunteers, 100 parents and over 500 high school students in attendance. High school male attendance was recorded at 266 and high school female attendance was recorded at 242. Additionally this year, the college was able to acquire two corporate sponsors for the program.

As a recruitment tool, College Day offers six scholarships to randomly chosen students through a drawing at the end of the day. These scholarships are worth \$500.00 and can be applied towards tuition when the student enrolls at the University of Utah.

Access Program

This program, in its 17th year at the University of Utah, is also housed in the College of Science. Unlike other programs, this program is not a precollege program; it is designed specifically for female freshmen students interested in the field of science. For each semester of their freshmen year, these female students are given a stipend of \$3500 and a lab assistant position during spring semester.

To recruit students, the department communicates with local high school teachers via email, offers information on the College of Science website and contacts interested students who have previously attended the Science Day precollege program at the University of Utah. Most of the Access Program's participants are from other states, have high GPA's from high school and are Presidential Scholars.

The program currently does not track participant race or ethnicity. In 2008, 27 women were enrolled in the program. New to the program this year is an Access Advisory Committee. This is comprised of faculty, staff, current students and a representative from the Office of Ethnic Student Affairs.

Math Circle

The U of U Math Circle program is in its 7th year. Its focus is to expose 9-12th grade high school students to math opportunities they might not encounter in their school curriculum. The focus is not a recruitment tool specifically for the U of U, however, students are encouraged to attend a higher education institution of their choice. High school students all across Utah have the opportunity to attend but usually participants reside Salt Lake Valley areas such as Ogden, Roy, Park City, Provo, and Salt Lake. Participants meet weekly with current U of U students and faculty members to engage in the learning process. There is an enrollment cap on the program; it is kept to a maximum of 30 students due to the limited number of staff and monetary resources required to run the program. The program itself is free for students to attend. Faculty members feel that the quality of the program could decrease if more students were enrolled.

Currently, there is no tracking of participant information. However, the coordinator did report that about half the students attend year after year. This year there are about 20-25 student participants. Previously, Math Circle has attempted to partner with the Gear Up program at local high schools. Unfortunately, it was reported that there was limited success; students felt that attending Math Circle was an obligation and thus were not intrinsically motivated to continue attending.

Youth Theater

One of the main focus points of this precollege program is a recruitment tool for the University of Utah. Students from ages 5-18 participate in this year round program. The faculty advisor for this program emphasizes the importance of studying an art form on a student's success in school. He reported that children who participate in the arts do better in school and are more likely to graduate high school; there is a correlation to college retention for students who study the arts as well.

Scholarships are offered for students with reported financial hardships, however, the program does not turn people away who are willing to participate. The cost of attending the summer program is roughly \$600 for six weeks. It was noted that return participants are usually privileged, white students.

The advisor for this program is open to collaboration with a variety of areas. Specifically, he would like to see more coordination with the Office for Equity and Diversity to outreach to underrepresented groups in the area.

Passageways to Law

This program is held once annually during the Spring semester. The focus of this program is to introduce high school juniors and seniors and college freshmen and sophomore students of color, minority students and first generation college students to opportunities in the field of law. During the day long event, students are given a variety of information relating to the U of U Law School, financial aid, law school life and law school admission processes. Prospective students have the opportunity to talk with current students and faculty about the program. This event is held in conjunction with DiscoverLaw.org Months: Diversity Outreach for High School and Early College students, a national campaign funded by the Law School Admissions Council.

Currently, little information is kept on participants. Here are some estimates of attendance in previous years:

1. 2005—51 registered, actual # attended unknown
2. 2006—33 registered, actual # attended unknown
3. 2007—27 registered, actual # attended unknown
4. 2008—26 registered, around 16 actually attended
5. 2009—70 registered, 48 attended

The coordinator did note that they would prefer to keep the enrollment cap at 60 students due to logistic reasons. No information regarding race, ethnicity, or gender is kept currently. A few challenges to increase attendance have been reported. One of these challenges is that it is difficult for high school students to leave school for the time required. The coordinator for the Passageways to Law program is presently working to increase the knowledge high school administrators have of this program to ensure maximum cooperation. Transportation is also a logistical hurdle. The outreach population for this program can have a hard time finding a way to get to the U of U campus. Providing bus service for high school students has been discussed as a possibility.

Previously, this program has successfully partnered with faculty member Teresa Martinez and her community outreach programs. In the past few years, this program has also seen an increase of collaboration and attendance from Horizonte High School students.

Utah MESA/STEP Program

This program was started over 24 years ago by the University of Utah in conjunction with the Utah State Office of Education and the Granite School District. The objective of the program is to increase the number of underrepresented ethnic minority and female students pursuing careers in math, science, and engineering. The program is actually a consortium of officials in public education, higher education, government agencies, community groups and industry, all working together for the common goal. The University of Utah has been a member of this consortium from its inception. The MESA program is a statewide public education program funded primarily by the state legislature working with targeted students at the 7th-12th grade levels and is administered by the Utah State Office of Education. The program started with approximately 30 students in the Granite School District in 1985-86 and grew to over 5,600 students statewide in 2007-2008. The STEP program is the higher education component of the consortium and consists of Salt Lake Community College, Weber State University, Utah State University as well as the University of Utah. STEP supports underrepresented ethnic minority students and females at the college level through various college-supported programs and agencies. Thus, Utah MESA/STEP is the only state-supported program that supplies a pipeline of qualified students that can pursue careers in math, science and engineering upon graduation.

The program has close ties with the University and frequently brings underrepresented and female junior high and high school students to the University for tours, demonstrations and various recruiting activities. Over the years, many University students have received scholarships to attend the University through this program and many have graduated with math, science and engineering degrees.

While the program has obviously been successful, it has been difficult to obtain data showing the impact the program has had over the years. Data indicate that the number of students participating in the MESA program declines in the high school years and, as of yet, the program is not able to track which students go on to college and enroll in math, science and engineering programs. In particular, it would be interesting to know how many continue their education at the University of Utah and other Utah colleges. It is recommended that the Utah MESA/STEP consortium track their students better to show the impact this program is having on the state's educational mission and on the state economy. The community is also concerned that underrepresented ethnic males are underserved in the program and that recruitment efforts improve for those targeted students. For more information, visit the two websites

www.usoe.k12.ut.us/curr/MESA/default.htm and www.ed.utah.edu/mesa/statewide.html

Financial Aid

Financial Aid & Scholarships developed the following graphs (Figures 10-15) showing Merit Awards by Gender and Ethnicity, which have been updated with the Fall 2009 data.. One award set shows the average award amount per student and the other set shows the total award amount among students.

The scholarships included in this report are only those awarded through the Financial Aid & Scholarship office. They do not include scholarships awarded through departments, off-campus organizations, and the like.

Future suggestions:

- From Spring 2008 report: It would provide for a more accurate report if department scholarship information were included. This would entail a collaborative effort between the departments and Financial Aid & Scholarships to work out the details of the reporting process.
- Analyze the cohort to determine if a gap exists of underrepresented students who would be competitive for the scholarships but did not apply or if they applied and were not awarded, is there a thread in quality of application that could be addressed.
- Scholarship ties to accessibility and connects with other areas within the Retention Subcommittee, especially in looking at ACT scores and preparedness of underrepresented students to be admitted to the University of Utah.

Items of note:

Ethnicity is based on primary ethnicity as reported in Peoplesoft, recognizing that some students have selected a primary ethnicity of "non specified" and a secondary ethnicity of Asian, Black, Hispanic, Native American. There are also instances of students who have a primary ethnicity of white and a non primary ethnicity of Black, Asian, Native American, or Hispanic.

Dollar amounts noted are awarded dollars after tuition is paid, not the amount of the tuition waiver.

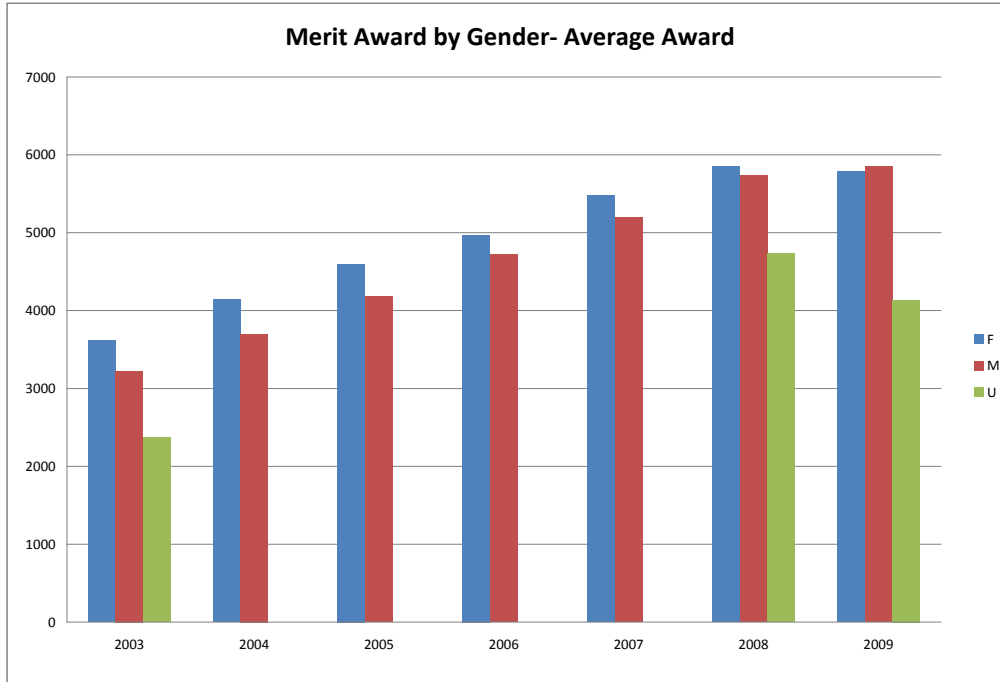


Figure 10. Average Merit Award (\$) by Gender awarded for Fall semester for the last seven years. [Source: Financial Aid Department]

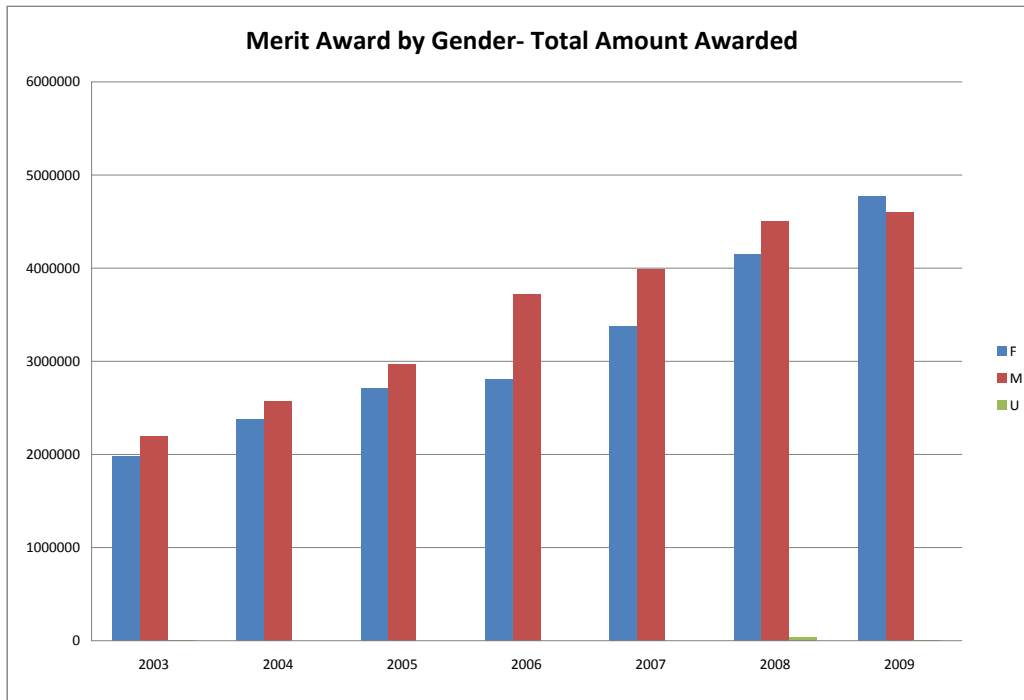


Figure 11. Average Merit Award (\$) by Gender (Male, Female, Unknown) for Fall 2009. [Source: Financial Aid Department]

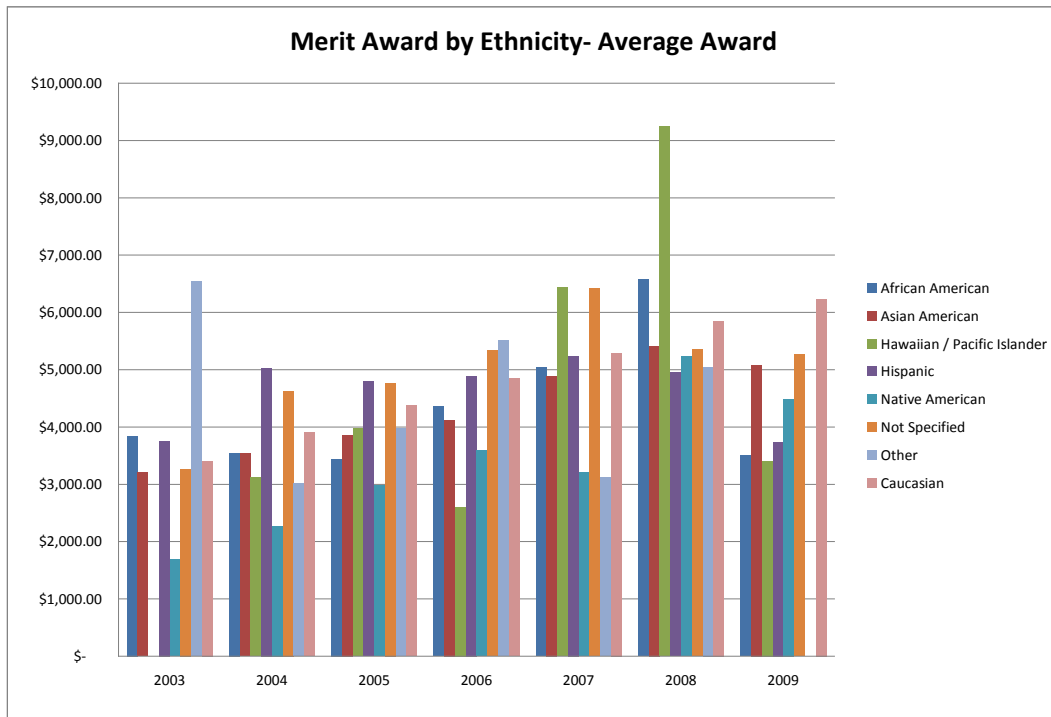


Figure 12. Average Merit Award (\$) by Gender for Fall 2009. [Source: Financial Aid Department]

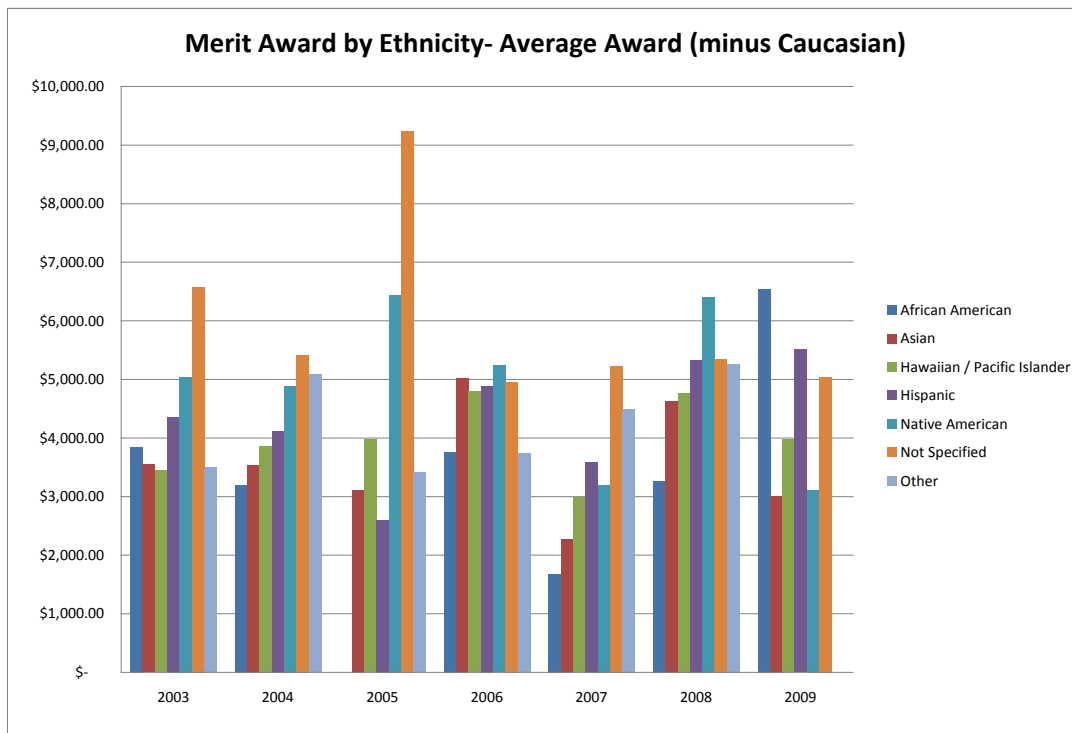


Figure 13. Average Merit Award (\$) by Gender for Fall 2009. [Source: Financial Aid Department]

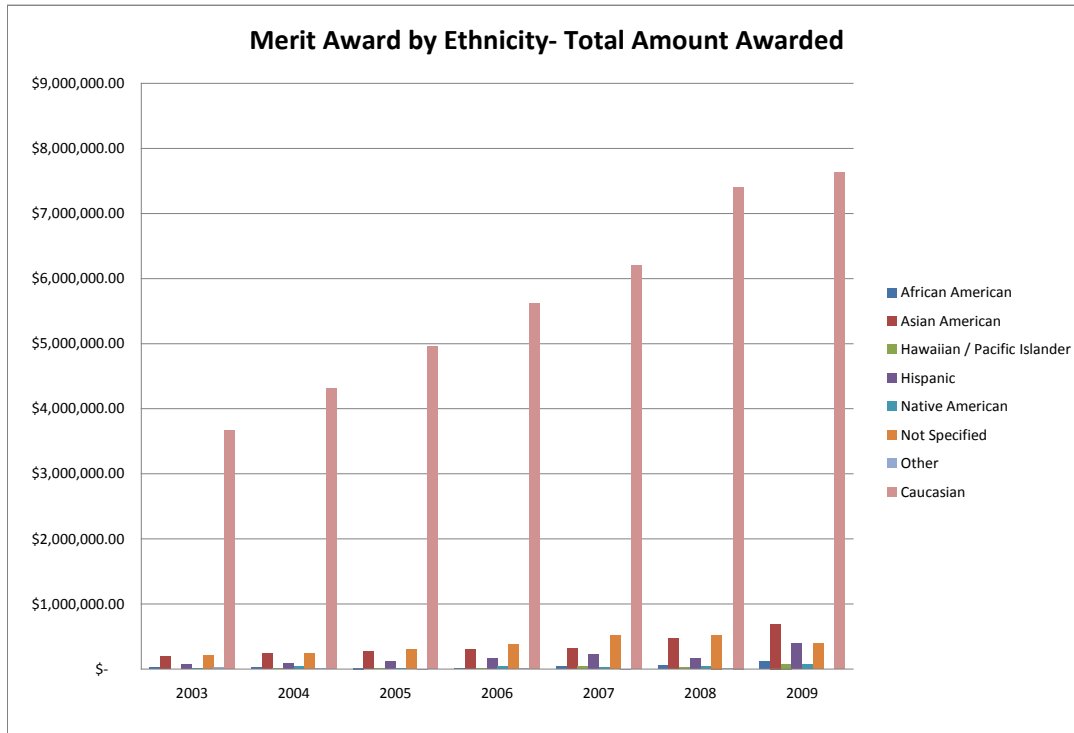


Figure 14. Average Merit Award (\$) by Gender for Fall 2009. [Source: Financial Aid Department]

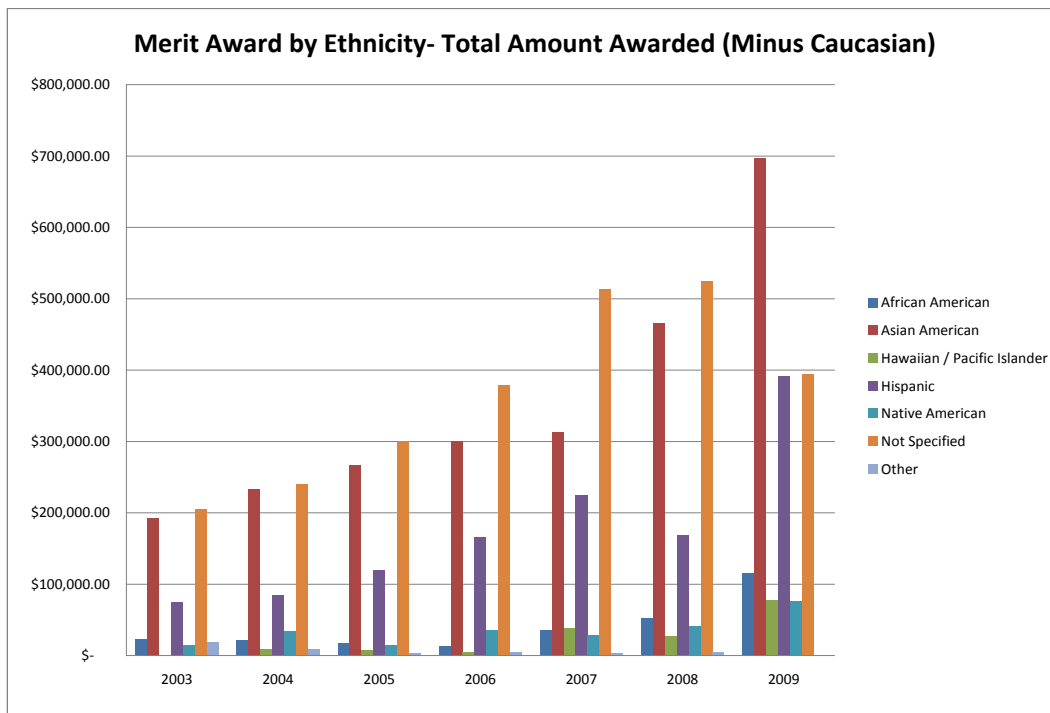


Figure 15. Average Merit Award (\$) by Gender for Fall 2009. [Source: Financial Aid Department]

Differential Tuition

In order to offset some of the financial burden from next year's budget cuts, a number of colleges will impose additional tuition costs on their students in the form of "differential tuition" for academic year 2009-1010. Thus, those students taking certain courses, mostly upper division courses, in certain colleges will have to pay an additional expense to attend the University. While this has been implemented in the College of Business for the last several years, it will now be implemented in a number of colleges across campus. The impact this will have on the recruitment and retention of underrepresented and women students, particularly in the science and engineering colleges, is uncertain. While most of these colleges have assured their students that additional financial aid will be available to help offset these additional costs, it is not clear that the targeted students will take advantage of this opportunity. Their choice for a college major may be dictated more by cost than before. We will have to monitor the enrollments over the next several years to see what effect this additional cost has on the representation of minorities and women in the business, engineering and science fields.

Faculty and Staff Committee Report

2008-09 Members: Wesley Sasaki-Uemura (Chair), Tom Loveridge, Patricia Murphy, Susie Johnson

Faculty Composition

There were 1473 regular faculty on the upper and main campuses in 2008 and of those 27.3% were women and 10.8% were those who self-identify as faculty of color. In comparison to peer institutions in 2007, the University of Utah was lower than these other institutions for both women and faculty of color. (See graphs.) In 2008 at Utah, African Americans were 1.2% of the entire body, American Indians were 0.4%, Asian Americans were 6.3%, and Latino Americans were 2.9%. (The percentage of “Unknown” at 9.0% was nearly as much as ethnic minorities as a whole. Reasons that faculty fell into this category may include being multi-racial, inadequate category listings such as the lack of Pacific Islander or Middle Eastern, or personal preference. More fine-grained analysis of this category is needed.) As one might expect, the percentages of women faculty and faculty of color vary by college and department sometimes considerably. (Please refer to graphs for regular faculty.)

The total number of regular faculty on the main campus was virtually identical from last year, but all ethnic categories fell except for American Indian, which rose from 4 to 5. One major difference from last year’s figures is that the number of unknowns nearly doubled (36 to 68) meaning that more people do not self-identify. The situation for upper campus is parallel with regard to the increase in the number of unknowns. The number of ethnic faculty stayed the same except for Asian Americans, which fell by 7 (16% of last year’s number). If one looks at the aggregate figures then for upper and main campuses, we see a continuing slight drop in the number of ethnic faculty, who comprise in total 11% of the regular faculty (159 out of 1473).

However, when we look at other categories we see minorities making up an even smaller percentage of the faculty. Minorities composed just 5.1% of adjunct faculty (9 out of 175 total), 7.5% of clinical faculty (44 out of 588), and 7.7% of auxiliary faculty (92 out of 1201). For the latter category, this represents a drop from the previous two years back to roughly the 2005 level.

On the other hand, the number and percentage of women among the regular faculty is continuing a slight upward trend, reaching 27% in 2008. Main campus has a slightly higher percentage of women (29%) than upper campus (25%). This still falls short of nationwide figures even for three years ago (2005), where the Chronicle for Higher Education found 36% of all regular full-time faculty were women.

There is, however, a clear gender difference between regular and adjunct and auxiliary faculty. Women comprise 41.7% of the adjunct faculty, 42% of auxiliary faculty and 49% of the clinical faculty for the main and upper campuses. For the main campus, the percentage of women auxiliary faculty is 36%, while on upper campus it is 46%. The aggregate percentages have stayed relatively constant over the last five years while the total number of auxiliary faculty has steadily risen. Clinical faculty are overwhelmingly located in upper campus colleges with only 6.5% in main campus colleges. Women are clearly tracked into these other categories more than as regular faculty and we need to investigate the reasons for the discrepancy in gender ratios between these categories.

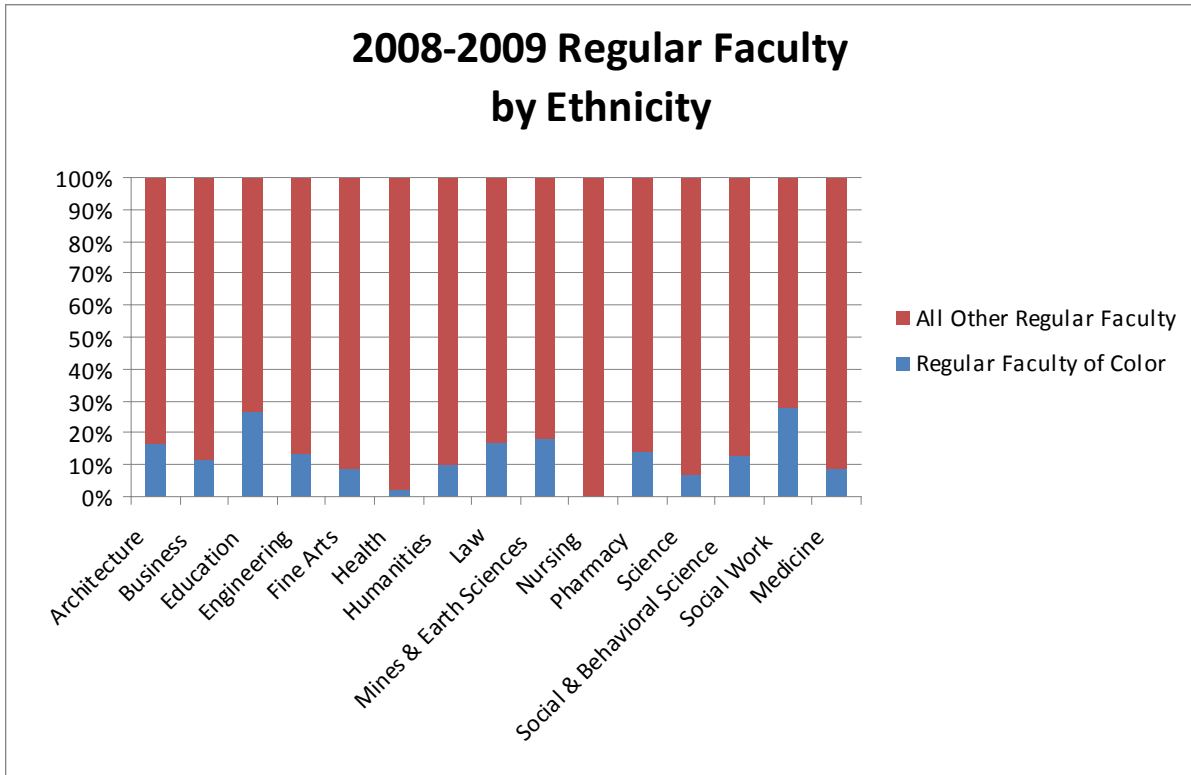


Figure 16. Regular Faculty by Ethnicity for Fall 2008. [Source: OBIA]

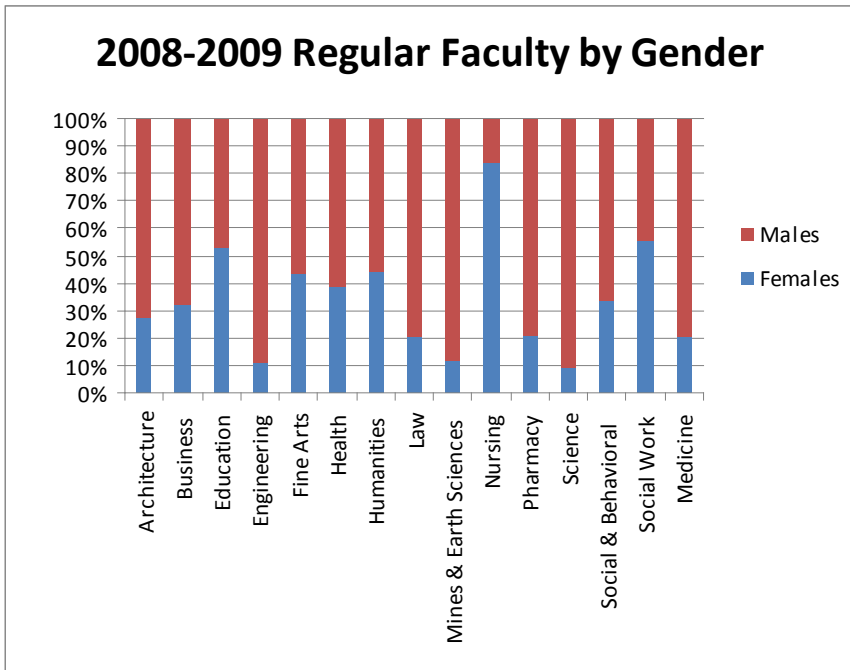


Figure 17. Regular Faculty by Gender for Fall 2008 [Source: OBIA]

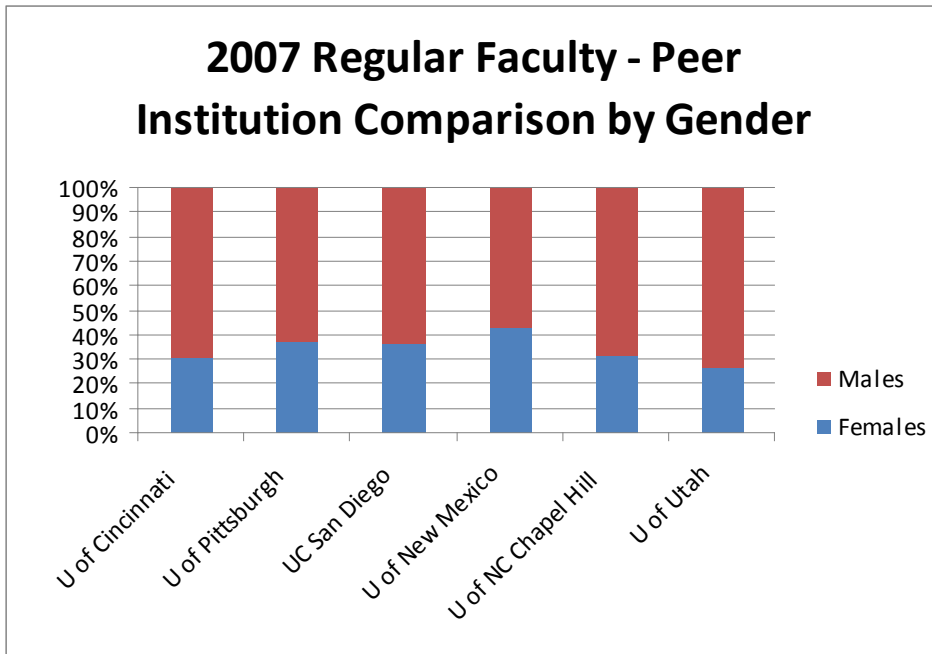


Figure 18. Regular Faculty by Gender, Peer Institutions 2007

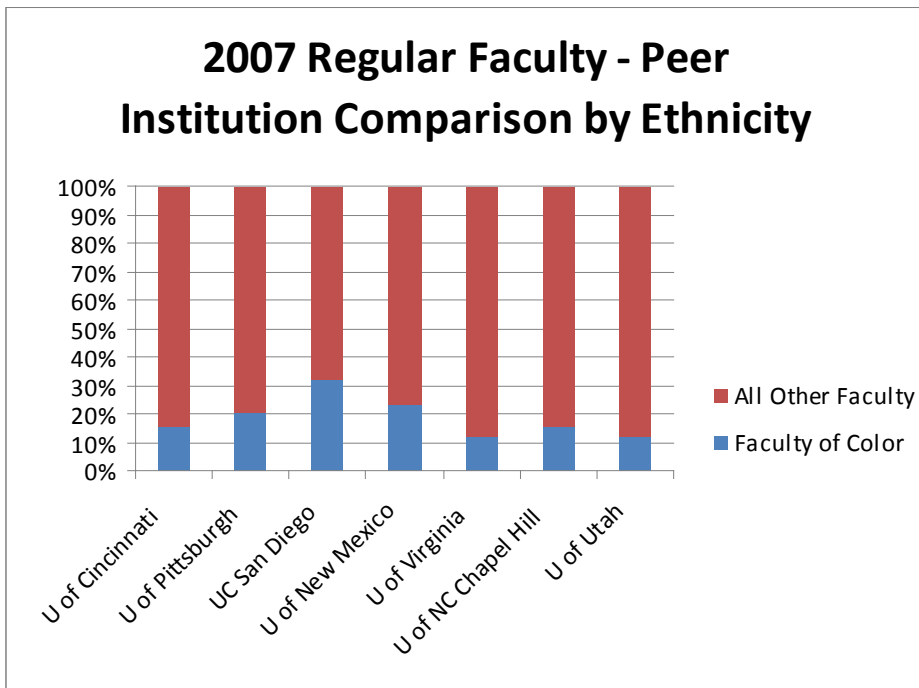


Figure 19. Regular Faculty, Faculty of Color , Peer Institutions 2007

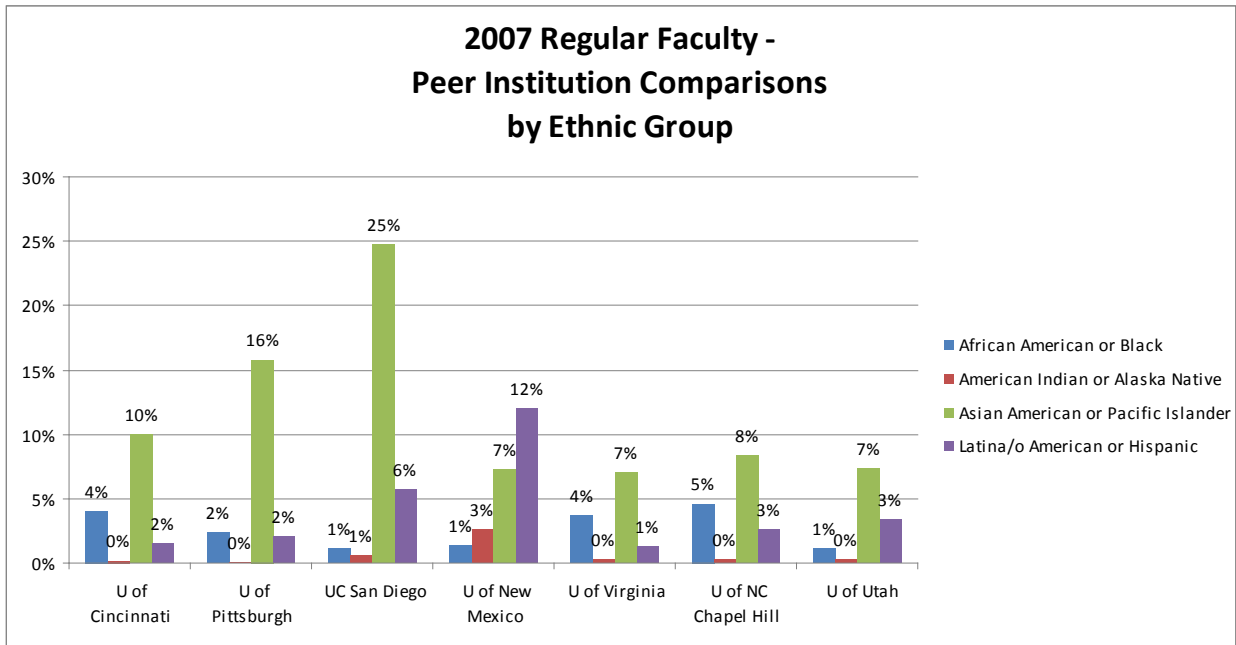


Figure 20. Regular Faculty by Ethnic Group, Peer Institutions 2007

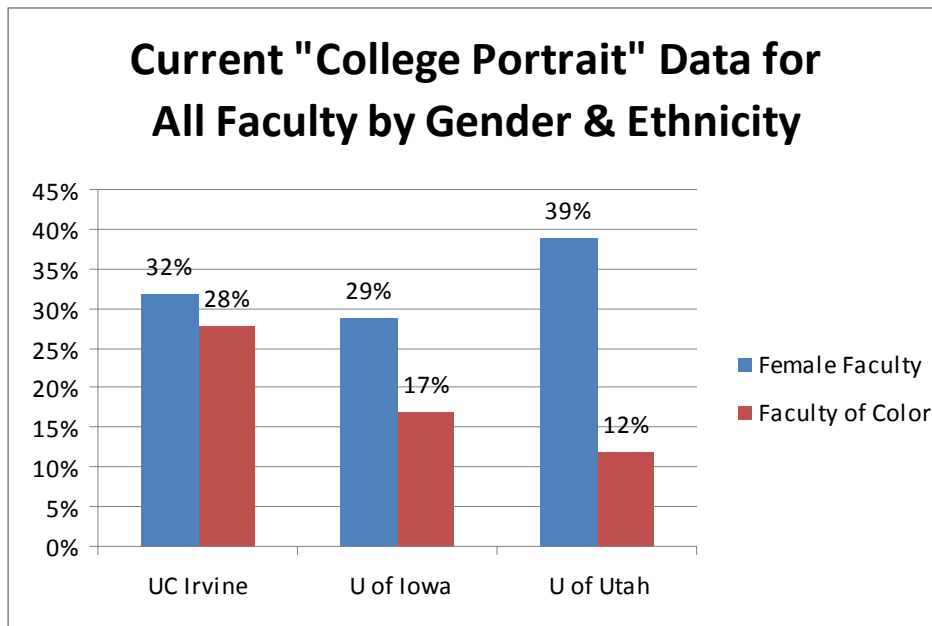


Figure 21. Female Faculty and Faculty of Color for three institutions 2007

Faculty and Staff Leadership

As reported last year, “minorities are disproportionately underrepresented in leadership positions, either in academic/faculty leadership or staff leadership positions.” For faculty administrative positions (i.e., ones that also included a faculty appointment), only 4 out of 117 positions on the main and upper campuses self-identified as ethnic minorities. (There were no reported administrators on upper campus who were persons of color.) The number of unknowns

(31) vastly outnumbered persons of color. The continued lack of minorities in administrative positions is striking.

Women fared slightly better than the percentage of women faculty on the campuses, i.e., 31% of these administrative positions were filled by women. This seems due to the much higher percentage of women in administrative positions on upper campus (44%) compared to the main campus (27%). However, upper campus had only 11% “sex unknown” versus 27% for the main campus. Again, there may be a variety of reasons that people do not self-identify a gender classification.

We hope to begin tracking university-wide awards and distinctions to see whether or not there are similar disparities in the assessments of the minorities and women on our faculty.

Staff

We received data for April, 2009 from Human Resources (HR) on the composition of staff as a whole. Compared to 2004, the percentage of women staff remains virtually unchanged at 64%. The percentage of staff who are Ethnic Minorities increased slightly from 12% to 14%. The percentage of unknowns was 5% or roughly the same as Asians, the second-largest ethnic minority among staff. HR data also indicates that “persons of color are overrepresented in lower level job grade positions.” Of the Ethnic Minority staff at the University, 39.5% were in the lowest job grades. In other words, we will need to examine further ways to provide more upward mobility, as well as better recruit and retain qualified Ethnic Minority Staff into higher level positions

Regarding staff leadership, there was a total of 323 staff leaders identified. There were 23 Ethnic Minorities identified in this group, comprising only 7% of the total—while they comprise 14% of the total benefitted staff. This continues to be of great concern. Women fared better, comprising 43.3% of staff leadership positions. However, this is still low given they comprise 64% of staff.

Faculty and Staff Retention

We continued the faculty retention cohort study this year, tracking this from the 2005 cohort. Compared to last year’s figures, we see a continuing slight drop in the percentage of women retained and a slight rise in those who have departed. As reported last year, 47 faculty were removed from the sample last year due to their being retired or deceased. This past year, 22 more faculty persons were added to this category of retired or deceased, five of whom were women and none of whom were minorities.

This past year 18 more women and 15 faculty of color left the 2005 cohort, or 37% and 25% respectively of the total leavers. This compares with 25% of the women and 12% of ethnic minorities who were retained since 2005. Last year’s report concluded that “the university is experiencing a disproportionately greater loss of women and minority regular faculty,” and there is no indication that this trend is curtailng.

Among the 2008 leaves, 9 of the 18 women who left came from the assistant professor ranks and 7 from the associate level. For faculty of color, 9 of the 15 who left were from the assistant level. However, for those women who left in 2007, the bulk of them were at the assistant professor level (16 of 29), 8 at the associate and 4 at the full professor rank. Conversely, for faculty of color who left in 2007, 7 were assistant, 7 were associate and 3 were full professors. (By contrast, for those who left in either 2007 or 2008 and self-identified as white, nearly as many full professors as assistant professors departed.)

Given the inability to retain women faculty and faculty of color at a rate greater than that of attrition, it will be difficult to maintain even current modest levels without strong, concerted efforts to both hire and retain these people. We are especially concerned with what happens to faculty retention during these times of economic recession and university budgets cuts. We will therefore continue tracking gender and minority retention to see whether these categories suffer disproportionately due to budget cuts.

We are similarly concerned about staff terminations. Minorities comprise 14% of benefits eligible staff employees at the University, but are 21.5% of involuntary terminations. This is, in part, because of the higher concentration of minority employees in the lower job grades.

A total of 28.7% of benefits-eligible staff employees are in job grades 2-8 (lower job grades), but they comprise 55.3% of all involuntary terminations. The fact that 39.5% of benefits-eligible minority staff are in these lower job grades helps to explain the elevated involuntary terminations, but raises the concern about the concentration of minorities in these lower job grades. HR has already organized a task force to look at these issues.

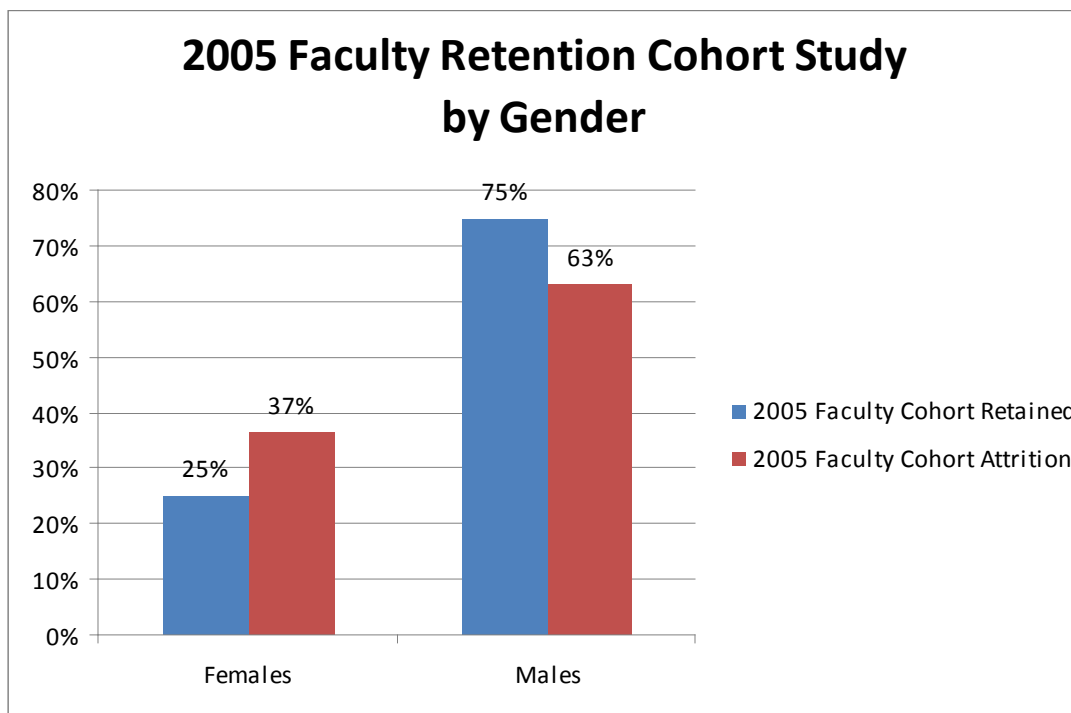


Figure 21. Faculty Cohort Retention Study by Gender, Started in 2005-2006. [Source: OBIA]

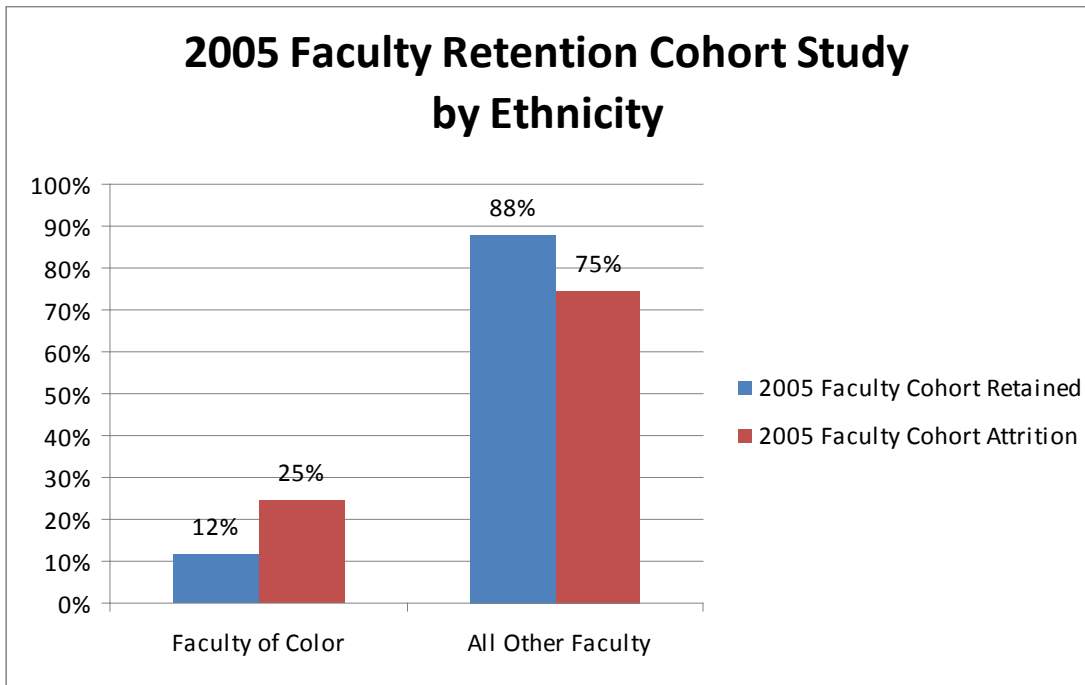


Figure 22. Faculty Cohort Retention Study by Ethnicity, started in 2005-2006. [Source: OBIA]

Salary Analysis Committee Report

2008-09 Members: Tom Loveridge (Chair), Chrisoula Andreou, Felipe Calizaya, Wendy Hobson-Rohrer, Susie Johnson, Kirt Hunter, Krista Pickens

The Subcommittee this year consisted of Tom Loveridge, Chrisoula Andreou, Filipe Calizaya, and Susie Johnson. Kirt Hunter has been the HRIS support for the Subcommittee, and Krista Pickens (Manager of the Office of Equal Opportunity and Affirmative Action) has also participated. Wendy Hobson-Rohrer was a new member of the Subcommittee for this year.

We worked with Professor William Smith to develop a meaningful salary analysis for tenure/tenure-track faculty. At the time, we funded a graduate intern, Man Hung, to work with Professor Smith to research options for the development of a meaningful salary analysis for faculty. The model they developed looks very promising, but not all of the data was available to do an analysis of faculty salaries as a group. In particular, we were missing some type of measure of performance. However, with some adjustment, the model could be used to identify individual faculty salaries that are “outliers” when compared to the salaries of their colleagues in the same department. This is what we need to follow-up with departments, where they can provide either a non-discriminatory reason for the salary difference, or a plan to resolve the issue.

In order to arrange for such an institutional faculty salary analysis, Human Resources funded Man Hung at the beginning of the academic year to arrange her analysis to generate a salary that could be used for comparing individual faculty salaries to those of their colleagues. She then worked with David Ma in Institutional Analysis to teach him how to run her program to generate these faculty salaries. Her report is given in Appendix B. It should be noted that the tables represent dummy numbers, and should not be taken as representing the status of the various colleges or departments. These will be replaced by real numbers next year.

The next step was to take these faculty salaries and develop the program that will compare the salaries, identify outliers, and generate worksheets to send to departments for a response. Kirt Hunter in the HRIS Department at Human Resources has agreed to do this. Unfortunately, Kirt has many other critical assignments in development—and so his time for this project has been sporadic. He is making progress, and we intend to run a pilot as soon as he has completed this task. It also our intention to implement the actual faculty salary analysis in February, 2010.

APPENDIX A
Members of the Diversity Committee
Academic Year 2008-2009

UNIVERSITY DIVERSITY COMMITTEE 2008-2009

Faculty:

Chair: Edward Trujillo (20010)	Chemical Engineering	3290 MEB	1-4460	edward.trujillo@utah.edu
Chrisoula Andreou (2009)	Philosophy	341 OSH	5-5087	andreou@philosophy.utah.edu
Felipe Calizaya (2010)	Mining Engineering	313 WBB	1-7198	felipe.calizaya@utah.edu
Patricia Murphy (2011)	Nursing	410 NURS	5-9360	patricia.murphy@nurs.utah.edu
Jessica Napoles (2010)	Music Department	204 DGH	1-7368	jessica.napoles@utah.edu
Wendy Hobson-Rohrer (2011)	General Pediatrics		5-6585	wendy.hobson@hsc.utah.edu
William Smith (2009)	Educ., Culture & Soc.	307 MBH	7-7809	william.smith@utah.edu
Linda St. Clair (2011)	Marriott Library	327 M LIB	5-9499	linda.stclair@utah.edu
Wesley Sasaki-Uemura (2010)	History	211 Carlson	5-6991	wes.sasaki-uemura@m.cc.utah.edu
Isabel Dulfano (2009)	Languages & Literature	1400 LNCO	1-4605	id2@utah.edu

Staff:

Erika Church(2011)	Marriott Library	327 M LIB	5-5921	erika.church@utah.edu
Joe Gonzalez (2010)	Marriott Library	5065 M LIB	1-7905	joe.gonzalez@utah.edu
Barb Remsburg (2009)	Housing & Residential	5 Heritage Ctr	7-0860	bremsburg@housing.utah.edu

Students:

Anna Adams	970-231-8104	anna.adams.c@gmail.com
Luis Eduardo Grajeda	801-369-8605	eduardgt@gmail.com
Olesya Ilkun	801-859-8675	olesya_ilkun@yahoo.com
Erica Richardson	801-427-0937	differentshadesofblue@gmail.com

Ex-officio

Octavio Villalpando	Assoc. VP for Diversity	205 Park	1-7569	octavio.villalpando@utah.edu
Ron Harris,	AVP for Diversity, H.S.	4B454 SOM	1-6465	Ronald.Harris@hsc.utah.edu
Jennifer Henry	UUSAC Chair	201 RVT USB	1-6649	jennifer.henry@fm.utah.edu
Patrick Reimherr	ASUU President	234 Union	1-2788	preimherr@gmail.com
Penny Brooke, Senate Past Pres.	College of Nursing	410 NURS	5-8610	penny.brooke@nurs.utah.edu
Tom Loveridge, Assoc. VP-HR,	Human Resources	135 Park	1-8365	tom.loveridge@utah.edu
Colleen Casto	Dir. Commun.& Outreach	205 Park	1-4250	c.casto@utah.edu
Mateo Remsburg	Dir., HS Services	80 Union	5-1994	mremsburg@sa.utah.edu
Theresa Martinez	AVP Outreach	301 S Beh	1-5712	theresa.martinez@soc.utah.edu
Sweeney Windchief, Grad School	Asst. Dean, Diversity	302 Park	1-7642	sweeney.windchief@gradschool.utah.edu
Barbara Fortin	Director of Admissions	250 St Serv.	5-9453	bfortin@sa.utah.edu
Liz Tashjian	P.Comm. Status of Women	109 KGB	5-3212	finet@business.utah.edu
Susie Johnson	EEO/AA	135 Park	1-8365	susie.johnson@utah.edu

Community Representatives

Dr. Joyce M. Gray (2009), JAM G Consulting, Inc., 815 West Germana Ave., Murray, 84123, 262-7649, joycemgray@msn.com
 Ms. Yolanda Francisco-Nez (2011), Mayor's Office, P.O. Box 145474, SLC, 84114, 535-7734, yolanda.francisco-nez@slcgov.com
 Ms. Angela Romero (2010), SLC Mayor's Office, P.O. Box 25732, SLC, 84125, 243-2719, angela.romero@slcgov.com
 Dr. Linda Oda (2012), Dir. State Office of Ethnic Affairs, 324 S. State St., SLC, 84111, (801) 538-8883, loda@utah.gov

APPENDIX B
Faculty Salary Analysis

Faculty Salary Analysis

University of Utah

2006-2007

Prepared by

Tom Loveridge, Associate Vice President, Office of Equal Opportunities
William Smith, Associate Dean, College of Education
Man Hung, Statistician, University of Utah

October 2008

Introduction

At the direction of Tom Loveridge, the Associate Vice President of the Office of Equal Opportunities, William Smith, the Associate Dean of the College of Education, and from the support of Loretta Harper, the Vice President for Human Resources, a robust statistical model has been developed to identify and report to the Human Resources those tenured and tenure-track faculty whose salaries appear to warrant further explanation by their department. In conducting the faculty salary analysis, it is our belief that the salary model should reflect our university's overall mission and the measures of the salary should reflect what our university intends to pay for. For example, if we intend to pay a full professor more than an assistant professor, then we would include "rank" in our model. If we intend to pay faculty differently according to what academic degree(s) they have, then we would include "degree" in our model. And if we intend to pay faculty more for an extended period of time that they work at an academic position, then we should also include "length of time at the university in an academic position" in our model. After all, these and other relevant measures should explain a substantial portion of the salary.

Methods

Multiple regression has become a very common technique for conducting salary analysis in the universities, the courts and the labor markets nowadays. In order to develop a powerful statistical model that can detect outliers accurately, we have thoroughly reviewed existing literature as to what variables should be included in the regression model and how to think about the model. At the end, we have decided to include nine explanatory variables that are relevant and consistent with our university mission as well as the economic theory of human capital and structural perspectives of labor forces.

The dependent variable was the 2006-2007 state budgeted salaries and the nine independent variables were listed below:

1. Length of time at the university in an academic position (i.e., UofUAcademicAge);
2. Department (e.g., DepA, DepB, DepC, DepD, DepE, DepF);
3. Rank (i.e., Professor, Associate Professor, Assistant Professor);
4. Honor status (i.e., Presidential Professor, Distinguished Professor);
5. Administrative responsibility (i.e., dean/department chair, regular faculty only);
6. Tenure status (i.e., tenured, on tenure-track);
7. Teaching performance (i.e., undergraduate course evaluation, graduate course evaluation);
8. Highest degree obtained (i.e., PhD, Masters, etc.);
9. Market value (i.e., discipline by rank average salaries from 48 public research universities).

We obtained data for this salary analysis from the obia and the hris. These data were snapshots of the information from our university database as of November 1, 2006. We had adjusted all faculty salaries to 9-month 1.00 FTE for the purpose of the analysis. Anyone who were not tenured or on tenure-track were excluded from the regression analyses. Anyone who were not at least at the rank of assistant professor were excluded as well. All faculty of the School of Medicine were also excluded. Of the final population of 766 faculty, 236 were female and 530 were male. There were a total of 13 colleges. Detailed procedure in performing this salary analysis is contained in the Faculty Salary Analysis Documentation file.

Results

Faculty whose salaries were at least plus or minus 1.65 standard deviations predicted by the regression model were counted as outliers. A total of 57 individual outliers had been identified from eleven colleges. No individual outlier cases seemed to exist from these following two colleges: Architec and Nursing. Detailed information regarding outliers is attached in a separate file called Faculty Salary Analysis – individual college outlier

cases. Table 1 reports the college affiliation of these outliers, Table 2 reports their salary status and Table 3 reports university ethnicity/gender gaps in salary as compared to White Male. Finally, Table 4 displays the average individual salary differentials among female and male across different colleges. Overall, the ethnicity/gender gaps in salary are statistically non-significant across the university and the gender average salary differential gaps are also statistically non-significant within colleges.

Table 1: Characteristics of individual outliers across colleges (Total N = 57).

College	N	Outliers			
		# of female	# of male	# of ethnicity	# in terms of
Arts	4	1	3	3 White, 1 Un-identified	
Business	3	1	2	3 White	
Education	3	1	2	1 AmIndian/AlaskN, 2 White	
Engineering	11	0	11	3 Asian/PacIs, 8 Whites	
Health	3	1	2	1 AmIndian/AlaskN, 2 White	
Humanities	11	4	7	1 Black, 1 Hispanic, 9 White	
Law	2	0	2	2 White	
Mines	2	0	2	2 White	
Social and Behavioral Science	5	2	3	1 Hispanic, 4 White	
Science	11	0	11	1 Asian/PacIs, 10 White	
Social Work	2	0	2	2 White	

Table 2: Outlier salary status by gender, ethnicity, rank, tenure and honor status (Total N = 57).

	Salary Status	
	# of outliers who were Over-paid	# of outliers who were Under-paid
Female	7	3
Male	32	15
White	32	15
Asian/Pacific Islander	2	2
American Indian/Alaskan Native	2	0
Hispanic	1	1
Black	1	0
Un-identified	1	0
Professor	25	15
Associate Professor	12	3
Assistant Professor	2	0
Tenured	37	18
On-tenure track	2	0
Presidential Professor	0	1
Distinguished Professor	3	2

Table 3: University ethnicity/gender annual salary gap (reference group is White Male)

Ethnicity/Gender	In comparison to White Male
American Indian/Alaskan Native Female	\$1,681.45 higher in salary
American Indian/Alaskan Native Male	\$5,978.42 higher in salary
Asian/Pacific Islander Female	\$1,927.54 lower in salary
Asian/Pacific Islander Male	\$3,562.89 lower in salary
Black Female	\$2,239.01 lower in salary
Black Male	\$7,891.80 higher in salary
Hispanic Female	\$1,461.16 higher in salary
Hispanic Male	\$ 840.37 higher in salary
White Female	\$1,045.36 lower in salary

Note: None of the above salary gap is statistically significant at $\alpha=0.10$. Whether these gaps are practically significant is up to interpretation.

Table 4: Mean individual salary differential by gender

College	Gender	N	Mean salary differential
Archt	F	3	\$ 3,587.35
	M	10	\$-1,076.21
Arts	F	23	\$ 1,579.81
	M	38	\$- 967.10
Business	F	16	\$- 351.63
	M	32	\$ 1,75.81
Education	F	28	\$-2,071.76
	M	25	\$ 2,320.38
Engineering	F	9	\$-3,439.61
	M	76	\$ 407.32
Health	F	12	\$ 301.00
	M	21	\$- 172.00
Humanities	F	65	\$ 657.15
	M	84	\$- 508.51
Law	F	9	\$-2,380.93
	M	17	\$ 1,260.50
Mines	F	4	\$ 141.09
	M	18	\$- 31.35
Nursing	F	6	\$ 2,044.51
	M	2	\$- 6,133.52
SBS	F	42	\$ 0.00
	M	82	\$ 0.00
Science	F	11	\$- 1,990.79
	M	115	\$ 190.42
Social Work	F	8	\$- 780.69
	M	10	\$ 624.55

Comments

- This is just a snapshot of November 2006's data. Please use current data for future analyses.
- Major limitation: Research productivity has not been taken into account. Please incorporate measures of research productivity in the future when data become available.
- This model is not intended for drawing any conclusions regarding gender and racial equity in salary in individual department. It is not intended for drawing conclusions regarding discrimination as well. Rather, it should be used for identifying individual outlier cases that warrant further investigation.
- A word of caution: As the subjects being analyzed in this study included all faculty (i.e., the entire population) of interest from our institution, any p-values interpreted from this study would be meaningless. P-values are only relevant to sample, not population.

APPENDIX C
Graduate Student Enrollment in each College by
Ethnicity
Academic Year 2008-2009

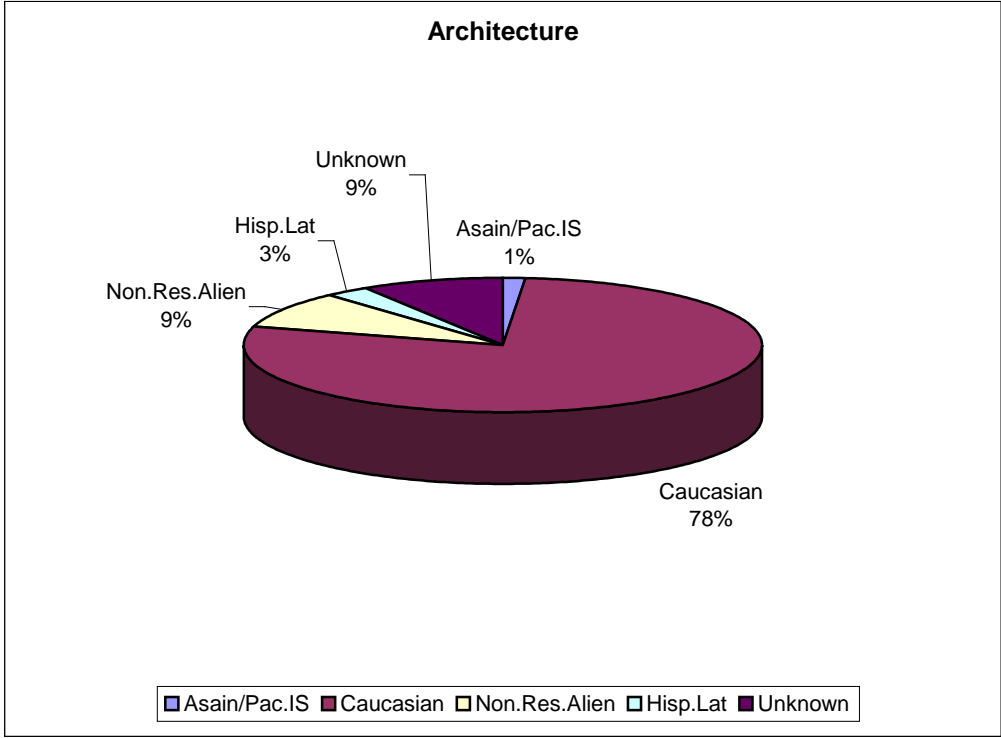


Figure C-1. Graduate Student Enrollment in the College of Architecture and Planning by Ethnicity for Academic Year 2008-2009. Total number of students = 136.

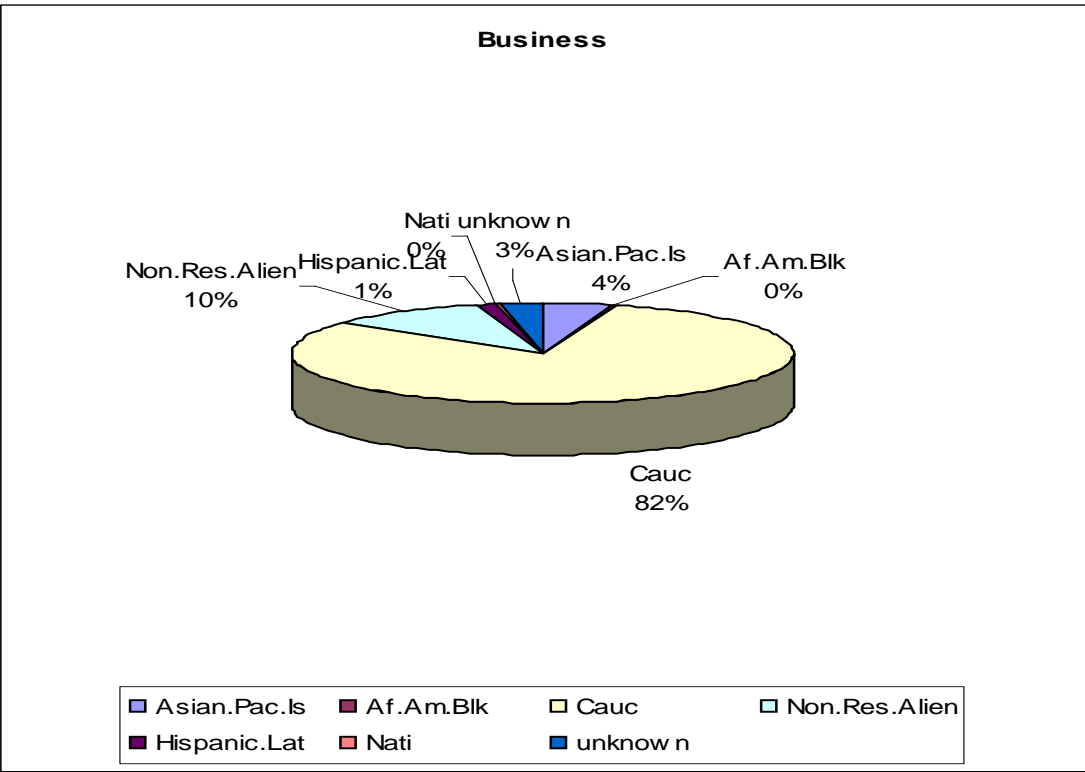


Figure C-2. Graduate Student Enrollment in the College of Business by Ethnicity for Academic Year 2008-2009. Total number of students = 743

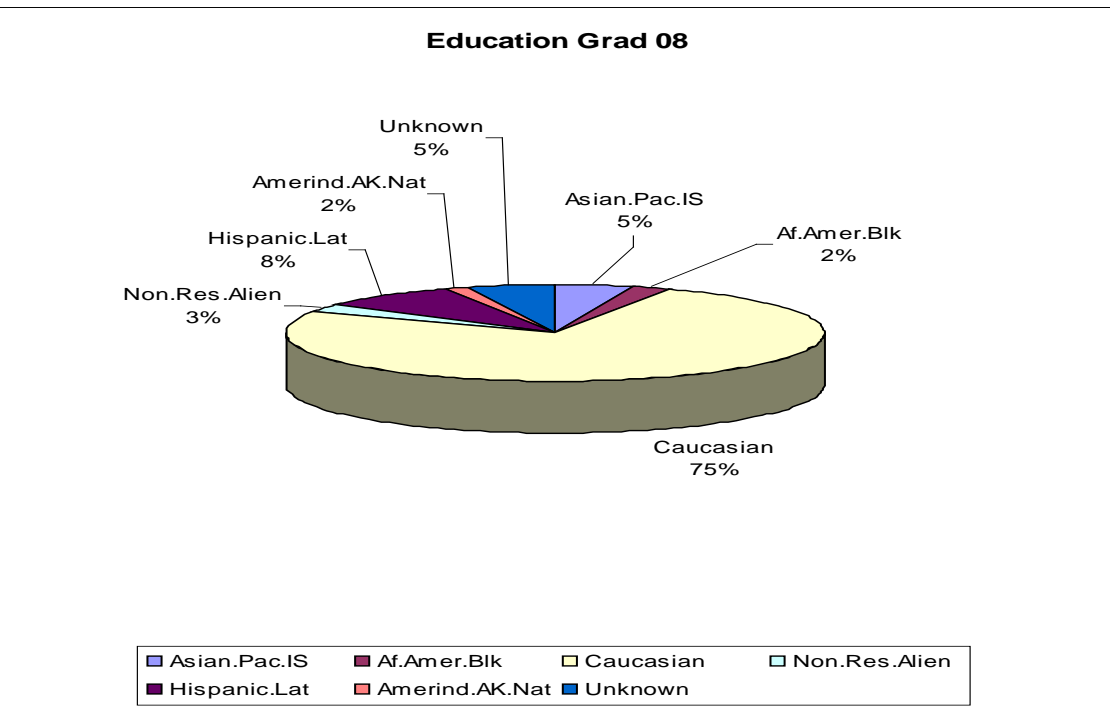


Figure C-3. Graduate Student Enrollment in the College of Education by Ethnicity for Academic Year 2008-2009. Total number of students = 501.

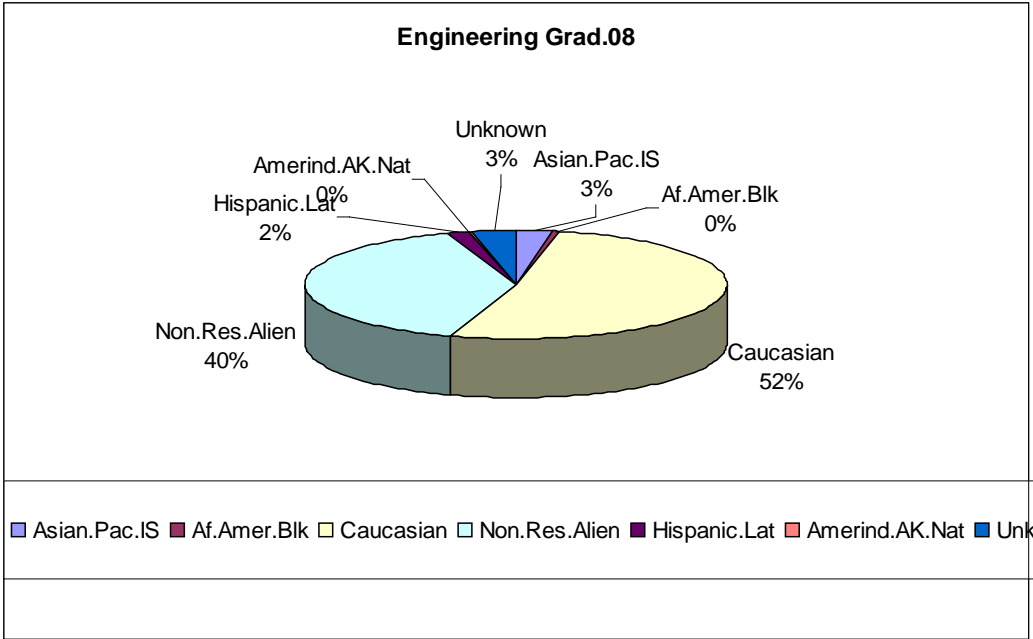


Figure C-4. Graduate Student Enrollment in the College of Engineering by Ethnicity for Academic Year 2008-2009. Total number of students = 826

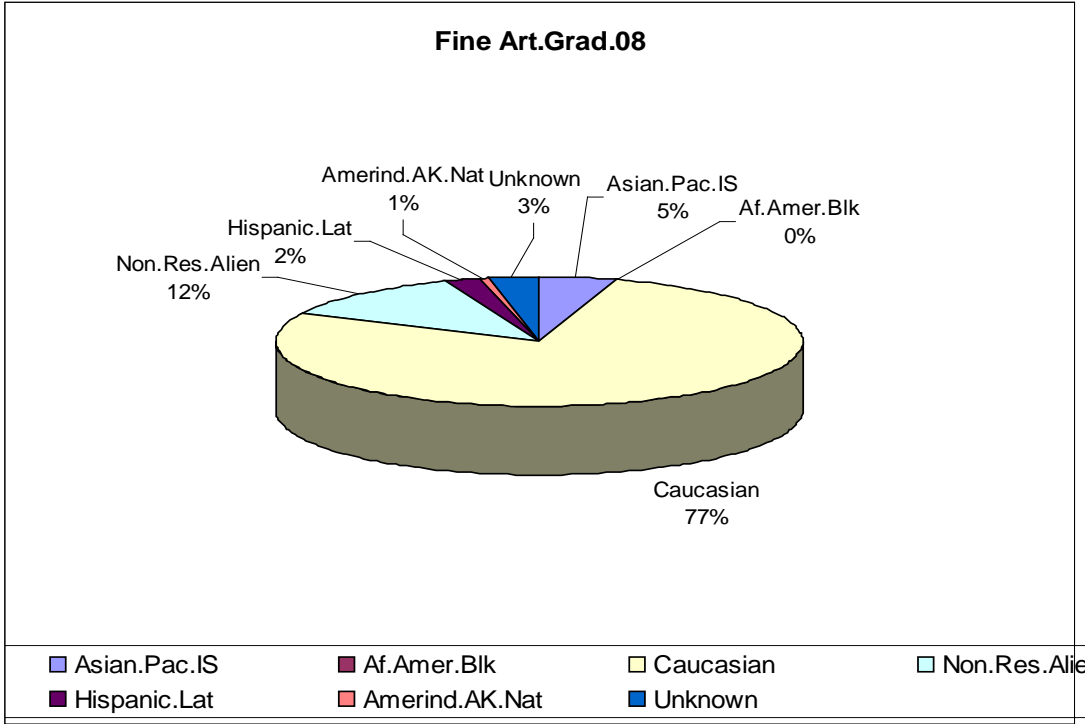


Figure C-5. Graduate Student Enrollment in the College of Fine Arts by Ethnicity for Academic Year 2008-2009. Total number of students = 169.

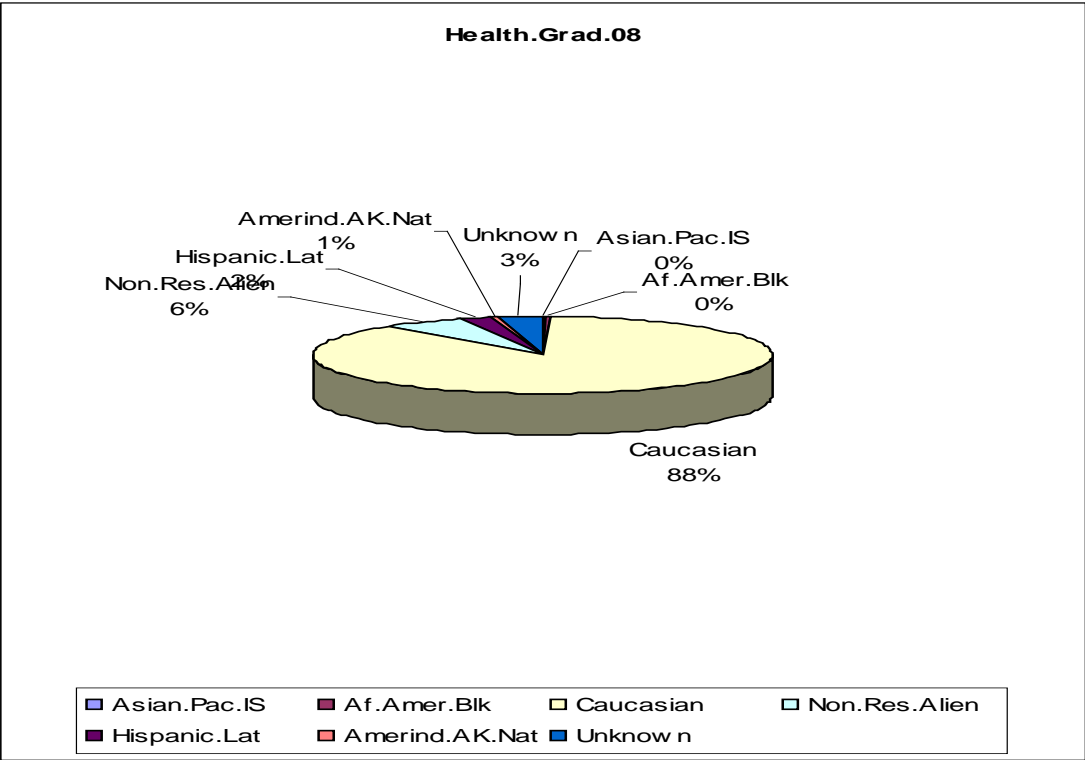


Figure C-6. Graduate Student Enrollment in the College of Health by Ethnicity for Academic Year 2008-2009. Total number of students = 494.

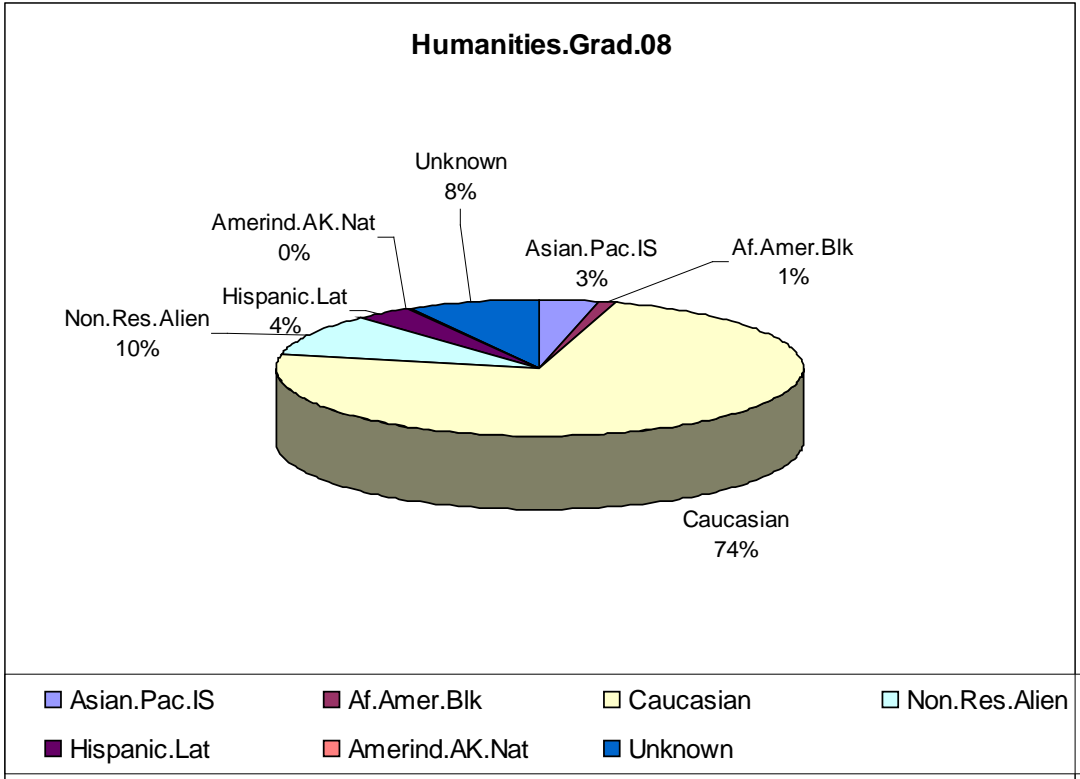


Figure C-7. Graduate Student Enrollment in the College of Humanities by Ethnicity for Academic Year 2008-2009. Total number of students = 401.

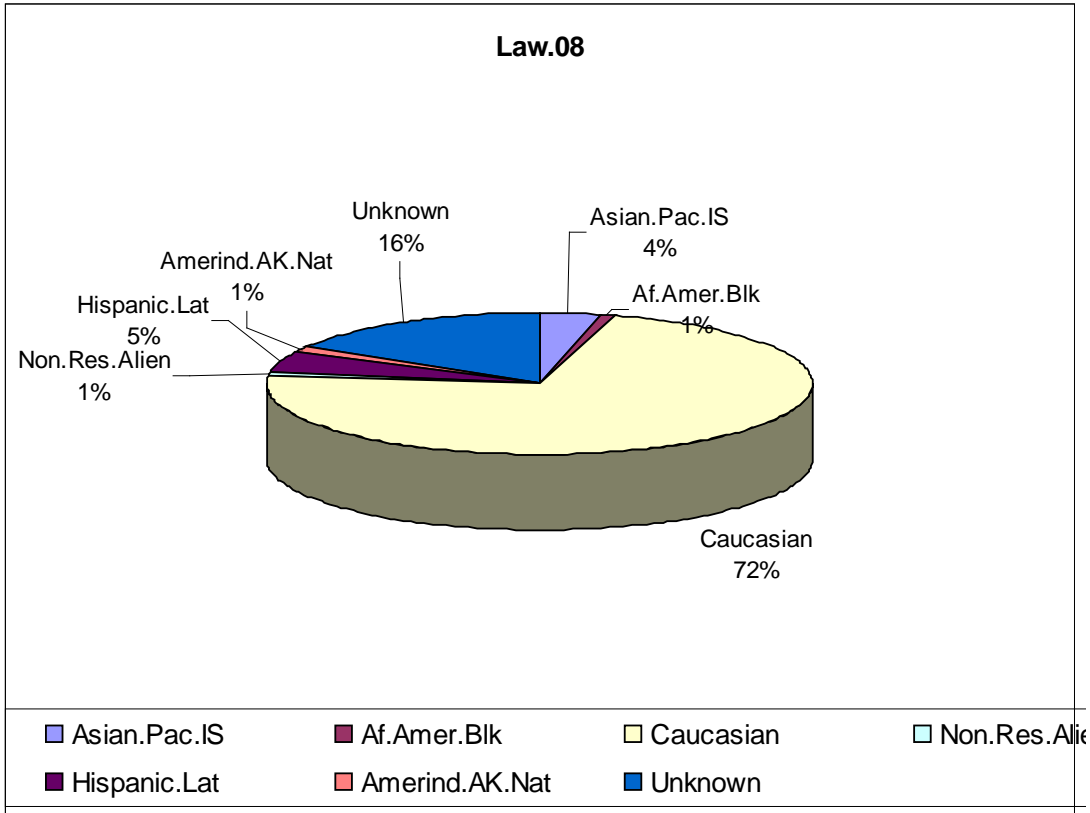


Figure C-8. Graduate Student Enrollment in the College of Law by Ethnicity for Academic Year 2008-2009. Total number of students = 388.

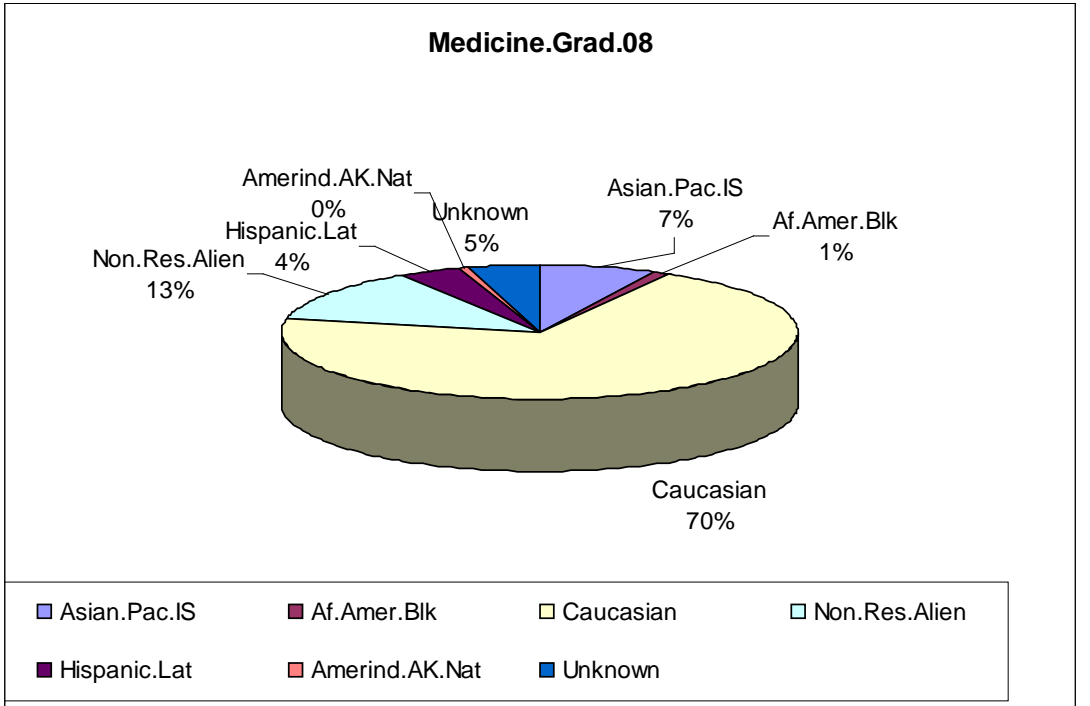


Figure C-9. Graduate Student Enrollment in the College of Medicine by Ethnicity for Academic Year 2008-2009. Total number of students = 953.

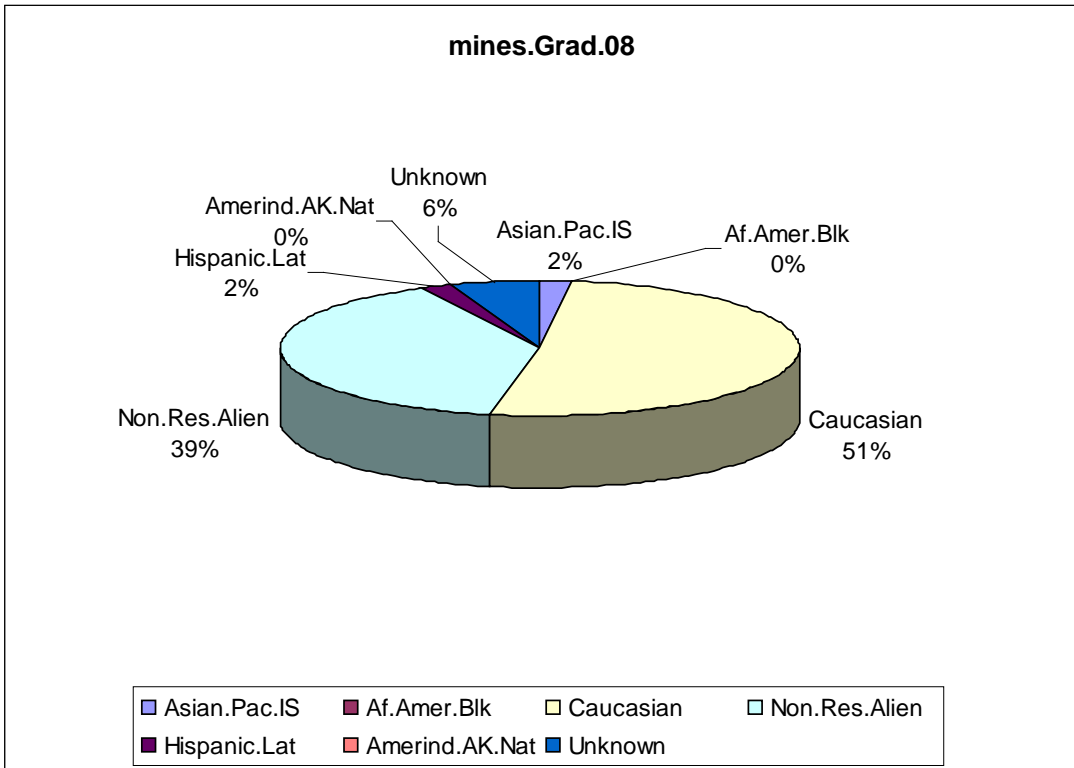


Figure C-10. Graduate Student Enrollment in the College of Mines and Earth Sciences by Ethnicity for Academic Year 2008-2009. Total number of students = 160.

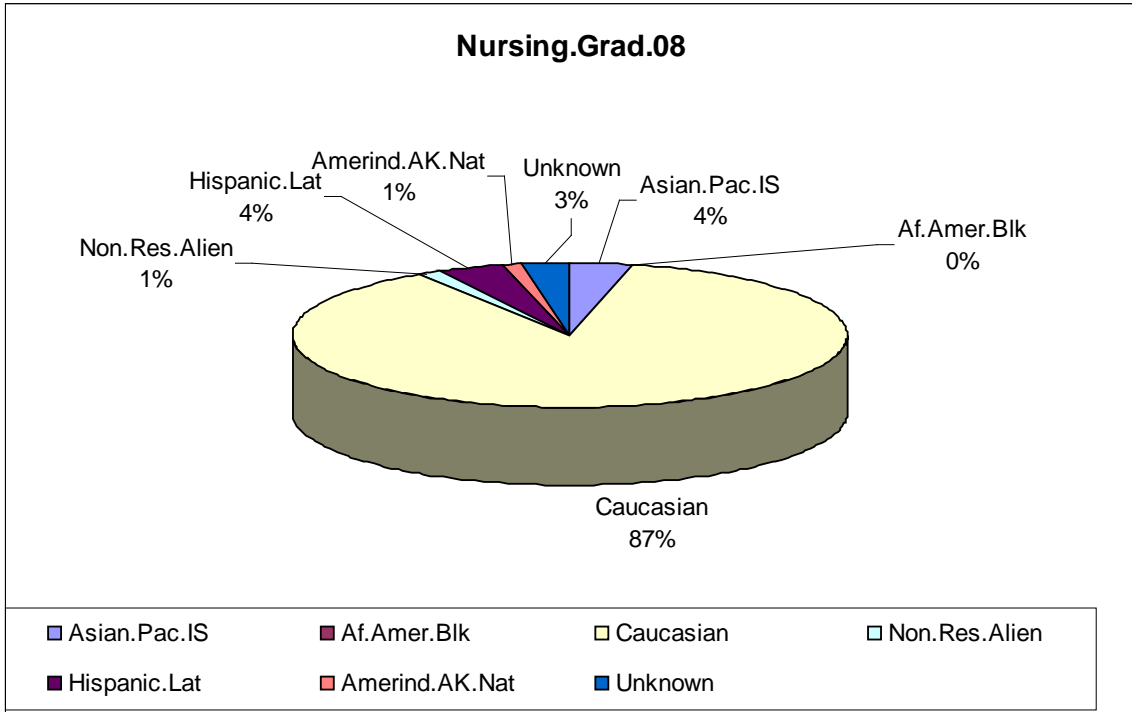


Figure C-11. Graduate Student Enrollment in the College of Nursing by Ethnicity for Academic Year 2008-2009. Total number of students = 281.

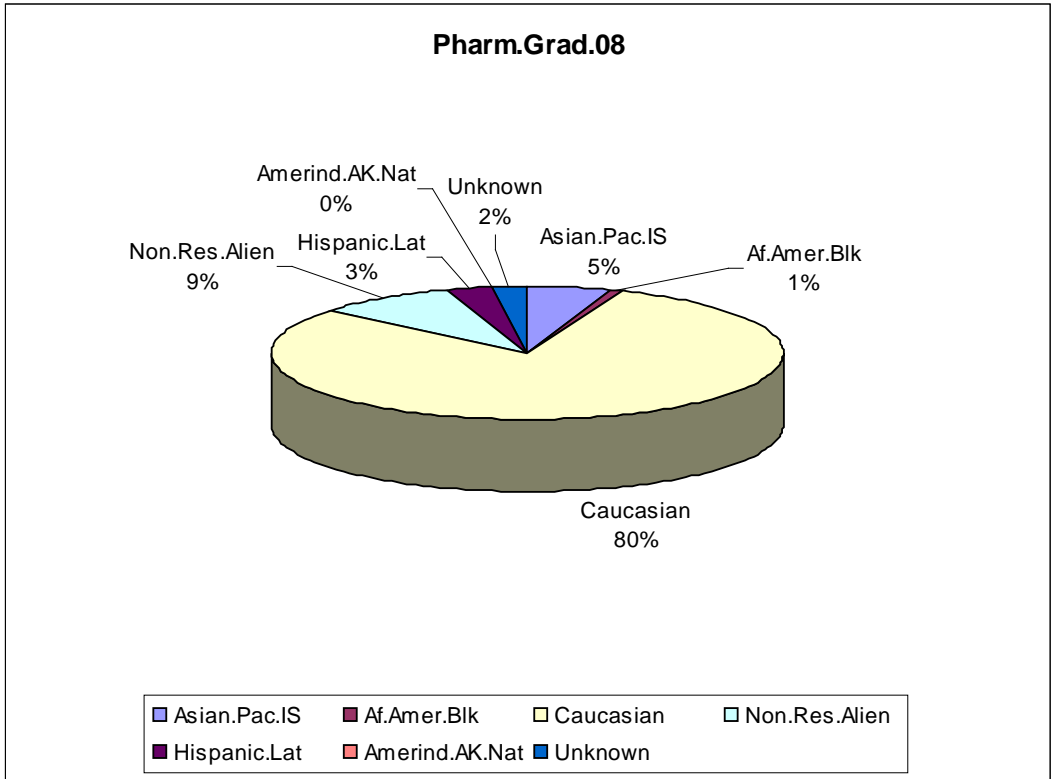


Figure C-12. Graduate Student Enrollment in the College of Pharmacy by Ethnicity for Academic Year 2008-2009. Total number of students = 261.

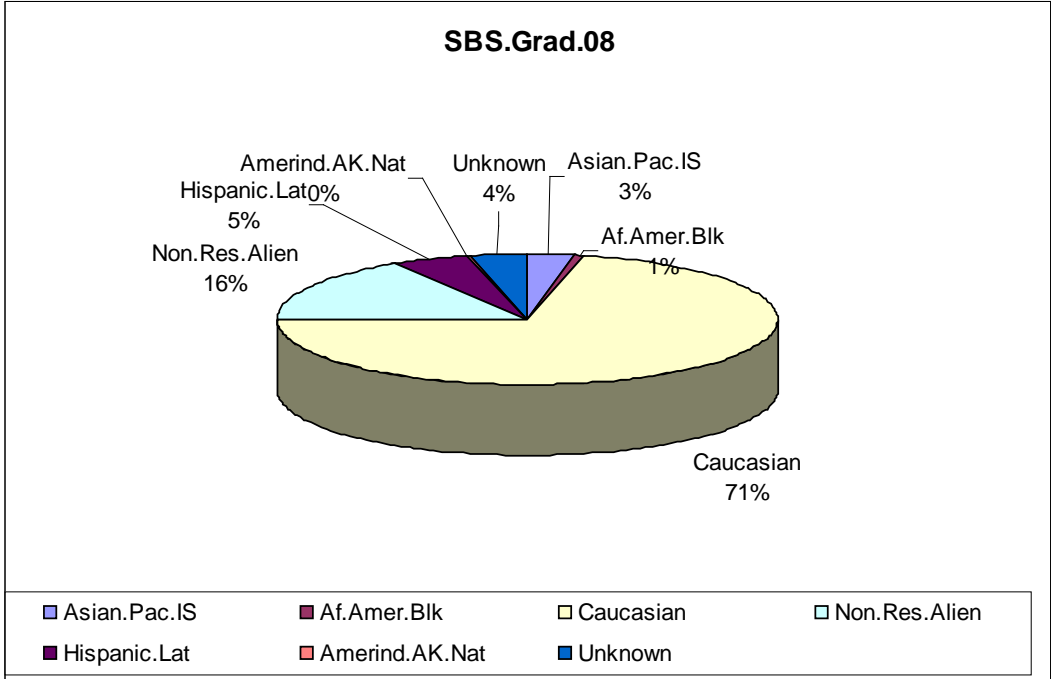


Figure C-13. Graduate Student Enrollment in the College of Social and Behavioral Science by Ethnicity for Academic Year 2008-2009. Total number of students = 458.

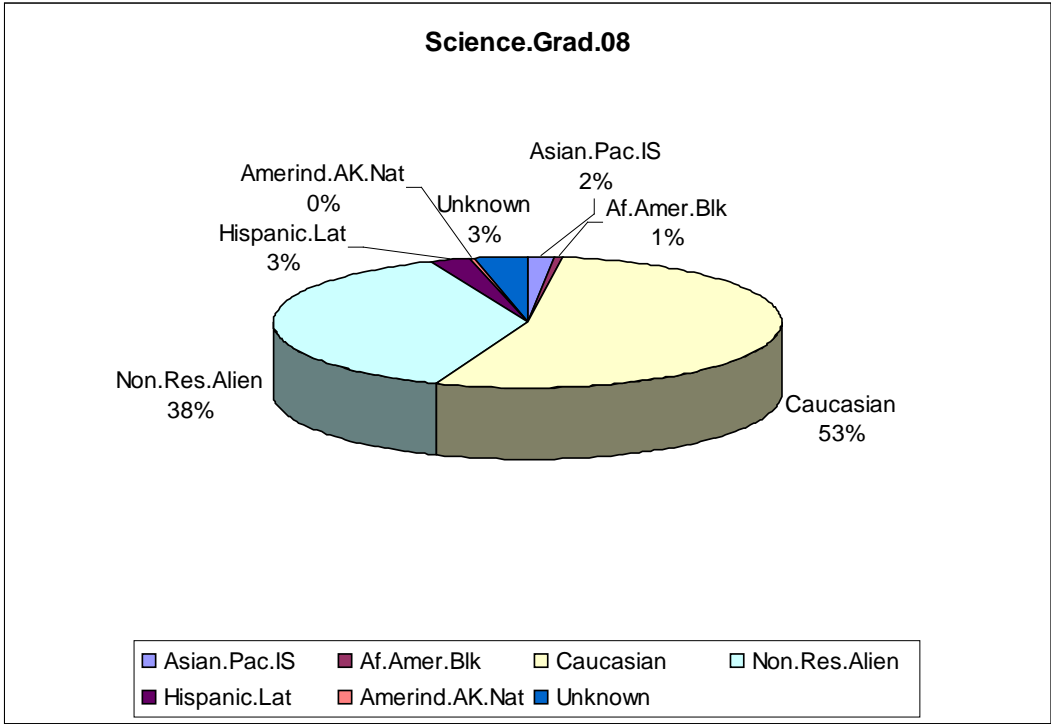


Figure C-14. Graduate Student Enrollment in the College of Science by Ethnicity for Academic Year 2008-2009. Total number of students = 433.

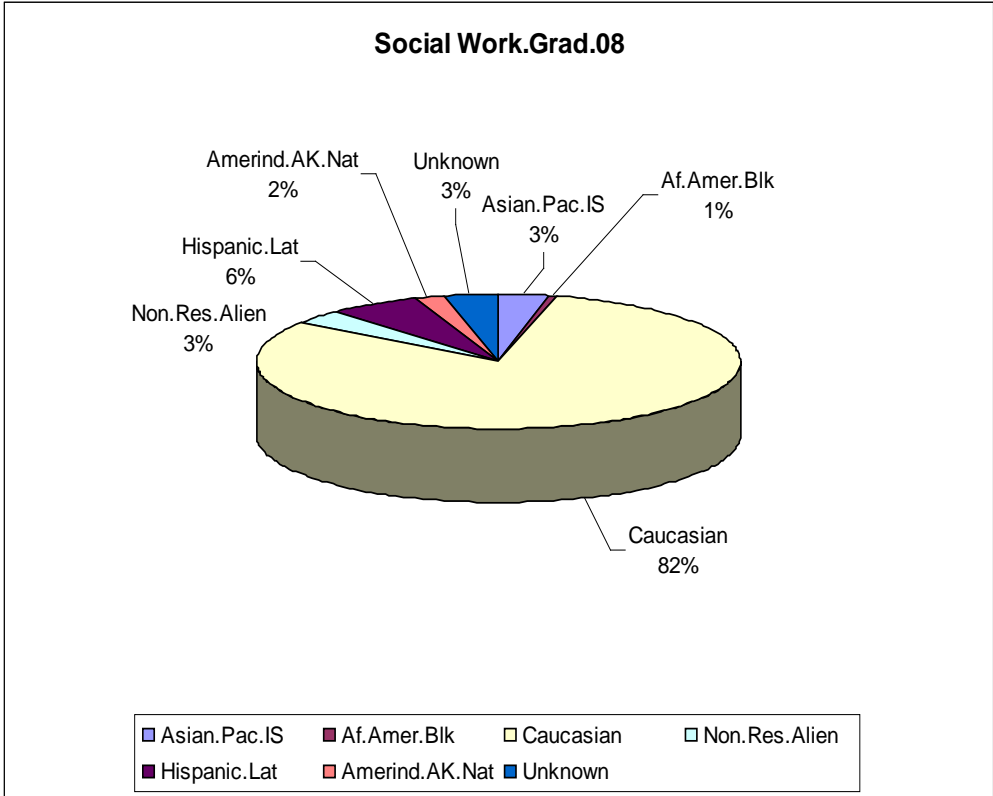


Figure C-15. Graduate Student Enrollment in the College of Social Work by Ethnicity for Academic Year 2008-2009. Total number of students = 373.

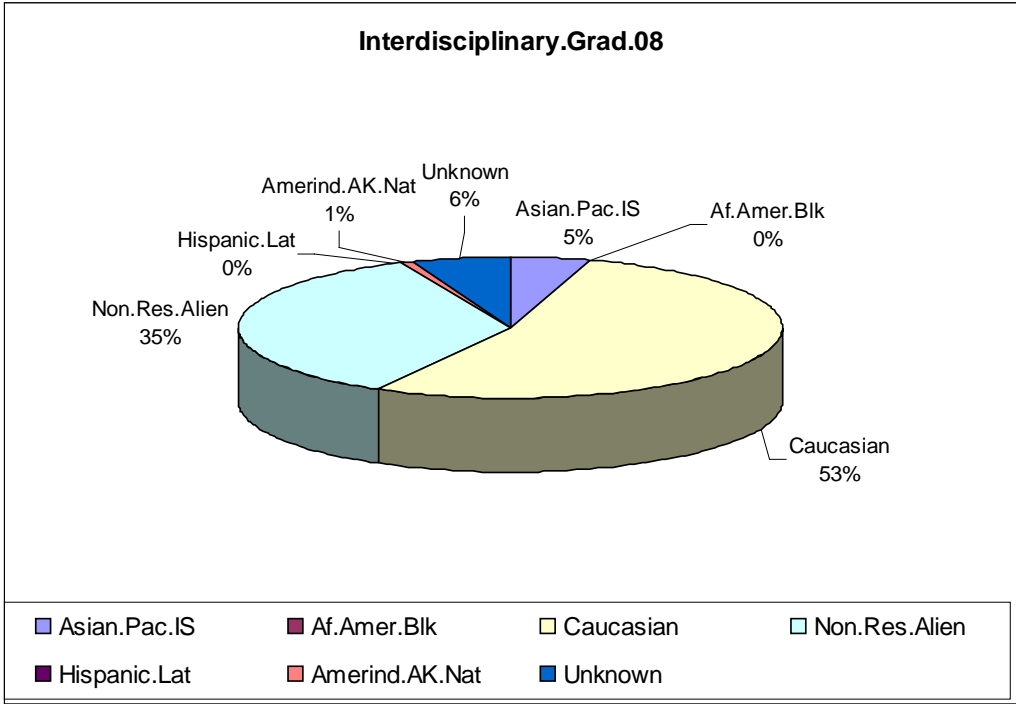
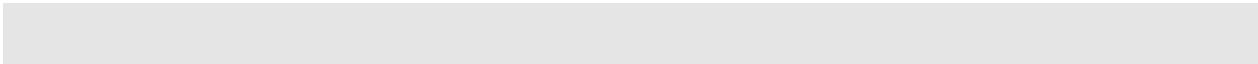


Figure C-16. Graduate Student Enrollment in the Interdisciplinary Category by Ethnicity



APPENDIX D

Academic Senate Executive Committee Memorandum of Referral

Memorandum of Referral

From: Academic Senate Leadership—Senate President Paul Mogren

To: University Diversity Committee—2008-2009 Chair Ed Trujillo

cc: Graduate Council (David Chapman, Fred Rhodewalt), Undergraduate Council (John Francis, Steve Roens), Office for Equity and Diversity (Octavio Villalpando)

Re: Referral of periodic department review reports to Diversity Committee

Date: April 20, 2009

Summary:

The Executive Committee of the Academic Senate is referring to the University Diversity Committee a charge to assist the Senate in reviewing reports of periodic reviews of academic departments conducted by the Graduate Council and Undergraduate Council. This referral for committee assistance takes effect beginning April 2009 and continues indefinitely. However, it is recommended that this arrangement be reexamined three years from its inception (in the 2011-2012 year).

While this referral is in effect, all such periodic reports submitted to the Senate office for the information of the Senate will now be referred to the Diversity Committee for examination (but will also continue to be processed by the Executive Committee for inclusion on the agenda of the Senate). The Senate leadership and Diversity Committee leadership will develop, and as needed modify, specific procedures for integrating these reports into the work load of the Diversity Committee, and for passing onto the Senate the results of the Diversity Committee's examination of such reports.

Background:

The reports to be referred to the Diversity Committee are the documentation of reviews conducted by the Graduate Council or Undergraduate Council, as provided for under University Policy 6-001. Under current policies and practices, each academic department (or program or single-department college) is reviewed on a schedule of approximately every seven years. The review process is conducted by the Graduate Council for units that offer graduate degrees, or by the Undergraduate Council for any unit that does not offer graduate degrees. The reports of such reviews are submitted to the Academic Senate.

In recent years, in several instances, in meetings of the Senate or the Senate Executive Committee, concerns have been raised about the manner in which issues of diversity (particularly race and gender diversity) have been attended to in the process of conducting reviews of various departments. In some instances, discussions about these concerns have led to modifications of the reports, and to revisions of the plans for improvements within departments on matters of diversity. That history is partially described in the enclosed memorandum of April 28, 2008 (from Prof. Flores to the Graduate Council).

From that history, it has become clear that the Senate has a strong interest in ensuring that matters of diversity are thoroughly considered within the context of these periodic reviews of departments. Members and leaders of the Senate wish to be kept well-informed about that aspect of the review processes being used in conducting such reviews.

Within the structure of the Senate and its various committees, the University Diversity Committee has been formed to provide expertise in matters of diversity. The membership of the Diversity Committee includes substantial expertise on the specific matters appropriately addressed when departments undergo periodic reviews. The Diversity Committee's functions have long included various responsibilities that align quite well with the Senate's interest in having diversity issues considered in conjunction with the periodic reviews of departments. Further, the information developed through these periodic reviews is expected to be of great value to the Diversity Committee in carrying out its long-established functions of studying diversity across the University. The structure and functions of the Diversity Committee are partially described in the attached description of the Committee.

The plan of referral:

The underlying concerns in this matter, and some appropriate solutions for those concerns, have been discussed among the Senate leadership and representatives of the Diversity Committee during the 2008-2009 year.

Through those discussions, it has been determined that it is appropriate for the Senate to call upon the expertise of the Diversity Committee to assist the Senate in carrying out its important work of considering the reports that result from the periodic departmental reviews conducted by the Graduate and Undergraduate Councils. It is also appropriate to add the diversity-related contents of the documentation resulting from these departmental reviews to the bodies of information the Diversity Committee has at its disposal as it carries on its broader functions.

Accordingly, when each report from a periodic departmental review is submitted from the Graduate or Undergraduate Council to the Senate office for the information of the Senate, the documentation of that report will be forwarded to the Diversity Committee. The Diversity Committee will in turn examine that documentation. At a minimum, the Diversity Committee shall include in its annual report to the Senate a description of the information it has received through this referral mechanism.

Further, from time to time during the year, the Diversity Committee may advise the Senate Executive Committee about any concerns, findings, or recommendations it develops in examining the review documentation. The Executive Committee in turn will forward appropriate information to the Senate.

Additional specific steps for managing the Diversity Committee's role of assisting the Senate in relation to these periodic departmental reviews are to be developed jointly by the Senate leadership and Diversity Committee leadership—and may be modified from time to time based on experience.

The referral arrangement is intended to take effect beginning with April 2009. It is anticipated that it may continue indefinitely, and should continue until there is a mutual decision of the Senate leadership and Committee leadership to discontinue it. However, it is recommended that there be a thoughtful reexamination of the arrangement during the 2011-2012 year, if not earlier.

For further information about this arrangement, contact the current Senate president and current Diversity Committee chair, through the Senate office.

Approved by the Senate Executive Committee, April 20, 2009

Appendices

- (i) April 28, 2008 memorandum, Prof. Flores to Graduate Council
- (ii) June 16, 2008 memorandum, Graduate Council to Prof. Flores
- (iii) Description of the University Diversity Committee functions and membership.

Memo

To: David Chapman & Fred Rhodewalt, for the Graduate Council

From:	Bob Flores, Professor of Law (past-president of the Academic Senate, past-chair of the University Diversity Committee)
CC:	University Diversity Committee, Office of the Associate V.P. for Diversity, representatives of the Undergraduate Council, Academic Senate President and Senate Executive Committee (2008-2009)
Date:	April 28, 2008

Re: Diversity issues in periodic reviews of academic units conducted by the Graduate Council and Undergraduate Council

I call to your attention, and urge that you share with appropriate personnel involved with the Graduate Council, a concern about the treatment of *diversity* as an aspect of departmental performance for purposes of periodic reviews of academic departments (or similar units) reviewed by the Graduate Council or Undergraduate Council. For context, I include a limited description of related recent action of the Academic Senate Executive Committee.

1. Background:

The Executive Committee of the Academic Senate recently received documentation of a periodic review, managed through the Undergraduate Council, of a particular academic unit. For present purposes there is no great value in identifying the particular academic unit, and so identifying information is not included here (and is deleted from the enclosed copy of an earlier memorandum). The identity of the unit is of course not a secret—but it is worth emphasizing the point that there is no desire here to embarrass or otherwise focus negative attention on individual persons—but rather only to urge attention to a systemic concern.

What is important is that the documentation received regarding the review of that program included insufficient treatment of diversity as a measure of performance or area of scrutiny of the unit reviewed. For reasons elaborated in the enclosed memorandum, this lack of vital information was pointed out to the members of the Executive Committee as a matter of great concern, and the Committee was urged to consider treating the documentation as so incomplete that it should not be accepted for forwarding to the full Senate. The depth of concern was based not only on the experience with this single review, but with a pattern appearing in documentation of reviews received in the past year or more, including some reviews managed by the Graduate Council.

Representatives of the Undergraduate Council met with the Executive Committee on April 21. To sum up that meeting (my characterization), the Committee members and the Council representatives easily came to agreement about the principles involved and about appropriate steps for resolution. To their great credit, the Council representatives showed great concern about the principles, and enthusiastically proposed those steps for resolution.

For the particular case, it was agreed that the particular review was incomplete, and that the documentation of the review would not go forward to the full Senate as originally scheduled. A commitment was made to expand the scope of that review to include attention to diversity issues, and once that is completed to then bring the review

documentation back to the Executive Committee to forward to the full Senate. As an aside, it can be mentioned that the current leadership of that particular academic unit has also eagerly joined this plan of action—to its great credit.

For the more important broader issues, the Executive Committee members first endorsed the view that it is vital to include careful attention to diversity issues in each academic unit review, whether conducted through the Undergraduate Council or Graduate Council. The Committee then welcomed a commitment from the Undergraduate Council representatives to ensure that all future reviews conducted under the auspices of that Council will include careful attention to diversity issues.

Turning to the Graduate Council: in the earlier memorandum, it was pointed out that the Council's existing review procedures do include explicit treatment of diversity issues. The Executive Committee members were supportive of that explicit focus, yet concerned about having actual vigorous implementation of that stated focus.

I call this incident and the broader issue to your attention, so that you will be aware of that concern. I think it accurate to predict that for the foreseeable future the Executive Committee can be expected to very carefully scrutinize the diversity-related components of reviews that will be coming forth from the Graduate Council as well as those coming from the Undergraduate Council.

As the earlier memorandum elaborates, the Senate depends very heavily on the careful completion of such reviews by both councils to aid the Senate in carrying out its important responsibilities within the system of shared governance of the University, including its responsibilities on the important issues of diversity. A review that includes anything less than a full and careful examination of all major aspects of the diversity-related past performance and forward-focused plans of the reviewed academic unit is inadequate and should be treated as incomplete for the Senate's purposes.

Note that I have copied this memorandum to the Senate-elected University Diversity Committee, and the Office of the Associate Vice President for Diversity (Academic Affairs), based on my understanding that having full treatment of diversity issues within the reviews conducted by the two councils is also important for the work of those two entities.

2. The earlier memorandum (with certain identifying information eliminated).

TO:

Academic Senate Executive Committee

cc: representatives of the Undergraduate Council and the [academic unit]

FROM:

Bob Flores, Professor of Law (past-president of the Academic Senate, past-chair of the University Diversity Committee)

RE:

Diversity information within the University's periodic reviews of academic departments & programs (conducted by the Graduate and Undergraduate Councils)

DATE:

April 19, 2008

For its April 21, 2008 meeting, the Senate Executive Committee has received what is offered to be the final documentation from one of the University's periodic reviews of an academic program. In this case the reviewed program is the [academic unit], and the review is conducted through the Undergraduate Council.

This documentation should not be considered final (and thus ready for acceptance by the Senate), because it lacks information about a crucial element that such periodic reviews are explicitly mandated to address, a matter of great concern to the University generally and to the Senate in particular—*diversity*.

The lack of information on this crucial element might be taken to indicate a variety of underlying circumstances about the academic program that is the subject of the review. At one extreme, one could read between the lines to conclude that the reviewed program is performing magnificently with regard to the element of diversity, and because no further efforts regarding diversity are needed or contemplated, it is inappropriate to mention the

matter in the documentation of the review. At the other extreme, one might suspect that the reviewed program's past performance and immediate prospects for improved performance are so dismal that those conducting the review and preparing the documentation thought it best to avoid any mention of the matter.

One with some familiarity with the [academic unit] and the personnel involved in its operation would be inclined to think the performance is much closer to magnificent than to the dismal. These are good people and they are in many respects operating a good program.

That said, there remains what may be considered a systemic problem of significant dimension. In this case, and consistently in all cases, the documentation from such reviews should not fail to address the element of diversity—and to the contrary should have a full description of the reviewed unit's past performance and future plans, documenting that the review process has included a thorough examination of the matter of diversity. This case demonstrates that at least in this instance, the review process has not worked as it should regarding the element of diversity—and an examination of documentation from other recent reviews submitted to the Senate will reveal at least some other instances in which the documentation of review on the element of diversity is insufficiently strong. This may reflect a trend of diminishing attention to a matter which is not of diminishing concern.

Here is some contextual information to put this in perspective.

As is widely agreed, diversity of the students, staff, and faculty, and diversity of subject matter of teaching and research is a matter of great concern for the University as a whole. The concern about diversity is explicitly incorporated in the University's recently revised mission statement. In turn that element of the institutional mission is to be reflected throughout the various operations of the University—certainly in the operations of all and each of the academic operating units (colleges, departments, and academic programs).

The Senate is certainly committed to and concerned with the advancement of diversity—and one concrete and important manifestation of that commitment and concern is the Senate-elected University Diversity Committee. Another concrete and important manifestation of University concern is the office of diversity—led by the Associate Vice President for Diversity, within the Academic Affairs vice-presidential reporting line. That committee and that office have very important roles in fostering the advancement of diversity across the University—and to some extent they examine diversity-related performance and planning of various sectors of campus. For example, as the Senate is reminded through its very recent revising of the Policy governing the Diversity Committee, that committee periodically reports to the Senate on the status of diversity-related efforts around the University, including some information about performance of academic colleges.

However, the overall system for monitoring the diversity-related performance of academic units has evolved over recent years so that its effectiveness depends very heavily on the role of the periodic review process managed by the Graduate and Undergraduate Councils. Of particular concern to the Senate, the Senate is highly dependent on that review process to aid the Senate in its responsibilities to take a “meaningful role in the governance of the university” and “participate in decisions relating to the general academic operations of the university.” PPM 8-5 (2007)

Over the years, important achievements have been made in ensuring that the councils' review procedures will incorporate appropriate attention to the element of diversity. Particularly important, the description of procedures developed by the Graduate Council for reviews it manages (and also used by the Undergraduate Council when it manages a review) includes the following.

In carrying out the self-study which serves as the initial stage in a review process, each department is to separately address *“the diversity of your faculty (gender, ethnicity) and departmental efforts to achieve appropriate diversity by hiring strategies and procedures”* (Section 2.1), and *“department efforts to recruit minority students and to achieve appropriate diversity among your student body.”* (3.1). The manual for reviews, including these diversity items, may be seen at http://web.utah.edu/graduate_school/gcreviewprocedures.pdf

Having those aspects of diversity incorporated among the mandatory components of the self-study required of each reviewed unit is a major accomplishment—and those who achieved that inclusion are to be commended.

However, the full benefit intended from that inclusion cannot be realized unless those examination requirements are actually implemented in the context of each review. Someone must ensure that the reviewed unit has actually examined its performance and thoughtfully considered and described its efforts. Of course careful self-examination by the reviewed unit should lead to careful examination by the internal and external reviewers and departmental and University-level administrators who participate in reviews, and to careful treatment of diversity in terms of either/both commendations and/or recommendations in the memoranda of understanding that represent the final step in documentation of reviews. In turn, the Senate (and others that depend on the documentation from the reviews) can effectively carry out its important oversight and policy-making functions regarding diversity only if the documentation that reaches the Senate directly and carefully addresses the element of diversity—in every case of review.

The review documentation presented for the April 21 Senate Executive Committee meeting does not fulfill the expected diversity-related functions. The Senate should not accept this as final documentation of the review of this unit. To the extent that the lack of attention to diversity in this review documentation may be reflective of a pattern or trend that may affect future reviews of other units--- the Senate should inquire into the management of such reviews and a result of that inquiry may be some form of assurance that documentation of future reviews will thoroughly address the element of diversity.

(For the Executive Committee--- I raise these concerns based on my position as a member of the faculty, and my experiences as a past president of the Senate and long-time member of the Senate and Executive Committee, and past-chair and long-time member of the University Diversity Committee. I also disclose that I am currently a faculty member of an internal review team participating in a periodic review of another academic unit, which is managed by the Undergraduate Council. *Bob Flores*)

##

Appendix 2.



Memo

Date: 6/16/2008
To: Bob Flores, Professor of Law
Cc: University Diversity Committee, Office of Associate Vice President for Diversity, Academic Senate President, and Senate Executive Committee (2008-2009)
From: Frederick Rhodewalt, Associate Dean, The Graduate School *FR*
RE: Diversity and Graduate Council Program Reviews

Thank you for your memorandum of April 28, 2008 expressing your concerns about the treatment of diversity as an element of Graduate Council Program reviews. It arrived at a very fortuitous time because Graduate School leadership shares your concerns and has been holding discussions about ways to place greater emphasis on diversity and inclusiveness in the graduate program review process. Over the past month I have contacted graduate programs with reputations for excellent and innovative monitoring of diversity efforts in their program reviews and asked for information about their policies and procedures. Our plan is to gather input about how other graduate schools address diversity issues in advance of revising our Program Review Policy and Procedure manual.

Although we are exploring methods for more rigorously examining program diversity efforts, I believe it is useful to review our current practice. The Graduate School meets with program administrators and provides information about the review process including preparation of the program self-study. If the program undergoing review also has an undergraduate component it is reviewed at the same time. With regard to faculty diversity, the manual explicitly directs programs to, "Address separately the diversity of your faculty (gender, ethnicity) and departmental efforts to achieve appropriate diversity by hiring strategies and procedures." With regard to students, the manual explicitly directs programs to, "Address separately recruit minority students and to achieve appropriate diversity among your student body." In our instructions to internal and external review teams, we ask that they include in their reports separate sections the diversity of the gender and ethnic diversity of the faculty and departmental efforts to achieve appropriate diversity by hiring strategies and procedures as well as policies and efforts in the recruitment, retention, and promotion of minority and women faculty. Likewise, they are asked to evaluate student diversity and department efforts to recruit minority students and to achieve appropriate diversity among the student body.

Diversity concerns (or achievements) reported by review teams then go into the Graduate Council Program Review in the form of a recommendation in the case of concerns or a commendation in the case of exemplary performance. The final step in the process is a wrap-up meeting with the cognizant senior vice president, cognizant dean, department chair, and the dean and associate dean of the graduate school attending. Each recommendation is discussed and a plan of action is decided upon which is recorded in a memo of understanding. It is noteworthy that the graduate deans serve as facilitators of the discussion but typically do not broker the responses to the review recommendations. To a large degree the Graduate School is instrumental in placing diversity concerns on the table. However, the

1
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Memo: Diversity and Graduate Council Program Reviews

specific responses and planned actions are the outcome of conversations among the senior vice president, dean, and chair. Diversity concerns are discussed in the context of other challenges faced by the program. The Graduate Council Program review and resulting memorandum of understanding are forwarded to the Academic Senate as an informational item.

Your memo describes a review performed by the Undergraduate Council in which the program review included insufficient treatment of diversity as a measure of performance or area of scrutiny. The Graduate Council also received a recent program review in which neither the department self-study nor the internal and external reviews mentioned faculty and student diversity. In my four years as Associate Dean overseeing approximately 40 program reviews this is the first time this has happened. In this specific case, the Graduate Council included the following recommendation in its report:

"2. *Student Diversity:* The Graduate School procedures requires: *"department efforts to recruit minority students and to achieve appropriate diversity among your student body."* It is not clear that such efforts are being made. The (program) should formulate and implement efforts to recruit minority students and to achieve appropriate diversity among its enrolled student body. The Office of the Associate Vice President for Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate Council should be considered as a way to encourage the School to work effectively towards this goal."

As with your example, our intent is not to embarrass the specific program but, rather, to illustrate that the Graduate Council acts in a prescriptive way when departments fail to address diversity issues in their reviews. This example raises a larger issue faced by the Graduate Council. Program reviews are descriptive and evaluative. They ask questions and offer possible answers. However, the response to each recommendation including those concerning diversity is determined by the line administrators who have direct responsibility for the program. The key question is how far the Graduate School goes in directing the program's response to the recommendations.

The goal of diversity and inclusiveness in graduate education is one deeply valued by the Graduate School. Program reviews are only one way in which the Graduate School pursues this goal. Our Assistant Dean for Diversity oversees efforts to help departments increase the number of applications from minorities and women and coordinates and financially supports the Summer Research Opportunity Program among other programs.

Again, thank you for your observations. As we go forward with our efforts to strengthen diversity accountability in our program reviews, we welcome your input and suggestions.

Appendix 3.

Description of the University Diversity Committee.

Excerpts of University Policy 6-002-- The Academic Senate---Standing Committees of the Senate (Rev. 24)

Part III-Section 4-A-9

University Diversity Committee

a. Membership. The University Diversity Committee will consist of 10 members of the regular faculty, 3 staff members, and 3 student members. The faculty members will be elected by the Senate for three year terms. The staff members will be nominated by UUSAC and approved by the Senate Executive Committee for three year terms. The student members shall be selected for one year terms in accordance with Procedures established by the ASUU. Terms will begin each August 1. Non-voting ex-officio members shall include: Associate VP for Diversity, Associate VP for Diversity for Health Sciences, UUSAC Chair, ASUU President, Academic Senate Past-president, Director of Equal Opportunity and Affirmative Action, and two representatives from the community. The Chair of the University Diversity Committee will be invited to serve by the Senate President, with installation (vote) by the committee each year.

b. Charge. This committee shall provide leadership and expertise to the University of Utah community in promoting diversity in their various roles and activities; serves as a forum for the exchange of ideas within the University. The University Diversity Committee should respond to directions from the Academic Senate, while retaining the freedom to set its own agenda. The committee's principal role is to identify issues, projects, and proposals that would further a positive climate of diversity on the University of Utah campus, would enhance relations with diverse elements in the community, and would promote appreciation of diversity in the wider community. The committee's role includes forwarding information and recommendations to the Academic Senate. The committee will submit an annual report to the Academic Senate of its activities.

c. Budget. An annual budget will be offered by the President and administered by the Office of the Associate Vice President for Diversity.

* * * *

Annual reports of the Diversity Committee may be found on the Academic Senate website, at <http://www.admin.utah.edu/asenate/annual-reports.html>

Excerpts from the Diversity Committee's June 2008 report.

APPENDIX A

Revised Charter of the Diversity Committee

UNIVERSITY DIVERSITY COMMITTEE CHARTER

Revised 01/24/05

Approved by Academic Senate 2005

Proposed changes for 2008 (3/5/2008)

Approved by Academic Senate with revision (4/7/2008)

Description:

Academic Senate Committee that provides leadership and expertise to the University of Utah community in promoting diversity in their various roles and activities; serves as a forum for the exchange of ideas within the University. The University Diversity Committee should respond to directions from the Academic Senate, while retaining the freedom to set its own agenda. The committee's principal role is to identify issues, projects, and proposals that would further a positive climate of diversity on the University of Utah campus, would enhance relations with diverse elements in the community, and would promote appreciation of diversity in the wider community. The committee's role includes forwarding information and recommendations to the Academic Senate.

The committee will submit an annual report to the Academic Senate of its activities.

Membership:

The University Diversity Committee will consist of 10 members of the regular faculty, 3 staff members, and 3 student members. The faculty members will be elected by the Senate for three year terms. The staff members will be recommended by UUSAC and approved by the Senate Executive Committee for three year terms. The student members shall be selected for one year terms in accordance with procedures established by the ASUU. Terms will begin each August 1st.

Ex officios: Non-voting ex-officio members shall include: Associate VP for Diversity, UUSAC Chair, ASUU President, Academic Senate Past-president, **Associate VP of Human Resources-Director OEO/AA, AVP for Diversity-Health Sciences, AVP for Academic Outreach, University Diversity Committee-Past Chair, Assistant Dean for Diversity – Graduate School, Director of the Office of Student Recruitment and High School Services, a representative of the Alumni Association, a representative of the Presidential Commission on the Status of Women, the Director of Admissions** and *four* representatives from the community. *The community representatives will be elected by the committee during the first meeting of the academic year and will serve staggered three year terms with the possibility of re-election of one subsequent term.*

Chair:

Invited to serve by the Senate President, with installation (vote) by the committee each year.

Budget:

Budget will be offered by the President and administered by the office of the Associate Vice President for Diversity

Diversity Mission Statement Committee Report

2006-07 Members: Colleen Casto (Co-Chair), William Smith (Co-Chair), Suzanne Espinoza, Bruce Gillars, Walter Jones, Dena Ned, Wesley Sasaki-Uemura, Octavio Villalpando

2007-08 Members: Colleen Casto (Chair), Erika Church, Wesley Sasaki-Uemura, Dhiraj Chand, Joe Gonzalez, Octavio Villalpando

The Mission Statement committee worked to craft a concise statement about the role of the diversity committee of the Academic Senate of the University of Utah. The full committee approved the final version of the statement.

MISSION STATEMENT

As representatives of the faculty, staff, students and the community, the members of the Academic Senate Diversity Committee recognize that Diversity is fundamental to the education mission of the University of Utah. We provide advice, advocacy and assessment to create a climate of respect, equal access and opportunities for all members of our community.

Future assignments are to be directed by the overall diversity committee. However, in researching the needs of the university and the role of the mission statement sub-committee, a number of items surfaced that our committee would like to address.

- Gather and make available information about diversity resources and programs campus-wide. We know there are many resources and programs throughout campus however students, staff and faculty may not be aware of them due to the lack of information and a centralized contact point. This information could be put online in the diversity web portal.
- Gather and make available comprehensive information about scholarships. Again, there are many scholarships available, but students often do not have access to the information. This information could be centralized with the committee and on the diversity web portal. (Community outreach for diversity is already working on a scholarship list in conjunction with UOS.)
- Based on current campus climate surveys the committee could examine the results and advise the broader committee as to what further action is needed and coordinate suggestions about future surveys.
- Based on previous discussions we also believe more information may be needed to fortify the University's stand on diversity in general and particular programs in specific. We could focus our attention in this area.