Inclusive Excellence:

UC Irvine

Douglas M. Haynes
Vice Provost of Academic Equity,
Diversity and Inclusion

Our vision of preeminence will remain unshakably democratic, and our commitment to inclusive excellence will be systematic and pervasive.

Diversity of experience and thought is a precondition for productive deliberation, an essential component of our fundamental scholarly and research mission.

When we ensure access for and inclusion of people of all backgrounds and life stories, we make meaningful our shared commitment to a true opportunity society, in which the pathways to success are open to everyone.

UCI:

A public research university committed to a campus community where all expect equity, support diversity, practice inclusion and honor free speech

First in Class
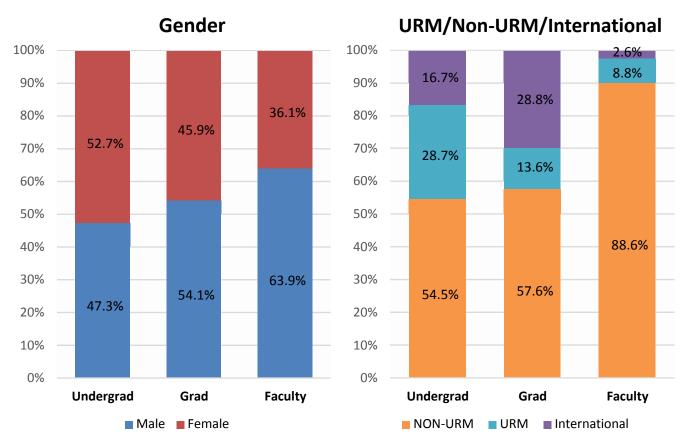
Federally Designated Serving Institution:

- Minority Serving
- Hispanic Serving
- Asian, Native Pacific Islander Serving

Engine for Social Mobility: First Generation

- 50% of Undergraduates
- 1/3 of Graduate Students

Inclusive Excellence

Total Students and Faculty (Fall 2017)

Growth that Makes a Difference

- Hire to National Pool Availability Based on Field
- Ensure Consistent Search Processes
- Prohibit Discrimination and Interrupt Implicit Bias
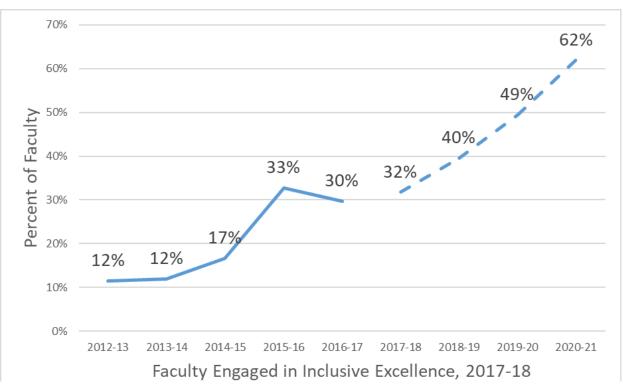- Require Applicant Inclusive Excellence Statement

Faculty Contributions to Diversity: Recognition and Reward

"The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements." (From the Academic Personnel Manual, 210).

Percentage of Faculty Formally Engaged in Promoting Inclusive Excellence, 2017-2018

Formal inclusive excellence activities include participation in programs and initiatives sponsored or hosted by campus units that advance diversity, equity, and inclusion for undergraduates, graduate students, postdoctoral students, and faculty. The activities range from participation in recurring programs and initiatives, attendance at selected unit and campus events, and recognition (awards, prizes, and grants). The latter may include Senate Midcareer Service Awards, Inclusive Excellence Spirit Grants, ADVANCE Dependent Care Travel Awards, UC President's and UCI Chancellor's Postdoctoral mentors, and UC-HBCU Grant principal investigators. For more information on OIE activities, please visit: https://inclusion.uci.edu/.

Faculty Equity Advisors

- Peer-to-peer Engagement

- Preserves departmental autonomy and builds accountability in faculty recruitment and retention

- Removes barriers and hurdles through data advocacy and shedding sun-light on customary practices

- Highly qualified new appointees increase confidence in equity for excellence

Faculty Equity Advisors

- Equity Advisor selected from each School

- Serve as Faculty Assistant to Dean

- Furnish best practices for and advise regular rank faculty searches

- Coordinate mentoring programming for junior as well as senior faculty

- Provide salary equity counseling for faculty

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Enrique Lavernia
Provost and Executive Vice Chancellor

Valerie Hall
Principal Research Analyst

Samantha Anderson
Fiscal Officer and Senior Analyst

Tootie Yee
Executive Assistant to the VPAEDI

Douglas M. Haynes
Vice Provost for Academic Equity, Diversity, and Inclusion; ADVANCE Program Director

Joseph Morales
Assistant Director for Strategic Initiatives and Partnerships

Roxane Cohen Silver
Associate Director of the ADVANCE Program

Marguerite Bonous-Hammarth
Executive Director

Equity Advisors

Arts	Chad Hall
	Jaymi Smith
Biological Sciences	Aimee Edinger
Business	Rick So
Education	Carol Connor
Engineering	Michelle Digman
	Regina Ragan
Nursing Science, Pharmaceutical Sciences, & Public Health	Andrej Luptak
School of Humanities	Rajagopalan Radhakrishnan
Information and Computer Science	Rebecca Black
	Elaheh Bozorgzadeh
Law	Jonathan Glater
SOM-Basic	Lari Wenzel
SOM-Clinical	Lisa Flanagan
Physical Sciences	Mu-Chun Chen
	Isabella Velicogna
Social Ecology	Ilona Yim
Social Sciences	Catherine Bolzendahl

DECADE Mentors

Claire Trevor School of the Arts	Simon Leung Tong Wang Lonnie Alcaraz Nina Scolnik	Art Dance Drama Music
School of Biological Sciences	Donovan German Melissa Lodoen Susana Cohen-Cory	Ecology & Evolutionary Biology Molecular Biology & Biochemistry Neurobiology & Behavior
The Paul Merage School of Business	Libby Weber	School wide
School of Education	Susanne Jaeggi	School wide
The Henry Samueli School of Engineering	Wendy Liu Tayloria Adams Tim Rupert Farzin Zareian Ozdal Boyraz Haithem Taha	Biomedical Engineering Chemical & Biomolecular Engineering Materials Science & Engineering Civil Engineering Electrical and Computer Engineering Mechanical & Aerospace Engineering
Graduate Division Programs	German Enciso Nalini Venkatasubramanian Lorraine Evangelista Claudia Benavente Cynthia Lakon Nalini Venkatasubramanian	Mathematical Computational Biology Network Systems Nursing Science Pharmaceutical Sciences Public Health Transportation Sciences
School of Humanities	Herschel Farbman Elizabeth Allen Andrew Highsmith Luis Avilés Kristen Hatch	Comparative Literature English History Spanish & Portuguese Visual Studies
Donald Bren School of Information and Computer Sciences	Nalini Venkatasubramanian Melissa Mazmanian Michele Guindani	Computer Science Informatics Statistics
School of Medicine	TBA TBA	Epidemiology, Environmental Health, Experimental Pathology Anatomy, Biological Chemistry, Medical Microbiology, Physiology and Biophysics
School of Physical Sciences	Ann Marie Carlton Claudia Czimczik Alessandra Pantano David Kirkby	Chemistry Earth System Science Math Physics & Astronomy
School of Social Ecology	Valerie Jenness Martha Feldman Candice Odgers	Criminology, Law & Society Urban Planning & Public Policy Psychological Science
School of Social Sciences	Kristin Peterson Emily Grossman Fabio Milani (Fall); Antonio Rodriguez-Lopez (W/S) James Weatherall Mary McThomas Ann Hironaka	Anthropology Cognitive Science Economics Logic and Philosophy of Science Political Science Sociology

Updated 9/24/18; DECADE Mentors pending

New Faculty at UCI – Fall 2018

Ethnicity	F	M	Grand Total	Percent
Black or African-American (not of Hispanic origin)	3	1	4	5
Chinese/Chinese-American	3	5	8	10
European	11	16	27	33.75
Japanese/Japanese American		1	1	1.25
Korean/Korean American	1	4	5	6.25
Latin American/Latino		3	3	3.75
Mexican/Mexican American/Chicano	1	2	3	3.75
Middle Eastern	2		2	2.5
Other Spanish/Spanish American		1	1	1.25
Pakistani/East Indian	2	4	6	7.5
Two or More Races		2	2	2.5
Unknown	1	3	4	5
Vietnamese/Vietnamese American		1	1	1.25
White (not of Hispanic origin)	6	7	13	16.25
Grand Total	**30**	**50**	**80**	**80**

- Gender
  - Female 37.5% and Male 62.5%

- Race/Ethnicity
  - African American 5%
  - Asian 26.25%
  - Hispanic/Latino/Spanish-American 8.75%
  - Two or more races 2.5%
  - White 50 %

- Sexual orientation
- Religion
- Country of origin
- Veteran status

- Disability
- First-generation college student
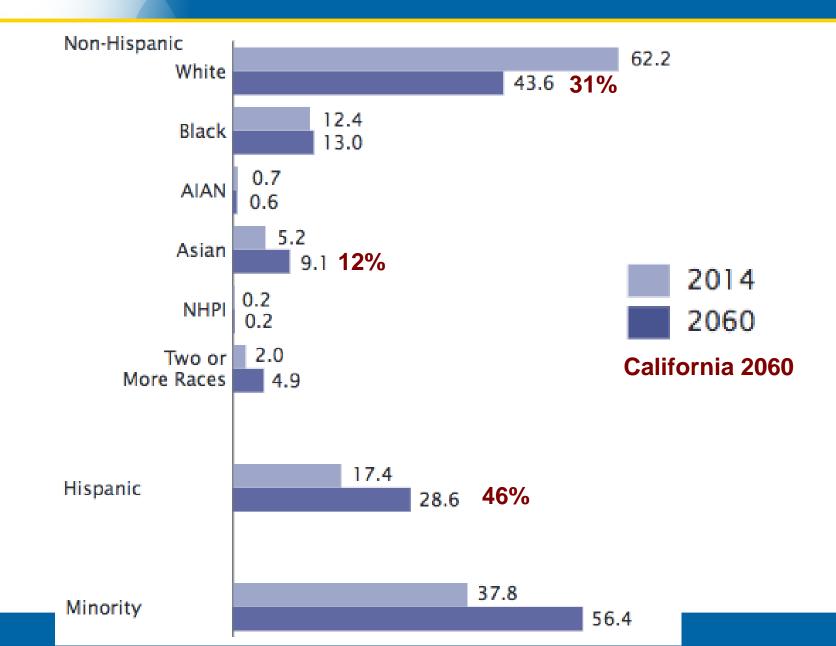- Socio-economic background
- Age
- Etc.

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be an agent
of change

A Case for Faculty Diversity

- Diverse teams produce **higher quality research outcomes** and unique solutions to problems (Milem, 2001; National Institutes of Health [NIH], 2012)

- Diverse faculty body **improves the teaching and learning** environment for all students (Piercy et al., 2005)

- Diversity and a favorable institutional climate **increases faculty retention** (O'Meara, Lounder, & Campbell, 2014)

- Diversity in higher education is associated with **enhanced economic growth** as universities graduate a workforce that is prepared to excel in a globalized economy (Milem, 2003; Pugh, Dietz, Brief, & Wiley, 2008)

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UNDERGRADUATE PROFILE

Total undergraduates		27,331
Gender		
Women	14,503	53%
Men	12,828	47%
Race / ethnicity		
Hispanic	7,152	26%
American Indian or Alaska native	9	<1%
Asian	9,773	36%
Black or African-American	442	2%
Native Hawaiian or other Pacific Islander	29	<1%
White	3,864	14%
Two or more races	1,072	4%
Non-resident alien	4,440	16%
Race / ethnicity unknown	550	2%
Geographic distribution		
California	21,962	80%
Other U.S. states & territories	550	2%
Other countries	4,819	18%

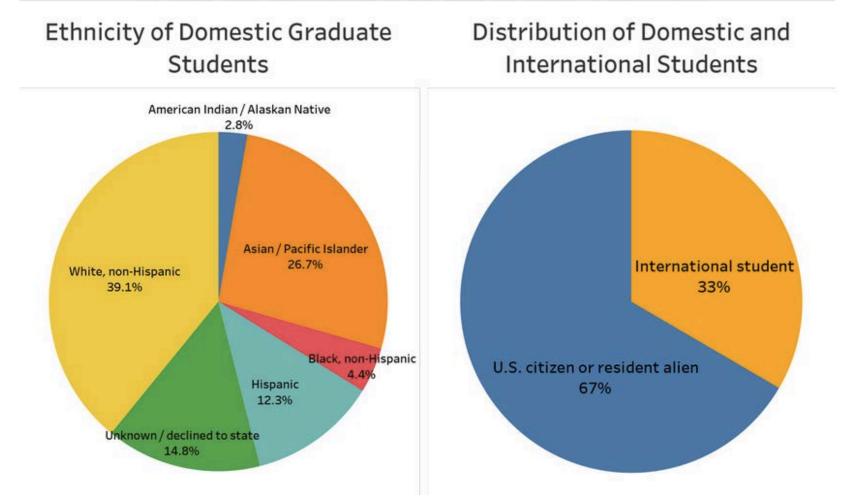**49% of UCI undergrads are first generation students, the first in their family to go to college**

UCI =
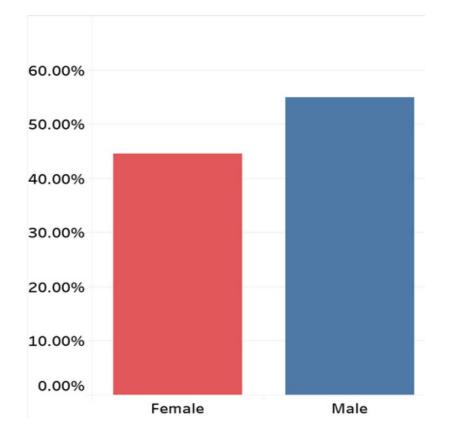
HSI - **Hispanic Serving Institution**

AANAPISI - **Asian American Native American Pacific Islander Serving Institution**

Demographic Diversity of UCI Grad Students
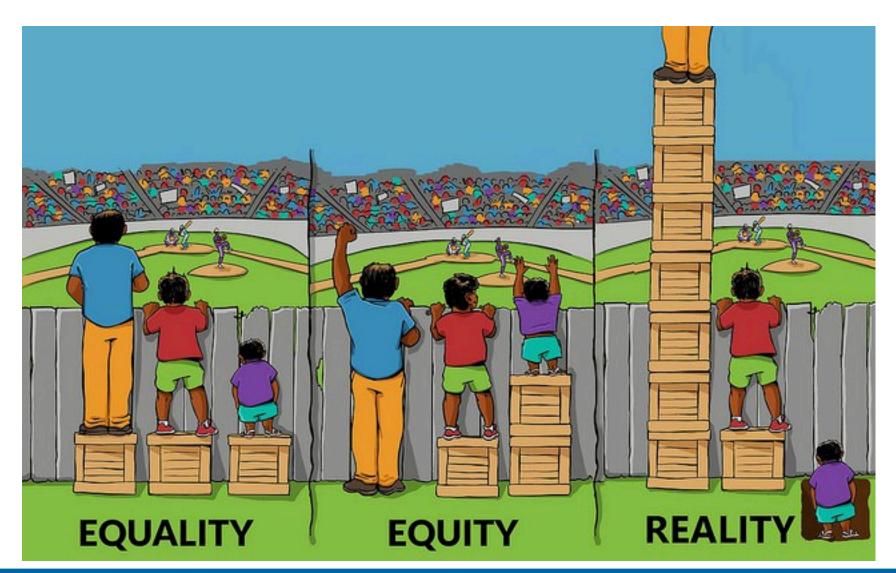
EQUALITY   EQUITY   REALITY

Monitor faculty search and recruitment process

Coordinate career advising for faculty advancement, including mentoring programs

Advise Deans in salary equity process

Serve as a confidential resource for faculty on equity and climate issues

Who's My Equity Advisor?

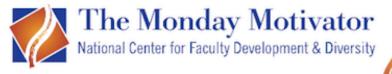| School	Name	Email	Phone
Claire Trevor School of the Arts	Chad Hall	chall1@uci.edu	949-824-7283
	Jaymi Smith	jaymis@uci.edu	N/A
School of Biological Sciences	Aimee Edinger	aedinger@uci.edu	949-824-1921 or 949-824-1035
Paul Merage School of Business	Rick So	rso@uci.edu	949-824-5054
School of Education	Carol Connor	connorcm@uci.edu	949-824-5920
Henry Samueli School of Engineering	Michelle Digman	mdigman@uci.edu	949-824-3255
	Regina Ragan	rragan@uci.edu	949-824-6830
Programs in Health Sciences	Andrej Luptak	aluptak@uci.edu	949-824-9132
School of Humanities	Rajagopalan Radhakrishnan	rradhakr@uci.edu	949-824-2916
Donald Bren School of Information and Computer Science	Elaheh Bozorgzadeh	ebozorgz@uci.edu	949-824-8860
	Rebecca Black	rwblack@uci.edu	949-824-0592
School of Law	Jonathan Glater	jglater@uci.edu	949-824-3710
School of Medicine – Basic	Lari Wenzel	lwenzel@uci.edu	949-824-3926
School of Medicine – Clinical	Lisa Flanagan	lisa.flanagan@uci.edu	949-824-5786 or 949-824-0245
School of Physical Sciences	Mu-Chun Chen	muchunc@uci.edu	949-824-7291
	Isabella Velicogna	isabella@uci.edu	949-824-5419
School of Social Ecology	Ilona Yim	ilona.yim@uci.edu	949-824-0130
School of Social Sciences	Catherine Bolzendahl	c.bolzendahl@uci.edu	949-824-1311

Office of Inclusive Excellence Faculty Resources

- Dependent Care Travel Awards
- SPIRIT Research Awards
- Faculty Success Program Scholarships
- U See I Write Faculty Writing Retreats
- Etc.

National Center for Faculty Diversity and Development – UCI is an institutional member

- https://www.facultydiversity.org/

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The Monday Motivator
National Center for Faculty Development & Diversity

Monday, September 24, 2018
Saying 'No' at Mid-Career

Sociologists have tested the hypothesis that **women do more service than their male counterparts at mid-career** and found significant gender gaps in both service work (women do more of it) and advancement to full professor (men are more likely to advance). In one study, men and women worked the same number of total hours, but researchers found that men spent seven hours more per week on research than women, who were investing that time in service and mentoring. I often work with mid-career faculty members (mostly women) who are overwhelmed with service requests, over-functioning on departmental service, and feeling **exhausted, angry and resentful** about the work, and yet, when asked why they keep doing more service, I hear the same thing repeatedly: "I can't say no."

Given the twin realities that mid-career women (especially the "nice" and "helpful" ones) get more service requests than their male counterparts and that saying "yes" too often sucks time away from the very activities that lead down the **path to promotion**, it seems to me that one of the most critical skills for success at mid-career is the ability to say "no" clearly and confidently. You must remove the phrase "I can't say no" from your professional vocabulary.

What Keeps You From Saying No?
If you're someone who is over-functioning on service to the detriment of your **post-tenure pathway**, don't worry! There's no shame in acknowledging it and moving toward an exploration of why that is your reality. In other words, if you know you should say "no" and you need to say "no" more often, then the most important question is: What's keeping you from uttering the magic word?

diversity
&
inclusive excellence
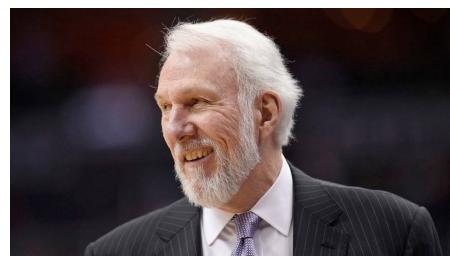
Diversity and Inclusion

- A university can assemble diversity without achieving inclusion.

- Inclusion means the ability to not only bring together a diverse community but also to capitalize on its diverse voices, opinions, and experiences toward common goals.

- If we practice inclusion, we are better able to serve UCI's mission, foster innovation and creativity, and have better faculty and staff retention.

Gregg Popovich

Coach of NBA Phoenix Suns

Have conversations about the value of diversity and inclusive excellence.

- Conversations build awareness that diversity and inclusive excellence are issues integral to UCI's mission and set expectations and high standards of conduct
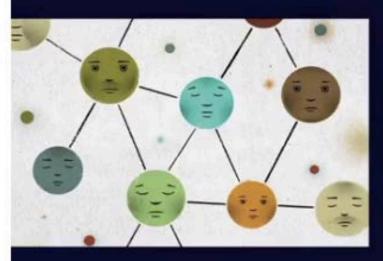
- Small print: Nobody promises it is going to be easy…

How Diversity Makes Us Smarter

Being around people who are different from us makes us more creative, more diligent and harder-working

SCIENTIFIC AMERICAN.

By Katherine W. Phillips on October 1, 2014   أعرض هذا باللغة العربية

This is how diversity works: by promoting hard work and creativity; by encouraging the consideration of alternatives...The pain associated with diversity can be thought of as the pain of exercise. You have to push yourself to grow your muscles. The pain, as the old saw goes, produces the gain.

Here's to Your success, and to making a difference at UCI

You are welcome to email me at nbandelj@uci.edu with further questions or comments.