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November 20, 2006

To: Chancellor Marye Ann Fox
Senior Vice Chancellor Marsha A. Chandler

Subject: Commitments to Diversity

Thank you for agreeing to meet with our group of faculty, chairs, and program directors concerned with campus diversity. In advance of our December 5, 2006 meeting, we wish to elaborate the reasons for our visit and to ask respectfully for your commitments to several proposals we submit here for your consideration.

We submit that the campus needs a bolder, more creative, comprehensive plan for academic diversity that leads and directs academic units to respond to the availability of historically underrepresented minority faculty, and to the needs of a California population undergoing rapid demographic transformation.

In the last decade, more professors in African American studies have separated from UCSD than the campus has hired in the same period: Frances Smith Foster in 1994-95, Julie Saville in 1995-96, Ann duCille in 1998-99, Jonathan Holloway in 1999-2000, Daphne Brooks in 2000-01, Quincy Troupe in 2002-03, George Lewis in 2003-04, Nicole King in 2005-06, Brett St. Louis in 2005-06, Jane Rhodes in 2005-06, and Stephanie Smallwood in 2005-06. Evidently, these losses make it difficult for the few remaining junior faculty to sustain outstanding programs in African American history, literature, and sociology, and they have made the launching of the new undergraduate minor in African American studies at Thurgood Marshall College extremely difficult. We should be troubled if UCSD has become better known for having lost distinguished African American studies faculty than for the strength of our academic programs in this area, when UC Berkeley, UCLA, and UC Santa Barbara each have centers, institutes, and departments committed to African American Studies. Our record has had a demoralizing effect on many sectors of the university, both among the departments and colleges that have struggled to build the field and retain our existing excellent faculty, and among the students who want to pursue African American studies. Below, we address this dire state with a proposal for the international study of African Diaspora that would include, but not substitute for, African American studies.

Campus support for Chicano/Latino studies is somewhat better, but we would nonetheless emphasize the necessity for improved support of faculty, staff and students in this area. The establishment of the Chicano/a-Latino/a Arts and Humanities (CLAH) minor program in 2002 was completed with support from the SVCAA, receiving a modest \$1000 per year. The campus has lost Chicano/a faculty to tenure denials and failed retention (Paula Cruz-Takash in 1999-2000, Ricardo Stanton Salazar in 1999-2000, Kimberly Jameson in 2002-03, Lisa Catanzarite in 2002-03, Marta Sanchez in 2003-04), and Chicano/as are still grossly underrepresented on the faculty. Moreover, there is currently only one Chicano administrator, no Chicano/a or African American provosts, and very few Chicano/as in policy-making positions anywhere in the university. The statement of

CLAH faculty in 2001 to CEP bears repeating here: The political, cultural, and economic importance of Spanish-speaking communities in the United States continues to increase. This is particularly true in the case of California. In terms of demographic growth alone, the Latino population is expected to reach 50% of the total state by the year 2030. According to the 2000 census, it currently stands at 33% of the state's population (less than one fifth of that number is tied to recent immigration). Chicano/Latino students will make up the largest percentage of Tidal Wave II students. By the year 2008, the number of Chicano/Latino high school graduates will have grown 4% annually and will have exceeded the number of Caucasian students as the largest ethnic group among high school graduates in the state. Given these trends and given UCSD's geographical location, it is imperative that the campus have a coherent and highly visible program devoted to the study of Latinos in the United States.

At present, UCSD has no serious program in Native American studies, and no department on campus which engages deeply and constructively with the issues of indigenous peoples in the United States or globally; yet academic programs in Native American Studies exist at five of the eight Comparable Eight Tier 1 research universities. Moreover, UCSD is the only campus in the University of California without a single Native American scholar among the faculty. In a county which boasts more Native American reservations than any other in the United States, the lack of Native American scholarship, scholars and student outreach from UCSD seems particularly troubling. This lack of Native American research and researchers, combined with the recent cuts to Early Academic Outreach Program (EAOP) that involved the loss of an effective Native American Outreach Coordinator who worked directly with tribal educational programs, has created the perception among many college seeking Native Americans that UCSD has no scholarly or student community to offer them.

Moreover, we must stress that the inadequate support for African American studies, Chicano/Latino studies, and Native American studies compromises the academic excellence of UCSD more broadly, and it has a profoundly negative impact on the campus as a whole. All our departments engaged with the study of culture, society, political economy, and international relations are weakened without the study of African American history and the larger study of the African diaspora. All of our students suffer if there are no offerings in Native American studies. The history and culture of Chicano/as and Latino/as is necessary preparation for undergraduate students to become thoughtful citizens and responsible professionals. In order to express credible academic commitments to African American, Chicano/Latino, and Native American research and teaching, the campus must demonstrate consistent, creative, judicious efforts to maintain and innovate the field on our campus.

Inadequate support for African American studies and Chicano/Latino studies, and the lack of any engagement with Native American studies and the study of Indigenous Cultures, has direct effects on the campus ability to recruit and retain faculty from historically underrepresented groups. We would remind you of the Report of the Task Force for Underrepresented Faculty, and the campus record of unsuccessful retention of underrepresented minority faculty. At present, African American faculty represent only 2% of UCSD faculty, and only 1.2% of the tenured ranks, while Chicano/Latino faculty comprise 4.1% of UCSD faculty and 4% of those tenured. There is no Native American faculty at UCSD. We hope you agree that the present circumstances are dire and unacceptable.

It should be evident that UCSD must do much more to create better conditions for the recruitment and retention of underrepresented faculty and underserved groups, generally. To this end, we ask for your commitments for the following proposals:

1. With the success of the model of cluster hires employed in the initiative for California Cultures in Comparative Perspective, we ask that you commit resources to two additional faculty cluster hires, which we describe briefly here and more elaborately in the formal proposals attached: one on African Diaspora, and a second on Native American and Indigenous Cultures. Both clusters are *global studies* that would contribute to

the international profile of our campus. The term African Diaspora refers to the populations living outside of Africa, dispersed forcibly throughout the world during the period of transatlantic slavery beginning in the 17th century, and through subsequent migrations and immigrations; the cultures of the African Diaspora represents a global study, including African migrant and immigrant cultures in Europe, the Caribbean and Latin America, North America over the last three centuries, and a cluster hire in this area will complement our existing departments and institutes, such as the Center for Comparative Immigration Studies that sponsors a project on sub-Saharan African migration to Europe, and where pre-doctoral and postdoctoral fellows work on migration to and from Africa. African Diaspora studies would encompass and strongly support the study of African Americans that has been so difficult to sustain on our campus. Likewise, a cluster hire in Native American and Indigenous Cultures is absolutely necessary in order to distinguish our campus as a Tier 1 research university. The greatest success would be insured by a cluster hire, which would permit us to initiate the study on our campus with a group of scholars whose research on native aboriginal peoples and indigenous cultures in North America, Latin America, and the Pacific, would contribute to many departments on campus, ranging from History and Literature, to Visual Arts and Music, to Anthropology and Sociology, to International and Comparative Area Studies.

We anticipate that these cluster hires will have a place in a number of departmental Charting the Course IV plans, as well as within the California Cultures Charting the Course plan. Departments in the Divisions of the Arts and Humanities and the Social Sciences have already expressed strong interest in linking and coordinating positions in African Diaspora studies and Indigenous Studies with their long-range Charting the Course IV plans. Scholars with these specializations would *both* diversify the academic research and intellectual life of the university *and* could contribute to constructing an environment conducive to the recruitment and retention of historically underrepresented minority faculty. We stress that recruitment of a cohort of scholars to the university ensures the strongest possibility of success. Further, it demonstrates to them and the external community that we are committed to diversity and that the university sees this as a critical element in building the intellectual stature of this institution. We anticipate between four and eight departments across the Arts and Humanities and Social Sciences Divisions requesting one to two FTEs for scholars in African Diaspora Studies and Native American / Indigenous Cultures; a minimum of six scholars for each of the two clusters would be necessary to achieve the successful establishment of these studies.

2. In order to complement the proposed clusters and build upon existing strengths in U.S. Latino studies, we propose the establishment of an Organized Research Unit (ORU). The U.S. Latino Cultures and Communities (USLCC) Organized Research Unit would establish a sustained campus commitment to innovative, interdisciplinary research, creative work, teaching, and collaboration among faculty, students, staff, and grassroots communities (i.e., external stakeholders). Its mission would be to explore the broad implications of the history, politics, and rapidly changing demographics of Chicano/Latino and Latin American populations in the United States. UCSD can take a leadership role in the scholarly analysis not only of the emerging majority population of the state of California, but of those groups that will represent pluralities, if not majorities, in many other regions of the country within the next two to three decades.

The circumstances for first-generation immigrants are the focus of established programs on campus, most notably the Center for Comparative Immigration Studies (CCIS). More than half of CCIS' research and activities (including their core field research and training program) are focused on the Mexican immigrant population in the United States. The research agenda of the proposed USLCC organized research unit would differ in that its focus will be settled Latino communities that either trace their origins back to the period before the 1848 takeover of northern Mexico by the United States or are composed of subsequent generations of U.S.-born children of immigrants. It also would include non-Mexican Spanish-speaking groups in the United States and their distinct histories and cultural traditions (e.g. Central Americans, Puerto Ricans, Cubans). In short, we are interested in pursuing a much broader view that will explore the historical and contemporary evolution of a

permanent demographic and cultural transformation of U.S. society owing to a rapidly expanding Latino presence. The work of the USLCC would both supplement and complement the work of the CCIS and other such units on campus, and we would expect to develop a close relationship with all of them.

3. Other UC campuses have independent offices with authority to administer, and not simply advise, the achievement of equity, inclusion, and diversity. We request that the UCSD Chancellor, like the Chancellor of UC Berkeley, create a Vice Chancellorship for Educational Equity supported by an Advisory Committee of faculty and administrators who have demonstrated records working for the participation of historically underrepresented groups in the university. We initially supported the idea of a Chief Diversity Officer, the result of advocacy efforts of the UCSD Chicano/Latino Concilio. In our opinion, the half time position of the CDO with limited authority and little staff support has not produced tangible results for the campus. Thus, we feel strongly that an independent administrator with wide authority is so critical to the university's integrity and future that the CDO must be upgraded to a Vice Chancellorship, with the office being given independent budgetary resources to address the questions of representation, equal access, and distribution in relation to faculty hiring and recruitment, student affairs, and research. To be effective, this office should have 1) a role in the performance evaluations of deans and other vice chancellors; 2) more than advisory, it would be involved substantively in making and executing university policy; 3) it would administer the diversity provisions of external grants coming to the campus. The real authority of such an office would communicate to the UCSD community—and to our national and international constituents and colleagues—that UCSD is truly committed to diversity for the long term. There is a strong consensus among faculty that it would not be appropriate for this new Vice-Chancellor position to be filled by the current Chief Diversity Officer.

4. We ask that faculty who have a demonstrated record of working for meaningful inclusion of historically underrepresented communities be appointed to all search committees charged with filling critical administrative positions: e.g., the Senior Vice Chancellor of Academic Affairs, the Vice Chancellor for Student Affairs, and the proposed Vice Chancellor for Educational Equity. Evidently, the appointment of senior administrators who understand and have been committed to meaningful diversity, i.e., increased access and support for staff, faculty, and students from historically underrepresented groups as well as support for research and curricula about those groups – is necessary to positively turn the direction of our course in the years to come.

We are looking to the UCSD administration for more courageous and more innovative leadership on the issues of academic diversity and the participation of historically underrepresented groups in the university. If UCSD does not take bold action at this time, we will lose even further ground among peer institutions. Our record on diversity has become an obstacle to the attraction of top faculty, staff, graduates, and undergraduate students. Only with your commitment to significant resources for both tested and unprecedented measures can we remain hopeful that it will be possible to transform our campus into a world class university that demonstrates an enlightened understanding of the links between diversity and excellence.

We eagerly anticipate your response at our appointment on December 5. Your commitment to these proposals will demonstrate to us, and to the larger national academic community, that you have understood the direness of the situation on our campus and that you are willing to work with experienced faculty to achieve reasonable goals and make meaningful changes. We submit that the national profile of UCSD, already well known to the academic public, is very much at stake.

Signatures available upon request

Ross Frank, Associate Professor and Chair, Department of Ethnic Studies
Cecil Lytle, Professor of Music, Associate Director, CREATE
Jorge Mariscal, Professor and Director, Chicano/a-Latino/a Arts and Humanities Program
David Pellow, Associate Professor and Director, California Cultures in Comparative Perspective
Don Wayne, Associate Professor and Chair, Department of Literature
Michael Davidson, Professor and Vice Chair, Department of Literature
Richard Madsen, Professor and Chair, Department of Sociology
Lesley Stern, Professor and Chair, Department of Visual Arts
Gabriele Wienhausen, Professor of Biology and Provost, Sixth College
Susan Smith, Professor of Art and Provost, John Muir College
Wayne Cornelius, Professor of Political Science and Director, Center for Comparative Immigration Studies
Bennetta Jules-Rosette, Professor of Sociology, Director, African & African-American Research Studies Project
Roddey Reid, Professor of French and Director, European Studies Program
Nina Zhiri, Professor of French and Director, Middle Eastern Studies
Martha Lampland, Associate Professor of Sociology and Director, Critical Gender Studies
Steve Epstein, Associate Professor of Sociology and Director, Science Studies Program
Randall Souviney, Senior Lecturer SOE and Director, Education Studies
James Lin, Professor of Mathematics
James Holston, Professor of Anthropology
Suzanne Brenner, Associate Professor of Anthropology
Nancy Postero, Assistant Professor of Anthropology
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April Linton, Assistant Professor of Sociology
Stefan Tanaka, Professor of Japanese History
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Takashi Fujitani, Associate Professor of Japanese History
Rachel Klein, Associate Professor of U.S. History
Nayan Shah, Associate Professor of U.S. History
Rebecca Jo Plant, Assistant Professor of U.S. History

Lisa Lowe, Professor of Comparative Literature
Rosaura Sanchez, Professor of Latin American and Chicano Literature
Carlos Blanco-Aguinaga, Professor Emeritus of Spanish Literature
Susan Kirkpatrick, Professor Emeritus of Spanish Literature
Jaime Concha, Professor of Spanish and Latin American Literature
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Sarah Shun-lien Bynum, Associate Professor of Literature and Creative Writing
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John David Blanco, Assistant Professor of Literatures of the Americas
Sara Johnson, Assistant Professor of Literatures of the Americas
Luis Martin-Cabrera, Assistant Professor of Spanish Literature
Megan Wesling, Assistant Professor of U.S. Literature
Jann Pasler, Professor of Music
Mina Yang, Associate Professor of Music
Steve Fagin, Professor of Visual Arts
Louis Hock, Professor of Visual Arts
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