

Committee on Faculty Welfare, Diversity & Academic Freedom (FWDAF)

Tuesday, February 17, 2015

3:00 pm – 4:30 pm, KL 362

Documents found at [UCMCROPS/FWDAF1415/Resources](https://ucmcrops.org/fwda/1415/Resources)**AGENDA**

- I. Vice Provost for Faculty/APO Report - *Gregg Camfield* 3:00-3:15**
- II. Ombuds Report - *De Acker* 3:15-3:25**
A. Systemwide abusive conduct prevention policy
- III. Chair's Report - *Rudy Ortiz* 3:25 – 3:45**
A. Updates from Division Council meetings
B. Update on meeting with Provost/EVC Peterson on FTE allocations and Presidential Postdoctoral Fellows.
C. [Faculty Salary Equity Study update](#) **Pg. 1-39**
- IV. Vice Chair's Report - *Tanya Golash-Boza* 3:45 – 3:50**
A. Updates from Periodic Review Oversight Committee
- V. FWDAF Proposed Split Update - *Rudy Ortiz* 3:50-3:55 **Pg. 40-41****
Background: On December 17, 2014, and per Division Council's request, FWDAF submitted proposed bylaws for the two proposed committees of Faculty Welfare and Academic Freedom (FWAF) and Diversity and Equity (D&E). These proposed bylaws were then submitted to the Committee on Rules & Elections on February 5, 2015.
- VI. Systemwide Meetings 3:55-4:10**
A. UCFW – December 12, 2014, January 9, 2015, February 13, 2015 **Pg. 42-43**
(Shawn Newsam and Sean Malloy)
B. UCAAD – January 15, 2015 (Rudy Ortiz)
C. UCAF – December 4, 2014 (Wei-Chun Chin)

VII. Faculty Professional Development Workshop Series 4:10 – 4:20 Pg. 44

- A. Summary of Dr. Philip Clifford visit February 4, 2015.
- B. NCFDD awardee luncheon
- C. Future workshop topics

VIII. AY 15-16 Committee Membership - Rudy Ortiz 4:20 – 4:25

Discussion: in anticipation of FWDAF splitting into the Committee on Faculty Welfare and Academic Freedom (FWDAF) and the Committee for Diversity and Equity (D&E), FWDAF members to discuss future membership.

IX. Other Business 4:25-4:30

- A. February 5 Joint Meeting of Division Council, CAPRA and Provost/EVC **Pg. 45-49**
- B. Legal surname versus professional surname

The next meeting is Tuesday, March 17, 2015, 3:00 – 4:30 pm in KL 362.

Report by the University of California, Merced Joint Academic Senate and Administrative Faculty Salary and Equity Committee

Spring, 2014

The November 2013 UC Merced Faculty Salary Equity Committee¹ report, *Faculty Compensation and Startup Commitment When Hired*, found no significant systematic differential treatment at recruitment and hiring of ladder-rank faculty² that disadvantaged females or minorities. This second report addresses faculty salary equity by gender and also by ethnicity and uses a methodology pilot-tested by UC Merced (UCM) Institutional Research and Decision Support and reviewed by the Committee at the fall meeting in 2013. The Committee supported a strategy that would use salary equations based on white male faculty from comparable UC campuses (thereafter referred to as “sibling campuses”). These external salary equations would serve as a yardstick or reference point against which male and female salaries can be compared. The Committee recommended that Riverside and Santa Cruz data be used for the external “yardstick” or benchmark. Briefly, the methodology (1) creates equations to describe the relationship among three variables (rank, age, and salary from state or tuition and fee sources) within disciplinary areas, (2) applies those equations to UC Merced faculty to produce predicted salaries, and then (3) examines the error between predicted and actual salaries for systematic differences by gender and minority status. This methodology is logically consistent with that recommended by the AAUP

¹ The membership of Administrative-Academic Senate Faculty Salary Equity Study Steering Committee includes Academic Senate Committee on Faculty Welfare, Diversity and Academic Freedom appointments: Rudy Ortiz (Associate Professor in Molecular Cell Biology, School of Natural Sciences), Shawn Newsam (Associate Professor in Computer Science and Engineering, School of Engineering), and Tanya Golash-Boza (Associate Professor in Sociology, School of Social Sciences, Humanities and Arts); and administrative appointments: Nancy Ochsner (AVC Institutional Research and Decision Support), Becky Gubser (Associate Director of Academic Personnel) and Steve Chatman (Principal Analyst, Institutional Research and Decision Support).

² Throughout this report, “faculty” refers to ladder-rank (tenured or tenure-track) faculty only (those with appointments as professor, associate professor, or assistant professor).

(Haignere,2002).³ and can be applied to a small campus like UC Merced. This new methodology is especially useful for a young campus like UC Merced that does not have decades-long local career service records. In addition to being a useful way for UCM to address this mandated charge from the UC Office of the President, this methodology is especially applicable to small campuses where sample sizes are small and the number of important predictor/independent variables is relatively large. At UC Merced, for example, there were insufficient numbers of white male ladder-rank faculty in a number of disciplinary areas.⁴

Table 1: Sibling Campus Characteristics

After receipt of standard faculty income files from the Office of the President for UC Riverside, UC Santa Cruz, and UC Merced, the first step was to make the sibling campus files as comparable as possible. The combined ladder-rank faculty information in the UCR and UCSC data files was trimmed in the following ways:

Medical school faculty (e.g., DOS Codes HD, HO, HR, HY and HZ) were excluded;

Title codes were limited to faculty ranks in the categories of professorial-tenure or professorial-non-tenure;

Income sources were limited to State Funds or Tuition and Fees;

FTE employment from combined sources (State Funds or Tuition and Fees supported sources) had to represent six months or more;

Title appointment codes for deans, associate deans and directors (i.e., 1010, 1000, and 0900) were excluded;

Title appointment codes were restricted to assistant, associate or full professors (i.e., 1100, 1143, 1200, 1243, 1300, 1343); and

Faculty in Agriculture and Natural Resources, Area Studies, Education, Fine and Applied Arts, Interdisciplinary Studies, Medicine, Public Health, and Theology were removed (as these are not programs at UC Merced).

³ Haignere, Lois (2002). Paychecks: A Guide to Conducting Faculty Salary-Equity Studies for Higher Education. Second Edition. AAUP.

⁴ It is arguably a more accurate methodology for large campuses but is not statistically necessary for large campuses.

Application of those conditions resulted in a file of 699 UCR and UCSC faculty, 324 of whom were white males. Overall, 46% of the selected faculty were white males and they formed the benchmarking dataset. If necessary, when a faculty member was employed for between six and 12 months, a 12-month adjusted salary was computed using the FTE and partial year salary that was supported by State Funds or Tuition and Fee funds. Except in business and economics, every disciplinary area at UCR and UCSC included 37 or more white male faculty members. Because of exceptionally high salaries, business and economics faculty historically have been excluded or treated separately in UC studies of faculty salaries. Because the number of white males in business and economics at both the sibling campuses and at UC Merced was very small and because there were no female faculty members in business and economics at UC Merced, that disciplinary area was excluded from UC Merced's study.

Table 2 describes the distribution of UCR and UCSC faculty by rank and discipline. White males were the majority faculty in three disciplinary areas: engineering and computer science (55%), biological sciences (61%), and physical sciences and mathematics (57%). They were also the majority at the professorial rank in those areas. In contrast, white males were 38% of assistant professors and were the assistant professor majority only in physical sciences and mathematics (53%). In other areas, the percentages of white male assistant professors were in the 30-38% range. White males were less likely to be associate professors in letters and languages (23%) as well as in social sciences (25%).

In Table 3 and Figure 1, the cumulative distributions of faculty salaries by discipline are displayed to show that there were differences and that the differences tended to be consistent across the distributions. The one exception was biological sciences where salaries at the lower end of the distribution appeared to be less than would be expected given the patterns for other disciplines.

Table 4 presents the results of comparative models to determine the most useful available variable choices when predicting salary. Specifically, the models compared the use of all professorial ranks as predictors to using only the professor rank and also compared whether the log of annual salary and age should be used as was recommended by the 2012 UCSB equity study⁵ and mentioned as a criticism of

⁵ 2012 Faculty Equity Analysis, Office of the Executive Vice Chancellor, UC Santa Barbara.

the UCOP Yahr study.⁶ Although log salary and log age were used in the UCSB report, Figure C of the UCSB report did not show a distinct advantage for log age and, if there was an effect, it appeared to be driven by the inclusion of faculty over 65 years old and faculty over 65 have been excluded from the UCM study as atypical local cases. When models using log age were compared to those not using log age, there was not a single instance where log age was an advantage in explaining the variance in salaries. In contrast with the age and log age comparison, models including log salary were consistently associated with an improvement of five percent or more additional variance explained. For the majority of disciplinary areas, the models excluding an associate professor flag were as strong as those where it was included.⁷ The exceptions were engineering and computer science and physical science and mathematics. The relationship between age, faculty rank and discipline is displayed as Figure 2. Except for engineering, the typical relationship between age and salary by rank was not precisely linear but was very nearly linear. For most disciplinary areas, the best fitting (regression) line split the space between mean age and income at the associate and assistant ranks.

In sum, the best salary models predicting log annual salary from Table 4, the models that were applied to UC Merced faculty, are described in Table 5. The models shared three elements; age, professor (yes or no), and log annual salary. The models for engineering and natural sciences also include a weight for associate professor (yes or no). These equations were applied to UC Merced faculty by discipline area to produce an expected salary. In other words, UC Merced faculty were “assigned the salary” they would be paid if they were white male faculty in their discipline areas and at the same rank at UC Riverside and Santa Cruz. The difference between each UCM faculty member’s predicted and actual salary is considered “error.” Because there is no logical reason that the amount and direction of error should be different for males and females or for minority and majority faculty, evidence of significant error associated with gender or minority status would be reason to explore the data more thoroughly.

⁶ Yahr, Pauline (2011). Analysis of UC Pay Equity by Sex and, Among Men, Ethnicity, 2009-10. University of California Academic Senate.

⁷ It should be noted that inclusion of dichotomous variables for professor and associate professor effectively identified assistant professors as well because those not full professors or associate professors are considered the “suppressed” or “reference” category.

Results: Gender

Table 6 presents the results of a variety of female-to-male comparisons, including a comparison with no consideration of rank, age, or disciplinary area (in other words, a simple comparison by gender of gross annual income). This simple mean salary-by-gender comparison revealed that gross annual earnings did not statistically vary by gender overall or by School, in spite of consistent salary differences favoring males. Even though not statistically significant, when compared to men, women make about 95 cents on the dollar. The size of the difference was not large relative to the variance in salaries (S.D. = \$29,800) and the effect size was 0.18, less than 1/5th of a standard deviation. This simple comparison obviously ignored many factors known to be associated with faculty salaries. One reason for the methodology supported by the Committee was that this simpler analysis might find differences that could be explained by years of experience and disciplinary affiliation, false positives, or might fail to find real differences, false negatives. The simple comparison is offered here to answer an anticipated question of what might be found if we simply compared salaries by gender with no other consideration. The Committee was not satisfied with the simple model and used instead factors known to be associated with faculty salaries: rank, age (experience), and disciplinary area.

To reiterate, the methodology employed by the Committee examined the “error” (or difference between expected and observed faculty salaries) for statistically recognizable differences by gender and minority status. The equation used to compute an expected salary was based on the faculty member’s discipline area, her age, and whether or not she was a full professor. Equations in two discipline areas, (1) engineering and computer science and (2) physical science and mathematics, also considered whether she was an associate professor. The difference between expected and observed values was the basis for analysis at the campus level. Recall that the fundamental issue is whether the campus exhibits salary bias, not whether individual faculty members are being correctly compensated.

Overall, the mean difference in error by gender was not statistically significant at commonly used levels.⁸ The probability of a greater F value, roughly the probability level at which the difference would have been considered to be recognizable, was just over 10%. In addition, mean gender differences explained only 2% of variance. Last, as an effect-size, the difference was 0.14, a small difference at most and not an effect-size generally recognized as of importance. The same tests were applied to error

⁸ Commonly used probabilities are 5%, 1% or less.

differences by School and disciplinary area where the numbers permitted. Again, the results did not support a finding of systematic gender inequity.

The bottom part of Table 6 employs an age adjustment based on mean difference of age at receipt of terminal degree to address the possibility that women were more likely to delay career entry. This was information available for Merced faculty but not for faculty at the sibling campuses. Years since receipt of highest degree is a crude measure of the length of a professional career and is not limited to UCM service. It was used as follows. If female faculty members in a disciplinary area on average were four years older when they received a terminal degree, then the age component in the equation producing predicted salary was reduced by four years to compensate. The observed gender differences by disciplinary area were 3.8 years in biological sciences, 0.5 years in engineering, 8.7 years in letters and foreign languages and 1.4 years in social sciences. In physical sciences, men were 1.9 years older at receipt of their terminal degree. Adding the age adjustments reduced mean salary differences by just over \$1,400 and supported the finding of no systematic gender difference. This age adjustment also reduced the salary difference overall for all Schools except SSHA.

Figures 3 and 4 present the distribution of difference between predicted and observed (actual) salaries by gender. Figure 3 is a scatter plot of the differences by observed salary and Figure 4 is a distribution chart based on size of the error between expected and observed salaries. Figure 3 supports a random distribution interpretation for female salaries and it should be noted that the greatest outliers were a few males with salaries considerably higher than were expected. Figure 4 makes clear that the large majority of observed incomes were within \$10,000 of the predicted incomes. It might appear that there were more women on the side of observed income being less than expected, but, using the same standard as the UCSB study, 72% of **both** male and female faculty were within plus or minus one standard error of measurement.

Results: Minority

For the purpose of this study, minority faculty was comprised of Latin American, Latino, Black, African-American, American Indian, Alaskan Native, Mexican, Mexican-American, Chicano, Hispanic, Native Hawaiian or Other Pacific Islander, and Other Asian (N=19).⁹ The same methodology used for the

⁹ The comparison group for minority faculty salaries when doing an equity study has varied. Some UC studies have restricted the minority analysis to males (e.g., Yahr study for UCOP, UCSB). Others have included male and female

gender salary-equity analysis was repeated for minority salary-equity and the results appear as Table 7. The simple comparison of annual actual salaries, without controlling for rank or age, showed no difference overall and there were no differences by School. Using predicted salary by discipline likewise revealed no significant differences. The largest difference was in SSHA with an R-Squared of 7.5%, a nonsignificant 0.07 significance level, and a mean difference of over \$11,000. An adjustment for age at receipt of terminal degree was made for minority faculty, males and females, in the same manner as done for female faculty. Overall, the differences were reduced but not in SSHA. The scatterplot of salary error by minority status (Figure 5) appears to show more minority faculty whose predicted salary exceeded their actual salary (error > \$0) than the inverse. Likewise, the bar chart of differences (Figure 6) confirms that most minority faculty earned salaries less than predicted. In addition, minority faculty were somewhat more likely to be outside one standard error of measurement (37% versus 27%). In sum, there was no difference statistically significant at the 0.05 level, but there were several differences that could be cause for continued scrutiny. However, that concern is largely ameliorated by the fact that the number of minority faculty was small and greatly affected by individual cases. In addition, minority faculty with predicted salaries over one standard error greater than their actual salaries were in disciplinary areas where UCM paid less than expected salaries regardless of minority status. The five minority faculty members with the most extreme over-prediction errors were in Literatures & Cultures (3), Anthropology (1), and Materials Science & Engineering (1). Those happen to be disciplinary areas where UCM has paid less than other UC campuses. Table 8 was developed from an earlier analysis¹⁰ and it illustrates relative salary patterns. It shows that these three disciplines were areas with low UCM comparative salaries: Literatures & Culture (ranked 19 of 20), Materials Science and Engineering (ranked 16 or 20), and Anthropology (ranked 14 of 20). Therefore, what might appear at first to be a minority bias concern is more likely a function of the small number of minority faculty and a few extreme cases concentrated in fields with lower UCM salaries regardless of minority status.

Summary

This is the second report from the Faculty Salary Equity Committee. The first was produced in fall of 2013 and concluded that there was no evidence of systematic bias in the incentives or salaries of

faculty when considering minority status (e.g., UCI). A review of publicly available UC reports did not find a compelling argument for male only restriction when considering salary differences by minority status and neither does the AAUP document, *Paychecks*. Therefore, this study includes both males and females when comparing minority salaries with the salaries of others.

¹⁰ Chatman, S. & Lowe, G. (2013). Which Faculty Comparative Faculty Salary Should I Use? Paper presented at the California Association for Institutional Research, Napa.

successful faculty recruitments. This second report describes Merced's salary study plan, a small campus adaptation of the strategy recommended by AAUP¹¹ and used by Yahr for the 2011 University of California study.¹² The study established disciplinary salary expectations using white male faculty salaries at sibling campuses, UC Riverside and UC Santa Cruz. Data from those campuses were provided by the Office of the President's Academic Personnel Office. The proposed methodology was successfully pilot-tested in the fall and replicated here using faculty characteristics, disciplinary distributions, and appointment and funding source amounts to determine the best available predictors of faculty salary. One change to the pilot-tested methodology was consideration of the use of natural logarithm transformations for salary and age as recommended in the UC Santa Barbara faculty salary equity report.¹³ Log salary proved to reduce error but transforming age to log age was found to be unnecessary. When the methodology was applied to UC Merced faculty data and prediction errors were examined, no evidence of gender or minority systematic bias was found. In conclusion, UC Merced's 2014 Faculty Salary Equity study comparing ladder-rank faculty actual salaries with predicted salaries based on discipline, age, and rank of white male faculty at UCR and UCSC, found no statistically significant differences in salaries by gender or minority status.

¹¹ Haignere, op. cit.

¹² Yahr, op. cit.

¹³ UC Santa Barbara (2012). *Salary Equity Analysis*. Office of the Executive Vice Chancellor, UC Santa Barbara.

Table 1: Sibling Campus Characteristics

	Overall	White Males	% All	%White Male	
Sex					
Female	237			34%	
Male	462	324		66%	
Ethnic Origin					
Asian	157			23%	
Black	20			3%	
Pacific Islander	41			6%	
American Indian	11			2%	
White	468	324		67%	
					% All That Are White Males
CIP* Cluster					
Biological Sciences	61	37	9%	11%	61%
Business Economics	28	9	4%	3%	32%
Engineering & Computer Science	130	71	19%	22%	55%
Letters & Foreign Language	125	43	18%	13%	34%
Physical Sciences & Mathematics	171	98	24%	30%	57%
Social Sciences	184	66	26%	20%	36%
		324			
Faculty Rank					
Assistant Professor	170	64	24%	20%	38%
Associate Professor	171	71	24%	22%	42%
Professor	358	189	51%	58%	53%
		324			
Citizenship Status					
C (US Citizen)	506	250	72%	77%	49%
N (Nonresident Alien)	3	1	0%	0%	33%
P (Pending Permanent Resident)	1		0%	0%	0%
R (Resident Alien)	189	73	27%	23%	39%
		324			

Table 1: Sibling Campus Characteristics

Age (20 - 65)			Cum All	Cum White	%tile All	%tile White Males
27	1	1	1		0.1%	0.0%
29	2		3	1	0.4%	0.3%
30	3	2	6	3	0.9%	0.9%
31	6	3	12	6	1.7%	1.9%
32	8	4	20	10	2.9%	3.1%
33	10	4	30	14	4.3%	4.3%
34	18	6	48	20	6.9%	6.2%
35	24	12	72	32	10%	9.9%
36	23	8	95	40	14%	12%
37	18	7	113	47	16%	15%
38	17	6	130	53	19%	16%
39	23	9	153	62	22%	19%
40	20	10	173	72	25%	22%
41	29	10	202	82	29%	25%
42	26	12	228	94	33%	29%
43	15	5	243	99	35%	31%
44	22	13	265	112	38%	35%
45	33	13	298	125	43%	39%
46	16	5	314	130	45%	40%
47	35	15	349	145	50%	45%
48	22	10	371	155	53%	48%
49	25	10	396	165	57%	51%
50	16	12	412	177	59%	55%
51	13	4	425	181	61%	56%
52	13	5	438	186	63%	57%
53	27	13	465	199	67%	61%
54	27	11	492	210	70%	65%
55	20	10	512	220	73%	68%
56	29	19	541	239	77%	74%
57	20	8	561	247	80%	76%
58	17	10	578	257	83%	79%
59	24	16	602	273	86%	84%
60	18	11	620	284	89%	88%
61	15	5	635	289	91%	89%
62	18	9	653	298	93%	92%
63	19	9	672	307	96%	95%
64	9	6	681	313	97%	97%
65	18	11	699	324	100%	100%
Mean	48	49				

* CIP is a federal classification system for higher education (Classification of Instructional Programs)

Table 2: Distribution of Faculty at Sibling Campus by Discipline (65 and Younger)

	CIP2		FacultyRank			Total
			Asst.	Assoc.	Full	
Engineering & Computer Science	14	White Male	11	18	42	71
		All	31	27	72	130
Letters and Languages	23	White Male	10	10	23	43
		All	33	44	48	125
Biological Sciences	26	White Male	6	5	26	37
		All	16	8	37	61
Physical Sciences & Mathematics	40	White Male	20	23	55	98
		All	38	34	99	171
Social Sciences	45	White Male	16	14	36	66
		All	44	55	85	184
Business and Economics	52	White Male	1	1	7	9
		All	8	3	17	28
Total		White Male	64	71	189	324
		All	170	171	358	699
Percent White Male						
Engineering & Computer Science	14		35%	67%	58%	55%
Letters and Languages	23		30%	23%	48%	34%
Biological Sciences	26		38%	63%	70%	61%
Physical Sciences & Mathematics	40		53%	68%	56%	57%
Social Sciences	45		36%	25%	42%	36%
Business and Economics	52		13%	33%	41%	32%
			38%	42%	53%	46%

Table 3: Salary Distributions For All Faculty All Ranks

Disciplinary Area (Business & Economics Excluded)	Percentile				
	10th	25th	50th	75th	90th
Biological Sciences	\$74,750	\$80,725	\$92,648	\$131,053	\$161,125
Engineering & Computer Science	\$87,950	\$95,800	\$104,121	\$125,275	\$162,139
Letters and Foreign Languages	\$67,500	\$73,200	\$85,575	\$112,531	\$150,800
Physical Sciences & Mathematics	\$73,249	\$79,325	\$96,700	\$121,575	\$157,308
Social Sciences	\$70,706	\$76,298	\$89,550	\$117,825	\$154,567
Range	\$20,450	\$22,600	\$18,546	\$18,522	\$11,339
Maximum	\$87,950	\$95,800	\$104,121	\$131,053	\$162,139
Minimum	\$67,500	\$73,200	\$85,575	\$112,531	\$150,800

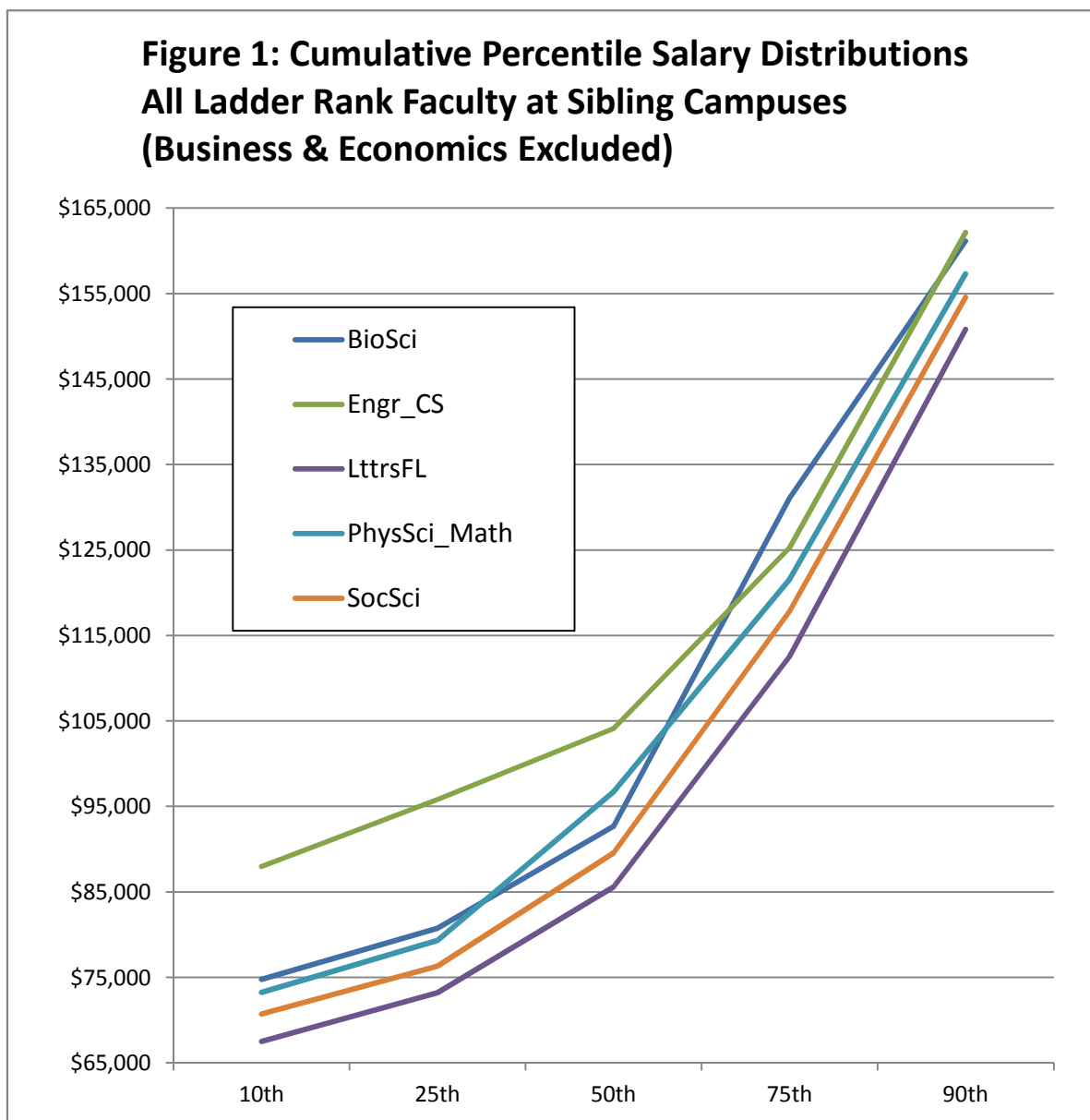


Figure 2: Mean Annual Salary and Age by Rank and Disciplinary Area for White Males at Sibling Campus

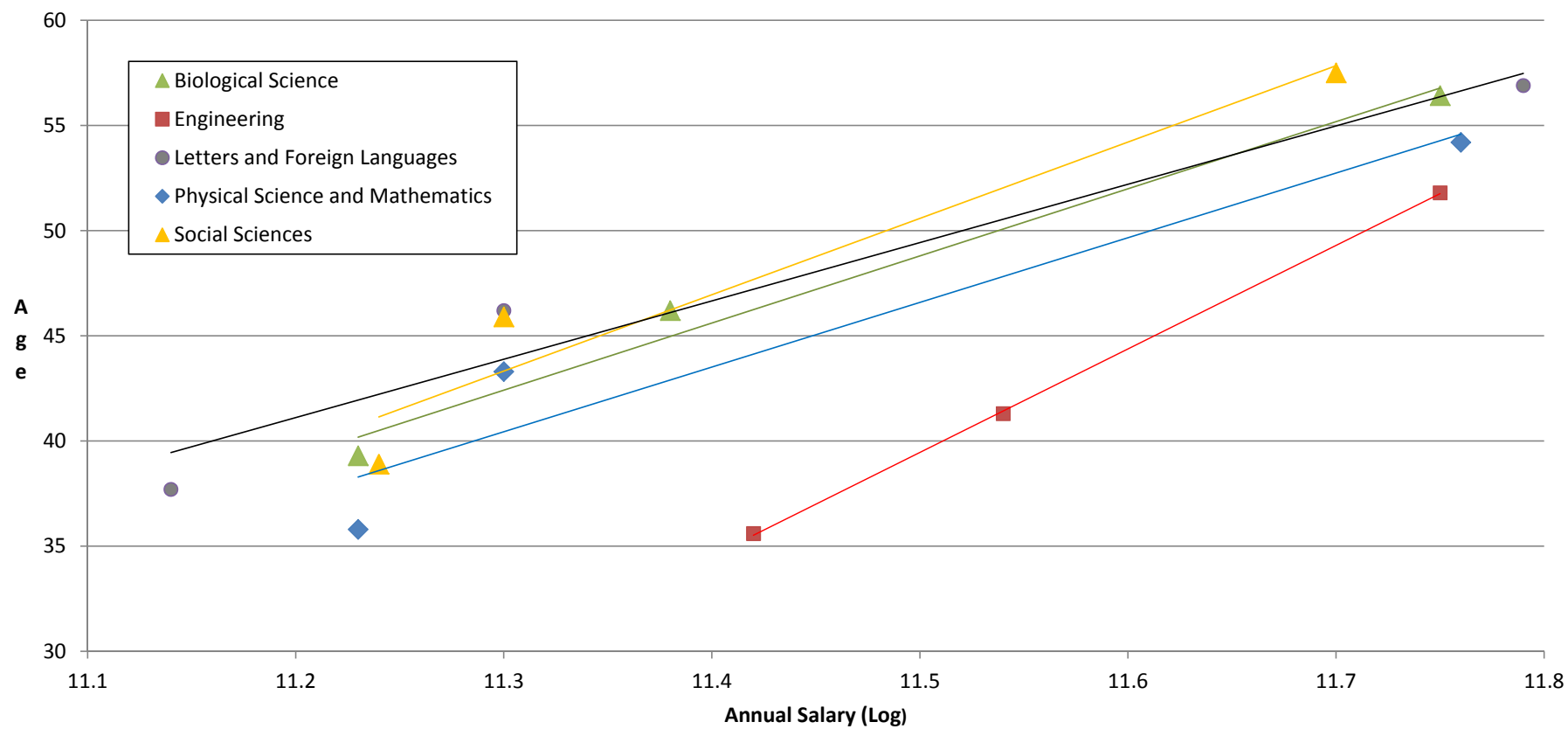


Table 4: Variance Explained by Regression Equation Relating Rank and Age to Salary by Discipline for White, Male Ladder Rank Faculty from 20 and 65 Years Old

Variance Explained	Equation Elements									
	Prof, Assoc = Salary12	Age = Salary12	LogAge = Salary12	Prof, Assoc, Age = Salary12	Prof, Assoc, LogAge = Salary12	Prof, Age = Salary12	Prof, LogAge = Salary12	Prof, Assoc, Age = LogSalary12	Prof, Assoc, LogAge = LogSalary12	Prof, Age = LogSalary12
Biological Sciences	0.44	0.52	0.51	0.54	0.53	0.54	0.53	0.59	0.59	0.59
Engineering and Computer Science	0.35	0.42	0.40	0.45	0.43	0.45	0.43	0.51	0.50	0.45
Letters and Foreign Language	0.64	0.51	0.49	0.65	0.65	0.65	0.65	0.73	0.73	0.72
Physical Sciences and Mathematics	0.54	0.55	0.52	0.63	0.61	0.62	0.61	0.68	0.66	0.62
Social Sciences	0.44	0.38	0.35	0.46	0.45	0.46	0.45	0.53	0.52	0.53
One Equation	0.48	0.43	0.41	0.52	0.50	0.52	0.50	0.57	0.56	0.57
Reducing Complexity and Increasing Accuracy by Comparing Models				Loss if Drop Associate Professor Distinction LogAge Loss	Base 10 Salary	Loss if Prof, Assoc, and LogAge Instead of Age	Loss if Drop Associate Professor Distinction Log Salary	Loss if Prof and LogAge Instead of Age	Advantage Associated with Log Salary Instead of Base 10 Salary	Loss to Advantage if Log Age Instead of Age
	Biological Sciences			0.01	0.00	0.01	0.00	0.01	0.05	0.01
	Engineering and Computer Science			0.02	0.00	0.02	0.06	0.01	0.06	0.01
	Letters and Foreign Language			0.02	0.00	0.00	0.01	0.00	0.08	0.00
	Physical Sciences and Mathematics			0.03	0.00	0.02	0.05	0.02	0.05	0.01
	Social Sciences			0.02	0.00	0.01	0.00	0.01	0.07	0.01
	Simple Average of Above Figures			0.02	0.00	0.01	0.03	0.01	0.06	0.01

Table 5: Regression Equation Relating Rank and Age to Salary by Discipline for White, Male Ladder Rank Faculty from 20 and 65 Years Old

Log of 12-month equated salary = Intercept + Professor (yes or no) * X1Prof + Age * X2Age

Disciplinary Area	Intercept	Associate Professor (Y or N)		Age	LogSalary	Example, 60 year old professor
		Professor (Y or N)	Professor (Y or N)			As Base 10 Salary
Biological Sciences	10.470	0.179		0.020	11.82	\$136,111
Engineering	11.055	0.166	0.061	0.010	11.84	\$138,140
Letters and Foreign Language	10.836	0.419		0.009	11.82	\$136,137
Physical Sciences	10.764	0.296	-0.023	0.013	11.84	\$138,441
Social Sciences	11.001	0.359		0.006	11.74	\$125,999

Table 6: Mean Differences by Sex (Anova Tests) -- Error is Predicted Value - Actual, Positive Values Suggest Underpayment

School	CIP Cluster	R-Square	F Statistic Significance Level	Degrees of Freedom	Minority?		Difference (Minority - Others)	Advantage
					Yes	No		
Simple Gross Annual Earnings Comparison -- No Controls for Rank or Age								
	Campus Level	0.009	0.292	120	\$85,990	\$80,728	-\$5,262	Men
	Engineering	0.004	0.740	27	\$97,411	\$92,781	-\$4,629	Men
	Natural Sciences	0.005	0.634	47	\$79,894	\$76,954	-\$2,940	Men
	Social Sciences, Humanities, & Arts	0.005	0.656	44	\$83,829	\$80,100	-\$3,729	Men
<hr/>								
					Mean Error (Predicted - Actual)		Error Difference (Male - Female)	Advantage
					Male	Female		
Error of Predicted Annual Income Using Rank and Age								
	Campus Level	0.023	0.101	120	\$1,640	\$5,406	-\$3,765	Men
	Engineering	0.104	0.094	27	\$1,952	\$11,929	-\$9,977	Men
	Natural Sciences	0.004	0.675	47	\$1,093	\$2,030	-\$937	Men
	Biological Sciences	0.001	0.906	23	\$1,712	\$2,084	-\$372	Men
	Physical Science & Mathematics	0.009	0.651	23	\$474	\$1,976	-\$1,503	Men
	Social Sciences, Humanities, & Arts	0.019	0.369	44	\$2,051	\$6,189	-\$4,138	Men
	Letters & Foreign Language	0.211	0.300	6	\$18,565	\$10,452	\$8,113	Women
	Social Sciences	0.065	0.122	37	-\$1,881	\$5,687	-\$7,568	Men
Error with Additional Female Age Adjustment by CIP Cluster**								
	Campus Level	0.009	0.307	120	\$1,640	\$3,994	-\$2,354	Men
	Engineering	0.094	0.112	27	\$1,952	\$11,384	-\$9,432	Men
	Natural Sciences	0.003	0.704	47	\$1,093	\$208	\$885	Women
	Biological Sciences	0.130	0.084	23	\$1,712	-\$3,746	\$5,458	Women
	Physical Science & Mathematics	0.053	0.279	23	\$474	\$4,163	-\$3,689	Men
	Social Sciences, Humanities, & Arts	0.033	0.234	44	\$2,051	\$7,591	-\$5,540	Men
	Letters & Foreign Language	0.457	0.095	6	\$18,565	\$4,339	\$14,226	Women
	Social Sciences	0.053	0.164	37	-\$1,881	\$4,909	-\$6,790	Men

* Negative values are deficits for women. Positive values are surpluses.

** Age adjustments were based on mean difference by sex of years since doctorate was earned. Those adjustments in years were as follows:

Biological Sciences = -3.8, Engineering and Computer Science = -0.5, Letters and Foreign Languages = -8.7, Physical Science & Math = +1.9, and Social Sciences = -1.4.

Figure 3: Salary Error (Predicted - Actual) by Gender

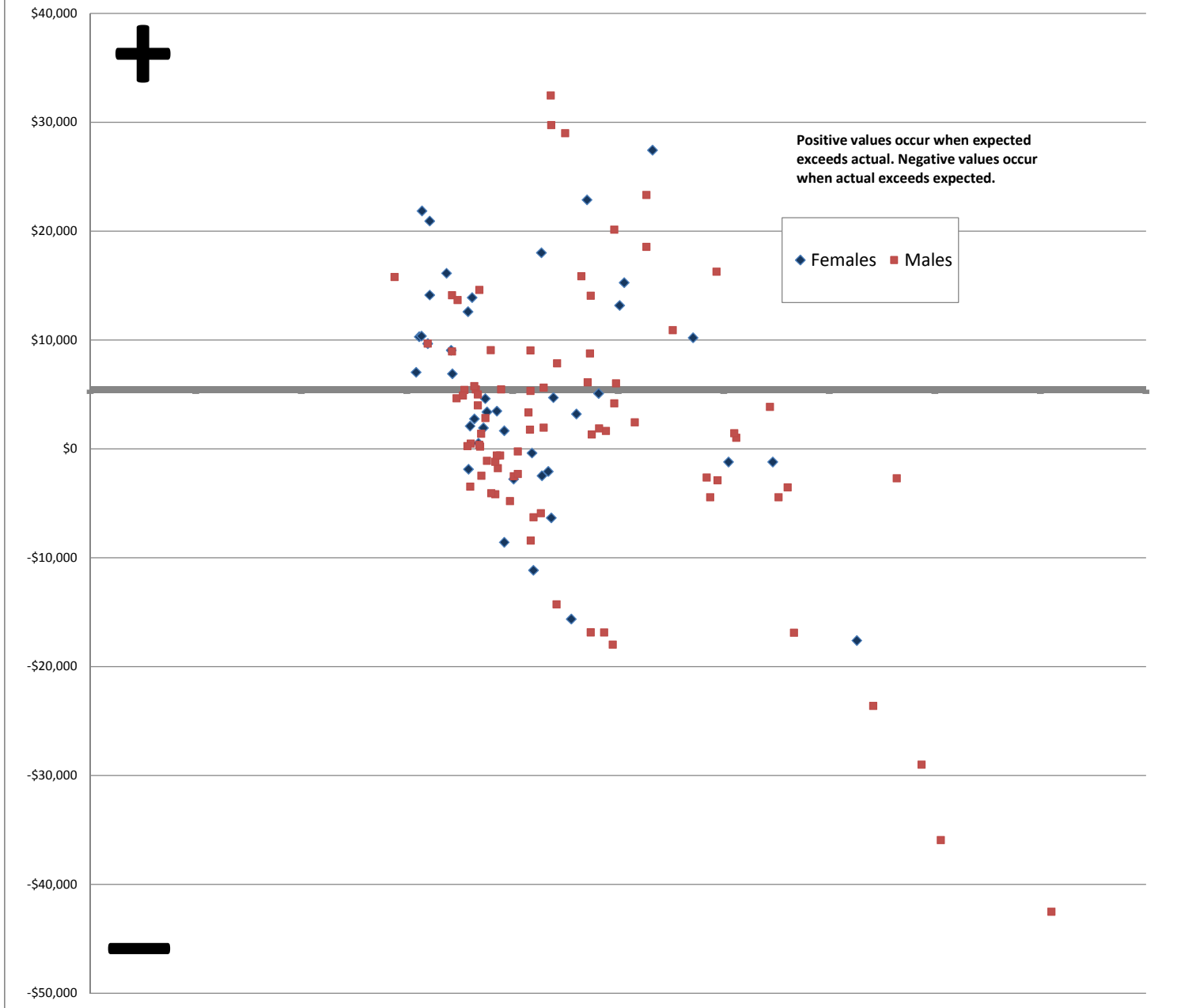


Figure 4: Distribution of Error by Gender

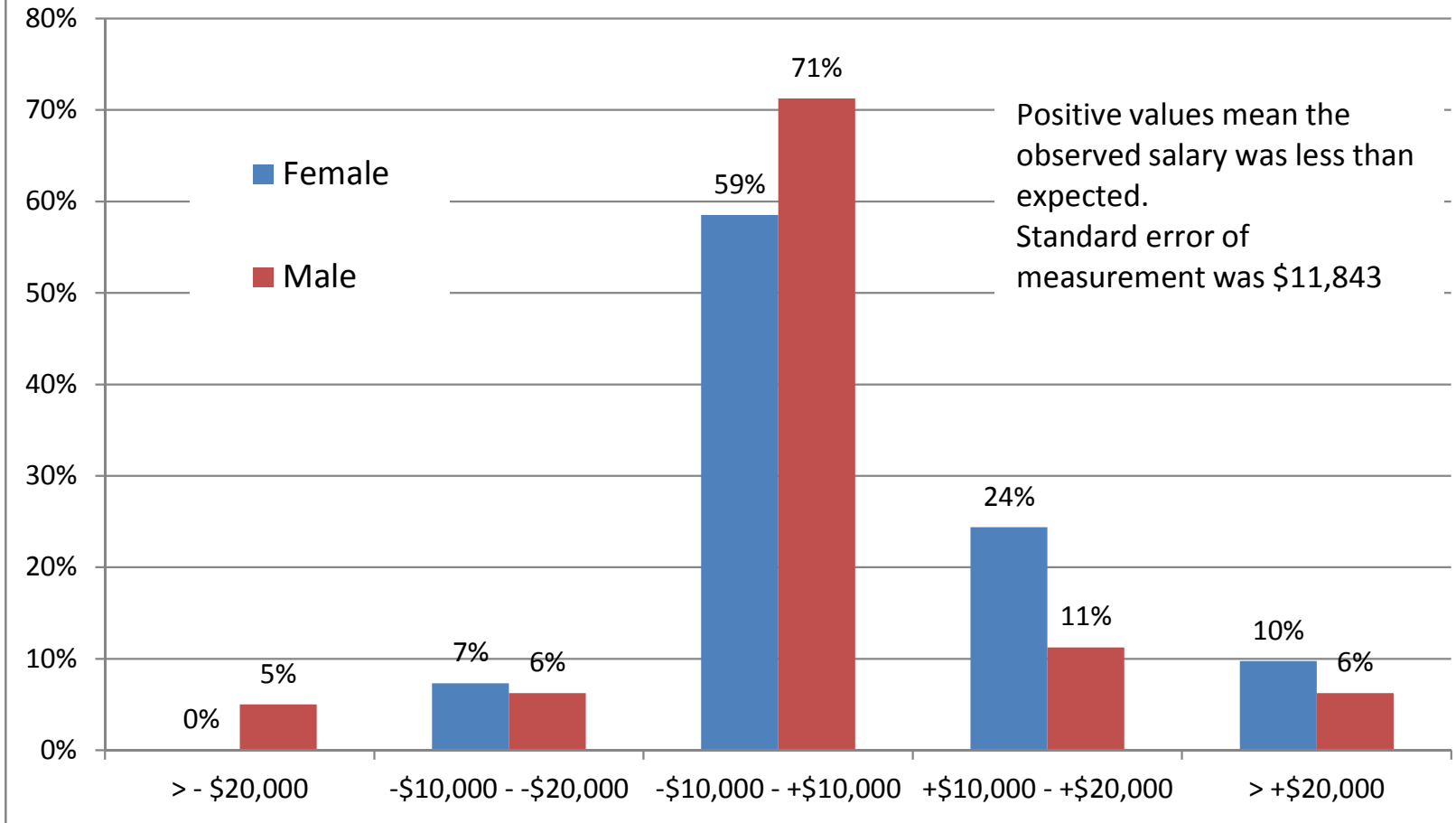


Table 7: Mean Differences by Minority Status (Anova Tests) -- Error is Predicted Value - Actual, Positive Values Suggest

School	CIP Cluster	R-Square	F Statistic Significance Level	Degrees of Freedom	Minority?		Difference (Minority - Others)	Advantage
					Yes	No		
Simple Gross Annual Earnings Comparison -- No Controls for Rank or Age								
	Campus Level	0.001	0.773	120	\$82,622	\$84,502	-\$1,880	Minority
	Engineering	0.018	0.500	27	\$105,869	\$94,844	\$11,025	Other
	Natural Sciences	0.002	0.744	47	\$81,041	\$78,489	\$2,552	Other
	Social Sciences, Humanities, & Arts	0.031	0.246	44	\$71,146	\$84,301	-\$13,155	Minority
<hr/>								
					Mean Error (Predicted - Actual)		Error Difference (Minority - Other)	Advantage
					Minority	Other		
<hr/>								
Error of Predicted Annual Income Using Rank and Age								
	Campus Level	0.018	0.139	120	\$6,643	\$2,222	\$4,421	Other
	Engineering	0.009	0.627	27	\$1,111	\$4,586	-\$3,475	Minority
	Natural Sciences	0.019	0.350	47	\$3,595	\$967	\$2,627	Other
	Biological Sciences	0.032	0.400	23	\$3,595	\$957	\$2,638	Other
	Physical Science & Mathematics						\$0	
	Social Sciences, Humanities, & Arts	0.075	0.069	44	\$13,287	\$2,050	\$11,237	Other
	Letters & Foreign Language	0.027	0.726	6	\$17,377	\$14,739	\$2,638	Other
	Social Sciences	0.016	0.452	37	\$7,834	\$962	\$6,872	Other
<hr/>								
Error with Additional Minority Age Adjustment by CIP Cluster**								
	Campus Level	0.006	0.409	120	\$4,736	\$2,222	\$2,514	Other
	Engineering	0.024	0.433	27	-\$1,059	\$4,586	-\$5,645	Minority
	Natural Sciences	0.002	0.739	47	\$34	\$967	-\$933	< \$1,000
	Biological Sciences	0.004	0.767	23	\$34	\$957	-\$923	< \$1,000
	Physical Science & Mathematics					\$0	\$0	
	Social Sciences, Humanities, & Arts	0.073	0.072	44	\$13,422	\$2,050	\$11,372	Other
	Letters & Foreign Language	0.127	0.432	6	\$21,136	\$14,739	\$6,397	Other
	Social Sciences	0.002	0.811	37	\$3,136	\$962	\$2,173	Other

* Negative values are deficits for women. Positive values are surpluses.

** Age adjustments were based on mean difference by minority status for years since doctorate was earned. Those adjustments in years were as follows:
Biological Sciences = -2.2, Engineering and Computer Science = 2.0, Letters and Foreign Languages = +4.0, Physical Science & Math = None, and

Figure 5: Salary Error (Predicted - Actual) by Minority Status

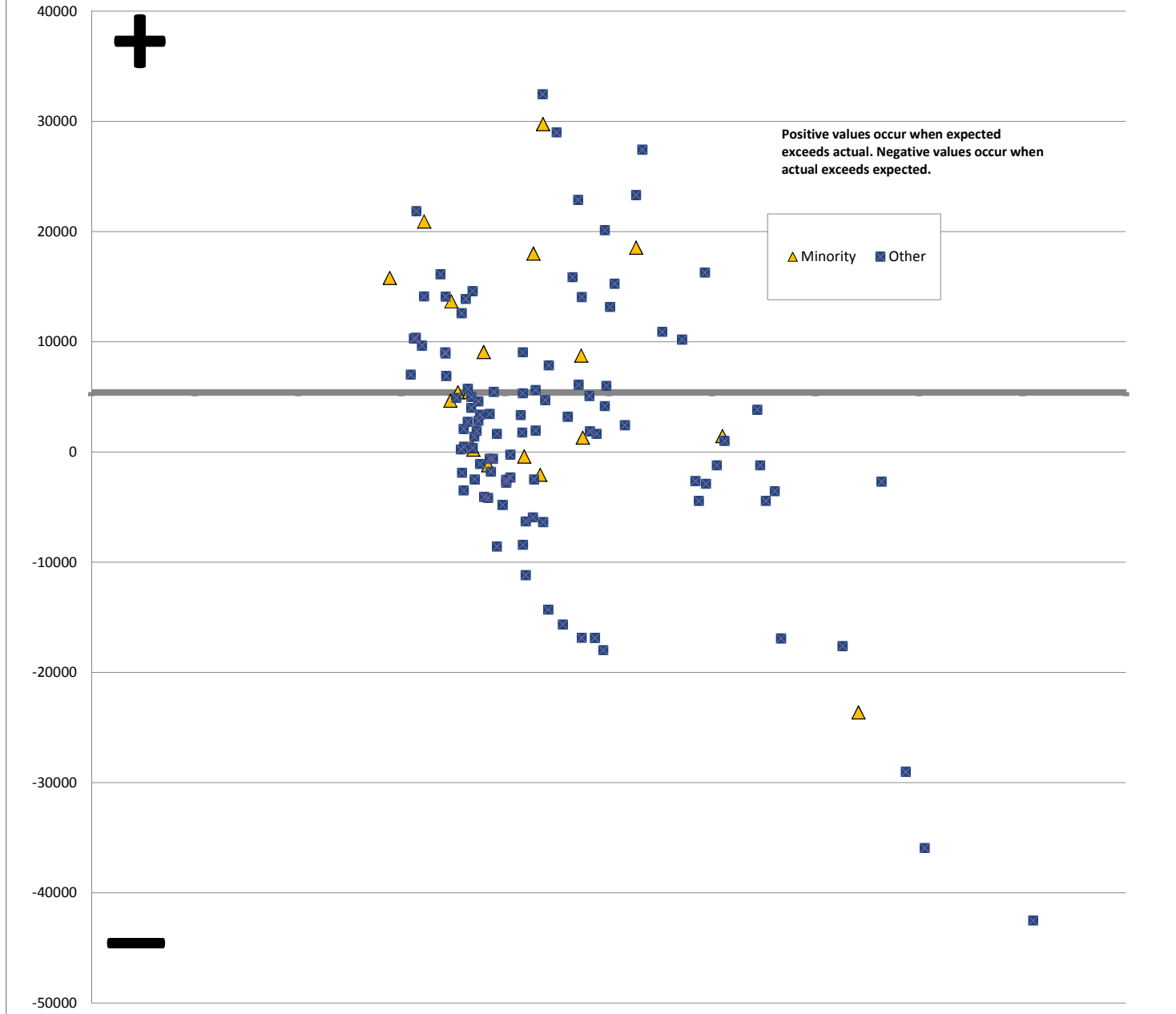


Figure 6: Distribution of Error by Minority Status

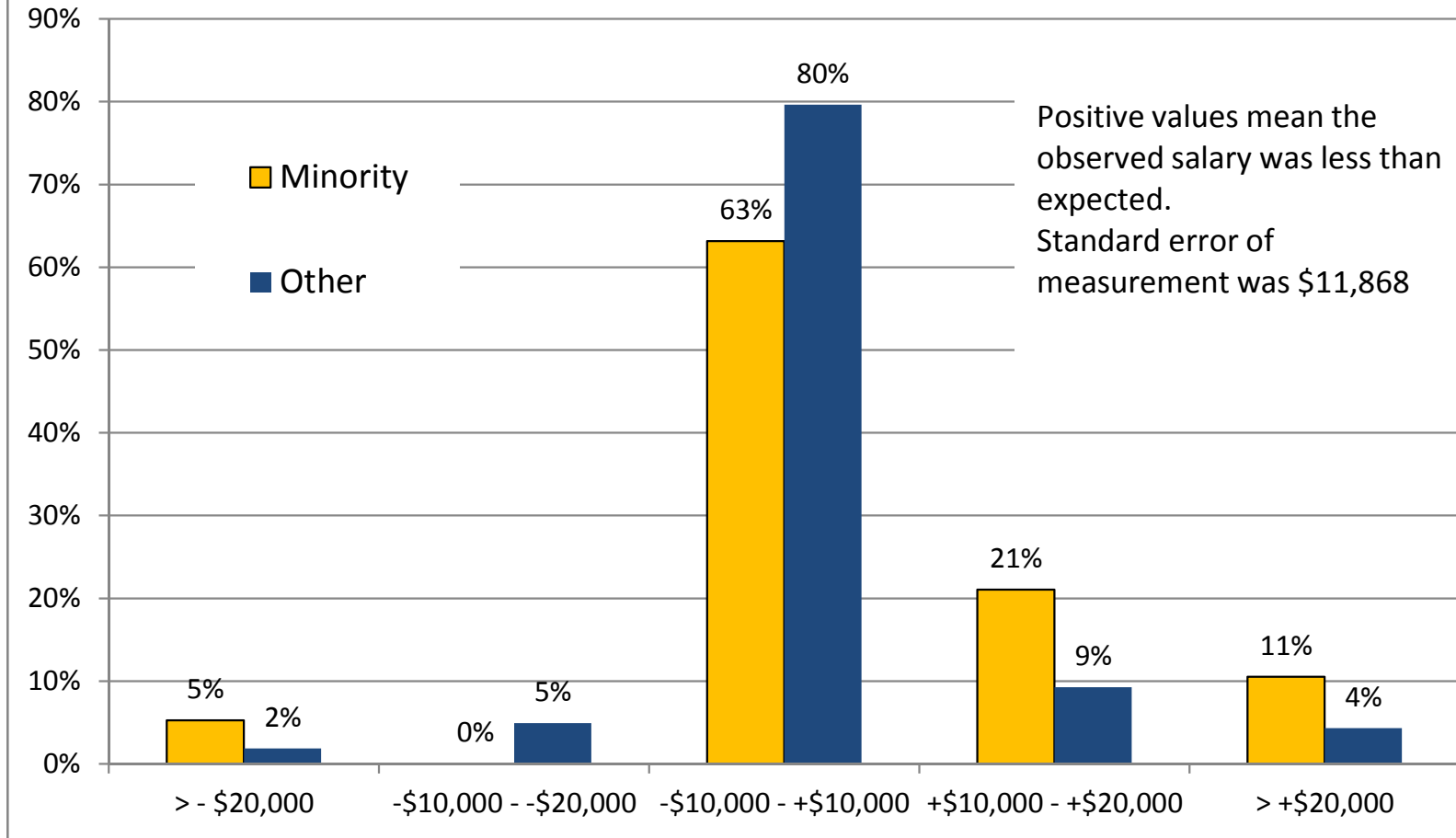


Table 8: Faculty Salary Comparisons Using UC Merced Composition and Other UC Faculty Average Salaries (AAUDE 2012-2013 Report)*

Ladder Rank	Content Area	Relative Salary UCM/ Other UC	Rank of Discipline
Engineering			
Professor	Environmental/Environmental Health Engineering	107%	
Assoc. Prof.	Environmental/Environmental Health Engineering	97%	
Asst. Prof.	Environmental/Environmental Health Engineering	101%	
	All Ranks	<hr/> 102%	1
Professor	Computer Engineering	110%	
Assoc. Prof.	Computer Engineering	96%	
Asst. Prof.	Computer Engineering	99%	
	All Ranks	<hr/> 102%	2
Professor	Mechanical Engineering	95%	
Assoc. Prof.	Mechanical Engineering	96%	
Asst. Prof.	Mechanical Engineering	102%	
	All Ranks	<hr/> 99%	4
Professor	Biomedical/Medical Engineering	98%	
Assoc. Prof.	Biomedical/Medical Engineering	98%	
Asst. Prof.	Biomedical/Medical Engineering	99%	
	All Ranks	<hr/> 98%	5
Professor	Materials Engineering	74%	
Assoc. Prof.	Materials Engineering	94%	
Asst. Prof.	Materials Engineering	88%	
	All Ranks	<hr/> 85%	16
Natural Sciences			
Professor	Applied Mathematics		
Assoc. Prof.	Applied Mathematics	93%	
Asst. Prof.	Applied Mathematics	96%	
	All Ranks	<hr/> 94%	8
Professor	Physics	106%	
Assoc. Prof.	Physics	93%	
Asst. Prof.	Physics	90%	
	All Ranks	<hr/> 94%	9
Professor	Ecology, Evolution, Systematics, and Population Biology	79%	
Assoc. Prof.	Ecology, Evolution, Systematics, and Population Biology	91%	
Asst. Prof.	Ecology, Evolution, Systematics, and Population Biology	104%	
	All Ranks	<hr/> 92%	10
Professor	Biology, General	99%	
Assoc. Prof.	Biology, General	90%	
Asst. Prof.	Biology, General	88%	
	All Ranks	<hr/> 91%	11
Professor	Chemistry	78%	
Assoc. Prof.	Chemistry	93%	
Asst. Prof.	Chemistry	93%	
	All Ranks	<hr/> 87%	13
SSHA			
Professor	Cognitive Science	93%	
Assoc. Prof.	Cognitive Science	97%	
Asst. Prof.	Cognitive Science	112%	
	All Ranks	<hr/> 99%	3
Professor	Political Science and Government		
Assoc. Prof.	Political Science and Government	102%	
Asst. Prof.	Political Science and Government	92%	
	All Ranks	<hr/> 97%	6

Table 8: Faculty Salary Comparisons Using UC Merced Composition and Other UC Faculty Average Salaries (AAUDE 2012-2013 Report)*

Ladder Rank		Content Area	Relative Salary UCM/ Other UC	Rank of Discipline
Professor	Sociology			
Assoc. Prof.	Sociology		100%	
Asst. Prof.	Sociology		88%	
All Ranks			95%	7
Professor	Psychology, General		91%	
Assoc. Prof.	Psychology, General			
Asst. Prof.	Psychology, General		84%	
All Ranks			88%	12
Professor	Anthropology			
Assoc. Prof.	Anthropology		83%	
Asst. Prof.	Anthropology		92%	
All Ranks			88%	14
Professor	Economics		94%	
Assoc. Prof.	Economics		56%	
Asst. Prof.	Economics		91%	
All Ranks			85%	15
Professor	Liberal Arts and Sciences, General Studies and Humanities		101%	
Assoc. Prof.	Liberal Arts and Sciences, General Studies and Humanities		79%	
Asst. Prof.	Liberal Arts and Sciences, General Studies and Humanities		79%	
All Ranks			83%	17
Professor	Linguistic, Comparative, and Related Language Studies and Services		74%	
Assoc. Prof.	Linguistic, Comparative, and Related Language Studies and Services		86%	
Asst. Prof.	Linguistic, Comparative, and Related Language Studies and Services		88%	
All Ranks			80%	19
Professor	History		72%	
Assoc. Prof.	History		87%	
Asst. Prof.	History		98%	
All Ranks			83%	18
Professor	Business Administration, Management and Operations		77%	
Assoc. Prof.	Business Administration, Management and Operations			
Asst. Prof.	Business Administration, Management and Operations			
All Ranks			77%	20
OVERALL				
Professor	Overall		91%	
Assoc. Prof.	Overall		91%	
Asst. Prof.	Overall		93%	



Faculty Compensation and Startup Commitment When Hired

IPA Report for the UC Merced Faculty Salary Equity Committee

As a rapidly growing and recently formed research university, UC Merced faces unique challenges in its effort to ensure that faculty pay, opportunities, and advancement are equitable by gender and race/ethnicity. Of particular interest to UC Merced are equitable financial conditions when hired, start-up support and remuneration, and current salary paid. Equitable support and salary at hire and equitable current salary paid are especially important concerns for a new and growing university because any gender or minority differences cannot be attributed to the entrenched tenured faculty and past practices found at many universities.

On one hand, UC Merced's short history means that all faculty have been hired in the past decade. Therefore, it is possible to reliably study conditions at hire from internal records (provided by the Academic Personnel Office) in spite of small overall campus size. On the other hand, the number of UCM ladder-rank faculty cannot support the Yahr version of the AAUP recommended intramural two-step regression methodology for faculty salary equity. In the two-step regression-based methodology, the relationships between discipline, experience and salary are established using the records of white males, and then those relationships are used to create an expected salary for women and minorities and the differences between expected and observed salaries are analyzed for evidence of bias. In other words, the AAUP/Yahr strategy explores whether women and minorities would be paid more or less than they actually are paid if the rules that yielded salary that applied to white men were applied to them. UC Merced does not have enough white males to reliably produce the salary models. Instead, UC Merced proposed an extramural strategy to establish expected white male salaries. The equations will then be applied to males and females and then minorities, and the differences between expected and observed salaries for men and women and minority faculty or other faculty will be compared. The differences between observed and expected values should not be associated with sex or minority status. In other words, all UC Merced faculty will be included and expected salaries will be produced as if they were white males at other UC institutions. This first report will focus on the financial support and salary paid new faculty when hired.

Unit of Analysis

It is important to remember that the unit of analysis for equity studies is the institution or organizational units within the institution. The analyses make use of the records of individual faculty members but there is no analytical judgment about the correctness or accuracy of any individual salary record, only grouped data. The factors that shape an individual's salary reflect many factors, especially individual performance differences that are assumed to be randomly distributed across males and females. Unless there is evidence of gender or minority bias at a school or institutional level, these reports will assert that there is no evidence to consider the accuracy of salaries paid individuals. If evidence is found at the school or institutional level, then the reports will assert that individual cases should be examined and

that corrections might be required. To reiterate, the results reported here should not be used to determine the accuracy of the salary paid an individual.

Support Commitment and Salary at Hire

Among the conditions of a new faculty position at UC Merced are the following:

- Published Scale Amount (From UCOP tables)
- Off-Scale Salary
- Total Salary
- Faculty Recruitment Allowance
- Relocation Allowance
- Startup
- Graduate Student Support
- Equipment
- Total Startup (Startup plus Graduate Student Support plus Equipment)
- Mortgage Plan
- Promised Summer Employment

The analyses of support, incentives and salary at hire will employ either analysis of variance for dollar amounts or chi-square statistics for categorical values (e.g., moving expenses paid, yes or no). Results that exceed a 0.10 probability level will be flagged because the numbers are small and failure to find a difference where there was one (Type 1 Error) should be minimized. All dollar amounts are expressed in 2012-13 dollars by adjusting for inflation (CPI calculator, BLS.gov). Table 1 reports the gender distribution of 172 faculty included in the study, 34% of whom have been women, and that women have more often been employed in Social Sciences, Humanities and Arts (SSHA) (41%) and Natural Sciences (37%) than in Engineering (19%) or Economics and Management (1 of 7 faculty). In this analysis and in the subsequent salary analysis, economics and management from SSHA were combined and treated as if they were an identifiable school because comparable salaries in these areas are significantly higher. Table 1 displays the percentage of new earned doctorates in 2011 for comparison. Contrary to conventional wisdom, UC Merced more closely mirrors gender composition nationally in Engineering and Natural Sciences than in SSHA. (There were too few faculty overall in economics and management to make a similar statement.) If earned doctorates in 2001, a decade before, were used as a better indicator of the national marketplace for women faculty by discipline, then Engineering and Natural Sciences would be at or above national figures and the difference between UC Merced and national figures for SSHA disciplines would be reduced to 14%.

Table 2 is comprised of two sections, the campus and schools overall and then chi-square analyses that are repeated for each academic division. The analysis of variance group means dollar value comparisons by sex for all factors found none that were statistically significant. That is not to say that there was no reason for concern. In nearly 90% of comparisons, the dollar value associated with females was lower than the value associated with males. In general, that pattern can be explained by the first chi-square analysis that showed that males were more likely to be (81%) than associate or assistant professors, and

full professors tend to earn more than associate or assistant professors. Whether or not it is appropriate that full professors were more likely to be male is another matter.

The remaining chi-square tests reported in Table 2 at the campus or school levels were uninteresting with only one exception. Male faculty members in SSHA were less likely to receive moving expenses.

Table 3 reports the results of the Table 1 analyses applied to faculty minority status. In contrast with the dearth of differences found by gender, there were several comparisons that exhibited differences by minority status. (For this study, the group underrepresented minority was comprised of Latin American/Latino, Black/African-American, American Indian or Alaskan Native, Mexican/Mexican-American/Chicano, Hispanic, Native Hawaiian/Other Pacific Islander, Other Spanish/Spanish-American.) Underrepresented minority faculty (URMF) received less startup funds in SSHA (but not less total startup), and much more graduate student support in Natural Sciences. The Academic Personnel Office should examine the startup differences to insure that there were reasonable explanations for these differences.

Summary

This first part of UC Merced's faculty salary equity study focused on the salary, startup costs, and other incentives agreed to by new hires. As such, the analyses were limited to successful searches. It is possible, though given the results very unlikely, that unsuccessful offers were systematically biased. The large majority of comparative results rarely found cause for further consideration, but those rare differences are obviously important and will be reiterated here:

Gender

- The faculty in SSHA does not include as many women as would be expected given the gender characteristics of new doctorates. Over half of faculty in SSHA fields would be expected to be female, especially given UC Merced's concentration in psychology.
- If there are searches for full professors, then there should be a renewed effort to recruit women for the positions.

Underrepresented Minorities

- While it might appear that startup support for underrepresented minorities in SSHA should be reviewed, there was no difference in total startup support.
- Overall, those receiving startup monies were more likely to be underrepresented minorities. When then considered by school, the differences were limited to SSHA. Please note again that the amount of startup support in total in each school, including SSHA, was not significantly less for underrepresented minority faculty.
- Any differences found in Engineering and Natural Sciences favored underrepresented minority faculty.

Table 1: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

Overall Hires	% Female	% Male	Female	Male	Sum	SED11*	National -	SED01	National -
							UC Merced		UC Merced
							Difference		Difference
Economics and Management	14%	86%	1	6	7	38%	-23%	31%	-17%
School of Engineering	19%	81%	7	30	37	22%	-3%	17%	2%
School of Natural Sciences	37%	63%	22	37	59	43%	-6%	38%	-1%
School of Social Sciences, Humanities and Arts	41%	59%	28	41	69	58%	-18%	55%	-14%
Sum	34%	66%	58	114	172	46%	-13%	44%	-10%

* SED11 NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates (http://www.nsf.gov/statistics/sed/2011/data_table.cfm)

Table 2: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

Analysis of Variance Results		P > F	F	M
Published Scale Amount				
	School of Engineering	0.275	\$84,467	\$94,827
	School of Natural Sciences	0.607	\$69,284	\$72,470
	School of Social Sciences, Humanities and Arts	0.242	\$67,901	\$74,163
Off Scale Salary (Includes zero values)				
	School of Engineering	0.342	\$11,176	\$16,523
	School of Natural Sciences	0.506	\$10,376	\$11,247
	School of Social Sciences, Humanities and Arts	0.295	\$9,406	\$11,875
Total Salary				
	School of Engineering	0.201	\$95,642	\$111,350
	School of Natural Sciences	0.528	\$79,661	\$83,716
	School of Social Sciences, Humanities and Arts	0.170	\$76,971	\$85,748
Faculty Recruitment Allowance (Includes zero values)				
	School of Engineering	0.540	\$6,501	\$3,540
	School of Natural Sciences	0.761	\$3,101	\$3,843
	School of Social Sciences, Humanities and Arts	0.225	\$3,677	\$7,096
Previously Listed as Relocation Allowance (Includes zero values)				
	School of Engineering	0.544	\$8,587	\$5,736
	School of Natural Sciences	0.772	\$1,526	\$1,967
	School of Social Sciences, Humanities and Arts	0.267	\$1,269	\$3,962
Startup (Includes zero values in some schools and accounting practices changed in some schools)				
	School of Engineering	0.909	\$359,647	\$347,502
	School of Natural Sciences	0.360	\$432,467	\$378,585
	School of Social Sciences, Humanities and Arts	0.573	\$66,898	\$72,979
Graduate Student Support (Includes zero values in some schools and accounting practices changed in some schools)				
	School of Engineering	0.717	\$82,443	\$72,826
	School of Natural Sciences	0.502	\$28,666	\$37,792
	School of Social Sciences, Humanities and Arts	0.858	\$10,355	\$11,487
Equipment (Includes zero values in some schools and accounting practices changed in some schools)				
	School of Engineering	0.312	\$103,852	\$57,364
	School of Natural Sciences	0.750	\$76,336	\$65,735
	School of Social Sciences, Humanities and Arts	0.218	\$0	\$3,024
Total Startup				
	School of Engineering	0.438	\$597,857	\$517,601
	School of Natural Sciences	0.759	\$565,046	\$544,614
	School of Social Sciences, Humanities and Arts	0.333	\$105,779	\$120,072

Chi Squares

Initial Rank

Assistant	38%	62%	46	75
Associate	36%	64%	5	9
Professor	19%	81%	7	30
	34%	66%	58	114

Chi-Square Probability 0.098

Year of Hire

2003-04	36%	64%	5	9
2004-05	35%	65%	6	11

Table 2: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

2005-06	39%	61%	7	11
2006-07	25%	75%	6	18
2007-08	17%	83%	3	15
2008-09	43%	57%	10	13
2009-10	22%	78%	2	7
2010-11	50%	50%	5	5
2011-12	25%	75%	4	12
2012-13	43%	57%	10	13
	34%	66%	58	114
Chi-Square Probability	0.571			
Mortgage Plan				
None	35%	65%	11	20
Up to and including \$350K	37%	63%	44	76
Over \$350K	14%	86%	3	18
	34%	66%	58	114
Chi-Square Probability	0.132			
Promised Summer 9ths				
None	17%	83%	1	5
One or two	33%	67%	5	10
Three through five	34%	66%	52	99
	34%	66%	58	114
Chi-Square Probability	0.665			
Moving Expenses				
Yes	35%	65%	56	105
No	18%	82%	2	9
	34%	66%	58	114
Chi-Square Probability	0.260			
Received Off-Scale Amount				
Yes	33%	67%	53	108
No	45%	55%	5	6
	34%	66%	58	114
Chi-Square Probability	0.395			
Received Start-Up Monies				
Yes	33%	67%	54	109
No	44%	56%	4	5
	34%	66%	58	114
Chi-Square Probability	0.485			
Received Grad Student Support				
Yes	28%	72%	17	43
No	37%	63%	41	71
	34%	66%	58	114
Chi-Square Probability	0.274			
Received Equipment Support				
Yes	31%	69%	15	33
No	35%	65%	43	81
	34%	66%	58	114
Chi-Square Probability	0.670			
Engineering				
Initial Rank				
Assistant	25%	75%	6	18

Table 2: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

Associate	0%	100%	0	3
Professor	10%	90%	1	9
	19%	81%	7	30
Chi-Square Probability	0.4072			
Year of Hire				
2003-04	40%	60%	2	3
2004-05	0%	100%	0	1
2005-06	14%	86%	1	6
2006-07	40%	60%	2	3
2007-08	0%	100%	0	5
2008-09	33%	67%	1	2
2009-10	0%	100%	0	2
2010-11	0%	100%	0	1
2011-12	25%	75%	1	3
2012-13	0%	100%	0	4
	19%	81%	7	30
Chi-Square Probability	0.6858			
Mortgage Plan				
None	25%	75%	2	6
Up to and including \$350K	15%	85%	3	17
Over \$350K	22%	78%	2	7
	19%	81%	7	30
Chi-Square Probability	0.7957			
Promised Summer 9ths				
None	0%	100%	0	2
One or two	0%	100%	0	1
Three through five	21%	79%	7	27
	19%	81%	7	30
Chi-Square Probability	0.6833			
Moving Expenses				
Yes	20%	80%	7	28
No	0%	100%	0	2
	19%	81%	7	30
Chi-Square Probability	0.4824			
Received Off-Scale Amount				
Yes	19%	81%	7	29
No	0%	100%	0	1
	19%	81%	7	30
Chi-Square Probability	0.624			
Received Start-Up Monies				
Yes	19%	81%	7	30
No			0	0
	19%	81%	7	30
Chi-Square Probability	NA			
Received Grad Student Support				
Yes	22%	78%	5	18
No	14%	86%	2	12
	19%	81%	7	30
Chi-Square Probability	0.575			

Table 2: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

Received Equipment Support				
Yes	28%	72%	5	13
No	11%	89%	2	17
	19%	81%	7	30

Chi-Square Probability 0.181

Natural Sciences

Initial Rank				
Assistant	38%	63%	18	30
Associate	50%	50%	1	1
Professor	33%	67%	3	6
	37%	63%	22	37

Chi-Square Probability 0.9051

Year of Hire				
2003-04	43%	57%	3	4
2004-05	17%	83%	1	5
2005-06	57%	43%	4	3
2006-07	25%	75%	2	6
2007-08	25%	75%	2	6
2008-09	38%	63%	3	5
2009-10	0%	100%	0	3
2010-11	100%	0%	1	0
2011-12	20%	80%	1	4
2012-13	83%	17%	5	1
	37%	63%	22	37

Chi-Square Probability 0.1652

Mortgage Plan				
None	40%	60%	6	9
Up to and including \$350K	41%	59%	15	22
Over \$350K	14%	86%	1	6
	37%	63%	22	37

Chi-Square Probability 0.4069

Promised Summer 9ths				
None			0	0
One or two	50%	50%	1	1
Three through five	37%	63%	21	36
	37%	63%	22	37

Chi-Square Probability 0.7053

Moving Expenses				
Yes	37%	63%	20	34
No	40%	60%	2	3
	37%	63%	22	37

Chi-Square Probability 0.8957

Received Off-Scale Amount				
Yes	38%	62%	22	36
No	0%	100%	0	1
	37%	63%	22	37

Chi-Square Probability 0.4367

Received Start-Up Monies				
Yes	38%	62%	22	36
No	0%	100%	0	1

Table 2: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

	37%	63%	22	37
Chi-Square Probability	0.4367			
Received Grad Student Support				
Yes	30%	70%	6	14
No	41%	59%	16	23
	37%	63%	22	37
Chi-Square Probability	0.4071			
Received Equipment Support				
Yes	37%	63%	10	17
No	38%	63%	12	20
	37%	63%	22	37
Chi-Square Probability	0.9708			

Social Sciences, Humanities, and Art

Initial Rank				
Assistant	47%	53%	21	24
Associate	44%	56%	4	5
Professor	20%	80%	3	12
	41%	59%	28	41
Chi-Square Probability	0.1843			
Year of Hire				
2003-04	0%	100%	0	2
2004-05	56%	44%	5	4
2005-06	50%	50%	2	2
2006-07	25%	75%	2	6
2007-08	20%	80%	1	4
2008-09	50%	50%	6	6
2009-10	67%	33%	2	1
2010-11	50%	50%	4	4
2011-12	29%	71%	2	5
2012-13	36%	64%	4	7
	41%	59%	28	41
Chi-Square Probability	0.7282			
Mortgage Plan				
None	43%	57%	3	4
Up to and including \$350K	43%	57%	25	33
Over \$350K	0%	100%	0	4
	41%	59%	28	41
Chi-Square Probability	0.2346			
Promised Summer 9ths				
None	0%	100%	0	1
One or two	38%	62%	5	8
Three through five	42%	58%	23	32
	41%	59%	28	41
Chi-Square Probability	0.6900			
Moving Expenses				
Yes	43%	57%	28	37
No	0%	100%	0	4
	41%	59%	28	41
Chi-Square Probability	0.0886			

Received Off-Scale Amount

Table 2: Commitments for Successful Ladder Rank Faculty Recruitments by Sex and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

Yes	38%	62%	23	37
No	56%	44%	5	4
	41%	59%	28	41
Chi-Square Probability	0.3265			
Received Start-Up Monies				
Yes	38%	62%	24	39
No	67%	33%	4	2
	41%	59%	28	41
Chi-Square Probability	0.1732			
Received Grad Student Support				
Yes	46%	54%	6	7
No	39%	61%	22	34
	41%	59%	28	41
Chi-Square Probability	0.6496			
Received Equipment Support				
Yes	0%	100%	0	3
No	42%	58%	28	38
	41%	59%	28	41
Chi-Square Probability	0.1433			

Table 3: Commitments for Successful Ladder-Rank Faculty Recruitments by Minority Status and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

	% URMF*	% Other	URMF*	Other	Sum
Overall Hires					
Economics and Management	0%	100%	0	7	7
School of Engineering	14%	86%	5	32	37
School of Natural Sciences	14%	86%	8	51	59
School of Social Sciences, Humanities and Arts	16%	84%	11	58	69
Sum	14%	86%	24	148	172

Analysis of Variance Results

	P > F	URMF*	Other
Published Scale Amount			
School of Engineering	0.421	\$85,269	\$94,054
School of Natural Sciences	0.412	\$65,856	\$72,389
School of Social Sciences, Humanities and Arts	0.216	\$64,153	\$73,038
Off Scale Salary (Includes zero values)			
School of Engineering	0.346	\$20,763	\$14,691
School of Natural Sciences	0.150	\$8,642	\$11,280
School of Social Sciences, Humanities and Arts	0.518	\$9,190	\$11,212
Total Salary			
School of Engineering	0.849	\$106,032	\$108,745
School of Natural Sciences	0.397	\$75,553	\$83,247
School of Social Sciences, Humanities and Arts	0.220	\$73,343	\$83,864
Faculty Recruitment Allowance (Includes zero values)			
School of Engineering	0.123	\$11,377	\$2,963
School of Natural Sciences	0.242	\$7,037	\$3,022
School of Social Sciences, Humanities and Arts	0.911	\$6,067	\$5,641
Previously Listed as Relocation Allowance (Includes zero values)			
School of Engineering	0.882	\$6,968	\$6,167
School of Natural Sciences	0.411	\$3,321	\$1,564
School of Social Sciences, Humanities and Arts	0.117	\$7,136	\$2,060
Startup (Includes zero values in some schools and accounting practices changed in some schools)			
School of Engineering	0.236	\$473,375	\$330,491
School of Natural Sciences	0.882	\$387,930	\$400,362
School of Social Sciences, Humanities and Arts	0.013	\$41,059	\$76,097
Graduate Student Support (Includes zero values in some schools and accounting practices changed in some schools)			
School of Engineering	0.141	\$112,840	\$68,678
School of Natural Sciences	0.029	\$69,887	\$28,821
School of Social Sciences, Humanities and Arts	0.163	\$20,867	\$9,162
Equipment (Includes zero values in some schools and accounting practices changed in some schools)			
School of Engineering	0.574	\$40,409	\$70,183
School of Natural Sciences	0.574	\$92,548	\$66,102
School of Social Sciences, Humanities and Arts	0.518	\$0	\$2,138
Total Startup			
School of Engineering	0.115	\$692,095	\$507,892
School of Natural Sciences	0.605	\$594,302	\$545,634
School of Social Sciences, Humanities and Arts	0.332	\$98,131	\$117,333

Table 3: Commitments for Successful Ladder-Rank Faculty Recruitments by Minority Status and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

		% URMF*	% Other	URMF*	Other
Chi Squares					
Initial Rank					
	Assistant	16%	84%	19	102
	Associate	7%	93%	1	13
	Professor	11%	89%	4	33
		14%	86%	24	148
	Chi-Square Probability	0.562			
Year of Hire					
	2003-04	0%	100%	0	14
	2004-05	35%	65%	6	11
	2005-06	22%	78%	4	14
	2006-07	17%	83%	4	20
	2007-08	6%	94%	1	17
	2008-09	17%	83%	4	19
	2009-10	11%	89%	1	8
	2010-11	10%	90%	1	9
	2011-12	6%	94%	1	15
	2012-13	9%	91%	2	21
		14%	86%	24	148
	Chi-Square Probability	0.177			
Mortgage Plan					
	None	3%	97%	1	30
	Up to and including \$350K	15%	85%	18	102
	Over \$350K	24%	76%	5	16
		14%	86%	24	148
	Chi-Square Probability	0.092			
Promised Summer 9ths					
	None	0%	100%	0	6
	One or two	0%	100%	0	15
	Three through five	16%	84%	24	127
		14%	86%	24	148
	Chi-Square Probability	0.144			
Moving Expenses					
	Yes	14%	86%	23	138
	No	9%	91%	1	10
		14%	86%	24	148
	Chi-Square Probability	0.631			
Received Off-Scale Amount					
	Yes	14%	86%	23	138
	No	9%	91%	1	10
		14%	86%	24	148
	Chi-Square Probability	0.631			
Received Start-Up Monies					
	Yes	12%	88%	20	143
	No	44%	56%	4	5
		14%	86%	24	148
	Chi-Square Probability	0.007			

Table 3: Commitments for Successful Ladder-Rank Faculty Recruitments by Minority Status and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

	% URMF*	% Other	URMF*	Other
Received Grad Student Support				
Yes	23%	77%	14	46
No	9%	91%	10	102
	14%	86%	24	148
Chi-Square Probability	0.009			
Received Equipment Support				
Yes	17%	83%	8	40
No	13%	87%	16	108
	14%	86%	24	148
Chi-Square Probability	0.523			
Engineering				
Initial Rank				
Assistant	13%	88%	3	21
Associate	33%	67%	1	2
Professor	10%	90%	1	9
	14%	86%	5	32
Chi-Square Probability	0.567			
Year of Hire				
2003-04	0%	100%	0	5
2004-05	0%	100%	0	1
2005-06	29%	71%	2	5
2006-07	20%	80%	1	4
2007-08	20%	80%	1	4
2008-09	33%	67%	1	2
2009-10	0%	100%	0	2
2010-11	0%	100%	0	1
2011-12	0%	100%	0	4
2012-13	0%	100%	0	4
	14%	86%	5	32
Chi-Square Probability	0.800			
Mortgage Plan				
None	0%	100%	0	8
Up to and including \$350K	15%	85%	3	17
Over \$350K	22%	78%	2	7
	14%	86%	5	32
Chi-Square Probability	0.392			
Promised Summer 9ths				
None	0%	100%	0	2
One or two	0%	100%	0	1
Three through five	15%	85%	5	29
	14%	86%	5	32
Chi-Square Probability	0.775			
Moving Expenses				
Yes	14%	86%	5	30
No	0%	100%	0	2
	14%	86%	5	32
Chi-Square Probability	0.565			

Table 3: Commitments for Successful Ladder-Rank Faculty Recruitments by Minority Status and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

	% URMF*	% Other	URMF*	Other
Received Off-Scale Amount				
Yes	14%	86%	5	31
No	0%	100%	0	1
	14%	86%	5	32
Chi-Square Probability	0.689			
Received Start-Up Monies				
Yes	14%	86%	5	32
No	0%	100%	0	0
	14%	86%	5	32
Chi-Square Probability	NA			
Received Grad Student Support				
Yes	22%	78%	5	18
No	0%	100%	0	14
	14%	86%	5	32
Chi-Square Probability	0.061			
Received Equipment Support				
Yes	17%	83%	3	15
No	11%	89%	2	17
	14%	86%	5	32
Chi-Square Probability	0.585			
Natural Sciences				
Initial Rank				
Assistant	15%	85%	7	41
Associate	0%	100%	0	2
Professor	11%	89%	1	8
	14%	86%	8	51
Chi-Square Probability	0.818			
Year of Hire				
2003-04	0%	100%	0	7
2004-05	33%	67%	2	4
2005-06	29%	71%	2	5
2006-07	13%	88%	1	7
2007-08	0%	100%	0	8
2008-09	25%	75%	2	6
2009-10	33%	67%	1	2
2010-11	0%	100%	0	1
2011-12	0%	100%	0	5
2012-13	0%	100%	0	6
	14%	86%	8	51
Chi-Square Probability	0.394			
Mortgage Plan				
None	7%	93%	1	14
Up to and including \$350K	14%	86%	5	32
Over \$350K	29%	71%	2	5
	14%	86%	8	51
Chi-Square Probability	0.376			

Table 3: Commitments for Successful Ladder-Rank Faculty Recruitments by Minority Status and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

	% URMF*	% Other	URMF*	Other
Promised Summer 9ths				
None	0%	100%	0	2
One or two			0	0
Three through five	14%	86%	8	49
	14%	86%	8	51
Chi-Square Probability	0.569			
Moving Expenses				
Yes	13%	87%	7	47
No	20%	80%	1	4
	14%	86%	8	51
Chi-Square Probability	0.660			
Received Off-Scale Amount				
Yes	14%	86%	8	50
No	0%	100%	0	1
	14%	86%	8	51
Chi-Square Probability	0.690			
Received Start-Up Monies				
Yes	14%	86%	8	50
No	0%	100%	0	1
	14%	86%	8	51
Chi-Square Probability	0.690			
Received Grad Student Support				
Yes	25%	75%	5	15
No	8%	92%	3	36
	14%	86%	8	51
Chi-Square Probability	0.066			
Received Equipment Support				
Yes	19%	81%	5	22
No	9%	91%	3	29
	14%	86%	8	51
Chi-Square Probability	0.307			
Social Sciences, Humanities, and Art**				
Initial Rank				
Assistant	20%	80%	9	36
Associate	0%	100%	0	9
Professor	13%	87%	2	13
	16%	84%	11	58
Chi-Square Probability	0.311			
Year of Hire				
2003-04	0%	100%	0	2
2004-05	44%	56%	4	5
2005-06	0%	100%	0	4
2006-07	25%	75%	2	6
2007-08	0%	100%	0	5
2008-09	8%	92%	1	11
2009-10	0%	100%	0	3
2010-11	13%	88%	1	7
2011-12	14%	86%	1	6
2012-13	18%	82%	2	9

Table 3: Commitments for Successful Ladder-Rank Faculty Recruitments by Minority Status and Primary Organizational Unit

Note: Dollar amounts have been adjusted for inflation to 2012-13 dollars

	% URMF*	% Other	URMF*	Other
	16%	84%	11	58
Chi-Square Probability	0.415			
Mortgage Plan				
None	0%	100%	0	7
Up to and including \$350K	17%	83%	10	48
Over \$350K	25%	75%	1	3
	16%	84%	11	58
Chi-Square Probability	0.439			
Promised Summer 9ths				
None	0%	100%	0	1
One or two	0%	100%	0	13
Three through five	20%	80%	11	44
	16%	84%	11	58
Chi-Square Probability	0.189			
Moving Expenses				
Yes	15%	85%	10	55
No	25%	75%	1	3
	16%	84%	11	58
Chi-Square Probability	0.610			
Received Off-Scale Amount				
Yes	17%	83%	10	50
No	11%	89%	1	8
	16%	84%	11	58
Chi-Square Probability	0.671			
Received Start-Up Monies				
Yes	11%	89%	7	56
No	67%	33%	4	2
	16%	84%	11	58
Chi-Square Probability	0.0004			
Received Grad Student Support				
Yes	31%	69%	4	9
No	13%	88%	7	49
	16%	84%	11	58
Chi-Square Probability	0.105			
Received Equipment Support				
Yes	0%	100%	0	3
No	17%	83%	11	55
	16%	84%	11	58
Chi-Square Probability	0.441			

* URMF is underrepresented minority

For this study, underrepresented minority used the NIH definition and was comprised of Latin American/Latino, Black/African-American, American Indian or Alaskan Native, Mexican/Mexican-American/Chicano, Hispanic, Native Hawaiian/Other Pacific Islander, Other Spanish/Spanish-American.

** Please consider distribution of minority faculty by disciplinary area as displayed on the next table. Minority faculty were overrepresented in literatures and cultures and anthropology. Conversely, they were underrepresented in psychology, cognitive science, history, political science, and world cultures and history.

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON FACULTY WELFARE, DIVERSITY & ACADEMIC FREEDOM
RUDY ORTIZ, CHAIR
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UNIVERSITY OF CALIFORNIA, MERCED
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December 17, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

A handwritten signature in black ink, appearing to read "Rudy Ortiz".

Re: Draft Charge for Proposed New Committees

Per Division Council's request following its vote to approve the split of the Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF), we would like to propose the following charge and membership for the two, proposed new committees:

Committee on Faculty Welfare and Academic Freedom (FWAF)

Membership:

- This Committee is composed of 4 members of the Merced Division, with at least one faculty member per school. The Vice Provost for Faculty serves as *ex officio*. At least two of the four should be senior faculty to better serve the interests of the faculty at the systemwide level.

Duties:

- The committee Chair or a designee (preferably committee member) serves as the Division Representative to the Systemwide Committee on Faculty Welfare.
- One committee member serves as the Division Representative to the Systemwide University Committee on Academic Freedom.
- Reviews and discusses in a timely fashion matters concerned with the welfare of the Faculty including, but not limited to, salaries, benefits, insurance, retirement, housing, and conditions of employment.
- Advises the Faculty on proposed changes or improvements. Initiates appropriate studies and reports on faculty welfare and potential violations of ethics and/or academic conduct.
- Reviews and makes recommendations with respect to any University-related issues that may affect the academic freedom of the University Community. It is understood that academic

freedom includes, but is not limited to, free inquiry and exchange of ideas, the rights to present material relevant to a course of instruction, to publish or disseminate controversial material or information and to perform research in academic areas. It is understood that academic freedom is to be conjoined with academic responsibility in accordance with APM 010.

- As needed, reviews, evaluates and proposes revisions to institutional policies and procedures as they relate to faculty welfare and academic freedom.

Committee for Diversity and Equity (D&E)

Membership:

- This Committee is composed of 3 members of the Merced Division, preferably one faculty member from each school. The Vice Provost for Faculty serves as *ex officio*.

Duties:

- The committee Chair or a designee serves as the Division Representative to the Systemwide University Committee on Affirmative Action and Diversity.
- Initiates appropriate studies and reports on campus diversity and equity.
- Acts for the Division in all matters of equality and diversity in general and in particular in reference to underrepresented faculty populations.
- As needed reviews, evaluates and proposes revisions to institutional policies and procedures as they relate to equality and diversity.
- Reports to the Division on recruitment, promotion, and retention of faculty from underrepresented groups. The Committee provides advice to the Academic Senate on issues relating to diversity and equal opportunity in the University community.
- Reviews information on diversity and equity provided by campus and systemwide administrations and advises the Division and the administration accordingly.

In the interest of continuity, we propose that current FWDAF analyst Simrin Takhar support the two new committees. In addition, we request a stipend of \$11,000 for both committee chairs to match the compensation of the current Senate committee chairs and in recognition of the workload at the systemwide level.

Thank you for your consideration of our proposal and we look forward to working with you to produce the most impactful format to ensure that UCM's interests with respect to faculty welfare, diversity, and academic freedom are being properly represented.

cc: FWDAF members
DivCo members
Senate office

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University Committee on Faculty Welfare (UCFW)

January 9, 2015 Meeting

Notes from Professor Sean Malloy, FWDAF representative to UCFW

There were three major issues that came out of the meeting. The first was news that Jack Stobo's office (Health Sciences and Services) at UCOP is strongly pushing to move all health care, other than perhaps Kaiser, in house. UC Care, our existing self-financing plan, had a rough roll out and suffers from the fact that it is a high cost plan that tends to attract an older (and sicker) client base, likely leading to spiraling costs (something that UCFW warned about before the plan was rammed through at UCOP). Stobo's solution is to grow out of this problem by expanding UC Care to include an HMO-like offering and then getting rid of all other health plans with the exception of Kaiser (at least for now), in essence making UC Care too big to fail. This would also have the supposed advantage of keeping most of our health care spending (outside of Kaiser) in the system. Stobo is aggressively pushing this plan for a 2016(!) roll out. A feasibility study at UCOP is supposed to report on that by the end of this January.

UCFW unanimously expressed a number of strong concerns about this plan. Most relevant to UCM is the issue of access. Existing UC Care works decently for those campuses that have a medical center, but there have already been access issues for those campuses that do not have such centers and thus have to rely on the patchwork network of "rented" services that UC Care uses to fill those gaps. More broadly, UC Care already experiences trouble in the area of general/routine care, something that medical centers are not designed to do, and thus relies heavily on subcontracted providers even at campuses that do have medical centers. The notion we would drop HealthNet and then have UC Care step in to provide all non-Kaiser health care would require a massive investment in locating providers whose services that UC Care could rent. This would be a tall order under any circumstances, but to envision a 2016 roll out is simply insane. Other problems include massive potential disruptions and loss of employee choice if the physician network provided by UC Care differs in major ways from that of HealthNet and other existing providers. This move would also have major repercussions within the UC bureaucracy.

The second major issue had to do with recommendations with respect to a salary plan. UCFW unanimously endorsed that the proposed 3% increase for the coming year be treated as a cost of living adjustment and applied across the full pay range (both on and off-scale). It was also agreed, however, that this COLA would not come even close to closing the some 10% salary gap that separates us from our comparator institutions. It was further agreed that if there is to be a multi-year salary plan for closing that gap that it should be heavily front-loaded given that past multi-year plans have seldom lasted past their first year. There was much discussion on how such a plan should work. The majority (but not everybody) favored putting most of the money into raising the scales as that would strengthen the notion of peer review as the foundations of our academic excellence. There was also some discussion that if we did somehow get a major increase in salary (well beyond the 3% COLA), then perhaps some of it might be better allocated to benefits rather than salary as benefits use pre-tax

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dollars and would thus raise our total remuneration (salary + benefits) more than simply plowing all of it into taxable salary. However, all of this discussion was tempered by the news of the governor's budget (which arrived during our meeting). It was widely agreed that given the lack of state support and funding coming from Gov. Brown, we would be lucky to see the 3% COLA and that any talk of a major increase to bring us up to market was probably a pipe dream at this point.

The third thing worth mentioning, at least briefly, is that there was some talk that UCOP seems to be trying to spin the results of the recent Campus Climate survey in the most optimistic way possible while downplaying some of its more troubling findings. This is something to keep an eye on as UCOP has a history of trying to sweep negative findings about gender/race/sexuality and other kinds of discrimination under the rug, or more frequently, simply calling for study after study without actually doing anything about it.

Spring 2015 Faculty Mentoring & Professional Development Events

How to write a successful Self Statement

Wed. Mar 11 - 11:00 am to 1:00 pm – KL360

Vice Provost Camfield will discuss strategies for success when writing a self-statement
Lunch will be provided.

Work Life Balance

Thur. Mar. 19 – 1:30 am – 3:00 pm in KL159 (Acorn Room)

Dr. Tanya Golash-Boza will discuss tips and strategies for balancing work and life in academia.
Refreshments will be provided.

Lunch with the Provost

Tues Apr 7 in KL232 (First year faculty)

Wed Apr 8 in KL 232 (Second year faculty)

It's almost been a year and we want to know how your experience has been so far! Join Provost Peterson and Interim Vice Provost for the Faculty and your colleagues for lunch and discussion.

The Road to Tenure

May 2015 – Dates & Location TBD

Depending on date of Spring CAP Meeting
Lunch may be provided.

**Committee on Academic Planning and Resource Allocation (CAPRA), Division
Council (DivCo), and Provost & Executive Vice Chancellor Thomas W. Peterson
Minutes of Meeting
February 5, 2015**

Pursuant to call, the Committee on Academic Planning and Resource Allocation and Division Council met with Provost/EVC Peterson at 2:00 pm on February 5, 2015 in Room 362 of the Kolligian Library, CAPRA Chair Anne Kelley presiding.

CAPRA Chair Kelley summarized the intention of this meeting, which was to follow up on CAPRA's requests to the Provost on releasing a subset of foundational FTE lines independent of the strategic academic focusing process.

Provost/EVC Peterson updated DivCo and CAPRA members on the following two items:

--The Provost and Vice Chancellor for Planning & Budget Dan Feitelberg participated in the February 3 meeting of the University Committee on Planning & Budget (UCPB) to discuss UC Merced's Project 2020. Provost Peterson related that he was quite encouraged by the committee members' responses; Chair Kelley (the CAPRA representative to UCPB) agreed that the committee was positive about Merced's future planning. The same day, the Provost, VC Feitelberg, Chancellor Leland, and VC for Business and Administrative Services Michael Reese met with President Napolitano to present an information item regarding Project 2020 to the Regents. President Napolitano is supportive of UC Merced's efforts.

--The strategic academic focusing working group met on February 2 and Provost Peterson stated that the process is ready to move forward to the implementation stage. After input from the faculty, it was decided that the focus area Research for Societal Benefit will be split into two groups: health and social justice/humanities. Much work still remains, but the process of identifying the names of the focus areas is completed.

Provost Peterson then stated the main factors that will influence FTE allocations: 1) how much money the campus has for the continuing costs of salaries and benefits and the one-time cost of start-up packages, and 2) how much space is available. Provost Peterson tasked the school deans last summer with providing quantitative data on all

space: laboratories, offices, graduate students, etc. Once these two items are confirmed, the Provost then has to determine 1) how to determine the proportion of FTE lines between foundational and focus areas; 2) how to allocate FTE lines across the six focus areas; 3) how to allocate FTE lines within the individual focus areas, and 4) how to allocate FTEs to the foundational areas and bylaw 55 units.

The Provost stated that his goal is to translate strategic academic focusing into 3-5 year rolling plans. While faculty members will plan for each year, the expectation is that faculty will think strategically about the out years. Instituting a long-range plan will also give faculty assurance that if their own area is not identified for an FTE lines in one year, their area will receive one in a later year. Lastly, the advantage of a long-range plan is that it encourages accountability, that is to say, faculty members must provide a solid argument for why any deviation from the plan must occur.

The Provost emphasized that there will not be a uniform allocation across the foundational areas over the years; rather, he will have a strategy for investing in any given area. Any change to that investment will involve faculty input.

Provost Peterson assured the faculty in attendance that he has given much thought to how best to engage the faculty, schools, and CAPRA with regard to FTE allocation. He intends to follow the traditional process of seeking FTE requests from the schools, and asking CAPRA to review them and provide him with recommendations. The final decisions, as usual, will reside in the Provost's office.

The Provost then shared his thoughts on how he envisions the process:

How to allocate FTE positions within the focus areas? The Provost announced he will rely on initial input from the faculty members who were heavily engaged in the strategic academic focusing process in terms of submitting proposals. He will also seek advice from those faculty members on which bylaw 55 units those positions should be allocated. If one focus area is allocated three FTE lines, then the Provost expects all affected bylaw 55 units to be engaged in the negotiation and conversations. Once FTE requests are decided at this level, the requests will be vetted through CAPRA.

When FTE allocations span more than one focus area, then the initial recommendation on how to proceed will originate from the Provost. However, he will seek input from

the schools and CAPRA. Final decisions will always originate from the Provost, but the key is what stage in the process the Provost will seek faculty and Senate input.

The Provost announced that he will release FTE lines as soon as he is apprised of the budget and space situation. He acknowledged that while he believes he can implement an FTE process for both foundational and focus hires simultaneously next year, some focus areas are more prepared than others, which means he has to invest resources sequentially. And, this is why a 3-5 year plan is crucial: focus areas that do not receive FTE lines next year can plan to receive them in the out years.

In response to a DivCo member's question, the Provost stated that in the first year, he will allocate a larger fraction of resources to the foundational areas than the focus areas in later years. However, the majority of resources must eventually be made into the focus areas, otherwise, the strategic academic focusing initiative would have been wasted. Focus FTE lines will still be assigned to bylaw 55 units; the strategic academic focusing process is just a means to prioritize how to place FTE lines in those units.

A DivCo member pointed out that many faculty members are not in favor of 3-5 year strategic plans, because in the past, after completing them, plans changed and negated the effort made into formulating those plans. He asked the Provost whether he has a reliable idea of how much funding is available in order for faculty to generate robust 3-5 year plans. The Provost responded that while he does not yet have concrete funding numbers, he would not invest in an area unless he knows in advance that that area's hiring trajectory will be positive.

A DivCo member mentioned that there appears to be no institutional body to facilitate the conversations and negotiations between focus areas. It is concerning that if a focus area spans two schools, and FTE positions could potentially be assigned to multiple bylaw 55 units, there is no conduit through which to convey this to the Provost. The Provost replied that in the past, FTE requests have originated from the bylaw 55 units, with the exception of one year, when requests were submitted by graduate groups.

A CAPRA member pointed out that graduate groups have well-defined memberships. Under the strategic focusing process, the membership of faculty is unclear: theoretically, faculty members could join any group they wish. The Provost responded that the same

faculty members that expressed interest in proposing the focus areas are expected to take the lead to propose where to allocate the FTE lines.

A DivCo member asked the Provost whether his office could help the faculty caucus to give the faculty members some guidance. To begin the process, the Provost could convene the lead writers of the focus area proposals. Another DivCo member stated that faculty members are worried that not all the relevant parties will be at the table. The Provost assured him that he will not exclude faculty who did not participate in the strategic academic focusing process but he also wants to recognize those who provided leadership in this area.

A CAPRA member inquired whether the Provost has a final description of the six focus areas so faculty members can better determine where they fit in. The Provost replied that the members of the strategic academic focusing working group are working with faculty members who proposed the focus areas to finalize one-page descriptions of each area. The descriptions will include the academic description of each area and a description intended for external audiences for development purposes. The Provost also asked faculty to speak to him if they think any part of this process is exclusionary.

The Provost agreed that CAPRA does not need to know the exact number of FTE lines for allocation in order to begin the FTE requests process with the schools. However, he stated that the proportionality between foundational and focus areas would change depending on the number of positions the campus has. If the number of positions were limited, a higher percentage would go to the foundational areas. CAPRA can begin the requests process now.

The Provost emphasized the need for FTE requests to be quantitative about growth: number of students, external funding sources, and other outcome-based metrics.

A CAPRA member suggested the need to conduct a retrospective study, five years from now, to assess whether the strategic planning we complete this year materialized. We need a formal repository of information. This would require the appropriate archival data and documentation from the Provost to CAPRA and DivCo. CAPRA has not received such information in the past. The Provost agreed and asked for suggestions on what data CAPRA would require, and which units could generate it, including IRDS and the Provost's office. The Provost also mentioned that he is investing in Academic

Analytics which should show him, among other indicators, how our campus compares nationally and internationally to other institutions.

A CAPRA member expressed concern over faculty fatigue with regard to formulating 3-5 year plans. Are we asking faculty to generate multi-year plans now at the same time we are asking them to request FTE lines? Or, will we ask for multi-year plans next year? The Provost responded that he already has a rich source of information in the focus area proposals and strategic plans the faculty have already proposed. He has taken them all into serious consideration and will not call for new bylaw 55 units strategic plans.

The discussion then turned to faculty members' concerns over space and the uncertainty surrounding who is assigned to which lab space. There are also continuing challenges with moving faculty from Castle to S&E 2. The Provost acknowledged the ongoing problems and reiterated that he is relying on the school deans to accurately assess the space they have available. If needed, the Provost will step in and take a role in identifying available space.

A CAPRA member inquired about the role of ORUs in the strategic academic focusing process. Since the focus areas are interdisciplinary and FTE lines will involve multiple schools and bylaw 55 units, identifying the appropriate individuals to work together is crucial. An ORU could fill that role. In addition, though, there appears to be no defined way for ORUs to grow in the 2020 plan, either in terms of space or positions. The Provost responded that he is aware of the importance of ORUs in the strategic academic focusing process and has been working with VCR Traina on space considerations for ORUs as we build towards 2020.

The Provost ended by emphasizing his desire for faculty input throughout the process and encouraged faculty to contact him with any concerns.

Minutes taken by: Simrin Takhar, Academic Senate office.