# Report and Addendum (PSOUH Policy) <br> Submitted to the Assistant Vice President for Human Resources, University of San Francisco 

August 15, 2007

John Kao, PhD<br>Associate Professor<br>Mathematics Department<br>University of San Francisco

## General Contents

I. Cover Letter for Addendum: 6 pages
II. Addendum (body): 41 pages
III. Source Document for Addendum Appendix: 118 pages
IV. Cover Letter for Report of Discrimination: 2 pages
V. Report of Discrimination (body): 112 pages
VI. Source Document Appendix (for Report of Discrimination): 369 pages

August 15, 2007
Martha Peugh-Wade
Assistant Vice President for Human Resources
University of San Francisco, LM 339
2130 Fulton Street
San Francisco, CA 94117-1080
Dear Vice President Peugh-Wade,
On May 15, 2006, I filed a Formal Complaint as provided for by the USF Prevention of Sexual and Other Unlawful Harassment Policy (PSOUHP), effective February 7, 2006; this, in sequel to an Informal Complaint which I filed on January 26, 2006, with Elsie Tamayo, Manager, Professional Development/Affirmative Action, Human Resources. The Formal Complaint took the form of

> Report of Race-based Discrimination and Harassment Submitted to the Associate Vice President for Human Resources, University of San Francisco

which I will refer to as Report of Discrimination. The submission comprised 483 pages: cover letter to the Associate Vice President for Human Resources, Terry Stoner (now retired), 2 pages; body of the report, 112 pages; supporting documents, 369 pages. Since then, the USF Administration and I have been engaged in a process of negotiation prior to investigation of the Formal Complaint. The Administration has been represented by:

- Terry Stoner, Associate Vice President, Human Resources;
- Donna Davis, General Counsel, Office of the General Counsel;
- Jennifer Turpin, Dean, College of Arts and Sciences.

I am represented by

- Christopher W. Katzenbach, Attorney at Law, Katzenbach and Khitikian.

The negotiation process was initiated by the Administration and is not provided for in PSOUHP. I am writing now to submit a supplementary manuscript which I will refer to as Addendum. It consists of 165 pages: cover letter (copy of this correspondence), 6 pages; body of the addendum, 41 pages; supporting documents, 118 pages. I request that Addendum be reviewed in conjunction with Report of Discrimination. If necessary, it can be treated as a second Formal Complaint.

Report of Discrimination concerns two faculty members in the Mathematics Department, Tristan Needham and Stanley Nel, for the time

Fall 1991 - Spring 2006.
Profs. Needham and Nel have held senior executive positions during this period:

Stanley Nel Dean of College of Arts and Sciences<br>1990 - Spring 2003

Vice President of International Relations
Fall 2003 - present
Tristan Needham Associate Dean of Sciences
Spring 1999 - Spring 2004.
In the capacity of Associate Dean, Tristan Needham was my direct superior, for which reason the threat of retaliation was too great to pursue action as specified by PSOUHP. Extensive research into their conduct began in August 2005, and was in response to Tristan Needham's return to the Mathematics Department the same month (he was on sabbatical leave academic year 2004-05). My inquiry led to discovery of several matters addressed in the Formal Complaint, although they took place some time prior. Further discrimination and harassment occurred after August 2005. For your reference, I will summarize some of the major aspects of Report of Discrimination.

- Deans Needham and Nel created a category of faculty appointment (Full Professorship requiring only one semester per year of teaching duty). The terms of this position explicitly violate the USF Faculty Association Collective Bargaining Agreement (contracts effective 1998-2012) which states that faculty must be available for service at the University for the entire academic year. Thereafter, Dean Needham hired a close personal acquaintance (John Stillwell) into this position (2001, first semester teaching as a tenured Full Professor-Fall 2002). As the position came with tenure, this appointment was permanent and was not subject to peer review. In violation of USF affirmative action/equal opportunity policy (as reported to the USF Board of Trustees and also the Western Association of Schools and Colleges), no search was conducted. Moreover, no faculty consultation of any kind took place prior to the announcement that the Deans were going to appoint John Stillwell. His curriculum vitae were not provided to mathematics faculty. His qualifications were not discussed. No vote on the matter of was taken by the Mathematics Department. These facts are evinced by the minutes of the Mathematics Department meetings in 2000 and 2001. Prof. Stillwell's appointment involved a substantial financial commitment on the part of USF. His position at USF automatically advances to the highest salary scale attainable to faculty (Full Professor Step 8, corresponding to an annual salary of $\$ 121,571.45$, plus benefits). He is employed concurrently at USF and

Monash University in Australia. The appointment of Prof. Stillwell was an overt act of nepotism. It violated USF affirmative action policies and due process for faculty hiring.

- Dean Needham engaged in both harassment and discrimination against me, which included defamation of character and libel. This occurred in an official letter of reprimand (printed on USF letterhead) sent to administrators at another institution of higher education (John Loomis, Chair of Architecture, and David Meckel, Dean of Design and Architecture; both at the prestigious art institute, California College of the Arts) as well as to faculty and administrators at USF. Supporting documents attached to his letter were fabricated by Dean Needham. A USFFA Grievance was settled in my favor on December 7, 2000.
- As a result of a temporary medical disability with which I was afflicted (allergic reaction to a medication), Dean Needham applied undue and discriminatory pressure on me, which in the context of his prior actions (defamation of character and libel), forced me to take a one semester leave of absence without pay (Spring 2002). His conduct violated the Americans with Disabilities Act and/or the Family and Medical Leave Act.
- In contravention of standard administrative procedure, documents have been selectively deleted from my personnel file maintained in the Deans Office of Arts and Sciences. No consistent policy of retention/deletion can explain the destruction of documents favorable to my academic reputation as compared to other documents preserved in this file. This matter was discovered January 2005.

The above summarizes a part, but not all, of Report of Discrimination.
The prompt for Addendum is the Administration's attempt to impel me to sign a contract titled, "Release and Arbitration Agreement" (communicated by Ms. Davis to Mr. Katzenbach). Through this agreement, I would be deprived of civil liberties and rights that are guaranteed by U.S. law (and thus these rights are enjoyed by every other employee at USF). The contract would apply not only in relation to matters occurring before my Formal Complaint, but would cover any dispute between myself and the University, in perpetuity. I was asked to relinquish future rights to any and all, damages, claims, charges, causes of action, grievances, complaints, indemnities and obligations directly or indirectly arising out of, or in any way connected to my relationship with the University of any kind, University employment, including but not limited to:

- age discrimination under the Age Discrimination in Employment Act (29 U.S.C.A. §§ 621-634);
- racial discrimination under the federal Civil Rights Act of 1964;
- disability discrimination under federal Americans with Disabilities Act ("ADA");
- federal and state occupational and safety laws;
- collective bargaining agreements;
- Family and Medical Leave Act ("FMLA");
- California Fair Employment and Housing Act (California "FEHA");
- all other state, local or federal laws, contract, tort, retaliation, constitutional, and/or any employment-related claims, and/or other claims.

Also, the contract would have deprived me of

- due process in a court of law in disputes between myself and the University. It would strictly limit me to conflict resolution with USF through final and binding arbitration, on any matter, in perpetuity.

Arbitration differs from litigation in significant ways. For example, in binding arbitration

- decisions cannot be appealed,
- proceedings and awards are typically confidential,
- protocols do not provide for discovery.

This arbitration clause would deprive me of the right to a jury trial which is guaranteed by U.S. law in matters of civil disputes. Moreover, the contract would oblige me to

- confidentiality with respect to the entire content of Report of Discrimination.

This would substantially restrict my freedom of speech, as Report of Discrimination describes events that are matters of public record-facts therein are supported by USF documents to which no confidentiality applies. In addition to being protected by U.S. law, freedom of speech is sacrosanct in academia. The tenure system is designed to protect faculty from reprisals for their public positions on sensitive issues.

While a request to release the University from liability for events that have occurred prior to the Formal Complaint is reasonable, the attempt to impel me to relinquish future rights is unequivocally an act of discrimination and harassment:

How can USF claim to be an equal opportunity employer when it asks an ethnic minority professor (tenured and Associate) with a perfect employment record to sign a document which relinquishes virtually all of his legally protected employment rights?

The preservation of civil liberties and rights is an established principle of social justice. How can USF claim to be promoting civil rights if the Administration asks an ethnic minority employee to relinquish, for example, his future protection from racial discrimination under the federal Civil Rights Act of 1964 ?

The Administration's conduct calls into question the authenticity of the Formal Complaint process. It casts doubt upon the University's commitment to protecting complainants from retaliation in the event of an investigation. Furthermore, the negotiation was conducted in an intimidating and disingenuous fashion. PSOUHP states:

Individuals who know of harassment, or believe that they have been harassed, in violation of this policy have access to the complaint procedures described below and are encouraged to utilize these complaint procedures.

Yet the effect of "Release and Arbitration Agreement" is punitive. This contract would deprive me of employment rights that many courageous individuals throughout U.S. history fought for. These rights are, to put it simply, priceless. Of particular importance to me is the right to a jury trial in the event of retaliation for my complaint-I consider this a fundamental legal safeguard.

To ensure that no miscommunication on this matter occurred, Mr. Katzenbach emailed, corresponded, and spoke by telephone, with Ms. Davis on multiple occasions. The last communiqué, a telephone discussion, took place spring 2007.

The ongoing negotiation phase of the Formal Complaint was initiated by the Administration. Its purpose, as stated by Ms. Davis, is to settle the Formal Complaint informally. That is, its purpose is to preempt an investigation. The actions of the Administration during this process serve as a litmus test for discrimination and harassment. It reveals discrimination at USF of an institutional nature.

The manuscript I now submit to the Office of Human Resources consists of the following elements, which have been assembled in the order below:

- Cover Letter for Addendum (that is, this letter),
- Addendum (body),
- Source Document for Addendum Appendix,
- Cover Letter for Report of Discrimination,
- Report of Discrimination (body),
- Source Document Appendix (for Report of Discrimination).

This manuscript will be transmitted to the Office of Human Resources and Office of the

General Counsel in both electronic and hardcopy form.
In preparing Report of Discrimination and Addendum, I reviewed the USF Mission Statement which includes: "The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice." I conclude that my social responsibility as an academician, and a dedicated employee of USF with sixteen years of service, obliges me to submit these manuscripts to the Office of Human Resources. I do so in the belief they will be of value to the University: contributing to the strength and integrity of our institution.

Thank you for your attention. As noted above, I am represented by
Christopher W. Katzenbach
Attorney at Law
Katzenbach and Khitikian
1714 Stockton Street, Suite 300
San Francisco, CA 94133-2930
Tel. (415) 834-1778
Also, please feel free to contact me if you have any questions or concerns (USF Mathematics Department, office HR 219, telephone ext. 6760, email kao@usfca.edu).

Sincerely,

John Kao
Associate Professor
Mathematics Department
cc: Donna Davis, General Counsel, Office of the General Counsel
Elsie Tamayo, Manager, Professional Development/Affirmative Action, Human Resources
Christopher W. Katzenbach, Katzenbach and Khtikian

# Addendum to Report of Discrimination <br> Submitted to the Assistant Vice President for Human Resources, University of San Francisco 

August 15, 2007

John Kao, PhD<br>Associate Professor<br>Mathematics Department<br>University of San Francisco

## Introduction

I will refer to this manuscript as Addendum. My objective is to supplement the Formal Complaint of race-based discrimination and harassment filed with the University on May 15, 2006. This document will address subsequent events. The original Formal Complaint was comprised of

## Report of Race-based Discrimination and Harassment Submitted to the Associate Vice President for Human Resources, University of San Francisco

which I will refer to as Report of Discrimination. As investigation of the original complaint has yet to commence, I ask that Addendum be reviewed in conjunction with Report of Discrimination. It may also be treated as a second Formal Complaint.

Addendum adopts the nomenclature and conventions used in Report of Discrimination. Similar to the original report, I have reproduced excerpts from source material (cited in footnotes) and replicated such, in a Source Document for Addendum Appendix (abbreviated SDA). To certify authenticity, I have retained original copies. These were identified by removable tags and labeled duplicates created. These tags take the form

where the number enables page reference to source documents for the Addendum. The Investigator can forego careful reading of the SDA Appendix-it is meant for reference and also to verify that quotations have not been taken out of context.

Addendum concerns the following topics each of which corresponds to a separate section herein

- Summary of Events in Sequel to Submission of Formal Complaint
- Dual Degree in Teacher Preparation (DDTP) Program
- Special Appointments in the College of Arts and Sciences
- John Stillwell's Appointment
- Diversity of Faculty in Math/CS
- Forced Leave of Absence Spring 2002
- Notes on Report of Discrimination.

Presentation of the above will begin with a narrative description of events (for the period May 15, 2006 - present).

## Summary of Events in Sequel to Submission of Formal Complaint

I activated the USF Prevention of Sexual and Other Unlawful Harassment Policy (PSOUHP) on January 10, 2006, by submission of a memorandum to Elsie Tamyo, University Affirmative Action Officer, requesting an Intake Meeting for an Informal Complaint as specified by PSOUHP. ${ }^{1}$ This memorandum was copied to Jennifer Turpin, Dean of Arts and Sciences, and Brandon Brown, Associate Dean of Sciences-the memorandum described some of the issues I would include in my complaint. From that time to present, my attorney has been Christopher W. Katzenbach, law firm of Katzenbach and Khitikian.

The Intake Meeting, between me and Ms. Tamayo, was conducted on January 26. I brought documents to substantiate my claims of discrimination and harassment. After review of these, we both agreed that a Formal Complaint was warranted. ${ }^{2}$

I filed Report of Discrimination on May 15, 2006. In response, the USF Administration requested a meeting to discuss my Formal Complaint. Such was scheduled for June 20. Present at this meeting and representing the Administration were

- Terry Stoner, Associate Vice President, Human Resources;
- Donna Davis, General Counsel, Office of the General Counsel;
- Jennifer Turpin, Dean, College of Arts and Sciences.

I was represented by Mr. Katzenbach.
The meeting opened with the Administration expressing its desire to settle the Formal Complaint informally - that is, without an investigation. This was the purpose of our meeting. The Administration drew attention to the claim that my professional reputation had been damaged by USF administrators, and as a result, I was politically isolated within the college. To confute this claim, the Administration informed me I had been nominated to a trustee subcommittee. ${ }^{3}$ The Administration then asked what evidence I had to support the claim of political isolation. I cited the section of Report of Discrimination labeled "Maladministration: DDTP Single Subject Accreditation." The Administration's response was that the accreditation program described therein had been terminated. I was astonished that the decision to end this program was made without my knowledge and without faculty consultation (the DDTP Curriculum Committee did not meet at all Spring 2007). This decision was also contrary to the commitment I received from Dean Brown and Dean Bloch ${ }^{4}$ that the University would postpone decision on reaccreditation until Fall semester 2006 (when the matter could be discussed between faculty and the new director of DDTP). This commitment was made to me at a meeting between the three of us, February 13,

[^0]2006. ${ }^{5}$ During the past academic year, Dean Brown and influential members of the Math Department had encouraged me to pursue the continuing single subject accreditation in mathematics. ${ }^{6}$ The Administrations response, itself, supported the claim that I am politically isolated.

The Administration solicited my opinion as to what could be done to improve USF as an institution. After some discussion I realized that the question was meant to solicit a proposal that could settle the Formal Complaint informally. I suggested that I be granted a dual-appointment in Math/CS. I considered myself well qualified since my doctorate from Princeton University is in Applied and Computational Mathematics. My appointment would result in the CS department having at least one ethnic minority faculty member. ${ }^{7}$ It would also result in at least one ethnic minority among the dual-appointment faculty. After discussion of this proposal, Administration representatives left the room to confer.

When we reconvened, the Administration informed me that such an appointment would be difficult to make. Mr. Katzenbach suggested we meet again in a month so that all parties could reflect. This was agreed upon. At the conclusion of the meeting I asked if the dual-appointment remained a possibility. The Administration stated clearly that it was a possibility. Approximately three months passed before the next meeting on September 12. The delay was created by the Administration. ${ }^{8}$

Prior to the follow-up Formal Complaint meeting September 12, I was told (in August) that my elderly mother required a major and unexpected surgery. Her hospital stay was scheduled for the latter part of September. I asked Mr. Katzenbach to request at the complaint meeting that I be granted Paid Family Leave to attend to my mother's care (the nature of my mother's condition was within the scope of USF's Paid Family Leave policy).

Prior to September 12, Mr. Katzenbach was sent a position statement from the University. It consisted of the following. ${ }^{9}$

This is a brief summary and follow up to our meeting June $20^{\text {th }}$ setting forth briefly what the University heard and possible ideas of how to address these issues.

[^1]
## Concerns

- Professor Kao is very concerned about his professional reputation.
- Professor Kao believes he is a victim of discrimination.
- Professor Kao believes he was forced to take unpaid leave for a semester. At that point he feels he was stigmatized. How can the stigma be removed?
- University needs to better display the confidence it has in and respect it has for Professor Kao

Ideas

- Dean Turpin can have Professor Kao assigned to teach in computer science.
- Dean Turpin has already nominated Professor Kao for a trustee subcommittee and will look for other opportunities for him to do service.
- Dean Turpin has appointed a new dual degree program director and will require him to meet regularly with the advisory committee.
- Dean Turpin is willing to add whatever docuements [sic] Professor Kao has that are missing from his personnel file to his file.


## Next Steps

- Mr. Katzenbach to respond with his thoughts.
- Parties to meet again to decide on best manner in which to proceed.

On September 12, Ms. Davis opened the Formal Complaint meeting with a reading of this statement. I informed her that I had learned

- the DDTP Curriculum Committee (which is the advisory committee to DDTP) had been dissolved, ${ }^{10}$
which fact contradicted the Administration's own statement. This incident supported the claim that I am politically isolated. The Administration then announced that
- no further dual-appointments will be made in the College of Arts and Sciences.

Administration representatives left the room along with Mr. Katzenbach. Mr. Katzenbach returned to inform me that I had been given leave as provided for by USF's Paid Family Leave policy. In addition, the Administration proposed to resolve my Formal Complaint informally as follows. USF would:

- pay me an amount approaching the sum of my salary for Spring 2002 (the semester in which Forced Leave of Absence occurred);

[^2]- provide me with a letter specifying the reason for this payment, in particular, that it was compensation for Spring 2002.

I understood that the Administration expected I would then forgo investigation of the Formal Complaint. I declined this proposal and the meeting ended.

The following morning, September 13, Mr. Katzenbach conveyed (by telephone) to Ms. Davis my counterproposal. USF would:

- pay me the full amount of my salary for Spring 2002;
- admit the document Report of Discrimination to my personnel file to be maintained for the duration of my employment at USF;
- provide me with a signed statement to the effect of "USF believes John Kao filed his Formal Complaint in good faith and confirms that the Administration has no basis for disputing the authenticity of the source documents in Report of Discrimination."

The latter two items were essential to me since important documents had been deleted from my personnel file. ${ }^{11}$ These missing documents were contained in the Source Document Appendix of Report of Discrimination. Mr. Katzenbach understood that I was prepared to sign a statement releasing USF from legal liability for events prior to my Formal Complaint. On September 19, Mr. Katzenbach informed me the Administration had accepted my counterproposal. I considered the negotiation completed.

My Paid Family Leave was granted for September 13 - September 27. Several email messages were exchanged between me and the Office of Human Resources to activate this leave and provide proper filing of documentation. I was sent forms to be submitted to Sedgwick Claims Management Services Inc. (Sedgwick CMS), which insures USF employees in matters of ${ }^{12}$

- Paid Family Leave,
- Long Term Disability.

My mother's surgery was conducted on September 19. She remained in the hospital until September 22. My leave covered both preoperative and postoperative care. (My mother suffers from bouts of depression and anxiety which makes her care extremely difficult.)

On September 22, I received the following contract titled, "Release and Arbitration Agreement," which the Administration had emailed to Mr. Katzenbach. ${ }^{13}$
[SDA Insert follows: 3 pages]

[^3]
## Release and Arbitration Agreement

This Release and Arbitration Agreement ("Agreement") is made and entered into by and between John Kao ("Professor") on the one hand, and University of San Francisco ("University") on the other hand (together "Parties)

1. Professor is a faculty member of the University, holding the position of Associate Professor with tenure, in the College of Arts and Sciences. Professor hereby irrevocably releases and waives all claims, grievances and evidence/information related thereto, against the University and its officers, agents, students and representatives, as of the date of execution of this Agreement. University hereby agrees to pays Professor the sum of $\$ 37,365.12$, less tax withholdings and FICA, within 20 calendar days of mutual execution.
2. Professor hereby withdraws with prejudice any and all grievances and warrants that he has not filed any lawsuit and/or charges with any court or government agency, against the University and/or any officer, agency or Professot thereof.
3. In consideration of the promises contained in this Agreement, Professor does release, acquit and forever discharge the University and all its past, current and future officers, employees, agents, attorneys, consultants, investigators, agents, representatives, students, contractors, boards, trustees, insurers and all successors and assigns ("Releasees") of and from any and all, damages, claims, charges, causes of action, grievances, complaints, indemnities and obligations directly or indirectly arising out of, or in any way connected to his relationship with the University of any kind, University employment, including but not limited to age discrimination under the Age Discrimination in Employment Act (29 U.S.C.A. §§ 621-634), the federal Civil Rights Act of 1964, federal Americans with Disabilities Act ("ADA"), federal and state occupational and safety laws, collective bargaining agreements, Family and Medical Leave Act ("FMLA"), California Fair Employment and Housing Act (California "FEHA"), all other state, local or federal laws, contract, tort, retaliation, constitutional, and/or any employmentrelated claims, and/or other claims. This release shall be a complete bar to any claims, grievances and lawsuits asserted in contravention of it, no matter the forum.

Professor acknowledges that he has read Section 1542 of the Civil Code of the State of California which states:

A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by him or her must have materially affected his or her settlement with the debtor.

Professor hereby waives any right or benefit which he has or may have under Section 1542 to the full extent that he may lawfully waive such rights and benefits pertaining to the subject matter of this general release.

SDA Note:

4 Professor knowingly and voluntarily agrees to waive any tights or claims arising out of or relating to the federal Age Discrimination in Employment Act（＂ADEA＂）（ 29 U．S．C．A．§ 621 et seq．）and the federal Americans With Disabilities Act（＂ADA＂）（ 41 U．S．C．A．§ 12101 et seq．）：
（a）Professor represents and acknowledges that he is waiving any and all rights or claims that he may have arising under the federal ADEA and the federal ADA；
（b）Professor represents and acknowledges that he had the right to be represented by an attomey of his own choosing in connection with this Agreement and has，in fact，done so；
（c）Professor knows and understands that he is not waiving any federal ADEA or federal ADA rights or claims that may first arise after the execution of this Agreement； however，an arbitration clause is agreed on，as set forth in Section 5 of this Agreement，which is a waiver of all rights to jury trial．
（d）Professor knows and understands that in exchange for the waiver of his rights under the federal ADEA and federal ADA，he has received consideration as set forth in Section 1 of this Agreement．
（e）Professor represents and acknowledges that he has waived the right to have twenty－one（21）days to consider this waiver．

5．Any and all disputes，claims，or controversies arising out of or relating in anyway to this Agreement，its performance or breach，including，without limitation，the validity，scope and enforceability of the agreement to arbitrate，or connected in any way with the past or future employment of Professor with University，or any other matter which ever may become disputed between University（including its officers，agents and representatives）and Professor，whether axising under statute or otherwise，shall exclusively be settled by final and binding arbitration． Any award rendered shall be final，binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction．Professor Kao agrees that any future dispute will not be resolved in any court proceeding but only in arbitration，regardless of the issue or subject matter of the claim or defense to the claim．Professor further agrees that the existence and information，facts，circumstances and events related to the disputes，grievances，claims or complaints of Professor up through the execution of this Agreement，are confidential and may never be offered as evidence by Professor Kao，or relied upon or argued by him in any manner，in any dispute，grievance，claim or complaint by him，whatever the subject or time thereof．

## 6．［For any issues Professor Kao seeks to cover］

7．Sole Agreement：This Agreement consists of 3 pages and sets forth the parties＇ entire Agreement．This Agreement may not be altered，amended or modified，nor may a new agreement be reached；except by a further written document signed by Professor and the University．Professor has seven（7）calendar days after execution of this Agreement to revoke it． To revoke this Agreement，Professor must submit a written statement of revocation which must
be received by the general counsel of the University within that period．This Agreement will not become effective until the date on which the revocation period expires．

## READ and AGREED：

$\overline{\text { John Kao }} \overline{\text { Date }}$

| SDA Note： |
| :--- |
| Also Inserted |
| as pg 8 |

The provisions of this contract would deprive me of civil liberties and rights that are guaranteed by United States law (and thus these rights are enjoyed by every other employee at USF). The contract would apply not only in relation to matters occurring before my Formal Complaint, but would cover any dispute between myself and the University, in perpetuity. I was asked to relinquish future rights to any and all, damages, claims, charges, causes of action, grievances, complaints, indemnities and obligations directly or indirectly arising out of, or in any way connected to my relationship with the University of any kind, University employment, including but not limited to:

- age discrimination under the Age Discrimination in Employment Act (29 U.S.C.A. §§ 621-634);
- racial discrimination under the federal Civil Rights Act of 1964;
- disability discrimination under federal Americans with Disabilities Act ("ADA");
- federal and state occupational and safety laws;
- collective bargaining agreements;
- Family and Medical Leave Act ("FMLA");
- California Fair Employment and Housing Act (California "FEHA");
- all other state, local or federal laws, contract, tort, retaliation, constitutional, and/or any employment-related claims, and/or other claims.

Also, the contract would have deprived me of

- due process in a court of law in disputes between myself and the University. It would strictly limit me to conflict resolution with USF through final and binding arbitration, on any matter, in perpetuity.

Arbitration differs from litigation in significant ways. For example, in binding arbitration:

- decisions cannot be appealed;
- proceedings and awards are typically confidential;
- protocols do not provide for discovery.

This arbitration clause would deprive me of the right to a jury trial which is guaranteed by U.S. law in matters of civil disputes. Moreover, the contract would oblige me to

- confidentiality with respect to the entire content of Report of Discrimination.

This would substantially restrict my freedom of speech, as Report of Discrimination describes events that are matters of public record-facts therein are supported by USF documents to which no confidentiality applies. In addition to being protected by U.S. law, freedom of speech is sacrosanct in academia. The tenure system is designed to protect faculty from reprisals for their public positions on sensitive issues.

While a request to release the University from liability for events that have occurred prior to the Formal Complaint is reasonable, the attempt to impel me to relinquish future rights is unequivocally an act of discrimination and harassment:

How can USF claim to be an equal opportunity employer when it asks an ethnic minority professor (tenured and Associate) with a perfect employment record to sign a document which relinquishes virtually all of his legally protected employment rights?

The preservation of civil liberties and rights is an established principle of social justice. How can USF claim to be promoting civil rights if the Administration asks an ethnic minority employee to relinquish, for example, his protection from racial discrimination under the federal Civil Rights Act of 1964?

The Administration's conduct calls into question the authenticity of the Formal Complaint process, and casts doubt upon the University's commitment to protecting complainants from retaliation in the event of an investigation. Furthermore, the negotiation was conducted in an intimidating and disingenuous fashion. PSOUHP states: ${ }^{14}$

Individuals who know of harassment, or believe that they have been harassed, in violation of this policy have access to the complaint procedures described below and are encouraged to utilize these complaint procedures.

Yet the effect of "Release and Arbitration Agreement" is punitive. I would receive $\$ 37,365.12$ which is rightfully mine to begin with. In exchange, I would give up employment rights which many courageous individuals throughout U.S. history fought for. To place a monetary value on these rights is absurd. Of particular importance to me is the right to a jury trial in the event of retaliation for my complaint-I consider this a fundamental legal safeguard. Also consider the clause ${ }^{15}$

Professor further agrees that the existence and information, facts, circumstances and events related to the disputes, grievances, claims or complaints of Professor up through the execution of this Agreement, are confidential and may never be offered as evidence by Professor Kao, or relied upon or argued by him in any manner, in any dispute, grievance, claim or complaint by him, whatever the subject or time thereof.

This would require confidentiality in the matter of Forced Leave of Absence which took place Spring 2002.

Why did the Administration propose to provide me with a letter explaining the reason I was awarded $\$ 37,365.12$ if it expected me to abide by this statement of confidentiality? Of what purpose is such a letter if the content is confidential?

[^4]The same questions are relevant with respect to my counterproposal in which I requested the Administration provide a signed statement to the effect of "USF believes John Kao filed his Formal Complaint in good faith and confirms that the Administration has no basis for disputing the authenticity of the source documents in Report of Discrimination." The Administration first approved this element of my counterproposal and then later rendered it meaningless by adding the above confidentiality clause. Why would the Administration negotiate in this duplicitous fashion?

I note that the negotiation phase of the Formal Complaint process is not provided for by PSOUHP. It was initiated by the Administration.

I was shocked and burdened by these developments which came while I was caring for my mother. I began to feel depressed and consulted Dr. Lenore Terr. She prescribed a medication for depression. I was reluctant to take any antidepressant medication because I had suffered severe adverse reactions to medication of this type in the past. ${ }^{16}$ However, the pressures were substantial, and I began taking her prescription on October 2, the day I returned to campus from Paid Family Leave (Deans Brown and Turpin had granted me a brief extension of this leave). ${ }^{17}$ The following week I started experiencing a rare and adverse reaction to the medication which, as I learned, is potentially fatal. ${ }^{18}$ By the morning of October 13, I was too ill to teach and called in sick. Dr. Terr recommended that (having ceased the medication) I recuperate for two weeks. I telephoned Dean Turpin the afternoon of October 13 and explained my condition. Dean Turpin said she would notify Human Resources and they would contact me on this matter. I then spoke with Mr. Katzenbach who agreed to telephone Ms. Davis to request a two week leave. ${ }^{19}$

Later, I received a call from Martha Peugh-Wade, Director of Human Resources (now Assistant Vice President of Human Resources). ${ }^{20}$ I did not give her specifics of my condition, but rather referred her to Ms. Davis. I informed Ms. Peugh-Wade that Mr. Katzenbach would convey all relevant information through the office of Legal Counsel. In addition, I received in the mail, from Human Resources:

- USF policy statements for Medical Leave;
- forms to be submitted to Sedgwick CMS for Long Term Disability claims, should such be necessary.

By October 24, I had fully recovered. I sent email to Dean Turpin notifying her of this. ${ }^{21}$ In Dean Turpin's email reply she requested that ${ }^{22}$

[^5]- I not resume teaching, but rather, take on administrative duties for the remainder of the semester (maintaining full employment).

Dean Turpin explained her request: frequent change of instructors is confusing to students, and my classes had three instructors besides myself during my absence. She felt that it was best if my current substitutes finish the semester's teaching. Note that the University, not I, had staffed my classes during this period. I was willing and able to continue teaching. ${ }^{23}$ However, given the ongoing Formal Complaint negotiation, I was in no position to argue with Dean Turpin-I acceded to her request. I spent the latter part of Fall 2006 conducting: research, course development and departmental service. My specific duties were discussed with Peter Pacheco, Chair of Mathematics. My full-time employment resumed on October 25.

On November 16, I was contacted by Ms. Peugh-Wade who informed me that

- Human Resources required a physician's letter explaining my absence October 13-October 24.

I inquired if I needed to file for Long Term Disability. Ms. Peugh-Wade replied as follows.

- The University sets a fixed number of days, annually, which a faculty member can use as "sick time." The University would pay full salary up to that limit. Beyond this limit, it is necessary to file for Long Term Disability. Use of this sick time requires a physician's letter.
- The number of days I had been absent could be covered by sick time.

Subsequently, Dr. Terr sent an appropriate letter to Human Resources. ${ }^{24}$
Mr. Katzenbach and I waited until spring to address the contract submitted by the Administration. On January 17, Mr. Katzenbach sent the following letter to Ms. Davis. It conveyed a counterproposal. ${ }^{25}$
[SDA Insert follows: 6 pages]

[^6]SAN FRANCISCO, CALIFORNIA 94133-2930
TELEPHONE (415) 834-1778
FACSIMILE (415) 834-1842
January 17, 2007
In Re: Prof. Jobn Kao
Ms. Donna Davis
Office of the General Counsel
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080
Dear Ms. Davis:
Professor Kao and I have discussed the draft settlement document you provided. We have a substantial number of changes, as explained below. Enclosed is a revised document incorporating these changes.

1. As you will note from the change in title, Professor Kao is unwilling to agree to an arbitration agreement. He feels strongly that, in settling matters with USF, he should retain all the rights of every other faculty member. He views a separate arbitration provision in this settlement as changing bis rights in a significant way.
a. In addition, we have eliminated the confidentiality provisions contained in paragraph 5 of USF's draft. We do not desire confidentiality, as this simply creates a situation for potential future disputes between the parties.
b. We have also (see paragraph 6 of our draft) eliminated the restrictions on the use of information and facts underlying Professor Kao's complaint if there were to be future disputes. The use of the information contained in Professor Kao's Formal Complaint in the event of a future dispute would normally be proper as background evidence to support new charges. See National Railroad Passenger Corp. v. Morgan (2002) 536 U.S. 101, 113. Professor Kao is not willing to give up his right in this respect.
2. Paragraph 1 of our draft states the background of the settlement. Professor Kao feels that a statement of the background of the settlement is necessary
3. Paragraph 2 of our draft contains a statement as to Professor Kao's good faith in filing the Formal Complaint. In addition, this paragraph:

| SDA Note: |
| :--- |
| Also Inserted |
| as pg. 13 |

a. Contains USF's acknowledgment of its commitment to nondiscrimination.
b. Contains an agreement to appoint a special committee to examine ways to increase diversity in the Departments of Mathematics and Computer Science. Diversity in these departments is an issue about which Professor Kao feels strongly. The appointment of a committee to review this issue is a way of moving this issue forward in a positive and constructive fashion.
4. Paragraph 3 of our draft contains the payment of lost wages for Spring 2002
5. Paragraph 4 of our draft contains the release. Please note that that we have limited the scope of the release to "claims, charges, causes of action, grievances, complaints, indemnities and obligations that have accrued on or before the date of this Agreement, but not otherwise". While Professor Kao is willing to release past claims, he does not want to release potential future claims.
6. Paragraph 5 of our draft contains OWBPA language. We have added the limitation that the waiver applies to claims "that have accrued on or before the date of this Agreement, but not otherwise" to match the scope of the release as applicable to past claims, not future ones
7. Paragraph 6 of our draft contains language:
a. Reaffirming that the release covers only past claims.
b. Professor Kao has all the rights that other faculty enjoy.
c. An acknowledgement that any evidence used in support of Professor Kao's Formal Complaint could be used as evidence in support of any future claims to the extent the evidence is relevant to a new claim. As noted previously, this is what current law would normally allow.
8. Paragraph 7 of our draft contains an agreement to place the settlement agreement and Formal Complaint in Professor Kao's personnel file. As you are aware, copies of Professor Kao's prior grievance did not get placed in his personnel file or maintained in any other USF file of which Professor Kao is aware. Since the Formal Complaint and this settlement

> SDA Note:
> Also Inserted as pg. 14
are important employment documents, we believe they need to be maintained in the formal files at USF.
9. Paragraph 8 of our draft contains the language USF had in paragraph 7 of its draft.

While we have made substantial changes, we believe that none of our changes affect the basic substance of a reasonable settlement of past disputes. We are simply trying to preserve existing and future rights. Please call me to discuss these matters at your convenience.

Enclosure (1)


SDA Note:
Also Inserted as pg. 15

## Release and Settlement Agreement

This Release and Settlement Agreement（＂Agreement＂）is made and entered into by and between John Kao（＂Professor＂）on the one hand，and University of San Francisco（＂University＂） on the other hand（together＂Parties＂）．

1．Professor is a faculty member of the University，holding the position of Associate Professor with tenure，in the College of Arts and Sciences．On May 15，2006，Professor filed a formal complaint（＂Formal Complaint＂）with the University pursuant to the University＇s polices against harassment and discrimination．The University and Professor now desire to resolye the issues raised by Professor in the Formal Complaint．

2．University acknowledges that the Formal Complaint was filed by Professor Kao in good faith on the facts and information known to him as set forth in the Formal Complaint． University further acknowledges that it does not question the authenticity of the documents attached to Professor Kao＇s Formal Complaint．University has reviewed the Formal Complaint and the issues raised therein．University acknowledges that it is committed to non－discrimination in all aspects of its operations，including employment，recruitment，tenure and academic affairs and administration，and reaffirms this commitment herein．As part of this commitment，University agrees to appoint a special committee to examine ways in which the University could increase diversity in the Departments of Mathematics and Computer Science．

3．In consideration of the mutual promises contained in this Agreement，University agrees to pay Professor the sum of $\$ 37,365.12$ ，less tax withboldings and FICA，within 20 calendar days of mutual execution．The parties acknowledge that this compensation is for Professor＇s unpaid leave of absence in Spring Semester 2002．Professor hereby agrees to withdraw his Formal Complaint and warrants that he has not filed any other grievance，lawsuit and／or charges with any court or government agency，against the University and／or any officer， agency or Professor thereof arising from or out of the matters asserted in the Formal Complaint．

4．In further consideration of the promises contained in this Agreement，for all claims，charges，causes of action，grievances，complaints，indemnities and obligations that have accrued on or before the date of this Agreement，but not otherwise，Professor does release，acquit and forever discharge the University and all its past，current and future officers，employees， agents，attomeys，consultants，investigators，agents，representatives，students，contractors， boards，trustees，insurers and all successors and assigns（＂Releasees＂）of and from any and all， damages，claims，charges，causes of action，grievances，complaints，indemnities and obligations directly or indirectly arising out of，or in any way connected to his relationship with the University of any kind，University employment，including but not limited to age discrimination under the Age Discrimination in Employment Act（29 U S．C．A．§§ 621－634），the federal Civil Rights Act of 1964，federal Americans with Disabilities Act（＂ADA＂），federal and state occupational and safety laws，collective bargaining agreements，Family and Medical Leave Act （＂FMLA＂），California Fair Employment and Housing Act（California＂FEHA＂），all other state，
local or federal laws, contract, tort, retaliation, constitutional, and/or any employment-related claims, and/or other claims. This release shall be a complete bar to any claims, grievances and lawsuits asserted in contravention of it, no matter the forum.

Professor acknowledges that he has read Section 1542 of the Civil Code of the State of California which states:

A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by bim or her must have materially affected his or her settlement with the debtor:

Professor hereby waives any right or benefit which he has or may have under Section 1542 to the full extent that he may lawfully waive such rights and benefits pertaining to the subject matter of this general release.
5. Professor knowingly and voluntarily agrees to waive any rights or claims arising out of or relating to the federal Age Discrimination in Employment Act ("ADEA") ( 29 U.S.C.A. $\S 621$ et seq.) and the federal Americans With Disabilities Act ("ADA") ( 41 U.S.C.A. § 12101 et seq.) that have accrued on or before the date of this Agreement, but not otherwise:
(a) Professor represents and acknowledges that he is waiving rights or claims that he may have arising under the federal ADEA and the federal ADA;
(b) Professor represents and acknowledges that he had the right to be represented by an attorney of his own choosing in connection with this Agreement and has, in fact, done so;
(c) Professor knows and understands that he is not waiving any federal ADEA or federal ADA rights or claims that may first arise after the execution of this Agreement;
(d) Professor knows and understands that in exchange for the waiver of his rights under the federal ADEA and federal ADA, he has received consideration as set forth in Section 3 of this Agreement.
(e) Professor represents and acknowledges that he has waived the right to have twenty-one (21) days to consider this waiver.
6. The University and Professor acknowledge and agree that the releases contained herein are without prejudice to and shall not affect Professor's rights to bring claims, grievances, complaints, lawsuits or other actions as to events arising, occurring or accruing after the date of this Agreement. University and Professor further agree that Professor retains all rights enjoyed by other professors at the University to bring claims, grievances, complaints, lawsuits or other actions as to events atising, occurring or accruing after the date of this Agreement.
Notwithstanding the releases given herein, the University acknowledges and agrees that the documents, facts or other information relating to the Formal Complaint filed by Professor, to the extent relevant to any new or future claims, may be used as evidence in connection with any new or future claim by Professor that arises, occurs or accrues after the date of this Agreement.

Also Inserted
as pg. 17
7. The University agrees that a copy of this Agreement and Professor Kao's Formal Complaint, with attached documents, will be placed and maintained in Professor Kao's personnel file for the duration of Professor's employment at University.
8. Sole Agreement: This Agreement consists of 3 pages and sets forth the parties' entire Agreement. This Agreement may not be altered, amended or modified, nor may a new agreement be reached, except by a further written document signed by Professor and the University. Professor has seven (7) calendar days after execution of this Agreement to revoke it. To revoke this Agreement, Professor must submit a written statement of revocation which must be received by the general counsel of the University within that period. This Agreement will not become effective until the date on which the revocation period expires.

## READ and AGREED:

Jobn Kao

University of San Francisco

Date

Date

March 2007 Mr. Katzenbach contacted Ms. Davis to solicit the Administration's opinion of our counterproposal. ${ }^{26}$ It was summarily rejected on the basis of, as Ms. Davis put it, "not providing closure." No modifications to the counterproposal were suggested by Ms. Davis. She did not accept even a single clause of my counter proposal. Her response to Mr . Katzenbach's letter verified that no misunderstanding as to the content of the Administration's "Release and Arbitration Agreement" had occurred.

The Administration's contract would deprive me of a broad range of civil liberties and rights guaranteed by U.S. law. The request that I sign such a document is unequivocally discriminatory. The manner in which the request was made (after a three month process initiated by the Administration, and contrary to standard norms of conduct for negotiation) was both intimidating and disingenuous. This act serves as a litmus test for discrimination and harassment. It reveals discrimination at USF of an institutional nature.

The last communication between Mr. Katzenbach and Ms. Davis prompts this Addendum. The following sections will elaborate on the implications of events taking place January 10, 2006, to present.

## Dual Degree in Teacher Preparation Program

May 2006 I was surprised to learn that Jeff Buckwalter, Associate Professor of Computer Science had been appointed the new Director of DDTP. He succeeded David Galles, Associate Professor of Computer Science. Applications for this position were not solicited by the Administration. Furthermore, the DDTP Curriculum Committee which is supposed to convene monthly had not met at all Spring 2006. I was interested in applying for the Director's position, and I was waiting for some prompt from the Dean's Office of Arts and Sciences. (The year Prof. Galles was appointed Director, the opening was discussed in the DDTP Curriculum Committee meetings.) As the College of Arts and Sciences faculty member with the most experience in DDTP (four years of continuous service on the DDTP Curriculum Committee), I should have had the opportunity to apply. To my knowledge there has never been a CS major enrolled in the DDTP program. In contrast, Mathematics has been one of three accredited single subject programs (the others being English and Social Sciences), and a substantial number of Mathematics majors have graduated from DDTP. Prof. Buckwalter had no experience with DDTP prior to his appointment as Director. In Breaking the Glass Ceiling Racism \& Sexism in Corporate America: The Myths, The Realities, and the Solutions, Anthony Stith writes ${ }^{27}$

Discriminatory decisions are made behind closed doors. These decisions prevent minorities from receiving equal opportunities. Let's review how these decisions are made:

[^7]- Decisions not to promote minorities and women are made prior to actual interviews. When minorities are involved, decisions are not based on qualifications or abilities to perform the job.
- Decisions not to hire minorities are usually based on race or sex.
- Frequently, opportunities for learning and advancement are available only to selected groups within companies.
- African Americans and other minorities tend to be unaware of promotions or training opportunities until after they are given to others.

Most companies have a policy of posting available positions. They use company bulletin boards, newsletters, job listings, and networking. Frequently, if African Americans or other minorities apply, they are not given the professional courtesy of an interview. ... Often corporations avoid posting and advertising high-level positions. This is done to prevent minority employees from knowing about opportunities.

With respect to the position of Director of DDTP, I would have appreciated the professional courtesy of being able to apply.

Report of Discrimination describes how, in December 2005, I discovered that the DDTP Mathematics Single Subject state accreditation (the so called, waiver program) would expire July 1, 2009. DDTP had been operating on the assumption that expiration would occur December 2005. Since accreditation of single subject programs in English and Social Science were awarded after the accreditation in Mathematics, I assumed that these waiver programs would also expire July 1, 2009, or later. The implications were as follows.

- DDTP Single Subject students of English, Mathematics and Social Sciences, graduating Spring 2007, would not have to take the California Subject Examination Test (CSET); since current waivers applied to this graduating class (contrary to prior DDTP planning).
- More than three years remained within which USF could reaccredit these programs and operate without interruption.

Immediately after this discovery, Dean Brown encouraged me to explore reaccreditation for Mathematics. ${ }^{28}$ The two other Math faculty with extensive experience in DDTP, Prof. Needham and Prof. Zeitz, expressed strong support for reaccreditation. ${ }^{29}$ On February 13, 2006, at a meeting between myself, Dean Brown and Michael Bloch, Associate Dean of Social Sciences, I was assured that any decision on reaccreditation would be made Fall 2006 at which time discussions could be held between faculty and the new director of DDTP. ${ }^{30}$

[^8]As previously noted, I learned on June 20 that contrary to this agreement, DDTP accredited programs in all three subjects were terminated. (These programs now operate without state accreditation which means that students must pass the CSET to obtain a single subject teaching credential. Under accreditation, the CSET is not required.) This decision was made without any faculty consultation as the DDTP Curriculum Committee had not met at all Spring 2006. By the beginning of Fall 2006, I had further learned that: ${ }^{31}$

- a discovered additional year of accreditation will not be used (DDTP Single Subject students graduating Spring 2009 will needlessly take the CSET);
- the DDTP Curriculum Committee (faculty advisory committee) had been dissolved.

The first decision, which is hard to understand, will result in a waste of students' time and money (cost of the examination). With respect to the latter decision, the DDTP Curriculum Committee had overseen the program for six years under two different directors. It was comprised of faculty members from the College of Arts and Sciences (even including at times Brandon Brown and Michael Bloch, prior to their appointments as Associate Deans) as well as faculty from the School of Education. It is difficult to comprehend why faculty consultation is no longer considered beneficial to the program.

It was particularly disturbing that Deans Brown and Bloch failed to honor the commitment made at our meeting of February 13, 2006. Between then and June 20, I lobbied mathematics faculty to support reaccreditation in mathematics. This was a pointless endeavor. I would have appreciated the professional courtesy of faculty consultation prior to a decision being made, and timely announcement of that decision. In Ethical Decision Making in Everyday Work Situations, Mary Guy writes. ${ }^{32}$

A general consensus had developed around ten essential values that are central to relations between people (Barry, 1979; Beauchamp and Bowie, 1979; Josephson, 1988; Solomon and Hanson, 1985). Although they overlap to some degree, they provide a means for judging interpersonal choices and behaviors. By evaluating how these values relate to an issue under consideration, and by analyzing who the stakeholders are in the decision, the ethical implications of an action become clearer. ...

Promise keeping means keeping one's commitments. When promises have been made, they are supported by the fact that the obligation to keep promises is among the most important of generally accepted obligations. To be worthy of trust, promises must be kept and commitments fulfilled. There are many stakeholders in organizational decisions, including employees, clients, shareholders, dealers, suppliers, unions, local communities, competitors, and customers. Promises and agreements to and among stakeholders create expectations of performance and establish obligations.

[^9]This standard also applies to the Administration's decision to dissolve the DDTP Curriculum Committee shortly after informing me Summer 2006 that, "Dean Turpin has appointed a new dual degree program director and will require him to meet regularly with the advisory committee."

These events support the claim in Report of Discrimination that I am politically isolated within the College of Arts and Sciences.

## Special Appointments in the College of Arts and Sciences

The following categories of appointments exist within the College of Arts and Sciences:

- dual-appointments,
- full-time professorship with one semester annual teaching duty.

I will refer to the latter as single semester full-time professorship. I will refer to the above two collectively as special appointments.

Of the eight current dual-appointment faculty none are ethnic minorities and only one is a female. These are:

| Name | Rank | Department(s) |
| :--- | :--- | :--- |
| Jean Audigier | Full Professor | Modern and Classical Languages, with <br> Visual Arts |
| Allan Cruse | Full Professor | Math, with CS |
| James Finch | Full Professor | Math, with CS |
| Deneb Karentz | Full Professor | Biology with Environmental Science |
| Peter Pacheco | Full Professor | Math, with CS |
| Kim Summerhays | Full Professor | Chemistry, with CS |
| Robert F. Toia | Full Professor | Chemistry, with Environmental Science |
| Benjamin Wells | Full Professor | Math, with CS |

Faculty may no longer apply for such a position, however, current dual-appointment faculty retain special privileges which contribute to advancement of their careers. I note that dual-appointments were awarded to select faculty without the possibility of others applying (applications were never publicly solicited). If the University is truly committed to the principle of equal opportunity, it should either eliminate dual-appointment privileges altogether, or alternatively, provide access to such positions to all faculty (including ethnic minorities and women).

The position of single semester full-time professor is held by only one faculty member:

| Name | Rank | Department |
| :---: | :---: | :--- |
| John Stillwell | Full Professor | Math |

John Stillwell is a White male. Draft of Capacity and Preparatory Review Self Study (to WASC) currently under review by the University states: $:^{33}$

The faculty in the College of Arts and Sciences, the School of Business and Management, the School of Education, the School of Nursing, and librarians are represented by the USF Faculty Association which was certified by the National Labor Relations Board in 1975. Part-time faculty members are represented by the USF Part-time Faculty Association, and in the School of Law, faculty members are represented by the Associated Law Professors of the University of San Francisco. Faculty members in the College of Professional Studies are not unionized.

This verifies that all faculty in the College of Arts and Sciences must belong either to the USFFA or the USF Part-time Faculty Association. Part-time faculty members are not permitted to participate in department meetings. Therefore, John Stillwell must be a USFFA member, and is bound by the CBA. However, the terms of his position (single semester fulltime professor) explicitly violate the USFFA CBA. If the University is committed to the principles of equal opportunity, either the CBA should be altered to permit single semester full-time professor appointments (with all faculty eligible to apply), or alternatively, John Stillwell's employment should be altered to conform to the CBA.

Nine faculty at USF hold special appointments to which no other faculty member may apply. Of these special appointments, none are ethnic minority, and only one is female. This composition is in stark contrast to the full-time faculty as a whole. According to the Draft of Capacity and Preparatory Review Self Study (to WASC). ${ }^{34}$

In 2006, USF employed approximately 367 full-time and 517 part-time faculty who taught in all six colleges/schools. These numbers represent increases, compared to AY 2001-2002, of 18.4\% for full-time faculty and $43.2 \%$ for part-time faculty. Data on gender diversity [6] show that the proportion of full-time faculty who are women increased from $40.3 \%$ in 2001 to $44.7 \%$ in 2006.
also, ${ }^{35}$
An analysis of the composition of our full-time faculty [18] shows that there has been an increase in the ethnic/racial diversity of the full-time faculty in the last 16 years with the percentage of whites changing from $87.9 \%$ in 1991 to $75.7 \%$ in 2006. Among full-time faculty, the number of faculty of color has increased $175 \%$ in the last five years, from 28 in 2001 to 77 in 2006,

[^10]compared to a $37 \%$ increase among white non-Hispanic faculty during the same period.

With respect to affirmative action in hiring faculty, it is written ${ }^{36}$
USF has made significant efforts at gender diversification of the faculty. As reported in the 2006 AAUP report on gender equity, $42.8 \%$ of the full-time faculty at USF are women compared to $39.1 \%$ for all colleges and universities included in that report. This level of gender diversity among the faculty is the product of concerted efforts to diversify candidate pools on the part of the deans and Provost.
also, ${ }^{37}$
The University maintains a strong commitment to affirmative action and to providing equal employment opportunities to all qualified applicants, and we consider this commitment an important component of building an excellent faculty and professional staff. We have developed a number of procedures to guarantee a diverse pool of candidates, and our job announcements specifically state that we look for individuals who "demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the University. USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity."
further, ${ }^{38}$
Recruitment, retention and promotion of diverse faculty and staff are other areas that we identified as needing further analysis during the Proposal preparation stage. This interest is rooted in our Mission statement where we distinguish USF as a "diverse, socially responsible learning community," and is predicated on our strategic initiatives, which commit the University to "recruit and retain a diverse faculty of outstanding teachers and scholars and a diverse, highly-qualified, service-oriented staff, all committed to advancing the University's mission and its core values."
finally, ${ }^{39}$
In order to enhance the diversity of our faculty and professional staff, the Provost's Office has asked deans and vice presidents to implement a number of procedures to assure wide dissemination of information on openings and the diversity of candidate pools. These procedures include advertising in minority as well as general publications; direct mailings to

[^11]doctorate-producing institutions and minority sections of professional associations, and appointment of diverse search committees including members from outside the department/program.

One might also consider the student demographics at USF: $:^{40}$
USF has made great strides in the gender diversification of its student body since 1964 when the first women students were admitted to the traditional undergraduate programs. Indeed, the number of women students at USF has increased by $11 \%$ over the last 10 years and in fall $2006,62.1 \%$ of all students were women. [5] The corresponding figure among traditional-age undergraduates was $65.9 \%$. Compared to other Jesuit universities, USF is 3rd in terms of the proportion of women enrolled as students in AY 2005-2006. Gender parity is increasing in other areas of the University including the gender distribution of student athletes and faculty and staff appointments.
also, ${ }^{41}$
USF is one of the most ethnically diverse institutions in the country. We are rated $14^{\text {th }}$ in the ethnic diversity of our students among 248 national universities in the 2007 U.S. News \& World Report and $16^{\text {th }}$ among 361 institutions of higher learning by the 2006 Princeton Review. In addition, we are the second most ethnically diverse university among the 28 Jesuit colleges and universities. In fall 2006, $40.9 \%$ of our students were ethnic minority or multiethnic. Overall, Asian Americans represent the largest minority group among all USF students (17.6\%) and among undergraduates (21.5\%).

Currently there are nine special appointment faculty at USF (out of approximately 370 full-time faculty). Six of nine of these appointments ( $66.7 \%$ ) are within Math/CS. Five of nine (55.6\%) are within Math. Stanley Nel was responsible for eight of these nine special appointments (either during his tenure as Dean of Arts and Sciences, or-in the case of two Science dual-appointments-during his tenure as Associate Dean of Sciences). ${ }^{42}$ The only diversity statistics for USF faculty that incorporate race with gender, published on www.usfca.edu, are from 1996: 163 of 300 full-time faculty were identified as White, nonHispanic male. ${ }^{43}$ One can calculate

Proportion of diverse full-time faculty at USF $\approx 45.67 \%$.
This is in comparison to,

[^12]Proportion of diverse faculty with special appointments at USF $\approx 11.11 \%$.

I will apply the statistical methods from Report of Discrimination, testing for broad discrimination among special appointments (bias in favor of White non-Hispanic males at the expense of Others). Here, the qualified labor pool is taken to be USF full-time faculty (1996 data). The binomial distribution is applied (using $n$ the number of special appointment faculty, $k$ the number of special appointment faculty with diversity status and $q$ the proportion of diverse full-time faculty at USF). I set the null hypothesis to be: current special appointments comprise an unbiased random sample of size nine. I test this against the alternative hypothesis: the special appointment sample is biased in favor of White nonHispanic males. Here, the $P$-value is given by

$$
P \approx B(9,1, .4567) \approx .0353
$$

Here, $P<.05$ and the evidence for rejecting the null hypothesis is statistically significant.
Similarly, one can test for gender discrimination alone (bias in favor of males at the expense of females). Here, the qualified labor pool is taken to be USF full-time faculty (2007 data). I set the null hypothesis to be: current special appointments comprise an unbiased random sample of size nine. I test this against the alternative hypothesis: the special appointment sample is biased in favor of males. Applying the binomial distribution again (using $n$ the number of special appointment faculty, $k$ the number of female special appointment faculty and $q$ the proportion of female full-time faculty at USF) one obtains the $P$-value:

$$
P \approx B(9,1, .447) \approx .0400 .
$$

Again, $P<.05$ and the evidence for rejecting the null hypothesis is statistically significant.
It is of note that among the twelve full-time faculty in Math, five hold special appointments. Hence, $41.7 \%$ of Math faculty have special privileges which contribute to their professional advancement. The remainder, including the only two full-time Math faculty members with diversity status (myself and Stephen Yeung) will never enjoy these privileges. Hence, special appointment faculty members have a persisting comparative advantage over other Math faculty. For the sixteen years I have been employed at USF, I was not given the opportunity to apply for a special appointment. My professional achievements at USF have been in spite of this substantial comparative disadvantage. In their article, "Making Differences Matter: A New Paradigm for Managing Diversity," David A. Thomas and Robin J. Ely write: ${ }^{44}$

[^13]Using the discrimination-and-fairness paradigm is perhaps thus far the dominant way of understanding diversity. Leaders who look at diversity through this lens usually focus on equal opportunity, fair treatment, recruitment, and compliance with federal Equal Employment Opportunity requirements. The paradigm's underlying logic can be expressed as follows:

Prejudice has kept members of certain demographic groups out of organizations such as ours. As a matter of fairness and to comply with federal mandates, we need to work toward restructuring the makeup of our organization to let it more closely reflect that of society. We need managerial processes that ensure that all our employees are treated equally and with respect and that some are not given unfair advantage over others.

Also, consider the following from Draft of Capacity and Preparatory Review Self Study (to WASC) currently under review by the University: ${ }^{45}$

The University maintains a strong commitment to affirmative action and to providing equal employment opportunities to all qualified applicants, and we consider this commitment an important component of building an excellent faculty and professional staff.

USF publicly espouses a policy of equal opportunity, yet the Administration created and continues to maintain special appointments that only a select few (all white and almost exclusively male) were eligible. The opportunity for ethnic minority and female faculty to obtain a special appointment no longer exists.

## John Stillwell's Appointment

As described in Report of Discrimination, Deans Needham and Nel created a category of faculty appointment (Full Professorship requiring only one semester per year of teaching duty). The terms of this position explicitly violate the USFFA CBA (contracts effective 1998-2012) which states that faculty must be available for service at the University for the entire academic year. For instance the current $C B A$, Article 19.1.7 Faculty Availability states: ${ }^{.46}$

[^14]All full-time faculty members must be available for service at the University throughout the academic year. (The academic year begins one week preceding the day on which undergraduate classes begin in the fall semester and ends with Commencement exercises in the Spring semester).

Thereafter, Dean Needham hired a close personal acquaintance (John Stillwell) into this position (2001, first semester teaching as a tenured Professor-Fall 2002). As the position came with tenure, this appointment was permanent and was not subject to peer review. In violation of USF affirmative action/equal opportunity policy (as reported to the USF Board of Trustees and also the Western Association of Schools and Colleges), no search was conducted. Moreover, no faculty review/consultation of any kind took place prior to the announcement that the Deans were going to appoint John Stillwell. ${ }^{47}$ His curriculum vitae were not provided to mathematics faculty. His qualifications were not discussed. The propriety of the terms of his special appointment was not discussed. The propriety of an appointment without a search was not discussed. No vote on the matter was taken on the part of the Math department. The announcement of John Stillwell's appointment was followed by the following statement by Dean Nel: "We are going to do this, does anyone have any objections?" This statement was intimidating and strongly suggested that any objection would be pointless. No reply was forthcoming. Throughout the meeting there was not a single comment from faculty members. I note that apart from administrators appointed with concomitant faculty positions, I know of no other case at USF in which a faculty appointment was made with tenure.

Prof. Stillwell's appointment involved a substantial financial commitment on the part of USF. As indicated in Report of Discrimination, he remains employed concurrently at USF and Monash University in Australia. His position at USF automatically advances to the highest salary scale attainable to faculty (Full Professor Step 8 corresponding to an annual salary of $\$ 121,571.45$, plus benefits).

John Stillwell and his wife have been given special access to a University owned flat on Chabot Street (directly next to USF campus) every year since $2002{ }^{48}$ I expect that he will be renting this same flat Fall 2007. If USF truly believes in equal opportunity, either Prof. Stillwell should not be allowed access to this apartment, or all regular faculty should be able to apply to rent this flat.

Report of Discrimination describes how Prof. Stillwell's appointment violates $C B A$ Faculty Workload requirements: ${ }^{49}$

[^15]The workload of each faculty member, including teaching assignments and other duties, is based on a work week of forty (40) to forty-five (45) hours during the academic year and is, for purposes of determining teaching assignments, calculated on an equivalent of thirty (30) units per academic year. Of the thirty (30) unit work requirement, six (6) units per academic year are allotted for non-teaching duties (such as student program advising, committee work, administrative duties, or other extra-curricular duties) and twenty-four (24) units per academic year are allotted for teaching and research assignments during the academic year. A minimum of nine (9) units per semester will be taught by all full-time faculty unless the faculty member is formally excused from such workload by the Dean.

In spite of this, Prof. Stillwell has conducted eight units of teaching in six consecutive semesters: Fall 2002, Spring 2003, Spring 2004, Fall 2004, Fall 2005 and Fall 2006. He is currently scheduled to teach eight units in Fall 2007. It is now accepted by the Math Department that his appointment entails a reduced teaching load of eight units per semester in violation of CBA Article 22.1. ${ }^{50}$ If USF truly believes in equal opportunity, either Prof. Stillwell should comply with the mandated teaching load, or all regular faculty should teach 8 units per semester.

## Diversity of Faculty in Math/CS

As expressed above, I activated the USF Prevention of Sexual and Other Unlawful Harassment Policy (PSOUHP) on January 10, 2006, by submission of a memorandum to Elsie Tamyo, University Affirmative Action Officer, requesting an Intake Meeting for an Informal Complaint as specified by PSOUHP. ${ }^{51}$ This memorandum was copied to Jennifer Turpin, Dean of Arts and Sciences, and Brandon Brown, Associate Dean of Sciences-the memorandum described some of the issues I would include in my complaint. I take the delivery of this memorandum to comprise the commencement of my complaint process (Informal together with Formal). As of January 10, regular faculty of Math were:

| Name | Rank | Ph.D. Granting Institution |
| :--- | :--- | :--- |
| Allan Cruse | Full Professor | Emory University |
| Stephen Devlin | Assistant Professor | University of Maryland, <br> College Park |
| James Finch | Full Professor | University of Illinois, <br> Urbana-Champaign |
| John Kao | Associate Professor | Princeton University |

[^16]| Tristan Needham | Full Professor | Oxford University, <br> United Kingdom |
| :--- | :--- | :--- |
| Stanley Nel | Full Professor | University of Cape Town, <br> Republic of South Africa |
| Peter Pacheco | Full Professor | Florida State University |
| John Stillwell | Full Professor | Massachusetts Institute of <br> Technology |
| Benjamin Wells | Full Professor | University of California, <br> Berkeley |
| Robert Wolf | Assistant Professor | University of California, <br> Berkeley |
| Paul Zeitz | Full Professor | University of California, <br> Berkeley |

Regular faculty of CS were:

| Name | Rank | Ph.D. Granting Institution |
| :--- | :--- | :--- |
| Gregory Benson | Associate Professor | University of California, <br> Davis |
| Jeff Buckwalter | Associate Professor | Carnegie-Mellon University |
| Christopher Brooks | Assistant Professor | University of Michigan, <br> Ann Arbor |
| Allan Cruse | Full Professor | Emory University |
| James Finch | Full Professor | University of Illinois, <br> Champaign Urbana |
| David Galles | Associate Professor | University of California, <br> Los Angeles |
| Peter Pacheco | Full Professor | Florida State University |
| Terence Parr | Assistant Professor | Purdue University |
| Kim Summerhays | Full Professor | University of California, <br> Davis |
| Benjamin Wells | Full Professor | University of California, <br> Berkeley |
| David Wolber | Full Professor | University of California, <br> Davis |

Of the above eighteen faculty, only one (myself) had diversity status. Comparison can be made with other Math/CS departments in the United States. For this I will use data from the National Science Foundation: Science and Engineering doctorate holders employed in universities and 4-year colleges, by broad occupation, sex, race/ethnicity, and faculty rank in
2001. ${ }^{52}$ Since USF regular faculty appointments are exclusively in the ranks of Professor, Associate Professor and Assistant Professor; I will restrict attention to these below.

Mathematical Scientists

|  | Professor | Associate <br> Professor | Assistant <br> Professor |
| :--- | :---: | :---: | :---: |
| White Female | 370 | 580 | 670 |
| White Male | 4,560 | 2,220 | 1,440 |
| Asian/Pacific Islander <br> Female | 150 | 160 | 190 |
| Asian/Pacific Islander <br> Male | 440 | 460 | 340 |
| Black Female | S | S | S |
| Black Male | 190 | 100 | 80 |
| Hispanic Female | S | S | S |
| Hispanic Male | S | 60 | 50 |
| American Indian/Alaskan <br> Native Female | S | S | S |
| American Indian/Alaskan <br> Native Male | S | S |  |

Computer and Information Scientists

|  | Professor | Associate <br> Professor | Assistant <br> Professor |
| :--- | ---: | ---: | :---: |
| White Female | 80 | 370 | 160 |
| White Male | 1,710 | 1,640 | 770 |
| Asian/Pacific Islander <br> Female | S | S | 50 |
| Asian/Pacific Islander <br> Male | 290 | 500 | 250 |
| Black Female | S | S | S |
| Black Male | S | 70 | S |
| Hispanic Female | S | S | S |
| Hispanic Male | 70 | S | S |
| American Indian/Alaskan <br> Native Female | S | S | S |

[^17]| American Indian/Alaskan <br> Native Male | S | S | S |
| :--- | :---: | :---: | :---: |

From this one can calculate
Proportion of (gender and race) diverse professors in U.S. $\approx 31.86 \%$
Proportion of ethnic minority professors in U.S. $\approx 19.55 \%$
Proportion of female professors in U.S. $\approx 15.35 \%$.

I will apply the statistical methods from Report of Discrimination to test for discrimination prior to my complaint. Testing for broad discrimination (bias in favor of White non-Hispanic males at the expense of Others), I set the null hypothesis to be: Math/CS is an unbiased random sample of size eighteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of White non-Hispanic males at the expense of Others. Applying the binomial distribution (using $n$ the size of Math/CS, $k$ the number of Math/CS professors with diversity status and $q$ the national proportion of diverse professors) one obtains the $P$-value:

$$
P \approx B(18,1, .3186) \approx .0094
$$

As $P<.01$, the evidence for rejecting the null hypothesis is highly statistically significant.
Testing for gender discrimination (bias in favor of males at the expense of females), I set the null hypothesis to be: Math/CS is an unbiased random sample of size eighteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of males at the expense of females. Applying the binomial distribution (using $n$ the size of Math/CS, $k$ the number of Math/CS female professors and $q$ the national proportion of female professors) one obtains the $P$-value:

$$
P \approx B(18,0, .1535) \approx .0498
$$

As $P<.05$ and one concludes that the evidence for rejecting the null hypothesis is statistically significant.

Furthermore, between Spring 1991 (when I was hired) and January 10, 2006, nine consecutive regular faculty appointments in Math/CS were made all of which were White males: ${ }^{53}$

[^18]| Name | Current Rank | Department(s) | Year of <br> Appointment |
| :--- | :--- | :--- | :---: |
| Paul Zeitz | Full Professor | Math | 1992 |
| Kim Summerhays | Full Professor | CS \& Chemistry | 1993 |
| David Wolber | Full Professor | CS | 1993 |
| David Galles | Associate Professor | CS | 1997 |
| Gregory Benson | Associate Professor | CS | 1998 |
| Christopher Brooks | Assistant Professor | CS | 2002 |
| John Stillwell | Full Professor | Math | 2002 |
| Terence Parr | Assistant Professor | CS | 2003 |
| Stephen Devlin | Assistant Professor | Math | 2004 |

After initiation of my complaint, two regular faculty appointments in Math/CS have been made, both having diversity status:

| Name | Current Rank | Department(s) | Year of <br> Appointment |
| :--- | :--- | :--- | :---: |
| Steven Yeung $^{54}$ | Assistant Professor | Math | 2006 |
| Sami Rollins $^{55}$ | Assistant Professor | CS | 2007 |

Prof. Yeung is an Asian male and Prof. Rollins is a White female. ${ }^{56}$ Prior to my complaint, nine consecutive appointments were White males, whereas after my complaint two consecutive appointments had diversity status. Unfortunately, there were irregularities in both of these latter appointments.

For the case of Prof. Yeung, in contravention of the published minimum job requirements, he does not have an earned doctorate in mathematics. For the case of Prof. Rollins, in violation of College of Arts and Sciences hiring protocols, a proper search was not conducted.

On May 2, 2007, I discussed the appointment of Prof. Rollins with Peter Pacheco, Full Professor of Math/CS (and Chair of Mathematics). ${ }^{57}$ Prof. Pacheco informed me that Prof. Rollins was originally hired in 2006 as a sabbatical replacement (one-year term position). He indicated that the original appointment was made after a national search to fill a one-year contract. Since the advertised position was not tenure-track, it received far fewer applications than CS normally receives in the case of a regular faculty opening. Her position was converted to a tenure-track appointment without a second search. College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty states: ${ }^{58}$

[^19]
## Request to Recruit

In early spring the department submits to the appropriate Associate Dean the request for a full-time faculty position for the following academic year. The request should be accompanied by the following:

- An explanation of why the position is needed: in the case of a replacement position this can be quite brief, but in the case of a new position it should be detailed. Initially this is used to set priorities within the Dean's Office, and ultimately it is presented to the AVP.
- A brief Position Description, which can later be incorporated into the job advertisement. This normally includes the following elements:

Teaching Responsibilities, perhaps including examples of likely courses to be taught.

## Qualifications:

$\checkmark$ A description of the disciplinary specialization(s) sought.
$\checkmark$ An indication of any requirements implied by special programs or activities in which the candidate is expected to participate.
$\checkmark$ The level of educational experience required. Note that except under extraordinary circumstances, all positions are filled at the Assistant Professor level and require a Ph.D. or other terminal degree.

Further, ${ }^{59}$
Job Advertisement
The Department Chair and the appropriate Associate Dean collaborate on the creation of a job advertisement based on the position description. The Dean's Office then places the advertisement both in journals specific to the field, and in publications likely to encourage minority applicants. In addition, the department is strongly encouraged to mail or e-mail copies of the advertisement to other universities that grant a Ph.D. in the discipline. The appropriate Associate Dean can assist in identifying target programs and organizations, and in acquiring mailing labels.

A position description for a one-year term appointment is quite different from that of a tenure-track appointment - a second search should have been conducted. This is what occurred in the case of Terence Parr, Assistant Professor of CS. He was originally appointed to fill a three-year term contract. When that contract expired in 2006, a national search for a

[^20]tenure-track position was conducted. This search resulted in Prof. Parr's current tenure-track appointment.

Adherence to established Search Procedures is critical for the effective implementation of affirmative action. In their article, "Making Differences Matter: A New Paradigm for Managing Diversity," David A. Thomas and Robin J. Ely write: ${ }^{60}$

What are some of the common characteristics of companies that have used the discrimination-and-fairness paradigm successfully to increase their demographic diversity? Our research indicates that they are usually run by leaders who value due process and equal treatment of all employees ...

Even though the last appointment for Math/CS resulted in the hire of a female, the lack of a search precluded the possibility of hiring an ethnic minority female. An appointment of an ethnic minority female would have helped in bringing the extraordinarily poor demographics of USF Math/CS closer to the U.S. national standard (as reflected by the mean). This would have been possible if the Administration had adhered to its own due process in hiring.

I will apply the notation below for the statistics of comparative departments (Math/CS) in the U.S.:
$P_{D}=$ proportion of (gender and race) diverse professors in U.S. $\approx 31.86 \%$
$P_{E}=$ proportion of ethnic minority professors in U.S. $\approx 19.55 \%$
$P_{F}=$ proportion of female professors in U.S. $\approx 15.35 \%$
$n=$ current number of regular Math/CS faculty at USF $=20$
$\mu=$ current number of regular ethnic minority Math/CS faculty at $U S F=2$
$v=$ current number of regular female Math/CS faculty at $U S F=1$.
How many additional regular faculty appointments are required to meet the national U.S. standards of broad-ethnic or gender-diversity (as represented by the mean proportion of diverse faculty)? Let

$$
x=\text { number of new faculty required (approximate). }
$$

To determine $x$, one solves the equation below

[^21]$$
\frac{x+\mu+v}{x+n}=p_{D}
$$
whence
$$
x+\mu+v=p_{D}(x+n)=p_{D} x+p_{D} n
$$
and
$$
x\left(1-p_{D}\right)=p_{D} n-\mu-v
$$
thus
$$
x=\frac{p_{D} n-\mu-v}{1-p_{D}} \approx \frac{(.3186)(20)-2-1}{1-.3186} \approx 4.949 .
$$

As of present, five additional regular appointments in Math/CS, all having diversity status, must be made to meet national standards for general diversity. This is confirmed by the computation

$$
\begin{aligned}
\frac{\mu+v+5}{n+5} & =\frac{8}{25} \\
& =0.3200 \\
& >0.3186=P_{D} .
\end{aligned}
$$

However, at least one of these five additional appointments must be a ethnic minority female in order to meet national standards for gender and race concurrently (as contrasted with broad diversity). By this, I mean the following standard.

$$
\text { Proportion of ethnic minority faculty in Math/CS }>P_{E}
$$

Proportion of female faculty in Math/CS $>P_{F}$.
To demonstrate my claim, let

$$
\begin{aligned}
& \alpha=\text { number of additional ethnic minority faculty in Math/CS } \\
& \beta=\text { number of additional female faculty in Math/CS. }
\end{aligned}
$$

Assume that there are no ethnic minority females in Math/CS. Then the combinatorial table below applies in the case of five additional faculty.

| $\alpha$ | $\beta$ | Proportion of Ethnic <br> Minority Faculty in Math/CS | Proportion of Female <br> Faculty in Math/CS |
| :---: | :---: | :---: | :---: |
| 0 | 5 | 0.0800 | 0.2400 |
| 1 | 4 | 0.1200 | 0.2000 |
| 2 | 3 | 0.1600 | 0.1600 |
| 3 | 2 | 0.2000 | 0.1200 |
| 4 | 1 | 0.2400 | 0.0800 |
| 5 | 0 | 0.2800 | 0.0400 |

Inspection of the above shows that national standards cannot be met with five additional faculty. In fact, one might consider the cases of six or seven additional regular faculty.

Six Additional Faculty

| $\alpha$ | $\beta$ | Proportion of Ethnic <br> Minority Faculty in Math/CS | Proportion of Female <br> Faculty in Math/CS |
| :---: | :---: | :---: | :---: |
| 0 | 6 | 0.0769 | 0.2692 |
| 1 | 5 | 0.1154 | 0.2308 |
| 2 | 4 | 0.1538 | 0.1923 |
| 3 | 3 | 0.1923 | 0.1538 |
| 4 | 2 | 0.2308 | 0.1154 |
| 5 | 1 | 0.2692 | 0.0769 |
| 6 | 0 | 0.3077 | 0.0385 |

Seven Additional Faculty

| $\alpha$ | $\beta$ | Proportion of Ethnic <br> Minority Faculty in Math/CS | Proportion of Female <br> Faculty in Math/CS |
| :---: | :---: | :---: | :---: |
| 0 | 7 | 0.0741 | 0.2693 |
| 1 | 6 | 0.1111 | 0.2593 |
| 2 | 5 | 0.1481 | 0.2222 |
| 3 | 4 | 0.1852 | 0.1852 |
| 4 | 3 | 0.2222 | 0.1481 |
| 5 | 2 | 0.2593 | 0.1111 |
| 6 | 1 | 0.2963 | 0.0741 |
| 7 | 0 | 0.3333 | 0.0370 |

Neither six nor seven additional faculty suffices to meet national standards. One observes that unless a ethnic minority female can be appointed, eight additional faculty all having diversity status are required. In particular,

$$
\alpha=4, \quad \beta=4
$$

Proportion of Ethnic Minority Faculty in Math/CS $\approx 0.2143>P_{E}$
Proportion of Female Faculty in Math/CS $\approx 0.1786>P_{F}$.

Since USF claims to be an Affirmative Action Equal Opportunity Employer and emphasizes in its advertising, the diversity of faculty, staff and students; it is of special importance the University adhere to its own policies and protocols as applied to hiring. ${ }^{61}$

Finally, I note that currently the CS Department has no tenure/tenure-track ethnic minority faculty, which is highly unusual at USF. The Math Department has no tenure/tenure-track female faculty-it is the only department at USF having not a single female with the rank of Assistant Professor or higher. ${ }^{62}$

## Forced Leave of Absence Spring 2002

Events that took place Fall 2006, in the context of the Formal Complaint negotiations, revealed to me USF protocols for employee leaves of absence. This information provides definitive evidence that Spring 2002, I was forced to take leave of absence without pay in violation of the Americans with Disabilities Act and/or the Family and Medical Leave Act. Ironically, the circumstances in 2002 were very similar to those in 2006. Spring 2002:

- my elderly mother was suffering from health problems (later diagnosed as severe depression and anxiety);
- I was under considerable stress providing for her care;
- I felt depressed and was prescribed an antidepressant medication;
- I had a severe adverse reaction to this medication that required a three week recuperation period;
- after three weeks, having ceased the medication, I had recovered and was fully able to work.

Fall 2006:

- my elderly mother underwent major surgery;
- I was under considerable stress providing for her preoperative and postoperative care;
- I was under considerable stress due to Formal Complaint negotiations;
- I felt depressed, and though I was reluctant to take any antidepressant medication, I chose to try a medication rather than compromise my mother's care;
- I had a severe adverse reaction to this medication (rare and potentially fatal) that required a two week recuperation period;
- after two weeks, having ceased the medication, I had recovered and was fully able to work.

[^22]The medical facts above can be verified by my physician, Dr. Lenore Terr, who is a colleague of the physician I had in 2002, Dr. Frederick Parris. Both doctors are clinical faculty members at the University of California, San Francisco. ${ }^{63}$ Spring 2002, I submitted to USF (Dean's Office of Arts and Sciences) a letter from Dr. Parris covering January 22 February 7. Fall 2006, I submitted to USF (Office of Human Resources) a letter from Dr. Terr covering October 13 - October 24.

Differences between Spring 2002 and Fall 2006 include the following. Spring 2002, I was not aware of Paid Family Leave (PFL) - which provides for paid leave for elder care. Although I informed USF of my mother's illness, no one apprised me of a PFL policy. It is possible, that none existed at that time. Fall 2006, I applied for and was granted PFL for my mother's care. Initially this leave covered September 13 - September 27; however, Dean Turpin granted me a PFL extension covering September 28 - October $2 .{ }^{64}$ Spring 2002, the Office of Human Resources did not contact me at all. Fall 2006, the Dean's Office of Arts and Sciences notified the Office of Human Resources in regards to both my PFL in September and my illness in October. On both occasions, I received a letter from Sharon Hom, Benefits Specialist, Human Resources, Business \& Finance, which was sent to my home. With regards to PFL, the correspondence contained ${ }^{65}$

- instructions for filing a PFL Claim with Sedgwick CMS (1 page),
- PFL Claim forms (5 pages),
- statement of USF Family Care and Medical Leave Policy (3 pages),
- a USF Family and Medical Leave Certification form required by the Office of Human Resources (5 pages).

Similarly, with regards to my October illness, the correspondence contained ${ }^{66}$

- instructions for filing a Disability Claim with Sedgwick CMS (1 page),
- Disability Claim forms (3 pages),
- statement of USF Family Care and Medical Leave Policy (3 pages),
- a USF Family and Medical Leave Certification form required by the Office of Human Resources (5 pages).

The latter was provided in case I needed to file a Disability Claim. It is difficult to believe that USF protocols changed so dramatically that

- Spring 2002, communications between myself and Human Resources were completely unnecessary;
- Fall 2006, it was protocol for Human Resources to send a correspondence with 12 pages of forms and policy statements in response to my illness.

[^23]My conclusion is that Spring 2002, Human Resources was not apprised of my absence until April 18. On that date, Dean Nel gave me a retroactive special leave of absence for the semester. I had received ordinary paychecks January 22 - April 18. I was given no warning whatsoever that my salary would be retroactively withdrawn. By the USFFA CBA, a special leave of absence is unpaid-with no exceptions. Having received this leave April 18, I was legally obligated to return my salary for January 22 - April 18. (Likewise, I did not receive the remaining salary for Spring 2002.) To unexpectedly lose half a year's pay was an extreme financial hardship.

Furthermore, with regards to PFL Fall 2006, on September 14, I received email from Diane Sweeney, Manager, Benefit, Compensation \& Risk, Human Resources, that stated ${ }^{67}$

Your message has been forwarded to me for response. For the care of your mom you can take Family Medical Leave Act (up to 12 weeks). You can be paid using the Paid Family Leave benefit- PFL (up to 6 weeks). Paid Family Leave will pay you $55 \%$ of your weekly earnings up to a maximum of $\$ 840 /$ week after a waiting period of seven calendar days.

In your case, if you took PFL beginning September 19, your waiting period would be from 9/19-9/25. Since you are caring for a family member you are allowed to use up to 6 days of sick time which can be applied to the waiting period. During that period your [sic] would receive $100 \%$ pay from USF. Beginning 9/26 through your anticipated return of 9/29 PFL would pay you $55 \%$ of your salary up to the maximum of $\$ 840 /$ wk. USF would not pay you.

Further telephone communications took place between me and representatives of Sedgwick CMS. Also, Sedgwick CMS contacted USF Human Resources to coordinate my benefit payments. My pay stubs Fall 2006 reflect that USF paid me full salary for the period September 13 - September 25, and also for the extension period September 28 - October 2. In addition, Sedgwick CMS paid me benefits in the amount of $\$ 218.72$ (covering September 26 - September 27). Altogether, for my PFL in September, I received from USF full salary for twelve working days of "sick time," and Sedgwick CMS claim pay at $55 \%$ salary for two working days. ${ }^{68}$

Furthermore, during Fall 2006, as noted in the Summary of Events in Sequel to Submission of Formal Complaint, for my illness in October, I was paid only by USF. This amounted to full salary for eight working days of sick time.

In total, Fall 2006 I received from USF full salary for twenty working days of sick time. For my illness I was required to submit a letter from my physician and nothing more. ${ }^{69}$ It is clear that Spring 2002, I was entitled to at least eleven working days of sick time (the letter from Dr. Parris which I submitted to USF covered January 22 - February 7). However, I did not receive any sick time salary Spring 2002. I would not have qualified for Long Term

[^24]Disability because from April 18 to the end of the semester I was perfectly healthy (as verified by the letter from Dr. Parris). ${ }^{70}$

The above evidence strongly supports the following: Spring 2002, Associate Dean Needham violated USF Human Resources protocols as applied to my illness. This itself would be discriminatory. In turn, the evidence supports my claim that Spring 2002, in violation of the American with Disabilities Act and/or the Family and Medical Leave Act, Dean Needham forced me to take a leave of absence without pay.

## Notes on Report of Discrimination

The following notes append my original report. Documents that are curiously not found in my personnel file include

- my letters of tenure and promotion to Associate Professor described in footnote 7 (page 6) of Report of Discrimination.

The remarks by members of the Search Committee found in quotations on page 101 of Report of Discrimination were made during the Second Meeting of the Department and the Search Committee.

[^25]
# UNIVERSITY OF SAN FRANCISCO <br> PREVENTION OF SEXUAL \& OTHER UNLAWFLL HARASSMENI FOLLCY Effective February 7. 2006 

## A. POLICY STAIEMENI

The Chiversity of San Francisco ("University") is commitied to a workplace and educational environment that is free of sexual and other unlawful harassment.. Sexual harassment is unlawful under Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act of 1964, and the Califonnia Fair Employment and Housing Act. As a matter of University policy, sexual or other unlawful harassment occuring in the course of any University activity is prohibited. This policy provides complaint procedures to assist the University in its efforts to implement this policy.

Harassment on the basis of race, religious creed, color. national origin, ancestry. disability, marital status, medical condition (catcer-related or genetic-related). sexual orientation, sex, age, or any other protected status under federal, state or local law. ordinance or regulation applicable to the University, is a violation of this policy

Any such harassment of any individual in the course of any Universityadministered program, job or activity is prolibited and shall not be tolerated. The University shall take prompt and effective corrective action to address urlawfal harassment, including, where appropriate, dismissal or expulsion. The policy explicitly applies to University students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities. Individuals who know of harassment, of believe that they have been harassed, in violation of this policy have access to the complaint procedures described below and are encouraged to utilize these complaint procedures.

## B. STATEMENT OF PROHBIIED CONDUCT

## 1. Sexual Harassment Violates State and Federal Law:

Conduct in violation of this policy occurs when an individual's behavior involves (1) whelcome sexual advances; (2) unwelcome requests for sexual favors; (3) other turwelcome verbal, physical, or visual behavior of a sexual nature; or (4) harassment or discrimination based on gender. Such conduct is a violation of this policy and of law wher:

- Submission to such behavior is made explicitly of implicitly a term or condition of an individual's education or employment; or
- Submission to, or rejection of, such behavior by an individual is used as a basis for educational or employment decisions; or
- Such behavion otherwise has the purpose or effect of unreasonably interfering with, or otherwise creating an intimidating, hostile, or offensive educational or employment environment.

Tite VII and Title DX of the Civil Rights Act of 1964; 29 CFR §31604.11(a)

## 2. Frohibited Behavior:

Harassing behavior may take a variety of forms including, bat not limited to the following:

- Verbal conduct such as epithets, derogatory comments, slurs. of tunwelcome sexual advances, invitations, or comments;
- Visual conduct such as derogatory posters, photography, cat toons. drawings, or gestures;
- Physical conduct such as unwarted touching, blocking normal movement, or interfering with wotk;
- Threats and demands, such as those which seek submission to sexual. requests, in order to retain employment or education benefits and/or offers of job or education benefits or conditions in return for sexual favors;
- Retaliation. in the form of adverse employment or educational actions. opposing. reporting of threatening to xeport harassment or for participating in a good faith investigation proceedings or hearings related to this policy;
- Hanassing behavior includes conduct dixected towards persons of the same or opposite sex.


## 3. Retaliation is Prohibitect:

An individual's good-faith filing of ot pursuing a complaint under this policy ot otherwise reporting, complaining assisting or cooperating in good faith with a complaint of harassment shall not be the basis for any adverse University decision regarding the student, employment or other status of any student, faculty member, staff member, administrator, independent contractor or other individual ergaged in. University activities. Such retaliation is forbidden by this policy.

## C. PROCEDURES FOR HARASSMENT COMPLAINTS

The University encoutages students, faculty, staff, administators. independent contractors and all other individuals engaged in University activities who know of harassment, of believe that they have been hatassed in violation of this policy to utitize the complaint procedures described below. A complaint should be filed promptly if an instance of harassment has occurred of is expected to occtur. Unless good cause exists, complaints must be filed no later than one year after the hatassment occurs.

The complaint procedure is as follows:

## 1. Reporting Harassment:

Students, factity, staff, administators, independent contractors and all other individuals engaged in University activities are encouraged to report any conduct of which they have direct knowledge and which they in good faith believe constitutes harassment in violation of this policy. Managers have a legal duty to xeport any conduct of which they have direct knowledge, and which they in good faith believe constitates harassment in violation of this policy.

## 2. Intake Piocedure:

(a) Students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities who have a harassment complaint are encouraged to contact a University intake officer as soon as possible after the act of haxassment has occurred. Delay in initiating a complaint impedes the University's ability to xemedy undawful harassment.
(b) The individual making the complaint ("complainant") may contact one of the following intake offices, each of which has a designated and trained University member to receive such complaints and to initiate actions under this procedure:

- Dean of Students; University Centex, Room 405; Felicia Lee. Dean of Students, 415-622-6251. For factulty and staff oniy.
- University Lite; University Center. Room 405; Ray Quirolgico. Assistant to the Vice President, 415-422-6251.
- Learning Centex; Cowell Hall, Room 227; Charlene Lobo Soriano. Ditector, 415-422-6841..
- IIumar Resources; Lone Mountain, Room 339; Elsie Tamayo. University Affitmative Action Officer. 415-422-6707.

Should a complainant choose not to file a complaint using one of the intake: options set forth above, she/he may bring the matter to the attention of any approptiate administrator or designee. University officials are empowered and requited to address harassing behavior promptly and thoroughly. A complainant may always directly contact her/his department head or supervisor, or the University's Affirmative Action Officer. If the harassing behavior involves the department head or supervisor, a complainant may contact the next level supervisor. As soon as the complainant
contacts the department head on supervisor directly. the department head of supervisor slall inmediately notify the University's Affitmative Action Officer.
(c) During intake, complainants shall be intormed of both the informal and formal complaint procedure options.

## 3. Informal Complaint Procedure:

* The complainant may initially meet with the appropriate Dean, department head or supervisor, ox if the complainant is a student complaining of conduct that is not within an employment context, with the Vice President for Uriversity Life:. The Vice President shall immediately notify the University Affirmative Action Officer; on
- The complainant may intially meet with the person whose conduct is complained of ("accused"), with the intake officer present to assist in the discussion; or
- The complainant may request that the intake officex initially meet with the accused

Informal options may always be pursued as a first step. The intake officer and/or Affirmative Action Officer shall be available to meet with the individuals involved jointly or separately, and seek to find a resolution that is acceptable, provided the Univetsity concludes that such resolution is likely to provide prompt and effective corrective action Any such proposed resolution at the irformal complaint stage must be presented to the Affirmative Action Officer for review. All efforts to resolve complaints informally should be made promptly and withir 30 working days of receipt of the complaint

If an acceptable resolution is not reachet, or is not likely to be reached, within 30 working days or otherwise in a manner necessary to promptly and effectively coxect harassment, the complainant or the Affirmative Action Officer may determine to resolve the matter through the formal complaint procedure: or the University may take immediate action it deems necessary to ensure prompt and effective corrective action.

## 4. Fotmal Complaint Ptocedure:

At the time of intake or theereafter, the complainant may file a written complaint with the Office of the Associate Vice President for Human Resources ("AV)"). The AVP shall promptly provide written notice of the complaint to the applicable Deart, department head and/or supervisor, and the applicable Vice President for the accused. A copy of such written notice shall also be provided to the accused.

The complainant should ordinarily include details of the incident(s). the name(s) of the person(s) alleged to have engaged in the conduct complained of. the names of any witnesses, and all relevant documents.
" Investigation

All complaints shall be investigated by the Affimative Action Officel, othex trained University personnel and/or a retained independent investigator. The investigator shall expeditiously investigate the matter in accordance with all applicable state and federal taw. The investigator shall interview the complainant, the accused and such other studenis, faculty. stait, administrators, independent contractors and all other individuals engaged in University activities as necessary to conduct a full and fair investigation. The investigator shall then prepare a written report to the AVP. Where the University has Previously reviewed the conduct at issue in another forum, the AVP may elect to consider the prior deview before, in conjunction with, or in lieu of a separate investigation under this policy

The writien report of investigation shall summarize information xelevant to a determination of whethet a violation of this policy occurred and/or what, if any. corrective action should be taken by the University. The AVP shall promptly trarsmit the report to the appropriate Uninversity officer, with any recommendations. If the complaint concerned behavior by or affecting student or behavior between or among students, the report shall be forwarded to the Vice President for University Life. The written report of investigation shall be confidential.

## - Confidentiality

Every reasonable effott shall be made to protect the ptivacy of the complainant, the accused, and witnesses in the investigation and resolution process, subject to the reed to conduct a full and impartial investigation, $x \in$ medy violations, monitor compliance and administer this policy

## - Determination

The appropriate University officer, in consultation with the AVF' shall promptly make a determination of the complaint.. The determination shall be communicated to the complainant, the accused, and the applicable Vice President for the accused

## 5. Independent Action by University:

Io assist the University to determine whether a violation of this policy has occurred and/or to determine what, if any. corrective action should be taken, the AVP or his designee may initiate an invesīgation with or without a formal complaint being filed

## 6. Corrective Action:

Corrective action may include disciplinary action toward the person(s) whose conduct is found to violate this policy. Disciplinary action may incIude, but is not Jimited to waning, suspension, or temmation from employment, the University's residential facilities, or other affiliation with the University. Disciplinary action, including expulsion, and/ot any other corrective action shall be implemented in a mannex consistent with other University policies and procedures and applicable: University collective bargaining agreements.

Other forms of corrective action may be taken to the extent necessary to correct or prevent violations of this policy.

## 7. Appeal Procedure:

A person whose conduct is found to violate this policy may appeal a L'tiversity detemmation of discipline of the complaint undex the applicable student handbook, collective bargaining agreement or employee hardbook.

## D. RESOURCES

## Within the University

The Affirmative Action Officer is Elsie Tamayo, 415-422-6707, Campion Hall, Room C-7. Contact the Affirmative Action Officet if you have questions or would like more information about this policy.

## Outside the University

Members of the University may file a timely harassment complaint with the federal Equal Employment Opportunity Commission (EEOC), the fecteral Office of Civil Rights ( OCR ), and/or the Califormia Department of Fair Employment and Housing (DFEH) at the addresses and phone numbers listed below:

| EROC: | 901 Market Street Suite 50 San Francisco, CA 94103 415-356-5100 |
| :---: | :---: |
| OCR: | 50 United Nations Plaza. Room 239 San Francisco, CA 94102 $1-800-514-0301$ |
| DFEH: | 455 Golden Gate Avenue, Suite 760 San Francisco. CA 94102-7008 |

1-800-884-1684

From Tristan Needham [neecham@usta.edu](mailto:neecham@usta.edu)
Sent Wednesday, November $9.200310: 32 \mathrm{am}$
To MATH DEPT: ;
Cc
Bcc
Subject [DRAFT] Note of thanks to Brandon
Hi
Here is a DRAF note of thanks to Brandon. Please can you let the know if you are $O K$ with this wording, or else send me a suggestion for improving it. Rather having Peter send it on behalf of the Department, I think it would mean more to Brandon we all signed it, Therefore, once it's finalized. I will print it out on Department letterhead and leave it with Christine for all of us to sign. Thanks:
Tristan

## Dear Brandon,

We are writing to offer you our thanks. When you attended our Department Meeting on October 11th, you withessed understandable unhappiness over the mishandling of the Dual Degree Waiver Proposal by Dave Galles' office. In hindsight, we are concerned that this may have overshadowed our response to your announcement at that same meeting that we would shortly be gaining additional and better space for our Department.

As a result of your and Jenny's efforts, three members of our faculty will shortly be moving from "small, unprofessional, windowless cubicles"---the phrase used by the external Departmental Review team more than a decade ago---into much more appropriate offices that look onto Hamey Flaza. We do understand how fiercely contended are the rights to every square foot of this campus, and (without knowing any of the details) it's clear that you must have fought hard to secure the former ITS offices for us. This is the first really signjficant improvement in our Department's facilities in perhaps 30 years, and we want you to know how very much we appreciate both the space itaelf, and the determination you demonstrated in securing it for us

Sincerely.

From Thistan Needham sneedhamiousica.edu>
Sent Thursday, November 10. 2005 10:12 am
To MATHDEPT: ;
Cc
Bcc
Subject [REVISED DRAF] Note of thanks to Brandon
Hi
Allan sent me two characteristically thoughtful suggestions for changes [appended] and I have made two changes in response:

1) I think the Dual Degree issue should be included, but in response to Allan 's concern I have replaced "mishandled" (which is probably the right word, but may be too strong) with "faulty preparation." which is softer. at least to my ear.
2) I replaced ' 30 years' with "many years.

Please do let me know if this is OK with you all. Ideally, I would like to print it out and leave it with Christine today so that people can start signing it.

So far. Allan, Bob, and John Stillwell have all said they are happy with it. and nobody has said they are unhappy with it.

Thanks:
Tristan

REVISED NOTE:
Dear Brandon.
We are writing to ofier you our thanks. When you attended our Department Meeting on October 11th, you witnessed understandable unhappiness over the faulty preparation of the Dual Degree Waiver Proposal by Dave Galles' office. In hindsight, we are ooncerned that this may have overshadowed our response to your announcement at that same meeting that we would shortly be gaining additional and better space for our Department.

As a result of your and Jenny's efforts, three members of our faculty will shortly be moving from "small, unprofessional, windowless cubicles"-onthe phrase used by the external Departmental Review team more than a decade ago---into much more appropriate offices that look onto Harney Plaza. We do understand how fiercely contended are the rights to every square foot of this campus, and (without knowing any of the details) it's clear that you must have fought hard to secure the former ITS offices for us. This is the first really significant improvement in our Depariment's facilities in many years, and we want you to know how very much we appreciate both the space itself. and the determination you demonstrated in securing it for us.

Sinc:erely.
>Date: Wed, 09 Nov 2005 11:55:29-D800 (FST)
$>$ From: cruse@cs.usica.edu (Allan B. Cuse)
>Subject: Re: [DRAFT] Note of thanks to Brancon
$>$ To: cruse@cs.usfta.edu, needham@usfca edu
>Delivered-to: needham@usfca.edu
$\therefore$ Originai-recipient: rfc822; needham@sjge. usfca.edu
$>$
$>$
$>$ Hi Tristan
$>$
$>$ Thanks for copying me on your initial draft of the >letter to Brandon Brown from our department. I DO $>$ concur with your instincts that a tangible indication $>$ of our gratitude for Brandons efforts is warranted $>$ and I think your proposed letter is excellent.
$>$
$>$ I raise two very small points by way of feedback (which $>$ I gather is what you are seeking). though I'd be happy $>$ to sign this draft exactly as it is.

## $>$

$>$ (1) Do we need to bring up the 'mishanding ' of the $>$ Dual Degree matter? Maybe we do; but it seems to $>$ set a regative tone in our letter's initial paragraph. $>$ which is contrary. I think, to our letter's overall >intent. (A "mixed message" could leave Brandon confused $>a s$ to what our actual agenda is here.)
$>$ (2) In the final paragraph In suggest saying 'many years' $>$ instead of ' 30 years' because there WAS one significant >improvement to the Math Department's space arrangements $>$ that was made by Stanley Nel (before you were hired) as $>$ soon as he became Dean. Our tiny windowless Department
$>$ Ofice (for mail and a part-time secretary's desk) was >replaced by the HRN-208 room (with windows and carpet) >and with a full-time secretary, plus our own photocopy $>$ machine! It was accomplished by Stanley's ingenuity in >"negotiating a space-swap with ITS: a faculty office $>($ HRN-219) was given up for the larger area carved out >of the ITS allocation. This was roughly 20 years ago. >and at the time was regarded as a VERY significant $>$ improvement for the Math Department -.. although I doubt >anyone currently in the Dean's office would remember it $>$ (but Stanley would!). :-)
$>$
$>$ Again, thanks for devoting time to thinking about this $>$ and for circulating this draft.
$>$
$>$ Allan

Page 3 of 3

## From Tristan Needbam [needham@ustca.edu](mailto:needham@ustca.edu)

Sent Thursday, November $10.20054: 54 \mathrm{pm}$

## TO MATH DEPT: :

Cc lucousice edu
Bcc
Subject Christine has Erandons letter'
Hi
The revised thank you note to Brandon has been printed out on letterthead and Christine has it. Please do stop by and sign it whenever you have a minute.

Thanks!
Tristan
From $)$ > Brandon R Brown <brownoliesfa edu> ..... $\Rightarrow$
Sent Sunday, December 11. 2005 3:34 pm
To kaoousfeasede
Cc
Bcc
Subject tollow up note
Hi John.
I did get a chance to follow up with Galles on the iszue of waivertimingand the students who just matriculated in Falf 2005. David is takingadvice on this issue from Fr. Jeff La Belle in SOE. As I understand$i_{t} \mathrm{Fr}$.La Belle's reading of state and federal guidelines leads him to believe
that
our students must have started by June or July of 2005 to actually
enjoy
the existing math waiver. This stems in part from details of
congressional
legislation SF2042. (I copied this from a phone conversation. 50 mea
culpa
if I have mistaken that designation) affiliated with no child left
behind."
I mean only to share information on this issue. as I really do
understand
your concerns.
The most important issue for me involves the future. If 1 receive 3 clear
consensus signal from the Mathematics Department that they would like to
resubmit a waiver application (a proper one, with appropriate departmental
involvement) I will advocate that possibility with David Galles or his successor.
All best wishes for the holiday season,
Brandon

[^26]
## From Brandon Brawn <browno usfor eduz

Sent Frīday, Febwary 10. 2006 7:3... am

Cc peteracs,usfca,edu zeizz@usfca edu needham@usfca.edu Bcc
Subject Ra: Dual-Degree again?
Hi everyone:
Thanks so much for keeping me in this loop. I triglad to see the distussion, and I'm giad you can take it up again as a department in March: I will weigh in belore then or if scheduling permits. I wifl attend if you like..

At this point, I share some of Allans worries, and I worry about aiming at a moving target that could disappear entirely (as the multiple subject waiver did). However. I am not with the students day to day and I really want to obtain the department's view, as I've said before.

By the way, in the future please do not take a lack of a reply from me as either disagreejng or agreeing with any particular point. A lack of a reply will commonly mean I simply have many competing priorities.

Best wishes:
Brandon
$>$
$>$ Dear Allan.
$>$
$>$ Thank you for your message in sequel to our conversation
$>$ about the DDTP Subject Matter Preparation Proposal (Math
$>$ Waiver). I believe careful discussion of this mater
$>$ in our department is warranted. I originally planned
$>$ to present at our February department meeting. However.
$>$ I understand from Peter Pacheco that the primary topic
$>$ of discussion will be this year's search. Consequently.
$>$ there may not be time to discuss DDTP and I plan to $>$ defer to our March meeting.
$>$
$>$ At this point. I would like to communicate that
$>$
$>-$ myself, Fiaul Zeitz and Tristan Needham
$>$ the three members of the Mathematics Department that
have been most heavily involved with the DDTP Program.
$>$ all
$>$
$>$ - strongly support USF taking advantage of the
$>$ existence of the grace period ${ }^{7}$ within which
$>\quad$ a Math Waiver Proposal might be resubmitted
$>$ to avoid interruption in our currently
$>$ approved Single Subject Frogram.
$>$
$>$ To avoid any miscommunication. I ann copying both Paul $>$ and Tristan on this email.

```
>
> (Pau] and Tristan) please reply if i misinterproted
> out conversations of there past two days.
>
> I will also forward to all recipients of this message,
> the emeil I recelved from David Galles coníirming the
> "grace perjod" above.
>
> (Brandon) please reply if ইhe Dean's Ofíce has any
> ~ c o r r e c t l o n ~ t o ~ t h i s .
>
> Thank you for your taking time to consider the Waiver
issue..
Sincerely
>
> John Kao
> Associate Professor
> Mathematics
```



```
>
> -u--n-nn--n----.-.-------------------------------
> From: cruse@cs.usfca.edu (Allan 官, Cruse)
> Date: Wednesday, February 8. 2006 11:18 am
> Subject: Dual-Degree again?
>>
>>
>>
>>
> Hi.John
>
>> I was pleased by the department s decision last year
>> to forego our Dual-Degree waver program involvement
>> in view of the arguments that were presented during
>> the discussions (attended by Dean Brandon Brown):
>>
>> 1) The program requires considerable administrative
>> support-services;
>>
>> 2) Only a relatively small number of USF math students
>> have seemed interested in enrolling for it;
>>
>> 3) Their primary incentive was to avoid taking one of
>> the California State math teacher competency exams;
>>
>> 4) Our math majors would not be prectuded from careers
>> in teaching in the Caljfornia schools if they just
>> pass the State's certification ex`ma;
>>
>> 5) Our efforis to meet the States extensive guidelines
>> are not only time-consuming. but also have the effect
>> of interfering with some of our own eurricular' goals
>> in order to incorporate material appropriate to the
>> secondary-school curriculum;
>>
```

$\gg 6$ ) Our involvement in the program commits us to abide
$\gg$ by a contractually agreed syllabus; foreclosing our
>> ability to freely innovate;
$\gg$
>>7) Our committment to offer the agreed upon set of Dual-
>> Degree courses interferes with our ability to offier
>> courses on other subjecrs that are more approptiate
$\gg$ to a university-level math program, due to limits on
>> our number of faculty and on minimum class-sizes;
>>
$\gg$ At the same time, there did not seem to be a compeling
>> argument in favor of out Dual-Degree involvement, other
$\gg$ than a vague notion that it would be good if California
$\gg$ schools had a larger cadre of well-trained mathematics
$\gg$ instructor's, and it would be a noble undertaking if we $\gg$ at USF could help make that happen. Of course, nothing $\gg$ stops our math graduates from pursuing teacher-careers $\gg$ except the aforementioned state competency tests, and $\gg$ it seemed likely during our conversations that our math $\gg$ graduates could pass those tests anyway,
$\gg$
>> I recite these considerations in order to explain why
$\gg$ the suggestion yesterday of reviving our Dual-Degree
$\gg$ effort (to obtain the State's certification and exam-
$\gg$ waiver) was not something I felt much inclined to favor.
>>
>> However, in case you and others feel differently. [
>> thought you might like to know what these arguments $\gg$ against it are, to speed up the future discussions.

```
>>
```

>> Allan
$\gg$
$\gg$
$\gg$
$>$

[^27]From Bramdon Brown <brownbousica, edu>\$
Sant Tuesdayr February 7. 2006 3:05 pm
To kao@usica.edu
Cc Michaed Bloch <blochm@usfes edus Heidi Jornson Kil <iohnsonkil Gusfica, edus-
BctSubject meetingHi John.
Heidi just mentioned a possible meeting tomorrow for us concerning dualdegree. Since Michael Bloch has such a strong history in the program; Ireally would like him to be part of the conversation.
He has other appointments tomorrow afternoon. so I m asking Heidi to find anew time where all three of us can meet.
Best wishes,Brandon
Brandon R. Brown, Associate Dean for Sciences
University of San Francisco
2130 Fulton St. San Francisco. CA 94117
415 422-6616FAX: 415 422-5700

From Chris Katzenbacin <ckaizenbachekkcounsel.com>
Sent Thursday: March 22. 2007 4:12 pm
To davisdjoussica.edu
Cc
Bcc
Subject Professor Kao

Ms. Davis: I would like to see if we can get matters yesolved regarding Frofessor Kao. Would you please call me to discuss where we stand

## Christopher W. Katzenbach

Katzenbach \& Khtikian
1714 Stockton Street, Suite 300
San Francisco, CA 94133-2930
Telephone: (415) 834-1776
Facsimile: (415) 834-1842
NOTICE: The intormation in this nessage and combanod in documents transonited pitith tris electornic message is Jegally privileged and confidential information intended only for the use of the individual or enticy to which this message was sent.
From Claudine Van Deiden [vandelden@usica.edu](mailto:vandelden@usica.edu) ..... b
Sent Wednesday, April 25, 2007 3:16 pm
To CASFT@usfca.edu
CcBcc
Subject CAS Awards and Significant Achievements
Attachments CAS Awards 06-07.doc ..... 74 K
TO: Full-itne Facolty
FROM: Jennifet E. I"upinDean College of Arts and Sciences
DAIE: April 25.2007
RE: College of Atts and Sciences Awatds and Significant Achievements, 2006-2007
We've been collectiag a list of faculty who have woan national awards as well as other sigoificant achicrements for the 2006-2007 academic year. As you can see from the atiached list, what we've compiled so fat is quite imptessive. If you have a moment, please take a quick look and let us know if thete is anything that we ve jnadvertenily overlooked. Please send additions to Claudine (vandelden(agusfca edu) by May 4.2007.
Thank you

# College of Arts and Sciences <br> Awatds and Significant Achievements 2006-2007 

## Professional Recognition

Kate Brady, Assistant Professor in the MFA in Writing Progtam
She was elected President of the Associated Writing Prcgrams.
James Taylor, Associate Ptofessor of Politics
He was elected as Presideot (effective 2007-2008) of National conference of Black Political Scientists.

## Faculty Awards

## Brandon Brown, Associate Ptofessot of Physics and Associate Dean for Scicnces

 FIe reccived the best essay amatd in the SFED Magasine Science Policy Essay Contest in 2006
## Brian Komei Dempstet, Assistant Professot of Communication Studies

His edited book, "From Ont Side of the Fence, received the Nisei Voiccs Award from the National Japanese American Historical Society (NJAHS). This edited volune is a collection of first-person menoirs by Japanese Americans who wete interned duing World War II. His work also recently teceived, in conjunction with the awath, a Cettificate of Special Congtessional Recognition. This honct is given "in recognition of outstanding and invaluable selvice to the community" and signed by Congress Member Tom Lantos

## Joshua Gamsons, Professot of Sociology

He is the recipient of the Atnerican Indrary Associations 2006 Stonewall Book Awatd-Istael Fishman Nonfiction Awatd. Ptofessor Gamson won this nwatd for his book The Fabulous Sylvestet: The Legend, the Music, the 70 in Sinn Francisco.

## Vamsee Juiuti, Associate Professot of Media Studics

His documentaty film, Undexstanding India, which features a group of USI students who accompanied him to Indin linst summet was accepted for screening at the Riverside Interastional Film Fesival. 2006

Fr. Stephen Schloesser, S.J, LoSchiavo Chair in Catholic Social Thought at the Lane Ccntet He is the tecipient of the American Catholic Hisrory Association's 2006 John Gilmary Shea Prize for Best Work in Catholic History. Professor Schloesser won this awatd for his book JazZ Age Catholicista: Mystic Moderrusma in Postwat Pazis, 1919-1933.

## Mclinda Stone: Assistant Professot of Media Studies

She was chosen as one of three recipients of the bientiis James Phelan Film Award - it comes with a purse of $\$ 5.000$.

## Bruce Wydick, Professor of Economics

Hewon 1st prize in a wotldwide contest sponsored by [SADD-best anti-poventy program impact evaluation.

## Special Recognition

Fr. Thomas Lucas, S.j., Associate Professot of Visual Atts
Fit. I.ucas is helping to teplace stained-ghass windows at a Shanghai cathedral smashed during the Cultural Revolutions. His work has been featuted in the I. 1 Timger and Wert Magazing.

## Fulbright Scholars

Jack Lendvay, Associate Professor of Envitonmental Science
He will be traveling to Brazil to pursue has Fulbright fellowshit titled wacersheds and Water: Quality: Assessment and Mangenement:'

## Hotacio Camblong, Professor of Physics

Hotacio Camblong teceived a Fulbtight fellowship for a three-month intemational exchange at the University of La Plata in Argencina to advance his teseatch on black hole thermodyratmics

## Special Erexts

USF Screcning at Lucasfilms/ILM
On Scptember 26, 2006, MM hosted a scxeeting that highlights the tatents of our fitm studies fnculty: Pedro Lange-Churion Melinda Stonc, Sam Green, Kate Haug and Natalija Vekic.

## Significant Grants

The College is bringing in a gratrd total of $\$ 1,719,694$ fot FY06. This includes all new money in FY $2006(\$ 1 ; 211,205)$ and continuing money in FY 2006 ( $\$ 508,489$ ).

John Callaway, Associatc Professor of Envitomonental Science
He received funds from the State of Califotnia's Coustal Conservancy for his project. "South Bay Salt Pond Restoration."

## Alessandta Cassar, Assistant Professot of Economics

She teccived a very competivive REU (Reseatch Experience for Undetgraduates) grant frota the National Science Foundation.

## William Kanney. Associate Piofessor of Envitonmental Sciences and Claite Castro, Professor of Chemistry <br> Professors Kamey and Castro deceived a grant from the American Chemical Society and over $\$ 200,000$ from the National Science Forndation fot thecie work on ' Dynamic Processes in Annulenes.'

Jack Lendvay, Associate Professot of Envitontacntal Science
He received funds from the State of Califonnia's Coastal Consenvancy fot his project, "ARC
Ecology: Creating a Crissy Field Strple Park.:"

## Kimbetly Rictuman, Assistant Ptofessot of Sociology

She received $\$ 110,000$ fotn the NSTF ror her profect, "The Giving and Withtawal of New Rights: A Natutal Experiment in Legal Conscioustess."

David Woibet, Professot of Computer Science
He received $\$ 100,000$ from the Wallace Alexander Cerbode Foundntion fot bis "Ttansparedcy in Goveminent Pioject."

## Significant Gifts

\$5M from the Whayne and Gladys Vafley Toundation for the new science building.

## New Hitcs

We just hired an ourstanding and diverse new group of faculty to join us in the Fiall fucluding the first woman HVLR in Computer Science). Altncst all of them had muliple cosapeting offers and chose USF because of its distinct mission. One cf our newly hired tenuxe-track facilly members (winner of the SECA award for emerging aruists) tutned down an offer at UC Berkeley to come to USF becruse of out poission.

## Studcht Achievements

Overall, ourt stiudents have published numerous papers, many co-authcred with faculty. Many students have presented their original research at confetences. Our studeats ate getring into top graduate schools, and out students are accepted to medical schools (59\%) at a muich higher percentage than the national average. "otre examples ithclude:

In Jebtuaty 2007, out Etrasmus students (and Ptofessor David Batstone) were fentured in a Christuan Sutiztae Monitur article on modern slavery.

Ihe Esther Madiz Divetsity Scholats Program was selected as a Promising Practice in Student Affaits and Academic Affairs Collaboration" by the National Associaticn of Studentrt Personnel Administators (NASPA). The awatd will be presented at the sational conference in April 2007.

Etika Catsen, sophomone in Politics, was selected for this yeats Institute fot International Public Policy (IIPP) Fellowship, which carties a value of approximately $\$ 70,000$ fot sumatrer schools. study abroad, language training and postgraduate stady in Intemational Aflairs.

Elizabeth Gteenwood's (2006 Dean's Medal winner and History major) lengthy book teview essay will be published in the $A P A$ Nswiktar on Hispanic/Latino Isswes in Pbibropby, a pect-tewiewed and highly tegarded publishing veture in Fall 2006. As a consequence, Ms. Greenwood has been invited onto a panel at the 2007 Mecting of the Pacific Division of the American Philosophical Association. Elizabeth Greenmood was also the tecipient of a New York Teaching Fellowsbip, a highly compctitive position that wijl pay for a year of teaching for students of special needs in New Yoxk Cicy.

One of our MFA studenis, Abeet Hoque, was awarded a 2006-2007 Fulthright Scholatship to Thetia and Bangladesh to complete her book of stories.

Vanya Rainova, an MF'A gradnate studens, had her shote stoty, "Trampoline," pablished in Bsst Nem, Amencan Vouca; (Fresh Fiction from the Top Writing Proganas 2006).

Itavis Shatp (History major) was given Honorable Mention for his paper tead at the Northetn Califotria Phi Alpha Theta Conference. Trapis was also just receotly numed a winner of the 2006 Scoville Peace Fellowship, which will place him in Washington doing research on anos contol and nuclear weapons isswes duting next academic year. This is a very compeative awadd and position.

Two of out Chemistry graduate students, Agnes Kulczynska and Collen McShane, wrete accepted to every PhD. ptogratn that they applied to. Ms. Kulcrynska started at St. Andrews Cniversity in Scoiland working towards her PhD. in Chempistry on full scholarship, ard Ms. McShane begari at Purduc Uriversity with a $\$ 26,000$ per year stipend.

Sent Wednesday, May 2, 2007 1:35 pm
To Paul Zeitz <zeitzousfica.edu>
Cc cruse@usfla.edu finch@usfca.edu, kao@usfca.edu, peter@usfca.edu, wells@usfca.edu , bremelle@usfca.edu, smdevin@usfca. edu stillwelli@usfca.edu : needham@ustica, edu : youngomath ustca.edu
Bc
Subject Re: Spring 2008 schederle
Attachments 2008 Spring, preliminary and omits part-time.xis 28 K
Hi. Paul.
Thanks for the information.
It seems that you. John K., Steve D., and Steve Y'. all might have Spring 2008 as their heavy semester. We number twelve but three of us (Peter, Allan. and Pete) almost never teach more than one course for the Mathematics Department in any given semester. and John S. teaches only two courses a year. Discounting Renée and me, who always teach three courses: that leaves only six of us who generally teach two courses in mathematics each semester and teach three only a quarter of the time. The occasional sabbatical leave probably makes it still easier to avoid bottlenecks. Therefore, we could easily make sure that at most two of those six have their heavy semester in any given semester:

If it turns out to be difficult to find enough courses for four faculty with a heavy semester in Spring 2008. perhaps one of the four could wait until Fall 2008 for his heavy semester and then take on another one only three semesters after that, so that we can begin to spread things out. We really should spread the heavy semesters out, and we may not have thought enough about avoiding the kind of concentration that Spring 2008 now seems to pose.

Anyway. each of you (Paul), John, and the two Steves will want to double up in Spring 2008, rather than have three different preparations. If you keep Math 485 but drop Math 109, you could take a couple of sections of stats (101 or 102) or 106 or maybe the two sections of Math 100 if Steve moves into two sections of Math 101. And we may have a good number of sections of a new Math 103 to tejch if Business tells us what it wants. We have possibilities.

I haven't heard anything from Jim.
I have attached my latest scratch work spreadsheet. I emphasize that it's only scratch work. Don t get scared! Plus we're talking only first pass.

I was hoping to give Patricia our îrst pass on Monday or Tuesday.
--Bob

At 12:33 PM 2007-05-02. you wrote:
$>\mathrm{Hi}$ Bob.

```
>
>Since I have taught 2 courses both semesters this year and will teach 2
>next semester. I suspect that in Spring 2008 I will have to teach 3 courses...
>
>-pz
>--
>
>
>Faul Zeity
>
>Professor
>Mathematics Department
>University of San Francisco
>2130 Fulton St.
>SF.CA 94117-1080
>
>zeitz@usfca.edu
>
>
>htto://artsci.dsfca.edu/?zeitz
>
>office: Harney 222B; 415-422-6590
>
>fax: 415-422-5747
```

From USFconnect Message <ple玏onotreply@usica. edu>
Sent Friday, June 8; 2007 10:19 am
To undisclosed-iecjpients: ;
Cc
Bcc
Subject. Martha Peugh-Wade, new Asst. VP. Human Resources ,
USF Community
I am pleased to announce the appointment of Ms. Martha Peugh-Wade as Assistant Vice President of Human Resources, succeeding Terry Stoner. Martha has served the University since 1987, initially in the Budget Office and since 1990 in Human Resources. Martha began her employment in HR as Manager of Compensation. Benefits and Risk and was promoted to Associate Director in 2002 with responsibility for directing the salary and compensation. benefits, employment. retention and risk management functions.

I wish to thank the search committee, Chair Susan Murphy (Financial Aid), Michael Bloch (Arts \& Science), David Philpott (Labor Relations), Barbara Thomas (Counseling Center), and Janet Teymouttash (Purchasing) for their hard work in this national search.

USF is fortunate to have an employee with Marthas skill and experience in this complex arena and equally important, her dedication to USF.

Please join me in welcoming Martha to her new role.
Sincerely,
Charlie Cross
Vice President. Business \& Finance

# From Chris lóatzenbach＜ckatzersbach $⿴ 囗 ⿰ 丿 ㇄$ 

Sent Monday，July 17， 2006 6：33 pm

Cc
Bcc
Subject RE：Meeting schedule：USF
John，I am waiting for USF＇s counsel to send me a written summary of what USF＇s position is on the issues we raised．Then we will set a follow up meeting．

Christopher W．Katzenb．ach
－－－－－Origiral Message－－－－－
From：John S．Kao［mailto：kao＠usfica．edu］
Sent：Monday，July 17， 2006 2：22 PM
To：ckatzenbach＠kklaborlaw．com
Subject：Meeting schedule：USF

Dear Chris
I am writing to finalize our itinerary for conferring with USF Legal Counsel，Human Resources and Dean＇s Office of Arts and Sciences．We discussed the last week of Juiy as a frame of reference for our next meeting．

Can we schedule an afternoon either next week or the following（which extends to the beginning of August）？

Please lei me know how I should proceed．
Sincerely
John Kao
Mathematics Department
USF
From Chris Katzenbach <ckatzenbach@kklaborlaw com>
*
Sent Friday, August 4, 2006 11:59 am
To davisdi@ustca.edu

Bcc
Subject Further meetings

Ms. Davis: You were going to give me a writien statement of USF s position on Frofessof Kao's complaint before meeting agzin. Can you advise me of the status of this? We had hoped to meet before the end of July; Professor Kao and I would still like to meet as soon as practical after receiving USF's statement for a follow-Lp on our last meeting.

Christopher W. Katzenbach Katzenbach \& Khtikian 1714 Stockton Street, Suite 300
San Francisco. CA 94133-2930
Teleptione: (415) 834-1776
Facsimile: (415) 834-1842
VOTICE: The information in this message and contained in documents transmited with this electronic message is legally privileged and eonfidential infommation intended ooly for the use of the individual or entity to which this message was sent.

```
From Chris Katzonbach <ckatzenbachokkcounsel com>
Sent Friday, Augusi 11, 2006 3:36 pm
    To davisdjousíca adu
```



```
    Bec
Subject Future meetings and USF position on F'rofessor Káo's complaint
```

Ms. Bavis:
Again, can you acvise me of the stakus of this mater. As I noted in my August 4 email, you were going to give ine a writen statement of USF's position on Professor Kao's complaint before meeting again. I would like to keep this process going.

Chistopher W. Katzenbach
Katzenbach \& Khtikian
1714 Stockton Street, Suite 300
San Francisco, CA 94133 -2930
Telephone: (415) 834-1778
Facsimile: (415) 834-1842
NOTICE: The intionnation in this message and contained in documents tramsmitted with this electronic message is legatly privileged and confidential information intended only for the usc of the individual of entity to which this message was sent
From Chris Katzenbach <ckatzenbach ©kkcounsel conn>$\geqslant$
Sent Friday, August 11, $20063: 41 \mathrm{pm}$
To ") >"'Jobn S.Kanc" <Kao@u=fca.edu>
ccBcc
Subject
FYI, Dont know why she is out.
Christopher W. Katzenbach
-----Original Message-...--
From: davisdj@usfca edu [maiito:davisdi@usfta.sdu]
Sent: Friday, August 11. 2006 3:36 PM
To: ckatzenjach@kkcounsel com
Subject: Out of Office Autoreply
I am out of the office until August 23. 2006 and unable to check messages.
If you need immediate assistance. please cali the main office number at415-422-6822.
Thank you!
SDA 30

From Cheis Katzentach <ckatzenbachofkcounsel com>
Sent Sunday, Aurgust 13. 2006 8:10 pm

Cc
Bcc
Suipject FW: Future meetings and USF position on Protesso: Kao's complaint
FYE. I did not get the email she is referring to. Hopefully: USF will send a copy.

Chris
Christopher W. Katzenbach
-----Original Message----
From: Donna J Davis [mailto:Davisdi@usfca edu]
Sent: Sunday, August 13, 2006 6:30 AM
To: Chris Katzenbach
Subject: RE: Future meetings and USF position on Professor Kao s complaint
Mr. Katzenbach:
I am away from the office now on vacation - but will follow up. After we last spoke I sent a short email with the status summary we discussed - I am not sure why it did not go through and I apologize. I will try to coordinate with my office to see if it can be located and forwarded. I cannot retrieve my 'sent" file remotely. I agree the process needs to move forward and we should meet again soom. -donna

From: Chris Katzenbach [raiko:ckatzenbach@kkcounsel.com]
Sent: Fri 8/11/2006 3:36 PM
To: davisdj@usfca edu
Cc: 'John S. Kao'
Subject: Future meetings and USF position on Profescor Kao 5 complaint

Ms. Duvis:

Again, can you advise me of the status of this matier. As i noted in my August 4 email, you were going to give me a written statement of USF's position on Frofessor Kao's complaink before meeting again. I would fike to keep this process going.

Christopher W. Katzenbach
Katzenbach \& Khtikian

## 1714 Stockton Street. Suite 300

San Francisco. CA 94133-2930
Telephone: (415) 834-1778
Facsimile: (415) 834-1842
NOTICE: The intormation in this message and contained in documents transmitted with this electronic message is legally privileged and confidential information intended only for the use of the individual of entity to which this message was sent.

## From Chris Katzenbach＜ckatzenbach $\omega$ kkcounsel，com＞

Sent Ftiday，August 25； 2006 3：11 pm
To duvisdj＠usfca．edu
Cc．）＂＞＂John 5．Kao＂＜kao＠usfce．edu＞．
Bcc
Subject Further meeting

Ms．Davis：Frofessor Kao and I would like to continue the process as soon as possible．Now that classes have starłed．Tuesdays and Thursdays would appear tine best dates．Please contact me to get this set up so we can keep moving ahead on this matter．

Chaistopher W．Katzenbach
Katzenbach \＆Khtikjan
1714 Stockton Street，Suite 300
San Francisco，CA O4133－2930
Telephone：（415）834－1778
Facsimile：（415）834－1842
NOIICE：The information in this message and contained in documents transmitted with this electronic message is legally privileged and confidential information intended only for the use of the individual or entity to which this message was sent

From leff Buckwalter_埌kwalter(inusica.edu>
Seni T'uesday. August 29, 2006 12:38 pm

Ce
Bce
Subject Re: DDTP advising
Right now. Friday is good best times would be $10-3$ or so.
--JEff'
At 11:43 AM 8/29/2006. John S. Kao wrote:
$>$ Dear Jeff.
$>$
>How does Friday next week work for you (same times >as expressed in my last email)? This works best for $>m e$.
$>$
>I may also be able to meet Tuesday or Thursday, $>$ however, my mother is undergaing surgery soon and $>$ I am trying to schedule appointments with her
>physicians in the East Bay. If we need to meet
>on a day other than Friday, tet me know and I will
>reply by the end of this week. I should have a clear >schedule set by then.
$>$
$>$ Sincerely.
$>$
$>$ John Kao
$>$ Mathematics
$>$
$>-\ldots-$ Original Message .....
>From: Jeff Buckwalter [buckwalter@usfca.edu](mailto:buckwalter@usfca.edu)
$>$ Date: Monday, August 28,2006 4:15 pm
>Subject: Re: DDTP advising
$\gg \mathrm{Hi}$ John.
$\gg$
$\gg$ Fri I will be out at LLNL, so that unfortunately worn't work. I ve
$\gg$ been busy with advising too, and prbably still will be this week.
$\gg$ Next week?
$\gg$
$\gg$ You probably weren't informed about the DDTP Curr. Comm. because I
$\gg$ think David had no agenda jtems and it just stopped meeting, and
$\gg$ there was no official announcement about its demise. Officially, I
$\gg$ suppose its in limbo.
$\gg$
$\gg-$-3eff
$\gg$
\gg At 03:04 FM 8/28/2006. John S. Kıo wrote:
$\gg$
$\ggg$ Dear Jeff;
$\ggg$
$\ggg$ I an happy to meat with you, although, i am quite
$\ggg$ surprised by the information concerning the DDTP
$\ggg$ Curriculum Committee I had not been informed of
$\ggg$ the change.
$\ggg$
$\ggg \mathrm{I}$ can meet with you
$\ggg$
$\ggg \quad$ Friday, September 1. before noon or
$\ggg$ after 3:00 pro.
$\ggg$
$\ggg$ To be perfectly honest, i have matters perding, and $\ggg$ I am not sure of my schedule on Tuesday and Thursdyy.
$\ggg$ This Wednesday I am in class, or have office hours.
$\ggg$ most of the day.
$\ggg$
$\ggg$ Please inform me if this Fridgy works for you,
$\ggg$ otherwise, I might be able to arrange something
$\ggg$ this Thursday. I may know more of my scinedule by the
$\ggg$ time you reply.
$\ggg$
$\ggg$ Sincerely.
$\ggg$
$\ggg$ lohn Kao
$\ggg$ Associate Professor
$\ggg$ Mathematics
$\ggg$
$\ggg$
$\ggg----$ Original Message -.-..-
$\ggg$ From: Jeff Buckwalter [buckwalter@usfica.edu](mailto:buckwalter@usfica.edu)
$\ggg$ Date: Saturday, August 26, 2006 10:41 pm
$\ggg$ Subject: Re: DDTP advising
$\ggg>$ Hi John.
$\ggg>$
$\ggg>$ Thanks for offering to continue with advising!
$\ggg>$
$\ggg>$ Since the DDT'P Curriculum committee seems to be defunct. I think $\ggg>$ it would
$\ggg>$ make more sense for you and I to meet together to work out how we
$\ggg>$ would
$\ggg>$ coordinate. Would you be willing to propose a time?
$\ggg>$
$\ggg>-$-leff
$\ggg>$
$\ggg>$ At 07:30 PM 8/26/2006. John S. Kao wrote:
$\ggg>$
$\ggg \gg$ Dear Jeff.
$\ggg \gg$
$\ggg \gg$ As I mentioned to you, with the exception of last
$\ggg \gg$ year during my sabbatical, I have been advising
$\ggg \gg$ DDTP Math majors. I am pleased to do so again this
$\ggg \gg$ year.
$\ggg \gg$
$\ggg \gg$ This is what I propose. Let us have a DDTP
$\ggg \gg$ Curriculum commitiee meeting where we clarify what
$\ggg \gg$ exactly the DDTP requirements are. We can also
$\ggg \gg$ determine a specific advising procedure: it was
$\ggg \gg$-somewhat different under Stephanie Vandrick as
$\ggg \ggg$-compared to David Galles (for example, Stephanie $\ggg \gg$ had me double checking student templates lncluding
$\ggg \gg$ some of the Education requirements). Then, whatever
$\ggg \gg$ the specific role of the Math DDTP advisor. I $\exists \mathrm{m}$
$\ggg \gg$ happy to fulfill $\dot{j}$.
$\ggg \gg$
$\ggg \gg$ Sincerely.
$\ggg \gg$
$\ggg \gg$ John Kao
$\ggg \gg$ Associate Professor
$\ggg \gg$ Mathematies
$\ggg \gg$

$\gg \cdots$
$\ggg \gg$ From: Jeff Butkwalter' [buckwaleer@usfa.edu](mailto:buckwaleer@usfa.edu)
$\ggg \gg$ Date: Saturday, August $26 \cdot 2006$ 4:20 pm
$\ggg \gg$ Subject: DDTP advising
$\ggg \ggg$ Hi John,
$\ggg \ggg$
$\ggg \ggg$ Are you interested in my steering the DDT'F math students
$\gg$ to you
$\ggg \ggg$ for math
$\ggg \ggg$ advising? Id like to make sure that they see a 'real' math
$\ggg \ggg$ advisor, at
$\ggg \ggg$ least now and then. If not. could you suggest someone?
$\ggg \ggg$
$\ggg \ggg$ thanks.
$\ggg \ggg-$ - Jeff
$\ggg \ggg$
$\ggg \ggg$
$\ggg>$
$\ggg>-$
$\gg$
$\gg$
$\gg$

From Chris Katuenbsch <ckatizenachokicounsel.com>

## *

Sent Thursday, Augus 31. $200611: 43 \mathrm{am}$

Cc
Bcc
Subject FN: Meeting Scheduled
I assume this works for you also.
Christopher W. Katzenbach
-----Original Message~....
From: Paola Deluna Caoile [majlo:delunp@usfcaedu]
Sent: Thursday, August 31. 2006 11:30 AM
To: Chris Katzenbach
Subject: Meeting Scheduled
Good morning.
Your meeting is set for Tuesday. September 12, noon-2 p.m. (location TBA),

## Paola

```
>Afternoon would be best for me.
>
>Christopher W. Katzenb.ach
>
>-----Original Message-----
>From: Paola Deluna Caoile [mailto:delunap@usfca edu]
>Sent:Wednesday, August 30, 2006 3:3.4 PM
>To: Chris Katzenbach
>Subject: RE: Meeting to Schedule
>
>No preference on time:
>
>>Professor Kao and I would be available any Tuesday or Thursday in the next
>>two week5.
>>
>>Christopher W. Katzenbach
>>
>>-----Original Message-----
>>From: Paola Deluna Caonle [mailto:delunap@usica edu]
>>Sent: Friday, August 25. 2006 4:27 PM
>>To:ckatzenbach@kkcounsel.com
>>Subject: Meeting to Schedule
>>
>>Good afternoon.
>>
>>Donna Davis asked me to coordinate your next meeting. I understand
>>Tuesdays and Thursdays work best for you and Professor Kao. Please
>>forward some dates and times both of you are available in the next
>>two weeks. Thank you.
>>

\section*{Paola De Luma-Caoile \\ Office of the General Counsel \\ University of San Francisco}

This email and any files transmitted with it are confidential and are intended solely for the use of the individual or entity to whom they are addressed. This communication may contain material protected by j privilege, including but not limited to the ationney-client privilege or the work product doctrine. If you are not the intended recipient, be advised that you have recejved this email in error and that any use, dissemination, forwarding, printing copying or relaying the contents of this emat is strictly prohibited, If you have received this email in error: please immediately notify the Office of the General Counsel at the University of San Francisco at (415) 422-6822. You will be reimbursed for reasonable costs incurred in nobifying us.

From Martia Peugh-Wpre <peugh@usfca, edu?
Sent Wednesday, September 13. 2006 5:07 pm
To 'Johns. K20" <kao@ustca, edu?:
Cc sweeney@usta. edu
Bcc
Subject Re: Family Medical Leave
\(>\) HI John.
Thank you for your email. Terry had told me to expect your call. Diane Sweeney or Sharon Hom, in our Benefits Area, will get in touch with you about the specific information needed.

Take care and good luck with your mother':
Martha
```

>Dear Ms. Peugh-Wade.

```
\(>\)
\(>\mathrm{I}\) am writing to inform the Department of Human Resources >of my plan to take Family Medical Leave for my
 >yesterday in a meeting including Vice President Terry Stoner: \(>\) Dean Jennifer Turpin, myself and my attorney (Christopher \(>\) Katzenbach). Dean Turpin agreed that after the meeting she \(>\) would make preliminary arrangements with Arts and Sciences \(>\) in reference to this leave. I was instructed to email you >to make arrangements that I might complete appropriate \(>\) documentation with Human Resources.
\(>\)
\(>\) Please let me know what steps I need to take.
\(>\)
\(>\) For yout records, my anticipated date of return is
\(>\)
\(>\quad\) Friday. September 29.
\(>\)
\(>I\) will inform the University as soon as possible if >an extension is necessary. My mothers hospitalization is
\(>\)
\(>\) September 19-September 23;
\(>\)
\(>\) longer, depending on the results. Her attending
>physicians are
\(>\)
\(>\) Dr. Jeffrey Stern. Gynecological Oncologist
\(>\) Women's Cancer' Center. Berkeley
>and
\(>\) Dr.. Goldie Gross. Gynecologist
\(>\) Alta Bates Summit Hospital, Oakland
\(>\)
\(>\) My Leave includes time to transition my mother to nursing \(>\) care.
\(>\)
\(>\) Thank you. I greatly appreciate your understanding in
\(>\) this regard.
```

>
>Sincerely.
>
>John Kap
>Associate Professor
>Mathematics

```

From Diane Sweeney <siveenevolasfag du>
Sent Monday. September 18, 20068:00 am
To 'John?S. Kao' < kao@usfta.edu>
Cc
Bcc
Subject Re: Fwd: Family Medical Leave-
Thanks and I have just sent the employers notice to Sedgwick. I wish your mom well with her upcoming surgery.

Please have the other forms that I sent you completed and sent into Sedgwick Let me know if you heve any questions.

Take care,
diane
\(>\) Dear Diane.
\(>\)
\(>\) The estimated date of my return was set for
\(>\)
\(>\quad\) September 29.
\(>\)
>My mother's surgery is scineduled for this coming
>week. Her' hospitalization and required postoperative care
\(>\) is contingent upon the results of the first operation.
\(>\) I will let you know as soon as possible, if I need
\(>\) to extend Family Medical Leave beyond the above date.
\(>\)
\(>\) Thank you so much for your understanding in this
\(>m\) matter.
\(>\)
\(>\) Sincerely,
\(>\)
\(>\) John Kao
\(>\) Mathematics Deparkment
\(>\)
>----- Original Message -----
>From: Diane Sweeney <sweeney@usfia.edu>
>Date: Thursday, September 14: 2006 1:28 pm
\(>\) Subject: Re: Fwd: Family Medical Leave-
\(\gg\) You are very welcome and are you set with dates?
>>
>> diane
>>
\(\ggg\) Dear Diane.
\(\ggg\)
\(\ggg\) Thank you so much for the information. As you instruct.
\(\ggg\) I am wrizing to confirm my application for this benefit.
\(\ggg\)
\(\ggg I\) greatly appreciate your attention in this matter.
\(\ggg\)
\(\ggg\) Sincerely.
\(\ggg\)
```

>> > Jо琣 Kao
>> >Mathematics Depariment
>>
>> >--n.. Original Message -----
>> >From: Diane Sweeney [sweeney@usfca.edu](mailto:sweeney@usfca.edu)
>> >Date: Thursday; September 14, 2006 9:28 arn
>> >Subject: Fwd: Family Medical Leave-
>> >> John.
>> >>
>> >> Your message nas been forwarded to me for response. For the care
>> >> of
>> >> your mom you can take Family Medical Leave Act (up to 12
>> weeks)
>> >> YOU
>> >> can be paid using the Paid Family Leave beneft- PFL (up to 6
>> >> weeks).
>>>> Paid Family Leave will pay you 55% of your weekly earnings up
>> to a
>> >> maximum of \$840/week after' a waiting period of seven c:3lendar'
>> d\existsys.>>
>> >> In your case, if you took PFL beginning September 19, your waiting
>> >> period would be from 9/19-9/25. Since you are caring for a
>> >> family
>> >> member you are allowed to use up to 6 days of sick time which can
>> >> be
>> >> applied to the waiting period. During that period your would
>> >> receive
>>> 100% pay from USF. Beginning 9/26 through your anticipated return
>> >> of
>>>> 9/29 PFL, would pay you 55% of your salary up to the maximum of
>> >> \$840/wk. USF would not pay you.
>> >>
>> >> Attached are the PFL claim forms that need to be completed to file
>> >> a
>> >> claim and a copy of the Universitys Family Medical Leave Policy.
>> >> Please confirm with me if you will be applying for this
>> benefit so
>> >> that I can notiy Sedgwick CMS; our adminjtrator for FFL and our
>>> payroll department. Also please contact me or Sharon Horn with any
>> >> questions regarding these benefits.
>> >>
>> >> Thank you,
>> >>
>> >> diane
>> >>
>> >>
>> >> =
>> >> >>Date: Wed, 13 Sep 2006 12:33:2E -0700
>> >> >>From: "Yohn S. Kao'[Kao@usfca.edu](mailto:Kao@usfca.edu)
>> >> >>Subject: Family Medital Leave
>> >> >>T0; peugheusfca.edu
>>>> >>X-Accept-Language: en
>> >> >>Priority: normal
>> >> >>Original-recipient: ffc822;peugh@usfca.edu
>> >> >>

```
```

>>>>>
>>>>>> Dear Ms. Peugh-Wade.
>>>>>>
>>>>>>I am writing io inform the Department of Human Resources
>>>> >>of my plan to take Family Medical Leave for my
>> >> >>motner's upcoming surgery. This arrangement was made
>> >> >>yesterday in a meeting including Vice President Terry Stoner.
>>>>>>Dean Jennifer Turpin, myself and my attorney (Christopher
>>>>>>Katzenbach). Dean Turpin agreed that after the meeting she
>>>>>>would make preliminary arrangements with Arts and Sciences
>>>>>>in reference to this leave. I was instructed to email you
>>>>>>to make arrangements that I might complete appropriate
>>>>>>documentation with Human Resources.
>>>>>
>>>> >>Please let me know what steps I need to take.
>> >> >>
>>>>>>>For your'record's. my anticipated date of return is
>>>>>>
>>>>>> Frid.ay. September 29.
>>>>>
>>>>>>I wijl inform the University as soon as possible if
>> >>- >>an extension is necessary. My mother's hospitalization is
> >>>>>
>>>>>> September 19 - September 23;
>>>>>>
>>>>>longet, depending on the results. Her attending
>>>> >>physicians are
>>>> >>
>>>>>> Dr.Jeffrey Stern, Gynecological Oncologist
>>>>>> Women's Cancer' Center. Berkeley
>> >> >>and
>>>>> Dr.Goidie Gros5,Gynecologist
>>>>>> Alta Bates Summit Hospital, Oakland
>>>>>
>>>>>>My Leave includes time to transition my mother to nursing
>>>>>care.
>>>>>>
>> >> >> Thank you. I greatly gppreciate your understanding in
>> >>>>>this regard.
>>>>>>
>>>>>>Sincerely.
>> >> >>
>>>>>Johп Kaо
>>>> >>Associate Professor
>>>>>>Mathematits
>> >>
>>>
>>> --
>>>}\mathrm{ Diane M. Sweeney
>>>> University oï San Francisco
>>>> Manager, Berafits. Compensation \& Risk
>>>> Human Resources Department
>> >> email: sweeney@usfoa,edu
>>> voice: (415) 422-2440
>> >> fax: (415) 386-1074

```
```

>>
>>
>> --
>> Diane M. Sweeney
> Unversity of San Francisco
> Manager, Benefits. Compensation \& Risk
> Human Resources Department
>> email: sweeney@usfica.edu
> voice: (415) 422-2440
>> fex: (415) 386-1074
>>
Diane M. Sweeney University of San Francisco Manager, Benefits Compensation \& Risk Human Resources Department email: sweeney@usfa.
voice: (415) 422-24.40
fax: (415) 386-1074

```

From John S KJo 《koo@usfce edu \(>\)
Sent Tuesday, October 24; 20066:16 pm
To Jennifer Turpin <turpiniousfca, edu>
Cc
Bce
Subject Re: homework/grading records

Dear Jennifer.
Thank you for your message. I am feeling fine now. As expressed to you over the telephore. I had a severe reaction to medication which took some time to recover from,

I would very much like to be involved in the department in some capacity this semester. I most willing to heip the new instructors in delivery of Math 104 and Math 101. I will need to come to campus to transmit spreadsheet grades. Some assignments were not properly graded by the student readers. I am prepared to do this work myself.

I am also willing to grade quizze:s/exams as necessary

I am not sure how this fits in our conversations this semester, but my physician is not willing to certify Sick Leave beyond this current week. She recommends that I return to work as soon as possible.

Sincerely:
John Kao
Associate Professor
Mathematics
----- Oriģinal Message -----
From: Jennifer Turpin <turpinj@usfca, edu>
Date: Monday, October 23, 2006 4:44 pm
Subject: homework/grading records
\(>\) Dear John.
\(>\)
\(>\) I hope that you are feeling better; please do lat me know if there \(>\) is
\(>\) anything more that I can do to be of support.
\(>\)
\(>\) In writing to ask you for any records you have from the classes
\(>\) you
```

= began teaching this semester, or perhaps for the actual graded
> homework. The part-time faculty members need these to determine
> students' grades to date and they also have to respond to some
> requests for mid-semester progress reports. particularly for
> student
> athletes.
>
> I'd appreciate it if you would let me know whether you might have
> kept a spreadsheet of grades and whether you can send that to me:
>or
> directly to Oliviz Mah (for 101.) and Dayna Soares (for Math 10.4).
> Or, if you let me know where the assignments are kept in your
> office,
> I can deliver them to Oliviz and D⿰y%a so tomt they can
> appropriately
> calculate students grades so for.
>
> Please let me know what work: best far you and I Il be glad co help
>
> Thank you and best wishes,
>
> Jenny
>--
>
> Jennifer Turpin; Dean and Frofessor
>College of Arts and Sciences
> University of San Francisco
>2130 Fulton Street
> San Francisco, CA 94117-1080
> phone: 41亏-422-6496; fax: 415-422-5700; e-mail: turpinj@usfca.edu
> http://`rtsci,usfca, edu

```
\(>\)

From jennifer Turbin sturpini@usica.edu>
Sent Tuesday, October 24, 2006 7:52 pm
To 'John S. KaO <kao@usfca.edu>
Cc
Bcc
Subject Re: homework/grading records
John,
I'm glad to hear that you are feeling good.
i will think about what we can do to involve you in the department this semester and perhaps you can also talk with Peter Pacheco about it. At this point, however, I think we have to give the faculty who have taken over your courses the autonomy to deliver them on their own. We did explain to students that you would be out, that the new faculty would take over for the rest of the term, and that they (students) would not experience any further disruption --- some of them have by now had 4 instructors during the first half of the term. So I would not change course with the students at this point. There may be other ways that we can draw upon you this semester so I will think on that, and you can certalnly carry on with your research and service activities.

I would appreciate it if you would provide the two faculty members the homework and grades for the three classes to date as soon as possible so that they can issue mid-semester progress reports. This is especially important for the student athletes. Please let the know if you think it's possible to do that in the next few days. Also, if you would please communicate to the adjunct faculty that you will help in this way asap, that would be great.

Thanks and best wishers.
Jenny
```

>Dear Jennif̃er.
>
>Thank you for your message. I am feeling fine now.
>As expressed to you over the telephone. I had
>a severe reaction to medication which took some
>time to recover from.
>
>I would very much like to be involved in the
>depariment in some capacity this semester.
> most willing to help the new instructors in
>delivery of Math 104 and Math 101. I will
>need to come to campus to transmit spreadsheet
>grades. Some assignments were not properly
>graded by the student readers.. I am prepared
>to do this work myself.
>

```
\(>\mathrm{I}\) am also willing to grade quizzes/exams as \(>\) necessary.
\(>\)
\(>\mathrm{I}\) am not sure how this fits in our conversations
\(>\) this semester, but my physician is not
>willing to certify Sick Leave beyond this current
>week. She recommends that I return to work as
\(>\) soon as possible.
\(>\)
\(>\) Sincerely
\(>\)
\(>\) John Kao
\(>\) Associate Professor
\(>\) Mathematics
\(>\)
\(>\)
\(>\)
\(>\)
>----- Original Message -----
>From: Jennifer Turpin <turpinj@usica.edu>
>Date: Monday, October 23. 2006 4:44 pm
>Subject: homework/grading records
>> Dear John.
\(\gg\)
>> I hope that you are feeling better; please do let me know if there
\(\gg\) is
\(\gg\) anything more that I can do to be of support.
>>
>> I'm writing to ask you for any records you have from the classes
\(\gg\) you
>> began teaching this semester, or perfiaps for the actual graded
\(\gg\) homework. The part-time faculty members need these to determine
>> students' grades to date and they also have to respond to some
\(\gg\) requests for mid-semester progress reports. particularly for
\(\gg\) student
\(\gg\) athletes.
\(\gg\)
\(\gg\) I'd appreciate it if you would let me know whether you might have
\(\gg\) kept a spreadsheet of grades and whether you can send that to me.
\(\gg\) or
\(\gg\) directly to Olivia Mah (for 101) and Dayna Soares (for Math 104).
\(\gg\) Or, if you let me know where the assignments are kept in your
\(\gg\) office.
>> I can deliver them to Olivia and Dayna so that they can
>> appropriately
\(\gg\) calculate students' grades so far'.
>>
>> Please let me know what works best for you and I ll be glad to help.
>>
>> Thank you and best wishers.
\(\gg\)
>> Jenny
>> -
>>
3 Jennifer Turpin, Dean and Professor
>> College of Arts and Sciences
>> University of San Francisto
\(\gg-2130\) Fulton Street
>> Saл Francisco, CA 94117-1080
>> phone: 415-422-6496; fax: 415-422-5700; e-mail: turpinj@usfoa edu
>> httpi//artsci.usfca.edu
\(\gg\)
--Jennifer E. Turpin, Dean and Professor
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080
(415) 422-6496
turpinj@usfca.edu
http://artsci.usfoca.edu

From John S. Kon' <koolusfa.eduy
Sent Wednesday, October 25, 2006 1:29 pm
To Jemnifer Turpin <turpini@usfca, edu>
Cc
Bcc
Subject Re: homework/grading records

Dear Jennifer.
Thank you very much for your reply. I will be on campus tomorrow to sort through the papers from Math 104 and Math 101.

I should be able to complete the necessary grading by the weekend. I understand your concerns as to interruption of teaching for these courses.
I do not wish to inconvenience the new instructors.

\section*{Sincerely}

John Kao
Associate Professor
Mathematics
-...-- Original Message .......
From: Jemnifer Turpin <turpinj@usfaca.edu>
Date: Tuesday, October 24, 2006 7:52 pm
Subject: Re: homework/grading records
\(>\) John:
\(>\)
\(>\) I m glad to hear that you are feeling good.
\(>\)
\(>\) I will think about what we can do to involve you in the department
\(>\) this semester and perhaps you can also talk with Peter' Pacheco
\(>\) about
\(>\mathrm{it}\). At this point. however: I think we have to give the faculty
\(>\) who
\(>\) have taken over your courses the autonomy to deliver them on their
\(>\) own. We did explain to students that you would be out, that the
\(>\) new
\(>\) faculty would take over for the rest of the term, and that they
\(>\) (students) would not experience any further disruption -- some of
\(>\) them have by now had 4 instructors during the first half of the
\(>\) term.
\(>S O I\) would not change course with the sivdents at this point.
\(>\) There
\(>\) may be other ways that we can draw upon you this semester 50 I
\(>\) will
\(>\) think on that, and you can certainly carry on wizh your research
\(>\) and
\(>\) service activities.
\(>\)
>- I would appreciate it if you would provide the two faculty members
\(>\) the homework and grades for the three classes to date as soon as \(>\) possible so that they can issue mid-semester progress reports.
\(>\) This
\(>\) is especially important for the student aithletes. Flease let me
\(>\) know
\(>\) if you think it's possible to do that in the next few days. Also:
\(>{ }^{\mathrm{jF}}\)
\(>\) you would please communicate to the adjunct. faculty that you will
\(>\) help in this way asap. that would be great.
\(>\)
\(>\) Thanks and best wishes.
\(>\)
\(>\) Jenny.
\(>\)
\(>\)
\(>\)
\(\gg\) Dear Jennifer:
\(\gg\)
\(\gg\) Thank you for your message. I am feeling fine now.
\(\gg\) As expressed to you over the telephone. I had
\(\gg\) a severe reaction to medication which took some
\(\gg\) time to recover from.
\(\gg\)
\(\gg\) I would very much like to be involved in the
\(\gg\) department in some capacity this semester.
\(\gg\) I most willing to help the new instructors in
\(\gg\) delivery of Math 104 and Math 101. I will
\(\gg\) need to come to campus to transmit spreadsheet
\(\gg\) grades. Some assignments were not properly
\(\gg\) graded by the student readers. I am prepared
\(\gg\) to do this work myself.
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\(\gg\) I am also willing to grade quizzes/exams as
\(\gg\) necessary.
\(\gg\)
\(\gg\) I am not sure how this fits in our conversations
\(\gg\) this semester, but my physician is not
\(\gg\) willing to certify Sick Leave beyond this current
\(\gg\) week. She recommends that I return to work as
\(\gg 500 n\) as possible.
\(\gg\)
\(\gg\) Sincerely
\(\gg\)
\(\gg\) John Kao
\ggAssociate Professor:
\(\gg\) Mathematics
\(\gg\)
\(\gg\)
\(\gg\)
\(\gg\)
\(\gg----\) Oitiginal Message -----
\(\gg\) From: Jentifer Turpin <turpinj@usíca edu>
\(\gg\) Date: Monday, October 23, 2006 4:44 pm
\(\gg\) Subject: homework/grading records
\(\ggg\) Dear John.
```

>>>
>>> I hope that you are feeling better; please do let me know if there
>> is
>>> anything more that I can do to be of support
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>> Im writing to ask you lor any records your have from the classers
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>>> students' grades to date and they also have to respond to some
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>>> I'd appreciale it if you would let me know whether' you might have
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>>> or
>>> directly to Olivia Mah (for 101) and Dayna Soares (for Math 107).
>>>Or. if you let me know where the assignments are kept in your
>> office:
>>> I can deliver them to Olivja and Dayna so that they can
>>> appropriately
>> calculate students grades so far.
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>>> Please let me know what works best for you and I ll be glad to
> help.>>-
>>> Thank you and best wishes.
>>>
>>> Jenny
>>> --
>>>
>>> Jennifer Turpin, Dean and Prof'essor
>>> College of Arts and Sciences
>>> University of San Francisco
>>> 2130 Fulton Street
>>> San Francisco, CA \$4117-1080
>>> phoпe: 415-422-6496; fax: 415-422-5700; e-mait: turpinj@usfca.edu
>>> http://atsci.usfca.edu
>>
>
>
> --
> Jemnifer"E., Turpin, Dean בand Frofessor
> College of Arts prd Sciences
\University of San Francisco
>2130 Fulton Street
> San Francisco, CA 94117-1080
> (415) 422-6496
> turpinj@usfca.edu
>
> http://artscem.usfca edu
>

```



\section*{FILING A PAID FAMILY LEAVE (PFL) CLAIM}

To tile for Fraid Family Leave beneatits under the UNIVERSITY OF SAN FRANCISCO Voluntary Plan you musi provide the following information:

\section*{If the chaim is for Care of a Family Member follow these steps:}

Step One Request \(L\) eave from you supervisor.
Step Two Complete Parts \(1,2,3\) and 5 on the attached forms. This includes the:
\(>\) 1. Employee Statement completed by the employee. (Attach any required documentation)
\(>\) 2. Health Care Provider's Statement completed by the Care Recipient's Health Care Provider.
\(>\) (If outside California, attach valid license documentation)
\(>\) 3. Care Recipient Statement completed by the Care Recipient
\(>\) 5. Medical Authorization completed by the Gare Recipient. Your Care Recipient must fully complete the Aufhorization Form for each source oin medical treatment Please fill-in the name of the Health Care Provider(s) or hospital providing medical treatment for the Care Recipient If you need more than one Authorization form because fore Care Recipient has more than one treating source, please photocopy or print additional copies of the form and complete an Authorization for each medical source.

Step Three Have your Care Recipients Health Care Provider mail the completed packet including the Employee, Health Care Provider and Care Recipient Statements and the Authorization form(s) to Sedgwick CMS. The address is pinted below.

\section*{If the claim is for Bonding with a New Child follow these steps:}

Step Ont Request Leave from your Supervisor
Step Two Complete Parts 1 and 4 on the attached forms. This includes the.
> 1. Employee Statement completed by the employee
\(>4\). Bonding Certification completed by the employee. (Attach any required documentation)
Stop Three Maid the completed packet including the Employee statement and Bonding Certification and any rexured documentation asked ior on the Certification to Sedgwick CMS at the address printed below

\section*{For all initial claims follow this next step:}

Step Four Gomplete the enclosed IRS Form W4 and enclose it with the PFL paperwork. The State has informed us that PFL benefits are taxable. If you do not complete the W4, taxes will be withfeld at the rate appropriate for Single/ No Exemptions.

Important Note: Incomplete forms, lack of required documentetion, or missing signatures will cause a delay in processing your clain and the form will be returned to you to provide the missing information. [f a section of the form does not apply, write NONE" so that we know you did not overlook the question This FFL Packet must be completed and mailed to Sedgwick CMS as soon as possinile but in no case tater than 45 days trom the date your leave begins. You are responsible for making sure that ald the necessary information is provided, Processing of your Paid Family Leave dejm will begin when all completed forms are received by Sedgwick CMS. If you have any questions please contact your imployers Representative or Sedgwick CMS.

\section*{Claims Administered by:}

Sedgwick CMS
3280 East Foothill Bivd., Suite 250, Pasadiena. CA 91107


PART ONE - EMPLOYEE / CLAIRANT'S STATEMAENT


DECLARAMON AND SIGNATURE: By my signatare of this claim statement I (1) claim paid family leave beneñts and cerbity that throughout the period tovered by this claim : was providing care tor or bonding with the care recipierit named above; (2) axthorize EDD or Sedgwick CMS to release my personal information as shown on this claim to the care recipient and to the care recipient's treating physician as they are respectively listed in part 2 and 3 of this claim; (3) authorize my employer(s) to disciose to Sedgwick CMS all facts concerning my employment that are within their knowledge. E understand that wilfuly making a false statement or concealing a material fact in ordet to obtain palment of benefits is a violation of California law punishable by inprisonment or fine or both. I declare under penalty of parjury that the foregring statement including any accompanying statements is to the best of my fowledge and belief, true, correct and complets. agree that photocopies of this authorization shall fe as valid as the original and I understand that authorizations combined in this clailn statement are granted for a period of fifteen years from the date of rity signature or the effective date of this chaim, whichever is later.



X
PART TWO - HEALTH CARE PROVIBER'S STATERTENT I Please complete ali the questions. (NOT FOR BONDING)

IS r ATIEMT ST:U. UNDER YOUR CARE FOR THIS CONEIICN? . E YES
DRTジ

DO YCUR RECOROS REFLFGT TIAT TELE PAFIENT HAS SEEN ANO CYHER COCTORS FOR THIS CR A RELATED CONDITION?
G YES FLEASC. GRE: NUAES ANE PBJREMSE'S
\begin{tabular}{|c|c|}
\hline NRANE & NMME \\
\hline ADDESSS & MDDRE:S \\
\hline FHONT & PHCNE \\
\hline
\end{tabular}
(B) SUR_LECTNE SYRI? TCNAS:
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(A; FIRST OA'IE CARE NEEDED?
(C) EXIECTED TATS OF RECOUCR'7

(C) DATE YOU ESTJATE PATIENT VILL NO LONGER GEOUIRE CMEE EY TAE CARE UROVIDER?


\(\square\) fafDical case
II PSYCHOLOGCAL, GOKEORT
- ARRAKGE FCRTIIRD FARTt' SARE

 HOURS CCMMENTS \(\qquad\)
I HEREBY CERTLFY THAT BASED ON MYY EXAMINATION THESE STATEMENTS TRULY DESCRIBE THE PATIENT'S CONDITION, NEED FOR GARE AND THE ESTHMATED DURATON THEREOF AND THAT I AMU LICENSED TO PRACTEGE IN THE STATE OR GOUNTRY OF LGENSE IF OUTSIDE OF CALIF'ORNIA, PLEASE ATTACHVALID LICENSE DOCUMENTATON.



PART FOUR EONDING CERTIFICATION (TO EE COMFLETED EY PERSON CLAIMFNG PFL EENEFITS TO EOND WITHA CNILD)


Declaration and Signature. By my signature on this bonding cerification, a authorize the medicat provider, adoption agency, adoption perties or fostor care placement xgency to disclose to the EDD and Sedgwick chMS ald factic concerning the birthr adoption, or foster care placement of thre above-named child. I understand that willfuly making a false statement of concealing a material fact in order to obtain payment of benefits is a violation of California law punishable by imprisonment or fine or both. I declare under penalty of periury that the foregoing statement, incJuding any accompanizing statements or documents is to the best of my knowledge and belief true, correct and complets. I agree that photocopies of this authorization shald be as valid as the original and I understand that authorizations contained in this claim staternent are granted for a period of fifteen years from the day of my signature or the effective date of the claim, whichever is rater.

ICARAFY THTTHE DAJES AND STATEMENTS MADE :

X


SDA 57



I authorize the use or disclosure of my individually identifiable health information, as described below, for purposes of administcring a claim or request for leave from work of a care provider on my behalf. I understand that the information I authorize to be used or disclosed possibly tay be redisclosed in accordance with the terms of this Authorization by the recipient and may no longer be protected by federal privacy regulations.

I specifically authorize physicians, muses and hospitals to communicate information by any reasonable means, including written or telephonic communications or by direct interview, whether or not \(I\) am present during or notified of such communications, and \(I\) hereby authorize Sedgwick CMS to initiate and conduct such cotumunications whether or not I am present or have received notice.
1. What Information is covered by this Authorization. This authotization applies to all medical, psychological, and/or psychiatric information, records and reports, including information regarding pre-existing conditions (a) that are in existence while this authorization is valid (see Item 3) and (b) that are related to my medical condition for which a care provider has requested a leave of absence under Paid Family Leave (PFL).

Information to be disclosed may include, but is not limited to, medical history, chart notes, prescriptions, diagnostic test results. \(x\)-ray reports, and records received from other health providers. If directly related to my claimed condition, I am authotizing the release of the following information (Please check "yes" to release the information or "no" to not release it and initial your choice. NOTE: checking "yes" or "no" does NOI mean that you have any of the following conditions or that any of the following types exists):

HIV test results, laV of ADS information. YES


Initial here \(\qquad\)
Psychiatric information.
Information related to drug or alcohol abuse.

YES


Initial here \(\qquad\)
YES \(\square\) NO \(\square\) Initial here \(\qquad\)

\section*{2. Who is covered by this Authorization.}
A. Any person or facility that attends, treats or examines me, including but not limited to (specific name, if needed) is to make this information available to Sedgwick Claims Management Services, Jnc ("Sedgwick CMS") or its representative; and
B. When televant to a claim ot leave of absence, Sedgwick CMS may re-disclose (without further authorization) this information to any of the following: (a) Any person or facility that attends, treats or examines me; (b) Any person or facility that impacts determination of my claim ot that coordinates my benefits, including without limitation the employer to the cxtent permitted by state of federal law; (c) any petson acting as my cate provider under PFL. Sedgwick CMS may use information obtained pursuant to this authorization in anty other claim matter they handle related to me
3. How Long this Authorization is Valid This authotization is valid during the dutation of a claim(s) and any future related claims, unless a different period is required under state law--release in connection with a claim for benefits for health insurance may not remain valid longer than the term of coverage of the policy; or for the duration of the claim for all other insurance claims.
4. Revocation of this Authorization. Unless otherwise provided by state law, I understand that I may revoke this authorization at any time by notifying, in writing, Sedgwick CMS at 3280 E. Foothill Blvd., Ste. 250, Pasadena CA 91107 . I also understand that the revocation will not have any effect on any actions taken before they received the revocation.
5. Refusal To Sign. This Authotization is necessary for the processing of a claim, tequest for reasonable accommodation or leave of absence. Failue to sign this Authorization may impair or impede the processing of the clainn, request for reasonable accommodation or leave of absence. I understand my treatment provider will not condition treatment, payment, enrollment or eligibility on the refusal to sign this authorization.

I understand that I have the right to request and receive a copy of this authorization. I understand that \(I\) have the right to inspect the disclosed information at any time. A photocopy of this authorization shall be valid and is to be accepted with the same effect as the original.

Signature of Patient or Patient's Representative

\section*{Printed Name of Patient or Patient's}

Representative
Representative's Relationship to Patient, if applicable

\section*{Date Signed}

Copy Received \(\qquad\) (Initial)

Patient's Address

\section*{Patient's Social Security Number}

Fixst Day Absent
Name of Care Provider
Name of Care Providet's Employer
04/12/04

\section*{FAVIL Y CARE AND MEDDCAJ TEAVEPOLJCY}

It is the policy of the University of San Fitancisco to provide family care and medical leave to eligible ernployees in accordance with the requirements of the California Medical Family Rights Act of 1993 (CFRA) and the federal Fannily and Medical Leave Act of 1993 (FMLA) in effect at the time leave is granted. Eligible employees requesting leave pursuant to University policy or a collective batgaining asersement which qualifies as family care aid medical leave ate entitled to 12 work-weeks of unpaid leave within a 12 -month period.
1. Eligible Employees. To be eligible for family care and medical leave bencfits, an employee mast: (a) have worked for a total of at lcast twelve months; and (b) have worked at. least 1,250 hours during the previous 12 months.
2. Reasons for Taking Leave. Eligible employees may request fanily and medical leave for one or more of the following teasots:
(a) the bittif of the employees child or the placcment of a child with the employee through adoption or foster case, or to care for such child during the first year of life;
(b) care of the employce's parenit, spouse, or child who has a serious health condition; or
(c) the employee s own scrious health condition which causes the exployee to be unable to petform his or her job duties.
3. Definitions. For purposes of this policy, the following definitions apply:
(a) Child means the employee biological, adopted or foster son or daughter, the employee's stepson or stepdaughtet, a legal ward of the employee, or a child for whom the employee stands in loco parentis.
(b) Parent means the biological, foster or adoptive parent of the employee, a stepparent, or a legal guardian or other person wino stood in loco parentis to the employee when the employee was a child. Patent does not jnclude parents-in-law.
(c) Serious health condition means an illness, injury, impaitment, or physical or mental condition that involves: (i) any period of incapacity or teatment in connection with of consequent to inpatieut care in a hospital, hospice ot residenṭal medical care facility; or (ii) atry period of incapacity requiting absence fiom work, school, or othet regular daily acuivities of more than three calendar days that also involves continuing treatment by a health care provider; or (iii) continuigg treatonent by a health-cate provider for a chronic or fong term Fiealith condition that is tacurable, or so serious that, if not treated would likely result in a period of incapacity of more than three calexdar days.
4. Lengih/Calculation of Family Care and Medical Leave Periods. Eligible employees are conitled to 12 wecks of urpaid family care and medical leave during the I 2 -morith period
commencing on the date the entployees fitst fantily care and medical leave begins. The employce's next 12 -wounth period begios on the date leave is taken after complection of any previous 12 -month period.

\section*{5. Ieave Conditions.}
(a) Procedure. An employee requesting family care and medical leave must complete an application for leave to Human Rcsources.
(b) Advance Notice. Thitty (30) days advance notice is trequired if the need for family care and medical leave is foteseeable (e.g., the bith of a child or a planaed medical. treatment). If the need for leave is not foreseeable, notice mast be provided within a reasonable time after learing of the need for leave.
(c) Failute to Provide Notice. If an employee fails to provide 30 days notice of the need for family care and medical Jeave, the Uiniversity may deny leave unịil 30 days after date toe employea provides notice.
(d) Medical Cetification. The Univetsity may require written certification forn a health care provider of either the employee's own serious health conclition or the serious health coudition of the employee's fanily member.
(e) Intermittent Leave. Under some citcumstances, cmployees may take fatnily care and medical leave intermittently by taking blocks of time or reducing the notmal weekly or daily work schedule. I eave taken intermittently will be deducted from the employee's entitlement to leave in one hour inceements.
(f) Substitution of Sick Teave Vacation Time. Employees may elect to substitute some or all of their accrued sick leave for their own serious health condition and may elect to substitute up to a maximum of 6 days of their accrued sick leave for the birth, placement or cate of a child during the first year of the child's life, or for the sextous health condition of a parent, spouse, or child. Enployees may elece to substitute some or all of theit accrued vacation time for any leave under this policy. Enoployees are not tcquired to substitute accrued sick leave and yacation for any leave undex this policy.
(g) Baby Bondiug When Both Parents Ate Employees. When family care and neclical leave is taken for baby bondjug, and both parents ase employees of the University, the parents' combined total leave is limited to 12 weeks in any 12 -month period.
(h) Pregnancy. Pregnant employees may have the right to take a prognancy disability leave in addition to family care leave Contact Human. Resonmes for more irformation on pregnancy Teave.
(i) Ü\#iversity Designated FMMA Leave. The University may designate Icave as FMLA leave if the leave meets the requirements set forth in paracraphs I trough 3 above, even when an employee does not specifically request FMI A or family cate and medical leave.

\section*{6. Beneñts Duining Family Cate and Medical Teave.}
(a) Health Benefits. Coverage under any group health plan (e.g., thedical, dental, vision) will be maintained dering any famely cate and medical leave in accordance with the plan docutaene governing the provision of benefits. The employec is responsible for parying his ot hat portion of any premiums nomally deducted firm the expoloyees paycheck, and must pay such amoutrit at the time they are normally deducted. Failute to pay the employee portion of any plan premium within 30 days of the due date will result in cancellation of the employee s enrollment in that plan.
(b) Vacation/Sick Time. Employces do not earn vacation pay or sick leave while on unpaid family carc and medical leave. Enployees on an intermittent or xeduced schedule leave earn vacation or other leave at the same rate as part-time employess working similar schedules.
(c) Retirement plans. Retifennent contrifoutions to a defined contribution plan or sexvice credits to a definect benefit plan do not accrue duting any unpaid family care and medical leave.
7. Return to Work Following Family Care and Medical Leave. Returning to work tray be contingent upon a written certification from a health care provider that the employee is cully able to perform all essential duties of the position as described in the job description, in accordance with the Amexicaus with Disabilities Act. An employee who is granted family care and medical leave is guarauteed the same or compatable position upon return to work at no less than the same pay rate, classification, shift, work schedule, withoui loss of semiority, and without any waiting period for bemefits.
8. Failure to returs from Ieave. The failure of an employee to reizo to work upon the cxpiration of family care and medical leave shall be treated as the employee's voluntary resignation from enuployment at the University. Employees who do nol return to wrork from family care and medical leave are liable for payment of any laealth plan premiums paid by the University during the leave. Fmployees covered by collective bargaining agreements are subject to the ferms and conditions set forth in those agrements as they relate to failure to return from leave.
9. Additional Itformation. Contact Fuman Resouses for more ionfomation about family care and niedical leave and related leaves.

\section*{TNTVERSITY OK SAN FRANCISCO FAMHLY AND MEDTCAL ISA VE MEDICAL CERHLFICAIION}

To be completed by the patierti's health care provider:
1. Employee's Name: \(\qquad\)
2. Patient's Name (if othor than cmployee): \(\qquad\)
3. Date medical condition or need for treatment commenced: \(\qquad\)
(Note: The health care provider is not to disclose the anderlying diagnosis withont the consent of the patient.)
4. Probable duration of medical condition or need for treatment: \(\qquad\)
5. The altached sheet describes what is meant by a "scrious health condition" under both the federal Fatoily and Medical Leave Act (PMLA) and the California Family Rights Act (CFRA). Does the pationt's condition qualify under any of the catcgories described?
```

\square \mp@code { Y e s ~ } \square No

```
6. If the certification is for the serious health condition of the employee, please answer the following:
a. Is the employee able to petform work of any kind?YesNo
b. Is the employee able to perform the essential fuactions of the employce's position? Answer after reviewing the employen's job description that inchudes the essential functions of the employee's position, or if none provided, after discussing with the employee.

Yes \(\square\) No
7. If the certification is for the care of the employee"s family member, plase answer the fotlowing:
a. The patient does of will tequire assistance for basic medical. hygicne nutritional needs. safety or transportation.

b. Aftex xeview of the employee"s signed statement (See item 12, attached) does the condition warrant the participation of the employee? (This participation may include psychological confort and/or atranging for thind-party cate for the farnily member:)
8. Estimate the period of time cate will be needed or during which the employee's preserice would be beneticial:

Estimate: \(\qquad\)
9. Pleasc answet the following question onily if the employee is asking fot intermittent leave or a reduced woik schedule:
a Is it medicatly necessary for the employee to be off work on an intentritient basis or to work less than the employee's normal work schedule in order to deal with the scrious health condition of the employec or family member?

b. If the answer to "a' is yes, please indicate the estimated number of doctor's visits, and/or estimated duration of medical tueatouent, either by the health care practitioner or another prowider of health services upon referal from the health care provider.

Estimate: \(\qquad\)
10.

Signature of Health Care Provider
Date
11. \(\qquad\)
Signatuse of Employee
Date

To be completed by the employee needing family leave to care for a seriously ill family member. Please profide to the health care provider under separate cover. This information is nof to be provided to the employer.
12. When family care lezve is needed to care for a serionsiy ill fandly member, the employee must state the care heishe witl provide and an estimate of the time period during which this cane will be providech, incIuding a schectute if leave is to be teken intermitertly or on a reduced work schedule:

13. \(\qquad\)
Signature of Etnployes
Date

\section*{Détimitions \\ (Attach to Medical Certification)}

A "serious kealth condition" means an illness, imjuy, inapaitrient or physical of mental condition that involves one of the following:
1. Hospital Care

Inpalient care (i.e., an overnight stay) in a hospital, hospice, or tesidentiol medical cate facility, includiag any period of incapacity or strbsequent treatment in connection with or consequene to such inpaticnt care.
2. Absence Plus Txeatment
a. A period of incapacity of more than three consecutive calendar days (tnctuding any subsequent treatment or period of ivcapacity relating to the same condition), that also involves:
- Trealnuent two or taoxe times by a hcalth care provider, by a mursc or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on tefenal by, a bealth carne provider; or
- Treatonent by a health care provider on at least one occasion which results in a regimen of continuing treatonent under the supervision of the health care provider.
3. Preguancy

\section*{(Note: An employee's own incapacity due to pregnancy is covered as a serious health condition under FMI A but not under CERA.)}

A period of incapacity due to pregnancy, or for prenatal care.
4. Chumic Conditions Requating Iteatmont

A curanic condition which:
a. Requires periodic visits for treatment by a health caxe provider, or by a nurse or physician's assistaut under ditect supervision of a health care provider;
b. Continues over an extended period of time (inchuding recurring episodes of a single underlying condition); and
c. May cause episodic rather than a continning period of incapacity (e.g., asthma, diabetes, epiliepsy, etc.).
5. Formanentiong-Tem Conditions Requiring Slipetvision

A period of incapacity that is permanent or long-term due to a condition for which freatment may not be effective. The employee or family member must be under the continving supervision of, buit need not be tcceiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke; or the teantinal stages of a disease.

\section*{6. Multiple Ircaments (Non-Chronic Conditions)}

Any period of alsence to receive multiple treatments (including arry period of recovery therefrom) by a health care prowider or by a provider of health care services under orders of, or on reterral by, a health care providet, cither for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than tbree consecuive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, ete) severe arthatitis (ploysical thetapy), kidney disease (dialysis)
(

\section*{FILING A DISABILITY CLAIM}

In order to file for disability benefits under the University of San Francisco Voluntary Disability Plan; four (4) forms must be completed: Employee Claim Form, Physician Statement, the Authorization for Release of Medical Information, and the Employer's Notice of Claim. Incomplete forms will cause a delay in processing your disability claim and will be returned to you to provide the missing information. if a section of the form does not apply, write "NONE" so that we know you did not overlook the question. All forms must be mailed to Sedgwick CMS.

\section*{Employee's Responsibility - Employee / Physician / Authorization Forms}
1. You must complete ALL items on Part One of the Employee Claim Form.
2. You must also fully complete the Authorization form for each source of medical treatment. Please fill-in the name of the physician(s) or hospital providing medical treatment during your disability. Please remember to complete and to sign the Authorization(s) to release infomation. If you need more than one Authorization form because you have more than one treating source, please photocopy or print additional copies of the form and complete an Authorization for each medical source.
3. Ask your Doctor to complete ALL of the questions in Part Two (Physician's Statement) so that Sedgwick CMS can evaluate your disability.
4. Have your Doctor mail the completed packet (Employee form. Physician Statement, and Authorization forms) to Sedgwick CMS within 45 days from your date of disability. The address is printed below.

\section*{Employer's Responsibility - Employer"s Notice of Claim}

Your Employer's Representative will complete a separate form and will forward it directly to Sedgwick CMS.

You are responsible for making sure that the Employee / Physician / Authorization Forms are completed and returned to Sedgwick CMS. Processing of your disability claim will begin when all completed forms are received by Sedgwick CMS. If you have any questions please confact your Employer's Representative or Sedgwick CMS.




 ت'YES f LEMSE GIVE NARMS MND GUCRESSES





(G) IFNO, WHENWGS PRTE NT AEIE TO REZURN AO WORK:




\section*{AUTHORIZATION FOR RELEASE OF INFORMATION}

I authorize the use or disclosure of my individually identifiable health information, as described below, for purposes of administering my claim. I understand that the information I authorize to be used or disclosed possibly may be redisclosed in accordance with the terms of this Authorization by the recipient and may no longer be protecied by iederal privacy regulations. This Authorization is necessary for the processing of your claim or recuest for reasonable accommodetion. Failure to sign this Authorization may impair or impede the processing of your claim or request for reascnable accommodation.
i What Information is covered by this Authorization. This aufthorization appifes io all medical psychological, and/or psychiatric information, records and seports, including information regarding pre-sxisting conciations (a) that are in existence while this authorization is valid (see Item 3) and (b) that are related to the following Please check all that apply:
\(\square\) my claim for disability benefits
my request for FMLA
Information to be disclosed may include, but is not limized to. medical history, charz notes prescriptions, diagnostic tesi results, \(x\)-ray reporis, and records received from other health providers. If directly related to my claimed condition, this information may include the following, Please check yes or no and initial: NOTE: checking these boxes does not mean that you have any of the conditions listed.

HIV fest results HiV or AJDS information
Psychiatric information.
Informaition relazed to drug or alcohol abuse.


Inifial here \(\qquad\)
Initial here
iníitial here \(\qquad\)

\section*{2. Who is covered by this Authorization.}
A. Any person or facility that attends. treats or examines me including by not limited to
(specific name. if needed) is to make this information
available to Sedgwick CMS or its representative; and
B. When retevant to my ciaim Sedgwick CMS may re-disclose (without further authorization) this information to any of the following, (a) Ary person or facility that atiends: treats or examines me; (b) Any person or facility that impacts determination of my claim or that coordinates my benefits, including without limitation the employer to the extent permitted by state or federal law; or (c) The Sacial Security Administration or a social security or vocational fehabilitation vendor.

3 How Long this Authorization is Valid. This authorzation is valid during the pendency of my claim unless a different period is required under state law
4. Revocation of this Authorization. Unless otherwise provided by state law. I undersiand that I may revoke this authorization at any fime by notifying, in wrieing. Sedgwick CMS at \(\qquad\) . 1 also understand that the revocetion will not have any effect on any actions taken before they recelved the revocation

I understand that I heve the right to request and receive a copy of this authorization. I undersiznd that I have the right to inspect the disclosed information at any time A photocopy or this authorization shall be valid and is to be accepted with the same effect as the original.

\section*{Name of Patient}

Pafient's Social Security Number
*Please complete if signed by the patient's representetive:
c:py R \{ \(\left.|7|: \_\right\}\)

\[
\text { Signature of Pafient or Patiené's Representative* } \quad \text { Date }
\]

Paîents Address
First Day Absent

Relationship to Paitient

\section*{FAMEY CARE AND MEDICAL EEAVR POLICY}

It is the policy of the University of San Frapcisco to ptovide family care and medical leave to cligible eraployes in accordance with the requirements of the California Medical Family Rights Act of 1993 (CFRA) and the federal Family and Medical Leave Act of 1993 (FMLA) in effect at the time leave is granted. Eligible employees requestugg leave pursuant to University policy or a collective bargaining agrement which qualifies as family care and mefical leave are entitled to 12 work-weeks of mpaid leave within a 12 -month period.
1. Eligible Emplovees. To be eligible for family care and medical leave benefits; an employee must: (a) have wotked for a total of at least twelve months; and (b) have worked at least 1,250 hours daring the previous 12 monttbs.
2. Reasons for Taking Leave, Eligible employees may request family and medical leave for onc or more of the following reasons:
(a) the birth of the employees child on the placement of a child with the employee through adoption of foster care, or to care for such child during the first year of die;
(b) care of the employees parent. spouse, or child who has a serious bealith condition; or
(c) the employee s own sexious health condition which causes the employee to be unable to perform his ot her job dulies.
3. Definitions. Fiot putposes of tris policy, the following definitions apply:
(a) Child means the employee s biological, adopted, or toster son or daughtex, the emiployee's stepson or stepdaughter, a legal ward of the employee, or a child for whom the cmployee stands in loco parentis.
(b) Paxent means the biological, foster or adoptive parent of the employee, a siepparent, or a legal guardian or other person who stood in loco parentis to the employce when the employee was a child. Parent does not include parents-in-law.
(c) Scrious health condition means an illness; injury, imipaimment, or physical or mental condition that involves: (i) may period of incapacity or treatnent in connection with or consequent to inpatient cate in a hospital, hospice or residential medical care facility; or (ii) auy period of incapacity requiring absence from work, school, or other regular daily activities of more than three calendar days that also involves continuing treatment by a health care provider; or (iii) continuing treatoneal by a health-care provider for a chanic or long term health condition that is incutable, ot so serious that, if not treated would likely result in a period of incapacity of more than three calendar đays.
4. Length/Calculation of Farmily Care and Medical Leave Periods Eligible cmployees are entitled to 12 weeks of utpaid fanily cate and medical leave during the 12 -month period
comonencing on the date the employees finst family care and medical leave begins. The employec's next 12 -month period neoins on the dase leave is taken atter completion of any previous 12-month period.

\section*{5. Leave Conditions}
(a) Procedure An employee requesting family case mad medical leave must complete an application for leave to Human Resources.
(b) Advance Notice. Ihirty (30) days advarice notice is required if the need for family care and medical leave is foteseeable (e.g., the birth of a child or a plamed medical treatmenti). If the need for leave is not foreseeable; notice must be provided withein a teasonable time after learning of the need for leave.
(c) Failure to Proyide Nolice It an exployee fails to proyide 30 days notice of the peed for family care and nzedical leave, the University may deny leave until 30 days after date the employee provides notice.
(d) Medical Certification. The Gniversity may requite written certification fiom a healith care provider of either the employees own serious health condition or the serious bealth condition of the employee's family mernber.
(e) Intermittent Leave. Under some circumstances, employees may take Samily care and medical leave intermittently by taking blocks of time or reducing the normal weekly or daily work schedule. Leave takcn irtotmittently will be deducted frotn the enployee's entitlement to leave in one hour increments.
(f) Substitution of Sick T.eave, Vacation Time. Enoployees may elect to substitute some or all of their accrued sick leave for their own serious health condition and may elect to subsitute tp to a maximum of 6 days of their accrued sick leave for the birth, placement or carc of a child during the first year of the child's life, or for the serious health condition of a patent, spouse, on child Eraployees may elect to substitute some or all of their accrued vacation time for any leave under this policy. Etoployees are net requirct to substitute accuted sick leave and vacation for any leave under this policy.
(g) Baby Bonding When Both Parents Are Employess. When family cate and medical leave is taken for baby bonding, and both parents axe expployees of the University, the parents' combined total leave is limited to 12 weeks in any 12 -month period
(h) Pregnancy. Pregnant ernployees may have the right to take a pregnancy disability leave in addition to farmily care leave. Contact Himan Resources for more information on ptegnancy leave.
(i) Üuiversity Desigtated FMLA Leave. The Univensity may designate leave as FMLA leave if the leave metets the requirements set forth in paragraphs 1 through 3 above, even when an employee does not specifically request FMEA or family care and medical leave.

\section*{6. Benefis During Family Cane and Medical Leave.}
(a) Health Benefits. Coverage under ary group heakth plan (e.g., medical, denal, vision) will be maintained dunitg any family care and medical leave in accordance with the Dian document governing the provision of berefurs. The employee is responsible for paying his or her portion of a ay preminms normally deducted from the employees paycheck, and must pay such amounts at the time they are normally deducted. Failure to pay the employee portion of any plan premina witbin 30 days of the due date will tesult in cancellation of the enoployee's earollment in that plan
(b) Vacation/Sick Time. Employees do not earn vacation pay or sick leave while on unpaid fanuily care and medical leave. Employees on an intermittent or reduced schedule leave cam vacation or other leave at the same rate as patt-time employces working similar schedules.
(c) Retirement Filans. Retitement contibutions to a defined contribution plan or scrvice crodits to a defined bonefit plan do not accue duting any unpaid family care and medical leave.
7. Returx to Work Following Family Caxe and Medical Leave. Returning to work may be contingent upon a written certification from a health care provider that the employee is fully able to perform all essential duties of the position as described in the job description, in accordence with the Americans with Disabilitics Act. An exaployee who is granted family care and medical leave is guarantecd the same or comparable position upon retun to work at no less than the same pay rate, classification, shift, work schedule, without loss of seniority, and writhout any waiting period for benefits.
8. Hailure to return from I eave. Ibe failute of an employee to xeturn to work upon the expiration of family care and medical leave shall be treated as the employee's voluntaty resignation from employment at the University. Employees who do not return to work from family care and medical leave are liable for payment of any health plan premiurns paid by the University during the leave. Employees covered by collective bargaining apreements are subject to the terms and conditions set forth in those agreements as they rclate to failure to tetum from leave:
9. Additional Information. Contact Humen Resources for more infornation about fatmily cate and medical leave and related leaves.
(

UNIVERSITY OF SAN FRANCISCO FAMDLY AND MEDICAI LEAVE MEDICAL CERTIICATION

To be completed by the paizent's healih care provider:
1. Employee"s Name: \(\qquad\)
2. Patient's Name (if other than employee): \(\qquad\)
3. Date medical condition or need for treatrant comntenced:
(Note: The health care provider is not to disclose the underlying diagnosis withoat the consent of the patient.)
4. Probable duration of medical condition ot need for treatruent: \(\qquad\)
5. The attached sheet describes what is meant by a "serious health cortition" undet both the federal Family and Medical Lcave Act (FMLA) and the Califormia Family Rights Act (CFRA). Does the patient's condition qualify uader any of the categories described?
\(\square\) Yes
\(\square\) No
6. If the cettification is fot the serious health condition of the employees, please answer the following:
a. Is the employec able to pexfom work of any kind?
\(\square\) Yes \(\square\) No
b. Is the employce able to perforn the essential fanctions of the employee"s position? Answer after teviewing the employer's job description that includes the essential functions of the employee's position, or if none provided, after discussing with the employec.
\(\square\) Yes
\(\square\) No
7. If the certification is for the care of the employes's family member, please answer the following:
a. Ihe patient does of will requixe assistance for basic medical, loygiene, putritional needs safety or iqansportation.

b. After review of the cmployee's signed statement (See itsm 12, attached) does the condition warrant the participation of the employee? (This partictpation may inchude psychological comfort and/or arranging for thitid-party care for the family member.)
8. Estimate the period of time cate will be needed or during which the ennployce's presence would be beneficial:

Estimate: \(\qquad\)
9. Flease answer the following question orty if the employee is asking for intertrittent leave of a reduced wotk schedule:
a. Is it medically necessary for the exaployee to be off work on an intermitient basis on to work less than the employee's nonobal work schedule in order to deal with the scrious heal th condition of the employee or family menaber?
\(\square\) Yes
No
b. If the answer to "a" is yes, please indicate the estimated number of doctor's visits, and/or estimated duration of medical treatment, cither by the health care practitioner or another provider of health scrvices, upon referial fom the health care provider:

Estimate:
10.

Signature of Healith Care Providct \(\qquad\)
1.

Signature of Employee
Date

To be completed by the comployee needing family leave to care for a scionsly ill family nember. Please provide to the health care provider under separate cover. This information is not to be provided to the employer.
12. When family care leave is needed to care for a seriously ill farmily member, the employee must state the care he/she will provide and an estimate of the time period during which this care will be provided, inchuding a schedule if leave is to be taken intermittertly on on a reduced work schedule:


13 Signature of Employee

Date

\section*{Definitions \\ (Attach to Medical Cextification)}

A "serious health condition" means an illness, injury, impaimment, of physical or mental condition that involves one of the following:
1. Hostritil Cere

Inpatient cate (i.e., atn overnight stay) tin a hospital, hospice, or resideptial medical care facility, inchuding any period of incapacity or subsequent treatment in comection with or consequent to such inpatient care.
2. Absence Plus Trealment
a. A period of incapacity of more than three consecutive catendar days (including any subsequent treatment or period of incapacity relatiog to the same condition), that also involves:
- Iteatment two or more titres by a health cate provider, by a auxse or physician's assistant under direct supervision of a health care provider, or by a provider of health care seryices (e.g., physical therapist) under ordess of, or on referral by a health care provider; or
- Ireament by a hedili care prowider on at least one occasion which results in a regiraen of continuing treatment mader the supervision of the health care providcr.
3. Pregnancy
(Note: An coployec's own incapacity due to pregntancy is covered as a serious health condition under FML A but not ander CERA.)

A period of incapacity due to pregrancy or for prenatal cate.
4. Chronic Conditions Requiting Itcatment

A chzonic condition which:
a. Requires periodic visits for treatment by a health care provider, or by a nutse of physician's assistant under direct supervision of a health care provider;
b Continues over an extender period of time (including tecurting episodes of a single underlying condition); and
c. May cause episodic rather thana continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

\section*{5. Pemaanent/ ong-Tenn Conditions Requiring Supervision}

A period of incapacity that is permanent or long-tem due to a condition for which treatment may tot be eflective. The employee or family menber must be under the continuing supervision of, but need not be teceiviog active treatment by, a health care provider. Examples include Alzheimen's, a severe stroke; or the terminal stages of a disease.

\section*{6. Multiple Treatonents (Non-Chronic Conditions)}

Any period of absence to teceive maltiple treatments (including any period of recovery therefromx) by a health care provider or by a provider of health cate services under orders of or on referral lyy, a health cate prowider, either for restorative surgery after an accident or other intiury, of for a condition that would likely result in a pariod of inceepacity of thore than three consecutive caleudar days in the absence of medical intervention or treatonent, such as cimeer (chemotherapy, tadiation etc.) severe athritis (physical therapy), kidney discase (dialysis)

\section*{SEDGWCK CMS－FAD FFAMALY＇LEAVE BENEFJTS} FOR UNNERSITY OF SAN FRANCISCO
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PASADENA CA GH17
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Earnings Statement
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\section*{Deductions}


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JOHN S KAO
827 CORBETT AVENUE APT 202 SAN FRANCISCO CA 94131

 UNIVERSITY OF SAN FRANCISCO
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USF FACULTY ASSOCIATION


 AGREEMENT...................................................................................................................................................................................................................




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SICTION TI: WAGES AND BACUXITY BENREITS
Asticle 30 Snlary aud Bencths....

Alticle 33. Protizsoor Encritus
Article 34. Facuity Dewsiopment Fund anl Librarisur Devclopment Fund. .
Article 35 Tuilion Programs .... 36 Housing Subatdy Funs
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\section*{Contents}

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 within a univarse of beliets, the University of San Francisce wishes to express its beliofs clearly so that those who come hore tes teach and to lears may know what manner of conmunity diey ium,
VISION. MISSION, YALEES STATEMENT

uriath TJmiversity with a global thal edacsatos leaders who will fashom a moro munane antle iust worla.
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The University will distinefudsh itselfas a divorso, socially remponsible learying community of


The Univergiv's core varkes woldde a beldefin and a commblement to arivancing:
 the search for truth athet authentic hetban developments and that wetcomes persons of ati faiths or no reltydots beliefs as fidly coniributmg parthers to the Universaty

4) a common guod that transeends the inferests of parthouthr indiniduals or groums; ana

o) excellente as the standard for tertohing, scifolarsits, creative expresston that service to
7) soctat nexponyibility in frtflillngy the University's mosston to create communcate and

9) the fulh integral develooment of each person and atl persons. with tha belicf that no individuat or group may rightyitly prospler at the expense of ofhers
10) a culture ot serwie that reypects and promotes bhe dignity of every p

\footnotetext{
 Cathotic urban wnversty:
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\section*{SDA 85}
This Collectivo Bargaining Agrecinent ("Agreement") is entered into by aud belween the ("Assuciation").

\section*{IDURAIIION OF AGREEMENT}
This Agreement shall becomo offective on the chate of ratification ove the partws and shall \(\cdot\) continue in full force and effect through June 30,2012 , subject to (A), (B) and (C) below,
 permitled herem, and shalf continue in offect thereafter indu yeur to yoar unloss bithar
 expiration date hereof or to a subsequent amiversary of the expiration difue hercut.
 forth ing this Agreement shall oxpire Juee 30.2008.
(B) At Feast 60 days prior to July 1, 2008, each party may rcopen uny throe articles or addends of this Agreement. in addition to those articles described above, Articles that arb reopened by either party shall be deemed to expire as of July 1 of that . ycar.
Alt other articles not reopened by oither party shall be extended automatically through the expiration date hercot.
This Agreenent shall expise and is subletet to runegotiation in its ontirety on tuno 30.
2012, assuming timcily wntton notice of termination is provided."Assuciation").
0

\subsection*{19.2.0 Curricnifm Oversight}
It is the respunsibility of faculty to phy anongoing and sustained rolb with colleagues inovorseeing and rovising the curricula, whon necessary, oflored in deparbonent(s) or program(s).
19.2.1 Conthct in the Clasuroont : . \(\because\). . The instriptional.shiff, in the classioon and he conference. encourage relevant discussion, ingury \({ }^{\text {:and }}\) expression. Student pertormance in the ciassroom should bo evaluated solefv on atri basis, not ollopinions or conduct in mallors unvelated to the academic oblectives ol tho University.
19.2.2 Faculty shall haye the right to: biect.ior:a spocified periul of time a student:whose conduct is disorderly dismiptive or obsiructive (ghouting or tnaking bothersome noises, spoaking out of tumn repeatedly or otherwise disrupting the orderly:classroom process). Sn such cases, facully nust
 to leave the class. sucha studert shath havo the right to apposil this decision to tha Dean.
19,2.3 Protection of Freedon af Kxpression Students of the University dite:stee to laiku-ressoned exception to the data or wiows in any course of study and to reserye indgrumbabout matters of opinion. The students are responsible for leaning the content of ary course of study for which they are errolled.
19.2.4 Protection Against Amproper Academic Lvatuation
Students shall have protection through orderly procedures against roy popuncid \(\mathcal{\Lambda}\) Tp
 standurds of academic pertormance for oach course in which thoy are enrolled,
[9,2.5 Withoul Eimiting: the generality of the:foregoith, stucdents of the 'Universily shall have the following rights.

The pracefill advocacy of nny persoun acacteme upimon, oven if it may conatradict stated Uniwprsity principles, is consonant with the righats of an jndividual living on a free society. Staderts may xoprosent without permity any academic opinion in or out of class, but may bo required to demorelrale knowledge of views contrary to their own in order to fuifill courso requirements.

No major losts shall be administetud and to mator papers slall be assigned during the seven (7) calondar days preceding the final examination weck. Tho ondy exception will bo connbjation lecture laboratory courses: where the laboratoryporion of the colrse may be scheduled for examination:
(A)
(घ)


\subsection*{19.1.6. Cancellatlow of Clayser.}

\section*{(A) liaculty members have an quligations to neet all their scheduled} cinsucse and to hold chass:throughout che whole of the scheduled cince Howovel, it is recognized that exceptions may oxist: Anly cleviation trom regulatly schaduled class tueclings must be reportod by the ficuity manher to this or har:Dean, If the Dean abicets to the devialion, he orshe may quak : lhe taculty member to adhero: to norman schutuling.

When ataculty member.is foxced by illness ut of hor indisposition to concol class, the students and the Deatr should be informen before the class is scheduled to: meet.if possible.
(C) - A faculty memberviag tor good reasons other than illncss, needs
 trom the Dean. If permission to cancel classes is giveri, the Registinar should be notifien.

All fur-rine taculy week preceding the day on whichinudergraduate classes begin in the fall ficmestex and euds with Commencement exercises-in the.Spring semester.)

The Universily shall retain tine student etodv/ieyiewsolays it both semestors (Spxing/liall).

\section*{79. 1.8 Oflice Hours.}

Each filli-tinto taculty member is oxpected to keep regulacoffice hours on a achodulo to be ajproved by the Dean and be available to students and
 as to be or maximum availability to sladents. The, schedule should be poster and strictly obsersed. Whace non-teaching: obligarions require additional ollice hours, these should be provided. :

\subsection*{19.1.9. Tutoring Opets \(\mathrm{O}_{\text {wn }}\) Studphts}
\[
\begin{aligned}
& \text { A faculty mienibar may not be recompersed beyond his or her regular } \\
& \text { salary for atoting his or fer own studenls. }
\end{aligned}
\]

AK'LICLiE 21. Curxicutum and Program
23.1 :'The University reeognizos that bargalning unit work. fncludes the taculty's
responsibility in turmulating and aïburing an academically sound curriculum and course content. The Ascociation and lhe Uwiyersity shatlow workether to provide the curricula and proyrams of the institution.
Major decisiotes concervise tho establislametif, maintenance, modificatnon, and elimunation of curticulnm atd academic programs shall be made according to tho following procedures.
The. Universily and the Association shall form a joint curricuiutn committee in . each schooo/college conposed olirepresentativas of the Assaciation and of the school/college administration The joint curriculum comnitlees shall estabtish a rogular schedule of meetirgs, the agendafor which shall be mutually agreed upon by the Associalion and the University co-chairs. Absent au agerida no mectrag schoolfeollege. Deliberations of thase ohanges in tho curricula of the conducted in open session. The poriod of discussion shall inelude at jeast conducter int open session. The poriod of discussion shall inelude at ieast onc (45) days, the administration may reach a thal decisionion the proposai.
Curicularmatters originating in one schoul/college; which dempnstrably affect at least one other school/college, shall be raterred to the' Joint University Curriouiun Conmanttee. Doliberations shall be conducted in open session. At the expiration of torty-nive (45) days, the administration may roach a fimal decision on the proposad.
Each party maty cexcrose the oplion to make an extetsion of the deadfines referred to above by dorly-dive (45) days. Firlher oxtensions nhay be arrauged by mutual consent of the Parties: Titne poriods are to be measured fom the date on which a parotopal was formally presented to the co-chairs of the Joint Curriculum Committee.
linuli athority for all curricutar decisions reata with the Provost.
Anyrrecommendations emanatiter hom the Agsociation or Joirit C
Anyrreommendations enanatity from the Agsociation or Joiril Camculun
Connmittee shall not bo binding in any way on tho University's exercising 15
indgneist on curicolutn and program. In addilion, tho above shall not be subject to the grievance and arbifration procedure conlained in Articles 37 and 38 of this Agrcempent.
If the Association alleges that the Uniwetsily did not consult with the A A日Gciation or Joint Cuxiculuin Cominilee on curriculum atud progran, the specific issue ol whether the University consulted with the Axduciation or Committees on such progratrs shall be subject to the grievanco and arbitrationt procedure contained in Articless 37 and 38.
21.8


皿 HOMI

-
MacDanald In envirommental sclence, Patrick Murphy in politics, Bruce Wyd)ck tn economice, Lanna Andrews In education, Judjth Harr in nursing, "odd Save In bustness. Sylvia Fatt in protessional studles, and Allce Kaswan in law. The Sarla and Ignatlan faculty awards, fecocfolzing service by taculty, were glven to Donnde Schaeffer, and creation of the utlverslty's dew visual arts proaram. (Read the story)

White discussing the stal'e of the unlversity, Fr. Privett reaffirmed USF's aoal of a more diversified faculty, of 25 facilly appointments made in the last two years, he sald, just under 40 percent were wormen of people of color. AS of last fall, iy percent of USF's faculty ldedtlfled as other than said. facuty bear a particular responslbtity and have the ion's
share of the ppportumleles for dolna so."

The annual convocation address is given on the occaslon of awaraing tenure to selected faculty. This year, tenure was glven to Tom Lucas, S.j. in fing and performing arts, Yoko Arlsaka In phillosophy, Kevin Chunt in psychology, Jerenty Howell in exercise and sports sclence, Tom
"My hope and the challenge ror all ot us at USF ls that we ansur and effectivery translate the rifetortc of our vislon, miss|onir and values Into the humanizlng education faculty bear a particular responslblity and have the io Relketating the with the brains to make a difference and the hearts to want to do so," President Stephen A. Prlveth, S.J. urged taculty to gpen students up to different perspectlves
durlng his fall canvocation address Nov. 18 ,

\section*{Faculty Diversity, MGission fiektighted in \\ Cosvocution darionssum fisklighted in}

\section*{Cosvocition Adiress}

New Faculty Wooed by
Value on Teaching
Defying the trifamous

\section*{Hage 2 of 2}
archetype of a proressor
Fiscal considerations, on the other hand, could make hiring more difficult.
 two years ago, the presldent catutioned that budget demands requlre a
cost/benetle review of "every program and unlt in the unlvergity" over the next flye vears.
Fr. Privett also encouraged faculty to consider how USF's Jesult Cathollc
tradition can be jncorporated more fully across the curriculum and in tradition can be incorporated more fully across the curriculum and in contributlons of the African Amertcan communlty to the larger story or a woman's college would have a clear tocus on women's Issues and roles
 how the Catholte tradltion plays out, \({ }^{N}\) he said. \(\boldsymbol{z}_{2}\)

\section*{4 to the top}


\section*{32\％}

\section*{USF Among Iop 20 in Diversity}

The University of 5an Francisco placed within the country＇s top 20 most ethnicafly diverse tolleges and untiversities \(\ln\) two nationaly recagnized rankings published in August

The country＇s most influential tist；published by U．5．News and Worta Report， ranks USF 16th in ethric diversity，with Asian Americans as its largest ethnic minority．Hispanits are the university＇s second largest manority population． The Princeton Review．an admissions test preparation company，ranked USF No． 15 on its list of the country＇s most ethatcally diverse colleges and univergities．It alsa included USF on its 129 Best in the West tist and San Francisco is No． 11 for best tollege town．USF was also ranked among the top 100 Anerican unjversities producing minority graduates in advanced－degree programs according to the July 3 issue of the journal Black Issues in／higher Edtucutions．

Also in this year＇s U．S．News＇rankings，USF placed among the country＇s overall top 100－plus universities according to the magazine＇s＂America＇s Bext Colleges Guldebook．＂USF also ranked No． 19 in percentage of international students and No． 33 in proportion of classes with 20 or fewer students，The unlversity＇s high average freshman retention mate（ 83 percent）also contributed to its overall ranking．

Black Issues in Higher Education manked USF Mo． 1.2 in universitias bducating the highest number of Asian－Amerlcans in doctoral education programs and No． 19 in the number of Aslan－Americans who recelve taw degrees．

The joumal also ranked the university No． 29 in number of Hispanics receiving doctoral degrees，Mo． 42 in number of Asian－Americans receiving master＇s degrees in efucation，No． 51 in number of Asian－Americans receiving masters degrees in all discipfines，No． 76 in number of African－Americans receiving doctoral degrees in education，and No． 77 in number of Hispanics recelwing master＇s degrees in all disciplines．

\section*{USF＂s Valéry Institute Helps Hast Iaternatanonal F＇oetry Festival}

The University of San Francisco＇s Valery Intritute for poevy and Visual Arts． dedicated to the work of French poet Paul Valery and contemporary art and literature，will help host the＂Other Words＂International poetry festlval Sept． 25－28．

Major poets from aromd the world，including Amerlcan devorah major，Irlsh born poet James iddy，and Russian poet Gemnady Aygl will read at four city locations．The festival will open at USF＇s Lone Mountain tamples at 7：30 p．m． on Sept，25．Ireland＇s Sara Berkeley，Valérie Rouzeău of Frante．Patrizia Gavalli from Italy，and Germany＇s Hans－Ulrich Treichel will read．


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丕 Enviramental Conference



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News Online Archives
University Events
"OEher Words" is San Franclsco's third international poetry รestival. It was last held in 2001.

\section*{Fous Business Students Score High on MBA F xam}

The Certifled Masters in Business Administration Association, a regulatory agency that invlted 300 students to take its new MBA certification test, announced four USF students passed its test, with one student, Holming lee '02, achleving the 14th highest score. The studen's' scores put the USF Graduate school of Buslhess among the top 21 MBA prograns whose students took the test.
'It's a good indicator our program covers the fundamentals but at the same time, as a Jesult universily, we're interested in educating the whole person," said Salvador Aceves. assoclate dean of the executive education program.



From USFConnect Massage <pleasedonotreplyousfca.eduy:
Sent Thursday, May 3, \(20073: 55 \mathrm{pm}\)
To undisclosed-recipients: :
Cc
Bcc
Subjeck Draft of WASC Self-Study
The draft of the self-study for the upcoming reaffirmatlon of accreditation by WASC is available for comment. Please go to www,usfca.edu/wase and click on "Capacity and Freparatory Review Draft. '

This version of the document is the product of many previous drafts and inciudes the comments and suggestions made by the individuals working on the various WASC Working Groups as well as by other members of the University community. This version does not include appendices and attachments since they will be added at a later date. Comments received in the next few days wilt be incorporated into the final version of the report which will be sent to WASC together with other required documents.

Please review this draft and submit your comments to Associate Provost Gerardo Marin (marin@usfca.edu) no later than May 23rd, 2007. An open meeting has been scheduled for May 8,2007 at \(12: 15\) in McLaren 252 for the exchange of comments and jdeas.

\title{
CAPACKY ANO EREPARATORY REVEW SELF-ST UDY
}

\author{
F'resented by \\ the University of San Francisco to the \\ Western Association of Schools and Colleges (WASC)
}

\section*{INIRODUCIION}

The University of San lancisco s Vision, Mission and Values statement proclaims that it will be intetuationally tecognized as a premiex Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more Lumane and just world." Since its founding in 1855 , L"SF has benefited from a 467 yearold tradition of Jesuit education that guides its planning process and informs its actions. Otar history as San Francisco's first univetsity, our tradition as a Jesuit Catholic institution, and our Vision, Mission and Values statement (referred to as Mission in the rest of this document) have been the foundations upon which we built the planning of the WASC reaffirmation of accreditation process

Since early 2004 when we began prepatations for our WASC reaffirmation of accreditation, the University communtity has been engaged in a process of analysis, planning, and change that has moved us closer to realizing our Mission. The process (Appendix A) bas served as a stiruulus to a community already energized by a diverse student body, creafive and dedicated faculty and staff, and visionary administrators. These past few years have seen an increase in the number and overatl quality of the students we serve, the atcition of new academic programs, and the continned hiring of excellent teacher scholars and staff. We have significantly improved our planning process, our ability to budget for mission, and the assessment of student learning. Concurrent with these changes, we have made significant acditious and improvements to our physical plant, completed a successful capital campaign, begun to re-eovision the nature of co-curricular offerings, and added to a creative and exexgetic leadership. Nevertheless, we have not completed our tasks and much still necds to be accomplished as we become that university defined by our Mission-a a piversity that is enriched by ow Jesuit Catholic tradition, that both dxaws upon and contributes to our city, and educates future leaders with the global perspective required to create a more just world.

As we said in our Proposal to WASC, our goal for the Capacity and Preparatory Review (C\&PR) is: "to assess our accomptishments, build our knowledge base and dircci us in making choices that support our Mission rather than simply meet accreditation reçuirementis." Thas we begin lis doctment with a discussion of the Yesuit tradition that guides our instiautional values and practices before proceeding to an analysis of how welI we meet our goal of'being a university that' 'educates minds and hearts to change the wortd."

65 stadents and the name was changed to Saint Ignatius College. The first Bachelor of Atts degtee was conferred in 1863 and the first Master's degree in 1867. In 1927, the Criversity rooved to its current location near Golden Gate Patk. In 1930, the name was changed to University of San Francisco. In 1964, women were admitted as students in alf academic programs although women had eerolled in selected evening progratis and in the School of I aw as early as 1927 and the Scliool of Nutsing since 1954.

Ioday the University of San Francisco ewrolls more than 8,500 students in its six schools and colleges: The College of Ants and Scicnces; the School of Business and Management; the Sclood of Education; the School of Law; the School of Narsing; and the College of Professional Studies. Classes arc offered at the main 55 -acre San Firancisco campus, at four Yorthern California regional campuses, in Southern Califomia and at select international sites.

Ulimate responsibility for university governance rests with the Board of Itusters. There are presencly 13 Jesuits on the 44 -member Board of Trustees, inchuding two exoflicio members (the University's Presitent and the Rector of the USF Jesuit community). The Chairman of the Board of Trustees is Dr Chatles M. Geschke, and the Vice Chair is Mr. Claudio M. Chruchiarelli.

The President of the University, Stephen A. Frivett, S.J., is the Chief Executive Officer of the University. The President's Cabinet includes the Provost and Vice President for Academic Affairs; the Associate Provost for Planning, Budget and Review; the vice presidents for Administration. Business and Finance, Information Techology, International Relations, University Advancement, and University Life; and, the General ComseI. The University's Leadership Team includes all of the members of the President's Cabinet plus two additional Associate Provosts; the six deans of the schools and colleges; the Dean of the Gleeson Library; and, the Rector of the Jesuit community. Thesc exccutive officers meet weekly (Cabinet) or monthly (Leadetship Team) and are charged with dcvelopiag policy and planning and assessing programs and activitics [1]

The faculty in the College of Arts and Sciences, the School of Business and Management, the School of Education, the School of Nussing: and Hibratians are represented by the USF Faculty Associalion which was certifed by the National Labor Relations Board in 1975. Part-time faculty members are represented by the USF PartTime Facuity Association, and in the School of Law, faculty members are represcnted by the Associated Law Professors of the University of San Francisco. Faculty members in the College of Professional Stuclies are not unionized

In addition to WASC"s accreditation, specific programs at USF are accreclited by the AACSB Intemational, the American Bar Association, the Association of Americar Law Schools, the American Chemical Society, the California Board of Registered Nursing, the Commission on Collegiate Nursing Education, the State Bar of California, and the State Commission on Teacher Credentialing.
ecadenic and co-cuxuculax programing and orgatizational practices. Io make the analysis.manageable we will concentrate on thres aspects of diversity: gender, ethnicity/race and economic diversity. l'he second section of this C\&PR self-study wrill analyze in greater detail iwo issles of patticular concem to us: retertion and on-time graduation of our studeats aud the recnuitment, retention and promotion of minority faculty and staff.

\section*{Ethnicity/Race}

USF is one of the most ethnically diverse institulions in the country. We are tated \(14^{\text {t. }}\) in the ethnic diversity of our students among 248 national wiversities in the 2007 U.S'. News \& World Repoft and \(16^{\text {th }}\) among 361 institultions of higher leaming by the 2006 Princeton Review. In addition, we ate the second most ethnically diverse university among the 28 Jesuit colleges and uiversities. In fall \(2006,40.9 \%\) of our students were ethnic minority or multiethnic. Ovctall Asian Americans represent the largest minority group among all USF stadents ( \(17.6 \%\) ) and among undergraduates (21.5\%). [4]

Ihe diversity of the student body has been increasing in the last 15 years with the proportion of white students decreasing from \(51 \%\) of all stadents in 1991 to \(40.3 \%\) in 2006. During this 15 -year period, we have experienced noticeable increases in the number of A frican Americans ( \(32.7 \%\) inctcase), Asian Americans ( \(100.8 \%\) increase) and luations ( \(140.4 \%\) increase). These increases in the ethmic composition of our student body reflect not just the increasing divcrsity of college-bound youih in the westem states but also USF's targeted outreach efforts. Belween 2000 and 2004, the number of applications received from African Americans increased \(83 \%, 56 \%\) for Asian Americans and \(68 \%\) for Latinos.

Our faculty and staff do not show the same level of ethniciracial diversity as our student body. Overall, \(21.0 \%\) of our full-time faculty identify themselves as a member of aill cthmic minotity group. Of the pat-time faculty who report ethric background, \(15.5 \%\) self-identify as members of an ethnic minority group. Among full-time staff, \(35.6 \%\) selfidentify as belonging to one of the major ethnic/racial minority groups. Section Two of this CelPR includes an analysis of faculty and staff diversity.

The curticulum also reflects USS's comminnent to cthnic/iacial diversity Undergraduate students can prorsue one of four ethnicity-oriented minors (African American Studies, Asian American Studies, Chicano/Lation Stadies or Ethnic Studies). Also, courses in oux regional minors (e.g., African Studies, Asian Studies, Eutopean Stuclies, Latin Amcrican Studies) often involve discussions and analyses of ethnicity and race. Approximately 24 undergraduate and 11 graduate comses with significant ethnic/racial content have been offered at least once duting the last two academic years. Co-curricular activities also tetlect our interest in creating an cihnically diverse lcarning community. For example, ow Multicultural Student Services Office supports 23 clubs centered on cthnicity or culture that are open to all students.

Gender
USF has made great stides in the gender diversification of its siudeat body since 1964 when the first women students were adrnitted to the traditional undergraduate progratss. Indeed, the number of women students at USF has increased by \(11 \%\) over the [ast 10 years and in fall \(2006,62.1 \%\) of all students were women. [5] The conesponding figure among iraditional-age undergraduates was \(65.9 \%\). Compared to other Jesuit nuives sities USF is 3 rif in terms of the pronortion of women crrolled as students in AY 2005-2006. Gender parily is increasing in other areas of the University including the gender distribution of student athletes and faculty and staff appointments. In AY 20042005, the propotion of women participating in varsity sports at USF was slightly lower ( \(47.8 \%\) ) than the proporlion of men although approximately \(54.3 \%\) of athertic scholarships at USF are awarded to women athletes.

USF has made significant efforts at gender diversification of the faculty. As reported in the 2006 AALP report on gender equity, \(42.8 \%\) of the full time faculty at USF are women compared to \(39.1 \%\) for all colleges and universities included in that report. This level of gender diversity among the faculty is the product of concerted efforts to diversify candidate pools on the part of the deans and firovost. IPEDS data for 2006 showed that \(56.5 \%\) of full-time staff ate women. The largest proportions of women are found among such job categories as clerical and sectetatial ( \(71.0 \%\) ) and support and service professionals ( \(57.2 \%\) ). [6] Section Two of his C\&PR self-siudy includes a moxe detailed analysis of gender diversity among faculty and staff.

Our efforts to increase gendex diversity are also manifested in the curriculum. USF offers undergraduate students the opportunity to pursue an interdisciplinary minor in Gender and Sexualities Studies. In addition, approximately 25 undergraduatc and three gracluate couses with a significant level of gender or sexuality content have been offered at least once during the last two academic years

\section*{Socio-Economic Diversity}

USF supports the education of low-income students and values the contributions of a socio-economically diverse student body For AY 2004-2005, approximately \(13 \%\) of the students who applied for financial aid had famity incomes of less than \(\$ 30,000\). This percentage is ligher than at the other Jesuit universities in Califomia. Approximately \(22.5 \%\) of USF undergraduate students received Pell grants duxiog AY 2005-2006 a percentage that is again higher than that of the other California Jesuit universities. Findecd. USF is ranked \(8^{\text {th }}\) among the 28 Jesuit twiversities in the proportion of andergraduate students who received a Pell grant in AY 2005-2006. [7]

\section*{Effects of Diversity}

This diversity in the cundiculum and in the composition of ow student body, faculty and staff is rellected in students" reactions as sean in a ruomber of surveys. For the past five years, more than \(80 \%\) of graduating students reported that individual. ethonce,

Although we are concend with the ratio of fill-time to part-time faculty, we are proud of the quality of our part-time faculty members, many of whom have tateght for us over a number of years. In a majority of cases, part-time faculty are hired as a result of local scarches that produce well-trained scholars or professionals who are dedicated to student leaming and who miderstand the University's Mission. The University supports adjunct faculty in theit teaching through dedicated faculty devclopment fund for cousse or pedagogical improvement, training seminats, workshops on pedagogy, periodic review of their classroom performance, and their involvement in cluriculum development. Individual schools and colleges have also pui ia place processes to support part-time faculty, iucluding class visitations, training in pedagogy athd assessment, and periodic meetings with dean's office staff and/or program directors.

The Linivetsity maintains a strong commitment to affirmative action and to providing equal employment opportunities to all qualified applicants, and we consider this commitment an important component of building an cxcellent faculty and professional stafi. We have developed a number of procedures to guatantee a diverse prool of candidates, and our joo annomeements specifically state that we look for individuals who "deruonstrate a commitment to work in a culturally diverse envitonment and to contribute to the mission of the University. USF is an Equal Opportunity Employer dedicated to affurmative action and to cxcellence through diversity." In the last few years: we have made significant strides in diversifying the faculty. For example, in AY 2002-2003. 79.4\% of fuill-time faculty members were white non-Hispanic and 40.3\% were women. Four yars later, during AY 2006-2007, the propotion of white nonHispanic faculty had decteased to \(75.7 \%\) and the proportion of futl-time women faculty had increased to \(44.7 \%\). Among probationary (tenuce-track) full-time faculty, the proportion of white non-Hispanics decreased from \(68.7 \%\) in AY 2002-2003 to \(66.7 \%\) in A Y 2006-2007, and the proportion of women increased from 44.6\% in AY 2002-2003 to \(564 \%\) in AY 2006-2007. Inctcases in the number women faculty have taken place across discipines including the physical sciences. These changes over a telatively short period of time are the result of a commitanent on the patt of the University to diversify its faculty. Nevertheless, further diversification is needed, both overall, and in specific programs and departments, in order to provide our students with the educational benerits of a diverse learning environment and to prepare them for working in a multicultural and diverse society. Unifortunately, a few of our ethnic minority faculty bave been recruited away from USF in the recent past by institutions who can offer access to graduate students, locations with lower costs for housing and overall living expenses or are minotity-serving institutions. [6. 18]

Reflecting the increased number of studenis and the incteased mandated demands for reporting and accountability, the mumber of full-time administrators and staff increased from 647 in the fall of 2002 to 713 in the fall of 2006. Firing of stanf follows established procedures that are coordinated by our Uuman Resources Office and include open pubiic searches and the evaluation of qualifications by peers and/or supervisors. Data on staff diversity as reported ir the IPEDS protocols show that from 2002 to 2006, the rumber of female staff members has increased \(2.5 \%\) and the number of ethnic

These ars additional examples of our cfforts to develop better supportive learning experiences to our students. These efforts have restilted in better student services (e.g., the development of the One-Stop Office where one staff person can help students with registrar and bursar fuactions); inproved advising (c.g., the pilot project in the College of Arts and Sciences for students on probation); and, creative and life-changing learoing experiences (e.g., service leaming opportunities). Evaluation of these cfforts is advancing and importantly, results are being used to furthex improve the learning experiences of our students.

\section*{Next Steps}

The continued development of our incipient integrated learning environfent at USF, tequires that we pay attention to
- Definition of a USF Integrated Learing Environment. There is a need for the Utiversity to clanify what is meant by the use of the term "Intcgrated Leaming Environnent" and its implications in program planning and implementation.
- Identification of Areas where Integrated Learning Experiences can easib, be developed. We need to idcntify additional areas where academic personnel and staff professionals can collaborate and demonstrate successes at integrating student learning without necessarily changing their roles or imposing excessive demands on their time.
- Development of Comprehensive Frogram Assessment. As stuategies or programs. are teimagined or developed, assessment of student learting must be made an integral parti of the plaming and not an after-thought.

\section*{DIVERSE FACULTX AND SIAFF}

Recruitment retention and promotion of diverse faculty and staff are other areas that we identified as needing further analysis during the Proposal preparation stage. This interest is rooted in our Mission statement where we distinguish USF as a "diverse, socially tesponsible leaming community," and is predicated on our strategic initiatives, which commit the University to "recruit and retain a diverse faculty of outstanding teachers and scholars and a diverse, higoty-qualified, service-oriented staff, all commited to adrancing the U'niversity's mission and its core values.'

USF is committed to affirmative action and to equal employment opportuntifies. AIUSF , we value the contributions that all individuals make to the Anilfiliment of our Mission regardless of factors such as their ancesiry, nationality, religion, religious creed sex, gender identity, race, socio-cconomic status, physical ability, etlmicity, sexual orientation, marital status, and age. The next few sections of this self-study analyze, as mentioncd in the Proposal. gender and etbrice diversity of our faculty and staff.

\section*{Gender Diver'sity Among Fiaculty and Staff}

In 2006, USE employed approximately 367 full-time and 517 pait-time faculty who taught in all six colleges/schools. These numbers represent increases, compared to AY 2001-2002, of \(18.4 \%\) for full-time faculty and \(43.2 \%\) for pari-time faculty. Data on gender diversity [6] show that the proportion of full-time faculty who are women increased from \(40.3 \%\) in 2001 to \(44.7 \%\) in 2006. The proportion of women among parttime faculiy also has incteased (from \(42.7 \%\) in 2001 to \(55.7 \%\) in 2006). Since 2001, the proportion of women within most acadennic ranks has been increasing with the largest changes oceuring among Assistane Professons (47.1\% in 2001 versus 53.6\% in 2006). USF tenures a large proportion of probationary faculty ( \(74.4 \%\) of those hired between 1997 and 2001) and the level of gender diversity at the Assistant Professor level should soon translate into a significant increase at the Associate Professor and Professot levels.

As is true for faculty, the representation of women among our staft has increased noticeably in the last few ycats. Their contributions to the Mission of the University are seen at all job levels including areas where woraen are often underrepresented such as executive as well as techrical positions. Data on gender distribution among staff [6] show that there has been an increase in the last four years in the eeprescntation of women in executive/ddninistrative positions. In 2001 , women made up \(31.8 \%\) of execuive/ administrative staff, and that percentage had increased to \(49: 3 \%\) by 2006 . Overall, 2006 data show that women represent a high percentage of cletical/sectetarial stalf ( \(71.0 \%\) ) and low percentages of skilled craft staff ( \(25.0 \%\) ) and service/mainterance staff \((18.0 \%)\).

The fecent AAUF compensation report shows that USF 's faculty compares favorably with other institutions in terms of gender reptesentation and salary equity. Bata for AY \(2005-2006\) show that women held \(39.1 \%\) of full-time faculty positions rationwide compared to \(42.8 \%\) at USF. Women held \(44.8 \%\) of full-time teruse-track positions at the nation's colleges and universities compared to \(57.6 \%\) at USF. In addition women's average salary across all faculty rarks nationwide was \(80.7 \%\) of men's average salary: while at USF, women's average salary across all faculiy ranks was \(89.3 \%\) of cmen's average salary. Once more women achieve top faculty ranks at USF, the salary differential between men and women should decrease even more, Among the nation's 25 Jesuit universities that participated in the AAUP study, USF was in the top thitd in its percentages of: full-time women faculty members, women hoiding tenure-track positions, tcnured women faculty members, womert at full professor tank, as well as women's attainnent of salary equity across all faculy farks

During AY 2004-2005, USF conducted a survey among its full-time faculty using the questioniaixe developed by UCLA's HERI. In general, a large proportion of women ( \(64.4 \%\) ) felt that promoting gender equity among faculty was a high priority at USF (compared with \(54.5 \%\) of the men). Women ( \(933 \%\) ) reported in greater proportion than men ( \(82.5 \%\) ) that their teaching was valued by dcpartmential peers. In gencral, women terted to report in greater proportions than men that they wanted to instill in sindents a sanse of social responsibility, help students in their ernotional development, enhance student appreciation of differences and prepare students for responsible citizenship.

An analysis of the composition of our fulluime faculty [18] shows that there has been an increase in the cthric/Xacial diversiay of the fulletione faculty in the last 16 years with the percentage of whires changing from \(879 \%\) in 1991 to \(75.7 \%\) in 2006. Among full-time faculty, the number of faculty of color has increased \(175 \%\) in the last inve years. from 28 in 2001 to 77 in 2006, compared to a \(37 \%\) increase among white non-Hispanic facelty duting the same period.

IPEDS data [19] show that the diversity of staff at USF (measured by the proportion of white nor-Hispanics) has remained fairly stable during the last five years, except for a decrease of 10 percentage points among technical'paraprofersional stalf. Overall, the largest pereentage of white non-Hispanic staft in 2006 can be formd in executive/ edministrative positions ( \(78.7 \%\) ) and non-facully professionals ( \(63.8 \%\) ) positions. The petcentage of whites is lowest in technicalijaraprofessional staff ( \(40.0 \%\) ) and scrvice'maintenance positions ( \(43.8 \%\) ).

In order to enhance the diversity of our faculty and professional staff; the Provost's Office has asked deans and vice presidents to implement a number of' procedures to assurc wide dissemination of information on openings and the diversity of canclidate pooks. These proceduxes include advertising in minonity as well as gencral publicalions; direct mailings to doctorate-producing institutions and minority sections of professional associations, and appointment of diverse search corumittees including members from outside the departoment'program. In addilion, the University currently supports a disscrtation completion fellowship program for ethric minority scholats who may join the Caculty after the completion of their fellowship year.

The University has developed a number of strategics to support ethuic minority facully in their scholarly endeavors. For the past six years, USF has organized writing retreats for minority faculty that are recogoized as important instruments for advancing tesearch and writing. The University has implemented grant writing workshops specifically for minority facculty, appointed mentors for newly hired faculty, and facilitated networking and mentoring meetings. Deans and other administrators play an important tole in monitoring faculty workload and have worked with ethaic minority faculty to manage their involvement io service activities on- and off-campus in order to protect the time and encrgy they need to dedicate to teaching and rosearch.

\section*{Next Steps}
- Development of A dititonal Effective Reciutionent Strategies. The University needs to develop additional strategies to further diversify faculty and staff particulatly among job categories aud divisions or programs that have low proportions of women or ethnic minorities.
- Development of Additional Professional Development Suppori Initiatives. These strategies need to support and help alleviate the extra, and at times contlicting. demands placed on women and minozities by the "culture and gender tax" imposed on them by denands to provide exemplar service to university and

\section*{Release and Arbifration Agreement}

This Release amd Arbitution Agreement ("Agtement") is made and entered into by and between John Kao ("Professor") on fhe one haud, and University of San Francisco ("University") on the other haind (together "Parties).
1. Professor is a faculty member of the University, holding the position of Associate Professor with temure, in the College of Arts and Sciences Professor hereby irrevocably releases and waives all clains, gievances and evidence/information related thereto, aganst the University and its officers, ngents, students and representatives, as of the date of execution of this Agreement. University hereby astess to pays Professor the sum of \(\$ 37,365.12\). less tax withholdings and FICA within 20 calendar days of muthal execution.
2. Professor heteby withdraws with prejudice any and all grievances and wanants that he has not filed any lawsuit and/or charges with any eout or government agexcy; against the University and/or adiy officer: agency or Professor thereof.
3. In consideration of the promises contained in this Agreement, Professor does release: acquit and forever discharge the University and all is past, current and fuffre officers, employees, agents, attomeys, consultants, investigators, agents, representatives, students, contractors, boards, trustees, iosurers and all successors and assigns ("Releasees") of and from any and all, damages, clatos, charges, causes of action, grievances, complaints, indemnities and obligations directly on indirectly atising out of, or in any way comnected to his relationship with the University of any kind, Undiversity employment, including but not limited to age discrimination under the Age Discrimination in Employment Act (29 U.S.C.A. 8§ 62t-634), the federal Civil Rights Act of 1964, federal Americams with Disabilities Act ("ADA"), federal and state occupational and safety laws, collective bargaining agreements, Family and Medical Leave Act ("FMLA"), Califormia Fair Employment and Housing Act (Califomia "EEHA"), all other state, local or fedexal laws, contract, tort, retaliation, constitutional, and/or any employmentrelated cłains, and/or other claims. This release shall be a conaplete bar to any clains, grievances and lawsuits asserted in contravention of it, no matter the formo.

Professor acknowledges that he has read Section 1542 of the Civil Code of the State of Califontia which states:
A. general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by him or her must have materially affected his or her settemext witb the debtor:

Professor hereby waives any right or benefit which he has or may have mender Section 1542 to the fiall extent that he may lawfully waive such inghts and benefits pertaining to the subject matter of this general release.

4 Professor knowingly and voluntarily agrees to waive any tights or claims arising out of or telating to the lederal Age Discrimination in Employment Act ("ADEA") (29 U.S.C.A. § 621 et seq.) and the federal Americans Whal Disabilities Act ("ADA") ( 41 U.S.C.A § 12101 et seq.):
(a) Professot represents and acknowledges that he is waiving any and all rights or claims that he may thave arising under the federal \(A D E A\) and the federal \(A D A\);
(b) Professor represents and acknowledges that he had the right to be represented by an attonney of his own choosing in connection with this Agreement and has, in fact, done so;
(c) Professor knows and understands that he is not waiving any federal ADEA or federal ADA rights of claims that may first arise after the execution of this Agreement; bowevet, an arbitration clause is agreed on, as set forth in Section 5 of this Agreement, which is a waivet of all rights to jury trial.
(d) Ptofessor knows and understands that in exchange for the waiver of his nights undet the federal ADEA and federal ADA, he bas received consideration as set forth in Section 1 of this Agreement.
(c) Professor represents and acknowledges that he has waived the right to have twenty-one (21) days to consider this waiver.
5. Any and all disputes claims, or controversies arising out of or relating in anyway to this Agreement, its performance or breach, including, withon limitation, the validity, scope and enforceability of the agreement to arbitrate, or connected in any way with the past or future euployment of Professor with University or any other matter which ever may becone disputed between University (including its officers, agents and representatives) and Professor, whether arising under statute or otherwise, shall exclusipely be settled by final and binding arbitration. Any award rendered shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction. Professor Kao agtees that any future dispute will not be resolved in any court proceeding bat onty in arbitation, regardess of the issue or subject matter of the claim or defense to the ctaim. Professor farther agrees that the existence and information, facts, circumstances and events related to the disputes, grievances, clainos or complaints of Professor up through the execution of this Agreement, are confidential and may thever be offered as evidence by Professor Kao, or relied upon or argued by him in any manner, in any dispute, grievance, claim or complaint by him, whatever the subject or time thereof.

\section*{6. [ror any issues Professor Kan seeks to cover?}
7. Sole Agreemente This Agreement consists of 3 pages and sets forth the parties' entire Agreement. Tbis Agreement may not be altered, amended or modifed, nor may a new acreement be reached: except by a further written document signed by Professor and the University. Professor has seven (7) calendar days after execution of this Agreement to revoke it. To revoke this Agreement, Professor must subtorit a written statement of revocation which mast
be received by the generat counsel of the University within that period. This Ageenent will not become effective until the date on which the revocation period expircs.

\section*{READ and AGREED:}

John Kao
Date

W KENNT KRTIKIAN

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    Katzenbaci and Khtikiat
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January 17， 2007
In Re：Prof John Kao
Ms．Donna Davis
Office of the General Counsel
University of San Francisco
2130 Filtom Street
San Francisco，CA 94117－1080
Dear Ms．Dayis：
Frofessor Kao and I have discussed the draft settlement document your provided． Wo have a substantial number of changes，as explained below．Enclosed is a revised document incorporatiog these changes．

1．As your will note from the change in title，Prolessor Kso is unwilling to agree to an arbitration agreement．He feels strongly that，in setting matiers with USF，he sfould retain all the rights of every other faculty member：He views a separate arbitation provision in this settlement as ohanging his rights in a significant way．
a．In addition，we have eliminated the confidentiality provisions contained in paragraph 5 of USF＂s draft．We do not desire confidentiality，as this simply creates a situation for potential future disputes between the partics．
b．We have also（see paragraph 6 of our draft）elininated the restrictions on the use of infornation and facts wderlying Professor Kao＇s complaint if there wene to be future disputes．The use of the information contained in Professor Kaos Formal Complaint in the event of a future dispute would nomally be proper as background evidence to suppont new charges．See Naional Raitroad Passenger Corp．k Morgan（2002） 536 U．S．101，113．Frofessor Kao is not willing to give up his right in this respect．

2．Paragraph 1 of out draft states the background of the setclement．Professor Kao feels that a statement of the background of the settlement is necessary．

3．Paracraph 2 of our draft conkains a statement as to Frofessor Kao＂s good faith in filing the Formal Complaint．fo addition，this paragrapl：
a. Contains USF's acknowledgment of its commitnent to nondiscrimation.
b. Contains an apreement to appoint a special comoaittee to examine ways to increase diversity in the Departments of Mathematics and Compitet Science. Diversity in these departments is an issoe about which Professor Kao feets strongly. The appointment of a commitiee to review this issue is a way of moving this issue forward in a positive and constructive fashion.
4. Paragraph 3 of owr draft contains the payment of lost wages for Spring 2002.
5. Paragraph 4 of our drat contains the release. Please note that that we have limited the soope of the retease to "claims, charges, causes of action, grovevances, conmplaints, inderonities and obligations that have accrued on or before the date of this Agreement; but not otherwise". While Professor Kao is willing to release past clainns, he does not want to release potential future claims.
6. Paragraph 5 of our draft contains OWBEA language. We have added the limitation that the waiver applies to claims "that have accrued on or before the date of this Agreement, but not otherwise" to match the scope of the release as applicable to past claims, not tiuture ones.
7. Patagraph 6 of our draft contains language:
a. Reaffixning that the release covers onily past claims.
b. Professor Kao has all the rights that other factulty enjoy.
c. An acknowledgement that any evidence used in suppoit of Professor Kao's Formal Complaint could be used as evidence in suppott of any future claims to the extent the evidence is relevant to a new claim. As noted previously this is what carient Iaw would rormally allow.
8. Paragraph 7 of our crafit contains an agreement to place the settiement agrecment and Fornal Complaint in Professor Kao's personnel file. As you are aware, copies of Professor Kaos prior grievance did not get placed in his personnel fle or maintained in any ofler USF file of which Professor Kao is aware. Since the Formal Complaint and this setiennent
are important employment docmments, we believe they need to be maintained in the formal files at USE.
9. Faragraph 8 of our dratt contains the language USF had in paragraph 7 of its draff.

While wre have made substantial changes, we betieve that none of our changes affect the basic substance of a reasonable settlement of past disputes. We are simply trying to preserve existing and future rights. Please call me to discuss these maters at yout convenience.

Enclosure (1)


\section*{Release and Sethlement Agreement}

This Relcase and Settlement Agreement ("Agreement") is made and entereat into by and betwcen John Rao ("Professor") on the one hand, and University of San Francisco ("University") on the other hand (together "Parties").
1. Professor is a facnlty member of the University, holfing the position of Associate Professor with tenure, in the College of Arts and Sciences. On May 15, 2006, Professor filed a formal complaint ("Fomtal Complaint") with the University pursuant to the University's polices against harassment arid discrimination. The University and Professor now desire to resolye the issues raised by Professor in the Formal Complaint.
2. University acknowledges that the Formal Complaint was fled by Professor Kao in good faith on the facts and information known to him as set forth in the Rormal Complaint. University further acknowledges thet it does not question the authenticity of the documents attached to Professor Kao's Formal Complaint. Yniversity has reviewed the Formal Complaint and the issues raised therein. University acknowledges that it is conmitted to non-discrimination in all aspects of tis operations, including expployment, recruitment, tenure and academic affaits and administarion, and reaffoms this commiment herein. As part of this commitment. University agrees to appoint a special committee to examine ways in which the University could inerease diversity in the Departments of Mathematics and Computer Science.
3. In consideration of the mutual promises contained in this Agreement, University agres to pay Professor the sum of \(\$ 37,365.12\), less tax witbholdings and FICA, within 20 calendar days of muthal execution. The parties acknowledge that this compensation is for Professor's unpaid leave of absence in Spring Samester 2002. Professor hereby agrees to withdraw bis Fomal Complaint and warrants that he bas not filed any other grievance, lawsuit and/or charges with any connt or govemmene agency, against the University and/or any officer, agency or Professor theteof arising from or out of the matters asserted in the Fomal Complaint.
4. In further consideration of the promises contained in this Agreement, for all claims, charges, causes of action, grievances, complaints, indembities and obligations that have accued on on before the date of this Agreement, but not otherwise, Frofessor does release, acquit and Forcver dischatge the University and all its past, current and fufure offeers, enployees: agents, atomeys, consultants, investigators, agents, represenatives, stadents, contractors: boands, trustees, insurets and all successors and assigns ("Releasees') of and from any and alin, tamages, claims, charges, causes of action, grievances, complaints, indemnities and obligations directly or indirectly ansing out of or in any way connected to his retationship with the University of any kind, University employment, including but not limited to age discrimiontion under the Age Discrimination in Employment Act (29 U.S.C.A. \(\$ \$ 621-634\) ), the ferteral Civil Rights Act of 1964, federal Americans with Disabilizes Act ( ADA A"), federal and state occupational and safety laws, collecive bargaining agreements, Family and Medical Leave Act ("FMEA"). Califomia Fär Employment and Housing Act (Califomia "FEnA"), all other state,
local or federallaws, contact, tort retalianion, constitutional, andor any employment-related claims, and/or other clains. This release shall be a commplete bar to any clains, grievances and lawsuits asserted in contravention of it, no mafter the forum.

Professor acknowledges that he bas read Section 1542 or the Civil Code of the State or Califorvia which states:

A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by high of her must have materially affected his or her settement with the debtor.

Professor hereby waives any night or bencfit which he has or may have mader Section 1542 to the full extent that he may lawfiliy waive such nights and benefits pertaining to the subject matter of this general release.
5. Professor knowingly and voluntarily agrees to waive any rights ot claims arising out of or relating to the federal Age Discimination in Employment Act ("ADEA") (29 U.S.CA. § 621 et scq.) and the fedcral Americans With Disabilities Act ("ADA") (41 U.S.C.A. § 12101 et seq:) that have accrued on or before the date of this Agreemene but not otherwise:
(a) Trofessor represents and acknowledges that he is waiving rights or claims that be may have anising under the federal \(A D E A\) and the fedcral \(A D A\);
(b) Frofessor represents and acktowledges that he had the right to be represented by an attomey of his own choosing in connection with this Agrement and has in fact done so;
(c) Professot knows and understands that he is not waiving any federal ADEA or federal ADA rights or claims that may first arise after the execution of this Agreeraent
(d) Professor knows and understands that in exclrange for the waiver oi his rights under the federal \(A D E A\) and federal \(A D A\), he has reccived consideration ass set forth in Section 3 of this Agreement.
(e) Professor represents and acknowledges that he has waived the dight to have twenty-one (21) days to consider this waiver.
6. The University and Professor acknowledge and agree that the releases contained herein are without prejudice to and shall not affect Professor's tights to bing claids, grievances, complaints, lawsuits or other actions as to events atising, occuring or accruing after the date of this Agreement. University and Professor fluther agree that Professor retains all rights enjoyef by other professors at the University to bring claims, geievances, complaints, lawsaits or other actions as to eyents axising, occurring or accruing after the date of this Agreement. Notwithstanding the releases given herein, the University acknowledges and agrees that the documents, facts or other information relating to the Fomal Complaint filed by Professor, to the extent relevant to any niew or fiture clainns, may be used as evidence in connection with any new or funme claim by Professor that anises, occurs or accres after the date of this Agreentert.
7. The University agoes that a copy of this Agreement and Professot Kao's Fomal Complaint, with attached documents, will be placed and maintained in Frofessor Kao's persomel file for the duration of Professor's employment at University.
8. Sole Agrement: This Agrement consists of 3 pages and sets forth the parties" entite Agreement This Agreement may not be altered, amended or modifted, nor may a new agreement be reached, except by a further written document signed by Professor and the University. Professor has seven (7) calendar days after execution of this Agrecment to revoke it. fo tevoke this Agreement Professor must submit a whiten statement of tevocation which moust be received by the general comsel of the University within that period. This Agreement will not. become effective until the date on which the revocation period expioes.

\section*{READ and AGREED:}

John Kao

University of San Francisco

\section*{Date}

Date

\title{
ABBA I. TRRR.MD \\ LENOREC. TERR.MD \\  \\ 430 SUTITR STREES 54iv FRANCISCO \(9 \operatorname{AlCB}\)
}

Novernber 28. 2000

\section*{Attr: Martha Fugh-Wade \\ Associaise Ditector of Human Kesources}

Office of Human Resoutces LM339
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

To Whom It May Concesm:
John Kao was ill and under my medical care for twelve days (eight working days) in the month of October (fiom 10/13/2006 through 10/24/2006). The illness began in relation to an illness in his family and it eventarlly extended to him From Ocrober 25,2006 to presentit he is recovered and fuilly able to work.

Ikank you for your interest and cooperation with this fine professor.


I emore C. Tenx, MD
oc: Christopher W. Katzerbach Esq

This is a brief summary and follow up to our mesting June \(20^{\text {th }}\) setting forth briefly what the University heard and possible ideas of how to address these issues.

Concerns
-Professor \(K a o\) is very concernet about his professional reputation.
-Professor Kao believes be is a victim of discrimination.
-Professor Kao believes he was forced to take unpaid leave for a semester. At that point he feels he was stigmatized. How cant the stigma be removed?
-University needs to better display the confidence it has in and respect it has for Professor Као.

\section*{Ideas}
-Dean Iurpin can have Professor Kao assigned to teach in computer science.
-Dean Turpin has already nominated Professor Kao for a trustee subcommittec and will look for other opportunities for him to do service.
-Dean Tuppin has appointed a new dual degree program director and will require him to meet regularly with the advisory committee.
-Dean Turpin is willing to add whatever docuennts Professor Kao has that are missing from his persomel file to his file.

Next Steps
\(-M r\). Katzenback to respond with his thouglts.
-Patties to meet again to decide on best manaer in whach to proceed.

From John S.K.ao <kao@usfca.edu>
Sent Sunday, October 1, 2006 11:25 am
To lennifer Turpin <Eurpiniousfca.edu>
C
Bcc
Subject Re: checking in

Dear Jenny:
Thank you for the message. My mother's surgery went well, but she is still recuperating and has been experiencing a lot of pain.

As to an extension, I fell ill this week, and am still recovering today. If you could give me an extension until Wednesday, I would very much appreciate it. I left a telephone message with Christine Liu. Math Dept Program Assistant, on Friday to this effect

Thank you so much for your understanding.
Sincerely.
John
Original Message -----
From: Jennifer Turpin <turpinj@usfta.edu>
Date: Saturday, September 30. 2006 6:37 pri
Subject: checking in
\(>\) Dear John.
\(>\)
> I'm writing to check in with you. I hope that your mother's
\(>\) surgery
> was successful and that she is recovering well Please let me
\(>\) know
\(>\) if we can do anything to help.
\(>\)
> As I recall, you indicated that you d be back to resume teaching
\(>\) on
> last Friday September 29th but that you d let me know if you
\(>\) needed
> an extension. Can you let me know if you have indeed returned or
\(>\) if
\(>\) you need some help to cover your classes for Monday/next week?
\(>\)
\(>\) Thanks very much.
\(>\)
\(>\) Jenny
\(>\) "
> Jennifer E.. Turpin, Dean and Professor
> College of Arts and Sciences
> University of San Francisco
> 2130 Fulton Street
>- San Francisco, CA 94117-1080
\(>\) (415) 422-6496
\(>\) turpinj@usfca.edu
\(>\)
\(>\) http://artscil usfca edu

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}

\section*{USF'FACULTY ASSOCIATION}

\section*{CONSTITUTION and BY-LAWS}
(2) Recall Procedures:
(g) Each committee member and officer is expected to cany out the duties of his/her office. This includes regular attendance at meetings, and where appropriate, adequate reptesentation of the views of his/her constituency. Failure to adequately carry out the duties of office is grounds for recall.
(h) The Science Council shall conduct all recall proceedings according to the procedures outlined in the Article.
(i) Upon receiving witten pemission from not less than twenty-five (25) percent of the constituency, stating the case fro recall, the Council shall immediately issue notice to the entire constituency that this action has been initiated.
(j) After one week, the Science Council shall issue a recall ballot to the constituency. Ballots shall be due one week after their issuance.
(k) The Science Council shall tally the votes cast and notify the constituency of the results. A two-thirds (2/3) majority of votes cast shall be necessary for recall.
(1) In the case that the recall procedure is successful, procedures described in VI (1.) C shall be followed
VII. Mectings
(1) Depattinetmeting
(d) Each departmentshall have tegulat toetings on a monthly basis: dinting the Fall and Spring semesters;
(e) The elected chairpersons of each department shall nomally preside at these meetings.
(f) The recording secretary within each department shall be responsible for preparing the minutes of these meetings. These minutes shall be nade available to the Science Council.
(2) Meetings of the Science Council:
(f) The Science Division Councir shall nomally meet reguldy on ä, monthly basis dị̂ing thê Falland"\$pring semesterré Additional meetings may be held as deemed necessary by a majority of the Council members.
(g) The Council shall annually select a chairperson to anange for and preside at, these meetings. The chairperson shall not be the Grievance Committee representative. He/She shall serve jointly with the Grievance Committee representative as spokesperson for the Division of Science to the Dean. The Chairperson shall

\title{
Report of Race-based Discrimination and Harassment Submitted to the Associate Vice President for Human Resources, University of San Francisco
}

May 15, 2006

\author{
John Kao, PhD \\ Associate Professor Mathematics Department \\ University of San Francisco
}

May 15, 2006
Terry Stoner
Associate Vice President for Human Resources
University of San Francisco, LM 339
2130 Fulton Street
San Francisco, CA 94117-1080
Dear Vice President Stoner,
I am writing to file a Formal Complaint as provided for by the USF Prevention of Sexual and Other Unlawful Harassment Policy (PSOUHP), effective February 7, 2006. This is in sequel to the Informal Complaint which I filed on January 26, 2006, with Elsie Tamayo, Manager, Professional Development/Affirmative Action, Human Resources. On February 27, Ms. Tamayo notified me that the University had concluded the scope of my complaint exceeded parameters of the Informal process-a Formal Complaint was warranted. This was also my impression as articulated to Ms. Tamyao, January 26; nonetheless, I found our meeting useful and informative. I am writing in the capacity of Associate Professor of Mathematics. I am an Asian American male that, since my appointment as Assistant Professor in 1991, has been an outspoken advocate for implementation of USF Affirmative Action/Equal Employment Opportunity Policy within the Mathematics Department.

The written complaint accompanying this correspondence takes the form

> Report of Race-based Discrimination and Harassment Submitted to the Associate Vice President for Human Resources, University of San Francisco.

It contains three parts: Summary, Complaint, and Source Documents. The latter is included in accordance with PSOUHP guidelines: provide copies of all relevant documents. Please note, however, that significant excerpts from source material are reproduced in Summary and Complaint (for critical instances, complete documents have been inserted within these sections). I have also sent by email an electronic version (PDF file) of the Summary and Complaint to Ms. Tamayo.

I have given careful consideration to this administrative matter. The principal subject of my complaint, Tristan Needham, Professor of Mathematics, served as

Associate Dean of Sciences
Spring 1999 - Spring 2004.
In such capacity, he was my direct supervisor. During the above period, the threat of retaliation was too great to pursue action as specified by PSOUHP.

My research into past activities began in earnest August 2005, and was in response to Tristan Needham's return to the Mathematics Department the same month (he was on sabbatical leave academic year 2004-05). This inquiry led to the discovery of several items address in my Formal Complaint, although they took place some time prior. Further discrimination/harassment occured during the current academic year. The most recent is referred to in my report as
- Appointment of Strictly Unqualified Candidate over Two Qualified Candidates both Having Diversity Status, appointment made February 16, 2006; subsequent to filing of Informal Complaint, January 26; discovered March 1.

This concluded a search for a tenure-track position in Mathematics; Prof. Needham was Chair of the Search Committee. It is the official prompt of my Formal Complaint, and is another instance of actions that serve to isolate me politically within my department. It is also a manifest violation of USF Affirmative Action/Equal Employment Opportunity Policy as expressed in the College of Arts and Sciences Search Procedures.

During my Informal Complaint meeting on January 26, Ms. Tamayo indicated that I may be represented by an attorney during the investigative phase (interviews, etc.). I wish to exercise this option; my attorney is Christopher W. Katzenbach (law firm of Katzenbach and Khitikian).

Thank you for your attention in this matter. I hope that the issues presented in my report can be resolved within the Formal Complaint process. Please feel free to contact me if you have any questions or concerns (USF Mathematics Department office HR 219, telephone ext. 6760, email kao@usfca.edu).

Sincerely,

John Kao
Associate Professor
Mathematics Department
USF
cc: Elsie Tamayo, Manager, Professional Development/Affirmative Action, USF

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\section*{Introduction}

I will refer to this document as Report of Discrimination. The objectives are
- submit Formal Complaint of race-based discrimination and harassment as provided by the USF Prevention of Sexual and Other Unlawful Harassment Policy, effective February 7, 2006;
- expedite investigation of matters therein.

To such end, this record is as brief as possible while including clear substantiating evidence. I have reproduced excerpts from source material (cited in footnotes) and replicated such, in the Source Document Appendix (abbreviated SD). These sources include letters, email correspondences, and administrative documents (in some instances, only select pages are included in SD Appendix). To certify authenticity, I have retained original copies. These were identified by removable tags and labeled duplicates created. These tags take the form
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SD \#

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where the number enables page reference to source documents. In no case does the tag obscure text in the original. Necessarily, I have also cited verbal communications. These are referred to as "interpersonal" when the conversation was face-to-face and "telephone" as appropriate. The Investigator can forego careful reading of the SD Appendix-it is meant for reference and also to verify that quotations have not been taken out of context.

As customary in an academic institution, time periods are articulated by academic term: Fall and Spring (semesters) with Summer as break (full-time faculty at USF are not required to be in residence between semesters).

Report of Discrimination adopts Standard American usage and spelling. For example, "Prof." before a surname abbreviates "Professor." (In some prior communications cited, I used an European abbreviation "Pr." and sometimes British spelling-reflecting close correspondence with my European mathematics colleagues at the time.) The one significant exception is the writing of "Full Professor" in place of the academic rank of "Professor." The former is common in spoken English and is the clearer equivalent of the latter. Academic ranks (as semesters-see above) will be capitalized in this document, although USF convention varies. Note that faculty employment for the College of Arts and Sciences in the ranks of Instructor, Assistant Professor, Associate Professor and Full Professor is governed by the faculty union, USF Faculty Association (USFFA). Employment within the union structure is legally bound by the USFFA Collective Bargaining Agreement (CBA). \({ }^{1}\)

Report of Discrimination concerns activities within the administrative unit

\footnotetext{
\({ }^{1}\) For specific scope of the USFFA, see for instance, CBA Effective March 18, 2002 - June 30, 2007: pg. 10 [SD 104].
}

\section*{Mathematics Department and Computer Science Department} College of Arts and Sciences, USF.

I will use the abbreviations Math and CS accordingly, writing Math/CS for both departments collectively.

Discriminatory conduct was classified according to:
- explicit discrimination
- implicit discrimination.

Explicit Discrimination refers to overt action involving both discrimination/harassment and strict violations of USF administrative policy; in some instances, these were also violations of U.S. civil law beyond antidiscrimination legislation as applied to employment (Civil Rights Act of 1964 and Americans with Disabilities Act of 1990). Implicit Discrimination refers to conduct which, though equally damaging to myself and the institutional integrity of USF, did not explicitly violate University procedures.

Acts of discrimination/harassment, along with background information are summarized. Each item (numbered in left margin: 1-10) corresponds to a separate section of Report of Discrimination (Complaint) in sequel to Summary. These sections provide substantiating evidence and refer in turn to the SD Appendix. The items addressed are listed in chronological order below.
\begin{tabular}{|l|l|}
\hline \multicolumn{1}{|c|}{ Action/Incident } & \multicolumn{1}{c|}{ Time Frame } \\
\hline \begin{tabular}{l} 
Appointment without Search in On-going \\
Violation of Collective Bargaining Agreement
\end{tabular} & \begin{tabular}{l} 
announced Spring 2000, \\
appointment occurring in 2001, \\
CBA Violation is current
\end{tabular} \\
\hline \begin{tabular}{l} 
Libel, Forgery of Evidence and Defamation of \\
Character
\end{tabular} & Spring 2000 \\
\hline \begin{tabular}{l} 
Forced Leave of Absence in Violation of \\
Americans with Disabilities Act
\end{tabular} & Spring 2002 \\
\hline Appointment with Special Privileges & \begin{tabular}{l} 
Fall 2002 - present, \\
discovered Fall 2005
\end{tabular} \\
\hline Appointment in Violation of Search Procedures & \begin{tabular}{l} 
Spring 2004, \\
discovered Fall 2005
\end{tabular} \\
\hline \begin{tabular}{l} 
Maladministration: DDTP Single Subject \\
Accreditation
\end{tabular} & Spring 2004 - Spring 2006 \\
\hline Destruction of Personnel Documents & discovered Spring 2006 \\
\hline \begin{tabular}{l} 
Appointment of Strictly Unqualified Candidate \\
over Two Qualified Candidates both Having \\
Diversity Status
\end{tabular} & Spring 2006 \\
\hline \begin{tabular}{l} 
Implicit Discrimination: Math/CS \\
Demographics
\end{tabular} & \begin{tabular}{l} 
developed Fall 1991 - Spring 2006, \\
current
\end{tabular} \\
\hline \begin{tabular}{l} 
Implicit Discrimination: Dual-appointment \\
Demographics
\end{tabular} & \begin{tabular}{l} 
developed Fall 1991 - Spring 2006, \\
current
\end{tabular} \\
\hline
\end{tabular}

Italics in the above table highlight items which either apply to the current semester (Spring 2006), or were discovered during the 2005-06 academic year.

The official prompt for Report of Discrimination corresponding to a Formal Complaint, USF Prevention of Sexual and Other Unlawful Harassment Policy, is taken as
- Appointment of Strictly Unqualified Candidate over Two Qualified Candidates both Having Diversity Status, appointment made February 16, 2006; subsequent to filing of Informal Complaint, January 26; discovered March 1.

\section*{Summary: Background Information}

This section summarizes background information for Report of Discrimination. Some nomenclature specific to the College of Arts and Sciences, also Math/CS, will be clarified carefully in the Complaint section. (Note to the Investigator: duplication of information between Summary and Complaint sections has been avoided for brevity—please read both.)

Report of Discrimination will demonstrate that two Math faculty, Tristan Needham and Stanley Nel, during the period,

Fall 1991 - Spring 2006,
took actions which created and fostered a "Culture of Discrimination" within a coherent administrative unit at USF: Math/CS. These departments are explicitly connected through a preponderance of dual-appointment faculty (full decision makers in both departments). By Culture of Discrimination, I include specific acts of discrimination/harassment directed at myself, an Asian American male (the only regular faculty in Math/CS belonging to an ethnic minority group during the above time frame). I also include the cultivation of a "good-oldboy network" in the sense documented in the academic literature for politics of race. \({ }^{2}\) Profs. Needham and Nel have held senior executive positions during this period: \({ }^{3}\)
\begin{tabular}{ll} 
Stanley Nel & \begin{tabular}{l} 
Dean of College of Arts and Sciences \\
\(1990-\) Spring 2003
\end{tabular} \\
& \begin{tabular}{l} 
Vice President of International Relations \\
Fall 2003 - present
\end{tabular} \\
Tristan Needham & \begin{tabular}{l} 
Associate Dean of Sciences \\
Spring 1999 - Spring 2004.
\end{tabular}
\end{tabular}

\footnotetext{
\({ }^{2}\) Taylor, B. R. (1991). Affirmative Action at Work: Law, Politics and Ethics. University of Pittsburgh Press. Pittburg: pg. 5-6.
\({ }^{3}\) In some cases dates taken from source documents are ambiguous. The beginning of Stanley Nel's tenure as Dean is taken from his Biographical Sketch published on www.usfca.edu.
}

They have concurrently held faculty appointments in Math. USF administrators, who are also faculty, retain the right to return to regular teaching at the end of their administrative tenure. Prof. Needham exercised this right as of Fall 2004. Both men are White and non-Hispanic, and I believe, have profited from the Culture of Discrimination within their home department.

I began employment as an Assistant Professor of Math in Fall 1991. Since that time, I have stood out within Math/CS on account of
- my race,
- my cultural background,
- my political stance relative to these and as pertains to university governance.

With respect to the latter, it has been my consistent position that:
- When USF represents itself as an Affirmative Action/Equal Opportunity Employer to the public including accrediting agencies such as the Western Association of Schools and Colleges (WASC), and has established university policy and has published mission statements to this effect, the Math and CS departments have the obligation to implement these both in letter and in spirit.

Report of Discrimination will prove that the Math and CS departments have done neither during Fall 1991 - Spring 2006. I believe that being consistently outspoken on this issue has made me an explicit target of discrimination/harassment.

To provide context, I will summarize my academic background and describe the professional environment in Math/CS, during my tenure at USF.

I was born to Shih Kung Kao and Yasuko Watanabe Kao in Salt Lake City, Utah, on August 30, 1967. My ethnic background is Chinese and Japanese; both my parents were immigrants, naturalized U.S. Citizens. At the age of 13, my father died unexpectedly, leaving my mother to raise myself and my younger sister entirely on her own and under exceptional financial duress. I was always a strong student, but my father's death raised the stakes on my academic pursuits. At that time, educators in the state of Utah encouraged rapid advancement of grade as a program for "gifted youth." I used this opportunity both to honor my father and, with the availability of financial aid (scholarships), to relieve the financial burden on my mother. This deep felt obligation to support my family, reflected my cultural background. In the monograph, Being Chinese Voices from the Diaspora, Wei Djao writes,
... it is with regard to Chinese values that most narrators structure the cultural dimension of their identity. They perceive themselves to be culturally Chinese because they feel that certain Chinese values still influence their thinking or conduct, or are still meaningful to them. The values mentioned by the narrators are emphasized in other cultures as well, but the Chinese people seem to take them to a much higher level.

First and foremost is xiao. It is a Chinese concept that has no direct translation in English, requiring, therefore, two words to describe it: filial piety or filial devotion. It expresses the love, respect, obedience, solicitude, devotion, care, and utter sense of duty of the children toward the parents, with the implicit understanding that the children will look after the parents in their old age. It is the bond that ties the children to their parents, in return for the care, guidance, and devotion and, above all, life itself that the parents have bestowed on the children.

Xiao seems to be a fundamental value held by the narrators. Yeoh rates it as the essence of Chinese culture. \({ }^{4}\)

I enrolled as a full-time student at the University of Utah at the age of 15 , graduating magna cum laude as a mathematics major at the age of 17 . My tuition was covered by University of Utah President's Scholarship and Honors at Entrance Scholarship. I also was also employed part-time at the university library and physics department.

Spring 1985, I was admitted to the PhD Program in Applied and Computational Mathematics, a division of the Mathematics Department, at Princeton University (ranked the top American mathematics department by the National Research Council between the years 1982 and 1993). \({ }^{5}\) My doctoral work was fully supported by a National Science Foundation Graduate Fellowship. At Princeton, I engaged concurrently in scientific achievement and humane endeavor. I served as Graduate Student Representative for the Asian American Student Union and President of the Judo Club. Academic year 1990-91, I held a postdoctoral position at the University of North Carolina, Charlotte, prior to my appointment at USF in 1991. I was 23 years old at the date of my hire as a tenure-track Assistant Professor.

In my early years of employment at USF, Prof. Milliane Lehmann (retired Spring 2004), supported me within Mathematics. As a Jesuit University, USF emphasized teaching over research, and I quickly established an exceptional reputation as a teacher, being recognized as earning the highest teaching evaluations among all probationary faculty in the College of Arts and Sciences (academic year 1991-92) during our ten-year Program Review. \({ }^{6}\) However, I noticed my other USF mathematics colleagues treated me differently than similar probationary faculty: not taking my advisement seriously on administrative matters, consulting me on research problems but not supporting me in off-campus professional activities, and attempting to form collaborations on an authoritarian basis (as opposed to genuine professional partnerships).

\footnotetext{
\({ }^{4}\) Djao, W. (2003). Being Chinese: Voices from the Diaspora. The University of Arizona Press. Tuscon: pg. 203.
\({ }^{5}\) Rung, D. C. (1983). Newest Ratings of Graduate Programs in Mathematics. Notices of the American Mathematical Society. Vol. 30, No. 3, pg. 257-567 [SD 198 - SD 209]. Also, Goldberger, M. L., Maher, B. A. and Flattau, P. E., eds. (1995). Research-Doctorate Programs in the United States: Continuity and Change. National Academy Press. Washington, D.C: pg. 332-337 [SD 210 - SD 223].
\({ }^{6}\) University of San Francisco College of Arts and Sciences Department of Mathematics Self-Study and Preliminary Development Plan October 1993 (departmental report in preparation for program review by external panel taking place once every ten years): pg. 3 [SD 162 - SD 165].
}

I participated in university administration, serving: on the Multicultural Action Plan Committee appointed by President John Schlegel, S.J. (Fall 1991 - Spring 1992), as faculty advisor to the Asian-Pacific Islander Student Union (Fall 1993 - Spring 1995), and on the committee which developed and implemented the Ethnic Studies Certificate Program (Fall 1994 - Spring 1995).

I achieved tenure and promotion to Associate Professor (effective Fall 1997). The University Peer Review Committee voted as follows: \({ }^{7}\)
- Research: Superior 12, Adequate 0, Inadequate 0, Abstain 0
- Teaching: Superior 12, Adequate 0 , Inadequate 0 , Abstain 0
- Service: Superior 11, Adequate 1, Inadequate 0, Abstain 0.

I subsequently spent a sabbatical (academic year 1998-99) conducting research and teaching at the School of Engineering, Princeton University. My teaching was superlative as exhibited in the Princeton University Student Course Guide (online document):

Fundamentals of Engineering Statistics. Doesn't the title of the course just scream "excitement!"

The truth is, I am taking CIV 245 because it is required for my major, and that, I suspect, is why almost everyone takes the course. I heard horror stories about the difficulty and grading of the class before I took it myself, and I have been pleasantly surprised. The professor, John Kao, has been excellent. He makes himself very easily accessible to any student who asks for attention; he clearly knows a great deal about the subject matter; and his teaching style is enjoyable. He uses real world examples to teach the concepts behind the math, and in using these examples, you can almost find yourself learning without even realizing it.

That is not to say you can get away without doing any work. There are weekly problem sets, and although they do not count significantly toward the course grade, they must be done in order to learn the material well enough to score decently on exams. The book, from which all the problems sets are taken, is relatively readable (for a statistics book) and includes plenty of examples. ...

While I don't believe I would have taken this class if it were not required, I have found it to be one class that I don't mind attending three days a week. I should also say that I'm not sure if Professor Kao will be teaching the course again, as I believe he is visiting only for the year. All in all, I have been pleasantly surprised. \({ }^{8}\)

\footnotetext{
\({ }^{7}\) Letters from Daniel Kendall, S.J. (Chair, University Peer Review Committee), to John Kao, both dated February 4, 1997 [SD 75 - SD 76].
\({ }^{8}\) Princeton University Student Course Guide (from Fall 1999) published on www. princeton.edu [SD 84 - SD 85].
}

I remark that this teaching was closely supervised by regular faculty in the Civil Engineering and Operations Research Department: Rene Carmona, also Erhan Çinlar, Chair. The latter personally approved my final examination prior to its administration and the final grades for the above course.

I currently serve as Associate Editor for the journal, Advances and Applications in Statistics (Spring 2002 - present). I am listed in Marquis Who's Who (America 2004, World 2006). My research record was acknowledged by external reviewers in Spring 2004 (the cited section is titled "Quality of the Department: Faculty"):

Faculty have engaged in scholarship encompassing original research, scholarly monographs, software development, and curriculum development. For example, Tristan Needham and Paul Zeitz have received awards for their work, John Kao and Peter Pacheco maintain active research programs, and John Stillwell has been a frequent invited speaker at national and international meetings. The faculty are also creative in seeking approaches to teaching that enhance student learning in both major and service courses: Milliane [sic] Lehmann has been a leading light behind the department's introduction of technology into teaching, and with Paul Zeitz has written a text for the Excelbased business mathematics course. \({ }^{9}\)

During the period Fall 1991 - Spring 2006, the only regular faculty in Math/CS with diversity status were
- John Kao (Asian male)
- Milliane Lehmann (White non-Hispanic female).

That together, we endeavored to promote multiculturalism and diversity at USF is documented in the following from Subject Matter Program in Mathematics (for the Single Subject Teaching Credential) submitted to the California Commission on Teacher Credentialing (approval granted in March 1995). The text addresses, Standard 15: Equity and Diversity in the Program.

USF has a diverse student population consisting of approximately \(30 \%\) American minority students, and 12\% international students (1993 enrollment statistics). Overall, \(60 \%\) of the students at USF are women. The composition of mathematics faculty is reflective of the need to serve this diverse student population. Millianne Lehmann, Professor and Chair, has been active in addressing the needs of women students which account for an exceptional \(50 \%\) of mathematics majors. Of the American minorities at USF the largest group is Asian (approximately 15\% of the overall student population) which is reflective both of the high local Asian American population (28\% in San Francisco) and of the large, predominantly Catholic, Filipino American

\footnotetext{
\({ }^{9}\) Report of the Visiting Committee to the Department of Mathematics at the University of San Francisco, May 27, 2004 (program review by external panel taking place once every ten years): pg 2 [SD 157]
}
community in the Bay Area. John Kao, Assistant Professor, has been actively involved in the Asian American community for a number of years.

Both Professors Lehmann and Kao have been active on campus in addressing the needs of the diverse student population at USF. Millianne Lehmann has recently served as Chair of the university wide Faculty Diversity Committee and has served on committees related to issues of women on campus. John Kao has served on the Multicultural Action Plan committee appointed by the President of the university and is currently serving as faculty advisor to the Asian Pacific Islander Student Union. \({ }^{10}\)

During the 1990's, diversity issues were prominent at USF. This was reflective of standards implemented in sequel to the WASC accreditation review which concluded in 1991. The following is from the Fall 1991 (submitted August 15, 1991), USF Report to WASC.

Since the 1988 visit, WASC has mandated that all visits include a review of two additional areas: diversity and assessment issues. Diversity issues are discussed in this chapter, with Assessment following in Chapter VII. In its letter to Accreditation Liaison Officers dated February 11, 1991, the Commission requested that the content of the University's Institutional Report regarding diversity include its major activities to promote student, faculty and staff diversity (Standards 1.B, 5.B and 5.D) and its appreciation of cultural diversity in the curriculum (Standard 4.B). \({ }^{11}\)

Further,
At the University level, the Strategic Plan has identified a series of activities addressing goals established to promote multiculturalism at USF. These goals relate to ethnic and gender diversity of the faculty and staff and the increased diversity of the student body through recruitment and increased student support services. One strategy to promote multiculturalism is to give the "highest priority to the hiring of qualified ethnic minority faculty and staff in all schools and colleges and divisions of the University."12

Also,
New affirmative-action guidelines have been introduced into the process of recruitment and employment of faculty. Faculty searches now provide for

\footnotetext{
\({ }^{10}\) Subject Matter Program in Mathematics Submitted By The Department of Mathematics, University of San Franciso. Approved by CCTC, March 1995: pg. 47 [SD 168].
\({ }^{11}\) Report to the Accrediting Commission for Senior Colleges and Universities Western Association of Schools and Colleges In Support of the Special Visit to the University of San Francisco Fall 1991, Submitted August 15, 1991. Vol. I: pg. 75 [SD 130].
\({ }^{12}\) Ibid: pg. 77 [SD 132].
}
special efforts to bring minority candidates into the vacancy pool. New efforts are being made to announce vacancies in publications which are more likely to provide minority candidates; a minority faculty member from USF makes an annual recruitment visit to schools which might provide minority candidates. A special consultant was engaged to help in designing this new recruitment procedure. \({ }^{13}\)

Finally,
Efforts this year, as estimated as of this date, indicate the University anticipates the appointment of six additional minority instructors (3 Black, 1 Hispanic, 2 Asians) to the full-time faculty. \({ }^{14}\)

Based on the date of my hire (Spring 1991), I conclude I was one of the two Asians reported above, to WASC in the context of the 1991 Accreditation Review.

\section*{Summary: Explicit Discrimination}

Prof. Lehmann retired in Spring 2004 and was politically inactive in the years immediately prior. In conjunction, Tristan Needham was appointed Associate Dean of Sciences in Fall 1998; also, I returned from a sabbatical leave at Princeton University (during academic year 1998-99). These circumstances contributed to explicit acts of discrimination and harassment during the period

Fall 2000 - Spring 2006.
These are as follows.

In violation of USF affirmative action/equal opportunity policy, Deans Needham and Nel created a category of faculty appointment (Full Professorship requiring only one semester per year of teaching duties) for which no provision exists in the USFFA CBA. Thereafter, Dean Needham hired an acquaintance (John Stillwell) into this position with tenure (appointment in 2001, first semester teaching-Fall 2002). This appointment automatically advances to the highest salary scale attainable by faculty at USF and is irrevocable. No search was conducted for this appointment, nor was there any substantive Math faculty consultation. The decision for appointment was announced as a fait accompli, to our department, by Deans Nel and Needham on October 10, 2000. John Stillwell’s curriculum vitae was not provided at that time. I only received a copy of such in the context of our 2004 Math Program Review.

College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty, in effect since 2000 and comprising current implementation of Faculty Recruitment Procedures established in 1991, mandate a formal search for all tenured/tenure-

\footnotetext{
\({ }^{13}\) Ibid: pg. 79 [SD 134].
\({ }^{14}\) Ibid: pg. 80 [SD 135].
}
track positions as well as faculty term positions (contracts longer than one year). \({ }^{15}\) John Stillwell's half-year Full Professor salary for academic year 2005-06 is at least \$46,890.42 (Step 5) \({ }^{16}\) which exceeds the full-year Instructor Step 1 salary of \(\$ 45,900.49\). \({ }^{17}\) If his current status is Full Professor Step 8, his half-year salary of \$55,663.31 exceeds the full-year Assistant Professor Step 3 salary of \(\$ 55,080.59\). Note that his appointment only requires residence at USF one semester per year (effectively, four months). According to his own published statements, Prof. Stillwell continues to be employed at Monash University in Australia. \({ }^{18}\) Further note that \(C B A\) Article 23.17 Faculty Availability states,

All full-time faculty members must be available for service at the University throughout the academic year. (The academic year begins one week preceding the day on which undergraduate classes begin in the fall [sic] semester and ends with Commencement exercises in the Spring semester). \({ }^{19}\)

Further note that the USFFA Constitution and By-laws states, "This organization shall be known as the USF Faculty Association, Full-time Unit, Local 4269 of the American Federation of Teachers. AFL-CIO." \({ }^{20}\) Further it states for the College of Sciences,
... an individual is considered to be a member of a given academic department if he/she is a member in good standing of the USF Faculty Association and if he/she is paid, in whole or in part, from the budget of that department. \({ }^{21}\)

This evinces what I have been told repeatedly during my fifteen years of full-time faculty employment at USF:
- College of Arts and Sciences Departments, proper, are contractually incorporated as divisions of the USFFA.

\footnotetext{
\({ }^{15}\) College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 SD 340]. In an August 30, 2005, interpersonal communication with current Dean of Arts and Sciences, Jennifer Turpin, I was assured that these protocols had been in effect since at least 2000. Also, Faculty Recruitment Procedures, approved by John W. Clark, Vice President for Academic Affairs, May 15, 1991 [SD 341 - SD 348]. In a September 7, 2005, interpersonal communication with Gerardo Marín, Associate Provost, Academic Affairs Provost, I inquired whether affirmative action directives initiated by President Schlegel and signed by Vice President Clark in the early 1990's were still in effect (i.e., were never superseded/repealed); he assured me that they were. This statement was further confirmed in a September 8, 2005, interpersonal communication with James Wiser, Provost, Academic Vice President, Academic Affairs.
\({ }^{16}\) Note that Full-Professor Steps automatically increase each academic year to the maximum, Step 8. Prof. Stillwell was originally scheduled to teach in Spring 2002, but this teaching was deferred by one semester, after the Class Schedule had been printed—he taught both Fall 2002 and Spring 2003. On this basis, I conclude his 2005-06 employment is least at Full Professor, Step 5.
\({ }^{17}\) 2005-2006 Salary Scales communicated in email from the USFFA to full-time faculty, dated September 6, 2005 [SD 330 - SD 331].
\({ }^{18}\) Stillwell, J. (2004). Brain Drain. Australian Mathematical Society Gazette, Vol. 31, No. 1, pg. 18-20 [SD 93 SD 97].
\({ }^{19}\) CBA Effective July 29, 1998 - June 30, 2003: pg. 41 [SD 123]. Also, CBA Effective March 18, 2002 - June 30, 2007: pg. 43 [SD 106].
\({ }^{20}\) Constitution and By-laws Rev. June 2004: pg. 3 [SD 113].
\({ }^{21}\) Ibid: pg. 20 [SD 116].
}

Part-time faculty occasionally attend Department Meetings, but they are not permitted to vote. In order to fully participate in Math department meetings (inclusive of voting privileges) John Stillwell must be a member in good standing of the USFFA and consequently a "full-time faculty." That Prof. Stillwell has exercised this franchise, since Fall 2002, is documented in Minutes of Math Department meetings during every semester he was in residence at USF.

The argument that there would be no other qualified candidates for such a position is unconvincing. Consider Prof. Stillwell's own published statements.

During the 90 s we were cut back to one topology course (in honours) and many other topics disappeared entirely, among them history of mathematics, geometry, logic, set theory, ring theory and computability. All this happened gradually, however, and people experienced low morale but not outright panic. Until 1997, that is. In April 1997 the Dean sacked 10 members of the mathematics department, and it suddenly became prudent to look for a new job. I was lucky because I happened to have a colleague at the University of San Francisco who was interested in adding to the small department there.

By 1999 he had risen to the position of Associate Dean and was able to offer me a job, thanks to a sympathetic Dean who was also a mathematician. I had a trial run at USF in 2000, liked it, and signed on as a tenured professor starting in 2002.

On my return to Monash in 2001, it became clear that I had made the right decision. We had a new Dean of Science, and his first visit to the department set a new benchmark for insensitivity and/or cluelessness. He told us how lucky we were to have astrophysics and meteorology to display in our shop window rather than (his exact words) "that boring old calculus and pure mathematics".

You can imagine with what relish I returned to USF, where I can teach history of mathematics, foundations of geometry, and several other areas of pure mathematics no longer offered at Monash. \({ }^{22}\)

I will refer to this matter as "Appointment Without Search in On-going Violation of Collective Bargaining Agreement."

John Stillwell's name first appeared in Math department administrative documents with the announcement, on February 10, 1998, of his expected appointment as a Visiting Professor, during his sabbatical leave from Monash University, in 2000. I ask that the Investigator take special note of the following excerpt from the Minutes of the Math meeting held February 10. Prof. Needham was Chair of Math at the time.

\footnotetext{
\({ }^{22}\) Stillwell, J. (2004). Brain Drain. Australian Mathematical Society Gazette, Vol. 31, No. 1, pg. 18-20 [SD 93 SD 97].
}

Prof. Needham announced that Prof. John Stillwell is planning to take his sabbatical from Monash University starting in January 2000, and he would like to spend it teaching at USF. Before taking any action, Prof. Needham asked for the blessings of the department. The faculty were pleased at the prospect of having Prof. Stillwell teach at USF. Prof. Needham noted that Dean Nel sees this as a great opportunity for USF, and has pledged that he will try hard to obtain a term position for Prof. Stillwell. Prof. Needham also noted that Prof. Stillwell is seriously contemplating moving to the United States permanently, and that due to his positive experiences here, he might be willing to join the USF math department. The reaction of the faculty was very positive, but Prof. Kao did state that he would be opposed to offering a position to someone without a full, open search. \({ }^{23}\)

That I was publicly opposed to a tenured faculty appointment being made without a search is documented above. Subsequent to the announcement on October 10, 2000, I was considering protesting this Dean's Office decision. Any such protest was preempted by the action described in the next section. It occurred within one month of the October 10 announcement.

Dean Needham engaged in both harassment and discrimination against me, which included: libel, forgery of evidence and defamation of character. This occurred in a formal letter of reprimand (printed on USF letterhead, signed by Dean Needham, and with forged evidence attached) which was delivered to administrators at another institution of higher education-John Loomis, Chair of Architecture, and David Meckel, Dean of Design and Architecture; both at the prestigious art institute, California College of Arts and Crafts (CCAC) -as well as to faculty and administrators at USF. \({ }^{24}\) The letter concerned my professional activities in connection with CCAC-I delivered a USF Math course, Precalculus at the CCAC San Francisco campus (Protrero Hill neighborhood), Spring 2000. The content of this letter was defamatory and libelous; also manifestly directed at myself. For example, in this letter addressed to Paul Zeitz (Chair of Math) and cc’ed to myself, Dean Needham attested:

Less happily, my real reason for writing is to spell out grave concerns, about which you and I have already spoken in person, regarding the breakdown of both the lines of communication and the chain of command in connection with the delivery of this course by USF for CCAC. Specifically, I was, as you know, very disturbed to discover that as a result of private communications between John Kao and John Loomis at CCAC, it was "decided" that USF would not deliver this course for CCAC in Spring 2001, and that John Loomis would simply have it taught by a CCAC instructor from their Department of Humanities and Sciences.

The correspondence is reproduced on the following pages. I will refer to this letter with attachments as N 1 .
[SD Insert follows: 5 pages]

\footnotetext{
\({ }^{23}\) Minutes of the Math Department Meeting, February 10, 1998 [SD 358 - SD 359].
\({ }^{24}\) Letter from Tristan Needham to Paul Zeitz, dated November 1, 2000 [SD 9 - SD 13].
}

November 1, 2000

\author{
Professor Paul Zeitz \\ Chair of Mathematics \\ Department of Mathematics \\ College of Arts and Sciences \\ University of San Francisco
}

Dear Paul,
This semester I received a copy of a report that John Kao submitted to you regarding his Spring 2000 teaching of Precalculus for Architecture students at CCAC. To save everyone the trouble of looking it up, I'm attaching a copy to this letter. I am also attaching copies of two e-mail messages that you forwarded to me (at my request) after I discovered that important communications were being exchanged with CCAC without Fr. Lucas and myself being consulted or even informed

Let me begin on a positive note by saying that 1 very much appreciate the effort John put into developing-at the last minute, and on the fly-a version of this course that was significantly different than the one we have delivered at USF, one that better met the special needs of the CCAC students. The student evaluations attest to the fact that this was a complete success and that John did his usual outstanding job in the classroom.

Less happily, my real reason for writing is to spell out grave concerns, about which you and I have already spoken in person, regarding the breakdown of both the lines of communication and the chain of command in connection with the delivery of this course by USF for CCAC. Specifically, I was, as you know, very disturbed to discover that as a result of private communications between John Kao and John Loomis at CCAC, it was "decided" that USF would not deliver this course for CCAC in Spring 2001, and that John Loomis would simply have it taught by a CCAC instructor from their Department of Humanities and Sciences.

I am less concerned with dwelling on what has gone wrong in the past, and more concerned with repairing the damage for the future. So please note the following points very carefully:
1) Neither John Kao nor you are empowered to negotiate with CCAC on behalf of USF
2) As a result of accreditation problems with CCAC's own delivery of mathematics courses for its Architecture students, the CCAC Administration negotiated with the USF Administration, and it was agreed that USF would in future deliver a version of Precalculus for CCAC.
3) As Associate Dean for Sciences it falls to me to ensure that this agreement is honored, and I in turn rely on you as Chair of Mathematics to assign an appropriate USF mathematics instructor to teach this course at CCAC each Spring Please ensure that this is done for Spring 2002.

\section*{SD Note:}

Also Inserted
as pg. 13
4) I have no desire to micromanage, and I am happy to leave to you such details as which USF instructor should deliver the course, what modifications to the syllabus need to be made, as well as the time of day at which the course is taught. However, I do insist that both Fr. Lucas and I be copied on all communications with CCAC regarding this course.

Thanks for your helping in preventing a recurrence of this problem, thereby ensuring that the relationship between USF and CCAC that Fr. Lucas has worked so hard to forge is not eroded any further than it has been already

Regards,


Tristan Needham
Associate Dean for Sciences
cc: Stanley Nel, Dean, College of Arts and Sciences, USF
Fr. Thomas Lucas, S.I., Director of the CCAC Joint BFA/B Arch Programs, USF John Kao, Associate Professor of Mathematics, USF

David Meckel, Dean of Design and Architecture, CCAC
John Loomis, Chair of Architecture, CCAC

Enc.: 2
\begin{tabular}{|l|}
\hline SD Note: \\
Also Inserted \\
as pg. 14
\end{tabular}

X-Sender: kao@euclid.math.usfca.edu
Date: Wed, 02 Aug 2000 11:31:57-0700
To: jloomis@ccac-art.edu
From: John Kao <kao@usfca.edu
Subject: Precalculus 2001
Cc: zeitz@usfca.edu
John,

Nice to see you the other day. My apologies for not speaking longer--I had an appointment with my student, Ms. Naoko Ono, who received an Incomplete grade and would like to fulfill her course requirements this summer.

My colleague, Paul Zeitz, informed me of your discussion regarding Precalculus in Spring 2001. It was gratifying to learn that Architecture was satisfied with this course last semester; I enjoyed performing this service very much. I would like to continue teaching for you; however, having completed my planning for next academic year, I find this assignment is incompatible with my research commitments to USF. . In particular, the time required to commute between our two sites and to provide a separate set of office hours for your students will not be available to me Spring 2001 . I apologize for any inconvenience. I am certain the Mathematics Department will provide a suitable alternative

I look forward to working with you in the future; it has been a pleasure to become acquainted with CCAC's SF campus in general, and Architecture in particular.

Sincerely,
John Kao
Mathematics, USF

Date: Thu, 03 Aug 2000 14:02:47-0700
Subject: Re: Precalculus 2001
To: kao@usfca.edu
Cc: zeitz@usfca.edu
From: jloomis@ccac-art.edu (John Loomis)
John-

Thank you for your kind note.. And thank you very much for taking the time to come to CCAC and meet with our student at this point in the summer. That was above and beyond the call of duty, and I really appreciate it.. I am sorry we will not be able to continue with you next year.. I think we will be trying to cover this course with a new instructor, recently hired by our \(H \& S\) department.

Thank you for your contribution to CCAC.
With warm regards, -John Loomis

John A. Loomis AIA, Chair
Architecture Program
California College of Arts and Crafts (CCAC)

\section*{SD Note:}

Also Inserted as pg. 15

\section*{Memorandum}

To: Paul Zeitz, Chair, Mathematics Department, USF
C. Tristan Needham, Associate Dean, College of Sciences, USF

Stanley Nel, Dean, Arts and Sciences, USF
From: John Kao, Associate Professor, Mathematics Department, USF fK
Date: September 18, 2000
Re: Precalculus for CCAC in Spring 2000

This memo is intended as a final communication on my activities at the California College of Arts and Crafts during the spring semester of 2000 . As you are aware, I was assigned to deliver a version of our course, Math 108 (Precalculus), tailored so as to serve the needs of undergraduates in Architecture (USF as well as CCAC students). During the semester I worked closely with Kate Simonen, Director of Technology Curriculum in Architecture who gave me specific pedagogical directives. I was also supervised by John Loomis, Chair of Architecture. I am pleased to report that the first delivery of Precalculus was successful in the eyes of administrators at CCAC. As record of this, I enclose the teaching evaluations sent to me as well as a letter of appraisal from John Loomis.

As you know, CCAC specifically requested that I teach Precalculus at their campus again in Spring 2001. I explained to them-as I did to you at the time-that my research obligations to USF would not permit me to undertake this duty for a consecutive academic year. However, I left open the possibility of my involvement in the future

Thank you for all your support in this endeavor. While there were some difficulties to overcome, I found this teaching assignment, on the whole, gratifying.

> SD Note: Also Inserted as pg. 16

\title{
7 September, 2000
}

\author{
John Kao, Associate Professor \\ Department of Mathematics \\ College of Arts and Sciences \\ University of San Francisco 2130 Fulton Street \\ San Francisco, CA 94117-1080
}

\section*{Dear Prof. Kao:}

I read with great interest your student evaluations from last semester which were recently forwarded to me. All the evaluations ranged from very positive to enthusiastic. I know that CCAC is a different very different venue from USF, but that in no way affected the success of your teaching

I want to thank you for the excellent job you did last spring in teaching Precalculus to our architecture students. I regret that the logistics of your schedule do not make it possible for you to continue to teach at CCAC It is for this reason that we have decided to have this math course delivered by an new instructor from our Humanities and Sciences department We have great faith and hopes that he will perform up to the standards that you have set. If we are not satisfied, we will most likely look to reopen our relationship with the USF math department I have communicated this all to Paul Zeitz earlier on, and forgive me for taking so long to communicate it to you

Sincerely,


\footnotetext{
John A Loomis AIA
Chair, Architecture
cc: M. Van Buren
}

1111 Eighth Street

Detailed rebuttal to the allegations of Dean Needham were communicated in a letter of protest to Dean Nel. \({ }^{25}\) I request the Investigator review this for complete context.

As I was never a participant in the negotiations/planning that took place between CCAC and USF, the only substantive allegation was
- I failed to communicate developments at CCAC in a timely manner to USF administrators (either directly, or via Paul Zeitz, Chair). As a consequence of this miscommunication, Dean Needham was unable to prevent breach of the CCAC/USF Math Architecture arrangement for Spring 2001.

To "prove" this allegation, Dean Needham attached three pages of "evidence" which he describes:

This semester I received a copy of a report that John Kao submitted to you regarding his Spring 2000 teaching of Precalculus for Architecture students at CCAC. To save everyone the trouble of looking it up, I'm attaching a copy to this letter. I am also attaching copies of two e-mail messages that you forwarded to me (at my request) after I discovered that important communications were being exchanged with CCAC without Fr. Lucas and myself being consulted or even informed.

The "two e-mail messages" carry transmission dates of
- Wed, 02 Aug 2000
- Thu, 03 Aug 2000
while the "report John Kao submitted to you" was dated
- September 18, 2000.

This "documentary evidence" is designed to falsely portray that I knew of problems with the CCAC/USF Math program in early August, but failed to communicate these to Dean Needham until late September, when it was too late for him to act. Evidence presented in the Complaint section of Report of Discrimination will prove that he received the e-mail messages in electronic form on
- August 15, 2000.

The email document in Dean Needham's possession must have contained this date of receipt, which he electronically deleted in a word processor (I will demonstrate that other substantial electronic editing was performed). Such a date would completely absolve me of liability in this matter. The following definition of forgery is taken from Barron's Law

\footnotetext{
\({ }^{25}\) Letter from John Kao to Stanley Nel, dated November 10, 2000 [SD 14 - SD 33].
}

\section*{Dictionary:}

FORGERY "fraudulent making or altering of a writing with the intent to prejudice the rights of another," ... "the false making or [material] altering, with intent to defraud, of any writing which, if genuine, might apparently be of legal efficacy or the foundation of a legal liability.,"26

The documents which Dean Needham fabricated are electronic forgeries.
A USFFA Grievance was settled in my favor on December 7, 2000. The outcome was Dean Nel signing a statement of retraction.

I will refer to this matter as "Libel, Forgery of Evidence and Defamation of Character."

The following incident occurred approximately one year later, it can be interpreted as retaliation for the Grievance which I successfully pursued.

As a result of a temporary medical disability with which I was afflicted (allergic reaction to a medication), Dean Needham applied undue and discriminatory pressure on me, which in the context of prior actions (especially-Libel, Forgery of Evidence and Defamation of Character), compelled me to take a one semester leave of absence without pay (Spring 2002).

Immediately prior to Spring 2002, in consequence of caring for my aging mother (and also the harassment and discrimination I had experienced at USF), I felt depressed and was prescribed a low dose of the antidepressant, Prozac (technically, fluoxetine a generic of Prozac). I had an allergic reaction to this drug and began experiencing hallucinations. This allergic reaction was diagnosed by my physician, Frederick Parris, MD, on January 21, 2002 (the day prior to the beginning of Spring semester). He assured me I should be able to return to full teaching duties at the end of a two-week recuperation and cessation of the antidepressant. My sister, Stephanie Kao, telephoned the Dean's Office of Arts and Sciences the evening of January 21 (approximately 7:00 pm) and spoke directly to Ms. Nancy Campagna, Assistant to the Dean, explaining the circumstances. On the morning of January 22, I contacted Ms. Campagna by telephone. She assured me that I should be able to return to teaching after completing the period of recuperation and with written certification from my doctor. During a follow up examination later the same day, Dr. Parris confirmed his diagnosis and agreed to provide me a letter of medical assessment. \({ }^{27}\)

On January 23, I telephoned from El Cerrito where I was in recuperation (my doctor advised me not to drive and I was staying at my mother's and sister's residence), and I spoke with Paul Zeitz, Chair of Mathematics. He informed me that

\footnotetext{
\({ }^{26}\) Giffs, S. H. (2003). Law Dictionary. Fifth Ed. Barron's Educational Series, Inc: pg. 211.
\({ }^{27}\) Letter from Frederick Parris, MD, to Stanley Nel, dated January 31, 2002 [SD 60].
}
- substitutes had already been hired;
- the financial commitment to them for the entire Spring semester had already been made-which commitment was irrevocable;
- consequently, it would be "difficult for me to return to teaching that Spring."

I then spoke directly (by telephone) to Dean Needham for the first time since my condition had manifested. I explained I would be able to obtain a letter from my doctor explaining my absence for the two-week recuperation period. He insisted
- I would not be permitted to return to teaching Spring 2002 without first submitting to an interview with him.
- Should I return to teaching, another faculty would have to be present in my classroom throughout the semester to "help me out" in the event I was unable to teach properly.
- The above two conditions were not negotiable.

In view of my past experience with Dean Needham and Dean Nel (Libel, Forgery of Evidence and Defamation of Character, Fall 2000), I understood that
- Dean Needham would have liberty to claim any kind of professional incompetence at the "interview."
- The faculty assigned to "aid my teaching" would have similar liberty during the course of an entire semester
- Any manner of challenge as to my competence to teach could be placed on permanent record in my personnel file.

After several days consideration, I decided I could not return under these conditions: understanding that a USFFA Grievance on such a matter would be impractical, given the time restrictions with the semester already under way, and also feeling deeply my obligation to care for my mother. I refused to sign a request for Sick Leave. Several weeks after the beginning of the semester, I notified the Dean's Office of Arts and Sciences I did not intend on returning to teach Spring 2002. A letter dated April 18 was sent to me informing me of my being granted
- Special Leave of Absence for Spring 2002.

This category of Special Leave, according to the CBA is meant for professional purposes only (listing no provision for illness, nor private obligations) and is entirely inappropriate given the context.

Legal analysis of these events has been provided by Dr. Lenore Terr, MD and Clinical Professor of Psychiatry at the University of California San Francisco Medical Center. This is reproduced here for the Investigator. I also reproduce the letter of medical assessment provided by Dr. Frederick Parris, MD, dated January 31, 2002.
[SD Insert follows: 3 pages]

Terty Stoner, Associate Vice President of Human Resources
University of San Francisco, LM 339
2130 Fulton Street
San Francisco, CA 94117-1080
Dear Vice President Stoner,
I am a Clinical Professor of Psychiatry at UCSF and a private practitioner of psychiatry in San Fiancisco I also serve as a psychiatric expert witness in court and have taught forensic psychiatry throughout my career, both in medical and in law schools, including UC Berkeley Boalt Hall. This letter concerns Professor John Kao, PhD, a mathematics department member at USF, and therefore, one of your full-time faculty

Dr. Kao consulted me at the beginning of the current academic year because of discrimination he feels he has experienced at USF He wondered if an old medical condition he had gone through in 2002 had been handled properly by USF, particularly in relation to the Americans with Disabilities Act

In 2002, when I did not know Dr Kao, he became depressed, primarily as a consequence of caring for his aging mother, but also because of the negative way the University had treated him in 2000 when he worked well and diligently at the USF program at California College of Arts and Crafts In 2002, he consulted with Dr. Fred Parris, a well-respected psychiatrist in the San Francisco community, for his depression. Dr. Parris placed Dr. Kao on fluoxetine (Prozac) at the standard dosage Unfortunately, Dr Kao experienced a serious side effect, visual and auditory hallucinations, which are known as an uncommon, but occasional, occurrence with this drug The "hallucinations" were actually visual illusions (such as halos around objects) and auditory distortions (voices sounded strange). The timeline is as follows: On January 15, 2002, Dr. Parris placed Dr. Kao on the drug. On January 20, the perceptual distortions occured On January 21, Dr. Parris stopped all medication. On January 22, by the time Dr Parris's impression of the medication side-effects were confirmed, all perceptual distortions had already ceased

The Dean at USF (Iristam Needham, PhD) to whom Dr. Kao reported, learned of the situation from Dr. Kao's sister, who spoke with his assistant (Nancy Campagna) on the evening of January 21. This was meant to inform the University that Dr. Kao needed a few weeks of sick time to recuperate. The next day, when Dr. Kao phoned the Dean's Office, Ms. Campagna told Dr Kao that he could return when he wanted, but he must provide a note from his doctor (Dr. Pauris has since told Dr. Kao that he was never contacted by anyone at USF.)

On January 23, Dr. Kao spoke by phone to the chair of mathematics, Paul Zeitz, who told him that his substitute had been hired for the entire semester. It would be a financial burden for the University to pay for him, as well Then, Dr Kao spoke on the phone with Dean Needham, who said that he would have to be interviewed by him (T.N.) personally before coming back to work; and, that another faculty member would have to be present in his classroom to "help him out" (over the semester) if he was incapacitated. Dr. Kao said he did not agree, but Dean Needham insisted.

At that point, Dr. Kao was so shocked, mortified, and humiliated by the Dean's-and the University's-behavior that he stopped negotiating with the Dean.

I examined Dr Kao in September, 2005 and found no trace of the depression he had suffered in 2002, or of the illusory phenomena he experienced with Prozac But, he remained humiliated in regard to his treatment at USF in 2002, and he presently feels stigmatized within the mathematics community of the College. He gave me several examples of how the University leaves him isolated culturally and politically-and how they ignore his sound counsel on matters with significant impact on the institution.


Insofar as my reading of the ADA requirements, I find that Dean Needham's administrative actions violated a number of ADA provisions: (1) Psychiatry is not to be treated differently than other medical categories; (2) A person who formally requests for a few weeks of medical leave should not be dismissed for the semester; (3) Colleagues are not appointed to watch over others who have a temporary or permanent mental disorder or disability; (4) The definition of "help" is ambiguous, as used by the Dean. It would have been "helpful" only if Dr. Kao requested it or Dr. Parris recommended it; (5) The treating physician must be contacted. It is very hard to escape the probability that the University acted with prejudice against Dr. Kao-because of the psychiatric nature of his disability and/or because he belongs to an ethnic minority group

I have consulted with Dr. Fred Parris by phone about Dr Kao I believe that he concurs with me in my opinion. I see nothing that USF is doing (or has done) to make up to Dr Kao for the painfulness and unfairness with which they have treated him. Though I do not always concur with people for taking actions against those who wound them, I do concur with Dr. Kao's plan to take up his grievances formally with the University


Lenore C. Ierr, MD
Clinical Professor of Psychiatry

\section*{SD Note:} Also Inserted as pg. 22

Frederick N Maris, MD.
Clinical Professor
School of Medicine, UCSF
Psychiatry (private practice)
4333 California St.
San Francisco, CA 94118
January 31, 2002
Reference: John Sterling Gao, Associate Professor, Mathematics, USF
Tristan Needham
Associate Dean of Sciences
University of San Francisco
2130 Fulton St
San Francisco, CA 94117-1080
Dear Dean Needham,
I am writing in regards to my patient, John Sterling Gao Dr. Mao first consulted me on January 14, 2002. At that time, he was suffering from depression related to his familial obligation to care for his septuagenarian mother I recommended that he begin a treatment of psychotherapy including a prescription of the antidepressant, Prozac. On January 23, I met with \(\mathrm{Dr}_{\mathrm{r}}\) Kao (who was accompanied by his sister, Stephanie Kaon) for an emergency consultation. Dr Mao complained of experiencing hallucinations on and off, and he did not feel safe driving. My diagnosis was that these hallucinations were the result of an allergic reaction to Prozac, and I recommended cessation of the antidepressant. Dr. Mao has stated that the hallucinations have stopped altogether. For this reason, Dr. Kao should be able to immediately resume all of his usual activities. At the same time, it takes approximately two weeks for the drug, Prozac, to completely leave a patient's system. I therefore recommend that Dr. Kao be allowed to recuperate until February 7, 2002.


Frederick Paris

\section*{SD Note:}

Also Inserted
as pg .23

I emphasize that as of
- January 16, 2006
when I met again with Dr. Parris in preparation of Report of Discrimination, USF has never attempted to contact him. Further, only three pages of documentation were filed in connection with my absence for the entirety of Spring 2002:
- Letter from Stanley Nel to John Kao, dated April 18 (award of retroactive Special Leave of Absence covering Spring 2002),
- Letter from John Kao to Stanley Nel, dated May 31 (my response to the above in which I retroactively submitted, to my personnel record, the letter of medical assessment from Dr. Parris, dated January 31).

I will show in a later section that this is far less than the minimum documentation mandated by the CBA in connection with Special Leave of Absence. The lack of such is evidence of Dean Needham's and Dean Nel's manipulation of University protocols. This is further corroborated by the fact that no one representing USF has ever contacted my physician, Dr. Parris.

The adverse reaction I suffered is a temporary disability and would be covered under the Americans with Disabilities Act (ADA). In consequence, the manner in which Dean Needham handled my circumstance is prejudicial. The following is published on the official web site of the US Equal Employment Opportunity Commission.

Title I of the Americans with Disabilities Act of 1990, which took effect July 26, 1992, prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions and privileges of employment. An individual with a disability is a person who:
- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment. \({ }^{28}\)

In addition,

An employer is required to make an accommodation to the known disability of a qualified applicant or employee if it would not impose an "undue hardship" on the operation of the employer's business. Undue hardship is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer's size, financial resources and the nature and

\footnotetext{
\({ }^{28}\) Published currently on www.eeoc.gov/facts/fs-ada.html.
}
structure of its operation. \({ }^{29}\)
USF class sizes are typically thirty, and upper division courses (one of which I was scheduled to teach Spring 2002) often have enrollments of approximately ten. I would have been in the position of explaining to my students (and also to faculty colleagues) the presence of other faculty in my classrooms during the course of an entire semester. I have never heard of such an arrangement in fifteen years of teaching (other than during my telephone communication with Dean Needham) at USF. I felt grossly humiliated by the requirement and would have felt even more so explaining this to my students.

My expressed wish to return to teaching after two weeks recuperation with no other requisite conditions (substitutes being provided in my absence) is completely appropriate as a "reasonable accommodation" to a temporary disability; in particular with reference to the medical assessment made by Dr. Parris on January 31.

I returned to teaching in Fall 2002 and have taught flawlessly every semester since (as evinced by my Teaching Evaluations in conjunction with Semester Grade Distributions). I do not feel depressed, nor do I require any form of antidepressant medication (I am fully prepared to take a blood test, if requested). Nonetheless, Prof. Needham continues to allude to my forced leave of absence in derogatory fashion. In particular,
- Tristan Needham makes recurring references to "lunatic" and "crazy" mathematicians.

I will not attempt to list these-I only remark that people who suffer from chronic depression (of which I am not one) are fully protected from discrimination/harassment by the ADA.

While my professional record at USF is flawless, my colleagues have treated me in a consistently condescending fashion. I feel stigmatized as an "Asian whiz kid": socially maladjusted in a manner prohibitive of administrative responsibility. This is consonant with prevalent negative racial stereotypes of Asian Americans which focus around the category-social characteristics/skills. In the monograph, Yellow: Race in America Beyond Black and White, Frank Wu writes:

The model minority myth hurts Asian Americans themselves. It is twofaced. Every attractive trait matches up neatly to its repulsive complement, and the aspects are conducive to reversal. If we acquiesced to the myth in its favorable guise, we would be precluded from rejecting its unfavorable interpretations. We would already have accepted the characteristics at issue as inherent.
... To be intelligent is to be calculating and too clever; to be gifted in math and science is to be mechanical and not creative, lacking interpersonal

\footnotetext{
\({ }^{29}\) Ibid.
}
skills and leadership potential. To be polite is to be inscrutable and submissive. To be hard working is to be an unfair competitor for regular human beings and not a well-rounded, likable individual. To be family oriented is to be clannish and too ethnic. To be law abiding is to be selfrighteous and rigidly rule-bound. To be successfully entrepreneurial is to be deviously aggressive and economically intimidating. To revere elders is to be an ancestor-worshipping pagan, and fidelity to tradition is reactionary ignorance. \({ }^{30}\)

Similarly in The Realities of Affirmative Action in Employment, Barbara Reskin writes:
Many Americans subscribe to unfavorable stereotypes of African Americans, Hispanics, and Asians, and of white women, although the content of race, ethnic, and sex stereotypes varies (Sniderman and Piazza 1993; Bobo 1997; Schuman et al. 1997; Sigelman and Tuch 1997). Whites tend to view African Americans as lazy, unintelligent, prone to violence, and insubordinate (Smith 1990; Bobo 1996; Wilson 1996, chap. 5). Latinos are stereotyped as unintelligent, prone to violence, and content to live on welfare, while Asians are stereotyped as hard to get along with (Ramirez 1988, p. 199; Smith 1990; Bobo et al. 1994, p. 117). \({ }^{31}\)

Exploitation of the forced, Spring 2002, Special Leave of Absence in connection with the negative stereotypes described above (and applying to the category of collegiality/social skills) is a violation of ADA as well as race-based discrimination.

I will refer to this matter as "Forced Leave of Absence in Violation of Americans with Disabilities Act."
4) The terms of Prof. Stillwell's appointment carry special privileges that are not provided for in the \(C B A\). These include the following.
- In violation of \(C B A\) faculty workload requirements (which mandates an average teaching load of 9 units, of regular coursework, per semester), John Stillwell has been permitted a reduced teaching load. He has carried a teaching load of 8 units, of regular coursework, every semester during the five semesters he has taught as a tenured Full Professor at USF: Fall 2002, Spring 2003, Spring 2004, Fall 2004, Fall 2005 (in addition, the currently scheduled Fall 2006). \({ }^{32}\)

\footnotetext{
\({ }^{30}\) Wu, F. H. (2002). Yellow: Race in America Beyond Black and White. Basic Books, A Member of the Perseus Books Group. New York: pg. 67.
\({ }^{31}\) Reskin, B. F. (1998). The Realities of Affirmative Action in Employment. American Sociological Association: Washington, DC: pg. 29.
\({ }^{32}\) USF computer records-SI system, screen 1D5. USF College of Arts and Sciences policy treats "directed study" teaching (involving typically one or two meetings per week with individual students) as Service, and such activity is not credited towards a professor's Teaching load-I have taught directed studies, and have never received credit towards my ordinary classroom teaching load.
}
- Prof. Stillwell’s four-months-per-year residency in San Francisco is facilitated by special access to University housing. He and his wife have rented a University owned flat on Chabot Street next to USF campus every year since his teaching appointment began in Fall 2002.
- Prof. Stillwell is exempt from duties such as counseling students (advising) and service on University committees, which his four-months-per-year residency prohibits. These expected duties are explicitly recorded in CBA Article 23 Professional Responsibilities of the Faculty.

I will refer to this matter as "Appointment with Special Privileges."
5)

In violation of USF Affirmative Action/Equal Opportunity policy, in conducting a search Spring 2004 under the supervision of Dean Needham, the Search Committee violated the College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty. \({ }^{33}\) This violation included failure to conduct the following.
- First Meeting of the Department and the Search Committee: The Search Committee meets with the Department to discuss their top choices. This is required to be held prior to on-campus interviews with Finalists.
- Second Meeting of the Department and the Search Committee: The Search Committee meets with the Department to discuss which candidate(s) should be recommended to the Dean. This is required to be held after oncampus interviews, but prior to the final recommendation being made and presented to the Dean.

These meetings give the Department an opportunity to formulate a corporate opinion and convey this to the Search Committee-though the Committee officially makes the decision. These also create a setting in which sensitive issues such as affirmative action can be discussed openly and without fear of retaliation (unlike written commentary - such as email, which could be easily misinterpreted or manipulatedespecially when it involves affirmative action). Not only were these meetings not held during the Spring 2004 search, the procedures were not disclosed to the department. The unusual conduct of this search was noted by external reviewers during the Math Department Program Review conducted later the same semester. The reviewers wrote:

We also have concerns about the process that was followed in the recent hire, although we have no argument with the excellent result. We feel strongly that the whole department should be able to review files, including letters of recommendation, and discuss and vote on a hire. \({ }^{34}\)

Furthermore,

\footnotetext{
\({ }^{33}\) College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 - SD 340].
\({ }^{34}\) Report of the Visiting Committee to the Department of Mathematics at the University of San Francisco May 27, 2004 (program review by external panel taking place once every ten years): pg 8 [SD 160].
}

The review team heard somewhat inconsistent versions of the manner in which the most recent faculty search was conducted and the impact of the collective bargaining agreement on the process. (We should note here that none of us has been on a faculty with such an agreement, which may have added to our confusion.) There is no need to dwell on this piece of the past, because the result was so clearly positive. At the same time we urge the Administration to take steps to ensure that the next time a search is conducted (soon, we hope), every member of the Department has the opportunity to view the applicant files and has a voice in the selection process to the fullest extent possible. \({ }^{35}\)

This search resulted in the hiring of Stephen Devlin, Assistant Professor. The College Search Procedures were not disclosed to me until Fall 2005.

I will refer to the conduct of this search as "Appointment in Violation of Search Procedures."

In preparation for filing a Complaint of Race-based Discrimination and Harassment at the Informal Step (meeting conducted January 26, 2006), I made arrangements with the Dean's Office of Arts and Sciences to review my personnel file for the first time (at USF, it is not common practice for faculty to inspect their file). The first such review took place on January 10, 2006, under administrative supervision in the lounge area of Harney 240. Coincidentally, Tristan Needham passed through the room and observed me checking my file. I discovered that critical documents formally submitted to Dean Nel, in Fall 2000, and which formed the basis of my USFFA Grievance (meeting conducted December 7, 2000) had been removed from my personnel record without my notification.

The documents I submitted in the form of Correspondence to the Dean are listed below—with labels for reference.
- (M1) Memo from John Kao to Paul Zeitz-cc’ed to the Dean’s Officedated February 28. This was a report of CCAC teaching activities while the semester was under way. I reported on the difficult nature of this assignment.
- (M2) Memo from John Kao to Paul Zeitz-cc'ed to the Dean's Officedated September 18. This was a final report of CCAC teaching activities incorporating formal submission of my CCAC teaching evaluations and a letter of appraisal from John Loomis, Chair of Architecture, CCAC.
- (K1) Letter from John Kao to Stanley Nel, dated November 10. This was a letter protesting Dean Needham's public letter of reprimand directed at myself and presented evidence in my defense. It also included a complete copy of Dean Needham's letter which was dated November 1.

\footnotetext{
\({ }^{35}\) Ibid: pg. 11 [SD 161].
}
- (Z1) Letter from Paul Zeitz to Tristan Needham, dated November 10cc'ed to Dean Nel. This was the Math Department Chair's report of events in response to Dean Needham's letter of reprimand. Paul Zeitz, in the Math Department meeting held November 14 and as documented in the Minutes, forbade me from distributing this letter to colleagues. Although the letter definitively absolved me of liability, Paul Zeitz insisted it was a confidential correspondence. \({ }^{36}\)
- (K2) Letter from John Kao to Stanley Nel, dated December 22. This was a letter thanking Dean Nel for the Grievance Meeting. It contained a partial copy of Dean Needham's letter of reprimand (attached for reference) as well as email correspondences which directly preceded the Grievance meeting.

Of these documents, the only ones which have not been deleted from my Personnel Records are M1 and K2. Documents which were removed included M2—my CCAC teaching evaluations and a laudatory letter of assessment from John Loomis. This destruction of documents is manifestly discriminatory. In particular,
- The documents which show Dean Needham forged evidence have been removed.
- The documents which show I conducted a superlative launch of the CCAC/USF Math program have been removed.
- The documents which explain in detail my just cause for filing a Grievance have been removed.
- The documents which definitively absolve me of liability in the matter of interruption (and eventual failure) of the CCAC/USF Math program have been removed.

I emphasize the patent discrimination involved. No consistent policy of document retention/removal can explain the retention of documents that might, by themselves, be damaging to my professional reputation; and the removal of those documents which are laudatory; in regards to CCAC.

I will refer to this matter as "Destruction of Personnel Documents."

In preparation for filing the Complaint-Informal Step, described above, I notified Dean Jennifer Turpin and Associate Dean Brandon Brown of my intent to file in a memo delivered personally on January 11, 2006. \({ }^{37}\) This memo listed the discriminatory actions 1 - 5 (though excluding Destruction of Personnel Documents which was discovered on January 10), especially the two search violations. One purpose of this memo was to influence the on-going search for a Math appointment at the Assistant Professor level.

\footnotetext{
\({ }^{36}\) Minutes of the Math Department Meeting on November 14, 2000 [SD 360 - SD 362].
\({ }^{37}\) Memo from John Kao to Elsie Tamayo, cc’ed to Jennifer Turpin and Brandon Brown, dated January 10, 2006 [SD 352 - SD 353]. Also, Email from John Kao to Elsie Tamayo, cc’ed to Jennifer Turpin and Brandon Brown, dated January 11 [SD 351].
}

The Search Committee was chaired by Prof. Needham. Finalists were chosen by this committee on January 17. The diversity profile of the finalist pool is evidence of the influence of my memo:
- two Asian males
- one White non-Hispanic female.

Compare this to the profile in Spring 2004 (which concluded with the appointment of Stephen Devlin):
- one Hispanic male,
- one White non-Hispanic female
- two White non-Hispanic males.

In this latest search, the following steps of the College Search Procedures were conducted: The First Meeting of the Search Committee and the Department (January 20) and The Second Meeting of the Search Committee with the Department (February 16). During the latter, after on-campus interviews, it was announced that the search Committee had made a preliminary decision: only one candidate was viable (meaning the other two would not be offered the position should this one candidate decline an offer)Stephen Yeung. \({ }^{38}\) The department's opinion on the preliminary decision was solicited. I advocated for the female candidate, Erin McNicholas, as first choice. This position was defeated in a vote of one to six. I further advocated for the viability of all other candidates in the instance Stephen Yeung declined the offer. This position was defeated in a vote of two to five in the case of Erin McNicholas and again one to six in the case of Pisheng Ding. The final decision was transmitted to the Dean’s Office. An offer was forwarded to Stephen Yeung, who accepted this appointment.

In reaction to the startling conclusion of the search, I scrutinized the curriculum vitae of Stephen Yeung and conducted research on particular elements therein. Note that according to College Search Procedures, only the Search Committee-I was not a member of this committee due to my current sabbatical leave-has access to candidate files (to which, for this position as advertised, "Candidates should submit a letter of application, curriculum vitae, statement of teaching philosophy and research plans, copies/scans of complete teaching evaluations and recent syllabi, graduate transcripts, and three letters of recommendation."). \({ }^{39}\) I have since concluded, definitively, that Stephen Yeung is not a mathematician (defined as having earned a doctorate in mathematics). This is in spite of the job description (as approved by the Math department and subsequently published in the employment advertisement): "The successful candidate should have university teaching experience and an earned doctorate in mathematics by fall 2006." \({ }^{40}\) Stephen Yeung's earned doctorate from Cornell University is in "theoretical

\footnotetext{
\({ }^{38}\) Minutes of Math Department Meeting held February 16, 2006 [SD 369].
\({ }^{39}\) Classified advertisement. Notices of the American Mathematical Society. October 2005: pg. 1095 [SD 238]. Also, USF Math Department internet advertisement published on www.usfca.edu [SD 347 - SD 350]. \({ }^{40}\) Ibid.
}
and applied mechanics." Mechanics, in the American academic system, is considered a branch of physics. This would be consistent with Stephen Yeung's bachelor's degree (major in physics, minor in mathematics). He has not even earned an undergraduate degree in mathematics. \({ }^{41}\)

Careful examination of his publications during the past seven years (he graduated from Cornell in 1999) reveals that he has not published a single research article in a mathematics journal. He has published three research articles in physics journals and two research articles in a multi-subject journal under the subject category, genetics (he was a Research Associate at the Department of Biomedical Engineering and Center for BioDynamics, Boston University, for four years after graduation). I suspect the motive for this appointment is the ease with which he might be denied tenure (on the basis of having misrepresented his credentials to the Math department). This essential fact (present, but obscured, on his curriculum vitae) was not disclosed to the Math department by the Search Committee at any time.

All communications I have access to at this time, indicate that no new regular faculty appointments in Math/CS are expected until retirements occur.

I will refer to this matter as "Appointment of Strictly Unqualified Candidate over Two Qualified Candidates both Having Diversity Status."

\section*{Summary: Implicit Discrimination}

In addition to the above explicit acts of discrimination, I will describe implicit acts of discrimination. They are identified as such because they do not explicitly involve a violation of civil law nor a direct violation of University policy; however, the long term implications to the institution are severe. These are as follows.
8) In Fall 1991, at the beginning of my employment, the Math and CS departments were comprised of fifteen regular faculty. As noted, two possessed diversity status. The diversity statistics of Math/CS at that time were

Proportion of diverse faculty \(=2 / 15 \approx 13.3 \%\)
Proportion of female faculty \(=1 / 15 \approx 6.7 \%\).
From Fall 1991 - Spring 2006, ten new regular faculty appointments have been made. Incorporating retirements, Math/CS will contain nineteen regular faculty, two of which possess diversity status (myself and Stephen Yeung), none of which are female. If one includes Stephen Yeung, who as noted above is neither a mathematician nor a computer scientist, the diversity statistics in Fall 2006 will be

Proportion of diverse faculty \(=2 / 19 \approx 10.5 \%\)

\footnotetext{
\({ }^{41}\) Stephen Yeung, Curriculum Vitae [SD 280 - SD 283].
}

In spite of fifteen years of affirmative action, with two Deans appointed from the Math department (one of which is currently a Vice President), the diversity proportion for Math/CS has decreased by \(21.1 \%\). The proportion of female faculty has decreased by \(100 \%\). As of Fall 2006, the only two departments at USF with no females among the regular faculty will be Math and CS.

These statistics may be compared with the available qualified labor force. Such data is published by the National Science Foundation which considers: science and engineering doctorate holders employed in postsecondary education in the U.S. in 2001: \({ }^{42}\)
\begin{tabular}{|l|c|c|}
\hline & \begin{tabular}{c} 
Mathematical Scientists: \\
Postsecondary Teachers
\end{tabular} & \begin{tabular}{c} 
Computer and \\
Information Scientists: \\
Postsecondary teachers
\end{tabular} \\
\hline White Female & 1,700 & 710 \\
\hline White Male & 9,160 & 4,010 \\
\hline \begin{tabular}{l} 
Asian/Pacific Islander \\
Female
\end{tabular} & 440 & 160 \\
\hline \begin{tabular}{l} 
Asian/Pacific Islander \\
Male
\end{tabular} & 1,280 & 1,160 \\
\hline Black Female & 80 & S \\
\hline Black Male & 210 & 140 \\
\hline Hispanic Female & 80 & S \\
\hline Hispanic Male & S & 140 \\
\hline \begin{tabular}{l} 
American Indian/Alaskan \\
Native Female
\end{tabular} & S & S \\
\hline \begin{tabular}{l} 
American Indian/Alaskan \\
Native Male
\end{tabular} & S \\
\hline
\end{tabular}

From this, pooling the above data, one can calculate
Proportion of (gender and race) diverse faculty in U.S. \(\approx 33.01 \%\)
Proportion of female faculty in U.S. \(\approx 16.12 \%\).

The NSF report states that the racial/ethnic groups were identified according to standards at the time of data collection: "white, non-Hispanic; black, non-Hispanic; Hispanic; Asian or Pacific Islander; and American Indian or Alaskan Native," (with subgroups of the Hispanic population identified where data collection permitted). \({ }^{43}\)

\footnotetext{
\({ }^{42}\) This data is taken from National Science Foundation, Division of Science Resources Statistics, Women, Minorities, and Persons with Disabilities in Science and Engineering: 2004, NSF 04-417 (Arlington, VA, 2004): pg. 220 [SD 224 - SD 233]. "S" indicates suppressed due to count of less than 50 weighted cases. \({ }^{43}\) Ibid: pg. 1 [SD 226].
}

USF Math/CS is \(68.1 \%\) less diverse (broadly), and \(100 \%\) less gender diverse, than the national qualified labor force. To meet national standards, Math/CS ought to have at least six diverse faculty from nineteen instead of two. Math/CS ought to have at least three female faculty from nineteen instead of zero.

To justify the above comparison, I cite Affirmative Action at Work: Law, Politics and Ethics, by Bron Taylor.

By 1968, the Labor Department had developed "utilization analysis," namely, statistical analysis comparing the proportion of minorities and women in an organization to the work force at large. This analysis was designed to determine if employment practices had produced an "underutilization" of or "disparate impact" on women and minorities. These terms refer to situations where women and minorities (or "affected classes," in affirmative action discourse) are not being hired in proportion to their availability in the qualified applicant pool. \({ }^{44}\)

To demonstrate mathematically, that the size of departments cannot be used to explain the extreme diversity statistics for Math/CS, one can compare this group with unbiased random samples from the qualified labor force. This technique is well established in the legal context of race-based discrimination. \({ }^{45}\)

I will utilize the following nomenclature as presented in the monograph, Statistics, by David Freedman, Robert Pisani and Roger Purves.

At this point, it is natural to ask how small the observed significance level has to be before an investigator should reject the null hypothesis. Many statisticians draw a line at \(5 \%\) or \(1 \%\).
- If \(P\) is less than \(5 \%\), the result is called statistically significant.

There is another line at \(1 \%\) :
- If \(P\) is less than \(1 \%\), the result is called highly statistically significant. \({ }^{46}\)

The authors continue:

How small does \(P\) have to get before you reject the null hypothesis? As reported on p. 444, many statisticians draw a line at \(5 \%\). If \(P\) is less than \(5 \%\), the result is "statistically significant," and the "null hypothesis is

\footnotetext{
\({ }^{44}\) Taylor, B. R. (1991). Affirmative Action at Work: Law, Politics and Ethics. University of Pittsburgh Press. Pittburg: pg. 21.
\({ }^{45}\) Barnes, D. W. (1983). Statistics as Proof: Fundamentals of Quantitative Evidence. Little, Brown and Company. Boston and Toronto. This monograph is part of the USF Zief Law Library collection.
\({ }^{46}\) Freedman, D., Pisani, R. and Purves, R. (1978). Statistics. W. W. Norton and Company. New York and London: pg. 444.
}
rejected at the 5\% level." However, the question is almost like asking how cold it has to get before you are entitled to say, "It’s cold." A temperature of \(70^{\circ} \mathrm{F}\) is balmy, \(-20^{\circ} \mathrm{F}\) is cold indeed, and there is no sharp dividing line between the two. Logically, it is the same with testing. There is no sharp dividing line between probable and improbable results. A \(P\)-value of 5.1\% means just about the same thing as one of \(4.9 \%\)-especially if both were computed using the normal approximation, which can easily introduce errors bigger than a tenth of a percent. In fact, however, these two \(P\) values would be treated quite differently, because many journals will only publish results which are "statistically significant"-the 5\% line. Some of the more prestigious journals will only publish results which are "highly statistically significant"-the \(1 \%\) line. \({ }^{47}\)

\section*{The current Publication Manual of the American Psychological Association states}

One refers to the a priori probability you have selected as an acceptable level of falsely rejecting a given null hypothesis. This probability, called the "alpha level" (or "significance level"), is the probability of a Type I error in hypothesis testing and is commonly set at .05 or \(.01 .{ }^{48}\)

Similarly, as applied to sociological data, in Descriptive and Inferential Statistics: An Introduction, Herman Loether and Donald McTavish write:

There is nothing sacred about the 5 percent level of significance (Skipper, et al., 1967; Labovitz, 1968). It has merely been defined by convention to be a reasonably rare, chance, occurrence. The more stringent 1 percent level of significance is also used in sociology although it is less frequently used than the 5 percent level. \({ }^{49}\)

Testing first for broad discrimination (bias in favor of White non-Hispanic males at the expense of Others), I set the null hypothesis to be: Math/CS is an unbiased random sample of size nineteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of White non-Hispanic males. The relevant formula corresponds to the binomial distribution:
\[
B(n, k, q)=\sum_{i=0}^{k}\binom{n}{i} q^{i}(1-q)^{n-i}
\]

\footnotetext{
\({ }^{47}\) Ibid: pg. 493.
\({ }^{48}\) APA (2001). Publication Manual of the American Psychological Association. Fifth Ed., Eighth Printing July 2005. American Psychological Association. Washington, DC: pg 24.
\({ }^{49}\) Loether, H. J. and McTavish, D. G. (1980). Descriptive and Inferential Statistics: An Introduction. Allyn and Bacon, Inc. Boston: pg 509.
}
where, for this test, \(n\) is the size of Math/CS, \(k\) is the number of Math/CS faculty with diversity status and \(q\) is the national proportion of diverse faculty. The \(P\)-value for this test is then
\[
P \approx B(19,2, .3301) \approx .0257
\]

As \(P<.05\), one concludes that the evidence for rejecting the null hypothesis is statistically significant.

Similarly, one can test for gender discrimination alone (bias in favor of males at the expense of females). I set the null hypothesis to be: Math/CS is an unbiased random sample of size nineteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of males. Applying the binomial distribution again (using \(n\) the size of Math/CS, \(k\) the number of Math/CS female faculty and \(q\) the national proportion of female faculty) one obtains the \(P\)-value:
\[
P \approx B(19,0, .1612) \approx .0354
\]

Again \(P<.05\) and the evidence for rejecting the null hypothesis is statistically significant.
As indicated, Prof. Yeung, recently appointed Assistant Professor of Math, is Strictly Unqualified (he does not have a degree in mathematics). Excluding Prof. Yeung, Math/CS is comprised of eighteen regular faculty all but one are White non-Hispanic male. On this basis, one can one can test for broad discrimination (bias in favor of White non-Hispanic males at the expense of Others). I set the null hypothesis to be: Math/CS (excluding Prof. Yeung) is an unbiased random sample of size eighteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of White non-Hispanic males. Applying the binomial distribution again (using \(n\) the size of Math/CS, \(k\) the number of Math/CS faculty with diversity status and \(q\) the national proportion of diverse faculty) one obtains the \(P\)-value:
\[
P \approx B(18,1, .3301) \approx .0073
\]

Here \(P<.01\) and the evidence for rejecting the null hypothesis is highly statistically significant.

Excluding Prof. Yeung, and testing for gender discrimination (bias in favor of males at the expense of females), I set the null hypothesis to be: Math/CS is an unbiased random sample of size eighteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of males. The same calculation can be performed excluding Prof. Yeung which yields:
\[
P \approx B(18,0, .1612) \approx .0423
\]

As \(P<.05\), the evidence for rejecting the null hypothesis is statistically significant.

Naturally, questions about such calculations arise. I will demonstrate in the Complaint section that the above statistical impression is robust.

I will refer to this as "Implicit Discrimination: Math/CS Demographics."
Currently there are nine dual-appointment faculty total at USF (out of approximately 320 full-time faculty). Of these nine, eight are White non-Hispanic males and one is a White non-Hispanic female. I will document that Stanley Nel was responsible for eight of these appointments (either during his tenure as Dean of Arts and Sciences, or-in the case of two Science dual-appointments-during his tenure as Associate Dean of Sciences). \({ }^{50}\) The only diversity statistics for USF faculty that incorporate both race and gender, published on www.usfca.edu, are from 1996 (new diversity statistics will likely be published in preface to our up coming accreditation review—the USF Final Report to WASC has a scheduled submission date of Fall 2008): 163 of 300 full-time faculty were identified as White, non-Hispanic male. \({ }^{51}\) One can calculate

Proportion of diverse full-time faculty at USF \(\approx 45.67 \%\)
This is in comparison to,
\[
\text { Proportion of diverse faculty for dual-appointments at USF } \approx 11.11 \% .
\]

The dual-appointment faculty are approximately \(75.7 \%\) less diverse than full-time faculty at USF.

I will apply the statistical analysis from item 8), testing for broad discrimination among dual-appointments (bias in favor of White non-Hispanic males at the expense of Others). Here, the qualified labor pool is taken to be USF full-time faculty (1996 data). The binomial distribution is applied (using \(n\) the number of dual-appointment faculty, \(k\) the number of dual-appointment faculty with diversity status and \(q\) the proportion of diverse full-time faculty at USF). I set the null hypothesis to be: current dualappointments comprise an unbiased random sample of size nine. I test this against the alternative hypothesis: the dual-appointment sample is biased in favor of White nonHispanic males. Here, the \(P\)-value is given by
\[
P \approx B(9,1, .4567) \approx .0353
\]

Again \(P<.05\) and the evidence for rejecting the null hypothesis is statistically significant. \({ }^{52}\)

\footnotetext{
\({ }^{50}\) As noted prior, documentary evidence available to me is ambiguous: in particular, the date of Stanley Nel's appointment to Dean of Arts and Sciences.
\({ }^{51}\) Vision 2005 Proposal published on www.usfca.edu/plan/plfinal4.doc [SD 136 - SD 141]. More recently published data addresses faculty statistics for gender, and separately faculty statistics for ethnicity, but not both together.
\({ }_{52}\) This calculation includes James Brown, Professor of Biology with Environmental Science. He announced his retirement late this current semester. Here, I recalculate the \(P\)-value, removing him from
}

Furthermore, in Fall 2003, approximately 22\% of USF full-time faculty were ethnic minorities, whereas not a single dual-appointment faulty is an ethnic minority. \({ }^{53}\)

I will refer to this as, "Implicit Discrimination: Dual-appointment Demographics."

Since near the beginning of my employment, I have been involved in a particularly successful academic program. The Dual Degree in Teacher Preparation Program (DDTP) is a five-year combined: undergraduate degree, California Teaching Credential and master's degree (MA in Teaching) program. The Single Subject Mathematics Component (for prospective high school teachers of mathematics) has been approved by the state of California since March 1995. Without this accreditation, students need to pass a state examination (CSET) in order to obtain their credential. As of Spring 2005, three such Approved Programs were in effect at USF (Mathematics, 10-15 students; English, 10-15 students; Social Science, 20-25 students) \({ }^{54}\) accounting for between \(\$ 1,067,200\) and \(\$ 1,467,400\) annual tuition revenue (not including housing and food service revenue). \({ }^{55}\) The program has proven so successful that it is now overseen by a faculty administrator given the title of Director, DDTP (David Galles, Associate Professor, CS) and a permanent administrative staff of two. A faculty committee plays an advisory role, the DDTP Curriculum Committee of which I am a member.

In Spring 2004, the DDTP Curriculum Committee was informed by Prof. Galles that State Approvals need to be renewed by December 2005. Students would remain covered on the "grandfather clause principle" through and including the graduating (undergraduate degree) class of 2008. A consultant had been contracted to write applications for accreditation (we referred to these as Waiver Proposals, since

\footnotetext{
consideration. As it is a late development, I consider it appropriate to apply USF faculty diversity data from 2003. This recent data does not contain diversity statistics incorporating gender with ethnicity-some estimation is required to complete the computation. In 1996, USF full-time faculty was reported as \(37.3 \%\) female and \(13.7 \%\) ethnic minority. In 2003, USF full-time faculty was reported as \(41.6 \%\) female (see current USF Office of Institutional Research web site, www.usfca.edu/oir) and \(22 \%\) ethnic minority. Between 1996 and 2003, the female proportion increased by over 4 percentage points, and the ethnic minority proportion increased by over 8 percentage points. Allow for an extremely conservative estimate: the proportion of diverse faculty (female or ethnic minority) increased by 2 percentage points between 1996 and 2003. This estimated proportion of diverse faculty, in 2003, is then \(47.67 \%\). The estimated \(P\)-value is given by \(P \approx B(8,1, .4767) \approx .0466\). The evidence for rejecting the null hypothesis is statistically significant.
\({ }^{53}\) Diversity as Our Strength: A Report to the Academic Affairs Committee of the Board of Trustees March 26, 2004, submitted by Gerardo Marín, Associate Provost: pg. 14 [SD 152].
\({ }^{54}\) These statistics were provided at my request by the Director and Associate Director of DDTP at the DDTP Curriculum Committee Meeting on December 14, 2005. They should roughly represent enrollments during their administrative tenure and can be corroborated by other sources-for one such, I direct the Investigator to the email from Prof. Rebecca Chiyoko King to DDTP Curriculum committee, dated March 4, 2003 [SD 284 - SD 285]. At the December 14 meeting, DDTP Administrators indicated that enrollments had dropped off recently, although no reason for this was given.
\({ }^{55}\) This was calculated from the above DDTP enrollment statistics and based on the 2005-06 annual undergraduate tuition rate of \$26,680 (from USF General Catalog 2005-2007).
}
accreditation means students are permitted to waive the CSET examination). This consultant was Dallas Davidson who carried the title, DDTP Analyst.

From that time to Spring 2006, maladministration of the DDTP Program occurred, including
- failure to hold DDTP Curriculum Committee meetings on the prescribed monthly basis (an entire calendar year passed during which no meeting took place);
- failure to conduct Math departmental review of Math Waiver Proposal, as agreed by the DDTP Office, prior to submission to CCTC;
- submission of an absurdly inaccurate document (which exposed USF to legal liability on the basis of curricular misrepresentation) leading to withdrawal of the Math Waiver Proposal from CCTC consideration-this decision was made unanimously by the Math department with Prof. Galles, Director of DDTP, and Brandon Brown, Associate Dean of Sciences, present and participating in this decision. \({ }^{56}\)

The administrative records from the period Spring 2004 - Fall 2005 show that this occurred as direct consequence of DDTP administrators, especially Prof. Galles, ignoring motions I made and which had received approval by the Math department. For instance, the following is from the Minutes of the Math Department meeting of December 7, 2004 (Prof. Galles and Mr. Davidson attending):

The faculty discussed with David Galles the first proposal for the waiver for Mathematics, which was submitted to the California Commission on Teacher Credentialing (CCTC) in early August. David Galles, Dallas Davidson, and the faculty went over a document Dallas distributed, which summarized the commission's responses to the proposal. There was discussion on how to address the responses and standards.

John Kao proposed that the latest version of the waiver proposal be put online for course representatives to access and work on over intersession. David Galles and Dallas Davidson left at 1.50 pm. \({ }^{57}\)

Prof. Galles had agreed that a web site would be created to facilitate Math Department review of the waiver proposal. In particular, Math planned to edit the second submission of this document as it was being drafted by DDTP. The web site was created, but draft copies of the Math Waiver Proposal, 2nd Submission to CCTC, were never posted online. Furthermore, the following motion was approved by Math and communicated to Prof. Galles.

\footnotetext{
\({ }^{56}\) Minutes of the Mathematics Department Meeting held October 11, 2005 (Brandon Brown and David Galles in attendance) [SD 368].
\({ }^{57}\) Minutes of the Mathematics Department Meeting held December 7, 2004 (David Galles and Dallas Davidson in attendance) [SD 366].
}

Resolved that: With respect to the DDTP Mathematics Subject Matter Preparation Proposal, the Mathematics Department will identify a representative instructor for each major course required by DDTP who will be responsible for
--contributing syllabi and supporting materials for the corresponding course --checking the accuracy of information in the Proposal as it relates to this course

Efficient lines of communication between the DDTP Analyst and representative instructors will be established to facilitate prompt revision of the Proposal, as necessary, and to meet the schedule for resubmission established by DDTP. \({ }^{58}\)

Specifically,
In our department retreat of December 9, pursuant to the above resolution, the following Representative Instructors were identified.
\begin{tabular}{ll} 
Math 109 Brunelle & Math 301 Zeitz \\
Math 110 Brunelle & Math 310 Stillwell \\
Math 130 Cruse & Math 367 Stillwell \\
Math 211 Devlin & Math 370 Finch \\
Math 300 Devlin & Math 380 Stillwell
\end{tabular}

Please note the following curriculum change

\section*{Math 301 (Problem Solving)}
replaces
Math 422 (Combinatorics).
In addition,
Mathematica Labs for Math 109 and Math 110 will be discontinued. \({ }^{59}\)
I mention that Math 422 had, in early Fall 2004, replaced a lower division requirement, Math 201 (Discrete Mathematics). \({ }^{60}\) Compare the above Math Requirements to those listed in the Waiver Proposal, 2nd Submission to CCTC, August 2005: \({ }^{61}\)

\footnotetext{
\({ }^{58}\) Email from John Kao; to David Galles, Kern Trembath and Dallas Davidson, dated December 16, 2004 [SD 294 - SD 296]. Also, Minutes of the Math Department Meeting held December 7, 2004 [SD 366]. \({ }^{59}\) Ibid.
\({ }^{60}\) Email from Christine Liu, Program Assistant, Math Department; to Dean's Office, dated October 22, 2004 [SD 293].
\({ }^{61}\) Mathematics Subject Matter Preparation Proposal, Response to CCTC: pg. 2 [SD 177 - SD 197].
}

\section*{Core coursework in mathematics (40 units)}

All students complete the following lower-division courses:
- 109 Calculus and Analytic Geometry I (4)
- 10 Calculus and Analytic Geometry II (4)
[sic]
- 201 Discrete Mathematics (4)
- 130 Elementary Linear Algebra (4)
- 211 Calculus and Analytic Geometry III (4)

All students must complete the following upper-division courses:
- 300 Introduction to Formal Methods (4)
- 310 History of Mathematics (4)
- 370 Probability and Statistics (4)
- 367 Number Theory (4)
- 380 Foundations of Geometry (4)

Even the program requirements submitted to CCTC were inconsistent with Math department decisions made in Fall 2004. Our department concluded that we could not possibly deliver the program as represented in the Waiver Proposal, and we elected to withdraw it from consideration by CCTC. As we were operating under the assumption of a December 2005 program expiration, we understood that our state accreditation would be terminated.

The month following the withdrawal, I wrote CCTC to obtain old documents to complete my records (this was my first contact with CCTC). In doing so I was careful in that I had not been authorized to represent the DDTP Program on behalf of USF (I was writing in the capacity of an ordinary faculty). I did, however, state that our DDTP Mathematics Program Approval was set to expire in December 2005 (as I was informed by Prof. Galles). I received the following response from CCTC: "Your presently approved program does not expire until July 1, 2009."62 This exhibited to me that
- DDTP had been mistaken in their December 2005 expiration date.
- USF had a "grace period" period of 3.5 additional years to renew accreditation for the Approved Programs: English, Mathematics and Social Science.
- DDTP freshmen entering Fall 2005 (corresponding to the, undergraduate degree, class of 2009) would be covered under our presently approved program, as they would graduate prior to July 1, 2009. This group had been advised to the contrary in Fall 2005.

\footnotetext{
\({ }^{62}\) Email from Helen Kelley-Halley, Consultant, CCTC; to John Kao, dated November 8, 2005 [SD 304 SD 305].
}

In spite of my persistent efforts to obtain confirmation of the above items, appropriate communications did not take place for another three months. On Monday, February 13, 2006, I met with Dean Brown and Michael Bloch, Associate Dean of Social Sciences, to discuss the new information. We agreed that it was now apparent that an unexpected 3.5 year grace period and an additional year of state approval for our DDTP single subject students (English, Mathematics and Social Science) existed. We further agreed that decision on taking advantage of this grace period could be safely deferred to Fall 2006.

As the situation currently stands, all three accreditation proposals forwarded to CCTC before the (incorrect) December 2005 deadline are expected to fail (the Math proposal has been officially withdrawn). In my opinion, this could have been prevented by
- directly involving department faculty in the composition of source material targeted to CCTC Standards (which was accomplished for Math);
- allowing careful departmental review of Waiver Proposals before submission to CCTC (which did not take place for Math);
- making the distinction between an "expiration date" and a "safety deadline" and acting accordingly;
- maintaining efficient communication with CCTC representatives.

I consistently advocated for such sound principles from Spring 2004 - Spring 2006, and yet this counsel was either ignored or circumvented.

This illustrates the way in which my political isolation in Math/CS, and administrative reluctance to follow my sound recommendations, has had significant negative (including financial) implications for the University. I believe it is reflective of years of political stigmatization in conjunction with racial stereotyping.

I will refer to this matter as "Maladministration: DDTP Single Subject Accreditation."

\section*{USF Administrative Structure, Math/CS and Dual-appointment Faculty}

For the time frame, Spring 2000 - present, USF has maintained a staff of approximately 320 full-time faculty. \({ }^{63}\) These are administered within the following Schools/Colleges
- College of Arts and Sciences
- College of Professional Studies
- School of Business and Management
- School of Education
- School of Law
- School of Nursing

The College of Professional Studies and the School of Law faculty are not unionized whereas the other four Schools/Colleges retain faculty that are organized into the USF Faculty Association (USFFA). This union also represents university librarians. USFFA employees are strictly administered under a Collective Bargaining Agreement (CBA), which serves as an employee manual/handbook.

The largest College/School at USF is the
College of Arts and Sciences.
It is unique in that it is subdivided into
- College of Arts
- College of Sciences
which are administered jointly by the
Dean of Arts and Sciences.
The College of Sciences (similarly for Arts), is further articulated into departments. The College of Sciences contains the following departments
- Department of Biology
- Department of Chemistry
- Department of Computer Science
- Department of Environmental Science
- Department of Exercise and Sport Science
- Department of Mathematics

\footnotetext{
\({ }^{63}\) USF Fifth-year Self-Study Report in Preparation for a Site Visit on November 13-15, 2002: pg. 24 [SD 145]. Also, Diversity as Our Strength: A Report to the Academic Affairs Committee of the Board of Trustees March 26, 2004, submitted by Gerardo Marín, Associate Provost: pg. 14 and 16 [SD 152 and SD 154].
}
- Department of Physics

The above is administered by the

\section*{Associate Dean of Sciences}
who reports to the Dean of Arts and Sciences. Each department elects a chair to serve a three-year term. By the \(C B A\), department chairs cannot assume any special administrative role, but rather, serve as "shop stewards" for those USFFA faculty within a particular department. As a faculty in Mathematics, I report directly to the Associate Dean of Sciences, who in turn reports to the Dean of Arts and Sciences, who in turn reports to the Provost/Vice President for Academic Affairs (serving directly under the President, USF).

In higher education it is established practice to distinguish tenured/tenure-track faculty from term appointed faculty and part-time faculty. At USF, term faculty (while belonging to USFFA) are hired on the basis of one- to five- year renewable contracts. Part-time faculty are hired on a course-by-course basis and are organized into a separate union. Term faculty (unlike tenured/tenure track) need not possess a doctoral degree to be eligible for appointment. Part-time faculty need not have a master's degree. I will refer to tenured/tenure track faculty as "regular faculty" which is the nomenclature adopted by our department's external review panel in Spring 2004. \({ }^{64}\)

At USF, faculty administrative influence (i.e., political influence) is commanded by regular faculty. Part-time faculty have virtually no service (meaning administrative) role. Term faculty may participate in department meetings, but do not have specific research or service obligations beyond teaching. As applied to the Math department, Renée Brunelle, Instructor, is currently a term faculty employed on a one-year contract basis. She has participated in department meetings but serves on no other university committees. She is also exempt from departmental administrative duties such as advising students. She is permitted to vote on departmental decisions; however, she has little latitude to express an independent opinion (as her continued employment is solely at the discretion of the Associate Dean of Sciences). Since she does not possess a doctoral degree, she is ineligible to apply for a regular faculty position. As of Fall 2006, regular faculty of mathematics consists of
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Ph.D. Granting Institution } \\
\hline Allan Cruse & Full Professor & Emory University \\
\hline Stephen Devlin & Assistant Professor & \begin{tabular}{l} 
University of Maryland, \\
College Park
\end{tabular} \\
\hline James Finch & Full Professor & \begin{tabular}{l} 
University of Illinois, \\
Urbana-Champaign
\end{tabular} \\
\hline John Kao & Associate Professor & Princeton University \\
\hline
\end{tabular}

\footnotetext{
\({ }^{64}\) Report of the Visiting Committee to the Department of Mathematics at the University of San Francisco, May 27, 2004 (program review by external panel taking place once every ten years): pg 6 [SD 159].
}
\begin{tabular}{|l|l|l|}
\hline Tristan Needham & Full Professor & \begin{tabular}{l} 
Oxford University, \\
United Kingdom
\end{tabular} \\
\hline Stanley Nel & Full Professor & \begin{tabular}{l} 
University of Cape Town, \\
Republic of South Africa
\end{tabular} \\
\hline Peter S. Pacheco & Full Professor & Florida State University \\
\hline John Stillwell & Full Professor & \begin{tabular}{l} 
Massachusetts Institute of \\
Technology
\end{tabular} \\
\hline Benjamin Wells & Full Professor & \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline Robert Wolf & Assistant Professor & \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline Paul Zeitz & Full Professor & \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline Stephen Yeung & Assistant Professor & Cornell University \\
\hline
\end{tabular}

Robert Wolf is a tenured Assistant Professor. All regular faculty in Mathematics are white non-Hispanic males, except myself and Prof. Yeung, both of us are Asian/Pacific Islander male (in Report of Discrimination, I adopt the primary categories utilized by the National Science Foundation in 2004). \({ }^{65}\) Stephen Yeung, as indicated in the Summary, has not earned a degree in mathematics. I note that Peter Pacheco, while possessing a Spanish surname, is White non-Hispanic male. He has never identified himself as Hispanic at departmental functions, nor has he been noted as such in departmental reports (in the context, for example, of ten-year Program Reviews). \({ }^{66}\)

The connection between Math and CS is established by the following: there are four Full Professors that are members, and full participants, in both the Math and CS departments. Regular faculty in CS is comprised of
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Ph.D. Granting Institution } \\
\hline Gregory Benson & Associate Professor & \begin{tabular}{l} 
University of California, \\
Davis
\end{tabular} \\
\hline Jeff Buckwalter & Associate Professor & Carnegie-Mellon University \\
\hline Christopher Brooks & Assistant Professor & \begin{tabular}{l} 
University of Michigan, \\
Ann Arbor
\end{tabular} \\
\hline Allan Cruse & Full Professor & Emory University \\
\hline James Finch & Full Professor & \begin{tabular}{l} 
University of Illinois, \\
Champaign Urbana
\end{tabular} \\
\hline David Galles & Associate Professor & \begin{tabular}{l} 
University of California, \\
Los Angeles
\end{tabular} \\
\hline Peter Pacheco & Full Professor & Florida State University \\
\hline
\end{tabular}

\footnotetext{
\({ }^{65}\) National Science Foundation, Division of Science Resources Statistics, Women, Minorities, and Persons with Disabilities in Science and Engineering: 2004, NSF 04-417 (Arlington, VA, 2004): pg. 1 [SD 226]. \({ }^{66}\) It is unavoidable, although blunt, that I further note he has blond hair, blue eyes, and is originally from Washington D.C.
}
\begin{tabular}{|l|l|l|}
\hline Terence Parr & Assistant Professor & Purdue University \\
\hline Kim Summerhays & Full Professor & \begin{tabular}{l} 
University of California, \\
Davis
\end{tabular} \\
\hline Benjamin Wells & Full Professor & \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline David Wolber & Full Professor & \begin{tabular}{l} 
University of California, \\
Davis
\end{tabular} \\
\hline
\end{tabular}

All eleven regular faculty of CS are White non-Hispanic males. Faculty holding positions in two departments (at USF) are commonly referred to as "dual-appointment faculty."

The category of dual-appointment faculty exists only within the College of Arts and Sciences (necessarily, as the other Schools/Colleges do not have a departmental structure). Dual-appointment faculty explicitly have greater political influence than other regular faculty as they are full decision makers within two administrative bodies. In addition, on major issues affecting the College of Arts and Sciences they are permitted to vote twice. They have voting power in the election of two chairs, moreover,
- Department Chairs in the College of Arts convene monthly in the Arts Council; similarly, Department Chairs in the College of Sciences convene monthly in the College of Science Executive Council (COSEC). Chairs are expected to vote on the basis of representing departmental opinion (obtained by votes taken in department meetings).
- Department Chairs in the College of Arts together with those from the College of Sciences convene monthly in College Council. Again, chairs are expected to represent departmental opinion (obtained by votes taken in department meetings). \({ }^{67}\)

In every meeting of Arts Council/COSEC, likewise College Council, dual-appointment faculty receive double representation-their departmental votes reflected in the opinions of two chairs.

Dual-appointments command great prestige at USF; however, the USFFA \(C B A\) makes no mention of this category of appointment, nor qualifications for such appointment, nor procedures for application. These seem to be made primarily at the discretion of the Dean of Arts and Sciences. Six such appointments were created since my hire in 1991: Jean Audigier, James Brown, Deneb Karentz, Peter Pacheco, Kim Summerhays and Robert Toia. They are included in the following list of all current (nine) dual-appointment faculty from approximately 320 full-time faculty total. \({ }^{68}\)

\footnotetext{
\({ }^{67}\) Constitution and By-laws Rev. June 2004: pg. 15-16 and 20-21 [SD 114 - SD 115 and SD 116 - SD 117].
\({ }^{68}\) USF General Catalog 2005-2007. Also, USF Telephone Directory 2005-2006.
}
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline \hline Jean Audigier & Full Professor & \begin{tabular}{l} 
Modern and Classical Languages, \\
with Visual Arts
\end{tabular} \\
\hline James Brown \({ }^{69}\) & Full Professor & \begin{tabular}{l} 
Biology, with Environmental \\
Science
\end{tabular} \\
\hline Allan Cruse & Full Professor & Math, with CS \\
\hline James Finch & Full Professor & Math, with CS \\
\hline Deneb Karentz & Full Professor & \begin{tabular}{l} 
Biology, with Environmental \\
Science
\end{tabular} \\
\hline Peter Pacheco & Full Professor & Math, with CS \\
\hline Kim Summerhays & Full Professor & Chemistry, with CS \\
\hline Robert Toia & Full Professor & \begin{tabular}{l} 
Chemistry, with Environmental \\
Science
\end{tabular} \\
\hline Benjamin Wells & Full Professor & Math, with CS \\
\hline
\end{tabular}

All the above are White non-Hispanic males, except Deneb Karentz who is White nonHispanic female. One observes from this list the preponderance of Math with CS, among dual-appointments. The next highest concentration would be Biology with Environmental Science (two faculty).

In the instance of Peter Pacheco, at the time of my hire he was an Assistant Professor of Mathematics (not with CS). He became a dual-appointment in Fall 1997, as I understand, obtaining approval (only) from the CS Department, Associate Dean, and Dean. This is unlike the explicit procedure for awarding tenure or rank-Associate or Full Professorship, mandated by the USFFA CBA, and involving college-wide and university-wide oversight. \({ }^{70}\) Again, the category does not appear anywhere within the \(C B A\). The only USFFA reference I could find was in the Constitution and By-Laws which states:

For purposes of this Article, an individual is considered to be a member of a given academic department if he/she is a member in good standing of the USF Faculty Association and if he/she is paid, in whole or in part, from the budget of that department. ... An individual who is a member of more than one academic department may be a chairperson of no more than one department at a time. \({ }^{71}\)

\footnotetext{
\({ }^{69}\) James Brown announced his retirement this academic year, shortly before the preparation of this report. Removing him from this list further highlights the concentration of dual-appointment faculty within Math/CS.
\({ }^{70}\) CBA Effective March 18, 2002 - June 30, 2007: pg. 29-41 [this section of the CBA is not reproduced in SD Appendix].
\({ }^{71}\) Constitution and By-laws Rev. June 2004: pg. 15 (for College of Arts), pg. 20 (for College of Sciences) [SD 114 and SD 116].
}

It is not surprising (given their influence and prestige) that all dual-appointments have obtained the rank of Full Professor. In this regard, I remark that the CBA does not allow for merit pay, so that once an individual is promoted to Full Professor rank he or she will automatically rise to the maximum possible professors' salary scale at USF (with no possibility of reduction). Accordingly, Full Professors command greater administrative influence. Of the four dual-appointments, Math with CS, three received their promotion to Full Professor since my appointment in 1991 and after they were awarded a dual-appointment: James Finch, Peter Pacheco and Benjamin Wells.

It is relevant to examine the number of dual-appointments created by Stanley Nel during his tenure as Dean of Arts and Sciences, and formerly Associate Dean of Sciences. As will be demonstrated in the last section of Report of Discrimination, Dean Nel was responsible for eight of nine dual-appointments currently active at USF. Again, note that there exist
- no published qualifications for a dual-appointment position,
- nor published procedures for application for a dual-appointment position,
- nor \(C B A\) rights and responsibilities attendant to such a position.

\section*{USF Professional Record}

The field of mathematics is unique among the sciences in that it is not data driven; hence, not "experimental" as other scientific disciplines are. Mathematical research involves primarily, analytic logic. When evaluating the quality of such, emphasis is placed on
- settling prominent open mathematical questions/conjectures
- formulating new mathematical models/paradigms.

This "culture of mathematics" is articulated by the well-known commentator on mathematics, Paul Halmos:

One part of doing research that I am no good at, and therefore never liked, is competition. I am not sufficiently quick to win kudos by scooping people. My substitute for trying to be the first was to go off in a direction orthogonal to the mainstream and hope that I could find a small but deep backwater of my own. Loath to waste time trying to prove the outstanding conjecture and then fail, I have tried instead to isolate the missing concept and to formulate the fruitful question. You can't do that often in one lifetime, and if the concept and questions are indeed the "right" ones, they get widely adopted and you're likely to find yourself outdistanced in the development of your own subject by the people with the powerful techniques and the deep insights. Fair enough, I can live with that; it's a fair division of labor. Sure I wish I had proved the subnormal invariant subspace theorem, but at least I did something by introducing the concept and pointing the way. \({ }^{72}\)

My research reflects both these criteria. As to the former, I was one of two mathematicians to settle a prominent open conjecture in probability theory. The question considered was the following: Can an unstable mechanical system be stabilized with random vibrations? Structures are said to be "stable" when they naturally return to equilibrium after reasonable disturbances-an ordinary pendulum (mass suspended by a rod, attached to a pivot, in turn attached to the ceiling) is categorized as "stable." Take the same pendulum and invert vertically (so that the pivot is attached to the floor and the mass is balanced precariously at the top of the rod) and it is said to be "unstable." From 1980 to 1994, it was an open conjecture that special varieties of random disturbances could actually improve mechanical stability and transform an unstable structure into a stable one. As a material example, suppose an earthquake shakes the floor supporting the inverted pendulum in a particular statistical way. Is it conceivable that the pendulum remains standing throughout? If so, the earthquake has "stabilized" the physical system. The question arises naturally in the context of the engineering technique known as "vibrational control." It refers to the stabilization of unstable mechanical (physically

\footnotetext{
\({ }^{72}\) Halmos, P. R. (1985). I Want to be a Mathematician: An Automathography. Springer-Verlag. New York: pg 322.
}
realizable) systems by introduction of nonrandom vibrations. The technique has been used, for instance, to stabilize beam trajectories in particle accelerators (alternatinggradient focusing). In 1980, S. M. Meerkov, wrote,

Is it possible to stabilize the system using not regular but random 'vibrations'? ... The answer to this question is not found, although it was discussed in many publications ... \({ }^{73}\)

John Kao with Volker Wihstutz (1994) were the first to answer this question in the affirmative. \({ }^{74}\) Our subsequent paper (2000) provided necessary and sufficient conditions for a broad class of stochastic processes (diffusion noise) to stabilize linear companion form systems (the simplest example being the inverted pendulum). \({ }^{75}\) Using these analytical results, scientists at Universität Hannover, Germany, succeeded in mechanically stabilizing an inverted pendulum with random, vertical line, vibration applied to its support. \({ }^{76}\)

As to the latter criterion, I refer to my PhD dissertation, Birth and Death on a Flow: A Study of a Random Particle System and Its Statistical Equilibrium, Princeton University, 1991 (supervised by Erhan Çinlar), which introduced the Birth and Death on a Flow statistical model. I also cite the letter of recommendation Prof. Çinlar wrote on behalf of my tenure application in 1996:

His dissertation was on particle systems over stochastic flows. This work amounted to combining the two most important fields of activity in probability theory over the last ten years, the one being stochastic flows and the other measure-valued Markov processes.

Starting with the dissertation and continuing with three papers since then, John has been doing ground-breaking work in reconciling the differing techniques of flows and point processes. His work has served as impetus to at least four dissertations here - Craig Zirbel's work on the mass dispersion by flows, Chris Finger's work on birth-death-branching on flows, and Mine Çaglar's work on mass dispersion by flows generated by Poisson vortices.

Although John's work is still too recent to have much impact, it has already generated uncommon interest: I know of at least 8 papers and 2 dissertations (all from people outside Princeton) that are devoted to

\footnotetext{
\({ }^{73}\) Meerkov, S. M. (1980). Principles of vibrational control: theory and applications. IEEE Trans. Automat. Control, Vol. 25, pg. 755-762.
\({ }^{74}\) Kao, J. and Wihstutz, V. (1994). Stabilization of companion form systems by mean zero noise. Stochastics and Stochastics Reports, Vol. 49, pg. 1-25.
\({ }^{75}\) Kao, J. and Wihstutz, V. (2000). Characterization of stochastic processes which stabilize linear companion form systems. Stochastic Processes and their Applications, Vol. 89, pg. 49-68.
\({ }^{76}\) Popp, K. (1995). Experiments of Stabilizing the Inverse Pendulum. Technical University Hannover. Germany.
}
studying various aspects of his model. This is unusual and unusually satisfying. \({ }^{77}\)

An illustration of mathematics generated from my original dissertation is provided, for example, by M. J. Phelan (1996), "Asymptotic likelihood estimation from birth and death on a flow," The Annals of Statistics, Vol. 24, No. 3, pg. 1161-1184.

With respect to university service, I refer to the letter Prof. Millianne Lehmann wrote on behalf of my tenure application in 1996-I request the Investigator inspect this in full. For this section, I cite only the last paragraph:

This testament provides just a sampling of the many, many contributions John has made over the years to the mathematics program. I hope it has given the picture I wish to portray-that of a conscientious, hardworking, imaginative, creative, and effective colleague. \({ }^{78}\)

With respect to collegiality, I refer to the letter Prof. Wihstutz, University of North Carolina, Charlotte, wrote on behalf of my tenure application in 1996:

As a collaborator of John Kao it is a pleasure for me to witness that he is a thorough, thoughtful and enthusiastic mathematician who, never lacking ideas, does not shy away but is attracted by hard problems. As long as our research interest will overlaps, I will continue to work with John Kao and draw from his rich research potential. John's clear and organized thinking combined with his enthusiasm makes him also an excellent teacher and lecturer. At every occasion I heard a talk of John Kao, I enjoyed listening to him, learning a lot.

In addition to this comes that John is a person easy to work with, friendly and considerate, reliable in his commitments and with plenty of humor. \({ }^{79}\)

With respect to recent teaching, I refer to my Spring 2005, USF, SUMMA evaluations (this is my latest semester of teaching; I am on sabbatical leave for the 2005-06 academic year). That semester, I completed twelve units of teaching:

Math 101 Elementary Statistics (1 section)
Math 107 Precalculus for Education and the Liberal Arts (2 sections).
Below are my cumulative evaluations scores for these three class sections (72 students registered initially, 4 students withdrew, 53 forms returned). \({ }^{80}\)

\footnotetext{
\({ }^{77}\) Letter from Erhan Çinlar to Stanley Nel, dated September 12, 1996 [SD 77 - SD 78].
\({ }^{78}\) Letter from Millianne Lehmann to Stanley Nel, dated September 9, 1996 [SD 81 - SD 83].
\({ }^{79}\) Letter from Volker Wihstutz to Stanley Nel, dated September 10, 1996 [SD 79 - SD 80].
\({ }^{80}\) Spring 2005 SUMMA Evaluation Summary (standard deviations suppressed) [SD 86].
}
\begin{tabular}{|l|c|c|c|c|}
\hline \multicolumn{1}{|c|}{ Category of Evaluation } & \begin{tabular}{c} 
Instructor \\
Mean
\end{tabular} & \begin{tabular}{c} 
Unit (Math) \\
Mean
\end{tabular} & \begin{tabular}{c} 
Institution \\
Mean
\end{tabular} & \begin{tabular}{c} 
National \\
Mean
\end{tabular} \\
\hline \begin{tabular}{l} 
Factor 1: Instructor \\
Commitment to Student \\
Learning
\end{tabular} & \(* 4.55\) & 4.22 & 4.28 & 4.31 \\
\hline \begin{tabular}{l} 
Factor 2: Instructor Preparation \\
and Organization
\end{tabular} & \(* * 4.65\) & 4.34 & 4.42 & 4.35 \\
\hline \begin{tabular}{l} 
Factor 3: Instructor/Student \\
Interaction
\end{tabular} & 4.24 & 3.92 & 4.08 & 4.06 \\
\hline Factor 4: Testing & \(* * * 4.63\) & 4.22 & 4.18 & 4.23 \\
\hline Factor 5: Course Objectives & \(* * 4.59\) & 4.27 & 4.35 & 4.30 \\
\hline Factor 6: Course Assignments & \(* * 4.53\) & 4.33 & 4.30 & 4.21 \\
\hline
\end{tabular}
(Significantly different from the National Mean: * = at .05 level, ** = at .01 level, *** \(=\) at .001 level)

At USF, teaching evaluations are ordinarily considered in conjunction with semester grade distributions. Both Math 101 and Math 107 are CORE B1 courses with no Math Placement Exam prerequisite. For Math 107, I was provided with a Supplemental Instructor. \({ }^{81}\) For Math 101, I was not provided such. Course Grade Point Averages (not including Withdrawals) were: \({ }^{82}\)

Math 101-02
\begin{tabular}{|l|l|}
\hline Mean Course GPA (not including Withdrawals) & 2.94 \\
\hline A,B,C Rate & \(83 \%\) \\
\hline D,F,W Rate & \(17 \%\) \\
\hline
\end{tabular}

Math 107-01
\begin{tabular}{|l|r|}
\hline Mean Course GPA (not including Withdrawals) & 2.92 \\
\hline A,B,C Rate & \(70 \%\) \\
\hline D,F,W Rate & \(30 \%\) \\
\hline
\end{tabular}

Math 107-02
\begin{tabular}{|l|l|}
\hline Mean Course GPA (not including Withdrawals) & 2.96 \\
\hline A,B,C Rate & \(85 \%\) \\
\hline D,F,W Rate & \(12 \%\) \\
\hline
\end{tabular}

\footnotetext{
\({ }^{81}\) Email Brendan Ashe to John Kao, dated January 21, 2005 [SD 292].
\({ }^{82}\) Course Grades, Spring 2005 [SD 87 - SD 91]. Math 107-02 enrollment included one student in the P/F category. This individual was excluded from the GPA computation, and contributed to neither ABC nor DFW rates.
}

This facilitates direct comparison with the USF, Grade Point Average standard as represented to WASC: \({ }^{83}\)

The following table examines selected course performance by students who participated in Supplemental Instruction in Fall 2001. The control groups are students in the same class who did not participate in SI.

Statistics 101
\begin{tabular}{|l|r|r|}
\hline & SI (n=5) & Non-SI (n=71) \\
\hline Mean Course GPA & 3.2 & 2.93 \\
\hline A,B,C Rate & \(100 \%\) & \(87 \%\) \\
\hline D,F,W Rate & \(0 \%\) & \(13 \%\) \\
\hline
\end{tabular}

Statistics 103
\begin{tabular}{|l|r|r|}
\hline & SI (n=100) & Non-SI (n=220) \\
\hline Mean Course GPA & 3.07 & 3.09 \\
\hline A,B,C Rate & \(90 \%\) & \(82 \%\) \\
\hline D,F,W Rate & \(10 \%\) & \(17 \%\) \\
\hline
\end{tabular}

\footnotetext{
\({ }^{83}\) USF Fifth-year Self-Study Report in Preparation for a Site Visit on November 13-15, 2002: pg. 46-47 [SD 147 - SD 148].
}

\section*{Appointment without Search in On-going Violation of Collective Bargaining Agreement}

There existed a close prior personal acquaintanceship between Tristan Needham and John Stillwell prior to Prof. Stillwell's USF appointment. This is exhibited in the following text from the Acknowledgements in Prof. Needham's book, Visual Complex Analysis (published 1997, four years before John Stillwell was hired, with tenure, by USF).

Next, I would like to thank Prof. John Stillwell of Monash University. The great value I place on his writings should be clear from the frequency with which I refer to them in the pages that follow. Also, though I lack his gift for conciseness, I have sought to emulate elements of his approach in an attempt to give back meaning to mathematical concepts. Finally, my greatest and most concrete debt arises from the fact that he read each draft chapter as it was written, and this despite the fact that we had never even met! The book owes a great deal to his numerous helpful suggestions and corrections. \({ }^{84}\)

By the time John Stillwell conducted his sabbatical teaching at USF in Fall 2000, Tristan Needham had been appointed to Associate Dean of Sciences serving under Stanley Nel, Dean of Arts and Sciences. That there existed a close personal acquaintanceship between Dean Nel and Prof. Needham—prior to his appointment to Associate Dean-is illustrated by the following text from the Acknowledgements in Prof. Needham's book, Visual Complex Analysis (Tristan Needham became Associate Dean of Sciences in Spring 1999).

First and foremost I wish to express my indebtedness to Dr. Stanley Nel. He is my friend, my colleague, and my Dean, and in all three of these capacities he has helped me to complete this book. As a friend he offered support when progress was slow and my spirits were low; as a mathematical colleague he read much of the book and offered helpful criticisms; as Dean he granted me a succession of increasingly powerful computers, and when the US Immigration Service sought to have my position filled by an "equally qualified" American, he successfully fought them on my behalf. For all this, and much else besides, I offer him my deep gratitude. \({ }^{85}\)

As expressed in the Summary,

\footnotetext{
\({ }^{84}\) Needham, T. (1997). Visual Complex Analysis. Oxford University Press. Oxford: pg. xii [SD 234 - SD 235].
\({ }^{85}\) Ibid.
}
- Dean Needham (with the support of Dean Nel) invented a category of faculty appointment (tenured Full Professor with half-year teaching responsibilities). This category does not exist in the CBA, in fact, its terms are contradicted by \(C B A\) Article 23.17 Faculty Availability. There is no provision for the qualifications, nor for the procedure of application, nor for the concomitant privileges and responsibilities-within the \(C B A\). Consequently, there is no legal basis for such an appointment at USF.

Further,
- Dean Needham then hired his acquaintance (John Stillwell) from Monash University, Australia, into this contrived position. This hire was made without departmental consultation. It was announced as a fait accompli during a meeting which took place on October 10, 2000, while John Stillwell was a Visiting Professor at USF. No minutes of this meeting were ever approved nor are extant in the Math Department files. This hire was made with no search, in violation of College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty. These college procedures implement university affirmative action/equal opportunity policy published in the USF General Catalogs and reported to accrediting agencies such as WASC. \({ }^{86}\) Prof. Stillwell's curriculum vitae was not provided to the Math Department any time prior to the beginning of his teaching as a Full Professor (appointment made with tenure) in Fall 2002.
- John Stillwell held the rank of Associate Professor, at Monash University, from 1992-2001 (having begun as Lecturer in 1970) and had not attained the highest possible rank of Professor. \({ }^{87}\) While the Australian academic ranks do not correspond to American ranks, the current Monash University Mathematical Sciences web site lists six Professors compared with two Readers and four Associate Professors. \({ }^{88}\) John Stillwell is listed as Honorary Members-A/Prof John Stillwell. It is uncertain that John Stillwell would have been the most qualified candidate had an open search been conducted (for further evidence, see Summary).

Consider that this was the first regular faculty hire, in Math, since Spring 1992. Further observe that the affirmative action guidelines strongly apply to our institution's current accreditation review. The following is from the USF 2002, Report to WASC.

A variety of strategies for faculty diversification at USF have been in place during the last 10 years, many of them brought about by the efforts

\footnotetext{
\({ }^{86}\) College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 - SD 340]. Also, Faculty Recruitment Procedures, approved by John W. Clark, Vice President for Academic Affairs, May 15, 1991 [SD 341 - SD 348].
\({ }^{87}\) Curriculum Vitae provided by John Stillwell in preparation for the ten-year departmental Program Review conducted Spring 2004 [SD 287 - SD 291].
\({ }^{88}\) Monash University Mathematical Sciences web site: www.maths.monash.edu.au [SD 98 - SD 100].
}
of a former Provost and Academic Vice-President (Fr. John Clark, S.J.) and the continued support of the current Provost and Academic VicePresident (James L. Wiser). As early as 1990, a group of minority faculty circulated to the deans steps and objectives directed at increasing the representation of minority faculty on campus. A number of those plans were subsequently implemented (e.g., targeted special mailings and advertisement placements, and diversification of search committees). \({ }^{89}\)

Diversification plans described to WASC in 2002 were also represented to the Board of Trustees in 2004:

While the University has implemented significant outreach efforts to attract ethnic faculty (including the Provost's requirement of confirmation of the level of diversity of the pool from the deans before an appointment is approved), there are some social situations that make it difficult for us to attract more ethnic faculty. \({ }^{90}\)

The "pool" refers to the entire collection of applicants for a faculty position. \({ }^{91}\) In the case of Prof. Stillwell, there was no such collection at all.

Prof. Stillwell’s appointment comprised a violation of College Search Procedures, published USF policy, as well as \(C B A\) provisions. That no search was conducted, means that racial minorities and women were not given the opportunity to apply. This violates the ethical principles underlying equal opportunity employment as expressed in U.S civil rights legislation, as well as those principles underlying affirmative action. In Affirmative Action at Work: Law, Politics and Ethics, Bron Taylor writes,

Affirmative action proponents and opponents often rest their arguments on one of Liberalism's central principles, namely, its version of distributive justice: the idea that preferred jobs and rewards ought to be distributed according to talents and qualifications (or merit) in a social context characterized by equality of opportunity. (This conception of distributive justice is often referred to by the terms equal opportunity or the merit principle. \({ }^{92}\)

Similarly, in The Realities of Affirmative Action in Employment, Barbara Reskin writes,
Much of the race and sex discrimination in America's workplaces is built into the ways that firms conduct business. This "structural discrimination"

\footnotetext{
\({ }^{89}\) USF Fifth-year Self-Study Report in Preparation for a Site Visit on November 13-15, 2002: pg. 37 [SD 146].
\({ }^{90}\) Diversity as Our Strength: A Report to the Academic Affairs Committee of the Board of Trustees March 26, 2004, submitted by Gerardo Marín, Associate Provost: pg. 16 [SD 154].
\({ }^{91}\) Interpersonal communication, September 8, 2005, with James Wiser, Provost, Academic Vice President, Academic Affairs.
\({ }^{92}\) Taylor, B. R. (1991). Affirmative Action at Work: Law, Politics and Ethics. University of Pittsburgh Press. Pittburg: pg. 7.
}
includes employment practices that are race- and gender- neutral on the surface, but whose effects are predictably discriminatory. We illustrate this with two common types of structural discrimination: employers' use of informal networks to recruit workers and requiring job credentials that are not necessary to a job.

The methods employers use to recruit workers often limit who learns about job opening and applies for jobs. The most common recruiting method-word-of-mouth recruiting-identifies job candidates through referrals by current employees (Marsden 1994; Miller and Rosenbaum 1997, p. 513). Word-of-mouth recruiting is popular because it is cheap: Current employees know what skills job candidates need, can vouch for candidates, and are more likely to help train workers they know.

However, word-of mouth recruitment maintains the race, ethnic, and sex composition of a firm's workforce (Kasinitz and Rosenberg 1996, p. 188; Newman 1996, p. 22; Reskin and McBrier 1998), largely because people’s acquaintances tend to be of their same sex and race. When employers fill jobs through informal networks, minorities and women do not learn about jobs for which they are qualified ... \({ }^{93}\)

As evinced in the Summary, the argument that there would be no other qualified candidates for such a position is unconvincing. Furthermore, Prof. Stillwell continues to be employed at Monash University:

My position at USF is one semester per year-my choice, because I want to spend alternate semesters back in Melbourne and get some writing done. It also enables me to keep in touch with the situation here. I have just spent the last semester at Monash and taught the honours topology course. \({ }^{94}\)

As his position was not advertised, there is no way to know whether other qualified candidates (inclusive of women and minorities) would have taken the opportunity to apply.

\footnotetext{
\({ }^{93}\) Reskin, B. F. (1998). The Realities of Affirmative Action in Employment. American Sociological Association: Washington, DC: pg. 32.
\({ }^{94}\) Stillwell, J. (2004). Brain Drain. Australian Mathematical Society Gazette, Vol. 31, No. 1, pg. 18-20 [SD 93 - SD 97].
}

\section*{Libel, Forgery of Evidence and Defamation of Character}

The events described in this section, refer to an official letter of reprimand written by Dean Tristan Needham, dated November 1, 2000, and addressed to Prof. Paul Zeitz, Chair of Math. This letter concerned my professional activities in connection with California College of Arts and Crafts (CCAC) and was cc'ed to
- Stanley Nel, Dean, College of Arts and Sciences, USF
- Fr. Thomas Lucas, S.J., Director of the CCAC Joint BFA/B.Arch Programs, USF
- John Kao, Associate Professor of Mathematics, USF
- David Meckel, Dean of Design and Architecture, CCAC
- John Loomis, Chair of Architecture, CCAC.

This letter had three pages of attachments:
- copies of "two e-mail messages,"
- copy of a memo from Prof. Kao addressed to Prof. Zeitz, including an attached letter from Prof. Loomis (CCAC) addressed to Prof. Kao.

I will refer to this letter with attachments as \(\mathrm{N} 1 .{ }^{95}\) Specifically, the N1 letter concerned my activities Summer 2000 in reference to teaching I conducted on behalf of
- CCAC Joint BFA/B.Arch Programs, USF.

I will describe this teaching for context.
Spring 2000, I taught a USF Mathematics Course, Math 108 Precalculus, at CCAC (San Francisco Campus, Protrero Hill neighborhood). Enrollment included both CCAC as well as USF students. Delivery of this course involved commuting between USF and CCAC twice weekly. I had agreed to this assignment in response to a special request on the part of Peter Pacheco, Chair of Math, while I was on sabbatical at Princeton University, academic year 1998-99. It was at that time that preliminary negotiations/planning for this course were held. Further such took place Fall 1999. I emphasize that I did not attend any of these meetings.

During this teaching, Spring 2000, I communicated directly with
- Paul Zeitz, Chair of Math, USF
- Kate Simonen, Director of Technology Curriculum, CCAC
- John Loomis, Chair of Architecture, CCAC.

I considered the role of these three individuals "supervisory" in the following senses

\footnotetext{
\({ }^{95}\) Letter from Tristan Needham to Paul Zeitz, dated November 1, 2000 [SD 9 - SD 13].
}
- they communicated to me administrations' expectations for Precalculus, both from the USF and CCAC perspectives;
- they served as "shop stewards," responsible for communicating on my behalf to administrators higher in the chain of command, both for USF and CCAC.

This is the only appropriate interpretation relative to the USFFA \(C B A\), under which this teaching was conducted.

From the beginning, I encountered serious problems with this assignment. These were reported in a memo I wrote to Prof. Zeitz (cc'ed to Dean Needham and Dean Nel) on February 28, 2000. I will refer to this memo as M1. \({ }^{96}\) At the end of the semester, I felt that I had successfully dealt the launch of a new CCAC/USF Math joint venture. However, I did not want to teach Precalculus at CCAC the following academic year. The USFFA CBA stated

Assignment to courses should be based on the faculty member's scholarly competence to teach the course as described in the official University catalogue. It should also take into account seniority and other relevant criteria (such as prior teaching in course area, etc.) common throughout the academic community. Final decisions regarding faculty assignment rest with the dean or director of the academic unit. \({ }^{97}\)

At that time I held seniority over two other full-time faculty in Math. Accordingly I declined teaching at CCAC for the academic year 2000-01. This decision was approved by Prof. Zeitz prior to my communicating it to Prof. Loomis by email on August 2. These events are documented in a letter from Prof. Zeitz to Dean Needham written November 10 (Chair's account of events, in response to letter N1). \({ }^{98}\) I will refer to this letter by Prof. Zeitz as Z1. In Z1, Prof. Zeitz writes:

At roughly the same time, John Kao contacted John Loomis to thank him for the opportunity to work at CCAC but also to inform him that he would not be returning to teach there. This was done with my prior approval. \({ }^{99}\)

Prof. Loomis replied to my email on August 3. This correspondence indicated that CCAC would try to cover the course themselves in the 2000-01 academic year. I was alarmed and discussed this matter directly with Prof. Zeitz. I also discussed it jointly with Prof. Zeitz and Dean Needham within a week of August 3 (we three met by chance in the hallway of Harney Science). I considered the matter was settled, and received no further communications (from Prof. Zeitz, Prof. Loomis, also Dean Needham) until I was delivered letter N1, on November 1.

\footnotetext{
\({ }^{96}\) Memo from John Kao to Paul Zeitz, dated February 28, 2000 [SD 1 - SD 6].
\({ }^{97}\) CBA Effective July 29, 1998 - June 30, 2003: pg. 11 [SD 121].
\({ }^{98}\) Letter from Paul Zeitz to Tristan Needham, dated November 10, 2000 [SD 34 - SD 43].
\({ }^{99}\) Ibid [SD 37].
}

As indicated in the Summary, the primary allegation of N1 involved miscommunication, especially that
- I failed to communicate developments at CCAC in a timely manner to USF administrators (either directly, or via Paul Zeitz, Chair). As a consequence of this miscommunication, Dean Needham was unable to prevent breach of the CCAC/USF Math Architecture arrangement for Spring 2001.

Dean Needham provided as "evidence":
- "two e-mail messages,"
- "report that John Kao submitted."

The "two e-mail messages" are electronic forgeries. The original email as received by Tristan Needham from Paul Zeitz—as Dean Needham writes, "that you forwarded to me (at my request)"-have been edited by computer before their reproduction in their form on letter N1. I will reproduce, for the Investigator, Dean Needham’s "two e-mail messages" on the following page. \({ }^{100}\) Compare with the transmission from Prof. Zeitz to Dean Needham as included (as attachment) in letter Z1, reproduced on the subsequent three pages. \({ }^{101}\)
[SD Insert follows: 4 pages]

\footnotetext{
\({ }^{100}\) Letter from Tristan Needham to Paul Zeitz, dated November 1, 2000 [SD 9 - SD 13].
\({ }^{101}\) Letter from Paul Zeitz to Tristan Needham, dated November 10, 2000 [SD 41 - SD 43].
}

X-Sender: kao@euclid.math.usfca.edu
Date: Wed, 02 Aug 2000 11:31:57 -0700
To: jloomis@ccac-art.edu
From: John Kao <kao@usfca.edu
Subject: Precalculus 2001
Cc: zeitz@usfca.edu
John,

Nice to see you the other day. My apologies for not speaking longer--I had an appointment with my student, Ms. Naoko Ono, who received an Incomplete grade and would like to fulfill her course requirements this summer.

My colleague, Paul zeitz, informed me of your discussion regarding Precalculus in Spring 2001. It was gratifying to learn that Architecture was satisfied with this course last semester; I enjoyed performing this service very much. I would like to continue teaching for you; however, having completed my planning for next academic year, I find this assignment is incompatible with my research comitments to USF. In particular, the time required to commute between our two sites and to provide a separate set of office hours for your students will not be available to me Spring 2001. I apologize for any inconvenience. I am certain the Mathematics Department will provide a suitable alternative.

I look forward to working with you in the future; it has been a pleasure to become acquainted with CCAC's SF campus in general, and Architecture in particular.

Sincerely,
John Kao
Mathematics, USF

Date: Thu, 03 Aug 2000 14:02:47-0700
Subject: Re: Precalculus 2001
To: kao@usfca.edu
Cc: zeitz@usfca.edu
From: jloomis@ccac-art.edu (John Loomis)
John-

Thank you for your kind note. And thank you very much for taking the time to come to CCAC and meet with our student at this point in the summer. That was above and beyond the call of duty, and \(I\) really appreciate it. I am sorry we will not be able to continue with you next year:. I think we will be trying to cover this course with a new instructor, recently hired by our \(H \& S\) department.

Thank you for your contribution to CCAC.
With warm regards, -John Loomis

John A. Loomis AIA, Chair
Architecture Program
California College of Arts and Crafts (CCAC)

\section*{SD Note:}

Also Inserted as pg. 60

\section*{To: tristan}

From: Paul Zeitz <zeitz@usfca.edu>
Subject: Precalculus CCAC
Cc:
Bcc:
X-Attachments:

\section*{Hi Tristan,}

Here is the first of the two "Dear John" letters---this one from John Kao to John Loomis re my phone conversation with Loomis in which I told him that lohn would be happy to teach the course at USF, and that we would be happy to staff it with someone other than John if they wanted it taught down at CCAC. The second letter is Loomis's reply, stating that they may staff the course internally.

I'm very sorry that I didn't cc: you; indeed, you should have been more in the loop here and I suppose the story isn't over yet. You may be able to use your powers as dean to change things if you wish. But you being out of town and me being preoccupied with stuff at home made the communication process worse.

The whole CCAC thing really was a fiasco---lohn put a happy face on when talking to you about it yesterday. I don't know which was worse: John's difficult experiences there, or my having to endure his whining about it. I truly hope that we get the happy ending of eventually teaching a good course for them HERE. If not, I'd be happy sending one of our more experienced part-timers (Stillman, perhaps, who now owes you and I a favor) down there. But CCAC is truly a disfunctional place. The people are individually quite cordial, but I never got a single thing done properly after asking once-ll usually had to ask three times. There is no proper chain of command, and the various divisions are actively hostile to one another. I don't remember if I told you, but a friend of mine is an artist who works there, and he is the president of the faculty assn. As part of a search committee for CCAC's new president (I think, maybe a provost), he witnessed CCAC deans fighting IN FRONT of the candidates. Sounds like USF in the 1970's. Scary.

Take care,
Paul
```

>X-Sender: kao@euclid.math.usfca.edu
>Date:Wed, 02 Aug 2000 11:31:57-0700
>To: jloomis@ccac-art.edu
>From: John Kao [kao@usfca.edu](mailto:kao@usfca.edu)
>Subject: Precalculus 2001
>Cc: zeitz@usfca.edu
>Mime-Version: 1.0
>Status:
>
>
>lohn,
>
>Nice to see you the other day. My apologies for
>not speaking longer--I had an appointment with my
>student, Ms. Naoko Ono, who received an Incomplete
>grade and would like to fulfill her course
>requirements this summer.
>

```

SD Note:
Also Inserted as pg. 61
\(>\) My colleague, Paul Zeitz, informed me of your \(>\) discussion regarding Precalculus in Spring 2001
\(>\) lt was gratifying to learn that Architecture was >satisfied with this course last semester; I enjoyed >performing this service very much. I would like to \(>\) continue teaching for you; however, having \(>\) completed my planning for next academic year, I
\(>\) find this assignment is incompatible with my >research commitments to USF. In particular, \(>\) the time required to commute between our two \(>\) sites and to provide a separate set of office >hours for your students will not be available >to me Spring 2001. I apologize for any >inconvenience. I am certain the Mathematics \(>\) Department will provide a suitable alternative. \(>\)
\(>\) I look forward to working with you in the future;
\(>\) it has been a pleasure to become acquainted
\(>\) with CCAC's SF campus in general, and Architecture \(>\) in particular.
\(>\)
\(>\) Sincerely, \(>\)
\(>\) John Kao
\(>\) Mathematics, USF
\(>\)

SD Note:
Also Inserted
as pg. 62

To: needham
From: Paul Zeitz <zeitz@usfca.edu>
Subject: CCAC-second forwarded msg (loomis to Kao/Zeitz)
Cc:
Bcc:
X-Attachments:
Nope, I have no idea what " \(H\) \& S" is. Perhaps Humanities and Sciences?
\(>\) Date: Thu, 03 Aug 2000 14:02:47-0700
\(>\) Subject: Re: Precalculus 2001
\(>\) To: kao@usfca edu
\(>C c:\) zeitz@usfca.edu
>From: jloomis@ccac-art edu (John Loomis)
>MIME-Version: 1.0
\(>\) Status:
\(>\)
\(>\) John-
\(>\) Thank you for your kind note. And thank you very much for taking the time \(>\) to come to CCAC and meet with our student at this point in the summer.
\(>\) That was above and beyond the call of duty, and I really appreciate it.
>I am sorry we will not be able to continue with you next year. I think we
\(>\) will be trying to cover this course with a new instructor, recently hired
\(>\) by our H\&S department.
\(>\) Thank you for your contribution to CCAC.
\(>\) With warm regards,
\(>\)-John Loomis
\(>\)
\(>\)
\(>\) lohn A. Loomis AIA, Chair
>Architecture Program
\(>\) California College of Arts and Crafts (CCAC)
\(>1111\) Eighth Street
>San Francisco, CA 94107
>415.703.9516
>415.703.9524fax
>jloomis@ccac-art.edu
\(>\)

SD Note:
Also Inserted as pg. 63

The electronic document as possessed by Dean Needham
- must have included a date and time of his receipt.

Yet, the "two e-mail messages" in letter N1 does not contain such. The same messages as reproduced by Prof. Zeitz, show a transmission date of
- August 15, 2000.

This date was electronically removed by Dean Needham. Prof. Zeitz confirms this date in the text of his letter Z 1 :

Once again, I am at fault for not immediately informing you of these events. I believe that I mentioned them to you informally a few days later, but the first official record of this is not until August 15, 2000, when I sent you email (see enclosure) ... \({ }^{102}\)

That electronic editing was undertaken by Dean Needham is further demonstrated by the uniform removal of characters, ">". In particular, as reproduced in letter N1, the first email message contains the text

\section*{From: John Kao <kao@usfca.edu}
which syntax could not have been computer generated. The original as transmitted by Prof. Zeitz to Dean Needham is
>From: John Kao <kao@usfca.edu>
whereby the email address is properly enclosed by brackets. In addition to this editing, the following text from the originals have been removed:
\(>\) Mime-Version: 1.0
\(>\) Status:
from the first of "two-email messages" and also:
>MIME-Version: 1.0
>Status:
from the second. The following was also deleted from the second:
```

>1111 Eighth Street
>San Francisco, CA 94107
>415.703.9516
>415.703.9524fax

```

\footnotetext{
\({ }^{102}\) Letter from Paul Zeitz to Tristan Needham, dated November 10, 2000 [SD 37].
}

\section*{>jloomis@ccac-art.edu}

One observes that the key allegation in Dean Needham's letter N1 relies on the forged evidence for which his own date of receipt was electronically deleted. With the date included, it would be clear that responsibility for breach of programming would lie entirely with Dean Needham-on the part of USF.

Subsequent to my letter of protest K1 and Prof. Zeitz's letter Z1, Dean Needham retracted his accusations by email. However, he refused to send a signed retraction on USF letterhead (the same form as his original letter of reprimand). It is telling that his original reprimand relies on electronic email forgeries.

I had to file a USFFA Grievance in order to obtain a signed retraction. Such was provided by Dean Stanley Nel on December 7, 2000, at a Step 0 Grievance meeting. With this document in hand, I settled at Step 0, Informal Step. Please note that the following documents (listed and labeled on pg. 28-29 of Summary) had been submitted to my official record by way of Correspondence to the Dean's Office, prior to December 7, and served as the basis of my grievance: K1, M1, M2, Z1.

Minutes (taken by Prof. Toia) of the Step 0 Grievance hearing support the above. Consider the following excerpt.

\section*{Summary of Step 0 Grievance Meeting (12/7/00) for John Kao (Grievant)}

Present: Dean Stanley Nel (SN), Professor John Kao (JK) (grievant), Professor Robert Toia, Nancy Campagna

At the beginning of the meeting JK thanked SN for his email correspondence, and then outlined his understanding of the history of the CCAC/USF agreement referred to in the letter from Associate Dean Tristan Needham (TN). JK indicated that he was not aware of the details of the "agreement" referred to in the letter.
... JK stated that the letter suggests he was insubordinate and that consequently the Agreement had been broken.

SN asked to re-read the letter (JK brought multiple copies of all documents to the meeting).

JK indicated that the relevant areas were highlighted in yellow in the letter. He restated that he considered the letter libelous and felt legal liability. ...

SN the [sic] asked "what is the liability?" He then went on to state that there is no legal liability from the USF side and that (subject to
verification from counsel) that if there was any contract breach that the responsible party is USF. He also stated that USF might discipline its employees but it doesn't hold them liable. He went on to state that the main issue seems to be breakdown in communication and that he doesn't see any clear issue relating to legal liability. \({ }^{103}\)

In this meeting, Dean Nel provided official signature to the following statement:
To the best knowledge of Dean Needham and Dean Nel, Pr. Kao was not at all responsible for the breakdown in lines of communication and chain of command referred to in Dean Needham's November 1 letter to Pr. Zeitz. \({ }^{104}\)

It would not have been responsible for Dean Needham to sign such without prior review of documents K1 and Z1 which prove it. Bear in mind that four people were implicitly involved: myself, John Loomis, Tristan Needham and Paul Zeitz. (Dean Nel had no direct involvement-he would have to rely on second hand information, either from interpersonal communication or from documentary evidence.)

I emphasize that the Minutes show I provided second copies of all documents to Dean Nel during the Grievance hearing.

In my letter to Stanley Nel (K2), dated December 22, I thanked Dean Nel for the resolution to my Grievance, and included as attachments sufficient correspondences to remind the reader of the context in which the Grievance occurred. The letter K2 contains references to the following documents: N1, K1, M2 and Z1. \({ }^{105}\)

I kept members of my department informed of the above proceedings, providing them with copies of K1 (in turn containing as attachment, N1 and M2) and K2. However, I was not able to publicly discuss the issue of forgery. This was because Prof. Zeitz forbade me from distributing copies of his own letter, Z1. The following is taken from the Minutes of the Math Department Meeting on November 14. \({ }^{106}\) While the quote is lengthy, it is illustrative of the political dynamics of our department.

John's item: got a letter from Tristan Needham cc'd to John about an issue that may come to a grievance. Would like to distribute Tristan's letter and Paul's letter to Tristan. Paul objected to his letter being distributed. John feels he has the right to distribute it. Paul objects, feels should be within Paul, John, Tristan, and Stanley. John feels an official department letter should be made department property. Paul prefers John wait, doesn't consider it departmental business. John says the issue is serious and feels he has no choice but to present evidence that he didn't do what he's

\footnotetext{
\({ }^{103}\) Minutes of Step Zero Grievance Hearing held December 7, 2000 [SD 52 - SD 53].
\({ }^{104}\) Ibid.
\({ }^{105}\) Letter from John Kao to Stanley Nel, dated December 22, 2000 [SD 44 - SD 51].
\({ }^{106}\) Minutes of the Math Department Meeting on November 14, 2000 [SD 360 - SD 362].
}
accused of. There were glitches in the CCAC precalculus course. Tristan wrote a letter to Paul cc'd to John expressing displeasure with and criticising [sic] certain things that were done. Neither addressee liked the letter and chose to write responses back. Paul wrote the letter with the understanding that it was for Tristan, Nel, Father Lucas, and John's eyes, not for distribution in the department meeting. Dislikes the idea, whether it is within John's rights or not. John: Tristan's letter specifically accuses John of certain actions against University policy, unauthorized, against the letter. Although the letter was addressed to both, the accusations were against John, and he doesn't know what the implications are. His reputation is on the line. Paul's letter was cc'd to John, written in the capacity of chair. Paul: it was not written in any capacity and it was confidential. Also, Tristan's letter was dated November 1st; he probably hasn't read the response yet. Tristan should have the chance to read the letter and have time to respond. The issues can be resolved peacefully and smoothly if John doesn't start to play to court of public opinion. John should let the situation calm down and de-escalate. Paul objects strenuously to him distributing confidential correspondence and asks it be retracted and not be circulated. John: nothing in the letter says it's confidential. Paul: would like a vote for everyone to throw away documents until Tristan's response is made. Bob: how about wait a month until next meeting, can read the letter then. John has our support. Tristan will realize that John had a difficult task and maybe it will all go away. John: can't force anyone to pick up the documents. Allan: this is disturbing. As chair, Paul is elected as faculty representative. Why siding with administration? Paul: am not; agrees with John's words, but objects to John circulating Paul's correspondence. Feels can get good resolution, agrees with John's arguments, but thinks it is not a departmental issue now and should wait for response from Tristan and till then these documents should be confidential. John: mad that Tristan's letter with accusations were sent to other 4 administrators at 2 schools without any word to John. No one asked him what happened. Tristan's letter states that he, Tristan, spoke with Paul about these issues but no one contacted John about these issues prior to the letter being sent to all these people. Feels he has the right to present evidence that he didn't do these things that amount to being illegal. Paul: background: CCAC course didn't work out well and blame can be apportioned to 3 parties. CCAC doesn't know what it's doing, is incompetent, lazy, dysfunctional. Secondary: Tristan and Father Lucas didn't know what a mess they were getting into, didn't give the proper direction. Third, Paul was from time to time a little sloppy in cc'ing Tristan. Dealt with CCAC while other people were making different decisions on a higher level. Paul was sloppy, Tristan and Father Lucas didn't oversee it well, and CCAC is messed up. John did a good job. Tristan wants to keep a good relationship with CCAC and didn’t place blame on CCAC but placed it on John and wrote a blameful letter to Paul and John. Paul wrote a letter defending both to Tristan, and doesn't wish it
distributed. Tristan's letters are meant for memoland, not for the real world. Thinks Tristan will write an apology and all will be archived and John will not have cause for grievance. If CCAC needs to think Paul incompetent for Math 108 to continue, Paul doesn't care. Only cares that John's reputation not be damaged. John decided to remove Paul's letter, and stated that removing Paul's letter in no way states that he cannot distribute it in future. Paul: may discuss this again in another department meeting. Allan: Paul envision down the line there will be an apology to John. Paul: what is on the line: both are up for promotion. Letter was an official reprimand to Paul. Personal feeling is that his defense is adequate and official. Worst case scenario, pessimistic view is that Tristan wants John/Paul out. Reality is that it's an ass-covering letter. John is disturbed that this accusatory letter could have gone in his file with no one, for instance his supervisor Paul, being contacted prior to the letter being sent. Paul got just as little warning. Maybe the reason John got it so bad was maybe CCAC thought John was the one in charge. John: CCAC did know he was just a professor. Loomis understood Paul is the liaison. Tristan's letter distributed.

In the above I draw particular attention to the statements: "Paul wrote a letter defending both to Tristan, and doesn’t wish it distributed. Tristan’s letters are meant for memoland, not for the real world. Thinks Tristan will write an apology and all will be archived and John will not have cause for grievance." These demonstrate
- Prof. Zeitz forbade me to show other faculty his letter.
- Prof. Zeitz assured me the Dean’s Office would archive relevant documents; this would provide all the administrative protection I required.

Subsequent to this meeting, the Math department voted on a resolution to alter the style of the Minutes-instead of detailed narratives the department would record "action minutes."

Finally, I remark that the interruption in the CCAC/USF Math program turned out to be permanent, as the relationship with our department was never reinstated.

\section*{Forced Leave of Absence in Violation of Americans with Disabilities Act}

I refer the Investigator to the chronological narrative of events for this item presented in the Summary of Report of Discrimination. In this section, I remark first on the Special Leave of Absence as assigned to me by Dean Needham and Dean Nel. This category of Special Leave, according to the CBA is meant for professional purposes only (listing no provision for illness, nor private obligations) and is totally inappropriate given the context. The \(C B A\) describes this Special Leave as follows:
"Special Leave" refers to leave taken for purposes which include engaging in public service, formal study, research, or teaching at another institution. Among the factors considered is the likelihood, in the University's judgment, that the leave will make a significant contribution to the professional growth of the faculty member or the librarian. The term of leave is ordinarily one year. \({ }^{107}\)

I did not request Special Leave, nor did I file the documents mandated for such by the \(C B A\). There is nothing in my file explaining my absence from the beginning of the semester, January 22, until the Special Leave was awarded retroactively, on April 18. This absolute lack of documentation is evidence of Dean's Office discriminatory pressure on me to take the semester off (without pay). In particular, there exists no written request, from me, for a Special Leave of Absence. Such a request would ordinarily indicate which professional activities would be undertaken during the course of the leave. In this respect the following provision of the \(C B A\) is relevant.

Whether or not special leave is considered as service to the University for purposes of advancement in rank, or as part of the probationary period for tenure, or as counting toward eligibility for sabbatical, must be agreed to in writing by the Dean and the faculty member before the beginning of the leave. \({ }^{108}\)

No such written agreement, between the Dean of Arts and Sciences and myself, exists. Also consider,

A special leave should be applied for as early as possible, so that the University can plan satisfactorily for the absence of the faculty member or librarian on leave. Applications shall be made to the Dean. \({ }^{109}\)

The following is the entirety of the documentation in my Personnel file for Spring 2002.
[SD Insert follows: 3 pages]

\footnotetext{
\({ }^{107}\) CBA Effective July29, 1998 through June 30, 2003: pg. 67 [SD 125]. Also, CBA Effective March 18, 2002 - June 30, 2007: pg. 79 [SD 108].
\({ }^{108}\) CBA Effective July29, 1998 through June 30, 2003: pg. 67-68 [SD 125 - SD 126]. Also, CBA Effective March 18, 2002 - June 30, 2007: pg. 80 [SD 109].
\({ }^{109}\) Ibid.
}

April 18, 2002

\author{
John S. Kao \\ Associate Professor of Mathematics \\ Harney Science Center, Room 217 \\ University of San Francisco \\ Campus
}

Dear John:
In accordance with the stipulations in Article 28 of the Collective Bargaining Agreement, the special leave of absence you requested for Spring 2002 has been approved by the University. The conditions under Article 28.25 apply to this leave.

John, my best wishes accompany you on your leave. If I can be of any special assistance, please let me know.

Yours sincerely,


Dean, College of Arts and Sciences

Cc: Tristan Needham
Associate Dean for Sciences

\section*{SD Note:}

Also Inserted as pg. 70

\author{
Stanley Nel, Dean \\ College of Arts and Sciences \\ University of San Francisco
}

\section*{Dear Dean Nel,}

Thank you again for awarding me a Special Leave of Absence for the Spring 2002 semester. I understand that I was not responsible for any teaching days therein, however, I would appreciate it if you would place the attached letter in my file for future reference. Thank you for your kind attention

Sincerely,

\title{
Johu kas \\ John Kao \\ Associate Professor
}
cc: Tristan Needham, Associate Dean of Sciences, USF
Paul Zeitz, Chair, Department of Mathematics, USF
Enc: : 1

\section*{SD Note:}

Also Inserted
as pg. 71

Frederick N Paris, MD.
Clinical Professor
School of Medicine, UCSF
Psychiatry (private practice)
4333 California St.
San Francisco, CA 94118
January 31, 2002
Reference: John Sterling Gao, Associate Professor, Mathematics, USF
Tristan Needham
Associate Dean of Sciences
University of San Francisco
2130 Fulton St.
San Francisco, CA 94117-1080
Dear Dean Needham,
I am writing in regards to my patient, John Sterling Kaon. Dr Mao first consulted me on January 14, 2002. At that time, he was suffering from depression related to his familial obligation to care for his septuagenarian mother I recommended that he begin a treatment of psychotherapy including a prescription of the antidepressant, Prozac On January 23, I met with \(\mathrm{Dr}_{\mathrm{r}} \mathrm{Kao}\) (who was accompanied by his sister, Stephanie Kaon) for an emergency consultation. Dr. Kao complained of experiencing hallucinations on and off, and he did not feel safe driving. My diagnosis was that these hallucinations were the result of an allergic reaction to Prozac, and I recommended cessation of the antidepressant. Dr: Mao has stated that the hallucinations have stopped altogether. For this reason, Dr: Mao should be able to immediately resume all of his usual activities. At the same time, it takes approximately two weeks for the drug, Prozac, to completely leave a patient's system. I therefore recommend that Dr. Ko be allowed to recuperate until February 7, 200 ?


Frederick Paris

\section*{SD Note:}

Also Inserted
as pg. 72

It was a difficult decision for me not to return to teaching in Spring 2002. I felt however, it was a no win proposition. If I acquiesced to Dean Needham's conditions, my professional record would be at the mercy of his manipulation. For example, \(C B A\), Article 28.3 Sick Leave, Clause 28.34, states

If the University believes that a health condition is interfering with the scope or quality of the Association member's professional responsibilities, the faculty member shall be consulted in an attempt to resolve the problem. If no agreement is reached, the Dean may require a faculty member to request an appropriate leave of absence pursuant to this Article, which shall normally be sick leave. \({ }^{110}\)

One observes that the Dean has full discretion to compel a faculty member to request Sick Leave. No appeal process is mentioned in connection with this Clause.

I suffered terrible humiliation by this Forced Leave of Absence. The treatment from my Mathematics colleagues in sequel added to this. In the Asian culture, one's social reputation or "face" is an essential element in one's spiritual fabric. A primary objective of Report of Discrimination is to prevent this kind of gross and illegal mistreatment of a University employee from occurring again.

\footnotetext{
\({ }^{110}\) CBA Effective July29, 1998 through June 30, 2003: pg. 68-69 [SD 126 - SD 127]. Also, CBA Effective March 18, 2002 - June 30, 2007: pg. 80-81 [SD 109 - SD 110].
}

\section*{Appointment with Special Privileges}

The terms of Prof. Stillwell's appointment is highly unusual within American higher education. Some of the privileges discussed in this section illustrate the difficulty of administering such a peculiar arrangement within the USFFA \(C B A\). For instance, Article 23.11 states

A full-time faculty member is expected to perform teaching duties in accord with established requirements of the University and of the particular school or college to which the faculty member is assigned; pursue professional development and enhancement of the public good and of the prestige of the University through research, scholarly publications, interest in professional groups and societies; counsel students, assist at registration and commencement exercises, maintain regular office hours, serve on University committees and perform other institutional tasks characteristic of the academic profession. \({ }^{111}\)

Prof. Stillwell has not formally advised students. \({ }^{112}\) Major advising is conducted on the basis of continued consultation both semesters of the academic year. He has also been exempt from attendance at commencement (he is often not in residence Spring semester). Most significantly, he has told me he has not served on University committees. \({ }^{113}\) These ordinarily meet throughout the academic year.

John Stillwell's yearly term of residence lasts typically four months. It would ordinarily be inconvenient to arrange a four-month apartment lease every year. However, I understand that he and his wife have been given special access to a University owned flat on Chabot Street (directly next to USF campus) every year since 2002. \({ }^{114}\)

In addition, \(C B A\) Article 25.1 states
The workload of each faculty member, including teaching assignments and other duties, is based on a work week of forty (40) to forty-five (45) hours during the academic year and is, for purposes of determining teaching assignments, calculated on an equivalent of thirty (30) units per academic year. Of the thirty (30) unit work requirement, six (6) units per academic year are allotted for non-teaching duties (such as student program advising, committee work, administrative duties, or other extracurricular duties) and twenty-four (24) units per academic year are allotted for teaching and research assignments during the academic year. A

\footnotetext{
\({ }^{111}\) CBA Effective July 29,1998 - June 30, 2003: pg. 40 [SD 122]. Also, CBA Effective March 18, 2002 June 30, 2007: pg. 41 [SD 105].
\({ }^{112}\) Interpersonal communication with John Stillwell on September 7, 2005.
\({ }^{113}\) Ibid.
\({ }^{114}\) I attended one Math Department social function held at this flat. Interpersonal communication with members of the USF community leads me to the conclusion the same flat was leased by Prof. Stillwell each semester of his residence in SF since Fall 2002. I indicate to the Investigator that documentary evidence to this effect is not available to me. Also, I do not know the specific terms of this rental agreement.
}
minimum of nine (9) units per semester will be taught by all full-time faculty unless the faculty member is formally excused from such workload by the Dean. \({ }^{115}\)

In spite of this, Prof. Stillwell has conducted eight units of teaching in five consecutive semesters: Fall 2002, Spring 2003, Spring 2004, Fall 2004 and Fall 2005. He is currently scheduled to teach eight units in Fall 2006. \({ }^{116}\)

It is apparent that the department is aware of this irregularity, but is prepared to facilitate Prof. Stillwell’s reduced teaching load. In an email, dated March 7, 2006, Prof. Wolf (who is responsible for scheduling of teaching) wrote to the Math department,

Anyway, we'll be thinking about Fall 2006 in a couple of months. I'm not really qualified to determine when anyone should teach a heavy semester. Do you know when you are due to teach a heavy semester? Do you keep track? Does anyone keep track? \({ }^{117}\)

The "heavy semester" refers to a twelve-unit teaching load which should occur every fourth semester of a faculty member's teaching (ordinarily once every two years). Under the 4 -unit course system in the College of Arts and Sciences, a typical teaching rotation corresponds to 8-8-8-12 units of teaching in adherence to Article 25.1. For Prof. Stillwell such a rotation would have to be implemented on the basis of a four-year rotation. Prof. Needham replied to Prof. Wolf's correspondence. His reply contained the following statement.

I can assure you that the Dean's Office does indeed keep track! \({ }^{118}\)
Prof. Zeitz, Chair of Math, replied in turn. His reply contained the following.
It is my understanding that keeping track of this is the responsibility of the associate dean. Tristan, is that correct? \({ }^{119}\)

Prof. Needham responded. His correspondence contained the following.
Yes, in terms of ultimate responsibility, it was my job (and now Brandon's) to make sure that science departments policed themselves, and then to follow up on the rare occasions where someone forgot. In practical

\footnotetext{
\({ }^{115}\) CBA Effective July 29, 1998 - June 30, 2003: pg. 48 [SD 124]. Also, CBA Effective March 18, 2002 June 30, 2007: pg. 49 [SD 107].
\({ }^{116}\) Email from Robert Wolf to Math Department, dated March 7, 2006 [SD 332 - SD 333].
\({ }^{117}\) Email from Robert Wolf to Math Department (full-time faculty), dated September 28, 2005 [SD 324].
\({ }^{118}\) Email from Tristan Needham to Math Department (full-time faculty), dated September 28, 2005 [SD 325].
\({ }^{119}\) Email from Paul Zeitz to Math Department (full-time faculty), dated September 29, 2005 [SD 326].
}
terms, it was Patricia who used the SI system to keep track, and she then gave me reports when I asked for them. \({ }^{120}\)

The logic above is ambiguous. The Dean's Office is ultimately responsible, yet science departments are supposed to "police themselves." The outcome of this set of correspondence was that Math faculty ceased inquiry on the issue of teaching loads, leaving it up to the individual instructor to submit appropriate course loads to the Math Department for scheduling purposes. \({ }^{121}\)

\footnotetext{
\({ }^{120}\) Email from Tristan Needham to Math Department (full-time faculty), dated September 30, 2005 [SD 327].
\({ }^{121}\) Email from Robert Wolf to Math Department (full-time faculty), dated September 30, 2005 [SD 328].
}

\section*{Appointment in Violation of Search Procedures}

During academic year 2003-04, a search was conducted for a regular faculty appointment in Math at the Assistant Professor level. I will refer to this as the "2004 Search," the "2006 Search" will refer to our department's most recent. The 2004 Search Committee consisted of: \({ }^{122}\)
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline \hline Marcelo Camperi & Associate Professor & Physics \\
\hline Allan Cruse & Full Professor & Math with CS \\
\hline Peter Pacheco & Full Professor & Math with CS \\
\hline Paul Zeitz & Full Professor & Math \\
\hline
\end{tabular}

Paul Zeitz served as Chair of the Search Committee as well as Chair of the Math Department. The Search Committee reported to Tristan Needham, Associate Dean of Sciences.

The following is from the Minutes of the Math Department meeting held September 9, 2003:

Paul handed out copies of a draft of an ad for the faculty search. The search is tentatively approved at Dean's Office level, at present. The faculty discussed the wording, timing, and placement of the ad. Paul will look into timing issue. \({ }^{123}\)

The advertisement discussed and approved by the Math Department included the following: \({ }^{124}\)

The Mathematics Department at the University of San Francisco invites applications for a tenure-track position at the assistant professor level anticipated to begin in the Fall of 2004. Candidates from all fields of Mathematics are encouraged to apply. The successful candidate should have university teaching experience and an earned doctorate in Mathematics by Fall 2004. She/he will teach throughout the undergraduate mathematics curriculum, from courses for majors to service courses for non-science majors. The position requires a passionate commitment to excellence in teaching within a culturally diverse environment, as well as a strong potential for research and scholarship.

Candidates should submit a letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy and research plans,

\footnotetext{
\({ }^{122}\) Minutes of the Math Department meeting held October 14, 2003 [SD 364].
\({ }^{123}\) Minutes of the Math Department meeting held September 9, 2003 [SD 363].
\({ }^{124}\) Email from Paul Zeitz to the Math Department (full-time faculty), dated August 13, 2003 [SD 318 - SD 319].
}
copies of complete teaching evaluations and recent syllabi, and three letters of recommendation to:

Mathematics Search Committee
c/o Professor Paul Zeitz, Chair
Department of Mathematics
University of San Francisco
2130 Fulton St.
San Francisco, CA 94117-1080
Consider further, the following from the Minutes of the Math Department meeting held October 14, 2003:

Update on faculty search. Allan Cruse, Marcelo Camperi, Peter Pacheco, Paul Zeitz are on the committee. Starting to get official responses. Paper ad will be in Focus, Chronicle of Higher Education, AMS Notices, AMS website, AWM, maybe an electronic one associated with Focus. \({ }^{125}\)

Spring 2004, contrary to College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty, the following was not conducted. \({ }^{126}\)
- First Meeting of the Department and the Search Committee: The Search Committee meets with the Department to discuss their top choices.

This is required to be held prior to on-campus interviews with Finalists. In consequence, the Math Department was not clearly informed as to
- the search protocols in effect,
- the criteria and method of evaluation of final candidates.

This is corroborated by the Minutes of the Math Department meetings (all meetings held Fall semester prior to candidate interviews in the Spring): September 9, October 14 and November 11. The first communication on the Search, in Spring 2004, was an e-mail announcing final candidates and the itinerary of their visits. \({ }^{127}\) This is in sharp contrast to

\footnotetext{
\({ }^{125}\) Minutes of the Math Department meeting held October 14, 2003 [SD 364].
\({ }^{126}\) College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 - SD 340]. During the latest 2006 search, at both First/Second meetings of the Search Committee and the Math Department, Prof. Needham stated that these meetings were added to College Search Procedures by Gerardo Marín. Dean Marín was appointed Associate Provost in Spring 2003 and had left the Dean’s Office of Arts and Sciences prior to Fall 2003. This corroborates that these procedural elements were in effect at the time of the 2004 search.
\({ }^{127}\) Email from Paul Zeitz to Math Department (full-time faculty), dated January 26, 2004 [SD 320 - SD SD 321].
}
the 2006 search. The First Meeting of the Department and the Search Committee involved: \({ }^{128}\)
- detailed briefing of the selection process of final candidates,
- description of professional strengths/characteristics for each finalist,
- discussion of itinerary of visits (when finalist teaching lectures would be held and the content thereof, also specifics for meetings with students).

The list of final candidates in the 2004 Search, with their diversity status, is as follows. \({ }^{129}\)
\begin{tabular}{|l|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & Earned Doctorate & \multicolumn{1}{|c|}{\begin{tabular}{c} 
PhD Granting \\
Institution
\end{tabular}} & \multicolumn{1}{c|}{ Diversity Status } \\
\hline \hline Alissa Crans & Mathematics & \begin{tabular}{l} 
University of \\
California, Riverside
\end{tabular} & \begin{tabular}{l} 
White non-Hispanic \\
female
\end{tabular} \\
\hline Stephen Devlin & Mathematics & \begin{tabular}{l} 
University of Maryland, \\
College Park
\end{tabular} & \begin{tabular}{l} 
White non-Hispanic \\
male
\end{tabular} \\
\hline Aaron Melman & Applied Mathematics & \begin{tabular}{l} 
California Institute of \\
Technology
\end{tabular} & \begin{tabular}{l} 
White non-Hispanic \\
male
\end{tabular} \\
\hline Anthony Mendes & Mathematics & \begin{tabular}{l} 
University of \\
California, San Diego
\end{tabular} & Hispanic male \\
\hline
\end{tabular}

I fully expected that, after finalist visits to USF campus, some meeting with the Search Committee would be conducted in which Math department opinions would be solicited. I had intended on expressing strong support for Prof. Crans, particularly incorporating her diversity status (note that Prof. Millianne Lehmann had announced her retirement prior to the search). \({ }^{130}\) However, I did not feel comfortable expressing this opinion in writing for fear of it being misinterpreted or misused by the Search Committee. On Wednesday February 4, two days before the campus visit of the last candidate (Prof. Crans’s visit occurred Friday, February 6), the Math Department received an email from Prof. Zeitz which contained the following text.

The search committee will be meeting by telephone on Saturday morning. You will not have any opportunity for input after Friday night, so PLEASE send me email on Friday. I will read everything, and share it all with the rest of the committee (or you can send email directly to all 4 members of the search committee: zeitz@usfca.edu, cruse@euclid.math.usfca.edu, peter@cs.usfca.edu, camperi@usfca.edu. \({ }^{131}\) [sic]

\footnotetext{
\({ }^{128}\) Meeting of the Search Committee and the Math Department held January 20, 2006. Minutes of this meeting were not recorded.
\({ }^{129}\) Curriculum vitae [SD 265 - SD 274].
\({ }^{130}\) Email Michael and Milliann Lehmann to Math Department, dated June 6, 2003 [SD 286].
\({ }^{131}\) Email from Paul Zeitz to Math Department (full-time faculty), dated February 4, 2004 [SD 322 - SD 323].
}

The above demonstrates that the Search Committee failed to conduct the following meeting mandated by College Search Procedures. \({ }^{132}\)
- Second Meeting of the Department and the Search Committee: The Search Committee meets with the Department to discuss which candidate(s) should be recommended to the Dean.

This is required to be held after on-campus interviews, but prior to the final recommendation being made and presented to the Dean.

Immediately following the research talk by Prof. Crans the afternoon of February 6, I expressed my support and argument in favor of her appointment with the members of the Search Committee I could reach in person. These were: Marcello Camperi and Allan Cruse. The other two members were not available. I emphasize that I would not have been comfortable expressing my opinion with specific arguments, in writing. That such sentiment is shared by other members of the Math Department is evidenced by the terse Minutes recorded for the Second Meeting of the Department and the Search Committee properly conducted for the 2006 Search. \({ }^{133}\)

The decision of the Search Committee was announced at the Math Department meeting held February 10 (only four calendar days after Prof. Crans's visit). This is recorded in the Minutes:

Faculty search: might be over. Paul went over the general process the committee went through before making an offer to Steven Devlin. The faculty discussed the candidates and the process of the search. \({ }^{134}\)

As Prof. Devlin accepted the offer, the search was over. It is difficult to understand why this scheduled time slot could not have been used to conduct the Second Meeting as mandated by College Search Procedures. Had these College Search Procedures been disclosed to me at the time I would have insisted on this meeting being held.

\footnotetext{
\({ }^{132}\) College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 - SD 340].
\({ }^{133}\) Minutes of the Math Department meeting held February 16, 2006 [SD 369].
\({ }^{134}\) Minutes of the Math Department meeting held February 10, 2004 [SD 365].
}

\section*{Maladministration: DDTP Single Subject Accreditation}

I begin by providing background to these actions taking place Fall 2004 - Spring 2006. I have been involved in the USF Math Single Subject Preparation Program from its genesis in the early 1990's. In support of my tenure application, Millianne Lehmann, Chair of Mathematics, wrote:

> In the Spring of 1995 the Commission on Teacher Credentialing approved the Program of Subject Matter Preparation for Single Subject Teaching Credentials in Mathematics submitted by the USF Department of Mathematics. This was a nontrivial exercise resulting in the submission of a 60 page description of our program, written to excruciatingly exacting State standards, to which 80 pages of supporting material was appended. John, along with others in the Department, wrote several sections of this document. Further, he was articulate in his support of this rather daunting endeavor. When doubts were expressed as to whether State approval was really worth the seemingly unending bureaucratic hassle required to obtain it, John encouraged us to complete the project arguing that it was important to the reputation of the Department and that it provided an important career option for our majors. Of course he was right on both counts and, when the Department received approval, we were one of only a very few schools in California to have this distinction. \({ }^{135}\)

Without state approval, students need to pass a state examination (CSET) in order to obtain their teaching credential. As of Spring 2005, three such Approved Programs were in effect at USF: English, Mathematics and Social Science. The program has proven so successful that it is now overseen by a faculty administrator given the title of Director, DDTP (David Galles, Associate Professor, CS) and a permanent administrative staff of two. A faculty committee plays an advisory role, the DDTP Curriculum Committee of which I am a member.

In Spring 2004, I was informed that the State Approvals need to be renewed (the specific date for Mathematics was not provided) and that new Proposals would be written by a DDTP administrator (contracted by USF). In Summer 2004, I was contacted by this consultant, Dallas Davidson, who informed me that he would need to write this Mathematics Proposal from scratch before Fall. I was dismayed, as I had not been given specific notice of this itinerary during any DDTP Committee meeting the preceding Spring. It was only by chance that I was available (many faculty, and the mathematics department program assistant, were away on vacation); faculty are not required to be in residence during the Summer. I provided Mr. Davidson with whatever materials were on file, going so far as photocopying pages in textbooks, since the Math program assistant was away. I fully expected to be asked to edit the document prior to it being delivered to the California Commission on Teacher Credentialing (CCTC). However, I was not contacted, and assumed that the timeline for submission had been altered.

\footnotetext{
\({ }^{135}\) Letter from Millianne Lehmann to Stanley Nel, dated September 9, 1996 [SD 81 - SD 83].
}

In Fall 2004, I was informed that the document had been delivered to CCTC without any Mathematics Department review. (I remark that as member of the DDTP Committee, I was not explicitly appointed as a Department representative, and I did not have special oversight over the Mathematics component. In my opinion, the Chair was an equally valid departmental contact.) Upon reading the document, I discovered major errors; I notified the DDTP Curriculum Committee that the administrative process must be altered prior to the second submission (in response to CCTC feedback) so that these errors could be corrected; an inaccurate description of our program would open USF to legal liability in the future. In calling question to the administrative procedure for Mathematics, implicitly I was doing the same for English and Social Science. This occurred at a meeting held November 16, 2004. \({ }^{136}\) Subsequent meetings between David Galles and the Mathematics Department were arranged. In particular, it was agreed that
- The Mathematics Department would identify a representative instructor for each major course required by DDTP who will be responsible for: contributing syllabi and supporting materials for the corresponding course, and checking the accuracy of information in the Proposal as it relates to this course.
- The latest version of the Mathematics Proposal would be put online for course representatives to access and work on over intersession. \({ }^{137}\)

It was also clarified to me that the deadline for approval was December 2005.
No revisions of the Mathematics Proposal were ever posted online (in spite of my repeated verbal reminders to David Galles). In addition, the DDTP Committee meetings which were supposed to occur monthly were canceled for an entire calendar year. This was contrary to the USF policy reported to CCTC on three separate Waiver Proposals:

As discussed in response to Standard 9, intensive collaboration with faculty, students, alumni and public school officials is an important part of the DDTP Curriculum Committee's review process. The Committee is in fact the best example of how the Program is run in a cooperative and inclusive fashion. The Committee first and foremost fosters the exchange of ideas among DDTP program stakeholders. It is composed of representatives from the College, the School of Education and the DDTP Program. Communication between these bodies has been excellent, particularly with respect to the recent revision of mathematics subject matter standards and the preparation of this proposal. The curriculum

\footnotetext{
\({ }^{136}\) In a October 25, 2005, email to Kern Trembath, Associate Director of DDTP, I requested the Minutes of this meeting. He replied that they had been lost (no DDTP Curriculum meeting was held between November 16, 2004 and December 14, 2005). Email from Kern Trembath to John Kao, dated November 1, 2005 [SD 300 - SD 303].
\({ }^{137}\) Minutes of the Mathematics Department Meeting held December 7, 2004 (David Galles and Dallas Davidson in attendance) [SD 366].
}
committee meets monthly to review subject matter curriculum and to discuss Program policies and procedures. \({ }^{138}\)

I sent an email reminder to the DDTP administrative staff concerning the Mathematics Proposal on May 31, 2005. \({ }^{139}\) Again, there was no response until Fall 2005, when I was informed that the second submission was delivered to CCTC with no Mathematics Department review. When I examined this document I discovered that the combined original and second submission had so many errors as to completely misrepresent our program. The document was made available to Mathematics faculty by the Chair, Peter Pacheco. On October 11, the department together with Brandon Brown, Associate Dean of Sciences, and Prof. Galles agreed unanimously to withdraw the Mathematics Proposal from consideration by the state. \({ }^{140}\) At this meeting, Prof. Galles stated that both the English and Social Science Proposals were "too impractical for USF to obtain," and that DDTP had decided to run the Programs without state approval. It is of note that all incoming freshmen enrolled in DDTP had, by then, been advised to prepare for the CSET examination. \({ }^{141}\)

In November, I wrote to CCTC attempting to obtain old documents to complete my records (this was my first contact with CCTC). In doing so I was careful in that I had not been authorized to represent the DDTP Program on behalf of USF (I was writing in the capacity of an ordinary faculty). I did, however indicate that our DDTP Mathematics Program Approval was set to expire in December 2005. I received the following response from CCTC:

Your presently approved program does not expire until July 1, 2009. I am attaching the Subject Matter Program Handbook. It includes all of the information that you will need to renew your approval. If you have further questions after reading it, I will be happy to talk to you. \({ }^{142}\)

I met with Dean Brandon Brown at 4:30 pm, November 11, to discuss this matter. I explained that the above suggested to me USF had a "grace period" of 3.5 years within which the Mathematics Proposal might be resubmitted with no interruption in our Program. I also explained that a similar such period might apply for both English and

\footnotetext{
\({ }^{138}\) Mathematics Subject Matter Preparation Proposal Pursuant to: "Mathematics Teacher Preparation in California: Standards for Quality and Effectiveness for Subject Matter Programs" August 2, 2004: pg. 65 [SD 176]. Similar text is found in English Subject Matter Preparation Proposal Pursuant to: "English Teacher Preparation in California: Standards for Quality and Effectiveness for Subject Matter Programs" June 1, 2004, pg. 63. Also, Social Science Subject Matter Preparation Proposal Pursuant to: "Single Subject Matter Standards of Quality and Effectiveness for Programs in Social Science" November 2, 2004, pg. 60-61.
\({ }^{139}\) Email from John Kao to DDTP Administrators (David Galles, Kern Trembath and Dallas Davidson), dated May 31, 2005 [SD 297].
\({ }^{140}\) Minutes of the Mathematics Department Meeting held October 11, 2005 (Brandon Brown and David Galles in attendance) [SD 368].
\({ }^{141}\) DDTP 2005-06 Handbook: pg. 6-7 [SD 308 - SD 312]. Also, Email from Peter Pacheco to John Kao, dated November 10, 2005 [SD 306 - SD 307].
\({ }^{142}\) Email to John Kao from Helen Kelley-Halley, Consultant, CCTC, dated November 8, 2005 [SD 304 - SD 305].
}

Social Science as they had been originally approved after Mathematics. He agreed it was worth investigating, and advised that I email David Galles copying him on the correspondence. He would meet with David Galles following this prompt. \({ }^{143}\) I also spoke with David Galles at 6:00 pm as he was leaving campus later the same day. He had read my email and we discussed the possible implications. He informed me, that he had been given the deadline of December 2005 from School of Education Administrators. He also seemed reluctant to follow up on the new information.

I received no concrete news, in sequel, until a DDTP Meeting scheduled December 14, 2005 (the last day of Final Exam Week). This was the first such meeting in over a year. The date was so late in the semester, no representatives from the School of Education were available. At this meeting, I inquired as to
- whether anyone at USF had contacted CCTC asking for clarification of the precise meaning of the "July 1, 2009, expiration."

Prof. Galles replied that to date, no one at USF had. At my insistence, he agreed to investigate.

The morning of February 2, 2006, I spoke with Prof. Galles and asked if the inquiry, to which he had agreed, had been made. He indicated that it had not. I insisted once again. Later that same day, I received email from Prof. Galles confirming the information I had uncovered November 10 of the previous year. \({ }^{144}\)

On February 13, I met with Dean Brown and Michael Bloch, Associate Dean of Social Sciences, to discuss the new information. We agreed that it was now apparent that an unexpected 3.5 year grace period and an additional year of state approval for our DDTP single subject majors (English, Mathematics and Social Science) existed. We further agreed that decision on taking advantage of this grace period could be safely deferred to Fall 2006.

I feel I have established a track record of good judgment as relates to this project over a period of more than a decade. In spite of this, USF administrators (who are also faculty) seem intent on disregarding my input.

I also include, the following which was reported to CCTC.
The University placed within the country's top 20 most ethnically diverse colleges and universities in two nationally recognized rankings published in August 2003. The country's most influential list, published by "U.S. News and World Report," ranks USF 16th in ethnic diversity, with Asian Americans as its largest ethnic minority. Hispanics are the University's second largest minority population. USF also ranked No. 19 in the percentage of international students. The Princeton Review, an admissions

\footnotetext{
\({ }^{143}\) Email from Brandon Brown to David Galles (cc’ed to John Kao), dated November 11, 2005 [SD 313].
\({ }^{144}\) Email from David Galles to DDTP Curriculum Committee, dated February 2, 2006 [SD 314 - SD 317].
}
test preparation company, ranked USF No. 15 on its list of the country's most ethnically diverse colleges and universities. \({ }^{145}\)
and also,
There has been a considerable effort made in the past decade to diversify the faculty to better match the ethnically and culturally diverse student body. Of the faculty currently occupying probationary or tenured positions, 45 have been hired since 2000 . Twenty out of 33 (or \(61 \%\) ) are women or ethnic minorities or both. \({ }^{146}\)

\footnotetext{
\({ }^{145}\) Mathematics Subject Matter Preparation Proposal Pursuant to: "Mathematics Teacher Preparation in California: Standards for Quality and Effectiveness for Subject Matter Programs" August 2, 2004, pg. 16 [SD 174]. The same text is found in English Subject Matter Preparation Proposal Pursuant to: "English Teacher Preparation in California: Standards for Quality and Effectiveness for Subject Matter Programs" June 1, 2004, pg. 14. It is also found in Social Science Subject Matter Preparation Proposal Pursuant to: "Single Subject Matter Standards of Quality and Effectiveness for Programs in Social Science" November 2, 2004, pg. 20.
\({ }^{146}\) Ibid: Mathematics Proposal, pg 17 [SD 175]; English Proposal, pg. 15; The Social Science Proposal text takes a slightly different form, see pg. 20.
}

\section*{Destruction of Personnel Documents}

As indicated in the Summary, and also the section Libel, Forgery of Evidence and Defamation of Character, the following documents had been submitted to my personnel file in the form of Correspondence to the Dean as of December 2000:
- (M1) Memo from John Kao to Paul Zeitz-cc'ed to the Dean’s Officedated February 28. This was a report of CCAC teaching activities while the semester was under way. I reported on the difficult nature of this assignment.
- (M2) Memo from John Kao to Paul Zeitz-cc'ed to the Dean's Officedated September 18. This was a final report of teaching, incorporating formal submission of my CCAC teaching evaluations and a letter of appraisal from John Loomis, Chair of Architecture, CCAC.
- (K1) Letter from John Kao to Stanley Nel, dated November 10. This was a letter protesting Dean Needham's public letter of reprimand directed at myself. It included a complete copy of Dean Needham's letter of reprimand which was dated November 1 (labeled N1), and also a complete copy of M2. It presented evidence in my defense.
- (Z1) Letter from Paul Zeitz to Tristan Needham, dated November 10. This was the Math Department Chair's report of events in response to Dean Needham's letter of reprimand. It contained definitive evidence in my defense. This same evidence showed that Dean Needham engaged in forgery in connection with his act of libel.
- (K2) Letter from John Kao to Stanley Nel, dated December 22. This was a letter thanking Dean Nel for the Grievance Meeting.

The last document contained a partial copy of Dean Needham's letter of reprimand (attached for reference) as well as email correspondence which directly preceded the Grievance meeting. Taken as a whole, K2 contains references to the documents: N1, M2, K1 and Z1. Below is a table listing correspondence, author, addressee, and those who were cc'ed.
\begin{tabular}{|l|l|c|c|}
\hline Correspondence & \multicolumn{1}{|c|}{ Author } & Addressed to & \multicolumn{1}{c|}{ Cc'ed to } \\
\hline M1 (Feb 28) & Prof. Kao & Prof. Zeitz, Chair & -\begin{tabular}{l} 
Dean Needham \\
\\
\end{tabular} M2 (Sept 18) \\
& Prof. Kao & Prof. Zeitz, Chair & Dean Nel \\
& & & Dean Needham \\
& & Dean Nel \\
\hline N1 (Nov 1) & Dean Needham & Prof. Zeitz, Chair & - \\
& & & Prof. Kao \\
& & & Prof. Lucas \\
& & & Prof. Loomis \\
& & & Dean Nel \\
& & & Dean Meckel \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|}
\hline K1 (Nov 10) & Prof. Kao & Dean Nel & \begin{tabular}{l}
- Prof. Zeitz \\
- Prof. Lucas \\
- Prof. Loomis \\
- Dean Needham \\
- Dean Meckel \\
- Vice President Wiser \\
- President Privett
\end{tabular} \\
\hline Z1 (Nov 10) & Prof. Zeitz, Chair & Dean Needham & \[
\begin{array}{ll}
\hline- & \text { Prof. Kao } \\
- & \text { Prof. Lucas } \\
- & \text { Dean Nel } \\
\hline
\end{array}
\] \\
\hline K2 (Dec 22) & Prof. Kao & Dean Nel & \begin{tabular}{l}
- Prof. Zeitz \\
- Prof. Lucas \\
- Prof. Loomis \\
- Dean Needham \\
- Dean Meckel \\
- Vice President Wiser \\
- President Privett
\end{tabular} \\
\hline
\end{tabular}

The relevant individuals, with academic title, are listed below:
- John Kao, Associate Professor, Math Department, USF
- Fr. Thomas Lucas, S.J., Director of the CCAC Joint BFA/B.Arch Programs, USF
- Paul Zeitz, Chair of Math Department, USF
- John Loomis, Chair of Architecture, CCAC
- Tristan Needham, Associate Dean of Sciences, USF
- Stanley Nel, Dean of Arts and Sciences, USF
- David Meckel, Dean of Design and Architecture, CCAC
- James Wiser, Provost and Academic VP, USF
- Fr. Stephen Privett, S.J., President, USF

The letter of protest, K1, succeeded in the following.
1) I reported illegal activity (libel with defamation of character) on the part of Dean Needham and directed at myself. For this reason, it was addressed to Dean Nel (Tristan Needham's direct supervisor).
2) I reported a Dean's Office administrative culture which permitted such illegal activity. For this purpose, it was cc’ed to Vice President Wiser (Stanley Nel's direct supervisor) and also President Privett.

During the Math Department meeting on November 14, 2000, I distributed copies of K1 (which contained copies of N1 and also M2) to the full-time Math faculty. \({ }^{147}\) At the conclusion of my Grievance, I also distributed copies of K2 to full-time Math faculty.

\footnotetext{
\({ }^{147}\) Minutes of the Math Department Meeting held November 14, 2000 [SD 360 - SD 362].
}

As stated in the Summary, in preparation for filing a Complaint of Race-based Discrimination and Harassment at the Informal Step (meeting conducted January 26, 2006), I made arrangements with the Dean's Office of Arts and Sciences to review my personnel file for the first time (at USF, it is not common practice for faculty to inspect their file). The first such review took place the morning of January 10, 2006, under administrative supervision in the lounge area of Harney 240. I was shocked to discover that the following had been deleted from the Personnel Records maintained by the Dean's Office: M2, K1 (containing complete copies of N1 and M2) and Z1. The discriminatory nature of these deletions is patent:
- M2 contains my CCAC teaching evaluations and a laudatory letter of teaching appraisal from John Loomis, Chair of Architecture, CCAC. This demonstrates that I conducted an entirely successful launch of the CCAC/USF Math program.
- K1 demonstrates that Dean Needham committed an act of libel with the delivery of his public letter of reprimand.
- Z1 demonstrates that Dean Needham forged documentary evidence in connection with the above libel. It also reinforces evidence presented in K1.

No consistent policy of document retention/removal can explain the above deletions:
- M1 and M2 were delivered to exactly the same individuals. M1 is a preliminary report of teaching with the semester under way, while M2 is a final report of teaching filed at the end of the semester. Only M1 is retained.
- K1 and K2 were delivered to exactly the same individuals (the list including even the President of USF), yet, only K2 is retained. That the extant record is oddly incomplete is evinced by the fact that \(K 2\) contains references to all missing documents-M2, K1 and Z1.
- Paul Zeitz, speaking as Chair of Mathematics, at a formal administrative meeting of the Department, assured me that Z 1 would be archived. \({ }^{148}\) For this reason, according to him, it would not be necessary to distribute Z1 to my Math Department colleagues. This document has been deleted from my Personnel Records.

Note that the retained document, K2, contains only a partial copy of N1 (I assumed that all readers of K2 would refer to K1, which contained a complete copy).

A further inconsistency is the following. At the completion of my sabbatical teaching during academic year 1998-99, I had my Princeton University Narrative Teaching Evaluations submitted to my Personnel Record in the form of Correspondence

\footnotetext{
\({ }^{148}\) Ibid.
}
to the Dean. \({ }^{149}\) These are retained-however, my Teaching Evaluations from CCAC, submitted in M2, and which included a Narrative component, were destroyed.

In reaction to this discovery, I inquired of Claudine Van Delden, Assistant to the Dean, College of Arts and Sciences \({ }^{150}\)
- whether these documents might have been retained in a separate Dean's Office Grievance file.

Later the same day, she indicated that
- the Dean's Office did have a separate file for Grievances, however there was no record of mine conducted December 7, 2000.

I further inquired as to
- whether this might be due to the Step 0 nature of my Grievance,
- or alternatively, due to the date at which it was conducted (five years prior).

Ms. Van Delden indicated that
- there seemed to be no distinction in the files between Step 0 Grievances and others;
- also, the files contain Grievances from, the calendar year, 2000.

That my Grievance was not included in this file seems highly irregular in consideration of the above.

I then contacted Elliot Neaman, USFFA President, to determine whether the union had retained copies of the documents I had submitted for my Grievance. I was informed that
- Alan Heineman (USFFA President in 2000) had not retained my Grievance documents because it was a Step 0 Grievance. \({ }^{151}\)

In Fall 2000, during extensive consultation with Alan Heineman and Robert Toia, my USFFA Grievance Representative, I was never informed that my settling at Step 0 would

\footnotetext{
\({ }^{149}\) Letter of submission of Princeton Evaluations: from Susan Nichols (Administrative Assistant, School of Engineering, Princeton University) to Stanley Nel, dated June 30, 1999 [SD 92].
\({ }^{150}\) Interpersonal communication with Claudine Van Delden on January 10, 2006.
\({ }^{151}\) Email from Elliot Neaman to John Kao, dated January 19, 2006 [SD 329]. Also, letter from John Kao to Alan Heineman, dated January 26, 2001, in which I submitted Grievance documents to the USFFA [SD 56 - SD 57]. Also, letter from John Kao to Robert Toia, dated November 21, 2000, in which I submitted Grievance documents to the USFFA-this correspondence was cc’ed to Alan Heinemann, USFFA President [SD 54 - SD 55].
}
make a difference with respect to USFFA file retention. If I had, I would have insisted my Grievance proceed to Step 1. I conjecture that Dean Needham and Dean Nel were aware of this USFFA policy.

I remark that my Personnel File as maintained by the Dean's Office contains folders labeled
- General/Correspondence (1 folder)
- Leaves: Sabbatical Apps/Reports/Request to be Absent (1 folder)
- Scholarly Work \& Service (1 folder)
- COMPENSATION: Appointment Papers/PAFS/Outside Employment (1 folder)
- Evaluations (2 folders)
- Academic Career Prospectus (1 folder)
- Curriculum Vitae (1 folder)
- Grades (1 folder)
- Final Exams (1 folder)
- Course Syllabi (1 folder)

Within this file is retained such documents as a Request to be Absent from Class for Friday, October 18, 1991, at which time I was attending a Probability Conference at Northwestern University (I arranged substitutes for my three classes that day).

It is inexplicable why materials that document illegal activities on the part of the Associate Dean of Science would not be deemed worthy of retention.

\section*{Appointment of Strictly Unqualified Candidate over Two Qualified Candidates both Having Diversity Status}

During the current academic year 2005-06, a search was conducted for a regular faculty appointment in Math at the Assistant Professor level. I will refer to this as the "2006 Search." The 2006 Search Committee consisted of:
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline Stephen Devlin & Assistant Professor & Math \\
\hline Tristan Needham & Full Professor & Math \\
\hline Stephanie Ohshita & Assistant Professor & Environmental Science \\
\hline Peter Pacheco & Full Professor & Math with CS \\
\hline Paul Zeitz & Full Professor & Math \\
\hline
\end{tabular}

I note that Prof. Ohshita is a White female. \({ }^{152}\) For the events described in this section, I am not sure of Prof. Ohshita's role. I speculate that she felt pressure from the other (senior and tenured) members of the Search Committee. The evidence to this effect is:
- she participated in the First Meeting of the Department and the Search Committee-The Search Committee meets with the Department to discuss their top choices;
- she did not attend the Second Meeting of the Department and the Search Committee-The Search Committee meets with the Department to discuss which candidate(s) should be recommended to the Dean.

Prof. Needham served as Chair of the Search Committee. I was not appointed to the Search Committee as a consequence of my current sabbatical leave (academic year 2005-06) and concomitant travel plans.

As noted in the Summary, my Informal Complaint of Discrimination/Harassment (January 26), preceded campus visits of final candidates. \({ }^{153}\) Detailed written notification (delivered personally to Human Resources and Dean's Office of Arts and Sciences, on January 11) of this Complaint, containing accusations of prior search violations, preceded the selection of final candidates. \({ }^{154}\) During the 2006 Search the following meetings were conducted, in sharp contrast to the 2004 Search:
- First Meeting of the Department and the Search Committee. This was held January 20.
- Second Meeting of the Department and the Search Committee. This was held February 16.

\footnotetext{
\({ }^{152}\) I understand, from interpersonal communication with her, that Ohshita is her married name.
\({ }^{153}\) Memo from Elsie Tamayo to John Kao, dated February 27, 2006 [SD 356 - SD 357].
\({ }^{154}\) Memo from John Kao to Elsie Tamayo, cc’ed to Jennifer Turpin and Brandon Brown, dated January 10, 2006 [SD 352 - SD 353]. Also, Email from John Kao to Elsie Tamayo, cc’ed to Jennifer Turpin and Brandon Brown, dated January 11 [SD 351].
}

In Spring of 2005, the department discussed the up coming search in some detail. The Minutes of the Math Department meeting held May 10, 2005, contains the following text.

Faculty Search. Brandon Brown approved a new position, and the faculty members discussed the composition of the search committee; who shall be the chair of the committee; the timeline for advertising, applications, interviews, and offers; and committee attendance and use of employment center at the national AMS-MAA meetings.

The faculty also discussed electronic submission of application materials, and developing and using a search committee website.

Decisions made: Mathematics members of the search committee shall be Tristan, Steve, Paul, and Peter. The deadline for application shall be Friday, December 16, with the wording "to ensure full consideration" in the advertisement. Peter will contact Computer Science faculty to see who among them is interested and available to serve as the outside member of the Search Committee. \({ }^{155}\)

The advertisement approved by the Math Department was essentially the same as that for the 2004 Search, with the electronic submission change alluded to above.

The Department of Mathematics at the University of San Francisco invites applications for a tenure-track position at the assistant professor level, to begin in fall 2006. Candidates from all fields of mathematics are encouraged to apply. The successful candidate should have university teaching experience and an earned doctorate in mathematics by fall 2006. She/he will teach throughout the undergraduate mathematics curriculum, from courses for majors to service courses for non-science majors. The position requires a passionate commitment to excellence in teaching within a culturally diverse environment, as well as a strong potential for research and scholarship.

Candidates should submit a letter of application, curriculum vitae, statement of teaching philosophy and research plans, copies/scans of complete teaching evaluations and recent syllabi, graduate transcripts, and three letters of recommendation. All of the above elements are required to complete your application.

As many as possible of these elements should be submitted electronically to: email: mathjob@math.usfca.edu.

The Subject Line of your e-mail(s) should begin with your full name: e.g.

\footnotetext{
\({ }^{155}\) Minutes of the Math Department meeting held May 10, 2005 [SD 367].
}

Subject: Mary L. McEnroe - Teaching Evaluations
Any remaining elements that cannot be submitted electronically should be mailed to:

Mathematics Search Committee
c/o Tristan Needham, Chair
Department of Mathematics
University of San Francisco
2130 Fulton St.
San Francisco, CA 94117-1080
In order to insure full consideration, completed applications must be received (not postmarked) by December 16, 2005. We invite candidates to find out about our department at http://artsci.usfca.edu/math.

The University of San Francisco is a Jesuit Catholic university founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the University.

USF is an Equal Opportunity employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodations to qualified applicants with disabilities upon request. \({ }^{156}\)

In connection with this, the following aspect of College Search Procedures is notable.

\section*{Request to Recruit}

In early spring the department submits to the appropriate Associate Dean the request for a full-time faculty position for the following academic year. The request should be accompanied by the following:
- An explanation of why the position is needed: in the case of a replacement position this can be quite brief, but in the case of a new position it should be detailed. Initially this is used to set priorities within the Dean's Office, and ultimately it is presented to the AVP.
- A brief Position Description, which can later be incorporated into the job advertisement. This normally includes the following elements:

Teaching Responsibilities, perhaps including examples of likely courses to be taught.
\({ }^{156}\) Classified advertisement. Notices of the American Mathematical Society. October 2005: pg. 1095 [SD 236 - SD 238]. Also USF Math web site advertisement published on www.usfca.edu [SD 347 - SD 350].

\section*{Qualifications:}
\(\checkmark\) A description of the disciplinary specialization(s) sought.
\(\checkmark\) An indication of any requirements implied by special programs or activities in which the candidate is expected to participate.
\(\checkmark\) The level of educational experience required. Note that except under extraordinary circumstances, all positions are filled at the Assistant Professor level and require a Ph.D. or other terminal degree. \({ }^{157}\)

Further,

\section*{Job Advertisement}

The Department Chair and the appropriate Associate Dean collaborate on the creation of a job advertisement based on the position description. The Dean's Office then places the advertisement both in journals specific to the field, and in publications likely to encourage minority applicants. In addition, the department is strongly encouraged to mail or e-mail copies of the advertisement to other universities that grant a Ph.D. in the discipline. The appropriate Associate Dean can assist in identifying target programs and organizations, and in acquiring mailing labels. \({ }^{158}\)

And also,
Applications are reviewed in terms of how well the applicant meets the position's requirements as listed in the job description. \({ }^{159}\)

A chronological narrative of the 2006 Search is provided in the Summary of Report of Discrimination. The conclusion to this process was
- Stephen Yeung, who does not possess any earned degree in mathematics (beyond an undergraduate minor) was appointed Assistant Professor, Math, USF. His earned doctorate is in Theoretical and Applied Mechanics (Cornell University, 1999).
- Pisheng Ding, who has earned a doctorate in Mathematics (New York University, 2003) was ruled not a viable candidate by the Search Committee.

\footnotetext{
\({ }^{157}\) College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 - SD 340].
\({ }^{158}\) Ibid.
\({ }^{159}\) Ibid.
}
- Erin McNicholas, who will possess an earned doctorate in Applied Mathematics (University of Arizona, expected May 2006) was ruled not a viable candidate by the Search Committee.

Observe the job description as published in the 2006 Search Advertisement:
The successful candidate should have university teaching experience and an earned doctorate in mathematics by fall 2006.
which strictly disqualifies Prof. Yeung and qualifies both Prof. Ding and Prof. McNicholas.

As I was not a member of the Search Committee, it was not my responsibility to screen candidates for fundamental academic credentials. In addition, the lack of an earned doctorate in Mathematics is obscured in Prof. Yeung's curriculum vitae. His academic credentials are listed (among four full pages, single spaced, 10 point font) as:

Ph.D., Theoretical \& Applied Mechanics, Cornell University (1999). Thesis Advisor: Steven Strogatz. Thesis Title: Time Delay in the Kuramoto Model of Coupled Phase Oscillators. Minors in Mathematics and Applied Mathematics.
B. Sc., First Class Honours, Physics, Chinese University of Hong Kong (1994). Minor in Mathematics. \({ }^{160}\)

The above makes it appear that "Theoretical \& Applied Mechanics" is a division within the Mathematics Department at Cornell University (specifically, the added feature of "Minors in Mathematics and Applied Mathematics").
"Minor" is not an established separate credential at the doctoral level. Careful research shows that this is a special feature of the Cornell system, which refers to "fields of study." The Cornell Graduate Catalog contains the following text.

A field is a group of graduate faculty members who have come together around common academic interests. They are drawn from different departments and are voted into the field by existing members. In general, a faculty member belongs to one department, but may be associated with many graduate fields. \({ }^{161}\)

Further,
As a master's degree student, you must choose one major and one minor subject. Doctoral candidates choose one major and two minor subjects of

\footnotetext{
\({ }^{160}\) Curriculum Vitae for Stephen Yeung [SD 280].
\({ }^{161}\) Guide to Graduate Study. The Graduate School at Cornell. Published on www.gradschool.cornell.edu: pg 5 [SD 244].
}
study, although some fields have permission from the General Committee to require only one major and one minor subject. You pick faculty members from these approved subjects to form a "special committee." The members of the special committee decide what is required for you to attain a Cornell graduate degree. \({ }^{162}\)

At the undergraduate level, a minor refers to scholarship conducted in addition to that for a major. In contrast, every Cornell doctorate comes with (automatically) two or one "Minors." Ordinarily, a PhD candidate who desires to certify scholarship in an alternate discipline, would obtain a master's degree in this alternate subject. At Cornell, every master's degree comes with (automatically) one "Minor." It is incorrect to regard Prof. Yeung's Cornell Minors as additional credentials beyond his Cornell Doctorate in Theoretical and Applied Mechanics.

The Cornell system formalizes what takes place in many other graduate schools that do not use the term "Minor." For instance, as I recall, my Ph.D. thesis panel included faculty from
- Program in Applied and Computational Mathematics
- Department of Mathematics
- Program in Statistics and Operations Research.

In the case of the latter, my thesis advisor was appointed to this program and served as an Associated Faculty for the Program in Applied and Computational Mathematics (PACM). However, I had originally applied to the Department of Mathematics, my application was forwarded to and processed by PACM on the basis of research interest. I was accepted and graduated from this program: my earned doctorate is in Applied and Computational Mathematics. At the time of my enrollment, degree requirements were determined by a panel set by PACM and customized to the individual graduate student's research. Again, my panel was comprised of faculty from the three above disciplines.

The current Cornell University Graduate School web page lists the following separately as fields of study:
- Applied Mathematics
- Mathematics
- Theoretical and Applied Mechanics. \({ }^{163}\)

The Applied Mathematics Field is described as follows:
The graduate program in applied mathematics is based on a solid foundation in pure mathematics, which includes the fundamentals of algebra and analysis. It involves a grounding in the methods of applied

\footnotetext{
\({ }^{162}\) Ibid: pg. 5.
\({ }^{163}\) Published on www.gradschool.cornell.edu [SD 245 - SD 248].
}
mathematics and studies of scientific areas in which significant applications of mathematics are made. The field has a broadly based interdepartmental faculty that can direct student programs in a large number of areas of the mathematical sciences. ...

\section*{Application:}

Applicants must have an undergraduate background that contains a substantial mathematical component. Applicants are required to submit GRE general test scores, and are advised to submit GRE mathematics subject test scores. \({ }^{164}\)

The Mathematics Field is described as follows:
All three major subdivisions of mathematics (algebra, analysis, and geometry) are well represented at Cornell. The department is also very strong in logic, probability, statistics, numerical methods for partial differential equations, and symbolic computations, topology, and Lie theory. ...

\section*{Application:}

Applicants must have completed the work for an undergraduate degree in mathematics. That work should have included a rigorous course in advanced calculus and real variable theory that will serve as an introduction to measure theory. The student should also have some familiarity with applications of advanced calculus and should have had courses in linear algebra and modern abstract algebra at an advanced level. Applicants are required to submit GRE general and mathematics subject test scores; scores need to be reported by January 15. Non-native English speaking applicants must also submit a minimum TOEFL score of 600 (paper-based) or 250 (computer-based). A field brochure is available on request from the graduate field office. \({ }^{165}\)

The Theoretical and Applied Mechanics field is described as follows:
The Field of Theoretical and Applied Mechanics provides a strong background in engineering science and applied mathematics, which prepares students to carry out high-quality analytical or experimental research and to handle a wide variety of modern engineering problems. Course work provides a broad education in the mechanics of rigid and deformable bodies, applied mathematics, and modern experimental techniques. ...

\section*{Application:}

\footnotetext{
\({ }^{164}\) Published on www.gradschool.cornell.edu [SD 249].
\({ }^{165}\) Published on www.gradschool.cornell.edu [SD 250].
}

The field has about forty students from a variety of academic and geographical backgrounds. Students are expected to have a background in physics, mathematics, or any branch of engineering. Applicants must submit GRE general test scores, with a combined analytical/quantitative score of 1400. A minimum TOEFL score of 600 (paper-based) or 237 (computer-based) is required. Applicants interested in a terminal master's degree should apply to the Master of Engineering program. \({ }^{166}\)

The above Program Descriptions demonstrate definitively that a PhD in Theoretical and Applied Mechanics at Cornell University is neither
- a PhD in Applied Mathematics,
- nor a PhD in Mathematics.

In particular, Applied Mathematics and Mathematics have no experimental/engineering component in their program description (as expected). In contrast, Theoretical and Applied Mechanics, "... prepares students to carry out high-quality analytical or experimental research and to handle a wide variety of modern engineering problems."

I remark that in fifteen years as a full-time faculty of Math at USF, I had never heard of a doctorate in Theoretical and Applied Mechanics. The National Resource Council ranking of Mathematics Doctoral programs was last published in 1995 (ranking applies to 1993) with the preceding study published in 1982. \({ }^{167}\) In the SD Appendix, I have reproduced for the Investigator, the ranked list of Research-Doctorate Programs in Mathematics for both studies. In some cases, the same institution carries separate rankings for Applied Mathematics and Mathematics (though not in the case of Princeton nor Cornell). For 1993, the following doctoral program categories were included in the list \({ }^{168}\)
- Mathematics
- Program in Applied Mathematics
- Program in Computational and Applied Mathematics
- Program in Mathematical Sciences

No Program in Theoretical and Applied Mechanics is included. In this connection, I cite Webster's Dictionary:
mechanics ... 1. (used with a sing. v.) the branch of physics that deals with the action of forces on bodies and with motion. 2. (used with a sing. v.) the theoretical and practical application of mechanics, as to machinery. ... 169

\footnotetext{
\({ }^{166}\) Published on www.gradschool.cornell.edu [SD 251].
\({ }^{167}\) Goldberger, M. L., Maher, B. A. and Flattau, P. E., eds. (1995). Research-Doctorate Programs in the United States: Continuity and Change. National Academy Press. Washington, D.C: pg. 1 [SD 213]. \({ }^{168}\) Ibid: pg. 337 [SD 223].
\({ }^{169}\) Random House Webster's Dictionary, (1998). Third Edition. Random House Inc. New York: pg. 446.
}

This suggests that Theoretical and Applied Mechanics is a type of mechanical engineering degree (which is consistent with the program description).

Careful scrutiny of Prof. Yeug's curriculum vitae reveals that in seven years since graduation ( PhD awarded in 1999), he has the following five research publications (I remove from consideration his two book reviews):
- J. Tegnér, M. K. S. Yeung, J. Hasty and J. J. Collins, "Reverse engineering gene networks: Integrating genetic perturbations with dynamical modeling", Proc. Natl. Acad. Sci. USA 100, 5944-5949 (2003).
- M. K. S. Yeung, J. Tegnér and J. J. Collins, "Reverse engineering gene networks using singular value decomposition and robust regression", Proc. Natl. Acad. Sci. USA 99, 6163-6168 (2002).
- M. K. S. Yeung and S. H. Strogatz, "Time delay in the Kuramoto model of coupled oscillators", Phys. Rev. Lett. 82, 648-651 (1999).
- M. K. S. Yeung and S. H. Strogatz, "Nonlinear dynamics of a solid-state laser with injection", Phys. Rev. E 58, 4421-4435 (1998).
- A. E. Duwel, C. P. Heij, J. C. Weisenfeld, M. K. S. Yeung, E. Trías, S. J. K. Várdy, H. S. J. van der Zant, S. H. Strogatz and T. P. Orlando, "Interactions of topological kinks in two coupled rings of nonlinear oscillators", Phys. Rev. B 58, 8749-8754 (1998).

Of these, the last three publications are in Physical Review Letters, Physical Review E and Physical Review B, all of which are physics journals. The first two publications are in Proceedings of the National Academy of Science (PNAS) which is a multi-subject journal. The following text is from the PNAS website:

PNAS is one of the world's most-cited multidisciplinary scientific serials. Since its establishment in 1914, it continues to publish cutting-edge research reports, commentaries, reviews, perspectives, colloquium papers, and actions of the Academy. Coverage in PNAS spans the biological, physical, and social sciences. \({ }^{170}\)

Further is a list of subject categories. I present these below, but do not include the corresponding Editors (for complete text see SD 255 - SD 257): \({ }^{.171}\)
- Animal, Nutritional, and Applied Microbial Sciences
- Anthropology
- Applied Mathematical Sciences
- Applied Physical Sciences
- Astronomy
- Biochemistry

\footnotetext{
\({ }^{170}\) Publised on www.pnas.org [SD 252].
\({ }^{171}\) Ibid (subject categories only): [SD 255 - SD 257].
}
- Biophysics and Computational Biology
- Cellular and Developmental Biology
- Cellular and Molecular Neuroscience
- Chemistry
- Computer and Information Sciences
- Economic Sciences
- Engineering Sciences
- Environmental Sciences and Ecology
- Evolutionary Biology
- Genetics
- Geology
- Geophysics
- Human Environmental Sciences and Ecology
- Immunology
- Mathematics
- Medical Genetics, Hematology and Oncology
- Medical Physiology and Metabolism
- Microbial Biology
- Physics
- Physiology and Pharmacology
- Plant Biology
- Plant, Soil and Microbial Sciences
- Psychology
- Social and Political Sciences
- Sustainability Science
- Systems Neuroscience

Prof. Yeung's two PNAS papers are both published under the subject heading Genetics, as opposed to Applied Mathematical Sciences or Mathematics. \({ }^{172}\)

I do not wish to challenge Prof. Yeung’s scientific contribution. However, I am deeply concerned as to the violation of Search Procedures connected with his appointment. According to Prof. Needham, and stated during the First Meeting of the Department and the Search Committee, there were over 300 applicants for this position (approximately \(1 / 3\) were female). \({ }^{173}\) If
- the advertisement invited candidates from all disciplines in science, social science, and engineering, who have conducted research involving sophisticated mathematical methods;

\footnotetext{
\({ }^{172}\) See SD 258 - SD 264 for cover pages of all of Prof. Yeung’s research papers.
\({ }^{173}\) Meeting of the Search Committee and the Math Department held January 20, 2006. Minutes of this meeting were not recorded.
}
- and the position were advertised in the corresponding professional journals;
we might have had several times 300 applicants. It seems likely that we might have hired a faculty that was both a female and an ethnic minority.

I am also deeply concerned about the decision to rule the two qualified candidates unviable. This decision is highly irregular given that a rigorous screening process was meant to reduce consideration from over 300 to 3 individuals. At the Second Meeting of the Department and Search Committee, Prof. Needham stated that the Search Committee felt
- Prof. McNicholas was unviable because of her research;
- Prof. Ding was unviable "primarily on the basis of collegiality" (Prof. Needham also referred to somewhat lower student evaluations of his teaching presentation).

As to the latter, Prof. Devlin went so far as to refer to Prof. Ding as "socially childish."
I articulated clear reasons why Prof. Ding's teaching talk was at least as good as that of Prof. Yeung (citing the fact that Prof. Ding presented students with applications of mathematical theory, while Prof. Yeung did not). Also note that candidates should have submitted to the Search Committee: copies/scans of complete teaching evaluations. In spite of my argument, the final decision was to rule Prof. Ding unviable (the department vote: six to one). Similarly, the final decision was to rule Prof. McNicholas unviable (the department vote: five to two). I supported Prof. McNicholas as first choice, however, Prof. Yeung was selected as first choice (the department vote: six to one). To document these events, I reproduce the Minutes of this meeting. The description is terse-however, the text clearly corroborates my account as presented above.
[SD Insert follows: 1 page]

\section*{Math Department Meeting \\ Minutes 02/16/2006 \\ CO 426/428 12.25pm}

Present: Peter Pacheco, Paul Zeitz, Benjamin Wells, Stephen Devlin, John Kao, James Finch,
Allan Cruse, Tristan Needham.

\section*{Announcements:}

Harney public safety presentation deferred to March 23rd.
Phone-a-thon: Allan Feb 22, Steve Feb. 28; March 9 volunteers? Tristan might be able to do it
Pi day? 3.14 1:49. Something to tell majors about.
March meeting scheduled during spring break. Oops by Christine. Reschedule for March \(7^{\text {th }}\).
Batey prize: Decide whom, if anyone, we wish to nominate John raised the related issue of the Science Scholarship Committee. Steve agreed to notify Brandon that he will substitute for John on the Science Scholarship Committee in Spring 2006.

\section*{New Business:}

The faculty members discussed the faculty search and each of the finalist candidates in depth
The meeting moved from CO 428 to 426 , during which time Jim left the meeting. The faculty voted on each of the finalist candidates.

Etin McNicholas: John Kao's first choice

Pisheng Ding: No response, except for that John Kao does support P. Ding as a viable alternate.
Stephen Yeung: Allan Cruse, Stephen Devlin, Tristan Needham, Peter Pacheco, Benjamin Wells, Paul Zeitz.

Benjamin Wells supports Erin McNicholas for second choice, as does John Kao (if S. Yeung turns down the offer).

SD Note:
Also Inserted
as pg. 102

Below is the combined list of current regular Math faculty together with the final candidates from the 2004 and 2006 Searches:
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{|c|}{ Earned Doctorate } & \multicolumn{1}{c|}{\begin{tabular}{c} 
PhD Granting \\
Institution
\end{tabular}} \\
\hline Alissa Crans & Mathematics & \begin{tabular}{l} 
University of California, \\
Riverside
\end{tabular} \\
\hline Allan Cruse & Mathematics & Emory University \\
\hline Stephen Devlin & Mathematics & \begin{tabular}{l} 
University of Maryland, \\
College Park
\end{tabular} \\
\hline Pisheng Ding & Mathematics & New York University \\
\hline James Finch & Mathematics & \begin{tabular}{l} 
University of Illinois, \\
Urbana-Champaign
\end{tabular} \\
\hline John Kao & \begin{tabular}{l} 
Applied and Computational \\
Mathematics
\end{tabular} & Princeton University \\
\hline Erin McNicholas & Applied Mathematics & University of Arizona \\
\hline Aaron Melman & Applied Mathematics & \begin{tabular}{l} 
California Institute of \\
Technology
\end{tabular} \\
\hline Anthony Mendes & Mathematics & \begin{tabular}{l} 
University of California, \\
San Diego
\end{tabular} \\
\hline Stanley Nel & Applied Mathematics & \begin{tabular}{l} 
University of Cape Town, \\
Republic of South Africa
\end{tabular} \\
\hline Tristan Needham & Mathematics & \begin{tabular}{l} 
Oxford University, \\
United Kingdom
\end{tabular} \\
\hline Peter Pacheco & Mathematics & Florida State University \\
\hline John Stillwell & Mathematics & \begin{tabular}{l} 
Massachusetts Institute of \\
Technology
\end{tabular} \\
\hline Benjamin Wells & Mathematics & \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline Robert Wolf & Mathematics & \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline Stephen Yeung & \begin{tabular}{l} 
Theoretical and Applied \\
Mechanics
\end{tabular} & \begin{tabular}{l} 
Cornell University \\
\hline Paul Zeitz \\
Mathematics
\end{tabular} \begin{tabular}{l} 
University of California, \\
Berkeley
\end{tabular} \\
\hline
\end{tabular}

Observe that all the above faculty, except Prof. Yeung, has an earned doctorate in Mathematics, Applied Mathematics, or Applied and Computational Mathematics (the National Research Council classifies these programs together under the rubric, "Research-Doctorate Programs in Mathematics." \({ }^{174}\) Statistics is a closely allied discipline to Math/Applied Math, yet not a single individual in the above list earned a doctorate in

\footnotetext{
\({ }^{174}\) Rung, D. C. (1983). Newest Ratings of Graduate Programs in Mathematics. Notices of the American Mathematical Society. Vol. 30, No. 3, pg. 257-567 [SD 198 - SD 209]. Also, Goldberger, M. L., Maher, B. A. and Flattau, P. E., eds. (1995). Research-Doctorate Programs in the United States: Continuity and Change. National Academy Press. Washington, D.C: pg. 332-337 [SD 210 - SD 223].
}
this subject. The National Research Council classifies Statistics doctoral programs separately from Mathematics. \({ }^{175}\) It is apparent that in its hiring practices, the USF Math Department either explicitly removed candidates with doctorates in Statistics from consideration, or such candidates elected not to apply based on the job advertisements. I remark that although my doctoral thesis advisor had a primary faculty appointment in the Program for Statistics and Operations Research, Princeton University, I have never represented myself as having earned a doctorate in Statistics. The exception granted Prof. Yeung in regards to his doctorate in Theoretical and Applied Mechanics is a violation of College Search Procedures. At the very minimum this discrepancy should have been disclosed to the Math Department (the appropriate venue being the First Meeting of the Department and the Search Committee), which it was not at any time.

Finally, I remark that Prof. Ding was awarded the National Science Foundation (NSF) Graduate Fellowship and also a NSF/Indiana University Grants for Vertical Integration of Research and Education in the Mathematical Sciences (VIGRE) Postdoctoral Fellowship. \({ }^{176}\) On this basis, I dispute the position that Prof. Ding is "not collegial" and "socially childish."

\footnotetext{
\({ }^{175}\) Ibid.
\({ }^{176}\) Curriculum Vitae for Pisheng Ding [SD 275].
}

\section*{Implicit Discrimination: Math/CS Demographics}

When my appointment as Assistant Professor began in Spring 1991, the Math department consisted of the following regular faculty: \({ }^{177}\)
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline \hline Allan B. Cruse & Full Professor & Math with CS \\
\hline James K. Finch & Associate Professor & Math with CS \\
\hline John S. Kao & Assistant Professor & Math \\
\hline Millianne Lehmann & Full Professor & Math \\
\hline Tristan Needham & Assistant Professor & Math \\
\hline Stanley D. Nel & \begin{tabular}{l} 
Associate Professor and \\
Dean of Arts and Sciences
\end{tabular} & Math \\
\hline Peter S. Pacheco & Assistant Professor & Math \\
\hline Benjamin Wells & Associate Professor & Math with CS \\
\hline Robert A. Wolf & Assistant Professor & Math \\
\hline
\end{tabular}

All of the above are White non-Hispanic male except myself and Millianne Lehmann. The CS department consisted of the following regular faculty: \({ }^{178}\)
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline Jeff Buckwalter & Associate Professor & CS \\
\hline Allan Cruse & Full Professor & Math with CS \\
\hline James Finch & Associate Professor & Math with CS \\
\hline John Gillespie & Full Professor & CS \\
\hline James Haag & Full Professor & CS with Physics \\
\hline Michel Kudlick & Full Professor & CS \\
\hline Loren Meissner & Full Professor & Math \\
\hline Carl Naegele & Full Professor & CS with Physics \\
\hline Benjamin Wells & Associate Professor & Math with CS \\
\hline
\end{tabular}

All of the above are White non-Hispanic males. Counting dual-appointments only once, the Math/CS departments were comprised of fifteen regular faculty; of whom, two possessed diversity status.

As of Fall 2006, the Math department will consist of the following regular faculty:
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline Allan Cruse & Full Professor & Math with CS \\
\hline Stephen Devlin & Assistant Professor & Math \\
\hline James Finch & Full Professor & Math with CS \\
\hline John Kao & Associate Professor & Math \\
\hline Tristan Needham & Full Professor & Math \\
\hline
\end{tabular}

\footnotetext{
\({ }^{177}\) USF General Catalog 1991-1993: pg. 97. Applies specifically to the academic year 1991-92.
\({ }^{178}\) Ibid: pg 69.
}
\begin{tabular}{|l|l|l|}
\hline Stanley Nel & \begin{tabular}{l} 
Full Professor and Vice President \\
of International Relations
\end{tabular} & Math \\
\hline Peter S. Pacheco & Full Professor & Math with CS \\
\hline John Stillwell & Full Professor & Math \\
\hline Benjamin Wells & Full Professor & Math with CS \\
\hline Robert Wolf & Assistant Professor & Math \\
\hline Paul Zeitz & Full Professor & Math \\
\hline Stephen Yeung & Assistant Professor & Math \\
\hline
\end{tabular}

All of the above are White non-Hispanic males, except myself and Stephen Yeung who are both Asian/Pacific Islander males. Likewise, the CS department will consist of the following regular faculty:
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline \hline Gregory Benson & Associate Professor & CS \\
\hline Jeff Buckwalter & Associate Professor & CS \\
\hline Christopher Brooks & Assistant Professor & CS \\
\hline Allan Cruse & Full Professor & Math with CS \\
\hline James Finch & Full Professor & Math withCS \\
\hline David Galles & Associate Professor & CS \\
\hline Peter Pacheco & Full Professor & Math with CS \\
\hline Terence Parr & Assistant Professor & CS \\
\hline Kim Summerhays & Full Professor & Chemistry with CS \\
\hline Benjamin Wells & Full Professor & Math with CS \\
\hline David Wolber & Full Professor & CS \\
\hline
\end{tabular}

All of the above are White non-Hispanic male. Counting dual-appointments only once, the Math/CS departments will be comprised of nineteen regular faculty; of whom, two possess diversity status. Of these the following nine were hired after my employment began in Fall 1991: \({ }^{179}\)
\begin{tabular}{|l|l|c|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{|c|}{ Current Rank } & \multicolumn{1}{c|}{\begin{tabular}{c} 
Year of Initial \\
Appointment
\end{tabular}} \\
\hline Gregory D. Benson & Associate Professor & 1998 \\
\hline Christopher Brooks & Assistant Professor & 2002 \\
\hline Stephen M. Devlin & Assistant Professor & 2004 \\
\hline David J. Galles & Associate Professor & 1997 \\
\hline Terence Parr & Assistant Professor & 2003 \\
\hline John C. Stillwell & Full Professor & 2002 \\
\hline David W. Wolber & Full Professor & 1993 \\
\hline Stephen Yeung & Assistant Professor & 2006 \\
\hline Paul A. Zeitz & Full Professor & 1992 \\
\hline
\end{tabular}

\footnotetext{
\({ }^{179}\) Including the dual-appointment for Kim Summerhays (from Professor of Chemistry, to Professor of Chemistry with CS), there were ten new appointments to Math/CS since Fall 1991.
}

One observes that Math/CS had many opportunities to increase diversity, yet, from Fall 1991 to Fall 2006:
- broad diversity (proportion of female and/or ethnic minority faculty) declined by \(21.1 \%\)
- gender diversity (proportion of female faculty) declined by \(100 \%\).

At this time, the only two departments at USF having no females among regular faculty are Math and CS. In this respect, I cite the External Panel for our 2004 Math Program Review:

There was strong support among the students for the idea of hiring a woman candidate. Given the population of mathematics students that USF serves, it seems important to have at least one woman among the regular faculty. \({ }^{180}\)

Excluding Prof. Yeung, as he does not possess a degree in mathematics, the broad diversity of Math/CS can be recalculated on the basis of eighteen faculty, one of which has diversity status:

Proportion of diverse faculty \(=1 / 18 \approx 5.6 \%\)
which, has decreased from the Fall 1991 proportion of \(13.3 \%\). By this standard, in fifteen years,
- broad diversity (proportion of female and/or ethnic minority faculty) declined by 58.3\%

Besides the comparison with the qualified labor pool previously made in the Summary, comparison can be made with other Math/CS departments in the United States. This alternative calculation is performed to demonstrate that the statistical conclusions remain the same when adjunct (or part-time) faculty, possessing earned science or engineering doctorates, are excluded. For this I will use data from the National Science Foundation: Science and Engineering doctorate holders employed in universities and 4-year colleges, by broad occupation, sex, race/ethnicity, and faculty rank in 2001. \({ }^{181}\)

\footnotetext{
\({ }^{180}\) Report of the Visiting Committee to the Department of Mathematics at the University of San Francisco May 27, 2004 (program review by external panel taking place once every ten years): pg 6 [SD 159].
\({ }^{181}\) This data is taken from National Science Foundation, Division of Science Resources Statistics, Women, Minorities, and Persons with Disabilities in Science and Engineering: 2004, NSF 04-417 (Arlington, VA, 2004): pg. 247-248 [SD 224 - SD 233]. " S " indicates suppressed due to count of less than 50 weighted cases.
}

Since USF regular faculty appointments are exclusively in the ranks of Professor, Associate Professor and Assistant Professor; I will restrict attention to these below.

Mathematical Scientists
\begin{tabular}{|l|r|r|r|}
\hline & Professor & \begin{tabular}{c} 
Associate \\
Professor
\end{tabular} & \begin{tabular}{c} 
Assistant \\
Professor
\end{tabular} \\
\hline White Female & 370 & 580 & 670 \\
\hline White Male & 4,560 & 2,220 & 1,440 \\
\hline \begin{tabular}{l} 
Asian/Pacific Islander \\
Female
\end{tabular} & 150 & 160 & 190 \\
\hline \begin{tabular}{l} 
Asian/Pacific Islander \\
Male
\end{tabular} & 440 & 460 & 340 \\
\hline Black Female & S & S & S \\
\hline Black Male & 190 & 100 & 80 \\
\hline Hispanic Female & S & S & S \\
\hline Hispanic Male & S & 60 & 50 \\
\hline \begin{tabular}{l} 
American Indian/Alaskan \\
Native Female
\end{tabular} & S & S \\
\hline \begin{tabular}{l} 
American Indian/Alaskan \\
Native Male
\end{tabular} & S & S & S \\
\hline
\end{tabular}

Computer and Information Scientists
\begin{tabular}{|l|r|r|c|}
\hline & Professor & \begin{tabular}{c} 
Associate \\
Professor
\end{tabular} & \begin{tabular}{c} 
Assistant \\
Professor
\end{tabular} \\
\hline White Female & 80 & 370 & 160 \\
\hline White Male & 1,710 & 1,640 & 770 \\
\hline \begin{tabular}{l} 
Asian/Pacific Islander \\
Female
\end{tabular} & S & S & 50 \\
\hline \begin{tabular}{l} 
Asian/Pacific Islander \\
Male
\end{tabular} & 290 & 500 & 250 \\
\hline Black Female & S & S & S \\
\hline Black Male & S & 70 & S \\
\hline Hispanic Female & S & S & S \\
\hline Hispanic Male & 70 & S & S \\
\hline \begin{tabular}{l} 
American Indian/Alaskan \\
Native Female
\end{tabular} & S & S & S \\
\hline \begin{tabular}{l} 
American Indian/Alaskan \\
Native Male
\end{tabular} & S & S & S \\
\hline
\end{tabular}

From this one can calculate
Proportion of (gender and race) diverse professors in U.S. \(\approx 31.86 \%\)

Proportion of female professors in U.S. \(\approx 15.35 \%\).

Including Prof. Yeung and testing for broad discrimination (bias in favor of White non-Hispanic males at the expense of Others), I set the null hypothesis to be: Math/CS is an unbiased random sample of size nineteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of White non-Hispanic males. Applying the binomial distribution again (using \(n\) the size of Math/CS, \(k\) the number of Math/CS professors with diversity status and \(q\) the national proportion of diverse professors) one obtains the \(P\)-value:
\[
P \approx B(19,2, .3186) \approx .0323
\]

As \(P<.05\), one concludes that the evidence for rejecting the null hypothesis is statistically significant.

Including Prof. Yeung and testing for gender discrimination (bias in favor of males at the expense of females), I set the null hypothesis to be: Math/CS is an unbiased random sample of size nineteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of males. Applying the binomial distribution again (using \(n\) the size of Math/CS, \(k\) the number of Math/CS female professors and \(q\) the national proportion of female professors) one obtains the \(P\)-value:
\[
P \approx B(19,0, .1535) \approx .0422
\]

Again \(P<.05\) and one concludes that the evidence for rejecting the null hypothesis is statistically significant.

Excluding Prof. Yeung, and testing for broad discrimination (bias in favor of White males at the expense of Others), I set the null hypothesis to be: Math/CS is an unbiased random sample of size eighteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of White non-Hispanic males. Applying the binomial distribution again (using \(n\) the size of Math/CS, \(k\) the number of Math/CS professors having diversity status and \(q\) the national proportion of diverse professors) one obtains the \(P\)-value
\[
P \approx B(18,1, .3186) \approx .0094
\]

As \(P<.01\), the evidence for rejecting the null hypothesis is highly statistically significant.
Excluding Prof. Yeung, and testing for gender discrimination (bias in favor of White males at the expense of Others), I set the null hypothesis to be: Math/CS is an unbiased random sample of size eighteen. I test this against the alternative hypothesis: the Math/CS sample is biased in favor of males. Applying the binomial distribution again (using \(n\) the size of Math/CS, \(k\) the number of Math/CS female professors and \(q\) the national proportion of female professors) one obtains the \(P\)-value:
\[
P \approx B(18,0, .1535) \approx .0498
\]

As \(P<.05\), the evidence for rejecting the null hypothesis is statistically significant.
One sees from this that the statistical conclusions made in the Summary of Report of Discrimination are robust.

\section*{Implicit Discrimination: Dual-appointment Demographics}

In Fall 1989, the dual-appointment faculty at USF were: \({ }^{182}\)
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Departments } \\
\hline James Haag & Full Professor & CS with Physics \\
\hline Carl Naegele & \begin{tabular}{l} 
Full Professor and \\
Dean of Arts and Sciences
\end{tabular} & CS with Physics \\
\hline Benjamin Wells & Assistant Professor & Math with CS \\
\hline
\end{tabular}

At that time Stanley Nel was Associate Dean of Sciences, whereas Kim Summerhays was Associate Dean for Graduate Programs for Arts and Sciences. \({ }^{183}\) When my appointment began in Fall 1991, Stanley Nel was Dean of Arts and Sciences; and the the dualappointment faculty at USF were: \({ }^{184}\)
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Departments } \\
\hline Allan Cruse & Full Professor & Math with CS \\
\hline James Finch & Associate Professor & Math with CS \\
\hline James Haag & Full Professor & CS with Physics \\
\hline Carl Naegele & Full Professor & CS with Physics \\
\hline Benjamin Wells & Associate Professor & Math with CS \\
\hline
\end{tabular}

From this it is clear that Stanley Nel was either Associate Dean of Sciences, or Dean of Arts and Sciences, when the following two Science dual-appointments were made: Allan Cruse and James Finch. Subsequent to Fall 1991, Kim Summerhays was appointed Professor of Chemistry with CS.

For Investigator reference, I reproduce the current USF dual-appointment faculty. These dual-appointments were also in effect Fall 2002, prior to Stanley Nel’s appointment to Vice President of International Relations.
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Name } & \multicolumn{1}{c|}{ Rank } & \multicolumn{1}{c|}{ Department(s) } \\
\hline Jean Audigier & Full Professor & \begin{tabular}{l} 
Modern and Classical Languages, with \\
Visual Arts
\end{tabular} \\
\hline James Brown & Full Professor & Biology, with Environmental Science \\
\hline Allan Cruse & Full Professor & Math, with CS \\
\hline James Finch & Full Professor & Math, with CS \\
\hline Deneb Karentz & Full Professor & Biology with Environmental Science \\
\hline Peter Pacheco & Full Professor & Math, with CS \\
\hline Kim Summerhays & Full Professor & Chemistry, with CS \\
\hline Robert F. Toia & Full Professor & Chemistry, with Environmental Science \\
\hline Benjamin Wells & Full Professor & Math, with CS \\
\hline
\end{tabular}

\footnotetext{
\({ }^{182}\) USF General Catalog 1989-1991. Applies specifically to academic year 1989-90.
\({ }^{183}\) Ibid.
\({ }^{184}\) USF General Catalog 1991-1993. Applies specifically to academic year 1991-92.
}

The conclusion here is that Stanley Nel was responsible (either as Associate Dean of Sciences, or Dean of Arts and Sciences) for eight of the nine current dual-appointments at USF.

\section*{Memorandum}

\author{
To: Frul Zeitz. Chair. Mathernatics Department, USF \\ C: Iristan Nieedham, Associate Dean, College of Sciences USF \\ Stanley Nel, Dean, Atts and Sciences, LSF \\ From: John Kao, Associate F'rofessor: Mathematies Department, USF \\ Date: February, 28. 2000 \\ Re: Precalcults for CCAC Architecture
}

I am writing to apprise you of my progress with the course. Precalculus: Analytical Mathematics for Architecture, which I am currently teaching at CCAC on behalf of the Mathematics Department. This chass carries a ESF course number 0206-108-02 and the CCAC course number MATH200-01

As you are aware the agreement reached between myself and Ft Kate Simonert, Coordinator of Fechnology Curriculum at CCAC, was that MATH200 would be a version of our Precalculus: tailored for their architecture curriculum. At Pr. Simonen's fast minute request, it would be at a lower mathematical level than the course we offer at USF. During our mepting of Jan, 13, I asked for any course materials (syllabi, final exams, textbook titles, etc.) available from the prior realizations of this class (formerly CCAC MAIH203). Attached are the items faxed to me by Pr. Simonen. The response to my request from the School of Architecture Secretary, Jenmifer Hendrickson, was tbat the School had no suchl course materiais on file. Pr. Simonen further indicated that CCAC's primary concern was that MATH200 be a "college level class" as MATH203 had been criticized by WASC as being closer to the "high school level" during their last accreditation process This is the background against which instruction commenced six weeks agro.

As I reported to you, the first three weeks of teaching were plagued with adninistrative hassles. The primary issues were the Math Placement Exam and the classroom assignment.

CCAC failed to give the Math F'lacement Exam to 6 of 13 enrolled students. John Loomis Chair of Architecture, instructed me to administer the cxam during the second class meeting. This, together with Pr. Simonen's curricular changes made the placement exam scores unviable as a screen for enrollments. I recommended that the course be open erxollment, but that students with low exam seores be warned they nuay have difficulty passing the course without preparatory coursework. Attached is the placement exam criteria emailed to me by Pr. Simonen. This criteria was posted for students at CCAC. Note the instructions for scores \(1-10\). I was not asked by CCAC to prohibit students with such scores from taking the class. In fact, 6 students did not receive scores and this criteria was not posted, until after a full week of class had elapsed

I also indicated to you that the classtoom assignment was an ongoing problem during this period in 5 class sessions (this class meets twice per week) I was assigned to 4 different rooms. Obtaining a classroom which would accommodate the 13 enrolled students was an endeavor which required much of my time and energy. When I remarked to David Meckel, Dean of Architectural Studies, that it appeared the School had overbooked the classroom space, he replied that this was the case for this
\begin{tabular}{|c|c|c|}
\hline \multirow{5}{*}{} & \multirow{5}{*}{SD 1} & \multirow[t]{5}{*}{\begin{tabular}{l}
SD Note: \\
This document is referted to as M1 in Report of Discrimination
\end{tabular}} \\
\hline & & \\
\hline & & \\
\hline & & \\
\hline & & \\
\hline
\end{tabular}
particufar time slot. Needless to say, the concomitant coxfusion was disnuptive to both my and my student's efforts to create a stable learning enviromment.

Ihis past week bas brought a new development. On Feb. 25 . I was informed by Fr. Simonen that as part of CCAC's current accreditation review the School was expected by WASC to document a raised set of standards vis-a-vis MATH200. She instructed me to provide samples of actual student work (homework assignments and exams). I was surprised at being notified of this at such a late date, particularly since, I had returned students' Exam 1 just two days before and would now have to ask for them back Inconvenience aside, I am concemed at this juncture that the Mathernatics Department may be held responsible should problems arise duning OCAC's cunrent accreditation review in regard to MATH200. It is alarming that with the semester nearly half over I am suddenly being asked to document an inmrovement in standards when no written record of the original standards are avalable. Moreover, if standards were an overriding concern to CCAC at the beginning of the semester, more attention should have been paid to the Math F'lacement Exam which instrument is crucial to the maintepance of standards at USF. Naturally, any application of standards has to take place within a context of learning, and the establishment of a stable learning environment for my students has been hanmered by a series of avoidable administrative hassles: constantly changing room assignments, conflict arising with other classes and instructors because of miscommunication of these norn assignments, and irregutar requests made to students.

I will cortinue to inform you of new developments Thank you for your support in my efforts at CCAC.

\title{
CCAC/USF MATH PLACEMENI EXAMINATION INTERPRETATION OF RESULTS.
}

\begin{abstract}
All students to be enrolled in the mathernatics class for Architecture students, "Pre-calculus", must take the math placement examination. Exam results are available from the Registran's office.
\end{abstract}

Exam results are to be intetpreted as follows:

Score
22-32 Potential to waive course
15-22 Performance Acceptable
Il-15 Warning: remedial coursework may be advised.
1-10 Remedial coursework necessary.

Remedial coursework should provide the preparation typically available in second year high school algebra. One potential course that is offered by the College of Extended Learning, SF State is Math 70. Call 415.405.7700 and speak to an operator to get more information about registration.

If students need any additional advising assistance, they may contact Kate Simonen at 415.285 .9193 or meet her after her regular class hours:
Mon/Wed 11am.

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\section*{Two Variable Algebra}

\section*{Common Sense}
（1）Find three pairs of numbers that make the following equations true．Put the number first and tie namiber for the \(Y\) second．
a）\(Y=X+5\)
（, ）（，）（．）
b）\(Y=2 X\)
（ ，），（ ）（ ，）
c）\(Y=X-3\)
（ ，），（ ，），（ ）
d）\(y^{\prime}=2 X=8\)
（ ．），（ ），（ ）
（2）Did ary of the pairs of numbers for the equation in al above work in equation b）abo sot，see if you can find a pair of numbers that does work in both．
（3）Chects the pairs of numbers for each of the equations above to see if there are any of er pairs of numbers in common．If not，see if you can find pairs of numbers that are．

\section*{Enlightenment}

Equations that have two variables take pairs of numbers to make them true．There are lot of pairs of numbers（indirite，actually）that can make any two－variable equation true．In me cases there is a single pair of numbers that will riake two（or more）different two－varisple equations true．

\section*{Rules of the garne}

The peirs of numbers that make a two－variable equation true are written in an agreed－u on order．In equations that have the form，some number times Y equals some number times \(\lambda\) plus or minus a number，tive pairs of numbers that make it true are written with the \(x\)－number fil ft and the \(y\)－rumber recond．

For any two－variable equation there are an infinite number of pairs of numbers that mal it true．

There are many pairs posssble．The following are given as examples．
（1）a）\((5,10),(3,9),(2,7)\)
b）\((2,4),(3,6),(5,10)\)
c）\((6,3),(7 A), 885)\)
f）\((5,2),(6,4),(1,-6)\)
（2）\(\{5,10\) ）makes both a）and b）true
（3）（5，2）makes both cland d）tue，（ \(-3,-6\) makes both b）and c）true，there are no pairs t trake any other combintations of equations true

\section*{Practice Makes Perfect}

Find the pairs of numbers that will make each of the following sets of two－vatiable equitions true．

1）\(Y=X-6\) and \(Y=3 X\)
2） \(2 \mathrm{Y}=\mathrm{X}-5\) and \(2 \mathrm{X}=3 \mathrm{Y} \div 12\)
3） \(3 Y=X+11\) and \(2 X=3 Y-4\)
4）\(Y-9+2 X\) and \(X+2 Y=0\)
5） \(13 \times Y=3 X\) and \(Y-4 X=41\)

\section*{Memorandum}

\author{
To: F'rul Zeitz, Chair Mathematics Department, ETSF
}

CC: Iristan Neectham. Associate Dean. Coltege of Sciences. USF
Stanley Nel. Dean., Arts and Sciences USF
From: John Kao Associate Frotessor. Mathematics Depatment USF y
Date: September 182000
Re: Frecalculus for CCAC in Spring 2000

This memo is interded as a final communication on my activities at the California College of Arts and Crafts during the spring semester of 2000 . As you are aware, I was assigned to deliver a version of our course, Math 108 (Precalcuitus), tailored so as to serve the needs of undergraduates in Architecture (USF as well as CCAC students). During the semester I worked closely with Kate Simonen, Director of Technology Curriculum in Architecture who gave me specific pedagogical directives. I was also supervised by Iohn Loomis. Chair of Architecture I arm pleased to report that the first delivery of Precalculus was successtul in the eyes of administrators at CCAC. As record of this. I enclose the teaching evaluations sent to me as well as a letter of appraisal from John Loomis

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Ihank you for all your support in this endeavor. While there were some difliculties to overcome I found this teaching assignment on che whole gratifying.

SD Note:
This docurnent is referred to as M2 in Report of Discrimination: The teaching evaluation attachment is reproduced on SD 23 - SD 32.

7 September 2000
John Kao, Associate Ftofessor Department of Mathematics College of Arts and Sciences Ľniversity of San Fiancisco 21.30 Fulton Street

San Francisco. CA 94117-1080

Dcai Fiof. Kao:
I fead with great interest your student evaluations from last semester which were recently forwarded to me. All the evaluations ranged from very positive to enthusiastic. I know that CCAC is a different very different venue from liSf. But that in no way affected the suceess of your teaching.

I want to thank you for the excellent job you did last spring in teaching Precalculus to our arduitecture stadents. I regret that the logistics of your schedule do not make it possible for you to continue to teach at CCAC. It is for this reason that we have decided to have this math coluse delivered by an rew instuctor from our Humanitics and Sciences department. We have great faith and hopes that he will perform up to the standards that you have set. If we are not satisfied, we will most likely look to reopen our relationship with the USF math department. I have communicaled this all to Paul Zeitz earlier on, and forgive me for taking so long to comonunicate it to you

Sincerely.


Johre A Loomis ALA
Chair. Architecture
cc: M. Van Buren

November 1. 2000

\author{
Professor Faul Zeitz \\ Chair of Mathematics \\ Department of Mathematics \\ College of Arts and Sciences \\ University of San Francisco
}

\section*{Deat Paul.}

This semester I received a copy of a report that John Kao submitted to you regarding his Spring 2000 teaching of Precalculus for Atchitecture students at CCAC. To save everyone the trouble of looking it up, I'm attaching a copy to this letter. I am also attaching copies of two e-mail messages that you forwarded to me (at my request) after I discovered that important communications were being exchanged with CCAC without Fr . Lucas and myself being consulted or even informed.

Let me begin on a positive note by saying that I very much appreciate the effort John put into developing - at the last minute, and on the fly-a version of this coutse that was significantly different than the one we have delivered at USF, one that better met the special needs of the CCAC students. The student cvaluations attest to the fact that this was a complete success and that John did his usual outstanding job in the classroom

Less happily. my real reason for writing is to spell out grave concerns, about which you and I have already spoken in person, regarding the breakdown of both the lines of communication and the chain of cornmand in connection with the delivery of this course by USF for CCAC. Specifically, I was, as you know, very disturbed to discover that as a result of private communications between John Kao and John Loomis at CCAC, it was "decided" hat USF would not deliver this course for CCAC in Spring 2001, and that John Loomis would simply have it taught by a CCAC instructor from their Department of Humanities and Sciences.

I am less concemed with dwelling on what has gone wiong in the past, and more concenned with repairing the damage for the future. So please note the following points very carefully:
1) Neither John Kao nor you are empowered to negotiate with CCAC on behalf of USF.
2) As a result of accreditation problems with CCAC's own delivery of mathematics courses for its Architecture students, the CCAC Administration negotiated with the USF Administration. and it was agreed that USF would in future deliver a version of Precaleulus for CCAC
3) As Associate Dean for Sciences it falls to me to ensure that this agreement is honored, and \(I\) in turn rely on you as Chair of Mathematics to assign an appropriate USF reathematics instructor to teach this course at CCAC each Spring. Please ensure that this is done for Spring 2002.

\section*{SD Note:}

This document is
referred to as N1 in
Report of Discrimination

\footnotetext{
dw.if Ed witim S:...: sfen
}
4) I have no desire to micromanage, and I am happy to leave to you such details as which USF instructor should deliver the course, what modifications to the syllabus need to be made, as well as the time of day at which the course is taught. However. I do insist that both Fr Lucas and I be copied on all communications with CCAC regarding this course

Thanks for your helping in preventing a recurrence of this problem, thereby ensuring that the relationship between USF and CCAC that Fr. Incas has worked so hard to forge is not eroded any further than it has been already.

Regards


Tristan Needham
Associate Dean tor Sciences

\footnotetext{
cc: Stanley Neil, Dean. College of Ats and Sciences, USF
Fr. Thomas Lucas, S.J., Director of the CCAC Joint BFA/B Arch Programs. USF John Kab Associate Professor of Mathematics. USF

David MeckeI, Dean of Design and Architecture, CCAC
John Looms, Chair of Architecture. CCAC
}

Enc.: 2

\section*{TWO E-MAIL MESSAGES}

Date: wed, \(02 \mathrm{~A}: 19200011: 31: 57\)-0700
To: j2opmisaccac-art.edu
From: ت̈ohr Keo <kaodusfet..edu
Sioject: Precalculas 2001
Cc: zeitzousfore edu
John.
Nice to see you the other day. Ny apoiogies for not speaking longer--I had an Eppointment with my student, Ms. Nacko Oro. who received an fincomplete grade and picuid like to fulfill ior course recuirements this summer.

My colleague. faul zeitz, informed we of your discussion regarginc Precaiculus in Spring 2001. It was griatifying tc learn that Architecture was saढisfied with tinis course last semester: I enjoyec performing this sevice very much. I wowid íke to continue teaching for you; however, having completed my planing for rext academic year, I find this assignment is incompatible with my zesearci commitments to USE. In Dariscular, the zime required to conumize between our two sises anc to provide a sepaxate set of office hours for your studerts will not be available to me Spring 2001. I apoiogize for any inconvenience. I am certain the Kathematiss Department will provide a suitcole alternative.

I look forward to working with you in the future: it has been a pleasare to become acquainted with CCAC's S campus in generaj and Architecture in partisculer.

Sincerely.
ühn K=O
Nathemeṫcs. USE

Date: Thu, 03 Aug 2000 14:02:47 -0700
Subject: Re: Frecalculus 2001

Cc: zeitz eusfce.e edu
From: jlomisdecac-art.edu (Jchn I oonis)
Joner
Inark you for your kind note. Znd thank you very musn for teking the time to come to CCAC and meet with cur student at tinis point in the summer. That tas above and beyond the call of duty, and \(I\) really gepreciョte it.. I am sorry we will not be able to continue with you next year. \(I\) thirk we wiIl be trying to cover this course with a new instructer, recently nireé by our H\&S department..

Thank you for your cortribution to CCAC.
with waym regards.
-John Loomis

Jonin A. Ioomis Ain, Chair
Architecture Rrograu
California Colzege of gres sna Crafts (ccac)

\section*{Memorandum}

To:

F'aul Zeitz, Chais Mathematics Department USF
cc. Iristan Necdhant Associate Dean College of Sciences USF
Stanlcy Nel. Dean Arts and Sciences USF
From: John Kan. Asscciate Professop Mathematics Department USF ik
Date: September 182000
Date: September 182000

Fe: Frecalculus for CCAC in Spring 2000

This memo is intended as a final communication on my activities at the California College of Ats and Crafs during the spring semester of 2000. As you are aware, 1 was assigned to deliver a version of our course. Math 108 (Precalculus), tailored so as to serve the needs of undergraduates in Architecture (USF as well as CCAC students). During the semester I worked closely with Kate Simonen, Director of Technology Curriculurn in Architecture who gave me specific pedagogical directives. I was also supervised by John Loomis. Chair of Architecture. I am pleased to report that the first delivery of Precalculus was successful in the eyes of administrators at CCAC. As record of this. I enclose the teaching evaluations sent to me as well as a deter of appraisal from fohn Loomis

As you know. CCAC specifically requested that I teach Frecalculus at their carnpus again in Spting 2001. I explained to then-as I did to you at the time-that my research obligations to USF would not permit me to undertake this duty for a consecutive academic year. Howcver., I left open the possibility of my involuement in the future

Thank you for all your support in this endeavor. White thete were some difficuities to overcome. I found this teaching assignment on the whole statifying

7 September, 2000
John Kao, Associate Professor
Department of Mathematics
College of Arts and Sciences
University of San Francisco 2130 Fultor Street
San Francisco, CA 94.117-1080

Dear Prof Kao:
I read with great interest your student evaluations from last semester which were recently forwarded to me. All the evaluations ranged from very positive to enthusiastic. I know that CCAC is a different very different venue from USF, but that in no way affected the success of your teaching.

I want to thark you for the excellent job you did last spring in teaching Precalculus to our architecture students. I regret that the logistics of your schedule do not make it possible for you to continue to teach at CCAC. It is for this reason that we have decided to have this math course delivered by an new instructor from our Humanities and Sciences department. We have great faith and hopes that he will perform up to the standards that you have set. If we are not satisfied, we will most likely look to reopen cur relationship with the USF math department. I have comminicated this all to Paul Zeitz earlier on and forgive me for taking so long to commuricate it to yout.

Sincerely.


John A. Loomis AIA
Chair. Architecture
cc: M. Var Buen

1111 Eighch Scrext San Fruncico Californil 94107

\author{
Stanley Nel, Dean \\ College of Arts and Sciences \\ University of San Francisco
}

\section*{Dear Dean Nel.}

I am writing in response to a letter written by Tristan Needham, Associate Dean, College of Sciences and sent to Paul Zeitz. Chair, Mathematics Department, regarding my professional conduct during Summer 2000 In this letter, which was copied to me. Dean Needham suggests that I
- entered into inappropriate and unauthorized negotiations with John Loomis, Chair. Architecture Department. CCAC;
- negotiated a deal that violates prior agreements between CCAC and USF;
- defied lines of communication and chain of command at USF.

These allegations are absurd and libellous. During Summer 2000. my entire communication with Pr. Loomis consisted of
- one e-mail from me and his reply (August 2 and August 3);
- one shot (approximately 5 minutes) telephone conversation (mid-August);
- one letter from me and his reply (August 31 and September 7).

The above written documents are attached (please decide for yourself if any aspect is inappropriate or unauthorized). I initiated this exchange with the prior knowledge and approval of Pr. Zeitz. I reported subsequent developments immediately to Pr. Zeitz who promised me he would inform Dean Needham. I write with the intent of clarifying my role vis-d-vis CCAC and to submit formal objection to Dean Needham's administrative actions.

I was first informed of an arrangement between the Mathematics Department, USF, and the Architecture Department, CCAC, for the teaching of Precalculus for architecture majors during Spring 1999 while I was on sabbatical at Princeton University. Peter Pacheco (then Chair of Mathematics) asked if I would be willing to teach this course in Spring 2000; I agreed. During Fall 1999, after my return to San Francisco, this assigmment was reconfirmed by Pr. Zeitz. who had become Chair, my supervisor and the Mathematics Department liaison with CCAC. The following comprises my complete endeavors at CCAC
- I taught Precalculus for architecture majors at CCAC carmpus under direct supervision of Kate Simonen. Director of Technology Cirriculum. Architecture.
* I reported all developments to the relevant chairs (Pr. Zeitz and Pr. Loomis) who in tum communicated with their respective deans.
- Iteceived outstanding teaching evaluations from CCAC students.
- I received a laudatory written evaluation from Pr Loomis.
- I received a specific request (through Pr. Zeitz) from CCAC to teach again in Spring 2001.
- I respectiully declined with approval from Pr. Zeitz

The following summarizes actions I did not perform in the capacity of visiting professor.
- I did not attend a single planning meeting with administrators.
- I was not involved in the decision making process in any way.
- I never committed to teaching at CCAC beyond Spring 2000.
- I never decided or suggested that any but a USF instructor teach Precalculus during Spring 2001.

In brief, I agreed to teach Precalculus at CCAC during Spring 2000. I successfully completed this assigment which entailed implementing policy established prior to my direct participation. I was asked to teach again in Spring 2001, and I declined. This is the sum total of my activities at CCAC. All developments were reponted promptly to Pr. Zeitz, who was responsible for informing those higher in the chain of command at USF. I was never instructed to forward communications from CCAC to Dean Needham. As a matter of fact. a copy of every e-mail and letter I received from CCAC duting and after Summer 2000 was forwarded to Pr. Zeitz, my supervisor. He had the responsibility to forward these to Dean Needham which, as I understand he did.

In his letter dated November I (first attachment), Dean Needham writes that he was
....very disturbed to discover that as a result of private conversations between John Kao and John Loomis at CCAC, it was "decided" that USF would not deliver this course for CCAC in Spring 2001.

As verification he attaches two e-mail messages and a letter. The content therein consists of
- my informing Pr. Loomis I will be unavailable to teach in Spring 2001 (dated August 2);
- Pr. Loomis informing me that CCAC made the decision to tatilize their own instructor for Precalculus Spring 2001 (dated August 3);
- Pr. Loomis"s evaluation letter of my teaching for Spring 2000 (dated September 7).

The e-mail of August 3, which contains the only substantive news from CCAC was copied directly to Pr. Zeitz, who in turn, as I understand, forwarded it to Pr. Needham on August 15. The only other communication that took place between us this past summer was the following:
- a short (approximately 5 minutes) telephone call which I made to ask Pr. Ioomis for a written evaluation of my teaching (took place mid-August);
- a subsequent letter reminding Pr: Loomis of thís request (dated August 31) (second attachment).

Please note carefully the letter of teaching evaluation dated September 7 (third attachment). Referring to CCAC's decision to utilize their own instructor. Pr. Loomis writes

I have communicated this all to Pr. Zeitz earlier on, and forgive me for taking so long to communicate this to you.

This clearly indicates that I had no role in planning for Precalculus Spring 2001. and that I was not operating as Mathematics Department or USF liaison to CCAC

Dean Needham has accused me of failing to follow university policy and procedure in my role as visiting professor at CCAC. In fact, it is Dean Needham who has failed in his administrative responsibilities. He did not contact me at all to discuss the alleged misconduct prion to distributing his official letter of reprimand to four administrators at two universitics. No one contacted me in this regard until my receipt of a copy.

I submit to you my formal complaint of Dean Needham"s administrative actions. He has written and distributed a falsely incriminating document. Any individual's professional reputation is a valuable commodity-no less so within the academic commurity, I officially request that Dean Needham write a letter of retraction in the coming week. If this does not occur, I will proceed with a grievance as a first step.

Sincerely

\section*{golu kaw}

Yohn Kao
Associate Professor

\author{
cc: Fr. Stephen A. Privett, S.I., President, USF \\ James L. Wiser, Provost and Academic VP, USF \\ Fr. Thomas Lucas. SJ., Director of the CCAC Joint BFA/B.Arch Erograms, USF \\ Tristan Needham. Associate Dean, College of Sciences USF \\ Paul Zeitz: Chair, Department of Mathernatics USF \\ David Meckel, Dean of Design and Architecture, CCAC \\ John Loomis, Chair of Architecture, CCAC
}

Enc: 3

November 1. 2000

Professor Faul Zeitz
Chair of Mathematics
Department of Mathematics
College of Arts and Sciences
University of San Francisco

\section*{Dear F'aut.}

I his semester 1 received a copy of a report that John Kao submitted to you regarding his Spring 2000 teaching of Precalculus for Architecture students at CCAC. To save everyone the trouble of looking it up I'm attaching a copy to this letter. I am also attaching copies of two e-mail messages that you forwarded to me (at my request) after I discovered that important communications were being exchanged with CCAC without Fr. Lucas and myself being consulted or even informed.

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Thanks for your helping in preventing a recurence of this problem, thereby ensuring that the relationship between USF and CCAC that Fr. Lucas has worked so hatd to forge is not eroded any further than it has been already.

Regards.


Tristan Needham
Associate Dean for Sciences
cc: Stanley Nel. Dean College of Axts and Sciences, USF
Fr. Thomas Lueas, S.J., Director of the CCAC Joint BFA/B. Arch Frograms. USF John Kao Associate Professor of Mathematics. USF

David Meckel, Dean of Design and Architecture CCAC
John Loomis. Chair of Architecture CCAC

Enc.: 2

X－Sencer：kaokeuclid．math．ustca．ect
Date：Wed， 02 Alig 2000 21：31：57－0700
To：iloomiseccac－art，ecuu
From：John Kao＜kaodusfca．edu
Sioject：Precaicultus 2001
Cc：zoitz＠us三゙ca．edu
John．
Nice \(\div 0\) see you the other day．My apologies for not soeaking longer－i had an appositment with my student，Ms．Naokc Ono．who received an incomplete grade and would like to fulfill her course requirements this sumber．

My colleague．Faul Zeitz，̇nformed me of your discussion regercirg Precaiculus in sprirg 2001．It was gratifying to learn that Architecture was setisfied with this course last semester；i erijoyed performing this service very much．．I wou？d like tc continue teaching For you；however，having completed my plisning for next academic year， I fint this assignment is incompatib？e with my research commitments to USF．＂In particular，the time requirired to conmute betweon our bwo sites ard So provide a separate set of office hows for your students will not be dvailable to me Spring 2001．I apologize for any inconvenience． i 2 m ceztȧュ tie Vaihematics．Departuert will provide a suitabie aiternative．
```

I jook forwerd to working with you in the fature；it has been a pleasure tc become acqueinted with CCAC s SF campus ir gereral．and Architectuze in particulぁะ．
Sircere－y．
John Kao
Mathematics USE：

```

Dたこe：Thu， 03 Aug 2000 1s：02：47－0700
Subject：Re：Precalculus 2001
To：saodusfca．edu
Ce：zeitz＠usfca．edu
From：jloomisaccac－art，eds（John iocmis）
Sohn－
Ifank you foz your kind note．And thank you very much for takirg the time to come to CCAC ard meet with our student at this point in the sumer．That was above sud beyond the cajl of duty，and \(x\) really appreciste it．I am sorry．we will not be able to continue with you next year．I think we will be trying to cover this course with a new inseructor，recentily hired by our HzS departant．

Ihenk you for your contribution to cCAC．
With warm regards．
－John Eoomis

John A．Ioomis AIA，Ghair
Architecture Progrim
Celifornia College of Arts and Crafts（CCAC）

213 C Fulton Strect
San Francision, CA, 9; \(977+80\)
TEL 4 !5422-67
F.LX \(455+20-234\)

\section*{Memorandum}

\author{
To: Paul Zeit_, Chair. Mathematics Department. US5
}

C: Tristan Needham, Associate Dean, College of Sciences, U\$F
Stanley Nel, Dean Afts and Sciences. USF
From: John Kao Associate Piofessor: Mathematics Department. USF y
Date: September 18 2000
Date: September 18.2000
Re: \(\quad\) Frecalculus for CCAC in Spring 2000

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Thank you for all your support in this endeavor While there were some difficulties to pyercome. I found this teaching assionment. on the whole gratifying

7 September, 2000
John Kaon, Associate Professor
Department of Mathematics
College of Arts and Sciences
University of San Francisco
2130 Fulton Stree:
San Francisco. CA 94117-1080

Dear Prof Mao:
I read with great interest your student evaluations from last semester which were recently forwarded to me. All the evaluations ranged from very positive to enthusiastic. I know that CCAC is a different very different venue from USF. but that in no way affected the success of your teaching.

I want to thank your for the excellent job you did last spring in teaching Precalculus to our architecture students.: I regret that the logistics of your schedule do not make it possible for you to continue to teach at CCAC. It is for this reason that we have decided to have this math course delivered by an new instructor from orr Humanities and Sciences departinent. We have great faith and hopes that he will perform up to the standards that you have set. If we are not satisfied, we will most likely look to reopen our relationship with the USF math department: I have communicated this all to Paul Zeitz earlier on and forgive me for taking so long to communicate fro you.

Sincerely


John A. Looms ALA
Chair. Architecture
cc: M. Van Buran

111 Eighth Street
an Itrancix:o
california
4107

\author{
John A Looms AIA, Chair \\ Architecture Program \\ California College of Arts and Crafts (CCAC) \\ 1111 Eighth Street \\ San Francisco, CA 94107
}

\section*{Dear Professor: Looms:}

I am writing to request an evaluation of the teaching which I conducted on behalf of the Architecture Program during Spring 2000. I was gratified that CCAC would specifically request that I teach Precalculus again in Spring 2001, and greatly regretted the fact that my research commitments would not permit me to do so.

I would appreciate it if you could provide me with a letter which
- assesses the teaching which I delivered at CCAC during Spring 2000;
- confirms that CCAC asked that I teach Piecalculus again in Spring 2001;
- clarifies CCAC's reasons for eventually choosing not to hire a USF instructor for Precalculus, Spring 2001.

I am enclosing a copy of my teacher evaluation forms (both numerical and narrative) which I received from your Academic Affairs Office Thank you for your attention in this matter. I very much enjoyed our business together.

Sincerely,


John Ka o
Associate Professor
encl: 2

\title{
CALIFORNIA COLLEGE OF ARTS AND CRAFTS STUDENT SURVEY
}

\author{
PART 1 \\ PLEASE ELACK OUT THE NUMEER THAT INDICATES THE EXTENT TO WHICH YOU AGREF OR DISAGREE WITH EACH STATEMENT BE OW．IF THE STATEMENT ISNOT AFPLLCABLE．LEAVE TT ELANK．EXTAANEOUSS MARKS WILI MAKE YOUR RESPONSE INVALDD． USE PENCIL ONLY \\ \(1=\) strongly disagrea \(-5=\) strongly agree not applicable \(=\) leave blank
}


A：1．I took this class ondy because it fulfiled a requitemen
2.1 fulfiled the class attendarice requirements and completed sill class assigniments on time

3．I actively participated in sturdo eritiques andfor classreom discussions
4．I gave this class my full attention and devoted the effort necessary to compreherd the material
5．I expect to receive a high grade in this class
B：6．The facilities and equipment were admoluate for this class
7．Considering the naturg of this class，the class size was satisfactery
8．The library ardifor media center provided adequate support material for this class
9．Thre advising and registration services were reasonably adequate tor this class
10．The stop or lab tech and／or teaching assistants provided adequate suppert for this chass
C： 11 ．The instructar consistently held class and wes reasonably on tims
12．Within the structure of the coursa the instructor was available for indirfidual attention
13 The instructor mede the goals and expectations of the class clear \(\qquad\)
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17．The instructor demonstrated an involvement with the course subject and materiad
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19．The instuuctor encouraged independent thinkixg and epinion
20．Considering the subject matter of the tourse，this instructer．Was very eftective
D：21．This course introduced significant material not covered alsewhere in the curriculum
22．The contem af this course contributed to my intellectual growth creative duvelopment andior advanced ntry skills．

A＝STUDENT SELF－EVALUATION
\(B=\) FACILITIES AND SERVICES EVALUATION
C＝INSTRUCTOR EVALUATION D＝COURSE EVALUATION

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CCAC - SPRING 2000 GRADE DISTRIBUTION (expressed as a percentage of the total)
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline & A & B & C & D & F & E & W & P & Z \\
\hline \multicolumn{10}{|l|}{} \\
\hline COLLEGE & 39.5\% & 37\% & 8.5\% & 1\% & 2\% & 2\% & 4\% & 5\% & 18 \\
\hline ARCH & 34\% & 38\% & 11\% & 2\% & 5\% & 3\% & 3.5\% & 3.5\% & -- \\
\hline DESIGN & 32\% & 43\% & 11\%. & 1\% & 2\% & 2\% & 4\% & 2\% & \(3 \%\) \\
\hline FINE ARIS & 53\% & 36\% & 3\% & . \(5 \%\) & . \(5 \%\) & 2\% & 3\% & 2\% & -- \\
\hline CORE & 42\% & 46\% & 4\% & -- & 3\% & . \(1 \%\) & 4\% & -- & -- \\
\hline H\&S & 38\% & \(37 \%\) & 13\% & I\% & 3\% & 2.5\% & 5\% & 5\% & -- \\
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CCAC-SPRING 1999 GRADE DISTRIBUTION (expressed as a percentage of the total)
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\hline & A & B & C & D & F & E & w & P & Z \\
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\hline COLLEGE & 42\% & 36\% & 9\% & 1\% & 2\% & 2\% & 5\% & 2\% & \(1 \%\) \\
\hline ARCH & 30.5\% & 39.5\% & 11\% & 2\% & I\% & 4\% & 7\% & 5\% & -- \\
\hline DESIGN & 33\% & 42\% & 11\% & 1\% & 2\% & 2\% & 4\% & 1\% & 4\% \\
\hline FINE ARIS & 53\% & 30\% & 6\% & -- & 1.5\% & 1.5\% & 4\% & 3\% & 1\% \\
\hline CORE & 50\% & 37\% & 4\% & I\% & 3\% & I\% & 4\% & -- & -- \\
\hline H\&S & 39\% & 34\% & 13\% & 1\% & 3\% & 4\% & 5\% & 1\% & -- \\
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CCAC - SPRING 1998 GRADE DISTRIBUTION (expressed as a percentage of the total)
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\hline & A & B & C & D & F & E & W & P & Z \\
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\hline COLLEGE & 38\% & 33\% & 9\% & 1\% & 1.5\% & 2.5\% & 4\% & 10\% & I\% \\
\hline ARCH & 24\% & 44.5\% & 17.5\% & 1\% & 2\% & 2\% & 5\% & 3\% & I\% \\
\hline DESIGN & 34\% & 44\% & 10\% & 1\% & 1\% & 1\% & 3\% & 1\% & 5\% \\
\hline FINE ARIS & 56\% & 31\% & 5\% & -- & 1\% & 2\% & 3.5\% & 1\% & . \(5 \%\) \\
\hline CORE & 52\% & 38\% & 4\% & . \(5 \%\) & 2\% & . \(5 \%\) & 3\% & -- & -- \\
\hline H\&S & \(36 \%\) & 36\% & 14.5\% & 1\% & \(3 \%\) & 3.5\% & 5\% & 1\% & \\
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CCAC-SPRING 1997 GRADE DISTRIBUIION (expressed as a percentage of the total)
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\hline \multicolumn{10}{|l|}{} \\
\hline COLLEGE & 42\% & 37\% & 10\% & 1\% & 1.5\% & 3\% & 3.5\% & -- & 2\% \\
\hline ARCH & 30\% & 44\% & 14\% & 1\% & 1\% & 3\% & 2\% & \(2 \%\) & 3\% \\
\hline DESKGN & 35\% & 46\% & 8\% & 1\% & 1\% & 2\% & 2\% & 1\% & 4\% \\
\hline FNE ARTS & 55\% & 32\% & 5\% & - & 1\% & \(3 \%\) & 3\% & 1\% & -- \\
\hline CORE & 44\% & 37\% & 5\% & -- & 1\% & 1\% & 4\% & -- & 8\% \\
\hline H\&S & 33\% & 36\% & 15\% & 2\% & 3\% & 4.5\% & 5.5\% & I\% & \\
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STIDENTSURVEY — PART 2 (WILL BE SHOWN TO THEINSTRUCTOA)
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YOUR COMMENTS AND EVALUATIONS IN PART 2 WII BE REVIEWED BY YOUR INSTRUCTOR OEANRDREGTORS AND THE PROVOST AFTER THE END OF THE SEMESTER. EXPRESS YOUR REACTIONS FREELY, SINCE YOUR ADVICE COULD HELP YOUR INSTRUCTOR IMPROVE THE QUAUTY OF INSTRUCTION. IF YOU WISH YOUS COMMENTS TO REMAIN ANONYMOUS, DO NOT SIGN BELOW.
23. What do you perceive as the real strengths and/or weaknesses of the facilities and services supporting this class? Can you suggest improverients? \(\qquad\)
24. What do yout-perceive as the real strengths anofor weaknesses of this course? Can you suggest improvements?

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ThE APLICATION TO AHCHICTuRE.
25. What da you perceive as the real strengths anchor weaknesses of the instructor? Can you suggest improvements?

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STUDENT INFORMATION

instructor


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Student's Approximate Grade Point Average Student's Signature (optional)

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STUDENT SURVEY PART Z MIL BE SHOWN TO THE INSTRUCTOR)
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23. What do you perceive as the real strengths ardor weaknesses of the facilities and services supporting this class? Can you suggest improvements?

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24. What do you perceive as the real strengths and/or weaknesses of this course? Can you suggest improvements?

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25. What do you perceive as the real strengths andior weaknesses of the instructor? Can you suggest improvements?
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STUDENT INFORMATION


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YOUR COMMENTS AND EVALUATIONS IN PART 2 WILL GEREVIEWED BY YOUR INSTRUCTOR，DEANDIRECTORS AND THE PROVOST AFTER THE END OF THE SEMESTER．EXPRESS YOUR REACTIONS FREELY，SINCE YOUR ADVICE COULD HELP YOUR INSTRUCTOR IMPROVE THE QUALITY OF INSTRUCTION．IF YOU WISH YOUR COMMENTS TO REMAIN ANONYMOUS，DO NOT SIGN BELOW．

23．What do you perceive as the real strengths andor weaknesses of the facilities and services supporting this class？ न空 Can you suggest improvements？
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STUDENT INFORMATION


STUDENT SURVEY - -PART 2 (TL AE SHOWN TO THE INSTRUCTOR) :

YOUR COMMENTS AND EVALUATIONS IN FART 2 WAL GE REVIEWED BY YOUR INSTRUCTOR, DEAN/DIRECTORS AND THE PROVOST AFTER THE END OF THE SEMESTER. EXPRESS YOUR REACTIONS FREELY, SINGE YOUR ADVICE COULD HELP YOUR INSTRUCTOR IMPROVE THE QUALITY OF INSTRUCTION. IF YOU WISH YOUR COMMENTS TO REMAIN ANONYMOUS, OO NOT SIGN BELOW.
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STUDENT SURVEY－PART 2 （WAL BE SHOWN TOTHENSTRUCTOR）．．． \(\cdots\)

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23．What do you perceive as the real strengths andier weaknesses of the facilities and services supporting this class？ Can you suggest improvements？

24．What do you perceive as the real strengths and／or weaknesses of this course？Can you suggest improvements？


25．What do you perceive as the real strengths andor weaknesses of the instructor？Can you suggest improvements？

\section*{KAB}
\(\overline{\text { Instructor }}\)



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7 September. 2000
John Mao. Associate Professor
Department of Mathematics
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco. CA 94117-1080

Dear Prof Gao:
I read with great interest your student evaluations from last semester which were recently forwarded to me. All the evaluations ranged from very positive to enthusiastic. I know that CCAC is a different very different venue from USF. but that in mo way affected the success of your teaching.

I want to thank you for the excellent job you did last spring in teaching Precalculus to our architecture students. I regret that the logistics of your schedule do not make it possible for you to continue to teach at CCAC. It is for this reason that we have decided to have this math course delivered by an new instructor from our Fimmanities and Sciences department We have great faith and hopes that he will perform up to the standards that you have set. If we are not satisfied, we will most likely look to reopen our relationship with the USF math department. I have communicated this all to Paul Zeitz earlier on and forgive me for taking so long to communicate it to you.

Sincerely.


John A. Loomis ALA
Chair, Architecture
ce: M. Van Buran

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California

\section*{SD Note:}

This is the last page of Kl.

\author{
Iristan Needham \\ Associate Dean for Sciences \\ College of Arts and Sciences
}

\section*{Dear Iristan:}

I am writing in tesponse to your lettet of 1 Nov 2000 regarding the CCAC precalculus course Since I believe that your letter is in some sense an official summation of events, I feel compelled to add my perccptions to the official record of what I believe to be a rather more complex situation.

My main goal is to spread the blame a bit I think that someone feading your letter without any other backgromid information would conclude that John Kao and I alone were being officially reprimunded for messing up a smoothly running operation by stepping outside the chain of command. I certainly deserve some blame for this, but John Kao does not. However. I an afraid that other people and/or institutions must share sorne responsibility with me.

Your letter of Nov. 1. 2000 stated that you were
... very disturbed to discover that as a result of private communications between John Kao and John Loomis at CCAC, it was "decided" that LSF would not deliver this course for CCAC in Spring 2001, and that John Eoomis would simply have it taught by a CCAC instructor . .

\section*{I contend that}
- Tinesc conversations were not private; everything that John Kan said to Lopmis was \(c c^{\prime}\) ed to me and cleared by me in advance.
- Lommis never inforned me that he had "decided" to teach the couse with CCAC staff. but merely told me of his intent.
- Your office was aware of all events, perhaps not as immediately as possible (so below), but with enough advance warning to change events if you had wished.

Furthermore I contend that the tesponsible parties ate
- Myselt. for occasionally not communicating with you in proper detail (see below)
- John loomis of CCAC and possibly other CCAC administrators, for not understand-

ing then roles and responsibilities.
- Youroffice, for notadequately cxplaining and communicatitis the above to the CCAC people and to myself.

I emphatically do not accuse anyone of malice, or incompent blundering (including myself). But I do believe that we (the three parties above) all share the blame (and in no particular order of severity) for a situation that was ultimatcly caused by extreme complexity. miscommunication and plain old bad timing.

In more detail here is a chronology as \(I\) see it
1. The planning and negotiations to have a precalculus course at or for CCAC students straddled diree semesters, during which the math department had three chairs (you, followed by Peter Pacheco, and then me). Since Peter was esscntially a caretaker (being occupied aIso with chairing Computer Sciencc), the complex details of who was responsible for what were not teally attended to until I became chair in the Fall of 1999. Preoccupied with leanning a new job the CCAC course was placed perhaps unwisely on my backburner.
2. The CCAC-USF relationship is complex and still coolving. Frankly it was not until a few wocks ago, in a phone conversation with Barbara Jaspersen, thati fully realized that there are essentially 3 different cleents involved:
- CCAC students for whom CCAC has contracted out science courses to USF;
- USF students who are in a dual-degree prograrn with CCAC. who must take their art classes at CCAC but other classes through USF;
- Ordinary USF students.
3. I was never invited to, nor was there to my knowledge, ever a meeting involving all parties (USF dean's office, USF math department, the various CCAC deans and department chairs, Barbara Jaspersen, and Fr. Lucas) to clarify who is respoasible for what I was definitely confuscd about my responsibilities, and I think I can make an excellent case that I was not alone in this confusion.
4 Iaskca John Kao toteach the course, because I wanted CCAC to have the best possible professor. John Kao is one of our ver y best teachers, especially good with lower-level courses, and of course he is extremely hard-working and organized. I fully expected his course (which he delivered at CCAC in Spring 2000) to be successfui and ran smoothly.
5. The course was surecsstirt in that sudents learned mathematics and gave John good evaluations. But it did not run smoothly: In fact, for most of the semester, John (and me, to a lesser extent) endured a temendous amount of chaos and had virtually no support at CCAC. It was virtually impossible to get CCAC to give placement exams.

I had to drive down there scveral times, ondy to find that the exams had still not been given (after bcing told by the CCAC secretarial staff that the exam had been given). I never knew who to talk to; no one at CCAC seemed to have any responsitility for the course or its delivery or location, etc. John's room assignment kept changing. Often he was interrupted by CCAC faculty who did not know that his room had been reserved, etc. Furthetmore, John's curriculat assignment kept changing as well. He was told that his course needed to be changed (made easier) right at the start the semester. You get the picture. At no tirne was I ever made aware of who precisely at CCAC we were sercing, who was in charge of the curriculum, who decided how to balance curricular needs between the "pure CCAC" students and the dual-degree USF studentis. Tindeef thesc complex matters are not really my responsibility. But someone has to be responsible. Who?
6. During the course of the semester, John frequently complained to me o his frustrating expericrices miost of which I relayed to you, at least in informat conversations during the course of the semester. Indeed, I found John's frustration frustrating, for me: I bad to listen to his complaints, with Fittle to do about them. Perhaps anjustly, I was sometimes annoyed with John's level of complaining, but frankly he had to "vent" with someone, and. I was the natural candidate. I an sure that I would have done the sartie, had I been jrisis position.
7. During this semester (spring 2000). one of the math deparmental issues that I was preoccupied with was our (ongoing) stating problem. I felt that our department was (is) understatfed, especially considering the large number of service courses that we need to deliver: 'These matters have beer documented, of course, with several productive neetings: ith you and Stanley Nel. and indeed; I can say today that while our stafing is still not where \(I\) would fike it to be, our situation is improving and will: continae to improve, and I owe you and your office much gratitude for the work that you have done and will do.
8. However. during Spring 2000 I had none of the optimism that I have today, and my overwhelming feeling, after listening to John's complaints about his CCAC experience. was that it was a complete waste of our resources to have such a stellar teacher as John commute dowtown into what seemed to be a big. unclear mess. F decided that this situation could not repeat, and vowed to Iohn that this misuse of his talents would not happen again. We did agree, however, that if the course could be moved up to USF, where we could control some of the adminstrative aspects (for example. give placement tests in a timely manner and ensure that the classroom is appropriate, doesn't change:, and isn't double-scheduled), that John would be willing, and in fact happy to teach it. Otherwise, we would be happy to staff the course with someone else (most likely one of our best part-time faculty mennbers).
9. After the course was over, in July 2000, I spoke by telephone with Johr Laoris, the chair of the CCAC architecture program. John Ioomis was the person that I tended
to speak to when I wanted to speak to someone in charge at CCAC although it had never been made clear to me, by either John Lomis, anyone else at CCAC, or your office, whether he was in charge and/or empowered to make any decisions. I told him that John was willing to teach the course if it could be held on our campus (a plausible request since many CCAC students were taking a shuttle bus to USF for a physics course), but that otherwise, I'd be happy to staff the course with someone else. As far as I thought, I was fully within my powers as department chair to suggest alternate staffing for this course; I was not suggesting, nor negotiating, that the course not take place. I do agree that I should have consulted with you before talking to Loomis and cc'ed you immediately on all communication with him; this was a mistake on my part for which I take full responsibility.
10. At roughly the same time, John Kao contacted John Loomis to thank him for the opportuntity to work at CCAC but also to inform him that he would not be returning to teach there. Ihis was done with my prior approval. It was in no sense a "regotiation". with Loomis but rather a statement of his (Kao's) personal teaching preferences. Again, this was, from my point of view. an internal staffing issue of the math department. We were not intending to not staff the course. but we definitely wete not planing to have John Kao teach it.
11. I was quite surpriscat to receive email from Isomis (actually sent to John Kao: but cc'ed to me) on August 32000 , stating that L.comis decided to probably staff this course intemally with CCAC people. When I saw this email 1 figured that it was within Loomis's rights and powers to do so. Y had no reason to think otherwise, as no one from your office or CCAC had ever explained to me who was uttimately resporstible for deliteritg this course.
12. Although I was surprised, I was frankly relieved by Loomes's decision, because it. meant to me that \(I\) had one less staffing headache. Also, I oomis specifically stated in his email that his action was not definite. just probable. I assumed that he world contact me later with details. He did not.
13 Once again I am at fault for not immediately informing you of these events. I believe that I mentioned them to you informally a few days later, but the first official record of this is not until August 15,2000 , when I sent you email (see enclosure) detailing John Kao and John Loomis s decisions, and apologizing for Ieaving you out of the loop. I must also say, in my defense, that the period of late July to early August 2000 was not a vcry good time for me to get things done carefully or timely. We bought a house (closing date \(7 / 28 / 2000\) ) and had a baby ( \(8 / 4 / 2000\) ) during this time, and consequently. CCAC matters did not receive the attention that they descrved. Furthermore, you were out of town at approximately this time (a twoweek vacation to Chicago if I remenber corfectly) which compounded the difficulty of commanication.
14. Let me stress that you received my email on August 15. Yout letter of Nov. I

2000 stated that you were 'very disturbed to discover' that as a result of private commantications between John Kao and John Loomis at CCAc, it was 'decided' that USF would not deliver this course for CCAC in Spring 2001, and that John Enomis would simply have it taight by a CCAC instuctor .... ." This is not how I interpret the events.. My email to you of Aug. 15. 2000 specifically stated that Loomis said that he was intendinig to staff the course, but that the had not decided absolutely to do so at that point Furthemmore. I specifically invited you at this point to make changes if you wanted to. Quoting from my email to yout

I'm yery sonry that I didn't cc: you; indeed, you should have been more in thee loop here and I suppose the story isn't over yet. You may be able to use your powers as dean to change things if you wish. But you beirig out of town and me being preoccupied with stuff at home made the communication process worse.
1'3. After this point, I received no communication at all from toomis or anyone at CCAC: not even ce's of letters to oihers. The letter from Loomis to Kao, dated Sept. 7, 2000. was never sent to me (by Loomis). Please note that this letter contains a mistaternent in which Lommis says "E have communicated this all to Paul Zcitz carlier on ..". This implies: that he told me that he was definitely going to staff the course with CCAC people. He did not. His email of Aug. 3 stated an possible intention to do so but nothing more.
16. Nor did I hear anything official from your office until your letter of Nov- 1 , 2000. It was not until Oct. 27, 2000 that I found out (from Barbara Jaspersen) to my shock. that Loomis had decided. apparently unilaterally, to not staff the course at all

I think that this record shows clearly the following:
- I was at farlt for not ce ing you on all correspondence with Eomis. I also, in tetrospect, should not have discussed staffing issues at all with him bad I known what I know now. (See next point below.)
- It appears that Loomis did not understand CCAC's obligations to USF regarding who can staff this course. Nor was he aware of the proper communication channels, since most of his primary communciation was with John Kao.
- It also appears that your office andor higher offices in CCAC did not provide appropriate leadership and oversight of this complex situation. Why didn't Loomis know that he couldn't staff the course internally? Why, when yon were made aware, at the latest. on Aug. 15, 2000, of Ecomis's intention to do this, did your office not contact him? Why was I never informed until your Nov. I., 2000 letter, that Fr. Iacas needed to becc'ed with my communications?

In conclusion, and with all due respect. I think that the probtems we have encountered

\section*{stemmed from three things:}
- My sloppiness in riot communicating with you in a timely manner, and not including you in ald administrative decisions before they were made, althongh I must point out that I never tholight at any time that I was negotiating anything more important than intetnal math department stafling;
- A lack of clear directives from your office telling me and the CCAC people just who at CCAC I was supposed to deal with, and just who my clients teatly were, and what the CCAC responsiblities were;
- Various people at CCAC including Loomis, who secm not to know who was fesponsible for what.

But most definitely, John Kao acted absolutely in good faith, and any actions that you may have ferceived as overstepping his bounts were done completely with my knowledge and approval.

I do think that now I know what the math depattment needs to do with regards to CCAC, and I arn confident that \(I\) can do my part successfully and appropilately. But I am still not sure that the complexity of the CCAC-USF relationship has been worked out properly, and I would fecl much more confortable if a meeting can be arranged with all parties present well before the Spring 2002 semiestet. I understand that Fr. Lucas is attempting to do this and wish bim Iuck in fonding a time when we are all free!

I want to end on a deliçate point. While I do not take the criticism of your letter personaIly-I have a pretty thick skin about these things-the fact is that this was an official letter, ce"ed to numerous people in two different universities, carefutly and forcefully reprimanding exactly two people, myself and John Kao. You will note that my tesponse is only for USF eyes. I truly do not cate what anyone at CCAC thinks of me. If the funtre success of this project requires that I be the "fall gly" in their eyes, that is fine. But my reputation at USF is another matter. I believe that John Kao is blameless in this matter. But I do not then conclude that I am the only party responsible. If you agree with this in any way, an official response would
be much appreciated.

\section*{Sincerely}

Pane Fatty

\section*{Foul Zeitz, Ff D.}

Associate Professor and Chair, Mathematics
ec: Stanley Neil. Dean. Arts and Sciences
Fr. Thomas Lucas, \$. J. Director of the CCAC Joint BFA B. Arch F'rograms John Kan. Associate Professor of Mathematics
encl: 2

To: tristan
from: Paul Zeitz <zeitz@usica.edu>
Subject: Precalculus CCiAC
Cc:
Bec:
X-Attachments:

\section*{Hi Tristan,}

Here is the first of the two "Dear John"' letters---this one from John Kao to lohn Loomis re my phone conversation with Loomis in which I toId him that John would be happy to teach the course at USF, and that we would be happy to staff it with someone other than lohn if they wanted it taught down at CCAC. The second letter is Loomis's reply, stating that they may staff the course internally.

I'm very sorry that I didn't cc: you; indeed, you should have been more in the loop here and 1 suppose the story isn't over yet. You may be able to use your powers as dean to change things if you wish. But you being out of town and me being preocupied with stuff at home made the communication process worse.

The whole CCAC thing really was a fiasco---John put a happy face on when talking to you about it yesterday, I don't know which was worse: John's difficult experiences there, or my having to endure his whining about it. I truly hope that we get the happy ending of eventually teaching a good course for them HERE. If not, I'd be happy sending one of our more experienced part-timers (Stillman, perhaps, who now owes you and 1 a favor) down there. But CCAC is truly a disfunctional place. The people are individually quite cordial, but I never got a single thing done properly after asking once-a] asually had to ask three times. There is no proper chain of command, and the various divisions are actively hostile to one another. I don't remember if I told you, but a friend of mine is an artist who works there, and he is the president of the faculty assn. As part of a search committee for CCAC's new president (I think, maybe a provost), he witnessed CCAC deans fighting IN FRONT of the candidates. Sounds like USF in the 1970's. Scary.

Take care,
Pall
```

>X-Sender: kao@euclid math.usfca.edu
>Date:Wed, 02 Aug 2000 11:31:57-0700
> Fo: jloomis@ccac-art.edu
>From: John Kao [kao@usfca.edu](mailto:kao@usfca.edu)
>Subject: Precalculus 2001
>c: zeitz@usica.edu
>Mime-Version: 1.0
>Status:
>
>
>John,
>

```
\(>\) Nice to see you the other day. My apologies for
\(>\) not speaking Ionger--l had an appointment with my
>student, Ns. Naoko Ono, who received an Intomplete
\(>\) grade and would like to fulfill her course
\(>\) requirements this summer.
\(>\)
\(>\) My colleague, Paul Zeitz, informed me of your \(>\) discussion regarding Precalculus in Spring 2001. \(>\) lt was gratifying to learn that Architecture was \(>\) satisfied with this course last semester; 1 enjoyed \(>\) performing this service very much. I would fike to \(>\) continue teaching for you; however, having \(>\) completed my planning for next academic year, 1 \(>\) find this assignment is incompatible with my \(>\) research commitments to USF. In particular, \(>\) the time required to commate between our two \(>\) sites and to provide a separate set of office \(>\) hours for your stadents will not be available \(>\) to me Spring 2001. I apologize for any >inconvenience. I am certain the Mathematics \(>\) Department will provide a suitable alternative. \(>\)
\(>1\) look forward to working with you in the future; \(>\) it has been a pleasure to become acquainted
\(>\) with CCAC's SF campus in general, and Architecture \(>\) in particular.
\(>\)
\(>\) Sincerely, \(>\)
\(>\) lohn Kao
=-Mathematics, USF
\(>\)

To: needham
From: Panl Zeitz <zeitz@usfca.edu>
Subject: CCAC=second forwarded msg (loomis to Kap/Zeitz)
Ce:
Bec:
X-Attachments:
Hope, I have no idea what "'H\&S" is. Perhaps Humanities and Sciences?
\(>\) Date: Thu, 03 Ang 2000 14:02:47-0700
>2Subject: Re: PrecaIculus 2001
\(>\) To: kao@usfica:edu
\(>\) Cc: zeitz@usfca.edu
>From: jloomis@ccac-art.edı (John Loomis)
>MIME-Version: 1.0
\(>\) Status:
\(>\)
\(>\) John-
\(>\) Thank you for your kind note. And thank you yery much for taking the time \(>\) to come to CCAC and meet with our student at this point in the summer.
\(>\) That was above and beyond the call of duty, and I really appreciate it.
>I am sorry we will not be able to continue with you next year. I think we
zwill be trying to cover this course with a new instructor, recently hired
D-by our H\&S department.
\(>\) Thank you for your contribution to CCAC.
\(>\) With warm regards,
>-Iohn Loomis
\(>\)
\(>=\)
\(>\) John A. Loomis AlA, Chair
\(>\) Architecture Program
\(>\) California College of Arts and Crafts (CCAC)
\(>1111\) Eighith Street
\(>\) San Francisco, CA 94107
\(>415.703 .9516\)
\(>415.703 .9524 \mathrm{fax}\)
>jloomis@ccac-art.edu

\author{
Stanley Net, Dean \\ College of Arts and Sciences \\ University of San Francisco
}

\section*{Dear Dean Net.}

Thank you for conducting the Step Zero Grievance Meeting on Thursday, December 7, which addressed my objection to a letter written by Tristan Needham, Associate Dean of Sciences, and sent to Paul Zeitz, Chair of Mathematics. During this meeting you officially confined the following statement:

To the best knowledge of Dean Needham and Dean Ned, Pr. Ko was not at all responsible for the breakdown in lines of communication and chain of command referred to in Dean Needham's November 1 letter to Pr: Zeitz.

Thank you also for providing me with an official signature on Dean Needhanas e-mail to me dated November 20 (attachment 1). I now feel fully protected from liability in the event that problems in the agreement between CCAC and USF has a negative financial impact on either institution.

Finally, thank you for explaining to me that in the College of Arts and Sciences, e-mail from a Dean is regarded as much a part of the official record as letters printed on USF letterhead (see attachment 2). For your reference, I am attaching the other e-mail I received from Dean Needham and Pr. Zeitz (attachments 3-5) regarding Dean Needham's November 1 letter (attachment 6)

I am pleased that we were able to settle this matter completely at an Informal Step.
Sincerely.


Join Mao
Associate Professor
cc: Fr. Stephen A. Privet, S.I., President, USF
James I. Wiser, Provost and Academic VP, USF
Fr. Thomas Lucas., S.J., Director of the CCAC Joint BFA/B.Arch Programs USF
Tristan Needham. Associate Dean, College of Sciences. USF
Paul Zeitz, Chair, Department of Mathematics, USF
David Meckel, Dean of Design and Architecture, CCAC
John Loomis., Chair of Architecture, CCAC
Enc.: 6


SD Note:
This document is referred to as K2 in Report of Discrimination
```

    Resent-Date: MOn, 20 Nov 2000 13:33:20 -0800
    Regent-From: kaopBeta.usfca.edu
    Resent-To: kaofeucild,math.usfca.edu
    Frcum: "Tristan Needham" <neechhampusfca, edu>
    Organization: University of San Francisco
    To: kaofusfca .edu
    Date: Mon, 20 Nov 2000 13:31:38 -0800
    Subject: clearing the air
    Resly-to: needhammusfcaiedu
    CC: dmeckeldccac-art, edu, jlowmisoccac-art.edu, lueasttusfca., edu.
    me10usfca.edu, zeitz@usfca,edu
    Priority: nommal
X-maller: Pegasus Mail for Win32 (v3.12c)
Ei John
Although you and I have spoken, I am writing to officially clear the air
by saying that ry letter to PauI Zeitz (dated Nov 1) regarding coac
was never intended as a official reprimand of your profegsional
conduct, as you cleariy have mistaken it to be.
Ief te be even more explicit.. I believe that:

- You did not engage in inappropriate or unauthorized negotiations with ccac administrators.
- You reported all developments at ConC promptly and accurately to Feal Zeitz, Chair of Mathematics.
I apologize for having written my letter to Paul so sloppily as to make it possible for you to take offence, and I hope we can now put this misunderstanding behind us and move on.

```

Regards,
Tristan
This accurtidy refuge the Cdlog's
Tristan Needham
Associate Dean for sciences
University of San Francisco
(415) 422-6515 FAX: (415) 422-5700


Resent-Date: Mon, 27 Nov 2000 16:39:40-0800
Resent-From: kao@Betausfca.edu
Resent-To: kao@euclidmath.usfca.edu
X-Sender: nel@delta.usfca.edu
X-Mailer: QUALCOMM Windows Eudora Version 4.3.2
Date: Mon. 27 Nov 2000 16:36:54-0800
To: kao, usfca:edu
From: Stanley Nel <nel@usfca.edu>
Subject: E-mail vs. hard copy letters
Cc: needham@usfca.edu

\section*{Dear John}

In your latest e-mail (appended below) to Tristan and copied to me you state that "An e-mail message is insufficient: please send your text below as a hardcopy letter."

I am writing simply to remind you that it has been College policy for several years now that electronic communications from the Dean's Office are to be considered every bit as official as hard copies, and may therefore *substitute* for hard copies.
```

Stanley
> Inistan.
>
> Thank you very much for this e-mall. The content is fine.
> I do request--as I have communicated earlier-that you write
> an official letter, copied to ail recipients of your Nov. 1 letter to
>PaulZeitz. An e-mail message is insufficient: please send your text
>- below as a hardcopy letter.
>
> I am eager to clarify this matter, particularly with my colleagues at
> CCAC who fall outside our usual lines of communication. For this
> reason, I request that this letter be completed no later than Nov. }30
>-If I have not received your letter by this date, I will assume you
> are unwilling to honor my request; and I will proceed accordingly.
>
> Sincerely.
>
> John Kao
> Mathematics, USF

```

\author{
Resent-Date: Wed, 15 Nov̄ 2000 13:16:44-0800 \\ Resent-From: kao@Beta.usfca.edu \\ Resent-To: kao@euclid.math.usfca.edu \\ From: "Tristan Needham" <needham@usfca.edi> \\ Organization: University of San Francisco \\ To: kao@usfca.edu \\ Date: Whed, 15 Nov 2000 13:15:13-0800 \\ Subject: CCAC misunderstanding \\ Reply-to: needham@usfca.edu \\ CC: zeitz@usfca.edu \\ Priority; normal \\ X-mailer: Pegasus Mail for Win32 (v3.12c)
}

\section*{Hid John}

Yesterday I received a copy of your strongly worded letter to Stanley, in response to a letter I wrote to Paul about CCAC It's clear that there has been a homible misumderstanding and I would like to try and nip this problem in the bud.

For the record, that letter to Paul was not intended as a repimand of any kind (formal or informal) of your professional conduct: in the very unlikefy event that I would ever need to reprimand you for something. I would certainly write to you directly! Returning to the matter at hand, let me be even more explicit: I do not think that you did anything at all inappropriate in connection with CCAC. In fact my main reason for copying you on the letter to Paul was to show you how publicly I was singing your praises for the outstanding job you did teaching at CCAC.

I apologize for having written my letter to Paul so sloppily as to make it possible for you to take offence.

Regards,
Tristan

Resent-Date: Wed, 15 Nov 2000 14:15:04-0800
Resent-From: kao@Beta,usfca.edu
Resent-To: kao@euclid.math.usfcaedu
From: "Tristan Needham' <needham@usfcaedu>
Organization: University of San Francisco
To: zeitz@usfca.edu
Date: Wed, 15 Nov 2000 14:13:32-0800
Subject: Your CCAC memo
Reply-to: needham@usfca.edu
CC: nel@usfca.edu kao@usfca.edu, lucast@usfca.edu
Prionity: normal
X-mailer: Pegasus Mail for Win32 (v3.12c)

\section*{Hi Paul}

Thanks for your detailed Nov 10 memo about CCAC. I'm writing to say that 1 completely agree with your fundamental point that there is enough blame to go around. Specifically, I should have kept closer tabs on this myself. rather than assuming (as I did) that after the initial fully successful launch of the program by John Kao, everything would automatically go smoothly year after year. Even more importantiy, I should have realized that because we had three different Chairs of Mathematics in as many years, you might not be fully up to speed on the history and importance of our commitment to CCAC, and \(I\) should have sat down with you and explicitly briefed you on this. I fully accept blame on both these counts, and I apologize for not having acknowledged this in my original letter to you.

Now let's put this behind us and just make sure we all get it right next time?

Best regards.
Tristan

Resent-Date: Mon, 20 Nov 2000 14:35:58-0800
Resent-From: kao@Beta.usfcaedu
Resent-To: kao@euclid.math usfca.edu
X-Sender. zeitz@euclid.math.usfca.edu
Date: Mon, 20 Nov 2000 14:36:43-0800
To: needham@usfca.edu
From: Paul Zeitz <zeitz@usfca.edu:
Subject: Re: Clearing the air
Cc: kao@usfca.edu
Hi Tristan.
Thanks for your recent emails to me and John Kao. I appreciate what you have said, agree with it, and have only one request, which I think will truly put all this behind us:

Could you also put your email statements in hard-copy letterhead form, and place them into our official files'?

I request this not because I think that you mean me or John harm, but because institutional memories are effectively infinite even when adrninistrators change. Thus an "official" record would protect John and I from any future conceivable harm that any future conceivable adminstration could conceive of (regarding this issue). By contrast, email inhabits a limbo world, from a legal point of view.

Thanks.
Pau]

Paul Zeitz
Associate Professor and Chair
Mathernatics Department
University of San Francisco
2130 Fulton St.
SF, CA 94117-1080
zeitz@usfca.edu
htto//www usfca edu/usf/math/Faculty/Zeitz/index.html

November 1, 2000

\author{
Professor Paul Zeitz \\ Chair of Mathematics \\ Department of Mathematics \\ College of Arts and Sciences \\ University of San Francisco
}

\section*{Dear Paul}

This semester I received a copy of a report that Iohn Kao submitted to you regarding his Spring 2000 teaching of Precalculus for Architecture students at CCAC. To save everyone the trouble of looking it up. I'm attaching a copy to this letter. I am also attaching copies of two e-mail messages that you forwarded to me (ai my request) after 1 discovered that important communications were being exchanged with CCAC without Fr. Lucas and myself being consulted or even informed.

Let me begin on a positive note by saying that I very much appreciate the effort John put into developing-at the last minute: and on the fly-a version of this course that was significantly different than the one we have delivered at USF, one that better met the special needs of the CCAC students. The student evaluations attest to the fact that this was a complete success and that John did his usual outstanding job in the classroom.

Less happily, my real reason for writing is to spell out prave concems, about which you and I have already spoken in person, regarding the breakdown of both the lines of communication and the chain of command in connection with the delivery of this course by USF for CCAC. Specifically, I was, as you know, very disturbed to discover that as a result of private commanications between John Kao and John Loomis at CCAC, it was "decided" that USF would not deliver this course for CCAC in Spring 2001, and that John Loonis would simply have it taught by a CCAC instructor from their Department of Humanities and Sciences.

I am less concerned with dwelling on what has gone wrong in the past, and more concemed with repairing the damage for the future. So please note the following points very carefully:
1) Neither John Kao nor you are empowered to negotiate with CCAC on behalf of USF.
2) As a result of accreditation problems with CCAC's own delivery of mathernatics courses for its Architecture students, the CCAC Administration negotiated with the USF Administration, and it was agreed that USF would in fiture deliver a version of Precalculus for CCAC.
3) As Associate Dean for Sciences it falls to me to ensure that this agreement is honored, and I in tom rely on you as Chair of Mathematics to assign an appropriate USF mathematics instructor to teach this course at CCAC each Spring. Please ensure that this is done for Spring 2002.
4) I have no desire to micromanage, and I am happy to leave to yon such details as which USF instructor should deliver the course, what modifications to the syllabus need to be made, as well as the time of day at which the course is taught. However, I do insist that both Fr. Lucas and I be copied on all communications with CCACregarding this course.

Thanks for your helping in preventing a recurrence of this problem, thereby ensuring that the relationship between USF and CCAC that Fr.. Lucas has worked so hard to forge is not eroded any further than it has been already.

Regards,
Tristan

\author{
Tristan Needharn \\ Associate Dean for Sciences
}
cc: Stanley Mel. Dean. College of Arts and Sciences, USF
Fr. Thomas Lucas, S.J., Director of the CCAC Joint BFA/B.Arch Programs. USF
John Wac. Associate Professor of Mathematics., USF
David Meckel, Dean of Design and Architecture CCAC
John Looms, Chair of Architecture, CCAC

Enc: 2
SD Note:
This is the last page of K2.

\title{
Summary of Step O Grievance Meeting (12/7/00) for Joha Kao (Grievant)
}

\author{
Fresent: Dean Stanley Nel (SN), Professor Tohn Kao (IK) (grievant), Professor Robert Toia, Nancy Campagna
}

At the beginning of the meeting JK thanked SN for his email correspondence, and then outlined bis understanding of the history of the CCAC/USF agreement referred to in the letter from Associate Dean Tristan Needham (TN). JK indicated that he was not aware of the details the "agreement" referred to in the letter.

JK then indicated that he had three specific requests to bring the process to a close
At this point SN stated that be consideted this as Step 0 of the grievance process, with a view to leading to an informal resolution. He then asked \(J K\) to reiterate the nature of the grievance in terms of the Collective Bargaining Agreement (CBA).

IK agreed that he viewed this as \(S\) tep 0 . He then referred to the November \(1^{\text {st }}\) letter from IN and stated that he considered this libelous and since this is a matter under civil law this falls under Article 18 of the CBA. JK indicated his biggest concern was that the distribution list indicated that this letter was distributed off-campus and that he feels that he could be held legally liable.

SN asked what is the legal liability felt. He stated that IK was NOT a party to the CCACASF agrement, therefore what is the legal liability.

JK stated that the letter suggests he was insubordinate and that consequently the Agreement had been broken.

SN asked to re-read the letter (IK brought multiple copies of all documents to the meeting)

JK indicated that the relevant areas were highlighted in yellow in the letter. He testated that he considered the letter libelous and felt legal liability. The exact nature of the latter was hard to articulate since he (JK) doesn't have a copy of the original CCAC/USF agreement.

SN then stated FOR IHE RECORD that "neither USF nor CCAC feels that here has been any breach in the agreement".

SN the asked "what is the liability?" He then went on to state that there is no legal liability from the USF side and that (subject to verification from counsel) that if there was any contract breach that the responsible party is USF.. He also stated that USF might discipline its employees but it doesn"t hold them liable. He went on to state that the main issue seems to be breakdown in communication and that he doesn't see any clear issue relating to legal liability. SN then asked. JK to teturn to the three points he ( IK ) referred to at the start of the meeting

IK indicated the three specife requests to bring the process to a close were:
i) Please confirm the following, for the record:

To the best knowledge of Dean Needham and Dean Nel, Pr. Kao was not at all responsible for the breakdown in lines of communication and chain of command referred to in Dean Needham"s November 1 letter to Pr. Zeitz"
ii) That a signature be given on the email of IN dated November 20, 2000
iii) That a reference to the statement that email from administration to staff (as exemplified by TN's email of apology to JK) in the College of Arts and Sciences is University communication.

Io conclude the meeting. with regard to the mambered points above:
i) \(\quad \mathrm{SN}\) then confirmed the statement prepared by JK refened to in i) above.
ii) \(\quad \mathrm{SN}\) signed the email of IN in ii) above
iii) SN stated that, FOR IHE RECORD, that the statement in iii) above is official University policy and that his position allows him to state this officially. SN also stated that verbal contracts in California are binding and he is legally committing the University to statements being mad by him.

JK indicated that he was satisfied with the outcome of the meeting and that there was no need to proceed further with the grievance process in this instance.

Notes taken on behalf of JK by Robert F. Ioia (USFFA Policy Board Member)
Rorevicgan

RobertF. Toia
12/20/2000

\author{
John Kao \\ Mathematics Department \\ University of San Francisco
}

SD Note:
This document was cc"ed to Alan Heinemann, USFFA President. Grievance documents were attached: K1 (containing complete copies of N1 and M2) and also \(\mathrm{Z1}\).

November 21, 2000

\author{
Robert Toia, Chair \\ Envirommental Science \\ University of San Francisco
}

Dear Fr: Ioia,
Thank you again for the consultation on Monday. As I commandicated by e-mail. I made an appointment with Dean Nel for a Step Zaro grievance meeting as is mandated by the Bargaining Agreement. The date and time of this meeting is

\section*{4:00pm Thursday December 7}

We did not have time to discuss my situation in detail. so I will summarize the cvents in this Ieter and cnclose all relevant documentation for your files.

During the Spring 2000 semester, I taught a class (Precalculus) for the Architecture Department at the California College of Arts and Crafts (CCAC). This was the first semester of an ongoing program in which the Mathematics Department would deliver a Pracalculus course every spring at CCAC's South of Market campus. On Argust 2, I received a request from CCAC to teach again Spring 2001. After consulting with Paul Zeitz, Chair of Mathematics. I sent e-mail to John Loomis, Chair of Architecture at CCAC, declining the invitation His response was copied to Pr. Zeitz. My involvement with this program was thus ended on August 3.

On Tuesday, November 7, I received a letter from Tristan Needham, Associate Dean, College of Science, addressed to Paul Zeitz, Chair of Mathematics, and copied to me. This letter dated Novernber 1 alleges that during my tenure as visiting professor at CCACI
- entered into inappropriate and unauthorized negotiations with John Loomis, Chair, Architecture Department. CCAC;
- negotiated a deal that violates prior agreements between CCAC and USF;
- defied lines of communication and chain of command at USF

These allegations are absolutely untrue. No one contacted in this regard prior to my receipt of Dean Needham's letter. I have enclosed for your reference
1) my letter to Stanley Nel. Dear. Arts and Sciences. fequesting a letter of retraction
2) subsequent e-mail exchanges between myself and Dean Needham.
3) a lefter sent to Dean Neednam by Pr. Zeitz clarifying the events of this past summer (Pr Zeitz has requesterl that this letter not be made public).

As of this writing, Dean Needham has not written an official letter of retraction. Should he fail to do so by December 7 I plan to file a grievance to the effect that

The writing and distribution of a letter sent by Dean Needham to Pr. Zeitz dated November 1 constitutes an act of libel. This, as a violation of civil law is a violation of Atticle 18 of the Bargaining Agreement.

I would toquest that Dean Needham write an official letter of retraction, copied to all recipients of his November 1 letter. Dean Needham has arreed over the telephone to write such a letter, and \(I\) am hopefin he will do so.

I have no reservations about your discussing this situation with other partics, however, Pr. Zeitz has requested that his letter remain confidential. As it is an official letter: copied to me, I feel entitled to use it as cvidence; nevertheless, I have agreed to honor his request for the time being. Please keep this particular document confidential.

Hopefully, this cán all be resolved before your return to campus in December Ihank you again for your attention in this matter.

Sincerely,
Wohn ko
John Kao
cc: Alan Heineman President, USFFA

Enc: 3

College 3 aris aid Sciences

SD Note:
This document was cc'ed to Robert Toia, USFFA Grievance Representative. Grievance documents were attached: Minutes of Gnievance meeting on \(12 / 7 / 00\) and K 2 .

Alan Heineman, President. USFFA English Department
University of San Francisco

Dear Pr. Heineman.
Ihis comespondence is meant as a final report on the grievance which I pursued last semester. I have already informed you of its outcorne; I also promised to forward relevant documentation to you so that the Faculty Association"s files would be complete. This letter will serve to bring the matter to a close

As you are aware, my gievance concerned a letter, dated Novernber 1, 2000, which was sent by Tristan Needham, Dean of Sciences, to Paul Zeitz, Chair of Mathematics. Ehis letter referred to my professional conduct at the California College of Arts and Crafts (CCAC) where I served as visiting professor during Spring 2000. The basis of my grievance was

The writing and distribution of the Ietter sent by Dean Needham to Pr: Zeitz, dated Novernber 1, constitutes an act of tibel. This, as a violation of civil law. is a violation of Article 18 (Adherence to Law) of the Collective Bargaining Agreement.

In accordance with University procedure, a Step Zero Grievance meeting was conducted on my behalf on December 7, 2000. In attendance were myself; Stanley Nel, Dean of Arts and Sciences; Robert Toia Chair of Environmental Science; and Nancy Campagna., Assistant to the Dean.

At this meeting. I made the following three requests the honoring of which would end my grievance:
1) That the following statement be officially confimed:

Io the best knowledge of Dean Needham and Dean Nel, Pr. Kao was not at all responsible for the breakdown in lines of communication and chain of command referred to in Dean Needham's November 1 letter to PT. Zeitz.
2) That a signature be provided on an e-mail of Dean Needham dated November 20, 2000 ;
3) That a reference to the College policy on the official nature of c -mail from the Dean's Office by given.

I have attached Pr. Toia s mimutes of the meeting. As you see, Dean Nel essentially honored each of my requests. Consequently I concluded my grievance at Step Zero.

Io complete your file, I have also attached evidence I presented to Dean Nel to the effect that an ordinary e-mail does not carry the same legal force as a signed written document. My last attachment is a letter sent to Dean Neil with the intent of confining the proceedings of our Step Zero meeting.

Thank you for your attention in this matter. I am grateful that through the hard work of the USFFA a formal administrative procedure exists whereby a faculty member's rights may be protected.

Respectfully.

> John ka o

John Ka o
cc: Robert Tola: Chair, Environmental Science

Enc.: 3

\author{
John S. Kao \\ Associate Professor of Mathematics \\ Hancy Science Center, Room 217 \\ University of San Francisco \\ Campus
}

\section*{Dear John:}

In accordance with the stipulations in Artiele 28 of the Collective Bargaining Agremnent, the special leave of absence you requested for Spring 2002 has been approved by the University. The conditions under Artiche 28.25 apply to this leave.

John, my best wishes accompany you on your leave. If I can be of any special assistance. please ler me know.

Yours sincerely


Dcan. College of Arts and Sciences

Cc: Tristan Needham
Associate Dean for Sciences

\author{
Stanley Nell, Dean \\ College of Arts and Sciences \\ University of San Francisco
}

\section*{Dear Dean Vel.}

Thank you again for awarding me a Special Leave of Absence for the Spring 2002 semester. I understand that I was not responsible for any teaching days therein, however, I would appreciate it if you would place the attached letter in my file for future reference. Thank you for your kind attention.

Sincerely.

\section*{Joliet \(K=0\)}

John Kaon
Associate Professor

\section*{cc: Tristan Needham Associate Dean of Sciences USF \\ Paul Zeitz, Chair Department of Mathematics. USF}

Enc.: 1
Frederick N. Paris MD.
Clinical Professor
School of Medicine, UCSF
Psychiatry (private practice)
4333 California St.
San Francisco CA 94118

January 31.. 2002
Refetence: John Sterling Kao, Associate Professor Mathematics, USF
Tristan Needham
Associate Dean of Sciences
University of San Francisco
2130 Fulton St.
San Francisco. CA 94117-1080
Dear Dean Needham.
I arn writing in regards to my patient, John Sterling Kao. Dr. Kao first consulted me on January 14, 2002. At that time, he was suffering from depression related to his familial obligation to care for his septuagenarian mother. I recommended that he begin a treatment of psychotherapy including a prescription of the antidepressant, Prozac. On January 23. I met with Dr. Kao (who was accompanied by his sister, Stephanie Kao) for an emergency consultation. Dr. Kao complained of experiencing hallucinations on and off, and he did not feel safe driving. My diagmosis was that these hallucinations were the result of an allergic reaction to Prozac, and I reconmended cessation of the antidepressant. Dr. Kao has stated that the hallucinations have stopped altogether. For this reason, Dr. Kao should be able to immediately resume all of his usual activities. At the same time, it takes approximately two weeks for the dug, Prozac, to completely leave a patient's system. I therefore recommend that Dr: Kao be allowed to recuperate until February 7, 2002.


Frederick Parris
\[
\text { May 9, } 2006
\]

Terry Stoner: Associate Vice Fresident of Yuman Resources
University of San Francisco, I. M 339
2130 Fulton Street
San Francisco, CA 94117-1080
Dear Vice President Stoner,
I am a Clitical F'tofessor of Fsychiaty at UCSF and a private practitioner of psychiatry in San Francisco. I also serve as a psychiatric expert witness in court and have taught forensic psychiatry throughout my career, both in medical and in law schools, including. UC Berkeley Boalt Hall. This letter concerns Professor John Kao. PbD a mathematics deparment member at L-SE and therefore one of your full-time faculty

Dr. Kao consulted me at the beginning of the curtent academic year because of discrimination he feels he has experienced at USF. He wondered it an old medical condition he had gone through in 2002 bad been handled properly by USF, particularly in relation to the Americans with Disabilities Act.

It 2002 . when I did not know Di. Kao, he became depressed, primarily as a consequence of caring for his aging mother, but also because of the negative way the Coniversity had rreated him in 2000 when he worked well and diligently at the USF program at Califorilia College of Arts and Crafts. In 2002, he consulted with. Dr. Fred Parris, a well-respected psychiatrist in the San Francisco community, for his depression. Dr. Parris placed Dr. Kao on fluoxecine (Prozac) at the standard dosage. Unfortinately, Dr. Kao experienced a serious side effect, visual and auditory hallucinations. which are known as an uncommon but occasional, occurrence with this dong. The "hallacinations" were actually visual illusions (such as halos around objects) and auditory distortions (woices sounded strange). The timeline is as follows: On January [5: 2002, Dr Parris placed Dr. Kao on the drug. On January 20. the perceptual distortions occurred. On January 21: Dr. Parris stopped all medication. On January 22, by the time Dr. Farris's impression of the medication side-effects were contirmed, all percepial distortions had already ceased.

The Dean at USF (Iristam Needham, F'hD) to whom Dr. Kao reported, leamed of the situation from Di. Kao's sister, who spoke with his assistant (Nancy Campagra) on the evening of January 21. This was meant to inform the University that Dr. Kao needed a few weeks of sick time to recuperate. The next day, when Dr. Kao phoned the Dran's Office, Ms. Campasna told Dr. Kao that he could retim when be watied, but he must provide a note from his doctor. (Dr. Paris has since told Dr: Kao that he was never contacted by anyone at USF'.)

On Yanuary 23, Dr. Kao spoke by phone to the chair of mathematics F'aul Zeitz, who told hirn that his substitute had been hired for the entire semester. It would be a financial burden for the University to pay for him, as well. 'Then, Dr. Kao spoke on the phone with Dean Needham, who said that he would have to be interviewed by him (T N.) personally before coming back to work; and that another faculty member would have to be present in his classioom to "help him out" (over the semester) if he was incapacitated. Dr. Kao said he did not agree, bat Dean Ňcedham insisted

Ac that point, Dr. Kao was so shocked, mortified, and bumiliated by the Dean's-and the University's-rbehavior that he stopped negoliating with the Dean.

I examined Dr. Kao in September, 2005 and found no race of the depression he had suffered in 2002 , or of the illusory phemomena he experienced with Prozac. But, he remained humiliated in regard to his treatment at USF in 2002, and he presently feels stigmatized within the mathematics community of the College. FTe gave me several examples of how the University leaves hirn isolated culturally and pollically-and how they igmore his sound counsel on matters with significant impact on the institution.

Insofar as my reading of the ADA requirements, I find that Dean Needham's administrative actions violated a number of ADA provisions: (1) Psychiary is not to be treated differently than other medical categories; (2) A person who formally requests for a few weeks of medical leave should not be dismissed for the semester; (3) Colleagues arc not appointed to watch over others who have a termporary or permanent mantal disorder or disability; (4) The definition of "help" is ambiguous, as used by the Dean. It would have been "helpful" only if Dr Kao requested it or Dr. Paris recommended it: (5) The treatirg physician must be contacted ic is very hard to escape the probability that the University acted with prejudice against Dr. Kao-because of the psychiatric raterte of his disability and/or because he belongs to ar ethinic minority group.

I bave consulted with Dr. Fred Parnis by phone about Dr. Kao. I believe that he concurs with me in my opinion. I see nothing that USF is doing (or has done) to make up to Dr Kao for the painfulness and unfairness with which they have treated him. Though \(I\) do not always concur with people for taking actions agatest those who wound them I do concur with Dr. Kao's plan to take up his grievances fomally with the University


Lenote C. Terr, MD
Clinical Froferser of Fsychiatry

\section*{CURRICULUM VJIAE}

\section*{I enore Cagen Tert, M.D}

\section*{PERSONAL DATA:}

Office: 450 Sutter Street, Suite 2534
San Francisco, California 94108
Phone: (415) 433 7800
Fax: (415) 433-2130
Home Address: 10 Walmut Street San Francisco. California 94118

Place of Birth: New York. New York
Date of Birth: March 27, 1936
Huṣband: Abba I. Terr: M.D. (Allergist)
Children: David (Born June 27, 1962) Julia (Born December 12, 1963)

\section*{EDUCAIION:}

\title{
College: Western Reserve Udivetsity, Cleveland, Ohio 195̣3-1957, AB (Magna Cum Laude)
}

Medical University of Michigan, Ann Arbor, Michigan
School: 1957-1961, MD. (with honors)
Internship: University of Michigan Medical Center (Straight Pediatrics), 196:-1962
Residency: University of Michigan Neuropsychatric Institute
(General Psychiatty), 1962-1964
Fellowship: University of Michigan Children's Psychiatric Hospital (Child Psychiatry) 1964-1966

ACADEMIC APPOINTMENIS IN MEDICAL SCHOOIS:

Case (CWRU) Medical School, Cleveland, Ohio:
Instructor in Child Psychiatry. 1966-1969
Semior Instructor: 1969-1970

Assistant Professor, 1970-1971
University of Califomia San Francisco:
Assistant Clinical Professor of Psychiaty, 1972-1979
Associate Clinical Professor of Psychiatry: 1979-1984
Clinical Professor of Psychiatry 1984-
ACADEMIC APPOINIMENTS IN EAW SCHOOIS:
Case Western Reserve University Law School:
Lecturet in Law and Psychiatry, 1966-1983
University of California Law School, Berkeley:
Lecturer in Law and Psychaatry; 1971-1990
University of Califomia Davis Law School:
Lecturer in Law and Psychiatry, 1974-1990

\section*{MEDICAL IICENSURE:}

Diplomate National Board of Medical Examiners. 1962
Michigan, 1962
Ohio, 1966
California, 1970-

\section*{SPECLAL TY BOARD CER TEICATIONS AND SERYICE:}

American Board of Psychiatry and Neurology (General Psychiatry). October 1968
American Board of Psychatry and Neurology (Child Psychiatry), September 1969
Service for American Board of Psychiatry and Neurology as an Examiner, Part In (General
Psychiatty). 1970-1988
Child Psychiatry Written Examination Committee. 1982-1988
Director, American Board of Psychiaty and Neurology (Amencan Psychiatric Association
Nomination), 1988-1992; Second Term, 1992-1996;
Secretary, 1993-1994;
Vice President, 1995-1996;
Chaiman, Psychiatry Council, 1995-1996

HOSPIYAI AFFIETATIONS:

Assistant Physician, University Hospitals, Cleveland Ohio, 1966-1970
Attending Physician, University of Califomia San Francisco, Langley Porter Neuropsychiatric Institute 1971-present

\section*{IOURNALS}

Journal of the American Academy of Child and Adolescent Psychiatry Special Series Editor: Debates, 1988-1999

\section*{SOCIETY MEMBERSHIPS:}

American Psychatuic Association, 1966; Fellow, 1972Chairman, McGavin Award Selection Board, 1985-1988
Consultant to APA's Task Force on Treatments of Psychiatric Disotders, 1989
Americatn Academy of Child and Acolescent Psychiatry; Fellow, 1970-;
Councilor, 1984-1987
American Association for Academic Psychiatry, Charter and Founding Member, 1972-
California Medical Association, 1971-
San Francisco Medical Society, 1971-
Amenicart Medical Association, 1971-1999
ROCAP (Regional Organization for Child and Adolescent Psychiatry) (Charter Member), 1975
American College of Psychiatrists 1974; Fellow, 1981-;
Progran Chairman, 1991 and 1992
GAP (Group for the Advancement of Psychiatiy) Committee on Child Psychiatry, 1981-98;
Board of Directors, 1986-1988
Academic Psychiatry Consortium, Center for Advanced Study in Behavioral Sciences, Stanford, 1995-1997
Foundations Fund for Research in Psychatry, Center for Advanced Study in Bebaviotal Sciences; Advisory Committee, 1997-1998

HONORS:
Phi Beta Kappa 1956 (Junior)
Alpha Omega Alpha 1961
The Senior Award. University of Michigan Medical School, 1961
U.S. Public Health (N.1.MH.) Career Teacher Award in Psychiatry, 1967-1969

Rockefeller Foundation Scholar in Residence, Bellagio, Lake Como, Italy, \(19 \$ 1\)
American Psychiatric Association Blanche F. Ittleson Research Award, 1984 (For the published results of reseafch over the past five years that has led, or strongly promises to lead to significant advance in promoting the mental health of children)
Ametican Psychiatric Association Samuel G. Hibbs Award, 1987 (For work in cinical practice or research that has resulted in a scholarly and innovative contribution to the
diagnosis, treatment, or prevention of mental disorder.)
Rockefeller Foundation Scholar in Residence, Bellagio, Lake Como, Italy, 1988
Northem Califomia Psychiatric Society Outstanding Achievement Award, 1992
Rosenberry Award, Children's Hospital, Denver: Colorado, 1992 and 1993 (only person given this award twice)
American College of Psychiatrists Bowis Award (For service to The College), 1993
Nathaniel Whliam Winkelman Award, Belmont Center for Comprehensive Treatment: Philadelphia, Pennsylvania, November 10, 1993
Child Advocacy Award, American Psychological Association, 1994
Named a "hero of medicine" in the U.S. battle against violence - speech to the AMA by Donna Shalala, Secretary of Health \& Human Services, Washington, D.C., March 27. 1995
Listed in: \(\quad\) Tbe Best Doctors in Anserica
Castie Comolly Medical Ltd. America's T'op Doctors
New York Times "notable book" of 1994 for Unchained Memories.
American Psychiatric Association Judd Marmor Award, 2002 (For biopsychosocial contribations to psychiatry.)

GRANIS:
Rosenberg Foundation: Children of Chowchilla, 1977
Rosenberg Foundation: Four Year Follow-up, Children of Chowehilla, 1980-1981
William T. Grant Foundation: Officer's Discretionary Fund Grant. Nomal Children's Responses to the Challenger Space Shattle Disaster, 1986
William T. Grant Foundation: Normal Children's Responses to the Challenger Space Sbuttle Disaster - One Year Follow-Up, 1987-1988
Lowenstein Foundation: Mechanisms of Healing in Adolescents After 9-11, 2001

\section*{HONORARY ARD MEMORIAL LECTURESAIPS:}

Phi Beta Kappa Lectare, Case Western Reserve University, 1970
Plenary Speaker in honor of the International Year of the Child, American Academy of Child Psychiatry, 1979
Louis Lourie Menorial Lecture, University of Cincinnati Medical School March 24, 1982
Rudolf Kraebling Memoriai Lecture, Ohio State University, Columbus, October 6, 1982
Tabarof Memorial Lecture, University of Utah, Salt Lake City, Apii 24, 1984
Lee Macht Memorial Symposium. Cambridge FlospitaI, Harvard Medical School, November 30, 1984
Inez Foster Lecture, Brown Schools, Austin, Texas, September 27, 1985
Richard S. Ward Child and Adolescent Psychiatric Symposium. Parkwood Hospital and Emory University, Atlanta, October 23-24, 1986
Sarah Dubo-Ralph Rabinovitch Lecture, Hawthome Center. Northville Mictigan, Novernber 17, 1986

Samuel G. Hibbs Memorial Lecture, Americati Psychiatric Association Anmual Meeting, Chicago, May 11, 1987
Karl A Menninger Leeture, Iltinois Masonic Medical Center, Chicago, Apil 20, 1988
Doris Perry Memorial Symposium, Maine Medical Center, Portand, Maine, July 8, 1988
William T. Grant Foundation Lectute, American Psychosomatic Society Anmual Meeting. San Francisco, Californa, March 10, 1989
Virginia Tarlow Memorial Lecture, Northwestern University Medical School, Departmern of Psychiatry \& Behavioral Sciences, Evanston, Jlinois, June 22, 1989
Invited Speaker, Woodrow Wilson Center: Smithsonian Institution, Washington, D.C., September 21, 1989
Clarence Jones Honorary Lectureship, University of Nevada, Reno, November 16, 1989
Lauretta Bender Eecture, Queens Children's Psychatric Center; New York, December 5. 1989
Linda M. Weissman Memonial Lecture, Hall-Mercer Hospital, Institute of Pennsyivania Hospitais, Phtladelphia, December 7, 1989
Carrie Hope Jacobs Memorial fecture, Hillside Hospital, Long Island, January 10, 1990
Thomas H. Holmes Lecture, University of Washington School of Medicine Seattle, March 8. 1990
Julian and Jessie Karrison Distinguished Visiting Professor Lecture, University of Tennessee at Memphis, May 4, 1990
Morton Levitt Memorial I ectureship, University of California Davis, School of Medicine, March 13, 1991
Frank and Milbrey Luton Lecture in Psycbiatry, Vanderbilt University, Nashvile, Iennessee, May 2, 1991
Raphell Sims Lakowitz Memorial Conference, North Shore University Hospital, Comell University Medical College, Manhasset, New York, May 3, 199.
Alfred H. Stanton Lecture Harvard University (McLean Hospital), Beinont, Massachusetts, November 1, 1991
Joseph S. Skobba Lecture, Emory University School of Medicine Department of Psychiatry, Atlanta, March 25, 1992
Walter S. Rosenberry 101 Conference Honoree and Recipient The Children s Hospital, Denver, Colorado, Apil 10-1.1, 1992
Herbert Woodcock Lecture, Portand, Oregon, April 25, 1992
Presidential Symposium, American Psychiatric Association Annual Meeting, Washington D.C., May 5, 1992.

Scholastic Inc., Most Distinguished Speaker, New York, New York November 5, 1992.
D. Hugh MacNarnee Memorial Lecture, Dartmouth Medical School, Hanover: New Hampshire, April 7, 1993.
Walter S. Rosenberry ШI Award Lecture, The Childten's Hospital, Denver: Colorado, Aptil 9., 1993.

Saul O. Sidore Lecture, Plymouth State College, Plymouth; New Hampshixe October 4, 1993
Nathaniel William Winkelman Memorial Lectare, Belmont Center for Comprehensive Treatment Philadelphia, Pennsylvania. November 10, 1993
L. Lee Hasenbush Iecture, Harvard Medical School (and Massachusetts Mental Health Center), Boston, Massachusetts, February 23, 1994
Hugh Missidine Lecture Psychatric Society of Central Ohio, Columbus, Ohio, March 17 1994
Roger W. Sherman Memotial Education Symposium, Laurelwood Hospital Cleveland. Ohio, May 20, 1994
Chitd Advocacy Award 1 ecture American Psychological Association Annual Meeting Los Angeles, August 14, 1994
Psi Chi Society (honorary psychology) I ecture Dominican College, San Rafael, Califonia March 24, 1995
Maurice Levine Lecture, University of Cincimati and the Cincinnati Psychoanalytic nostitute Cincinnati, Ohio, April 12, 1995
Rena Schulman Memorial Keynote Address, Fordham University: New York, New York, June 12, 1996
Jerome M. Goldsmith Anmual Lecture, Ametican Association of Psychiatric Services for Children, 48th Anmual Meeting, New Orleans, Louisiana, March 24, 1997
Gertrade Rogers Greenblatt and Matton Greenblatt Lecture, JCLA Los Angeles, California, April 8, 1997
Albert M. Biele, M.D., Memorial Lecture, Thomas Jefferson University Department of Psychiatry, Philadelphia, Pennsylvania, Wednesday, April 30, 1997
Tohn Ice, M.D Memorial Lecture, Department of Psychatry, Medical School, University of' Louisville, Louisville, Kentucky, October 8, 1998
\(26^{\text {th }}\) Annual Zetiand-Eittner Lecture, Association of Child Psychotherapists: The Standard Club, Chicago, 1 L. April 23, 1999
American Psychiatric Association Special Lecture, Washington DC, May 15, 1999
Willard D. Boaz Ammal Lecture, Case Westem Reserve University, Cleveland Ohio, April 5 2000
Samuel and Audrey Lang Memorial Lectureship; William Beaumont Hospital, Royal Oak: Michigan, November 2, 2001
Robert L. Smith Memorial Lecture. The Hospital for Sick Children (University of Toronto), Canada, January 17, 2002
Judd Marmor Lecture, American Psychiatric Association Philadelphia PA, May 15, 2002
Noshpitz Memorial Wistory Lecture, American Academy of Child and Adolescent Psychiatry San Francisco, Califomia October 26, 2002
Distiogunshed Psychiatrist Seminar UCLA. November 6, 2004

\section*{BIBLIOGRAPHY}
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(b) Effective Utilization of Psychiatric Evidence, New York, Practicing Law Institute, 1970
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5. Terr L: Children of Chowchilla: a sady of psychic trauma Psychoanal Study Child 34:547623., 1979
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7. Terr L.: The child as a witness, in Child Psychiatry and the Law. Edited by Schetky D Benedek E. New York Brunner/Mazel, 1980, pp. 207-221
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(b) Moos RH: Coping with Life Crises; An Integrated Approach. New York, Plenum Pubrisking Co., 1986, pp. 337-351
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Acadenny of Child Psychiatry, 1982
12. Terr L; Play therapy and psychic trama: a preliminary report, in Handbook of Play Therapy,

Edited by Schaefer C. O'Conner K. New York John Wiley \& Sons, 1983: pp. 308-319
13. Ferr L: Time sense following psychic tranaa: a clinical study of ten adults and twenty children Amf Othopsychatry 53:244-261, 1983
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\author{
Dr. Johs Kao \\ Mathematics Department \\ HRN \#208
}

Dear Johr,
In accordance with article 21 of the Collective Bargaining Agreement between the University of San Francisco and the University of San Francisco Faculty Association the University Peer Review Commitee has reviewed vour application for Tenure. The results of the voting were:
- Résearch
Superior \(\quad 12\)

Adequate 0
Inadequate 0
Abstain 0
- Ieaching

Superior 12
Adequate 0
Inadequate 0
Abstain 0
- Service

Superior
11
Adequate 1
Inadequate 0
Abstain 0
I would like to take this opportunity to thank you for your contributions to USF and to wish you success in the future

Sincerely,

(Rev) Daniel Kendall, S.y
Chair: University Peer Review Committee
cc. Dr. Stanley Nel, Dean

Dr. John Cobley, Chair,, Peer Review Committee, College of Science

\author{
Dr. John Kao
}

Mathematics Department
FRN \({ }^{4} 208\)

Dear Johs
In accordance with article 21. of the Collective Bargaining Agreement between the University of San Francisco and the University of San Francisco Faculty Association the University Peer Review Committee has reviewed your application for promotion to the rank of Associate Professor. The results of the voting were:
- Research
Superior 12

Adequate 0
Inadequate 0
Abstain 0
- Teaching

Superior 12
Adequate 0
Inadequate 0
Abstain 0
- Service

Superior 11
Adequate 1
Inadequate 0
Abstain 0
I would like to take this opportunity to thank you for your contributions to USF and to wish you success in the future.

Sincerely,

(Rev.) Daniel Kendall, S.J
Chair. University Peer Review Committee
ci Dr Stanley Nel Dean
Dr John Cobley, Chair, Peer Review Committee, College of Science

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Director
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FRINCEION UNIVERSITY. FRIVCETON. NEW JERSEY 085年A

September 12, 1996

Dean Stanley NeI
College of Arts and Sciences
University of San Francisco 2130 Fulton St.
San Francisco. CA 94117-1080
Dear Dean Nel,
This is to recommend Dr. John Kao most highly for tenure at your university.

I have known John ever since his arrival at Princeton. I was also this Ph.D. advisor. His dissertation was on particle systems over stochastic flows. This work amounted to combining the two most important fields of activity in probability theory over the last ten years, the one being stochastic flows and the other measure-valued Markov processes.

Starting with the dissertation and continuing with three papers since then, John has been doing ground-breaking work in reconiciling the differing techniques of flows and point processes. His work has served as inpetus to at least four dissertations here - Cratg Zirbel's work on the mass dispersion by flows, Chris Finger's work on birth-death-branching on flows, and Mine Çaglar's work on mass dispersion by flows generated by Poisson vortices.

Although John's work is still too recent to have much inpact, it has already generated uncommon interest: I know of at least 8 papers and 2 dissertations (all from people outside Princeton) that are devoted to studying various aspects of his model. This is unasual and unusually satisfying.

His papers appeared in good journals and, by invitation, in highly prestigious collections. In particular, his last paper (Kao \& Cinilar) is sure to appear in Stochastic Processes and Their Applications., which is the premier research joumal in the world for such papers.:

\section*{SD Note:}

For SD 77 - SD 83, the page number in the lower right comers reflect the annotations for my Tenure Application manuscript.

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All in all, I am most impressed with his work. In addition, he is extremely bright hard working, and conscientious. Since his Ph.D., he has acquired wider knowledge of mathematics in general, and I believe he will continue to grow and become more productive.

Irecommend him for tenure most highly
Sincerely yours:


EThan Cinlar
Norman Sollenberger Professor of Engineering

\title{
LNCOHARLOTTE
}

The University of North Carolina at Charlotte
Charlotte. N.C. 28223

Fax: 704/547-3218
E-Mail mathemunce edu
Letter of Recommendation
Deparment of Mathematics
704/547-4551

\section*{for \\ John Kao}

It is a great pleasure for me to write a letter of tecommendation for John Kao with whom I had a very pleasant and fuifful collaboration.

I came to know John during a Conference on Stochastic Flows which was held in Spring 1990 at the University of North Carolina at Charlotte (UNCC). Together with Erhan Cintar he contributed the paper "Birth and Death on a Flow" for the volume II (Stochastic Flows) of "Diffusion Processes and Related Problems in Analysis"; edited by Mark Pinsky (Northwestern University, Evanston, IL) and myself. We accepted only papers which (a) could have been published in one of the leading journals in probability and (b) treated an important aspect of "Stochastic Flows". To assure these standards, each paper was refened independently by two experts. John Kao s paper was highly recommended for publication.

Having become interested in my work and methods of treating dynamically systems under random influence, John Kao visited UNCC in 1990/91 as postdoctoral fellow, where he worked his way into a field which was very new to him when we started our collaboration.

The research problem, in tems of a simple example, was to decide whethet an inverted pendulum can be made standing safely upright (i.e can be stabilized) by randomly shaking its supporing point up and down. With help of John Kao's fresh and creative contribution, the question for the inverted pendulurn as well as more complex systems could be answered in the positive. Random impact can stabilize a system; in particular, the inverted penduhim can be stabilized by random oscillations. This striking counter-intuitive result was published 1994 in Stochastic and Stochastic Reports, one of the leading journals in the field of probability theory and stochastic processes.

When published the result did not only fascinate mathematicians, but also biologists and engineers. It is a long standing belief among biologists that the smoothness and preciseness of our motion as well as the human posture is due to randomness in the forces of the muscles. (Human posture models use an inverted triple pendulum; foot to knee, knee to hip, hip to head.) Engineers, on the other hand, were doubfful; but so much intrigued that they built (at the Technical University of Hanover, Germany) a shaker with help of which one can randomly oscillate the footpoint of a pendulum. Their physical experiments complied fully with the mathematically predicted behavior of the pendulum

However: the theory also predicts that this method of stabilization must fail under certain circumstances. So the obvious, but challenging question was to give both an exact and easy to check description of the situation were stabilization by random vibration can be achieved. Recently, John Kao, in collaboration with me, was able to give a simple (necessary and sufficient) criterion for deciding whether or not a given type of random vibration will have the desired stabilizing effect. The paper has been submitted to The Annals of Probability, a top journal in the realm of probability.

As a collaborator of John Kao it is a pleasure for me to witness that he is a thorough, thoughtfil and enthusiastic mathematician who, never lacking ideas, does not shy away but is attracted by hard problems. As long as our research interest will overlaps, I will continue to work with John Kao and draw from his rich research potential. John's clear and organized thinking combined with his enthusiasm mizes tin also ar excellent teacher and lecturer At every occasion I heard a talk of John Kao, I enjoyed listening to him. Ieaming a lot.

In addition to this comes that John is a person easy to work with, friendly and considerate, reliabie in his commitments and with plenty of humor

Summarizing, I full heartedly recommend to promote John Kao and award him a tenured position at your institution.


Dean Starley Nol
H240
Сатрия

Deai Stanley:
I ain delighted to write in support of Ftofessor John Kao s application for tenue and promotion. Pleased as I am with all of John's work since he arrived at USF, in this letter I will restrict my comments to his service activities with special emphasis on service to the Mathematics Department. John's considerable achievements in the remaining ateas of interest, teaching and research, are already, I ann sure amply suipported by other evidence including IDEA evaluations and the reports of the the external reviewers I can add very little to this documentation that would be porth the reader's time; however, as Mathematics Chair during Johm's first five years at USF, I was in the perfect position to obsetve his service and so can contribute a flcshed-out tale of his departmental accomplishments.
John threw himself wholeheartedly into the activities of the department from the beginning. His energy and commitment put many of us "old-timers" to shame. For exariple, the math faculty had for years vaguely discussed the idea of having more informal contact with our majors and minors. We tried a few things, but nothing much was done until John took on the responsibility for organizing and hosting what we have come to call our 'Wednesday afternoon teas," a gatheing of math students for refreshments, conversation, games of chess and go, logic puzzles and math talk. Fis devotion to this event, which is always animated by his conversation and infectious laughter. has made it a departmental institution. We are all grateful to John for turning an unrealised wish into an actuality. I amo especially impressed at John's willingness to do the dirty-work required-buy the refreshments: rearrange the furniture in the math office into party mode search out inferesting games and puzzles, sind then. after the last student wis gone, clean up and put everything back so the office is again in business mode. As someone who has organized a few events in the course of my career I know how hard it is to be "up" for this sout of activity week after wreek.

In the Spring of 1995 the Commission on Teacher Credentialing approved the Program of Subject. Matter Preparation for Single Subject Teaching Credentials in Mathematica submitied by the U'SF Department of Mathematics. This was a nontrivial exercise ressulting in the submission of a 60 page description of our program. written to excruciatingly exacting State standards to which 80
pages of supporting material was appended. John, along with others in the Department, wrote several sections of this docurnent. Fuither. he was articulate in bis support of this rather daunting cadeavor. When doubts were expressed as to whether State approval was really worth the seemingly unending bureaucratic hassle required to obtain it. John encowaged us to complete the project arguing that it was imporitant to the reputation of the Department and that it provided an important career option for our majors. Of course he was xight on both counts and. when the Department received approval, we were one of only a very few schools in California to have this distinction.

John has done an excellent job with the GEO Statistical Reasoning course. He Was in on it from the frst as a member of the University-wide committee which created the course, outined its goals and drafted its first syllabus. I chaired this committee so I can attest to the fact that John was full of good ideas and suggestions. He was especially helpful in addressing the task of incorporating issues of diversity and equity into the course as required by the GEC goals. He has coritinued his comnitment to this course as one of its instructors, and his student evaluations have been very, very high. Under a department mandate, he piloted an Excel practicum as a inethod for evaluating the course's computer component.

John has server the departrenti as informal liasion to thie newest department in the College of Science, Environmental Science In this capacity he developed a service course, Mathematics for the Life Sciences. designed for Environmental Science majors. He wrote a detailed course syllabus in consultation with the Chair of Environmental Science and shepherded it through the College Curriculum Committee. He teaches the course and continues to revise and fine-tuxe the program. John also does statistical consulting for the Environmental Science Department, advising its graduate students on:their thesis research. The Mathematics Department prides itself on maintaining close ties with the departments it services, and so we ase thankful to John for taking on this grouad-breaking work with USE"s newest science program.

The Mathematics Departrnent has made a great effort to incorporate technolosyr, computens and calculators, into mathernatics instruction in all appropriate areas of the curriculum. Here too John has been of great service. His very first year on the facuity he plunged into our Mathematica-based calculus sequence no amoll undertaking for a fledgling mathernatics professor. He made several innovations to this cousse, adding to our library of computer activities especially in the ares of the integral calculus. Integral calculus is conceptually tricky a real trial to students, so John's work here has been very useful to us. He has also developed Mathernatica-based activitiee for Mathematics for the Life Sciences. These activities assist students in concept development and in tackling reallife problems and contribute as well to their general computer literacy. Most recently Joln taught Frecaleulus using the झaphing calculator.
Johis has not testricteat his curiculum development work to the lower division.

In response to a suggestion made by our program icwiewers that our major program develop an applied mathematics component, John proposed a course in Mathematical Modeling to the College Curriculum Commitee which was approved and has been successfully offered by him ever since.

The transition from lower division mathematics with its emphasis on calculation and text book problem solving to the much more theoretical senior level courses is a taimatic leap for all but the best of out majors. John proposed a bridge course, Formal Methods in Mathematics, designed to help students cross this divide. John, with his characteristic energy and imagination, put together a course e which goes a long way toward easing this transition. Majors speak highly, even delightedly, of this course which features such intriguing problems as a mathematical solution of the Rubik's Cube. This cube is made up of layers which rotate around a central shaft. The trick is to rotate these layers until the faces of the cube display a certain pattern. The methods of group theory: a branch of abstract algebra: can be applied to solve this problem. I always know when John has reached this point in his course because the elick-click-click of rotating cubes cain be heard all over the west wing of second floor Haney!

This testament provides just a sampling of the mary, many contributions John has made over the years to the mathematics program. I hope it has given the picture I wish to portray-that of a conscientious, hardworking, imaginative, creative, and effective colleague. I recomanend John highly for tenure and for promotion to Associate Professor.

Best regards


Milline Lehmann
Professor of Mathematics

\section*{AAS Sumal
help \\ Welcome to the Princeton \\ University Student Course Guide!}

Fall 2002 SCG Status
Reviews Online
Course Listings Online
and Statistics
Scheduler Online Cool Courses Online

This site features:
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- course offerings
- official evalution statistics
- professor and student comments
- course syllabi
- links to course home pages
- bookline,
- scheduler
- fully customized recommendation center.

The Student Course Guide is brought to you by the Undergraduate Student Government.

Student Course Guide \(\rightarrow\) Fall \(1999 \rightarrow\) Civil Engineering \& Opns Research \(\rightarrow 245 \rightarrow\) Studcat Review
This is an old review from Fall 1999. Information here may not be accurate.

\section*{State and Local Finance H Chernick}

Spring 1999 Statistics (taught by RA Camona, IS Kao )
Lectures: 4.6

Precepts/Classes:3.2
Readings: 4.1
Papers/Exams: 4.3
Overall: \(\quad 4.4\)
Entollment: \(\quad 70\)
Fundamentals of Engineering Statistics. Doesn't the title of the course just scream "excitement!"

The truth is, I am taking CIV 245 because it is required for my major, and that, I suspect. is why almost everyone takes the course. I heard horror stories about the difficulty and grading of the class before I took it myself, and I have been pleasantly supprised. The professor, John Kao, has been excellent. He makes himself very easily accessible to any student who asks for attention; he clearly knows a great deal about the subject matter; and his teaching style is enjoyable. He uses real world examples to teach the concepts behind the math, and in using these examples. you can almost find yourself learning without even realizing it.

That is not to say you can get away without doing any work. There are weekly problem sets, and although they do not count significantly toward the course grade; they must be done in order to leann the matexial well enough to score decently on exams. The book, from which all the problem sets are taken, is relatively readable (for a statistics book) and includes plenty of examples. There is a weekly precept, but most students do not attend. It is basically a time to ask questions about the problem sets.

Students are allowed to bring a cheat sheet into the exams, which means that this is NOT a course in memorization. In order to succeed, I recommend doing the problem sets thoroughly enough to know when to use what method. Professor Kao will gladly clatify any questions you might have. so ask them if you have them.

While I don't believe I would have taken this class if it were not required, I have found it to be one class that I don't mind attending three days a week. I should also say that Y'm not sure if Professor Kao will be teaching the course again, as I believe he is visiting only for the year. All in all, I have been pleasantly surprised.

- NoDajes
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The second and third pages summarizo tho distribution of student responses to each questionnaire item Questronnaire.
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\section*{Grade Courses}


2005 Spring Semester
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\section*{Grade Courses}


\section*{2005 Spring Semester}
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\hline 28 & Peatody, Kathieen A. & A & Nomal & 40 & LA BA FIME & Freshman \\
\hline 29 & Rosen, Maric & C & Nomal & 40 & LABAUNLA & Freshman \\
\hline 30 & Schulize Jaclyn & A- & Hipermal & 40 & LA BA JNLLA & Freshmar: \\
\hline 34 & Sarianc, Jordan: & A- & Somal & 40 & NS ESil k & Sophomore \\
\hline 32 & Vaux Jenater \(k\) & \(\mathrm{C}+\) & Normal & 40 & NS BSN NUL & Sophonore \\
\hline 33 & Wug, Evar M & B- & Nomal & 40 & LA BA ENGL & Sophcmore \\
\hline 34 & Whlyy. Stephanie L. & C & No:mal & 40 & LA BAPOLS & Sophcrame \\
\hline 35 & Williems: Jareuetine & \(\mathrm{C} \cdot\) & Normal & 40 & LA EASOC & Seniar \\
\hline 36 & Zabzan Coursicy A & C. & Sormal & 40 & LA BA POLS & Sophomore \\
\hline
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\section*{Grade Courses}


2005 Spring Semester
*:rr 02c6-107-01 Froceacuivs for Edve 8. Lib Arts:

Select Anoध̈er Coutse

\section*{A to of 10 grades have been posted}

Recoids: 1-19
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline \multirow[t]{2}{*}{Record} & \(\because \because\) Name & Final Grade & Gratie & dits & Progiam & Class & Message \\
\hline & \(\because \because \because\) & on Record & Type & & & L.fuẹ & \(\because:\) \\
\hline 1 & Anderssin, Chnistopher \(\mathcal{G}\) & F & Narmal & 40 & LA SA POLS & Jusior & \\
\hline 2 & De Mendonca, Erisa A & A & Niormal & 40 & SNBBA ENTL & Scphomore & \\
\hline 3 & Eomes, Celina & W & niermal & 40 & IA SA SOC & Sophestore & \\
\hline 4 & Homehick, Whiiney & B & Niemal & 40 & LA SAP PSY & Sophomore & \\
\hline 5 & Kilray, Jıask & A. & Normal & 4 G & LA BA ARCD & Fresh:máa & \\
\hline 6 & Mccarer, Casty C & B-- & 3kermal & 40 & lababals & Frestman & \\
\hline 7 & Penajciacts Alexaniuas. & D & sormal & 40 & LA BA ARED & Serior & \\
\hline 8 & Perill, Eve: & B+ & Normal & 40 & LABA HIST & Sophanore & \\
\hline 9 & Rotelid, Nicole & \(\mathrm{A}-\) & Normial & 43 & LA BA PSYC & Frestimen & \\
\hline 10 & Wricin Learina & \(\stackrel{\text { n }}{ }+\) & Nommal & 40 & LABA FINE & Junior & \\
\hline
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\section*{Grade Courses}


\section*{2005 Spring Semester}
\(=\cdots\) D206-107-02 Frecalculus for Educ 8. Lit Arts
Select Ancther Course

\section*{A 20 of 26 grades have been posted}

Records: 1-25 26-26
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline Record & Name \(\quad \therefore\) & Final Grade on Record & Grade
Typo : & Creditis & Program & Class Leve! & Message \\
\hline 1 & \{buyagi, Tony & B+ & Normal & 4.4 & LABA ARCD & Sophomore & \\
\hline 2 & Aguilar, \%iças & W & Normal & 4.5 & LABA POLS & Freshtuen & \\
\hline 3 & Baptiste, Erica M & C & Normal & 4.3 & LABARARCD & Freshnam & \\
\hline 4 & Blackewood, Ëmmaruei \({ }_{\text {R }}\) & \(A\) & Normal & 4.0 & LA BAARCD & Sopitomore & \\
\hline 5 & Chinchilla, Jonâthan & A & Nextial & 4.0 & LA SAARCD & Freshman & \\
\hline 8 & Chorn, zindser & A- & Nermal & 4.0 & LA SA COMS & Sopkiomore & \\
\hline 7 & Cimmarust, Loreia Ann & 5 & Normal & 4.0 & L4 \({ }_{\text {b }}\) ARCD & Sophomore & \\
\hline 8 & Ehrrich .julie & A- & Normal & 40 & LABAARCD & Sopiomore & \\
\hline c & Griley Lewram. & 3 & Nermal & 40 & LA 3A PSYC & Sophomore & \\
\hline 10 & Herrera, Matial & [ & Normal & 4.0 & LA BASOC & Juntior & \\
\hline 11 & Hu:ley Kevils \({ }^{\text {P }}\). & A & Nermal & \(4 \hat{4}\) & LABA ENGL & Soptomore & \\
\hline 12 & Jonss, Dijon M & \(B\) & Normal & 40 & L'ABA UNLA & Soptomore & \\
\hline 13 & Kohiser, Christa & B & Normal & 40 & LABAPSYC & Sophomore & \\
\hline 14 & Laubner, Jeannine & A & Nermal & \(4 \hat{0}\) & LABA FSYC & Sophomore & \\
\hline 15 & Lawing. Eloria K & C & Normal & 40 & LA \({ }_{\text {LA }}^{\text {LAS }}\) & Junior & \\
\hline 16 & !irs Mathew & A & Nermal & 4.0 & LA SA ARCD & Freshmaan & \\
\hline 17 &  & C. & Ncrmal & 40 & LABA ARCD & Soptomore & \\
\hline 18 & Thtotes, Paticia & A & Normal & 46 & LA BA ARCD & Senas & \\
\hline 19 & Rebotton, Sear: & C- & Normal & 40 & L4 BA ARCD & Junior & \\
\hline 20 & Sbragiazoricic, Ctiantes J & p & Fass or Fail & 40 & LABA ARCD & Jurior & \\
\hline 21 & Schmita, Sarmh & C & Normal & 40 & LABA ARCD & Freshaman & \\
\hline 22 & Using, Anthony & F & Normal & 40 &  & Sophomore & \\
\hline 23 & Waderscol, Hatey & A & Nermal & 40 & LA \({ }^{\text {a }}\) ARCD & Sophomoré & \\
\hline 24 & Wells Benjamin: & A- & Normal & 4.9 & LABARARCD & Freshman & \\
\hline 23 & Whhite Shane C & C & Nermal & 4.9 & LABAARCD & Sophomiore & \\
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\section*{Grade Courses}


2005 Spring Semester
…* 0206-107-02 Frectalculus for Educ 8. Lib Arts rir :
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RELEASE 120

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SCHOOL OF ENGINF mRING/AFFUEL SCIENCE
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June 30, 1999

\author{
Stanley D. Nel, Dean \\ College of Arts and Sciences \\ University of San Francisco \\ 2130 Fulton St. \\ San Francisco. CA 94117-1080
}

Dear Dean Nel:
Prof. Kao taught CIV 245 Fundamentals of Engineering Statistics in Spring 1999. Enclosed is a transcription of the Narrative Course Evaluations for that course. I have compared the transcibed version to the origuial foms and verify that it is complete and accurrate.

Sincerely yours.


Susan G: Nichols
Dept. Admin. Asst

Encl.
ce: J. Kao
Im


\section*{Brain drain}

There is growing concerix about Ausiralia 's brain diain. Ihe Gazetie will be running a series of personal essays by matherraticians who went overseas. John Stillwell from the University of San Frazcisco voiced his opinion in The Age last year. He will bs the first suthor in this series.

\section*{One story from the mathematical brain drain}

John Stillwell

The ougims of the brain drain in Australian mathematics are a long way back, perhsps in 1989, when the macrgers of universities with institutes of technology and teachen's colleges started to crode the traditional disciplines, from classics to pure mathematies This is what happened when Monash University merged with the Caulfield Institute of Technology and the Frankston Teachors College. In the late 80 s , it was possible to do a full 3rd ycar of Science at Monash in pure mathematics, and we bad three difforent topology conrses, at 2nd, 3rd and 4th year levels. During the 90 we were cut back to one topology course (in honours) and many other topics disappeared entirely: among thern history of mathematics geometry, logic, set theory ring theory and computability. All this happened gradually, however, and people experienced low morale but not outright panic. Until 1997, that is. In April 1997 the Deank sacked 10 mernbers of the mathematics department, and it suddenly became prudent to look for a new job. I was lucky because I happened to have a colleague at: the University of San Francisco who was interested in adding to the small ciepartment there.


By 1999 he had riser to the pasition of Associate Deari and was able to offer me a job, thanks to a sympathetic Dean who
was also a mathematician. I had a trial rum a, USF in 2000, liked it, and signed on as a cenured professor starting in 2002

On my return to Monash in 2001: it became clear that I had made the Iight decision. We had a new Dern of Science, and his first visit to the department set a new benchmark for insensitivity and/or cluelessness. He told us how lucky we were to have astrophysics and meteorology to display in ow shop prindow rather than (his exact words) "that boring old calculus and pure mathematics".

You can imagine with what relish I returned to USF, where I can teach history of mathematics, foundations of genanetry and several other areas of pure mathematics no longer offered at, Monash. USF is a small university with small classes (no more than 30 students, often less than 20 ), a fizendly atmosphere and very little administration by Australian atandards. It is taue that my position would not suit everybody.. USF does not have a graduate school in mathomatics and the teaching load is eight hours per week. However, with the small classes and light administration it feels less than six hours at Monash. And the opportumity to attend seminars at Berkeley and Stanford more than compensates for the lower prioxity of research at USF.

Outside purely mathematical concenns, USF is more academic-friendly than any Australian university I know of. They seem to think it's their job to keep academics happy-what a concept! Rather than nagging about occupational health and safety for example: they give all stafif (and their families) free use of the sports centre. Family members can also do USF courses for free. Each month., USF gives me a \(\$ 20\) 'commuter check' for not using a university parking space. This goes a long way towards paying for public transport, which costs \(\$ 35\) a morth for unlimized travel in San Francisco. Finally I guess I need batdy mention that San Francisco
is one of the most beautiful and courteou cities in the world.

What else do I rotice that is diferent about America, mathematically speaking? What amazes me most is the support that mathemokics gets from business bycoons. The Clay Mathematics Institote, with its seven million dollax prize problems, gets its money from Bostor busineusman Landon T. Clay. The Califormian founder of the Fry Electronics chain, John Fry, funds the American Institute of Mathematics, which is currently building a kind of palace for mathemalicians, modelled on the Alhambra. A slightly different example is the Dibuer Institute at \(M \amalg T\), endowed from the estate of engineer Bern Dibner. This institute supports about 20 historians of science per year, uaually including a couple of mathematicians (aud for some reason, one or two of the historians are usually from Australia). Anotzer millionaire I've heard about is fondiag a kind of mathe matical genius-spotting project. He pays a professorial-level salary to a mathematician who travels around the countiy visiting child mathematical prodigies. Even the much-maligned Bill Gates has given hundreds of millions of dollars to universities.

My pobition at USF is one semester per year-my choice, becouse I want to spend slternate semesters back in Melboume and get some witing done. It also enables me to keep in touch with the sitpation hele. I have just spent the last semester at Monash and taught the honours topology course. The class was unusually large and the students were very good. but in other ways Monash has become oven less aitractive. In another act of insensitivity and/or cluelessness, the administration has started chayging departroents rent for the office space they oceupy. I was rerninded several times that my office costs the department \(\$ 1500\) per year, and I was offered considerably less than the going rate for honours teaching.

Now I feel that I ve already paid next year's tent.

As for the Bigger picture, Australia doesm't seem any more fieudly to science and mathematics than beifore. I recently visited the State Library of Victoxia to see the reforbished reading room. This was one of my favourite haunts when I was at school, my window on the vast world of knowledge. It used to be fu⿺辶 of books on
every conceivable subject.
Today, the teading room no longer Iooks out on the world, but on a small backn yard. All the books are Ausizalian. There are 11 shelves of books on sport, about half a shelf on the physical sciences: and none on mathematics.

Are they trying to tell us that mathematics is unAustralian?

Department of Mathomatics Universǐy -f Ser. Fr:nciso. Sas. Francisce CA 94ll7-1080 USA
Department of Mathematica \& Statiztic: Mjnast. Universiby. WC 3800


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\section*{SD 100}

\title{
COLLECTIVE BARGAINING AGREEMENT
}

\author{
betwentine \\ UNIVERSITY OF SAN FRANCISCO \\ AND USF FACULTY ASSOCIATION
}

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\section*{WORKING RELATIONSHIPS}

\section*{ARTICLE \(1_{.}\) Recognition}
1.1 Jhe University of San Francisco hereby recognizes the Association as the exclusive collective bargaining representative of all full-time faculty members and all non-admuinistrative full-time professional librarians in the unit described below, for the purpose of collective bargaining with respect no wages, hours and conditions of employment.
1.2 The unit covered by the Agrecment, as defined in the "Certification of Representative" issued by the National Labor Relations Board on October 2 1975: in Case No. 20-RC-12732 consists of:
*All non-law teaching facully who teach six hours or more with the tank of instructor, assistant professor, associate professor and professor and all non-admonnistrative full-time professional libranians; excluding office clerical employees, lectorets, part-time teaching faculty, all administrators with faculty rank, all faculty witt part-time administrative duties, guards and supervisors as defined in the Act."
1.3 Ihis Agreement shall exclude the College of F rofessional Studies.

\subsection*{2.1 Academic Freedom and the Faculty and Librarians}
2.11 The University of San Francisco affims and is committed to the fill academic freedom of all faculty members and librarians. At the same time the University, as a Catholic institution of higher learning, has a significant interest in encouraging a Christian outlook and fostering perspectives which promote and inculcate meaningful Chtistian values. Accordingly, the University declares its freedom to enunciate principles and policies relatiog to such values and to implement its jnterests through academically sound hiting practices and curriculum structure. The University tecognizes and believes that its freedom and that of its faculty members and libratians can be exercised so as to promote and enhance one another.
2.12 Faculty members and libratians are entitled to full ftreedom in the phrsuit of their academic functions, which include: the advancernent of human knowiedge, insight and umderstanding; the education of the students and the presentation to them of various diversent views and opimions which are intellectually within the conteni of the course being offered; and the responsibility to serve the community by lending intellecieal abilities to the solution of current problems.
2.13 University teachers and librarians ane citizens, members of a learned profession, and members of an educational institution. When speaking or writing as citizens. they should be free from institutional

Superiority
Consistent, current and ackive service program, with a significant number of major service contributions of high quality as valideted by evidence submitted with the application, for example, lettets ftom eparmental or progrem eoldeagues, chairs or directots.

For promotion to Full Frofessor, superiority in this category shall require oustanding service to and leadership in the University, tes profession or the contrimity.

\section*{Appeal Criteria and Frocedural Guidelines \\ Sec Articles 42 and 43}

ARIICLE 22.
Peer Review Elections

ARIICLE 23.
Professional Responsibilities of the Faculty

\section*{College-Wiale Elections \\ Pter Review Committees}

Deans will discuss the college-wide election procedures with the USFFA Executive Coumcil in each college. The Execurive Council and Dean will discuss and aysee on election procedures. The Executive Council will ron the election provided that:
(1) all full-time faculty will be given an opportunity to vote;
(2) ballots will be secret and in writing.

The University has the right to challerge committee members based on the criterion of "distinguished."
23.1 Effectiveness of teaching, professional growth as reflected by creative work, willing acceptance of responsibilities other than teaching, worthy representation of the University in putlic affairs, participation in the programs of professional societies, and successfal maintenance of soumd personal and eithical telations with one's colleagues and the Community-these are among the professional responsibilities of the faculty 'To these should be added the following specifics:

\subsection*{23.11 Full-Time Service}

A fult-titne faculty member is expected to perform teaching duties in accord with established requirements of the University and of the particular school or college to which the faculty member is assigned; pursue professional development and enhancement of the public good and of the prestige of the University through research, scloloarly publications; interest in professional groups and societies; counsel students, assist at registration and commencement exercises, maintain regular office hours, serve on University cornenittees and perform other institutionel tasks characteristic of the academic profession.
cancel class, the students and the Dean should be informed before the class is scieduled to meet, if possible..
(C) A faculty member who, for good reasons other than ijlness, zeeds to be absent from class for a short period must request permiscion from the Deen. If permission to cancel classes is given, the Registrar skould be notified

\subsection*{23.17 Faculty Ayailability}

All fulletione faculty members must be ayailable for service at the University throughout the academic year. (The acadernic year begins one week preceding the day on which undergraduate classes begin in the fall semester and ends with Commencement exercises in the Spring semester).

The U'niversity agness to retain the student study/review ings in bott semesters (Spring/Fall).

\subsection*{23.18 Office Hours}

Each full-time faculty member is expected to keep regular office bours on a schedule to be approved by the Dean and be available to students and advisees without previous appointment. The hours should be distributed so as to be of maximum availability to students. The schedule should be posted and strictly observed. Where nonteaching obligations requine additional office hours, these should be provided.

\subsection*{23.19 Tutoting One's Own Students}

A faculty member may not be recompensed boyond his or her regular salary for tutoring his or her own students.

\subsection*{23.20 Cumiculum Orensight}

It is the responsibility of faculty to play an ongoing and sustained tole with colleagues in overseeing atod revising the curricula. When necessary, offered in department(s) or programe( \(s\) ).

\subsection*{23.21 Conduct in the: Classroom}

The instructional staff; in the classtorm and in conference, should encourage relevant discussion, inquiry, and expression. Student performance in the classroom should be evaluated solely on ant academic basis, not on opimions or condact in matters unrelated to the academic objectives of the University of San Francisco.
23.22 Faculty shall have the right to eject, for a specified perioc of tine, a student whose conduct is disorderly, dismptive or obstructive (shouting or making bothersome noises, speaking out of turn
the University co-chairs. Absent an agenda no meeting slatil be held. Either pary may propose changes in the earricula of the school/eollege. Deliberations of the joint cuiniculum committees shall be conducted in open session. The period of biscussion shall include at least one regularly schedulea mreeting of the joint committee. At the expiration of forty-five (45) days the admanistration may reach a final decision on the proposal.
25.4 Curicular matters origioating in one school'college, which demonstably affect at least one other school/college, shafl be referred to the Joint University Curiculum Committee. Deliberations shall be conducted in opren session. At the expiration of forty-five (4.5) days, the admimistration may feach a final decision on the proposal.
25.5 Eacin party may exercise the option to make an extension of the deadlines xeferted to above by forty-five (45) days. Further extertions may be arranged by mutual consent of the Parties. Titne periods are to be measurd from the date on which a proposal was formally presented to the co-chairs of the Joint Curticulum Committee..
25.6 Final authotity for all curricular decisions rests with the \(\sqrt{ } / \mathbf{1 c e}\) President for Acaderoic Affairs.
25.7 Any fecomprondations emanating from the Associstion or Joint Curriculum Committee shall not be binding in any way on the University's exercising its judgment on curriculum and program. In addition, it is clearly understood that the above shall mot be subject to the grievance and arbitration procedure outlined in Articles 41 and 42 of the Agreement.
25.8 However, if the Association alleges that the Univessity did not consult with the Association or Joint Curiculum Committee on crriculum and program, the specific issue of whether or not the University did in fact consult with the Association or Committees on such programs shall be subject to the grievance and arbitration procedure contained in Articles 41 and 42 of the Agreemeni

ARIICLE 26.
Faculty Workload
26.1 The workload of each faculty member, including teaching assignments and a韭 other duties, is based on a work week of forcy (40) to forty-five (45) houts during the academic year and is, for purposes of determining teaching assignments, ealculated on an equivalent of thirty (30) units per academic year. Of the thirty (30) unit work req口irement, six (6) units per academic year are allotted for tion-teaching duties (such as student program advising, committee work, administrative daties, or other extra-cunricular duties) and twenty-four (24) anits per academic year are allotted for teachring and research assigments duning the academic year. Aminimum of nine (9) units per semester will be taught by all firl-time faculty unless the faculty member is formslly excused from such workload by the Dean.
26.11 The basis for calculcting the unit exuivalencies is an approximate
preceding the Urivessity fiscal year in which the leave is to begin

\section*{30．14 Conditions}
（A）J．he applicant is expected to sign a statement that she or he will return to the University for at least one（1）academic year following the sabbatical leave．
（B）A report of the results of the sabbatical leave must be filed with the Dean within nincty（90）days after the beginaing of the semester immediacely following the end of the sabbatical leave．
（C）An individual on sabbatical leave shall not give for compensation， personal service that will adversely affect the sabbatical leave project． Any service for compensation shall be reported to and most be approved in afluance by the Dean．
（D）Formal stidy for an advanced degree is not normally acceptable as a sabbatical leave project．Exceptions to this regulation require the written approval of the Dean of the candidate＇s school ot college prior to filing of the application
（E）Faculty who fail to substantially complete all requirements for a sabbatical leave shall not be eligible to begin acciumulating time for a subsequent sabbatical until such requirements ate completed．

30．15 Final approval or disapproval will be given in writing by the Dean on or before February 15th

3016 A denial of sabbatical leave shall be subject to the gievance and atbitation procedure contained in Articles 41 and 42 of the Agreament．

30．17 It is understood that the provision of sabbatical leaves at turee－quarters （ \(75 \%\) ）of salary for two semesters（ 30.12 （c））will not continue automatically and must be renegotiated subsequert to July 1,2005 ．

\section*{30．2 Special Leave}
30.21 ＂Special leave＂refets to leave taken for purposes which molude engaging in public service，formal study，research，or teaching at another institution． Among the factors considered is the likelihood in the University＇s judgment，that the leave will make a significant contribution to the professional growth of the taculty member or the hibrarian．The term of leave is ordinarily one year．It may be renewec only with pexmission of the Dean or Intrary Dean．

30．22 For a probationary facuity member，scholarly leave of absence for one year or less will count as patt of the probationary period for temare as if it
were prior service at another instituion undess the faculty member and the Dean agree in witing to aca exceptiotn to this provision at the time the leave is gratted. Whether or not special leave is considered as service to the University for pupposes of advancement in rank, or as part of the probationary period for tentre, or as counting towards eligibility for sabbatical must be agreed to in witing by the Dean and the faculty member before the besimning of the leave.
30.23 A special leave is a leave without pay or compensation, but it shall be possible for the faculty member on librarian to make arrangements with the Personek Oftice to assume financial responsibility for payments in order to keep medical or other insurance in force during the period of leave, if so pemitted by the suppliers of such insurance.
30.24 A special leave should be applied for as early as possible, so that the University can plan satisfactonily for the absence of the faculty member or dibrarian on leave. Applications shall be made to the Dean.
30.25 A tanured facuity member granted special leave does rot lose tenure rights wiless he or she does not retura to the University within threc (3) years. The faculty member or librarian shall return to the same step on the salary scale which she or he would have enjoyed without the leave, unless other anangements, agread upon in writimg before the leave, have been made, provided she or he returns in one (1) year

\subsection*{30.3 Sick I eave}
30.3I Sick leave for an extended period may be applied for through the Dean. Upon submission of a physician's ectification of illness, or other proof of i]loess as required by the University, the University will pay up to three months' compensation for probationary or tenured faculty members or Kibrarians, only for the period of time which he or sbe is schedaled to work.
30.32 After eight (8) days of disability, Volvinary Disability Insuance will pay up to \(\$ 448\) per week and the University connibution will be reduced by this amount. An infomative brochure and further information are available in the F'ersonmel Office. lo order that voluntary insurance may be applied fort, it is the responsibility of the faculty member or librarian to notify the Personnel Office as soon as possible but no later than thriee (3) wreks after the beginning of sick leave.
30.33 Eaculcy members or librarians are provided lote-tem disability insurance for illyess which lasts longer than six (6) months.
30.34 If the そiniversity believes that a health condition is interfering with the
scope or cquality of the Association merriber's professional responsibilities. the faculiy menber sinail be consulted in an attempt to resolve the problem. If no agreement is reached, the Dean may requite a faculity member to request an appropriate leave oíabsence purstant to this Article, widich shall normally be sick leave.

\section*{304 Jury Duty}

Leave of absence for jury duty shall be grantec to a facalty member or librarian by the Deain. In such cases, the faculty member or libracian will receive his or her salaty less the amount given for jury duty.

\subsection*{30.5 Military Leave}

The UTiversìy shall make provision for short leaves with pay [up to fifteen (15) days] for military trainins, and extended leaves without pay for molisary service or deferse work

\subsection*{30.6 Maternity Leave}

A full-time faculty member or librarian shall be granted maternizy leave for a period of up to one (1) year for each pregnancy. Faculty on matemity leave for mothers of biological children shall, upori request, receive sick leave and disability leave pay for four (4) weeks prior to the expected delivery date of the infant and for six (6) weeks after the birith date. To receive consideration for pay for longer or altemative periods of time (in return for a non-tenching assigment), the faculty mernber can consult with the Dean The decision of the Dean in this matter shall be final.

Maternity leave benefits as outlined above shall not be abriaged by the end or beginning of tie semester before or after the birth of the child Whether or not maternity leave is counted as lengh of service for purposes of advancement in tank and salary, or as part of the probationary period for ternure, of as counting towards eligibilty for sabbatical leave, must be agreed to in writing by the Dean or Libraty Deat and the faculty member or librarian before tbe begiuning of the leave.

\subsection*{30.7 Funeral Leave}

The University shall grant paid fimeral leave for up to three (3) wotking days in the event of a death in the inmenediate family (spouse, child, stepchaild, stepfather, stepmother, patent, brother, sister, father-in-law, mother-in-law or grandparents). It is the iniention of this provision that persons that take such leave shall actually be attending the fumeral of the xnember of the imnediste family and/or have to attend to pree or post-bucial matters.

\section*{ARTICLE 31.}

Outside Employment
31.1 It is recognized that many of the activities in which faculty members engage, e.g., consultation, lecturing, research; or teaching, contribute to their professional growth and material well-being. Howewer, the University is the

\section*{USF FACULTY ASSOCLATION}

\section*{CONSTITUTION and BY-LAWS}

Rev. June, 2004
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SD Note:
This document is
currently published on
www.usfca.edu.

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6 Information Iechnology Committee
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8. University Library Advisory Committee
9 Committee on the Distinguished Ieaching Award

\section*{1. The Constitution of the USF Faculty Association}
I. Name

This orgamization shall be known as the USF Faculty Association: Full-time Unit Local 4269 of the American Federation of Teachers. AFL-ClO.
II. Objectives

The objectives of the USF faculty Association shall be:
(1) To reptesent the members of the Association for the purposes of collective bargaining
(2) Io secure the cconomic and material well-being of the faculty.
(3) To promote and protect the academic freedom of the faculty
(4) To exercise a substantial voice in the allocation of the University resources.
(5) Io promote the educational and professional cxcellence of the University and its faculty.
(6) Io foster and protect the rights of the individual under the contract.
(7) Io advance the Jesuit educational tradition as embodied in the University's statement of Mission and Goals.
(8) Io do all things necessary for the advancement of these and any other objectives which may be deemed appropriate.

IIT. Mcmbership
(1) All nom-law and non-CPS teaching faculty, except those conscientious objector status, who teach 6 hours or more with the rank of instructor, assistant professor. associate professor, and professor and all non-administrative full-time professional librarians, excluding office clerical employees, lecturers, part-time teaching faculty, all administrators with faculty rank, all faculty with part-time administrative duties. glards and supervisors as defined in the Act.
(2) Members on leave of absence and sabbatical leave tetain their membership during such leave.
(3) Emeritus and fetired faculty shall be permitted full membership status.
(4) Faculty members who have been laid off shall retain full membership rights for as long as their recall rights obtain.

\section*{Hi. Membership}

All faculty of the Division of Arts who are members in good standing of the USF Faculty Association.

\section*{IV. Officers}
(1) For purposes of this Agticle, an individual is considered to be a member of a given academic department if he/she is a member in good standing of the USF Faculy Association and if he/she is paid, in whole or in part, from the budget of that department.
(2) Department Chairpersons:
(a) The mernbers of each academic departonent shall clect one of their number to serve as department chairperson.
(b) The normal term of office for the department chairperson shall be three (3) years.
(c) An individual who is a member of more than one academic department may be a chairperson of no more than one department at at time.
(d) The department chairperson shall:
- Administer a departmental budget throughout the academic ycar.
- Prepare a proposed schedule of classes for approval by the Dean.
- Prepare proposed curriculum changes for approval by the Dean
- Initiate faculty persomel requisitions and, after approyal by management, supervise the selection process.
- Arrange for and supervise the advising of students with majors in the chairperson's deparment.
- Serve as chairperson for department meetings.
- Serve as liaison with the Dean on departmental matters.
- Supcrvise changes pertinent to the department in the University Catalogue.
- Approve directed reading coutses.
- Co-ordinate the departmental staff.
- Represcnt the departoment at the Arts and College Councils.
(3) Policy Board Representatives:
(a) The Arts Division shall elect from its nembers, representatives to the USF Faculty Association Policy Board. The number and term of officc of such representatives shall be in accordance with the Constitution of the USF Faculty Association.-
(b) Policy Board representatives shall be members of the Atts Council and the College Council.
(4) Grievance Committee Representatives:
(a) The College shall elect, as necessary, from the representatives to the Policy Board, a representative to the USF Faculty Association Grievance Committee in accordance with the Constitution of the USF Faculty Association and the by-laws of the said Committee.
(b) The Grievance Committec representative jointly with the chairman of the Arts Council, shall serve as spokesperson for the Division of Arts to the Dean.
(5) Appeals Board Representatives:

Ihe College shall elect, from its members. a representative to the USF Faculty Association Appeals Board in accordance with the Constitution of the USF Faculty Association and the by-laws of the said Board:
V. Committees
(1) For purposes of this Atticle, an individual is considered to be a member of a given academic department if the cirteria specified in IV. (1) above are fulfilled.
(2) Atts Council:
(a) The duly elected chairpersons of the academic departments and the Policy Board representatives in the Division of Arts shall constitute the Arts Council.
(b) The Arts Council shall:
- Conduct elections within the College of Arts
- Conduct and co-otdinate the business of the Faculty Association as it relates to the Division of Arts.
- Co-ordinate class schedules and other matters of: mutual concern.
- Request and receive at its discretion, periodic reports from the Division of Atts representatives to the University-wide boards and committees.
- Establish as hoc committces as deemed necessary for specified tasks.
- Make decommendations to the Univarsity-wide Committee on Committees.
(1) Mintr issues of division policy shall be determined by the Executive Council.
(2) Major issues of division policy shall be drawn up by the Executive Council for division membership approval.
(3) Any proposed action of the College of Arts which would affect members in another division shall be forwarded to the Policy Board for approval.
(4) The Policy Board may submit agenda for action by the Exccutive Council or members of the division.

\section*{II. 2 By-Laws of the Science Division of the College of Arts \& Sciences}
I. Name

This organization shall be known as the Science Division of the College of Arts and Sciences of the USF Faculty Association.

\section*{II. Objectives}
(1) To function as an educational unit within the framework of the University
(2) To provide the structure necessary to proper functioning of the Science Division. in accord with the Agrcement between the University of San Francisco and the USF Faculty Association.
III. Membership

All faculty of the Division of Science who are members in good standing of the USF Faculty Assoctation.
IV. Officers
(1) For purposes of this Article, an individual is consideted to be a member of a given academic department if helshe is a member in good standing of the USF Faculty Association and if he/she is paid, in whole or in part from the budget of that department.
(2) Department Chairpersons:
(e) The members of each academic deparment shall elect one of their number to serve as department chairperson.
(f) The nomal term of office for the department chaitperson shall be three (3) years.
(g) Ao individual who is a member of more than one academic departonent may be a chairperson of no more than one department at a time.
(h) The departwent chaitperson shall:
- Administer a departmental budget throughout the academic year.
- Ptepare a proposed schedule of classes for approval by the Dean.
- Prepare proposed cumiculum changes for approval by the Dean
- Initiate faculty personnel requisitions and, after approval by management, supervise the selection process.
- Arrange for and supervise the advising of students with trajors in the chairperson's department.
- Serve as chairperson for department meetings.
- Scrve as liaison with the Dean on departmental matters:
- Co-ordinate changes pertinent to the department in the University Catalogue.
- Approve ditected teading courses.
- Co-ordinate the departmental staff.
- Represent the department at the Atts and College Councils.

\section*{(3) Policy Board Representatives:}
a) The Science Division shall elect, from its members, tepresentatives to the USF Faculty Association Policy Board. The number and teim of office of such representatives shall be in accordance with the Constitution of the USF Faculty Association. No two Policy Board representatives shall be elected from the same department.
b) Policy Board representatives shall be members of the Science Council and the College Council.
(4) Grievance Committee Representatives:
a) The College shall elect as necessary, from the representatives to the Policy Boatd, a representative to the USF Faculty Association Grievance Comunittee in accorfance with the Constitation of the USF

AFT Local 4269 Calif. Fed. of Teacher: AFLCIO

COLLECTIVE BARGAINING AGREEMENT

BEIWEEN IKE UNIVERSITY OF SAN FRANCISCO

AND USF FACULTY ASSOCIATION

Effective July 29, 1998 through June 30, 2003 with reopeners pursuant to the "Duration" article page 6.

SD Note:
This document is SD 118 contains toy personal annotations since 1998.

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2.13 University teachers and librarians we citizens, members of a learned profession: end members of an eduational institution. When speaking or writing as citizens, they sbould be fiee from institational censorship or discipline but their special position in the commanity imposes special obligations. As persons of learning and educators, they should remember that the public may judge the tcaching profession and its institutions by their utterances. Hence, they should at all times be accurate, should exercise appropriate rescrains should show respect for the opinions of others, and should not in ditate that they are speaking for the institution when in fact they are not. (This shall not be construed to prohibit faculty members and libxarians, in the colpase of their pursuit of community affairs, From identifying themselves and stating the position they hold at the University)
2.14 The academic functions of faculsy members and jibrarians shall not be abridged, either before or after the fact, directly or indirectly by any segment of the University. The academic freedom of the faculty member and libratian shall not be constaed to permit him or hat to wse the student audience to gratuitously, deliberately, and persistently express yiews which misrepresent or impugn the anthoxitative teachings of the Catholic Church.
2.15 Assignment to courses should be based on the faculty member's scholarly competence to teach the course as described in the official University catalogue. It should also take into account seniority and other relevant criteria (such as prior teaching in couxse area, etc.) common throughout the academic community. Final decisions regarding faculty assignment rest with the dean or director of the academic unit.
2.16 The application of the above provisions is subject to the grievance anc arbitration procedure set forth herein.

\subsection*{2.2 Academic Freeitom and the UniversityIibraries}
2.21 Ihe libraries of the University of San Francisco are central and yital to the processes of free inquiry on the University campus. Through their collections and services the libraries provide a wide renge and representation of published and manuscript information to serve the purposes of this institution of higher education. Unrestricted arcess to this intomation in libraties stimulates learnizg and the growth of knowledge and understanding, without which the individual and society would be materially and culturally impoverished. Without the frecdom to develop their resources and to remain open sartaturies for individual inquity, the University libraries would be unalule to fulfill their essential role in learning and research.

Arricte 23.
Professional Fesponsibilities of the Feculty
(2) ballots will be secret and in witing.

The University has the right to challenge committee members based on the criterion of "distinguished."
23.1 Effectiveness of teaching, professional growth as rellected by creative work. willing acceptance of responsibilities other than teaching, worthy representation of the University in public affairs, participation in the programs of professional societies, and successful maintenance of sound personal and ethical relations with one"s colleagues and the Communitythese are among the professional responsibilities of the facuity. To these should be added the following specifics:

\subsection*{23.11 Full-Time Service}

A full-time faculty member is expected to perform teaching duties in accord with established requirements of the Liniversity and of the particulay scbool or college to which the faculty member is assigned; pursue professional development and enhancement of the public good and of the prestige of the University through research, scholarly publications intetest in professional groups and societies; cournsel students, assist at registration and commencement exercises, maintain regular office houss. serve on University committees and perform other institutional tasks characteristic of the acadcmic profession.

\subsection*{23.12Evaluation of Instruction}

 used shall bee the IDEA Form unless another standardized instrument mutually agreeable to the faculty member and the University is substituted. Deans shall distribite, collect and tabulate the descriptionnaire. and provide the results to the faculty member.
(B) Joint Committee: to Review IDEA Form (Axticle 23.12) (See side letter M: Page 144)

\subsection*{23.13Intent to Stay}

If, upon timely request by the University, no notice is received from the individual facalty member by July ist indicating his or her intent to remain with the University the University shall consider the faculty member to be terminated.

\subsection*{23.14Commencement Exercises}

All Association members are required to attend the anmual Commencernent exercises, in cap and gown. Permission to be absent from these exercises may be giver by the Association member's Dean 23.15

\section*{23．15 Changes of Class Hours or Classrooms or Examination Times}

Faculty members are not authorized to change hours of classes or rooms assizned without the written approval of the approprizte Dean．Nor should the faculty member announce such changes to the stadents prior to receiving approval from the proper authorities．The Registrar，after leceiving instormation of all changes ins class hours and classtooms approved by the Dean，has the responsibility for effecting such changes and informing those conceined．Wher semester exams are given；they must be administered according to the published schedule．Any exceptions must be obtained in writing beforehand from the Dean

\section*{23．16 Cancellation of Classes}
（A）Faculty members have an obligation to meet all their scheduled classes and to hold class throughout the whole of the scheduled time．Howevet it is recognized that exceftions may exist．Any deviation from regularly scheduled class meetings must be reported by the faculty memnber to his or her Dean．If the Dean objects to the deviation，he or she may ask the farulty member to ed here to normal scheduling．
（B）When a faculty member is forced by illness on other indisposition to cancel class，the students and the Dean should be informed before the class is scheduled to meet，if possible．
（C）A faculty member who for good reasons other than illness，needs to be absent from class for a short period must request permission from the Dean．If permission to cancel classes is given，the Registrat should be notified．

\section*{23：17 Faculty A Availability}

All full－time faculty members must be available for service at the University throughout the academic year．（The academic year begins one week preceding the day on which undergraduate classes begin in the fall semester and ends with Commencement exercises in the Spring semester）．

The University agrees to retain the student study／review days in both semesters （Spring／Fall）．

\section*{23．18 Office Hours}

Fach full－time faculty member is expected to keep regular ofice hours on a schedule to be apptoved by the Dean and be available to students and advisees without previous appointment．The hosirs should be

ARTCIE 25.
Faculty Workload
 for Acideniontairs
24.7 Any recommendationsemanating from the Association or Joint Curicalum Committe shall not be binding in iny yayon the
 addition, it is cearly understood that the abowe shall niot be subject to
 of the Agreeniént,
24.8 However, if the Association alleges that the Liniversity did not consult with the Association or Joint Curriculum Committee on curriculum and progran, the specific issue of whether or not the tinversity did in fact consult with the Association or Committecs on such programs shall be subject to the grievance and arbitration procedure contizined in Articles 39 and 40 of the Agreement.
25.1 The workloed of each faculty member, including teaching assignments and all other duties, is based on a work week of forty ( 40 ) to forty-five (43) hours during the academic year and is, for purposes of determining teaching assignments, calculated on an equivalent of thirts (30) anits per acadernic year. Of the thirty (30) unit work requirement. six (6) units per academic year are ellotted for non-teaching dutics (such as stadent program advising, cormmittee work, administrative duties, or other extra-curricular duties) and twenty-four (24) units per academic year are alloted for teaching and research assligments during the academic year.' A minimum of nine ( 9 ) units per semester will be. taught by all full-time faculty unless the faculty mentber is formally excused from such workload by the Dean.
25.11 The basis for calculating the unit equivalencies is an approximate equivalence of three (3) hours of work per week, per unit, per sernester, taking into account that the academic schedule provides for substantial periods during the academic year during which classroom teaching is not scheduled
25.12 No grant of teaching units will be made for such parts of the academic credit of a course as are, in fact, assigned to and taught by a teaching assistant not for directed research or reading unless specifically agreed to by the Dean in writing. Such agreement shall - be at the sole discretion of the Dean and not subject to the grievance and arbitration provisions of this Agreement.
25.13 The Dean of each school or college shall have the right, at his or ther sole discretion, to grant teaching unit credits to some faculty members in exchange for non-teaching assignments or duties beyond those ordinarily expected of a faculty member: or in recogrition of any unusual factor affecting the faculty member for the department, school or college in which the faculty is located.
(B) A report of the results of the sabbatical leave must be filed with the Dean within ninety (90) days after the begiming of the semester immediately following the end of the sabbaticel leave.
(C) An individual on sabbatical leave shall not give, for compensation, personal service that will adversely affect the sabbatical leave project. Any secvice for compensation shall be reported to and must be approved in advance by the Dean.
(D) Formal study for en adyanced degree is not nomally acceptable as a sabbatical leave project. Exceptions to this regulation require the written approval of the Dean of the candidate's school or college prion to filing of the application.
(E) Faculty who fail to substantially complete all requitements for a sabbatical leeve shall not be eligible to begin accumulating tirne for a subsequent sabbatical until such requirements are completed.
28.15 Final approval or disapproval will be given in witing by the Dean on or before February 15th.
28.16 A denial of sabbatical leave shall be subject to the grievance and arbitration procedore contained in Axticles 39 and 40 of the Agreement.
28.17 It is understood that the ptovision of sabbatical leaves at threequarters ( \(75 \%\) ) of salary for two semesters (28.12 (c)) will not continue automatically and must be renegotiated subsequent to July 12001

\section*{28.2 \\ al reve}

2 21 specialidaye refers to leare taken for purposes which inclúdés eveating publicservice, sormal sium, tesearach, or teaching at

 signicantontribuitontothe professiona powthof the facalty hember or the cifaran. she term of leave is ordinarily one year: It may be renewed only with permission of the Dean or Library Dean.
28.22 For a probationary faculty member, scholarly leave of absence for one year or less will count as part of the probationiry period for tenure as if it were prior service at another institution unless the faculty member and the Dean agree in witing to an exception to this provision at the time the leave is granted.. Whether or not
special leave is considered as scrvice to the University for purposes of advancement in rank, or as part of the probationary period for tenure, or as counting towards eligibility Eor sabbatical, must be agreed to in writing by the Dean and the faculty member before the beginning of the leave.

2823 A special leave is a leave without pay or compensation but it shall be possible for the faculy member or librarian to make arrangements with the Personnel Office to assume financial responsibility for payments in order to keep medical or other insurance in force during the period of leave: if so permitted by the suppliess of such insurance.
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\subsection*{28.3 Sick leave}
28.31 Sick Ieave for an extended period may be applied for through the Dean, Wpon submission of a physician's certification of illness, or other proof of illopess as required by the University, the Universitr wlil pay up to three months compensation for probationary or tenured faculty members or librarians, ondry for the penoc of time which he or she is scheduled to work.
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28.33 Faculty members of librarians are providect long-term disability insurance for illpess which lasts longer than six (6) months.
\(28.34 L^{〔}\) the Liniversity believes that a health condition is interfering with
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Leave of absence for jury duty shall be granted to a faculty member or librariant by the Dean. In such cases, the faculy member or librarian will receive his or her salay less the amourt given for jury duty.

\subsection*{28.5 Military Leave}

The University shall make provision for short leaves with pay [up to fifteen (15) days] for military training. and extended leaves without pay for military service or deifense work

\section*{28. 6 Maternity Leave}

A full-time faculty member or libranian shall be granted maternity leave for a period of up to one (1) year for each pregnancy. Faculty on maternity leave for mothers of biological children shall, upon request, receive sick leave and disability leave pay for four (4) weeks prior to the expected delivery date of the infant and for six (6) weeks after the birth date. To receive consideration for pay For longer or alternative periods of time (in retuxn for a non-teaching assignment), the faculty member can consult with the Dean. The decision of the Dean in this matter shall be final.

Maternity leave benefits ats outlined above shall not be abridged by the end or beginning of the semester before or after the birth of the child. Whether or not maternity leave is counted as length of service for purposes of advancement in rank and salary, or as part of the probationary period for temure, or as counting towards eligibilty for sabbatical leave, must be agreed to in writing by the Dean or Library Dean and the faculty memriber or libuatian before the beginning of the leave.

\subsection*{28.7 Funeral Leave}

The University shall grant paid fiuneral leave for up to three (3) working days in the event of a death in the immediate family (spouse, child, stepchild: stepfathes steprothet, parent, brother, sister, father-in-law, mother-in-Jaw or gramslparents). It is the intention of this provision that persons that take such leave shall actually be attending the funeral of the member of the immediate family and/or have to attend to pre- or post-burial metters.

\title{
REPORTIT THE \\ Accrediting Comaisaion for Senior Colleges and Universities Western Association of Schools and Colleges
}

\author{
In Support of the SPECIAL VISIT to the \\ Dniversity of San Francisco
}

Fall 1991.

\section*{Submitted August 15, 1991}

Voither I

\section*{Office of the President University Center-423 2405 Golden Gate Avenue San Francisco, California 94117-1080}

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\section*{VI. RESPONSF TW TPE COMMISSION RE: DIVERSEITY ISSUES}

Since the 1988 visit; WASC has mandated that all visits include a review of two additional areas: diversity and assessment issues." Diversity issues are discussed in this chapter, with Assessment following in Chapter VII. In its letter to Accreditation Liaison Officers dated February li, 1991; the commission requested that the content of the University's Institutional Report regarding diversity include its major activities to promote student, faculty and staff divexsity (Standards 1. \(B, 5 . B\) and \(5 . D\) ) and its appreciation of cultural diversity in the curxiculum (Standard 4.B).
A. Comants from the visiting Team Report

While the Ream Report did not directly address the issue by name, it contained several references to diversity at uSF': Specifically, the Report included the following observations regarding WASC standards:
"The University makes a conscions effort to follow a non-discrimination policy and actively recruit minority students. The effectiveness of the University's recruiting efforts and especially support services for students is not clear. The University recognizes the need for increased diversity in the faculty, but minority students still find few minority faculty members with whom to relate". (Team Report, p.11) (Standard One):

\footnotetext{
"The number of minority faculty is relatively small, and the institution needs to do more in order to achieve diversity in the faculty population. While it is true that some efforts in this area are befing undertaken, it is not clear that a policy exists to define not only the need for diversity (as a function of affirmative action), but also a rationale and a justification for the specific kinds of diversity that may be attempted". (Ream Report, p.33) (Standard 5)
}

> Ihe office of Pexsonnel Services is managed in a highly professional manner, and its programs represent an agenda of significant initiatives in respect to staff. The recognition and strengthening of the importance of the Affimmative. Action Program is an example of a recent improvement. The University of San Francisco is strongly comitted to the spirit of and belief in equal employment opportunities for all groups of employees; it is cognizant of the legai requirements and is scrupulous in their observance. While the institution is to be commended for its efforts, there remains continuing need for greater diversity in the campus population. (Tean Report, p.35) (Standard 2)

\section*{B. The Commitment to Diversity}

The University Mission Statement at the time of the visit spoke in terms of admission standards 'without regard to ethnic background; to promote an 'awareness..... of the diverse cultures of the San Erancisco Bay Area and of the world" in all University students; and of the commitment to provide "distinguished faculty and staff" for its educational programs. The commitments towards services for students were expressed in terms of enhancing student achievement of 'academic. personal, and professional excelience'. Mission Statements related to the needs of society were general and expressed as a reflection of the Catholic and Jesuit traditions of higher education and promotion of social 'Justice among all people.

Notwithstanding the generality of the Mission Statement at. that time, the University did articulate strategies for staff training programs; retention activities for undergraduate students in general, and minority students in particular; new approaches to orientation of new students; and advising for students at risk.

Simultaneous with the increased emphasis placed by WaSC on diversity issues, the University began its review of the Nission statement which culminated in the new document
approved in January 1991 by the Board of Irustees.. This document clearly expresses the Oniversity commitment to "prepare men and women to shape a multicultural world'...."a coimitment which will be articulated in the sections C and D which follow, including the development of specific multicultural support services and acadenic responses in programs and staffing, and staff t.raining.

At the University level, the Strategic plan has identified a series of activities addressing goals established to promote malticulturalism at USF. These goals.relate to ethmic and gender diversity of the faculty and staff and the increased diversity of the student body through recruitment and increased student support services. One strategy to promote multiculturalism is to give the 'highest priority to the hiring of qualified ethnic minority faculty and staff in all schools and colleges and divisions of the Jniversity. ' In terms of students, a representative strategy is to "target. academically qualified ethnic minorities in student recruitment efforts so as to reflect the demographics of California.'

A deepening of commitment is also expressed thzough the development of strategic planning and budget priorities in the Academic Plan.. In the Acaderaic Plan, a strategy important to the comnitment to diversity (and to planning and budgeting) is to "increase \(\{\) the number of] underrepresented minority students and increase financial aid, as well as..... increase in minority faculty members.

In Spring 1989, the Division of Academic Affairs reviewed and adopted a restatement of existing strategic goals defined as the Academic Goals Statement (9) which recognized the cultural diversity of the University, its environs, and its student body. Ihis docupent expressed a continuing commitment

0 "educate the less-advantaged student, " and to involve them in "decisions regarding their educational program" at uSf'; and a combitment to recognize members of the University community with ? diverse ethnic and cultural backgrounds as a source of enrichment. in the University," and as "full participants in community life."

This initial plan for Academic Affairs was expanded to a fuller, five-year document in 1991. 'This plan describes a vision which reflects student; faculty, and program development within the context of several parameters. 'The planning parameters for the next five years reflect (among others) social justice, principles of diversity, the culture of the University, and enrollment goals related to the quality and diversity of the student body.
'The commitment to diversity thus has been deepened and clarified since the last Team Visit. This commitment is expressed in detail through the Academic Plan and provides 1) a rationale for diversity at USF; and 2) a basis for continuing program and staff development.
c. Implementing the Cominiment: The Present State of Diversity at USF
1. Presidential Ieadership-To emphasize the importance of diversity on campus, \(\quad\) OSF's new President, in his first weeks in office, announced, 'This (Diversity) is an area in which I will be addressing personal leadership and for which I will be held accountable. He also announced the appointment of a Director of Diversity reporting directly to the President. A \(\$ 200,000\) fund was created to support diversity objectives over the next four years. These funds will be used for curriculum development, lectures, workshops, and projects enhancing multicultural awareness among students " (Exhibit J)

2n. Academic Programs--During the last several years the University has been fortimate to receive considerable impetus in developing diversity programs through a substantial grant. Erom the Irvine Foundation. The purpose of the grant was to assist faculty in developing awareness of diversity issues and to develop a campus atmosphere of openness and support of ethnic divexsity. The grant provided the Oniversity with a significant increase in moral commitment to diversity through program design and the introduction of a number of new activities on campus. Although the funding for the grant was discontinued after the support of the 1990-1991 progxams, those programs planned and inftiated under grant auspices have set a disection within the Univexsity, a direction which we believe will have a long-term impact on making the University a supportive envixomment for ethnically diverse students, faculty and staff. In particular, the following areas have been influenced by the grants.
- Faculty Recruitiment Presently women represent 28 \% of the full-time faculty. Minority represent 9 of faculty. As documented in the \(1989-90\) EEOC report (Exhibit 5 ), they are distributed among the ethnic groups in the following pattern:
\begin{tabular}{llll} 
Black Females & 4 & Black Males & 4 \\
Asian Females & 3 & Asian Males & 6 \\
Hispanic Females & 1 & Hispanic Males & 3
\end{tabular}

New affimmative-action guidelines have been introduced into. the process of recruitment and employment of faculty. Faculty searches now provide for special efforts to bring minority candidates into the vacancy pool. New efforts are being made to announce vacancies in publications which are more likely to provide minority candidates; a minority faculty member from USF makes an annual recruitment visit to schools which might provide minority candidates. A special
consultant wes engaged to help in designing this new recruitment procedure. This consultant also provided the finstitution with a number of names of minority faculty who conld become candidate for vacancies. Special efforts were made to give minority candidates the opportunity to meet with minority members of the faculty. Further, before a search is judged ready for the on-campus interview stage, the Dean must certify that the applicant pool or the fecruitment process reflects University goals in this area. Efforts this year, as estimated as of this date, indicate the University anticipates the appointment of sjx adcitional minoxity instructors (3 Blacks; 1 Hispanic, 2 Asians) to the fuli-time facultÿ. (Exhibit M)
- Curriculum Changes \(\quad\) Diversity priorities are reflected in the curriculum. Special funds were provided to several faculty members during the summex of 1990 to redesign courses in order to add a multicultural dimension to the curriculum. More importantly, the General Education core, proposed for introduction in the Fall 1992 contains two new courses specifically addressing ethnic diversity and international culture. A special lecture was sponsored by the college of Arts and Sciences (Department of theology and Religious Studies) addressing the approaches to learning by various ethnic groups. A course on 'Race and Ethnicity in American Politicsi' will be offered in Spring 1992.

\section*{- Academic Outreach Programs.}

USF also addresses its commitment to diversity through academic outieach programs. These programs not only assist those in need in the Bay Area but also provide USF students with a "hands on" opportunity to assist those in need. This commitment to community outreach is illustrated through the following examples.

\section*{University of San Francisco Plan 2005}
Building a Bold Tomorrow: The Vision
- Strategic Plan Approved 6/96
- University of San Francisco Mission Statement
Plan 2005 draft report and recommendation
- Learning Community Committee
- The Catholic and Jesuit Identity
\(=\) Pluralism
\(=\) The University Cononunity
: The Broader Community
=Human, Phwsical and Funancial Resources

\section*{About Accreditation}
- The Purpase of Accreditation (WASC)
- The role of accreditation in the assessment of student learning and teaching effectiveness (WASC)
- Integrative questions for learning assessment and evaluotion of teaching (WASC)
- WASC Revised Standard 4.B.-Vndergraduate proprams
- WASC Statement on Diversity

ATV Return to OSF Home Page
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\section*{Pluralism}

The most eloquent introduction to the Plan 2005 section about pluralism is contained in the preface for the "Pluralism" section of the Vision 2005 statements.

> The University of San F\}ancisco welcomes students, faculty and staff of different religions, gender, age, race, national origin, orientation, abilities and disabilities, and economic and social baekground. It is precisely in its diversity that USF' provides a rich educational opportunity for individuals to grow in understanding and respect for others. At the same time, within this environment individuals may deepen and grow in the understanding of their own values and cultures. USF demonstrates its Catholic and Ignation values of peace and social justice through leadership and commitment to affrmative action, equality and access

The Mission Statement of the University also proclaims that we strive to:
Create a campus-wide environment which values each individual, heightens ethical standards, instills a passion for justice, and integrates faith with life...To prepare men and women to shape a multicultural world uith creativity, generosity and compassion.

We wish to cteate an environment in which conversations of respect \({ }^{1}\) floutish, activities promoting diversity are celebrated, and the importance of multiple types of knowledge/perspectives \({ }^{2}\) in the pursuit of truth openly recognized. Given these important goals, pluralism becomes an integral part of our strategic planning for the future.

\footnotetext{
\({ }^{1}\) Pattick J. Fill "Multiculturalism: The Crucial Fhilosophical and Orgarizational Issues." Change [Fuly/August 1991]. pp. 38-47).
\({ }^{2}\) James A. Banks, " The Canon Debate, Krowledge Construction, and Mullicultural Educationl:" Educational Researcher (Tune-July 1993]. pp. 4-14).
}


\section*{Current Status}

Opportunities to help students, faculty, and staff to attain a pluralistic perspective and knowledge base are plentiful at USF. Programs have been developed in the following areas:

\section*{1. Academics/Curriculum}
- Davies Forum: a funded program of classes and public lectures designed to "examine the turbultent state of American society in the last half of the 20th Century from a variety of perspectives.' The continuing theme is "Ihe Search for Values in Contemporary America" More information is available in the USF Factbook and the WASC Team Resource Room
- Community-based/Service learning programs -School of Nursing, Arts and Sciences, Business, Education, Law
- Ethnic Studies Certificate
- Peace Studies Certificate
-Women's Studics Certificate
-GEC Area "D", Guttural Perspective
-History courses and virtually all non-English language literature courses afford insight into other world views and cultures
-Hispanics.: Cultural Locations- an interdisciplinary conference scheduled for USF on October 10-12, 1997 that is drawing registration from accademics and students throughout the world
2. Student Life
- ASUSF (Associate Students of University of San Francisco)
- Various student clubs/organizations
-ORL (Office of Residence Life)
-MODEI (Multicultural Opportunities for Developing Excellence in Leadership)
- Disability Related Services
- Counseling Center
- Foreword (Summer Bridge) Program
*School of Nursing Multicultural Group
-School of Education, Department of Counseling Psychology
-Multicultural Action Committee

\section*{3. USF commumity at large \\ -Presidentt's Multicultural Action Plan (MAP) Advisory Board \\ -Creating Community Committee \\ *President's Advisory Committee on the Status of Women \\ - Committee 2005 \\ - America Reads Program \\ -ARETE Professional development programs \\ -Campus Ministry \\ -Upward Bound}

The list of activities is impressive in its depth and breadth, but some examples of activities are incIuded here in more detail to give an idea of the scope.

\section*{Multicultural Action Plan}

In September 1991, President John P. Schlegel, S.I. announced the initiation of the Multicultural Action Plan (MAP). The purpose of the MAP prograrn is to move USF from "discussions to action: to start building bridges, developing programs and providing models to celebrate our pluralism."' In addition to setting goals for faculty stadents and staff recruitment. retention and development, the President initally appropriated \(\$ 200.000\) in University funds for Iectures, seminars and faculty workshops on issues related to race and cultur'al diversity, a faculty competitive grants program for course development or multicultural curriculum enhancement, and competitive grants for student groups for projects enhancing the multicultural awareness of students.

In 1993, the James Itwine Foundation awarded USF a \(\$ 500,000\) grant to fund additional MAP programs. In 1996, this grant was renewed for an additional 3 years (1/97 through 12/99) for \(\$ 650,000\) Programs funded by Irvine include the Irvine Scholars Program, which assists USF in hiring faculty of color, primarily in the arts and Sciences; a cuiriculum development program for the GEC; the Forword Summer Bridge Progratn; and general multicultural programming funded by monies allocated at the President's discretion.

One very important function of the MAP grant has been to encourage the creation of new or revised curricula, faculty development; lectures and seminars. workshops, group projects, and special events, and to lay the foundation for a campus community which is more aware and responsive to the needs of all of its members. Funding is provided under two general

Tabse 1: Ethnicily of Lis students (undergraciuate ana graduate all schools) Spring 1996
\begin{tabular}{|c|c|c|}
\hline  & W \%tal &  \\
\hline Asjan & 1182 & 16.2\% \\
\hline African-American & 387 & 5.3\% \\
\hline Hispanic & 587 & 8.1\% \\
\hline Native American & 34 & 0.5\% \\
\hline Multi-ethnic & 184 & 2.5\% \\
\hline Other & 137 & 1.9\% \\
\hline international & 717 & 9.8\% \\
\hline Unspecitied & 811 & 1t.1\% \\
\hline White & 3252 & 44.6\% \\
\hline  & (3) &  \\
\hline
\end{tabular}

Ihis compares very favorably with other Iesuit institutions for a simnilar time period.


USF has increased its percentage of minority students from \(22.8 \%\) in Fall 1991 to \(30.1 \%\) in Fall 1996.

In addition, the initial MAP grant helped develop hiring procedures for the attraction and appointment of faculty of color, and set up a recruitment committee for faculty of color. New affirmative-action guidelines have been introduced into the process of recruitment and employment of faculty. Faculty searches now provide for special efforts to bring candidates of color into the vacancy pool. New efforts are being made to announce vacancies in publications which are more likely to provide candidates of color. A faculty member of color from USF makes an annual recruitment visit to schools which might provide candidates of color. Before a search is judged ready for the on-campus interview stage, the Dean must certify that the applicant pool or the recruitment process reflects University goals in this area. Table 3 shows the ethnic and gender diversity of our full-time faculty as of Fall 1996.

Table 3: Distribution of full-time faculty by ethnicity and gender (1996)
\begin{tabular}{|c|c|c|c|c|}
\hline Ethiocity \% \% \% \({ }^{\text {a }}\), & , Maje & Tenale &  &  \\
\hline Whiternon Hispanic & 163 & 96 & 259 & 86\% \\
\hline African-American & 5 & 4 & 9 & 3\% \\
\hline Hispanic & 10 & 3 & 13 & 4\% \\
\hline Asian & 10 & 8 & 18 & 6\% \\
\hline Native Americart & 0 & 1 & 1 & 0\% \\
\hline  &  &  &  &  \\
\hline
\end{tabular}

Since the last WASC visit in 1991, the number of women faculiy has increased from 74 to \(112(1996)\) and the number of faculty of color has increased from 24 to 40 duting the same time period.

The size of the Universitys administrative staff has decreased since the last WASC site visit in 1991. Despite this downsizing, the percentages of minority and women staff members have remained at about \(25 \%\) (1991 numbers) of the total workforce Table 4 shows the ethnic and gender diversity of our full-time staff as of Fall 1995.

Table 4: Distribution of full-time staft by ethnicity and gender (1995)
\begin{tabular}{|c|c|c|c|}
\hline QEthincity &  &  &  \\
\hline White & - 393 & 291 & 83 \\
\hline African-American & 28 & 31 & 7 \\
\hline Hispanic & 24 & 24 & 6 \\
\hline Asian & 37 & 62 & 12 \\
\hline Native American & 1 & 0 & 0\% \\
\hline  &  &  &  \\
\hline
\end{tabular}

\section*{- Analysis and evaluation}

This strategic goal identified recruitment, but retention should be addressed as both are equally important in creating a representative community. USF had done admirable work towards a more diverse university (see Current Status data earlier in this report), but rmust continue to analyze and improve its efforts.

Programs such as the University Scholars, Phelan Hall Multicultural Community, Gillison Hall Leadership Community, Foreword Summer Bridge.: and P.E.A.C.E. Partners and Advocates, all contribute to the retention of students at USF. Our Minority Hiring Program encourages qualified faculty applications. More focus is needed on the retention of both minority students and faculty.

There has been a great deal of improvement made at USF in terms of increasing numbers of ethnic minority staff on campus. For example, within the Student Affairs Division, the demographics of exempt staff members have improved significantly. In \(1992,70 \%\) of the staff was Caucasian and the remaining \(30 \%\)

\section*{University}

\section*{of}

\section*{San Francisco}

\title{
San Francisco, CA 94117
}

\author{
Fifth year self-study report in preparation for a site visit on November 13-15, 2002
}

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\section*{I. Statement on report preparation}

The self-stady report for the University of San Francisco was a collaborative effort. The inditial draft was prepared by the Frovost's Office with contributions from various offices of the Iniversity. That dxaft and subsequent drafts were reviewed and revised by the Fresident's Leadership Team and other interested faculty, staff members, and students.

Preparation for this special visit and the accompanying self-stady report began immediately after the December 1997 WASC comprehensive team visit with the decision to collect information about assessment and evaluation activities at the institution on a regulat basis. Examples of this annual reporting can be found in the team resource room.

The report prepaxation began with the convocation of the WASC Assessment Committee in November 2001 . That committee, composed of faculty. staff and administrators, oversaw the collection of the information necessary to prepare the relevant sections of this self-study report. The final report has been shared with that committee for their comments. The committee included a representative from each school and college the Urïversity Life division. Institutional Research Office. Academic Services, and the Provost's Office.

\title{
IV. Institutional summary data form
}

University of San Francisco
President Stephen Privett, S.).
13 September 2002
1. Year formded: 1.855
2. Calendar plan: semestexs plus intersession
3. Degree level offered: Baccalaureate, Masters. Ed D.
4. Sporsorship and controd: Independent
\begin{tabular}{|c|c|c|c|}
\hline 5. Curment enrollment (F'xis 2002) & headcount & \% minority & FTE \\
\hline A under graduate & 4165 & 44.9\% \({ }^{1}\) & 4283.8 \\
\hline B. Graduate (including Law) & 3009 & 27.7\% \(\%^{2}\) & 2701.0 \\
\hline C. non-degree & 210 & 25.2\% & 1140 \\
\hline TOTAL & 7384 & 36.9\% & 7098.8 \\
\hline
\end{tabular}
6. Current faculty (fall 2001): fullime: 322 \% minority: \(21.78 \%\)
partime: \(361^{3} \%\) minority: \(9.14 \%{ }^{4}\)
7. Finances
A. annual tuition rate: undergraduate \(-\$ 20.190\) graduate \(-\$ 645-800\) per unit \({ }^{\text {s }}\)
B. Total annual operating budget: \(\$ 151,306,000\)
C. \% from tuition and fees: \(826 \%\)
D. Operating deficit(s) for past 3 years: \(\$ 0\) for each year
E. Current accumalated deficit: \(\$ 0\)

8 Governing board:
A. size: 43 members
B. Meetings a year: 4
9. Off-campus locations:
A. numbex: 12
B. total encollment: 1543 (spring 2002 census)
10. Libraty:

A number of volumes: 656,529 books (as of May 31,2002 invertory)
B. Number of periodical subscriptions: 3710 (as of May 31, 2002 inventory)
\({ }^{1}\) Does not include those students who self-selecked othes, internationat or trispecificd
2 Does not include those studenls who self-selected other: ingternationat or terspecificit
\({ }^{3}\) Source: Fall 2001 IPEDS report
4 Пid., rote-1 42 respondents or \(39.33 \%\) are "Intiknown" qutegory"
\({ }^{5}\) Please see attachment 2 of the 2002 WASC Annual report for a fall description of graduatc: fuitions
University of San Francisco
24
13 Seplember 2002

The extension literature on college student retention reveals a multitude of successful freshman retention strategies, all of which are employed to varying degrees at USF. These retention strategies incude the creation of a sense of belonging and community among freshmen, the development of learning communities for first-year students, the promotion of student involvement in active learning, enrollment in freshman seminars, academic skill development. and high-quality developmental advising and mentoring.

The relatively high retention rate among African-American freshmen diving this past year deserves special attention. We believe that fhis tigh tate is most likely attributable to the academic, social, and personal support provided to this group of students by the Serior Associate Director Minority Student Recruitment and Retention in the Admissions Office. National research indicates that vatious personalized strategies can have a significant impact on attrition rates. We believe that personal attention, oftern referred to as mentoring in educational liferature, should increasingly be extended to other categories of USF students by administrators and factilty. Giving personal attention to students is the cura personalis of the Jesuit approach to education, and was a basic principle of education in the Constitutions of Saint Igratius of I.oyola. Although various institutional strategies can have a positive impact on retention rates. personalized strategies need to be tried and tested to help our students persist in achieving their educational objectives.

A variety of strategies for faculty diversification at USF have been in place duting the last 10 yeats, many of them brought about by the efforts of a former Provost and Academic Vice-President (Fr. John Clark, S.J.) and the continued support of the current Provost and Academic Vice-Piesident (Jannes L. Wiser). As early as 1990, a group of minority faculity circulated to the deans steps and objectives directed at increasing the tepresentation of minority faculty on campus. A rumber of those plans were subsequently implemented (e.g., taxgeted special mailings and advertisement placements, and diversification of search committees).

Before Fr. Clark's atrival at USF and since the closing of the original Ethnic Studies program in the 70s, there were a few ethnic minority faculty hired but not as the result of specific efforts at faculty diversification the 1989 Higher Education Staff Information (EEO-6) report indicated that \(91 \%\) of the full-time faculty were non-Fispanic Whites. By 1991, when the Irvine Minority Scholars program was proposed to the James Irvine Foundation, \(88 \%\) of the futl-time

The supplemental instruction is provided by specially selected and tained student fufors. These students must have already taken the course and been successfult, so almost all of them are idenified by the faculty members and referred to the Learning Center. These fators go through a special butor taining progiam (which inctudes leaming styles and teaching methods) provided by the tearning Center, then they attend the course again so they know what the faculty member actually covered for the week. They meet regularly with the faculty member teaching the course to plan the supplemental instruction content and they hold the actual supplemental instruction sessions for the students in the course at least once a week and sometimes more, depending on the course. For some courses they with offer special sessions during mid-terms and finals.
Student participants self-select for SI, but if a student is having difficulty: faculty will strongly encourage them to participate in the additional assistance program. The Learning Center budget pays for the tutors' training and program delivexy tione The institution has found that we actually save mories with SI because fewer individual tutors are needed. This is one of the ways we have not had to add significantly to the futor budget even though the demand has grown significantly. It is a proactive support service for students to help them maximize their learning outcomes achievement; especially in classes that we know are difficult for students. The College of Arts and Sciences faculty and deans have collaborated effectively with the Leanning Center on this program and USF hopes to be able to expand this instruction to more courses identified through an analysis of student feedback and course grades.

The following table examines selected course performance by students who participated in Supplemental Instruction in Fall 2001. The control groups are students in the sarne class who did not participate in SI.

Statistics 101
\begin{tabular}{|l|l|l|}
\hline & \(S(\mathrm{n}=5)\) & Non-SI \((\mathrm{n}=71)\) \\
\hline \begin{tabular}{l} 
Mean Course \\
GPA
\end{tabular} & 3.2 & 2.93 \\
\hline A,B,C Rate & \(100 \%\) & \(87 \%\) \\
\hline D,E,W Rate & \(0 \%\) & \(13 \%\) \\
\hline
\end{tabular}

Statistics 103
\begin{tabular}{|l|l|l|} 
& \(\mathrm{SI}(\mathrm{n}=100)\) & Non-SI \((\mathbf{n}=220)\) \\
\hline \begin{tabular}{l} 
Mean Comarse \\
GPA
\end{tabular} & 3.07 & 3.09 \\
\hline A,B,C Rake & \(90 \%\) & \(82 \%\) \\
\hline
\end{tabular}

University of Sam Francisco
\begin{tabular}{|l|l|l|}
\hline \(\mathrm{D}, \mathrm{F}, \mathrm{W}\) Rate \(\quad 10 \%\) & \(17 \%\) \\
\hline
\end{tabular}

Chemistey 111
\begin{tabular}{|l|l|l|}
\hline & \(\mathrm{SI}(\mathrm{n}=60)\) & Non-SI \((\mathrm{m}=86)\) \\
\hline \begin{tabular}{l} 
Mean Course \\
\(\mathrm{GP} A\)
\end{tabular} & 2.44 & 2.25 \\
\hline \(\mathrm{~A}_{,} \mathrm{B}, \mathrm{C}\) Rate & \(80 \%\) & \(66 \%\) \\
\hline\(\dot{\mathrm{~B}}_{7} \mathrm{~F}, \mathrm{~W}\) & \(20 \%\) & \(34 \%\) \\
\hline
\end{tabular}

Astronomy
\begin{tabular}{|l|l|l|}
\hline & SI \((\mathrm{n}=1.5)\) & NortSI \((\mathrm{n}=25)\) \\
\hline \begin{tabular}{l} 
Mean Course \\
GPA
\end{tabular} & 3.36 & 3.10 \\
\hline A,B,CRate & \(93 \%\) & \(83 \%\) \\
\hline D,F,W & \(7 \%\) & \(\mathbf{1 7 \%}\) \\
\hline
\end{tabular}
- In every course in which Supplemental Instruction was utilized, students had lower \(D, F_{r}\) and \(W\) rates.
- Slight increases in course GPA were visible in all but one course.
- Anecdobal evidence suggests that students who participated in Sapplemental Instruction enjoyed their study sessions and felt their tutors were good support for the class.

\title{
DIVERSITY AS OUR STRENGTH
}

A Report to the Academic Affairs Committee of the Board of Trustees

Gerardo Marín
Associate Provost

26 March 2004

SD 149
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\section*{DIVERSITY AS OUR SIRENGIH}

> This is a University comntanity where students, foculty, and staff Locort from each other; where diversity is not a political agenda, trut the necessary ingredient of a cuality eatucation in the 21 st zerstary' (Stephen A Privett, S.J.. USF's President)

USF began the new century with a renewed spitit of inquiry and collaboration directed at "Educating Heart and Minds to Change thie World." Central to this goal is the emphasis we place on diversity in our campus community. A diversity that covets not just ethnicity or race, but also gender, ancestry and national origin, teligion, age, socioeconomic status, sexual orientation, and disability. This diversity is a sign of out richness and our strength as an institution and as a community. This report covers primarily aspects of ethniciracial diversity as a reflection of the common percsption of the word "diversity" as wrell as a way of making this presentation manageable in scope.

\section*{History and Iradition}

Ethmic diversity efforts at the University of San Fiancisco (USF) reflect the history of the institution as well as its roots in Catholic and Jesuit education Since its foundation, USF has played an important role in educating those in need of cducational and professional training (e.g., earty Italian and Irish immigrants, World Wat II veterans: first-generation college students) and in serving the city that is its home. Reflecting its nature as a Catholic and Jesuit institution, USF has strived to train "the whole person," individuals who "are for and with others," leaders who as the Mission statement reads, will ".. fashion a more humanc and just world" who are part of a University that is "...a điverse, socjally responsible learning community." As a Jesuit wiversity supporting "the service of faith and the promotion of justice" as proclaimed in 1975 by the \(32^{\text {nd }}\) General Congregation of the Society of Jesus, we must not only expose our students to etbnic and cultural diversity but guarantee that all members live the respect for ethnic diversity that is inherent in "the promotion of justice" and in finding God in all people.

In the last 10 years, we have witnessed an increasing diversification of the curriculum, a noticeable merease in the mumber of faculty of color, the creation of special academic programs, a commitment to gender and ethnic diversity in recruitment and in hiring, and an increased awareness and willingness to discuss ethnic and cultural differences. As Fr. Privett said during his inauguration

The University of San Francisco first served frish and Italian immigrants who otherwise had no access to quality colucation. The original roster of student names has expanded over the years from Cleary, O'Brien, Pinasco, and Vanzini, to include Nguyen. Aquino, Takashi, Gonzales, and Charg. We arc proud that efter 145 years, 25 percent of ouf undergraduates are first generation college students. Providing a quality education to imnigrants and the sons and daughters of immigrants will forever be a heari-felt concen of the Yesuit University of San Frameisco.

In 1993, USF received the first of three grants from the Irvine Foundation designed to support student, faculty and curriculum diversity. Those grants served as catalysts that suppoted the institutions' efforts to diversify. Furthermore, ous new Vision. Mission and Core Values statement (approved in 2001) emphasizcs the diverse nature of oir institution and the importance of diversity in the type of education we wish to impart to our students. As a matter of fact, that document supporis the recruitment and support of a diverse faculty: staffi and student body as one of our strategic priorilies.

It is against this background that this Report revicws our recent achievenents and current status in terms of ethnic and cultural diversification at USF in three specific areas: (a) Students; (b) Faculty; and, (c) University Commurity. Within each area we review statistics for the last decade and provide examples of activities or strategies currently in place to surpport the diversification of the University.

In analyzing our diversity we consider two sets of data as baseline or comparison criteria. One is the results of the Decennial Censas of 2000 in terons of the ethnic diversity of the City of San Francisco and of the State of Califormia. Those results are summarized in Iable I where non-Hispanic Whites represented less than half the population of the state \((49.9 \%)\) and of the city \((37.3 \%)\). Furthermore, the decemial census showed that close to one in three Califormians was a Hispanic. In the City of San Francisco close to \(37 \%\) of the population was Asian American

Table 1
Proportion of Ethinic Minority Groups in San Francisco and in California
\begin{tabular}{|l|c|c|}
\hline & San Francisco & California \\
\hline Africar Americans & \(10.7 \%\) & \(7.5 \%\) \\
\hline Arnerican Indians & \(0.5 \%\) & \(0.9 \%\) \\
\hline Asian Americans & \(36.6 \%\) & \(12.2 \%\) \\
\hline Hispanics/Latings & \(\mathbf{1 6 . 9 \%}\) & \(31.6 \%\) \\
\hline Non-Hispanic Whites & \(37.3 \%\) & \(49.9 \%\) \\
\hline
\end{tabular}

SOURCE: Bureaur of the Census, 2000.
A second set of data that we can use as comparison in our diversification efforts is the level of diversity and educational effectiveness (in terms of retention and graduation rates) of our sister Jesuit universities. Table 2 below shows that USF is the second most ethnically diverse Jesuit university in the country after St. Peter's (based on AY 20012002. data reported to the AJCU). In termos of gender diversity, USF places fourth in the nation behind Loyola University Chicago, Loyola University New Orleans, and Spring Hill College. Data on the presence of international students show that we are third in the nation behiad Georgetown and Seattie University from among the other Jesuit universities. Table 2 also shows one-year attrition rates and 6-year graduation nates for the various Jesuit universities, and we refer to those data later on in the report

\section*{FACUI IY DIVERSIFICAIION}
Their impact in the curriculum has been synergistiv; theip
role modoling has energized the student body; their imovative
and hationally recogrized scholarship meets and in some
cases evern Supasses that of their other peers at USF; their
presence in university-wide and college-specific committees is
in cayss dowble and triple that of weir peers..."
(A faculty member reffecting on minority faculty at USF)

Among the main arguments for faculty diversification are first, to particyate in the developiment and support of a diversificd curriculam (Milem \& Hakuta, 2000). Equally important are functions such as providing role models (to ethnic students as well as to white students); mentoring ethnic minority students (improving their chances of graduating); supporting and mentoring newly-hired ethmic minority faculty; serving the scholarly commurity in a culturally appropriate fashion; participating in development efforts within ethmic commmities; and, supporting outtcach efforts to the community at large.

\section*{Our Progress in Faculty Diversification}

A variety of strategies for faculty diversification at USF have been in place during the last 10 years and they have produced marked changes in the cthnic composition of the faculty. The 1989 Highcr Education Staff Information (EEO-6) report indicated that \(91 \%\) of the full-time faculty was non-Hispanic Whites. By 1991, \(88 \%\) of the full-time faculty at USF was white and that number has decreased to \(78 \%\) by Fall 2003 (Table I2). Despite our merease in full-time faculty diversity in the last decade, the faculty does not properly represent the ethnic variety of our stadents of of the population of the State of California.

Table 12
Diversity of USF Faculty in 1991 and 2002 and 2003 Compared to State Diversity.
\begin{tabular}{|c|c|c|c|c|}
\hline & \[
\begin{aligned}
& \text { California } \\
& 2000
\end{aligned}
\] & \[
\begin{gathered}
\text { Full-time } \\
\text { Faculty } 1991
\end{gathered}
\] & Full-time Faculty 2002 & Full-time Faculty 20013 \\
\hline African Armericans & 7.5\% & \(\hat{S}=10\) (4\%) & \(\lambda=13\) (4\%) & \(\mathrm{N}=15\) ( \(5 \%\) ) \\
\hline Asiar Americars & 12.2\% & S=11 (5\%) & \(\mathrm{x}=27\) (8\%) & \(\mathrm{N}=24\) (7\%) \\
\hline Latinos & 31.6\% & \(\mathrm{N}=7\) (3\%) & \(\mathrm{N}=17\) (5\%) & \(\mathrm{N}=19\) (6\%) \\
\hline Native Americans & 0.9\% & \(\mathrm{N}=0\) & \(\mathrm{N}=0\) & \(\mathrm{N}=0\) \\
\hline Non-Yispanic Whites & 49.9\% & \(\mathrm{N}=203\) (88\%) & \(\mathrm{N}=265\) (82\%) & \(\mathrm{N}=260\) (78\%) \\
\hline Unspecified * & . & & \(\mathrm{N}=3(1 \%)\) & \(\mathrm{N}=12\) (4\%) \\
\hline Trotal & & 231 & 337 & 330 \\
\hline
\end{tabular}

SOURCES: Nowember 8, 1991 and November 8, 2000 Human Resout ces database; November 22, 2002 repori from Office of Institutional Research.
* In 1991. individuals who did not specify ethnicity were considered "Non-Hispanic Whites"

Table 13 shows the ethnic brcakdown of full-time faculty by school or college in Fall 2002 and in Fall 2003. The data show that three of the schools and colleges (Arts and Scicnces Law and Education) had a similar level of faculty diversity (around \(80 \%\) of
the faculty being white) đuring AY 2002-2003. While Nursing showed no ethnic diversity among its fuli-time faculty during AY 2002-2003. Hitings for the current academic year showed an increase in African Americans in Arts and Sciences and in Nursitg as well as for Latinos in Arts and Sciences and Law. Nevertheless overall we lost four ethnic minority faculty between AY 2002-2003 and 2003-2004.

Iable 13
Eibnic Representation of Full-time Faculty by CollegelSchool Fall 2002 and Fall 2003
\begin{tabular}{|c|c|c|c|c|c|}
\hline & African Amcrican & Asian American & Latimos & Native American & White \\
\hline Arts \& Sciences & & & & & \\
\hline 2002 & 8(4.5\%) & 18(10.1\%) & 10 (5.6\%) & 0 & 141.(79.2\%) \\
\hline 2003 & 10 (5.4\%) & 16(8.6\%) & 11 ( \(5.9 \%\) ) & 0 & 140(75.3\%) \\
\hline Business \& Management & & & & & \\
\hline 2002 & 0 & 5 (10.9\%) & \(1(2.2 \%)\) & 0 & 40 (86.9\%) \\
\hline 2003 & 0 & \(5(10.9 \%)\) & 1 (2.2\%) & 0 & 40 (86.5\%) \\
\hline Niusing & & & & & \\
\hline 2002 & 0 & 0 & 0 & 0 & 19 (100\%) \\
\hline 2003 & 1 (5.0\%) & 0 & 0 & 0 & 17 (85;0\%) \\
\hline Enucation & & & & & \\
\hline 2002 & 3 (8.6\%) & 3 (8.6\%) & 3 (8.6\%) & 0 & 28 (80.0\%) \\
\hline 2003 & 2 (6.1\%) & 3 (9.1\%) & 3(9.1\%) & 0 & \(25(75.8 \%)\) \\
\hline Trofessional Studies & & & & & \\
\hline 2002 & 0 & 0 & 0 & 0 & 17 (89.5\%) \\
\hline 2003 & 0 & 0 & 0 & 0 & 16 (80.0\%) \\
\hline Law & & & & & \\
\hline 2002 & 2 (7.1\%) & 1 (3.6\%) & 3 (10.7\%) & 0 & 22 (78.6\%) \\
\hline 2003 & 2 (7.1\%) & 0 & 4(14.0\%) & 0 & 22 (78.6\%) \\
\hline
\end{tabular}

SOURCE: Office of Institutional Research reports
NOTE: Proportions may not add to 100 because of other ethnic cetegories not included here (e.g.
"Multiculteral") as well as because some individals don't report ethnic background.
An analysis of the last two IPEDS reports (2002 and 2004) show that overall (Iable I4), the ethnic diversity of the full-time faculty has not changed (considering the proportion of facilty who consider themselves white) despite the increase of 35 new individuals. Specifically, there has beeu a slight level of diversification among the tenured faculty (from \(84.1 \%\) white in 2002 to \(81.9 \%\) in 2004) and an actual decrease in the diversity of the probationary faculty. Of particular note is the fact that the faculty with term appointments has become increasingly less diverse in the last two years (from \(78.9 \%\) white in 2002 to \(87.3 \%\) in 2004).

Table 14
Proportion of Faculty who Self-identify as White by Appointment Status
\begin{tabular}{|c|c|c|}
\hline & 2002 & 2004 \\
\hline Probationary & 68.7\% & 69.8\% \\
\hline Term & 78.9\% & 87.3\% \\
\hline Terured & 84.1\% & 81.9\% \\
\hline TOTAL & 79.4\% & 79.7\% \\
\hline
\end{tabular}

Table 15 shows the ethnic diversity of our part-time faculty as teported in the last two IPEDS reports Unfortunately, substantial numbers of part-time faculty did not report the: ethric background (c.g., \(40.7 \%\) of the Fall 2001 faculty) and this makes it difficult to estimate the ethmic diversity of our part-time faculity. Nevertheless, the data would suggest that our part-time faculty is even less diverse than the foll-time faculty.

Table 15
Ethric Distribution of Part-Time Faculty
\begin{tabular}{|c|c|c|c|c|}
\hline \begin{tabular}{c} 
Part-Time \\
Faculy
\end{tabular} & African American & Asian American & Katino & White \\
\hline 2001 & & & & \\
\hline TORAL & \(1.7 \%\) & \(4.7 \%\) & \(2.8 \%\) & \\
\hline & & & & \\
\hline 2003 & & & \(8.3 \%\) \\
\hline TOTAL & & & & \\
\hline
\end{tabular}

SOURCE: IPEDS Report dazed January 2004 (Data are for I Nowember HRS files)
Table 16 shows faculty diversity for selected Jesuit miversities for AY 20012002. Those data show that we ate one of the top five Jesuit universities in terms of the ethnic diversity of our faculty. Nevertheless, three of the other four West Coast Jesuit universities have a faculty that is more diverse than ours according to the data reported to the AJCU

Table 16
Diversity of Foll-Time Faculty at Selected Jesuit Colleges and Universities (AY 2001-2002)
\begin{tabular}{|l|l|c|c|}
\hline \multicolumn{1}{|c|}{ University } & Faculty Tatal & Minority Faculty & Percent Minority \\
\hline Georgetonn & 639 & 195 & \\
\hline Loyola Marymount & 375 & 88 & \(30.5 \%\) \\
\hline Seattle University & 331 & 63 & \(23.5 \%\) \\
\hline Santa Clara & 411 & 74 & \(19.0 \%\) \\
\hline USF & 326 & 56 & \(18.0 \%\) \\
\hline Creighton & 622 & 107 & \(17.2 \%\) \\
\hline DetroitMercy & 265 & 40 & \(17.2 \%\) \\
\hline Holy Crobs & 226 & 33 & \(15.1 \%\) \\
\hline LeMoyne & 139 & 20 & \(14.6 \%\) \\
\hline Saint Eouis & 572 & 74 & \(14.4 \%\) \\
\hline
\end{tabular}

NOTE: Loyola University Chicago did not report ethnicity of faculty.
SOURCE: ATCU Survey, April 302003

While the University has implemented significant outreach efforts to attuact etlmic faculty (including the Provost's requirement of confirnation of the level of diversity of the pool from the deans before an appointment is approved), there are some social sinuations that make it difficult for us to attract more ethnic faculty. Probably of particular siguificance is the high cost of housing and of living in the San Francisco Bay Area, factors that dissuade some candidates from applying and/or accepting an appointment at USF. Other factors include the lack of gradurate programs in some
departinents. Also important is the relatively limited number of minority doctoral students or recipients of doctoral degrees who are interested in a career in education (the "pipeline" problem). Data from the most recent ACE report on Minorities in Higher Education 2002-2003 showed that ethnic minonities have shown a decreasc in the number of doctoral degrees in the last two years although there had been significant increases in the last decade. As a matter of fact, the ACE report showed dramatic changes in the proportion of doctoral degrees awarded to ethric individuals between 1980-1981 and \(2000-200 \mathrm{I}\) in all areas includimg Humanities (95.5\%), Life Sciences (119.5\%), the Social Sciences ( \(66 \%\) ) and the Physical Sciences ( \(49.1 \%\) ). Nevertheless, the ACE report still finds that Latinos ate poorly represented in most areas of doctoral work (2002 doctoral recipients data) while Afficad Americans tend to have higher representation in Education and professional fields and Asian Americans in Engineering.

With support from the Luvine Foundation, U'SF has been able to iacrease the number of ethnic minonity faculty through a pre-dissertation fellowship programa (see box below). The quality of these individuals has further supported the efforts of deans and the Provost to diversify the faculty. In addition, recently, the Provost Office has compiled a latge number of suggestions for deans on how to properly diversify the candidate pool which is one of the coost important steps in increasing the number of ethnic minority faculty.

\section*{Sample of Strategies to Diversify Faculty}

Itvine Minority Scholars. The program is advertised nationally in areas where openings are anticipated. Each Irvine Minority Scholar receives a monthly stipend and financial support to partially cover moving and research expenses. While at USF, each lrvine Minority Scholar teaches one class per semester and completes work for the dissertation as well as serves as a resource person to cthnic minority students. A mentor from among the full-time faculty is assigned to each Irvine Scholar, and in the last years of the program, an additional formet Irvine Scholar was also assigned as a mentor to new scholars. In addition, Irvine Minotity Scholars participate in monthly mentoring worksbops/discussion groups with faculty and administrators from throughout the university. Sometime between the Fall and Spring semesters, host departments are asked to indicate if they would like to tecommend hiring the Irvine Scholar as a tenure-track appointmeut. Out of 13 Irvine Minority Scholars, only three were not considered for temure-track positions at USF.

The success and impact of the lrvine Minority Scholars program goes beyond numbers. We have been able to hire top quality scholars (e.g., one Irvine Scholar produced 11 books during his stay at USF); excellent teachers whose tcaching evaluations are among the highest in the University, innovative faculty who have developed a number of new and creative courses in theix deparment's curricula; and dedicated community menbers who have been instnmental in developing and implementing new programs and who have distinguished themselves in serving students and the University.

\title{
Report of the Visiting Committee to the Department of Mathematics at the University of San Francisco
}

May 27. 2004

In prepayaticn for oux visit to USF . We received the Department s Self-Study, information from faculty web pages, registraticm stecistics, and information about the University. The review tesm first met with USF administratose and the Mathematics Departmene chair on the afterpoon of Wedvesday, April 28 Over the next two days we met with individual faculty members. the department as a whole, a croup of students, and chairs of other departments, and anginistrators. We had access to teaching valuations and feculty cariculum vitae.

The members of the review team were:
Priscilla Bemser, Professor of Mathernatics, Middlebury College;
Erica Flepan, Professor of Mathematics, Pomona College;
Wijfiam MeCalium, Professor of Mathenatics, Univerdity of Arizona.
We wish to thank the USF Dedartroent of Mathematics, Dear Turpin Assockete Dean Needban and Liza Locsin for making our visit a pleasient and productive one.

\section*{1 The Department's Contribution to the Mission of the University}

Fbe Department bupports the Mission of the University through the formaticn sud continued cuitivation of a socially responsible learning commenity of productive scholars devoted to providing students with the mathematiçal skills and understemding they need to succeed both personally and professionaliy.

The body of this report proviles detailed evifence, gleaned from an extensive review of suppozting documents and from two days of interriews with stuidents, faculty, achministrators, and heads of other programs, that six of the University's core walues are farticularly well supported by the Departrnent's work:
- Ife freedom and the tesporsititity to pursue truth ond foilow evidence to its conclusion. This is indoed the very essence of Mathernatics, and is well exemplified by the diverse and rigosous scholarship of the Department.

\section*{SD Note:}

A clean copy of this document is available in the Dean's Office of Arts and Sciences, HR 240.
- Leariving as a burranizing, social activity rather than a competitive exercise. Our discussions with math majors mede the depertment's cemmitment too this core value ciear.
- A commora good that transtends the interests of particular indiridsais or groups: and reasoned discotrres rather than cocrtion as the norm for decision making. The departrnent's collegial atrocsphere and riznarkable vooperation with other depaitments exempinines this core value.
- Ditpersity jo perspectives, erveriewtes and traditicas as essoritiol romponente of a quality educotion in our global context. The Depaximent's work on currizalum development and pedagogy exemplifes this well.
- Bacellemce as the standard for teachirog, scholarship, creative expression and service to the Uriversity community. This ecro value is exemplified by the Departrnent's deep and sustained attentior to the quality of its service sourses: ite creative work on developing new courses for meth mejore, and the fige research scholership of some of the mathonatics faculty
" Socind responsibsitity in fudfilimg the Univer gity o mission to creacie, ccmminnsicate und apply knowledge to a world shaied by all people and held in thwsi for fature generations. The Department's worl on the Bay Aree problem solving competitions exernplifies this core velue.

Tine structure of this report is as follows First we describe the overall quelity of the Departmans. Next; we describe the opportarities for growth and development that we see fowire from the Department' \(\varepsilon\) many strengths. Then we clefina chailenges, Eoth external and irsernal; that right hinder the realizanion of these opperiunities. Finslly: we provide recommendetions, in line with the University's Sirategic Initiatives, for clealing with these challenges.

\section*{2 Quality of the Department}

\subsection*{2.1 Faculty}

Facu'ty have engaged in sciokarship encompessing original research, scholarly morographs, software development, and curriculum develəpment. Foy example, Tristan Neerlham and Paw Zeitz bave received awards for their work, John Kao and Peter Pacheco maintain active research programs, and John Silllwell has been a frequient invited speaker at national and international meetings. The feculiy are also creative in seeking approaches to teaching that enhance student learming in both major and service courses: Milliane Lehriann has been a learling light behind the department's irtroduction of tecbnology into teaching, and with

\section*{-. Fand Zeitz has wititer a text for the Fixcel-besed business matbematics couree.}

The teaching evaluations we reviewed and the enthusiatic ccmments of the 10 or so umdergraduate majors thet we interviewed (in raxticular, their eagerncss to atserid the weekly departrenen teas) provide evidence that the Department has
many excellent teanhors who create a warm and wecoming environenent. Inse. siudeats tcld ws of certain faculty mermbers who have played crucial roles in recruiting sivedents and in encoureging them to cursue mathemetis and beleve in their own abilities, and craised others for challenging them to perform at the best of their abilities. There were some complaints that expectations varied too much from ore professor to the next and isolated criticisins of the teaching styles of a few laculty memburs. Overall, the students consider themselves lucky ameng wheis peexs to have such dedicated and accessible feculty in their major department

The Depertments strength in scholarship and teaching has enabled it to aitinant two outstarding recent hires. Stipl woll end Devlin

\subsection*{2.2 Curiculum}

Giver that \(85 \%\) of the teaching is derotea to service colises the Depaztment has done well in developing a major that serves studerets well while minixnizing the impact of the drani fon the service lode. The courses for the major cover all tha broad areas of mathematics, both pure and applied, and prepare siudents for a wide range ef careers. The department has handled well the impact of the shift to 4 unit courses on its mejor. The Depentment continues tc generate new ideas for further areas in which they can expand their curiculurn. One concern expressed by the inajors was the inconsistency from one couse to the next in the level of krowledge expect of the students.
The Departinent has been trying to increase the number of majors and has had some riodest success. In particular, the problem-solying course and problem-solvifg activities have been an excelient means of atirecting stufents to the mejor and getting them excised about wozking haid on mathematics.

I're Devaritmént doés a tremendous service to the university with its courses for the School of Business anj ivanagement and the Departments of Comanuter Science, Biclogiv. Physice, and Nursing. We met with the heads of these units and they are generally pleased with the curriculum, the responsiveness and flexibility of the department, its wilingoess to eccommodate the meods of their students, and, in most cases, the excellent teaching. They aso ali mentioned their impression of the Department as a very friendly and collegiel working groun, and their pleasure at working with them.

We would like vo remark how unusual it is for a, Department of Mathematics to devote \(85 \%\) of its work to esrvice teaching. lot elcne to do so so creatively and cbeerfully. The Department should be recognized for this trementous service that they provide. The creativity of the feculty is also reflected in their ability to write the necessary materials for the courses that they have buitt to serve these needs.

\section*{23 Department Administration}

The Department is woll served by an energetic and entiusiastic chair who devoter long trours to the needs of the feculty. the Comege. and the sivelents. In

There wras strong swort among the stucents for the idea of biring a woman cendidate. Given the poollation of mathematics students that TiSF serves, it seems inportant to have at least ane woman among the regular mitiematics facuity.

\subsection*{3.3 Speakeì Sexies}

Given the Cineversitys aiteactive location and the rich mathematical environment: of the Bay Axes, the department could. with the rignt resources, broaden the expericnice of its students with a series of outside speakers to present riathennaticel research snd discuss their cerecrs in mathematical sciences. Such a colodium progitm could draw on recent elumi as well as experts from local
 lo share thin owa research with each obier and the students, to present intercsting mainemical topics that do not fit neatly into specific sourses to give glmeses into ipoming courses ani to learn about the many career sprions the en e inathematics major culc. lead to

\section*{4 Chällènges}

The Departrent has some pressing needs and canact be expented to talke adyantage of the cpportunities described in the previous section. or to act on the recommendations to follon until these needs aze met.

\subsection*{1.1 External Ohallenges}

\subsection*{4.1.1 Space}

Tins currers fainities are abysmal. In particular, many faculty offices are so snakl tỉnat fạculty cannot work effectively wizh studonis in their offees during office hours. The size of the offices makes it impossit这 to work with mose than one atudent at a time: a circumstance at odds with the mission of tbe University in general and the Department's well-developed ethes of group work in working through the challenges of a mathematics curriculum:

The space crunch is further exacerbated by the fact that there is no overfiow space other then the derartment office, in which there is ro table antel the Department's administrative assistant is trying to work. Despite this unconscionable lack of space, the Deparment, remarkably, has managed to host the well-atterided wreekly teas. In fect. so mary students attend these teas that they overtow into the balloray.

Fartherroore, while the Departoent feels that working in groups is an inpoxtant component to leaming, parsicularly in the problem solving course, there is no space where sundents can coalesce in evenings, This puts up a barier to st udents continuing their interacticns outside the classroom.

We were delighted to hear of plans for a new building including Facilities for mathematics At a minimum, ofices in this new building should be large erough
of such a procedure is a joint responsibility of toth the leadership and the rank-and-inle: decisionmakers must make efforts to make suure all voices are listened to, and faculty must make efforts to become knowledgeable about issues and So:milete eviderice-based arguments. There needs to be a comfortable ongoing fowni for discussing issaes and grievances. However, such a tonm cennct exjsi under conditions where the department is in survival mode.

We also heye conceins about the prosess that was followod in the recent hire; alihough we have no ergument with the excellent result. Whe feel strongiy tiat the whole department should be able to review files incluging letters of recommendation and discuss and voie on a hire.

\section*{5 Recommendations}

The core revommendations are
1 Ther, the Eniversity provide both a sbort-terta and a fong-tatm solucion to tho Departmentes space problerns

3. Ibai the Đepariruent take asventage of the opporinnities for interdisciplinary programs divestity, and a colloquium senies outlined previcusly in this docuinent
4. That the Deagrinent underiake a review of its decision-mating provedures.

These lest two recommondations are, however, contingent on the first twa; the departiment camot be expected to implement them under the current stressful conditions. Here is a more detailed description of the rationale for these xocommendations zlong with some obluer suggestions.

\section*{5. 1 For the Department}

The Department has Gone an axcellent job of incorporating appropriate techmology throughout its curiculum in spite of extremely linited resources. Now is a good time to reeveluate the use of tochroiogy in the classroom, in pasticular the use of Mathermatice in Calculus. The use of technology in Calcutus varies widely among colleges, and we make no frescription here. However, what is important is that the Departmext, its client disciplines, and its studerts be corvinced that the use of technclogy in Calculus is worthwhele. In order to have an infoxmed discussion; we urge first that members of the Department familiarize themselves with the current use of tecknology is Calculus I, II, and III, asd second that the Department solicit views from faculty in otker departments that require Caloulus and from its own students about the effectiveness of the current ase of technology.
partment a chance to improve the diversity of Ebe Mathematics Pacalty. Finally it prould bring new woices insto Depertment decisions.

The revien team bestì somewhet inconsistent versicns of the manner in which the most recent faculty search was conducted and tie impant of the collective bargaining agrement on the process. (We she uld note here that none of \(u\) has been on a faculey witén such an agreement, which may have added to out confusion.) There is no reed to dwell on this peece of the past, because clue reatit was so clearly positive. At the same time we urge tac Adminisiration to take steps to ensure thet the next time a search is conducted (soon, we hope), every member of the Departrast has the opporianity to view the applicant files and has a voice in the selection process to the fullest axters possible.

In cur fixal conversation with Deas Turpirn, we were disappoined to leanh that the finine Fomdaticn is oiscontiruing its progrem funding predoctoral fellowshins for mombers of minorties. We hope that the Administration will aggressively searici for fanding from other soutces for similar proyrams. USF stadents would be dell served by heving a minority pro-docioral feliow in Nathematica: Furthermore, the members of the Departmedt of Mathametics, with their commitment to strong teaching and community service, whild be excolyent refibors to someoae at that careor singe.

We have suggegted that the Drepartruent diseus its cousses for the major and how they fit together We hope that as a result of such discrissions the Depertinent will experiment with new or reconfigured courses or with different staffing ariangements. This is risky for a working group that feels it is in survival mode. Whe recommerd that the Adroinistretion give the Depertment some breatiing room by allowing courses to run even when enrollments are small.

We inave also suggested that the Departrent censider new offerings at the entry level for particularly promising atadents and we recommend that the Adminissuation support ťhe Department should it decide to offer, for example, Horcos Galeulus or Honozs Limear Algebra or a syecialiy designed firsi-year seminar for potereial majors.

Aṣ moted eartier, the Department makes exteasite use of technology in teenhing itt lower-level courses. Becouse students are using Excel and Mathematica thociselves, ard not just watching a show daring lecture, these courses should have priority in the scheduling of smant classrocms. The course instructor needs to be able to integrate the studente' compater laboratory cxperiences into the rogular class sessions. We bope that with the addivion of new smert classroms in the fall all of the sections of Mathematics courscs in which students use specialized software will be held in those rooms.

We have suggested ways in which a colloquiurs series might enhance the Mathematics program. Of course the bepaxtment will want to determine the specific form of such a series; wn urge the Administration to provide spufecient frunding. This is a relatively inexperisive way to suppert Matherratics students and faculty:

Should the Department decide to have a retreat; we would stuggest that the Adroinssuation provide support in the form oif a comfortable place to mest and

\title{
University of San Francisco \\ College of Arts and Sciences
}

Department of Mathematics

\author{
Self-Study and \\ Preliminary Development Plan
}

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\section*{1 About the Department: A Recent History}

The Mathematics Department generaks approximately \(\$ 1,700,000\) in revenue annually, with faculty and operating expenses of approximately \(\$ 600,000\) (see Appendix 1, Department Budget) It offers a major and manor in Mathematics as well as a single subject credential waiver program. The Department also gives a number of service courses that are required for students in Biology, Business, Chemistry, Computer Science, Economics, Environmental Science, Information Systems Management, Organizahional Behavior, and Physics. In addition, it offers an Excel-based statistics course (Mathematics 101/103, Statistical Reasoning) for the General Education Curriculum. This course is requtred of all ondergraduate students. The Department has no graduate program in mathematics, although it does collaborate with the School of Education in offering a Master of Arts in Teaching Mathernatics and Science.

During the academic years 1988-1992, the Department hired fow tenure-track faculty members at the assistant professor rank. Both the major programs and the service courses offered by the Department have benefited from this increase in permanent personnel. The Department now has ten full-tme tenured or probationary faculty members (one currently on administritive leave). one foll-time term appointurent, and three long-time part-time faculty. Additional part-time faculty are added as the need arises. Currently \(75 \%\) of Mathematics courses are staffed by full-time faculty. This is a marked improvement over past years. when as few as \(40 \%\) of courses were given by fult-ime personnel.

One of the distinguishing characteristics of the Mathematics program is its emphasis on good and innovative teaching, and the new faculty have greatly strengthened the Depariment's teaching record. Every course offered at USF is evaluated each semester by the students enrolled, and in recent semesters Mathematics faculty have consistently ranked above the average for science faculty in all response categories. In fact, one of the Departnent's new assistant professors, John Kaco, received the highest ratings of all probationary faculty in the College of Arts and Sciences for the academic year 1991-1992.

The new factulty have provided the manpower for curricular innovation and experimentation fhat would have been impossible without them. Five years ago the Department established a new upper-division course, the Applied Mathenatics Resedrch Laboratory (Applied Math Lab), in which students work as a team under the supervision of faculty on research projects often sponsored by local comparies and goverrument agencies. Communication skills are stressed: students write a substantial finaz report and give formal presentations to the faculty and the project sponsors. Probationary faculty have been involved in the taching of this course from the begioning.

Although the Applied Math Lab is not being offered this year, its success in past years helped the Department acquire anequipment grant from the National Science Foundation. The hardware and software purchased with these funds has opered the way for an increased use of tachnology in mathematics instruction, not only in the Applied Math Lab but in other counses as well. For example, the calculus sequence has become a Mathemarica-based laboratory course, and the material developed by USF faculty for this program became the basis for a book published try Addison-Wesley entitied Exploring Calculus wish Mathernotict (Finch \& Lehmann, 1992).

The use of Mathematica has gradually spread to other Mathematics courses and to offerings in other depertments. Mathematica is being used this semester, for the first time, by a recently-appointed faculty member, Pauł Zeitz, in the upper-division differential equations course. The Computer Science Department's numerical analysis course is also Mathematica-based, and the undergraduate physics program now includes Mathematica projects. Last year the Chemistry Department installed Manthemation in its computer laboratory. The Economics Department intends to do the same as soon as its machines are sufficiently upgraded.

\title{
Subject Matter Program in Mathematics
}
submitted by

\section*{The Department of Mathematics \\ University of San Francisco \\ San Francisco, California \\ 94117-1080}

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The University of San Francisco's Proposed Subject Matter Program in Mathematics
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\section*{Standard 15: Equity and Diversity in the Program}

In its mission statement the University of San Francisco declares that one of its primary goals as an institution of higher learning is to, "Frepare men and women to shape a multiculural world with creativity, generosity, and compassion." The Department of Mathematics reflects this statement of purpose within the composition of its faculty and student body, its carriculum, and its system for student advising. The program addesses issues of diversity and multiculturalism in the following ways.

A centerpiece of the mathematics cuniculum at USF is the emphasis on the use of computer technology. This emphasis is best illustrated by the publication by two of our faculty members, Exploring Calculus with Mathematica, by Finch and Iehnarin. This book is meant as a companion text to any standard first year calculus course and derionstrates how the computer is used to analyze problems and explore mathematical concepts. In the freshman calculus course at USF, Calculus I and II, this text is used to guide a weekly two bour computer lab session in which students break into small groups and work through computer exercises under the supervision of a teaching assistant. These computer labs serve a variety of purposes. Recent studies have suggested (reference from 1992 IC. I.M. conference) that smali group work can serve to better cngage students who are less comfortable participating in larger classmom discussions. We hope this strategy will particularly target women and minority students who may feel the undue pressure of representing a group historically inderrepresented in the subject. This use of sthall group instruction in the freshman year is continued in upper division coursework in a variety of ways that depend on the specific goals of the course and the instructor.

USF has a diverse student population consisting of approximately \(30 \%\) American minority students, and \(12 \%\) international students (1993 enrollment statistics). Overall. \(60 \%\) of the students at USF are women. The composition of the mathematics faclily is reflective of the need to serve this diverse student population. Millianne Echmann, Professor and Chaix, has been active in addressing the needs of women students which account for an exceptional \(50 \%\) of mathematics majors. Of the American minorities at USF the largest group is Asian (approximately \(15 \%\) of the overall student population) which is reflective both of the tigh local Asian American population ( \(28 \%\) in San Francisco) and of the large, predominantly Catholic, Filipino American community in the Bay Area. John Kao, Assistant Professor, has been actively involved in the Asian American community for a number of years.

Both Professors Lehmann and Kao have been active on campus in addressing the needs of the diverse student population at USF. Millianne Lehmann has recently served as Charr of the university wide Faculty Diversity Committee and has served on committees related to issues of women on campas. John Kao has served on the Multicultural Action Plan committee appointed by the President of the university and is currently serving as faculty advisor to the Asian Facific Islander Student Union.

The composition of mathematics majors at USF is more or less reflective of the diversity of the overall student population. It is notable that we have been able to attract a large number of women students (approximately \(50 \%\) of math majors) who
as a group have traditionally been discouraged from pursuing mathematics as a career. The depatment has actively fostered the formation of support groups among our majors by assigning group projects in upper division coursework organizing weekly social events," and holding formal department wide meetings to facilitatc dialog between students and faculty. (The Department's end of the semester parties look Jike meetings of the United Nations!) These efforts seem to have been successfil in creating a tight knit mathematics community in which wornen majors are particularly enthusiastic and active participants.

\section*{Equity and Diversity in the Curriculuni}

Two courses ( 6 units) of the student"s General Education Curriculum focuses specifically on cultural perspectives. The first is called World Cultures and it examines the culture and piolitics of one or more of the following worla regions: Asia, the Middle East. I atin America, Africa. The second is selected from a list of courses treating world and minority literature: Courses on the list treat literature and theater from non-western or minority cultures addressing ethnic: racial and gender issues.

In Statistics Reasoning Honors and Mathematical Statistice, both required by the Subject Matter Program; the politics of race and gender provide ain ideal context in which to explore both the use and the misuse of statistics. For example, data on capital crimes. race, and execution rates by race can be plumbed for some surprising and revealing results such as the fact that aithough blacks are executed in numbers which far exceed their proportion of the total population, a black convicted of a capital crime is less likely to be executed than a white convicted of a capital crime. Seefing an explanation in the data for this apparent paradox always generates a lively discursion.

In the Fistory of Mathernatics course and particularly in the study of polynomial equations. students learn of the contributions of Arabian culture, of the Indian mathematician Brahmagupta, and of the ancient Babylonians. They read of the Chinese discovery during the Han dynasty of a method for solving any number of Iinear equations and of the work of Thu Shijie in the fourteenth century on the simultaneous solution of polynondial equations in two or more variables.

\section*{Cultural Interactions}

USF is unique in that the rich diversity of its student popelation includes a significant number of international students as well as American minorities and women. The diversity of the mathematics majors is more or less reflective of the university as a whole which means students must lean to work closely with individuals from very different backgrounds, and math majors cannot isolate themselves from this diversity. Group work is required in many courses and encouraged in all courses. The course in Niumber Theory has a group take home examination. Laboratory work in the calculus sequence is collaborative. Groups projects are frequently undertiken in Mathematical Statistics. Students-in the History of Mathematics form study groups with the encouragement and assistance of the instructor. Along with collaborative work, the mathematics department emphasizes communication skills by requiring students to give presentations as part of class work in many courses. For example, in Tatroduction
to Formal Methods students must present formal proofs orally during class meetings. and oral reports are given in History of Mathematics and in Mathernatical Statistics. Both collaborative work and ofal presentations are featured in Differential Equations, courses which most stadent elect to take. These activities implicitly force students to come to grips with issues of communication across culture and geader lines:

\section*{Advising}

As a small private institution, USF prides itself on fostering close relationships between faculty and stadents. The mathernatics department in particular has made stadent advising a prionity, and facalty have gone to great lengths to provide support for our majors both as they begin their studies and as they look ahead toward their future careers. We feel we have been successful in creating an environment in which students can rely on faculty and peers for guidance and encouragement. These efforts have gone a long way towards attracting underrepresented groups to the study of mathematics at USF and they will be continued.

Each of our stivdents receives a copy of two pablications which help him or her to see that career opportunities in mathematics are open to all regardless of gender or race. The first is Careers that Count: Opportunities in the Mathematical Sciences which is put out by the Association for Women in Mathematics. It features the stories of fifteen women who are currently pursuing successful careers in mathematics. The second is the MAA publication Mathenatical Sciences at Work which describes the nature of mathematical work and illustrates its points with the careers of a diverse group of mathematically tained professionals.

Since half of our majors are women, the question of opportunities for women in mathematics arises with some regularity. For some reason, discussion of this issue is more likely to surface at a department social occasion than during a formal advising session. but it does come up and is always treated with utmost seriousness by the faculty and by any alumini present. Onx women stadents are especially reassured by the success of female alums.

\section*{Field Experiences}

Field experience of students will feature work in San Francisco public schools. This is another situation in which gender and ethnic diversity could not be aveided even if one tricd. 'The population of these school is richly diverse as anyone with the least acquaintance with San Francisco knows perfectly well. Capitalizing on this fact, the field program in clinical observation and tutoring which each student will complete, under the auspices of the School of Education, has as one of its stated objectives a study of "...the rich diversity of calfure, ethaicity, language, learing style, and ability among students." In this program students are provided with many opportunities to discuss. reflect upon, and write about these matters.

\section*{Standard 16: Delivery of Instruction in the Program}

At USF, we value excellent instruction for its own sake. However, since "teachers teach much as they were taught;" (Everybody Counts. p.11) we regard the delivery of instruction to prospective teachers as especially ingportant. We insist that our students
1. understand both underlying mathernatical ideas and their application;
2. learn to use computers both for routine calculations and as tools to explore problems through both calculation and visualization;
3. leam to work as part of al gromp;
4. earn to write carefully reasoned mathematical arguments;
5. learn to give oral presentations:
6. teach other students.

Ihis part of the report discusses various aspects of our program which provide cvidence of the importance of these concerns.

\section*{Class Size is Small}

The small classes at USF (a maximum of 35 in lower division courses and an average of 10 in upper division cousses) make it possible for us to stress student participation in the classroom. In a typical class meeting the instructor will begin by posing a problem. Then he or she will encourage the students to develop a solution by guiding classroom discussion. Of course many problems will require several meetings before a solution is completed

\section*{Computer Based Instruction}

In most of eur classes the students employ computers to explore various problems. In Statistical Reasoning, students use computer-generated random numbers and macros in Excel to stady problerns in probability. All of the Calculus classes have a lab component in which the students use Mathematica both for routine calculation, and for the exploration of graphical ideas far too complex for traditional lecture/blackboard approaches. In Differential Equations, students use Mathematica to study integral curves, mechanical vibrations, and the phase plane In Topology, the students use Mathematica to gain a deeper understanding of non-orientable surfaces. In Number Theory Mathematica helps students to explore computationally difficult questions such as prime number distribution or the asymptotic behavior of the Euler phi function. The Mathematical Statistics classes use a variety of sophisticated computer packages to study complex data sets. In Complex Variables students study the geometry of analytic functions with the package \(f(z)\). The Applied Mathematics Research Laboratory devotes an entire year to the development of a sophisticated software package. Finally. it should be mentioned that maky classes outside the mathematics department make extensive use of mathematical software: e.g, various ecorionies; physics and biology classes.

The computer automatically creates a non-traditional learning environment. The setting is informal in the sense that there is no one at the head of the room. Students

\title{
Mathematics Subject Matter Preparation Proposal
}

Pursuant to: ' Mathematics Ieacher Preparation in California: Standards for Quality and Effectiveness for Subject Matter Programs

August 2, 2004
Dual Degree in Teacher Preparation Program
University of San Francisco
university of san trancisco


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preparatory groups and programs; preforential packaging of financial aid for minority students; and hiring of special staff pcrsons in the Admission Office to work with minority recruitment (particularly with African Americans and I_atinos). Unfortunately: in many cases these efforts have not corresponded to an articulated or integrated approach or have not been in place long enough to allow ws to assess their effectiveness.

The most recent example of efforts to diversify the student body is the "Off Io College" program. Itis two-day on-campus session is for high school juniots who are ethnic minority students. The program allows prospective students to experience campus life by living and eating on campus, attending mini-classes and leanning about USF s support services. Students are assigned a mentor/host, a current USF student, and meet staff in Admissions and University I. ife. Questions about advising and the admission process are answered. The tirst "Off To College" program was held in Febriary 2004 and we received 84 applications for 60 openings. Feedback has been quite positive and some of the visitors have remained in contact with their USF host.

The DDIP Program draws its mathematics subject matter candidates from one of the most diverse student bodies in the nation. The University placed within the countrys top 20 most ethnically diverse colleges and universities in two nationally recognized rankings published in August 2003. The country s mosi influential list. published by "U.S. News and World Report," ranks USF 16th in ethnic diversity, with Asian Americans as its largest ethnic minority. Hispanics are the University s second largest minority population. USF also tanked No. 19 in the percentage of intemational students. The Frinceton Review an admissions test preparation company, ranked USF No.. 15 on its list of the country s most ethnically diverse colleges and universities. USF was also tanked among the top 100 American universities producing minority graduales in advanced degree programs according to the July 3 issue of the journal "Black Issues in Higher Education.'

The composition of the mathematics major at USF is more or less reflective of the diversity of the overal student popllation. It is notable that the department has been able to attract alarge number of women students (approximately \(50 \%\) of math majors) who as a group have traditionally been discouraged from pursuing mathematics as a careet The department has actively fostered the formation of support groups among our majors by assigning group projects in upper division coursework. organizing weekly social events: and holding formal department wide meetings to facilitate dialog between students and faculty. These efforts seem to have been successfirl in creating a tight-knit mathematics community in which women majors are paticularly enthusiastic and active participants

\section*{2.3 \\ The curriculum in the Subject Matter Frogram reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study}

It is the shared aim of the University, the DDIP Program and the Math Department to infuse diverse perspectives across the Core Cuxiculum and mathematics subject matter sequence to the greatest extent possible. Ibis is an ongoing endeavor, and at present. many of the required Core and subject matter preparation couses in addition to 0117381 Cultural Immersion include a significant cultural diversity component.

There has been a considerable effort made in the past decade to diversify the faculty to better match the ethnically and culturally diverse student body. Of the faculty currently occupying probationaty or tenuted positions; 45 have been hited since 2000. Twenty out of 33 (or \(61 \%\) ) ate women or ethnic minorities or both. Naturally a diverse faculty contributes to the development and support of a diversified curriculum. An ethrically diverse faculty serves many valuable functions such as providing role models (to ethnic students as well as to white students); mentoring ethnic minority students (improving their chances of graduating); supporting and mentoring ncwly-hiued ethnic minotity faculty; setving the scholarly community in a cultually appropriate fashion; participating in development efforls within ethnic communities; and, supporting outreach efforts to the community at large.

\section*{10.2}

The program coorclinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicaies program goals to the campus community. other academic partners school districts and the public.

As discussed in the response to Standard 9, inlensive collaboration with faculty, students. alumni and public school officials is an important patt of the DDIP Curiculum Committee"s review process. The Committee is in fact the best example of how the Frograra is run in a cooperative and inclusive fashion. The Committee furst and foremost fosters the exchange of ideas among DDIP program stakeholdcrs. It is composed of representatives from the College, the School of Education and the DDTP Frogran. Communication between these bodies has been excellent, particularly with tespect to the recent revision of mathernatics subject matter standards and the preparation of this proposal.. The curiculum commitlee meets montaly to review subject matter curriculum and to discuss Program policies and procedures.

The DDTP Frogram's administrators collaboxate with a liaison from each vested acaderoic department in the College and the School of Education. The Program also maintains a homepage on the uni"ersity's website via which news items the Program's objectives and mission, and contact information are made available to the community at large.

\section*{10.3 \\ The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.}

The University has fully supported the DDIP Program since its inception. Ihis support is all the more necessary, and valued as the Program has nearly quadrupled in size during recent years, from about 40 students in 1999 to approximately 175 at the time that this report was prepared. In terms of entollment, the DDIP Program is one of the largest departments on campus.

The Program is generously funded and supported by the College of Atts and Sciences and the School of Education and is pleased to have the full use of the universitys formidable

\title{
Mathematics Subject Matter Preparation Proposal
}

Pursuant to: "Mathematics Teacher Preparation in California: Standards for Quality and Effectiveness for Subject Matter Programs"

\section*{Response to CCTC Panel 528 Review dated 11/09/04}

\title{
Dual Degree in Teacher Preparation Program University of San Francisco
}

\section*{DDIP Mathematics Subject Matter Preparation Sequence}

\section*{Required Couses Pusnant to Preconditions for Approval}
1. Core conseworl in mathematics ( 40 units)

All students complete the following lowet-division courses:
- 109 Caiculus and Analytic Geometry I (4)
* 10 Calculus and Analytic Geometry II (4)
- 201 Discrete Mathematics (4)
- 130 Elementary Linear Algebra (4)
- 211 Calculus and Analytic Geometay III (4)

All students must complete the following upper-division courses:
- 300 Introduction to Formal Methods (4)
- 310 History of Mathematics (4)
- 370 Probability and Statistics (4)
- 367 Number Theory (4)
- 380 Foundations of Geometry (4)
2. Courses that stpplement the essential core of the program ( 10 wits)

All students must complete the following courses:
- 0117-381 DDTP Cultural Immersion (3)
- DOTP Field Experience (1)
- 0203-110 Introduction to Computer Science I (4)
- 0708-600 Teaching Learning and Tecbnology (2)

Infrodnctory Note: The Dual Degree in Teacher Preparation Program (DDIP) has thoroughly teviewed the CCTC Mathematics Subject Matter Panel"s comments and has worked to institute the required changes We have collaborated closely wilh USF s mathematics faculty and the DDIP Curriculum Committec to tevise sabject matter coursework and teaching practices to better meet the CCTC's rigorous standads While the namative response below aims to answer the concoms cited in the 11/09/04 proposal review recent revisions and upgrades to the Subject Matter Preparation Ftogram (SMFP) are most thoroughly ewident in the attached mathematics syllabi and supporting course materials. Pleasc revicw these docaments, attached below, in conjunction with the following nazative explanation

\section*{Category I: Standards Common to All Single Sabject Mattex Prepar ation Piog ams}

\section*{Standard 1: Program Philosophy and Purpose}

Elements 11-1.6-Approved

\section*{Standard 2: Diversity and Equity}

Elements 2 1-23-Approyed

\section*{2.4 \\ In the subject matter program, classroom practices and instructional materials are. designed to provide equitable access to the acudemic content of the program to prospective teachers from all backgrounds}

CCIC Comment: Please show how SMPP practices provide equitable access to the academic content.

DDIP Respense: The mathematics SMPP promotes equitable access to academic content by offering students a substantial amount of personal attention in and out of the classroom The faculty-to-student ratio for the 2004-2005 academic stands at 14:1 and most coutses in the mathematics department tarely exceed an enrollment of 16 students. Professors maintain regular office hours and ate available to provide individual assistance to suadents with special needs.

The university s Academic Support Services (ASS) department provides students with help tesolving acadcmic-tclated problems and assistance with study skills and leaning sttategics Programs administered by ASS that foster equitable access include New Stucent Orientation, Student Disability Services, the Lcarning and Writing Center, the Freshman Resource Center, and the Pre-Professional Advisirg Program Students enrolled in the SMPP program have had much success working with tutors provided by the I earning Centex. Students may requcst a tutot fiee-of-charge for any mathernatics course in the piogram The assigned tuton, typically a graduate or upper class mathematics student, will attend class sessions atd meet with the student outside the classtoom for supplemental instruction and tutoring

\section*{2.5}

The subject matter program incorporates a wide variety of pedagogicat and instructional approaches to academic learning suitable to a diver se population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory

CCTC Comment: Please provide evidence to show how SMPP"s pedagogical and instuctional approaches support equitable access

DDTP Response: Across the mathematics SMPP: students are exposed to an aray of reaching styles and techniques including interactive direct instruction collaborative learning activities media-enhanced instruction. collaborative fieldwork original research studies, oral projects and examinations; performance experiences and journaling Please review the attached course syllabi for detailed descriptions of assignments and in-class activities

\section*{Standard 3: Iechnology}

Element 3.3-Approved
CCIC Comment to 31 \& 3.2: Please provide documentation on how prospective teachets access the technology resources and demonstrate their competency Need to
demonstrate how the technology requinements have a "focus on those used in K-12 schools "
3.1

The institution provides prospective teachers in the subject matter program access to a wide array of curvent technology resources. The program faculty selacts these tecinologies on the basis of their effective and appropriate uses in the discipline's of the subject matter program.

\section*{3.2 \\ Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research. problem solving. data acausition and aralysis. communications, ard presentation}

DDIP Response to 3.1 \& 3.2: Technology plays an important role throughout the program At minimum, students must have a solid mastery of technologies used in K-12 schools such as web-based research. word and data processing software such as Excel. and computational and presentation applications I he Mathematics department makes every effort for each calculus course to be taught in a smart classioom so that the use of Mathematica can be integrated into the lecture Most SMPP courses include a web-based educational component via the use of Blackboard. I his software allows for content management information sharing between the instructor and students online assessments. student tracking assignment and portfolio management and virtual collaboration. Also please review the attached syllabus for the Mathematics Curticulum and Instruction course for a detailed description of the SMPP's K-12 tocus.

Prospective mathematics teachers will experience technology-based instruction at every turn and will be faught by a faculty that is actively engaged in developing cuting-edge computer and calculator based teaching tools Instructors require that all students have a scientific calculator available at all times and freely assign problems and design questions which require such a calculator Students of the technology-based curniculam have demonstrated a better conceptral anderstanding of derivatives and integrats For example, a typical quiz question that has been used in first-year calculus over the years before and after the introduction of technology, asks the students to sketch graphs of the detivative and the anti-derivative given the graph of a function Such a problem is now a routine test
quastion: whete as in past years before students had access to a graphing utility. only the ablest stuu̇ents successfufly handled it.

Witt all this emphasis on technology dio students leatn to calculate derivatives and integrals as well as they once did? Absolutely. Students are still required to [eatn all the standard techniques fon calculating derivatives and integrals by hand; the difference is that stidents bave the Mathematica program at their disposal to vesify their answers when fust leaming the standard techiques, and then later they can utilize the program to solve much more difficult problems that would be needicssly tedious to solve by hand

\section*{Stindard 4: Eiter acy}

The prograrn of subject matter preparation for prospective Single. Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study Cour sewort and field experiences in the program include reflective and anatytic instructional activities that specifically address the use of tanguage, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter

Element 4.3 - Approved

\section*{4.1}

The program develops prospective teachers 'abilities to use academic language, content. and aisciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline

CCIC Comment: Please provide evidence to show how program develop teachers: ability to ansalyze synthesize and evaluate in the discipline

DDIF Response: Please toview the syllabi for the following required SMPP courses fot examples of assigyments that cultivate sudents: mathematical literacy: Mathernatics 300 - Introduction to Formal Methods; Mathematics 367 - Number Theory; and Mathematics 380 - Foundations of Geometry
4.2

The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter

CCIC Comment: Please piovide docmmentation on how SMPP prepares candidates to use math research conventions

DDTP Response: Mathematies 300-Introduction to Fomal Methods teaches students to write a coherent and rigorous proof Mathematical proofs serve as both a research tool as well as a medium of communication of new mathematical results Students are required to wite proofs as part of homework problems and exam questions Ihis is a skill that takes a long time to perfect Students get lots of pactice: and lots of criticism Proofs are reinfotced in Mathematics 367 -Number Iheory and Mathematics 380 - Fourdations of Geometry By the end of these courses a student should be able to wite rigorons mathematics clearly, elegantly and correctly. Please revicw the referenced syllabi for detailed descriptions of assignments and course content

\section*{Standard 5: Varied Teaching Stategies}

In the program, prospective Single Subject teachers participate in a variety of tearning experiences that model effective curvicultho practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms

\section*{Elements 5152.54 -Approved}

CCIC Comment for \(5.1,5.2 \& \mathbf{5} .4\) - Please provide documentation for these elements Consider tevising the written response to 51 to ensure it addresses the elcment ditectly

\section*{5.1}

Frogram faculty include in their instruction a variety of cariculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording analyzing and interpreting content as appropriate to the discipline.

DDIP Response: Most professors in the mathematics department use a variety of leaming techniques in the classroom. In addition to standard lectuing, they often assign class work to be done somelimes individually and sometimes in small groups When
teaching in a smart classroom, the computer is used show the class visual interpretations of mathematical concepts and to simplify calculations Fot example, the computer can be used to show and animation of how a Taylor seties converges to a known function-

SMPP course instructors do deliver taditional lectures and demonstrations, but they often serve as facilitators of interactive class discussions Instructors pose topics and questions in to excite dialogue and critical thinking on the part of the stadent This type of stadentcentered instruction ensures that students actively hone theis verbal and written communication and critical thinking skills. Students in the SMPP are called upon to chatlenge attitudes, concepts and ideas read and discussed across the sequence. Class discussion promotes learning and proficiency: as students must continually provide feedback, analyze and rethink ideas and atticulate their thoughts about numerous mathematical topics

\section*{5.2 \\ Program faculty employ a variety of interactive engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonst ations, individual and coopsrative leaning exploratons. peer instution and student-centered discussion}

DDIP Response: All courses in the sequence incorporate active learning and direct instruction to some degree, in that students solve problems, answer questions, formulate questions of thei own, discuss, explain, debate and brainstom during class Coperative leaning is also a hallmark of the sequence, as students must often work in teams on problems, projects. performances and presentations

\section*{5.4}

Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teacher sto learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge

DDIP Response: Mathematics 301 - Problem-Solvitg tequites students to present solutions to problems to the rest of the class. Please review the attached sylfabus and the project description in Mathematics 211 - Calculus and Analytic Geometry

Students in the SMPP enjoy a great deal of personal interaction with facuity thanks in part to small class sizes and an institutional emphasis on individual student attention Prospective mathematics teachets ate encouraged to speak witl their instructors regularly about pedagogy and the application of innovative teaching strategies The specifics of how content is conceived and or ganized for instruction will be addressed during upcoming DDIP "mini-seminars:" "as described in the original response to Standard 8

\section*{Standard 6: Early Field Experiences}

The program provides prospective Single Subject teachers with planned, struchitred field experiences in departmentalized classrooms beginning as earty as possible in the subject matter program These classroom experiences ave linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early feld experience program is planned collabaratively by subject matter faculty teacher education faculty and representatives from school districts The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting eath prospective teacher sobserwations and experiences

Elements 6.1,64. 6.5 - Approved

\section*{6.2}

Prospective tetachers' early field experiences aye substantively linked to whe content of coursework in the progtam.

CTCC Comment: Please provide evidence as to how early field experience is linked mathematics content

DDTP Respense: Please review the syllabus for the Mathematics Curriculum and Instruction course The Field Placement coordinator ensures that they are placed inn exemplary secondary matbematics programs for their fieldwork

\section*{6.3}

Fieldwork experiences for all prospective teachers inctude significant interactions with K-I2 sudents from diverse populations represented in Calfornia public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.

CICC Comment: Please provide evidence as to how early field experience is tinked to
the K-12 content standards.

DDIP Respense: Please review the attached syllabus for the Mathematics Curriculum and Instruction course

\section*{Standard 7: Assessment of Subject Mattex Competence}

The progam uses formative and summative multiple measures to assess the subject matier competence of each cardidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion

CCIC Comment for Elements 7.1-7.6: Flease provide more details on this standard including supporting evidence

DDIP Response: Fornative assessments take place throughout the SMPP program on a continual basis and are administered primarily by the conrse instructors Please review the attached sylabit for a complete accounting of homework assignments projects, extracuriculaz activities and exams that are requined of prospective mathematics teachers as they travel through the SMPP program.

The summative assessment takes place duing a student's eighth semester in the programIhis review of subject matter competence involves an intensive analysis of a student's coursework portfolio and field-experience jounals. The template for the student portfolio is attached below.

\section*{Standard S: Advisement and Support}

The subject matter progam includes a system for identifying, advising and yetaining prospective Single Subject teachers This system will comprehensively address the distinct needs and interests of a range of prospective feachers, inciuding pesident prospective students, early deciders entering blended programs, groups underyepresented comong cwrent teachers, prospective teachers who transfer to the institution and prospective teachers in career transition

Elements 8182 and 84 -Approved

\section*{8.3}

The subject natter program facititates the transfer of prospective teachers between postsecondary institutions, including community colleges, through effective outreach and atvising and the articulation of counses and requirentents. The program sponsor works cooperatively with communily colleges to ensure that subject matter cout sework at feeder campuses is aligned with the relevant portions of the state-adopted academic Content Standards for Calijornia Public. Schools K-I2

CCTC Comment: How is the feeder campus content aligned to the CA K-12 content standards? Please provide evidence (articulation agreements) that discussion has taken place with institutions that provide transfer stuctents

DDTP Response: The SMPP is dedicated to meeting the personal and academic needs of transfer students DDIP staifi and the Office of Admissions work together to offer a full range of academic support services to ease the transition of transfer students Ihe University has articulation agreements in place with oved 40 area community colleges. The details of these agreements are available to the public on the Office of Admission"s website (See link below) I he university will award academic transfer credit to students at the time of admission as appropriate. Iransfer Students must normally have a cumulative GPA of 25 to be competitive for admission At the very least a tuansfer stadent must have a minimum cumulative GPA of 2.0 on all transferable coursework and must be in good academic standing at the last institution attended All transfer students must satisify the University"s Core requirements

All atticulation agreements are avaitable for review on our website at the following link: htp://www.usfca edu/acadsery/admission/tonsfer/atticulation html

\section*{Standard 9: Program Review and Evaluation}

Elements 9 1-9 4 - Approved

Standard 10: Coordination

One or more faculy responsible for program planning, implementation and review coordinate the Single Subject Matter Freparation Program. The progran sponsor allocates resources to support effective coordistation and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration anong academic program faculty, tocal school persornel, wocal community colleges and the professional education faculty

Elements 10 3-105-Approved

\section*{10.1}

A program coot dinator will be designated from among the academis brogr am faculty
CCIC Comment: Math faculty must participate substantively in the coordination to the SMPP

DDIP Response: Both Directors maintain constant contact with faculty members in the
Mathematics Deparment and elsewhere who teach subject matter courses

\section*{10.2}

The program coordinator provides opportunities for collaboration by faculty, studenis, and appropriate pubtic school persomel int the design and development of and revisions to the program, and communicates program goals to the campus comanurity, other academic partners. schoot districts and the public.

CCIC Comment: The document is uncleat as to how school districts and public collaborate in the program Evidence of articulation with transferring institutions is requited.

DDTP Response: USF's Admissions Deparment is responsible for oversight of all articulation agreements The university has agreements in effect with more than 40 tegional community colleges These agtcements cover courses in the mathematics depattment and the SMPP requitements

All atticulation agreements are available for review on our website at the following link:


\title{
Category I: Mathematics Subject Matter Piogram Standauds
}

\section*{Standard 11: Required Subjects of Study}

In the program, each prospective teacher studies and learns advanced mathematics that incorporates the Mathematics Content Standards for California Public Schools. Kinder garten Through Grade Twelve (1997) and the Mathematics Frantework for California Public Schools: Kirdergarten Through Grade Twelve (1999). The curriculum of the program addresses the Subject Matier Requirements and standards of progran quality as set forth in this document

\section*{Elements 11.111 .4 and 115 -Approved}

\section*{11.1}

Required cour sework includes the following major subject areas of study algebra, geometry, number theory, calculus, history of mathematics, and statistics and probability This coursework also incorporates the content of the student academic content standards from an advanced viewpoint (see Attachment to Standard 11. Required Subjects of Study page 18) Furthermore infused in requited cour sework are comections to the middle school and high school curricutum.

CCIC Conment: Reviewers need evidence to show that SMPP encompasses the content of the K-12 Standards

DDIP Response: The required coussework in the mathematics sequence includes rigorous and comprehensive study in all of the core subject areas These courses address connections to middle and high school mathematics curticulum where possible and appropriate: the goal being to foster a malute understanding of the mathematics taught in Californias secondary schools.

\section*{11.4}

The institution that sponsons the program determines, establishe's and implements a standard of minimum scholership for coursework in the program

CCIC Comment: Please provide the catalog page to evidence this claim
DDIP Response: Students must have at least a 30 high school GPA to qualify to cnioll in the DDTP program and must maintain at least a 275 GFA in their mathematics coursework The University s General Catalog also states, Students are expected to aftend classrom and laboratory exercises Absences may affect the final grade or
eligibility to sit for the final examination ' Add. "students are cxpected to take alf examinations for courses in which they are enrolled. ""

University grading regulations can be reviewed on our website at the following link: htto-//www.usfea.edu/acadserv/cataiog/academic regulations general.html

\section*{11.5}

Required coursework includes work in computer science and/or related mathematics such as.: 1) discrete structures (sets, logic, relations and functions) and their application in the design of data structures and programming; 2) design and analysis of algorithms including the use of recursion ant combinations; and, 3) use of the computer applications and other techrologies to soive problems

CCIC Comment: Please provide additional evidence A course-alignment matrix also noted in the Pre-Conditions is needed.

DIDTP Response: As of the Fall 2004 semester, students enrolled in the Program will be required to complete 0203-110 Introduction to Computer Science I The DDTP
Curiculum Committec has determined that prospective teachers will prolit from leanuing the theosetical and mathematical foundations of computing and computer programming This class makes use of a state-of-the-att compntet laboratory, a multimedia classroom and involves a great deal of hands-on computing and troubleshooting the following is a description of the topics covered in the course:

\section*{0203-110 Introduction to Compute: Science I-}

Students will master the use of procedures, parameter passing, block structures data types, arrays, abstract data stuctures, conditional control, iterative and recursive processes, and impufoutput in programming solutions to a vaniaty of problens Other topics discussed include top-down and bottom-up design and functional decomposition to aid in the development of programs

Math 201 Discrete Mathematics also introduces students to ideas that all computer. scientists must know. The course focuses on topics such as combinatorics, algorithms and complexity: and graph theory Please see the syllabus and course description attached below

\section*{Standard 12: Problem Solving}

In the program, prospective teachers of mathematics develop effective str ategies for solving probtems both yithin the discipline of mathematics and in applied settings that include non-routine situations. Problem-solving challenges occur throughout the program of subject matter preparation in mathematics. Through coursework in the program, prospective teachers develop a sense of inquiry and perseverance in solving problems.

Element 12.1 - Approved

\section*{12.2}

Solve mathematical problems in more than one way when possible.
CICC Comment: Reviewers requite evidence to show that stadents are taught how to solve the same problem in a vaticty of ways

DDIP Response: Ylease note that the Mathomatics 109 Calculus project \#1 attached below requires two completely different solutions to the same problem

\section*{12.3}

Generalize mathematical problems in mone than one way when possible.
CCTC Comment: Please provide additional documentation
DDIP Response: Throughout the three-course calculas sequence, general techniques of problem solving are used again and again in different contexts For example, the technique of fitting a curve to dath using computer plots is employed not just in the problem above, but in a triumber of different applications including fitting a probability density function to the histogrammed outcomes of a random variable Please review the course syllabi and attached project examples for full detail

\section*{12.4}

Use appropiate technologies to conduct investigations and solve problems
CICC Comment: Please provide evidence of Calclabs. The original namative addresses the converse of the element tegarding solving problems in a variety of ways.

DDIP Response: A centerpiece of the mathematics cunticulum at USF is the emphasis on the use of computer technology Fiom their very first mathematics counse our majors are tequired to explore the power and limitations of computers in solving mathematical problerns We feel this emphasis cnables us to take a more modern approach to problem solving than would be possible without the computer. In particular, stadents are able to meaningfully treat problems yery close to real world examples at an early stage in the curriculum

The emphasis on compotet technology at USF is best illustrated by the frequent use of Mathematica. which is first introduced in 109 Calculus and Analytic Geometry 1 and further explored in 110 Calculus and Analytic Geometry II First, though Mathematica demonstrations in class. students in these introductory courses learn of the usefulness of software in analyzing problems and exploring mathematical concepts After scveral class demonstations students ate required to complete assignments that allow them to discover first-hand how computer software can assist them in solving problems (see Applied Max/Min lab Optimization lab) By the second semester. they are ready to complete a project that requires the synthesis of traditional written calculations with computer-generated graphs to illustrate their work Since all students are introduced to Mathematica in the introductory required conses, faculty teaching uppet-division courses have the freedom to require that students use the program for assignments and projects throughout the curriculum

\section*{Standard 13: Mathematics as Commanication}

In the program, prospective teachers lean to commonicate their thinking clearly and coher ently to other's using appropriate longuage, symbols and technologies Prospective teachers develop communication stills in conjunction with mathematical literacy in each major component of a subject matter program

Element 131-Approved
In the program each prospective teacher learns and demonstrates the ability to

\section*{13.1}

Articulate mathematical ideas verbally and in u7iting. using appropriate terminology

CTCC Comment for 13.2-13.6 - Please provide additional evidence on this standard. For every claim, documentation must be provided

DDIP Response: The "'The Deft Fly:" "Modeling Epidemics,' "Kepleis Laws" and Fortfolio Theory" projects attached below as part of the Calculus supporting materials sarve to satisfy this element.

\section*{13.2 \\ Where appropriate present mathematical explanations suitable to a variety of grade levels}

DDIP Response: The second required solution to the Mathematics 110 Project \(\# 1\) attached below: "Now solve this problem using a completely different argument .that a twelve-year-old could understand" satisfies this requirement

\section*{13.3}

Present mathematical information in various forms, including but not limited to modets. charts. graphs tables, figures, and equations

DDTP Response: The attached "Modeling Epidemics" project provides proof that this element is met.

\section*{13.4}

Analyze and evaluate the mathematical thinking and strategies of others

\section*{DDIP Response:}

In a number of courses. students are encouraged of cyen requited, to do some of theit work communally These group activities help students to clearly communicate their ideas to one another, and help them to hone their self-ctitical skills away from perhaps intimidating eye of the instructor

In Number Theory as well as in Formal Methods students are on occasion formed into groups and asked to work on problems the solutions to which will be presented to the class at the next class meetirg The presenter for each group is chosen at iandom from the group membership immediately before the presentation is mate The presenter is graded
and all members of the group get that grade for my project. This means of course. that the group must not only solve the problem but also make sure that every member understands the solution and can present it coherently. This is a fiendishly clever and effective teaching device

\section*{13.5}

Use clarifing and extending questions to learn and to communicate mathematical ideas
DDIP Response: In a typical class meeting the instructor will begin by posing a problem Then he of sbe will encourage the students to develop a solution by guiding classroom discussion. Students are expected to ask questions and talk openly as they work toward a solution Class participation is a graded formative assessment in most coutses

\section*{13.6 \\ Use appropriate technologies to present mathematical ideas and concepts}

DDTP Response: In many courses students ane required to give oral presentations, using a combination of blackboard, overhead projectot, and/or computer presentation Students are graded on both the quality of their mathematics and the quality of their presentation

\section*{Standard 14: Reasoning}

In the program prospective teachers of mathematics learn to under stand that neasoning is fundamental to knowing and doing mathematics Reasoning and proof accompany all mathentatical activities in the program

CCTC Comment: for Elements \(14 \mathrm{I}_{\mathrm{i}} 14.2\) - Please show how the SMPP relates to each domain of SMR

\section*{14.1}

Fomulate and fest conjectures using inductive reasoning, construct counterexamples: make valid deductive arguments, and fudge the validity of mathematical arguments in each content domain of the subject matter requil ements.

DDIP Response: Instead of simply stating formulas in calculus classes and then showing examples the protessor prefers to solve several similat problems first and then
ask the class if they zecognize a pattern In this way, the students feel like they ate discovering the formula instead of having it given to them Examples: Math 109 Discovery Project: Area Functions - in this class work assignment. students are guided towards deducing the Fundamental Theorem of Calculus on theit own and then proving it For a specific example. Math 110 Fattens in Integtals lab - in this Mathematica-based assignment students have the computer calculate several similat integrals and wen the students must tecognize the pattern to develop a general formula

\section*{14.2}

Present informal and formal proofs in orat and written formats in each content domain of the subject matter requirements

DDTP Response: In the above Math 109 example after proving the Fundamental Theorem of Calculus for a specific example, the students are then asked to generalize the proof (informally, because students are not taught formal proof-witing techniques until Math 300) In Math 110 , students leaun (again informally) how to show that a function can be represented by a power series.

\section*{Standard 15: Mathematical Connections}

In the program, prospective tecchets of mathematics develop a view of mathematics as an integrated whole, seeing connections across different matheratical content areas Relationships among mathematical subjecis and applications are a consistent theme of the subject matter program's curiculum 2

Elements [5-2, 15.4, 155-Approved
CCTC Comment for Elements \(15.2,15.2\) and 15.5 - Flease provide additional eviderice to meet these elements

\section*{15.2}

Investigate ways mathematical topics aye inter-related
DDTP Response: Math 310 History of Mathematics is specifically designed to emphasize the connectedness of mathematical topics Students develop an understanding of the connections between different branches of mathematics; for example how algeba and geometry influence each other and how calculus depends on both.
15.3

Apply mathematical thinking and modeting to solve problems that arise in other discipines

DDIP Response: Please refer to Calculus \(\Pi\) "Modeling Epidemics" project as evidence.

\section*{15.4}

Recognize how a given mathematical model can represent a yariety of situations
DDTP Response; Please retex to the Mathematics 110 syllabus. When first learning about differential equations, students discover that the simple equation dyidx \(=\mathrm{ky}\), where k is a constant can represent population grow th rate; , radioactive decay rate the rate of cooling of an object, and the rate of increase of a continnously compounded investrnent just to name a few

\section*{15.5}

Create a variety of models to represent a single situation
DDIP Response: Please refer to the Mathematics 110 syllabus Ihe epidemics project is perfect for this The spread of an epidemic is modeled in two different ways: first by use of an exponential model and then by the (more suitable) logistic model

\section*{Standard 16: Delivery of Instraction}

In the program, faculty use multiple instructional strategies, activities and materials that are appropriate for effective mathematics instruction

Elements 16.2, 16 3. 164, 165 - Approved

\section*{16.1}

Is taught in a way that fosters conceptual understanding as well as procedural knowledge.

CCIC Comment: Please show how teaching fosters conceptual understanding and procedural knowledge.

DDIP Response: With respect to Mathematics 109 much time is spent leading up to the infroduction of the derivative by studying toe relationship between secant lines and
tangent lines By recognizing that slopes of tangent lines can be determined by taking the fimit of slopes of secant lines, students learn the concept of a derivative before the derivative is formally defined. In this way, students understand the concept of a derivative instead of simply memotizing fortmulas

\section*{16.6}

Includes approaches that are appropriate for use at a variety of grade levels
CCTC Comment: Please provide evidence to show that the SMPP uses a variety of grade level approaches There is a general lack of evidence that the delivery of instruction varies or that the students are asked to respond in a variety of ways.

DDIP Response: In Calculus I (and sometimes II) we have sudents of vety different calculus backgrounds from having taken AF Calculus in high school to baving pever seen calculus before. As a result the instructor must often approach topics from modtiple ditections with varions levels of mathematical maturity in order to reach each studenf of hisher level. For example, the 'Fatterns in Integrals' lab in Calculus I has students use the computer to identity repeateć patterns in order to develop a formula for a general type of integral This is a very elementary approach

\title{
Notices \\ of the American Mathematical Society
}

Volume 30 Number 3, April 1983

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\title{
Newest Ratings of Graduate Programs in Mathematies \\ by Donald C. Rung
}

Between Septeriber 1982 and January 1983 the Conference Board of Associated Reatarch Couacils published a five-volume assessment of various graduate programs including mathe.matics Voludine 1, published in Oetober 1882, areessed the mathemetjecl sird physical sciences. The Conference Board includes representatives of the Americems: Council of Learmed Societics, American Council on Educstion, Sucial Science Rosearel Coumeil and the National Researeh Conail.

This sureg is the fourth such surrey since 1957 when Hayward Kenrison of the University of Pemusylvania evaluated graduate programes. The second survey was done in 1964 by Allan Cartter, then Vice-President of the American Council on Education. A summary of these reports for riathematics graduate programs wai publisined in the Decerober 1966 issue of the Notices. The thid survey. by Kenneth D. Roose and Charles I. Andersen of the American Council on Education, was published in 1970 and the mathematics ratings were summarized in the February 1971 issue of the Notices.

The 1982 survey in a somewhat more elaborate assessment than previous surways. Tt retes orer 2,600 programs in 3.1 fields in the physical and matbematical sciences, engineering, life sciences, social sciences and humanities (about the same breadth as in the 1970 Roose-Andersers survey). It reporis sixtena different measares to assess ceseh program as opposed to three measures reported in the 1970 survey. The measures are grouped into six categories: crceran size, characteristies of graduate program, oniversity library, research support, published articles, and survey results. All but the last are factural messures. The survey measures, sometimes called repatationel measures, are mean ratings of (1) scholarly quality of program faculty, (2) effiectiveness of the program in educating research scholare or scientists, (3) improvement in program quality in the lesst five years), and (4) the evaluator's familiariory with the work of the program faculty (The reputational survey was conducted in the Spring of 1981.) In this article the first three reputational measures are reproduced in Tables A, B sad C. These were the saune 血essures used in the 1970 and 1964 surveys. Furthermore, tine ratings scale and nomenclature have remained the same for the first two program measures (Tables A and B).

For quality of graduate faculty (Talte A) the scale pras
\(5 .\). distinguished
S... strong
\(3 .\). good
\(2 \ldots\) adequate
1 ... marginal
\(0 .\). not sufficient for doctoral training
X... don't know well enough to evaluate

The scale for rating the effectiveness of doctoral programa (Table B) was
\(3 .\). extiremely extectiv=
\(2 \ldots\) reasonably effective
1 ... minimally effective
\(0 .\). not effective
X... don't know well eqough to evaluate (the nomeaclatire but not the scale wed in the 1970 repori for this second parameter was alightly different).

The 1982 repprt ecratains an evaluation of the improvement of the program quality (Table C) baced on the folloyring scale:

2 . beteer than 5 years ago
t ... little or no chsnge in last 5 years
0 ... popser than 5 years ago
X... don't know well enougn to evaluate

The 1970 report had a similar rating separated, horrever, into two components: improvemenc of factulty and improvement in effectiveness of edueatinct research sefolara.

To be nominated for inclusion in the 1982 surey a mathematics propram needed either (1) a minimum of scren dcetoral graduates in the period 1976-1978 or at least thees doctoral graduates in 1979, or (2) ain average of ai least 2.0 in the 1970 Roose-Andersen assessment of quality of program Taculty, The 1982 study included assessments for lla mathemstics programs. They accounted for \(92 \%\) of uhe doctoral degrees in mathematics awarded during the period 1976-1979. Only 102 programs were assessed in the 1970 survey.

Of the 348 faculty members asked to participate in the reputatiomal part of the recent assessmient, 223 (64\%) responded. Fach creluator was asked to rate no mose than fitty randomly selected programs and was supplied with a lisu ofi faculty members in each program as well as the samber of dociosates swarded in the period \(19 \% 6-1980\).

It should be noteri that tite proseam faculty was limited to those who partieipate sipnificanily in the dociorns ecuucation prograre. (Th aone instances, therefore the faculty size reported in this study is sualler than that given in the Annuel AMS Sirryey reporis.) The 1970 assesament survey was based on responses from 240 evaluators.

In eddition to the raw scores, tbe 1982 assessment also reparied a normadized score (reean 50, standerd deviation 10) in most of the sixten certegories. The normained scor vas were computed from exact triltie's of tiae measures sand not from the rounded raw walues given in the published report. Thus prograns with the same rounded ram score may have different normalized scores or those with diflerent reported rewt scores may have been reporied as baving tbe same normalized score, since the lotiter pras also rounded.
The I982 assessenent also contained evaluntions 0 2 64 programs in statistics/hostatistics and 58 progrems in computer science. The three reputatioual measures reproduced for mathematics are also wiven for these progams in corresponding tables following thasc for mathematics. [See Editor:s Note, below.]
Copies of the complete report An ass sssment of resestch-doctionaie proigrams in the Whited States, are available for \(\$ 10.50\) per volume from the National Academy Press, 2.01 Constitution Avenue N.W., Washimgton, DC 20036.

Editor's ziote. In addition to the tables on the timee following pages giving the ratings on mathernatice pros anms discussed above by Prolessor Ruing, we reproituce corresponding tables for Statistics/Bioslatistics and Computer Science.

The criteria for inclusion differ somewhet for the latter two, since the cut-off level was set for
each dixcipline 80 that those departments which had granted ninety percent of the doctoral deareery: during the academic years 1976-1977 to 197 T 1978 qualified: for mathematica the caxt-aff pias seven or more doctorates in that periody for both statistics/biostatigtics and compriecs science, it was five. In addition. a qualifying departroent was required to have grapted during 1978-1979 more that onethire of the number of the degres specified in the previous senterse.
Seweral departmenis which met the eriteriz for inclusion in the study eid not participate. Three programs whiclh met the criteria for the mathematics sioudy but were rety included are those at Ydaho State University, Lehigh Univerisiby and the C-niversity of Northern Colotado. Programs which qualified for inclusion in the statistics/biostatistices study but did nol peitticipate are those at Darimouth Colleges Univers sity of Mininois (Ghicago), New York Universily, University of Northern Colorado and the Tiniver* sity of South Cazolina. Programs in computer science which were onitted are those at; the Univensity of Chicago, George Washington University, Haryard University, Nortbeastern Uiviversity, Purdue University, University of Soutiowes: Lonisisua and the Univeraty of Texas (Heallis Science Center, Dallas). Several depariments were included in both the mathematics and the stetistics/biostatistjes sludies.
In the mathematics study, two depariments at. Brourn University (Mathematics, Applied. Mathe matics) were grouped together, sy were Mathe matics and Biomathematics at UCLA but boih Mathenstics and Applied Mathematics at thie University of Maryland (College Park) werc included separately.
Tables A, \(\mathrm{B}_{1}\) and C for Statistice/Riostatisties (pages 262, 263. 264) and for Computer Scienec (pages 265, 266, 267) Pollow those for Mathematics (pages 259, 260, 261).

\section*{Graduate Programs in Mathematics}

Table A. Ranked by Scholarly Quality of Program Facilty

P-rinceton Uzüversity
Calitormia, Univessits of (Berkeley) Massachrseits Institute of Tecfnology Chicigo. University of Herviod University
Starnford University
New York University
Yele University
Columisis univenatty
Wisconsin, Univer sity of (M:Mi.cc:)
Brows Univessity
Mrickiean Enivirsity of
Cornell Cniversity
Califor: is, Eniver:ity of ( \(\mathrm{L} \omega\) Angeles)
Binois, Thiversity of
Minnesotas, Universimy of
Califormia Institute of lechaclogr
Brandeis University
SUNX à Stony Brook
Pinncylvalia, Tiniversity of
Rutgers Unizeersity
Washir nton, Uuiversity of
CLENY Graduate School
Indians Univergity
Masgland, Univerạity of (Applied Muth.)
Marfland, UJuivexictry of (Mathematics)
Northwester. Uwiversity
Purdue Giviversity
Califormis, Universivy of (3an Ditgo)
Johns Hopkins Ün̦versity
Fice University
Texas, Eniversity of (Austin)
titah, Uxiversity of
Wasbington Iniveraity
Illinois, Thiversity of (Chicag)
CarnegieMellon University
North Carolina. Cniversity of
Ohio State Uniruersity
Pennsylvaria Stale Tiniver siwy
Virgivis, University of
Oregon, Univergity of
Colaredo, University of
Duke University
Kentucky, Universioy of
Southere California, University st
Notre Deme, University of
Renszeleer Polytcehnic Instizute
Fiochester, Eniversity of
sUNY at Buttalo
Californis Linivarsity of (Santa Brrbeta)
Lowisiana State University
Massachusetts Univeriity ef (Amherst)
Wichigan State University
Tulane "'iversity
Arinoos University of
Case Wixutrin Reserve Universion
Darmouth College
Northeastex: Uzivereity

49
1.9
4.9
4.5
4.8
4.6
4.5
4.5.
4.4
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\(\leq 1\)
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\(\leq 0\)
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3.8
3.8
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3.7
3.6
3.6
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3.5
3.4
3.4
3.4
3.4
3.3
3.2
3.1
3.0
3.0
3.0
3.0
3.0
3.0
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2.9
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2.6
2.6
2.5

Fittgbrgh: Thivesity of sany as Albany
Floride Staie University
Oregoe State Tiniversity
Temple University
Oaliformia, University of (Riverside)
Claremont Graduate School
Syracuse University
Virginia Polytechni: Instizùute \& Ste.t: University
Calisornia, Unipereigy :I (Deryis)
Floricas, University of
Georgia University ô̂ 2.3
Kansas, Usivergity of . 2.3
Tows, University of
Diamare, Univergity of
Georgis Intitute of Technology
Waync State University
Iowa State University
Nepr Mexico, University of
Nortin Carolina Stete UTiver:ity
Polytechnoc Institute of Nexs York
Tennessee, University of
Oklahoma University of
Vanderbilt University
Connecticur, University of
Aubura Criversity
Cincinnoti, University of
Colorado State University
Houston, Universaity of
Wesleyan Ciniversity
Nebraskos, University of
Kent State University
South Carolina, Uni’y T inty of
Missoc:ri, Tiniversity of (Columbia)
8LNY at Binghamion
Boston University
Clemson Univarsity
Oktahoma State Crive:: ity
Texas Tech University:
Texas, Conversicy of (Arliogtor.)
Wisconsin, Univee: ity of (Mirwaukee)
Clerkson College of Technology
Southern Dlinois University
Emory Univergity
Sonth Frocida, University of
Bowling Green State Univer:ity
Denver Eniversity of
Ohio L'ziversicy
Montana, Unifersiog of
Stevena Fistitute of Fechriology
Misyouri, University of (Rolls)
Western Michigain Univiraity
Alsbama, University of
Tlinois Institute of Tecbucl:gy
Adelphi University
Ssint Eouis University
New Mexico State Univirity

\section*{Graduate Programs in Mathematics}

\section*{Iable B Ranked by Effectiveness in Fducating Research Scholars}
\begin{tabular}{|c|c|}
\hline Pripceton inixiveraity & 2.8 \\
\hline Califorsia，Universivy ot（berkeley） & 2.7 \\
\hline Harverd University & 2.7 \\
\hline Messachuseits Enstiture ¢ It prnelogy & 2.7 \\
\hline Chicago，Unirersity of & 2.7 \\
\hline Stanford University & 2.6 \\
\hline Nuw York Tniversity & 2.6 \\
\hline Yaje University & 2.5 \\
\hline Wisconsio，Univers：何 of（ M ： Fi lm ） & \(2 . \leq\) \\
\hline Michigan，University of & 2.6 \\
\hline Brome Univeraity & 2.2 \\
\hline Cornul Thiveryity & 2.3 \\
\hline California，University of（ 108 Angeles） & 2.3 \\
\hline Colombia University & 2.3 \\
\hline Minois，Inniversity of & 2.3 \\
\hline Minnesota，University of & 2.2 \\
\hline Californiz Institute of Teimele ty & 2.2 \\
\hline Brandeis University & 2.1 \\
\hline Suny at Brony brook & 2.0 \\
\hline Pannsylvania，Univeryily ¢f & 3.1 \\
\hline Rutgers Unipersity． & 2.0 \\
\hline Washington，Uuiver：ity ：\(f\) & 2.0 \\
\hline Purdue University & 2.1 \\
\hline Rice Uriversity & 2.0 \\
\hline Irdiand University & 2.0 \\
\hline Maryland，Uniwersivy of（Mathematic．3） & 2.1 \\
\hline Californis University of（ S ，m Dicso） & 2.0 \\
\hline Norchwestern University & 2.0 \\
\hline Carnegie Mellon University & 1.9 \\
\hline GUNY Graduate School & 1.9 \\
\hline Marylend，Univer kity of（Apr \(3 \mathrm{i}: 1 \mathrm{l}\) M： tr ．．） & 1.9 \\
\hline Texass，University of（Av．atin） & ． 8 \\
\hline Weashingion University & 1.8 \\
\hline Onic State Uiversity． & 1.8 \\
\hline Penmiylvania Stete University & 1.8 \\
\hline Vingixizs Uniwersity of ． & 1.8 \\
\hline Kentucky，University of & ． 8 \\
\hline Oregon，University of & 8 \\
\hline Colvasdo，University of & 1.8 \\
\hline Johns Hopkins Univeristy & 1.7 \\
\hline Utah，Uniryersity of & 1.7 \\
\hline Nostin Cerolima，University of & 1.7 \\
\hline Nocre Dame，Cuiversity of & 1.7 \\
\hline Rochestar，Tinnueraity of & 7 \\
\hline Tulare University & 1.7 \\
\hline Eltnoia，University of（Chicago） & 1.7 \\
\hline Rentsatles Polytechric in Institat． & 1.7 \\
\hline SCNY at Rutalo & 1.7 \\
\hline Califormis，University of（Sarte Bertsme） & \(1 . \%\) \\
\hline Massachusetts，University on（Amberst） & 1.7 \\
\hline Michigan State University & 1.7 \\
\hline Pittsburgh，Tniversity of & 1.7 \\
\hline Soutiern Celifornia，University of & 1.6 \\
\hline Louigianis State Coivergity & 1.6 \\
\hline Arizona，Liniversity of & 1.8 \\
\hline Case Whestern Cl ceserve Cliviversity & 1.5 \\
\hline Dartmonth Callege & 1.6 \\
\hline SUNY at Albany & 1.5 \\
\hline
\end{tabular}

keley）
2.7
2.7

Messachusects Instituce in Tr nenelocey
Chicago，Unirersity of
Stanford University
Yaje University
Wisconsin，Univers：句 of（ \(\mathrm{M}_{\mathrm{L}} \mathrm{Ii} 1 \mathrm{mc}\) ）
Lengan，University of
Cornell Tinversity
California，University of（ \(L\) os Angeles）
mbera Unverst子
oniversity of
California Institute of Te incle ty
Brandeis University
Suny at brony brook
Rutgers University．
Washington，Uuive：：ity ：f
Pie Uriversits
Indiand University
aryland，Univerater of（Mathematic．3）
Californise University of（ E ，m Diceso）
anwestern University
Carnegie Melion University

Texass，University of（Al．stin）
asaingtion University
Pennsylvania State University
Vixgixia，Uni保sity of
Oregon Unirersity of
Colox：3do，University of
Uteh，University of
Nootin Cerolinic，University of
Norre Dame，Cniversicy of
Tulate University
Ilinois，University of（Chicago）
SCNY at Rufalo
Califormis，Jriversity of（Serta Bertere）
Massachusetts，University oif（Amberst）
chigan State Unyersty
Southern Celifornia，University of
coungiana state Codyereity
Arizona，Tinivensity of
Dartmouth Callege
sUNY at Albany
\begin{tabular}{|c|c|}
\hline Culicrmin，University of（Riverside） & 16 \\
\hline Duke Uṅ7ersity & 5 \\
\hline Fioprida State Urivr：：ity & 1.5 \\
\hline Iowa，Univerzity of & ． 5 \\
\hline Norihessters University & ． 4 \\
\hline Oregon State TJuivicsily & ． 5 \\
\hline California，University of（Dexis） & I． 4 \\
\hline  & 1.4 \\
\hline Syracese Univeraty & ． 4 \\
\hline Virginia Polytectaic Institute \＆State
University & ． \\
\hline Flosida，Universiwy of & ？．4 \\
\hline Teanersee，Upiversity f & 1.4 \\
\hline Geargia，Tuwtrsity of & 1.3 \\
\hline Kazsas，University of & 1.3 \\
\hline Delsware，Tintwersity of & 1.3 \\
\hline Georgia Inotitute of Technology & 1.3 \\
\hline Temple University & 1.3 \\
\hline New Mexisa Ėnivarsity ci & 1.3 \\
\hline Wheyne State University & 1.2 \\
\hline Icrma State Upicersity & 1.2 \\
\hline North Caroling State Exiversitr & L－2 \\
\hline Polytechric Enstitate of Nem Yo：k： & 1.2 \\
\hline Oldahoms & 1.2 \\
\hline Vanderbilt Universivy & 1.2 \\
\hline Cincinati，Univeraisy ：if & 1.2 \\
\hline Houston，University of & 1.2 \\
\hline Wealeyan Uniwersity & 1.1 \\
\hline Clemson University & 1.1 \\
\hline Auburn C＇niversity & 1.1 \\
\hline Kent State University & 1.1 \\
\hline Commecticut，University of & 1.0 \\
\hline Nebraska，University of & ． 0 \\
\hline guny at Binjiamran & 1.1 \\
\hline Okiohoma State University & （1） \\
\hline  & 1.0 \\
\hline Colorado State University & 1．0 \\
\hline Texas Tech University & 1.0 \\
\hline South Carolima，University of & 0.9 \\
\hline Miscouri，University of（Colurnbis） & 0.9 \\
\hline Texss，Civiversity of（Arlington） & ． 9 \\
\hline Eimory University & 0.9 \\
\hline South Flypida，Univarsity of & 0.9 \\
\hline Clarksas Collcge of Techwolcey & 0.9 \\
\hline Stevens Institute of Technology & 0.8 \\
\hline Missotui，University cf（Rolle） & 0.9 \\
\hline Boston University & 0.8 \\
\hline Sounheran Ilinois Unipe sity & 8 \\
\hline Derser，Enivecsily of & ． 7 \\
\hline Adelphi Eniveraity & 0.7 \\
\hline Borling Green State UFiva：ity & 0.6 \\
\hline Montane，University AE & 0.6 \\
\hline Ohio Universily & 0.6 \\
\hline Westerı Michigan Univerxily & 0.6 \\
\hline TFinais Institute of Technology & 0.5 \\
\hline Saimiv Louss Universiky & 0.5 \\
\hline Alabuma，Uiriversily of & 0.4 \\
\hline New Mexico State Cniversicy & 小 \\
\hline
\end{tabular}

Duke Unīersity 1.5
Fiorija State Urivr：：ity \(\quad 1.5\)
Iowa，Univerzity of ． 1.5
Norihessters University
Oregon Stutte Jinuvessily
California，University of（Dervis）
Cla：erno：7t Gradwate Sct．c．ol
Virginis Polytectaic Institute 必 Sizate University
1.4

Ternessee Universitiy f 1.4
Gearcia．Tinvirsity of 1.3
Kansas，Uन＂广ersity of－ 1.3
Delswarg，Tinewersity of ． 1.3
Goorgin Institute of Iechnology
Temple University
New Mexirn L－niversily ci
Icura State Upirersity
North Caroling State Eniversity

Vanderbilt Universivy
Mincinnati，Univeralsy．：1
Wiesleyan University
Auburn C＇niversity
Kent sitate Unuversity
Commectikeut，University 0 ：
Nory
Okidnoma Stare Univeraizy
Wrisens：in，University of（Milu：ut：
Unverity
South Coroling，Tiniversity of
Miscouri，University of（Colurabis）
Texses，Thiversity of（Arlington）
South Flopida，Tiniwarsity of＇
Clarksay College of Technology
Stevens Institute of Techmolory
Mirsaturi，Universily of（Rolle）
Sowihera Illinois Unive sity
cr，Leveraily
Adelphi Cniversity 0．7
Borkling Green Staté U：iva：ity 0.6
Montane，Universioy AE
Whertar：Minchir：n Univareily
7Finois Institute of Technolosy
Alabumas，Uriversily of
New Nexico Siate Conversity

\section*{Graduate Programs in Mathematics}

Table C. Ranked by Improvecient in Qualty in I ast Fixe Years
\begin{tabular}{|c|c|}
\hline TWikh, Univcrsity jo & \(1 . \overline{7}\) \\
\hline Texas, University of (Austin) & 1.6 \\
\hline Kentucty, UJipersity Jf & 1.6 \\
\hline Hlinois, Univesity of (Chisete) & 1.5 \\
\hline Deiamare, Giviveruity of & 1.5 \\
\hline Califormas. University of (Sen Diegc) & 1.4 \\
\hline Texas, University of. (Arlingtece.) & 1.4 \\
\hline Ruteres Einiversity & 1.4 \\
\hline Pemsycharis State Ciniv..: ity & 1.4 \\
\hline Northeastern Utiversity & 1.4 \\
\hline  Univereity & 1.4 \\
\hline Tlexas Tech Universigy & 1.4 \\
\hline South Carolina, Eniversity of & L. 4 \\
\hline Maryland, University of (Matr. Ls: .ti:3) & 1.3 \\
\hline Temnusses, University of & 1.3 \\
\hline Caliormia, University of ( L : : Aligeles) & 1.3 \\
\hline SUNY at Stony Brook & 1.3 \\
\hline Washington, Triversicy :f & 1.3 \\
\hline Gsorgia, Univensity of & 1.3 \\
\hline Messawhreitg, Univer ity of (Amhar:i) & 1.3 \\
\hline Arixona, Enive:sity of & 1.3 \\
\hline Gcorgie Institute of Technology & 1.3 \\
\hline North Carolina State University & 1.3 \\
\hline Cincinnati, Enivergity of & 1.3 \\
\hline Brown University & 1.3 \\
\hline Clemson Univaraity & 1.3 \\
\hline Sourh Florida, Criversity of & 1.3 \\
\hline North Carolins, University \({ }^{\text {F }}\) & 1.3 \\
\hline Colorado, Univeraity of & 1.2 \\
\hline Whayse State University & 1.2 \\
\hline Colcrado State Universioy & 1.2 \\
\hline 1-Minasesata, University of & 1.2 \\
\hline Oregon State Uniquersity & 1.2 \\
\hline Houston, University of & 1.2 \\
\hline Ohio State Eniversicy & 1.2 \\
\hline Duke University & 1.2 \\
\hline Temole University & 1.2 \\
\hline Maryland. Univergity of (Ayrfli; 1 Math) & 1.2 \\
\hline Piotsburgh, Universaity of & 1:2 \\
\hline Oklahoma, University of & 1.2 \\
\hline Conrecticut, tiniversity of & 1.2 \\
\hline Kent State University & 1.2 \\
\hline Boston ETniversity & 1.2 \\
\hline Indiama Tuniversity & 1:2 \\
\hline Northwesturn Univeraity & 1.2 \\
\hline Michigan Stata UTniversity & 1.2 \\
\hline SUNY at Albany & 1.2 \\
\hline Florida, Eixiversity of & 1.2 \\
\hline Colifornie, University of (Eerkcley) & 1.2 \\
\hline  & 1.1 \\
\hline Michigan, University, of & 1.2 \\
\hline Cown, University of & 1.1 \\
\hline Vanderbill University & 1.1 \\
\hline Wesleyan University & 1.1 \\
\hline Oclanoma State Universíy & 1.2 \\
\hline Southern Ilinoia University & 1:2 \\
\hline Yalc University & 11 \\
\hline
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1.3
1.2

Das Univeratio
1.2
1.2
:2
Okdahoma, University of
Conrecticut, Tiniversity of
Beston Einiverity
Indiana Tiniversity
Northweatarm University
SUNY at Albany
Florida, Exiversity of
Mresechusectite Institute 洔 Technolerg
Mchigan, University of
Iowa, University of
Wesleyan Ubiuergity
Onchanoma State Universíy Yalc University
\begin{tabular}{|c|c|}
\hline Purdue Univesaity. & 11 \\
\hline Case Westera Rear -r: University & L.J \\
\hline Gice Uriversidy & 1.1 \\
\hline Oregon, Univecrity of & 1.1 \\
\hline Trensselser Polytechric Institute & 1.2 \\
\hline Nebraske, UJiversity of & 1.1 \\
\hline Montana, Usivergity of & 1.1 \\
\hline Comeld Universioy & 1.1 \\
\hline Illinoes, Liniversity oí & 1.1 \\
\hline Auturn Unjucraity & I. 1 \\
\hline SUNY at Binghamion & 1.1 \\
\hline Clarkron Callege of Technofors & 1.1 \\
\hline Weatera Miehigen University. & K. 1 \\
\hline Californis Institute of Techrology & 1.1 \\
\hline Soutiaern Celilomis:, University ol & 1.1 \\
\hline EUNY ai Buffalo & 1.1 \\
\hline  & 1.1 \\
\hline Columbia Univergity & 1.J \\
\hline Wizconsin, University \(\sim\) - (M: Jisen) & 1.1 \\
\hline Weshington Universiby & 1.1 \\
\hline Fochester, Universily df & 1.1 \\
\hline Eovisiama State University & 1.1 \\
\hline Tulane University & l.1 \\
\hline  & 1:1 \\
\hline Ohio Eniversity & 1.1 \\
\hline Alabams, University of & I.I. \\
\hline Stanford Uuirersity & 1.0 \\
\hline Cannegie-Mellon TJuiversity & 1.0 \\
\hline Oalsforia, Utiversity of (Santa Barbare.) & 1.0 \\
\hline Califormia, Universitoy of (River:ide) \({ }^{\text {a }}\) & 1.0 \\
\hline Chicage University of & 1.0 \\
\hline Harmard Univessity & 1.0 \\
\hline Notre Dame, University of & 1.0 \\
\hline Wisconsin, University of (xTlusenkee) & \(1: 0\) \\
\hline Claremont Graduate School & 1.0 \\
\hline Now Mexico, Unrivarsity of & 1.0 \\
\hline Mdissouri, Jniversity of (Col:.. bis.) & 1.0 \\
\hline Pennsyluania Unive:sits of & 0.9 \\
\hline Dartmonth Callege . & 0.9 \\
\hline Kensas, Urivarsidy of & 0.9 \\
\hline Iowe State Univeraity & k. 0 \\
\hline CUNY Graduste School & 0.9 \\
\hline Wissonxi, tinivergity of (Rolfa) & 0.9 \\
\hline Demver, University of & 0.9 \\
\hline Newt York University & \(\therefore 0.0\) \\
\hline Syra suse University & 0.9 \\
\hline Floride State University & - 0.8 \\
\hline Brandeis L-niversigy & 0.8 \\
\hline Virginia, Universicy of & 0.8 \\
\hline Johns Hopkins Universily & . 0.8 \\
\hline Dimory University & - 0.6 \\
\hline Polytectuic Institute of New Yoik & N/A \\
\hline Gomling Green State University & N_4 \\
\hline Scevens Institute of Technology' & NA. \\
\hline Clinois Fositate of \(T\) extrology & NA \\
\hline Adelphi C'nversiơr & NA \\
\hline Saint Lowis Uiniversity & NA \\
\hline New Mioxis: State Cinvocily \(\quad\). & NA \\
\hline
\end{tabular}

\section*{Graduate Programs in Statistićs/Biostatistics}
Iable A. Manked by Scholarly Quality of Frogram Faculty


\section*{Graduate Programs in Statistics/Biostatistics}

Table B. Ranked by Effectiveness in Educating Research Scholara

Steaford Euniverajisy Statisticts
California, University of (Berkeiey) Staziexisos
Wi: sousin, Jtivivarity ô̂ (Madison) Stritstits
Chicego, Einiveraivy of Atidistus:
Iowa State University, Statistice
Corne? University, Shtilisties
Floride State Ťuiveasivy Struistics
\(\mathrm{N}:\) :-th Carolina, University ei Biostatistics
Necth Carolino Universicy of Stictistics
W: hington, Criversicy of Bicmathemaniza \& \(B\) iostaisit:s
Mipnesotis, University of Statistice
Purdoe Tinu it St
 Pasbitc Healit \& Mathematics
C:...'esje-Mellon Conivensity Statiekscs
C:]:mbia Universicy Mathermatical Statistics
Nerth Carolina State Univer fity Statestics
Yale Universidy. Stetistics
Colerado State Universicy Statistics
Harvard Univeraiky, staintisu
Princeton University, Stofotizis
Iown, University of, Statiastica
Michigem, L-niversity of Statistics
Texas AㄴM Truyen sivy Staxistics
Mechigan State Uxiversity Statistitis of Proiabikity
Ruterers Uniwersicy, Statiatics
Virginia Polytecenic Tostizure Statistics \& Statistital Lriker:at:ry
Johns Hopkins University Biostatistics
Oregon Stata University Stetistiots
Rechester, Tiniversity of Statistixs
Ferninglvania State Unix arsity Statiotice
Gu: thema Methosi:t U:-ivirsity Statistics
Illi:: ris, Cniversity of ( \(\mathrm{C}: \mathrm{E} \mathrm{E}: 2 \mathrm{z}\) ) Mathematise
Onio Srate Enivergity Statiotics \& Biostatiothes \(\quad 16\)
F'ennsyivania University of Stutizsica

Flopida, Univarsity of St: ixsexu: \(\quad 1.4\)
Kentincke, Universivy of
Btatastics \(\quad 1.4\)
North Carolina State Urive-sity Biomathemati<s.
Yale Civiversity Epridemiolagy \& Fubiz: Headik 1.4
Colifornia, Urive: sioy of (Riversids)
Statistics
Gearge Washir:gex. L-xiven aity Stanistics
Mi.acuri, Uniry gity of (Columbia)
Statissics

Os.l: homs Stete Universivy
Statistrics 13
N:w Mexico, Universivy oi Masiemetics and Stristico . . 1.3
Fittosburgh. finiversity of Mcutinematices and Statissics \(\quad 1.3\)
Texa3, Universiby of (Houstor.) Diometiematies (Andersor: Hospitul) . 13
Minnesora, University of

Comectieut, U. ive: sivy of Sutristics
1.1

SERYY at Butalalo, Statistics 1.1
suny at Stony Brodik
Applied Mnthematics 8 Stativis:
Femple University, Statsis:s . 1.1
Wye.ming. Univerzity of Statistics
G: :gies University of Statistiss 8 Computer Scrense \(\quad\) io
F'ittgburgh, Universicy of Biostatistics (Puilic, Hectith)
Boton University, Mothematics 0.8
Casc Western Rearrve Universicy Biometry
Indiana University, Mathemshitics
Virginis, Commenwealth University Biostatistics (Medtitel College)
Dil:mare, University of Appided Sciences
Ma. FIsnd, Eisiversity of (College Ferk) Mathematicos
Missouri, Unizersity of (Roll:) Statisticts
S:..tà Florida, Éniversity ed Muthernatiss
Americar Univer:ity Mathersatices Stamistice \& Cemputer . Stience
Mivhigen, Universiwy of


\section*{Graduate Programs in Statistics/Biostatistics}

Table C Ranked by Improvemént in Quality in Last Five. Years

F'ittsbursk Unevasity of Machemarics and Statista;s
We: hingron, Uarversiby of Biomathematics \& Brasty.tist:
Qa:-:egie-Vellon University statatics
Califormia, University of (Rive-:il:) Staturtacs
suny at. Stony Brook
Anplied Mathemains Ef stationis
fexas AâkM University
Statistice
Califormia, Unive: ity of (B: faly) Statisicica
 Mafrematice
D:1:marc, University of Applied Sciences
TE: : S., U Uriversity of (Houstion) Bumathematios (Ardersom H: patcl)
Chicago, University of Statioutics
Purdue Univiraity, Statiotice
Virginia Polytechnic Institute Siatistits \& Statiticai Labe :tory
Stanford Coiversity, Stitütics
Pemesylvasis. Univee sitigy of Shatistics
 Staizizacs
Thlorida, University of Sfatasies.
Tlinnois, University of (LTbbacke) Mathematics
Koma State Universiby Statist: :
Califorris, Juiversisy of (Los Angelk:) Public Health 8 Mather zatise
Q:1:redo State Univecricy Statidtits
Groceia, University of statistits \& Conipriter science
Mugland, University of (College Fim:) Mathertatics
Nocth Crachina; Cinversity of B bothetstics
F'ennsyluania State U.ies :ity Statioiss
Torra, University of, Stazisti:!
Mincesota, Cnivercily of Stadistits
Ot:a: State Universioy Statistcics \(Q\) Eliastat: t.:.:
Yale University Egitemiology \& Pubid Heaith
Rochester, Universicy of Statistics
Conmertieut, U.:irysity : f Stativics
Harvarl Tiveryity, Si:titis:

K : 'sucky: University of Statetitios
O:: gon State UTiversivy Stctistios

10

Columbia Univergity Matherraticel Stabistics
Comell University, Statiotise 1.0
Florida State Liniv:axity Staxistrices
 Statastics
5: : .then Met\} :diet Caiversioy 1.0
Statistics - 1.0
Teraple JTiversity, Statisti:s \(\quad 1.0\)
Wycming, Tiniversity of Stariesics
Minnesoti, USix:ity : it Biomeiry
Mi:s nuri, Jeiv: sity of (Rolia) Sfatistics
F'itt :burgh Taivergity of Bostatictics (Fsidic \(H:\) :uibr.) - 1.0
Yine Univergizy, Shentiotiss 1.0
American Uviversity Matrematico Sinatistits \& Ginteltit Sciente
N: \(\boldsymbol{r}\) Mexim, Unciversity of Mathemeties and stasiskes
Nerth Carolina State Universicy Statuslies
Oflshoma Stave University Stetisctics
J: \}.ns Hopkins Cniversity Biostatistic. 3
Mi Etigan State Universivy Shatidites 8 Probability
Missouri, University of (Col....ti:), Statistics
Ruvgers Universiof, Pataitics
North Carolios, Univėxivivy of Stetestits
1.1 Princeton University, Statisicics
i. 1 Virginia Commonwealth Øiniversity Biostainstica (Menical Collegnj
11 Nerth Carozina Staite University Biomathematises
\(C_{\text {cise }}\) Wcuteru Reapive Ux.iversity Biometry
Tadiana Tuirersity; Maficmatics
George Weshingtor. T-jiverxity Stansistice0.4

Michiegen, Univerzity of Biostutatice (Public Heaik)

\section*{Graduate Programs in Computer Science}

\section*{F'able A. Ranked by Stholarly Quality of Program Faculty}

Siantord Toviqursity, Ccmathter Science
Mussachuselus Iistit sta of Terhnology Elfasicasi Engineerinis as Computer Science
Carnegie-Meilon Uwive: ity Computer Science
Calizornia, University of (Be.keley) Elecrived Engineering \& Compziter Stentes
Cornell Uitiversity, Ocmptuts Stienice
Californis, Univeritty of (T.os Angelss) Comptiter Sciencs
Illi:.:is, Unive :Sity of (UI bana) Comp: tem Sotionce
3.8

Yele Univeraity, Computien Strots
Washington, Eniversity of Computer Sciences
Southery Californis, U:irf: :ty 't Conntwer Sciente32

Ic: : ss, Univerity of (Ar.gt.") Compyter Sciences
Wisconsin, Uriveraity :f (Medise o) Gomapuser Scierces
Maryland, Ťiversity if (Call:g\% Fixk) Computer Scienco
F'rinseton Thiversity Elecincal Engineering \& Givit:r Sozence
Erowa Uneversity, Oomptets Exiert:3.0

Massachusatese IViversity of Compater \& Information Sai:nces
New York Unive sity, Oomprier Sciense
Utah, University of, Comprits Sescree2.8
2.8

Gcorgis Institute of Technology Infomsation 8 Computer Sesir,
Minacsote, Üripetsity of Computer Scierce
North Garolise University of Computer Sivence
F'onisylvanis, University of Compabter \& Information Scuer:ce 27
Re:hester, University of Conturter Ecience
SUNY at Stony Brook Coimputer Sesence
Cesifornia, University of (Ss:i Disgo) Electrical Engineering \& Compuier Science
Celisornis Institute of Iechrology Conturter Scrience
Columbin Universitr Camenter ftion 2.5
Columbia University, Compniter 6tienta
Galifornis, Univergity of (Irwine) Informachion 8 Comptiter Ecienc:
Doke University, Compurier Scierce
Nortimentern Universiey Electrical Enpiperting \& Comptits Sciencea2.72.7272.7\(2 i\)2.62.52:5
\begin{tabular}{|c|c|}
\hline \begin{tabular}{l}
Osi. State Uriversity \\

\end{tabular} & 2.4 \\
\hline Ruite University, Mathematicich Sciences & 2.4 \\
\hline Rutges Liniversity, Comprier Science & 2.4 \\
\hline Syracuse University Computer Soientes & 2.4 \\
\hline Arisoma, Univaryity of & \\
\hline Computer Stentis & 2.4 \\
\hline Indirne Univergity, Cimputer Scionu: & 2.3 \\
\hline SLNY at Buftolo, Cornputer Swence & 2.3 \\
\hline Cilifcrnie, University of (Santa Baroaite) Electrical \& Corxputer Ergin: enirg & 21 \\
\hline F'ennsyivania State Universily Computer Scierces & 21 \\
\hline Kensas, Universicy of & \\
\hline Computer Scieree & 1.9 \\
\hline F'itcsburgh, University iff & \\
\hline Comprier Science & 19 \\
\hline Yanderbilt Triversity & \\
\hline Computer Science & 1.8 \\
\hline Iowa 3tatc Uriversity & \\
\hline Compruien Seierce & 1.7 \\
\hline Virginia Urivergity of & \\
\hline Applied Mathomatiss \& Girratuer Scteres & 17 \\
\hline C: -necticut, Unjuersity of & \\
\hline Exectricsl Erginecrisg \& C'cmpuker & \\
\hline Srience & 1:7 \\
\hline Iowa. Univeraity of. Compuxer Science & 1.7 \\
\hline Sorthern Methodist Uxiversisy & \\
\hline Computer Seience \&' Engineeting & 16 \\
\hline Washingron State University & \\
\hline Computer Science & 15 \\
\hline Michigan Stare Unive: ity & \\
\hline Comprier Sciante & 15 \\
\hline Washingtom University & \\
\hline Compater Scierce & 14 \\
\hline Case Westrem Ressave University & \\
\hline Compujêt Enginetring, Comptitay \& & \\
\hline ITJormation Saserce & 1.3 \\
\hline Mi: : muri, Eniversity oŕ (R Pllay) & \\
\hline Compuster Science -.. & 12 \\
\hline Folytechnic Institute of Now Yoik & \\
\hline  & \\
\hline Scence " . \(\because\) " & 12 \\
\hline St:-rens Inatitdie of Iechnology' & \\
\hline Etecitital Enjustering ef Corqutr & \\
\hline Srience & 1.2 \\
\hline Iexas A\&M University & \\
\hline Industrial Angineering & \\
\hline Kansas State University & \\
\hline Compuser Scrence & 09 \\
\hline Oslahoma, University of & \\
\hline Etectrical Enginterisis \& G.urne.l.r Sciance & b8 \\
\hline fi: higan, Universicy of & \\
\hline Comfreer \& Commancutitor Stientes & N \\
\hline
\end{tabular}

Rive Diviversity, Mathemátical Sciences 2.4
Rutgess Liniversity, Compater Science 2.4
Synacuse University Computer Soient:s 2.ís
Arisona, Univeryity of Computer Sctenjes2.4

Iediene Univergity, Computer Scient: \(\quad 2.3\)
SCNY at Euftelo, Cornputer Srience 2.3 Electrical 8 Computer Engin:erizg 21
Fenngytrania State Universily Computer Scierces21
Computer Scienes ..... 1.9

Computer Scimse ..... 19

Towa Set Undence
comzuse seence ..... 1.7

\({ }_{S}\) Abternce ..... 1.7
Esectrical Enginecring \& C'mpuseri Srience
1.7
Southern Methodist Uxiversily Computer seitnes \& Engineting ..... 16
Compnter Science ..... 15
Comprier Science ..... 15
Compater Science. ..... 14

\section*{Graduate Programs in Computer Science}

\section*{Iable B. Ranked by Effectiveness in Educating Research Scholars}

Stanford Ureivergity Comp star Sciente
Missachusetts Tnstitute of Techoology Electrical Engineerivg E Gomputcr science.2.8

Cartesie-Mẹlion ťnivarsity Compsiter Science
C:liforivis, University of (Ber keley) Electrical Enginec:ing \& Comporic Scienices,
Cornell Unizersity Comprter 5 : zer, i:
Iltincis, Uairersity of (Utbeana) Compinter Science2.6

Oaliforruia, Uriverrity : ( \(1 \because \mathrm{~A}: \mathrm{B}\) cles) Compister Scienct
Yale Enizersity, Computer Saz:- \(=\)
Texs.s, University of (Anstin) Comprier Sciences
Wanhington, University F Gomputer Sciences2.0

Mexivard, Waiversity !e (College F'ark) Gumptiter Science
Wisconbin, TJiniver sity of (M:Ein:cn) Computer Sciences
Finceton Cóversity
Electrical Enjinetting 8. Camr.ter Seience.
Utohn, Univensity of, Ccmister Sc:in:3 \(\quad 1.9\)
suny an Stony Brook Gompster Sciente
Southern Californios U:itraity in Computer Scierict1.8

North Carolina, Urives sity of
Gompater Scientt
.. 1.7
F'emsylvanio, University pf Compriter \& Informetion Stisme 1.8
Rechester, University of Gompnter Scienct
Brown C"̈iyersity, Computer Seience \(\quad 1.7\)
New Xork Jinivergity, Compus:r Sciente 1.7
Messachisetts Univeraity of Compater \& Informistion Sismtes \(\quad 1.7\)
Sinnesote U, University of Oomparier Science1.8

16
\(G_{x}\) cepies Institutute or Technology Injormation \begin{tabular}{|c} 
B Computer Ereme:
\end{tabular}
Ofi: State प’nivicrsity Comptiser \& Information Sisience
Fice University, Mathematical Sciences1.6

Califormix Institute of Technology Computer Scierse
Dube University, Computer Sience 1.5
Northwestern Universidy Encturical Enginecting 8 Ctmutur Stientes
suNy ait Buftislo, Gumr:tur sm:z:
A.isjus, University of Oomputer Scienses1.1




Hutgess Uniriversity, Gompuster Brience 1 亿
Irediena Univasity, Compher Scserce 13
Pennsylvania State Univers:ty Computer Sciences1.3 Pia, Uni Evestracl Enginier Columbia Crivessity, Covet:r 5riente 1.2

Jown Stete Tuiveryity Comytuet Scierce1.2

Gimptiter Seience ..... 12

Science ..... 1.2

Iowe., Wiviversity oil, Gomet ther Seience 1.1
Kancas, University of Compuiser Scierce1.1
Computs Scienct ..... 1.1

Science ..... 1.0
Gortstuier Science ..... 1.0
 ..... 1.0
- ..... 1.0F olytechnic Fastitute de Now YorkEhecinc: 1 Engineering \& Carnp:t:-Science0.9
Electrical Engis. ss in:g \& Computat ..... 0.9

Missouri, University of (Reillq) Computer Science0.8

Case Western Reserpe Univerqity Computer Entingetivig, Corspeting 8
Information Scence:
0.8
exas ARMM University Indostrial Engineering0.7

Comptster Science ..... b. 6

Ejectric \(2 l\) Entinieering Science.0.3

\section*{Graduate Programs in Computer Science}

\section*{Tsble C. Ranked by Innprovement in Quality in Last Five Years}

Georgia Instizute or lechnology
Information \& Co:mputer Sces:re:
R: .hester, Universily or Computer Science
WI: : hington Liniveryity í
Computer Seiences
Colublia Univeraity, Gomoutir Scier.:1. 6

Indiana University, Computer Setence I. 6
Yanderbili University
Computer Science
1.5

Brorn Ciniversity, Computer Seience 1.5
Rutgers TJniversity, Compriter Sciens:: 1.4
Arizona, University of
Comprter Sciences
Celiforsie, Utiversity of (Berkeley) Electrieal Engineering Ef Compet:Striences13

Oalifornia, University of ( 1 os Angeles) Computer Sciencs
Scuthern Califormia, Viniversity of Comzuter Science
Duke University, Comptiter Stience
Wisconsin; Uriversity of (Madiso:1) Computer Stetrees
M:s: achusetas., Tiniverbity of Compater \& information Scientsis
\(I_{1}\).en, 4, Univer:ity of (Azastir.) Computer Sciencts

\(T\) r:pinis University of Ayphied Mathentetits \& Compater Science
Connecticut, Jniversity of Eiectrical Engineering \& (V.W?: t:" Science
Me. ylond. Jniryersity of (Call sg: F'e:1:) Catroputer Breithe
Mir: ciesota, Uriversity of Complate Stitute

UNY at Stor. \(\bar{y}\) Brook Computer Scesence
W! mington Stiate University Comproter Science1.2

I:wi State University Comphiter Saicnce
Qesitornia, University of (Santa Barbaizi) Exechical \& Computer Engin: ersigg
Car negie-Mellon tiniversity Computer Science
Mesigachuseite Institute of Techonology Esectrical Engineering \& Compruer Scienct
Mi:sonui, University of (Rolla) Contulter Science
N:-rithwestern University Elcctricol Engmeering \& Corx.f.t: Sciences
1.1

Fice University, Mainemaüical Sciences
Syracase Ciniveruity, Compula-Scitrwes

Ceslifornia, UV: iversity of (Sez Diegre) Nrestrixa: Engwivaing 8 Compustor Science
Comell Eniverxity, Cotrander Ssine:
Norch Carolina, Unversity of
Computer Seience 1.1
1.1

Compriter 8 Inforr,ation 5 is: 4:
1.1

F': c.sylvanie, Universicy of Computer E Injormation Scien:. . 1.1
Yale University, Computer Seience . 1.1
Stanford Univessity, Comprtey Sciense 1.1
Hinois, University of (Urbana) Computer Srienc:
1.0

New York CIiversity, Compuier Erier,: 1.0
Sterens Institute of 「echnoldgy Electrica! Exgineering \& Compuier Science
Utana, University of Compater Science . 1.0
Washingtom Uxinersity Composter Science
Tome University of Congut S:ien 10
Texas Alen Criversity Indestrial Ergineering e 1.0
Suny at Buffalo, Computer Sozes: \(\quad 0.9\)
California, University of (Trsine) Information E Conpc:ter Saigte 0.9
Michigan State University Compruier Science09

Kansas State University
Comprutcr Scicrace
Fitcoburh, Unimity of
\(\begin{gathered}\text { California Institute of Iechnology } \\ \text { Coraputer Science }\end{gathered} \quad 0 . \dot{8}\)
Kanses, University- Computer Science - 0.8
Southern Mechotist Tiniversity Comphter Science E Brgiperring
F':lytechnie Ir stituture of New York Electrical Engineering \& Compturer Scienca
Finceton Univeristy Electrical Brgine:mig \& Gurat: Sciente
Cs:: Westera Reserve Tïrirarsity Gompater Engixectiva Compriting \& Infomation Science.
Fennsylvanis Stete Liniversity Compater Seiences0. 4

Mi-hitan, Univarsity of
Comprater Si Companizatior Stienees . NA
Oll: :homs Ti:uversity of Electitat Engineeting 8 Cithituter Stience

\title{
Research-Doctorate Programs in the United States
}

\title{
Continuity and Change
}

\title{
Committee for the Study of Research-Doctorate \\ Programs in the United States
}
sponsored by
The Conference Board
of
Associated Research Councils
and
conducted by
Studies and Surveys Unit
Office of Scientific and Engimeering Personnel
National Research Council

\section*{NATONAL ACADENY IRESS " 2101 CONSILDDION AYENDE N.}
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 special competencies and with resand to approprinte balance

This report bas been reviewed by pesons other thap the authors according to proccturzs apprcyce by i Report Rexiew Commitiee consisting of mexbes of te Narioneil Acadeny of Scisnows de National Academy of Engingering, and the Institute or Mociaine.
 F'oundations, ard the National Academy oí Sciences.

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\title{
COMMITTEE FOR THE STUDY OF RESEARCH-POCIORATE PROGRAMS IN THE UNITED STATES
}

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\section*{EXECUTIVE SUMMARY}

Many changes have taken place in size and slructure of the research-doctorate enterprise in this country since 1982, when the National Research Conncil (NRC) issued its first report on the status of research-doctorate prograths in the Sciences (includiag the broad fields of Biological Sciences., Physical Scicnecs and Mathematics, and Social and Behavioral Sciences). Enginecring, and Arts and Humanities in the United States (Jones, Lindzey, and Coggeshall. I982). From 1980 to 1992. for example, the number of institutions awarding a Ph.D. grew from 325 to 364, an increase of more than ten percent In 1993, the number of doctoral degree recipients in all fields in the United States reached an alltime High of 39,754 . Aware of these changes and of the academic community s interest in the earlier assessment of research-doctorate programs., the Conference Board of Associated Research Councils in 1990 asked the NRC, as a mernber of the board. to update the 1982 study.

Aftor a plannits phase jo 1991, the NRC appointed the Committee for the Stady of Research-Doctorate Programs in the United States and asked that they undertake a fouryear study, taking the 1982 assessment as their starting point This report represents an effort to build upon and update the information collected for the 1982 study, to collect new information, to analyze key components of the new data base, and to make that data base available to interested researchers and scholars Eor fuxther analysis. It focuses on "reseatech training programs" although we recognized that doctoral edarcation has a range of purposes, and graduates follow a variety of career paths in academia, industry. and government. The study examines programs in the following 41 fields:

Arts and Yumanitiess: Atc History, Classics, Comparative Literature, Engish Language and Literature, French Language and Literature, German Language and Eiteratume Linguistics Music., Ptilosophy, Religion, Spanish and Portuguese Ianguage and I iterature.

Hiological Sciences: Biochemistry and Molecular Biology; Cell and Developmental Biology; Ecology, Evolution, and Behavior; Molecular and General Genetics; Neurosciencen; Phamacology: Fhysiology.
Engineering: Aexospace Erigineering. Biomedical Engineering. Chemical Enginecring, Civil Engineening, Electrical Engineering, Industrial Engineering. Materials Science, Mechanical Engineering.

Fhysical Siciences and Mathematics Astrophysics and Astronomy, Chemistry, Computer Sciences, Geosciences, Mathernaties Oceanography.. Physics. Statistics and Biostatistics.

Social and Behaviorat Sciences: Anthropodogy, Economics, Geography. History, Political Science. Fsychotogy. Sociology

\section*{SIUDY DESIGN}

A critical step in designing a stady of research-doctotate programs in the U.S. is to define the target population both to cstathish the boundaries of the analysis and to assure that a cost-effective procedure can be developed for collecting information about the programs included in the study. The concentation of available resources on a livitied num-
ber of disciplines ssemed to the commuittee both practical and necessary, although inevitably resurting in the exclusion of some important areas of greduate study.

\section*{Field Coverage}

Ihe committee selected fields to include in the 1993 study based on a combioation of three factors:
- The number of FhD.s produced nationally,
- The number of programs training Ph.D.s within a patticular field; and
- The avcrage numbcr of Ph.D.s produced per program.

Fields incluđed in the study also have met a criterion of robustress," that is, they have awarded a minimum of about 500 degrecs in about 50 programs for the years 1986 to 1990.

The 41 fields coyered in this repatt consist of:
- All fields in 执 1982 report, although the Biological Sciences are represented differently;
- Eight new fields: Compatarive Literatura, Recligion, Aerospace Engineering, Biomedical Engineering, Industrial Engincering, Matetials Sciences Astronomy and Astrophysics, and Oceanography; and
- Some new fields in the broad area of Biological Sciences.

\section*{Eligibility Críteria}

Based on the analysis of degree production patterns and on reports from "Thstitutional Coordinators" (IC.s) who compiled and submitted information about programs at their institutions. the committee identified 3,634 resciarch-doctotate programs.at 274 U.S. universities- 105 private and 169 public insriturions-which met the criteria and are included in the study This sample represents about 35 percent more programs than the number included in the 1982 study. Taken together, these programs involved about 78,000 faculty members and trained about 90 percent of the total number of Ph .D.s produced in these ficlds between 1986 and 1992. Of the 228 institutions in the 1982 study, 214 participated in this one and many added more frograms for review.

\section*{Data Collection Strategres}

The committec used divetsc strategies for collecting the two primary types of deta contained ion this report

To gerectate repurational measures-faculty opinion of program quality-the committee conducted the National Survey of Graduate Faculty in Spring 1993. The survey instrument was a questionnaire designed to elicit ratings on
the scholarly quality of the progrem faculty, the effiectiveness of each program in educating research scholats and scientists, and the relative change in program quality over the years. The questionnaire replicated key questions appearing on the 1982 servey form thus permitting the calculation of "change" measures for the 1,916 programs appeariug in both studies.

To collect data on the charactenistics of the 3,634 pro. grams included in this stady the connoitee decided to update some statistics from the 1982 study (such as number of faculty and number of graduates) and include exclude or improve upor other 1982 data depending on whether the data sets were scill available and/or relewant. In many cases. a carcfiul matching of faculty lists with vaious sources of information occurred. In other cases data were drawn from the Doctorate Records File (DRF) on a program by program basis. Among the new data included in this report are statistics telated to the participation of women in tesearch-doctorate education Appendix \(G\) describes the chief data sets used in senerating the descriptive statistics found in this report.

\section*{SEL ECTED FINDIYGS}

Educators and policymakers agree that certain distincrive features of the doctoral training environment facilitate the preparation of research scholars and scientists. These include a blend of well-prepared graduate students, talented faculty: and sufficiert institutional resources to permit the independent explotation of promising new research directions.

\section*{The National Sur vey of Graduate Facalty}

Survey forms were sent to a sample of faculty raters chosen from lists provided by ICs in all 41 fields included in the study. Each rater received a questionnaire with approximately 50 programs in their field selected at mandom from the roster of participating programs For each institurion they were asked to rate, raters were given a faculty roster provided by the ICs. The committee set as its goal a total of at Icast 100 ratings per progroml Raters were asked to comment on two dimensions of program quality: (1) "scholarly quality of program facully," and (2) "effectiveness in educating research scholars/scientists." Ratings for "scholarly quality of program faculty" were pooled and an average rating calcolated using a five-point scalc ranging from 0 to 5 , with 0 signirying not sufficient for doctoral education' and 5 signifying "distinguished" Of the 3.634 program included in the study. about 62 percent were rated as "distinguished " "strong," or "good," although this varied by field:

\title{
Selected Characteristics of Research-Doctorate Programs in the Physical Sciences and Mathematics
}

In the tables that follow: information from the National Survey of Graduate Faculty is linked to a variety of statistics depicting participating doctoral programs. The tables have been designed to puesent information about each program in a ficld in rank order by the average ratiog of the scholarly quality of program faculty (930): with the top-rated instiations appearing at the beginning of the list. A key to the variables in the table is presented below.

\section*{Iostitution}

Institution: C.S universities participating in the 1993 NRC Study, ranked in descending cuder based on the scholarly rating of the program faculty (930).

\section*{1993 Ratings}

93Q: \(\quad 1993\) timoned mean for scholatly quality of program faculty. The trimmed mean is obtained by dropping the two highest and two lowest scores on the survey before computing the average. For purposes of analysis, scores were converted to a scale of 0 to 5 , with 0 denoting "Not sufficient for doctoral education" and 5 denoting "Distingaished." Source: NRC National Surver of Grajuate Faculty.

93E: 1993 timmed mean for program effectiveness in educating research scholars and scientists. The trimmed mear is obtained by dropping the two highest and two lowest scorts on the survey before computing the average. For purposes of analysis, scores whre converted to a scale of 0 to 5 with 0 denoting "Not Effective" and 5 denoting "Extremely Effective." Somee: NRC National Survey of Gradaate Faculty.
\begin{tabular}{|c|c|}
\hline 936 & 1993 trimmed mean for change in program quality in the last five years. The trimned mean is obtained by dropping the wwo highest and two lowest scores on the survey before compuiting the average.. For puxposes of analysis scores were converted to a scale of - 1 to 1 with -1 dcnoting "Poorer than 5 years ago" and 1 denoting "Better than 5 years ago.". Source: NRC National Survey of Greduate Faculty. \\
\hline & Faculy \\
\hline Tot Fac: & Total mumber of faculty participating in the progran. Source: Institutional Coordinators. \\
\hline \%Fulis: & Percentage of full professors participating in the program Source: Institutional Coordinators. \\
\hline \%Supp & Forcentage of program faculty (Iot Fac) with research support (1986-1992). Source: Federal Agencies. \\
\hline Watab: & Percentage of program faculty (Iot Fac) publishing in the period 1988 to 1992 . Source: Institute of Scientific Information \\
\hline Fubfac: & The ratio of the total number of program publications in the period 1988-1992 to the number of program faculty (Tot Fac). Source: Institute of Scicatitic Information. \\
\hline Giri Pab: & Ginị coefficient for progran pablications, 1988-1992. The Gioi coefficient is an indicator of the concentration of publications on a small number of the program faculty during the period 1988-1992. The largest possible value, or maximum concenteationt, is 100 (only one individual in the program registered a positive count); the smallest value, or minimumen concentration, is \(100 / \mathrm{Fac}\) (All the faculty (Tot Fac) in the program contribute equally). Source: Institute of Scientific Infornation. \\
\hline Citefrac: & The ratio of the total number of program citations in the period 1988-1992 to the number of program faculty (Tot Fac) Source: Institute of Scientific Jnformation. \\
\hline Gini Cite: & Gini coefficient for program citations. 1988-1992. The Gini coefficient is an indicator of the concentration of citations on a small number of the program faculey during the period 1988-1992. Fhe latgest possible value, or maximom concentration, is 100 (only one individual in the program tegistered a prositive count); the smallest value, or dioimum concentration, is \(100 / \mathrm{Fac}\) (All the faculty (Tot Fec) in the program contribute equally). Source: Institute of Scientific Information. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline & Stadents \\
\hline Tot Sta: & The namber of full and part time gradnate students enrolied in the Fill or I. 992. Source: Institutional Coordinators. \\
\hline \%Fem: & The percentage of full and part time female graduate students enrolled in the Fall of 1992 . Source: Finstitutional Coordipators. \\
\hline Rpt PhDs: & The number of Fh. D.s produced by that program for the petiod academic year 1987-1988 to I99I-1992. Sonrce: Institutional Coordinators. \\
\hline & Doctoral Recipients \\
\hline ZFem: & The percentage of Ph.D.s awarded to women duing the period July 1986-June 1992.. Solarce: Doctorate Records File. \\
\hline \%Min: & The percentage of Eh.D.s known to be awarded to underrepresented minorities (only U,S. Citizens or Permanent Residents) during the period fuly 1986June 1992. Source: Doctorate Records File. \\
\hline \%US: & The petcentage of Fh.D.s krown to be awarded to U S. Citizens and Petmanent Residents during the peniod July 1986-June 1992. Source: Dectorate Records File. \\
\hline \%RA: & The percentage of Fh D.s having research assistantships who reported their primary form of support. Source: Doctorate Records File. \\
\hline \% TA: & The percentage of Fb.D.s having teaching assistant-- ships who reported their primary forn of suppost. Source: Dostorate Records File. \\
\hline MYD: & Mefian time lapse from entering graduate school to receipt of PhD. in years. This is a distributed median with multiple degrees awarded in the median year proportioned oyer the year. Source: Doctorate Records File. \\
\hline
\end{tabular}

\footnotetext{
NOTICE: n/a denotes a case where information was not provided by the lustion-
} tional Coordinators or was not available from the Doctorate Records File.
Appendix Table L-5 Selected Characteristics of Research-Doctorate Programs in Mathematics

Appendix Table L - 5 Mathematics (Continued)









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Appendix Table J- 5 Mathomatics (Continued)

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multirow[t]{3}{*}{IusUtulion} & \multicolumn{3}{|l|}{1993 Ratines:} & \multicolumn{8}{|l|}{Facultr} & \multicolumn{3}{|l|}{Students \({ }^{\text {a }}\)} & \multicolumn{6}{|l|}{Doctenate Reciprents} \\
\hline & & & & Iot & \% & \% & \% & Puly & Gini & Citef & ¢ini & Toc & \% & lepl & \% & \% & 1\% & \% & & MYD \\
\hline & & & & & & Supp' & lub \({ }^{3}\) & Fac \({ }^{\prime}\) & Pub \({ }^{\text {b }}\) & las & Cite \({ }^{3}\) & stu & \({ }^{1} \mathrm{Cm}\) & Fhbs & Ferm & Mift & & HA & TA & \\
\hline - & & & & & & & & & & & & & & & & & & & & \\
\hline Idalo State University & 0.69 & 0.42 & 0.00 & 15 & 19 & 20 & 59 & 1.8 & 19.3 & 2.7 & & & & & & & & & & \\
\hline Illinojs state Unlversitv & 0.40 & & & & & & & & 19.3 & 2.7 & & & 14 & 4 & 33 & \(1 \%\) & 88 & 0 & 20 & 11.0 \\
\hline Thos state Unvorsio & 0.40 & 0.40 & 0.00 & \(\because\) & 80 & 100 & 20 & 0.4 & 100.0 & 0.6 & 100.0 & 10 & 80 & 0 & \(\infty\) & 0 & 80 & 0 & 56 & 17.0 \\
\hline Menis Valoes for the 4th Ouarter & 1,54 & 1.42 & 0,08 & 20.63 & 50,37 & 25.00 & 65.14 & 2.73 & 17.99 & 3.89 & 33,91 & 22,03 & 32.63 & 10.40 & 26.03 & 2.34 & 58.97 & 5.51 & 58.80 & 9.24 \\
\hline Mein Yalues for/nll Prograds & 2.77 & 2.64 & & & & & & & & & & & & & & & & & & \\
\hline (1) Whas mers & 2.7 & 2.64 & 6.16 & 31.91 & 6.83 & 44.99 & 71,87 & 3.4R & 10.95 & 6.67 & 22.32 & 54.13 & 27.55 & 24,88 & 19.84 & 5.17 & 55.04 & 8.54 & 62.64 & 8.14 \\
\hline
\end{tabular}

* 'The Doctorate Reciplent intanuattont cumnat ha separated for two programs at the sume instituthon in the same field and lieretorc the totat for the combined prograns is siven

\section*{g \\ Women, Minorities, and Persons with Disabilities in Science and Engineering}


\footnotetext{
National Science Foundation
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National Science Foundation
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Azden L. Bencal. Jr.
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Wanda E. Ward
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Ronald S. Fecso
Chief Statistictan

\section*{Dinision of Sciencer Resources Siailistics}

The Division of Science Resoartes Statistics (SRS) fulfills the Iegislative mandate of the National Science Foundation Act to ...
provide a central clearinghouse for the collection, interpretation, and analysis of data on scientific and engineering resources and to provide a source of information for policy formulation by other agencies of the Federal Govenment.

To carry out this mandate, SRS designs, supports, and directs periodic surveys as well as a variety of other data collections and research projects. These surveys yield the materials for SRS staff to compile, analyze and disseminate quantitative information about domestic and international resources devoted to science, engineering, and technology.

If you have any comments or suggestions about this or any other SRS product or report, we would like to hear from you F'Iease direct your comments to

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\section*{Suggested Citation}

National Scicnee Foundation, Division of Science Resources Statistics, Women, Minorities, and Persons with Disabilities in Science and Engineering: 2004, NSF 04-317 (Arlington, VA, 2004).

SRS data are available through the World Wide Web (http://www.asf.gov/sbe/srs/stats.htm). For more information about obiaining reports, call (301) 947-2722. For NSF"s Telephonic Device for the Deaf. dial (703) 292-5090.

\section*{About This Report}
 Engitecting is moving towatd a new concept on provide the most currentinformation available. Rather than being a static teport, the arw format is a dynamic Web-based information source with data updated as they become available. This site is a starting point for finding information about the parlicipation of women, minorities, and persons with disabi:ities in science and engineeting education and employment Its primary purpose is to serve as an information soutce; it offers no endorsement of or tecommendations about policies or progtams. National Science Foundation teporting on this topic is mandated by the Scicnce and Fnginering Equal Opportunities Act (Public Law 96-510).

This site contains datar tables organized by topic (e.g, undergraduate carollment, graduate degrees, employment) and also by groxp (eg, Hispanics, minority women, persons with disabijities). Presentation slicles; wrish ate charts in PowerPoint, graphic, and spreadshect formats, are provided fot easy downloadinge Furthermore, linke to additional data sources (e.g., National Center for Education Statistics, American Council on Efucation) and report: on these topics ate provided. Data on this website are updated as they become arailable. A complete update of the teprote is issued every 2 ycars

\section*{Racial/ethnic information}

In October 1997, the LiS. Office of Managemext and Budget announced new government-wide standatds fot the collecrion of data on race and ethnicity (published as प.S. OMB 1999) effective Jantuary 1,2003 . Treviousiy, sacial/ ethnic groups were identified as white, non-Hispanic; black noa-Hispanic; Hispanic; Asian or Facific Islander; and Ametican Indian of Alaskan Native. Because the ald standards were in cffect when the data for this teport wete collected, the racial/ethnic groups described here are designated by the old standards. Where data collection permits, subgroups of the Hispanic population ate inentifed (e.g., Mexican, Puerto Rican).

Many of the groups of particular interest ate equite small, so that it is difficult to measure them accurately without sutvicys of the entite population. In some instances, sample surveps may not have been of suffecient scope to pertmit caleulation of reliable tacial/ethnic population estmentes;
consecuently, tesuits ate not shown for all groufs. The Bureau of the Census's Cuttent Pophiation Survey, for cample, cannot grovide data on American Indians. Data on this population ate available only from the decennial consces. Another issue related to racc/cthaidity is that it is easy to ovetlook of mivimize beterogeneity within subgroups when only \(\varepsilon\) single statistic is repotted for an enrie racial/cthric group.

Data on race/ethnicity arc often based on selfidentification. These data ate less reliable for cerrain racial/ cthmic groups than for others. For example date collected at two points in time indicate that self-identification of American Indians is much less refiable than seif.identification of other racial/ethnic groupe. \({ }^{1}\)

\section*{Information about people with disabilities}

Data on people in science and enginetring who have disabilities are seriously limited for several reasons: First: the opetational definitions of disobilyy vary, include a wide rage or physical and mencal conditions., and thus ate not totally comparable The Ameticans With Disabilitics Act of 1990 (ADA) cncoutaged progress toward standard defiritions. Uncler \(A D A\), an individual is considered to have a disability if he or she has a physical or mental impaiment that substantialiy limits one of more of his or her ma;or life activities, has a recotcl of such impairmen亏 or is regarded as having such axs impraitment \(A D A\) also contains definitions of specific disabilities. See httif:/wwwusdojgov/cri/ada/ pulss/aditet.

Second data on disabilites frequently ate not included in comptehensive instikutional records (e.g. in regiscrars' records in institutions of higher education). If included at all, such infotmation is libely to be kept only in confidential fies at an offee responsible for providing special services to students Institutions of bigher education ate unlikely to have information regarding any students with disabitites who have not requested special services. In elcmencary and secoaxlary school progtams reciving funds to provide sperial educaticn, howeyer, starstics on all students identified as having specin needs ate centrally availabie.

\footnotetext{
 Infocatign (waslingtor, DC: US Dep: tiant d: Lisos, 199S).
}

Ihitd information about people with disabilities that is gatheterl fom sueveys is oficn obataned from self-teporterd responses. Typizally, tespoadents are asked whechor they have a disability and to specify what kind of disahility is is. Resulting dats therefore reflectirdividwal perceptions tather than objcctive measutes.

The attempt to provide estimates of the preportion of the undergraduate student population with disabilitecs is an example of how these factors coalesce Self-teported data on the undergraduate sundent population, collected through a survcy to asccrtain patteths of studeat financial aic, suggest
that atout \({ }^{10}\) percent of this popalation have a disability. Fstimates from popelation surveqs of higher efucation institutions, in contrast place the estimate much lower, between 1 and 5 percent Whacther this disctepancy is the result of sclf-peroption, incompilete reporting nonewident disabilities or differing definitions is difficule to ascettain

In the final antalysis, although considerable information is available about the number of indrviduals with diszbilitics in the education system and in the science and engiveeting workforce, it is ofter intossible to compare statistics froms different sonaces.
TABLE H－B．Employed SRE dociorate holders，by occupatom，race／athnicily and sex： 2001
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline & \multirow[t]{3}{*}{Orcarpailon} & \multicolumn{3}{|l|}{\multirow[t]{2}{*}{All Petefrothnicitias}} & \multicolumn{3}{|l|}{\multirow[t]{2}{*}{While}} & \multicolumn{3}{|l|}{\multirow[t]{2}{*}{AslariPacitick Islander}} & \multicolumn{3}{|l|}{\multirow[t]{2}{*}{Black}} & \multicolumn{3}{|l|}{\multirow[t]{2}{*}{Hinpanic}} & \multicolumn{3}{|l|}{l＇ago 100 s} \\
\hline & & & & & & & & & & & & & & & & & \multicolumn{3}{|l|}{Alñericsn Indianf Aldskan Nashoc} \\
\hline & & Total & Female & Mala & Total & rempala & Niale & Tatal & Fermak & Hal9 & Todal & Famala & Male & Todal & Female & Mala & Tchal & ramiale & Malo \\
\hline & \multicolumn{19}{|l|}{Number of doctoxato halders} \\
\hline & All accupallans & 574，890 & 147,110 & 427．770 & 454，940 & 117，240 & 337,76 & 87,770 & 18，800＂ & 68，170 & 15，050 & 5，730 & 9，320 & 15，020 & 4，940 & 10，080 & 1，940 & 500 & 1，330 \\
\hline & S\＆E accupalions & 427，740 & 105，400 & 322,337 & 334，210 & 83，060 & 251，160 & 70，810 & 14，730 & 55，280 & 9，98 & 3,420 & 6，560 & 11,820 & 3，790 & 8，130 & 1，390 & 340 & 1，040 \\
\hline & Sčentisfs & 352，320 & 99，320 & 252，80 & 2B3， 850 & 79,110 & 204，7m & 48，130 & 12，990 & 35,140 & 8,780 & 3，280 & 5,498 & 10，140 & 3,500 & 6,580 & 1，220 & 8． & 500 \\
\hline \multicolumn{20}{|l|}{Computer and Information} \\
\hline & Computerlinformatan & 28，300 & 3， 810 & 24.500 & 17，220 & 2，070 & 15，100 & 10，020 & 1，630 & 8.400 & 430 & ！ & 390 & 570 & 70 & 500 & N & \＄ & S \\
\hline & Poslsicondary leckhers & 6，366 & 910 & 5，453 & 4，720 & 710 & 4，010 & 1，320 & 100 & 1，1®0 & 170 & \(\dot{8}\) & 140 & 140 & ： & 140 & \(\because\) & S & － \\
\hline & Lifa and ralated 50ientists & 107，850 & 32，210 & 75.540 & ＇85，150 & 24，340 & 60， 610 & 17，240 & 5，930 & 11，310 & 2，150 & 770 & 1，390 & 3，003 & 1，090 & 1，940 & 280 & 80 & 200 \\
\hline & Agricullural and food & B，780 & 1，430 & 7，350 & 6，930 & 1，040 & 5.880 & 1，160 & 220 & 930 & 25\％ & 勺 & 220 & 4100 & 130 & 280 & 50 & \(\bigcirc\) & 5 \\
\hline & Biocegleal ami madical & 61，880 & 21，000 & 43， 550 & 45，740 & 14，860 & 30， 8 明 & 13，150 & 5，050 & 8，510 & 1，060 & 410 & 660 & 1，730 & 640 & 1，690 & 180 & 40 & 120 \\
\hline & Enwironmental life & 1，120 & 210 & 915 & 1，0¢0 & 190 & 670 & \(\therefore\) & ： & \％ & ： & \％ & \(\geq\) & \(\dot{8}\) & S & \％ & \(\underline{5}\) & s & \(\bigcirc\) \\
\hline & Postsecondary toachers & 36，070 & 8.540 & 26，530 & 31，430 & 8，260 & 2，1，170 & 2，920 & 660 & 2,270 & 840 & 320 & 510 & B4D & 290 & 556 & \(\therefore\) & \(\dot{s}\) & s \\
\hline & ｜flathemailcal sdentsist & 21，500 & 4，403 & 17，450 & 16，880 & 3，050 & 13,840 & 3，810 & 1，000 & 2，740 & 550 & 200 & 350 & 510 & 110 & 510 & 50 & \(\leqslant\) & 5 \\
\hline & Pallemmallians & 8,520 & 2，150 & 6，370 & 6，020 & 1，㐱0 & 4，680 & 2，000 & 650 & 1，430 & 2.50 & 110 & 130 & 140 & S & 120 & s & ¢ & \(\therefore\) \\
\hline & Posisocandary leatherb & 13，390 & 2，310 & 11，0BD & 10，860 & 1，700 & 9，160 & 1，730 & 440 & 1，280 & 300 & \(\mathrm{MO}^{0}\) & 210 & 470 & B0 & 390 & 4 & \(\bar{N}\) & \(\leq\) \\
\hline & \multicolumn{19}{|l|}{Fhysical and related} \\
\hline \multirow[t]{4}{*}{\[
\begin{aligned}
& \theta \\
& 0 \\
& 0
\end{aligned}
\]} & \multirow[t]{2}{*}{Cherixish texcluring blochainlalsp} & 73,840 & 10，200 & 63，560 & 58，870 & 7，600 & 52，270 & 10，680 & 2，200 & 8，460 & 1，100 & 180 & 1，010 & 1，840 & 270 & 1，570 & 240 & ： & 220 \\
\hline & & 24，220 & 3，860 & 20，360 & 17，920 & 2，419 & 15，410 &  & 1，280 & 4，090 & 450 & 70 & \(3{ }^{3}\) & 540 & 90 & 460 & S & \(\because\) & 5 \\
\hline & \multirow[t]{2}{*}{Earih soientists，poconalisis， and oceanographers} & & & & & & & & & & & & & & & ， & S & ： & \％ \\
\hline & & 8,810 & 980 & 7，940 & 7，580 & 820 & 6，770 & 1，010 & 140 & 870 & 818 & 3 & 68 & 230 & \(\underline{\square}\) & 22D & 5 & ＋ & \(\Sigma\) \\
\hline \multicolumn{20}{|l|}{rhysitdists and} \\
\hline \multicolumn{2}{|l|}{astronomers} & 13，900 & 1，080 & 12，870 & 11，610 & 720 & 10，890 & 1，940 & 310 & 1，630 & 90 & \＄ & BD & 270 & \(\because\) & 240 & \(\checkmark\) & 3 & \\
\hline \multicolumn{2}{|l|}{Pusisacondary laschers} & 25，620 & 4，190 & 21，430 & 21，880 & 3,530 & 18，330 & 2，220 & 430 & 1，790 & 50 & 80 & 503 & 78. & 130 & 850 & 150 & 5 & 140 \\
\hline \multicolumn{2}{|l|}{Ottres} & 1，140 & 170 & ． 970 & 1，000 & 130 & 870 & 120 & 5 & 90 & ： & 8 & \(\vdots\) & ； & \％ & s & 8 & & \\
\hline \multicolumn{2}{|l|}{Hsycholoalsts} & 8，B60 & 33，280 & 33，580 & 60，450 & 29，300 & 31，150 & 1，580 & \＄2．0 & 510 & 2，200 & 1，410 & 870 & 2，2， & 1，430 & 190 & 370 & 170 & 200 \\
\hline \multicolumn{2}{|l|}{Postsecondary leachers} & 17，020 & 7，320 & 8，700 & 15，010 & 6，100 & 8，920 & 480 & 270 & 210 & 790 & 500 & 290 & 640 & 310 & 280 & ว0 & \＄ & 0 \\
\hline \multicolumn{2}{|l|}{＇＇sprhaloglsts} & 49，810 & 25，860 & 23，490 & 45，440 & 23，110 & 22，330 & 1，000 & 700 & 360 & 1，400 & 910 & 580 & 1,630 & 1，060 & 550 & 290 & 150 & 130 \\
\hline \multicolumn{2}{|l|}{Sociar scieatists} & 47，200 & 14，380 & 32，920 & 39.508 & 12，030 & 27，\({ }^{\text {a }} 0\) & 3，810 & 30 & 2,540 & 2，010 & 680 & 1，360 & 1，710 & 630 & 1，690 & 250 & si & 220 \\
\hline \multicolumn{2}{|l|}{Bconkorlste} & 7，520 & 1，720 & 5，800 & 5,970 & 1，390 & 4，590 & 1，050 & 280 & 750 & 140 & \(\because\) & 120 & 350 & 55 & 390 & \(\because\) & 5 & \(\bigcirc\) \\
\hline \multicolumn{2}{|l|}{Poliflcal} & 1，430 & 330 & 1.100 & 1，170 & 250 & 920 & 70 & \(\therefore\) & \(\therefore\) & 50 & \(\therefore\) & 5 & 100 & 5 & 68 & 50 & S & 50 \\
\hline \multicolumn{2}{|l|}{Frslsecondary teachers} & 32，100 & 9，290 & 22,000 & 26，970 & 7，740 & 19,240 & 2，240 & 576 & 1，670 & 1，540 & 470 & 1，080 & 1，100 & 470 & 693 & 190 & 5 & 170 \\
\hline \multicolumn{2}{|l|}{Scclolosisls and} & & & & & & & & & & & & ， & 1，100 & 45 & － & \(\infty\) & ， & 170 \\
\hline \multicolumn{2}{|l|}{anillropotoplsls} & 3.800 & 1，803 & 1，900 & 3，370 & 1，030 & 1，740 & 100 & 80 & 3 & 180 & 920 & 70 & 110 & 60 & 70 & ！ & \％ & \\
\hline \multicolumn{2}{|l|}{Olhar} & 2，360 & 1，140 & 1，220 & 2，080 & 1，020 & 1，060 & 150 & B0 & 80 & 90 & ： & ¢0 & \＄ & Sis & 5 & \(\dot{\sim}\) & s & \(\dot{\sim}\) \\
\hline \multicolumn{2}{|l|}{Erginears} & 75，420 & 8,080 & 60，340 & 50，360 & 3，250 & 46，400 & 21．000 & 1，740 & 20，140 & 1，200 & 140 & 1.070 & 1，780 & 280 & 1，550 & 170 & is & 140 \\
\hline \multicolumn{2}{|l|}{Aerospace and riated} & 4，200 & 250 & 4，080 & 3，270 & 170 & 3，100 & B83 & ＊ & 840 & ＊ & \＄ & ：i & 80 & s & 60 & \＄ & \(\bar{i}\) & ：； \\
\hline
\end{tabular}
TABLE H-8. Emphoyw BRE doctorate holders, by coxpation, racelethncity and sex: 2001


TABLE H-B, Employod S\&E doctorale hołers, by occupallon, racelethnicity and sex: 2001

 faculty rank: 2 201
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \multicolumn{7}{|r|}{\(\overline{\mathrm{r}}\)-ge 1 cf 3} \\
\hline Oxapabion, sex, and rataiestricily & Total & Provessar & Associate pralosso: & Assistant professor & Othericicdy & \[
\begin{gathered}
\mathrm{Not} \\
\text { apsalcasle }
\end{gathered}
\] \\
\hline Arocelpations & 245,000 & 86, 400 & 52, \(2 \times 1\) & 47,790 & 14,620 & 43,36 \\
\hline Ferra'e & 88,520 & 13,380 & 15,6EG & \%8,580 & 3,180 & 15,733 \\
\hline Whtilit: & 55, 560 & 11,220 & \(133 \leq 0\) & 14.539 & 4,830 & 16,460 \\
\hline Asançacificlicncer & 7, 546 & 640 & 990 & 2,07\% & 780 & 2,940 \\
\hline Elesk & 3,220 & 470 & 750 & 1,050 & 176 & 780 \\
\hline H\&manic & 2,600 & (3) & 510 & 850 & 300 & 500 \\
\hline American IncisiAkske? Nabue & 1 G 0 & \(s\) & \(\infty\) & 70 & S & 5 \\
\hline Male & 175590 & 73,020 & 37,200 & 29,210 & \(8<40\) & 27,613 \\
\hline Whits & :43, 500 & 6\%,360 & 30,480 & 22,550 & 7140 & 21,200 \\
\hline Lsionfrgeitic lsiander & 20,290 & 8,150 & 4,170 & 4.440 & 849 & \(46 \%\) \\
\hline Eask & 4950 & 7,420 & \%,480 & 1.110 & 240 & \(7 \leqslant 0\) \\
\hline Hispanic & 5,012 & \(\leq 70\) & 1,200 & 910 & 130 & so \\
\hline  & 653 & 290 & 140 & 130 & S & 70 \\
\hline Sáe cciupaions & 228100 & 82,610 & 48,890 & 43 ¢20 & 13450 & 99,580 \\
\hline Ferrale & 55,060 & 9,870 & 12,190 & 15,340 & 5,280 & 12,920 \\
\hline White & 54,570 & 11760 & 13.130 & 14,140 & 4,700 & 10,935 \\
\hline Asianif'editic lilander & 6290 & \(4{ }^{6}\) & 760 & \(\bigcirc 790\) & 700 & 2600 \\
\hline slack & 2.730 & 350 & 870 & 860 & 120 & T29 \\
\hline Hispenic & 2,560 & 41. & 470 & 830 & SE0 & 400 \\
\hline American Iniari/daskan Native & 190 & 5 & 60 & 73 & \(s\) & 40 \\
\hline Mal & 151,670 & 6: 8.80 & 39,220 & 26,9\% & 739 & 22, 200 \\
\hline White & 142,4ti0 & 62,650 & 30,070 & 22,140 & 7,05\% & 20,400 \\
\hline Asias:IF'3ctic Islander & 19,380 & 5,33c & 3,550 & 4,2:0 & 820 & 4.400 \\
\hline 日laci & 4,420 & 1,080 & 1,340 & 1020 & 200 & 550 \\
\hline Hispesic & 4,560 & 1770 & 1,200 & 900 & 190 & 900 \\
\hline Amorican Indendenskan Naive & ¢ \({ }^{\circ}\) & 290 & 150 & 130 & s & 70 \\
\hline Scienlisls & 206180 & 75,290 & 43,760 & 39,680 & 12540 & 38,50\% \\
\hline Ferrale & 35,880 & 9,610 & 11,710 & 14,780 & 5.150 & 12,693 \\
\hline White & 53,370 & 11,550 & 12740 & 13700 & 4810 & 10.760 \\
\hline Asianifycios lilandes & 6,01\% & 420 & 700 & 1,730 & 600 & 2,500 \\
\hline Biack & 2,6\% & 350 & 650 & 840 & 110 & 710 \\
\hline Hispanic & 2,500 & 416 & 460 & 800 & 300 & 470 \\
\hline  & 100 & 5 & \(\infty\) & 70 & s & S \\
\hline ? sl Ie & 137,450 & 82,900 & 2850 & 23490 & 8,620 & 19870 \\
\hline W:ita & 127,500 & 86,040 & 28,600 & 19,600 & 6,990 & 13,450 \\
\hline Asienlf acuitc Islander & :5,560 & 3930 & 3,120 & 3,660 & 710 & 4,220 \\
\hline Black & 3710 & 930 & 1,120 & 930 & 200 & 540 \\
\hline Hisparic & 4350 & 1500 & 1,060 & 770 & 190 & 838 \\
\hline  & 580 & 250 & 140 & 210 & \(s\) & 50 \\
\hline Cemputer and infortarlon sciersilsts & & & & & & \\
\hline Fermale & 1030 & K0 & 4*0 & \(23{ }^{\circ}\) & 60 & 190 \\
\hline White & \(8 \%\) & 80 & 370 & \(10 \%\) & 50 & 540 \\
\hline  & 170 & \(s\) & 5 & 50 & \$ & S \\
\hline Black & s & 5 & 5 & s & 8 & \(s\) \\
\hline Hisparic & s & S & s & s & S & s \\
\hline  & 5 & \$ & S & 5 & 5 & s \\
\hline Male & 7,660 & 2110 & 2260 & 1040 & 230 & 1,420 \\
\hline Whits & 5,370 & 170 & \(16 \leq 0\) & 770 & 100 & 1100 \\
\hline
\end{tabular}
 faculty rank: 2001
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \multicolumn{7}{|r|}{F'aze 203} \\
\hline Occipecticn, sex, arse recaishritily & Tcial & Professr & Associale professcr & Assistant prefessr & Other faculy & \[
\begin{gathered}
\text { Not } \\
\text { applizabhia }
\end{gathered}
\] \\
\hline Asier. Pasific trancer & 1380 & 250 & \(50 \%\) & 25 ? & 8 & 20 \\
\hline Elack & 150 & S & 70 & S & \(s\) & s \\
\hline Hisperic & 150 & 70 & \(s\) & S & s & F \\
\hline Amerian 3ndizil/haskan Naǧe & s & s & 5 & 5 & 5 & 5 \\
\hline \multicolumn{7}{|l|}{} \\
\hline Fensals & 20,080 & 3.150 & 3750 & 4,810 & \(1, \mathrm{ECO}\) & 7110 \\
\hline White & \({ }^{1} 5,560\) & 2,750 & 3280 & 3,500 & 1,119 & 4,877 \\
\hline Astiantracifi isp & 3270 & 180 & 250 & 699 & 370 & i,750 \\
\hline 3ack & 450 & 80 & S & 125 & s & 150 \\
\hline Mremanic & 780 & BD & 130 & 190 & 100 & 300 \\
\hline  & 8 & S & s & S & 5 & \(s\) \\
\hline Mala & 45,320 & 16,500 & 9330 & 8,570 & 1,530 & 8940 \\
\hline White & 35,210 & 14, 2 A0 & 7.800 & 6,150 & 1,880 & 5,640 \\
\hline  & 6810 & 1,210 & :,000 & 1850 & 30 C & 2459 \\
\hline Blacis & 9 g & 120 & 230 & 280 & S & 270 \\
\hline Hispasic & ; 260 & \({ }^{32}\) & 26\% & 250 & s & 370 \\
\hline Amerisan Indiar: \({ }_{\text {a }}\) azkan Nainve & 80 & 3 & 5 & \$ & 8 & \(s\) \\
\hline \multicolumn{7}{|l|}{} \\
\hline Fermala & 2,750 & 580 & 790 & 9410 & 200 & 210 \\
\hline White & 1,850 & 370 & 580 & 670 & iso & 130 \\
\hline Asizal|Fucitic islancer & 620 & 150 & 160 & 130 & B0 & 54 \\
\hline Elack & 100 & s & \$ & \(s\) & s & \$ \\
\hline Hisparic & \(\mathrm{BO}_{0}\) & 8 & S & 5 & s & S \\
\hline American IndiarsAlaskan Nitive & S & \(s\) & 5 & 5 & 5 & S \\
\hline Nide & 11,5\%0 & 5,300 & 280 & 1,920 & 940 & 650 \\
\hline White & 8,57C & 4560 & 2200 & 1,440 & TED & 560 \\
\hline Asianifacife lstandur & 1,460 & 440 & 480 & 340 & 130 & S \\
\hline Elack & 400 & 190 & 100 & 80 & \(s\) & 5 \\
\hline Hisparic & 250 & \$0 & 60 & 50 & 5 & \(s\) \\
\hline Amartan Indiarialisskan Nsitira & 5 & 5 & \(s\) & s & 5 & \(s\) \\
\hline \multicolumn{7}{|l|}{Frysikal and relaled scienlist:} \\
\hline Fermale & 5.110 & 980 & 1000 & 1550 & 500 & 100 C \\
\hline Wite & 4.130 & 930 & 350 & 1,200 & 400 & 721 \\
\hline Astianfletify lat - de: & 710 & 90 & el & 220 & 80 & 200 \\
\hline Elack & so & S & 5 & S & \(s\) & s \\
\hline Hispanic & 180 & 0 & s & 70 & S & \(s\) \\
\hline Amaritan Indiantidaskan Native & 5 & 5 & \(s\) & S & 8 & 5 \\
\hline Mato & 27,090 & 10,880 & 5.130 & 4400 & 1,330 & 5510 \\
\hline White & 22,850 & 9,600 & 4051 & 3580 & 1,216 & 4,390 \\
\hline Asianifaciise Istender & 2730 & 800 & 593 & 380 & 120 & 885 \\
\hline Black & 50 & 90 & 150 & 110 & 5 & 90 \\
\hline Hispanic & 8:0 & 285 & 270 & 9 & 8 & 170 \\
\hline American Indiaridaskas Nabiss & 14. & 80 & s & 5 & \(s\) & S \\
\hline \multicolumn{7}{|l|}{Fsycticlogists} \\
\hline Formále . & ;1,490 & 19E0 & 2320 & 3,490 & 5, \%0 & \(2 ¢ 20\) \\
\hline White & 9,680 & 1,810 & ¢920 & 2,220 & 1:1:0 & 2020 \\
\hline Asianceaticic islênder & 430 & s & 80 & 140 & 5 & 180 \\
\hline Black & 790 & 100 & 225 & 300 & S & 120 \\
\hline Hispanic & 5 & 80 & 100 & 150. & 140 & 108 \\
\hline  & S & S & s & \$ & s & S \\
\hline
\end{tabular}

TASLE H-23. SSE doctorate holde's mployed in uriversites anc 4-year colleges. by broad occupation sex racarthaiciiy and Faculty rank: 2001.
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \multicolumn{6}{|l|}{} & \multirow[t]{2}{*}{\[
\frac{\text { Cage } 3 \text { of } 3}{\text { Not }}
\]} \\
\hline Ocsipation. sEx, and racerethridis & Total & Professx & Associete protessor & Assittert profeser & Oftrer iacults & \\
\hline Na'e & 12020 & \(5,2 \times 0\) & 2,520 & 2,430 & 650 & 1,170 \\
\hline White & - \(0,8,80\) & 4,000 & 2; 780 & 2190 & 520 & 950 \\
\hline  & 270 & 60 & 60 & 70 & 5 & \(s\) \\
\hline Black & 410 & 5 & 200 & 5 & ¢0 & \(¢_{0}\) \\
\hline Hissanio & 400 & 100 & 8 & 130 & 60 & S \\
\hline Anncricen [adianichaskean Nabiv & 70 & 50 & S & \(s\) & \(s\) & S \\
\hline \multicolumn{7}{|l|}{Sociel scientist} \\
\hline Eemate & 12.41\% & \(250{ }^{\circ}\) & 2,790 & 3220 & ©142 & 760 \\
\hline Wriz & 8 E 23 & 2220 & 2,340 & 2,50 & 973 & 593 \\
\hline Asienvagitic Islender & 680 & 21 & 140 & 350 & 73 & s \\
\hline Black & 500 & 90 & 130 & fso & s & 110 \\
\hline Hispanic & 510 & S0 & 170 & 180 & \(s\) & 5 \\
\hline Ameican jncianiNastan NEEv: & \(s\) & S & 5 & s & s & \(s\) \\
\hline Hale & 24,460 & 11, 250 & 5,590 & 4690 & 1,300 & 1.050 \\
\hline Whila & 20, 230 & 9,820 & 4,890 & 3610 & 1,200 & 990 \\
\hline  & 1,820 & 740 & 500 & 510 & \% & 70 \\
\hline Elack & 1110 & 400 & 250: & 360 & 60 & S \\
\hline rispazic & TE2 & 310 & 214 & 150 & S & 50 \\
\hline Americar Indierfalaskan Sididive & \(2 \%\) & 83 & 97 & s & \(s\) & 8 \\
\hline \multicolumn{7}{|l|}{Ergineers} \\
\hline Fermala & 1;7id & 251 & \(40^{0}\) & 503 & \(14 \%\) & 290 \\
\hline While: & 1.300 & 2:0 & 3 SO & 440 & 93 & 174 \\
\hline Asionfrasicic jelander & \(2<0\) & \(s\) & 60 & Eq & S & 97 \\
\hline Plack & 80 & 8 & \(s\) & \(s\) & 5 & 8 \\
\hline Hispani: & 60 & s & \(s\) & 5 & S & S \\
\hline Amurich IndianiAlasken Nativs & S & 5 & \(s\) & 5 & S & S \\
\hline Mas & 20,220 & 8 8,600 & 4,820 & 3,450 & 770 & 2,350 \\
\hline Write & 15,310 & 6,600 & 3470 & 2,540 & 660 & 2,040 \\
\hline Asismifacifo İaricer & 3740 & 1,900 & 830 & 640 & 110 & 270 \\
\hline Black & 47 D & 150 & 210 & 100 & 5 & \(s\) \\
\hline Hisperic & 610 & 270 & 130 & 140 & s & 70 \\
\hline Anlarican Indian:/haskon Nective & 3 & S & \$ & S & 5 & s \\
\hline \multicolumn{7}{|l|}{Nor-ssE occupations} \\
\hline Female & 16,95c & 3.889 & 4,09] & 4,115 & 1180 & 3.750 \\
\hline Wris &  & 3.510 & 3.470 & 3:240 & 890 & 2810 \\
\hline Asiar.flasific Izlands & 120 & \(\infty\) & 20 & 380 & 1381 & 520 \\
\hline Black & 1,440 & \(\mathfrak{c c}\) & 240 & 290 & 90 & 350 \\
\hline Hispanis & 480 & 110 & 80 & 140 & 5 & 60 \\
\hline  & 90 & S & 5 & s & \(s\) & \$ \\
\hline Male & 27,720 & 12,550 & 4,590 & 2940 & 1200 & 6443 \\
\hline White & 23,870 & 15,160 & 4,040 & 2,280 & 1,04] & 5,54 \\
\hline Asiant a & 2,140 & 720 & 210 & 410 & 0 & 730 \\
\hline Elack & 912 & 320 & 220 & 150 & S & \% \\
\hline Hispanit & 7 TO & 340 & 120) & 90 & s & 170 \\
\hline American [r.disn'Alaskan kȧive & s & S & 3 & S & \(s\) & S. \\
\hline
\end{tabular}

S Supprossed because fener than 50. woighied cases
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cilapters of the book. in heing the frist person (other than onyself) to teacin compicx andiysis usiog Paul Zoits for his great faith in me and in the value of what I was lyying to
 problens associated with fry typesettiag of the book in \(\mathrm{L}_{\mathrm{E}} \mathrm{E}^{\mathrm{X}}\);
 their kind and sage adyice sunce iny arrival in the Urtited States;

- Allan Cruse and Milliannc Lechnann, not ony tor granting alf my sotwaro

I should like to singie out the following pcople for thanks: streha friendly and suppoutive atmosphere in which to work. Jn pattucular, however, other assonted academic blights. 1 am gratcful to afd my colleagues tor creating University of San Francisco is compietely hise oi proitical intrigue, rivaly, and
l consider myself yery fortunate that the mathematics department hace at the suggestions and corrections. that we had never oven met! The book owes a great diai to his tumerous helpful the fact that he read each draft ciapler as is was wxitten, and this despite tie fact mathenaticat concepls, Finally, my greatest and most concrete dobt arises from sought to trnuate elements of his approach in an atbempt to give back nueaning to to them in the pages that follow. Also, though I lack his gift for conciscniess, I have valne 1 place ond bis witings should be ciear trom the Irequency with which I reter Next I would like to tiank Prol. John Stillwell of Monash Uuiversity. 'The groas gratitude. tought them on my bechale. For all this, and much else besides, 1 offer him my dieep to have my prosition filled by an "equaliy qualifici" smencican, he successfully inctrasingly powerfui computers, atud when the US Inmigration Service sought the book and offered hilpful eriticisms; as Dean ae granted me a succession on was sion and my spirits were low: as a melhcmatical colloague he read much of holped me to complete this bowk. As a tijend he offered support when progress lirist and formost I wish to express my indebtedness to Dr. Stanley Nel. Ike is
miy friend, ny collcaguc, and my Dean, aucl in all three of thesc capacities he has
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\section*{SECTS}
 allowed me to pretend that scictice was the most important thing in life: now that




 scarcely repays the groat dcbt I owe them. explanation wihhin that subical. My dedication of this book to these two friends my conception of the nature of mathematics, and of what constitutes an acceptable distussions of music, physics, and mathematics, George helped me to reniue bolt and I became trim friencis while students of Penrose. In the course of our endiess mystery could be resolved through geomettic reasoning. George Burnet-Sthart that if only one tricd hard enough-or wore clever enough - overy mathematicai by means of his beautiful blackboatl drawings, In the process. I became convinced

thereby making it into an even better tool for doing "visual complea analysis" of my suggestions ,nto his " \(f(z)\) " program thitp://www.|pumenet.com/ lascnuxff,
 proving what I consider to be the Marcedes-Benz of the TEX world. TeXnicai problems, and for his willinguess to adopt my few suggestions for imtem for Windows Ihttp://wwry. YandY.comof, for his generous help with assorter
 хэри! श
 roll up his sleeves in order to help me resolve ma latest Microsot \({ }^{9}\) conundrum. nology Services at USF. Despite his lofty position, hic too was always willing to

I also tiank. Dr. Beniamin Baab, the Execulive Director of Infortuation Tech tis student.
cicariy explain to me the reasoniug leading to his solution, atad in this way Ibecame or sottware crisis. As he wrestled with cact new problem, he would patienuly and never hesitated to spend houts' with me nu my office resolving my latest hardware through the radks to becorne Director of Network Services. Despite this fact, be to Jarnes Kabage, A mere graduate student at the tume we met. Jin quickiy rose PostScript \({ }^{(0)}\) files is an indication of how far I have come since then. 1 owe all this puter: The fact that OUP printed this book diteclly from my Internel-trans When I first arrived at USF from Euglaud in 1989 I had barely seen a connthe ides of the bouk. ics Bditor, tor his enthusiastic encouragement when I first approacied hirn with would particularly like to thank. Dr, Martin Gilchisst, the formers Sewior MathenatAs an Oxford than I amn delighted to have this book publishod by OUP, and I as well as for his many subsequent acts of kindness. tor the encouragement he offered me upou reading some of the earliest chapters,


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\section*{Feature Articles}

1010 Interview with Heisuke Hironaka Allyn Jackson
The Notices talks to the distinguished Japanese mathematician about his life and work.

> 1020 Ground Control to Niels Bohr: Exploring Outer Space with Atomic Physics
> Mason A. Porter and Predrag Cyitanović
> The motion of bodies in space-such as comets asteroids, and spacecraftfollow chaotic trajectones, as do excited electrons. The cuthors discuss how the mathematical connections between these different scale, but otherwise related, nonlinear dynamical systems are helping astrophysics and chemistry.


\section*{Communications}

1007 Einstein Public lecture in Mathematics

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Simonk Donaldson
1036 Hemri Poincaré. A Life in the Service
of Science
JeanMawhin

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1052 From Samos to SAMSI: The
 Mathematical Science Institutes
 hilliam Rundell

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1006 Letters to the Editor
1030 János Bolyal, Non-Euclidean Geometry, and the Nature of SpaceABook Review Reviewed by Robert Osserman

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Professor Andrew ). Berzolf
Searct Committee Chair
Department of Mathemexics
Harvey Muda ColEiege
Claremont, CA \(91 \bar{f} 11-5990\)
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Please send a vitọ, as least three letters of recommendation, and statements of teacking philosophy and research agenda to: Chair of the Mathematics Search Committee, Mills College, 5000 MacAithur Blvd., Qakland. CA 946 L 3 (email address: mathsearcheinjits.edu'. The deadline for receiving this material is December 1 , 2005. Persons of color and those committed to working in a multiculiturel envitonment are encouraged to apply. Ai/EOE

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The Deparlment of Mallematics at the - University of San Framisco invites applications for a toraretrack position at the assiscant protessor kevel, to begin in fall 2006. Candidates fromall fímds of mathematics are encouraged to apply. Tie successtirl candidate should have universily teachryg experience and an earned docLorate in mathematics by falk 2006. She/he will teach throughout the undergracuate mathermatics curriculum, Irom courses for majors to service courses for nom-sicience mejors. The position requres a passionate commitiment to excellcuce in teaching within a culturally diverse emironment, as well as a strong potential for reserch and scholarship.
Candidates should submit a letter of opplication, curriculame vilae, staterient of teaching philosophy and research plàis, copics/scans of completes teaching evaluations and recent syllabi graduate transcripts, and three letters of recommendation allol the above elements aic requixed to complate your application.
As many as possible of these elements should be submitted elcctonically to: email :nathjoblanath.usfce.edu.
The Subject Line of your e-mail(s) should begin with your fuld pame: e.g.
Subject: Mary L. Mctirroe-Yexching Evaluations
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San Francisco. CA 9s LL L-1080
In order to insure full consideration, compleled applications must be reccived inot postmarked) by Decernber 16,2005 . We 血vite candidates to find out about our department at h tep: ://artsci.usfca.edu/ math.

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\author{
NORTHWESTERN UNIVERSITY \\ Department of Mathematics 2033 Sheridan Road \\ Evanston, tlinoís 60208-2730 Boas Assistant Professor
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Applications are welcomed al any time, but the review process starts Decernber 1, 2004. Nomthwestern Liniversity is an Affirmative Action, Equal Opporturity Employer committed to tostering a diverse faculty. Women and minority candidates are especially encouraged to spply.
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Cognitive studles (minor field)


Comparative Biomedical Sciences -- D:c 13

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Computational Biology -. jer. .
Computational Science and Englneering (minor field)

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English Language and Literature .. Fal. Lec 15

Environmental Quality (minor filld)

Epidemlology (minor field)

\section*{F}

Feminlst. Gender', \& Sexuality Studies (minor field)
Film and Video Studles (minor field)


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\section*{Genomics (minor field)}




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Information Science -- Fili stris.
International Agriculture and Rural Development -- Cfs?
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Cormell University
Ithace, NY 14853-3801
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The graduate program in applied mathematics is based on a solid foundation in pure mathematics. which includes the fundamentals of algebra and analysis. It involves a grounding in the methods of applied mathematics and studier of stientlic areas in which significant applications of mathematic are made. The field has is broadly based interdepartmental fiactily that can direct student programs in a large number of areas of the mathematical sciencer.

Many specialized or interdlsciplinary prograrns can be des[gned for individual students. induding. for example. a varlety of possibitities in biomathematics.

The dissertation is normally a mathematical contributlon toward the solution of a problem arising outside mathematics.

Students who are Interested in this field may also want to investigate the related flelds 1lsted under Mathematical Sciences in "Opportunities for Study." pages 7-8

\section*{Application:}

Applicants must have an undergraduate background that contains a substiantial mathiematical component. Applicants are required to submit GRE general test scores. and are advised to submit GRE mathematles subject test scores.

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\section*{Mathematics}

Web site
F-mai]
330 Malot Hall Cornell University Ithasa, NY 14853-4201
607255-6757

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All three major subdivislons of mathernatics (algebra, analysis, and geometry) are well represented at Comell. The department is also very strong in logic, probability: statistics, nomerical methods for partial differential equations. and symbolic computations, topology, and Lie theory.

Candidatets are expected to obtaln a broad acquaintance with the basic subjects of present-day mathematlcs and to be able to do research in one or more branches of mathematics. A reading knowledge of French; German or Russian mutst be demonstrated Candidates must obtaln some teaching experlence.

Students seeklng a minor in mathematics shoutd contact the Director of Graduate Studies. A course work master's degree in computer stience is available to students in the Ph,D. program in mathematics. Detalls are availabie from the graduate field office.

\section*{Application:}

Applicants must have completed the work for an undergraduate degree in mathematics. That work should have included a rigorous course in adyanced calculus and reat varizble theory that will serve as an introduction to measure theory. The student should also have some familiarity with appllcations of advanced taltulus and should have had courses in l|near afgebra and modern abstract algebra at an advanced level, Applicants are required to submit GRE general and mathematics subject test scores; scores need to be reported by January 15 . Non-native English speaking applicants must aiso submit a minimum TOEFL score of 500 (paper-based) or 250 (computer-based). A field brochure is available on request from the graduate fleld affice.

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\section*{Theoretical and \\ Applied Mechanics} Web site
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210 Kimball Hall Comell University Ithaca, NY 14853-1503
607 255-5062

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Description

The Fteld of Theoretical and Applied Mechanics provides a strong background in engineering science and applied mathematlcs, which prepares students to carry out high-quality analytical or experimental research and to handle a wide variety of modem engineering problerns. Course work provides a broad education in the mechanics pf rigid and deformable bodies, applied mathematics. and modern experimental techniques.

Current research toples include solid mechanics (modeling of manufacturing processes, quantitatlve tiltrasonic and acoustic emission techniques, fracture mechanlcs, composite materials. mechanics of human-powered vehicles, nonlinear elasticity); fluid mechanics (granular materials. strongly swifling flows); dynamits and space mechanics (evolution of the solar system, planetary fings and rotation of celestial bodies, quallative analysis of dynamic problems in nonlinear mechanics. bifurcations chaos); and biomechanles and bipmatherratics (resplration of plants, how fishes swim).

All students are required to minor in at least one other field. Frequently selected minors are aerospace engineering, applied mathematics, applied physics, astronomy, electrical and computer englneering, geophysics. materials stience, mathematics mechaniosl engineering. physits, and structural engineering. Students usually take four years to earn the Ph.D. degree. The M.Eng. degree usually takes one year.

Ph.D. students take a quallfyling examination. For incoming students with a Bachelor \(s\) degree, the examination is usually herd after they have completed two semesters of graduate studles at Comell. For incorning students with a Master's degree, the examin \(3 t i a n\) is held after they have completed one semester of graduate studies at Comell. They must also demonstrate proficiency In English and one of the following jenguages: French, German Russian, Chmese or Japanese. Teaching experience is required.

\section*{Application:}

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Genctics

\section*{Reverse engineering gene networks: \\ Integrating genetic perturbations with dynamical modeling}

\author{

} James J. Collins \({ }^{*}\)
* Center for BioDynamics and Department of Biomedical

Engineering, Boston University, Boston, MA 02215; \({ }^{\dagger}\) Division of Computational Biology, Department of Physics, Linkoping University, S-581 83 Linköping, Sweden; \({ }^{\mp}\) Stockholm Bioinformatic Center, Stockholm Center for Pbysics, Astronomy and Biotechnology, S-106 9I Stockholm, Sweden; and I' Department of Bioengineering, University of Califotnia at San Diego, La Iolla, CA 92093-0412

Edited by Charles S. Peskin, New York University, New York NY, and approved March 6. 2003 (received for review June 6. 2002)

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\section*{- Abstract}

While the findarnental building blocks of biology are being tabulated by
\(\triangle\) Top
- Abstract the various genome projects, microaray technology is sctting the stage for
- Introdaction
the task of deducing the connectivity of large-scale gene networks. We show how the perturbation of carefully chosen genes in a mictoantay experiment can be used in conjunction with a reverse engineering

Methods
\(\rightarrow\) In Numero Experiments and...:
\(\rightarrow\) Discassion
- References algontbm to reveal the architecture of an underlying gene regulatory network. Our iterative scheme identifies the network topology by analyzing the steacy-state changes in gene expression resulting from the systematic perturbation of a particular node in the network. We highlight the validity of our reverse engineering approach through the successful deduction of the topology of a linear in numero gene network and a tecently reported model for the segmentation polarity netwotk in Drosophila melanogavter. Our method may prove useful in identifying and validatirg specific drug targets and in deconvolving the effects of chemical compounds.

\section*{- Introduction}

The genome projects are rapidly generating extensive lists of the genes and proteins that govern cellular behavior, and the analysis of these lists is providing a wealth of clinically relevant information. Simultaneously, there has been impressive progress made towad the description of the regulatory mechanisms in many cellular systems (1). Transcriptional
- Tog
- Abstract
- Intrexielion
- Methods
- In Numero Experiments and..
- Discussion
\(\checkmark\) References regulation, used by colls to control gene expression (2, 3), occurs when a regulatory protein increases or decreascs the transcription rate through biochemical reactions that enhance or block polymerase binding at the promoter region. Because many genes code for regulatory proteins that can activate of repress other genes, the emerging picture is that of a complex web, of circuit of interacting genes and proteins. The elucidation of how subcellular processes at the genetic level are manifest in macroscopic phenomena at the phenotypic level will be a major goal of postgenomic reseatch.

Many cellular processes ate described at the genetic level by diagrams that resemble complex electrical circuits (4). and there has been recent interest in two broad avemues of research relating to such genomic circuitry. At one end of the spectrumn is the task of quantifying the fundamental laws of gene regulation. Within the context of the electrical circuit analogy, this question involves the deduction of a set of mesoscopic equations that faithfully quantify the information contained in the genetic circuit. A natural plan of attack is to use a forwardengineering approach, whereby relatively simple circuits are designed and tested with respect to a set of equations generated from the underlying biochemistry. Recent work in this area has entailed the successfol coupling of dynamical systems analysis with the construction of relatively simple gentic circuits, such as autoregulatory single-gene networks (ref. 5 ; F. Isaacs F.H. C. R. Cantor, and I Y.C., unpublished work) genetic toggle switches (6): and genetic oscillators (7).

At the other end of the spectum is the project of deducing the connectivity of the genes in a naturally occurring large-scale network. This work is being driven by recent technological advances that permit the simultaneous measurement of exptession levels from thousands of gencs. Such microarray technology, which rapidly produces vast catalogs of pattems of gene activity highlights the need for systematic tools to identify


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FNAS |April 30. 2002 | vol 99 ; по. 9|6163-6168

\section*{Genetics}

\section*{Reverse engineering gene networks using singular value decomposition and robust regression}

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}

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+ Articles by Collins, J, 3.

\section*{- Abstract}

We propose a scheme to reverse-engineer gene networks on a genome-wide scale using a
\(-\mathrm{Top}\)
- Abstract
- Introduction
- Method
- Discussion
- References relatively small amount of gene expression data from microarcay experiments. Our method is based on the empirical observation that such networks are typically large and sparse. It uses singular value decomposition to construct a farnily of candidate sohtions and then uses robust regression to identify the solution with the smallest number of connections as
the most likely solution. Our algotithm has \(O(\log N)\) sampling complexity and \(O\left(N^{4}\right)\) computational complexity. We test and validate our approach in a series of in numero experiments on model gene networks.

\section*{- Introduction}

With recent advances in cDNA and oligonucleotide microartay technologies (1), it has become possible to measure mRNA expression levels on a genome-wide scale. Data thus collected provide valuable descriptions of gene activities under various biochemical (2) and physiological (3) circumstances and allow one to reverse-engineer the gene networks,
- Top
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- References i.e, to infer the underlying network structures from experimental measurements. However; naturally occuring gene regulatory networks are embedded in genomes that typically consist of thousands of genes. To extract the topology of such networks and hence isolate the functional subnetworks represents a compulationally daunting task; it also tequires a very large amount of experimental data, which are expensive to obtain.

To circumvent this problem of data deficiency, many curtent tesearch efforts have focused on clustering i.e:, grouping genes into hierarchical functional units based on correlations in expression patterns ( \(3-8\) ). 'Ihis hierarchical approach has becn tuluitfal in identifying cotegulated genes in certain functional units (3-6) It has also been generalized to self-organizing maps (7) and supervised learning schemes (8) to cope with the sensitivity to noise and other deficiencies intrinsic to hierarchical clustering (9) at the cost of increasing computational cost. However: a fundamental shortcoming of such clustering schemes is that they are based on the assumptions that (i) gene regulatory networks ate hierarchical in stucture (3-6) and (ii) genes per forming related biological functions exhibit similar expression pattens (and vice versa). These assumptions may not always be valid. At a structural level, there are data suggesting that gene regulatory networks arc not strictly hierarchical in nature; rather, they are interwoven like a web (10), as in the cases of metabolic (11) and protein netwotks (12), with multiple pathways for similar functions to provide redundancy to protect against mintations and other deleterious effects (L3). At a dynamical level, mRNA and protein expression levels for certain genes may not be correlated (14), suggesting a similar lack of strict convelation between gene expression and function. Therefore, although clustering is uscful on a local scale to identify isolated coexpressing units, it is not suitable for large-scale teverse engineering.

Recently, there have been attempts to reconstruct models for genc regulatory networks on a global genome-wide scale using ideas from system identification (15). such as genetic algorithms (10), neural networks (17) and Bayesian models (18). Although useful in specific contexts these approaches atc of restricted scope, as they typically require a large amoant of data and computation to generate cornectivity maps for large networks, such as those of genomic scales. To overcome these problems of data shortage and computational inefficiency, several researchers (19-22) have adopted a linear model and have used siagular value decomposition (SVD) (23) to reverse-engineer the network architecture. As we will explain in greater detail below, although SVD provides a useful and condensed description of the data. it alone may not conrectly identify the connectivity matrix and therefore may not accurately predict the bchavior of the gene

\title{
Time Delay in the Kuramoto Model of Coupled Oscillators
}

\author{
M. K. Stephen Yeung and Steven H. Strogatz \\ Depariment of Thsoreticil and Apptied Mechanics, Kimball Hall, Cometl University Thac. New York 14853-1.503 \\ (Received 13 July 1998)
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\begin{abstract}
We generalize the Kuramoto model of coupled oscillatocs to allow time-delayed interactions. Nevi phenomena include bisiability between synceronized and ircohorent states, and unsteady solutions yith time-dependenl order patameters. We derive exact fommolas for the stability bourderites of the incoherect and synctronized states, as a function of the delay, in the special case where the oscillarors ate identical. The experimental implications of the model are discussed for popolations of chirping crickets, where the linite speed of soand causes commanication delays, and for physiral systems such as coumpled phasc-leched loops or lasers. [50031-9007(98)0818:-8]
\end{abstract}

F'ACS numbers: \(87.10+0.0230 \mathrm{Ks} .05 .45 . \div \mathrm{E}\).

The Kutamoto model was oniginatly developed as a tractable mean-field model of coupled biological oscillators [1]. such as groups of chorusing crickets [2]., flashing fireflies [3], and cardiac pacennaker cells [4]. In a beautiful analyṣis, Kuramoto showed that the model exhibits a spontaneous trabsition from incoherence to collective synchropization, as the coupling strength is increased past a certain threshold [5]. The moodel has since been analyzed more deeply and extended in various ways [ \(6-10\) ]. It has also been linked to several physical problems, inchuding Landau dampiog in plasmas [8], the dynamics of Josephson junction arrays [11], bubbly fluids [12], and coupled Brownian ratchets [13].

Here we explore the effects of time delay on the dynamics of the Kumamoto model: In the past, delay has often becn neglected in models of coupled oscillators. In many cases this approximation is physically justified, and in all cases it simplifies the mathematics. But recently several authors have begm to investigate oscillater systems where delays are not negligible [14,15], motivated by neural networks where synaptic, dendritic, and propagation delays can be significant Other authors have considered delays in systems of linait-cycle oscillators [16], with applications to anrays of lasers and microwave oscillations.

Intuitively, the problem is similar to that faced by the fans sitting in an cnommous football stadium, all of whom (we suppose) are trying to clap in unison. Even if everyone were successfully clapping in perfect syachrony, it would not sound that way to the fans themselves, as the applause coming from far across the field would be significautly delayed, because of the finite speed of sound.

Nevertheless, we show that perfect synchrony is possible in the Kuramoth moder with time delay, if all oscif lators are identical. In fact, there can be several different syachronized states, and they can coexist with a stahle incohereat state where the oscillators are completcly disorganized. These multistabilities are qualitatively new: they do not occur in the original Kuramoto model.

We consider a system of phase osciflators with noisy, taudomly distributed intrinsic frequencies, and with de-
layed mean-field coupling-
\[
\begin{align*}
\dot{\theta}_{i}(t)= & \omega_{i}+\xi_{i}(t) \\
& +\frac{K}{N} \sum_{j=1}^{N} \sin \left[\theta_{j}(t-t)-\theta_{i}(t)-x\right] . \tag{1}
\end{align*}
\]
for \(i=1 . \ldots, N\). Here \(\theta_{5}(t)\) is the phase of the ith oscillator at time \(t\), and \(\omega_{i}\) is its intrinsic frcquancy; randomly drawn from a probability density \(g(\omega)\) with mean \(\omega_{0}\). The white noise \(\xi_{i}(t)\) represents frequency fluctarations at an effective temperatire \(D \geqslant 0\), and is defined by the ensemble averages \(\left\langle\xi_{t}(t)\right\rangle=0,\left\langle\xi_{i}(s) \xi_{j}(t)\right\rangle=2 D \delta_{. j} \delta(s-\) f). Tn the global coupling term. \(K \geqslant 0\) is the coupling strength, \(\tau>0\) is the delay, and \(\alpha\) is a phase frustration parameter, This model reduces to the Kumamoto modol [5] if \(\tau=0, \alpha=0\), and \(D=0\), and to the mean-field XY modet if \(r=0, \alpha=0\), and the oscillators are identical i.e., \(g(\omega)=\delta(\omega-\omega)\). For \(\tau=0\), the separate effects of firastration \(\alpha\) and noise \(D\) have been studied by Sakaguch and Kuramotr [6].
As the one-parameter family of rotating-firame transformations \(\theta_{i}(t) \rightarrow \theta_{i}(t)-\Omega_{t}, \omega_{i} \longrightarrow \omega_{i}-\Omega_{,} \alpha \rightarrow \alpha+\) \(\Omega \tau\) leave Eq. (1) imvariant for any \(\Omega\), we may assume \(\alpha=0\) without loss of generality-except if \(\tau=0\), which we forbid (This restriction is mercly for convenience. All of our results are well-behaved as \(\tau \rightarrow 0\) and converge to those obbained by setting \(\tau=0\) from the start.) Moredver, since Eq. (1) is invariant under the reflection \(\omega_{i} \rightarrow-\omega_{\text {; }}\), \(\theta \cdot \longrightarrow-\theta_{i}, \alpha \longrightarrow-\alpha\), it suffices to consider \(\omega_{0} \geq 0\).

It is often belpful to describe the macroscopic state of the system in terms of the complex order parameter \(R(t) e^{1 \phi(t)}=\frac{1}{N} \sum_{j-1}^{N} e^{i \theta \theta_{f}(z)}\) introduced by Kwamote [5]. Here \(R(t)\) messures the system's phase coherence, In particular, \(R=1\) if all of the oscillators are in phase, whereas \(\bar{K}=0\) if the oscillators are scattered around the unit circle with their centroid at the origin.

Our first analytical resid concems the stability of the incoherent state for the infinite- \(N\) limit of Eq. (1). We rewrite the model as a Fokker-Planck equation for the density \(\rho\left(\theta_{;}, \omega_{.,}\right)\)of oscillators carrently at phase \(\theta_{1}\) with

\title{
interactions of topological kinks in two coupled xings of nonlinear oscillators
}

\author{
A. E. Duwel \\  \\ C. F. Heij \\  \\ J. C. Weisenterd and M. K. Stephen Yeung \\  \\ E. Ińas \\  \\  \\ S. H. Strogatz \\  \\ F. E. Orlando \\  (Received 27 April 1998; xurised mamascript received 19 June 1998)
}

\begin{abstract}
Two disercte rings of nonlinear oscillators with topologically trappsil kinks exhibit features due to coupling interactions between the rings. These interaction cffects include phase locking between kinks in different ring \(t_{\text {, }}\) precession of the kink/antixink collision region. cxatation of kink/antikink pairs, and time-dependent switching. We smoly the:pe phenomena in simulations of twro coupled discrete sine-Gordon equations, and in experimanls on Lw inductively coupled rings of niobinm Jeseptison junctions. [S0163-1829(98)06237-7]
\end{abstract}

\section*{I. INIRODUCTION}

Discretc rings of coupled monlinear oscillators thave long served as model systems in studies of spatiotepporal patten formation. Turing's proneering amalysis of morphogenesis \({ }^{1}\) was largely concemed with isstabilities and spatial patterns in a discrete ring of \(N\) cells, each govened by nomlinear chemical kinetics and coupled together by diffusion. Rings of nondinear oscillators have also been used to model arrays of physical systems composed of phase-Iocked loops, \({ }^{2-4}\) lasers. \({ }^{5}\) Josepheon junctions. \({ }^{-6,7}\) pendula. \({ }^{8}\) chemical oscillators. \({ }^{9}\) and chaotic circuits. \({ }^{10}\)

Certain kinds of rings have an intercsting topological property: they cant trap an integer number of kinks. To be concrete consider an open-ended chain of pendula coupled to their nearest neighbors by tersional springs. Iwist the chain a few times and then form a ring by connectiog the first and last pendula by anotace torsional spring. Assumajg that the springs remain intact, the not number of twists always remains corstant no matter how the systetr evolyes. Winfiee" calls this principle "tine conservation of winding number." It holds whether the twists spread out or form localized kinks and antikinks- More generally trapped kinks can occur in eny fing of elements satisfying the following conditions: the state of each elemerst involves a circular phase variable, and the stake"s amplitude does not vanish anywhers along the ing. Trapped kinks have beens studicd in
model rings of biological and chemical oscijlators with strongly attracting limit cycles. \({ }^{11.12}\) and in long anmular Josephson junctions \({ }^{15-17}\)

The dynamics are particularly tich if the oscillators are underdamped and the ring is discretc. Then, for small forcing, the twists remain localized. As these kinks propagatc, tbey excite small-aroplitude dinear waves in their wake. \({ }^{18,19}\) When driven at certain speeds, a rotating kink can phase lock with its own radiation, leading to novel resonances that have recently been predicted and observed experimentally in discrete Josephson rings. \({ }^{20}\) Because of the discreteness, it is also possible for kinks and antikinks to travel at different speceds. in a single system, giving nise to quasiperiodic resonances with more complicated spatiotemporal patterns. \({ }^{721}\)

In this article, we explore a system of two discreis nings of underdamped oscillators, using inductively coupled Josephson junctions as an experimental realization. The nonlinear dynamics of two coupled discrete rings are almost uncharted. However the continuous counterpart, a stacked long yosephson juaction zing systern, has been studied experimentaily, \({ }^{22,23}\) numericalty, \({ }^{24}\) and analytically. \({ }^{25}\) An interesting feature is the phase locking between kinks and anfikinks in the two rings. Such a phase-bocking thas been observed in continnous nine-systems. \({ }^{2228}\) Together with the literature describing symmetries stared by (open-ended) continuous and discrete coupled systems: \({ }^{26,27}\) we approach the cliscrete cotpled ring system with a certain intuition as an

\title{
Nontinear dynamics of a solid-state laser with injection
}

\author{
M. K. Stephen Yeureg \({ }^{\dagger}\) gni Steven H. Strogaty \({ }^{\dagger}\) \\  \\ (Received SMay 1998)
}

\begin{abstract}
We analyze the dymizs of a solie-state lase 1 jve: ty an injectec simsoidai fielg. For this type of laser. the cavity round-trip fime is much storter ban ils fluoressence tirne yielding a dimensionless ratio of time scales \(\sigma \leqslant 1\). Analyticsil criteria are darived for the cxistence stability, and bifurcations of phase-locked states. We ond threc fistinct unlocking mechanisins First, if the dimensioniess detronigg \(\Delta\) and injection streagtt \(k\)
 is the classic untocking mechanism govinged by tte Adier equation: after unlocking occurs. the phases of the dive asd the Jaser drift apat monotonisally. Toe socond mechanism acclas it the detrioirs and the drive
 cytion, leadirg first to phase trapring and only ther to phase drift as the drive is decreased. The thind and most inleresting, mechanisna thecirs in the distiu)guished intermediere regirme \(k, \Delta=O\left(\sigma^{1 / 2}\right)\) Here the system exhibits complicated, bue nonchactic, iphavior Furtherrione, as the drive decicases below the unfocking threshofd, nomerical simulations predicl a seli-similat segeence of bifurcations the cictails of which are not yet uncierstocel [\$1063-651X(98)05510-X]
\end{abstract}

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\section*{I. INTRODCCIION}

\section*{The Adler equation}
\[
\begin{equation*}
\frac{d \dot{\Phi}}{d t}=\Delta-k \sin \Phi \tag{1}
\end{equation*}
\]
provides the simplest model of phase locking between a nonlinear escillator and an external periodic drive. Herc \(\Phi(t)\) is the phase difference between the oscillator and the drive, \(\Delta\) is the frequency detwning and \(k\) is the coupling strength. This equation first arose in connection witit the phase locking of microwave oscillators [1] and has since found application in many other scttings. including the dipinning of chargedensity waves [2], the entraiment of biological oscillators [.3,4], and the onset of resistance \(\overline{3}\) supcrconducting Josephson junctions [5;6].

A system governed by the Adler rquation can display only two types of Iong-term behavior [6]. If \(\mid \Delta / k j=1\), all solutions tend to a phase-locked state, where the response oscillator maintains a constant phase difference relative to the driver. On the other hand, if \(|\Delta / k|>1\), all solutions cxhibit phase drift, where the phase difference grows monomtonically with one oscillator periodically overtaking the other.

The main limitation of the Adrer equation is that it treats tile response oscillator as a systern with orily one degree of fredom, namely. its phase. Possible variations in its amplitude (and any other degrees of freedom) are ignored This approximation is reasonable in the limit of weak driving; is that casc, the amplitude of the response oscillator typically erauilibrates much more rapidiy than its phase, and can there-

\footnotetext{
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}
fore he treated as a constant in the subsequent analysis. But if the driving is not weak (in some appropriate dirnensionless sease), the dynanics can become complicated. In this paper we revisit a classic problem-the mathematical analysis of a solid-state laser with external injection [7-11] -and explore it in regimes where amplitude etfects become important and the Adler approximation breaks dowin.

Our work was inspired by recent theoretical and experimental studies of amplitude effects in two mutually coupled solid-state NJd:YAG lasers [I2.13]. In those stadies.. the lasers were equally coupled and identicaI, except for a slight relative deturing of their frequencies from some common cavity mode. For coupling strengths well above or below the locking threshold, the lasers were found to exhibit the simple behavior expected from the Adler approximation. However. as the coupling approached the locking threstold from below, the lastrs showed a series of amplitude instabilities. culminating in a period-doubling route to chaos. These instabilities could not be explained by the Adler approximation. Instead the authors proposed the following mechanism. Below the locking threshold, the lasers exhibit phase dift. If the lime required for one full cycle of phase slip happens to be an integer multiple of the lasers' relaxation period, the resulong subbarmonic resonance might account for the obscrved instabilities. For the highly symmetrical case where the two lasers are assumed to have identical intensities and gains, this argument was provets to be conrect by reducing the governing equations to those for a single, periodically modulated laser, where the subharnonic resonance mechanism was already known to occur [14.15].

We wondered whether similar amplitude instabilities and cheos would occur in two coupled Nत:YAG lasers with widirectional coupling (or equivalently. in a single Nd:YAG laser with extemal injection). On the one hand. the gallitative argument about subhatmonic resonances should still work. On the other hand the equally compled case enjoys specinl symmactios that arc not presens in the unidirectionai

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- Matiematical Association of America

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- MAA Southern California Section Meeting, Caiizonia Institute of Iecinnology March 2002
- Joint Mathernatics Meetings San Dityo. Celifornia Baunary 2002
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- 'The Hadamard core of the totally nonnegative marrices,' University of California San Diego MAA Soutierm Califoinia Section Meeting. Posier Piesentation, Marcin 1999
- "Ihe Hadameri core of the totaly monlegative matrices:' University of Neoressa Lincoln, Nebraska Conference for Ciliergraduate Wormen ia Marbernatics, Fekruary 1999
- Instructor for MATH 155: Mathereatics througi İs Hisiory University of fedlaris January 1999
- F'eer Acivisor for MAIH 121. Calculas I First Year Semirar University of Recilands Fall 1999 and Fesl 1998
- 'The Hadanard ce:c of the totaly nomegative matricas.' University of Redlands. Ilentscake Hal: Seminal Fall 1998
 Fall 1997

\section*{STEPHEN M. DEVLIN}

\section*{EDECATION}
© Ph.D., Mathematics, 2001
Liniversity of Maryland, College Park, MD
Thesis: Whittaker Models for Metaplectic Groups
Advisor: Professor Jeffrey Adams
- B.A., Manhattan College, Bronx, NY, 1995

Magna cum lande
Major Mathematics Minors: Computer S'cience Religious Studies

\section*{ACADEVIC POSTCKONS}
- C.L.E. Mooge Instructor

Massachusetts Institute of Technology, 2001-2003
Deparment of Mathernatics, Cambridge, MA
- Graduate Assistant

University of Maryland, College Fark, 1995-2001
Department of Mathematics, College Park MD

\section*{HONORS AND AWARDS}
- MATHEMAIICS
- Dissertation Fellcwshp, Departmant of Mathematics: University of Maryland, 2000-2001.
- Outstanding Presentation Award Spotlight on Graduate Research. University of Marylanc, 2000.
- Selected Farticipant, Institute for Advanced Study. Graduate Student Summer Program in Representation Theory of Lie Groups Park City, Utah, 1997.
- Mathematics Medal, Manhattan College, 1995.
- Sigma Xi Medal for Outstanding Research in the Saences, Manhattan College: 1995.
- OTEERAWARDS
- Fhi Beta Kappa Elected to the Manhattan College Chapter, 1995.
- Elected to the Pen and Sword Sociary. Manhattan College Chapier, I994.
- Finalisi, Script Magazine Screenwriting Contest, sponsored by Spleadid Pictures, 2003 (Top ten out of 750 entries).
- Finalist, Scriptapalooza Screenwriting Contest, 2003 (Iop thirty out of 3000 entries).

\section*{IEACHLNG EXEERIENCE}
- M.I.T. (2001-2004)
- Taught courses across the undergraduate caricula, including:

0 Introduction to Analysis (for mathematics majors)
- Lincar Algebra
\(\bigcirc\) CalcuIus I and II
- Selected by the Mathematics Department to lead the Undergraduate Seminar in Analysis. Spring, 2004. This is a seminat style course in which students are responsible for presenting moch of the material.
- Graduate 'Teaching
- Representation Theory of Lie Groups
- Lioiversity of Maryland (1995-2001).
- Courses Taught as the Primary Instructor:
o Multivariable Calculus
- Lincar Algebra
- Finite Mathematics

0 Pre-Calculus
- Courses Taught as a Greduate Assistant:
© Calculus I
- Calculus II
- Close Contact Calculus (Group oriented approack to calculus emphasizing suadent-teacher interaction and communication)

\section*{POBLKCAIIONS}
- Waldspurger ; In olution and Iffing of Characters, with I Schaltz, subnitted for pubication.
- Uniqueness of Whittaker Models for Supercuspidal Representations of an n-Fold Metaplectic Cover of SL( \(n\) ), subroitted for publication.
- A Consiruction of Supercrispialal Representations for NonIinear Groups, in preparation.
- Whitaker Models for Metaplecitc Groups, Ph.D. Thesis, University of Maryland, 2001.
- Visualizing Linear Trantformations Using MAPIEE, Froceedings of the Seventh International Conference on Technology in Collegiate Mathematics 1994.

\section*{ENVIED LECIURES AND PRESENTATIONS}
- Manhatian College Lecture Series, An Introduction to Voting Theory (or How I Iearned to Stop Worrying and Love Arnold Schwarzeneggery.
- Centéc Intemational de Reconlies Mathématiques, Ianglands Functoriality; Recent Progress, I uminy, France, Whittaker Models, Types. and Supercuspidal Representations of Metaplectic Covers of Some p-adic Groups, 2002.
- M.I.T., Independent Activities Period Lecture Series; All Triangles are Isosceles' An Introduction to p-adic Numbers, 2001.
- Lee Groups Seminar M.I.T., 2001.
- Intemational Certre for Theoretical Physics, School on Altomorphic Foims on GL(n) Trieste: Italy, 2000.
- Representation Theory Seminat, University of Maryland 2000, 2001.
o Spotlight on Graduate Research, University of Maryland, 2000.
- Intemational Conference on Technology in Collegiate Mathematics Fisualizing Linear Transformations Using MAPEE, Orlando, Florida 1994.

\section*{SERVICE}
- M.I.I. Ieaching Mentor
- Selected by the Mathematics Department to observe, assist and advise new graduate students to help them become better, more effective teachers.
- Co-organized and patticipated in the MII. Independent Activities Period Eecture Series, January, 2002.
- University of Maryland Dean"s Committee
- Served as a member of the Dean's committee to formulate and draft the mission statement for the College of Computer and Mathematical Sciences at the University of Maryland.

\section*{AFFIL AIIONS AND LVIERESIS}
- Scholarly
- Anerican Mathematical Society.
- Mathematical Association of America.
- Phi Beta Kappa.
- Sigma Xi.

0 Athletic
- Finisher in the 2002 Houston maathon
- Finisher in the 2000 Vermont City Marachon
- (Hopefilly a Finisher in the) 2003 Tucson marathon, December 7, 2003.
- Member of the Manhattan Collcge Division I Track and Field Team (Pole Vault), 1991-1994.
- Writing
- Wrote a featute length screenplay, Second Wind, whict was a finalist in scveral international writing contests and is cunently represented by Colin O'Reilly of the Content I iterary Agency, Los Angeles.
- Member of the Harvard Squarc Scriptwiters, 2002-present.
- Interest in writing about Mathematics for a general audience

\section*{COMFUTER SKILXS}

\footnotetext{
- Windows and UNLX operating systems HIML, MS Word Excel. ACCESS SQI Mathematica, Maple, Matlab. LaTex
}

\section*{CGRRICLIUM VITAE}

Aaron Melman

\section*{Personal}

Address (Home): 2339 33rd Ave. San I rancisco, CA 94116 Ted: (415) 759-7166 e-mail: melman@stmarys-ca.edu

\section*{Education}

FhD in Applied Mathematics: 1987-1992: California Institute of Yechnology, One year intertuption of studies for Israeli military service. Aduisorg : H.B. Keller (Caltech) and R. Potyak (BB.M). Thesis title: Complexity analysis of a new constrained optimization algorithm. Recipient of full Caltech scholarship.
MSc in Applied Mathematics: 1983-1986: Technion - Israel Institute of Fectnology. Advisor: A. Ben-Tal. Thesis title : A new curve search algorifin for unconstrained optiraization. Recipient of the Mendelssohn scholarship (full scholarship).
BSc in Mathematics and Physics: 1978-1983: University of Louvain (Belgiun).

\section*{Employment Fistory}

Jul 01-F'resent Associate Professor at St Mary's College (Moraga, CA) in the Mathematics deparment. Teachinge indergraduate precalculus: calculus, differential equations, numerical analysis, programming. Ctorrent research; spectral properties of Tooplitz matrices, and stnictured systerns.
\(J u l\) OO JuI OI. Visiting Associate Professor at St Mary's Cotlege (Moraga CA) in the Mathematics departrent
Sep 98-Jui 00: Assistant Professor at the University of San Francisco in the Mathematics deparfment Teaching: undergraduate statistics, calculus, arid differential equations.
Ou 97-Sep 98: Visitinig Scholar at Stanford University in the Computer Science department (SCCM promam).
Apr 98-Sep98: Senior Lecturer at Ber-Gurion University (Israel) in the Industrial Enginecring department (on leave).
Mar 93-Mar 98 . Lectuter at Ben-Gurion Uriversity (Istael) in the Industrial Engineering department.
Courses tought. Mathernatical Frogramming (graduate),
- Software Applications in Optimization (graduate).
- Operations Research in Management (graduate).
- Operations Research I (undergraduate)
- Calculus (undergraduate).

Mar 92-Mar 93. Postdoctoral Research Fellow at the Technion-lsrael Institutc of Technology in the Faculty of Industrial Engineering Research in interior point methods for nonlinear optimization.
1987- Mar 92: Teaching assistant at Caltech in "Methods of AppIied Math" (undergrad course) and 'Matrix Theory (grad course).
Fh-Aug I990. Research at IBM T.J. Watson Research Center (Yorktown Heights, NY). Project: Implementation of a nonlinear optimization method for linear programming as part of the Optimization Subroutine library (OSL). The coding was done in Fortran, the debugging in APL.
1986-1987.
1983-1986. Instructor at the University of Michigan in undergraduate calculus.
Feaching assistant at Techrion in "Numerical Analysis" (undergrad), Optimization for Engineers (undergrad) Introduction to Operations Research \({ }^{n}\) (pred) and 'Convex Analysis and Optimization Theory" (Frad).

\section*{Programming skills}

Programming has accompantiad my carrier from my undergraduate studies on. My experience was mainly with Fortran, C, AFI . MATIAB and Unix. Windows and DOS

\section*{Languages}

Fluent in English, Hebrew: French and Dutch. Good understanding of Russian and Germitn.

\section*{Awards}

Ihe 1993 and 1996 Oded Levin Prize of the Opcrations Research Society of Israel.

\section*{Research interests}

I inear Algebra, Numerica: Analysis, Scientific Computing, Optimization F'arallel Computation, Sotware applications.

\section*{Menbership in professional organizations}

Anerican Mathematical Society Society for Industrial and Applied Mathematics

\section*{Professional service}

> Reviewer of books and papers on Matnematics for
> Mathernatical Reviews (American Matnematical Society).

\section*{Publications}

I1I A Ber-Ial. A. MeEman and F Zowe (1990): Curved search methods for unconstrained optimization
Optimization, 2 I, No.5.pp-669-695.
[2] A Melman \{1994): A new linesearch method for quadratically constrained convex programming: Operations Research Letters, 16, pp. 67-77.
[3] A.Meman (1995): 'Nurnerical Solution of a Secular Equation.' Numerische Mathematik, 69, pp. 483-493.
[4] A Meiman and R Folyak (1996): "The Newton modified barrier method for QF' problems".
Annals of Operations Research, 62, pp. 465-519.
[5] A.Melnan (1996): A linesearch procedure in barrier methods for some convex programming problerns '. SIAMJ. of Optimization, Vol. 6. No. 2, pp. 283-298.
[6] A.Melman (1997): A unifying convergence analysis of second-order methods for secular equations '.. Mathematics of Computation, Vol. 66., No. 217, pp. 333-344.
[7] A MeIman (1997): Geometry and convergence for Euler's and Halley's methods'. SIA, M Review: 39, No. 4. pp. 728-735.
[8] A Melman (1997): Analysis of higher-order methods for secular equations*.
Mathematics of Computation, Vo1. 67, No. 221. pp. 271-286.
[9] A Melman (1997): A numerical comparison of methods for solving secular equations \({ }^{1}\). Journal of Computational and Applied Mathematics, 86, pp. 23.7-249.
[10] A.Melman (1998): "Spectral functions for real symmetric Tocplitz matrices". Sownal of Computaional and Applied Mathematics, 98, pp. 233-243.
[11] A.Melmar (1999): "Bounds on the extreme eigenvalues of real symmetric Toeplitz matrices" . SJAM.I. on Marrix Analysis ard Applications. 21. No. 2.pp 362-378.
[12] A.Melman (1999): A symmetric algorithm for Toeplitz systems".
Linear Algebra and its Apptications, 301.. pp. 145-152.
[13] A.Melman and G Rabirowiť (2000): "Efficient methods for a class of continuous nonlinear knapsack problems . SIAM Review, Vol. 42 , No. 3, pp. 440-448.
[14] A.Melman (2000): A recurrence relation for real symmetric Toeplitz matrices". IEEE Transactions on Signal Processing, Vol. 48. No 6. pp. 1829-1831.
[15] A.Melman (2000); 'Symmetric centrosymmetric matríx-vector muliptication". Linear Algebra and its Applications, 320, pp. 193-198.
[16] A.Melman (2001): Extreme eigenvalues of symmetric positive definite Toeplitz matrices. Mathematics of Computation. 70, pp. 649-669.
[17] A.Melman (2001): 'The even-odd split Levinson algorithon for Toeplitz systems'. SLAMJ. on Matrix Analysis and Applications, 23, No. 1, pp. 256-270.
[18] A.Melman (2001): "A two-step even-odd split Levinson algorithm for Tocplitz systeras", Linear . Algebra and its Applications., 338., pp. 219-237.
[19] Acceoted for publication (2003): A. Melman: "Computation of the smallest even and odd eigenvalues of symmetric positive-definite Tocplitz matrix" SIAM \(J\) on Matrix Analysis and Applications

\section*{Conference presentations}
- A. Melman and A. Ben-Tal-1986-A new curve-search algorithm Operations Research Society of Ist cel Meeting. Nahariya, Israel.
- A. Melman and R. Polyak - 1992-The Newton MBF method for QP SFAM Optimization Meeting. Chicago, IL, USA.
- A. Melman-1993-Linesearches ir if methods. Operations Research Society of Israel Meeting Naharija Israel.
- A. Melman and R. Polyak - 1993-The "hot start" phenomenon for the Newton MBE method for QP problems. I6th IFIF Conference on System Modelling and Optimization, Compiegne.Fiance. Abstract5. Vol. 2. pp. 829-832.
- A. Melman - 1994-Perturbed ejgenvalues and finesearches in IP methods. Sth Confer ence on Industrial Eng, and MngmL., Beer-Ther a Israel. Froccedings pp. 4. 1.4 1-10.
- A. Melman - 1994 - Numerical method for a secular equation SIAMAmual Meeting San Diego, CA USA.
- A. Melman - 1994-Linesearches in IP methods and perturbed eigenvalues. fjih International Symposium on Mathematical Progrumming. Anm Arbor. MI. USA. Abstracts: p. 140.
- A. Melman - 1995 - Numerical methods for secular equations. Joim AMS-IMU msating, Jerusalam, Israet. Abstracts of papers presented to the AMS, Vol. 16, No. 3, p. 502.
- A. Melman - 1995-Solving quasivariational inequalities in sandpile growth river newworks and superconductivity I4in European Conference of Operations Research. Jerusalem,Israel.
- A. Meiman - 1996-A method for solving relaxed nonlinear knapsack problems. Annual Conference of the Operations Resear ch Soclety of fsraet, Tel-Aviv. Israel.
- A. Melman-1997-A unified convergence analysis for secular equations SIAM Anmual Meeting. Stanford, CA USA.
- A. Meimar-1998 - Spectral functions for real symmetric Toeplity matrices. Sotalt California Marrix Meeting, San Jose, CA. USA.
- A. Metman-1999-Recent results in Toeplizz matrix problems, invited lecture. Internationat Sympositm on Numerical Analysis. Computer Science and its .4pplications. Flovdr. Bulgrria
- A. Melman - 2000 - An improved fast algorithr for Toeplitz systems.

The \(7^{\prime \prime}\) SIAM Conference on Applied Linear Algebra, Raleigh NC. USA.
- A. Melman - 2002 - A survey of Levinson-type algorithms for Toeplitr syssems. Bay Area Scientific Computing Day Pleasanton. Ca USA

\section*{Seminars at universities and institutions}
- 1992 - Industrial Eng. and Mngmpt., Tecinion, Israel.
- 1992 - Mathernatical Sciences, IBM, Yorktown Heights. NY.
- 1992 - Industrial Eng and Mngmt... Ben-Gurion Ciniv. Israel
- 1993 - Industrial Eng and Mnempt... Ben-Gurion Univ, Israel
- 1994 - Matherratics Dept., Univ. of Maryland, MD.
- 1994 - Operations Research Dept.. George Mason Eniversily. VA.
- 1995 - Computer Science Dept., Stanford University, CA.
- 1995 - Computer Science Depr., Univ. of California, Berkeley CA.
- 1995 - Mathematics Dept... Univ, of Copenhayen, Denmark.
- 1995 - Mathernatics Dept., Technical University, Denmark.
- 1995-Center for Oparations Research, Rutgers Litiversity, Ny.
- 1995 - Mathematics Dept., Naval Postgrad. School, Monterey. CA.
- 1996-Operations Research Dept, George Mason University, VA.
- 1996 - Mathematics Dept., Naval Fostgrad. School, Monterey. CA.
- 1996 - Computer Science Dept. Stanford University, CA.
- 1998-Mathematics Dept, Naval Postgrad. School, Monterey. CA.
- 1998 - Computer Science Dept... Stanford Utiversity. CA.
- 2000 - Mathematics and Comp. Sc Dept... St Mary's College, Moraga CA.
- 2000 - Mathematics and Corup. Sc . Dept., Sarta Clara University. CA.
- 2002 - Mathematics Dept. Sacramento Stase University. CA.

\title{
Anthony A. Mendes
}

Curriculum Vitae
\begin{tabular}{|c|c|}
\hline \multicolumn{2}{|l|}{ (8:58)455-9621} \\
\hline
\end{tabular}

UCSD Mathematics Dept.
9500 Gilman Drive
E a Tol?, CA 92093-0112
\begin{tabular}{|c|c|}
\hline \multirow[t]{2}{*}{EDUCATION} & University of California, San Diego Fh.T. is Marbernatics, expected Sprivg 2004 MA in Mathernatics, Fall 2001 \\
\hline & \begin{tabular}{l}
University of California, Irvine \\
B.S. in Nathematics. Spring 2000 Magna Cum Iuwde
\end{tabular} \\
\hline \multirow[t]{2}{*}{Research} & Algebraic and enumerative combinatorics: symmetric fuections permatation enumeration: representation theory. rook theory, plethysm \\
\hline &  \\
\hline \multirow[t]{4}{*}{AFfonmmenes} & \begin{tabular}{l}
Instructor, Miramar College \\
Fult responsizility instructor for courses in trigonomerry and university level calculus
\end{tabular} \\
\hline & Teaching assistant UTiversity or Calizornia, San Diego lower civision: entire calculus sequences, differential equations, discrete mathematics upper divisior: algorithmi design, linear algebia partial differcntial equatione, probability, real analysis, statistics \\
\hline & \begin{tabular}{l}
Research assistant, Uiniversity of California. San Diego \\
Fumureet 2001 \\
Designed authored, and tested Mathernaticra packages for ue in computisg witin non commuting algebras and noncommuting Gröbner bases.
\end{tabular} \\
\hline & Junior Specialist, University of California, Irvine Spring 2000 Fresented five lect ures introducing rescarch mathernatics to high school students \\
\hline \multirow[t]{4}{*}{Fibitications} & A h-ring Etobenius charactelistic for \(G i s\), with I. Remmel and I. Wagrex, sabmitted to The Electronic Journal of Combimatorics \\
\hline & Symmerric functions and permutation enumeration. to appear Iune 2004 (doctoral disscrtation) \\
\hline & Rook theory and a formula of Fiobenius for the Weyl groups of type \(B\) sid \(D\). iir preparation \\
\hline & Uutitiled memoir stemming from copics in my doctoral dissertation, with J Remumel: in preparation (over 100 pages written) \\
\hline \multirow[t]{3}{*}{Fresentamons} & Permutation enumeration via symmetric functions II University of Califoznia, San Diego. October 2003 \\
\hline & Pesmutation enumeration via symmetric fanctions I University of Califormia San Biego. September 2003 \\
\hline & The representation theory of wreath product groups University of Calitornia. San Diego. December 2002 \\
\hline Awagos & Outstanding mathematics student at the University ot California, Irvine Üniversity of California, Irvine Fellowship recipiert \\
\hline Reterences & \begin{tabular}{l}
Professot Jeff Remmel : rermelamath, ucsd, edu (thesis advisor) \\
Professor Adriano Garsia : garsia@math.ucsd.edu \\
Professor Fan Chung Graham: fanđuath, ucsà edu \\
Professor Dan Wulbert. Revelle Coliege Provost : durulbertgmatìn ucsd eāu (tcaching)
\end{tabular} \\
\hline
\end{tabular}

\section*{PISHENG DING}

Mathernatics Department
Indiana University
831 E 3Td St
Bloomingtor. IN 47403-7106

Email: pding@indiana.edu
Telephone: 812-360-4922 (Mobile)
812-856-5179 (Ofісе)

\section*{Citizenship Status}
- U.s. Citizen

\section*{Education}
- Courant Institute, New York University

Ph.D., Mathematics, May 2003
Dissertation: Topological Obstructions to Certain Group Actions on Manifolds (Supervised by Sylvain Cappell)
- City College of New York, CUNY
M.A., Mathematics. June 1997
B.A., Mathematics (with Minor iz Phygics), Salutatorian. June 1996

\section*{Academic Positions Held}
- VIGRE Postdoctoral Fellow, Indiana University, 2003-06
- Instructor, New York University, 2001-03
- Instructor, City College of New York Fall 2002
- Junior Research Scientist, Courant Institure: Summer 2002
- Special Instructor (for a student with autistic disorder). Empine State College, 2002
- Instructor, City College of New York 1996-1997

\section*{Publications \& Preprints}
- Topological Obstructions to Certain Lie Group Actions on Manifolds, to appear in Transactions of AMS
- Extremal Points, Critical Points, and Saddle Points of Aralytic Functions (with Joseph Bak \& Donald
J. Newman\}, to appear in American Mathernatical Monthly
- Mod-2 Equivalence of the K-theory Thom and Signature Classes (with James F. Davis) preprint
- The Algebra of Geometric Constructions in Euclidean Geometry (with Richard Pollack) in conception.

\section*{Invited Address}
- Obstructions to Certain Lie Group Actions on Manifolds, May 1st 2004. Midwest Topology Conference

\section*{Courses Taught}
- Topology X (Graduate Level): Iadiana University, Fall 2004
- Algebra II: Galois Theory, New York Univesity Spring 2001
- Linear Algebra, Indiana University, Spring \& Fall 2005: New York University, Spring 2002
- Probability \& Statistics, Indiana University, Summer 2005
- Ordinary Differential Equations. Indiana University, Spring 2006; Gity College of New York, Fall 2002
- Calculus I, Indiana University, Spring \& Summer 2004; City College of New York, Fall 1996
- Calculus II. New York University Summer 2002; City College of New York. Spring \& Summer 1997

\section*{Academic Honors \& Awards}
r W. Magnus Prize for Significant Contributions to the Mathematical Sciences: Courant Institute 2004
- National Science Foundation Graduate Research Fellowship: 1997-2000
- Salutatorian of City College of New York Class of 1996
* Emil L. Post Mathematics Award, City College of New York, 1996
- Robert E. Marshak Scievice Award, City College of New York 1996
- Sperting Prize in Philosophy, City College of New York, 1996
- Golden Key Honor Society Scholarship, 1996
- Physics Tutoring Prize, City College of New York, 1996

\section*{References}
- Sylvain Cappell \& Richard F'ollackn New York University; James Davis, Indiana Universioy
\begin{tabular}{|c|c|c|}
\hline \multirow[t]{4}{*}{CONYACI lnformalion} & 617 N, Sauts Rita Avo Phone: (520)621-6896 & \\
\hline & E'O. Box 210089 Phane: (520)603-9401 & \\
\hline & Tucson, Arizoca 85721-0089 E-mail: cmenichoriemai & il.arizosa edu \\
\hline & USA WVWW: wive math ariz & oram bdu/~emenicho \\
\hline Citizenshif & \multicolumn{2}{|l|}{United States} \\
\hline \multirow[t]{2}{*}{Respmach InTERESTS} & \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\begin{tabular}{l}
- Random Matrix Iheory \\
- Univergal distributions and Graph Iheory \\
- Cryplogray hy
\end{tabular}}} \\
\hline & & \\
\hline \multirow[t]{13}{*}{EDUCAIIO.} & \multicolumn{2}{|l|}{University of Arizona, Tucson, Arizona ESA} \\
\hline & \begin{tabular}{l}
Ph.D. Candidate. Program in Applicd Mathematics (exp \\
- GF'A: 3.88 \\
- Advisor: Prof. Hermann Flasehka \\
- Oral exam passed May 2004 \\
- Qualifying cxam paseed Januery 2002
\end{tabular} & ected y rarluation date: May 2006 \\
\hline & \multicolumn{2}{|l|}{W.S.: Applicd Mathematics, Msy 2002} \\
\hline & \multicolumn{2}{|l|}{Special Topics in Number Theory: Elliptic Gurves Algebxaic Geometry} \\
\hline & \multicolumn{2}{|l|}{Algebraic Topology Algebraic Coding Theory} \\
\hline & \multicolumn{2}{|l|}{Artificial Intelligence Numerical Analysis} \\
\hline & \multicolumn{2}{|l|}{Computer Graphics and Gecmetric Modeling Theory of Grephs and Networks} \\
\hline & \multicolumn{2}{|l|}{Reandom Matrices Algebra} \\
\hline & \multicolumn{2}{|l|}{Willamette L'niversity: Salem. Oregon T'SA} \\
\hline & \multicolumn{2}{|l|}{\begin{tabular}{l}
- Minor: Studio Art \\
- GPA: 4.00
\end{tabular}} \\
\hline & \multicolumn{2}{|l|}{- Graduated Summa Cum Xaude} \\
\hline & \multicolumn{2}{|l|}{- Senior Theses/Projects Archimedes and the Adrent of Calcultas} \\
\hline & \multicolumn{2}{|l|}{Pigment Color Bias A sfectrographic stody of reflected tight} \\
\hline Ieaciung & Outstanding Graiuate Teaching Assistant Award & \\
\hline AWARDS & \multicolumn{2}{|l|}{College of Science. University of Arizona Spring 2004} \\
\hline & \multicolumn{2}{|l|}{Liller Business and Fublic Administration Student Colucil Award for teachise} \\
\hline Honors and & Junior Oberwolfach Fellow: & WU Departmental Honors (Matheruatics) \\
\hline \multirow[t]{6}{*}{Awards} & National Science Foundation VIGRE Grant (3 semesters) & Alumai Honors Scholarship \\
\hline & Applied Mathernaties Fellowship, University of Arizone & Mary L. Collins Scholanseip \\
\hline & Robert L. Purbrick ('Fhysics) Scholarship & R.S. Hall (Mathematics) Soholarship \\
\hline & Chester F. Luther (Mathernatios) Scholarship & Alphe Lambda Delta Book Award \\
\hline & WU Endowed Scholarsinp & WVU Commended Student Schelar \\
\hline & National Merit Letter of Conmendericn & 1993 Oregon Scholar \\
\hline
\end{tabular}
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    Linux
    Windows
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Frogremming Langlages and Soturare F'rograms:
\begin{tabular}{lll}
\(\mathrm{C}+\div\) and C & Matlab & HTML \\
Minitab & Excel & OponGL \\
PowerPoint & MS Front Fage & Adobe Phctcshop 4.0
\end{tabular}

BML LOMMENT/
frorissional
Exphrfinge

Teaching Assistant. August 2000 to presento
Eniversity of Arizona; Dept of Mathematics and the Interdísciplinary College
- Primary instructor for:
one section of Math in Modern Society (MAIH 105)
one section of College Algelra (MATH 1I0)
wo sections of Trigonometry (MAXH lal)
three sections of Business Mathematics I (MACH 1 15AA)
one seccion of Business Masinematics II (MATF 115B) and one section of Understancing Eilementary Mathematics (MAlH 302A)
- Frimary teacining responsibilitics include preparing and presenting all course lectures writing course exams, and assigning student grades.
- Member of the Teaching leam for the genaal education course, Introduction to Global Change
- Curricalum Development Teadhing Ascistant, Worked with Dr. Hisschbeeck io improve the curriculum of NATS 101: Introduction to Clobel Climate Change.
- Lead recitation sections for the greduate core analysis course. Principles of Anslysis. and easisted Dr. Kim in tha teaching of Math 263: Biostatistics

Centazactor.. March 2005 to Alugust 2005
Sandia Netional Laboraroly
- Developed entry level cryptograyhy training modules

Metrologist, and Member of the National Metrology Subcommittee on 1SO1 7025 Compliance.
August 1998 to Mray 2000
Nationsal Intitute of Slandards and Technology, ant the Oregon Depatiment of Agriculture, Measurement Stendards Division
- Worked with Metrologisty forn across the country to ideabiey the impact of new ISO standards on state laboratories. Presented Comittee findings at the Western Regional Measurement Assurance Program annuel meeting.
- Performed precision calibrations of government and industry standards. Coordinated iuternal leboratory audits. Maintained analyzed and updated statiskical data and control chats Directed, developed and analyzed the State s Price Verification Study.
- Developed and maintained the Divisions website. Composed and delivered presentations to organizertions and industrial assccialions on Measurement Slandards related issues.

Writer/Lobbyist. Jume 1998 to Augusi 1998
The Amexican Physical Society Intamship Program, Fublic Relations DC Office
- Wrote axticles for the APS newsletior What's Netv under the direction of Bob F'ark
- Researched science relatef congressional lills and compiled supplemental information for lolbyists

Varions other jobs include: Graduate Teaching Assistant (Tiniversity of Rochester, Dept. of Physics), IILustrator; and Coordinator of evenis for Crimean exchange students and profecsors (Willemette University)

Ghanis ano
Research

Depart Ment Involvembeit

\section*{Commenety ObXMEACH}

Conferencas
Attende:

Sandia Summer Internship F'rogram. Summer 2002 200 2 and 2004
Sendia National Leboratory, Albucquerque, NNI
- Cuder the direction of Di Cheryl Beaver, studied secule mobile coding and elliptic curve tactorization. Wrcte Q code to imploment an elliptic curee fectorizażion scheme and a weak key attark on the Blowfish cipher
- Studied F'ublic Key Gryptogrephy and presened resulis at the SIF August 2002 Symposium

Research Tutcrial Group, Spzing 2001
Depi. of̂ Mathematics, Unixersity of Arizona.
- Under the directicn of Dr. Minhyong Kirn, studied group replesentations of compace Lie Gi sups and their application to the symmetries of the Hydrogen atom

Particle Physics Research Assistant, Summer 1997
CLEO Collaboration, T-niversity of Rochester,
Wilson Syuchtctron Laboratory: Comell Universiey, Ilhece, NY
- Studied the production of pi-mesoni. witing FORTRAN code which searched synchiotron data
\(\therefore \quad\) for evenls with evidence of pi-meson production and analyzed various aspects of these events
- Gained generel familianity with the theory and instrumentation behind tine synchrolion's opastion

Murdock Grant Recipient, Summer 1996
Willemette Universiby, Physics Departrient. Salem, Oregon.
- Conducted research on \(Y \mathrm{Ya}_{2} \mathrm{Ct}_{4} \mathrm{O}_{\mathrm{T}-\mathrm{s}}\) thin film superconductors delermining the type and degree of crystal alignment using err \(x\)-ray difftactomecer
- Fresented tesults in poster fonn at the 1996 Murdlock Conference

Carleton/St. Olat Summer Mathematics F'rogram. Summer 1995
Tho Naitional Science Foundation and the National Security Agency
- Studied Dynanticzil Systems ani Knot Theory

University of Arizcina, Department of Mathematics
- Eintry Level Committee, Greduate Teaching Assistant Represertalive 2005-2006 Academic Year
- Algebra Concep Tests Wiorking Group Pall 2005
- First Year TA MTentoring Fall 2002
- Freshman Placement Advising Summer 2001

High School SLTT Workshop Coordinator.. Spring 2005
Univ. of Arizona Dept of Matbemétics
High Schcol Gryptography Workshef Cocndinator. Spring 2003 and 200t
Univ. of Arizona Dept. of Mathernatics
High School Calculus Visits. Spring 2004
Univ. of Arizona, Dept. of Matheinetics
AMS/MAA Joint Meetings January 2006
San Antonjo, Texas
Ics Alamos Days Couference. January \(200{ }^{\circ}\)
University of Arizoma.
Oberwolkech: Seminal on Aritbracic Gometry and F'ublic Key Cryptographȳ Sovember 2004 Orgenizers: Fajja Lange and Gel hard. They Mathematisches Foschungsinstitut Oberwolfach Genazny

\section*{Student Internship F'rogram: Symposium, August 2002}
Sandia National Laboratory, New Mexico
Taiks Givpen Anslyais and Its Applications Seminar, University of Ayizona
- Bigenvalue Statiation of Random Ons-Face Mins, April 2005

\section*{L.os Alamos Days Conference}
- The Undibersabtory of the Eigencalus Disiributions of Random Matrices January 2005
Coppto Meesing: Sandia Netiona? Taboratory
- Ramanujon Graphy: Random Mattỳ Models. July 2004
- Counting MDS Cedes. Iuly 2003
Applied Graduate Colloquium, Dept. of Mathematico, Univ of Arjzona
- The Manty Repwesentatione of a Genus Zera Map Having One-Face October 2005
- Rarrannajar Crwohs and the Cayley Constristion April 2004
Graduate Colloquium, Dept. of Mathematica; Univ: of Arivona
- Elliptic Curve and Eyperelliptic Curve Cryptography, Fall 2004
- Elliptict Ctrves: for the Fure and Imfure at Heart Fall 2003
Sludenc Internship Progiam Symposium, Sandia National I-aboratory
- Gryptography Goes Potblic: An introgiqution to Forblic. Key Gryntugraphy August 2002
Applied Research Tutorial Group Cclloquium: Depl of Mathematics, Jniv. of Axizone.
- Growp Represendations and the Synameties of the IIzdroger Atcrr. Spuing 2001.
\begin{tabular}{ll} 
Mfimbershops in & American Mathematical Society \\
Professtonat & Mathematical Association of America \\
Socienjes & Society for InJustrial and Appliod Mathomatics
\end{tabular}

\section*{M. K. Stephen Yeung}

Home Address
1703 E 1030 N

Phone: (435) 7!53-0345

Office Address
Please addxess all conxespondence to home address.
Phoref; (435) 797-2821
Email: yeang@cc.usuedu

\section*{Education}

Ph.D., Theoretical \& Applied Mechanics, Cornell University (1999). Thessis Advisor: Steven Strpgaiz. Thesis Titie: Time Delay in the Kuramoto Model of Coupled Fhase Oscillators. Miriors in Mathereatics and Applied Mathernatics.
B. Sc. First Class Honours, Physics, Chinese University of Hong Kong (1994). Minor in Mathematics.

\section*{Employment}

Juil 2003 - present: Assistant Frofessor, Dept. of Mathematics \& Statistics, Utah State Univeisity.
Jum. 1999 - Junz 2003: Hesearch Associate. Dept. of Biomedical Engineering and Genter for BioDiynamics, Boston University.


\section*{Research Interests}

Dynamical systems and network structures, and their applicationş in physics, ergineering, and biology Applied probability and game thieory, and their applications in social sciences.

\section*{Research Projects}

\section*{Applied probability and game theory}
- Characterized an anomaly in the probability distribution goveming the sum of random variables
- Constructed a non-traditional game prithout an equilibrium point.
- Studied their implications in spoits and elections.

\section*{Reversc engineèịing giene rietworks}
- Developed efficient algorithins to reconstruct gene metworks from micrcarray data.
- Reduced sampling coraplexity to \(O(\log N)\).
- Reduced computational complexity to \(O\left(N^{4}\right)\).

Delta-sigma data converters
- Developed robust high-bandwidth noise-shaping \(\mathrm{A} / \mathrm{D}\) and \(\mathrm{D} / \mathrm{A}\) data converters in digital audio and multimedia systens.
- Reduced complexity from \(O(N \log N)\) to \(O(N)\), lowering power consumption and chip area
- Modificd neiworli to allow number of elements to be arbitrary integer, not necessarily of the form \(N=2^{k}\) as in earlier desigis, resulting in greater flexibility in design to meet specifcations.

\section*{Kuramoto model with time delay}
- Studied networks of coupled oscillators with global, time-delayed coupling.
- Generalized a theorem due to Hayes (ID50), which governs the distribution of zeros of exponential polynomials and the stability of delay difierential equations.
- Stated conditions for syichronization and incoherence for oscillators inter acting with time delay.

\section*{Coupled arrays of Josephson junctions}
* Studied interactions of two inductively coupled discrete. Josephson rings.

\section*{Iasers with injection}
- Analyzed dynamics ot a solid-ataite laser driven by irjected sinusoidal ficld.
- Discovered a novel global codimension-2 bifurcation underlyigg the unlocking mechanisn.
- Established conditions for stable phase-locking of injection lasers.

\section*{Publications}
M. K. S. Yeung. A ma-player multi-game match without optimal stracegies". manusaipi in preparation (2005)
M. K. S. Yeung, Reverse engineering gene petworks using perturbstions with unknown effects': manuscript in preparation (2005).
M. K.. S. Yeung. 'Inferring locaI structures of geme networke ', manuscript in preparation (2005).
M. K.. S. Yermg, Some anomalies in the probabilities of various outcomes in a sequenoe of paired comparisons". manuscript in prepar"ation (2005).
M. K. S. Young :"Winnimg the battles bue losing the war', submitked for publication (2005).
J. J. Collitas, D. di Bernardo. F. S. Gardmer, J. Tegnér and M. K. S.. Yewig: 'Syslems aud Meinods fór Reverse Eriginering Models of Biological Networks", U.S. Patent Appication Serial Nc. 10/506,734 (filed in 2004).
R. W. Adams, D. J. Mar and M. K. S. Yeung :Efficient data-directed serambler for noise-shaping mixed-signal converters with an arbiriary number of discretization levels with arbitrary weights", U..S. Patent Application No. 20030197633 (filed in 2003).
M. K: S Yeung Book review of "When Least is Besti". by F. J. Nahim. UMAP. J., 25(1): 439-4.40 (2004).
F. My. Adams, D. J. Mar and M. K. S. Yeung, Datz-directed scrambler for noise-shaping mixedsicinal converters with an arbitrary number of dacretization levels' U.S. Patent No. 6.614,377 (2003). Cited 5 times:
M. K. S. Yeung: Book roview of :An Yntroduction to Mothematicul Modeling in Physiolopy Cell Brology, and Immomology", edited by J. Sneyd. SIAM Review, 45(3): 621-624 (2003).
J. Tegner, M. K. S. Yeung, J. Hasty and J. J. Collins, "Reverse engineering gene networks! Ineeggating genetic pertmbations with dynamical modeling': Proc. Natl. Acad. Sci. USA 100. 5944-5949 (2003). Cited 30 times.
M- K. S. Yeing; J. Tegrér and J. J. Collins, 'Reverse engineering gene netivorks using singular value decomposition and robust vegression' , Proc. Nath Acad Sci. USA 99, 6163-6168 (2062). Cited 57 times:
M. K. 3. Yeung and S. H. Strigatz, Time delay in the Kuramoto model of coupled oscillators \({ }^{n}\) : Phys. Rev. Iett 82, 648-651 (1990). Cited 56 times.
M. K. S. Yeurg and S. H. Strogatz, "Nonfinear dynamics of a solid-state laser with injecticn . Fhys. Rev. E58, 4421-4435 (1998); with erxaturn, Phys. Rev. E61, 2154 (2000). Cited 18 timers
A. 王. Duwel, C. F. Heij J. C. Weisenfeld, MI. K. S. Yeung E. Trias, S. J. K. Värdy, H. S. J. van der Zant, S. H Strogatz and T. F. Orlando, "Interactions of topological kinks in two coupled rings of nonlinear oscillators". Phots. Rev. B 58, 8749-8754 (1998). Cited 1 time.

\section*{Confexence Presentations}

On gèpe rietworks:
- Poster. Gordon Research Conference on Theoietical Biology \& Biomathematics, Iilton School, NII (2002).
- Poster. First SIAM Conference on the Life Sciences, Bostom. MA (2002).

On data converters:
- Sixth SIAM Conference on Applications cf Dynamical Systems, Snowbind, UI (2001)
- APS March Meetipg. Scattle, WA (2001).
- AFS March Mecting: Minneapolis MN (2000)

On the Kuramoto Model:
- Fifth SLAM Conference on Apphications of Dymamical Sysiems: Snowbird. UI (1990).

On cynamics of laser:
- Postci. Gordon Research Conferesce on Nomlinear Science, South Hadley MA (200l).

\section*{Invited Lectures}

On applied probability:
- MT Sloan School of Manarement (2000)

On zese networks:
- Third Annual Intermountain/Southwest Coniterence on Industrial and Interdicipinary Malfematics Arizona State Universioy (2004).
- Department of MaEbemetices. Uziversity of Arizona (2003).
- Department of Mathernatices and Statistics Utah State University (2003).
- Department of Mathematics University cf Massachusctts. Bostion (2003).
- Dexartment of Mathematics, University of Georgia, Atbens (2003).
- Center for Bioinformatics, University of Penneylvania (2003)
- Departinent of Mathematics. University of Califormia. Davis (2003).
- Department of Applied Mathematics, University of Washingoin (2002).
- SLAM 50th Anniversary and 2002 Annual Meeting. F'hiladelphia. PA (2002).

On data converteas:
- Industrial arid Interdisciplinary Math Collonuium, Utạh State: Univeisity (2003),
- Conter for BioDypamics: Boston Univiversity (2001).

On the Kurameto Model:
- Center for BioDynamics, Boston University (2000).
- Neurogroup, Boston University (2000).
* Centre for Nonlineax Dymamics in l'hysiology and Medicine; MifGill Chiversity (1998).

On dynamics of laser:
- Deppartment of Physics. Utall Staie University (2003).
- International Conference on Dynamics of Continuous, Discrete and Impusive Systems: Iondont. Ontario, Canada (2001).
- Department of Matbematics; Baston University (1999).

\section*{Teaching and Other Pedagogical Experience}

Insciaction, Utah State Universiby Fall 2003 - preseni. Courses taught:
\begin{tabular}{|c|c|c|}
\hline Courise & Semester & Evaiuation \({ }^{\text {f }}\) \\
\hline Maid 1210: Calculus I & Faill 05 & \\
\hline Matì 2200: Linear Algebra \& Diferential Equations & Fall 05 & - \\
\hline Màth 5460: Theory \& Application of Nonlinear Dynamical Systems & Spring 05 & 6.0/6.0 \\
\hline Math 2250H. Lineal Algebra \& Differeritial Exuations (IIonors) & Fall 04 & 5 5/6.0 \\
\hline Math 5610: Computational Linear Algebra, \& Solution of Equations & Fall 04 & 5.4/6.0 \\
\hline Math 2250: Linear Algebrä \& Differential Equations (2 sections) & Sping 04 & \(5.6 \& 5.1 / 6.0\) \\
\hline Math 5910: Directed Reading: Mathematical Biology & Spring 04 & \\
\hline Matth 5610: Computational Linear Aljebra \& Solution of Equations & Fall 03 & 5.2/6.0 \\
\hline Phyx 5810: Physics Colloquium, as guest lecturer & Fall 03 & - \\
\hline
\end{tabular}
i: Department average: \(4.8 / 6.0\) (Fall 03), 4.9/6.0 (Spring 04), 5.0/6.0 (Fall 04, Spring 05 ).
College average: 4.8/6.0 (Fall 03) 4.9/6.0 (Spring 04, Fall 04 Sprimg 05).
Major aďvisor of Marty Garlick; minor advisor of 8 students: Fiya Chootinar, Alia Criddre, Justin Heasilin, Agrieszks Jach, Inga Maslowa (M. Sc., 2005): Kady Schneiter (Ph.D., 2004) Laura Watkins (Ph.D., 2005), Brian Yurk.
Co-facilitator, Graduate Feaching Development Workshops: Genter for Learning and Teaching Cornell University, Spring 1999.
Member, Orgamizins Committec, Ofice ố Instructional Support Comell University Spring \& Far 1996, Spiing 1997.

\section*{Professional Services}

Referee for
- manucripts for 17 joumals: ATh. J. Phys. Biophys. J. Diseret Conton Dyn is B, Dynam. Syst, IEE STans. Carcaits Syit. IT, J. Opti. B, J. Phys. A: Matk. Gent, J. Phys.: Cond. Mati., 7. Theor. Biol, Nature Genet., Nonlinearity Physica D. Phys. Let A, Fhys. Rev. B. Phys. Rev. E, Phys. Rev Leit., and Proc. Notl. Acod. Sci USA;
- one book chapter in Springer Applied Mathematical Sciences Series, Celebyutory Volime for whe Oecasion of the 7oth birthday of Larty Sirovied, edited by E. Kaplan. J. Marsten, and K. R. Sreeniwasan;
- one book proposal for SLAM, on modeling gene regulatory nebworks and
- two grasit proposale for NSF on modeling gene regulatcry networks.

Farticipant and contributor to final report, Workshop on Matheratics for the Genomes-ta-Ife Program Deparitiment of Energy: Gaithersbuig, MD (2002)-

Chair, Session on Bifurcaticns and Normal Fonmis, International Gonference on Dymarics of Continisons, Discrete and Impulsive Systems Iondon: Oritario, Canada (2001).
Organizer, Seminar Sieries: Center for BioDynarnics, Boston University (2000-2001)
Sygtem Administantor (2000-2003) and Webrnaster: (2000-2001) Center for BioDynamics Boston Winiversity.

Chair, Session CP27: Coupled Oscilators II. Fifth SIAM Conference on Application ol Dyramical Systems, Snowhird, IT (1099).

Mernber, Socicty for Industrial and Applied Mathematics: Amcrican Physical Society: and Society for Mathematical Biology.

\section*{Departmenital Committee Services}

Chair. Math 2250 Textbook Committee (2004-present).
Mermber Applied Matḥematics Degree Frogram Cheation Corrimittee (2004 - present).
Member, Colloquium Commite (2004-piesant).
Member. Indusirial đhathematics Masicis Degree Exam Comonttec (2004 - present).
Member. Inter disciplinay Faculty Search Committee (2003 - 2004).
Meriber, Undergaduate Studies Committee (2003 - present),

\section*{Grants}

PI, Reverse engineming gene netporks for effient drug develcpment". Subritted to NSF: \(\$ 542.113\) (2905-2010). Not funded.
PI Reverse engineerify gene vetworks. Utah State University \(\$ 14.948\) (2004-2005).
Go-PI, "A Vertically Integrated Applied and Industrial Mathernatics Educational Program at Uitah State University", Submitted to NSF: \(\$ 1,504,863\) (2003-2008). Not funded.

Co-FI, "Adaptation in mixed signal processing systems", Analog Devices Inc., \$99 427 (2001).

\section*{References}

Prof. Richard Radd, Department of Theoretical and Applied Mechanics, 212 Kimball Hall, Carnell University, Ithaca: NY 14853: Phone: (697) 255-7L+5. Email: rhr2@cornell.cdu
Prof Steven Strogatz, Department of Thooretical and Apphod Mechanics 212 Kimball Holl. Connell Universiby, Ithace, NY 14853. Phone: (607) 255-5999. Email: shs 0 ©cornell.edu
Prof. Kurt Wiesenfeld: School of Physics, Georgia Frstitute of Iechnology Atlanta GA 30332-0430 Phone: (404\} 89N-2429., Ernail: kw2 ©mail gatech.edu

Date: Tue, 04 Mar 2003 13:59: 17-0800
From: Rebecca Chiyoko King <king@usfca.edu:-
Subject: draft of letter to Deans for tomorrow
X-Sender: king@lucas.usfoa.edu
To: blochm@usfca.edu, galangr@usfca.edu, jonsonk@usfca.edu, kao@usfca.edu king@usfca.edu, parkerg@usfoa.edu, vandricks@usfca.edu, yancey@usfca edu X-Maiter QUALCOMM Windows Eudora Version 5.1

Hey all.
I have pasted and attached here a very rough draft. Feel free to make comments in the editor in Word or just here in e-mail.

I will send it tomorrow.

Thanks.
Becky

March 5. 2003

\section*{Dear Stanley, Gerardo, Tristan and Jenny}

We, the Dual Degree Curriculum Committee, write to you with great concerrn about the future of the Dual Degree Teacher Credential Program (DDP). As you know, the DD program has been able to fulfill the Jesuit mission of USF through preparing teachers for important service as well trained future educators with particular skills in urban and multicultural education. The efficiency and marketability of DDP is now at risk and we stand to lose students, tuition dollars and will have to alter our promise in terms of time for completion. There is no possible way we will be able to honor our commitment to undergraduate teacher training if we do not act to radically alter the structure of the program.

As it stands now, with our new 4 unit curriculum and recent changes in requirements for teacher credentialing, it is impossible for most students to complete the program in 5 years. Even when they take ' 19 units per semester and some summerfintersession classes, they still cannot complete the program in the time promised. Basically, the program is now threatened and will have to be shut down if we do not change the curricular (including an interdisciplinary major for students preparing to be elementary school teachers) and the administrative structures of the program.

In the past, the interdisciplinary major, liberal studies, was frowned upon because it was it was thought to be 'less rigorous" than other, single discipline based majors. Now that we have thriving intercisciplinary majors in Arts and Science such as the Latin American Studies Major and the like, we feel it is an opportune time to introduce a 'liberal studies' major for DD but also other, interested students. This would streamline the course load for DD students, but it would also forward the mission by allowing more time to integrate service learning and cultural immersion experiences while remaining pedagogically sound. We also suggest that DD
students would be required to minor ( 24 units) in a discipline in addition to their liberal studies major. This would allow them to have a disciplinary base to make them stronger teachers but also that departments would not lose contact hours to the DD program.

Dual Degree students represent close to four million dollars in tuition and yet we have 1.4 FTE administrating and advising them, well below state requirements. The DD program desperately needs a full time administrator, someone to write the subject matter waivers and more program coordinators. We know that one position has been approved at your level. but the director still hasn't heard from above and the need increases each day. In addition, Stephanie Vandrick who has served graciously as Director of the program for the last 2 years, is resigning soon and it is an important time to make a decision about honoring our commitment to students by having a full time administrator dedicated to them.

We the committee urge you to take this opportunity to adopt our suggested restructuring of the program and curriculum. If you need further information to support you in making this decision, please feel free to contact us in care of the director Stephanie Vandrick.

Best.
Michael Bloch Association Professor and Chair Psychology
Rosita Galang, Professor, Education
Kathleen Jonson, Associate Professor. Education
John Kao, Associate Professor, Mathernatics
Rebecca King-O'Riain, Assistant Professor and Chair, Sociology
Stephanie Vandrick Associate Professor English as a Second Language and Director Dual Degree Program
Patty Yancey Director Arts and Education Collaborative Education

\author{
Rebecca Chiyoko King O'Riain \\ Assistant Professor \\ Department of Sociology \\ University of San Francisco \\ 2130 Fulton Street, San Francisco California 94117-1080 \\ phone: (415) 422-5861 \\ fax: (415) 422-5671 \\ e-mail: king@usfca edu
}

deans letter doc

Date: Fri, 06 Jun 2003 11:37:15-0700
From: Michael Lehmann <lehmannm@usfca edu>
Subject Retirement
X-Sender: lehmannm@sage.usfa edu
To: lehmannm@usfca.edu
X-Mailer: QUALCOMM Windows Eudora Version 5.1
Dear friends and colleagues
We will retire from USF on May 31. 2004.
It's been a wonderful 37 (Mike) or 38 (Millie) years: but when its time to go its time to go
We look forward to saying good bye to everyone in person over the next academic year.
Best regards.
Yours truly
Mike \& Millie Lehmann

Date: Fri, 24 Oct 2003 09:57:26 +1000
From: stillwell@usfca.edu
Subject: CV in pdf
To: John Kao <kao@usfca.edu>
X-Mailer. iPlanet Messenger Express 5.2 HotFix 1.05 (bullt Nov 6 2002)
X-Accept-Language: en
Priority: normal
Original-recipient: fic822;kao@usfca edu
Hi John
Here is my CV as a pdffile. Hope it works this time,
John

cV.pdf

\section*{CURRICUIUM VITAE}

\section*{Personal}

Narne: Iohn Colin Stillwell
Date of birth 12 Augist 1942

\section*{Education}
B.Sc. (Hons), University of Melboum \(\hat{y}_{i}\) I 964 (Wivselaskie scholarship)
M.Sc. Üniversity of Melbourne: 1965 (Tlesis: Reourssuely Encmerable Seh;)

Ph D. MIT: 1970 (Thesis: Aleducicidity in (Gs: : Tralizsl Recuy ston Theory)

\section*{Appointments}
2002. Professcr of Mathematics, University of San Fruncis \(x_{0}\) 1992-2001 Associate Professor in Mathematics, Monash Universily 1982-1992 Senior Lecturer in Mathematics, Monash Liniversity \(1970-1982\) Lectuer in Mathemstics, Menash University
1966-1970 Teaching ilssistant in Mathematics, NITT
196\%-1965 Tutor in Mathematics. Eniversiby of Meitcuna今

\section*{Visiting Appointments}

1974 Visiting Scholar, Wathematics Dcpartment, MII Mathematics Bepartment University of Malsya Kuala. I umpur

1979 Visiting Scholat, Mathemalics Derartment MJT: Mathematics Department. Ruhr Universitör Bochum
1983 Fellow Cimmonet; Churchill College Cambridge Universicy
1987 Visiting Scholar, Defartment of Fuic Mathenatics and Matrematicel Statistics, Cambridge Unjiversity
2000 Resident Fellow Dibner Institute \(f=1\) the History of Science MII
2000 Visiting Frofessor'. University of Sen Prensis?3

\section*{Invited Lectures}

Congrès Irternaticnel Henxi-Foincarc Mancy, France May 1994
Tnternational Congress of Mathematicians Zürich: Switzerland Aup̣ust 1991
New Zeesland Mathematice Collc zuium, July 1996
Joint Mastings of AMS and MLAA Baltimore USA Tenmary 1998

Fublic Lecture, Joint Meeting of the AMS and the Arstralian Mathemacies: Sceierf; Melbourne Austealia, July 11-16 1994
Kolloquium Max Dehn, Johann Weltigang Gocthe-Universitët Frankfurt em Main Germany July 2002

\section*{Publications}

\section*{BOOKS}

\section*{Written}

Elements of Number Theory, Springer-Verlag, 2003
Wurders eni Geomstry, Springer-Yerlag, 1998
Elemerits of Algebora' Geometry, Aumbers: Equ: :homs Springor-Verlag 1994
Geomeiry of Surfecee, Springer-Verlag. 1992
Wavinematics and Its History, Springer-Verleg. 1989
Second enlarged exlition 2002
Clessical Topolagy and Combinatorial Group Theory, Springer-Verlag 1900 Chinese edition, Beijing 1988, SAsond, enlargod edition 1993
What is Mathematical Logic? (with J.N.C.nsslcy ct al) Oxford University Fress 1972 (Translated into Italiạn Japaneye. Bulgarian and Spanish. Reprinted by Dover. 1900)

\section*{Edited}

Wathematical Elchat:ris (with Abe Shenitzer) Math. Asso:. Amer., 2002

\section*{Iflrstret.ted}


\section*{Iranslations: with additional sections watitton by the translator}

Irenslation of Lectures :a Nivmber Theorty, by F. G. L. Dirichlet plus an introduction, American Waihematical Society 1999
Sot:rces of Hyperbolic Geometry, Americhal Mathematical Society: 1996
Iranslation of Theory of Algebraic fategers by R. Dedekin: plus an introduction, Cambridge University Press, 1996
Translation of F'opers p", Gtopit Thoory nad Topolegy by M. Dehn, plus introductions to the papers and an appendix, Springer-Yerlagg 1987
Itanslation of Pepers on Fuchsian Furutions; by H. Foincaré plus an iniroduction, Sprizger-Yerlag, 1985
Trenslation of Serfaces and Planar Discontinuens Grimps. by Zitschang, Vogi \& Coldowey. with some sections written by the tianslator Springer-Verlag 1980

\section*{Iranslations}

Tlanslation of fatraductiv:" to Classical Mathemetist I by H Koch Kluwey 1991
Translation of Sfontanecus Pherromsmas by F. Topsfet; Acedemic F'ress 1990
Trenslation of Collected Works of Jakel Mielsen, (2 vole.), Birkhëuser, 1986
Translation of Phrats Algabrasic Curves by Brieskorn \& Knömer. Birknauscy. 1988
Translation of Trees by J -F! Serte. Springer-verlag 1980

\section*{PAPERS}

Frnil Fost and His Andicipstion of Gödel and Turing,
Wathematics Magazins 77 (2004).3-14
Max Debn and Geometry,
Mathertatische Semestertericht 49, (2002) 145-152
Rexiew of The Honors Class by Ben Yandell
SIAM R Reviewt 44, (2002) 699-703
Ibe Conlinuum F'roblem,
Amer. Math. Morttlly 109. (2002). 286-297
Modular Miracles,
Arue\%. Math. Monthly 108 (2001) 70-76
The Stery of the 120-cell,
Notices Amer. Math. S\%c. 48 (2001). 1̄-24
Max Dehn,
In History of Torcl:ygy, od. I. M. Jamec. Els今vier 1990 965-978
Exceptional Objecly,
Arner. Math. Month.ty 105, (1998) 850-858
Reviem oi In Search of Inssuity by N. Ya. Yilenkin,

Fcincare, Ceometry and Topology,
Henri Poincoré, Scisnce and Philcscquy
Akzaemie Verlag. (1996), 231-240
Number theory as a core mathematical discipline,
Proxedings of the Internationcil Congress of Mathemabici :i: 1 s 1094 vol. 2
Birkhāuser, (1995) 1559-1567
Elliptic curves,
Amer. Math Mo:thly 102, (1995) 831-837
Eisenstein s footnot今,
Math. Inteldigencer 17; (1995), 58062
What are algebraic inlegers and phat are they for?
Amer. Meth Monthly 101, (1994). 266-270
Galois thery for beginners,
Annt:- Mfoth. Monthly 101, (1994), 22-27
Logic and the philosophy of mathemstics in the 19th century,
Routselge Fistory of Philosophy. volume? Ryntledge 1994 242-271

On the complexity and combinatictics of covering finite complexes. Australcs. J. C'ombin. 4, (1991), 103-112 (with J Abello \& M.R. Fcllows)
Review of Geometries and Growps by Niknlin \& Shafarevich. Math. Intelligeruer 11, No. 4, (1989), 63-67
The occurence problem for mapping class groups:
Ploc Amer. Math Soc. 101, (1987), s11-416
An algcrithmically unsolvable problem in analysis, Froc. Amer, Math. Soc. 88, (1983), 129-130 (with A. Lenard)
Eficient computation in groups and simplicial complexes, Trens Amer. Main Soc. 276, (1983), 715-727
The word problem and the iscmorphism problem for grougs Bull. Amor. Math. Sac. 6: (1982), 33-56
Unsolvalility of the knot protlem for surface complexes. Broll. Austrul. Math Sac. 20: (1979), 131-138
Isotopy in surface complexcs from the computational vicwpoint Bull. Austral. Math. Soc. 20, (1979), 1-6
The compound crossing uamber of a knot: Grazette Austral. Math. Soc. 6, (1979), 1-10
Concise survey of mathematical logic J. Austral. Mith. Soc. 24, (1977), 139-161

Decidability of the "almost all theory of degrest.
J. Symb. Legric 37: (1972) 301-306

Date: Fri, 21 Jan 2005 18:1 1:49-0800
From: "Brendan J. Ashe" <ashe@usfca.edu>
Subject: Pre Calc for Educ. - Supplemental instruction
To: kao@usfca.edu
X-Mailer: iflanet Messenger Express 5.2 HotFix 2.02 (built Oct 21 2004)
X-Accept-Language: en
Priority: normal
Hello Prof. Sulivan
Good talking with you the other day. We met briefly with Ashley, whom you recommended We will interview her on Monday. We also, might be interested in setting up an SI for Elementary Stats in addition to Pre Calc for Education. Please let me know if this is a possibility. Also I need a written reccomendation for Ashley: for our records.

Finally, in order to be successful, we wish to introduce an SI tutor the first week of the semester, so the class can familiarize themselves with the tutor. Please let me know a day and time when this is possible.

If you have a question or need clanfications please feel tree to call me at x6714 or send me an email.

Thank you,
Brendan :1 Ashe

Date: Fri, 22 Oct 2004 10:59:55-0700
From: Christine Liu <iuc@usfca.edu>
Subject: Catalog question
X-Sender: liuc@ace.usfca.edu
To: moser@usfica.edu
Cc: zeit_@usfca.edu, kao@usfca.edu, wolfr@usfca.edu
X-Mailer: QUALCOMM Windows Eudora Version 5.1 .1
Good moming Sr. Moser:
I understand catalog questions are to be referred to you. At the time the 2003-2005 general catalog was printed, the requirement for the Mathematics/Calif. Single Subject Teaching Credential consisted of

0206-201 Discrete Mathematics
0206-310 History of Mathematics
0206-367 Number Theory
0206-370 Probability and Statistics
0206-380 Foundations of Geometry and field work in mathematios eclucation.

In the meantime, the depariment has determined that a new course (0206-422: Combinatorics) be required and that 0206-201: Discrete Mathematios no longer be a requirement

What is the procedure for updating the online catalog and the future print cataiog, if any, with this amended requirement?

Thank you for your help;

Christine Liu
Mathematics Department Program Assistant (Secretary)
University of San Francisco
Hamey 208 // tel: 415-422-6747
liuc@usfca.edu

Communities that make few or no demands on their members cannot command allegiance. All else being equal members who feel most needed have the strongest allegiance.
---from 'The Originist " by Orson Scott Card.

Date Froe, 08 Feb 2005 19:04:01-0800
From: "Joln S. Kao" < raoglusfined >
Sulject copy of ets sill to Dailas Dividson, Re: DDIF Waiver Proposal
 kao@usfca.edu petcr@usfca.edu, stillwefl@usfoneiv, wells @usfca,edr
 X-Maikt. IFlenct Messenger Express 52 HotFix 202 (buil Oer 21 2004)
X-Accept-Languages en
Príority: normal

Dear Mathemarics Defiaztrient,
As agree this sfternoon in our dcparmenr
mestixd, l am forwardiot my emal senr to
Dallas Davidson, DDFP Analyst. with cofies te.
releraat administratots and to \(\mathrm{P}_{2 . \mathrm{L} \text {. Zetro: }}\)
(for confimation ef tits acer racf).
I hope chis information orill he helf ful.
Sincerely
John Kio
Associatc Frofessor
Marhematics
Received from [172.16.209.53] by sage usfea edu (́mshtred); Thu
16 Dec 2004 16:16:43-0800
Date This 16 Dec 2004 16:16:43 m800
From: "John S. Kao" < kao@ustea.edv
Subjoce DDTF' Math Proposal

Cc: zuitabusfa edu

YIME-rersion: 1.0
X-Maltex: Planet Messarger Btrees 52 HotFix 121 (built Sep 82003 )
F'xivrity n=trral

Dear David Kctn and Dailas:
Iam writing to apptise you of decisions made by the Marhemaics Defp: trinent last week pertaining to the

curcendy urder review by the Cafifomia Commission on Teachet Crodertialing. Originally I plamed to convey this information in Ferson, howeves, Final Exam 己uties wete ptotititive. At this date I consider it prudent to wite with the intern of clakifying dineils by meering neat weel: if possible.

In our deparmeat mecting of Tuesday, December 7, we passe ? the following motioa male L y myself to Ge Mathemaics Departureri.
```

SD Note:
This comrespondence
was submitted to the
Math. Department files
as an attachment to the
Minutes of the treeting
held 2/8/05.
SD Note:
This correspondence was submitted to the Math. Department files as an attachment to the Minutes of the tweeting held $2 / 8 / 05$.

```

Rewiver, that

With respect to the DOTF Mathematics Supject Mativer Prepataticn Proposal, the Mathematics Dcpattecer will identify a representative instructor for each majcr course secuired by DDTP wha will be responsit le for
- contributing sykabiagd supporting matetials fcr the corresponding oc rise
- checking the eccuracy of information in the Froposal as it relates to this coverse.

Efficiont lines of comannication between the DDIF' Arialyst asd representarive instruccors will be cstablished to facilitate prompt revision of the Proposial as necessacty. and to meet the schedule for re-sul mission establisked by DDTF'.

In our deparcnent retreat of Deccmber 9, pursuant to the above icsolurion, the following Rapresertative Ingtructors were ilentifiel.
\begin{tabular}{ll} 
Mata 109 Bronelle & Math 301 Zcicz \\
Math 110 Bruncll & Math 310 Stillwell \\
Math 130 Cruse & Math 367 Stillwell \\
Math 211 Devlin & Math 370 Finth \\
Math 300 Devlin & Math 380 Stillwill
\end{tabular}

Flease rest the followiog curriculum change
Mati 301 (F'toklem Solving)
reflaces
Math 422 (Combinatorics)
In addicion.
Mathematica L ats fer M : th \(109: . .-1\) Math 110 will k: discontitr..

As of next academic ycar, the tochoology component of Calc I and Calc If will be minimal-Calc III will contain a Mathematica componcat, butnor in the form cf a required, zero-unit, computes lab. In compensation, a terbrology somponer it will \(\dot{\text { re }}\) added to Mation (Problex Solving). The proposed two-anit Technolegry In Mathematics course was not in the end, adopted

- provide source matcials for the DDIF' Froposal
- check accuracy of information pertaining to their course within the DDTP Froposel
- incorporate CCTC Subject Matter Ruq.iruments into \(\Rightarrow \rightarrow\) zse I .eaminy Outcomes.

In principle, every CCTC Subject Marter Recquiremenc will appear as a. Leatuing Ourcome fot some DDTP Math Sirgle Subject rcquired course Representaive Instuxtors agreed it with te
efficient to commonicare directly witt the DDTP At:ilyst duting the revisicnptoctss. If rgreed to answer general quastions posed by DDTP Administrators and to acivisc where aporopriate

- latcst versions of the DDTP Ptopis: 1 wh. id te accessikle


- the t tuxt \(\ddagger\) ersion of the DDIF Froposal should not contain a sommarive exam (neither written, nor oral)
- tix departmenr proposes to perfarm \(\$\) srinistive evalastion of stulderr portfolios in tr uir eightr sernestar. Ehis assessment would be condurad by a panel of Maty matics fecutty with the view of ensuring CCTC Subject Mattir Requirements are mer within the conrexs of DDTP required courses.
ln rugards to the latter, the departmen may consider the establishment of an cighth semester summaive witten examination should it be absolutely necessary for acceprance of the DDTP Proposal. At this juncture, howewer, we ask that DDTP
 may be mastin the mest efficient manner (given that the portfolicapproa

The above represcars my besr recollection of the mometrous decisions made by Mathematiss last week: d ring over cne full day of meetings Unfortunately, the mirmates are pout apaile.t.le in our depanment office at this time I am copying Paul Zeitz, Chair of Mathematics, on this correspondence so that be might datify or correct the information harein if necessary

Hopeff:lly some of us can meet rext week to ciscuss in detait curricaluts shanges and their impaet on the DDFP F'roposal. Ihnve given some thonght to this and consider that, for the most patt, the department has grearly enhanced the screnteth of our Program in rclation to CCNC Staziards
 what you think.

\section*{Sircetely}

John Kao
Associate F rofessor
Mathematics

\author{
From: John S. Kao" <kao@usfca.edu> \\ To: galles@usfoa edu,kitrembath@mac.com, djdavidson@usfca.edu \\ Cc: zeiz@usfca_edu.peter@usfca.edu \\ Date: Tue 31 May 2005 13:52:15-0700 \\ X-Mailer: iPlanet Messenger Express 5.2 HotFix 2.05 (buit Mar 3 2005) \\ Subject: DDTP Waiver Proposal \\ X-Accept-Language: en \\ Prority: normal
}

Dear David. Kern and Dallas
I am writing to inform you of the commencement of my sabbatical leave on June 1, 2005 with intent to return to full University service June 1, 2006. Accordingly, I will not be in attendance of DDTP Curticulum Committee meetings, nor will I be available to advise DDTP Mathematics Majors, during Fall 05 and Spring 06.

As David and I discussed in person, this leave also limits my involvement in the Mathematics Subject Matter Preparation Proposal (Math Waiver Proposal) currently under review by CCTC. I raised this matter in our last Mathematics Department meeting (May 10). It was agreed I would
- read the next available revision of the Math Waiver Proposal dratted by DDTP
- provide preliminary recommendations to DDTP including a list of sections for which, in my opinion, careful review by Representative Instructors in Mathematics is warranted.

Our new Mathematics Chair, Peter Pacheco. agreed to follow up hereupon. as necessary.

Thank you for your consideration--it has been a great pleasure serving DDTP.

Sincerely:
John Kao
Associate Professor
Mathematics

Firom Johns. Kao <kao@usicas 론․
Sent Thursday. August 25. 2005 12:38 prn
To galles@usfa, edu
cc peter@cs usfca: edu , trembathomac.com
Bcc
Subject Second Submission of Math Waiver Proposal

Dear David.
Thank you for meeting me this past Wednesday to discouss

Mathematics Subject Matter Preparation Proposal (Math Waiver Proposal)
currently under review by the Califormia Commission on Teacher Credentialing (CCTC).

As we understood, the First Submission of the Math Waiver Proposal was made in August 2004 by the Dual Degree in Teacher Preparation Frogram (DDTP). Wednesday you notified me that due to administratlve error on the piat of the DDTP Office
- the Mathematics Department was not contacted during Summer 05 (in partlcular, neither myself nor Peter Pacheco, Chalr, were contacted) prior to the Second Submission whith was delivered to CCTC in July.

We agreed this was contrary to Mathematics planning which erkailed Departmentel review of the Second Submission dotyment.

In addition. you recommended that, insterad of attempting a fetroactlve review of the Second Submission,
- Mathematics should awalt response from CCTC and corresponding instructions from DDTP before proceeding further with respect to the Math Waiver Proposal.

I anticipate Mathematics will agree to your recommendation--I will convey it to the Department at our meeting on September 13.

Thank you again for seeing me and clarifying this matter:

Sincerely
John Kao
Associate Professor
Mathematics Department

\section*{SD Note:}

This correspondence was submitted to the Math Department files as an attachment to the Minutes of the meeting held 9/13/05.

\section*{Page 2 of 2}

Date: Tue, 01 Nov 2005 12:00:37-0800
From: Kem Trembath <kitrembath@mac.com>
Subject: Re: DDTP Curriculum Committee meetings: 05/06 academic year
To: 'John S. Kao' =kao@usfca.edus'
Cc: David Galles <galles@usfca edu>
X-Maiter: Apple Mail (2.734)
Original-recipient: rfc822;kao@sage.usfca.edu

\section*{Dear John:}

Thanks for your email. Professor Brunelle emailed me and let me know that it wouldn't be a problem for one DDTP student to be in the class.

David and f looked through our folders and neither of us seems to have notes on the 16 Nov 04 meeting. Ill continue to look in my office; hopefully they will show up in another place. In the event that I don't find any: though, I apologize. I't let you know if I do find them.

Thank you, John. I hope that your sabbatical is going well.
-- Kem

On Oct 25 2005, at 5:40 PM. John S. Kao wrote:

Dear Kern.
Thank you for the email message. I dont believe one student will be a problem (provided Ms. Wortham is reasonably strong in mathematics to begin with and understands that Prof. Brunelle is not obliged to deliver CSET test preparation).

One correction: checking my notes I see that the last DDTP Curriculum Committee meeting was

Tuesday, November 16, 2004
(we had to move the meeting to the Fifth Floor of Harney)
rather than October 19: 2004. I would appreciate it if either you or David would send me the minutes to the November 16 meeting at which we discussed the DDTP Single Subject Mathematics Waiver Proposal; this so that my records on the matter are complete

Sincerely
John Kao
Associate Professor
Mathematics
From: Kern Trembath <krtrembath@mac.com>
Date: Tuesday, Octaber 25, 2005 3:40 pm
Subject: Re: DDTP Curriculum Committee meetings: 05/06 academic year
Dear John:
Thanks for this email. I was planning to email you today anyway
because of an advising situation that arose this moming immediately
prior to the Major/Minor fair. A multiple subject sțudent who joined
the program late needs to take Precalc for Ed/Lib Arts in S06. There's really no other way that she can finish on time, and she much
prefers to take this course than any other Math Core. I toid her that
she would not receive any 'help' in the class for CSET, etc.. so she
fully understands this. I didnt want you to think that I was
just
ignoring our earlier agreement
I'm ccing this to Renee so that shell know the background in the event that the student identifies herself as a DDTP student.
Her
name is Jennifer Wortham.
Thanks. John. I don't believe that this should happen with
any
other MS students
-- Kern

On Oct 25.2005 at 3:27 PM. John S. Kao wrote:

Dear David
Thank you for talking to me on the telephone yesterday. I was happy to confirm for you that
- I will not be advising DDTP students Fall 05 (Peter Pacheco, Chair of Mathematics, has agreed to arrange for a substitute advisor).

Thank you in turn for confirming that
- DDTP students will not be enrolling in

Math 107 Precalculus for Ed 8: Lib Arts Spring 06;
this, in compliance with the agreement made \(3 / 08 / 05\) in the Math. Dept. meeting (which you and Kern Trembath: Associate Director of DDTP, attended). The instuctor Renee Brunelle understands that she will not need to explicitly prepare students for the CSET Examination during Spring 06. She intends to focus on our department's commitment to the Architecture and Community Design Program which constitutes our other client population for Math 107.

Thank you also for agreeing to
- inform me of any DDTP Curriculum Committee meetings scheduled during the 05/06 acadenic year.

Given the outcome of our last Math. Dept. meeting on 10/11/05 which you attended with Brandon Brown, Associate Dean of Sciences, and at which the DDTP Single Subject Mathematics Program comprised a major item of business; I feel strongly that the Math. Dept should be represented at the next DDTP Curriculum Committee meeting. Should I be out of town on that date. I will arrange for some other mathematics faculty member to be present.

Finally, please send me the minutes for the last DDTP Curriculum Committee meeting which was held on

October 19. 2004
I recall discussing Single Subject Mathematics at length on this occasion.

Sincerely,
John Kao
Associate Professor

Mathematics

Date: Tue, 08 Nov 2005 15:56:54-0800
From: "Hawley, Helen" <HHawley@ctc.ca gov>
Subject RE: University of San Francisco: Request for information
To: "John S. Kao" <kao@usfca.edu>
Thread-topic: University of San Francisco: Request for information
Thread-index: AcXj3cG7mu14yRxDRgiQzohAOzL3nQA4oo0g
X-MS-Has-Attach: yes
X-MS-TNEF-Correiator:
Original-recipient ric822;kao@sage usfca edu
Hello John:
Your presently approved program does not expire until July 1, 2009 . I am attaching the Subject Matter Program Handbook. It includes all of the information that you will need to renew your approval. If you have further questions after reading it I will be happy to talk with you.

Regards,
Helen Kelley-Hawley
Consultant
1900 Capitol Avenue
Sacramento, CA 95814
916-445-8778
916-324-8927 (fax)
hhawley@ctc ca.gov
----Original Message-n-m
From: John S. Kao [mailto:kao@uspica.edu]
Sent: Monday, November 07, 2005 12:55 PM
To: Hawley, Helen
Subject: University of San Francisco: Request for information

Dear Ms. Hawley
I am writing on behalf of the Mathematics Department at the University of San Francisco (USF); in particular, 1 am an Associate Professor of Mathematics serving on our

\section*{Dual Degree in Teacher Preparation Curriculum Committee}
which provides administrative oversight for USF's five-year Baccalaureate-California Teaching CredentialMaster's in Teaching Program (DDTP Program). The Single Subject Mathematics component has been operating under a CTC

Subject Matter Program in Mathematics approved March 1995.

The above will expire at the end of 2005 . On that
basis, my department is considering major curricular revisions with the support of our Dean of Arts and Sciences. Unfortunately, the administrative records are incomplete: we do not have copies of

1995 Subject Matter Program in Mathematics application documents (inclusive of CTC Program Review and corresponding USF Response).

I was hoping you can provide information as to how I might obtain these for our university

I received your email and telephone number from

\section*{Dt. Kem Trembath, Associate Director} DDTP Program USF

He informed me you had been in contact with

> Mr. Dallas Davidsor, Analyst DDTP Program: USF
in connection with our Single Subject Mathematics Waiver: Mr. Davidson is no longer employed by USF. so I elected to correspond with you directly.

I would greatly appreciate your assistance in this matter. Thank you for your attention.

Sincerely,
John Kao
Associate Professor
Mathematics Department (HR 208)
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080
Tel.: (415) 422-6760
Email: kao@usfcaedu

Date: Thu, 10 Nov 2005 11:51:10-0800
From: Peter Pacheco <peter@cs.usfca.edu>
Subject: Re: DDTP Math Advising
To: 'Johr S. Kao' <kao@usfca edu:-
Delivered-to: kao@usfo. edu
User-Agent. Mutt/1.4.2.1i
X-Spam-Checker-Version: SpamAssassin 3.04 (2005-06-05) on nexus cs usfca edu
X-Spam-Level:
X-Spam-Status: No, score=0.8 required=5.0 tests=AWL,BAYES_00. RCVD_IN_SORBS DUL autolearn=no version=3.0.4
Originai-recipient: rfc822;kao@sage.usfca.edu
Hi John
Your notes agree with my recollection of the October meeting. However, I don't know whether the following statement is true.
> - Math department advisors of DDTP Single
\(>\quad\) Subject majors have provided consistent
\(>\) counsel to said students this Fall 05.
I haven t advised any DDTP students this fall. So the statement is tue for me, but I don't know what other math faculty may have said regarding the CSET this fall. On the other hand. I do recall that David Galles said that incoming freshmen DDTP students were advised that they would need to take CSET.

\section*{Best wishes,}

Peter
On Wed Nov 09, 2005 at 06:23:52PM -0800. John S. Kao wrote:
```

>

```
> Dear Peter.
\(>\)
\(>\) I am writing in sequel to our department meeting yesterday.
\(\therefore\) Upon careful review of the minutes we approved for the
\(>\) October 11 Math department meeting, I noticed several
\(>\) details from David Galles' presentation were omitted. It
\(>\) is my recollection that according to David,
\(>\)
\(>\quad\) - the current Math Single Subject Matter
\(>\quad\) Program (Math Waiver) is set to expire
\(>\) December 2005
\(>\)
> On that basis,
\(>\)
> - DDTP Math Single Subject majors who
\(>\) hold freshman status Fall 05 have been
> advised not to expect their CSET
\(>\) Examination to be waived by the state
\(>\)
```

That is: these freshmen have been advised in Fall 05 to
> expect to take the CSET after their senior year and prior
> to their admission in the graduate program at USF's
> School of Education.
>
> Could you please confirm the following?
>
> - The above agrees with your understanding
> of our meeting on October 11.

```

```

> - Math department advisors of DDTP Single
> Subject majors have provided consistent
> counsel to said students this Fall 05
=
-Thank you for your attention in this matter-while on
> sabbatical I wish to stay apprised of latest developments.
>
> Sincerely.
>
> John Kao
> Associate Professor
Mathematics

```

\section*{Resources}

This sesource page is created exclasively for current DDTP students. If you have additional links to valuable resources for our fellow students: please e-matl them to Jeff Ng , jyng@usfca edu

\title{
Wekeme
}

Program Description
On-Line Access
Student Templates/ \(A\) dvisins Sism-ETps/ Seminars Rcgistation

\section*{Cutural Immersion}

\section*{Aandbook}

Fisild Experience
DDTY Handbook
Applization
MA Options
information about the 3 Master's options atyalable to DIIIP students

\section*{Contact Information}

\section*{Resuluces Exams}
\begin{tabular}{|c|c|c|}
\hline MS & SS waiver & SS (without waiver) \\
\hline CBEST. & CBEST & Cbiest \\
\hline CBEST Prop Course & CBEST Prep Course & Crest Prep Course \\
\hline US Constitution Exam & USCOnstitation Exam & US Constitation Exam \\
\hline US Constitution. Prep. & US Constitution Prcp & US Constitution Pren \\
\hline CSET. & & CSEI \\
\hline CSET Practice Test & & CSET Practice Test \\
\hline CSET Prep Cousses & & CSET Prep Courses \\
\hline RICA & & \\
\hline RICA Prep Course & & \\
\hline
\end{tabular}

\title{
Dual Degree in Teacher Preparation Program 2005-06 Handbook
}

\section*{Contents:}

\author{
Program Overview \\ Contact Information \\ Program Requirements \\ General Administrative Requirements \\ State of California Requirements \\ Certificate of Clearance \\ TB Test \\ CBEST \\ Dual Degree Program Requirements \\ New Student Retreat \\ Cultural Immersion \\ Field Experience \\ Future Student Seminars \\ Meetings \\ Subject Matter Competence \\ School of Education Classes \\ University Requizements \\ DDIP Timeline
}

\section*{4. Subject Matter Competence}

All students entering the Dual Degree program after June 2005 must take the CSET to ensure subject matter competence. Plan on spending a large portion of time in the summet between your Junior and Senior year studying for this exam! Additional resource information for the CSET, including study guides and sample tests, can be found at http://www.cset nesinc.com/

\section*{Multiple Subject}

All Multiple Subject students must take the CSE I to ensure subject matter competence.
The CSET is typically taken in the fall of senior year. Note that students will not be allowed to enter the School of Education until they have passed the CSET. The following coursework is specifically designed to prepare students for the CSET. These courses must be taken by multiple subject DDTP students, unless other prior arrangements have been made with the DDTP staff. Note that some of these courses also count for CORE requirements as noted below.
\begin{tabular}{|l|c|l|}
\hline Course & \begin{tabular}{c} 
Unit \\
\(s\)
\end{tabular} & \multicolumn{1}{|c|}{ Core } \\
\hline Written \& Oral Communication I & 4 & Core A1 \\
\hline Written \& Oral Communication II & 4 & Core A2 \\
\hline Precalculas for Liberal Arts \& Education & 4 & Core B1 \\
\hline Getting a Grip on Science & 4 & Core B2 \\
\hline Environmental Science 110 & 4 & Core B2 \\
\hline Biology 100 & 4 & Core B2 \\
\hline Litetature, Cultural Diversity & 4 & Core C1 \\
\hline EuropefUnited States (except history majors) & 4 & Core C2 \\
\hline Philosophy of Education & 4 & Core D1 \\
\hline Theology: Any Core (as advised) & 4 & Core D2 \\
\hline Ethics: Any Core (as advised) & 4 & Core B3 \\
\hline Bilingual Education (Education Class) & 3 & Core E \\
\hline Intro Visual \& Performing Arts & 4 & Core F \\
\hline DDTP CuItural Immersion & 2 & Core CD \\
\hline DDTP Field Experience & 2 & Core SL \\
\hline CA History & 2 & \\
\hline Elementary PE Curniculum (lab) & 2 & \\
\hline Lifespan Development (except psychology majors) & 4 & \\
\hline
\end{tabular}

\section*{Single Subject English}

All single subject English students who entered the DDIP after June 2005 must take the CSET. We are pursuing a waiver option for English. but all students who entered the program after Inne 2005 should plan on taking the test. Work with your DDTP advisor on selecting courses that will help prepare you for the test.

\section*{Single Subject Mathematics}

All single subject Mathematics stadents who entered the DDTP after June 2005 must take the CSET. We are pursuing a waiver option for Mathematics, but all students who entered the program after June 2005 should plan on taking the test. The following courses will heip you prepare for the CSET

> Math 109 Calculus and Analytic Gcometry I
> Math 110 Calculus and Analytic Geometry II
> Math 211 Calculus and Analytic Geometry III
> Math 130 Elementary Linear Algebra
> Math 300 Introduction to Formal Methods
> Math 301 Problem Solving
> Math 310 History of Mathernatics
> Math 370 Probability and Statistics
> Math 367 Number Theory
> Math 380 Foundations of Geometry
> Computer Scicnce 110 Introduction to Computer Science I

\section*{Single Subject Science}

All single subject Science students must take the CSET. Students seeking a science credential should pick their courses in conjunction with both their major adyisor and theif DDTP advisor to properly prepare them for taking the CSET in their science discipline. Science students who bave at least a 3.0 average in their major have historically not had a problexa passing the CSET. Sample tests study guides, and preparation materials for the CSET are available at http://www teachinginterchange org/cset_pteparation html

\section*{Single Subject Social Science}

All single subject Social Science students maust take the CSET. Students shoukd pick their courses in conjunction with both their major advisor and their DDTP advisor to properly prepare them for taking the CSET in Social Science. Students are encouraged to examine the Social Science standards starting in thcir freshman year. to make sure they have the requisite subject matter knowledge
```

Date: Fri, 11 Nov 2005 08:38:22-0800
From: Brandon Brown [brownb@usfca.edu](mailto:brownb@usfca.edu)
Subject Re: DDTP Math Waiver Proposal
To: galles@ustca.edu
Cc: krtrembath@mac.com, "John S. Kao' *kao@usfca.edu>
Delivered-to: kao@usfca.edu
User-Agent:Microsof-Entourage/10.1.4.030702.0
Original-recipient: rfc822;kao@sage.usfca.edu
Hi David
Let's touch base on this issue next week if possible.
Best
Brandon

# 

> Dear David
>
> I am forwarding a message I received from Helen
> Kelley-Hawley, Consultant, CCTC. I contacted her
> on recommendation from Kern Trembath to verify
> that the Math Proposal document set, submitted
> to CCTC in 1995 by Mitlianne Lehmann, which:
> have in my possession is complete.
>
= Her reply may have implications to DDTP Program
> activities this academic year. Please read it
> and let me know what you think.
>
> Sincerely.
>

- John Kao
> Associate Professor
>-Mathematics Department
>

```

Brandon R. Brown, Associate Dean for Sciences
University of San Francisco
2130 Fulton St San Francisco, CA 94117
415 422-6616
FAX 415 422-5700

Date: Thu, 02 Feb 2006 17:01:22-0800
From: David Galles <galfes@ustca.edu:
Subject Waiver expiration dates.
To: galles@usfa.edu, trembath@mac.com, Rosita Galang •galangr@usfca.edu>:
John Kao <kao@usfca.edu>, Kathleen Jonson <jonsonk@usfca.edu>.
Brandon Brown <brownbousfaca.edu>, Tonya Miller <miller@usfca.edu>,
Caryl Hodges <hodges@usfca.edu>, Jeff Ng •jyng@usfca.edu>,
Stephanie Vandrick <vandricks@ustca edu>, Alan Heineman <heinemana@usfca.edu> baumgardner@usfca.edu
Reply-to: galles@usfca.edu
Organization: University of San Francisco
X-Accept-Language: en-us, en
Delivered-to: kao@usfca.edu
User-Agent: Mozilla Thunderbird 1.0 (Macintosh/20041206)
X-Spam-Checker-Version: SpamAssassin 3.0 .4 (2005-06-05) on nexus.cs.usfca.edu
X-Spam-Level:
X-Spam-Status: No, score \(=-5.9\) required \(=50\) tests=ALL_TRUSTED AWL: BAYES_00 autolearn=ham version \(=3.0 .4\)
Original-recipient: rfc822;kao@sage.usfca edu
My conversation with Helen in Sacramento FYI. regarding when our waivers expire.

\footnotetext{
-- Original Message ----.
From: - Thu Feb 2 16:53:36 2006
X-Mozilla-Status: 0001
X-Mozilla-Status2: 00000000
Retum-Path: < HHawley@ctc.ca.gov>
X-Original-To: galles@cs.usfca.edu
Delivered-To: galles@cs.usfca.edu
Received: by nexus.cs.usfca.edu (Postix from userid 8) id CB02428C1AB; Thu, 2 Feb 2006 16:53:08-0800 (PST)
Received: from sabe.usfca.edu (sabe.usfca.edu [138.202.192.16]) by nexus cs.usfca.edu (Postix) with ESMTP id 348A628C1A7 for <galles@cs.usfca edu>; Thu: 2 Feb 2006 16:53:08-0800 (PST)
Received: from sabe.usfca.edu (localhost [127.0.0.1]) by localhost (Postfix) with SMTP id
1F86C2EE for <galtes@cs usfca edu>; Thu, 2 Feb 2006 16:53:09-0800 (PST)
Received: from yaddle.usfca.edu (yaddle.usfca.edu [138.202.192.15]) by sabe.usfca.edu
(Postix) with ESMTP id OA6BFAFE for <galfes@es usfca.edip; Thu: 2 Feb 2006 16:52:40 -0800 (PST)
Received: from hqcom002.ctc.ca.gov (mail1.ctc ca.gov [134.186.81.14]) by yaddle.usfca.edu with ESMTP id k130qowv012839 for <galles@usfca.edu>; Thu 2 Feb 2006 16:52:38 0800 (PST)
Content-class: urncontent-classes:message
MIME-Version: 1.0
Content-Type: fextplain; charset=' us-ascii"
Content-Transfer-Encoding: quoted-printable
X-MimeOLE: Produced By Microsoft Exchange V6.5
Subject RE: Subject Matter Certification Program: University of San Francisco
Date: Thu, 2 Feb 2006 16:54:44-0800
Message-ID: <EE323D9FE2B1974D9B740CB40B79042FAADC67@hqcom002.ctc.ca.gov>
}
```

X-MS-Has-Attach:
X-MS-TNEF-Correlator.
Thread-Topic: Subject Matter Cerdification Program: University of San Francisco
Thread-Index: AcYoW+klvsVYf+71Q0liOFgPw8bsBAAAEatA
From: Hawley. Helen < HHawley@ctc.ca gov>
To: [gafles@usfca.edu](mailto:gafles@usfca.edu)
X-Span-Checker-Version: SpamAssassin 3.0 .4 (2005-06-05) on nexus.cs. usfica edu
X-Spam-Level:
X-Spam-Status: No score=-2.6 required=5.0 tests=BAYES_00 autoleam=ham version=3.0.4
Status: O
X-UID: 946
Content-Length: 3060
X-Keywords:
Yes, to your first question; no, to your second. However, I would say that you must advise students that they are entering an expining program and give them the dates and their alternatives if they don't complete by then. Tharks for the data.

```
--.-Original Message--
From: David Galles [mailto:galles©usfo. edu]
Sent: Thursday, February 02, 2006 4:49 PM
To: Hawley. Helen
Subject: Re: Subject Matter Certification Program: University of San
Francisco
Helen --
Thanks for your prompt response! I assume that if the program expires on June 30th 2009 any student who graduates by that date (who completed all of the waiver requirements, of course) can get the waiver, regardless of when they entered the program? (Someone in our SoE though that students also need to enter the program on or before Spring \(2005-1\) assume that is *not* true?)

In answer to your questions:
USF has no Science waiver sadly.
The following are our most current numbers
(these can change as people add or drop the program
of course!)
Graduating (undergraduate degree) in SO6:
Math 1
English :
Social Science 11
Graduating in S07:

Math 4
English 2
Social Science 2
Graduating in S08:
Math 1
English 3
Social Science 3
Graduating in SOF :
Math 1
English 3
Social Science 5

In addition, we have a \(1-2\) science people every year (no waiver, though), and \(10-20\) multiple subject students every year (no waivers there obviously with NCLB)

Again tharks for your prompt response!
- David

Hawley, Helen wrote:
Hi David,
All of those programs expire on June 30, 2009, so you have a little while to renew. By the way, I am collecting data statewide on subject matter candidates. Can you find out for me what the sizes of those programs are at USF (regarding how many students are participating in the programs)? Also for science if you have an approved program for that
subject. too. Thanks.
Helen
---.Original Message--
From: David Gailes [mailto:galles@usfa.edu] Sent: Thursday, February 02, 2006 12:12 PM To: Hawley, Helen
Subject: Subject Matter Certification Program: University of San Francisco
Helen Hawley -
I'm the director of the Dual Degree in Teacher Education program at the University of San Francisco. We currently have Single Subject waivers in Mathematics (granted 3/95) Social Science (granted 4/98) and English (granted 11/97). If we do not renew any of these waivers, when do they expire? If at all possible, i'd like as specific an answer as possible, since we certainly don't want to mistakenly cerifify someone who has not met the state requirements, but we also want to offer waivers to as many of our students as possible.
(We thought fhis would not be an issue, since we were going to renew all of our waivers, but it looks like our program may not meet the new standards: so the exact date of expiration has become important).

Thanks for your time - I know it's crazy at the CCTC these days!
- David

Date: Wed 13 Aug 2003 10:23:21-0700
From: Paul Zeitz <zeitz@usfca.edu>
Subject: faculty search ad
X-Sender. zeitzp@ace.usfca.edu (Unverifed)
To: cruse@usfca.edu, cruse@euclid.math.usfca.edu, wells@usfa edu, wolf@usfca.edu peter@usfca.edu, lehmann@usfca.edu, finch@usfa.edu, zeitz@usfca.edu brunelle@usfoa.edu, john.stillwell@monash.edu.au kao@usfca.edu, peter@cs.usfca edu wells@euclid. math.usfca.edu
Cc liuc@usfca edu
Hi Everyone
I am attaching a proposed ad for the new faculty position. Please send me your comments.
Thanks
Paul

\section*{抣证}
nef math_ad_2003dac

\section*{Mathematics}

The Mathematics Department at the University of San Francisco invies applications for a tenure-track position at the assistant professor level anticipated to begin in the Fall of 2004. Candidates from all fieids of Mathematics are encouraged to apply. The successful candidate should have university teaching experience and an earned doctorate in Mathematics by Fall 2004. She/he will teach throughout the undergraduate mathernatics curriculum, from courses for majors to service courses for non-science majors. The position requires a passionate commitment to excellence in teaching within a culturally diverse environment, as well as a strong potential for research and scholarship.

Candidates should submit a letter of application, cunticulum vitae, graduate transcripts. statement of teaching philosophy and research plans, copies of complete teaching evaluations and recent sylabi, and three letters of recommendation to:

Mathematics Search Cormmittee
c/o Professor Paul Zeit Chair
Department of Mathematics
University of San Francisco
2130 Fulton St.
San Francisco, CA 94117-1080
Applications must be received by ??? 2003 in order to ensure full consideration. We invite candidates to find out about our department at http://artsci. usfca.edu/serviet/DeptWelcome?deptID=13

The Universily of San Francisco is a private, Catholic and Jesuit institution and particularly. welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage women and minority applicants for all positions.

Date: Mon, 26 Jan 2004 15:28:54-0800
From: Paul Zeitz ‘zeit@usfca.edu>
Subject: Job Candidates' Schedules
X-Sender: zeitzp@ace.usfca.edu (Unverified)
To: cruse@usfca.edu, cruse@euclid.math.usfca.edu, wells@usfca.edu, wolf@usfa.edu peter@usfca.edu rehmann@usfa.edu, stillwell@usfca.edu finch@usfca.edu, zeitz@usfca edu brunelle@usfica.edu kao@usfca.edu, peter@cs.usfca.edu, wells@euclid.math.usfca.edu
Cc: liuc@usfca edu needham@usfca.edu
Hi Everyone
Here are the relevant events. Id like to thank Millie for her generous donation of her Calculus II class!

Please ty to see as much of the candidates as possible. If you can attend the calculus lecture (all candidates will teach the Mean Value Theorem), please do so. And really try to come to the colloquium talks; it is important that they not be too sparsely attended, especially on Fridays!

Christine will make copies of the candidates CVs ; please ask her if you want one.
Thanks.
Paul
\%\%\%\%\%\%\%\%\%\%\%\%\%\%\%\%\%\%\%\%
Melman, W 1/28:
9 AM : Meet w/me for orientation
930-1030: Mean Value Theorem in Harney 512
1f-12: Tristan
12-1:15 Lunch with the Search Committee (and anyone else who would like to join us) in Faculty Dining Room

230-3:45 Colloquium room TBA
4-5: Jenny
\(\% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \%\)
Devlin, F 1/30
9 AM : Meet wime for orientation
930-1030: Fristan
11-12: Mean Value Theorem in Harney 512
12-1:15 Lunch with the Search Committee (and anyone else who would like to join us) in Faculty Dining Room

\section*{3-4 Jenny}

4:15-530: Colioquium room TBA
\(\% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \%\)
Mendes, W \(2 / 4\)
9 AM : Meet w/me for orientation
930-1030: Mean Value Theorem in Harney 512
11-12: Tristan
12-1:15 Lunch with the Search Committee (and anyone else who would like to join us) in Faculty Dining Room

130-2:30 Jenny
330-445: Colloquium, room TBA
\(\% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \% \%\)
Crans, F \(2 / 6\)
9 AM : Meet w/me for orientation
930-1030: Tristan
11-12: Mean Value Theorem in Hamey 512
12-1:15 Lunch with the Search Committee (and anyone else who would like to join us) in Faculty Dining Room

3-4 Jenny
4:15-530: Colloquium, room TBA

Date: Wed. 04 Feb 2004 18:20:03-0800
From: Paul Zeitz <zeitz@usfca.edu>
Subject: One more candidate visit
X-Sender, zeitzp@ace.usfca.edu (Unverified)
To: cruse@usfca.edu, cruse@eucid math.usica.edu, welis@usfca.edu, wolf@usfca.edu peter@usfca.edu, lehmann@usfca.edu, stillyell@usfca.edu finch@usfca.edu, zeiz@usfca.edu brunelle@usfca.edu, kao@usfca.edu peter@cs.usfca.edu wells@euclid.math.usfica.edu, afan@usfca.edu ccfaziol@usfca.edu, ffortenbaugh@usfca edu, ackeel@usfca.edu, awong@usfca.edu, gzicarell@usfca edu nikkibough@hotmail.com, liuc@usfca.edu. camperi@usfca.edu, bbrown@usfca edu camblong@usfica.edu galles@usfoa edu

Hi Everyone.
I'd like to thank you for your help so far in the process of selecting a new faculty member. We have just one more visitor, Alissa Crans (UC Riverside) who will be teaching Calculus II from 11-12 and giving a research talk from 415-515. both in Harney 512. Please try to attend!

Also, please fill out your evaluation forms as soon as possible; if you do not give them to me Friday aftemoon, then send me email Friday night. Id appreciate very much any summary evaluations comparing all 4 finalists. I will not be able to process evaluation forms placed in my mailbox after 515PM on Friday.

The search committee will be meeting by telephone on Saturday morning. You will not have any opportunity for input after Friday night so PLEASE send me email on Friday. I will read everything, and share it all with the rest of the committee (or you can send email directly to all 4 members of the search committee: zeitz@usfoa edu. cuse@euclid.math.usfca edu peter@cs usfca.edu camperi@usfa.edu.

Thanks!
-Paul

Paul Zeitz
Professor and Chair
Mathematics Department.
University of San Francisco
2130 Fulton St.
SF: CA 94117-1080
zeitz@usfca.edu
http://arisci usfca.eduf?zeitz
office: 415-422-6590

Date: Wed, 28 Sep 2005 15:39:47-0700
From: Robert Alan Wolf <wolfr@usfca.edu:
Subject heavy semester of feaching?
X-Sender. wolfr@nexus.cs.usfca.edu (Unverified)
To: cruse@usfca.edu finch@usfca.edu, peter@usfca.edu, welis@usfca.edu, smdevin@usfca.edu, kao@usfca.edu, needham@usfca.edu. zeit@usfca edu
X-Mailer. QUALCOMM Windows Eudora Version 6.1.2.0
Delivered-to: kao@usfca.edu
Original-recipient rfc822;kao@sage.usfca.edu

\section*{Hi all}

My records show that, among those math faculty who generally get a course reduction the following have had or will have had, heavy semesters:

Spring 2004: Jim F.
Spring 2005: John K.
Fall 2005: Peter P.
Spring 2006: Steve D.
Spring 2006: Jim F.
I believe that the Dean grants an extra 1-unit of teaching credit when a faculty member teaches a course in the Kudlick Classroom and that Allan is therefore not soon due to teach any "heavy" semesters.

Pete's situation is always complicated because he runs the CS Lecture Series
Anyway, well be thinking about Fall 2006 in a couple of months. I'm not really qualified to determine when anyone should teach a heavy semester. Do you know when you are due to teach a heavy semester? Do you keep track? Does anyone keep track?

Thanks.
-Bob

Date: Wed, 28 Sep 2005 15:57:10-0700
From: Tristan Needham needham@usfca.edu>
Subject: Re: heavy semester of teaching?
To: Robert Alan Wolf swolfi@usfca.edu>, cruse@usfca.edu, Finch@usfca.edu peter@usfca.edu wells@usfca edu smdevin@usfca.edu kao@usfca.edu.
zeitı@usfca.edu
X-Mailer: QUALCOMM Windows Eudora Version 6.2.3.4
Delivered-to: kao@usfca edu
Original-recipient: rfe822;kao@sage usfca.edu
Hi Bob
At 03:39 PM 9/28/2005. Robert Alan Wolf wrote:
I'm not really qualified to determine when anyone should teach a heavy semester. Do you know when you are due to teach a heavy semester?

I need to teach a heavy semester next year, but I don't mind which semester it is. As i mentioned to you, I will be giad to do it whenever it is most helpful to the Department; please just let me know as the schedule starts to take shape. Thanks

Does anyone keep track?
I can assure you that the Dean's Office does indeed keep track!
Tristan

Date: Thu, \(29 \operatorname{Sep} 2005\) 21:44:01-0700
From: Paul Zeitz <zeitz@usfca.edu>
Subject: Re: heavy semester of teaching?
X-Sender: zeitzp@ace.usfca.edu (Unverified)
To: Robert Alan Wolf <wolf@@sfca edu>, cruse@usfca.edu, finch@usfca.edu peter@usfca.edu wetts@usfca.edu, smdevin@usfca edu kao@usfca.edu. needham@usfca.edu zeit@usfc̣a edu

It is my understanding that keeping track of this is the responsibility of the associate dean. Tristan, is that correct?

\section*{\(-p z\)}
--

Paul Zeitz
Professor
Mathematics Department
University of San Francisco
2130 Fulton St
SF. CA 94117-1080
zeit@@usfa.edu
http:/fartsci. usfca edut?zeitz
office: 415-422-6590
cellphone (useful since I am on sabbatical 2005-06): 415-305-7376
fax: 415-422-5747

Date: Fri, 30 Sep 2005 15:18:02-0700
From: Tristan Needham <needham@usfica edu>
Subject Re: heavy semester of teaching?
To: Paul Zeitz <zeitz@usfca.edu>, Robert Alan Wolf swolfr@usfca.edu>: cruse@usfa edu, tinch@usfa.edu peter@usfica.edu, welis@usfca.edu
smdevin@usfca.edu, kao@usfca.edu, zeit@usfca.edu
X-Mailer: OUALCOMM Windows Eudora Version 62.3.4
Delivered-to: kao@usfo.edu
X-Spam-Checker-Version: SpamAssassin 30.4 (2005-06-05) on nexus.cs usfca edu X-Spam-Level:
X-Spam-Status: No score -2.6 requifed \(=5.0\) tests=AWL BAYES_00 autoleam=ham version=3.0.4
Original-recipient: rfc822;kao@sage usfca.edu
At 09:44 PM 9/29/2005, Paul Zeitz wrote:
It is my understanding that keeping track of this is the responsibility of the associate dean Tristan is that correct?
-pz

Hi
Yes, in terms of ultimate responsibility, it was my job (and now Brandons) to make sure that science deparments policed themselves, and then to follow up on the rare occasions where someone forgot in practical terms, it was Patricia who used the Sl system to keep track, and she then gave me reports when I asked for them.

Hope this helps
Tristan

Date: Fri, 30 Sep 2005 13:10:38-0700
From: Robert Alan Wolf <woif@usfca.edu:
Subject: heavy semesters
X-Sender: wolfr@nexus.cs.usfca.edu (Unverified)
To: cruse@usfca.edu, finch@usfca.edu, peter@usfca.edu, wells@usfca.edu, smdevlin@usfca.edu, kao@usfca.edu, needham@usfca.edu zeit¿usfca.edu
X-Mailer: QUALCOMM Windows Eudora Version 6.1.2.0
Delivered-to: kao@usfca.edu
Original-recipient: rfc822;kao@sage.usfca.edu
Hi all
I erred in attributing to Alan a statement that was incorrect.
Also, I now realize that there is no need for me to keep track of when any of us is to teach a heavy semester since the Administration keeps each of us informed about that. When we work on any given semester's class schedule, it is simply the duty of each faculty member to tell me if the semester in question is to be a heavy one for him or her.

Thanks.
--Bob

Date: Thu, 19 dan 2006 16:12:29-0800
From: Elliot Neaman <neamane@usfca.edu>
Subject grievance
To: kao@usfca edu
X-Mailer: Apple Mail (2.623)
Delivered-to: kao@usfca.edu
Original-recipient: rfc822;kao@sage.usfca.edu
Hi John,
Alan does not have a record of your grievance Im afraid. He assumes that because it was settled at step 0 , he was not sent a copy. I have asked Rob to check his files and will get back to you as soon as I hear
all the best
Elliot

Date: Tue, \(06 \operatorname{Sep} 2005\) 12:11:13-0700
From: niles@usfca.edu
Subject: 2005-2008 Salary Scate
Sender: owner-usffa-ft@usfca.edu
To: usffa-fteusfca.edu
X-Authentication-waming: blacksun.usfca_edu: majordomo set sender to owner-usffa-ft@blacksun.usfca edu using -f

September 62005
Dear Colleague:
Below is the 2005-2008 satary scale based on the tentative agreement between the USFFA and the University. It will take effect upon ratification by the Faculty Association. The salary scale can also be downloaded at htip:/hww usfca edu/usffa!

Yours:
Elliot Neaman
President USFFA
\begin{tabular}{|c|c|c|c|}
\hline \multicolumn{4}{|l|}{Full time USFFA Faculty Salary Scaie} \\
\hline Instrua & & & \\
\hline Step & 2005-2006 & 2006-2007 & 2007-2008 \\
\hline 1 & \$45.900.49 & \$47.966.01 & \$50:124.48 \\
\hline 2 & \$48195 52 & \$50,364.31 & \$52.630.71 \\
\hline 3 & \$50,490 55 & \$52 762.62 & \$55,136.94 \\
\hline 4 & \$52,785.57 & \$55160.93 & \$57.643.17 \\
\hline 5 & \$55,080.59 & \$57559.22 & \$60 149.38 \\
\hline 6 & \$57,654.14 & \$60,248.57 & \$62,959.76 \\
\hline \multicolumn{4}{|l|}{Assistant Professor} \\
\hline \multicolumn{4}{|l|}{Step} \\
\hline 1 & \$50.490.55 & \$52.762.62 & \$55,136.94 \\
\hline 2 & \$52,785.57 & \$55. 160.93 & \$57.643.17 \\
\hline 3 & \$55,080 59 & \$57:559.22 & \$60.149.38 \\
\hline 4 & \$57,654. 13 & \$60 248.57 & \$62,959 75 \\
\hline 5 & \$60,435.65 & \$63 155.25 & \$65 997.24 \\
\hline 6 & \$63,495.67 & \$66,352.97 & \$69,338.85 \\
\hline 7 & \$66.555.73 & \$69.550.74 & \$72.680.52 \\
\hline 8 & \$69,953.68 & \$73:101.60 & \$76,391.17 \\
\hline \multicolumn{4}{|l|}{Associate Professor} \\
\hline \multicolumn{4}{|l|}{Step} \\
\hline 1 & \$83,495.67 & \$66 352.97 & \$69,338.85 \\
\hline 2 & \$66,555.73 & \$69 550.74 & \$72:680.52 \\
\hline 3 & \$69.953.68 & \$73101.60 & \$76391.17 \\
\hline 4 & \$72.675.78 & \$75,946.19 & \$79,363.77 \\
\hline 5 & \$75,735.80 & \$79.143.91 & \$82,705.39 \\
\hline 6 & \$78.795.85 & \$82,341.66 & \$86,047.04 \\
\hline 7 & \$81855.87 & \$85.539.38 & \$89,388,65 \\
\hline 8 & \$86,585.77 & \$90482.13 & \$94.553.82 \\
\hline
\end{tabular}
\begin{tabular}{ll} 
Step & \\
1 & \(\$ 78795.85\) \\
2 & \(\$ 81,855.87\) \\
3 & \(\$ 86,585.77\) \\
4 & \(\$ 89,684.99\) \\
5 & \(\$ 93,780.83\) \\
6 & \(\$ 98,335.68\) \\
7 & \(\$ 102.882 .89\) \\
8 & \(\$ 111,326.62\)
\end{tabular}
\begin{tabular}{ll}
\(\$ 82341.66\) & \(\$ 86,047.04\) \\
\(\$ 85,539.38\) & \(\$ 89388.65\) \\
\(\$ 90.482 .13\) & \(\$ 94,553.82\) \\
\(\$ 93.720 .81\) & \(\$ 97,938.25\) \\
\(\$ 98,000.97\) & \(\$ 102,411.01\) \\
\(\$ 102,760.78\) & \(\$ 107,385.02\) \\
\(\$ 107.512 .62\) & \(\$ 112350.69\) \\
\(\$ 116336.32\) & \(\$ 121571.45\)
\end{tabular}

Librarian Salary Scale Assistant Librarian
Step 2005-2006
\begin{tabular}{rr}
\(2006-2007\) & \(2007-2008\) \\
\(\$ 41.570 .74\) & \(\$ 43.441 .42\) \\
\(\$ 43.968 .91\) & \(\$ 45.947 .51\) \\
\(\$ 46.367 .07\) & \(\$ 48.453 .59\) \\
\(\$ 48.765 .76\) & \(\$ 50960.22\) \\
\(\$ 51.163 .91\) & \(\$ 53.466 .29\) \\
\(\$ 53.822 .23\) & \(\$ 56.244 .23\) \\
\(\$ 55,960.40\) & \(\$ 58478.62\) \\
\(\$ 58.358 .74\) & \(\$ 60984.89\)
\end{tabular}

Associate Librarian Step
\begin{tabular}{llll} 
& \(\$ 51,504.53\) & \(\$ 53.822 .23\) & \(\$ 56244.23\) \\
1 & \(\$ 5,550.62\) & \(\$ 55.960 .40\) & \(\$ 58,478.62\) \\
2 & \(\$ 5,845.69\) & \(\$ 58.358 .74\) & \(\$ 60984.89\) \\
3 & \(\$ 58,140.57\) & \(\$ 60,756.90\) & \(\$ 63.490 .96\) \\
4 & \(\$ 60,729.18\) & \(\$ 63,462.00\) & \(\$ 66,317.79\) \\
5 & \(\$ 63,495.54\) & \(\$ 66352.84\) & \(\$ 69.338 .72\) \\
6 & \(\$ 66,555.93\) & \(\$ 69,550.95\) & \(\$ 72,680.74\) \\
7 & \(\$ 69,615.84\) & \(\$ 72748.55\) & \(\$ 76,022.24\) \\
8 & & & \\
Librarian & & & \\
Step & \(\$ 63,495.54\) & \(\$ 66,352.84\) & \(\$ 69,338.72\) \\
1 & \(\$ 66555.93\) & \(\$ 69550.95\) & \(\$ 72,680.74\) \\
2 & \(\$ 69,615.84\) & \(\$ 72,748.55\) & \(\$ 76.022 .24\) \\
3 & \(\$ 72675.76\) & \(\$ 75,946.17\) & \(\$ 79,383.75\) \\
4 & \(\$ 74,661.69\) & \(\$ 78,021.47\) & \(\$ 81532.44\) \\
5 & \(\$ 78,133.38\) & \(\$ 81649.38\) & \(\$ 85,323.60\) \\
6 & \(\$ 81,759.49\) & \(\$ 85,438.66\) & \(\$ 89,283.40\) \\
7 & \(\$ 88,660.13\) & \(\$ 92,649.83\) & \(\$ 96819.07\)
\end{tabular}

Date: Tue, 07 Mar 2006 14:06:09-0800
From: Robert Alan Wolf 'wolfr@usfca.edus
Subject: Fall 2006
X-Sender: wolf! @nexus.cs.usfca.edu (Unverified)
To: Peter Pacheco <peter@cs.usfca.edu>, kao@usica.edu
X-Mailer QUALCOMM Windows Eudora Version 6.1.2.0
Delivered-to: kao@usfa.edu
Original-recipient: ffc822;kao@sage.usfca edu
Hi Peter and John.
To the present message I have an updated spreadsheet which reflects the easy changes that I just requested of Patricia. The names of part-time faculty that appear in the spreadsheet are still rather conjectural
-Bob
\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{3}{|l|}{Mathematics} & \multicolumn{3}{|c|}{Fall 2006} & \multicolumn{3}{|l|}{} \\
\hline & HR 509 & HR 510 & HR 512 & HR 514 & CO 326 & other & other & Kudlick \\
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2－unit courses（Math 100 and 104） reside within standard MWF．MW， or TR slots．

Watch for room and time conflicts between courses in the MWF and MW blocks above！！！ Darkened timeslots in these blocks are forkidden because of such conflicts．

Date: Fri, 26 Aug 2005 15:46:47-0700
From: Liza Locsin <oosin@usfca.eduSubject: Search procedures and forms
To: kao@usfca.edu
Delivered-to: kao@usfca.edu
Original-recipient: ffc822;kao@sage.usfca.edu
```

Liza Locsin
Assistant to the Dean
Arts and Sciences, USF
TELD: (415) 422-2348
FAX\#: (415) 422-2113
http://artsci.usfca edu

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Search Proc for Assts SO4 doc

\title{
College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty
}

\section*{PHASE 1: PREPARING FOR THE SEARCH}

\section*{Request to Recruit}

In early spring the department submits to the appropriate Associate Dean the request for a fulftime faculty position for the following academic year. The request should be accompanied by the following:
- An explanation of why the position is needed: in the case of a replacement position this can be quite brief, but in the case of a new position it should be detailed. Initially this is used to set priorities within the Dean's Office, and ultimately it is piesented to the AVP.
- A brief Position Description, which can later be incorporated into the job advertisement. This normally includes the following elements:

Teaching Responsibilities perhaps including examples of likely courses to be taught.
Qualifications:
. A description of the disciplinary specialization(s) sought.
\(\because\) An indication of any requirements implied by special programs or activities in which the candidate is expected to participate.
./ The level of educational experience required. Note that except under extraordinary circumstances, all positions are filled at the Assistant Professor level and require a Ph.D. or other terminal degree.

\section*{Authorization to Recruit}

In late spring or early fall, the Dean requests permission from the AVP to recruit. The AVP approves an "anticipated vacancy" search for select positions. This authorizes the Dean to search. but does not guarantee additional budget support or authorize appointment.

\section*{Job Advertisement}

The Department Chair and the appropriate Associate Dean collaborate on the creation of a job advertisement based on the position description. The Dean's Office then places the advertisement both in journals specific to the tield, and in publications likely to encourage minority applicants. In addition, the department is strongly encouraged to mail or e-mail copies of the advertisement to other universities that grant a Ph.D. in the discipline. The appropriate Associate Dean can assist in identifying target programs and organizations and in acquiring mailing labels.

\section*{Appointment of the Search Committee}

The Department Chair recommends a Search Committee to the appropiate Associate Dean, and the Dean's Office then appoints the Committee. The Committee should include at least one person from outside the department, and (where feasible) should represent ethnic and gender diversity. It is recommended that the Committee consist of at least four people.

The Committee Chair serves as coordinator of the search process and ensures the integrity of the search. The Chair is also responsible for all record keeping and for forwarding all appropriate materials to the Dean s Office upon conclusion of the search process.

\section*{Affirmative Action and Equal Employment Opportunity Guidelines}

Before reviewing applications, members of the Search Committee meet with the appropriate Associate Dean to review the recruitment process and procedures, including Affimative Action and Equal Employment Opportunity Guidelines: and to plan an appropriate affirmative action recruitment strategy.

\section*{PHASE 2: CONDUCTING THE SEARCH}

\section*{Attendance at National Meetings of Professional Organizations}

Should the national meeting of the appropriate professional organization be held during the recruitment phase of the search period, Search Committees are encouraged to seek permission from the appropriate Associate Dean for one or more Committee members to attend.

Conversations with candidates at national meetings are for purposes of information giving and gathering only, and are not to be construed as preliminary or screening interviews by the Search Committee or the candidates, unless the particulars of such arrangements have been approved in advance by the Dean's Office.

Please note that attendance at a national meeting cannot be made a requirement for candidate consideration. Therefore, attendance or non-attendance per se at a national meeting cannot prejudice the Search Committee's judgment positively or negatively toward the candidate.

\section*{Receipt and Acknowledgement of Applications}

Applications are subrnitted to the Department Office. The Department Program Assistant logs in applications and prepares the Chronological Log of Applicants Form, enabling Search Committee members to prepare the Annotated Log of Applicants Form [see attached]. The Search Committee Chair acknowledges receipt of each application and sends each candidate the Affirmative Action Identification Card.

\section*{Initial Search Committee Review of Candidate Qualifications}

The Search Committee screens and culs the applications as soon as possible (usually within two weeks) after the announced date for priority consideration of applications.
in conducting the review: the following rules apply:
\(>\) In order for an application to be reviewed it must be substantially complete, meaning that it includes a letter of application, a CV, evidence of teaching effectiveness, and at least one letter of recommendation. Missing material may be solicited, but if this is done in the case of one incomplete application then it must be done for all incomplete applications. A candidate's application must be complete before they can be brought to campus.
\(>\) All members of the Search Committee must review all applications. unless the Dean's Office explicitly gives permission to do otherwise.
\(>\) Applications are reviewed in tems of how well the applicant meets the positions requirements as listed in the job description.
\(>\) All members of the Search Committee must be present for the entirety of the discussions of the Committee. Quorum ends whenever one member is absent (with or without excuse).
- Search Committee members may only discuss the candidates with each other (at Committee meetings), with the Deans, and with their department (at two scheduled meetings described below).
> Internal candidates (those who have taught at USF in any capacity) must be treated in the same way as those candidates who have not taught at USF.
> If someone wishing to comment on a candidate contacts a Search Committee member individually, the Committee member should refrain from discussing the candidate and should instead encourage the caller to submit the information to the Chair of the Search Committee in writing so that all members of the Committee may benefit from it.

After all members of the Committee have examined all the applications, the Committee will meet and produce a list of 3-5 finalists ("first cut") who best seem- to meet the job description's requirements. Those applications in the "first cut' pool are then discussed and rank ordered; the ranking being done by either consensus or by vote (averaging individual rankings).

\section*{Group Telephone Interviews}

Search Committees are encouraged to make use of group telephone interviews with a preliminary pool of top candidates, to assist in determination of those to be recommended for on-campus interviews.

Group telephone interviews at this stage in the process are analogous to on-campus interviews, in the sense that all equal employment action guidelines and standards of faimess and equity must be strictly adhered to in the conduct of such interviews.

The appropriate Associate Dean can help secure conference-call-capable telephones.

\section*{PHASE 3: CONCLUDING THE SEARCH}

\section*{First Meeting of the Depariment and the Search Committee}

The Search Committee meets with the Department to discuss their top choices.

\section*{Selection of Finalists}

The Search Committee meets with the Deans to discuss the Search Committee s evaluation of the top \(3-5\) candidates and to decide on the top three candidates to be brought to campus for interviews

At least two working davs prior to this meetng, the Search Committee Chair must forward the following to the appropriate Associate Dean:
,f The orioinal files (plus one copy in the case of a tenure-track search) of the top 3-5 candidates.
. Completed Chronological Log of Applicants Fom. [Deparfment program assistants maintain this logl

4 Completed Annotated Log of Applicants Form [see attached]
\(\because\) Completed Search Committee Chair Initial Report Form [see artached]

\section*{Issuing Invitations to Finalists}

Before issuing any invitations to finalists, the Search Commitiee Chair must consult with the Executive Director of Business Affairs, John Pinelli, x6278, to discuss anticipated recruitment expenses.

The Search Committee Chair invites each candidate to be interviewed to spend one full day on campus, and is responsible for establishing the itinerary, logistical arrangements, and dissemination of information about the visit to all appropriate parties. All applicants must be provided similar experiences when they visit USF. Normally, candidates do not visit campus during Intersession or summer.

The Deans" calendars must be consulted in advance of any candidate invitations, to ensure that the Deans will be available to interview the candidates.

\section*{Finalist"s On-Campus Interviews}

The campus visit must include meetings with the Search Committee, the Department (if all Department members are not already included in Search Committee membership), and hourlong meetings with the Dean(s): a one-hour meeting with the Associate Dean in the case of a term appointment; a one-hour meeting with the Associate Dean and a one-hour meeting with the Dean in the case of tenure-track appointments.

In addition, the Chair of the Search Committee should make every effort to involve students in the process of assessing the candidate. Possibilities include informal small-group breakfasts, lunches student-led candidate tours of the campus, and attendance at candidate seminars or lectures.

Neither the Search Committee nor its Chair can negotiate salary issues with candidates.

\section*{Signing of the Consent Form}

In order for us to check the candidate's references, the law now requires that we ask them to sign a Consent for Release of information to Employer Form [see attachment] while on campus.

\section*{Finalist"s Academic Presentations while on Campus}

Campus visits by candidates must include an opportunity for candidates to demonstrate their proficienoy in teaching. Departments arrange one or more academic presentations (faculy research serminar, class etc.) by the candidate to include an audience of Search Committee members: departmental faculty and students, and others. Departments may choose to have candidates substitute for instructors in a regularly scheduled session of a currently offered course, or to arrange an ad hoc meeting of interested students. Evaluations [see attachment] by students of a candidate's presentation are required.

\section*{Second Meeting of the Department and the Search Committee}

The Search Committee meets with the Department to discuss which candidate(s) should be recommended to the Dean.

\section*{Recommendation of Final Candidates to the Dean}

After all the finalists have been interviewed, the Search Committee presents its evaluation of them at a meeting with the Deans to discuss the recommendation. Candidates' evaluations must be submitted to the Deans prior to this meeting.

\section*{Reference Checks}

The Dean may request that the appropriate Associate Dean or Chair of the Search Committee make reference checks of acceptable final candidates before accepting or rejecting the Search Committee's recommendation.

\section*{Recommendation of Appointment of Selected Candidate}

The Dean informs the Search Committee Chair of his intent to recommend a particular candidate for appointment to the AVP. Appointment of a new faculty member is neither complete nor official until the AVP forwards an Appointment Agreement to the person selected and the Agreement is signed and retumed by the candidate. Once a candidate has been offered a faculty position and has accepted the offer: the Dean will so inform the Search Committee Chair.

\section*{Rejection of All Other Candidates}

Upon formal acceptance of the offered position by the selected candidate, all other candidates not offered appointment are so informed by a letter sent by the Search Committee Chair. Should no candidate be offered an appointment, no offer be accepted, or the search be closed or canceled all candidates are so informed by a letter sent by the Search Committee Chair.

\section*{Documentation Submitted to the Dean"s Office}

Upon completion of the search process described above, all candidate applications and all other search materials are placed in labeled boxes and delivered by the Search Committee Chair (or the Department Program Assistant) to the Dean's Office. Members of the Search Committee must provide the Deans Office with a copy of their notes after the search is completed. The Dean's Office can arrange for off-campus storage if needed.

Approved by: John W. Clark S.J.
Vice President for Academic Affairs
May 15, 1991

\section*{FACULTY RECRUTMENT PROCEDURES}

\section*{APPROVAL TO RECRUIT}
1. By October 1 of each year the Dean, after appropriate consultation, sends to the VPAA a Request to Recrait form (Attachment 1) for each full-time faculty vacancy anticipated for the following Fall. For faculty hires outside of the normal time frame, the Request to Rectuit form is sent as soon as the vacancy is anticipated.
2. By October 15, the VPAA will approve an 'anticipated vacancy" search for the positions. This authorizes the Dean to search, but does not guarantee additional budget support.

\section*{THE RECRUITMENI PROCESS}
1. Upon receipt of the VPAA approval to recrait, the Dean forms a search committee, and where feasible, the committee will have minority and female members represented
2. The Dean, the Affitmative Action Officer and the Search Committee Chair will meet to discuss and plan appropriate affirmative action recruiting strategy.
3. Advertisements and the appropriate placements of the advertisements will be approved by the Dean and the Search Committee in conjunction with the Affirmative Action Officer. Advertisements will be placed in approved journals, newsletters, ete by Personnel Services.
4. Candidates will submit their curriculum vitae or resumes and other relevant material to the search committee or the Dean's Office as decided upon by the Dean and the Chair of the Search Committee.

The description of faculty qualifications in advertisements must include a
phrase indicating a commitment to the Mission and Goals of the University by adding the following: and an understanding of and commitment to support the mission of the University

\section*{COMMUNICATION AND RECORD KEEPING}
1. The Dean's Office will be responsible for all record keeping and forwarding of appropriate materials upon conclusion of the search process to Personnel Services.
2. The Dean's Office will coordinate acknowledgements to candidates of receipt of the application and supporting materials.
3. A \(\log\) of all candidates will be kept by the Dean's Office (Attachment 2).
4. The Dears Office will send the Affirmative Action Identification Card (provided by Personnel Services) to all candidates, to be returned to Personnel Services and maintained in a confidential file.
5. Inquixies from candidates regarding the status of the search will be handled by the Dean's Office.

\section*{IHE SELECTION PROCESS}
1. The Dean and the Affirmative Action Officer will meet with the Search Committee to discuss the interview process and procedures including Affirmative Action Guidelines, hiring goals and utilization analysis. The recruitment process will be reviewed to determine whether appropriate efforts have been made to attract qualified minority and female candidates. The Dear will decide after the review if additional recruitment is necessary.
2. When the recruitment process is determined appropiate by the Dean, the Search Committee may proceed with scheduling interviews.
3. The Search Committee should conduct the interview process in accordance with prescribed procedures to be recorded in forms of Attachment 2.
4. Reference checking and evaluations are coordinated by the Search Committee.
5. The Search Committee submits the list of top candidates to the Dean with written support. The Dean reviews the list of top candidates with the Search Committee and the Affirmative Action Officer prior to making a final selection. The Dean forwards a ranked list of the three top candidates to the VPAA for approval. [Attachment 3 for top candidate only.]
6. Generally the following guidelines govern the VPAA approval.
a. Appointments are normally made at the Assistant Professor level, Step 1. Exceptions are made on a basis of University or market needs.
b. Ondy tem appointments are offered to replace faculty on temporary absences [c.g., sabbaticals, leaves of absence. sick leaves, etc.]
c. Subject to the above norms, faculty may be given credit in rank and tenure status for prior full-time faculty service at another institution. The University reserves the right to make individual decisions in this matter; based on budget, department and college needs.
d. Generally, a new faculty member serves a minimum of three years at USF before being eligible to be considered for tenure.
e. At the time of first appointment, the Dean recommends the amount of time the University grants for prior teaching experience. This is discussed with the VPAA before a commitment is made to a candidate.
f. Terms of appointment as described above are made at the time of first appointment, and are not subject to revision at a later date.
7. The VPAA approves the appointonent and terms of contract and sends to the Dean and to Personnel Services copies of the approval.
8. The VPAA prepares and sends an offer letter to the new faculty member. A copy of the appointment letter is sent to the Dean. Upon receipt, the VPAA will forward to the Dean a copy of the letter of appointment signed by the new faculty member.
9. At least two weeks before the faculty member begins his or her appointment, the Dean will forward to the VPAA a Personnel Action Form [PAF] for budgeting and payroll purposes.
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December 1992
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University of San Francisco: Human Resources: Employment
FACULTY RECRUITMENT PROCEDURES (Approved May 15, 1991)
I. APPROVAL TO RECRUIT
i. By October 1 of each year, the Dean, after approprlate constltation, sends to the VPAA a Request to Recrult form (attachment 1) for each full-time faculty vacancy anticlpated for the following Fall. For faculty hires outside of the normal time frame, the Request to Recrult form is sent as soon as the vacancy is anticipated.
2. By October 15; the VPAA will approve an "anticipated vacancy" search for the positions. This authorizes the Dean to search, but does not guarantee additional budget support.
II. RECRUITMENT PROCESS ommitee, and were
i. Upon recelpt of the VPAA approval to recruit, the Dean torms a Search Commiltee, and where feas!ble, the Committee will have minority and
The Dean, the Affirmative Act|on Officer and the Search Committee Chair wilf meet to discuss and plan appropriate affirmative actlon recruiting strategy.
3. Advertisements and the approprlate placements of the advertisements will be approved by the Dean and the Search Committee in conjunctlon with the Affirmatlve Action offlcer. Advertisements with be placed in approved fournals, newsletters, etc., by Human Resources in coordination with the htring department. 4. Candidates will submit thelr curriculum vitae or resumes and other
refevant material to the Search Committee or the Dean's Office as decided upon by the Dean and the Chair of the Search Commiltee.
III. COMMUNICATION AND RECORD KEEPING

University of San Francisco: Human Resources: Employment
torwarding of appropriate materials upon conciusion of the Search process
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2. The Dean's office will coordinate acknowledgements to candidates of
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4. The Dean's Office will send the Affirmative Action Identification Card
(provided by Human Resources) to all candidates, to be returned to
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b. Only term appointments are offered to replace faculty on temporary absences (e.g., sabbaticais, leaves of absence, sick leaves, etc.).
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e. At the time of first appointment, the Dean recommends the amount

\section*{University of San Francisco: Human Resources: Employment}

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8. The VPAA prepares and sends an offer jetter to the new taculty member. A
copy of the appolntment letter is sent to the Dean. Upori receipt, the VPAA
will forward to the Dean a copy of the letter of appolntment sianed by the
new taculty member.
9. At last two weeks before the taculty member begtns his or her
appointment, the Dean will forward to the VPAA a Personnel Action From
(PAF) for budgeting and payroll purposes.

Employment Opportunlty
The Sublect Line or your e-mail(s) should begth with your full name: e.g.s
Subiect: Mary L. McEmroe - Teaching Evaluations
Any remaining elennents that cannot be submitted electronically should be malled to:
Mathematics Search Committea
c/o Tristan Needham, Chalr
Unlversity of San Franclsco
San rranclsco, CA 941,17-1080
In order to insure tull consideration, completed appiiçations must be received (not postmarked) by December 16, 2005, whe invite candidates to find out about our department at


\section*{Sefect o Progriom}

\section*{Mathematics}
Dearees Q Prodrams raculry \& Staff
News Events Contact Us

> Whelcome
E knsources
Any remaining elements that camnot be subimitter
Any remaining elements that cannot be submitted c/o Tristan Needham, Chalr
2130 Fulton St.

The Department of Mathematics at the University of San rrancisco invites appications tor a tenaretrack position at the assistant proressor level, to begin In fall 2006. Candidates from all fields of mathematics are encouraged to apply, 'Ithe stocessful candldate should have university teaching
 underaraduate mathematics curriculum, from courses for maiors to service coumses tor non-sclence maiors. The position requires a passlonate tommitment to exceilience in teaching within a culturally diverse enviroument, as well as a strong potentlal for research and scholarshlp.

Candldates should submit: a letter of application, curricifum yltae, statement of teaching phllosophy, statement of research plans, coples/scans or complete teachinc evaluatons and recent syllabi, araduate transcripts, and three leiters of recommendation. All of the above elements are required to complete your appilcatlon.

As many as posslble of these elements should be submitted electronically to:




I ast Undated July 06, 2005

\section*{http://arlsci.ustca.edv/math}
The Unverstey of San Francisca is a prlvate, Calhofic and jesutt institution and particulariy welcomes cmolates who wir positivafy contribite to such an enviromment. USF is an Amfinatrae Action Egual opportunty enployer, andr. wiff prowide reasonable accommodattons to fndivfduais with disabitities
upon request. We particufartv entourane women and mtnorty appitcants for ait positons.
From: John S. Kao <kao@usfa edu>
To: tamayo@usfoa.edu
Cc: brownb@usfa.edu,turpin@@usfa.edu
Date: Wed, 11 3an 2006 14:06:30-0800
X-Mailer: PPlanet Messenger Express 5.2 HotFix 2.05 (built Mar 3 2005)
Subject: Initiation of Complaint: Discrimination and Harassment
X-Accept-Language: en
Priority: normal
Dear Elsie
As I indicated to you last week, I have consideredcarefully the initiation of aComplaint of Discrimination and Harassment
in accordance with the
University of San Francisco Prevention ofSexual and Other Unlawful Harassment Policy.
I have just hand delivered to your office a memo which
begins this process. In this matter I request your
service as Intake Officer
I have attached a PDF version of this memo as
duplicate
Sincerely
John Kao
Associate Professor
Mathematics. USF
Warit
 Memo ..... to E
 _Tamayo pdf


\section*{Memorandum}

To: Elsic Iamayo University Affimative Action Officer Human Resonrces USF
CD: Bramdon Brown Associate Drean of Sciences USF
Sennifer Xarpion, Dean of Arts and Sciences. USF
From: John Kso. Associatc Frofessor Matbematics Department, USF Howi Kao"
Date: January 10.2006
Re: Request for meeting in accordance with Informal Complaim Frocedure as specified in the Uhiversity of San Francisco Frevention of Seanal \& Other Cinlawful Haras sment Folicy

Thank you for roeeting bidefly with me on Wednesday: Janaaty 4, 2006, at 2:00pmi I greatly appreciated the clarification of university policy which you provided. I am writing to request a meeting with you, for the purpose of
- Intake Frocedure-Informal Complaint Frocedure
as disclosed in the University of San Franc isco Prevention of Sexatal \& Other Unhawful Harassment Policy and published on httpi/www.usfea exm/hr/aaeeo. Thank you for indicating that the policy document I obtained from wwwurfca edu in August 2005 is now, out of date, and that the curent policy statement was publisbed online towarts the end of Fall semester. Thank you, also, for explaining that there exists to separate Procedure for discrimimation, but rather
- the scope of the above Fishis, and cortesponding Complaint Procedures is inchusive of acts of discrimination.

Y hope you will be able to schedule such a meeting with me witbin the next two weeks
At this meetings I intend to present allegations of both harassment and discrimination, both in general and drrected at myself, which I will outline below. Of particular relevance will be the actions of two Mathematics professots who have served as Administrators (while retaining foculty appointarent):
- I'ristan Needham, Associate Dean of Sciences (Spting 1999 - Spring 2004)
- Stanley Nel, Dean of Arts and Sciences (Fall 1990-Spring 2003)

My complaint involves the following matters in particular:
- In violation of U'SF affimative action/equal opportunity policy, Dears Needham and Nel created a category of faculty appointment (Fult Professorship rcquiring only one semester per year of teaching duties) for which no provision exists in the USFFA Collective Bargaining Agreement (CBA). Thercafter, Dean Nectham fired an acquaintance (John Stillweli) into fhis position (2001, first semester teaching as a tenured Professor-Fall 2002) This appointment carties the higiest salary scales
attainable by faculty at CYS' and is itrevocable. No search was corducted for this appointmenti. In fiolation of CBA faculty workload requirements (which mandates an average teaching load of 9 anits, of regalar coursework per scmester), Joln Stillwell has been permitted a reduced teaching load as part of his special appointrnent (he rias cartied a teaching load of 8 units, of regular coursewrork, every semester diring the five semesters be has taught as a tenured Professor at USF: Fa3I 2002, Spring 2003, Spring 2004, Fail 2004 and Fall 2005 ).
- In violation of LiSF affirmative action/equal opportunity policy, in conducting a search under the supervision of Dean Noctham, the search committee violated the College of Arts ard Sciences Chronological Proce fures for Hiving Probationary and Term Faculty. These procedures implement USF's affirmative action/equal opportimity policy as reported to external and accrediting agencies. This violation incladed failure to conduct a "Second Meeting of the Department and the Search Committo-The Scarch Committec meets with the Department to discuss which candidate(s) should be recommended to the Dean." This is supposed to be held after on-campus interviews with visiting candidates, but prior to the final recommendation being made and presented to the Dean. The unusual conduct of this search was noted by external teviewers within the Mathematics Prograrn Review. Report of the Visiting Committee to the Department of Mathematicy at the University of San Francisco May 27, 2004. This search resulted in the hiring of Stephen Devtin in Spting 2004. I remark that the above Procedures were not fillky disclosed to me until Fall 2005.
- Dean Needham cngaged in both harassment and discrimination against me, which included defamation of character and libel. This occurred in an administrative letter (printed on USF letterhead and signod) which was delivered to administrators at another institution of higher education (John Loomis, Chair of Architecture, and David Mockel, Dean of Desig and Architecture; both at the prestigious art institute, California College of Arts and Crafts) as well as to faculty and administrators at USF. No other faculty member has been treated in this way. A USFFA Grievance was scttled in my favor on December 7,2000 .
- As a result of a temporary medical condition with which I was afflicted (allergic reaction to a medication), Dean Needlaam applied undue and discriminatory pressure on me, which in the context of prior actions (defamation of character and libel), compelled me to take a one scrncster leave of absence without pay (Spring 2002) Again, no other faculty member has been treated in this way.

In addition to the foregoing, I believe that the hiring practices of the Mathematics Department and the Computer Science Department at USF have resulted in facultics that are predominantly white malc. These depattments are closely connected due to four faculty holding the ramk of Professor and appointed to both Mathematics and Computer Science, cortcurrently. These dual-appointment faculty of Math and CS are full decision makers in both depariments.
- In nime appointments of tenurti/tenure-track faculty within these two departments, from Fall 1991 -present, the university has hired only white males. The result is a collection of 18 regular teaching faculty (tenured/teuure-track) all of which are white, non-Hispanic males, except myselE I note that \(I\) em an Asian/Pacific Islander male. There are no fermale faculty, tenured/tenure-track, within Math or CS. As noted above: the last two eqpointments in Mathematics have been made in violation of USF College of Arts and Sciences search Procedures and USF's affirmative action policies.

In this matter, \(I\) am represented by Mt. Chuistopher W. Katzenbach, of the San Francisco law frm, Katzenbach \& Khitkian I look forward to yourr teply to this request please fed fres to email me at' kao@usfeaedu.

Date: Mon, 27 Feb 2006 14:42:28-0800
From: "Elsie S. Tamayo" <tarnayo@usfca.edw>
Subject: Meeting on Jan 26,2006
X-Sender. tamayo@ace.usfca edu (Unverified)
To: kao@usfca.edu
Cc: stoner@usfca.edu, turpinj@usfca.edu tamayo@usfca edu
Delivered-to: kao@ustca.edu
Original-recipient rfc822;kao@sage.usfca.edu

\section*{CONFIDENTIAL}

Io: John Kao, Associate Professor, Math Departonent
From: Elsie Tamayo, Manager, Professional Development/Affumative Action
Re: Meeting on January 26, 2006
Date: February 27,2006
Cc: Ierry Stoner, Associate Vice President; Yentifer Iurpin, Dean Arts \& Scicnces

I am writing to follow up on (i) your informal complaint under the University Prevention of Sexual and Other Unlawfial Harassment (PSOUH)Policy filed Jamuary 10; and (ii)your Januaty 26 intention to file a formal complaint with my office.

When we met on January 26 , you said you were not ready to file a fommal complaint at that time I discussed the formal complaint process with you and explained how to tnitiate a complaint. You indicated that you would likely file a formal complaint with Associate Vice President (AVP) Stoner within a month.

I have since consulted with AVP Stoner.
Section C. 3 of the PSOUH ( Informal Complaint Procedure") states:
If'an acceptable resolution is not reached, or is not likely to be reached, within 30 working days or otherwise in a manner to promptly and effectively correct harassment, the complainant or the Affimative Action Officer may determine to resolve the matter through the formal complaint procedure \({ }^{3}\)."

Section C. 5 of the PSOUH also states:
Io assist the University to determine whether a violation of Policy has occurred and/or to determine what, if any: corrective action should be taken, the AVP or his designee may initiate an investigation with or without a formal complaint being filed. '

After consultation with AVP Stoner, I advise you that he has decided to conduct a formal investigation of you complaint. In doing \(\mathrm{so}_{\text {; }}\) I note the following:

A formal investigation provides a full review of your charges including what appeared to me to be a large personal fle of information. Once the investigation is completed, a report is given to your Dean. Generally, when this report is prepared it may contain information of value to your Dean for considering administrative improvements regardless of whether the investigation shows a violation of the PSOUH policy.

Given the scope of issues that you described would be part of your formal complaint, the informal process (as distinguished from the formal process) would not sufficiently cover the full assessment that is required by the nature of the allegations in your Jamuary 10,2006 letter. Especially if we are to achieve a resolution.

Hence, please send me copies of all the documents that relate to your complaint. Please include those which you had with you and referred to in our January 26,2006 meeting. Meanwhile, I will begin gathering information the University may have relevant to the issues raised in your January 10 Ietict: When you send me your documents, feel free to supplement the issues and information you stated in your Jamuary 10 letter. I would appreciate your providing these docurnents and any additional information within the next ten (10) days.

As you know from reading the PSOUH Policy, the AVP may ask me, someone else at the University; or an external investigator to do the factinding. AVP Stoner will write you soon regarding that issue.

Flease note that if you and the Dean of the College wish to meet before or during the investigation to explore options for a mutually agrecable resolation, nothing in the formal procedure prevents you from doing so

Finally, feel free to give a copy of this memo to your attomey. Should he choose to seek consultation with University counsel on this mater. he may contact Ms. Donna Davis, General Counsel, at telephone (415) 422-2902. Thank you.

\section*{Elsie Tamayo}

\section*{Manager; Professional Development \\ and Affirmative Action}

University of San Francisco.
2130 Fulton Street
San Francisco. CA 94117
415-422-2833

\section*{CONFIDENTYAL}

To: John Kao, Assaciate Professor, Math Department
From: Elsie Tamayo, Mad Pa Professional Development/Affirmative Action
Re: Meeting on January 26.2006
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Cc: Terry Stoner, Associate Vice President; Jennifer I urpin, Dean Arts \& Sciences
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Finally, feel free to give a copy of this memo to your attorney. Should he choose to scek consultation with University counsel on this matter, he may contact Ms. Donna Davis, General Counsel, at telephone (415) 422-2902. Thank you

\section*{MINUTES}

\section*{Mathematics Department Monthly Meeting \\ Febreary 10, 1998 \\ UC 421 12:30-1:30}

Fresent: Professors Renee Brunclle, Allan Cruse, Yohn Kao, Millic Lehnann. Peter Fachcco, Robett Wolf. F'eul Zeita, with Tristan Needham presiding Latc: Professor Pete Wells. Absent: Professor Fim Finch.
1. Minutes
1. The minutes of the last mecting ( \(12 / 09 / 97\) ) were approved.

\section*{II. Announcements}

1 Frof. Necdfam asked the faculty to look over the Math Brochure and to inform him of any necessary corractions The deadline to submit comections to the Dean's Office is March \(2^{23}\).
2. Sr. Moser requites that the final catalog copy state in which scmester(s) each of the courses will be offered. It is therefore essential that the rotation of comrses be agreed upon today.
3. Prof. Needham announced that he had met with Dean Jordan and Nina Fratterson to discuss the status of Supplemental Instruction for Statistical Reasoning. At the meeting Prof. Neccrhatm noted (both verbally and in a written report) that although there had been a xamber of problems originating in the Learning Centet, the program had nevertheless been a success. It wes agreed at the meeting that SI for MATH 101 would again be offered this semester.

4 USF is currently in negotiation with the Technical Liviversity of Munich (TLM) Iot a one-year exchange program. Prof. Needham has had meetings with a member of the TUM marhematics department. A leiter describing the details of progrem wrill be circalated in the future. Although initially intended for stadents. faculty exchanges may be possible in the futue
Ш. New Business
1. Frof: Needham annoumced that Frof. John Stiliwell is plamning to take his sabbatical from Monash University starting in fanuary 2000, and he would like to spend it teaching at USF. Before taking any action, Frof. Needham asked for the blessings of the departonent. The faculty were pleased et the prospect of having Frof. Stillwell teach at USF. Frof. Needham noted that Doan Nei i sees this as a great opportanity for USF; and has pledged that he will try hard to obtain a term position for Frof. Stillwell. Prof. Needham also noted that Prof. Stillwell is seriously contemplating moving to the United States permanently, and that due to his positive experiences here, he might be willing to join the USF math department. The reaction of the faculty was very positive, but Prof. Kad did state that he would be opposed to offering a position to someone without a full opcn search
2. Prof. Woif handed ont "Latest Scheme of Rotation for Upper-Division Cousses in Mathematics." The department approved the rotation scheme. Prof. Wolf annourced that Prof. Paul Lorton has requested to teach Math 10I in the Fall semester. Prof. Needham was not swe how to respond to this request. Prof. Cruse suggested that Frof. Lorton be informed that in order to teach this course he must agree to comply with the department's grading practices. Prof. Leimann proposed that the deparment let the Dean's Office put this to him. Prof. Needham agreed that this was the best approach, and he thanked the department
3. Frof. Zeitz noted that Froblem-Soling Seminar should be listed whet the choices for classical matriematics in the catalog.
4. Frof Ietmann proposed that new calculators be purchased fior Math 104 and 108 . The department's supply of calculators had been slowly depleted due to loss and breakage. Frof. Lehmanm would like to acquire 60 Tx- 83 model calculatons because this model is most used by past studenis of math 104 and 108. The other model for consideration is Casio 9850 G . The bencfits of this model are a color display, free overhead projection device with each order of 30 calculators, and it is lower priced than the TT-83. More information is needed before a decision can be made
5. Frof. Zeitz announced that BAMM (Bay Area Math Mett) will te on Saturday, April 25, 1998 and he still needs help and volunteers for the event.
6. Prof. Needham announced that the discussion of the topic "Futture role of department chaits" from the Colloge Retreat was brought up at the College Council. Dean Nel is inderested in obtaining faculity reaction to the idea of his delegating much more power responsibility, and fiscal control to department chairs. The faculty discussed the issucs but no consensus was reached

Mecting adjourned I:41 p.m.
Submitted by: Wing Ng and Itistan Needbam

\section*{Maik Department Meeting \\ Minutes 11/14/2000 \\ UC417}

IN AT IENDANCE: Frau: Zeitz, Koberf Wel太́, John Kao, Renee Brmelle, F'ete Wells; Allan Cruse, John Stillwell fina Finch.
AF'F'ROYAL OF IHE MINUIES: Amend to: Paul and Iohn will ciscuss Math 107/120 with the economics department.

\section*{ANNOUNCEMENIS:}

Jim: the science open house is tomorrow. Anyone who has a project they would like to put on display, should do it now soon

\section*{NEW BUSLINESS:}

Johs and Paul met with economics around Octobet 24 th. Ferception was that economics people thought, when 107 was created, it wras John Veitch's jdea and not the Economics dcpartment's idea. Math time wasted \(=\) Economics department didn't really like some things in the course like linear programming. They wanted but didn"t care much about a light calculus conrse similar to Math 120 . We can get rid of it, can advise students to take 120 this semester. Paul why not just put 107 out of irs misery eatlier? Economics will probably send a few students to 120 , not expecting big changes. Ken Harrington will probably try to include some cconomics content in 120. John and Bruce Wydick will work together on a Math 120 course for the year after to focus for economics/emironmental science. Paul: Should try for as generic as possible a 120 Join wrill superyise and consult with Environment Science. Bob Wolf is happy with this.

Faculty association wants a discussion of contact reopeners. Faul had a discussion with Casec a few weeks ago. Cosec wants discussion within departments. Consensus at Cosec was 2 things: the economic issue of housing for new faculty: there is a strong desire that the union create a subsidy program or subsidised housing; the problem is especially bad for newcomers. There are problems recruiting new faculty and kceping existing faculty. Another issue: Need to change the early retirentent program. USF could change the retirement program; discussion is invited, will be relayed to Heineman. Allan: any discussion on parking? Paul: not much, just that it's bad. Allan's suggestion: whoever sets policies should not inchude anyone who does not park on campus. Bill Nattiog should be put on same basis as any one else who has to look for parking, or someone else should be put in his place. Paul: we can open 3 articles in the next negotiation. Economic suff is automatic, not one of the 3 . John Stillwell"s suggestion: housing subsidy

GEC: F'aul got an email from Sistet Moser asking for formal departmental responses to GEC proposals, requesizge feedback by November \(30^{\text {ch }}\) To Allan: if no more opinions come into committee, what will happen? Allan: hard to predict. Just got change in chaimand There have been 6 or 7 open hearings beld in 6 weeks, poorly attended although with decent faculty turnout and ASUSF at at least one. Seems to be support from stadents for idea 2: innovative ideas. Since the hearings, there haven't been meetings where there was a chance to talk about feedback. Don't know what the deans feel. Paul: impression is option 1 is objectively bettex for math dept. Given no strong objection to plaz 2 , given students like it, maybe they can be melded into one pIan? Allam: decision might be based on how much counselling students mght need for being on track in terros of GEC requirements. Can't say when a vote might be schoduled because there are changes and the committce hasn't heard a lot of input. Any stong opinion anyone has should be made known before November 30th Pete: committee shouldn't make a decision umil the 4 unit thing is decided. Paul says it would be great if both could vait on the other. Allan: there has been a suggestion to fix the current GEC. Paul feels strongly agaimst plan 2 as it seems plan 2 will steal positions from A\&S, not just from math. Not saying math department should try to hang on to Math 101, but instead might lose any math prescnce in the GEC. Might lead to complete decentralization of GEC education. Plan 2 is more complicated than anything else, might lead to more work and less jobs. Paut will write something personally about this, not in the departmont's name unless there is a depariment consensus. Allar: it useful for cornmittee to know that opimion

Bob: it makes sense to suspend the GEC discussion until the 4 unit proposal is setted. John: docsnt make sense to suspend discussions because they affect each other, recommends vote take place after the 4 wit thing settled. Paul: atternpt to meke a decision is disturbing because we don't know the implications. Pete: Need people to propose what they'il do given 4 unit thing. Bob: it is important to voice any objection to option 2 Pauli informal wote: for or against plar 2: no response.

Froposal. F'aul will draft a letter outlining arguments against option 2, including a statement that ualess the committee can get their act rogether vis a vis the 4 unit proposal, there is no use in proceeding with departmenial GEC discussion. Will show the letter to the math depatment, can make it a math departoment letier or a personal letter.
Bob: any sense GEC will be pared down? Allan: philosophy and theology content will remain proportionial They con't want to diminish the Catholic chatacter of the GEC. Bob: what is the current unhappiness with the GEC? Students don"t like being told what kinds of cousses to take? Allars the mickey mouse nature of it, basca on PT facuilty teachiag to lowest common cenominator to get better evaluation scores. angers the brighter studenis. There is no feeling for No GEC at ali, buit one way it
can be fixcid is that regular courses can be choset for GEC but no classes that fillitimers don't want to teach Biology would like to teach their own writing course becanse they are unhappy with the way it is curcontly being taught. F'roposal wasn't allowed to come to vote because would have been passed. In the regular committes, indepth discussion was not possible becalse of yarge numbers of people; those who speak anve to get their poine across quickly to allow all their fair share of time. The GEC that lasted longest was wher 3 people chosen by the faculty associstion drew up a proposal in snort order, yas discusseci 4 or 5 full meetings and voted on, if to 1 in favor. It was in effect for 14 yrs, overnamed only by 10 Schiavo who didn't like it Paut any proposal to bring it back? Allan: in Hanctt's tizne, it used to be a negative selling job to get stedents to take GECs. Hamett made a video which made the GEC more inspiring. Bob; any negative comments on this GEC? Allan: wharever the pure ideas were when it was established witair a few years, teachers let more courses be eccepted as GEC. The GEC nowds to be kept pure.

Yohn's item: got a leiter from Iristan Nectham ce d to Yohn about an issue that may come to a grievance. Would like to distribute Tristan s leiter and Paul's leiter to Tristan. Fraul objected to his letter being distributed. Fokan feels he has the right to distribute it. Paul objects, fecis should be within Faul, John. Tristan, and Stanley. John feels an official departanent letter should be made depariment property. Paul prefurs Jonn wait, doesn't consider it deparmantal basiness .John says the issue is serious and feels he has no choice but to present evidence that he didn't do what he's accused of.

There wete glitches in the CCAC precalculus course Iriscan wrote a letter to F'aul cc"d to John expressing displeasure with and criticising certain things that were done. Neither addressec liked the leiter and chose to write responses back. Poul wrote the letter with the understanding that it was for Tristan, Nel, Father Lacas, and Yohn's eyes, not for distribution in the department meeting. Dislikes the idea, whether it is withim Yohn's rights or not. John: Tristan's letter specifically accuses John of cortain actions against Universicy policy, unauthorized against the letter. Although the letter was addressed to both, the accusations were against John, and he doesn't know what the implications are. His repatation is on the line. Paul's letrer was u'd to John, writuen in the capacity of chair. Paul: it was not written in any capacity and it was confidential. Also. Tristan's letter was datel November I \({ }^{26}\); he probably hasn't read the response yet. Tristan should have the chance to read the latter and have time to respond. The issues can be resolved peacefully and smoothly if John doesn't start to play to court of.public opinion John should let the situation calm down and de-escalate. Patal objects strenuously to him distributing confidential correspondence and asks it be retracted and not be circulated. John: nothing in the letter says it's confidential Paul: would like a vote for cyeryone to throw away documents until Tristan's response is made. Bob: how aboart wait a month until next meeting, can read the letter then. John has ow support. Tristan will realize that John had a difficult mask and maybe it will all go away. John: can't force amyone to pick us the documents. Allan: this is disturbing. As chair, Paul is elected as facalcy representative. Why siding with administration? Paul: am not; agrets with John's words, but objects to John circulating F'aul's cormespondence. Feels cam get good resolution, agrees with John's axgments, but thinks it is not a departmental issue now and should wait for response from Tristan and till then these documents should be confidential. Jonn mad that Tristan's letter with accusations were sent to other 4 administrators at 2 schools without any word to John. No one asked him what happened. Tristan's letter states that he, Tristan, spoke with Paul about these issues bat no one contacted John about these issues prior to the letter being sent to all these people. Feels he has the right to present evidence that he didn't do these things that amount to being illegal. Fanl: backgromd: CCAC couse didn't work out woll and blame can be apporioned to 3 partics. CCAC doesn't know what it's doing, is incompetent, lazy, dysfunctional. Secondary: Inistan and Father I ucas didn"t know what a mess they were getting into, didn't give the proper direction. Fhird. F'aul was from time to time a little sloppy in ce'ing Itistan. Dealt with CCAC while other people were making different decisions on a higher level. Paul was sIoppy, Tristan and Father Lucas did't oversee it well, and CCAC is messed up. John did a good job. Tristan wants to keep a good relationship with CCAC and didn't place blame on CCAC but placed it on John and wrote a blamefud letter to Faul and Jokn. Paul wrote a letter defending both to Tristan, and doesn't wish it distributed. Tristan's letters are meant for memoland, not for the real world. Thinks Tristan will write an apology and all will be archived and John will not have cause for grievance. If CCAC needs to think Paul incompetent for Math 108 to contimue, Paul doesn't care. Only carcs that John's reputation not be damaged John decided to remove Paul's letter, and stated that remowing Paul's leter in no way states that he cannot distribute it in fature. Paul: may discuss this again in another department meeting. Allan: Faul envision down the line there will be an apology to John. F'aul: what is on the line: both are up for promotion. Letter was an official reprimand to F'aul. Personal feeling is that his defense is adcuate ard official. Worst case scenario, pessimistic viow is that Tristan wranis John/taul out Reality is that it's an ass-covering letter. John is disturbed that this accusatory letter could have gone in his file with no one, for instance his supervisor Paul, being contacted prior to the letter being sent. Paul got fast as litte wanning. Maybe the reason John eot it so bad was maybe. CCAC thonght John was the one in charge. Jolm: CCAC did know he was just a professor. Loomis understood Parl is the liaison. Tristan's letter distributed

Party: Feni would like to try to get together mith another department like Computer Science or Fhysics. Allan: Computer Science is having a pizza night at the Front Rooan, that could be an idca. Agrees physics would be good. Paul: party at Millie's is probably more furs than the Front Room, so if there are any house paxties pith Computer Sciences or Fhysics, mayou we can merge with ther. Joth thought Christmas paries werc cancelled Paul spoke with Joln Pinelli: less patocopying. lower
student ernployees world help but parties are. still in our budget. We could cecide not to have a party, to support the university's budget work. John thinks alcohol is a big expense. If it's byo; we corld save a lot of money. Panl moves not to decide until Mirllie has a chance to say Tradition is last day of classes. Shoot for Dec. 6 tor a prossible day? Pendine checking wish Millie, ask physics

\title{
Math Department Meeting \\ Minutes 09/09/2003 CA C9
}

Approval of minutes: All in favor of approving May 13. 2003 minutes

Freṣent: Renee Bruaelle, Paul Zeitz, Milliame Lehmann, James Finch, Peter Pacheco, Robett Wolf, Benjamin Wells, Allan Ciuse

\section*{New Business:}

Meeting day/times: F'ete is going to be free on second Tuesday 12-1pm, so change back to original mecting times.

Paul handed out copies of a draft of an ad for the faculty scarch. The search is tentatively approved at Dean's Office level, at present. The faculty discussed the wording timing and placement of the ad Paul will look into timing issues.

The faculty review has been moved to spring Paul thinks to do nothing until the status of the new faculty search is solidified. No disagreement arose.

Upper division discrete math: Paul distributed a list of possible topics for an upper-division discrete math course. The faculty discussed the list of corc topics and the list of optional topics, which would be at the instructor's discretion. Faculty would commumicate with Paul further upon reflection on adding or approving optional topics meanwhile decided to propose course as Math 422.

Feter and Yim brought up the topic of a new MatEab license. The faculty discussed costs put off decision pending Jim's report on exact fecs.

Bob Wolf brought up the topic of the \(5^{\text {ti }}\) floor Harney classrooms, and their distribution with regard to future class scheduling. Paul said he would do what he could to address the issue

\section*{Math Department Meeting}

Minutes 10/14/2003
UC 417

Present: Robert Wolf, Benjamin Welis, Renee Brunclic Peter Pacheco, Jim Finch Paul Zeitz, Allan Cruse

Approval of the minutes: Septembcr 2003 minutes approved unatimously.

\section*{Apnouncements:}

Paul shated an update on Millie who suffered a mishap the day before the meeting. Millie would like someone to cover her classes on Wednesday October \(15^{\text {th }}\). Paul will cover llam section. Jim will cover 9.30am section.

Updatc on faculty search. Allan Cruse, Mateclo Camperi, Peter Pacheco, Paul Zeitz are on the commiltee. Starting to get official responses. Paper ad will be in Focus, Chronicle of Figher Education, AMS Notices, AMS website, AWM, maybe an electronic one associated with Focus. One more thing with the search: people will be scrutinizing out website. Departonent members may want to update website or make changes to make the department look attractive.

Renee: Major-Minor Fair is October 30th, a Ihursday.
Fete mentioned the women in science meeting occuring on \(\operatorname{HR} 3^{\text {tel }}\) floor during the time of the faculty meeting.

\section*{New business:}

Program review: F'aul mentioned that Liza would like the FDF' in her hands soon, and the faculty discussed section writing apportionment for review at the next faculty meeting on November \(11^{\text {th }}\). Paul will try to have a draft ready by around the \(10^{\text {th }}\); have department faculty read it that night and discuss it at the meeting on the \(11^{\text {th }}\), and perhaps make modifications. Paul will have questions which he will send out via email and asked that people read and respond.

Department committec census: Paul would like to get from cverybody a list of all the committees they are on, what position held, and who else is on them; if committee is a union, administration, or joint committee; if math faculty member is an electec or administrative appointee to the committee; length of term, and when it ends. Please send this info to Paul A.S A.P. for his spreadsheet.

Bob Wolf withdtew \(3^{\text {rici }}\) itcm from agenda.
Bob"s latest info on HR \(5^{\text {th }}\) floor: We had asked for HR 512 for IR for MA 106 next semester, and though originally it had been "given" to Business, we now have it back. The faculty discussed smattroom locations, and ways to ensure getting smart-rooms for Math classes in future.

\section*{Math Department Meeting \\ Minates 02/10/2004 \\ LM 103}

Present: Millie Lehmann, John Stillwell, Bob Wolf, Paul Zeitz, John Kao, Renee Branelle, Allan Cnuse, Pete Wells, Peter Pacheco; James Finch.

Approval of November 2003 minutes (December mecting cancelled): Millie moved to approve. Peter seconded All approved.

Announcements: Pail said Father Iogni asked that the Batey Award rocipient be decided upon by early April. Paul will put this itcm on the agenda for the next maeting; everyone please start thinking about top math majors.

F'aul annoumeed upcoming phone-a-thon dates: Ithursday 02/12, 02/19, Iuesday 02/24.
Paul also announced BAMM coming up on April 24.

\section*{New business:}

Program review: The faculty discussed the self study document and the review committee.

ARCS nominecs: John \(K\) asked faculty to think of any standont, non-setior math major candidates to nominate for the ARCS scholarship. The faculty briefly discussed the ARCS scholarship selection process.

Faculty scarch: might be over. Paul went over the general process the committec went through before making an offer to Steven Devlin. The faculty discussed the candidates and the process of the seatch

\title{
MATH DEPARIMENT MEETING \\ Minates 12/07/2004 \\ UC 40012.25 pm
}

Present: John Kao, Renee Brunelle, David Gatles, James Finch, Dallas Davidson, Steve Devlin Robert Wolf, John Stillwell, Paul Zeitz, Allan Cuse.

\section*{New Business:}

The faculty discussed with David Galles the first proposal for the waiver for Mathematics, which was submitted to the California Commission on Teacher Credentialing (CCTC') in early August. David Galles, Dallas Davidson and the faculty went over a document Dallas distributed, which summarized the commission"s responses to the proposal. There was discussion on how to address the responses and standards.

John Kao proposed that the latest version of the waiver proposal be put online for course representatives to access and work on over intersession. David Galles and Dallas Davidson left at 1.50 pm

John K. distributed the following proposal:
Resolved that: With respect to the DDIP Mathematics Subject Matter Preparation Proposal, the Mathematics Department will identify a representative instructor for each major course required by DDTP who will be responsible for
--contributing syllabi and supporting materials for the corresponding course
--checking the accuracy of information in the Proposal as it relates to this course
Efficient lines of communication between the DDIP Analyst and representative instruetors will be established to facilitate prompt revision of the Proposal, as necessary, and to meet the schedule for resubmission established by DDTP.

All in favor.

\title{
Math Department Mecing \\ Minutes 05/10/2005 \\ L. 1103 12.25pm
}

Present: Peter Pacheco, Robert Wolf, John Kag. Stephen Devlin James Finch, Renee Brunelle, F'aul Zeitz: Allan Cruse

Approval of the minutes: Paul moved to approve the April mecting minutes. All approved save for . Jith, who abstained.

Annonncement; End of Semester F'arty at I'izza Orgasmica on Fhursday: Alex Wong will be announced then as Batey Prizc winner.

\section*{New Business.}

Item I: Faculty Search. Brandon Brown approved a new position, and the faculty members discussed the composition of the search committec; who shall be the chair of the committee; the thoeline for advertising, applications, interviews, and offers; and committee attendance and use of employment center at the national AMS-MAA meetings.

The faculty also discussed electronic submission of application materials, and developing and using a search committee website..

Decisions made: Mathematics members of the seatch committee shall be Tristan, Steve, Paul, and Peter, The deadline for application shall be Friday, December 16, with the wording to ensute full consideration" in the advertisement. Peter will contact Computer Science faculty to see who among them is interested and available to serve as the outside member of the search committee.

Item 2: Ieaming Outcomes. The dipatment needs to submit what Mathematics intends to do for leaming outcomes. Paul said Btandon would like something concrete taday, Paul moyed to ask David Galles to share what he did for Computer Science. Peter suggested using text from the catalog.

Item 3: Dcpatimental committees. Paul proposed a statement on the part of the depatment that part time faculty are not to serve and particularly not to vote on committees- in particular, the committee for the MA 101 book. Faul thought it should be clarified that composition be constrained to FT faculty. It may be that a union tule covers this. Part time faculty can serve in advisory capacity but can't vote, etc. Formally, anything substantive would be presented to entire dept who would make formal decision. No binding decisions will be made by any subcommittee that has any part time faculty.

Iten 4: DDTF proposal. John K. will be going on sabbatical, and wanted to discuss responsibilities regarding the proposal and the Dual Degree committee, and also Dual Degree/Mathematics student advising. Paul suggested that David Galles take over as much as possible with Peter as backup Peter will follow up as necessary. (See attached email).

A last item: library journals. Deadline bad becn May \(1^{\text {t }}\). The idea had been to lie low. If pressed dump Inear Algebra and its Applications.

\title{
Math Department Meeting \\ Minutes 10/11/2005 \\ LTC 419 12.25pm
}

Present: Feter F'acheco, Allan Cruse, Renee Bruneile; John Kao. Robert Wotr: Benjamin Wells:, Stephen Devlin John Stillwell: James Finch, Brandon Brown, David Galles.

Department space: Brandon handed out second-floor plans, current and proposed The faculty discussed possible moves, allocation, configuration, and timelines. Brandon will clatify proper procedure of allocation of specific offices. The department will gather a response for Brandon on space allocation.

DDIF: David Galles gave a ptécis of the situation regarding the USF Mathematics Dual Degree waiver. The faculty discussed the CSET, the content of the vaiver Proposal submission, and what to to upon heating back from the CCTC. David indicated that: the Math department's Response (2nd Submission Document) to CCTC was delivered in Summer 2005 without Math department review (due to admindistrative error on the part of Dallas Davidson, DDTP Analyst); the English department's Response to CCTC was submitted Summer 2005; and the Social Scicnees' Response to CCTC will be submitted Fall 2005. Tn bis opinion, it is highly unlikely either English or the Social Sciences Programs will be accepted by the state, due to rigorous new standards-Mathematies is differcnt in this respect. John K. stated that both the original Math Proposal to CCTC and the Math Response are replete with errors: he noted 12 of 20 pages (or \(60 \%\) ) in the Math Response contained major factual inaccutacies and this statistic does not even incorporate uncorrected mistakes in the original Math Proposal. Ir particular, the combinod Froposal/Response conveys the clear impression that: Mathernatica Labs are conducted throughout 12 units of Calculus curricula, and that the Math department administers a fourth year summative assessment cxamn to ensure that Californiz subject matter requirements are met by Single Subject candidates. This compleiely misrepresents our curreut Program. There was unanimous agreement (including Brandon) to decline to implement the waiver Proposal, and to decline to offer the waiver program to students, even if it is approved.

David Galles and Brandon Brown left at 1.20 pm

Approsal of the minutes: the September reeting minutes wete approved tranimously.

\section*{Announcements}

We still bave no department budget; F'eter has contacted John Finclli and hasn theard back. Large expenditutes still can t be approved.

F'eter got an announcement about execllence in undergraduate mathematios.
Feter got an announcement from college council that A. 致 may move from two days of advising to four days of advising since two days of testing may be obviated by SAT testing.

The libary will not be cancelling I mear Algebra mi its Applic ations, or Symbelic I ogic
Lab software: lim"s issues were the principal ones and have been tempotarily resolved.
Math 101: Brandon is not opposed to introducing a prerequisite for MA \(10 t\). There is precedent for such: there are 200-level Writing CORE courses that many students can t hande without a prerequisite course. Peter contacted Nursing about MA. 101 but only one person got back to him; she has since left. She didn't mention software such as Excel. In light of the fact that we haven't received mach information from nursing, a soffware decision on MA 101 should be deferred; regarding a prerequisite, we should wait to hear back from Brandon.

MA 106 enrollment: The faculty discussed enrollment caps, computer lab capacity, and the Microsoft Excel component of the course vis-a-vis SOBAM. John K moved that the cap be strictly maintained at 30 . Jim seconded. All were in faver save for Bob who was opposed

Mafh Club: John K reported that the students decided on a Math club instead of a Go and Chess Club. Go and Chess will be a component; it prill be open to all majors. Request to use Math office Friday afternoons \(4.30-5 p m\) No objections all around

Acjounced at I 41 pm .

\title{
Math Department Meeting Minutes 02/16/2006 \\ CO 426/428 12.25pm
}

Present: Peter Pacheco, Paul Zeitz: Benjamin Wells. Stephen Devlin. John Kao, James Finch, Allan Cruse Tristan Needham.

\section*{Announcements:}

Hamey public safety presentation deferred to March 23rd.
Pbone-a-thon: Allan Feb. 22, Steve Feb. 28; March 9 voluntecrs? Itistan might be able to do it.
Pi day? 3.14 1:49. Something to tell majors about.
March meeting scheduled during spring break Oops by Christine. Reschedule for March \(7^{\text {th }}\).
Batey prize: Dccide whom, if anyone, we wish to nominate. John raised the related issue of the Science Scholarship Committee. Steve agreed to notify Brandon that he will substitute for John on the Science Scholarship Committee in Spring 2006.

\section*{New Business:}

The faculty members discussed the faculty search and each of the finalist candidates in dopth.
The meeting moved from CO 428 to 426 , during which time Jim left the meeting. The faculty voted on each of the finalist candidates.

Erin McNicholas: John Kao's first choice.
Pisheng Ding: No response, except for that John Kao does support P. Ding as a viable alternate.
Stephen Yeung: Allan Cruse Stephen Devlin, Itistan Needham, Peter Pacheco. Benjamin Wells, Paul Zeitz.

Benjamin Wells supports Erin McNicholas for sccond choice. as does John Kao (if S.. Yeung tums down the offer).```


[^0]:    ${ }^{1}$ Memo from John Kao to Elsie Tamayo, cc'ed to Jennifer Turpin and Brandon Brown, dated January 10, 2006 [SD 352 - SD 353]. Also, Email from John Kao to Elsie Tamayo, cc'ed to Jennifer Turpin and Brandon Brown, dated January 11 [SD 351].
    ${ }^{2}$ Memo from Elsie Tamayo to John Kao, dated February 27, 2006 [SD 356 - SD 357].
    ${ }^{3}$ No written notice of such a nomination (nor of any such appointment) has been sent to me, before or since. Needless to say, no appointment was made.
    ${ }^{4}$ Michael Bloch is Associate Dean of Social Sciences, College of Arts and Sciences.

[^1]:    ${ }^{5}$ Meeting between Michael Bloch, Brandon Brown and John Kao, February 13, 2006. Scheduling email from Brandon Brown to John Kao, dated February 7 [SDA 17].
    ${ }^{6}$ Email from Brandon Brown to John Kao, dated December 11, 2005 [SDA 13]. Email from Brandon Brown to selected members of Math Department, dated February 10, 2006 [SDA 14]. Emails from Tristan Needham to Math Department, dated November 9, 2005 [SDA 8]; dated November 10 [SDA 9 - SDA 11]; and follow up email also dated November 10 [SDA 12].
    ${ }^{7}$ The fact (presented in Report of Discrimination) that Peter Pacheco, who has a dual-appointment in Math/CS is Non-Hispanic was not challenged, by the Administration, during this or subsequent meetings.
    ${ }^{8}$ Email from Christopher Katzenbach to John Kao, dated July 17, 2006 [SDA 27]. Email from Christopher Katzenbach to Donna Davis, dated August 4, 2006 [SDA 28]. Email from Christopher Katzenbach to Donna Davis, dated August 11, 2006 [SDA 29]. Email from Christopher Katzenbach to John Kao, dated August 11, 2006 [SDA 30]. Email from Christopher Katzenbach to John Kao, dated August 13, 2006 [SDA 31 - SDA 32]. Email from Christopher Katzenbach to Donna Davis, dated August 25, 2006 [SDA 33]. Email from Christopher Katzenbach to John Kao, dated August 31, 2006 [SDA 37 - SDA 38].
    ${ }^{9}$ USF Position Statement [SDA 114].

[^2]:    ${ }^{10}$ Email from Jeff Buckwalter to John Kao dated August 29, 2006 [SDA 34 - SDA 36].

[^3]:    ${ }^{11}$ Report of Discrimination, pg. 28-29. Also, Report of Discrimination, pg. 86-90.
    ${ }^{12}$ Email message from Martha Peugh-Wade to John Kao dated September 13, 2006 [SDA 39 - SDA 40]. Email message from Diane Sweeney to John Kao dated September 18, 2006 [SDA 41 - SDA 44].
    ${ }^{13}$ Release and Arbitration Agreement [SDA 104 - SDA 106].

[^4]:    ${ }^{14}$ University of San Francisco Prevention of Sexual \& Other Unlawful Harassment Policy, Effective February 7, 2006: pg. 1 [SDA 1 - SDA 7].
    ${ }^{15}$ Release and Arbitration Agreement [SDA 104 - SDA 106].

[^5]:    ${ }^{16}$ Report of Discrimination, pg. 19-26. Also, Report of Discrimination, pg. 69-73.
    ${ }^{17}$ Email from John Kao to Jennifer Turpin, dated October 1, 2006 [SDA 115 - SDA 116].
    ${ }^{18}$ This may be confirmed by Dr. Terr. Letter from Lenore Terr to Marth Peugh-Wade [SDA 113].
    ${ }^{19}$ Mr. Katzenbach was unable to reach Ms. Davis but left a message on her answering machine. He later told me later that Ms. Davis did not return his call.
    ${ }^{20}$ Email from USFconnect Message to USF community dated June 8, 2007 [SDA 26].
    ${ }^{21}$ Email from John Kao to Jennifer Turpin dated October 24, 2006 [SDA 45 - SDA 46].
    ${ }^{22}$ Email from Jennifer Turpin to John Kao dated October 24, 2006 [SDA 47 - SDA 49].

[^6]:    ${ }^{23}$ This may be confirmed by Dr. Terr. See also, letter from Lenore Terr to Marth Peugh-Wade dated November 28, 2006 [SDA 113]
    ${ }^{24}$ Letter from Lenore Terr to Marth Peugh-Wade dated November 28, 2006 [SDA 113].
    ${ }^{25}$ Letter from Christopher Katzenbach to Donna Davis dated January 17, 2007 [SDA 107 - SDA 112].

[^7]:    ${ }^{26}$ Email from Christopher Katzenbach to Donna Davis, dated March 22, 2007 [SDA 18].
    ${ }^{27}$ Stith, Anthony (1996). Breaking the Glass Ceiling Racism \& Sexism in Corporate America: The Myths, the Realities, and the Solutions. Bryant and Dillon Publishers, Inc. Orange, New Jersey: pg. 10-11.

[^8]:    ${ }^{28}$ Email from Brandon Brown to John Kao dated December 11, 2005 [SDA 13].
    ${ }^{29}$ Email from Brandon Brown to selected members of the Math Department dated February 10, 2006 [SDA 14 - SDA 16].
    ${ }^{30}$ Meeting between Michael Bloch, Brandon Brown and John Kao, February 13, 2006. Scheduling email from Brandon Brown to John Kao, dated February 7, 2006 [SDA 17].

[^9]:    ${ }^{31}$ Email from Jeff Buckwalter to John Kao dated August 29, 2006 [SDA 34 - SDA 36].
    ${ }^{32}$ Guy, Mary E. (1990). Ethical Decision Making in Everyday Work Situations. Greenwood Press, Inc. Westport, Connecticut: pg. 14-15. The italics are the author's.

[^10]:    ${ }^{33}$ Draft of Capacity and Preparatory Review Self Study (to WASC): pg. 3 [SDA 95 - SDA 103].
    ${ }^{34}$ Ibid: pg. 35.
    ${ }^{35}$ Ibid: pg. 37.

[^11]:    ${ }^{36}$ Ibid: pg. 9.
    ${ }^{37}$ Ibid: pg. 17.
    ${ }^{38}$ Ibid: pg. 34.
    ${ }^{39}$ Ibid: pg. 37.

[^12]:    ${ }^{40}$ Ibid: pg. 9.
    ${ }^{41}$ Ibid: pg. 8.
    ${ }^{42}$ USF General Catalogs 1989-2007, which can be obtained from the Circulation Desk, Gleeson Library.
    ${ }^{43}$ Vision 2005 Proposal published on www.usfca.edu/plan/plfinal4.doc [SD 136 - SD 141]. More recently published data addresses faculty statistics for gender, and separately faculty statistics for ethnicity, but not both together.

[^13]:    ${ }^{44}$ Thomas, D. A., Ely, R. J. (2001). "Making Differences Matter: a New Paradigm for Managing Diversity." Harvard Business Review on Managing Diversity. Harvard Business School Publishing Corporation. Boston: pg.38. The italics are the author's.

[^14]:    ${ }^{45}$ Draft of Capacity and Preparatory Review Self Study (to WASC): pg. 17 [SDA 95 - SDA 103] .
    ${ }^{46}$ CBA Effective July 1, 2005 - June 30, 2012: pg. 34 [SDA 83 - SDA 88]. In this regard, also note Article 1. Recognition which reads: "1.1 Except as provided in 1.2 below, the University recognizes the Association as the exclusive collective bargaining representative of all faculty members who teach six hours or more and have the rank of instructor, assistant professor, associate professor and professor and all non-administrative full-time professional librarians; excluding office clerical employees, lecturers, part-time teaching faculty, all administrators with faculty rank, all faculty with part-time administrative duties, and guards and supervisors as defined in the National Labor Relations Act, for the purpose of collective bargaining with respect to wages, hours and conditions of employment. 1.2 This Agreement shall exclude the College of Professional Studies and the School of Law."

[^15]:    ${ }^{47}$ This announcement occurred at a Math Department meeting October 10, 2000, at which Dean's Needham and Nel were in attendance. Minutes were not taken as mandated by the USFFA; see Constitution and By-laws Rev. June 2004: pg. 24 [SDA 117 - SDA 118].
    ${ }^{48}$ I attended one Math Department social function held at this flat. Interpersonal communication with members of the USF community leads me to the conclusion the same flat was leased by Prof. Stillwell each semester of his residence in SF since Fall 2002. I indicate to the Investigator that documentary evidence to this effect is not available to me. Also, I do not know the specific terms of this rental agreement.
    ${ }^{49}$ CBA Effective July 29,1998 - June 30, 2003: pg. 48 [SD 124]. Also, CBA Effective March 18, 2002 - June 30, 2007: pg. 49 [SD 107]. Also, CBA Effective July 1, 2005 - June 30, 2012: pg. 41 [SDA 83 - SDA 88].

[^16]:    ${ }^{50}$ Email from Robert Wolf to Math Department (full-time faculty), dated May 2, 2007 [SDA 24 - SDA 25].
    ${ }^{51}$ Memo from John Kao to Elsie Tamayo, cc'ed to Jennifer Turpin and Brandon Brown, dated January 10, 2006 [SD 352 - SD 353]. Also, Email from John Kao to Elsie Tamayo, cc'ed to Jennifer Turpin and Brandon Brown, dated January 11 [SD 351].

[^17]:    ${ }^{52}$ This data is taken from National Science Foundation, Division of Science Resources Statistics, Women, Minorities, and Persons with Disabilities in Science and Engineering: 2004, NSF 04-417 (Arlington, VA, 2004): pg. 247-248 [SD 224 - SD 233]. " S " indicates suppressed due to count of less than 50 weighted cases.

[^18]:    ${ }^{53}$ Here I include the dual-appointment for Kim Summerhays, from Professor of Chemistry, to Professor of Chemistry with CS.

[^19]:    ${ }^{54}$ Earned doctorate in Theoretical and Applied Mathematics from Cornell University.
    ${ }^{55}$ Earned doctorate in Computer Science from University of California at Santa Barbara.
    ${ }^{56}$ Email from Claudine Van Delden to College of Arts and Sciences Full-time Faculty, dated April 25, 2007 [SDA 19 - SDA 23].
    ${ }_{57}^{57}$ Interpersonal communication with Peter Pacheco on May 2, 2007.
    ${ }^{58}$ College of Arts and Sciences Chronological Procedures for Hiring Probationary and Term Faculty [SD 334 SD 340].

[^20]:    ${ }^{59}$ Ibid.

[^21]:    ${ }^{60}$ Thomas, D. A., Ely, R. J. (2001). "Making Differences Matter: a New Paradigm for Managing Diversity." Harvard Business Review on Managing Diversity. Harvard Business School Publishing Corporation. Boston: pg. 39 .

[^22]:    ${ }^{61}$ USF News articles: "Faculty Diversity, Mission Highlighted in Convocation Address," "USF Among Top 20 in Diversity," and "USF Outpaces National Average in Gender Equity" [SDA 89 - SDA 94].
    ${ }^{62}$ At USF, tenure/tenure track appointments are always ranked Assistant Professor or higher.

[^23]:    ${ }^{63}$ Dr. Terr has since informed me that I have an extreme adverse sensitivity to antidepressant medications.
    ${ }^{64}$ Email from John Kao to Jennifer Turpin, dated October 1, 2006 [SDA 115 - SDA 116].
    ${ }^{65}$ First correspondence from Sharon Hom to John Kao [SDA 53 - SDA 67].
    ${ }^{66}$ Second correspondence from Sharon Hom to John Kao [SDA 68 - SDA 81].

[^24]:    ${ }^{67}$ Email from Diane Sweeney to John Kao dated September 14, 2006 [SDA 41 - SDA 44].
    ${ }^{68}$ Check from Sedgwick CMS [SDA 82].
    ${ }^{69}$ Telephone communication between Martha Peugh-Wade and John Kao on November 16, 2006.

[^25]:    ${ }^{70}$ Letter from Frederick Parris to Stanley Nel, dated January 31, 2002 [SD 60].

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