

UCAAD Framework for Faculty Recruitment and Retention

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The Challenge.

The University of California's response to the demographic trajectory of the California population, Tidal Wave II, calls for a massive expansion of faculty resources to meet the future demands for undergraduate and graduate education. The UC system currently employs 12,000 ladder-rank faculty, teaching 150,000 undergraduates, and training around 10% of all the Ph.D.s granted in the United States. Tidal Wave II provides for recruiting and hiring 7,000 new faculty over the next ten years. Expansion of the system to meet the requirements of a growing college-age population will account for 3,000 new hires at the ten UC campuses, and departments will replace 4,000 FTEs due to retirements and faculty movement. This means that 50% to 75% of the faculty at UC campuses today will not be teaching and doing research in 2010. It also means that the faculty hired over the next ten years will shape university education in California through 2035. Although the rate of hiring has slowed somewhat due to the current California State budget crisis, UC hiring continues at a relatively rapid pace and will pick up when promised resources become available.

At the same time, from 1984 to 2000 the recruitment of women and ethnic minority faculty has improved only slightly as a percentage of ladder rank positions. Women hires have gone from 24.5% of ladder rank faculty in 1984-85 to 25.1% in 2000, after peaking at 37% in 1993-1994 (Appendix A, p.3). For ethnic minorities (African-American, Chicano/Latino, Asian/Pacific Islander, and American Indian), the percentage of ladder rank faculty went from 19.1% in 1984-85 to highs of 27.5% and 27.6% in 1992-93 and 1995-96 respectively, and then declined to 25.4% in 1999-2000 (Appendix A, p.5). Any way one looks at the hiring data for women and ethnic minorities from 1984 to 2000, the gap between women and minority faculty representation and Ph.D. pools (either nationally or among the "comparison eight" universities) has widened during this period (Appendix A, pp. 10-11). The gap between the UC faculty composition and that of UC undergraduates, or the population of California at large, has grown at an even faster rate.

Together, projected growth and past record spell a coming crisis in faculty diversity. In 1998 the white population of California became a non-majority for the first time since the mid 19th century. Demographic projections predict that around 70% of the California population will be Chicano/Latino, African-American, or Asian/Pacific Islander by 2030. However, if one were to predict the disposition of the 7,000 new UC faculty members on the basis of past hiring

results, UC faculty would be *less diverse than at present* in comparison to the likely composition of Ph.D. pools or the undergraduate student body.

The other variable for this discussion is the prospective pool of ethnic minority graduate students available for recruitment over the next 10 years. In the humanities and social sciences in particular, universities and colleges around the country are creating departments and programs that focus on the study of race and ethnicity, and are actively recruiting both established faculty and new Ph.D.s in those fields. This means that UC campuses will face increased competition in recruiting new faculty members, as well as increased problems with retention. At the same time, the pressure to end many affirmative action programs and the deterioration of predominantly minority schools are already affecting the recruitment of members of underrepresented groups into graduate and undergraduate programs. In other words, it is likely that UC will soon be faced with increased demand *and* a shrinking pool of first-rate faculty members in these academic areas.

In sum, adhering to standard hiring practices during the coming period of dramatically stepped up hiring will significantly decrease the relative diversity of UC faculty. If the UC system is serious about meeting its commitment to recruiting a diverse faculty that will reflect the future of California and its undergraduate student body, we must transform university search procedures into a comprehensive, aggressive, and pro-active system of recruitment, hiring, and retention.

Transforming UC Recruitment Strategy

The following are key elements of a comprehensive system that will, over the next decade, create a UC faculty body whose diversity approximates both the student body it teaches and available recruitment pools.

- ***Definition of diversity.*** The concept of academic excellence must be broadened to recognize that the full use of a talent pool that includes women faculty and faculty of color generates new ideas, extends research areas, and redefines faculty productivity. UC needs to continue to establish a clear understanding and articulation of how a diverse faculty serves the core mission of the UC system. A commitment to faculty diversity places diversity at the center of what is taught, what is researched, how these activities take place, and who educates graduate and undergraduate students. Every division, department, program, and administrative unit must define this principle in its own terms as a fundamental part of its educational and research activities.

- ***Recruitment goals.*** A comprehensive recruiting plan should incorporate defined goals for hiring a diverse faculty based upon relevant and up to date statistics on existing faculty, recent Ph.D.s, and prospective Ph.D. pools. Every unit of the UC system should know what kind of successful hiring must occur to narrow the gap between the gender/ethnicity makeup of faculty and a relevant demographic goal, and consider the effect of each completed appointment on the unit's ability to reach that goal.
- ***Incentives for action.*** Establish campus-wide incentives to reward departments and programs for exemplary efforts and success in working towards their long-term goals.¹ Incentives should include additional discretionary, start-up, and graduate student support. Additional graduate student support furnished in this manner will generate new Ph.D.s who are attuned to the importance of diversity. Future FTE allocations should be based upon past good faith efforts and successes in meeting faculty diversity goals. Each campus should be prepared to reallocate resources based on the evaluation of goals and programs. Faculty development programs and merit and review procedures should value and reward diversity contributions in research, service, and all aspects of teaching (including mentoring and outreach).
- ***Accountability.*** An individual's efforts toward developing diversity should be assessed as an integral part of the performance reviews of administrators on all levels -- from department chairs to chancellors. Diversity reviews should take place more frequently than regular reviews, perhaps every two years. A procedure for monitoring and advising programs, departments, or divisions that do not make progress towards fulfilling their diversity hiring goals should be created.
- ***Active recruitment.*** Develop a *coordinated* set of "best practices" that transforms a passive system of hiring into an active one. Crucial components of this concept are explored more fully below.

Coordinating and Integrating "Best Practices" for Recruitment and Beyond.

Defining a Position:

- In developing campus-wide plans for allocating FTEs, the executive officer in charge should require divisions and departments to include specific discussion of how requested faculty positions will help meet established diversity goals for each unit. This process will encourage research and

¹ President Atkinson's letter to the Chancellors of 1/3/01 (attached as Appendix 2) includes criteria that campuses can use to establish incentives for academic units to implement established diversity goals.

curriculum development in areas that will attract a diverse pool of candidates.

- FTEs and other financial resources should be used as incentives for meeting diversity goals, with clear guidelines for how these resources will be awarded based on an evaluation of good faith efforts and hiring successes leading to increased faculty diversity. These resources should be clearly identified as incentives to meet the university's diversity goals -- not be just part of a general "special opportunity" fund.
- In developing a request for a position, departments should consider how the proposed level of appointment and field of specialization might bring more women and minorities into the applicant pool. In its 5/2/01 report on faculty hiring at the University of California, the Bureau of State Audits emphasized that hiring at the assistant professor level generally increases the chances that women would be hired as a result of a ladder rank search. The same principle applies to the recruitment of faculty of color.
- Consider ways in which interdisciplinary positions may expand the pool of high quality candidates.
- Campuses should create policies that encourage cluster hiring in an area of research that would attract women or minority candidates. Cluster hires may increase the chances of successful recruitment by changing the campus microclimate. With this strategy, though, it is imperative that the cluster hire search committee be given the FTE cluster up front, and that the committee have the flexibility to fill the slots at any time and in any order so that it might optimize the impact of the new resources. Doling out FTEs in the traditional manner will cripple the effectiveness of this type of initiative.
- Positions defined with broader criteria in mind generally attract a more diverse pool of applicants. Overly focused disciplinary concerns tend to exclude new scholarship, and with it persons with different academic backgrounds. If two or more recruitments in related fields are anticipated in the near future, position announcements could include criteria for all pending appointments, with the understanding that the most exceptional candidate from this larger pool will be hired first, regardless of field. In the following year, the search can be reopened and focused on the fields not filled by the initial hire.
- The language in job announcements can reflect a department's interest in applicants whose teaching, research, or service activities may contribute to the academic diversity of the campus, for example: "The department is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to

improving access to higher education for disadvantaged students,” or “Candidates should describe previous activities mentoring women, minorities, students with disabilities or other under-represented groups.” Job announcements could also denote an institutional commitment to considering dual career appointments and support for spousal/partner employment opportunities, such as “The University is responsive to the needs of dual career couples.”

- Positions should be advertised through organizations and in publications that are targeted to women and minority audiences, in addition to advertising in publications for general distribution. This targeted advertising may be placed in nationally known publications such as “Black Issues in Higher Education” or “The Hispanic Outlook in Higher Education,” or in specialized publications such as a newsletter for a women’s section of a national academic organization. Each campus should develop and maintain a list, by field, of targeted publications for advertisements.

Forming a Search Committee:

- Prior to each hiring cycle, campus affirmative action personnel should conduct a search committee training session to present “best practices.” These include:
 - the elements of a written hiring plan;
 - constituting the search committee;
 - preparation of de-selection documents;
 - expanding the responsibility of the search committee to engage in active recruitment, such as personal networking, contacting successful graduate students advisors, and following leads to identify diversity applicants, in addition to the selection process;
 - discussing current research on the educational benefits of diversity and the connection between diversity and excellence in research innovations;
 - emphasizing the impact that a diverse faculty has on educating a diverse student body as an integral part of the campus’ mission.
- Committees must be consciously constituted to include members committed to hiring a diverse faculty according to already defined campus, divisional, and departmental goals.
- Avoid using all male, all white or predominantly male/white search committees. Having committee members that actually represent the diversity goals of the department helps in gaining access to, providing a variety of perspectives on, and evaluating candidates of different

backgrounds. Representing diversity on a search committee also makes it less likely that the committee will overlook talented individuals with nontraditional kinds of experience.

- If women faculty or faculty of color are unavailable within the department, those from a related department, discipline or sub field should be asked to serve on the search committee. Another alternative is to develop regional or statewide search committees to ensure diverse representation.
- Committee members should be mindful of the perspectives and experiences that each candidate brings rather than the group that they supposedly “represent.” Search committees serious about diversity need to identify real and relevant indicators of excellence rather than surrogate ones, such as the prestige of the institution from which the candidate earned a degree.

Search Committee Diversity Procedures:

- Each campus must make data on hiring results by gender, race/ethnicity, department, discipline, and sub field (where relevant) readily available and accessible to search committees as well as to the campus community in general.
- The Affirmative Action Office should offer to work with each search committee to develop lists of women and minorities in the designated discipline(s)/area(s). In the case of searches for assistant professors, that list would include graduate students nearing completion and recent Ph.D.s from institutions from which UC recruits the majority of junior faculty (see Appendix 1, Page 11), as well as the recipients of major awards (e.g.: Ford Foundation, SSRC, Fulbright, Churchill). For senior faculty, the list would contain members of the faculty of the top 25 departments ranked by NRC, as well as relevant prize, grant, and fellowship recipients. The search committee can then develop a roster of women and minorities from which to actively recruit.
- As soon as possible after departments have received applications, the responsible authority (campus-wide or divisional) will compare the proportion of women and ethnic minorities in the total applicant pool to the proportion of the same in the availability pool. If the proportions are not comparable, the responsible authority should suspend the search and require additional outreach to identify a broader applicant pool. Advice on “best practices” for effective outreach should be offered again at this time.
- Each search committee must prepare a de-selection document describing the rationale behind the elimination of each unsuccessful candidate from the

short list. The campus Affirmative Action Officer will collect this document and analyze the resulting data.

- Each search committee should also report on unsuccessful efforts made to attract a candidate at any stage of the search. This data should be used to evaluate issues that may represent additional obstacles to recruiting diverse faculty.
- Require that at least two members of each search committee review the application materials submitted by each candidate.
- Encourage committee members or other faculty to “champion” candidates who would help meet departmental diversity hiring goals. A champion may facilitate communication with the candidate, advise the candidate about the process, and give the committee the opportunity to fully assess the candidate’s talent. A commitment to diversity requires the extraordinary scrutiny of candidates of different backgrounds and nontraditional kinds of experience in order to identify talented individuals who might otherwise be overlooked. A champion will bring the attention of the committee to uncommon or fresh perspectives, and generally make the hiring institution far more attractive to the candidate.
- All search committees should document both the makeup of the committee with regard to diversity, and the procedures followed to diversify the applicant pool for the position. An exemplary online faculty recruitment survey can be found at: <http://www.senate.ucla.edu/committee/codeo/survey.htm>

Increasing the Applicant Pool:

- Every search should have a written search plan before the department advertises the position. ***At a minimum***, this plan should identify the underutilization and availability of women and minorities in the field and the advertising channels to be used, and include the position description and its rationale, and the criteria and processes to be used to select the winning candidate(s).
- Federal affirmative action regulations require employers to compare the demographic profile of current employees with availability figures and set placement goals for hiring women and minorities. This data should be made available before the position is advertised, and used to define specific measures for the active recruitment of women and ethnic minorities consistent with the long-term diversity goals of the department and campus.

- Explore alternative methods of reaching potential female and minority applicants from the outset. These include personal contact at academic events both off and on campus to recruit or network with potential candidates; and attending conferences or meetings that are attended primarily by women and minorities in the field.
- When search committee members contact their colleagues to ask about candidates, they also may specifically inquire about promising women and minority candidates. When search committee members attend conferences or sit on other search committees, they should consult women and minority faculty regarding their knowledge of potential candidates, and should actively encourage all faculty to refer potential candidates.
- Departments should identify ways to collaborate with relevant groups at other campuses in their recruitment outreach.
- Some measures for increasing diversity of applicants can be institutional. Campuses should consider developing postdoctoral programs that focus on diversity issues in order to cultivate potential faculty.

Monitoring and Accountability:

- Create a campus-wide system with the authority to monitor affirmative action efforts and track women and minority candidates through each search process.
- From available campus-wide data, calculate benchmark figures that can be used to monitor the hiring process and progress towards meeting campus, divisional, and departmental diversity hiring goals. Develop a central and uniform method for collecting the identified data and coordinate its collection and dissemination system-wide.
- Compile statistics on gender and ethnic make-up of faculty in every campus department. Each campus must produce annual statistical reports comparing the percentage of women and minority faculty in each academic area with the availability percentage. When the percentage of women or minorities in a particular academic job group is less than would reasonably be expected, given their availability, the campus must establish a percentage annual placement goal equal to the availability figure derived for women and minorities, as appropriate, for that job group.
- Schedule initial meetings/presentations with groups, including every dean and chair, concerning the statistics for their units. These discussions should highlight the gaps existing in faculty diversity, techniques for developing diversity goals, and strategies and “best practices” for increasing diversity

within the limits of Proposition 209. These meetings should continue for each incoming dean and chair.

- Search committees for deans, vice-chancellors, and other administrative heads should include members of the campus Academic Senate committee responsible for affirmative action and diversity. This would help integrate the assessment of diversity efforts into the performance reviews of administrators. Search committees and review committees for all upper level administrative positions whose responsibilities involve issues of affirmative action and diversity should be constituted likewise.

Hiring Support:

- Campus climate is critical to successfully recruiting, hiring, promoting, and retaining women faculty and faculty of color. Responsibility for sustained monitoring and improvement of campus climate should be designated as a part of the campus diversity plan.
- In addition to informal mentoring, campuses should organize formal mentoring programs and conduct workshops for junior faculty to assist with the tenure process. These programs will contribute to the success of all junior faculty, but may be especially important to women and minority junior faculty who may not otherwise be a part of informal campus support networks.
- Faculty development programs designed to assist junior faculty in their progress toward tenure may be targeted to promote campus diversity by including criteria that reward faculty who are engaged in research focused on issues such as race, ethnicity, gender, and issues of multiculturalism. Such programs may allocate resources to faculty who have demonstrated a commitment to issues of social, educational, and economic injustice as evidenced by their record of teaching and service.
- Over at least the past decade systemwide funding for faculty development programs has remained constant. Since the average salary has increased significantly, the campus committee in charge of the program must make fewer awards of release time. Moreover, during the same period the number of faculty has grown substantially and the pool of eligible candidates has widened to include all junior faculty due to SP1, SP2, and Proposition 209. Increased funding will enhance the effect of integrating diversity criteria into the selection process (see above).
- In its evaluation of a faculty member for promotion and advancement, a department may consider demonstrated commitment to addressing social, educational and economic disadvantage as evidenced in her/his record of

teaching and service It may also provide release time or faculty development funds for faculty who are active in research, teaching or service that promotes equal access for underrepresented students or increases our understanding of the dynamics of race and gender in our society

- Each campus should have a Dual Career Center to help the recruitment and retention of faculty with spousal/partner employment.
- Clear campus policies on spousal/partner hires should be developed and disseminated.
- Campuses should collect data regarding retention cases and monitor their outcome in order to determine whether they may have a negative impact on faculty diversity and equal employment opportunity.
- Campuses should conduct exit interviews with departing faculty, including minorities and women, to determine why they are leaving the university. This data should be reported anonymously and analyzed to gain an understanding of obstacles to retention and help in designing effective responses to identified problems. Campuses should make every effort to address problems identified in the interviews and document the results of those efforts.
- Campuses should conduct periodic summary level salary reviews to ensure that faculty compensation practices do not reflect disparities on the basis of race or gender. Campuses should investigate individual cases and ensure that salary levels are based on legitimate, documented academic considerations.

Conclusion:

The University Committee on Affirmative Action and Diversity herein has expressed its concern that unless recruitment and hiring practices change rapidly and dramatically, the result will be a future UC faculty increasingly at odds with the demographic profile of the California population in general and UC undergraduate and graduate students in particular. The UC system can, however, take full advantage of the opportunity that this period of growth affords, and implement a new framework that will meet the challenge of hiring a diverse faculty. We ask the Academic Council to take a leadership role in this matter, endorse the “best practices” expressed here, and work towards their implementation as needed on the UC campuses.

Page 3: UC New Appointments of Ladder Rank Faculty by Sex, 1984-85 to 1999-2000

Page 4: UC New Appointments of Ladder Rank Faculty by Sex, by category

Page 5: UC New Appointments of Ladder Rank Faculty by Ethnicity/Race, 1984-85 to 1999-2000

Page 6: UC New Appointments of Ladder Rank Faculty by Ethnicity/Race, by category

Page 10: Ph.D. Pools for Pre & Post SP2 Appointments of Tenure Track, Non-tenured Faculty by General Campus Field and Source, and Actual Hires

Page 11: Top Sources of New Assistant Professors to UC, 1995-00

Appendix B:

1/3/01 letter from President Atkinson to UC Chancellors.