



UNIVERSITY of CALIFORNIA



2008 LEAD

**Leadership Excellence for Academic Diversity
Faculty Recruitment**

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Why are gender equity and racial diversity important in faculty recruitment?

ACADEMIC MISSION

An academic community that reflects a diverse range of interests, abilities, life experiences and worldviews will enhance our academic mission.

LEGITIMACY

Equality of opportunity will ensure that we can fully utilize the intellectual resources embedded in our diversity and maintain legitimacy as a publicly supported university.

What about the law?

ELIMINATE DISCRIMINATION

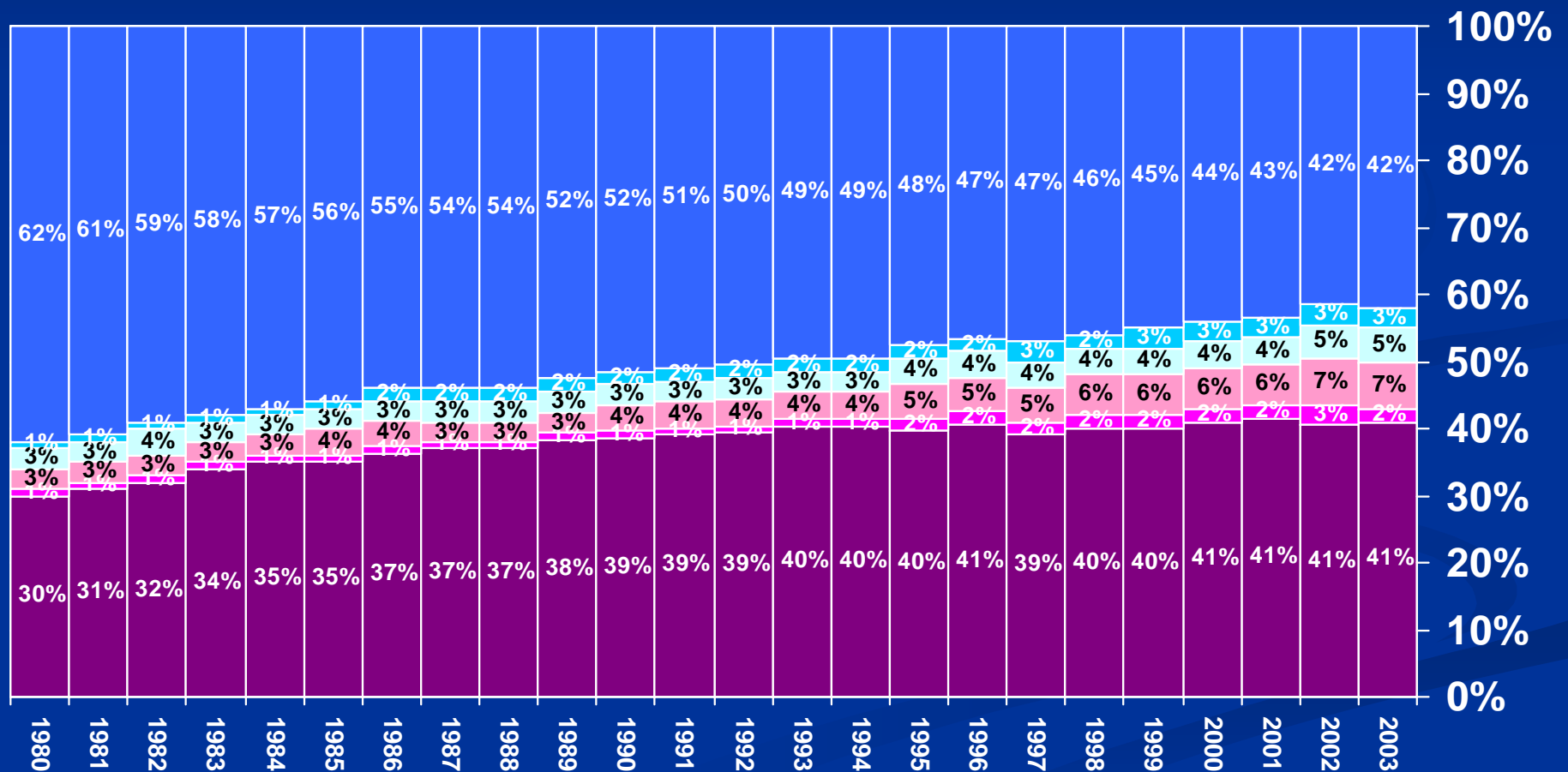
- State initiatives banning the consideration of race and gender can be understood as supporting the University's commitment to eliminate discrimination and provide equal opportunity for all faculty and students.

ADDRESS BARRIERS TO PARTICIPATION

- Where there is underrepresentation, the University must take steps to address the barriers that prevent full participation of women and racial minorities in academic careers.

Data Driven Advocacy:

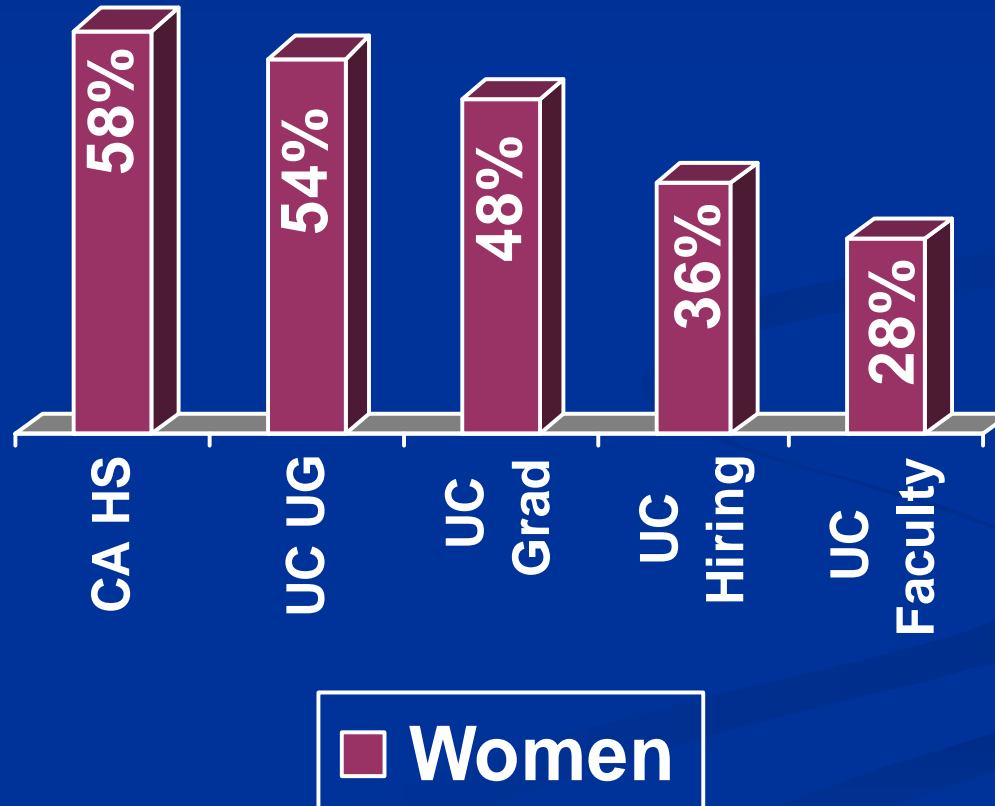
National Trends: PhD Recipients from U.S. Universities



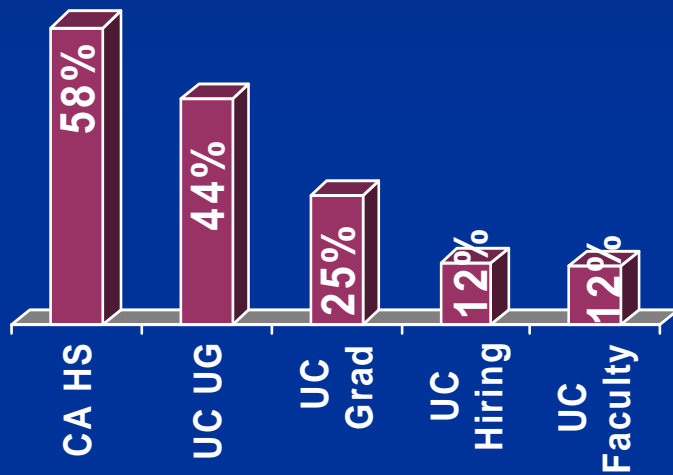
*Under Rep. Min. includes African Americans, Hispanic Americans, and Native Americans.

Source: NSF, Survey of Earned Doctorates, taken from Webcaspar (US citizens only).

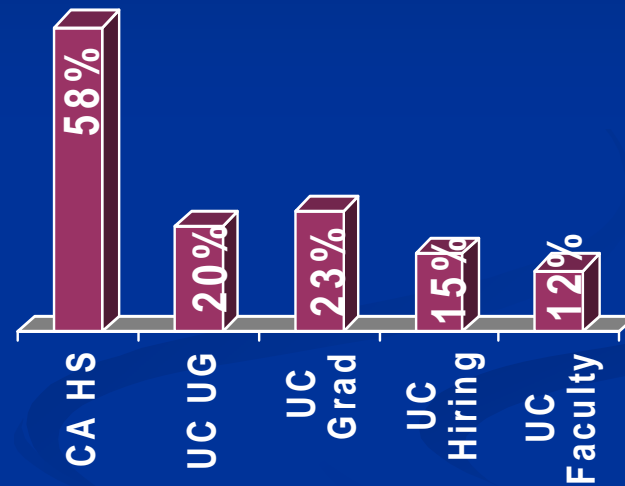
Data Driven Advocacy: Pipeline for Women from High School to UC Faculty



Data Driven Advocacy: Pipeline for Women from High School to UC Faculty by Field



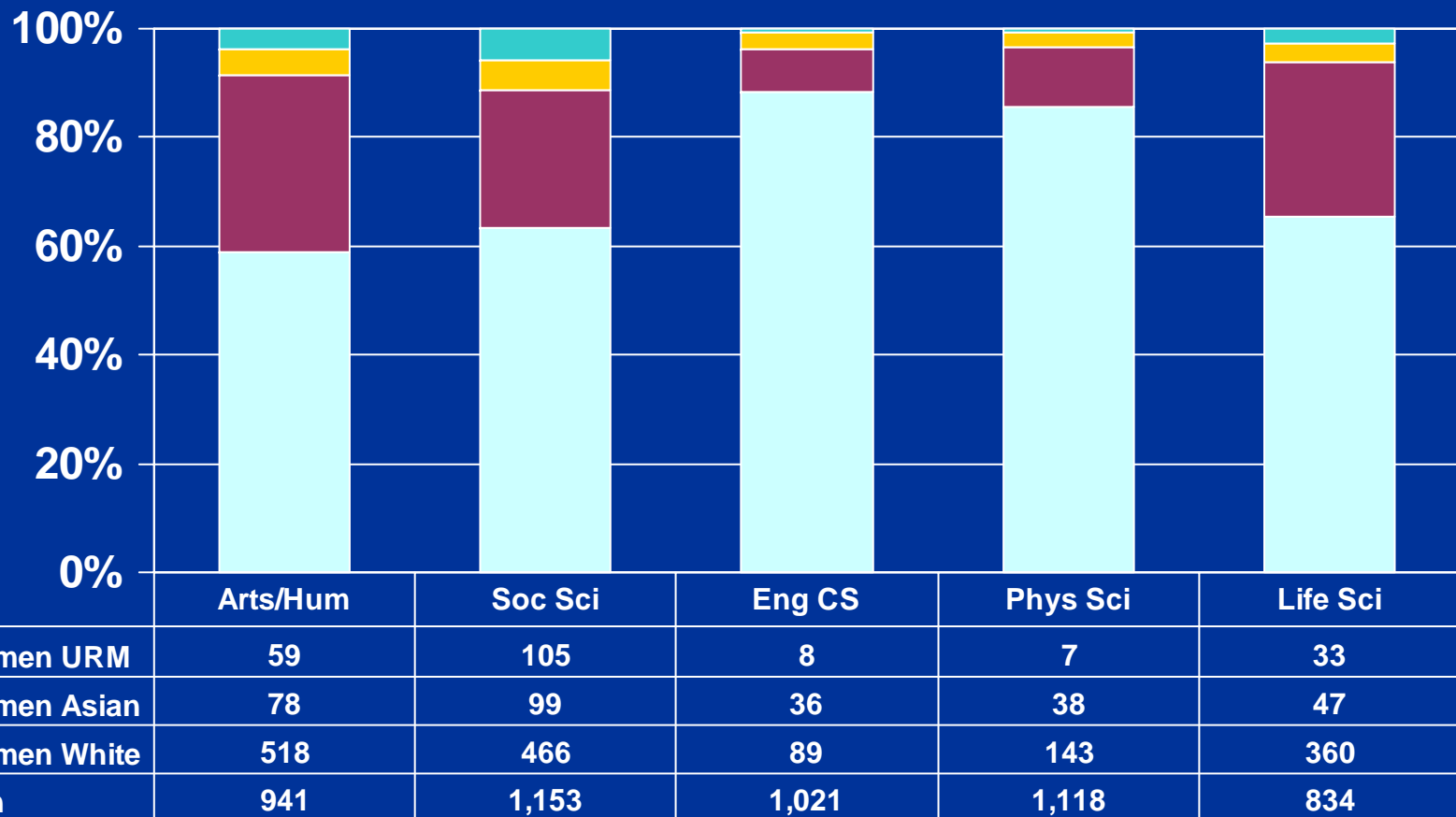
Women in Math



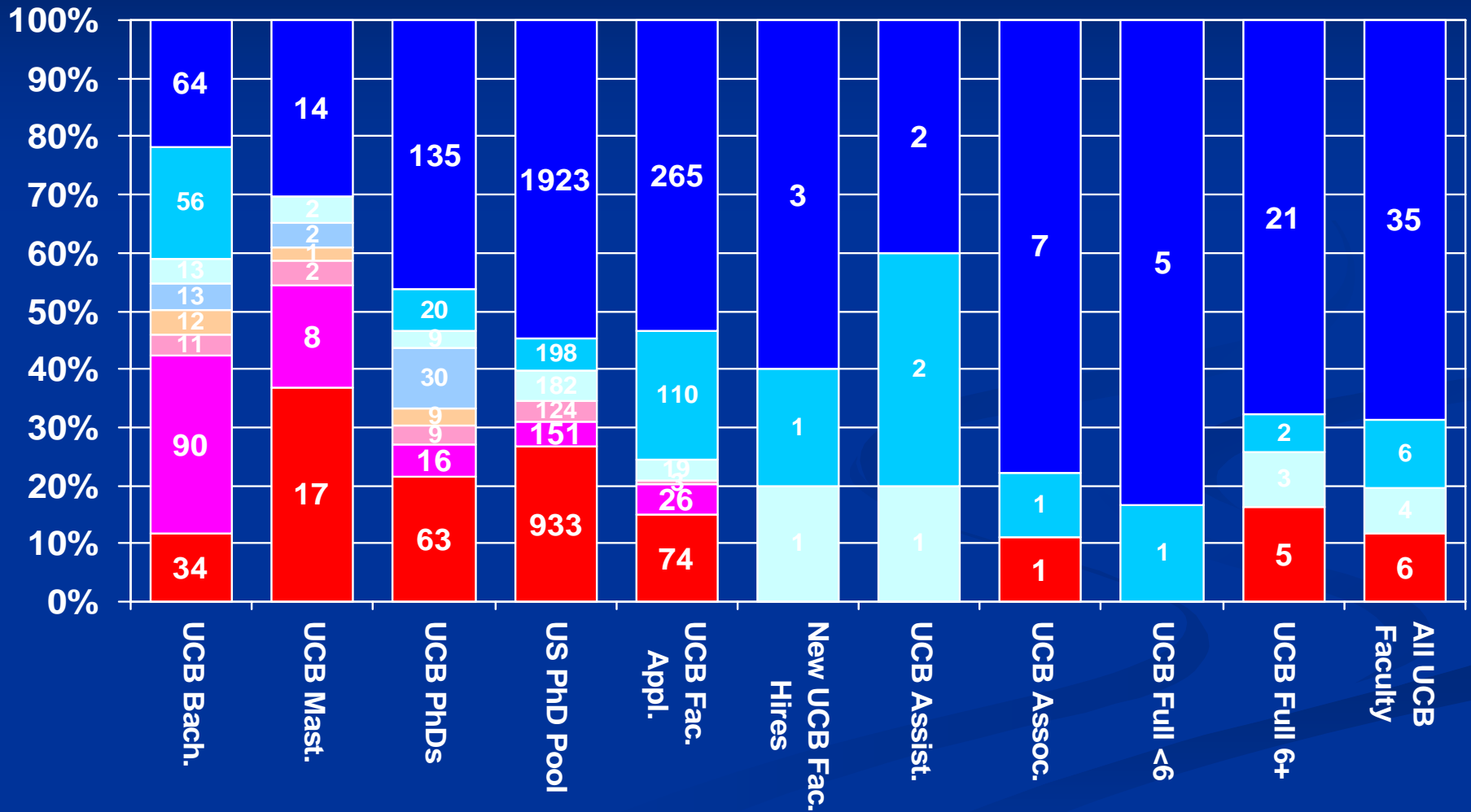
Women in Eng/CS

Data Driven Advocacy: Institutional Trends

Faculty Headcount by Gender and Field 2006



Data Driven Advocacy: Sample Science Department



Sources: UCB Degree File, AY2000-01--2004-05; Survey of Earned Doctorates, 2000-2004; Faculty Applicant System, 2001-2007; Faculty Personnel Records, 2003-2007

Promoting Diversity in Faculty Recruitment

The question I get asked is:

“How do you define Diversity?”

The question I ask in return is:

“How do you define Excellence?”

Defining Excellence through Faculty Rewards: New UC Policy on Faculty Advancement

- Academic Personnel Manual as Amended July 1, 2005

“The University of California is committed to equity and excellence in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate’s qualifications.

“These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population or research in a scholar’s area of expertise that highlights inequalities.

Defining Excellence through Faculty Rewards: University of California Policy Language on Faculty Advancement

■ Academic Personnel Manual as amended 2005 (cont.)

Teaching - particularly effective strategies for the educational advancement of students in various under-represented groups... (and) teaching techniques that meet the needs of students from groups that are under-represented in the field of instruction.

Research - contributions to the advancement of equitable access and diversity in education should be judged creative work

Professional Competence - leadership... professional advancement of individuals in under-represented groups in the candidate's field

Service - contributions to diversity and equal opportunity... in activities such as recruitment, retention, and mentoring of scholars and students

Defining Excellence: Expressing Diversity in Faculty Position Descriptions/Advertisements

- The department is committed to building a faculty that can respond to the needs of the increasingly diverse students and communities in our state and nation.
- 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 educationally disadvantaged students.
- Candidates should describe previous activities mentoring women, minorities, students with disabilities, or other groups historically under-represented in higher education.

Defining Excellence: Filling the Faculty Pipeline

- Graduate Admissions Criteria
 - Allocation of Graduate Support
 - Postdoctoral Pipeline Programs
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- Applicants with the potential to bring to their research the critical perspective that comes from their non-traditional educational background or experience as a member of a group historically under-represented in higher education;
 - Applicants who display drive and motivation to persist and succeed notwithstanding barriers they have faced in access to higher education;
 - Applicants with who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for educationally disadvantaged students;
 - Applicants who have the communication skills and cross-cultural abilities to respond to the needs of our increasingly diverse state and nation.

Conclusion: Better Search Practices are Not Enough

“I have been here 32 years and have sat in a lot of faculty meetings where comments were made about the importance of considering diversity and equity in our hiring. About as much attention was paid as when people sit on an airplane and are told how to buckle a seatbelt...except there the plane won't leave until every seatbelt is buckled.”

-UC senior administrator, Report of the President's Task Force on Faculty Diversity

- LEADERSHIP
- RESOURCES
- ACCOUNTABILITY