

Faculty Recruitment and Hiring Toolkit
May 2006

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Introduction

□ Goals

- ◆ The entire academic hiring process is intended to accomplish [UCR's Key Goals](#):
 - To enhance UCR's reputational rankings
 - To invest in areas of strength
 - To expand opportunities for learning and personal growth for all students, undergraduate and graduate
 - To reshape the curriculum
 - To diversify our faculty, staff and graduate population
 - To build professional schools
 - To forge closer ties with the community
- ◆ Every part of the process must be conducted with these goals in mind. The quest for excellence must start with the identification of the best possible candidates, it must proceed with a careful selection process, and it must end with the successful hiring of the very best faculty member.

□ Equal Employment Opportunity/Affirmative Action

- ◆ It is an explicit goal of UCR to achieve a diverse community of faculty, staff, and students. This objective must be applied in vigorous and comprehensive recruitment efforts that are designed to attract a diverse pool of candidates.
- ◆ The University of California undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and for covered veterans. Affirmative action does not require hiring "preferences" for minorities and women, nor are preferences appropriate under law. UC's policy has been, and continues to be, to select the individual who possesses the qualifications to perform the duties of the position most effectively.
- ◆ UCR's "[Affirmative Action Recruitment Guidelines for Academic Positions](#)" must be followed.
- ◆ A statement must be included in all advertisements that UC Riverside is an Equal Opportunity/Affirmative Action employer.

Faculty Recruitment

1. Before the Search

□ Planning/Adhering to Deadlines

- ◆ Department Chairs should work with their Dean to establish academic hiring plans which meet the needs of the department, college/school, and campus.
- ◆ Department Chairs then consult departmental faculty on developing position descriptions for potential hires. These are normally voted on by the faculty and forwarded to the dean.
- ◆ Departments should establish realistic time lines for the process in order to adhere to [recruitment and appointment deadlines](#).

In order to hire the best possible faculty members, it is important to begin recruitment early, to conduct the search and selection procedures efficiently, and to expedite the appointment process once the successful candidate has been identified.

Rules of conduct should be adopted in order to maintain [confidentiality](#) of the recruitment and appointment process.

□ Allocation of Academic Positions

- ◆ Deans receive requests annually for faculty positions from the departments.
- ◆ Deans approve positions based upon their academic plans. Deans request faculty positions from the Executive Vice Chancellor/Provost in the form of a college plan. At this time, new full-time equivalent (FTE) lines are negotiated with the EVC/P.
- ◆ Deans then alert departments which faculty positions will be recruited for in the present year.

□ Recruitment Plan Preparation & Submission

- ◆ A [search committee](#) is nominated by the department chair and sent to the Dean for approval.
- ◆ The proposed recruitment plan for each faculty position should be prepared in accordance with the campus [“Affirmative Action Recruitment Guidelines for Academic Positions”](#) and submitted through the dean, through the Office of Faculty and Staff Affirmative Action, to the Vice Provost for Academic Personnel for review and approval.
- ◆ The recruitment plan should document how the committee will actively recruit women and under-represented groups.
- ◆ The Vice Provost for Academic Personnel notifies the department chair, through the dean, of the approval of the recruitment plan. No action may be initiated on faculty searches prior to approval of the recruitment plan.
- ◆ Sample Recruitment Plan (coming soon)

□ [Requirements](#) on language for the job announcement and advertisement

- ◆ The job description should be broad enough to cover foreseeable contingencies in the event there is flexibility regarding the sub-field.
- ◆ Qualifications must be fully stated.
- ◆ How to apply for the position is specified.
- ◆ The rank is stated (Assistant Professor, Associate Professor, Full Professor, or Open rank).

2. Faculty Search Process

□ Role of the Search Committee & the Department

- ◆ The search committee is responsible for conducting the preliminary work of [creating the pool](#)
- ◆ Short List: The search committee is responsible for reviewing all the files and developing a list of potential interviewees. Practice varies from one unit/department/school to another as to the specific role of the search committee in relation to the faculty as a whole. For example,
 - Some units have the search committee define the short list and this list is presented to the faculty as a whole for approval.
 - In other units the faculty as a whole selects the short list from a long list provided by the search committee.
 - In some cases the search committee remains intact throughout the search, providing a list of candidates to the department after interviews are over.
 - In other cases, the search committee is dissolved after the short list is developed.

In all cases, a yes/no majority faculty vote is needed to approve the short list of interviewees and this short list requires approval by the deans.

- ◆ Regardless of unit variations, there are two “absolutes” that must be respected:
 1. Each unit must maintain a consistent practice from one search to another.
 2. Whatever role the search committee plays in the process, faculty voting rights on the appointment of a faculty member must be maintained, as defined in [Bylaw 55](#)
- ◆ The [Search Committee Checklist](#) should be used as a guideline for the actions of each search committee. Careful note should be taken for those elements that are department or college/school specific. Actions include:
 - [Search Committee Initial Set-up by Department Chair](#)
 - [Committee Responsibilities](#)
 - [Affirmative Action Compliance Officer Responsibilities](#)
 - [Position Announcements](#)
 - [Advertising](#)
 - [Review of Applications](#)
 - [References & Extramural Evaluations](#)
 - [Interviews](#)
 - [Decision Making](#)
- ◆ The candidate should be notified by the department chair that he/she has been selected as the candidate of choice and is being **recommended** for appointment. Nothing binding may be communicated to the candidate either verbally or in writing prior to the Chancellor’s approval.
- ◆ [Negotiations](#) with the candidate can begin only after a positive vote from the faculty and approval of the Dean. This is not the formal vote on the complete appointment file, but only a vote of support from the faculty to enter into negotiations with the candidate.

Section 3. Faculty Appointment Process

Processing the Appointment File

- In order to remain competitive, the appointment file shall be made a priority item at all levels of review. Files which aim to diversify our faculty will be routed in a green folder, in order to expedite the process.
- The review agents for all appointment files are:
 - Department
 - College/School Dean
 - Committee on Academic Personnel (CAP)
 - *Ad Hoc* committee, upon request by CAP or subsequent review agents (for tenured appointments)
 - Vice Provost for Academic Personnel
 - Executive Vice Chancellor & Provost
 - Chancellor (has final authority on all appointments)
- Department Chair is responsible for preparing the faculty appointment file in accordance with campus [Appointment File Requirements](#) and system-wide policy in [Academic Personnel Manual \(APM\) 210](#).
- Department Chair's responsibilities during departmental review are outlined in [APM 220-80-e](#).
- When the appointment file is complete, Department Chair convenes a meeting of departmental faculty, ensuring compliance with [Bylaw 55](#).
 - All tenured faculty in a department have the right to vote on all new departmental appointments that confer membership in the Academic Senate.
 - All non-emeritae/i, departmental Academic Senate members must be afforded an opportunity to make their opinion known to the voters.
- Department Chair forwards the following to the appropriate dean's office:
 - Appointment File with Departmental Recommendation Letter and optional Chair's Letter (provide original and 3 copies of the file)
 - Affirmative Action Compliance Report and Summary of Recruitment Statistics
 - [Cover Sheet](#)
- Dean of the appropriate college/school reviews the appointment file.
 - Dean provides [Dean's recommendation](#)
 - Dean updates the Cover Sheet with the "Dates for Routing" and, as appropriate, by signing the section marked for "Dean's Approval".
 - Dean forwards his/her recommendation, along with two copies of the appointment file, and the other documents forwarded by the Department Chair (Affirmative Action Report, Affirmative Action Summary, and Cover Sheet) to the Academic Personnel Office.
 - Dean retains a copy of the appointment file, including the dean's recommendation, in the dean's office.
- The Academic Personnel Office expedites review of the appointment file by CAP, the Vice Provost for Academic Personnel, the Executive Vice Chancellor & Provost, and the Chancellor.

Finalizing the Appointment

- Acting under authority delegated by the Regents and the President of the University of California, the Chancellor has the authority to approve all tenured and non-tenured faculty appointments.
- Notification of appointment decision is provided to the deans' offices immediately by the Academic Personnel Office in the form of an email.
- Appointment letters are prepared by the Academic Personnel Office and mailed directly to the candidate with a copy provided to the appropriate dean(s), and department chair(s). Included in this letter are the professorial appointment (rank, step and off-scale, if applicable) and the offer from the dean and chair which constitutes the initial complement.
- Candidates are requested to accept the appointment by signing a copy of the appointment letter and returning the signed copy to the Academic Personnel Office.
- Upon receipt of the signed acceptance letter, the Academic Personnel Office provides the dean(s) and department chair(s) with a signed copy. This signed acceptance letter permits the departmental payroll officer to process the appointment in the Payroll Personnel System (PPS). Signed acceptance letters are also provided to the offices of the Academic Senate, Academic Planning & Budget, Affirmative Action, International Services, Scheduling and Benefits.
- Department Chairs should communicate to all new faculty their [date of hire](#) and explain the relationship between their [service period and pay period](#).
- Department notifies unsuccessful applicants they are no longer under consideration.
- [Employment Documents](#) are required for new appointments.
- [Unsuccessful applicants may have access](#) to their files.

November 29, 2006

Dear Faculty:

As you know, the University of California, Riverside recognizes that diversity is integral to its mission of excellence. Faculty recruitment is one of the most important areas in which we can achieve that goal, and this workbook is designed to help departments and search committees with the best practices in attracting the highest quality faculty. The workbook contains statements about diversity from the campus as well as the University of California Office of the President and the California Universities Consortium, an organization seeking to advance excellence through faculty and graduate student diversity. It also includes current data on the composition of our faculty, our legal obligations with respect to diversity, and some information on policies that help achieve these goals. Finally, contact information and some useful websites for placing advertisements and searching for qualified potential faculty are provided. Hard copies of the workbook are available from my office.

Sincerely,

Marlene Zuk
Associate Vice Provost for Faculty Equity and Diversity
827-3541
vpequity@ucr.edu

Diversity Workbook
University of California, Riverside
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Updated November 2006

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From UC Office of the President Diversity Website:

The University of California has a long history of leadership in promoting diversity among its faculty, students, and staff, and we are committed to advancing diversity at UC through a variety of efforts.

Diversity among faculty, students, and staff is critical to the future of the University of California. Diversity enhances the breadth, depth, and quality of our research and teaching programs by increasing the variety of experiences, perspectives, and scholarly interests of faculty. It enriches intellectual discussions and promotes understanding across differences among students. And it allows differing heritages, cultures, genders, ages, and lifestyles to be appreciated and valued for the variety of perspectives they bring to the overall mission of the University. We endeavor to establish a work climate that welcomes, celebrates, and promotes respect for the contributions of all employees.

UC Riverside: Statements of Principle

Excerpt from “A Framework for Diversity”, 2004

- We must do more to challenge our already diverse student body to think about and experience diversity in new ways that will prepare them for their futures;
- We must continue to nurture and foster a humane University community in which everyone feels welcome, by eliminating disrespect and harassment and by working toward the goal of civility and acceptance of everyone; and
- We must consider one of our most important educational goals to be character development, conscience, civic and social responsibility and respect for others.
- All of the above must take place in as intellectually stimulating and challenging an academic environment as the faculty can produce

France A. Córdova
Chancellor

Key Goals

- **To enhance UCR's reputational rankings:** UCR will have the profile of an AAU member university
- **To invest in areas of strength:** UCR will be recognized for its distinction among all research universities in selected areas which exhibit quality and momentum
- **To expand opportunities for learning and personal growth for all students, undergraduate and graduate:** UCR will become a campus of "first choice" for applicants, and students will have a successful experience at UCR
- **To reshape the curriculum:** UCR will build on the diversity of its students and the distinction of its faculty, and connect the curriculum to the vision of UCR as an AAU institution
- **To diversify our faculty, staff and graduate population:** UCR will be a preeminent research university that has diversity as one of its measures of distinctiveness
- **To build professional schools:** UCR will offer expanded professional education in areas that respond to the needs of the state and region and that help to stimulate a knowledge-based economy
- **To forge closer ties with the community:** UCR will organize and coordinate with others to achieve common goals for prosperity and sustainability of the Inland Empire through technology transfer, attraction and retention of highly skilled jobs and industries, and responsiveness to regional issues

Statement from the California Universities Consortium

May 19, 2006

Diversity is a defining feature of California's past, present and future. Diversity refers to the variety of personal experiences, values, worldviews, and circumstances that arise from differences in race, ethnicity, gender, age, religion/spirituality, language, abilities/disabilities, sexual orientation, culture, heritage, socioeconomic status, and geographic context among other characteristics.

For each of our universities, diversity is integral to the achievement of excellence and enhances each institution's ability both to accomplish its academic mission and to serve all the people of California and the nation. Diversity enriches both the educational experience and the scholarly environment in several ways. Having diverse campus communities brings varied interests, experiences, and perspectives to the teaching, learning, scholarship and creative activity that are the core missions of our universities. Diversity helps students, faculty and staff learn to communicate effectively with people of varied backgrounds, which prepares them to participate in an increasingly complex, pluralistic society. Diversity also promotes mutual respect and teamwork, which contribute to more effective use of the talents and abilities of all our people to foster innovative, creative ideas and to train future leadership. These outcomes of diverse university communities will help sustain California's and the nation's economy and well-being in the 21st century and beyond.

Therefore, as leaders of California's universities, we renew our commitment to promoting diversity and equal opportunity in our education, services, administration, and research and creative endeavors. We particularly acknowledge the acute need to remove the barriers to recruitment, retention and advancement of talented student, faculty and staff from historically excluded and/or currently underrepresented populations.

The California University Consortium

California Institute of Technology
Claremont Graduate University
Loyola Marymount University
Stanford University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, San Francisco
University of California, Santa Barbara
University of California Santa Cruz
University of California, Office of the President
University of Southern California

APPOINTMENT AND PROMOTION APM - 210

Review and Appraisal Committees

Rev.7/1/05 – Changes relevant to AA/EO/D Issues. Approved added text is highlighted and underlined.

210-0 Policy

In their deliberations and preparations of reports and recommendations, academic review and appraisal committees shall be guided by the policies and procedures set forth in the respective *Instructions* which appear below.

210-1 Instructions to Review Committees Which Advise on Actions Concerning Appointees in the Professor and Corresponding Series

d. Criteria for Appointment, Promotion, and Appraisal

The University of California is committed to excellence and equity 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.

(1) **Teaching** — Clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion... In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following: ... effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various underrepresented groups. Among significant types of evidence of teaching effectiveness are the following... (e) development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction.

(2) **Research and Creative Work** ... Textbooks, reports, circulars, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be judged creative work when they present new ideas or original scholarly research.

(3) **Professional Competence and Activity** - ... The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field.

- (4) **University and Public Service** - ... Faculty service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

210-0 **Policy**

In their deliberations and preparations of reports and recommendations, academic review and appraisal committees shall be guided by the policies and procedures set forth in the respective *Instructions* which appear below.

210-1 **Instructions to Review Committees Which Advise on Actions Concerning Appointees in the Professor and Corresponding Series**

The following instructions apply to review committees for actions concerning appointees in the Professor series and the Professor in Residence series; and, with appropriate modifications, for appointees in the Adjunct Professor series.

d. **Criteria for Appointment, Promotion, and Appraisal**

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate's performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service. In evaluating the candidate's qualifications within these areas, the review committee shall exercise reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. The review committee must judge whether the candidate is engaging in a program of work that is both sound and productive. As the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns. In such cases, the review committees must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards. *Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions.* Insistence upon these standards for holders of the professorship is necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge. Consideration should be given to changes in emphasis and interest that may occur in an academic career. The candidate may submit for the review file a presentation of his or her activity in all four areas.

The University of California is committed to excellence and equity 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. Mentoring and advising of students or new faculty members are to be encouraged and given recognition

in the teaching or service categories of academic personnel actions. The criteria set forth below are intended to serve as guides for minimum standards in judging the candidate, not to set boundaries to exclude other elements of performance that may be considered.

- (1) **Teaching** — Clearly demonstrated evidence of high quality in teaching is an essential criterion for appointment, advancement, or promotion. Under no circumstances will a tenure commitment be made unless there is clear documentation of ability and diligence in the teaching role. In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following: the candidate's command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; fostering of student independence and capability to reason; spirit and which vitalize the candidate's learning and teaching; ability to arouse curiosity in beginning students, to encourage high standards, and to stimulate advanced students to creative work; personal attributes as they affect teaching and students; extent and skill of the candidate's participation in the general guidance, mentoring, and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students, **including development of particularly effective strategies for the educational advancement of students in various underrepresented groups**. The committee should pay due attention to the variety of demands placed on instructors by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned teaching responsibilities. The committee should clearly indicate the sources of evidence on which its appraisal of teaching competence has been based. In those exceptional cases when no such evidence is available, the candidate's potentialities as a teacher may be indicated in closely analogous activities. In preparing its recommendation, the review committee should keep in mind that a redacted copy of its report may be an important means of informing the candidate of the evaluation of his or her teaching and of the basis for that evaluation. It is the responsibility of the department chair to submit meaningful statements, accompanied by evidence, of the candidate's teaching effectiveness at lower-division, upper-division, and graduate levels of instruction. More than one kind of evidence shall accompany each review file. Among significant types of evidence of teaching effectiveness are the following: (a) opinions of other faculty members knowledgeable in the candidate's field, particularly if based on class visitations, on attendance at public lectures or lectures before professional societies given by the candidate, or on the performance of students in courses taught by the candidate that are prerequisite to those of the informant; (b) opinions of students; (c) opinions of graduates who have achieved notable professional success since leaving the University; (d) number and caliber of students guided in research by the candidate and of those attracted to the campus by the candidate's repute as a teacher; and (e) development of new and effective techniques of instruction,

including techniques that meet the needs of students from groups that are underrepresented in the field of instruction. All cases for advancement and promotion normally will include: (a) evaluations and comments solicited from students for most, if not all, courses taught since the candidate's last review; (b) a quarter-by-quarter or semester-by-semester enumeration of the number and types of courses and tutorials taught since the candidate's last review; (c) their level; (d) their enrollments; (e) the percentage of students represented by student course evaluations for each course; (f) brief explanations for abnormal course loads; (g) identification of any new courses taught or of old courses when there was substantial reorganization of approach or content; (h) notice of any awards or formal mentions for distinguished teaching; (i) when the faculty member under review wishes, a self-evaluation of his or her teaching; and (j) evaluation by other faculty members of teaching effectiveness. When any of the information specified in this paragraph is not provided, the department chair will include an explanation for that omission in the candidate's dossier. If such information is not included with the letter of recommendation and its absence is not adequately accounted for, it is the review committee chair's responsibility to request it through the Chancellor.

- (2) **Research and Creative Work** — Evidence of a productive and creative mind should be sought in the candidate's published research or recognized artistic production in original architectural or engineering designs, or the like. Publications in research and other creative accomplishment should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in creative activity of high quality and significance. Work in progress should be assessed whenever possible. When published work in joint authorship (or other product of joint effort) is presented as evidence, it is the responsibility of the department chair to establish as clearly as possible the role of the candidate in the joint effort. It should be recognized that special cases of collaboration occur in the performing arts and that the contribution of a particular collaborator may not be readily discernible by those viewing the finished work. When the candidate is such a collaborator, it is the responsibility of the department chair to make a separate evaluation of the candidate's contribution and to provide outside opinions based on observation of the work while in progress. Account should be taken of the type and quality of creative activity normally expected in the candidate's field. Appraisals of publications or other works in the scholarly and critical literature provide important testimony. Due consideration should be given to variations among fields and specialties and to new genres and fields of inquiry. Textbooks, reports, circulars, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be judged creative work when they present new ideas or original scholarly research. In certain fields such as art,

architecture, dance, music, literature, and drama, distinguished creation should receive consideration equivalent to that accorded to distinction attained in research. In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music, drama, and dance, distinguished performance, including conducting and directing, is evidence of a candidate's creativity.

- (3) **Professional Competence and Activity** - In certain positions in the professional schools and colleges, such as architecture, business administration, dentistry, engineering, law, medicine, etc., a demonstrated distinction in the special competencies appropriate to the field and its characteristic activities should be recognized as a criterion for appointment or promotion. The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field. It is responsibility of the department chair to provide evidence that the position in question is of the type described above and that the candidate is qualified to fill it.
- (4) **University and Public Service** - The faculty plays an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who prove themselves to be able administrators and who participate effectively and imaginatively in faculty government and the formulation of departmental, college, and University policies. Services by members of the faculty to the community, State, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion. Faculty service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

The Standing Orders of The Regents provide: "No political test shall ever be considered in the appointment and promotion of any faculty member or employee." This provision is pertinent to every stage in the process of considering appointments and promotions of the faculty.

APPOINTMENT AND PROMOTION APM - 240

Deans and Provosts

Rev. 7/1/05 Page 1

240-4 Definitions

- a. An academic Dean or Provost is head of a Division, College, School, or other similar academic unit and has administrative responsibility for that unit. This includes fiscal responsibility for the unit, maintaining an affirmative action program for faculty and staff recruitment and retention consistent with University affirmative action policies, and responsibility for insuring that systemwide and local policies, including Academic Senate regulations, are observed.
- b. A Divisional Dean is head of a Division of a College, School, or other similar academic unit and has administrative responsibility for that unit. A Divisional Dean may also head an intercollege/school division.
- c. Deans of non-academic units such as student services are not covered by this policy.

240-10 Criteria for Appointment and Evaluation

Criteria for appointment and evaluation of a Dean or Provost shall be developed by each Chancellor or designee.

240-16 Restrictions

The following restrictions apply to the appointment of an academic Dean or Provost:

- a. A Dean or Provost shall hold a concurrent University appointment in one of the following title series: Professor series, Professor in Residence series, or one of the equivalent ranks as defined by Regents' Standing Order 103.3. (See APM - 115)
- b. An appointment to the position of Dean or Provost may be full time or part time. The personnel policies herein apply to all appointments, regardless of percent time. For Deans and Provosts appointed in the Senior Management Program, the Personnel Policies for Senior Managers, also apply. (Personnel Policies for Staff Members, Appendix II)

240-18 Salary

- a. Authority to approve salaries for the appointment of Deans and Provosts is established in the Personnel Policies for Staff Members, Appendix II, Personnel Policies for Senior Managers.
- b. Academic-year or fiscal-year annual salaries up to the Regental Compensation threshold for the appointment of Acting Deans and Acting Provosts are approved by the Chancellor. This figure will be indexed annually in accordance with the Consumer Price Index.

APPOINTMENT AND PROMOTION APM - 240

Deans and Provosts

Rev. 8/22/96 Page 2

- c. Guidelines for the compensation of Divisional Deans, Associate Deans, and Assistant Deans are presented in APM - 630.

240-24 Authority

- a. Appointment of a Dean or Provost:

The Chancellor has the authority to appoint a Dean or Provost. The Chancellor, in consultation with the Academic Senate, shall appoint a committee to advise in the selection of a Dean or Provost. In cases when the Dean is the head of a school or college consisting of a single department, the faculty of the school or college shall also be consulted. In cases involving professional schools offering courses at the graduate level only, the faculty of the school shall be consulted.

- b. Appointment of Acting Dean or Acting Provost:

The Chancellor has the authority to appoint an Acting Dean or Acting Provost in accordance with local campus procedures. The appointment of an Acting Dean or Acting Provost shall be a temporary appointment normally for a period not to exceed twelve months.

- c. Appointment of Divisional Dean, Associate Divisional Dean, Associate and Assistant Dean, Associate and Assistant Provosts:

Appointments of Divisional Dean, Associate Divisional Dean, Associate and Assistant Deans, Associate and Assistant Provosts, and acting appointments to those titles shall be made by the Chancellor upon the recommendation of the Dean or Provost under whom they serve and in accordance with specified campus procedures.

- d. Deans and Provosts and acting appointments to those titles serve at the discretion of the Chancellor. The Chancellor may end the appointment of a Dean or Provost at will and at any time, after discussion with an appropriate group of the faculty determined by the Chancellor after consultation with the Chair of the Division of the Academic Senate.

- e. Divisional Deans, Associate Divisional Deans, Associate and Assistant Deans, and Associate and Assistant Provosts serve at the discretion of the Chancellor. The Chancellor, after consultation with the appropriate Dean or Provost, may end these appointments at will and at any time. In the case of a Divisional Dean who heads an intercollege/school division, provisions for ending the appointment of a dean/provost apply. (See APM - 240-24-d.).

240-80 Review Procedures

- a. A performance review for academic Deans and Provosts shall be conducted no later than the fifth year of service and at five-year intervals thereafter. In each case involving the review of a Dean or Provost, the Chancellor, in consultation with the Academic Senate, shall appoint an advisory committee to review the performance and accomplishments of the Dean or Provost. The advisory committee shall report its findings to the Chancellor.
- b. The Chancellor or designee shall develop guidelines for the review of Divisional Deans, Associate Divisional Deans, Associate and Assistant Deans, and Associate and Assistant Provosts.

APM-245 Department Chairpersons

11/18/85

Academic Personnel Manual
Appointment and Promotion

245-4 **Definition**

A department chairperson is a faculty member who serves as the academic leader and administrative head of a department of instruction or research, or a clinical service.

245-6 **Responsibility**

The duties of department chairpersons (or equivalent officers) are attached as Appendix A to APM - 245.

245-10 **Criteria for Appointment**

Criteria for appointment of a chairperson shall be developed by each Chancellor or designee.

245-11 **Criteria for Evaluating Leadership and Service in the Academic Personnel Process**

Academic leadership is, in itself, a significant academic activity. Therefore, distinguished leadership and effective discharge of administrative duties by a department chairperson shall be considered as appropriate criteria in evaluating the performance of a department chairperson for a merit increase, accelerated increase, or promotion. It is expected that a department chairperson will remain active in both teaching and research in order to maintain his or her capabilities in the appropriate field of scholarship. However, a chairperson who discharges his or her duties as a chairperson effectively may have reduced time for teaching and research. Reduced activity in these areas that results from active service as a department chairperson should be recognized as a shift in the type of academic activity pursued by the department chairperson rather than a shift away from academic pursuits altogether. Therefore, it is entirely appropriate to award a merit increase, or, if performance warrants it, an accelerated increase, primarily for demonstrated excellence in service in the chair appointment when accompanied by evidence of continued productive involvement in scholarly activities.

Promotions in rank and advancement up to Step V of the Professor rank should be considered with these criteria in mind. However, advancement above Step V of the Professor rank or to an above-scale salary are advancements of greater significance than promotion and merit increases up to Professor Step V and should require substantial justification beyond excellence of administrative service.

Department chairpersons who are being considered for academic advancement are subject to regular review procedures, including review by the Committee on Academic Personnel or the equivalent committee.

245-16 **Restrictions**

The policies governing the appointment and review of academic Deans, as outlined in APM - 240, shall take precedence in the case of a single department, school, or college in which the Dean also serves as department chairperson.

245-18 **Salary**

University policy permits payment of administrative stipends to chairpersons and vice-chairpersons of departments of instruction or research, or a clinical service. For full details on this policy, see APM - 631.

245-24 **Authority**

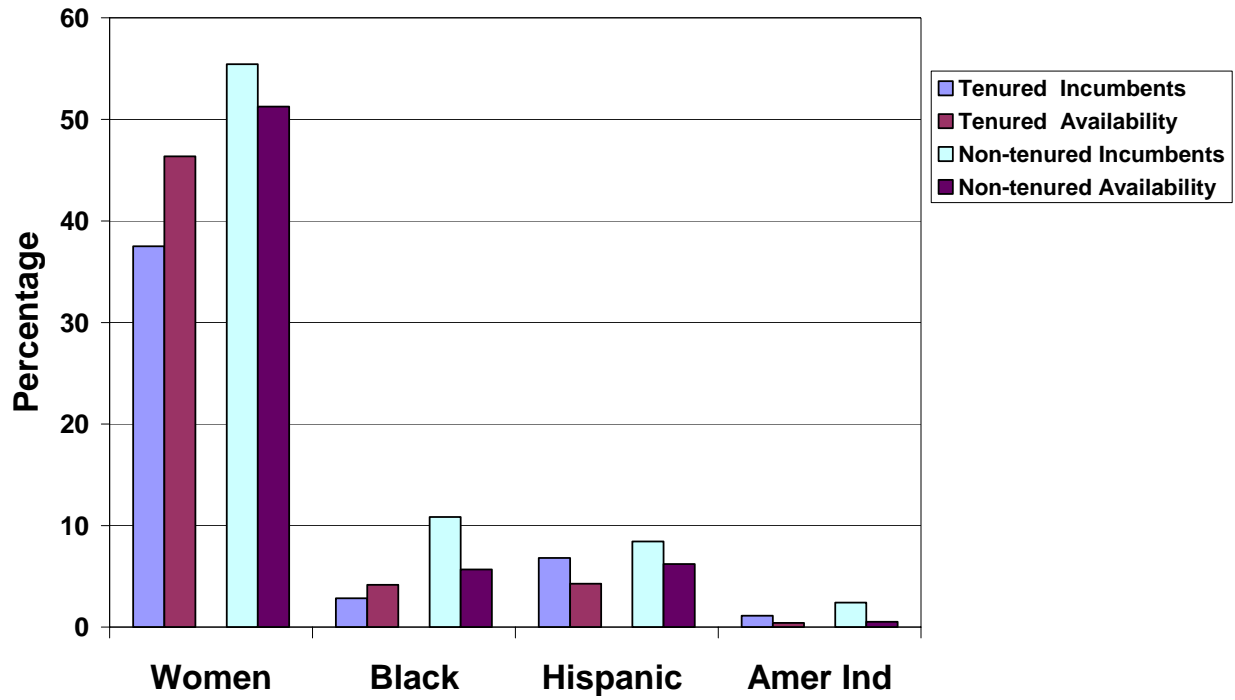
- a. The Chancellor has the authority to appoint department chairpersons upon the recommendation of the Dean or equivalent officer and after consultation with the tenured faculty in the department concerned.
- b. The Chancellor has the authority to appoint acting chairpersons on a temporary basis for a period not to exceed 12 months. The Chancellor may reappoint an acting chairperson when circumstances warrant such action.
- c. The appointment of a vice-chairperson shall be recommended to the Chancellor by the chairperson and the Dean. The Chancellor has the authority to appoint the vice-chairperson.
- d. The department chairperson serves at the discretion of the Chancellor. The Chancellor, after consultation with the appropriate Dean or Provost and department faculty, may end the appointment of a department chairperson at will and at any time. This authority may not be redelegated.
- e. The department vice-chairperson serves at the discretion of the Chancellor. The Chancellor, after consultation with the appropriate Dean or Provost and the department chairperson, may end the appointment of the vice-chairperson at will and at any time.

245-80 **Review Procedures**

The Chancellor shall establish campus policies with respect to review of chairpersons at suitable intervals during their appointment; however, a chairperson shall not serve longer than five consecutive years without review.

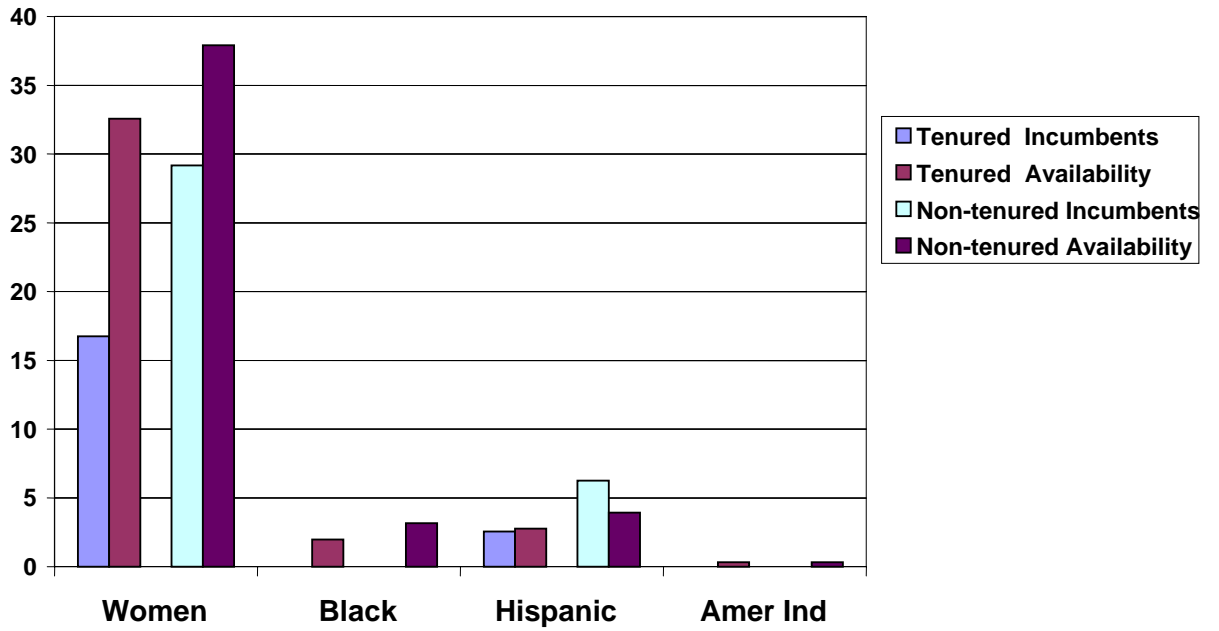
CHASS 2006

Total faculty = 259



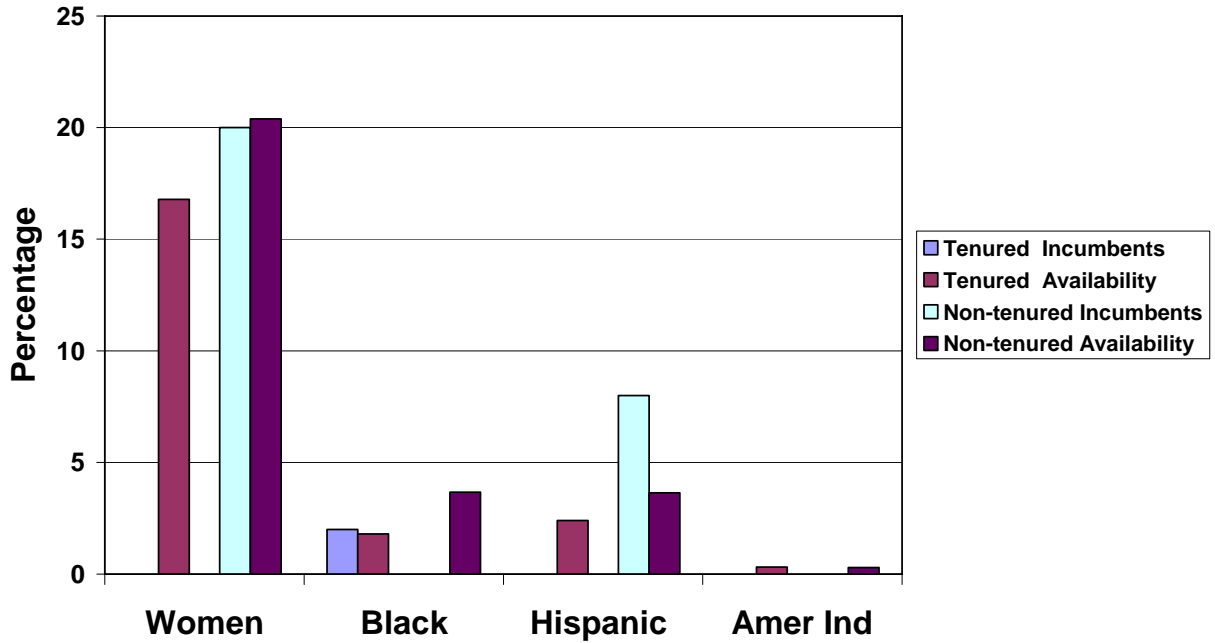
CNAS 2006

Total faculty = 245



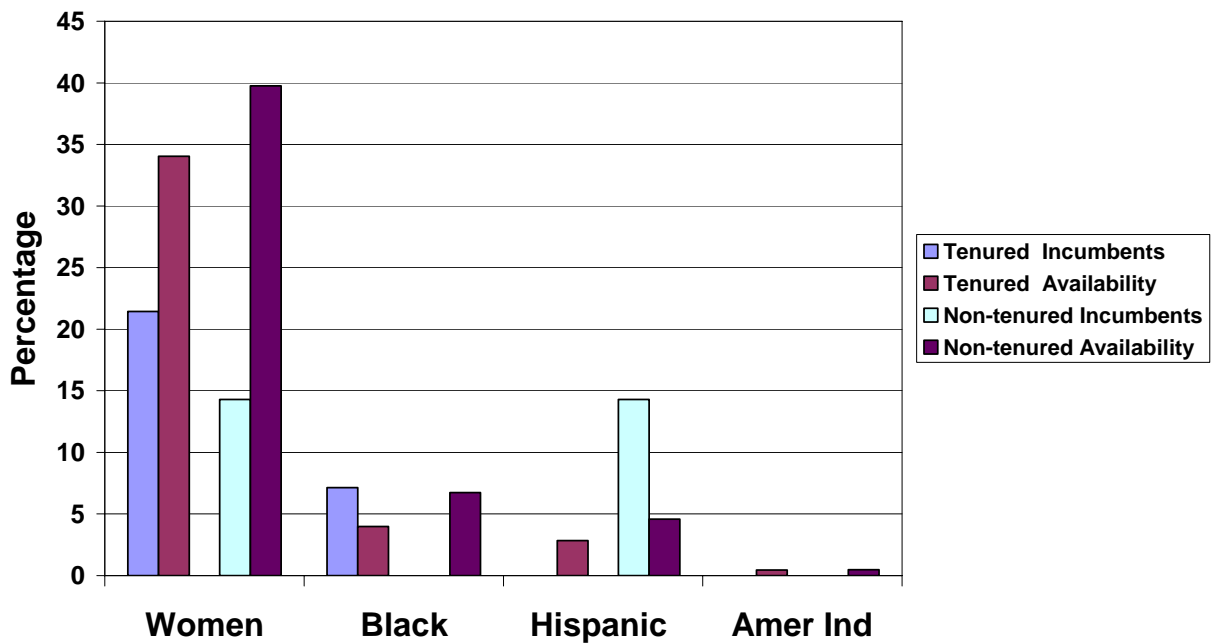
BCOE 2006

Total faculty = 75



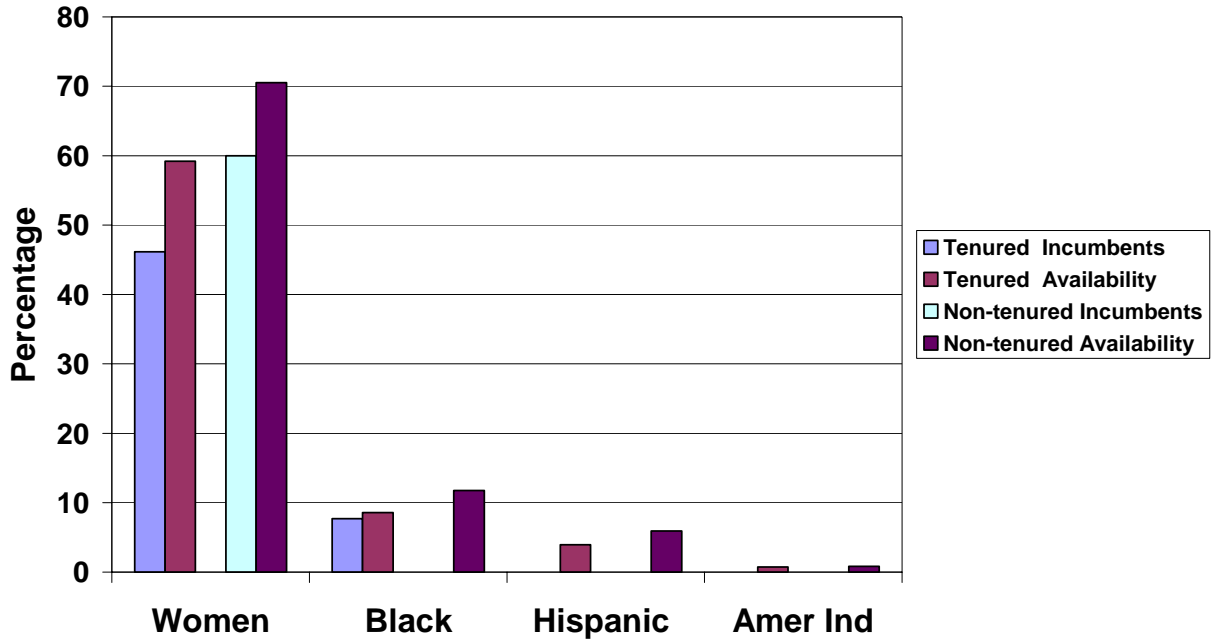
AGSM 2006

Total faculty = 21



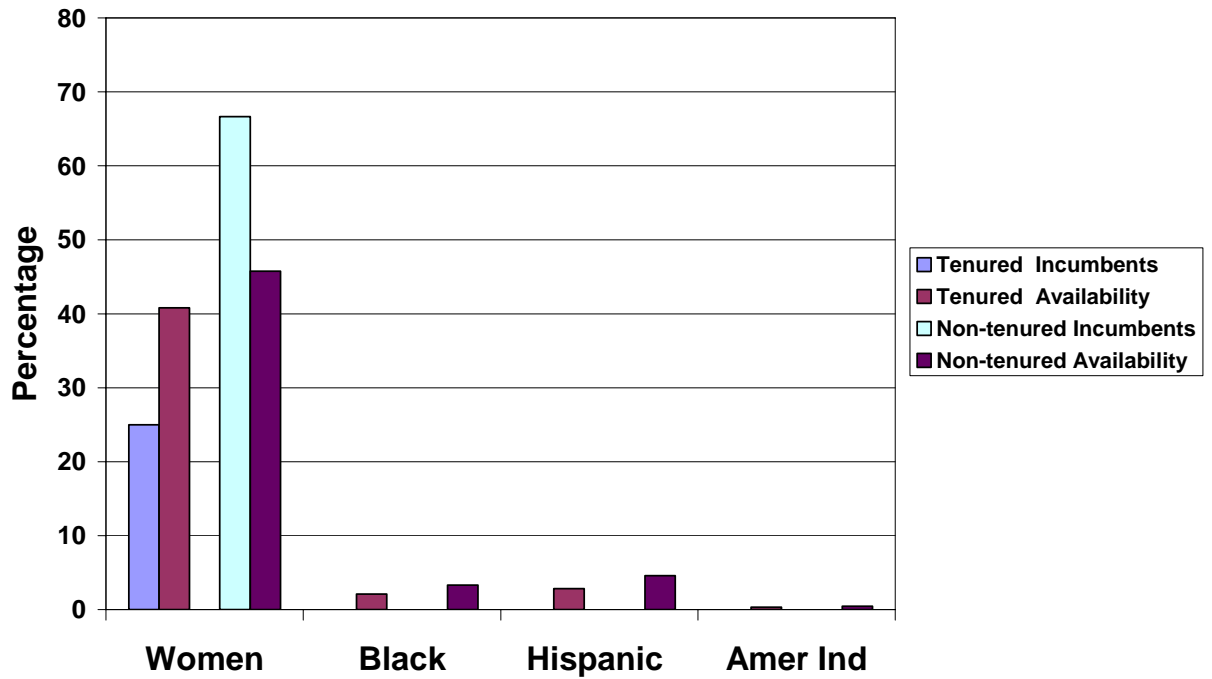
GSOE 2006

Total faculty = 18



Biomedical Sciences 2006

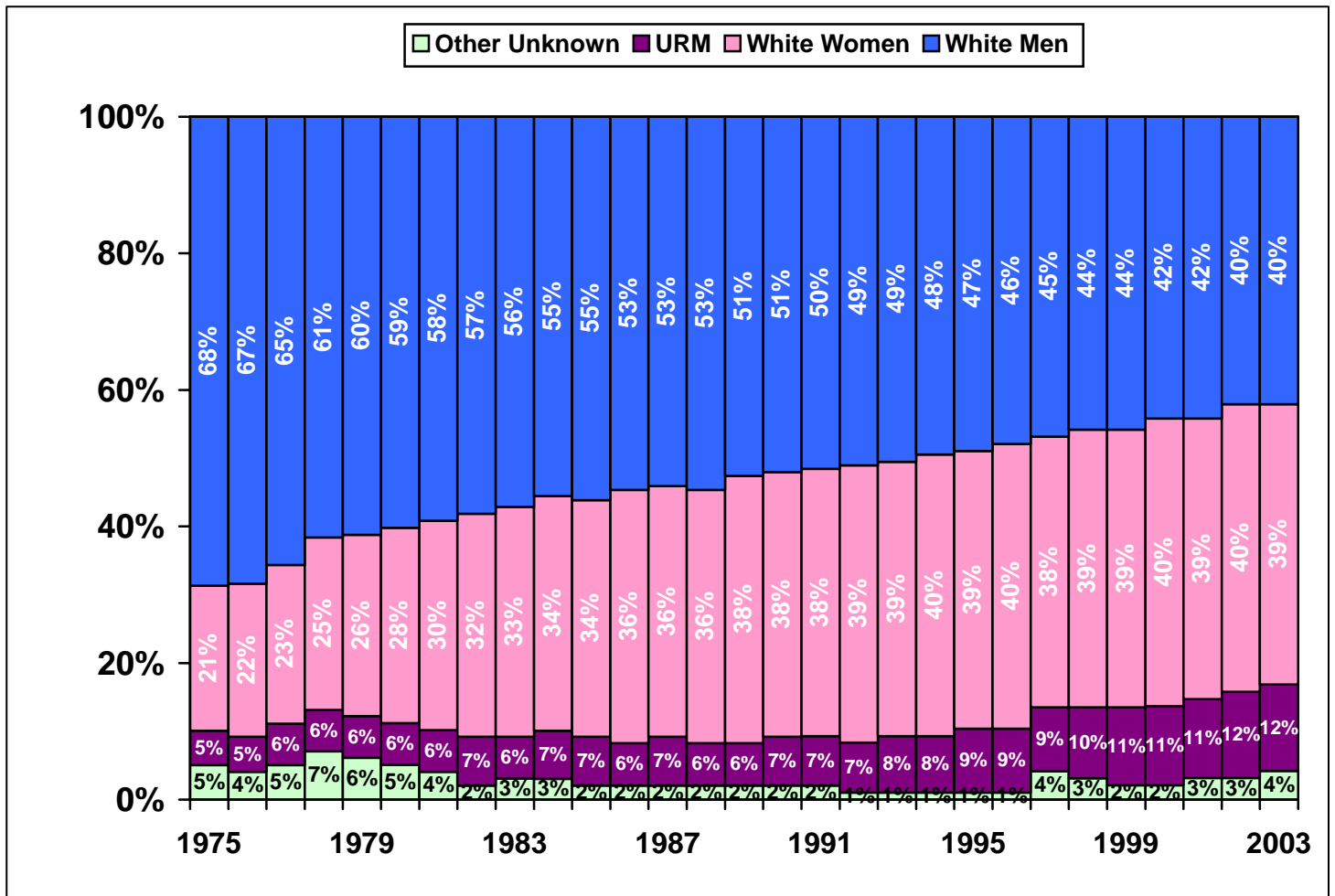
Total Faculty = 11



National Availability Pool for Ladder-Rank Faculty

Availability of all groups has increased

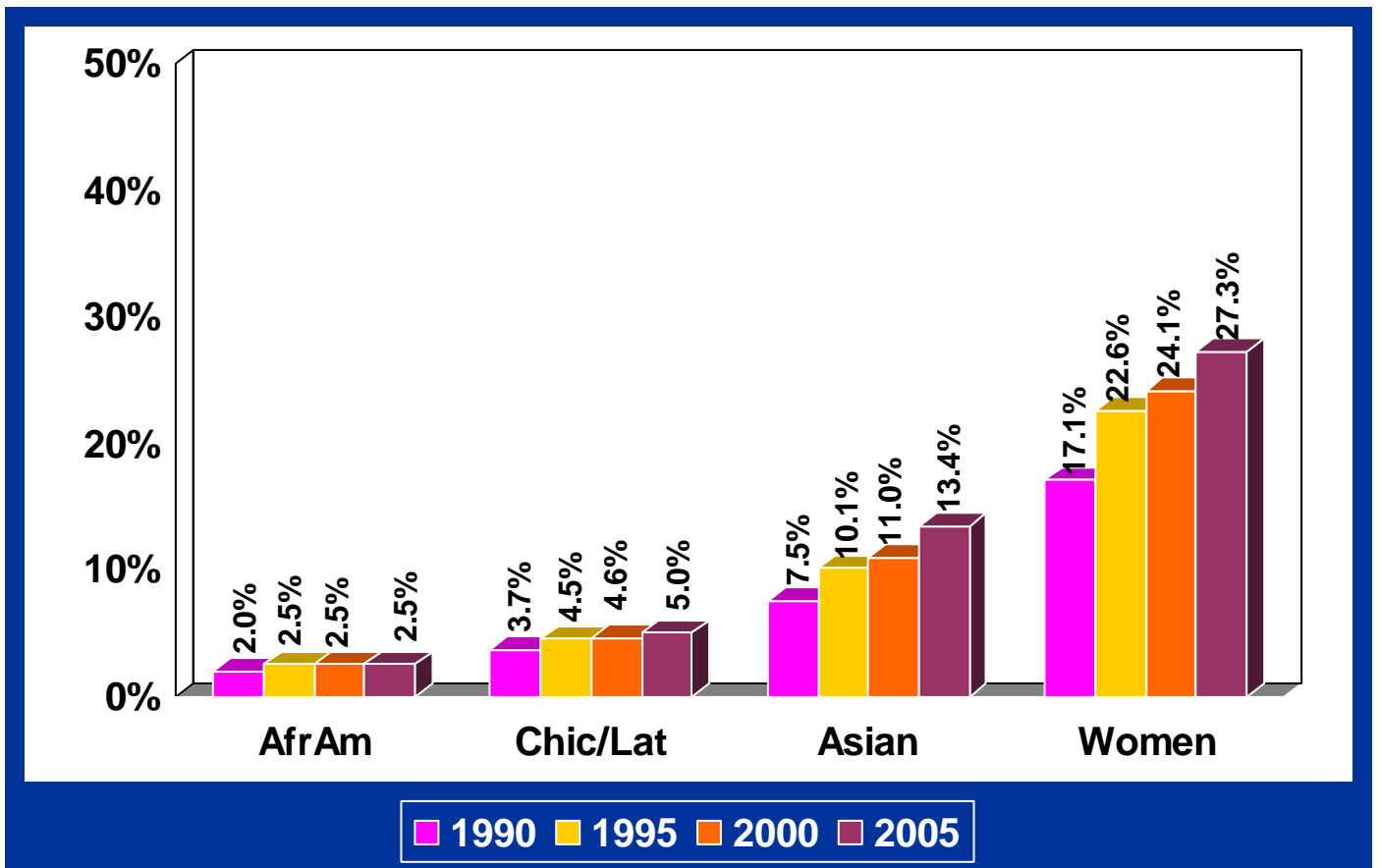
(from University of California President's Task Force on Faculty Diversity)



UC-wide Faculty Headcount 1990, 1995, 2000, 2005

Asians and women show some improvement over time, Chicano/Latino show slight improvement, AfrAm show none

(from University of California President's Task Force on Faculty Diversity)



NOTE: “Availability” refers to the proportion of each group that received a Ph.D. in the appropriate time frame and is available as a potential faculty member. “Incumbents” refers to the faculty currently at the institution. Availability pools are calculated from survey data on earned doctorates collected by the National Science Foundation, and are adjusted for the appropriate periods for the various ranks. The UCR data were obtained from the Office of Faculty and Staff Affirmative Action.

Diversity and Faculty Recruitment: Myths and Reality

It is very important that every person hired at UCR knows that they were hired because they were the best person for the job. Ensuring that the pool is large and diverse also means that the best candidate for the position will be more likely to be from a group that may have been under-represented in the past.

Diversity is an issue that comes up in every search. Building a diverse pool of candidates requires conscious effort from the very beginning of the process. **It is too late to discuss diversity when and if you are asked, “Why are there no women or minorities on your short list?”** Frequently, search committees answer such questions by claiming that “there were no women or minority applicants” or “there were no good ones”. But a goal of every search should be to ensure that there are outstanding women and minority candidates in the pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity.

People harbor several myths about hiring and diversity. Some of the most common are addressed below.

1. “We are focused on quality as our criterion for hiring. Adding diversity means compromising quality.”

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But our current practices may unintentionally exclude highly qualified people because we act on our biases (see material on “Bias and faculty recruitment”). By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage women or minority candidates, quality will increase, not decrease. Furthermore, remember that the “best” candidate has skills and talents that will benefit many aspects of the university, including its students and faculty. Diverse faculty members can enhance the educational experience of all students, an important goal of the university.

2. “Relatively few qualified women or minority candidates are available, and these are highly sought-after, so we are unlikely to recruit them.”

Although the availability of women and minorities varies across fields, in many areas we are currently hiring well below that availability. And as the studies detailed in the articles on “How to Diversify the Faculty” and “Interrupting the Usual” show, many highly qualified minority postdoctoral scholars were not actively recruited by academic institutions. Institutions do not seem to be “fighting over” a few candidates. Search committees have every reason to expect to be successful in finding qualified women and minority candidates for their pool.

3. “The problem will solve itself as more women and minorities move through the pipeline and the “old guard” retires. (Corollary: we really don’t have to do anything new or different now.)”

Although the numbers of minorities and particularly women obtaining Ph.D.s and entering the workforce has steadily increased over the last several decades, hiring and advancement of these groups (i.e., promotion to tenure and full professor) has not kept pace (see the University of California President’s Task Force on Faculty Diversity report: <http://www.universityofcalifornia.edu/facultydiversity/report.html>). Faculty who are being hired are still disproportionately white males, and business as usual is not solving the problem.

Marlene Zuk
Associate Vice Provost for Faculty Equity & Diversity
November 2006

Bias and Faculty Recruitment

Although we all want to believe that our egalitarian values mean that we will be objective in judging others solely on the basis of merit, much research indicates that this is not true, and that biases influence our evaluations of others. The following is a summary of some of that work; more details can be found on several websites, including the Tutorials for Change sponsored by Hunter College:

<http://www.hunter.cuny.edu/home/gendertutorial/www/index.htm>.

- **Leadership and gender:** When students were asked to identify the leader of a group of 5 people shown sitting around a table, they identified the person at the head of the table as the leader if the group was composed of all men or all women. If the group was mixed-sex, and a man was sitting at the head, he was always identified as the leader. But if a woman was sitting at the head, the students were equally likely to identify another man at the table as the leader. Both male and female students behaved the same way.

Porter, N. and Geis, F.L. 1981. Women and nonverbal leadership cues: When seeing is not believing. In: C. Mayo and N. Henley (eds.), *Gender and nonverbal behavior*. New York: Springer Verlag.

- **Race and college admissions:** In hypothetical college admissions decisions, subjects justified favoring Black over White candidates by claiming that grades were more important than number of Advanced Placement courses when Black applicants had higher grades; when Black applicants had lower grades, subjects claimed that the number of AP courses was more important.

Norton MI, Sommers SR, Vandello JA, Darley, JM. 2006. Mixed motives and racial bias: the impact of legitimate and illegitimate criteria on decision making. *Psychology, Public Policy, and Law* 12: 36-55.

- **Gender and faculty candidate evaluation:** When 147 heads of psychology departments were sent fictitious resumes of candidates and asked to suggest the rank (assistant, associate, or full professor) if that candidate were to be appointed in their department, the same resume was given a lower rank if it had a female name than if it had a male name. In a similar examination of resumes, “male” applicants were given higher evaluations for teaching, research, and service than “female” applicants, even though the qualifications were identical.

Fidell LS. 1975. Empirical Verification of Sex Discrimination in Hiring Practices in Psychology. In RK. Unger and F. L. Denmark, eds., *Women: Dependent or Independent Variable*, Psychological Dimensions: New York.

Stenpreis, R., Anders, K.A., and Ritzke, D. 1999. The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles* 41: 509-528.

- **Gender and fellowship awards:** Female applicants for biomedical postdoctoral fellowships needed roughly twice the number of publications as male applicants to be awarded the same number of “impact points” used to decide on successful candidates.

Wennerås, C. and Wold, A. 1997. Nepotism and sexism in peer review. *Nature* 387: 341-343.

- **Letters of recommendation and gender:** Letters of recommendation written for male candidates for medical research positions focused on their skills and career; letters for female candidates characterized them as hard-working. Letters for women were also shorter and less informative.

Trix F, Psenka C. 2003. Exploring the color of glass: letters of recommendation for female and male medical faculty. *Discourse and Society* 14: 191-220.

These studies show that we may use generalizations that are not valid when we evaluate individuals. Therefore, it is important that search committees are aware of the potential for bias and are vigilant about overcoming its influence. Here are some ways to avoid unconscious biases in evaluating candidates:

1. ***Develop explicit criteria*** to use for evaluating all candidates. Some search committees use a grid or spreadsheet containing the criteria (e.g., number of publications since Ph.D., presentations at national or international conferences, etc.) and fill it in for each candidate. This can also facilitate re-review of the applicants if any of those on the initial interview list decline to come.
2. ***Spend sufficient time*** on each candidate’s application; research shows that distracted or time-pressed evaluators tend to fall back on their biases, while those taking more time act more fairly. At least 15 minutes should usually be spent on each application.
3. ***Evaluate the entire application***, being wary of depending too heavily on one element such as a letter of recommendation.
4. ***Be able to articulate the reasons*** for rejecting or retaining a candidate, remembering that “This person is not a good fit for our department” is not specific enough.

Marlene Zuk
Associate Vice Provost for Faculty Equity & Diversity
November 2006

Procedure for Bringing in Additional Candidates for Enhancing Faculty Diversity

January 9, 2006

(revised November 2006)

1. If a search has identified a group of candidates to interview that contains one woman or underrepresented minority candidate, the committee chair may apply for support to bring in an additional woman or underrepresented minority candidate. No more than one additional candidate may be brought in for a single search.
2. The additional candidate must have been on the long list developed by the search committee, and must meet with the approval of the search committee as a viable candidate. When the Dean's office and the Faculty and Staff Affirmative Action Office are reviewing the files and approving the short list, this candidate is introduced as an addition to that list, contingent on funding.
3. The search committee chair provides the name and current position and location of the candidate, as well as a justification for adding the candidate, to the Associate Vice Provost for Faculty Equity and Diversity. The AVP reviews the list of candidates slated for interview, including the additional candidate.
4. The AVP submits a request for the additional interview funds to the Vice Provost for Academic Personnel, with copies to the Vice Chancellor for Academic Planning and Budget and the Executive Vice Chancellor and Provost. The amount recommended for funding is determined by the AVP, based on consultation with staff and faculty involved in recruitment.
5. If the Vice Provost for Academic Personnel approves the request, funds are allocated to the Dean for disbursement to the appropriate department.
6. The AVP notifies the search committee chair, the Dean, and the department chair of the decision.

Office of Academic Personnel

**Appropriate and Inappropriate Interview Questions
University of California, Riverside**

SUBJECT	APPROPRIATE	INAPPROPRIATE
AGE	None	Questions about age, requests for birth certificate
CITIZENSHIP	May ask about legal authorization to work in the specific position, if all applicants are asked.	May not ask if person is a U.S. citizen.
EDUCATION	May ask about degrees held or appropriate experience.	Questions about education not related to job performance.
DISABILITY	May ask about ability of applicant to perform job-related functions.	Whether applicant has a disability, specific questions about accommodation (“How will you get to work?”)
MARITAL/FAMILY STATUS	Whether an applicant can meet the requirements of the position – should ask all applicants, regardless of age or gender.	Any inquiry about marital status, children, pregnancy, or child care plans. If applicants ask about dual career couple issues, day care, “stop-the-clock” programs, or related topics, you may give information.
NAME	May ask current legal name.	May not ask about prior marital status or the national or ethnic origin of the name.
NATIONAL ORIGIN	May ask all applicants if legally authorized to work in the position.	May not ask whether applicant is legally eligible to work in the United States, or how they came to the country.
ORGANIZATIONS	May ask about professional organizations related to the position.	May not ask about organizations that indicate race, sex, religion, national origin, etc.
RACE, COLOR, ETHNICITY	None	Comments about complexion, skin color, height, weight, personal appearance
RELIGION	May ask if applicant would be able to work required schedule. May inform applicant that accommodation possible.	May not ask about religious preferences, affiliations, or denominations.

Affirmative Action Update – 2006/2007

University of California, Riverside

Does UC Riverside still have an affirmative action program?

Yes. In 1996 the voters of California passes Proposition 209, now part of the California State Constitution (Article 1, §31 (a)) which prohibits discrimination against or preferential treatment to “any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment education or contracting.” It does not, however, prohibit actions necessary to establish or maintain eligibility for any federal program, where ineligibility for any federal funds to the University. Therefore, UC Riverside is obligated to take affirmative action to ensure equal opportunity in employment

What are UC Riverside’s affirmative action obligations under the law?

UC Riverside, as a federal contractor, must comply with Executive Order No. 11246 which requires nondiscrimination in our selection and hiring process. Because the University receives a substantial amount of federal funding, we are required to maintain an affirmative action program that meets federal guidelines under the Office of Federal Contract Compliance Programs (OFCCP). The OFCCP, which has the power to audit the University (and impose sanctions and penalties), expects the University to analyze the composition of its faculty workforce and engage in good faith efforts to remedy any current under-representation. Under federal guidelines, the University annually compares its faculty to estimates of the availability of candidates for appointment (based on statistics of the number of doctoral-level degrees granted in the U.S. each year, by discipline). If we have fewer women or minority faculty than would be expected, given their availability, then we are required to conduct vigorous, widespread outreach to reach and attract well-qualified applicants which include women and minorities.

What does affirmative action mean for search committees?

Nondiscrimination: Search committee members must not discriminate against applicants on the basis of any of the following characteristics:

Race	Color	Sex	National Origin
Marital Status	Religion	Sexual Orientation	Citizenship
Age	Disability	Status as a covered veteran	

Equal Opportunity: Recruitment efforts should be broad-based and inclusive of all qualified applicant pools. Increasing outreach and awareness at the earliest stages of the recruitment process are important steps the university can take to develop representative applicant pools. When a pool of candidates is being established, active and documented efforts should be made to attract qualified applicants, including women and minority candidates, individuals with disabilities and covered veterans.

After the application deadline closes, UC Riverside’s policy is to evaluate all applicants fairly, without consideration of sex, ethnicity, or other prohibited group identity characteristics, taking care to ensure that all candidates are afforded equal employment opportunity. Search committees should focus on the skills and relevant experience of applicants during the selection process and refrain from making judgments that are based on one of the protected characteristics listed above. In addition, search committees should consider whether their own biases or prejudices may be impacting their input into the selection process.

The Office for Faculty and Staff Affirmative Action can provide additional information on conducting proper searches and interviews. In addition, the Associate Vice Provost for Faculty Equity and Diversity is available for consultation in academic recruitments.

The UC Office of the President has informative guidelines on faculty recruitment and retention at:

<http://www.ucop.edu/acadadv/fgsaa/affirmative.html>

What if there is underutilization of women and minorities in my division?

Federal affirmative action regulations require that you make a good faith effort to eliminate that underutilization by conducting vigorous, widespread outreach for well-qualified candidates, including those from groups that are underutilized. Outreach might include not only advertising in publications likely to be read by potential candidates from those groups, but also posting the position on relevant web sites and email lists, sending job descriptions and invitations to apply to members of women’s or minority professional organizations and caucuses, and extending personal outreach through your own professional networks to identify and recruit members of underutilized groups.

Why does UCR still ask applicants to volunteer information on their sex and ethnicity?

Under federal guidelines, we are required to report the sex and ethnicity of all applicants. We collect this information by requesting applicants to fill out an applicant data form online, where it is recorded and maintained separately and confidentially. The data are not considered in any part of the selection process. Applicants may decline to state, with no effect on their candidacy.

This information is used by the Associate Vice Provost for Faculty Equity & Diversity to evaluate the overall composition of the pools at each stage of the process (applicants, serious candidates, interviewees). From this information, the AVP may determine the adequacy of a department’s outreach activities.

Annually, the Office for Faculty and Staff Affirmative Action evaluates applicant pools from the year’s recruitments to ensure that all groups are being afforded equal employment opportunity.

What We Can Do

Race and Gender-Neutral Strategies for Increasing Faculty Diversity

- Make academic administration accountable at all levels for affirmative action efforts
 - Include diversity efforts in performance reviews of deans and chairs
 - Evaluate diversity efforts in allocation of department resources
 - Make affirmative action and diversity mandatory elements of short and long-term planning

- Provide financial incentives to departments and divisions for effective good faith efforts to promote faculty and campus diversity:
 - Consider affirmative action efforts in the allocation of FTE
 - Award discretionary funds and/or additional graduate support funds as reward for exemplary efforts

- Collect, analyze and distribute information about the nature of the problem:
 - Conduct focus groups, campus climate surveys and exit interviews
 - Track hiring results by gender and race, and make the information readily available to faculty involved in hiring and to the campus community
 - Add Affirmative Action/EEO links to campus home pages, departmental sites, and academic personnel web information

- Examine hiring practices to optimize diversity:
 - Collaborate with other departments to find opportunities for cluster hiring
 - Use broadly worded position announcements to get a wider pool
 - Provide sufficient resources for targeted advertising and recruitment
 - Develop effective spouse/partner hiring programs
 - Develop pre- and postdoctoral programs focused on diversity
 - Include commitment to diversity statement in all job announcements
 - Develop job descriptions that reflect desired attributes such as ability to work with diverse students or commitment to the success of under-represented students

- Conduct affirmative action training programs for deans, chairs and search committees:
 - Emphasize the economic consequences of failure to address diversity
 - Discuss current research on the educational benefits of diversity
 - Illustrate the legal risks in violating equal opportunity principles
 - Address “best practices” in search and recruitment activities
 - Include training on responding effectively to discrimination complaints

- Value diversity by valuing research, service and teaching that contributes to the diversity of the academic community:
 - Use faculty development programs to reward diversity contributions
 - Value diversity efforts in promotion and merit reviews

- Develop special recognition and award programs for faculty who make exceptional contributions to diversity on campus
- Make efforts to identify and plug “leaks” in the pipeline:
 - Establish mentor programs for junior faculty
 - Promote informal networks between junior and senior faculty
 - Recognize and compensate for the “double duty” imposed on women and minority faculty who are under-represented in their field
- Enforce existing non-discrimination policies in academic personnel:
 - Change focus from eliminating “preferences for minorities” to identifying and addressing the preferences accruing to major groups
 - Have clear effective grievance procedures with prompt remedial action
- Sponsor regular efforts to promote a welcoming campus climate:
 - Publish a Chancellor’s statement of support for diversity
 - Sponsor educational and multicultural events and lectures
 - Implement prompt and effective responses to identified problems
- For more information on UC faculty affirmative action:
 - See the **University of California Affirmative Action Guideline for Recruitment and Retention of Faculty**, updated January 1, 2002) and available on the web at:
<http://www.ucop.edu/acadadv/fgsaa/affirmative.html>
- See the Academic Advancement web site at:
<http://www.ucop.edu/acadadv/welcome.html>

Resources for Recruitment – Fall 2006
Associate Vice Provost for Faculty Equity & Diversity University
of California, Riverside

1. Affirmative Action Register

<http://www.aar-eeo.com/>

List of institutions, organizations and companies who make extra effort to reach qualified candidates within all segments of society, with special effort to notify members of federally mandated groups of advertised position openings. Publication online is at no added charge with purchase of printed ad.

2. Committee on Institutional Cooperation (CIC)

<http://www.cic.uiuc.edu/groups/CIC/archive/ResourceList/CICDirectories.shtml>

These directories are from the CIC, a cooperative effort of the Big Ten universities. One is of Minority Ph.D. and MFA Candidates and Recipients, and the other is of Women in Science and Engineering.

3. Minority Scientists Network

http://sciencecareers.sciencemag.org/career_development/miscinet/

News items, career advice, links to scholarly articles on recruitment and diversity

4. SACNAS: (*Society for Advancement of Chicanos and Native Americans in Science*)

<http://www.sacnas.org/>

Their mission is “to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels.” The website has a job listing and advertisements can be placed there.

5. Faculty for the Future

<http://www.engr.psu.edu/fff/>

This site is dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions across the country.

6. Minority & Women Doctoral Directory

<http://www.mwdd.com/>

A list of over 4,500 minority and women students in nearly 80 fields in science, engineering, social sciences and humanities. Entries are indexed by field of study.

