

NEW CHAIRS TWO-DAY WORKSHOP

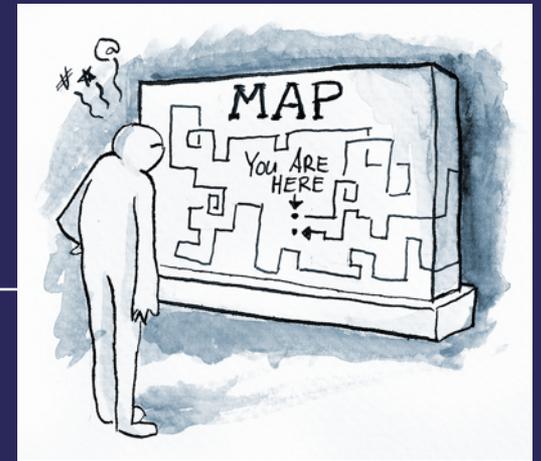
**Recruiting and launching new faculty
members**

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Roadmap



- The UC imperative to diversify our faculty hires
- Challenges to diversifying our faculty
 - Structural barriers
 - Implicit biases
- The interview- preparation and execution
- Negotiation
- Welcoming and integration
- Sustaining the launch
- Retention

The imperative to *hire*

- Under the 2020 initiative, UC Davis plans to add ~150 faculty positions in the next 7-10 years to cope with increasing enrollment
- In addition, we have many retirements on the way
 - In ~2 years, 50% of our faculty will be eligible for retirement
 - Retirement contributions continue to increase, making retirement more attractive financially
- Consider very broad searches from which multiple hires can be made

The need for fresh ideas, new faces

- Faculties across the UC are getting older— as of Fall 2012, ~12% of UC faculty were > 65 yrs old
- UC Davis and UCLA have the greatest proportion of faculty > 65
- With each passing year, the diversity of the UC faculty lags further behind diversity of our state

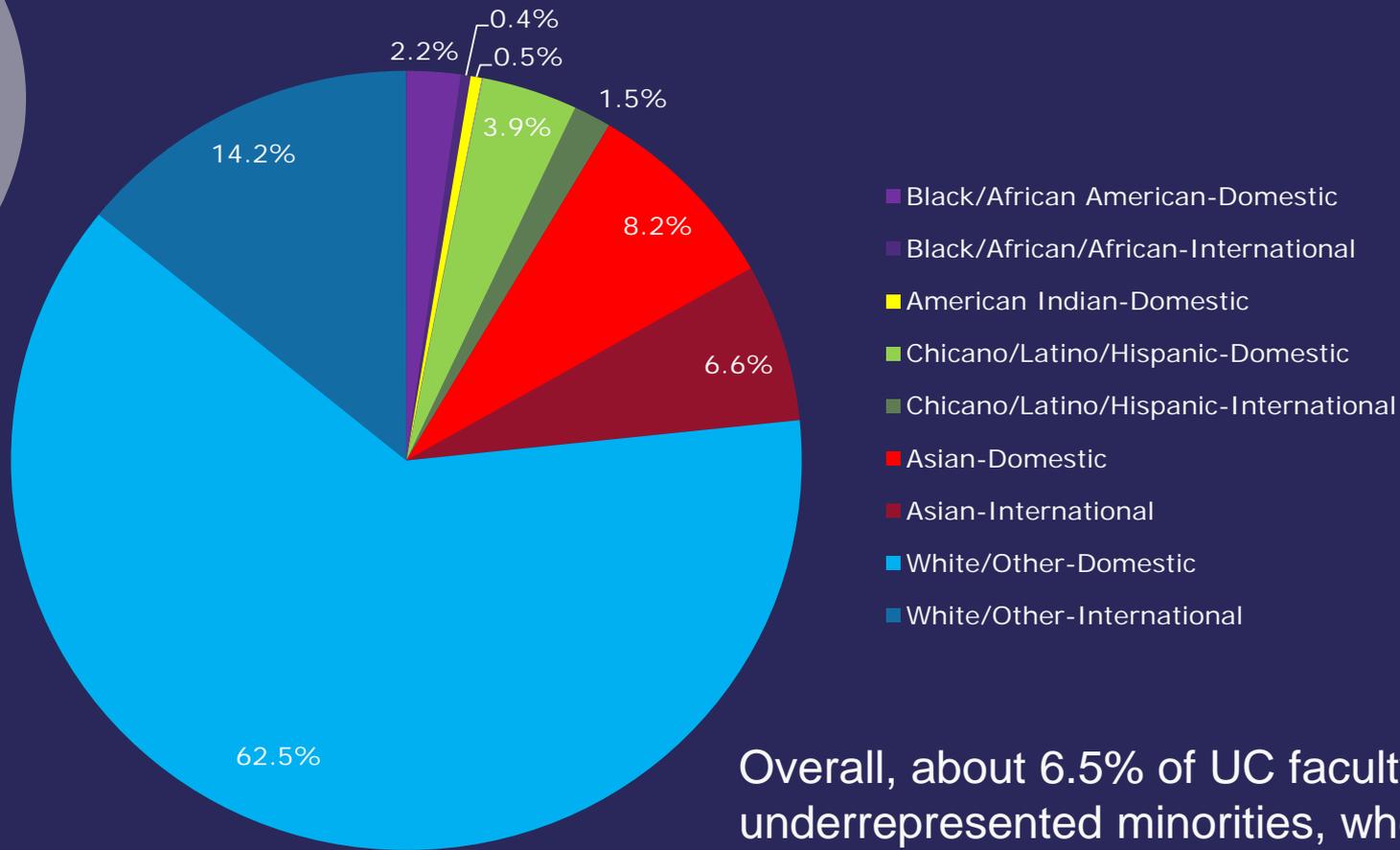








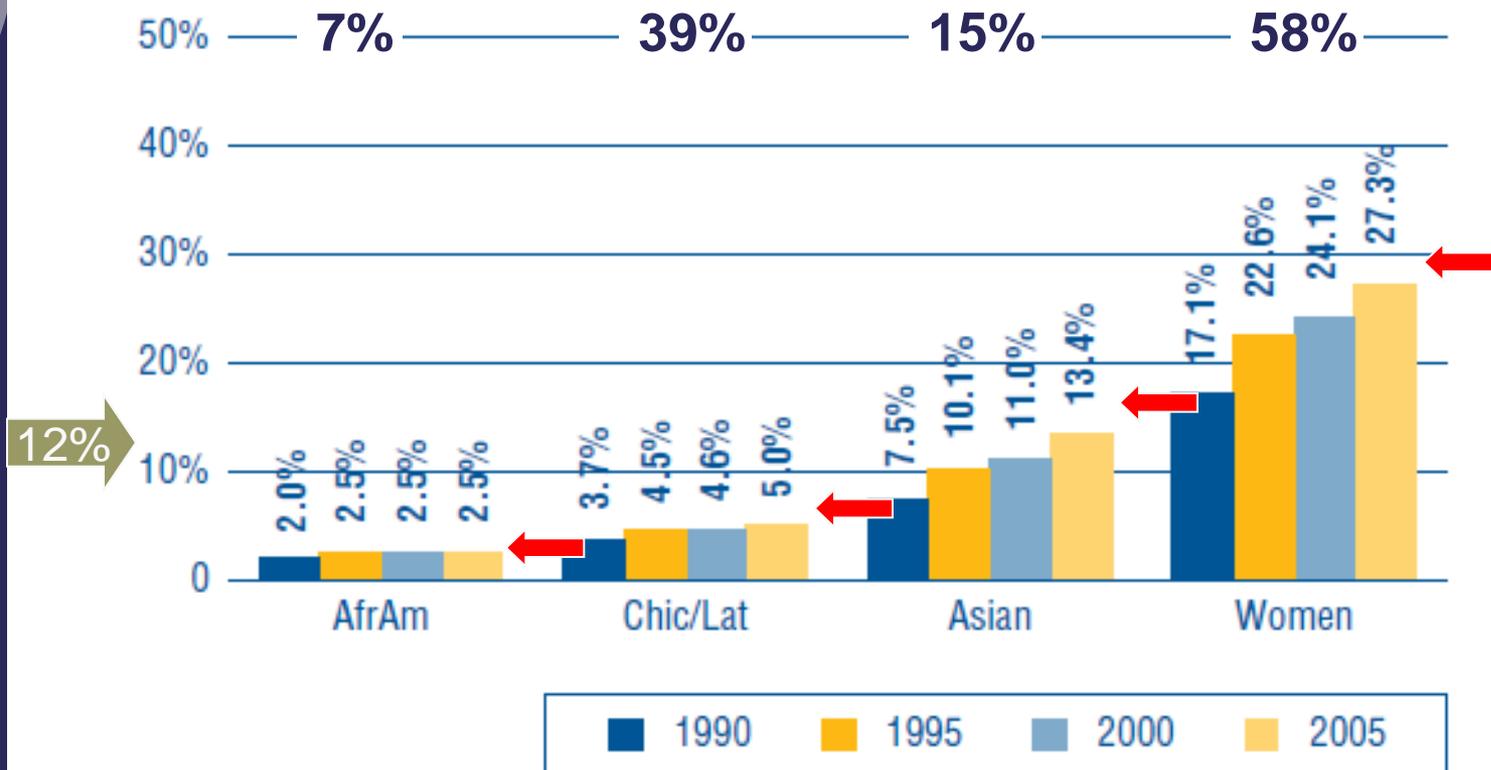
UC system: race/ethnicity of ladder-rank faculty in Fall 2011



Overall, about 6.5% of UC faculty are underrepresented minorities, whereas > 40% of CA graduating high school seniors belong to these groups

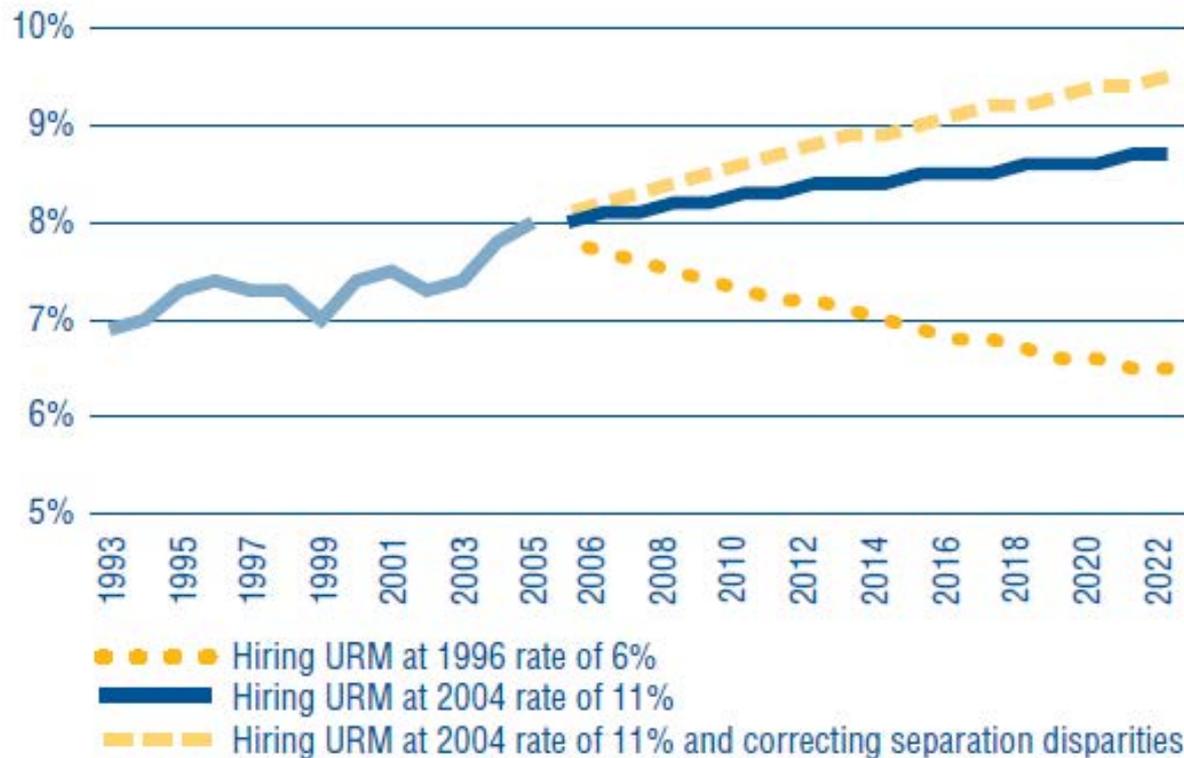
UC faculty composition, 1989-2005, 2013: ←

Table 7 • Representation of Women and Minority Representaion at UC Faculty



At the current rate of growth in our URM faculty population, it will take ~150 years to reach 40%

Table 40 • Underrepresented Minority Faculty as a Percent of All UC Faculty
Actual and Future Projections Comparing 1996 Hiring to 2004 Hiring Patterns



The need for fresh ideas, new faces

- In almost all disciplines, diversity is highest in the workforce pools at the junior ranks
- Requests for recruitment “upgrades” to Assoc. VP for Faculty Equity and Inclusion: AVP-FEI
 - need clear justification— demographics, pool, leadership
 - should include a plan for *active* recruitment via personal contact with diverse candidates and established programs with a strong diversity tradition

How can a diverse faculty help UC Davis?



- Attract students, researchers and staff from a larger, more competitive population base
- Attract faculty from a larger population base
- Build a more vibrant campus culture
- Make the campus more relevant to, and engaged with, under-served communities
- “Cognitive diversity” increases innovation and problem-solving capacity
- Increase competitiveness for extramural funding
- A more diverse faculty catalyzes a more diverse student body

Some challenges inherent in building “cognitive diversity” in the department

- Greater problem-solving ability may be accompanied by less agreement on which problems are most important
- Cognitive diversity may be associated with diversity in experience, training and identity, which in turn may require more nuanced communication
- Individuals who bring such new perspectives to the group may not seem to be a “good fit”
- These issues must be considered in evaluating, interviewing and mentoring non-majority faculty candidates.

Ways to minimize impacts of bias on faculty recruitment

Step I: Know what the likely biases *are*



- **Structural factors** that lead to bias in applicant pools and attributes of applicants
- **Unconscious biases** that can influence the assessment of a candidate's achievements and promise

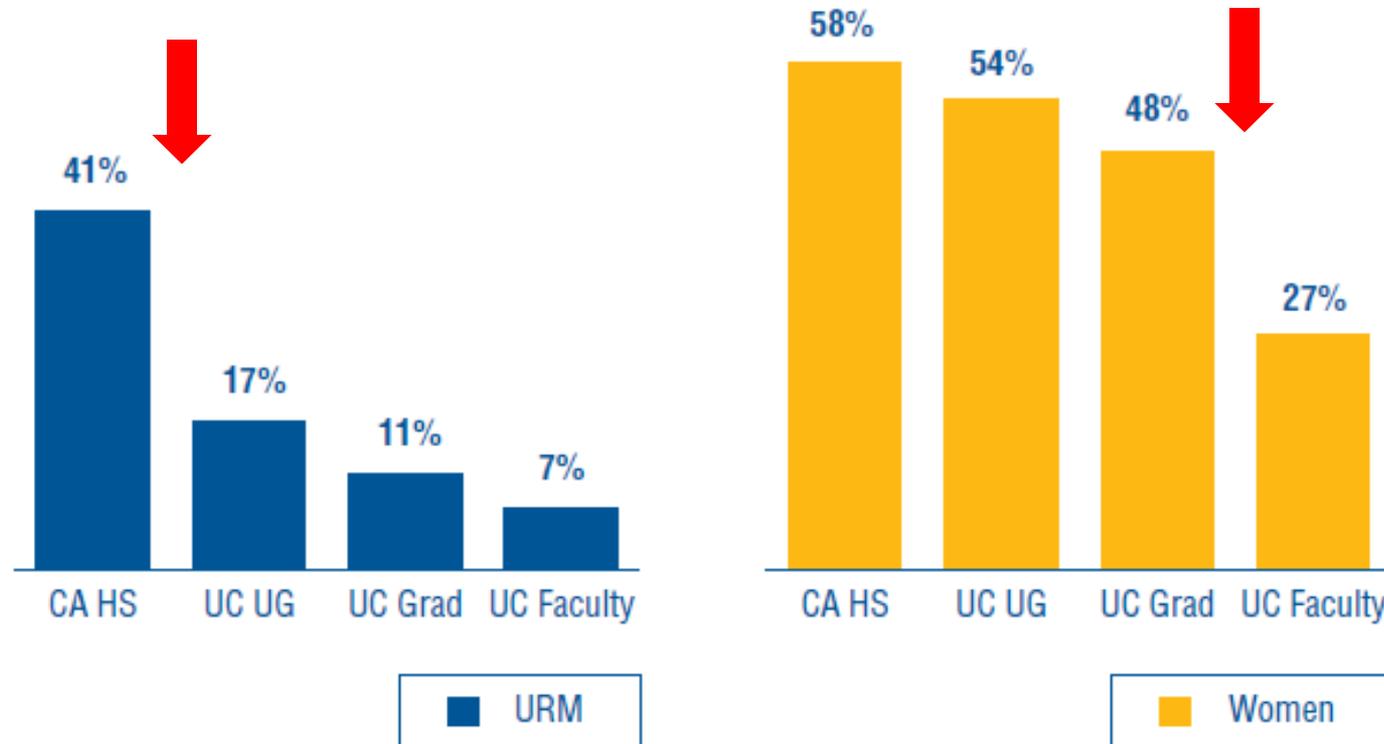
Many of the following slides are based on a presentation by Prof. Kimberlee Shauman (UC Davis Sociology)

Structural influences on applicants and their attributes

- “Structure” refers to the recurrent, patterned arrangements that influence the availability of choices and opportunities
- Structural influences reduce levels of diversity in faculty recruitment
 - Diversity in the pipeline and in the pool of applicants
 - Geographic and family constraints
 - Network position & connections

The academic pipeline differs in shape between under-represented minorities and women

Table 28 • Pipelines for URM and Women



Structural influences that reduce PhD diversity in our applicant pools

- **Geographic and family constraints**
 - Dual-career couple conflicts for women
 - Regional constraints for underrepresented minorities
 - Time schedule of tenure track coincides with childbearing years
- **Reliance on traditional “pool-building” strategies (NAS 2010)**
 - Traditional advertisement text, traditional advertisement outlets
 - Personal networks are insufficient and tend to reinforce homogeneity
- **“Image problem” of academia**, especially in STEM disciplines
 - Seen as incompatible with family commitments (e.g., Sears 2003)
 - Department climate seen as chilly, competitive and non-collaborative (Ong et al. 2011)
- **Attractiveness of non-academic sector**
 - Career track flexibility, competitive pay, team-oriented collaborative work, consistency of resources and support

Structural geographic and family constraints

- Implications for applicant pool and applicant attributes
 - Academic women often have older, academic partners
 - They may limit their employment search to specific regions
 - They are more likely to have a series of post-doctoral positions (used to coordinate two careers) or other non-traditional trajectories
 - Similarly, underrepresented minorities with PhDs are less likely to pursue their academic career far from family, so may attend institutions “atypical” for UC candidates
- Implications for hiring
 - Hiring women more often entails dual-career hires
 - Negotiations may be more complicated, require more resources, represent a larger investment
 - Women and underrepresented minorities may be less likely to have competing offers, national networks

Social networks, hiring, and inequality

- Social networks tend to be segregated by gender and race/ethnicity (“homophily” – McPherson, Smith-Lovin and Cook 2001)
- Networks of women and racial minorities...
 - ... are smaller and have fewer connections to high-status individuals (McDonald 2011)
- Networks of white men
 - are more homophilous than networks of women and minorities
 - provide preferential access to information and high-status individuals
 - provide access to employment references that are well-connected

Social networks, hiring, and inequality

- Implications for applicant pool:
 - Women and minorities may have limited access to relevant information (e.g., how to tailor an application, to present a good “fit” with the position and/or department)
 - References for women and minorities may be less well-known than references for white male applicants
- Implications for recruitment:
 - Reliance on established networks is not sufficient
 - Valuation of recommendation based on the “reputation” of the referee or his/her institution may perpetuate inequities

How to minimize impacts of bias on faculty recruitment

Step I: Know what the likely biases *are*

- Structural factors that lead to bias in applicant pools and attributes of applicants



- **Unconscious biases** that can influence the assessment of a candidate's achievements and promise
 - Very common biases are based on:
 - Gender “schemas”
 - Race/ethnicity/culture
 - Family status
 - Knowledge of bias patterns can reduce its impacts

Some best practices for recruitment and retention

UNIVERSITY OF CALIFORNIA
AFFIRMATIVE ACTION GUIDELINES FOR

RECRUITMENT AND
RETENTION OF FACULTY

http://www.ucop.edu/academic-personnel/_files/documents/affirmative.pdf

Also see UC Academic Personnel Manual 500:

http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-500.pdf

Crafting the search plan and position announcement

- A broad search will attract a larger and more diverse pool
- Make sure that the announcement stresses UC Davis's work-life flexibility and family-friendly policies
- Use language that makes it clear that your department, and our campus as a whole, recognizes that diversity enriches teaching, service and scholarship
- Encourage applicants to provide a statement on Contributions to Diversity (now in UC Recruit)
- Use UC Recruit to provide additional information, e.g. accommodation for interviewees with children < 2 yrs old

How position announcements can indicate a commitment to diversifying faculty

- The program is especially seeking applicants who:
 - ... demonstrate a sustained personal engagement with communities that are underrepresented in the academy, and have an ability to bring this asset to teaching and scholarship.
 - ... are committed to using the diversity of human experience as a resource in teaching and scholarship.
 - ... have a record of public service addressing the needs of our increasingly diverse society or of efforts to advance equitable access to higher education.
 - ... with the potential to bring to their academic careers the critical perspective that comes from their non-traditional educational background or understanding of the experiences of groups historically underrepresented in higher education.

Assembling a Search Committee

- All search committee members are now required to have ADVANCE STEAD certification.
- To change ingrained patterns, consider members from outside the department
- A diverse committee is likely to yield a more robust candidate pool.
- Including graduate students on committees has been shown to enhance diversity outcomes, but the role of graduate students must be defined carefully
- Remember that tokenism undermines the advantages of a diverse committee.
- Minimize/communicate conflicts of interest

Engage in *active* recruitment via targeted outreach

- In addition to the “traditional” listserves and advertisement locations:
- Make a list of non-majority faculty and potential candidates; contact them *directly*
- Identify and connect with professional and media organizations that serve underrepresented scholars, e.g.
 - SACNAS-- Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
 - Diversescholar.org
 - UC President’s Postdoctoral Fellowship Program
 - Visit minority-focused conferences, annual meetings

Evaluating candidates— best practices

- Encourage the use of *specific criteria* by which every candidate should be reviewed
 - overall, “gestalt” impressions are the most likely to be influenced by unconscious biases
 - Minimize the reliance on “prestige screening” based on past institutions and reputation of mentors
- If the pool is not deep enough, consider additional outreach
- In department meetings, discuss issues associated with structural and unconscious bias
 - E.g., faculty should not be dismissive of career gaps or extended time as a graduate student or post-doc, as this biases evaluation against women in their childbearing years and candidates with medical conditions or disabilities

Department preparation for the interview

- Get faculty buy-in on space(s) for the new faculty member
 - Space formulae or written standards
 - Departmental space committee
- Identify candidate's top teaching interests, and talk with faculty about ways to provide that opportunity
- Select a truly committed faculty host

Communicating with the candidate pre-interview: making campus visits welcoming and inclusive

- Well in advance of the interview visit, give each candidate a clear description of seminar format, expectations, and the nature of the audience.
- Ask if there are any members of the UC Davis community with whom they'd like to meet.
- Ask whether there are special needs such as physical access or dietary restrictions. Utilize campus resources for accommodation needs.
- For non-majority candidates, plan ahead to enable connections with other members of that community at UC Davis (e.g. CAMPOS / UC Davis ADVANCE)

The interview: family-friendly recruitment practice

- For candidates who are single parents to, or breast-feeding, children < 2 years of age:
 - Travel costs are provided for both the child and an additional person who can provide childcare assistance while the candidate is interviewing at UC Davis
 - Additional minimal increase in accommodations costs, e.g., extra bed or crib added to the existing hotel reservation, up to \$200.
- Candidates should not be asked if they qualify for this, instead they should be told the practice exists and directed to your recruitment web site, where you can have this language and provided with the flyer as part of the recruitment materials.

The interview: legal dos and don'ts

During the visit and in interviews/talks, *it is unlawful* to ask candidates questions that may relate to protected categories such as: family status, race, religion, national origin/citizenship, age, disability, etc.

→ Emphasize the strengths of UC Davis and our broader region, but do so without asking about the candidate's status for the categories above

Interview and negotiation— selling UC Davis

- Davis is a friendly community in a region with access to a wide range of lifestyles, from urban to rural.
- UC Davis has a culture that values collegiality and cross-disciplinary collaboration.
- UC Benefits are (still) among the best in the nation.
- The UC merit/promotion peer review creates opportunity and transparency.
- Strong Work Life Program for Academics (See the WL card in your folder – we can provide more.)
- UC Davis is very proactive in hiring professional couples

Post-interview negotiation

- Typically, UC Davis will match a competing salary offer— it's much better to match with off-scale than by increasing step
 - Dean can authorize up to 3 steps offscale; VP-AA approves if higher
- Communicate with Dean right away if start-up looks to be insufficient
 - Be creative— consider shared resources, department share, spreading investment over time
- In the Tentative Offer Letter (TOL), do not “promise” appointment *or* a particular rank / step!!
 - Rank and step cannot be negotiated
 - We have a formal approval process that takes *time*
 - The TOL should make it very clear that the offer is not yet final; use templates on Academic Affairs website

What if there is a partner???

- Get partner's vita, and find out career preferences; treat the partner with great respect
- Inform Dean immediately, and strategize with dean about options if the partner is an academic
- UCD's Partner Opportunity Program (POP: Academic Affairs) is a national model (a Regional Employment Network is also in the works).
 - Split of partner salary benefits: originating unit/receiving unit /Provost
 - 2 years of support for non-faculty partner hires
 - 3 years of support for faculty partner hires
 - Finding the recipient unit is the biggest task
 - Faculty search waiver must be reviewed by Senate and approved by VP-AA
- **Help build a culture of reciprocity across the campus**

Getting a new Assistant Professor started

- Be very present during the settling-in
 - Visit the new office and/or lab space prior to the move– make sure it's ready for the move
 - Check on status of home hunt, settling in; maybe a dinner invitation with peers at your home
- Facilitate mentoring and networking interactions
 - Department member advocate / outside contacts
 - Use membership in the National Center for Faculty Development and Diversity; consider funding in the SUCCESS program
 - UC Davis ADVANCE LAUNCH program for pre-tenure hires in STEM
- Explain expected standards, and the schedule of reviews, appraisal, tenure (including the stop-clock option)
- For the first teaching experience, consider pairing with a more seasoned instructor
- Check in frequently, encourage outside-of-dept networking
- Remember, non-majority faculty are more likely to feel like outsiders

Getting a new tenured professor started

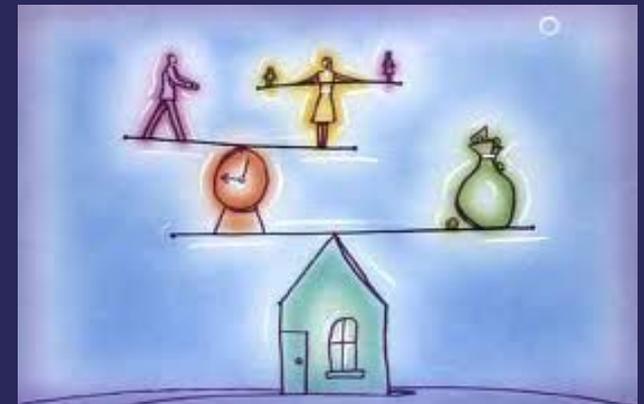
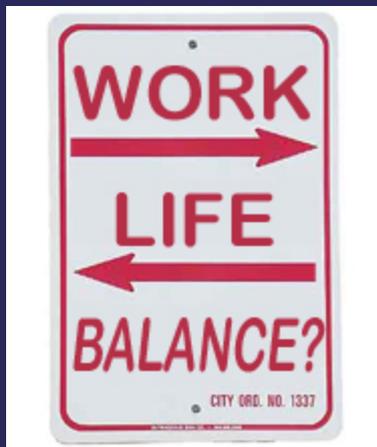
- Visit the new office and/or lab space
- Check on status of house hunt, etc.
- Mentoring is still important for Associate, early steps in the Full rank
 - Talk about schedule of merit reviews, *and expectations for the next promotion*
 - Service and good teaching expectations increase as you go up the ranks
 - Associate Professors, especially, can struggle with service load, lack of mentoring, and expectations for promotion to Full Professor
 - Membership in the National Center for Faculty Development and Diversity— a national mentoring network
 - UC Davis Associate Professor Network
- Full Professors-- consider mentoring for leadership positions
 - Use their experience to identify better practices at prior institutions

Boosting the trajectory towards excellence

- Monitor the faculty member's progress— grants, publications or other creative works, teaching issues, service
 - Funding issues— consider a pre-review set of faculty advisors
 - Make sure that service load is not limiting other activities
 - Volunteer to be the “bad guy” for junior faculty, especially
 - Be cognizant of and document the greater service and mentoring pressures experienced by women and underrepresented minorities
 - Teaching issues— CETL has superb programming!
- Be proactive in recommending accelerations
 - Track citations in Google Scholar Citations, etc.
- Be proactive in nominating deserving faculty for awards and honors

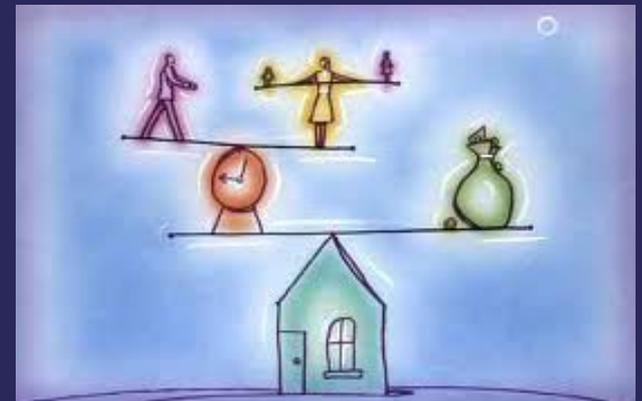
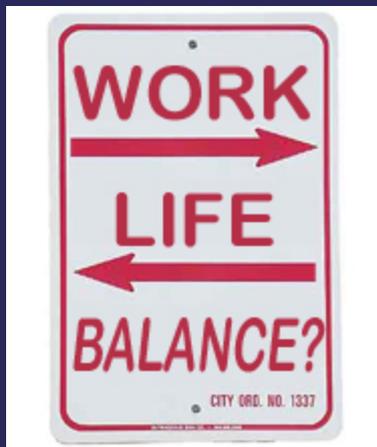
Enabling work-life balance

- Assistant Professors-- often building families and relationships, while also building career towards tenure
- Associate Professors-- many have children at home, while also coping with eldercare issues
- Full Professor-- eldercare and health issues predominate
- For faculty in all of these stages, career and scheduling flexibility is extremely important!



Enabling work-life balance

- Avoid scheduling faculty meetings and events before 9am or after 4 pm
- Know and encourage the use of UC Davis Work-Life policies
 - Tenure stop-clock
 - Work-Life postponements of merit/promotion actions
- Be on the look-out for family-status bias
- Faculty with rich family lives are critical role-models



Retaining our valuable faculty members

- Again, be proactive in merits and promotions, award nominations
- Be cognizant of salary compression-- and work with dean to identify candidates for equity offscapes, other preemptive incentives
- High market value of women and URM faculty may offset geographic/family constraints
 - At UC Davis, women are ~30% of our ladder faculty, but account for >40% of our resignations
 - Social sciences research— women who enter the outside market are much more likely to leave
- Set the tone for your department as one that values and maximizes opportunity for *all*



Discussion
