

# **TWO-DAY MANDATORY NEW CHAIRS WORKSHOP**

**Recruiting and launching new faculty  
members**

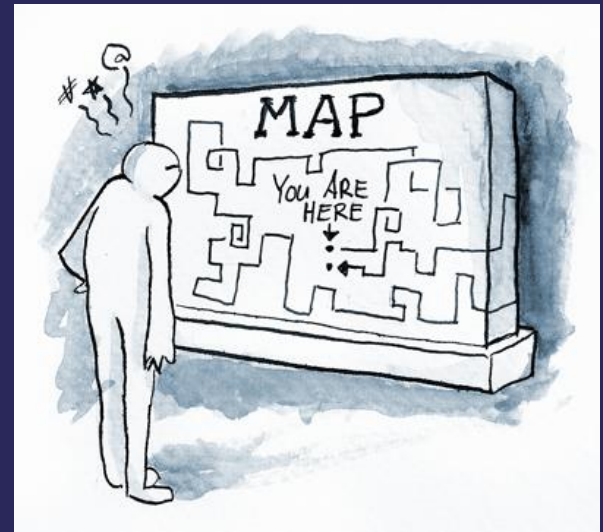
**Maureen Stanton  
Vice Provost -- Academic Affairs**

**September 25, 2015**



# 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 is *adding* over 100 new faculty positions in the next 7-10 years
- In addition, we have many retirements ongoing
  - Over the next 2-4 years, almost 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
- Build a culture of reciprocity to facilitate hiring of dual-career couples

# The UC diversity imperative: we need fresh ideas, new faces

- Faculties across the UC are getting older— ~12% of UC faculty are > 65 years 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... and our students



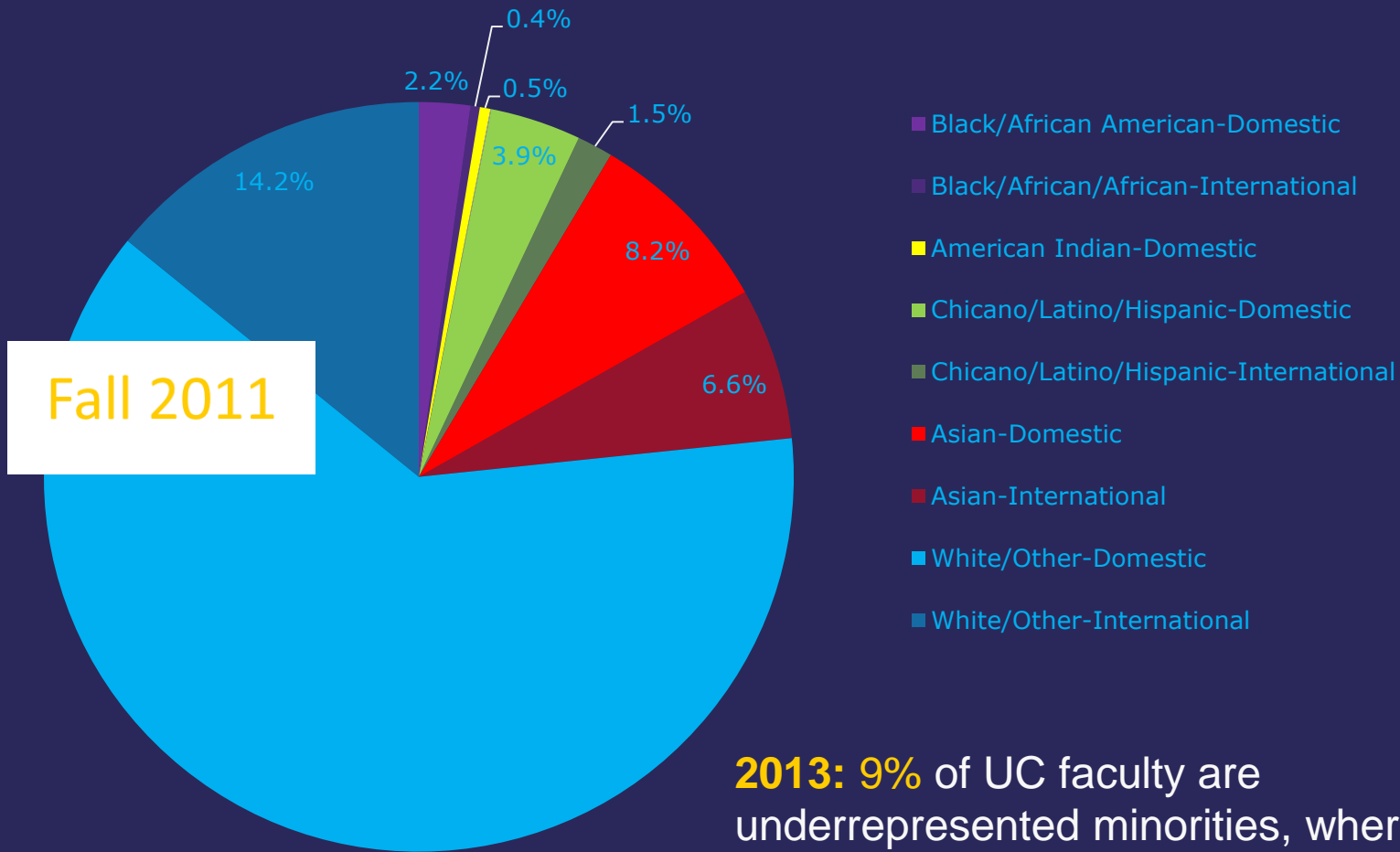








# UC system: race/ethnicity of ladder-rank faculty

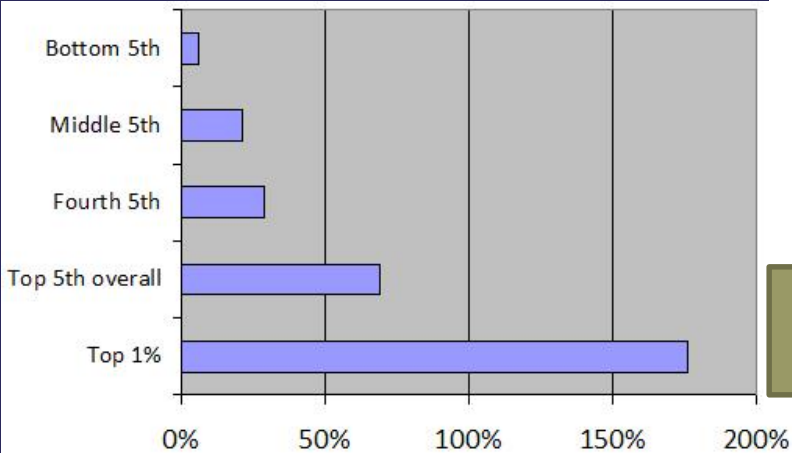
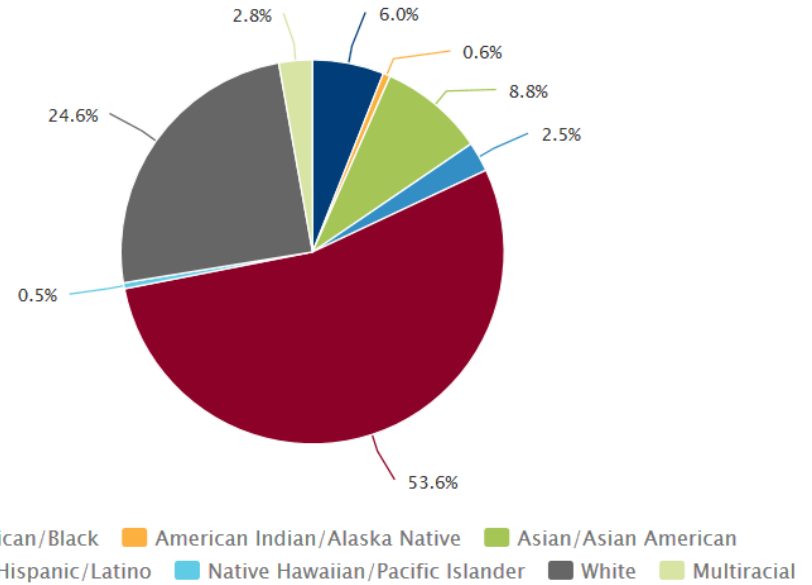


**2013:** 9% of UC faculty are underrepresented minorities, whereas > 40% of CA graduating high school seniors belong to these groups

# Without proactive efforts to diversify the Academy, we will be pulling our faculty from an ever-diminishing slice of the population

2015 CA public schools

Compare to United States



Change in after-tax U.S. family income, 1979-2005



P. 104

**Boston Marathon Bombing:  
The Untold Story**

P. 104

**Nest's Alarming  
New Gizmo**

# WIRED

**Winter  
Gear**

# 21

**Essentials  
for Snowy  
Adventures**

P. 131

**Genius is  
everywhere—  
but we're  
wasting it. How  
to unleash  
the great minds  
of tomorrow.**

# The Next Steve Jobs

by Joshua Davis



Seventh grader Paloma Noyola Bueno lives next to a garbage dump in Mexico. Last year, she had the top math score in the country.

# How can a diverse faculty help UC Davis?



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

# 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
  - Non-majority PHD-holders are more interested in outreach to, and engagement with, underserved communities
- 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 reduce levels of diversity in faculty recruitment

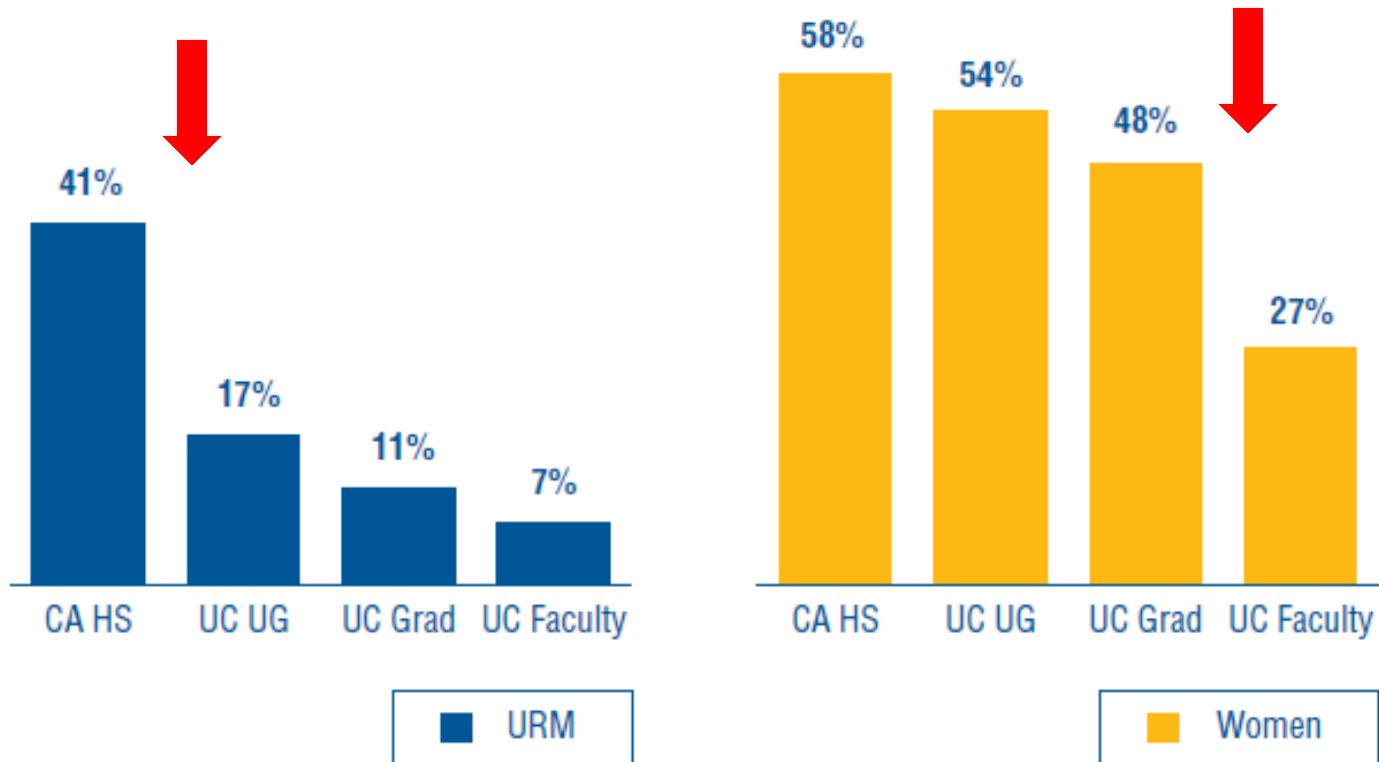
- Diversity in the pipeline and in the pool of applicants
- Geographic and family constraints
- Network position & connections



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

2007 UC report

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, especially for women
  - Regional constraints for under-represented 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 that is hiring PhDs**
  - 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
  - Under-represented 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

# 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

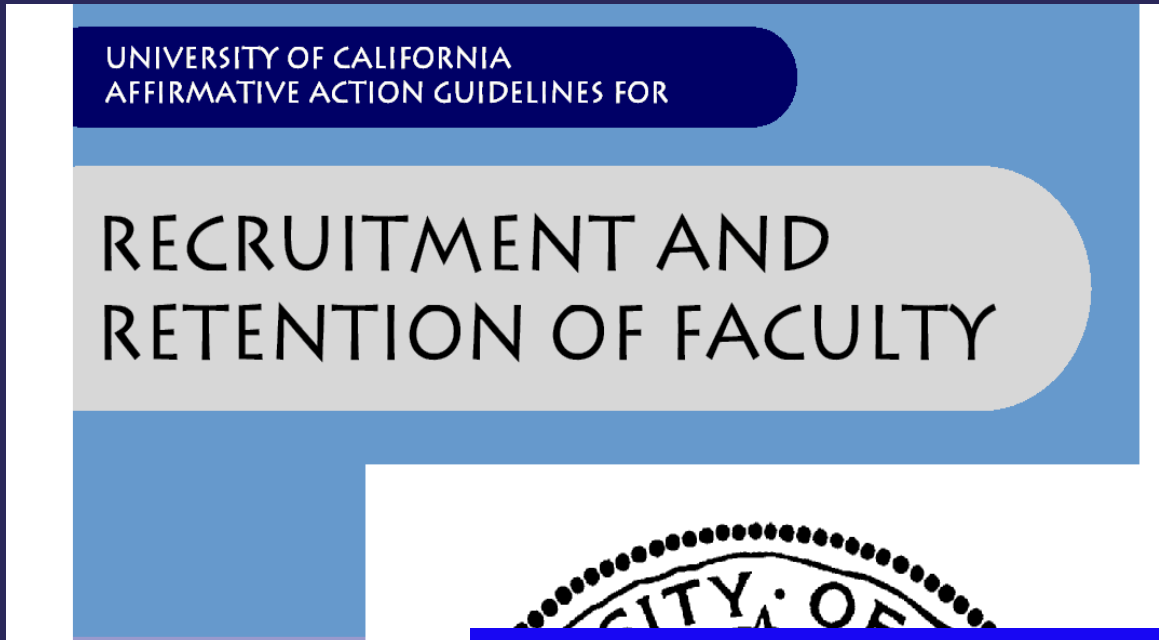
## Step I: Know what the likely biases *are*

- 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

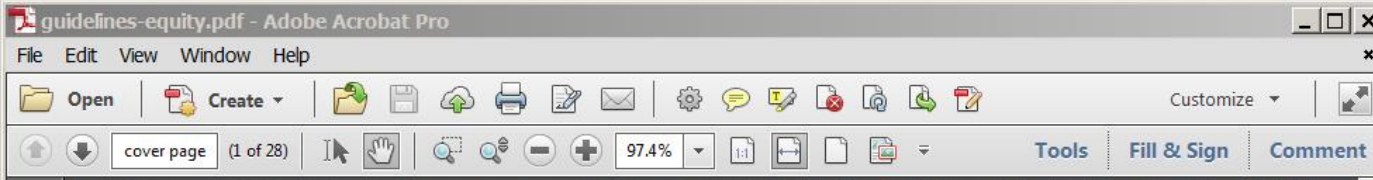
# Resources: best practices for recruitment and retention



[http://www.ucop.edu/academic-personnel/\\_files/documents/affirmative.pdf](http://www.ucop.edu/academic-personnel/_files/documents/affirmative.pdf)

Also see UC Academic Personnel Manual 500:

<http://manuals.ucdavis.edu/apm/500.pdf>



UNIVERSITY  
OF  
CALIFORNIA

---

# GUIDELINES FOR ADDRESSING RACE AND GENDER EQUITY IN ACADEMIC PROGRAMS IN COMPLIANCE WITH PROPOSITION 209

<http://www.ucop.edu/general-counsel/guidance/enhancing-diversity-at-uc.html>



# Looking for diversity when recruiting

- 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 ~8 diverse candidates and established programs with a strong diversity tradition
- Consider TOEs, CAMPOS hiring incentive, UC President’s Postdoctoral Fellows

# 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...
  - ... and that encourages 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

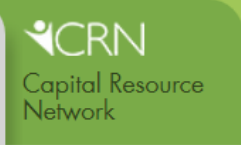
- “The program is especially seeking applicants who:
  - ... demonstrate a sustained personal engagement with communities that are underrepresented in the academy, and have an ability to bring this asset to teaching and scholarship”.
  - ... are committed to using the diversity of human experience as 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.
- New COI report— search committee must communicate about conflicts of interest
  - Submitted with Shortlist Report in UC Recruit

# 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



about diversity+stem career development events research blog

### Diversity+STEM

- Federal Efforts
- State Efforts
- STEM Climate
- Implicit Bias
- Innovation & Diversity
- Recruitment & Diversity
- Evaluating the impact of diversity programs

### Quick Links

ucd graduate diversity network



## Diversifying Faculty Recruitment

When hiring faculty, it's important to remember that diversity and excellence go hand-in-hand. The UC Davis ADVANCE program seeks to facilitate the adoption of the best-practices for conducting fair, equitable, and successful search faculty searches by collecting and disseminating best-practice information and resources.

Research shows that search committees succeed in hiring qualified women and people of color when they are proactive and consciously committed to building a diverse applicant pool and engaging in equitable review processes. We encourage departments and colleges to use the following resources to inform their faculty search and recruitment processes.

## Capital Resource Network



### Mission

To significantly enhance support for the recruitment and retention of dual-career faculty by building an active regional employment network that will significantly expand the existing UC Davis Partner Opportunities Program by formalizing access to the labor market in the Davis-Sacramento region.

### Goals

- The [Capital Resource Network](#) will meet 5 specific goals:
1. Develop a regional employment network
  2. Provide confidential career coaching to partners of UC Davis target hires

### Confronting the Two-Body Career Problem

Rebecca Harrington  
Scientific American

### Register for a STEAD Faculty Search Committee Workshop



about diversity+stem career development events research blog

« Back

## Resources to Broaden Candidate Pools

THIS ITEM APPEARS IN:  
[Recruitment & Diversity](#)

Most fields have listservs, email groups, and other resources that can help you identify or reach qualified underrepresented candidates. Below are some resources that other universities commonly use to diversify their search pools. This list is not exhaustive, so we encourage search committees to investigate discipline-specific resources that may be available through academic and professional organizations.

SHARE THIS PAGE

[General](#)

[Disciplines](#)

[Women](#)

[African-Americans](#)

[Hispanics/Latinas](#)

[Native Americans](#)



**NSF ADVANCE Program**

The National Science Foundation began supporting ADVANCE initiatives in 2001, and has awarded over \$130M in funding for a variety of programs. The most significant efforts seek to create permanent institutional transformation.

**Professional Associations**

Professional disciplinary groups allow members to meet, engage, and share knowledge. This effort is particularly important to foster supportive, collaborative networks among scientists from under-represented groups.

**Research Databases**

We have compiled multiple publicly available databases of the published research related to NSF ADVANCE program efforts to increase diversity in STEM education and the STEM labor force. These include the literature on implicit bias, mentorship and other topics.

**Work-Life Balance**

Balance is real challenge facing many faculty, particularly women with children. The perception (and reality) of the inflexibility and rigor of an academic career is one cause for the lack of diversity in STEM disciplines.

**UC Davis Recruiting**

Through ADVANCE, UC Davis is working to become a destination campus for diverse STEM scholars. Learn more about our recruitment process and available recruiting resources.

[READ MORE »](#)

# 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
  - Evaluate the content of letters, not just the letter-writers
- 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), teaching for the new faculty member
  - Adopt space formulae or written standards
  - Use your 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

- 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)
- Refer *all* candidates to the online UC Davis Work-Life brochure: [http://academicaffairs.ucdavis.edu/local\\_resources/docs/work-life/wrklife%20brochure\\_7%206%202015.pdf](http://academicaffairs.ucdavis.edu/local_resources/docs/work-life/wrklife%20brochure_7%206%202015.pdf)

# Academic Affairs

Serving the professional Academic Community at UC Davis

Search Academic Affairs

- Home
- People ▶
- Your Resources ▶
- Policies ▶
- Programs ▶
- Tools ▶
- Training ▶
- Honors ▶
- Diversity & Equity ▶

Home > Programs > Work Life

## Work Life

### Work Life

- Advisor Biographies
- Breastfeeding Support Program
- Campus Work Life and Wellness
- Childcare & Youth Programs
- Elder Care & Senior Resources
- Faculty Advisors for Work Life
- Family Friendly Recruitment Practices
- Partner Opportunities Program (POP)
- Request for Teaching Release for Ladder Rank Faculty (PDF)
- SOM Worklife Program

### UC Davis Chancellor joins national initiative promoting faculty Work Life Balance

June 20, 2013: Chancellor Linda P.B. Katehi has joined the heads of nine other universities and colleges as a founding partner of a national initiative to promote work-life balance for faculty as a way to enhance academic excellence. See [UC Davis News and Information article](#) for more information.

### ACE and Sloan Awards

September 25, 2006: UC Davis and UC Berkeley were joint recipients (one of five research institutions nationwide) of the 2006 American Council on Education (ACE) and Alfred P. Sloan Award for faculty flexibility. This award was granted to institutions that demonstrate innovative faculty career flexibility programs. See the [UC Davis Dateline article](#) for more information.

### Balancing Work and Life

UC Davis recognizes the necessity of supporting faculty in honoring their often-competing commitments to both family and career. To recruit and retain the best faculty, the campus established a Work Life program in January, 2003 (see Provost Virginia Hinshaw's January 2003 [Work Life Balance Directive](#)). This program provides enhancements to existing systemwide policies as described below. Also in support of the directive, the Office of the Provost-Academic Affairs has developed

### UC Davis Faculty Work-Life Information

The [UC Davis Work-Life Brochure](#) and [Work-Life Information Card](#) provide resources and program information for faculty and other academic appointees to support work life flexibility and balance.





## 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
  - Allows 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 from a comparable institution– 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 or 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
- There is help for you!!
  - The **Partner Opportunity Program (POP)** assists with placing partners into UC Davis positions
  - The **Capital Resource Network (CRN)** can assist during recruitment, community integration and high-level informational interviews for the partner around the Sacramento Region

# Dual-career hiring: a competitive edge for UCD

- UCD's **Partner Opportunity Program (POP)** is a national model
  - 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, especially for faculty partners
  - Faculty search waiver is required
    - Receiving department votes to waive recruitment
    - Waiver request must be reviewed by Senate and approved by VP-AA... this takes time

# POP is helping us recruit and retain faculty

- In last 2 years, POP has helped place partners for 43 faculty recruitments and 6 retentions:
  - 14 Senate positions
  - 11 Academic Federation positions
  - 24 other placements (staff, grad school admission, external)
  - A number of other POP cases are ongoing
- POP has been a big success— but don't promise the partner a position!
- Help build a culture of reciprocity across the campus!

# Academic Affairs

Serving the professional Academic Community at UC Davis

- Home
- People ▶
- Your Resources ▶
- Policies ▶
- Programs ▶
- Tools ▶
- Training ▶
- Honors ▶
- Diversity & Equity ▶

Home > Programs > Capital Resource Network

## Programs

- Capital Resource Network
- Chancellor's Postdoctoral Fellowship Program (CPFP)
- Current CPFP Fellows
- Mortgage Origination Program (MOP)
- Partner Opportunities Program (POP)
- Target of Excellence (TOE)
- Work Life

## Quick Links

- [Academic Employment Opportunities](#)



## CRN Services

- ▶ *Initial Consult*
- ▶ *Dual Career Support*
- ▶ *New Arrival Integration*
- ▶ *Cultural Transition*

By the y  
to our r  
Network  
available

Upon re  
welcome  
receives  
relocati  
based o  
Network  
year.

## About

Capital Resource Network (CRN) is an innovative regional employer network currently being incubated by UC Davis. It is a fee for service non-profit that provides dual career support, family

relocate  
source  
services

network  
ific  
outlined  
resource  
one

# 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; if it isn't, establish alternate setting
  - 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 the campus membership in the National Center for Faculty Development and Diversity; consider funding enrollment in the SUCCESS program (\$3250)
  - UC Davis ADVANCE LAUNCH program for pre-tenure hires in STEM
- In STEM? Request participation in ADVANCE LAUNCH program!
- Explain expected standards, and the schedule of reviews, appraisal, tenure (including the stop-clock option)... develop a **Plan for Progress** together
- For the first teaching experience, consider pairing with a more seasoned instructor
- Check in frequently, encourage outside-of-department networking
- Remember, non-majority faculty are more likely to feel like outsiders

# Getting a new tenured professor started

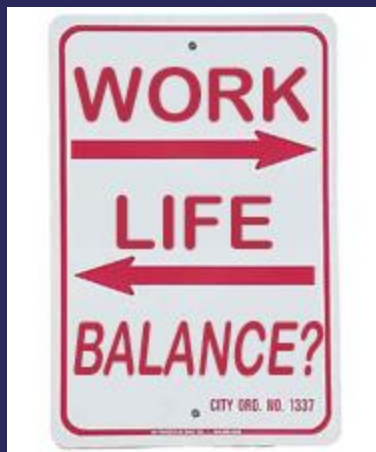
- Visit the new office and/or lab space
- Check on status of house hunt, etc.
- Mentoring is still important for Associate, early steps in the Full rank
  - Talk about schedule of merit reviews, *and expectations for the next promotion*
  - Associate Professors, especially, can struggle with service 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-- Consider sponsoring for NCFDD Faculty Success program
    - UC Davis Associate Professor Network (Academic Affairs)
    - Associate Professor Brown Bags
- 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
  - Encourage faculty to curate an online academic profile— e.g. *Google Scholar Citations, Research Gate*
  - 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
    - Be cognizant of and document the greater service and mentoring pressures experienced by women and underrepresented minorities
  - Teaching issues— CEE has superb programming!
- Be proactive in nominating deserving faculty for awards and honors
- Gather data that will make the case for Step Plus advancements > 1.0 steps

# Enabling work-life balance

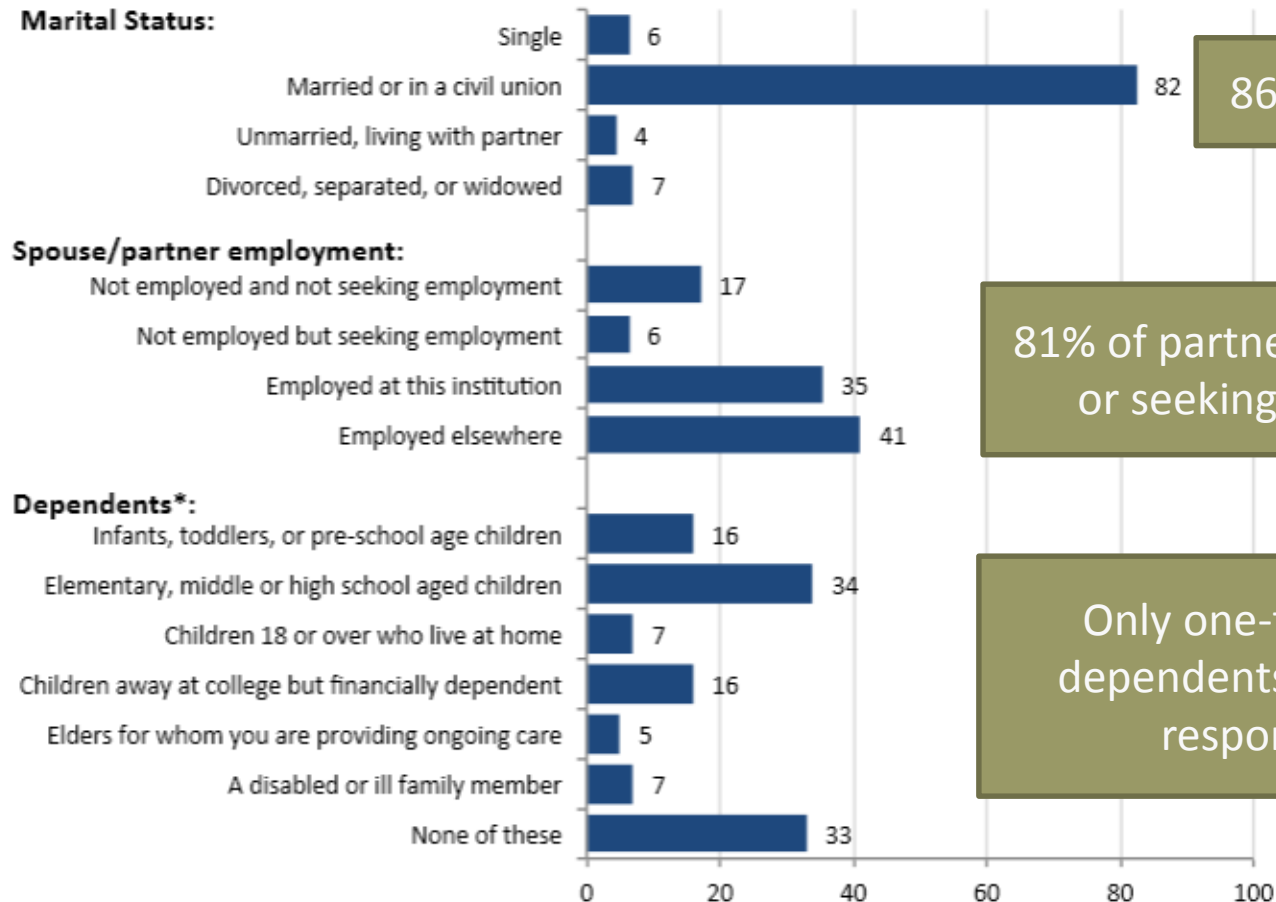
- Assistant Professors-- often building families and relationships, while also building career towards tenure
- Associate Professors-- many have children at home, while also coping with eldercare issues
- Full Professor-- eldercare and health issues predominate
- For faculty in all of these stages, career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





# 2012-13 COACHE survey of Faculty Job Satisfaction: Family characteristics of UC Davis faculty

Figure 1: Percentage of UC Davis faculty respondents by marital status, employment status of partner/spouse, and types of dependents



86% are partnered

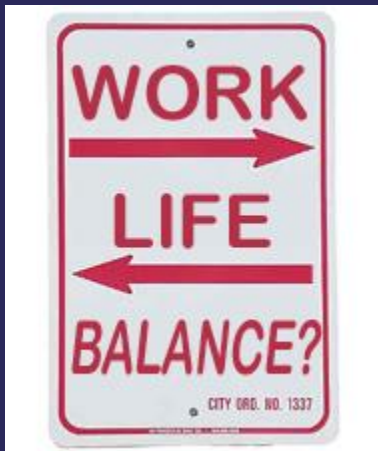
81% of partners are employed or seeking employment

Only one-third have no dependents or caretaking responsibilities

\*Percentages do not sum to 100 because categories are not mutually exclusive.

# 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: childbirth, adoption, family illness, lab issues
  - 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

- Be a leader in building a supportive and inclusive department climate
- 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