

TWO-DAY MANDATORY NEW CHAIRS WORKSHOP

Recruiting and launching new faculty members

Philip Kass

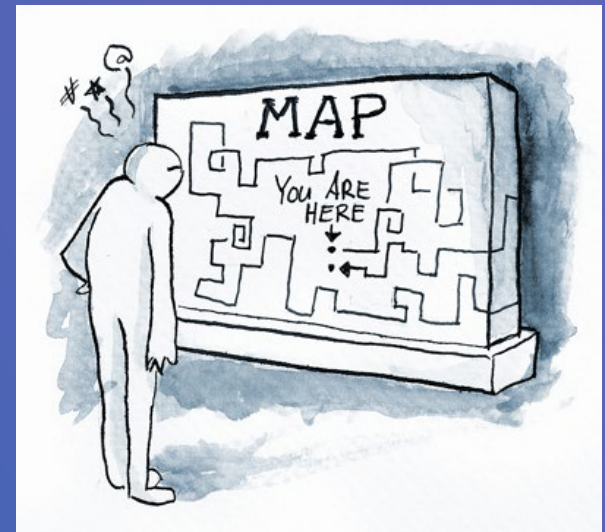
Vice Provost - Academic Affairs

September 11-12, 2024

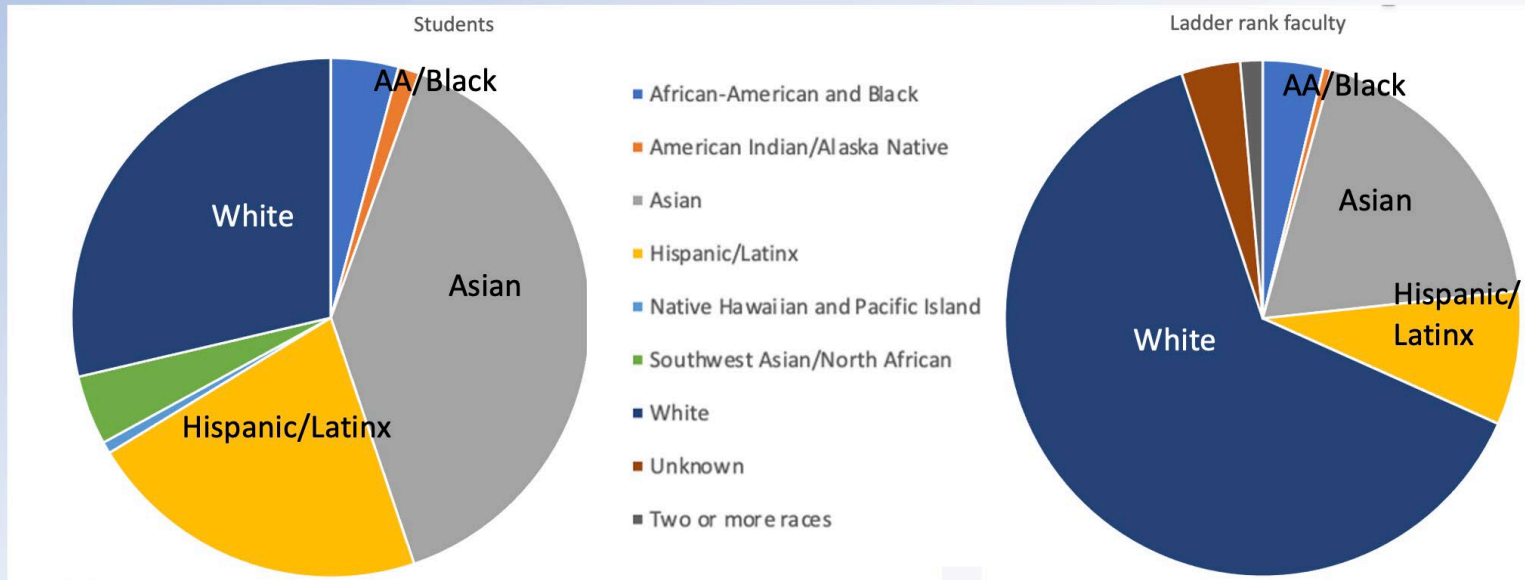


Roadmap

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



Demographics of UC students (left) and ladder rank faculty (right)



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**

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

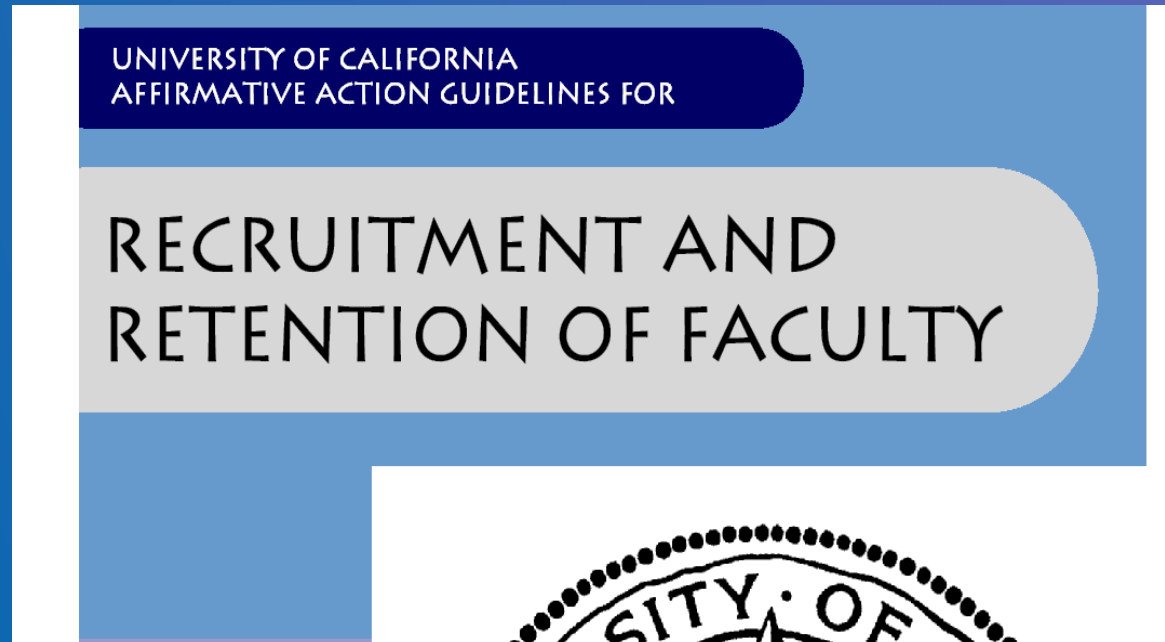
Structural geographic and family constraints

- **Implications for applicant pool and applicant attributes**
 - Academic applicants sometimes have academic partners
 - They may limit their employment search to specific regions
 - They are more likely to have a series of post-doctoral or non-traditional positions (to accommodate two careers)
 - Applicants belonging to under-represented groups 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 new faculty often entails dual-career hires; negotiations may be more complicated, require more resources, and represent a larger investment – but it’s worth the effort

Social networks, hiring, and inequality

- Social networks tend to be segregated by gender and race/ethnicity
- Networks of women and people from underrepresented groups are smaller and have fewer connections to high-status individuals (McDonald 2011)
- **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

Resources: Best practices for recruitment and retention



<https://www.ucop.edu/academic-personnel-programs/files/documents/affirmative.pdf>

Also see UC and UCD Academic Personnel Manual 500:

<https://aadocs.ucdavis.edu/policies/apm/apm-500.pdf>

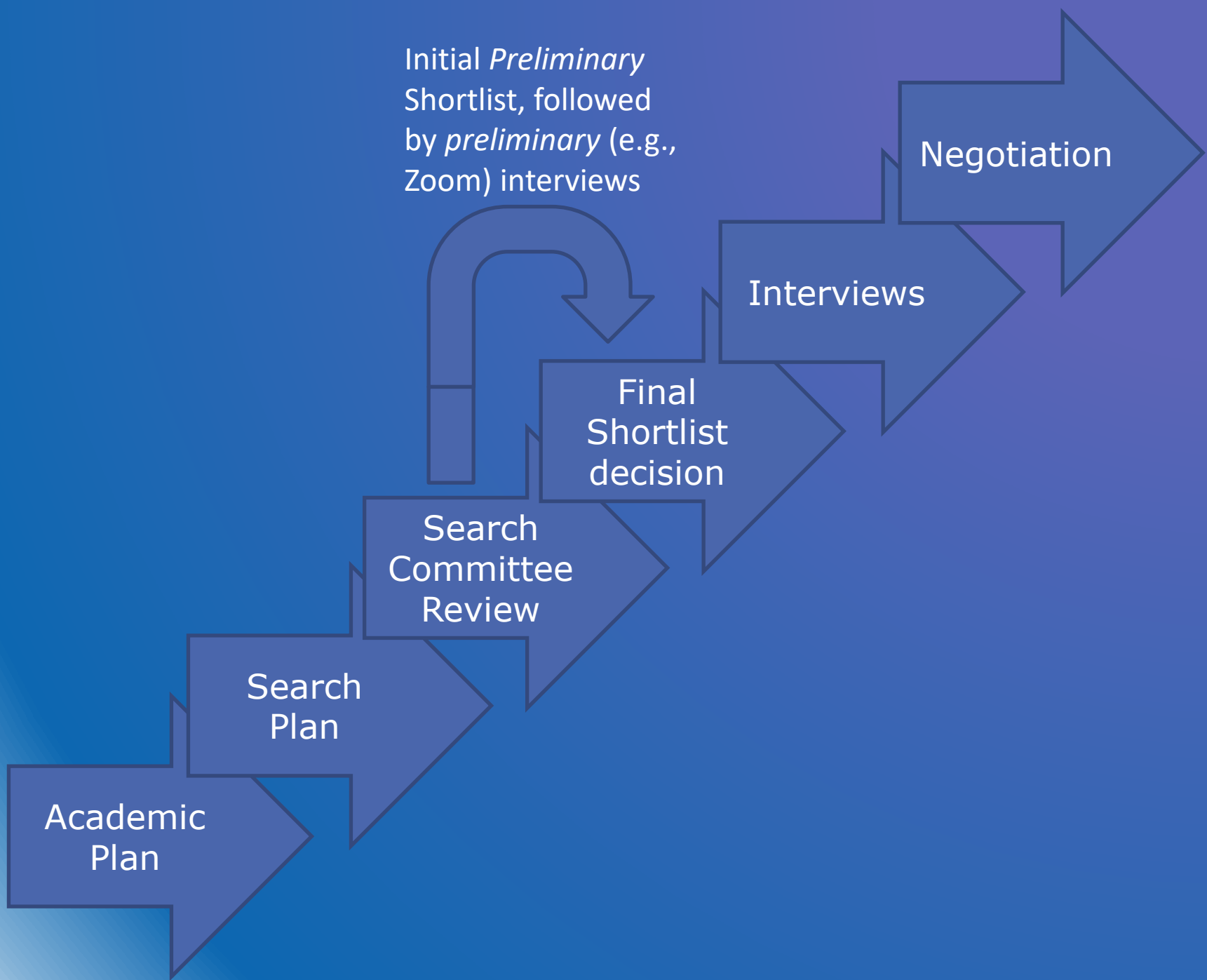
<https://aadocs.ucdavis.edu/policies/apm/ucd-500/ucd-500.pdf>



UNIVERSITY
OF
CALIFORNIA

https://www.ucop.edu/uc-legal/_files/guidelines-equity.pdf

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



Hiring incentives can stretch your resources and build faculty diversity

- **Former and current UC President's / Chancellor's Postdoctoral Fellows**
 - Are chosen from a large nationwide pool by a UC-wide faculty committee
 - Recruitment can be waived via an approved search waiver
 - Hiring incentive: \$85,000 / yr for 5 years (+ \$15,000 / yr for 5 yrs)
- **UC Davis ADVANCE CAMPOS and CAMPSSAH Programs**
 - Nominated from among very top candidates recruited
 - Selected as Faculty Scholars based on commitment to diversity and engagement with under-served communities
 - Hiring incentive: \$100,000 / year for 5 yrs

Advancing excellence through faculty diversity

The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships, professional development and faculty mentoring to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

Resources for:

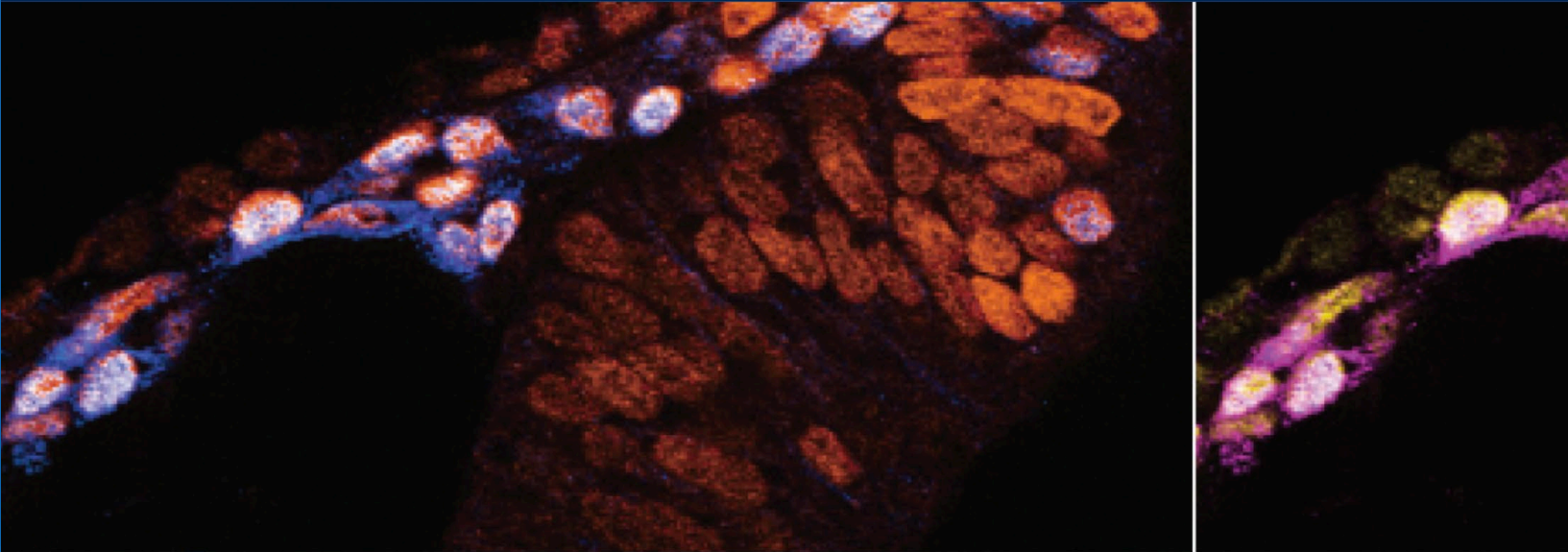
[Applicants](#) [Fellows](#) [Faculty](#) [Universities](#)



2023-24 President's Postdoctoral Fellowship awards

The President's Postdoctoral Fellowship Program is pleased to announce the 2023-24 President's Postdoctoral Fellowship awards. These fellows provide an outstanding pool of potential new faculty members in a wide range of disciplines. [Learn more about the 2023-24 PRESIDENT'S POSTDOCTORAL FELLOWS >>](#)

<https://ppfp.ucop.edu/info/>



CAMPOS

[Diversity, Equity & Inclusion](#) - [Advancing Faculty](#) - [CAMPOS](#)

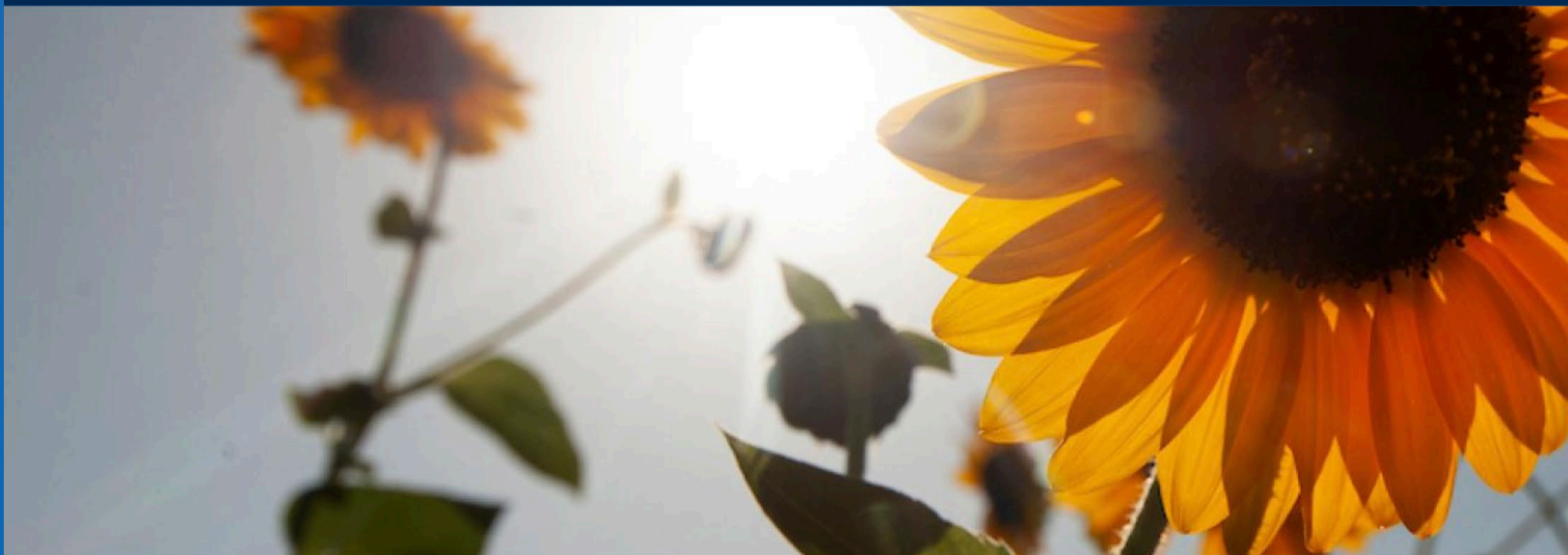


Center for the Advancement of Multicultural Perspectives on Science (CAMPOS)

With funding from the National Science Foundation (NSF) in 2012, a team of committed faculty at UC Davis embarked on a visionary mission to expand the presence of women and underrepresented faculty in STEM at UC Davis. This vision of institutional transformation was rooted in the premise that attracting unique perspectives from both gender and cultural diversity within our faculty would increase UC Davis' contributions to STEM and yield a research community with:

1. career advancement that included mentorship and networking;
2. an inclusive and equitable environment by integrating policies and practices that reflected an inclusive campus climate;
3. research to understand barriers and catalysts to gender and multicultural perspectives in STEM; and
4. enhancement of dual-career faculty support.

<https://diversity.ucdavis.edu/campos>



CAMPSSAH

Diversity, Equity & Inclusion · Advancing Faculty · CAMPSSAH

Center for the Advancement of Multicultural Perspective on Social Sciences, Arts, and Humanities (CAMPSSAH)

♦♦♦♦♦

October 4, 2022—The [Office of Academic Diversity](#), a unit of the [Vice Chancellor's Office for Diversity, Equity and Inclusion](#), is happy to announce the appointment of a new faculty director of the [Center for the Advancement of Multicultural Perspectives on Social Science, Arts, and Humanities](#) (CAMPSSAH) - **Zoila Mendoza!**

Vice Chancellor Renetta Tull appointed [Zoila Mendoza](#) as the CAMPSSAH Faculty Director on an interim basis for the 2022-2023 academic year. Mendoza is a professor in the department of Native American Studies. Trained as an anthropologist, her research examines music and dance in the Americas, particularly in Peru and the rest of the Andean region, Quechua-speaking people's forms of Knowledge, and the Quechua language revitalization processes. Her third book, published in 2021, *Qoyllur Rit'i: Crónica de una peregrinación cusqueña* (written in Quechua and Spanish), is the result of her work with members of the community/district of Pomacanchi, Cuzco, from 2006 to 2013.

Vice Chancellor Tull notes her impressive record of research, her administrative leadership experience—she is currently chair of the Native American Studies department and graduate program—and long tenure at UC Davis, which began in 1994.



<https://diversity.ucdavis.edu/campssah>

Open Recruitment

Open recruitment: In almost all disciplines, diversity is highest in the workforce pools at the junior ranks

- Choice of ranks in which to recruit should have clear justification— e.g. demographics, pool size, leadership needs
 - To be compliant with fair hiring practices, the resulting hire may not be at a different rank than advertised.
- The search plan must include *active* recruitment outreach via personal contact with at least 8 scholars/experts who are themselves non-majority and/or who have established programs with a strong diversity-building tradition
- A broad search will attract a larger and more diverse pool

Open searches: Crafting the search plan and position announcement

- Use language that makes it clear that your department, and our campus as a whole, values and rewards contributions to diversity and equal opportunity through teaching, service and scholarship...
 - All applicants for faculty positions must now submit a Contributions to Diversity Statement about their contributions or aspirations to diversity (built in to UC Recruit)
- Use UC Recruit to provide additional information; e.g., accommodation for interviewees with children < 2 years old
- Academic Affairs has developed advertising/position description template language to help you diversify your applicant pools
- Reference checks are required for Academic Senate Ladder Rank Assistant Professor, Steps 4, 5, or 6 through Professor, Assistant Professor of Teaching, Steps 4, 5, or 6 through Professor of Teaching, and Acting Professor of Law through Professor of Law positions before a final offer can be made. Refer to <https://academicaffairs.ucdavis.edu/reference-check-information> for more information about this program.

How position announcements can indicate a commitment to diversifying faculty

The program is especially seeking applicants who express:

- Indication of awareness of inequities and challenges in education faced by historically underrepresented minority students and faculty (African-American, Latino (a)/Chicano (a)/Hispanic, and Native American), and the negative consequences of underutilization.
- Demonstration of a track record tied to career stage and measure of success in activities (such as mentoring, teaching, or outreach) that aim to reduce barriers in education or research for underrepresented minority students and faculty (African-American, Latino (a)/Chicano (a)/Hispanic, and Native American).
- Description of specific plans to contribute through campus programs, new activities, or through national or off-campus organizations.
- Provision of a clearly articulated vision of how their work at UC Davis will continue to contribute to the University's mission of serving the needs of our diverse state and student population.

How position announcements can indicate a commitment to diversifying faculty

Make sure that the announcement stresses UC Davis' work-life flexibility and family-friendly policies

<https://aadoes.ucdavis.edu/programs/work-life-resources/work-life-for-academics-090622.pdf>

UC Davis Work Life

Resources and policies for academic appointees



Family-friendly programs to enhance careers in our academic community

UC DAVIS
UNIVERSITY OF CALIFORNIA

ACADEMIC
WORK LIFE

Purpose of Requiring the Diversity Statement:

- Underscores UC's role as a public land grant research university serving residents of the state.
- Aligns with academic personnel policy to encourage and recognize faculty contributions to diversity, equity, and inclusion.
- Reinforces campus strategic goal of increasing faculty participation in diversity, equity, and inclusion activities.
- Communicates inclusive excellence as a faculty expectation for all applicants.
- Complements research and teaching interests of applicants and augments skills and competencies.

What Should a Diversity Statement Accomplish?

- Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization
- Demonstrates a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups
- Describes specific plans to contribute through campus programs, new activities, or through national or off-campus organizations

The Search Committee *makes a difference*

- All search committee members are now required to have ADVANCE STEAD (i.e., Strength Through Equity and Diversity) certification, to be recertified once every 4 years
- 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
- Information about STEAD Workshops:
<https://academicaffairs.ucdavis.edu/stead>

Forms and Checklists

- **Conflict of Interest Report**— search committee must communicate about conflicts of interest with applicants
- Submitted with Shortlist Report in UC Recruit
- Academic Affairs weblinks: <https://academicaffairs.ucdavis.edu/forms-and-checklists> and <https://recruit.ucdavis.edu/analyst>

Academic Affairs Quick Links >

PEOPLE > RESOURCES > POLICIES > PROGRAMS > TOOLS > WORKSHOPS > HONORS > DIVERSITY >

Forms

Action Forms

- Appointment To Form **Coming Soon**
- Candidate's Certification of Reviewer's Comments (Attachment #6) [PDF](#)
- Candidate's Disclosure Certificate [PDF](#)
- Notification of advancement eligibility for an Academic Federation member [DOC](#)
- Recommended Action Form **Coming Soon**

Academic Leave Forms

- Leave of Absence Request (UPAY 573) [PDF](#)
- Request for Teaching Release for Ladder Rank Faculty (Work-Life Leave) [More Info>>](#)

Miscellaneous Forms

- Near Relatives Identification and Approval Form [PDF](#)
- APM 025 Appendix B: Request form for Pre-Approval of Outside Professional Activities [PDF](#)
- UCD 025 Appendix C: Report on Category I and II Compensated Outside Professional Activities [PDF](#)

Recruitment Forms

- Authorization Release Form [PDF](#)
- Faculty Recruitment Committee - Potential Conflict of Interest (COI) Disclosure Form [PDF](#)
- Planned Outreach to Traditionally Underrepresented Groups [DOC](#)

[Back to top](#)

Academic Senate Checklists

- Checklist for Appointment [PDF](#)
- Checklist for Appointment - Lecturer/Sr. Lecturer PSOE or SOE [PDF](#)
- Checklist for Appraisal [PDF](#)
- Career Equity Review Checklist [PDF](#)
- Chair's Sequential Checklist for Personnel Actions [PDF](#)
- Checklist for Deferral [PDF](#)
- Checklist for Five Year Review [PDF](#)
- Checklist for Merit [PDF](#)
- Checklist for Promotion [PDF](#)

- > Academic Federation
 - Academic Federation FAQs
 - Guidelines for Academic Federation Peer/ Voting Groups
 - Memorandums of Understanding (MOUs)
- > Academic Senate
 - Academic Senate FAQ
- > Associate Professor Network
 - Collegial Advice for Assistant Professors
- > Complaint Processes & Resources
- > Deans & Chairs
- > Delegations of Authority
- > Frequently Asked Questions (FAQs)
- > Forms & Checklists
- > Investigatory and Adjudicatory Procedures

UCDAVIS Recruit

Need Help

Quick guides

- [Approvers](#)
- [Search Committees](#)

Forms

- [Authorization Release Form](#)
- [Faculty Recruitment Committee COI Statement and Form](#)
- [Non-Faculty Recruitment Committee COI Statement and Form](#)

Check out the [documentation](#) or [contact support](#)

Engage in *active* recruitment that includes targeted outreach

- In addition to the “traditional” listserv and advertisement locations:
- Make a list of non-majority faculty and potential candidates; contact them *directly* – *nothing beats a personal touch*
- 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 and recruit at minority-focused conferences, annual meetings

Evaluating candidates – best practices

- **Encourage the use of *specific criteria* by which every candidate should be reviewed**
 - Overall, initial impressions are the most likely to be influenced by unconscious biases
 - Minimize the reliance on “prestige screening” based on past marquis institutions and reputation of mentors
 - Evaluate the content of letters, not just the letter-writers
 - **Consider using rubrics to evaluate Contributions to Diversity, Equity, and Inclusion statements**
- **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

SCOTUS 2023

The New York Times
The Morning

The End of Affirmative Action

We're covering the Supreme Court's affirmative action ruling, heat in the South and a fast-fashion blunder.

Give this article



Demonstrators near the Supreme Court yesterday. — Kenny Holston/The New York Times

Cite as: 600 U. S. ____ (2023)

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Opinion of the Court

NOTICE: This opinion is subject to formal revision before publication in the United States Reports. Readers are requested to notify the Reporter of Decisions, Supreme Court of the United States, Washington, D. C. 20543, pio@supremecourt.gov, of any typographical or other formal errors.

SUPREME COURT OF THE UNITED STATES

Nos. 20–1199 and 21–707

STUDENTS FOR FAIR ADMISSIONS, INC.,
PETITIONER

20–1199

v.

PRESIDENT AND FELLOWS OF
HARVARD COLLEGE

ON WRIT OF CERTIORARI TO THE UNITED STATES COURT OF
APPEALS FOR THE FIRST CIRCUIT

STUDENTS FOR FAIR ADMISSIONS, INC.,
PETITIONER

21–707

v.

UNIVERSITY OF NORTH CAROLINA, ET AL.

ON WRIT OF CERTIORARI BEFORE JUDGMENT TO THE UNITED
STATES COURT OF APPEALS FOR THE FOURTH CIRCUIT

[June 29, 2023]

CHIEF JUSTICE ROBERTS delivered the opinion of the
Court.

In these cases we consider whether the admissions systems used by Harvard College and the University of North Carolina, two of the oldest institutions of higher learning in the United States, are lawful under the Equal Protection Clause of the Fourteenth Amendment.

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Founded in 1636, Harvard College has one of the most

Opinion of the Court, Page 39-40:

At the same time, as all parties agree, nothing in this opinion should be construed as prohibiting universities from considering an applicant's discussion of how race affected his or her life, be it through discrimination, inspiration, or otherwise. ... But, despite the dissent's assertion to the contrary, universities may not simply establish through application essays or other means the regime we hold unlawful today. "[W]hat cannot be done directly cannot be done indirectly. The Constitution deals with substance, not shadows," and the prohibition against racial discrimination is "levelled at the thing, not the name." *Cummings v. Missouri*, 4 Wall. 277, 325 (1867).

Opinion of the Court, Page 39-40:

A benefit to a student who overcame racial discrimination, for example, must be tied to that student's courage and determination. Or a benefit to a student whose heritage or culture motivated him or her to assume a leadership role or attain a particular goal must be tied to that student's unique ability to contribute to the university. In other words, the student must be treated based on his or her experiences as an individual—not on the basis of race.

Recent guidance from Jamie Keith Lewis, Distinguished Senior Law and Policy Fellow at EducationCounsel

- **The following guidance was provided by Jamie Keith Lewis at a SEA Change webinar on Diversity and the Law Town Hall: The SCOTUS Rulings on Race-Conscious Admissions and DEI Efforts, on July 7, 2023, shortly after the Supreme Court ruling on June 29, 2023.**
- **More about Fellow Lewis and EducationCounsel at: <https://educationcounsel.com/member/jamie-lewis-keith/>**
- **Much more about the Supreme Court ruling will undoubtedly be discussed and debated over the coming months, so please think of the following as the beginning of what is surely much more to come.**

DEI and law intersect, but are not orthogonal

- Efforts to value DEI should not be impeded by either state or national interpretation of the law, because the law does not prohibit valuing and recognizing DEI.
- Law may affect ways that universities and colleges implement DEI programs, such as through the abolition of affirmative action.
- However, this can lead to innovative ways to achieve DEI while remaining compliant with law, as UC campuses have tried to do with Proposition 209.
- Every institution needs to decide where and how hard to push, and what risks they want to take.

DEI Is not illegal!

- **Universities and colleges can still have a flourishing DEI program for students, staff, and faculty at their institutions (except where prohibited by state law – and 15 states are trying)**
- **By having people at these institutions who can influence policy in collaboration with their campus counsel, it can be possible to develop even stronger programs for inclusive excellence that can, in turn, enhance diversity, while remaining full compliant with legal constraints.**
- **The desire for educational excellence together with collective equity, and the recognition of the inherent value of being a member of a diverse academic community, should be amplified.**

How can this be done in practice?

- Do not make race-based or gender-based assumptions about individuals as a collective. What may be true of some individuals may not be true of all individuals sharing common protected characteristics.
- Do not consider racial or gender identity as a means of advancing the benefits of diversity at an educational institution.
- Do not consider racial or gender identity as a means of redressing long-standing inequities that people with protected characteristics have collectively experienced.

How can this be done in practice?

- Do not mandatorily ask for someone's ethnic or gender identity (or other protected characteristics) for use in hiring or admission, and if it is provided, do not automatically treat them preferentially.
- People, regardless of identify, can have awareness, knowledge, commitment, and aspirations to contribute to educational excellence.
- But if someone's life experiences through their own ethnicity or gender identity has contributed to the above, then these experiences should be given important consideration and value.

How can this be done in practice?

Instead, it is essential to focus on an individual faculty candidate's *own experience* of their ethnicity, gender, or other protected characteristics, and understand how that has affected their *own* life through ways, such as:

- Taking on leadership roles
- Surmounting adversarial challenges and institutional barriers with courage
- Being affected by environmental challenges
- Developing independence and coping skills at a younger than expected age or career stage
- Demonstrating personal qualities and commitments that will contribute to the institute's mission (e.g., in UC's case, as a public land-grant university)

How can this be done in practice?

Action/Aspirations/Awareness/Experience/Expertise

- What do they *understand* about the issues of traditionally underrepresented groups (e.g., ethnic, gender, LGBTQ, disabled, veterans, first-generation, under-resourced)?
- What *actions* have they undertaken to elevate the importance of these issues to others?
- What have they *done* to disseminate their knowledge, discovery, and research to a broader audience?
- What have their *own* personal experiences been that have made them who *they* are today?
- What do they *aspire to do* to make their own impact on society?

How can this be done in practice?

- To be sure – asking about these qualities *absolutely does not imply* that there is some kind of political “litmus test” being surreptitiously administered, or that there are correct or incorrect boxes to check off.
- Admissions and faculty hiring is apolitical and neutral, meaning that these qualities and commitments at a university or college *transcend* one’s (unknown) political beliefs, which are irrelevant.
- Focus instead on what can be done with your allies, while always being mindful of what legally cannot.
- Make systemic changes in admissions and hiring, and question if current practices are exclusionary (e.g., legacy admissions).

How can this be done in practice for faculty?

- Do you recognize and reward faculty for making outstanding contributions to inclusive excellence, promoting diversity in their laboratories or professions, opening up opportunities for students traditionally excluded etc.?
- If you do – and you should - then there is no reason why you should not try to hire new faculty who want to do the same.
- This is why the UC system (mostly) utilizes mandatory statements of contributions to diversity, equity, inclusion, belonging, etc. for ladder rank and security of employment faculty hiring.

Department decision: Interview list

Before the faculty meeting

- Circulate search committee recommendations
- Decide, as a department, what the role of search committee members will be; will they vote?
- Walk the halls beforehand, making a special effort to listen to junior faculty members

At the faculty meeting

- Be ready to speak on behalf of quiet faculty members
- Make sure all votes (even “straw” votes) are confidential
- Be an agent for positive change

A Shortlist Report must be approved in UC Recruit before candidates may be invited for interview

Use similar processes for vote on top candidate(s) for offer

Department preparation for the interviews

- **Get faculty buy-in on space(s) and 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**
- **If the interviewee has an especially strong commitment to diversity and equal opportunity, consider connecting with CAMPOS to participate in interview**
- **Have UC Davis Work-Life, Capital Resource Network, and Partner Opportunity Program fliers on hand!**

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: <https://aadocs.ucdavis.edu/programs/work-life-resources/wl-brochure-version-7.15.19.pdf>

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.
 - Please note that these are taxable benefits (Form 1099)
- ***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 provide 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.

In addition, it is unlawful to ask candidates what their salary is!

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
- California is a socially and environmentally progressive state
- 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, transparency, and fairness
- UC Davis is proactive in addressing salary equity
- Strong Work Life Program for academics
- UC Davis is very proactive in hiring professional couples
- ➔ Give every candidate the Work-Life, POP, and CRN brochures and fliers!

Post-interview negotiation

- If any top candidate is from another UC campus, you **must** consult with your dean's office before negotiating salary because there are policy considerations that apply (See APM 500 and APM 510).
- A search report needs to be approved before any offer can be made.
- Typically, UC Davis may match a competing salary offer from a comparable institution – but match by using off-scale salary, not by increasing step.
 - Dean can authorize up to \$4,000 above college/school average off-scale; VPAA approves if higher.

Post-interview negotiation

- Communicate with Dean right away if start-up estimate looks to be insufficient
 - Be creative— consider shared resources, department share, spreading investment over time
 - If a reference check needs to be done, it may occur concurrently with the negotiation of the terms in the Tentative Offer Letter (TOL), or after the TOL has been issued, but definitely before the appointment process takes place.
- In the Tentative Offer Letter (TOL), never “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
 - Please work with your Dean’s office on TOLs.

What if there is a partner???

- Get partner's resume or CV, and find out career preferences
- Treat the partner with great respect
- Inform your dean immediately, and strategize with dean about options if the partner is an academic (~6-8% of hires)
- There is help for you!
 - The **Partner Opportunities Program (POP)** assists with placing partners into UC Davis positions. See: <https://academicaffairs.ucdavis.edu/partner-opportunities-program-pop>
 - The **Capital Resource Network (CRN)** can assist during recruitment, community integration and high-level informational interviews for the partner around the Sacramento Region. See: <https://academicaffairs.ucdavis.edu/capital-resource-network>

Academic Affairs

Serving the Professional Academic Community at UC Davis

Quick Links >

PEOPLE > RESOURCES > POLICIES > PROGRAMS > TOOLS > WORKSHOPS > HONORS > DIVERSITY >



Partner Opportunities Program (POP)

What is the Partner Opportunities Program?

Under the direction of the Vice Provost—Academic Affairs, the UC Davis Partner Opportunities Program (POP) is a service designed to support departments and deans offices in the recruitment and retention of outstanding faculty by assisting their partners and spouses in seeking employment at UC Davis.

Who is Eligible?

Eligibility is limited to prospective or current full-time Academic Senate Ladder Rank faculty (Assistant, Associate or Full Professor), Lecturers with Potential Security of Employment, Cooperative Extension Specialists, Deans, Faculty Administrators and members of the Senior Management Group.

How are POP Services Initiated?

POP services may be requested by contacting the Department Chair. If approved at the department level, the department initiates a POP request that is routed for additional approval through the Dean of the school



- > Capital Resource Network
- > Faculty Salary Equity Program

POP

- UCD's Partner Opportunities Program (POP) is a national dual-career model
- Split of partner salary benefits:
 - originating unit (dept./deans' office of recruitment/retention effort),
 - receiving unit of POP client (dept/deans' office/administrative unit), and
 - Provost
- Finding the recipient unit is the biggest task, especially for faculty partners.
- Search waivers are required for non-senate and senate appointments
- POP requests can be initiated from the department level or from the deans' office level.
- POP is very successful – but the program cannot guarantee employment. Please don't make promises!
- <https://academicaffairs.ucdavis.edu/partner-opportunities-program-pop>

Capital Resource Network

A Concierge program that **WELCOMES**, **INTRODUCES** and **INTEGRATES** newly relocated **STAFF**, **FACULTY** and their **FAMILY** for the purposes of enhanced recruitment and longer term retention.



Capital Resource Network Testimonials

To hear this video best, please adjust your volume accordingly.

Link [here](#).



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
 - NCFDD – consider encouraging writing resources and funding Faculty Success Program enrollment
 - UC Davis ADVANCE LAUNCH program for pre-tenure hires in STEM
- Explain expected standards, and the schedule of reviews, appraisal, tenure (including the clock extension 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 Professors
 - 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
 - NFCDD – consider sponsoring Faculty Success Program enrollment
 - 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 from prior institutions
 - Explain high-level merit expectations (P6, Above Scale)!

National Center for Faculty Development and Diversity (NCFDD)

- UC Davis institutional membership provides all faculty, postdocs and graduate students access to a suite of online resources to advance their productivity, including:
 - Core curriculum – on-demand webinars showcasing skills to thrive in academia
 - 14- day writing challenges – daily writing with community support
 - Guest Webinars and Multi-Week Courses – specialized courses and webinars led by expert facilitators
 - Monday Motivator – weekly email with productivity resources
 - See the Box folder for creating a free NCFDD account, <https://ucdavis.app.box.com/file/1008078840071> .
- Faculty Success Program
 - A virtual 12-week intensive mentoring/coaching training program to advance research productivity and work life balance for tenured and pre-tenure faculty
 - Offered in summer, fall and spring – Academic Affairs facilitates Fall registration
 - <https://academicaffairs.ucdavis.edu/ncfdd>

Department of Population Health and
Reproduction
UC Davis School of Veterinary Medicine

Mentoring Plan

Faculty member being mentored:

Current rank and step:

Attendees:

Meeting called by:

Date of Meeting:

| Research | |
|---|-----------|
| Focus: | |
| Peer-reviews publications since last meeting: | |
| Grants since last meeting: | |
| Strengths and successes: | |
| Weaknesses and/or areas for improvement: | |
| Opportunities for growth: | |
| Action items: | Deadline: |
| | |

| Teaching | |
|--|-----------|
| Major responsibilities: | |
| Quality of teaching evaluations: | |
| Annual instructional contact hours: | |
| Graduate student mentoring: | |
| Weaknesses and/or areas for improvement: | |
| Action items: | |
| | Deadline: |
| | |

| Professional competence and service | |
|--|-----------|
| Focus: | |
| Notable presentations at meetings: | |
| Reviewing activities: | |
| Recognitions: | |
| Weaknesses and/or areas for improvement: | |
| Opportunities for growth: | |
| Action items: | Deadline: |
| | |

| University and public service | |
|--|-----------|
| Major School responsibilities: | |
| Major University responsibilities: | |
| Weaknesses and/or areas for improvement: | |
| Action items: | |
| | Deadline: |
| | |

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— Center for Educational Excellence 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, 1.5, and 2.0 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
- Share information about the Faculty Parent Support Group, <https://academicaffairs.ucdavis.edu/faculty-support-group-new-parents>
- For faculty in all of these stages, career and scheduling flexibility is extremely important!



Enabling work-life balance

- Please avoid scheduling faculty meetings and events before 9am or after 4 pm
- Know and encourage the use of UC Davis Work-Life policies
 - Extending the tenure 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 for students



Retaining our valuable faculty members

- Be a leader in building a supportive and inclusive department climate
- Do not allow senior faculty to overwhelm or intimidate junior faculty
- Be proactive in merits and promotions, award nominations
- Be cognizant of salary compression/inversion, which can be very demoralizing and motivate faculty to seek outside offers -
- and work with dean to identify candidates for equity off-scales and other preemptive incentives to avoid losing them or having to provide expensive retention packages
- Set the tone for your department as one that values and maximizes opportunity for *all*

Discussion

