



**Promising Practices for
Diversifying the Faculty
at UC San Diego**

**Appendix to Academic Senate
- Administration Workgroup
on Faculty Recruitment
Report**

Fall 2019

Promising Practices for Diversifying the Faculty at UC San Diego

Search practices that promote the hiring of diverse faculty are an important element of fulfilling the mission of the University of California, as a public system of higher education in the state. To this end, faculty within UC San Diego have the unique privilege of creating academic departments that will serve their respective fields as well as the undergraduate and graduate student bodies that attend the university.

The Academic Senate-Administration Workgroup on Faculty Recruitment convened in AY 2018-2019 to develop a recruitment policy for academic appointments at UC San Diego. The workgroup's report (still pending) also includes promising practices and resources for diversifying the faculty and conducting an inclusive search. This appendix complements the recruitment policy with resources and strategies that Department leaders and search committee members may utilize to enhance their recruitment efforts.

Context for Diversity in California and the UC System

Nationally, U.S. college students are four times more likely than faculty to be Latinx, and twice as likely to be African American (Davis & Fry, 2019). In California, six out of nine undergraduate degree granting UC campuses are Hispanic Serving Institutions (HSIs), and two campuses (UC San Diego and UC Los Angeles) are Emerging HSIs (Contreras, 2018). The largest proportion of applicants to the UC System are now students of color. It is therefore critical for the UC System and UC San Diego to recruit diverse faculty to better reflect the statewide population, and to foster inclusive campus climates.

Turner (2002), in "Diversifying the Faculty: A Guidebook for Search Committees" explains the important role that faculty diversity has on educational quality and the educational outcomes of all students. To serve all students well, greater faculty diversity remains a goal across research institutions in the U.S. and at UC San Diego. The following strategies offer select promising practices for Deans, Department Chairs, and Search Chairs as they work to promote greater levels of faculty diversity with their respective academic units and departments.

The Search Process

1. **Consult with Faculty Equity Advisors (FEAs) in your Department and do so early on in the search process.** Faculty equity advisors are senior faculty across multiple academic divisions and units on campus. FEAs have a track record of promoting equity and diversity within their academic units, as well as knowledge of promising equitable practices in searches. They conduct implicit bias/search trainings for faculty search committees and offer early consultation with Deans and Chairs when searches are underway. The FEAs also serve in a formal capacity during the search process, approving search plans, short lists, and final search reports. For a detailed summary of the FEA role, please see the following link: <https://facultydiversity.ucsd.edu/fea/index.html>.
2. **When possible, broaden job descriptions.** At the start of each search, reviewing the job description to ensure it is inclusive is essential to welcoming a broad pool of candidates.

A job description should be broad enough to attract a competitive pool from national and international universities.

3. **Ensure Transparent Search Processes.** Applicants should be provided with a clear understanding of the position (and requirements for consideration) through the posted job description, based on the criteria for the position. Search committee members should refrain from creating and using alternate standards/criterion for specific candidates.
4. **Appoint a search committee chair that values diversity, is courageous and respected.** Search committees should be diverse, with content expertise, and possess the shared values and mission of this public institution. The chair, in particular, should value diversity and set the standard for fair and equitable search practices.
5. **Ensure that every faculty member on the search committee attends search/implicit bias training.** Attending search training is a requirement at UC San Diego in order to participate on a Search Committee. Department leaders can help to ensure that every member of search committees attend these important training sessions led by FEAs and the AVCs for Equity, Diversity & Inclusion.
6. **Incorporate diversity statements into candidate discussions and selection.** Diversity statements are part of the application process. They are required and are intended give search committees a better understanding of a candidate's background and tangible efforts to promote diversity. Incorporating diversity statements into the discussion of long and short list candidates may assist search committees in identifying a more diverse pool of finalists.
7. **Engage in active recruitment efforts (and beyond traditional passive strategies).** Search Committee members and faculty within Departments should actively search out diverse candidates. Active recruitment includes personally calling or emailing diverse potential candidates, as well as asking leading faculty in the field to reach out to potential candidates within their network.
8. **Utilize existing databases of diverse early career scholars to seek out potential candidates for positions.** This strategy requires early planning and permission by the entity or organization that owns the rights to these databases. Examples of databases of early career scholars include: Ford Fellow database, PFPF database, SACNAS database, the NSF and NIH early career awardees, and K-2 grants awardees.

Department Strategies

9. **Comprehensive diverse hiring plan.** Increasing diversity within departments calls for focused and strategic efforts given the nature of recruiting highly competitive scholars of color. Every Department should be engaging in regular discussions about their plan for hiring more diverse faculty. Developing a comprehensive hiring plan that delineates efforts to recruit more diverse faculty should be developed in conjunction with

department faculty to foster greater ownership for diversity hiring priorities within the department (Williams, 2013).

10. **Cluster hiring.** Cluster hires have been used by sister campuses to hire faculty across divisions in areas to foster a culture of interdisciplinary engagement across departments and greater collaboration. In addition, bringing in faculty of color alongside other diverse hires helps to foster community and a critical mass of support (Smith, et. al., 2004) as they navigate the campus and the merit process.
11. **Visiting faculty, speaker series, faculty fellows.** Introducing department faculty to leading faculty of color in the field is an important step to engaging them in scholarship that may be different from their own. It also provides an opportunity to make a good impression on the visiting faculty and build the department's reputation as a place that values diversity and equity. Leading faculty of color can help to promote your department among mentees or colleagues and may recommend candidates for future positions.
12. **Mentoring PFPF scholars/Chancellor's Associates.** The UC President's Postdoctoral program provides an excellent opportunity for UCSD faculty to mentor highly competitive and diverse scholars. Applying to mentor a recent Ph.D. graduate is a promising approach for integrating postdoctoral fellows to the campus and transitioning them to tenure track positions. https://www.ucop.edu/academic-personnel-programs/_files/ppfp-brochure-optimized.pdf
13. **Cost sharing with EDI to support PFPF scholars.** Departments may cost share with EDI to support additional Chancellor's Postdoctoral Fellows, who are entitled to the same hiring benefits as PFPF Fellows.
14. **Hiring PFPF and CFPF scholars.** The UC President's Postdoctoral Fellowship program is a model system-wide program across the UC system that attracts diverse scholars who are vetted and mentored by UC Faculty, and it facilitates hiring them into tenure-track appointments through waivers and hiring incentives that benefit departments.
15. **Target of Opportunity Hires.** Consider Target of Opportunity hires for candidates that offer an exceptional academic record and would elevate departmental diversity. When viable candidates are in the pool of finalists, initiating a target of opportunity hire is a viable approach to hire a diverse and equally strong candidate.
16. **Encourage all faculty beyond search committee members to attend a search committee training by the FEA or one of the Associate Vice Chancellors.** Having all faculty engage in implicit bias training may help departmental climates to collectively address and recognize bias in search processes.
17. **Support for Partner hires.** One of the promising strategies used by many R1 institutions is to develop a mechanism among Chairs and Department leaders to support partner hires. This requires collegial efforts across Departments where they provide serious consideration for spouses of selected candidates. Campuses have also developed designated resources for these partner hires.

Campus Strategies

18. **Diverse Faculty Hiring Initiatives.** Many public and private universities have established diverse hiring initiatives that help to recruit leading faculty of color in their respective fields. These initiatives earmark funding for endowed chairs, visiting faculty, speaker series, and resources for transition (U.S. Department of Education, 2016).
19. **A Strong Focus on Institutional Climate.** There is no better recruitment tool than faculty who are thriving within their academic departments. Fostering healthy department climates and broader institutional climate attracts diverse scholars who are looking for a culture of equity and inclusion.
20. **Climate Survey and Assessments.** Studying the various data elements from climate surveys and other assessments administered for the campus (faculty and staff surveys, as well as UCUES) is important to understand how departments fare, as well as how students, staff and faculty perceive their work climate. These assessments are important to implement regularly to ensure the campus develops strategies that foster inclusion and are responsive to any challenges experienced by key constituencies.
21. **Strong Faculty Networks.** UC San Diego has a Faculty of Color Network, a Women's Network, First Generation Faculty list, an LGBTQ-out Faculty list, and is working to develop a Male Ally Network. Such networks help to build learning communities, while also providing the opportunity for engagement, organic peer mentoring, and professional development for faculty at all stages of their academic careers. For more information on the faculty networks through EDI, please see:
<http://facultydiversity.ucsd.edu/development/index.html#Faculty-Networks->
22. **Strategic Plan for Inclusive Excellence at UC San Diego.** Familiarizing the search committee and department leaders with this campus effort and strategic plan may assist departments in recruiting faculty of color. <https://diversity.ucsd.edu/initiatives/strategic-plan.html>

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<https://www.ucop.edu/faculty-diversity/systemwide-efforts/index.html>

UC Campus Efforts:
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