

# **REPORT OF THE CHANCELLOR'S AND PROVOST'S TASK FORCE ON FACULTY RECRUITMENT UC DAVIS**

**May 1, 2000**

## **INTRODUCTION**

The Chancellor's and Provost's Task Force on Faculty Recruitment was established in November of 1999 in response to a set of concerns about faculty hiring. The general charge to the Task Force was to "develop a set of recommendations for campuswide recruitment policies that will be critical to our success in meeting our objective of recruiting outstanding new faculty who share our commitment to excellence and diversity."

The Task Force believes that the pursuit of excellence in teaching, research, and service at a public land grant university depends on the commitment and achievements of a diverse community of faculty. However, since the recruitment of a diverse faculty has remained an elusive goal, this report focuses on improving our outcomes in this area. Our concerns are founded on our observation of two disturbing trends: (1) over the past two years the percentage of new faculty from underrepresented groups has remained low, and (2) the percentage of new women faculty has declined approximately 50% in this period. At the same time, our campus is poised for growth: as a result of enrollment increases and faculty retirements, over five hundred new faculty will be recruited to the University of California, Davis in the next five to seven years. These new faculty will have a major impact in shaping the campus as an academic institution and as a community of teaching and learning. We have arrived at a pivotal moment for the examination of past hiring and the implementation of new practices. The decisions we make now will affect our campus for the next thirty years.

## PRINCIPAL RECOMMENDATIONS

While this report contains many recommendations that we believe will have a major impact on our recruitment of an excellent and diverse faculty, we wish to immediately call attention to the two recommendations that we believe will have the greatest impact on meeting our recruitment goals

The Task Force believes that the only way to succeed in diversifying the faculty is to initiate action for change. This will require a vigorous effort by departments and programs and forceful leadership by deans and the campus's central administration. Therefore, the Task Force recommends that:

**(1) Departments and programs should be rewarded for both their past and present efforts and success in hiring and retaining diverse faculty**

- Incentives may include, but should not be limited to, the awarding of additional faculty FTE, early release of FTE, and additional discretionary funds to be used for graduate student or postdoctoral support, etc.,

**and**

**(2) Deans, departments, and programs should be held accountable for promoting diversity**

- Accountability may include, but should not be limited to, performance evaluations of deans and department chairs and other administrators regarding recruitment and diversity. Failure on the part of departments and other units to make vigorous efforts to diversify the faculty should result in the withholding of additional FTE and additional recruitment-related discretionary funds until the dean is sure that future recruitments will be effective.

The Task Force strongly believes that this two-part recommendation, above all others, will provide the necessary catalyst for change.

## BACKGROUND

The Task Force, chaired by Vice Provost Barry Klein, consisted of 31 members drawn from across the campus, ten of whom were liaisons to the college/school/division committees that were established at the same time as the Task Force to address discipline-specific recruitment issues (See Appendix A.) At the onset, the Task Force formed five subcommittees to address the following issues: (1) best recruitment practices at other institutions, (2) best recruitment practices/existing practices at UC Davis, (3) special issues in recruiting minorities and women, (4) hiring data analysis and interpretation, and (5) campus climate/environment. (The subcommittee reports, along with this report, may be found on the web at [www.chancellor.ucdavis.edu](http://www.chancellor.ucdavis.edu).) In addition, the Task Force as a whole met every two to three weeks from late November through April. In the dispatch of its charge the Task Force identified academic, economic, and legal imperatives for achieving faculty diversity.

**The Academic Imperative.** Our “Principles of Community” state that the University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds, and social circumstances. Our goals in teaching, research, and service can only be achieved and sustained if the faculty of the University reflects the diversity of the student body and the citizenry of the state. A faculty from diverse backgrounds will help ensure that research and scholarly inquiry extend to the widest possible array of areas, and that a wide breadth of perspectives is considered. A diverse faculty provides role models for women students and students from underrepresented groups who may not otherwise envision themselves as future leaders. A diverse faculty will also increase the success of our service and outreach efforts as we seek to extend the resources of the University beyond our boundaries to the state, country, and world at large.

**The Economic Imperative.** California is one of the most diverse states in the country. An example of this diversity may be seen in enrollment figures for K-12 public schools. In 1997-1998, 40.5% of students were Hispanic, 8.1% were Asian, 8.8% were Black, and 38.8% were White. The number of people of color and women joining the workforce is expected to increase in the future. As a land-grant university, we serve the people and the state of California. As a research university, we explore and disseminate knowledge in many fields and play a vital role in the economic well being of our state. Role models and mentoring are crucial to the success of students from underrepresented groups. Academic success and future economic success are linked. Furthermore, a diverse faculty and student body will benefit all students. We will be better prepared to give students the skills, knowledge, and experience necessary to live and work in a diverse society.

**The Legal Imperative.** Universities that receive federal funding must analyze their workforce and set goals to achieve diversity. These goals are determined by analyzing the composition of the available pools of candidates for faculty positions based on the gender and ethnicity of graduating Ph.D.'s in the various

disciplines on campus over the previous five years, and comparing this with the current faculty composition of each of the campus units. Currently, UC Davis has goals to hire 102 more faculty of color among all campus departments. Goals to hire additional faculty women have increased from 154 women in 1998 to 161 women in 1999. Goals are set by departments based on the percentage of national Ph.D. recipients in relevant fields averaged over a five-year period. The decline in the hiring of women for the last two years and the lack of progress in the hiring of persons of color demonstrates that the articulation of goals in and of itself does not lead to progress in diversifying the faculty.

The Task Force is aware that previous reports have made recommendations about recruiting a more diverse faculty. For example, the Joyce Bennett Justus project issued a report in 1987, "The University of California in the Twenty-First Century." The report recommended, among other things, that recruitment be conducted outside "the standard locales" and that the University as a whole collect data necessary to track the careers of potential minority faculty. We have also concluded that these are sound and effective recruitment policies. However, such recommendations have little impact unless those charged with implementing them are motivated to do so. Mindful of the gap between recommendations and their implementation, this Task Force has concluded that strong incentives, as well as appropriate accountability, are necessary to promote action, and these have formed our principal recommendations as noted above.

To further enhance the probability of success in achieving faculty diversity, the Task Force has assembled a comprehensive set of recommendations for faculty recruitment based on the findings of the five Task Force subcommittees. The recommendations call for action at the department/program/section, school/college/division, and central administration levels. Departmental faculty recruitment and retention efforts should be measured against implementation of the best practices identified in these recommendations. Deans should be accountable for the implementation of best practices and success in faculty hiring by departments. The central administration should provide sufficient resources to achieve these goals, as well as consistently and publicly stress the importance of the academic, economic, and legal imperatives for faculty diversity.

Finally, the Task Force believes that a mechanism needs to be established to monitor, on a regular basis, the progress that is being made in diversifying the faculty at UC Davis. The Task Force recommends that the college/school/division recruitment committees that were established as part of this effort be continued for a three-year period, and that a small central campus Task Force be assigned the task of monitoring overall progress, again for a three-year period.

## **BEST PRACTICE RECOMMENDATIONS**

Each college/school/division faces issues and hurdles in diversifying its faculty that may be unique to that unit. Successful recruitment and retention of diverse faculty will require many different actions at many different levels of campus governance. There are, however, certain activities that will increase the likelihood of success in achieving a diverse faculty regardless of campus unit or type of hire. The recommendations that follow are organized around the major stages of recruitment activities: campus leadership and climate, recruitment and interviewing, and the successful hire. Implementation of best practices in all of the major stages is critical for success.

### **CAMPUS LEADERSHIP AND CLIMATE**

#### **A. Central Administration**

1. Because the pools of women and underrepresented minority potential candidates are significantly greater at the assistant professor level, the campus should aim to make 80% of new hires at the assistant professor or early associate professor level, with no more than 20% of new campus hires, including Target of Excellence appointments, at more senior levels. Each dean should work with departments in his/her college/school/division to ensure that this target is achieved over a rolling two-year cycle. Target of Excellence appointments can present unique opportunities that may also be actively used in campus efforts to diversify the faculty at any level.
2. The campus should have a senior level position, filled by a tenured faculty member, that would be responsible for overall coordination of campus diversity efforts, including those efforts targeted at recruiting a diverse faculty. Another campus committee that will be issuing its report shortly is addressing this issue in greater detail.
3. Efforts in support of diversity should be rewarded in different ways, including through the academic personnel process. Such efforts may be incorporated into the teaching, research, and/or service/outreach activities of individual faculty. Contributions to diversity should become a formal part of academic personnel review criteria. Other forms of recognition can include release time to faculty actively engaged in recruiting faculty of color or women in critically underrepresented fields, allocation of discretionary research funds, etc.

4. The central administration should encourage “cluster hiring” in which several positions are identified in a broad area. Such an approach highlights the efforts of the units to build excellence in a discipline or area and can lead to a larger pool of outstanding candidates. It can be particularly effective in preventing the potential isolation of new faculty.
5. The Office of the Provost should assume responsibility for obtaining timely data on availability pools of women and persons of color at the institutions that produce the largest numbers of Ph.D. recipients in these categories in each discipline. These data should be distributed to deans, department chairs, and search committee chairs at the start of each academic year. The Office of the Provost should also develop and convey to campus units information about minority Ph.D.'s emerging from the research universities from which new hires are drawn. Deans should disseminate that information to search committees and review how it can be used by the search committee to develop the pool of candidates. It is recommended that data collection should be centralized in the Provost's Office to enhance the quality, consistency, and credibility of the data and to maximize staff/technology resources.
6. The availability of data pertaining to new faculty hires has been less than optimal across the campus. The lack of consistent data and reporting makes statistical analysis difficult and limits some approaches to the analysis of data. A distribution and management reporting system should be implemented to facilitate the timely identification of campuswide hiring trends. This would encourage appropriate changes in hiring practices through the statistical validation of the impact of specific practices on hiring outcomes.
7. The information obtained from the interim and final academic recruitment reports should be expanded to include search chair, number of men/women and persons of color on search committee, number, gender, and ethnicity of adhoc members of the search committee, information on the gender and ethnicity of candidates, and postdoctoral institution (or equivalent) where applicable. The outcome (position offered, accepted, declined, and reason why) should be included as well.
8. The campus should strive to appoint additional women and persons from underrepresented groups to positions of academic leadership such as deans, department chairs, and vice provosts. Persons of color and women in leadership positions play a crucial role in a diverse campus community. The campus should develop administrative and management programs for faculty that will help achieve this goal.
9. The campus should reinstate its tradition of annual receptions for faculty women and faculty of color, making the event open to all faculty members who wish to attend. Deans should encourage all new faculty to attend the new faculty workshop offered each fall.

10. A systematic survey of campus climate should be undertaken with the goal of identifying issues that can be addressed by the campus. A preliminary survey has been conducted by the Task Force subcommittee on campus climate/environment. We should continually make certain that all faculty members are treated fairly and equitably in terms of salary, space allocations, and other forms of support, without regard to gender, age, disability, race, sexual orientation, or ethnicity.
11. The campus should issue and widely publish an annual report on the composition of the workforce that summarizes the results of the prior year's hiring activity and the current figures by college, school, and division.
12. The faculty mentoring program should be reinstated as an optional program for junior faculty. Faculty who serve as mentors should be duly recognized in the merit and promotion process.
13. The campus should continue to support campus groups and policies that help to provide a welcoming climate for women, persons from underrepresented groups, persons with disabilities, and other faculty including: (1) family friendly policies regarding leave for childbirth, adoption, and dependent care; (2) sexual harassment policies; (3) Women's Resources and Research Center; (4) Disability Resource Center; (5) Lesbian, Gay, Bisexual, and Transgender Resource Center; and (6) Cross-Cultural Center.
14. The Office of the Provost should coordinate its training programs for deans, department chairs, and new faculty with the colleges/schools/divisions. This coordination will enhance the programs (such as training on academic recruitment) delivered by both the central campus and the college administrations. Particular attention should be paid to ensuring that new administrators are prepared to implement their responsibilities regarding equal employment opportunity and affirmative action.
15. Commitment to excellence and diversity, as well as knowledge of how effective searches are conducted, should be among the criteria considered in the evaluation of candidates for deanships and for department chairs.

**B. College/School/Division**

1. The role of the dean in setting expectations regarding search outcomes is critical. The dean must make clear statements regarding his/her commitment to excellence and diversity in the faculty hiring process. The dean should meet with each search committee at the outset of its activities to communicate expectations directly and to offer assistance as needed at any point during the search. Deans should be prepared to suspend a search if the interim recruitment report indicates insufficient efforts to diversify the candidate pool. Searches should be evaluated with regard to their effectiveness in implementing the procedures outlined below in "Recruitment".

2. Deans should support and encourage departments to be flexible and creative in their hiring strategies. A lockstep approach in which each position is narrowly defined and recruited for in rigid sequence can mean that special hiring opportunities are missed. For example, it may be in the best interest of the campus to make multiple offers and be ready to accept the possibility of multiple hires, even though a department was seeking to fill only one position at a given point in time. It is especially important to consider making multiple offers in situations where the department and college plans are consistent with this option over a more extended time span.
3. Deans should encourage departments and programs to broaden their position descriptions to permit flexibility in hiring. Identifying general areas rather than narrow specialties for recruitment will likely result in a larger, more diverse pool. In some cases, however, a focused area of expertise may be appropriate: 1) where the pool of candidates is likely to have a relatively high proportion of women and underrepresented groups, and/or 2) where academic needs provide an imperative for a narrowly defined search.
4. Deans and chairs should work together to reduce the need for search waivers wherever possible. It is recognized that health sciences and veterinary medicine face special circumstances that need to be taken into consideration, but open recruitments should be sought where possible. The Office of the Provost should carefully review each such request with the goal of reducing the number of waivers granted. The rules for the justification of a search waiver should be clarified and conveyed to the deans and unit heads.
5. Each college/school/division should be charged with tracking Ph.D.'s emerging from the research universities from which it draws its new hires and making information on the availability of women and underrepresented minority candidates from these institutions available to search committees.
6. Deans should work with departments on an ongoing basis to emphasize that recruitment of faculty is a year-round, ongoing activity that requires a great deal of proactive effort. The identification and cultivation of potential candidates for Target of Excellence appointments, for example, can take several years, and such efforts should be viewed as a long-term investment. Departments need to track outstanding individuals for potential future appointments.
7. Each college/school/division should encourage faculty to attend national meetings and visit other campuses to encourage women and underrepresented minority scholars to consider UC Davis as a potential academic home. Deans should provide funds to cover all or part of the expenses associated with these trips.

8. Deans and chairs should work together to ensure that the departmental climate is a favorable one. A climate that is welcoming and supportive of women and persons of color is critical to successful recruitment of a diverse faculty. The Office of the Provost should catalyze campus dialogue and discussion that will lead to a more welcoming climate for all faculty, staff, and students.

### **C. Department/Program/Section**

1. Departmental leadership is critical in the recruitment of an excellent and diverse faculty. Efforts to promote diversity among the faculty and in the pipeline at all levels should be among the criteria used in the selection of chairs and in the evaluation of their service.
2. Departments should consider identifying areas for growth in which women and minorities are well represented in the candidate pool.
3. Pools of potential candidates at UC Davis, e.g., lecturers, professional researchers, Ph.D. candidates about to receive degrees, should be given careful consideration for faculty positions.
4. Postdoctoral fellowship programs, both campus-based and systemwide, should be viewed as a source of potential candidates for faculty positions. The establishment of new campus-based programs should be considered in areas where they are likely to result in an enlarged pool of women and persons from underrepresented groups. The Office of the Provost and the deans' offices should help departments to obtain information on these programs.

## **RECRUITMENT**

### **A. Central Administration/College/School/Division**

1. Adequate funding, training, and staffing should be made available to support search efforts. Funds are needed for travel to help identify candidates, for advertising, for covering the cost of long distance calls, and for bringing an appropriately representative and diverse group of candidates to campus. The Office of the Provost should provide the leadership and funds needed to support the faculty and to train staff. Each dean's office as well as the Office of the Provost should provide adequate administrative support to specific searches as well as the search process in general. This includes providing information about candidate databases, professional societies targeted at women and persons from underrepresented groups, etc., administrative support for the collection and interpretation of hiring data, and the development of a recruitment workshop that would be required of all department chairs and search committee chairs.

2. The interim recruitment report provides a critical check on the effectiveness of a search in identifying women and persons from underrepresented groups. The Vice Provost—Academic Personnel should work with the deans to develop a process for evaluating candidate pools relative to the appropriate availability pools. Deans should be prepared to suspend a search if the interim report shows insufficient efforts to diversity the candidate pool.

## **B. Department/Program/Section**

1. Attention should be given to ensure that search committees are broadly representative and include women and persons from underrepresented groups.
2. Committee members need to understand the labor-intensive, proactive nature of a successful search and be willing to commit the time and effort that is needed.
3. Departments should consider broadly advertising their anticipated positions over the next several years at the same time. This may offer greater opportunity for diversifying the faculty.
4. The chair of a search committee plays an especially critical role in ensuring a successful outcome. Search chairs as well as department chairs should participate in an annual fall workshop that presents in detail methods and approaches that enhance the probability of success.
5. Ads should be placed in appropriate publications that will reach a broad array of individuals in the discipline under consideration. Ads should also be placed in publications targeted to women and persons from underrepresented groups.
6. Search committee members, and indeed all faculty with a stake in the outcome of a search, should assume personal responsibility for contacting colleagues at other institutions to obtain the names of potential candidates. Specific inquiries can and should be made to identify women and persons from underrepresented groups.
7. A wide net should be cast to spread the word about openings through professional associations, associations whose membership consists of women and persons from underrepresented groups, and institutions that are among the highest producers of Ph.D.s among underrepresented groups.
8. Departments should be prepared to redirect resources to support searches so that all correspondence is prepared professionally and in a timely manner under the direction of the search committee chair.

## **SUCCESSFUL SEARCHES**

### **A. Central Administration**

1. The appointment review process should be streamlined to the greatest extent possible consistent with appropriate, thorough review. Departments should communicate on a regular basis with candidates whose files are undergoing the process of review to reassure them that the process is on track and moving through the review system. Regular, timely communication with the candidate of choice is critical to increase the candidate's comfort level during the inevitable review period.
2. Adequate resources need to be made available to operate the Partner Opportunities Program (POP). The period of intense hiring that is anticipated will create considerable additional demand on the resources of this unit. Although only a small percentage of POP activity involves faculty positions at UC Davis, it is reasonable to anticipate that faculty FTE for partners will become increasingly important in the future. UC Davis should set aside up to 10% of anticipated growth FTE to support partner hires with the understanding that a partner hire will not be counted in determining the future allocation of FTE to the hiring unit based on programmatic considerations.
3. Appropriate recruitment materials (a model recruitment packet) should be produced by the Office of the Vice Provost and provided to colleges/schools/divisions for distribution to prospective candidates. The packet should contain high quality visual material outlining the advantages of UC Davis and the surrounding community and include a brochure on the Partner Opportunities Program, family-friendly policies, research opportunities, etc. The policies and materials should be reviewed annually to ensure that they are current and to determine areas where they can be strengthened. Chairs and search committee chairs should be fully knowledgeable about these programs and policies.

### **B. College/School/Division**

1. The dean and unit head should be committed to making personal contact with a candidate, including making a personal visit to a candidate on his/her home campus, if needed, to maintain the candidate's interest in the position and, as appropriate, to encourage the candidate to accept an offer of appointment.
2. Deans should identify faculty women and faculty from underrepresented groups who would be willing to meet as needed with women and minority faculty as part of a recruitment effort. Having a group of individuals pre-identified for this purpose can facilitate important contacts at critical points in the search process.

3. Faculty who are invited to meet informally with women candidates and candidates from underrepresented groups as indicated above should provide a realistic assessment of campus culture that presents both strengths and weaknesses as well as emphasizes the efforts that are being made at improvement where needed.
4. Recruitment offers should be composed of an excellent package of resources. These may include a highly competitive salary, a transition allowance, attractive mortgage loan, research support, the use of the Partner Opportunities Program, a flexible workload for junior faculty, and the opportunity to recruit outstanding graduate students. All unit heads and search committees should be briefed annually on these programs.

**Chancellor's and Provost's Task Force on Faculty Recruitment**

*Note: Committee members designated "liaison" are also members of a dean's recruitment advisory committee*

Barry Klein		Vice Provost--Academic Personnel - <b>CHAIR</b>
Gary Anderson		Chair and Professor, Animal Science
Klea Bertakis		Chair and Professor, MED: Family and Community Medicine
Nicole Biggart	<i>Liaison</i>	Professor, Graduate School of Management
James Carey		Professor, Entomology
Leo Chalupa		Chair and Professor, Neurobiology, Physiology and Behavior
Kathryn Dewey	<i>Liaison</i>	Professor, Nutrition
Steven Drown		Campus Counsel
Robert Feenstra	<i>Liaison</i>	Professor, Economics
Margaret Ferguson		Professor, English
Susan Hildebrand	<i>Liaison</i>	Professor, VM: Surgical and Radiological Services
Barbara Horwitz		Professor, Neurobiology, Physiology and Behavior
William Jackson		Professor, Chemistry
Jeffrey Lewis		Graduate Student, Division of Education
James MacLachlan		Chair and Professor, VM: Pathology, Microbiology and Immunology
Connie Melendy		Assistant Dean, College of Agricultural and Environmental Sciences
Barbara Metcalf		Professor, History
Carol Miller		Senior Administrative Analyst, Office of the Provost
Shanaz Mobley		Undergraduate, Student Assistant to the Chancellor
Isabel Montanez	<i>Liaison</i>	<i>Associate</i> Professor, Geology
Harriet Murav		Assistant Vice Provost for Diversity and Academic Personnel
Debbie Niemeier		Associate Professor, Civil and Environmental Engineering
Roberto Paez		Special Assistant to the Chancellor and Provost on Affirmative Action and Diversity
Subhash Risbud	<i>Liaison</i>	Chair and Professor, Chemical Engineering and Materials Science
Karen Spatz		Specialist, Center for Cooperatives
Sharon Strauss	<i>Liaison</i>	Associate Professor, Evolution and Ecology
Stanley Sue	<i>Liaison</i>	Director and Professor, Asian American Studies
Amparo Villablanca	<i>Liaison</i>	Associate Professor, MED: Cardiovascular Medicine
Martha West	<i>Liaison</i>	Professor, Law
Michelle Yeh		Professor, East Asian Languages and Cultures
Sally Springer		Assistant Chancellor, Staff to Committee