

Evaluating Contributions to Diversity

General Academic

UCOP Academic Advancement
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Evaluating Contributions to Diversity for Appointment and Promotion (APM 210) Guidelines for all Academic Disciplines

The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. An excerpt from the policy states:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. (APM 210-1-d)
<http://www.universityofcalifornia.edu/senate/committees/ucaad/apm210.pdf>

In its 2006 report, "Beyond Bias and Barriers," the National Academy of Sciences stated that the United States must aggressively pursue the innovative capacity of all of its people – women and men, minority and non-minority – in order to maintain scientific and engineering leadership amid increasing economic and educational globalization. Removing the barriers that prevent full participation of all qualified people, including women, minorities, veterans and people with disabilities in the science and engineering fields as well as in the various disciplines of the social sciences, humanities, fine arts and education is critical to developing an educated workforce with the values, culture and perspectives to provide solutions to pressing local, state, national and international problems.

University policy states that a candidate's race or gender may not be considered in selection for student or faculty appointments. However, to attract excellent faculty who will contribute to the University's diversity imperative, search committees may give special consideration to the following in faculty appointments:

- candidates who have engaged in service to increase participation in science, education, humanities, fine arts, or social sciences by groups historically under-represented in higher education; for example:
 - participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities and other individuals who are members of group historically excluded from higher education;
 - serving as an advisor to programs such as Women in Science and Engineering, SACNAS or other equivalent programs in all disciplines;
 - exceptional record mentoring students and junior faculty from groups under-represented in their field or historically under-represented in higher education;
- candidates who have made a contribution to pedagogies addressing different learning styles; for example:
 - designing courses or curricula designed to meet the needs of educationally disadvantaged students;
 - developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education;

- candidates who have an understanding of the barriers facing women and domestic minorities in science careers or higher education careers generally, as evidenced by life experiences and educational background;
- candidates who have significant experience teaching students who are under-represented in higher education; for example:
 - teaching at a minority serving institution;
 - record of success advising women and minority graduate students;
 - experience teaching students with disabilities
- candidates who display drive and motivation to persist and succeed in their careers in spite of barriers in higher education that disproportionately disadvantage them;
- candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or experience as a member of a group under-represented in higher education;
- candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and domestic minorities in science and other academic disciplines; for example:
 - studying patterns of participation and advancement of women and minorities in fields where they are underrepresented;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented students in higher education;
- candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;
- candidates who have research interests in subjects that will contribute to diversity and equal opportunity in higher education; for example,
 - research that addresses issues such as race, gender, diversity and inclusion;
 - research that addresses health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights;
 - research that addresses questions of interest to communities historically excluded by or underserved by higher education;
 - artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities;

Evaluating Contributions to Diversity

Science and Engineering

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January 7, 2008

Evaluating Contributions to Diversity for Appointment and Promotion (APM 210) Guidelines for Science and Engineering Departments

The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. An excerpt from the policy states:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. (APM 210-1-d)
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In its 2006 report, "Beyond Bias and Barriers," the National Academy of Sciences stated that the United States must aggressively pursue the innovative capacity of all of its people – women and men, minority and non-minority – in order to maintain scientific and engineering leadership amid increasing economic and educational globalization. Removing the barriers that prevent full participation of women and minorities in science and engineering field is critical to developing a scientific workforce with the values, culture and perspectives to provide solutions to pressing national and international problems.

University policy states that a candidate's race or gender may not be considered in selection for student or faculty appointments. However, to attract excellent faculty who will contribute to the University's diversity imperative, search committees may give special consideration to the following in faculty appointments:

- candidates who have engaged in service to increase participation in science and engineering by groups under-represented in their field; for example:
 - participation as undergraduates, graduates, postdocs or faculty in academic preparation, outreach, tutoring or other programs designed to remove barriers facing women and domestic minorities in science careers;
 - serving as an advisor to programs such as Women in Science and Engineering, SACNAS or other equivalent programs;
 - exceptional record mentoring students and junior faculty from groups under-represented in their field;
- candidates who have made a contribution to pedagogies addressing different learning styles; for example:
 - designing courses or curricula designed to meet the needs of educationally disadvantaged students;
 - developing effective teaching strategies for the educational advancement of students from groups underrepresented in science and engineering;
- candidates who have an understanding of the barriers facing women and domestic minorities in science careers, as evidenced by life experiences and educational background;

- candidates who have significant experience teaching students who are under-represented in the sciences; for example:
 - teaching at a minority serving institution;
 - record of success advising women and minority graduate students;
- candidates who display drive and motivation to persist and succeed in science and engineering careers in spite of barriers in the field that disproportionately disadvantage them;
- candidates with the potential to bring to their research the creative critical discourse that comes from their non-traditional educational background or training, and/or their experience as a member of a group underrepresented in science and engineering;
- candidates who, in addition to their primary field of research, have made research contributions to understanding the barriers facing women and domestic minorities in science; for example:
 - studying patterns of participation and advancement of women and underrepresented minorities in science;
 - studying socio-cultural issues confronting underrepresented students in college preparation curricula;
 - evaluating programs, curricula and teaching strategies designed to enhance participation of underrepresented students in science and engineering;
- candidates who have the communication skills and cross-cultural abilities to maximize effective collaboration with a diverse community of campus and external colleagues;

Promoting a Faculty Culture of Transparency and Inclusion

Guidelines for Chairs and Directors for Promoting a Faculty Culture of Transparency and Inclusion

Developed for UC Irvine

1. Foster a culture of transparency and inclusion by:
 - providing by-laws or constitution, meeting procedures and/or rules of order and making available quarterly schedule of meetings
 - including diversity programming in departmental meetings or special department events and/or encouraging participation in campus diversity programming and training in mediation and conflict resolution (<http://www.eod.uci.edu/>)
 - completing/renewing state of California-mandated sexual harassment training (AB1825). (<http://www.eod.uci.edu/>)
2. Ensure equal opportunity in faculty search and recruitment process by:
 - coordinating searches for regular appointments (<http://www.ap.uci.edu/appointments/trackingOV.html>)
 - adopting ADVANCE best practices in search process--, i.e., consult with Equity Advisor (<http://advance.uci.edu>) regarding search plans, ensure diverse representation on search committees, support supplemental outreach efforts through advertising, conferences, expanded faculty networks, and become familiar with Office of Equal Opportunity and Diversity web-based resources, i.e. national availability statistics (<http://www.eod.uci.edu/availstats.html>) and **Faculty Applicant Survey Tracking System (FAST)** (<http://www.ap.uci.edu/appointments/trackingOV.html>)
 - ensuring completion and submission of Academic Personnel forms AP80A and B to dean's office for evaluation and approval
 - encouraging participation in the President's Postdoctoral Fellowship Program (PPFP), i.e. as a mentor, member of selection committee or service on the program advisory committee. (<http://www.ucop.edu/acadadv/ppfp/welcome.html>)
3. Promote equity in faculty advancement by:
 - describing review process for new faculty and meeting with junior faculty annually to discuss their progress (http://www.ap.uci.edu/APP/1-12_access.html)
 - encouraging participation in school-based career advising or mentoring programs for both senior and junior faculty
 - providing forums to highlight the research of new faculty
 - assigning service obligations equitably
 - discussing APM 210 with regard to diversity in the review process
 - informing faculty about the Career Equity Review process (<http://www.ap.uci.edu/Equity/careerrev.html>)
 - reviewing retention offers for equity.

Hunter College Gender Equity Project Sample Equity Survey

updated January 2007

Virginia Valian
Hunter College and CUNY Graduate Center

A. Hiring

For each faculty member *hired* in your department during the last year, indicate

	Sex	Race/Ethnicity	Rank	Year of Degree	Time in service
New Hire A					
New Hire B					
New Hire C					
New Hire D					
New Hire E					
New Hire F					

B. Tenure and Promotion

Tenure

1. Indicate the number of faculty members in your department at the present time who are
 _____ tenured
 _____ tenure-track, but currently untenured

2. For each member of your department *who was awarded* tenure during the past year, indicate:

	Sex	Race/Ethnicity	Rank	Year of Degree	Time in service
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

3. For each member of your department *who was denied* tenure during the past 3 years[2001-2002, 2002-2003, and 2003-2004], indicate:

	Sex	Race/Ethnicity	Rank	Year of Degree	Time in service
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

Promotion

1. Indicate the number of faculty members in your department at the present time who hold each of the following ranks:

	Assistant Professor	Associate Professor	Full Professor	Distinguished Professor
Number of Women				
Number of Men				

2. For each member of your department who *was promoted* during the last year, indicate:

	Sex	Race/ Ethnicity	Rank to which person was promoted	Year of Degree	Time in service
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

3. For each member of your department who *was denied promotion* during the last year, indicate:

	Sex	Race/Ethnicity	Rank	Year of Degree	Time in service
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

C. Retention

For each faculty member who **resigned or retired** from your department during the last year, indicate:

	Sex	Race/Ethnicity	Rank	Year of Degree	Time in service
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

D. Productivity, recognition, and visibility

1. Provide the following information for each of the indicated departmental positions.

	Sex	Minority (Y/N)	Rank	Tenured (Y/N)	# Years in Position
Department Chair					
Deputy Chair					
Undergrad Advisor A					
Undergrad Advisor B					
Graduate Advisor A					
Graduate Advisor B					
P&B Member A*					
P& B Member B*					
P& B Member C*					
P& B Member D*					

* excluding department chair

2. Over the last year, indicate whether your department dealt with the following issues, and if so, the steps you took and the outcome of your efforts.

a. Birth or adoption of a child

Has this been an issue in your department over the past year?

____ Yes / No (if No, skip to part b)

What efforts did your department make to deal with the issue?

What was the outcome of your department's efforts?

b. Serious illness of a faculty member or a faculty member's child, partner, or parent

Has this been an issue in your department over the past year?

_____ Yes / No (if no, skip to part c)

What efforts did your department make to deal with the issue?

What was the outcome of your department's efforts?

c. Assisting a faculty member with finding local employment for a partner

Has this been an issue in your department over the past year?

_____ Yes / No (if No, skip to question 3)

What efforts did your department make to deal with the issue?

What was the outcome of your department's efforts?

3. For each member of your department who **was nominated** for an award or membership in a prestigious organization during the last year, indicate:

	Sex	Race/Ethnicity	Rank	Award or Organization	Level of award or organization (e.g., Hunter, CUNY, discipline)
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

4. For each member of your department who **received** an award or membership in a prestigious organization during the last year, indicate:

	Sex	Race/Ethnicity	Rank	Award or Organization	Level of award or organization (e.g., Hunter, CUNY, discipline)
Faculty A					
Faculty B					
Faculty C					
Faculty D					
Faculty E					
Faculty F					

5. Does your department offer mentoring opportunities (formal or informal) for your faculty members?
 _____ Yes / No (if No, skip to question 6)

For each member of **your department** who participated in your department

	Sex	Race/Ethnicity	Rank	Type of Participation (e.g., mentor, mentee, organizer)
Faculty A				
Faculty B				
Faculty C				
Faculty D				
Faculty E				
Faculty F				

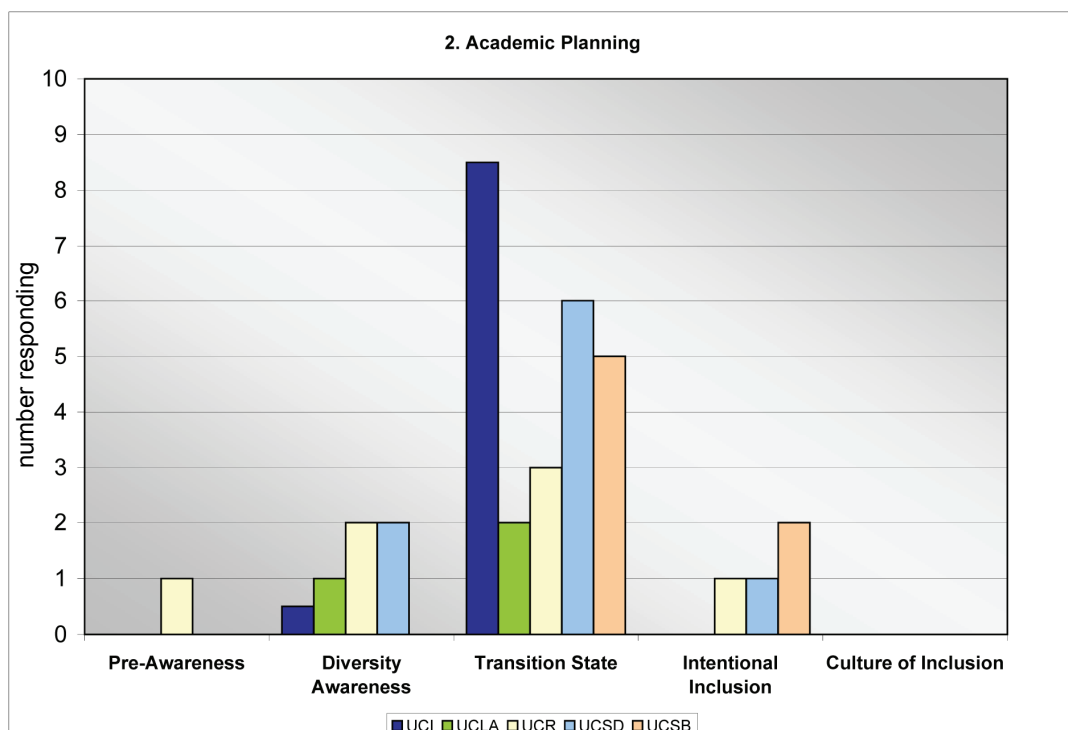
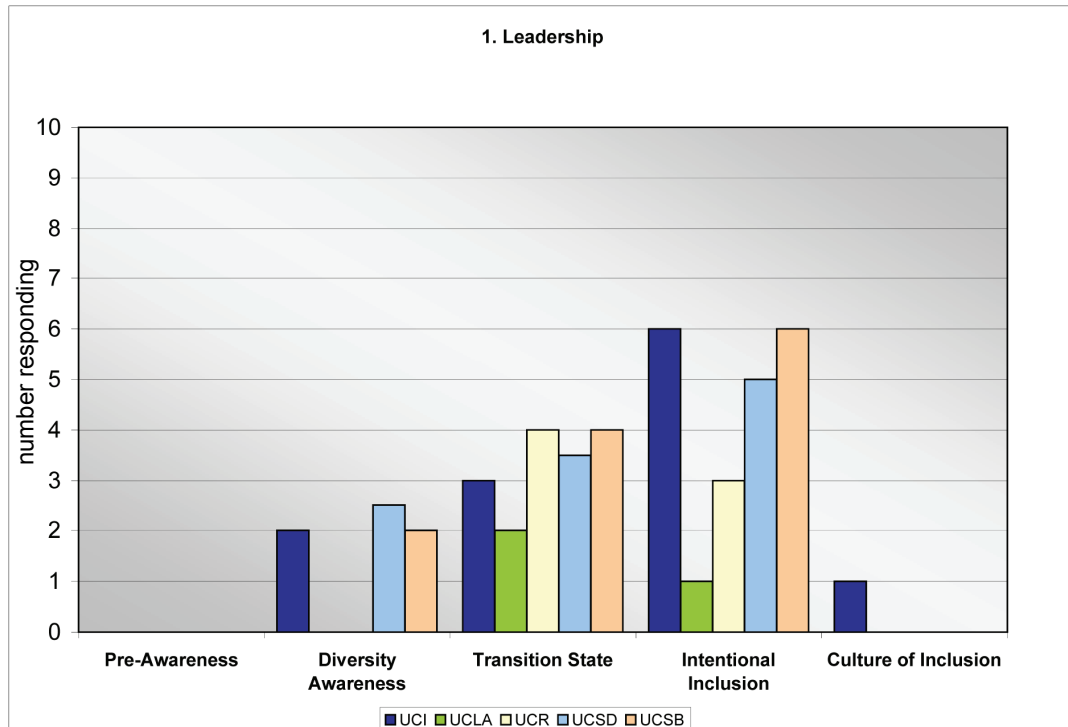
6. Check off the events that your department has offered its faculty members during the last year:

- _____ Departmental brownbag series (i.e., no external speakers)
 _____ Brownbag series with at least one external speaker
 _____ Departmental colloquium series (i.e., no external speakers)
 _____ Colloquium series with at least one external speaker
 _____ Grant writing seminar or workshop

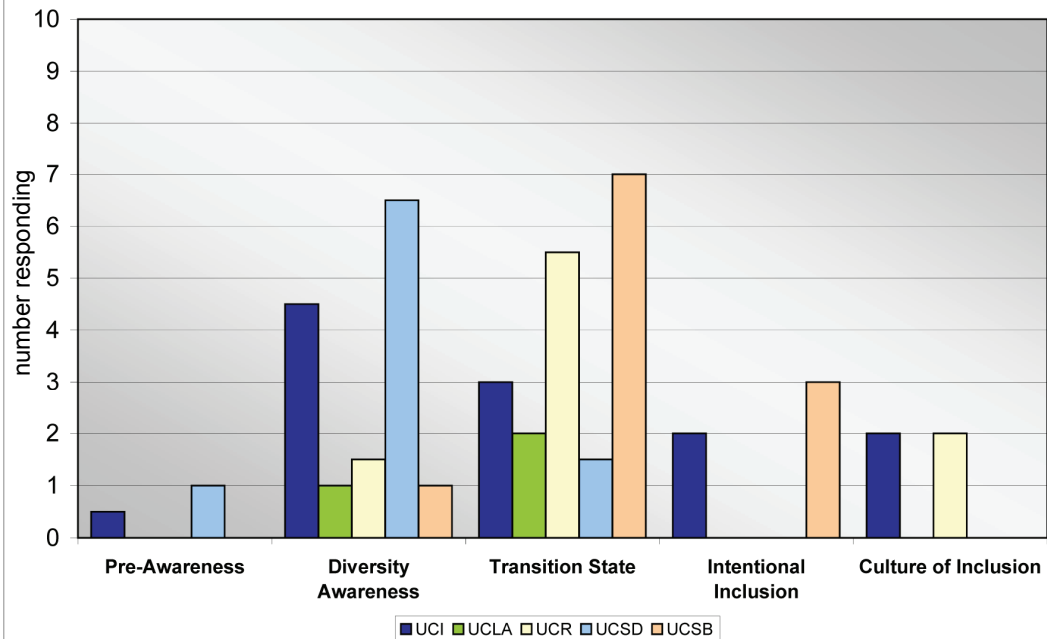
Achieving a Culture of Inclusion Self-Assessment Tool Results

January 23, 2007

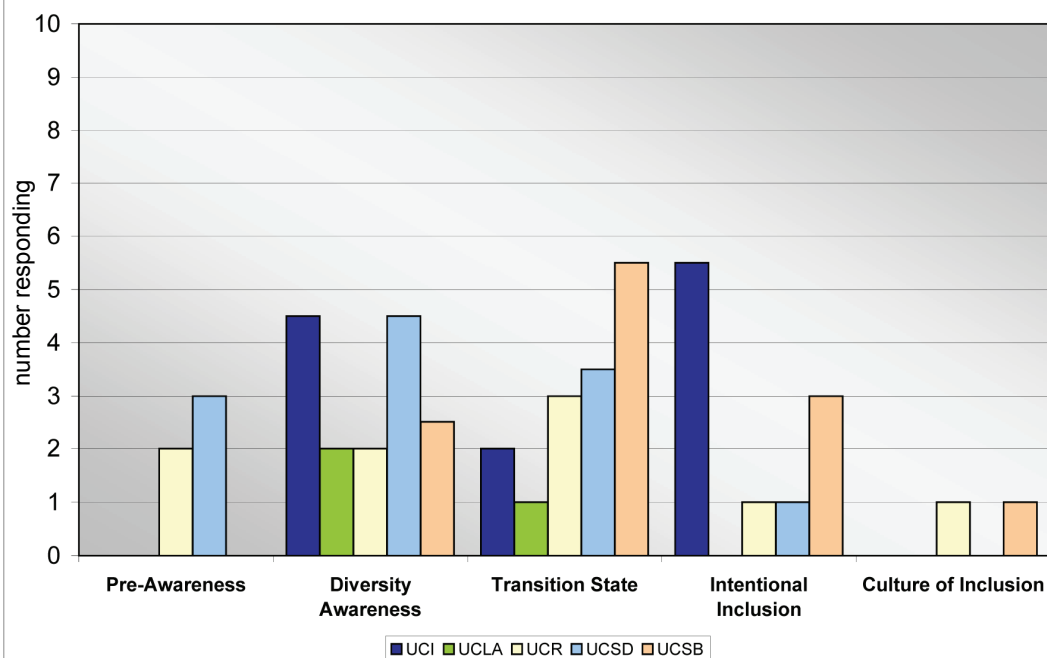
The following charts show the results from the self-assessment exercise completed at the January 23, 2007 Leading Through Diversity Symposium. These results represent the assessment, by participants, of each campus in terms of a “Culture of Inclusion”. They represent a snapshot in time. The “Self-Assessment Tool: Achieving a Culture of Inclusion” used in this exercise is included in this book following the charts (see page 63).



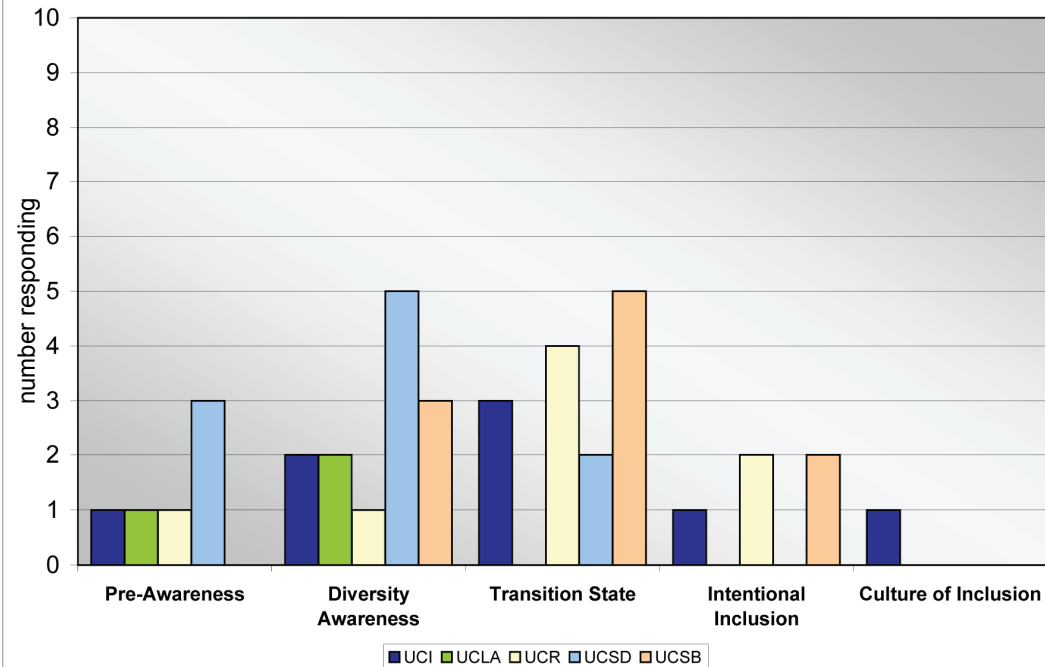
3. Resource Allocation and Faculty Rewards



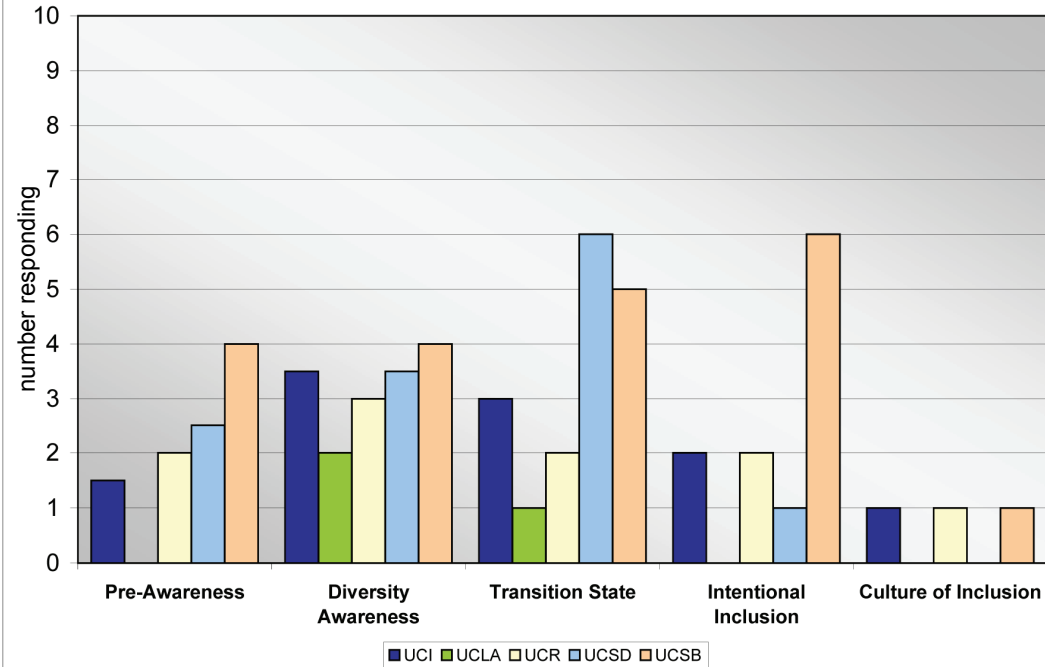
4. Faculty Recruitment and Retention



5. Accountability



6. Typical Behaviors or Beliefs



Self-Assessment Tool

Achieving a Culture of Inclusion

This tool was developed to help you assess your campus on five dimensions related to the recommendations of the UC President’s Task Force on Faculty Diversity. The Pathways to Diversifying the Faculty – Achieving a Culture of Inclusion change model on the next page proposes developmental stages that institutions encounter on the way to achieving a Culture of Inclusion. The descriptions of these stages were suggested by site visit interviews conducted as part of the UC President’s Task Force on Faculty Diversity.

Recommendations of the UC President’s Task Force on Faculty Diversity

Leadership – Strong leadership is critical to institutional change.

Academic Planning – Diversity will thrive if incorporated into academic planning at every level.

Resource Allocation and Faculty Rewards – Resources and rewards are essential to influence action in support of diversity and equal opportunity.

Faculty Recruitment and Retention – Campuses can do more to promote faculty diversity through recruitment, hiring and retention practices.

Accountability – Academic administrators must be held accountable for promoting an academic climate where contributions to diversity are an expectation rather than an afterthought in the pursuit of excellence.

INSTRUCTIONS:

Step	Action
1	Briefly review the description(s) of the five stages of the <i>Pathways to Diversifying the Faculty – Achieving a Culture of Inclusion</i> change model on the next page.
2	Complete the Self-Assessment Tool on the following pages.
3a	If possible, post the results of your own assessment on a larger chart along with the results of others in your group.
3	Discuss the results of your assessment with others in your group. What can you do to help move your (unit, department, division, campus) toward diversifying the faculty and achieving a Culture of Inclusion?

NOTE: Use with intact groups (one department, one division, etc.) results in the most productive dialogue. Tool can be used with mixed groups or individually.

OVERVIEW

Pathways to Diversifying the Faculty – Achieving a Culture of Inclusion

	Pre-Awareness	Diversity Awareness	Transition State	Intentional Inclusion	Culture of Inclusion
<p>General Characteristics</p> <p><i>These stages are fluid and overlapping. Most organizations will exhibit characteristics spread across several stages simultaneously, as they move from Pre-Awareness to a Culture of Inclusion</i></p>	<p>The general population is unaware bias is an issue for diverse groups.</p> <p>Homogeneous groups are the norm.</p>	<p>There is a growing awareness that bias exists and that diverse groups are negatively impacted by it. Intellectual struggle around what is “fair” and how to “fix” the problem.</p>	<p>Institutional culture change gains progress through special programs, funding and leadership focused on issues of diversity.</p>	<p>Institutional culture change is embraced, most groups accepting and articulating how and why diversity is integral to the institution’s success.</p>	<p>Institution achieves a new culture of inclusion. Valuing diversity is no longer “separate” but is naturally woven into decision making, resource allocation and social interactions.</p> <p>Diverse groups are the norm.</p>
<p>Examples of Typical Behaviors and Beliefs</p>	<ul style="list-style-type: none"> ■ Conversations include discussion of “Diversity vs. Excellence,” as if mutually exclusive concepts. 	<ul style="list-style-type: none"> ■ Individuals believe that barriers exist for different groups. ■ Issues related to diversity and diversity-related service are delegated to under-represented minorities and women. 	<ul style="list-style-type: none"> ■ People struggle with how to be inclusive and how to value differences. 	<ul style="list-style-type: none"> ■ Discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered. ■ Improving the climate for diverse populations and recruiting and retaining diverse individuals from undergraduate students through faculty is <i>increasingly</i> seen as <i>everyone’s responsibility</i>. 	<ul style="list-style-type: none"> ■ Inclusiveness and diversity are assumed to be part of “the way we operate.”

Self-Assessment Tool – Achieving a Culture of Inclusion

Circle the statement in each category that **best** describes your unit (department, division, campus, etc.). If you feel that two statements are **equally** descriptive of your unit, then circle both letters and place your mark between the two letters on the chart on the last page of the exercise.

1. Leadership

- a. Leadership is mainly silent on the importance of faculty diversity.
- b. Leadership makes occasional statements supporting the importance of diversity.
- c. Leadership includes the importance of diversity in all major communications and links it to the institution's mission.
- d. Leadership consciously appoints diverse academic leaders. A high-level Diversity Officer is an integral part of academic planning and decision making.
- e. The Diversity Officer role becomes obsolete. A diverse senior leadership team is part of the expected institutional landscape.

2. Academic Planning

- a. Diversity elements do not appear in planning documents.
- b. Diversity elements are retrofitted into planning documents as an afterthought, and/or diversity elements are represented by counting heads, and not as an integral value-added component.
- c. Efforts are made to link diversity with its value to the institution and increasing diversity is part of academic planning.
- d. Curricula increasingly integrate diversity elements across all divisions. People at all levels of the organization notice if diversity is NOT an included consideration during academic planning.
- e. Curriculum includes subject matter relevant to and about diverse populations and all academic planning honors the needs and values of the entire academic community without the need for special focus or diversity metrics attached.

3. Resource Allocation and Faculty Rewards

- a. Diversity-related service is under-valued and not rewarded. Few resources are targeted for diversity efforts.
- b. Policy language is drafted to specifically include recognition of contributions to diversity and some resource allocation is devoted to increasing diversity-related efforts in the Academy.
- c. Extra funding is used to jump start efforts to increase numbers of faculty whose research, teaching or service is diversity-related or to retain such faculty.
- d. Research on diversity-related topics is honored separately with special awards and incentives.
- e. Research on all topics is valued and diversity-related research is on equal footing with other types of research.

OVERVIEW

Pathways to Diversifying the Faculty – Achieving a Culture of Inclusion

Self-Assessment Tool – Achieving a Culture of Inclusion

4. Faculty Recruitment and Retention

- a. Government mandated Affirmative Action policies exist.
- b. Compliance with mandated Affirmative Action policies is achieved, however buy-in to the value of faculty diversity is not present. Most diverse faculty reside in a small number of departments.
- c. Special programs are used to boost diversity in the graduate pipeline and lots of “how-to” training is needed (how to recruit and retain a diverse faculty, how to work in a diverse environment, how to overcome bias, etc.)
- d. Special programs to help mentor and advance underrepresented groups and women exist. (Possibly in addition to other mentoring programs.)
- e. Programs exist to help ALL junior faculty advance and these successfully reach all segments of the population.

5. Accountability

- a. Accountability is to the external government entity that requires compliance with Affirmative Action policies.
- b. Internal measures include counting heads and increasing numbers or doing numerically “better” than competitor institutions. Internal rewards or sanctions for meeting/not meeting goals don’t exist.
- c. Individual performance evaluation for promotion and compensation includes recognition of diversity-related efforts. Climate studies are undertaken to provide a baseline for institutional change.
- d. Academic/ Strategic Planning goals (including diversity components) are monitored and rewarded at the department and division level. Metrics from climate, retention and salary studies are used to help develop a culture of inclusion.
- e. Diversity across the academic enterprise is understood to be necessary for success in receiving grant funding, attracting a student body, maintaining a strong faculty and community/public support. Diversity is valued and is maintained as part of doing business.

6. Typical Behaviors and Beliefs

- a. Conversations include “diversity vs. excellence” considered as separate and distinct elements.
- b. Diversity issues and diversity-related service are delegated to underrepresented minorities and women as “their” task.
- c. People struggle with how to be inclusive and value differences.
- d. Discussions consciously include how diverse faculty, students and staff may be affected by any decision, program or policy being considered.
- e. Inclusiveness and diversity are assumed to be part of the way we operate.

Self-Assessment Tool – Achieving a Culture of Inclusion

Place an X in the grid below that corresponds to the letter and number of each of your circled statements. If you circled two responses in one category, place your X on the vertical line between the two responses.

	Pre-Awareness	Diversity Awareness	Transition State	Intentional Inclusion	Culture of Inclusion
	A	B	C	D	E
1. Leadership					
2. Academic Planning					
3. Resource Allocation and Faculty Rewards					
4. Faculty Recruitment and Retention					
5. Accountability					
6. Typical Behaviors or Beliefs					

This chart shows a continuum of culture change, from “Pre-Awareness” to a full “Culture of Inclusion.” The distribution of your X’s in the columns provides an indication of your perception of your unit’s (department, division, campus) culture relative to each dimension.

Different units on your campus may be at varying stages relative to each of the dimensions, which may suggest a need for more targeted planning and coordination around diversifying the faculty.