

Faculty Recruitment

This section on Faculty Recruitment is intended to provide you with information useful for the faculty search process, developing position announcements, interviewing and evaluating candidates, making offers and handling dual career hiring issues. These materials have been derived from a number of sources, including UCLA and UCR's faculty search toolkits, and materials from the NSF ADVANCE program at the University of Michigan.

Affirmative Action and Proposition 209

In California a fair degree of confusion exists about two laws and policies related to faculty recruitment and selection: Affirmative Action and Proposition 209. The following information is provided to shed light on the differences between Affirmative Action and Proposition 209, including what is permitted and what is not permitted under current law related to faculty recruitment.

Affirmative Action

Affirmative Action is a policy originally promulgated from Federal Executive Order 11246, that calls for Nondiscrimination in Government Employment, which includes government contractors and subcontractors.

Affirmative Action relates to the RECRUITMENT phase of the search and appointment process. To meet Affirmative Action requirements:

- The Faculty Search Committee should reflect diversity in its composition.
- The Faculty Search Committee should search and recruit broadly.
- Advertisement should be broad and inclusive in both placement of ads and the language within the ad itself.
- Availability data should be noted, so that the committee understands the make up of the potential pool of applicants and can determine if the actual pool is a reflection of the available pool.
- The applicant pool and search process must be reviewed to make sure that outreach has been broad and inclusive.

Proposition 209

Proposition 209 is a California State Law implemented in 1997 that states that no preferential treatment can be given during the hiring process based on race, sex, color, ethnicity or national origin.

Proposition 209 relates primarily to the SELECTION phase of the search and appointment process.

To meet Proposition 209 requirements:

- Those invited to campus as part of the approved applicant pool may not be selected based on their race, sex, color, ethnicity or national origin.
- The rationale for the final candidate's selection or non-selection cannot be based on any of the criteria set forth in Proposition 209.
- In the offer and follow-up process, no preferential treatment may be given based on any of the criteria set forth in Proposition 209.

There are a variety of ways, however, that the University may promote faculty diversity, consistent with Proposition 209.

First, campuses, schools and departments may engage in comprehensive networking and advertising for faculty appointments to ensure that candidates of all racial and ethnic backgrounds are included in faculty recruitment efforts. Inclusive searches should include contacts with minority-serving colleges, academic organizations, and professional groups as a component of general recruitment procedures.

Second, although the University may not consider an individual's race, ethnicity or gender as a component in selection for a faculty appointment, campuses, schools and departments may identify the academic values that support a diverse learning environment and consider whether candidates have a demonstrated commitment to fostering those academic values. For example, in hiring a faculty member, a department may consider whether a candidate's record of teaching, research or service will contribute to the diversity of the campus. A search committee may consider a candidate's demonstrated commitment to improving access

to higher education for disadvantaged students through teaching or mentoring activities. A campus may design a curricular or research program to address issues such as race, ethnicity, gender, and multiculturalism, and recruit candidates with research interests in those areas.

Thirdly, in addition to the strategies described above, there are a few limited exceptions to Proposition 209 that allow the University to consider one or more 209 criteria in its academic programs. The "federal funding exception" states that Proposition 209 does not prohibit actions that must be taken to establish or maintain eligibility for any federal program, where loss of eligibility would result in a loss of federal funds. Thus, some federal programs may bring the University's activities outside the scope of Proposition 209. One example of this is the federal affirmative action regulations that require race-conscious data collection and analysis in order for the University to remain eligible for federal contracts.

Evaluating Contributions to Diversity

UCOP Academic Advancement
Sheila.orourke@ucop.edu

January 7, 2008

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) 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 underrepresented 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;

Diversity and Faculty Recruitment: Myths and Reality

It is very important that every person hired knows that they were hired because they were the best person for the job. Ensuring that the pool is large and diverse also means that the best candidate for the position will be more likely to be from a group that may have been under-represented in the past.

Diversity is an issue that comes up in every search. Building a diverse pool of candidates requires conscious effort from the very beginning of the process. **It is too late to discuss diversity when and if you are asked, “Why are there no women or minorities on your short list?”** Frequently, search committees answer such questions by claiming that “there were no women or minority applicants” or “there were no good ones”. But a goal of every search should be to ensure that there are outstanding women and minority candidates in the pool. Think broadly and creatively. In virtually all fields, simply placing an ad in one or two journals and waiting for applications is not enough; that route will miss some of the best candidates for the position, regardless of their gender or ethnicity.

People harbor several myths about hiring and diversity. Some of the most common are addressed below.

1. **“We are focused on quality as our criterion for hiring. Adding diversity means compromising quality.”**

No one recommends sacrificing quality for diversity, and no qualified candidate wants to be considered on the basis of diversity alone. But our current practices may unintentionally exclude highly qualified people because we act on our biases (see Section F, “Research on Bias and Assumptions”). By recruiting a pool that reflects the availability of candidates from all groups, and by ensuring that we do not use criteria that may disadvantage

women or minority candidates, quality will increase, not decrease. Furthermore, remember that the “best” candidate has skills and talents that will benefit many aspects of the university, including its students and faculty. Diverse faculty members can enhance the educational experience of all students, an important goal of the university.

2. **“Relatively few qualified women or minority candidates are available, and these are highly sought-after, so we are unlikely to recruit them.”**

Although the availability of women and minorities varies across fields, in many areas we are currently hiring well below that availability. And as the studies detailed in the articles on “How to Diversify the Faculty”¹ and “Interrupting the Usual”² show, many highly qualified minority postdoctoral scholars were not actively recruited by academic institutions. Institutions do not seem to be “fighting over” a few candidates. Search committees have every reason to expect to be successful in finding qualified women and minority candidates for their pool.

3. **“The problem will solve itself as more women and minorities move through the pipeline and the “old guard” retires. (Corollary: we really don’t have to do anything new or different now.)”**

Although the numbers of minorities and particularly women obtaining Ph.D.s and entering the workforce has steadily increased over the last several decades, hiring and advancement of these groups (i.e., promotion to tenure and full professor) has not kept pace (see the University of California President’s Task Force on Faculty Diversity report: <http://www.universityofcalifornia.edu/facultydiversity/report.html>). Faculty who are being hired are still disproportionately white males, and business as usual is not solving the problem.

¹ Smith, D. G. (Sep.-Oct. 2000) “How to Diversify the Faculty,” 86 *Academe* 48.

² Smith, D G., Turner, C. S., Osei-Kofi, N., Richards, S. (March/April 2004) *The Journal of Higher Education*, Vol. 75, No. 2.

Search Strategies to Increase Diversity

Search Committee Composition

- Include faculty who are committed to diversity and excellence.
- Ensure that women and minorities have equal opportunity to serve on search committees.

Job Description/Position Announcement

- Include language that expresses an interest in candidates who will advance our commitment to diversity.
- Broaden the job description to attract the widest possible range of qualified candidates.
- Advertise in venues that reach women and underrepresented minorities, such as special subgroups of professional organizations or focused conferences.
- Note in the ad that the campus has policies that address dual academic and non-academic career issues.

Active Recruiting

- Go beyond the 'usual' range of institutions from which you recruit.
- When contacting colleagues, specifically ask for recommendations of candidates from groups that are underrepresented in your department, in addition to other recommendations.
- Consult with colleagues at UC campuses to identify potential applicants, including those from diverse backgrounds.
- Contact academic administrators and faculty at non-UC institutions to identify a possible pool of diverse candidates.
- Contact departments at other campuses/institutions, especially those with a diverse student body.

- Utilize directories and rosters of prestigious fellowship programs at both the dissertation and postdoctoral levels that support individuals from diverse backgrounds.
- Attend conferences that provide opportunities to recruit applicants.
- Identify individuals who have achieved excellence outside academe.
- Contact faculty members from racial, ethnic or gender groups that are 'underutilized' within your academic unit to seek their knowledge of prospective candidates. Specifically ask your contacts, if they know any qualified women or minority candidates who fall within one or more of these underutilized groups.
- Consider candidates who may be currently under-placed and thriving at less well-ranked institutions.
- If multiple searches are taking place in your department, consider using a single search committee for all positions, to allow the consideration of a broader range of applicants.
- Consider hiring outstanding former students after they have had experience elsewhere.

Resources for Recruitment

ADVANCE program home page

<http://research.cs.vt.edu/advance/tiki/tiki-index.php>

This NSF-sponsored program supports efforts at a variety of institutions to facilitate the progress of women in science and engineering careers. The individual institutions all have their own websites, many of which offer useful advice on recruitment and hiring.

Historically Black Colleges and Universities

<http://www.smart.net/~pope/hbcu/hbculist.htm>; <http://www.molis.org/>

The first lists the websites of all the HBCUs that are registered; the second allows searches for advanced degree programs at these institutions.

Minority Women Doctoral Directory

<http://www.mwdd.com/>

This Directory lists approximately 4,500 Black, Hispanic, American Indian, Asian and Women students in nearly 80 fields in the sciences, engineering, and humanities. Each Entry contains contact information, ethnicity/citizenship, department, and areas of specialization, date of completion, dissertation title, and name and contact information of the faculty advisor. Entries are indexed by field of study.

UC President Post Doctoral Fellowship Program

<http://www.ucop.edu/acadadv/ppfp/>

The University of California President's Postdoctoral Fellowship Program offers postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to qualified scholars in all fields whose research, teaching, and service will contribute to the diversity and equal opportunity at the University of California.

Directory of Ford Fellows

<http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

The directory contains information on Ford Foundation Postdoctoral Fellowship recipients awarded since 1980 and for Foundation Pre-doctoral and dissertation fellowship recipients awarded since 1986. The database is sorted alphabetically by last name and includes current institution, field of study, and year/level of award.

National Minority Faculty Identification Program (NMFI)

<http://www.southwestern.edu/natfacid/>
Educational Institutions join NMFI program for \$200. This program advertises its roster of member institutions four times a year in The Chronicle and invites candidates to submit their CV's for consideration by member institutions. NMFI Program produces four times a year (October, November, January, and March) a computerized directory of the abbreviated resumes, indexed by discipline. Using this directory, member institutions can request up to 25 dossiers free of charge, thereafter dossiers are \$1.00 each.

Minority Scientists Network

http://sciencecareers.sciencemag.org/career_development/miscinet/

News items, career advice, links to scholarly articles on recruitment and diversity.

Society for Advancement of Chicanos and Native Americans in Science

<http://www.sacnas.org/>

Their mission is "to encourage Chicano/Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership, and teaching careers at all levels." The website has a job listing and advertisements can be placed there.

Affirmative Action Register

<http://www.aar-eeo.com/>

List of institutions, organizations and companies who make extra effort to reach qualified candidates within all segments of society, with special effort to notify members of federally mandated groups of advertised position openings. Publication online is at no added charge with purchase of printed ad.

Committee on Institutional Cooperation (CIC)

<http://www.cic.uiuc.edu/>

Big ten universities have cooperated in the development of two databases containing CVs from those who obtained Ph.D.s from one of the participating institutions.

CIC: Directory of Minority Ph.D. Candidates & Recipients

<http://www.cic.uiuc.edu/programs/DirectoryOfMinorityCandidates/index.shtml>

Directory contains 400 African American, Latino, Native American and Asian students who have recently completed or will soon complete their Ph.D. or MFA degree at a CIC university in 50 different fields in the sciences, social sciences, and humanities.

CIC: Directory of Women in Science And Engineering (WISE)

<http://www.cic.uiuc.edu/programs/DirectoryOfWomenInScienceAndEngineering/index.shtml>

This directory lists women who have recently completed their Ph.D. degree at a CIC university in the fields of science, engineering, and mathematics. Each entry includes contact information, institution, department and field, dissertation title, date of degree and faculty advisor.

CIC: Opportunities for Students from Underrepresented Groups

<http://www.cic.uiuc.edu/underrepresentedGroups.shtml>

This page lists a number of resources to help graduate students further their careers on the pathway to becoming faculty.

Directory of Minority Doctoral Recipients and Candidates in New York State

<http://www.nysl.nysed.gov/scandoclinks/ocm24479142.htm>

This Directory was compiled by the New York State board of regents in cooperation with the New York State Education Department and the New York academic community. The Directory lists more than 250 minority persons who have recently completed or will soon complete doctoral degrees in the sciences, social sciences, and humanities at colleges or universities in New York State. The entries, arranged by field of study, include contact information, ethnicity, institution, department, field, dissertation title, date of degree, and faculty advisor.

National Directory of Doctoral Students

<http://www.nebhe.org/doctoral.html>

This directory was compiled by the Excellence Through Diversity Program through the New England Board of Higher Education (NEBHE). You must become a friend of NEBHE in order to have access to the National Directory of Doctoral Students.

Faculty For The Future

<http://www.engr.psu.edu/fff/>

This website is dedicated to linking a diverse pool of women and under-represented minority candidates from engineering, science, and business with faculty and research positions at universities across the country.

Postings/Advertisements

Job Postings/ Advertisements should include the following:

- Tracking Number assigned to the position search (if such a number is used)
- Name or title of the position (if appointment is possible at more than one level, list all potential titles)
- Department
- Start date
- Specific job duties
- State the degree requirement
- Field of study (if required) If other fields of study are acceptable, add “or related field.”
- Statement of teaching and research requirements
- Statement that salary is commensurate with education and experience
- Required application materials
- Credentials
- Areas of specialization
- Duration of position
- Indicate % time, (full time, 100% FTE; part-time, less than 100% FTE)
- Salary range
- Deadline for receipt of application (if necessary)
- Name, title, address, email and telephone number of person receiving application materials.
- Equal Opportunity/ Affirmative Action statement*

*At minimum, the advertisement must include:

The University of California is an Equal Opportunity/ Affirmative Action Employer.
See the following page for additional wording that encourages diverse candidates to apply.

Do not unnecessarily limit the scope of your search

Include only essential criteria for the position. All qualifications stated in the ad are seen by potential applicants as requirements for the position, even if stated as “desired” or “preferred.” Wording that could discourage potentially suitable applicants should be avoided.

Recruitment Period

The recruitment period must be for at least eight (8) weeks. This is defined as the period from the date the advertisement/ announcement was mailed until the deadline to receive the applications. The recruitment period must include at least a four week period following the first appearance of the advertisement. If a position is “opened until filled” indicate the date review of applications will begin.

Sample Text to Include in Position Announcements

In ADDITION to the required statement,
"... is an Affirmative Action/Equal Opportunity Employer."

You could also include:

<INSTITUTION NAME> welcomes and encourages diversity and seeks applications and nominations from women and minorities. <INSTITUTION NAME> seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives and ways of knowing and learning.

The Department has a strong commitment to the achievement of excellence and diversity among its faculty and staff.

Women and minorities are encouraged to apply.

The Department is particularly interested in candidates who have experience working with students from a diverse background and a demonstrated commitment to improving access to higher education for disadvantaged students.

The Department is particularly interested in individuals with a history of promoting diversity.

Experience in mentoring women and minorities in STEM fields is desired.

A demonstrated commitment to improving access to higher education for disadvantaged students through teaching or mentoring activities is desired.

The University of California, <campus> and the (department/program) are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

The (School) at <INSTITUTION NAME> is committed to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

<INSTITUTION NAME> is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty, students and staff.

<INSTITUTION NAME> is an affirmative action/equal opportunity employer with a strong institutional commitment to the development of a climate that supports equality of opportunity and respect for differences.

Checklist for a Successful Visit

-
- Identify primary staff support to coordinate all necessary documentation, travel arrangements and reimbursements.
 - May pre-purchase airline tickets for candidate
 - Offer accommodations for length of stay
 - May reimburse all or part of candidate's expenses
 - Travel advances may be available
-
- Determine if the candidates will have individuals accompanying them during the campus visit, if so; prepare an agenda for the (spouse, guest).
-
- Send the agenda to the candidates ahead of time.
-
- Send the potential candidate department and school brochures, campus map, University publications, resource guide and faculty handbook.
-
- Meet any special needs of the candidate (physical, dietary, etc.).
-
- Apprise the candidates of cultural events during campus visits.
-
- Keep in contact throughout the search process.
-

Recruitment Strategies to Enable Equity

These strategies drawn in part from: Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and other Evaluation Committees. Jo Ann Moody, 2005.

Interviews

- Remember that during the interview process the candidate is also evaluating the search committee and the university, as well as being evaluated. Lasting impressions work both ways.
- Devise questions based on the job-related criteria by which the candidate will be evaluated (found in the job description and position announcement). The questions should be agreed upon by the committee and the same questions asked of all candidates, enabling comparative judgments to be made.
- Avoid illegal and discriminatory questions. (See pages E-14 & E-15.)
- Each candidate should be given the same access to information about the department and the campus and experience a similar introduction and interview process. For example, if one candidate is escorted or picked up from the airport by a search committee member, then all candidates should be.
- Provide information about dual career and family leave policies to ALL candidates.
- Give each candidate the opportunity to talk with others not on the search committee and not in the department about gender and climate issues.
- Treat female and minority faculty applicants as scholars and researchers, not as *female* or *minority* scholars and researchers.
- Provide information to all candidates about the process, your schedule for filling the position, and when they can expect to hear from you again.

Evaluation

- Agree on standard criteria before the search begins and ground rules for the evaluation process. Use the same criteria in review of all candidates. Rely on qualifications described in the position announcement. Do not create any extra hurdles for women and minority candidates as the search progresses. (For example, requiring additional letters.)
- Agree upon ground rules for the search committee and stick to them.
 - Agree on evaluation criteria.
 - Agree on rules of discussion and how to handle disagreement.
 - Agree on a method for determining who will be invited to campus.
- Self-Correction – be aware of the possibility of your own unconscious bias.
- Use a candidate evaluation tool (see example from University of Michigan, page E-16) that incorporates the agreed upon criteria.
- Insist on evidence and not opinions. Ask committee members to back up their statements with evidence.
- Slow Down.
 - Make time to review the entire application.
 - Look for non-stereotypical evidence.
- Do not rank the finalists, instead summarize the strengths, weaknesses and likely contributions to the campus, program and department for each candidate. An alternative idea is to create several lists, each ranking the finalists based on one particular criterion. This way you have several different “top choices” to contemplate.

- Debrief as a committee after each search or evaluation to gain lessons learned for future searches.

Maintain Communication

- Maintain communication with the top candidates. Keep them informed about where the department is in the process, so that they know whether or not they are still under consideration. These processes are often long and drawn out, which is not understood by prospective first-time faculty.
- Respect unsuccessful applicant's time by notifying them of their non-selection as soon as a firm decision has been made, rather than waiting until the entire search process has been completed. As soon as possible after an offer is accepted, interviewees not chosen should be notified.
- Unsuccessful candidates for positions should all be notified prior to public announcements of appointments.

Offer Letters

- Do not make promises that you cannot keep. Offer letters should not contain guarantees of childcare or housing. If something is beyond your immediate control, do not promise or imply it in the offer letter or in hiring-related conversations. New faculty members consider the offer letter and conversations held during the hiring process to be guarantees. They may feel disappointed or angry and may seek action against the department if they believe something was promised and not received.

General Interview Guidelines

Interview questions assist in determining a candidate’s qualifications for a position and should be based on the position description, required qualifications and preferred qualifications. All candidates should be asked the same initial questions, with follow-up questions as needed to clarify the applicant’s experience or qualifications as related to the initial question.

Use the position description as a guide throughout the entire recruitment process.

It is unlawful to ask questions related to age, race, color, religion, national origin, citizenship, physical disability, sex, marital status or sexual orientation.

Do not inquire about marital status, economic status, medical condition, military service, and parenthood or childcare arrangements.

While it is important to help make the candidate feel comfortable, avoid even casual conversation that touches on inappropriate topics or inquiries that are illegal in an interview context. Such discussions could be misinterpreted by the candidate. This includes discussions that occur in social settings during the interviewing process.

However, for the purpose of making it clear to a candidate to whom you are making an offer that there are programs or services available that may interest them, you could state something like:

“We have programs to assist in partner employment, childcare, schooling, and other family concerns. If any of these programs are of interest to you, please let us know how we may be helpful.”

Examples of Interview Questions to Avoid

Subject	Do Not Ask	Applicable Law
National origin, race, color, ethnicity, religion	Are you a U.S. citizen? Where were you born? What is your maiden name? What is your spouse’s name? What is your mother’s/father’s name? What Church do you attend? What is your religion? What is your race or ethnic origin? What is your native language?	Civil Rights Act, Title VII (prohibits employment discrimination based on race, color, religion, sex or national origin.) You may ask about legal authorization to work in the specific position, if all applicants are asked.
Age	What is your date of birth? How old are you? When did you graduate? <i>(NOTE: In the Academic setting, establishing degree attainment is a requirement for certain positions. In that context this question is allowable, but not in the context of Age Discrimination.)</i>	Age Discrimination in Employment Act
Disability	Do you have a disability? Have you ever been treated for an illness? Why are you in a wheelchair?	Americans with Disabilities Act
Marital/Family Status	Are you married? Do you have any children? What kind of child care arrangements do you have?	Civil Rights Act, Title VII Pregnancy Discrimination Act

For additional information, the California Department of Fair Employment & Housing publishes a [Fact Sheet on Employment Inquiries](#).

Example of Candidate Evaluation Tool

Adapted from: *NSF Advance at the University of Michigan – STRIDE*
<http://sitemaker.umich.edu/advance/stride>

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that can be modified as necessary for their own use. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name:

Please indicate which of the following are true for you (check all that apply):

- | | |
|---------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Met with candidate |
| <input type="checkbox"/> Read candidate's scholarship | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Other (please explain): |
| <input type="checkbox"/> Attended candidate's job talk | |

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other comments?

Faculty Recruitment Considerations for Negotiating and Making Offers

“The way in which contract negotiations are conducted can have a huge impact not only on the immediate hiring outcome, but also on a new hire’s future career. Candidates who feel that negotiations are conducted honestly and openly will feel more satisfied in their positions and more committed to staying...than those who feel that a department has withheld information, resources or opportunities from them.”

*From **Creating a Positive Departmental Climate: Principles for Best Practices**, prepared for NSF ADVANCE at the University of Michigan, Jean Waltman and Carol Hollenshead, January 2005.*

Tips for equity in negotiations

Some candidates may have received less information at previous career stages than others, and may be at a disadvantage in knowing what they can or cannot request during negotiations. You may consider providing candidates with a list of things that the department would consider discussing in the course of negotiations. Some departments have even formalized this process by asking the potential new hire to provide a written list of their needs, such as equipment, lab requirements, research assistance, administrative support, course release, moving expenses, assistance with partner/spouse employment, etc. This can form the basis for further discussion.

Recruiting faculty members and making competitive offers can be something of a juggling act. There are many elements to consider, and depending upon the individual situation, some elements of an offer may be more important and attractive than others. Compiled on the next page is a list of potential recruitment incentives that you may consider when structuring an offer.

Before entering into negotiations or making an offer, be aware of your own campus policies regarding faculty recruitment. Understand which positions require Chancellor’s approval to be final. Be aware that some things are against UC policy, such as transferring sabbatical credit from a non-UC institution or offering a general “signing

bonus.” Each element of the package (e.g., housing, laboratory set-up) must be consistent with the Academic Personnel Manual, and each element—including but not limited to salary, summer ninths, teaching release, research support, relocation and moving expense, and housing assistance—should be negotiated separately and specified in the written offer.

The Faculty Recruitment Allowance

The Faculty Recruitment Allowance Program (APM 190, Appendix E) assists faculty recruitment through grants to selected eligible participants. The primary purpose of the Faculty Recruitment Allowance is to **provide support for housing costs, but the individual may also use the allowance to support childcare expenses, education or tuition assistance, or similar expenses.**

Each campus is responsible for identifying or developing sources to fund the Faculty Recruitment Allowance Program.

<http://www.ucop.edu/acadadv/acadpers/apm/apm-190-e.pdf>

Recruiting Incentives Summary

This summary (page 27) outlines incentives, which are **allowable under UC Policy** for faculty recruitment. This summary does not include descriptions of health and welfare benefits or retirement benefits. For more information on those plans, contact your campus human resources office or website.

Recruiting Trips	Actual expenses of applicant (non-employee) or applicant's spouse incurred in connection with pre-employment interviews, conducted at the invitation of the prospective employer. (Business & Finance Bulletin (BFB)-G-28)
House Hunting Trips	Actual expenses of employee and spouse in connection with post-offer acceptance trips for non-university business reasons (e.g., for house hunting purposes). (BFB G-13)
Moving Expenses	<i>Moving costs</i> - actual costs of moving family and belongings to new job. (Academic Personnel Manual (APM) 550, 560, 561; BFB G-13) <i>Meals</i> - Actual meal costs incurred in route from old residence to new residence. (APM 550, 560, 561; BFB G-13)
Housing	Temporary Housing expenses of 30 days or less at new work location incurred in connection with a permanent relocation. (BFB G-13; G-28) Temporary Housing (more than 30 days but less than 12 months) (BFB G-13; G-28) Long Term Housing - housing for periods in excess of 1 year - includes housing expenses paid for by departmental recharges BY EXCEPTION ONLY Salary Differential Housing Allowances (APM 190) Loans and Loan Forgiveness Mortgage Origination Program (MOP) Loans* - First deed of trust mortgage loans to assist eligible UC faculty and senior managers acquire a principal place of residence. Supplemental Home Loan Program (SHLP) Loans* - below-market rate secondary financing to assist faculty & senior managers to acquire a principal residence. All University home loans, other than the MOP loans, are governed by the SHLP requirements. (http://www.ucop.edu/facil/olp) *NOTE: Refrain from premature statements concerning loan qualification in the offer letter, since that decision cannot be made until a complete application is received and approved by UCOP, Office of Loan Programs.
Auto Expenses	None.
Educational Assistance	Employees (not spouse/partner or dependents) may receive some types of fee or tuition reduction or reimbursement for undergraduate, graduate or Extension courses. Contact your Academic Personnel Office or Campus Human Resources for more information. (Accounting Manual Chapter (AMC) S-772-33, T-182-77 & Staff Personnel Policy (SPP) 50, 51)
Child Care Services	A portion of child care expenses may be reimbursed through UC's Dependent Care Assistance Program (DepCare). DepCare allows eligible employees to pay for eligible child care expenses on a pre-tax, salary reduction basis. These expenses may not be paid directly or reimbursed by a department. (http://www.ucop.edu/bencom/rs/depcarespd.pdf see Health & Welfare Plan, Flexible Spending Accounts.)
Immigration Fees	Legal expenses, INS fees, and related expenses incurred in connection with visa fees and renewals, or permanent resident status, primarily for the benefit of University business. See AMC T-182-27 for specific examples of taxable vs. non-taxable types of immigration-related expenses. Advance approval of immigration-related legal fees is required.

Thresholds for Approval of Faculty Salaries

Effective July 1, 2007

<http://www.ucop.edu/acadadv/acadpers/tab0708/appendix.pdf>

Faculty base salaries, which involve a new appointment or a merit increase, that exceed the following levels require Presidential approval.

Regular – Academic Year Ladder Ranks Scale	\$205,000
Regular – Fiscal Year Ladder Ranks Scale	\$237,800
Academic-Year Business/Economics/Engineering Ladder Ranks Scale*	\$226,100
Fiscal-Year Business/Economics/Engineering Ladder Ranks Scale**	\$260,500
Law School Scale	\$276,500

* Effective October 1, 2007, academic-year faculty members in the Departments of Economics are now paid on this scale, which is renamed to Academic-Year Business/Economics/Engineering Ladder Ranks Scale.

** Effective October 1, 2007, fiscal-year faculty members in the Departments of Economics are now paid on this scale, which is renamed Fiscal-Year Business/Economics/Engineering Ladder Ranks Scale.

All questions related to faculty recruitment, salaries, start-up packages and perquisites should be directed to the Academic Personnel Office.

Sample Recommendations to Chairs for Facilitating Dual Career Hires

*LEAD National Leadership Workshop for SEM Department Chairs UW ADVANCE
Center for Institutional Change July 9-10, 2007 University of Washington, Seattle
[http://www.engr.washington.edu/advance/workshops/NationalWorkshop/
chair-workshop.html](http://www.engr.washington.edu/advance/workshops/NationalWorkshop/chair-workshop.html)*

I. To Begin

- a) As soon as you understand there is a partner who will need a position, this information needs to be communicated quickly. If the partner is in the same college, contact your dean or divisional dean. If the partner is in a different college, ask your dean to get in touch with the dean or divisional dean of the other college. Let the dean contact the appropriate chair of the partner's department. Copy everyone and get the CV from the partner to circulate to all. Think hard about all possible departments where the partner might fit. Be sure to pursue opportunities at all universities in the vicinity.
- b) If you decide to make a regular tenure-track offer to one member of the couple, work with the partner's department to contact the EVC/Provost's office about temporary funding for the partner. However, you should be thinking about what will happen once the Provost's temporary funding ends.
- c) Your diversity office may be able to help with small and creative amounts of funding.
- d) Keep your interview process with the candidate moving forward even if the partner is not suited for your university (i.e., do not discriminate against good people because of the fear of the dual career issue). Sometimes people will wind up coming to your university, even without a job for their partner.

- e) Recognize that dual career successes require thought and planning on the part of the chair, and often, a great deal of effort.
- f) View hiring a dual career couple as a great way to retain both faculty members.

II. Additional Strategies

- a) Put notice of your university's dual career policy or practices in your job announcements. Following the University of California, Irvine, sample wording would be: "The University of X is responsive to the needs of dual career couples." This will encourage your candidates to reveal their dual career status earlier, rather than later in the interview process, and will give you more time to try to find a job for the partner.
- b) See if your university's development staff can help with corporate hires.
- c) See if your faculty members have contacts for local jobs in industry.
- d) It is recommended to use the words "partner hire" vs. "spousal hire" so that all couples feel more welcome.

III. If You Hire The Partner Into a Non-Tenure Track Position

- a) Make sure that the partner is given an offer in writing. If he/she is also going to be doing some instruction, it may be worth considering an appointment without tenure.

- 
- b) If the partner is hired as a research professor, be sure to set him/her up to succeed. Provide proper lab equipment/space. Assist with making contacts with collaborators in the department and at the university.
 - c) Introduce the new research professor to the department with as much care as would be given any regular tenure-track faculty member. Involve the person fully within the department. Invite the new faculty member to give a research seminar to the department, even if a seminar was already given as part of the hiring process.