

### Summary

The University of California remains dedicated to building a more diverse faculty, particularly those from under-represented racial and ethnic populations in the U.S. In the near future, a more diverse faculty will be an increasingly important measure of a great university.

Adhering to Academic Personnel Policy governing faculty appointment and promotion (APM – 210) is one method by which the University of California can recruit and retain a diverse faculty: policy requires that faculty contributions to diversity receive recognition and reward in the academic review process. APM-210-1-d provides clear guidance for both review and appointment of a faculty that is dedicated to the diverse goals of UC.

Examples of accomplishments meriting recognition in teaching, research and other creative work, professional activity, and University and public service are provided below.

### Background: The Critical Need for Equity and Excellence

Removing the barriers that prevent participation of all qualified people – women, under-represented minorities, veterans, people with disabilities, internationals, the LGBT community – in the science and engineering fields as well as in social sciences, humanities, fine arts, and education is critical to developing an educated workforce with the values, creativity, culture, and perspectives to provide solutions to pressing local, state, national, and international problems.

In its 2007 report, *Beyond Bias and Barriers*<sup>1</sup>, the National Academy of Sciences asserts that the United States must aggressively pursue the innovative capacity of all of its people – women and men, minority and non-minority – to maintain leadership in the global marketplace.

The challenges of recruiting and retaining a diverse faculty vary by discipline. Campus efforts to increase the representation of women and under-represented minorities on the faculty have resulted in limited progress. An overview of the current data reveal these challenges.

- Over the last ten years, women have accounted for an average of 35 percent of UC's Professorial Series new appointments. There is slight progress over the ten year period, from 30 percent in 2000-01 to 35 percent in 2009-10, although availability of women in all disciplines has increased (see the Biennial Accountability Sub-Report on Faculty Competitiveness, <http://www.universityofcalifornia.edu/regents/regmeet/jan11/j1.pdf>) At a time when the nation's pool of doctoral degree recipients is showing increasing numbers and percentages of women, outreach and recruitment efforts are not resulting in faculty hires that reflect the changes in national availability pools.

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<sup>1</sup> National Academy of Sciences, National Academy of Engineering, and Institute of Medicine of the National Academies (2007). *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*. Washington, DC: The National Academies Press.

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- In 2009, 30 percent of UC's Professorial Series faculty were women, with the highest percentage in Education (52 percent) and the lowest percentages in Engineering/Computer Sciences (13 percent), and Mathematics (14 percent). Women continue to be represented at low levels in STEM (science, technology, engineering, and mathematics) fields.
- Data for under-represented minorities (American Indian/Alaskan Native, African American, Chicano/Latino) shows that UC has hired from these pools of potential faculty at a rate slightly over availability in selected areas (Arts/Humanities, Life Sciences, Education). Overall, under-represented minorities accounted for 11.3 percent of the pool of nationwide doctoral degree recipients and 12.5 percent of UC's new hires. In the hiring of new Professorial Series faculty over the last decade, under-represented minorities have accounted for an average of nine percent and Asian Americans 17 percent of UC's Professorial Series new appointments.
- In 2009, eight percent of UC's Professorial Series faculty were under-represented minorities and 15 percent were Asian Americans.

Recruitment of both new and established faculty at the University of California draws from a national and international pool of talent; the hiring of assistant, associate, and full professors draws from foreign nationals educated abroad as well as from U.S. and international scholars educated in the U.S. Out of these populations, UC remains dedicated to building a more diverse faculty, particularly those from under-represented racial and ethnic populations in the U.S. In the coming decades, a more diverse faculty will be an increasingly important measure of a great university.

### Academic Personnel Policy

To preserve and foster the quality of UC as one of the nation's leading public institutions, it is imperative that peer review committees evaluate the contributions of all faculty in view of the critical need for equity and excellence, as outlined in APM – 210, <http://www.ucop.edu/acadpersonnel/apm/apm-210.pdf>.

The University of California Academic Personnel Policy governing faculty appointment and promotion (APM – 210) requires that faculty contributions to diversity receive recognition and reward in the academic review 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. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions. (APM – 210-1-d, <http://www.ucop.edu/acadpersonnel/apm/apm-210.pdf>)

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University policy states that an individual's race or gender may not be considered in selection for faculty appointment or promotion. However, to recruit and retain faculty who will contribute to the University's diversity mandate, search committees and division Committees on Academic Personnel need to be aware of APM – 210-1-d and *understand how to ensure this policy is being followed*.

Criteria enumerated in APM – 210-d serve as guides rather than boundaries for minimum standards for evaluating performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service:

### **(1) Teaching**

In judging the effectiveness of a candidate's teaching, the committee should consider...[the] extent and skill of the candidate's participation in the general guidance, mentoring and advising of students; effectiveness in creating an academic environment that is open and encouraging to all students, including development of particularly effective strategies for the educational advancement of students in various under-represented groups.

Among significant types of evidence of teaching effectiveness are development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are under-represented in the field of instruction.

### **(2) Research and Other Creative Work**

Textbooks, reports, circulars, and similar publications normally are considered evidence of teaching ability or public service. However, contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education should be judged creative work when they present new ideas or original scholarly work.

### **(3) Professional Activity**

The candidate's professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in under-represented groups in the candidate's field.

### **(4) University and Public Service**

[C]ontributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence, as should contributions furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students.

### Appointment and Promotion Guidelines

APM-210-1-d provides clear guidance for both review and appointment of a faculty that is dedicated to the diverse goals of UC. Search committees and Committees on Academic Personnel should give appropriate consideration to the following accomplishments demonstrated by a candidate during the academic review process for appointment and promotion. These are examples and not an exhaustive list; other activities may also fit the guidelines described in APM – 210.

#### (1) Teaching

- Contributions to pedagogies addressing different learning styles, for example:
  - Designing courses or curricula that meet the needs of educationally disadvantaged students
  - Developing effective teaching strategies for the educational advancement of students from under-represented groups
- Experience teaching students who are under-represented, for example:
  - Teaching at a minority-serving institution
  - Record of success advising women and minority graduate students
  - Experience teaching students with disabilities

#### (2) Research and Other Creative Work

- Research contributions to understanding the barriers facing women and minorities in academic disciplines, for example:
  - Studying patterns of participation and advancement of women and minorities in fields where they are under-represented
  - Studying socio-cultural issues confronting under-represented students in college preparation curricula
  - Evaluating programs, curricula, and teaching strategies designed to enhance participation of under-represented students in higher education
- Research interests that will contribute to diversity and equal opportunity , for example, research that addresses:
  - Race, ethnicity, gender, multiculturalism, and inclusion
  - Health disparities, educational access and achievement, political engagement, economic justice, social mobility, civil and human rights
  - Questions of interest to communities historically excluded by higher education
  - Artistic expression and cultural production that reflects culturally diverse communities or voices not well represented in the arts and humanities

**(3) Professional Activity**

- Engagement in activity designed to remove barriers and to increase participation by groups historically under-represented in higher education:
  - Participation in academic preparation, outreach, or tutoring
  - Participation in recruitment and retention activities
  - Service as an advisor to programs such as Women in Science and Engineering
  - Exceptional record mentoring students and junior faculty from groups under-represented in the field
  - Promoting welcoming classroom environments for students from culturally diverse groups

**(4) University and Public Service**

- Participation in service that applies up-to-date knowledge to problems, issues, and concerns of groups historically under-represented in higher education:
  - Engagement in seminars, conferences, or institutes that address the concerns of women and under-represented minorities
  - Presentations or performances for under-represented communities
  - Honors, awards, and other forms of special recognition such as commendations from local or national groups or societies representing under-served communities
  - The application of theory to real-world economic, social, and community development problems
  - Election to office, or undertaking service to professional and learning societies, including editorial work, or peer reviewing for a national or international organization addressing disparities in access to higher education
  - Selection for special public service activities and invitations to give talks within the field that address the needs of under-represented or culturally diverse groups
  - Participation in professional or scientific associations or meetings, and presentation of papers related to the needs of communities historically excluded from higher education

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