

Faculty Diversity

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Guidelines for an Academic Plan

Regents' Resolution & Proposition 209

The enactment of Regents' Resolution SP-2 in 1995 and Proposition 209 in 1996 raised many questions about the status of affirmative action programs in faculty hiring, promotion, and retention in the University of California. The Regents' Resolution SP-2 states that race, religion, sex, color, ethnicity, or national origin shall not be used as criteria in employment practices as of January 1, 1996. Proposition 209, which went into effect on August 28, 1997 as Section 31 of Article 1 of the California State Constitution, requires that the University shall not discriminate against or grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin.

However, both the Regents' Resolution and Proposition 209 contain language stating that their prohibitions do not apply to actions which are necessary to establish or maintain eligibility for any Federal program, where ineligibility would result in a loss of Federal funds to the University. As a Federal contractor, the University of California has an obligation to comply with affirmative action regulations governing all levels of employment, including academic personnel practices. The University also has an obligation to comply with State and Federal laws that prohibit discrimination on the basis of race, sex, color, national origin, and other protected categories.

In addition, the University of California may engage in a variety of voluntary practices that, although not required by Federal affirmative action regulations, promote values of equal employment opportunity and do not otherwise run afoul of the prohibitions set forth in the State Constitution and University policy. These types of non-preferential affirmative action programs are important vehicles for expressing the University's commitment to diversity, equal opportunity, and academic freedom.

The following guidelines describe the various efforts that may be undertaken to promote equal employment opportunity and diversity in the context of faculty employment practices which are consistent with law and University policy.

Faculty Recruitment

Federal affirmative action regulations require the University to make good faith efforts to provide equal employment opportunity in faculty hiring. Pursuant to the Regents' Resolution SP-2, the University policy does not permit the consideration of race or gender in the selection process for academic appointments. Therefore, programs which allowed the hiring department to consider affirmative action in hiring decisions such as the Target of Opportunity for Diversity and the "tie-breaker" policy, are no longer available as tools to increase academic employment opportunities for women and minorities. Under current law and University policy, **the most important method for promoting equal opportunity is to conduct thorough outreach and recruitment to ensure that qualified women and minorities are well represented in applicant pools for faculty positions.** Department Chairs in consultation with their Deans are requested to maintain faculty affirmative action committees that are charged with developing and implementing the practices described below to ensure departmental compliance with Federal equal opportunity standards. (continue next page)

Faculty Recruitment (continued)

Every effort should be made to conduct a thorough search and advertise widely before filling any faculty positions. Search waivers will only be granted in exceptional situations and for compelling reasons. Search efforts should include all available avenues for publicizing the position, including national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites. All advertisements for faculty positions must state that the University is an **"Equal Opportunity/ Affirmative Action Employer."**

It is also the responsibility of search committees to engage in targeted recruitment activities that are consistent with University policy and effective for increasing the numbers of women and minority applicants for academic appointments. In addition to general advertising for an open position, Federal affirmative action regulations suggest that positions be advertised with organizations and publications that are targeted to women and minority audiences. Every effort should be made for targeted advertising to be placed in nationally known publications such as "Black Issues in Higher Education" or "The Hispanic Outlook in Higher Education," or in specialized publications such as a newsletter for a women's section of a national academic organization. A listing of targeted publications and resources follow this document.

In addition to broad advertising, Federal affirmative action regulations suggest that search committees engage in other types of informational outreach to increase the numbers of women and minority candidates for faculty positions. It is important that as search committee members write letters or make phone calls to their colleagues to ask about promising candidates, they also specifically inquire about women and minority candidates who may be interested in being considered. As search committee members attend conferences or other academic meetings for the purpose of interviewing or networking with potential candidates, specific effort to attend conferences or meetings attended primarily by women and minorities in the field is encouraged. Search committees should consult with female and minority members of the campus faculty regarding their knowledge of potential candidates, and should actively encourage them to refer candidates. In accordance with Federal regulations, a special effort should be made to include minorities and women on search committees. Search committees also need to broaden the pool by utilizing the resources of specialized academic and professional organizations and making efforts to identify individuals who have achieved excellence outside academe.

Analyzing each pool prior to beginning the selection process to determine if women and minority applicants are represented in the pool must occur. If women and minority applicants are not present in the pool at the rate of their estimated availability in the field, then it is the responsibility of the search committee to consider reopening their search with expanded targeted recruitment efforts.



Faculty Retention

Federal affirmative action regulations require the campuses to make good faith efforts to address any racial or gender based disparities. In addition to active recruiting during the hiring process, campuses should be vigilant to identify retention problems that may have a negative impact on faculty diversity. It is vital that Deans and Department Chairs conduct exit interviews with departing faculty, to determine why they are leaving the University. This provides an opportunity for understanding obstacles to retention and assists in designing effective responses to identified problems.

UCLA has numerous faculty development programs administered centrally as well as by individual departments and schools designed to assist junior faculty in their progress toward tenure. These various programs provide mentors, financial support, and/or release time to support research. Although University policy prohibits the consideration of race or gender as a factor in determining eligibility for these programs, the availability of these types of assistance for all junior faculty contributes toward the retention of women and minority junior faculty.



Nondiscrimination Policy

It is the responsibility of all Deans, Chairs, Directors and Academic Administrators to demonstrate their commitment to equal opportunity and diversity by taking active steps to disseminate and enforce the University's policy prohibiting illegal discrimination. University policy, consistent with State and Federal laws, prohibits discrimination, including harassment, on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

Campus Climate

Every effort should be made to provide an educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, or gender. Support for campus groups to sponsor speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity should be actively encouraged. Such discussions also may be effectively introduced on the campuses via the curriculum in a broad array of disciplines. Exploring and implementing diversity in approaches to teaching and research can support ethnic and gender diversity in the classroom, and can assist departments in diversifying and strengthening their faculty. Research efforts to pursue scholarly exploration of topics such as affirmative action, equal opportunity, and diversity in education are also encouraged. It is important to maintain an ongoing and civil dialogue that will result in a welcoming academic environment for women and minority faculty.

Valuing Diversity

Departments are encouraged to support and conduct research that contributes to the overall diversity of the academic curriculum. Contributions made by faculty toward K-12 outreach or other educational pipeline programs as well as those who are active in research or service programs working with educationally disadvantaged students should be valued and recognized. Valuing diversity will not only improve the campus climate for women and minorities, but, more importantly promote equal opportunity for all members of the academic community.