



Faculty Search Committee Toolkit

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Introduction

Faculty Search Toolkit

This Faculty Search Committee Toolkit is designed to assist search committee chairs, members and administrators in equitably initiating and completing regular rank faculty searches. In addition to this toolkit, you should also refer to information about the online academic applicant tracking system, *UCLA Academic Recruit*, found at <https://www.apo.ucla.edu/initiatives/recruit/documents>.

This toolkit provides information about the roles and responsibilities of the search committee chair and its members, advertising positions and handling applications, conducting interviews, evaluating candidates and some of the legal aspects of the recruitment process. If you have any questions about the faculty search process, please call (310) 206-7411 or email facdiversity@conet.ucla.edu. For questions about the *UCLA Academic Recruit* system, please email academicjobs@ucla.edu or call (310) 825-1696.





Faculty Search Committee Checklist

- | <input checked="" type="checkbox"/> Step | Description |
|---|--|
| <input type="checkbox"/> 1 | Search is approved by EVC's office and Dean's Office. |
| <input type="checkbox"/> 1A | ALTERNATE: Exception to policy (Waiver of Search: see next page) is requested from the Vice Chancellor, Equity, Diversity and Inclusion and the Vice Chancellor, Academic Personnel. Following approval, appointment process begins. (If not approved, continue with regular search process.) |
| <input type="checkbox"/> 2* | Chair of Search Committee is selected by Chair of department. |
| <input type="checkbox"/> 3* | Search Committee is formed. |
| <input type="checkbox"/> 4* | Search Plan, including position announcement/advertisement, is entered into UCLA Academic Recruit to be approved by Chair, Dean, Vice Chancellor, Equity, Diversity and Inclusion . |
| Following approval, the Recruitment is published in the online UCLA Academic Recruit system and the search process begins. | |
| <input type="checkbox"/> 5* | Ads are placed and position is posted on websites. Personal contacts are made with departments, individuals, at conferences, etc. |
| <input type="checkbox"/> 6 | Applications are submitted through UCLA Academic Recruit. |
| <input type="checkbox"/> 7 | The Applicant Pool Report is reviewed by the search committee to ensure that recruitment has been broad and inclusive, and that the applicant pool demographics reflect availability data as shown in UCLA Academic Recruit. The Chair, Dean and Vice Chancellor, Equity, Diversity and Inclusion certify that the search is in compliance and that pool is broad and inclusive via approval in UCLA Academic Recruit. If the pool does not reflect the availability data, an expanded search continues. |
| <input type="checkbox"/> 8 | Search committee begins selection process. Applicants are selected for campus visit, held or not selected. The Shortlist Report must be approved by Chair, Dean and Vice Chancellor, Equity, Diversity and Inclusion , before any candidate is invited for an interview. |
| <input type="checkbox"/> 9 | Communication begins with applicants selected for campus visit. Travel, lodging, scheduling, etc. is arranged. Notification is also made to those not selected. |
| <input type="checkbox"/> 10 | Candidates make campus visits and interviews are held. |
| <input type="checkbox"/> 11 | Search Committee recommends candidate(s) for selection. |
| <input type="checkbox"/> 12 | Faculty reviews and approves candidate selection. |
| <input type="checkbox"/> 13 | Dean/Chair reviews and approves candidate selection. |
| <input type="checkbox"/> 14 | Offer is made. Multiple offers may be made until an offer is accepted. |
| <input type="checkbox"/> 15 | Department administrator closes the recruitment in UCLA Academic Recruit. Search Report |

* Steps may occur simultaneously.

UCLA Academic Recruit Approval Steps

Timing	Document	Contents	Approval Authority
Pre-Search	Search Plan	<p>Job description, the Basic Qualification(s), the advertising plan.</p> <p>A Search Plan for a Senate job also needs the proposed search committee, the criteria for evaluating applicants and planned outreach efforts.</p>	<p>Senate: Chair, Dean, Equity, Diversity and Inclusion</p> <p>Non-Senate: locally determined</p>
During Search when the department is satisfied with diversity and size of pool and closes the application period	Applicant Pool Report	<p>Aggregate demographic data on the applicant pool and national “availability data” in the field. Only Official Applicants will be in this report.</p>	<p>Senate: Chair, Dean, Equity, Diversity and Inclusion</p> <p>Non-Senate: locally determined</p>
During Search when the department has identified the applicants they would like to interview	Shortlist Report	<p>All the Applicant Pool report data, plus data on the shortlist (applicants at the Invite for Interview status), including names and their demographics. The Search Committee should not have access to this report.</p>	<p>Senate: Chair, Dean, Equity, Diversity and Inclusion</p> <p>Non-Senate: locally determined</p>
Post-Search	Search Report	<p>Final Dispositions for all Official Applicants, proof of job advertisement, notes if search did not go as outlined in the Search Plan</p>	<p>Senate and non-Senate: Chair, Dean and Academic Personnel Office</p>

Updated: August 8, 2015

Updated by: Brandie Henderson Kirkpatrick



Exception to Search Policy – Waiver of Search

WAIVER OF SEARCH: A Waiver of Search is requested when there is an identified candidate that the department wishes to appoint and a search process has not been conducted.

THIS IS AN EXCEPTION TO POLICY!

What are some examples of use of a Waiver of Search?

- Target of Excellence – e.g., outstanding scholar, unique contribution in teaching or mentoring, broadens research agenda of department, etc.
- Partner Appointment – faculty partner of primary faculty appointee.
- UC President’s Postdoctoral Fellow appointment – selected from UC President’s Postdoctoral Fellowship Program under UCOP hiring incentive.
- Endowed Chair – e.g., for retention purposes, the appointment of a current faculty member.

Criteria for waiver?

- “Excellence” – strong evidence that candidate would emerge as one of the top candidates in a national search or that the individual has unique contributions that further the goals of excellence in the university.
- Appointment required for special recruitment/retention reasons.

How?

1. Dean sends request directly to Vice Chancellor, Equity, Diversity and Inclusion via email (jkang@equity.ucla.edu) with subject line “search waiver request.”
2. Request must explain why the benefits of granting the exception strongly outweigh the University’s interest in following the usual search policy.
3. Attachments required:
 - A. Candidate’s c.v.;
 - B. Evidence of excellence demonstrated by at least two external letters or equivalent peer review. (The same evidence may be used for the waiver request and for the eventual appointment dossier.)
4. Vice Chancellor, Equity, Diversity and Inclusion assesses justification, evidence and impact on diversity.
5. If approved, forwarded to Vice Chancellor, Academic Personnel for second assessment.
6. If approved, **Ladder Academic Appointment Compliance Form** is sent to the department for signatures and then returned to the Academic Personnel Office with Dossier for appointment process.

If not approved, a full search is required.

WAIVER FOR INTERNAL SEARCH: In situations where the department wishes to use an internal pool of candidates, instead of conducting an advertised national search, a Waiver for Internal Search should be requested.

How? Submit a request to Vice Chancellor, Equity, Diversity and Inclusion assesses and to Vice Chancellor, Academic Personnel through via email with all supporting document.

- Request should come from the Dean explaining why an internal search would be preferable to a full search.
- Include the list of internal candidates who will be considered for the position.

The waiver for an internal search must be submitted and approved prior to appointment. If the internal search is not granted, a full search is required.



Section A: The Search Committee

This section describes the role of the search committee and the committee chair (pages 7 and 8). There is one person from the committee that assumes responsibility for Affirmative Action (page 8). The last part of this section provides information on how to chair an effective committee, such as establishing processes, ground rules, and more (page 9).





The Search Committee

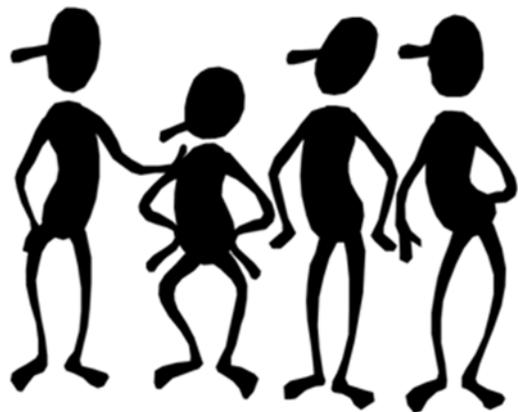
Before conducting a search, the department chair develops a search committee. The search committee should include faculty who are committed to diversity and excellence. Ensure that women and minorities have equal opportunity to serve on search committees. Each search committee designates one search committee member as responsible for oversight of Affirmative Action.

Role of Search Committee

The role of the Search Committee is to search, not to hire. “Search” is an active verb. It requires proactive placement of advertisements, contacts with other institutions, attendance at professional conferences, maintaining contact with potential future candidates and networking with colleagues in order to net the broadest possible pool of job applicants.

Search Committee Members:

- Provide input on recruitment strategy and advertising plans.
- Contact peer institution colleagues to find potential candidates.
- Research associations and member listings.
- Proactively reach out by email, letter and telephone, asking subject matter experts for potential candidate names.
- Specifically ask contacts to provide names of potential candidates, including women and underrepresented minorities, in addition to other candidates.
- Review and assess all initial applicant files using the same criteria formulated by the committee.
- Try to spend 15 - 20 minutes fully reviewing each application as one way to enable equity.
- Make candidates feel warmly welcomed.
- Use agreed upon evaluation criteria when reviewing finalists.
- Understand the potential for implicit bias and take action to ensure equity in your decision making.
- Maintain confidentiality as described on the page 9.



Role of Search Committee Chair

The Search Committee Chair has overall responsibility for managing a proactive, timely, fair and legal search process.

- Work with the committee to establish processes and ground rules before you begin your work.
- Maintain evaluative consistency/fairness throughout the process (see page 9)
- Ensure compliance with applicable laws and policies.
- Maintain confidentiality of candidates and process.
- Promote a collegial working atmosphere within the committee.





Lead the committee in all phases of its work

- Creation of job advertisement and evaluation criteria.
- Development of recruitment strategy and advertising plans to encourage a diverse applicant pool.
- Conducting a proactive search.
- Using an equitable evaluation process.
- Presenting finalists to the department.

Maintain positive interaction with candidates

- Make sure the committee treats all candidates in the manner that we would want to be treated in the recruitment process.
- Ensure candidates are provided with appropriate information about UCLA.
- Ensure that candidates feel welcomed – UCLA’s reputation as an equitable and welcoming institution rests in large part with the search committee members’ treatment of candidates.
- Maintain communication with candidates, keeping them informed of the process and timelines.
- Respect unsuccessful applicant’s time by notifying them of non-selection as soon as a firm decision is made.

Conduct post-search committee review

- After the search has concluded, hold one last meeting to discuss what worked well and what didn't.
- Document the search committee’s process and improvement ideas and pass them on to future search committees.

Role of Committee Member Who Assumes Responsibility for Affirmative Action

- Attend Faculty Search Committee Briefing and share the information with your Faculty Search Committee.
- If desired, schedule a briefing for the committee by the office for Equity, Diversity and Inclusion.
- Research a wide variety of advertising options that might net a broader applicant pool than in the past.
- Review the recruitment plan to ensure broad recruitment. Ask for changes to the plan if it is unlikely to net a broad applicant pool.
- Practice active recruitment.
- Compare the applicant pool with availability data and decide if additional recruiting is required.
- Use techniques to combat implicit bias.
- Speak up and ask for the evidence when colleagues fall back upon overuse of schemas.
- Help to make the process welcoming and inclusive for all candidates.





Confidentiality

- Treat all of the search committee's deliberations, as well as all information related to the work of the search committee, whether verbal or written, as confidential.
- Maintain confidentiality during the search and afterwards.
- Within 30 days of the conclusion of the work of the search committee, transfer all related files and confidential information to the appropriate staff member for retention as required by university policy.



Chairing an Effective Committee

In order to minimize conflict and increase the productivity of search committee meetings, it is a good idea to establish processes, ground rules and evaluation criteria at the first meeting, before any applicant materials are reviewed. Discuss how the committee would like to conduct its business:

- How will committee discussion be recorded?
- What are the rules of discussion, including how will disagreements be handled?
- Require that statements made about candidates be backed up by fact.
- How will the committee decide who is invited to campus?
- How will candidates be presented to the faculty?
- What is the end product of the Search Committee's work?

In order to maintain a fair, equitable and legal search process, it is important that the same evaluation criteria be applied to all candidates. Adding "special" or additional criteria for one candidate and not for another in the midst of the process is not equitable. In order to develop evaluation criteria, the committee should refer to the position announcement and the job description. Use these documents to form the basis for evaluation criteria before you begin reviewing applicants.

It is also important to give all candidates a similar experience when visiting the campus, including a standard information packet about the department, UCLA and Los Angeles, as well as providing similar transportation and lodging arrangements for every candidate.

Consider developing the following tools for consistency:

- A candidate evaluation tool with agreed upon criteria
- A list of standard questions
- Standard campus visit agendas and pre-visit checklists
- Standard information package for candidates

The department administrator may be able to prepare some of these materials for the committee.





Section B: Advertising your position

This section provides guidance on how to advertise your job position. Specific descriptions are listed on page 11 and a sample posting is located on page 13. You can find suggestions on where to place your advertisement on page 12.

This section includes information on active recruiting, to search for applicants by contacting other departments, institutions, attending recruitment/job fairs, and so on (page 14).





Advertising your position

Writing the job posting

The job posting should include information about the specifics of the position (see shaded box below). This must include the university statement on affirmative action and equal opportunity, as well as explicitly defining the “basic qualifications” below which an applicant will not be considered under any circumstances. Applicants who do not possess the basic qualifications will be screened out of the process without consideration by the search committee.

Include language in the job posting that expresses an interest in candidates who will advance the department’s commitment to diversity. You may do so by including text in the body of the ad that highlights this interest (see page 13). You may also note in the ad that the campus has practices that address dual academic or non-academic career issues, which will help to broaden the pool of applicants.

Basic Qualifications

Basic qualifications or minimum requirements must be stated in the advertisement, unless you intend to consider any applicant as qualified for the position. Typically this would be a statement about the degree that is required. A typical example of a basic qualification for a faculty position may be “Ph.D. or equivalent is required by date of hire,” or “Ph.D. or equivalent is required within one year of appointment,” depending upon what the department requires.

Do not unnecessarily limit the scope of your search

Broaden the fields and specialties in the job description to attract the widest possible range of qualified candidates. Include only essential criteria for the position. Qualifications stated in the ad may be 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 from the time the position is posted to the time that the position is filled. 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 that review of applications will begin.

Basic Qualifications must be:

- Non-comparative among job seekers in the applicant pool
 - *Acceptable Example:* three years’ experience as a college-level lecturer
 - *Unacceptable Example:* being one of the top five candidates in years of experience as a lecturer
- Objective
 - *Acceptable Example:* a bachelor’s degree in accounting
 - *Unacceptable Example:* a bachelor’s degree in accounting from a highly ranked school
- Relevant to performance of the particular position



Where to Place Job Postings

<http://faculty.diversity.ucla.edu/resources-for/search-committees/resources-for-recruitment>

On the “Resources for Recruitment” page of www.faculty.diversity.ucla.edu, you can find directories and databases that will help you locate potential candidates for faculty appointments, as well as suggestions for places to advertise to broaden the outreach of your search. Resources include the UC President’s Post Doctoral Fellowship Program.

Job Postings Should Cover the Following:

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

*The advertisement must include:

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy, see: UC Nondiscrimination & Affirmative Action Policy.

Advertising with Higher Education Recruitment Consortium

To post an academic position on HERC, www.socalherc.org, please contact Pammela Adenika at (310) 267-4777 or by email at padenika@conet.ucla.edu.

Free Ad! No Cost





Sample Text to Include in Position Announcements

In ADDITION to the required statement,

“The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination & Affirmative Action Policy.”

You should also include a more substantive statement of the department’s interest in diversity-related research, teaching or service in the body of the advertisement. For example:

We welcome candidates whose experience in teaching, research, or community service has prepared them to contribute to our commitment to diversity and excellence.

Individuals with a history of and commitment to mentoring students from underrepresented minorities are encouraged to apply.

The department is seeking outstanding candidates with the potential for exceptional research, and excellence in teaching, and also a clear commitment to enhancing the diversity of the faculty, graduate student population, and of the majors in <field>.

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

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.

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

The University of California 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.



Recommendations for 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 of more of these underutilized groups.
- Consider candidates who may be currently underplaced 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.

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 underrepresented 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 make sure 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.

Section C: Handling Applications

This section provides information about handling applications, including information on how to handle applicants' references and the University of California Statement of Confidentiality. Information on records retention and access is located on page C-3.





Receiving & Handling Applications

Demographic Survey

All demographic data on applicants is now collected as part of the application process through the online UCLA Academic Recruit system. Demographic reports to verify whether or not the applicant pool is broad and inclusive can be obtained through the administrator who handles the search.

Selecting Applicants Who Meet Basic Qualifications

In order to be considered for a position, basic qualifications (if these have been pre-established) must first be met. Flagging those applicants who are unqualified removes them from applicant pool reporting, which creates a more accurate report. This classification should only be used to eliminate applicants who clearly do not meet basic qualifications and would not be considered qualified under any circumstances. It should not be used to screen out or separate applicants who meet the basic but are less qualified than others.

References/Extramural Authorities

Some candidates will ask their references to submit letters on their behalf; some will simply list the names and addresses of references willing to be contacted. The committee is not obligated to write to all the references submitted by the candidate; it may choose to contact only those whom it believes have the most pertinent information.

When writing to a reference, it is advisable to send a copy of the position description along with whatever questions concerning the candidate's experience, qualifications, and accomplishments the search committee wishes the individual to address. The reference should be informed that the recommendation will be treated confidentially with respect to the identity of the author in accordance with University of California policy.

If the search committee wants additional information or if the time line is brief, telephone recommendations may be obtained. Notes should be taken during the conversation so that a written record of the conversation may be placed in the candidate's folder.

Occasionally, members of a search committee will receive unsolicited letters about a candidate. When this happens, the committee chair should respond in writing and advise the individual of the University of California policy with regard to confidentiality and that the entire text of his/her letter may be available to the candidate.

University of California Statement of Confidentiality

Under University of California policy, the identity of authors of letters of evaluation which are included in the personnel review files will be held in confidence. A candidate may, upon request and at certain prescribed states of the academic personnel review process, be provided access to such letters in redacted form. Redaction is defined as the removal of identifying information (including name, title, institutional affiliation, and relationship to the candidate) contained either at the top of the letterhead or within and below the signature block of the letter or evaluation.



The full text of the body of your letter will therefore be provided to the candidate if so requested. Thus, if you provide any information that tends to identify you in the body of the letter that information may become available to the candidate. If you wish, you may provide a brief factual statement regarding your relationship to the candidate at the end of your letter but below the signature block. This brief statement will be subject to redaction and will not be made available to the candidate.

Although we cannot guarantee that at some future time a court or governmental agency will not require the disclosure of the source of confidential evaluation in University of California personnel files, we can assure you that the University will endeavor to protect the identity of authors of letter of evaluation to the fullest extent allowable under law.

Records Retention

Records of each search must be retained by the department for 3 years from the conclusion of the search. Copies of all advertisements must be retained, as well as a description of other recruitment methods used. A list of all applicants considered for the position, with their contact information, should be retained, as well as all materials they submitted. Demographic data ascertained using the Academic Applicant Survey should be retained with the search files.

The applicant log listing all applicants, those who interviewed and the final candidate, along with the reasons for selection or deselection must be retained. These records should be retained under the “Documentation” Tab in UCLA Academic Recruit. Notes summarizing the committee deliberations, including interview questions and any evaluation criteria or ranking lists should be retained.

Access to Records

Although applicants generally do not have a right of access to their University files pursuant to the Academic Personnel Manual, section 160, they do have a right of access to their files pursuant to the Information Practices Act.

The Information Practices Act (Section 1798.38 of the California Civil Code) states that information compiled for the purpose of determining an individual’s qualification for employment must be disclosed to that individual. If the information was received with the promise that the identity of the source would be held in confidence, then the identity of the source may be withheld.

Based on the above, departments should confer with the Academic Personnel Office and respond to applicants’ requests by providing them with copies of the requested records. If the requested records contain information about more than one candidate, the records should be redacted so that only information about the candidate making the request is disclosed. The identity of the source may be concealed by redaction, or by providing a comprehensive summary.



Section D: Interviews

After selecting applications, the next step is to invite the prospective candidates for an interview on campus. This section includes general interview guidelines (page 19) and a checklist to guide the search committee from the beginning to the end of the interview process (page 20).

This section also has sample questions to avoid while conducting the interview in accordance with specific laws (page 21).



Interviews

Remember that during the interview process the candidate is also evaluating the search committee and the university, as well as being evaluated. Devise questions based on the job-related criteria by which the candidate will be evaluated. 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.

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.

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.

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 candidates department and school brochures, campus map, University publications, resource guide and faculty handbook.
- Meet any special needs of the candidates (physical, dietary, etc.).
- Apprise the candidates of cultural events during campus visits.
- Keep in contact throughout the search process.



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](#).



Discussing Work Life Issues

If applicants ask questions early in the recruitment process about topics that could not be raised by interviewers (e.g., childcare provision or accommodation of religious holidays) refer them to the appropriate policy or other sources of information such as the webpage www.faculty.diversity.ucla.edu/resources-for/work-life. This website includes information on housing, childcare, libraries, sports and recreational sites, and more.

Do not ask follow-up questions or use the information in your evaluation. For the purpose of making it clear to a candidate to whom you are making an offer that there are programs or services available at UCLA that may interest them, you could state something like: "UCLA has programs to assist in partner employment, childcare, schooling and other family concerns. If any of these programs are of interest to you, let us know how we may be helpful." Use the recruitment brochure posted on www.faculty.diversity.ucla.edu to assist you.

All time spent with a candidate is considered part of the interview process, including social functions and meals. Anyone who meets with the candidate in a social context should avoid extended casual conversation that touches on inappropriate topics or inquiries that are illegal in an interview context. Such discussions could be misinterpreted by the candidate, at the time, or subsequently.





Section E: Evaluation Process

After conducting interviews, the next step is to collectively evaluate each candidate. The following section includes guidelines on the evaluation process (pg. 24). It also includes practices to enable equity. An example of the candidate evaluation tool is available on page 25.

Research on bias starts on page 27, which includes topics on assumptions & biases in the search process, evaluation bias, and biases in academic contexts. References are on page 29.





Evaluation Process

Assumptions Shape the Review Process

We all like to think that we are objective scholars who judge people based entirely on their experience and achievements, but copious research shows that every one of us brings a lifetime of experience and cultural history that shapes the review process.

The results from controlled studies in which people were asked to make judgments about subjects demonstrate the potentially prejudicial nature of the many implicit assumptions we can make. Examples range from physical and social expectations or assumptions to those that have a clear connection to hiring, even for faculty positions.

It is important to note that in most of these studies, the gender of the evaluator was not significant, indicating that both men and women share and apply the same assumptions about gender. Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates. Spending sufficient time on evaluation (15-20 minutes per application) can also reduce the influence of assumptions.

Before Evaluation

- Agree on standard criteria and ground rules for the evaluation process before the search begins. 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.

Practices to Enable Equity—Reviewing Applicants

- Learn about research on biases and assumptions. Consciously strive to minimize their influence on your evaluation of candidates.
- Develop criteria for evaluating candidates and apply them consistently to all applicants.
- Calibrate the committee by discussing one or two randomly selected CVs as a group.
- Use a candidate evaluation tool (see example from University of Michigan on next page) that incorporates the agreed upon criteria.
- Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program.



Practices to Enable Equity—Reviewing Applicants

- Slow down. Spend sufficient time (15-20 minutes) evaluating each applicant.
 - ◆ 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.
- Be able to defend every decision for rejecting or retaining a candidate by asking committee members to back up their statements with evidence not opinions.
- Periodically evaluate your decisions and consider whether qualified women and underrepresented minorities are included. If not, consider whether evaluation biases and assumptions are influencing your decisions.
- Debrief as a committee after each search or evaluation to gain lessons learned for future searches.

Myth: “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 page 27 on “Research on Bias”). 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. Diverse faculty members can enhance the educational experience of all students, an important goal of the university.



Example of Candidate Evaluation Tool

<https://faculty.diversity.ucla.edu/resources-for/search-committees/search-toolkit>

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. 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):

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):

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:	Excel- lent	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						
Potential for (Evidence of) outreach efforts to diverse groups						
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?





Research on Bias

Assumptions and Biases in the Search Process

- Women and minority candidates may be subject to different expectations in areas such as numbers of publications, name recognition, or personal acquaintance with a committee member (Wenneras and Wold).
- Candidates from institutions other than the major research universities that have trained most of our faculty may be under-valued.
- The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (Biases seen in evaluations of written descriptions of job performance, and the attribution of success to luck rather than skill.)
- The ability of females or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity may be underestimated. (Social assumptions about leadership abilities.)
- Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of a candidate's merit, despite evidence of productivity. (Studies of the influence of generalizations on evaluation.)
- Negative assumptions about whether female or minority candidates will "fit in" to the existing environment can influence evaluation.

Evaluation Bias

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat et al.).
- When asked to assess the contribution of skill and luck to successful performance of a task, evaluators more frequently attributed success to skill for males and to luck for females, even though males and females succeeded equally (Deaux and Emswiller).
- Evidence shows that perceived incongruities between the female gender role and leadership roles cause two types of disadvantage for women: (1) ideas about the female gender role cause women to be perceived as having less leadership ability than men and consequently diminish women's rise to leadership positions, and (2) women in leadership positions receive less favorable evaluations because they are perceived to be violating gender norms. These perceived incongruities lead to attitudes that are less positive toward female than male leaders (Eagly and Karau; Ridgeway).
- Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Gender bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in actual work settings. This study indicates that evaluators are more likely to rely upon underlying assumptions and biases when they cannot/do not give sufficient time and attention to their evaluations (Martell).



Biases in Academic Contexts

- A study of postdoctoral fellowships awarded by the Medical Research Council in Sweden, found that women candidates needed substantially more publications (the equivalent of 3 more papers in Nature or Science, or 20 more papers in specialty journals such as Infection and Immunity or Neuroscience) to achieve the same rating as men, unless they personally knew someone on the panel (Wenneras and Wold).
- A study of over 300 recommendation letters for medical faculty at a large American medical school in the 1990s found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided “minimal assurance” rather than solid recommendation, raised more doubts, and portrayed women as students and teachers while portraying men as researchers and professionals. All letters studied were written for successful candidates only. (Trix and Psenka).
- In a national study, 238 academic psychologists (118 male, 120 female) evaluated a résumé randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service experience and both were more likely to hire the male than the female applicant. (Steinpreis, et.al.) Another study showed that the preference for males was greater when women represented a small proportion of the pool of candidates, as is typical in many academic fields (Heilman).

“. . . as we become aware of our hypotheses, we replace our belief in a just world with a view of the world in which bias plays a role. Since this is a state of affairs we wish were otherwise, we prefer not to acknowledge it. But we can learn.”

Virginia Valian

Excerpts taken from *Reviewing Applicants: Research on Bias and Assumptions*, Women in Science & Engineering Leadership Institute (WISELI) University of Wisconsin-Madison, 2006.





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Section F: Legal Aspects of Faculty Recruitment

The first two pages of this section highlight the differences between Affirmative Action and Proposition 209 (page 31). The last part discusses the University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210), which the search committee may find helpful when selecting candidates (page 34).



Legal Aspects of Faculty Recruitment

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 Personnel

September 2011

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

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*, 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.



- 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 is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. 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, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.

(APM - 210-1-d (revised July 2015), <http://www.ucop.edu/acadpersonnel/apm/apm-210.pdf>)

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 Uni-





iversity'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



- 
- o Exceptional record mentoring students and junior faculty from groups under-represented in the field
 - o 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:
 - o Engagement in seminars, conferences, or institutes that address the concerns of women and under-represented minorities
 - o Presentations or performances for under-represented communities
 - o Honors, awards, and other forms of special recognition such as commendations from local or national groups or societies representing under-served communities
 - o The application of theory to real-world economic, social, and community development problems
 - o 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
 - o 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
 - o Participation in professional or scientific associations or meetings, and presentation of papers related to the needs of communities historically excluded from higher education



Section G: After the Search Process

Now that you have concluded the search, it would be a good idea to have one last meeting and debrief about the process.

The following pages contain resources for welcoming your new faculty. For additional resources contact Pammela Adenika at padenika@conet.ucla.edu or call (310) 267-4777.



Online Resources

- UCLA Equity, Diversity and Inclusion
www.faculty.diversity.ucla.edu/resources-for/work-life
- UC Family Friendly Site
<http://www.ucop.edu/academic-personnel-programs/programs-and-initiatives/family-friendly-practices-and-policies/index.html>
- Extension of 8-Year Limit Form
www.apo.ucla.edu/forms

Policies

- The UCLA Call
www.apo.ucla.edu/call
- APM 760-25 Childbearing Leave & APM 760-27 Parental Leave Without Pay
www.ucop.edu/acadadv/acadpers/apm/apm-760.pdf
- APM 133-17 Computation of Years of Service
www.ucop.edu/acadadv/acadpers/apm/apm-133.pdf

Campus Resources for Health

- UCLA's Staff and Faculty Counseling Center (SFCC) fosters a productive and supportive work environment for all employees. Offering a wide range of services like confidential counseling for employees and their family members, management consultation, coaching, training, retreat facilitation, work-life programs, support groups, and community resource referrals, their services are free, voluntary, and confidential. <https://www.chr.ucla.edu/employee-counseling/counseling-consultation>
- UCLA Recreation provides high quality recreational experiences that benefit the entire campus community, giving extensive access to a broad range of recreational activities and services. The Department offers programming which encompasses the competitive, passive, social, cultural, and instructional aspects of recreational activity. <http://www.recreation.ucla.edu/>
- UCLA Occupational Health Services (OHF) is chartered to provide for employee physical care and maintains outpatient clinic services to meet the special needs of employees on the UCLA campus. The clinical staff comprises of highly qualified doctors, physician assistants and nurses. <http://ohs.uclahealth.org>.

Housing

- UCLA Housing
www.housing.ucla.edu
 - As a UCLA faculty member, we know you may prefer to live within walking distance of the campus, where you are close to libraries, research facilities, classrooms, and offices. To meet this need, UCLA offers a variety of UCLA-owned and operated apartments for UCLA faculty.

- UCLA Community Housing Office
www.cho.ucla.edu
 - The CHO can help you located convenient and affordable rental housing near campus. The office maintains online listings of apartments and houses, as well as numerous publications, neighborhood profiles, and a detailed rental rate survey. Rental coordinators can assist via phone, email, or in person providing suggestions and search strategies for locating rental housing.
- Westside Rentals
www.westsiderentals.com
 - An agency that lists thousands of rental listings in the Southern California area.
- Mortgage Origination Program (MOP)
www.realestate.ucla.edu
 - A UC program that supports the recruitment and retention of Faculty by assisting them in the purchase of principal residence near their campus.
- Los Angeles Multiple Listing Service
www.themls.com
 - Search for homes and open houses in the greater Los Angeles area.
- Los Angeles Times Real Estate
www.latimes.com/classified
 - Find real estate and neighborhood information as well as an apartment, rental home, town home or condo in the area with Apartments.com & the Los Angeles Times. Click on “real Estate” for more information.
- Sabbatical Homes
www.sabbaticalhomes.com
 - Helping the academic community with their housing needs. Your leading resource for home exchanges and rentals while on sabbatical leaves.

Schools & Childcare

Public Schools

- Los Angeles Unified School District
www.lausd.k12.ca.us
- Beverly Hills Unified School District
www.beverlyhills.k12.ca.us
- Santa Monica/Malibu Unified School District
www.smmusd.org
- Culver City Unified School District
www.ccusd.org
- California Standardized Testing and Reporting (STAR) Program
<http://star.cde.ca.gov/>

Private Schools

- @LA search for private schools
www.at-la.com/@la-edu/private.htm
- Private School Review
www.privateschoolreview.com
 - Free, detailed profiles of private schools and their surrounding communities.



Childcare

- UCLA Childcare Center
www.childcare.ucla.edu
 - The UCLA Early Care and Education team provides quality early care and education, supports families and shares information and resources with the community to make a positive difference in the lives of children.
- Connections for Children
www.cfc-ca.org
 - Unaffiliated with UCLA: Non-Profit Resource & Referral Agency in Santa Monica, striving to increase the quality of child care in the Westside of Los Angeles.

Other

- Megan E. Daly Infant Development Program
www.psych.ucla.edu/center-and-programs/idp/
 - IDP is designed as a teaching and research facility for the Department, and is set up to accommodate both cross-sectional and longitudinal investigation of infants, toddlers, their parents and caregivers.
- UCLA Intervention Program
www.uclainterventionprogram.org
 - The UCLA Intervention Program is a center-based early intervention program providing educational, diagnostic and therapeutic services to infants and toddlers with a wide range of developmental risks and disabilities.

Intercultural Research

- Institute of American Cultures
<http://www.iac.ucla.edu>
- American Indian Studies Center
<http://www.aisc.ucla.edu>
- Asian American Studies Center
<http://aasc.ucla.edu>
- Ralph J. Bunche Center for African American Studies
<http://www.afro-am.ucla.edu>
- Chicano Studies Research Center
<http://www.chicano.ucla.edu>
- Center for the Study of Women
<http://www.csw.ucla.edu>

