Analyzing the Effectiveness of UC Recruitment Practices in Diversifying Our Faculty

A Presentation at the Increasing UC's Faculty Diversity Through Comprehensive Data Collection and Recruitment Practices Data Seminar, UC Office of the President February 7, 2013

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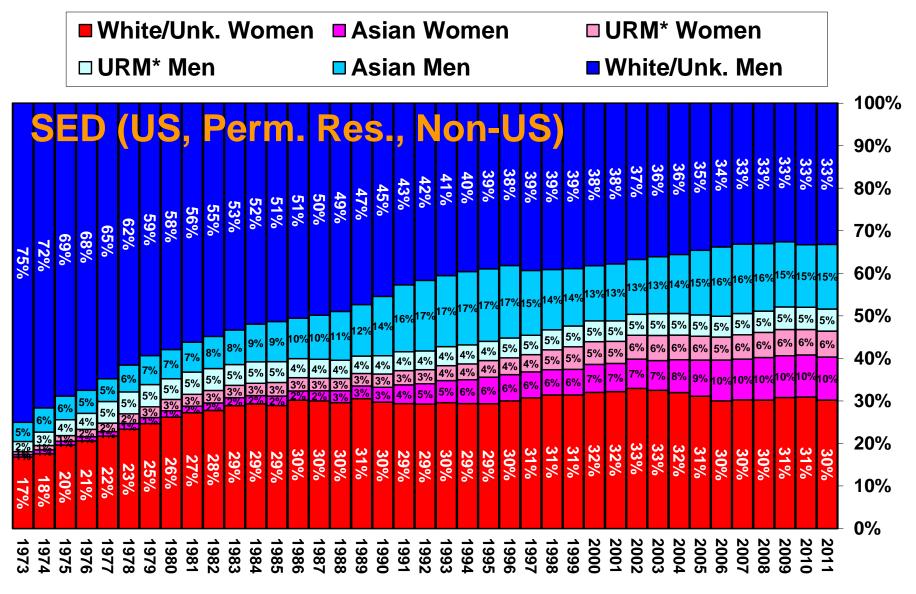
A. Measuring Historical Effectiveness

1. Faculty Availability Pools vs. Faculty Incumbents

A central premise underlying affirmative action is that, absent discrimination, over time a contractor's workforce, generally, will reflect the gender, racial and ethnic profile of the labor pools from which the contractor recruits and selects.

41 CFR 60-2.10

U.S. Research Doctorate Recipients by Gender and Race/Ethnicity, 1973-2011 Survey of Earned Doctorates (U.S. Citizens, Permanent Res., & Temp. Visa Holders incl.)



*URM includes African Am., Hispanic, and Native Am.

Source: NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates (SED), 1973-2011.

U.S. Research Doctorate Recipients by Gender and Race/Ethnicity, 1973-2011 Survey of Earned Doctorates (U.S. Citizens and Permanent Residents)

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*URM includes African Am., Hispanic, and Native Am.

Source: NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates (SED), 1973-2011.

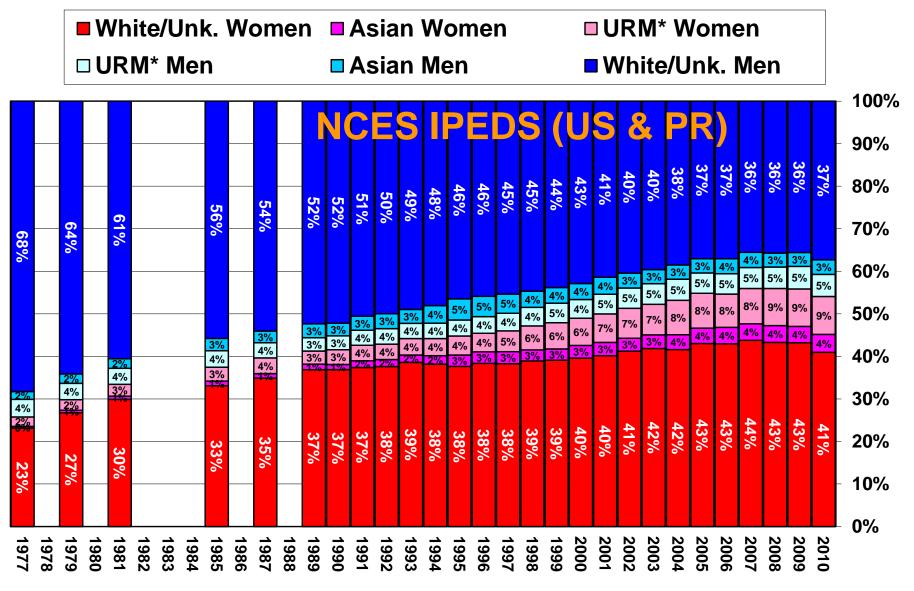
U.S. Research Doctorate Recipients by Gender and Race/Ethnicity, 1973-2006 Survey of Earned Doctorates (U.S. Citizens Only)

			White/Unk. Wome URM* Men								ne	n	Asian Women Asian Men									_	R										
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18%	19%	22%	23%	24%	26%	%	%	6																									
1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006

*URM includes African Am., Hispanic, and Native Am.

Source: NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates (SED), 1973-2011.

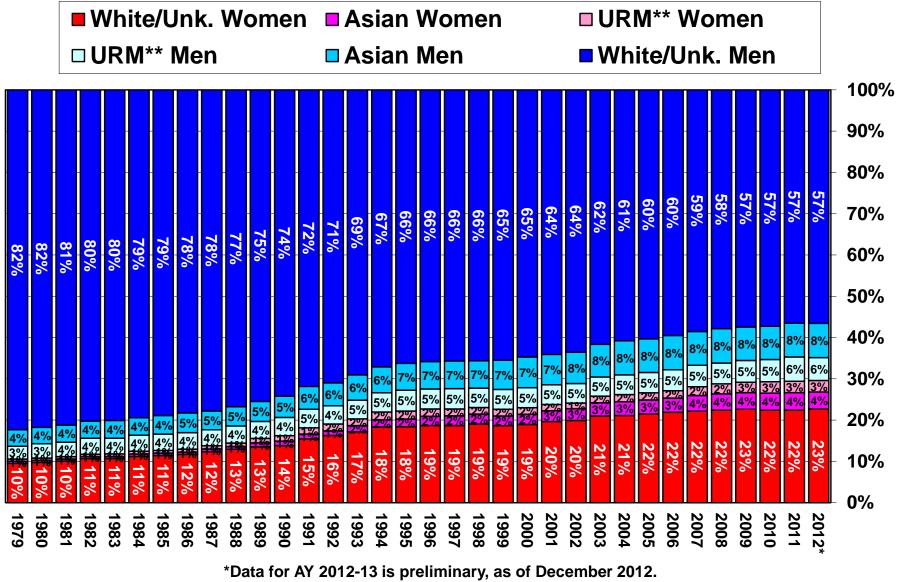
U.S. Doctorate Recipients by Gender and Race/Ethnicity, 1977-2010 NCES IPEDS DATA (U.S. Citizens and Permanent Residents)



*URM includes African Am., Hispanic, and Native Am.

Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey, 1977–2010.

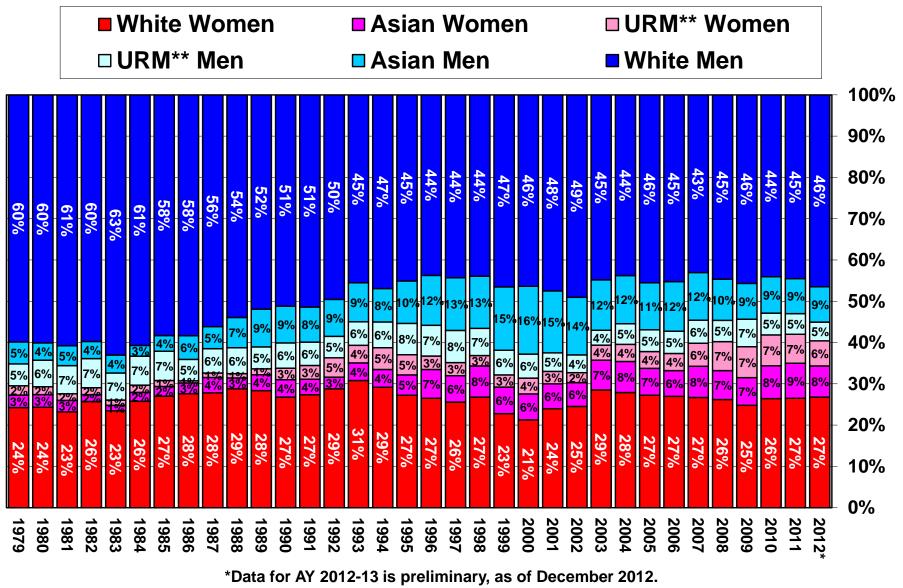
UC Berkeley Campus, Faculty by Gender and Race/Ethnicity, AY 1979-80—2012-13*



**URM includes African Am., Hispanic, and Native Am.

Source: UCB Faculty Personnel Records, AY1979-80—2012-13. Prepared by Marc Goulden.

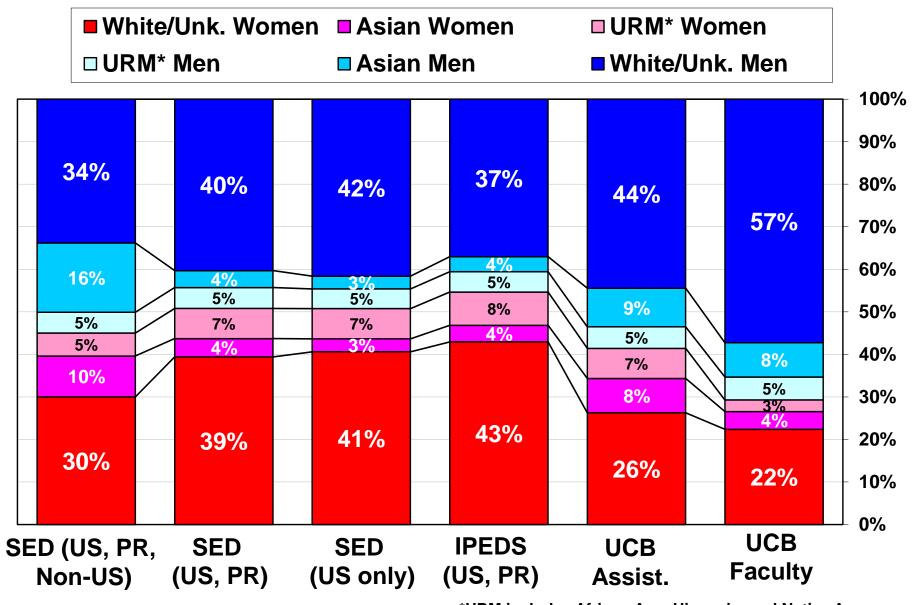
UC Berkeley Campus, Assistant Professors by Gender and Race/Ethnicity, AY 1979-80—2012-13*



**URM includes African Am., Hispanic, and Native Am.

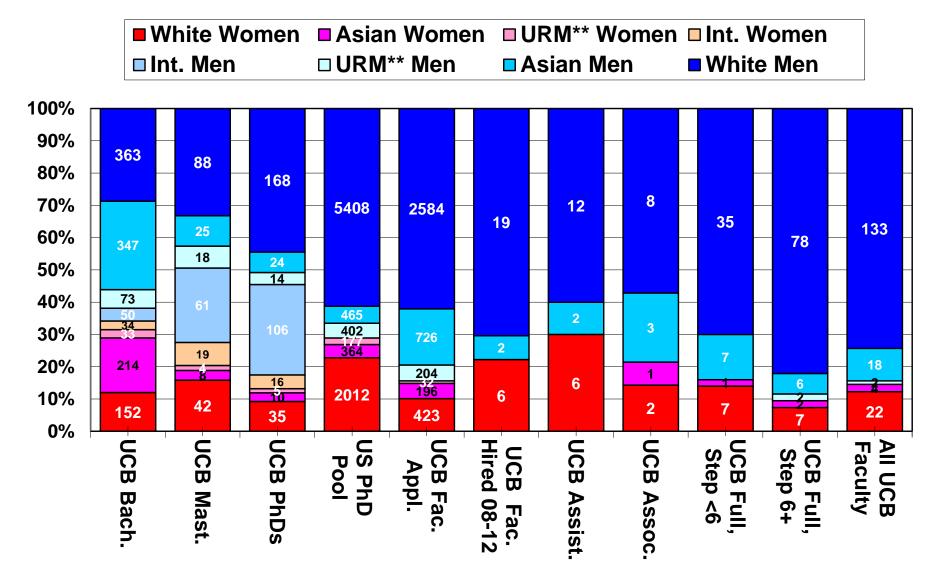
Source: UCB Faculty Personnel Records, AY1979-80—2012-13. Prepared by Marc Goulden.

Selected U.S. Doctorate Availabilities (2006) Compared to UC Berkeley Faculty Incumbents (2010)



*URM includes African Am., Hispanic, and Native Am. Source: NSF/NIH/USED/USDA/NEH/NASA, Survey of Earned Doctorates (SED), 1973-2011.

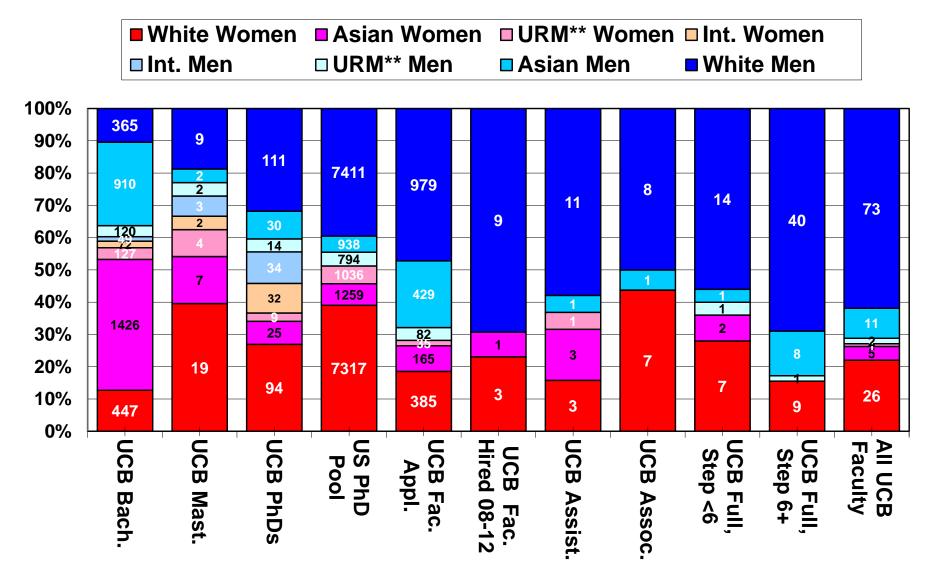
UCB L&S Div. of Physical Sciences, Diversity Pipeline*, AY2012-13



Sources: UCB Degree File, AY2004-05--2008-09; Survey of Earned Doctorates (US, PR, 2006-2010; Faculty Applicant Syst., 2001-2012; Faculty Personnel Rec., AY2008-09--2012-13. Faculty headcount data as of December, 2012.

*All data (degrees, pool, & faculty #) are cut to depart. level. Unknown gender/race/ethnicity are excluded from analysis. Includes multiple appointments and part-time faculty. **URM=African American, Native American, & Hispanic.

UCB L&S Div. of Biological Sciences, Diversity Pipeline*, AY2012-13



Sources: UCB Degree File, AY2004-05--2008-09; Survey of Earned Doctorates (US, PR, 2006-2010; Faculty Applicant Syst., 2001-2012; Faculty Personnel Rec., AY2008-09--2012-13. Faculty headcount data as of December, 2012.

*All data (degrees, pool, & faculty #) are cut to depart. level. Unknown gender/race/ethnicity are excluded from analysis. Includes multiple appointments and part-time faculty. **URM=African American, Native American, & Hispanic.

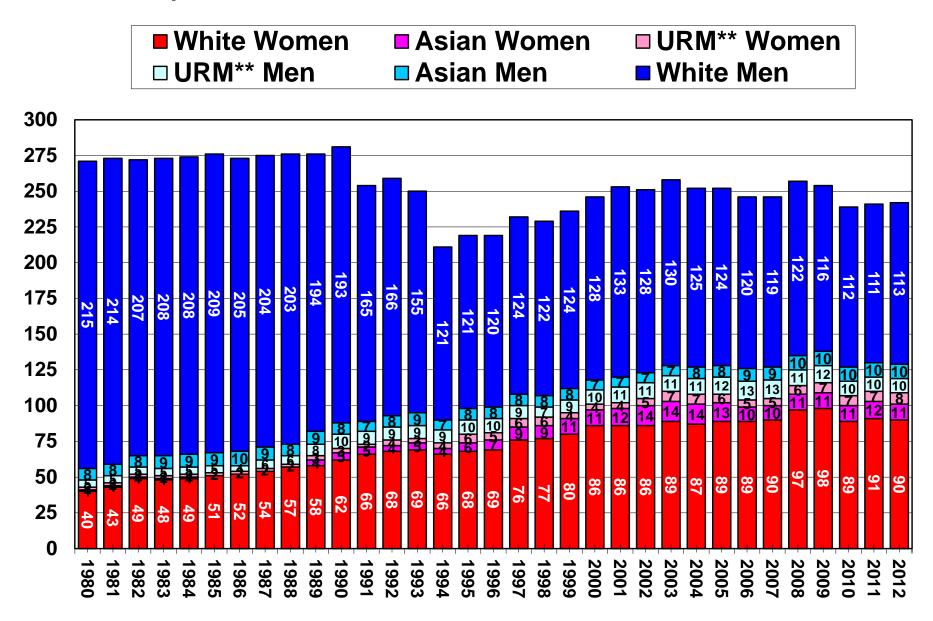
Complicating Factors in Conducting Faculty Availability Pools vs. Faculty Incumbents Analysis

- Underlying Availability Datasets (Selecting One)
 - NSF et al Survey of Earned Doctorates vs. NCES IPEDS
 - NSF data has been increasingly restricted in recent years
 - NCES IPEDS has a broader definition of Doctorates (but less historic data)
- Citizenship Status and Availability Estimates
 - U.S. Citizens, U.S. Permanent Residents, Non-U.S. Residents
 - Residency status of UC Faculty Applicants and Incumbents
- Cohorts and Availability Estimates
 - Tenure track vs. Tenured Estimates
 - Tenure track availabilities (SED US, PR, 2006-2010 via NORC/UCOP)
 - Tenured availabilities (SED US, PR, 1991-2005 via NORC/UCOP, med.=1998)
- Field Taxonomies/Groupings (which fields to include?)
 - NSF and NCES use different taxonomies (SED codes vs. CIP)
 - Mapping to departmental/decanal units is difficult
- Subsets of US PhDs (by Inst. Type [e.g., Carn. R1/ Prog. Rep. NRC])
- Multiple Coding of Race/Ethnicity (select all)

A. Measuring Historical Effectiveness (continued)

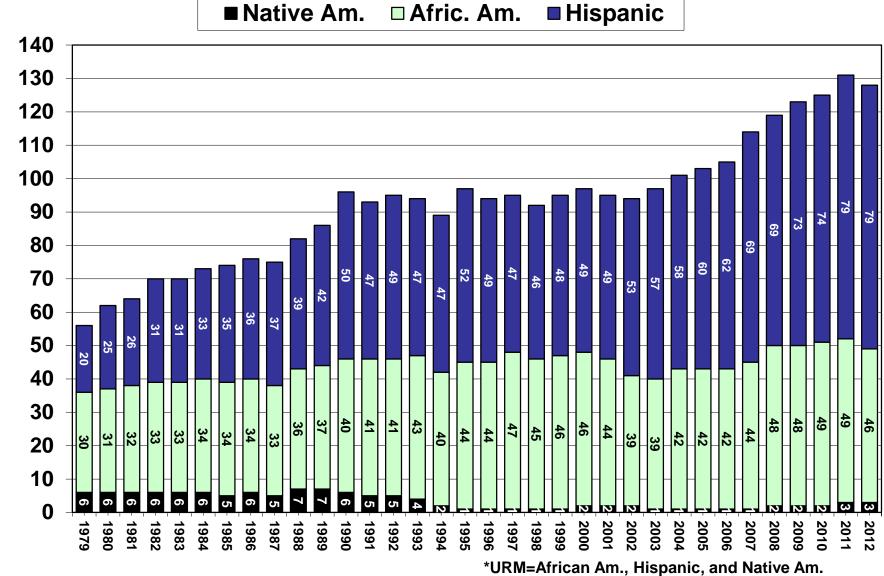
2. Time-Series Data and Institutional Comparisons

UCB Faculty Headcount L&S Div. of Humanities*, AY1980-81--2012-13



Sources: UCB Faculty Personnel Records, AY1980-81--2012-13. Faculty headcount data as of December, 2012. *Includes multiple appointment & part-time faculty. **URM=African American, Native American, & Hispanic.

UCB Faculty Headcount of Underrepresented Minorities (URM*) 1979-80--2012-13**

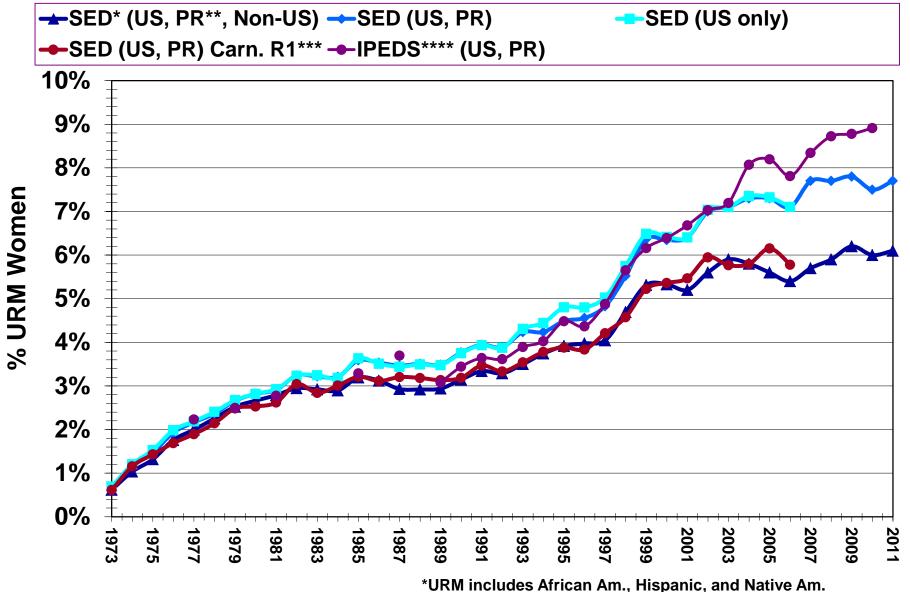


Source: UCB Faculty Personnel Records, 1979-80--2012-13.

of faculty

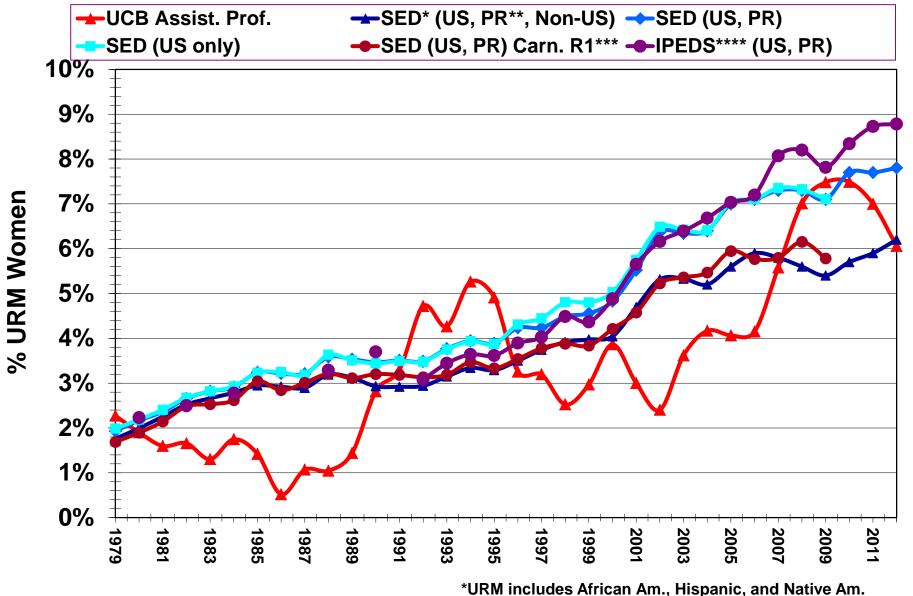
**2012-13 data is preliminary, as of December 2012.

URM* Women as a Percent of Selected Doctorate Recipients Populations/Data Sources, 1973-2011



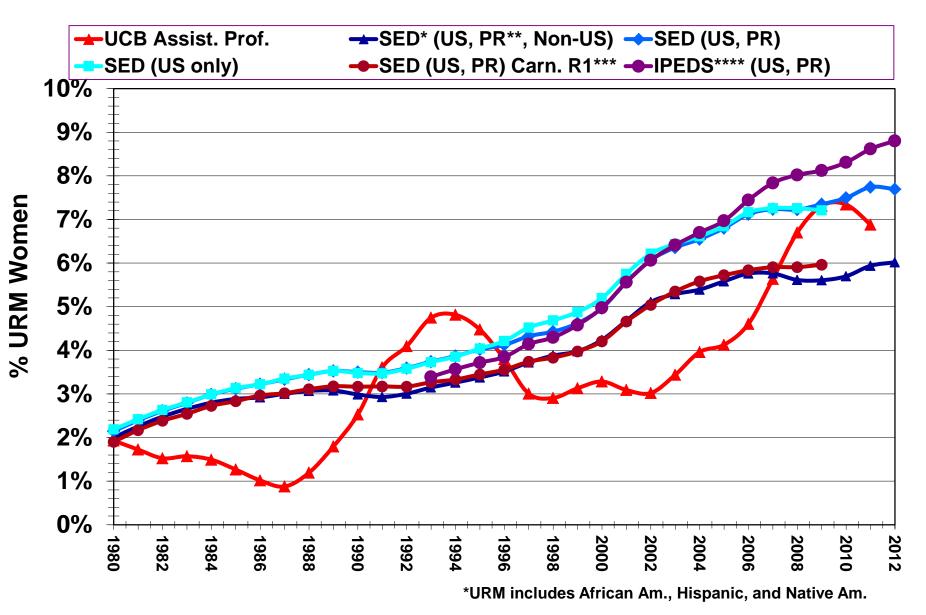
Source: UCB Faculty Personnel Records, AY1979-2011. Prepared by Marc Goulden, May 2012.

URM* Women as a Percent of UCB Assistant Professors and Selected Estimated Doctorate Availabilities**, 1979-2012



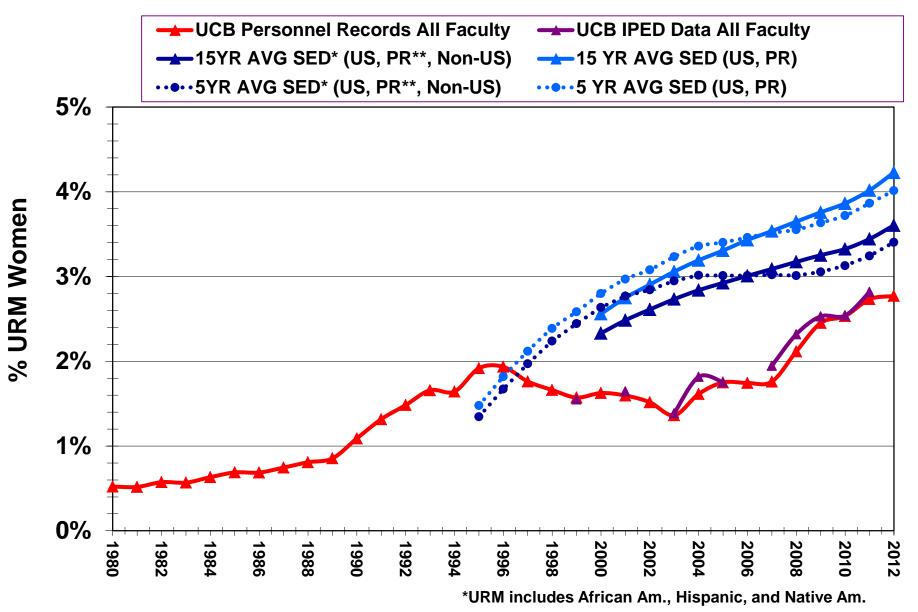
Source: UCB Faculty Personnel Records, AY1979-2011. Prepared by Marc Goulden, May 2012.

Three-Year Moving Averages: URM* Women as a Percent of UCB Assistant Professors and Selected Estimated Doctorate Availabilities**, 1980-2011



Source: UCB Faculty Personnel Records, AY1979-2011. Prepared by Marc Goulden, May 2012.

URM* Women as a Percent of UCB Faculty and Selected Estimated Doctorate Availabilities**, 1980-2012

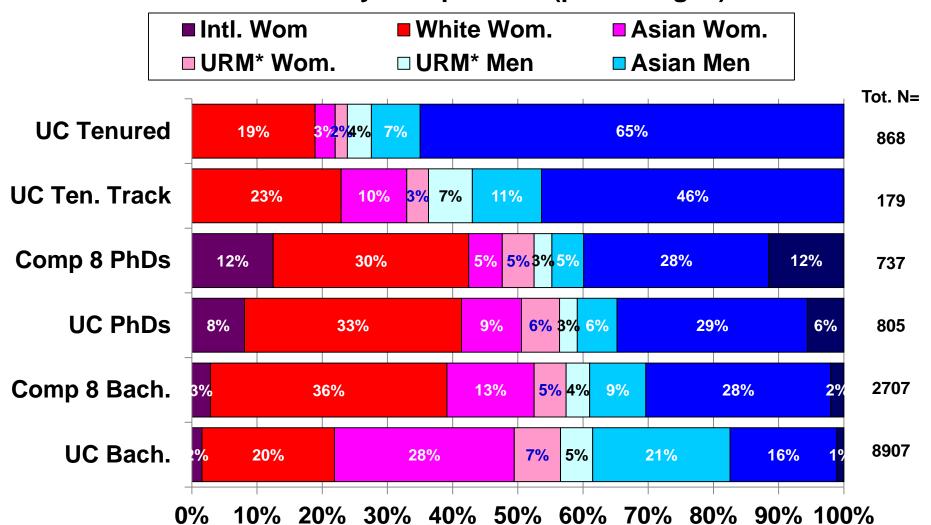


Source: UCB Faculty Personnel Records, AY1979-2012.

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														% diff.
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Institution Name	1999	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	(2011)	2011
New Mexico State Univ.	2.9%	5.4%		4.4%		6.0%	7.5%	8.4%	4.8%	4.7%	9.6%	11.4%	175	8.5 %
UC-Santa Barbara	5.7%	3.8%		5.6%	5.6%	7.9%		8.3%	<mark>8.1%</mark>	6.7%	7.1%	11.5%	<mark>78</mark>	5.9 %
Brown Univ.	1.2%	1.6%		1.0%		2.9%		6.2%		5.8%		6.6%	106	5.4 %
Howard Univ.	40.4%	32.6%			27.8%	26.5%		31.6%		37.5%		45.8%	120	5.4 %
Marquette Univ.	1.7%	2.6%	4.5%	4.4%	3.8%	2.3%	5.1%	6.1%	6.2%	7.1%	6.6%	6.6%	121	4.9 %
George Washington Uni		7.8%	6.9%	4.5%	6.8%	7.2%		2.4%		3.5%		7.9%	177	4.5 %
UC-Los Angeles	2.4%	4.3%		4.1%		5.3%		4.5%	4.4%	7.0%	6.8%	6.9%	232	4.5%
Southern Methodist Univ	2.0%	7.1%	5.3%	3.4%	2.5%	2.4%	1.6%	3.4%	5.1%	6.7%	5.1%	6.4%	125	4.4%
Univ. of Alab., Birmingh.	2.9%	5.4%		5.2%		5.4%	6.5%	5.8%	6.6%	6.9%	6.4%	7.1%	336	4.2%
Yeshiva Univ.		4.1%		1.5%		1.0%		3.3%		4.0%		4.2%	240	4.2 %
UC-Berkeley	2.6%	2.9%		2.3%	3.7%	3.9%		4.1%	5.0%	5.9%	6.0%	6.7%	193	4.19
UC-Irvine	1.4%	2.7%		4.5%		5.2%		3.9%	5.3%	6.3%	6.1%	5.4%	185	4.19
Univ. of Illinois, Chicago	8.3%	11.6%		9.5%		7.7%	6.8%	8.9%	9.2%	10.3%	10.3%	12.3%	333	4.0 %
Univ. of Illinois, Urbana	3.7%	5.9%		5.6%		5.8%	5.6%	5.8%	6.6%	6.3%	5.9%	7.6%	393	4.0%
Pennsylvania State Univ	4.1%	4.6%	4.3%	5.7%	6.3%	6.4%	6.5%	5.8%	5.6%	6.5%	7.0%	8.0%	348	3.9 %
Virginia Commonwlth. U	2.8%	8.3%		7.5%	6.8%	6.4%		6.3%		5.4%		6.5%	217	3.6 %
Univ. of Minnesota	1.8%	3.3%		3.0%	2.9%	3.0%		3.4%	3.9%	4.5%	4.8%	5.3%	393	3.6 %
Southern Illinois Univ.	3.4%	3.4%		2.0%		4.8%	5.0%	4.8%	5.3%	5.6%	6.3%	6.9%	247	3.5 %
Univ. of Mass. Amherst	4.9%	2.7%	2.5%	3.1%	2.7%	4.7%	4.5%	7.6%	8.7%	8.7%	8.8%	8.4%	251	3.4%
Univ. of Virginia	2.3%	3.4%	2.1%	2.3%	2.4%	5.1%	4.5%	4.2%	5.7%	6.1%	5.3%	5.5%	253	3.2%
Case Western Res. Univ	1.2%	2.7%		3.2%		3.4%		4.3%		4.5%		4.3%	231	3.1%
Northeastern Univ.	3.9%	4.5%		3.7%	2.7%	1.7%	1.5%	1.4%	0.0%	5.4%	6.6%	7.0%	143	3.1%
Georgia State Univ.	5.7%	6.6%		7.4%		8.4%		7.5%		7.1%	9.5%	8.8%	239	3.1%
Univ. of Nevada-Reno	1.9%	4.4%	5.9%	6.9%	8.3%	7.8%	5.3%	4.2%	5.2%	6.6%		4.8%	125	2.9 %
Mississippi State Univ.	1.1%	1.7%		3.2%		5.3%	5.8%	5.7%	4.4%	4.0%	4.3%	4.0%	253	2.8%
The Univ. of Tennessee	2.6%	1.2%	3.0%	4.2%	3.7%	3.5%	2.7%	2.4%	3.4%	3.8%	4.9%	5.4%	333	2.8 %
Fordham Univ.	3.4%	3.8%		2.1%		7.8%		5.6%		3.9%		6.3%	128	2.8%
Univ. of North Carolina	5.5%	6.8%	5.6%	5.6%	4.4%	4.3%	5.2%	5.1%	6.3%	6.6%	7.3%	8.3%	445	2.8%
Louisiana State Univ.	2.1%	1.8%	1.4%	2.3%	1.9%	1.3%	2.0%	1.8%	3.2%	3.9%	3.8%	4.8%	250	2.7%

Women As a Percent of Professorial Rank Faculty (tenured, full/assoc.; tenure-eligible, assist.), UC and Carnegie Research Universities (very high research activity), 1999, 2001-2011 (NCES/IPEDs data)														
	Univ	CISILICS	(very n	ignitest		, strvity j	1000, 20	01 201			uutuj		Tot. N	% diff.
Institution Name	1999	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	(2011)	1999-2011
George Washington Uni	24.5%	27.5%	28.4%	28.1%	30.6%	31.8%		30.8%		33.9%		36.0%	744	11.6%
Univ. of Mass. Amherst	25.3%	28.4%	29.0%	29.6%	29.8%	31.2%	32.1%	33.4%	34.9%	35.3%	36.0%	36.8%	973	11.5%
Univ. of Illinois, Chicago	27.9%	29.7%		31.1%		32.1%	33.6%	35.0%	36.7%	36.5%	37.5%	39.1%	1143	11.2%
Univ. of South Carolina	24.4%	27.0%	26.4%	27.1%	28.0%	29.5%	32.2%	33.1%	34.8%	34.9%	35.5%	35.5%	958	11.1%
New Mexico State Univ.	27.1%	29.0%		31.1%		31.3%	31.8%	33.9%	32.3%	35.2%	35.5%	37.9%	630	10.8%
Yale Univ.	22.4%	27.4%		26.8%		29.1%		29.9%		32.4%		33.2%	1351	10.7%
Colorado State Univ.	24.0%	26.0%	26.6%	26.7%	27.3%	28.9%	29.3%	30.7%	32.4%	33.3%	33.6%	34.6%	930	10.6%
Univ. of Rhode Island	27.8%	30.7%	30.2%	30.7%	32.3%	33.2%	34.5%	36.2%	38.0%	38.9%	38.4%	38.0%	532	10.2%
The Univ. of Alabama	26.4%	28.1%	29.4%	30.3%	30.7%	31.9%	34.0%	35.0%	34.5%	35.3%	36.4%	35.8%	816	9.4%
Saint Louis Univ.	23.9%	26.8%	27.2%	28.1%	29.2%	29.1%	29.2%	29.2%	31.0%	32.2%	33.0%	33.3%	714	9.4%
Virginia Commonwlth. U	26.3%	26.3%		28.2%	28.7%	31.0%		33.6%		35.1%		35.7%	894	9.4%
Univ. of Vermont	27.4%	30.4%	30.0%	29.6%	30.0%	30.9%	31.7%	32.3%	33.2%	33.0%	33.8%	36.7%	583	9.3%
Univ. of Houston	20.6%	25.5%	25.2%	26.3%		27.0%	26.7%	27.1%	27.3%	28.3%	29.0%	29.8%	890	9.2%
Univ. of WiscMadison	22.1%	25.2%		25.8%		27.6%		29.3%	29.6%	30.5%	31.1%	31.2%	1915	9.1%
Kent State Univ. at Kent	34.8%	35.6%		38.8%		40.0%		41.6%		41.8%	43.2%	43.9%	597	<mark>9.1%</mark>
Texas A & M Univ.	16.5%	19.9%		17.1%		19.3%		21.7%	22.5%	22.9%	24.1%	25.5%	1733	9.0%
Case Western Res. Univ	21.3%	23.4%		24.4%		27.7%		29.5%		29.3%		30.2%	797	8.9%
Univ. of Colorado Bould	23.7%	26.0%	26.0%	27.4%	26.5%	28.0%	29.8%	29.7%		31.6%		32.5%	1045	8.9%
West Virginia Univ.	24.0%	28.0%		26.7%	26.7%	27.1%	27.3%	28.4%	30.0%	31.3%	32.0%	32.8%	908	8.8 %
Pennsylvania State Univ	22.9%	26.4%	27.1%	28.0%	27.8%	28.1%	28.7%	30.1%	30.3%	30.8%	31.0%	31.6%	1732	<mark>8.8</mark> %
Univ. of Minnesota	24.5%	28.1%		27.7%	27.5%	28.3%		29.6%	31.2%	31.8%	32.8%	33.3%	2083	8.7%
The Univ. of Tennessee	23.7%	26.1%	26.2%	28.9%	29.2%	29.0%	29.5%	29.8%	31.2%	30.9%	31.6%	32.5%	1528	8.7%
North Carolina State Uni	16.8%	20.3%	21.5%	21.0%	21.6%	21.6%	22.5%	24.2%	24.1%	25.0%	25.1%	25.6%	1337	8.7%
UC-Irvine	23.0%	24.2%		25.5%		27.8%		30.1%	30.2%	31.6%	31.4%	31.7%	1025	8.7%
Oregon State Univ.	26.6%	26.4%		30.8%		32.3%	32.8%	33.2%	33.6%	34.1%	34.6%	35.2%	755	8.6%
Univ. of Wyoming	23.4%	26.2%		25.3%		27.6%		30.6%		30.6%		32.0%	594	8.6%
Univ. of Hawaii at Manoa	28.0%	30.9%		31.4%		32.7%		32.6%		34.0%		36.6%	1097	8.6 %
UC-Davis		23.9%		26.6%		27.4%			29.5%				1345	
Tulane Univ. of Louisian	22.7%	22.8%		23.7%	27.8%			26.9%		30.7%		31.3%	556	8.6%
		34.8%		35.3%		35.7%		36.7%		36.5%		38.3%	763	8.4%
Howard Univ.		33.8%			35.4%			36.5%		33.7%		38.9%	628	8.4%
UC-Riverside	23.1%	25.1%			26.2%			29.2%	30.2%		32.4%	31.5%	616	

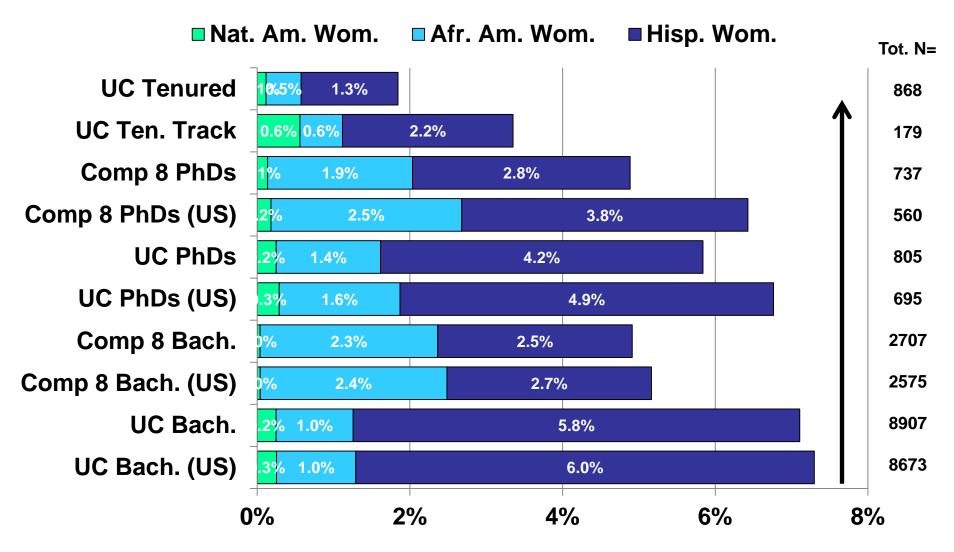
Life Sciences: UC and Comp 8 Academic Populations, from Baccalaureate to UC Tenured Faculty, By Gender and Race/Ethnicity Composition (percentages)



*URM includes Native Americans, African Americans, and Hispanic.

Sources: UCOP IR Office, NCES IPEDs, Degrees 2010, Faculty Fall 2009; http://nces.ed.gov/ipeds/datacenter/Data.aspx. Comp 8 includes: Harvard, MIT, Stanford, SUNY Buffalo, U of Illinois, U of Michigan, U of Virginia, and Yale.

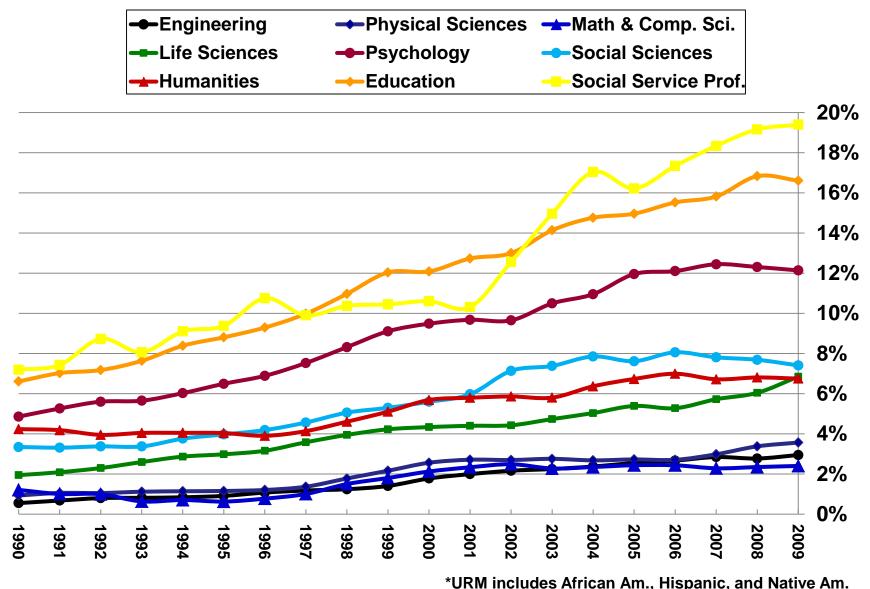
Life Sciences: Under-Represented Women as a Percent of UC and Comp 8 Academic Populations, from Baccalaureate to UC Tenured Faculty, By Race/Ethnicity



Sources: UCOP IR Office, NCES IPEDs, Degrees 2010, Faculty Fall 2009; http://nces.ed.gov/ipeds/datacenter/Data.aspx. Comp 8 includes: Harvard, MIT, Stanford, SUNY Buffalo, U of Illinois, U of Michigan, U of Virginia, and Yale.

B. Developing Effective Strategic Interventions

1. Analyzing Faculty Availabilities by Job Positions/Taxonomy URM* Women as a Percent of US Doctoral Degrees (NCES IPEDS Data, US, PR), Three-Year Rolling Averages, 1989-2010, by Selected Fields



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System, Completions Survey, 1989–2010.

URM* Women As a Percent of UCB Faculty Job Search Appl. in the Social Sciences and Professional Fields

	Job Type (Highest Percentage of URM* Women)	URM WOM	Tot N
1	AFR AM STD: Afr. Am/Diaspora/cult., lit., hist.	46%	85
2	ETHNIC STD: Compar. Native Amer./Chicano	46%	114
3	AFRICAN AM STD: humanist	41%	128
4	EDUCATION: social theory re. race, educ, power	24%	38
5	EDUCATION: ed inequality school reform OR student context, immigrants' exper policy	23%	44
6	WOMEN`S STD: feminist theory, global context	22%	45
7	EDUCATION: leadership for instructional improv.	20%	25
8	EDUCATION: soc analysis of ed	20%	85
9	ETHNIC STD: comparative ethnic studies	19%	83
10	WOMEN`S STD: sexuality/transnationalism	19%	69
11	EDUCATION: language learning*ELL/Bilingual ed	18%	211
12	PUBLIC HEALTH: health social behavior	16%	55
13	PUBLIC HEALTH: physician-epidemiology	16%	49
14	PUBLIC HEALTH: Community Health Human Dev	16%	31
15	HISTORY: 20C Spanish American	15%	40
16	POLITICAL SCIENCE: diversity id; or law philosophy; or civil soc pol action	14%	57
17	EDUCATION: educational leadership	14%	43
18	BOALT LAW SCHOOL: open	14%	36
19	POLITICAL SCIENCE: diversity id; or law phil; or civ soc pol actn*divers, civil soc, pol action	12%	132
20	PUB HEALTH: neighborh. soc ecology of health disparities; community-based interventions	12%	58

*URM includes African Am., Hispanic, and Native Am.

Source: Office of Faculty Equity, UC Berkeley Faculty Applicant Survey System, 2001-2012.

B. Developing Effective Strategic Interventions (continued)

2. Assessing Faculty Applicant Values/Interests

Job Factors that Are "Very Important" to UC Berkeley Faculty Applicants, By Gender and Race/Ethnicity, 2006-2012

	African American Wom	en		Native American Womer	า		Hispanic Women
1	Intellectual stimulation	<mark>84%</mark>	1	Intellectual stimulation	<mark>93%</mark>	1	Intellectual stimulation
2	Commitment to diversity	84%	2	Collegial interaction	80%	2	Commitment to diversity
3	Opp. to contrib. to society	74%	3	Opp. to work acr. discipl.	<mark>80%</mark>	3	Collegial interaction
4	Diversity of faculty	70%	4	Opp. to contrib. to society	78%	4	Opp. to contrib. to society
5	Dep. process/community	67%	5	Commitment to diversity	71%	5	Opp. to work acr. discipl.
6	Collegial interaction	66%	6	Dep. process/community	69%	6	Diversity of faculty
7	Opp. to work acr. discipl.	64%	7	Opp. to advance in rank	67%	7	Dep. process/community
8	Health benefits	61%	8	Diversity of faculty	65%	8	Create/teach courses opp.
9	Opp. to advance in rank	60%	9	Health benefits	61%	9	Opp. to advance in rank
1	Total compensation	57%	10	Department. reputation	58%	10	Research/library facilit.

Asian Women

1	Intellectual stimulation	<mark>85%</mark>
2	Collegial interaction	70%
3	Opp. to advance in rank	<mark>61%</mark>
4	Commitment to diversity	59%
5	Dep. process/community	57%
6	Opp. to contrib. to society	57%
7	Opp. to work acr. discipl.	56%
8	Qual. of research space	55%
9	Department. reputation	54%
10	Quality of graduate stud.	53%

White Women

1	Intellectual stimulation	89%
2	Collegial interaction	73%
3	Dep. process/community	63%
4	Opp. to contrib. to society	60%
5	Opp. to work acr. discipl.	57%
6	Commitment to diversity	53%
7	Collaborat. w. fac. in unit	51%
8	Opp. to advance in rank	51%
9	Quality of graduate stud.	50%
10	Department. reputation	48%

International Women

78% 76%

74%

70% 68%

57%

60%

%
%
%
%
%
%
%
%
%
%

Source: Office of Faculty Equity, UC Berkeley Faculty Applicant Survey System, 2006-2012.

Job Factors that Are "Very Important" to UC Berkeley Faculty Applicants, By Gender and Race/Ethnicity, 2006-2012 (continued)

	African American Men			Native American Men			Hispanic Men	
1	Intellectual stimulation	85%	1	Intellectual stimulation	86%	1	Intellectual stimulation	85%
2	Commitment to diversity	<mark>72%</mark>	2	Opp. to contrib. to society	80%	2	Collegial interaction	70%
3	Opp. to contrib. to society	<mark>68%</mark>	3	Opp. to work acr. discipl.	71%	3	Opp. to work acr. discipl.	64%
4	Collegial interaction	66%	4	Commitment to diversity	68%	4	Opp. to contrib. to society	62%
5	Opp. to advance in rank	<mark>65%</mark>	5	Qual. of research space	64%	5	Commitment to diversity	61%
6	Opp. to work acr. discipl.	<mark>63%</mark>	6	Quality of graduate stud.	62%	6	Quality of graduate stud.	60%
7	Diversity of faculty	<mark>61%</mark>	7	Create/teach courses opp.	56%	7	Opp. to advance in rank	59%
8	Dep. process/community	57%	8	University reputation	56%	8	Qual. of research space	58%
9	Research/library facilit.	57%	9	Collegial interaction	54%	9	Dep. process/community	58%
10	Qual. of research space	57%	10	Collaborat. w. fac. in unit	54%	10	Department. reputation	56%

Asian Men

White Men

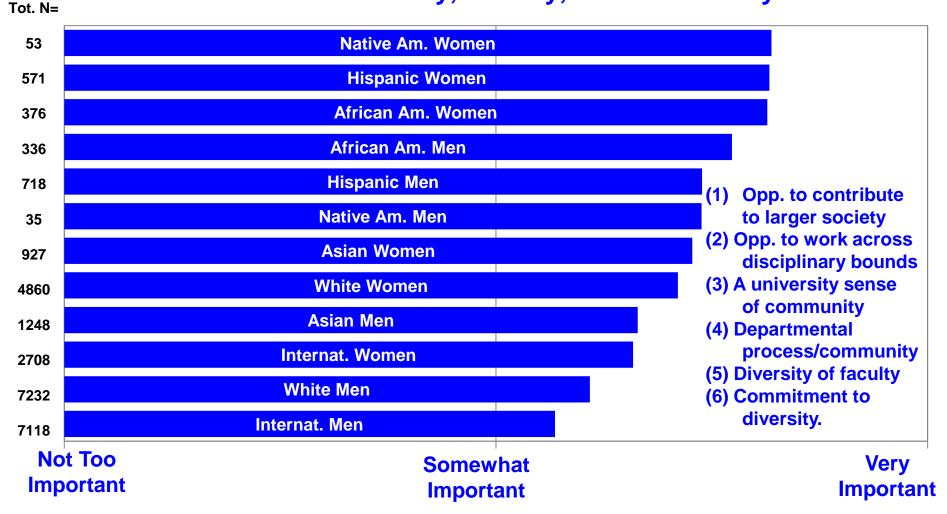
1	Intellectual stimulation	81%	1	Intellectual stimulation	88%	1	Intellectual stimulation	77%
2	Quality of graduate stud.	68%	2	Collegial interaction	68%	2	Qual. of research space	71%
3	Collegial interaction	66%	3	Quality of graduate stud.	60%	3	Collaborat. w. fac. in unit	61%
4	Qual. of research space	66%	4	Collaborat. w. fac. in unit	54%	4	Department. reputation	58%
5	Department. reputation	65%	5	Department. reputation	52%	5	Quality of graduate stud.	58%
6	Collaborat. w. fac. in unit	64%	6	Opp. to work acr. discipl.	52%	6	Collegial interaction	57%
7	University reputation	61%	7	Opp. to contrib. to society	51%	7	University reputation	51%
8	Opp. to advance in rank	60%	8	Opp. to advance in rank	50%	8	Opp. to advance in rank	48%
9	Opp. to work acr. discipl.	57%	9	Qual. of research space	49%	9	Collab. w. fac. oth. units	47%
10	Collab. w. fac. oth. units	54%	10	Dep. process/community	49%	10	Research/library facilit.	45%

International Men

Source: Office of Faculty Equity, UC Berkeley Faculty Applicant Survey System, 2006-2012.

UCB Faculty Applicants: Importance of Job Factors, by Gender and Race/Ethn.

FACTOR 1: Diversity, Society, and Community*



*Computed mean value that combines the following items: (1) Opp. to contribute to the larger society, (2) Opp. to work across traditional disciplinary boundaries, (3) A university-wide sense of community, (4) Departmental process and sense of community, (5) Diversity of faculty, (6) Commitment to diversity. Alpha Cronbach = .86.

Source: Office of Faculty Equity, UC Berkeley Faculty Applicant Survey System, 2006-2012.

B. Developing Effective Strategic Interventions (continued)

3. Assessing the Implementation and Impact of "Best Practices" on UC Faculty Hiring

UCB Faculty Search Practices Survey

Methods Used by UCB Departments to Enhance/Diversify Faculty Pool

		Su	luation of ccess at g Women*	
Rank Order	Possible Methods Used by Departments to Enhance Pool (percent using particular method by self-evaluation of success)	Excellent (n=25)	Not Exc. (n=29)	All Dep. (n=59)
1	Listed faculty positions in multiple venues	96%	97%	96%
2	Job descrip. made clear women/minorities were encourg. to apply	76%	90%	84%
3	Made personal calls to encourage potential candidates to apply	84%	86%	84%
4	Selected diverse search committees	92%	79%	84%
5	Included graduate student input in search process	92%	72%	82%
6	Made calls to colleag. asking them to enc. wom./minor. to apply	80%	83%	80%
7	Circulated job descr. among networks wom./minority educators	88%	72%	79%
8	Designated an affirmative action officer to serve on search	<mark>64%</mark>	90%	77%
9	Approached or interviewed applicants at professional meetings	72%	72%	73%
10	Established relationships with local/national women/minority org.	68%	52%	59%
11	Educated search committee members on div./equity/affirm.	52%	55%	54%
12	Discounted care-giving related resume gaps	32%	41%	36%
13	Prioritized sub-disciplines with high diversity	36%	31%	32%
14	Encouraged UC President's Postdoctoral Fellows to apply	36%	31%	32%
15	Interviewed candidates at a variety of conferences	36%	21%	27%
	_ight Green shading denotes p<.10 significant difference based on chi-square. of suc	e Note: Depa cess was hi	ighly correla	ated with ou

Source: UCB Departmental Faculty Recruitment Survey, 2005.

on ur independent analysis of actual success.

Section 1: Specification of the Faculty Position and Desired Qualifications (0 of 13 answered)

Academic literature and various national and local datasets demonstrate that gender, race, and ethnicity vary substantially among degree recipients and faculty applicants by disciplines and subdisciplines (also by cohort). Furthermore, the ... show more

In the current job search under discussion, which of the following "best practices" did you or members of your committee or department use in an effort to diversify the faculty applicant pool/hire(s)?

			Used the p				
	Job description/specification	Used	Partially used (specify in comments)	Did not use	Not applicable	Not sure or other (specify in comments)	Comments
a	Specified the position in a disciplinary area with relatively high diversity of degree recipients/faculty (based on examination of demographic data or personal observation)	0	0	0	0	0	
b	Developed broad hiring goals in advance of the job listing that allowed the committee to be open to a wide range of candidates, including candidates from diverse backgrounds	0	0	0	0	0	
с	Specified the position at the junior level where applicant pools tend to be more diverse	0	0	0	0	0	
d	Specified degree requirements in broad ways (e.g., did not explicitly restrict the search to Ph.D. recipients, allowing for other types of equivalent/appropriate degrees)	0	0	0	0	0	

Section 2: Active Recruitment of Faculty Candidates (0 of 19)

Research studies, national policy briefs, and faculty search handbooks at other major research universities consistently draw two major observations regarding faculty availability pools of women and underrepresented minorities (URM), particularly ... show more

			Used the p				
	On-going recruitment activities (possibly perennial)	Used	Partially used (specify in comments)	Did not use	Not applicable	Not sure or other (specify in comments)	Comments
ć	Developed longer-term relationships with possible faculty candidates of diverse backgrounds via conferences, national organizations, faculty contacts, etc.	0	0	0	0	0	
ł	Developed or made use of programs/events that bring possible future faculty candidates from diverse backgrounds to Berkeley and the department on a short- or longer-term basis (e.g., visiting scholar/postdoctoral programs, promising-scholar lecture series, hosting conferences of high interest to diverse populations, etc.)	0	0	0	0	0	
C	Promoted on-going relationships with institutions/departments/organization known to grant PhDs to, or support research scholars from, diverse populations	0	0	0	0	0	
(Monitored national resources that identify possible future faculty candidates from diverse backgrounds (e.g., lists of recent fellowship recipients, websites expressly designed to list PhD candidates/recipients of diverse backgrounds)	0	0	0	0	0	

Section 3: Minimizing the Impact of Unconscious Bias (0 of 9)

A number of recent studies have suggested that implicit associations are common among the general population in regard to issues of gender, race/ethnicity, and expectations regarding the likelihood of long-term professional success/achievement ... *show more*

			Used the p				
	Practices to minimize the possible impact of implicit associations throughout the entire search process	Used	Partially used (specify in comments)	Did not use	Not applicable	Not sure or other (specify in comments)	Comments
e	Established a search committee with individuals from diverse backgrounds	0	0	0	0	0	
t	Encouraged search committee members to attend trainings regarding issues of "implicit associations" and how to minimize their impact	0	0	0	0	0	
c	Developed in advance of reviewing applications a weighted rubric that was used in the evaluation of all candidates	0	0	0	0	0	
С	Took the necessary time to fully evaluate all applications, carefully reviewing all materials (e.g., many faculty recruitment handbooks suggest spending 15-20 minutes per application)	0	0	0	0	0	
e	Appointed senior reviewers or equity advisors to monitor the equity of all recruitment related processes/decisions	0	0	0	0	0	

Sec. 4: Prioritizing a Commitment to Diversity (0 of 14)

Most recent scholarship related to equity issues in academia emphasize the importance of institutionalizing a commitment to diversity and equity at all levels of an organization, from the highest administrative offices to the local unit. This ... show more

		Used the practice?					
	Practices that institutionalize a commitment to diversity and seek to increase the diversity of faculty applicant pools and hires	Used	Partially used (specify in comments)	Did not use	Not applicable	Not sure or other (specify in comments)	Comments
a.	As a department/unit, clarified and prioritized the diversity needs of the department vs. competing needs (perhaps considering the needs of diverse student populations, the pedagogical value of diverse classroom environments, the potential value-added of diverse thinking/groups in research innovation/implementation)	0	0	0	0	0	
b.	Developed a departmental diversity plan with specific plans-of-action and benchmarks to gauge their short-term and longer-term effectiveness	0	0	0	0	0	
c.	Examined and analyzed the history of departmental hiring in regard to equity issues (perhaps including an evaluation of past institutional affiliation of current faculty; e.g., do our faculty come from a narrow or broad array of PhD granting institutions?)	0	0	0	0	0	
d.	Compared the relative success of our department to similar programs at peer institutions in re. to diversity-related issues and faculty hiring patterns (perhaps using data from other AAU institutions or national data on faculty composition)	0	0	0	0	0	

Summary and Conclusion

- Faculty Availability Estimates Are Tricky
- Time Series Data Regarding Faculty Diversity and Cross-Institutional Comparisons Can Be Revealing
- Analysis of Faculty Applicant Diversity by Position Shows Great Promise
- Surveying Faculty Applicants, First-Offer Candidates, Etc. Can Be Useful and Justified
- The Efficacy of Job Search Practices Needs Greater Attention