

# **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****

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UC Berkeley**

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## **A. Measuring Historical Effectiveness**

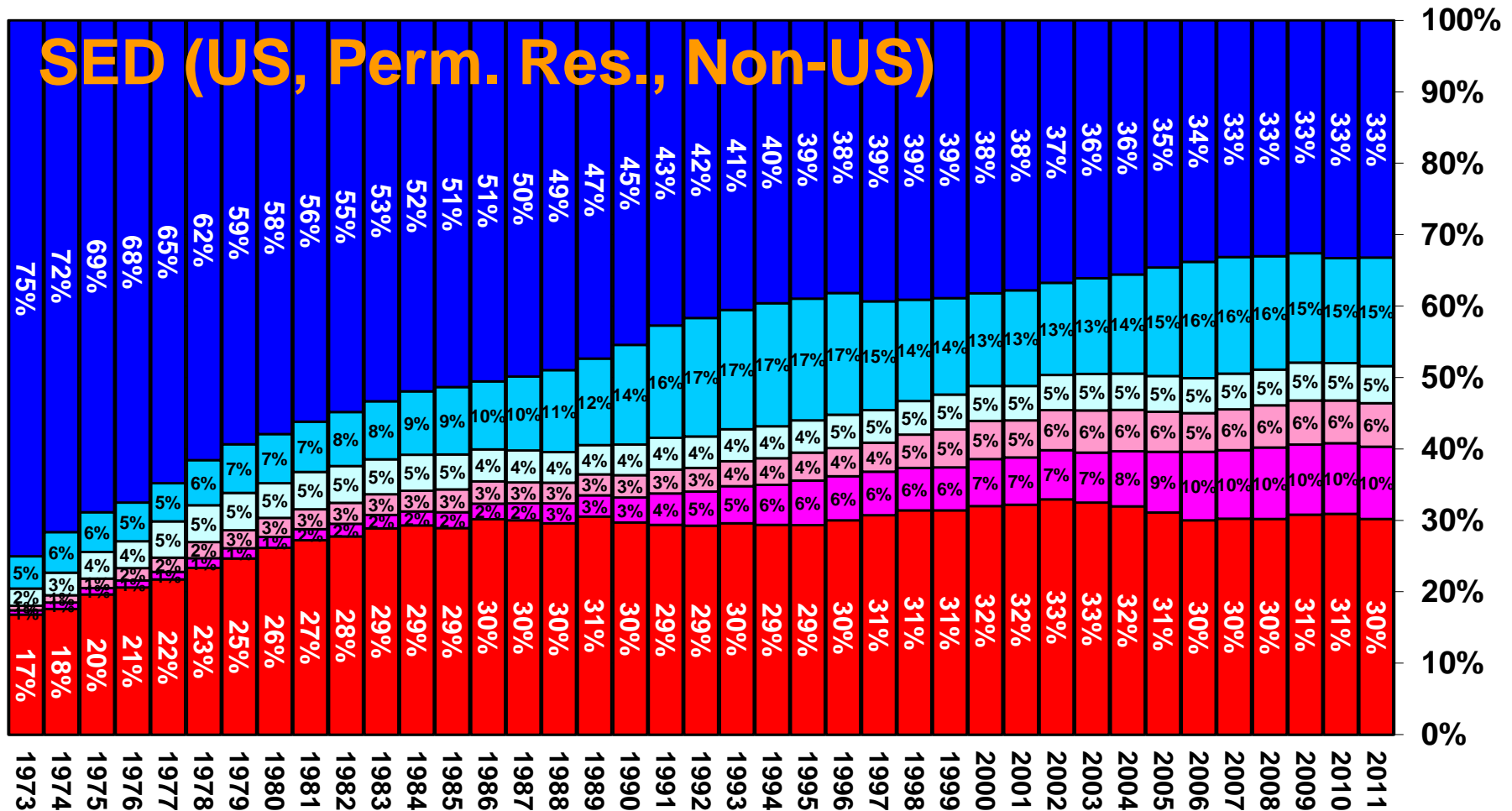
### **1. Faculty Availability Pools vs. Faculty Incumbents**

*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

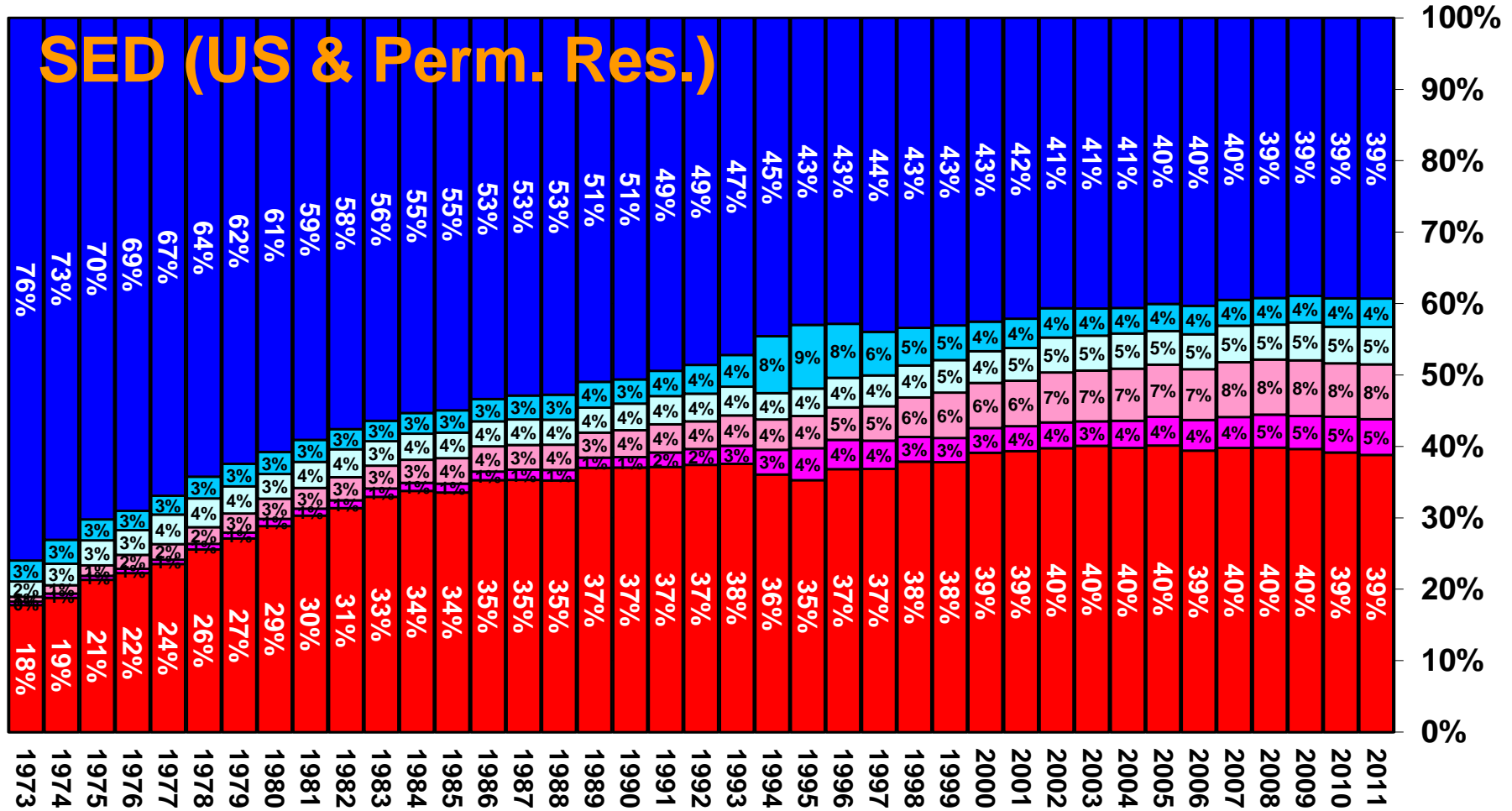
*Survey of Earned Doctorates (U.S. Citizens, Permanent Res., & Temp. Visa Holders incl.)*



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

# U.S. Research Doctorate Recipients by Gender and Race/Ethnicity, 1973-2011

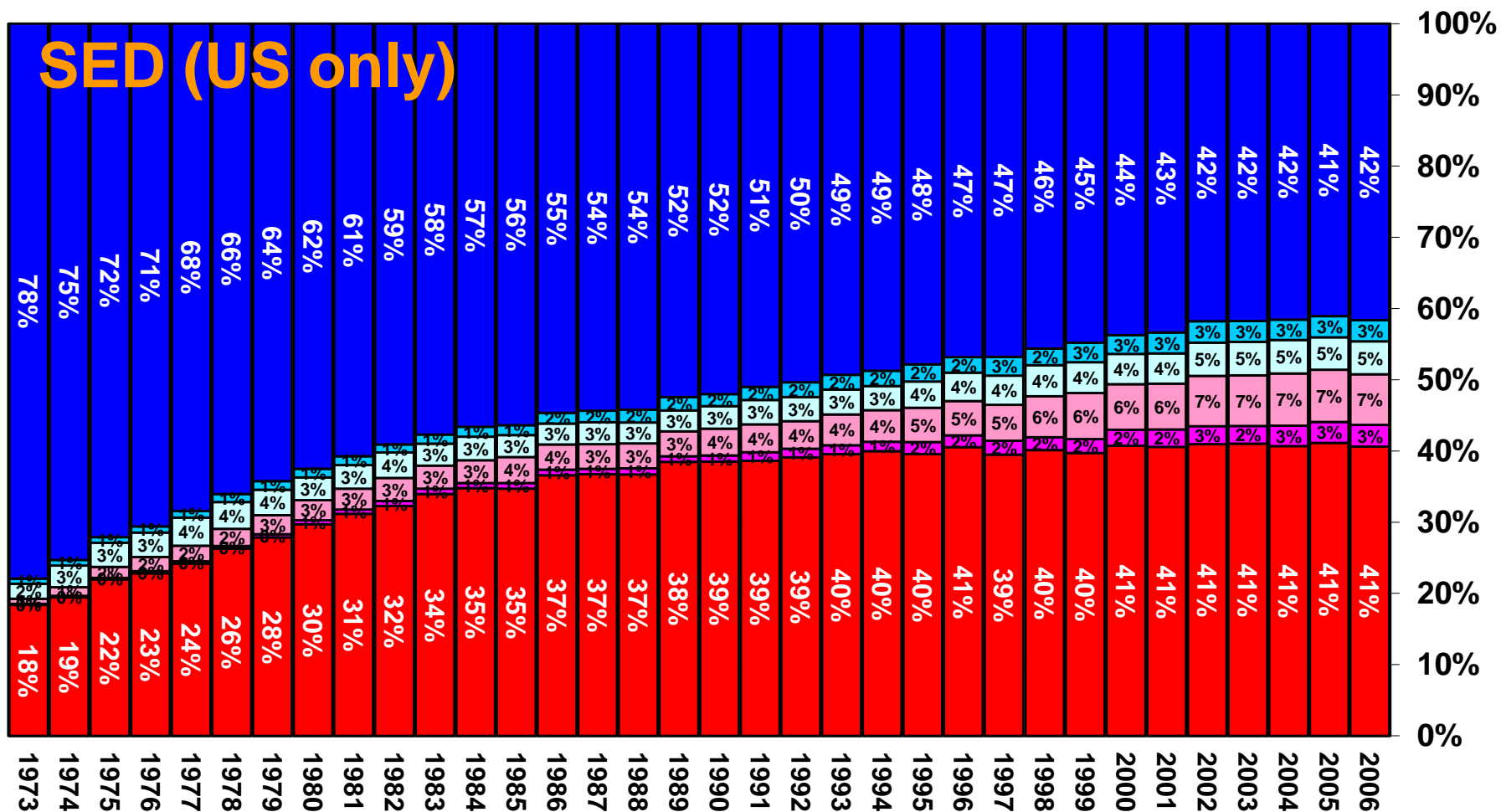
*Survey of Earned Doctorates (U.S. Citizens and Permanent Residents)*



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

# U.S. Research Doctorate Recipients by Gender and Race/Ethnicity, 1973-2006

*Survey of Earned Doctorates (U.S. Citizens Only)*

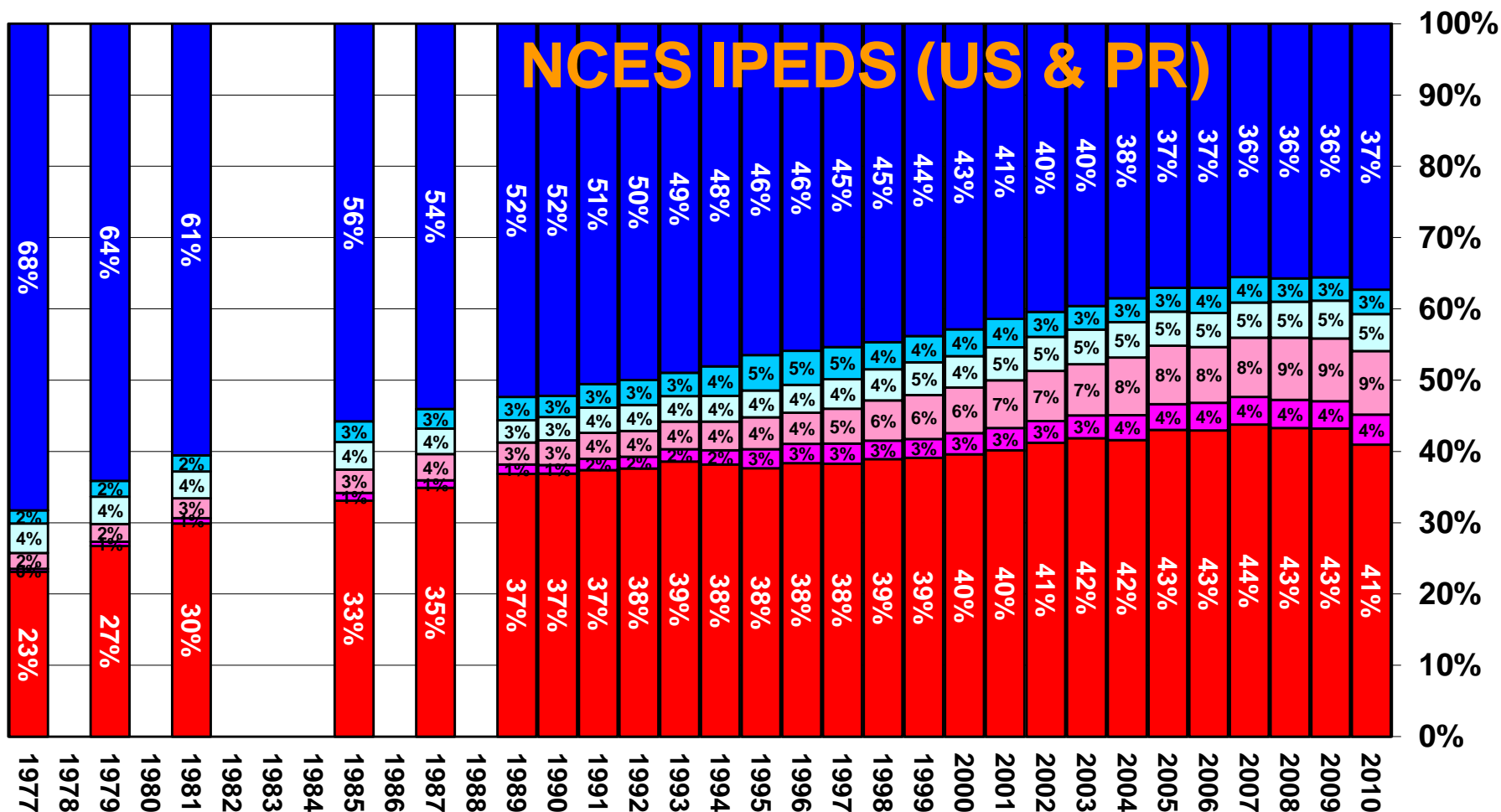


\*URM includes African Am., Hispanic, and Native Am.

# U.S. Doctorate Recipients by Gender and Race/Ethnicity, 1977-2010

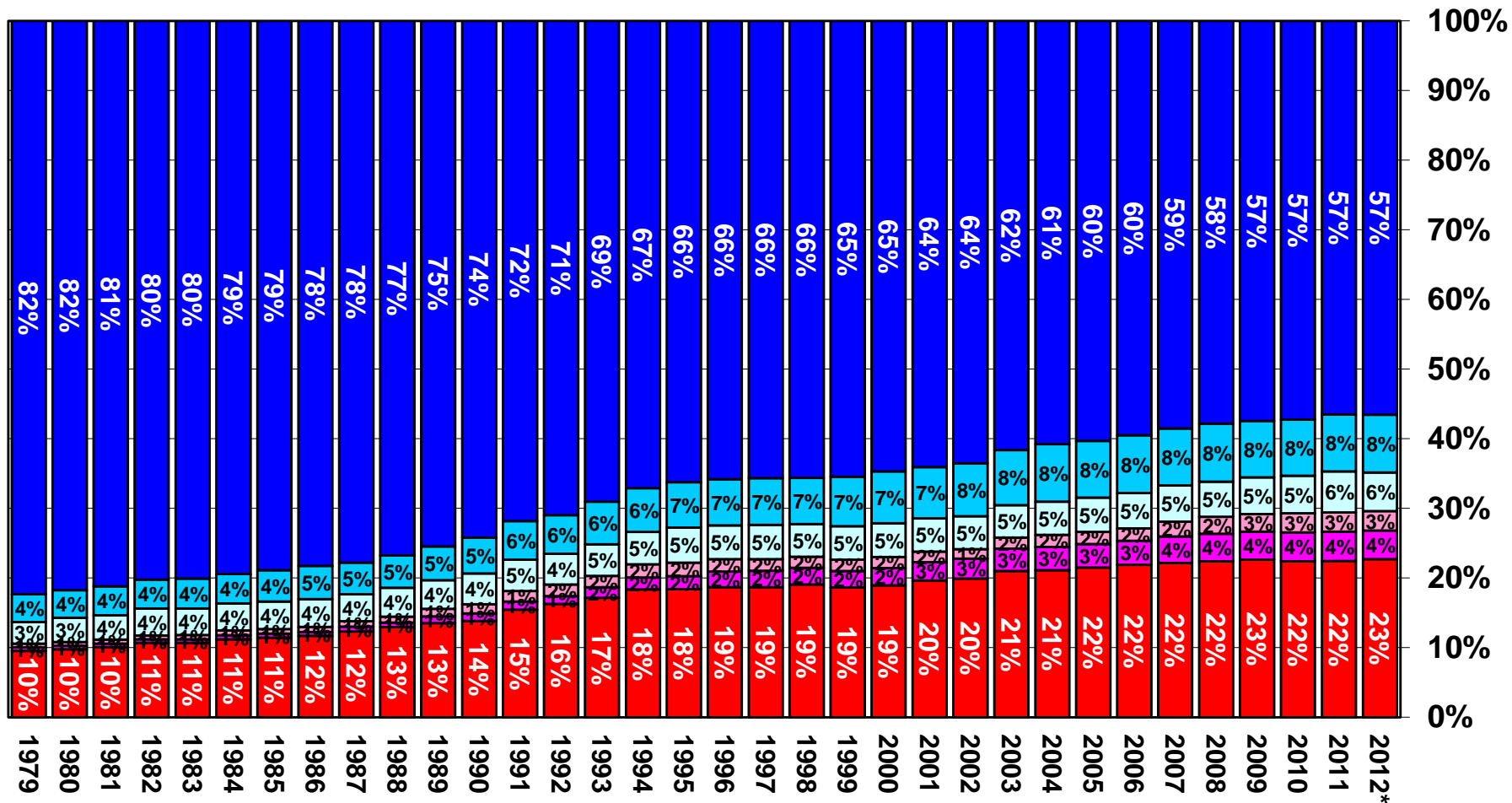
**NCES IPEDS DATA** (U.S. Citizens and Permanent Residents)

- White/Unk. Women
- Asian Women
- URM\* Women
- URM\* Men
- Asian Men
- White/Unk. Men



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

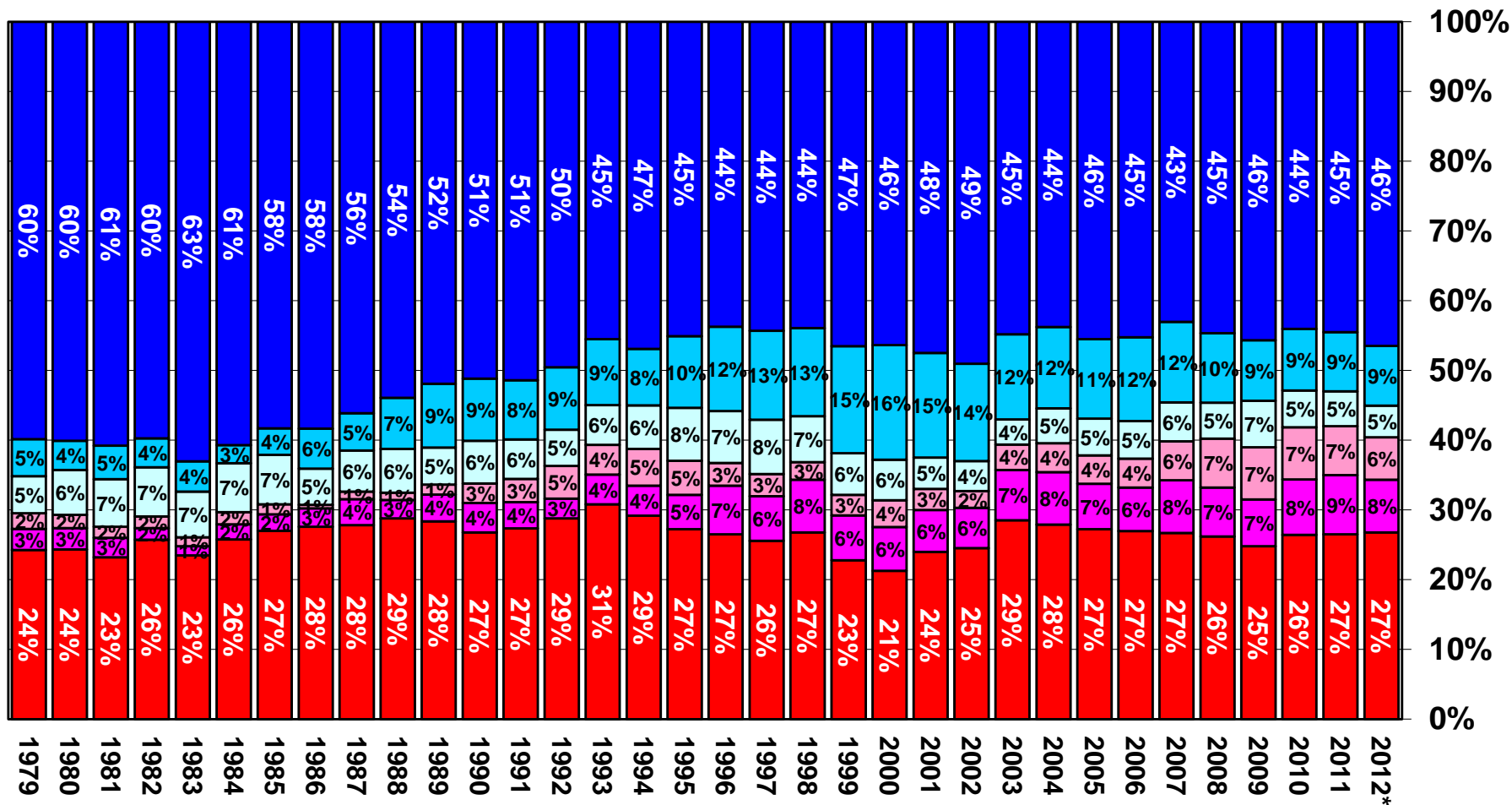
# UC Berkeley Campus, Faculty by Gender and Race/Ethnicity, AY 1979-80—2012-13\*



\*Data for AY 2012-13 is preliminary, as of December 2012.

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

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

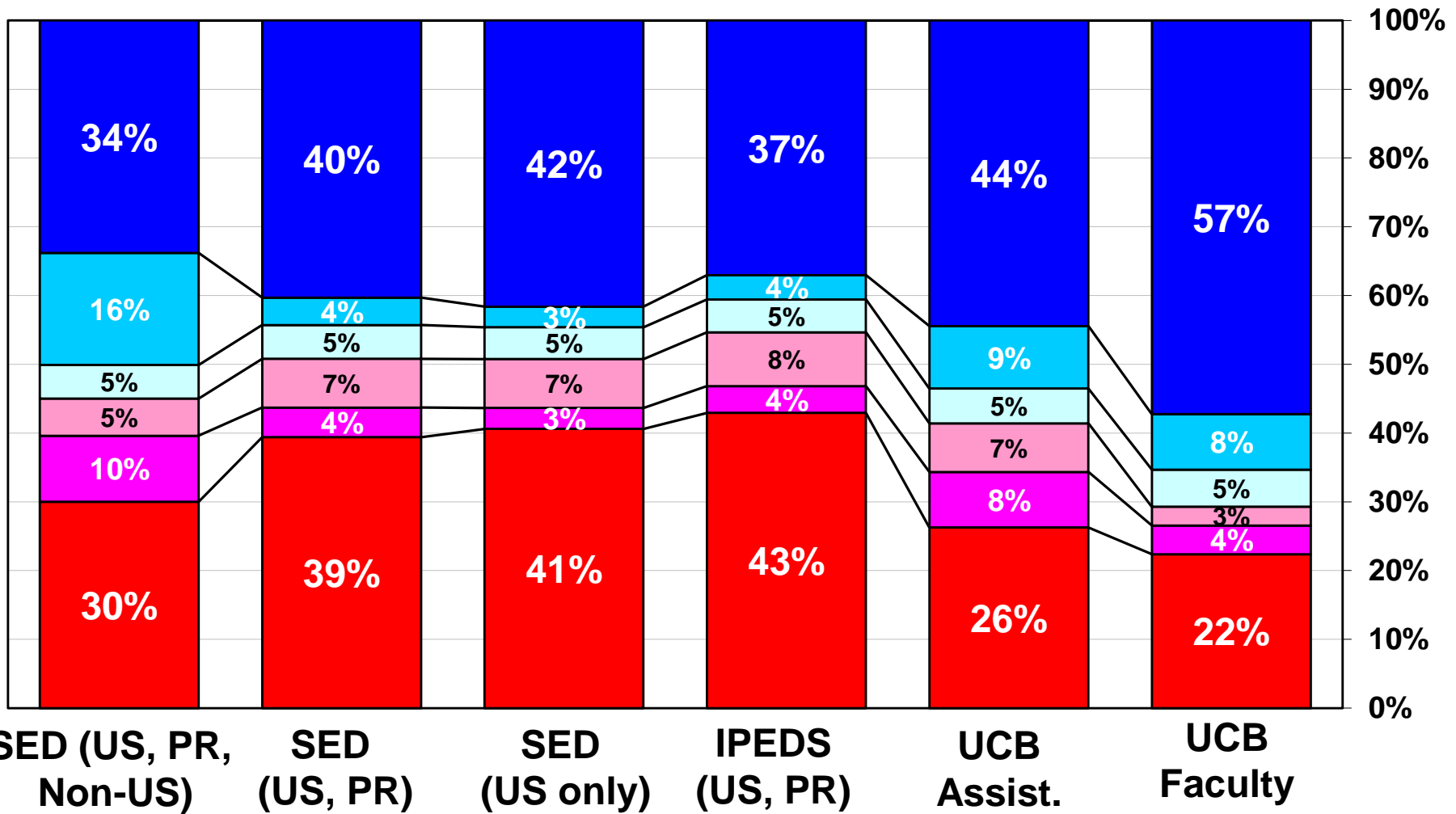


\*Data for AY 2012-13 is preliminary, as of December 2012.

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

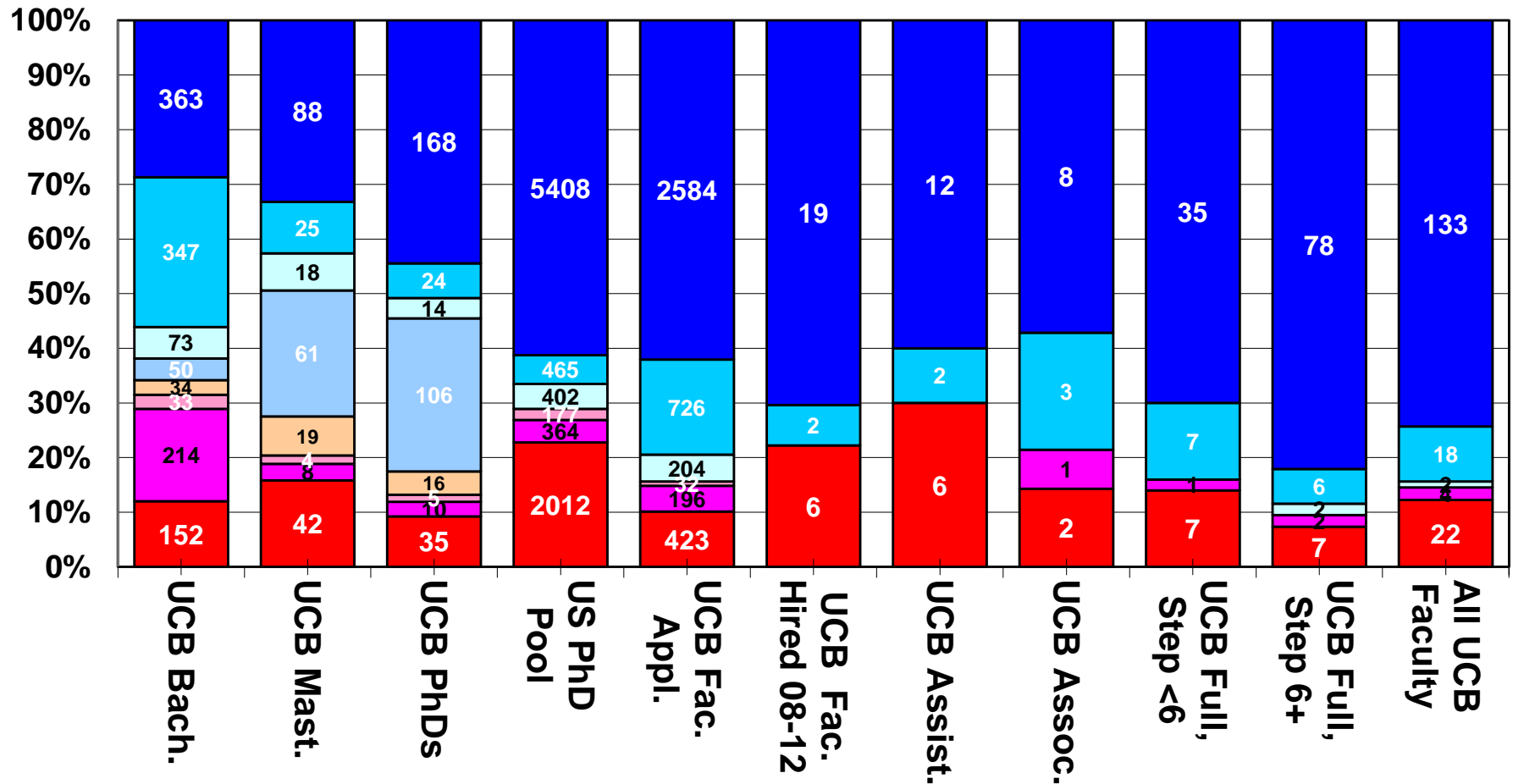
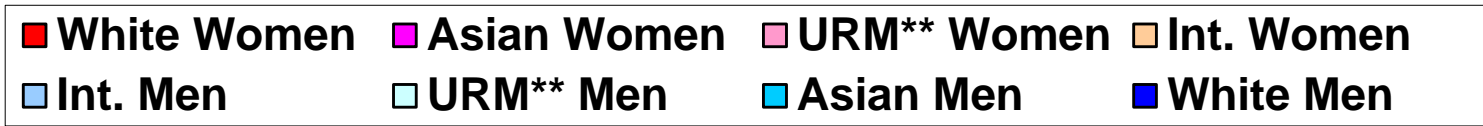


# Selected U.S. Doctorate Availabilities (2006) Compared to UC Berkeley Faculty Incumbents (2010)



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

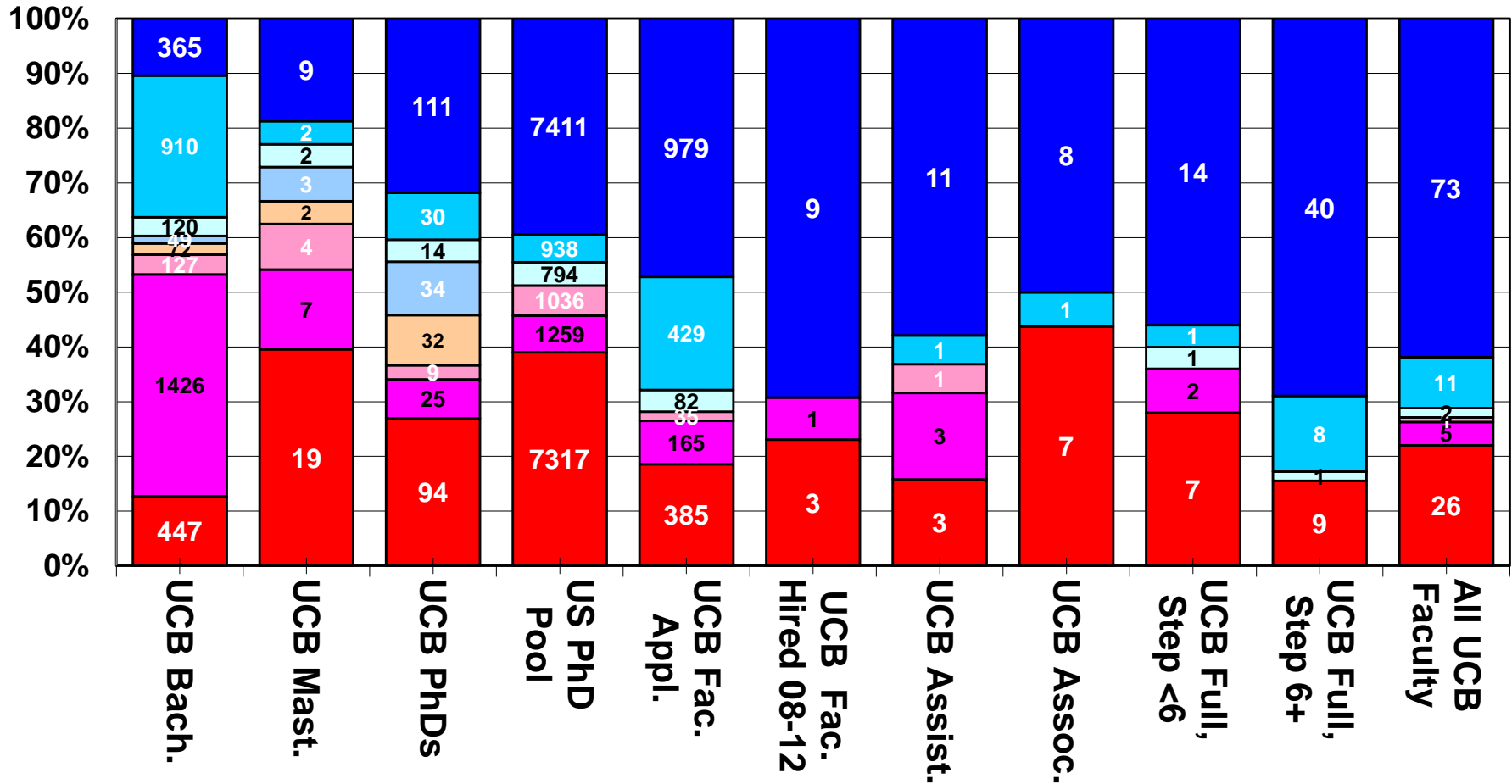
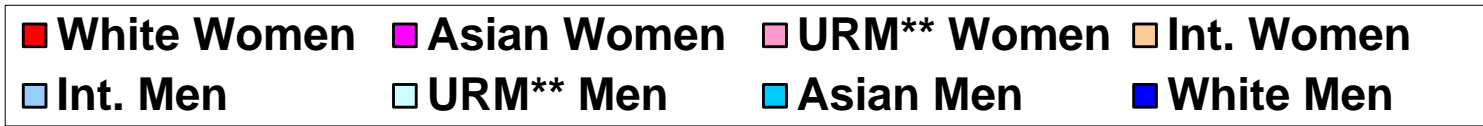
# UCB L&S Div. of **Physical Sciences**, Diversity Pipeline\*, AY2012-13



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*

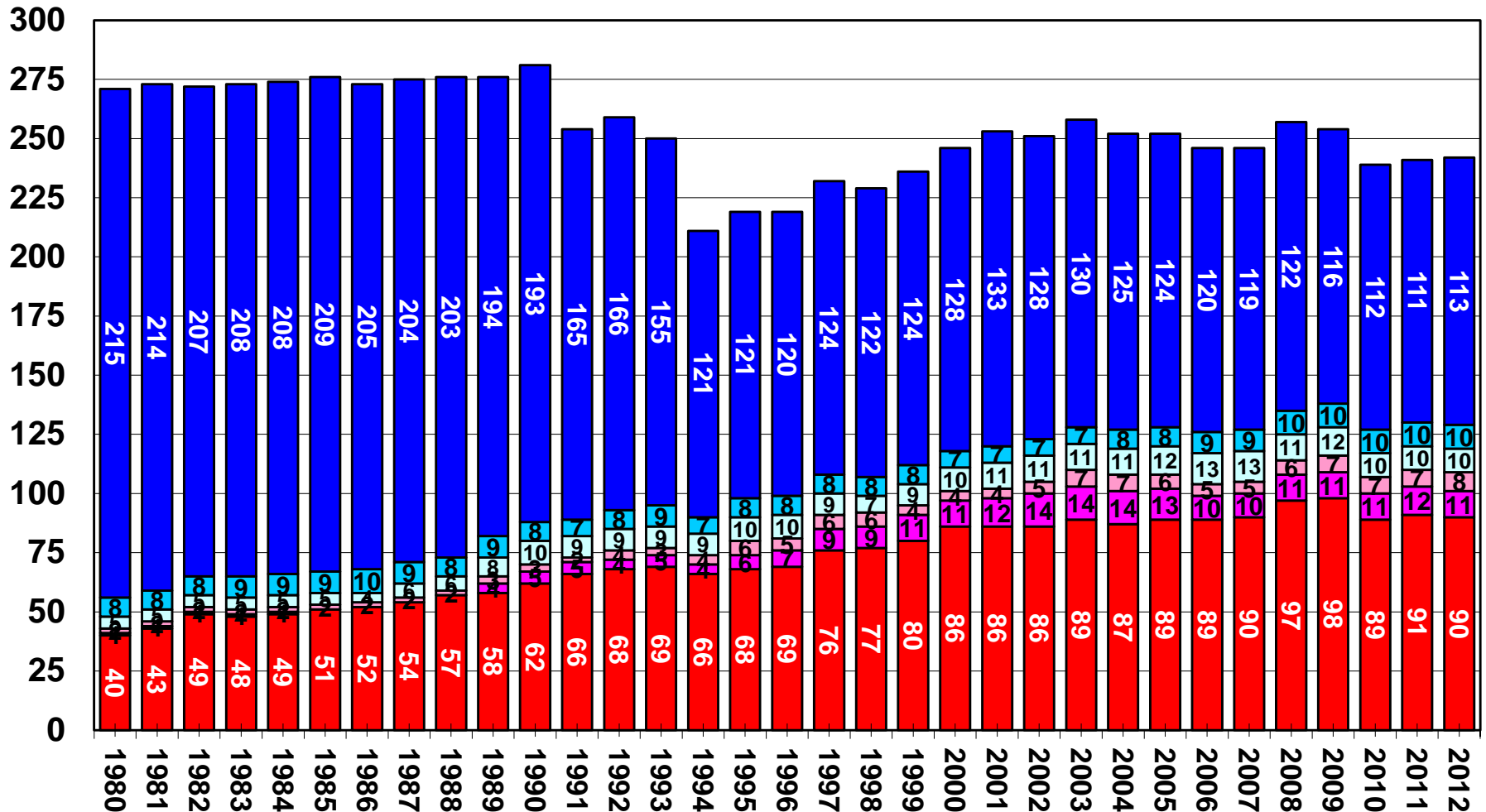
- **Underlying Availability Datasets** (*Selecting One*)
  - NSF et al Survey of Earned Doctorates vs. NCES IPEDS
    - NSF data has been increasingly restricted in recent years
    - NCES IPEDS has a broader definition of Doctorates (but less historic data)
- **Citizenship Status** and Availability 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**

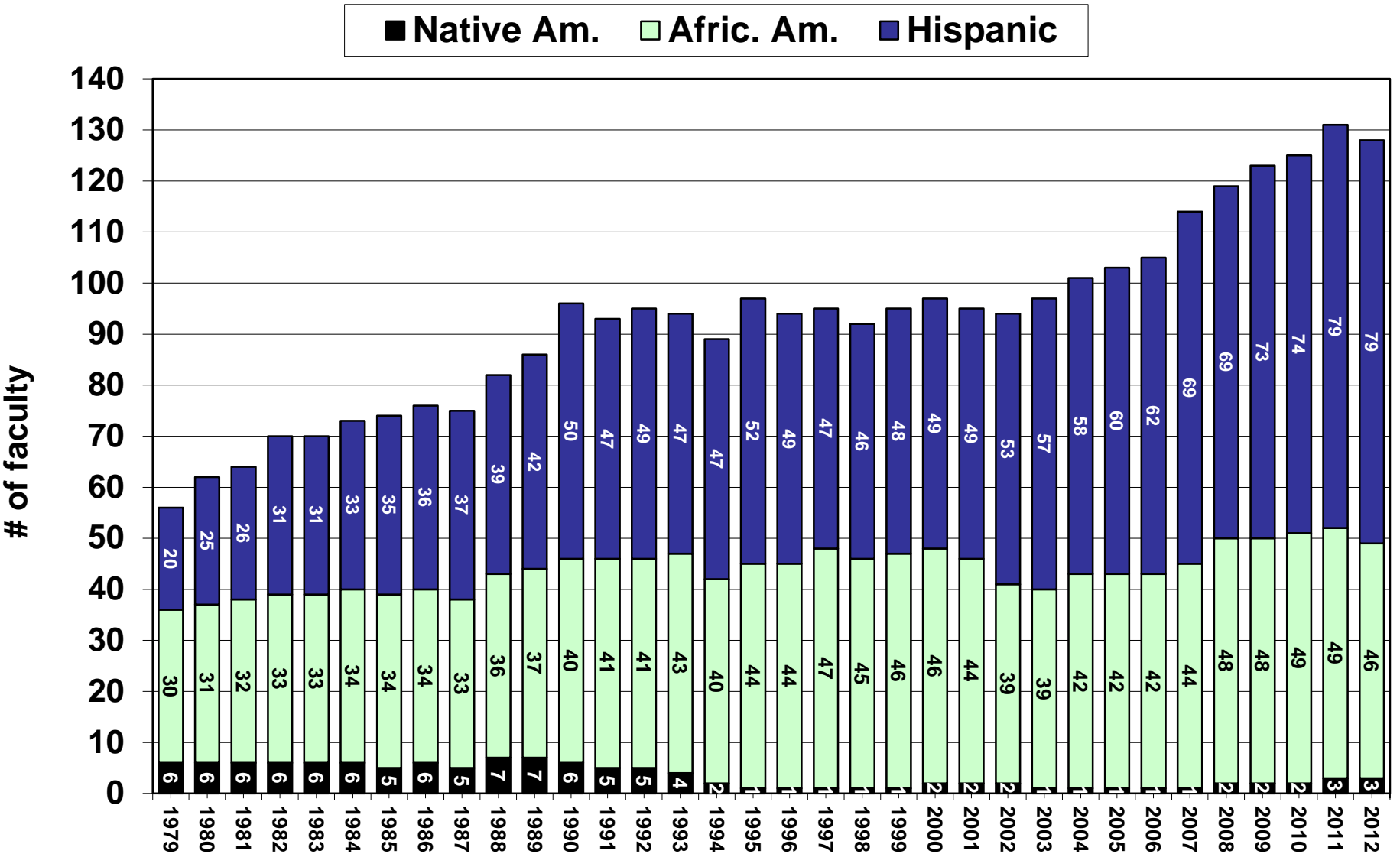
# UCB Faculty Headcount L&S Div. of **Humanities\***, AY1980-81--2012-13



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.

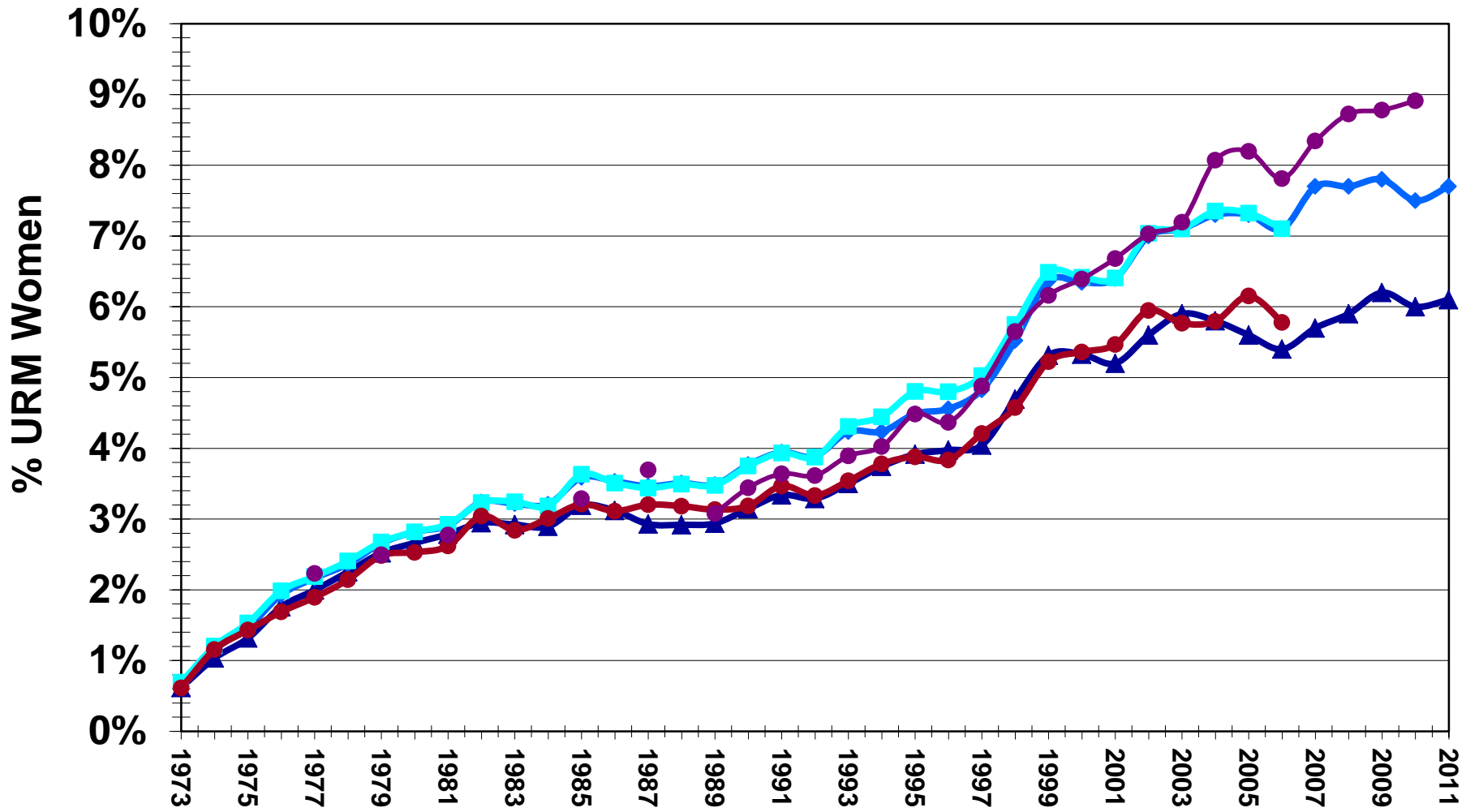
# UCB Faculty Headcount of Underrepresented Minorities (URM\*) 1979-80--2012-13\*\*



\*URM=African Am., Hispanic, and Native Am.

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

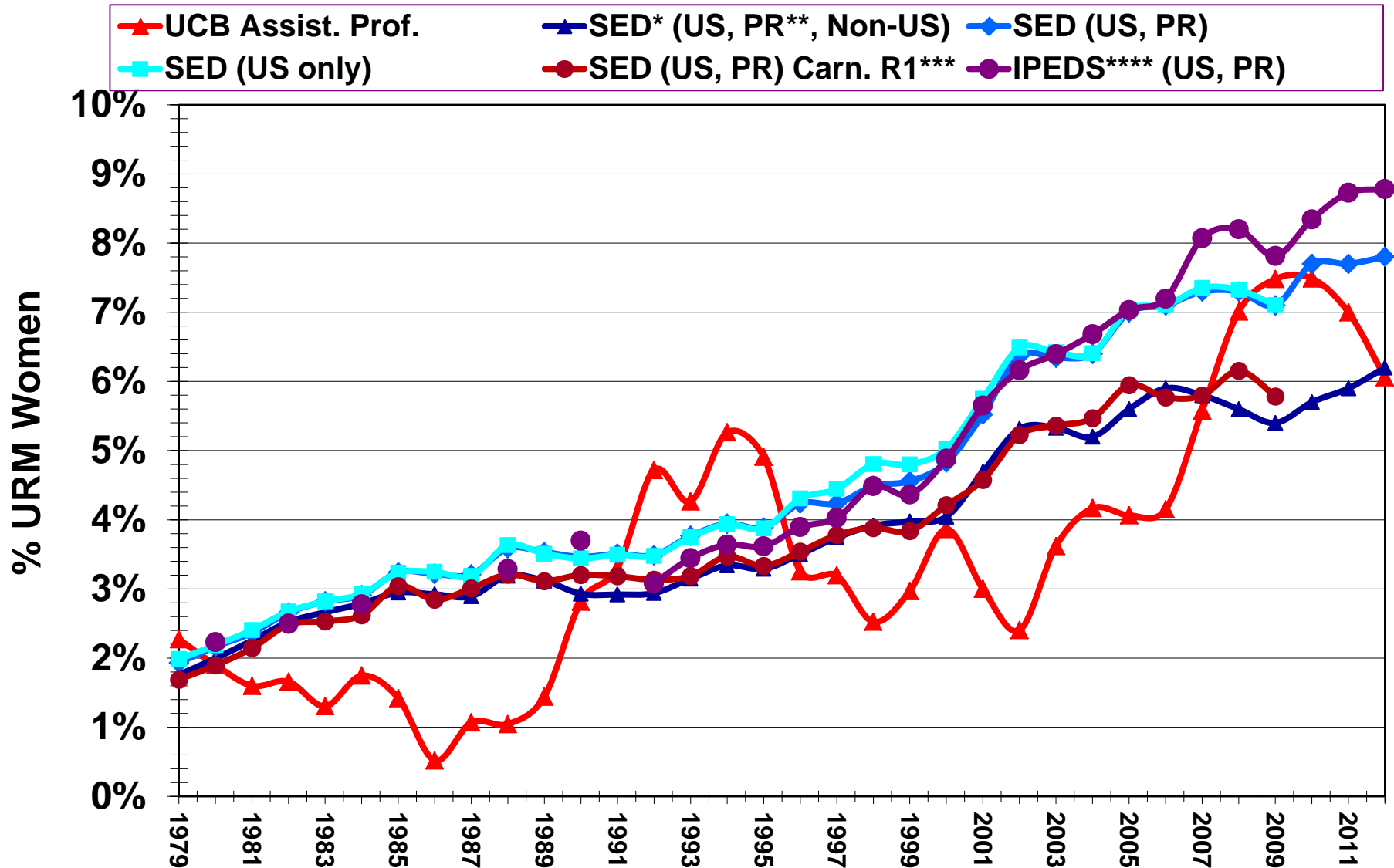
# URM\* Women as a Percent of Selected Doctorate Recipients Populations/Data Sources, 1973-2011



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

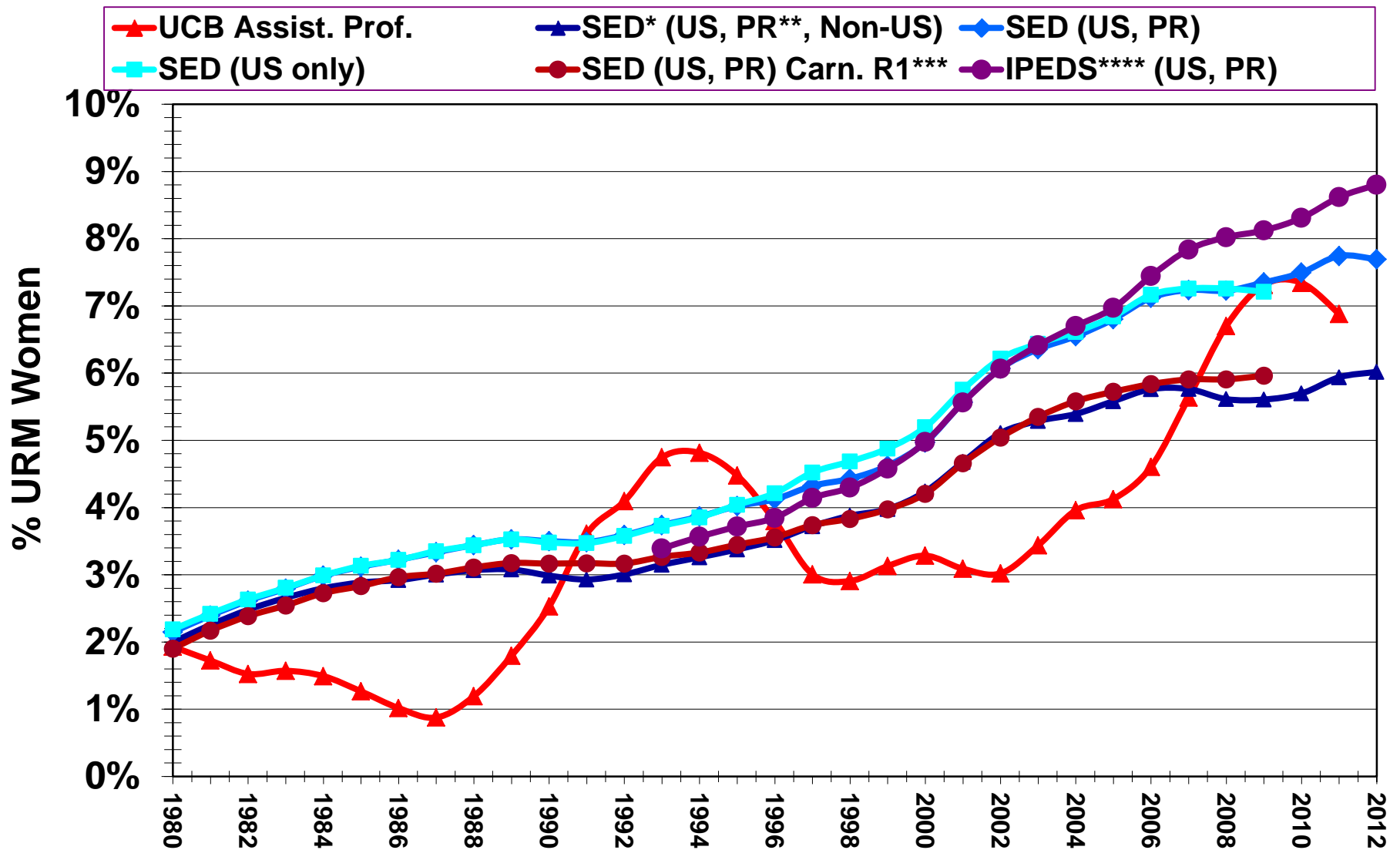


# URM\* Women as a Percent of UCB Assistant Professors and Selected Estimated Doctorate Availabilities\*\*, 1979-2012



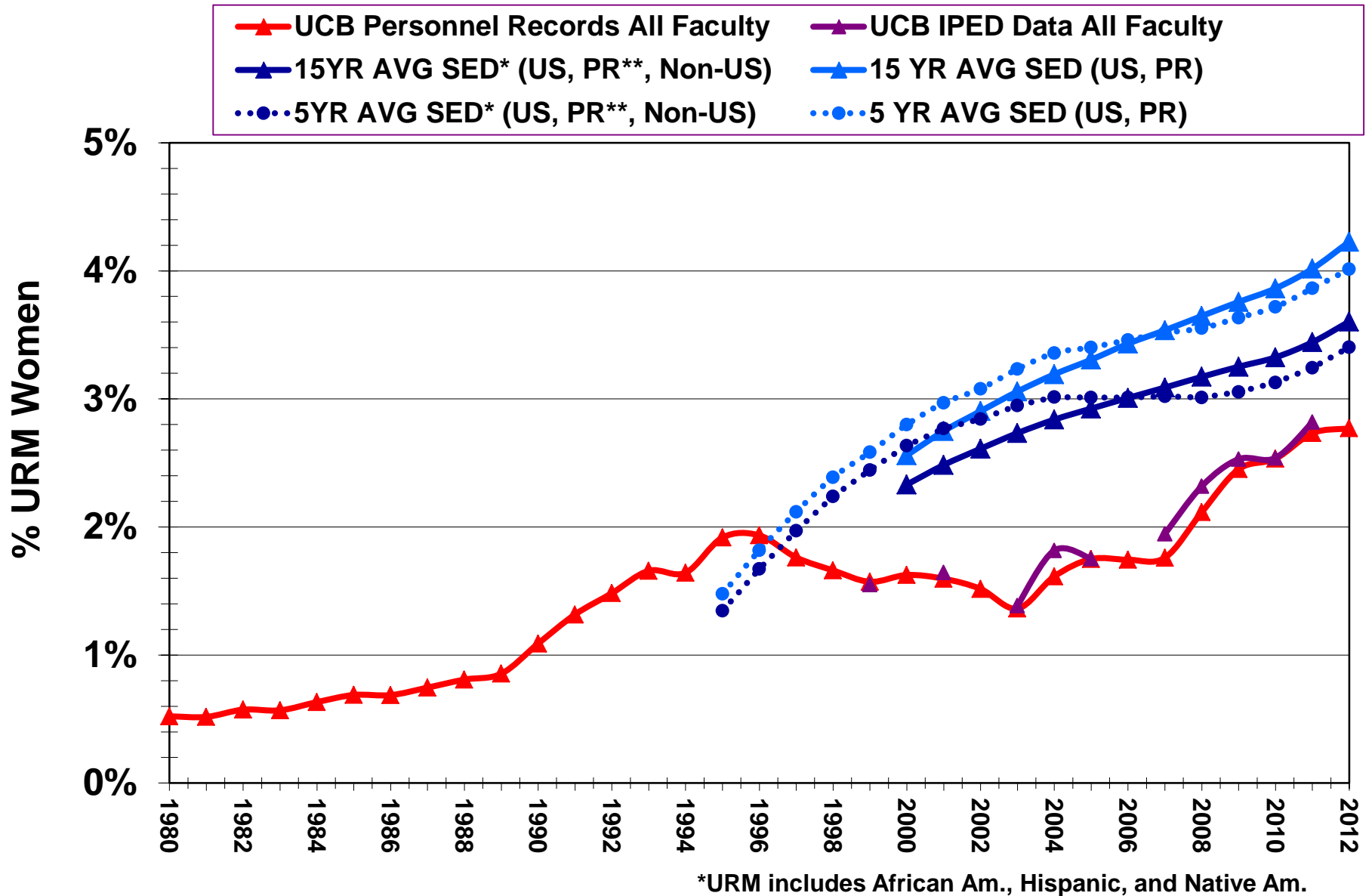
\*URM includes African Am., Hispanic, and Native Am.

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



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

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



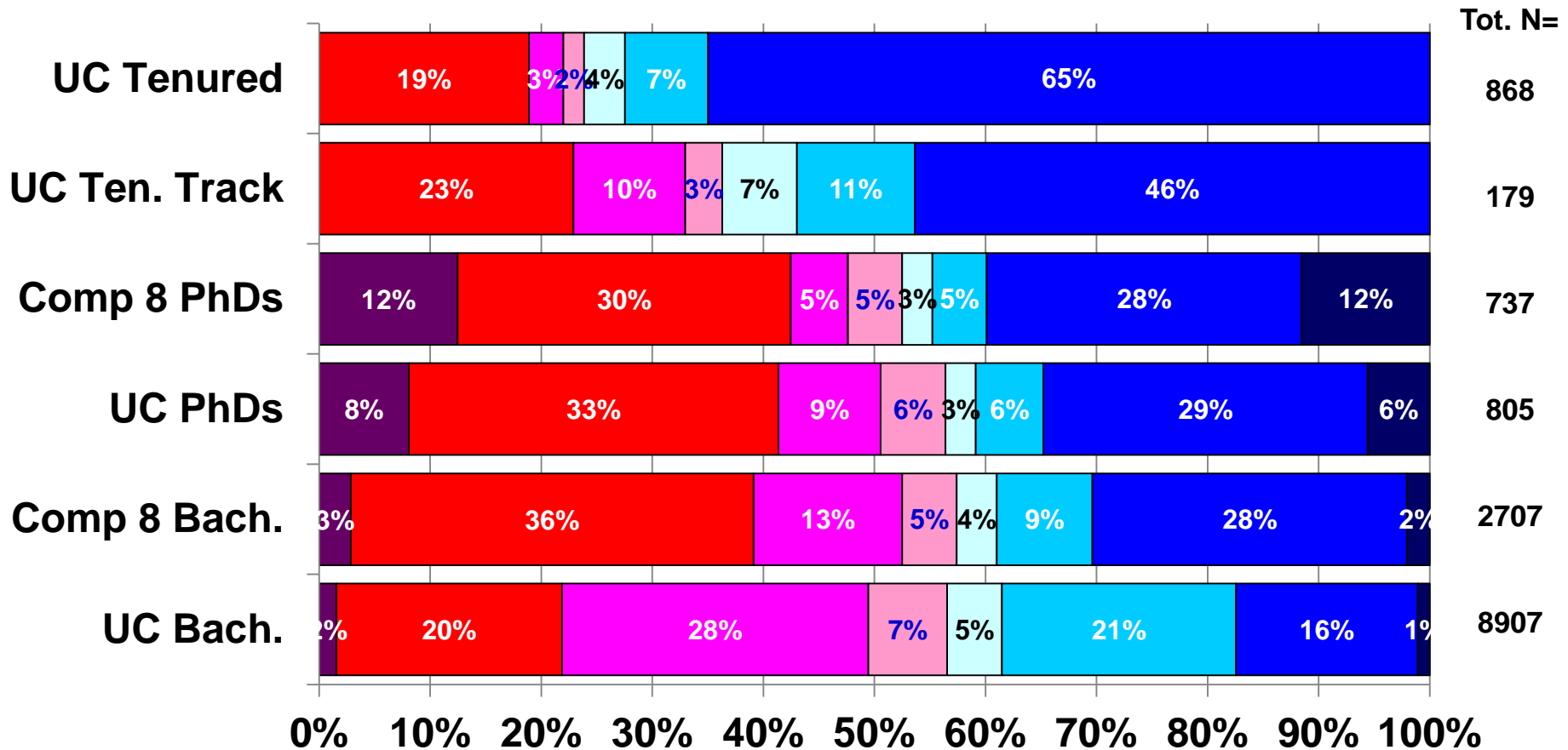
**Under-Represented (URM) Women As a Percent of Assistant Professors (tenure-eligible), UC and Carnegie Research Universities (very high research activity), 1999, 2001-2011 (NCES/IPEDs data)**

Institution Name	1999	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Tot. N (2011)	% diff. 1999 to 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%	8.1%	6.7%	7.1%	11.5%	78	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%		21.9%	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 Univ.	3.4%	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	4.1%
UC-Irvine	1.4%	2.7%		4.5%		5.2%		3.9%	5.3%	6.3%	6.1%	5.4%	185	4.1%
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 Commonwlt. 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)**

<b>Institution Name</b>	<b>1999</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>Tot. N (2011)</b>	<b>% diff. 1999-2011</b>
George Washington Univ	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 Commonwlt. 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 Wisc.-Madison	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	9.1%
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	8.8%
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	22.5%	23.9%		26.6%		27.4%		29.9%	29.5%	30.1%	31.3%	31.1%	1345	8.6%
Tulane Univ. of Louisian	22.7%	22.8%		23.7%	27.8%	27.0%		26.9%		30.7%		31.3%	556	8.6%
Western Michigan Univ.	29.9%	34.8%		35.3%		35.7%		36.7%		36.5%		38.3%	763	8.4%
Howard Univ.	30.5%	33.8%		33.5%	35.4%	32.3%		36.5%		33.7%		38.9%	628	8.4%
UC-Riverside	23.1%	25.1%		24.7%	26.2%	27.6%		29.2%	30.2%	32.2%	32.4%	31.5%	616	8.4%

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



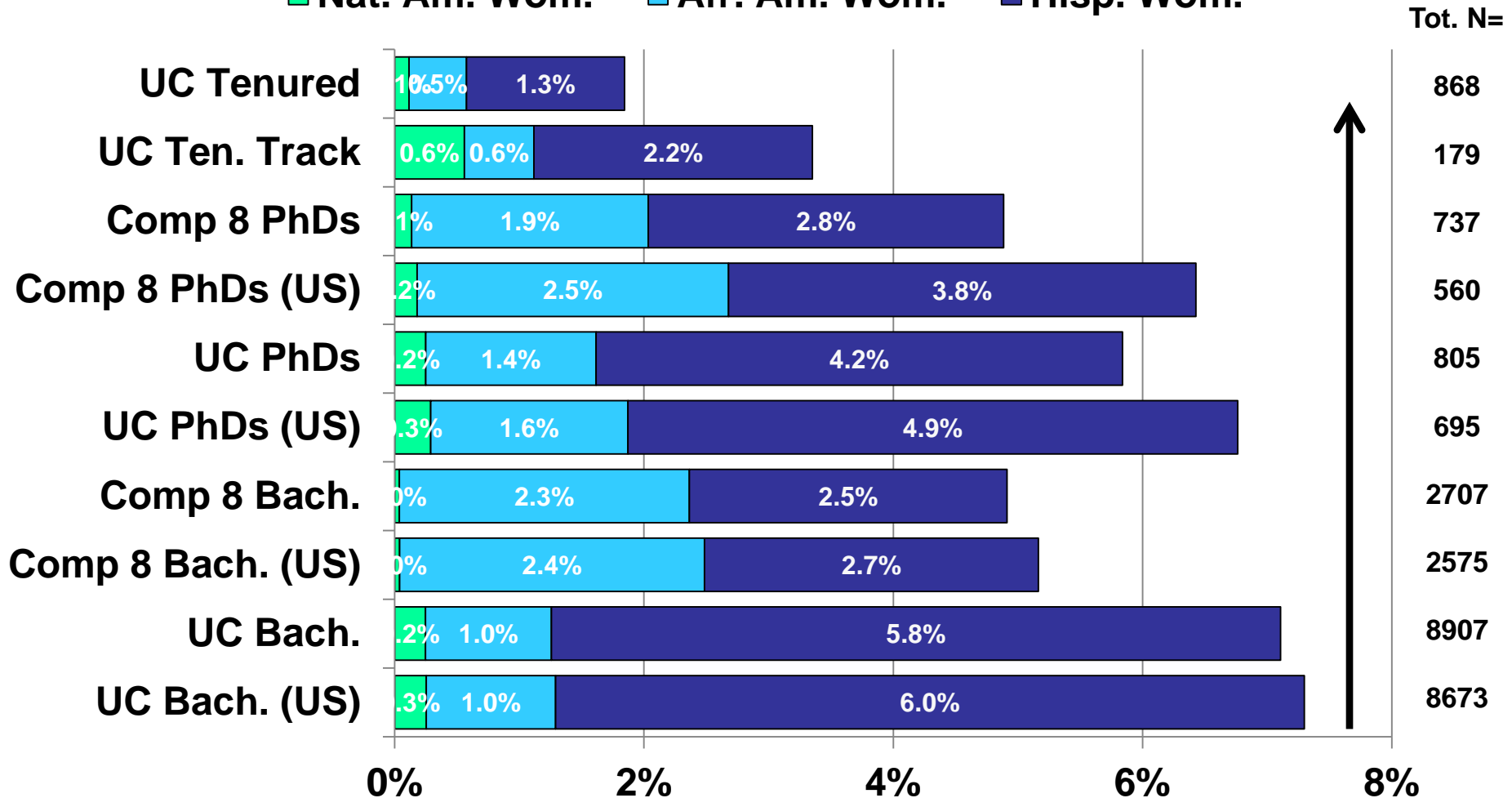
\*URM includes Native Americans, African Americans, and Hispanic.

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

■ Nat. Am. WOM. ■ Afr. Am. WOM. ■ Hisp. WOM.



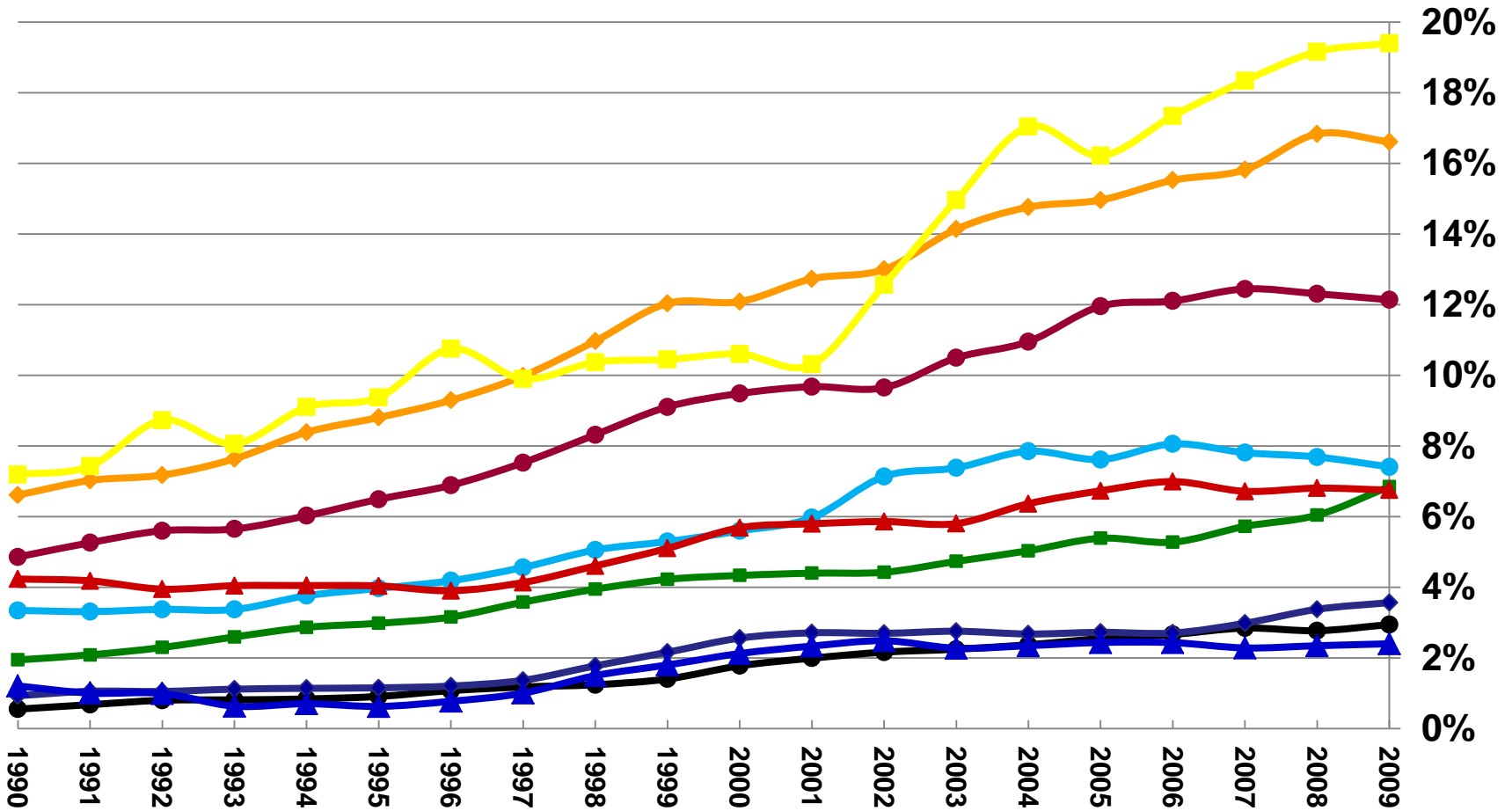
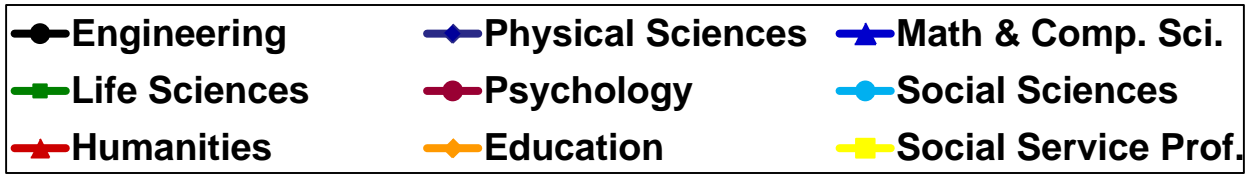
Sources: UCOP IR Office, NCES IPEDs, Degrees 2010, Faculty Fall 2009; <http://nces.ed.gov/ipeds/datacenter/Data.aspx>.  
 Comp 8 includes: Harvard, MIT, Stanford, SUNY Buffalo, U of Illinois, U of Michigan, U of Virginia, and Yale.

## **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



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

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

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

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

## **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 Women

1	Intellectual stimulation	84%
2	Commitment to diversity	84%
3	Opp. to contrib. to society	74%
4	Diversity of faculty	70%
5	Dep. process/community	67%
6	Collegial interaction	66%
7	Opp. to work acr. discipl.	64%
8	Health benefits	61%
9	Opp. to advance in rank	60%
10	Total compensation	57%

## Native American Women

1	Intellectual stimulation	93%
2	Collegial interaction	80%
3	Opp. to work acr. discipl.	80%
4	Opp. to contrib. to society	78%
5	Commitment to diversity	71%
6	Dep. process/community	69%
7	Opp. to advance in rank	67%
8	Diversity of faculty	65%
9	Health benefits	61%
10	Department. reputation	58%

## Hispanic Women

1	Intellectual stimulation	91%
2	Commitment to diversity	78%
3	Collegial interaction	76%
4	Opp. to contrib. to society	74%
5	Opp. to work acr. discipl.	70%
6	Diversity of faculty	68%
7	Dep. process/community	67%
8	Create/teach courses opp.	60%
9	Opp. to advance in rank	60%
10	Research/library facilit.	58%

## Asian Women

1	Intellectual stimulation	85%
2	Collegial interaction	70%
3	Opp. to advance in rank	61%
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

1	Intellectual stimulation	83%
2	Qual. of research space	71%
3	Collegial interaction	65%
4	Collaborat. w. fac. in unit	62%
5	Department. reputation	58%
6	Research/library facilit.	55%
7	Quality of graduate stud.	53%
8	Opp. to advance in rank	53%
9	Opp. to work acr. discipl.	52%
10	Dep. process/community	52%

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

## African American Men

1	Intellectual stimulation	85%
2	Commitment to diversity	72%
3	Opp. to contrib. to society	68%
4	Collegial interaction	66%
5	Opp. to advance in rank	65%
6	Opp. to work acr. discipl.	63%
7	Diversity of faculty	61%
8	Dep. process/community	57%
9	Research/library facilit.	57%
10	Qual. of research space	57%

## Native American Men

1	Intellectual stimulation	86%
2	Opp. to contrib. to society	80%
3	Opp. to work acr. discipl.	71%
4	Commitment to diversity	68%
5	Qual. of research space	64%
6	Quality of graduate stud.	62%
7	Create/teach courses opp.	56%
8	University reputation	56%
9	Collegial interaction	54%
10	Collaborat. w. fac. in unit	54%

## Hispanic Men

1	Intellectual stimulation	85%
2	Collegial interaction	70%
3	Opp. to work acr. discipl.	64%
4	Opp. to contrib. to society	62%
5	Commitment to diversity	61%
6	Quality of graduate stud.	60%
7	Opp. to advance in rank	59%
8	Qual. of research space	58%
9	Dep. process/community	58%
10	Department. reputation	56%

## Asian Men

1	Intellectual stimulation	81%
2	Quality of graduate stud.	68%
3	Collegial interaction	66%
4	Qual. of research space	66%
5	Department. reputation	65%
6	Collaborat. w. fac. in unit	64%
7	University reputation	61%
8	Opp. to advance in rank	60%
9	Opp. to work acr. discipl.	57%
10	Collab. w. fac. oth. units	54%

## White Men

1	Intellectual stimulation	88%
2	Collegial interaction	68%
3	Quality of graduate stud.	60%
4	Collaborat. w. fac. in unit	54%
5	Department. reputation	52%
6	Opp. to work acr. discipl.	52%
7	Opp. to contrib. to society	51%
8	Opp. to advance in rank	50%
9	Qual. of research space	49%
10	Dep. process/community	49%

## International Men

1	Intellectual stimulation	77%
2	Qual. of research space	71%
3	Collaborat. w. fac. in unit	61%
4	Department. reputation	58%
5	Quality of graduate stud.	58%
6	Collegial interaction	57%
7	University reputation	51%
8	Opp. to advance in rank	48%
9	Collab. w. fac. oth. units	47%
10	Research/library facilit.	45%



## **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

Rank Order	Possible Methods Used by Departments to Enhance Pool (percent using particular method by self-evaluation of success)	Self-Evaluation of Success at Hiring Women*		All Dep. (n=59)
		Excellent (n=25)	Not Exc. (n=29)	
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 colleg. 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	64%	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%

Note: Yellow shading denotes  $p < .05$  significant difference based on chi-square.

Note: Light Green shading denotes  $p < .10$  significant difference based on chi-square.

Source: UCB Departmental Faculty Recruitment Survey, 2005.

*\*Please Note: Departmental self-evaluation of success was highly correlated with our independent analysis of actual success.*











# 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**