UNIVERSITY
OF
CALIFORNIA

Guidelines For Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209

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University of California
Office of the General Counsel

Guidelines For Addressing Race and Gender Equity
In Academic Programs in Compliance with Proposition 209
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General Guidelines For Enhancing Diversity

I n September 2007, the University of California Board of Regents adopted a Diversity Statement calling on the University to "seek to achieve diversity among its student bodies and among its employees" and acknowledging "the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented." The Regents' commitment reflects dual institutional goals of diversity as inclusive excellence and diversity as equal opportunity. Diversity and equal opportunity support an academic community that reflects a diverse range of interests, abilities, life experiences and worldviews that will enhance the exploration of ideas vital to our academic mission. Diversity and equal opportunity also support UC's legitimacy as a public institution that serves our increasingly diverse state and nation, and fully utilizes the intellectual resources embedded in that diversity.

UC President Janet Napolitano has renewed emphasis on how the University of California might continue its efforts to enhance diversity and equal opportunity, consistent with legal requirements prohibiting discrimination. Proposition 209, the 1996 voter initiative codified as article I, section 31 of the California Constitution, prohibits the University from discriminating against or "granting preferential treatment" to any individual or group on the basis of race, sex, color, ethnicity or national origin.[1] While Proposition 209 eliminated some of the tools that the University had previously employed to achieve diversity in its student body and its workforce, there are many steps that the University can take to maintain and enhance diversity and equal opportunity. The following guidance is intended as a resource for University administrators considering measures that the University can legally implement to support the University's commitment to diversity. There is separate guidance below addressing issues specific to undergraduate, graduate and faculty diversity. However, there are several general strategies that apply to all University diversity programs.

[1] For simplicity, these guidelines will refer to "race, color, ethnicity and national origin" collectively as "race."

LEADERSHIP

The commitment from University leadership is an important starting point for efforts to increase diversity. The UC Diversity Statement excerpted above that was adopted by the Academic Senate and endorsed by the President and the Board of Regents is an excellent example. Chancellors, Provosts, Deans and other university leaders also may express their support for diversity and equal opportunity through their messages to the university community and through their commitment of resources. A bold message from the top can attract a diverse student body, engage a diverse faculty, promote a diverse staff, and create a welcoming campus climate. Strong leadership and active engagement can include high-level appointments for diversity leadership (for example, the UC San Diego Office of the Vice Chancellor for Equity and Inclusion and the UC Irvine Vice Provost for Academic Equity, Diversity and Inclusion), statements of Principles of Community (see, for example, UC Riverside Principles of Community and UC Merced's Principles of Community), campus-wide strategic planning for diversity (for example, UCLA's Strategic Plan for Diversity) and support for a broad range of diversity resources and initiatives (see, for example, UCLA's Diversity @ UCLA website). Chancellors may convey the message through their conversations with campus leaders, faculty, students and the broader campus community. University leaders may express leadership by collaborating with philanthropic or civic organizations and by dedicating development officers to fundraising efforts earmarked for diversity scholarships and programs. Strong leadership on diversity and equal opportunity can inspire institutional action at every level that will enhance the University's excellence in teaching, research and service.

> Strong leadership on diversity and equal opportunity can inspire institutional action at every level that will enhance the University's excellence in teaching, research and service.

STRATEGIC PLANNING AND PROGRAM EVALUATION

Strategic planning and program evaluation are additional important tools for engaging the university community in support of diversity and equal opportunity. Campuses may support campus-wide diversity strategic planning initiatives, such as UC Berkeley's Strategic Plan for Equity and Inclusion. The collection and dissemination of data on the race and gender of students, employees, contractors, and of applicants for those positions complies with Proposition 209 and allows the University to determine the effectiveness of its diversity efforts. Campuses also may incorporate an evaluation of departments' diversity efforts into their regular academic program review procedures. For example, the UC Berkeley Academic Program Review Guide Appendix VII provides an outline for a departmental strategic plan for equity and inclusion to be included in the self-study. Planning and evaluation support efforts to identify barriers that may be preventing the full participation of individuals from groups that have historically been underrepresented in higher education and to develop effective programs to address those barriers.

CAMPUS CLIMATE

The UC Davis Principles of Community are an excellent expression of this commitment. Campuses can encourage and support speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity. Such discussions also may be effectively introduced on the campuses via the curriculum in a broad array of disciplines. (See, for example, UC San Diego's Diversity, Equity and Inclusion requirement.) Innovative approaches to teaching and research can support diversity and equal opportunity in the classroom, and can assist departments in diversifying and strengthening their faculty. (For example, the American Cultures Engaged Scholarship program at UC Berkeley.) Campuses may collaborate with and provide routine assistance to private, non-University organizations that provide benefits to women and minorities in higher education. Maintaining an ongoing and civil dialogue on these issues can create a welcoming university environment for women and minorities and may also provide opportunities for input from a wide variety of persons, including the campus leadership, faculty, staff, students, and community members. Campuses may provide public and academic recognition to individuals who make exceptional contributions to academic and educational diversity through their research, teaching, or service activities or to overall campus climate. (For example, UC Berkeley supports the Chancellor's Award for Advancing Institutional Excellence.)

> Each campus may promote diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, or gender.

COMPLIANCE WITH NON-DISCRIMINATION LAWS

Even under Proposition 209, the University has an obligation to comply with State and Federal laws that prohibit discrimination, including harassment, on the basis of race, sex, color, national origin, and other protected categories. Campuses should ensure that there are readily available resources for students, faculty, staff and other members of the campus community to address concerns or complaints regarding equity issues. These resources should include policies and procedures that provide protections against retaliation for individuals who file complaints. Each campus must comply with affirmative action regulations for federal contractors that apply to all employment programs. Federal affirmative action regulations and University policy require that all campuses develop and maintain a written affirmative action program covering staff, faculty, and all other academic employees. Maintaining a workplace and educational environment free from illegal discrimination is both a legal obligation and an important element of the University's efforts to promote diversity and equal opportunity. One campus, UC Irvine, collects these functions in a single office, the Office of Equal Opportunity and Diversity, for a comprehensive approach.

COMPLIANCE WITH PROPOSITION 209

Although there remain unanswered questions about the interpretation of Proposition 209, it is clear that the University may not use race or gender as a factor in deciding who will be granted admission or employment. This is different from federal law, which does permit public universities to use race or sex as criteria to achieve diversity in some limited circumstances. Legal analysis of diversity programs under Proposition 209 is often highly dependent on program specifics and details of implementation. In general, there are several strategies for diversity programming that are fully in compliance with Proposition 209:

Programs that are targeted by race or gender but do not provide preferences or benefits that are not generally available to all.	The University may, as part of a comprehensive program of outreach, target or increase specific efforts within that program to reach particular groups where the program's benefits are available broadly to other groups, and the special efforts are necessary to reach the targeted group's members effectively and therefore to "level the informational playing field." The University also may collect and evaluate data on the race or gender of its students, employees, contractors and applicants in order to determine the effectiveness of its diversity efforts, as reflected in programs such as the federally mandated employment affirmative action plans and various approaches to strategic planning for diversity and program evaluation.
Programs that are not targeted by race or gender but are targeted by factors that support the University's academic mission and reflect the University's commitment to diversity and equal opportunity.	The University may choose to advance its educational goals, including diversity and equal opportunity, by introducing or placing additional weight on a broad range of selection criteria when making admissions and employment decisions. For example, holistic review in admissions considers factors such as income level, first generation to attend college, neighborhood or community circumstances, disadvantages overcome, low-performing secondary school attended, and the impact of an applicant's background and experiences on academic achievement. Selection for scholarships or employment may include consideration of factors such as ability to contribute to a diverse educational or working environment and/or potential for leadership in increasing equitable access to higher education.

Programs that are about issues relating to race or gender, but open to all.	The University may support programs such as ethnic studies departments, workshops about women in science, speaker series highlighting the contributions of scholars of color, research institutes focused on race or gender issues, resource guides directed to the needs of individuals from a particular race or gender and retention efforts that address the barriers faced by women or minorities in higher education. The benefits of the program must be available on a non-selective basis such that any interested individual, regardless of their race or gender, has access to the same benefits.
Programs that are targeted by race or gender, but are operated and managed by private, non-University organizations.	Proposition 209 does not apply to private, non-University organizations, which may provide scholarships or other educational benefits targeted to women or underrepresented minorities. The University may provide routine assistance—such as information, incidental logistical support and access to campus facilities—to private organizations that target efforts on the basis of race or gender if (1) assistance is provided on a non-discriminatory basis (that is, similar private organizations are eligible for similar assistance, regardless of the race or gender of the groups the private organization serves); (2) the University does not control or administer the private organization; and (3) the University is not involved in choosing recipients of the organization's benefits.
Programs that fall under an exception to the requirements of Proposition 209.	Proposition 209 states that it shall not "*be interpreted as prohibiting action which must be taken to establish or maintain eligibility for any federal program, where ineligibility would result in a loss of federal funds…*" If there are university diversity programs that apply for or receive federal funds and must use race- or gender-based criteria to become or remain eligible for the federal funding program, those programs are exempt from Proposition 209's prohibition on granting preferences on the basis of race or gender. Federal funding programs that require preferences based on race or gender are rare, so administrators who believe preferential actions may be required in order to receive the federal funding should consult with university counsel.

Many examples of these strategies and programs are described in greater detail in these guidelines. However, these guidelines are not intended to be a substitute for legal advice. Administrators are encouraged to consult with their campus diversity officers about program design and with their local campus counsel or the Office of General Counsel on legal questions when considering specific practices. The University's goal is to support diversity and equal opportunity programs, while minimizing legal risk and maintaining compliance with applicable laws and University policies. Consulting early and often will help University administrators achieve these objectives.

Guidelines For Increasing the Diversity of the Undergraduate Student Body

The University of California has long been committed to creating and maintaining an undergraduate student body that encompasses the broad diversity of cultural and racial, as well as geographic and socio-economic, backgrounds characteristic of California. See Regents Policy 2101: Policy on Undergraduate Admissions. As recognized in Regental policy, such diversity is critical to numerous educational and societal interests. It broadens and deepens the educational experience and scholarly environment for students and faculty alike, and it also furthers the University's mission as a public institution to strengthen the social fabric of the State. In particular, a healthy campus climate, and the educational benefits it brings, depends on true diversity of the student body. The University has made significant efforts to ensure that applicants of all backgrounds have equal access to the path to enrollment and that students of all backgrounds have equal opportunity to benefit from and contribute to the University during their time. See UC's amicus briefs in *Fisher v. Univ. of Texas*, et al. in 2012 and 2015 and *Schuette v. Coalition to Defend Affirmative Action*.

> Opportunities to promote diversity and equal opportunity exist at each step of a student's path to enrollment – and beyond, to graduation.

Though Proposition 209 prohibits the University from granting admissions or other preferences based on race or gender (among other characteristics), the University still may use numerous other strategies to cultivate a diverse undergraduate student body, and particularly to increase the number of underrepresented minority (URM) applicants and students. Opportunities to promote diversity and equal opportunity exist at each step of a student's path to enrollment – and beyond, to graduation. As discussed in the Introduction above, certain baseline measures are effective and permissible in cultivating racial diversity in the undergraduate body, as in other University groups: collection of data on program and policy outcomes relating to the areas discussed below; evaluation of admissions procedures to help eliminate barriers to URM access or underutilization; compliance with federal obligations relating to diversity; and routine assistance to private organizations' diversity programs. The following are additional examples of measures aimed at undergraduate diversity more specifically that the University can take - and in many instances already has taken at some campuses – that are consistent with Proposition 209.

LEADERSHIP

Clear and continuous prioritization of diversity by Chancellors, deans, and other administrators is critical to fostering diversity among the undergraduate student body. Strong statements of commitment to diversity by such individuals send an important message to the whole University community, inspire actions that promote diversity, and help attract and retain diverse students. (For example, Chancellor Blumenthal's *Message Regarding Diversity and Inclusion* at UC Santa Cruz and Chancellor Yang's *Message on Diversity* at UC Santa Barbara.) Likewise, strategic planning relating to student diversity setting clear expectations for diversity-related measures and outcomes helps create accountability for making progress in this area. (See UC Berkeley's Strategic Plan for Equity, Inclusion, and Diversity.)

RECRUITING AND PIPELINE - PRE-OFFER

Outreach targeted to potential applicants based on race or gender that offers only information available to all.

As part of a comprehensive approach to outreach, campuses may make special efforts to reach particular groups if the same informational or other advantages are broadly available to all through other avenues. Such targeted outreach may be necessary to effectively reach certain underrepresented groups and to ensure truly equal access to the University's application process. For example, some campuses work with community organizations serving particular groups to share information about the application process and attract applications from that population. See, for example, UCLA's SHAPE Project.

Outreach targeted to potential applicants based on non-racial factors that may correlate with racial diversity.

Targeting outreach to potential applicants based on a wide range of non-racial characteristics may also have the effect of increasing the racial diversity of the applicant pool. For example, outreach to students and communities based on the following characteristics may prove effective in increasing the racial diversity of the pool as well: residency in certain geographic areas; attendance at particular high schools (See, for example, high schools targeted by UCLA's MECHA Xinachtli program and San Diego's Talent Search); participation in community-based organizations with specific racial/ethnic focus (See Santa Barbara's Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and UCLA's Latinas Guiding Latina's; socio-economic disadvantage (See Irvine's Upward Bound); residency in public housing; single-parent home; farmworker parents; and former foster children (See Riverside's Guardian Scholars Program). Outreach efforts may include, for example, visits to targeted schools and inviting targeted groups to visit particular campuses and to apply for admission.

Outreach programs that may be of particular interest to URM communities.

As long as they are open to all participants, regardless of their race or gender, the University may offer outreach, informational, and other programs that may, because of their content, be of particular interest to members of a particular racial group or gender. For example, campuses may invite applicants to programs addressing "the African American experience at UC" or "Women's Issues at UC." See, for example, Davis's Black Family Day.

Assistance to external organizations' URM-targeted outreach.

Organizations that are not bound by Proposition 209 may directly target their efforts to recruit applicants based on race or gender. Though it may not do so itself, and may not select individuals to participate in such external programs, the University may provide routine assistance to such organizations, for example providing information or facilities for them to use in outreach activities, on the same terms it does for other similar organizations.

The University is committed to tapping the broad diversity of California's community colleges through transfer admissions.

Programs aimed at increasing transfers from community colleges.

The University is committed to tapping the broad diversity of California's community colleges through transfer admissions. See *Preparing California For Its Future – Enhancing Community College Student Transfer to UC.* Also see Berkeley's Starting Point Mentorship Program, Irvine's Explore Science on Saturdays (eSOS) and UCLA's Center for Community College Partnerships. In particular, the student body of the California community college system is more racially and ethnically diverse than the University's, and increasing transfers from the former may increase diversity of the latter. The University's efforts to deepen its relationships with the full range of community colleges and to simplify the transfer process is an opportunity to increase the racial diversity of its student body.

K-12 pipeline activities.

Initiatives aimed at improving the academic preparation and college readiness of students in certain communities (for example, low-performing schools) may ultimately increase the diversity of the applicant pool for the University and more effectively address barriers to equal educational opportunity through earlier intervention. See, for example, UCLA's SMARTS Program, Santa Barbara's Pathways to College and the Puente Project at UC Berkeley.

Admissions Process and Criteria

Continued and rigorous use of holistic review.
The campuses use admissions criteria that look beyond traditional measures such as grades to more holistic ones that allow for consideration of an applicant's life experiences more generally. These factors include, for example, neighborhood and community circumstances and disadvantages overcome. Admissions readers should continue to be trained to give such factors appropriate weight. Emphasis on applying a broad range of admissions criteria may help the University attain greater racial diversity while maintaining or increasing its academic rigor.

Use of racial or gender demographics as one of several criteria.
The University may grant special consideration to students from, for example, particular high schools or neighborhoods based in part on the overall ethnic demographics of the school or neighborhood, as long as the University does not differentiate among applicants on the basis of their individual race.

Yield Activities - Post-Offer

Outreach targeted to parents of URM prospects.
The University may conduct outreach aimed specifically at parents of URM students, to offer information that is available to all. Such efforts could include, for example, phone calls, letters, or meetings to persuade URM prospects to enroll, without offering additional benefits to the students. Such efforts may nonetheless be effective in demonstrating the University's interest in serving URM students and building relationships with their families and communities.

Outreach targeted to prospects based on non-racial factors that may correlate with racial diversity.
As with pre-offer outreach (see above), targeting post-offer outreach to prospects based on certain non-racial characteristics, such as residency in certain geographic areas, may serve to increase racial diversity as well.

Outreach programs that may be of particular interest to URM prospects.
The University may offer programs focusing on information of particular interest to URM prospects - for example, a weekend program about the African American experience at the campus– as long as they are pen to all content, regardless of race. (See, for example, ACE at UC Davis, PIER at UCLA and the activities of San Diego's UJIMA Network.)

Targeted resource guides for URM prospects.
As part of a comprehensive program of outreach, the University may target or increase specific efforts to reach URM prospects. (See, for example, Black Book UC Santa Barbara.) Such efforts may be necessary to effectively reach certain groups or to level the informational playing field. Though such guides may be of particular interest to URM prospects, the information must be available to all interested individuals, regardless of race.

Assistance to external organizations' URM-targeted outreach.
Outreach programs that are run by non-University entities that are not bound by Proposition 209 may limit participation exclusively to URM prospects. For example, outside entities may provide funding directly to URM prospects to enhance University outreach, such as assistance with travel costs to attend University outreach programs. The University may provide routine assistance to such entities by, for example, providing lists of all consenting students with the desired characteristics, as long as it is not involved in selecting students to participate in these externally-run programs.

FINANCIAL AID AND OTHER FUNDING STRATEGIES

Support of scholarships for URM students that are funded by external sources.

Though Proposition 209 prohibits the University from basing funding decisions on a student's race or gender, it may provide assistance to non-University organizations that are not restricted in this manner. For example, the University may provide information, incidental logistical support, and access to campus facilities. Such assistance should be provided on a non-discriminatory basis, to organizations that are independent of the University, and the University should not be involved in selecting recipients of the funding. For further details, see *Financial Aid Guidelines For Compliance With Proposition 209*.

Funding targeted at students from particular local high schools.

As discussed above, the University may consider the racial or gender demographics of a school in deciding how to allocate its resources, as long as it does not consider an individual student's race or gender. Targeting funding assistance for schools with certain demographic profiles may open access to a more diverse pool of prospects.

Funding targeted at students with the potential for leadership in diversity.

The University may award funds to students who are likely to advance its commitment to diversity through demonstrated leadership on this issue, irrespective of a student's individual race. Such funding will help attract students with the interest and capacity to contribute to the University's diversity efforts.

RETENTION

University-run retention programs aimed at students from disadvantaged backgrounds, or based on other non-racial factors that may correlate with racial diversity.

Specifically targeting academic support services and other retention strategies to students from low-income or otherwise disadvantaged backgrounds, or based on other characteristics that may correlate with racial diversity, may also help to maintain racial diversity in the student body. See SAGE Scholars, Berkeley, SAGE Scholars, Irvine and Berkeley's Multicultural Immigrant Student Program.

Retention programs focused on the experience of URM students but open to all.

The University or student groups may provide support services that focus on the experience of URM students, to increase their chances of success at the University, if those services are open to all students. (See, for example, programs under the umbrella of UC Davis's Student Recruitment and Retention Center and UCLA's Student Retention Center.)

Assistance to external organizations' URM-targeted retention programs.

Retention programs run by non-University entities that are not bound by Proposition 209 may limit participation exclusively to URM students, and the University may provide routine assistance to such entities.

CAMPUS CLIMATE

Campus climate is critical to attracting and retaining all students, and URM students particularly. The University is committed to creating an environment of respect and inclusion (see University of California study results and summaries of recent campus climate efforts: *An Ethos of Respect and Inclusion*) and to understanding and improving the experience of URM students on campus, among other groups. Examples of measures that help improve campus climate include statements by campus administrators on the importance of diversity (see Chancellor Wilcox's *Campus of Respect Letter to the Community* at UC Riverside, The Principles of Community at UC Davis and the Advisory Council on Campus Climate, Culture & Inclusion at UC Irvine); convening discussions on issues related to diversity (For example, UC Merced's Engaged Seminar Speaker Series); creating an environment where students feel comfortable discussing their diverse experience; and incorporating diversity into curriculum and teaching approach. (See, for example, the curriculum highlighted in the Diversity @ UC Riverside student programs and Diversity @UCLA academic programs, the Diversity Certificate Program at UC Merced, the Diversity and Inclusion Certificate Program at UC Santa Cruz and *Living the Principles of Community online course* at UC Davis.)

Guidelines For Increasing Graduate Student Diversity

The recruitment and retention of diverse graduate students is fundamental to maintaining the University of California's reputation as a premier research and teaching institution capable of serving the needs of our increasingly diverse society. The success of a diverse graduate student body also reflects the University's commitment to equal opportunity in access to public education. Because graduate education is the gateway to career paths and leadership in many fields, including the professoriate, training a diverse graduate population supports long term goals for equal opportunity in the workforce and higher education.

Training a diverse graduate population supports long term goals for equal opportunity in the workforce and higher education.

While the enactment of Proposition 209 raised many questions about strategies for increasing graduate student diversity, there are many options for outreach, admissions, financial aid and retention programs (See, for example, UC Davis's Student Recruitment and Retention Center) that are fully compliant with Proposition 209 and that will serve the University's commitment to academic excellence and equal opportunity. Although the factors contributing to the underrepresentation of women and minorities in higher education are complex, efforts must be made to identify and eliminate barriers, both within the University and without, that prevent women and minorities from full participation in graduate degree programs.

LEADERSHIP

The commitment from University leadership is an important starting point for efforts to increase graduate diversity. (For example, see the University of California Diversity Statement.) Chancellors, Graduate Deans and other academic leaders may express their support for graduate diversity through their messages to the academic community and their commitment of resources to support graduate diversity. (For example, see the UC Merced Graduate Division Diversity and Inclusion message.) Strong leadership and active engagement can include support for specialized graduate diversity officers, (see UC Davis's Graduate Diversity Officers), the appointment of high-level graduate diversity advisory committees and fundraising efforts to support diversity initiatives. Campus strategic planning for diversity and requirements for annual reports on progress can support graduate diversity efforts. (See UC Berkeley's Strategic Plan for Equity, Inclusion, and Diversity.) A bold message from the top can attract more diverse graduate students and inspire institutional action at every level that will enhance academic excellence.

> The articulation of a department's commitment to diversity and equal opportunity is an important first step towards advancing diversity in graduate education.

THE DEPARTMENT MESSAGE

The articulation of a department's commitment to diversity and equal opportunity is an important first step towards advancing diversity in graduate education. Each department and school can engage faculty in a discussion of why diversity matters in its field and develop a statement that reflects its specific commitment. Engaging department members in this discussion promotes a deeper understanding of the value of diversity in graduate education. Including specific statements of the commitment to diversity prominently on all outreach and application materials sends a message to potential applicants that may enhance the diversity of the applicant pool. (See, for example, Diversity at UCLA – Chancellor's Statement.) Departments may develop a strategic plan for diversity and annual reports to provide a roadmap for implementation of their diversity commitment.

OUTREACH

Robust outreach efforts are critical to developing a diverse graduate applicant pool. Recruiting a diverse applicant pool requires a year round effort which can include mentoring programs for undergraduates (see UC Irvine's Summer Undergraduate Research Fellowship, SURF), professional networks with scholars from underrepresented groups, and faculty engagement with diversity outreach staff. There are many programs that provide research opportunities and career development for undergraduates from groups underrepresented in higher education. Students who have participated in academic enrichment programs such as McNair, UC Leads and summer research programs (such as UC Riverside's Mentoring Summer Research Internship Program, MSRIP) are excellent prospects for admission, as they are likely to be better equipped with academic skill sets and research experience necessary for success in graduate school. Comprehensive outreach efforts may include direct contacts with faculty and student participants in these programs to identify potential applicants.

Another effective strategy is to go beyond the 'usual' range of institutions from which the department recruits, with specific efforts to include minority-serving institutions such as Historically Black Colleges and Universities and Hispanic Serving Institutions, along with the general outreach activities. (For example, the UC-HBCU Initiative supports collaborative projects.) Cultivating scholarly networks with faculty from a wide range of institutions enhances research exchanges and creates opportunities for identifying a diverse pool of potential applicants. Departments may want to develop their own mentoring, career development or "visit" programs for undergraduates with the potential to contribute to diversity in the field. While these programs may not exclude any prospects on the basis of race, they may be targeted to students from educationally disadvantaged backgrounds and/or students with the potential for leadership in addressing equal opportunity in higher education. Departments and schools may seek funding from private foundations and federal grant programs such as the National Science Foundation's (NSF) Alliance for Graduate Education and the Professoriate (AGEP) and ADVANCE (women in science) programs. (For example, the Berkeley Science Network is funded by the National Science Foundation and the Kapor Center for Social Impact.)

ADMISSIONS

Admissions committees should reflect a diverse cross section of the faculty and include at least one member who is charged with providing leadership to the committee with regard to strategies for addressing diversity and equal opportunity in the selection process. Departments that lack sufficient diversity to compose a diverse admissions committee should consider using faculty outside the department or developing other alternatives such as engaging students or alumni to broaden the perspective of the committee and increase the reach of the selection process. Deans, department chairs and diversity officers should speak to faculty participating in graduate admissions regarding the role of diversity in the University's mission.

Participants in graduate admissions committees should be aware of research on unconscious or implicit bias and be familiar with practices that can minimize its impact on academic selection. (The AAMC provides a brief online training course on unconscious bias.) For example, selection procedures should ensure that applications are read by more than one committee member and that there is sufficient time spent on each application for a thorough review. Departments can approach the selection process in terms of building a cohort that will enhance the breadth of interests, experiences, and perspectives in the department. Departments can consider a wide variety of indicators in the evaluation of candidates, including potential for leadership and significant life experiences, rather than admitting students solely on a narrow range of traditional indicators. Over-reliance on GRE scores is one practice that may undermine diversity as inclusive excellence and equal opportunity in admissions procedures. Departments should review the relationship between GRE scores and student success in their field and ensure that the consideration of GRE scores is consistent with guidelines for appropriate use of the tests for admissions. (See, for example, *Guidelines for the Use of GRE® Scores.*)

Departments should review the diversity efforts of the admissions committee after each admissions cycle to assess results and consider lessons learned for future admissions cycles. Staff and faculty diversity advisors may be helpful in this process. Campuses may require departments to document efforts to ensure equity and inclusion in the graduate admissions process. Campuses also may assess departmental efforts towards graduate diversity as part of the periodic academic program review process.

VALUING THE POTENTIAL TO CONTRIBUTE TO DIVERSITY

The most effective strategy for selecting a diverse graduate student body is to recognize and reward candidates' potential for contributions to diversity and equal opportunity in their graduate careers. The University has a legitimate educational interest in evaluating how potential students may contribute to a rich, diverse campus environment and may consider how individual applicants' cultural experiences, backgrounds, and special talents would contribute to the department's excellence.

There are many examples of the types of scholarly activities that will promote the University's academic mission to advance diversity and equal opportunity. The selection criteria for the UC President's Postdoctoral Fellowship Program (PPFP) provide a blueprint for evaluating these contributions, including consideration of factors such as whether candidates have the potential to contribute to higher education through their understanding of the barriers facing women, minorities and members of other groups underrepresented in higher education, as evidenced by life experiences and educational background. Selection also may include consideration of applicants' records of academic service to advance equitable access to higher education for women, racial minorities and other groups in fields where they are underrepresented and applicants who have demonstrated significant academic achievement by overcoming barriers such as economic, social or educational disadvantage.

Criteria used to evaluate faculty contributions to diversity also may provide guidance for evaluating graduate student qualifications. The UC Academic Personnel Manual (APM) section 210-1-d provides explicit guidance including consideration of whether a candidate's research will advance our understanding of present-day societal issues related to gender, race, ethnicity and culture, and/or whether a candidate's demonstrated commitment to increasing access for individuals from groups underrepresented in their field as evidenced by the candidate's record of teaching and service. The UCOP ADVANCE PAID Program has posted extensive materials on this topic on its website, including *Guidelines for Evaluating Contributions to Diversity for Faculty Appointment and Promotion under APM-210*.

> Requiring diversity statements of all candidates reinforces the significance of the departmental commitment to diversity and may encourage a more diverse group of candidates to apply.

APPLICANTS' DIVERSITY STATEMENTS

In order to evaluate candidates' potential to contribute to diversity and equal opportunity as described above, the application for graduate admission must include a question asking candidates to address these issues. While it has been a practice to ask for this information from candidates wishing to be considered for diversity fellowships, it is important to ask all candidates for this information so that admissions committees have access to specific information about experiences and qualifications that may inform the selection decision. Requiring diversity statements of all candidates reinforces the significance of the departmental commitment to diversity and may encourage a more diverse group of candidates to apply.

FINANCIAL SUPPORT

Graduate financial support is an important factor in broadening opportunity in graduate education. Campuses may provide incentives in the form of increased levels of graduate support funds to schools and departments that recruit graduate candidates who will contribute to diversity. While graduate financial support may not be allocated on the basis of race or gender, levels of funding provided to departments and/or individuals may be structured to enhance recruitment of candidates who will contribute to diversity in accordance with the selection criteria discussed above. Campuses, schools and departments can develop carefully drafted criteria for financial support of students who will contribute to diversity in order to address the barriers that have prevented full participation of women and minorities in academic careers. (See, for example, UC Merced's Faculty Mentor Program.) Campuses also may dedicate development officers to engage in fundraising efforts targeted to provide financial support for diverse graduate students.

DIVERSITY IN THE CURRICULUM

Departments and schools may explore areas of research and curriculum that encompass topics that may be of particular interest to underrepresented minorities. For example, professional schools such as law, public policy and social welfare may develop joint degree programs with Chicano studies, African American studies and Native American studies programs to encourage student interests in these areas. (For example, UCLA School of Law offers a variety of joint degree programs.) Schools of Medicine may develop curricular programs addressing the needs of underserved communities, such as UC Irvine's Program in Medical Education for the Latino Community (UCI PRIME-LC). Campuses may develop organized research units to pursue scholarly exploration of topics such as race, ethnicity, gender, and multiculturalism. (For example, the UC MEXUS program at UC Riverside). Campuses may commit resources toward developing interdepartmental curriculum initiatives to address issues such as gender and race within the traditional disciplines. Such initiatives may support a diverse community of scholars who will contribute to the diversity and intellectual vitality of the campus community.

INCENTIVES FOR DIVERSITY EFFORTS

Providing incentives for efforts to advance the University's commitment to diversity and equal opportunity is another effective tool for advancing graduate diversity. Campuses may reward schools, departments and individual faculty for their efforts in admitting and retaining graduate students who will contribute to diversity. (For example, UC Berkeley sponsors the Chancellor's Award for Advancing Institutional Equity.) Incentives may include additional funding for departments and awards to individual faculty in the form of research funds, travel grants or course release in recognition of exemplary service towards diversifying the graduate pool. Structured incentive programs, such as the UC President's Postdoctoral Fellowship Hiring Incentive Program, have proven to be extremely effective at the University of California and are critical for translating aspirational values into action and results.

> Structured incentive programs, have proven to be extremely effective at the University of California and are critical for translating aspirational values into action and results.

ACCOMMODATING FAMILY NEEDS

Providing graduate students with necessary flexibility to accommodate family needs will contribute to graduate diversity through increased productivity and retention. Departments and faculty who work with graduate students should be fully aware of policies providing maternity and parental leave for graduate student parents. Campuses should consider developing policies that provide graduate students with the flexibility to take leaves or postpone academic milestones as necessary to accommodate family needs. (For example, UC Berkeley has a comprehensive policy supporting graduate student parents.) Campuses should make every effort to ensure that adequate childcare resources and facilities are available to graduate students. Graduate students should be informed of campus resources for graduate student parents and encouraged to request leaves, modified work schedules, or other accommodations as needed. Departments, research groups and faculty mentors should consider parental and other family care-giving needs of graduate students in scheduling meetings and other assignments.

COMPLIANCE WITH EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICIES

Even under Proposition 209, the University has an obligation to comply with State and Federal laws that prohibit discrimination on the basis of race, sex, color, national origin, and other protected categories. Campuses should ensure that there are readily available resources for graduate students to bring individual concerns or complaints regarding equity issues, and adequate protections against retaliation. Efforts to address graduate diversity support the University's obligation to meet legal requirements for equal opportunity in education.

CREATING A WELCOMING CLIMATE

Each campus may support graduate student diversity by making every effort to provide a scholarly and educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, or gender. Statements from the Chancellor and other academic leaders regarding the campus commitment to principles of diversity and equal opportunity support a welcoming campus climate. Departments can encourage and support interested groups that wish to sponsor speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity. (See, for example, the many programs sponsored by UC Davis's Office of Campus Community Relations.)

Maintaining an ongoing and civil dialogue at the campus level will provide a welcoming academic environment for women and minority graduate students. Such dialogue also will provide opportunities for input from a wide variety of persons including the campus leadership, faculty, staff, students, and community members. These discussions also may be introduced effectively on the campuses via the curriculum in a broad array of disciplines. (For example, see the UC San Diego Diversity, Equity and Inclusion requirement.) Exploring and implementing diversity in approaches to teaching and research can support educational diversity in the classroom and can assist departments in diversifying their graduate students. (For example, the American Cultures Engaged Scholarship program at UC Berkeley.) Campuses and departments may provide public and academic recognition to graduate students who make exceptional contributions to academic and educational diversity through their research, teaching, or other activities. (For example, see the UCSC Chancellor's Achievement Awards for Diversity.)

GUIDELINES FOR INCREASING FACULTY DIVERSITY

The recruitment and retention of a diverse faculty serves two fundamental academic values of the University of California. First, diverse faculty reflect a wide range of interests, abilities, life experiences, and worldviews that enhance the University's teaching, research and public service mission and contribute to its excellence. Second, diverse faculty reflect the University's commitment to equality of opportunity, ensuring that the University can serve the needs of our increasingly diverse society and fully utilize the intellectual resources embedded in that diversity. While the enactment of Proposition 209 raised many questions about the status of faculty diversity programs, there are many strategies in faculty hiring, promotion, and retention that are fully compliant with Proposition 209 and will serve the University's commitment to intellectual diversity and equal opportunity.

Increasing faculty diversity presents a multi-faceted challenge. Each field reflects distinct demographics with regard to the underrepresentation of women and minorities. For women, in many fields the data reflect adequate numbers of qualified women in the doctoral pipeline, yet fewer women entering into and advancing in the ladder rank faculty. Efforts must be made to identify and eliminate barriers, both within the University and without, that prevent women from succeeding in faculty appointments at the University of California. For minorities, in many fields the data reflect an under-representation of minorities pursuing doctoral education necessary to qualify for faculty appointments. This suggests that in addition to eliminating barriers in hiring and advancement, efforts must be made to enhance the success of minority students in undergraduate and graduate programs. For minority women, the intersection between these identities presents unique factors that must be addressed in any effective efforts to increase faculty diversity.

Diverse faculty reflect the University's commitment to equality of opportunity, ensuring that the University can serve the needs of our increasingly diverse society and fully utilize the intellectual resources embedded in that diversity.

LEADERSHIP

The commitment from University leadership is essential to efforts to increase faculty diversity. Chancellors, Deans and other academic leaders may express their support for faculty diversity through their messages to the academic community and their commitment of resources to support faculty diversity. (For example, see the University of California Diversity Statement and the UC Irvine Inclusive Excellence statement.) Strong leadership and active engagement can include the establishment of high-level academic appointments dedicated to faculty diversity (for example, UCLA's Office of Faculty Diversity and Development),

support for specialized faculty equity officers in schools and departments (for example, the UC Irvine ADVANCE program supports faculty equity officers in each school) and dedicated fundraising efforts to support faculty diversity initiatives. Campus strategic planning for diversity and requirements for annual reports on progress can support faculty diversity efforts. (See UC Berkeley's Strategic Plan for Equity, Inclusion, and Diversity.) A bold message from the top can attract and retain diverse faculty and inspire institutional action at every level that will enhance academic excellence.

> Valuing contributions to diversity will improve the campus climate for women and minorities, and promote equal opportunity for all members of the academic community.

VALUING FACULTY CONTRIBUTIONS TO DIVERSITY

The most important strategy for recruiting and retaining a diverse faculty is to recognize and reward faculty contributions to diversity and equal opportunity through their teaching, research and service. Valuing contributions to diversity will improve the campus climate for women and minorities, and promote equal opportunity for all members of the academic community. Coupled with incentives and rewards, valuing contributions to diversity will help the University meet the academic needs of future generations.

The UC Academic Personnel Manual (APM) section 210-1-d provides explicit guidance for the consideration of faculty contributions to diversity in appointment and advancement. In considering candidates for appointment, departments and search com-

mittees may consider whether a candidate's research will advance our understanding of present-day societal issues related to gender, race, ethnicity, and culture. Departments and search committees also may consider a candidate's demonstrated commitment to increasing access for individuals from groups underrepresented in their field as evidenced by their record of teaching and service.

There are many examples of the types of teaching, research and service that will promote the University's academic mission to advance diversity and equal opportunity. The UCOP ADVANCE PAID Program has posted extensive materials on this topic on their website, including *Guidelines for Evaluating Contributions to Diversity for Faculty Appointment and Promotion under APM-210.*

CANDIDATES' DIVERSITY STATEMENTS

In order to evaluate candidates' potential to contribute to diversity and equal opportunity as described in APM 201-1-d, some UC campuses are asking candidates to include a diversity statement in their cases for appointment or advancement. (See, for example, UC San Diego's description of candidate diversity statements.) These statements provide candidates with an opportunity to showcase their leadership and accomplishments in scholarly work, pedagogical techniques, outreach, mentoring and other types of engagement that may enhance the University's commitment to diversity.

Requiring such statements sends an important message to candidates and may increase the diversity of the applicant pools. Including such statements in faculty advancement cases provides an opportunity to compensate women and minority faculty for the often unrecognized burden of service and advising they experience due to their underrepresentation in the department or the field. The statements are essential tools for reviewers to have access to the information necessary to conduct a comprehensive and transparent evaluation of candidates' qualifications.

DIVERSITY PLANS AND ACADEMIC PROGRAM REVIEW

Many campuses are asking schools and departments to create comprehensive diversity plans that track demographic data for students, staff and faculty and describe the strategies for increasing diversity that can be implemented at the unit level. The process of developing such plans can engage department faculty in creative problem-solving around their unit's specific challenges with regard to diversity and representation. Substantive review and periodic updates of the plans provide an opportunity for measuring progress and holding academic leadership accountable. Incorporating this type of planning into the existing academic review process for each school and department is an excellent strategy for incorporating diversity into long-range academic planning and evaluation. For example, the UC Berkeley Academic Program Review Guide Appendix VII provides an outline for a departmental strategic plan for equity and inclusion to be included in the self-study. The quality of the diversity planning process and the commitment to significant efforts to promote diversity and equal opportunity may be a factor in the evaluation of deans and department chairs.

INCENTIVES FOR DIVERSITY EFFORTS

Providing incentives for efforts to advance the University's commitment to diversity and equal opportunity is another effective tool for advancing faculty diversity. Campuses may require schools and departments to submit diversity plans and reward units that recruit faculty who will contribute to diversity with incentives such as additional hiring opportunities (i.e., providing partial or full FTE's above the target number for the unit). Campuses may develop central pools of supplemental start-up funds for schools and departments that make offers to faculty candidates who will contribute to diversity. Campuses, schools and departments may also offer incentives such as research funds, course release or additional conference travel opportunities to individual faculty based on their record of significant leadership in advancing diversity and equal opportunity. Structured incentive programs have proven to be extremely effective at the University of California. The hiring incentive associated with the UC President's Postdoctoral Fellowship Program led to a significant increase in hiring scholars from this program into UC ladder rank faculty appointments.(For more information, see: *Growing diversity with a fast track to tenure*.) Structured incentives are critical for translating aspirational values into action and results.

FACULTY SEARCH PROCEDURES

Conducting faculty searches according to best practices for ensuring equal opportunity is another important tool for enhancing faculty diversity.

Conducting faculty searches according to best practices for ensuring equal opportunity is another important tool for enhancing faculty diversity. For example, the UCLA Faculty Search Committee Toolkit provides a comprehensive outline of best practices. Departments should understand that recruiting diverse faculty requires a year round effort including networking with and participating in the professional organizations of scholars from groups underrepresented in their field. Search committees should reflect a diverse cross section of the faculty and include at least one member who is charged with monitoring the search process for compliance with equal opportunity policies. Departments that lack sufficient diversity to compose a diverse search committee should consider using faculty outside the department or developing other alternatives to broaden the perspective of the committee and increase the reach of the search. Search committees should receive information on unconscious or implicit bias and understand the research on practices that will minimize its impact. (The AAMC provides a brief online training course on unconscious bias.) Campuses should require search committee briefings on best practices and ask for written search plans that include detailed descriptions of equity efforts for each search.

Efforts should be made to attract a robust pool of candidates that includes individuals from groups that are underrepresented in the field and in higher education generally. Position announcements should be drafted as broadly as possible with regard to field and should include language reflecting the department's interest in candidates who can contribute to diversity. If two or more recruitments in related fields are anticipated in the near future, departments should consider a single broadly drafted position announcement with the option of hiring more than one candidate or hiring the most exceptional candidate from this larger pool, regardless of field, and searching in the other field the following year. Campuses also may want to consider encouraging cluster hiring (see, for example, the UC Irvine High Impact Hiring Plan) and/or spousal hiring strategies (see, for example, the UC Davis ADVANCE Dual Career Hiring Initiative) that may contribute to attracting a more diverse pool of candidates to faculty positions.

EFFECTIVE USE OF SEARCH WAIVERS

Although open searches are an important component of equal opportunity, policies supporting the strategic use of search waivers can contribute to excellence and diversity in faculty hiring. Most campuses have written policies to support exceptional opportunities to hire faculty candidates outside of regular searches. Generally this strategy is limited to candidates who would be on the short list of top candidates if a search were conducted and who meet one or more of the following additional criteria: (1) the candidate offers unique qualifications and is highly sought after by competitor institutions; (2) the candidate is a partner or spouse of a ladder-rank faculty member being recruited or retained; and/or (3) the candidate has the potential to make a significant contribution to diversity and equal opportunity through teaching, research or service. Because outstanding scholars from groups underrepresented in higher education are frequently highly sought after by peer institutions and uniquely qualified to contribute to diversity and equal opportunity, the strategic use of search waivers may be effective for advancing faculty diversity. Search waivers are used by many campuses to facilitate hiring of current and former UC President's and Chancellor's postdoctoral fellows. The UC Berkeley *Search Waiver for Ladder Rank Faculty Appointments* is a good example of a comprehensive policy that can be used to promote excellence and diversity.

GROWING THE GRADUATE PIPELINE

Because the University of California grants a significant proportion of the nation's doctoral degrees, applying many of these same strategies to enhance diversity and equal opportunity in our graduate programs is an important long term strategy. Recognizing and rewarding graduate student candidates' potential to contribute to diversity can increase admission and retention of individuals from groups that have been historically underrepresented in higher education. As with faculty candidates, asking graduate school applicants for statements describing their potential for leadership in diversity sends an important message to potential applicants and provides review committees with the necessary information for a comprehensive evaluation. Providing incentives in the form of increased levels of graduate support funds to schools and departments that recruit graduate candidates who will contribute to diversity is another important tool. Campuses and departments can develop carefully drafted criteria for financial support of students who will contribute to diversity in order to address the barriers that have prevented full participation of women and minorities in academic careers. The UC President's Postdoctoral Fellowship Program provides a good example of selection criteria that recognize the contributions of diverse scholars.

COMPLIANCE WITH AFFIRMATIVE ACTION AND NON-DISCRIMINATION POLICIES

Even under Proposition 209, the University has an obligation to comply with affirmative action regulations for federal contractors that apply to all employment programs, including academic personnel. Federal affirmative action regulations and University policy require that all campuses develop and maintain a written affirmative action program covering staff, faculty, and all other academic employees. According to the Federal regulations, "an affirmative action program is a management tool designed to ensure equal employment opportunity." (41 C.F.R. 60-2.10(a)(1)) A central premise of the Federal affirmative action requirements is that absent discrimination, over time, the demographic profile of employees generally will reflect the gender, racial, and ethnic profile of the pools from which the employer recruits and selects. Faculty affirmative action programs should contain a diagnostic component which includes quantitative analyses and an action-oriented component which includes specific practical steps designed to address problem areas identified by the diagnostic analyses.

Effective faculty affirmative action programs also include internal auditing and reporting systems as a means of measuring progress toward achieving a faculty that generally would be expected in the absence of discrimination. Additional information about affirmative action regulations as applied to faculty can be found in the *UC Guidelines on the Recruitment and Retention of Faculty*.

Federal affirmative action regulations require the University to collect demographic information on employees and candidates for employment, and to conduct statistical analyses of hiring, promotion, separation and compensation. Consistent with these regulations, campuses should review each faculty search to compare the demographic profile of the applicant pool with that of the pool of potential applicants and ask for additional recruitment efforts if the applicant pool is not representatively diverse. The University also has an obligation to comply with State and Federal laws that prohibit discrimination on the basis of race, sex, color, national origin, and other protected categories. Efforts to address faculty diversity support the University's obligation to meet legal requirements for affirmative action and equal opportunity.

ADDITIONAL TOPICS[2]

Supporting Faculty Retention

In addition to active recruiting during the hiring process, campuses should be vigilant to identify retention problems that may have a negative impact on faculty diversity and equal employment opportunity. Campuses should have procedures for periodic pay equity reviews and career reviews to ensure that all faculty are equitably compensated and are appointed at the appropriate rank and step consistent with their academic accomplishments. (For example, see the UC Davis career equity review process.) Another effective equity tool is to conduct exit interviews with departing faculty, including minorities and women, to determine why they are leaving the University. This provides an opportunity for understanding obstacles to retention and designing effective responses to identified problems. Campuses that conduct exit interviews should make every effort to address problems identified in the interviews and document the results of those efforts. Campuses also may want to interview faculty who have been successful in obtaining tenure or who have remained with the University for a long period of time, in order to identify factors that contributed to successful faculty careers. Campuses may enlist senior faculty members in developing and implementing successful retention programs.

Faculty Mentoring

Mentoring is an important part of an effective campus retention program. Mentoring is important for faculty at all stages of their careers to help them advance their scholarship and be connected to the larger campus community. In addition to informal mentoring, campuses may organize formal mentoring programs (for example, the UCLA Council of Advisors provides career advice to assistant professors) and conduct workshops for faculty to address topics such as navigating the tenure and promotion process, balancing family with academic careers, and developing scholarly networks. These programs will contribute to the success of all faculty, but may be especially important to women and minority junior faculty who may not otherwise be a part of informal campus support networks. In addition to general mentoring programs, departments should ensure that department chairs are engaged with guiding faculty on merit and promotion cases and supporting faculty productivity. Departments also should be attentive to supporting faculty involvement in research collaborations and departmental social networks. Cross campus research initiatives may enhance the likelihood of peer support for women and minority faculty who may be isolated in their fields. Many campuses participate in external programs for faculty mentoring and career development, such as the National Center for Faculty Development and Diversity that can support faculty throughout their careers.

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[2]Text adapted from the *UC Guidelines on the Recruitment and Retention of Faculty* at:
http://www.ucop.edu/academic-personnel-programs/_files/documents/affirmative.pdf

Creating A Welcoming Campus Climate

Each campus may promote faculty diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming and supportive of all participants, regardless of their race, color, ethnicity, or gender. Campuses can further such an environment by encouraging faculty to be aware of and work to mitigate their own implicit biases and by encouraging a collegial culture that respects the unique perspectives and academic contributions of all faculty. Annual statements from the Chancellor regarding the campus commitment to principles of equal opportunity in education and employment support an effective campus diversity program. Campus leaders can make similar public statements declaring their support for the value of diversity in the educational community. Campus faculty and academic administrators can encourage and support interested groups that wish to sponsor speakers, discussions, and other educational events to discuss questions of affirmative action, diversity, and equal opportunity. (See, for example, the many programs sponsored by the UC Davis Office of Campus Community Relations.) Maintaining an ongoing and civil dialogue at the campus level will provide a welcoming academic environment for women and minority faculty. Such dialogue also will provide opportunities for input from a wide variety of persons including the campus leadership, faculty, staff, students, and community members. These discussions also may be effectively introduced on the campuses via the curriculum in a broad array of disciplines. (For example, see the UC San Diego Diversity, Equity and Inclusion requirement.) Exploring and implementing diversity in approaches to teaching and research can support educational diversity in the classroom and can assist departments in diversifying and strengthening their faculty. (For example, the American Cultures Engaged Scholarship program at UC Berkeley.) Campuses may provide public and academic recognition to faculty who make exceptional contributions to academic and educational diversity through their research, teaching, or service activities. (For example, UC Berkeley supports the Chancellor's Award for Advancing Institutional Excellence.)

Faculty Development Programs

Many campuses have faculty development programs designed to assist junior faculty in their progress toward tenure. These programs provide financial support and/or release time to support research. (See, for example, the UC Irvine Spirit Grants for Inclusive Excellence.) University policy prohibits the consideration of race or gender as a factor in determining eligibility for these programs. However, these faculty development programs may promote academic and educational diversity by rewarding faculty who are engaged in research focused on issues such as race, ethnicity, gender, and multiculturalism, and/or by allocating resources to faculty who have demonstrated a commitment to increasing the representation of students from groups that are underrepresented in their field as evidenced by their record of teaching and service. For example, faculty development programs may reward faculty who have engaged to a significant extent in outreach, recruitment, and retention activities such as counseling, tutoring, or mentoring for educationally underrepresented students. Such programs also may reward faculty who have exhibited leadership in developing pedagogical techniques designed to accommodate diverse learning styles and promote welcoming classroom environments for students from culturally diverse groups, and/or faculty who have made exceptional contributions to campus diversity through their departmental service.

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Monitoring Pay Equity

Equitable pay practices are important to retain faculty and maintain equal employment opportunity. Campuses should conduct periodic summary level salary reviews to ensure that faculty compensation practices do not reflect disparities on the basis of race or gender. (For example, UC Irvine conducts annual faculty pay equity analyses.) If problem areas are identified, campuses should investigate individual cases and ensure that salary levels are based on legitimate, documented academic considerations. Campuses should implement effective career review procedures that allow faculty members to have their academic personnel files reviewed for placement at the appropriate rank, step, and salary. (For example, see UC Davis career review policies.)

Accommodating Family Needs

Providing faculty with necessary flexibility to accommodate family needs will contribute to faculty diversity through increased productivity and retention. Campuses should ensure that all deans and department chairs understand the University's policies concerning leave and modified duties to accommodate faculty with parenting related needs. (See UC's family friendly policies.) Campuses should make every effort to ensure that adequate childcare resources and facilities are available to faculty. Departments may explore permanent or temporary part-time appointments for faculty that desire such arrangements. Faculty should be informed of their options under University policies and encouraged to request leaves, modified work schedules, or other accommodations as needed. Departments also should consider parental and other family care-giving needs of faculty in scheduling department meetings and service assignments. In short, campuses should endeavor to create a climate that respects faculty members' different needs for work/life balance and that does not penalize or stigmatize those who take advantage of family friendly policies.

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SUBJECT INDEX