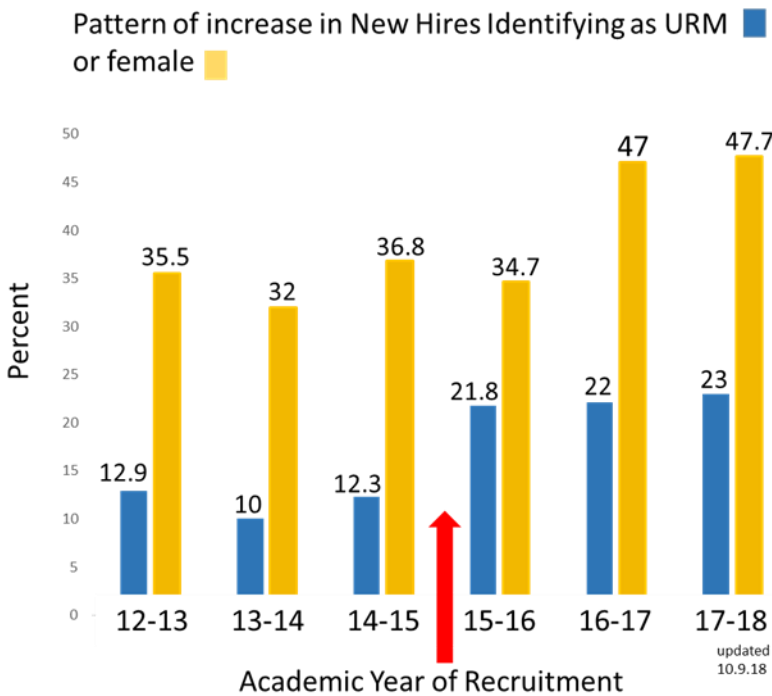


Assembly Committee on Higher Education. Testimony from Ameae Walker, Vice Provost for Academic Personnel, University of California, Riverside.

UC Riverside has long prided itself on the diversity of its student body. In terms of those historically underrepresented, 45% of the undergraduates in Fall of 2017 identified as belonging to an underrepresented group (Hispanic/Latino, Black/African American or Native American/Alaskan Native). However, diversity among the faculty and the richness of experience that results from such diversity and benefits both students and other faculty lags far behind. To try to increase diversity of the faculty, a number of initiatives were implemented in the second half of the 2014-2015 academic year, with the results first appearing during the 2015-16 hiring cycle. The red arrow separates the before and after cohorts. Our focus was on making a difference rather than implementing each initiative individually in order to study which was most effective. Before explaining what we did, let's look at the results.



The graph to the left shows the percentage of faculty hired during the last six academic years who identify as underrepresented (blue bars) or as female (gold bars). As you can see, newly hired faculty who identified as underrepresented ranged from 10-13% prior to the interventions and this percentage approximately doubled after the implementation point. There was no immediate change in the percentage of those who identified as female, but after another year of effort, the percentage of newly hired faculty who identified as female rose from 32-37% to 47%.

### So, what did we do?

1: There was a strong, consistent message from campus leadership.



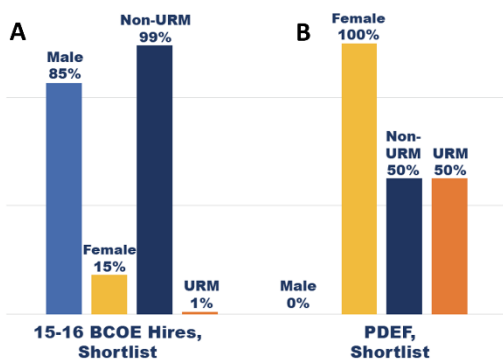
One cannot visit any part of UCR's web presence without it being clear that UCR values diversity in its students, staff, faculty and leadership. The most visual manifestation of this comes from the composite image of senior leadership.

2: Faculty hiring advertisements placed deliberate emphasis on diversity/inclusion and peer-based merit review in advertising by including two phrases: “UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification.” And “Advancement through the faculty ranks at the University of California is through a series of structured, merit-based evaluations, occurring every 2-3 years, each of which includes substantial peer input.” It was anticipated that UC’s peer evaluation process for merits and promotions would be more appealing to candidates from groups we were trying to encourage to apply.

3: We required a Contribution to Diversity Statement from all candidates. In a Statement of Contributions to Diversity, we ask applicants to describe their past and potential future contributions to promoting a diverse, equitable, and inclusive environment, which is a key requirement of the role of every faculty member at UCR. There are numerous ways to contribute, and a commitment to this part of our mission can be reflected through research, teaching, supervision, mentoring, community engagement, service, and any of the other varied activities that are a part of an academic career.

4: We required all search committee members to take an online course governing the expectations and legalities of affirmative action given proposition 209 and an in-person interactive 1½ hour workshop focused on the philosophy behind the initiative, how to recognize and overcome implicit biases and how to evaluate the contributions to diversity statements. We also developed and distributed a Best Practices in Hiring Handbook. At these workshops, we also emphasized the tremendous talent pool found within the Chancellor’s and President’s Postdoctoral programs. These interactive sessions expose faculty to ideas very different from their own. The sessions vary tremendously in how the audience reacts, but some of the most controversial might actually be the most beneficial. While it would be naïve to suggest that there are any immediate conversions, the sessions often wrap up with a sense that some progress has been made; at the very least, we have stirred up some thought. At the same time, those who felt the workshops were not necessary given UCR’s successes in this area, have become inspired to help overcome the prejudices they have heard. We have now reached >40% of the ladder faculty through these workshops.

5: We implemented a UCOP-funded program in engineering in 2016-17. This was a highly successful program and allowed us to illustrate how changes in recruiting practices can influence the pool of qualified candidates. It thus had a much broader impact on the campus than would be expected from the actual number of hires (3 faculty members, of whom 2 identified as URM and 3 as female).



To illustrate the broader impact, the figure to the left has two parts. Part A shows the shortlist of applicants for faculty positions within the Bourns College of Engineering (BCOE) for searches run in the traditional manner during the 2015-16 academic year. Part B shows the short list from the same year after implementation of a new initiative that was part of the funded program – that of reviewing only the Contributions to Diversity Statement and the statement about their past and future research before looking at the rest of the file. This process brings to the fore those with

excellent research ideas who will contribute to the mission of UCR who may otherwise have been missed by tendencies of review committees to rely on academic pedigree and other proxy measures of quality.