

## **DIVERSITY LIAISON RESPONSIBILITIES**

Each 2008-2009 faculty recruitment search committee has been asked to identify a diversity liaison. The diversity liaison should focus attention on three key areas: outreach, application review, and the campus visit.

### **Outreach**

#### Position Announcements

- Include required EEO/AA language. All announcements for faculty positions should state that the University is an “Equal Opportunity/Affirmative Action Employer.”
- Include additional language reflecting the department’s interest in attracting applicants whose teaching, research or service may contribute to the academic diversity of the campus.
  - “The department is particularly interested in candidates who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for disadvantaged students.”
  - “Candidates are invited to describe previous activities mentoring women, minorities, students with disabilities or other under-represented groups.”

#### Advertisements

- Collaborate with the committee chair, other members and department staff to identify multiple venues where positions can be advertised. Include all available avenues for publicizing faculty positions: national publications, personal contacts, listservs, mailing lists, professional and academic conferences, and Web sites.

#### Inclusive Recruitment

- Ensure that, if available, discipline-specific venues that target under-represented groups are included when advertising and promoting available positions. Examples: IEEE Women in Engineering, Black Ph.D./Ed.D., SACNAS

#### Proactive Informal Outreach

- Write letters and/or make phone calls to colleagues asking about promising candidates; specifically inquire about promising women and minority candidates.
- Attend conferences or other academic meetings to recruit or network with potential candidates; make a specific effort to attend conferences or meetings attended primarily by women and minorities in the field.

### **Application Review**

#### Screening Criteria

- Prepare written deselection documents that describe the reason(s) for rejecting applicants.
- Look beyond traditional job experiences, direct career path, etc. to assess skills and competencies.

#### Monitor Selection Process

- Require applications to be read by more than one person, preferably with diverse perspectives, to minimize the possibility that qualified candidates may be overlooked.

#### Contributions to Diversity Statements

- Review (and, if necessary, bring to the rest of the committee’s attention) applicants’ contributions to diversity and involvement with diverse groups as described in their submitted statements.
- Use the added diversity related criteria to determine the candidates who are engaged in research, teaching and service that advances the understanding of issues such as race, ethnicity, gender and multiculturalism as they intersect with traditional academic fields.
- Research -

- Serves curricular needs for addressing present-day societal issues related to gender, race, ethnicity, and culture
- Examines socio-economically or politically disadvantaged groups in areas such as community development, public health, urban affairs, social justice or educational reform
- Teaching and/or Service – Demonstrated commitment to issues of social, educational and economic disadvantage. For example:
  - Mentoring (formal and informal)
  - Outreach
  - Tutoring
  - Developing pedagogical techniques designed to accommodate diverse learning styles and/or promote welcoming classroom environments for students from culturally diverse groups
  - Promoting equal access for underrepresented students or increasing understanding of the dynamics of race and gender in society

### **Campus Visit**

#### Prior to Visit

- Ask all candidates whether they would like to meet with any particular person or group when they come to campus.
- Describe the multicultural nature of the program (if applicable) and the diverse student body to potential candidates.

#### During Visit

- Describe interdisciplinary opportunities at UCSC that enable minority and women scholars to connect productively with others across department lines.
- Provide candidates with opportunities to meet with women and minority scholars from a range of departments.
- Make sure that interviewees have a chance to talk to minority and female students in the program.

#### Cultural Bias

- Be aware that the structure of the interview itself is a construct of UCSC culture that reflects certain values and expectations for behavior. Even though the candidate may have been informed about the interview process, s/he may not be familiar with the subtle hierarchy of values and expectations that govern interactions during an interview.

#### Assessing Multicultural Competence

- Definition: Possessing a set of skills, knowledge, behaviors, attitudes and policies that enable an individual, organization or system to work effectively in cross-cultural situations and with members of subcultures.
- Do not make assumptions; ask specific questions.
- Ask candidates to describe their actual experiences rather than asking hypothetical questions.
  - What, if any, has been your experience working or living with people of diverse ethnic and cultural backgrounds?
  - What have you done that required communicating with people whose first language was not English? What do you think is important to be aware of in communicating with non-native speakers?