April 9, 2012

Deans and Chairs
University of California at Berkeley

Dear Unit Head,

This letter is to either thank you for already having appointed or remind you of the need to appoint an Equity Advisor for your unit (by submitting the relevant signature page to the Graduate Division). The department can appoint one Equity Advisor, whose duties are explained below, or may appoint a general Equity Advisor and one specialized for graduate admissions and retention. The latter case may apply in large departments; please be clear who is being appointed to each position in that case.

Service as an Equity Advisor

Equity Advisors may be a single individual or the Chair of a committee of individuals in an academic unit. Equity Advisors are active Senate members at either the associate or full professor level, designated by the department chair or dean (exceptions can be approved by the Vice Chancellor for Equity and Inclusion). When a workload will be too high for an individual, the unit should distribute it to others under the guidance of the Equity Advisor. Service as an Equity Advisor (or on a committee chaired by one) counts towards promotion and merit. This particular service is recognized explicitly in APM 210-d in the area of advancing the institutional diversity agenda. Ideally, Equity Advisors will serve for several years to take advantage of their growing experience in these complex matters. Equity Advisors may serve on admissions or search committees, but the only requirement is that they have sufficient contact with such committees to ensure that their knowledge is put into practice.

The primary duties of Equity Advisors lie with faculty hiring and advancement and graduate recruitment and retention. Annual workshops provide Equity Advisors with information about effective practices in recruitment and retention, legal issues, faculty search assistance, graduate fellowships, new programs, as well as an opportunity to learn from each other. A website with many resources is available. The Vice Chancellor for Equity and Inclusion will coordinate with the Office for Faculty Equity, the Senate Committee on the Status of Women and Ethnic Minorities, and the Graduate Division to provide information, advice, and assistance to the Equity Advisors.

Roles of the Equity Advisor: The role of an Equity Advisor is to ensure that equity and inclusion are considered in all aspects of the academic unit’s functions. The following are guidelines on how the Equity Advisor can support the academic unit in achieving its inclusion goals.

1. Strategic Planning:
   - Participate in the strategic planning process for the academic unit, making sure that diversity is a meaningful and active part of the plan, with objectives and assessments of success. Assist the unit in carrying out relevant actions suggested as a result of the latest departmental review process, or in aid of its strategic plan.

2. Faculty Recruitment, Advancement and Retention:
   - Provide advice as needed to the chair/dean and to the search committee(s) to ensure that diversity is being considered pursuant to policy and that proactive and inclusive search practices are used for recruiting and selecting new faculty. The President’s and Chancellor’s Postdoctoral Programs have particularly attractive pools.
   - Review the department’s search plan, demographic diversity of the availability pool, the applicant pool, the candidates selected for interviews, and the faculty in the academic unit. When necessary, work with the academic unit and with support from the Office for Faculty Equity and the Vice Chancellor for Equity and Inclusion toward full utilization of availability pools and best search practices.
• Provide assistance to the chair/dean to ensure equity in advancement and retention. Work with the department and individuals to see that effective advice and mentoring is available. Work with faculty on strategies for professional development.

• Assist faculty in presenting effectively diversity work they may have done in their merit/promotion cases (see APM 210-d).

3. Graduate Student Admission and Advancement:
• Consult with the graduate admissions committee to: (1) confirm that diversity is being considered and that proactive practices are used for recruiting and selecting new graduate students, (2) follow-up regarding specific student admission cases as necessary, and (3) request additional admissions allocations to increase departmental diversity.

• Provide assistance to the academic unit: (1) to make sure qualified students are nominated for diversity fellowships or other forms of support, (2) to encourage faculty participation in the fellowship committee. You will need to sign either the nomination memo or the Fellowship Summary Nomination Form, should you be nominating any students for diversity fellowships. If your signature is not on the form, the nomination will be rendered invalid.

• Review the demographic diversity of the availability pool, the applicant pool, the admitted pool, and the graduate students in the academic unit. Present a report on the review to the faculty in the academic unit. Work with the academic unit, the disciplinary Diversity Director (where one exists), and the Graduate Diversity Program toward full utilization of talent pools.

• Be a resource to the chair/dean to best ensure that all graduate students are making adequate progress and receiving the attention they need. When necessary, work with the academic unit and with support from the Graduate Diversity Program in resolving any issues.

4. Climate of Inclusion:
• Help to foster a hospitable environment for welcoming and socializing new staff, faculty, and graduate students to the academic unit by being aware of and promoting best practices.

• Work with staff, faculty, and students to ensure that intra-academic unit policies, practices, and procedures foster a friendly, fair, and professional environment.

• Serve as a resource for addressing equity and inclusion issues that affect the unit’s cultural climate. Consult with the chair/dean, Division of Equity and Inclusion, or appropriate campus officers when necessary to deal with challenging problems.

• Review climate survey and other relevant data when available. Report on such data to the faculty in the department/school. Help formulate and participate in plans for change.

With Regards,

[Signature]

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Vice Chancellor – Equity and Inclusion

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Successful Strategies by Faculty Equity Advisors to Improve Departmental Diversity

- Professor Ori Ganor, and Professor Frances Hellman, Dept. Chair: Physics

Faculty Searches
a. We spend considerable efforts to increase the pool of applicants by placing the ad on websites and mailing lists of various diversity related professional organizations such as the National Society of Black Physicists, the Society for Advancing Hispanics/Chicanos and Native Americans in Science, the National Society of Hispanic Physicists, and the American Physical Society's Committee on the Status of Women in Physics. We also take advantage of a service by the American Physical Society that maintains a roster of women and under-represented minorities in physics.
b. We send an email to all faculty asking if they know of specific candidates that can contribute to diversity, and if so, to encourage them to apply.
c. We review the list of past and present Chancellor and President postdoctoral fellows who are eligible for the faculty hiring incentive, and if promising candidates are identified we encourage them to apply.
d. The equity advisor meets with the search committees and reviews selected recommendations from the "UC Berkeley Faculty Search Guide" (published by the Office of Faculty Equity) and from the "Tips for Recruiting and Hiring Women and Minorities" (published by the American Physical Society). We emphasize the need to have a broad search, screening to include (rather than exclude) candidates, and more. In addition, every search committee has a designated member who is in charge of diversity matters.

Climate for Women and Underrepresented Students
a. We periodically meet with representatives of student organizations that promote diversity to assess the climate of women and of under-represented minorities in the department.
b. We have recently started working in collaboration with the Office of Climate and Compliance on education for sexual harassment prevention. Maria Padilla gave two presentations on the subject, and we plan to have one presentation every semester. We are also checking with women graduate students (especially if they are an only woman in a research group) about their work environment.

- Professor Patricia Ba quedano-Lopez: Education

I was equity advisor a while back in 2007, before there were more organized activities for the EA's (but we did have the Equity Advisor Workbook). I recall I consistently did two things; maybe they're strategies, nothing big:

—Having one-page handouts that I delivered during faculty meetings, and in particular, at search committee meetings. I made a point to speak about those handouts and have this be an item on
the agenda. I resist printing for environmental reasons, and some of this material was online, but there is something about the materiality of paper when dealing with difficult topics that makes people pay attention. I had a one-pager on search procedures, bias, and examples of inappropriate references to refer to historically underrepresented minorities in the academy, as well as simple graphs I printed from Angy Stacy's office (Associate Vice Provost for Faculty Equity), on different types of inequities. The strategy was to present little spurts of diversity information at a time.

—The other strategy was to be in frequent communication with Angy Stacy (who, for me, was the go to person), and communicate to my colleagues that I was checking back and forth between her office and the GSE. This enabled me to make the Equity Advisor part of an official, institutional effort, especially if the EA is a person of color (since there's often suspicion that we are making up this stuff on diversity, as was hinted more than one time when I was EA).

The convergence of initiatives, new EA roles, and increased faculty awareness was instrumental to diversify our faculty at the GSE. In a period of two years or so we hired five faculty of color.

- **Professor Marcial Gonzalez: English**

This was my first year serving as the Faculty Equity Advisor in the Department of English. Our department has been fairly successful in working to create a climate of inclusion and to ensure that diversity and equity are considered in all of our programs, but there is still room for improvement. As the department’s Faculty Equity Advisor, I was involved this year in graduate student admissions, faculty recruitment, faculty tenure and promotion cases, and strategic planning. To accomplish these tasks, I sat on several departmental committees, including the Advisory to the Chair Committee, the Graduate Admissions Committee, the Graduate Program Committee, and the department’s two faculty search committees: Asian American literature, and 20th-century Irish/British Modernism. I also met individually with all junior faculty undergoing a midcareer or tenure review. I believe our greatest success this year was in graduate admissions since our cohort of admits was the most diverse group that our department has admitted in several years. With the assistance of Josephine Moreno, the L&S Graduate Diversity Director for the Arts & Humanities, I advocated for graduate applicants who otherwise might have been overlooked in the normal selection process. The English Department Graduate Student representative for Equity and Inclusion has also assisted in the recruitment of prospective diversity students.

- **Professor Paul Fine: Integrative Biology**

*Faculty Searches*

I try to meet with search chairs to help with the job ad and to make sure all of the new procedures and strategies are employed. Also, the anonymous survey about diversity that we did
in a faculty meeting brought this issue to a discussion with resulting consensus in the Dept that increasing diversity was a goal that (almost) all of us thought was important.

**Graduate students**

We have worked to increase our presence at recruiting conferences, made contacts at SFSU, worked to make sure no diverse applications slipped through the cracks (my committee reads all diversity applications and tries to match them up with faculty who share similar interests), and work with these faculty to make the best nominations possible for Diversity fellowships. We have also partnered with the Biology Scholars Program and their IMSD/MARC programs to help recruit and retain URM students.

Many of these efforts are described in more detail in the strategic plan document that we submitted to the VCEI office. I can send a pdf or word doc of this document if anyone would like to see it or use some of the text.

- **Professor from an Anonymous Department**

  An equity advisor should feel free to speak directly with Gibor Basri (Vice Chancellor for Equity & Inclusion) and Sheila O’Rourke (Director of Faculty and Postdoc Diversity) regarding any concerns about questionable politics going on in their schools and departments. For example, I voiced concerns to them about offensive politically charged comments and manipulations among faculty in my own department related to a search. I’m certain that having them involved, along with Angy Stacy was very helpful to the process and outcomes.

- **Professor Lisa Pruitt: Mechanical Engineering**

  We focused on improving climate within the Department to help build diversity. We developed an internal committee comprised of students, faculty and staff to help build programs for outreach, community development and diversity. Having students on the committee is key—as they are the true pulse of the Department. We held open climate conversations in the form of student-faculty dinners that focused on issues associated with underrepresented groups. This worked because students could openly express concerns and we could develop a plan of action for the Department. We also sponsored a number of outreach activities (Engineering for Kids Day, Society of Women Engineers/Graduate Women in Etcheverry events, Berkeley Engineers and Mentors outreach programs, etc.) to build community within the Department.

- **Professor Candi Yano: Industrial Engineering, Operations Research**

  When recruiting both graduate students and faculty, I make it a point to have them meet or talk to some people with whom they share common characteristics (e.g., gender, ethnicity, cultural background, etc.). Although Berkeley is quite diverse at an aggregate level, within each program, the level of diversity is not necessarily very high. Helping candidates to see that there
are others like them tends to provide a level of comfort which is difficult to provide in any other way. This is especially important in recruiting women faculty in fields with relatively few women.

- Professors Bonnie Wade and Jocelyn Guilbault: Department of Music

(Having hired two diverse faculty members in their last search.)

No mystery about how we did it: determination, persistence, and genuine support from the whole faculty. Taking steps to advertise positions in as many likely fruitful places as possible (a Guilbault project); all that has changed since, of course, but the process remains viable. I also served on the composer search committee...