

Faculty Search Workshops

AY 2025-26

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Workshop topics

Recent updates

Unchanged policies/practices

Additional information is available elsewhere for first-time search committee members



Relevant federal and state laws, federal executive orders, federal and state regulations

Federal

- Title VII of the Civil Rights Act *unchanged*
- Executive Order 14173 *newly issued*
- Executive Order 11246 *rescinded*

State

- Proposition 209 *unchanged*
- Fair Employment and Housing Act (FEHA) *unchanged*
- California code 11103 *unchanged*
- SB 791 & AB 810 *newly issued*
- SB 1162 *unchanged*

Federal

Title VII of the Civil Rights Act *unchanged*

- Requires that the University provide equal employment opportunities and nondiscrimination in faculty search processes

Executive Order 14173 (“Ending Illegal Discrimination and Restoring Merit-Based Opportunity”) *newly issued*

- Requires that the University’s faculty search processes follow Title VII in nondiscrimination

Executive Order 11246 *rescinded*

- The University no longer conducts outreach to individuals based on their identity, whether or not groups that share that identity are underutilized in our academic positions

State

Proposition 209

unchanged

- Requires that the University not base any search evaluative decisions or processes on identity characteristics

California Fair Employment and Housing Act (FEHA)

unchanged

- Requires that the University provide equal employment opportunity and nondiscrimination in faculty search processes

California code 11103 (Nondiscrimination Program)

unchanged

- Requires the University to identify policies or practices that inhibit equal employment opportunity, and seek to correct them

SB 791 & AB 810

newly issued

- Requires the University to conduct reference checks for final candidates regarding administrative or judicial decisions related to misconduct in current or previous positions

SB 1162 (California Pay Transparency Act)

unchanged

- Requires the University to display the salary range that it reasonably expects to pay

Unchanged UC Systemwide and UC Berkeley policies and principles

UC Anti-Discrimination Policy

"The University of California is committed to maintaining a community (...) where all people who participate in University programs and activities can work and learn together in an atmosphere free of discrimination, harassment, and retaliation."

UC APM 210-1-d

"Contributions in all areas of faculty achievement that promote diversity, equity, inclusion, and belonging should be given due recognition in the academic personnel process..."

UC Regents Policy 4400

"[the University of California] must seek to achieve diversity, inclusion, and accessibility among its student bodies and its employees."

Berkeley Principles of Community

"We recognize the intrinsic relationship between diversity and excellence in all our endeavors."

UC changes to assessment of faculty contributions to diversity, equity, inclusion and/or belonging



Regents Decision

March 19th, revised March 20th

No standalone application documents on contributions to diversity, equity, inclusion, and belonging are allowed

UCOP FAQs

March 27th

Additional, much more extensive changes to search processes

Broad collaborative engagement

- Campus Counsel
- Provost
- Vice Provost for the Faculty
- Associate Vice Provost for the Faculty
- Budget Committee Chair
- Chair of the Academic Senate
- Interim Vice Chancellor for E&I



Outcomes related to diversity, equity, inclusion, and belonging reflect the successful impact of institutional policies; faculty, staff, and student efforts; and a campus culture and climate that contributes to a university *where all members can thrive and contribute fully.*

Diversity means the university community reflects and includes a broad range of identities, backgrounds, experiences, and perspectives among students, faculty, and staff.

Equity indicates that individuals have access, without structural issues or barriers, to opportunities, resources, and support—resulting in reduced disparities in achievement, representation, and advancement.

Inclusion is realized when all members of the university feel respected, valued, and actively engaged in academic and community life, regardless of their background.

Belonging is achieved when individuals experience authentic connection, safety, and affirmation within the university environment, leading to a sense of being an integral part of the campus community.

Faculty contributions to diversity, equity, inclusion, and belonging



Are

- Actions, activities, efforts that are **part of the duties of the faculty job**
- Focused on supporting the thriving and success **of all groups**
- **Supported by federal and state laws, UC policies, Berkeley Principles of Community**



Are not

- **Proxies** for particular viewpoints
- **Preferences** for individuals who hold particular identities
- A **political** tool
- An **acronym** with a singular meaning
- **“Activism”**
- Another way of saying **“service”**

New UC Regents decision and UCOP

FAQs guidance

Don't

- Contributions to “diversity, equity, inclusion, and belonging” **cannot be a standalone criterion**
- Candidates **cannot be required or compelled to write or speak** about contributions to diversity, equity, inclusion, or belonging in application materials, interviews, job talks, or other parts of campus visits

Do

- Committees **can provide guidance to candidates** about how to speak, *if they wish*, to their contributions to diversity, equity, inclusion, and/or belonging in research, teaching, and service
- Contributions to diversity, equity, inclusion, and/or belonging **must be clearly defined in relation to the duties of the job** (in preferred qualifications, selection criteria, and evaluation rubrics)
- Contributions to diversity, equity, inclusion, and/or belonging **can be considered in the assessment** of research, teaching, and service when they are clearly defined, and **these contributions should be given due recognition**, per the Academic Personnel Manual (APM 210 1-d)

Updated guidance for senate search processes

Selection
criteria and
rubrics

Outreach

Interviews

Department
discussions

Job
advertisement
language

Evaluation
processes

Campus visits

Search committee
narratives/reports

Roles and Responsibilities

The search plan is not an administrative exercise; it's a roadmap that the department commits to for the entire search process

Search Committees

Describe the position, define the qualifications and selection criteria, and develop the evaluation process

AP Analysts

Advise on whether the proposed search plan follows campus policies, and input the plan in AP Recruit

Reviewers

Academic reviewers: Confirm that the plan aligns with the FTE and agreed upon processes

Deans analysts: Confirm that the plan follows campus policies

Creating the Search Plan

Position Description

- Include information about the FTE
- Include the department/unit's mission and values
- Do not include what the department/unit seeks in a candidate (those go in the qualifications section)

Berkeley Standard Text: “UC Berkeley is committed to diversity, equity, inclusion, and belonging in our public mission of research, teaching, and service, consistent with [UC Regents Policy 4400](#) and University of California Academic Personnel policy ([APM 210 1-d](#)). These values are embedded in our campus [Principles of Community](#), which reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.”

Creating the Search Plan



Creating the Search Plan



Misconduct Disclosure

SB 791 & AB 810

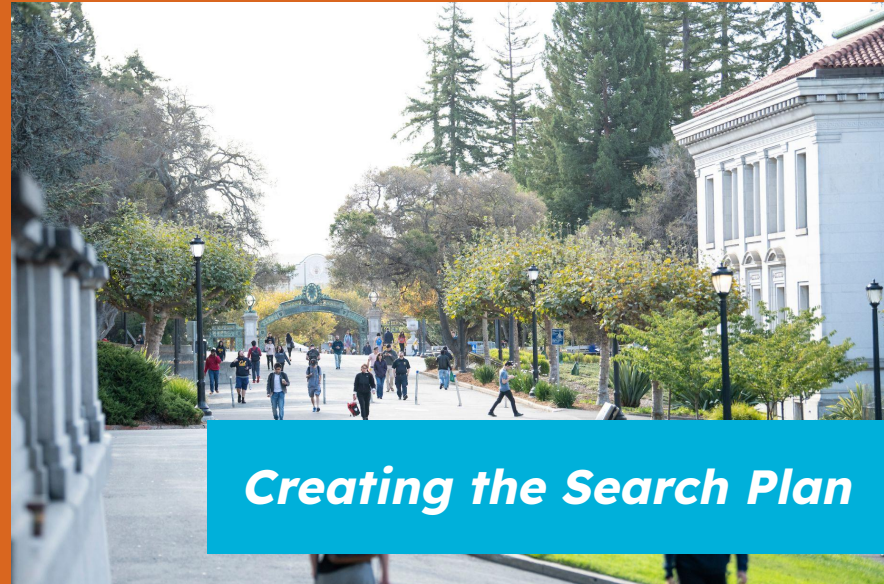
Job applicants - submit a signed authorization of information release form (same process, new form)

Final candidates - (*new*) complete a misconduct disclosure questionnaire and have an institutional reference check

Salary Ranges in Advertisements

SB 1162

- Must include *full salary range* in all position postings
- New for AY 2025-26: Minimum of \$24K over the upper bound of the range
- Provide reassurance to potential candidates about the role of market conditions in final 9-month salary



Creating the Search Plan

Application Materials

Creating the Search Plan

Do

- Provide candidates the opportunity to **speak to their full capacity for excellence**
- Clarify how applicants can speak to the entirety of their qualifications for the position, ***at their discretion***.
- Provide prompts that include a variety of topics candidates can choose to discuss including **specific examples** of equitable and inclusive practices in research, teaching, and service, among others

Don't

- **Do not *require or compel* candidates** to discuss diversity, equity, inclusion, and/or belonging
- **Do not request standalone statements** on contributions to diversity, equity, inclusion and belonging
- **Do not make vague statements** about diversity, equity, inclusion, and/or belonging

Preferred Qualifications

"We seek candidates who..."

"Candidates should..."

Must be:

- Defined in relation to the job duties
- Clear and specific
- Directly connected to the selection criteria

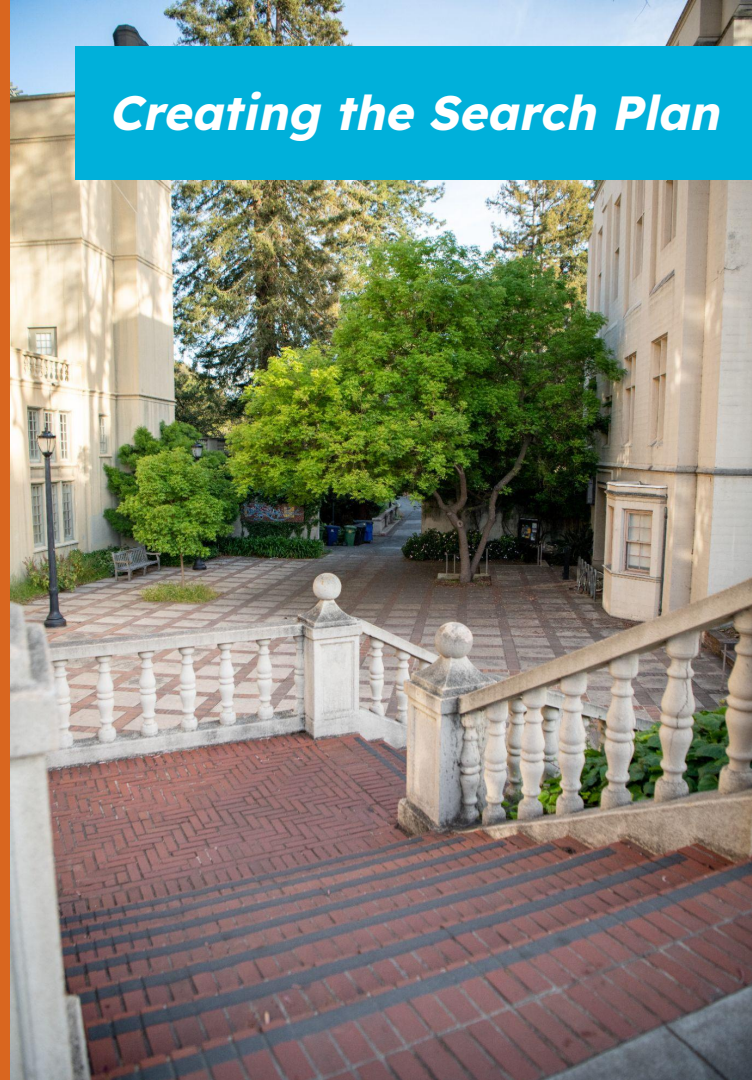
YES

"ability to support the success of all students through inclusive curriculum, classroom environment, and pedagogy"

NO

"contributions to inclusive excellence in teaching"

Creating the Search Plan



Additional (“conditional”) documents for candidates who advance

Include all documents that will be requested of candidates who advance to a particular, later stage (e.g., long list, medium list)

For example:

- Teaching evaluations
- Sample syllabi
- Dissertation chapters
- Additional publications
- Art portfolios

Selection Criteria and Assessment Rubric

Assessing excellence in all dimensions of the faculty job

- Criteria **clearly specified and defined** in relation to the duties of the job
- Specific contributions to diversity, equity, inclusion or belonging must be integrated into criteria relevant to research, teaching, and service (not standalone). **These efforts can continue to factor in selection decisions**
- **Avoid generic criteria** such as "excellence in research" or "promise in teaching"
- Should be consistent with the **job description, the information requested from candidates, and the qualifications for the job**
- The rubric is the tool for assessing the criteria

Creating the Search Plan

Creating the Search Plan



Equity Advisor Role

Standardization of the role for faculty searches

- Developing and reviewing the search plan
- Supporting outreach efforts
- Ensuring integrity of the evaluation process
- Participating in discussions where significant decisions are made
- Review of aggregated, anonymous data only of the applicant pool

What if your department expects additional activities? (e.g., managing conflicts of interest)

- Clearly described in the search plan

Outreach to achieve a broad and diverse applicant pool

Advertise *broadly* to a wide range of places (advertising locations, professional organizations, institutions, etc), including those that may or may not have a predominance of individuals from particular demographic groups

EO 14173

Do not conduct
outreach to individuals
based on or because of
their identity

Do not ask for
recommendations of
individuals based on or
because of their identity

During the Search

Review of Applicant Pool Report

No changes:

- Were outreach efforts successful?
- Review breadth and depth, aggregated, anonymized demographics, overall size



During the Search

Selection process

- **Reminder:** Efforts or plans that promote diversity, equity, inclusion, or belonging in research, teaching, and/or service should receive due recognition and be included in the assessment, as they relate specifically to research, teaching, and service
- Discussion of these qualifications must be **integrated in discussion of the duties of the job**, not standalone
- **Reminder:** Do not consider personal characteristics or circumstances when evaluating candidates

Reviewing the Short List Report



Aggregated demographic data are no longer available

Equity advisor reviews and signs off if the process to select the short list has been fair and equitable

Interviews/Campus Visits

Do

- Include information in invitations about what candidates **may discuss, at their discretion, if they wish**
- Assess teaching and mentoring, and service (in addition to research)
- Relate questions and prompts to the **duties of the job**

Don't

- ***Require or compel*** candidates to discuss contributions to diversity, equity, inclusion, and/or belonging in any area of assessment
- Ask candidates to give a separate “DEIB” talk or a standalone part of the job talk focused on general contributions to diversity, equity, inclusion, and/or belonging

During the Search

Selecting the Top Candidate

- Importance of having alternates if appropriate in your search
- Do not make assumptions that certain candidates will not accept an offer
- Do not feel pressured to simply “fill the slot”

During the Search





Search Committee Narratives

- Efforts that promote diversity, equity, inclusion, or belonging in research, teaching, and/or service **should continue to receive due recognition** and be included in the assessment, as they relate to the duties of the job
- Discussion *must be integrated*, not standalone
- **Reminder:** Do not consider personal characteristics or circumstances when evaluating candidates

Completing the Search

Records Retention for Searches

- AP Recruit is the place of record for all academic search materials created during the search
- AP Recruit records are retained according to UC records retention policy:
 - Evaluative data are automatically deleted four years after the search is concluded
 - All information is deleted eight years after the search is concluded
- Do not keep old drafts, or save documents that have already been uploaded into Recruit (on your computer or on shared drives)



After the Search



OFEW Resources

We are here to support the success of your searches through:

- New guidance on the OFEW website
- New templates and sample language
- Updated Search Plan checklists
- New (earlier) workshops
- Extra office hours for senate searches



Thank you!

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