

Being a Change Agent in the Search Process

Diversity Realized at Illinois through Visioning Future Excellence (DRIVE) Committee



UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN

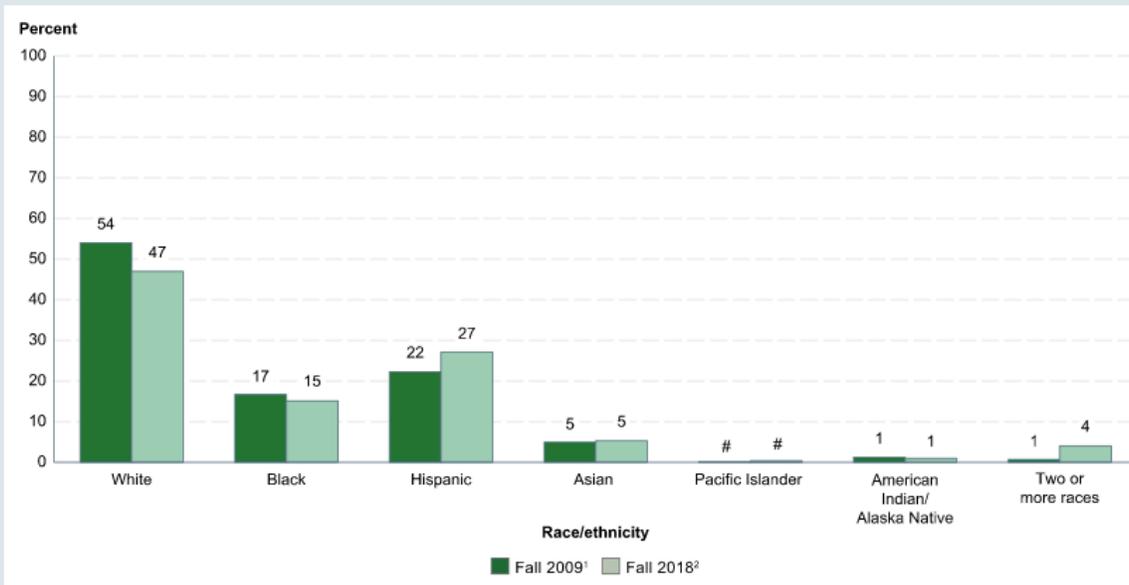
Objectives of this Seminar

- Familiarize you with tools and strategies for increasing the diversity of your pool
- Point you to resources you can use to implement these strategies
- Discuss the role of implicit bias in evaluation of applicants for faculty positions
- Review techniques to reduce bias in self and others
- More in-depth than required online module for all search committee members



Why Does Diversity Matter?

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2009 and fall 2018



Rounds to zero.

¹ For fall 2009, data on students who were Pacific Islander and of Two or more races were reported by only a small number of states. Therefore, the data are not comparable to figures for 2018.

² Includes imputations for prekindergarten enrollment in California and Oregon.

NOTE: Data are for the 50 states and the District of Columbia. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 and 2018–19. See *Digest of Education Statistics 2020*, table 203.50.

Source: National Center for Education Statistics (May 2021)

"June [2014, was] the last school year ever in which a majority of America's K-12 public-school students [were] white."

"[A]s our society diversifies, broadening the circle of opportunity has become a matter not only of equity but also of competitiveness."

"[M]inority young people are the nation's future workers, consumers, and taxpayers. If more of them don't obtain education and training . . . the U.S. will be poorer and less competitive."

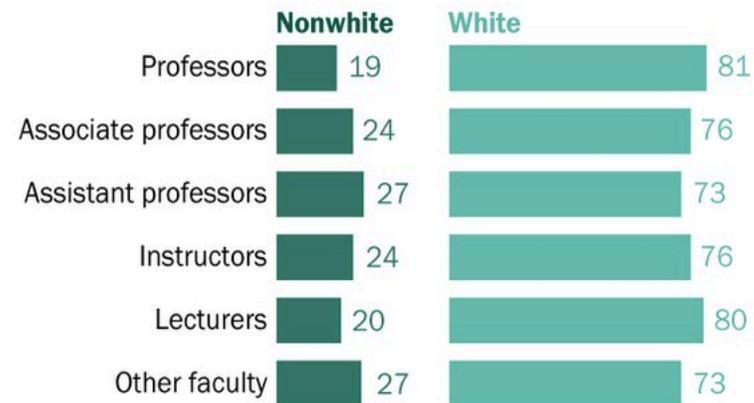
Steven Murdock, Rice University (2014)



Diversity in the Higher Education

Nonwhites make up a comparatively small share of U.S. college faculty

% of postsecondary faculty who are ___, by academic rank, fall 2017

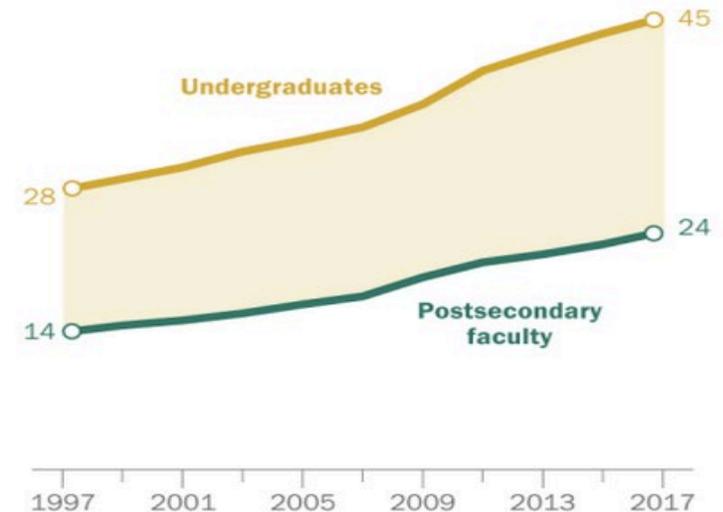


Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians or Alaska Natives, and those of two or more races. Those categorized as "non-resident alien" and "race/ethnicity unknown" are not included in this analysis. Source: National Center for Education Statistics.

PEW RESEARCH CENTER

U.S. college students still more likely than faculty to be racial or ethnic minorities

% of undergraduates and postsecondary faculty who are nonwhite



Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians or Alaska Natives, and those of two or more races. Those categorized as "non-resident alien" and "race/ethnicity unknown" are not included in this analysis. Source: National Center for Education Statistics.

PEW RESEARCH CENTER



Disparities Especially Marked in STEM Fields

Table 3. Faculty Diversity by Field and U.S. Population Diversity (Percentages).

	U.S Population	Biology	Chemistry	Economics	Education Leadership/ Policy	English	Sociology
Racial/Ethnic Shares							
Asian	4.7	12.9	14.4	20.9	8.5	5.6	8.4
Black	12.2	0.7	1.4	2.9	15.1	8.8	8.9
Hispanic	16.3	3.0	2.5	5.1	7.8	4.2	5.9
White	63.7	83.3	81.7	70.9	68.7	79.8	76.6
Other/Unknown	3.1	0.1	0.0	0.2	0.0	1.6	0.2
Gender Shares							
Female	50.8	31.1	18.1	19.7	53.2	48.7	47.1
Male	49.2	68.9	81.9	80.3	46.8	51.2	52.9
Unknown	0.0	0.0	0.0	0.0	0.0	0.1	0.0
N (Faculty)	--	1,325	569	554	284	888	427

Li, D., & Koedel, C. (2016). *Representation and Salary Gaps by Race/Ethnicity and Gender at Selective Public Universities* (No. 2016-13).



Diversity Benefits

Diversity
benefits our
teaching and
research
mission

- Diverse working groups more productive, creative, and innovative (e.g., Herring, 2009)
- Level of critical analysis of decisions and alternatives higher in groups exposed to minority viewpoints (e.g., Sommers et al., 2006)
- Papers authored by diverse teams place better and are cited more (Freeman & Huang, 2014)

Source: National Center for Education Statistics (May 2021)

Steven Murdock, Rice University (2014)



CERN: Diverse Groups are More Productive

(CERN: the European Laboratory for Particle Physics in Geneva, Switzerland)

“Knowledge Creation and Management in the Five LHC Experiments at CERN: Implications for Technology Innovation and Transfer” (B. Bressan, K. Kurki-Sonio, J. Lavonen, N. Nordberg, H. Saarikku, M. Sterit-Bianchi, 2008)

Table 3.1: Institutes and countries in the five LHC experiments.

	ATLAS	CMS	ALICE	LHCb	TOTEM
Number of Institutes	159	182	94	48	11
Number of Countries	37	38	28	13	8

“Social interaction, relationship quality, and network ties in a multicultural environment are associated with more efficient knowledge acquisition. Knowledge acquisition is, in turn, positively associated with competitive advantage in terms of invention development and technological distinctiveness.”

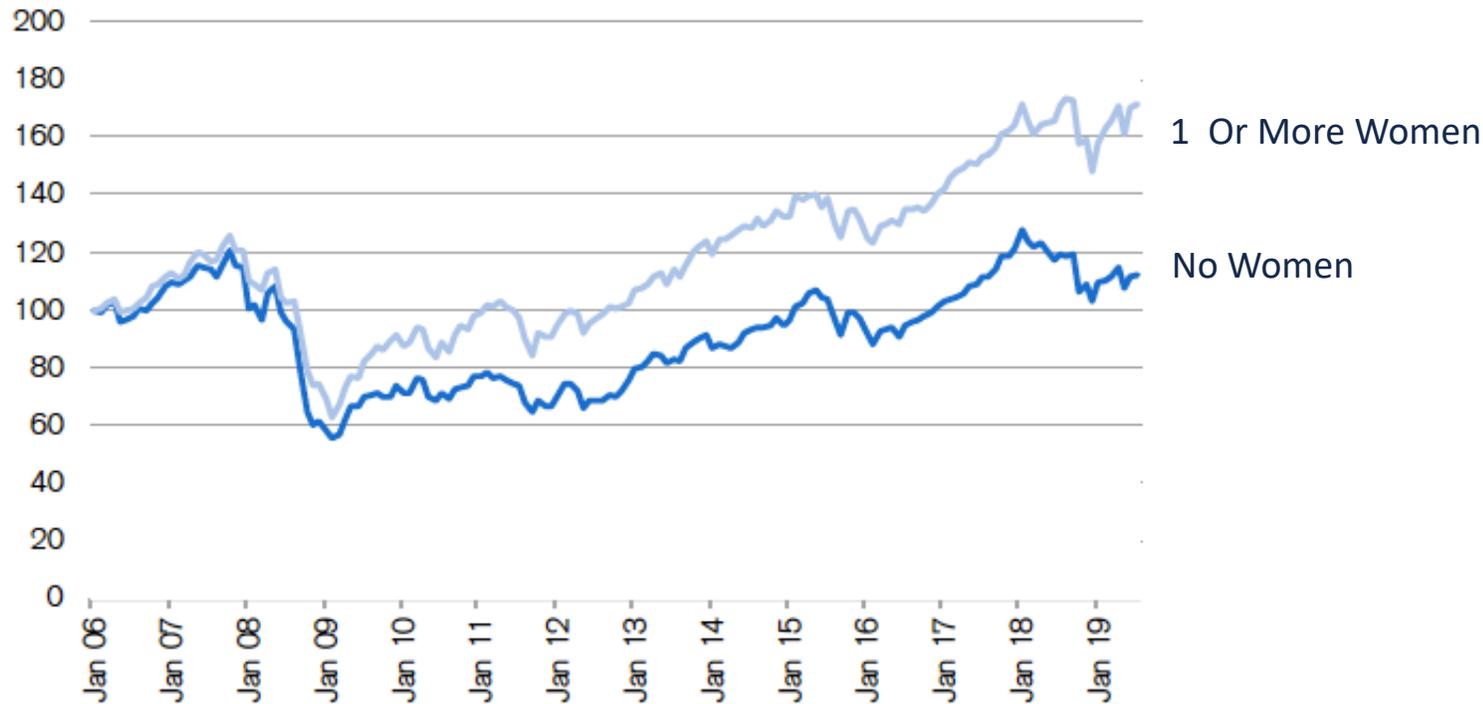
CERN's Approach: Strength in Diversity!

- “My own experience in physics leaves me convinced that the best teams to work in are those with the greatest diversity.” (Rolf Heuer, CERN Director General, 2012)
- 2012 CERN launched a new diversity program with the goal to create a fair gender balance.
- “CERN does not have a policy of positive discrimination, but rather one of presenting a level playing field. We work to that the diversity of candidates presented for interview reflects the diversity of applicants.”
- 2016: Fabiola Gianotti continues prioritizing diversity efforts as the new CERN Director General!



The Credit Suisse Gender 3000 Report (2019) The Impact of Women in Leadership Roles

Figure 1: Share-price performance of women on boards
– no women vs. more than 1



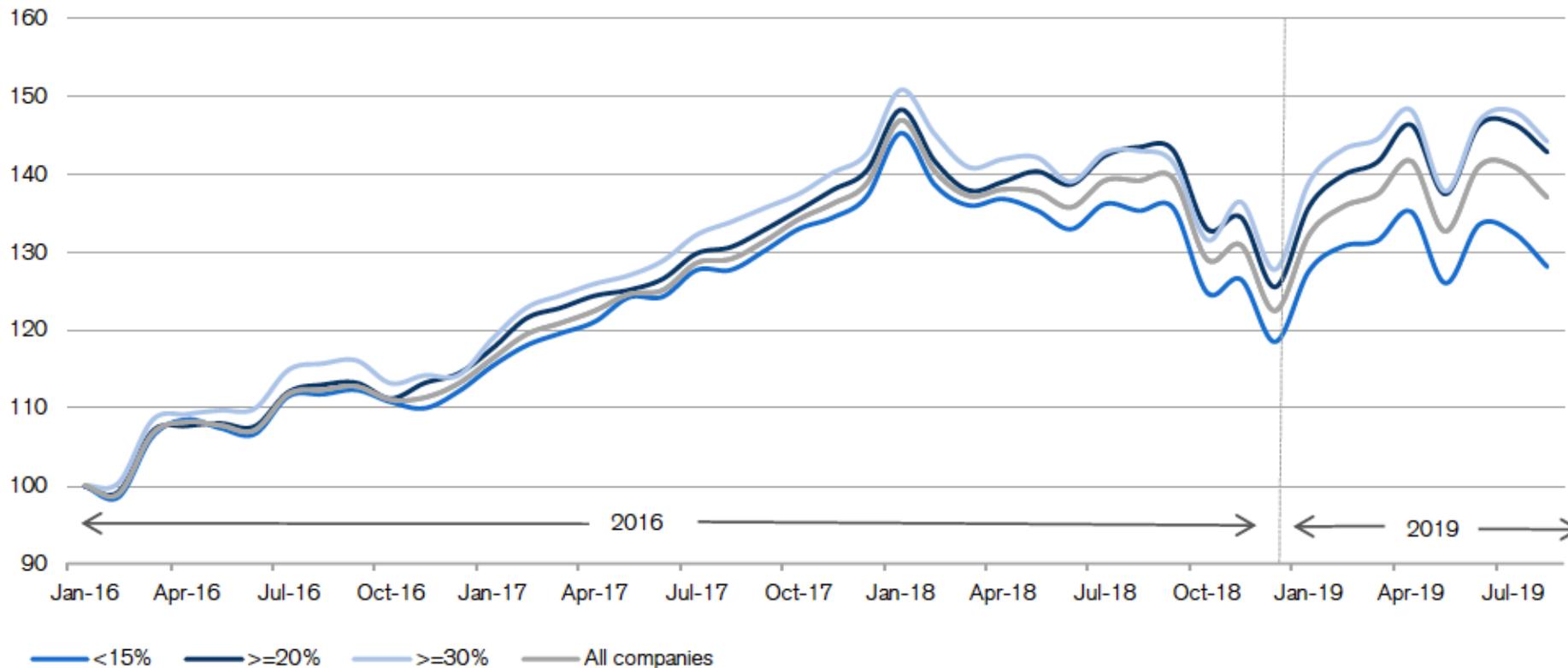
Between 2006 and 2019, share prices of companies with at least one woman on their boards of directors have consistently outperformed companies with no women on their boards.

<https://www.credit-suisse.com/about-us-news/en/articles/news-and-expertise/cs-gender-3000-report-2019-201910.html>



The Credit Suisse Gender 3000 Report (2019) The Impact of Women in Leadership Roles, continued

Figure 4: Share-price performance by percentage of women in management (rebalanced universe)



Companies with above-average gender diversity in management consistently outperform the Gender 3000 universe as a whole.

<https://www.credit-suisse.com/about-us-news/en/articles/news-and-expertise/cs-gender-3000-report-2019-201910.html>



Context for Inclusive Faculty Hiring

- [Campus Commitment to Diversity and Affirmative Action/Equal Employment Opportunity](#)
- [Diversity Values Statement \(Academic Senate\)](#)
- [Illinois Commitment Initiative](#)
- [Addressing Racism and Social Injustice at the University of Illinois Steering Committee](#)



Campus Commitment to Diversity

- [University of Illinois system, Guiding Values](#) include “Be inclusive, treat each other with dignity and respect, and promote citizenship”
- [Office of the Vice Chancellor for Diversity, Equity, & Inclusion Mission and Goals](#)
- Commitment to diversity can be across academic and campus life programs for students e.g., University Housing multicultural advocates, Office of Minority Student Affairs, Diversity and Social Justice programs, [Bruce D. Nesbitt African American Cultural Center](#), [Asian American Cultural Center](#), [La Casa Cultural Latina](#), [LGBT Resource Center](#), [Native American House](#), [Women’s Resource Center](#) and many more



Efforts Likely Contributed to the U of I's Persistent Ranking

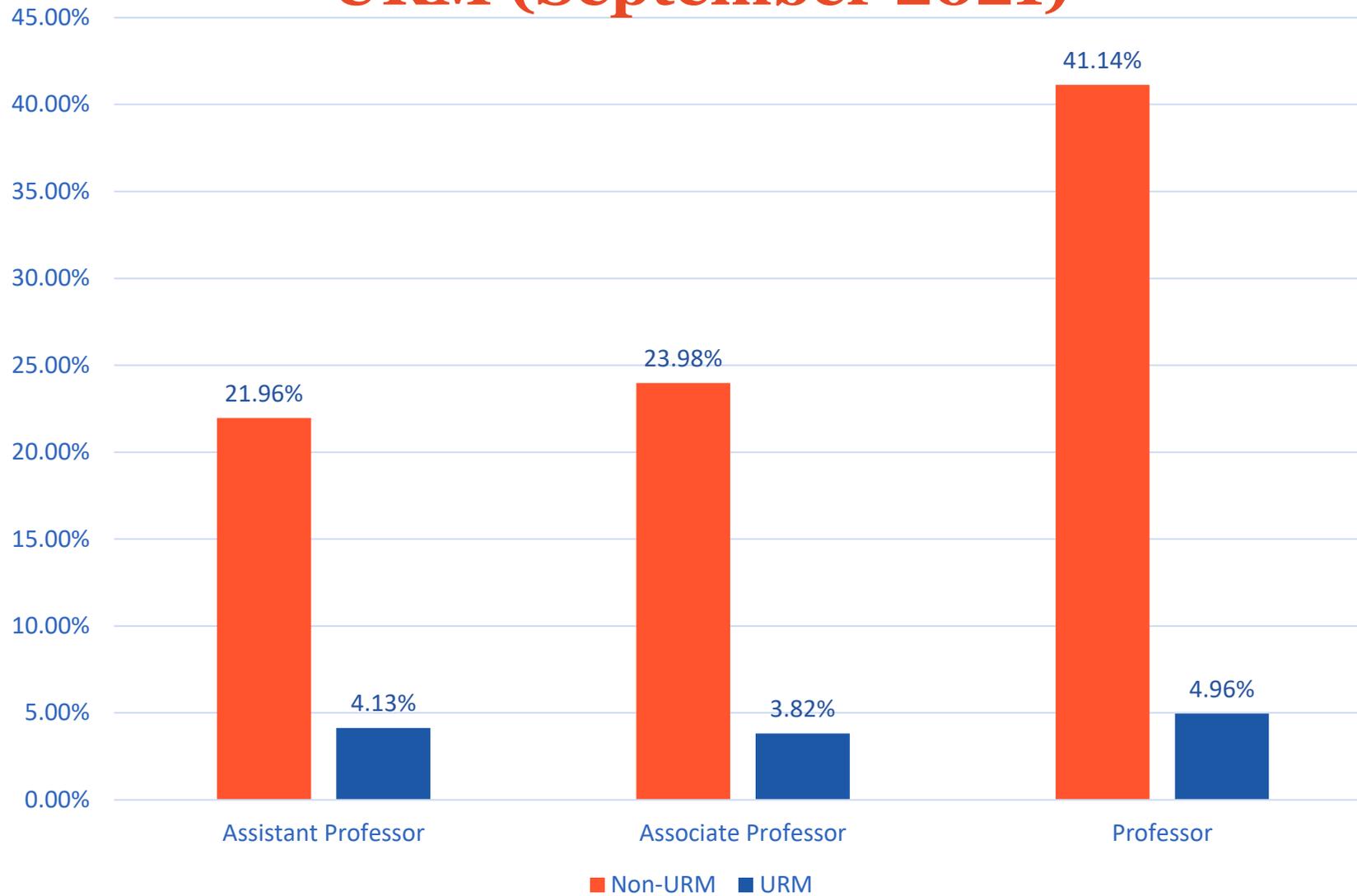
Full-Time Tenure System Faculty
Big Ten Academic Alliance Institutions Underrepresented Full-Time Tenure System Faculty by Race/Ethnicity
Rank by Percentages
Fall 2016

Big Ten Academic Alliance Institutions	Black			Hispanic			Black and Hispanic			Total
	Number	Percent	Rank	Number	Percent	Rank	Number	Percent	Rank	Number
University of Illinois at Urbana-Champaign	81	4.6%	1	96	5.5%	1	177	10.1%	1	1,757
Michigan State University	77	4.1%	5	89	4.8%	2	166	8.9%	2	1,856
University of Maryland-College Park	60	4.3%	2	57	4.1%	4	117	8.5%	3	1,382
University of Michigan-Ann Arbor	119	4.3%	3	112	4.1%	5	231	8.4%	4	2,752
Indiana University-Bloomington	54	3.8%	7	62	4.4%	3	116	8.3%	5	1,405
Northwestern University	57	4.3%	4	52	3.9%	8	109	8.2%	6	1,335
Pennsylvania State University-University Park	73	4.1%	6	67	3.8%	9	140	7.9%	7	1,775
Ohio State University-Columbus	89	3.7%	8	82	3.4%	13	171	7.0%	8	2,431
Rutgers University-New Brunswick	51	3.0%	9	64	3.7%	10	115	6.7%	9	1,714
Purdue University-West Lafayette	51	2.9%	10	62	3.6%	11	113	6.5%	10	1,731
University of Nebraska-Lincoln	25	2.3%	13	43	4.0%	7	68	6.3%	11	1,088
University of Iowa	28	2.1%	14	55	4.0%	6	83	6.1%	12	1,360
University of Wisconsin-Madison	46	2.4%	12	66	3.4%	12	112	5.8%	13	1,936
University of Minnesota-Twin Cities	57	2.6%	11	62	2.9%	14	119	5.5%	14	2,173
Total Big Ten Academic Alliance Institutions	868	3.5%		969	3.9%		1,837	7.4%		24,695
University of Illinois at Chicago	66	5.3%		94	7.6%		160	13.0%		1,235
University of Illinois at Springfield	5	3.0%		2	1.2%		7	4.2%		168

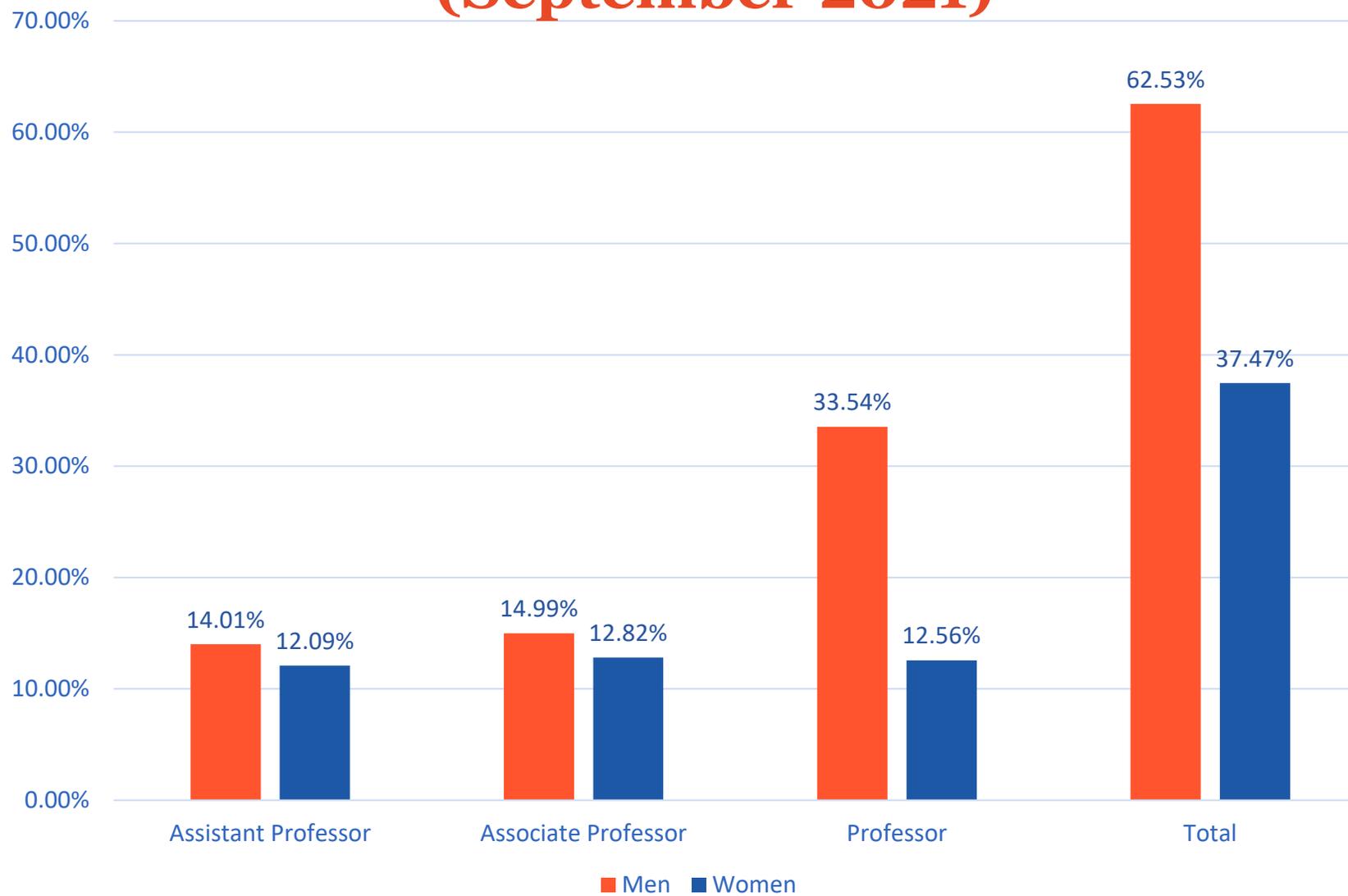
Note: Tenure system faculty is the sum of tenured faculty and on tenure-track faculty.
Data Source: 2016, IPEDS Data Center.



Campus Tenure and Tenure Track Faculty non-URM vs URM (September 2021)



Campus Tenure and Tenure Track Faculty Gender vs Rank (September 2021)



Underrepresentation of Women & Minorities

Why are minorities and women underrepresented at Illinois, and in academia more broadly?

- “Supply-side” or pipeline factors result in a smaller pool – often cited as main reason for lack of diversity in hiring
- However, “demand-side” factors such as implicit bias result in lower preferences for women and minority applicants who do make it into the pool

See Correll and Benard, 2006. [Gender and Racial Bias in Hiring](#).



Supply-Side Issues: Lack of Pool

May be less
of a barrier
than
commonly
believed...

- Only 11% of Ph.D. scholars of color in a national sample of 299 recipients of prestigious Ford, Mellon, or Spencer fellowships were recruited for a faculty position and encouraged to apply
- Only 16% held faculty positions; most were in postdoc positions, not by choice
- Those who left academia for gov't and industry jobs did so out of necessity, not preference
- On the OAE website: see [How to Diversify the Faculty](#) for more info on pipeline issues; strategies to increase your pool of applicants; contact OAE for info on pool in your field



Demand-Side Issues: Implicit Bias

Even if we have strong egalitarian values and believe we are not biased we may still behave in discriminatory ways

Judgments shaped by:

- Biology of efficiency: the brain is designed to predict, fill in blanks
- A lifetime of experience and cultural history

Leads to implicit bias and stereotyping

Applies to a variety of physical and social characteristics associated with race, gender, age, & ethnicity--even height

Demand-Side Issues: Implicit Bias, continued

When shown photographs of people of the same height, evaluators overestimated men's heights and underestimated women's heights, even though a reference point, such as a doorway, was provided (Manis, Biernat, & Nelson, 1991)

Decisions were based on assumptions about average height of men vs women despite evidence that the individual in question did not fit the stereotype

Bias in the Search Process

John Smith
IT Project Manager

774-987-8009
jsmith@uptowork.com

linkedin.com/johnsmith
@johnsmith4

IT Professional with over 10 years of experience specializing in IT department management for international logistics companies. I can implement effective IT strategies at local and global levels. My greatest strength is business awareness, which enables me to permanently streamline infrastructure and applications.

Experience

- Senior Project Manager**
Seton Hospital, ME
 - Oversaw all major hospital IT projects for 10+ years, focus on cost reduction.
 - Responsible for creating, improving, and developing IT project strategies.
 - Implemented the highly successful Lean Training and Six Sigma projects for all employees.
 - Reduced the costs of IT infrastructure maintenance by 5%.
- Junior Project Manager**
Seton Hospital, ME
 - Streamlined IT logistics and administration operation cutting costs by 25%.
 - Diagnosed problems with hardware and operating systems and implemented new solutions.
 - Maintained the user database of over 30000 patients.
 - Managed project for lean training for all IT Support Officers.

Education

- BSMS in Computer Science, University of Maryland**
 - Graduated Summa Cum Laude.
 - Member of Student Association of Computer Science.
 - Managed a student project to organize a conference for 50+ professionals.

Skills

- Business Process Improvement** - history of successful innovations leading to cost savings.
- Vendor Management** - managing vendors in projects with budget over \$1,000,000.
- Project Scheduling** - over 50% of projects led were finished in due time.
- Sales Analysis** - background in IT Sales with deep understanding of negotiating contracts.

Software

- Microsoft Project, MS Windows Server, Linux/Unix
- MS Windows Server

Certifications

- PNP - Project Management Institute
- PRINCE2 Foundation

2006-12 - present
2004-09 - 2006-11
1996-09 - 2001-09
2015-05
2014-04

Excellent
Very Good

Job applicants with presumed white names needed to send about 10 resumes to get one callback; those with presumed African-American names needed to send around 15 resumes to get one callback, a 50% gap. (Bertrand & Mullainathan, 2003)

"While one may have expected that improved credentials may alleviate employers' fear that African-American applicants are deficient in some unobservable skills, this is not the case in our data." (Bertrand & Mullainathan, 2003)

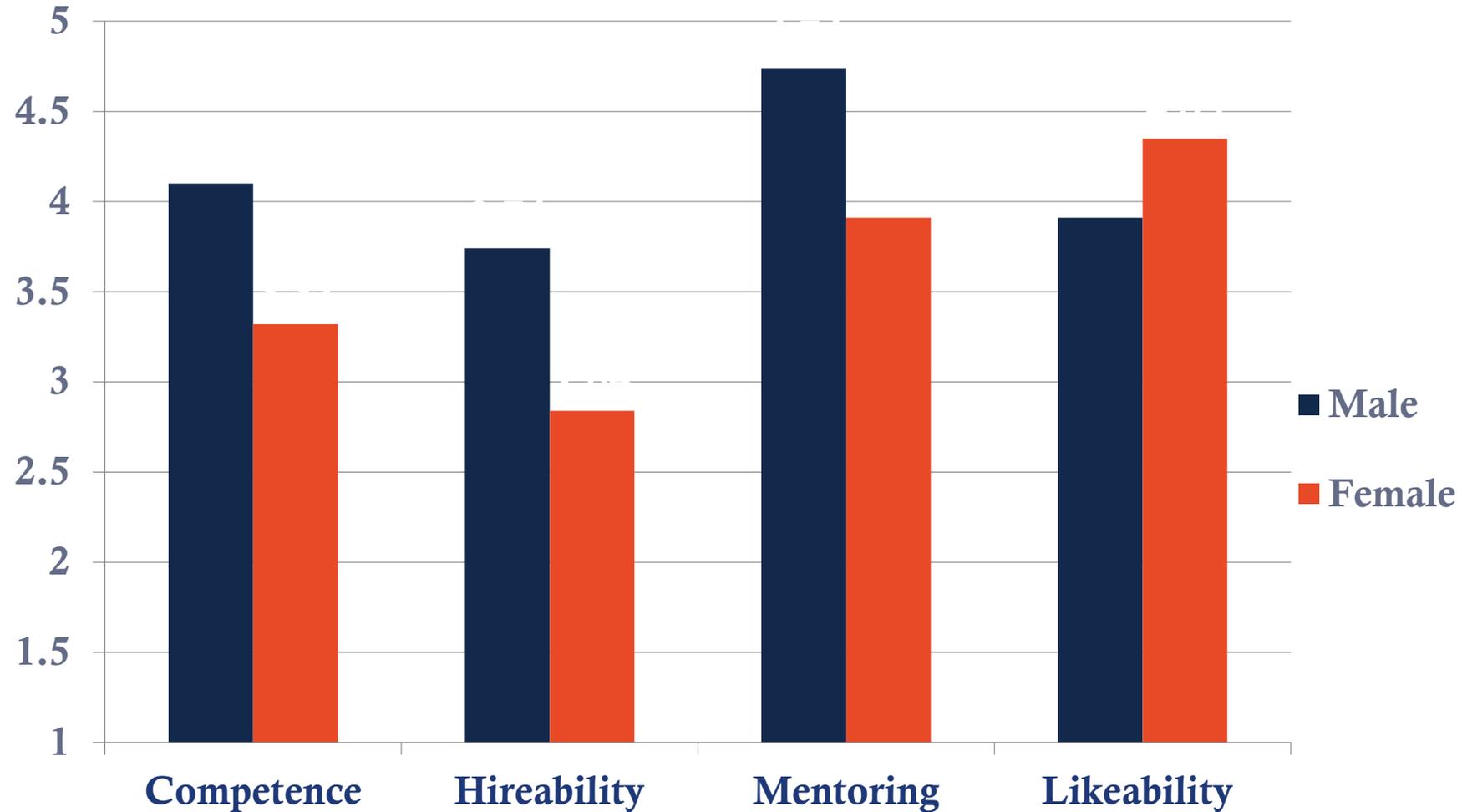
"Our findings establish that systemic illegal discrimination is concentrated among a select set of large employers" (Kline & Walters, 2021)

Biases in the Search Process, continued

Broad, nationwide sample of biology, chemistry, and physics professors (n=127, men and women) evaluated application materials of an undergraduate science student for a laboratory manager position (Moss-Racusin et al., 2012)

- Same materials, name either male or female
- Participants rated the applicant's competence, hireability, amount of mentoring they would offer, and likeability

Male Students vs. Female Students



Moss-Racusin et al., 2012, Science faculty's subtle gender biases favor male students



Biases in the Search Process

A study of over 300 letters of recommendation for applicants to medical faculty positions found that letters written for women tended to:

- Be shorter
- Provide “minimal assurance” rather than solid recommendation
- Include more “doubt raisers” e.g, negative language, faint praise, irrelevancies
- Portray women as students and teachers while portraying men as researchers and professionals
- More frequently mention women’s personal lives

(Schmader, Whitehead, and Wysocki, 2007)



What can you do to be a change agent in the search process?

Advocate for Diversity



Role of Diversity Advocate

- Helps guide the committee to make certain that:
 - The search process is free of bias or stereotyping of applicants in verbal or written communication
 - All candidates are evaluated fairly
 - Efforts were made to increase diversity of the applicant pool
 - Evaluation criteria are established and followed
 - A campus visit provides similar opportunities for each candidate and follows interview procedures which treats all applicants consistently



Role of Diversity Advocate, continued

- Make sure all committee members know they should get familiar with the [Academic Search Process website](#)
- Work to ensure diversity of the applicant pool
- Track the diversity of the applicant pool by requesting a report from accessandequity@illinois.edu



Strategies to Increase Diversity of the Pool

- Encourage colleagues who will be attending professional conferences to recruit for the position
- Engage local and regional networks of people in related fields to see if they know of potential candidates
- Contact women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars



Track Diversity of the Applicant Pool

Survey departments at other institutions to see which of them have strong records in awarding PhDs to scholars of color and contact them for names

Maintain close contact with graduates of the U of I and encourage them to apply or to contact their students/colleagues

Ask members of the department to call colleagues at other institutions to see if they know of scholars of color who might be qualified for and interested in the position



Track Diversity of the Applicant Pool, continued

Diversity of the applicant pool can be tracked at any time by contacting the Office for Access and Equity (OAE) to request a list of TOP eligible candidates

OAE will automatically provide a report after the search has closed

If the pool is insufficient the search may be extended



Diversity of the Pool and EEO Source Report

Diversity of the Pool

Job Post ID Number:	123456
Job Org Code:	1736000
Auto Generated Code:	A2000500
Job Title:	Test
Department:	Test
Job Closing Date:	5/12/2020

Summary by Ethnicity

Ethnicity	Female	Male	Unknown	Total
Hispanic or Latina/o	7	1	0	8
Not Hispanic or Latina/o	49	26	0	75
Unknown	1	1	0	2
	57	28	0	85

Summary by Race (does not include Hispanic or Latina/o)

Race	Female	Male	Unknown	Total
American Indian or Alaska Native	1	0	0	1
Asian	5	4	0	9
Black or African American	10	5	0	15
Two or More Races	5	0	0	5
Unknown	2	2	0	4
White	27	16	0	43
	50	27	0	77



Diversity of the Pool and EEO Source Report, continued

Summary by Veteran Status

Veteran Status	Female	Male	Unknown	Total
I am not a protected veteran or I choose not to disclose my protected veteran status.	57	27	0	84
I identify as one or more of the categories of protected veterans listed above.	0	1	0	1
	57	28	0	85

Summary by Disability Status

Disability Status	Female	Male	Unknown	Total
I do not wish to answer	4	2	0	6
No Answer	1	0	0	1
No, I do not have a disability	49	23	0	72
Yes, I have a disability	3	3	0	6
	57	28	0	85

EEO Source

Job Source	Count	Total	Percent
Higher Ed Jobs	32	92	34.78%
Indeed.com	15	92	16.30%
LinkedIn	1	92	1.09%
Personal Reference	2	92	2.17%
University of Illinois Website	42	92	45.65%



Diversity of the Finalist Pool Report

For the sample position search, applicant and finalist pool demographics are as follows:

Applicant pool:

Minority	82%
Non Minority	18%
Did Not Answer	0%
Women	65%
Men	35%
Did Not Answer	0%
Protected Veterans	0%
Individuals with Disability	0%

Finalist pool:

Minority	80%
Non Minority	20%
Did Not Answer	0%
Women	100%
Men	0%
Did Not Answer	0%
Protected Veterans	0%
Individuals with Disability	0%

Based on the information above, there is an opportunity to meet an affirmative action placement goal with this finalist pool. There is also a 7% workforce utilization goal for individuals with disabilities and a 5.7% hiring benchmark for protected veterans.



Biases in the Search Process

Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance

Gender bias decreases when evaluators are able to give more time and attention to their judgments

Educating faculty, chairs, deans, and administrators that implicit bias exists may be one of the most effective methods of reducing it



Strategies to Avoid Bias

- Ensure consistent evaluation of all applicants by spending sufficient time reviewing each applicant
- Evaluate each candidate's entire application
 - Avoid depending too heavily on only one element such as letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program
 - Be able to defend every decision for eliminating or advancing a candidate through documentation of decisions
- Ensure careful/fair treatment of all applicants at each stage of the selection process (review, interviews, discussion of finalists)



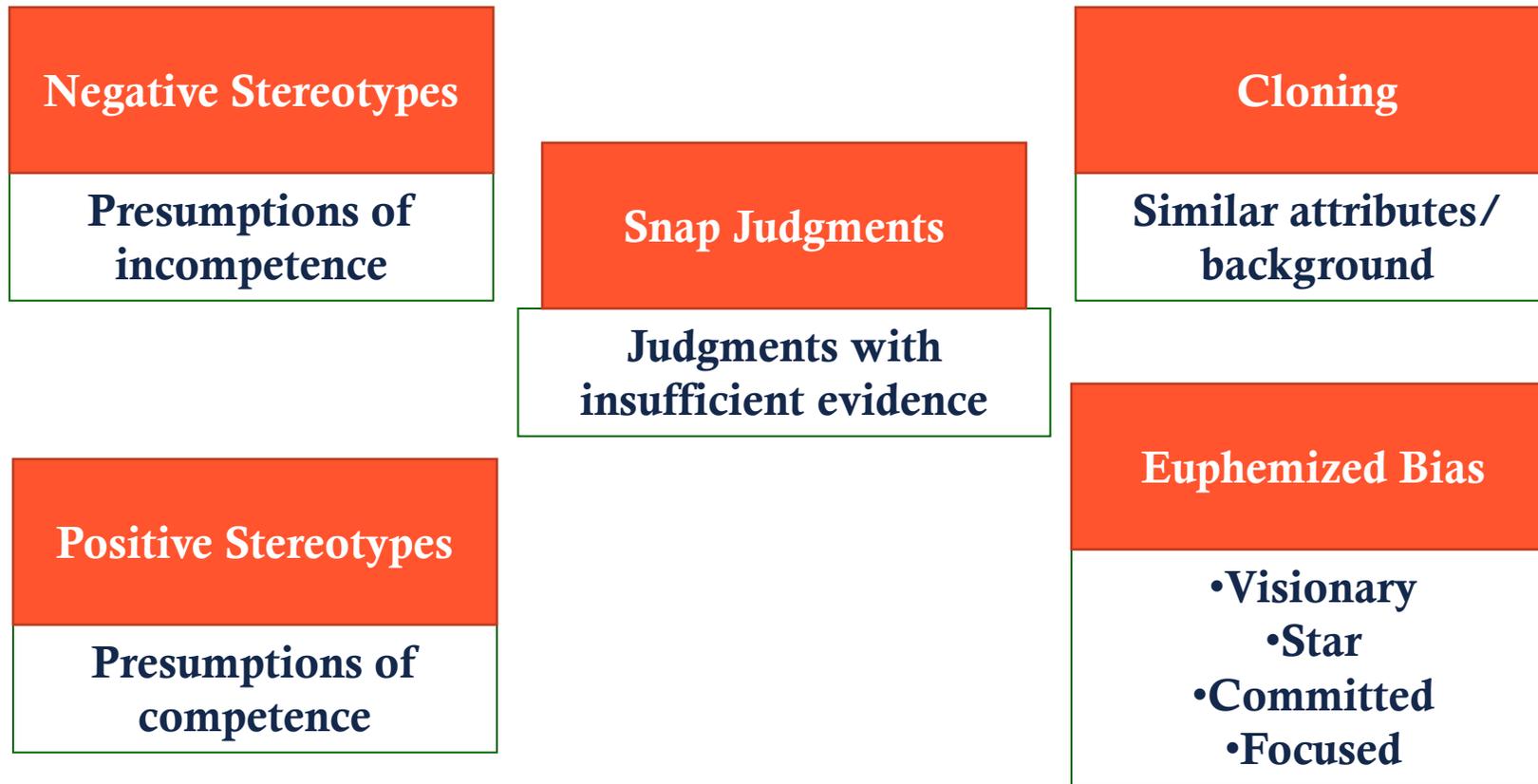
Avoiding Bias

Question your judgments and decisions and consider whether unintentional bias may have played a role

- Are women or minority applicants subject to higher expectations in areas such as number/quality of publications? Name recognition? Personal acquaintance with well-known colleagues?
- Are applicants who received degrees from institutions other than major research universities being considered? If not, why not?
- Are achievements/contributions attributed to collaborators despite evidence to the contrary in publications and letters?



Example of Short-Cuts That Lead to Bias



Some Evidence-Based Behavioral Strategies

Replace stereotypes (e.g., if girls are being portrayed as bad at math, identify this as a gender stereotype and consciously replace it with accurate information)

Use positive counterstereotypic imaging (e.g., before evaluating job applicants for a position traditionally held by men, imagine in detail an effective woman leader or scientist)

Focus on specific information about an applicant to prevent group stereotypes from leading to potentially inaccurate assumptions

Create/take advantage of opportunities for contact with counterstereotypic exemplars (e.g., meet with senior women faculty to discuss their ideas and vision)



What Else Can a Diversity Advocate Do?

- Communicate that diversity is valued in the job announcement and at institutional level
- Learn more about your own implicit biases (e.g., take the [Implicit Attitudes Test](#))
- Always be recruiting!
- Review the TOP program with the committee



Targets of Opportunity Program (TOP)

- Traditional Search Process
 - Preferred Method
 - Up to 20 hires per year
 - Criteria: positions already vetted by colleges and Provost's Office
 - \$85,000 recurring salary support if selected choice in search is candidate from underrepresented group
 - With approval from the dean, can request additional position and \$60,000 in recurring salary support if additional candidate emerges as top choice
- Search Waiver Process
 - Up to 10 hires per year
 - Criteria: strategic fit in unit, student needs, campus priorities
 - Stage 1: request \$ from dean for visit
 - Stage 2: request search waiver and funding from Provost's Office
 - Approval is through the TOP Review Committee
 - Three times/year review cycle
 - \$85,000 salary for 3 years from campus (lien against future position; take over salary after 3 years)



The DRIVE Committee

Matthew Ando, Mathematics

C.L. Cole, Media & Cinema Studies, GWS

Lance Cooper, Physics

Ollie Watts Davis, Music

Jan Eckert, Dance

Nicki Engeseth, Food Science & Human Nutrition

Wendy Heller, Psychology

Cindy Ingold, University Library

Denise Lewin Loyd, Business Administration

Collen Murphy, Law

Yoon Pak, Ed. Policy, Organization & Leadership

Jamelle C. Sharpe, Law

Monika Stodolska, Recreation, Sport & Tourism

Nathan Todd, Psychology

Nizam Arain, OAE

Heidi Johnson, OAE



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 - This presentation drew upon brochures prepared by Eve Fine and Jo Handelsman
 - Benefits and Challenges of Diversity in Academic Settings
 - Reviewing Applicants: Research on Bias and Assumptions



Contact Information

- [Diversity Realized at Illinois through Visioning Future Excellence \(DRIVE\)](#)
- [Office for Access and Equity \(OAE\)](#)
 - Phone: 217.333.0885
 - Fax: 217.244.9136
 - Email: accessandequity@Illinois.edu

