

# Search Process Overview

*Diversity Advocate*

Office for Access and Equity  
Affirmative Action Planning and Analytics Division



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# Objectives

- Become familiar with equal employment opportunity and affirmative action laws and regulations
- Understand why diversity matters
- Discover tools for inclusive recruitment practices
- Learn about bias and strategies to reduce bias
- Review diversity advocate role

# Equal Employment Opportunity and Affirmative Action



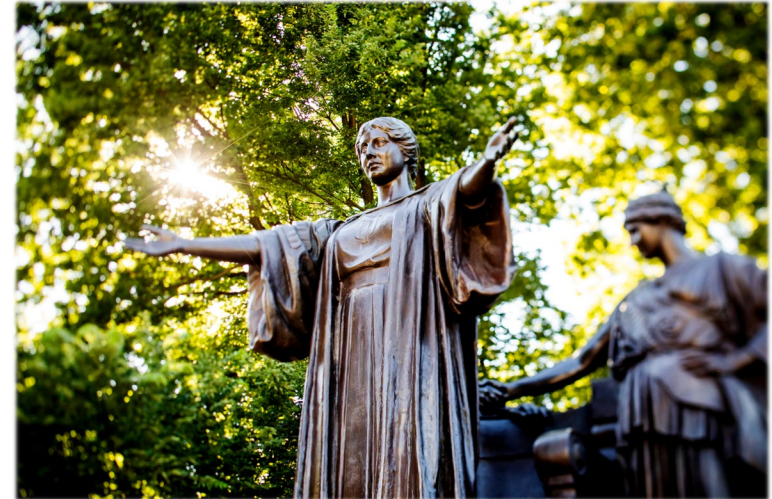
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# Search Process

The university's search process is integral to Illinois' commitment to:

- Equal employment opportunity
- Affirmative action
- Diversity



# Equal Employment Opportunity and Affirmative Action, Part 1

## Equal employment opportunity (EEO)

- A legal framework that makes it unlawful to discriminate in employment decisions based on a protected class

## Affirmative action

- A regulatory obligation for certain federal contractors that requires us to identify underrepresentation and take positive steps to address that underrepresentation

# Equal Employment Opportunity and Affirmative Action, Part 2

Covered employment practices:

- Recruitment
- Hiring
- Reclassification/Promotion
- Demotions
- Transfers
- Layoff
- Termination
- Compensation
- Training opportunities
- Accessibility



# Equal Employment Opportunity

Protected classes:

- Race
- Color
- Religion
- Sex
- Sexual orientation
- Gender identity
- National origin
- Age
- Disability
- Genetic information

# Affirmative Action Plan, Part 1

- A written, results-oriented program in which a federal contractor details the steps it will take to ensure equal employment opportunity
  - It includes goal-oriented management policies and procedures designed to identify and eliminate barriers to employment opportunities for minorities, women, protected veterans and individuals with disabilities that are not based on specific job requirements
  - It is intended to foster equal opportunity, so everyone has a fair chance to succeed in the workplace
  - The affirmative action plan is updated annually to provide a report on the progress (or lack thereof) regarding the use of good faith efforts to ensure equal employment opportunity

# Affirmative Action Plan, Part 2

- An affirmative action plan is like any other business plan, it's just related to diversity and equal employment opportunity
  - Start by establishing a baseline
  - Measure your organization against that baseline
  - Create a plan to address areas of need
  - Implement the plan
  - Come back later to see if the plan worked
  - Make changes if/when necessary, to get better results

# Affirmative Action Placement Goals and Hiring Benchmarks, Part 1

- Affirmative action placement goals are set when the percentage of minorities or women currently employed, is less than reasonably expected given their percentage of availability in the workforce
  - Separate goals are assigned for each job group
- There is a 7% workforce utilization goal for individuals with disabilities and a 5.5% hiring benchmark for protected veterans
  - Same goals for all job groups

# Affirmative Action Placement Goals and Hiring Benchmarks, Part 2

## **Affirmative action is NOT:**

- A quota system
- Reverse discrimination

## **Placement goals and hiring benchmarks ARE:**

- Target rates for hire
- Used to guide our good faith efforts



## **The expectation:**

As goals are met, the gender, racial and ethnic profiles, as well as the veteran and disability status of our employees, will mirror the population from which we recruit

# Why Diversity Matters



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# Campus Commitment to Diversity

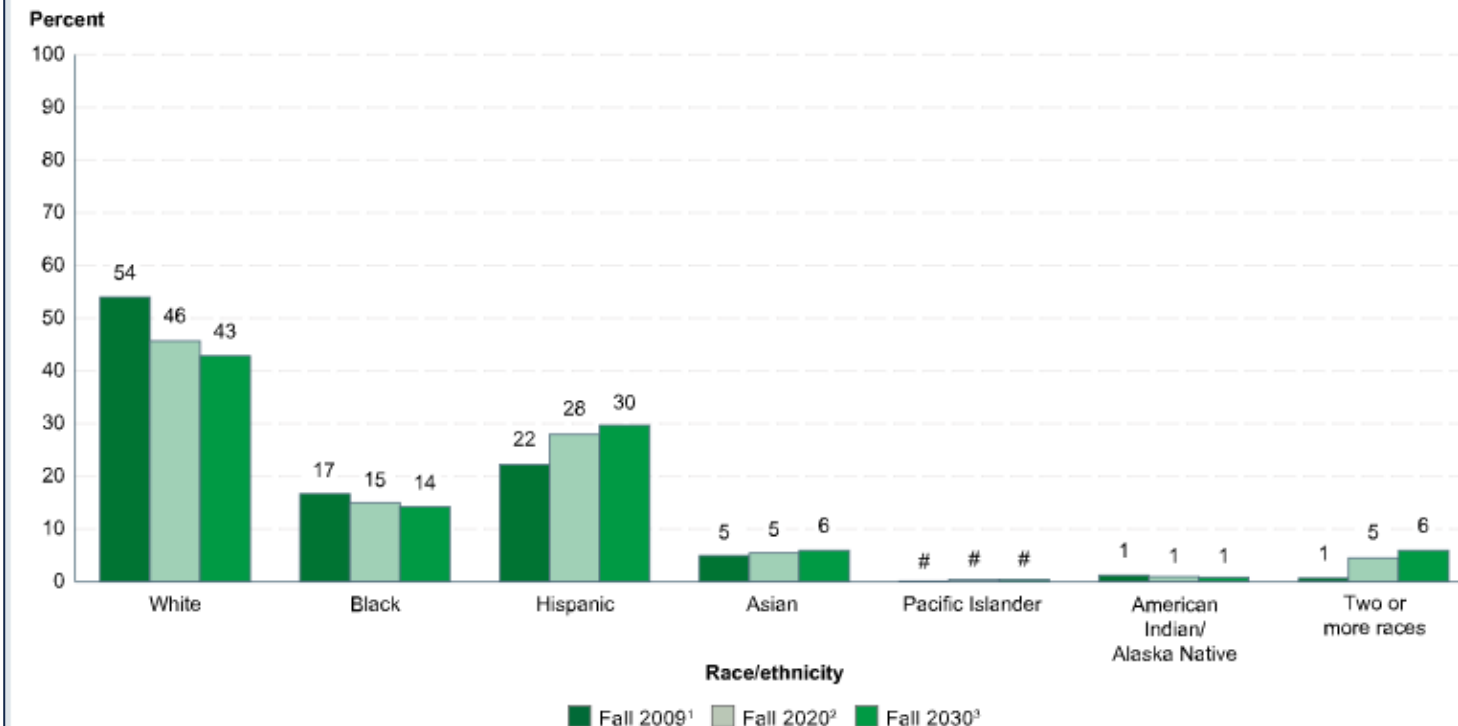
- **University of Illinois System** – Guiding values include “Be inclusive, treat each other with dignity and respect, and promote citizenship”
- **University of Illinois, Urbana-Champaign Strategic Plan** – “We will be leaders in advancing diversity and equity that will contribute to creating an institution committed to excellence in discovery, teaching, and research, and a climate where all can achieve their highest aspirations in a safe and welcoming environment”
- **Academic and campus life programs for students** – Housing multicultural advocates, Office of Minority Student Affairs, Diversity and Social Justice programs, African American, Asian American Cultural Centers, La Casa Cultural Latina, LGBT resource center, Native American House, and many others

<https://www.uillinois.edu/about/mission/> ; <https://strategicplan.illinois.edu/>



# Changing Demographics

Figure 1. Percentage distribution of student enrollment in public elementary and secondary schools, by race/ethnicity: Fall 2009, fall 2020, and fall 2030



2013-2014 was the last year in which a majority of America's K-12 students were white

Although our society is becoming increasingly diverse, U.S. institutions of higher education currently do not reflect this trend

It is our mission to create an increasingly diverse and inclusive campus community that is open, just and welcoming for all

Note. From the National Center for Education Statistics (May 2022). # Rounds to zero.

# Benefits Our Mission

Diversity  
benefits our  
teaching  
and  
research  
mission

## Diverse teams:

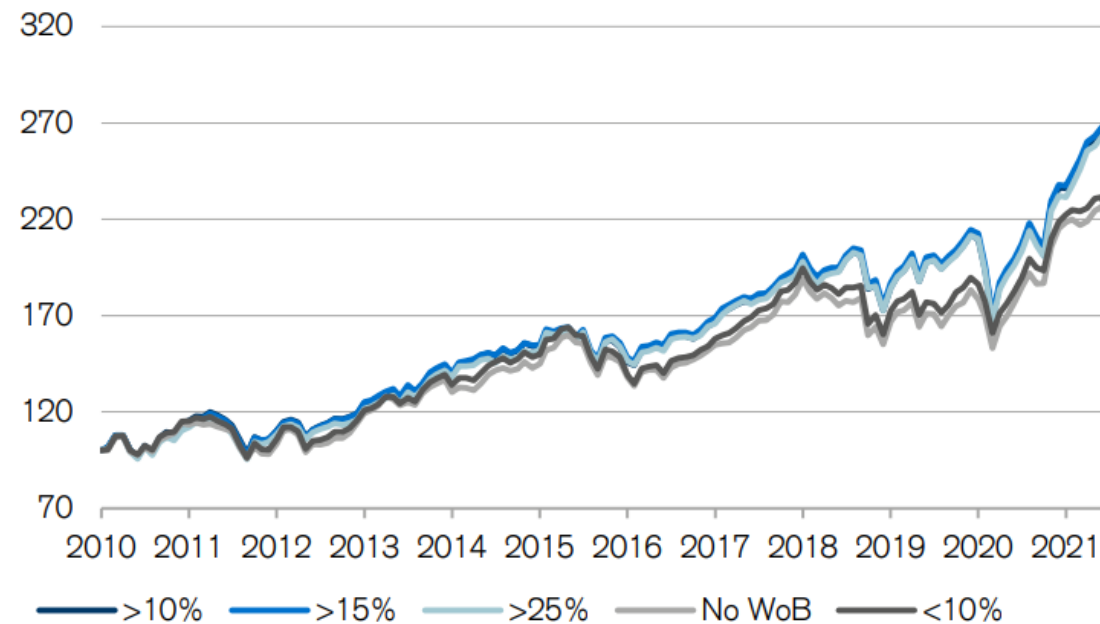
- Are more productive, creative, and innovative (e.g., Henderson & Herring, 2013; Hofstra et al., 2020)
- Make higher-quality decisions with more careful consideration of the available information (e.g., Gaither et al., 2018)
- Author papers that are published in higher-impact journals and cited more (e.g., Campbell et al., 2013; Freeman & Huang, 2015)
- Create grant proposals that are more likely to receive funding (e.g., Lungeanu et al., 2014)

# Diverse Groups Are More Productive, Part 1

## The Credit Suisse Gender 3000 Report

**Figure 10: Share-price performance of differing percentages of female board representation**

(indexed to 100; average = 15% since 2010)



Data collected from 3,000 companies in 46 countries, comprising 33,000 executive positions

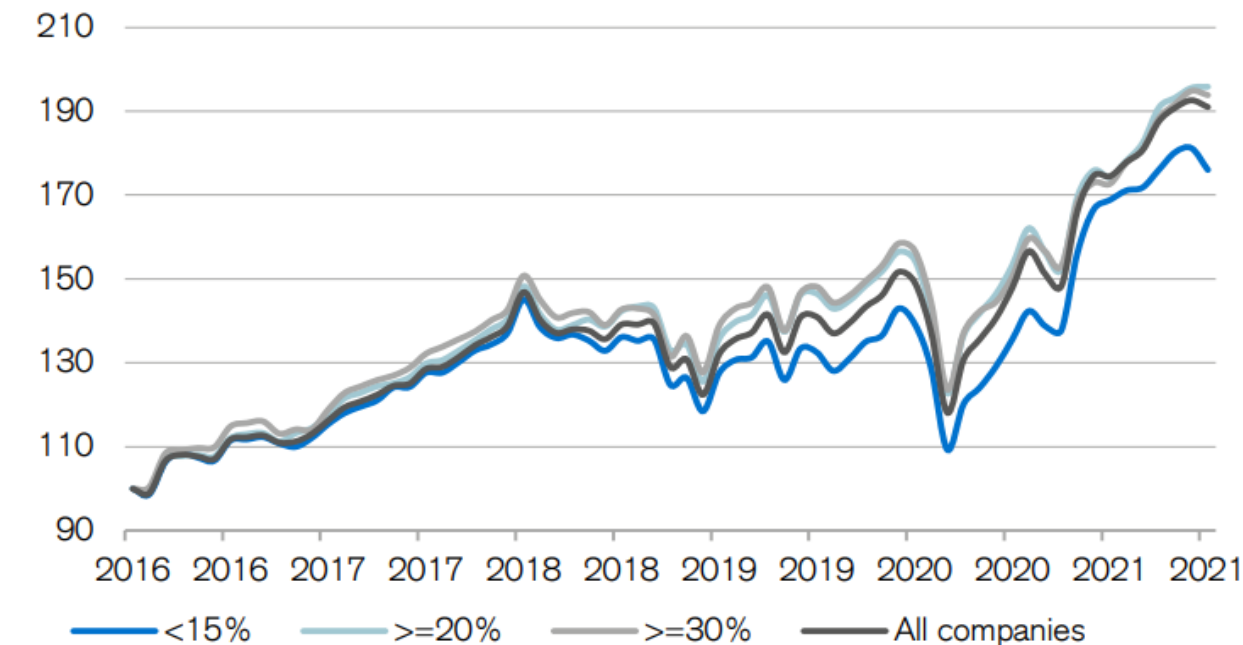
Companies with a greater percentage of women on their board of directors have consistently outperformed those with few (<10%) to no women (No WoB) on their boards

# Diverse Groups Are More Productive, Part 2

## The Credit Suisse Gender 3000 Report

**Figure 9: Share price performance by percentage of women in management (rebalanced universe)**

(indexed to 100)



Companies with a greater percentage of women ( $\geq 20\%$  and  $\geq 30\%$ ) in management have consistently outperformed those with fewer women in management ( $< 15\%$ )

# Inclusive Recruitment



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# Inclusive Job Descriptions and Postings, Part 1

- Use gender neutral titles and check pronouns
- Avoid your use of gender-charged words and superlatives
  - [Use the Gender Decoder Tool](#)
- Limit the number of requirements
- Reconsider your minimum requirements
- Express your commitment to equality and diversity
- State benefits

# Inclusive Job Descriptions and Postings, Part 2

- Mention your values
  - [Campus Commitment to Diversity and Affirmative Action/Equal Employment Opportunity](#)
  - [Diversity Values Statement \(Academic Senate\)](#)
- Hybrid/Remote Options
  - Opens new and diverse talent pools
  - Help close the gender gap - people with primary family care responsibilities
  - Assist individuals with disabilities
  - Increased efficiency and productivity

# Good Faith Efforts

- Efforts to broaden the pool of qualified candidates to include minorities, women, individuals with disabilities and protected veterans
- Document everything
  - When outreach happened
  - Who was contacted
  - Which group was targeted
  - What outreach occurred
- Monitor effectiveness of outreach/recruitment strategies in attracting applicants



Review [search process toolkit](#) for good faith efforts example and template spreadsheets

# Advertising and Recruitment

- Automatic postings
  - [University of Illinois Job Board](#) (Free)
  - [Higher Ed Jobs](#) (Free)
  - Higher Ed Jobs, Diversity & Inclusion Email (may carry a fee that will be charged to the department; contact Illinois HR for additional information)
  - Broadbean Sources (Free)
- Faculty only recruitment resources
  - [Big Ten Academic Alliance Doctoral Directory](#) (Free)
  - [Southern Regional Education Board DSP Scholar Directory](#) (Free)

<https://oae.illinois.edu/our-services/hiring-processes/recruitment-sources/>

# Strategies to Increase Diversity of the Pool

- Diversify the search committee
- Ensure an inclusive office environment
- Utilize a wide variety of recruiting methods
- Do not rely on the same sources repeatedly – each search is unique
- Assess efforts and adjust when needed
- Provide equal access to the selection process
- Revisit your pipeline – our networks tend to look just like us
- Video - [Blind Spots: Broaden Perspectives](#)

# Go Beyond Main Recruiting Channels, Part 1

- Work with HR staff to email job postings to professional journals, associations, web recruitment boards or electronic newsletters for diverse applicants in a particular field
- Connect with Historically Black Colleges and Universities and Hispanic, American Indian, and Asian serving institutions
- Ask members of the department to reach out to their professional networks, to see if they know of underrepresented individuals who may be qualified for/interested in position
- Reach out to cultural centers, career centers and alumni groups

# Go Beyond Main Recruiting Channels, Part 2

- Utilize social media groups
- Make connections at junior colleges
- Engage local and regional networks of people in related fields to see if they know of potential candidates
- Encourage colleagues who will be attending professional conferences to recruit for the position
- Share announcements with various community organizations that work with diverse audiences

# Go Beyond Main Recruiting Channels, Part 3

- Invite individuals on campus for a lecturer series
- Contact women and minorities who have received significant grants or professional recognition and ask for the names of promising women and minority scholars
- Maintain close contact with graduates of the U of I and encourage them to apply or to contact their students/colleagues
- Email position announcements to graduate departments that are relevant to fields of study for position
- Review databases for listings of diverse scholars and contact any that might fit the position description

# Go Beyond Main Recruiting Channels, Part 4

- Engage with Regional Veterans' Employment Coordinators (RVEC)
- Post at [Rally Point](#) (social network site for veterans)
- Build relationships with [Disabled American Veterans](#) and [Hiring Our Heroes](#)
- Contact community organizations that support individuals with disabilities - [Directory of Centers for Independent Living and Associations](#)
- Post with [Ability Jobs](#)

# Go Beyond Main Recruiting Channels, Part 5

- Make connections with religious organizations, spiritual centers and places of worship
- Post with [Pink Jobs](#) which features LGBTQ+ friendly positions from pro-equality employers
- Makes connections on [Out Büro](#), the largest LGBTQ+ professional networking group on LinkedIn

# Continued Recruitment

- Always be recruiting
- More successful when ongoing
- The best candidates often do not check job boards



# Understanding Bias

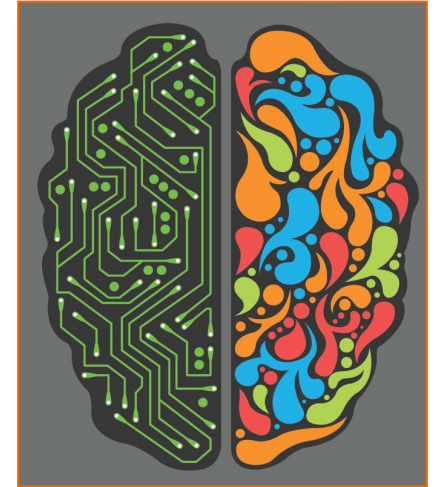


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# Implicit Bias Explained, Part 1

- Bias we are unaware of and is outside of our control
- The ability to quickly categorize is a fundamental quality of the human mind and **happens to everyone**
- It occurs automatically and is triggered by our minds noticing patterns and making quick generalizations of people and situations



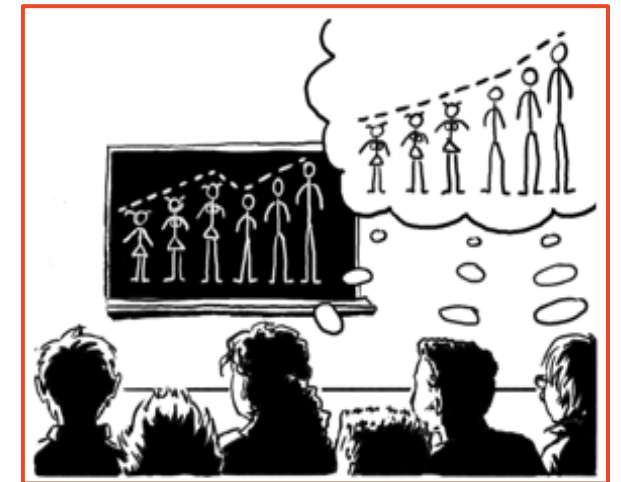
<https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/>

# Implicit Bias Explained, Part 2

- Even if we have strong egalitarian values and believe we are not biased we may still behave in discriminatory ways
- Despite efforts to be objective, these judgments are shaped by a lifetime of experience and cultural history, and lead to implicit bias or implicit stereotyping
- Applies to a variety of physical and social characteristics associated with race, gender, age, ethnicity--even height

# Bias Example – Height

- 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
- Decisions were based on assumptions about average height of men vs women, despite evidence that the individual in question did not fit the stereotype
- Another study found that tall candidates are perceived as more competent, employable and healthy
  - 58% of male CEOs are over six feet tall, even though they only account for 14.5% of the population



[https://www.monmouth.edu/equity-and-diversity/documents/biasbrochure\\_3rded.pdf/](https://www.monmouth.edu/equity-and-diversity/documents/biasbrochure_3rded.pdf/)  
<https://builtin.com/diversity-inclusion/unconscious-bias-examples>

# Bias Example – Names

- Resumes of applicants with white-sounding and male-sounding names were more likely to be interviewed for open positions than were equally qualified applicants with African-American-sounding or female-sounding names
- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated skills lower if told that an African American provided the definitions than if a white person provided them



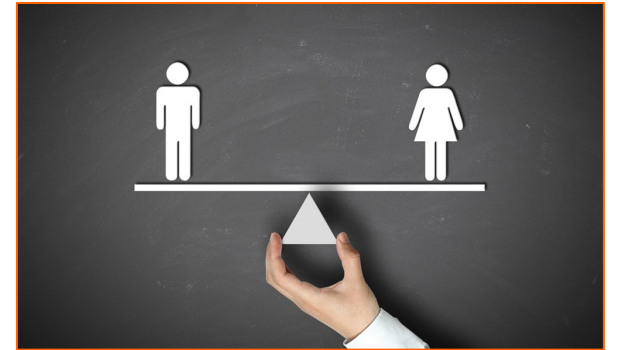
[https://www.monmouth.edu/equity-and-diversity/documents/biasbrochure\\_3rded.pdf](https://www.monmouth.edu/equity-and-diversity/documents/biasbrochure_3rded.pdf)

# Strategies to Avoid Bias, Part 1

- **Before reviewing anyone, be very clear and in agreement about what is required/preferred for each job and what that looks like**
- Evaluate each candidate's entire application
  - Avoid depending too heavily on only one element such as letters of recommendation
  - Be able to defend every decision for eliminating or advancing a candidate by documenting the process
  - Reasons for selection/non-selection should be specific
  - Avoid vague statements such as “not a good fit”

# Strategies to Avoid Bias, Part 2

- Spend **sufficient time** reviewing each person
- Ensure consistent and fair treatment of all applicants at **every stage** of the selection process
  - Application review
  - Screening & finalist interviews
  - Discussion of finalists
- Consider including a diversity interview question
- Applicants who need an accommodation should be treated equally to applicants who do not need an accommodation



# Strategies to Avoid Bias, Part 3

- Question your judgments and decisions; 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?
  - Are applicants who received degrees from institutions other than major research universities being considered?
  - Question if all the final candidates are similar
- Discuss, monitor, and *point out biases* if they emerge in the search process

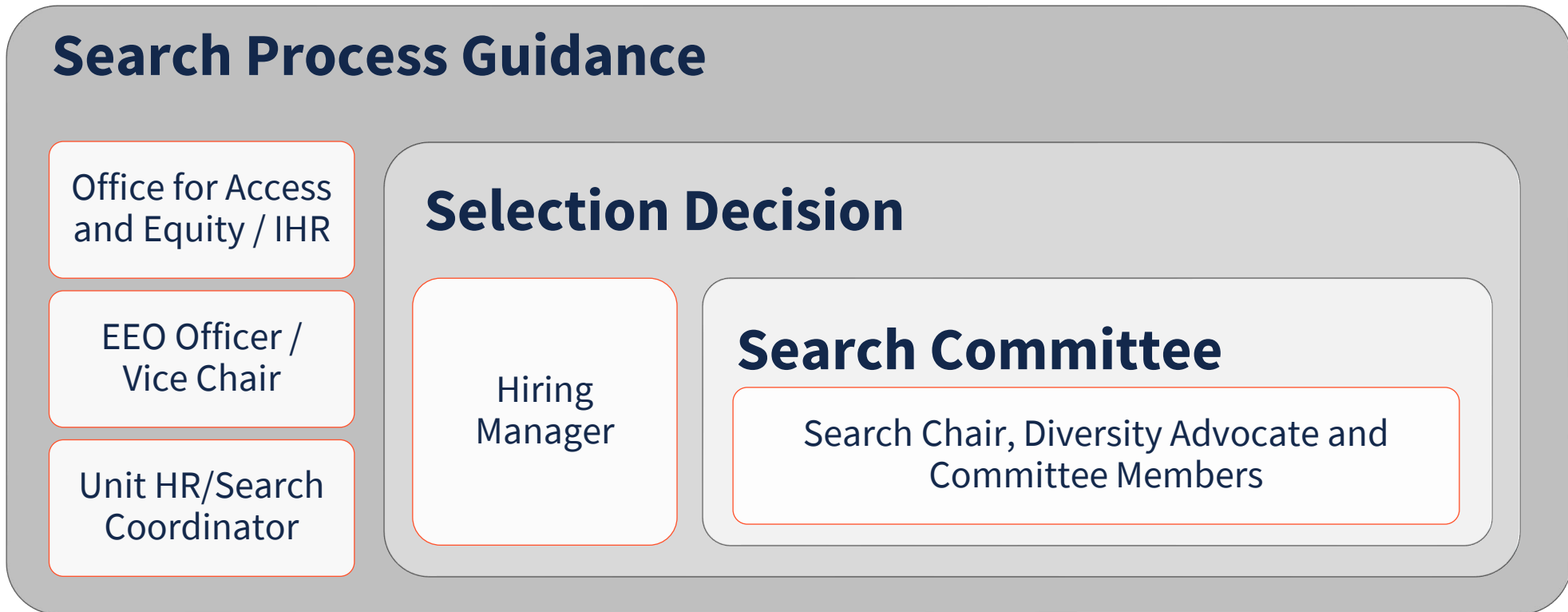
# Key Role Overview



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# Search Process Key Roles



For information about roles review the Select the Search Team section of the [search process toolkit](#)

# Search Committee Member Role Overview

- Committee members serve in an advisory capacity for the identification and selection of a pool of qualified candidates (the ultimate responsibility for hiring rests with the hiring manager)
- All search committee members should be:
  - Open minded, committed to diversity, and willing to consider different perspectives and values
  - Able to negotiate conflict to achieve group results
  - Knowledgeable in the area/field/responsibilities of the position
  - Available to commit the time and effort required to ensure fairness of the search process

# Diversity Advocate Role Overview

- The diversity advocate serves as a leader in advocating for diversity as a core component in the search process
- Must be a member of the search committee, or available to attend all committee meetings
- For tenure-track faculty searches, the diversity advocate must be a tenured faculty member
- For all other positions, the diversity advocate should be at the same level or higher, of the position being filled

# Typical Actions of Diversity Advocate, Part 1

- Attend and participate in all committee meetings
- Complete the [DiversityEdu](#) online educational program prior to reviewing any application materials (required every three years)
- Work with the chair and committee members to ensure committee tasks are completed
- Treat all candidates with fairness and respect
- Be an advocate for diversity



# Typical Actions of Diversity Advocate, Part 2

- Be aware of placement goals
- Initiate a conversation about diversity at first committee meeting
- Lead a discussion about developing a plan for all committee members to conduct good faith efforts, which include outreach sources to attract diverse candidates
- Actively participate in networking and recruiting efforts
- Review diversity of the applicant and finalist pool (HR contact can request from OAE, if there are more than three applicants/finalists)
- Work with coordinator to maintain/evaluate list of good faith efforts

# Typical Actions of Diversity Advocate, Part 3

- Support the committee in utilizing best practices for evaluating diverse applicant pools
  - Determine selection criteria in advance so all candidates are evaluated fairly and consistently
  - Ensure that the rationale to remove a candidate from consideration is valid and free of bias
  - Provide similar opportunities for each finalist and follow interview procedures which treat everyone consistently
- Provide professional assessment of finalists, based on objective evaluation criteria



# Confidentiality

- **Confidentiality is critical**
- Maintain confidentiality of all candidate information and deliberations **before, during, and after** search
- Access to application materials and other information about screening is limited to search committee members, hiring officials, and individuals supporting the search
- Extra caution with internal candidates
  - Even if no longer under consideration, cannot be involved in any aspect of search
  - Consider making calendar invites private

# Resources

- All committee members and diversity advocates should be familiar with the [search process toolkit](#)
- A few key resources include:
  - Good faith efforts example and template spreadsheets
  - Diversity-related interview questions
  - Pre-employment inquiries – topics to avoid

# Contact Information & Resources

- **Office for Access and Equity**

- Phone: 217-333-0885
- Email: [accessandequity@Illinois.edu](mailto:accessandequity@Illinois.edu)
- Website: <https://oae.Illinois.edu>



# Office for Access & Equity

Thank you!



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