

Search Process Overview

Search Committee Member

Office for Access and Equity

Affirmative Action Planning and Analytics Division



UNIVERSITY OF
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URBANA-CHAMPAIGN

Last Modified July 2023



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 search committee member 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

Affirmative Action
Equal Opportunity Employer 

Equal Employment Opportunity

Protected classes:

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



Affirmative Action Regulations, Part 1

Race, color, sex, national origin, sexual orientation, gender identity

- Executive Order 11246
- Requires us to take affirmative action for females and males
- Prohibits discrimination against applicants and employees based on race, color, sex, religion, national origin, sexual orientation, and gender identity
- Prohibits action against applicants and employees for discussing pay
- Requires the development of a written and statistical affirmative action plan for women and minorities

Affirmative Action Regulations, Part 2

Individuals with disability

- Section 503 of the Rehabilitation Act (41 CFR section 60-741)
- Regulations require federal contractors and subcontractors to take affirmative action for and prevent discrimination against individuals with disabilities
- Requires the development of a written and statistical affirmative action plan for individuals with disabilities



Affirmative Action Regulations, Part 3

Protected Veterans

- Vietnam Era Veterans' Readjustment Assistance Act (41 CFR section 60-300)
- Regulations require federal contractors and subcontractors to take affirmative action for and prevent discrimination against the four classes of veterans found in the Jobs for Veterans Act
- We must take various actions to advance the employment of protected veterans
- Requires the development of a written and statistical affirmative action plan for protected veterans

Affirmative Action Plan Definition

- A written results-oriented program in which a federal contractor details the steps it will take to ensure equal employment opportunity
- 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

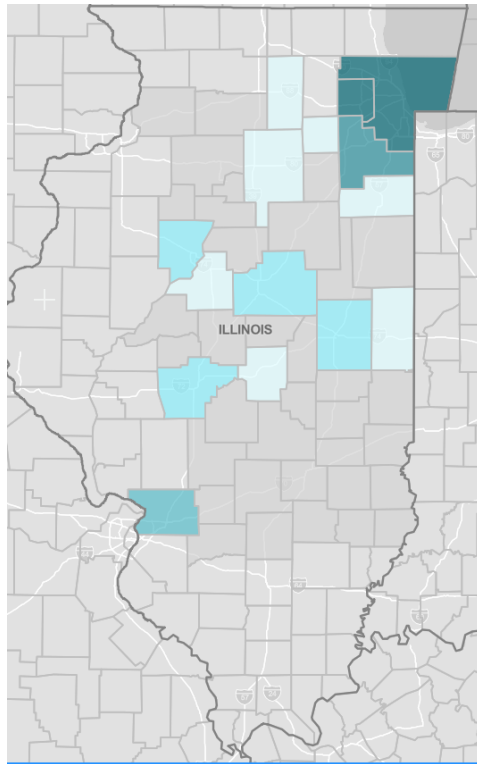


Affirmative Action Placement Goals and Hiring Benchmarks

- Minorities and women: separate goals are assigned for each job group
 - 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
- Individuals with disabilities: 7% utilization goal for each job group
 - Established by OFCCP from the American community survey
- Protected veterans: 5.5% hiring benchmark for entire workforce
 - National percent of veterans in the civilian labor force – updated annually



Placement Goal Examples



Census Data by Region and Occupation

C3 Finance

- **Emp:** Min: 17% Fem:70%
- **Avail:** Min: 17% Fem:58%

D3 PR/Advancement

- **Emp:** Min 13% Fem: 67%
- **Avail:** Min:19% Fem: 59%

M3 Info Technology

- **Emp:** Min 22% Fem: 17%
- **Avail:** Min:25% Fem: 26%



Peer Schools and Ph.D. Recipients

KVY1 Math Professor

- **Emp:** Min: 16% Fem: 9%
- **Avail:** Min: 13% Fem: 35%

KVS4 English Specialized Faculty

- **Emp:** Min: 14% Fem: 43%
- **Avail:** Min: 12% Fem: 56%

KZS3 Philosophy Asst. Professor

- **Emp:** Min: 71% Fem: 14%
- **Avail:** Min: 31% Fem: 43%

How do I know if there is a goal or benchmark?

- When a new requisition feeds into Cornerstone, OAE sends an email to the req owner with information about the search process
 - Includes [link to a dashboard](#) where goals and benchmarks can be found
- After the announcement is posted, an email is sent to the hiring manager, req owner and search committee members (if applicable)
 - Includes the goals and benchmarks for that vacancy and information about key roles
- If you have questions about the goals or benchmarks for a vacancy, please send OAE an [email](#)

What does it mean if there is a goal or a benchmark?

- **OFCCP regulations require federal contractors to:**
 - Conduct good faith efforts to address underrepresentation of faculty and staff (i.e., if there is a goal, efforts should be geared towards that goal);
 - Document efforts and analyze the effectiveness of the efforts being conducted; and
 - If efforts are not working to meet goals, to try different efforts to address the underrepresentation
- **OFCCP does not tell us:**
 - Where/how to recruit
 - How to analyze the effectiveness of efforts

Affirmative Action Placement Goals & Hiring Benchmarks: Expectation

Affirmative action is NOT:

- A quota system

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

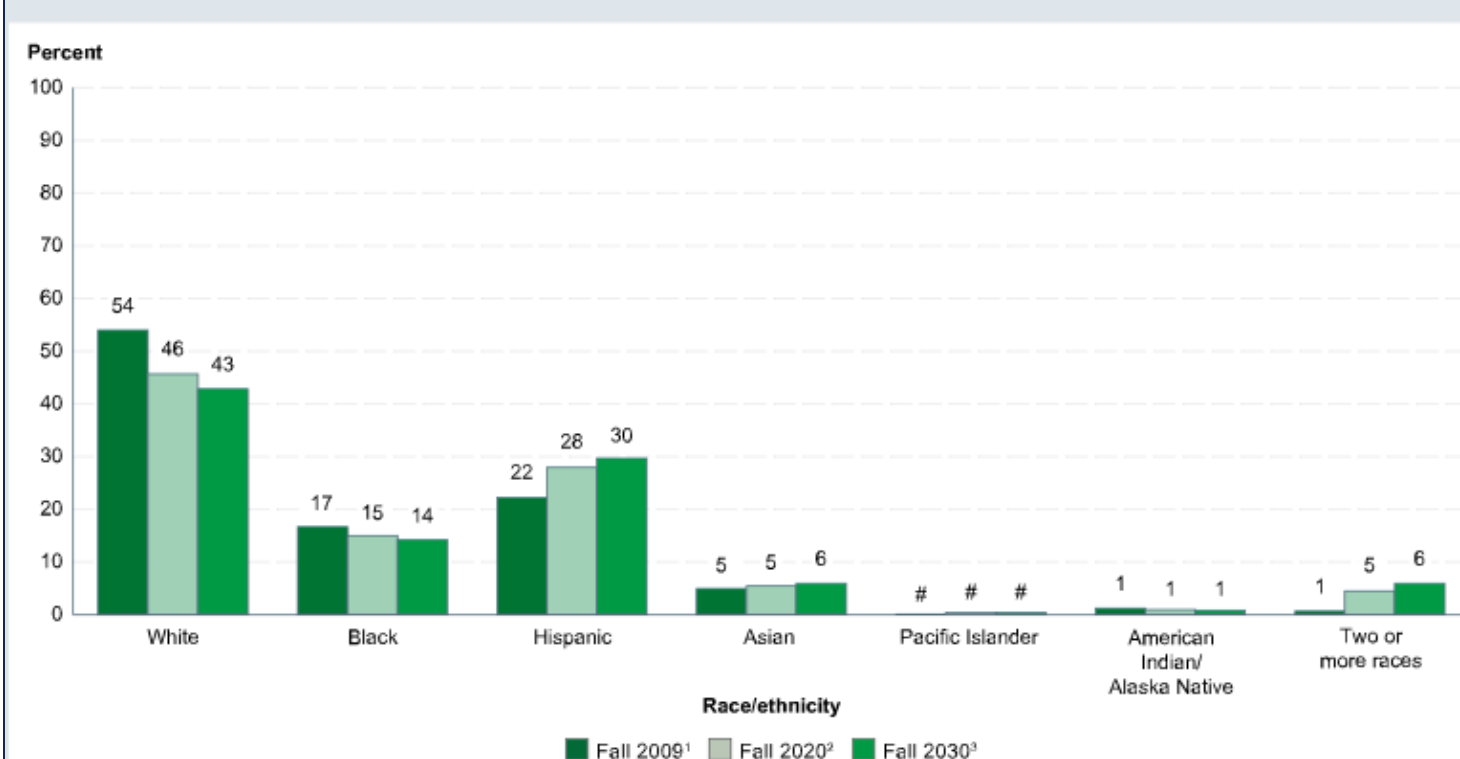
- **University of Illinois System** – Guiding values include “Be inclusive, treat each other with dignity and respect, and promote citizenship”
- **University of Illinois, Urbana-Champaign Strategic Plan** – “We will be leaders in advancing diversity and equity that will contribute to creating an institution 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://archive.strategicplan.web.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



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

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



Benefits Our Mission

Diversity
benefits our
teaching
and
research
mission

Diverse teams:

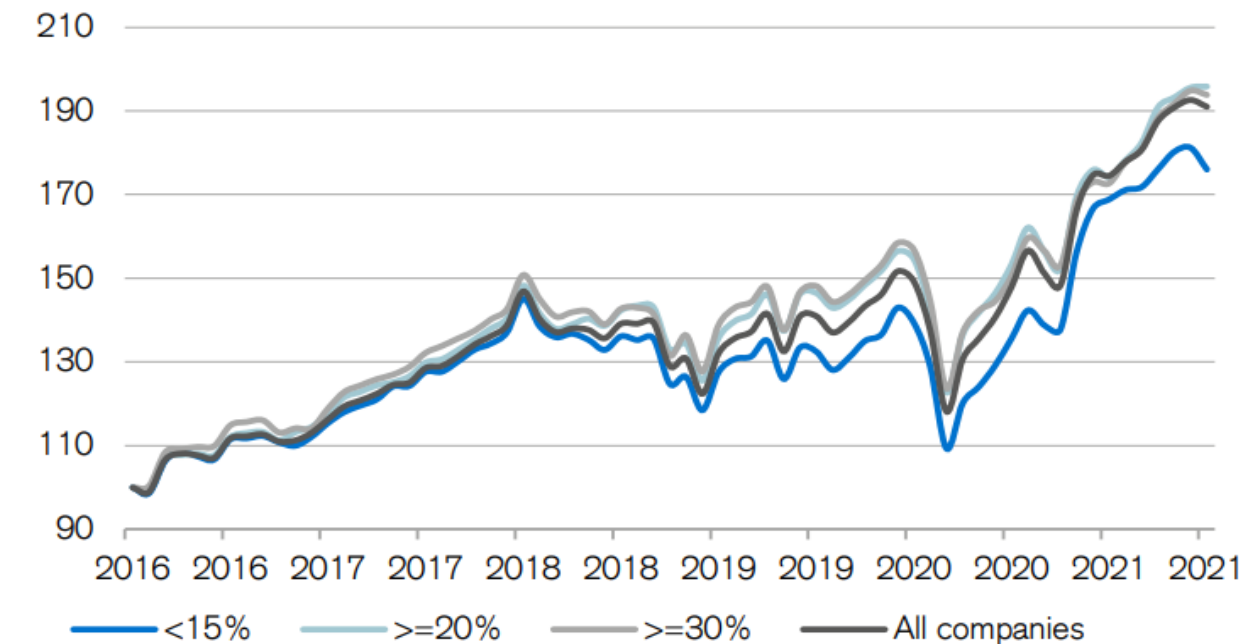
- Are more productive, creative, and innovative (e.g., Henderson & Herring, 2013; Hofstra et al., 2020)
- Make higher-quality decisions with more careful consideration of the available information (e.g., Gaither et al., 2018)
- Author papers that are published in higher-impact journals and cited more (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 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 ($< 15\%$)

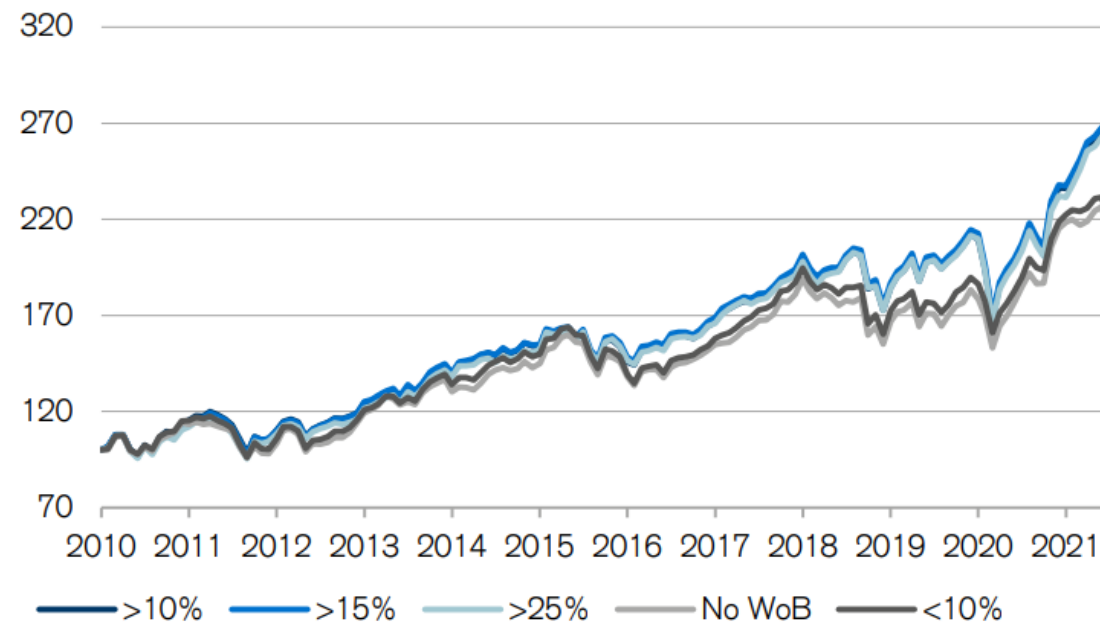


Diverse Groups Are More Productive, Part 1

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

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

Please refer to [search process toolkit](#) for additional guidance



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, Part 1

- 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
- Diversity advocate will work with search coordinator to document and monitor effectiveness of efforts



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

Good Faith Efforts, Part 2

- Recruitment and outreach efforts are critical in ensuring a diverse pool of candidates
- Committees must do more than simply issue a position announcement and wait to receive applications
- **All committee members should be actively involved in these efforts!**

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)
 - Higher Education Recruitment Consortium (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/>



Custom Applicant Source Code

- Can be used to track where an applicant found out about the position (previously known as the EEO source in HireTouch)
- When placing an announcement to an external site, use a custom link for each source
- When an applicant clicks on this custom link and is directed to the university's job board, it allows for the collection of applicant source data
- This data can be used to assess good faith efforts
- Job aid can be found in the [search process toolkit](#)

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

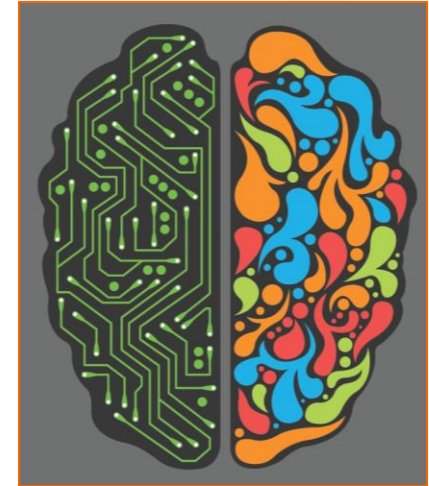


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Implicit Bias Explained, Part 1

- 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



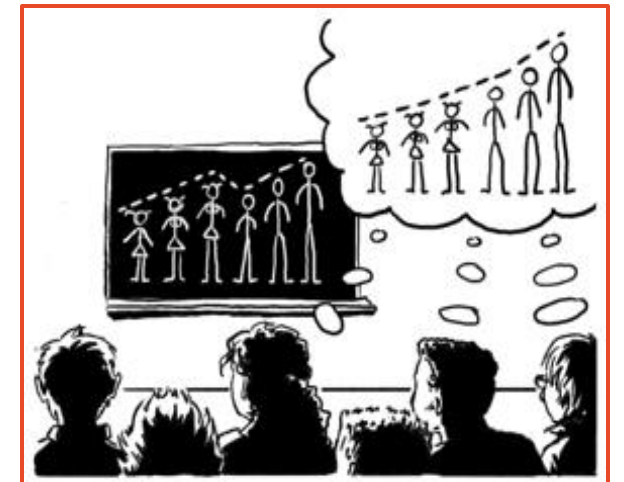
<https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/>

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://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

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

Search Committee Member Role



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Search Process Key Roles

Search Process Guidance

Campus

IHR, OAE, Provost Office

College

EEO Officer, Vice Chair EEO,
Assistant Vice Chair

Department

HR, Search Coordinator,
Requisition Owner

Selection Decision

Hiring
manager

Search Committee/Interviewers

Chair

Diversity Advocate
Committee Members

Interview Team
(if no committee)

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

Committee Size

- For faculty, specialized faculty, academic professional, and civil service overtime exempt searches, there must be at least three individuals and include a diverse representation in terms of demographic characteristics and/or expertise
 - The search committee chair and diversity advocate can count as two of the members on the committee but there must be at least a total of three individuals
- If you choose to use a search committee for civil service over time eligible positions, there must be at least two individuals serving on the committee that does not include the hiring manager.

Typical Actions of Search Committee Member, Part 1

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



Typical Actions of Search Committee Member, Part 2

- Suggest good faith recruitment effort ideas and actively participate in recruiting qualified, diverse candidates
- Evaluate applicant materials based on agreed upon evaluation criteria, which are established **prior to the review of any applications**
- Develop specific job-related questions to ask during interviews; All candidates should be asked the same core set of questions, allowing for individualized follow-up questions as needed
- Provide professional assessment of finalists, based on objective evaluation criteria



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

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

Contact Information & Resources

- **Office for Access and Equity**

- Phone: 217-333-0885
- Email: accessandequity@Illinois.edu
- Website: <https://oae.Illinois.edu>



Office for Access & Equity

Thank you!



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