

# Search Report Survey

## Your Faculty Search and "Best Practices" to Diversify Faculty Applicant Pools and Hires

As a Federal contractor, UC is required to take affirmative action to ensure that all individuals have an equal opportunity for employment, without regard to race, color, religion, sex, national origin, disability, or status as a Vietnam era or special disabled veteran. In meeting this obligation, the University analyzes candidate pools and compares our candidates and appointees with our underlying labor-pool availability ([click here](#) for more information).

The current academic literature recommends many "best practices," identifying them as effective in diversifying faculty applicant pools and hires. Our review of this literature, however, suggests that few of these practices have been carefully studied. In addition, their applicability at Berkeley is unclear.

We would like to carry out a more rigorous investigation of the value of widely recommended practices, and we are seeking your help in carrying out this study. We will use responses to this survey to examine whether any practices recently employed at UC Berkeley are correlated with diverse faculty pools and hires. We also aim to identify untested "best practices" that might be useful in future job searches.

Thank you in advance for taking the time to respond candidly to this survey module. Once we have enough data to produce meaningful results, we will be sure to share them with you.

### Section 1. Specification of the Faculty Position and Desired Qualifications

Academic literature and various national and local datasets demonstrate that gender, race, and ethnicity vary substantially among degree recipients and faculty applicants by disciplines and sub-disciplines (also by cohort). Furthermore, the diversity of faculty hires is strongly associated with the diversity of faculty applicant pools. Hence, hiring committees can unintentionally reduce the diversity of applicant pools, interviewees, and hires by specifying qualifications in narrow ways; or they can increase diversity through broader specification, or carefully calibrated specification in sub-topical or multi-topical areas. The below set of "best practices," referenced in the academic literature or suggested by other research universities, encourages crafting faculty positions, qualifications, and the approach to evaluating potential candidates in ways that are believed to maximize the diversity of candidate pools and eventual faculty hires.

In the current job search under discussion, which of the following "best practices" did you or members of your committee or department use in an effort to diversify the faculty applicant pool/hire(s)?

Whether you employed the practice or not, we would be very interested in any



		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
g.	Actively considered candidates with degrees from a broad range of different institutional settings/types (e.g., PhDs from non-top-tier programs; or degrees from historically black or Hispanic-serving colleges/universities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h.	Actively considered candidates with publications from less well-known journals/publishers, carefully evaluating the quality of the work, rather than assessing importance based on placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i.	Specified in the job qualifications and/or evaluation criteria that demonstrated commitment to diversity, experience with multicultural education, working with diverse populations, or similar undertaking is desirable (perhaps requested statements from applicants regarding past experience working with diverse populations, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j.	Evaluated candidates based on their potential to develop a significant research program in their field (not exclusively based on their publication placement to date).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Job qualifications/evaluation process	Used the practice? <i>* specify in comments</i>					Comments
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
k.	Evaluated candidates using a broad holistic approach, focusing particularly on candidates' areas of strength rather than narrowly defined areas of weakness (e.g., their time-to-degree was too slow).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
l.	Developed multiple short-lists emphasizing different important qualifications (e.g., short-lists focused on teaching, contribution to diversity, service, research potential, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
m.	Used a variety of different settings/forums to evaluate/get-to-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



d.	Monitored national resources that identify possible future faculty candidates from diverse backgrounds (e.g., lists of recent fellowship recipients, websites expressly designed to list PhD candidates/recipients of diverse backgrounds).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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	On-going recruitment activities (possibly perennial)	Used the practice? <i>* specify in comments</i>					Comments
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
e.	Supported existing UC/UCB academic pipelines, from our undergrad to junior faculty, to develop, promote, and identify future faculty talent of diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f.	Appointed a departmental point person(s) to coordinate on-going recruitment efforts in regard to possible future faculty candidates from diverse backgrounds (in advanced of job specification and listing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g.	Set aside/secured resources to support ongoing faculty recruitment activities in regard to individuals from diverse backgrounds (e.g., course relief for faculty recruiters, staff support, funding to attend salient conferences, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Recruitment activities undertaken during the <i>recruitment phase of this job search</i>	Used the practice? <i>* specify in comments</i>					Comments
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
h.	Advertised widely, including in diversity specific venues (e.g., The Hispanic Outlook in Higher Education).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i.	Put out a call to the larger department (faculty and graduate students), other departments, and other possible campus resources (SWEM, Association of Academic Women, Equity Advisers, Equity and Inclusion, etc.) to help the hiring committee identify potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	faculty applicants of diverse backgrounds.						
j.	Contacted colleagues from other institutions to ask for their help in identifying potential applicants from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
k.	Directly called/emailed possible candidates with diverse backgrounds and encouraged them to apply to the position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Recruitment activities undertaken during the <i>recruitment phase</i> of <a href="#">this job search</a>	Used the practice? <i>* specify in comments</i>					Comments
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
l.	Tapped existing UC/UCB academic pipelines to diversify the applicant search pool (e.g., considered current or former students from diverse backgrounds or <a href="#">UC President's Postdoctoral Fellowship recipients</a> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
m.	Appointed a "champion," typically a faculty member, to advocate for candidates who may have been overlooked, including individuals from diverse backgrounds, so as to ensure an equitable process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Recruitment activities undertaken during the <i>interview and offer</i> of <a href="#">this job search</a>	Used the practice? <i>* specify in comments</i>					Comments
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
n.	Established a welcoming environment for all interview finalists (i.e., sought to minimize any undue stress related to the interview process).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
o.	Arranged to have finalists meet with campus groups/individuals from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
p.	Made clear to job finalists the possibility of research collaboration across departments and disciplines, particularly in regard to areas of pressing societal concern (e.g., the impact of climate change on low-income agrarian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	populations in developing nations, etc.).						
q.	Notified candidates about possible dual-career couple employment options and family friendly polices/resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
r.	Discussed post-hire support efforts for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
s.	Communicated efficiently (in a timely manner) and respectfully with all faculty candidates/ finalists throughout the entire recruitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### Section 3. Minimizing the Impact of Unconscious Bias

A number of recent studies have suggested that implicit associations are common among the general population in regard to issues of gender, race/ethnicity, and expectations regarding the likelihood of long-term professional success/achievement (e.g., "boys are better at math and science"). These patterns are observed among both majority and minority populations, including highly educated individuals, men and women, and can be demonstrated with the aid of carefully designed experiments (e.g., [click here](#) for one example). In response to these findings, many scholars and practitioners assert the importance of structuring search committees and search processes in ways that minimize these possible associations; and the need to train committee members to be aware of implicit bias, so as to mitigate its impact on assessments and deliberations.

Which of the following "best practices" did you or members of your committee or department use in an effort to minimize the possible impact of "implicit associations" on evaluating faculty candidates?

Please share with us any comments you might have. Again, we greatly appreciate candid responses as these will help us to better assess what future actions/recommendations might be viable and desirable.

	Practices to minimize the possible impact of implicit associations throughout the entire search process	Used the practice?					Comments
		<i>* specify in comments</i>					
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
a.	Established a search committee with individuals from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b.	Encouraged search committee members to attend trainings regarding issues of "implicit associations" and how to minimize their impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c.	Developed in advance of reviewing applications a weighted rubric that	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	was used in the evaluation of all candidates.						
d.	Took the necessary time to fully evaluate all applications, carefully reviewing all materials (e.g., many faculty recruitment handbooks suggest spending 15-20 minutes per application).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	<b>Practices to minimize the possible impact of implicit associations throughout the entire search process</b>	<b>Used the practice?</b>					<b>Comments</b>
		<i>* specify in comments</i>					
		<b>Used</b>	<b>Partially used *</b>	<b>Did not use</b>	<b>Not applicable</b>	<b>Not sure/ Other *</b>	
e.	Appointed senior reviewers or equity advisors to monitor the equity of all recruitment related processes/decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f.	Checked why candidates did not make the short list, including individuals from diverse backgrounds, explicitly identifying the reasons for de-selection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g.	Tried to make sure that the applicant pool/finalist group was as diverse as possible to support equitable evaluation of all candidates (i.e., research studies suggest bias is more likely to occur when a small number of minority individuals are being evaluated).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h.	Developed standard interview questions/job presentation criteria and made sure that all interviewees/finalists had an opportunity to respond to all areas of inquiry and undertake all the desired job presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i.	Avoided improper or unlawful questions related to gender, sexual orientation, race, ethnicity, religion, family status, pregnancy, international status, health status, age, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Section 4. Prioritizing and Institutionalizing a Commitment to Diversity

Most recent scholarship related to equity issues in academia emphasize the importance of institutionalizing a commitment to diversity and equity at all levels of an organization, from the highest administrative offices to the local unit. This commitment



often begins with an enhanced appreciation for the importance of diversity in the local unit (typically departments), the establishment of realistic goals, the identification of mechanisms that can be used to promote the desired outcomes, and benchmarks to measure progress toward these goals. So, too, much of this literature asserts the need to hold institutions and individuals accountable for their relative success in establishing and realizing positive diversity-related outcomes.

Which of the following "best practices" has your department undertaken in recent years in an effort to diversify faculty applicant pools and hires, and to prioritize and institutionalize diversity-related concerns?

Please share with us any comments you might have.

	Practices that institutionalize a commitment to diversity and seek to increase the diversity of faculty applicant pools and hires	Used the practice?					Comments
		<i>* specify in comments</i>					
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
a.	As a department/unit, clarified and prioritized the diversity needs of the department vs. competing needs (perhaps considering the needs of diverse student populations, the pedagogical value of diverse classroom environments, the potential value-added of diverse thinking/groups in research innovation/implementation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b.	Developed a departmental diversity plan with specific plans-of-action and benchmarks to gauge their short-term and longer-term effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c.	Examined and analyzed the history of departmental hiring in regard to equity issues (perhaps including an evaluation of past institutional affiliation of current faculty; e.g., do our faculty come from a narrow or broad array of PhD granting institutions?).)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d.	Compared the relative success of our department to similar programs at peer institutions in re. to diversity-related issues and faculty hiring patterns (perhaps using data from other <a href="#">AAU institutions</a> or national data on faculty composition).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<b>Practices that institutionalize a commitment to diversity and seek</b>	<b>Used the practice?</b>					<b>Comments</b>
		<i>* specify in comments</i>					
		Used	Partially	Did not	Not	Not	

	<b>to increase the diversity of faculty applicant pools and hires</b>		used *	use	applicable	sure/ Other *	
e.	Established consistent departmental mechanisms to review the equity of all faculty searches (e.g., maintaining a faculty recruitment oversight committee that reviews all department searches from position formation to job offer; or perhaps tasking equity advisors/senior faculty reviewers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f.	Demonstrated a willingness to extend on-going faculty searches which have low diversity of applicant pools/finalists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g.	Considered and/or pursued cluster hires of candidates with diverse backgrounds (multiple faculty positions that are related), perhaps working with other departments or the central administration (e.g., research clusters within the <a href="#">Haas Institute for a Fair and Inclusive Society</a> ) to foster them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h.	Involved the Dean/other administrators in communicating with faculty about the importance of diversity in faculty recruitment (e.g., the Deans meet with hiring committees to convey the importance of diversity and their support for the effort, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	<b>Practices that institutionalize a commitment to diversity and seek to increase the diversity of faculty applicant pools and hires</b>	Used the practice?					Comments
		<i>* specify in comments</i>					
		Used	Partially used *	Did not use	Not applicable	Not sure/ Other *	
i.	Developed internal search guides and/or made sure that committee members were aware of and reviewed campus <a href="#">faculty search guides</a> and "best practices" related to diversity based on current academic literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j.	Supported faculty peer presentations (particularly by respected senior faculty) and discussions with hiring committees regarding faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	diversity and mitigating implicit associations.						
k.	Codified the department's approach to dealing with pre-existing relationships between faculty candidates and hiring committee members (perhaps "recusing" in cases where longer-term relationships might bias the evaluation/have undue influence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
l.	Systematically examined applicant pool and availability data throughout recent faculty recruitments, making course corrections along the way to ensure diverse applicant pools, past and future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Practices that institutionalize a commitment to diversity and seek to increase the diversity of faculty applicant pools and hires	Used the practice? <i>* specify in comments</i>					Comments
		Used	Partially used *	Did not use	Not applicable	Not sure/Other *	
m.	Instilled a sense of institutional accountability by monitoring the effectiveness of hiring diverse candidates through the years, perhaps holding faculty chairs and other administrators accountable for progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
n.	Conducted retrospective analyses of recent faculty recruitments in regard to diversity issues (e.g., Were the applicant pools/finalists appropriately diverse? Did first-choice candidates of diverse backgrounds accept our offers? Where did finalists of diverse backgrounds end up?).)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Section 5. Assessing Existing Mechanisms Designed to Promote Diverse Faculty Pools and Hires

Beyond assessing possible "best practices," we would also like to hear your thoughts about existing mechanisms that are currently in place on the Berkeley campus that are designed to support more diverse faculty applicant pools and hires. Many of these mechanisms/practices have been in place for a number of years (with modifications along the way); but their efficacy has not been fully assessed.

In regard to promoting diverse faculty applicant pools and hires on the Berkeley campus, how useful/effective do you believe each of the following mechanisms are?

Please share any comments you might have that help us to better interpret your rating. If you have any recommendations, please note them in the comment box.

	Existing mechanisms designed to increase the diversity of UCB faculty applicant pools and hires	Usefulness of mechanism/practice?					Comments
		<i>* specify in comments</i>					
		Very useful	Somewhat useful	Not too useful	Not at all useful	Not sure/ Other *	
a.	Faculty search plans (required prior to beginning a faculty search)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b.	Faculty search reports (required at the close of a search--the report you are currently completing!)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c.	Office of Faculty Equity & Welfare's <a href="#">AP Recruit &amp; AP Search</a> webpage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d.	Office of Faculty Equity & Welfare's <a href="#">Faculty Search Guide</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Existing mechanisms designed to increase the diversity of UCB faculty applicant pools and hires	Usefulness of mechanism/practice?					Comments
		<i>* specify in comments</i>					
		Very useful	Somewhat useful	Not too useful	Not at all useful	Not sure/ Other *	
e.	Faculty Search Workshops (sponsored by the Office for Faculty Equity & Welfare)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f.	<a href="#">Berkeley Faculty Equity Advisors</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g.	<a href="#">Northern California Higher Education Recruitment Consortium (HERC)</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h.	<a href="#">The CALcierge Office</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i.	Other (please describe in the comment box)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Section 6. Final Comments

If you have any final comments/thoughts, please provide them in the below box.

*Thank you for your help!*