

Panel on Recruitment, Retention, and Advancement Focus: Hiring for Diversity & Inclusion

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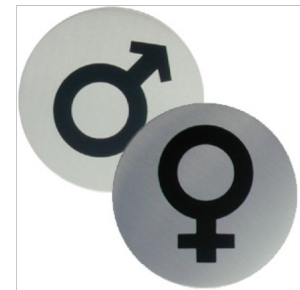
Roscoe and Elizabeth Hughes Professor of Mechanical Engineering,
University of California Berkeley

Committee member of 2007 NASEM study Beyond Bias and Barriers &
2018 Sexual Harassment Study

Mission Matters: Recruitment & Retention

20% of engineering B.S. graduates are female

- 10-13% in electrical, computer, mechanical engineering *
- **50% of B.S. environmental engineering graduates are female***
- **41% in biomedical engineering ***
- **65% female, 30% URM in development engineering, UC Berkeley**



* Yoder, Brian L., Engineering by the Numbers, ASEE, 2015



You can't be what you can't see.

— *Marian Wright Edelman* —

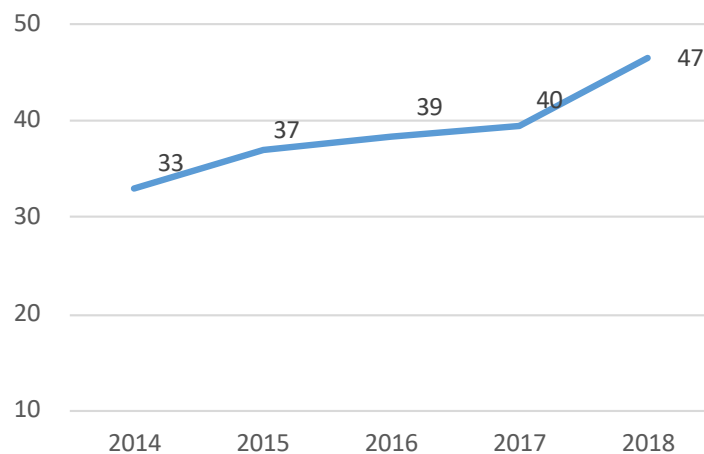
Best Practices in Faculty Hiring

Engineering Faculty FTE : Women and URM – UC Berkeley

Gender	2014	2015	2016	2017	2018
Female	33	37	39	40	47
Male	193	191	194	189	184
Grand Total	226	228	232	229	231

Gender	2014	2015	2016	2017	2018
Female	15%	16%	17%	17%	20%
Male	85%	84%	83%	83%	80%
Grand Total	100%	100%	100%	100%	100%

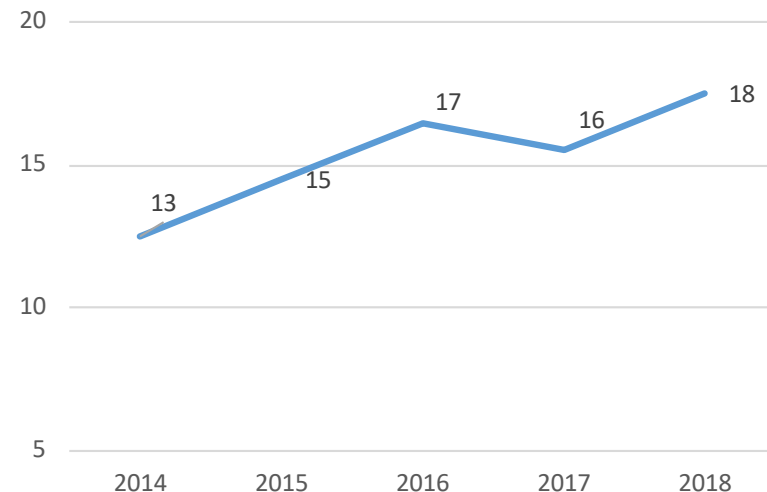
CoE Female Faculty FTE



Ethnicity	2014	2015	2016	2017	2018
URM	13	15	17	16	18
Asian	49	51	50	51	52
Declined to State	1	3	4	4	9
White	163	160	162	159	153
Grand Total	226	228	232	229	231

Ethnicity	2014	2015	2016	2017	2018
URM	6%	6%	7%	7%	8%
Asian	22%	22%	21%	22%	23%
Declined to State	0%	1%	2%	2%	4%
White	72%	70%	70%	69%	67%
Grand Total	100%	100%	100%	100%	100%

CoE URM Faculty FTE



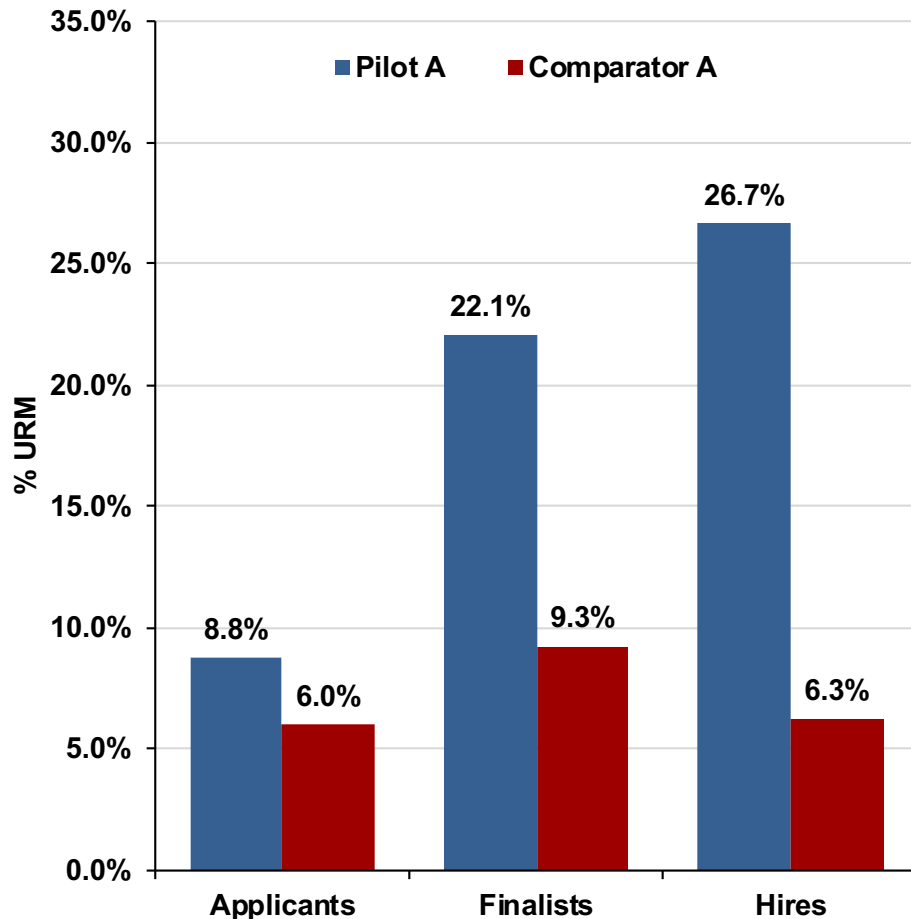
2017-18 Pilot Initiative

Advancing Faculty Diversity – Engineering UC Berkeley

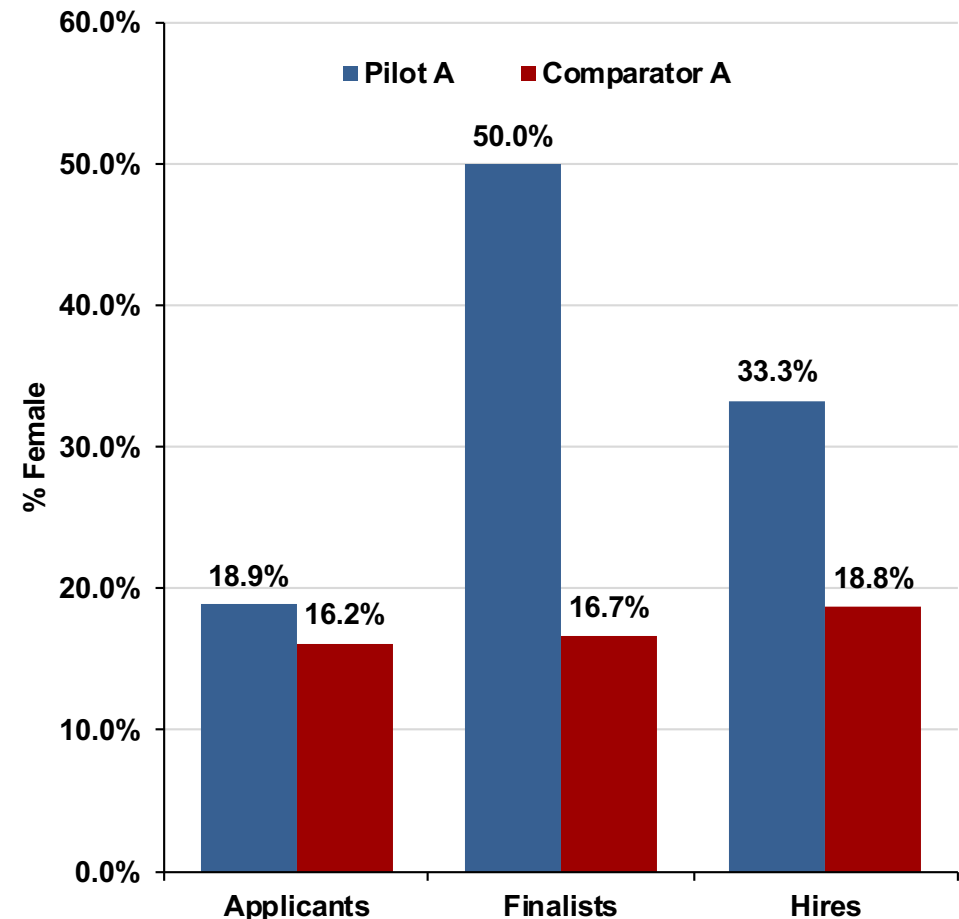
- Goals
 - Improve the faculty search process to overcome barriers faced by female and URM applicants
 - Cultivate a culture in which all members of the community view themselves as active participants in advancing diversity and inclusion
- Outcomes
 - Incredible(!) cohort of incoming faculty
 - Revised hiring guidance on assessing contributions to diversity in faculty hiring

UC Advancing Faculty Diversity Initiative

Percentage (%) of Underrepresented Minority Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2017-18



Percentage (%) of Female Ladder-Rank Faculty and Equivalent by Hiring Stage, Academic Year 2017-18



Faculty Searches in 2018-19

- Updated search guidelines
- Targeted outreach
- Implicit bias training
- Importance of rubrics
- Diversity, Equity, Inclusion rubrics
 - Each dept customizes and establishes minimum threshold before reviewing applications
 - Leadership team reviews the rubrics, and final candidates (accountability, transparency, learn from each other)
- Spirit of Implementation
 - Collaborative process
 - Dialog and input are welcome
 - Continuous improvement



Academics

[> Undergraduate programs](#)[> Majors & minors](#)[> Undergraduate Guide](#)[> Faculty](#)

Invitation for faculty position applications

UC Berkeley is one of the world's premier public universities, and Berkeley Engineering maintains top rankings among engineering programs nationally, public or private. With more than 240 regular faculty members, 2,100 graduate students and 3,400 undergraduate students located in seven academic departments, Engineering is the second largest college on the Berkeley campus. Our reputation for intellectual rigor, our talent for developing technologies that improve quality of life and our entrepreneurial spirit are reflected in our faculty and students, and by our physical environment. We offer a dynamic, interdisciplinary, hands-on education, challenge conventional thinking and value creativity and imagination.

Faculty positions available

Bioengineering

- **Assistant Professor - Biological Engineering and Synthetic Biology** (closes Nov. 30, 2018)
For more information: <https://aprecruit.berkeley.edu/apply/JPF01921>

Civil and Environmental Engineering

- **Assistant Professor - Future Infrastructure Systems** (closes Nov. 15, 2018)
For more information: <https://aprecruit.berkeley.edu/apply/JPF01930>

Electrical Engineering and Computer Sciences

- **Assistant Professor - All Areas** (closes Dec. 14, 2018)
For more information: <https://aprecruit.berkeley.edu/apply/JPF01879>

Berkeley Office for Faculty Equity & Welfare

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Contributions to Diversity



Guidelines for Assessing Faculty Candidate Contributions to Advancing Diversity, Equity and Inclusion at Berkeley

Advancing diversity, equity, and inclusion are responsibilities of all Berkeley faculty through their research, teaching, and/or service. As a public institution we expect all new hires to meet our equity and inclusion standards for excellence. These responsibilities are codified in both the [UC Berkeley Principles of Community](#), and [The University of California Regents Policy 4400](#). Advancing diversity, equity, and inclusion also supports our campus goals for diversifying the faculty and creating an inclusive campus climate for all individuals. The purpose of this webpage is to provide candidates for faculty positions and faculty search committees information about how to consider and evaluate contributions to diversity, equity, and inclusion throughout the faculty search process.

From the UC Berkeley Principles of Community:

"These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive."

Among the principles:

- "We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal."

From the Regents Policy 4400: Policy on University of California Diversity Statement:

**Support for Candidates for
Faculty Searches**

**Support for Faculty Search
Committees**

Lessons Learned

1. Taking diversity statement seriously. Contributions to diversity & inclusion is considered as important as research and teaching. Guidelines provided on why and how to integrate diversity statements into hiring, and evaluation rubrics.
2. Cluster hiring, or “extra slots” that departments compete for, can incentivize faculty to look for candidates, and identify candidates, that are outside of pre-defined priority hiring areas (which are often narrowly defined based on teaching/research priorities, but narrow searches yield much less diverse pools).

Credits

- Kara L. Nelson, Professor, Civil and Environmental Engineering, Development Engineering, U.C. Berkeley
- Associate Dean for Equity and Inclusion, College of Engineering
- karanelson@berkeley.edu



- Fatima Alleyne, Ph.D., Materials Science & Engineering, UC Berkeley
- Director of Faculty Engagement
- Past President at Contra Costa County Board of Education
- fatima.alleyne@berkeley.edu



OFEW links

- Guidance for candidates and committees
<https://ofew.berkeley.edu/recruitment/contributions-diversity>
- Rubric for assessing candidates
https://ofew.berkeley.edu/sites/default/files/candidate_evaluation_tool_for_faculty_searches.pdf
- Rubric for assessing contributions to Diversity, Equity, Inclusion
https://ofew.berkeley.edu/sites/default/files/rubric_to_assess_candidate_contributions_to_diversity_equity_and_inclusion.pdf

Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion

Knowledge about Diversity, Equity, and Inclusion

1 - 2

- Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.
- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women."
- Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."
- Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.

3

- Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience and interest in dimensions of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

4 - 5

- Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.
- Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.
- Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.
- Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.
- Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Track Record in Advancing Diversity, Equity, and Inclusion

1 - 2

- Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).
- Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab.
- Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).



Office for Faculty Equity & Welfare - August 2018

3

- May have participated extensively in a single activity. Less clear that there is an established track record.
- Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.
- In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring
- Membership in a student or professional organization that supports underrepresented individuals

4 - 5

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
- Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)
- Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).
- Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
- Served as a leader in a student or professional organization that supports underrepresented individuals

Plans for Advancing Diversity, Equity, and Inclusion

1 - 2

- Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc).
- States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.

3

- Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)

4 - 5

- Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
- Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
- References activities already taking place at Berkeley and in the field, and how additional or new activities would advance equity and inclusion.
- Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)