

The Role of Contributions to Diversity in Faculty Hiring and Academic Review



SYSTEMWIDE ROUNDTABLE REPORT
Friday, October 23, 2013
University of California San Diego



ADVANCE PAID
MEETING THE CALIFORNIA CHALLENGE

The Role of Contributions to Diversity in Faculty Hiring and Academic Review

GOALS OF THE ROUNDTABLE:

1. To discuss the relationship of academic excellence and contributions to diversity in STEM disciplines
2. To develop well-grounded measures in evaluating and rewarding contributions to diversity
3. To gain a greater understanding of faculty roles in research, teaching, and service in building the pipeline of under-represented minorities and women in STEM

Roundtable Presenters (in order of appearance):

- **Susan Carlson**, Vice Provost for Academic Personnel, UC Office of the President
- **Linda Katehi**, Chancellor, UC Davis and Chair, UC ADVANCE PAID Steering Committee
- **Jeanne Ferrante**, Associate Vice Chancellor, Faculty Equity, UC San Diego
- **Linda S. Greene**, Vice Chancellor, Equity, Diversity and Inclusion, UC San Diego
- **Pradeep K. Khosla**, Chancellor, UC San Diego
- **Jeffrey Rimmel**, Associate Dean and Faculty Equity Advisor, Physical Sciences, and Professor, Mathematics, UC San Diego
- **Olivia Graeve**, Associate Professor, Mechanical/Aerospace Engineering, UC San Diego
- **Amy Wharton**, Director, College of Arts and Sciences; Professor of Sociology, Washington State University, Vancouver; and co-PI, Washington State University's NSF ADVANCE Institutional Transformation Award
- **Joan C. Williams**, Distinguished Professor, Law and Founding Director, Center for WorkLife Law, UC Hastings School of Law
- **Mary Ann Mason**, Professor of the Graduate School, UC Berkeley and Faculty Co-Director of Berkeley Law Earl Warren Institute for Law and Social Policy
- **Mary Blair-Loy**, Director of Graduate Studies, Director, Center for Research on Gender in the Professions, and Associate Professor, Sociology, UC San Diego
- **Marc Goulden**, UC Office of the President ADVANCE PAID Evaluator, and Director, Data Initiatives, Faculty Equity and Welfare, UC Berkeley
- **Matt Xavier**, Data Coordinator, Academic Personnel, UC Office of the President
- **Linda Bisson**, Professor, Viticulture and Enology, UC Davis
- **Paul Garcia**, Professor, Clinical Neurology, UC San Francisco
- **Christina Ravelo**, Professor, Physical and Biological Sciences, UC Santa Cruz

INTRODUCTION

This report summarizes and synthesizes the UC ADVANCE PAID program's fourth Roundtable meeting at UC San Diego on October 25, 2013. Over 115 faculty, academic administrators, staff, and students gathered for a series of presentations and interactive discussion. The topic of how "contributions to diversity" are incorporated into processes of hiring and reviewing faculty allowed participants to discuss the foundational processes that build the excellence of the UC faculty.

HOW EQUITY, DIVERSITY, AND INCLUSION ADVANCE INSTITUTIONAL EXCELLENCE

The day began with comments from two UC Chancellors speaking to the relationship of faculty diversity and institutional excellence.

Pradeep K. Khosla, Chancellor, UC San Diego

Chancellor Khosla opened the event with a keynote speech focused on the benefits of valuing diversity. He argued that diversity is, and will continue to be, key to the growth and success of UCSD, the UC system, and the United States. It is in everybody's interest, he argued, to realize that the demographics in the United States¹, particularly in California, are changing and to accept this change in a positive way.

Chancellor Khosla encouraged those in attendance to begin to change the conversation around diversity, to find ways of relieving our fear of difference, and to slow down in making decisions so that we don't cast judgment in the blink of an eye. He argued that we need to challenge our hidden biases and focus on diversity and excellence, not as inversely proportional to one another but as two independent qualities within the same individual.

During the question and answer, Chancellor Khosla suggested that one of the best ways to challenge our unconscious biases is to educate one another about what unconscious bias is and what it looks like – this sort of training should be required of faculty on hiring committees and members of CAP. He also challenged the idea that departments should be given incentives for this type of training. He argued that rather than offering incentives, we need to change the conversations about diversity so that people want to value these contributions.

We should focus on the necessity of diversity for our survival and the inherent benefits in diversity so that we can begin to change the way that we think about the problem. He added that these are the types of conversations that should be happening in departments, between chairs and deans, and within administration.

Linda Katehi, Chancellor, UC Davis

Chancellor Katehi, chair of the UC ADVANCE PAID Steering Committee, argued that we need to focus on the benefits of diversity for everyone, as opposed to focusing specifically on underrepresented groups, and she challenged members of the UC system to be the leaders in this endeavor. She encouraged those in attendance, as members of some of the highest ranked universities in the world, to think outside of the box—to challenge thoughts and hypotheses, and to become leaders in innovation and diversity.

The two chancellors focused on three benefits of further diversity at UC.

Benefits of Diversity to the United States

Chancellors Katehi and Khosla noted the economic benefit of diversity to the United States. Chancellor Katehi noted that 22% of Bachelor's degrees in China are in Engineering, compared to 6% of Bachelor's degrees in the United States. The United States cannot continue to make scientific contributions without the appropriate workforce, particularly with such small numbers of women and racial minorities in these fields. Chancellor Khosla warned that if the United States cannot change the demographics in STEM to match those of the United States as a whole, then it will continue to lose its prestige as the world's leader in scientific excellence and advancement.

Benefits of Diversity to Science

Diversity brings innovation, better environments, and better opportunities for scientific excellence. Chancellor Khosla noted the number of studies showing that groups made up of individuals with different backgrounds had more ideas and better ideas than less diverse groups.

¹ By 2050, about 47% of the population will be non-Hispanic whites. In other words, the people who are currently the majority in this country are going to be a minority in 2050. In California, only 30% will be white in 2050 (Passel and Cohn 2008).

Diversity opens the doors for more innovation and scientific breakthroughs. There are multiple examples of companies that have had groundbreaking ideas due to their willingness to work with diverse groups of individuals: Ford, GM, Lego, etc. He referred participants to Scott Page's (2007) book, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*, for extensive research on the benefits of diversity for innovation and creation.

Benefits of Diversity to Students

Chancellor Khosla indicated that the student experience both inside and outside the classroom is of utmost importance to us as educators. And the student experience should be one that is reflective of society, that teaches students about values that they may not have had or been exposed to prior to college. Top-ranked universities like ours should represent the microcosm of society. Increasing the numbers of women and underrepresented minority faculty will improve the experience of all students, not only those in underrepresented groups.

DATA ON WOMEN AND UNDERREPRESENTED MINORITY FACULTY IN STEM AND THE UC SYSTEM

A focus of the Roundtable was drawing from data to understand the issues under discussion. Each panelist presented data on the issues facing underrepresented faculty and the continuing progress made by and needed for the UC system. The data ranged from statistics on the national underrepresentation of Hispanics and racial minorities in STEM to more micro-analyses on the job satisfaction of STEM faculty.

Throughout the Roundtable, data was presented on the underrepresentation of diverse groups in STEM. Diversity in STEM occupations is generally improving. However, this increase in diversity among STEM academics is advancing at a very slow pace, as displayed in the graph presented by Olivia Graeve (see Figure 1).

Figure 1. Ethnic Diversity in STEM

Ethnic diversity in Science and Engineering occupations is generally improving, but at a slow pace.

Distribution of workers in S&E occupations, by race/ethnicity and year: 1993–2008 (Percent)

Race/ethnicity	1993	1995	1997	1999	2003	2006	2008
Asian	9.1	9.6	10.4	11.0	14.2	16.1	16.9
American Indian/Alaska Native	0.2	0.3	0.3	0.3	0.3	0.4	0.3
Black	3.6	3.4	3.4	3.4	4.3	3.9	3.9
Hispanic	2.9	2.8	3.1	3.4	4.4	4.6	4.9
White	84.1	83.9	82.9	81.8	75.2	73.2	71.8
Native Hawaiian/Other Pacific Islander	NA	NA	NA	NA	0.3	0.5	0.4
Two or more races	NA	NA	NA	NA	1.4	1.4	1.7

NA = not available

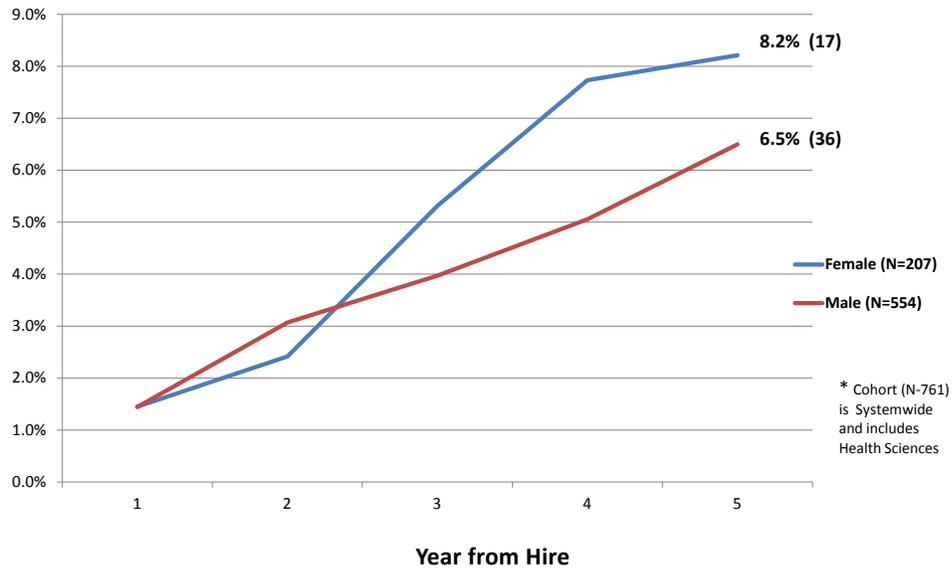
NOTES: Before 2003, respondents could not classify themselves in more than one racial/ethnic category. Before 2003, Asian included Native Hawaiians and other Pacific Islanders.

The increasing rates of women and underrepresented minorities in STEM occupations broadly, in STEM faculty, and within the UC system, are promising, but as the speakers noted, increasing rates of women and underrepresented minority faculty does not necessarily indicate equity and valuation of diversity.

Presenters also introduced data about the potentially precarious positions that women and underrepresented minority faculty have once they have been hired.

Matt Xavier presented data from a variety of data sources that looked at the faculty review process, faculty retention, and advancement. Drawing on UC-wide data on STEM assistant professors, he indicated that women are more likely than men to resign (see Figure 2, page 4) and that women and underrepresented minority faculty have slower rates of advancement to tenure.

Figure 2. Total Resignations from UC STEM Assistant Professor Cohort* hired 2000-05 by Gender

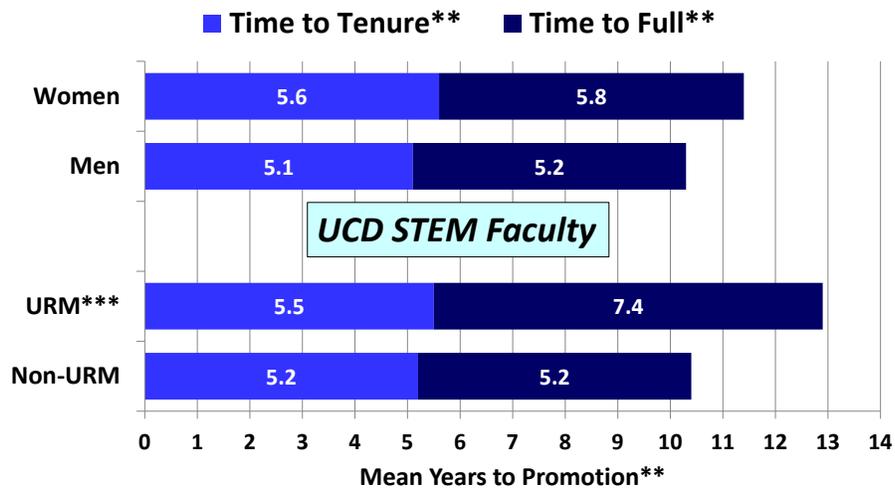


SOURCE: UC Office of Academic Personnel New Hires (2000-05) and Separations (2006-10) Database.

Additionally, Marc Goulden presented data from a number of UC campuses on advancement, the use of diversity statements for review, and faculty satisfaction with the review process.

Drawing from UC Davis data, he pointed to the different rates at which women and under-represented minority STEM faculty advance (see Figure 3, below).

Figure 3. UC Davis STEM* Faculty, 2008-12; Mean Years to Promotion by Gender, Race/Ethnicity



*STEM=Science, technology, engineering, and mathematics.
 **Adjusted for sex differences OR race/ethnic differences in distribution by field.
 *** URM=African American/Black, Hispanic, and Native American.

Source: Kimberlee Shauman and Maureen Stanton, UC Davis, 2013.

USING CONTRIBUTIONS TO DIVERSITY IN HIRING AND SELECTION

There are countless opportunities to build a more diverse faculty at UC. The UC system reviewed over 40,000 applications for ladder-rank faculty positions in 2012-2013 and made over 2,000 ladder-rank hires in the last five years. The UC campuses have constant opportunities to judge such applications and evaluate potential faculty with an understanding of the effects of implicit bias.

Speakers noted that being equitable when hiring is not just a matter of intent – it's really a matter of organizational practice. Decision-makers need to put practices in place to mitigate the effects of bias. The faculty members themselves need to be involved in understanding and valuing diversity. The key players—faculty and academic administrators—are the ones that need to be in charge of making these decisions and making them fairly.

The host campus, UCSD, provided several examples of how the campus has begun to put practices in place in order to better evaluate contributions to diversity in hiring and selection. UCSD departments have implemented four new practices since 2010 to increase the opportunities for candidates who value diversity and have made contributions to diversity.

1. All candidates for new positions are required to submit a separate statement on past experience and leadership in equity, diversity, and inclusion or proposed future contributions.
2. In 2011-2012, the EVC set aside 7+ opportunity positions for candidates who could make substantial contributions to diversity.
3. In 2012-2013 and 2013-2014, 30% of the positions were designated as positions where contributions to diversity would be a primary consideration.
4. Division wide “excellence” positions were created in Engineering, Scripps, and the division of Physical Sciences where contributions to diversity were a primary consideration.

Diversity Statements

Jeanne Ferrante reported that since 2010, UCSD has required that candidates for hire submit a separate statement on their past contributions to diversity and equity and their future plans for continuing this effort at UCSD. The purpose of these statements is to identify candidates who have job skills, experience, and/or

willingness to engage in activities that could enhance campus diversity efforts. These diversity statements are scored based on whether the candidate is aware of and will contribute to mitigating US demographic inequities in education and research by: (i) reducing barriers that prevent underrepresented groups from reaching their full potential, (ii) providing support for the success of underrepresented groups at UCSD and beyond, and (iii) reducing inequities for underrepresented groups in research and higher education. Scores are based on the candidate's awareness of UC's excellence through diversity focus, their track record in initiating programs or supporting members of underrepresented groups, and their plans to continue to contribute to diversity.

After Jeanne Ferrante's presentation on what diversity statements are, how they are scored at UCSD, and what they look like, she conducted a training exercise so that each attendee received hands-on experience reading and evaluating diversity statements. Throughout the exercise, Ferrante presented examples of diversity statements, and those in attendance were asked to report their scores using electronic clickers. The clickers provided instantaneous aggregate results and a unique opportunity for everyone to engage in discussion on why individuals had selected particular ratings. After going through a number of examples, each table was tasked with reading and evaluating additional examples in a small group setting and coming to a consensus on how they would score specific examples. Both exercises provided attendees the opportunity to read examples of diversity statements, engage in an open discussion of how best to evaluate each one, and discuss potential problems with the evaluation criteria.

According to the data, these statements are making a difference. Chancellor Khosla noted that from 2007-2010, UCSD hired 100 people and only 10 were underrepresented minorities. From 2010-2013, while requiring these diversity statements, UCSD hired about 120 faculty and more than 30 were underrepresented minorities.

Additionally, Roundtable participants noted that each department and campus must also focus on the supply-side. How are we going to prepare job candidates for these new requirements? Amy Wharton and Jeff Rimmel suggested that each campus should be explicit about the diversity qualifications that are being sought and that universities with broad and inclusive definitions should look for applicants who discuss diversity in compatible ways. They noted that this could be best accomplished by making examples of what is expected in the diversity

statement readily available for job candidates. And presenters and participants emphasized the importance of passing these messages on to students and colleagues at other universities—teaching the importance of diversity statements is equally significant to teaching how to write these statements.

Amy Wharton suggested additional organizational practices that the UC system could implement to evaluate contributions to diversity fairly. Washington State University has begun to train Senior Diversity Liaisons in each department – tenured faculty members who engage in faculty searches – to help ensure that all searches are conducted fairly and that inclusive search practices are followed. Training must also be done for all members of search committees and the department more broadly. WSU initially tried to make search committees more conscious and thoughtful; however, when the candidates went to the full department to make the final decision, the search committee’s effort to value diversity often seemed superficial. She concluded that you can educate a search committee but if the department makes the final decision then everyone needs to be trained in how to evaluate diversity and avoid unconscious bias. The Senior Diversity Liaisons become vital to disseminate information to the department.

USING CONTRIBUTIONS TO DIVERSITY IN ACADEMIC REVIEW

Susan Carlson noted that the UC system evaluated over 7000 review actions for professorial faculty in 2012-2013. Notably, many of the main concerns about how to evaluate diversity in hiring seem even more prominent in discussions on how we should evaluate diversity in academic review. Skeptics argue that diversity is a challenge to scientific excellence and that it challenges academic freedom by rewarding some areas of research over others. A panel of former and current chairs of the Committee on Academic Personnel (CAP) provided key commentary on UC’s frequent decision-making about faculty performance.

Linda Bisson, from UC Davis, argued that we must find a way to reward what she called both the “curiosity gene” and the “generosity gene.” Including the diversity statement allows people to use their contributions in service to gain credit as part of their job – this rewards the generosity gene; we just need better metrics for it. She went on to note that we’ve created metrics for how to evaluate academic excellence (the curiosity gene), and while we need to remain wary of metrics that are gendered (e.g. self promotion), we have generally found

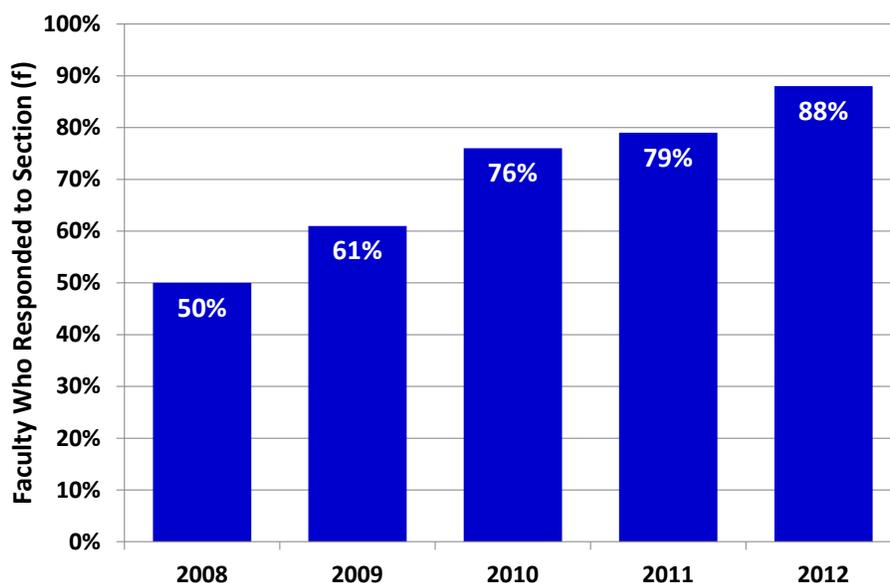
consensus on how to measure the curiosity gene. Our next step should be to come to a consensus on how to evaluate the generosity gene.

Paul Garcia, from UC San Francisco, reported that UCSF CAP was good at recognizing contributions to diversity but that this recognition did not always translate into meaningful action. He attributes this to multiple factors. First, CAP at UCSF does not make salary decisions; this limits its ability to reward contributions to diversity. Second, chairs of each department can make evaluations about a faculty member’s contributions to diversity but deans often do not reference this further in their evaluation. Third, there is no consensus among CAP members about how they are evaluating diversity statements. In an informal survey Garcia conducted, only 50% of CAP members stated that contributions to diversity were consistently recognized. When asked whether faculty should get double credit for diversity contributions (for example, research that is diversity based and is rewarded by publications), half strongly agreed and half strongly disagreed.

Christina Ravelo, of UC Santa Cruz, noted a different trend. She finds that there is a culture for promoting and recognizing diversity on her campus and that the faculty and administrators have established effective approaches to evaluating diversity. She argued that there is a lot of continuity in the review process without much disagreement. The significant difference between Santa Cruz and other UC campuses is that, rather than treating diversity as a fourth independent category, diversity is evaluated as a part of service, teaching, and research. It is evaluated like any other kind of work, based on effort, time, creativity, who it affected, how influential it was, its difficulty and novelty, and the degree to which it required advanced leadership skills. Members of CAP feel comfortable evaluating contributions to diversity using these criteria, particularly because they have been trained to evaluate files in this way. There is no extra credit for diversity contributions—it is not a separate category or 4th leg of the stool—but rather it has become established within the culture, and diversity contributions are seen as innovative and important.

UC San Diego participants noted that their campus has implemented the use of optional diversity statements in faculty biobibliographies for advancement and review. The use of these statements has grown dramatically in the last five years with nearly 88% of faculty from the Jacobs School of Engineering submitting a “Contribution to Promoting Diversity” statement in 2012 (See Figure 4, page 7).

Figure 4. UC San Diego Jacobs School of Engineering, 2008-12: Percent of Faculty Responding to Biobib Section (f), Contributions to Promoting Diversity



SOURCE: Jean Ferrante, UC San Diego, Faculty Personnel Systems, August 13, 2013.

CONSISTENT MESSAGES FROM SPEAKERS

By the end of the Roundtable, it was evident that there were three main priorities shared by the speakers.

(1) We need to focus on the fact that contributing to diversity is not just an individual issue. This is not an issue of individual “bad apples” in departments and is not something we can change person by person. Indeed, it is a community issue. We need to make changes on the departmental and university level. In reality, the only way to address this issue is if everybody owns it. We need to focus on departmental and campus climate around diversity and make changes at each of these levels.

(2) We need to change the conversation around diversity. We have to change the questions, change the narratives, and change the ways that we frame the problem. Diversity is not contradictory to excellence, as people often seem to believe. We need to realize that there are diverse candidates and candidates that are focused on contributing to diversity who are just as excellent as those who do not have these experiences. We must acknowledge that there are qualified diverse faculty and that diversity does not challenge our number one priority: to hire the most excellent faculty. Excellence and diversity can come hand-in-hand. By changing the conversation around diversity, we should be able to eliminate

the stigma attached to diverse individuals or individuals focused on contributing to diversity in STEM.

(3) We need to get to the place where valuing diversity in recruitment and advancement is not incentivized but rather a matter of daily business. Each faculty member and each department should care enough that they want to hire diverse candidates without creating special prizes for those that do so.

DATA AND POLICIES TO ASSIST US IN CHARTING A WAY FORWARD

In reporting results from a research study, Mary Blair-Loy finds that the perception that women or underrepresented minorities face a “higher bar” and are not fairly valued contributes to lower levels of overall satisfaction for faculty, regardless of their own demographic characteristics. Controlling for gender and race, she found that individuals who recognize that members of their department are not fairly valued leads to their dissatisfaction. This could potentially lead to our top faculty leaving the UC system to find a more equitable and inclusive university. Valuing diversity benefits our faculty by creating better work environments and higher levels of satisfaction.

While the devaluation of diversity creates lower levels of satisfaction among faculty, Blair-Loy notes that the faculty themselves have the ability to change the rhetoric around diversity to one more consistent with scientific excellence.

In her remarks, Blair-Loy presented data on how faculty at a research university she is studying rank 14 characteristics that are considered (1) markers of scientific excellence in their discipline and (2) characteristics they personally embrace. She finds that five of the top seven characteristics seen as markers of excellence overlap with respondents' reported self-characteristics: a strong leader; competitive scholar; good mentor; skilled communicator; skilled teacher. However, there is a gap between self-identified characteristics and disciplinary excellence schemas on characteristics involving the importance of promoting diversity. Respondents place "promoting diversity" among the top five of traits they personally valued, even though they perceive that it is not valued in their broader discipline. She argues, optimistically, that faculty may be inclined to link the value of diversity with other values such as leadership, mentorship, and teaching. She argues that this is positive evidence that new university policies encouraging broader articulation of diversity as a valuable goal can become consistent with broader signs of scientific excellence. She suggested that UC campuses could play a leadership role in showing how promoting diversity is consistent with, rather than contradictory to, valued traits in the discipline such as leadership and mentorship.

Often during the day, participants and speakers referred to the implementation of Academic Personnel Manual (APM) section 210 and to the increasing role of diversity statements.

WHAT IS NEEDED TO CONTINUE MOVING FORWARD AT UC

In the course of the day's discussions, the following agreements and future goals were identified:

- There needs to be more transparency on which departments will receive positions slotted specifically for diversity hires.
- Participants wanted more clarity on what the university is planning to do to resolve the two body problem.

- Each department needs to create clear explanations on what diversity qualifications it is looking for in hiring.
- More information is needed on potential solutions outside of departmental and CAP decisions. For example, information should be disseminated to PIs who make decisions about post-doctoral fellows without the involvement of their department.
- Accurate information is needed on what support is available to PIs with post-doctoral fellows and graduate students who go on maternity leave. Mary Ann Mason mentioned that the NSF has resources for this; however, these resources need to be made available to departments.
- Training and courses need to be made available to educate faculty who are resistant to changing university principles around diversity and excellence.
- Each department and campus needs to have consistent ways of measuring and scoring diversity statements during hiring and advancement.
- Efforts should be put in place to help members of underrepresented groups in the United States succeed in STEM education through high school, college, and graduate school. This is particularly important, as Professor Graeve noted that 90% of Latino professors in Engineering in the U.S. are from other countries.
- An emphasis needs to be made on how recognizing contributions to diversity can be translated into meaningful action. We need to find ways to move from recognizing contributions to diversity to actually rewarding them when it comes to advancement.
- We need to train members of CAP, not just those serving on search committees, about unconscious bias.

Additional Resources:

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