



ACCELERATOR TECHNOLOGY AND APPLIED PHYSICS DIVISION

Diversity in Recruiting Task Force Committee

Report

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INTRODUCTION

A diverse workforce brings together people with different backgrounds and perspectives, offering an increased variety of insights and ideas for accomplishing goals and solving problems effectively. The 2015 Accelerator Technology and Applied Physics (ATAP) Division Director's Review Committee strongly recommended that the division improve the diversity of its scientific staff. In response to this recommendation, the ATAP Diversity in Recruiting Task Force was formed. This document presents the recommendations of the task force, which consists of a set of clear objectives and action items that can be implemented in FY16 and beyond. These recommendations provide a path to an ATAP Division that reflects the mix of gender and ethnicity that exists in the pool of qualified potential workers. The current workforce diversity statistics on gender and ethnicity in the ATAP Division for different job categories are listed in Appendix A.

GOALS & ACTION ITEMS

In order to improve the diversity in our scientific and engineering workforce, the Diversity in Recruiting Task Force has identified 19 action items, as listed below. Implementing these action items should enhance the diversity at all levels with these four goals:

- Increase the diversity of the pool of potential qualified applicants
- Improve the interview process to ensure minorities are not at a disadvantage
- Retain the diversity in our workforce
- Make suggestions to improve lab-wide policies

Action items:

Goal 1: Increase the diversity of the pool of potential qualified applicants

- 1. Set up a spreadsheet of promising women and minority students (based on encounters at US Particle Accelerator School) and scientists/engineers (from conferences and professional societies).**

Many staff members in our division are active instructors at the US Particle Accelerator School (USPAS), serve on scientific advisory committees, and attend various conferences in our field. Setting up a list of promising women and minority students/scientists/engineers will allow spreading job postings to a diverse audience and thus increase the pool of potential qualified candidates (see below).

- 2. Using the spreadsheet, inform women and minorities of open positions when they become available.**
- 3. Invite women and minority speakers to give Division seminars.**
- 4. Require that job openings be posted on at least two websites external to LBNL, and suggest posting to websites of professional societies that promote minority groups.**

To attract more applicants, including minorities, we suggest a requirement that all job openings be posted on at least two external websites. For example:

- US Particle Accelerator School (<http://uspas.fnal.gov>)
- CERN Accelerator School (<http://cas.web.cern.ch/cas/>)

A list of both free and paid sites should be created and made available to all hiring committees. For example, the following are some websites of professional societies that the recruiter can consider.

- Society of Women Engineers (<http://societyofwomenengineers.swe.org>)
- National Society of Black Physicists (<http://www.nsbp.org>)
- National Society of Black Engineers (<http://www.nsbe.org>)
- Society for the Advancement of Chicanos and Native Americans in Science (<http://www.sacnas.org>)

Listed below are examples that require a fee to post a job. It may be possible to request Human Resource to set up a lab-wide account such that more divisions can benefit from posting there.

- Society of Hispanic Professional Engineers (<http://www.shpe.org>)
- Society of Mexican American Engineers and Scientists (<http://www.mymaes.org>)
- American Indian Science & Engineering Society (<http://www.aises.org>)

5. Promote guidelines regarding neutral language in job announcements

For example, remove gender specific pronouns from job descriptions.

Instead of: The staff scientist is expected to design and conduct experiments. He must also prepare research manuscripts and presentations.

Use: The staff scientist is expected not only to design and conduct experiments, but also to prepare research manuscripts and presentations.

6. Include more proactive language regarding diversity at the end of job postings that are in line with the lab guidelines.

More proactive language such as “women, minorities, individuals with disabilities and veterans are encouraged to apply”; “the ATAP Division is committed to building a culturally diverse working environment”; “the ATAP Division is especially interested in candidates who can contribute to the diversity and excellence of the Laboratory community through their research, mentoring, or service” can be included at the end of job postings.

7. Investigate the possibility (including funding availability and legality) of a Division (or Physical Sciences) postdoctoral fellowship for diversity.

If there is such a postdoc fellowship in the lab, ATAP should advertise and take advantage of it. If not (and if it is legal), ATAP (by itself or together with the other Physical Sciences Divisions) can also consider setting up our own postdoctoral fellowship for diversity. For instance, the model might be that the division covers 25-50% of the postdoc’s salary and the program/project covers the rest. This may provide some incentive for group leaders to hire qualified postdocs based on appropriate criteria that would attract diversity candidates.

8. Encourage division management and staff to participate in the lab Ambassador program (<http://diversity.lbl.gov/dio/ambassador-program/>).

Goal 2: Improve the interview process

- 9. Provide a diversity and inclusion checklist to each hiring committee, and remind them that a consistent script of interview questions must be used for all candidates. During the interview, require at least one question be asked during the interview process that specifically targets the goal of diversity.**

See Appendix B for a sample checklist (from the Joint Genome Institute).

- 10. Encourage hiring committee members take the Harvard implicit bias test (<https://implicit.harvard.edu/implicit/research/>) anonymously for the purpose of self-education.**

- 11. Improve the diversity of hiring committees by allowing the chair to recruit committee members from outside of ATAP.**

This could be useful in cases where a diverse committee cannot be formed with ATAP staff only.

- 12. Promote more openness in the hiring process.**

We can learn from Physics Division in making our hiring process more open and transparent to division staff. Here are some suggestions:

- *Notify all scientific staff members in the Division when a job opening is posted (with a link to the posting).*
- *Encourage all staff to provide names of qualified candidates.*
- *Seminars that are part of the interview process should be announced as such with a reference to the open position and the hiring manager/hiring committee.*
- *Invite scientific staff to provide written or oral feedback to the search committee after the job interview presentation.*

- 13. Recommend that the hiring committee for each open position decide on the ranking of criteria for that position, or develop a rubric for scoring candidates, before reviewing applications.**

Goal 3: Retain the diversity in our workforce

- 14. Provide one-on-one mentor opportunities with senior minority scientific staff.**

We believe that it will help the junior minority scientific staff grow and thrive if a senior staff member (who is not the person's direct supervisor and who can be outside ATAP) can provide one-on-one mentoring.

- 15. Provide equal opportunity for leadership training, and advertise this to employees.**

- 16. Keep track of the reasons that employees leave the job.**

Keeping track of the reasons that employees leave the Division can help us improve our workplace and retain talent in our workforce. Exit interviews are conducted by HR Shared Services. ATAP can obtain a report from HR Shared Services on the reason for leaving.

17. Establish a regular gathering of Division staff.

Besides annual division picnic and holiday potlucks, a regular gathering of division staff not only provides a channel to exchange information and get inspired, but also is a great way to make staff and in particular minorities feel included. Ideas such as an informal Friday afternoon coffee break or something similar to the ALS Users' Forum on Thursday afternoons came up during our discussion.

Goal 4: Make suggestions to improve lab-wide policies

18. Encourage Laboratory policies that are responsive to the needs of dual career couples.

Increasingly, scientific and engineering professionals are part of dual-career couples. The committee recognizes that the decision to accept a position is often made based on the availability and quality of employment for the spouse or partner. ATAP can take the lead in encouraging LBNL to establish a "Dual-Career Couple Assistance Program," a partnership among the divisions and a broader community of Bay area high-tech companies, to assist the spouse/partner of new lab staff through networking and career resources.

19. Support the Laboratory in establishing a policy providing paid parental leave.

The LBNL Diversity and Inclusion Council has initiated a campaign to extend paid parental leave, which would be an attractive benefit for current employees. ATAP should support the Laboratory in such policy improvements.

We recommend that a link to this report be made available on the ATAP division homepage so that division staff at all levels can provide comments, suggestions, and feedback. We suggest that progress towards these goals and the outcome of these action items be assessed and evaluated each year by a group of ATAP staff members (this could be the current Task Force members or a newly formed committee). In addition, this report should be revised to reflect updated goals and action items for diversity recruiting at ATAP.

SUMMARY

The committee recognizes that, by its nature, improving diversity in our workforce will be a long-term process due to its dependence on the rate of staff turnover. This process can be slowed further by the fact that it is often the case that ATAP requires individuals with very specific expertise. However, we believe that over time these action items can result in a more diverse technical workforce.

Appendix A. ATAP workforce diversity statistics on various job categories in 2015.

Accelerator Tech-Applied Phys	Total	Female	Minority	% Gender	% Minority
	57	9	21		
H2 - Lab Operations Management	1	1	1	100	100
AB1.5 - Division Deputy, Operations	1	1	1		
J3 - Physicist	47	3	15	6.4	31.9
R13.0 - Physicist Special PD	1	0	0		
R13.1 - Physicist Postdoc Fellow	8	1	5		
S12.2 - Applied Physicist Rsch Sci/Eng	1	0	1		
S13.2 - Physicist Research Sci/Engr	11	2	5		
S13.4 - Physicist Staff Sci/Engr	14	0	4		
S13.6 - Physicist Senior Sci/Engr	9	0	0		
J4 - Computer Scientist	2	0	1	0	50
S38.4 - Computer Staff Sci/Engr	2	0	1		
J8 - Material Sciences	1	0	0	0	0
S14.4 - Materials Staff Sci/Engr	1	0	0		
K1 - Prof Admin Support	1	1	1	100	100
A40.2 - Administrator	1	1	1		
K5 - Technical Editor	1	0	1	0	100
Y10.2 - Writer/Editor 2	1	0	1		
L4 - Environ't Hlth & Safety	1	1	0	100	0
H50.4 - Safety Engineer/Specialist 4	1	1	0		
L7 - Technical Associate	3	1	0	33.33	0
N50.2 - Sr Scientific Engr Assoc	1	1	0		
N50.3 - Pr Scientific Engr Assoc	2	0	0		
N1 - Office Support	3	2	2	66.66	66.66
572.3 - Administrative Assistant III	3	2	2		

Appendix B. JGI Diversity and Inclusion Supervisor checklist

The Laboratory and the Genomics Division is committed to fostering a diverse workforce – in experience, perspective and background and creating a culture of inclusion. As part of our Diversity and Inclusion initiative, and in an effort to track metrics towards our efforts, all hiring managers are responsible to complete the checklist below in conjunction with the recruiting and hiring process.

Position Recruited _____ Requisition # _____ Hiring Manager _____

Checklist

- Meet with or interact with the recruiter to develop a recruiting and advertising strategy that includes diversity-based posting resources and outreach. Advertising resources will become part of the Taleo record for reference.

Work together to determine best resources to yield a diverse applicant pool.

- Review and screen resumes to be inclusive, not just to narrow the candidate pool. *Consider expanding advertising efforts if you find that the candidate pool may not be diverse as it could be.*

- Conduct phone screens with qualified candidates using a consistent script.

Be aware of implicit bias when phone screening and interviewing.

- Select a diverse search committee and/or interview panel.

Include search or interview panel members that have both:

- Diverse backgrounds (Gender and Ethnicity) and;
- Diverse functional and technical perspectives (individuals from collaborating groups)

List the members of your interview panel/search committee.

Interviewer Name	Title	Dept/Group	Diversity Criteria if applicable

- Utilize a consistent interview script (questions) for all candidate interviews for consistency. Assess ways candidates will bring rich experiences and diverse backgrounds to the JGI community.

Provide the search committee/interview panel with a clear understanding of the hiring and organizational values for the recruitment and communicate the job related criteria such as education, experience, competencies, and desired strengths and characteristics for the position

- Include at least one diversity-based interview question on the script. Samples can be found here: https://www.jgi-psf.org/hr/files/2015/07/Sample_Diversity_Based-questions.pdf

Questions regarding the recruitment and/or interview process should be directed to the Division Recruiter Mohammad “Rasool” Yousufzai, MRYoufzai@lbl.gov or 510 612-8029 (mobile).

Resources are also available in the Human Resources Section of the JGI website. Look for “Supervisors Tool Kit for Recruiting and Hiring”.