SSC Diversity Advocates

Why You Here

- University requirement that one member of each faculty search committee is required to serve as a Diversity Advocate.
- This is a one-year, one-time appointment.
  - DAs are not expected to serve on all search committees within the department.
- For tenure-track searches, the DA should be a tenured member of the department.
Role of the SSC Diversity Advocate
What You Will Do

• Help with extra recruitment efforts aimed at direct and personal contact.
• Encourage the committee to utilize best practices in evaluating diverse applicant pools.
• Guide the committee to make certain that the search process:
  • Is free of bias or stereotyping of applicants in verbal or written communication.
  • Ensures that candidates are evaluated fairly.
  • Provides similar opportunities for each candidate and follows interview procedures that treat all applicants consistently.
• Attend a debrief in the Spring to evaluate the procedures that were used.

SSC True or False

1. Department chairs can serve on search committees.
2. Members establish criteria and guidelines for conducting the search.
3. Members may develop or review draft language for the position advertisements.
4. Members are not allowed to solicit applications from qualified individuals.
5. Members develop a list of core interview questions.
6. The hiring official is responsible for checking references.
7. Member’s personal notes about candidates must be retained for 4 years.
Safety Slide

AWED: Office to Advance Women, Equity, and Diversity

SSC True or False

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Faculty Hiring Resources
(in handout)

Academic Affairs Resources

Recruitment and New Hire of Faculty:

» Dual Career Academic Hire Program

» eCRF Certification of Credentials Request

» Flowchart Faculty Searches (ePFR) (as of 4/15/2013)

» Faculty Advertisement Template (11/22/2016)

» Offer Letter Templates

» Search Committee Reference Guide

Faculty Search and Screen Handbook

https://academic.fiu.edu/personnel.html

Answers and more are in here!

AWED: Office to Advance Women, Equity, and Diversity

Faculty Hiring Resources
(in handout)

AWED Resources

2020 STRIDE Presentation

2020 STRIDE Workshop Handout

STRIDE Best Practices Handout 2017-2018

Faculty Applicant Evaluation Tool

Faculty Candidate Evaluation Tool

Instructor Applicant Evaluation Tool

Instructor Candidate Evaluation Tool

FIU 2020 Diversity Statement Guidelines

How to Post a Public Notice

FIU Faculty Resources

FIU Search and Screen Manual

http://go.fiu.edu/strideresources

AWED: Office to Advance Women, Equity, and Diversity
Case study 1

• INSTRUCTIONS: Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

Isak is chairing a search committee and is actively recruiting from among his colleagues nationally. One of the colleagues that he has collaborated with, Frank, has applied for the position. The committee shortlisted and interviewed two candidates for the position, Frank and June. Both were evaluated as being strong candidates. The committee recommended that Frank be hired.

A Note Before We Begin

• During the search and screen process, remember to apply that process to every applicant and candidate in the same way.
  • What is required or asked of one, must be required or asked of all.
Overview

• Why do we need to recruit diverse faculty in order to excel?

• What are the obstacles to achieving diversity?

• What can we do?

Benefits of a More Diverse Faculty

• A diverse faculty has positive effects on our diverse student body

• More perspectives are taken into account

• Gives us access to talent currently not represented (both faculty candidates and students)
Number of FIU Tenure Line Faculty by Gender, Fall 2016

FIU by Ethnicity 2016

Number of Faculty at Professor Ranks by Ethnicity 2016

Number of Doctoral Students by Ethnicity

Number of Undergraduates (per thousands) by Ethnicity
Recruiting for the Position

Full list of Recommended Best Practices is in your handout

Poll: Check off each item that your committee/department does:

- Network directly with doctoral/postdoctoral students; invite to speak.
- Connect with other institutions to identify promising candidates.
- Actively solicit applicants from the Diversity section of your professional association.
- Actively pursue candidates that are thriving at less well-ranked institutions.
- Define your search as broadly as possible, e.g., open to area of specialization.
- Consider searching in subfields that are more diverse.
- Clearly communicate the application components: provide template or checklist.
- Clearly describe the audience for their application (e.g., faculty from other areas).
- Require a diversity statement.

Recruiting for the Position

ACTIVELY develop a diverse pool of applicants

Ideas? Suggestions?
Search is a verb

ACTIVELY develop a diverse pool of applicants

• Continuously develop a potential pool of candidates all year, every year
  • Responsibility of ALL faculty, ALL the time
  • Network directly with post/doctoral students; invite to speak
• Actively solicit applicants from the Diversity section of your professional association.
• Connect with other institutions to identify promising candidates.

Active Recruiting

• Widen the range of institutions from which you recruit.
• Consider candidates, including women and minorities, who may currently be thriving at less well-ranked institutions. They may be there because of:
  • Early career decisions based on factors other than ranking of institution
  • Past discrimination by top tier institutions
  • Candidate’s own internalization of schemas

Abigail J Stewart, WIA III, 2009
The Job Ad

- Define position as broadly as possible
  - Mention wide range of research areas
- State commitment to diversity
- Avoid superlatives ("excellent" "outstanding") and specific list of requirements
  - Women/URM tend to self-select out if they don’t meet every item listed.
- Request a diversity statement and then use the statement as part of the application package (see supplemental materials).

Diversity Statement Rubric

<table>
<thead>
<tr>
<th>Score (0-5)</th>
<th>Candidate 11</th>
<th>Candidate 12</th>
<th>Candidate 13</th>
<th>Candidate 14</th>
<th>Candidate 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = EXCELLENT (1 = STATEMENT ONLY)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides a statement of contributions to diversity</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from UC Davis Diversity Statement Rubric Criteria

AWED: Office to Advance Women, Equity, and Diversity
The Amherst College Department of Chemistry invites applications for a tenure-track Assistant Professor appointment in experimental physical chemistry. Amherst College is coeducational and one of the most diverse liberal arts colleges in the country. Forty-five percent of our students identify as domestic students of color, and another 10 percent are international, with non-U.S. citizenship; 17 percent are the first members of their families to attend college. [...] Our expectation is that the successful candidate will excel at teaching and mentoring students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation, and religion. The position requires a Ph.D. in chemistry and calls for teaching general chemistry and advanced physical chemistry at the undergraduate level. Opportunities for teaching electives and interdisciplinary courses are also available. The successful candidate will be expected to establish a vigorous research program in physical chemistry in which undergraduates can substantively participate. Applicants with expertise in any sub-discipline of experimental physical chemistry — for example, [...] — are encouraged to apply. Applicants should submit [...]
Common Hiring Biases

• Expectation Anchor/Halo Effect
  • “Anchor” on one piece of information
  • Focusing on one positive aspect
    ➢ Graduate Advisor or Institution
  • Blinds us to other information (even red flags)
    • “Covering the rest of the resume with glitter”
    • Dismiss other candidates without proper evaluation

• Similarity Bias (Homophily)
  • We like people ‘like us’

• Illusory Correlation/Narrative building
  • Filling in incomplete information with a ‘story’

Unconscious Bias

Research suggests that overt prejudice or old-fashioned bigotry has been reduced in US society

BUT...

Research also shows that we all – regardless of the social groups we belong to – perceive and treat people differently based on their social groups (race/ethnicity, gender, sexual orientation, religion, disability)

We are all subject to unconscious bias.

Implicit.Harvard.edu
Conceptual Tool: Schemas

- Schemas (expectations or stereotypes) influence our judgments of others (regardless of our own group).
- All schemas influence group members’ expectations about how they will be judged.
- Widely culturally shared
  - Both men and women hold them about gender.
  - Both whites and minorities hold them.
  - People are often not aware of them.
- Applied more in circumstances of:
  - Ambiguity
  - Time pressure
  - Lack of critical mass


Homophily: Preference for one’s own kind

- Much evidence that people tend to associate with others who resemble them in terms of gender, race, age, religion and education.
  - Same-race preference develops before age 5
  - Boys prefer boys by age 3; girls begin to prefer girls by age 5-6.
- Discussions concerning “merit” can sometimes be used to mask these preferences.
- A limiting factor that undermines our capacity to achieve a meritocracy.
Homophily: Preference for one’s own kind

Influences our long term networks:
• Men assistant professors in biology and psychology have more close higher ranking men friends from their graduate institution than women assistant professors
• “Manels” – panels with only men speakers

The subject of tonight’s discussion:
Why are there no women on this panel?

FIU by Ethnicity 2016

Number of Faculty at Professor Ranks by Ethnicity 2016

Number of Doctoral Students by Ethnicity
Gender and Race Schemas

• Schemas are hypotheses we use to interpret social events
• The highest levels of all prestigious professions are occupied primarily by men
• A professional woman operates within perceived discord between two schemas: female, and professional (male))
  • Can’t be too feminine or masculine: increases schema mismatch

How Does it Affect Women?

• Men are perceived as the norm against which women are measured
  • Behavior different than the norm requires explanation
  • More acceptable for women to take on masculine traits than for men to take on feminine traits
  • Men are compared to men in both male and female tasks: not seen as disadvantaged by sex
  • Women are compared to women for female tasks, but men for male tasks.


Critical Mass

• Critical mass affects the use of schemas
  • When there are many individuals, we differentiate among them and cannot rely on group-based schemas.
  • In both experimental and field settings, increasing the female share of those being rated increased ratings of female applicants and employees.

Abigail J Stewart, WIA III, 2009
A study by Harvard Business Review showed that when there is one female applicant among four candidates, she has 0% chance of landing the job.

https://hbr.org/2016/04/if-there's-only-one-woman-in-your-candidate-pool-there's-statistically-no-chance-she'll-be-hired

**Evaluation of Identical Resumes: Parental Status**

When evaluating equally qualified same-gender job applicants:

Fathers compared to non-fathers...

1. “Were rated as more committed to paid work.”

2. “Were offered higher starting salaries.”

Evaluation of Identical Resumes: Parental Status

When evaluating equally qualified same-gender job applicants:

Mothers compared to non-mothers:
1. “Were rated as less competent and less committed to paid work.”
2. “Were less likely to be recommended for hire, promotion, and management.”
3. “Were offered lower starting salaries”


Parental Status: Gender Differences

Fathers compared to non-fathers…
1. “Were rated as more committed to paid work.”
2. “Were offered higher starting salaries.”

Mothers compared to non-mothers:
1. “Were rated as less competent and less committed to paid work.”
2. “Were less likely to be recommended for hire, promotion, and management.”
3. “Were offered lower starting salaries”
Accumulation of Advantage and Disadvantage

- Research reveals biases in evaluation (resume studies) and outcomes (e.g. awards, leadership).
- Because small advantages and disadvantages accrue, they can have significant impacts: “Mountains are molehills piled one on top of the other.” (Valian)
- Search committee members must decide how to weigh indicators that are the result of biased processes.


Race Penalty in Grant Success

- 83,188 NIH grant applications from 40,069 individuals from 2000-2006.
- Differences in funding rate persists even after controlling for education and training, previous NIH experience, research productivity, and other factors.

Stereotype Threat

• Being in a situation in which one could be seen or judged in terms of negative group schemas (stereotypes).

• Many studies show that stereotype threat causes underperformance, that it can be manipulated by circumstances
  o In terms of performance, motivation, and career choices

Test Performance by Stereotype Threat Condition: Gender

Performance on a Challenging Math Test, by Stereotype Threat Condition and Gender


Test Performance by Stereotype Threat Condition: Race

Math Test Performance of Asian American Women

- Questionnaire given before test "primes" for a particular identity
- Greater effect on those who care the most
- How might this affect candidates during interviews?

Why This Matters: Establishing an Individual’s Context

Schemas and Lack of critical mass
Lowered Success rate
Accumulation of disadvantage
Underestimation of Ability
Evaluation Bias

AWED: Office to Advance Women, Equity, and Diversity
Proxies: How Affected by Gender and Race?

Proxies are indicators of performance OTHER than the candidate’s actual work
- CV, Number of Publications
- Prestige of graduate or postdoc institution
- Citations
- Letters of recommendation

Letters of Recommendation

Very strong evidence
- Men are more likely to be described using “star” words such as BRILLIANT, SUPERB, BEST, OUTSTANDING, UNIQUE, EXCEPTIONAL
- Women are more likely to be described using “grindstone” words such as HARDWORKING, METICULOUS, RESPONSIBLE
### Letters of Recommendation for Postdoctoral Positions

**Lamont-Doherty Earth Observatory**

- 1,224 recommendation letters, 2007-2012

**RESULTS**

- Tone terminology – excellent, good, or doubtful.
- Excellence words: outstanding, genius, groundbreaking research

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Excellent</th>
<th>Good</th>
<th>Doubtful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>15%</td>
<td>83%</td>
<td>2%</td>
</tr>
<tr>
<td>Men</td>
<td>24%</td>
<td>73%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Dutt et al. (2016). Nature Geoscience. doi:10.1038/ngeo2819

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### Reduce Use of Proxies

- Reading the candidate’s work and using a rubric to evaluate.
  - Limit the number of publications the candidate sends (to top 3?)
- Using a rubric to evaluate candidates application overall.
- Use at least two raters for all sources.
- Delay reading letters of recommendation until have made independent evaluation.
Identify the key knowledge, skills, abilities, and other characteristics (KSAOs)

Consider all aspects of position rather than focusing on only a few.

<table>
<thead>
<tr>
<th>Teaching/Mentorship KSAOs</th>
<th>Research/Scholarship KSAOs</th>
<th>Citizenship KSAOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to teach and supervise undergraduates</td>
<td>Scholarly impact</td>
<td>Commitment to collaboration with colleagues</td>
</tr>
<tr>
<td>Ability to teach and supervise graduate students</td>
<td>Research productivity</td>
<td>Unique abilities to contribute to department service needs</td>
</tr>
<tr>
<td>Ability to attract, work with, and teach diverse students</td>
<td>Ability to establish external reputation</td>
<td>Ability to make a positive contribution to the department’s climate</td>
</tr>
<tr>
<td>Ability to teach range of classes as defined in advertisement</td>
<td>Potential for transdisciplinary collaboration</td>
<td>Ability to be a conscientious department citizen</td>
</tr>
<tr>
<td>Ability to teach range of classes</td>
<td>Ability to secure research funding</td>
<td>Evidence of inclusive behaviors</td>
</tr>
</tbody>
</table>

Example: Customize for your search

From: Cal State Univ. Santa Barbara Best Practice Guide

Example of finalist rubric.

APPLICANT EVALUATION TOOL

https://advance.fiu.edu/programs/stride/resources/index.html

Please indicate which of the following are true for you (check all that apply):

- [ ] Read candidate's CV
- [ ] Read candidate's scholarship
- [ ] Read candidate's letters of recommendation
- [ ] Attended candidate's job talk
- [ ] Met with candidate
- [ ] Attended lunch or dinner with candidate
- [ ] Other (please explain):

Please rate the candidate on each of the following:

- Potential for (evidence of) scholarly impact
- Potential for (evidence of) research productivity
- Potential for (evidence of) research funding
- Potential for (evidence of) collaboration
- Fit with department’s priorities
- Ability to make positive contribution to department’s climate
- Potential (demonstrated ability) to attract and supervise diverse graduate students
- Potential (demonstrated ability) to teach and supervise diverse undergraduates
- Potential (demonstrated ability) to be a conscientious university community member
- Potential (demonstrated ability) to mentor diverse students

Example of final rubric.
**Case study 2**

- **INSTRUCTIONS:** Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

One of your colleagues on the search committee is strongly promoting a candidate who went to a very prestigious university. He views this as there being no question that this candidate should come for an interview and given an offer as soon as possible. He has no interest in discussing the other candidates.

**Case study 3**

- **INSTRUCTIONS:** Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

One of your search committee colleagues is very assertive in stating that he knows excellence when he sees it and is not about to hire someone just to increase diversity. He also believes that sexism is a thing of the past – women actually have better opportunities to get hired in engineering than men because they are so much in demand.
Case study 4

• INSTRUCTIONS: Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

One of the candidates that was short-listed for a faculty position for your search is currently at an institution where one of the search committee members knows some colleagues. He makes a call to his acquaintances there to find out more about the candidate before inviting the candidate to interview.

Case study 5

• INSTRUCTIONS: Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

Only one woman and one (presumably) Black man has applied for the open position in your department. There is a lot of discussion in your department about whether to include the woman and the black man on the short list to appease the dean. The decision is to put them as the 4th and 5th ranked candidate and ask the dean to pay for two additional interviews.
Case study 6

• INSTRUCTIONS: Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

You heard from a Black woman candidate that a search committee member kept referring in conversation to the fact that FIU is really looking to increase the number of women and minority faculty. The search member emphasized that everyone was really happy to have a Black woman interview for the position. The candidate clearly was very turned off by being referred to as “the Black candidate.”

Case study 7

• INSTRUCTIONS: Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

Last year the XXX department had a woman candidate that was their top-rated candidate, but they moved her to second choice because she made mention of her husband on the interview. They figured that her husband might not come, and they didn’t want to lose out on getting their next choice by giving her an offer and waiting for her to turn it down. This year, the department has a male candidate they want to hire. One of the search committee members remarked that they might have a two-body problem but they expect that the guy will convince his wife to come so they gave him the offer.
Case study 8

• INSTRUCTIONS: Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

You are the hiring authority. The search committee interviewed two candidates for a tenured associate professor position, Maria and Martin. Maria has a stronger publication and grant record and impressed you as well as other administrators. The committee has recommended Martin. They are very excited about how well he fits in.

Thank You!

Please fill out the short evaluation at:
https://go.fiu.edu/da2020evaluation

Questions or Concerns?
Reach us at:
awed@fiu.edu
Phone: 305-348-3787
http://advance.fiu.edu