

Diversity Advocate Workshop



FIU Advance Women,
Equity & Diversity

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Today's Workshop

- Interactive
- Please ask questions!
- Resources, including these slides and the handout, are available at
 - <https://go.fiu.edu/strideresources>
- Email us at awed@fiu.edu or advance@fiu.edu

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SSC Diversity Advocates

Why You Are 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.

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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.

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SSC Best Practice True or False

1. Committee members are not allowed to solicit applications from qualified individuals.
2. When reviewing applications, it is a good idea to start by reading letters of recommendation.
3. Committee members may develop or review language for the job ads.
4. The departmental seminar series can be used to invite and attract possible future job candidates
5. It is a good idea for the committee to discuss and agree upon the review process that will be used to evaluate candidates.
6. Member's personal notes about candidates must be retained for 7 years.

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SSC Best Practice True or False

- x Committee members are not allowed to solicit applications from qualified individuals
- x When reviewing applications, it is a good idea to start by reading letters of recommendation.
- ✓ Committee members may develop or review language for the job ads.
- ✓ The departmental seminar series can be used to invite and attract possible future job candidates
- ✓ It is a good idea for the committee to discuss and agree upon the review process that will be used to evaluate candidates.
- x Member's personal notes about candidates must be retained for 7 years.

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Faculty Hiring Resources

AWED Resources

[2022-2023 STRIDE Hiring Workshop Presentation](#)

[2022-2023 STRIDE Hiring Workshop Handout](#)

[Faculty Applicant Evaluation Tool \(Word document\)](#)

[Faculty Candidate Evaluation Tool \(Word document\)](#)

[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>

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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.

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Your Turn

Discussion:

Why Do We Need to Recruit a Diverse Faculty in Order to Excel?



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Importance of Diversity & Inclusion

- A diverse faculty provides **role models and mentors** for our **diverse student body**.
 - Higher GPAs and graduation rates for students of color with greater student-faculty racial/ethnic match. (National Longitudinal Survey of Freshmen from 1999 to 2004; N = 3924)
- Increasing the number of faculty of color provides **diverse perspectives** within their classrooms which **better prepares** all students for leadership, citizenship, and competitiveness.



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D. Llamas, Khoa Nguyen & Alisia G.T.T. Tran (2019)

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Importance of Diversity & Inclusion

- Pursuing **underrepresented diversity** provides access to **talent we currently lack**.
- Socially and intellectually **diverse teams** make **better decisions**.
 - Car crash airbag design based on “average male” crash dummies; led to many deaths of women & children.
 - Racially diverse juries deliberated more thoughtfully about an African American defendant.
 - U.S Body armor

P1 Carrell, Page, & West (2009). Dennehy & Dasgupta (2017). Ellison & Mullin (2014). Ely & Thomas (2001). Hale & Regev (2011). Page (2007). Sommers (2006). Stewart & Valian (2018). Temm (2008).

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Why Do We Want to Talk about Faculty Recruiting and Hiring?



- Recruiting and hiring colleagues is one of the most important things we do as faculty.



- Having an excellent and diverse faculty is how we succeed as an institution



- Providing an equitable, supportive, and inclusive environment is the right thing to do.



- Progress requires critical examination of our usual practices



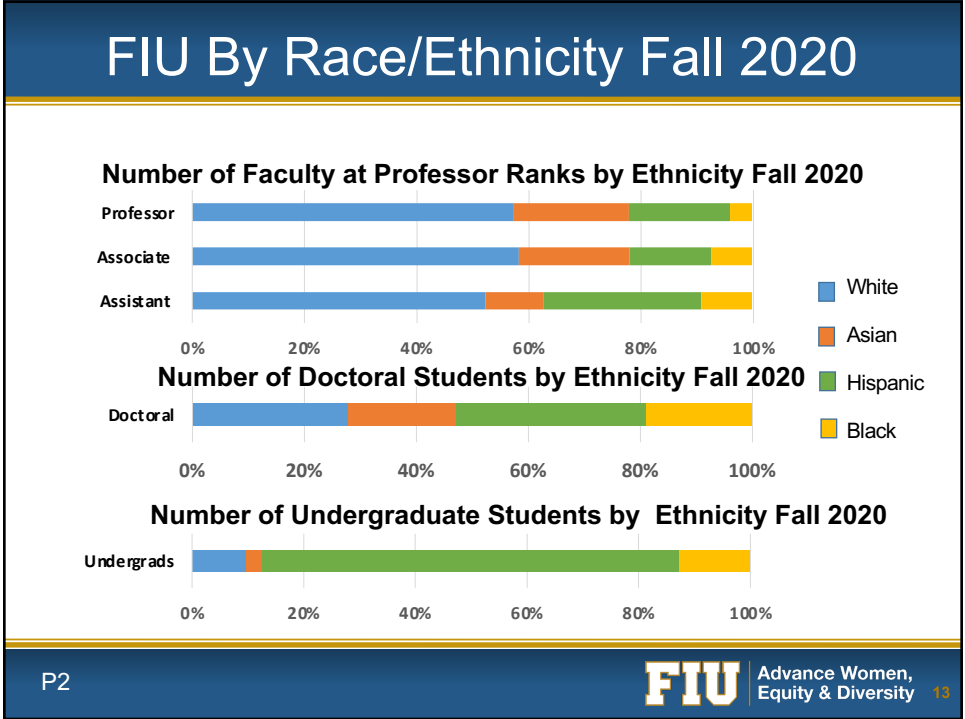
- We can (and should) approach hiring in a scholarly way.

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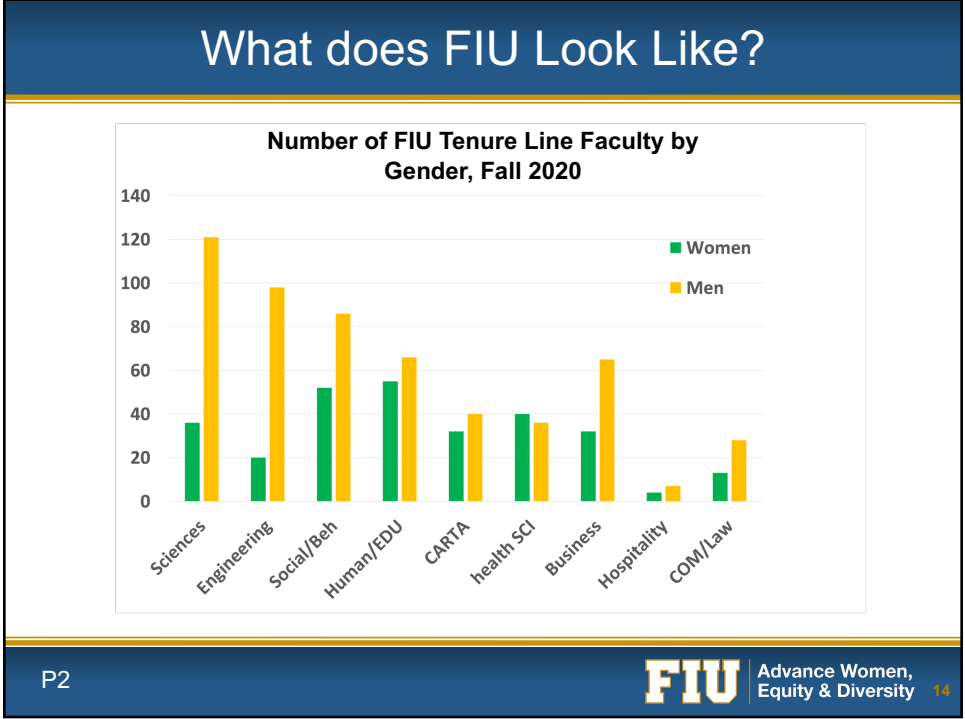
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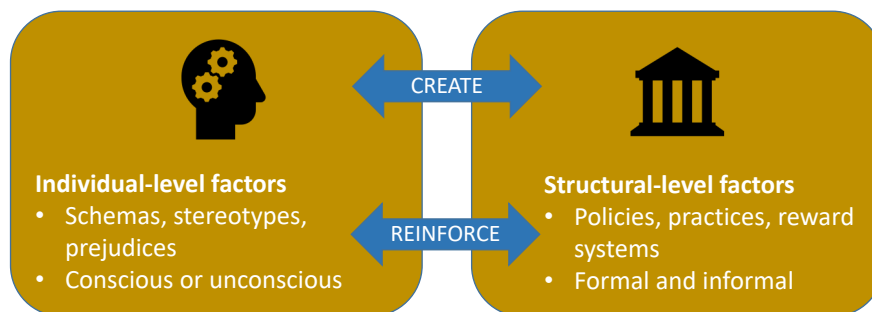


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What factors interfere with equitable searches?



Result: biases can creep in without notice

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Structural Factors

- **Formal Policies:** rules about how things are done
- **Informal Practices:** widely shared ideas about the “proper” way of doing things – often believed to be commonly known but can be opaque to “outsiders”
- **Reward Systems** that determine what is valued in academia (e.g. grants, publications, awards)




- **Created** through individual actions
- **Maintain** the status quo
- **Changed** through individual or group resistance

P2 McGee (2020); Ray (2019)

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Structural Factors can Interfere with Equitable Searches



Formal policies and informal practices determine...

- Who is asked to be a search committee
- Which/whose networks do you tap to find candidates
- How much you can spend on a search
- What are the “right” areas of research

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Individual Factors: Schemas

- From childhood we acquire data that become schemas
- Associate traits/features with a schema category
 - Apply those traits/features to individual things in that category
- A schema helps us process information quickly
 - A very common one for American children: green means **go** or **good**, and red means **stop**, or **warning**

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What is a Schema?

- 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

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Example: How Schemas Affect Women

- The highest levels of all **prestigious** professions are occupied primarily by men
- Men are perceived as **the norm** against which women are measured
- A professional woman operates within perceived **discord** between two schemas: female, and professional (male)
 - Can't be too feminine or masculine: increases schema mismatch

P2 Valian (1998)


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Individual Factors can Interfere with Equitable Searches

One's evaluation of candidates may be influenced by:

- Identity-based schemas about competence and intellectualism
- Ideas about how a faculty member should look and sound
- Whether we have common interests (sports? books?)
- Where they got their graduate degree




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Change is Possible


 Individual-level factors


CREATE

REINFORCE


 Structural-level factors


Change can happen with:

- Awareness and understanding
- Resistance to status quo
- Effective strategies
- Sustained effort



Individuals create the structures and
 Individuals change the structures

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Best Practices for an Inclusive Search

1. Write a **good job ad** to attract good candidates
2. Search **actively** to get a deep diverse pool
3. Decide on written **evaluation criteria** prior to review
4. Decide the review **process** to be used prior to review
5. **Equitable** treatment of job candidates



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Best Practices for an Inclusive Search

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More Effective Way of Faculty Searching: Write a Good Job Ad

Write an **instructive, open-ended, inclusive**, job ad

- **Instructive:**

- Clearly communicate the components needed for the application
- Not all candidates will have had good preparation for the job market.
- Help them provide the information you need
 - Provide a **template or checklist**
 - Describe who the **audience** is
 - What is **expected** in statements



➤ **Best Practice #1:
Good Job Ad**

P1 Stewart & Valian 2018; Stacy et al. 2018

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More Effective Way of Faculty Searching: Write a Good Job Ad

Write an **instructive, open-ended, inclusive**, job ad

- **Open-ended:**

- Broad and open descriptions result in a **larger, deeper pool** and more effectively attract under-represented candidates.

- **Inclusive:**

- Avoid **superlatives** and **extensive list** of requirements
- State **commitment** to diversity



➤ **Best Practice #1:
Good Job Ad**

P1 Stewart & Valian 2018; Stacy et al. 2018

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Solicit Information About DEI Commitment

Ask candidates to speak to their commitment to DEI:

- Opportunity for all applicants to discuss their **record of, or potential for**, contributing to DEI through scholarship, teaching, and/or service.
- Could be a separate **diversity statement** or integrated into existing applications components

- Guidelines for applicants at <https://go.fiu.edu/diversityguidelines>



➤ Best Practice #1:
Good Job Ad

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Diversity Statements

- Feedback on use:
 - Helped identify candidates with **significant and broad commitments** to DEI, important at FIU
 - **Raised awareness** among search committee and department of the impact of applicant's work and the importance of this issue

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Sylvester et al. 2019

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Your Turn

Discussion:

Independent of their personal background, how might an applicant show their commitment to DEI in your field?



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Best Practices for an Inclusive Search

1. Write a good job ad to attract good candidates
- ➔ 2. Search **actively** to get a deep diverse pool
3. Decide the review process to be used prior to review
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5. Equitable treatment of job candidates



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Your Turn

Discussion:

What are some ways to recruit?



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More Effective Way of Faculty Searching: Active Strategies



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Best Practices for an Inclusive Search

1. Write a good job ad to attract good candidates
2. Search actively to get a deep diverse pool
- ➔ 3. Decide on written **evaluation criteria** prior to review
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Why Use Written Criteria? Ensure Equitable Evaluations

- Empirical support for **unintentional evaluation bias** based on different dimensions, e.g.
 - Social identity group
 - Race, gender
 - Area of study
 - Academic institution
- Often assessed with **identical resume** studies



- Setting **standard evaluation criteria** prior to reviewing applications helps mitigate unintentional bias

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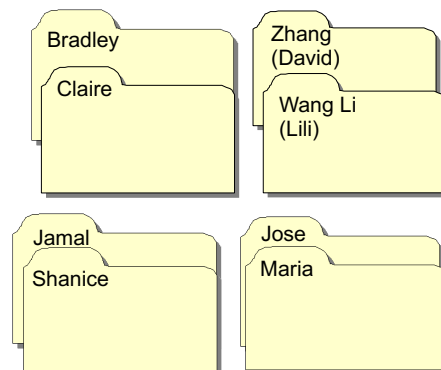
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Schema Example: Gender and Race

Physics faculty*:

- CV with man's name
 - rated as **more competent** and hireable than identical candidate with woman's name
- Asian- and White-named candidates
 - rated **more competent** and hireable than identical candidates with Black and Latinx names
- **Problem multiplied for Black/Latinx Women**

Identical Application Packages



* Biases differ by field

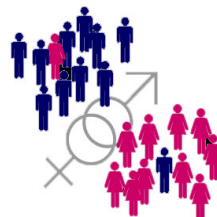
P1 Eaton, et al. 2019

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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.



P1 Valian (1998); Heilman (1980) Sackett et al. (1991)

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Critical Mass Effect

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.

The Relationship Between Finalist Pools and Actual Hiring Decisions

According to one study of 598 finalists for university teaching positions.


COMPOSITION OF FINALIST POOLS	LIKELIHOOD OF HIRING A WOMAN
WOMAN WOMAN WOMAN MAN	67%
WOMAN WOMAN MAN MAN	50%
WOMAN MAN MAN MAN	0%

SOURCE STEFANIE K. JOHNSON ET AL © HBR.ORG

P1 <https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired> **FIU** Advance Women, Equity & Diversity 37

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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**

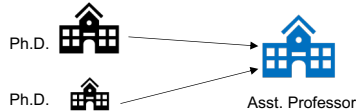
P1 <https://harver.com/blog/hiring-biases/> **FIU** Advance Women, Equity & Diversity 38

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Anchor Bias Example: Graduate Institution

- **Institutional Bias:**

- Assumption: Prestige of graduate institution indicates quality of candidate
- Reality: The number of papers published by early-career faculty is most closely linked to **where they work**, not where they trained (graduate/postdoctoral institution)



- **Action:** Prioritize the **quality of the scholarship** rather than the prestige of their Ph.D. institution. What have they been able to do with the resources available to them?

Similarity Bias (Homophily)

- We like people like us
- 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 “**fit**” can sometimes be used to mask these preferences.

Homophily in Action

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 do
- “Manels” – panels with only men speakers



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

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Illusory Correlation/Narrative building

- Applications are **incomplete** pictures of a person
- Example:
 - “Her husband won’t come here”
 - “She will not be able to attend evening events because she has small children”
 - “He is uncollegial because he has sole author publications”
- Ensure that evaluator ‘explanations’ are supported by **evidence** in a file

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<https://harver.com/blog/hiring-biases/>

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BEST PRACTICE: Use a Standard Evaluation Tool

Setting standard evaluation criteria prior to reviewing applications helps mitigate unintentional bias

Please rate the candidate on each of the following: strong moderate weak none unable to judge

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 finalist rubric.
Customize for your search

➤ Best Practice #3:
Written evaluation criteria

P1 <https://go.fiu.edu/strideresources>

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Diversity Statement Rubric

Score (0-5) (5 = EXCELLENT) (1 = STATEMENT ONLY)	Score Range (0-5 Total)	Example SCORE: 4	Candidate 13	Candidate 14	Candidate 15
Provides a statement of contributions to diversity	0-1	1			
Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization	0-1	1			
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	0-2	2			
Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations	0-1	0			
TOTAL:	0-5	4 (out of 5)			

P1 <https://go.fiu.edu/diversityrubrics>
Adapted from UC Davis Diversity Statement Rubric Criteria

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Best Practices for an Inclusive Search

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5. Equitable treatment of job candidates



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Recommended Reviewing Order

Use applicant's **own words** before looking at packaging/branding of their career which are '**proxies**' of their work.

- Own words:
 - Cover letter, statements
 - Scholarly work: what have they accomplished given their circumstances?
 - Read some of their work
- Proxies:
 - Prestige of graduate or postdoc institution
 - Prestige of advisor(s)
 - Letters of recommendation

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Letters of Recommendation

Strong evidence of bias:

- Men
 - more likely to be described using “star” words such as BRILLIANT, SUPERB, BEST, OUTSTANDING, UNIQUE, EXCEPTIONAL
- Women
 - more likely to be described using “grindstone” words such as HARDWORKING, METICULOUS, RESPONSIBLE
- Majority Race
 - More likely to have repetition of “star” words

P2 Trix, F., & Prenska, C. (2003).

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Postdoctoral Position Letters

Lamont-Doherty Earth Observatory

- 1,224 recommendation letters, 2007-2012

RESULTS

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

Applicant	Excellent	Good	Doubtful
Women	15%	83%	2%
Men	24%	73%	3%

P2 Dutt et al. (2016)

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Recommended Reviewing Order

- Diversity Statement
- Research/teaching statements
- Cover letter
- CV
- Recommendation letters
 - Optional; only for finalists
 - Perhaps call references instead



Best Practice #4:
Establish Review Process

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Best Practices for an Inclusive Search

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Respect Candidate Privacy, and Consider Only Job-Relevant Criteria

- Interviews should aim to evaluate qualifications that are **relevant to a faculty position**
 - questions about matters that are not job-relevant (e.g., family status, sexual orientation) must not be asked by the search committee (or anyone);
- Non-job-relevant questions are also often **illegal**
 - a chart of appropriate and inappropriate questions is available in an appendix in the Faculty Search and Screen Manual;
- Exploring non-job-relevant criteria will confound your evaluation and is also likely to **drive away the**  candidate.

> **Best Practice #5:**
Ensure Equitable Treatment


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Committee Interviews

Committee interviews of semi-finalists (the “long short-list”) or finalists:

- Develop a **standard list** of questions to be asked each interviewee
 - Provide it to the interviewees ahead of time
 - Ask questions in same order
 - Follow-up questions can deviate from list
- Use standard evaluative criteria (**rubric**) 

> **Best Practice #5:**
Ensure Equitable Treatment

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We Want to See Job Candidates Show Us Their Very Best

Provide helpful information prior to the visit

- Family-friendly policies
- New faculty resources
- Interview schedule

Be thoughtful about environmental clues

- Seminar attendance
- Tours (virtual and IRL)

Consider accessibility and other needs

- Physical needs
- Closed Captioning

Facilitate positive interactions

- Pick a good host
- Provide welcoming seminar introduction

**> Best Practice #5:
Ensure Equitable Treatment**

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Key Steps to a Great Search

- To attract a large diverse pool of excellent candidates:
 1. Write an open-ended, inclusive, instructive **job ad**
 2. Search **actively**
- To reduce unintentional biases, prior to review:
 3. Decide the review **process** to be used prior to review
 4. Decide on written **evaluation criteria** prior to review
- To increase inclusion, excellence, and diversity:
 5. Take active steps to treat candidates **equitably**

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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.

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.

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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 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.

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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.

There is only one white woman and one Black man in the pool of applicants 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.

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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.

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.

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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.

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.

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A Successful Search is Just the Beginning!

- **Build a culture of search excellence.** Reflect on your search and provide a report suggesting improved approaches for the future.
- **Work with colleagues** to create a culture in which new faculty will thrive, succeed, and choose to stay at FIU.

The **ADVANCE Program** can help: <http://advance.fiu.edu>

Phone: 305-348-3787

E-mail: advance@fiu.edu

PLEASE COMPLETE THE WORKSHOP EVALUATION, SENT VIA EMAIL

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