

Search Advocate Workshop



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1

Today's Workshop

-  Interactive
-  Please ask questions!
-  Resources, including these slides and the handout, are available at [Go.fiu.edu/striderresources](https://go.fiu.edu/striderresources)
-  Email us at awed@fiu.edu

P1 **FIU** | Advance Women,
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2

SSC Search Advocates Why You Are Here



University requirement that one member of each **faculty search committee** is required to serve as a Search Advocate.



This is a one-year, one-time appointment.

SAs are not expected to serve on all search committees within the department.



For tenure-track searches, the SA should be a tenured member of the department.


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3

Role of the SSC Search 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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4

The Job of the Committee


To 'search and screen' applicants for the position

Establish evaluation criteria and evaluate applicants against those criteria
(not against other candidates)




To recommend finalists to the hiring official to bring in for interviews

The hiring official is usually the Dean or designate



Once the committee presents the list of finalists to the department, their work is done, and they disband.

This is a recommended, not required practice	The Sunshine Law rules for the search committee no longer apply
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P1

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5

SA 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.

A senior faculty member who was not on the Search Committee objects to the three candidates approved by the committee and the Dean and proposes to the department that they will pay for a 4th candidate of their choosing to be interviewed.

P1

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6

Discussion

Discussion:

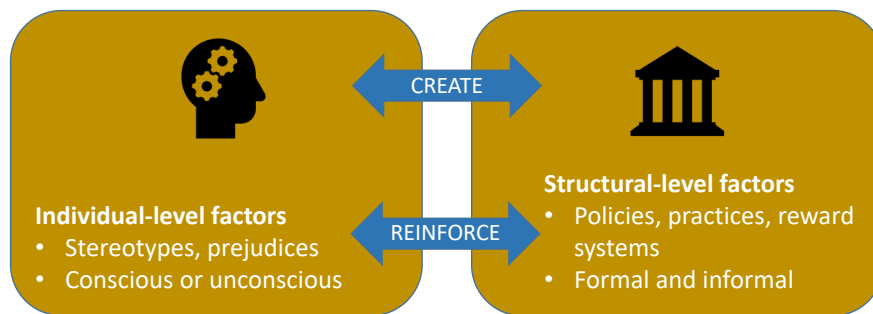
What factors do you think might interfere with successful searches?



P2

7

What factors interfere with successful searches?



These can have unintended influences

P2

8

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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9

9

Structural Factors can Interfere with Successful 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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10

10

Individual Factors: Stereotypes

From childhood we acquire data that become stereotypes

Widely culturally shared

- Both men and women hold them about gender.
- Both whites and minorities hold them about race.
- People are often not aware of them.

Applied more in circumstances of:

- Ambiguity
- Time pressure
- Lack of critical mass

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11

Individual Factors can Interfere with Equitable Searches

One's evaluation of candidates may be influenced by:



- Identity-based stereotypes 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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12

Change is Possible

Individual-level factors ↔ CREATE ↔ Structural-level factors

Individual-level factors ↔ 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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13

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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14

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 
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15

Importance of Diversity

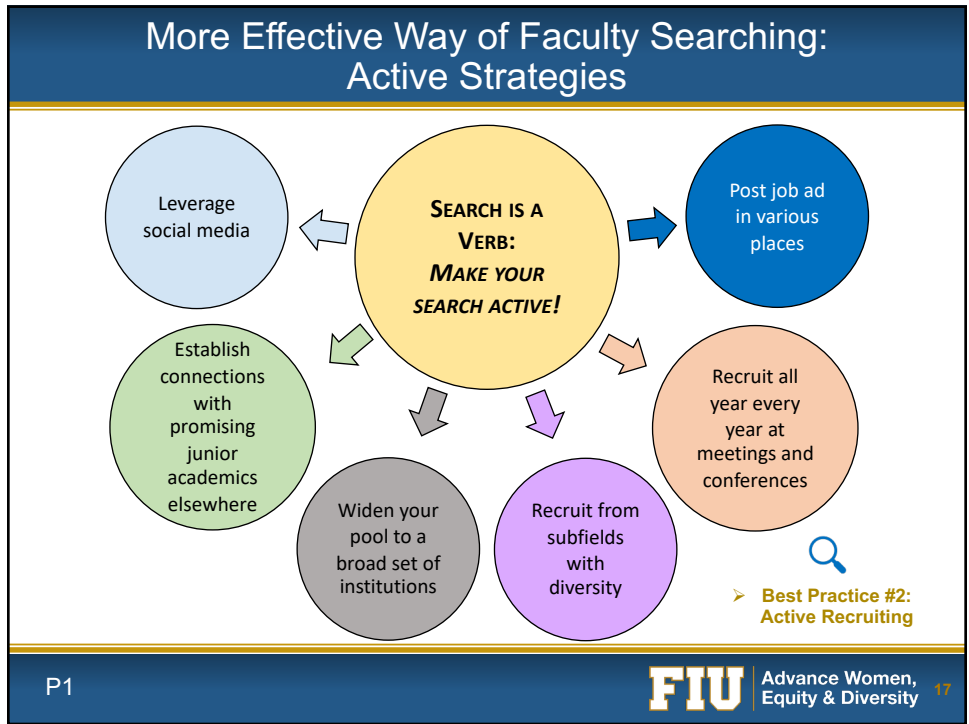
- Pursuing **underrepresented populations** provides access to **talent we currently lack**.
- Socially and intellectually **diverse teams** make **better decisions**.
 - Car crash airbag design based on “average male” crash dummies; led to many deaths of women & children.
 - Racially diverse juries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

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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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16



17

- ### Best Practices for an Inclusive Search
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 2. Search actively to get a deep diverse pool
 - ➡ 3. Decide on written **evaluation criteria** prior to review
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18


Why Use Written Criteria? Ensure Equitable Evaluations

- Empirical evidence for **stereotyping** 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



Individual-level factors

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19

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

	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 FIU graduate students					
Potential (demonstrated ability) to teach and supervise FIU undergraduates					
Potential (demonstrated ability) to be a conscientious university community member					



➤ **Best Practice #3:**
Written evaluation criteria

*Example of finalist rubric.
Customize for your search.*

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

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20

SA 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 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.

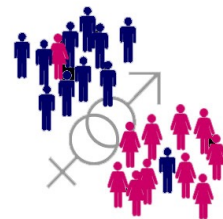
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21

Critical Mass

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



P2 Valian (1998); Heilman (1980) Sackett et al. (1991)

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22

Critical Mass Effect

A study by Harvard Business Review showed that when there was one female applicant among four candidates, she had **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

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

P2 <https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired>Advance Women, Equity & Diversity 23

23

SA 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.

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.”

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24

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**

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<https://harver.com/blog/hiring-biases/>**FIU**Advance Women,
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25

25

SA 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.

Two members of the search committee do not feel that they or the committee should use a rubric in making decisions. They know what they are looking for and have been doing this a long time.

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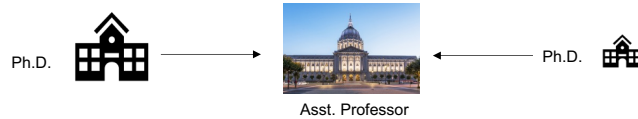
26

26

Stereotypes can be based on Institution

We look favorably on candidates from “prestigious” institutions

- Assumption: Just a few “top” institutions produce the best scholars
- Fact: 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?



➤ **Best Practice #3:**
Written evaluation criteria

P1 Clauset et al. 2015; Way et al. 2019

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27

SA 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.

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

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28

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.

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29

SA 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 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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30

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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31

31

SA 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’s top-rated candidate was a woman, but they moved her to second choice because she made mention of her husband during 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, their top-ranked candidate is a man. 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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32

32

Best Practices for an Inclusive Search

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33

33

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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34

34

SA 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.

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.

P2


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35

SA Case Study 9

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

A search committee member does an internet search of the candidates selected for campus interviews and emails the department faculty to indicate the race/ethnicity/gender of each one.

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36

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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37

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.

We can help: <http://awed.fiu.edu>

Phone: 305-348-3787

E-mail: awed@fiu.edu

PLEASE COMPLETE THE WORKSHOP EVALUATION

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38