

# FACULTY RECRUITMENT WORKSHOP

## FIU STRIDE

### Strategies and Tactics for Recruiting to Increase Diversity and Excellence



**FIU** Advance Women, Equity & Diversity

## STRIDE's Approach to Recruiting for Diversity and Excellence is Widely Used



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## Overview

- Why diversity and excellence go hand-in-hand
- Stages in the search process and what research can tell us about **best practices**
  1. Getting great applications from the best applicants
  2. Achieving excellence and diversity in the short list
  3. Managing the visit
  4. Choosing and attracting the candidate
- Conclusion

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

? Suggestions ?

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

- Diversity is lacking in academia due to long-standing systemic inequities.
- 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.
  - Two women astronauts were not able to go into space recently. Why?

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 Need to Recruit a Diverse Faculty in Order to Excel?

- 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.



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

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handout

## BEST PRACTICES

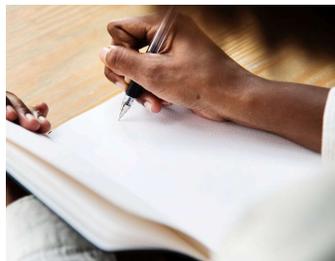
### Four Stages of the Search Process:

1. Getting great applications from the best applicants
2. Achieving excellence and diversity on the short list
3. Managing the visit
4. Choosing and attracting the candidate

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## BEST PRACTICES STAGE 1

### Getting Great Applications From the Best Applicants



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## BEST PRACTICE: Getting great applications from the best applicants

### Poll: How many of these does your committee/department use?

- 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.



## BEST PRACTICE: ACTIVELY Develop a Diverse Pool

### Search is a verb: Make your search active and continuous.

- Network directly with doctoral students and postdocs.
- Connect with other institutions to identify and track promising candidates.
- Actively solicit applicants from the Diversity section of your professional association.
- Ensure diversity: widen your pool to those thriving at other institutions.

Gasman, M., Kim, J., & Nguyen, T. H. (2011). Effectively recruiting faculty of color at highly selective institutions: A school of education case study.



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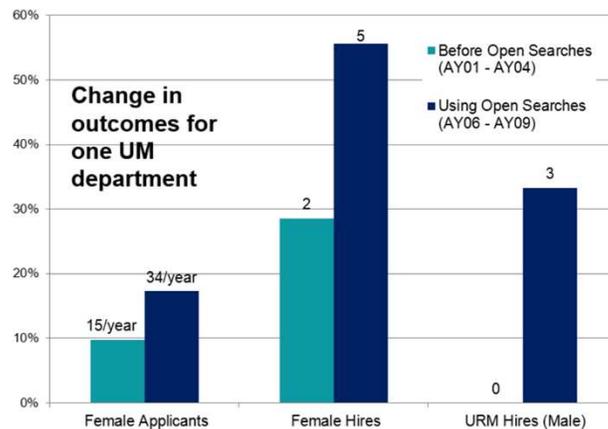
## BEST PRACTICE: Open Your Search

### Define Search as Broadly as Possible

- Open it to as many areas as possible: avoid over-specification.
  - The broader the search in terms of research area, the more likely women and minorities will apply.
- Consider searching in subfields that are more diverse.
  - Can list as areas of interest in broad search
  - Often expanding, sustainable areas
- Use a single search committee for all positions or consider using a standing committee for initial review.



## Broadly Defined Searches Have Positive Impacts



*“Open [broadly-defined] searches led to both a larger number of applicants AND a more diverse applicant pool.”*



## BEST PRACTICE: Explain What You Need

- Clearly communicate application components.
- Don't rely on candidate's mentors to explain the application process and components.
- Provide a template or checklist describing all elements of the application.
- Clearly describe application audience.
  - Who is on the hiring committee? Non-specialists?

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## BEST PRACTICE: Request Diversity Statements

- Opportunity for the applicant to discuss record of or potential for contributing to diversity, equity & inclusion.
- Underscores our public commitment to Equity, Diversity, and Inclusion: important to recruit URM candidates.
- Becoming standard at many universities.
- If requesting one, it must be requested of all applicants.
  - Put requirement in job ad with link.  
<https://go.fiu.edu/diversitystatement>

<https://go.fiu.edu/diversityrubrics>

## BEST PRACTICE: Request Diversity Statements

Feedback from ADVANCE universities:

- Excellent and diverse candidates were identified and hired.



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## Diversity Statement Rubric

<https://go.fiu.edu/diversityrubrics>

Score (0-5) (5 = EXCELLENT) (1 = STATEMENT ONLY)	Candidate 11	Candidate 12	Candidate 13	Candidate 14	Candidate 15
<b>Provides a statement</b> of contributions to diversity					
<b>Indicates awareness</b> of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization					
<b>Demonstrates a track record</b> 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					
<b>Specific plans to contribute</b> through campus programs, new activities, or through national or off-campus organizations					

Adapted from UC Davis Diversity Statement Rubric Criteria

## BEST PRACTICES STAGE 2

### Achieving Excellence and Diversity in the Short List



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## BEST PRACTICES: Achieving Excellence and Diversity in the Short List

### **Poll: How many of these does your committee or department use?**

- Discuss and define specific evaluation criteria before the search.
- Discuss and define specific evaluation criteria before evaluating candidates.
- Discuss procedures including the order of reviewing documents in the file, e.g., review Diversity Statements first.
- Use applicant's own words - statements, cover letter - before looking at packaging/branding of their career (i.e. prestige of grad/postdoc institution or advisor, letters of recommendation).
- Consider the environment in which achievements were made.
- Avoid summary rankings that fail to consider all of the search criteria.

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## BEST PRACTICE: Use a Standard Evaluation Tool

- Discuss and define evaluation categories and criteria in advance.
- Look for/rely on **evidence** of job-relevant qualifications.
- Create and use an evaluation tool/rubric.
  - NOTE: Your resources packet has two example tools:
    - One for all applicants
    - One for short list finalists
- Design evaluations that combine examination of written materials and direct contact with the candidate.



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## BEST PRACTICE: Use a Standard Evaluation Tool

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

<input type="checkbox"/> Read candidate's CV	<input type="checkbox"/> Met with candidate
<input type="checkbox"/> Read candidate's scholarship	<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Read candidate's letters of recommendation	<input type="checkbox"/> Other (please explain): _____
<input type="checkbox"/> Attended candidate's job talk	_____

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	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.



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

## Why Use an Evaluation Tool?

### Experts (we) are especially subject to fallacies

- Illusions of validity, skill, and confidence
  - Example: I know excellence when I see it
- Anchoring/focusing effects
  - Example: Using one major criterion such as grant success
- The narrative fallacy
  - Example: Creating a story based on one piece of information



## Why Use an Evaluation Tool?

- Making decisions is difficult
- Stress from competing tasks
- Time pressure
- Ambiguity/incomplete information
- Lack of critical mass (solo status of women or minority candidates)

*Present in  
faculty  
searches*



...Increases the likelihood that gender and race schemas or stereotypes may affect evaluations

Dovidio & Gaertner (1998). Dovidio & Gaertner (2000). Fiske (2002). Heilman (1980). Sackett, DuBois, & Noe (1991). Stewart & Valian (2018). Valian (1998).



## BEST PRACTICE: Mitigate Evaluation Bias

### Be aware of potential evaluation biases and work to counteract them

- Determine the order of reviewing materials.
- Use applicant's own words (statements, cover letter) before looking at packaging/branding of their career (i.e. prestige of grad/postdoc institution or advisor, letters of recommendation) which are 'proxies' of their work.

Regner et al. (2019) Committees with implicit biases promote fewer women when they do not believe gender bias exists. *Nature Human Behaviour*  
Kahneman (2011). *Thinking, Fast and Slow*. NY: Farrar, Straus & Giroux, 2011



## BEST PRACTICE: Mitigate Evaluation Bias

### Recommended Reviewing Order

1. Diversity Statement
  - Usually a marker of overall quality of application
2. Research/teaching statements
3. Cover letter
4. CV
5. Recommendation letters
  - optional; only for finalists

Reminder: don't be swayed by 'branding'

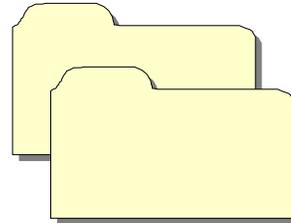


## Mitigating Evaluation Bias: Schemas

### Identical Resumes

Numerous studies using identical resumes show that schemas may unintentionally bias evaluation in terms of:

- Race
- Gender
- Parental Status
- Sexual Orientation/Identity



## 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**

\* Biases differ by field

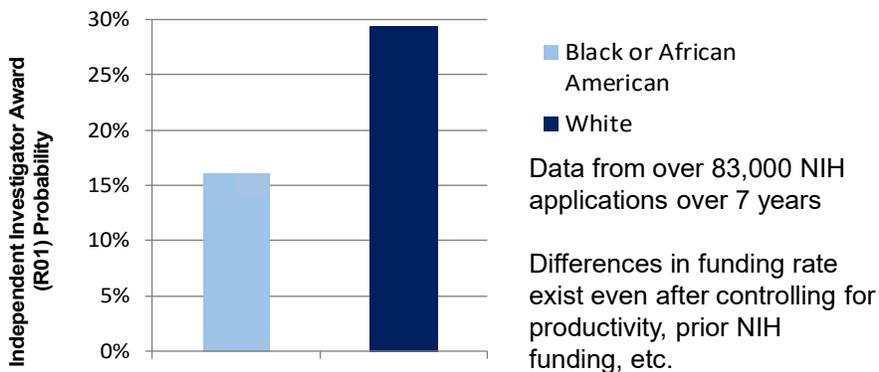
### Identical Application Packages



Eaton, A. A., Saunders, J. F., Jacobson, R. K., & West, K. (2019). How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates. *Sex Roles*, 1-15

## Consider the environment in which achievements were made

### Race Penalty in Grant Success

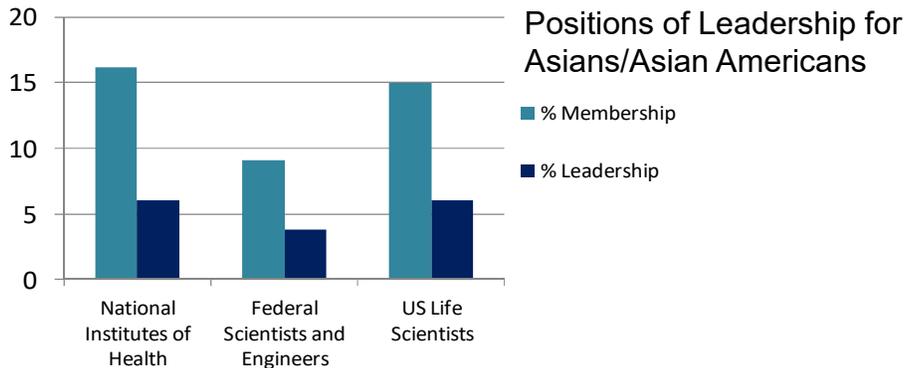


Ginther et al., (2011). *Science*, 333, 1015-1019.  
 Wenneras & Wold (1997). *Nature*, 387, 341-343.



## Consider how biased environments affect achievements

### Biased Leadership Outcomes



Mervis, J. (2005). A Glass Ceiling for Asian Scientists? *Science*, 310, 606-607.



## What if we could prevent schemas from distorting our evaluations?

From 1970-1996, many US symphony orchestras began conducting screened auditions. Why?



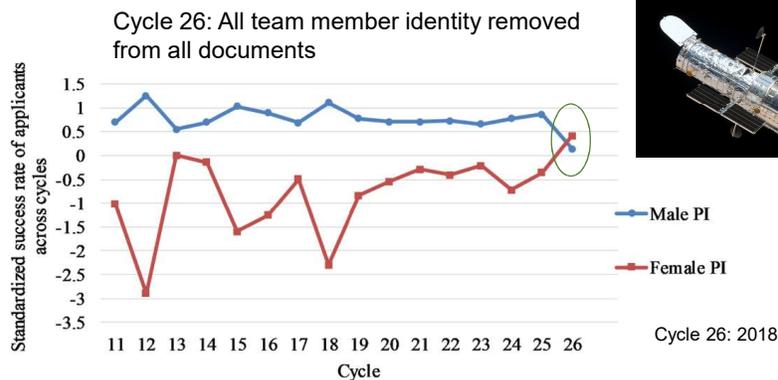
- Data from 14,000 applicants
- Use of a screen increased the probability that a woman would advance from preliminary rounds by 50%

Goldin & Rouse (2000). Terrell et al. (2016).



## Mitigating Gender Bias in Proposal Success

### Hubble Space Telescope Time Allocation Committee results



Johnson, S. K., & Kirk, J. F. (2020).



## Mitigating Gender Bias in Proposal Success

### Hubble Space Telescope Time Allocation Committee results

"This study provides very strong evidence that bias has, in fact, impacted the success of female scientists, at least in the context of HST."

- Using more objective evaluation methods works to mitigate bias
- Anonymized proposal review now being used by NASA, other major observatories
- Byproduct: More cutting-edge projects approved when judged only on proposed science



Johnson, S. K., & Kirk, J. F. (2020).



## Schemas and Letters of Recommendation

### Letters for men:

- Longer
- Repetition of standout adjectives (outstanding, excellent, etc.)
- More references to CV, publications, patients, colleagues

### Letters for Whites:

- Standout adjectives

### Letters for women:

- Shorter
- Use of "grindstone" adjectives (conscientious, meticulous, hard-working)
- More references to personal life
- More "doubt raisers" (hedges, faint praise, and irrelevancies)

### Letters for Blacks:

- (Mere) Competence

Dutt et al. (2016), Madera et al. (2018), Ross et al. (2017), Schmader et al. (2007), Trix & Psenka (2003).



## Examples of Doubt-Raisers

- Grindstone adjectives: “She is meticulous and conscientious as a mentor and scholar.”
- Hedges: “Of the three Indian ladies we have here this year, she is perhaps the best.”
- Faint Praise: “My overall impression is that when [she] is motivated, [she] brings enormous talent and energy and is very productive.”
- Irrelevancies: “...an Afghan American and a practicing Muslim woman who wears a veil covering her head but not her face.” “She is close to my wife.”
- Personal Life: “...devoted mother of two children who manages her responsibilities efficiently, so that she succeeds as a scholar.”

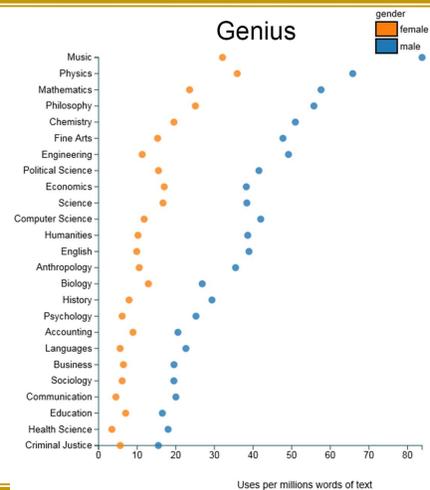
Gender Bias calculator for letters  
<https://www.lomforth.co.uk/genderbias/>

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## Bias: Perceptions of Instructors

- These data were gathered from 14 million reviews on RateMyProfessor.com
- Gaps usually wider in male-dominated fields

From  
<http://benschmidt.org/profgender/>  
 (currently off-line)



Storage D, Horne Z, Cimpian A, Leslie SJ (2016) The Frequency of “Brilliant” and “Genius” in Teaching Evaluations Predicts the Representation of Women and African Americans across Fields. PLOS ONE 11(3): e0150194.

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## Assessing the Teaching Record

- Ask: how can this candidate broaden and reinforce your unit's teaching mission?
- Track trajectories, evidence of reflection about pedagogy, curricular innovation, commitment to engage students of diverse backgrounds and a variety of levels.

## Discussion: Evaluation Bias

### What is problematic about this?

“As chair, in preparation for our discussion, I have gone through the applicant CVs and created a table of candidates' publications in terms of numbers, quality of journals, and grant monies. This will help us compare the candidates on fair grounds.”

## Break Time

We're going to take a 10 minute break. When you return, please turn your camera back on so we know you're back.



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# 10

## Minutes Left

9

**Minutes Left**

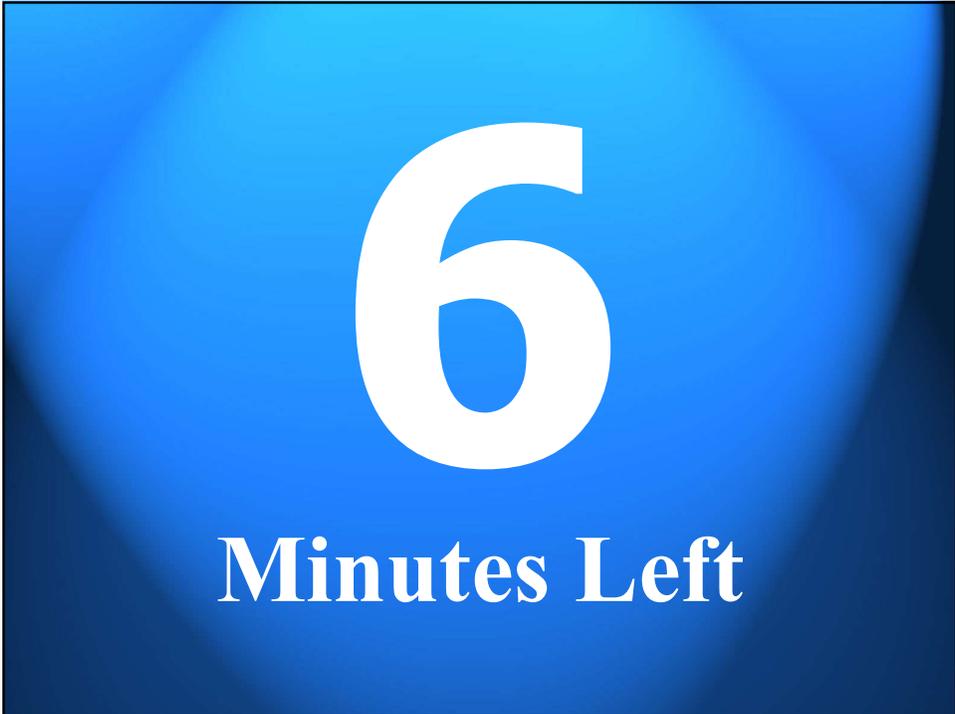
8

**Minutes Left**



7

**Minutes Left**



6

**Minutes Left**

**5**

**Minutes Left**

**4**

**Minutes Left**

**3**

**Minutes Left**

**2**

**Minutes Left**



**1**

**Minute Left**



**30**

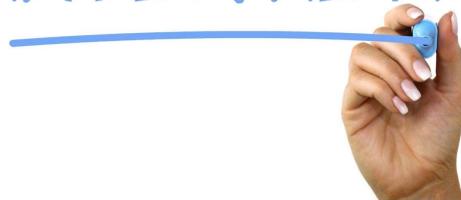
**Seconds Left**

**Time is Up!**  
**Get Ready**

**BEST PRACTICES STAGE 3**

Managing the Interview/Visit

**INTERVIEW**



## BEST PRACTICES: Interviewing

### **Poll: How many of these does your committee or department do?**

- Provide complete information about the visit well in advance.
- Ask the candidate whom they would like to meet.
- Identify an appropriate faculty host.
- Ensure diversity in the audience for the job talk.
- Use standardized introductions for the candidate's job talk with a summary of their accomplishments/expertise.
- Consider how welcoming the spaces in your department are (e.g. who is pictured?)
- Interview more than one female/minority candidate.
- Provide an information packet about FIU's dual career support and family-friendly policies and resources to all interview candidates prior to the interview.



## BEST PRACTICE: Manage the Visit/Interview

### **Plan ahead:**

- Ask the candidate whom they would like to meet.
- Provide complete information about the visit well in advance:
  - Schedule, audience for talk, which administrators they will meet with and why
- Identify an appropriate faculty host.
- Provide time for candidate to discuss accomplishments and future vision



## Inform All Candidates About Dual-Career Support and Family-Friendly Policies

### Plan ahead

- Provide information on faculty resources to all finalists prior to the visit/interview:
  - <https://facultycareers.fiu.edu/working-fiu/>
  - [https://advance.fiu.edu/\\_assets/docs/fiu-faculty-resources.pdf](https://advance.fiu.edu/_assets/docs/fiu-faculty-resources.pdf)
- Helps prevent 'personal' discussions that are not appropriate.

## Inform All Candidates About Dual-Career Support and Family-Friendly Policies

### Plan ahead:

- Dual-career support from the Provost's Office is available to domestic partners of faculty recruits regardless of marital status or sexual identity.
  - Department Chairs and Associate Deans request assistance through their Deans as part of the recruiting process.
- Support for dual careers enhances both recruitment and retention of all faculty.



## BEST PRACTICE: Standardize Candidate Visit/Interview

- Develop a standard list of interview questions if being interviewed by committee.
- Provide a standardized introduction at the seminar, stressing candidate's expertise, and work to maximize attendance.
- Treat all applicants as valuable scholars and educators, not representatives of a social group.
  - If possible, try to interview more than one female/minority candidate.



## Provide a Welcoming Environment During the Interview

- Ensure that all candidates meet a diverse set of people.
  - This may include graduate and undergraduate students.
- Ensure diversity in the audience for the job talk.
- Check physical/virtual environment for undesirable clues:
  - Lack of diverse representation in public materials and webpages
- Honor candidate request to meet specific people/groups.
- Don't comment on candidate's gender, race, marital or parental status.

Heilman (1980). *Organizational Behavior and Human Performance*, 26(3), 386-395.  
Huffcutt & Roth (1998). *J Applied Psychology*, 83(2), 179-189.



## BEST PRACTICE: Consider Only Job-Relevant Criteria

- Evaluate qualifications that are relevant to a faculty position only – questions about matters that are not job-relevant (e.g., family status, sexual orientation) must not be asked by the search committee.
- Such questions are also often illegal.
- Exploring non-job-relevant criteria will confound your evaluation and is also likely to drive away the candidate.

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## Handling Candidate Questions

What if a candidate mentions a dual career issue or asks about family life/schools in Miami?

- Refer them to the packet of information and webpages sent to them before the interview.
- Answer the question asked.
- Do not ask questions to gather further information from the candidate.

# The Unintended Consequences of Personal Questions

Scenarios that follow are inspired by actual situations

ADVANCE interview study of faculty who turned down offers. Rivera (2017). Sue et al. (2007).



# The Unintended Consequences of Personal Questions

Do you have school-aged children or will you want to learn more about schools in Miami during your visit?

FACULTY MEMBER

FIU, this Department, and our faculty are family friendly. Not only that, but Miami is a great place to raise a family.



NOTE: This is an illegal question to ask during the interview.

JOB CANDIDATE



## What the Candidate Actually Infers and Says...

I figured the reason they asked me about whether I had kids was that they wanted to figure out whether it would be hard for me to move. Obviously it was a negative.

A senior male asked me if I was going to have children. Just like that. I said what I was trained to say: No.

**No.**

FACULTY MEMBER JOB CANDIDATE

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## The Unintended Consequences of Personal Questions

Your analysis of racial discrimination in higher education was very interesting. It made me wonder, where are you from?

I want her to know that we are accepting in our department and we've made a strong commitment to diversity.

FACULTY MEMBER JOB CANDIDATE

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## What the Candidate Thinks...

Why is he asking me where I am from?  
Does he think I am not a U.S. citizen?  
I feel like I am being told I don't belong here.



I currently live in Miami.

FACULTY MEMBER

JOB CANDIDATE

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## BEST PRACTICES STAGE 4

### Making the Decision



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## BEST PRACTICE: Gather Input Promptly

- Encourage prompt use of candidate evaluation tools after each visit.
  - Details fade fast: easy to lose track.
  - Use evidence from the talks and interviews.
- Focus on pre-defined criteria, not on 'fit.'
- Aim first for an unranked list of candidates you would be most happy to hire.

## Managing Full Faculty Discussions

- Before discussing any candidates, define an explicit process for the faculty discussion and vote.
  - Consider revising your departmental process to improve your outcome.
- Consider opening with brief presentation from search committee on all candidates.
  - Summarize evaluation materials for the faculty.
- Ensure no non-evidence-based, un-attributed comments are part of the discussion. (E.g. "I heard that..." "Everybody says...")
- Find ways to represent junior faculty views in the discussion.

## Recruit the Selected Candidate

Provide candidate with guidance on what is negotiable and with whom.

After a candidate is chosen, aggressive recruiting can begin.

Now, all factors relevant to attracting the candidate to Miami and FIU may be discussed.



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## Don't Forget that South Florida is More Than Just FIU



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## A Successful Search is Just the Beginning!

- **Build a practice 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](mailto:advance@fiu.edu)



## Thank You

Please fill out the evaluation at  
[go.fiu.edu/stride2020evaluation](http://go.fiu.edu/stride2020evaluation)

