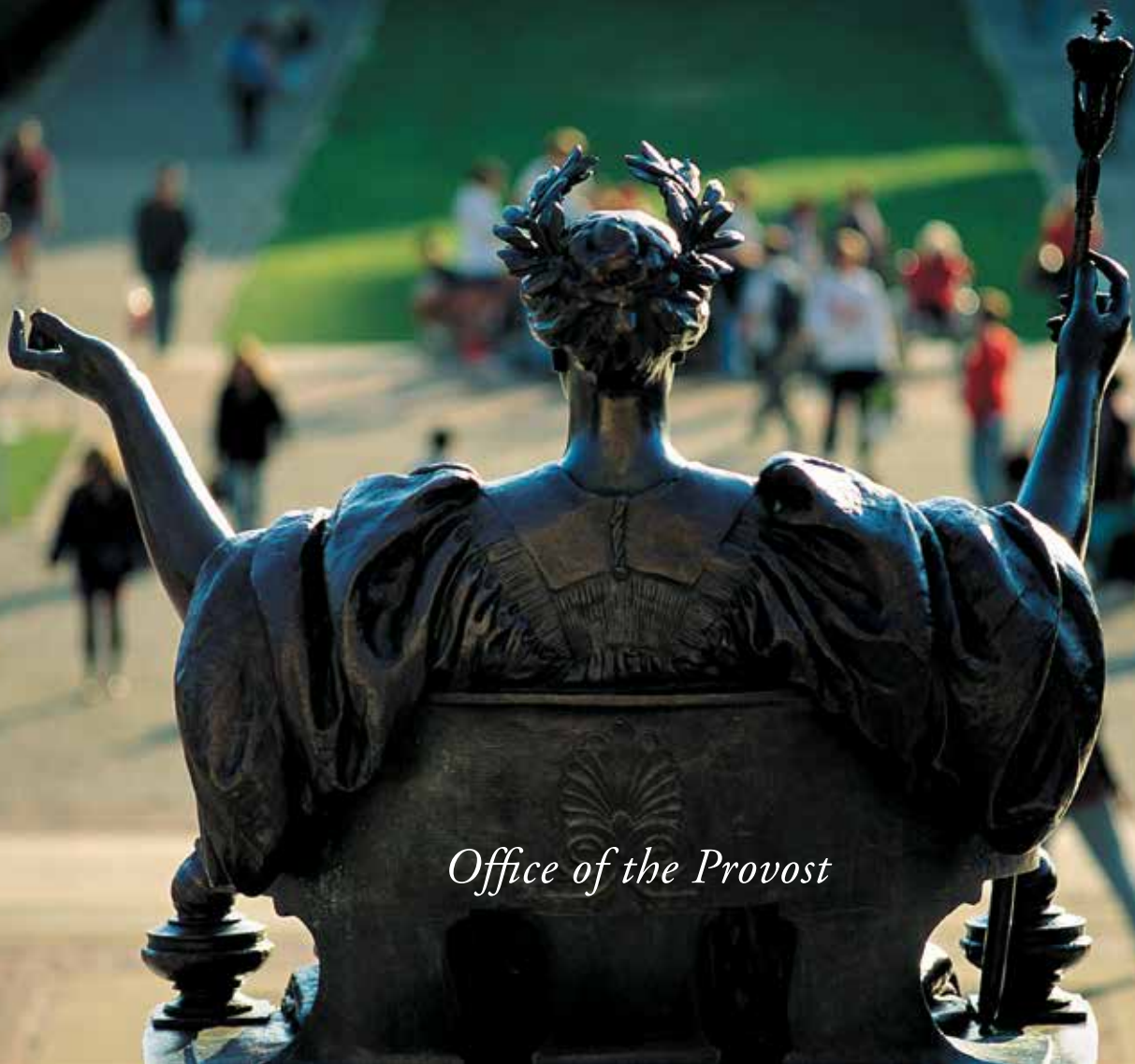


Guide to Best Practices in Faculty Search and Hiring



Office of the Provost

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This guide combines best practices drawn from meetings with deans, department chairs, and faculty members, and borrows from search materials created by Harvard University, Johns Hopkins University, Massachusetts Institute of Technology, North Carolina State University, Pennsylvania State University, Stanford University, Syracuse University, University of California (Berkeley and Irvine), University of Florida, University of Michigan, University of Minnesota, University of Virginia, University of Washington, University of Wisconsin-Madison, and Yale University.

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INTRODUCTION

The Office of the Vice Provost for Academic Planning developed this guide in collaboration with the Provost's Advisory Council for the Enhancement of Faculty Diversity and with guidance from the Office of Equal Opportunity and Affirmative Action.

A note on organization:

This guide begins with a checklist of best practices in faculty search and hiring. It is our hope that these practices will come to be incorporated into all standard faculty searches conducted at Columbia.

The list, on the following pages, also serves as an outline of this guide. Each section provides additional information on the recommended practice: why it's important and suggestions for how to implement it.

This guide is intended to provide assistance to department chairs and search committee chairs and members engaged in hiring new faculty. It is written as a living document; in that spirit, we invite feedback on what works, what doesn't, and what should be added.

Please address all comments and suggestions to Vice Provost for Faculty Diversity and Inclusion Dennis A. Mitchell at DML48@columbia.edu.

LETTER FROM THE PROVOST



Dear Colleague:

Columbia University aspires to be the go-to institution for the world's greatest scholars. We cannot achieve this without realizing our core values of both inclusion and excellence. This requires sustained focus on equity in all of our efforts to recruit, hire, promote, and retain an exceptionally well-qualified faculty.

The *Guide to Best Practices in Faculty Search and Hiring* provides guidance and suggestions to assist you in conducting fair and equitable searches. It presents ideas for how to help your school or department lay the foundation for attracting a diverse candidate pool and successfully recruiting diverse candidates.

You should refer to the guide for a range of information: an overview of best practices in a faculty search; direction on how to run a search that conforms to Columbia University's Equal Opportunity and Affirmative Action policies and procedures; and specific, actionable ideas about how to broaden your outreach, before and during a search.

This guide does not replace existing university, school, or department procedures, but rather serves as a framework and supplemental resource. It provides an overview for faculty new to search committees and an asset for those who have conducted many searches.

Please note that this guide uses the familiar language of equal opportunity and affirmative action, and makes frequent reference to "women and underrepresented minorities." It is important to note that our interest in diversity does not end here. We affirm an expansive definition of the meaning of diversity, openness, and inclusion, and seek to realize it in the broadest terms—including gender expression and sexual orientation, disability status, veteran status, and members of other underrepresented groups.

We developed this manual because we believe that adherence to its guidelines will make search and hiring more equitable and open for all candidates, and build a stronger university community. A diverse faculty is essential to creating a dynamic learning and working environment that will prepare all of our students to lead in our global society.

Whether you are serving on your first search committee and seeking general information about search practices, or are an experienced committee chair, we hope you will find this resource valuable.

Thank you for all that you do to strengthen our community and ensure the future excellence of Columbia University.

Sincerely,

John H. Coatsworth
Provost

CHECKLIST: BEST PRACTICES IN SEARCH AND HIRING FOR TENURE AND TENURE-TRACK RECRUITMENTS

BEFORE THE SEARCH

- ❑ Create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups.
- ❑ Appoint a search committee member as a diversity advocate to help ensure that the search is consistent with best practices in faculty search and hiring and that it gives due consideration to all candidates.
- ❑ Dean, vice dean, or other leadership responsible for hiring meets with committee at beginning of search process to reinforce importance of diversity and goal of identifying outstanding women, underrepresented racial and ethnic minorities, or members of other underrepresented groups as candidates for the position, and to reiterate selection criteria.
- ❑ Dean, vice dean, or other leadership responsible for hiring provides department-specific data from the provost's office on (a) the gender and race of all hires in the past five years, and (b) the percentage of females and of underrepresented minorities among tenured and tenure-track faculty and students.
- ❑ Create a search plan, including broad outreach.
- ❑ Add language to job ad signaling a special interest in candidates who contribute to the department's diversity priorities. For example: "The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."

DURING THE SEARCH

- ❑ Have search committee chair and members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential female and underrepresented minority candidates and encourage them to apply to the position.
- ❑ Advertise broadly, including to interest groups with diverse faculty audiences.
- ❑ To ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments, designate one person to lead asking these questions; this person should (preferably) not be the only female or underrepresented minority committee member.
- ❑ Discuss, prior to interviewing candidates, how criteria listed in job ad will be weighted and valued.
- ❑ Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search (e.g., use the Sample Candidate Evaluation Form in the **Appendix** for the review process).
- ❑ Dean or leadership responsible for hiring reviews all slates of candidates before any offers are made. If the committee is unable to find any competitive candidates from underrepresented groups, the chair will provide an explanation in writing, to the dean or leadership, of what steps were taken to identify such candidates and why the committee was unsuccessful.

AFTER THE SEARCH

- Connect final-round candidates with faculty who share similar background and interests.
- Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful.


THE SEARCH PROCESS AT COLUMBIA UNIVERSITY

While schools and departments at Columbia have different processes in place for recruitment, all recruiting shares some common features. All academic searches at Columbia University utilize the Recruitment of Academic Personnel System (RAPS), which serves both as an online recruitment tool and as a record of affirmative action.

All searches at Columbia must comply with affirmative action guidelines. The Office of Equal Opportunity and Affirmative Action (EOAA) uses this candidate data to ensure that the University's affirmative action obligations are being met.


The Office of EOAA has developed policies and procedures to ensure that hiring processes at Columbia comply with federal EOAA regulations. Information on these policies will be noted throughout the handbook in two ways:

1. Details about various **guidelines and procedures** will be provided in a box with a special icon, shown below:



**Office of Equal Opportunity and Affirmative Action:
Guidelines and Procedures**

2. A checklist of items relevant to each stage of the search process will be provided in shaded text boxes:



More information is available at the Office of EOAA Faculty Recruitment website: <http://eoaa.columbia.edu/recruitment/faculty>.

SELECTING SEARCH COMMITTEE MEMBERS

Best Practices

- Create a diverse search committee, including, where possible, women, underrepresented racial and ethnic minorities, and members of other underrepresented groups.
- Appoint a search committee member as a diversity advocate to help ensure that the search is consistent with best practices in faculty search and hiring and that it gives consideration to all candidates.

Search committees play a critical role in shaping Columbia's faculty—they are stewards of Columbia's future. The care that they take in selecting faculty ensures that instruction and scholarship are of the highest standards. By recruiting individuals with different perspectives and areas of expertise, search committees help build a rich community whose members continually challenge and learn from each other.

Columbia's continued strength depends upon ensuring that our faculty represents the highest standards of excellence and reflects the diversity of our student body, the city in which we are located, and the world in which we are engaged. To safeguard this excellence, it is the special responsibility of search committees to ascertain that, at all stages of the recruiting process, efforts are made to include women and underrepresented minorities in the applicant pool, and that the evaluation of these candidates is fair.

Those individuals appointed to search committees should have good judgment and a strong commitment to diversity and equity. They should represent different backgrounds, career stages, and areas of expertise, and have a deep understanding of department priorities and Columbia's mission.

Consider the following when composing a committee:

Include Women, Underrepresented Racial and Ethnic Minorities, and Members of Other Underrepresented Groups

It is important to include women, underrepresented racial and ethnic minorities, and members of other underrepresented groups on the search committee wherever possible, as a diverse group is more likely to generate a strong applicant pool.

When considering women and underrepresented minority faculty and graduate students to serve on search committees, keep in mind that they may face a greater number of committee appointments than their colleagues. Try to limit this burden by prioritizing the contributions women and underrepresented minorities are asked to make, and provide additional recognition if necessary. If there is a shortage of women and underrepresented minority faculty in a particular department or field, consider inviting women and underrepresented minority faculty from other disciplines and administrative units to serve on the search committee.

Ensure Committee Chair Supports Diversity

The individual who is chosen to be chair should be committed to faculty diversity.

Consider Involving Graduate Students

Determine the desired level of student involvement at the outset of the search process.

Be Alert to Conflicts of Interest

Members of the search committee should have no conflicts of interest. Before the search, have a plan for how to deal with any conflicts of interest that arise during the search process.

Be Attentive to Power Dynamic of Committee

The professional, mentoring, or personal relationships within the search committee will affect the power dynamics of the group. To help ensure that recommendations are a result of fair deliberations, and that all individuals have an

equal opportunity to voice their thoughts, be mindful of how power dynamics may affect the group while assembling the committee. Although not all power dynamics can be avoided, adhering to rules on equal participation and voting in the search committee can help ensure equitable participation in decision making.

Identify a Diversity Advocate

In order to ensure that the search is exhaustive and gives due consideration to all candidates, the search committee may appoint a diversity advocate. Although all members should be trained on issues of diversity and affirmative action and make certain that best practices in fair and open searches are followed, the diversity advocate can help the committee stay focused on these efforts.

A specific action that a person in this role could take would be to review the applicant pool and candidate shortlist to ensure adequate representation of women and underrepresented minorities. Another would be to ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments. Consider asking a respected tenured faculty member to serve in this role, who may feel more comfortable with such advocacy than an untenured faculty member. This person should preferably not be the only underrepresented minority or the only woman on the search committee.

For details on the role of the diversity advocate, please refer to Tools for the Diversity Advocate on the Search Committee in the **Appendix**.

THE SEARCH COMMITTEE'S CHARGE

Best Practices

- Dean, vice dean, or other leadership responsible for hiring meets with committee at beginning of search process to reinforce importance of diversity and goal of identifying outstanding women, underrepresented racial and ethnic minorities, or members of other underrepresented groups as candidates for the position, and to reiterate selection criteria.
- Dean, vice dean, or other leadership responsible for hiring provides department-specific data from the provost's office on (a) the gender and race of all hires in the past five years, and (b) the percentage of females and of underrepresented minorities among tenured and tenure-track faculty and students.
- Create a search plan, including broad outreach.

The search committee's responsibility is to identify a slate of top candidates for the position in question. In their charge to the committee, the dean, vice dean, or other leadership launching the search should emphasize that this responsibility includes advancing the goal of identifying outstanding candidates who are women, underrepresented minorities, and members of other underrepresented groups, in fields where they are in the minority. The dean, vice dean, or other leadership should present data on hiring history and department makeup by gender and race or ethnicity for the committee's consideration.

In the search committee's initial discussions of its charge, it should consider the data presented by the dean, vice dean, or other leadership on past searches. These discussions should take place as the committee develops its search plan.

Reviewing Past Searches

The search committee will find it helpful to ask the following questions:

- What proportion of past applicant pools and interviewees were women and underrepresented minorities?
- Have women and underrepresented minorities been offered positions recently?

- How were women and underrepresented minority faculty who were recently hired persuaded to accept their position at Columbia?
- How will this data influence the way that the present search is conducted?

Interventions to Avoid Common Biases or Errors in Search Process

Numerous studies have demonstrated the role that bias plays in hindering diverse recruitments.¹⁻⁶ Acknowledging that we are all subject to bias is a critical step to mitigating its impact.

Consider incorporating the following evidence-based interventions⁷ to minimize bias and ensure an equitable search:

1. **Document the entire search process.** Creating a record of search committee discussions, advertisements, nominations, recruiting efforts, interviews with candidates, interviews with references, and rationale for selecting or refusing candidates will allow committee members to review their process for evidence of bias, and correct as needed.
2. **Educate committee members on hiring biases.** Research has shown that when decision-makers learn about hiring biases they are more likely to evaluate candidates fairly.⁸⁻¹⁰
3. **Establish evaluation criteria.** Deciding in advance of reviewing applications which criteria will be used, and how they will be weighted, will help evaluators avoid common cognitive errors¹¹ such as:
 - **elitism**—assuming that individuals from prestigious institutions are the best candidates without viewing all applications more closely and/or considering the needs of the department;
 - **shifting standards**—holding different candidates to different standards based on stereotypes;
 - **seizing a pretext**—using a minor reason to disqualify a candidate without properly considering all other criteria;

- **ranking prematurely**—designating some candidates as more promising than others without fully considering strengths and weaknesses of all applicants; and

- **rushing to judgment**—having strong group members, particularly those with seniority, reach and express consensus without sufficient discussion, which may make it difficult for others to challenge those conclusions.

4. **Spend sufficient time reviewing applications.** Allow adequate time (15–30 minutes per candidate) for the committee to evaluate applications, to decrease the likelihood of arriving at biased judgments of applicants.^{12–14}

5. **Create multiple rankings based on different criteria.** Rather than a single ranking system based on holistic assessments of candidates, a more objective way to build a shortlist is to rank candidates on different criteria and then choose candidates who rank highly on a number of criteria.

6. **Interview more than one woman and/or underrepresented minority candidate.** Women and underrepresented minority candidates are more likely to be evaluated fairly when they are not the only candidate of their gender, race or ethnicity under consideration.¹⁵ This phenomenon may result from the gender and/or race of the applicant becoming less prominent in a more diverse pool of applicants.

Developing a Search Plan

When developing a search plan, the search committee should consult its department’s Standard Search and Evaluation Procedures (SSEP).

Special Cases

There are special cases in which a standard open search is not required. Hiring units can apply for waivers in these special situations, which are detailed on the Office of EOAA website and which follow. If you believe one of these cases may apply to your school or department, please contact the Office of EOAA for further information.



Office of Equal Opportunity and Affirmative Action: Standard Search and Evaluation Procedures (SSEP)

The procedures by which officers are appointed and promoted may vary from one school or department to the next, but the principle of accountability requires that those procedures be consistent within a given school or department, or “unit,” and that they be stated with clarity and precision. Each department, school, institute, and center, and the Libraries are required to have an approved SSEP on file in the Office of EOAA.

The SSEP describe how the unit normally chooses selectees for positions. They also provide the basis for creating the templates that the unit uses for online postings in RAPS. The procedures include:

- a detailed description of the process for authorizing searches;
- the process for constituting a search committee;
- the means by which information about an opening is published and disseminated, including the specific professional journals and electronic sources used to advertise and any e-mail distribution lists to which the opening is sent;
- the general information, such as position title, basic or minimum qualifications, position requirements, application instructions, and application deadlines that will be included in advertisements; and
- the process and criteria by which applicants are evaluated, including creating a shortlist, identifying a pool of finalists, and choosing a selectee or selectees.

A separate set of procedures is needed whenever the unit’s SSEP vary by rank, tenure status, types of officers, or similar distinguishing position criteria.



Office of Equal Opportunity and Affirmative Action: Waivers from Standard Procedures

A unit will normally use the procedures described in its SSEP to recruit officers of instruction, research, and the libraries; teachers at The Columbia School for Children; and intercollegiate athletics coaches. In unusual situations, a hiring unit may seek a waiver from the search requirements. The following situations may be appropriate for such a waiver:

- **Outstanding diversity candidate:** A hiring unit may have the opportunity to recruit a highly qualified woman or candidate from an underrepresented minority group for an academic position whose appointment would assist in meeting applicable placement goals.
- **Accompanying spouse or partner:** The recruitment of a faculty member or officer of research may require the appointment of an accompanying spouse or partner.
- **Specialist:** The requirements for certain positions are sufficiently specialized that they can be filled only by a limited number of senior academic officers, all of whom are known to the professional community.
- **Star:** An opportunity arises to recruit a senior academic officer of great eminence who would ordinarily not be

expected to be available, such as a distinguished scholar or nationally renowned artist or professional. This waiver is not appropriate for junior faculty positions or, with rare exceptions, nonfaculty appointments.

- **Distinguished visitor:** A department or school wishes to enrich its curricular offerings by temporarily appointing a distinguished visitor for a semester or year.
- **Research team member:** The recruitment of a faculty member or officer of research may require appointing others because they form an established research team.
- **Grant team member:** The receipt of a grant may be contingent upon assembling an appropriate research team in advance of its award.
- **Candidate for promotion:** The outstanding achievements of a member of the research support staff may merit a promotion to the rank of staff associate. The attainment of a Master of Library Science by a Libraries staff member, and the subsequent reclassification of his or her position to officer level, based on increased level of responsibility, may merit a promotion to librarian.

Waivers and clearances require the approval of the Associate Provost for Equal Opportunity and Affirmative Action Melissa Rooker, for hiring on the Morningside campus, and Senior Vice President for Faculty Affairs and Career Development Anne Taylor, for hiring on the Columbia University Medical Center campus.”

A Note on Confidentiality

The search committee should establish clear guidelines at the outset for keeping deliberations, personal or background information on a candidate, or a candidate’s name in the strictest confidence. Committee members should understand that it is inappropriate to engage in any off-the-record reference checks of candidates. Establishing such guidelines is an essential part of any search.

CRAFTING POSITION DESCRIPTION

Best Practice

- Add language to job ad signaling a special interest in candidates who contribute to the department’s diversity priorities. For example: “The search committee is especially interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community.”

Define Position Broadly

In order to attract a wide range of applicants, write the position description as broadly as possible and consider the following questions:

1. Can we expand the position description to attract a wider range of candidates? Can we advertise this position more broadly?

2. What will the rank of this position be? More junior positions will allow access to a greater number of women and underrepresented minority candidates.
3. It may be worth considering the practice of “cluster hiring,” or hiring more than one faculty member within a particular specialty that is underrepresented in a department. This practice may help decrease the sense of isolation newly hired women or underrepresented minority faculty may feel if they are the only scholar in their particular subject area.
4. Does this position description appeal to individuals with experience mentoring and collaborating in a diverse environment?

5. Will the position description draw candidates who are creative, imaginative, and original?
6. Will the position description appeal to individuals who have shown an ability to draw on all strengths of teams that they have led?



- Create posting in RAPS.
- Obtain approval for advertisement and search plan from the appropriate vice president, dean, or director.
- The search officially begins once the vice president, dean, or director posts the search to the public RAPS website.



Office of Equal Opportunity and Affirmative Action: Guidelines on Advertising

At a minimum, a unit must advertise openings in the venue(s) listed in its Standard Search and Evaluation Procedures (SSEP). The venue(s) must include at least one national or international print or electronic source. An advertisement may appear exclusively in an electronic venue only if the accepted professional site for advertising positions in the discipline is an online venue. All publications or online sites that are used for advertising a position should be listed in the Recruitment of Academic Personnel System (RAPS).

If the text of any advertisement differs from the position description as entered into the RAPS posting, the hiring unit also must include the text of the advertisement in the “Advertisement Text” field in RAPS. If a unit does not indicate in RAPS that it will advertise in a venue specified in its SSEP, the vice president, dean, or director will not approve the search. Likewise, the vice president, dean, or director will not approve an appointment if the hiring unit has not advertised in the venue(s) indicated in its SSEP and RAPS posting for the position.

A search must remain open in RAPS no fewer than 30 days after the advertisements for the opening appear in print or are posted externally online. The advertisements that appear in online venues should be set to expire or be removed by the date that the search is closed in RAPS. No advertisement may appear after the search has been

closed in RAPS. If the search is not completed within twelve months of the original advertisement (i.e., if a selectee has not been identified and undergone EOAA clearance), the unit must post a new search in RAPS and re-advertise the opening.

Each advertisement and announcement must include **at a minimum:**

- the specific rank(s);
- the name of the unit(s) in which the officer will serve;
- the deadline for submitting applications or, if the search committee does not impose a deadline, the date the screening of applications will begin;
- the URL for the RAPS posting; and
- the statement, “Columbia University is an Equal Opportunity Employer/Disability/Veteran.”

It is acceptable to use a single advertisement for more than one opening; however, the advertisement must clearly distinguish among the positions if the ranks, responsibilities, or requirements for each are different.

To keep the text succinct, the advertisement may refer applicants to the URL for the RAPS posting(s) for detailed information and requirements for the position(s), rather than including this information in the advertisement.

Language in Job Advertisements

Be mindful of the language used to describe the responsibilities of the position. By including certain phrases and language, Columbia can signal to candidates that it is a family-friendly institution where diversity is valued. Additionally, when stating experience requirements, list the rank of the position (assistant, associate, or full professor), rather than list experience as years since Ph.D. (or other advanced degree), encouraging individuals with nontraditional career pathways to apply.

Below is a list of phrases (drawn from UC Berkeley guidelines) that can be included in the job description to communicate that Columbia actively seeks to build and support a diverse community of scholars:

Family-Friendly/Work-Life Balance Language

- “The department welcomes applications from individuals who may have had nontraditional career paths, or who may have taken time off for family reasons (e.g. children, caring for disabled or elderly family), or who have achieved excellence in careers outside of academia (e.g., in professional or industry service).”
- “Columbia is responsive to the needs of dual career couples.”
- “Columbia is committed to supporting the work-life balance of its faculty.”

Diversity Language

- “The school/department seeks candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.”
- “The school/department is interested in candidates who have a record of success advising and mentoring individuals from groups underrepresented in higher education.”
- “The school/department is interested in candidates who will bring to their research the perspective that comes from a nontraditional educational background or understanding of the experiences of those underrepresented in higher education.”
- “The school/department is interested in candidates who have research interests in subjects that will contribute to the understanding of diversity and equal opportunity.”

- “Columbia University is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, minorities, individuals with disabilities, and veterans.”

Language Inviting Applicants to Include Diversity Statements

- “Columbia University is an equal opportunity institution. Because the University is committed to building a broadly diverse educational environment, applicants may include in their cover letter information about how they will further this objective.”
- “Candidates are encouraged to describe how diversity issues have been or will be brought into courses.”
- “Candidates are encouraged to describe previous activities mentoring women or members of underrepresented groups.”
- “Applicants are encouraged to describe in their letter of intent how their scholarship contributes to building and supporting diverse communities.”

ACTIVE RECRUITING

Best Practices

- Have search committee chair and members reach out to colleagues at institutions that have diverse faculty and students to identify high-potential female and underrepresented minority candidates and encourage them to apply to the position.
- Advertise broadly, including to interest groups with diverse faculty audiences.

Finding the top candidate for a position, and recruiting a diverse applicant pool, often requires personal outreach. It's not enough to place an advertisement for the position in a few places and only consider the applications in response to that advertisement. Exceptional candidates often do not respond to ads and must be contacted directly by the University. The example below from Columbia illustrates the value of reaching out to underrepresented scholars during the recruiting process.

"We were running a high-level search and knew we wanted to prioritize diversity, yet none of the finalists submitted by the search committee were women. We went back to the search firm and asked for names of qualified female candidates. The firm gave us three names, but when we looked at our candidate files, we saw that none of these women had applied. We called each of these candidates to ask the reason for their disinterest and once again invite them to apply. While two of the women declined again, the third woman said she had not applied earlier because the University had not personally contacted her. On our invitation, she interviewed for the position, and we unanimously agreed that she was by far the best candidate. I am glad we made the extra effort to diversify our list of finalists."

Strategies

Active recruiting entails soliciting applications from potential candidates by making information about the available position widely known, both through advertising broadly and seeking out qualified individuals through professional networks. It involves finding sources of qualified candidates rather than assuming that all such candidates will find and apply to available positions, of their own volition. To enrich

the applicant pool, consider employing a range of strategies that engage a variety of people:

1. **Department faculty and staff.** Faculty can reach out to qualified candidates through their membership of relevant groups or organizations.
2. **Graduates.** Individuals that recently graduated from your department or related divisions are often good sources of candidates.
3. **Personal outreach.** Exceptional candidates will often not apply to positions and will need to be invited to apply by a member of the search committee.
4. **Individuals who decline nominations.** These individuals may be able to refer other outstanding candidates for the position.



- After the advertisement has been posted on the RAPS website, proceed to advertise in the designated venue(s) and begin to conduct the search.
- If there are concerns about the diversity of the applicant pool, consult with the associate provost for equal opportunity and affirmative action or the senior associate provost for faculty diversity and inclusion for suggestions on resources and strategies for attracting applications from qualified women, minorities, people with disabilities, and covered veterans.

It is important to advertise and raise awareness of opportunities through channels that will reach women, underrepresented racial and ethnic minorities, and members of other underrepresented groups. There are a variety of ways to do so:

1. **Target publications.** Advertisements can be posted in publications that specifically target women and underrepresented groups.
2. **Professional associations.** Mailing lists for women and underrepresented minority caucuses within these groups can be another way of disseminating information of the position. There are also databases of CVs of African-American faculty who wish to be considered for positions at other universities. One example of this is available through the Journal of Blacks in Higher Education.

3. **Professional conferences.** Faculty can connect with women and underrepresented minority candidates attending conferences who may be good candidates for an available position.
4. **Women's colleges and colleges serving large numbers of underrepresented minorities.** Alumni publications and affirmative action offices of women's colleges, historically black colleges and universities, and other institutions that have a strong track record of serving Hispanic and Native American students are good places to advertise the faculty position.
5. **University departments that graduate large numbers of women and underrepresented minorities.** Information about universities that have a high graduation rate for women and underrepresented minorities is available at <http://www.nsf.gov/statistics/srvydoctorates/>. Departments at these universities are good sources of women and underrepresented minority candidates, and contacting them will help enrich the pool of applicants.
6. **Distinguished women and underrepresented scholars.** Women and underrepresented minority faculty whose work you, your colleagues, or students admire may be able to recommend colleagues or students.
7. **Visiting professors/lecturers and temporary hires.** Women and underrepresented minorities who have held such positions in your department may be good candidates or may know of colleagues that they can recommend for the faculty opening. Studies have shown that candidates with a previous relationship to Columbia have a higher acceptance rate than those who are coming into contact with the University for the first time through the recruitment process.

More information on the resources described above can be found in the **Appendix**.

Communicating with Candidates

Making the position known, whether through advertising or professional networks, marks the beginning of communications with potential candidates. Ensuring that all department faculty and staff are courteous in exchanges with applicants is an important way to demonstrate the values of collegiality and respect and creates a positive impression of the University.

Courteous communication includes promptly responding to all correspondence and keeping applicants apprised of the recruiting process and its timeline. Convey appreciation of candidates' interest in the position and consideration of their efforts by acknowledging receipt of applications, informing applicants once they are no longer being considered for the position (or of next steps in the process if consideration is continuing), and providing details of interviews and campus visits in a timely manner. These exchanges can be simplified by developing templates for different types of communications, especially if there are many applicants to keep informed.

DISPELLING MYTHS ABOUT DIVERSITY AND FACULTY RECRUITMENT

Some people believe the following to be true. We want to help dispel these myths.

Myth #1: "Factoring in diversity considerations will distract from the goal of finding an exceptional candidate."

A focus on diversity enhances the likelihood of finding an exceptional candidate. Diversifying the candidate pool by inviting women, underrepresented minorities, and other underrepresented groups to apply ensures that all promising applicants are considered. Guarding against bias in the evaluation process promotes a fair assessment of all candidates and leads to the selection of the top individual for the position.

Myth #2: "Women and underrepresented minorities in academia are few and difficult to recruit and retain. Since these underrepresented scholars are in high demand, their recruitment requires a disproportionate share of resources."

Though the number of women and underrepresented minorities may be low in many fields, their representation in academia is not reflective of their numbers in the pool of available candidates. Institutions are not engaged in bidding wars to recruit and retain underrepresented minority scholars. The most common reasons that faculty relocate are dual career considerations, questions of fit, and points of contention with their previous place of employment, rather than the promise of a richer offer from another institution.¹⁶⁻¹⁷

Like all other candidates, underrepresented scholars are drawn by factors such as location and a supportive and inclusive climate.

Myth #3: “Faculty search practices are not to blame for the scarcity of women and underrepresented minority scholars in academia, and therefore do not need to change. The number of women and underrepresented minority faculty will naturally grow as the increasing number of people from these underrepresented groups receiving advanced degrees move through the pipeline.”

This is false. Women and underrepresented minorities are not advancing into faculty positions at the same rate that they are receiving advanced degrees and entering academia. ¹⁸⁻¹⁹

EVALUATING APPLICANTS

Best Practices

- To ensure that each candidate is asked about his or her demonstrated commitment to diversity, and experience working in diverse environments, designate one person to lead asking these questions; this person should (preferably) not be the only female or underrepresented minority committee member.
- Discuss, prior to interviewing candidates, how dimensions listed in job ad will be weighted and valued.
- Ensure that each candidate is evaluated on all criteria listed in job ad and identified as meaningful in the search (e.g., use the Sample Candidate Evaluation Form in the **Appendix** for the review process).

When evaluating candidates, it is important to make sure that the process is fair and gives due consideration to each candidate. It may necessary to correct for unconscious tendencies by instituting certain protocols around reviewing applications.

- **Establish evaluation criteria.** The dimensions for judging applicants, as well as their relative importance, should be determined prior to reviewing applications. Choose criteria that can help predict the future success of the applicant.

- **Adhere to evaluation criteria.** When assessing applications, it is important to adhere to these evaluation criteria. Using a standard evaluation form will help committees to rate criteria consistently across a pool of candidates.
- **Look for strengths.** In the initial assessment of applicants, it will be helpful to search for reasons to continue considering individuals for the position. Such an approach will ensure that strengths are not overlooked and that all promising candidates are included.
- **Rely on evidence.** When determining whether or not a candidate meets certain criteria, refer to materials in candidate’s application. Ensure that similar information is collected on all applicants. For example, if one candidate receives an unsolicited reference from a colleague, then the search committee should reach out to colleagues of other candidates to obtain references.
- **Spend adequate time reviewing each application.** Allow 15–30 minutes to review each application to ensure that each candidate receives a thorough assessment.
- **Secure reviews by more than one search committee member.** Each application should be assessed by more than one search committee member to ensure a fair evaluation.
- **Consider candidate’s record of working with diverse students and diversity-related research.** As Columbia is committed to building a diverse and challenging environment, attention should be given to candidates who have such a track record.
- **Avoid subjecting different candidates to different expectations.** Women and underrepresented minorities may tend to be held to higher expectations regarding their number of publications and name recognition.²⁰ An awareness of this potential bias will allow these candidates to receive proper consideration.
- **Avoid elitism.** Be careful of rating a candidate highly solely because of the reputation of their institution or advisor.
- **Avoid premature ranking.** Ensure that each application has been fully considered with respect to the different criteria that were agreed upon prior to expressing preferences for particular candidates.
- **Create multiple ranking lists of candidates.** Ranking candidates on each criterion and then choosing individuals who placed highly in all categories will allow for a fair construction of the candidate shortlist.

REVIEWING CANDIDATE SHORTLIST

Best Practice

- Dean or leadership responsible for hiring reviews all slates of candidates before any offers are made. If the committee is unable to find any competitive candidates from underrepresented groups, the chair will provide an explanation in writing, to the dean or leadership, of what steps were taken to identify such candidates and why the committee was unsuccessful.

Prior to inviting individuals for interviews, the dean, or other leadership responsible for hiring, should review the candidate shortlist to ascertain that all possible efforts were made to conduct a fair recruiting and evaluation process. There are a few ways to enhance the diversity of the candidate pool.



- Enter the disposition of each application in RAPS.
- Select reasons for non-selection from a drop-down menu for all of the applicants who were not selected for the appointment.
- Provide an explanation for why each selectee was chosen.

1. **Create a “medium” list.** Before choosing a shortlist of candidates, consider creating an intermediate, or “medium,” list of candidates. If this list lacks women and/or underrepresented minorities, consider more aggressive recruitment efforts before moving to the next phase in the search.
2. **Revisit top women and underrepresented minority candidates in pool.** It may be worth revisiting leading women and underrepresented minority candidates to see if evaluation bias played a part in their exclusion from the shortlist.

3. **Contact women/underrepresented minorities who refused nominations.** If there were any women and underrepresented minority candidates who turned down nominations, it may be helpful for the department chair, dean, or provost to contact them, ask for their reason(s) for declining and possibly encourage them to apply.

It is strongly recommended that more than one woman and/or underrepresented minority be included on the shortlist and invited to interviews. This practice has been shown to reduce the likelihood of group identity influencing assessment, resulting in a more objective evaluation of candidates.

ON-CAMPUS VISITS AND INTERVIEWS

Best Practice

- Connect final-round candidates with faculty who share similar background and interests.

Once the candidate shortlist has been approved, the search committee will be able to invite candidates to visit Columbia and interview with the department. These visits are opportunities for candidates and department faculty to learn about each other as potential colleagues. Candidates will ideally have positive experiences, be able to present themselves well, and gather all the information they need to determine whether the University would be a good fit for them. Some preparation will go a long way towards ensuring an optimal visit.

Develop an Interview Schedule

1. The agenda for the candidate's time at Columbia should reflect department priorities in terms of research and teaching.
2. Ensure that there are different ways in which candidates may interact with faculty and students. Consider providing interviewees with opportunities to reveal their strengths through less formal events, such as question and answer sessions and "chalk talks," in addition to the traditional job presentation. Social gatherings with faculty will allow visitors to observe and learn about department culture. Candidates might also appreciate opportunities to interact with students with limited faculty involvement.
3. Allow the candidate input into determining the schedule. Before developing it, be sure to contact candidates about any accommodations that they may require, such as physical access needs or dietary restrictions. Providing information about the department and the University as well as about different topics, groups, and organizations related to the University will allow candidates to determine issues of interest that they could explore further during their visit to campus. At this time, it will also be useful to give candidates materials regarding family-friendly policies such as dual careers, maternity leave, and modified duties.
4. Include a guided tour of the Columbia campus.
5. Ensure that the schedule is not too tightly packed and that there is time for lunch and breaks. Candidates may appreciate free blocks of time between events.

Inform Candidates of Agenda for the Visit

Candidates should know the schedule for their on-campus visit and receive clear expectations regarding any presentation or lecture that they are invited to give. Information about persons who will meet them should also be made available.

Prepare Interviewers to Conduct Interviews

1. Provide them with the candidate's visit schedule, including times and locations of interviews.
2. Provide application materials submitted by the candidate.
3. Provide a reminder to present the strengths and advantages of Columbia University to all candidates.
4. Provide a list of interview questions to be asked of each candidate. By posing the same questions to each interviewee, each member of your committee will be able to collect comparable information from all candidates. These common questions may be best asked by a group of interviewers, as this allows for multiple perspectives on the same set of responses, resulting in a fair evaluation. Individual interviews with the candidate that follow can then be reserved for delving more deeply into specific topics of interest.
 - Candidates should be allowed to do most of the talking during the interview so that sufficient information may be gathered about each applicant.
 - If a group of people is interviewing a candidate together, decide beforehand how the questions will be divided among interviewers.
 - Be mindful that questions about diversity should not always be posed by the interviewer who is a woman or underrepresented minority. Guidelines for assessing a candidate's ability to contribute to and support diversity are included in the **Appendix**.
 - Pose questions that allow the interviewer to evaluate the ability of candidates to be respectful, fair, and cordial.
 - Provide interviewers with guidelines about what questions are not acceptable to ask. Refer to the **Appendix** for a full list.
5. Provide evaluation/rating worksheets and other feedback forms that are to be submitted to the search committee after the interview. Requiring interviewers to provide feedback on specific criteria will assure a fair assessment of candidates.

Coordinate Visit to Campus

1. Provide a warm welcome to all candidates. Make sure department staff know of a candidate's arrival and are available to welcome them. A search committee member or department faculty member can escort the candidate to different events and interviews during the visit.
2. Have the candidate meet with the department chair and all department faculty, particularly faculty they may be interested in collaborating with, and persons of similar background and interests.
 - Ensure these interactions are positive and friendly, and that all who meet with candidates have information about their professional background.
 - Ensure women and underrepresented minority faculty meet with all candidates, not just women and underrepresented minority candidates.
3. Communicate that the department/University is a supportive and friendly place to work by sharing its policies on evaluation, promotion, and mentoring for junior faculty. A department with clear policies on these issues will appeal to candidates as a work environment that allows faculty to flourish.
4. Connect candidates with the Office of Work/Life. This can be a great resource for candidates who want to learn about benefits and resources (e.g., partner benefits, maternity leave, family leave) that are available to support them, and that they may prefer not to raise with their recruiting department. Make a point to connect all candidates to the Office of Work/Life, and offer to arrange meetings on their behalf. The Office of Work/Life website is a great starting point: <http://worklife.columbia.edu>.
5. Ensure that you do not make statements that presume a candidate's sexual orientation or gender identity, for example, assuming that a spouse/partner is male or female. If candidates do bring up their status, ensure that their partner/spouse is invited to recruitment activities as any other spouse would be, and if they express interest in meeting LGBT faculty or students to discuss School climate, arrange for such meetings.
6. If the candidate discloses a need for his or her partner to find a faculty or staff position in the same location, direct the candidate to resources for finding positions within Columbia or at a nearby institution. Metro New York & Southern Connecticut HERC (Higher Education Recruitment Consortium) is a helpful database and can be found at http://www.hercjobs.org/metro_ny_southern_ct/.

7. End the campus visit on a positive note. Ensure that the candidate's last interactions are with those who are enthusiastic about Columbia. Don't make a premature offer, but inform the candidate of a general timeline for the next steps in the hiring process.
8. Reimburse candidate for expenses soon after the end of the on-campus visit.

Checking References

References provide a valuable complement to interviews, allowing search committee members to gain further understanding of candidates' professional accomplishments and approach. A consistent method of reviewing these references will contribute to a fair assessment of candidates.

Notify candidates that their references may be contacted. When interviewing references, be sure to only ask job-related questions. Questions that are not suitable to ask candidates are also not appropriate to ask of references. Please see the Guidelines for Interview Questions in the **Appendix**.

When considering references, be sure to account for gender bias. Recommenders generally describe women in more muted terms than men. While referees discuss men's research and titles, they may fail to mention these topics in recommendations for women. Women are also generally portrayed as teachers, while the men are seen as researchers.²¹

A Note on Dual Careers

Research has shown that women are more likely than men to have partners who are also academics, and that concerns regarding the partner's career disproportionately affect recruitment and retention of women faculty.²²⁻²³ Promptly responding to the dual career considerations of candidates is in the best interest of a department or institution that wishes to attract and retain top talent.

While search committees should not inquire into a candidate's family or marital status, if a candidate reveals that acceptance of an offer is conditional on his or her partner securing employment in the same location, connect the candidate with Columbia's Office of Work/Life. Information regarding faculty recruitment and relocation is available at <http://worklife.columbia.edu/faculty-recruitment-relocation>.

If spouses are also offered positions in Columbia, it is important that their recruitment is conducted in a way that respects the recruiting department's priorities. Consideration of the department's needs will help ensure that spouses that become faculty are appreciated for their academic credentials and feel welcome.

For more information about dual careers, their influence on recruitment, and strategies to accommodate them, a list of additional reading material is provided below.

- Recommendations on Partner Accommodation and Dual Career Appointments. American Association of University Professors, 2010. Available at <http://www.aaup.org/report/recommendations-partner-accommodation-and-dual-career-appointments>.
- McNeil, L. and M. Sher. "The Dual-Career-Couple Problem." *Physics Today*. College Park, MD: American Institute of Physics, 1999.
- Wolf-Wendel, Lisa E., Susan Twombly, and Suzanne Rice. "Dual-Career Couples: Keeping Them Together." *The Journal of Higher Education* 71, no. 3 (2000): 291-321.

SELECTING CANDIDATE AND MAKING OFFER

Selecting Finalists

After all interviews have been completed and references checked, the search committee should prepare its recommendations. Adhering to an agreed-upon process for discussing and voting on candidates will contribute to unbiased decision making that reflects the opinions of all members.

Presenting Candidates

Once all candidates have been thoroughly evaluated, the search committee presents its final hiring recommendations to the dean, or other leadership responsible for hiring. Along with the final list of candidates, committees should include the criteria used to evaluate candidates as well as documentation showing the rationale behind the choices made. The rationale should contain the perspectives of all committee members rather than just the prevailing ones.

The final list of candidates should be as diverse as possible and should be accompanied by a statement outlining the efforts made to recruit women and underrepresented minorities.



- Change the status of the RAPS posting to indicate the selectee is ready for the appropriate vice president, dean, or director's approval.
- Vice president, dean, or director approves the nomination after reviewing the search.
- RAPS conducts an automated review of selectee for purposes of EOAA clearance.
- If the search clears, the hiring unit may make an offer to the candidate.
- If the search fails to clear, the hiring unit should contact the Office of EOAA to determine the next steps.

Making the Offer

The search committee can communicate candidate priorities to the hiring authority during the crafting of the offer. It can also play a role in welcoming the candidate to the department; members, along with other department faculty, may make personal calls congratulating the candidate who is offered the position. The committee can also continue to be a resource for information about the advantages of working at Columbia.

Negotiating the Offer

The transparency and fairness with which Columbia goes about negotiating the offer will build trust in the institution among new hires, result in successful recruitments, and have a positive impact on long-term retention. Since research demonstrates that women are less likely to advocate for themselves than men, consider mentioning to all candidates, particularly junior faculty, that negotiations are standard and expected, and that they may want to speak with members of their networks (i.e., mentors and peers at their home institutions) for guidance on how to negotiate effectively. Also consider sharing with candidates information about the topics that may be broached during negotiations.²⁴⁻²⁵

In negotiating the offer with the candidate, you may want to open the conversation as follows:

“We believe that successful, long-term recruitments begin with transparency and fairness, and we want you to know that negotiation over your offer is to be expected. Please reflect on what factors are important to you, and consider speaking to mentors and peers at your home institution to get a sense of what is typical in your field.”

Though different positions will have different topics that can be discussed during negotiations, here is a sample list:

- Salary
- Course release time
- Lab equipment
- Lab space
- Renovation of lab space
- Research assistance
- Clerical/administrative support
- Travel funds
- Discretionary funds
- Summer salary
- Moving expenses
- Assistance with partner/spouse position
- Other issues of concern to the candidate

A copy of this list is also available in the **Appendix** as a handout for you to share with candidates.

Office of Work/Life

During negotiation and the general recruitment process, the Office of Work/Life can be a useful resource for questions that candidates may have. The office’s website (<http://worklife.columbia.edu/>) has information on dual career, relocation, housing, flexible work arrangements, child care, and other benefits.

EVALUATING THE SEARCH

Best Practice

- Conduct a post-search debrief to review how the process went for the search committee, chair, and hire, including discussion of any candidates who turned down offers and what might have been done to make their recruitments successful.

In every department and school, the search committee does Columbia a great service when it reflects upon the search it just led. By documenting and sharing lessons learned, future searches can better employ practices that will recruit top faculty to the University.

The following questions can help guide the committee’s evaluation of the search. This list is not exhaustive; the committee should feel free to include any other questions it feels are pertinent to evaluating the search.

1. Did the committee use the checklist of best practices in faculty recruiting?
2. What parts of the search process worked well?
3. What parts didn’t work well? How could they be improved?
4. Was the applicant pool diverse? Did it include women and underrepresented minorities?
 - Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
 - Could the department have recruited more actively?
5. Were any promising candidates discovered during this search? If so, it will be helpful to keep these individuals on file for future searches.
6. How did finalists perceive the recruitment process? Interviews with members of this shortlist can yield valuable feedback.
 - Did candidates, especially those were women and/or underrepresented minority candidates, refuse an offer? If so, why? Consider interviewing these candidates and asking them their reasons for refusal.
 - Are there ways that the department can become more attractive to women and underrepresented minorities?

Once the search committee has considered these questions and documented its analysis, its report can be shared with the department chair, the dean, and the provost. These reports will be used to update this handbook and inform future searches.

GUIDELINES FOR INTERVIEW QUESTIONS

TOPIC	LEGAL QUESTIONS	DISCRIMINATORY QUESTIONS
Family Status	Do you have any responsibilities that conflict with the job attendance or travel requirements? If this question is asked, it must be asked of all applicants.	Are you married? What is your spouse's name? What is your maiden name? Do you have any children or plans to have them? What are your childcare arrangements?
Pregnancy Status	None.	Are you pregnant? When are you due?
Race	None.	What is your race?
Religion	None.	What is your religion? What religious holidays do you observe?
Sex/Gender Identity	None.	Are you male or female?
Age	None.	How old are you? What is your birthdate?
Sexual Orientation	None.	Are you gay?
Citizenship or Nationality	Can you show proof of your eligibility to work in the United States?	Are you a U.S. citizen? Where were you born? What is your "native tongue"?
Disability	Are you able to perform the essential functions of this job with or without reasonable accommodation? Show the applicant the position description so he or she can give an informed answer.	Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations?
Military	What type of training or education did you receive in the military?	If you've been in the military, were you honorably discharged?

Source: Borrows from Advance, University of Michigan, Handbook for Faculty Searches and Hiring
<http://sitemaker.umich.edu/advance/files/HandbookforFacultySearchesandHiring.pdf>.

GUIDELINES FOR ASSESSING CANDIDATE'S ABILITY TO WORK/TEACH IN A DIVERSE ENVIRONMENT

Open-Ended Interview Questions:

- Suggested opening remarks: "Our college (division or department) values diversity among its students, faculty, and staff, and we have made a commitment to promoting and increasing diversity. We believe that issues about teaching and leadership within a diverse environment are important, and we'd like to discuss your experience with and views about diversity."
- What do you see as the most challenging aspects of an increasingly diverse academic community?
- What have you done, formally or informally, to meet such challenges?
- How do you view diversity course requirements for students?
- How have you worked with students and others to foster the creation of an environment that's receptive to diversity in the classroom, in the curriculum, and in the department?
- How have you mentored, supported, or encouraged students on your campus? What about underrepresented minority students, women, or international students?
- In what ways have you integrated diversity as part of your professional development?

Evaluation:

- Is the candidate at ease discussing diversity-related issues and their significance to the position? Or is the candidate reluctant to discuss diversity issues?
- Does the candidate use gender-neutral language or are "males" used for examples and answers?
- Does the candidate address all the members of the interview committee?

Source: Office for Institutional Equity and Diversity, North Carolina State University, Guidelines for Recruiting a Diverse Workforce http://oied.ncsu.edu/oied/hiring/OEO_Recruitment_Guidelines.pdf.

SAMPLE CANDIDATE EVALUATION FORM

This form offers a method for departments and schools to evaluate faculty candidates. It is meant to be a template and can be modified as appropriate. The proposed criteria are designed for junior faculty candidates; however, alternate language is suggested in parentheses for senior faculty candidates.

Candidate's name: _____

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 comment on the candidate's scholarship as reflected in the job talk: _____

Please comment on the candidate's teaching ability as reflected in the job talk: _____

Please rate the candidate on each of the following:

	Excellent	Good	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					
Potential (demonstrated ability) to attract and supervise graduate students					
Potential (demonstrated ability) to teach and supervise undergraduates					
Potential (demonstrated ability) to be a conscientious University community member					
Fit with department's priorities					
Ability to make positive contribution to department's climate					
Ability to enhance diversity of unit					

Other comments?

TOOLS FOR THE DIVERSITY ADVOCATE ON THE SEARCH COMMITTEE

All members of a search committee are considered active advocates for Columbia's commitment to create a diverse and inclusive community. To ensure that the best practices for fair and open searches are followed, and that due consideration is given to all candidates, consider appointing a diversity advocate.

The diversity advocate is a full, voting member of the search committee who advances this commitment by promoting the most effective and inclusive search possible. It's preferable that this person is not the only underrepresented minority or the only woman on the search committee.

EXPECTATIONS FOR DIVERSITY ADVOCATES

Before the Search

- Ensure that the job ad includes language that signals interest in candidates who contribute to diversity. For example: "The search committee is particularly interested in candidates who, through their research, teaching, and/or service, will contribute to the diversity and excellence of the academic community."
- Make sure the committee has a search plan and broad plan for advertising the position.

During the Search

- Ask fellow committee members to make calls and send e-mails or letters to a wide range of contacts asking for potential candidates. Ask specifically if they have diverse candidates to recommend.
- Ask questions of the committee like, "Who could we reach out to?" and "Have we fully tapped our networks?"
- Make an effort to identify contacts that have diverse backgrounds or experiences. Such contacts may help you reach highly qualified candidates who are women, underrepresented minorities, or members of other underrepresented groups.

- Call potential candidates directly to encourage them to apply.
- Encourage use of standard evaluation tools through the selection process to increase consistency of evaluation, and ensure that each candidate is evaluated on all dimensions listed in the job ad.
- Ask each candidate about his or her demonstrated commitment to diversity, and experience working in diverse environments.

After the Search

- During the debrief, reflect on how well the search committee adhered to best practices.

Diversity advocates are not expected to:

- Control the outcome of the search.
- Be the search chair.
- "Go it alone." If they become concerned about the progress of the search, they should reach out to their department chair, vice dean, or dean for support.

NEGOTIATING THE OFFER

Although every position is different, here is a sample list of topics that may be discussed in negotiations:

- Salary
- Course release time
- Lab equipment
- Lab space
- Renovation of lab space
- Research assistance
- Clerical/administrative support
- Travel funds
- Discretionary funds
- Summer salary
- Moving expenses
- Assistance with partner/spouse position

RESOURCES FOR ADVERTISING POSITIONS AND ACTIVE RECRUITING

ADVERTISING RESOURCES*

General:

Academic Keys

<http://www.academickeys.com/>

Affirmative Action Register

www.aarjobs.com

American Education Research Association (AERA)

<http://www.aera.net/>

American Physical Society

<http://www.aps.org/programs/roster/index.cfm>

Diverse: Issues in Higher Education

<http://diverseeducation.com/>

Diversity.com

<http://www.diversity.com/>

Equal Opportunity Employment Journal

www.blackoejournal.com

Higher Ed Jobs.com

<http://www.higheredjobs.com/default.cfm>

IMDiversity.com

www.IMDiversity.com

INSIGHT Into Diversity

<http://www.insightintodiversity.com/>

LGBTinHigherEd.com

<http://lgbtinhighered.com>

National Organization of Gay and Lesbian Scientists and Technical Professionals Inc.

www.noglstp.org

Disciplines:

American Anthropological Association (AAA)

<http://www.aaanet.org/>

American Chemical Society

<http://www.acs.org/content/acs/en/careers.html>

American Comparative Literature Association

<http://www.acla.org/>

American Economics Association (AEA)

<http://www.aeaweb.org/committees/cswep/>

American Historical Association (AHA)

<http://www.historians.org/>

AHA (African American History)

<http://www.asalh.org/>

AHA (Latin American History)

<http://clah.h-net.org/>

AHA (Women)

<http://www.theccwh.org/>

American Institute of Biological Sciences

<http://www.aibs.org/classifieds/>

American Physics Society

<http://www.aps.org>

American Political Science Association

<http://www.apsanet.org>

American Psychological Association (APA)

<http://www.apa.org/index.aspx>

APA (Office of Ethnic Minority Affairs)

<http://www.apa.org/pi/oema>

APA (Office of Women's Programs)

<http://www.apa.org/pi/women/index.aspx>

APA (Society for Psychological Study of Culture, Ethnicity, and Race)

<http://www.division45.org/>

American Society for Biochemistry and Molecular Biology

<http://www.asbmb.org/>

American Society for Cell Biology (ASCB)

<http://www.ascb.org/>

American Sociological Association (ASA)

<http://www.asanet.org/>

Computer Research Association

<http://www.cra-w.org/>

Mathematics Association of America

http://www.maa.org/summa/archive/summa_wl.htm

Modern Languages Association (MLA)

<http://www.mla.org/>

MLA: Committee on Literatures of People of Color

<http://clpc.commonsonline.org/>

MLA: Committee on the Status of Women in the Profession

<https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-the-Status-of-Women-in-the-Profession>

Ethnicity/Racial Affinity Groups:

American Indian Graduate Center

<http://www.aigcs.org>

American Indian Higher Education

<http://www.tribalcollegejournal.org/>

American Indian Science and Engineering Society

<http://www.aises.org/>

Asian Diversity Inc.

<http://www.asianlife.com/main/>

The Black Collegian Online

<http://blackcollegian.com>

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)

<http://www.nsf.gov/od/cawmset/>

The Faculty for the Future Project

<http://www.engr.psu.edu/fff/>

HBCU Connect.com Career Center

<http://jobs.hbcuconnect.com>

The Hispanic Outlook in Higher Education

www.hispanicoutlook.com

The Journal of Blacks in Higher Education

www.jbhe.com

National Consortium for Graduate Degrees for Minorities in Science and Engineering

<http://www.gemfellowship.org/>

National Organization for the Advancement of Black Chemists and Chemical Engineers

<http://www.nobccche.org/>

National Society for Black Engineers

<http://www.nsbe.org/>

National Society for Black Physicists

<http://www.nsbp.org/>

Nemnet

<http://www.nemnet.com>

Society for the Advancement of Chicanos and Native Americans in Science

<http://sacnas.org/>

Society of Hispanic Professional Engineers

<http://www.shpe.org/>

Society of Mexican American Engineers and Scientists (MAES)

<http://www.maes-natl.org/>

Affinity Groups for Women:

Association for Women in Science

<http://www.awis.org/>

The Chronicle of Higher Education

www.chronicle.com

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology (CAWMSET)

<http://www.nsf.gov/od/cawmset/>

National Academies: Committee on Women in Science, Engineering, and Medicine

<http://sites.nationalacademies.org/pg/cwsem/>

National Institutes of Health Office of Research on Women's Health (ORWH)

<http://orwh.od.nih.gov/>

Society for Women Engineers

<http://societyofwomenengineers.swe.org>

Women in Higher Education

<http://www.wihe.com>

ACTIVE RECRUITING RESOURCES**

Determining Size of Availability Pool:

National Science Foundation Survey of Earned Doctorates

www.nsf.gov/statistics/srvydoctorates/

Lists of Women and Minority Candidates:

The Registry: National Registry of Diverse and Strategic Faculty

<http://www.theregistry.ttu.edu>

Fellowships and Awards:

Accenture American Indian Graduate Scholarship

<http://www.aigcs.org/02scholarships/scholarships>

Alliance for Graduate Education and the Professoriate (AGEP)

<http://www.pathwaystoscience.org/agep.aspx>

The Ford Foundation Fellowship Program

Directory of fellows: <http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx>

Integrative Graduate Education and Research Traineeship (IGERT)

<http://www.igert.org/>

Mellon Minority Undergraduate Fellowship Program

<http://www.mmuf.org/>

The Meyerhoff Fellows Program at the University of Maryland, Baltimore County (UMBC)

<http://www.umbc.edu/meyerhoff/Graduate/>

The Presidential Awards for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMEM)

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5473

**Sources:* John Hopkins Resource Guide for Faculty Searches, University of Florida Faculty Recruitment Toolkit

***Sources:* University of Michigan ADVANCE Handbook for Faculty Searches and Hiring (2009-10), University of Virginia Faculty Search Committee Tutorial Primer; UC Berkeley: Search Guide for Ladder-Rank Faculty Recruitments: Policies, Procedures and Practices; University of Washington Faculty Recruitment Toolkit

READING LIST ON HIDDEN BIASES AND COGNITIVE ERRORS*

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
Ash, A. S., P. L. Carr, R. Goldstein, and R. H. Friedman. "Compensation and Advancement of Women in Academic Medicine: Is There Equity?" <i>Annals of Internal Medicine</i> 141 (2004): 205-212.	After controlling for publications, years of seniority, hours worked per week, department type, minority status, medical vs. nonmedical final degree, and school, medical faculty who were women had lower rank and compensation than men.	Medical faculty who are women have lower rank and are paid less than their male counterparts.
Bauer, C. C., and B. B. Baltes. "Reducing the Effects of Gender Stereotypes on Performance Evaluations." <i>Sex Roles</i> 47, nos. 9/10 (2002): 465-476.	Students with more traditional stereotypes of women rated female professors more poorly than male professors, given identical credentials in this study. If students were required to recall positive and negative behaviors associated with each of area of evaluation prior to giving the professors a score on their teaching, then ratings given were a fair reflection of ability.	How to prepare evaluators to provide fair performance ratings.
Bertrand, M., and S. Mullainathan. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment On Labor Market Discrimination." <i>The American Economic Review</i> 94, no. 4 (2004): 991-1013, "Employers' Replies to Racial Names," NBER website, Thursday August 31, 2006 (http://www.nber.org/digest/sep03/w9873.html).	This research showed that employees were less likely to call back applicants with African-American names than those with white names. Greater training and experience was more likely to benefit a white applicant than an African-American applicant.	African Americans are less likely to be hired than whites, all else being equal.
Bertrand, M., D. Chugh, and D. Mullainathan. "Implicit Discrimination." <i>The American Economic Review</i> 95, no. 2 (2005): 94-98.	Associations between objects, groups, and qualities are implicit if they are outside a person's awareness. These implicit biases are not affected by conscious adoption of values and can result in behavior that directly contradicts conscious values. However, unconscious associations can be manipulated; it was possible to temporarily induce more positive implicit attitudes towards blacks in individuals who were exposed to popular and accomplished blacks. Therefore, affirmative action policies would do well to include efforts to positively influence our implicit biases.	What is implicit bias?
Biernat, M., and D. Kobrynowicz. "Gender- and Race-Based Standards of Competence: Lower Minimum Standards but Higher Ability Standards for Devalued Groups." <i>Journal of Personality and Social Psychology</i> 72, no. 3 (1997): 544-557.	This study demonstrated that women and blacks needed to meet lower standards than did men and whites respectively to be considered competent. However, women and blacks were more readily deemed incompetent when they made errors than were men and whites respectively.	Women and blacks face different standards of competence than do men.

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
Caffrey, M. "Blind Auditions Help Women." <i>Princeton Weekly Bulletin</i> (May 12, 1997), based on working paper later published: C. Goldin and C. Rouse, "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians." <i>The American Economic Review</i> 90 (2000): 715-741.	This analysis shows that the introduction of the practice of concealing the identity of the performer behind a screen during auditions resulted in a jump in the percentage of women admitted into orchestras.	Concealing the gender of candidates can lead to more fair evaluation.
Dovidio, J. F., and S. L. Gaertner. "Aversive Racism and Selection Decisions: 1989 and 1999." <i>Psychological Science</i> 11, no. 4 (2000): 315-319.	Though white students in this study self-reported less prejudice in 1998-9 than in 1988-9, at both time points, they recommended ambiguously qualified white candidates more strongly than ambiguously qualified black candidates for a peer counseling position.	Does being less prejudiced make people less susceptible to implicit bias?
Dovidio, J. F., K. Kawakami, C. Johnson, B. Johnson, and A. Howard. "On the Nature of Prejudice: Automatic and Controlled Processes." <i>Journal of Experimental Social Psychology</i> 33, no. 5 (1997): 510-540. Retrieved on April 17, 2008, from http://www.sciencedirect.com/science/article/pii/S0022103197913317	<p>Study participants' implicit racial bias was not associated with conscious, or explicit, racial prejudice. Further, while explicit prejudice governed controlled judgments related to race, implicit biases were responsible for spontaneous responses to race.</p> <p>While explicit prejudice predicted whether participants judged black male defendants guilty or innocent after deliberation with other jurors, implicit prejudice predicted spontaneous associations with race in the presence of other distractions. Additionally, explicit prejudice predicted evaluation of black or white interaction partners while implicit prejudice predicted nonverbal cues (such as eye contact and blinking) of participants in these interactions.</p>	Is implicit bias the same as explicit prejudice?
Georgi, Howard. "Is There an Unconscious Discrimination against Women in Science?" <i>APS News Online</i> (College Park, MD: American Physical Society), January 2000.	Howard Georgi, Mallinckrodt Professor of Physics at Harvard University, discusses how the ideal scientist is defined. In his opinion, the ideal scientist is thought to be assertive and single-minded, qualities that are typically considered more masculine. These qualities are not only less common in women, but are viewed as unappealing when present in women. Women are thus at a disadvantage when being considered for scientific positions.	The ideal scientist is defined in a way that disadvantages women.
Good, C., J. Aronson, and J. A. Harder. "Problems in the Pipeline: Stereotype Threat and Women's Achievement in High-Level Math Courses." <i>Journal of Applied Developmental Psychology</i> 29, no. 1 (2008): 17-28.	Students in an advanced college mathematics course were given a test that they were told would diagnose their math abilities. While one group of students was told that there were no gender differences in performance by previous students who had taken the test, the other control group of students was not given this message. While the men and women in the control group performed equally well, women performed better than men in the test group.	Stereotypes about math and gender affect performance on math tests among women in the pipeline for careers in science, engineering, and mathematics.

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
<p>Heilman, M. E. "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool." <i>Organizational Behavior and Human Performance</i> 26 (1980): 286-295.</p>	<p>Individuals were more likely to select a woman applicant for a managerial position when more than 25 percent of the pool of applicants consisted of women.</p>	<p>How to reduce the effect of stereotypes when assessing candidates.</p>
<p>Heilman, M. E., A. S. Wallen, D. Fuchs, and M. M. Tamkins. "Penalties for Success: Reactions to Women Who Succeed at Male Gender-Typed Tasks." <i>Journal of Applied Psychology</i> 89, no. 3 (2004): 416-427.</p>	<p>Women who were acknowledged to be successful in a male gender-typed job were less liked, which negatively affected their evaluation and receipt of professional rewards such as promotions and salary increases.</p>	<p>Women who are successful in traditionally male roles are less liked and rewarded less.</p>
<p>Isaac, C., B. Lee, and M. Carnes. "Interventions That Affect Gender Bias in Hiring: A Systematic Review." <i>Academic Medicine</i> 84, no. 10 (2009): 1440-1446.</p>	<p>Having a clear understanding of job-related competencies prior to evaluating candidates and having women comprise at least 25 percent of pool of applicants are effective ways of reducing gender bias during hiring.</p>	<p>Effective interventions for reducing gender bias during hiring.</p>
<p>Lai, C. K., K. M. Hoffman, and B. A. Nosek. "Reducing Implicit Prejudice." <i>Social and Personality Psychology Compass</i> 7 (2013): 315-330.</p>	<p>An overview of the ways in which implicit biases can be moderated: retraining associations, changing the context in which associations are made, and providing motivation to change implicit biases. These strategies vary in effectiveness and permanency.</p>	<p>How can implicit bias be reduced?</p>
<p>Latham, G. P., K. N. Wexley, and E. D. Pursell. "Training Managers to Minimize Rating Errors in the Observation of Behavior." <i>Journal of Applied Psychology</i> 60, no. 5(1975): 550-555.</p>	<p>Sixty managers either participated in a workshop or group discussion or received no training whatsoever on the biases that can affect the evaluation of a job candidate (halo effect, contrast effect, similarity, and first impression). Six months later, managers were asked to evaluate candidates on videotape. Those who received no training committed similarity, contrast, and halo errors while those who participated in the workshop made no errors at all. Managers who participated in group discussions committed impression errors. The advantage of the workshop may have been the opportunity to receive feedback about one's own errors from the trainer. Key findings included: (1) halo effect: allowing one positive attribute to influence overall opinion of a candidate; (2) contrast effect: judging a candidate by comparison to candidate that was judged immediately prior; (3) similarity error: judging candidates who are similar to the evaluator more favorably; and (4) first-impression error: allowing initial observations to influence the final evaluation of the candidate.</p>	<p>Workshops are more effective at reducing judgment biases than are group discussions.</p>
<p>Lowery, B. S., C. D. Hardin, and S. Sinclair (2001). "Social Influence Effects on Automatic Racial Prejudice." <i>Journal of Personality and Social Psychology</i> 81 (2001): 842-855.</p>	<p>European Americans showed less racial prejudice in the presence of black experimenter than in the presence of a white experimenter.</p>	<p>Social factors influence implicit racial prejudice.</p>

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
Madera, J. M., M. R. Hebl, and R. C. Martin. "Gender and Letters of Recommendation for Academia: Agentic and Communal Differences." <i>Journal of Applied Psychology</i> 94, no. 6 (2009): 1591-1599.	Analysis of 624 letters of recommendation at a research university showed that women are more likely to be described in communal terms while men are more likely to be described in agentic terms. Possession of communal qualities negatively impacted the ability to be hired for an academic position.	Women, who are viewed as having a more communal orientation, are at a disadvantage when being considered for academic positions.
Martell, R. F. "Sex Bias at Work: The Effects of Attentional and Memory Demands on Performance Ratings of Men and Women." <i>Journal of Applied Social Psychology</i> 21, no. 23 (2010): 1939-1960.	Individuals who were distracted while evaluating male and female performance in a traditionally male job, rated females more poorly than males. Individuals that were able to give all their attention to the evaluation task did not show any sex bias in their ratings of males vs. females.	How to reduce the effect of stereotypes when assessing candidates.
Moody, JoAnn. <i>Faculty Diversity: Problems and Solutions</i> . New York: Routledge, 2004.	Best practices for presidents, provosts, deans, academic departments, and search committees to follow in the faculty recruitment process are presented in Chapter 4.	Some best practices that institutions can adopt to successfully recruit more diverse faculty.
Moody, JoAnn. <i>Rising above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees</i> , 2010 (to order this monograph go to JoAnn Moody's website, http://www.diversityoncampus.com/id13.html).	This monograph presents common errors of judgment along with preparation and practices that evaluation committees can follow to prevent errors from influencing hiring decisions. A summary can be found here: http://www.ccas.net/files/ADVANCE/Moody%20Rising%20above%20Cognitive%20Errors%20List.pdf .	What are common errors of judgment by evaluation committees?
Nosek, B. A., F. L. Smyth, N. Sririam, N. M. Lindner, T. Devos, A. Ayala, Y. Bar-Anan, et al. "National Differences in Gender-Science Stereotypes Predict National Sex Differences in Science and Math Achievement." <i>Proceedings of the National Academy of Sciences</i> 106, no. 26 (2009): 10593-10597, http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2705538/pdf/zpq10593.pdf .	Data from the Implicit Association Test (IAT) showed that women were perceived as having less science aptitude than men. The strength of such a stereotype in a society influenced the gap in math and science achievement between its male and female students.	Stereotypes about science and gender affect male and female performance in math and science.
Nosek, B. A., M. R. Banaji, and A. G. Greenwald. "Harvesting Implicit Group Attitudes and Beliefs from a Demonstration Web Site." <i>Group Dynamics: Theory, Research and Practice</i> 6 (2002): 101-115.	In this analysis of data from the Implicit Association Test (IAT), people showed implicit preference for whites over blacks and young over old. They also associated men with science and career while women are associated with liberal arts and family.	What are common stereotypes and biases related to race and gender?
Padilla, R. V., and R. C. Chavez. <i>Introduction to The Leaning Ivory Tower: Latino Professors in American Universities</i> . New York: State University of New York Press, 1995.	Experiences of Latino and Latina professors in academia are presented in this book. The introduction provides an overview of the book.	Experiences of Latino and Latina professors in academia.

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
<p>Sczesney, S., and U. Kühnen. "Meta-Cognition about Biological Sex and Gender-Stereotypic Physical Appearance: Consequences for the Assessment of Leadership Competence." <i>Personality and Social Psychology Bulletin</i> 30 (2004): 13-21.</p>	<p>In this experiment, participants were more likely to recommend masculine-looking persons, regardless of gender, for a leadership position than feminine-looking persons. Furthermore, participants were unaware that they had this bias, as their preference for those with a masculine appearance did not increase when they were asked to evaluate candidates while distracted by another task.</p>	<p>Persons with masculine features, regardless of their gender, are preferred for leadership positions.</p>
<p>Sheridan, J. T., E. Fine, C. M. Pribbenow, J. Handelsman, and M. Carnes, "Searching for Excellence and Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center," <i>Academic Medicine</i> 85, no. 6 (2010): 999-1007.</p>	<p>The University of Wisconsin-Madison developed and implemented an educational workshop on faculty recruitment and studied its reception by faculty and hiring outcomes of departments that benefitted from the workshop. Faculty found the workshops helpful, and hiring of women increased in departments whose members had participated in a workshop.</p>	<p>Case study: The effectiveness of workshops in increasing the hiring of women faculty in the University of Wisconsin-Madison.</p>
<p>Sinclair, S., B. Lowery, C. Hardin, and A. Colangelo. "Social Tuning of Automatic Attitudes: The Role of Affiliative Motivation." <i>Journal of Personality and Social Psychology</i> 89 (2005): 583-592.</p>	<p>Individuals were likely to show less implicit racial prejudice if their test was administered by a likeable, egalitarian-minded experimenter. Women showed a greater reduction in prejudice in this context than did men. Automatic racial prejudice of individuals remained unaffected in the presence of a disagreeable but egalitarian experimenter.</p>	<p>Social factors influence implicit racial prejudice.</p>
<p>Smith, D. G. "How to Diversify the Faculty." <i>Academe</i> 86, no. 5 (2000): 48-52.</p>	<p>This article discusses the contradiction between the beliefs of institutions and the experiences of minority scholars regarding the recruitment of underrepresented minorities into academia. Though minority scholars are few, well-funded elite institutions are not engaging in bidding wars over these few individuals. Minorities in academia are not actively sought out by institutions, and often leave academia for government or industry due to problems with academia.</p> <p>Practices that allow institutions to recruit more diverse faculty include active searches, diverse search committees, avoidance of elitism, attention to dual career issues, and the presence of a "champion." A champion knows the candidate well and is in a position to both advise the candidate on the recruitment process and ensure that the search committee gives thorough consideration to the candidate's abilities and potential.</p>	<p>Some best practices that institutions can adopt to successfully recruit more diverse faculty.</p>

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
Smith, D. G., C. S. Turner, N. Osei-Kofi, and S. Richards. "Interrupting the Usual." <i>The Journal of Higher Education</i> 75, no 2 (2004).	This analysis examines hiring data of three large institutions. It finds that underrepresented faculty of color are more likely to be hired when the job description contains a link to a study of race and/or ethnicity, traditional search practices are either eschewed or supplemented with diversity-focused hiring interventions, and the pool of finalists is heterogeneous in terms of gender and ethnicity.	Evidence supporting best practices that institutions can adopt to successfully recruit more diverse faculty.
Sommers, S. "On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations." <i>Journal of Personality and Social Psychology</i> 90, no. 4 (2006): 597-612.	This research showed that whites in diverse juries were more likely to cite facts, make fewer errors, discuss racism, and be lenient towards a black defendant than whites in all-white juries.	How diverse juries positively influence equitable outcomes.
Steinpreis, R. E., K.A. Anders, and D. Ritzke. "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study." <i>Sex Roles</i> 41, nos. 7/8 (1999): 509-528.	In this study, both men and women were more likely to hire a male candidate rather than a female candidate with identical credentials for an entry-level faculty position.	Individuals prefer to hire males over females, all else being equal.
Stewart, A. J., D. LaVaque-Manty, and J. Mallery. "Recruiting Female Faculty Members in Science and Engineering: Preliminary Evaluation of One Intervention Model." <i>Journal of Women and Minorities in Science and Engineering</i> 10, no. 4 (2004): 361-375.	This study examines the impact of the Science and Technology Recruiting to Improve Diversity and Excellence (STRIDE) faculty committee as a part of the ADVANCE initiative at the University of Michigan. The majority of faculty who attended presentations by the STRIDE committee found them to be educational and effective. Hiring of women in three colleges at the University of Michigan also increased two- to four-fold compared to the previous year.	Case study: How a faculty committee was effective in increasing hiring of women in the University of Michigan.
Thomas-Hunt, M. C., and K. W. Phillips. "When What You Know Is Not Enough: The Effects of Gender on Expert's Influence within Work Groups." <i>Personality and Social Psychology Bulletin</i> 30: 1585-1598.	Groups working on a male-typed decision-making task were less able to harness the knowledge possessed by female experts than that possessed by male experts. Being an expert in the group had a negative impact on others' evaluations of women, their self-evaluations, and their ability to influence the group. In contrast, possessing expertise had a positive impact on men's ability to influence the group.	The possession of expertise harms the ability of women to influence decision making.
Trix, F., and C. Psenka. "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." <i>Discourse & Society</i> 14, no. 2 (2003): 191-220.	Letters of recommendation for women for a medical school faculty position tended to be shorter, lack mention of professional titles/status, raise uncertainty regarding competence, and emphasize teaching rather than research compared to recommendations written for men.	Women receive weaker letters of recommendation than do men.

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
Tuitt, F. F., M. A. D. Sagaria, and C. C. V. Turner. "Signals and Strategies in Hiring Faculty of Color." <i>Higher Education: Handbook of Theory and Research</i> (2007): XXII:424-425.	Universities can use different signals to indicate its openness to hiring faculty of color. These include diversity climate, representation of people of color in the workplace, availability of mentoring and networking relationships, affirmative action and diversity plans, job descriptions, and prospects for promotion and tenure.	Strategies that institutions can employ to attract faculty of color.
Tullar, W. L., and T. W. Mullins. "Effects of Interview Length and Applicant Quality on Interview Decision Time." <i>Journal of Applied Psychology</i> 64, no. 6 (1979): 669-674.	Interviewers spend a longer time considering applicants of high quality and applicants that they have spent a longer time interviewing. Therefore, one way to ensure that interviewers give adequate consideration to candidates is to increase the length of the interview.	Decision-makers who spend a longer time evaluating an applicant are less likely to make a premature hiring decision.
Uhlman, E. L., and J. L. Cohen. "Constructed Criteria: Redefining Merit to Justify Discrimination." <i>Psychological Science</i> 16, no. 6 (2005): 474-480.	Individuals modified hiring criteria for a traditional male position to fit the qualifications of the male applicant. Individuals who thought they were objective in their judgments were more likely to discriminate against female applicants in their hiring decisions.	Hiring criteria are modified to suit the talents of male applicants.
Valian, Virginia. "Gender Schemas at Work" and "Evaluating Women and Men" (Chapters 1 and 7) in <i>Why So Slow? The Advancement of Women</i> . Cambridge, Mass.: MIT Press, 1998.	Both men and women in this study rated male candidates higher than female candidates, given identical credentials/performances.	Individuals rate males higher than females, all else being equal.
Vicker, L. A., and H. J. Royer. <i>The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring</i> . Sterling, VA: Stylus, 2006.	This manual provides guidelines for conducting a search process. It can be best described as a meta-handbook, drawing from research and experiences of different universities.	Guidelines for conducting an inclusive and successful search.
Wenneras, C., and A. Wold. "Nepotism and Sexism in Peer-Review." <i>Nature</i> 387 (1997): 341-343.	In order for women applying to postdoctoral fellowships from the Swedish Medical Research Council to be considered as competent as men, they needed to have produced 2.5 times the amount of work of their male peers.	Women need to be far more productive in order to be considered as competent as men.
Wright, A. L., L. A. Schwindt, T. L. Bassford, et al. "Gender Differences in Academic Advancement: Patterns, Causes, and Potential Solutions in One US College of Medicine." <i>Academic Medicine</i> 78 (2003): 500-508.	This study finds significant differences in salaries, ranks, tracks, leadership positions, resources, and perceptions in academic climate among male and female faculty at a medical college. Women earned, on average, \$12,777, or 11%, less than men after adjusting for rank, track, degree, specialty, years in rank, and administrative positions. Women were also less likely to be tenured and more likely to report instances of discrimination than were men.	Women faculty are paid less, have lower rank, and are more likely to face discrimination than are men in academic medicine.

*Source: UC Berkeley Search Guide for Ladder-Rank Faculty Recruitments: Policies, Procedures and Practices (November 2013); University of Michigan ADVANCE Handbook for Faculty Searches and Hiring (2009-10); University of Virginia Faculty Search Committee Tutorial Primer; University of Washington ADVANCE pamphlet Interrupting Bias in the Faculty Search Process.

For more readings relating to gender, race, diversity, and faculty recruitment and retention, the ADVANCE portal website has a comprehensive list of resources organized by topic: <http://www.portal.advance.vt.edu/index.php/categories/resources/reading-lists>.

- ¹R. E. Steinpreis, K.A. Anders, and D. Ritzke, "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study," *Sex Roles* 41, nos. 7/8 (1999): 509-528.
- ²Virginia Valian, "Gender Schemas at Work" and "Evaluating Women and Men" (chapters 1 and 7) in *Why So Slow? The Advancement of Women*, Cambridge, Mass.: MIT Press, 1998.
- ³C. Wenneras and A. Wold, "Nepotism and Sexism in Peer-Review," *Nature* 387 (1997): 341-343.
- ⁴F. Trix and C. Psenka, "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty," *Discourse & Society* 14, no. 2 (2003): 191-220.
- ⁵M. Bertrand and S. Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment On Labor Market Discrimination," *The American Economic Review* 94, no. 4 (2004): 991-1013; "Employers' Replies to Racial Names," NBER website, Thursday August 31, 2006 (<http://www.nber.org/digest/sep03/w9873.html>).
- ⁶R. A. Mickelson and M. L. Oliver, "Making the Short List: Black Faculty Candidates and the Recruitment Process," in *The Racial Crisis in American Higher Education*, eds. Philip G. Altbach and Kofi Lomotey, New York: State University of New York Press, 1991.
- ⁷C. Isaac, B. Lee, and M. Carnes, "Interventions That Affect Gender Bias in Hiring: A Systematic Review," *Academic Medicine* 84, no. 10 (2009): 1440-1446.
- ⁸D. C. Hahn and R. L. Dipboye, "Effects of Training and Information on the Accuracy and Reliability of Job Evaluations," *Journal of Applied Psychology* 73, no. 2 (1988): 146-53.
- ⁹G. P. Latham, K. N. Wexley, and E. D. Pursell, "Training Managers to Minimize Rating Errors in the Observation of Behavior," *Journal of Applied Psychology* 60, no. 5 (1975): 550-555.
- ¹⁰J. T. Sheridan, E. Fine, C. M. Pribbenow, J. Handelsman, and M. Carnes, "Searching for Excellence and Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center," *Academic Medicine* 85, no. 6 (2010): 999-1007.
- ¹¹JoAnn Moody, *Rising above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees*, 2010. (To order this monograph go to JoAnn Moody's website, <http://www.diversityoncampus.com/id13.html>)
- ¹²R. F. Martell, "Sex Bias at Work: The Effects of Attentional and Memory Demands on Performance Ratings of Men and Women," *Journal of Applied Social Psychology* 21, no. 23 (2010): 1939-1960.
- ¹³S. Sczesney and U. Kühnen, "Meta-Cognition about Biological Sex and Gender-Stereotypic Physical Appearance: Consequences for the Assessment of Leadership Competence," *Personality and Social Psychology Bulletin* 30 (2004): 13-21.
- ¹⁴W. L. Tullar and T. W. Mullins, "Effects of Interview Length and Applicant Quality on Interview Decision Time," *Journal of Applied Psychology* 64, no. 6 (1979): 66-674.
- ¹⁵M. E. Heilman, "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool," *Organizational Behavior and Human Performance* 26 (1980): 286-295.
- ¹⁶D. G. Smith, C. S. Turner, N. Osei-Kofi, and S. Richards, "Interrupting the Usual," *The Journal of Higher Education* 75, no. 2 (2004): 133-160.
- ¹⁷D. G. Smith, "How to Diversify the Faculty," *Academe* 86, no. 5 (2000): 48-52.
- ¹⁸A. S. Ash, P. L. Carr, R. Goldstein, and R. H. Friedman, "Compensation and Advancement of Women in Academic Medicine: Is There Equity?," *Annals of Internal Medicine* 141 (2004): 205-212.
- ¹⁹*Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*, Washington, DC: The National Academies, 2007.
- ²⁰C. Wenneras and A. Wold, "Nepotism and Sexism in Peer-Review," *Nature* 387 (1997): 341-343.
- ²¹F. Trix and C. Psenka, "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty," *Discourse & Society* 14, no. 2 (2003): 191-220.
- ²²L. Schiebinger, A. D. Henderson, and S. K. Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know*, Michelle R. Clayman Institute for Gender Research, Stanford University, 2008.
- ²³Lisa E. Wolf-Wendel, Susan Twombly, and Suzanne Rice, "Dual-Career Couples: Keeping Them Together," *The Journal of Higher Education* 71, no. 3 (2000): 291-321.
- ²⁴L. Babcock and S. Laschever, *Women Don't Ask: Negotiation and the Gender Divide*, Princeton: Princeton University Press, 2003.
- ²⁵H. R. Bowles, L. Babcock, and L. Lai, "Social Incentives for Gender Differences in the Propensity to Initiate Negotiations: Sometimes It Does Hurt to Ask," *Organizational Behavior and Human Decision Processes* 103, no. 1 (2005): 84-103.

