



# ***FACULTY RECRUITMENT HANDBOOK***

***A RESEARCH-BASED GUIDE FOR ACTIVE DIVERSITY RECRUITMENT PRACTICES***



“ . . . *B*roadening participation is NOT going to succeed if the research and teaching professions continue to be dominated by only a few elements of our national diversity ... in our knowledge-intensive society, we need to capitalize on all available intellectual talent, not only to advance the frontier but also to keep our nation humming day by day. Although we are doing better than we did thirty years ago, we have not yet seriously tapped our nation's competitive "ace-in-the-hole" -- women, underrepresented minorities, and persons with disabilities. Now we are playing catch up in a very competitive world. We need to understand that diversity is an asset and dissimilarity a valuable component of progress. ... ”

- Joseph Bordogna, Deputy Director, NSF (2004)



**NSF ADVANCE at the University of Rhode Island**  
*Award # SBE 0245039*



© Revised 2007  
ADVANCE Resource Center  
001 Carlotti Hall  
75 Lower College Road  
Kingston, RI 02881  
[www.uri.edu/advance](http://www.uri.edu/advance)  
[advance1@etal.uri.edu](mailto:advance1@etal.uri.edu)  
(401) 874-9422

### Acknowledgements

We would like to acknowledge the ADVANCE Program at the University of Michigan & the College of Engineering at the University of Rhode Island whose work has helped guide our efforts in compiling this handbook.

Special thanks to Ashima Singh & Molly Hedrick, both graduate assistants, and Barbara Silver, Program Director, who compiled and edited this handbook.



# Table of Contents

Introduction	i
Debunking the myths	1
Initiating the Search	3
Composing the Search Committee	3
Defining the Search Committee's Charge	4
Avoiding Active Recruitment Pitfalls	4
Defining the Position	4
Determining Selection Criteria	5
Advertising and Language for Announcing Positions	5
Before the Search	7
Reviewing the National Pool	7
Reviewing Past Departmental Searches	7
During the Search	9
Broadening the Pool	9
Using Active Recruiting Resources	10
Creating the Short List	11
The Campus Visit	12
Interviewing	13
Negotiating Contracts	14
Evaluating the Search	16
Settling In	17
Annotated Bibliography	18
Appendices	22

# Introduction

The goal of the ADVANCE program is to increase the representation and advancement of women from both underrepresented and majority populations within academic science and engineering disciplines, thereby contributing to the development of an enriched and more diverse science and engineering workforce.

The search for new scientific and engineering knowledge and its utility in an ever more globally competitive market demands the talent, perspectives, and insight that can only be secured by increasing diversity in the science, technology, engineering, and mathematical (STEM) workforce. Despite advances made in the proportion of underrepresented minorities and women

choosing to pursue STEM careers, both groups continue to be significantly underrepresented in almost all but a scant few STEM fields, constituting only approximately 25% of the science and engineering workforce at large, and less than 21% of science and engineering faculty in 4-year colleges and universities (NSF, 2005). Women from underrepresented minority groups – Black, Latina, and First Nations – are particularly absent from STEM, constituting only about 2% of science and engineering faculty in 4-year colleges and universities (NSF, 2005).

It is clear that creating and maintaining a diverse STEM faculty is a critical component of cultivating fresh opportunities in research, scholarship, collaboration, and career development, ultimately to the benefit of all STEM scholars.

## *URI and Faculty Diversity*

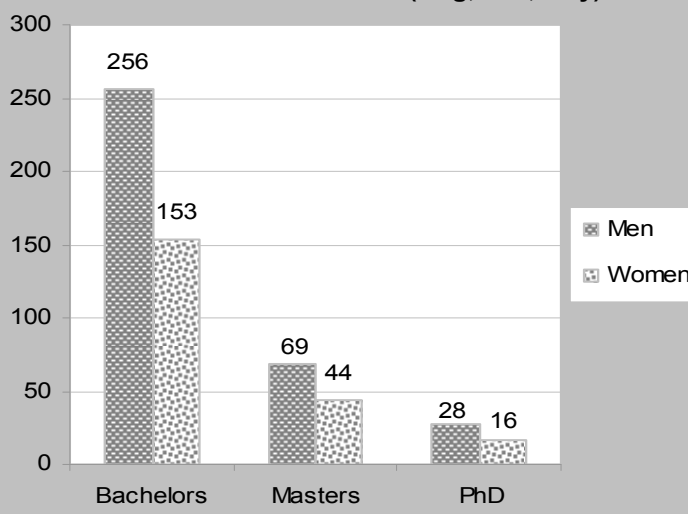
URI, an average sized land-grant and sea-grant research university located in the Northeast, is in an area that offers many

opportunities for career development in the STEM disciplines.

The National Science Foundation (NSF, 2005) reports that

although women are more likely to work in academia than in business and industry after earning a doctorate in the science and engineering fields, they are still greatly outnumbered by men, across all racial and ethnic groups. This disparity is evident even in intention to study STEM, regardless of race or ethnicity (NSF, 2005), even at URI where men outnumber women at all degree levels in STEM both in declaration of major and degree conferment (see Figure 1).

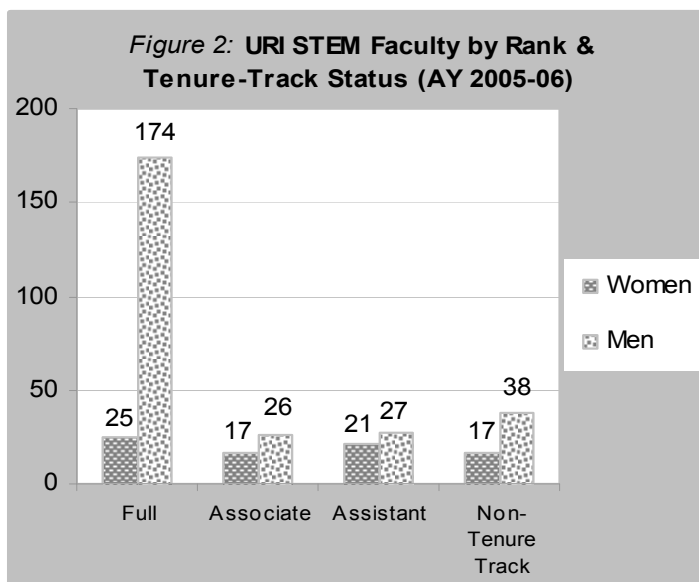
**Figure 1: STEM Degrees Conferred Academic Year 2005-2006 (Aug, Dec, May)**



The inequality in STEM that is apparent even in declaration of major becomes glaring amongst the professoriate, with men outnumbering women at all levels (see Figure 2). The differences are particularly notable at the Full Professor level. In academic year 2005-2006, men comprised 87% of the STEM faculty at the Full Professor level while women comprised only 13% and women of color comprised none.

## *Do URI Trends Reflect National Reality?*

This gender disparity is representative of national trends. NSF reports that STEM faculties nationally are still overwhelmingly male, and most of the women are clustered in the junior faculty ranks. This contributes to some, but certainly not all, of the pipeline attrition which lends to poor representation of women in faculty ranks.



### Attending to The Problem

Clearly, this is an area of concern which bears addressing locally and nationally. URI's President's Strategic Initiatives for 2006-2009 outline inclusion and retention as major institutional goals. We as individuals and as a university can be agents of change.

One of the relatively simpler things we can do is create an environment of change by recruiting a diverse faculty that includes more women and underrepresented minorities. Evidence suggests that exposure to a diverse faculty along with diverse curricula and teaching methods produces students who are more complex thinkers and more confident in navigating cultural differences (Hurtado, 2001). Additionally, mentoring from a diverse faculty, while providing role models to women and underrepresented students, may inspire all students to seek innovative, non-traditional research or career paths.

### How Does This Document Help?

In this document, we provide URI faculty with research-based information regarding best search practices geared particularly towards recruitment of women and underrepresented faculty. Its purpose is to make the recruitment process fair, objective, and transparent and, in turn, create a more diverse workplace, ultimately adding to the wealth of the intellectual ranks at URI. *Good search practices result in a good hire, and they are fair to women and men, underrepresented and majority candidates.*

Pipeline attrition of women in STEM, which becomes acute at faculty levels, starts much earlier. According to NSF, although women are more likely than men to graduate from high school and enroll in college, and increasingly as likely as men to graduate from college, they start leaving academia in post-graduate studies. Nationally, in 2001, the latest national data available, women earned half of all STEM bachelors degrees, approximately 44% of all masters, and 37% of all doctoral degrees.

**Diversity is a long-term investment, not a short-term fix.**



# Debunking the Myths

In an attempt to discover PhD recipients' real-life job-market experiences, Smith, Wolf, and Busenberg (1996) interviewed over 300 recipients of prestigious Ford, Mellon, and Spencer doctoral fellowships. Their sample, representative of both gender (48% women) and racial (26% African American, 4% Asian or Pacific Islanders, 35% White, 32% Latino, 3% American Indian) diversity, spanned a wide range of academic disciplines. Their findings, outlined below, contrasted starkly with pervasive myths regarding faculty diversification.

<i>Myth</i>	<i>Reality</i>
The scarcity of faculty of color and women in the sciences means that few are available and those who are available are in high demand.	Though scarcity is certainly a factor, it is not the only (or even valid) reason for lack of faculty of color in academe. A majority of scientists of color reported they were not pursued for faculty positions by academic institutions and thus continued in postdoctoral study. Many were quite concerned about finding jobs and others had left academe for the industry because they were unable to find positions.
Faculty of color, both because of their competitive positioning in the market and their elite education, are only interested in being considered by prestigious institutions, making it impossible for other institutions to recruit them.	Though some underrepresented and women candidates may choose institutions based on prestige and reputations, other have a wide range of preferences for institutional environment, desire to teach a diverse student body, desire to teach in an institution whose mission matched candidates' professional goals, region of the country, and institutional type.
Because there are so few faculty of color, they are being sought out by numerous institutions that must compete against one another in the hiring process.	The supply and bidding arguments are grossly overstated. Though some candidates do entertain multiple offers, most do not find themselves embroiled in the midst of a bidding war.
Wealthy and prestigious institutions that have resources with which ordinary institutions cannot compete are continually recruiting individuals. This creates a revolving door that limits progress for any single institution in diversifying its faculty.	Though some underrepresented and women faculty are pursued by institutions with means, such is not the norm. Indeed, financial packages and institutional prestige were not primary reasons for faculty relocation; transfers were more likely to be motivated by unresolved issues with the institution, dual-career choices, and appropriate fit.
Faculty of color are leaving the academe altogether for more lucrative positions in the government or industry.	Choices to leave the academe were as often a function of the problems of academe (such as the need to establish a career before the age of forty, inhumane search processes, and the difficult job market), as they were the result of the lack of such pressures outside.
Campuses are so focused on diversifying the faculty that heterosexual White males have no chance.	White men had a wide variety of choices. In most cases, where White men had difficulty in finding a regular faculty appointment, the fields in which they specialized had virtually no openings. White men who had expertise related to diversity had a significant advantage in the job market; indeed, it made them a "safer" choice than a faculty of color or woman doing similar research.

More recently, the National Academies (2007) have offered corollary evidence refuting commonly held beliefs regarding women — all races — in science and engineering.

<i><b>Myth</b></i>	<i><b>Reality</b></i>
Women are not as good as men in math.	Females and males are equally matched in high-school math performance.
The matter of “underrepresentation” on faculties is only a matter of time; it is a function of how many women are qualified to enter these positions.	Women’s representation decreases with each step up the tenure-track and academic leadership hierarchy — particularly among women of color — even in fields that have had a large proportion of women doctorates for 30 years.
Women are not as competitive as men. Women don’t want jobs in academe.	Similar proportions of men and women and engineering doctorates plan to enter postdoctoral study or academic employment. In fact, African American and First Nations women, though they are more likely than their male peers to earn PhDs, are less likely to hold academic positions.
Behavioral research is qualitative; why pay attention to the data presented here?	The data are from multiple sources, obtained using well-recognized techniques, and have been replicated in several settings.
Persons of color and White women are recipients of favoritism through affirmative-action programs.	Affirmative action is meant to broaden searches to include more persons of color and White women, but not to select candidates on the basis of race or sex, which is illegal.
Academe is meritocracy.	Although scientists like to believe that they select the best based on objective criteria, decisions are in reality influenced by biases about race, sex, and age that have nothing to do with the quality of a candidate’s work.
Changing the rules means that standards of excellence will be deleteriously affected.	Throughout a STEM career, advancement depends on judgments of one’s performance by more senior colleagues. This process does not optimally select and advance the best scientists and engineers, because of implicit biases and disproportionate weighting of stereotypically male qualities.
Women faculty — all races — are less productive than men.	The publication productivity of women STEM faculty has increased over the last 30 years and is now comparable to men’s. The critical factor affecting publication productivity is access to institutional resources; marriage, children, and eldercare responsibilities have minimal effects.
Women — all races — are more interested in family than in careers.	Many STEM academic women persist through their careers despite severe conflicts between their roles as parents and as scholars. These efforts, however, are often not recognized as representing the high level of dedication to their careers they represent.
Women take more time off due to childbearing; so they are a bad investment.	On average, women take more time off during their early careers to meet care-giving responsibilities, which fall disproportionately to women. But, over a lifelong career, a man is likely to take significantly more sick leave than a woman.
The system as currently configured has worked well in producing great science; why change it?	The global competitive balance has changed in ways that undermine America’s traditional STEM advantages. Career impediments based on race, gender, or ethnic bias deprive the nation of talented and accomplished researchers.

# Initiating the Search

**T**he search committee is a critical factor in recruitment. Its composition and charge drive the outcome of the search process. It is imperative to discuss and decide issues of the search committee's composition and charge early in the search process. Department chairs and other decision-makers can call upon the Office of Affirmative Action to reflect upon issues associated with the composition and charge to the search committee.

The job of a search committee is to conduct an active search, not passively open envelopes from applicants.

## Composing the Search Committee

*Diversify the search committee* to make sure committee decisions are not affected by non-relevant demographic characteristics. To increase focus on candidates' ABILITY and match with JOB CRITERIA, diversify the search committee on at least the following characteristics:

- Gender
- Race/Ethnicity
- Area of expertise/Educational background
- Social skills
- Values/Views
- Behaviors

*Include women and other underrepresented faculty.* If no underrepresented or women faculty are available in

your department, invite faculty from other departments.

*To avoid inequity or unfairness in information dissemination throughout the search process*, determine how the search committee members will communicate with each other, the search chairperson, or interested candidates.

At least one member of the search committee should *participate in a recruitment workshop* offered by the Affirmative Action office. We especially encourage you to talk to Affirmative Action officers before launching the search - they can help ease the entire process. Select two or three members to *serve as advocates for women and underrepresented minorities*.

*Do not place junior underrepresented or women faculty in an untenable position* where they, in order to champion for a candidate of their choosing, will have to

### Don't fall victim to similarity effects....

Recent research indicated demographic similarity effects, such that regardless of job type Caucasian recruiters showed a strong favoritism in interview assessments of Caucasian applicants, whereas African American recruiters did not distinguish between Caucasian and African American applicants. Furthermore, recruiter-applicant race similarity effects persisted into final offer decisions and Caucasian recruiters were more likely to make job offers to Caucasian applicants, while African American recruiters' decisions did not seem to be affected by race similarity (Goldberg, 2005).



challenge the decisions of senior faculty or administrators who one day may affect their tenure review.

### Defining the Search Committee's Charge

*Make equitable search practices a conscious priority, particularly in relation to gender and race / ethnicity. Equity and fairness in search practices produce a good hire whose qualifications match the position description, regardless of the candidate's race, gender, or other characteristics.*

*Discuss methods for actively recruiting women and underrepresented candidates prior to beginning the search (see Section IV for "Recruiting activities during the search").*

*Be clear about the goal of proactively identifying outstanding underrepresented and women candidates*

Consider how to convincingly represent the school's or department's *commitment to hiring and advancing underrepresented minorities and women*. This is of particular concern for departments that have little or no faculty diversity. In these cases, it is helpful to develop long-term strategies for recruiting women. For example, the department might consider inviting guest lecturers from targeted women and underrepresented faculty and subsequently encourage them to apply for positions the following year.

*Devise a retention plan for your new hire before beginning the search and while defining the position. A retention – or "Settling In" – plan may include assigned mentors, professional development opportunities, and community-building events.*

### Defining the Position

*Develop broad hiring goals. Gain consensus on area of specialty and other specific position requirements, and*

#### Want to mitigate similarity effects?

Research suggests that use of carefully administered, highly structured interviews may ameliorate some of the bias related to race similarity effects (Sacco, Scheu, Ryan, & Schmitt, 2003). These findings highlight the importance of committing to hiring criteria prior to beginning the search as those criteria will likely form the basis of curriculum vitae reviews and interviews.

for the position through various venues, such as networking, personal contacts, and electronic mailing lists, etc.

*Educate the search committee about campus-specific and national facts about the rationale, implementation, and effects of Affirmative Action policies. The offices of Affirmative Action can provide this information.*

### Avoiding Active Recruitment Pitfalls

*Discuss, in detail, selection criteria and position definition prior to beginning the search (see Appendix A).*

*Avoid subtle or overt indications that underrepresented or women candidates are being evaluated on non-scholarly criteria, such as race or gender. Women and underrepresented faculty candidates wish to be evaluated for academic positions on the basis of their scholarly credentials; they probably already realize their visible demographic characteristics could be a factor in your considerations.*

*Focus on issues of scholarship, qualifications, and potential academic role in the department during all contacts with all candidates, regardless of their race or gender.*

cast a wide hiring net.

*Develop two position descriptions which differentiate between what fulfills minimal departmental needs and what is desirable beyond those minimal needs (see Appendix A for samples).*

*Verify that the "desired" position description does not needlessly limit the pool of applicants. Some position descriptions may exclude underrepresented and women candidates by focusing too narrowly on subfields.*

*Substitute the word "preferred" in place of "required" and "should" instead of "must" in key places in the position description to broaden the pool of applicants without significantly altering the nature of the position.*

*Carefully strategize not only the support of your new hire but also the development of her area within the department, in order to avoid placing women or underrepresented candidates in an unfavorable situation by hiring them for areas that are not at the center of the department's focus and interest. Consider "cluster hiring" - hiring more than one faculty member at a time to work in the same area of specialization - within your own department or in collaboration with a related department, as an effective solution.*

### ***A priori* commitment to hiring criteria can moderate discrimination...**

Uhlmann and Cohen (2005) found an interesting twist in job discrimination. Participants assigned male and female applicants to gender-stereotypical jobs. However, they did not view male and female applicants as having different strengths and weaknesses. Instead, they redefined the criteria for success at the job as requiring the specific credentials a candidate of the desired gender happened to have. Commitment to hiring criteria prior to disclosure of the applicant's gender eliminated discrimination, suggesting that bias in the construction of hiring criteria plays a causal role in discrimination.

### **Determining Selection Criteria**

*Establish selection criteria and procedures for screening, interviewing candidates, and keeping records before advertising the position and before materials from applicants begin to arrive.*

*Get committee consensus on how different qualifications will be weighted. Plan to create multiple short lists based on different criteria. (See “Creating the short list” on pg. 18.)*

*Include, in the selection criteria, the ability of the candidate to add intellectual diversity to the department, and demonstrated ability to work with diverse students and colleagues.*

*Relate hiring criteria directly to the requirements of the position. All members of the search committee should clearly understand and accept this.*

*Assess the relevance of arbitrary criteria, such as years of experience. Flexibility with such criteria widens your search pool without altering the desirable qualifications for the position.*

### **Advertising and Language for Announcing Positions**

*Use proactive language in the job description to indicate*

your department's commitment to diversity (see Appendix A for samples). This may make the position more attractive to underrepresented and women candidates. Examples include:

- “We hope to attract applicants who can teach in a diverse University community and have demonstrated ability in helping students from diverse backgrounds succeed.”
- “The University is responsive to the needs of dual career couples.”
- “We are committed to building a multicultural work force and strongly encourage women, racial/ethnic/gender minorities, persons with disabilities, and covered veterans to apply.”
- “Experience with a variety of teaching methods and/or curricular perspectives is desirable.”
- “Interest or prior experience in developing and implementing curricula that address multicultural needs is desirable.”

In addition to a letter of application and curriculum vitae, *request supplementary application materials* such as copies of articles, samples of syllabi, and letters of

### **Use advertising language to attract more applicants...**

Research evidence indicates that organizations which advertise positions that include detailed equal employment opportunity (EEO) statements — such as those outlined above — are rated as being higher in organizational attractiveness by women (McNab & Johnston, 2002) and underrepresented candidates (Avery, 2003) than those that include only minimal EEO statements. On the other hand, Whites (Avery, 2003) and males (McNab & Johnston, 2002) are either unaffected or ambivalent, respectively, by the length or detailed nature of EEO statements. Some majority members may be repelled by diversity statements, but in the end they are probably undesirable candidates at an institution — like URI — that is committed to diversity precisely because they are intolerant of it (Avery, 2003; Brown et al., 2002).

### Create a performance-enhancing environment for everyone

Women and underrepresented candidates often find themselves alone in fields dominated by males or Whites, i.e. they experience solo status. Solo status, however, diminishes such candidates' performance when they are negatively stereotyped within that particular domain or when their performance is public, such as in an faculty position. Solo status combined with negative stereotypes damages performance far more than either condition by itself. Barring a sudden dissipation of stereotypes, creating a critical mass is a viable solution (Keifer, Sekaquaptewa, & Barczyk, 2006; Thompson & Sekaquaptewa, 2002),

reference.

Determine *marketing venues for the job announcement* such as professional networks, web sites, and publications.

Develop two *information packets*

- One to send to all candidates that includes information about the position and its responsibilities, your department, and campus

resources.

- The other to send only to those selected for an interview. In this packet, include brochures of the University and surrounding community. Provide details about a faculty's typical course-load, expectations about office hours, anticipated class size, and academic level and preparation of students. Include information about URI policies about family leave, dual career, partner assistance, child-care, etc..

### Time to dust off your web-site.

Your departmental web-page is often an initial – and thus important – point of contact with prospective applicants. Research evidence suggests that job seekers prefer organizations that:

- Have easy to read, attractive web pages versus those with less attractive web pages (Zusman & Landis, 2002).
- Through their web site provide specific, detailed, and relevant information both about the posted job and the organization (Zusman & Landis, 2002).
- Try to sell themselves to a potential applicant (via their web site or otherwise) versus trying to screen out unwanted applicants (Williamson, Lepak, & King, 2003).
- Recruit through detailed advertisements that provide sufficient information about the organization and persuade applicants to generate favorable perceptions of what the organization may offer them (Roberson, Collins, & Oreg, 2005).
- Endorse and harbor diversity at all organizational levels – versus displaying tokenism at lower levels – and demonstrate those attitudes in their recruitment websites. Support of diversity increases organizational attractiveness for underrepresented populations while leaving organization perceptions unaffected for White male applicants (Avery, 2003).
- Not only express their desire to harbor diversity but also reveal their motives for doing so (Avery & McKay, 2006).

# Before the Search

**R**eview your own departmental history of searching and hiring, before beginning a new search. You are more likely to diverge from past patterns if you historically contextualize your understanding of factors that may have played a role in recruitment of underrepresented applicants.

## YOU are important

As a member of the search committee, you are creating institutional history. Educate yourself about the context of the history you are creating.

### Reviewing the National Pool

*Identify the national “pools” of qualified candidates for your field as a whole and for subfields in which you are considering hiring. Subfield pools are sometimes quite different from overall pools. The offices of Affirmative Action and ADVANCE can provide some assistance with brainstorming ways to identify subfield pools of qualified applicants.*

Identify any institutions or individuals nationally that are especially successful at producing women and underrepresented doctoral candidates and/or post doctoral candidates in your field or the desired subfield. Be sure to recruit actively from those sources.

### Reviewing Past Departmental Searches

Find out how many underrepresented and women candidates have applied for past positions in your department, as a percentage of the total applicant pool. The offices of Affirmative Action may be able to help you acquire this data.

Find out how many women and underrepresented candidates were brought to campus for interviews in your field in previous searches.

If underrepresented or women candidates were hired in recent searches, *ask the search committees, the department chair, and the candidates themselves how they were successfully recruited.*

### To promote yourself or not??

Women, and possibly underrepresented minorities, who self-promote, though they are seen as more competent, nevertheless incur social attraction and hireability costs (Rudman, 1998). Women who display agentic traits – stereotypically thought of as masculine – are perceived to violate the feminine stereotype of amiability, seen as being socially deficient, and then subsequently penalized by receiving low hireability ratings. Applicants who were perceived to be communal, regardless of sex, were thought to be less competent and thus hireable (Rudman & Glick, 1999). Women and underrepresented minorities thus face a difficult bind: self-promote to appear agentic and increase their chances of being hired, but then later suffer professional costs for not seeming nice or social enough which may impede their promotion and retention. Proactive recruiting that includes personal contacts with potential female or underrepresented candidates could help defray costs those candidates bear which are associated with appearing competent and agentic.

If, in the past, women or underrepresented candidates were offered positions but turned them down, *find out why they rejected your offer*. The offices of Affirmative Action (874-2316) are willing and able to conduct confidential interviews with such candidates to facilitate candid responses. Collect multiple accounts; though they may seem disparate at first, aggregate stories could reveal startling patterns. Particularly, *note insights into subtle departmental practices that may have been inhibitory factors in candidates' decisions*.

*Investigate the current status of underrepresented or*

*women candidates not hired in previous searches.* Where are they now? Was your evaluation of their likely success flawed? Why?

*Have women or underrepresented candidates been offered positions in recent searches?* If not, redefine departmental evaluation systems in ways that take account of underrepresented candidates' strengths. Were the positions defined too narrowly? Then, broaden the position description. Did you rank candidates on a single list? If so, use multiple ranking criteria for future searches.



# During the Search

In order to sustain the momentum you initiated before the search, you will have to engage in some critical activities during the search.

## Develop a diversity reputation

By creating and sustaining a diversity reputation, your department can maintain a competitive edge in attracting talented individuals of all backgrounds (Cox & Blake, 1991). Conversely, if your department gains a poor diversity reputation, it will make it difficult for you to recruit talent, particularly among women and underrepresented faculty (Greening & Turban, 2000; Leonard, 2001).

## Broadening the Pool

As a search committee, your task is to *generate a pool of applicants*, not merely tap it. You are entrusted with the task of conducting a search and not merely opening envelopes. You can accomplish this task easily by doing one or more of the following:

Attend national conferences or meetings and *develop a list of potential future candidates* based on your networking efforts there. Candidates identified in this way may be in any field, not necessarily the one targeted for a particular search.

Create a committee to *generate underrepresented and women candidates for targeted recruitment* outside of subfield-defined searches.

*Invite potential candidates* to informally present their research at URI before you are ready for an active search. Cultivating future candidates is crucial and may require that the search have a longer time horizon than is typical.

Is your department a significant national source of qualified underrepresented candidates? If so, *set aside the traditional restraint against "hiring our own."* Avoid unduly constraining your applicant pool to search for candidates trained elsewhere if you, or related departments at URI, are significant producers of underrepresented candidates.

*Consider candidates from a wide range of institutions.*

Some eminent universities have only recently begun to actively recruit women and underrepresented minorities as students.

Consider the possibility that underrepresented candidates who have excelled at their research in departments ranked below URI may be under-placed and might thrive in URI's research environment.

*Make sure that the committee's system of evaluation does not inadvertently screen out well-qualified applicants from historically Black colleges and universities.*

*Do not outweigh the scholarship of teaching and service with the scholarship of discovery* (e.g., conventional research). Evaluate candidates' merits beyond publishing for other achievements such as teaching excellence, non-academic work experience, and community service. Underrepresented and women candidates often devote more time to community service and mentoring because they have an experiential understanding of the critical role these factors play in the success of historically marginalized groups.

Be careful to *place a suitable value on non-traditional career paths*. Take into account time spent raising children or getting particular kinds of training, unusual undergraduate degrees, and different job experiences. There is considerable evidence that evaluations of men frequently go up when they have such work experience, while evaluations of women with the same kinds of experience go down (Cole, Feild, & Giles, 2004).

### Are diverse applicants attracted by different factors?

More or less, no; what's good for the goose is generally also good for the gander. Applicants — regardless of race and gender — tend to be attracted by the following criteria (in the order presented) (Thomas & Wise, 1999):

1. *Job factors*: Opportunity to use their abilities, challenging and interesting work, and salary.
2. *Organizational factors*: institutional image and reputation, applicant selection procedures, opportunities for rapid advancement, location, training opportunities, job security, and work environment .
3. *Diversity factors*: institutional commitment to managing diversity efforts (i.e. providing an optimal environment that enables every member of the work force to perform to her/his potential), affirmative action policies, and demographic composition of the organization.
4. *Recruiter factors*: how personable and competent a recruiter appears matters more than the recruiter's gender or race.

Underrepresented candidates and women place greater emphasis on diversity factors and see recruiter characteristics as more important than do Whites and males perhaps because the recruiter represents the institution's commitment to valuing diversity.

Women and underrepresented candidates are more likely to be hired when more than one woman or underrepresented candidate is brought in for an interview. *Interviewing multiple underrepresented candidates reduces the saliency of their race, ethnicity, or gender while shifting focus to their qualifications, instead.*

*Rank candidates separately on several different criteria*, rather than using a single aggregate ranking list (see Appendix B).

*Re-open or intensify the search* if the pool of applicants does not include underrepresented or women candidates who will be considered seriously.

*Make personal contacts* with underrepresented and women candidates at professional conferences and invite them to apply.

*Ask faculty and graduate students* to help identify women and underrepresented candidates.

*Contact colleagues at other institutions* to seek nominations of students nearing graduation or others

interested in moving laterally, making sure to request inclusion of underrepresented and women students.

*Place announcements* in newspapers, journals, and publications aimed specifically at women and underrepresented groups.

*Identify suitable underrepresented and women faculty at other institutions*, particularly faculty who may currently be under-placed, and inform them about the job announcement. Call or write to such candidates personally to increase your response rate.

*Contact relevant professional organizations* for rosters listing women and underrepresented candidates receiving PhDs in the field.

### Using Active Recruiting Resources

Most fields have resources—listserv, email groups, etc.—that can aid in identifying qualified underrepresented and women candidates (see Appendix E). Seek these out on your own, or request assistance from Affirmative Action.



## Tokenism can reduce hiring probability, no matter who you are...

Both men and women have a lower probability of being hired when the applicant pool contains fewer applicants from their own sex (van Ommeren, de Vries, Russo, & van Ommeren, 2005).

### Creating the Short List

As you assess applicants, *avoid evaluation biases* that psychological research has identified in both women's and men's judgments of job candidates (see Appendix C and Virginia Valian's link on the ADVANCE website [www.uri.edu/advance](http://www.uri.edu/advance) for more information).

No one facet of a person's identity -- such as race / ethnicity, disability status, body-shape or size, etc. -- exists in isolation; as such, it is unreasonable (and unfair) to evaluate a person on the basis of such non-relevant criteria. Though you may be trying to evaluate candidates fairly, evaluation biases often operate on an unconscious level. They can seriously compromise your decision-making and undermine a candidate's performance during an interview. If not careful, you can make a single aspect of a candidate's identity salient (e.g. race over professional achievements), trigger a series of decision-compromising behaviors in yourself and the candidate, and ultimately unconsciously sabotage your own careful efforts to make a good hire. The only way to avoid such inadvertent mistakes is to educate yourself about the kinds of evaluation biases to which you may be prone and be continually insightful and vigilant about your own or your colleagues' vulnerability to these implicit, decision compromisers. *Avoiding evaluation biases, though not an easy task, is ultimately rewarding, personally and professionally.*

To educate yourself beyond the information in Appendix C, you may want to view the taped lecture by Virginia Valian summarizing this research, and discuss it as a group. Alternatively, your committee could review some of her written work and discuss that. ADVANCE staff can help you obtain this material.

The most important general point about the process of creating the short list is to build in several checkpoints at which you make a considered decision about whether you are satisfied with the pool of candidates you have generated (see Appendix D for sample checklist).

Get *consensus on the multiple criteria that will be used to choose candidates for interviews* (see Appendix B for a sample). Note that different criteria, and differential

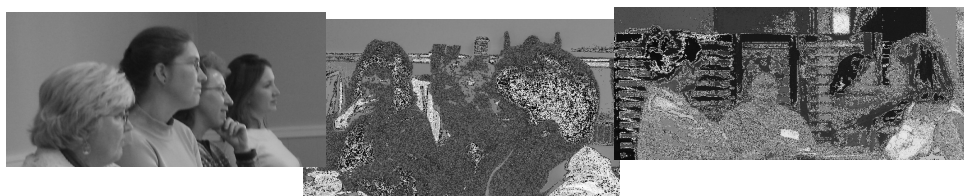
weighting of those criteria, may produce different top candidates. Be sure to consider all criteria that are pertinent to the department's goals (e.g., experience working with a diverse student population might be one). In addition, discuss the relative weighting of the different criteria, and the likelihood that no or few candidates will rate high on all of them.

*Develop a "medium" list from which to generate your short list.* Are there underrepresented or women candidates on it? If not, intensify the search by using active recruiting procedures before moving on. Contact Affirmative Action or ADVANCE for advice or help.

*Create separate short lists ranking people on different criteria*, such as teaching, research potential, and mentoring capacity. Develop your final shortlist by taking the top candidates across different criteria. Evaluate this step before finalizing the list; are evaluation biases affecting your choices (see Appendix C)?

Alternatively, generate a separate "medium" list that ranks the top women and underrepresented candidates if only one or two of them show up on your first medium list. Consider whether evaluation biases (Appendix C) played a role in your committee's judgments by comparing the top underrepresented or women candidates on the new medium list with the original short lists. Create a new short list by drawing the top candidates from both "medium" lists.

*Invite more than one woman or other underrepresented candidate.* Interview evaluations are more likely to be fair when there is more than one woman or underrepresented candidate in the interview pool; it diminishes the saliency of candidates' gender, race / ethnicity, or other non-relevant aspects of their identity. When there is only one woman or other underrepresented candidate, she is far less likely to succeed than candidates who are compared to a mixed-gender or mixed-race pool of candidates, probably because of the heightened salience of her race or gender (Valian, 1999; Van Ommeren, de Vries, Russo, & Van Ommeren, 2005).





# The Campus Visit

The campus visit is an important opportunity for the department to communicate three messages:

1. You are seriously interested in the candidate's scholarly credentials and work.
2. URI is a good place to come because it is intellectually lively.
3. URI has a variety of flexible and family-friendly policies that can aid in balancing work and life.

How these messages get communicated can make a critical difference in recruiting underrepresented and women candidates to departments in which they will be vastly outnumbered.



*Familiarize yourself with the candidates' scholarly work and credentials so you can talk with them about their interests.*

Make it clear that you are interested in the *candidate's scholarship and skills*, rather than his or her demographic characteristics. It is generally not helpful to make a point with candidates that the department is eager to hire women and underrepresented groups.

Consider how the department will *represent the university as a place in which all faculty - including underrepresented groups or women - can thrive*.

Distribute information about potentially relevant policies (dual career, parental leave, modified duties, etc.) to all job candidates, regardless of personal characteristics.

Provide details about diversity initiatives and groups — such as the President's Commission on the Status of Women, ADVANCE, and monthly Women in Science lunches — that can provide institutional networks of sup-

port for the candidate outside the immediate home department.

*Represent the department as a place in which underrepresented and women faculty can thrive.* This may be difficult for departments that currently have few or no women and underrepresented faculty members. Some things that may make the department more attractive to such candidates are:

- Transparency in policies and procedures for evaluation and promotion;
- Mentoring resources for junior faculty in general and underrepresented or women faculty in particular;
- Developing practices in evaluation and annual reporting that value mentoring of women and underrepresented faculty and students;
- Weighting evaluation criteria such that community service and mentoring are valued as much as research.

## Did you know....

Regardless of gender, workers from younger generations are becoming increasingly more dual-centric (i.e. weighing family & work equally) or family-centric. Dual-centric employees tend to advance farther in their careers than others, so there may be benefits to having more than one focus in life (Bond, Thompson, Galinsky, & Prottas, 2003).

## Judging a book by its cover may be an easy strategy but not necessarily a good one

Research indicates that recruiters and interviewers may inaccurately rely on impressionistic (physical appearance, hand-gestures, etc.) rather than concrete information (such as academic achievement or past experience) in making hiring recommendations, often to the detriment of women (Goldberg & Cohen, 2004; Kinicki & Lockwood, 1985; Murphy, Hall, & LeBeau, 2001). Furthermore, as innocuous as impressionistic non-verbal skills may seem, having them bodes better for men than for women (Goldberg & Cohen, 2004). Males with high ratings on non-verbal skills (such as manner of dress and appearance of seeming confident, professional, and pleasant) received higher overall interview assessments than did women with similarly high ratings on the same skills, regardless of ratings on concrete skills. It would seem that looks, after all, can be deceiving. Are you surprised?

- An explicit plan to promote gender and race equity within the department that is supported by a department mission statement, both of which are easily accessible on a departmental website.

*Focus on the candidate's ability to perform the essential functions of the job* and avoid making assumptions based on perceived race, gender, ethnic background, religion, marital or familial status, age, disability, sexual orientation, or veteran status.

*Create opportunities for the candidate to meet with other faculty or community members*, outside the search committee, who can provide relevant information to candidates who are women or members of underrepresented groups. Be sure to offer information and access to faculty who might represent opportunities for interdisciplinary collaboration. These meetings can provide an opportunity to ask sensitive questions. For example, underrepresented or women scientists could have lunch with small groups of underrepresented or women scientists to get advice about negotiating, etc.

*Avoid leaving candidates alone with faculty who may be hostile to hiring underrepresented and women candidates.* If a candidate is confronted with racist or sexist remarks, take positive and assertive steps to defuse the situation. Be sure there is a practice in place in the department for dealing with the expression of racist or sexist attitudes, and that the candidate is made aware of it, if the situation arises.

*Introduce women and underrepresented members of the department to all candidates.* Selective introductions can only highlight candidates' and department members' "token" status.

## Interviewing

*Schedule interviews and events with consistency.* Allow

equal time for each candidate to interview and meet with the same personnel whenever possible. Treat internal candidates with the same consistency. If you recruit from among alumni, be sure to consider the fact that those non-alumni who did not have a "head start" which comes from knowing people on campus may need to spend more time here in order to receive equitable consideration.

Remember *it is illegal to ask candidates about their personal and family status* (see Appendix F). They may volunteer this information but do not "fish around" for it, instead proactively offer family-friendly information about URI.

*Give the candidate a chance to interact with the department's faculty in multiple venues.* Formal talks may not reveal every candidate's strengths. Consider including Q & A sessions, "chalk talks," and other less formal interactions.

*Use a set of common questions with all candidates* to allow fair comparative evaluations and ensure that crucial information related to the position is obtained. Although we do not set out to discriminate, many of us are reared to expect different things from different groups of people (e.g. women are expected to be better teachers and men better researchers). A predetermined set of common questions can provide a counter-balance to evaluation biases.

*Be equally enthusiastic with all candidates.* Showing less enthusiasm, even in very subtle ways, can elicit self-sabotaging behavior in candidates (see Appendix C).

*Set up time when the candidate can meet with similar others to ask questions.* For example, arrange a lunch for an underrepresented or woman candidate through the ADVANCE office with other underrepresented or women scientists not on the search committee.

# Negotiating Contracts

**T**he manner in which contract negotiations are conducted can have a huge impact not only on the immediate hiring outcome, but also on a new hire's future career.

## Can women negotiate as well as men? The role of stereotypes in contract negotiations.

Stereotype activation leads to a male advantage and a female disadvantage in contract negotiations. Women perform better in mixed-gender negotiations when stereotypically feminine traits are linked to successful negotiation, but not when gender-neutral or masculine traits are linked to negotiation success, perhaps because the latter induces self-doubt in women. Interestingly, women outperform men in mixed-gender negotiations when stereotypically masculine traits are linked to poor negotiation performance. However, the reverse is true when the stereotype expectations are also reversed. Who controls stereotype expectations and goals during negotiations? You guessed it... the negotiator does! (Kray, Galinsky, & Thompson, 2002).

*Honesty and openness in contract negotiations* will lead to candidates feeling greater satisfaction in their positions and more committed to staying at URI than those who feel that a department has deliberately withheld information, resources, or opportunities from them.

*Initial equity, in both the negotiated conditions and the department's follow-through* on the commitments it makes, is likely to be an important factor in faculty retention and recruitment.

Underrepresented and women candidates may have received less mentoring at previous career stages than their counterparts, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. To ensure equity, *provide all candidates with a complete list of potentially negotiable items*, such as:

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

*Appoint an advocate or mentor to help candidates throughout the negotiation process* and help him or her to secure the best possible package. Arrange an informal meeting, perhaps over lunch, between the new



hire and her/his advocate to help initiate the dialogue between them.

*Require that all negotiated items, along with a timeline for their provision, be clearly included in the offer letter.* This minor procedural transparency will not only communicate to the candidate that you are sincere and forthright, but will also help avoid any future misunderstandings.

If a candidate has a partner who will need placement help, try to *help arrange interviews or other opportunities for the partner* as early in the hiring process as possible. Be familiar with URI resources to support these efforts.

*Provide clear, detailed information about mentoring practices as well as all crucial review criteria and milestones* such as annual reviews, third year reviews, tenure reviews, and post-tenure promotion reviews.

### **Negotiating well pays off for you and your new hire**

Negotiating with compassion — despite disparity in roles of employer-employee and regardless of either party's mood — results in willingness in both parties to collaborate and work cooperatively in future endeavors. Acrimonious and hostile negotiations, on the other hand, result in lack of trust and resistance for future cooperation. Additionally, compassionate negotiations allow both parties to consider each other's best interests instead of being self-centered. Employers, because they hold greater power in the negotiating process can define the tone of negotiations by being compassionate towards their new hire (Allred, Mallozzi, Matsui, & Raia, 1997). Transparency and advocacy in the negotiation process can not only help you set the tone, but also ameliorate any anxiety that could lead to undue hostility during contract negotiations.

# Evaluating the Search

If the department hires a woman and/or underrepresented candidate, consider the factors that may have enabled it to do so and *keep a record of good practices and successful searches for future reference.*

ADVANCE provided us with a mechanism for offering high profile positions that have attracted outstanding faculty to our college. Although ADVANCE was only able to give us one position, we used the ADVANCE template and other resources to turn this into four positions, with a profoundly positive impact on our academic environment at the Graduate School.

- David Farmer,  
Dean, Graduate School of Oceanography

If the applicant pool was not as large, as qualified, or as diverse as was anticipated, consider:

- 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?
- Were there criteria for this position that were consistently not met by women or candidates of color?
- If a candidate was offered an interview or a position, why did s/he decline your offer?

If women and/or underrepresented candidates were offered positions that they chose not to accept, what reasons did they offer “officially”? It is important to consider that candidates may not reveal some of the factors that contributed to their decision to not accept an offer. If you would like someone outside your department to help with a confidential interview of such candidate(s), please contact the offices of Affirmative Action or ADVANCE for help. Consider as many factors as you can identify. Are there things that the department could do to make it more attractive to such candidates in the future? Be sure that any analysis and insight is shared with departmental decision-makers and is part of the process of initiating future searches.

## Solo-status & Job Satisfaction

Underrepresented groups, members of stigmatized groups, or women who are in positions of solo-status in their departments may feel more distinctive and less satisfied with their jobs. Indeed, the “spotlight” feeling may mediate job satisfaction (Niemann & Dovidio, 1998).

*What can you do to enhance job satisfaction for all faculty in your department?*

# Settling In

**T**he search committee's job is not done when the candidate arrives at the school. The candidate will need to settle in Rhode Island, a process that can be significantly facilitated with critical support from the search committee.

## Retention plans: A starting point...

Mentoring can be an effective strategy in improving retention of underrepresented faculty (Girves, Zepeda, & Gwathmey, 2005). Furthermore, the benefits of mentoring are reciprocal and benefit the institution as well by cultivating a sense of institutional ownership and belonging in the mentee. (Schrodt, Cawyer, & Sanders, 2003).

*All URI colleges should have a mentoring program in place. To help facilitate that, ADVANCE (874-9422) has compiled a faculty mentoring handbook for you.*

*Offer to recommend realtors, physicians, etc., to the newly arrived faculty member.* If an underrepresented candidate is hired, make an effort to find professionals who have a track record of serving minorities well. See a sample list of recommendations on our website [www.uri.edu/wlfc](http://www.uri.edu/wlfc). Some additional community resources are also available on the following URI website: <http://www.uri.edu/home/faculty/>

Assign at least two mentors who can *introduce the candidate to people in the greater URI community*. Social, professional, and recreational hobbies are all important aspects to consider in matching mentors to a candidate. Refer to the "Mentor Training" tab under the "Faculty Development" link on the ADVANCE website: [www.uri.edu/advance](http://www.uri.edu/advance).

*Support the candidate in processing all paperwork to secure start-up funds, laboratory space, and equipment.*

*Make sure that conditions and agreements in the start-up package are adhered to and on the schedule provided.*

One of the most frequently cited complaints of new underrepresented faculty members is isolation. Ensure that initial social and professional networking opportunities are put in place.

Ensure that settling-in responsibilities of the search committee are fully transitioned to active mentors. This is the time when items needing continued attention can fall through the cracks.

Data analysis from focus groups conducted with faculty at URI by ADVANCE in 2004 resulted in the following 4 factors that are thought to significantly contribute to the success of women faculty. It is clear that these same factors apply to any new faculty member (see Appendix G).

- Creating opportunities for collaboration
- Enhancing competency through mentoring
- Providing resources for doing research
- Generating support through community

See additional tips for recruitment and retention in Appendix H.





# Annotated Bibliography

- Allred, K. G., Mallozzi, J. S., Matsui, F., & Raia, C. P. (1997). The influence of anger and compassion on negotiation performance. *Organizational behavior and human decision processes*, 70(3), 175-187.
- American Association for Employment in Education (2006). *Job Search Handbook for Educators, 2006*. Columbus, OH: Author.
- Avery, D. (2003). Reactions to diversity in recruitment advertising – are differences black and white? *Journal of applied psychology*, 88(4), 672-679.
- Avery, D. R., & McKay, P. F. (2006). Target practice: An organizational impression management approach to attracting minority and female job applicants. *Personnel Psychology*, 59(1), 157–187.
- Bensimon, E.M., Ward, K., & Sanders, K. (2000). *Creating Mentoring Relationships and Fostering Collegiality*. 113-137. Bolton, MA: Anker Publishing. Discusses the department chairs' role in developing new faculty into teachers and scholars.
- Blank, R. & Slipp, S. (1994). *Voices of diversity: Real people talk about problems and solutions in a workplace where everyone is not alike*. New York: American Management Association.
- Bond, J. T., Thompson, C., Galinsky, E., & Prottas, D. (2003). *Generation and gender in the workplace*. New York: American Business Administration.
- Brigham Young University (2006, June 23). *Guidelines for legal interviews*. Retrieved January 18, 2007 from Brigham Young University Web site: <http://www.byu.edu/hr/employ/hiring/InterviewGuidelines.htm>
- Brown, D. J., Cober, R. T., Keeping, L. M., & Levy, P. E. (2002, April). *Racial tolerance and reactions to diversity information in job advertisements*. Paper presented at the 17th Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Canada.
- Caplan, P. J., & Caplan, J. B. (1999). *Thinking critically about research on sex and gender* (2<sup>nd</sup> ed.). New York, New York: Addison Wesley Longman, Inc.
- Cole, M. S., Field, H. S., & Giles, W. F. (2004). Interaction of recruiter and applicant gender in resume evaluation: A field study. *Sex Roles*, 51(9-10), 597-608.
- Cox, T. H., Jr. & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Executive*, 5(3), 45-56.
- Etzkowitz, H., Kemelgor, C., & Uzzi, B. (2000). *Athena unbound: The advancement of women in science and technology*. Cambridge, MA: Cambridge University Press.
- Explores the ways in which the lack of critical mass for women in science disadvantages them when it comes to the kinds of networking that promotes collaboration and general flow of information needed to foster the best possible research.
- Davis, D. W., & Silver, B. D. (2003). Stereotype threat and race of interviewer effects in a survey on political knowledge. *American Journal of Political Science*, 47 (1), 33-45.
- Georgi, H. (2000). Is There an Unconscious Discrimination Against Women in Science? *APS News Online*. College Park, Maryland: American Physical Society.
- An examination of the ways in which norms about what good scientists should be like are not neutral but masculine and work to disadvantage women.
- Girves, J. E., Zepeda, Y., & Gwathmey, J. K. (2005). Mentoring in a post-affirmative action world. *Journal of Social Issues*, 61(3), 449–479.
- Goldberg, C. & Cohen, D. J. (2004). Walking the walk and talking the talk: Gender differences in the impact of interviewing skills on applicant assessments. *Group & Organization Management*, 29(3), 369–384.
- Goldberg, C. B. (2005). Relational demography and similarity attraction in interview assessments and subsequent offer decisions: Are we missing something? *Group & Organization Management*, 30(6), 597-624.
- Greening, D. W., & Turban, D. B. (2000). Corporate social performance as a competitive advantage in attractive a quality workforce. *Business & Society*, 39, 254-280.
- Hopkins, N., Bailyn, L., Gibson, L., & Hammonds, E.

- (2002). *An Overview of Reports from the Schools of Architecture and Planning; Engineering; Humanities, Arts, and Social Sciences; and the Sloan School of Management*. Retrieved March 8, 2006 from Massachusetts Institute of Technology, Faculty Resources Web site: <http://web.mit.edu/faculty/reports/overview.html>
- Hurtado, S. (2001). Linking diversity and educational purpose: How diversity affects the classroom environment and student development. In Orfield, G. Ed. *Diversity challenged: Evidence on the impact of affirmative action*. Cambridge, MA: Harvard Education Publishing Group.
- Kaiser, C. (2001). Reacting to impending discrimination: Compensation for prejudice and attributions to discrimination. *Personality and Social Psychology Bulletin*, 27(10), 1357-1367.
- Kiefer, A., Sekaquaptewa, D., & Barczyk, A. (2006). When appearance concerns make women look bad: Solo status and body image concerns diminish women's academic performance. *Journal of Experimental Social Psychology*, 42(1), 78-86.
- Kinicki, A. J., & Lockwood, C. A. (1985). The interview process: An examination of factors recruiters use in evaluating job applicants. *Journal of Vocational Behavior*, 26(2), 117-125.
- Kray, L. J., Galinsky, A. D., & Thompson, L. (2002). Reversing the gender gap in negotiations: An exploration of stereotype regeneration. *Organizational Behavior and Human Decision Processes*, 87(2), 386-409.
- Leonard, B. (2001). Diverse workforce tends to attract more female and minority job applicants. *HR Magazine*, 46(4), 27.
- Long, J. S. (Ed.). (2001). *From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientists and Engineers*. Washington, DC: National Academy Press.
- The excerpt titled, "Executive summary" (pp. 1-8) provides an overview of differences in the science careers of men and women.
- Martell, R. F., Lane, D. M., & Emrich, C. (1996). Male-female differences: A computer simulation. *American Psychologist*, 51, 157-158.
- Massachusetts Institute of Technology, Office of the Provost (2002). *Massachusetts Institute of Technology faculty search committee handbook*. Retrieved April 1, 2006 from MIT, Office of Provost Web site: [http://mit.edu/provost/reports/Search\\_Comm.Handbookt8.pdf](http://mit.edu/provost/reports/Search_Comm.Handbookt8.pdf)
- McNab, S. M., & Johnston, L. (2002). The impact of Equal Employment Opportunity statements in job advertisements on applicants' perceptions of organizations. *Australian Journal of Psychology*, 54 (2), 105-109.
- McNeil, L., & Sher, M. (1999). "The Dual-Career-Couple Problem." *Physics Today*. College Park, MD: American Institute of Physics.
- Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the "two-body problem" when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.
- McNeil, L., & Sher, M. (n.d.). *Dual-science-career couples: Survey results*. Retrieved May 10, 2006 from College of William & Mary, Department of Physics Web site: <http://www.physics.wm.edu/~sher/survey.pdf>
- Reviews results from a 1998 survey conducted over the World Wide Web which addresses the "two-body problem," i.e. the difficulty of finding two professional jobs in the same geographic location. Describes ways in which the two-body problem manifests itself and offers institutional and individual solutions.
- Mickelson, R. A., & Oliver, M. L. (1991). *The Racial Crisis in American Higher Education*. New York, NY: C. Kerr, State University of New York Press.
- The chapter titled, "Making the short list: Black faculty candidates and the recruitment process" examines issues involved in recruitment of racial minorities to faculty positions, especially issues associated with the prestige of training institutions.
- Murphy, N. A., Hall, J. A., & LeBeau, L. S. (2001). Who's smart? Beliefs about the expression of intelligence in social behavior. *Representative Research in Social Psychology*, 25, 34-42.
- National Science Foundation (April, 2005). *ADVANCE: Increasing the participation and advancement of women in academic science and engineering careers*. Retrieved May 11, 2006 from National Science Foundation Web site: [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5383&org=NSF](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5383&org=NSF)
- Neimann, Y. F., & Dovidio, J. F. (1998). Relationship of solo status, academic rank, and perceived distinctiveness to job satisfaction of racial/ethnic minorities. *Journal of Applied Psychology*, 83(1), 55-71.
- Penn State University, Affirmative Action Office: Diversity Education Services (n.d.). *Guidelines for recruiting a diverse workforce*. Retrieved May 10, 2006 from Penn State University AAO Web site: <http://www.psu.edu/dept/aaoffice/pdf/guidelines.pdf>
- Roberson, Q. M., Collins, C. J., & Oreg, S., (2005). The effects of recruitment message specificity on applicant attraction to organizations. *Journal of business and*



- psychology, 19(3), 319-339.
- Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupil's intellectual development*. New York, NY: Holt, Rinehart & Winston.
- Rudman, L. A. (1998). Self-promotion as a risk factor for women: The costs and benefits of counterstereotypical impression management. *Journal of Personality and Social Psychology*, 74(3), 629–645.
- Rudman, L. A., & Glick, P. (1999). Feminized management and backlash toward agentic women: The hidden costs to women of a kinder, gentler image of middle managers. *Journal of Personality and Social Psychology*, 77(5), 1004–1010.
- Sacco, J. M., Scheu, C. R., Ryan, A. M., & Schmitt, N. (2003). An investigation of race and sex similarity effects in interviews: A multilevel approach to relational demography. *Journal of Applied Psychology*, 88(5), 852-865.
- Sagaria, M. A. D. (2002). An exploratory model of filtering in administrative searches: Toward counter-hegemonic discourses. *The Journal of Higher Education* 73(6), 677-710.
- Describes administrator search processes at a predominantly White university in order to explore whether searches may be a cause for the limited success in diversifying administrative groups.
- Schrodt, P., Cawyer, C. S., & Sanders, R. (2003). An examination of academic mentoring behaviors and new faculty members' satisfaction with socialization and tenure and promotion processes. *Communication Education*, 52(1), 17–29.
- Smith, D. (2000). How to diversify the faculty. *Academe*, 86(5). Retrieved February 10, 2006, from <http://www.physics.wm.edu/~sher/survey.pdf>
- Enumeration of hiring practices that may disadvantage minority candidates and strategies that might level the playing field.
- Smith, D. G., Wolf, L. E., & Busenberg, B. (1996). *Achieving faculty diversity: Debunking the myths. A research report of a national study*. Washington, DC: Association of American Colleges and University.
- Smith, D. G., Wolf Wendel, L., & Levitan, T. (1996). *Achieving Faculty Diversity: Debunking the Myths*. Washington, DC: Association of American Colleges and Universities.
- Steinpreis, R. E., Anders, K. A., & Ritzke, D. (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles*, 41(7/8), 509-528.
- A study demonstrating the operation of gender bias in the evaluation of job applicants and tenure candidates.
- The National Academies (2007). *Beyond bias and barriers: Fulfilling the potential of women in academic science and engineering*. Washington, DC: Author.
- Thomas, K. M., & Wise, P. G. (1999). Organizational attractiveness and individual differences: Are diverse applicants attracted by different factors? *Journal of Business and Psychology*, 13(3), 375-390.
- Thompson, M. & Sekaquaptewa, D. (2002). When being different is detrimental: Solo status and the performance of women and racial minorities. *Analyses of Social Issues and Public Policy (ASAP)*, 2(1), 183–203.
- Trix, F., & Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society*, 14(2), 191-220.
- Letters of recommendation for successful female and male medical faculty showed differences in terms used to describe them and in the length of letters. Letters for females were shorter than those for males; included more phrases expressing doubts; were more likely to include only minimal information;
- Turner, C. S. V. (2002). *Diversifying the Faculty: A Guidebook for Search Committees*. Washington, DC: American Association of Colleges and Universities.
- Informed the growing research literature on racial and ethnic diversity in the faculty, this guidebook offers specific recommendations to faculty search committees with the primary goal of helping structure and execute successful search for underrepresented faculty.
- Uhlmann, E. L., & Cohen, J. L. (2005). Constructed criteria: Redefining merit to justify discrimination. *Psychological Science*, 16(6), 474–480.
- University of Minnesota, Office of Human Resources. (2000, October). *Recruiting a diverse, qualified pool of applicants*. Retrieved May 1, 2006, from University of Minnesota OHR Web site: <http://www1.umn.edu/ohr/toolkit/hiring/academic/guidelines/>
- University of Michigan, The National Science Foundation ADVANCE Project at the University of Michigan. (2004, November). *Faculty recruitment handbook: NSF at the University of Michigan, Academic Year 2004-2005*. Retrieved November 22, 2004, from University of Michigan, ADVANCE Web site: [http://sitemaker.umich.edu/advance/reports\\_publications\\_and\\_grant\\_proposals](http://sitemaker.umich.edu/advance/reports_publications_and_grant_proposals)
- University of Rhode Island, College of Engineering: Diversity. (2000, December). *Guidelines for Recruiting and Hiring Underrepresented Groups*

*College of Engineering, Diversity Committee.*  
Retrieved January, 30, 2006, from University of Rhode Island, COE Web site: <http://www.egr.uri.edu/diversity/recruit.htm>

University of Washington, Equal Opportunity Office. (2004, September). *Faculty recruitment toolkit*. Retrieved August, 29, 2005, from University of Washington, EOO Web site: [http://www.washington.edu/admin/eoo/forms/ftk\\_01.html#eval](http://www.washington.edu/admin/eoo/forms/ftk_01.html#eval)

Valian, V. (1999). *Why So Slow? The Advancement of Women*. Cambridge, MA: MIT Press. In chapters 1 and 7 of this book, Valian presents research which demonstrates that men and women who do the same things are evaluated differently, with both men and women rating women's performances lower than men's, even when they are objectively identical.

van Ommeren, J., de Vries, R. E., Russo, G., & van Ommeren, M. (2005). Context in selection of men and women in hiring decisions: Gender composition of the applicant pool. *Psychological Reports*, 96(2), 349–360.

Wenneras, C., & Wold, A. (1997). Nepotism and sexism in peer-review. *Nature*, 387, 341-343.

This Swedish study found that female applicants for postdoctoral fellowships from the Swedish Medical Research Council had to be 2.5 times more productive than their male counterparts in order to receive the same "competence" ratings from reviewers.

Willaimson, I. O., Lepak, D. P., & King, J. (2003). The effect of company recruitment web site orientation on individuals' perceptions of organizational attractiveness. *Journal of Vocational Behavior*, 63, 242-263.

Wolf Wendel, L. E., & Twombly, S. B. et al. (2000). Dual-career couples: Keeping them together. *The Journal of Higher Education* 71(3), 291-321.

Addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-to-day needs of running a household which, in many cases, includes caring for children or elderly parents.

Yoder, J. (2002). 2001 Division 35 Presidential address: Context matters: Understanding tokenism processes and their impact on women's work. *Psychology of Women Quarterly*, 26, 1-8.

Research on tokenism processes is reviewed and coalesces around gender constructs. Reducing negative tokenism outcomes, most notably unfavorable social atmosphere and disrupted collegueship, can be done effectively only by taking gender status and stereotyping into consideration. These findings have applied implications for women's full inclusion in male-dominated occupations.

Zusman, R. R., & Landis, R. S. (2002). Applicant preference for web-based versus traditional job postings. *Computers in human behavior*, 18, 285-296.



# Appendices

The fact that some assertion has been accepted as truth does not mean that it is inevitably and forever right. The only way we can make efficient progress is by always questioning the truth of those claims and evaluating both the good and the harm that they might do.

- Paula & Jeremy Caplan (1999)

## Sample Position Descriptions\*

Quality	Position Description
Not so Good...	<p><b>BASIC FUNCTION:</b> Teach undergraduate &amp; graduate level courses. Conduct research in mathematics.</p> <p><b>QUALIFICATIONS:</b> Required: Ph.D. in psychology by July 2006; a research specialty in cognitive or cognitive behavioral, applied perceptual, or sensory perceptual, &amp; an ongoing research program and sustained record of high quality publications commensurate with experience; evidence of excellence in teaching undergraduates; demonstrated excellent English communication skills.</p> <p>An Affirmative Action/Equal Opportunity Employer</p>
Better...	<p><b>BASIC FUNCTION:</b> Teach graduate/undergraduate courses, supervise applied training, direct thesis/dissertation students, conduct scholarly research, advise students, and engage in service/outreach.</p> <p><b>QUALIFICATIONS:</b> <u>Required:</u> A doctorate from an APA-accredited program in school psychology or related field by time of appointment, with eligibility for licensure as a psychologist and certification as a school psychologist in Your State; evidence of research ability in area relevant to school psychology; graduate and undergraduate teaching and clinical-supervision ability; applied practice experience. Preference given to applicants with expertise and interest in supervision of clinical/applied training, or social-emotional, behavioral, and/or psychoeducational assessment, or prevention/intervention with children and adolescents, and either a record of scholarly publications or postdoctoral experience relevant to school psychology.</p> <p>An Affirmative Action/Equal Opportunity Employer.</p>
Best...	<p>We seek one or two candidates who are excited about teaching in an interdisciplinary program and are engaged in community-based action research. We are particularly interested in candidates whose work focuses on one or more of the following areas: the ecology of child development, mental or sexual health and culture, behavioral disorders and social control, social justice, organizational and institutional change, and/or evaluation of interventions. Two years of teaching experience and a PhD in Psychology or a related field are desirable.</p> <p>Our university houses innovative undergraduate and graduate programs, is part of a growing campus located X miles from Big City on the Direction Side of National Landmark, and has access to the research &amp; funding resources of three affiliated campuses. Our university stresses links between diverse fields of inquiry &amp; values civic engagement, public scholarship, &amp; experiential learning. New faculty members will teach &amp; participate in the evolution of our interdisciplinary program, contributing to a new undergraduate concentration, an interdisciplinary Master's Program in Policy Studies, &amp;/or a planned community-based MA in Cultural Studies.</p> <p>Successful candidates will join a thriving &amp; engaged faculty working on issues related to the following areas: ethnographic methods, cultural &amp; multicultural studies, policy studies, community arts, media, economics, labor, disability, human rights, ethics, &amp; sustainability. Related program areas outside of ours include Business, Nursing, &amp; Education.</p> <p>Candidates should have a demonstrated commitment to pedagogical innovation &amp; be prepared to teach an upper-division core course that introduces students to interdisciplinary inquiry. We are</p>

\* Adapted from position descriptions posted on the Employment websites of URI and the University of Washington

---

currently an upper-division & graduate campus, but will be expanding into the lower-division by Fall 2006. The standard teaching load is 6 courses over 3 quarters. Salary is commensurate with qualifications & experience.

We hope to attract applicants who can teach in a diverse University community & have demonstrated ability in helping students from diverse backgrounds succeed. We are committed to building a multicultural work force & strongly encourage women, racial/ethnic/gender minorities, persons with disabilities, & covered veterans to apply. The University of Our Town is an Equal Opportunity/Affirmative Action employer.

---

# Candidate Rating Form\*

Applicant's Name

Rater's  
Name

	Yes	No	Question / Comment
Assistant Professor?	<input type="radio"/>	<input type="radio"/>	
Ph.D. in Department / related area-- required by (insert date, if appropriate)	<input type="radio"/>	<input type="radio"/>	
Meets departmental preference for area of specialty?	<input type="radio"/>	<input type="radio"/>	
<b>Materials</b>	<b>Comments</b>		
CV			
Statement of teaching interests			
Supporting documentation / teaching exper- tise			
Statement of research interests			
Reprints / preprints			
Three letters of recommendation			

\* Based on a sample graciously provided by the Psychology Department at URI.

<i>Does the candidate demonstrate:</i>	Amount of Demonstrated Evidence				
	<i>None</i>	<i>Poor</i>	<i>Some</i>	<i>Good</i>	<i>Great</i>
Ability to develop a superior program of research	1	2	3	4	5
Ability to obtain external funding	1	2	3	4	5
Excellence in teaching or mentoring underrepresented populations	1	2	3	4	5
Excellence in teaching --Undergraduate	1	2	3	4	5
Excellence in teaching --Graduate	1	2	3	4	5
Strong commitment to teaching methods & statistics	1	2	3	4	5
Participation in thesis and dissertation supervision	1	2	3	4	5
<i>Preferred:</i> Research interests and willingness to collaborate in focus areas (Health psychology, multicultural and gender studies, neuropsychology, & child and family studies)	1	2	3	4	5
<i>Preferred:</i> Quantitative areas of expertise (Logistic regression, HLM, item response theory, exploratory data analysis, multivariate methods, and/or latent growth curve modeling)	1	2	3	4	5

**Additional Comments:**

---



---



---



---

Interview Candidate? ☐ Yes ☐ No

## Psychological Processes that can Impact Interview Performance & Evaluation

### Gender Schemas

Implicit, unconscious, socialized ideas about what roles and behaviors are appropriate for a given person based on their gender (or minority status). Gender schemas may produce overvaluation of men and undervaluation of women (or underrepresented groups). As a result of numerous small overvaluations, men accrue advantages quickly. On the flip side, as a result of several seemingly insignificant undervaluations, women (or underrepresented groups) are unfairly penalized. For example, Martell, Lane, and Emrich's (1996) model of gender disparities in performance evaluations assumed a tiny bias in favor of men, which initially accounted for only 1% of variance in promotion. After many iterations, the model produced top level ranks in institutions which were 65% male.

### Stereotype Threat

An external threat to an interviewee's performance if s/he is confronted with the possibility of being viewed through the lens of a negative stereotype. Seemingly innocuous stimuli, such as asking a candidate's gender or race on a questionnaire, can unconsciously trigger this threat to performance. Paradoxically, the most achievement-oriented individuals, who are also the most skilled, motivated, and confident, are also the most impaired by this external threat, perhaps because they care so much about their performance that their actions are disrupted by the prospect of being perceived as conforming to negative stereotypes. For example, Davis and Silver (2003) found that the race of the interviewer affected the accuracy of African-American students' responses to questions about political knowledge; they got more answers right when interviewed by an African-American than by a White interviewer.

### Confirmation Bias

This refers to a type of selective thinking whereby we tend to notice, look for, and give more weight to information that confirms what we already believe and ignore disconfirming evidence. This myopic attention to selective information is particularly pernicious when our beliefs are founded in unsupported prejudices. Interestingly, this bias affects not only what we pay attention to in the present moment, but also the information we retrieve from memory at a later time. For example, if Davis and Silver (2003), in the above example had believed in the stereotyped cognitive underperformance of African-American students and compared them to White students while using White interviewers across both samples, they would have likely found evidence to confirm their stereotyped beliefs. However, they engaged in disconfirming thinking and designed a study that demonstrated the role of interviewer's race in performance.

### Self-fulfilling Prophecy

The phenomenon of causing something to happen merely by believing it will occur, regardless of whether the actor or the spectator holds the belief. This may sabotage an interviewee's performance who may be unsure about her / his ability to perform well in a non-traditional area. A classic experiment in 1968 (Rosenthal & Jacobson) demonstrated that merely by leading teachers to believe that certain (average-performing) students were brighter than the rest of class, those students' performance on achievement tests could be substantially enhanced.

### Bias Avoidance

Avoiding certain behaviors for fear of negative evaluations or other consequences. For example, in order to avoid discriminatory evaluations, interviewees may avoid asking important questions or presenting information, such as questions about family leave policies, etc. Or, new hires may avoid taking leave to care for a family member in order to avoid being thought of as uncommitted to their work.



---



### **Fundamental Attribution Error**

When trying to understand and explain what happens in social situations, we tend to view behavior as especially significant. We have a tendency to explain other people's behavior in terms of internal dispositions, such as personality traits, abilities, motives, etc. as opposed to using external situational factors. For example, if during an interview a candidate seems to fumble, we tend to attribute their blunder to personal characteristics, thereby committing the fundamental attribution error. Interestingly, if we had made the same mistake, we would have used situational attributions — such as “the high-pressure atmosphere during the interview” to explain our behavior. This error, though common, prevents a balanced assessment of the situation where factors like gender schemas, stereotype threat, and confirmation bias may have played a bigger role in determining a candidate's behavior than her or his personal characteristics.

---

## At a Glance: A Few Tips for Hiring Underrepresented Candidates

- ✓ Diversify the search committee. Members should represent a variety of backgrounds, and include women and underrepresented faculty. At least one committee member should attend the URI Affirmative Action workshop.
- ✓ Generate a search pool, don't just tap it. Use creative recruiting methods to generate a search pool which represents the diversity available amongst STEM scholars.
- ✓ Reduce salience of gender or race/ethnicity. 25 - 30% of the candidate pool should be composed of underrepresented groups; otherwise candidates' gender / racial characteristics become more salient than qualifications.
- ✓ Build personal networks with women and underrepresented groups during conferences so that during a search you can invite applications from those whose areas of interest match the position description. When extending such invitations, use personalized letters of phone-calls; they have a higher return rate than impersonal form letters.
- ✓ Remember that a commitment to diversify curricula and scholarship also include a commitment to diversify the faculty.
- ✓ Information about work-family policies must be proactively presented - people will often not ask (see *bias avoidance* in Appendix C).
- ✓ Provide candidates with the opportunity to speak with others in related academic departments outside the search committee. Also provide all candidates the opportunity to speak with members of URI groups such as ADVANCE, Faculty of Color, the Multicultural Center, Affirmative Action, etc. Make sure all candidates get such opportunities, not just underrepresented or women candidates.
- ✓ Use wider/multiple criteria to gauge excellence. Those with different backgrounds, non-traditional career paths, etc. may offer different strengths not traditionally valued. Be aware that psychological biases may lead you to judge the same qualifications and experiences differently depending on the candidate's race/ethnicity or gender.
- ✓ Build in formal checkpoints. Regularly through the search process, check to ensure against evaluation biases.
- ✓ After hiring an underrepresented candidate, avoid overburdening her with multiple committees or student advising. Though the burden of preparing for new classes while beginning a new research program is challenging for anyone, women and underrepresented faculty -- precisely because of their scarcity on university campuses -- often find themselves overly inundated with committee assignments and student advising.

## Resources for Broadening the Applicant Pool

The following Web sites provide information on programs, both regional and national, that seek to increase underrepresented and women candidates in faculty positions at colleges and universities.

<i>Black Graduate Engineering and Science Students of Berkeley</i>	The <i>Black Graduate Engineering and Science Students of Berkeley</i> helps to recruit and mentor African American graduate students in engineering and the sciences. <a href="http://bgess.berkeley.edu/">http://bgess.berkeley.edu/</a>
<i>Association for Women in Science</i>	<i>Association for Women in Science</i> maintains a job listings page: <a href="http://www.awis.org">http://www.awis.org</a>
<i>Women in Science &amp; Engineering</i>	The <i>WISE Directories</i> publishes free annual listings of underrepresented and women Ph.D. recipients, fully searchable by discipline. <a href="http://www.cic.uiuc.edu/groups/CIC/archive/ResourceList/CICDirectories.shtml">http://www.cic.uiuc.edu/groups/CIC/archive/ResourceList/CICDirectories.shtml</a>
<i>Minority and Women Doctoral Directory</i>	<i>The Minority and Women Doctoral Directory</i> provides up-to-date information on recent and prospective candidates for Doctoral or Master's degrees from one of approximately two hundred major research universities in the United States. The most recent edition of the directory lists about "4,500 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities." The directories are available for purchase online at: <a href="http://www.mwdd.com/index.asp">http://www.mwdd.com/index.asp</a>
<i>National Science Foundation of Earned Doctorates</i>	<i>National Science Foundation Survey of Earned Doctorates</i> is published yearly. Though NSF does not list individual doctorate recipients, it does provide information which can help you determine how many women and underrepresented scholars will be available in various fields. This information, in turn, can help you determine whether the composition of the applicant pool you have created reflects the reality of available candidates. <a href="http://www.nsf.gov/statistics/srwydoctorates/">http://www.nsf.gov/statistics/srwydoctorates/</a>
<i>Society of Women Engineers</i>	<i>Society of Women Engineers</i> maintains an online career fair, searchable both by candidates and institutions seeking applicants: <a href="http://www.swe.org">http://www.swe.org</a>
<i>Recruitment Sources</i>	<i>Recruitment Sources</i> page at Rutgers lists several resources that can be helpful in recruiting women and underrepresented candidates. <a href="http://uhr.rutgers.edu/ee/RecruitmentSources.htm">http://uhr.rutgers.edu/ee/RecruitmentSources.htm</a>
<i>The National Academies</i>	<i>The National Academies</i> maintains a search-by-discipline directory of organizations encouraging women in science and engineering: <a href="http://www8.nationalacademies.org/cwse/viewbydiscipline.asp">http://www8.nationalacademies.org/cwse/viewbydiscipline.asp</a>
<i>Minority Scholar-in-Residence Program</i>	The <i>Minority Scholar-in-Residence Program</i> is a consortium established by more than 20 national liberal arts colleges that encourages underrepresented candidates to consider teaching and research careers at liberal arts colleges. <a href="http://core.ecu.edu/psyc/nowaczykr/facldgp/minority.html">http://core.ecu.edu/psyc/nowaczykr/facldgp/minority.html</a>
<i>New England Board of Higher Education</i>	The <i>New England Board of Higher Education</i> conducts a science doctoral program and a 12-month dissertation scholar-in-residence program and produces a directory of advanced underrepresented graduate students seeking faculty positions. <a href="http://www.nebhe.org/">http://www.nebhe.org/</a>
<i>Southern Regional Education Board</i>	The <i>Southern Regional Educational Board</i> works with 16 member states to increase faculty diversity. <a href="http://www.sreb.org/programs/dsp/publications/facultydiversity/intro.asp">http://www.sreb.org/programs/dsp/publications/facultydiversity/intro.asp</a>

## A Guide for Interview Questions\*

The best way to avoid discriminatory treatment of a candidate is to engage in sound selection procedures which are fair and consistent across all candidates. Do not include inquiries about any candidate's personal characteristics which are not related to ability, performance, or qualifications as determined by University policy and state or Federal law. This includes direct questions as well as attempts to draw conclusions on prohibited matters from letters of application, CVs, resumes, or letters of recommendation.

The following sample review can help you conduct interviews and reference inquiries in a non-discriminatory manner. Ask the same questions of all candidates.

Category	Lawful pre-employment inquiries	Unlawful pre-employment inquiry
<b>Name</b>	For access purposes, inquiry whether applicant's work records are under another name. Whether any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on candidate's work record?	Original name of an applicant whose name has been changed by court order or otherwise. Or, an applicant's maiden name.
<b>Address</b>	Inquiry about place and length of current and previous address. To ask for applicant's phone number or how s/he can be reached.	NONE
<b>Age</b>	Are you at least 18 years of age? (This may only be asked for the purpose of determining whether applicant is of legal age for employment.)	Questions about age, date of birth, or requests for birth certificates.
<b>Gender</b>	NONE	Gender of an applicant, where sex is not a Bona Fide Occupational Quality concern.  How would you feel working for/ with a woman/ man?
<b>Marital &amp; family status</b>	Are you able to meet the work schedule and responsibilities of the position?	Are you married?  Any inquiry regarding marital status, including preference for Mr., Miss, or Mrs.  Inquiry about the ability or desire to reproduce or advocating any form of birth control.
<b>Race or color</b>	NONE	What is the complexion or color of your skin?  Are you of ____ heritage or race?

\* Compiled from (AAEE, 2006; Brigham Young University, 2006; Smith, Wolf-Wendel, & Levitan, 1996)

<b>Birthplace</b>	NONE	<p>Birthplace of applicant.</p> <p>Birthplace of applicant's parents, spouse, or close relatives.</p> <p>Requirement that applicant submit birth certificate, naturalization, or baptismal record, unless as part of I-9 form.</p>
<b>National Origin</b>	Inquiry into languages applicant speaks and writes fluently.	<p>Inquiry into an applicant's lineage, ancestry, national origin, descent, parentage, or nationality, unless pursuant to the post-hire Federal I-9 process.</p> <p>Inquiry about nationality of the applicant's parent(s) or spouse.</p> <p>Inquiries into how the applicant acquired ability to read, write, or speak a foreign language.</p>
<b>Worker's Compensation</b>	NONE	<p>Have you ever filed for worker's compensation or had significant job-related injuries?</p>
<b>Education</b>	Inquiries into the academic, vocational, or professional education of an applicant and the public and private schools attended.	<p>Specifically ask the national, racial, or religious affiliation of schools attended.</p>
<b>Experience</b>	<p>Inquiry into work experience.</p> <p>Inquiry into countries applicant has visited.</p>	
<b>Organizational Affiliation</b>	Are you active in any organization that is related to the responsibility(ies) of this position?	<p>Of what organizations are you a member?</p>
<b>Work Schedules</b>	<p>Are you willing to work the required work schedule?</p> <p>Do you have military reservist obligations?</p>	<p>Are you willing to work any particular holiday?</p>
<b>Citizenship</b>	<p><i>To avoid discrimination based on national origin, the questions below should only be asked post-hire, during a similar time in the hiring process, of all employees and only as a part of the Federal I-9 process:</i></p> <p>Are you eligible to work in the U.S.?</p> <p>If not a citizen of the U.S. do you intend to become a citizen of the U.S.?</p> <p>If you are not a U.S. citizen, have you the legal right to work in the U.S.? Do you intend to remain permanently in the U.S.?</p>	<p><i>Questions below are unlawful unless asked as part of the post-hire Federal I-9 process:</i></p> <p>Are you a naturalized or a native-born citizen, or what was the date when you acquired citizenship? Can you produce naturalization or citizenship papers?</p> <p>Are your parent(s) or spouse naturalized or native born citizens of the United States? Or, what was the date when your parent(s) or spouse acquired citizenship?</p> <p>Can you show us your alien registration card or other document with an Admission Number?</p>

<b>Religion</b>	Are you able to work the required schedule?	Do you have religious beliefs that would prevent you from working certain days of the week?
		What is your religion/religious denomination/religious affiliation?
		What church do you attend?
		Who is your pastor?
<b>Relatives</b>	Names of applicant's relatives already employed by URI.	What are names and contact information of any relatives, including applicant's parents, partner/spouse, or minor children?
<b>Notice in case of emergency</b>	Name and address of <i>person</i> to be notified in case of accident or emergency.	Name and address of nearest <i>relative</i> to be notified in case of accident or emergency.
<b>Disability</b>	Are you able to perform the essential functions of this job with or without accommodations? (Provide a description of the essential functions.)	Do you have a disability or any health problems which may affect your performance in this position?
	Are you able to meet the work schedule and responsibilities of the position?	What is the prognosis or expectation regarding the condition or disability?
	If an applicant's known disability may disrupt or prevent the performance of a job-related function, whether or not the employer routinely makes such a request of all applicants, it is permissible to ask: Can you, with or without reasonable accommodations, perform the essential duties of the job in which you wish to be employed?	Inquiries regarding an applicant's physical or mental condition that are not related to the requirements of a specific job and which are used as a factor in making employment decisions in a way which is contrary to the provisions or purposes of the Persons with Disabilities Civil Rights Act.
<b>Conviction record</b>	Inquiries about particular convictions and information thus obtained can be used only if it relates to the applicant's fitness to perform the job or otherwise deemed pertinent to the position.	Inquiries regarding convictions that do not relate to performing the particular job under consideration.
<b>Photograph</b>	NONE	Any requirement for a photograph prior to hire.
<b>Height</b>	NONE	Any inquiry regarding an applicant's height.
<b>Weight</b>	NONE	Any inquiry regarding an applicant's weight.
<b>Arrest record</b>	NONE	Any inquiry related to arrest.

## Key Behaviors to Advance Underrepresented Faculty

### General Collegial

#### Creating opportunities for collaboration

- Introduce to other faculty on and off campus
- Invite to collaborate
- Facilitating students to work with them

#### Enhancing competency through mentoring

- Teaching about funding mechanisms & publication strategies
- Teaching about strategies for getting things done on campus
- Advocating for resources for them
- Encourage participation in faculty development programs

#### Providing resources for doing research

- Sharing data sets
- Sharing equipment facilities
- Writing in on grant proposals

#### Generating support through community

- Include in social opportunities
- Invite to join in hosting speakers
- Encourage social activities for department
- Being available to help

### Policy & Administrative

#### Regularly monitor health and welfare of department/college

- everyone's needs being met? All voices heard?
- is workload distributed evenly across department?
- are faculty accomplishments rewarded sufficiently?

#### Workload & Success

- teaching - course load, course types, course materials
- service - student advising load, avoid token assignments

#### Evaluation

- tenure & promotion process *transparency*
- early and sufficient feedback
- wider criteria for gauging excellence
- balance in traditional/nontraditional types of work

#### Institute flexible and accommodating policies & practices

- dual career issues
- family leave and tenure clock extensions
- transitional support

## Faculty Recruitment: A Best Practices Checklist

### 1. Pre Search Activities

#### *Form the Search Committee*

- Create a diverse search committee
- Determine specific selection criteria, including role of diversity in search
- Agree on weighting of qualifications
- Create plan for representing department's commitment to diversity
- Review specific needs of the department
- Develop broad hiring goals
- Create two position descriptions of what is *desired* and *needed*
- Review past searches that have successfully recruited women/minority candidates
- Review instances where women/minorities left or turned down offers

### 2. Search Activities

#### *Create the Advertisement*

- Include interest in diversity
- Include URI's policy on affirmative action and commitment to diversity
- Use proactive language

#### *Actively Advertise*

- Ads in appropriate journals, websites
- Hand out pamphlets and Brochures
- Strong Networking-contact colleagues and use existing faculty
- Initiate recruitment trips to universities and conferences
- Develop two information packets, one for all candidates and one that will be sent to only those selected for an interview
- Contact minorities from lists of graduates and PhD candidates

### 3. Review and Evaluate

- Rank candidates on several different criteria such as teaching, research potential, and mentoring capacity
- Get consensus on multiple ranking criteria
- Follow through consistently for all candidates
- Create "medium" and "short" lists - consider bias in creating these lists
- Plan to interview more than one woman

### 4. Interview & Negotiation

- Determine necessity of telephone interviews for semi-finalists
- Conduct reference checks before inviting candidates to campus
- Create multiple interview venues
- Plan campus visits consistently
- Schedule interviews with adequate time
- Allow candidates to interact with all faculty members including members from the same minority, and those they might be more comfortable asking sensitive questions
- Represent department and university as place candidate will thrive



- Make available resources of particular interest to women/minorities
- Provide list of possible negotiation items
- Provide information about partner resources, if applicable
- Provide information about mentoring practices and review criteria

## 5. After the Interviews

- Keep records of good practices
- Find out why women did not accept position if offered one
- Share information with department heads
- Analyze and evaluate the search procedure
- Help new faculty with immediate needs for settling into the area

## 6. Settling In

- Help new hire locate professional services, such as realtors, physicians, etc.
- Ensure that at least 2 mentors have been assigned
- Help new hire with paperwork processing
- Make sure arrangements have been made to secure all promised start-up items in a timely manner
- Re-introduce new hire to other faculty members; encourage initial social and professional networking opportunities
- Ensure that settling-in responsibilities completely transition from the search committee to the mentors

## Notes:

---

*It is the policy of the University of Rhode Island to not discriminate on the basis of race, sex, religion, age, color, creed, national origin, disability, sexual orientation, gender identity or expression, or discriminate against disabled and Vietnam-era veterans, in the recruitment, admission or treatment of students, the recruitment, hiring, or treatment of faculty and staff, and in the operation of its activities and programs, as specified by State and Federal laws, including the Equal Pay Act of 1963, Titles VI and VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, Title IX of the 1972 Educational Amendments to the Higher Education Act, Executive Order 11246, as amended, Sections 503/504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of 1990, and all other laws which pertain to access and equity. For further information regarding this statement, please contact Robert Gillis, Director of Affirmative Action, Equal Opportunity and Diversity Office at (401) 874-2442.*

---

*Increasing the participation and advancement of women and underrepresented groups in academic science & engineering.*

---



ADVANCE Resource Center  
 001 Carlotti Hall  
 75 Lower College Road  
 Kingston, RI 02881  
[www.uri.edu/advance](http://www.uri.edu/advance)  
[advance1@etal.uri.edu](mailto:advance1@etal.uri.edu)  
 Phone: (401) 874-9422  
 Fax: (401) 874-5780

