



The rising STAR of Texas

Toolkit and Best Practices for Inclusive Excellence in Faculty Hiring and Retention

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Acknowledgements

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Dr. Elizabeth Eger (Communication Studies) and graduate students enrolled in her Qualitative Research Methods in Communication course conducted in-depth interviews with department chairs, school directors, and college deans in order to better understand the diversity and inclusion efforts that are currently taking place at Texas State. Their dedication and hard work resulted in the best practice examples that make the toolkit much richer and relevant to university readers.

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Finally, many universities share Texas State's pledge to enhance the diversity of faculty in higher education. These universities are generous in making their plans, strategies, and research publicly available. This toolkit draws from a number of other institution's plans, which are listed in the references section.

Dedication

This project is dedicated to Texas State faculty, staff, and students – past, present, and future – who embrace a diversity of people and ideas, share an unwavering commitment to a spirit of inclusiveness, and take action to ensure all are welcomed, valued, and when appropriate, recruited and hired.

*Dr. Scott Bowman, Special Assistant to the Provost for Inclusion and Diversity
November 2019*

From Dr. Gene Bourgeois, Provost and Vice President for Academic Affairs

Over the past several years, many college campuses have improved their efforts to address questions of inclusion, equity, and diversity. Texas State University is among them. The university has reinforced its shared values, messages, and unwavering commitment to listening, improving, and acting so that a path to inclusive excellence is clear and accommodating to all the various faculty, staff, and students who make up our vibrant institution. Indeed, members of the university community have already forged pathways through new staff positions, dialogue sessions, training, and other activities.

To this end, Dr. Scott Bowman, associate professor of criminal justice, was named special assistant to the provost for inclusion and diversity in July 2018. Through collaboration with my office, [Faculty Development](#), [Faculty and Academic Resources](#), the [Office of Equity and Inclusion](#), the Council on Inclusive Excellence, and many other groups, Dr. Bowman develops programs that facilitate an inclusive academic climate, promote the recruitment and advancement of all faculty, and ensure fairness in policies and practices that affect faculty.

One of Dr. Bowman's main goals in the first year of his appointment was to develop a comprehensive toolkit to assist academic units in planning for and implementing search processes that result in more diverse and intentional hiring practices. The toolkit includes a number of best practices, as well as specific examples from departments at Texas State. Please join me in thanking Dr. Bowman for his leadership on this important project.

My sincerest hope is that search committees will use this toolkit as a means to implement the university's shared values, embrace a diversity of people and ideas, ensure that all voices are heard, and strive for all members of the university community to feel included and welcome. We look forward to feedback on the toolkit and welcome your suggestions for continuous improvement and refinement of its recommendations, best practices, and impact.

From Dr. Scott Bowman, Special Assistant to the Provost for Inclusion and Diversity

Over the years, I have attended numerous events on campus, where the beginning of the event included a dedication to the sacred land that exists on Texas State University lands. The dedication recognizes that Texas State University was inhabited by the People who were the direct ancestors of roughly 80 percent of all living Native American populations in North and South America and this location has been the site of continuous human inhabitation for more than 11,500 years. It also recognizes that Texas State University is the traditional land of the Jumano, Cibolo, Cantona, Casquesa, and Coahuiltecan tribes, as well as the ancestral land for the Apache, Caddo, Comanche, Kiowa and Wichita, Choctaw, Chickasaw, Alabama-Coushatta, Creek Kickapoo, the Ysleta Del Sur Pueblo, the Lipan Apache tribe and the Texas Band of Yaqui Indians.

In my discussions on campus over the past year, I have often referred to campus space at Texas State University as sacred. In contrast to the demographics and diverse makeup of the university, most of us as faculty neither participated in undergraduate or graduate studies, nor worked at prior institutions where there was a remarkable presence of first-generation students, veterans, international students, a vibrant LGBTQIA community, a near-equal mix of rural and urban students, and/or a majority-minority university. In fact, the makeup of our university is not only unique in comparison to most all colleges and universities in the United States; its variety offers the best preparation for our students to go out into the world and effectively interact with a diverse, global population.

The religious scholar Martin Buber said, “Our relationship lives in the space between us – it doesn’t live in me or in you or even in the dialogue between the two us – it lives in the space we live together and that space is sacred space.” It is up to us to ensure that Texas State University’s sacred space for our students mirrors their experience with diversity of faculty, diversity of thought, and diversity of acquired knowledge. While there are many ways that we as faculty can work toward this goal, one way is to strategically and intentionally seek out faculty who broaden the makeup and perspectives of our respective disciplines. It is my sincere hope that this faculty toolkit for diverse, inclusive and intentional hiring will provide some guidance in arriving at a truly “sacred space” that students from around the world will seek in Texas State University, as a true education and preparation for their post-graduate experiences and interactions.

A handwritten signature in black ink, appearing to read "Scott Bowman". The signature is fluid and cursive, with the first name "Scott" and last name "Bowman" clearly distinguishable.

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I. INTRODUCTION

Research indicates that attempts to diversify faculty on college campuses have faced an uphill battle. As college campuses throughout the country try various tactics, they still struggle to actively diversify campus faculty. Meanwhile, increasing and retaining a progressively diverse faculty, is paramount to the success and impact of Texas State University.

While increasing the diversity of faculty on campus at any university is important, it is particularly important at Texas State University. Over the past ten years, student demographics have dramatically shifted, establishing our enrollment as one of the most diverse universities in the country. The university is committed to creating and maintaining a more diverse and inclusive campus climate. Communication, dialogue, programs, training, and other efforts are under way. Texas State’s [action plan to build capacity](#) provides a comprehensive approach to the university’s commitment and details an array of services and programs.

Changing Demographics at Texas State University

| Student Demographics by Race/Ethnic Group | 2006 | 2018 |
|--|--------------|---------------|
| Total Enrollment | 29,105 | 38,644 |
| White | 19,514 (67%) | 17,508 (45%) |
| African American | 1,568 (5.4%) | 4,321 (11.2%) |
| Hispanic | 6,586 (23%) | 14,323 (37%) |
| Asian American | 668 (2.3%) | 981 (2.5%) |
| Native American | 184 (.63%) | 100 (.26%) |

Table 1. Student Demographics by Race/Ethnic Group

| Student Demographics by Gender | 2006 | 2018 |
|---------------------------------------|--------------|--------------|
| Total Enrollment | 29,105 | 38,644 |
| Males | 12,784 (44%) | 16,045 (41%) |
| Females | 16,321 (56%) | 22,599 (59%) |

Table 2. Student Demographics by Gender

Texas State University currently holds the distinction of being a Hispanic Serving Institution, a “majority-minority” university, a top “veteran friendly” university, and a university with a near-equal split of urban and rural students.

Given the current pipeline of doctoral graduates, the likelihood of having our faculty composition match the diversity of our student body is still years away. However, the efforts toward a more diverse faculty are essential to providing our students with an education that is comprised of faculty that represent them and the state, their interests, and a preparation for diverse thought and interaction upon completion of their time at Texas State University. Rather than viewing the process of creating a more diverse faculty as an obligation, we view this process as providing an exciting and vital service to our students, our state, and beyond.

The good news is that we are on our way toward our goal! Texas State University was recently named by Forbes magazine as one of the nation’s [Best Employers for Diversity](#) and [Best Employers for Women](#). In addition, the university has experienced growth in the diversity of faculty since 2008.

| Faculty Demographics by Race/Ethnic Group | 2008 | 2018 |
|--|-------------|---------------|
| Total Faculty | 1,401 | 2,225 |
| White | 1,049 (75%) | 1,599 (71.7%) |
| African American | 38 (2.7%) | 81 (3.6%) |
| Hispanic | 112 (7.9%) | 233 (10.5%) |
| Asian American | 69 (4.9%) | 166 (7.4%) |
| Native American | 8 (.57%) | 18 (.80%) |

Table 3. Faculty Demographics by Race/Ethnic Group

| Faculty Demographics by Gender | 2008 | 2018 |
|---------------------------------------|-------------|-------------|
| Total Faculty | 1,401 | 2,225 |
| Males | 737 (53%) | 1,054 (52%) |
| Females | 664 (47%) | 1,171 (48%) |

Table 4. Faculty Demographics by Gender

The toolkit is meant to provide guidance on faculty searches. It is designed to reinforce the university’s commitment to inclusive excellence and to serve as a supplement to the legal and regulatory obligations as indicated by university policies and the [Office of Equity and Inclusion](#). While this toolkit is geared towards faculty hiring, other search committees will find the information useful for enhancing the diversity and inclusion goals of equally important hiring processes across the Texas State community.

The following sections provide guidance on how to facilitate an effective search, in order to produce a more diverse applicant pool, hire diverse faculty from that pool, and effectively retain those diverse faculty. There is a competitive quest for increasing diverse faculty at colleges and universities. We hope this faculty toolkit, along with the commitment of search committees, departments/schools, and university administrators, will enhance the experience of all members of the university community and help produce an exceptional level of diverse knowledge and rich interactions.

The Faculty and Academic Resources office is committed to providing professional support and resources to recruit and retain excellent, diverse, and highly motivated faculty. Guidelines and resources to assist in the successful recruitment process, including search committee tools, recruitment toolkit, and PeopleAdmin user guides can be found in the recruitment toolbox on the [Faculty and Academic Resources](#) page.

II. FORMING THE SEARCH COMMITTEE

The formation of the search committee is arguably the most important aspect of the search process for new faculty. Since search committees are the driving force behind the future of the department/school and the makeup of the university, search committee participants must give careful consideration to the impact of their work. Oftentimes, the formation of the search committee is a combination of “who is reluctantly willing to serve on the committee” and “who is ‘required’ to serve on the committee” in order to produce a diverse committee (e.g., women, members of underrepresented minorities). It is essential that the committee is not only diverse in its makeup, but also diverse in thought, in area of concentration, in doctoral preparation, and in departmental responsibilities.

Departmental Assessment and Discussion of Goals and Needs

Once the search committee is formed, the committee chair, department chair/school director and committee should begin by reviewing the institutional policies with federal and state laws, as well as the suggestions and requirements provided through the [Office of Equity and Inclusion](#). If there are questions regarding search committee compliance, contact the office at equityinclusion@txstate.edu or (512) 245-2539.

Prior to the initial meeting of the search committee, a thoughtful and critical discussion of the goals and needs of the department/school should take place. Ideally, this would take place during a faculty department/school meeting that includes a variety of stakeholders. This discussion should include, but is not limited to, the following factors:

- The teaching needs of the department/school
- The research area(s) that are to be either reinforced (establishing a departmental expertise) or expanded (filling an existing departmental void)
- The needs for diversity and inclusion – particularly considering the makeup of both the undergraduate and graduate students
- Mentoring needs within the department –both academic and interpersonal needs
- Service and administrative needs, such as program coordinators, thesis and dissertation advisors, and student organization advisors
- The need for faculty that have demonstrated local, national, and/or international impact
- The potential for collaboration within the department/school, as well as for multidisciplinary research among other university departments/schools
- Availability within the discipline to fill additional specific roles

After receiving feedback from the department chair/school director, the initial meeting of the search committee should be a thoughtful discussion of the way the considerations will be implemented. The search committee should develop “ground rules” for the entire process, including confidentiality, respectful dialogue, and disclosure. These ground rules apply to all discussions that take place within the search committee, about the candidates, as well as after the search has ended. Finally, the search committee should consider its overall makeup, accounting for “power imbalances” among its members (e.g., non-tenure line faculty, assistant

professors) and ensure that the discussions within the search committee will not impede their advancement. Additionally, when women and underrepresented minorities are serving on search committees – particularly within non-diverse departments/schools – considerations should be made for limiting other areas of service.

Search Committee Discussion of Goal Implementation

The search committee must engage in a careful discussion regarding the implementation of the goals set by the faculty. This involves more than “creating an ad” and “contacting friends and colleagues about the job” strategies. Once the goals and needs are established, a specific strategy should be created that not only maximizes the position advertised, but also reaches places that will establish a diverse applicant pool. In addition, the search committee should predetermine the qualifications and expectations of an “excellent” applicant for the position. Because trajectory of Texas State University is a National Research University/Carnegie R1 institution, an essential aspect of the discussion should include publication record and grant activity.

An excellent applicant will ultimately be responsible for more than these characteristics within the department/school. For example, there may be a forthcoming need for an undergraduate or graduate coordinator, an advisor to an organization, a national or international presence, or a community liaison (research- or service-related). Since all hires take place with the intention of a long-term commitment, think carefully about the long-range needs of the department/school. Once needs and goals are established, it is incumbent on the search committee to ensure these factors are considered throughout the entire search process.

Training and Information Gathering

Training will be required for faculty who serve on search committees. The training is available online and may be supplemented by other workshops or events, and as requested by departments/schools. The training addresses both the legal and intentional practices for establishing a diverse and inclusive search. The [Office of Equity and Inclusion](#) should be contacted for more information. Search committees should allow for two weeks to schedule a training. Additional training, assistance and/or mediation may be provided in order to ensure that the efforts of the search committee are being maximized and directed toward university goals and shared values. If any member of the search committee has concerns with the activity that is taking place during the hiring process, they are strongly encouraged to contact a department chair, dean, Equity and Inclusion, or the Special Assistant to the Provost for Inclusion and Diversity.

Addressing Issues and Overcoming Objections

For many search committees, the discussion of diversity and inclusion may be a new aspect of the search process. While an ideal search committee would be completely open to a diverse and inclusive search, opportunity should be provided to discuss and address issues and objections to these considerations. Although considerations for the makeup of the department/school, the undergraduate and graduate students, and the content should be incorporated into the discussion, it is important to keep in mind that “diversity” and “inclusion” are broader than race/ethnicity, gender, sexual orientation, and similar categories. An

understanding of the need for diversity and inclusion should initiate from the discussion of the needs of the department/school as well as the university's shared values and goals. No one can tell a search committee or department/school what diversity and inclusion looks like; it must be carefully and intentionally self-determined by the department/school.

Often, there are objections or misunderstandings about whether a department can reach diversity goals. Here are some common claims or objections, along with counter-arguments.

There are not enough diverse applicants within our discipline.

While there may be a limited number of diverse applicants within the discipline, it does not mean that there is no diversity within the field. To find diverse applicants, search committees (and departments/schools) will have to establish creative, purposeful practices to find diverse faculty. Begin by reviewing the National Science Foundation's (NSF) annual "[Survey of Earned Doctorates](#)" to determine the available number of potential faculty in your discipline. In addition, there are often sub-discipline "divisions of professional associations," such as divisions on women and divisions on people of color, that will also provide lists or listservs of potential faculty. This will take more effort than a general search; however, the outcome will ideally include a more diverse applicant pool.

Diverse applicants are not seen as having the ability to produce adequate research to reach tenure and/or promotion.

Regardless of diversity, each applicant must meet the minimum requirements of the job posting to be considered for employment. The committee should not (and cannot) add someone to a semi-finalist or finalist pool simply because of the individual's diverse status (with the notable exception of [veterans](#), which is mandated Texas law) Ideally, the search should produce ample, diverse applicants with the requisite requirements.

The "best applicant" should be chosen, regardless of their background.

The department/school and the search committee should carefully consider what qualifications and expectations determine the "best applicant." An applicant's ability to be a successful and long-term contributor and/or earn tenure/promotion through publications, research grants, effective teaching, and appropriate service should be the primary consideration; a department/school cannot realistically consist of a full faculty of "research rock stars." Individuals will be expected to serve as program coordinators, to mentor students and student organizations, and to participate fully in the shared governance of the department. It is the responsibility of the department/school and search committee to think carefully about what is best for the university, department/school, the students, and the discipline over the long term.

Since there are few diverse applicants within our discipline, they will be in high demand and will not want to come to Texas State University.

According to a study conducted by Smith (2000), 54 percent of underrepresented students who received Ford Fellowships were not aggressively pursued for faculty positions and only 11percent were recruited by multiple institutions. As a result, nearly 90 percent were not a part of any active bidding war for their employment. While it may take additional work to locate these underrepresented faculty, competition for hiring is not too strong to overcome. Especially considering that Texas State is attractive on multiple levels.

Implicit Associations and Biases

Another issue that must be considered is the potential for implicit biases or associations that all members carry into a search committee. An implicit association is an attitude or belief that a person intrinsically holds towards a combination of particular words, ideas or concepts. The associations between these concepts are often formed at a young age and change very little without specific prompts and contemplation.

Unlike overt explicit stereotypes that we might hold, implicit biases encompass the automatically activated evaluations that fall outside of our normal consciousness. While the result of implicit bias can sometimes be harmless, we may subconsciously or consciously act upon these associations, thus establishing explicit yet unrecognized biases. An example could be a bias against a particular group's ability to be a successful faculty member, a bias against a particular sub-discipline within our larger areas of expertise, a bias against certain scholarly interests, or a bias against a candidate's ability to manage a classroom. [Harvard University's Project Implicit](#) website provides implicit attitudes tests (IATs) designed to capture potential associations that a person might hold. It is up to the individual test-taker to determine how those associations might turn to biases. Specifically, individuals who are serving on search committees must consider and overcome their implicit biases in order to produce, evaluate, and hire from a diverse applicant pool.

III. CONSTRUCTING A DIVERSE APPLICANT POOL

One of the biggest challenges to increasing the number of diverse departmental hires is determining and using effective methods to diversify an applicant pool. As stated in the “common objections” section above, there are often limited numbers of qualified, diverse applicants within our respective disciplines. The need to diversify both applicant pools and final candidates is directly aligned with the mission, strategies, goals, and shared values of the university, therefore our efforts must go beyond traditional and historical approaches.

Traditionally, search committees finalize the advertisement and then begin reaching out to colleagues, friends and other departments/schools to “get the word out.” This is an important aspect of the recruitment process. Therefore, it is equally important to recognize the limitations of this approach. In order to address these limitations, search committees should consider these three questions:

- 1) How diverse was the makeup of your graduate school cohort while you were acquiring your terminal degree?
- 2) If you’ve worked at other universities, how diverse was the makeup of your previous department?
- 3) When you attend professional conferences, how diverse are your interactions with new contacts as well as current friends and colleagues?

Depending on responses to these questions, there may be implicitly constructed bias(es) in the people that are normally contacted regarding vacant faculty positions. National data indicates that most graduate programs are often and largely non-diverse, in terms of race/ethnicity, gender, first generation graduate student, and other aspects that might constitute a diverse faculty. Moreover, many faculty schools/departments throughout the United States are similarly homogeneous. Therefore, limiting the primary manner in which faculty reach out to former friends and colleagues by “word of mouth” may simply reproduce non-diverse applicant pools. In order to reach a more diverse pool of applicants, there are additional steps that should be considered, so that the search process maximizes the opportunity to reach a diverse group of applicants. In effect, constructing a diverse applicant pool is a continuous process and takes the ongoing commitment of all members of the academic unit.

National Organizations / Conference Attendance

Most academic disciplines have at least one alternative national organization and/or minority sub-discipline affiliation(s). Search committees often submit job advertisements for national exposure but may not always consider advertising with sub-disciplines or related groups. While general advertising is important, a more intentional strategy is to attend meetings of the sub-discipline in order to speak specifically about the open position, the importance of diversity and inclusion to the department/school and Texas State, and factors that may draw a new faculty member to the university. These personal interactions have a greater impact on demonstrating the commitment to diversity and inclusion in the hiring process. Provided below is a sample of Texas State’s academic programs and the sub-discipline groups, and organizations associated

with the program that may assist with diversity efforts. Organizations may have special interest groups, organized sections or subfields, minority fellowship programs, dedicated funds, status committees, or related programs. The Office of Equity and Inclusion provides a [web page with additional diverse recruiting resources](#).

Organizations Associated with Diversity Efforts

Accounting - [American Accounting Association](#)

Advertising - [American Academy of Advertising](#)

Agriculture – [Minorities in Agriculture, Natural Resources and Related Sciences](#)

Anthropology –

Biochemistry - [American Society for Biochemistry and Molecular Biology](#)

Biology - [Women in Biology](#)

Business - [The PhD Project](#)

Chemistry - [National Organization for the Professional Advancement of Black Chemists and Chemical Engineers](#)

Communication Disorders - [National Black Association for Speech-Language and Hearing](#)

Computer Science - [Association for Women in Computing](#)

[National Society of Blacks in Computing](#)

Criminal Justice - [Division on Woman and Crime](#), American Society of Criminology

[Division on People of Color and Crime](#), American Society of Criminology

Economics - [American Society of Hispanic Economists](#)

[National Economic Association](#)

Education - [American Educational Research Association](#) (various educational resources)

Engineering - [Society of Hispanic Professional Engineers](#)

[National Society of Black Engineers](#)

[LGBTQ+ STEM](#)

[IEEE Women in Engineering](#)

Geography - [Black Geographies Specialty Group](#), American Association of Geographers

[Conference of Latin American Geography](#)

Healthcare Administration - [South Asian Public Health Association](#)

History - [Association for the Study of African American Life and History](#)

[The Conference on Latin American History](#)

[American Historical Association](#)

Journalism / Mass Communication - [Minorities and Communication Division](#), Assoc. for Education in

Journalism and Mass Communication

[Cultural and Critical Studies](#), Assoc. for Education in Journalism and Mass Communication

Management - [Gender and Diversity in Organizations](#), Division of Academy of Management

Marketing - [Association for Latino Media, Markets & Community Research](#)

[Community Marketing & Insights LGBTQ Research](#)

Mathematics - [Joint Committee on Women in the Mathematical Sciences](#)

[Association for Women in Mathematics](#)

Music Studies - [International Alliance for Women in Music](#)

Nursing - [The American Association for Men in Nursing](#)

[National Association of Hispanic Nurses](#)

Nutrition - [National Association of Blacks in Dietetics and Nutrition](#)

Philosophy [American Philosophical Association](#)

Physics - [Women in Physics](#), American Physical Society

[LBGT+ Physicists](#), American Physical Society

[Minorities in Physics](#), American Physical Society

Political Science - [Cultural and Regional Area Studies](#), American Political Science Association

Psychology - [Association of Black Psychologists](#)

[National Latinx Psychological Association](#)

[Association for Women in Psychology](#)

Public Administration - [American Society for Public Administration](#)

Science - [Society for Advancement of Chicanos/Hispanics and Native Americans in Science](#)

Social Work - [National Association of Puerto Rican Hispanic Social Workers](#)

[National Association of Black Social Workers](#)

Sociology - [Association of Black Sociologists](#)

[Latina/o Sociology](#), American Sociological Association

[Sociologists for Women in Society](#)

Recruiting the Currently Employed

Another way to increase the diversity of an applicant pool is to specifically target the types of faculty that you're looking for from other colleges/universities. Unlike simply listing the job posting on traditional websites or online job boards, the search committee could establish a list of potential faculty from other locations and reach out to them via email or telephone to inform them of the current opening. The search committee can potentially interest and excite faculty who are not looking for a job, yet are willing to talk and relocate for the right situation. Even if these faculty members are not currently interested, they may recommend a colleague

or find themselves interested in the future.

Additionally, The Faculty and Academic Resources office provides brochures to showcase Texas State and recruit a variety of academic positions. The Recruitment Brochures Form can be found in the recruitment toolbox on the [Faculty and Academic Resources](#) page. Each department has the freedom to customize inserts to educate prospective candidates about career opportunities, the department/school/program, college, and the university.

Websites/Listservs

Currently, there are four websites where all Texas State University faculty positions are automatically posted: 1) the [Chronicle of Higher Education](#), 2) [HigherEdJobs](#), 3) [Inside Higher Ed](#), and 4) the [Texas Workforce Commission](#). Together, these websites are relatively comprehensive in reaching out to the majority of potential faculty that are seeking jobs. However, broad-based advertising is a relatively passive approach. More proactively, there are additional opportunities to list the same job advertisement on websites and listservs to emphasize the importance of establishing a diverse applicant pool. If you are unaware of the existing organizations, websites, and listservs, the [Office of Equity and Inclusion](#) can assist in locating these groupings; many of the websites have been listed above. Finally, keep in mind that a face-to-face dialogue with the groups (e.g., conference meetings) is an excellent opportunity to discuss the university, the department/school, and the commitment to a diverse applicant pool.

Establishing and Maintaining a Pool/Directory from Previous Searches

Another way to create a diverse applicant pool is to maintain a directory/spreadsheet of previous applicants who fulfill diversity and inclusion objectives, such as underrepresented minority faculty or areas of research that incorporate diverse perspectives. In most cases, a simple online search of the person will provide access to their current employment and vita. As a result, you can determine if the faculty member meets the posted job qualifications (e.g., their work, their capability of earning tenure and/or promotion). This can be done at any point, including returning to recent job applicants.

Directories of Candidates for Underrepresented Populations

Many national organizations, and divisions within these organizations provide a directory of their faculty who represent diverse populations or perspectives. These organizations will often provide a link to the faculty member's home page, where a simple investigation can determine whether the faculty member meets the qualifications of the job posting. Additionally, most doctoral programs will provide online information about their doctoral students who are currently on the job market. It is advantageous to search through these existing directories to seek out and communicate with potential applicants.

IV. DURING THE SEARCH

Constructing an Effective Advertisement

Once the search committee has been established and the needs of the department/school have been clearly established, the next step is creating an advertisement for the position. While there is a legal requirement to include a statement regarding equal opportunity, Texas State has a diversity and inclusion commitment that appears as potential applicants enter the online jobs portal:

Texas State University seeks candidates whose professional background includes embracing a diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a commitment to community-building. As a federally designated Hispanic Serving Institution, we are especially interested in applicants who share a commitment to equity, and the high-quality education of students from historically underserved and systematically marginalized communities. Individuals from historically underrepresented groups are strongly encouraged to apply.

The search committee is not limited to this as the sole diversity/inclusion statement in the advertisement. For example, the search committee can demonstrate a more specific commitment to diversity and inclusion in job postings advertisements:

“We seek candidates who share our commitment to educational equity, social justice, and the high-quality education of students from historically underserved and systemically marginalized communities. We are especially interested in applicants whose professional background include attention to the concerns of race, ethnicity, multilingualism, immigrant, social class, gender, and diversity, broadly defined. Individuals from historically underrepresented groups are strongly encouraged to apply.”

This statement provides the search committee with a clear vision and commitment for diverse hiring, and it gives applicants a clear understanding of what will be expected of them as faculty at Texas State University.

In addition to providing such statements, the search committee should carefully consider the qualifications and expectations of an “ideal candidate” and ensure that those characteristics are clearly described within the advertisement. Keep in mind that the required and preferred characteristics established in the advertisement will constitute the measured values that are calculated in the hiring matrix.

Finally, keep in mind that the state of Texas requires that “veteran’s preference” is considered during the application process. This does not guarantee veterans a job, nor does it give them any preference for internal actions such as promotion or reassignment. Contact Human Resources for more information on the [veteran’s preference program](#). In general:

- If the total number of individuals interviewed for the position is six or fewer, the state agency is required to interview at least one individual qualified for veteran's employment preference.
- If the total number of individuals interviewed for the position is more than six, the state agency is required to interview at least 20 percent of total applicants who qualify for veteran's employment preference (i.e. if you are interviewing ten applicants at least two applicants are required to have veteran's preference).

- If the applicant pool does not have any applicants who self-identify as eligible for veteran’s preference, this interview requirement does not apply.

It is up to the search committee, particularly the chair to keep track of the veterans who are in the applicant pool and then include the appropriate number of interviews (phone, video, or face-to-face) that correspond to the aforementioned calculation.

Diversity Statement

There has been recent debate regarding the importance of incorporating a diversity statement as a part of the required application materials. While many have argued that there is a merit in determining the diversity- and inclusion-based value that a candidate can bring to a department/school and university (especially those universities that have become increasingly diverse), others suggest that it is an “affront to academic freedom” that may weed out politically incorrect opinions. At Texas State, diversity statements are not required; however, they are strongly encouraged as one aspect of measuring a potential faculty member’s contribution to the department/school and university.

For Texas State, the larger goal of requesting an applicant’s diversity statement helps determine whether or not the potential faculty member is aptly prepared to work at a majority-minority, Hispanic-serving, veteran-serving, first-generation, vibrant LGBTQIA university. There are two suggestions for acquiring this information: Applicants can be asked either provide a diversity statement as a part of their larger application package or be asked to specifically address diversity and inclusion in their cover letter. In either instance, the information that is requested should be applied to the scoring matrix. Below are several websites that may assist in assessing “good” diversity statements.

[Developing and Writing a Diversity Statement, Vanderbilt University](#)

[The Effective Diversity Statement, Inside Higher Ed](#)

[Diversity Statements, UCSF Office of Diversity and Outreach](#)

[Contributions to Diversity, Equity, Inclusion, and Belonging, UC Berkley](#)

Establishing the Characteristics of the Hiring Matrix

Before the search committee begins reviewing applications, it must determine the characteristics to be measured in the matrix and the assigned weight. Characteristics of the matrix should clearly correspond to the required and preferred qualifications provided in the advertisement. The hiring matrix should include all applicants through the first review date, columns reflecting the required and preferred qualifications, Veteran’s Preference verification, and preliminary phone/Zoom/Skype scoring/ranking. A simple example of a hiring matrix is provided on the following page.

| Job Title: | | | | | | | | | | | | | | |
|--------------------------------|-----------------|---|-----|---------------|----------|--------------|---------|----------------|---------------|------|------|------|------|--|
| Job Number: | | | | | | | | | | | | | | |
| | | Required Qualifications (A "0" or "No" here eliminates applicant from further consideration) | | | | | | | | | | | | |
| | | Veteran's Preference Verified Does not meet Min Requirements | | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 | |
| Basis for information to score | | | | PhD | Journals | Rsrch Agenda | Methods | Supv. Students | Commit to D&I | | | | | |
| Assigned rate | | | | Yes/No or 0-5 | (0-30) | (0-15) | (0-10) | (0-10) | (0-15) | | | | | |
| No. | Applicants Name | Assigned weight | Y/N | Y/N | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | |
| 1 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | |

Figure 1. Sample of Hiring Matrix

Based on this matrix, there should be information within the advertisement that indicates:

- a) a PhD in _____ or a closely-related field,
- b) publications in scholarly journal articles,
- c) a strong research agenda,
- d) demonstrated knowledge of research methodologies,
- e) experience supervising students on projects (e.g. theses, dissertations, honors papers), and
- f) a commitment to diversity and inclusion.

Note: If a qualification is not in the job posting, it should not be considered or measured within the matrix.

An important part of this process will be determining the “weight” of each category or qualification. An earlier discussion will have established the “evidence” or documentation that committee members will accept in evaluating candidates on each qualification. In considering the needs of the department/school, as well as a candidate’s ability to earn tenure/promotion, the search committee should provide appropriate weights to each category. Moreover, a maximum score on the matrix should indicate the “ideal candidate,” as initially discussed among departments/schools and search committee. Regarding a potential diversity/inclusion matrix score, it must be weighted enough that an essential value is placed on the category, yet not so much that it diminishes other characteristics that are essential to overall success in the position (e.g., publications, grants, teaching experience).

Inclusive (Rather than Exclusive) Practices

Since most departments/schools receive more applications than there are available positions, it is a natural inclination for search committees to operate from an exclusionary philosophy. Often, search committees initiate their selection process with an intent of finalizing the candidates who will receive invitations for on-campus, sometimes moving directly to finalizing campus visits from the initial review of candidates. While this is the primary goal of a search committee, there are still opportunities to create a more inclusive search within a search

committee's typical goals and procedures. For example, conducting either telephone or video "mini-interviews" (e.g. five questions, 15-25 minutes per candidate) for a larger portion of the top candidates allows for additional questions to be asked of a larger group of candidates. This provides an opportunity to (re)inform the search committee of who might be the "best" candidates to bring to campus for face-to-face interviews. As discussed earlier, the search committee should consider implicit bias that could arise in these interactions and reveal personal characteristics (e.g., age, gender, and race/ethnicity).

Telephone / Video Interviews

Telephone and video interviews are excellent ways to not only ask questions that build upon the committee's knowledge of the candidate, but also to reinforce and/or expand knowledge learned from the applicant's initial application submission. In addition, these interviews provide an opportunity to "meet" a larger number of candidates between the initial review of applications and face-to-face interviews. There are values and limitations to conducting a telephone interview versus a video interview; however, the decision should incorporate the level of comfort with the search committee, as well as the availability of technology to conduct the interviews. Since Zoom has become the "new normal" in higher education, you should expect that candidates, including "all but dissertation" (ABDs) should be familiar with video-based interactions.

Specifically, regarding video interviews, it is essential for each member of the search committee to consider any implicit biases that are held, including the perception of candidates with technology or connectivity issues. Since the candidate will be visible, members should also consider potential implicit bias that may include such characteristics as race, gender, weight, age, ability, skin complexion, perceived language barriers, and/or any additional visual biases.

The search committee should account for professionalism (e.g. dress, strength of responses), and overall demeanor; however, it is essential that the two do not become conflated. Finally, it is helpful to provide each video candidate with information about the video interview in advance (e.g. the length of time, the expectations), especially if the candidates include ABD students who might be unfamiliar with this type of interview.

Approval for Campus Visits

Upon completion of the telephone/video interviews, the committee should narrow the list of initial applicants to the top candidates to be interviewed on campus. Typically, committees consider three or four candidates for campus visits. After the search committee has made recommendations for on-campus interviews, the search committee chair is responsible for moving applicants to the appropriate state in the PeopleAdmin system.

Once applicants are moved in the online system, the committee chair submits the Outside Notification Memorandum via email notifying the next approver to review candidates selected for interviews. The memorandum should include the following: department or school, position title, job posting number, list of applicants being considered for interview, ranked alternates (if applicable), and the hiring matrix. Scoring and notations in the hiring matrix should clearly identify how the required and preferred qualifications informed the committee's recommendations on candidates selected for campus visits.

The memorandum, routed via email, is sent to the associate provost via the chair/director, the college dean, and the chief diversity officer/equity and inclusion. Approval must be secured at each level prior to the review and approval from the associate provost.

While it seems a common practice to “cut and paste” explanations for how candidates are ranked, it is useful for the search committee chair to provide unique and appropriate responses for why candidates were (or were not) selected. For example, rather than communicating “the applicant did not meet the minimum requirements,” it is beneficial to indicate which requirements were not met. This provides the [Office of Equity and Inclusion](#) with more tangible data on the search, and demonstrates a thoughtful deliberation by the search committee.

Face-to-Face Interviews

Once the phone/video interviews have been conducted (if the search committee chooses), the process of preparing to bring candidates to campus should begin. It is important to remember that, as close as possible, each candidate should have a similar experience during their face-to-face interview. For example, all candidates should be fed (if one is fed), all candidates should have similar teaching and/or research presentation opportunities, and all candidates should meet with similar groups of faculty, administrators, and/or students during their interview.

Once the schedules are developed, the committee will prepare the questions for candidates. In developing the list of questions, search committees should consider asking candidates something about diversity and inclusion (and arguably provide them with diversity- and inclusion-based information about the department/school and Texas State). This reinforces the department’s/school’s commitment to diversity and inclusion and informs the applicant of the expectations and obligations upon arriving at Texas State University. Conversely, there are several questions and issues that cannot be raised during any interviews, including those by phone, video, and face-to-face. These include questions or comments regarding the topics of:

- Race
- Color
- Age
- Religious Affiliation
- Ethnic or National origin
- Marital/Family status
- Pregnancy
- Military/Veteran status (Note: This question is part of the Texas State application)
- Disability Status
- Gender, Gender Identity or Expression
- Sexual Orientation

If any of these topics are raised by the candidate, then they can be appropriately addressed; however, none of the aforementioned topics should be raised by anyone in the university. It is important to remind all participants of this requirement prior to the arrival of each candidate.

While the candidates are visiting, provide opportunities for them to express any concerns they

have about moving to the area. Simple things like finding a place to get one's hair done, popular cultural restaurants, or local organizations and/or events might be important for a diverse hire. Some resources may be available through the [Students of Color Resources](#) website on the Office of Student Diversity and Inclusion website. Also, the [Coalition of Black Faculty and Staff Alliance](#), the [President's Council for Women in Higher Education](#), and the [Hispanic Policy Network](#) may provide additional information to pass along to the appropriate applicants. The search committee chair is expected to inform candidates that these (and other) organizations exist on campus and that the search committee is willing to introduce the candidate to these groups during the campus visit. [International Student and Scholar Services](#) is an excellent resource for assisting with international applicants, particularly with questions about immigration and for departments preparing for hiring paperwork and procedures.

Once the face-to-face interviews are complete, the search committee will offer recommendations to the department's/school's personnel committee, which will in turn make a recommendation to the chair/director. The chair/director will secure the advice of the personnel committee and then make the recommendation to the college dean. The dean consults with the associate provost on salary negotiations, start-up packages, moving and relocation allowances, and other factors.

Background checks are completed after negotiations are completed and offer accepted by department. Reference checks may be completed at any point during the screening process.

V. AFTER THE SEARCH

The efforts of the search committee are commonly considered complete once the offer has been made and accepted. However, there are additional efforts that can be made by the search committee that will be beneficial to future searches and retain hired faculty. This includes reflection on the search process and outcomes.

Self-evaluation

Prior to a search committee evaluation and debriefing, individuals on the search committee should take a moment to self-evaluate their efforts on the search committee. Considerations should include the management of their potential biases, their contributions to a diverse and inclusive search, and areas where they could have improved the search. Moreover, they should be prepared to discuss their own efforts, as well as the efforts of the entire search committee, during a post-search evaluation/debriefing with all of the search committee members.

Search Committee Evaluation

Once the search is complete, a debriefing provides an opportunity for the search committee to collectively evaluate their efforts. Discussions should center on what the committee felt was done correctly, what could have been improved, and how they viewed their efforts towards establishing a diverse and inclusive search. In addition, the search committee chair should plan to share this information with the chair/director and future search committees.

Underrepresented Candidate Evaluation

Another practice is to have the search committee chair reach out to diverse applicants that either interviewed via phone/video or face-to-face and ask them about their interview experience(s). This might also provide valuable information to future search committees regarding “what worked” to address the needs, concerns, and treatment of diverse applicants. Questions may include:

- “We at Texas State University are striving for a diverse and inclusive application process, so how did you feel about your interview?”
- “Did you feel that you were well-informed about the role and importance of diversity and inclusion at Texas State University?”
- “Is there anything that we didn’t discuss or address that you wanted to know more about?”

Faculty Retention

Beyond conducting a diverse and inclusive hiring process, an essential part of the overall process is to establish a retention plan for the new hire. In most departments, new faculty (often tenure-track) are assigned a faculty mentor to assist with the transition to the department/school and the university. However, this should not be the only effort made when hiring a new, diverse faculty member. According to an article in the [Chronicle of Higher Education](#), there are several questions that departments/schools should ask when considering the retention of diverse faculty:

- 1) Do you really know why (underrepresented) faculty have left your department?

- 2) Have you asked current (underrepresented) faculty members if they have what they need to succeed?
- 3) Is there a structure in place to support newly hired (underrepresented) faculty members?
- 4) Is there an ugly reality that no one wants to face?
- 5) Are you actually behaving like an ally in your department?
- 6) Do you personally know how to mentor underrepresented faculty members?

Once these issues have been addressed both individually and as a department/school, a retention plan should be established and implemented. The Center for Faculty Excellence at the University of North Carolina provides additional information on [Mentoring for Diversity and Inclusion](#).

Where applicable, it may be useful to inform your newly hired, underrepresented faculty about the [Coalition of Black Faculty and Staff Alliance](#), the [President's Council for Women in Higher Education](#), and the [Hispanic Policy Network](#). These organizations are designed to assist underrepresented faculty with additional mentoring, information, and assistance.

Commitment and Check-In

After retention efforts are established, it is important for the chair/director, mentor(s), and department/school to ensure a level of commitment to the retention plan for underrepresented faculty. Chairs/directors, mentors, and department/school faculty should be sure to check in with the underrepresented faculty to determine whether there are concerns to be addressed and to ensure that all concerns are addressed in a timely manner. While this is true of any faculty member, it is especially important for underrepresented faculty, as the previous search committees have worked diligently to seek and support the hire of a diverse faculty member.

VI. CURRENT CAMPUS BEST PRACTICES

During the 2018-2019 academic year, Dr. Elizabeth K. Eger, assistant professor in the Department of Communication Studies, and her master's students conducted qualitative, in-depth interviews with department chairs/school directors and college deans, in order to examine and better understand the diversity and inclusion efforts that are currently taking place throughout campus. There were 39 participants interviewed in this research, resulting in a 75 percent participation rate. Below, several of Texas State's "best practices" are presented to provide additional guidance on implementing a diverse and inclusive search (Eger, et al, 2019). Dr. Eger has also provided a brief interpretation of the value provided in several (unedited) examples.

Example A: Welcoming Potential Faculty to a Diverse Community on Campus Visits and Having Support to Hire Best Candidates

"First and foremost, I will tell you this, when they come to an interview, when they visit the college, they are welcomed to a diverse community, so they see faculty and staff that look like them. It is more likely they will see professional staff that look like them. With that being the case, I think that helps that you're not seen as, 'Where are other faces like mine?' They see students working as student employees in my college that represent Texas, so I think that helps. I think the other piece that helps is...we have had one of the best experiences working with the process of evaluating potential faculty and staff hirers. We've had wonderful relationships with that community access so when we send our materials forward...I've always had complete confidence that the process is then good....But for recruiting faculty, it's mostly, I think the power for us is, when they come here they see that there are others from diverse backgrounds that are a part of the college, and that has to be helpful."

Eger Note: This exemplar not only focuses on having diverse faculty see other faculty, staff, and students that "look like them" during a campus visit but also the importance of hiring offices on campus (like Equity and Inclusion) to support and help with hiring

Example B: Making Opportunity Hires

"Well we facilitate diversity through our faculty searches, and we make sure that we cast a wide net so that we have a diverse pool from which to pull. We are always on the lookout for high-quality faculty that might meet the target of opportunity hiring on campus. I don't know if you have heard about that where if you see that you may have a position, and you want to hire this one person but you have an equally qualified minority candidate. Then, sometimes there is additional funds to improve diversity on campus you can get a target of opportunity hire. For example, we had a strategy faculty search, and we had two candidates, I was on the committee, and we could not decide between the two...We went to the Provost and said this is a great opportunity hire...and we were able to fund both of them through that body. I don't know how we would have made that decision otherwise except flipping a coin because we were deadlocked."

...described the process of recruiting a female faculty member of color to his department and the importance of recruiting people who want to return to Texas State with prior connections, such as "someone from our professional network, that we knew was, had been here before, had left the community, gone out to a couple of different universities, and wanted to come

back. That's, to me, it was an ideal program that we had." He also explained that diversity means different things for different colleges, as some may need male PhDs to diversify their department while others may need women and people of color. This pointed to how diversity hiring needs differ for our many departments and fields and how target of opportunities in this case could help not only hire a diverse faculty member but also someone with a prior Texas State connection who wanted to be here and stay here.

"I think one of the things that makes it a little easier, is we do, or at least in the past we've had chances of opportunity hires, if you do have somebody that will enrich the department, that is make it more diverse and is interested in coming here, you can, kind of hire them on through that program, and so it allows you when you're going through your regular searches to just not worry about it so much... Those opportunity hires are a really hugely important in the types of courses [we] offer. I think [targets of opportunity hires] help to promote the type of people, the type of candidates we're looking for help to promote diversity and inclusion. Because, when we look at the topics, when we talk about that we have a line open that we're going to hire for, what do we see happening with that? You know, the, the American society today, there are a lot of issues that can be discussed, you know, and it promotes diversity if you're like, I guess choosing people that are relevant in today's society."

Eger Note: While these are just a couple of examples found discussing opportunity hires, the majority of participants communicated that these hires were the single most helpful tool they have utilized to recruit/hire diverse faculty. For one participant, target of opportunity hires was consequential in getting qualified faculty to teach courses that our students need and want

Example C: Forging Relationships with Diverse Faculty

"Finding good candidates, finding...the pool is limited. If you just take Hispanics, for example. A good Hispanic candidate for faculty positions are very sought after, very competitively. And so I adopt a strategy of long-term relationships with young folks...Like if you were in my field I'd get to know you, you know, a little bit better or find out where you're going and if it looked like you were heading into maybe a faculty position in the future I'd stay in touch with you. You know, and then when that time came I would try to make, if it still made sense for both of us, I would try to recruit you to [the university]. That's about the best hope for finding diverse candidates is to really do the networking. You can't just open up something, a search and expect them to come, because it just doesn't happen."

"We are present at the conference, a lot of professional conferences now actually have job search times where you can put stuff in a pool, and they'll give you a space and you have a little cubicle. But being at those conferences and talking to other people and saying this, this and this. You know? This is the job and looking for people and making a personal contact with them to draw and draw them and create an interest."

Eger Note: These examples show how faculty leaders are working before a call is ever issued for hiring to build relationships and make connections so that when hiring is open, they have built networks, relationships, and connections to help their recruitment. In other words, we could call this theme, "Recruitment of diverse faculty does not start with the job posting: It starts much earlier!" Two examples here show using conferences for this process and a personal

approach of relationship building with strong future PhDs. One participant also mentioned the importance of “guidance” for departments in meeting with the Special Assistant to the Provost for Inclusion and Diversity and the Director of Equity and Inclusion before recruiting.

Example D: Developing Inclusive Job Postings and Advertising

“We have, currently, a position that's open that we're going to be hiring this year for, and in the preferred qualifications we indicated that we would welcome multi-ethnic, multi diverse, applicants, as part of the specialty that they would bring to that hire. So, even small gestures like that can make a difference in the yield that you get from the applicant pool.”

“When we put out a job call, we not only put it in the typical places, which is the Chronicle of Higher Ed, and Higher Ed Jobs.com, but we also put it in...the Hispanic Policy Network. I think that's what it's called. And then there is the Journal of African American Studies that has a job posting, so we put in places where we will hopefully reach a diverse faculty. We also put words in our job callings like “social justice” and “focus on equity,” which gets some attention from conservative news blogs from time to time. We've had to field some calls on that last year (laughs), but it also gets us a more diverse population applying for the jobs.”

“I am on a search committee, and we found this out right before the faculty met to draft a job ad. We included in the job ad—we didn't ask for a diversity statement—but what we asked for was a statement as part of their teaching philosophy of their approach for teaching at an institution like Texas State with a diverse student body. And I think not that we are saying we want underrepresented people, we are saying we want people who care about diversity, and understand that there is an approach you can make to accept a diverse student population and work with a diverse student population.”

“We've just recently started working on some advertisements, and so there's another ad here at the university that is a department that you can also tell is working very hard at it. And they make a statement in there that we didn't [before that] I really like, which is essentially along the lines of, We're a, you know, talked about the nature of the university as a minority serving institution, Hispanic serving institution, welcoming of different, perspectives and that we value, supporting students, faculty who may be in a group that's marginalized or that might be uncomfortable in other situations. That's just kinda like stated upfront in the ad, so that I think is, a valuable statement to include. Others don't include that.”

Eger Note: For this theme, faculty note the importance of early-stage communication in the search process, including advertisement language and advertising to build a diverse pool. One participant notes the importance of looking at samples from other departments who are making this effort and working on their language so that departments can improve their own job postings and communication by mirroring their peers.

Example E: Building a Diverse Recruitment Pool for the Future

“I do see this as larger structural issue when you're hiring and you have these candidates, and you don't have the diversity within the candidate pool that you want to see. Okay, so what can we do as a university to encourage more diversity within our graduate program, and to graduate more people with MA's and Ph.D.'s that can then go on, and contribute to diversity and higher education in general/ Because I think that is honestly not about universities policies

and such. It's this larger structural issue of what can we do to encourage success for minority students. I guess at the undergraduate level, all the way up. Get them graduated, get them into these programs, having them taking on these leadership roles, and so that when you, if you have a diverse candidate pool, you're going to have a diverse faculty."

"No matter what someone looks like coming into our department, if they are interested in going onto graduate school then we need to encourage them. And because our department looks like the university with the number of Hispanic students we have, or for example the number of women we have, if more of them go on to graduate school and become faculty members, we will ultimately we will normalize the supply line."

"Well, there is one where we're working on now that's students; we're modifying and adapting a program that we developed several years ago working with [underrepresented students]...Our initiative is morphing, evolving [diverse studies into] achieving leadership and excellence."

"We have a program that was started about a year ago with some of faculty, particularly driven by our diverse faculty, but not only. To try to recruit, not only minority students, but in particular minority students from universities who don't have graduate programs to bring them here. So, they got some grant dollars to bring them here, bring some of their professors, have a get together, we had a big to do, and the goal is to try to see if that will try to bring them in."

Eger Note: For these excerpts, participants discussed different strategies they use to help recruit underrepresented students into their graduate programs and help build future diverse faculty pools for Texas State (and other universities). Here their logic was that if we consistently do not have diverse pools, we need to change the pool by starting here with our students to make academia more diverse. To begin to systematically support underrepresented students would help change the future for hiring. Ideally, other universities would have similar programming so we could build diverse networks together across the country to create meaningful inclusion for diverse students that translate into them wanting to be future faculty.

Example F: Including Faculty and Staff from Across Campus in Search Processes

"One of the things we did in the process last time, and this was for the one of the new faculty members we just hired, because it was associated with a program [where] we invited people from other departments to come to their job talk. So, in other words, it wasn't just our faculty that were there, but there were faculty from a whole bunch of disciplines and other departments that came. There were people from other organizations on campus that came. And we asked them to give us feedback on the candidates, and we took that feedback into consideration when we decided to make our decisions about who to hire. So, we've never really done anything quite like that, but I found it to be very useful."

Example G: Supporting Current Non-Tenure Line Faculty

"I'm trying to figure out how can we cobble together some of the funds and can we convert some of the lecturers to senior lecturers? Or in some cases we've actually hired even if it's not a tenure track line we directly hired, you know moved people up to be full-time lecturers that are ethnically diverse...We're also able to move 'em from per course to percentage time, up to the point where the benefits' eligible, so that makes a big difference. Or this one where we're able

then to move them up to a full-time lecturer and now the person's progressing in a way that now I'm saying, "Oh, maybe we'll try to turn this into a sort of a target of opportunity tenure track one because the person's scholarly creativeness has really gone up."

Eger Note: The quote here illustrates the importance of advancing great candidates who are already here, whether that is moving someone from per course faculty to lecturer or even looking at lecturers who are research productive to encourage a move into tenure-track. This fits research that shows how we have to think outside of the box of who we hire and that not everyone follows the same pathways to their positions. In other words, recruitment may very well begin in our own university.

Example H: Offering Competitive Start-Up Packages

"Start-up packages have been huge... So I think the commitment that the Provost is making in start-up to get faculty. I don't know how familiar you are with start-up but its funds that the Provost allocates to a new faculty member to purchase supplies that they might need to get their lab going or hiring graduate students uhm to work with them on research projects. I mean a variety of things like that so I think that there is a real strong commitment now from the Provost's office to help faculty succeed by getting them off. I mean, what faculty need to is get their [set-up] up and going and then spend time writing grants to keep that [resource] up and going, to keep bringing funds into the university, and to keep having funds to support graduate students, but you have to get started."

VII. RESEARCH ON BIAS AND OUTCOMES

Columbia University provides an extensive list of research studies that demonstrate the impact of implicit biases and the effects they have on decision-making, including hiring practices (see below). Given faculty interest in documented evidence, these studies can provide talking points for search committee meetings as well as ways to overcome objections. This information is taken directly from Columbia University’s [Guide to Best Practices in Faculty Search and Hiring](#).

| Source | Summary & Questions | Key Points |
|--|--|---|
| <p>Ash, A. S., P. L. Carr, R. Goldstein, and R. H. Friedman. “Compensation and Advancement of Women in Academic Medicine: Is There Equity?” <i>Annals of Internal Medicine</i> 141 (2004): 205–212.</p> | <p>After controlling for publications, years of seniority, hours worked per week, department type, minority status, medical vs. nonmedical final degree, and school, medical faculty who were women had lower rank and compensation than men.</p> | <p>Medical faculty who are women have lower rank and are paid less than their male counterparts</p> |
| <p>Bauer, C. C., and B. B. Baltes. “Reducing the Effects of Gender Stereotypes on Performance Evaluations.” <i>Sex Roles</i> 47, nos. 9/10 (2002): 465–476.</p> | <p>Students with more traditional stereotypes of women rated female professors more poorly than male professors, given identical credentials in this study. If students were required to recall positive and negative behaviors associated with each of area of evaluation prior to giving the professors a score on their teaching, then ratings given were a fair reflection of ability.</p> | <p>How to prepare evaluators to provide fair performance ratings.</p> |
| <p>Bertrand, M., and S. Mullainathan. “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment On Labor Market Discrimination.” <i>The American Economic Review</i> 94, no. 4 (2004): 991–1013, “Employers’ Replies to Racial</p> | <p>This research showed that employees were less likely to call back applicants with African-American names than those with white names. Greater training and experience were more likely to benefit a white applicant than an African-American applicant.</p> | <p>African Americans are less likely to be hired than whites, all else being equal.</p> |

| Source | Summary & Questions | Key Points |
|--|--|--|
| <p>Names,” NBER website, Thursday August 31, 2006 (http://www.nber.org/digest/sep03/w9873.html).</p> | | |
| <p>Bertrand, M., D. Chugh, and D. Mullainathan. “Implicit Discrimination.” The American Economic Review 95, no. 2 (2005): 94–98.</p> | <p>Associations between objects, groups, and qualities are implicit if they are outside a person’s awareness. These implicit biases are not affected by conscious adoption of values and can result in behavior that directly contradicts conscious values. However, unconscious associations can be manipulated; it was possible to temporarily induce more positive implicit attitudes towards blacks in individuals who were exposed to popular and accomplished blacks. Therefore, affirmative action policies would do well to include efforts to positively influence our implicit biases.</p> | <p>What is implicit bias?</p> |
| <p>Biernat, M., and D. Kobrynowicz. “Gender- and Race-Based Standards of Competence: Lower Minimum Standards but Higher Ability Standards for Devalued Groups.” Journal of Personality and Social Psychology 72, no. 3 (1997): 544–557.</p> | <p>This study demonstrated that women and blacks needed to meet lower standards than did men and whites respectively to be considered competent. However, women and blacks were more readily deemed incompetent when they made errors than were men and whites respectively.</p> | <p>Women and blacks face different standards of competence than do men.</p> |
| <p>Caffrey, M. “Blind’ Auditions Help Women.” Princeton Weekly Bulletin (May</p> | <p>This analysis shows that the introduction of the practice of concealing the identity of the performer behind a screen during auditions resulted in a jump in the</p> | <p>Concealing the gender of candidates can lead to more fair evaluation.</p> |

| Source | Summary & Questions | Key Points |
|--|--|--|
| <p>12, 1997), based on working paper later published: C. Goldin and C. Rouse, "Orchestrating Impartiality: The Impact of 'Blind' Auditions on Female Musicians." <i>The American Economic Review</i> 90 (2000): 715–741.</p> | <p>percentage of women admitted into orchestras.</p> | |
| <p>Dovidio, J. F., and S. L. Gaertner. "Aversive Racism and Selection Decisions: 1989 and 1999." <i>Psychological Science</i> 11, no.4 (2000): 315–319.</p> | <p>Though white students in this study self-reported less prejudice in 1998-9 than in 1988-9, at both time points, they recommended ambiguously qualified white candidates more strongly than ambiguously qualified black candidates for a peer counseling position.</p> | <p>Does being less prejudiced make people less susceptible to implicit bias?</p> |
| <p>Dovidio, J. F., K. Kawakami, C. Johnson, B. Johnson, and A. Howard. "On the Nature of Prejudice: Automatic and Controlled Processes." <i>Journal of Experimental Social Psychology</i> 33, no. 5 (1997): 510–540. Retrieved on April 17, 2008, from http://www.sciencedirect.com/science/article/pii/S0022103197913317</p> | <p>Study participants' implicit racial bias was not associated with conscious, or explicit, racial prejudice. Further, while explicit prejudice governed controlled judgments related to race, implicit biases were responsible for spontaneous responses to race. While explicit prejudice predicted whether participants judged black male defendants guilty or innocent after deliberation with other jurors, implicit prejudice predicted spontaneous associations with race in the presence of other distractions. Additionally, explicit prejudice predicted evaluation of black or white interaction partners while implicit prejudice predicted nonverbal cues (such as eye contact and blinking) of participants in these interactions.</p> | <p>Is implicit bias the same as explicit prejudice?</p> |
| <p>Georgi, Howard. "Is There an Unconscious</p> | <p>Howard Georgi, Mallinckrodt Professor of Physics at Harvard University,</p> | <p>The ideal scientist is defined in a way that</p> |

| Source | Summary & Questions | Key Points |
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| <p>Discrimination against Women in Science?” APS News Online (College Park, MD: American Physical Society), January 2000.</p> | <p>discusses how the ideal scientist is defined. In his opinion, the ideal scientist is thought to be assertive and single-minded, qualities that are typically considered more masculine. These qualities are not only less common in women, but are viewed as unappealing when present in women. Women are thus at a disadvantage when being considered for scientific positions.</p> | <p>disadvantages women.</p> |
| <p>Good, C., J. Aronson, and J. A. Harder. “Problems in the Pipeline: Stereotype Threat and Women’s Achievement in High-Level Math Courses.” Journal of Applied Developmental Psychology 29, no. 1 (2008): 17–28.</p> | <p>Students in an advanced college mathematics course were given a test that they were told would diagnose their math abilities. While one group of students was told that there were no gender differences in performance by previous students who had taken the test, the other control group of students was not given this message. While the men and women in the control group performed equally well, women performed better than men in the test group.</p> | <p>Stereotypes about math and gender affect performance on math tests among women in the pipeline for careers in science, engineering, and mathematics.</p> |
| <p>Heilman, M. E. “The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool.” Organizational Behavior and Human Performance 26 (1980): 286–295.</p> | <p>Individuals were more likely to select a woman applicant for a managerial position when more than 25 percent of the pool of applicants consisted of women.</p> | <p>How to reduce the effect of stereotypes when assessing candidates.</p> |
| <p>Heilman, M. E., A. S. Wallen, D. Fuchs, and M. M. Tamkins. Penalties for Success: Reactions to</p> | <p>Women who were acknowledged to be successful in a male gender-typed job were less liked, which negatively affected their evaluation and receipt of</p> | <p>Women who are successful in traditionally male roles are less liked and</p> |

| Source | Summary & Questions | Key Points |
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| <p>Women Who Succeed at Male Gender-Typed Tasks.” <i>Journal of Applied Psychology</i> 89, no. 3 (2004):416–427.</p> | <p>professional rewards such as promotions and salary increases.</p> | <p>rewarded less.</p> |
| <p>Isaac, C., B. Lee, and M. Carnes. “Interventions That Affect Gender Bias in Hiring: A Systematic Review.” <i>Academic Medicine</i> 84, no. 10 (2009): 1440–1446.</p> | <p>Having a clear understanding of job-related competencies prior to evaluating candidates and having women comprise at least 25 percent of pool of applicants are effective ways of reducing gender bias during hiring.</p> | <p>Effective interventions for reducing gender bias during hiring.</p> |
| <p>Lai, C. K., K. M. Hoffman, and B. A. Nosek. “Reducing Implicit Prejudice.” <i>Social and Personality Psychology Compass</i> 7 (2013): 315–330.</p> | <p>An overview of the ways in which implicit biases can be moderated: retraining associations, changing the context in which associations are made, and providing motivation to change implicit biases. These strategies vary in effectiveness and permanency.</p> | <p>How can implicit bias be reduced?</p> |
| <p>Latham, G. P., K. N. Wexley, and E. D. Pursell. “Training Managers to Minimize Rating Errors in the Observation of Behavior.” <i>Journal of Applied Psychology</i> 60, no. 5(1975): 550–555.</p> | <p>Sixty managers either participated in a workshop or group discussion or received no training whatsoever on the biases that can affect the evaluation of a job candidate (halo effect, contrast effect, similarity, and first impression). Six months later, managers were asked to evaluate candidates on videotape. Those who received no training committed similarity, contrast, and halo errors while those who participated in the workshop made no errors at all. Managers who participated in group discussions committed impression errors. The advantage of the workshop may have been the opportunity to receive feedback about one’s own errors from the trainer. Key findings included: (1) halo effect: allowing one positive</p> | <p>Workshops are more effective at reducing judgment biases than are group discussions.</p> |

| Source | Summary & Questions | Key Points |
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| | <p>attribute to influence overall opinion of a candidate; (2) contrast effect: judging a candidate by comparison to candidate that was judged immediately prior; (3) similarity error: judging candidates who are similar to the evaluator more favorably; and (4) first-impression error: allowing initial observations to influence the final evaluation of the candidate.</p> | |
| <p>Lowery, B. S., C. D. Hardin, and S. Sinclair (2001). "Social Influence Effects on Automatic Racial Prejudice." Journal of Personality and Social Psychology 81 (2001): 842–855.</p> | <p>European Americans showed less racial prejudice in the presence of black experimenter than in the presence of a white experimenter.</p> | <p>Social factors influence implicit racial prejudice.</p> |
| <p>Madera, J. M., M. R. Hebl, and R. C. Martin. "Gender and Letters of Recommendation for Academia: Agentic and Communal Differences." Journal of Applied Psychology 94, no. 6 (2009): 1591–1599.</p> | <p>Analysis of 624 letters of recommendation at a research university showed that women are more likely to be described in communal terms while men are more likely to be described in agentic terms. Possession of communal qualities negatively impacted the ability to be hired for an academic position.</p> | <p>Women, who are viewed as having a more communal orientation, are at a disadvantage when being considered for academic positions.</p> |
| <p>Martell, R. F. "Sex Bias at Work: The Effects of Attentional and Memory Demands on Performance Ratings of Men and Women." Journal of Applied Social Psychology 21, no. 23 (2010): 1939–1960.</p> | <p>Individuals who were distracted while evaluating male and female performance in a traditionally male job, rated females more poorly than males. Individuals that were able to give all their attention to the evaluation task did not show any sex bias in their ratings of males vs. females.</p> | <p>How to reduce the effect of stereotypes when assessing candidates.</p> |
| <p>Moody, JoAnn. Faculty Diversity: Problems and</p> | <p>Best practices for presidents, provosts, deans, academic departments, and</p> | <p>Some best practices that institutions can</p> |

| Source | Summary & Questions | Key Points |
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| <p>Solutions. New York: Routledge, 2004.</p> | <p>search committees to follow in the faculty recruitment process are presented in Chapter 4.</p> | <p>adopt to successfully recruit more diverse faculty.</p> |
| <p>Moody, JoAnn. Rising above Cognitive Errors: Guidelines for Search, Tenure Review, and Other Evaluation Committees, 2010 (to order this monograph go to JoAnn Moody's website, http://www.diversityoncampus.com/id13.html).</p> | <p>This monograph presents common errors of judgment along with preparation and practices that evaluation committees can follow to prevent errors from influencing hiring decisions. A summary can be found here: http://www.ccas.net/files/ADVANCE/Moody%20Rising%20above%20Cognitive%20Errors%20List.pdf.</p> | <p>What are common errors of judgment by evaluation committees?</p> |
| <p>Nosek, B. A., F. L. Smyth, N. Sririam, N. M. Lindner, T. Devos, A. Ayala, Y. Bar-Anan, et al. "National Differences in Gender-Science Stereotypes Predict National Sex Differences in Science and Math Achievement." Proceedings of the National Academy of Sciences 106, no. 26 (2009): 10593–10597, http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2705538/pdf/zpq10593.pdf.</p> | <p>Data from the Implicit Association Test (IAT) showed that women were perceived as having less science aptitude than men. The strength of such a stereotype in a society influenced the gap in math and science achievement between its male and female students.</p> | <p>Stereotypes about science and gender affect male and female performance in math and science.</p> |
| <p>Nosek, B. A., M. R. Banaji, and A. G. Greenwald. "Harvesting Implicit Group Attitudes and Beliefs from a</p> | <p>In this analysis of data from the Implicit Association Test (IAT), people showed implicit preference for whites over blacks and young over old. They also associated men with science and career</p> | <p>What are common stereotypes and biases related to race and gender?</p> |

| Source | Summary & Questions | Key Points |
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| <p>Demonstration Web Site.” Group Dynamics: Theory, Research and Practice 6 (2002): 101–115.</p> | <p>while women are associated with liberal arts and family.</p> | |
| <p>Padilla, R. V., and R. C. Chavez. Introduction to The Leaning Ivory Tower: Latino Professors in American Universities. New York: State University of New York Press, 1995.</p> | <p>Experiences of Latino and Latina professors in academia are presented in this book. The introduction provides an overview of the book.</p> | <p>Experiences of Latino and Latina professors in academia.</p> |
| <p>Sczesney, S., and U. Kühnen. “Meta-Cognition about Biological Sex and Gender-Stereotypic Physical Appearance: Consequences for the Assessment of Leadership Competence.” Personality and Social Psychology Bulletin 30 (2004): 13–21.</p> | <p>In this experiment, participants were more likely to recommend masculine-looking persons, regardless of gender, for a leadership position than feminine-looking persons. Furthermore, participants were unaware that they had this bias, as their preference for those with a masculine appearance did not increase when they were asked to evaluate candidates while distracted by another task.</p> | <p>Persons with masculine features, regardless of their gender, are preferred for leadership positions.</p> |
| <p>Sheridan, J. T., E. Fine, C. M. Pribbenow, J. Handelsman, and M. Carnes, “Searching for Excellence and Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center,” Academic Medicine 85, no. 6 (2010): 999–1007.</p> | <p>The University of Wisconsin-Madison developed and implemented an educational workshop on faculty recruitment and studied its reception by faculty and hiring outcomes of departments that benefitted from the workshop. Faculty found the workshops helpful, and hiring of women increased in departments whose members had participated in a workshop.</p> | <p>Case study: The effectiveness of workshops in increasing the hiring of women faculty in the University of Wisconsin-Madison.</p> |

| Source | Summary & Questions | Key Points |
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| <p>Sinclair, S., B. Lowery, C. Hardin, and A. Colangelo. "Social Tuning of Automatic Attitudes: The Role of Affiliative Motivation." <i>Journal of Personality and Social Psychology</i> 89 (2005): 583–592.</p> | <p>Individuals were likely to show less implicit racial prejudice if their test was administered by a likeable, egalitarian-minded experimenter. Women showed a greater reduction in prejudice in this context than did men. Automatic racial prejudice of individuals remained unaffected in the presence of a disagreeable but egalitarian experimenter.</p> | <p>Social factors influence implicit racial prejudice.</p> |
| <p>Smith, D. G. "How to Diversify the Faculty." <i>Academe</i> 86, no. 5 (2000): 48–52.</p> | <p>This article discusses the contradiction between the beliefs of institutions and the experiences of minority scholars regarding the recruitment of underrepresented minorities into academia. Though minority scholars are few, well-funded elite institutions are not engaging in bidding wars over these few individuals. Minorities in academia are not actively sought out by institutions, and often leave academia for government or industry due to problems with academia. Practices that allow institutions to recruit more diverse faculty include active searches, diverse search committees, avoidance of elitism, attention to dual career issues, and the presence of a "champion." A champion knows the candidate well and is in a position to both advise the candidate on the recruitment process and ensure that the search committee gives thorough consideration to the candidate's abilities and potential.</p> | <p>Some best practices that institutions can adopt to successfully recruit more diverse faculty.</p> |
| <p>Smith, D. G., C. S. Turner, N. Osei-Kofi, and S. Richards. "Interrupting the Usual."</p> | <p>This analysis examines hiring data of three large institutions. It finds that underrepresented faculty of color are more likely to be hired when the job description contains a link to a study of</p> | <p>Evidence supporting best practices that institutions can adopt to successfully recruit</p> |

| Source | Summary & Questions | Key Points |
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| <p>The Journal of Higher Education 75, no 2 (2004).</p> | <p>race and/or ethnicity, traditional search practices are either eschewed or supplemented with diversity-focused hiring interventions, and the pool of finalists is heterogeneous in terms of gender and ethnicity.</p> | <p>more diverse faculty.</p> |
| <p>Sommers, S. “On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations.” Journal of Personality and Social Psychology 90, no. 4 (2006): 597–612.</p> | <p>This research showed that whites in diverse juries were more likely to cite facts, make fewer errors, discuss racism, and be lenient towards a black defendant than whites in all-white juries.</p> | <p>How diverse juries positively influence equitable outcomes.</p> |
| <p>Steinpreis, R. E., K.A. Anders, and D.Ritzke. “The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study.” Sex Roles 41, nos. 7/8 (1999): 509–528.</p> | <p>In this study, both men and women were more likely to hire a male candidate rather than a female candidate with identical credentials for an entry-level faculty position.</p> | <p>Individuals prefer to hire males over females, all else being equal.</p> |
| <p>Stewart, A. J., D. LaVaque-Manty, and J. Mallery. “Recruiting Female Faculty Members in Science and Engineering: Preliminary Evaluation of One Intervention Model.” Journal of Women and Minorities in Science and Engineering 10, no.</p> | <p>This study examines the impact of the Science and Technology Recruiting to Improve Diversity and Excellence (STRIDE) faculty committee as a part of the ADVANCE initiative at the University of Michigan. The majority of faculty who attended presentations by the STRIDE committee found them to be educational and effective. Hiring of women in three colleges at the University of Michigan also increased two- to four-fold compared to the</p> | <p>Case study: How a faculty committee was effective in increasing hiring of women in the University of Michigan.</p> |

| Source | Summary & Questions | Key Points |
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| 4 (2004): 361–375. | previous year. | |
| Thomas-Hunt, M. C., and K. W. Phillips. “When What You Know Is Not Enough: The Effects of Gender on Expert’s Influence within Work Groups.” <i>Personality and Social Psychology Bulletin</i> 30: 1585–1598. | <p>Groups working on a male-typed decision-making task were less able to harness the knowledge possessed by female experts than that possessed by male experts. Being an expert in the group had a negative impact on others’ evaluations of women, their self-evaluations, and their ability to influence the group. In contrast, possessing expertise had a positive impact on men’s ability to influence the group.</p> | <p>The possession of expertise harms the ability of women to influence decision making.</p> |
| Trix, F., and C. Psenka. “Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty.” <i>Discourse & Society</i> 14, no. 2 (2003): 191–220. | <p>Letters of recommendation for women for a medical school faculty position tended to be shorter, lack mention of professional titles/status, raise uncertainty regarding competence, and emphasize teaching rather than research compared to recommendations written for men.</p> | <p>Women receive weaker letters of recommendation than do men.</p> |
| Tuitt, F. F., M. A. D. Sagaria, and C. C. V. Turner. “Signals and Strategies in Hiring Faculty of Color.” <i>Higher Education: Handbook of Theory and Research</i> (2007): XXII:424–425. | <p>Universities can use different signals to indicate its openness to hiring faculty of color. These include diversity climate, representation of people of color in the workplace, availability of mentoring and networking relationships, affirmative action and diversity plans, job descriptions, and prospects for promotion and tenure.</p> | <p>Strategies that institutions can employ to attract faculty of color.</p> |
| Tullar, W. L., and T. W. Mullins. “Effects of Interview Length and Applicant Quality on Interview Decision Time.” <i>Journal of Applied Psychology</i> 64, no. 6 (1979):669–674. | <p>Interviewers spend a longer time considering applicants of high quality and applicants that they have spent a longer time interviewing. Therefore, one way to ensure that interviewers give adequate consideration to candidates is to increase the length of the interview.</p> | <p>Decision-makers who spend a longer time evaluating an applicant are less likely to make a premature hiring decision.</p> |

| Source | Summary & Questions | Key Points |
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| <p>Uhlman, E. L., and J. L. Cohen. “Constructed Criteria: Redefining Merit to Justify Discrimination.” Psychological Science 16, no. 6 (2005): 474–480.</p> | <p>Individuals modified hiring criteria for a traditional male position to fit the qualifications of the male applicant. Individuals who thought they were objective in their judgments were more likely to discriminate against female applicants in their hiring decisions.</p> | <p>Hiring criteria are modified to suit the talents of male applicants.</p> |
| <p>Valian, Virginia. “Gender Schemas at Work” and “Evaluating Women and Men” (Chapters 1 and 7) in Why So Slow? The Advancement of Women. Cambridge, Mass.: MIT Press, 1998.</p> | <p>Both men and women in this study rated male candidates higher than female candidates, given identical credentials/performances.</p> | <p>Individuals rate males higher than females, all else being equal.</p> |
| <p>Vicker, L. A., and H. J. Royer. The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring. Sterling, VA: Stylus, 2006.</p> | <p>This manual provides guidelines for conducting a search process. It can be best described as a meta-handbook, drawing from research and experiences of different universities.</p> | <p>Guidelines for conducting an inclusive and successful search.</p> |
| <p>Wenneras, C., and A. Wold. “Nepotism and Sexism in Peer-Review.” Nature 387 (1997): 341–343.</p> | <p>In order for women applying to postdoctoral fellowships from the Swedish Medical Research Council to be considered as competent as men, they needed to have produced 2.5 times the amount of work of their male peers.</p> | <p>Women need to be far more productive in order to be considered as competent as men.</p> |
| <p>Wright, A. L., L. A. Schwindt, T. L. Bassford, et al. “Gender Differences in Academic Advancement: Patterns, Causes, and Potential Solutions in One US</p> | <p>This study finds significant differences in salaries, ranks, tracks, leadership positions, resources, and perceptions in academic climate among male and female faculty at a medical college. Women earned, on average, \$12,777, or 11%, less than men after adjusting for</p> | <p>Women faculty are paid less, have lower rank, and are more likely to face discrimination than are men in academic medicine.</p> |

| Source | Summary & Questions | Key Points |
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| College of Medicine.” Academic Medicine 78 (2003): 500–508. | rank, track, degree, specialty, years in rank, and administrative positions. Women were also less likely to be tenured and more likely to report instances of discrimination than were men. | |

Table 5. Research on Bias and Outcomes

*Source: Columbia University Guide to Best Practices in Faculty Search and Hiring (July 2016); UC Berkeley Search Guide for Ladder-Rank Faculty Recruitments: Policies, Procedures and Practices (November 2013); University of Michigan ADVANCE Handbook for Faculty Searches and Hiring (2009–10); University of Virginia Faculty Search Committee Tutorial Primer; University of Washington ADVANCE pamphlet Interrupting Bias in the Faculty Search Process.

VIII. REFERENCES

On-campus references

[President Trauth's Message on Diversity and Inclusion](#)
[Inclusion and Diversity](#)
[Student Diversity and Inclusion](#)
[The Office of Equity and Inclusion](#)
[Diversity Connections](#)
[Multicultural Programs](#)
[Multicultural Curriculum Transformation & Research Institute](#)
[Faculty Development](#)
[Self-Service Tools / Office of Institutional Research](#) (faculty and student data)
[New Faculty Resources](#)
[The Diversity and Inclusion Calendar](#)
[Diversity and Inclusion Strategic Plan \(2017-2023\)](#)

Off-campus references

Columbia University – [Guide to Best Practices in Faculty Search and Hiring](#),
Harvard University – [Best Practices for Conducting Faculty Searches](#)
University of Wisconsin-Madison – [Searching for Excellence and Diversity](#)
University of Washington – [Handbook of Best Practices for Faculty Searches](#)
University of Texas – [Recruitment Handbook](#)
University of Oregon - [Best Practices for Improving Faculty Diversity Recruitment](#)
University of Kentucky - [Faculty Hiring Guidelines, Best Practices, and Toolkit](#)
University of Michigan – [Handbook for Faculty Searches and Hiring](#)
Michigan State University - [Faculty Search Toolkit](#)
University of California-Berkley – [Strategic Planning for Equity, Inclusion, and Diversity](#)

IX. ADDITIONAL READINGS

[A Texas Campus, Plagued by Hate Groups and Rocked by Protest, Struggles to Heal](#)
[Behavior-Based Interview Questions Related to Diversity, Equity, and Inclusion](#)
[Why College Need to Hire More Trans Faculty](#)
[Recruiting and Retaining Latino Faculty Members: The Missing Piece to Latino Student Success](#)
[Advice to Deans, Department Heads and Search Committees for Recruiting Diverse Faculty](#)
[Diversity Fatigue is Real](#)
[Improving the Recruitment and Hiring Process for Women Faculty](#)
[How Serious are you About Diversity Hiring?](#)
[What Factors Hold Back the Careers of Women and Faculty of Color? Columbia U. Went Looking for Answers](#)
[Against Diversity Statements](#)
[In Defense of Diversity Statements](#)
[The Recruitment and Support of Latino Faculty for Tenure and Promotion](#)
[University Pipeline Programs Offer Viable Approach to Faculty Recruitment](#)
[Making Academic Departments Welcoming for LGBT Faculty, Staff and Students](#)
[Creating a Positive Work Environment for LGBT Faculty: What Higher Education Unions Can Do](#)
[Increasing Diversity in Academic Hiring](#)
[Boston College and UC Riverside Share How They Quickly Hired More Faculty Members From Underrepresented Minority Groups, Without Relying on Hard Numerical Targets or Costly Initiatives](#)
[Advice for Attracting and Retaining Diverse Faculty Members](#)
[The Stress of Being a Minority Faculty Member](#)
[Letters of recommendation reaffirm entrenched systems of bias and exclusion \(opinion\)](#)
[What Faculty Members Think](#)
[Defining diversity: LGBTQ faculty often find themselves outside the bounds](#)
[This is Your Pipeline Problem: How Campuses Treat Senior Faculty of Color \(opinion\)](#)
[Hiring More Black and Latino Professors: 'You Have to Want to Do That'](#)
[Experts Say Latino Student Enrollment Outpacing Faculty Growth](#)
[Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value](#)
[Proposition Based on Perspectives from a Range of Academic Institutions](#)
[Want to Retain Faculty of Color? Support Them as Faculty of Color](#)
[Ten Ways to Retain Faculty of Color](#)
[Recruiting and Retaining Female and Minority Faculty](#)
[4 Elements of an Inclusive Job Ad](#)
[Why are There So Few Professors of Color?](#)
[The Problem with Diversity Questions](#)
[Examining Life Outcomes among Graduates of Hispanic-Serving Institutions](#)
[Who's doing the Heavy Lifting in Terms of Diversity and Inclusion Work?](#)
[My Brilliant \(White Male\) Professor](#)