



Office of the Executive Vice President & Provost

# Faculty Search Committee Practices to Advance Equity

This material is provided by the UI Office of the Executive Vice President and Provost and has been adapted from numerous faculty search publications, including Fine and Handelsman's (2012a) "Reviewing Applicants: Research on Bias and Assumptions" and UCLA Office of Equity, Diversity and Inclusion's *Searching for Excellence* (2014, 2017). Special thanks to Hannah M. Walsh for her assistance in developing this resource.

The document is available electronically on the University of Iowa Office of the Executive Vice President and Provost website:

[https://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg\\_uploads/Search%20Committee%20Practices%20to%20Advance%20Equity.pdf](https://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg_uploads/Search%20Committee%20Practices%20to%20Advance%20Equity.pdf)

For questions and/or suggestions, please contact [faculty@uiowa.edu](mailto:faculty@uiowa.edu).

# Faculty Search Committee Practices to Advance Equity

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# Introduction

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This document is intended to serve as a resource tool for Faculty Search Committees to discuss strategies in advance of beginning a search. It is designed to provide best practices strategies in one place to support of the university's commitment to meeting its goals of promoting equal opportunity and of enhancing excellence through faculty diversity. The document is designed to provide evidence-based strategies, with citation to the relevant research, to assist committee members in increasing their familiarity with the literature and to facilitate discussions at the departmental and collegiate levels. This document may be used in various ways with faculty search committees: it may be used in concert with a search committee training, as a companion after reading agreed upon articles or viewing an agreed upon video, or as a tool for the committee chair to facilitate discussion as the committee begins its work.

Faculty search committee members are also encouraged to review the Office of Equal Opportunity [Recruitment Manual](#) in advance of beginning a search to become familiar with UI's search process, equal employment opportunity/affirmative action (EEO/AA) guidelines and best practices. Relevant [University Policies](#) can be found in EOD's online Recruitment Manual, too. EOD staff are available to provide consultations and resources to the hiring departments on conducting effective searches.

The Office of the Provost invites units to share their successful strategies with us so that we can share tools and best practices with others. Please send suggestions to the Assistant Provost for Faculty at [faculty@uiowa.edu](mailto:faculty@uiowa.edu).

## Before the Search

- Engage in ongoing departmental dialogue about the role of faculty recruitment and retention as it relates to diversity and excellence. Explore questions similar to the following before beginning a search (Gillies, 2016):
  - Where do we want our department to be in 10 or 20 years?
  - What new fields are emerging in this discipline?
  - What perspectives and experiences are we missing?
  - How will this position contribute to our goals of diversity, inclusion, and equity?
- Reimagine recruitment as an ongoing activity rather than as a one-time “post and pray” effort begun once a search has been authorized. Engage in ongoing scouting activities to “identify and build relationships with potential job candidates, so that the unit is in a good position to attract diverse pools of applicants for its approved searches” (University of Washington, 2016, p. 2).
- Reach out to applicants from underrepresented groups individually before and during a search (Wennerås & Wold, 1997). For example, seek out talented scholars at conferences and invite them to campus to present their research. Consider preparing student recruiters to discuss employment opportunities with peers and/or faculty mentors when attending conferences and other events designed for underrepresented students.
- Identify and periodically review specialized database of underrepresented minority scholars and graduate students to identify potential recruits and/or invite scholars to campus for invited talks:
  - Big Ten Academic Alliance Doctoral Directory: <http://www.btaa.org/students/doctoral-directory/the-doctoral-directory>
  - [Faculty for the Future](#) website dedicated to linking a diverse pool of women and underrepresented minority candidates from engineering, science, and business with faculty and research positions at universities across the country: [http://www.engr.psu.edu/fff/misc/services\\_positions.asp](http://www.engr.psu.edu/fff/misc/services_positions.asp)
  - Central Midwest Higher Education Recruitment Consortium (HERC) resume/CV database: [http://www.hercjobs.org/member\\_resources/Job\\_Posting\\_Instructions/HERC%20CV\\_Resume%20Search%20Instructions.pdf](http://www.hercjobs.org/member_resources/Job_Posting_Instructions/HERC%20CV_Resume%20Search%20Instructions.pdf) (UI has an Institutional Membership)



## Search Committee Composition

- Assemble a diverse committee with an expressed commitment to diversity, equity, and excellence (Kang et al., 2012). Studies show that the presence of people of color and women results in more careful and positive assessment of the evidence presented in candidates' materials (Kang et al., 2012; Sommers, 2006) and decreases discrimination against candidates (Heilman, 1980). Additionally, research has shown that socially diverse groups are more innovative, incentivize group members to better prepare, encourage group members to anticipate alternative viewpoints and expect that reaching consensus will take effort (Phillips, 2014).
- Increase the committee's sense of accountability for engaging in intentional, equitable processes. Encourage collegiate and/or departmental leadership to charge the committee to advance diversity, equity and inclusion in its process and encourage committee members to avoid common cognitive errors that result in biased assessments (Blair & Banaji, 1996; see U.S. District Court Judge Mark Bennett for example).
- Review and agree upon the role of the search committee chair or search consultant. For best practice guidance, see Purdue University ADVANCE's [Essential Elements for a Successful Search: Search Chair Workshop on Faculty Hiring](#).
- Consider inviting and/or appointing an "Equity Advisor" to support intentional use of equitable strategies and keep equity issues at the forefront of the search process. An Equity Advisor is a faculty peer who is trained to support faculty search committees to avoid common challenges at numerous points in the search process: creating the ad, developing the applicant pool, assessing the short list, committee evaluation and discussion of credentials. Absent an Equity Advisor, encourage a culture of asking questions of one another to challenge assumptions and biases.
- Distribute a copy of the **Faculty Search Committee Practices to Advance Equity** document, which can be found electronically on the Office of the Provost website: [https://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg\\_uploads/Search%20Committee%20Practices%20to%20Advance%20Equity.pdf](https://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg_uploads/Search%20Committee%20Practices%20to%20Advance%20Equity.pdf).
- If the department hasn't previously articulated the importance of faculty diversity to academic excellence and the departmental mission, engage in that discussion as you enter the search process. Use the existing research that shows that faculty diversity advances institution excellence and challenge the assumptions in statements such as, "I'm for diversity, but I want quality."
- Understand whether the charge of the committee is to provide an unranked list of the top three finalists or to rank order the committee's preference. An unranked list may provide more flexibility to the final negotiator (e.g., Dean) and less stigma toward successful candidates who were not identified as the "top" choice.
- Review the literature on unconscious bias together, increase committee members' "bias literacy," explore evidence-based strategies for minimizing its influence, and agree as a committee what strategies you will employ (Carnes et al., 2015). Schedule a presentation on unconscious bias in the search process and/or facilitate a committee discussion about the research and potential mitigation strategies. Studies have shown that heightened awareness of the discrepancies between one's ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice ("chronic egalitarianism"), can effectively reduce biased decision-making and behavior (Devine et al., 2002, as cited in Fine & Handelsman, 2012).

## Individual Committee Members

- Increase “bias literacy” of search committee members. “[I]mplicit bias is like a habit that can be broken through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias” (Devine, Forscher, Austin, & Cox, 2012, p. 1267). Intention, attention, and time are needed to learn new responses well enough to “compete with the formerly automatically activated responses” (Devine, 1989, p. 16).
- Encourage committee members to learn about the potential impact of unconscious bias in search process. Schedule a committee training on unconscious bias or recommend one of the following short videos and then discuss it during a search committee meeting:
  - American Bar Association (n.d.). [The neuroscience of implicit bias](#) [Video, 21:11 min].
  - Association of American Medical Colleges (AAMC). (n.d.). [What you don't know: The science of unconscious bias and what to do about it in the search and recruitment process](#) [Online video tutorial].
  - Kang, J. (2013). [Immaculate perception: Jerry Kang at TEDxSanDiego 2013](#) [Video, 13:58 min].
  - Ohio State University. (2012). [The impact of implicit bias](#) [Video, 5:33 min].
  - UCLA Equity, Diversity and Inclusion (2016). [Implicit Bias Video Series](#) [Seven-part video series]
- Encourage committee members to take an Implicit Association Test (IAT) on Harvard University’s [Project Implicit®](#) website: <https://implicit.harvard.edu/implicit/>. The site hosts 17 different IATs. Suggest committee members take similar tests (e.g., Gender-Career IAT, Weapons IAT) and discuss potential race/gender bias in the search process.
- Provide committee members with key articles (see “[References and Unconscious Bias Resources](#)” at the end of this packet) and the “[Individual Strategies for Reducing Unconscious Bias](#)” [handout](#) (see [Appendix E](#)). This document is also available at <http://provost.uiowa.edu>.
- Refer committee members to other best practice websites, such as University of Michigan ADVANCE’s [Good Practices Involving Faculty Hiring, Mentoring, Evaluation Processes, and Climate](#) website. Discuss what committee members found useful for the current search process (see [References and Unconscious Bias Resources](#) for additional articles and websites).
- Encourage individual members to take responsibility for consciously striving to minimize the influence of bias on their evaluation. Studies have shown that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice, effectively reduces prejudicial behavior (Devine et al., 2012; Fine & Handelsman, 2012).

## Job Description/Announcement

- Develop the position description so that it conveys the unit's commitment to excellence, equity, and diversity and is screened for stereotype-priming language (Leibbrandt & List, 2012).
- UI Office of Equal Opportunity and Diversity requires the following tagline in all [external] ads: "The University of Iowa is an equal opportunity / affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran." See [EOD Recruitment Manual](#) for more information.
- Departments and colleges may propose additional language to convey their commitment to diversity, equity and inclusion. For example, "The University of Iowa [College of Nursing](#) is committed to creating an accessible, supportive environment and an educational experience that recognizes diversity and cultural competence as integral components of academic excellence. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths in this area." For more suggestions, see [Appendix B](#). Additional diversity statements require approval by the Office of Equal Opportunity and Diversity (EOD) as part of the recruitment plan before advertisements are sent.
- Request that all candidates provide a "diversity, equity and inclusion statement" as part of their application materials. For example, "Applicants are encouraged to share how their past and/or potential contributions to diversity, equity and inclusion will advance University of California-Irvine's commitment to inclusive excellence" (UCI ADVANCE Program for Equity & Diversity, 2015, p. 1). See [Appendix D](#) for more information, including examples of evaluation grids and guidance for applicants and search committees.
- Broaden the job description to attract the widest possible range of qualified candidates. Limit "required qualifications" to identify true requirements of a position versus nice-to-haves. For example, studies show that female candidates are more likely to apply for positions when they meet 100% of the requirements while male candidates will apply when they meet only 60% (Desvaux, Devillard-Hoellinger, & Meaney, 2008).
- Include language that signals a commitment to dual-career couples and work/life balance. For example, "The University of Iowa is committed to recruiting and retaining the most talented and diverse faculty and staff, which involves providing opportunities for employees to "[Build a Career | Build a Life](#)." For more information about local work/life resources, including dual-career support, please see: <https://worklife.uiowa.edu>."
- Consider the following questions when writing the job ad (Gilies, 2016):
  - What qualifications *must* the person have to succeed in this role?
  - What qualifications *might enhance* their success and impact?
  - Are there people who could succeed in this role but who wouldn't meet our qualifications?
  - Are we reflecting a range of interests, backgrounds, and experiences in our description of the position, unit, and institution?
  - Have we described the position's role, its impact, and how it contributes to diversity, equity and, inclusion?



## Publicizing the Position & Building the Pool

- Be aware of the tendency to believe that the “post and pray” method will result in the candidate pools you are seeking.
- Actively search for candidates using jobseeker databases and services designed to attract diverse applicant pools. The University of Iowa has access to the [Higher Education Recruitment Consortium \(HERC\)](#) jobseeker database and the [Big Ten Academic Alliance Directory](#) of URM postdoc STEM scholars at Big Ten universities. For more information about how to access these resources, contact the Office of the Provost: [faculty@uiowa.edu](mailto:faculty@uiowa.edu).
- Circulate job ads in targeted venues that reach diverse applicants, such as specialized publications, professional associations or focused conferences. See EOD’s [Advertising Resources](#) for suggestions and the Central Midwest HERC [Membership Discounts](#) for possible savings with key publications.
- Reach out to applicants from underrepresented groups individually during and before a search (Wennerås & Wold, 1997). Seek out talented scholars at conferences and invite them to campus to present on their research.
- When contacting colleagues, specifically ask for recommendations of candidates from groups that are underrepresented in your department in addition to other recommendations.
- Pay attention to expectancy bias based on institutional reputation and consider candidates who may be currently under-placed and thriving at less well-ranked institutions.
- If multiple searches are taking place in your department, consider using a single search committee for all positions, to allow the consideration of a broader range of applicants.

## Evaluating Candidates

- Develop and prioritize evaluation criteria *prior to* evaluating candidates and apply them consistently to all applicants. Research shows that different standards may be used to evaluate applicants. In addition, when criteria are not clearly articulated before reviewing candidates, evaluators may shift or emphasize criteria that favor candidates from well-represented demographic groups (Biernat & Fuegen, 2001; Fine & Handelsman, 2012; Uhlmann & Cohen, 2005, 2007).
- Disambiguate criteria as much as possible (Biernat & Fuegen, 2001); when the basis for judgment is somewhat vague, biased judgments are more likely to occur (Casey, Warren, Cheesman, & Elek, 2012). Scrutinize the criteria being used to ensure they are the right criteria and don’t unintentionally screen out certain groups of candidates or outcomes (Correll, 2015).
- When possible, implement blinded review, audition and grading processes (Banaji & Greenwald, 2013; Goldin & Rouse, 2000).
- Be able to defend every decision for eliminating or advancing a candidate. Research shows that holding evaluators to high standards of accountability for the fairness of their evaluation reduces the influence of

bias and assumptions (Foschi, 1996). Using an evaluation rubric when reviewing CVs/résumés encourages objective justifications before discussions at search committee meetings.

- Use an inclusion strategy rather than exclusion strategy when evaluating CVs. An inclusion strategy identifies which candidates are suitable for consideration; whereas, an exclusion strategy decides which should be eliminated. Studies show that exclusion strategies result in higher levels of criterion stereotyping (i.e., setting different decision thresholds for judging members of different groups), sensitivity stereotyping (i.e., greater difficulty distinguishing among members of stereotyped groups), and larger sets of ultimately excluded candidates due to inclusion-exclusion discrepancy (IED; Hugenberg, Bodenhausen, & McLain, 2006; Yaniv & Schul, 1997, 2000).
- Spend sufficient time evaluating each applicant. Reduce time pressure and cognitive distraction when evaluating each applicant. Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Bias decreased when they were able to give adequate time (approximately 15-20 minutes per candidate) and attention to their judgments (Fine & Handelsman, 2012; Martell, 1991; Nosek, Greenwald, & Banaji, 2002).
- Evaluate each candidate's entire application; don't depend too heavily on only one element (e.g., focus too heavily on letters of recommendation, prestige of the degree-granting institution, teaching evaluations, excellent communication skills). Studies show significant patterns of difference in letters of recommendation for male and female applicants (Madera, Hebl, & Martin, 2009; Trix & Psenka, 2003), and differences in student evaluations for women, gay men, and faculty of color (MacNell, Driscoll, & Hunt, 2015; Schmidt, 2015; Tilcsik, 2011).
- If a diversity statement was requested of applicants, create evaluation criteria for assessing its strength before reviewing the submissions (see [Appendix D](#) for sample evaluation grids).
- Periodically evaluate your judgments. Determine whether qualified women and underrepresented minorities are included in your pool, and consider whether evaluation biases and assumptions are influencing your decisions. Assign someone to remind the committee members to reflect on the following questions (Fine & Handelsman, 2012):
  - Are women and minority candidates subject to different expectations or standards in order to be considered as qualified as majority men?
  - Are candidates from institutions other than the major research universities that have trained most of our faculty being under-valued?
  - Have the accomplishments, ideas, and findings of women or minority candidates been undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference?
  - Is the ability of women or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity being underestimated?
  - Are assumptions about possible family responsibilities and their effect on a candidate's career path negatively influencing evaluation of a candidate's merit, despite evidence of productivity?
  - Are negative assumptions about whether women or minority candidates will 'fit in' to the existing environment influencing evaluation?
- After the initial review of candidates, reflect on the following questions (Gilies, 2016):
  - What facts support our decisions to include or exclude a candidate? Where might we be

speculating?

- How do the demographics of our shortlist compare with our qualified pool, and with the national pool of recent Ph.D.s.?
- Have we generated an interview list with more than one minority finalist?
- If a high percentage of underrepresented candidates were weeded out, do we know why? Can we reconsider our pool with a more inclusive lens, or extend the search?

## The Interview

- Create a process and atmosphere that welcomes candidates. Every candidate should leave the University of Iowa with positive regard for the institution, whether or not s/he is the finalist. Communicate the welcome in pre-interview communication, in preparation for on-campus interviews, in communications with applicants who were not selected for interviews and/or offers.
- Develop a welcome packet that includes information about UI's strengths as an environment in which employees can "Build a Career | Build a Life." Include the "[Build a Career | Build a Life at The University of Iowa](#)" flyer in interviewee packets and/or online correspondence to inform candidates of UI's Work/Life and Dual-Career Resources.
- Use a standard protocol for each campus visit to ensure a consistent review process for each candidate. Develop interview questions in advance of the interview and be as consistent as possible for all candidates (e.g., same person assigned to each question, interviews conducted in a consistent setting, same time allotment). For more information, including tips for interview candidates with disabilities, see the Office of Equal Opportunity and Diversity's [The Selection Process](#).
- Provide an unscheduled opening (e.g., two hours) in the itinerary to allow candidates to have flexibility to schedule as they wish. For example, a candidate may want to talk with someone about local faith communities or with someone from a specific group (e.g., African American, LGBT) about what it is like to live/work here. Offer the name of a person not associated with the search to arrange for meetings and/or tours during the open time (e.g., a departmental administrative assistant, [UI Recruitment Ambassadors](#)). The UI [Work/Life Resources](#) website can be used as a menu of options to encourage candidates to consider how they might best want to use the time.
- Pay attention to the climate of the interview process, including nonverbal and verbal communication. (Dovidio & Gaertner, 2000; Elliott, Alexander, Mescher, Mohan, & Barnato, 2016). Become familiar with common patterns of micro-messages in formal and informal conversations that may convey bias. Examples include: mispronunciation of names, "othering" comments (e.g., "That's an interesting accent."), stereotypical assumptions such as "Why would you be interested in a position at Iowa?" (Morrell & Parker, 2013; Rowe, 1990; Sue, 2010).
- Integrate diversity-related questions for each candidate. Ask the same questions of each candidate and pay attention to which member of the Search Committee asks the question (e.g., avoid having the only underrepresented minority committee member always ask the "diversity" question). See [Appendix C](#) for examples of diversity-related interview questions.

## Debriefing the Search

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- Following each search, reflect on the efforts used and outcomes achieved. Discuss what worked and what the committee would recommend for future searches.
- Consider the following points:
  - **Recruiting Resources:** Compare resources used with the recruiting resources applicants reported
  - **Applicant Pool:** Number of applicants, demographics of applicant pool (self-reported)
  - **Interview Candidates:** Number of candidates interviewed and demographics
  - **Committee Process:** Composition, processes that worked well (e.g., interview schedule), processes that members might change next time
  - **Offer(s) Made:** Number and demographics
  - **Offer Accepted:** Demographics

## Appendix A

# UI Office of Equal Opportunity and Diversity (EOD)

## Legal and Illegal Interview Inquiries

| Inquiry Area                  | Legal Inquiries  | Illegal Inquiries   |
|-------------------------------|--|---|
| <b>Religion</b>               | Whether applicant can meet specific work schedule(s).  | Applicant's religious denominations or affiliation, parish, religious leader, or religious holidays observed. Any inquiry made to identify religious denominations or customs.  |
| <b>Name</b>                   | Whether the applicant has worked for the University under another name. Whether any other information such as a nickname is needed to check the candidate's work and educational record.   | Inquiries about the name that would seek to elicit information about the candidate's ancestry or descent. Inquiries about the name change due to a court order, marriage, or otherwise.   |
| <b>Birthplace</b>             | See Citizenship, Acceptable Inquiries, below.  | Birthplace of applicant, spouse, parents, or other relatives.   |
| <b>Citizenship</b>            | Statement that employee must be eligible to work in the U.S. when he or she begins work.   | Any inquiries about citizenship or whether applicant is or intends to become a U.S. citizen.  |
| <b>Residence, Nationality</b> | Place of residence.  | Specific inquiry into foreign addresses that would indicate national origin, nationality of applicant, applicant's parents, or spouse. Whether applicant owns or rents home.  |
| <b>Age</b>                    | Can inquire if applicant meets minimum age requirements, or state that proof may be required upon hiring, or that hire is subject to verification of minimum age.  | Cannot require that applicant state age or date of birth. Cannot require that applicant submit proof of age before hiring. Any questions that may tend to identify applicants over 40 years of age (per federal law) and 18 years of age (per state law).   |
| <b>Sex, Pregnancy</b>         | Inquiry or restriction of employment is permissible only when a Bona Fide Occupational Qualification (BFOQ) exists. BFOQ is very narrowly interpreted by the courts, and is rarely allowed, with the burden of proof for BFOQ resting on the employer. | <p><b>Sex:</b> Any inquiry that would indicate sex of applicant. (Sex is not a BFOQ because a job involves physical labor, such as heavy lifting beyond capacity of some women.) Applicant's sex cannot be used as a factor for determining whether an applicant will be "satisfied" in a particular job.</p> <p><b>Pregnancy:</b> Improper use of known or perceived pregnancy status of applicant(s) to disqualify candidacy.</p> |

| Inquiry Area                                      | Legal Inquiries   | Illegal Inquiries   |
|---|---|---|
| <b>Marital and Family Status, Gender Identity</b> | Whether applicant can meet specific work schedules(s).  | Marital status or number of dependents. Names, ages, or addresses of spouse, children, or relatives. Questions about gender identity or sexual orientation.   |
| <b>Race, Color, Physical Characteristics</b>      | None  | Inquiry as to applicant's race; color of skin, eyes, or hair; or other questions directly or indirectly indicating race or color. Applicant's height or weight when it is not relevant to the job.  |
| <b>Disabilities</b>                               | Can ask an applicant questions about his or her ability to perform job-related functions as long as the questions are not phrased in terms which would seek to elicit whether the applicant has a disability. | General inquiries ("Are you disabled?") that would tend to reveal disabilities or health conditions that do not relate to fitness to perform the job. Applicant's height or weight when it is not relevant to the job. It is unlawful to ask an applicant whether he or she is disabled or about the nature or severity of his or her disability. |
| <b>Education</b>                                  | Applicant's academic, vocational, or professional education; schools attended.  | Date last attended high school (reflects age of applicant). Inquiry as to religious or racial affiliation of high school.   |
| <b>Work Experience, Military Experience</b>       | Applicant's work experience, including names, addresses of previous employers, dates of employment, reasons for leaving.  | Type of military discharge.   |
| <b>Veteran Status</b>                             | None  | Improper use of veteran status information to disqualify candidacy.   |
| <b>Conviction, Arrest, and Court Record</b>       | Inquiry into actual convictions (not arrests) that relate reasonably to fitness to perform a particular job.  | Any inquiry relating to arrests, Any inquiry or check into a person's arrest, court, or conviction record if not substantially related to functions and responsibilities of the prospective employment.   |
| <b>Photograph</b>                                 | Statement that it may be required after hiring.   | Request for photograph before hiring.   |
| <b>Associational Preference</b>                   | None  | Improper use of information about political affiliation, clubs or organizational groups to disqualify candidacy.  |
| <b>Genetic Information</b>                        | None  | Inquiries regarding family medical history, genetic testing. Improper use of genetic information to make decisions regarding an employee's health insurance and/or employment.  |

Available online: [https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/legal\\_and\\_illegal\\_questions\\_-\\_eform\\_-\\_accessible.pdf](https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/legal_and_illegal_questions_-_eform_-_accessible.pdf)



## Appendix B

# Sample Diversity-Focused Job Advertisement Language

### Required Statement

UI Office of Equal Opportunity and Diversity requires the following tagline in all [external] ads: "The University of Iowa is an equal opportunity / affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran". See the [EOD Recruitment Manual](#) for more information.

### Additional Diversity Statements

Departments and colleges may include additional language to convey their commitment to diversity. The following are examples of statements that may be modified and approved by Office of Equal Opportunity and Diversity (EOD) as part of the recruitment plan before advertisements are sent.

- Insert your collegiate commitment to diversity statement. For example, "The University of Iowa [College of Nursing](#) is committed to creating an accessible, supportive environment and an educational experience that recognizes diversity and cultural competence as integral components of academic excellence. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths in this area."
- "The University of Iowa Department of \_\_\_\_ is committed to building a culturally diverse educational environment, with a focus on diversifying the faculty. We are seeking faculty who can teach in these and other areas while contributing to the diversity and excellence in our programs and courses through their research, teaching and service" (adapted from University of Washington, 2016).
- "Purdue University has a strong commitment to principles of diversity and, in that spirit, actively encourages applications from groups underrepresented in higher education" (UIC WISEST, 2008).
- "The University of Illinois at Chicago is deeply committed to a community of excellence, equity, and diversity and welcomes applications from women, underrepresented minorities, persons with disabilities, sexual minority groups, and other candidates who will contribute to the diversification and enrichment of ideas and perspectives" (UIC WISEST, 2008).
- "The University of Nebraska is committed to a pluralistic campus through Affirmative Action and Equal Opportunity, and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act" (UIC WISEST, 2008).
- "The University of Washington is an Affirmative Action, Equal Opportunity Employer dedicated to building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities and covered veterans" (UIC WISEST, 2008).
- "Successful candidates should possess specific competencies and demonstrated expertise in multicultural settings" (ADVANCE-Purdue, n.d.).
- "The School/College of (or Department of) \_\_\_\_\_ is committed to increasing the diversity of the campus community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area" (ADVANCE-Purdue, n.d.).

- "Purdue University is committed to the development of a multicultural environment. We value input of multiple viewpoints and perspectives across the university; our goal is to create an academic community that is rich with cultural, social and intellectual diversity" (ADVANCE-Purdue, n.d.).
- "Diversity is a core value of the University of Iowa College of \_\_\_\_\_. We believe that the educational environment is enhanced when diverse groups of people with diverse ideas come together to learn" (adapted from ADVANCE-Purdue, n.d.).
- "Applicants whose work incorporates a global perspective and a demonstrated commitment to issues of diversity in higher education are particularly encouraged to apply" (ADVANCE-Purdue, n.d.).
- Minimum Qualification – Tenure-track Faculty Position: "Commitment to and/or experience in educating a diverse student population" ([College of Engineering](#), Cal State Polytechnic University – Pomona, n.d.).

## Appendix C

# Sample Diversity-Related Interview Questions

- The University of Iowa understands the link between diversity and excellence in education. Please provide examples of ways you have advanced diversity, equity and inclusion in your career, including what you most appreciated about those experiences and the challenges you faced.
  - **Teaching:** Describe strategies (that you have used or considered) for creating an inclusive learning environment for your students? Provide us with examples of how you managed diversity in your classroom setting. Has diversity played a role in shaping your teaching and advising styles?
  - **Research/Service:** As a faculty member, have you done research in the area of diversity? Describe any experience you have had to advance diversity among graduate students. As a higher education professional, have you done any work in the area of diversity in the community?
  - **General:** What do you see as the most challenging aspects of an increasingly diverse academic community? Follow-up question: What initiatives have you taken in your previous capacities to meet such challenges? What do you identify as the greatest opportunities achieved by increasing diversity, equity and inclusion in the academic community?

Adapted from [Roehling, M., & Russell, P. G. \(2012\). Faculty search toolkit: A resource for search committees and administrators at Michigan State University \(NSF ADVANCE Grant #0811205\).](#)

### Further Guidance

EOD offers further guidance [Assessing Applicant's Diversity Skills in accordance with The University of Iowa's Diversity in Employment Guidelines](#) for faculty appointments with significant administrative responsibilities and all positions for executive/administrative/managerial staff (at the level of pay grade 12 or higher in the organized professional and scientific classification system or at pay level 6 or higher in the non-organized professional and scientific classification system).

### Additional Resources

- Portland State University. (n.d.) [Interview questions regarding diversity: Measuring cultural key competencies during the interview process.](#)
- Rochester Institute of Technology. (n.d.). [Examples of diversity interview questions.](#)
- Roehling, M., & Russell, P. G. (2012). [Faculty search toolkit: A resource for search committees and administrators at Michigan State University](#) (NSF ADVANCE Grant #0811205).
- University of Iowa Office of Equal Opportunity and Diversity. (n.d.). [Assessing diversity leadership skills in the interview.](#) Section F in "The Selection Process."
- University of Iowa Office of Equal Opportunity and Diversity. (n.d.). [Checklist for assessing applicants' diversity skills in accordance with The University of Iowa's diversity in employment guidelines.](#)
- Utz, R. (2017, January 18). [The diversity question and the administrative-job interview.](#)

## Appendix D

# Examples of How to Request “Diversity Statements” in Faculty Job Advertisements

Increasingly, units consider including a request for a Diversity Statement as a best practice. Below are examples of this type of request included in various ads:

- **UI College of Engineering (2017):** “The University of Iowa understands the link between diversity and excellence in education. We embrace our responsibility to create a welcoming and inclusive campus culture so that all community members are able to unlock their own potential and be prepared for their future. Faculty members in the College of Engineering contribute to this mission in all areas of faculty effort by designing curricula, research programs, and engagement opportunities that advance understanding of diversity and emphasize the value of global citizenship. Candidates are asked to provide a Commitment to Diversity statement addressing their experience, current activities, and/or future plans to advance diversity and inclusion in alignment with the University of Iowa’s mission and values.”
- **UW Information School:** “Diversity is a core value and foundational concept in the Information School. Catalyzing the power of diversity enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and to discover, define and deliver solutions. The iSchool prepares professionals to work in an increasingly diverse and global society by promoting equity and justice for all individuals. We actively work to eliminate barriers and obstacles created by institutional discrimination. In your application, please describe your experiences with diversity in your research, teaching or service, and your potential to support the iSchool’s commitment to diversity and to bring diversity to the information field. Discuss your potential to mentor and educate students who will serve diverse populations.”
- **Education, UW Tacoma:** “To apply please submit the following application materials to <https://academicjobsonline.org/ajo/jobs/6747>: a cover letter delineating your interests and qualifications, a description of research interests and teaching philosophy, curriculum vitae, three letters of reference, a list of three additional references, samples of current research or written work, and a statement detailing how your teaching, service and/or scholarship has supported the success of students from racial, ethnic, and gender backgrounds that are underrepresented in your academic field; applicants who have not yet had the opportunity for such experience should note how their work will further UW Tacoma’s commitment to diversity and its mission as an urban serving university.”
- **UW Mathematics:** “The Department of Mathematics at the University of Washington is committed to fostering a diverse and inclusive academic community. See <https://www.math.washington.edu/General/diversity.php>. We encourage applications from individuals whose backgrounds or interests align with this commitment. Candidates are welcome to include a brief statement in this regard in their application.”

## Examples of How to Embed Diversity into Other Requested Materials

An additional practice by units is to ask applicants to include information about their commitment to diversity and their diversity work in other requested materials. Below are three examples of this type of request in UW faculty job ads.

- **School of Environmental and Forest Sciences:** “The University of Washington is building a culturally diverse workforce. The School of Environmental and Forest Sciences has a goal of creating a dedicated

team of educators capable of enabling our students to successfully explore and interpret the rich array of disciplines and perspectives contained within the wildlife sciences. Thus, we are strongly seeking candidates whose research, teaching, and/or service have not only prepared them to fulfill our commitment to inclusion, but have also given them the confidence to fully engage audiences in higher education from a wide spectrum of backgrounds.

Applications should include a letter of application describing your expertise and experience in research and teaching, curriculum vitae, and contact information for three references. The letter should highlight how you integrate quantitative approaches into your work and include a brief statement on how your teaching, research and/or service demonstrate a commitment to diversity and inclusion through scholarship or by improving access to higher education for underrepresented individuals or groups."

- **Marine and Environmental Affairs:** "Applications should include the applicant's name in the subject line of the email. The following application materials should be attached: 1) curriculum vitae, 2) statement of research and teaching interests and philosophies, including experience with and commitment to diverse audiences and inclusive approaches (3 pages maximum), 3) three publications that best represent work relevant to the position, and 4) names and full contact information for three professional references. Items 1-4 should be merged into a single searchable PDF document attached to the email. Consideration of applications will begin immediately and continue until the position is filled. Priority will be given to applications received by December 1, 2015."
- **English:** "Candidates should demonstrate a sustained commitment to excellence in undergraduate and graduate teaching, scholarly research, departmental and college service, and student advising. As a public institution, the University of Washington seeks candidates committed to working with diverse student and community populations; therefore, applicants are encouraged to describe in their letter of intent how their scholarship, teaching, and service contribute to diverse communities. Applicants should have a Ph.D. degree, or foreign equivalent, by the start of the appointment. University of Washington faculty engage in teaching, research, and service. Please submit letter of application, C.V., dissertation abstract, teaching portfolio, three letters of recommendation, and writing sample via Interfolio ([apply.interfolio.com/31415](https://apply.interfolio.com/31415))."

Adapted from University of Washington Office for Faculty Advancement. (2016). [Examples of how to request diversity statements in faculty job ads.](#)

### Additional Resources

- University of California-Irvine ADVANCE. (2014). [Applicant diversity statement in faculty search process: Frequently asked questions.](#)
- University of California-Irvine ADVANCE. (2015). [Diversity statement evaluation grid.](#)
- University of California-Los Angeles Office of Equity, Diversity and Inclusion (2017). [Equity, Diversity, and Inclusion \(EDI\) Statement FAQs.](#)
- University of California-San Diego - Center for Faculty Diversity and Inclusion. (n.d.). [Contributions to diversity.](#)
  - This is a useful resource that provides guidance to applicants and also examples of statements that might be useful for the committee to discuss in advance of receiving submissions.

## Appendix E

# Individual Strategies for Reducing Unconscious Bias

### **Devote Intention, Attention, and Time**

"[I]mplicit bias is like a habit that can be broken through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias" (Devine et al., 2012, p. 1267). Intention, attention, and time are needed to learn new responses well enough to "compete with the formerly automatically activated responses" (Devine, 1989, p. 16).

### **Increase Your Awareness about the Prevalence of Unconscious Bias, including Your Own Biases**

Increased exposure to the research, patterns of biased behaviors, and behavioral-based interventions, allows for the activation of 'executive control' strategies to inoculate against and/or interrupt biased behaviors. Take an Implicit Association Test on the Project Implicit® website (<https://implicit.harvard.edu/implicit/>), read an article or study about unconscious bias, attend a workshop, pay attention to whether the patterns identified in numerous studies are occurring in your environment.

### **Employ Debiasing Techniques, including:**

- **Exposure to Counter-Stereotypic Individuals:** Exposure to people who exemplify positive, counter-stereotypical attributes decreased the automatic preference effect such as exposure to Black exemplars decreased White preference (Dasgupta & Greenwald, 2001, as cited in Staats, 2013).
- **Individuation of members of stereotyped groups** such as strengthening one's ability to differentiate between faces, unique characteristics decreases implicit bias (Lebrecht, Pierce, Tarr, & Tanaka, 2009).
- **Imagery Reprogramming:** Surround yourself with mental, visual reprogramming images, such as: posters, pamphlets, photographs that provoke counter-typical associations, and **Debiasing Agents**, which are "individuals whose traits contrast with the stereotypes typically associated with that particular category" (Staats, 2013, p. 56), such as male nurses, elder athletes, and female scientists.
- **Stereotype Negation Training:** Literally responding "no" when presented with a stereotypic trait that matched a category representation and "yes" when viewing non-stereotypic associations (Kawakami et al., 2000, as cited in Staats, 2013).

### **Decrease Stereotype Inducing Stimuli**

Pay attention to the information you surround yourself with. For example, given the study which shows exposure to network news increases racial stereotypes (Dixon & Linz, 2000), find alternative news outlets led by and/or for people of color.

### **Practice Perspective Taking**

Interrupt your personal assumptions and take the perspective of someone different from yourself (Galinsky & Moskowitz, 2000, as cited in Staats, 2013).

### **Increase Intergroup Contact**

Create authentic relationships with people different than yourself. Seek out opportunities for intentional interaction with people who possess equal status (e.g., not patients, clients, students), in a context of sharing common goals, interacting in a cooperative versus competitive setting (Allport, 1954).



## Appendix F

# Letters of Recommendation

### Developing a Structure & Reading to Avoid Bias

Creating a structure for the applicant to provide to those who are writing letters of recommendation can ensure a more uniform comparison of qualifications. Letters are often heavily weighted in the search process, but they can be systematically different depending on the gender of the candidate. This can keep a diverse pool from becoming a diverse faculty. Letters lacking any of items 1–3 are called “letters of minimal assurance” (Trix & Psenka, 2003) rather than “letters of recommendation.” Remember, you are often judging the skill of the letter writer rather than the candidate.

Potential items to suggest to letter writers:

1. Clearly state your relationship to applicant
2. Skills and abilities of the applicant and value judgment
3. Research record and value judgment
4. Teaching record and value judgment
5. Publication record and value judgment
6. Additional items pertaining to this search?

If you cannot request specific items in a letter of recommendation, it is helpful to remember the following kinds of phrases that can unintentionally influence a reader.

- **Doubt raisers or negative language:** “Although her publications are not numerous” or “While not the best student I have had, he....”
- **Potentially negative language:** “S/he requires only minimal supervision” or “S/he is totally intolerant of shoddy research.”
- **Faint praise:** “S/he worked hard on projects that s/he accepted” or “S/he is void of mood swings and temper tantrums.”
- **Hedges:** “Her health and personal life are stable” or “S/he responds well to feedback.”
- **Irrelevancy:** “S/he is very active in church” or “She is quite close to my wife.”
- **Using gender terms for women and titles for men:** “A lovely woman, she was an asset to our department.” vs. “Dr. Smith was an asset to our department.”
- **Gendered adjectives:** “Dr. Sarah Gray is a caring, compassionate physician” vs. “Dr. Joel Gray has been very successful with his patients.”

**Grindstone adjectives:** Implying women succeed through effort, men succeed through abilities (e.g., hardworking, conscientious, dependable, meticulous, thorough, diligent, dedicated, careful).

Based on Trix, F., & Psenka, C. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse and Society*, 14(2), 191-220.

## Appendix G

# Evaluating a Search

Date: Department: Position:

Search Committee Chair:

Search Committee Members:

### Timing

- Did you follow the time-line established at the start of the search?
- Did you spend less/more than what was allocated for the search?
- What issues or concerns do you have about timing in this search?

### Advertising

- Did you make special efforts to increase the diversity of the pool?
- What were these special efforts?
- What were the outcomes of these efforts in the applicant pool, interview candidates, offers made, and offers accepted?

### Campus Interviews

- Were all candidates' visits conducted as similarly as possible?
- Were all candidates treated respectfully and asked the same questions?
- Were candidates given the opportunity to request specific visits or meetings?
- What issues or concerns do you have about the campus interviews?

### Communication

- Did you respond in a timely manner to prospective candidates?
- Did you promptly notify candidates who were no longer under consideration?
- Did you notify the finalists who were not selected as promptly as possible?
- What issues or concerns do you have about your communication with candidates?

### Resources

- What on-campus resources were most helpful to you during the search?
- How did you obtain these resources? From what office(s) or website(s)?
- What additional support was needed?

**What were some of the strengths of the process? What went well?**

**What are some areas of the process that need improvement? What did not go so well?**

To improve the process and success rate of future faculty searches, it helps to know why current candidates accept or reject offers. Please provide as much information as possible on your recent search.

**Why did your recent hire accept the position? What went right in the search?**

Positive practices determined in a University of Michigan study include warm attention from the department chair; frequent and prompt attention by phone and email; meeting with both graduate and undergraduate students; meeting with women faculty and postdocs (for women candidates); receiving information about dual career opportunities early in the process; receiving information about family-friendly policies and resources; having the partner treated with respect, interest, and enthusiasm; a sense of the negotiation being with the candidate's long-term best interest in mind; rapid resolution of negotiation with a formal offer coming quickly.

**Why did any candidates reject your offer? What went wrong in the search?**

Problematic practices determined in the same study include contradictory information from the chair and other senior faculty members; evidence of disorganization or lack of unity in the department's approach; suggestions by faculty that candidates aren't being recruited for scientific excellence but because of gender or race; being asked questions about family issues before any offer is made (these are illegal questions); potential colleagues interacting with the candidate's partner in a way that suggests the partner isn't valued or desirable on his/her own terms.

Adapted from [Iowa State University. \(n.d.\). Evaluating a search: What went wrong or right? Resource guide for recruiting excellent and diverse faculty.](#)

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# UI Faculty Search Committee Worksheet

Which of the recommended strategies would you like to discuss with members of your faculty search committee?  
Which do you want to strongly advocate for inclusion?

|  |                      |  |                              |
|--|----------------------|--|------------------------------|
|  | Before the Search    | Search Committee Composition                 | Individual Committee Members |
|  |                      |  |                              |
|  | Position Description | Publicizing the Position & Building the Pool | Evaluating Candidates        |
|  |                      |  |                              |
|  | The Interview        | Selection Process                            | Debriefing the Search        |
|  |                      |  |                              |

