

GUIDELINES FOR INTERVIEW QUESTIONS

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

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

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

Open-Ended Interview Questions:

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

Evaluation:

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

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

SAMPLE CANDIDATE EVALUATION FORM

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

Candidate's name: _____

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

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain): _____

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

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

Please rate the candidate on each of the following:

	Excellent	Good	Fair	Poor	Unable to judge
Potential for (evidence of) scholarly impact					
Potential for (evidence of) research productivity					
Potential for (evidence of) research funding					
Potential for (evidence of) collaboration					
Potential (demonstrated ability) to attract and supervise graduate students					
Potential (demonstrated ability) to teach and supervise undergraduates					
Potential (demonstrated ability) to be a conscientious University community member					
Fit with department's priorities					
Ability to make positive contribution to department's climate					
Ability to enhance diversity of unit					

Other comments?

TOOLS FOR THE DIVERSITY ADVOCATE ON THE SEARCH COMMITTEE

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

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

EXPECTATIONS FOR DIVERSITY ADVOCATES

Before the Search

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

During the Search

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

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

After the Search

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

Diversity advocates are not expected to:

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

NEGOTIATING THE OFFER

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

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

RESOURCES FOR ADVERTISING POSITIONS AND ACTIVE RECRUITING

ADVERTISING RESOURCES*

General:

Academic Keys

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

Affirmative Action Register

www.aarjobs.com

American Education Research Association (AERA)

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

American Physical Society

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

Diverse: Issues in Higher Education

<http://diverseeducation.com/>

Diversity.com

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

Equal Opportunity Employment Journal

www.blackoejournal.com

Higher Ed Jobs.com

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

IMDiversity.com

www.IMDiversity.com

LGBTinHigherEd.com

<http://lgbtinhighered.com>

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

www.noglstp.org

Disciplines:

American Anthropological Association (AAA)

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

AAA: Committee on Minority Issues

<http://www.aaanet.org/committees/minority/index.htm>

American Chemical Society

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

American Comparative Literature Association

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

American Economics Association (AEA)

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

American Historical Association (AHA)

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

AHA (African American History)

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

AHA (Latin American History)

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

AHA (Women)

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

American Institute of Biological Sciences

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

American Physics Society

<http://www.aps.org>

American Political Science Association

<http://www.apsanet.org>

American Psychological Association (APA)

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

APA (Office of Ethnic Minority Affairs)

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

APA (Office of Women's Programs)

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

APA (Society for Psychological Study of Ethnic Minority Issues)

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

American Society for Biochemistry and Molecular Biology

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

American Society for Cell Biology (ASCB)

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

American Sociological Association (ASA)

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

Computer Research Association

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

Mathematics Association of America

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

Modern Languages Association (MLA)

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

MLA: Committee on Literatures of People of Color

http://www.mla.org/resources/committees/comm_professional/comm_color

MLA: Committee on Status of Women in the Profession

http://www.mla.org/resources/committees/comm_professional/comm_women

Ethnicity/Racial Affinity Groups:

American Indian Graduate Center

<http://www.aigcs.org>

American Indian Higher Education

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

American Indian Science and Engineering Society

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

Asian Diversity Inc.

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

The Black Collegian Online

<http://blackcollegian.com>

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

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

The Faculty for the Future Project

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

HBCU Connect.com Career Center

<http://jobs.hbcuconnect.com>

The Hispanic Outlook in Higher Education

www.hispanicoutlook.com

The Journal of Blacks in Higher Education

www.jbhe.com

National Consortium for Graduate Degrees for Minorities in Science and Engineering

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

National Organization for the Advancement of Black Chemists and Chemical Engineers

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

National Society for Black Engineers

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

National Society for Black Physicists

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

Nemnet

<http://www.nemnet.com>

Society for the Advancement of Chicanos and Native Americans in Science

<http://sacnas.org/>

Society of Hispanic Professional Engineers

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

Society of Mexican American Engineers and Scientists (MAES)

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

Affinity Groups for Women:

Association for Women in Science

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

The Chronicle of Higher Education

www.chronicle.com

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

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

National Academies: Committee on Women in Science and Engineering

<http://sites.nationalacademies.org/PGA/cwsem/index.htm>

National Institutes of Health: Women and Science Healthcare Network

<http://wish-net.od.nih.gov/professional/organizations.html>

Society for Women Engineers

<http://societyofwomenengineers.swe.org>

Women in Higher Education

<http://www.wihe.com>

ACTIVE RECRUITING RESOURCES**

Determining Size of Availability Pool:

National Science Foundation Survey of Earned Doctorates

www.nsf.gov/statistics/srvydoctorates/

NORC Career Outcomes of Doctoral Recipients

[http://www.norc.org/Research/Projects/Pages/survey-of-earned-doctorates-\(sed\).aspx](http://www.norc.org/Research/Projects/Pages/survey-of-earned-doctorates-(sed).aspx)

List of Minority Institutions Offering Advanced Degree Programs:

Minority On-Line Information Service (MOLIS)

<http://www.molis.org/selectinst.asp>

Lists of Women and Minority Candidates:

The Directory of Minority Candidates

<http://www.cic.net/students/doctoral-directory/introduction>

The Registry: National Registry of Diverse and Strategic Faculty

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

Rice University's NSF ADVANCE Program's National Database of Underrepresented PhD Students and Postdocs

<http://www.advance.rice.edu/NIFP.aspx?id=224>

Women in Science and Engineering

<http://www.cic.net/Home/Students/DoctoralDirectory/Introduction.aspx>

Fellowships and Awards:

Accenture American Indian Graduate Scholarship

<http://www.aigcs.org/O2scholarships/scholarships>

Alliance for Graduate Education and the Professoriate (AGEP)

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

American Anthropological Association Minority Dissertation Fellowship

<http://www.aaanet.org/cmtes/minority/Minfellow.cfm>

List of past fellows: <http://www.aaanet.org/cmtes/minority/pastfellows.cfm>

American Association of University Women (AAUW) Directory of Fellowship Recipients

http://www.aauw.org/education/fga/fellows_directory/index.cfm

The Ford Foundation Diversity

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

Graduate Fellowships and Scholarships for Minority Students

List of Program: <http://www.graduatingengineer.com/gradschools/articles/minority.html>

Integrative Graduate Education and Research Traineeship (IGERT)

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

Mellon Minority Undergraduate Fellowship Program

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

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

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

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

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

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

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

READING LIST ON HIDDEN BIASES AND COGNITIVE ERRORS*

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

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

SOURCE	SUMMARY	KEY POINTS AND QUESTIONS
Heilman, M. E. "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool." <i>Organizational Behavior and Human Performance</i> 26 (1980): 286-295.	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.	How to reduce the effect of stereotypes when assessing candidates.
Heilman, M. E., A. S. Wallen, D. Fuchs, and M. M. Tamkins. "Penalties for Success: Reactions to Women Who Succeed at Male Gender-Typed Tasks." <i>Journal of Applied Psychology</i> 89, no. 3 (2004): 416-427.	Women who were acknowledged to be successful in a male gender-typed job were less liked, which negatively affected their evaluation and receipt of professional rewards such as promotions and salary increases.	Women who are successful in traditionally male roles are less liked and rewarded less.
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.	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.	Effective interventions for reducing gender bias during hiring.
Lai, C. K., K. M. Hoffman, and B. A. Nosek. "Reducing Implicit Prejudice." <i>Social and Personality Psychology Compass</i> 7 (2013): 315-330.	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.	How can implicit bias be reduced?
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.	Sixty managers either participated in a workshop or group discussion or received no training whatsoever on the biases that can affect the evaluation of a job candidate (halo effect, contrast effect, similarity, and first impression). Six months later, managers were asked to evaluate candidates on videotape. Those who received no training committed similarity, contrast, and halo errors while those who participated in the workshop made no errors at all. Managers who participated in group discussions committed impression errors. The advantage of the workshop may have been the opportunity to receive feedback about one's own errors from the trainer. Key findings included: (1) halo effect: allowing one positive attribute to influence overall opinion of a candidate; (2) contrast effect: judging a candidate by comparison to candidate that was judged immediately prior; (3) similarity error: judging candidates who are similar to the evaluator more favorably; and (4) first-impression error: allowing initial observations to influence the final evaluation of the candidate.	Workshops are more effective at reducing judgment biases than are group discussions.
Lowery, B. S., C. D. Hardin, and S. Sinclair (2001). "Social Influence Effects on Automatic Racial Prejudice." <i>Journal of Personality and Social Psychology</i> 81 (2001): 842-855.	European Americans showed less racial prejudice in the presence of black experimenter than in the presence of a white experimenter.	Social factors influence implicit racial prejudice.

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

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

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

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

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

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

- ¹R. E. Steinpreis, K.A. Anders, and D. Ritzke, "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study," *Sex Roles* 41, nos. 7/8 (1999): 509-528.
- ²Virginia Valian, "Gender Schemas at Work" and "Evaluating Women and Men" (chapters 1 and 7) in *Why So Slow? The Advancement of Women*, Cambridge, Mass.: MIT Press, 1998.
- ³C. Wenneras and A. Wold, "Nepotism and Sexism in Peer-Review," *Nature* 387 (1997): 341-343.
- ⁴F. Trix and C. Psenka, "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty," *Discourse & Society* 14, no. 2 (2003): 191-220.
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- ¹²R. F. Martell, "Sex Bias at Work: The Effects of Attentional and Memory Demands on Performance Ratings of Men and Women," *Journal of Applied Social Psychology* 21, no. 23 (2010): 1939-1960.
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- ¹⁴W. L. Tullar and T. W. Mullins, "Effects of Interview Length and Applicant Quality on Interview Decision Time," *Journal of Applied Psychology* 64, no. 6 (1979): 66-674.
- ¹⁵M. E. Heilman, "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool," *Organizational Behavior and Human Performance* 26 (1980): 286-295.
- ¹⁶D. G. Smith, C. S. Turner, N. Osei-Kofi, and S. Richards, "Interrupting the Usual," *The Journal of Higher Education* 75, no. 2 (2004): 133-160.
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