

A Guide for Broadening Faculty Searches at Montana State University

Transforming the Search Process to Enhance Excellence and Diversity

Fifth Edition



A Guide for Broadening Faculty Searches at Montana State University



Dear MSU Community

We thank you for giving your time, effort and talents to serve on a search committee, which is an important responsibility. We also thank you for taking an additional few minutes to read the Montana State University Search Toolkit, which has been developed with the goal of building a strong, diverse workforce at MSU.



Our campus is determined to enhance the diversity of perspectives and the number of diverse role models to guide students as they prepare for citizenship and employment in an increasingly global society. This toolkit is chock full of hints and tips to optimize and expand search pools. More choices means better access to highly qualified applicants and a greater likelihood that the best candidate for the position applies. The concepts included in the toolkit have proven to be effective, as demonstrated in controlled scientific studies. The toolkit is a fundamental part of the strategy to transform the campus climate to allow a diverse faculty, staff and student body to thrive.

Warmly,

A handwritten signature in black ink that reads "Waded Cruzado Martha Potvin". The signature is written in a cursive style.

Waded Cruzado, President Martha Potvin, Former Provost
Co-PIs of ADVANCE Project TRACS (2012-2017)

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About This Search Toolkit

Many institutions have made great strides in combatting unintentional hiring discrimination against women and minorities in recent years and have now moved on to addressing other causes of underrepresentation, especially differences in family life expectations between the sexes ([Ceci and Williams, 2011](#); [Williams and Ceci, 2012](#)). Unfortunately, MSU has lagged behind these institutions and must confront both problems simultaneously.

This toolkit provides step-by-step procedures and tips that your search committee and department can use to increase and retain diverse faculty, depending on the specific diversity needs of your department. We have also developed a webinar that, with a facilitator, will help educate your search committee on key issues and guide you through this toolkit (see: <http://www.montana.edu/nsfadvance/videos/SearchTrainingWebinar-Mar2016.ppsx>). Although some information in this toolkit is MSU-specific and written by members of our ADVANCE Project TRACS team, much of it was borrowed directly from other sources, including the *University of California Affirmative Action Guidelines for Recruitment and Retention of Faculty*, Northwestern University's *Recruiting and Retaining Minority and Female Faculty: Some Suggested Best Practices*, the University of Michigan *ADVANCE Faculty Recruitment Handbook* ([Hopkins, 2006](#)), and especially *Searching for Excellence and Diversity: A Guide for Search Committee Chairs*, which was published by the Women in Science and Engineering Leadership Institute at the University of Wisconsin-Madison.

This toolkit is intended to supplement ***Searching for Excellence & Diversity: A Guide for Search Committees*** authored by Fine and Handelsman (2012). We provide an introduction to concepts addressed at length therein. We recommend that all search committee chairs peruse Fine and Handelsman (2012) and that other search committee members read this guide.

Enhanced search procedures increase both the quality and diversity of the applicant pool!

The two most important actions to increase diversity in a search are to:

- 1. Expand recruitment strategies and tactics to increase the size and depth of the applicant pool; and**
- 2. Recognize that we all (yes, you too) hold unintentional biases and assumptions that influence our evaluation of applicants. We must actively work to counteract these biases and assumptions to recruit the finest faculty possible.**

About This Search Toolkit: Does it Work?

Infusing Psychological Need Support into Faculty Search Processes: An Intervention to help Broaden the Participation of Women Faculty

Background: A diverse university faculty stimulates student and faculty creativity, discovery, and satisfaction. At Montana State University, the Science, Technology, Engineering, and Mathematics faculty are largely homogenous (81% men). Intervening in the search process is one potential way to enhance faculty gender diversity. But how to do this? According to Self-Determination Theory (Deci & Ryan, 2000), effective functioning and personal growth emerge when autonomy, competence, and relatedness needs are supported. Informed by this theory, a faculty search intervention was designed by ADVANCE Project TRACS to:

- Enhance competence of the search committee by delivering concrete strategies for conducting a broad search
- Enhance autonomy of the search committee by illustrating how unconscious bias can undermine decision making and
- Enhance relatedness of the committee by offering personal assistance throughout the process and enhance relatedness of job finalists by connecting them with a faculty Family Advocate to discuss work-life integration.

Methods: A randomized field experiment, blocked by college, was conducted with all 23 STEM searches in one academic year (intervention $n=14$). A Broadening the Search Record Survey was sent out and completed by Deans, Search Chairs, or Department Heads. Semi-structured phone interviews with 7 job candidates were conducted to assess how candidates' view meeting with the Family Advocate.

Results: t-test analyses and odds ratio analyses found that compared to searches in the no-intervention condition, searches in the intervention condition:

- Phone interviewed significantly more women ($p < .02$)
- On-campus interviewed a significantly greater proportion of women ($p < .05$).
- Were 6.3 times more likely to make an offer to a woman candidate, and these women candidates were 5.8 times more likely to accept the offer.
- Further, qualitative evidence showed candidates view the meeting with the Family Advocate as a positive experience.

Summary: Results suggest that the intervention was effective in broadening the participation of women faculty.

Smith, J. L., Handley, I. M., Zale, A. V., Rushing, S. A. & Potvin, M. (2015). Now Hiring! Empirically Testing a 3-Step Intervention to Increase Faculty Gender Diversity in Science, Technology, Engineering and Mathematics. Bioscience, 65, 1084-1087. doi: 10.1093/biosci/biv138

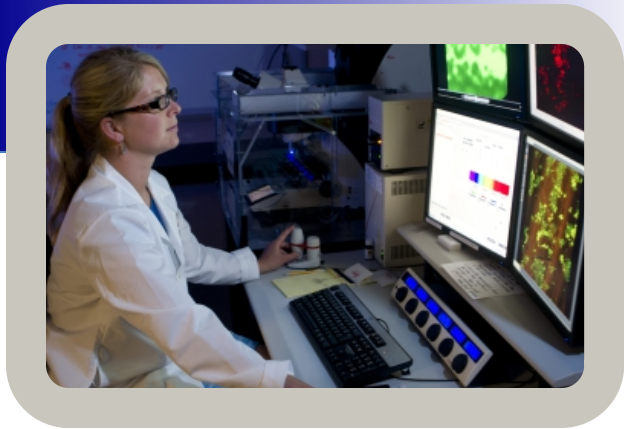
The Benefits of Diversity

Diversity is an issue that inevitably surfaces in every search. The diversity of a college's or university's faculty and staff influences its strength and intellectual personality (Fine and Handelsman, 2012). Homogeneity has a tangible downside; ask yourself, can we really grow and learn best from each other as a department if we all share the same general perspectives and experiences? Not really. For example, until 1990 medical research in the USA was conducted mostly by White male scientists on White male subjects, which very much limited the generalizability and scope of medical knowledge ([Dresser, 1992](#)).

Enhanced creativity, critical and divergent thinking, insight, productivity, job satisfaction and economic efficiency—these are the products of diversity within work environments ([Herring, 2009](#); [Smith et al., 1997](#); [Temm, 2008](#)).

Academic departments and universities with more diverse faculty instill better educational outcomes among diverse students ([Carrell, Page & West, 2010](#))

Did you know? Diversity and inclusion messages aimed at one group (e.g., white women) can create “identity safety cue transfers” among other diverse people (men of color). ([Chaney et al., 2016](#)). The things we do to improve the search process can benefit everyone, across a spectrum of identities ([Mitchneck, Smith & Latimer, 2016](#)).



Diversity Matters:

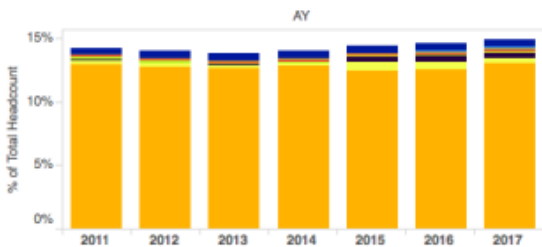
- ✓ Because more diversity deepens the applicant pool, and increases the chances of finding excellent people to work at MSU.
- ✓ Because diversity can challenge assumptions about the status quo and thus enhance creative problem solving
- ✓ Because real examples of people from different ethnicities, genders, religions and walks of life disrupt stereotypes (good or bad!) that we might carry around in our heads.
- ✓ Because equity, inclusion, and fairness are fundamental to higher education.
- ✓ Because diversity enhances the translation of research findings and teaching practices to programs and policies that serve more Montanans.
- ✓ Because the world is diverse and MSU students, staff, and faculty benefit from exposure to people from different corners of the earth with different life experiences and perspectives.
- ✓ Because diversity keeps things interesting!

Missed Opportunities

Montana State University has one of the least gender and ethnographically diverse faculty among the top-rated High Research Activity academic research institutions, particularly in STEM and SBS departments, as shown in the graphs below of MSU tenure-tenure track faculty. The bottom line is clear; MSU faculty are very similar to one another demographically. Is this really best for our students, our creativity, and for discovery?



Race/Ethnicity Breakdown



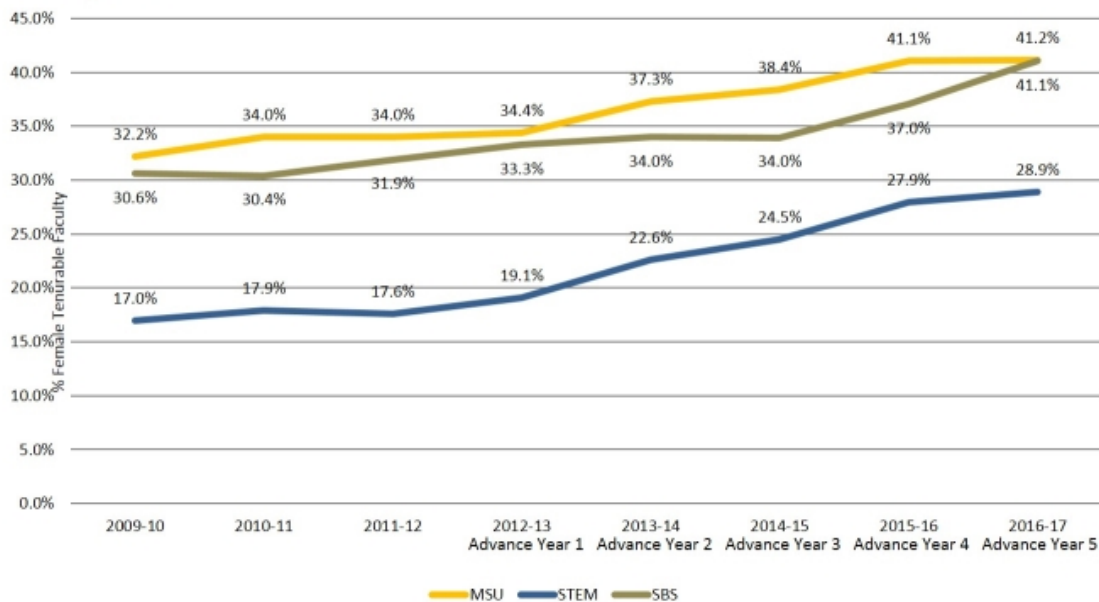
Look up your Department's faculty data from the last several years with comparisons to national norms, land-grant university norms, and the number of new PhDs:

<http://www.montana.edu/opa/facultystaffindex/diversity/index.html>



ADVANCE Project TRACS

8-Year Change in % Female Tenurable Faculty at MSU



Understanding Affirmative Action



...In administering a program the recipient [of federal funding] must take affirmative action to overcome the effects of prior discrimination
Civil Rights Act (1964) (34 CFR § 100.3(b)(6)(i))

Affirmative Action is a program to which all recipients of federal funding must adhere. The purpose of Affirmative Action is to redress the pervasive historical discrimination against particular "discrete and insular" minorities and women in the United States. Sometimes avoiding discrimination requires *not* acting in certain ways.

But sometimes avoiding discrimination and cultivating diversity requires taking positive measures to recruit, retain, and advance employees or students who have traditionally been excluded from certain jobs or educational opportunities.

Given legacies of discrimination, *sometimes doing nothing amounts to perpetuating exclusion* – for example, a business does not have to hang a sign saying "disabled need not enter;" if there is no wheelchair accessible entry de facto exclusion is virtually ensured. Actively including wheelchair users thus requires taking positive action to build a ramp. One way to think about Affirmative Action in hiring and university admissions, then, is to think not about giving certain runners a head start, but rather about fixing the broken or obstructed lanes on a track that have traditionally set certain runners back.

"MSU BOZEMAN employs appropriate methods to attempt to improve recruitment and increase the flow of qualified minorities and women applicants in and through its recruiting process."

(Emphasis added, MSU Affirmative Action Plan 2013)

Dealing with Resistance to Diversity

Diversity versus Quality?

Search committee members are often concerned that considering diversity will prevent selection of the “best” candidate as judged by number of publications, creative works, grant dollars, or other objective, quantitative criteria.

Yet, the reality is that search committee members seldom select the “best” candidate using such criteria anyway—for example, if a candidate’s area of expertise overlaps broadly with that of an existing faculty member or if it does not “sufficiently” match the vacancy announcement. In a department that currently lacks diversity, a candidate that adds diversity but is overlooked due to some criteria may actually be the best candidate overall for the program because of the benefits that diversity affords. To continue the example, a candidate that adds diversity can also add diversity to research perspectives, methods, etc., that can enhance the science or creative outputs of faculty with similar research interests, and may attract more diverse students and collaborators.



“Reverse Discrimination?”

Some search committee members may also be concerned about “reverse discrimination” against White men. Importantly, no evidence for “reverse discrimination” exists in academia (Chapter II in Fine and Handelsman 2012). White men are well-represented in academia; 78% of full-time tenured or tenure-track faculty in the U.S. are White and 62% are male.

All people are covered under civil rights laws, so if someone was not hired because of being white, or Christian, or male, for example, that would be discrimination just like if they were not hired because they were Somali, or Hindu, or a woman. Affirmative Action and intentionality around developing diverse pools of applicants doesn’t negate everyone’s rights under civil rights laws.

Keep in mind, we aim to overcome a history of underutilization, and the gains of women and minorities does not mean white men are now victimized. In fact, White men with some expertise related to diversity had a significant advantage in the job market ([Smith et al., 1996](#)). Further, we simply recommend that search committees consider diversity as an asset and use it as one criterion of evaluation, recognizing that the benefits in diversity might outweigh or balance out some shortcomings on other criteria, such as research overlap with other faculty.

Remind yourself and others that:

- 1) Reaching and attracting a more diverse applicant pool increases search committees’ chances of attracting more (i.e., otherwise missed) highly qualified individuals.
- 2) Diversity itself is a valuable asset candidates can bring to a department, in regards to teaching, research, service, and outreach.
- 3) ANYONE can demonstrate a commitment to creating an inclusive workplace. Infusing diversity into the search process can help you find a colleague who values and respects difference- no matter his or her identity.



The Self-Fulfilling Prophecy of Homogeneity

But this is Montana! Search committee members sometimes use Bozeman's location and culture as a justification for searches that yield non-diverse pools. Search committee members often infer that a lack of women or minorities in the pool is a result of decisions by potential applicants to not apply because of our location or culture. It is possible that our fairly homogeneous applicant pools result instead from the wording of our job announcements, where we advertise, and us assuming that there will be a high-demand and competition for the diverse applicants.

Sure, there might be high-demand, but you simply don't know their motivation for applying – they might really want to come here for any number of reasons! Committee members sometimes exclude applicants from consideration because of assumptions about how well they would fit in here or their perceived reasons for applying or assuming the person wouldn't accept an offer. Some of these assumptions include:

"She will have so many other offers and won't come to MSU with our low salaries"

"She is young and single and would never stay."

"He is just using this search to get a raise at his current institution."

Let applicants decide if MSU is a good match for them. Get them into the pool so that they have the opportunity to make that choice. Do not make the decision for them by not actively recruiting or considering them.

The preceding section was adapted from Chapter II of Fine and Handelsman, 2012.

Reactance

My Search Committee does not see the need for this! If you do not want someone to do something, tell them they have to do it. People greatly dislike having their freedom restricted, and will generally react against the statement or implication that they have no choice on a particular matter (Brehm, 1966). Thus, if search committee members feel they "must" consider diversity in their faculty searches, they may do so half-heartedly just to oppose, or react against, the seeming demand. So, it is important for the reader to understand that *this toolkit was designed to optimize our faculty application pools in the hopes of recruiting the best faculty possible. This toolkit was designed as a way to enhance the diversity of the applicant pools with this goal in mind.* Certainly, departments and search committees are not required to hire under-qualified candidates simply because they are from diverse backgrounds.

A Quick Q&A

Won't this lead to "reverse discrimination?"

No.

Federal contractors uphold EEO laws. What you are trying to reverse is years of past discrimination. As important, you are seeking to raise the diversity and excellence of our MSU faculty.

What about other kinds of diversity?

Of Course!

But don't let what "counts" as diversity get out of hand. Yes, it is good to have people from various political backgrounds or from urban vs. rural locations, but keep in mind we are talking about underutilized and historically marginalized groups. Diversity does not mean a mix of snowboarders and skiers. Consider the value added of people with different physical ability, sexual orientation, religion, gender identity, race/ethnicity and other such lived experience. Such diversity adds richness to the campus environment for teaching, research, and collaboration.

Isn't it better to ignore demographics and focus just on the quality?

Only in a perfect world.

Although well-meaning, the sentiment that one "doesn't see gender" or is "color blind" can lead to overlooking systematic bias and make it difficult to see discrimination when it happens, (e.g., [Apfelbaum et al., 2012](#)). Because really, we already know the gender of a candidate (or think we know) and, without taking very extreme measures, we are likely unintentionally using that frame of reference to interpret the candidate's qualifications ([Jones & Urban, 2013](#)). Embrace difference and talk openly about diversity and gender on your search committee and realize the value added that comes from a different life experience. Consider "adds depth and intellectual diversity and can mentor diverse students" as a unique qualification that the candidate brings to your department.

Isn't it illegal to consider gender and/or race and/or another diversity characteristic?

No.

As a federal contractor, MSU follows equal opportunity and affirmative action law - [Executive Order 11246](#). What is illegal is discrimination. Given that often times people can tell if the applicant is male or female (for example, by the first name or the pronoun in a letter of reference) we already know – or think we know – the gender of the applicant. Instead of trying to pretend we "don't consider gender" and aren't influenced by the information (and we are, see the unintended bias section in this and the main handbook; [Moss-Racusin et al., 2013](#)), it is important to take a step back, see the whole picture, and know the proportion of men and women in your pool so that you can ask if a historically underrepresented person might deserve a second look.

Using this toolkit will help your search obtain larger and deeper applicant pools with many excellent candidates.

We must change the status quo. It's that simple.

Steps to Enhancing Diversity at MSU

Step 1: Create a search committee environment that focuses on building a diverse applicant pool

(adapted from Fine and Handelsman, 2012, pages 6, 16, and 18)



A more diverse search committee will provide a greater variety of perspectives and new ideas that will help you attain a larger, deeper, applicant pool. We highly recommend including women (25% required) and minorities on search committees, but you can also increase diversity by including graduate students, research staff, faculty from other departments, and professionals from industry, non-governmental organizations (NGOs), or agencies.

Because we naturally prefer (and therefore hire) people similar to us, increased diversity on the search committee can increase the chances of seeking out, attracting, and recruiting diverse faculty. Equity Advocates are available to help form and advise diverse search committees that can recruit more diverse applicant pools.

Search committees should not assume that simply having women or minority committee members assures advocacy and consideration of diversity issues. Unwittingly, everyone—women and minorities and men alike—can succumb to unconscious biases while evaluating women and minority candidates. **Therefore, every member must take personal responsibility for recruiting diverse and excellent applicants and evaluating them fairly and equitably. It is the committee's responsibility to ensure that**

- 1) the best candidates are in the pool, and**
- 2) the best candidates receive top consideration and job offers.**

Search-committee chairs need to stress that failure to recruit and fairly evaluate a diverse pool can jeopardize a search; lack of diverse finalists is often indicative of an inadequate search and will raise red flags among administrators. A search-committee chair does not want to grapple with the question "Why are there no women or minorities on your finalist list?" because they exist in every discipline. Resist the urge to blame the "pipeline" for yielding low numbers of available diversity applicants. The pipeline does not fully account for differences in hiring outcomes (e.g., [Shaw & Stanton, 2012](#)). Applicant pools lacking diversity might be the result of uninspired and halfhearted recruitment efforts.

The Vacancy Announcement

How to recruit an excellent and diverse pool of applicants?

Generating a large, diverse pool of applicants ensures that the best candidates are in the pool and increases the chances that, more often than in the past, the best candidate will enhance MSU's diversity (Fine and Handelsman, 2012, page 17).

Use a broad vacancy announcement (position description) to allow people into the applicant pool that may not meet your qualifications *perfectly*, but that would enhance diversity and could therefore be preferred candidates when all things are considered. **Vacancy announcements can exclude women and minority candidates by focusing too narrowly on subfields in which few women and minorities specialize. Similarly, do not list specific courses that the successful candidate will be expected to teach.**

On average, men apply for a job when they meet only 60% of the qualifications. Women apply only when they meet 90% of them.
([Mohr, 2014](#))

Thus, women are less likely to apply if they do not perceive that they are a perfect match for every preferred qualification. For example, if a commitment to summer field research is a preference in the job advertisement, a woman might assume this is "normative" information about expectations and perceive no flexibility in how she manages her field work schedule, so she decides not to apply (e.g., [Van Hooft et al., 2006](#)). Therefore, be very clear about preferred versus required qualifications. Pay close attention to language; research shows that women are less interested in applying for positions described with stereotypically masculine attributes such as "competitive," "aggressive," and "forceful" than those with more gender-neutral terminology such as "accomplished," "successful," and "committed" ([Gaucher et al., 2011](#)).

Include Multicultural Wording

Minority job applicants who read valuing diversity statements (vs. colorblind) infer an organization is more trustworthy and more accepting ([Purdie-Vaughns et al., 2008](#)). When a job advertisement or promotional materials, for example, convey a colorblind philosophy or ignore diversity all together, people anticipate *more* bias to occur in that setting ([Wilton et al., 2014](#)). So don't be shy - know that people pay positive attention to strongly worded EEO statements ([Barber & Roehling, 1993](#))

A broad vacancy announcement may produce an applicant pool that includes candidates that can improve diversity but in subfields or with expertise that you may not have considered or that are not exactly what you were looking for originally.

Perhaps such deviations from original preferences may be acceptable when considered in a larger sense, especially if existing faculty can be encouraged to shift course assignments or other responsibilities. *More flexibility will help achieve diversity in the applicant pool.*

Vacancy Announcement Wording: Infusing Diversity as a Value Added



Overview section:

Montana State University values diverse perspectives and is committed to continually supporting, promoting, and building an inclusive and culturally diverse campus environment. MSU recognizes the importance of work-life integration and strives to be responsive to the needs of dual career couples.

Duties and Responsibilities section:

We hope to attract applicants who are committed to helping students from diverse backgrounds succeed.

Preferred Qualifications (select **one** to include):

- Ability to promote the advancement of an inclusive and equitable working environment.
- Potential to foster and support student and faculty diversity.
- Demonstrated commitment to working with and engaging diverse students and colleagues within and outside the department.

Phone Interview Question for Prospects (and/or for Telephone Reference Checks):

- Please give examples of your involvement in any diversity initiatives and subsequent outcomes.

On-Campus Interview Question:

- How will you go about promoting diversity and inclusion within the department and MSU?

NOT IN THE AD? YOU CAN'T SCORE IT!

Did you know: If you don't include the value of diversity in the preferred qualifications, you will not be able to screen/score on this factor! Including it here ensures all candidates address this dimension in their cover letter. Requiring all candidates to showcase this strength is key to selecting a candidate who will contribute to an inclusive department.

Sample Vacancy Advertisement

Overview The Department of XXX invites applications for a tenure-track faculty position at the level of Assistant Professor. XX degree offerings include BS, MS, and PhD degrees. About XX BS students, XX MS students, and XX0 PhD students are enrolled. These students are supported by XX full time faculty. The department's research collaborators include faculty within other academic departments, campus research centers, and industry.

The faculty position to be filled is a full-time tenure track appointment with primary responsibilities in teaching, research, and service/outreach. The successful candidate will become an integral part of the XX program, with duties to include teaching courses in the department curriculum consistent with his or her background, working on program/curriculum development, developing a nationally recognized research program with extramural funding, and participating in professional and university outreach and service activities. Montana State University and the College of XX value diverse perspectives and hope to attract applicants who are committed to helping students from underrepresented backgrounds succeed.

Duties and Responsibilities The faculty member will be responsible for developing and maintaining an extramurally funded, nationally recognized research program and teach in his or her area of expertise within the broad field of SUBFIELD HERE. Applicants with interests in XXX, XXX, or XXX are especially encouraged to apply, although all specialties will be considered. The faculty member will participate in teaching undergraduate and graduate courses in his or her area of specialization and mentoring graduate and undergraduate students. The faculty member will also be responsible for providing service to the university and the XXX professional community.

Required Qualifications 1. PhD in XXX or related field;

Preferred Qualifications

1. Potential to conduct and publish high-quality and original research, as indicated by publication in peer-reviewed journals
2. Demonstrated or potential ability to secure external funding
3. Research program that complements and expands the department's current strengths; and
4. Demonstrated ability to work with and engage diverse students and colleagues within and outside the XX program;
5. Evidence of or potential for excellence in undergraduate and graduate teaching and mentoring

The Successful Candidate Will be a dynamic researcher and communicator who has excellent written and oral communication skills namely the ability to teach, inspire and mentor students; the ability to establish a XXX research program; an appreciation for diverse constituencies; and effective interpersonal skills including the ability to collaborate successfully with faculty, staff, and students.

Additional Requirements In accordance with MSU policy, hiring will be conditional upon successful completion of a pre-employment background check.

Application Deadline Screening of applications will begin on XXX and will continue to be accepted until the position is filled.

Application Procedure To apply, submit the following:

- (1) a letter of application addressing all of the above required and preferred qualifications, **and**
- (2) a current curriculum vitae, **and**
- (3) the names, addresses, telephone numbers and email addresses of three current references.

Jessi Smith 6/17/2015 9:36 PM

Comment [1]: It is a good idea to inform candidates of the various opportunities on campus

Jessi Smith 6/17/2015 9:43 PM

Comment [2]: Notice no precise mention of a specific subfield is mentioned nor is any specific class for teaching. This will yield the greatest number of candidates. If a specific field is important, see duties below.

Jessi Smith 6/17/2015 9:39 PM

Comment [3]: This is one way to illustrate to candidates that we want someone attuned to inclusion and equity.

Jessi Smith 6/17/2015 9:47 PM

Comment [4]: "Potential" is a key word to include for assistant level positions. "Demonstrated" is for use in open-rank searches

Jessi Smith 6/17/2015 9:40 PM

Comment [5]: Including this in the preferred guarantees that the candidates will discuss this topic in their cover letter and that the committee can score on this factor.

Jessi Smith 6/17/2015 9:41 PM

Comment [6]: This is a "soft skill" that will be assessed at the time of the phone or campus interview.

Jessi Smith 6/17/2015 9:42 PM

Comment [7]: If appropriate to your field, asking for names instead of letters can yield more applicants and better information on the reference checks.

MSU's Applicant Tracking System

All MSU searches are handled via an online Applicant Tracking System (ATS) developed and produced by PeopleAdmin. The search committee creates a vacancy announcement that is then posted online. Applicants will apply directly to the vacancy announcement on MSU's website and all search committee members will see the real time updates of each applicant.

(May be unknown initially; search manager can go back and indicate advertising later.)	
If Other, please specify	Academic keys
Position Details Areas highlighted in yellow gives the department diversity language choices.	
General Statement	Assistant/Associate tenure-track position to contribute to excellence in both undergraduate and graduate teaching in the XXXXXXXXXX Department. Because increasing the diversity of the XXXXXX profession is one of our strategic priorities, women and underrepresented minorities in XXXXXXXX are particularly encouraged to apply.
Core Duties	
Duties and Responsibilities (Short paragraph about the duties and responsibilities. This can be in paragraph form or a bulleted list.)	The new faculty member will be expected to contribute to excellence in both undergraduate and graduate teaching in the XXXXXXXXXX, develop a nationally-recognized externally-funded scholarly program in an appropriate focus area, produce scholarly works and collaborate with MSU's research centers and regional partners. Other responsibilities include advising and mentoring undergraduate and graduate students, participation in accreditation activities and committee assignments, and service to the university, state, and profession. We hope to attract applicants who can teach in a diverse University community and have demonstrated ability in helping students from diverse backgrounds succeed.
Required Qualifications – Experience, Education, Knowledge & Skills (Required Qualifications should be the minimal required for the position to be able to broaden the announcement. Specifics should be listed in Preferred or Successful Candidate section.)	<ol style="list-style-type: none"> 1. PhD in xxxxxxx, or closely related field by date of hire. 2. Record of quality peer-reviewed or other scholarly publications. 3. Demonstrated experience working with and engaging diverse students and colleagues within and outside the department. <p>HTML to have a numbered list – Type # and a space before the item.</p>
Preferred Qualifications – Experience, Education, Knowledge & Skills	<ol style="list-style-type: none"> 1. Academic/professional experience. 2. Research program that complements and expands current XXXXXX Department research programs and directions. 3. Excellent potential for effective undergraduate and graduate teaching in xxxxx. 4. Outstanding potential for developing a nationally recognized, externally funded scholarly program in an appropriate focus area. 5. Promote the advancement of diversity. OR Demonstrated commitment to student, faculty, and staff diversity.
The Successful Candidate Will	<ul style="list-style-type: none"> • Broad understanding of the topics found in xxxxxxx. • Excellent written and oral communication skills. • The ability to mentor and inspire a diverse student body. • The ability to establish and maintain positive working relationships with colleagues, students, and the engineering industry. • The potential to provide leadership and to assume responsibility for organizational and program activities. • Have an appreciation of diverse constituencies and add intellectual diversity to the department.

Members of the committee and the search support team will see a screen similar to the one captured above as they work on the vacancy ad.

Active Recruitment

(adapted from Fine and Handelsman, 2012, pages 19-23)

Resist the “Post and Pray” Technique : Placing an advertisement in the back of *Science* and posting the vacancy announcement on your professional society’s website is insufficient to get a diverse pool. Some of the best candidates may not see your advertisement, may not see themselves as a good fit, or may not be actively looking for a position at present. You need to find them and encourage them to apply!

What do do? Advertise in publications and websites that target women and underrepresented minority scholars. Look for potential applicants among directories of women and minority doctoral recipients and candidates. You can also send the vacancy announcement to officers of your professional society’s diversity section or committee and ask that it be distributed to its membership by e-mail. Seeing that MSU has made an effort to target these outlets will help convince potential applicants that we are serious about increasing diversity at our university. **Want a list of ideas to get you started on outlets to advertise? Resources are listed in the last tab.**

Make calls and send emails: The most effective way to find candidates is to call or e-mail colleagues and department heads at other institutions, agencies, NGOs, and corporations and ask them if they can recommend any outstanding candidates. Be aware: because of their own unintended biases, they might not mention women and minorities. If this happens, follow up with **“Great! Can you suggest some outstanding women and minority students and post-docs too?”**

A personal invitation greatly increases the probability of eliciting an application. This strategy has been very effective at MSU in recent years. The previous ideology at MSU was “We shouldn’t have to convince a person to be a candidate,” but in fact, many of the finalists in searches at MSU needed to be convinced to apply by mentors, collaborators, colleagues, or search committee members.

Granted, making these calls (to both colleagues and potential applicants) is time consuming. Divide the work up among the search committee and solicit help from other department members. Search committee members are the best resource to obtain a large applicant pool.

What to say when you call? Use language like “We would love to review your application” or “The hiring committee looks forward to reviewing your application materials” as opposed to “You’d be perfect and you should apply” in order to keep the search committee in line the rules laid out by MSU Human Resources .

Challenge:
Each committee member personally find and contact 10 people to invite to apply



Step 2. Raise awareness of unintentional biases and their effects on evaluating applicants and enhancing diversity.

A demonstration.

Name the color of the words below. Be as quick and accurate as possible

RED

GREEN

BLUE

BLACK

Again, name the color of the words below. Be as quick and accurate as possible

RED

GREEN

BLUE

BLACK



Most people find the second set of colors harder to name because of our habit of reading. Called the *Stroop Effect* (1935), this illustrates that even when trying to follow directions, habits are difficult to break. Overcoming stereotypes is a lot like trying to break a habit.

Unintentional (sometimes called Unconscious) Biases

Although academics believe that they select the best candidates based on objective criteria, their decisions are in reality subtly biased by knowledge about the candidates' race, ethnicity, sex, sexual orientation, physical ability, religion, experience, education, and age. Simply through our exposure to media, other people, and our personal experience, we form "schemas," or knowledge structures, of many social groups. These schemas are necessarily overgeneralizations, and we form biased impressions of an individual using these schemas.

We all know, for example, what the stereotypes are for women, men, Whites, African-Americans, Asians, Muslims, etc., *even if we do not personally endorse those stereotypes* (e.g., [Devine, 1989](#)).

Decades of psychological research demonstrate time and again that simply having the stereotypes represented in our minds can lead to implicit, subtle, and—this is important—*unintentional* bias when we evaluate others. Even the most well-intentioned, egalitarian, individual out there has stereotypes represented in his or her mind. And given this, those stereotypes can at times influence judgments and behavior even without the individual realizing it. This does not mean that we are all racists or misogynists, etc.

This is just the way our minds work; activated concepts (such as stereotypes) influence our attention, interpretation of information, and actions, generally without our awareness. Unfortunately, stereotypes are very easily activated concepts—if you are reading Karen or Jamal's CV, the names alone will activate your stereotype of "women" or "African-American" automatically, intentional or not.

A good starting point is to take the (fun!) Harvard Implicit Association Test at <https://implicit.harvard.edu>.

Even with the best of intentions, we prefer those who feel familiar to us—those who look and think like us—and therefore, we tend to hire them to be our colleagues ([Rivera, 2012](#)). We might just "feel" that these candidates are a better "fit" without thinking through why we feel that way. It is critical to personally acknowledge that we all have implicit associations regarding various social categories and to challenge ourselves and our colleagues to speak openly about them. Failure to acknowledge and actively combat unintentional biases can perpetuate MSU's low diversity and result in unequal access to the professoriate. Moreover, enhancing awareness of this issue, a task that often falls to the search committee chair or female or minority search committee member, is difficult, time consuming, and thankless. The critical self-examination needed to accept that we make assumptions, albeit unintentionally, does not come naturally to ambitious, highly competitive, successful non-minority men in our culture. Acknowledging this phenomenon takes time and copious evidence. We offer some of that evidence on subsequent pages. More can be found in Chapter III of Fine and Handelsman (2012) and in the primary literature cited.



Gender Bias: In an experiment recently reported in the *Proceedings of the National Academy of Science*, chemistry, biology, and physics professors received a resume for a lab manager position. All professors received an identical resume, but depending on random assignment, the resumes began with either a male or female name. Of concern, these *science professors* rated applicants more competent, more worthy of mentorship, and offered on average \$4,000 more in starting salary if they had male relative to female names. Importantly, demonstrating how subtle and unintentional this bias is, both men *and women* science faculty equally showed the gender bias ([Moss-Racusin et al., 2012](#)).

In a similar vein, both male and female academic psychologists given identical curricula vitae (CVs) gave better evaluations of a tenure-track applicant for teaching, research, and service if the CV was associated with a male name than a female name; they were also more likely to recommend hiring the candidate if they thought the candidate was male than female, despite the CVs being identical in every other aspect ([Steinpreis et al., 1999](#)).

Sexuality Bias: A seven-state study showed that when a resume conveys information that the applicant is gay (leader in a gay-friendly organization), that applicant received 40% fewer callbacks for the job compared to the same resume that did not convey this information ([Tilcsik, 2011](#)).

Ethnoracial Bias: Résumé submissions of applicants with “White-sounding” names received 50% more callbacks than did equally qualified applicants with “African American-sounding” names from companies advertising job openings in Boston and Chicago newspapers ([Bertrand & Mullainathan, 2004](#)). Results are replicated even when candidates apply to pro-diversity organizations ([Kang et al., 2016](#)).

Motherhood Bias: Evaluators of an application packet judged mothers to be less committed to their careers and less competent than non-mothers and recommended more non-mothers (84%) than mothers (47%) for hire; when mothers were recommended for hire, their recommended starting salaries were \$11,000 lower than for non-mothers ([Correll et al., 2007](#)). Fathers and non-fathers were judged equally competent, but fathers were deemed more committed to their careers than non-fathers, were more likely to be recommended for hire, and were recommended for higher starting salaries (see also [Biernat & Fuegen, 2001](#)).

Disability Bias: highly qualified disabled applicants receive significantly less employer interest than the same applicant without a disclosed disability ([Ameri et al., 2015](#)).

Elitism Bias: highly qualified applicants to law firms are evaluated better when the application has a male name and the application conveys signs of higher social class. These male higher-class candidates are seen as “better fits with the elite culture and clientele” compared to the identical applicant who has a female sounding name or is from a lower-class background ([Rivera & Tilcsik, 2016](#)).

Selected Examples of Documented Bias in Evaluating Research/Performance Quality

Journal Articles: A before-and-after study of articles published in *Behavioral Ecology* found a significant increase in the publication of articles with a woman as first author after implementation of a double-blind review process ([Budden et al., 2008](#)).

Grants/Fellowships: In a study of postdoctoral fellowships awarded by the Swedish Medical Research Council, researchers compared publication records of applicants to reviewer assessments of competency; women needed to be twice as productive as men to receive the same competency rating ([Wennerås & Wold, 1997](#)). Research on NIH grant reviews/awards also shows evidence of gender bias ([Kaatz et al., 2016](#)) and racial bias ([Hayden, 2015](#)).

Conference Abstracts submitted to an international social science conference were stripped of real author identities and instead were randomly provided a fake male or female name. Abstracts with a male author were given higher “scientific quality” ratings than those with a female author. What is more, more “masculine” topics of study (e.g., computer technology) were rated higher quality than “feminine” topics of study (e.g., parenting; [Knobloch-Westerwick et al., 2013](#)).

Conference Speakers: A review of two major biology conference programs from 2001-2011 showed women are less likely to be invited to give talks. The number of invitations extended to women was greater if women were also on the conference organizing committee (see [Schroeder et al., 2013](#) and [Casadevall & Handelsman 2014](#)).

Creative Talent: The proportion of women hired by symphony orchestras increased substantially in the 1970s and 1980s after screens to conceal candidate identities from audition committees came into use ([Goldin and Rouse, 2000](#)).

Citations: Examination of all publications between 1980 and 2006, show women are systematically cited less than men. Even after controlling for a large number of variables, such as journal outlet, publication year and tenure status ([Maliniak et al., 2013](#)). Men are also more likely to self-cite ([Larivière et al., 2013](#)) and scholars tend to cite other scholars of the same gender ([Maliniak et al., 2013](#)). This means when a field is male-dominated this pattern will lead to significantly fewer citations for women and significantly less exposure for their scholarship.

Step 3: Strategies for Reviewing Applicants that Enhance Equity and Inclusion

(adapted from Fine and Handelsman, 2012, Chapter IV)

The good news is that enhanced awareness of unconscious bias(es) has led to successful efforts to combat such biases about women in science ([Ceci and Williams, 2011](#)). Awareness of unconscious biases, combined with a desire to avoid them, reduces unintended prejudicial behavior (Devine et al., 2002). Thus, search committee chairs are challenged to raise awareness about unconscious biases and to deliberately work to counter their effects during the search process.

Periodically remind all search-committee members that they are prone to such biases— independent of their actual beliefs regarding various social groups—and must actively counter them and ask themselves: “is it plausible that I evaluated this individual less favorably than I should have based on an unintended and unconscious bias?”

Surprisingly, trying to suppress stereotypes can actually result in greater bias, so committee members should simply try their best to rate candidates objectively rather than trying to avoid using their stereotypes. Even still, unconscious bias can creep into seemingly objective evaluations (Chapter IV of Fine and Handelsman, 2012).

Fortunately, the following methods, which involve accepting that bias and assumptions exist and working to overcome or minimize them, are more successful.

Recognize and accept that you are prone to bias and assumptions. People who believe that they are objective (and 88% believe themselves to be above average in objectivity) do not consider the possibility that they are influenced by unconscious assumptions and biases ([Uhlmann and Cohen, 2007](#)).

Consciously think about the accomplishments, research, teaching, and contributions of successful, highly competent, well-regarded women and minority members of your department, university, or discipline. These conscious thoughts can temporarily overshadow unconscious assumptions, thereby minimizing their influence ([Blair et al., 2001](#)).

Increase the representation of women and minority scholars in your applicant pool. Evaluators are less influenced by gender stereotypes and focus more on individual merits when women are well represented in the applicant pool (>25%; [Heilman, 1980](#)). For the same reason, force yourself to **ask if the best woman or minority candidate among the runner-ups has been unintentionally downgraded and should be lifted up into the list of finalists.** When only one woman or minority candidate is in the finalist pool, committee members tend to perceive that candidate as the token minority; having two or more minority members removes the token status from the process.

Strategies for Reviewing Applicants that Enhance Equity and Inclusion

(adapted from Fine and Handelsman, 2012, Chapter IV)

Develop well-defined evaluation criteria to provide guidance for evaluating applicants. **Vague and ambiguous criteria** (e.g., “excellence in research and/or teaching”) allow us to ascribe excellence to those who look and act like the majority of us and hinder us from seeing excellence in those who differ ([Heilman, 2001](#)).

Prioritize evaluation criteria before evaluating applicants; failure to do so allows evaluators to adjust the importance of criteria to justify their potentially biased choices (Uhlmann and Cohen, 2005).



Spend at least 15 to 20 undistracted minutes evaluating each applicant. We apply stereotypes as mental shortcuts to save time, so quickly made evaluations are particularly prone to unconscious biases ([Moody, 2010](#)). If you have a large pool, and hopefully you do, divide the applicants among committee members for initial evaluation to reduce your individual workloads and time pressure.

Evaluate each application in its entirety; do not depend too heavily on any one element. Incorporating more information about an individual’s qualifications lessens the effects of assumptions and biases ([Tosi and Einbender, 1985](#)).

Focus on inclusion rather than exclusion when making selection decisions. Evaluators make more careful and deliberate choices when deciding whom to include than exclude ([Hugenberg et al., 2006](#)). Require that each search committee member is prepared to defend every decision for eliminating or advancing a candidate. Holding evaluators to high standards of accountability for the fairness of their evaluation reduces the influence of bias and assumptions ([Foschi, 1996](#)).

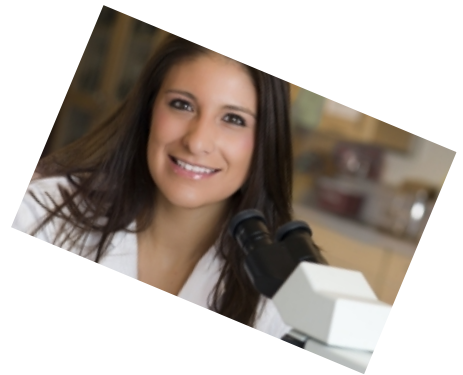


Actively seeking out and asking potential applicants to apply has significantly increased applicant pool depth and diversity at MSU.

Identify Diamonds in the Rough

This is a strategy, successfully applied elsewhere, to identify and recruit women and minority candidates that show great promise but that may not yet appear to be competitive with the more advanced non-minority men that typically populate our finalist lists. This is also a useful tool to employ when you have an “open rank” search and are trying to compare recent post-docs to more senior candidates.

Look at productivity rate instead of career productivity, such as publications per year since receipt of PhD instead of total number of career publications. It is likely that this strategy helps level the playing field and thereby increases competitiveness of more recent graduates.



Reviewing References and Cover Letters

When possible, ask for names and contact information of references instead of letters of recommendation. Or, wait to collect letters until after the committee has narrowed down the list of finalists.

Medical school application letters of reference for women were significantly shorter than for men and overemphasized personality versus professional experience ([Trix and Psenka 2003](#)).

Even after taking into account qualifications (e.g., grants and publications), letters written for men applying to a faculty chemistry position contained significantly more “standout” adjectives (e.g., outstanding, unique, and exceptional) than letters written for comparably qualified women ([Schmader et al., 2007](#)).

Think about what *is not* said in the cover letter.

Women are often less likely than men to “self-promote” and boast about accomplishments (e.g., [Moss-Racusin & Rudman, 2010](#); [Smith & Huntoon 2014](#)). Thus, relying just on the cover letter or research/teaching statements might also underestimate the qualifications of a woman candidate.

So what to do?

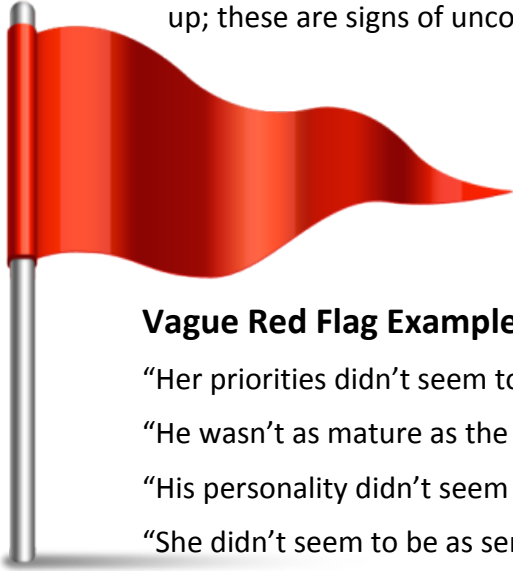
To avoid this unintentional bias by letter writers but ensure that you get as much information as possible about a candidate’s potential for success, develop a very specific list of questions to ask each reference of the short-list applicants on the phone.

Ask Phone References:

- How has the candidate supported efforts to diversify your department?
- Tell me about the potential for success of the candidate.

Red Flags to Watch Out For

Members of search committees that failed to hire women or diverse faculty at MSU often cited rather vague and ambiguous (or irrelevant) reasons for their low ranking of finalists. Words such as “seemed” and “appeared” often cropped up; these are signs of unconscious biases creeping in.



Vague Red Flag Examples include:

“Her priorities didn’t seem to match up with ours very well.”

“He wasn’t as mature as the other candidates.”

“His personality didn’t seem like a good match for us.”

“She didn’t seem to be as serious about this position as John was.”

“I didn’t think she would like living here in Bozeman.”

“I don’t know that he’d find many friends here.”

“She hadn’t worked with any of the real leaders in the field.”

“I’ve just never been all that impressed with graduates of Southeastern Montana University,” or the related “He was lucky that he got his degree under Professor Tweed at Ivy University,” which suggests that luck rather than skill got her to where she is.

“Her comment about astrophysical assimilation in her seminar made her totally unsuitable for the position.”

These are the kinds of rationales and comments that can be red flags of unconscious biases and assumptions in search committee discussions. Because all of us, including women and minorities, hold unintentional biases, we must force ourselves and our colleagues to view all candidates objectively to avoid prejudice, and speak up when we observe unconscious (and likely unintentional) biases expressed by others. ***Challenge committee members and other faculty to back-up such statements with objective information.***

Step 4. Conduct on-campus visits and interviews fairly and in such a manner that they put MSU in a good light.

Remember, search committees cannot probe into candidates' potential minority status or personal life. We cannot ask people if they are gay/lesbian/bisexual/transgendered, Episcopalian, Jewish, Muslim, or Republican; all of this is *irrelevant* to their ability to do the job.

For too long, however, we have been taught to adopt a “colorblind” or “gender blind” perspective with the idea that if we ignore such group characteristics, then the process is fair. ***The “neutral” response is frequently laden with unintended bias.*** Identical treatment is not the goal. Treating people as equals is the goal. Decades of research shows that a color blind perspective perpetuates discrimination (e.g., [Apfelbaum et al., 2010](#) as just one example). Instead, realize there is value added when someone brings diversity to your department; their unique life experience might be just the creative spark your faculty need or the role model your students desire. Thus, we must communicate that MSU values and supports diversity.

We must also be sensitive to the ever-changing concept of family and family roles and obligations. It is illegal to ask a candidate if they are married or have children or have an elderly parent to tend to. But we also do want candidates to know that MSU values work-life integration, and recognizes how important work-life integration support is for recruiting diverse faculty in science in particular (e.g., Hewlett et al., 2008). Many of us come and stay at MSU for the “quality of life,” after all. But some people might avoid MSU because of the perception that it is not family friendly. For example, women scientists, more than men, face the “two-body problem” (both spouses obtaining jobs; [McNeil & Sher, 1999](#)). What to do?

Provide all candidates access to information they might explore per their personal interests, situations, and background. **For instance, your search can schedule brief meetings with the MSU Family Advocate to discuss career/life balance from a faculty perspective.** Remember that family does not only mean having children, candidates can have siblings, parents, spouses, etc., who at one point or another might need care or assistance, and everyone has a life to balance outside of work. If a meeting isn't possible, provide all candidates with a brochure on [work-life policies and practices](#) at MSU. Put all your candidates in touch with the MSU Dual Career Community Liaison from HR. Need help doing this? Email familyadvocate@montana.edu



Hosting Your Candidate: Setting the Agenda



All candidates will benefit from learning about work-life integration practices and policies at MSU. Provide all of them with the Family Advocate Brochure or set up a 20 minute in-person meeting with the Family Advocate for all your candidates

The MSU Family Advocate is available to meet with your job candidates when they visit campus!

These 20 minute (or so) meetings are aimed at informing candidates about what MSU does to help faculty achieve healthy work-life integration. Preferably candidates come to the office of one of the Family Advocates, where they can be assured of a confidential discussion about everything from support for family caregiving leave (parental leave, but also eldercare and partner care), MSU's tenure clock extension policy, childcare options in Bozeman, dual career employment support, the culture of work-life balance at MSU (including support for recreation and pets), and even the opportunity to purchase discounted ski tickets.

During our explosive 2012-2013 hiring season, ADVANCE collected data from a cross-section of candidates after these meetings, to assess whether they were considered useful. Candidates described these meetings as a unique opportunity that MSU offered compared to other institutions they visited and an important expression of the culture of support at MSU. Contact familyadvocate@montana.edu to schedule your candidate and/or [click here](#) for a brochure to include during their visit.

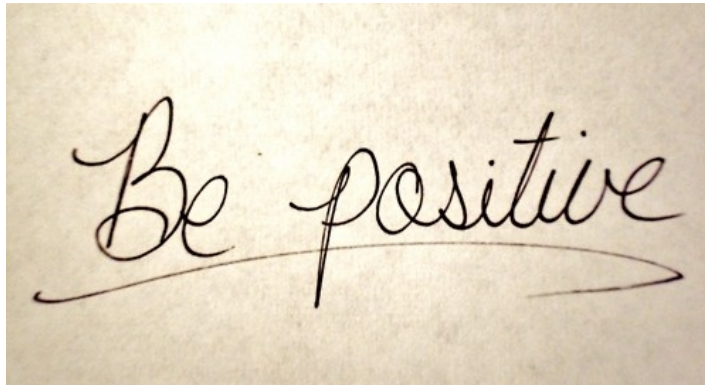
Remember: It is never appropriate to seek information from the candidate regarding their personal or family life. If they volunteer the information, acknowledge it and move the conversation to other areas. Let them explore those questions in confidence with the MSU Family Advocate.



MSU desires to support the health and well-being of its faculty, staff and students and their families.

familyadvocate@montana.edu

Hosting Your Candidate: Be Positive!



Advance interviewed several job candidates in 2012-2013 to get feedback on what was valued, and what could be improved, for on-campus interviews. Several themes emerged, leading to several recommendations for the campus interview process:

First, avoid being defensive about the salaries and start-ups MSU offers. Candidates are typically enthusiastic about Bozeman and the fit between themselves and the position, and weigh that very heavily. Salary surely will be a factor when candidates receive an offer and make their decision; but up front, make sure the candidates are impressed with their visit and not weary before an offer even comes.

Second, give candidates some degree of input, or control, over their visit. Besides the usual routine, consider asking candidates well in advance if they would like to observe a classroom, see the library, meet with a realtor, stay in a hotel or bed and breakfast, learn about the school districts or specialized groups, etc. Also, if possible, let candidates express preferences for the time of their job talk and with what groups on campus they might like to visit. Giving candidates input and control makes them feel comfortable and respected, leaving them with a positive experience and impression of MSU.

Remember—your candidates are seeing Bozeman and MSU for the first time. Give them the opportunity to see the many positive things the area and the university have to offer.

The On-Campus Interview



Showcase MSU's Diversity to ALL Candidates! Help make candidates aware of diversity groups and events on campus (e.g., Women's Faculty Caucus, GLBT groups, the Pow Wow, international food day in the SUB) and off campus (e.g., various religious organizations, recreational organizations and clubs, etc.). We can provide such information in a broad context to convey the overall lifestyle that MSU/Bozeman/Montana has to offer. In explaining the uniqueness and charm of the area (outdoor recreation, The Sweet Pea Festival, Music on Main, Yellowstone, skiing, and the like), we can also communicate diversity so that job candidates fully appreciate the spectrum of opportunities available in our community.

Ask candidates during their interview:

What ideas do you have for increasing and promoting diversity within the department/college?



All candidates benefit from the opportunity to meet people who are like them even if those they meet are playing non-evaluative roles (e.g. faculty from other departments and/or graduate students who are not serving any formal role in the search). Of course, due to demographics in some departments, this is easy to uphold for Caucasian Male candidates and harder to uphold for both female and/or other underrepresented minority candidates. Aspire to provide the **same** opportunity for all candidates and know that doing so for women and/or underrepresented minority candidates requires conscious attention and planning.

The On-Campus Evaluation Tool

Adopt an on-campus evaluation tool that requires observers/judges to declare the level of scrutiny they have given the candidate. Did they read the vita? Meet with the candidate? Go to lunch? Is their review based only on the job talk? Here is a sample adopted from STRIDE. Want a Word.doc version of this to modify for your search?

Go to <http://www.montana.edu/nsfadvance/resources.html>.

Candidate Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name:

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

- | | |
|--|---|
| <input type="checkbox"/> Read candidate's CV
<input type="checkbox"/> Read candidate's scholarship
<input type="checkbox"/> Read candidate's letters of recommendation
<input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate
<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Other (please explain):
<hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> |
|--|---|

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	neutral	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						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
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						

Other comments?

For more information or additional copies of this resource, please contact the ADVANCE Program at (734) 647-9359 or advanceprogram@umich.edu, or visit the ADVANCE Program's Web site at <http://sitemaker.umich.edu/advance>.

The Two Body Opportunity

"Partner accommodation may be particularly important in attracting more women to underrepresented fields."

--Ann Higginbotham, American Association of University Professors

Assume every candidate has a partner - statistically speaking, this is likely, regardless of gender or discipline. And our own MSU data shows that a major factor in accepting or declining an offer is partner accommodations. Be ready to embrace the **Two-Body Opportunity!**

Some Common Questions:

Do we have to do a national search and hope the academic partner comes out on top? No. Complete the [partner accommodation request form](#). Montana policy provides exceptions for partner hires. Consider asking the partner to submit materials and come for an interview. And if you know someone is a partner who has risen to the top of your search, consider this an advantage over otherwise equally qualified applicants. We must prioritize partner hires if we are to recruit and retain the most outstanding faculty.

But the partner isn't a perfect fit and might dilute the quality of our faculty: Partner hires are on average more productive than typical hires! A 10 year study at WSU showed partner hires (compared to non-partner faculty hires) published more and secured more grant funding (see <http://dualhire.org>).

What are the options? Tenure track lines are certainly hard to come by. But if the partner's department has a vacancy or is willing to leverage a future vacancy, it is worth pursuing. NTT multi-year contracts are also an option. And, if the partner is not an academic, refer them to the [dual career liaison](#). Be realistic but optimistic about possible partner-accommodations. It is a show of good faith if you offer some departmental resources to assist the partner's department in start-up, space, or other support.

What to do? *Regardless* of whether a candidate asks, we recommend giving them the opportunity to talk confidentially with the Family Advocate to learn about dual career and work-life integration policies and practices on campus. Candidates will be more inclined to join our community if they understand what institutional supports exist to support recruiting families, and not just individuals. In this vein, consider that candidates may want to bring their partner with them during their initial visit, or they may want to visit again after obtaining an offer.

Over a third of academics have a partner in academia.

Rate is highest among scientists:

54% of male/83% of female scientists have a partner in academic science
[\(L. Schiebinger et al., 2008\)](#)

After you have made your decision, make MSU's offer of employment appealing

Compared to some other universities, MSU can come up short on some dimensions such as faculty salary, start-up packages, pension and retirement plans, and geographical isolation. But on the whole, the positive outweighs the negative, and most faculty would agree that MSU is a wonderful place to work and live (after all, we are here).

So, tout the university and lifestyle. MSU is an R1 research university that is growing. MSU supports diversity and inclusiveness and work-life integration. Bozeman is a great community nestled in a beautiful location. Mention the fun, mention the opportunities in the community, mention the schools and diversity in the area, and showcase the lifestyle as best you can.

Of course, our job candidates are not fools. They will notice that on some dimensions MSU is not competitive with other universities. Acknowledge that (if true for your college/department), but tout the advantages, the lifestyle, the promise, and the excitement of being at MSU and Bozeman right now. This is a great place to live and work, and we are here for many reasons; share those reasons.



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Sample Recruitment Outlets

Adapted and supplemented from WISELI's Recruiting Resources
<http://wiseli.engr.wisc.edu/recruitingresources.php>

Directories of Women and Minority Faculty and PhD Candidates and Recipients

Faculty for the Future	http://www.engr.psu.edu/fff/
Future Faculty Database	http://www.futurefacultydb.org/
Ford Fellows Directory	http://nrc58.nas.edu/FordFellowDirect/Main/Main.aspx
MIT Directory of Science & Engineering Faculty	http://web.mit.edu/provost/sef-directory/mission.html
Southern Regional Education Board Doctoral Scholars Directory	http://dspdirectory.sreb.org/default.aspx?ReturnUrl=%2f&AspxAutoDetectCookieSupport=1
The National Registry of Diverse & Strategic Faculty	http://www.theregistry.ttu.edu/

General Recruitment Outlets

American Association of Affirmative Action	http://www.aaaed.org/aaaed/Join_Us.asp
American Association of University Women	http://www.aauw.org/partner-with-us/advertising/
American Indian Science and Engineering Society	http://www.aises.org/
Association for Women in Science	http://www.awis.org/
Chronicle of Higher Education	https://careers.chronicle.com/
Diverse: Issues in Higher Education	http://diversejobs.net/
Diversity.com	http://www.diversity.com/
Diversity Employers	http://diversityemployers.com/

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<http://wiseli.engr.wisc.edu/recruitingresources.php>

General Recruitment Outlets (continued)

Equal Opportunity Publications	http://www.eop.com/career.php
Faculty for the Future	http://www.engr.psu.edu/fff/
Higher Ed Jobs	http://www.higheredjobs.com/
Higher Education Recruiting Consortium	http://www.hercjobs.org/
Hispanic Outlook in Higher Education	http://www.hispanicoutlook.com/
Historically Black Colleges and Universities Career Center	http://hbcuconnect.com/cgi-bin/jobs/index.cgi
IMDiversity	http://imdiversity.com/
Indian Country Today Media Network	http://www.indiancountrytoday.com/advertise
Inside Higher Ed	http://www.insidehighered.com/advertise
Insight Into Diversity	http://www.insightintodiversity.com/
Journal of Blacks in Higher Education	http://www.jbhe.com/
Latinos in Higher Ed	https://www.latinosinhighered.com/
Minority Postdoc	http://www.minoritypostdoc.org/
NativeAmericanJobs.com	http://nativeamericanjobs.com/
On-Ramps into Academia	http://www.engr.washington.edu/onramp/forparticipants/add-form.htm
Saludos.com	http://www.saludos.com/employers/employers1.html
ScholarlyHires.com	http://www.scholarlyhires.com/
Society for Advancement of Chicanos and Native Americans in Science	http://sacnas.org/professionals/opportunities
Tribal College Journal of American Indian Higher Education	http://www.tribalcollegejournal.org/
Urban League JobsNetwork	http://iamempowered.com/departments/jobsnetwork
Women in Higher Education	http://www.wihe.com/

Recruitment Outlets

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Discipline-Specific Recruitment Outlets

AGRICULTURAL ECONOMICS	
Committee on the Opportunities and Status of Blacks in Agricultural Economics	http://www.aaea.org/membership/sections/cosbae
Committee on Women in Agricultural Economics	http://www.aaea.org/membership/sections/cwae
AGRICULTURAL SCIENCES	
Minorities in Agriculture, Natural Resources, and Related Sciences	http://manrrs.org/
AGRONOMY, CROPS, SOILS, AND ENVIRONMENTAL SCIENCES	
Diversity in Agronomy, Crops, Soils, and Environmental Sciences Committee	https://www.agronomy.org/about-society/committees/ACS528
Women in Agronomy, Crops, Soils, & Environmental Sciences Committee	https://www.agronomy.org/about-society/committees/ACS526
AMERICAN STUDIES	
American Studies Association — Minority Scholars' Committee; Women's Committee	http://www.theasa.net/about/page/officers_and_committees/
ANTHROPOLOGY	
American Anthropological Association – Association of Black Anthropologists	http://www.aaanet.org/sections/aba/
American Anthropological Association – Association for Feminist Anthropology	http://www.aaanet.org/sections/afa/
American Anthropological Association – Association for Queer Anthropology	http://queeranthro.org/
ARCHITECTURE	
Asian American Architects and Engineers Association	http://www.aaaesc.com/
National Organization of Minority Architects	http://www.noma.net/
Association of Collegiate Schools of Planning — Faculty Women's Interest Group	http://www.acsp.org/members/group_select.asp?type=19744
Association of Collegiate Schools of Planning — Planners of Color Interest Group	http://www.acsp.org/members/group_select.asp?type=19744
American Planning Association — Gays and Lesbians in Planning Division	http://www.planning.org/divisions/galip/
American Planning Association — Latinos & Planning Division	http://www.planning.org/divisions/latinos/
American Planning Association — Planning and the Black Community Division	http://www.planning.org/divisions/blackcommunity/
American Planning Association — Planning & Women Division	http://www.planning.org/divisions/planningandwomen/

Recruitment Outlets

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Discipline-Specific Recruitment Outlets (continued)

ART	
College Art Association — Committee on Diversity Practices	http://www.collegeart.org/committees/diversity
College Art Association — Committee on Women in the Arts	http://www.collegeart.org/committees/women
Women's Caucus for Art	http://nationalwca.org/index.php
ASTRONOMY AND ASTROPHYSICS	
American Astronomical Society: Committee on the Status of Minorities	http://csma.aas.org/
American Astronomical Society: Committee on the Status of Women	http://www.aas.org/csua/
Women in Astronomy Database	http://www.aas.org/csua/WIAD.html
Association of Universities for Research in Astronomy: Workforce and Diversity Committee	http://www.aura-astronomy.org/governance.asp?CouncilID=112
Astronomers of the African Diaspora	http://www.math.buffalo.edu/mad/physics/astronomy-peeps.html
BIOCHEMISTRY	
American Society for Biochemistry and Molecular Biology Minority Affairs Committee	http://www.asbmb.org/Page.aspx?id=356
BUSINESS	
American Accounting Association Diversity Section	http://aaahq.org/Diversity/default.cfm
Academy of Management – Division of Gender & Diversity in Organizations	http://division.aomonline.org/gdo/
National Association of Black Accountants	http://www.nabainc.org/
American Marketing Association Foundation Valuing Diversity Ph.D. Scholarship Recipients	http://www.themarketingfoundation.org/valuing_diversity_recipients.html
CELL BIOLOGY	
American Society for Cell Biology: Career Resources	http://jobboard.ascb.org/jobs/
American Society for Cell Biology: Minority Affairs Committee	http://www.ascb.org/community-committee/minorities-affairs/
American Society for Cell Biology: Women in Cell Biology	http://www.ascb.org/community-committee/women-cell-biology-wicb/
CHEMICAL ENGINEERING	
American Institute of Chemical Engineers Minority Affairs Committee	http://www.aiche.org/community/sites/committees/minority-affairs
American Institute of Chemical Engineers Women's Initiatives Committee	http://www.aiche.org/community/committees/wic
CHEMISTRY	
American Chemical Society Chemists with Disabilities	http://www.acs.org/content/acs/en/about/governance/committees/cwd.html
American Chemical Society Committee on Minority Affairs	http://www.acs.org/content/acs/en/about/governance/committees/minority.html

Recruitment Outlets

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<http://wiseli.engr.wisc.edu/recruitingresources.php>

Discipline-Specific Recruitment Outlets (continued)

CHEMISTRY	
American Chemical Society Women Chemists Committee	http://womenchemists.sites.acs.org/
Committee on the Advancement of Women Chemists	http://coach.uoregon.edu/about/
National Organization for the Professional Advancement of Black Chemists & Chemical Engineers	https://www.nobcche.org/
CIVIL ENGINEERING	
American Society of Civil Engineers — Diversity	http://www.asce.org/diversity-and-inclusion/
COMPUTER SCIENCE	
Association for Computing Machinery ACM-W	http://women.acm.org/
ECONOMICS	
American Economics Association — Committee on the Status of Women in the Economics Profession	http://www.aeaweb.org/committees/cswep/
American Economics Association Committee on the Status of Minority Groups in the Economics Profession	https://www.aeaweb.org/about-aea/committees/csmgep
EDUCATION	
American Educational Research Association — Social Justice Program	http://www.aera.net/About-AERA/Key-Programs/Social-Justice
National Alliance of Black School Educators	http://www.nabse.org/
ENGINEERING	
National Society of Black Engineers	http://www.nsbe.org/
Society of Hispanic Professional Engineers	http://www.shpe.org/
Society of Women Engineers	http://societyofwomenengineers.swe.org/
Women in Engineering ProActive Network	http://www.wepan.org/
The American Association of Blacks in Energy	http://www.aabe.org/
ENGLISH	
National Council of Teachers of English — Diversity Initiatives	http://www.ncte.org/diversity
ENTOMOLOGY	
Entomological Society of American — Black Entomologists	http://esanetworks.org
Entomological Society of America — LGBT and Ally Network	http://esanetworks.org
Women in Entomology Network	http://esanetworks.org
FILM AND PHOTOGRAPHY	

Recruitment Outlets

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Discipline-Specific Recruitment Outlets (continued)

FISHERIES	
American Fisheries Society Equal Opportunity Section	http://equalopportunity.fisheries.org
GEOLOGY	
Geological Society of America – Diversity in the Geosciences Committee	http://www.geosociety.org/aboutus/committees/c-diversity.htm
HISTORY	
American Historical Association — Committee on Minority Historians	http://www.historians.org/governance/cmh/index.cfm
IMMUNOLOGY	
American Association of Immunologists: Minority Affairs Committee	http://www.aai.org/about/Leadership/Committees/MAC
LIBRARY SCIENCE	
Association of Research Libraries Diversity Recruitment	http://www.arl.org/leadership-recruitment/diversity-recruitment
MATHEMATICS	
Association for Women in Mathematics	https://sites.google.com/site/awmmath/home
Mathematicians of the African Diaspora	http://www.math.buffalo.edu/mad/00.INDEXmad.html
Black Women in Mathematics	http://www.math.buffalo.edu/mad/wmad0.html
Mathematics Association of America: Strengthening Underrepresented Minority Mathematics Achievement	http://www.maa.org/programs/underrepresented-groups/summa
MICROBIOLOGY	
American Society for Microbiology Committee in Diversity	http://www.asm.org/index.php/underrepresented-members2/minority-committees/
MODERN LANGUAGES	
Modern Language Association — Committee on Disability Issues in the Profession	http://www.mla.org/comm_disability
Modern Language Association — Committee on the Status of Women in the Profession	http://www.mla.org/comm_women
NATIVE AMERICAN STUDIES	
Native American and Indigenous Studies Association	http://www.naisa.org/
NEUROSCIENCE	
Society for Neuroscience Diversity Programs	http://www.sfn.org/careers-and-training/diversity-programs
NURSING AND HEALTH	
Association of Colleges of Nursing — Diversity in Nursing	http://www.aacn.nche.edu/diversity-in-nursing
Association of Colleges of Nursing — Minority Nurse Faculty Scholarship Winners	http://www.aacn.nche.edu/students/scholarships/minority

Recruitment Outlets

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<http://wiseli.engr.wisc.edu/recruitingresources.php>

Discipline-Specific Recruitment Outlets (continued)

NURSING AND HEALTH continued	
Association of Black Nursing Faculty, Inc.	http://www.abnf.net/
American Public Health Association Committee on Women's Rights	http://www.apha.org/about-apha/governance/apha-committees/committee-on-womens-rights
American Public Health Association Equal Health Opportunity Committee	http://www.apha.org/about-apha/governance/apha-committees/equal-health-opportunity-committee
Institute for Diversity in Health Management	http://www.diversityconnection.org/
Association for Multicultural Counseling & Development	http://www.multiculturalcounseling.org/
NUTRITION	
American Society for Nutrition Minority Affairs Committee	http://www.nutrition.org/our-members/minority-affairs/
PHILOSOPHY	
American Philosophical Association — Inclusiveness in the Profession Committee	http://www.apaonline.org/members/group.aspx?id=110430
PHYSICS	
National Society of Black Physicists	http://www.nsbp.org/
American Physical Society — Committee on the Status of Women in Physics	http://www.aps.org/about/governance/committees/cswp/index.cfm
American Physical Society — Women in Physics	http://www.aps.org/programs/women/
American Physical Society — Roster of Women & Minorities in Physics	http://www.aps.org/programs/roster/
National Society of Hispanic Physicists	http://www.hispanicphysicists.org/
Physicists of the African Diaspora	http://www.math.buffalo.edu/mad/physics/physics-peeps.html
PHYSIOLOGY	
American Physiological Society: Porter Physiology Development and Minority Affairs Committee	http://www.the-aps.org/mm/hp/Audiences/APS-Committees/porter
American Physiological Society: Women in Physiology Committee	http://www.the-aps.org/mm/hp/Audiences/APS-Committees/wic
POLITICAL SCIENCE	
American Political Science Association — Diversity Programs	http://www.apsanet.org/diversityprograms
American Political Science Association — Status of Asian-Pacific Americans in the Profession Committee	http://www.apsanet.org/statuscommitteepaa
American Political Science Association — Status of Blacks in the Profession Committee	http://www.apsanet.org/statuscommitteeblacks
American Political Science Association — Status of Latinos y Latinas in the Profession Committee	http://www.apsanet.org/statuscommitteelatinos
American Political Science Association — Status of Lesbians, Gays, Bisexuals, and Transgendered in the Profession Committee	http://www.apsanet.org/statuscommitteelgbt
American Political Science Association — Status of Women in the Profession Committee	http://www.apsanet.org/statuscommitteewomen

Recruitment Outlets

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Discipline-Specific Recruitment Outlets (continued)

PSYCHOLOGY	
The Association of Black Psychologists	http://www.abpsi.org/
American Psychological Association -- Diversity Issues	http://www.apa.org/education/grad/diversity.aspx
PLANT BIOLOGY	
American Society of Plant Biologists: Women in Plant Biology Committee	http://my.aspb.org/?G_Leadership#WIPB
American Society of Plant Biologists: Committee on Minority Affairs	http://my.aspb.org/?G_Leadership#minority
PUBLIC ADMINISTRATION	
National Association of Schools of Public Affairs and Administration — Diversity and Social Equity Committee	http://www.naspaa.org/principals/committees/comm_div_social.asp
International Association of Schools and Institutes of Administration — Diversity and Gender in the Public Service Working Group	http://www.ias-iisa.org/iasia/working-groups/wg-v-gender-diversity-and-equity/
Association for Public Policy Analysis and Management — Diversity Initiatives	http://www.appam.org/about-appam/general-appam-info/diversity-initiatives/
SOCIOLOGY	
American Sociological Association – Committee on Status of Gay, Lesbian, Bisexual, and Transgendered Persons in Sociology	http://www.asanet.org/committee-status-lesbian-gay-bisexual-ransgender-and-queer-lgbtq-people-sociology
American Sociological Association – Committee on Status of Persons with Disabilities in Sociology	http://www.asanet.org/committee-status-persons-disabilities-sociology
American Sociological Association – Committee on Status of Racial and Ethnic Minorities in Sociology	http://www.asanet.org/committee-status-racial-and-ethnic-minorities-sociology
American Sociological Association – Committee on Status of Women in Sociology	http://www.asanet.org/committee-status-women-sociology
The Rural Sociology Society Diversity Committee	http://www.ruralsociology.org/?page_id=3209
STATISTICS	
American Statistical Society Committee on Women in Statistics	http://amstat.org/committees/cowis
American Statistical Society Committee on Minorities in Statistics	http://community.amstat.org/cmis/home
WILDLIFE	
The Wildlife Society Ethnic and Gender Diversity Working Group	http://wildlife.org/diversity/

Updated 7/25/2016

For an up to date list of resources or to contribute to this list, please contact
ADVANCE@montana.edu

Faculty Search Toolkit Disclaimer

Portions of the material in this Broadening Participation Search Tips were informed by and adapted from original work by *Fine & Handelsman (2012). Searching for Excellence & Diversity: A Guide for Search Committees National Edition. Women in Science and Engineering Leadership Institute, University of Wisconsin-Madison.* This summary is meant to supplement this important handbook. Please consult, purchase and reference Fine & Handelsman (2012).

Research showing the effectiveness of a two page summary coupled with other intervention materials, is reported in Smith et al., 2015 at <http://bioscience.oxfordjournals.org/content/65/11/1084>.

See also Fine et al., (2014) at <http://dx.doi.org/10.1108/S1529-212620140000019012>.

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For other university faculty search toolkits and research papers on this topic see: <http://www.montana.edu/nsfadvance/resources.html>

For complete information on the university faculty family advocate program, see <http://www.montana.edu/provost/family-advocates.html>



Invoking the metaphor of a “runner’s track” suggests women faculty frequently find themselves on an “outside” track with hurdles to overcome and a longer distance to run than their male counterparts.

We aim to transform MSU by removing those hurdles and advancing women to an equal starting point.



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Enhancing Cultural
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Search Toolkit Team
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of Institutional Equity)**

Jessi L. Smith and Ian Handley
Department of Psychology

Al Zale
Montana Cooperative
Fisheries Research Unit

Colter Ellis
Department of Sociology

Nika Stoop and Moriah Gilpin
ADVANCE Project TRACS

*Inside Photos: Kelly Gorham, Montana
State University*

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Provost, Vice President for Administration, and
Vice President for Research.



Hamilton Hall 116
P.O. Box 172430
Bozeman, MT 59717-2430
Tel: (406) 994-2042
E-mail: oi@montana.edu
<http://www.montana.edu/equity>