



RBHS Faculty Search Committee Training

Updated April 1, 2024

Roadmap

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Introduction

Search committees:

- Play an important role in recruiting and shaping RBHS faculty
- Have the ability to make substantive changes at RBHS and the University by helping to recruit faculty that represent our high standards of excellence and our inclusive culture
- Contribute to and enhance the image of RBHS and the University

Introductions and Engagement Activity

- Introduce yourself
 - Name, Rank/Title, School/Department
- What are the elements of a good search?

General Expectations

- **Attendance** – Search members are required to attend all search committee meetings and activities.
- **Confidentiality** – Keep all materials and proceedings related to the search committee confidential during and after the search.
- **Voting** – Decide, ahead of time, if voting will be unanimous or majority, if you will allow absentee votes, or confidential ballots. Confidential voting is a best practice because it protects vulnerable faculty from undue influence, allows for each voice to be heard, and can reduce inter-departmental disagreements.

Important General Considerations

Understanding and mitigating bias

Bias

“We do not see the world as the world as it is. We see the world as we are.” *Talmud*

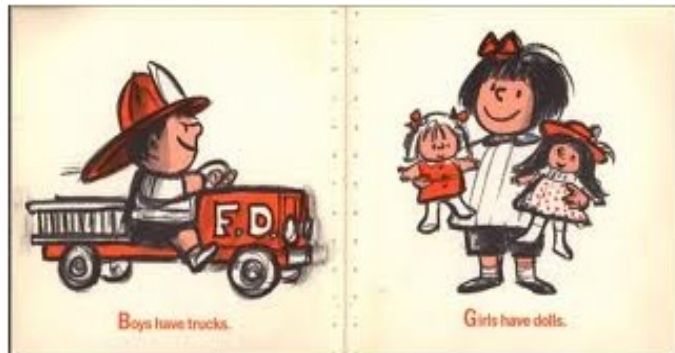
Unconscious or Implicit Bias is a process the brain uses such that "mental associations that are so well-established can operate **without awareness, or without intention, or without control.**"



Source: Project Implicit, Harvard University

Schemas Can Affect Decisions

Schemas (mental images or prototypes that we cognitively construct based on what we observe around us about race, gender, sexuality, ability, etc.)



Krosnick et al, 2021; Greenwald, Poehlman, Uhlmann, and Banaji, 2009; Jost, 2019; Greenwald and Banaji, 2017



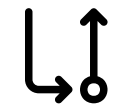
Assumptions

ASSUMPTIONS, EXPECTATIONS, OR STEREOTYPES ABOUT GROUPS THAT INFLUENCE OUR JUDGMENTS OF THEM



Cognitive Short-cuts

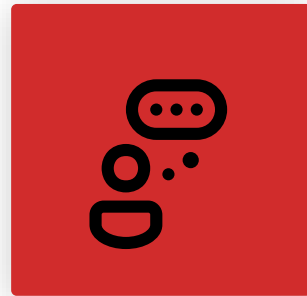
COGNITIVE SHORT-CUTS: HELP US PROCESS INFORMATION BUT ARE SUSCEPTIBLE TO COGNITIVE ERRORS



Ubiquitous

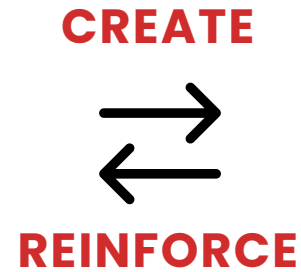
UBIQUITOUS: WE ALL—REGARDLESS OF THE SOCIAL GROUPS WE BELONG TO—PERCEIVE AND TREAT PEOPLE DIFFERENTLY BASED ON THE SOCIAL GROUPS TO WHICH THEY BELONG

Consider both Individual and Structural Bias



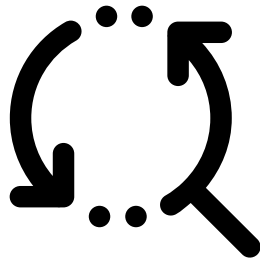
Widely shared cultural factors

- Stereotypes, prejudice,
- Conscious or unconscious



Structural-level factors

- Policies, practices, reward systems
- Formal & informal



Bias can be mitigated with:

- Awareness and understanding
- Resistance to status quo
- Effective and consistent strategies
- Sustained effort

Unconscious Biases Can Affect Our Decisions



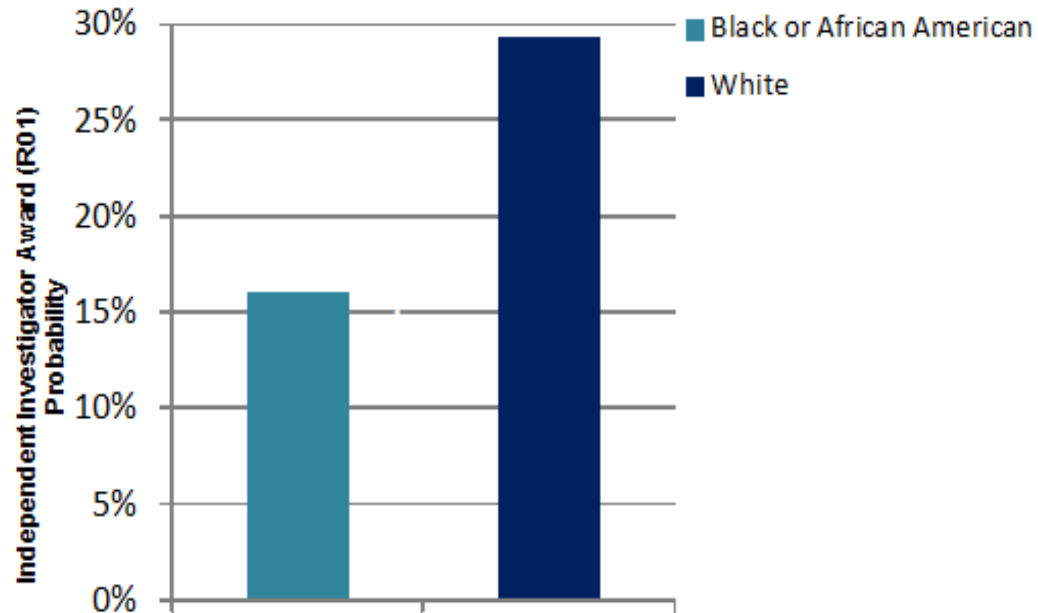
Unconscious Evaluation Bias in CVs and more

- Unintentionally favoring or disfavoring others based on schemas held about their group
- Resume study example:
 - Male post-doc candidates rated as more competent and hireable than female candidates;
 - White and Asian candidates rated as more competent and hireable than Black and Latinx candidates



Racial Bias Appears to Affect Evaluations of Grant Applications

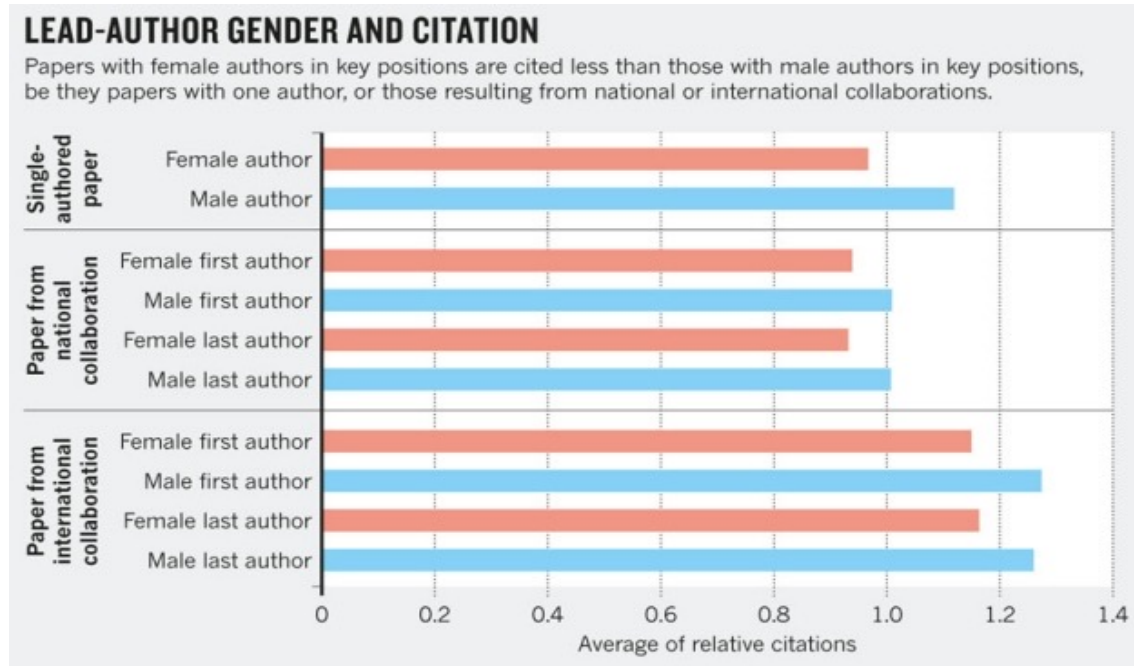
Race Disparities in Grant Success



- 83,188 NIH grant applications from 40,069 individuals from 2000–2006.
- Differences in funding rate remained after controlling for education and training, previous NIH experience, research productivity, and other relevant factors.
- Results led to major review and reform of processes by NIH.

GINther et al. (2011). *Science*, 333, 1015–1019.
WENneras & Wold (1997). *Nature*, 387, 341–343 (classic study on gender bias in grants)

There Is a Gender Gap in Who Gets Cited— No Matter Who Led the Research

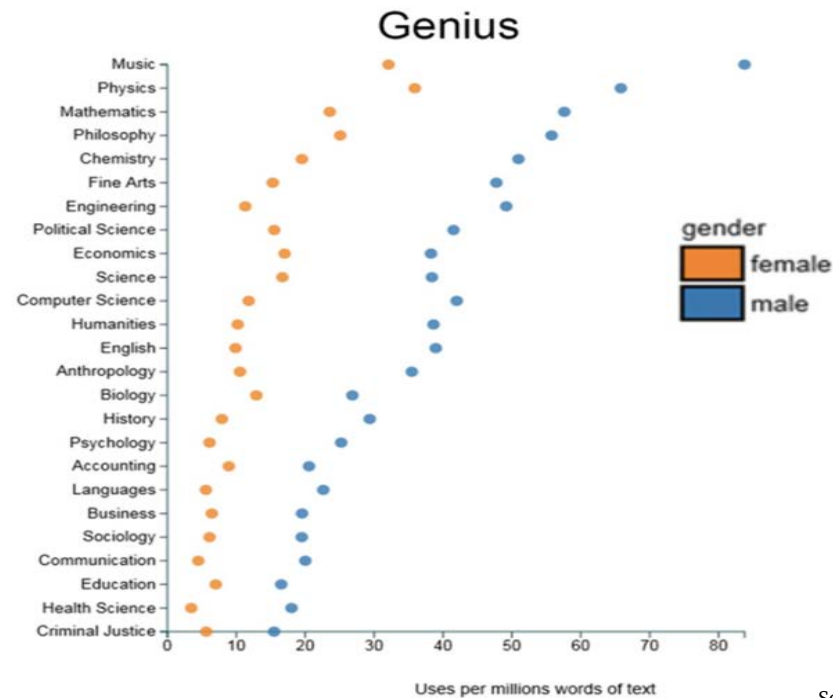


- Citation patterns favor male authors
- Female authors in key positions cited less than similarly situated male authors
- Author names inferred to be male were given higher ratings and viewed as more scientific

Larivière et al. (2013); Maliniak et al. (2013)

TEACHING: Perceptions of Instructors across Disciplines Often Favor Males

14 million reviews from RateMyProfessor.com



Source: <http://benschmidt.org/profGender/>



Diverse Applicant Pool Outreach

WHY IT MATTERS

Diverse Teams Lead to Better Ideas and Smarter Solutions

Diverse teams

make smarter decisions with more effort (Phillips, 2014)

Diverse Organizations

have more positive organizational climates, increased social responsibility and reputation, more innovation, and are better able to leverage talent (McKinsey, 2020, Diversity Wins: How Inclusion Matters)

Firms

with more inherent (born with) and acquired (learned from) diversity among employees were more likely to grow market share and to capture new markets (Hewlett et al., 2013)

Cities

Greater racial heterogeneity is associated with greater macroeconomic productivity in US cities (Sparber, 2020)

Countries

with more gender parity have higher per capita income and could increase their GDP by as much as \$12-28 trillion (McKinsey Global Institute, 2015, The Power of Parity)

“A Diverse Faculty is a Cornerstone for Academic Excellence”

President Jonathan Holloway

01

Role Models & Mentors

A diverse faculty can provide positive role models and mentors for our diverse student body

02

Better Decisions

Socially and intellectually diverse teams make better decisions and enrich research

03

Access to Talent

Pursuing those underrepresented on the faculty provides access to talent we currently lack or can't readily conceptualize

Carrell, Page, & West (2009). Dennehy & Dasgupta (2017). Ellison & Mullin (2014). Ely & Thomas (2001). Hale & Regev (2011). Page (2007). Sommers (2006). Stewart & Valian (2018). Temm (2008).

Procedures Affect Outcomes

Many US symphony orchestras changed their selection outcomes by using blind auditions starting in 1970s.

Effects of Blind Auditions on Women in Orchestras



- Blind auditions increased the proportion of women new hires by about 30%
- Blind auditions increased the proportion of women advanced from preliminary rounds by 11%

Bias Reducing Framework for Search Committees

Equitable policies consistently applied

1. Commitment to acknowledging and reducing the influence of bias
2. Establish plan for active recruitment and outreach to underrepresented groups
3. Discuss and agree upon objective and uniform process prior to recruitment
4. Discuss and agree upon clear criteria for evaluation, selection, interviews and voting
5. Avoid ranking or labeling candidates until after the interviews.
6. Read the recommendation letters with an eye toward potential “letter-writer bias” that predominantly affects candidates from underrepresented groups

Policies and Procedures

- [Faculty Appointments Manual](#)
- [RBHS Diversity and Inclusion Statement](#)
- [Rutgers Diversity and Employment Equity](#)

STEPS OF THE SEARCH PROCESS

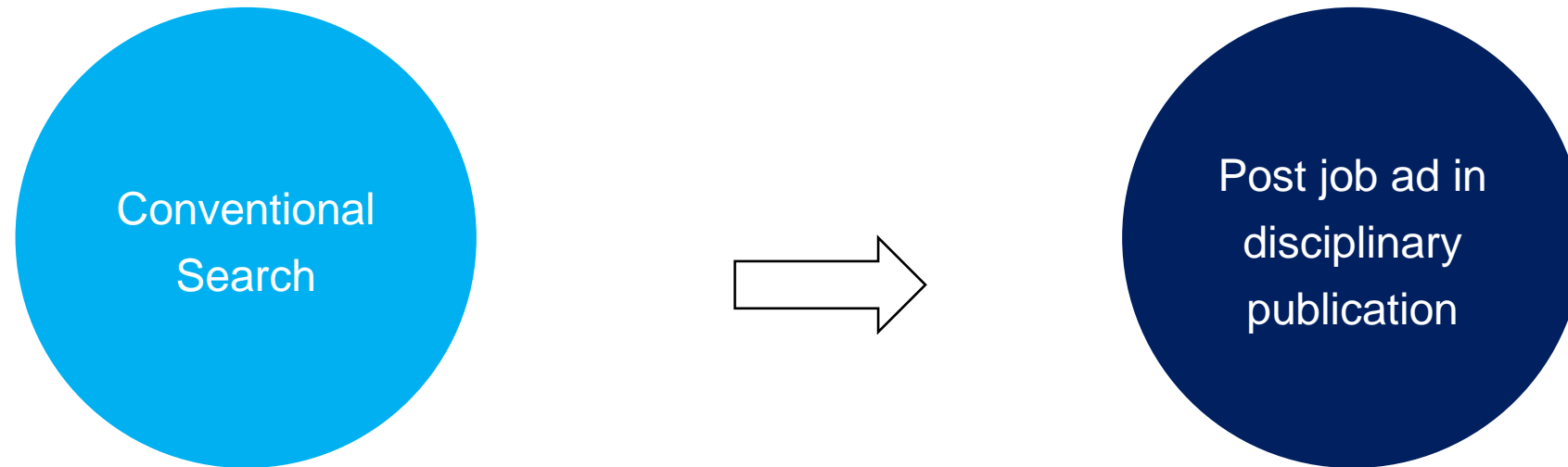
Search Committee Charge – Search Details

- Position(s) to be filled – rank(s)/title(s)
- Scope of the search – internal, local, national or international
- Deadlines
- Discuss any unique factors or history regarding this search (i.e. a reposted position, challenges during prior recruitments, challenges within the department/school)

Advertising and Recruitment

- The search committee may participate in the development of the job description.
- The search committee may suggest venues, or additional venues, for advertisement of the position.
- The search committee actively participates in the *search process*, not just the selection process.
 - Members shall contact professional organizations, colleagues, prior students, and other contacts to spread the word about the position.
 - Members share input on where the position should be advertised in order to attract the most diverse pool of candidates possible.
- Note: The [ROCS link](#) should be included in all outside postings/announcements.

Conventional Method of Faculty Search



Strategies for Continuous Search



Example: A More Inclusive Job Description

Assistant Professor in Plant Diversity and Evolution Life Sciences, Ecology and Evolutionary Biology

The University of California, Los Angeles in California

How to Apply

The University of California, Los Angeles (UCLA) Department of Ecology and Evolutionary Biology (EEB) seeks an organismal biologist with a focus on plant diversity and/or evolution... Qualified candidates must have a Ph.D. in a related field of biological sciences. **The position is defined broadly within evolution and ecology** but preference will be given to candidates whose research/teaching interests would utilize, in part, the UCLA Mildred E. Mathias Botanical Garden....

As a campus with a **continually growing diverse student body, we encourage applications from women, minorities, and individuals with a commitment to mentoring under-represented demographics in the sciences.** The University of California is an Equal Opportunity/Affirmative Action Employer.

There are many **opportunities for collaboration across a broad group of partners on and off campus**, including the UC NRS Stunt Ranch Reserve and White Mountains Research Center, the UCLA La Kretz Center for California Conservation Science....”

- Curriculum Vitae
- Cover Letter—**Individuals with a history of mentoring students under-represented in the sciences**

The Position

It is important to solicit a broadly trained scholar in the desired field because narrowing the language used in a job ad will not only narrow the search, but also the candidate pool, usually at the expense of women and historically underrepresented groups. **In cases when departments do need to fill a narrow departmental gap**, they can still communicate a culture that seeks to include underrepresented groups by explicitly stating as much in the following sections.

The Department

Referencing both the diverse student body and an additional qualification or skill demonstrating commitment to diversity and inclusion, in this case, mentoring within the field, indicates a departmental priority to create a more welcoming workplace and campus. It also acknowledges the importance of taking student success into account in faculty hiring.

The Institution

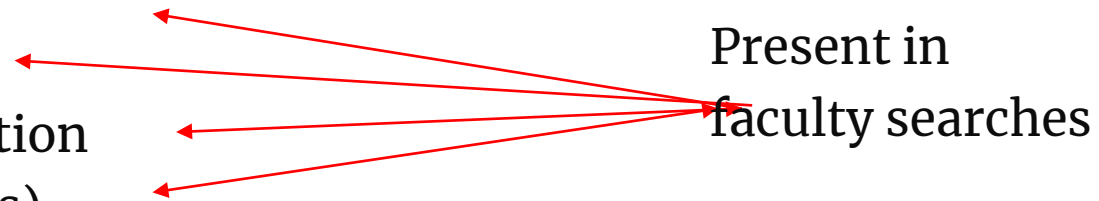
Highlighting opportunities for interdisciplinary collaboration on campus and in the community, as does the language describing the position, is likely to attract more diverse candidates and in particular more female applicants, especially in STEM fields.

Review of Applications

- Starting with the criteria in the position description, the committee should discuss and agree on how it will define and weigh competencies and qualifications.
- Creating an evaluation matrix or rubric will streamline the initial review of candidates. (Example: [HERC Evaluation Template](#))
- Discuss expectations around how many candidates should be presented to the hiring officer for review.
- Review applications and select candidate for interview.
- Note: Once applicants are selected, the department administrator submits the list through ROCS to the Office of Employment Equity (OEE) who will approve the candidate list for interviewing. Interviews may **NOT** be scheduled until approval from OEE.

Conditions That Can Hinder Equitable Reviews/Evaluations

- Stress from competing tasks
- Time pressure
- Ambiguity/incomplete information
- Lack of critical mass (solo status)



... all of which can influence decision making.



Interviews and Campus Visits

- Goals of the interview process:
 - to gather information about candidates
 - create a positive image of the department, school, and RBHS
 - present a realistic description of the position
 - ensure that all applicants have been treated fairly
 - establish adequate records in the event the selection decision must be justified
 - to select qualified candidates to present to the hiring officer
- Ensure equitable treatment of all candidates with consistency in scheduling logistics, information, meals, transportation, lodging, and campus tours.
- Ask candidates who, if anyone, they would like to meet outside your department/unit.
 - Let them take the lead in identifying if they would like to speak with, perhaps other women faculty or faculty from other affinity groups, potential collaborators, etc..

Contribution to Inclusive Excellence Statement

- Institutional effort to recruit faculty who are committed to the RBHS mission for academic and inclusive excellence.
- ***Candidates who are selected for an interview***, should submit a statement making visible their past, present, and/or future contributions to promoting equity and inclusion in their professional spaces and careers.
- Statements should include the candidate's *awareness, past contributions, and/or future plans* related to these efforts.
- Additional guidance for crafting a comprehensive statement is provided [here](#).
- Sample statements can be found [here](#) along with a sample rubric .

Interviews and Campus Visits

- Decide on the interview format for candidates.
 - Initial interviews may be done in-person or by videoconference or telephone, but all initial interviews should follow the same format.
 - It is generally required that final interviews be conducted in-person.
 - During the final interviews, this may include additional meetings with RU faculty, deans, and leadership.
- Determine what materials and information will be provided to the candidates in advance of the interview process.
- Select mechanism for uniformly ranking interviewed candidates.
- Create a uniform set of questions to ask each candidate. Questions may be tailored to the candidate when appropriate (e.g., research agenda).

Interviews and Campus Visits

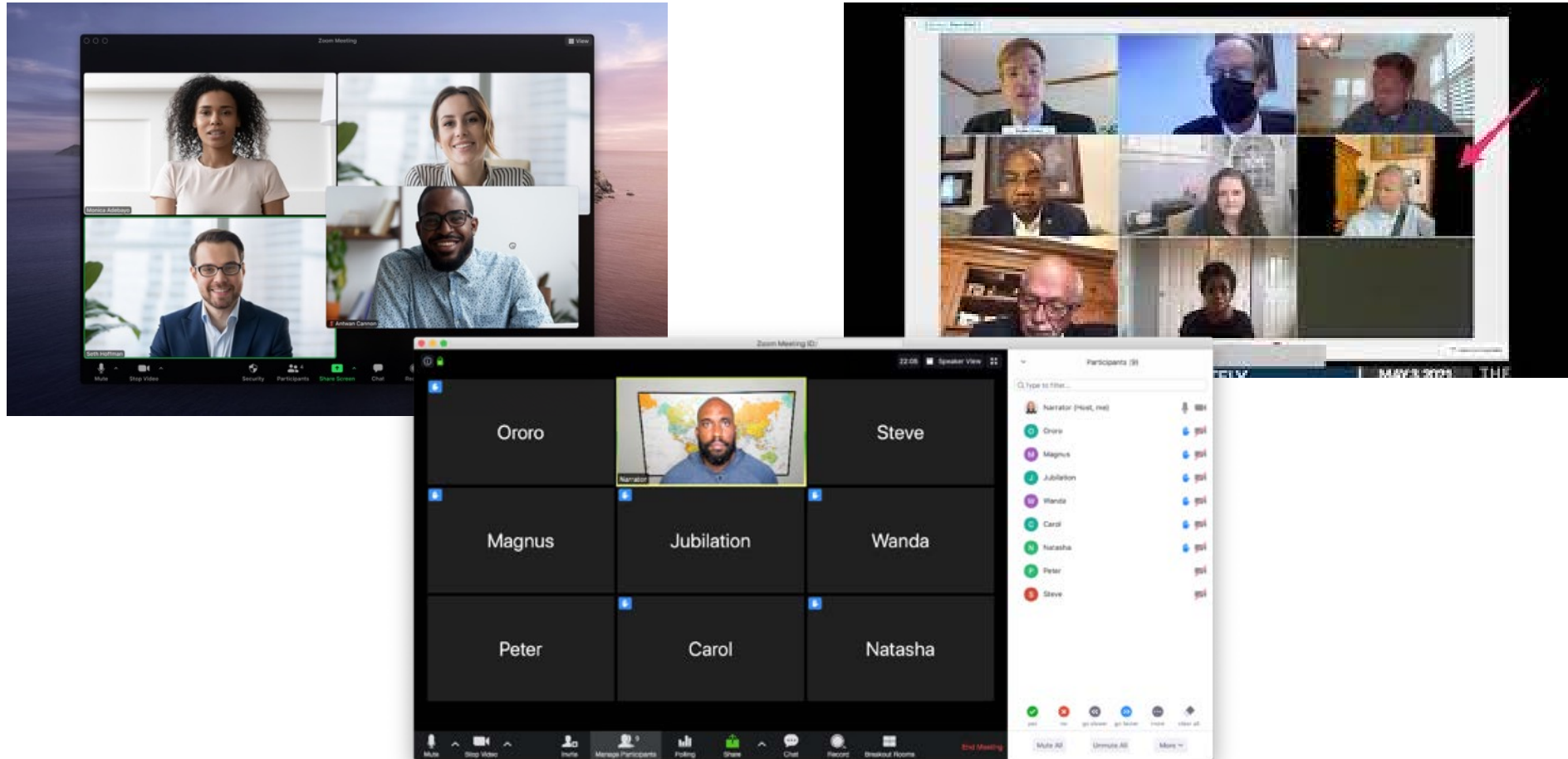
Reasonable accommodations for interviews are part of the UHR Hiring Tool Kit in the “AA/EEO Guidelines for Recruitment and Selection” section. Reasonable accommodations may be required for the following:

- Interviewing individuals with disabilities
- Interviewing individuals with religious needs

Reasonable accommodations for interviewing are available online:

<https://uhr.rutgers.edu/sites/default/files/userfiles/RecruitmentSelectionGuidelines.docx>

Which Cues in a Remote Visit Are Most Welcoming?



Consistent and Equitable Interviewing

- Maintain consistency by providing a matrix or rubric for all colleagues to record their impressions of each candidate they interview or meet at a talk or meal. (example [HERC Evaluation Template](#))
- Use the interview process to explore the talents that diverse individuals have to offer.
- Review resources for asking appropriate questions legally. (See Appendix A of Appointments Manual)

Basic Interview Guidelines Under Federal Law

ITEM	AVOID	PERMISSIBLE
Age	Age, birth certificate, date of high school or college graduation.	Whether candidate meets minimum or maximum age requirement that is a bona fide occupational qualification.
Alcohol or Drug Use	Whether candidate is an alcoholic or has been addicted to drugs in the past.	Whether candidate currently uses illegal drugs or has used illegal drugs in the past.
Arrest Record	Inquiries about arrests.	None (may have a disparate impact on certain minority groups).
Citizenship	Whether candidate is a U.S. citizen.	Whether candidate is legally eligible to work in the U.S.
Conviction Record	Inquiries relating to convictions that are not relevant to the job being applied for.	Convictions that reasonably relate to performing the job in question. Consider the nature and number of convictions, facts surrounding each offense, and length of time since the last conviction.
Disabilities	Questions designed to elicit information about a disability.	How candidate would perform the job and whether the candidate could perform the job with or without accommodation.

Basic Interview Guidelines Under Federal Law

ITEM	AVOID	PERMISSIBLE
Height or Weight Requirements	Height or weight requirements not related to job.	Height or weight requirements necessary for the job.
Marital and Family Status	Questions about marital status, childcare, number of children, or pregnancy.	Questions about whether candidate can meet work schedule. Ask all questions to candidates of both sexes.
Name	Inquiries about national origin, ancestry, or prior marital status.	Whether candidate has ever worked under a different name.
National Origin	Lineage, ancestry, descent, native language, birthplace, and national origin of spouse or parents.	Whether candidate is legally eligible to work in the U.S. and can communicate to perform the job's essential functions.
Race or Color	Complexion or color of skin.	None.
Religion	Religious preference or affiliation, except at religiously affiliated institutions when hiring faculty or ministerial positions that further the institution's religious mission.	Whether candidate can meet the work schedule with reasonable accommodation, if necessary.
Sex	Candidate's sex, where sex is not a bona fide occupational qualification.	Candidate's sex, where it is a bona fide occupational qualification, such as actor, actress, or locker room attendant.

Checking References

- This step is an essential part of the selection process as references provide valuable information about a candidate's performance, help you rank candidates, and assist in making final decisions.
- For all offers at the rank of Assistant Professor or below:
 - Reference letters must be submitted prior to the Offer Letter Review process. Note: Exceptions must be approved by the Provosts.
- For all offers at Associate Professor or greater:
 - Letters are preferred but detailed summaries of calls are accepted for the Offer Letter Review process.
- The final approval package must include all required letters.

Letters of Reference

- It is recommended that letters are solicited between the first and second rounds of interviews.
- References shall not be contacted without prior permission of the candidate.
- Strong letters should include: relationship to candidate; skills and abilities of candidate and value judgment; research, teaching, clinical experience, and/or publication record and value judgment for each.

Additional References

Off-List References

- Conversations by phone with 2-3 individuals not identified by the candidate. Generally, only conducted for the finalist.
- Candidate should be made aware that off-list references will be contacted but names should not be provided.
- Summary to include how each referee knows the candidate and their feedback.

Note: For the final offer package, see the [Minimum Approval Steps Required for New RBHS Faculty](#) chart for a list of the number and types of letters of evaluation required. Depending on the type of appointment, this may include arms length letters.

Research on Schemas and Letters of Recommendation

Letters for Whites:

- Standout adjectives

Letters for Blacks:

- “Mere” competence

Letters for men:

- Longer
- Repetition of standout adjectives (outstanding, excellent, etc.)
- More references to CV, publications, patients, colleagues



Letters for women:

- Shorter
- Use of “grindstone” adjectives (conscientious, meticulous, hard- working)
- More references to personal life
- More “doubt raisers” (hedges, faint praise, and irrelevancies: “She is close to my wife”)

Trix & Psenka, 2003; Dutt et al., 2016; Kervyn, et al., 2012; Kuncel et al., 2014; Madera et al. 2019; Schmader, et al., 2007.

Assessing the Teaching Record

- Don't just rely on student evaluations. They may be biased by type of class, the workload, grade distributions, and whether the faculty member brings chocolate cookies, as well as equity bias. (Kreitzner and Sweet-Cushman, 2022)
- Use broader evidence of teaching competence (e.g., trajectories, curricular innovations, teaching statements).
- Ask: how can this candidate broaden and reinforce your unit's teaching mission?



Try Pitch

Applications > Short List > Visit > Decision



Example: How Excellence is Viewed when the work is within the margins

Dr. Katalin Karikó

mRNA research was on the periphery and the scholars associated with it often couldn't generate grants. Dr. Karikó whose work is very important to the development of the mRNA vaccine was dismissed and marginalized.

She was demoted and taken off the track for promotion to full professor at the University of Pennsylvania before her work was recognized.

Presenting the Finalists

The search committee should report to the department:

- a list of finalists with their assessment of the candidates
- a summary of all the candidates interviewed for the position
- the recruitment strategies used
- the policies the search committee used to conduct fair and equitable evaluations

HERC Search Committee Toolkit Videos

- [HERC Search Committee Toolkit Training Videos](#)
 - Before the Search:
 - The Committee
 - The Recruitment Plan
 - During the Search: Reviewing the Applicants
 - Selection: Campus Visits and In-Person Interviewing

General Resources

- [HERC Search Committee Training Toolkit](#)
- [HERC Evaluation Template for Search Committee](#)
- [Faculty Appointments Manual](#)
- [Recruitment, Onboarding, and Classification System \(ROCS\)](#)
 - [ROCS Training Resources](#)

Additional training for unconscious bias can be arranged by contacting
the Vice Chancellor for Diversity and Inclusion,
Sangeeta Lamba, MD, MS-HPEd at lambasa@rutgers.edu.

Topic	Contact
Search Process Questions	RBHS Faculty Affairs rbhsfacultyaffairs@ca.rutgers.edu
Diversity, Equity, Inclusion	Sangeeta Lamba, MD, MS-HPEd Vice Chancellor for Diversity and Inclusion lambasa@rutgers.edu
Questions regarding candidates	Jeff Carson, MD, Provost – New Brunswick jeffrey.carson@rutgers.edu Patricia Fitzgerald-Bocarsly, PhD, Provost – Newark bocarsly@rutgers.edu

