

 ADVANCE PROGRAM
STRIDE COMMITTEE
UNIVERSITY OF MICHIGAN





Faculty Recruitment Workshop for Diversity and Excellence

ADVANCE Program at the University of Michigan
Strategies and Tactics for Recruiting to Improve Diversity and Excellence

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Information About Today's Workshop

- Interactive workshop
- Q&A at end
- Workshop resources available on Canvas site
 - Marked by 
 - Access as we move through presentation, or later
 - Available to you all year
- Additional resources available at advance.umich.edu
 - Includes links to recommended literature

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Poll: What is your role in your department's hiring process?

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Why Do We Want to Talk About Faculty Recruiting?

- Recruiting colleagues is one of the most important things we do.
- Having a diverse and excellent faculty is central to our success as an institution.
- We should approach recruiting in a scholarly way.

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STRIDE's Approach to Faculty Recruitment

- The U-M ADVANCE Program began in 2002 to address faculty diversity and excellence.
- The **STRIDE Committee**, launched in 2002, has involved dozens of senior faculty members from across campus. Their mission:
 - To examine the research literature, and to think about how it applies to faculty searches;
 - To identify Michigan-specific strategies for effective searches;
 - To communicate these strategies to colleagues on search committees.

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Changing Faculty Composition

UM Faculty Composition data

- We are recruiting an increasingly diverse faculty -- but we have more work to do.
 - We've made more progress on gender diversity than on racial/ethnic diversity.
 - We are an historically white university, and many of our fields are still dominated by one gender. Where do we want to be in 10 years? What strategies can we use to get there?

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Overview of Today's Presentation

-  Why diversity and excellence go hand-in-hand
-  What research can tell us about improving the search process
-  How to apply evidence-based strategies to the four stages of the search process
-  Wrap-up and Q&A

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Why Do We Need to Recruit a Diverse Faculty in Order to Attain Excellence?

- A diverse faculty can provide positive **role models and mentors** for our diverse student body.
- Pursuing underrepresented diversity provides access to **talent** we currently lack.
- Socially and intellectually diverse teams make **better decisions**.
- Excellent institutions are committed to taking steps to create a diverse faculty (and staff, and student body!).

 **STRIDE Recommended Literature can be accessed via**
<https://advance.umich.edu/stride-readings/>

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Three Key Issues That Get In The Way #1: Schemas

Harvard Implicit Association Test: implicit.harvard.edu

1. Schemas (race, gender, sexuality, etc.)
 - **assumptions or expectations about groups** that influence our judgments of them; also known as stereotypes
 - **cognitive short-cuts**; allow rapid processing of information but susceptible to errors (e.g., narrative fallacy)
 - **ubiquitous**; We all – regardless of the social group we belong to – perceive and treat people differently based on the social groups to which they belong. We invoke different schemas



Bobo, Kluegel, & Smith (1997) - Dovidio & Gaertner (2000) - Kahneman (2011)
Stewart & Valian (2018) - Valian (1998)

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What Increases the Use of Schemas?

- Stress from competing tasks
 - Time pressure
 - Ambiguity/incomplete information
 - Lack of critical mass (solo status)
- Present in faculty searches**



...and schemas can influence decision making.

Dovidio & Gaertner (1998) - Dovidio & Gaertner (2000) - Fiske (2002) - Heilman (1990)
Sackett, DuBois, & Noe (1991) - Stewart & Valian (2018) - Valian (1998)

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Three Key Issues That Get In The Way #2: Unconscious Evaluation Bias

Resume Studies handout

2. Unconscious evaluation bias
 - unintentionally favoring or disfavoring others based on schemas held about their group
 - Example from a “resume study”:



- 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.

Eaton et al. (2019)

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Based on your experience, what groups are negatively affected by evaluation bias?

(please use the chat box for your response)

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Bias Negatively Affects Evaluations of Individuals From Many Groups

Resume Studies handout

- Racial minorities
- Women
- Women parents
- LGBTQ people
- People with a disability
- Immigrants
- From less prestigious institutions
- Working outside the “center” of their discipline

Ameri et al. (2015) - Bertrand & Mullainathan (2004) - Correll et al. (2007) - Clauaset et al. (2015) - Dotson (2012) - Eaton et al. (2019) - Kang et al. (2016) - Moss-Racusin et al. (2012) - Tilcsik (2011) - Oreopoulos (2011) - Settles et al. (2020) - Way et al. (2019) - Weichselbaumer (2003)

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Bias Can Be Based On Institution

- **Institutional Bias:** We privilege candidates from particular institutions
 - Hiring individuals from just a select few institutions is common
 - 42% of U-M College of Engineering Faculty earned their Ph.D.s at just 5 institutions
- Yet the productivity of early-career faculty is most closely linked to where they work, not where they trained



Clauaset et al. (2015) - Way et al. (2019)

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Bias Can Be Based On Area of Study

Subfield Bias handout

- **Subfield Bias:** We privilege candidates working in the “center” of the field
 - Center may be determined by method, focus, sources, etc.
 - Often more diversity outside of the center
 - What are the up-and-coming, exciting new areas?



Dotson (2012) - Hoppe et al. (2019) - Settles et al. (2020)

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Bias Can Be Based On Area of Study

- **Scholars working outside the center:**
 - May publish in specialized journals
 - May have few who can evaluate their work (for hire, for tenure/promotion)
 - May not see themselves in narrow job ads

Dotson (2012) - Hoppe et al. (2019) - Settles et al. (2020)

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John and Yamila: Both Assistant Professors at the University of Professorial Dreams



Teaching I	Assigned to small courses in his specialty.	Assigned to introductory level and required core courses.
Teaching II	Commands automatic respect of students; teaching evaluations are great.	Contends with disrespectful students & special requests from students; teaching evaluations are mixed.
Scholarship	Wins award – department throws reception.	Wins award – announced via email.
Service	Appointed to departmental executive committee.	Appointed to many committees
Work-life balance	Partner is having a baby!	Having a baby(!)

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Three Key Issues That Get In The Way #3: Accumulated (Dis)Advantage

3. Accumulation of (dis)advantage



Small disadvantages (or advantages!) pile up, resulting in significant differences later in careers

Full professors with equal rank but not equal standing

Casadevall & Handelsman (2014) - Merton (1948) and (1968) - Stewart & Valian (2018) - Valian (1998)  STRIDE COMMITTEE UNIVERSITY OF MICHIGAN 18

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How Can We Break These “Habits”?

- We can break the bias habit if we:
 - Are aware of when it can happen
 - Understand the consequences of bias
 - Use effective strategies to reduce its impact
- We will share some of these strategies next
- We must make a sustained effort over time to reduce the bias “habit”

Cox & Devine (2019)

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Stages of the Search Process

- Stage 1. Getting Great Applications from the Best Applicants
- Stage 2. Achieving Excellence and Diversity on the Short List
- Stage 3. Managing the Visit
- Stage 4. Making the Decision

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Take Continuous Steps to Develop the Applicant Pool

 *Search is a Verb, Strategies for Continuous Searching handouts*




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Poll: How actively does your unit search for faculty candidates?

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Define Searches Using Language Known to Draw Diverse and Excellent Applicants

 *Broad and Open Job Descriptions handout*

- Avoid narrow specification of areas of expertise
 - Broad and open descriptions more effectively attract under-represented candidates.
 - Example: in one U-M department, broad and open searches led to a more diverse applicant pool, and hires from under-represented groups. And the ranking of the department improved.
- Recruit from subfields with diversity
 - Under-represented candidates often work at the margins of disciplines, or at the intersection between disciplines.
 - Consider areas that are expanding, attracting junior and under-represented colleagues.



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Solicit Information About DEI Commitment

 *Request for Diversity Statement handout*

- Ask candidates to speak to their commitment to DEI:
 - opportunity for all applicants to discuss their record of, or potential for, contributing to DEI through scholarship, teaching, and/or service
- Could be a separate statement or integrated into existing components
- Feedback from some U-M units:
 - Helped identify diverse candidates with significant and broad commitments
 - Raised awareness among search committee and department of the impact of applicant's work, and the importance of this issue

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How might an applicant show their commitment to DEI in your field?

(please use the chat box for your response)


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Develop Processes for Person-Specific Hiring

Handbook for Faculty Searches and Hiring pp 10-12: Person Specific Hiring


- Person-specific hiring: Consideration of a candidate who did not apply to a posted position. (Examples: some senior hires, dual career partners, special post-doc programs.)
- In recent years at U-M, the percentages of women and URM faculty hired have increased at the assistant professor level but **decreased** at the senior level.
- Recommendations
 - Employ a transparent procedure developed **in advance**.
 - Be sure to discuss vetting, visits, and standard to be met.
 - Do not allow time pressure to compromise the quality of your evaluation and deliberation.


Univ. Michigan Tenure Track Faculty 2016 Indicator Report

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Stages of the Search Process

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Strive to Mitigate Evaluation Biases Throughout the Search Process

Every committee member should be aware of potential evaluation biases and work to counteract them

- Discuss and define evaluation categories and criteria in advance.
- Read candidate dossiers carefully.
- Make **evidence of job-relevant qualifications** central to the candidate deliberations.
- **Delay global evaluations** and summary rankings:
 - acknowledge uncertainty.



Bauer & Baltus (2002) - Kahneman (2011) - Sensoy & DiAngelo (2017) - Stewart & Valian (2018)

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Use Specific Job-Relevant Criteria that Value Diversity and Excellence at All Stages

Applicant Evaluation Tool, Diversity Statement Rubric handouts

Applicant Evaluation Tool 2020

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; however, alternate language is suggested in parenthesis for senior faculty.

Available online (as a Word document) at advance.umich.edu/resources/evaluation-tool.docx

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

- Read candidate's CV and statements (e.g. teaching)
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Other: _____

Please comment on the candidate's teaching ability as reflected in their letters of recommendation.

Your answer

	excellent	good	neutral	fair	poor	unable to judge
Potential for (evidence of) scholarly impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for (evidence of) research productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for (evidence of) research funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential for (evidence of) collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fit with department's priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Consider Carefully How Letters of Recommendation Influence Your Decisions

Pros of letters of recommendation:

- can point out strengths of candidate
- can identify candidate's role in shaping the direction of the project, identifying and working with collaborators, etc.
- can identify candidate accomplishments that do not fit on a CV

Cons of letters of recommendation:

- letter writer's biases color what is (or is not) written
- may spend time on information that is irrelevant to the job and potentially harmful to the candidate
- sometimes are partly written by the candidates themselves

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Poll: Which word or phrase would you find most compelling and important in a letter of recommendation?

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Schemas and Letters

How to Write a Letter of Recommendation

Race

White candidates:

- Repetition of standout adjectives (outstanding, excellent, etc.)
- "Competence" used in a positive way

Black candidates:

- "Competence" used more frequently and used in a negative way ("mere competence")

Gender

Men:

- Longer letters
- More standout adjectives

Women:

- More use of "grindstone" adjectives (conscientious, meticulous, hard-working)
- More references to personal life for women
- More "doubt raisers" (hedges, faint praise, and irrelevancies) for women
"She is close to my wife"



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Schemas and Teaching Evaluations

- Instructors who are member of minority groups may be perceived as **less credible**.
 - In identical lectures, when the instructor referred to his partner as “Jennifer” or “Jason”, the “gay” instructor received five times as many critical comments as the “straight” instructor.
- U-M ADVANCE study (2015) found URM faculty (especially URM women) reported more instances of students: **expressing anger, showing disrespect, and challenging their expertise** in and outside of the classroom.




Russ et al. (2002) - Chesler & Young (2013) - Gutiérrez y Muhs et al. (2012) - MacNeill et al. (2014).

<https://advance.umich.edu/wp-content/uploads/2018/09/ClassroomExperiencesReport.pdf>

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Assessing the Teaching Record

 ASA Statement on Student Evaluation of Teaching

American Sociological Association Statement (2019):


- ...using student evaluations of teaching as the primary measure of teaching effectiveness in faculty review processes can **systematically disadvantage faculty from marginalized groups**.
- If used ... should be considered as part of a **holistic assessment** of teaching effectiveness.

Instead:

- Track trajectories, evidence of reflection about pedagogy, curricular innovation, and commitment to engage students of diverse backgrounds and a variety of levels.
- Ask: how can this candidate broaden and reinforce your unit’s teaching mission?

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Stages of the Search Process

- | | |
|--|--|
| Stage 1. | Getting Great Applications from the Best Applicants |
| Stage 2. | Achieving Excellence and Diversity on the Short List |
|  Stage 3. | Managing the Visit |
| Stage 4. | Making the Decision |

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We Want to See Job Candidates Show Us Their Very Best...



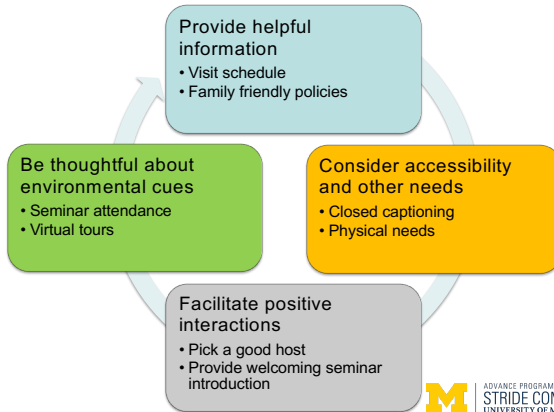
We should create an environment that elicits the best performance from **all** candidates.



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Managing the In-Person and Virtual Visit

Managing the Candidate Visit handout



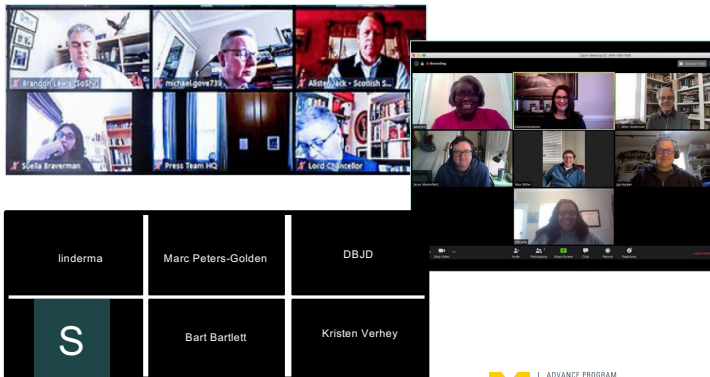
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Show off Your Department as It Is or How You Would Like It to Be



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Environmental Cues in Remote Visits



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What about Video Interviews?

Managing the Candidate Visit handout

- In one study, job candidates whose video connection quality was poor or inconsistent were rated as less hireable. Telling evaluators in advance to disregard this factor had no mitigating impact.
- Video interviews may provide a window onto candidates' personal selves:
 - a shared space that doesn't offer privacy
 - family, culture, interests – as revealed by backgrounds, furnishings, clutter, children, pets, etc.
- Video interviews and recruiting will present a variety of logistical issues necessitating new processes; be prepared to consider if/how each of these could introduce bias.


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What has your department done to create a welcoming virtual or physical environment for job candidates?

(please use the chat box for your response)

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Respect Candidate Privacy, and Consider Only Job-Relevant Criteria

 Handbook for Faculty Searches and Hiring p. 8: Questions to Avoid

- Interviews should aim to evaluate qualifications that are relevant to a faculty position – questions about matters that are not job-relevant (e.g., family status, sexual orientation) must not be asked by the search committee;
- Such questions are also often illegal: a chart of appropriate and inappropriate questions is available in your Handbook for Faculty Searches and Hiring;
- Exploring non-job-relevant criteria will confound your evaluation, and is also likely to drive away the candidate.

ADVANCE interview study of faculty who turned down offers.
Rivera (2017) - Sue et al. (2007)

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The Unintended Consequences of Personal Questions

I want her to know that we are accepting in our department and we've made a strong commitment to diversity.

faculty member



Job candidate

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The Unintended Consequences of Personal Questions

Your analysis of race and immigration in higher education was very interesting. It made me wonder, where are you from?

faculty member



Job candidate

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What the Candidate Thinks...

faculty member

Job candidate

Why is he asking me where I am from?
OR
Does he think I am not American?
OR
I feel like I am being told I don't belong here.

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What the Candidate Says...

faculty member

Job candidate

I currently live in Los Angeles.

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Stages of the Search Process

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Gather Input Promptly

 Candidate Evaluation Tool, Diversity Statement Rubric handouts

- Promptly use the candidate evaluation tool after each visit.
- Postpone global rankings. Aim **first** for an unranked list of candidates you would be most happy to hire.
 - Ranking cements positions before discussion takes place (“anchoring” or “focusing” effect).
- Don’t focus on “fit”, but rather on fitting the criteria you identified at the start of the search.

Kahneman (2003) - Sensoy & DiAngelo (2017) - Stewart & Valian (2018)

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Are These Your Criteria?

I never heard of that journal

Do we really want that PhD institution listed on our website?

Is that research? Or ME-search?

Is her husband moveable?

She didn't seem very sure of herself

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Manage Full Faculty Discussions

- Use a transparent process.
- Consider opening with brief presentation from search committee on all candidates.
- Summarize and contextualize evaluation materials for the faculty.
- Find ways to represent junior faculty views in the discussion.
- Decision-making processes vary. Reflect on how yours worked this year and consider revising to improve.





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After an Offer is Made...

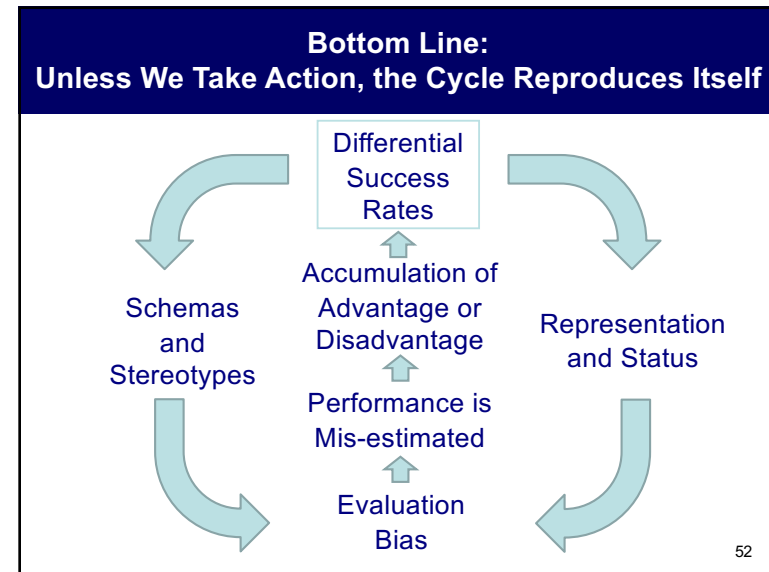
After a candidate is chosen, aggressive recruiting can begin.

Now, all factors relevant to attracting the candidate to U-M, Ann Arbor and southeast Michigan should be discussed.






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A Successful Search is Just the Beginning!

 Faculty Recruitment Best Practices handout, Handbook for Faculty Searches and Hiring

- **Build a culture of search excellence.** Reflect on your search and provide a report suggesting improved approaches for the future.
- **Work with colleagues to create a culture in which new faculty will thrive, succeed, and choose to stay at U-M.**
- The **ADVANCE Program** can help:
advanceprogram@umich.edu

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What is one thing you plan to do differently in the search process?

(please use the chat box for your response)

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