Slide 1

ADVANCE PROGRAM
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Diversity and Excellence in Faculty Recruiting

ADVANCE Program at the University of Michigan

Strategies and Tactics for Recruiting to Improve Diversity and Excellence

Slide 2

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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Slide 3

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

Slide 4

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 in thinking about recruiting a diverse and excellent faculty. 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.

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

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Why Do We Want to Talk about Faculty Recruiting?

Benefits of Diversity handout

- 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, and providing equitable opportunities is simply the right thing to do.

- Critically examining our hiring practices is hard work but is our chance to change the status-quo.

- We should approach recruiting in a scholarly way.

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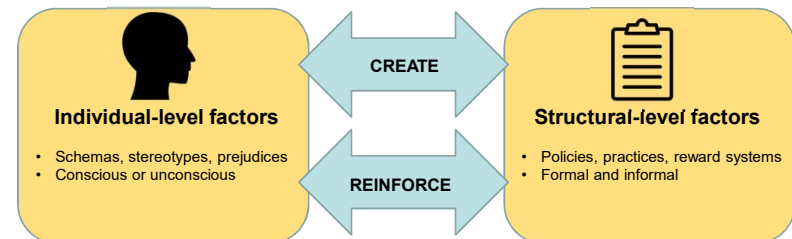## Changing Faculty Composition

UM Faculty Composition data

- We are recruiting an increasingly diverse faculty, especially at the junior faculty level -- 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 remain so (U-M is 72% White).
  - Many of our fields are still dominated by one gender (U-M is 66% male).
- Where do we want to be in 5 years? In 10 years? What strategies can we use to get there?

Carrell, S. E., Page, M. E., & West, J. E. (2009).–U-M ADVANCE Program AY2019 Indicator Report

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Overview of Today's Presentation

What factors interfere with equitable searches?

What can research 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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How Bias Might Creep in: Individual and Structural Factors

Individual-level factors
- Schemas, stereotypes, prejudices
- Conscious or unconscious

CREATE

REINFORCE

Structural-level factors
- Policies, practices, reward systems
- Formal and informal

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Structural Factors

- **Formal policies:** rules about how things are done
- **Informal practices:** widely shared ideas about the "proper" way of doing things – often believed to be commonly known but can be opaque to "outsiders"
- **Reward systems** that determine what is valued in academia (e.g., grants, publications, awards)

- **Created** through individual actions
- **Maintain** the status quo
- **Changed** through individual or group resistance

McGee (2020) - Ray (2019)

Structural Factors in Action in the Search Process

Formal policies and informal practices determine…
- who is asked to be on a search committee
- which/whose networks do you tap to find candidates
- how much you can spend on a search
- what are the "right" areas of research

How have you seen structural factors, such as policies and practices, affect searches?

(please use the chat box for your response)

Individual Factors in Action in the Search Process

Harvard Implicit Association Test: implicit.harvard.edu

Schemas (about race, gender, sexuality, disability, etc.)
- **assumptions or expectations about groups** that influence our judgments of them; stereotypes are one type of schema
- **cognitive short-cuts**; allow rapid processing of information but susceptible to errors
- **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.

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

Individual-Level Assumptions in Action in the Search Process

My evaluation of candidates may be influenced by…
- identity-based stereotypes about competence and intellectualism
- ideas about how a faculty member should look and sound
- whether we have common interests (would I like to have a beer with them?)
- where they got their graduate degree

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

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How Schemas and Structures Thwart Fair Evaluations

Resume Studies handout

Evaluation Bias:
- Favoring or disfavoring others based on job-irrelevant information (e.g., gender)
- Empirical support for evaluation bias based on different dimensions, e.g.
  - social identity group
  - area of study
  - academic institution
- Often assessed with resume studies

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Example: Bias Based on Parent Status and Gender

mother
Active in Parent Teacher Association
non-mother

father
Active in Parent Teacher Association
non-father

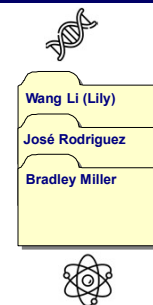**When evaluating equally qualified same-gender job applicants…**

Mothers…
- were rated as **less** competent and **less** committed to paid work than non-mothers.
- were **less** likely to be recommended for hire, promotion, and management, and were offered **lower** starting salaries than non-mothers.

Fathers…
- were rated as **more** committed to paid work than non-fathers.
- were offered **higher** starting salaries than non-fathers.

Correll et al. (2007).

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Example: Bias Based on Race and Gender

Wang Li (Lily)
José Rodriguez
Bradley Miller

- White and Asian candidates rated as more competent and hireable than Black and Latinx candidates.
- Male post-doc candidates rated as more competent and hireable than female candidates.
- In physics, Black women, Latinx women, and Latinx men rated as less hireable than all other groups.

Eaton et al. (2019)

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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) - Clauset et al. (2015 - Correll et al. (2007)) - Dotson (2012) - Eaton et al. (2019) - Kang et al. (2016) - Moss-Racusin et al. (2012) - Oreopoulos (2011) - Settles et. al (2020) - Tilcsik (2011) - Way et al. (2019) - Weichselbaumer (2003)

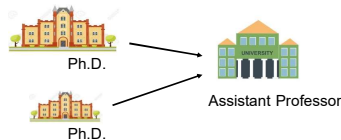## Bias Can Be Based on Graduate Institution

- **Institutional Bias:** We privilege candidates from particular graduate institutions
  - Hiring individuals from just a select few institutions is common
  - Example: 42% of U-M College of Engineering faculty earned their Ph.D.s at just 5 institutions

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

Bias Can Be Based on Graduate Institution

- Assumption: Just a few "top" institutions produce the best scholars
- Fact: The number of papers published by early-career faculty is most closely linked to where they work, not where they trained

Ph.D. → Assistant Professor

Ph.D.

- Action: Prioritize the quality of the scholarship rather than the prestige of their Ph.D. institution

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

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?
- We discount some scholarship as "me-search" when it appears personally relevant (e.g., Native American scholar researching health care for underserved communities)

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

Bias Can Be Based on Area of Study

- Black scientists funded at lower rates at NIH
  - 50% of applications from Black PIs were on 17 topics (11%)
  - These topics were reviewed at Institutes and Centers with lower award rates
- NIH and other funding agencies are doing a system-wide analysis to uncover structural biases.
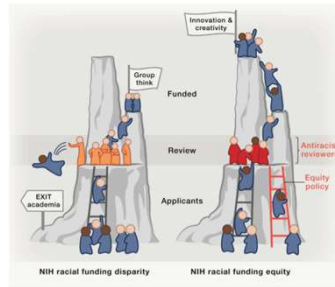

Image credit: Stevens et al., 2021

Ginther et al., 2011 -- Hoppe et al., 2019 – Lauer, 2020 – Stevens et al., 2021

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Bias Can Be Based On Area of Study

Subfield Bias handout

- Scholars working outside the center of the discipline:
  - 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

- Actions:
  - Be open-minded to the value of work in new areas
  - Prioritize the quality of the scholarship, seeking outside feedback if needed

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

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John and Yamila:
How Bias May Show Up in Conventional Search Practices

|	
Committee notices that John is at prestigious R1 and they are friendly with most of his recommenders.	Committee notices that Yamila is at a good R2 but questions whether she can make it here. They know her recommenders only by reputation.
Committee is impressed by the "center" journals he has placed his 5 publications in. Notes the small grant he has received for his work.	Committee is unfamiliar with the interdisciplinary journals she has placed her 5 publications in. Notes the small grant she has received for her work.
Committee is not worried about his lack of service.	Committee minimizes her DEI efforts as a graduate student as self-interested.
Committee admires John's confident job talk presentation style and assumes he will be a good teacher.	Committee worries that Yamila's accent will be hard for students to understand, even though they liked the content of her talk.

Change is Possible
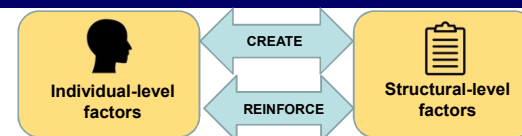
Change can happen with:
- Awareness and understanding
- Resistance to status quo
- Effective strategies
- Sustained effort

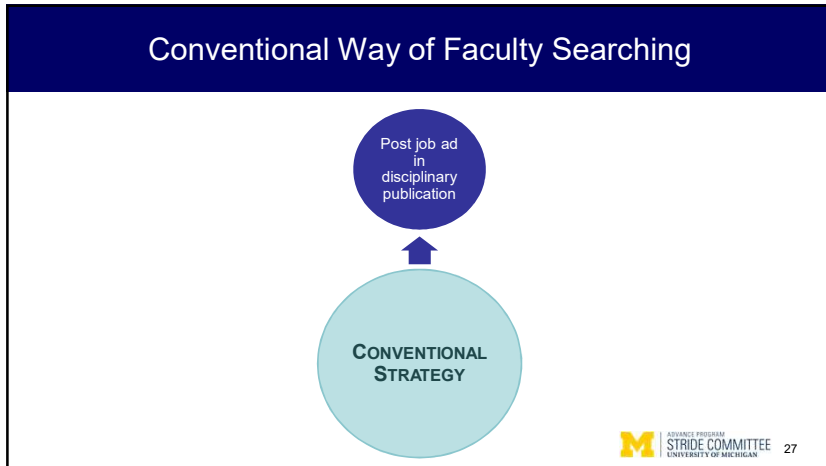STRIDE COMMITTEE
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Stages of the Search Process

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

Conventional Way of Faculty Searching

Post job ad in disciplinary publication

↑

CONVENTIONAL STRATEGY

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Better Way of Faculty Searching: Active Search Strategies

Strategies for Continuous Searching

Leverage social media

Post job ad in disciplinary publication

Recruit year round at meetings and conferences

Establish relations with promising junior faculty elsewhere

SEARCH IS A VERB: *MAKE YOUR SEARCH ACTIVE!*

Widen your pool to a broad set of institutions

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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.

Stewart & Valian (2018) – Stacy et al. (2018)

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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 candidates with significant and broad commitments to DEI
  - Raised awareness among search committee and department of the impact of applicant's work, and the importance of this issue

Sylvester et al. (2019)

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

(please use the chat box for your response)

Stages of the Search Process

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Conditions That Can Hinder Equitable Evaluations

- 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 (1980) - Sackett, DuBois, & Noe (1991) - Stewart & Valian (2018) - Valian (1998)

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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
- Consider developing a **longer short-list**

Bauer & Baltes (2002) - Kahneman (2011) - Lucas et al. (2021) - Sensoy & DiAngelo (2017) - Stewart & Valian (2018)

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Establish Evaluation Criteria Early On

Applicant Evaluation Tool and Diversity Statement Rubric

Rate each candidate on the dimensions below. Is the evidence in each category: strong, moderate, weak, none	
Productivity	• Evidence of scholarly productivity commensurate with career stage and norms for subfield
Teaching	• Evidence of (potential for) teaching effectiveness
Collaboration	• Evidence of (potential for) effective collaboration with others
DEI Commitment	• Evidence of (interest in and commitment to) teaching/mentoring/training students of diverse backgrounds • Evidence of DEI activities in professional roles
Climate	• Potential for positive contributions to unit climate • Evidence of service activities that contribute to unit/institution/profession
Mentoring	• Evidence of effectively mentoring undergraduate or graduate students

---

Teaching Evaluations: Issues to Consider

- 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.

Chesler & Young (2013) - Gutiérrez y Muhs et al. (2012) - MacNell et al. (2014) - Russ et al. (2002)
https://advance.umich.edu/wp-content/uploads/2018/09/ClassroomExperiencesReport.pdf

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Other Ways to Assess the Teaching Record

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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Letters of Recommendation: Pros and Cons

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?

Consider Carefully How Letters of Recommendation Influence Your Decisions

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
- More "doubt raisers" (hedges, faint praise, and irrelevancies)
- *"She is close to my wife"*

Dutt et al. (2016) - Madera et al. (2018) - Ross et al. (2017) - Schmader et al. (2007) - Trix & Psenka (2003)

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

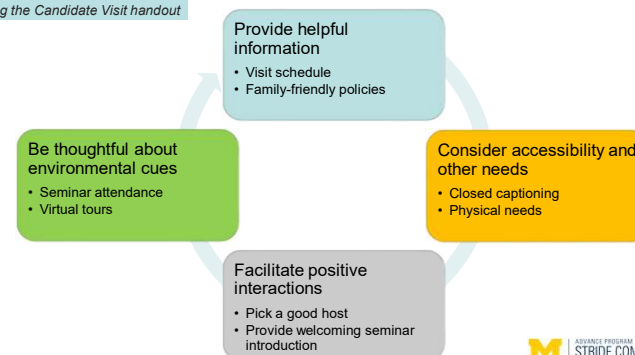We should create an environment that elicits the best performance from **all** candidates.

Siblings and former Ann Arbor residents Maia and Alex Shibutani, Olympic and World Medalists in Ice Dancing

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Managing the In-Person and Virtual Visit

Managing the Candidate Visit handout

Provide helpful information
- Visit schedule
- Family-friendly policies

Consider accessibility and other needs
- Closed captioning
- Physical needs

Be thoughtful about environmental cues
- Seminar attendance
- Virtual tours

Facilitate positive interactions
- Pick a good host
- Provide welcoming seminar introduction

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

Who belongs here?

M | SOCIOLOGY
FACULTY DIRECTORY

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Environmental Cues in Remote Visits

linderma   Marc Peters-Golden   DBJD

S   Bart Bartlett   Kristen Verhey

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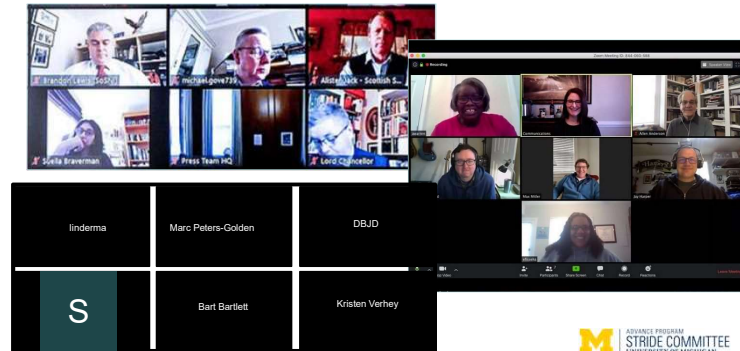
What about Video Interviews?

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 present a variety of logistical issues necessitating new processes; consider if/how each of these could introduce bias.

Fiechter et al. (2018)

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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)

Respect Candidate Privacy, and Consider Only Job-Relevant Criteria

- 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 on page 8 of 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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John and Yamila University of Professorial Dreams finalists!

Submits applications for 15 positions, gets 2 interviews. Has time to submit another paper!	Submits applications for 40 positions, gets 2 interviews.
Excited to receive an interview. Parents loan him travel money until reimbursed.	Excited to receive an interview. Has to put travel money on credit card and worries about accrual of interest.
Most faculty look like him. They chat about their shared interest in football.	Doesn't see any faculty of color. Wonders if she is a "token" candidate.
Is told his ideas are brilliant and asked about future research plans.	Praised for being articulate. Many faculty ask where she is from and whether she has kids.
Is impressed with stately seminar room. Is confident he will fit in here.	Seminar room has photos of former chairs – all White men. Wonders if she will fit in here.

Stages of the Search Process

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➡ Stage 4.	Making the Decision

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Gather Input Promptly

- 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…

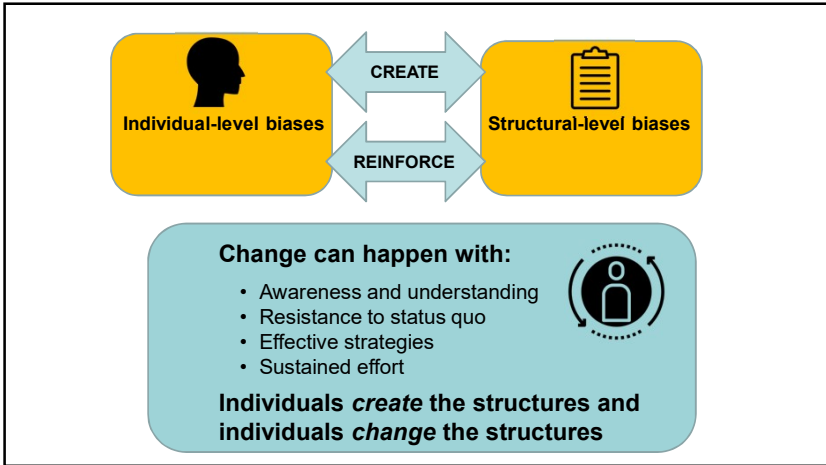After a candidate is chosen, aggressive recruiting can begin.

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

Exceptional
ANN ARBOR PUBLIC SCHOOLS

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Individual-level biases — CREATE → ← REINFORCE — **Structural-level biases**

Change can happen with:
- Awareness and understanding
- Resistance to status quo
- Effective strategies
- Sustained effort

Individuals *create* the structures and individuals *change* the structures

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A Successful Search is Just the Beginning!

Improving Conventional Hiring 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

PLEASE COMPLETE THE WORKSHOP EVALUATION, SENT VIA EMAIL

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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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