



WELCOME!

- Resources referenced during this presentation can be accessed through Canvas.
 - In addition, a single pdf of resources was emailed to you, is linked in the calendar invitation and will be shared at the beginning of the workshop
- For closed captioning, please look for the CC in the menu at the bottom of your screen and select "turn closed captioning on"
- Please use the chat box for questions during the presentation. These will be answered during the Q&A at the end of the workshop

Diversity and Excellence in Faculty Recruiting



The ADVANCE Program's Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)

Information about Today's Workshop

- This is an interactive workshop.
- You can ask questions in the chat or at the end of the workshop.
- A pdf of workshop resources was emailed prior to today's workshop, we will mention these throughout the workshop.
- Please use the **Handbook for Faculty Searches**, found on the ADVANCE website, STRIDE section, as a resource for all faculty searches. This includes all of the handouts in the PDF as well as all of the recommendations included in this workshop. (www.advance.umich.edu/stride)

STRIDE: Who We Are

The U-M ADVANCE Program began in 2002 to promote faculty diversity and excellence.

ADVANCE launched STRIDE Committee in 2002 and involved dozens of senior faculty members from across campus in thinking about recruiting a diverse and excellent faculty. STRIDE's mission:

- to examine the research literature, and to think about how it applies to faculty searches;
- to identify Michigan-specific strategies for effective searches; and
- to communicate these strategies to colleagues on search committees.

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

Why We're All Here

- Recruiting colleagues is one of the most important things we do. Having a diverse and excellent faculty enhances the success of our intellectual community.
- Dismantling bias is an ongoing process: We must continuously work to "sideline" our biases, support our colleagues to do the same, and actively mitigate systemic bias at U-M.
- We need additional tools and strategies to recruit candidates and encourage them to say "yes" to U-M.

5 Okonofua, et al. (2022)



Some Frustrations We Hear...

I've heard senior faculty say bias doesn't happen in our department, but it does!

Terrific job talk, but she didn't ask any questions during the one-on-ones, so no one wanted her as a colleague.

Some people keep insinuating that a "diversity" hire is a sacrifice of an "excellent" hire – like it can't be both!

Our search started out as broad, but as it went on, it went back to same-old-same-old.

If all of the metrics we use are biased, then how do we narrow the pool?

6

Recruitment Update: How Are We Doing?

We are recruiting an increasingly diverse faculty, especially at the early career faculty level – but we have a lot more work to do.

From 2015-2022, considering tenure track-faculty:

- Faculty who identify as women increased from 33% to 37%; but
- Faculty who identify as historically underrepresented minorities increased only from 10% to 11% (and are over 16% of our departures!).
- Groups including Asian/Asian Americans, MENA, and international faculty experience discrimination.

Many fields are still dominated by men. U-M is a historically White university and remains so (69% White).

7 Carrell, Page & West (2009) - U-M ADVANCE Program Faculty Dashboard (www.advance.umich.edu)



Overview of Today's Presentation



What factors interfere with equitable searches?



What can research tell us about improving the search process?



How can we apply evidence-based strategies to the five stages of the search process?



Wrap-up and Q&A

8



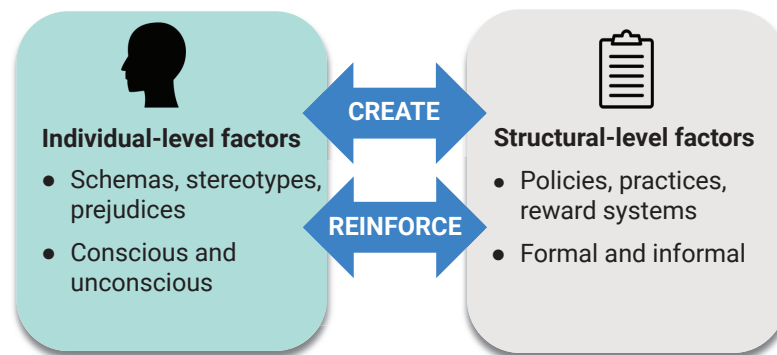
How Does Bias Work in Searches?

- Bias involves pre-judgment based on perceived race, gender, disability, sexual orientation, class, ethnic or national heritage, and other social differences
 - Premised on some “ideal” superior type: white, man, straight, etc.
- Bottom line: If bias remains unrecognized and unquestioned...
 - Can translate into baseless exclusion for person
 - Missed opportunities for our intellectual community

9 Bobo, Kluegel, & Smith (1997) - Dovidio & Gaertner (2000) - Fiske (2002) - Kahneman (2011) - McGee (2020) - Ray (2019) - Stewart & Valian (2018) - Valian (1998)



How Bias Might Creep in: Individual and Structural Factors



10



Structural Factors



- Formal policies: rules about how things are done
- Conventional practices: widely shared ideas about the “proper” way of doing things – often believed to be commonly known but often opaque to “outsiders”
- Reward systems 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

11 McGee (2020) - Ray (2019)



How Structural Factors Impact the Search Process



Formal policies and conventional practices determine:

- Who is asked to be on a search committee;
- Which/whose networks you tap to find candidates;
- How much time and money you can invest in a search;
- Beliefs about the “right” areas of research; and/or
- Other job expectations (e.g., must be able to teach class XYZ).

12



CHAT

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

How Individual Assumptions Impact Searches

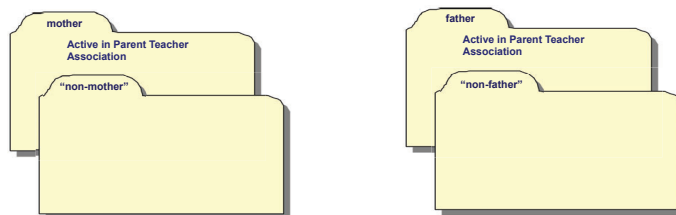


14 Bobo, Kluegel, & Smith (1997) - Dovidio & Gaertner (2000) - Fiske (2002) - Kahneman (2011) - Stewart & Valian (2018) - Valian (1998)

Our evaluation of candidates may be influenced by:

- Identity-based stereotypes about competence and intellectualism
- Ideas about how a professor should act, look, sound
- Common interests and intuitions about “fit” (would I like to hang out with them?)
- Notions of the prestige of graduate institutions, journals, and performance venues

Example: Bias Based on Parent Status and Gender



When evaluating equally qualified job applicants...

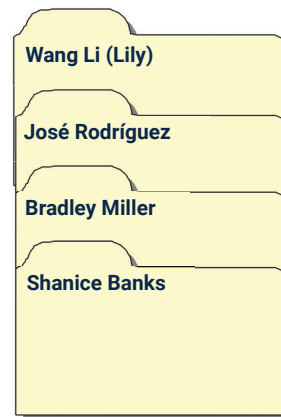
Women identified as mothers...

- 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

Men identified as fathers...

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

Example: Bias Based on Race and Gender



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

Resume Studies Show Bias Toward Many Groups

In addition to Women parents, African American and Latine Americans, resume studies have shown bias towards:

- LGBTQIA+ people;
- people with a disability;
- immigrants; and
- Middle Eastern North African (MENA) individuals.

17

Ameri, et al. (2015) - Bertrand & Mullainathan (2004) - Clauset, et al. (2015) - Correll, et al. (2007) - Deros & Nguyen (2012) - Deros & Serlie (2015) - Dotson (2013) - 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)



Three Potentially Less Familiar Biases

- Prestige Bias
- Subfield Bias
- Culture-Fit

18



Prestige Bias Based on Graduate Institution



- Prestige Bias: Privileging 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
- 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

19

Clauset, et al. (2015) - Way, et al. (2019) - Wapman, et al. (2022)



Other Places Prestige Bias May Emerge

- Performance venues
- Project collaborators
- Awards and honors
- Grants and fellowships



Albert Hourani
Book Award



PUBLIC
SCHOLARSHIP

20



Subfield Bias

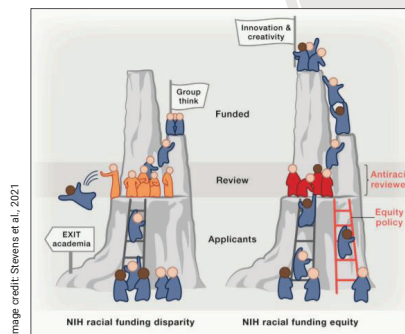
- Privileging candidates working in the “center” of the field
 - Center may be determined by method, focus, sources, etc.
 - Often more diversity outside of the center
- Discounting some scholarship as “me-search” when it appears personally relevant (e.g., Native American scholar researching health care for underserved communities)

21

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



Example of Subfield Bias



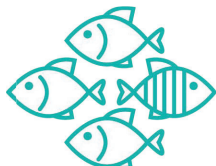
22

Chen, et al. (2022) - Ginther, et al. (2011) - Hoppe, et al. (2019) - Kozlowski, et al. (2022) - Lauer (2020) - Lauer & Bernard (2022) - Stevens, et al. (2021)



- Black scientists funded at lower rates at NIH
 - 50% of applications from Black PIs were on just 11% of topics....topics reviewed at Institutes and Centers with lower award rates
- Topic affects citation counts
 - Areas where marginalized scholars are working are cited less

Culture-Fit VS Culture-Add



Culture-fit: looking for someone based on their similarities to the current faculty (e.g., graduate area of study, graduate institution, cultural upbringing). Focuses on comfort, supporting the status quo.

Culture-add: looking for someone who brings diverse experiences, perspectives, and ideas to the workplace.

- Shares department’s scholarly and teaching missions, but offers unique and divergent perspectives on them
- Empowers growth for the department, for students, and/or for faculty

23

Dali (2018) - Hakkola, et al. (2022)



Change is difficult,
and necessary for growth.

24





Toni Morrison
Novelist

The question, the real question [about education] is: Even with unlimited funds, even with ... enthusiastic ... students, even with committed and effective administrators, even with generous responsible legislators, even with superb and coherent curricula, what does it avail us, if it betrays us, if it rewards hatred, if it murders the best in us.

-- Toni Morrison



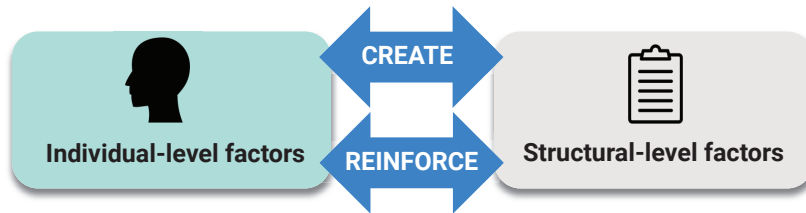
History, despite its wrenching pain, cannot be unlived, however, if faced with courage, need not be lived again.

-- Maya Angelou



Maya Angelou
Memoirist, Poet, Activist

Change is Possible



Change can happen with:



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

Stages of the Search Process



I change myself, I change the world.

-- Gloria Anzaldúa



Gloria Anzaldúa
Scholar of Chicana feminism, cultural theory, queer theory

29

Discuss and Define Evaluation Criteria

- As a committee, or as a department, develop evaluation criteria based on your unit's goals for the search
 - Consider required vs. desired skills and experience
 - Consider culture add/fit
- Then consider what evidence might show how well the candidate demonstrates the skills and experience needed
 - Broaden your evidence for excellence
- Create your evaluation tools

30 Bauer & Baltes (2002) - Kahneman (2011) - Lucas et al. (2021) - Sensoy & DiAngelo (2017) - Stewart & Valian (2018) - DORA (Declaration on Research Assessment) Project

Evaluation Tools for a Holistic Search

Rate each candidate on the dimensions below. Is the evidence in each category: strong, moderate, weak, none?

Criteria:

Evidence:

Commitment to DEI

- Teaching and mentoring students from marginalized communities
- Integrating anti-oppressive and anti-racist philosophies and practices into curricula and pedagogy
- DEI-focused service
- Work that increased the diversity within the profession
- Engagement with wider community on DEI topics

Teaching effectiveness

- Curricular innovation
- Teaching evaluation data/ letters from students
- Use of inclusive teaching approaches

Scholarly impact

- Intellectual contribution to their relevant subfield
- Broader impact through public engagement, community outreach, etc.

31

Create Equity Pauses in Your Search Process

Equity-minded actions: the focus of this workshop

Equity pauses:

- Intentional moments of assessment before moving on
- Can be taken at any point in the process, at any time, by any committee member



Examples:

- ➔ Ensure committee members attend STRIDE FRW
- ➔ Discuss conflicts of interest and how they will be handled
- ➔ Consider applicant pool diversity and adjust search strategy as necessary

32 Cahn et al. (2021) - Kahneman (2011) - Liera (2020) - O'Meara (2021)

Stages of the Search Process

Stage 1.	Creating a Holistic Search Process
 Stage 2.	Searching and Getting Great Applications
Stage 3.	Achieving Excellence and Diversity on the Short List
Stage 4.	Planning a Successful Campus Visit
Stage 5.	Making the Decision

33

Search is a Verb! Make Your Search Active!

Immediate strategies

- Let everyone know: disciplinary publication, social media, potential candidates
- Broaden your reach to include institutions and professional organizations that support underrepresented groups, such as HBCUs and Minority Serving Institutions (MSIs).

Year-round strategies

- Be a talent scout
- Bring potential candidates to visit
- Leverage postdoctoral programs to attract and mentor candidates
- Keep your DEI webpage up to date and active (emphasize activities and programs)

34

Show Off Your Department's DEI Commitment



- Department DEI events and initiatives
- Faculty DEI-related research
- Student activities
- Connections with and support for minority-serving professional organizations
- Not only links to all-campus sites!

Good Examples:

- **U-M Mechanical Engineering**
<https://me.engin.umich.edu/about/diversity-equity-and-inclusion/>
- **The Ohio State University College of Social Work**
<https://csw.osu.edu/about/diversity/>
- **University of Virginia Department of Biology**
<https://www.uvabiology.org/dei>

Bambaci & Pejchar (2022) - Rodriguez, et al. (2022)

35

Define Searches Using Language Known to Draw Diverse and Excellent Applicants

Strategy I - Avoid narrow specification of areas of expertise

- Broad and open descriptions more effectively attract historically marginalized candidates.
- Example: in one U-M department, broad and open searches led to a more diverse applicant pool, and hires from historically marginalized groups. And the ranking of the department improved.

Strategy II - Recruit from subfields with diversity

- Historically marginalized 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.

36 Stacy et al. (2018) - Stewart & Valian (2018)

Ask the Candidate for Material That Addresses Your Criteria

- Ask candidates to showcase their scholarship, leadership, and pedagogy that address your criteria
- For instance, 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
 - Helps identify candidates with significant and broad DEI commitments
 - Raises awareness among search committee and department of the impact of applicant's work, and the importance of this issue
- The DEI commitment may illustrate a culture-add to your department

37 Sylvester et al. (2019)

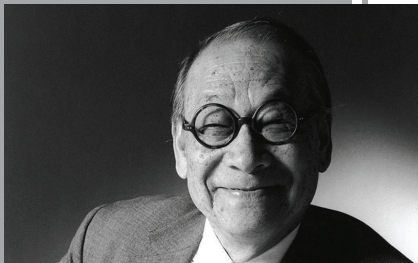


CHAT

What does or could your department do to get an excellent and diverse set of applicants?

Success is a collection of problems solved.

-- I. M. Pei




I.M. Pei
Architect

39



Stages of the Search Process

- | | |
|--|--|
| Stage 1. | Creating a Holistic Search Process |
| Stage 2. | Searching and Getting Great Applications |
|  Stage 3. | Achieving Excellence and Diversity on the Short List |
| Stage 4. | Planning a Successful Campus Visit |
| Stage 5. | Making the Decision |

40

Focus on the Evidence



- Center your evaluation criteria throughout; provide reasons for evaluations
 - Make evidence of job-relevant qualifications and experiences central to deliberations
 - Remember your conversations about expansive markers of excellence and what you consider a culture-add
- Matters that are not job-relevant (e.g., family status, sexual orientation) must not be considered by the search committee

Knowing and Mitigating Bias in Your Evidence



- We know that various elements of applications, like teaching evaluations or scholarly metrics, contain bias
- Knowing that those elements containing bias can leave us feeling uncertain about how to include them in a holistic review
- Drawing on our existing scholarly training, however, allows us to identify and mitigate bias in a thoughtful evaluation of applicants' files

Mitigate Bias in Commonly Used Scholarship Metrics

- Citation (citation counts, h-index) and journal (e.g., impact factors) metrics are often used as indicators of scholarly quality and impact
- But they can be biased. Research on citation counts finds:
 - Men cite themselves more than women
 - Minoritized groups are cited less than White men
 - Minoritized scholars produce more "innovation" but this novel work is less likely to be cited
- Holistic alternatives: look for a meaningful track record of publishing and conference presentations, identify impactful contributions to the field, take note of other ways the candidate has conveyed excellence in their work (e.g., podcasts)

Teaching Metrics: Issues to Consider



American Sociological Association Statement (2019): ...student evaluations ... **systematically disadvantage** **faculty from marginalized groups**

- Instructors within minority groups perceived as less credible.
 - In identical lectures, "gay" instructor received 5 times more critical comments
- U-M ADVANCE study (2015):
 - URM faculty reported more instances of students: expressing anger, showing disrespect, and challenging their expertise
- Holistic alternatives:
 - Curricular innovation, awareness and usage of modern pedagogy, inclusive student engagement, and, if available, their trajectory of evaluations

How Letters of Recommendation May Have Biased Components

Race	
White candidates	<ul style="list-style-type: none"> • Repetition of standout adjectives (outstanding, excellent, etc.) • "Competence" used in a positive way
Black candidates	<ul style="list-style-type: none"> • "Competence" used more frequently and used in a negative way ("mere competence")
Gender	
Men	<ul style="list-style-type: none"> • Longer letters • More standout adjectives
Women	<ul style="list-style-type: none"> • 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"

45

Holistic alternatives:

- Wait to request/review letters until late in your process
- Provide letter writers with critical prompts (e.g., most significant contributions)

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



Mitigating the Influence of Bias with a Holistic Review

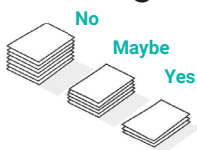
Keep conversation focused on job-relevant criteria and evidence

- Focus on culture-add rather than culture-fit
- Ask whether a biased element in the file is offset by other sources of evidence, e.g.
 - If teaching evaluation scores are lower than you might expect, do you see syllabi that are rigorous and challenging? Is there a bigger story that we can tell about the applicant's classroom experiences?
 - If a letter writer places an undue emphasis on a candidate's personality, redirect the committee's attention back to their professional accomplishments as evidenced by other elements in the file.
- Grapple with bias by having thoughtful, search-specific weighting within your criteria

46



Making the Short List: No Rush to Judgment



- Delay global evaluations and summary rankings
- Acknowledge uncertainty
- Use "large bin" classification
- Consider developing a longer short-list

Or a longer intermediate list for zoom interviews, then a short list for on-campus interviews

47 Lucas et al. (2021)



Stages of the Search Process

- | | |
|----------|--|
| Stage 1. | Creating a Holistic Search Process |
| Stage 2. | Searching and Getting Great Applications |
| Stage 3. | Achieving Excellence and Diversity on the Short List |
| Stage 4. | Planning a Successful Campus Visit |
| Stage 5. | Making the Decision |



48

Best Practices for a Welcoming Environment

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



49

Best Practices for a Welcoming Environment

Be transparent

- Provide questions ahead of time
- Share expectations for seminars, performances, "chalk talks", etc.

Treat everyone equally

- Provide zoom background
- Provide family-friendly policies

Consider accessibility and other needs

- Closed captioning
- Physical and Dietary needs

Facilitate positive interactions

- Audience cameras on
- Ensure candidate meets with a diverse group

Be thoughtful about environmental cues

- Your DEI website
- Your physical environment

50

Be Thoughtful About Environmental Cues:

Who belongs here?



51

Be Prepared: 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 in your pdf of resources
- Exploring non-job-relevant criteria will confound your evaluation, and is also likely to drive away the candidate

52

Be Prepared: Protect Against Job Talk Bias

During academic talks, women (vs men) tend to get more:

- Interruptions
- Patronizing questions
- Hostile questions
- Greater questioning of scholarship

Gender bias holds even when controlling for years since PhD

To reduce job talk bias, add structure, reset norms:

- Designate a moderator to set ground rules, maintain respect, patronizing questions
- Ask that substantive questions be held until end
- Discourage demeaning or combative questions

53 Blair-Loy, et al. (2017) - Dupas, et al. (2021)



CHAT

What does your department do to ensure you see candidates at their best?

Stages of the Search Process

Stage 1.	Creating a Holistic Search Process
Stage 2.	Searching and Getting Great Applications
Stage 3.	Achieving Excellence and Diversity on the Short List
Stage 4.	Planning a Successful Campus Visit
Stage 5.	Making the Decision

55

Gather Input Promptly



Promptly use the interviewee evaluation tool after each visit. This ensures:

- Evaluations focus on the criteria you identified at the start of your search
- Details from each candidate interview and visit are remembered and recorded

Avoid global rankings

- Aim for an unranked list of candidates that you would be most happy to hire
- Ranking cements positions before discussion takes place ("anchoring" or "focusing" effect)

56

Dali (2018) - Hakkola, et al. (2022) - Kahneman (2003) - Sensoy & DiAngelo (2017) - Stewart & Valian (2018)



Manage Full Faculty Discussions



Use a transparent process.

- Communicate the process before discussions take place.

Design your process to sideline bias

- Consider opening with brief presentation from search committee on all candidates
- Summarize and contextualize evaluation materials for the faculty
- Find ways to represent early career faculty views in the discussion
- Don't allow "fit" to creep into the discussion

57

Hakkola et al. (2022) - Levine et al. (2021) - Okonofua et al. (2022)



Redirecting Non-Job-Relevant Comments



58

After an Offer is Made...



Exceptional
ANN ARBOR PUBLIC SCHOOLS

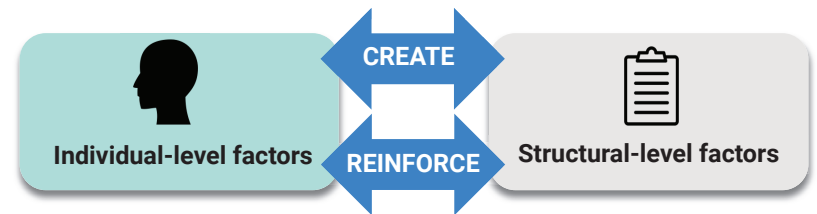
After a candidate is chosen, aggressive recruiting can begin.

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

59



Change Can Happen When...



Change can happen with:

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



60

"Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, reveling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community."

-- bell hooks



bell hooks
American author, theorist, educator and social critic

61

A Successful Search is Just the Beginning!

M ADVANCE PROGRAM
STRIDE COMMITTEE
UNIVERSITY OF MICHIGAN



- 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
- Attend STRIDE Office Hours for help thinking through questions and issues

PLEASE COMPLETE THE WORKSHOP EVALUATION, SENT VIA EMAIL

CHAT

What is one thing you plan to do differently or implement in your search?