# Faculty Recruitment for Diversity and Excellence

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# What gets in the way of hiring a diverse faculty?

Four key concepts:

- low base rate/lack of critical mass
  - presence of one or only a few individuals from a group (e.g. women, people of color).
  - keeps race and gender noteworthy

Valian (1998) *Why So Slow? The Advancement of Women.* Cambridge: MIT Press.

Nosek, Banaji, & Greenwald (2002). *Group Dynamics: Theory, Research, and Practice, 6(1),101-115.*

Fiske, Cuddy, Glick, & Xu (2002). *J Personality and Social Psychology, 82(6), 878-902*

Dovidio & Gaertner (1998). In Eberhardt & Fiske (Eds.), *Confronting racism: The problem and the response. Newbury Park: Sage.*

Fiske (2002). *Current Directions in Psychological Science, 11(4), 123-128.*

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Four key concepts:

- low base rate/lack of critical mass
- schemas (race, gender, sexuality, etc.)
  - assumptions or expectations about social groups that influence our judgments of them; also known as stereotypes.
  - more likely to be used there is a lack of critical mass

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- schemas (race, gender, sexuality, etc.)
- unconscious evaluation bias
    - unintentionally favoring or disfavoring others based on schemas held about their group

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4

# What gets in the way of hiring a diverse faculty?

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- low base rate/lack of critical mass
- schemas (race, gender, sexuality, etc.)
- unconscious evaluation bias
- accumulation of disadvantage
  - small disadvantages (or advantages!) pile up, resulting in significant group differences later in one's career

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# Active Recruiting

- Search!  Recruiting is a year round activity.  Be a talent scout.
  - Network directly with young scholars, and track their progress.
  - Foster connections with other institutions.
  - Widen the pool from which you recruit.
  - Use "pool document" to assess possibilities.

- Make use of new programs:
  - NextProf 2012-2016 (women and URMs)
  - President's Postdoctoral Fellowship Program (Nov. 1 deadline)
    http://presidentspostdoc.umich.edu/

- Make the job description as broad as possible.

# Pool Documents

## Table 1:  Graduating PhDs

Table 1 - % Doctoral Degrees Conferred to Women and Underrepresented Minorities in [DEPARTMENT] at the University of Michigan, 19 Peer Institutions, and all R1 Institutions with [DEPARTMENT] Programs: 2002 - 2011

| | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| University of Michigan | Total number of doctoral degrees conferred | 15 | 10 | 11 | 12 | 17 | 20 | 18 | 9 | 15 | 18 | 165 |
| | % doctoral degrees conferred to women | 47% | 20% | 45% | 17% | 29% | 30% | 33% | 33% | 33% | 17% | 28% |
| | % doctoral degrees conferred to underrepresented minorities[1,2] | 0% | 25% | 14% | 29% | 11% | 18% | 9% | 0% | 18% | 8% | 13% |
| 19 Peer Institutions | Total number of doctoral degrees conferred[3] | 236 | 236 | 257 | 322 | 328 | 343 | 343 | 343 | 327 | 341 | 3585 |
| | % doctoral degrees conferred to women | 23% | 23% | 23% | 27% | 24% | 22% | 28% | 28% | 31% | 33% | 26% |
| | % doctoral degrees conferred to underrepresented minorities[1,2] | 5% | 4% | 6% | 7% | 8% | 8% | 10% | 4% | 9% | 8% | 7% |
| R1 Institutions | Total number of doctoral degrees conferred[4] | 438 | 394 | 445 | 583 | 626 | 605 | 622 | 568 | 604 | 584 | 6365 |
| | % doctoral degrees conferred to women | 26% | 24% | 25% | 24% | 28% | 25% | 30% | 27% | 32% | 34% | 27% |
| | % doctoral degrees conferred to underrepresented minorities[1,2] | 7% | 5% | 5% | 8% | 7% | 8% | 9% | 6% | 11% | 9% | 8% |

How does your department compare with others?
What are the trends?
What does the pipeline look like?  (Where should we be looking?)

# Consider 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 roles the candidate may have played that do not easily fit on a CV (e.g. wrote key part of a successful proposal that the advisor submitted)

## Cons of letters of recommendation

- letter writer's own (conscious or unconscious) biases color what is (or is not) written (e.g. "outstanding" vs. "hard-working")
- may contain information that is irrelevant and potentially harmful to the candidate
- sometimes are partly written by the candidates themselves

Trix & Psenka (2003). *Discourse & Society, 14(2),* 191-220.
Schmader, et al. (2007) *Sex Roles,* 57,7-8, 509-514.

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

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

- ☐ Read candidate's CV
- ☐ Read candidate's scholarship
- ☐ Read candidate's letters of recommendation

*Criteria should be discussed and determined ahead of time.*

Please rate the candidate on each of the following:

| | excellent | good | neutral | fair | poor | can't judge |
|---|---|---|---|---|---|---|
| **Potential for (evidence of) scholarly impact** | | | | | | |
| **Potential for (evidence of) research productivity** | | | | | | |
| **Potential for (evidence of) research funding** | | | | | | |
| **Potential for (evidence of) collaboration** | | | | | | |
| **Fit with department's priorities** | | | | | | |
| **Ability to make positive contribution to department's climate** | | | | | | |
| **Potential (demonstrated ability) to attract and supervise diverse graduate students** | | | | | | |
| **Potential (demonstrated ability) to teach and supervise diverse undergraduates** | | | | | | |
| **Potential (demonstrated ability) to be a conscientious university community member** | | | | | | |
| **Potential (demonstrated ability) to mentor diverse students** | | | | | | |

*Avoid global evaluations and summary rankings.*

advance.umich.edu/resources/candidate-evaluation-tool.docx

# Provide a welcoming environment during the interview

- Try to interview more than one female/minority candidate to avoid 'tokenism'.

- Treat all applicants as valuable scholars and educators, not representatives of a class.

- Ensure that all candidates meet a diverse set of people (which may include students) so that they are more likely to meet someone like them.

- Ask the candidate whom s/he would like to meet.

Heilman (1980). *Organizational Behavior and Human Performance, 26(3),* 386-395.
Huffcutt & Roth (1998). *J Applied Psychology, 83(2),* 179-189.

# Show off Your Department as It Is or You Would Like It to Be, Not as It Once Was



**Who belongs?**

# Host an Effective Visit

- Provide information well ahead of the visit regarding schedule, expectations, audience, Q&A culture.

- Manage the visit - identify a host that can set the tone each activity or event.

- Invite people to the job talk to maximize diversity.

- Provide an introduction at the seminar that stresses the candidate's expertise.

- Show how assistant professors are supported (e.g. Launch Committees)

Latu, I. M., Mast, M. S., Lammers, J., & Bombari, D. (2013). *J of Experimental Social Psychology*, *49*(3), 444-448.
Sekaquaptewa & Thompson (2002). *Personality and Social Psychology Bulletin, 28(5),* 694-707.

# Ensure That All Candidates Know About Dual Career Support and Family Friendly Policies

- ADAA provides information to all candidates so you don't have to.

- Dual career support is available to domestic partners of faculty recruits regardless of marital status or sexual orientation.

  – Department Chairs request assistance through their Deans as part of the recruiting process.

  – Support for dual careers enhances both recruitment and retention of all faculty.

# Consider Only Job-Relevant Criteria

- Interviews should only evaluate qualifications that are relevant to a faculty position – questions about matters that are not job relevant (*i.e.,* family status) are not appropriate.  Focus on the criteria you decided on earlier.

- Search Committee should not seek or discuss information about the existence of a dual career partner or family status of the candidate.  Plan how to manage the discussion.

# What if…

….a candidate mentions a dual career issue or asks about family life/schools in Ann Arbor?

- Answer the question asked.

- Do not ask questions to gather further information from the candidate.

- As necessary, identify other resources outside the search committee.

# Recruit the Selected Candidate

After a candidate is selected, aggressive recruiting begins.

Now, all factors relevant to attracting the candidate to Ann Arbor and UM can be discussed.

# Questions?

# Comments?