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

What gets in the way of hiring a diverse faculty?

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

Fiske, Cuddy, Glick, & Xu (2002). *J Personality and Social Psychology*, 82(6), 878-902
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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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- 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.
  o Network directly with young scholars, and track their progress.
  o Foster connections with other institutions.
  o Widen the pool from which you recruit.
  o Use “pool document” to assess possibilities.

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

• Make the job description as broad as possible.
Table 1: Graduating PhDs

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<tr>
<th>University of Michigan</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
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<th>2010</th>
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<td>Total number of doctoral degrees conferred</td>
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<td>10</td>
<td>11</td>
<td>12</td>
<td>17</td>
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<td>18</td>
<td>9</td>
<td>15</td>
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<td>165</td>
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<td>% doctoral degrees conferred to women</td>
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<td>45%</td>
<td>17%</td>
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<td>30%</td>
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<td>% doctoral degrees conferred to underrepresented minorities</td>
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<td>11%</td>
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<td>0%</td>
<td>18%</td>
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<td>257</td>
<td>322</td>
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<td>343</td>
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<td>327</td>
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<td>% doctoral degrees conferred to women</td>
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<td>27%</td>
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<td>22%</td>
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<td>28%</td>
<td>28%</td>
<td>31%</td>
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</tr>
<tr>
<td>% doctoral degrees conferred to underrepresented minorities</td>
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<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
<td>4%</td>
<td>9%</td>
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<th>2006</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>TOTAL</th>
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<tbody>
<tr>
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<td>394</td>
<td>445</td>
<td>583</td>
<td>626</td>
<td>605</td>
<td>622</td>
<td>568</td>
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<td>584</td>
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<tr>
<td>% doctoral degrees conferred to women</td>
<td>26%</td>
<td>24%</td>
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<tr>
<td>% doctoral degrees conferred to underrepresented minorities</td>
<td>7%</td>
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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

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:

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

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.

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)

• 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?