



ADVANCE PROGRAM  
**STRIDE COMMITTEE**  
UNIVERSITY OF MICHIGAN



## Faculty Recruitment for Diversity and Excellence

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## Key Concepts from STRIDE's Faculty Recruitment Workshop

- Diversity is part of excellence
- Four social science concepts help us understand why obtaining a diverse faculty is difficult:
  - Schemas (race/ethnicity, gender, sexuality, etc.)
  - Lack of critical mass
  - Unconscious evaluation bias
  - Accumulation of disadvantage
- Steps to take to mitigate these influences

*Three cross-campus workshops left  
this fall (Nov 13, Nov 28, Dec 6).*

## Before the search begins

- Critically assess last year's process and revise as necessary
- Search continuously - recruiting is a year round activity
  - Network directly with young scholars, and track their progress.
  - Foster connections with other institutions.
  - Use multiple networks – your own may be limited.
  - Make use of new programs: NextProf (yearly since 2012) and President's Postdoctoral Fellowship Program (Nov 1 deadline)
- Make your spaces welcoming & inclusive

*New images in ME building  
for 150 year celebration*



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## Launching the search

- Share information on the PhD pool (from ADVANCE). Share expectations around the diversity of the applicant pool and short list.
- Decide how to handle “person-specific hiring”
  - E.g. dual career partners, senior faculty, Presidential Postdocs
  - Employ a transparent and standard process developed in advance. Do not allow time pressure to compromise the quality of your process.
  - In recent years at UM, the percentages of women and URM faculty hired have increased at the assistant professor level but decreased at the senior level.

## Launching the search

- Decide on the scope/criteria for the search
  - Develop a consensus on what the department is looking for and how they will know it when they see it
  - Broadly defined vs. more narrowly defined searches
- Decide what materials will be required of applicants
  - Diversity statement?

## Diversity Statements

- Diversity statement: opportunity for the applicant to discuss their potential for (or record of) contributing to diversity, equity & inclusion in higher ed (e.g. teaching and mentoring students from diverse backgrounds)
- Could be a separate statement or integrated into existing components
- Feedback from some UM units:
  - Excellent and diverse candidates with significant and broad commitments were identified and hired.
  - Statements raised awareness among search committee and department of the impact of applicant's work.

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

Candidate Evaluation Tool – download and edit

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

**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 in the classroom						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration						
Potential for (evidence of) contribution to departmental priorities						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to attract and mentor diverse graduate students						
Potential (demonstrated ability) to teach and mentor diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						
Potential for (evidence of) service to campus community						

<https://advance.umich.edu/stride/>

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## Consider Carefully How Letters of Recommendation Influence Your Decisions

### Letters for men:

- Longer
- Repetition of standout adjectives (outstanding, excellent, etc.)
- More references to CV, publications, patients, colleagues



### Letters for women:

- Shorter
- 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"

### Letters for Whites:

- Standout adjectives

### Letters for Blacks:

- (mere) competence

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

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## Host an effective visit

- Anticipate that candidate may have particular needs around the visit (accessibility, diet, etc.)
- Remind faculty
  - ADAA and dual career office provide information to candidates, so they do not need to ! Avoid questions that are not job-relevant (e.g. dual career and family). Have a plan for handling conversation that is inappropriate.
  - Don't over-rely on one metric (e.g. letters, no. publications, "confidence")
  - Candidates are interviewing us too!
- Describe how new faculty are supported
  - Launch Committees, teaching release, attention to lab renovation, etc.

## Host an effective visit

- Set the stage for an effective seminar
  - Give the candidate information ahead of time (e.g. audience, timing, Q&A culture)
  - Discuss your department's Q&A culture, as necessary.
  - Provide a welcoming introduction to the seminar that stresses the candidate's expertise (not the advisor's)
  - Empower the seminar host to manage difficult faculty.
- Ensure that the candidate meets a diverse set of people
- Gather input promptly

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

Candidate Evaluation Tool – download and edit

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

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

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	can't judge
Potential for (evidence of) scholarly impact in the classroom						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
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Potential for (evidence of) service to campus community						

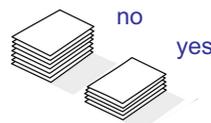
**Postpone global evaluations and summary rankings.**

<https://advance.umich.edu/stride/>

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## Postpone Global Rankings

- Don't focus on 'fit', but rather on fitting the criteria you identified at the start of the search.
- Do not request ranked lists.
  - This cements positions before discussion takes place (anchoring or focusing effect). It also discounts intrinsic uncertainty.
- Use evidence gathered to thoughtfully discuss all candidates rather than creating scores. Aim first for an unranked list of candidates you would be most happy to hire.



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## After an Offer is Made...

After a candidate is chosen, aggressive recruiting can begin.

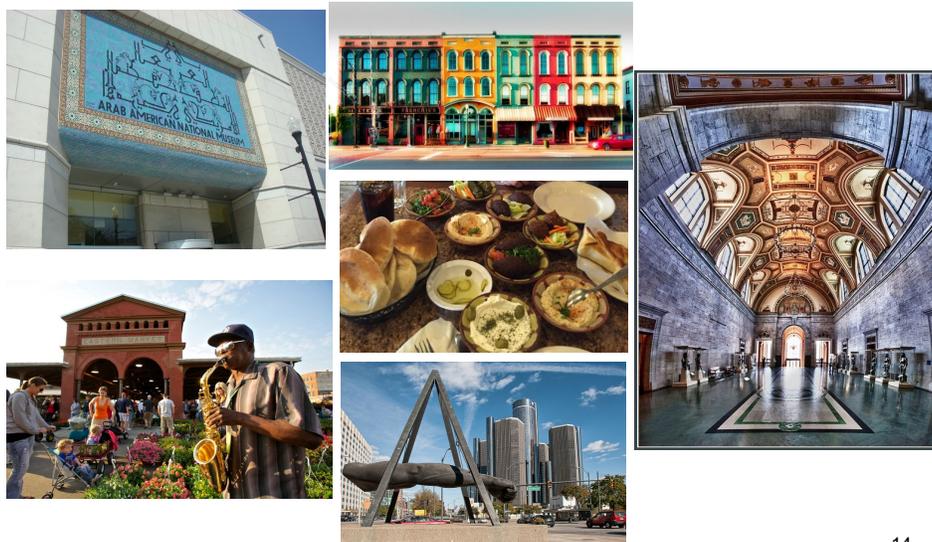
Now, all factors relevant to attracting the candidate to Ann Arbor and UM should be discussed.

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## Don't Forget that South East Michigan is More Than Just Ann Arbor



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## Critical Role of the Department Chair

- At UM, interviews with faculty in STEM departments that substantially increased faculty diversity revealed four themes:
  - open recognition of serious problems coupled with shame about past circumstances,
  - strong leadership on diversity by the department chair,
  - favorable features of the departmental context, and
  - a high level of proactivity in pursuing diversity.

Stewart et al. (2016)

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**Questions?**  
**Comments?**

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