



**M** ADVANCE PROGRAM  
STRIDE COMMITTEE  
UNIVERSITY OF MICHIGAN

**RUTGERS**  
Division of Diversity, Inclusion,  
and Community Engagement

# Faculty Recruitment Training for Diversity and Excellence

Strategies and Tactics to Improve  
Diversity and Excellence

December 2019

## The Power of Diversity to Enhance Excellence is Recognized in Many Sectors


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News | Opinions | Data & Surveys | Events  
INSIDE HIGHER ED

### Creating Racially and Ethnically Diverse Faculties


We must change hiring practices to produce racially and ethnically diverse faculties, argues Estela Mara Bensimon.

By Estela Mara Bensimon | March 29, 2019




**ABOUT THE WRITERS GUILD OF AMERICA Diversity Department**

The Writers Guild of America (WGA) is committed to creating a diverse and inclusive workplace. Our Diversity Department is dedicated to promoting and supporting diversity and inclusion across all levels of the organization. We work to ensure that all employees have an equal opportunity to succeed and that our workplace is a safe and respectful environment for everyone.



**American Alliance of Museums Diversity Committee**

The American Alliance of Museums (AAM) is committed to creating a diverse and inclusive workplace. Our Diversity Committee is dedicated to promoting and supporting diversity and inclusion across all levels of the organization. We work to ensure that all employees have an equal opportunity to succeed and that our workplace is a safe and respectful environment for everyone.



**Business case for diversity training: Better decision-making, profits.**

The idea that diverse teams make better decisions has long been a popular notion. But a new study from the University of Michigan suggests that diverse teams may be better at making decisions in a business context. The study found that diverse teams were more likely to make better decisions than homogeneous teams, and that this was true even when the teams were working on a single project.

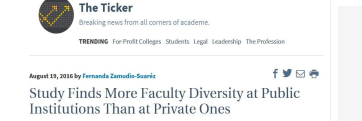
### Google Is Trying Too Hard (or Not Hard Enough) to Diversify

The internet giant is being sued by former employees who say the company is going too far with diversity. Other lawsuits accuse it of the opposite.

By DANIEL WOLKOFFMAN | MARCH 13, 2019

THE CHRONICLE OF HIGHER EDUCATION NEWS OPINION

SECTIONS | FEATURES | A Professor's Tweet Ignites a Fury | Why Does the Public District Higher Ed? Too Many Women



**The Ticker**  
Breaking news from all corners of academe.

**TRENDING** For-Profit Colleges | Students | Legal Leadership | The Profession

August 13, 2018 by Fernanda Zambudio Sarda

**Study Finds More Faculty Diversity at Public Institutions Than at Private Ones**

- Socially and intellectually diverse teams make better decisions

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## STRIDE Approach to Recruiting for Diversity and Excellence Widely Emulated

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STRIDE was launched in 2002 at the University of Michigan and continues to be recognized as a valuable faculty recruitment resource there.



STRIDE members have visited dozens of campuses worldwide to help launch local versions of this approach to recruiting.



STRIDE materials have been copied by many of our premier competitors in the search for excellent faculty.



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## Changing Faculty Composition

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- We are recruiting an increasingly diverse faculty—but we have more work to do.
  - We've made more progress on gender diversity than on racial/ethnic diversity.
  - We are a historically white university, and many of our fields are still dominated by one gender. Where do we want to be in 10 years?

## Overview

- Why diversity and excellence go hand-in-hand
- What research can tell us about improving the search process
- How to apply these strategies to stages in the search process
  1. Getting great applications from the best applicants
  2. Achieving excellence and diversity in the short list
  3. Managing the visit
  4. Choosing and attracting the candidate
- Conclusion

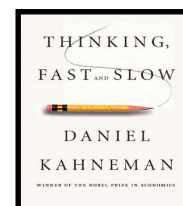
## Why Do We Need to Recruit Diverse Faculty in Order to Attain Excellence?

- A diverse faculty can provide positive **role models and mentors** for our diverse student body
- Pursuing underrepresented diversity provides access to **talent** we currently lack
- Socially and intellectually diverse teams make **better decisions**
  - Racially diverse juries deliberated more thoughtfully about an African American defendant
  - Gender-diverse offices in a professional services firm generated more revenue

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

## Recruiting and Decision-making

- Selecting the right new colleagues is difficult!
  - How do we predict, on the basis of meager evidence, who will contribute the most over 20 or 30 years?
  - How do we compare candidates in very different specialties, or at different stages of their careers?
- Experts are especially subject to fallacies.
  - Illusions of validity, skill, and confidence
  - Anchoring/ Focusing effects
  - The narrative fallacy
- Recruiting matters. We should do it in a scholarly way.



## Schemas: One Way to Think Fast

- Schemas are expectations (or stereotypes).
- They allow rapid, but sometimes inaccurate, processing of information.
- They often conflict with consciously held or “explicit” attitudes.
- Can change based on experience and exposure.



*The Implicit Association Test:  
A simple and convincing way to  
explore the effects of your own  
schemas.*

*Take it at: [implicit.harvard.edu](http://implicit.harvard.edu)*



## Schemas and Unconscious Biases

- Explicit discrimination can often be recognized, but...
- Research shows that we all – regardless of the social group we belong to – have unconscious biases: we perceive and treat people differently based on social groups they belong to. We invoke different schemas.
- Research also suggests ways to overcome these biases and improve decision making.

## What Increases the Use of Schemas?

- 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.

Schema Example: Race in Hiring

- White applicants receive 50% more callbacks for interviews.
- Black applicants need 8 more years of experience to reach parity.

**Similar patterns for other social identity groups**

**Gender**

**Immigrant Status**

**Sexual Orientation**

**Application packages differ only in name**

Bertrand & Mullainathan (2004). Kang, et al. (2016). Moss-Racusin, et al. (2012). Tilcsik (2011). Oreopoulos (2011). Weichselbaumer (2003).

Schema Example: Parental Status in Hiring

**Mother**

Active in Parent Teacher Association

"Nonmother"

**Father**

Active in Parent Teacher Association

"Nonfather"

When evaluating equally qualified same-gender job applicants...

**Mothers...**

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

**Fathers...**

- were rated as **more** committed to paid work than nonfathers.
- were offered **higher** starting salaries than nonfathers.

# Leadership Bias



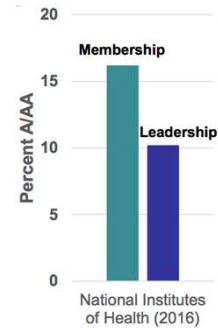
## Gender

- Classic study shows that women at head of table are identified as the leader only 1/2 as often as men.
- Masculine traits are associated with leadership, and yet women can be penalized for exhibiting them.



## Race/ethnicity

- Asian/Asian-Americans (A/AA) are under-represented in leadership positions.
- Stereotypes of Asians/Asian-Americans do not match stereotypes of leaders.

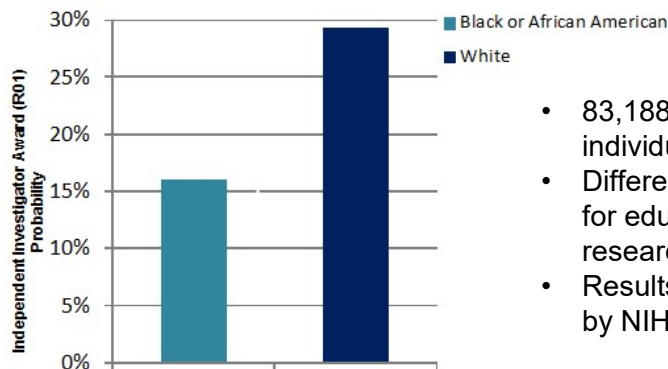


Berdahl & Min (2012), Heilman (2001), Heilman & Okamoto (2007), Mervis (2005), NIH MD-715 Report (2016), Phelan et al (2008), Porter & Geis (1981), Rosette et al. (2008), Sy et al. (2010), UM ADVANCE Program 2015 & 2018 Indicator Report.

# Why This Matters for Us: Bias Could Have Affected Past Evaluations of Candidates



## Race Disparities in Grant Success



- 83,188 NIH grant applications from 40,069 individuals from 2000-2006.
- Differences in funding rate remain after controlling for education and training, previous NIH experience, research productivity, and other relevant factors.
- Results led to major review and reform of processes by NIH.



Ginther et al., (2011). *Science*, 333, 1015-1019.  
 Wenneras & Wold (1997). *Nature*, 387, 341-343.

# Gender Citation Gap

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### LEAD-AUTHOR GENDER AND CITATION

Papers with female authors in key positions are cited less than those with male authors in key positions, be they papers with one author, or those resulting from national or international collaborations.

Category	Author Position	Gender	Average of relative citations
Single-authored paper	First author	Female	~0.9
		Male	~1.1
Paper from national collaboration	First author	Female	~0.9
		Male	~1.0
	Last author	Female	~0.9
		Male	~1.0
Paper from international collaboration	First author	Female	~1.1
		Male	~1.2
	Last author	Female	~1.1
		Male	~1.2

**Influence gap:** Given the importance of citations, these differences have broader repercussions

- Citation patterns systematically favor male authors
- Papers with female authors in key positions cited less than those with male authors in key positions
- Author names inferred to be male were given higher ratings and viewed as more scientific than author names inferred to be female

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# Accumulation of Advantage and Disadvantage...

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- Research reveals biases in evaluation (resume studies) and outcomes (e.g. awards, leadership).
- Because small advantages and disadvantages accrue, they can have significant impacts: “Mountains are molehills piled one on top of the other” (Valian).
- Search committee members must decide how to weigh indicators that are the result of biased processes.

Casadevall & Handelsman (2014). Merton (1948) and (1968). Stewart & Valian (2018). Valian (1998).

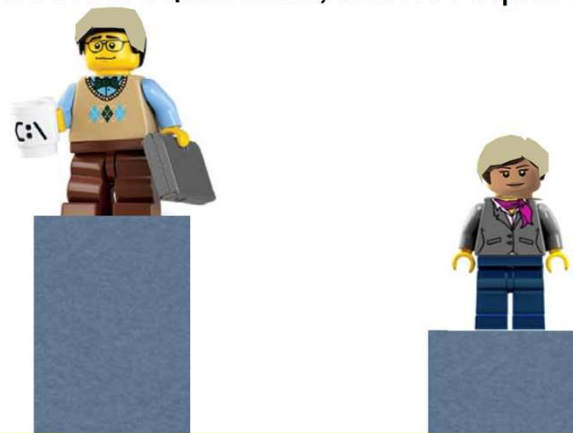


### John and Yamila: Both Assistant Professors at the University of Professorial Dreams



Teaching I	Assigned to small courses in his specialty.	Assigned to introductory level and required core courses.
Teaching II	Commands automatic respect of students; teaching evaluations are great.	Contends with disrespectful students; teaching evaluations are mixed.
Scholarship	Wins award – department throws reception.	Wins award – announced via email.
Service	Appointed to departmental executive committee.	Appointed to many committees
Work-life balance	Partner is having a baby!	Having a baby(!)

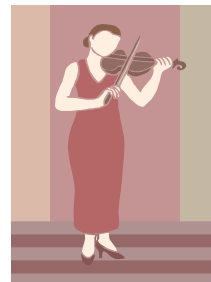
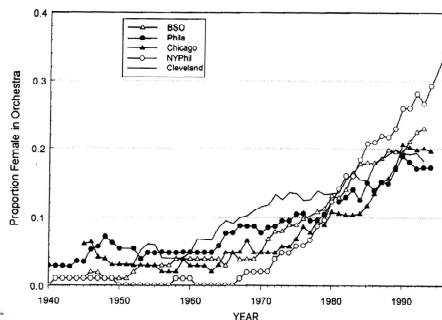
Years later...  
Successfully promoted to Full Professors...  
they achieved equal rank, but not equal standing



“Small” differences in treatment and opportunities accumulate.

## Choosing Differently

- What if we could prevent schemas from distorting our evaluation of job-relevant criteria?
- From 1970-1996, many US symphony orchestras began conducting screened auditions.



- Data from 14,000 applicants
- Use of a screen increased the probability that a woman would advance from preliminary rounds by 50%.

## Discuss Your Ideas With the Person Next to You

### How might schemas or accumulation of advantage/disadvantage influence the search process?

Four Stages of the Search Process:

1. Getting great applications from the best applicants
2. Achieving excellence and diversity on the short list
3. Managing the visit
4. Choosing and attracting the candidate



## Stage 1: Getting Great Applications From the Best Applicants and Stage 2: Achieving Excellence and Diversity In the Applicant Short List

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## Take Continuous Steps to Develop the Applicant Pool

- You can't hire great faculty unless great candidates apply.
- Search is a verb; make your search active.
  - Some departments do continuous searching.
  - Your unit can bring early career scholars to campus before you search, e.g. consider incorporating early career scholars in your seminar series.
- Ensure diversity: widen your pool to those thriving at other institutions.

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## Open Your Search – Define the Search as Broadly as Possible

**Philosophy Department:** Area of Specialization (AOS): Open. Area of Competence (AOC): Open. The Department is open to the possibility of interdisciplinary appointments.

**Physics Department:** ...considering applications in all areas of physics represented in the department...

- Avoid over-specification; include as many areas as possible.
- Under-represented candidates often work at the intersection of disciplines.
- Use a single search committee for all positions. Practices may need to be modified to handle more applications.

## A Model Job Description

### Assistant Professor in Plant Diversity and Evolution Life Sciences, Ecology and Evolutionary Biology

The University of California, Los Angeles in California

#### How to Apply

The University of California, Los Angeles (UCLA) Department of Ecology and Evolutionary Biology (EEB) seeks an organismal biologist with a focus on plant diversity and/or evolution.... Qualified candidates must have a Ph.D. in a related field of biological sciences. **The position is defined broadly within evolution and ecology** but preference will be given to candidates whose research/teaching interests would utilize, in part, the UCLA Mildred E. Mathias Botanical Garden....

As a campus with a **continually growing diverse student body, we encourage applications from women, minorities, and individuals with a commitment to mentoring under-represented demographics in the sciences.** The University of California is an Equal Opportunity/Affirmative Action Employer.

There are many **opportunities for collaboration across a broad group of partners on and off campus**, including the UC NRS Stunt Ranch Reserve and White Mountains Research Center, the UCLA La Kretz Center for California Conservation Science....<sup>7</sup>

- Curriculum Vitae
- Cover Letter—**Individuals with a history of mentoring students under-represented in the sciences**

#### The Position

It is important to solicit a broadly trained scholar in the desired field because narrowing the language used in a job ad will not only narrow the search, but also the candidate pool, usually at the expense of women and historically underrepresented groups. **In cases when departments do need to fill a narrow departmental gap**, they can still communicate a culture that seeks to include underrepresented groups by explicitly stating as much in the following sections.

#### The Department

Referencing both the diverse student body and an additional qualification or skill demonstrating commitment to diversity and inclusion, in this case, mentoring within the field, indicates a departmental priority to create a more welcoming workplace and campus. It also acknowledges the importance of taking student success into account in faculty hiring.

#### The Institution

Highlighting opportunities for interdisciplinary collaboration on campus and in the community, as does the language describing the position, is likely to attract more diverse candidates and in particular more female applicants, especially in STEM fields.

## Clearly Define and Communicate the Application Components

- Don't rely on candidates' mentors to explain the application process to them.
- Good, complete information is essential to the conduct of an effective search. Ask for what you need!
  - Provide a template or checklist with clear instructions for applicants on all elements of the application.
  - For each element of application, indicate its intended audience. (This is especially important for broad searches).
  - Let candidates know what future stages the process might have (e.g. in-person or skype interviews, requests for chapters or papers, teaching demonstration, etc.).

## Diversity Statements

- *What is a diversity statement?* An 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 University of Michigan 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.
  - Helpful if interview questions include questions about supporting diversity



## Stage 1: Getting Great Applications From the Best Applicants and Stage 2: Achieving Excellence and Diversity In the Applicant Short List

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## Strive to Mitigate Evaluation Biases

**Every committee member should be aware of potential evaluation biases and work to counteract them.**

- Discuss the research presented in this workshop.
- Discuss and define evaluation categories and criteria in advance.
- Read candidate dossiers carefully.
- Make **evidence of job-relevant qualifications** central to the candidate deliberations.
- **Avoid global evaluations** and summary rankings: acknowledge uncertainty and use systematic values at each stage.

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



Use the Candidate Evaluation Tool and Diversity Evaluation Rubric found online at [diversity.Rutgers.edu/facultydiversity](http://diversity.Rutgers.edu/facultydiversity)

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
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain): \_\_\_\_\_

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						



# Consider Carefully 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 candidate accomplishments 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 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

## Brief Exercise – Letters of Recommendation

Letters of recommendation are often considered a useful measure of a candidate's abilities and potential as assessed by people who know them best. Thinking about the qualities you would like to see in a candidate for an open position in your unit, circle the top 3 words/phrases that you would find most compelling/important in a letter of recommendation:

hard-working outstanding  
pays attention to detail ground-breaking  
nice  
conscientious  
genius  
good colleague

brilliant  
superstar  
excellent  
kind  
balances work and family grit  
creative perseverance

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## Schemas and Letters

### Letters for men:

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



### Letters for Whites:

- Standout adjectives

### 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 Blacks:

- (mere) competence

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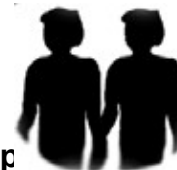
## University of Michigan Examples

- Repeated standout adjectives: "He is an outstanding researcher...; outstanding teacher...; outstanding colleague."
- Grindstone adjectives: "She is meticulous and conscientious as a mentor and scholar."
- Hedges: "Of the three Indian ladies we have here this year, she is perhaps the best."
- Faint Praise: "My overall impression is that when [she] is motivated she brings enormous talent and energy and is very productive."
- Irrelevancies: "...an Afghan American and a practicing Muslim woman who wears a veil covering her head but not face."
- Personal Life: "[She] is also a devoted wife and mother of two children who manages these responsibilities efficiently, so that she can achieve the scholarship she desires."

## Schemas and Teaching Evaluations

In one study, a male instructor gave identical guest lectures to 8 sections of a communication course.

- In half of the sections, he referred to his partner as "Jennifer" and in other half as "Jason."
- The "straight" instructor received 22% more **positive** comments than the "gay" instructor.
- The "gay" instructor received five times as many **critical** comments as the "straight" instructor.



**Instructors who are members of minority group may be perceived as less credible.**

## Perceptions of Instructors

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This data was gathered from 14 million reviews on RateMyProfessor.com

You can explore the data on your own at <http://benschmidt.org/profGender/>

Field	Female (Uses per million words)	Male (Uses per million words)
Music	30	75
Physics	35	70
Mathematics	40	65
Philosophy	45	60
Chemistry	50	55
Fine Arts	55	50
Engineering	60	45
Political Science	65	40
Economics	70	35
Science	75	30
Computer Science	80	25
Humanities	10	15
English	15	20
Anthropology	20	25
Biology	25	30
History	30	35
Psychology	35	40
Accounting	40	45
Languages	45	50
Business	50	55
Sociology	55	60
Communication	60	65
Education	65	70
Health Science	70	75
Criminal Justice	75	80

Storage et al. (2016).

Applications
Short List
Visit
Decision

## Classroom Authority (University of Michigan Examples)

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U-M ADVANCE study (2015) found URM faculty (especially women) reported more instances of students: expressing anger, showing disrespect, and challenging their expertise in and outside of the classroom.

“In a sense, I lack a kind of authority. There are certain students that I have to prove myself to. There are students who I think are not prepared to accept me as an authority on the subject matter, whether it’s because of my race or my politics.”

African American male professor

“The first thing is to set the tone in the first class session that you are in charge. Don’t ever let that slip, because the moment you do, because you are a person of color, you will never regain that.”

African American female professor 35

Chesler & Young 2007

Applications
Short List
Visit
Decision



## Assessing the Teaching Record

- Don't just skim!
- Track trajectories, evidence of reflection about pedagogy, curricular innovation, 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?

## Stage 3: Managing the Visit and Stage 4: Making the Decision

## Stage 3: Managing the Visit

**Campus visits provide crucial information to both the search committee and the candidate: they are part of both selection and recruiting.**

1. Provide a welcoming environment.
2. Ensure that all candidates get information about family-friendly policies from the appropriate source.
3. Respect candidate privacy

## We Want to See Job Candidates Show Us Their Very Best...



World records are not set in pools full of ice cold water nor on tracks filled with potholes.

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



## Provide a Welcoming Environment

See salmon handout

- Provide information well ahead of the visit regarding schedule, expectations, audience, Q&A culture, etc.
- Anticipate that the candidate may have particular needs around the visit (accessibility, diet, etc).
- Manage the visit – identify a host who can set the proper tone for each activity or event.
- Treat all applicants as valuable scholars and educators, not representatives of a social group.
- Try to avoid or mitigate the effects of solo status.

## Encourage Circumstances That Will Allow You to See the Candidate at Their Best

- Ensure that all candidates meet a diverse set of people so that they are more likely to meet someone like them. Consider including graduate and undergraduate students.
- Ask the candidate whom they would like to meet.
- Provide a thoughtful introduction at the seminar, stressing candidate's expertise. Work to maximize attendance.
- Give the candidate ample time to discuss past accomplishments and future vision.
- Consider altering undesirable cues in the environment.



## Stereotype Threats are Contingent: Different Environments Elicit Different Performances

- Stereotype threat acts when a performer is at risk of confirming negative schemas: **Worry consumes cognitive resources.**
- Many studies show that stereotype threat causes underperformance.
- Removing threat reliably reveals true ability.

Who belongs here?

*Identify and Minimize  
Stereotype Threat  
Triggers*



## 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 under the inclusive hiring resources online;
- Exploring non-job-relevant criteria will confound your evaluation, and is also likely to drive away the candidate.

# The Unintended Consequences of Personal Questions

## Scenarios that follow are inspired by actual situations



ADVANCE interview study of faculty who turned down offers. Rivera (2017). Sue et al. (2007).

# The Unintended Consequences of Personal Questions

Do you have children or a husband who will be coming with you?

The university and my department are really supportive of dual careers. This is a friendly department where everyone helps one another out. U-M and Ann Arbor are so family friendly.

Faculty member



Job candidate






## What the Candidate Thinks...

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"I am in the process of getting divorced from my wife."  
"I don't have children, though I would like to, and I am not going to tell him that."  
"A senior male asked me if I was going to have children. Just like that. I said what I was trained to say: No."

Faculty member



Job candidate

No.


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## The Unintended Consequences of Personal Questions

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Your analysis of racial discrimination in higher education was very interesting. It made me wonder, where are you from?

Faculty member



Job candidate

I want her to know that we are accepting in our department and we've made a strong commitment to diversity.

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## What the Candidate Actually Thinks...

Why is he asking me where I am from?  
Does he think I am not a U.S. citizen?  
I feel like I am being told I don't belong here.

I currently live in Los Angeles.

Faculty member

Job candidate



## Stage 3: Managing the Visit and Stage 4: Making the Decision

## Gather Input Promptly

- Talks and interviews provide important evidence for making your decision.
- Without some care with process, it is easy to lose much of what you learn: details fade fast!
- We encourage prompt use of candidate evaluation tools after each visit.
- Gather and digest feedback throughout the process; use it to enrich and inform deliberations.

## Postpone Global Rankings

- Do not request ranked lists.
  - This cements positions before discussion takes place (anchoring or focusing effect).
  - Ranking fulfills the narrative fallacy and discounts intrinsic uncertainty.
- Aim first for an unranked list of candidates you would be most happy to hire.
- Don't focus on 'fit', but rather on fitting the criteria you identified at the start of the search.

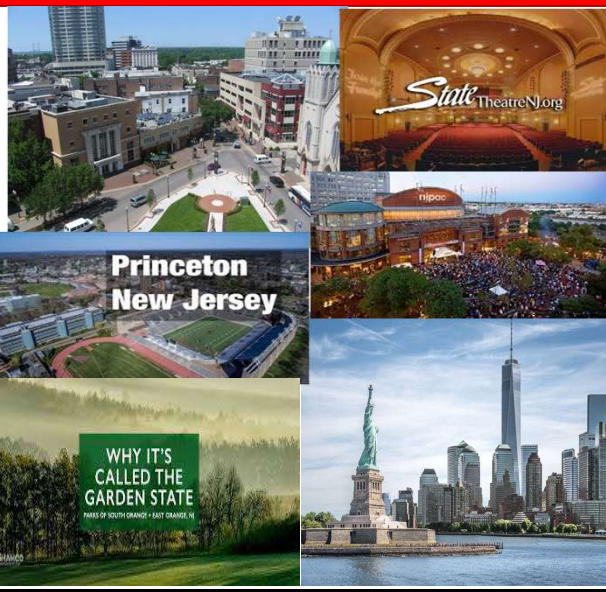
## Manage Full Faculty Discussions

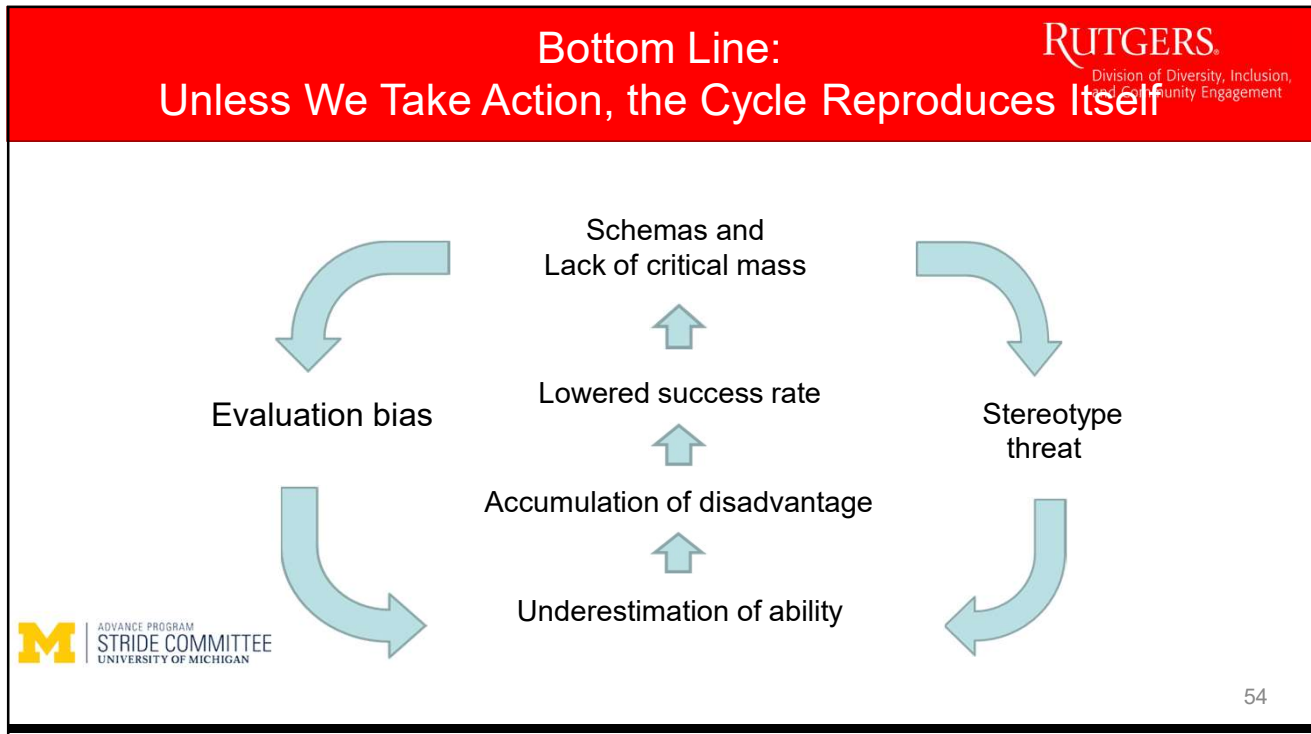
- Use a transparent process.
- Consider opening with brief presentation from search committee on all candidates.
- Summarize evaluation materials for the faculty.
- Find ways to represent junior faculty views in the discussion.
- Decision making processes vary. Consider revising to improve the outcome.



## After an Offer is Made...

- After a candidate is chosen, aggressive recruiting can begin.
- Now, all factors relevant to attracting the candidate to New Brunswick and Rutgers University should be discussed.
- Don't forget the New Jersey area is more than New Brunswick.





**A Successful Search is Just the Beginning!**

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- **What Can We Do? Review the Top Ten Best Practices**
- **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 Rutgers University – New Brunswick.**
- **Rutgers University, Division of Diversity, Inclusion, and Community Engagement can help.**

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