

FACULTY HIRING WORKSHOP

FIU STRIDE for Hiring

Strategies and Tactics for Recruiting to Increase
Diversity and Excellence



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Today's Workshop

- Interactive
- Please ask questions!
- Resources, including these slides and the handout, are available at
 - [Go.fiu.edu/strideresources](https://go.fiu.edu/strideresources)
- Email us at awed@fiu.edu

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The Job of the Committee

- To 'search and screen' applicants for the position
 - Establish evaluation criteria and evaluate applicants against those criteria (not against other candidates)
- To recommend finalists to bring in for interviews
- Once the committee presents the list of finalists to the department, their work is done and they disband.
 - This is not required, but a recommended practice
 - Sunshine Law no longer in effect as committee no longer exists
 - Former committee members now act as regular faculty for the finalist interviews

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Key Steps to a Great Search

1. Write an open-ended, inclusive, instructive job ad
2. Search actively
3. Decide on written evaluation criteria before reviewing files
4. Decide the review process to be used prior to review
5. Take active steps to treat candidates equitably during interviews and campus visits



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Your Turn

Discussion:

Why is it difficult to conduct a good search?
What might get in the way?



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Why Do We Want to Talk about Faculty Recruiting and Hiring?



- Recruiting and hiring colleagues is one of the most important things we do as faculty.

- Having an excellent and diverse faculty is how we succeed as an institution



- Providing an equitable, supportive, and inclusive environment is the right thing to do.



- Progress requires critical examination of our usual practices



- We can (and should) approach hiring in a scholarly way.

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FIU STRIDE: Why?






- 87% of FIU STRIDE participants have rated the workshop as **effective**
- 2011-2021:
 - +9% in the number of women tenure-track faculty in STEM: 11% to 20%
 - +5% in the number of all Hispanic faculty: 16% to 21%.
 - +5% in the number of all women faculty: 38% to 43%.
 - +1% in tenure-track STEM women faculty of color: 1.5% to 2.5%.
- We are recruiting **more representative** faculty at the junior level but...
 - The percentage of all Black faculty has remained **low** at 7% for the past several years.
 - Many of the STEM fields are still **dominated** by one gender (e.g. the College of Engineering is 77% male).

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Key Steps to a Great Search

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More Effective Way of Faculty Searching: Write a Good Job Ad

Write an open-ended, inclusive, instructive job ad

- Avoid narrow specifications of areas of expertise
 - Broad and open descriptions result in a **larger, deeper pool** and more effectively attract **under-represented candidates**.
 - Example: in one FIU department, a broad search led to a more diverse applicant pool with the top-ranked candidate being from an under-represented group.



➤ **Best Practice #1:
Good Job Ad**

P1 Stewart & Valian 2018; Stacy et al. 2018

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Define Searches Using Ad Language Known to Draw Diverse and Excellent Applicants

Write an open-ended, inclusive, instructive job ad

- Avoid **superlatives** (“excellent” “outstanding”) and **specific list** of requirements
 - Women/URM tend to self-select out if they don’t meet every item listed.
- State **commitment** to diversity
- Request a **diversity statement** and then use the statement as part of the application package



➤ **Best Practice #1:
Good Job Ad**

P1 Stewart & Valian 2018; Stacy et al. 2018

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Sample Ad

The Carnegie Institution invites applications for [...] staff astronomer appointments [...]. These positions may be filled at any level. Candidates in all fields of astronomy and astrophysics are encouraged to apply. The Carnegie Institution has a deep commitment to scientific excellence and diversity; we strongly encourage applications from candidates who will enrich and foster a culturally diverse and inclusive environment. [...]

- **Required Qualifications:**

- PhD in relevant areas of physics, astronomy, or engineering.
- Evidence of innovative research contributions.
- Evidence of commitment to and support for diversity, equity and inclusion in STEM.

- **Preferred Qualifications:**

- A commitment to mentoring future generations of world leading scientists.
- Interest in Carnegie's ongoing teaching, outreach and public programs.

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Key Steps to a Great Search

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- ➔ 2. Search **actively**
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Recruiting Poll

How does your unit typically recruit/search for faculty candidates? Check all that apply.

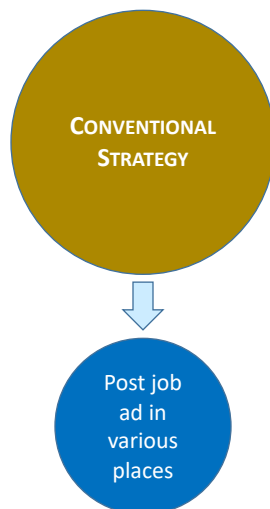
- I don't know.
- Puts an ad in The Chronicle and one or two other venues
- Puts an ad in many venues including those with a diversity focus
- Uses social media to get the word out
- Search committee members recruit using their networks
- Department faculty recruit using their networks
- Developing contacts at a variety of different types of institutions

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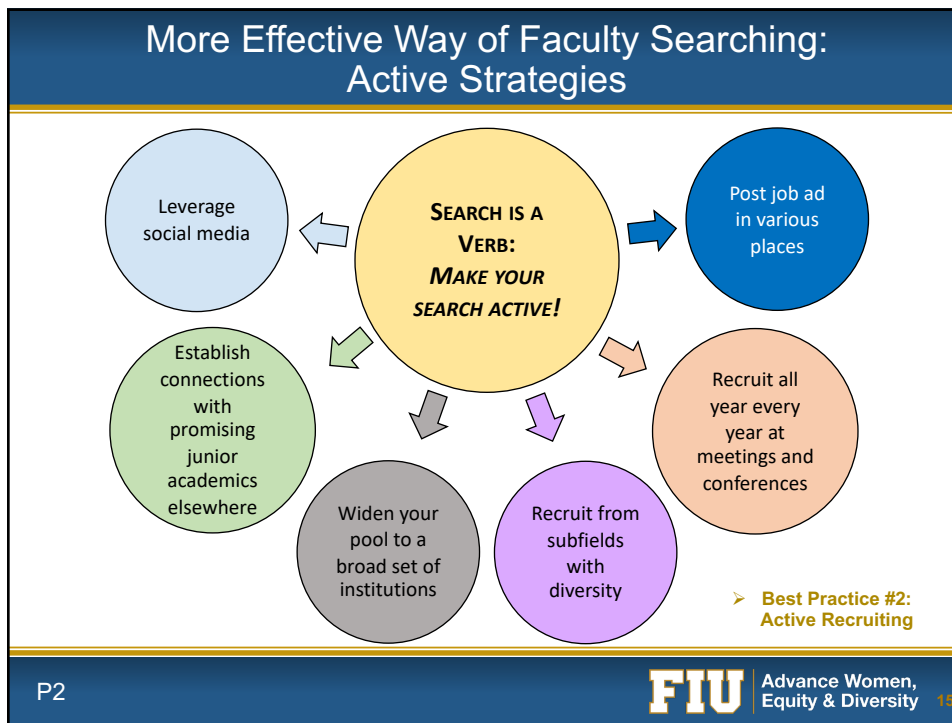
Conventional Way of Faculty Searching



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Case Study







- **INSTRUCTIONS:** Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

Henry is chairing a search committee and is actively recruiting from among his colleagues nationally. One of the colleagues that he has collaborated with, Frank, has applied for the position. The committee shortlisted and interviewed two candidates for the position, Frank and June. Both were evaluated as being strong candidates. The committee recommended that Frank be hired.

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Key Steps to a Great Search

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Why Use Written Criteria? Ensure Equitable Evaluations

- Empirical support for **unintentional evaluation bias** based on different dimensions, e.g.
 - Social identity group
 - Race, gender
 - Area of study
 - Academic institution
- Often assessed with **identical resume** studies

➤ Setting **standard evaluation criteria** prior to reviewing applications helps mitigate unintentional bias

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Example: Identical Resume Study Bias based on Parental Status

Non-Mother

Mother

Active in Parent
Teacher Association



Non-Father

Father

Active in Parent
Teacher Association

When evaluating **identically qualified** same-gender job applicants

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 than non-mothers.
- Were offered lower starting salaries than non-mothers.

Fathers...

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

Note: **everyone** has these biases:
women rate women the same
way men do

P1 Correll et al. 2007




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Conditions That Can Hinder Equitable Evaluations


- Stress from **competing tasks**
- **Time** pressure
- **Ambiguity**/incomplete information
- Lack of **critical mass** (solo status of women or minority candidates)



...Increases the likelihood that **unintentional biases** may affect evaluations

Present in faculty searches

P1 Dovidio & Gaertner 1998, 2000. Fiske 2002. Heilman 1980. Sackett, DuBois, & Noe 1991. Stewart & Valian 2018. Valian 1998.



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Schemas: a Type of Unintentional Bias

What is a Schema?

- From childhood we acquire data that become schemas
- A schema helps us process information quickly
 - Cognitive short-cuts
 - A very common one for American children: green means **go** or **good**, and red means **stop**, or **warning**
- Associate traits/features with a schema category
 - Apply those traits/features to individual things in that category
 - Examples: what traits do you associate with 'nurse?'



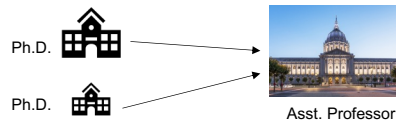
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Bias can be based on Graduate Institution

- **Institutional Bias:** We look favorably on candidates from particular graduate 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 (graduate/postdoctoral institution)



- **Action:** Prioritize the **quality of the scholarship** rather than the prestige of their Ph.D. institution. What have they been able to do with the resources available to them?

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Clauset et al. 2015; Way et al. 2019

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Bias can be based on Area of Study

Subfield Bias:

- Looking favorably on candidates working in the “center” of the field.
 - What are the **up-and-coming, exciting** new areas?
- Discounting scholarship as ‘me-search’ solely because it appears personally relevant
 - e.g. Indigenous scholar researching care for underserved communities

➤ Actions:

- Be open-minded to the value of work in new areas
- Prioritize the quality of the scholarship

P2 Dotson 2012, Hoppe et al 2019, Settles et al. 2021

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Evaluating Teaching: Issues to Consider

- Students may perceive instructors who are member of minority groups as **less credible**.
 - In **identical lectures**, when the instructor referred to his partner as “Jennifer” or “Jason”, the “gay” instructor received five times as many critical comments as the “straight” instructor.
- 2015 Study: Underrepresented Minority (URM) faculty (especially URM women) reported more instances of students: **expressing anger, showing disrespect, and challenging their expertise** in and outside of the classroom.

<https://advance.umich.edu/wp-content/uploads/2018/09/ClassroomExperiencesReport.pdf>



P2 Chesler & Young 2013, Gutiérrez y Muhs et al. 2012, MacNeill et al. 2014, Russ et al. 2002.

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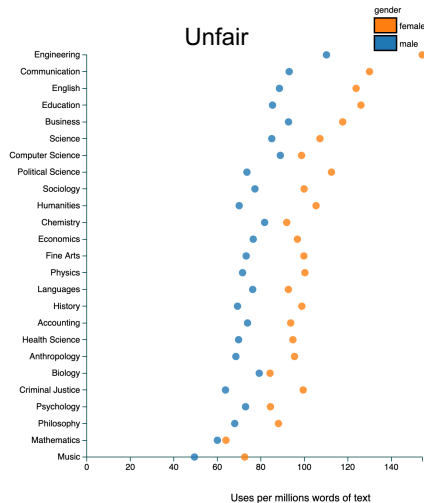
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Bias: Perceptions of Instructors

- These data were gathered from 14 million reviews on RateMyProfessor.com

From <https://benschmidt.org/profgender/>

(you may have to google for 'ben schmidt rate my professor')



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Storage et al. 2016

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Mitigating Unintentional Biases

- Discuss and define evaluation categories and criteria in advance.
- Look for/rely on evidence of job-relevant qualifications.
- Create and use an evaluation tool/rubric.
 - NOTE: Your resources packet has two example tools:
 - One for all applicants
 - One for short list finalists



➤ **Best Practice #3:**
Written evaluation criteria

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Establish Evaluation Criteria Early On

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

Productivity	<ul style="list-style-type: none"> Evidence of scholarly productivity commensurate with career stage and norms for subfield
Teaching	<ul style="list-style-type: none"> Evidence of (potential for) teaching effectiveness
Collaboration	<ul style="list-style-type: none"> Evidence of (potential for) effective collaboration with others
DEI Commitment	<ul style="list-style-type: none"> Evidence of (interest in and commitment to) teaching/mentoring/training students of diverse backgrounds Evidence of DEI activities in professional roles
Climate	<ul style="list-style-type: none"> Potential for positive contributions to unit climate Evidence of service activities that contribute to unit/institution/profession
Mentoring	<ul style="list-style-type: none"> Evidence of effectively mentoring undergraduate or graduate students

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BEST PRACTICE: Use a Standard Evaluation Tool

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

<input type="checkbox"/> Read candidate's diversity statement	<input type="checkbox"/> Attended candidate's job talk
<input type="checkbox"/> Read candidate's cover letter (if applicable)	<input type="checkbox"/> Met with candidate
<input type="checkbox"/> Read candidate's research and teaching statements	<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Read candidate's CV	<input type="checkbox"/> Other (please explain): _____
<input type="checkbox"/> Read candidate's recommendation letters	_____

Please rate the candidate on each of the following:

	strong	moderate	weak	none	unable to 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					

Example of finalist rubric. Customize for your search.

P2 <https://advance.fiu.edu/programs/stride/resources/index.html> **FIU** Advance Women, Equity & Diversity 28

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Diversity Statement Rubric					
Score (0-5) (5 = EXCELLENT) (1 = STATEMENT ONLY)	Score Range (0-5 Total)	Example SCORE: 4	Candidate 13	Candidate 14	Candidate 15
Provides a statement of contributions to diversity	0-1	1			
Indicates awareness of inequities and challenges in education faced by historically underrepresented or economically disadvantaged groups, and the negative consequences of underutilization	0-1	1			
Demonstrates a track record and measure of success in activities (such as mentoring, teaching or outreach) that aim to reduce barriers in education or research for underrepresented or economically disadvantaged groups	0-2	2			
Specific plans to contribute through campus programs, new activities, or through national or off-campus organizations	0-1	0			
TOTAL:	0-5	4 (out of 5)			

P2 <https://go.fiu.edu/diversityrubrics>
Adapted from UC Davis Diversity Statement Rubric Criteria **FIU** Advance Women, Equity & Diversity 29

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Case Study







- **INSTRUCTIONS:** Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

One of your colleagues on the search committee is strongly promoting a candidate who went to a very prestigious university. He believes it is self-evident that this candidate should come for an interview and be given an offer as soon as possible. He has no interest in discussing the other candidates.

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The Review Process

Establish a review process that helps mitigate evaluation biases:

- Decide on the **number** of reviewers per file
 - Initial evaluation of entire pool: A minimum of two reviewers/file
 - Semi-finalist: all committee members should review each file
- Determine the **order** of reviewing materials
- Discuss **relative importance** of each evaluation criterion so everyone is using the same standard 

➤ **Best Practice #4:**
Establish Review Process

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Recommended Reviewing Order

- Use applicant's **own words** before looking at packaging/branding of their career which are 'proxies' of their work.
 - Own words:
 - Cover letter, statements
 - Scholarly work: what have they accomplished given their circumstances?
 - Read some of their work
 - Proxies:
 - Prestige of graduate or postdoc institution
 - Prestige of advisor(s)
 - Letters of recommendation

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Consider Carefully How Letters of Recommendation Influence Your Decisions

Gender

Men Candidates:

- More **standout adjectives** (outstanding, etc.)
- Longer letters

Women Candidates:

- More use of '**grindstone**' adjectives (meticulous, etc.)
- More references to **personal life**
- More '**doubt raisers**' (hedges, faint praise, irrelevancies: "She is close to my wife")

Gender Bias calculator for letters
<https://www.tomforth.co.uk/genderbias/>

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

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Consider Carefully How Letters of Recommendation Influence Your Decisions

Race

Majority Candidates:

- Repetition of **standout adjectives** (outstanding, etc.)
- "Competence" used in a **positive** way

Underrepresented Candidates:

- "Competence" used more frequently and in a **negative** way ("mere competence")



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

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Letters of Recommendation: Pros and Cons

Pros of letters of recommendation:

- can point out **strengths** of candidate
- can identify candidate's **role** in shaping the direction of a project, identifying and working with collaborators, etc.
- can identify candidate **accomplishments** that do not fit on a CV

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**



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Your Turn

Discussion:

Which word or phrase would you find most compelling and important in a letter of recommendation?



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Recommended Reviewing Order

- Diversity Statement
- Research/teaching statements
- Cover letter
- CV
- Recommendation letters
 - Optional; only for finalists





➤ Best Practice #4:
Establish Review Process

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John and Yamila: How Bias May Show Up in Conventional Search Practices

Committee notices that John is at prestigious R1 and they are friendly with most of his recommenders.	Committee notices that Yamila is at a good R2 but questions whether she can make it here. They know her recommenders only by reputation.
Committee is impressed by the "center" journals he has placed his 5 publications in. Notes the small grant he has received for his work.	Committee is unfamiliar with the interdisciplinary journals she has placed her 5 publications in. Notes the small grant she has received for her work.
Committee is not worried about his lack of service.	Committee minimizes her prior DEI efforts as self-interested.

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Key Steps to a Great Search

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Common Faculty Hiring Process

- Committee evaluates applicants in pool using criteria/rubric
 - comes up with “long short-list” of semi-finalists (usually ~10-15 candidates)
 - Committee conducts remote interviews of semi-finalists
 - comes up with short list of finalists (usually ~3-4 candidates)
- This is not required, but a recommended practice

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Interviewing the Long Short-list

Committee interviews of semi-finalists (the “long short-list”)

- Develop a standard list of questions to be asked each interviewee
 - Provide it to the interviewees ahead of time
 - Ask questions in same order
 - Follow-up questions can deviate from list
- Use standard evaluative criteria (rubric)



➤ Best Practice #5:
Ensure Equitable Treatment

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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 (or anyone);
- Non-job-relevant questions are also often **illegal**
 - a chart of appropriate and inappropriate questions is available in an appendix in the Faculty Search and Screen Manual;
- Exploring non-job-relevant criteria will confound your evaluation and is also likely to **drive away** the candidate.



> **Best Practice #5:**
Ensure Equitable Treatment

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Remote Interviews

Often used for long short-list interviews

- Present a variety of **logistical issues**; consider if/how each of these could introduce bias.
- Video interviews may provide a window onto candidates' **personal selves**:
 - Not everyone has equal access to **private spaces** for interviews
 - Beware of **judgements** based on family, culture, interests as revealed by backgrounds, furnishings, children, pets, etc.
- If one candidate must be interviewed remotely, then all must be, even if they are local.

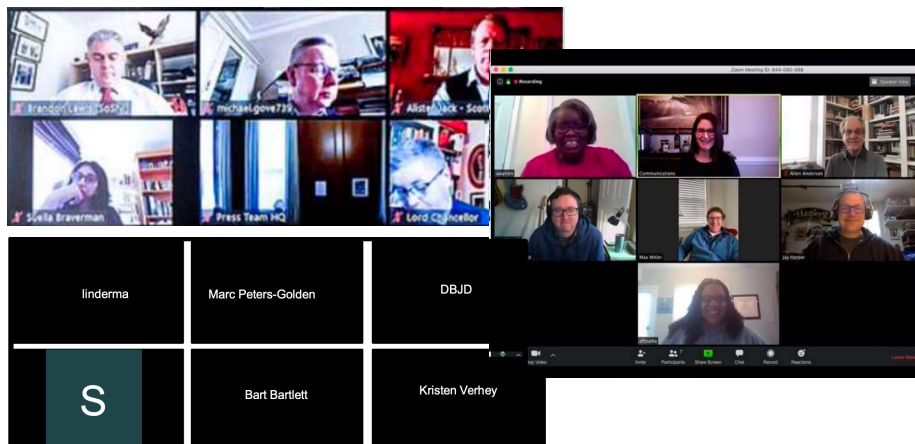


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Candidate's Impressions of Us



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Presenting the Short List for Interview Approval

- Use a transparent process.
- Consider opening with **brief presentation** from search committee on the proposed finalist candidates.
- Summarize and **contextualize** evaluation materials for the faculty.
- Find ways to represent **all faculty** views in the discussion.
- Decision-making processes vary.
Reflect on how yours worked this year and consider revising to improve.



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Finalist Interviews

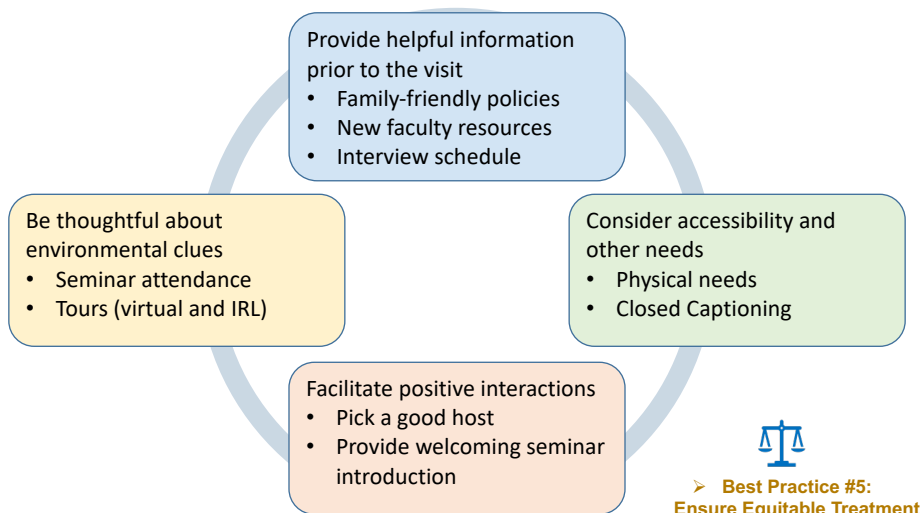
- If the committee has disbanded, (former) members now act as members of the department, not as a committee (**no Sunshine Law**)
 - If the committee is still working on the search, meetings with/of the committee must follow the **Sunshine Law**
- An appropriate **faculty 'host'** for each finalist should be identified - may be the former search chair, or the department chair, for example.
 - Responsible for communication with finalist(s) regarding schedule, expectations, etc.

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We Want to See Job Candidates Show Us Their Very Best



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FIU Faculty Resources

Provide this information to the finalists prior to their interview.

<https://academic.fiu.edu/NewFacultyResources.html>

https://academic.fiu.edu/faculty_resources.html

Family-friendly policies and resources include:

- Dual career program
- Faculty residence map
- Parental leave
- Tenure clock extensions for Tenure-Earning Faculty
- Lactation rooms
- Campus child-care
- Center for Children and Families
- Youth summer camp and school holiday care
- Tuition waiver

P2 Links and more information in your handout



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Gather Input Promptly

- **Promptly** use the candidate evaluation tool after each interview.
- Postpone global rankings. Aim first for an **unranked list** of candidates you would be most happy to hire.
 - Ranking cements positions before discussion takes place.
- Don't focus on "fit", but rather on **fitting the criteria** you identified at the start of the search.
- Use your STRIDE training as a faculty member to advocate for an **equitable and transparent** process.

P2 Kahneman 2003; Sensoy & DiAngelo 2017; Stewart & Vallian 2018



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Unintended Consequences

Can you identify what is happening here?

You heard from a Black woman candidate that a search committee member kept referring in conversation to the fact that FIU is really looking to increase the number of women and minority faculty. The search member emphasized that everyone was really happy to have a Black woman interview for the position. The candidate clearly was very turned off by being referred to as “the Black candidate.”

(Based on real events)

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Key Steps to a Great Search

- To attract a large diverse pool of excellent candidates:
 1. Search **actively**
 2. Write an open-ended, inclusive, instructive **job ad**
- To reduce unintentional biases, prior to review:
 3. Decide the review **process** to be used prior to review
 4. Decide on written **evaluation criteria** prior to review
- To increase inclusion, excellence, and diversity:
 5. Take active steps to treat candidates **equitably**

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A Successful Search is Just the Beginning!

- **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 FIU.

The **ADVANCE Program** can help: <http://advance.fiu.edu>

Phone: 305-348-3787

E-mail: advance@fiu.edu

PLEASE COMPLETE THE WORKSHOP EVALUATION, SENT VIA EMAIL

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