


**Faculty Hiring – Effective Practices for Faculty Search Rubrics and Job Ads**

5/26/20

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**Agenda**

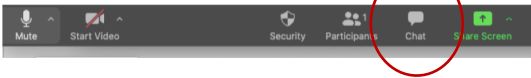
- 10:00 - 10:10 – Introductions & Tech Check
- 10:10 – 10:45 – Bias in Evaluation
- 10:45 – 11:15 – Rubrics and Small Group Work
- 11:15 – 11:50 – Job Ads and Applicant Pool Diversification
- 11:50 – 12:00 – Future Support/Events

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**Tech Check**

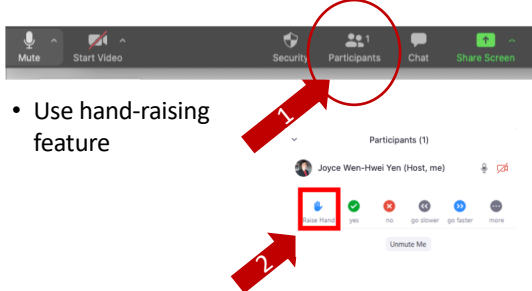
- Format for today: slide sharing, chat windows, breakout rooms



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**Tech Check**

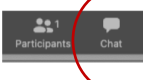


- Use hand-raising feature

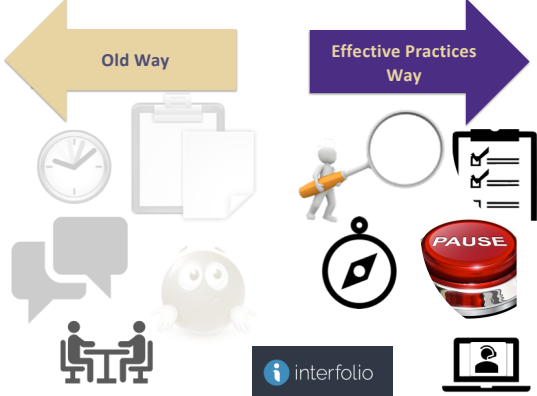
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**IN THE CHAT WINDOW:**  
Write down typical phases / processes that define your unit's faculty search process



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**Old Way** **Effective Practices Way**

interfolio

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## Bias in Evaluation

### PART 1

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### 3 Mistakes in Judgment

Fair Intention

✖

Fair Behavior

Judging merit is straight forward – especially for me

✖


(Mis)understanding how success happens

✖

**Meritocracy as an aspirational ideal**  
 “Until the world is really *fair*, we should not act as if it is.”

Stewart and Vallan, *An Inclusive Academy: Achieving Diversity and Excellence* (2018)  
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Out of the Ordinary...  
Out of this World

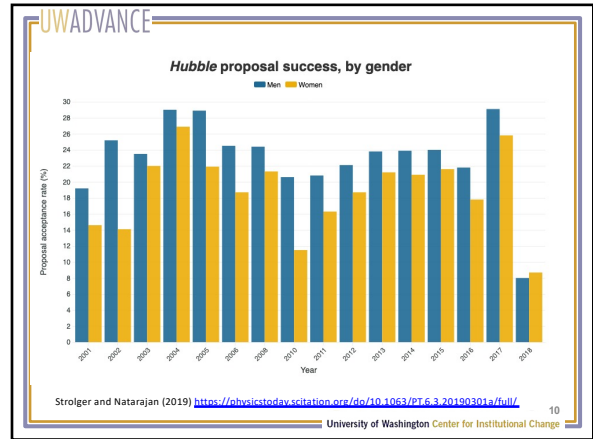
**SCIENCE**

### Who Gets to Look Out to the Edge of the Universe?

For years, more men than women were allowed to use the world’s most powerful telescope—until the system changed.

MARINA KOREN DEC 20, 2018  
<https://www.theatlantic.com/science/archive/2018/12/hubble-space-telescope-gender-disparity/578545/>  
 Image: <http://hubblelive.org/>

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### Research on Bias in Evaluation





Companies	Job Callbacks <small>(Bertrand &amp; Mullainathan, 2004)</small>	○ vs. ●	Privileged identity (dominant group) received more positive evaluation regardless of identity of evaluator
Faculty	Academic CV evaluation <small>(Steinpreis et al., 1999)</small>	♂ vs. ♀	
Faculty	Academic Rec. Letters <small>(Madera et al., 2009)</small>	♂ vs. ♀	
Faculty	Lab Manager Appl'n <small>(Moss-Rasculin et al., 2012)</small>	♂ vs. ♀	
Students	Teaching Evaluations <small>(Russ et al., 2002)</small>	♂ vs. ♀	

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### Definition of Diversity

Those differences that carry **social and historical significance** in the modern world

Source: Adapted from 2009 LEAD presentation by Kecia M. Thomas, Ph.D., Professor of Psychology and Sr. Advisor to the Dean of the Franklin College of Arts & Sciences, University of Georgia

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## Intersectionality and Bias

Bradley Miller  
 Claire Miller  
 Zhang Wei [David]  
 Wang Li [Lily]  
 Jamal Banks  
 Shanice Banks  
 José Rodriguez  
 Maria Rodriguez

Eaton et al. (2019). How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates. Sex Roles

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## Interrupting Bias

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Text

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## We are all biased

**Implicit Bias**

Confirmation Bias  
 In-Group Bias  
 Halo Effect  
 Availability Heuristic  
 Cloning  
 Anchoring Bias  
 Negative Stereotype  
 Positive Stereotypes

Image: https://www.onlinewebfonts.com/icon/426072

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## Interrupting Bias

**A “default” response is more likely under stressful conditions:**

- Task is complicated
- Information is ambiguous or incomplete
- Quick response is required
- Situation feels threatening
- Have decision fatigue

Adapted from Brian Nosek, Rutgers 2010

Images: https://icon8.com/icon/9189m-clock, https://www.onlinewebfonts.com/icon/464415

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**This is hard.**

**We are all biased.**

**We can all work to understand our biases, reduce the impact of our biases, and grow our skills.**

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## Places to Interrupt Bias

Personal Support  
 Education of Others  
 Institutional Change

Adapted from 2013 PEEFs seminar lecture by Coleen Corrigan, Ph.D., Research Associate, UW ADVANCE

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**Power, Culture, and Belonging**

Who is allowed to belong and be successful is granted by those in power. That is culture. Not what we individually decide. But what our **structures and systems**, which are controlled by those in power, support and allow.

Robin DiAngelo, White Fragility (2018) 19  
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**What do leaders do?**

Kolev, Dobbin, and Kelly 2006 and McClelland and Holland 2014  
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**Norms follow power**

**Change Norms and Practices**

**“If you affect the rules, you affect the behavior”**

– Shirley Malcom, AAAS

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**Power (Leadership)**

**Norms**

**Culture**

**An Engineering School With Half of Its Leadership Female? How Did That Happen?**

**Redefine “merit” to include “taking inequality seriously”**

By: Abel D. Gallisove | MAY 01, 2019  
<https://www.chronicle.com/article/An-Engineering-School-With-286214>  
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**NEW NORMS:**

**Fix the Evaluation Processes**

**Fix the System**

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**Rubrics**


**PART 2**

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## Before Beginning

- Familiarize yourself with the research\*
- Questions to consider
  - What are we actually evaluating?
  - Does our application process and materials give us what we need?
  - Where can bias/disadvantage creep in?
  - Why are we doing it this way? Are there better ways to get what we want?
  - How are our goals and values incorporated into the process?



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## Know what you want ... Evaluate it

### Using a Simulation of a Frustrated Faculty Member During Department Chair Searches: A Proof of Concept Project

Daniel E. Shapiro, PhD, Lisa M. Abbott, MBA, Daniel R. Wolpaw, MD, Michael J. Green, MD, and Benjamin H. Levi, MD, PhD



**Problem**  
Vitae reviews, interviews, presentations, and reference checks are typical components of searches used to screen and select new department chairs/heads, but these strategies may fail to identify leaders who can communicate effectively with faculty in common, tense situations.

Academic Medicine, Vol. 93, No. 2 / February 2018 26  
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## Rubrics and Accountability

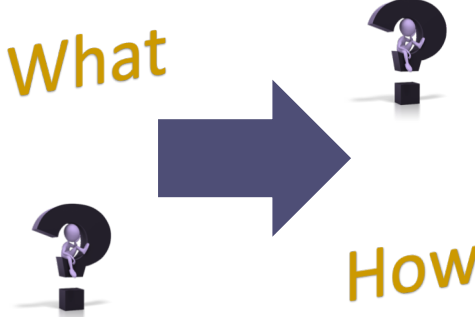
- Use a rubric
  - Avoid global evaluations
  - Evaluate multiple dimensions
  - Reach consensus on evaluation criteria & weight
  - If it's not in the rubric, it should not be evaluated
- Accountability
  - Give evidence and beware of proxies and shifting criteria
  - Have a feedback loop
- If two app'ns seem "equal," consider role of bias and broad goals

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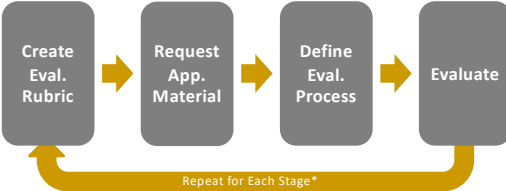
## What → How



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## Order of Operations



\* Various stages: job ad, first round interviews (e.g., Skype/Phone), on-campus interviews

### Change norms and practices

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## Define Criteria before Evaluating

Criterion	Excellent (4)	Good (3)	Fair (2)	Poor (1)
When are you looking at <b>potential</b> for _____ versus <b>evidence</b> of _____?  For those with <b>open rank positions</b> , how does your rubric <b>differ</b> based on rank of candidate?  What changes in the rubric based on the <b>evaluation stage</b> ?				

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## Example: Research Criterion

**IN THE CHAT WINDOW:**  
Write down possible descriptions for an excellent versus a good score on this criterion.

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### Example: Diversity Statement

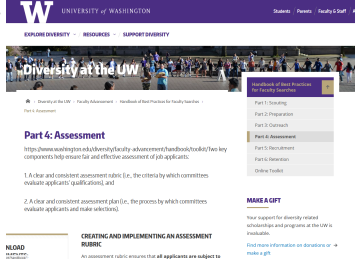
	Excellent	Good	Fair	Poor	Unable to Judge
Demonstrated commitment or potential to advance meaningful demographic diversity of unit	Explicitly discusses personal experiences in the field related to meaningful demographic diversity attributes, esp. those from hist. URG in the field	Recognizes different and unequal experiences in the field of indiv. from diff. demographic bkgds, esp. those from hist. URGs in the field	Recognizes different and unequal experiences in the field of indivs. from diff. demographic backgrounds	Demonstrated limited or no awareness of diff. and unequal experiences of indivs. from diff. demographic backgrounds	
Evidence of engagement with diversity and inclusion (D&I) issues					

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## Rubric Resources

The UW Office for Faculty Advancement Handbook of Best Practices for Faculty Searches has more ideas on how to determine a rubric.



<http://www.uw.edu/diversity/faculty-advancement/handbook/assessment/>

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## Small Group Work: Rubrics

### BY DEPT, CLUSTER GROUP, ETC.

Criterion	Excellent (4)	Good (3)	Fair (2)	Poor (1)

Examples: <https://tinyurl.com/ADV-rubrics> & OFA Faculty Hiring Handbook

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## Research on what works

~ Please send us your hiring rubrics! ~

Research team: Sapna Cheryan (Psychology) and Joyce Yen (ADVANCE)

- We'll send calls out to search committees over the next few months to collect rubrics and information about the searches
- Department/search information will remain anonymous
- Participation is voluntary

Questions or for more info: [scheryan@uw.edu](mailto:scheryan@uw.edu)

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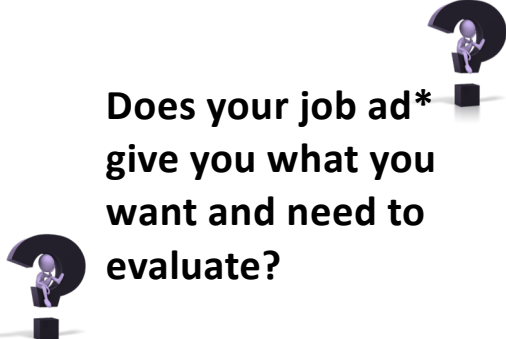
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## Job Ads & Applicant Pools

### PART 3

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**Does your job ad\* give you what you want and need to evaluate?**

\*Any stage of evaluation including skype/phone interview, on-campus interview, etc. 37

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**Rubric → Job Ads**

- Be guided by your rubric
- Make it welcoming /inclusive – language cues
- Be specific/prescriptive when appropriate – ask for what you want to evaluate
- Include more expansive commitment to diversity than standard EOAA statement
- Encourage addressing DEI in all statements
- Ask for a diversity statement – you'll need to specify this explicitly in Interfolio

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**Applicant Pool Myths**


**IN THE CHAT WINDOW:**  
Write down some myths people may suggest when asked about generating a diverse applicant pool.

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**Circle of Concern**



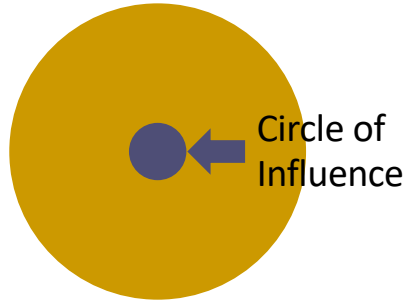
**Circle of Influence**

From Loving Leadership, Christopher Loving

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**Circle of Concern**




**Circle of Influence**

From Loving Leadership, Christopher Loving

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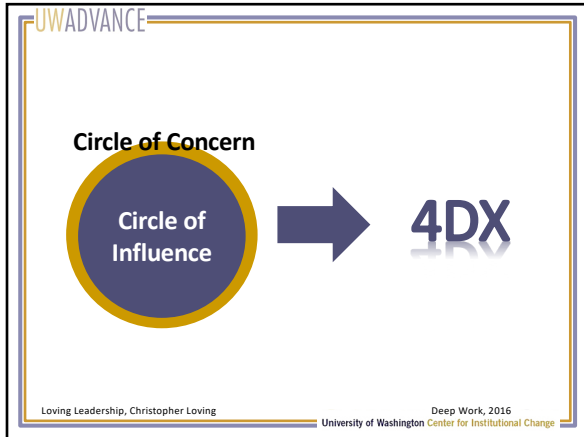
**Circle of Concern**



**Circle of Influence**

From Loving Leadership, Christopher Loving

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**4DX - 4 Disciplines of Execution:**  
Not just WHAT, but HOW

Wildly Important  
Lead Measures  
Compelling Scorecard  
Accountability Cadence

Deep Work, 2016  
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**Lag vs. Lead Measures**

Lag measures	Lead measures
An outcome – what to improve. The information comes too late to impact your goal.	New measurable behaviors (actions) that drive success, can be implemented, and impact lag measures (outcomes).
<b>Examples:</b> 1. % of women in the applicant pool 2. % of grantees addressing DEI in the field	<b>Examples:</b> 1. Asking people about female students/postdocs 2. Interacting with scientists committed to DEI in the field

Deep Work, 2016  
University of Washington Center for Institutional Change

**IN THE CHAT WINDOW:**  
What are some potential lead measures for diversifying your applicant pool?

Lead measures: (New) measurable behaviors (actions) that drive success, can be implemented, and can impact lag measures (outcomes).

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**This is hard.**  
We are all biased.  
individuals & structures/systems

**Breaking the bias habit ...**

WISERL  
Women in Science & Engineering Leadership Institute

Conscious willpower is not the driving force behind sustained behavior change. – Hidden Brain Podcast

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**CAUTION! CAUTION! CAUTION! CAUTION!**

I am woke

Fig. 1 pull here

the "pattern"

https://pngio.com/images/png-182745.html

Moral licensing  
Shifting criteria  
Illusion of fairness  
Paradox of meritocracy

More bias

Kaiser et al. 2016, Castilla and Bernard, 2010, Stewart and Valian, 2018, Uhlmann and Cohen, 2006; Norton, Vandello, and Darley 2004; Phelan, Moss-Racusin, and Rudman 2008

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**Effective Evaluation Strategies**

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**Key Take Aways**

**We (indv/systems) are all biased – acknowledge and stay on guard**

**Use rubrics – be specific about what is and isn't being evaluated**

**Have a specific process –follow for each application**

**Pace Ourselves – allow enough time, take breaks, recharge**

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**Accountability**

**IN THE CHAT WINDOW:**  
What is one idea I will implement in our next faculty hiring process?

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**Future Events/Resources**

- Workshop materials and supplemental resources posted online (F18, Sp19, Sp20)
- Other online resources via ADVANCE and OFA Faculty Hiring Handbook
- Search Committee workshops (ADV and OFA)
- Follow up Survey
  - What else would you like to see in the future?
  - How else can ADVANCE help/support you and your units?

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