Advancing Equity and Excellence through Rubrics and Other Evaluation Tools

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Topics for Today

- Importance of intentional, ongoing attention to how bias can influence faculty search processes
- Problematic practices and positive practices for combatting bias
- How to use rubrics and other evaluation tools

We Are Making Progress – And – More Progress is Needed
Trends in Representation of Females and ABHI Among Penn's Standing Faculty
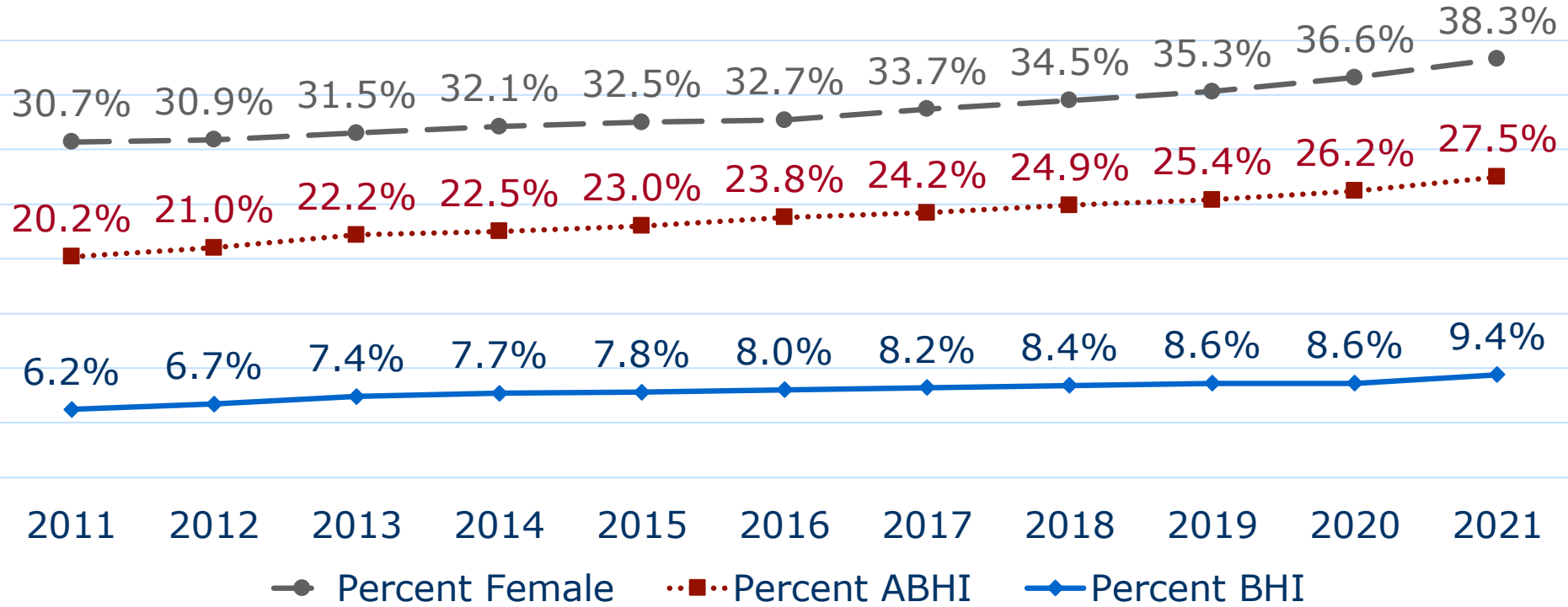
Between 2011 and 2021, the number of female standing faculty increased by 36% (777 to 1,053) and the number of BHI standing faculty increased by 63% (158 to 258), while the total standing faculty increased by 9% (2,531 to 2,749).

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Diversity Search Advisors

Responsibilities

- Ensure that faculty search processes are broad, inclusive, and designed to bring outstanding professors to Penn
- Ensure that Penn meets its federal regulatory affirmative action obligations

Requirements

- Tenured members of the Standing Faculty
- Serve a minimum two-year term
- Keep up to date with bias education, every three years at a minimum**
- Certify that they, or DSA designee, were involved in the many aspects of the search

**All faculty on search committees are expected to complete bias training at least once every three years.

Bias Training for 2022-23

Asynchronous Bias Training Course

- Interactive, with scenarios that reflect situations that occur during faculty searches and other aspects of faculty work
- Developed by faculty at the University of New Hampshire with funding from the National Science Foundation

To register: https://upenn.co1.qualtrics.com/jfe/form/SV_1zVTZI7egivX0GO

In-Person Bias Training Workshops

- Advancing Equity and Excellence through Rubrics and Other Evaluation Tools
  Wednesday, October 19, 10:15 am – 11:45 am, Houston Hall 223-Golkin Room

- Strategizing Beyond Individual Cases of Bias
  Wednesday, November 2, 10:15 am – 11:45 am, Houston Hall 223-Golkin Room

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Bias Can Influence Every Phase of the Faculty Search Process

Phase 1	Phase 2	Phase 3	Phase 4
Framing the Position, Forming the Committee	Marketing, Outreach, Recruitment	Evaluating Candidates	Short Lists, Finalists, Appointment
• Job advertisement • Committee membership	• Placement of job ads • Networks used to encourage applications	• Reference letters • CVs • Teaching evaluations • Writing samples • Interviews	• Perceptions of candidate's potential, rigor, leadership, fit • Job talks and other hiring practices • Committee discussion on final decision

Bias in Letters of Recommendation

Trix and Psenka (2003) studied 312 letters of recommendation for faculty hired at a major US medical school

Letters for women:

- Are shorter, less focused on record of accomplishment

- Had more gender terms "intelligent young lady;" "insightful woman." There were no equivalent descriptors in men's letters

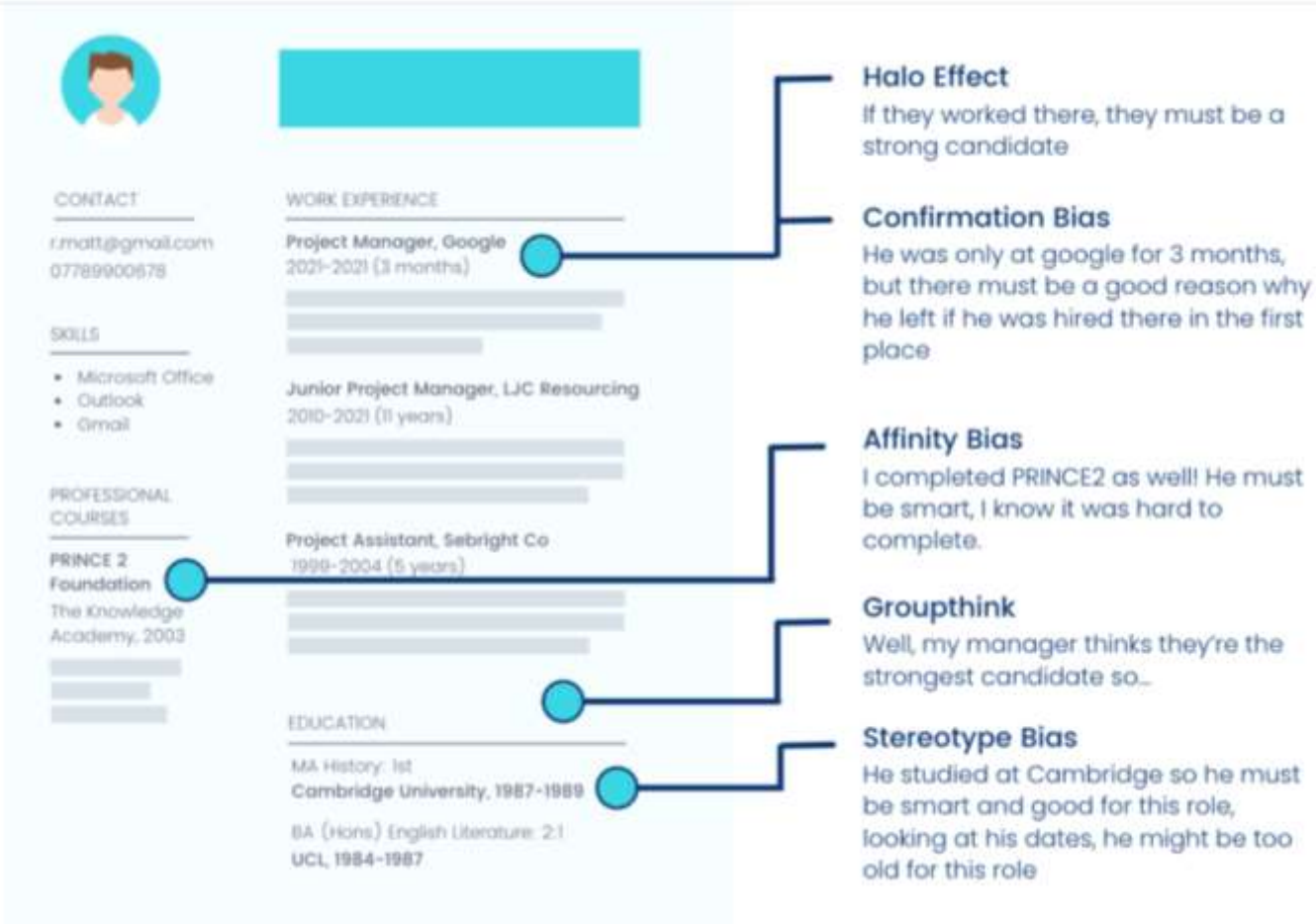- Showed less professional respect – first name for women, titles for men

Components/Language in the letter	Males (222)	Females (89)
Standout adjectives[1]	2.0/letter	1.5/letter
Grindstone adjectives[2]	23%	34%
Doubt raisers[3]	12%	24%
Reference to personal life	1%	6%
Multiple mentions of research	62%	35%
Accomplishments/ Achievements	13%	3%
References to publications	13%	3%
Successful	7%	3%

1 "excellent," 'outstanding," "superb," "unique"
2 "hardworking" "conscientious" "dependable" "thorough" "dedicated" "careful" and "meticulous"
3 negative language, unexplained comments, faint praise and irrelevancies

Example of Bias
In CV Review

Halo Effect
If they worked there, they must be a strong candidate

Confirmation Bias
He was only at google for 3 months, but there must be a good reason why he left if he was hired there in the first place

Affinity Bias
I completed PRINCE2 as well! He must be smart, I know it was hard to complete.

Groupthink
Well, my manager thinks they're the strongest candidate so...

Stereotype Bias
He studied at Cambridge so he must be smart and good for this role, looking at his dates, he might be too old for this role

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Case Study

You are in faculty selection committee meeting which has had a good group discussion about a candidate, Dr. Alison Lee.

As the group discusses Dr. Lee's merits and how she will fit in well with the program, one of the senior faculty members on the committee chimes in to say:

I do like Alison, but she might have a family soon. We should consider if we can afford any time being taken off. I also don't know if she has leadership potential.

Calling Out Bias

In small groups, discuss:

- What problematic practices have you observed in faculty search processes?
- What have you done to try to address bias?

Discussion (15 minutes)
Report out (10 minutes)

Problematic Practices
(as reported by faculty)

- "Contradictory information from chair and senior faculty"

- "Disorganization / lack of unity in department's approach"

- "Suggestions by department faculty that candidate was not being recruited for scientific excellence"

- "Being asked about family issues before offer"

- "Interacting with candidate's partner … to suggest partner is not valued on their own terms"

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Mitigating Bias

Although unconscious bias training raises awareness about the impact of bias, studies show that training does not lead to changes in behavior.

Bias can only be mitigated by *design.*

Change the process, not people.

How To Combat Bias in Faculty Search Processes

- Establish a clear set of baseline practices and expectations

- Standardize practices and use same practices for all candidates

- Explicitly discuss the role of bias at the start of search proceedings

- Build-in opportunities to do 'bias checks' throughout the process

- Give candidate statements related to contributions toward diversity and equity the same level of evaluation and rigor as statements on research and teaching

- Consider the climate of your department and address issues

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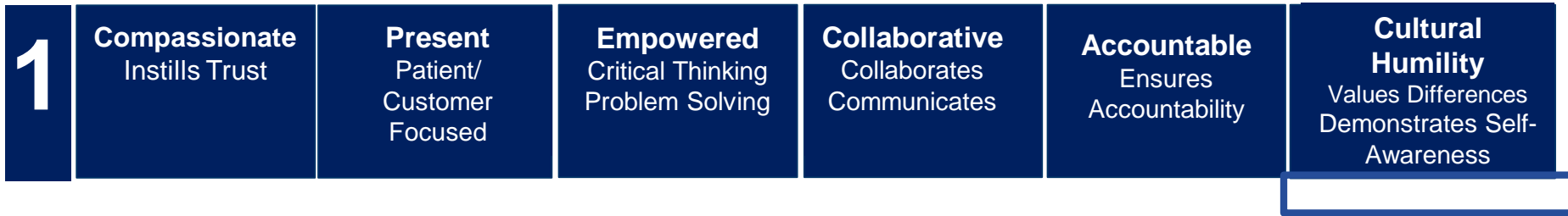# Set Evaluation Criteria BEFORE Candidates Are Evaluated

Evaluation frameworks can help:

- Focus on agreed upon evaluation criteria
- Minimize attention to personal preferences
- Minimize bias

Penn Medicine Behavioral Competency Model

Penn Medicine
Talent Management Strategy
COMPETENCIES

5 Organizational Savvy
Drives Vision and Purpose
Strategic Mindset

4 Drives Engagement
Optimizes Work Processes
Develops Talent
Plans and Aligns
Directs Work

Attracts Top Talent
Builds Effective Teams
Business and Financial Acumen
Manages Innovation and Change

3 Persuades
Builds Networks
Balances Stakeholders

Courage
Decision Quality

2 Manages Conflict
Tech Savvy
Self-Development
Manages Ambiguity

Being Resilient
Nimble Learning
Interpersonal Savvy

1 **COMPASSIONATE**
Instills Trust
Values Differences

PRESENT
Patient/Customer
Focused

EMPOWERED
Critical Thinking and
Problem Solving

COLLABORATIVE
Collaborates
Communicates
    Effectively

ACCOUNTABLE
Ensures Accountability
Demonstrates
Self-Awareness

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Proposed Enhancement to Penn Medicine Experience Standards

1	Compassionate Instills Trust	Present Patient/ Customer Focused	Empowered Critical Thinking Problem Solving	Collaborative Collaborates Communicates	Accountable Ensures Accountability	Cultural Humility Values Differences Demonstrates Self- Awareness

Level One of the Penn Medicine Behavioral Competency Model Represents the PMX Standards

Standardized Interview Questions (examples)

Introductory Questions
- Please take just a few minutes to tell us a little about yourself and how your background, experiences and pursuits have prepared you for this position?
- What attracts you to this position?

Research
- What research agenda would you like to carry if you become a member of this department?
- What types of resources would you require to successfully continue your research agenda?
- With whom would you like collaborate, if you were selected for this position?

Teaching
- Tell us about your teaching methods, philosophy and goals.
- What is your experience in teaching students of diverse backgrounds? What methods have proven to be effective and what have you learned from the experience?
- Describe strategies that you have used to create an inclusive learning environment for your students.
- Tell us about a time when you successfully managed a difficult student and a time when you did not successfully manage a difficult student.
- What have evaluations for your teaching indicated, both positive and negative? How has evaluation feedback changed how to teach today?

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Applicant Evaluation Tool (example)

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

- ☐ Read applicant's CV
- ☐ Read applicant's statements (re research, teaching, etc.)
- ☐ Read applicant's letters of recommendation
- ☐ Read applicant's scholarship (indicate what): _____

Please rate the applicant on each of the following:	strong	moderate	weak	none	unable to judge
Evidence of scholarly productivity commensurate with career stage and norms for subfield					
Evidence of (potential for) scholarly impact					
Evidence of strong background in [relevant fields]					
Evidence of (potential for) teaching effectiveness					
Potential to teach courses in desired areas					
Evidence of (potential for) effective collaboration with others					
Evidence of (interest in and commitment to) teaching/mentoring/training students of diverse backgrounds					
Evidence of effectively mentoring undergraduate or graduate students					
Evidence of DEI activities in professional roles					
Potential for positive contributions to unit climate					
Evidence of service activities that contribute to unit/institution/profession					

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Considering and Applying Rubrics (See Handout)

In small groups, consider a faculty position in your department and discuss:

- Are these the right requirements? Why or why not?
- What types of evidence would you use to assess each requirement?
- Are any of the criteria ambiguous?
- Do the criteria and evidence recognize the value of diversity and diverse perspectives AND minimize potential for bias?

Discussion (20 minutes)

Report out (15 minutes)

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Questions to Consider in Developing a Rubric

- What are the requirements of this position?
- What is the relative weight that should be given to each requirement?
- What types of evidence demonstrate past achievement, and promise of future achievement, in each area?
- Are any of the requirements ambiguous?
- How do the requirements and types of evidence incorporate Penn's commitment to diversity, equity and inclusion?

Concluding Thoughts and Next Steps

- Recognize importance of intentional, ongoing attention to how bias can influence faculty search processes

- Use positive practices for combatting bias

- Use evaluation rubrics AND continue to interrogate potential for bias