Workshop on Faculty Recruitment for Diversity and Excellence

ADVANCE Program at the University of Michigan
Strategies and Tactics for Recruiting to Improve Diversity and Excellence

ADVANCE Program at the University of Michigan

The ADVANCE Program promotes excellence among faculty in all fields by engaging the campus community in efforts to improve the university environment, particularly for women and underrepresented minorities, in four general areas:

• Recruitment
• Retention
• Climate
• Leadership

STRIDE Committee

The STRIDE Committee promotes excellence among faculty in all fields by engaging the campus community in efforts to improve the university environment.

• provides information and advice about practices that will maximize the likelihood that diverse, well-qualified candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan.

We’re STRIDE, not STRIDI

Overview

• Why do we need to recruit a diverse faculty in order to attain excellence?
• What are the obstacles to achieving diversity on the faculty?
• Exactly how do these obstacles affect all faculty careers (some positively and some negatively)?
• What can we do?

Why do we need to recruit a diverse faculty in order to attain excellence?

• Gives us access to talent currently not represented.

• More perspectives are taken into account in devising solutions to problems.

• Fewer things are taken for granted; more things are questioned.

Why do we need to recruit a diverse faculty in order to attain excellence?

• Professor’s gender has a powerful effect on female students’ performance in math and science classes, their likelihood of taking future math and science courses, and their likelihood of graduating with a math, science or engineering degree.


• Car design was altered by the inclusion of women engineers.

  – Tamm (2008), In L. Schiebinger (Ed.), Gendered Innovation in Science and Engineering (pp. 131-149).
Can we recruit for diversity and excellence?

- Federal law requires federal contractors, such as universities, to adhere to the equal employment opportunity and affirmative action provisions of Executive Order 11246 regarding race, gender, color, religion and national origin.
- The University of Michigan is firmly committed to the goal of creating a diverse educational environment.
- State of Michigan Proposal 2 precludes discrimination and preferential treatment on the basis of race, ethnicity, gender, or national origin. Proposal 2 does not alter the University’s employment practices; it affects admissions.

http://www.hr.umich.edu/proposal2.htm

Why is it difficult to recruit for diversity and excellence?

Is the available pool of candidates too homogeneous?

- Partly yes, but it does not fully account for outcomes for either race/ethnicity or gender.
- The situation differs across fields and departments.
- The impact of a reduced pool of candidates is greater for race/ethnicity than for gender.
- Under-representation cannot be assessed for sexual orientation or disability.

Why is it difficult to recruit for diversity and excellence?

It is tempting to believe that discrimination of some groups is a thing of the past, or is only practiced by a small set of uninform people.

Research shows that we all – regardless of the social groups we belong to – perceive and treat people based on their social groups (race/ethnicity, gender, sexual orientation, disability, etc.).


Schemas: Non-conscious Hypotheses

- Schemas (expectations or stereotypes) influence our judgments of others (regardless of our own group).
- All schemas influence group members’ expectations about how they will be judged.

What is the effect on applicants – aspiring students and potential faculty?

How is it that people committed to diversity, made such a web page? It was clearly not done intentionally, meaning that there was an unconscious element.
Schemas do…

• allow efficient, if sometimes inaccurate, processing of information.
• often conflict with consciously held or “explicit” attitudes.
• change based on experience/exposure.


Schemas are…

• Widely culturally shared
  – Both men and women hold them about gender
  – Both whites and people of color hold them about race/ethnicity
  – People are often not aware of them
• Applied more under circumstances of:
  – Ambiguity (including lack of information)
  – Stress from competing tasks
  – Time pressure
  – Lack of critical mass


Schemas Affect Evaluation

Numerous studies show that schemas affect evaluation, for example:

• Blind auditions
• Evaluation of resumes
• Evaluation of CVs
• Evaluation of job credentials
• Evaluation of fellowship applications
• Letters of recommendation

Blind Auditions: Gender

Records from major US symphony orchestras from 1970-1996:
• Audition data from 14,000 individuals show the use of a screen increases the probability that a woman will advance from preliminary rounds by 50%
• Roster data from 11 major orchestras show the switch to blind auditions accounts for 30% of the increase in the proportion of women among new hires


Evaluation of Identical Resumes: Race

• Applicants with African American-sounding names had to send 15 resumes to get a callback, compared to 10 needed by applicants with white-sounding names.
• White names yielded as many more callbacks as an additional eight years of experience.
• The higher the resume quality, the larger the gap between callbacks for white and African American names.


Evaluation of Identical CVs: Gender

• When evaluating identical application packages, male and female University psychology professors preferred 2:1 to hire “Brian” over “Karen” as an assistant professor
• When evaluating a more experienced record (at the point of promotion to tenure), reservations were expressed four times more often when the name was female.

Evaluation of Identical Resumes: Gender and Sexual Orientation

- Nearly identical resumes of law students applying to internships in Canadian law firms
- Gay-labelled male applicants received 62% as many offers as other male applicants
- Gay-labelled female applicants received half as many offers as other female applicants

Evaluation of Fellowship Applications: Gender

“...the success rate of female scientists applying for postdoctoral fellowships at the [Swedish Medical Research Council] during the 1990s has been less than half that of male applicants.”

Letters of Recommendation for Successful Medical School Faculty Applicants

Letters for men:
- Longer
- More references to scholarship (CV, publications)
- Colleagues

Letters for women:
- Shorter
- More references to personal life
- More “doubt raisers” (hedges, faint praise, and irrelevancies)

Racial Diversity Matters in Jury and Search Deliberations

Compared with all-white juries, diverse juries deliberating about an African American defendant:
- Took longer to discuss the case
- Mentioned more facts
- Made fewer inaccurate statements
- Left fewer inaccurate statements uncorrected
- Discussed more race-related issues

Jury deliberations may be analogous to faculty search deliberations.

Why do race cues produce different evaluations? Ambiguity in Job Credentials: Race

- Identical resumes, but ambiguous fit of credentials to job (rather than ambiguous credentials)
  - A sample of white evaluators recommended
    - Black candidate 45% of the time
    - White candidate 76% of the time
  - Whites get “benefit of the doubt” in ambiguous situations—bias leading to advantage in this case

Letters for women:
- Shorter
- More references to personal life
- More “doubt raisers” (hedges, faint praise, and irrelevancies)
  "It's amazing how much she’s accomplished.”
  "It appears her health is stable.”
  "She is close to my wife.”

Exactly how do schemas affect the careers of women and under-represented minorities?
Critical Mass Affects the Use of Schemas

When a group lacks critical mass, reliance on schemas is greater.

– When there are many individuals, we differentiate among them and cannot rely on group-based schemas.

There are few racial/ethnic minorities, women and sexual minorities on the faculty, so schemas are more likely to be invoked.


Impact of Schemas about Mothers

Assumptions about the implications of motherhood for women’s career commitment have consequences, despite recent data showing that:

• Women academics who marry and have families publish as many articles per year as single women.


Evaluation of Identical Resumes: Mothers

When evaluating identical applications:

• Evaluators rated mothers as less competent and committed to paid work than nonmothers.
• Mothers were less likely to be recommended for hire, promotion, and management, and were offered lower starting salaries than nonmothers.
• Prospective employers called mothers back about half as often as nonmothers.

When evaluating identical applications:

• Fathers were seen as more committed to paid work and offered higher starting salaries than nonfathers.
• Fathers were not disadvantaged in the hiring process.

Evaluation of Identical Resumes: Fathers

Student Evaluation of Teaching Credibility: Sexual Orientation

One male instructor provided a guest lecture to 8 sections of a communication course.

• In half of lectures, he referred to “my partner Jennifer” and in other half to “my partner Jason.”
• The “straight” instructor received 22% more positive comments than the “gay” instructor.
• The “straight” instructor received 1/5 as many critical comments as the “gay” instructor


Accumulation of Advantage and Disadvantage

• Very small differences in treatment can, as they accumulate, have major consequences in salary, promotion, and prestige, including advancement to leadership positions.
• “Mountains are molehills piled one on top of the other.” (Valian, 1998)


Impact of Schemas on Leadership

• With single sex groups, observers identify the person at the head of the table as the leader.
• With mixed sex groups
  – a male seated at the head of the table is identified as the leader.
  – a female seated at the head of the table is identified as the leader only half the time (and a male seated somewhere else is identified the other half).


Biased Leadership Outcomes

Leadership for Asians in Academia

15% of life scientists in the US are Asian/Asian American.

Of the 26 council members and 193 members of 11 standing committees in the American Society for Biochemistry and Molecular Biology in 2005, none were Asian/Asian American.


Impact of Schemas on Career: Processes Are Similar

Similarities for different groups
• Importance and impact of schemas
• Lack of critical mass leads to reliance on schemas
• Evaluation bias operates
• Accumulation of disadvantages operates

Impact of Schemas on Career: Processes Are Different

Differences between groups
• Content of schemas
• Likelihood of solo status greater for racial/ethnic minorities than white women; unknown for sexual minorities and people with disabilities
• Less full pipeline for racial/ethnic minorities than white women; unknown for sexual minorities and people with disabilities
• Added complexity for women of color and others with intersecting identities (e.g., gay African American men, lesbians)

Self-reinforcing Cycle

Lowered success rate
Accumulation of disadvantage
Performance is underestimated
Schemas
Solo status/Lack of critical mass
Evaluation bias

Why has it been so difficult to interrupt the cycle?

Schemas, solo status, and lack of critical mass make differential outcomes seem “natural” or expected:
• who is in jobs
• who applies for jobs
• how they are evaluated
• who is promoted to leadership positions

Schemas, solo status, and lack of critical mass provide unconscious justification for the status quo despite our good intentions and stated values.
Why has it been so difficult to interrupt the cycle?

- Schemas are embodied in policies.
  - Tendency to value people who fit in to traditional definitions of the discipline and of good work.
  - Concentration of white men at the top.
  - Social and professional networks.
  - Late and reactive implementation of family friendly policies.
  - Students’ awkward, confused, or challenging reactions to faculty who are racial/ethnic minorities, women, or sexual minorities.

If We Do Not Actively Intervene, The Institution Reproduces Itself

![Diagram showing the cycle of institutional inertia]

What can we do?

Strategies for Breaking the Cycle

- Increase conscious awareness of bias and how bias can affect evaluation
  - Implicit Association Test: https://implicit.harvard.edu/implicit/
- Develop more explicit criteria (less ambiguity)
- Alter departmental policies and practices

Recruiting Strategies

- Prime the pump
- Search committee composition
- Job description
- Advertisement
- Active recruiting
- Interviewing tips
- Promote awareness of the issues

Prime the Pump

Particularly in the case of underrepresented minorities, recruitment begins before you have a position.

- Cultivate your own students as their careers advance
- Scan the field at professional meetings, in journals, etc. and invite young scholars early and often to visit, give talks, build collaborations
- Invite female and other minority speakers.
Search Committee Composition

- Include people who are committed to diversity and excellence.
- Include women and minorities.
  - Remember to take account of their added service load in other assignments.
  - Remember the additional impact of belonging to multiple minority groups.

Job Description: Open Searching

- Consider implications of the job description: search as broadly as possible.
- Work with a single search committee for all positions, to allow opportunities for people with unusual backgrounds to emerge.

Active Recruiting

- Widen the range of institutions from which you recruit.
- Consider candidates, including women and minorities, who may currently be thriving at less well-ranked institutions. They may be there because of:
  - Early career decisions based on factors other than ranking of institutions
  - Discrimination based on the institution’s schemas
  - Candidate’s own internalization of schemas

Active Recruiting and Open Searches Can Increase the Diversity of the Candidate Pool

Evaluation of Candidates: Promote Awareness of Evaluation Bias

- Awareness of evaluation bias is a critical first step. Remember the lessons of:
  - Blind Auditions
  - CVs and Resumes
  - Letters of Recommendation
- Spread awareness to the others on the search committee.
- Evaluation bias can be counteracted.

Focus on Multiple Specific Criteria during Evaluation

- Examine all materials and meet with the candidate.
- Avoid “global” evaluations.
- Specify evaluations of scholarly productivity, research funding, teaching ability, ability to be a conscientious departmental/university member, fit with the department’s priorities.
- ADVANCE has forms that can be modified to fit your situation.
In a 2007 study of candidates for positions at UM, who withdrew from searches or turned down offers, several women mentioned that they had been asked illegal and discriminatory questions about their personal lives and intentions.

This is counter-productive:
- Candidate did not answer truthfully (knew the “right” answer and gave it)
- Candidate resented the questions
Dual Career Program

- Ensure everyone on the search committee is familiar with the university’s dual career support programs.
  - The UM Dual Career Program provides services to domestic partners of faculty recruits regardless of marital status or sexual orientation.
- Ensure candidates know about diverse local employment possibilities available (e.g., provide dual career Web site).
- Identify someone with whom the candidate can have a confidential conversation about dual career issues.

Top Mistakes in Recruitment

1. Committee does not have a diverse pool.
2. The committee discussed information about the candidate that is inappropriate.
3. Asking counter-productive questions.
4. Telling a woman or underrepresented minority candidate that "we want you because we need diversity."
5. The candidate does not meet others like themselves during the visit.
6. Committee or faculty make summary judgments about candidates without using specific criteria.

Recruitment is just the beginning!

- Provide help with networking and getting established.
- Show an interest in other aspects of adjustment to life in the community.
- Be aware that academic climate affects recruitment and retention.

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