



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



Overview

- Why do we recruit faculty for diversity and excellence?
- What are the obstacles to achieving diversity on the faculty?
- Exactly how do schemas (for women, under-represented minorities, sexual orientation, disability) affect faculty careers ?
- What can we do?



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Can we recruit for diversity and excellence?

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



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



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Federal & State Law vs. Policy

Some groups are protected by federal and state law and U-M policy. Others are only protected by U-M policy (not by federal or state law).



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Nondiscrimination and Affirmative Action

The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, disability, or Vietnam era veteran status. The University also is committed to compliance with all applicable laws regarding nondiscrimination and affirmative action.



<http://www.regents.umich.edu/bylaws/bylaws14.html>



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How does diversity matter?

- Opens up environment for a wider range of people, skills, talents, and perspectives.
- More perspectives are taken into account in devising solutions to problems.
- Fewer things are taken for granted; more things are questioned.

•Carrell, Page, & West (2008). Sex and Science: How Professor Gender Perpetuates the Gender Gap.
•Ely & Thomas (2001). *Administrative Quarterly* 46 (2), 229-273.
•Page, S. (2007). *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*: Princeton University Press.
•Temm (2008). In L. Schiebinger (Ed.), *Gendered Innovation in Science and Engineering* (pp. 131-149).



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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.



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The Faces of Berkeley Engineering
Meet Tomorrow's Leaders and Today's Pioneers

Students			Faculty			Alumni		
								
Julia Cross	Kibibi Moseley	Anthony Levandowski	Werner Goldsmith	Ali Niknejad	Jennifer Mankoff	Oren Jacob	Julia Gee	Floyd Kvamme
Studies the martial art Wu Shu	Table tennis champion	Lego robot creator	Wrote the book on Impact	Circuit Maven	Accomplished viola player	Pixar wizard	Volunteer-aholic	Chip guru

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The Faces of Berkeley Engineering
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“Discrimination” vs. Differential Perceptions

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 uninformed 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.).



Valian (1998) *Why So Slow? The Advancement of Women*. Cambridge: MIT Press, p. 280.



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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.



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Schemas do...

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

Nosek, Banaji, & Greenwald (2002). *Group Dynamics: Theory, Research and Practice*, 6, 101-115.
Fiske, Cuddy, Glick, & Xu (2002). *Journal of Personality and Social Psychology*, 82(6), 878-902.



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Schemas are...

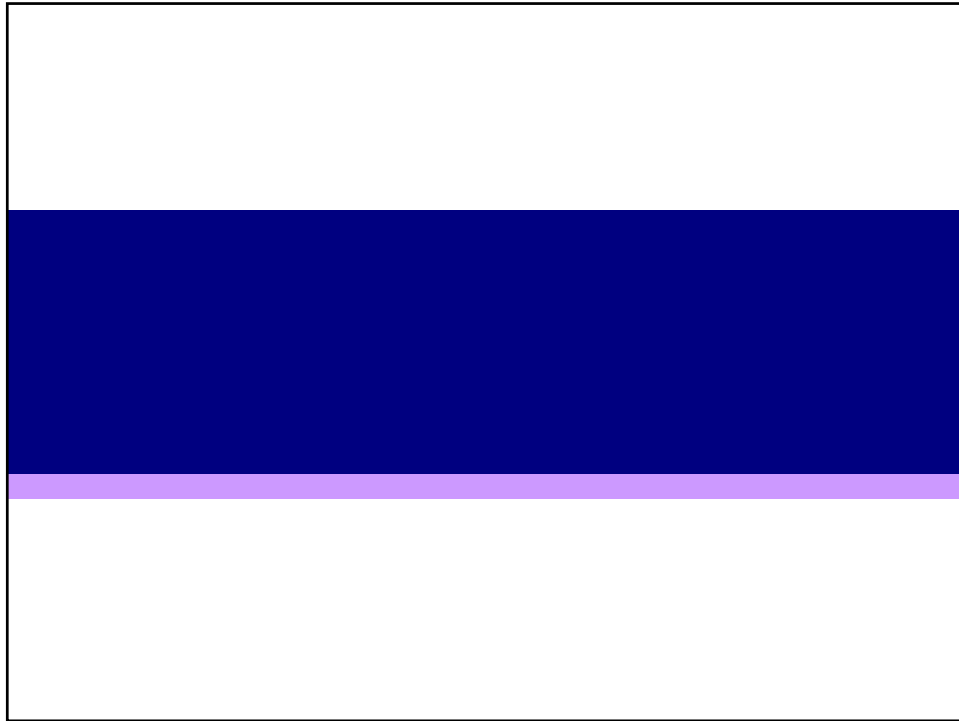
- **Widely culturally shared**
 - Both men and women hold them about gender
 - Both whites and people of color hold them about race/ethnicity
 - People are often not aware of them
- **Applied more** under circumstances of:
 - Ambiguity (including lack of information)
 - Stress from competing tasks
 -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



Fiske (2002). *Current Directions in Psychological Science*, 11, 123-128.



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Schemas Affect Evaluation

Numerous studies show that schemas affect evaluation, for example:

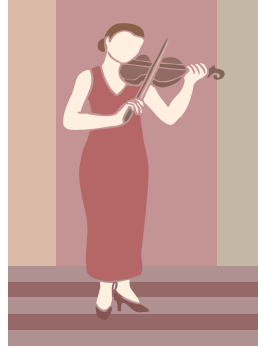
- Blind auditions
- Evaluation of CVs
- Evaluation of resumes
- Evaluation of job credentials
- Evaluation of fellowship applications
- Letters of recommendation



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



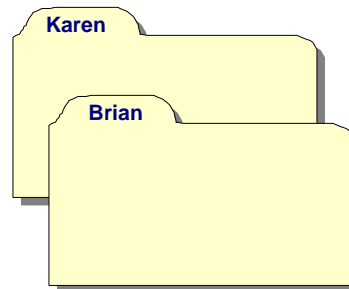
Goldin & Rouse (2000) *The American Economic Review*, 90, 4, 715-741.



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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), there was no effect of gender labeling on the respondents' recommendations for hiring or tenure.
 - Even so, reservations were expressed four times more often when the name was female.



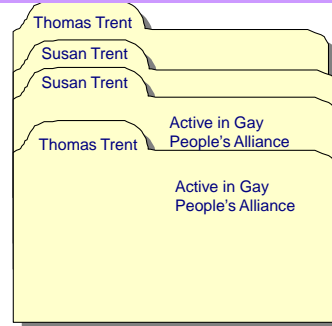
Steinpreis, Anders, & Ritzke (1999) *Sex Roles*, 41, 509.



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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



Similar and expanded findings:
Weichselbaumer (2003)



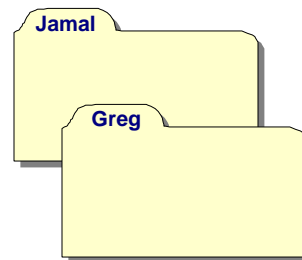
Adam (1981) *The Canadian Review of Sociology and Anthropology*, 18(2): 216-221.



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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.



Bertrand & Mullainathan (2004) *American Economic Review*, 94 (4), 991-1013.



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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



Dovidio & Gaertner (2000). *Psychological Science*, 11, 315-319.

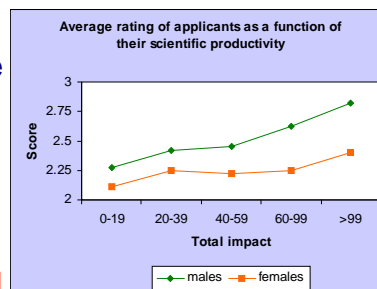


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Evaluation of Fellowship Applications: Gender

“...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.”

Women applying for a post-doctoral fellowship had to be 2.5 times more productive to receive the same reviewer rating as the average male applicant.



Similar findings:

- USA/GAO report on *Peer Review in Federal Agency Grant Selection* (1994)
- *European Molecular Biology Organization Reports* (2001)
- NIH Pioneer Awards: *Journal of Women's Health* (2005) & *Nature* (August 2006)



Wenneras & Wold (1997) *Nature*, 387, 341.



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Letters of Recommendation for Successful Medical School Faculty Applicants

Differences

Letters for men:

- Longer
- More references to CV
- Publications
- Patients
- Colleagues



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.”



Trix & Psenka (2003) *Discourse & Society*, Vol 14(2): 191-220.



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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.



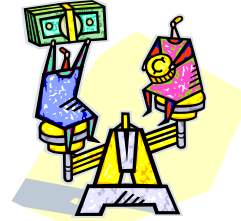
Sommers (2006) *Journal of Personality and Social Psychology*, 90 (4), 597-612.



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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)



Merton (1948) *Antioch Review*, 8, 193-210 and (1968) *Science*, 159, 56-63.
Valian (1998) *Why So Slow? The Advancement of Women*. Cambridge: MIT Press, p. 280.



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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.



Valian (1998) *Why So Slow? The Advancement of Women*. Cambridge: MIT Press, p. 280.



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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.



Cole and Zuckerman (1987) *Scientific American* 256 (2), 119-125.
Confirmed by Yu Xie and Shauman (2003) *Women in science: Career processes and outcomes*.

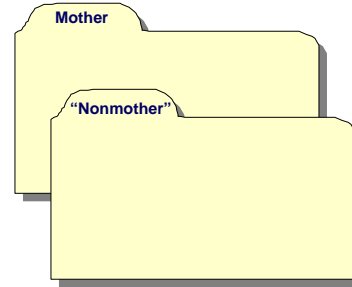


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Evaluation of Identical Resumes: Mothers

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.



Correll, Benard and Paik (2007) *American Journal of Sociology*, 112 (5), 1297-1338.

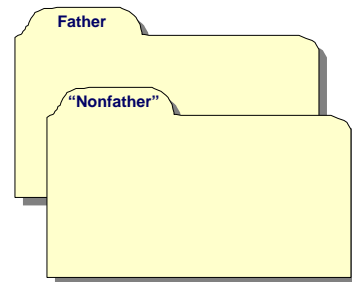


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Evaluation of Identical Resumes: Fathers

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.



Correll, Benard and Paik (2007) *American Journal of Sociology*, 112 (5), 1297-1338.



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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



Russ, Simonds, and Hunt (2002) *Communication Education*, 51:3, 311-324.



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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).



Porter & Geis (1981) *Gender and nonverbal behavior*.



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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.



Mervis (2005). *Science*, 310, 606-607.



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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



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Impact of Schemas on Career : Processes Are Different

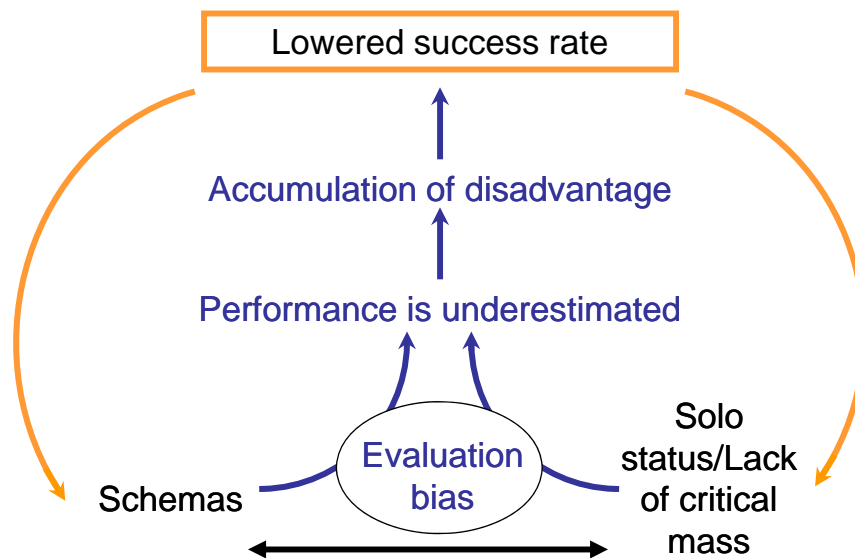
Differences between groups

- 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)



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Self-reinforcing Cycle



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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.



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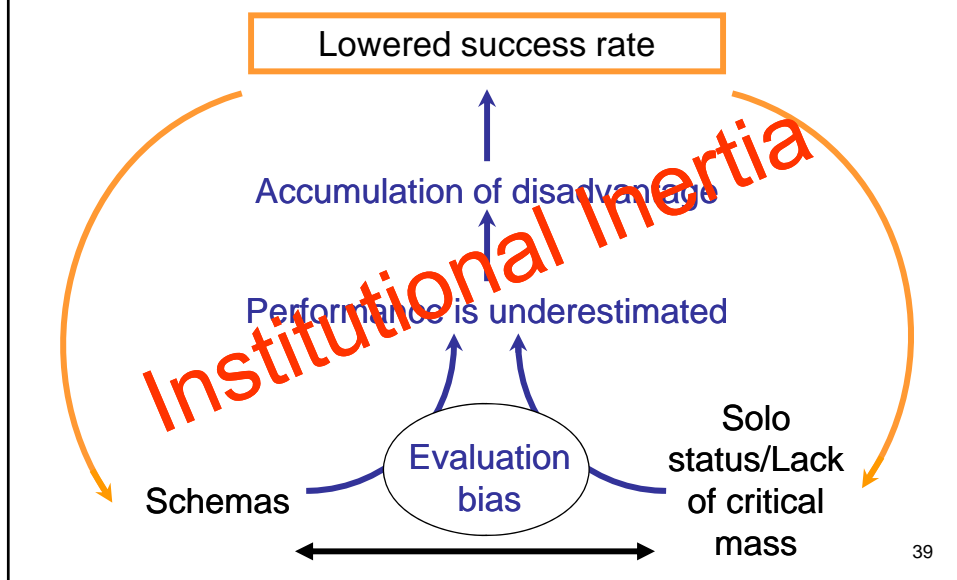
Schemas and Policies Assume Institutions Are White, Male, and Heterosexual

- 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.



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If We Do Not Actively Intervene, The Institution Reproduces Itself



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



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Recruiting Strategies for Diversity and Excellence

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



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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.



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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



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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.



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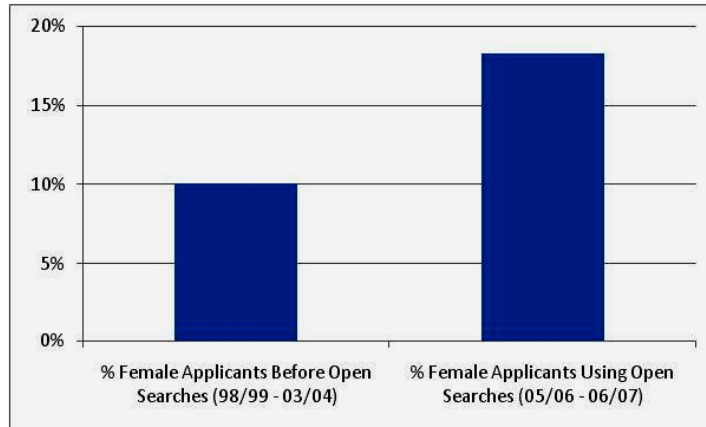
Active Recruiting

- 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 institution
 - Discrimination based on the institution's schemas
 - Candidate's own internalization of schemas



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



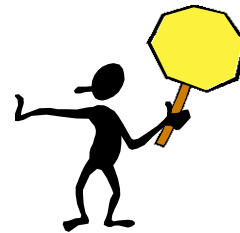
The difference achieved by one UM department



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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.



Bauer and Baltes, 2002, *Sex Roles* 9/10, 465.



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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



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Interviewing Tips

- Bringing in more than one female and/or minority candidate can disproportionately increase the likelihood that a woman and/or minority will be hired.
- Treat female and minority faculty applicants as scholars and educators, **not as valuable because they are female or minority** scholars and educators.



Heilman, 1980, *Organizational Behavior and Human Performance*, 26: 386-95.
Hewstone et al., 2006, *Group Processes & Intergroup Relations*, 9(4): 509-532.
Huffcutt & Roth, 1998, *Journal of Applied Psychology*, 83(2): 79-189.
Van Ommeren et al., 2005, *Psychological Reports*, 96: 349-360.



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Importance of Meeting Others Who Are Similar

- Some candidates will easily meet many people in the department who share their personal characteristics (race/ethnicity, gender, sexual orientation, parent status), but others will not.
- Ensure that all candidates will meet at least some people who share important personal characteristics.



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Do Not Ask Illegal and Discriminatory Questions

Federal Equal Employment Opportunity (EEO) laws and regulations prohibit discriminatory questions about:

- Family status
- Race
- Religion
- Residence
- Sex
- Age
- Arrests or convictions
- Citizenship or nationality
- Disability



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Example of Illegal Questions: Family Status

The UM Human Resources and Affirmative Action Web site includes a chart comparing legal and discriminatory questions.

Illegal Questions:

- Are you married?
- What is your spouse's name?
- What is your maiden name?
- Do you have any children?
- Are you pregnant?
- What are your childcare arrangements?

<http://www.hr.umich.edu/empserv/department/empssel/legalchart.html>



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Recent Study of Candidates from One UM Department

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



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Unique Challenges for Recruiting LGBT Faculty

- Federal Equal Employment Opportunity (EEO) laws and regulations do not provide protection for lesbian, gay, bisexual, and transgender/transsexual individuals.
- State of Michigan permits single LGBT individuals to petition to adopt but prohibits joint adoption.
- No statewide relationship recognition for same-sex couples.
- U.S. immigration policy prohibits LGBT individuals from sponsoring their partners for immigration purposes, even when legally married in country of origin.
- Hesitation in requesting U-M dual career assistance for partner.



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Positive Approaches to Role of Personal Life for Faculty Candidates

- Many faculty have two-career households.
- Female faculty are more likely to have a partner who is employed fulltime.
 - UM climate study (2006)
- At UM, “family” is defined broadly, but candidates may not expect that.
- Family friendly policies provide resources to help **both** male and female faculty manage households.
- Process should begin early:
 - Distribute family friendly policy information to all candidates during first visit
 - Address family issues raised by candidate expeditiously



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UM Dual Career Statistics

- The Dual Career Program provides services to domestic partners of faculty recruits regardless of marital status or sexual orientation.
- Of the partners served by the Dual Career Program in CoE, LSA, and MED during the past 3 years, 40% were men and 60% were women.
- Of those who worked with Dual Career Services, over 50% were offered relevant/appropriate employment.



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Provost's Dual Career Program

- Ensure everyone on the search committee is familiar with UM's dual career support programs.
- 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.
- Helpful links to information:
 - http://www.provost.umich.edu/programs/dual_career/index.html
 - <http://www.umich.edu/~hrra/empserv/dual/>
 - <http://www.michiganhere.org>



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Negotiations

Negotiation process should convey to candidates...

...that the goal in deciding the terms of the offer is to create conditions for their success.

Provide all candidates with a complete list of items to discuss in the course of negotiations. This list will vary by field, and should include those items that will maximize the likelihood of candidate success in that field.



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Recruitment is just the beginning!

- Provide help with networking and getting established at U-M
 - Introduce new faculty directly to colleagues
 - Offer information about access to resources
 - Invite new faculty to collaborate on departmental proposals
 - Check that new faculty are being treated equitably
 - Encourage inclusion of women and minorities in the academic life and decision-making of the department
- Show an interest in other aspects of adjustment to life in Ann Arbor



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