



## 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

### Overview

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



## 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.
- The University of Michigan remains firmly committed to the goal of creating a diverse educational environment.
- Proposal 2 does not alter the University's employment practices



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



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## Why do we need to think about recruiting for diversity and excellence?

There are too few women and minorities on the faculty at major research institutions.



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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.



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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 or gender.
- The situation differs across fields and departments.
- The impact of a reduced pool of candidates is greater for race than for gender.



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# What causes the difficulty?

## Is it discrimination?

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



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Studies the martial art Wu Shu

  
Kibibi Moseley  
Table tennis champion

  
Anthony Levandowski  
Lego robot creator

Faculty

  
Werner Goldsmith  
Wrote the book on Impact

  
Ali Niknejad  
Circuit Maven

  
Jennifer Mankoff  
Accomplished viola player

Alumni

  
Oren Jacob  
Pixar wizard










  
Julia Gee  
Volunteer-aholic

  
Floyd Kvamme  
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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

## “Discrimination” vs. Differential Perceptions

Maybe “discrimination” is only practiced by a small set of ignorant people, but...

*Research shows that we all – regardless of gender or race – perceive and treat people based on their race/gender/social group, 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).
- Gender and race schemas influence group members' expectations about how they will be judged.



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## Content of Schemas: Competence and Warmth

Gender and race schemas (stereotypes) focus on perceptions of group members' average competence and likeability (warmth). Perceivers apply schemas based on their perceptions of people's gender, race, class, and other characteristics.



Fiske, Cuddy, Glick, & Xu (2002). *Journal of Personality and Social Psychology*, 82(6), 878-902.



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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
  - 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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## Similar and Different Processes for Women and Minorities

Processes that produce outcomes for women and members of different racial-ethnic groups are similar in some ways in that schemas are the basis of actions.

*However, it is important to consider differences between gender and race/ethnicity (gender schemas and race schemas differ in their content), and have combined effects (e.g., for women of color).*



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## What are the obstacles to achieving diversity on the faculty?



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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

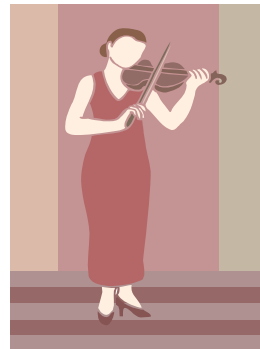


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## Blind Auditions: Gender

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



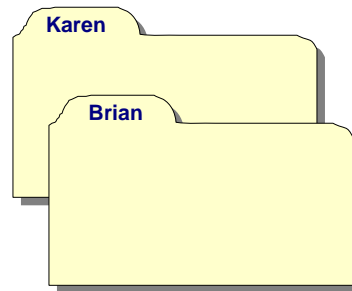
Goldin & Rouse (2000) *The American Economic Review*, 90, 4, 715-741.



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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."
- When evaluating an exceptionally strong record, there was no effect of gender labeling on the respondents' recommendations for hiring or tenure.
- Reservations were expressed four times more often when the name was female.



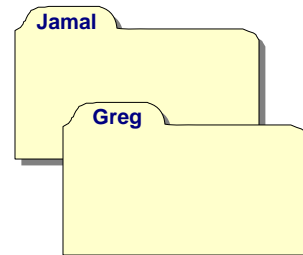
Steinpreis, Anders, & Ritzke (1999) *Sex Roles*, 41, 509.



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## Evaluation of Identical Resumes: 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 higher the gap between callbacks for white and African American names.



Bertrand & Mullainathan (2004) *Poverty Action Lab*, 3, 1-27.



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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)
  - In a white sample, evaluators recommend
    - 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.

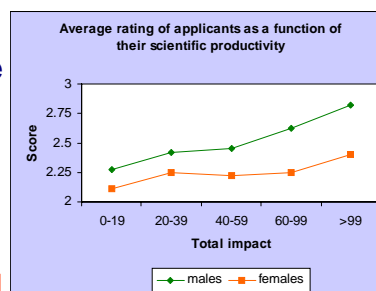


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## Evaluation of Fellowship Applications: Gender

“...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.



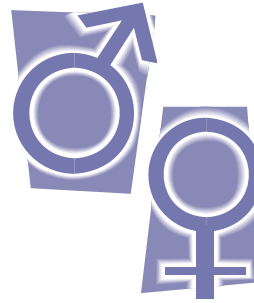
Sommers (2006) *Journal of Personality and Social Psychology*, 90 (4), 597-612.



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## Unintended Impact of Schemas

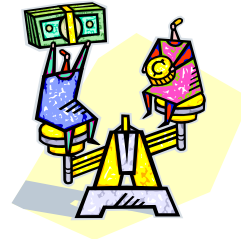
- Gender and race schemas result in biased evaluations for members of both groups.
- These biased evaluations have important consequences that accumulate over time.



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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”



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 women and minorities on the faculty, so schemas are more likely to be invoked.



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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

Asian/Asian American scientists are 4.1% of overall US workforce and 14.7% of U.S. life scientists

#### Within National Institutes of Health:

- 21.5% of NIH's tenure-track scientists but only 9.2% of NIH's tenured researchers

#### American Society for Biology and Molecular Biology

- None of the 26 council members and the 193 members of 11 standing committees.



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



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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 scientists who marry and have families publish as many articles per year as single women.



Cole and Zuckerman (1987) *Scientific American* 25, 119-125.  
Confirmed by Yu Xie and Shauman (2003) *Women in science: Career processes and outcomes*.

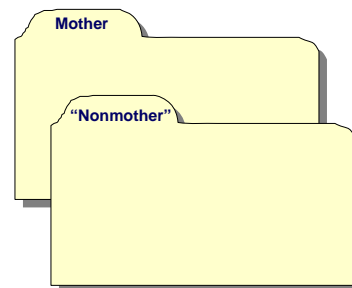


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## Evaluation of Identical Resumes: Mothers

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.



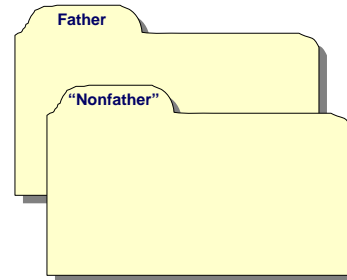
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## Evaluation of Identical Resumes: Fathers

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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## Impact on Career: Processes Are Similar and Different for Race and Gender

### Similarities for gender and race/ethnicity

- Importance and impact of schemas
- Lack of critical mass leads to reliance on schemas
- Evaluation bias operates
- Accumulation of disadvantages operates

### Differences between gender and race/ethnicity

- Content of schemas
- Likelihood of solo status greater for minorities
- Less full pipeline for underrepresented minorities than (white) women
- Added complexity for women of color



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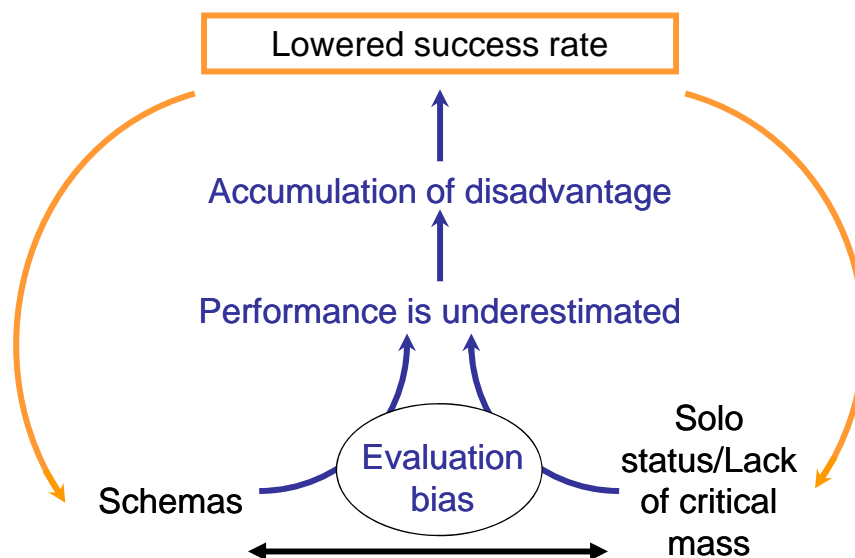
## Key Factors Affecting Career Paths

- Schemas
  - Gender
  - Race/ethnicity
  - Sexual orientation
  - Age, Ability, Other
- Lack of critical mass
- Biased evaluations and judgments
- Accumulation of disadvantage



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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 applies for jobs
- who is in jobs
- who receives awards
- who is promoted to leadership positions

Schemas, solo status, and lack of critical mass provide unconscious justification for the status quo (which lessens our likelihood of questioning it)



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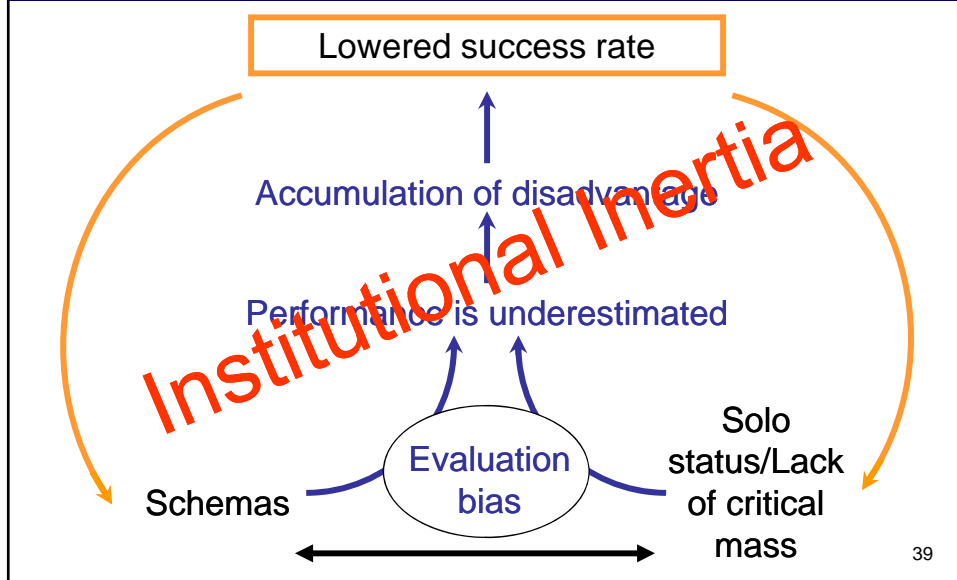
## Schemas and Policies Assume Institutions Are White, Male, and Heterosexual

- Tendency to value people who fit in to traditional definitions of the discipline and of good work.
- Late and reactive implementation of family friendly policies.
- Social and professional networks.
- Concentration of white men at the top.
- Students' awkward, confused, or challenging reactions to female faculty and faculty of color.



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## Self-reinforcing Cycle



## Implicit Attitudes Can Lead to Outcomes We Do Not Want

- We pride ourselves on valuing merit and excellence, but we do not always recognize it.
- Implicit attitudes lead us to overestimate some people's merit and underestimate others'.
- If we exclude women and male minorities, we are excluding the majority of people from the pool—their absence matters.



## Break-out Session

## Break-out Session

- Purpose of break-out session
  - To provide an opportunity to discuss scenarios and brainstorm strategies to minimize evaluation bias or other difficulties
- Logistics of break-out session
- Process of break-out session
  - Identify strategies to address scenarios
  - STRIDE members will take notes
  - A summary of notes will be posted on the UM ADVANCE Web site (<http://sitemaker.umich.edu/advance/home>)
- After the break-out session, we will present the final section: strategies that address the under-representation of women and minorities in faculty recruitment.



## 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 institutional policies and practices
- Increase sustained interaction
- Increase critical mass



## Overview of Recruiting Strategies

- Recruit for diversity and excellence  
*We're STRIDE, not STRID!*
- 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 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 double impact on women of color



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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

- Actively seek candidates who contribute diversity and excellence: do not just wait for applications to come in.
- Ask colleagues for the names of top female and minority students, in addition to male students.
- Ask faculty who nominate candidates to identify other very strong candidates in the field, including women and minorities.



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## Active Recruiting

- Widen the range of institutions from which you recruit.
- Consider women and minorities who may currently be under-placed: those thriving at less well-ranked institutions.



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## Changes to One UM Department

### Before ADVANCE:

- average of % female 98/99 – 02/03: 10% (8 – 13%)
- 11 – 20 female candidates

### After ADVANCE and using open searches:

- average of % female 05/06 & 06/07: 18% (17 – 19.5%)
- 40 – 46 female candidates
- [Note: OPEN SEARCHES started in 05/06]



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## Interviewing Tips

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



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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, gender, sexual orientation, parent status).
- 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

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

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

[http://www.hr.umich.edu/empserv/  
department/empse/legatchart.html](http://www.hr.umich.edu/empserv/department/empse/legatchart.html)



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## Example of Illegal and Legal Questions: Family Status

### 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?



### Legal Question (Must be asked of all applicants):

- Do you have any responsibilities that conflict with the job attendance or travel requirements?



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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.

### Counter-productive:

- Did not answer truthfully (knew the “right” answer)
- Resented the questions



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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)
- Family friendly policies provide resources to help **both** male and female faculty manage households.



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## Provost's Dual Career Program

- Comprehensive Web site with dual career information  
[http://www.provost.umich.edu/programs/dual\\_career/index.html](http://www.provost.umich.edu/programs/dual_career/index.html)
- Link to HRAA's Web site for employment opportunities  
<http://www.umich.edu/~hrraa/empserv/dual/>
- Individual counseling and assistance for partners of tenured & tenure-track (T&TT) faculty members
- Financial support (in some cases)  
Provost's Faculty Initiatives Program (PFIP) provides supplemental resources to help schools and colleges assist dual career partners of T&TT faculty



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## College Dual Career Program

- Process should begin early:
  - Distribute family friendly policy information to all candidates during first visit
  - Address family issues raised by candidate expeditiously
- University assistance:
  - Full time dual career staff available through chairs and deans (CoE, LSA, and MED; and Provost Office)
- Details of funding are case-by-case and are not shared with candidates or partners



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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.
- Dual Career Services assists over 50% of partners where contact is initiated.



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## Tips for Dual Career Situations

- 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.



[http://www.provost.umich.edu/programs/dual\\_career/index.html](http://www.provost.umich.edu/programs/dual_career/index.html)



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## Evaluation of Candidates: Promote Awareness of Evaluation Bias

Being aware of evaluation bias is a critical first step. Remember the lessons of:

- Blind Auditions
- CVs and Resumes
- Letters of Recommendation



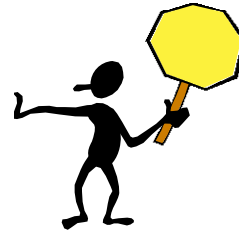
Bauer and Baltes, 2002, *Sex Roles* 9/10, 465.



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## Evaluation of Candidates: Promote Awareness of Evaluation Bias

- Being aware of evaluation bias is a critical first step.
- 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 will provide forms that can be modified to fit your situation



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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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## Examples of Negotiation Options

- Salary
- Course release time
- Lab equipment
- Lab space
- Renovation of lab space
- Research assistant
- Clerical / administrative support
- Attractive teaching opportunity
- Travel Funds
- Discretionary Funds
- Summer Salary
- Moving Expenses
- Assistance with partner / spouse position



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## Recruitment is just the beginning!

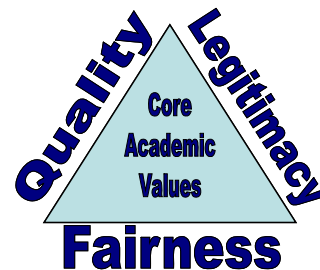
- Provide help with networking and lab start-up
- Show an interest in other aspects of adjustment to life in Ann Arbor
- Introduce new faculty directly to colleagues
- Offer information about access to resources
- Invite new faculty to collaborate on departmental proposals
- Check that new faculty are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



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## Creating a Supportive Climate

- For more tips on creating a supportive climate for all faculty, see the ADVANCE Program handbook: <http://www.umich.edu/~advproj/handbook.pdf> or contact STRIDE at 647-9359.
- Contact the ADVANCE Office for copies or links to readings ([advanceprogram@umich.edu](mailto:advanceprogram@umich.edu) or 647-9359)



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