

Faculty Recruitment for Diversity and Excellence

Significant portions of this presentation have been adapted from
ADVANCE at the University of Michigan
Strategies and Tactics for Recruiting to Improve Diversity and Excellence

Visit UM's [STRIDE website](#) and BGSU's [Office of Equity & Diversity](#)



Goal

To provide 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 BGSU.

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.
- Improves quality of education
 - 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. [Carrell, Page, & West (2009) *Sex and Science: How Professor Gender Perpetuates the Gender Gap.*]
- Federal law requires the University to take affirmative steps to equal employment opportunity regarding race, gender, color, religion, and national origin.

Does BGSU have a diverse STEM faculty?

Women and minorities are under-represented in STEM areas at BGSU

	Tenured	Tenure Track	Tenured/ Tenure track	Non Tenure Track	Total
Women	11 (16%)	7 (54%)	18 (22%)	20 (59%)	38 (32%)
Men	59 (84%)	6 (46%)	65 (78%)	14 (41%)	79 (68%)
Non-URM	63 (90%)	12 (92%)	75 (90%)	32 (94%)	107 (91%)
URM	7 (10%)	1 (8%)	8 (10%)	2 (6%)	10 (9%)
Totals	70 (100%)	13 (100%)	83 (100%)	34 (100%)	117 (100%)

In leadership positions: of 50 Full professors in STEM, only 9 (18%) are women and of 9 department chairs, only 1 is a woman.

Why is it difficult to recruit for diversity and excellence?

Are diverse applicants under-represented in the pool of candidates?

- Partly yes, but it does not fully account for outcomes for either race/ethnicity or gender.
- This varies 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.

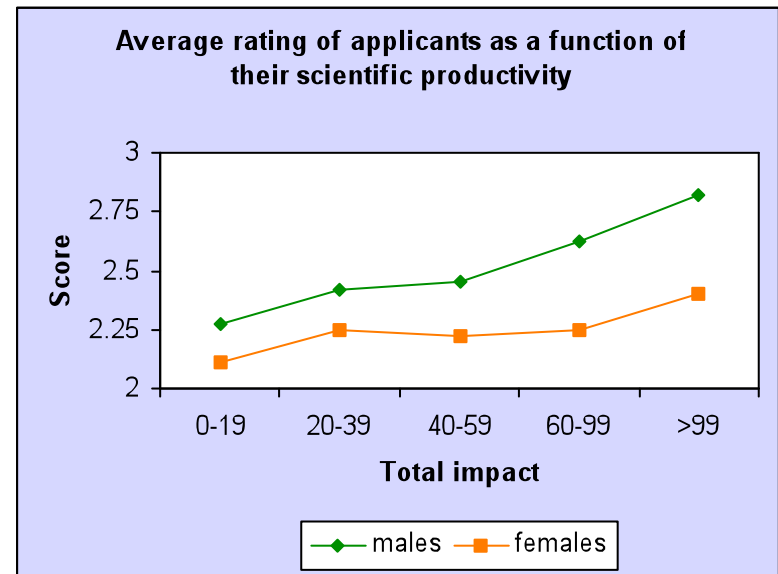
Why is it difficult to recruit for diversity and excellence?

- Biases (explicit and implicit) are still held by most people about various social groups (race/ethnicity, gender, sexual orientation, disability, etc.).
 - Numerous studies show that schemas affect evaluation:
 - Blind auditions (Goldin & Rouse, 2000)
 - Evaluation of resumes (Bertrand & Mullainathan, 2004)
 - Evaluation of CVs (Steinpreis, Anders, & Ritzke, 1999)
 - Evaluation of job credentials (Dovidio & Gaertner, 2000)
 - Evaluation of fellowship applications (Wenneras & Wold, 1997)
 - Letters of recommendation (Trix & Psenka, 2003)

Why is it difficult to recruit for diversity and excellence?

“...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.



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.”

Impact of Schemas about Parenthood

These biases persist despite evidence to the contrary. For example:

- Women academics who marry and have families publish as many articles per year as single women.
- “...net sex differences in productivity are small to nil once other personal characteristics, structural settings, and facilitating resources are taken into account.”

Yu Xie and Shauman (2003) *Women in science: Career processes and outcomes*.

Cole and Zuckerman (1987) *Scientific American* 256 (2), 119-125.

Policies Reproduce a Self-Reinforcing Cycle

- Biases are also embodied in policies.
 - Tendency to under-value people who do not fit conventional definitions of the discipline.
 - Concentration of white men at the top; overlooking women and minorities for leadership positions.
 - Narrow and homogeneous 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.

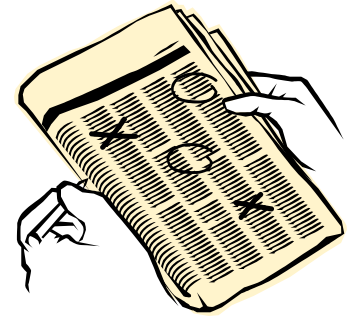
What can we do?

Strategies for Breaking the Cycle

- Increase conscious awareness of bias and how bias leads to overlooking talent
- 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

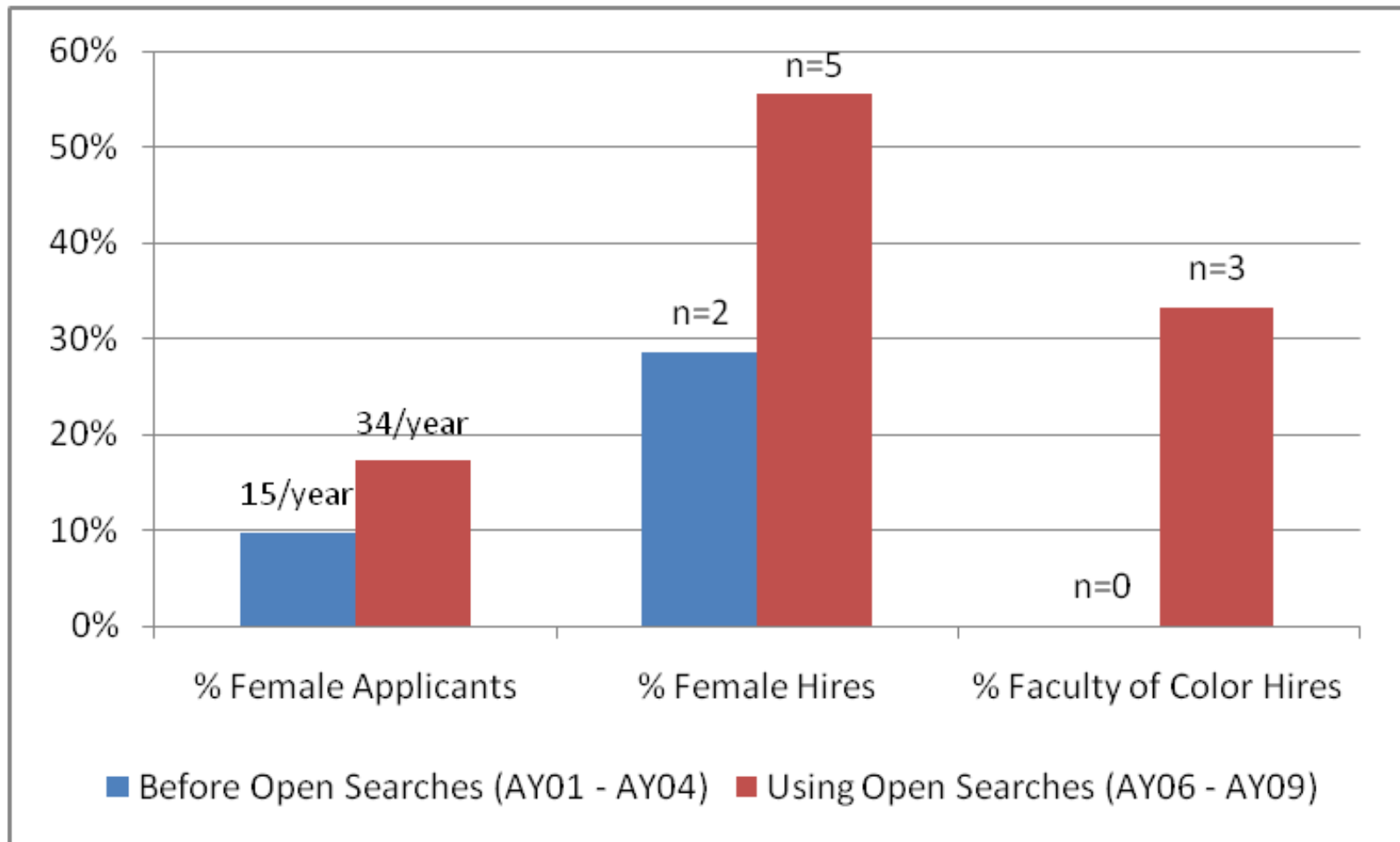
- Consider implications of the job description: search as broadly as possible.
- Word job announcement to encourage diverse applicants.
- Work with a single search committee for *all* positions, to allow opportunities for people with unusual backgrounds to emerge.

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 institution
 - Past discrimination by top tier institutions
 - Candidate's own internalization of biases



Active Recruiting and Open Searches Can Help Increase Diversity



The difference achieved by one University of Michigan department

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 others on the search committee.
- Evaluation bias can be counteracted.

Focus on Multiple Specific Criteria during Evaluation

- Include judgments that reflect examination of *all* materials and direct contact with the candidate.
- Specifically evaluate scholarly productivity, research funding, teaching ability, ability to be a conscientious departmental/university member, fit with the department's priorities.
- Avoid “global” evaluations.
- We have an evaluation form that can be modified to fit your situation.

[Link to UM Candidate Evaluation Tool](#)

Candidate Evaluation Tool

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

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):

Please rate the candidate on each of the following:	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Interviewing Tips

- Call/bring in more than one female/minority candidate (consider 4 on campus interviews).
 - Research indicates that interviewers evaluate women and underrepresented minorities more fairly when there is more than one woman in the interview pool. When there is only one woman or underrepresented minority, s/he is far less likely to succeed than women or minorities who are compared to a diverse pool of candidates, probably because of the heightened salience of his or her race or gender.
- Treat female and minority faculty applicants as valued 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): 179-189.
Van Ommeren et al., 2005, *Psychological Reports*, 96: 349-360.

Interviewing Tips

- 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 a diverse set of people so that they are more likely to meet someone like them.

Avoid Questions that Might be Construed as Discriminatory or Offensive

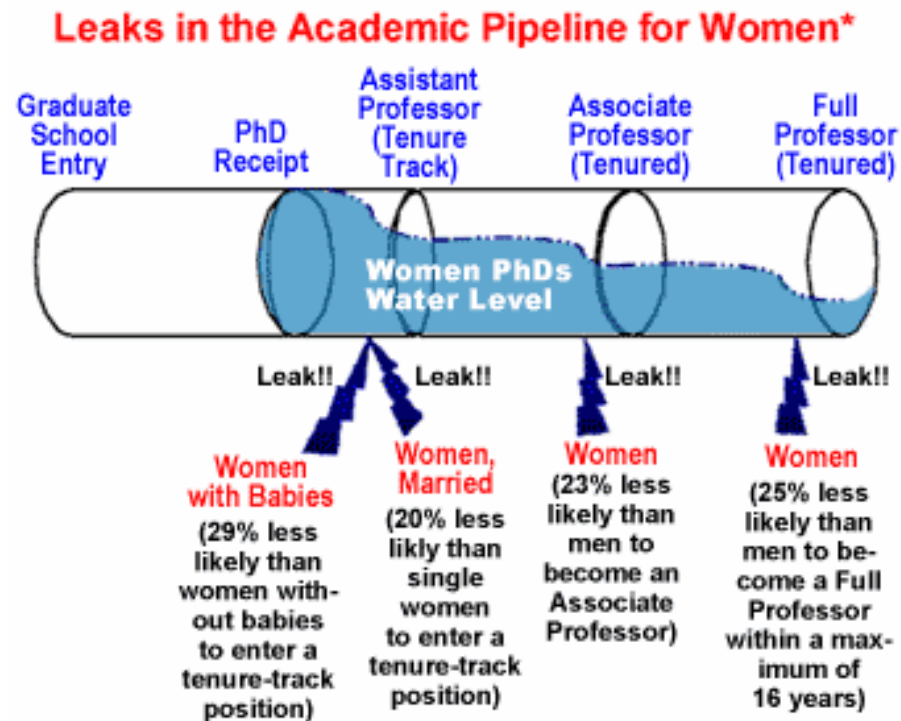
- Federal Equal Employment Opportunity (EEO) laws and regulations prohibit discrimination against applicants on the basis of race, color, religion, sex, national origin, age, handicapping condition, marital status, or political affiliation.
- **Interviews should evaluate qualifications of the applicant that are relevant to a faculty position – *questions about matters that are not job relevant (e.g., family status) are not allowed.***
- Charts of appropriate and inappropriate questions are available
[Link to BGSU list of questions](#)
[Link to UM list of questions](#)
- **Identify someone (or several people) with whom the candidate can have a confidential conversation in which they could ask questions they don't want to ask the search committee.**

Top Mistakes in Recruitment

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

Recruitment is just the beginning!

- Provide help with mentoring, networking, and getting established at BGSU
- Show an interest in other aspects of adjustment to life in Bowling Green



Thanks!

Feel free to contact us with questions:

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