

# Strategies to Promote Diversity Through Hiring & Promotion

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# Take-Home Messages

- No simple prescription that cures all
- Important to understand **institutional culture** and **departmental subcultures**
- Absolutely necessary to secure commitment from the **administration** (resources)
- **Search committee** composition is very important
- **Educating the search committee** about gender and race
- Examples of Michigan practices – building a system that will last (**institutionalization**)



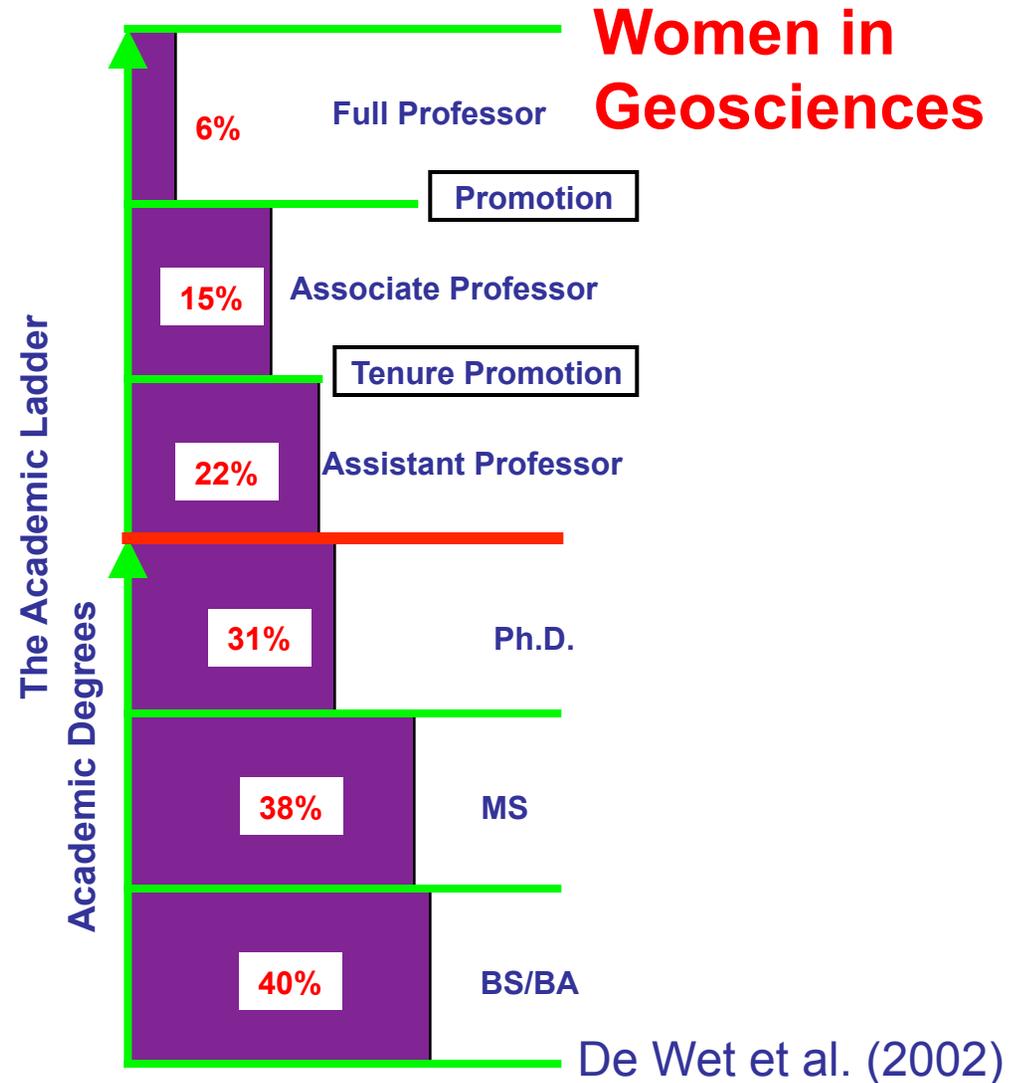
# Outline of Presentation

- What is the **problem**?
- What are the **obstacles** to achieving a diverse faculty?
- How do **schemas** affect careers? [Some hard **data**]
- What can we do? [Some viable **solutions**]
- Can any of this be adopted at your university? Will focus on :
  - Institutional change
  - Strategies in **recruitment** and **retention**
  - Promotion and leadership roles
  - **Climate** (biggest factor in retentions)



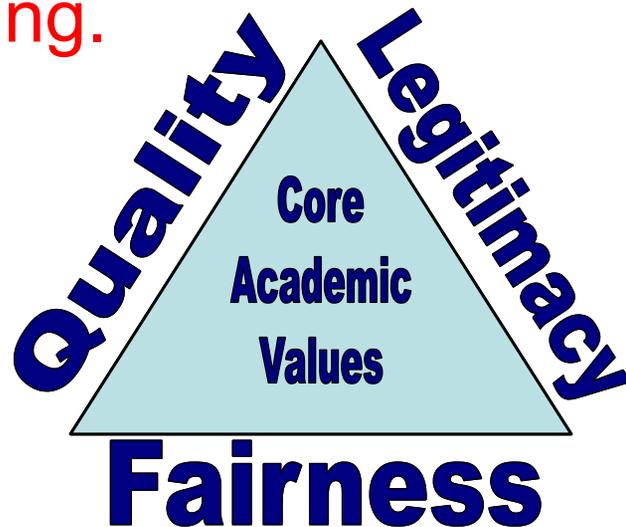
# What is the Problem?

By any reasonable definition, there are **too few women** and underrepresented minorities (**URM**) on the faculty at major research institutions.



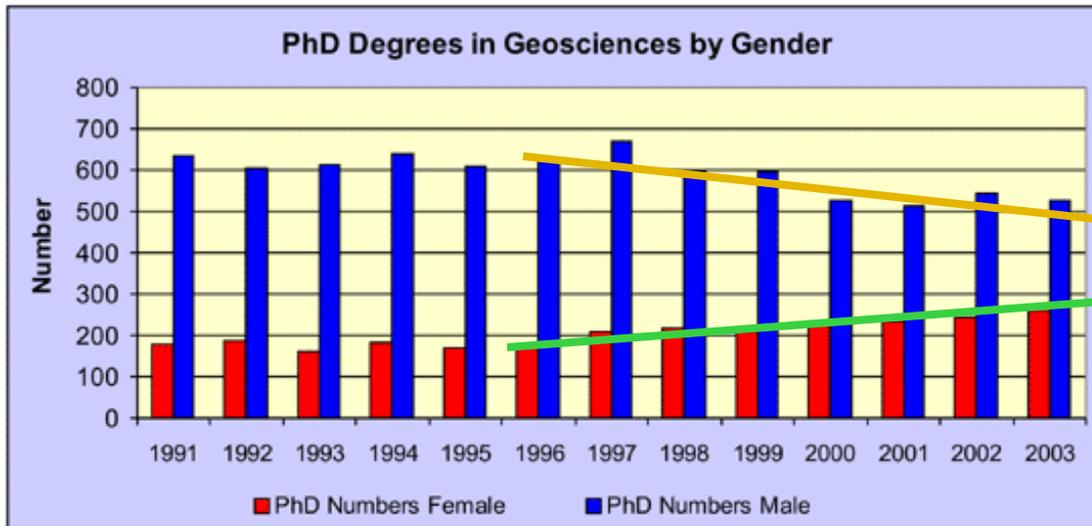
# Diversity Matters

- Consistent with the **core values of academia**
- Opens up an environment for a **wider range** of people, skills, talents, and **perspectives**.
- **More perspectives** are taken into account—and fewer things taken for granted—in **problem-solving**.

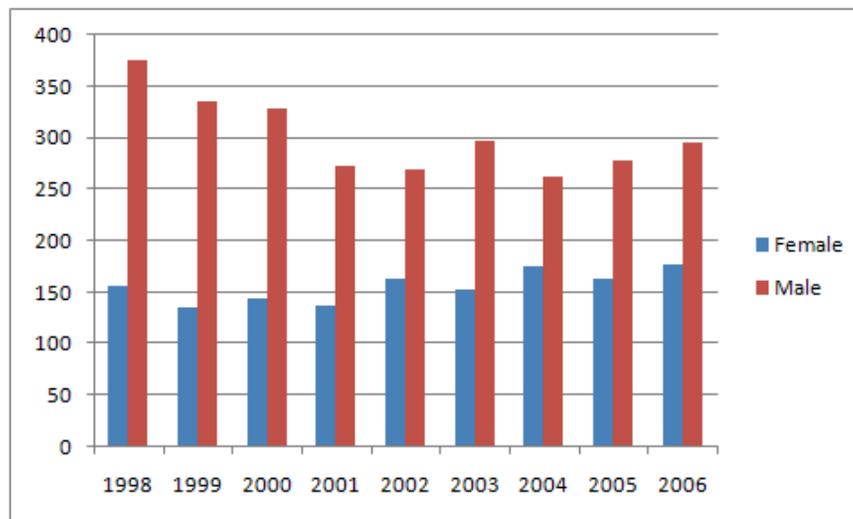


Why  
Care?

# Long-Term Trends in Geosciences Majors



?  
~2010

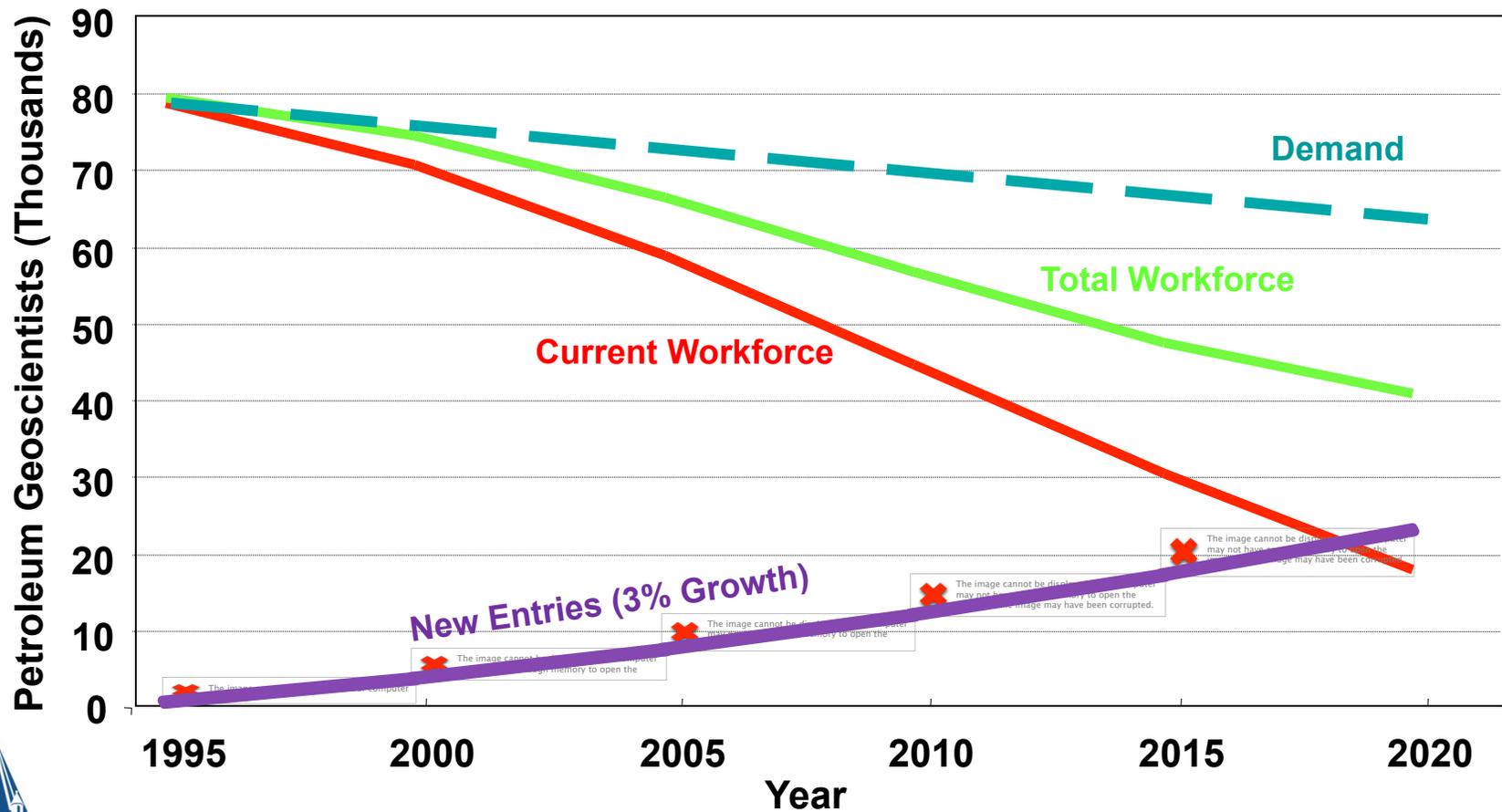


NSF Division of Science Resources Statistics (2008)



Why  
Care?

# Demand for Geoscientists Projected To Exceed Supply



Why  
Care?

# A Method of Growing the Workforce

- Many state universities today are **majority women** at the undergraduate level
- Many geology departments are majority women as well at the undergraduate level
- For these young women – and increasingly URM – to participate in the workforce, especially as faculty, they need **role models today**
- Getting **mentored** by people who look like you is very powerful



Posted 10/19/2005 11:41 PM

**College gender gap widens: 57% are women**  
By Mary Beth Marklein, USA TODAY

# What Causes the Problem?

- Is it the **available pool** of candidates?
  - 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.

Could it be that some **biases** are at work?



# Schemas: Non-conscious Hypotheses

- Schemas are expectations or stereotypes associated with members of a group that guide our perceptions and behaviors
  - Schemas allow efficient, if sometimes inaccurate, processing of information.
  - Schemas often conflict with consciously held or ‘explicit’ attitudes.
  - Schemas influence the judgments of group members as well as of non-group members.
    - Gender and race schemas influence group members’ expectations about how they will be judged.



# 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



# What are the Obstacles to Achieving Diversity?

- Schemas
  - Gender
  - Race/ethnicity
  - Sexual orientation
  - Age, ability, other
- **Biased evaluations** and judgments
- Lack of **critical mass**
- Accumulation of **disadvantages**



# Schemas Affect Evaluation

Numerous studies show that schemas affect evaluation, for example:

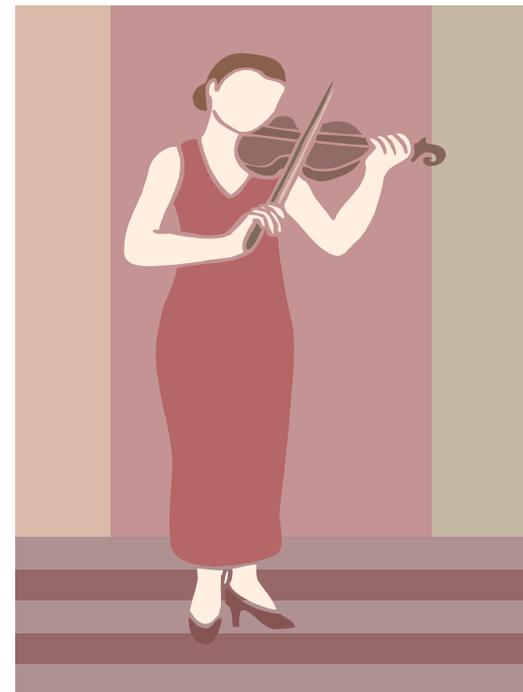
- **Blind auditions**
- **Evaluation of CVs**
- **Evaluation of resumes**
- Evaluation of job credentials
- Evaluation of minimum standards vs. ability
- Evaluation of fellowship applications
- Letters of recommendation



# Impact of Blind Auditions: Gender

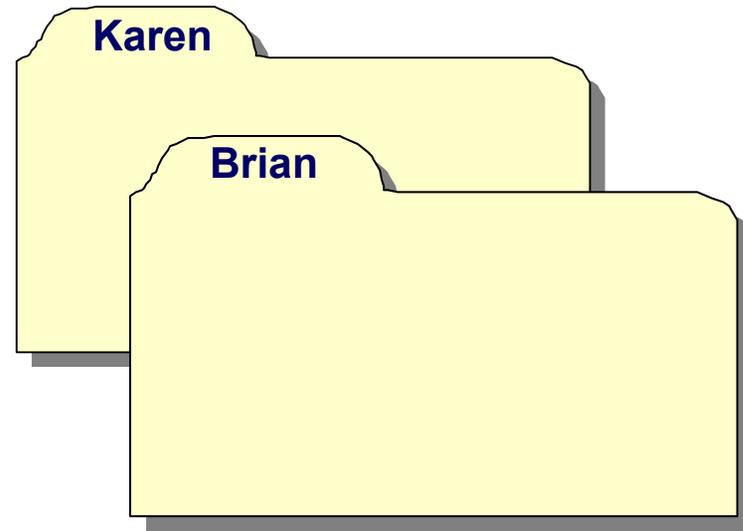
Records from major US symphony orchestras from 1970-1996:

- 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.



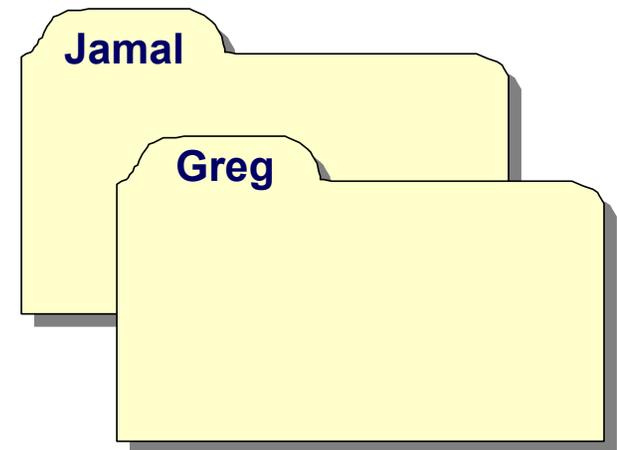
# Evaluation of Identical CVs: Gender

- When evaluating identical application packages, male and female University psychology professors preferred 2:1 to hire “Brian” over “Karen.”



# 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.



# 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' .
- By excluding women and URM we exclude the majority of people from the pool.
- If we value diversity, we will not achieve it if we do not do something about it.



# Routine Practice Will Reproduce Institution

Without conscious effort, institutions tend to:

- reproduce themselves (“institutional inertia”).
- pose obstacles to success of individuals not “imagined” in the institutional self-definition.



# Concept of a “STRIDE” Committee

- Science and engineering senior faculty who studied the social-science literature on schemas/unconscious bias
- Provide education that enables colleagues to adopt better, more equitable strategies



2003



2011

# Composition of STRIDE

- 8-12 **senior faculty** in science and engineering
- Recruited by P.I. of ADVANCE and nominated by Deans of their Colleges (LS&A, Medical School, and Engineering)
- Faculty are **most receptive to learning about diversity from colleagues** they already respect as researchers
- To demonstrate that this agenda matters to men as well as women, it is important for the **committee to have gender balance**
- There are advantages to differing perspectives – by **gender, discipline, and race/ethnicity**



# How STRIDE Developed Expertise

- Self-education
  - Valian lecture and book
  - Reviewed primary literature
  - Developed presentation for faculty on recruitment
    - In the first 8 months, 26 presentations were made (hundreds by now at multiple institutions)
  - Developed handbook
- Continuing education
  - Work-family issues
  - Race and underrepresented minorities (URM)
  - Graduate student recruitment and admissions
- Intimate and confidential discussions
  - Politics/strategies of change



# STRIDE's Flexible and Proactive Approach

- Actively sought out audiences
- Worked with deans to develop model of “**search committee workshops**”
  - Motivated audience
  - Interactive format
  - 60 faculty attend each season
- Partnered with other programs to spread the word
- Developed and trained “allies” through **FASTER**
- Anticipated **resistance**



# Goal: Creating Structures That Will Last

- Training for chairs and for new full professors
- **Policy changes**
- Structures and networks to support women and minority faculty
- Departmental climate change
- **Institutionalizing STRIDE**
- University commitment to ADVANCE for broader agenda of 5 (more) years at **800K/year** (not counting costs of hiring new faculty)



# Changing the Climate: Multiple Points of Entry

- Individuals – resource driven
  - Create collective identity for women and URM scientists and engineers
  - Level the playing field
  - Provide leadership opportunities for women and URM
- Departmental “microclimates”—hardest to make happen
  - Present analysis and history of current situation
  - Place theory in the background
  - Provide incentives for self-analysis and self-motivated change
- Institution-wide leadership driven
  - Publicize data – “consciousness raising”
  - Monitor data
  - Review and change policies



# Prime the Pump

- 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 to campus



# Search Committee Composition

- Include people who are **committed to diversity and excellence**
- **Include women and URM**
  - Remember to take account of their added service load in other assignments
  - Remember the double impact on women of color



# Job Description

- 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

- Actively seek candidates who contribute diversity and excellence: do not just wait for applications to come in. **Advertise widely!**
- 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.



**SACNAS**

*Society for Advancement of Chicanos and Native Americans in Science*



**AWIS**

Association for Women in Science

*"Dedicated to achieving equity and full participation for women in science, technology, and engineering."*

# Active Recruiting

- Widen the range of institutions from which you recruit.
- Widen the range of venues in which openings are advertised or communicated.
- Consider women and minorities who may currently be under-placed: those thriving at less well-ranked institutions.
- Invite female and minority speakers.



# Interviewing Tips

- Treat female and minority faculty applicants as **scholars and researchers, not as female or minority** scholars and researchers.
- Give candidates an opportunity to talk with other women and minorities – not on the search committee and preferably not even in the same department – about climate issues.
- Bring in more than one female or minority candidate.



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.

# Active Recruiting

## 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 Questions (Might be asked of all applicants):

- Do you have any responsibilities that conflict with the job attendance or travel requirements?
- Is there anything else that I can do that would make your coming to **State U** more attractive?



# Focus on Particular Criteria During Evaluation

## Tailor the Candidate Evaluation Tool to Meet Your Needs

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):

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Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

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						

Other comments?



# Negotiations – Beginning of Retention

- 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.



# Does It Work?

- Significantly increased recruitment of women: 14% in AYs 2001-2002 vs. 34% in AY 2003-2005  
[Engin, LSA/Nat Sci, Med/Basic Sciences]
- No woman chairs of major science or engineering departments (2002) to 6 of 25 (2007)
- 2<sup>nd</sup> climate survey of women faculty (2005): less sexist and more positive climate
- Lively network of women engineers and scientists on campus
- Formal policies and practices changed
- Too early to know racial/ethnic effects



# Active Recruiting

- Provide help with networking and lab start-up
- Show an interest in other aspects of adjustment to life in **your town**
- 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



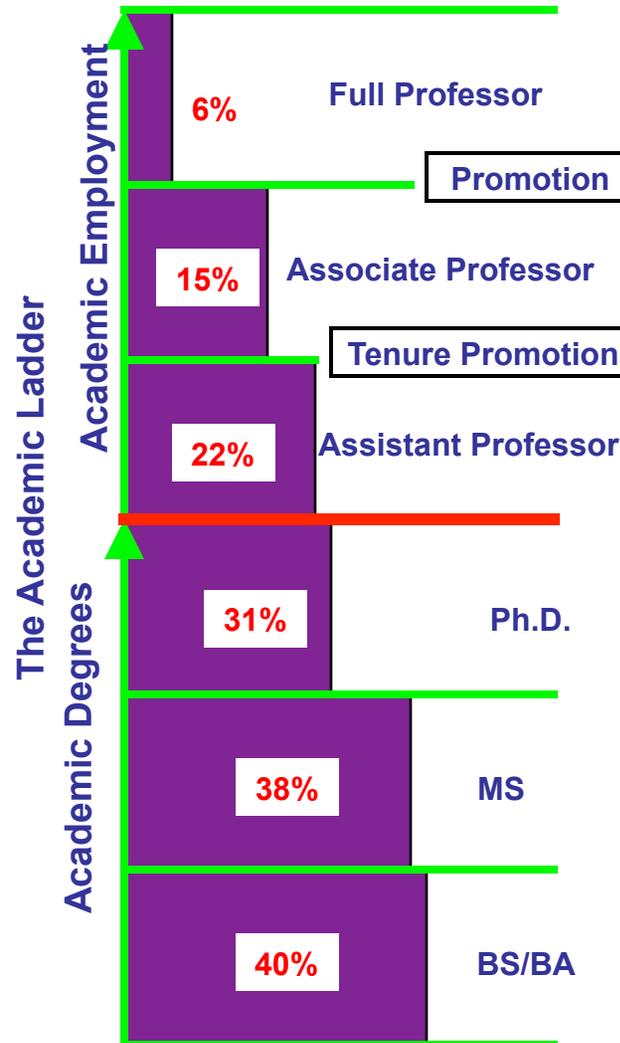
# Dual Career Challenges

- Many faculty have two-career households.
- Identify someone with whom the candidate can have a confidential conversation in which they could ask questions they don't want to ask the search committee.
- Support for dual careers enhances both recruitment and retention of men and women.
- Respect for the partner hire – terms like trailing spouse are not helpful.



# Recap

# Women in the Geosciences

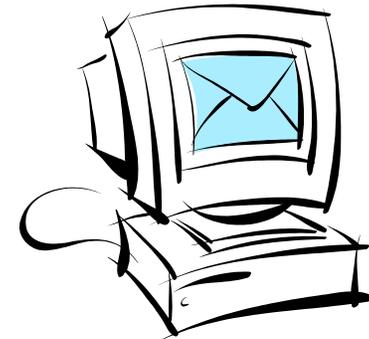
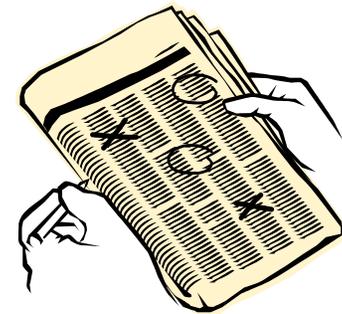


De Wet et al. (2002)



# Recruiting Strategies

- Recruit for diversity and excellence
- Prime the pump
- Search committee composition
- Job description – open searches
- Advertisement
- Active recruiting
- Interviewing tips
- Promote awareness of the issues –  
**remember the lesson of CV's and blind auditions** in orchestras which cannot be simulated in a faculty job interview



## Recap

# 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.

