

Fostering Inclusion: Recruitment and Helping Faculty Thrive

Abigail J. Stewart
University of Michigan
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Some General Principles

- Interventions that enhance diversity are compatible with high standards and excellence; in fact diversity is necessary to excellence
- Actions that improve the environment for underrepresented groups benefit others—not zero-sum
- Continued progress requires monitoring of data

More General Principles

- All solutions are local: need local analysis
- Depend on leaders committed to change
- Energy for the transformation effort at all levels
- Financial resources
- New policies to institutionalize better practices



President Mary Sue Coleman,
University of Michigan



Deans of LSA, Engineering, Medicine in 2011

Rely on Systems Theory/Organizational Focus

- Problem reproduces itself unless individuals initiate change
 - Demands individual and institutional responsibility for change
- Shifts guilt off of individuals
 - Underrepresented groups cannot be blamed for their own exclusion from science and engineering
 - White men (and “insider” white women and people of color) cannot be blamed as individuals

Recruitment — Influencing a Departmental Practice at UM

Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)



- Approach (creating “organizational catalysts”) may be useful for other processes
- Distinguished senior faculty (credible sources)
- Developed knowledge and advice about search practices (expertise)
- Offer annual campus-wide workshops for faculty and administrators (convenient venue minimizing familiar dynamics)

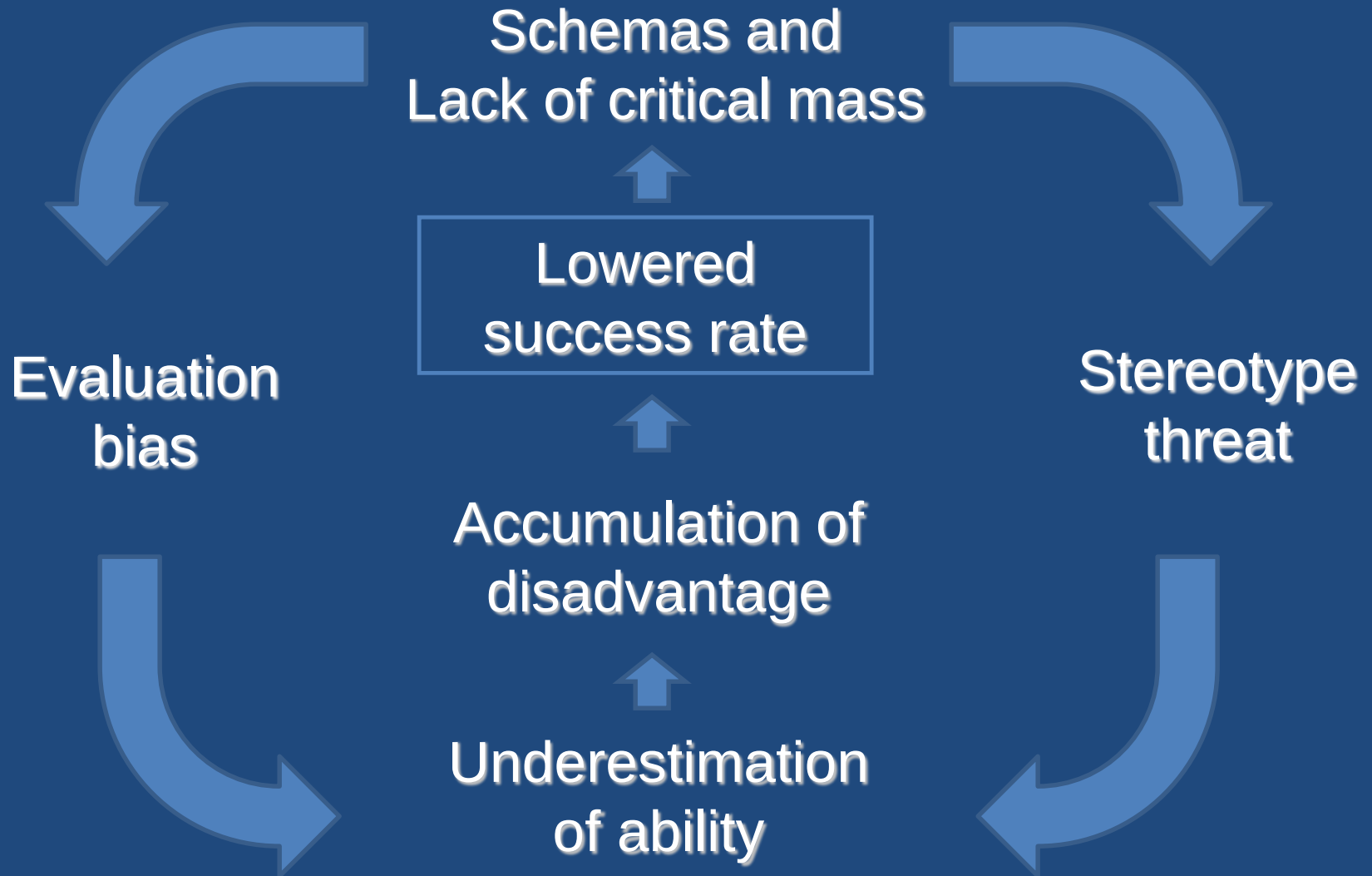
Recruitment: Analysis of the Problem

STRIDE offers:

- **Conceptual tools**
 - Gender, race, and sexuality schemas
 - Evaluation bias
 - Critical mass
 - Accumulation of disadvantage
 - Stereotype threat/boost
- **Empirical evidence**
 - Evaluations of applications
 - Evaluation of fellowship and grant proposals
 - Impact on salary of different background factors
 - Influence of small biases on institutional outcomes
 - Belonging cues and stereotype threat
- **Procedural solutions**



Bottom Line: Unless We Take Action, System Reproduces Itself



Provide Best Practices

- Creating position/open searching
- Choosing/educating the committee
- Developing pool of applicants actively
- Creating shortlist
 - Consensus on specific, multiple criteria
 - Use them!
 - Avoid global/top choices
- Minimize stereotype threat in interviews



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						

Does STRIDE work?

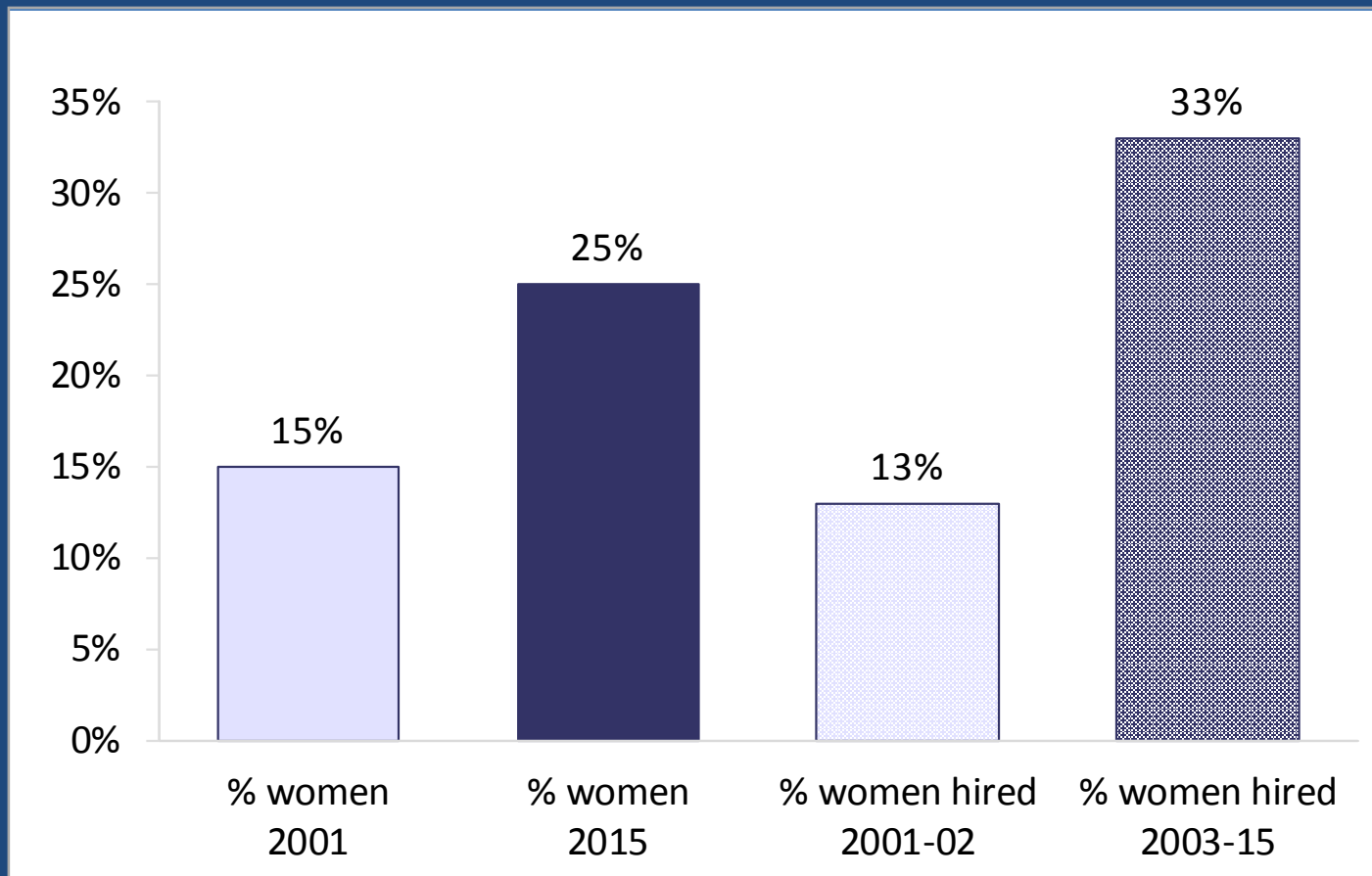
College	Pre-STRIDE AY2001 – AY2002		STRIDE AY2003 – AY2016	
	Men	Women	Men	Women
Medical School (Basic sciences)	2	2	54	19
College of Engineering	32	2	187	71
College of LSA (Natural Sciences)	28	5	119	68
Total % women		13%		31%
TOTAL	62	9	360	158

This table shows the proportion of men and women hired in each of the three colleges that employ the largest number of scientists and engineers at the University of Michigan.

Note the marked, and statistically significant, increase in the proportion of women hired, comparing the two pre-STRIDE years with the thirteen STRIDE years ($p < .05$).

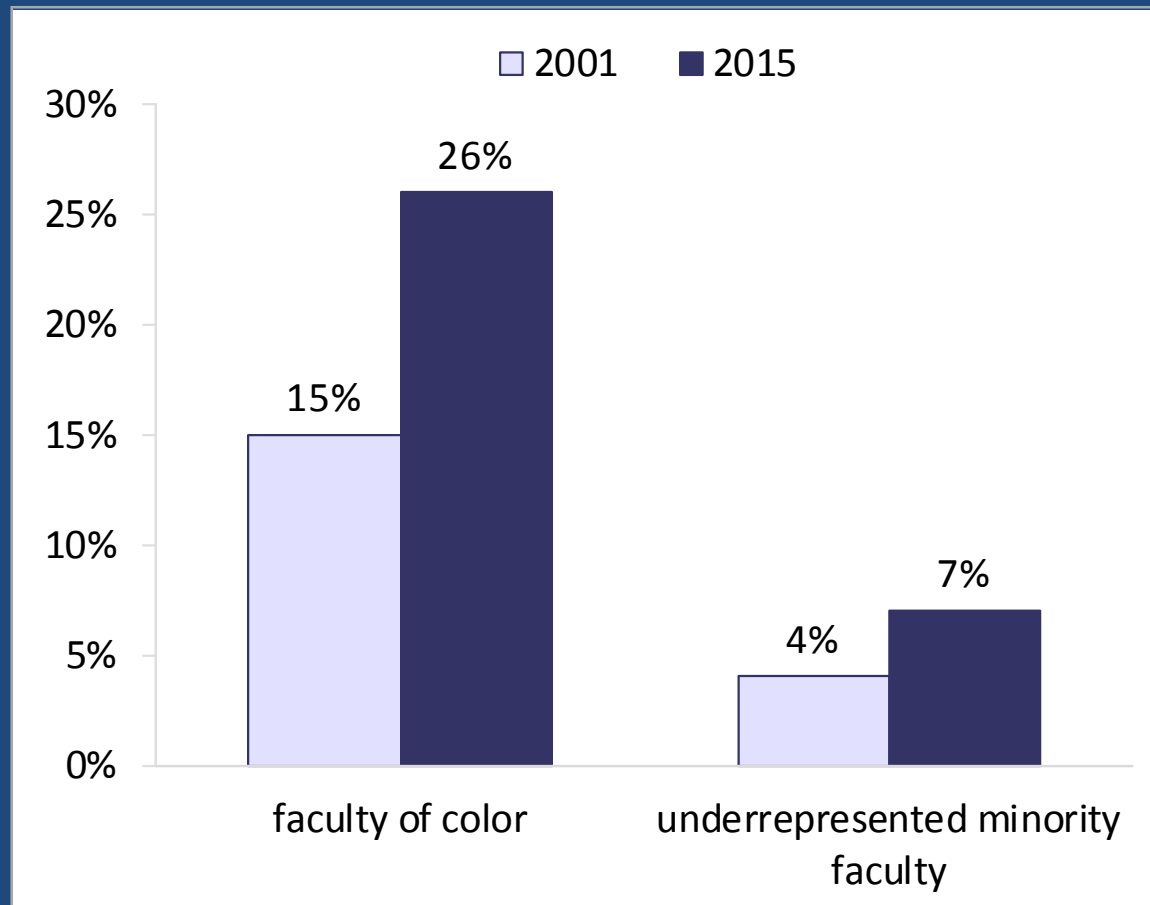
Recruitment: Female Science and Engineering Faculty over Time

Representation of Female Science and Engineering
Tenure Track Faculty 2001-2015



Hiring: Faculty of Color Science and Engineering Faculty over Time

Representation of Science and Engineering Tenure Track Faculty 2001-2015



Climate and Retention: Changing Faculty Interactions

Performed theater sketches on
multicultural classroom dynamics

Created sketches for us on:

- ▣ Faculty meeting (recruitment and faculty dynamics)
- ▣ Faculty advising faculty (mentoring)
- ▣ Tenure evaluation committee meeting
- ▣ Navigating departmental politics
- ▣ Boundaries in relationships



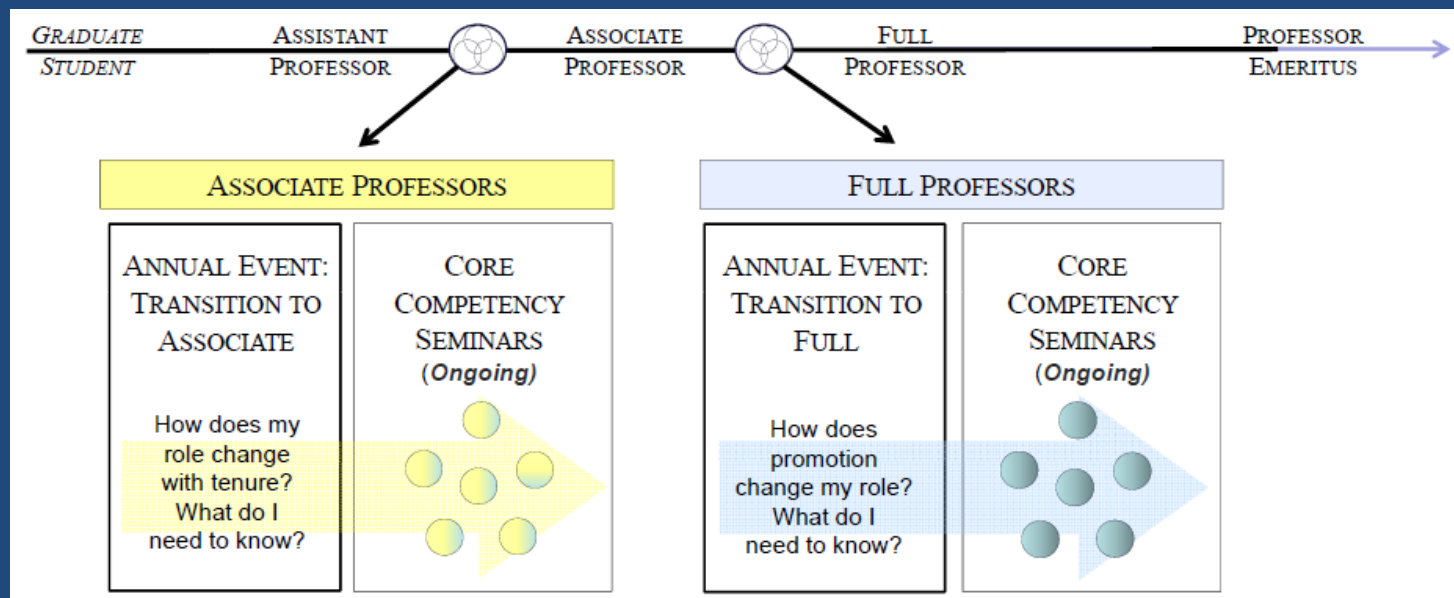
Retention: Launch Committees

- Launch committees provide support and guidance to new junior faculty from the time of hire until the end of the first year at Michigan.
- Committees use list to focus on:
 - Lab space, equipment and computing resources; funding; lab personnel, including students; integration into the university; teaching; service; and mentoring plan for the probationary (pre-tenure-review) period, work-life integration
- Each committee consists of the following members:
 - Senior faculty member in the department with research interests fairly closely aligned with the new junior faculty member
 - Department chair
 - Senior faculty member from outside the department, field related to the new junior faculty member's interests
 - ADVANCE faculty member
 - New junior faculty member



Leadership and Integration in Faculty Transitions (LIFT)

- Two one-day programs plus “core seminars” on particular topics:
 - Transition to associate professor
 - Transition to full professor
- Addresses integration of leadership skills—including supporting diversity—into faculty roles at developmental stages



Climate and Retention: Networks to Advance Women Scientists and Engineers and Faculty of Color

- Support positive collective identity
 - Exposure to new experiences of each other as helpful and interesting
- Encourage alliances between women and men, faculty of color and allies
- Create support structures that will last (peer mentoring)
- Use Network to surface issues

