



**University of Michigan's ADVANCE Project  
Faculty Talking to Faculty about  
Recruitment**

**NSF ADVANCE PI Meeting**

# STRIDE — Faculty Peer Education about Recruitment and Climate



Front row (left to right): Mel Hochster, Carol Fierke, Wayne Jones, and Martha Pollack

Back row (left to right): Gary Huffnagle, Mark Chesler (consultant to STRIDE), Abigail Stewart, John Vandermeer, Samuel Mukasa, and Pamela Raymond



# The Process of Creating STRIDE

- Asked deans to nominate potential candidates: senior, credible to faculty, scientifically distinguished, and open to the issue
- STRIDE got educated about the issues
- STRIDE defined its own mission and process



# STRIDE's Mission

The STRIDE committee provides information and advice about practices that will maximize the likelihood that well-qualified female and minority candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan. The committee works with departments by meeting with chairs, faculty search committees, and other departmental leaders involved with recruitment and retention.



# How did STRIDE develop expertise?

- Self-education
  - Valian lecture and book
  - Reviewed literature
- Own role as educators
  - Developed workshop for faculty on recruitment
  - Developed handbook
- Continuing Education
  - Work-family issues
  - Race and underrepresented minorities

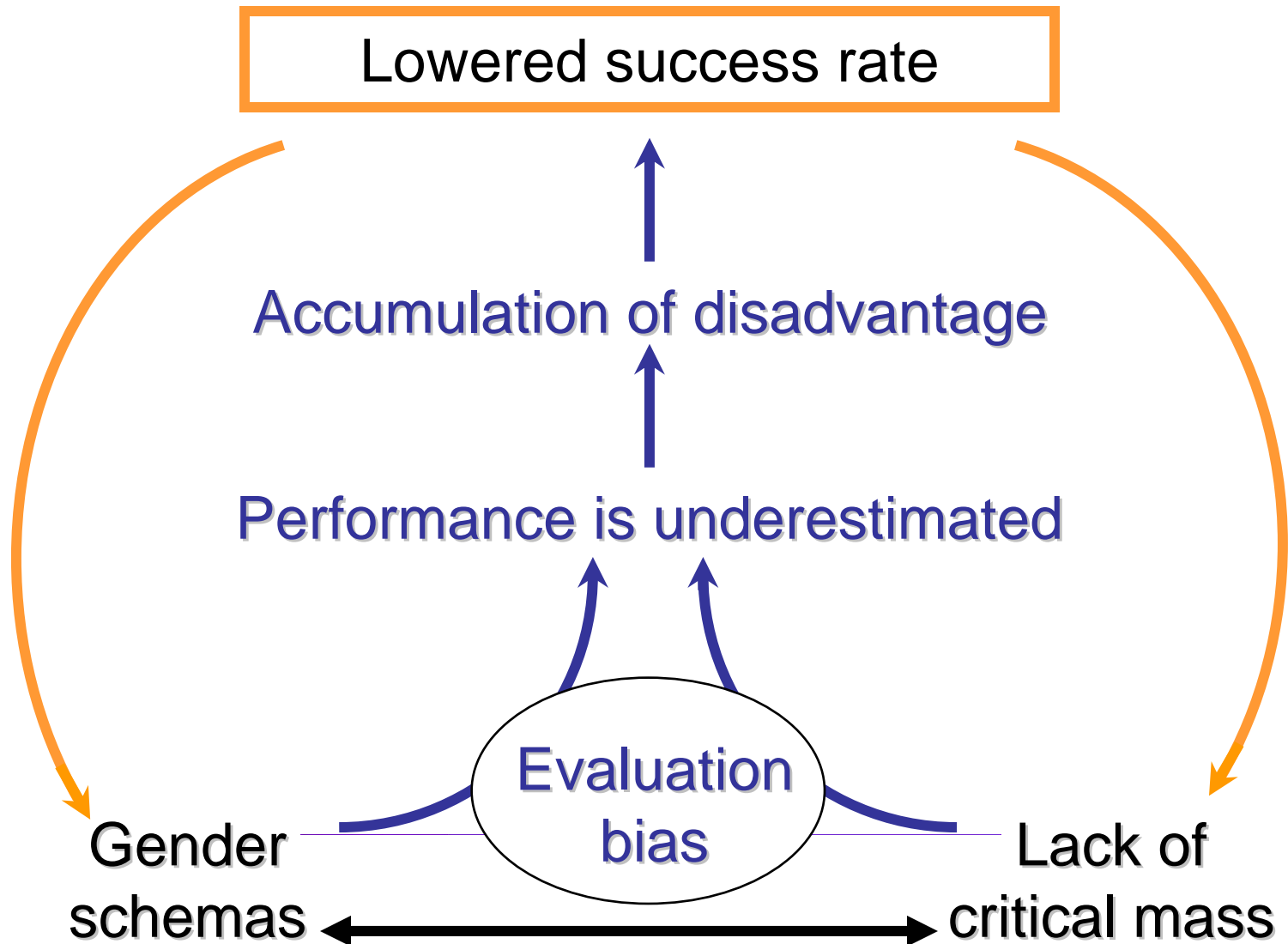


# First Stage: Developed Theoretical Model

- Confidence to articulate both presentations and handbook came with sense of causal model that
  - Accounted for persistence of outcome, without blaming “bad actors”
  - Accounted for findings about key elements
    - Gender schemas
    - Evaluation bias
    - Critical mass
    - Accumulation of disadvantage
    - Systemic; self-reinforcing without intervention



# Self-reinforcing Cycle



# Recruitment Strategies: Feminist Theory in the Background

- STRIDE offers:
  - Practical advice
  - Conceptual tools
    - Gender schemas
    - Evaluation bias
    - Critical mass
    - Accumulation of disadvantage
  - Empirical evidence
    - Evaluations of CVs
    - Evaluation of fellowship and grant proposals
    - Impact on salary of different background factors
    - Influence of small biases on institutional outcomes
    - Leadership and the head of the table
  - Explanatory Model





# Does it work?

## Science and Engineering Hires in COE, LSA, MED AY2001 - AY2005

	Base	ADVANCE			
	AY2001	AY2002	AY2003	AY2004	AY2005
N Females	6	4	19	12	15
N Males	41	22	32	19	35
% Females	13%	15%	37%	39%	30%



# STRIDE's Flexible and Proactive Approach

- Did not work to wait for calls; first sought out audiences
- Worked with deans to develop model of “search committee workshops”
  - Motivated audience
  - Longer, more interactive format
  - 60 faculty/season attend
- Partnered with other programs (like CRLT Players) to spread the word and enhance climate after successful recruitment
- Developed “allies” through FASTER



# Partnering with CRLT Players

- Performed sketches on multicultural classroom dynamics
- Create sketches for ADVANCE on:
  - Faculty meeting about recruitment
  - Faculty advising faculty
  - Tenure committee meeting



***“Faculty Meeting” Sketch***

# STRIDE's Role as a Partner

- Provides assistance in development of scripts and performances
- Attends performances and acts as allies in audiences
  - Raise issues
  - Provide information



# Creating Climate Change with CRLT Players

- Dean invites group of faculty to dinner
  - Frames importance of climate issues
- After-dinner performance, with
  - In-character Q & A
  - Facilitated discussion with faculty and STRIDE members
- Opportunity to distribute handbook



# Friends and Allies of STRIDE Toward Equity in Recruiting

- Combined model of self-education and peer education
  - Two half-days; 15-20 participants
  - Reading in advance
  - Watch Valian lecture and discuss it
  - Discuss readings in small groups
  - Task is to help STRIDE work on presentation



# Important Elements of STRIDE's Success with Faculty

- We identify these in two major ways:
  - Discovering through trial and error in working with faculty what “works” (we made mistakes! Lots of them!)
  - Direct anonymous questionnaire feedback from all audiences about what they found most and least persuasive and helpful



# Important Elements of STRIDE's Success with Faculty

- Credibility of sources
  - Distinguished colleagues with little prior involvement with the issue
  - Very knowledgeable and committed now
  - Very open about their own process over time





# Important Elements of STRIDE's Success with Faculty

- Address faculty's primary concerns up front
  - Diversity will compromise excellence (STRIDE not STRID; diversity as enhancing excellence)
  - I am being blamed for this situation (self-reinforcing system)
  - What accounts for the current situation? Is it in fact white men's greater capacity to do science and engineering? (lots of evidence that bias operates; can't ignore that as at least one cause)
  - Belief that there is nothing to be done (offer lots of specific solutions and evidence they work)



# Important Elements of STRIDE's Success with Faculty

- Provide concrete solutions that are tied to research or experience
  - Broader vs. narrow searches (experience)
  - Use of explicit criteria in rating candidates
    - Clear implication of research on when schemas are triggered or overcome



# Important Elements of STRIDE's Success with Faculty

- Staff support to the committee is crucial
  - Need professional support for development of materials, workshops, minutes, alterations in materials
  - Need assistance in nearly-insatiable desire for more research
  - Need patience with slow and ambivalent group processes
  - Need patience with individual quirks of committee members (who need to feel valued and supported, but not directed)



# STRIDE is Part of a Larger Effort

- “Institutional Transformation”
- Many other initiatives
  - Network of Women Scientists
  - Department-level activities funded
  - Crosby awards to women scientists
  - Other CRLT Players programs
    - Mentoring
    - Tenure evaluation
  - Policy Review



World-renowned UM Neuroanatomist, Elizabeth Caroline Crosby (1888-1983)

Guest speakers and UM faculty at Women's Leadership Retreat October '03



# Context for STRIDE Matters

- Recruitment a serious goal for the deans
- Policy changes support recruitment of women (more visits by women and minorities supported; shortlist review; dual career staff and budget)
- Climate changes underway from many angles
- STRIDE focuses effort and provides tools to lots of faculty



# Challenges for STRIDE

- Persistent locations of resistance
  - Try to use FASTER and alliance-building process, but slow and difficult
- Broader mandate in next five years
  - Racial-ethnic diversity
  - All fields
  - Requires changes in content, expertise and committee membership (rejuvenating, in fact)
- Process of turning over membership is unexpectedly painful!
  - No one wants to leave
  - Recognize value of “new blood” and continuity
  - Needed impersonal formula for turnover

