

Institutional Data: MSU's Candidate Pipeline

Early in the life of ADVANCE Project TRACS, much time was spent responding to common views about challenges related to diversifying the faculty. Below are examples from the ADVANCE Search Toolkit of responses that were, and are still, offered regarding efforts to cultivate diversity in the faculty recruiting process.

RESPONSES TO COMMON VIEWS

"There are no women in our field, and those who are available are in high demand and MSU can't compete with our low salaries." Though women and minorities are scarce in some fields, it is rarely the case that there are none. In a study by Turner (in *Diversifying the Faculty*) the majority - 54% - of prestigious Ford Fellowship recipients (all of whom are minorities) were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years. Only 11% of women/minority scholars were recruited by several institutions thus, the remaining 89% were not involved in any "competitive bidding war."

"I am fully in favor of diversity, but we have to hire the best candidate." True. But what is the "best?" As mentioned previously, the criteria for "best" is a moving target. What is best for the department? The university? The students? Diverse faculty members can enhance the educational experience of students and can help enhance academic and research excellence.

"Academe is meritocracy." Although scholars like to believe that they select the best candidates based on objective criteria, decisions are in reality influenced by subtle biases about race, sex, sexual orientation and age that have nothing to do with the quality of a candidate's work. A 2012 study published in PNAS by Moss-Racusin et al., showed science professors given an identical resume for a lab manager rated the applicant with a man's name as more competent and offered \$4000 more in starting salary than when the applicant had a woman's name. Both men and women science faculty showed this bias.

"But I am not biased." Even with the best of intentions, people like familiar others; those who look and think like us. This is why it is so difficult to broaden participation. Everyone has implicit connections between concepts. Decades of research on the Implicit Association Test at Harvard for example shows that both men and women associate "Science" with non-minority men. The important thing is to acknowledge we all have these implicit associations to some extent and challenge ourselves and our colleagues to speak openly about these issues. To get the conversation started take the Harvard Implicit Association Test at: <https://implicit.harvard.edu>

Below are data extracted from the Applicant Tracking System (ATS) for three tenure-track faculty searches at MSU in Spring 2015. The chart does not contain who accepted the offer.

- Each search had undergone ADVANCE's search training using the ADVANCE Project TRACS Search Toolkit.
- Applicants self-identified their race and gender, and were able to opt out of answering the EEO questions.

	COLLEGE	Agriculture	Engineering	Letters & Science
Initial Applicant Pool		N = 101, 28% female	N = 192, 11% female	N = 112, 43% female
Initial Interview Pool		N = 8, 38% female	N = 15, 20% female	N = 4, 25% female
Final Interview Pool		N = 4, 50% female	N = 9, 33% female	N = 4, 25% female
Recommended for Hire		N = 2, 100% female	N = 5, 40% female	N = 1, 0% female

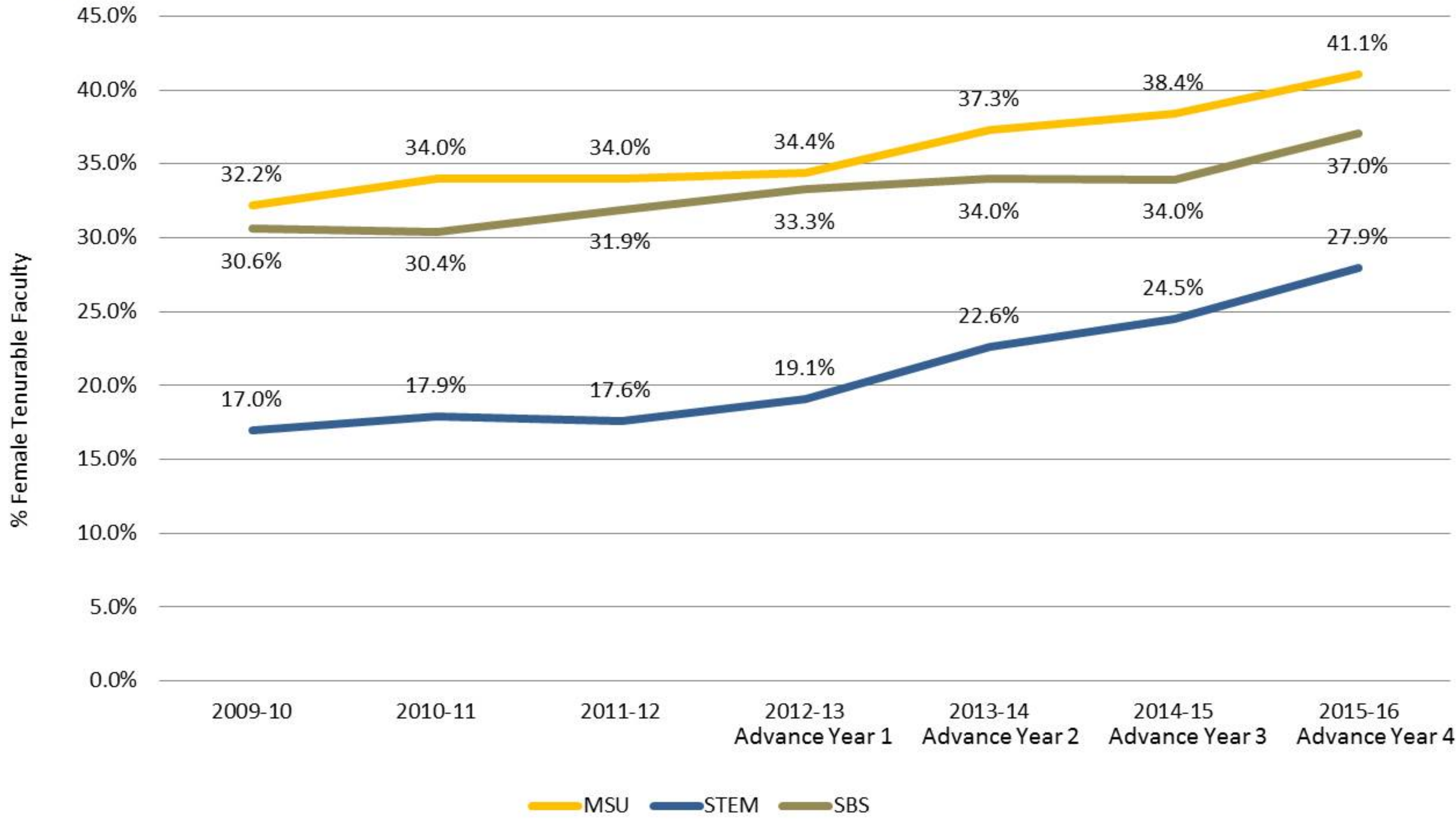
To Consider: Knowing that we can access these data, what types of analyses would be useful in understanding pipeline-related issues?

MSU's experience overcoming the problem of the "leaky pipeline":

- A randomized field experiment, blocked by college, was conducted with all 23 STEM searches in one academic year (intervention n=14).
- Ruled out alternative explanations (number of women on the search committee; percentage of PhDs awarded nationally to women in that field)
- Compared to searches in the no-intervention condition, searches in the intervention:
 - phone interviewed significantly more women (p<.05)
 - on-campus interviewed a significantly greater proportion of women (p<.05).
 - 6.3 times more likely to make an offer to a woman candidate, and
 - Women candidates were 5.8 times more likely to accept the offer.
- Overall, results suggest that the intervention was effective in broadening the participation of women faculty in STEM.
- **14 Women in STEM/SBS were hired to start in Fall 2013 (48.3% of STEM hires)**

(Smith et al., Bioscience, 2015)

7-Year Change in % Female
Tenurable Faculty at MSU





Institutional Data: Advancing Equity Campus-Wide

SUBTLE BIAS:

- There is a gender gap within academia whereby men outpace women in terms of representation and in terms of earnings. (AAUP, 2014).
- Salary disparities across gender is a subtle bias problem, and favor males (Moss-Racusin et al., 2012).
- When evaluating women and men, we tend to apply different standards to success, even when told to base judgments relative to an “average person” (Biernat, Manis, & Nelson, 1991).
- In salary negotiations, women are likely to receive backlash if they show assertiveness (Amanatullah & Morris, 2010).
- For Academic Year 2015-16, female faculty at public universities earned 83% of what their male counterparts earned (AAUP 2015-2016 Faculty Compensation Survey, Survey Report Table 3, 2016).

2015-2016 Staff Salaries

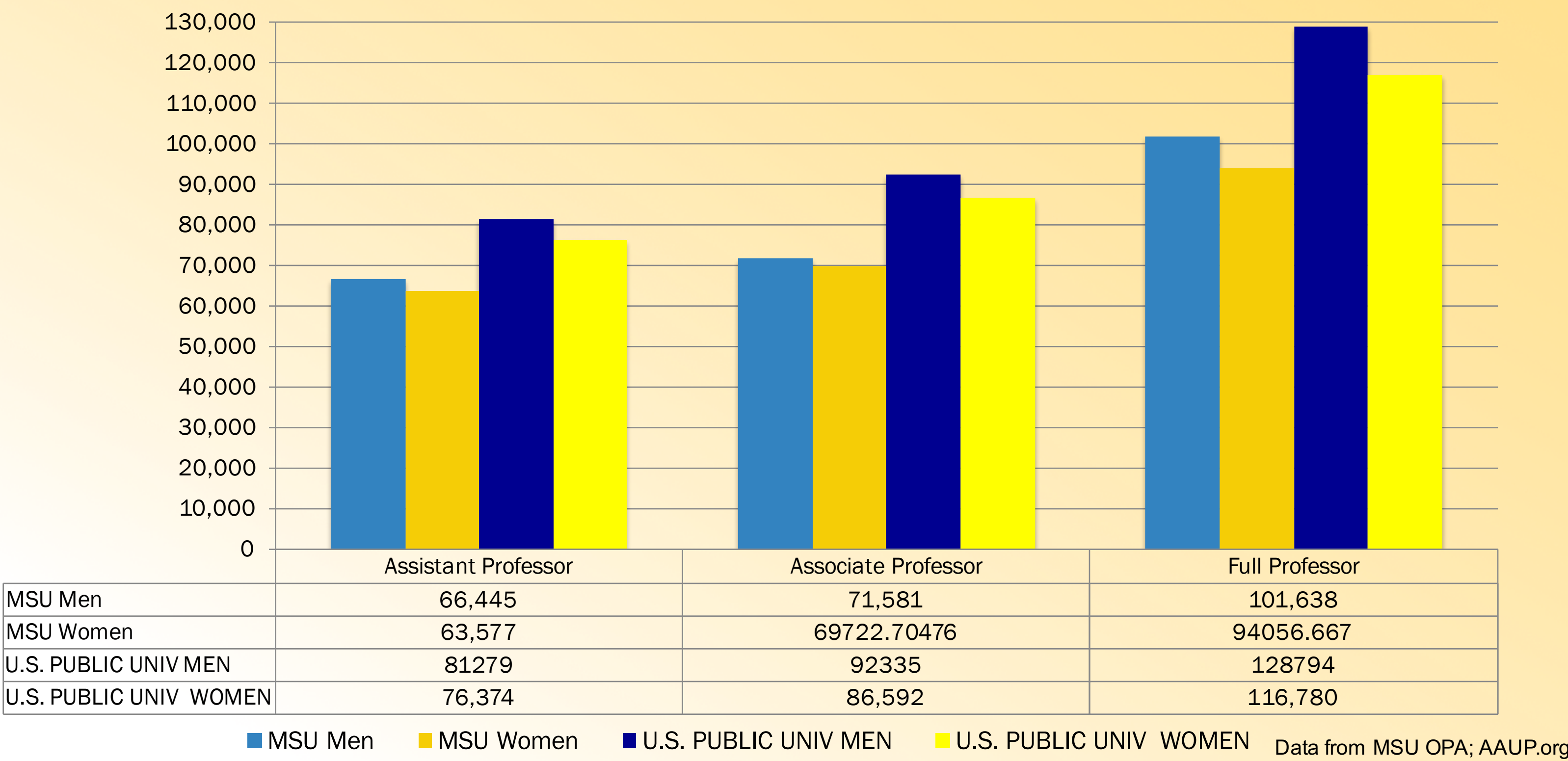
FY16 Classified Employee Salary by Gender and Longevity						
FTE Annual Salary Range	N	Avg. Years Since First Hire	Female	Male	% of Females	% of Males
LT 30K	459	6.9	306	153	66.7%	33.3%
30-40K	339	11.9	239	100	70.5%	29.5%
40-50K	168	15.7	84	84	50.0%	50.0%
50-60K	111	12.3	42	69	37.8%	62.2%
60-70K	31	17.8	9	22	29.0%	71.0%
70-80K	13	15.9	6	7	46.2%	53.8%
80K+	3	22.7	0	3	0.0%	100.0%

FY16 Professional Employee Salary by Gender and Longevity						
FTE Annual Salary Range	N	Avg. Years Since First Hire	Female	Male	% of Females	% of Males
LT 30K	23	4.2	14	9	60.9%	39.1%
30-40K	144	8.0	89	55	61.8%	38.2%
40-50K	206	10.6	133	73	64.6%	35.4%
50-60K	133	12.7	79	54	59.4%	40.6%
60-70K	99	14.7	62	37	62.6%	37.4%
70-80K	70	14.0	41	29	58.6%	41.4%
80-90K	40	15.5	15	25	37.5%	62.5%
90-100K	24	17.8	9	15	37.5%	62.5%
100K+	73	13.6	28	45	38.4%	61.6%

To Consider: Given that women are over-represented in the lowest paid fields and jobs on campus, what strategies can we use to close the pay gap?

2015-2016 Faculty Salaries

TT Faculty National Salary Comparison by Gender



- While the graph above shows that there are differences in pay among genders at each rank, both nationally and at MSU, we looked further into the MSU data to see if there are any other explanations of the disparity.
- Three regression analyses were run using AY 2015-16 salaries after the January raise.
- The dependent variable, salary, was standardized to reflect an academic year appointment at 1.0 FTE

Regression Analysis of Faculty Salaries			
	B	SE B	β
Model 1			
Constant – Male	83,316.023	1,277.303	
Female***	-11,670.229	2,002.257	-.237
$R^2 = .056$			
Model 2			
Constant – Male, Assistant	66,907.399	1,632.684	
Female**	-3,728.303	1,653.500	-.076
Professor***	33,847.831	1,993.359	.659
Associate**	5,526.998	1,924.473	.108
$R^2 = .403$			
Model 3			
Constant – Male, Assistant, Field - Other	60,089.592	1,882.829	
Female	-1,214.868	1,641.518	-.025
Professor***	32,550.042	1,936.000	.633
Associate**	6,316.024	1,861.767	.123
Field - STEM***	10,741.822	1,677.902	.221
Field - SBS***	9,960.378	2,737.055	.120
$R^2 = .446$			
Dependent Variable: Salary			
*p < .05. **p < .01. *** p < .001.			





Institutional Data: Faculty Service

Gender Differences in Service

- “Women associate professors taught an hour more each week than men, mentored an additional two hours a week, and spent nearly five hours more a week on service. This translates to women spending roughly 220 more hours on teaching, mentoring, and service over two semesters than men at that rank. (Misra, et al., 2011, The Ivory Ceiling of Service Work. AAUP)
- Social structural inequities exist that can contribute to an difference in service demands by gender, through which the advancement of women’s careers can be slowed. Solutions that focus on cultural or systematic reform, rather than on the refusal of service obligations by individual women, are most beneficial to the remediation of the inequities. (Pyke, 2011)
- “Shifting standards” may occur in evaluations of performance between separately stereotyped groups, which may, in turn, affect future assessments of group members by establishing different expected norms for performance. (Biernat, 1991)
- Women tend to underreport time and obligations, as they are expected to be more modest and selfless than men. Boasting about, or even reporting, accomplishments violates the gender norm of modesty, and may experience backlash. (Rudman & Glick, 1999)

TT Faculty Service Policy

In 1976, five female faculty members sued MSU for unequal treatment.

The courts ruled in favor of the female faculty members, and determined that all contract position search committees must have “not less than 25% female representation”

Implications of the “25% Rule”

In a department, if less than 25% of the faculty are females or minorities, this necessarily results in a disproportionate service load.

Example of Policy:

**MSU Faculty Handbook
241.01 University Promotion and Tenure Membership**

“At least twenty-five percent (25%) of the membership of the committee shall be women; if this membership is not achieved by election, the Provost and Vice President for Academic Affairs shall appoint such additional membership as may be necessary to achieve that representation.”

Mecklenburg v. Montana State Board of Regents 1976 Decision:

III. UNDERUTILIZATION OF FEMALES

A. Subject to the approval of the Board of Regents, the President will promote the Director of the School of Nursing to Dean status by 1 July 1976. (The male Director of the School of Business will be also named as Dean.)

B. As part of the governance change to a University Council system that requires minority and female representation, the President will dissolve the Administrative Council and President’s Forum and replace them with an Operations Council that will include, as full members, besides the new female Dean noted above, at least three other females.

C. The Academic Personnel Board (new name) will be augmented by three women (normally that will mean 33% female representation and up to 44% when nurses are involved). The President will appoint three females at Associate or Professor rank now. Effective AY 1976-77, the female members will be appointed by the President from a slate of Associate Professors and Professors nominated by the University Council.

D. The President will issue a memorandum asking the University Council Committee on Committees to take particular care in assuring minority and female representation on all standing committees (currently the committees are about 34% women). Our current faculty is approximately 25% women.

E. Although the University is not prepared to terminate male faculty and administrators performing satisfactorily to hire females, the President will require a search committee, including not less than 25% female representation, for all future Regent contract positions and will actively encourage recruitment and selection of female and minority applicants for new openings and replacements if their qualifications are at least equal to male applicants. Additionally, at least one member on each search committee shall be outside the department concerned. Uniform procedures for organized search committees will be established. Female members of selection committees will have the right to submit a minority report to the President when a committee recommends hiring a male instead of a female applicant. The President makes the final determination on recommendations to the Regents.

F. Additionally, the President will encourage the Director of the School of Nursing to actively recruit male nursing faculty.

G. All administrative openings will be carefully examined to determine if they could be filled by current MSU staff, male or female. Every effort will be made to eliminate unnecessary criteria which inhibit the ability of current staff to be promoted. Search committees will be asked to carefully consider local female applications. The special female member reporting rights noted in E above also apply.

TT Faculty Service Load

Below are aggregations of self-reported data to Activity Insight about university service at MSU, excluding chairs. Two outliers, both male, were also excluded from the dataset, as their estimated hours spent on their committees far exceeded the actual number of hours in a year.

Keep in mind that in AY2016, MSU’s TT faculty is 41.1% female. In STEM departments, it is 27.9% female.

TT Faculty Service Load by Gender and Committee Level

	University Committee Level (excl. Chairs)					
	Department		College		University	
Gender	F	M	F	M	F	M
N (Service Assignments)	590	820	385	323	681	760
% of Committee Level	41.8%	58.2%	54.4%	45.6%	47.3%	52.7%
Avg. Hours spent	32.97	50.13	29.69	31.66	34.74	36.48

TT Faculty Service by College (all Committee Levels)

College	% Females	
	Reporting University Service	In College
Agriculture	30.5%	29.3%
Arts and Architecture	35.6%	40.4%
Business	54.2%	52.0%
Education, Health and Human Development	78.8%	70.2%
Engineering	23.7%	22.7%
Letters and Science	44.7%	37.6%
Library	75.3%	62.5%
Nursing	100%	87.5%

Source: Activity Insight, OPA

To Consider: As we hire a more diverse cohort of assistant professors, do we need to evaluate unequal service burdens within the P and T process?

