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Enhancing Faculty Search Committee Training on Your Campus

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IMPACT
RESEARCH
INVESTMENT
DISCOVERY
OPPORTUNITIES
STRENGTHS
ACCESS
RESOURCES
EFFICIENCIES
COLLABORATION

CIC Professorial Advancement Initiative

The CIC Professorial Advancement Initiative (PAI) is an NSF funded program focused on increasing diversity hires in STEM disciplines. The PAI takes a two-pronged approach to achieving its faculty diversity goal by 1) creating a pool of URM postdoctoral fellows who are well prepared and trained to enter the academy as tenure-track faculty members; and 2) educating mentors, faculty, and faculty search committees about unconscious bias and diversity hiring.

Barriers for URM Candidates in the Faculty Hiring Process

Stages of the Faculty Search Process

◆ Committee Formation and Committee Processes

- Chair of committee
- Composition of members
- Clarifying role of the committee
- Search committee operating policies and procedures
- Creation of job description

◆ Recruitment of Candidates

- ACTIVE recruiting

◆ Evaluation of Candidates

- Awareness and reduction of unconscious bias
- Procedures for sifting and winnowing

◆ Interview Processes

- Pre-finalist stages (phone, Skype, conference)
- On-campus finalists

◆ Closing the Deal

Case Study Video 1

Part 1

The goal of this video presentation and discussion is to help fine-tune your ability to recognize and respond to the influences of bias in search committees and how may they influence recruitment and evaluation of applicants.

Actively Recruit a Diverse and Excellent Pool of Candidates

◆ Short Term Recruiting

- Placing advertisements
- Word of mouth/networking
- Professional organizations/special groups or caucuses
- Grant or fellowship programs targeting underrepresented scholars

◆ Long Term Recruiting

- Conferences
- Invited speaker series within a department
- Department alumni from underrepresented groups

Case Study Video 1

Part 2

The goal of this video presentation and discussion is to help fine-tune your ability to recognize and respond to the influences of bias on the recruitment and evaluation process

Actively Recruit a Diverse and Excellent Pool of Candidates

- ◆ The Job Description or Announcement
 - Field and degree requirements – narrow or broad?
 - Descriptors/adjectives
 - Criteria
 - Selling your department and school/college
 - Multicultural vs. colorblind diversity statements

Wilton et al., *Cultural Diversity and Ethnic Minority Psychology* 21(3):315-325, 2015

Case Study Video 1

Part 3

The goal of this video presentation and discussion is to help address and discuss the benefits of diversity for academic departments.

Raise Awareness of Unconscious Assumptions and Their Influence on Evaluation of Candidates

What is Unconscious Bias?

- ◆ A substantial body of evidence demonstrates that most people—men and women—hold unconscious biases about groups of people.
- ◆ Depending on the discipline, unconscious biases can also be referred to as:
 - Schemas
 - Stereotypes
 - Mental models
 - Cognitive shortcuts
 - Statistical discrimination
 - Implicit associations
 - Spontaneous trait inference
 - System 1 thinking

The tendency of our minds to apply characteristics of groups (real or imagined) to our judgments about individual group members

What is Unconscious Bias?

- ◆ Most of us routinely rely on unconscious assumptions even though we intend to be fair and believe that we are fair.
- ◆ Human brain works by categorizing people, objects, and events around us. This allows us to quickly and efficiently organize and retrieve information.
- ◆ BUT! This process is not infallible.



Gender Stereotypes:

Common assumptions about how men and women behave

◆ Men

Agentic: Decisive, competitive, ambitious, independent, willing to take risks

◆ Women

Communal: Nurturing, gentle, supportive, sympathetic, dependent

- ◆ These stereotypes lead to *expectancy bias* and assumptions of *occupational role congruity*
- ◆ *Prescriptive norms*: how women and men should and should not be
- ◆ *Social penalties* for violating prescriptive gender norms

Works of multiple authors over 30 years: e.g., Ben 1974; Broverman 2010; Eagly 2002, 2003, 2007; Heilman 1984, 1995, 2001, 2004, 2007

How is the Research on Bias and Prejudice Conducted?

- ◆ Randomized, controlled studies (“Goldberg” design)
 - Give a randomized group of evaluators a piece of work (e.g., CV/résumé, grant application, job application, research article) with a gender, racial, or other indicator of group status
 - Compare evaluations
- ◆ Real life studies
 - Evaluate actual résumés/curriculum vitae, job performance, letters of recommendation, call backs for interviews, etc.

Bias in Evaluation of Curriculum Vitae?

- ◆ Curriculum vitae of an actual applicant evaluated by 238 academic psychologists (118 male, 120 female)
 - One CV – Junior level (assistant professor)
 - One CV – Senior level (tenurable)
- ◆ Randomly assigned male or female name to each CV
 - Karen Miller vs. Brian Miller
- ◆ Measure strength of teaching, research, service activities. Indicate likeliness to hire candidate
- ◆ Evaluators were asked to send materials back to researchers along with their ratings

Steinpreis et al. 1999. "The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study." Sex Roles 41: 509-528.

Bias in Evaluation of Curriculum Vitae

- ◆ For entry-level CV: Academic psychologists gave “male” applicant higher ratings for research, teaching and service
- ◆ For entry-level CV: Academic psychologists were more likely to hire “male” applicant and

NOTE: Male and female evaluators were equally likely to favor hiring the “male” applicant

- ◆ For senior-level CV: Academic psychologists were equally likely to hire/tenure the “male” and “female” applicants
 - BUT! Returned materials had **four times** as many cautionary comments written in the margins for the “female” CV compared to the “male” CV

Steinpreis et al. 1999. “The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study.” Sex Roles 41: 509-528.

Evaluation of Résumés – Bias Against Men

- ◆ 143 members of a professional Human Resources organization assessed applicant résumés with...
 - No gaps between jobs
 - One 9-month gap between two positions
 - Three 12-week gaps between positions
- ◆ Only men were disadvantaged by the employment gaps

Smith et al. 2005. "The name game: Employability evaluations of prototypical applicants with stereotypical feminine and masculine first names." Sex Roles 52: 63-82.

Common racial/ethnic stereotypes

African-Americans¹

Athletic
Rhythmic
Low in intelligence
Lazy
Poor
Loud
Criminal
Hostile
Ignorant

Chinese²

Disciplined
Competitive
Loyal to family ties
Scientifically minded
Business oriented
Strong values
Clever
Serious
Determined
Logical
Wise

Latinos³

Poor
Have many children
Illegal immigrants
Dark-skinned
Uneducated
Family-oriented
Lazy
Day laborers
Unintelligent
Loud
Gangsters

1. Devine and Elliot. (1995) Are Racial Stereotypes Really Fading? *The Princeton Trilogy Revisited. Personality and Social Psychology Bulletin* 21 (11): 1139-50.
2. Madon et al. (2001) Ethnic and National Stereotypes: The Princeton Trilogy Revisited and Revised. *Personality and Social Psychology Bulletin* 27(8) 996-1010.
3. Ghavami and Peplau. (2015). An Intersectional Analysis of Gender and Ethnic Stereotypes: Testing Three Hypotheses. *Psychology of Women Quarterly* 37 (1): 113-127.

Evaluation of Résumés – Racial Bias

- ◆ Resumes sent to a variety of employers advertising openings in local newspapers in Chicago and Boston
- ◆ Bank of resumes randomly assigned “white-sounding” or “African American-sounding” names
- ◆ Applicants with “white-sounding” names were 50% more likely to be called back to interview for positions
- ◆ For “white-sounding” names, applicants with better qualifications were 27% more likely to be called back. For “African American-sounding” names, applicants with better qualifications were *not* more likely to be called back

Bertrand and Mullainathan 2004. “Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination.” American Economic Review 94: 991-1013.

Evaluation of Résumés – Racial Bias

- ◆ Two résumés assigned a male name signaling racial/ethnic identity
 - White, Asian, Hispanic, and Black
- ◆ 155 white male participants
 - Answered 16 questions about applicant
 - Rated suitability for 12 occupations (7 higher-status and 5 lower-status occupations)

King, Madera, Hebl, Knight, and Mendoza. (2006). What's in a name? A multiracial Investigation of the role of occupational stereotyping in selection decisions. *J Appl Soc Psychol* 36: 1145-1159

Evaluation of Résumés – Racial Bias

Higher status occupations

Architect
Chemist
Computer Programmer
Engineer
Physician
Judge
Pilot

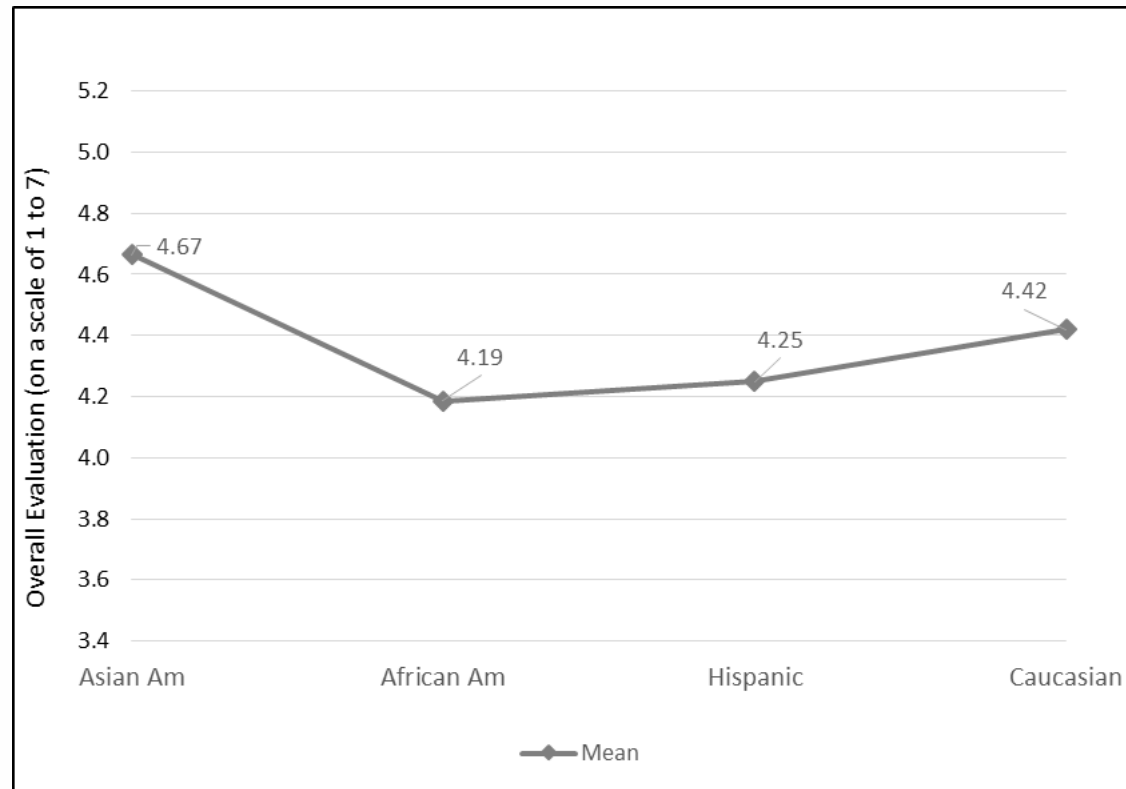
Lower status occupations

Construction worker
Custodian
Kitchen staff worker
Public transit employee
Repairman

King, Madera, Hebl, Knight, and Mendoza. (2006). What's in a name? A multiracial Investigation of the role of occupational stereotyping in selection decisions. *J Appl Soc Psychol* 36: 1145-1159

Evaluation of Résumés – Racial Bias

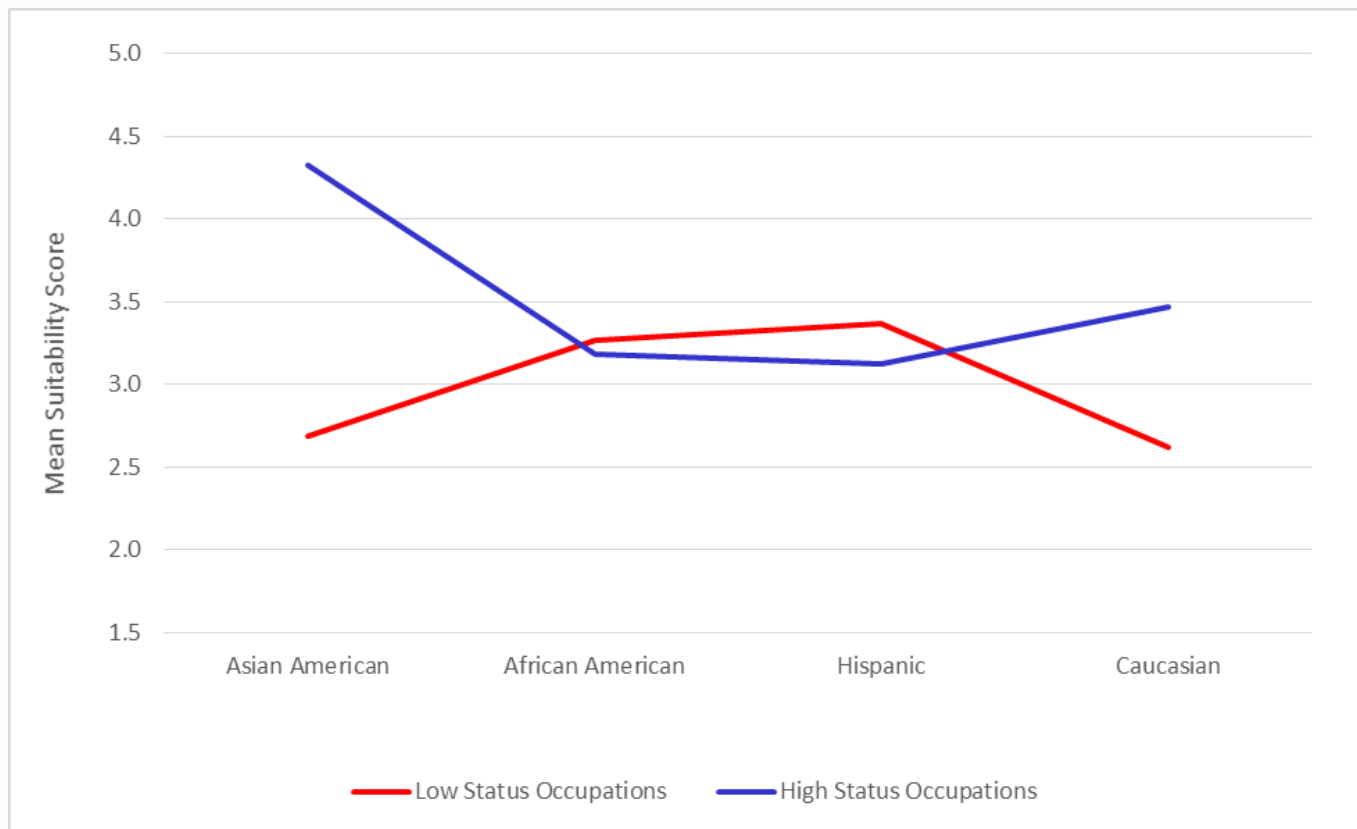
- ◆ Evaluation influenced by applicant's race/ethnicity.
 - Asian American applicants rated most positively
 - African American applicants rated least positively



King et al. (2006),

Evaluation of Résumés – Racial Bias

- ◆ Asian and White American rated most suitable for high-status jobs
- ◆ Hispanic and African Americans rated most suitable for low-status jobs



Bias in Letters of Recommendation

- ◆ 312 letters of recommendation for medical faculty **successfully hired** at a large U.S. medical school
- ◆ Letters for women vs. men:
 - Shorter
 - Offered “minimal assurance”
 - More gendered terms
 - Contained more “doubt raisers”
 - Men more frequently referred to as “researchers” and “colleagues”
 - Women more frequently referred to as “teachers” and “students”
 - Four times more reference to personal lives
 - Fewer “standout adjectives”
 - More “grindstone adjectives”

Trix and Psenka 2003. “Exploring the color of glass: Letters of recommendation for female and male medical faculty.” Discourse & Society 14: 191-220.

Bias in Letters of Recommendation

- ◆ Letter of recommendation for faculty in Chemistry and Biochemistry departments
- ◆ Found fewer differences between letters for men and women in comparison to the Trix and Psenka study, but reaffirmed the comparative absence of outstanding adjectives in letters for women.

Schmader, Whitehead, Wysocki. (2007). "A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants." *Sex Roles* 5: 509-514.

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Case Study Video 2

The goal of this video presentation and discussion is to help fine-tune your ability to recognize and respond to the influences of biases in the review process.

Department of Biology

Biology search committee is choosing between two candidate finalists for a joint appointment with chemistry. Both candidates have had campus interviews.

- ◆ Department/university demographics: majority white male; women, black, Hispanic and Native Americans are underrepresented.

Alec Burton



Tamaria Powell



The Search Committee



Questions for discussion

What flaws did you observe in the review process?

What biases did you observe?

How could the current situation be corrected?

How could you modify the process to avoid this situation in the future?

Variations in videos

Version 1: The two candidates are young. Gender bias is suggested by the woman on the committee.



Version 2: The two candidates are senior scholars. Gender bias is suggested by the woman on the committee.



Variations in videos

Version 3: Gender bias is suggested by the male African American committee member.



Version 4: The bias in this video is racial and is observed by the male African American committee member.



Strategies for Minimizing Unconscious Bias

What **not** to do:

- ◆ Suppress bias and assumptions from one's mind (or try to)

- Studies demonstrating Stereotype Rebound effect

Nira Liberman and Jens Förster, "Expression After Suppression: A Motivational Explanation of Postsuppressional Rebound," *Journal of Personality & Social Psychology* 79 (2000): 190-203

C. N. Macrae, Galen V. Bodenhausen, Alan B. Milne, and Jolanda Jetten, "Out of Mind but Back in Sight: Stereotypes on the Rebound." *Journal of Personality & Social Psychology* 67 (1994): 808-817

- ◆ Rely solely on a presumably "objective" ranking or rating system to reduce bias

Christine Wennerås and Agnes Wold. "Nepotism and Sexism in Peer Review," *Nature* 387 (1997): 341-343.

Strategies for Minimizing Unconscious Bias

What to do:

- ◆ Recognize and accept that you are subject to the influence of bias and assumptions

Uhlmann and Cohen 2007. Organizational Behavior and Human Decision Processes.

- ◆ Remind yourself that most people strive to overcome the influence of bias and assumptions

Duguid & Thomas-Hunt, J Applied Psychol 100(2) 343-359, 2015

- ◆ Diversify your search committees (while avoiding undue burden)

- Social tuning/increased motivation to respond without bias

Lowery, Hardin and Sinclair 2001. Journal of Personality and Social Psychology

- Counterstereotype imaging

Blair, Ma and Lenton 2001 Journal of Personality and Social Psychology

- ◆ Critical mass—increase the proportion of women and minorities in the applicant pool

Heilman 1980. Organizational Behavior and Human Performance;

van Ommeren et al. 2005. Psychological Reports

Strategies for Minimizing Unconscious Bias

- ◆ Develop and prioritize criteria prior to evaluating applicants
Uhlmann and Cohen 2005. Psychological Science.
- ◆ Spend sufficient time and attention evaluating each application
Martell 1991. Applied Social Psychology.
- ◆ Focus on each applicant as an individual and evaluate the entire application package
Heilman 1984. Organizational Behavior and Human Performance; Tosi and Einbender 1985. Academy of Management Journal; Brauer and Er-rafiy 2011. Experimental Social Psychology.
- ◆ Use inclusion rather than exclusion decision-making processes
Hugenberg et al. 2006. Journal of Personality and Social Psychology.
- ◆ Stop periodically to evaluate your criteria and their implementation

Strategies for Minimizing Unconscious Bias

- ◆ Hold yourself and each member of the search committee responsible for conducting fair and equitable evaluations and for basing decisions on concrete information gathered from candidates' records and interviews—rather than on vague assertions or assumptions about promise/potential

Foschi 1996. Social Psychology Quarterly; Dobbs and Crano 2001. Social Psychology Quarterly.

- ◆ Some examples that should cause you to **pause**, **consider**, and **raise questions**:
 - “I couldn’t care less if the person we hire is black, purple, green, polka-dot, male, female, or whatever. All I care about is excellence.”
 - “I know that I am gender-blind and color-blind.”
 - “I’m not sure how well this candidate will fit here (or in this position).”
 - “I think he/she is just too soft-spoken for a leadership position.”
 - “She struck me as too aggressive.”
 - “I’m not sure why, but I don’t really like this candidate...something just rubs me the wrong way.”
 - “Is this candidate sufficiently mature? Or...past his prime?”
 - “Will we have a partner hire issue to contend with?”

“The fact that automatic and frequently unconscious processes are in play reduces blame but not responsibility.”

van Ryn et al. (2011)

On-Campus Interviews

Two key aims of the on-campus interview:

- ◆ Allow the hiring department to determine whether the candidate possesses the knowledge, skills, abilities, and other attributes to be successful at your university

AND.....

- ◆ Allow the candidate to determine whether your university offers the opportunities, facilities, colleagues and other attributes necessary for his/her successful employment

Keep both of these aims in mind!!!

Small Group Assignment

Think back to a time you were interviewing for a position. What was it about that interview experience that made it memorable to this day—either because something was very good about the experience or because something was terribly bad about it?

What about that experience can we learn from as we organize campus visits for faculty candidates?

On-Campus Interviews

◆ PLAN for an effective interview process

- Make sure all interviewers are aware of inappropriate questions
- Develop interview questions that will evaluate candidate's entire record; consider asking different interviewers to discuss different aspects of the position rather than all interviewers asking the same set of questions
- Rely on structured rather than unstructured interview questions
- Personalize the visit/universal design
- Develop and share an information packet
- Provide candidates with a knowledgeable source of information about the university/community from someone NOT INVOLVED with the search

◆ During the visit

- Ensure candidates are treated fairly and with respect
- Inappropriate questions are inappropriate in both formal and informal settings!
- Ensure that every candidate, whether hired or not, has a good experience

◆ After the visit

- Review materials on unconscious bias to ensure assumptions have not influences your final evaluation of the candidates

Case Study Video 3

The goal of this video presentation and discussion is to help fine-tune your ability to recognize and respond to the influences of subtle biases when they appear in hiring committee discussions.

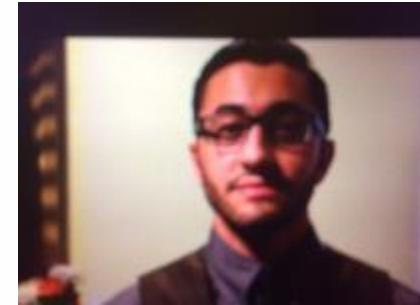
Department of Electrical Engineering

The Department of Electrical Engineering is a large, highly respected department with 50 professors and 900 students. The departmental search committee is narrowing its search to three finalists.



Department of Electrical Engineering

We join the search committee as the members debate between Ryan Trent and LaNeesha Goodwin for the third finalist position.



Ryan Trent



LaNeesha Goodwin

Cast of Characters

- ◆ Professor BILL SCHUSTER (61),
- ◆ Associate Professor WAYNE ROTH (34),
- ◆ Professor ANTHONY GORDON (52), and
- ◆ Professor ELENA SIMON (42).



Stephen is the committee chair.

Questions for discussion

- ◆ What did you observe that was concerning?
- ◆ What's your assessment of how the committee chair ran the meeting?
- ◆ If you were a member of the committee (but not the chair) what would you have said to change the discussion?
- ◆ Have you ever been on a committee where you've encountered this kind of dynamic?

Review and discuss the facilitator's guide

Video Variations

- ◆ Advisor bias
- ◆ Advisor bias (cc)
- ◆ University bias
- ◆ University bias (cc)
- ◆ “Area of research” bias
- ◆ “Area of research” bias (cc)



The Committee on Institutional Cooperation is an academic consortium of top-tier research universities, including the members of the Big Ten Conference and the University of Chicago. For over half a century, CIC members have collaborated to advance their academic missions, generate unique opportunities for students and faculty, and serve the common good by sharing expertise, leveraging campus resources, and creating innovative programming.



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