WISELI

Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison

Searching for Excellence & Diversity®
Implementing workshops for faculty search committees

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About WISELI

- WISELI – Women in Science and Engineering Leadership Institute
  - Research institute at the University of Wisconsin-Madison
  - Mission: Advancing and promoting women in academic Science, Technology, Mathematics and Medicine (STEMM) – focus on faculty
  - Broader goals – fostering a diverse faculty body
  - Funding: NSF ADVANCE, NIH, Campus support

Introduction

Why provide education for search committees?

- Faculty members receive little education about the search process

- A faculty search is costly (time and money)

- Provides an opportunity to achieve campus goals of diversifying the faculty

Introduction

Searching for Excellence & Diversity®:
Workshops for Search Committee

Guiding Principles

- Research Based
- Peer Training
- Active Learning
- Practical Information
- Accountability

Content

1. Run an effective and efficient search committee
2. Actively recruit an excellent and diverse applicant pool
3. Raise awareness of unconscious bias and assumptions and their influence on evaluation of candidates
4. Ensure a fair and thorough review of candidates
5. Develop and implement an effective interview process
6. Close the deal – successfully hire selected candidate

Introduction

Searching for Excellence & Diversity®:
Workshops for Search Committee

Formats

1. Short presentations, small group discussion, large group Q&A

2. Series of two 2-hour workshops

3. One 2.5 to 4 hour workshop

4. Multi-department/multi-college workshops

5. Workshops for one department or one search committee

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Overview

1. What is "unconscious bias"?

2. How might unconscious biases influence evaluation of faculty candidates?

3. How can a search committee minimize the influence of bias?

4. Does educating search committees work?

What is unconscious bias?

- A substantial body of evidence demonstrates that most people 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

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 – when evaluating people we can be led astray by our tendency to categorize people – and we tend to do so on the following dimensions:

  - Race/Ethnicity, Sex, and Age.

How is the research on bias and prejudice conducted?

- **Blind, randomized trials**
  - Give each group of evaluators pictures, words, or applications with a racial or gender indicator
  - Compare evaluations

- **Real life studies**
  - Evaluate actual resumés/curriculum vitae, job performance, letters of recommendations, call backs for interviews, etc.

Examples of Research on Unconscious Bias

- ## Estimating height

  When shown photographs of people who are the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects. Biernat et al. (1991). "Stereotypes and Standards of Judgment." *J Pers & Soc Psychol* 60:485-499.

- ## Judging Athleticism

  When shown photographs of black and white men with similar body types, evaluators rated the athletic ability of black men as higher than that of white men. Biernat and Manis (1994). "Shifting Standards and Stereotype-Based Judgements." *J. Pers & Soc Psychol* 66: 5-20.

- ## Evaluating Verbal skills

  When asked to rate the quality of verbal skills indicated by a short text, evaluators rated the skills lower if they were told an African American wrote the text than if a they were told a white person wrote it, and rated verbal skills higher when told that a woman wrote it than when told a man wrote it. Biernat and Manis. (1994).

Unconscious bias in the search process

- Applications/CVs/Résumés

- Reference Letters

- Job interviews

Evaluation of Curriculum Vitae and Résumés

Curriculum vitae for positions in academic psychology

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.

- 238 academic psychologists (118 male, 120 female) evaluated an actual cv randomly assigned a male or female name (Karen or Brian Miller).
    - One cv – at time of job application (jr-level)
    - One cv – at time of early tenure (sr-level)

- Entry level – academic psychologists move likely to hire male applicants and gave men higher ratings for:
    - Research
    - Teaching
    - Service

- Senior-level - Academic psychologists were equally likely to tenure men and women candidates, **but** were four-times more likely to include cautionary comments on cv's with a female name

Evaluation of Curriculum Vitae and Résumés

Applications for lab manager

Moss-Racusin et al. (2012). "Science faculty's subtle gender biases favor male students." *PNAS* 109: 16474-16479.

- 127 science faculty (men and women) rated application materials for an entry level position as a lab manager; applications randomly assigned a male or female name.

- Rated male applicant as more competent and hireable than the female applicant.

- Selected a higher starting salary for the male applicant.

- Reported more willingness to offer career mentoring to the male applicant.

Evaluation of Curriculum Vitae and Résumés

- **Evaluating résumés with African American- or white-sounding names**

  Bertrand and Mullainathan. (2004). "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market." *Am Econ Rev* 94: 221-1013

  - Resumes sent to a variety of employers advertising openings in local newspapers in Chicago and Boston.

  - Randomly assigned "white-sounding" or "African American-sounding" names to résumés.

  - 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 only 8%* more likely to be called back.

* Not statistically significant

Evaluation of Curriculum Vitae and Résumés

Additional examples

- ### Motherhood Bias

  Correll, S. J., Benard, S., & Paik, I. (2007). "Getting a job: Is there a motherhood penalty?" *The American Journal of Sociology,* 112: 1297-1338

- ### Sexual Orientation

  Tilcsik, A. (2011). Pride and prejudice: Employment discrimination against openly gay men in the United States. *American Journal of Sociology,* 117: 586-626.

- ### Arabic sounding-names

  Derous, Hanh Nguyen, and Ryan. (2009).."Hiring Discrimination Against Arab Minorities: Interactions between Prejudice and Job Characteristics." *Human Performance* 22: 297-320.

  Compared call back for job interviews for applicants with Arabic- or Dutch-sounding names

  Rooth. (2010). "Automatic Associations and Discrimination in Hiring: Real World Evidence." *Labour Economics* 17: 523-534.

  Compared call backs for job interviews for applicants with Arabic- or Swedish-sounding names

Letters of Recommendation

Trix and Psenka. (2003). "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." *Discourse & Soc* 14: 191-220.

- 312 letters of recommendation for medical faculty **successfully hired** at large U.S. medical school

- Letters for women vs men:
  - Shorter
  - More letters for women with "*minimal assurance*"
  - More gendered terms in letters for women
  - More letters for women included "*doubt raisers*"
  - Men more frequently referred to as "researchers" and "colleagues". Women more frequently referred to as "teachers" and "students"
  - Women – 4X more references to personal lives
  - Women - Fewer *standout adjectives* ("outstanding" "excellent") and more *grindstone adjectives.*

Letters of Recommendation

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.

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.

Job Interviews

■ Interviews for a leadership position

Phelan, Moss-Racusin, and Rudman. (2008) "Competent Yet Out in the Cold: Shifting Criteria for Hiring Reflect Backlash Toward Agentic Women." *Psychology of Women Quarterly* 32: 406-413..

■ Taped interviews of actors (male and female) performing an agentic or communal script.

■ Evaluated interviewee for competence, likeability, hireability.

Assumptions about Gender and Behavior

Multiple authors over 30 years: e.g., Bem, Broverman, Eagly, Heilman Rudman

DESCRIPTIVE: How men and women actually behave

Men (agentic)
- Strong
- Decisive
- Assertive
- Tough
- Authoritative
- Independent

"Leader"
?

Women(communal)
- Nurturing
- Communal
- Nice
- Supportive
- Helpful
- Sympathetic

PRESCRIPTIVE: How men and women "ought" to behave

Note: Social Penalties for Violating Gender Norms

Job Interviews

- Competence: Agentic interviewees rated as more competent than communal interviewees
- Likeability: Agentic men rated more likeable than women; Communal men rated less likeable than women.
- Hireability
  - Agentic interviewees more hireable than communal;
  - No difference in hireability of communal men and women;
  - **Agentic men more hireable than agentic women**
  WHY? – SHIFTING CRITERIA
    - For agentic men, communal men, communal women – competence weighted most heavily in hiring decisions.
    - Agentic women likeability/social skills – a perceived weakness – weighted most heavily in hiring decisions.

Job Interviews - Other Examples

- ## Sexual Orientation

  Hebl, M. R., et al. (2002). "Formal and interpersonal discrimination: A field study of bias toward homosexual applicants." *Personality & Social Psychology Bulletin,* 28: 815-825.

- ## Accented English

  Segrest Purkiss et al. (2006) "Implicit sources of bias in employment interview judgments and decisions." *Organizational Behavior and Human Decision Processes* 101: 152-167.

- ## Weight

  Kutcher and Bragger. (2004) "Selection Interviews of Overweight Job Applicants: Can Structure Reduce the Bias?" *Journal of Applied Social Psychology* 34: 1993-2022.

- ## Pregnancy

  Bragger et al. (2002). "The Effects of the Structured Interview on Reducing Biases Against Pregnant Job Applicants." *Sex Roles* 46: 215-226.

- ## Disability?

Minimizing Bias and Assumptions

- Replace your self-image as an objective person with recognition and acceptance that you are subject to the influence of bias and assumptions.
  Uhlmann and Cohen, *Organizational Behavior and Human Decision Processes,* 2007

- Diversify your search committee.
  - Social tuning/increased motivation to respond w/o bias
    Lowery, Hardin, and Sinclair, *J. Personality and Social Psychology,* 2001
  - Counterstereotype imaging
    Blair, Ma, and Lenton, *J. Personality and Social Psychology*, 2001

- Hold each member of the search committee responsible for recruiting and equitably evaluating an excellent and diverse applicant pool.
  Foschi, S*ocial Psychology Quarterly,* 1996

  Dobbs and Crano, Social Psychology Quarterly, 2001.

- Critical Mass – increase proportion of women and minorities in the applicant pool.
  Heilman, *Organizational Behavior and Human Performance*, 1980; van Ommeren et al., *Psychological Reports*, 2005
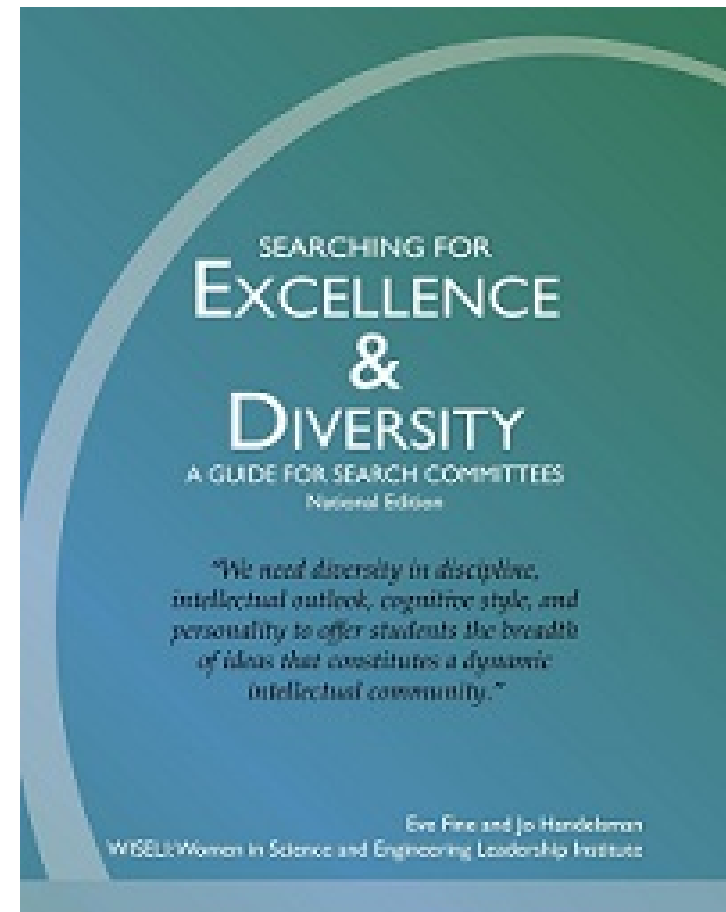
Minimizing Bias and Assmptions

- Develop and prioritize criteria prior to evaluating applicants.
  Uhlmann and Cohen, *Psychological Science,* 2005

- Spend sufficient time and attention on evaluating each application.
  Martell, J. *Applied Social Psychology,*1991

- Focus on each applicant as an individual and evaluate the entire application package.
  Heilman, *Organizational Behavior and Human Performance,* 1984; Tosi and Einbender, *Academy of Management Journal,* 1985; Brauer and Er-rafiy, *J. Experimental Social Psychology,* 2011

- Use inclusion rather than exclusion decision-making processes
  Hugenberg et al., *J. Personality and Social Psychology*, 2006

- Stop periodically to evaluate your criteria and their implementation.

http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf   http://wiseli.engr.wisc.edu/docs/SearchBook_US.pdf