Fostering a Diverse Faculty: Reducing Bias in the Search Process

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ABOUT WISELI

- 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

WHY PROVIDE EDUCATION FOR FACULTY 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

STAGES OF THE FACULTY SEARCH PROCESS

- Committee Formation and Committee Processes
- Recruitment of Candidates
- Evaluation of Candidates
  - Bias Awareness
  - Bias Reduction
- Interview Processes
- Closing the Deal

RUN AN EFFECTIVE AND EFFICIENT SEARCH COMMITTEE

Search Committee Processes

- Composition of the search committee
  - Choose a chair who is committed to diversity
  - Build a diverse search committee

- Establishment of expectations and ground rules
  - Attendance, decision-making, confidentiality
  - Know the laws, university policies
  - Role of the search committee and its members

- Discussion of diversity

- Creation of the position description
  - Avoid biased language
  - "Sell" the department and university
  - Carefully craft a statement about the importance of diversity to the department
  - Decide on and prioritize review criteria

ACTIVELY RECRUIT AN EXCELLENT AND DIVERSE POOL OF CANDIDATES

Actively Recruit

- **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

RAISE AWARENESS OF UNCONSCIOUS ASSUMPTIONS AND THEIR INFLUENCE ON EVALUATION OF APPLICANTS

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"? (Cont'd)

- Most of us routinely rely on unconscious assumptions even though we intend to be fair and believe that we are fair.

- The 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.

Stereotypes about men?

Stereotypes about women?

Stereotypes about scientists?

Gender Stereotypes

- Men are *agentic*: decisive, strong, competitive, ambitious, independent, willing to take risks

- Women are *communal*: nurturing, nice, 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

Racial/Ethnic Stereotypes

Common racial/ethnic stereotypes

African-Americans[1]	Chinese[2]	Latinos[3]
Athletic	Disciplined	Poor
Rhythmic	Competitive	Have many children
Low in intelligence	Loyal to family ties	Illegal immigrants
Lazy	Scientifically minded	Dark-skinned
Poor	Business oriented	Uneduated
Loud	Strong values	Family-oriented
Criminal	Clever	Lazy
Hostile	Serious	Day laborers
Ignorant	Determined	Unintelligent
	Logical	Loud
	Wise	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.

Research on Bias and Prejudice

- 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 membership

  - Compare evaluations

- Real life studies

  - Evaluate actual résumés/curriculum vitae, job performance, letters of recommendations, etc.

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.

Evaluation of Curriculum Vitae

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

  - Male and female evaluators were equally likely to favor hiring the "male" applicant

- For higher-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 – 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 more likely to be called back to interview for positions

- For "white-sounding" names, applicants with better qualifications were 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

"I sent my resume for something and when I showed up someone said to me, 'Your resume didn't look black.' Can you imagine someone saying that?"
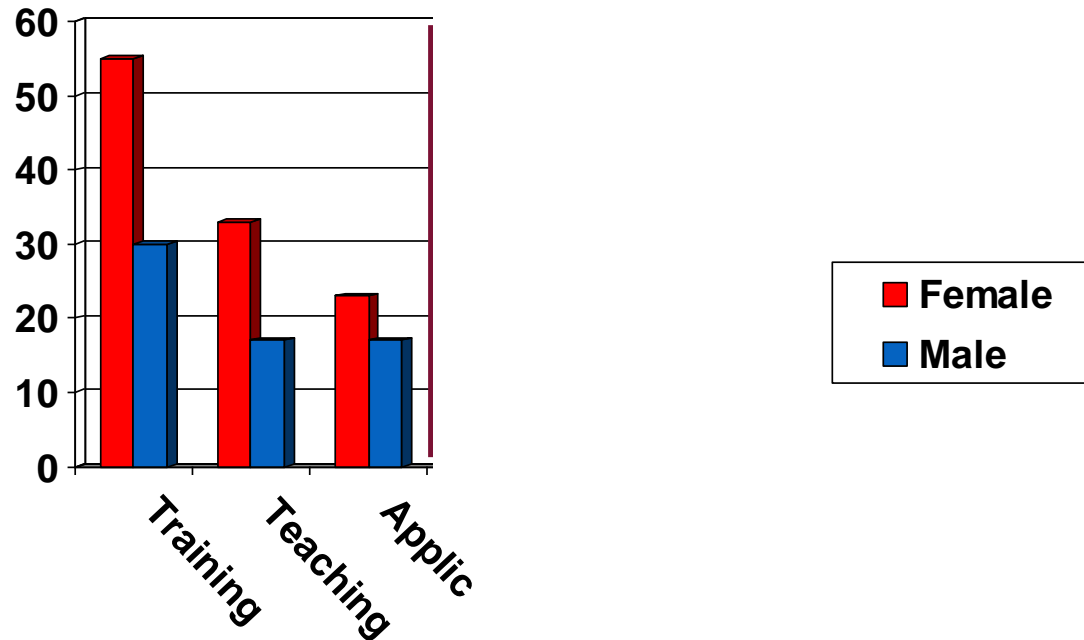
\- URM female, senior faculty member

Pololi et al. (2010). *JGIM* 25(12): 1363-9.

Analysis of 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"
  - 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.
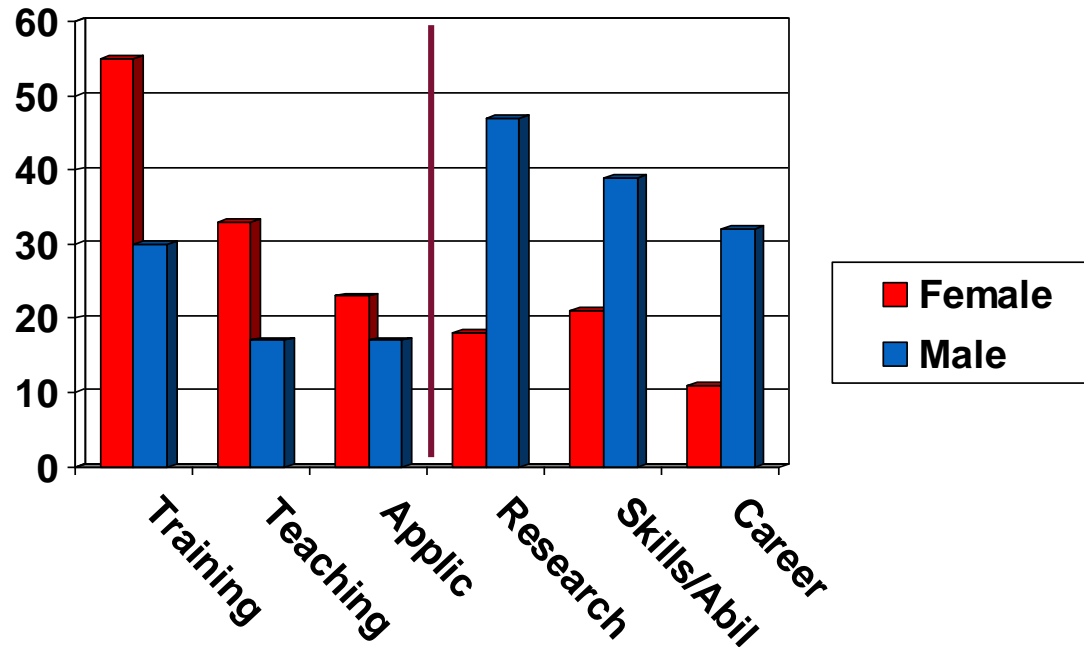
Letters of Recommendation (cont'd)

- Semantic realms following the possessive (e.g., "her training")

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ENSURE A FAIR AND THOROUGH REVIEW OF CANDIDATES

Strategies for Minimizing Unconscious Bias

- 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 2007. Organizational Behavior and Human Decision Processes.

- Diversify your search committees

  - 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.

Bias Reduction Strategies (cont'd)

- 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

Bias Reduction Strategies (cont'd)

- 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?"

DEVELOP AND IMPLEMENT AN EFFECTIVE INTERVIEW PROCESS

On-Campus Interviews

<u>Two</u> 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

<u>Keep both of these aims in mind!!!</u>

On-Campus Interviews (cont'd)

- **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
  - Personalize the visit/universal design
  - Provide candidates with a knowledgeable source of information about the university/community from someone NOT INVOLVED with the search
  - Develop and share an information packet

- **DURING the visit**

  - Ensure candidates are treated fairly and with respect
  - Inappropriate questions are inappropriate in both formal and informal settings!

- **AFTER the visit**

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

CLOSE THE DEAL: SUCCESSFULLY HIRE YOUR SELECTED CANDIDATE

Close the Deal

- Timeliness
- Maintain Communication
- Dual Career Issues / Timeliness
- Negotiation of Start-Up Packages
- Return Visit?

Ensure the Success of Your Chosen Candidate!!!

Delivering These Messages to Faculty Search Committee Members

Searching for Excellence & Diversity®

- Workshops for faculty search committees
- Guiding principles:
    - Research-based
    - Peer training
    - Active learning
    - Practical information
    - Accountability
- Content: six elements of a successful search

Searching for Excellence & Diversity®

- **Formats:**
  - ❑ Short presentations, small group discussion, large group Q&A
  - ❑ Series of two, 2-hour workshops
  - ❑ One 2.5-hour or 4-hour workshop
  - ❑ Multi-department/multi-college workshop
  - ❑ Single department or search committee
  - ❑ Participation required in some colleges, voluntary in others
  - ❑ Workshops for other institutions

http://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf   http://wiseli.engr.wisc.edu/docs/SearchBook_US.pdf
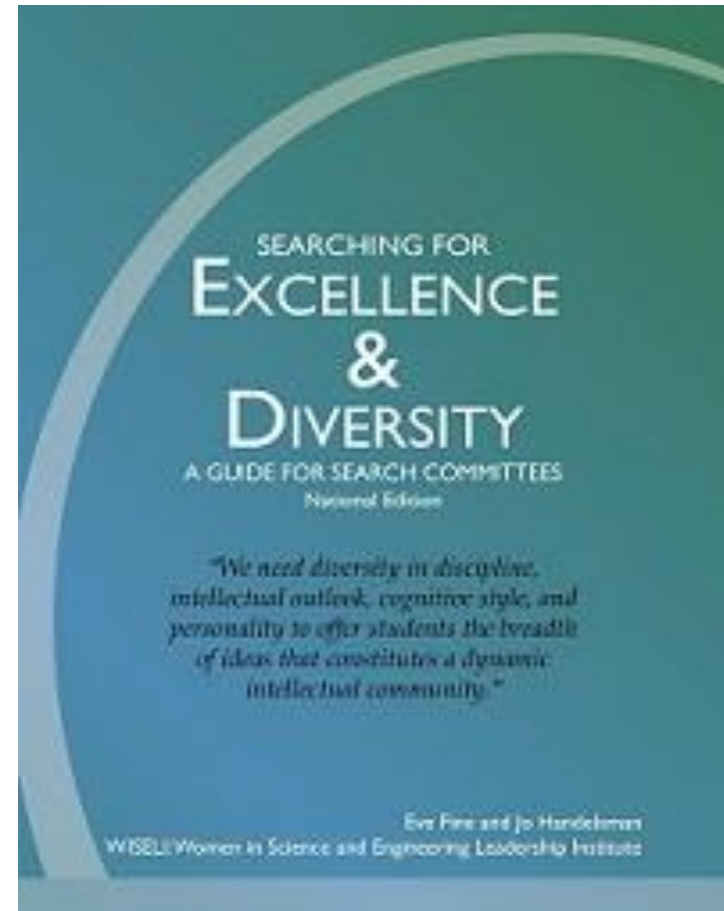
Is It Working?

Evaluating Success

- Faculty attendance and experience of workshops
- Change in demographics of new hires
- Other (positive) outcomes

Workshop Evaluation Data

- 520 faculty members participated, 2005-2013
- 93 of 123 departments have participated (~76%)
- 442 faculty members (85% agreed to participate in our research
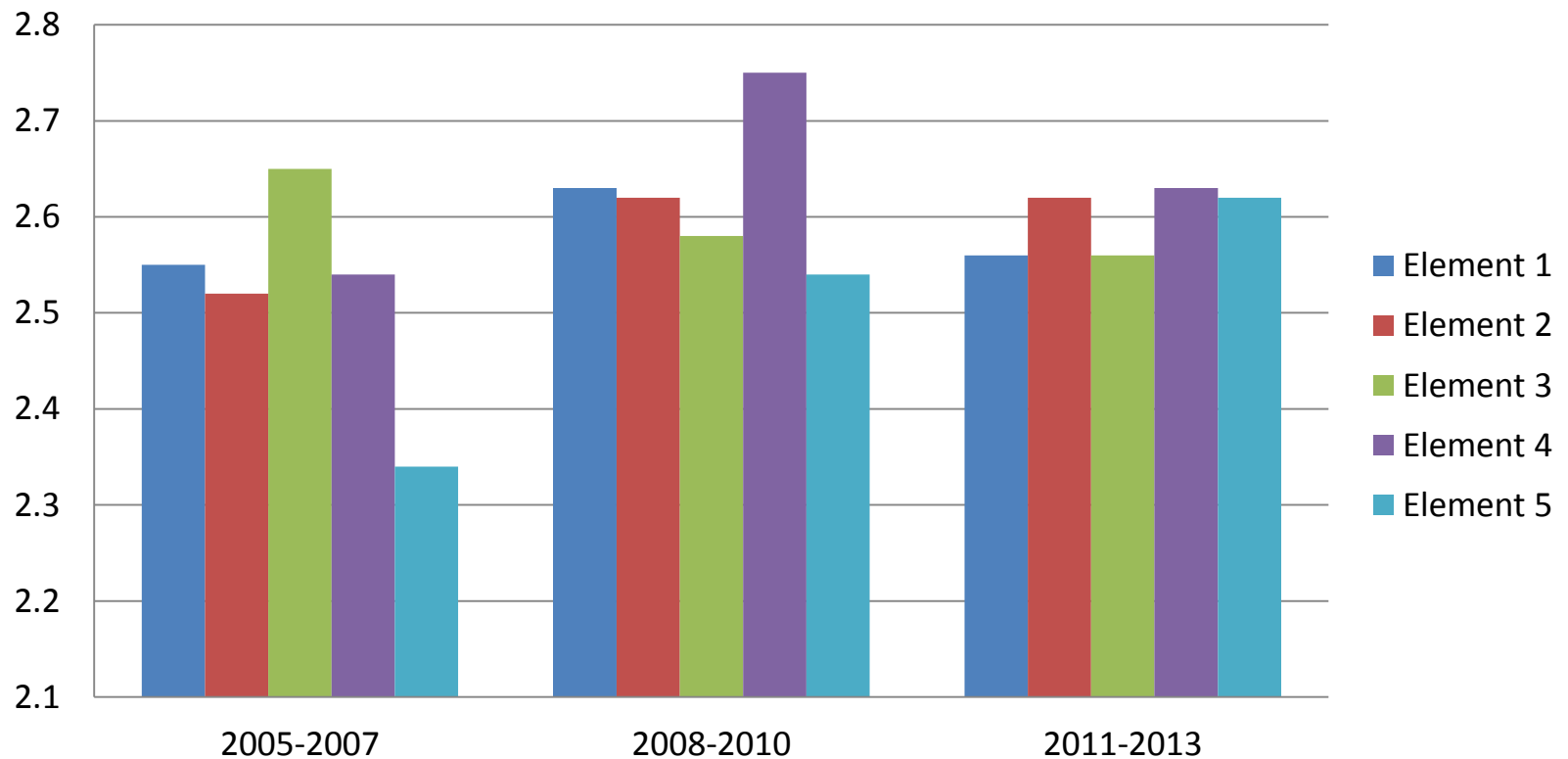- 222 faculty members (~50%) completed the evaluation survey

Workshop Evaluation Data

Mean Overall Rating of Workshops, 2005-2013
1=Not at all useful, 2=Somewhat useful, 3=Very useful
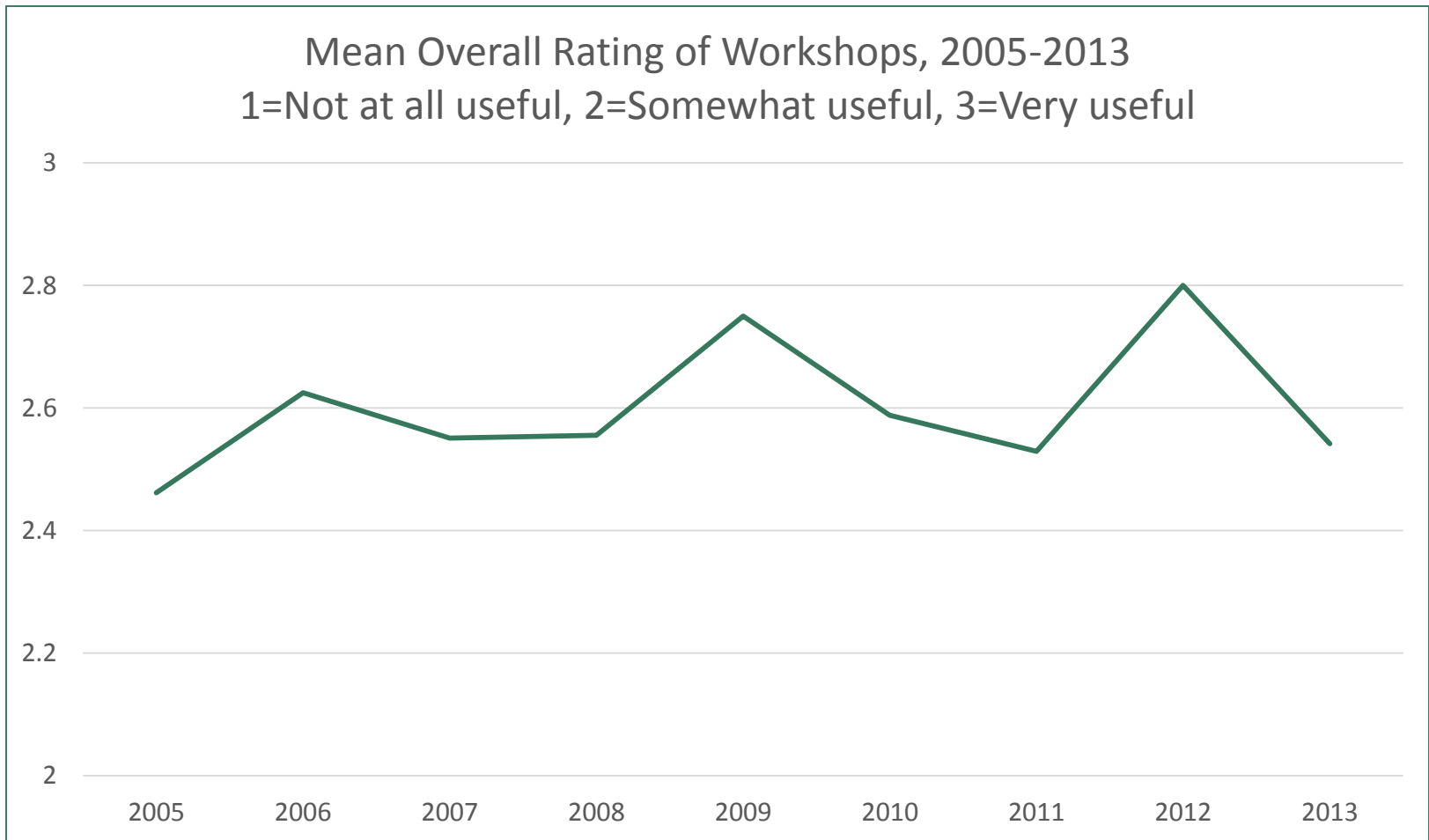
Workshop Evaluation Data

Mean ratings of workshop elements , 2005-2013
1=Not at all valuable, 2=Somewhat valuable, 3=Very Valuable

Note. Element 6 was not offered in all years, therefore is not included here

Workshop Evaluation Data

Percent of faculty participants who would recommend the workshop to others

Demographics of New Hires

- Sample: 62 departments where women faculty are underrepresented
- 234 faculty from these departments participated in workshops between 2005 and 2012
- Examined offers made to women one year after workshop participation
- Examined new hires two years after workshop participation

Offers and New Hires, Gender

% Offers and Hires to Women, 2005-2012, in departments with underrepresentation of women faculty

* Chi-square=4.6675, *p*<.05
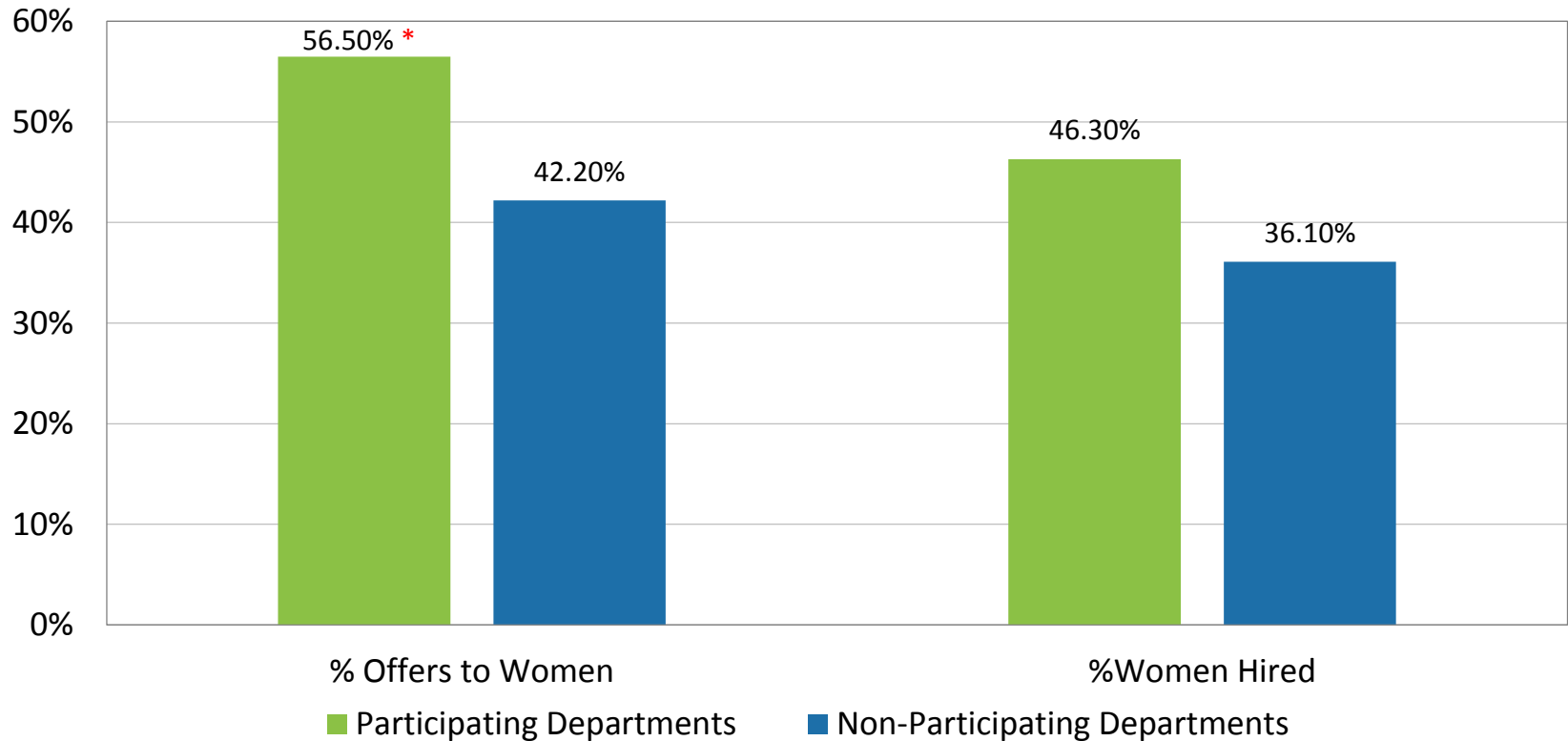
Other Positive Outcomes

- Experience of hiring process for faculty candidates
- Departmental climate

New Hire Satisfaction with Hiring Process

New Hires' Satisfaction* With the Hiring Process
Biological & Physical Sciences

* Agree Strongly to the item "I was satisfied with the hiring process overall."

Department Climate Awareness

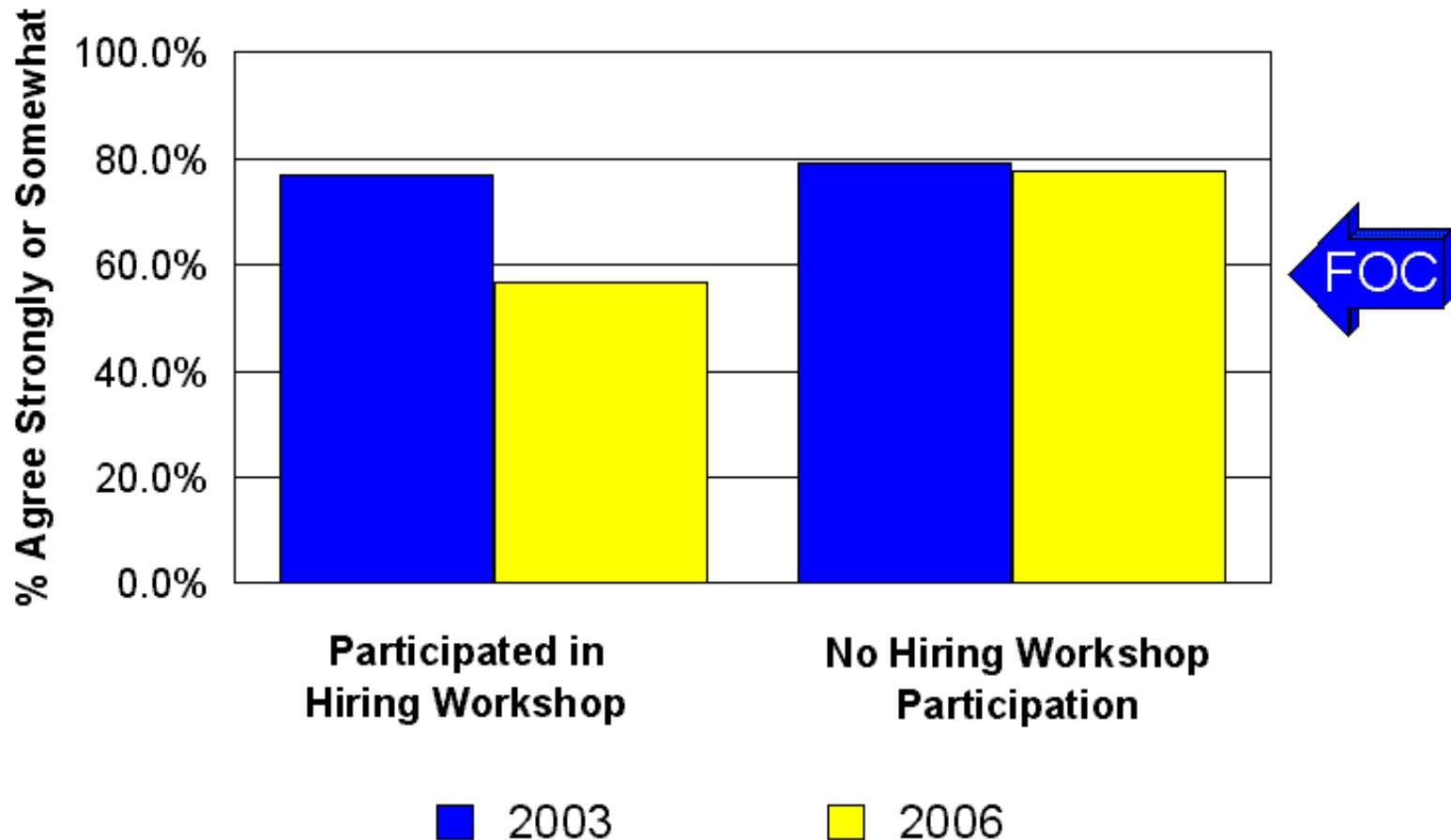The climate for faculty of color in my department is good
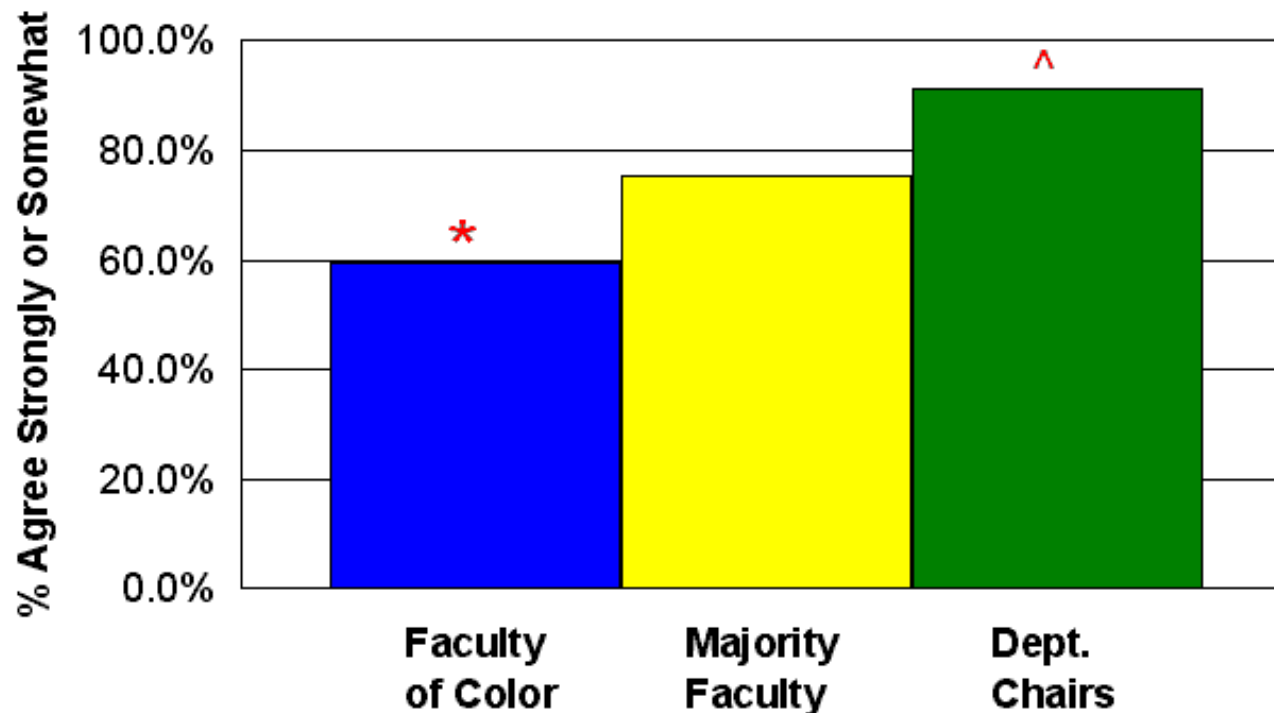
* Significant t-test between minority and majority faculty at $p < .05$.

^ Significant t-test between dept. chairs and all other faculty at $p < .05$.

Department Climate Awareness

Relevant Publications

- Sheridan, Jennifer; Eve Fine; Molly Carnes; Amy Wendt; and Jo Handelsman. 2015. "Searching for Excellence & Diversity Workshop: Improving Faculty Diversity by Educating Faculty Search Committees." in *Personalauswahl in der Wissenschaft* (C. Peus et al., eds.) Sprinter-Verlag: Berlin.

- Fine, Eve; Jennifer Sheridan; Molly Carnes; Jo Handelsman; Christine Pribbenow; Julia Savoy; and Amy Wendt. 2014. "Minimizing the Influence of Gender Bias on the Faculty Search Process." *Advances in Gender Research 19: Gender Transformation in the Academy* (V Demos et al., eds.). Emerald Group Publishing: Bingley UK. Pp. 267-289.

- Fine, Eve and Jo Handelsman. 2012. *Searching for Excellence and Diversity: A Guide for Search Committee Chairs, National Edition*. University of Wisconsin-Madison.

- Sheridan, Jennifer; Eve Fine; Christine Maidl Pribbenow; Jo Handelsman; Molly Carnes. 2010. "Searching for Excellence & Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center." *Academic Medicine*. 85(6):999-1007.

- Isaac, Carol; Barbara Lee; and Molly Carnes. 2009. "Interventions that Affect Gender Bias in Hiring: A Systematic Review." *Academic Medicine*. 84(10):1440-1446.

- Sheridan, Jennifer; Eve Fine; Jessica Winchell; Christine Maidl Pribbenow; Molly Carnes; and Jo Handelsman. 2007. "Searching for Excellence & Diversity: Does Training Faculty Search Committees Improve Hiring of Women?" *American Society for Engineering Education (ASEE) 2007 Conference Proceedings*. June 2007.