Increasing Diversity in your Department

Speakers

- Best Hiring Practices: Addressing Unconscious Bias

  Caroline Simpson, Florida International University

- Tools for Recruiting a Diverse Applicant Pool

  Andrew A. West, Boston University

- Recruitment and Retention of LGBTIQ Astronomers

  William Van Dyke Dixon, STScI

- Getting to Family-Friendly in Your Department

  Catherine A. Pilachowski, Indiana University.

Best Practices in Hiring

- Increasing Diversity in your Department
- Why should you care? (Other than the obvious)
- Increased Excellence
  - Inclusive recruitment and hiring practices broaden the applicant pool, increasing opportunities to find talented people
- Information:
  - University of Michigan ADVANCE program http://sitemaker.umich.edu/advance/home
  - Dr. Abigail J Stewart, University of Michigan

The Astronomy Workforce

Excellence has no gender or race or sexual orientation

Joan Schmelz, AAS 216, 2010

Addressing Unconscious Bias

- **Schemas**: Non-conscious Hypotheses
  - Schemas (expectations or stereotypes) influence our judgments of others (regardless of our own group).
  - All schemas influence group members' expectations about how they will be judged.
  - We all have them

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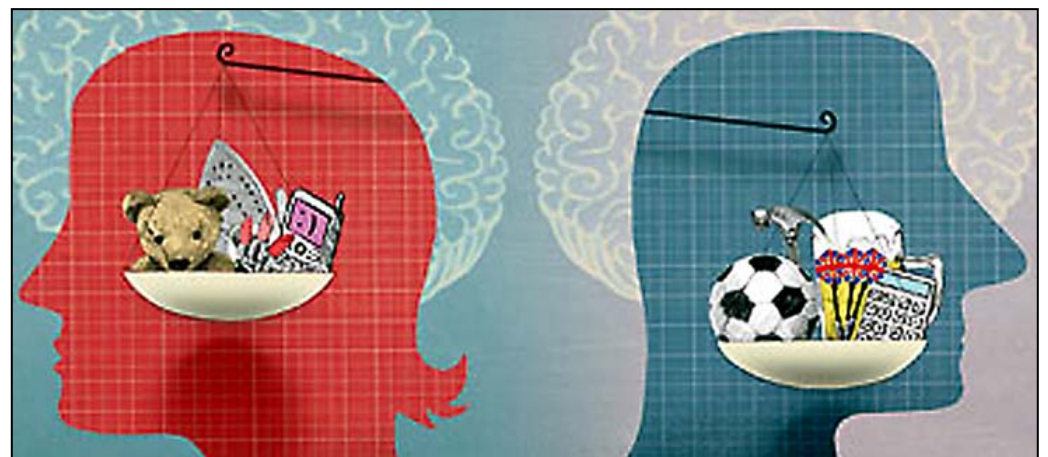
Schemas: Non-conscious Hypotheses

- allow efficient, if sometimes inaccurate, processing of information.

- often conflict with consciously held or "explicit" attitudes.

- change based on experience/exposure.

Nosek, Banaji, & Greenwald (2002). *Group Dynamics: Theory, Research and Practice*, 6, 101-115.

Fiske, Cuddy, Glick, & Xu (2002). *Journal of Personality and Social Psychology*, 82(6), 878-902.

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Schemas: Non-conscious Hypotheses

- Schemas are widely culturally shared
  - Both men and women hold them about gender.
  - Both whites and people of color hold them about race/ethnicity.
 - People are often not aware of them.

Fiske (2002). *Current Directions in Psychological Science, 11*, 123-128.

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When do Schemas Result in Unconscious Bias?

☐ Evaluation of Identical CVs: Gender

　☐ When evaluating identical application packages, male and female University psychology professors preferred 2:1 to hire "Brian" over "Karen" as an assistant professor.

　☐ When evaluating a more experienced record (at the point of promotion to tenure), reservations were expressed four times more often when the name was female.
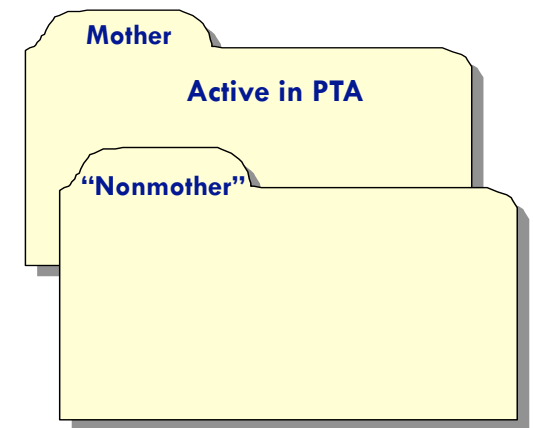
Karen

Brian
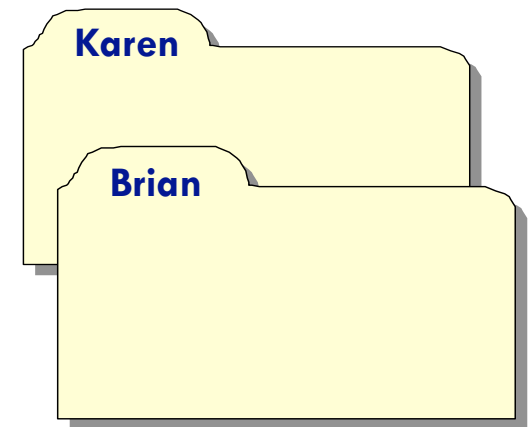
Steinpreis, Anders, & Ritzke (1999) *Sex Roles*, 41, 509.

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When do Schemas Result in Unconscious Bias?

Hiring, Assessments, and Salaries: Mothers

- When evaluating identical applications:
  - Evaluators rated mothers as less competent and committed to paid work than nonmothers.
  - Prospective employers called mothers back about half as often as nonmothers.
  - Mothers were less likely to be recommended for hire, promotion, and management, and were offered lower starting salaries than nonmothers.
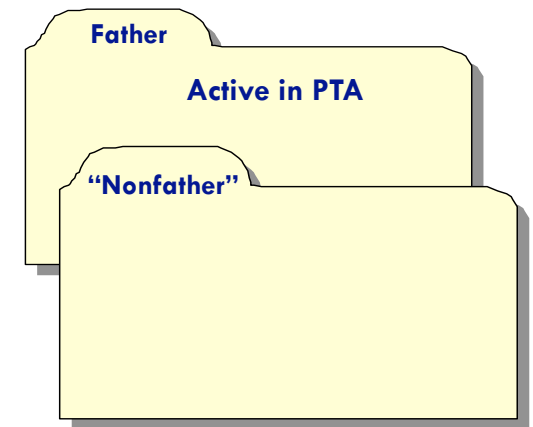
Mother

Active in PTA

"Nonmother"

Correll, Benard and Paik (2007) *American Journal of Sociology*, 112 (5), 1297-1338.

Abigail J Stewart, WIA III, 2009

When do Schemas Result in Unconscious Bias?

Hiring, Assessments, and Salaries: Fathers

- When evaluating identical applications:
  - Fathers were not disadvantaged in the hiring process.
 - Fathers were seen as more committed to paid work and offered higher starting salaries than nonfathers.

Father

Active in PTA

"Nonfather"

Correll, Benard and Paik (2007) *American Journal of Sociology*, 112 (5), 1297-1338.
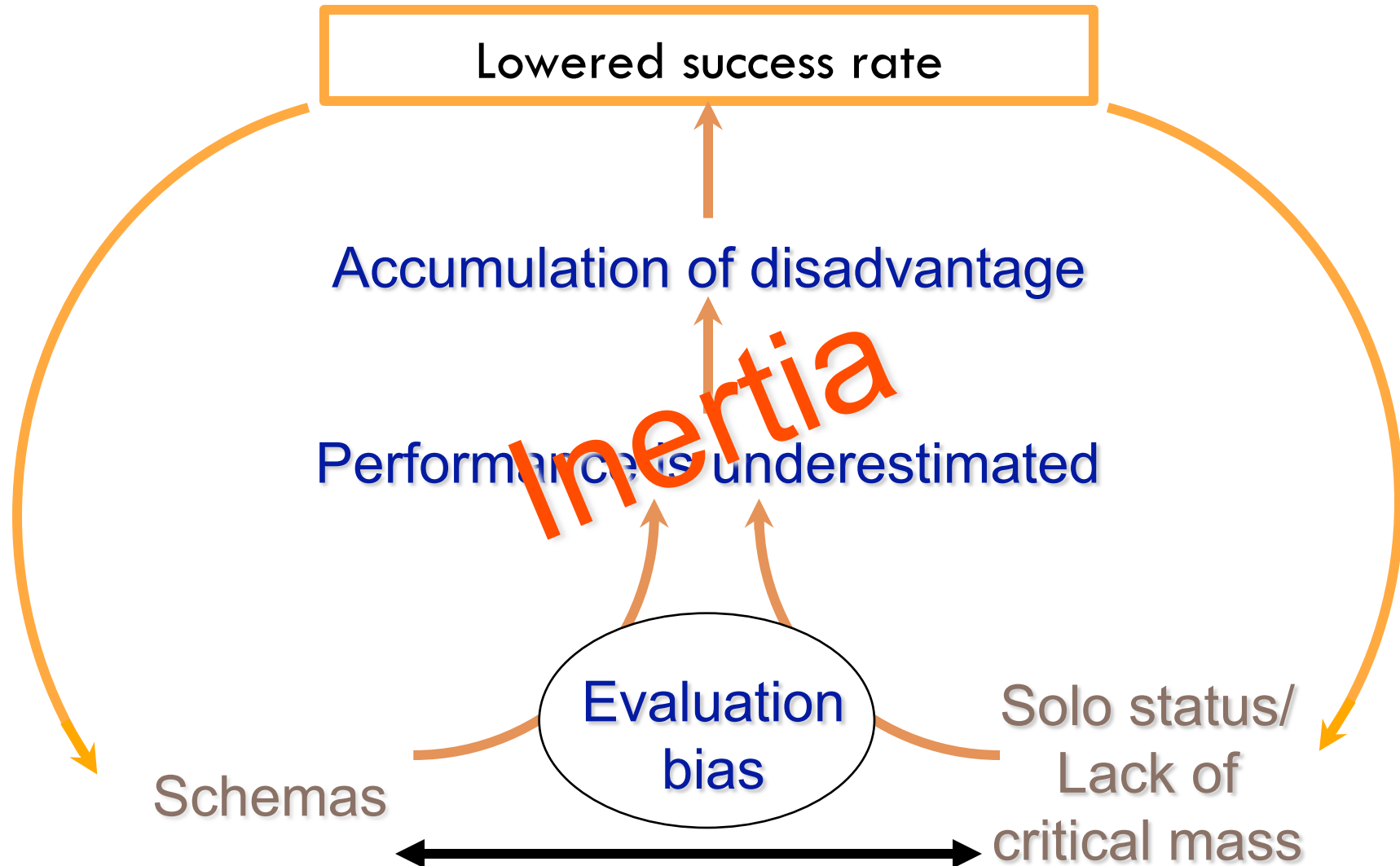
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Critical Mass

☐ Critical mass affects the use of schemas

  ☐ When there are many individuals, we differentiate among them and cannot rely on group-based schemas.

  ☐ In both experimental and field settings, increasing the female share of those being rated increased ratings of female applicants and employees.
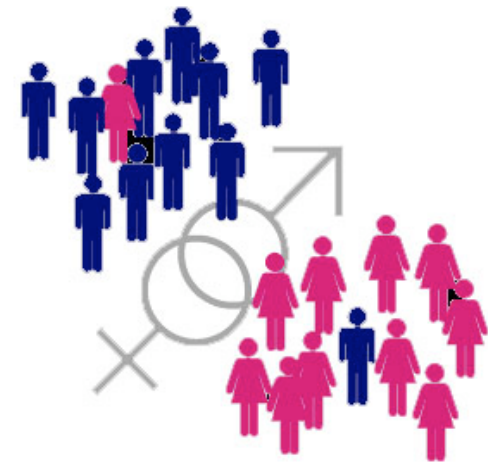
Valian (1998) *Why So Slow? The Advancement of Women.* Cambridge: MIT Press, p. 280;
Heilman (1980) *Organizational Behavior and Human Performance, 26: 386-395;*
Sackett et al (1991), *Journal of Applied Psychology, 76(2): 263-267.*

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If We Do Not Actively Intervene, The Cycle Reproduces Itself

Lowered success rate

Accumulation of disadvantage

Performance is underestimated

Inertia

Evaluation bias

Schemas

Solo status/ Lack of critical mass

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What Can We Do about Unconscious Bias?

- Awareness
- Policies
- Practices
- Accountability

BIAS

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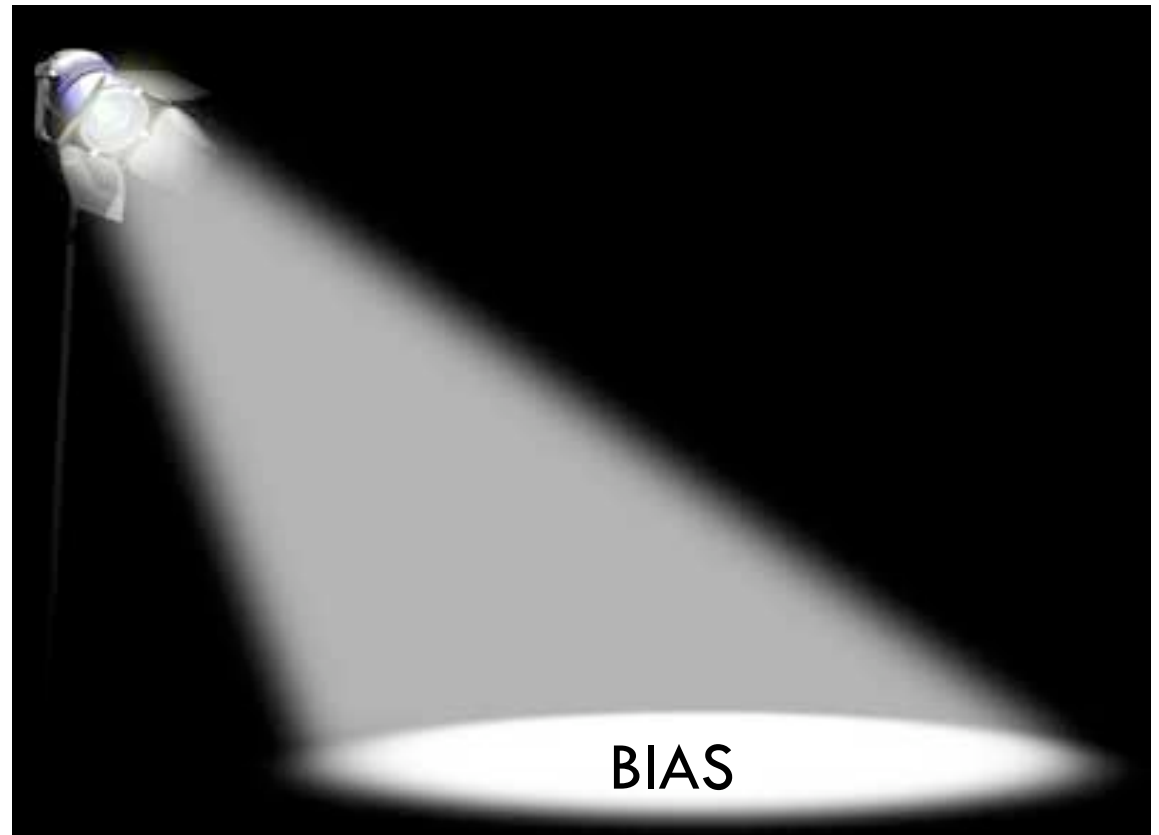
What Practices Matter?

- **Recruitment of applicant pool**
  - Increase representation of low base-rate groups in pool
- **How deliberations are completed**
  - Decrease ambiguity in criteria
  - Increase/document knowledge of candidates
  - Rely on evidence
  - Avoid use of global judgments

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Recruitment of the Applicant Pool

- Recruit proactively year-round
- Recruit from wider range of institutions
- Recruit specifically for low base-rate groups
- Use of "open searches" (broad vs. narrow job definitions)

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Active Recruiting

- Widen the range of institutions from which you recruit.

- Consider candidates, including women and minorities, who may currently be thriving at less well-ranked institutions. They may be there because of:
  - Early career decisions based on factors other than ranking of institution
  - Past discrimination by top tier institutions
  - Candidate's own internalization of schemas

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During Evaluation

- Focus on Multiple Specific Criteria during Evaluation
  - Avoid "global" evaluations
  - Specify evaluations of scholarly productivity, research funding, teaching ability, ability to be a conscientious departmental/university member, fit with the department's priorities.
  - Weigh judgments that reflect examination of all materials and direct contact with the candidate.

Bauer and Baltes, 2002, *Sex Roles 9/10, 465.*

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Candidate Evaluation Tool

Please indicate which of the following are true for you (check all that apply):

☐ Read candidate's CV
☐ Read candidate's scholarship
☐ Read candidate's letters of recommendation
☐ Attended candidate's job talk

☐ Met with candidate
☐ Attended lunch or dinner with candidate
☐ Other (please explain):

_____

_____

Please rate the candidate on each of the following:	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

www.umich.edu/%7Eadvproj/CandidateEvaluationTool.doc

Letters of Recommendation

☐ Successful Medical School Faculty Applicants:
Differences

Letters for men:

- Longer
- More references to:
  - CV
  - Publications
  - Patients
  - Colleagues

Letters for women :

- Shorter
- More references to personal life
- More "doubt raisers" (hedges, faint praise, and irrelevancies)
  - *"It's amazing how much she's accomplished."*
  - *"It appears her health is stable."*
  - *"She is close to my wife."*

Trix & Psenka (2003) *Discourse & Society*, Vol 14(2): 191-220.

Joan Schmelz, AAS 216, 2010

Search Committee: Composition Matters

- Study of racial diversity in jury deliberations

  Compared with all-white juries, diverse juries deliberating about an African American defendant:

  - Took longer to discuss the case
  - Mentioned more facts
  - Made fewer inaccurate statements
  - Left fewer inaccurate statements uncorrected
  - Discussed more race-related issues

- Jury deliberations are analogous to faculty search deliberations

- Recommendation:
  - Include people who are committed to diversity and excellence.
  - Include women and minorities.

Sommers (2006) Journal of Personality and Social Psychology, 90 (4), 597-612.

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Active Recruiting and Open Searches <u>Can</u> Help Increase Diversity
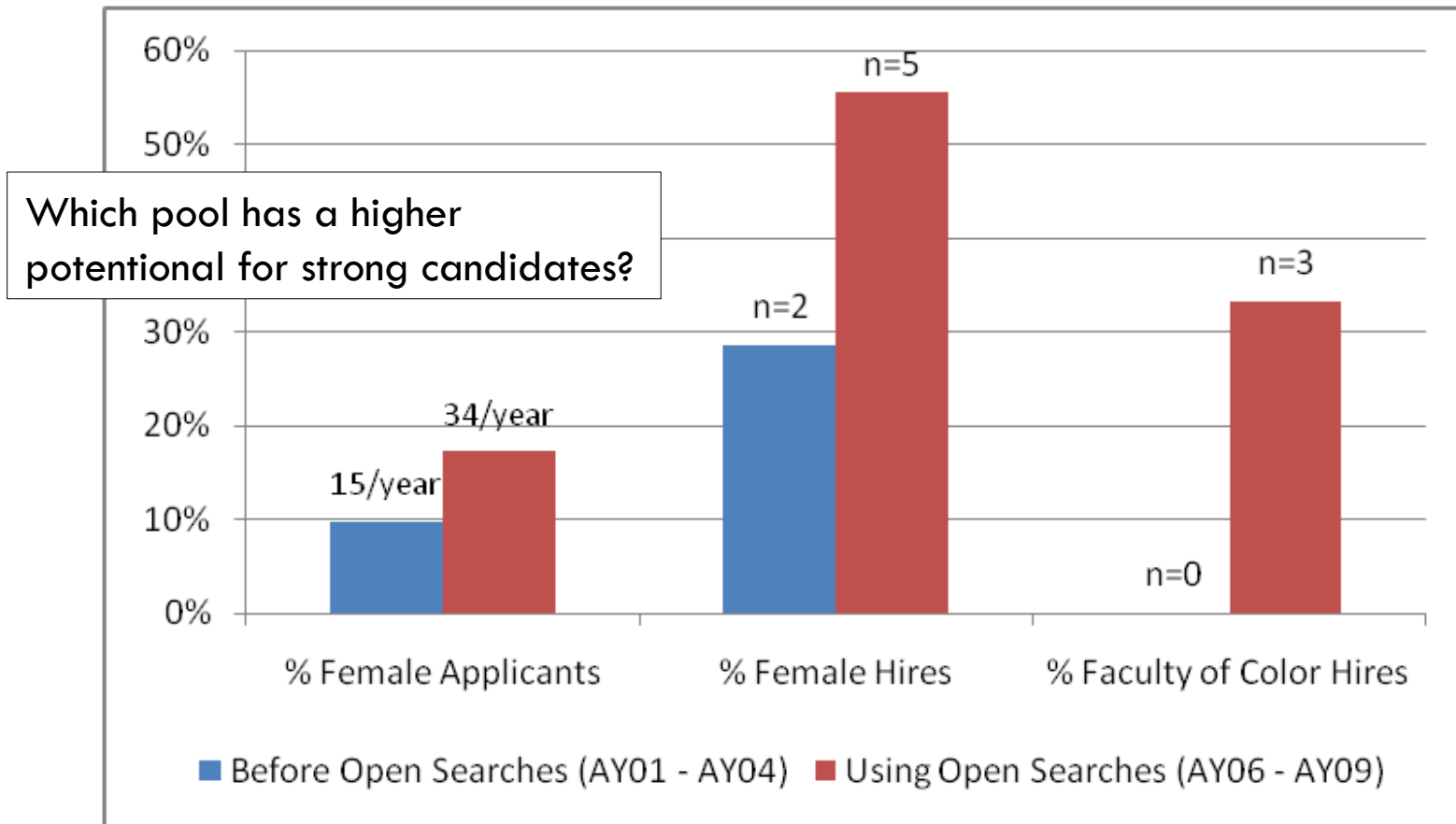
The difference achieved by one UMichigan department

Resources

- University of Michigan ADVANCE Program:
  - http://sitemaker.umich.edu/advance/home
- Under **Resources for Deans and Chairs: Toolkit** – includes
  - Handbook for Faculty Searches and Hiring
  - Candidate Evaluation Tool
  - Positive and Problematic Practices in Faculty Recruitment
  - Frequently Asked Questions: Dual Career Issues
  - Guidelines for Writing Letters of Recommendation
  - How to Help New Faculty Settle In: Common Problems and Alternative Solutions
  - Giving and Getting Career Advice: A Guide for Junior and Senior Faculty + Questions to ask and answer guide
  - Support to Department Chairs and Deans in Assessing Individual Salary Equity
  - Frequently Asked Questions: Retention of Science and Engineering Faculty Who Are Women and/or Members of Racial/Ethnic Minorities
  - Support for Assessment and Improvement of Departmental, School or College Climates
  - Creating a Positive Departmental Climate: Principles for Best Practices