

Workshop on Inclusive, Equitable, & Successful Faculty Searches

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Dean of the Faculty
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For Workshop To Be Effective

- Be engaged and participate in the discussion
- Have an open and honest discussion
- Do not judge
- Communicate respectfully
- Maintain confidentiality
- Be open-minded

Introductions

- Name
- Department or program
- Service on faculty search committee(s)
- Optional: a search-related memory or story you'd like to share

Acknowledgments

- National Science Foundation
- Evaluating Equity in Faculty Recruitment (EEFR) Project (NSF)
- *An Inclusive Academy: Achieving Diversity and Excellence* (Profs. Abigail Stewart and Virginia Valian)
- American Association of University Professors
- Facebook: Managing Unconscious Bias
- Google Ventures
- GA Blog/Meg Bolger
- Harvard University
- Northwestern University
- University of Washington
- Carnegie Mellon University
- University of North Carolina at Charlotte
- University of California at Davis
- Equality Challenge Unit (ECU): Unconscious bias in higher education
- A number of research and synthesis papers

Today's Workshop Goals

- Build shared understanding
- Reflect on the importance of diversifying the faculty
- Understand hidden biases and how they can operate in hiring
- Review inclusive and equitable search practices
- Review additional hiring considerations from HR

The Faculty Search

- Our goal: recruiting outstanding faculty who embrace the teacher-scholar model
 - Show commitment to teach and mentor our students
 - Show promise for becoming exceptional scholars
 - Are invested in being part of and contributing to a diverse and inclusive campus community
- Our pathway: attracting the broadest talent possible so that we can
 - Look forward and be relevant
 - Enhance existing strengths
 - Explore new intellectual directions

Diversity, Equity, & Inclusion

What do these terms mean?

How are these terms related?

Why are they essential to recruiting excellent faculty?

Definitions

- Diversity = presence of difference
 - E.g., diversity of identities, experiences, ways of knowing
 - especially differences that have been/continue to be marginalized, disadvantaged, stigmatized
 - About a collective or group, not an individual
 - Exists in relationship to others
- Equity = recognizing that advantages and barriers exist for different groups and ensuring access to the same opportunities and resources
 - Measures taken to identify and correct imbalances
- Inclusion = feeling welcomed, valued, and leveraged
 - Lived experience, sense of belonging
 - Removal of barriers, creation of spaces that allow all to fully engage
 - Diversity can exist without inclusion

Robert Sellers, CDO University of Michigan

- “Diversity is where everyone is invited to the party.”
- “Equity means that everyone gets to contribute to the playlist.”
- “Inclusion means that everyone has the opportunity to dance.”

The Imperative to Diversify the Faculty

AAUP on Diversity as Excellence

Maier & Tetrault, 2009

- Excellence and diversity are mutually reinforcing - indeed, excellence rests on diversity
 - To deny this is to enact and perpetuate academic privilege - to keep new ideas, new people, and new methodologies at bay
- In the words of Stanford University's past provost, John Etchemendy, "Diversity allows for new shapes, textures, and imaginings of knowledge; it encourages the kind of innovation and insight that is essential to the creation of knowledge."
- We must question the below-the-surface identification of excellence with whiteness, maleness, heterosexuality, and social class advantage
 - Be aware of and defy silent practices that work for and against specific groups of people in recruitment, retention, and success within academia

Is Enhanced Diversity Achievable?

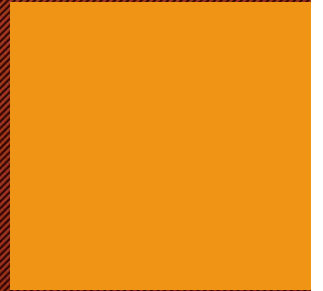
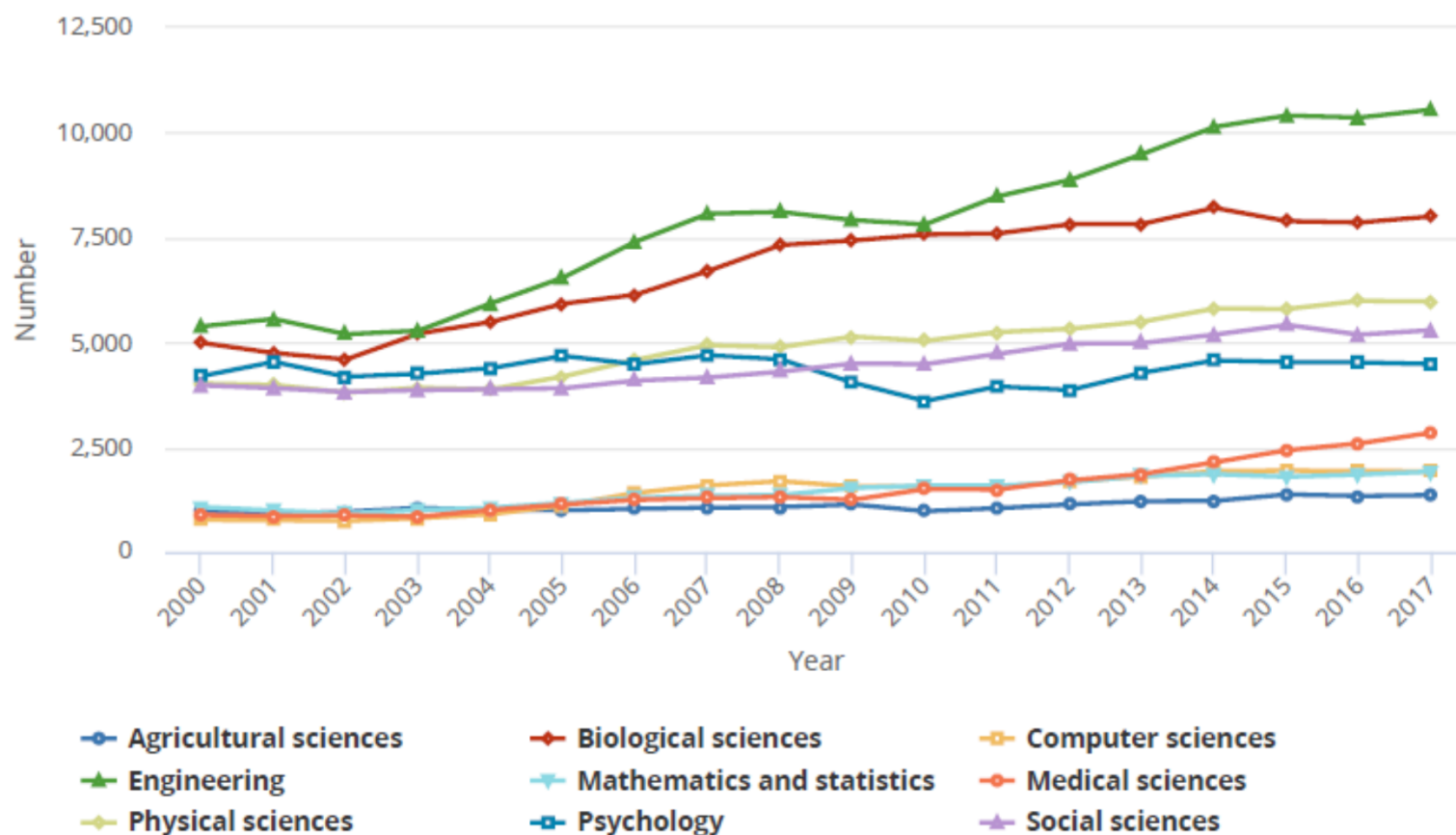


FIGURE 2-7

S&E doctoral degrees awarded, by field: 2000–17



Note(s)

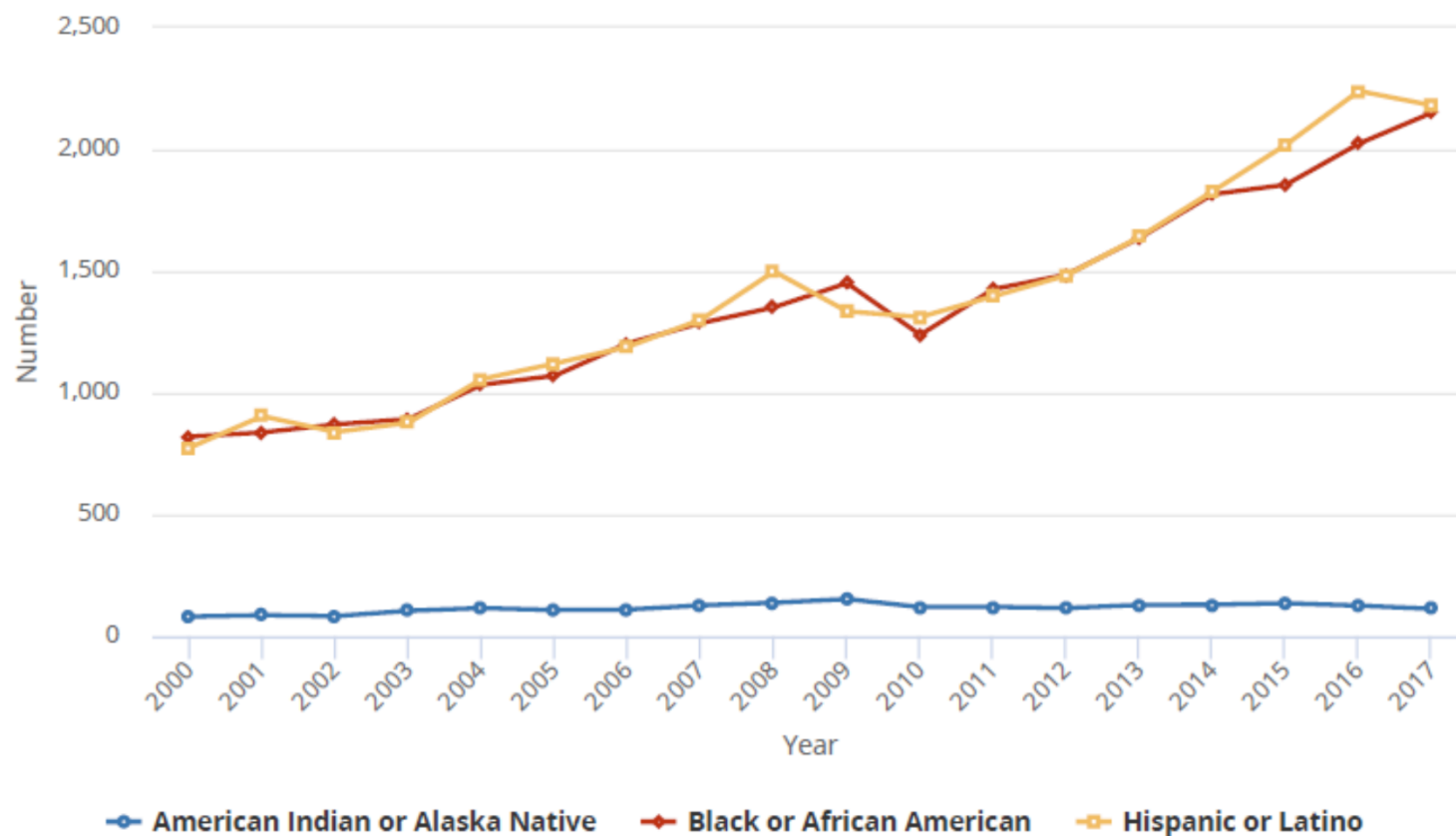
Physical sciences include earth, atmospheric, and ocean sciences. Data differ from doctoral degree data in other tables and figures in this report that are based on the National Science Foundation Survey of Earned Doctorates and that refer to research doctorates only. Greatest differences are in psychology and medical sciences.

Source(s)

National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions Survey; National Center for Science and Engineering Statistics, National Science Foundation, Integrated Data System (IDS).

FIGURE 2-13

S&E doctoral degrees awarded to U.S. citizen and permanent resident underrepresented minorities, by race and ethnicity: 2000–17



Note(s)

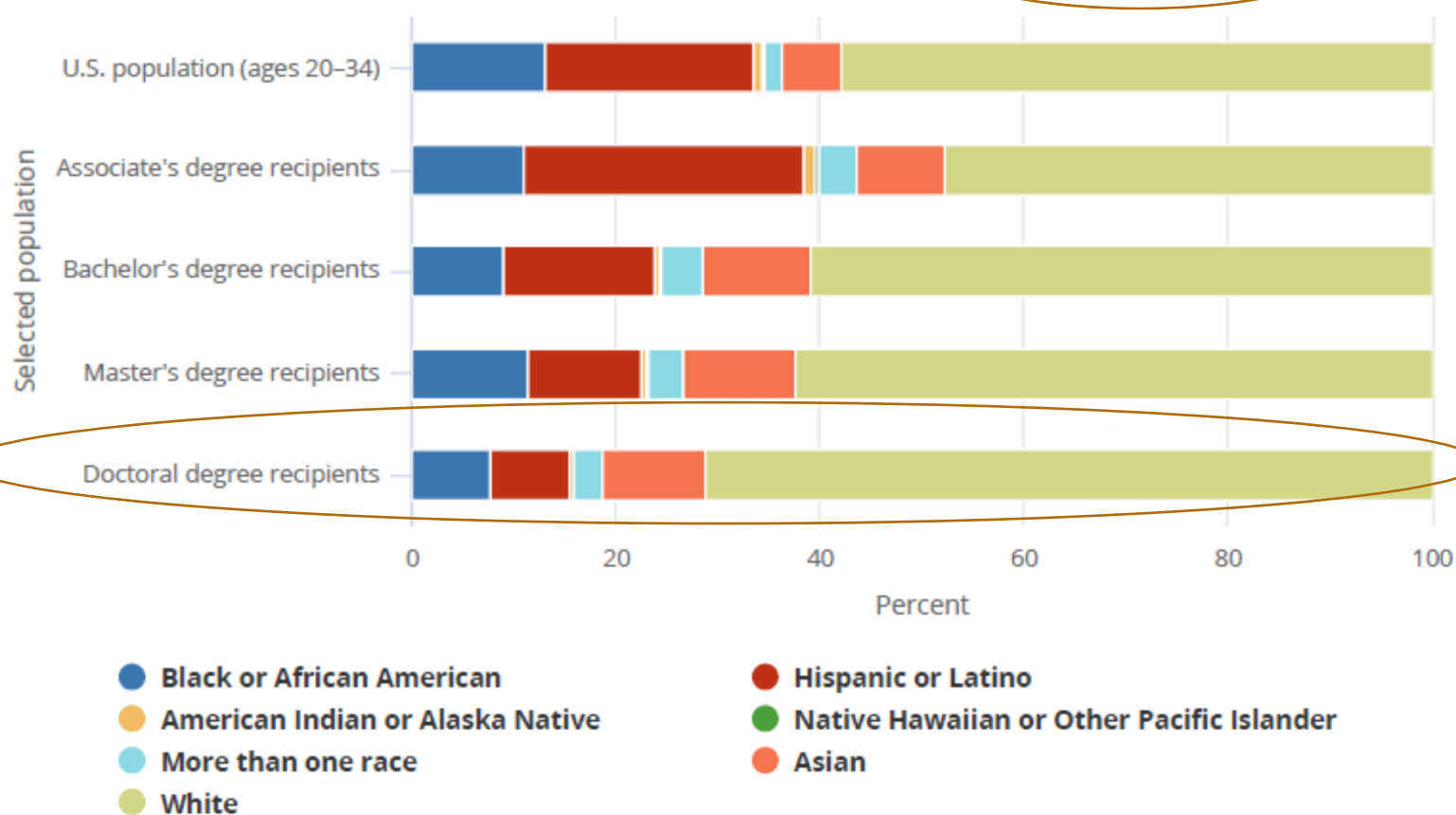
Doctoral degree data in this table differ from data found in other tables and figures in this report that are based on the National Science Foundation Survey of Earned Doctorates and that refer to research doctorates only. Greatest differences are in psychology and medical or other health sciences. Hispanic may be any race; race categories exclude Hispanic origin. The large drop in 2009 is due to the change in doctoral categories in the survey.

Source(s)

National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions Survey; National Center for Science and Engineering Statistics, National Science Foundation, Integrated Data System (IDS).

FIGURE 2-8

Representation of racial and ethnic groups in the U.S. population and among S&E degree recipients: 2017



Note(s)

Hispanic may be any race; race categories exclude Hispanic origin. U.S. population data reflect the percentage of people in each racial and ethnic group in the U.S. population between ages 20 and 34 on 1 July 2017. Degree totals may differ from those elsewhere in the report; degrees awarded to people of unknown or other race were excluded.

Source(s)

U.S. population data from the U.S. Census Bureau. Degree data from National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions Survey.

TABLE 5-16



Underrepresented minorities as a percentage of S&E doctorate holders employed in academia, by position: Selected years, 1973–2015

(Percent)

Position	1973	1983	1993	2003	2015
All positions	2.0	3.7	5.0	7.9	8.9
Full-time faculty	1.9	3.6	5.0	7.0	8.6
Postdocs	2.4	4.8	4.5	7.0	8.9
Other positions	2.9	4.1	5.3	7.3	9.8

Note(s)

Underrepresented minorities include blacks or African Americans, Hispanics or Latinos, and American Indians or Alaska Natives. Because of changes in the survey questionnaire, data from 2003 to 2015 are not directly comparable with earlier years' data. Academic employment is limited to U.S. doctorate holders employed at 2- or 4-year colleges or universities, medical schools, and university research institutes. Faculty includes full, associate, and assistant professors plus instructors in 1973, 1983, and 1993. In 2003 and 2015, faculty includes full, associate, and assistant professors. Other positions include part-time positions and full-time positions such as research associates, adjunct appointments, instructors (in 2003 and 2015), lecturers, and administrative positions. Other positions exclude those employed part time who are students or retired.

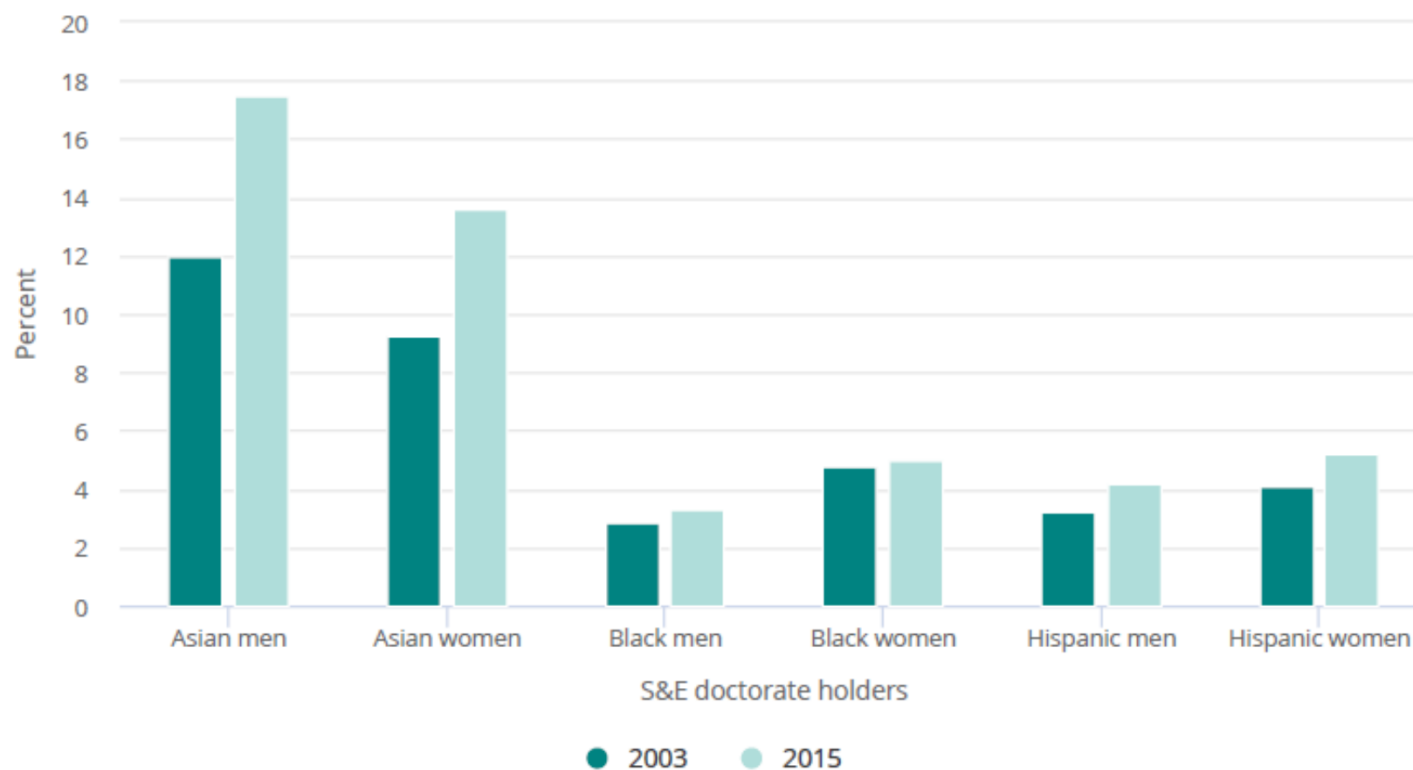
Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2017) of the 2003 and 2015 Survey of Doctorate Recipients (SDR).

Science and Engineering Indicators 2018

FIGURE 5-14

Black, Hispanic, and Asian S&E doctorate holders employed in academia as a percentage of full-time faculty positions, by sex: 2003 and 2015



Note(s)

Asian includes Native Hawaiian and Other Pacific Islander. Academic employment is limited to U.S. doctorate holders employed at 2- or 4-year colleges or universities, medical schools, and university research institutes.

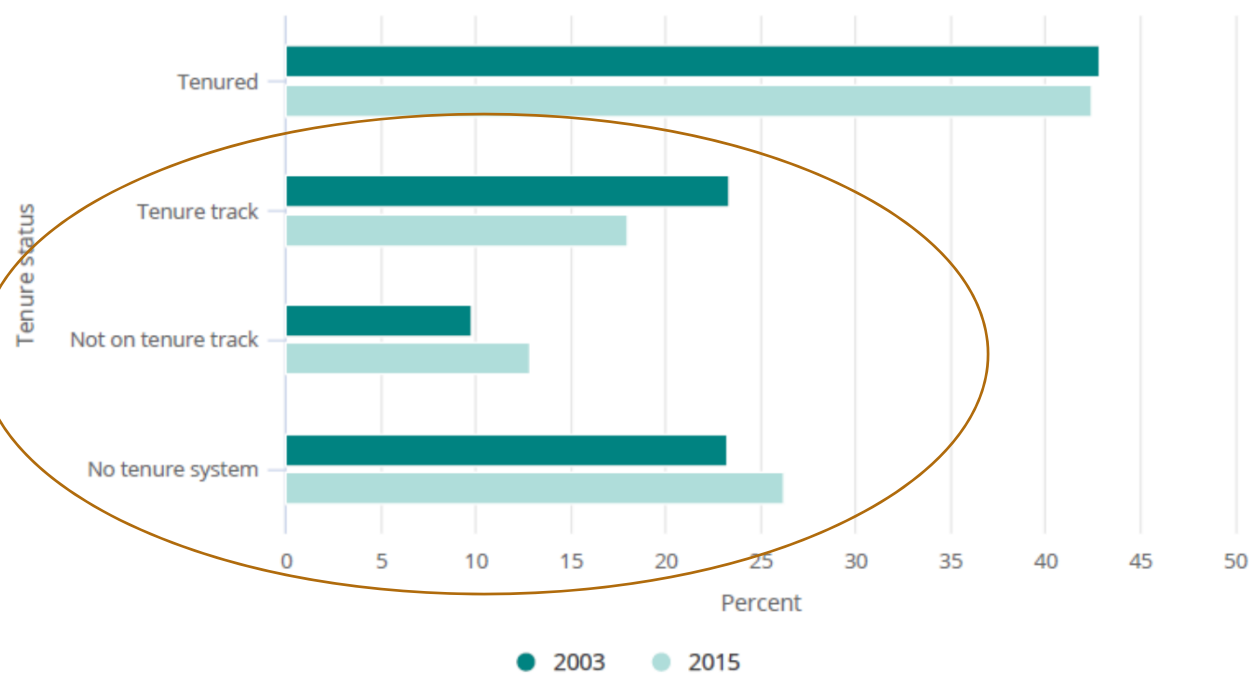
Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, Survey of Doctorate Recipients (SDR).

Science and Engineering Indicators 2018

FIGURE 5-15

Tenure status of underrepresented minority S&E doctorate holders employed in academia:
2003 and 2015



Note(s)

Academic employment is limited to U.S. doctorate holders employed at 2- or 4-year colleges or universities, excluding those employed part time who are students or retired. No tenure system includes no tenure system for the position or no tenure system at the institution. Detail may not add to 100% due to rounding. Underrepresented minorities include blacks, Hispanics, and American Indians or Alaska Natives.

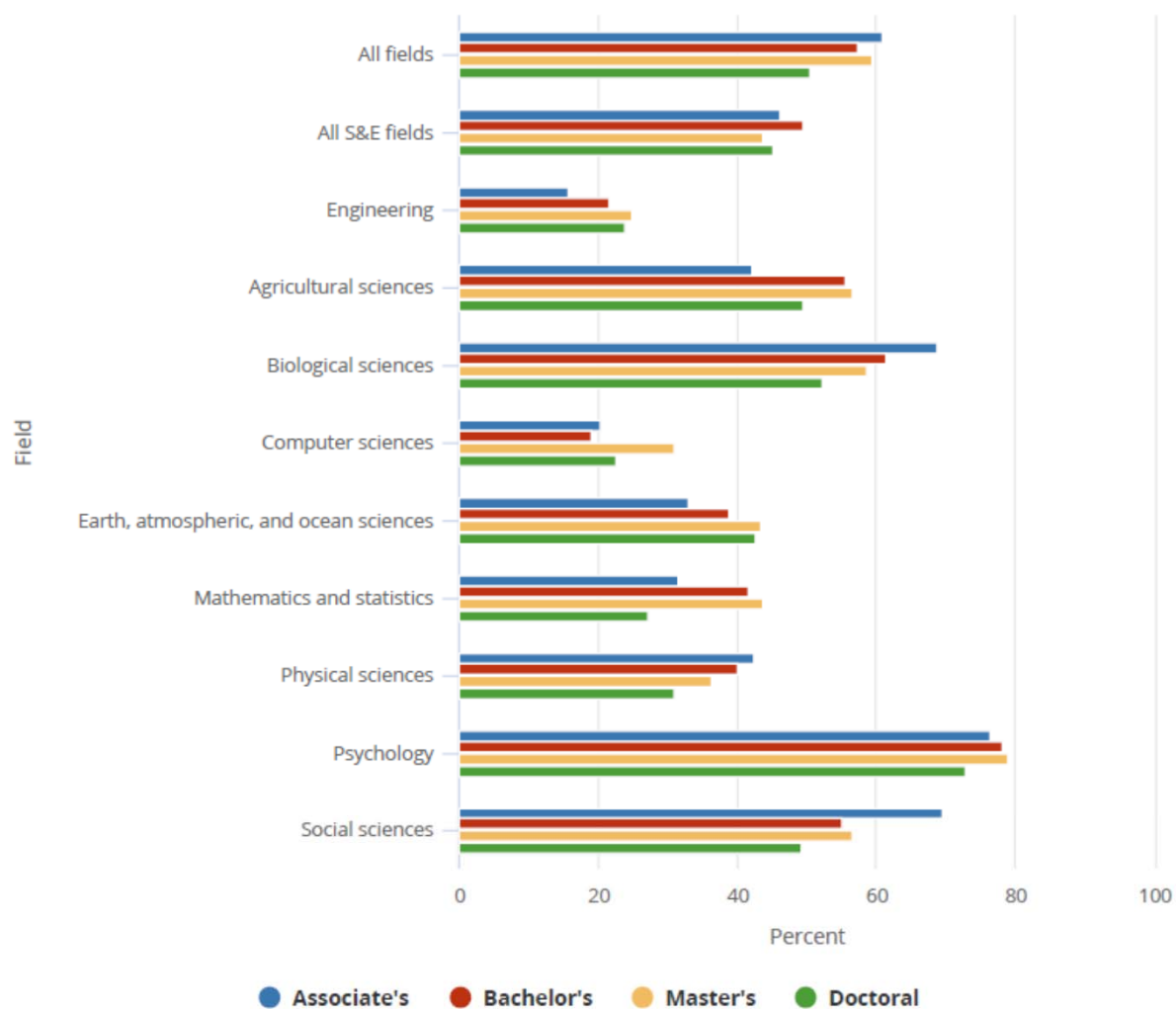
Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2017) of the 2003 and 2015 Survey of Doctorate Recipients (SDR).

Science and Engineering Indicators 2018

FIGURE 2-9

S&E degrees awarded to women, by degree level and field: 2017



Note(s)

Doctoral degree data in this figure differ from doctoral degree data in other tables and figures in this report that are based on the National Science Foundation Survey of Earned Doctorates and that refer to research doctorates only.

Source(s)

National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions Survey.

Science and Engineering Indicators

TABLE 5-14



Women as a percentage of S&E doctorate holders employed in academia, by position: Selected years, 1973–2015

(Percent)

Position	1973	1983	1993	2003	2015
All positions	9.1	15.0	21.9	30.3	37.4
Full-time senior faculty	5.8	9.3	14.2	22.8	30.9
Full-time junior faculty	11.3	23.5	32.2	39.7	42.5
Other full-time positions	14.5	23.1	30.2	34.8	43.9
Postdocs	14.3	30.1	30.8	38.0	42.7
Part-time positions	48.3	41.7	61.0	54.5	52.0

Note(s)

Academic employment is limited to U.S. doctorate holders employed at 2- or 4-year colleges or universities, medical schools, and university research institutes. Senior faculty includes full and associate professors; junior faculty includes assistant professors and instructors in 1973, 1983, and 1993; in 2003 and 2015, junior faculty includes assistant professors. Other full-time positions include positions such as research associates, adjunct appointments, instructors (in 2003 and 2015), lecturers, and administrative positions. Part-time positions exclude those employed part time who are students or retired.

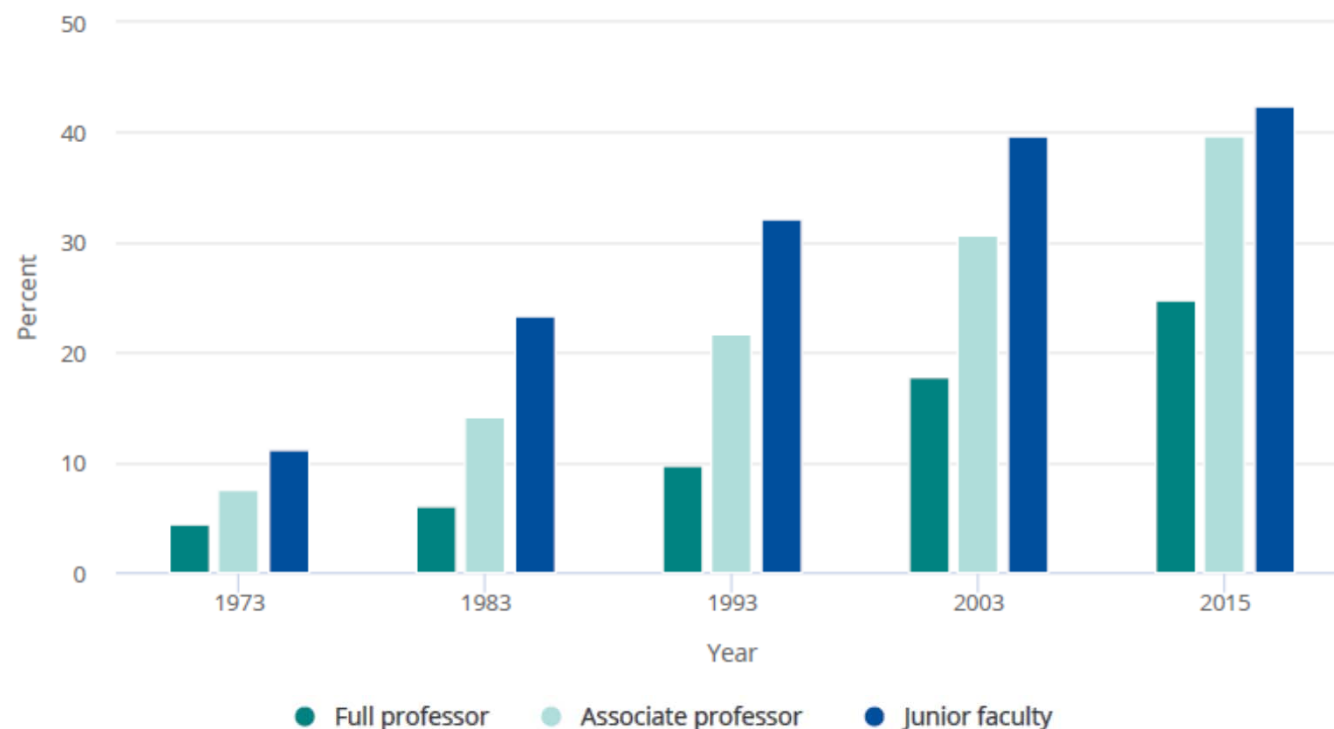
Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2017) of the 2003 and 2015 Survey of Doctorate Recipients (SDR).

Science and Engineering Indicators 2018

FIGURE 5-12

Women as a percentage of S&E doctorate holders employed full time in academia, by academic rank: Selected years, 1973–2015



Note(s)

Academic employment is limited to U.S. doctorate holders employed at 2- or 4-year colleges or universities, medical schools, and university research institutes, excluding those employed part time who are students or retired. Junior faculty includes assistant professors and instructors in 1973, 1983, and 1993; in 2003 and 2015, junior faculty includes assistant professors.

Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2017) of the 2003 and 2015 Survey of Doctorate Recipients (SDR).

Science and Engineering Indicators 2018

TABLE 5-15



Tenured S&E doctorate holders employed in academia, by sex and field: 1995 and 2015

(Percent)

Tenured	Total		Female		Male	
	1995	2015	1995	2015	1995	2015
All fields	52.6	46.6	34.5	37.2	58.3	52.3
Physical sciences	48.2	44.4	23.9	37.4	51.5	46.3
Mathematics and statistics	70.0	62.7	44.4	50.0	73.5	66.9
Computer and information sciences	40.6	53.8	33.3	47.4	42.3	55.6
Life sciences	45.4	37.8	30.4	29.6	52.0	44.8
Psychology	50.8	42.4	33.9	35.4	63.9	51.8
Social sciences	63.5	58.3	47.3	50.9	69.4	62.9
Engineering	54.1	50.6	25.0	40.0	56.3	53.0

Note(s)

Academic employment is limited to U.S. doctorate holders employed at 2- or 4-year colleges or universities, medical schools, and university research institutes, excluding those working part time because they are students or are retired.

Source(s)

National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2016) of the Survey of Doctorate Recipients (SDR).

Science and Engineering Indicators 2018

Biases in Evaluations

A Very Small Sampling of Evidence



Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination

Author(s): Marianne Bertrand and Sendhil Mullainathan

Source: *The American Economic Review*, Vol. 94, No. 4, (Sep., 2004), pp. 991-1013

Published by: American Economic Association

Stable URL: <http://www.jstor.org/stable/3592802>

Accessed: 16/08/2008 00:11

- Resumes with fictitious names sent in response to newspaper ads
- Manipulated race and gender through random assignment of names on CVs
- 50% more callbacks for...?

Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin^{a,b}, John F. Dovidio^b, Victoria L. Brescoll^c, Mark J. Graham^{a,d}, and Jo Handelsman^{a,1}

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Edited* by Shirley Tilghman, Princeton University, Princeton, NJ, and approved August 21, 2012 (received for review July 2, 2012)

Despite efforts to recruit and retain more women, a stark gender disparity persists within academic science. Abundant research has gender disparity in science (9–11), and that it “is not caused by discrimination in these domains” (10). This assertion has re-

- Randomized double-blind design
- Science faculty rated student's application materials for a lab manager position that were identical except for gender of applicant
- Faculty (male and female) rated male applicant as more competent and hireable, selected a higher starting salary for him, saw him as more deserving of career mentoring



How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates

Asia A. Eaton¹ • Jessica F. Saunders² • Ryan K. Jacobson¹ • Keon West³

- Fully-crossed between-subjects experiment
- Faculty rated hypothetical doctoral student's application for a postdoctoral position - one of 8 applicants, identical except for race (manipulated by name: Asian, African-American, Latinx, White) and gender
- Results show evidence for gender, race, and gender x race biases

Biases in Evaluations

Understanding and Explaining Biases

Implicit Biases

Blindspot: Hidden Biases of Good People (Banaji, 2013)

- Automatic ways our minds operate in assessments of people based on their social group membership and the us/them dichotomy
 - We do not intend, predict, know that we have these biases
 - Quick judgments and assessments made by our brain of people and situations based on our background, cultural environment, and personal experiences
- Leading expert is Mahzarin Banaji: [In Banaji's Own Words](#)
- Her goal is to create awareness about implicit biases in all of us, including self-professed egalitarians
- Research shows that awareness can mitigate hidden biases

Common Hidden Biases

FaceBook's "Managing Unconscious Bias"

(<https://managingbias.fb.com/>)

- First impressions - often rely on homophily
- Performance bias - systematic differences in judgments re performance (expected potential vs proven accomplishments)
- Performance attribution bias - systematic differences in how we explain accomplishments and/or shortcomings
- Competence/likeability tradeoff bias - traits differentially correlated across groups
- *Maternal* bias
- Source of these biases: stereotypes, schemas ~ cognitive shortcuts
 - → stereotype threat → perpetuation of stereotypes

Roadblocks to Diversity in Recruitment

An Inclusive Academy (Stewart & Valian, 2018)

- Good intentions - “People think that because they intend to be fair, they will be fair”
 - Maintenance of status quo in the name of commitment to “merit principle”
 - Research shows that when people reassure themselves that they lack bias, they are more likely to make biased decisions
- Homophily = preference for people we believe to be similar to us
 - Leads us to overestimate talent in those who are familiar or similar to us and underestimate talent in those who are different

Roadblocks to Diversity in Recruitment

An Inclusive Academy (Stewart & Valian, 2018)

- In-group vs. out-group biases = application of evaluation criteria to members of in-group are more flexible than to members of out-group especially among majority group members
 - Benefit of doubt given to members of in-group
 - Members of out-group held to higher standards, more rigorous requirements
- Paradox: research shows that members of underrepresented groups tend to be as harsh as majority group members when applying evaluation criteria to members of their own group



Strategies for an Inclusive, Equitable, and Successful Search

Building a Diverse Pool

- We can only hire those who apply - so, we have work to expand the applicant pool
- Define the position in broad terms
 - Narrow teaching or research areas may lead to self-selection out by underrepresented individuals → less diverse applicant pool
- Provide cues of belonging
 - E.g., our prompt to address diversity and inclusion in job descriptions
- Search actively and broadly
 - Ads on "diversity sites" necessary but not sufficient
 - Direct outreach to heads and chairs, colleagues, mentors, postdocs, conference presenters
 - Make it a year-round activity, year after year
 - Use OIR reports of doctoral degrees earned by members of underrepresented groups
 - New starting this year: postings on Texas Tech's "The Registry"

Effective Search Practices

- Awareness and reminders that all of us have hidden biases
- Use explicit evaluation criteria developed prior to reviewing applications
 - Use systematic and objective evaluation criteria
 - Use a standardized evaluation rubric
- **Use commitment to diversity statement in application reviews
 - Include as an evaluation criterion
- Slow down evaluative process; use deeper and more deliberate cognitive processing
 - Lack of time → reliance on more cognitive shortcuts
→ hidden biases

Sample Evaluation Rubric

(Martinez-Acosta & Favero, 2018)

[illegible]

Effective Search Practices

- Equitable and inclusive search committee and department/program discussions and decisions
 - Actively engage in inclusive behavior
 - Accountability - call out bias, microaggressions
 - Confirm that implicit criteria (i.e., personal preferences, hidden biases) do not creep into discussions
- Use of standardized questions and behavioral interviewing
- Standardized campus visits
- Equitable and inclusive evaluation of applicants is *everyone's* responsibility

An Exercise

- A Hypothetical Search Meeting (courtesy: University of Washington)
- Discussion questions:
 - What did you notice in the film?
 - What biases, privileges, cognitive shortcuts?
 - What would you do differently? How would you go about it?

Final Pointers Re Searches: HR

Thank you for participating!