

IMPROVING EQUITY IN FACULTY RECRUITING

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and Bradley Pan-Weisz

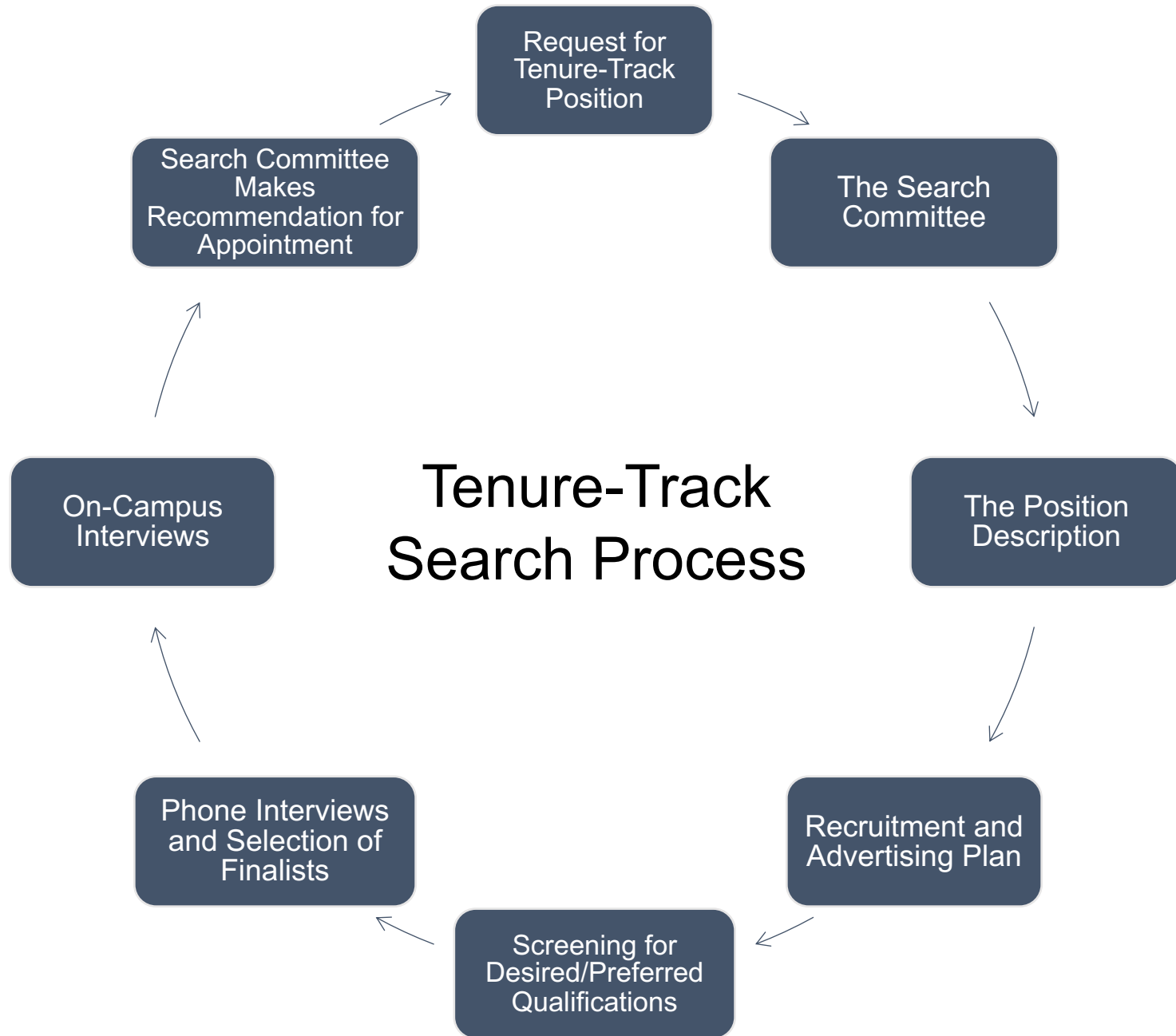
OUR GOAL

Identify obstacles to attracting and selecting the most qualified candidates for your departments

Describe strategies to overcome these obstacles

ACTIVITY

Identifying places in the search process at which inequities can occur and steps to mitigate against these inequities



ROAD MAP

Module 1: Equity and quality candidates

Module 2: Unintentional bias as a barrier to attaining equity

Module 3: Mitigating the influence of unintentional bias

MODULE 1

Equity and high-quality candidates

BEACH 2030 VALUES & PRIORITIES: UNIVERSITY VALUES

- **University Values**

- **Compassion, creativity, and innovation** characterize our culture.
- **Diversity** is our strength.
- The **public good** is our responsibility.

- **University Strategic Priorities: #4 - Build Community:**

- **Be a model** of a diverse and respectful community of students, faculty, staff, alumni, and administrators.
- **Foster a community of belonging** where everyone's voice and well-being are valued.

WHAT IS “EQUITY”?

“Equity” is equality of opportunity

Equality of opportunity is threatened by bias

WHAT DO WE MEAN BY “BIAS”?

Any factor that tends to lead to unfair treatment

(1) **Structural**

Policies with disparate impacts

History

(2) **Psychological** (what's going on in someone's head)

Intentional

Unintentional

WHAT DO WE MEAN BY “BIAS”?

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Activity:

On a sheet of paper, answer the following questions

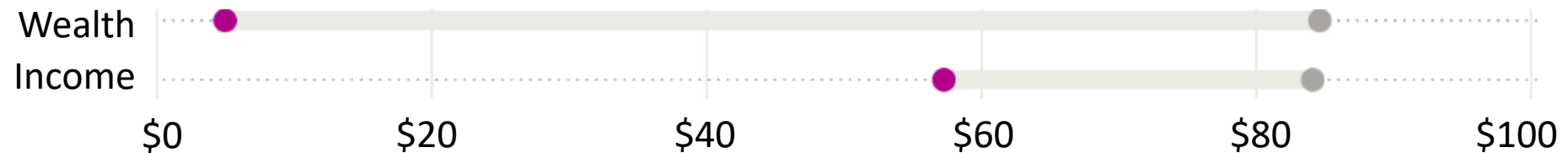
1. For every \$100 in **wealth** accumulated by an average White family, how much wealth has the average Black family accumulated?
2. For every \$100 **earned** by an average White family, how much do you think is earned by an average Black family?



Activity:

On a sheet of paper, answer the following questions

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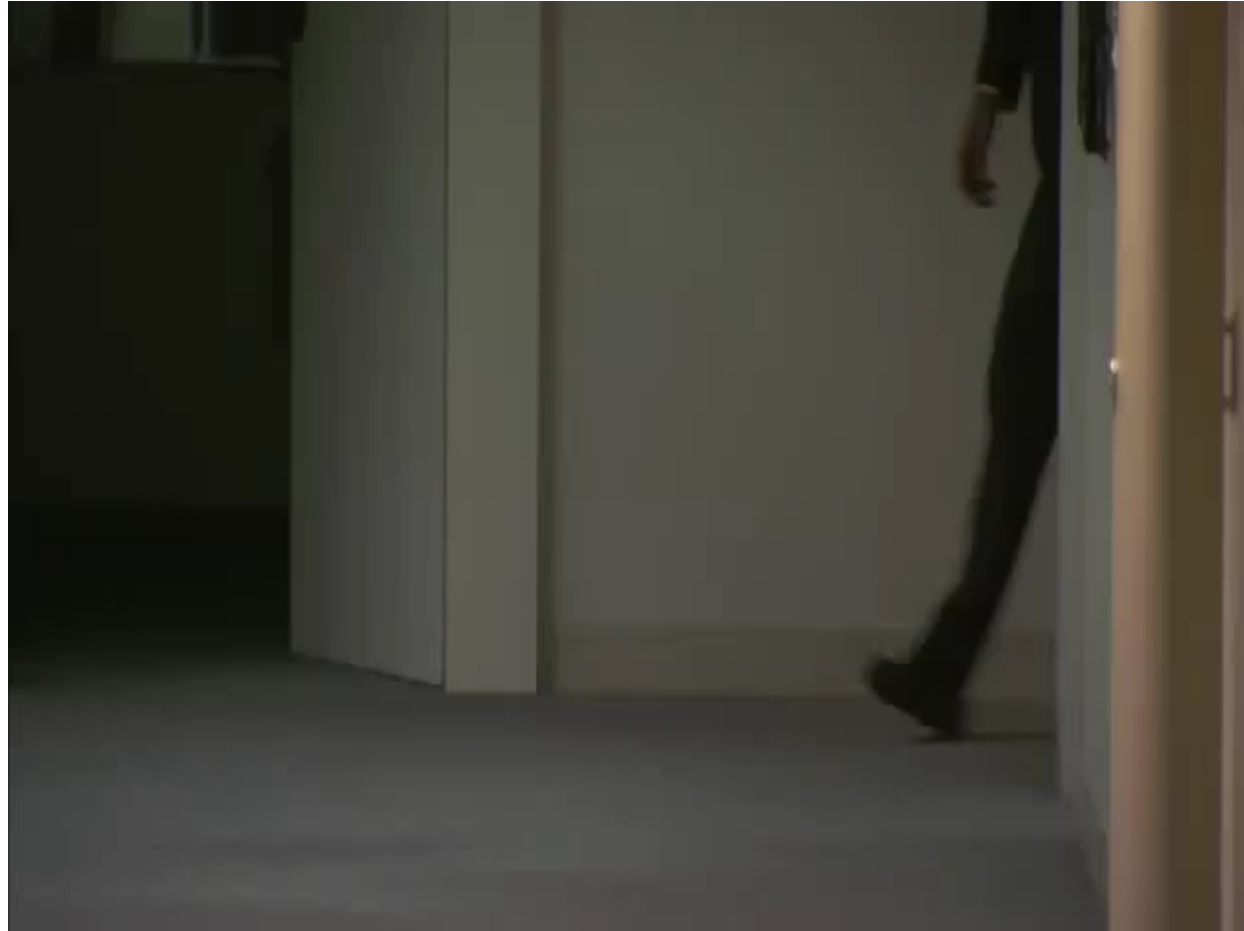


STRUCTURAL BIAS

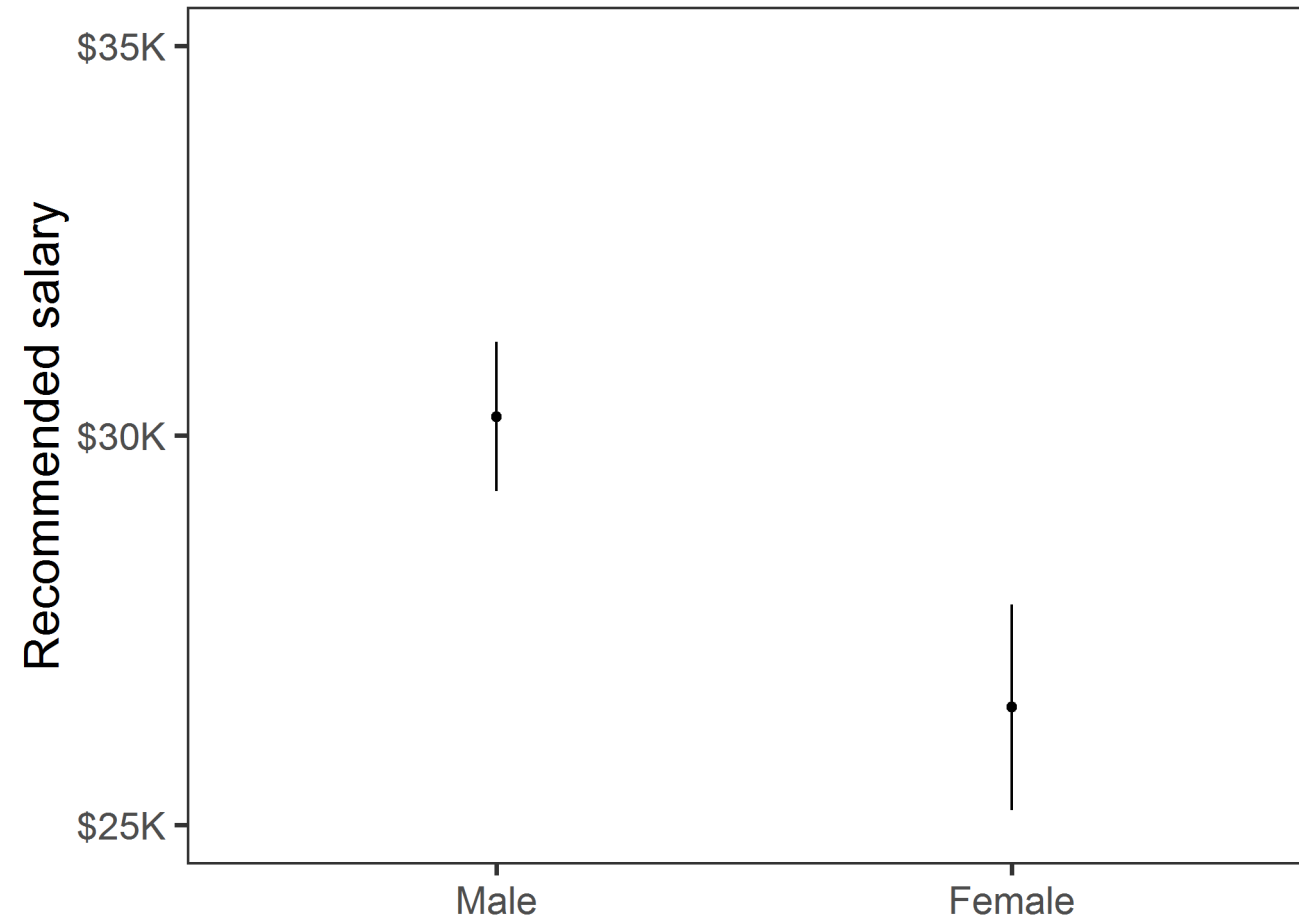
- Historically, policies have had disparate impacts on different groups, resulting in differential access to resources, power, and privilege
- Racial inequity stems from long-standing systems, structures, and policies that have provided or denied access to resources, power, and privilege based on skin color and racial characterization
- Essential for institutions to examine personal and structural biases that prevent them from reaching their fullest potential

PSYCHOLOGICAL BIAS

- ***Unintentional Assumptions/Bias (Entering Mentoring, pp. 73-76):***
- “Prejudice in favor of or against one thing, person, or group compared with another usually in a way that’s considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences” (UCSF Office of Diversity & Outreach)
- Hardwired; Generally Universal; Mental Shortcuts
- Brain is hardwired to see things in a certain way



127 faculty evaluated graduate-school-bound male or female student



% OF FULL PROFESSORS IN DEGREE-GRANTING INSTITUTIONS

- (CHE Article: ([Are You Just Paying Lip Service to Diversity Hiring?](#)))
- According to the National Center for Education Statistics, as of the fall of 2016, 83 percent of the **full professors** in degree-granting postsecondary institutions were white — 55 percent of them men and 27 percent women. Ten percent were Asian/Pacific Islanders, 4 percent were black, and 3 percent were Hispanic. While those proportions have crept up over the years, they have lagged behind the growing number of nonwhite students in American colleges.

Module 1 Conclusion

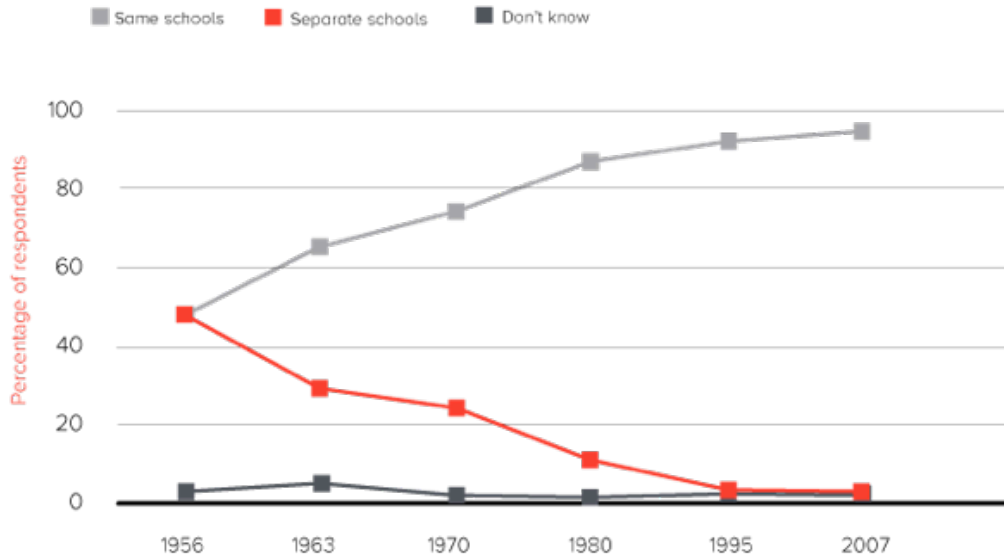
- Research shows there are tangible negative outcomes on some groups that result from both structural and psychological bias.
- We saw examples of how income, wealth, likelihood of securing a job, and salary were impacted based on gender or ethnicity
- Additionally, these are not the only domains affected or the only groups affected by bias

MODULE 2

Unintentional bias

Prejudicial Attitudes on the Decline

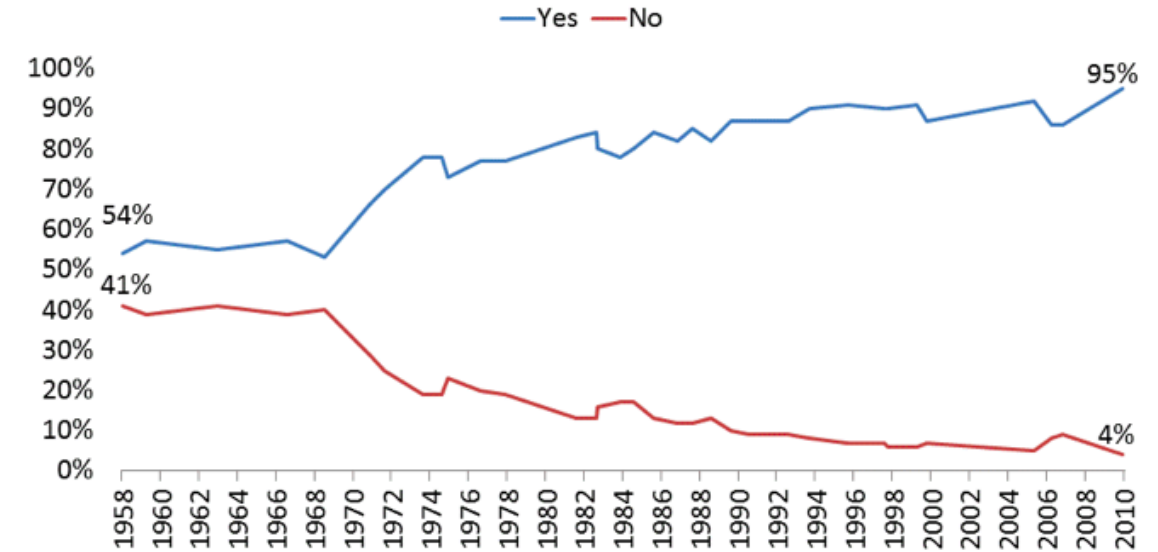
GENERAL ATTITUDES TOWARD BLACK AND WHITE STUDENTS ATTENDING THE SAME SCHOOL (BY PERCENTAGE), 1956-2007



Source: E. Frankenberg and R. Jacobsen, "The Polls—Trends School Integration Polls," *Public Opinion Quarterly* 75, no. 4 (Winter 2011): 788–811. <http://poq.oxfordjournals.org/content/75/4/788>.

 THE CENTURY FOUNDATION

If your party nominated a woman for president, would you vote for her if she seemed qualified for the job?



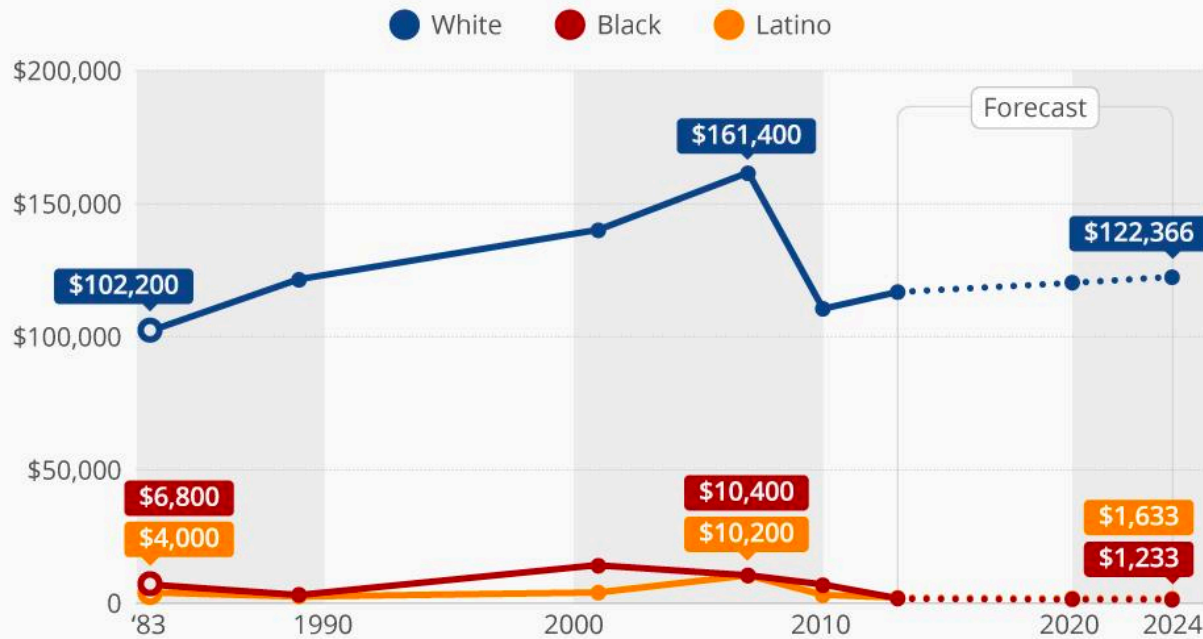
Gallup 1958, 1959, 1963, 1967, 1969, 1971, August 1975, May 1983, 1984, 1987; NORC 1972, 1974, 1975, 1977, 1978, 1982, April 1983, 1985, 1986, 1988, 1989, 1990, 1991, 2000; Roper 1979; CBS News April 1998, 1999; NBC/WSJ 2000; CBS/NYT January 2006; PSRA/Newsweek December 2006, 2007.

 ROPER CENTER
For Public Opinion Research

Are Declining Prejudicial Attitudes Coinciding with Better Outcomes?

Racial Wealth Inequality Is Rampant In The U.S.

Median household wealth by race/ethnicity in the United States (1983–2024)



Source: Prosperity Now & Institute For Policy Studies

Forbes statista

The Gender Pay Gap Visualized

Gender pay gaps and equal pay days for different races and ethnicities in the U.S.

For every dollar white, non-Hispanic men earned in 2018, women were paid...

Asian women 85 cents



Women overall* 80 cents



White non-Hispanic women 77 cents



Black women 61 cents



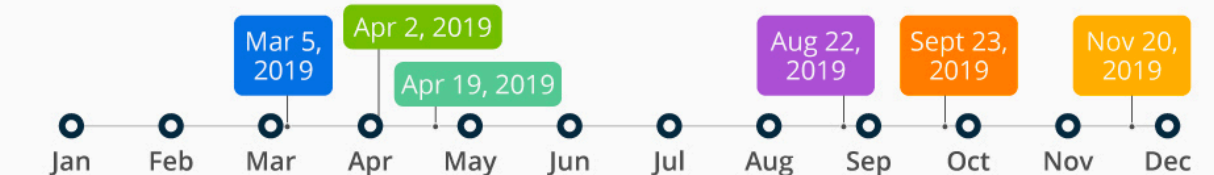
Native American women 58 cents



Latina women 53 cents



To earn what white, non-Hispanic men earned in 2018, they would have to work until...



* compared to men overall
Based on median annual earnings of full-time, year-round workers
Sources: National Women's Law Center, Wikimedia Commons

Source: National Women's Law Center, Wikimedia Commons

statista

At a societal level, despite declining negative attitudes toward minority groups, disparities in outcomes remain relatively stable.

Suggests disconnect between conscious attitudes and behavior.

Can a similar effect emerge for individual people?

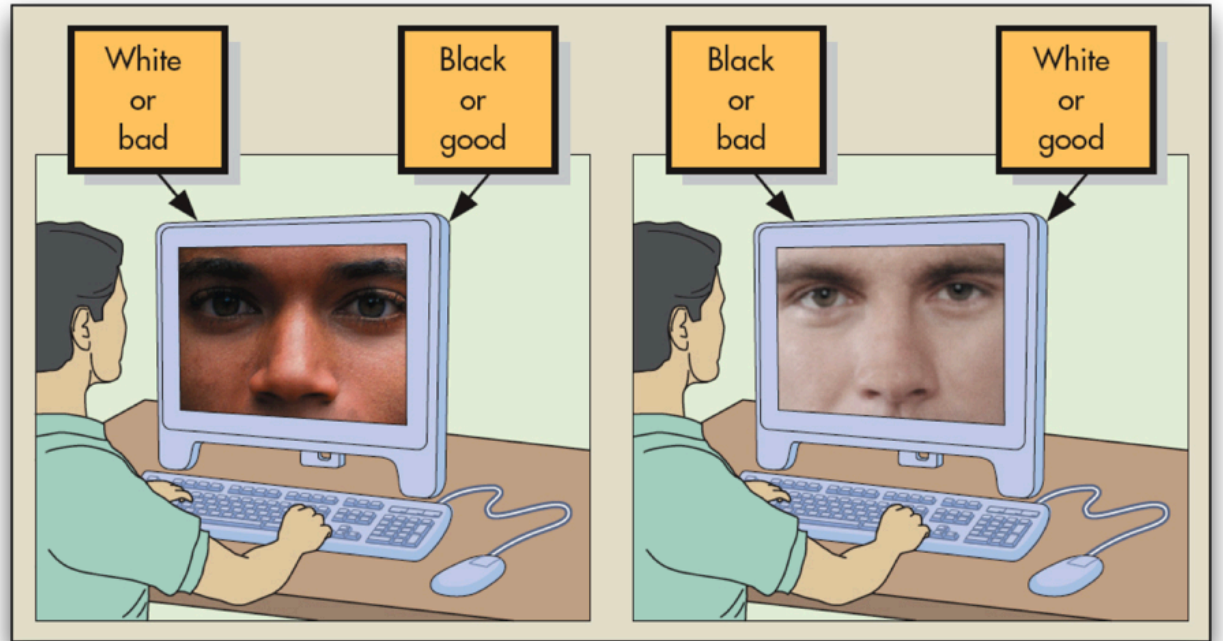
The Implicit Association Task

Discuss

- With someone sitting next to you, please discuss your experience while completing the IAT.
 - Did you find certain trials more difficult than others?
 - If so, how does that make you feel?

Implicit Association Task

- Sheds light on which concepts are culturally associated
- Easier to respond when concepts that are culturally associated are paired together
 - Faster to respond
 - Fewer mistakes

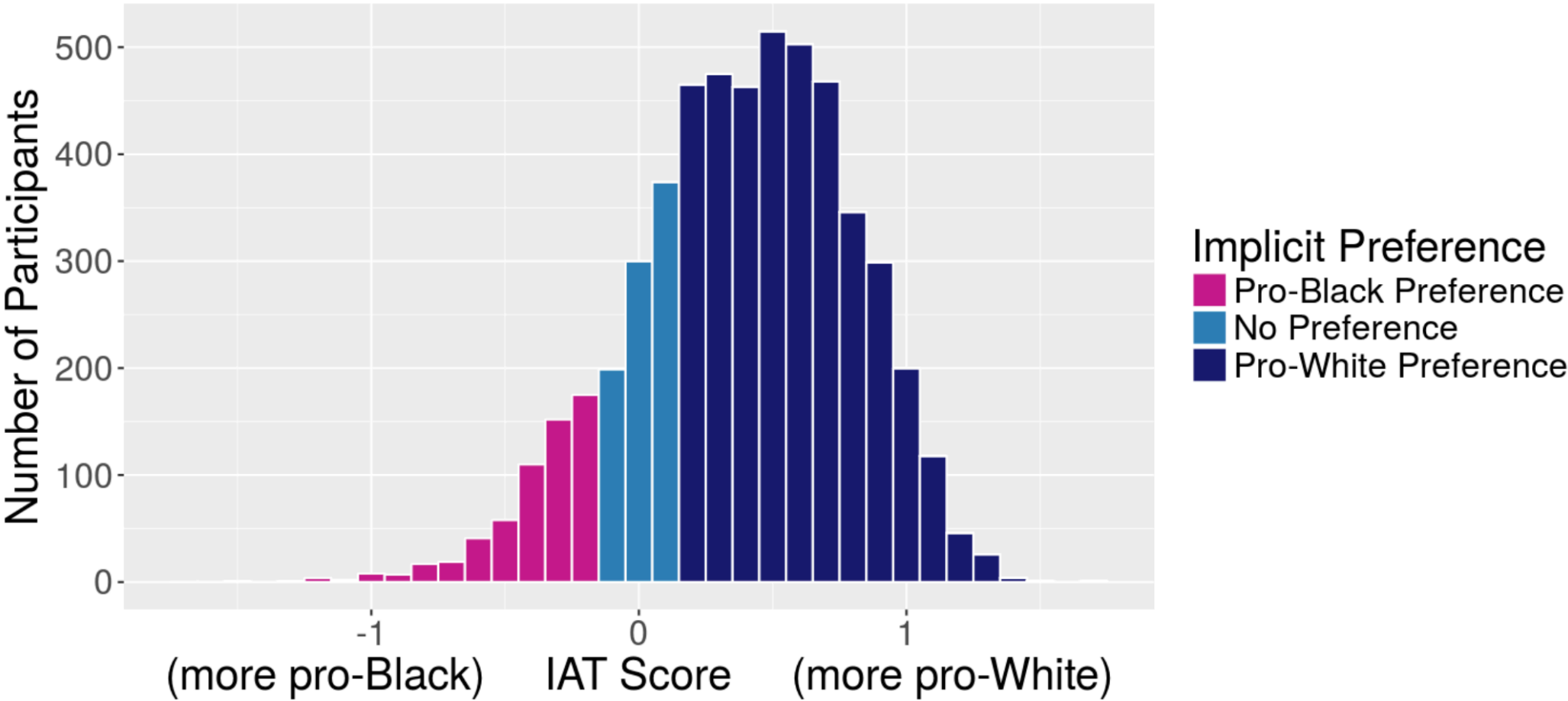


You can take a variety of different IATs online with Project Implicit

<https://implicit.harvard.edu/implicit/takeatest.html>

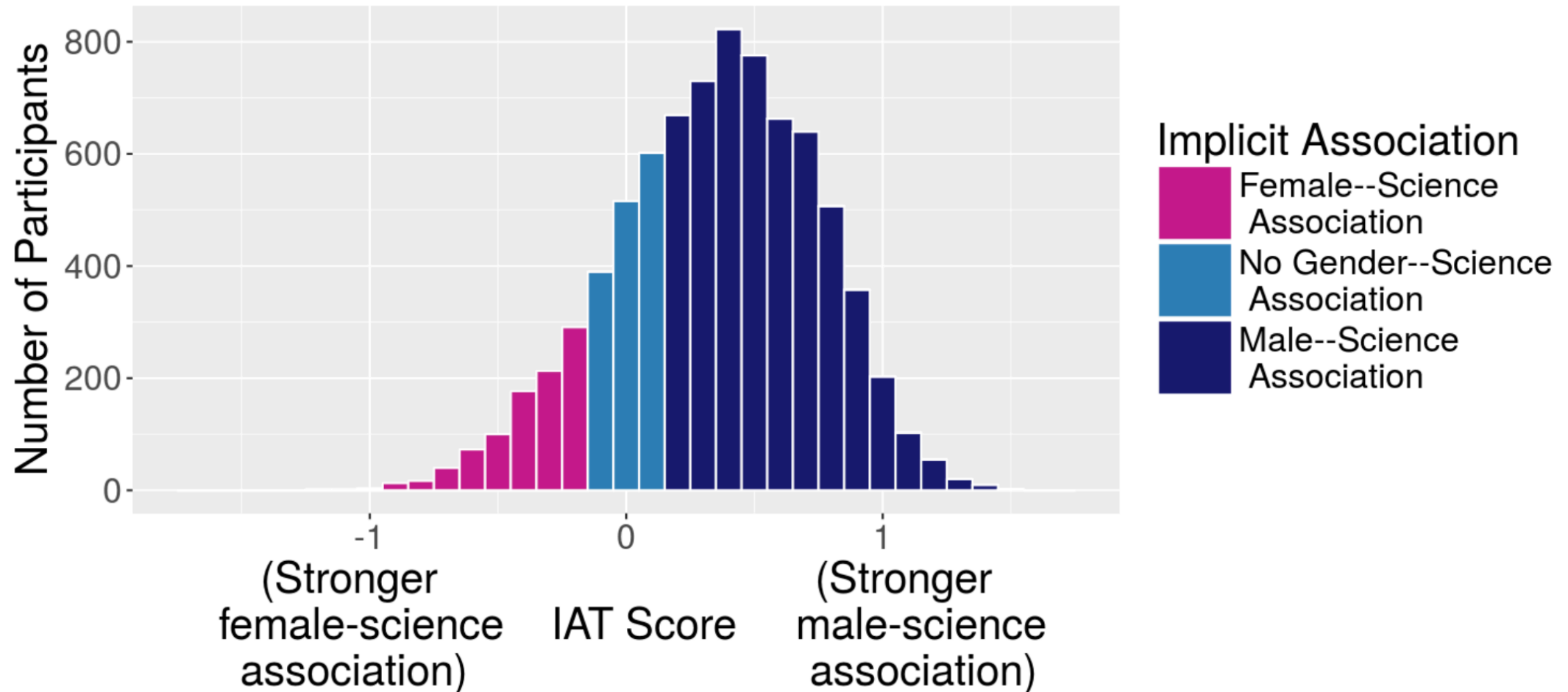
Implicit Association Task

How do people score on the Race IAT?



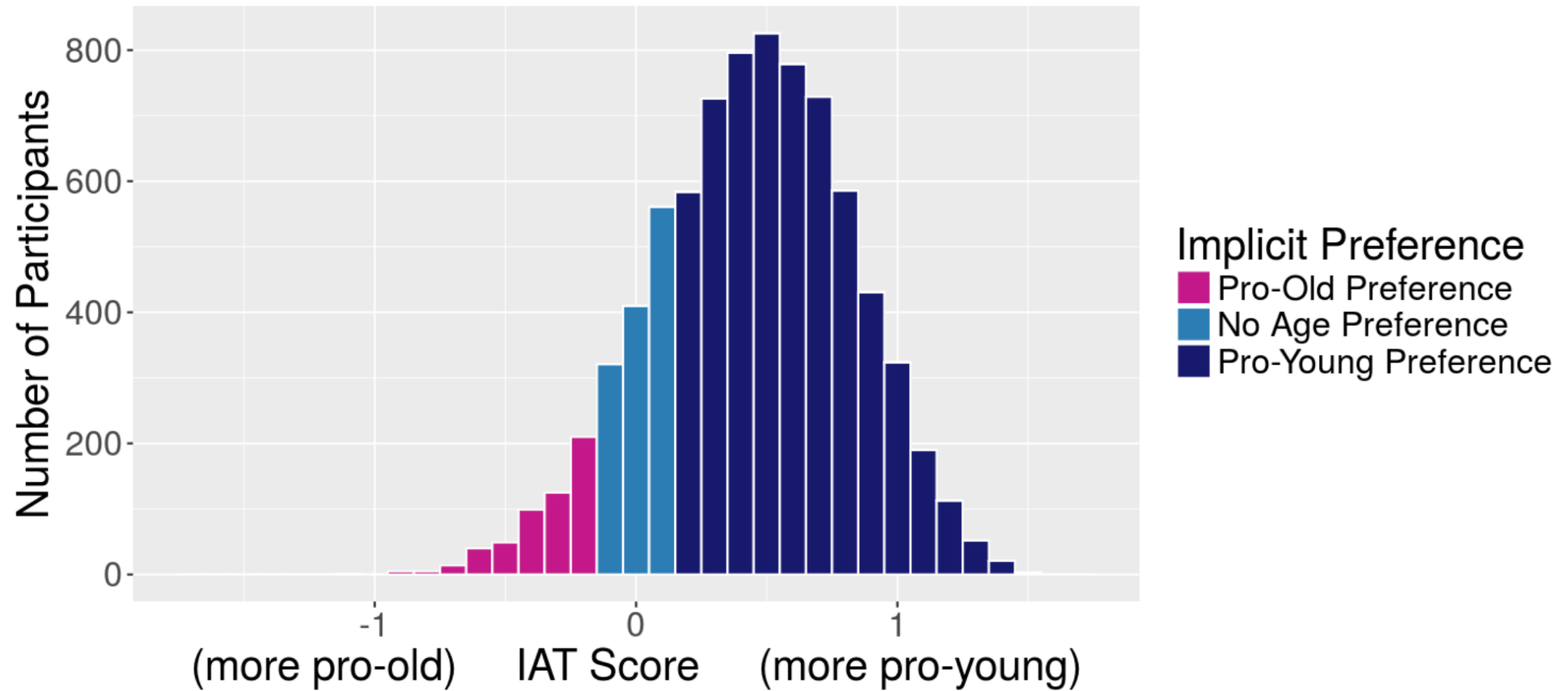
Implicit Association Task

How do people score on the Gender-Science IAT?



Implicit Association Task

How do people score on the Age IAT?



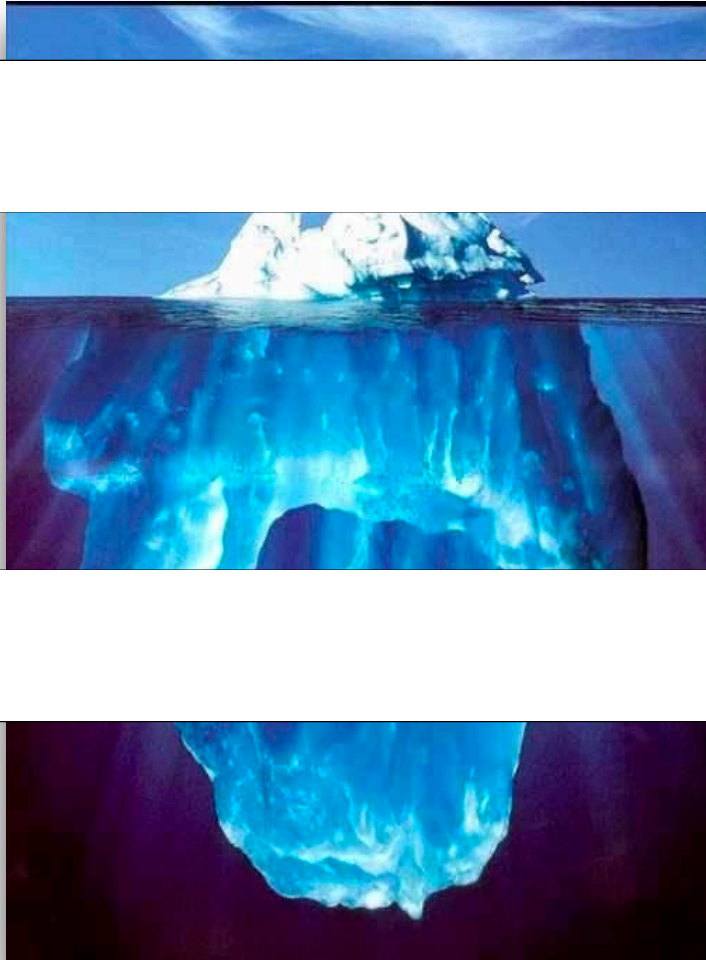
Implicit Association Task

- IAT is a measure of unconscious cultural associations
- Associations are learned from repeated co-occurrence of two concepts in our culture
- Associations can exist despite conscious rejection of group stereotypes



At the individual level, despite conscious rejection of stereotypes, decisions and behavior can be driven by unconscious cultural associations.

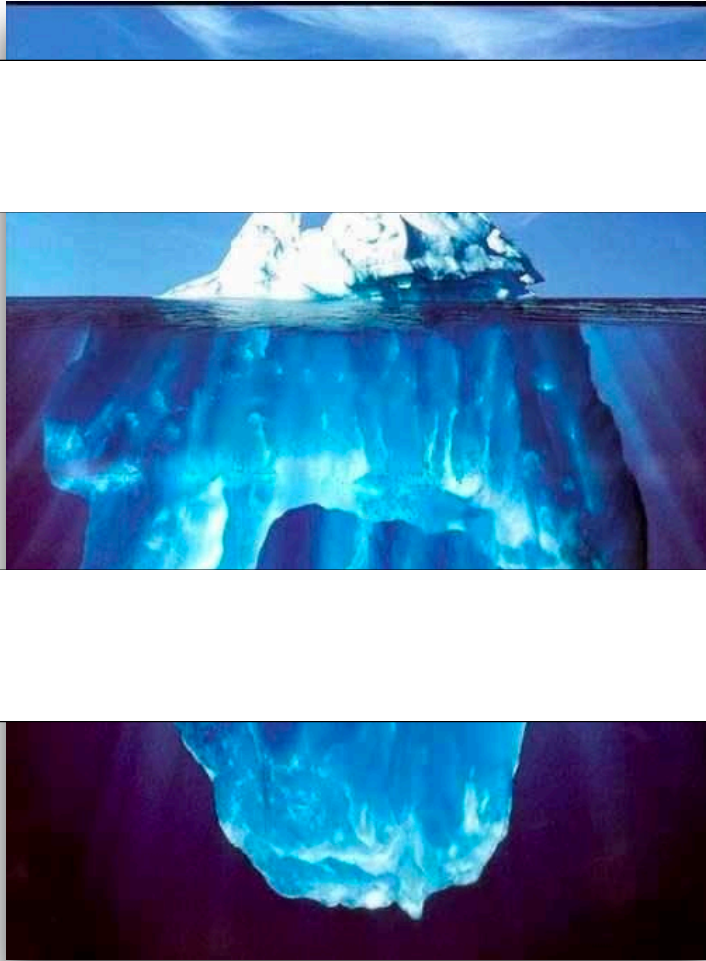
Two Systems of Thinking: Fast and Slow



Both forms can
drive behavior
and decisions



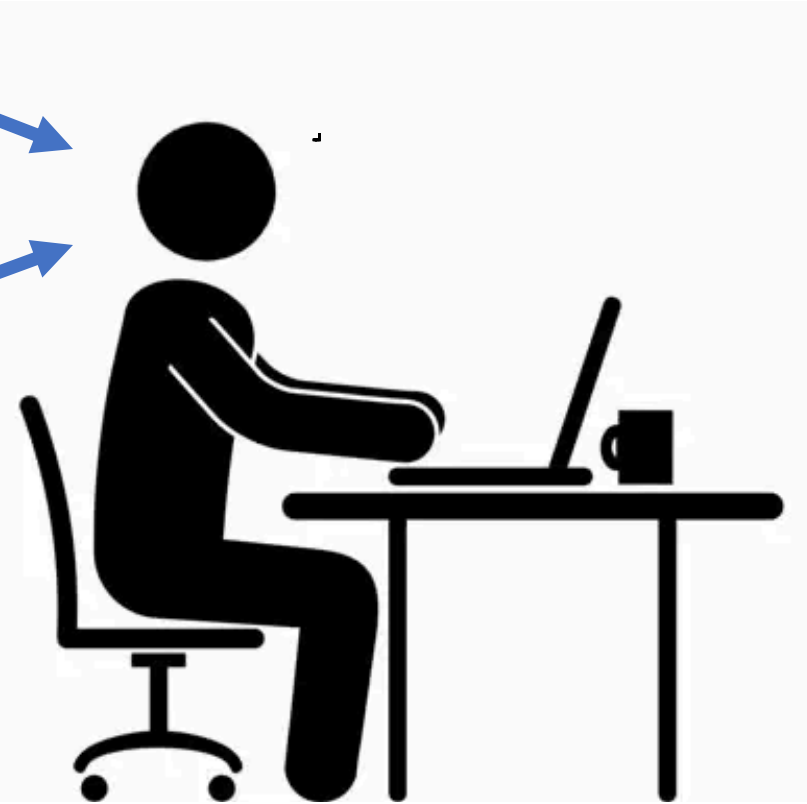
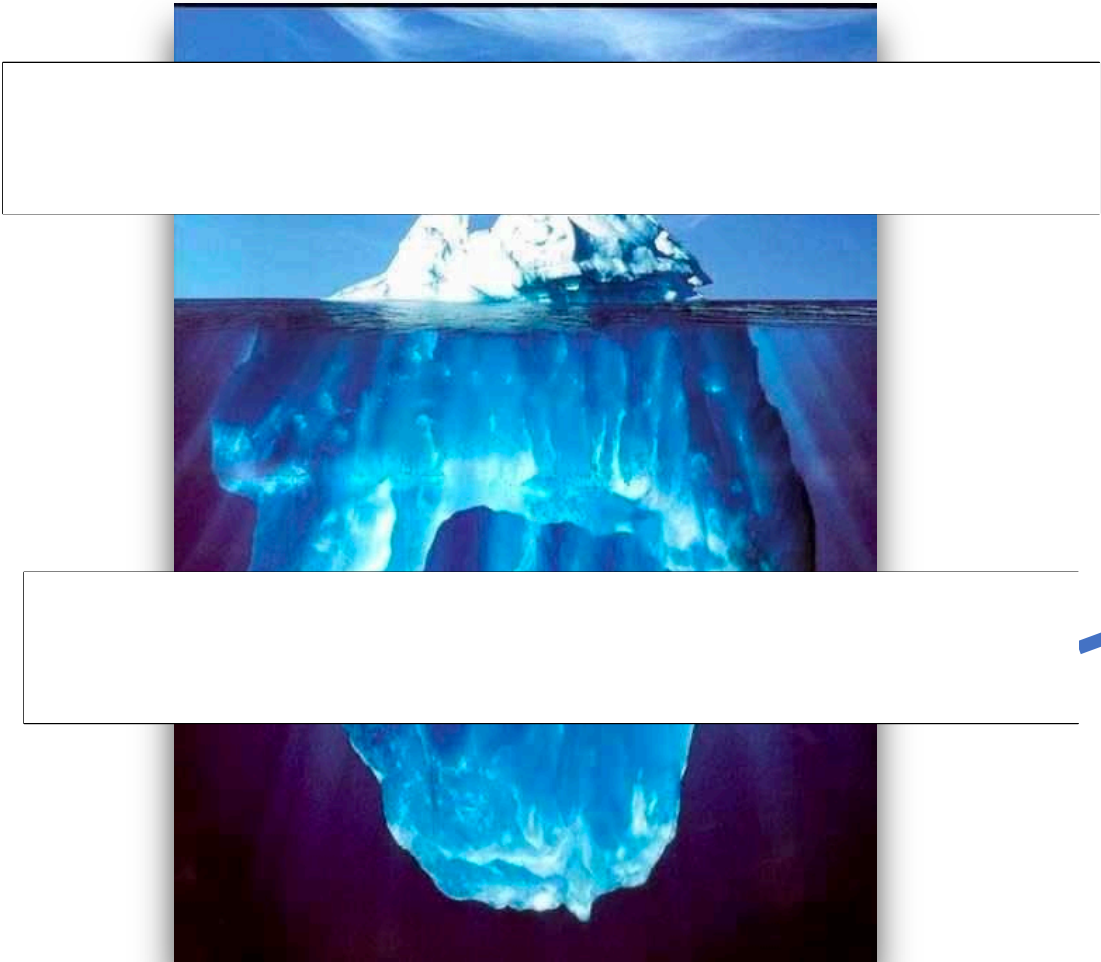
Two Systems of Thinking: Fast and Slow



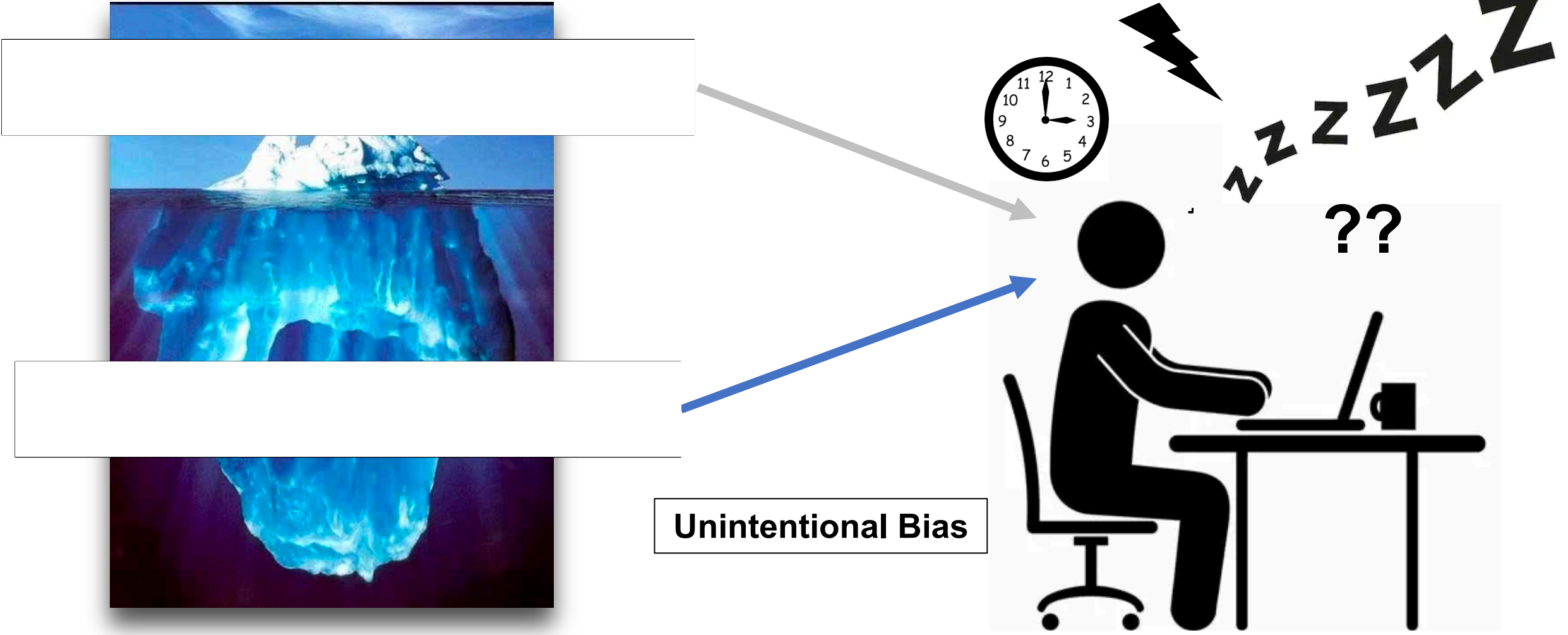
Both forms can drive behavior and decisions



Unintentional Bias as a Habit of Mind



Unintentional Bias as a Habit of Mind



Unintentional Bias

Unintentional Bias as a Habit of Mind

Conscious Rejection of Negative Group

When people are made aware that they responded in a biased manner

Unconscious Awareness of Negative Group Stereotypes and/or Cultural Associations

Unintentional Bias

- Feelings of guilt
- Become motivated to examine the situation to prevent it in the future



The human brain is hardwired to be as efficient as possible.

Often, relying on heuristics and intuition—often successful, but can lead to errors (bias)

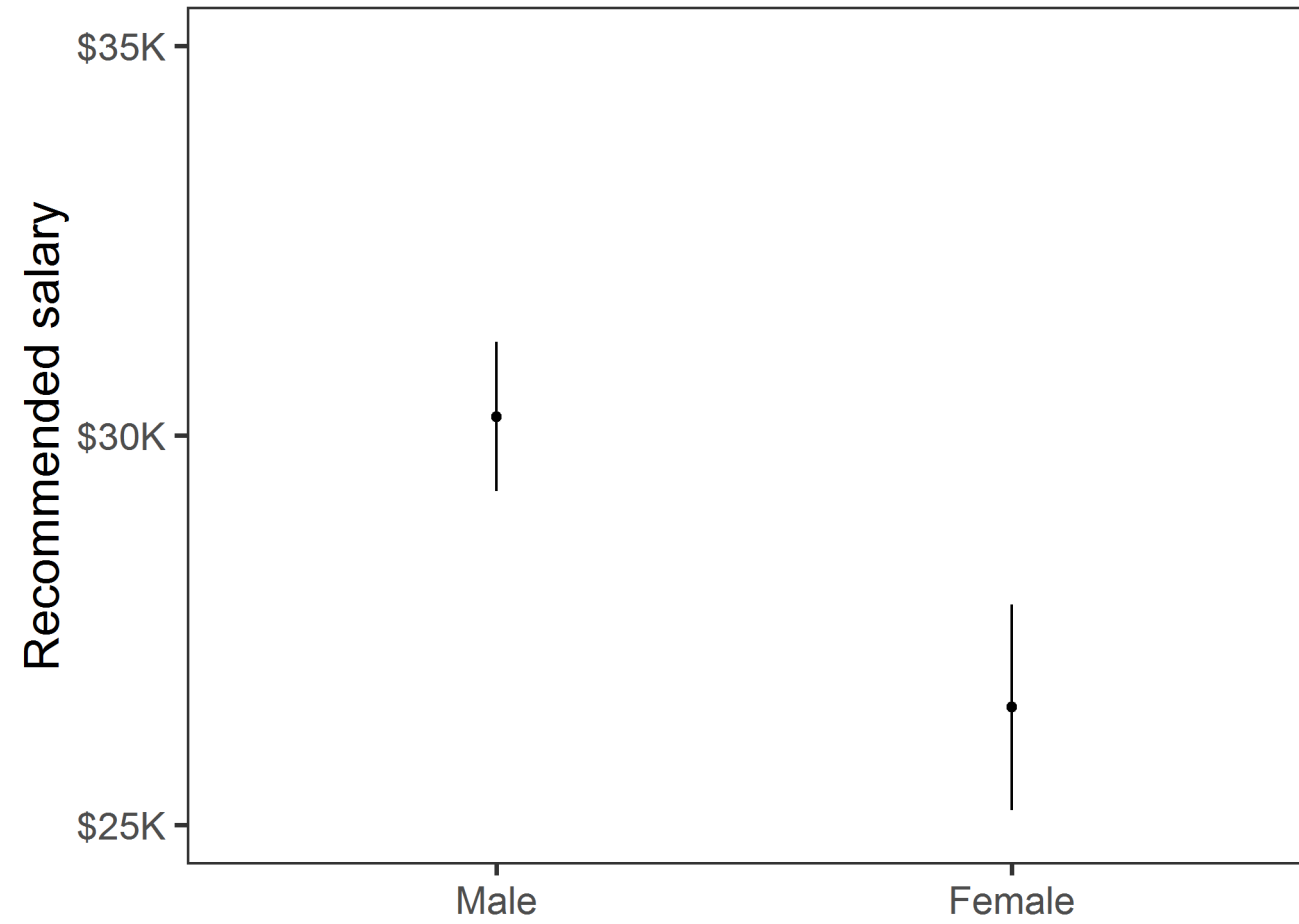
Our conscious mind can correct errors (bias), but requires attention, time, and effort

**What are the consequences of
Unintentional Bias?**

Real companies evaluating white and black job applicants



127 faculty evaluated graduate-school-bound male or female student



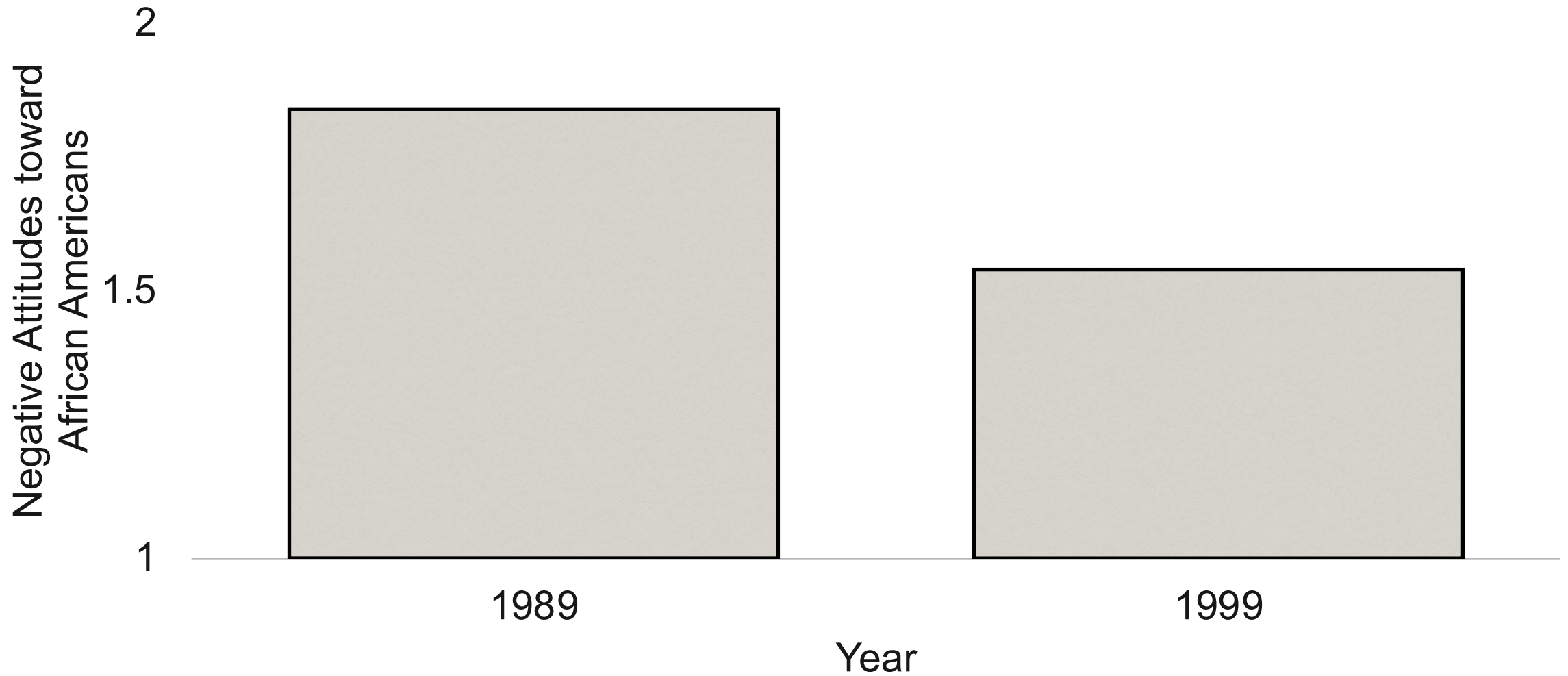
Consequences

Aversive Prejudice

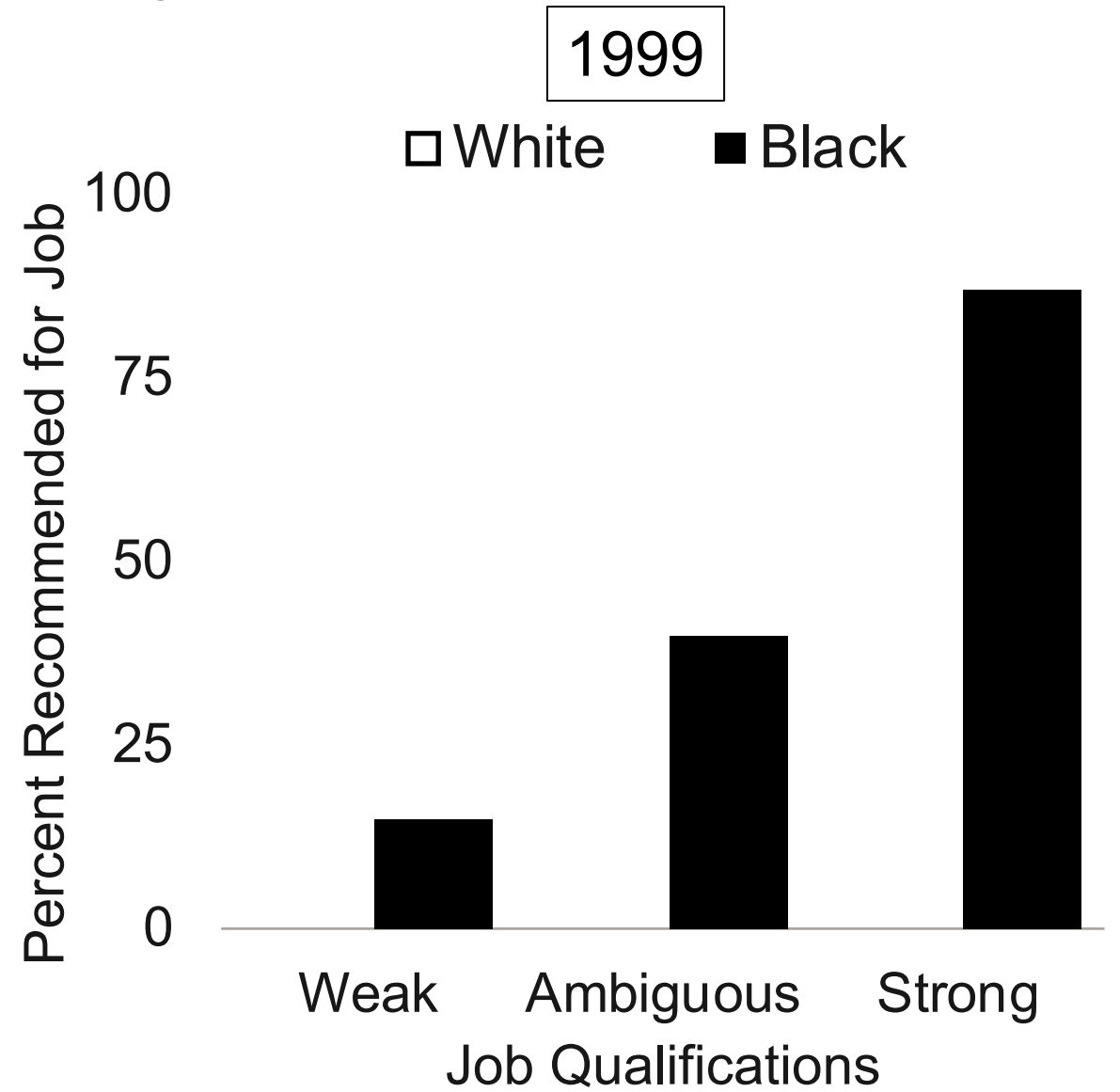
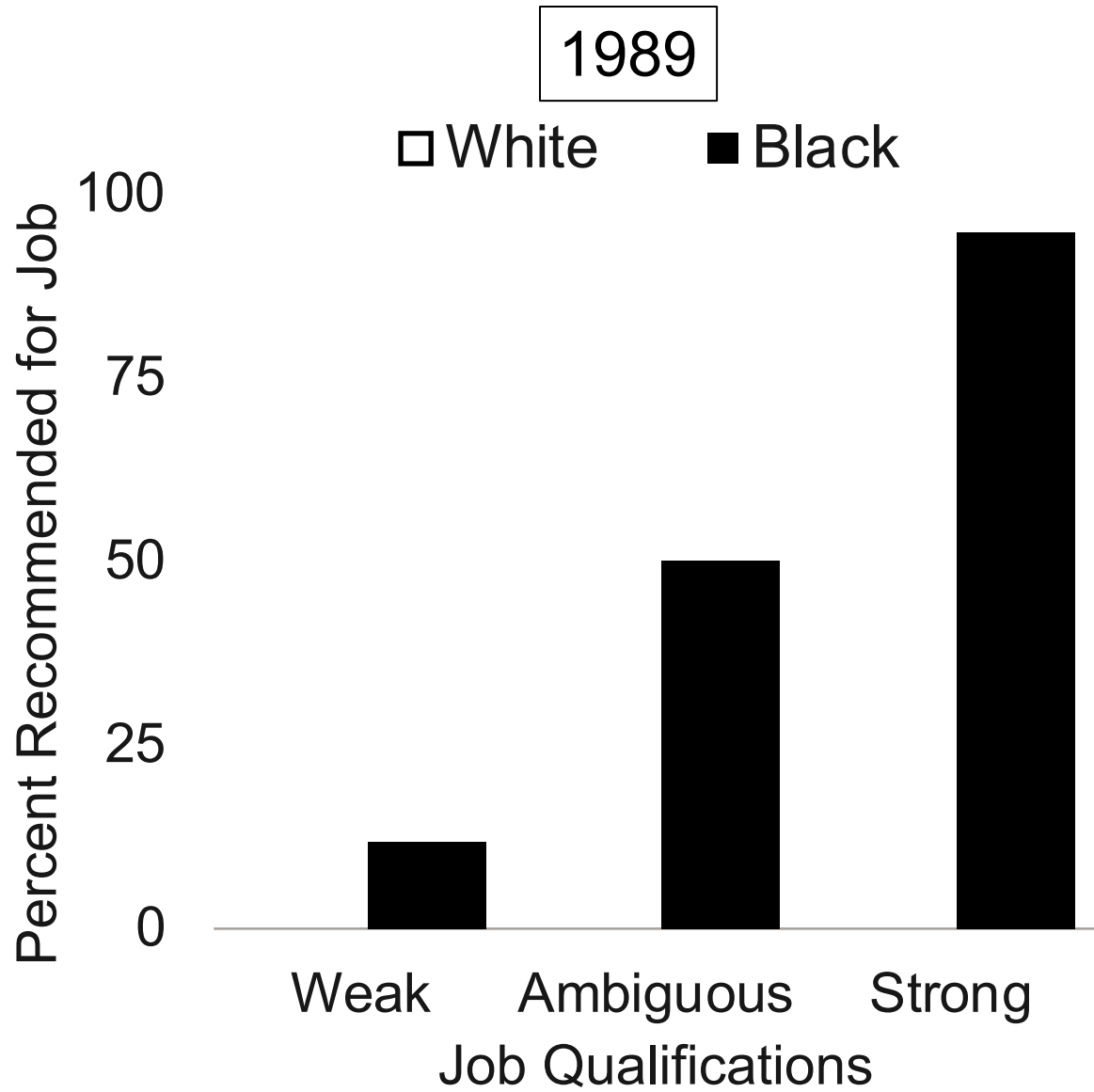
Aversive Prejudice

- This study was conducted twice—once in 1989, once in 1999.
- In both studies, white participants were asked about their explicit attitudes towards African Americans.
- Asked undergraduates to determine if candidates for a position to be a peer counselor should be recommended for the job
- Researchers varied the qualifications of the candidate, and whether the candidate was white or black.

Aversive Prejudice



Aversive Prejudice



Aversive Prejudice in Action

- 6500 faculty received an email from a supposed student inquiring about research opportunities before applying to doctoral programs.
 - Email requested to meet in person the following week for 10 minutes
- Students' names varied by race and gender.
- Measured whether or not professor responded within a week.

Subject Line: Prospective Doctoral Student (On Campus Today/[Next Monday])

Dear Professor [surname of professor inserted here],

I am writing you because I am a prospective doctoral student with considerable interest in your research. My plan is to apply to doctoral programs this coming Fall, and I am eager to learn as much as I can about research opportunities in the meantime.

I will be on campus today/[next Monday], and although I know it is short notice, I was wondering if you might have 10 minutes when you would be willing to meet with me to briefly talk about your work and any possible opportunities for me to get involved in your research. Any time that would be convenient for you would be fine with me, as meeting with you is my first priority during this campus visit.

Thank you in advance for your consideration.

Sincerely,

[Student's full name inserted here]

Aversive Prejudice in Action

- 6500 faculty received an email from a supposed student inquiring about research opportunities before applying to doctoral programs.
 - Email requested to meet in person the following week for 10 minutes
- Students' names varied by race and gender.
- Measured whether or not professor responded within a week.
- **Results:** Faculty were significantly more responsive to white, male students compared to all other groups.
 - Did not vary by department's representation of ethnic minorities or women
 - No benefit from contacting same-race or same-gender professor

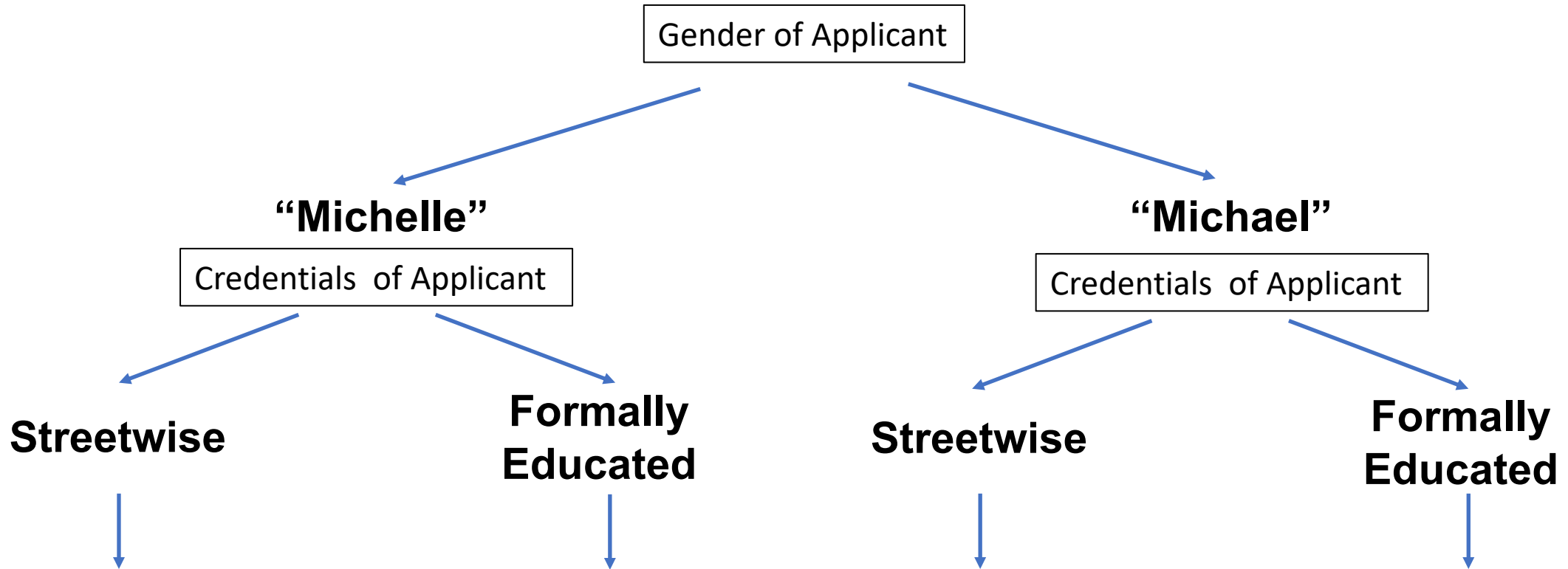
Case Study Activity

Please take a few minutes to read through the transcript, and then try to identify where unintentional bias may have crept into this committee's final deliberations

Consequences

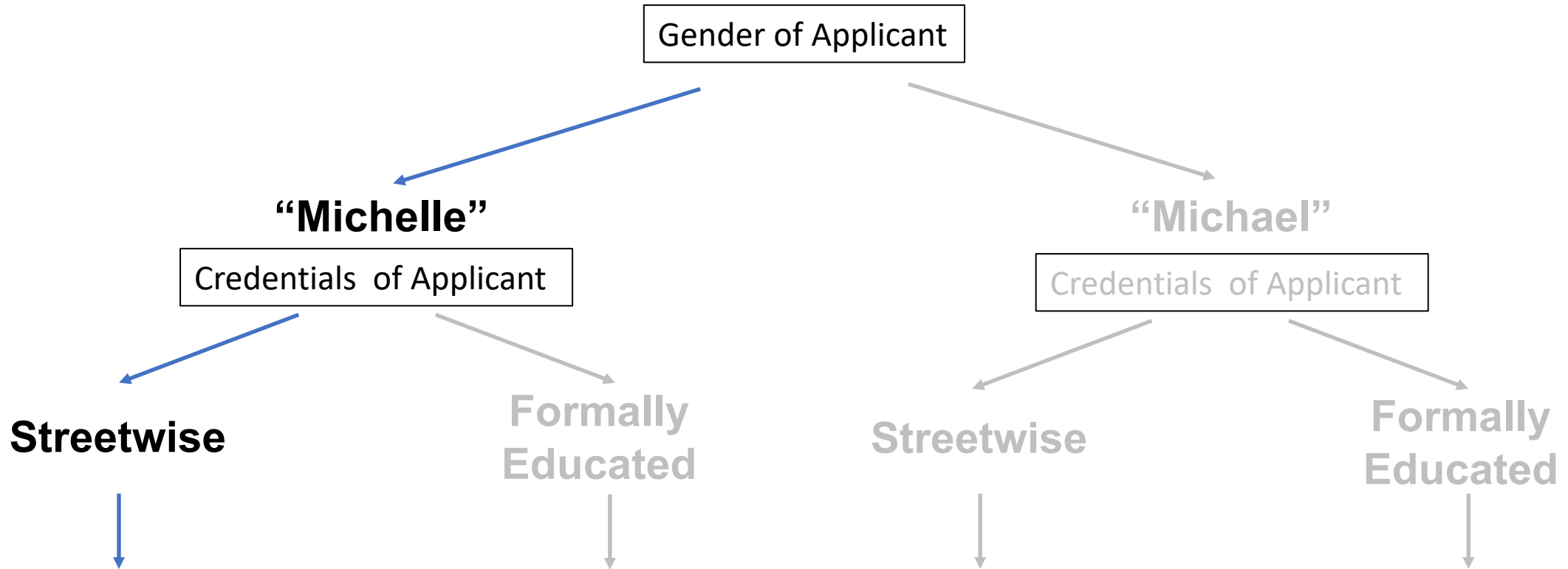
Reconstruction of credentials

Reconstruction of Credentials: Police Chief



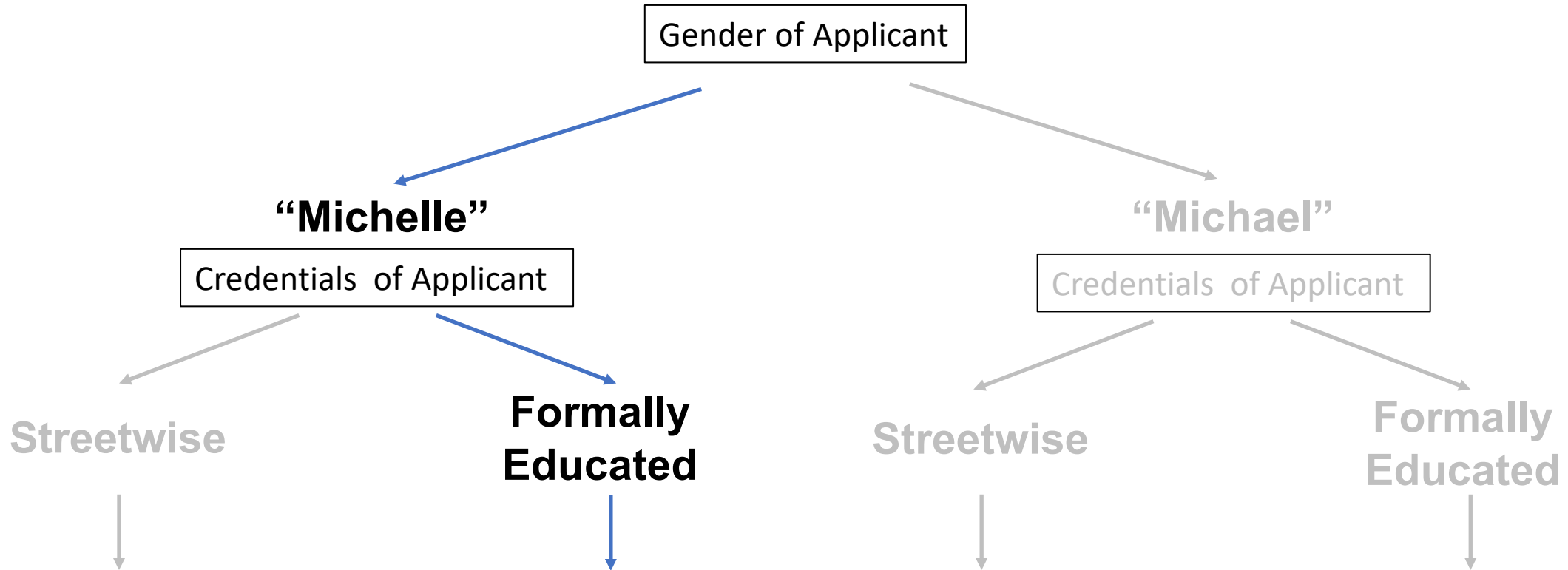
- How important is being formally educated for a police chief job?
- Should this person get hired?

Reconstruction of Credentials: Police Chief



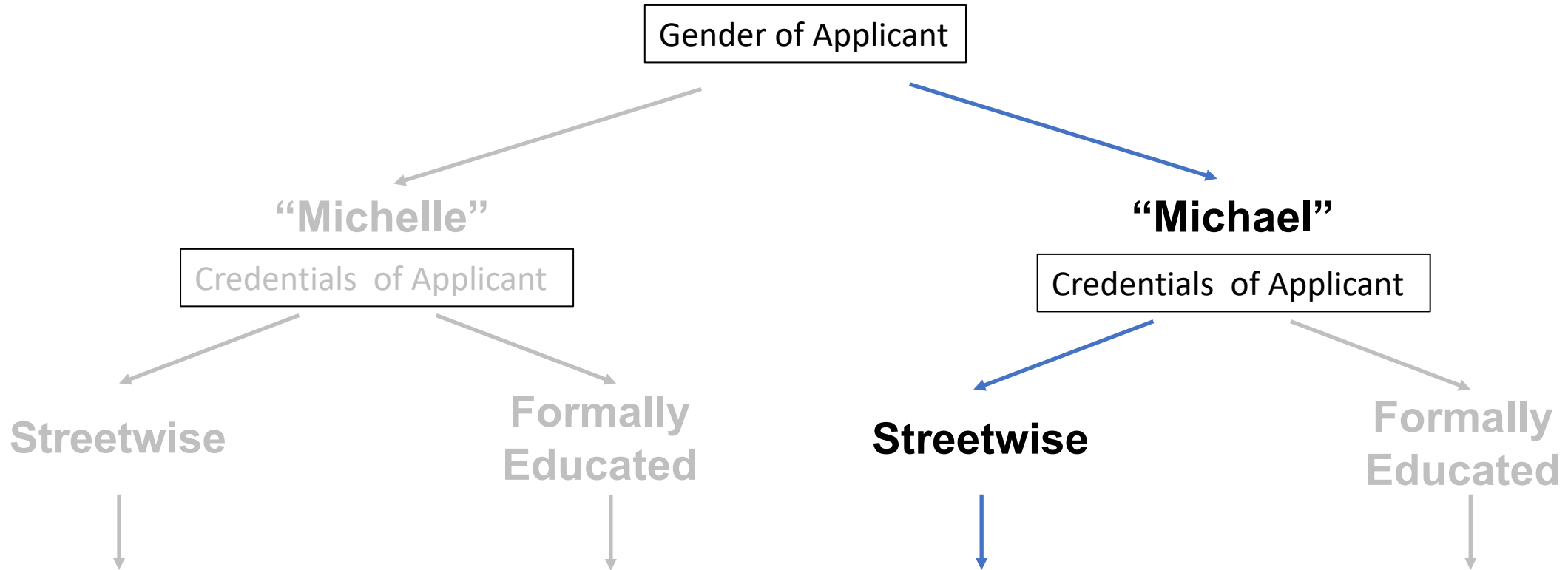
- How important is being formally educated for a police chief job? **Very important**
- Should this person get hired? **No**

Reconstruction of Credentials: Police Chief



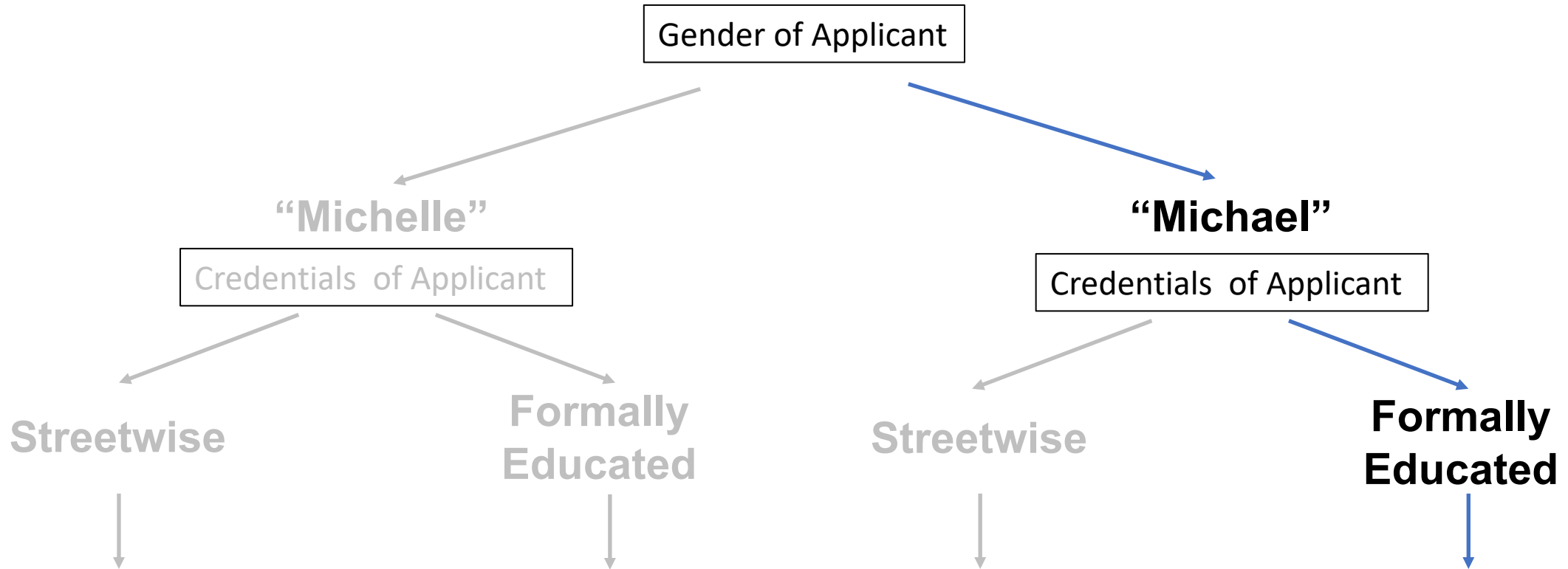
- How important is being formally educated for a police chief job? **Not very important**
- Should this person get hired? **No**

Reconstruction of Credentials: Police Chief



- How important is being formally educated for a police chief job? **Not very important**
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Reconstruction of Credentials: Police Chief



- How important is being formally educated for a police chief job? **Very important**
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Reconstruction of Credentials: Police Chief



Credit: Sebastian Herrmann/Unsplash



Hiring committees that don't believe in gender bias promote fewer women

ARTS & HUMANITIES

Aug 26, 2019 | For more information, contact [Erik Rolfsen](#)

- This gender bias significantly stronger for participants who perceived themselves to be objective
- Gender bias was **eliminated** if participants rated importance of job criteria before seeing applicants

Unintentional bias can lead to inequity—
unfair preference for certain group members

Like other habits, unintentional bias can be
overcome—but requires conscious effort

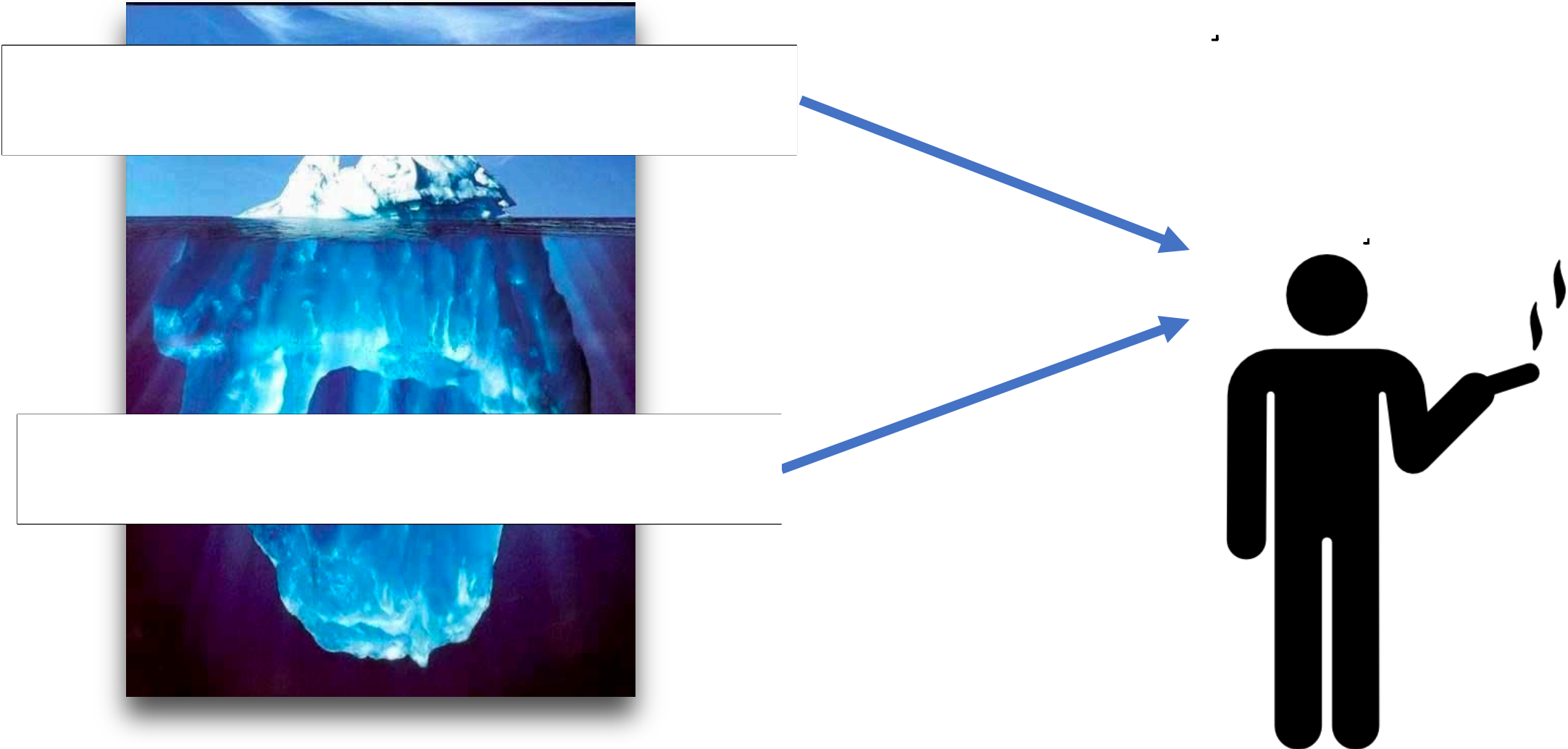
**Researchers have identified evidence-
based strategies for reducing
unintentional bias**

Break time!

MODULE 3

Mitigating unintentional bias

Unintentional Bias as a Habit of Mind



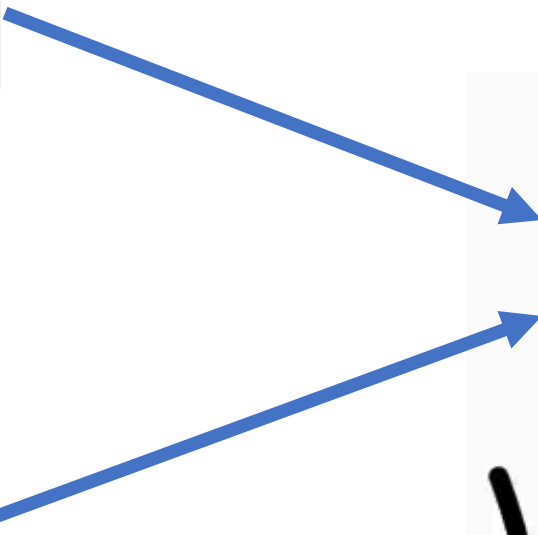
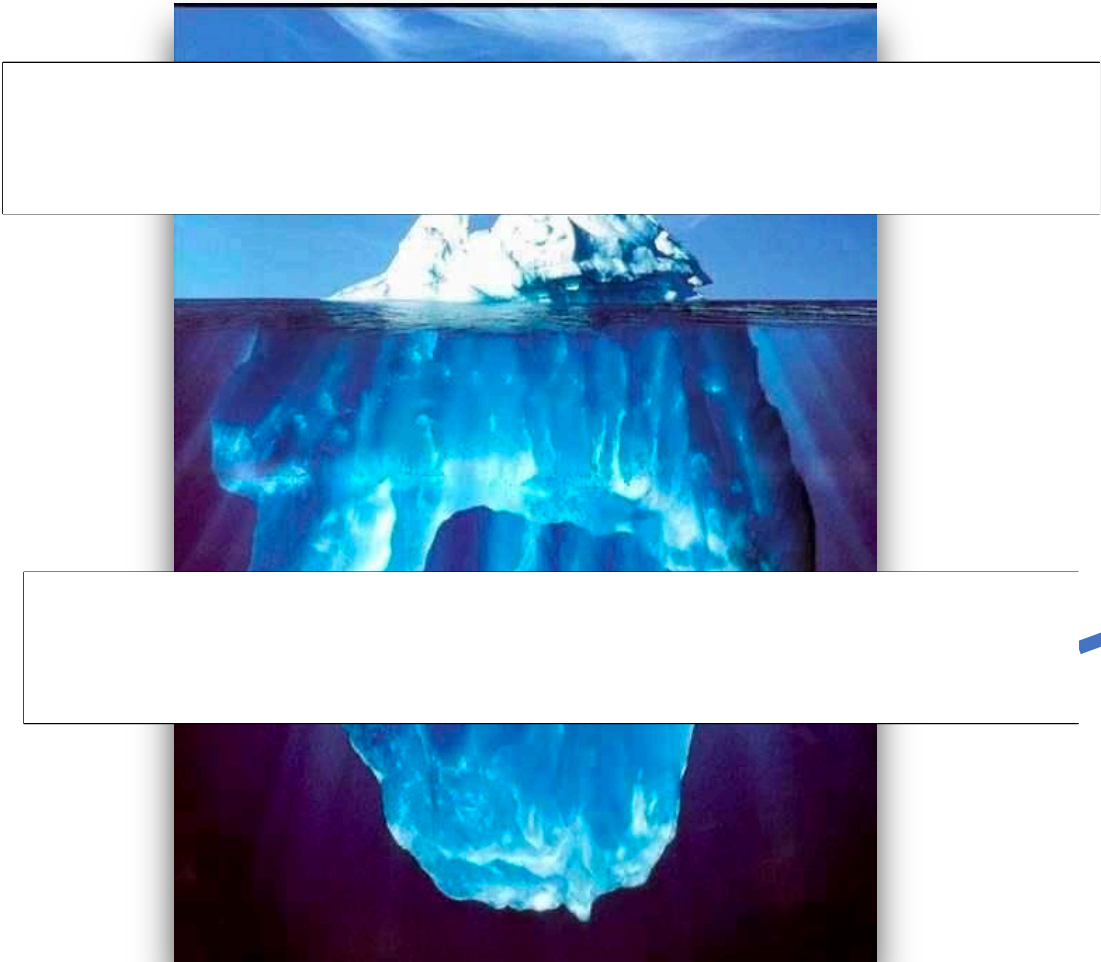
Unintentional Bias as a Habit of Mind

What does it take to stop a bad habit?

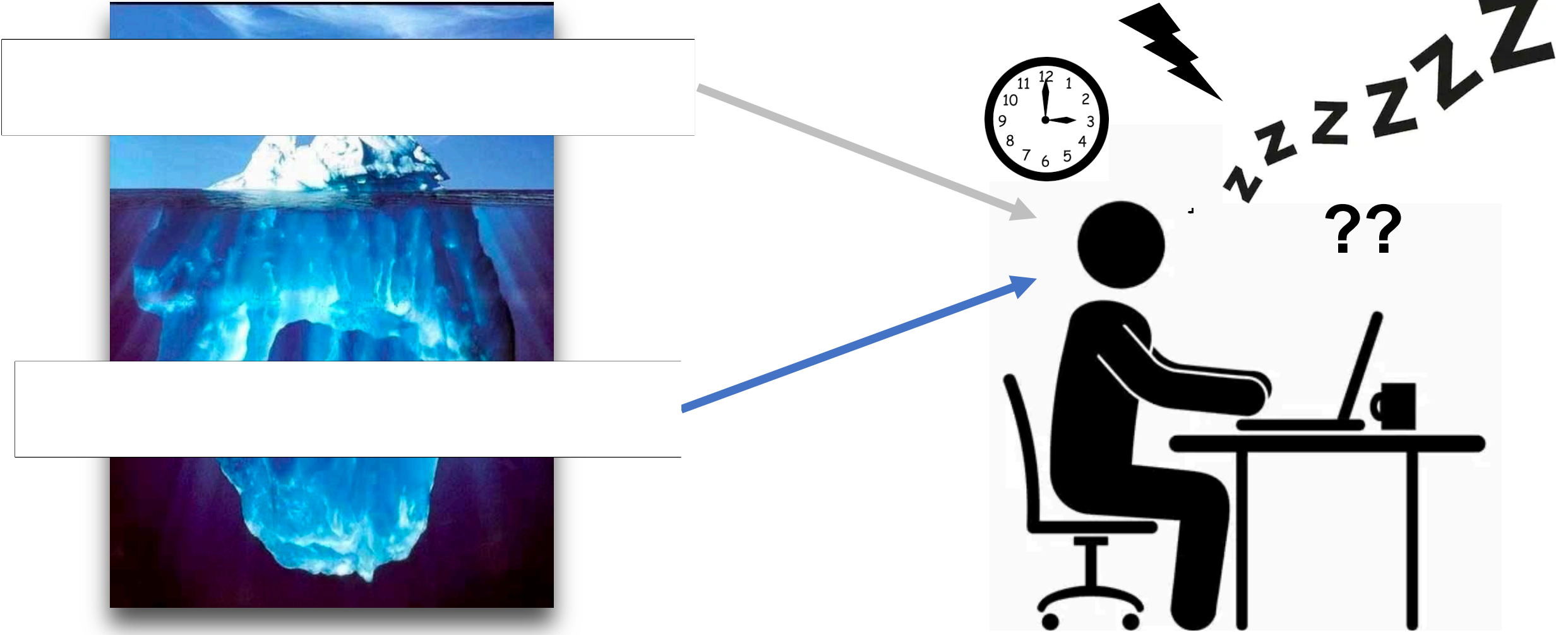
- (1) being ***motivated*** to change the habit
- (2) being ***aware*** of when the habitual behavior occurs
- (3) learning ***strategies*** to reduce the habitual behavior
- (4) putting in ***effort*** using those strategies



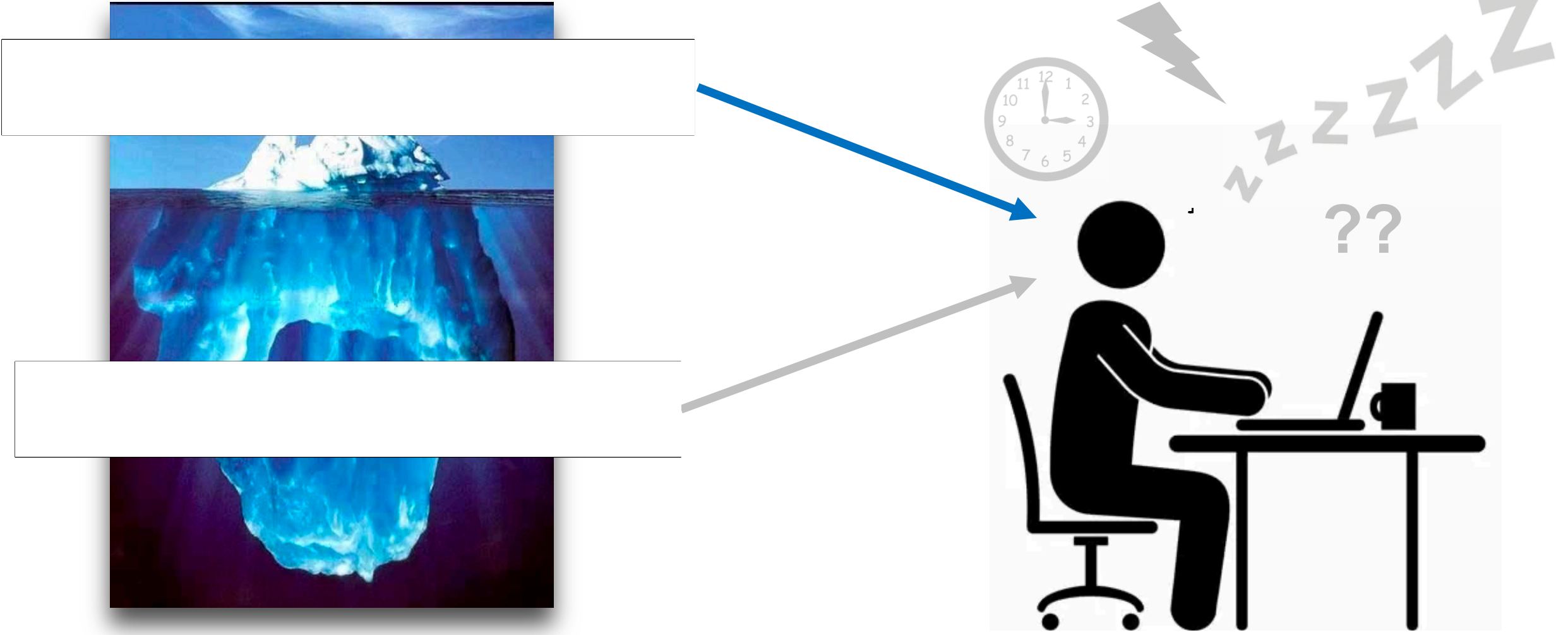
Unintentional Bias as a Habit of Mind



Unintentional Bias as a Habit of Mind



Unintentional Bias as a Habit of Mind



Ineffective strategies for combating unintentional bias

Stereotype suppression

Just don't think about stereotypes

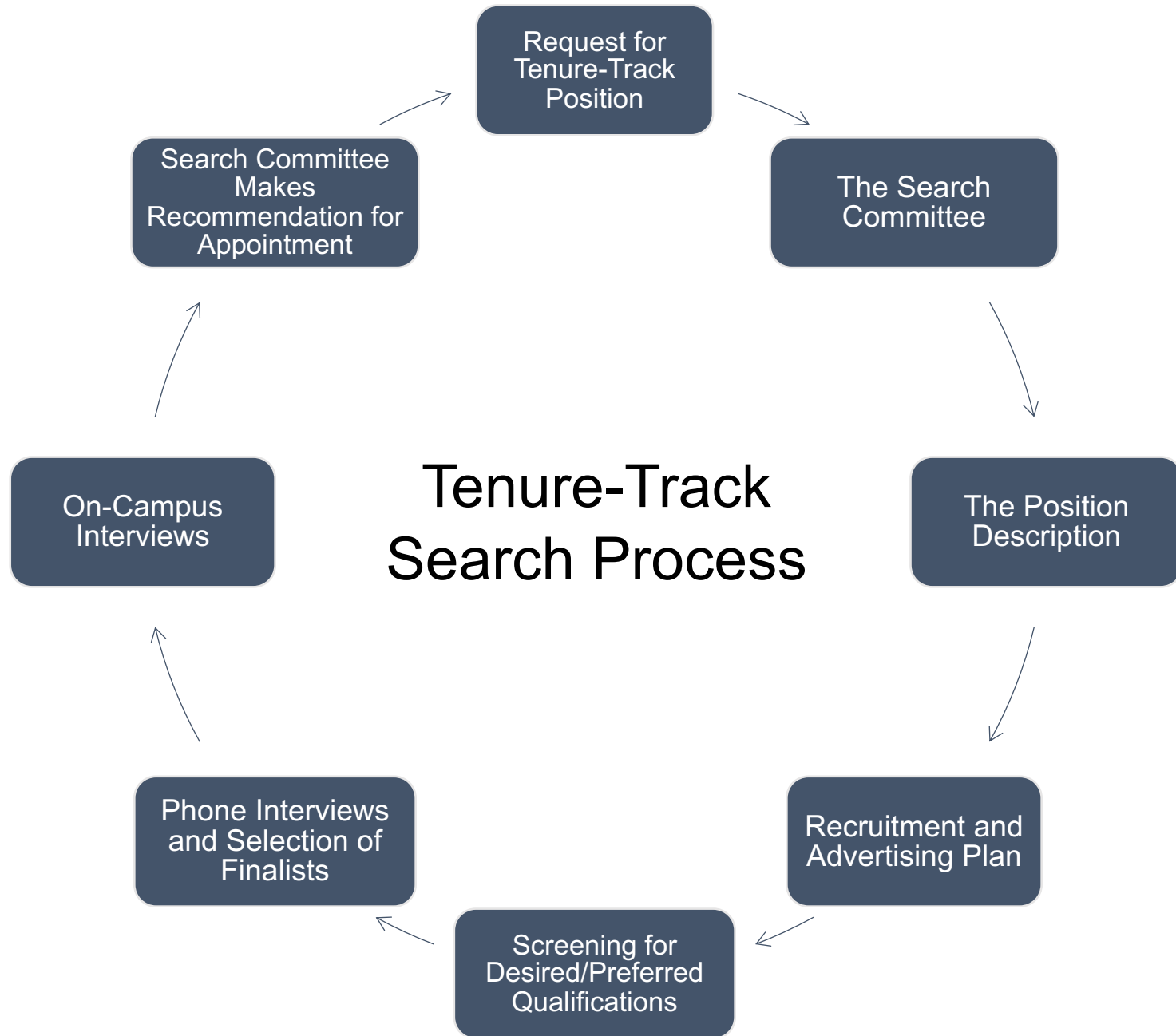
Colorblindness and Genderblindness

Claiming to not see race, or gender

Belief in personal objectivity

An inordinate belief that your decisions are objective

Effective strategies for combating unintentional bias



STEREOTYPE REPLACEMENT

Replace stereotypical responses with non-stereotypical responses

COUNTER-STEREOTYPIC IMAGING

Imagine, in detail, counter-stereotypical others

SEEK INDIVIDUATING INFORMATION

Seek out information about what makes a person unique

PERSPECTIVE-TAKE

Imagine in the first person what it would feel like to be in another person's situation

INCREASE OPPORTUNITIES FOR CONTACT

Actively seek out situations that will allow you to experience positive interactions with people who are different from you

Effective Strategies for Combating Unintentional Bias

Stereotype replacement

Counter stereotypic imagining

Seek individuating information

Perspective-take

Increase opportunities for positive contact

How might one be able to use these strategies in the various stages of a tenure-track search?

Effective Strategies for Combating Unintentional Bias

- **Review of files/selection of semi-finalists**
 - Commit to the qualifications you will use to evaluate your candidates
 - Determine the evidence you will use to decide your qualifications are met
 - Adhere to your weighting of your qualifications
 - Consider the order in which materials are reviewed
 - Review document by document or qualification by qualification
 - Conduct a blind review if possible
 - Take time reviewing the applications

Effective Strategies for Combating Unintentional Bias

- **Semi-finalists interviews**
- **Selection of finalists**
- **On-campus interview**
- **Reference checks**
- **Search Committee recommendations and offer process**

- Be self-aware
- Be a bystander

Effective Strategies for Combating Unintentional Bias

- **Selecting the position you request**
- **Selecting the search committee**
- **Position description**
 - Avoid using gendered words in the PD – use neutral words
 - Align the qualifications with RTP
 - Carefully consider the qualifications you will list
- **Recruiting and Advertising plan**

Questions?