

Searching for Excellence & Diversity

Jennifer Sheridan, Ph.D.
Executive & Research Director
Women in Science & Engineering Leadership Institute (WISELI)
University of Wisconsin-Madison

Anoka-Ramsey Community College
October 14, 2015

Outline

- Why should we care about the diversity of the faculty at Anoka Colleges?
- Why work with faculty search committees?
- How might bias impact hiring of faculty?
 - Search committee processes
 - Recruitment of candidates
 - Review of candidates
 - Interview processes
 - “Closing the deal”

GROUP DISCUSSION

Why do you think it is important to develop a diversity faculty, or a diverse workforce, at Anoka Colleges?

Benefits of Diversity

- Diverse working groups are more productive, creative, and innovative than homogeneous groups
 - Herring, Cederic. “Does Diversity Pay?: Race, Gender and the Business Case for Diversity.” *American Sociological Review* 74 (2009): 208-224.
 - Page, Scott E. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. (2007). Princeton, NJ: Princeton University Press.
 - Van Knippenberg, Daan and Michaela C. Schippers. “Work Group Diversity.” *Annual Review of Psychology* 58 (2007): 515-541.
 - Chang, Mitchell J., Daria Witt, James Jones, and Kenji Hakuta. *Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities*. (2003). Stanford, CA: Stanford University Press.

Benefits of Diversity

- Diverse groups engage in a higher level of critical analysis than do homogenous groups
 - Sommers, Samuel R. “On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations.” *Journal of Personality and Social Psychology* 90 (2006): 597-612.
 - Antonio, Anthony Lising et al. “Effects of Racial Diversity on Complex Thinking in College Students.” *Psychological Science* 15 (2004): 507-510.
 - Nemeth, Charlan Jeanne. “Dissent as Driving Cognition, Attitudes, and Judgments.” *Social Cognition* 13 (1995): 273-291.
 - Nemeth, Charlan Jeanne. “Differential Contributions of Majority and Minority Influence.” *Psychological Review* 93 (1986): 23-32.

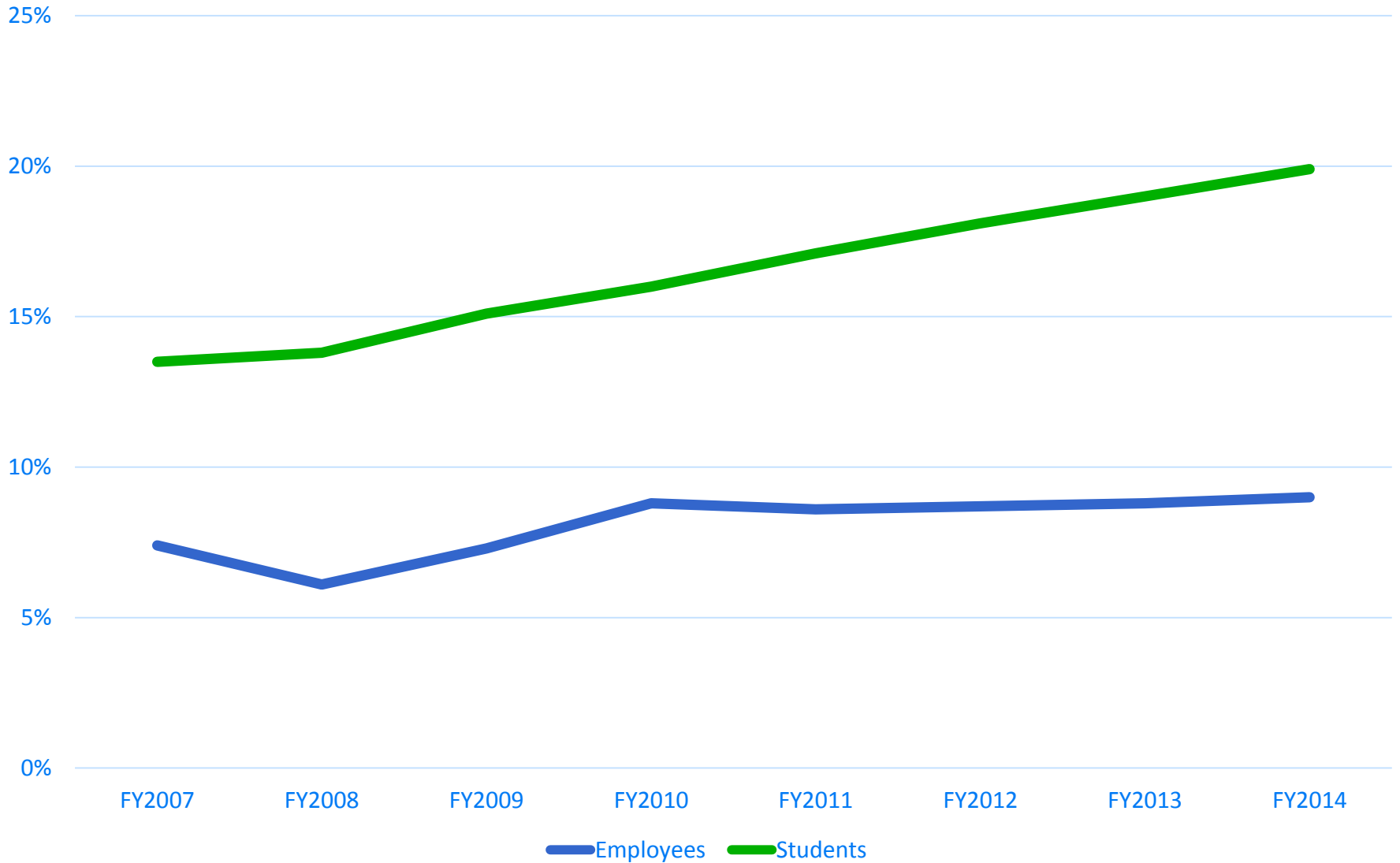
Benefits of Diversity

- Diverse scholars and professionals can invigorate and expand disciplines and fields
 - New approaches to teaching
 - New research questions
 - New perspectives and interpretations
 - New concerns

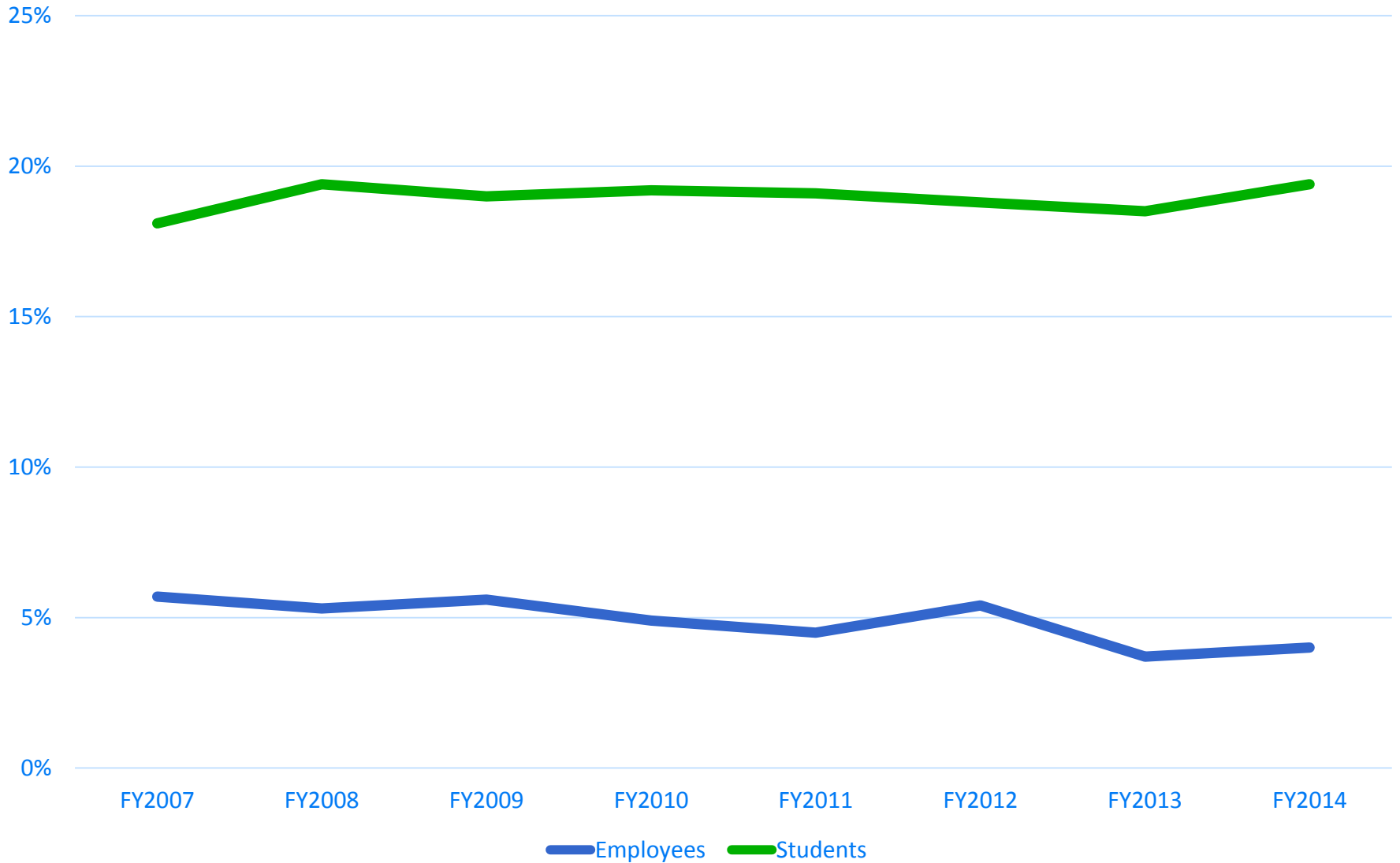
Benefits of Diversity

- And of course:
 - Fairness & Equity
 - Role models and mentors for a diverse student body

Employees and Students of Color, ARCC



Employees and Students of Color, ATC



Why Faculty Search Committees?

- Faculty hire faculty
- Faculty are not trained in good hiring practices
 - “The way we’ve always done it”
 - Wide variety of procedures
 - Time pressure
- Failed searches are expensive (time and money)
- Opportunity to shape demographics of faculty for coming decades

6 ELEMENTS OF A SUCCESSFUL SEARCH

- I. Run an effective and efficient search committee
- II. Actively recruit an excellent and diverse pool of candidates
- III. Raise awareness of unconscious assumptions and their influence on evaluation of applicants
- IV. Ensure a fair and thorough review of applicants
- V. Develop and implement an effective interview process
- VI. Close the deal: Successfully hire your selected candidate



**RUN AN EFFECTIVE AND
EFFICIENT SEARCH
COMMITTEE**

Run an effective and efficient search committee

- Procedures can be used to enhance the search...they are not always bureaucratic “red tape”!
 - Set ground rules and expectations (e.g., attendance, decision-making, role of the committee, time commitment involved)
 - Consider the composition of the search committee (hint: diverse is better!)
 - Confidentiality



**ACTIVELY RECRUIT AN
EXCELLENT AND DIVERSE
POOL OF CANDIDATES**

GROUP DISCUSSION

What strategies have you successfully used to recruit an excellent and diverse pool of candidates?


Actively recruit an excellent and diverse pool of candidates

■ Short-term strategies:

- ❑ Interesting job ad/job description
- ❑ Placement of job ads—publications, listservs
- ❑ Networking!

■ Long-term strategies: Networking!

- ❑ Professional societies
- ❑ Contacts at institutions that graduate excellent and diverse students
- ❑ Visitors and guest lecturers in departments on campus



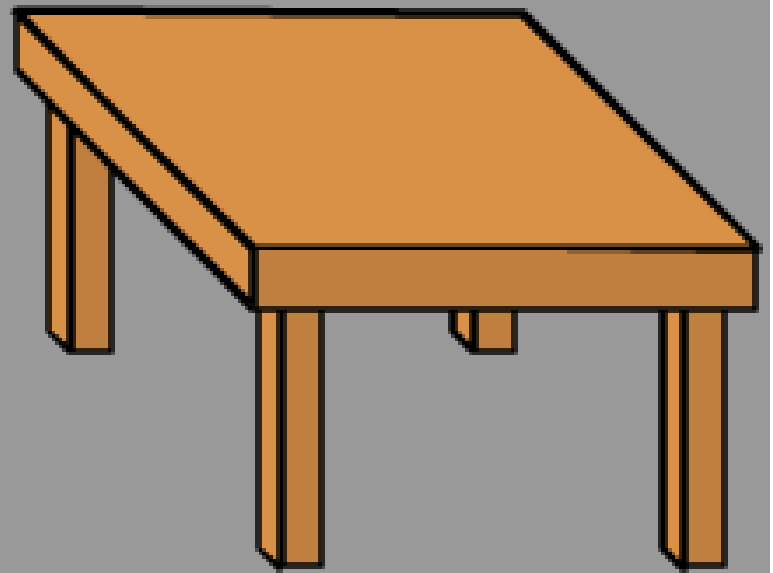
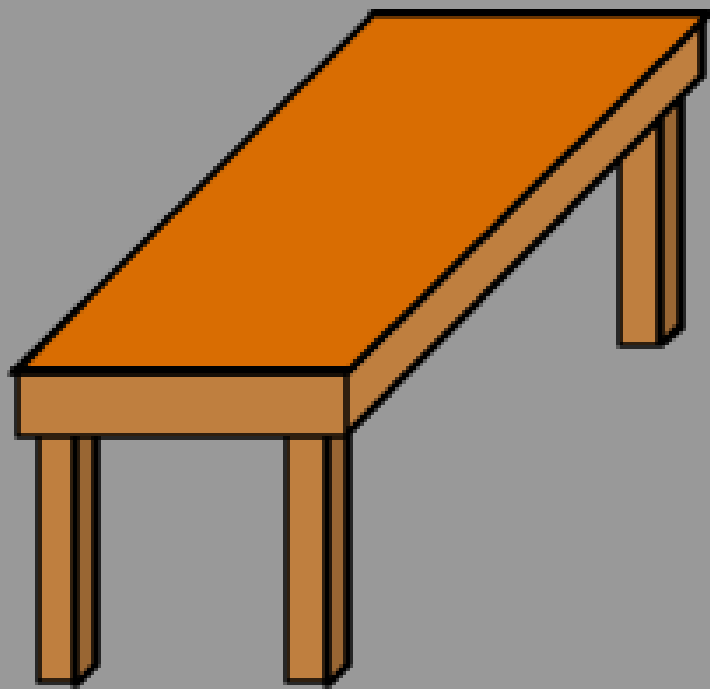
**RAISE AWARENESS OF
UNCONSCIOUS
ASSUMPTIONS AND THEIR
INFLUENCE ON EVALUATION
OF APPLICANTS**

Raise awareness of unconscious bias

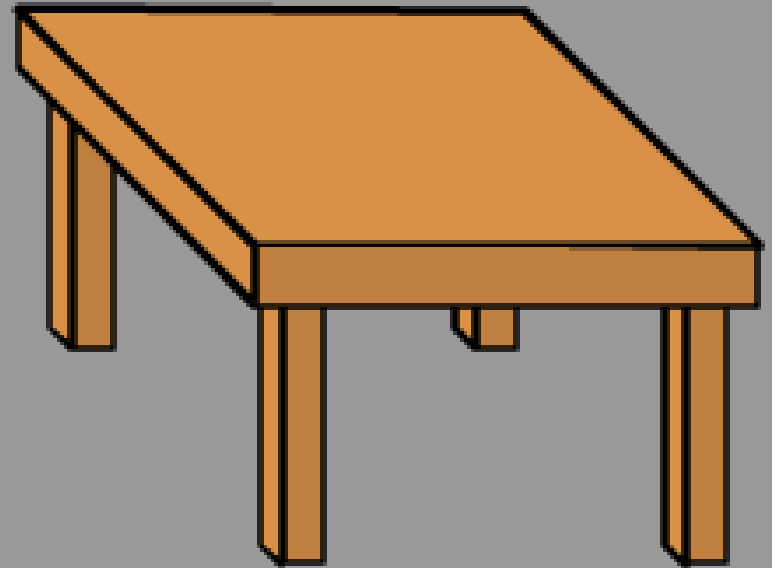
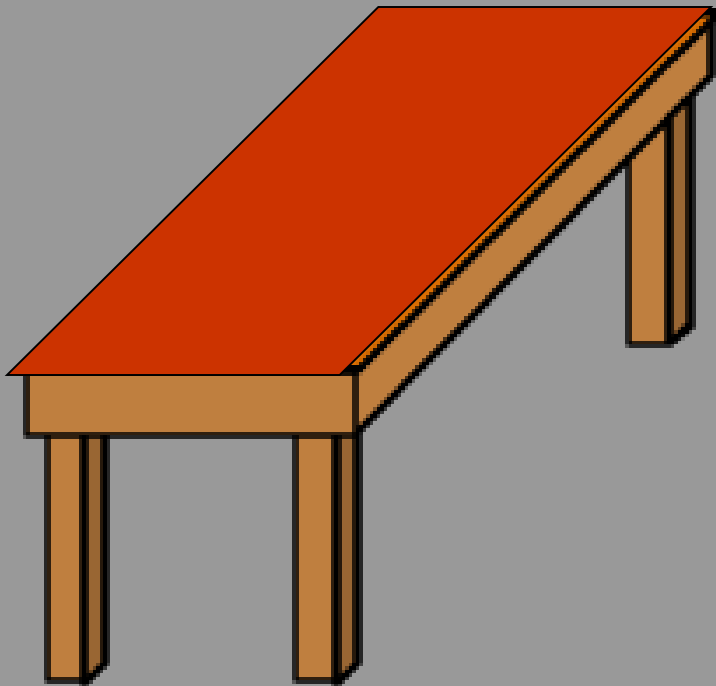
- What is unconscious bias?
- How might unconscious biases influence evaluation of candidates?
- How can a search committee minimize the influence of bias?

Bias as a *habit of mind*

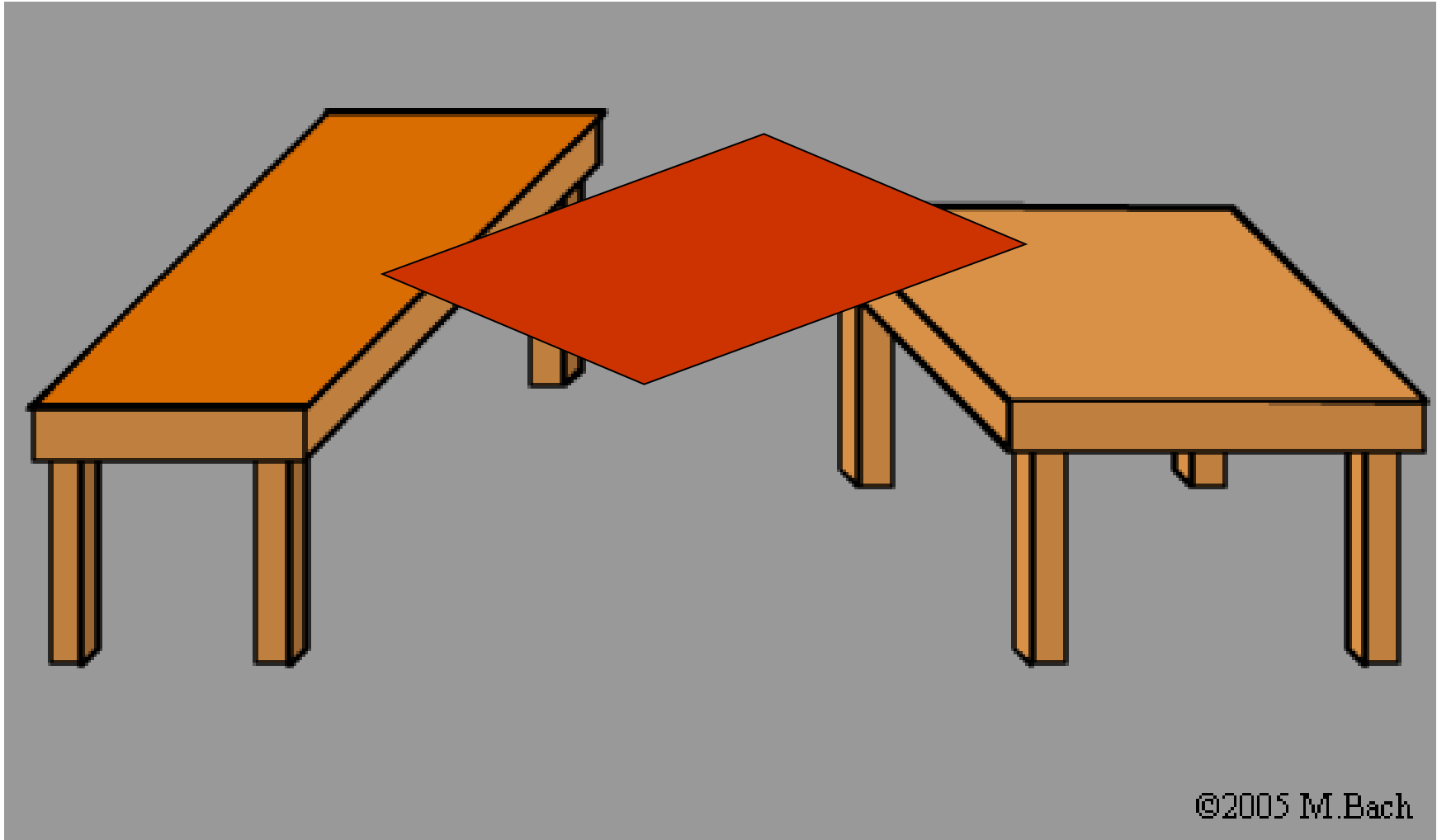
Ordinary mental operations that serve us quite well in most circumstances are subject to error and can fail our intentions



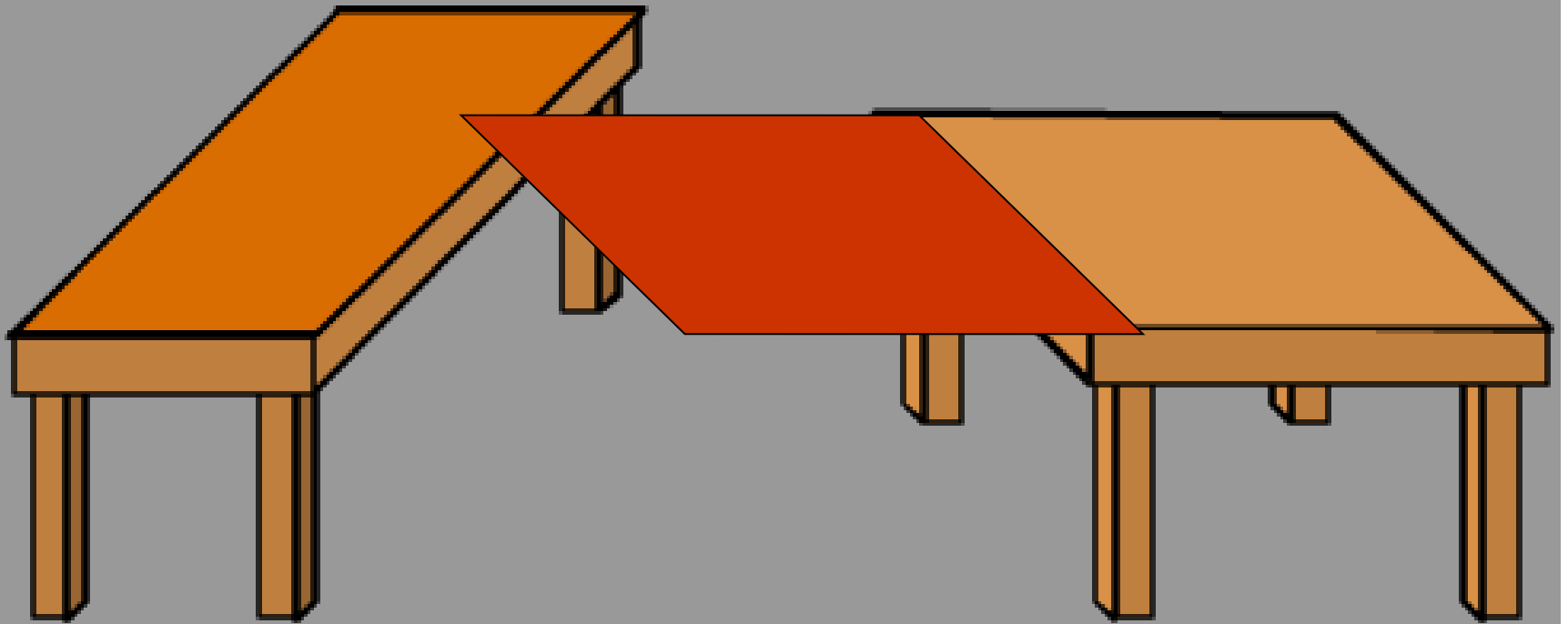
©2005 M.Bach



©2005 M. Bach



©2005 M. Bach



STROOP EFFECT
COLOR NAMING
TEST

#1

#2

#3

SLB

CFLTK

CFLTK

SPRND

HLMG

CFLTK

SLB

SPRND

SLB

SPRND

HLMG

CFLTK

#1

#2

#3

GREEN

BLUE

GREEN

RED

YELLOW

YELLOW

PURPLE

BLUE

RED

GREEN

RED

PURPLE

#1

#2

#3

RED

GREEN

YELLOW

BLUE

GREEN

BROWN

RED

YELLOW

BLUE

BROWN

BROWN

BLUE



Unconscious bias

- A substantial body of evidence demonstrates that most people hold unconscious assumptions or 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
 - ❑ System 1 thinking
 - ❑ Spontaneous trait inference

The tendency of our minds to judge individuals by the characteristics (real or imagined) of the groups to which they belong

Stereotypes about men?

Stereotypes about women?

Stereotypes about professors?

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

Common racial/ethnic stereotypes

African American¹

Athletic
Rhythmic
Low in intelligence
Lazy
Poor
Loud
Criminal
Hostile
Ignorant

Chinese²

Disciplined
Competitive
Loyal to family ties
Scientifically minded
Business oriented
Strong values
Clever
Serious
Determined
Logical
Wise

Latinos³

Poor
Have many children
Illegal immigrants
Dark-skinned
Uneducated
Family-oriented
Lazy
Day laborers
Unintelligent
Loud
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.

Unconscious bias in the search process

- Applications/curriculum vitae/résumés
- Reference letters
- Interviews/evaluation of leadership

Evaluation of CVs and résumés

- 238 academic psychologists (118 male, 120 female) evaluated an actual CV randomly assigned a male name (Brian Miller) or female name (Karen Miller)
 - Junior level—little evidence of productivity
 - Senior level—CV of professor who applied and received early tenure
- Respondents asked to rate research, teaching, service, recommend hire/tenure, and return all materials

Evaluation of CVs and résumés

■ Entry-level:

- More likely to hire “Brian Miller”
- “Brian Miller” had higher ratings for research, teaching, and service
- NO DIFFERENCE in ratings of male vs. female respondents

■ Senior-level:

- Equally likely to recommend tenure for “Karen” vs. “Brian”
- FOUR TIMES as likely to put cautionary comments on “Karen’s” materials compared to “Brian’s”

Evaluation of CVs and résumés

- “Bank” of résumés with differing skills, characteristics, higher and lower “quality”
- Résumés randomly assigned a “white-sounding” or “African-American-sounding” name
- Résumés sent to actual job openings advertised in Chicago and Boston newspapers
- Measured callbacks

Evaluation of CVs and résumés

- Applicants with “white-sounding” names were 50% more likely to be called back for an interview
- Applicants with “white-sounding” names and a higher-quality résumé were 27% more likely to be called back, compared to white names/lower quality résumé
- Applicants with “African American-sounding” names and a higher-quality résumé only 8% more likely to get a callback (not statistically significant)

Evaluation of CVs and résumés

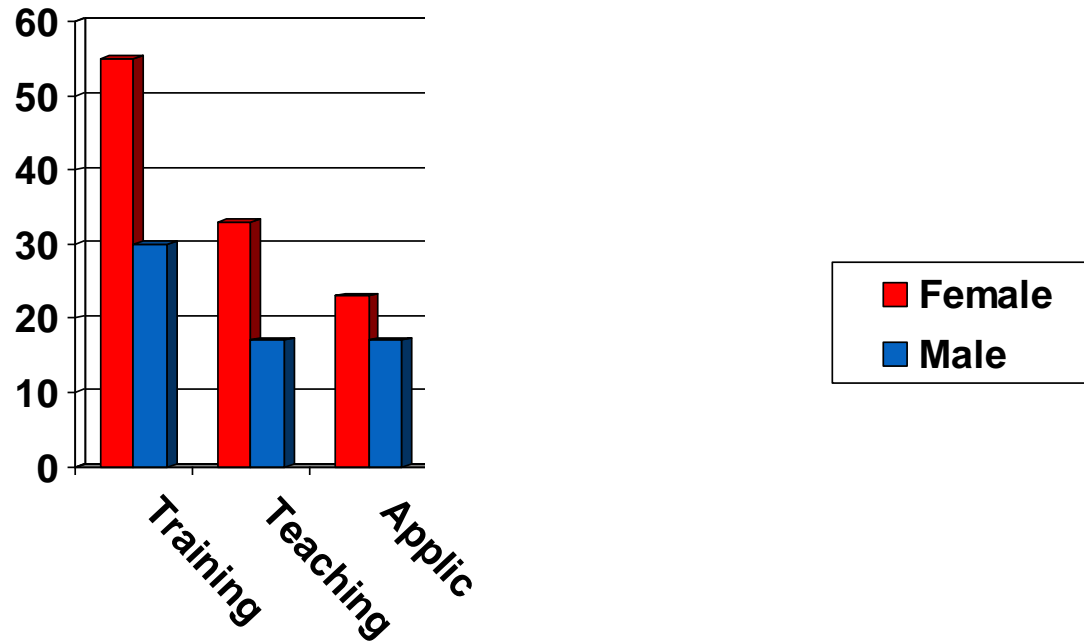
“I sent my resume for something and when I showed up someone said to me, ‘Your resume didn’t look black.’ Can you imagine someone saying that?”

- URM female, senior faculty member

Evaluation of recommendation letters

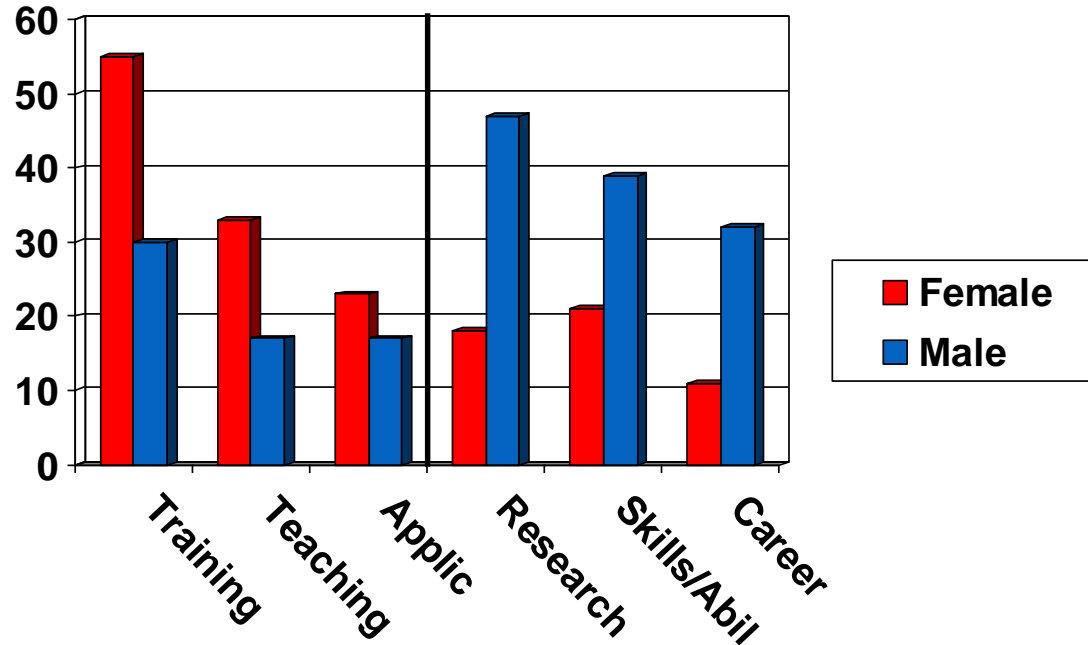
- 312 letters of recommendation for medical faculty successfully hired at a large U.S. medical school
- Letters written for women vs. men:
 - Shorter
 - Offered “minimal assurance”
 - More gendered terms
 - More doubt-raisers
 - Fewer “standout adjectives”
 - More “grindstone adjectives”
 - More references to personal lives

Evaluation of recommendation letters



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

Evaluation of recommendation letters



■ Semantic realms following the possessive (e.g., “her training”)

Evaluation of job interviews

- Taped male and female candidates interviewing for a leadership position in a male dominated field (computer lab manager)
- Candidates were actors trained to perform an agentic or communal script of 12 interview questions
- 428 evaluators (50% women) viewed the taped interviews and rated the “candidates” on competence, likeability, and hireability

Evaluation of job interviews

- Competence: Agentic interviewees rated more competent than communal
- Likeability: Agentic men rated more likeable than agentic women; communal men less likeable than communal women

Evaluation of job interviews

■ Hireability:

- ❑ Agentic interviewees more hireable than communal
- ❑ No gender difference for communal interviewees
- ❑ GENDER DIFFERENCE for agentic interviewees: Agentic men more hireable than agentic women
 - WHY? SHIFTING CRITERIA
 - For agentic men, communal men, communal women—competence weighted most heavily in hiring decision
 - For agentic women, likeability/social skills (perceived weakness) weighted most heavily

GROUP DISCUSSION

Case Study



**ENSURE A FAIR AND
THOROUGH REVIEW OF
CANDIDATES**

Minimizing unconscious bias in a hiring setting

WHAT NOT TO DO!

- Suppress bias and assumptions

- “Stereotype rebound”

Liberman and Forster (2000) Journal of Personality & Social Psychology.

Macrae et al. (1994) Journal of Personality & Social Psychology.

- Rely solely on one’s sense of “objectivity”

- Numeric ranking systems

Wenneras and Wold (1997) Nature.

Minimizing unconscious bias: BEFORE conducting evaluations

- 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 committee
 - 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 proportion of women and minorities in the applicant pool
Heilman (1980) Organizational Behavior and Human Performance
Van Ommeren et al. (2005) Psychological Reports
- Develop and prioritize criteria prior to evaluating applicants
Uhlmann and Cohen (2005) Psychological Science.

Minimizing unconscious bias: WHILE conducting evaluations

- Spend sufficient time and attention on evaluating each application
Martell (2001) Applied Social Psychology.
- Focus on each applicant as an individual and evaluate their entire application package – information minimizes bias
Heilman (1984) Organizational Behavior & Human Performance.
Tosi and Einbender (1985) Academy of Management Journal.
Brauer and Er-rafiy (2013) Journal of 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 application
- **Accountability: Be able to defend every decision!**
Biernat and Fuegen (2001) Journal of Social Issues.
Dobbs and Crano (2001) Personality and Social Psychology Bulletin.
Foschi (1996) Social Psychology Quarterly.



DEVELOP AND IMPLEMENT AN EFFECTIVE INTERVIEW PROCESS

PAIRED DISCUSSION

Describe an interview experience you had that was memorable (good or bad).
What lessons can be learned for
ARCC/ATC?

On-campus interviews

Two 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 college

AND.....

- Allow the candidate to determine whether your college offers the opportunities, facilities, colleagues and other attributes necessary for his/her successful employment

Keep both of these aims in mind!!!

On-campus interviews

- PLAN for an effective interview process
 - Make sure all interviewers are aware of inappropriate questions
 - Develop interview questions that will evaluate candidates 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 collect/community from someone NOT INVOLVED in the search
 - Develop and share an information packet

On-campus interviews

■ DURING the visit

- Ensure that 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 influenced 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!!!**

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.) Springer-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.

Thank you!