STRATEGIES and TACTICS for RECRUITING to IMPROVE DIVERSITY and EXCELLENCE at The University of Tennessee

STRIDE@UT

We are grateful for the support and inspiration we have received from the STRIDE committee at the University of Michigan. Many of their best ideas have been used and incorporated in this presentation.

stride.utk.edu
Purpose of STRIDE@UT

To revitalize our efforts to hire and retain a diverse faculty by using peer-to-peer instruction about the academic research on bias and diversity
STRIDE study and instruction method

• *Study diversity and bias issues based on peer-reviewed academic research papers and reviews*

• *NOT based on emotions, ideology, politics, moral imperatives, etc.*
What We Know Now About Bias and Intergroup Conflict, the Problem of the Century

Susan T. Fiske

Department of Psychology, Princeton University, Princeton, New Jersey

Orchestrating Impartiality: The Impact of “Blind” Auditions on Female Musicians

By Claudia Goldin and Cecilia Rouse

A change in the audition procedures of symphony orchestras—adoption of “blind” auditions with a “screen” to conceal the candidate’s identity from the jury—provides a test for sex-biased hiring. Using data from actual auditions, in an individual fixed-effects framework, we find that the screen increases the probability a woman will be advanced and hired. Although some of our estimates have large standard errors and there is one persistent effect in the opposite direction, the weight of the evidence suggests that the blind audition procedure fostered impartiality in hiring and increased the proportion women in symphony orchestras. (JEL J7, J16)
Why should we recruit and retain a diverse faculty?

What are the problems in achieving a diverse faculty?

How can UTK overcome these problems?
DIVERSITY: PROBLEMS & BENEFITS
SOCIAL DIVERSITY | Drawbacks

Social diversity in a group can cause:

- Discomfort
- Rougher interactions
- Lack of trust
- Greater perceived interpersonal conflict
- Less communication
- Less cohesion
- More concern about disrespect

So what is the upside?

Source:
SOCIAL DIVERSITY | Advantages

• Enhances innovation and creativity

• Encourages the search for novel information and perspectives, leading to better decision making and problem solving
KEY CONCEPT | Informational Diversity

When people are brought together to solve problems in groups, they bring different information, opinions, and perspectives.

When problems are solved in diverse groups solutions tend to be better formulated, explained in more detail, addressed from more perspectives, and work better in innovative environments.
CASE STUDY | Enhanced Company Performance

Study: Does female representation in top management result in improved managerial task performance and thus better firm performance?

Data: 15 years of panel data on the top management teams of the S&P 1,500 firms

Result: Female representation in top management improves firm performance but only to the extent that a firm’s strategy is focused on innovation

Source:

Table 4
Female Representation in Top Management & Firm Performance Accounting Measures of Firm Performance

<table>
<thead>
<tr>
<th>Measure</th>
<th>Return on Assets</th>
<th>Return on Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Representation</td>
<td>0.0043</td>
<td>0.0059</td>
</tr>
<tr>
<td></td>
<td>(0.0027)</td>
<td>(0.0061)</td>
</tr>
<tr>
<td>Female Representation × Innovation Intensity</td>
<td>0.1392***</td>
<td>0.2385***</td>
</tr>
<tr>
<td></td>
<td>(0.0234)</td>
<td>(0.0757)</td>
</tr>
</tbody>
</table>

*** p ≤ 0.01, ** p ≤ 0.05, p ≤ 0.10. Standard errors are reported under each coefficient in parentheses.
CASE STUDY | Enhanced Company Performance II

Data: 28,000 senior managers in 3,000 companies worldwide

Result: Greater diversity in boards and management are associated with

- Higher returns on equity
- Superior stock performance
- Dividends payout ratios higher
- Female CEOs less acquisitive than male CEOs

Source:
CASE STUDY | Diversity Triggers More Careful Argumentation

Study: 186 people (Democrats and Republicans) read a murder mystery, and were asked to prepare for a meeting with another participant by writing an essay about who they thought committed the murder.

They were told that the other participant disagreed with them and that they needed to reach consensus.

They were also told the other participant was from either the opposing political party or the same party as themselves.

Result: Democrats who were told that a fellow Democrat disagreed with them prepared less well for the discussion than Democrats who were told that a Republican disagreed with them. Republicans showed the same pattern.

Lesson: When disagreement comes from a socially different person, we are prompted to work harder. *Diversity jolts us into cognitive action in ways that homogeneity simply does not.*

Source:
CASE STUDY | Careful Jury Deliberations

Advantage of diversity in group deliberations?

More careful deliberations

More facts considered

Fewer issues taken for granted

Problems considered from a larger set of viewpoints

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Table 2
Group-Level Analyses of Deliberation Content

<table>
<thead>
<tr>
<th>Measure</th>
<th>Diverse group</th>
<th>All-White group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliberation length, in min</td>
<td>50.67&lt;sub&gt;a&lt;/sub&gt;</td>
<td>38.49&lt;sub&gt;b&lt;/sub&gt;</td>
</tr>
<tr>
<td>No. of case facts discussed</td>
<td>30.48&lt;sub&gt;a&lt;/sub&gt;</td>
<td>25.93&lt;sub&gt;b&lt;/sub&gt;</td>
</tr>
<tr>
<td>No. of factual inaccuracies</td>
<td>4.14&lt;sub&gt;a&lt;/sub&gt;</td>
<td>7.28&lt;sub&gt;b&lt;/sub&gt;</td>
</tr>
<tr>
<td>No. of uncorrected inaccurate statements</td>
<td>1.36&lt;sub&gt;a&lt;/sub&gt;</td>
<td>2.49&lt;sub&gt;b&lt;/sub&gt;</td>
</tr>
<tr>
<td>Amount of “missing” evidence cited</td>
<td>1.87</td>
<td>1.07</td>
</tr>
<tr>
<td>No. of race-related issues raised</td>
<td>3.79&lt;sub&gt;a&lt;/sub&gt;</td>
<td>2.07&lt;sub&gt;b&lt;/sub&gt;</td>
</tr>
<tr>
<td>No. of mentions of racism</td>
<td>1.35</td>
<td>0.93</td>
</tr>
<tr>
<td>% of time mention of racism met with objection</td>
<td>22&lt;sub&gt;a&lt;/sub&gt;%</td>
<td>100&lt;sub&gt;b&lt;/sub&gt;%</td>
</tr>
</tbody>
</table>

Note. Values with different subscript letters differ significantly at p ≤ .05; n = 15 diverse groups and 14 all-White groups.

CASE STUDY | Diversity Leads To Higher Citation Rates!

Study: Examined ethnic identity of the authors of 1.5 million scientific papers written between 1985 and 2008 using Thomson Reuters's Web of Science, a comprehensive database of published research.

Result: Papers written by diverse groups received more citations and had higher impact factors than papers written by people from the same ethnic group.

Stronger papers were associated with a greater number of author addresses; geographical diversity; a larger number of references, and were a reflection of more intellectual diversity.

Source:
High performing 1st year female students performed better with female teachers, but worse with male teachers.

High performing male students did equally well with male and female teachers.

Source:
THE ISSUE
% of Women in UTK Faculty

- NTT women: 58%
- Assistant women: 58%
- Associate women: 41%
- Full women: 20%

DIVERSITY | Race Diversity at UTK

13.2% - African-Americans in USA

TOTAL FULL TIME INSTRUCTIONAL FACULTY AT UTK | 2013 - 2014

- 82.8% White
- 0.5% American Indian / Alaskan Native
- 9.2% Asian / Pacific Islander
- 3.7% Black
- 3.4% Hispanic
- 0.5% Multicultural

Sources:
- 2010 US Census
  http://quickfacts.census.gov/qfd/states/00000.html
Gender Diversity:

Averaged across all colleges UTK appears to do OK, but ...

**Strong** underrepresentation of female full professors

**Huge** variations between different colleges, so many work environments have little gender diversity

Racial Diversity:

UTK is far from equal representation of African-Americans (3.7% vs. 13.2%)
The PIPELINE Metaphor

Data from Great Britain:

% of women in STEM courses or fields

Source:
The *Leaky* Pipeline | Women

**THE LEAKY PIPELINE**

- **Women are 23% less likely than men to become an Associate Professor.**
- **Women are 25% less likely than men to become a full Professor within a maximum of 16 years.**
- **Married women are 20% less likely than single women to enter a tenure track position.**
- **Women with babies are 29% less likely than women without babies to enter a tenure track position.**

Source:
SCHEMAS and BIAS
"Old-fashioned" racism and sexism have declined.

Today bias is typically not blatant or explicit.
BIAS | Explicit vs. Implicit

**EXPLICIT BIAS**

- Blatant, obvious, and intentional
- Differential treatment of groups

**IMPLIED BIAS**

- Subtle and automatic
- Differential treatment is often unintentional
People automatically encode ‘primitive category’ information.

“Men are better at math than women”
“Women are sweeter than men”
“Blacks are better athletes”

It happens unintentionally. Biases influence how we judge other people, whether we want them to or not.
BIAS | Characteristics I

- Allow rapid, but sometimes inaccurate, processing of information
- Often conflict with consciously held or “explicit” attitudes
- Can change based on experience/exposure
- Can be reduced based on conscious considerations

Sources:
BIAS | Characteristics II

Widely culturally shared

Both men and women hold them about gender.
Both whites and minorities hold them about race/ethnicity.
People are often not aware how their judgment is influenced by their biases.

Applied more under circumstances of:

- **Stress** from competing tasks
- **Time pressure**
- **Ambiguity** (including lack of information)

Sources:
BIAS | Effect on Judgment

Source: Dovidio and Gaertner (1998). In Eberhardt and Fiske (Eds.), Confronting Racism: The problem and the response (pp. 3-32).

The situation is ambiguous, stressful or rushed.

You are not motivated to think clearly.

You are unaware of biasing effects of schemas.
How do we know that biases are operating inside nearly all of us?

- Implicit measures allow researchers access to biases without having to ask directly.
- Implicit Association Test (IAT)

Source:
IAT | Studies of Bias

- Seventy to ninety percent of people show gender and race bias.
- Across hundreds of studies the Implicit Association Test (IAT) predicts judgments of women and people of color.
- Millions have participated.
- Take the IAT free at https://implicit.Harvard.edu/implicit/.

https://implicit.Harvard.edu/implicit/
CASE STUDIES
Major U.S. symphony orchestra audition data for 14,000 individuals showed that use of a screen, which concealed gender, increased the probability by 25% that a woman would advance from preliminary rounds (1970-1996).

CASE STUDY | Letters of Recommendation

Letters for men:

• Longer

• More references to CV, publications, patents, colleagues

Letters for women:

• Shorter

• More reference to personal life

• More “doubt raisers”

Source:
CASE STUDY | Simple Name Change

When identical resumes are submitted for a position in Business:

- Applicants with African American sounding names needed to send 50% more resumes to get a callback than applicants with white sounding names.

- White sounding names yielded as many callbacks as an additional eight years of experience for a black candidate.

CASE STUDY | Lab Manager in STEM

Applicants with a recent Ph.D. applied for a ‘Lab Manager’ position in a STEM department.

Biology, chemistry, and physics professors at major research universities evaluated the candidates based on submitted resumes.

Resumes: Identical CVs and transcripts from male or female (except for first name)

Applicants for a tenure-track assistant professor position in psychology

Evaluators: 238 psychology faculty

Materials: identical tenure-track job dossier from male or female

Note: both male and female faculty showed bias against female applicant

CASE STUDY | Research Grants

- 83,188 NIH grant applications from 40,069 individuals from 2000-2006.
- Differences in funding rate persists even after controlling for:
  - Education and training
  - Previous NIH experience
  - Research productivity and several other factors

Sources:
CASE STUDY | Perceived Leadership

*With single sex group seated at a table:*

Observers most often identify the person at the head of the table as the leader.

*With mixed sex group seated at a table:*

A female seated at the head of the table is identified as the leader only half as often as a man at the head of the table.

CASE STUDY | Case after case …..

- Men more likely to be *first authors* on scientific papers
- Men more likely to be selected for prestigious *invited talks* than women
- Men more likely to obtain *research grants* than women
- Mothers rated less competent and recommended for *lower salaries* than non-mothers
- Fathers rated more competent and recommended for *higher salaries* than non-fathers
Stereotype Threat

Math Test Performance of Asian American Women

- Questionnaire given before test “primes” for a particular identity
- Greater effect on those who care the most
- Can be inadvertently triggered even by the well-intentioned

You perform as you are “expected” to perform

Accumulation of effects …

The effects shown in these case studies might each seem minor …. But the accumulated disadvantages can become large …

Minor disadvantages can be consequential, as in advancement to leadership positions …

“Mountains are molehills piled one on top of the other” (Valian, 1998, page 4)

Sources:
RECOMMENDATIONS
RECOMMENDATIONS | Active Recruitment

Recruiting begins before you have a position…

- Network directly with young scholars, including your own students.
- Foster connections with other institutions to identify and track promising candidates.
- Widen the pool: actively pursue candidates thriving at lower-ranked institutions.
- In general, go beyond the “usual” set of institutions you might consider candidates from.

Source:
RECOMMENDATIONS | Search Committee Composition

Build an effective search committee…

• Include people committed to diversity and excellence.
• Require and reward high levels of commitment.
• Include faculty from other sub-fields to create more explicit and open discussions in the committee

Sources:
RECOMMENDATIONS | Search Options

Include language in advertisement specifically expressing interest in diverse candidates.

Define your search as broadly as possible (open search).

Job description should include as many areas as possible.

Consider using a single committee for all open searches in your unit.

Source:
To ensure efficiency from the search process:

- Provide all applicants with a checklist of relevant materials.
- Clearly describe the audience for their application.

Source:
RECOMMENDATIONS | Evaluating Candidates

- Self-correction: be aware of the possibility of your own unconscious bias
- Level playing field: Be aware of the potential different environments the candidates have been in
- Discuss and define evaluation criteria in advance (see next slide).
- Calibrate your evaluations by discussing 1-2 applications in detail before beginning the review process
- Avoid global evaluations rankings.
- Consider alternatives to simple rank ordering (create summaries)
- Slow down and be deliberate!


UCLA Search recommendations
Pre-define Evaluation Criteria and Ground Rules

Identify and weight the criteria before candidates visit:

- Global assessments of candidates are more consistent with stereotypes.
- Avoid simple global assessments by creating a matrix of evaluation criteria.
- Consider allocating approximate weights for the criteria, but avoid simple numeric summation.
- Avoid overweighting ‘liking’ or personality fit, which favors candidate consistency with implicit biases.

Source:
Recommendations

RECOMMENDATIONS | Avoid Stereotype Threat

Bias affects candidate performance through stereotype threat.

Show the department as it is ..........not how it was

Source:
RECOMMENDATIONS | Host an Effective Visit

- Avoid illegal and discriminatory questions
- Use a standard protocol for each visit
- Ensure that all candidates meet a diverse set of people, so that they are more likely to meet someone like them, including graduate and undergraduate students and staff.
- Be aware of the potential for triggering stereotype threat.
- Distribute appropriate policy information to all candidates before or during first visit on issues like family friendly policies, partner hiring options, quality of school systems in our area, real estate information, restaurants etc.


SUMMARY

• Diversity produces a better “product,” a higher performing faculty, better work environment for ALL employees, and ultimately a better university.

• Most of us have internalized implicit biases that can dominate the decision making processes, such as hiring decisions.

• Implicit biases tend to propagate the status quo (i.e.; continued low diversity in new hiring and poor retention of valuable, diverse faculty).

• Study after study demonstrate that implicit bias creates hindrances (“molehills”) for women and African-Americans throughout their careers.

We do not wish to lower the bar for women and minorities, but instead

We wish to level the playing field
And finally, ....
please remember at least ONE thing ....

The biasing effects of schemas can be minimized with conscious awareness and careful deliberations (level the playing field)
Thank You!