

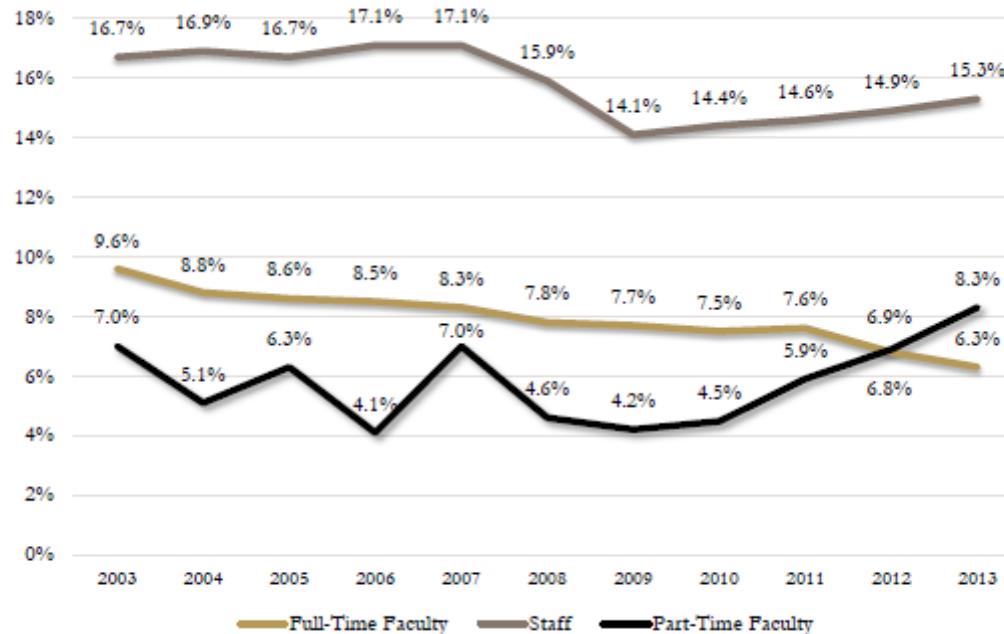
Faculty: How to Increase Diversity Hiring?

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Importance of a diverse faculty

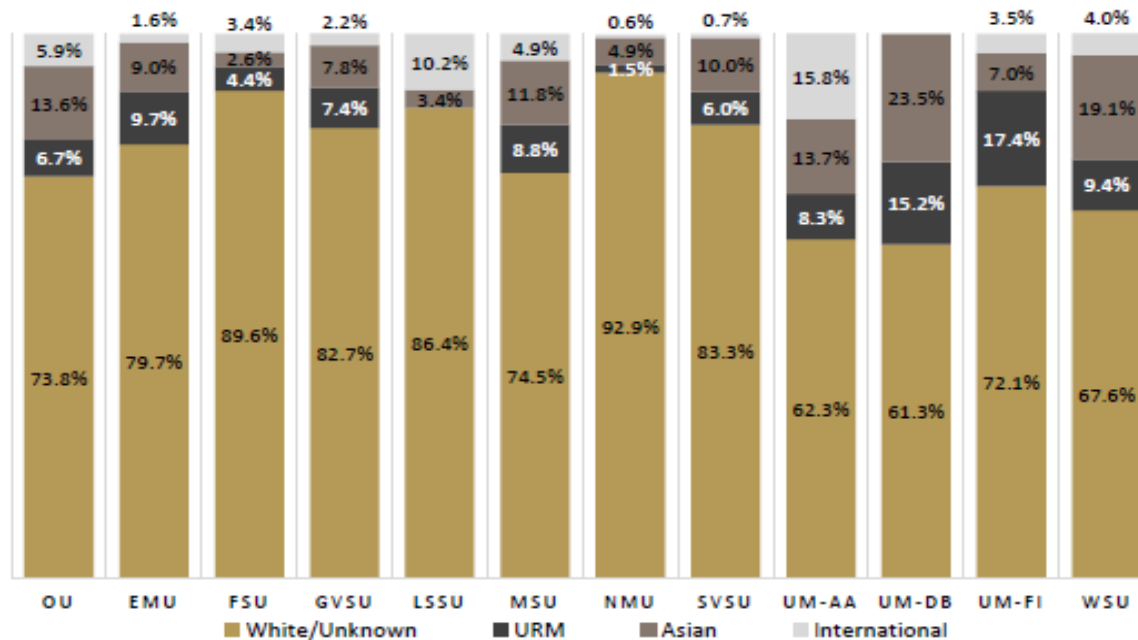
- Mission of the University -- “Oakland University is a preeminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region”.
- Diversity and Inclusion is a core value.
- Access to talent currently not represented will provide more and varied perspectives.

URM Proportions within faculty and staff 2003-2013



Site: Annual Diversity Report (2014)

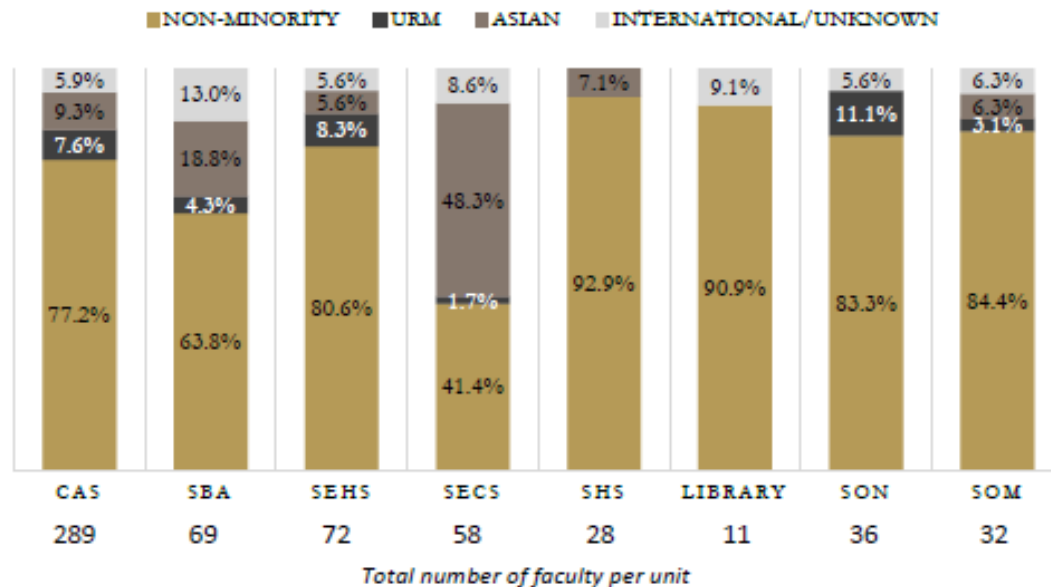
Ethnic composition of faculty across Michigan Universities; Fall 2012 IPEDS*



- Data for CMU, Michigan Tech, and WMU were not available in the IPEDS database.

Site: Annual Diversity Report (2014)

Ethnic diversity across the University's faculty; Fall 2013



Commentary – What do these charts tell us?

- The URM staff has declined since 2003 but is on the upswing.
- The number of URM faculty has declined over the last ten (10) years.
- The number of URM part-time faculty has increased over the past ten (10) years.
- Ethnic composition of University faculty is in the middle of the pack among Universities.
- Ethnic diversity in the Schools/College/Library vary greatly with SEHS having the highest concentration.

Barriers to Success

- Misconception of Proposal 2.
- Available pool of candidates may be small but a wide net must be cast to recruit diverse candidates.
- Implicit/Unconscious bias in the selection process.

Types of Bias

- Implicit/Unconscious Bias
- Cultural Bias
- Gender Bias

Types of Bias

Bias may affect a reviewer's perception of a candidate either negatively or positively.

IMPLICIT BIAS

A **positive or negative** mental attitude towards a person, thing, or group that a person holds at an **unconscious level**.

By contrast, an explicit bias is an attitude that someone is consciously aware of having.

CULTURAL BIAS

Interpreting and judging by the standards inherent to one's **own culture**.

Culture may include race, ethnicity, age, sexual orientation, and place of residence.

Bias may develop from a history of personal experiences that connect certain groups or areas with fear or other negative perceptions.

GENDER BIAS

Unequal treatment and expectations based on the **sex of the candidate**. Gender bias is most often reflected in the roles one expects a certain person to have.

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Implicit Bias

Common errors related to implicit bias:

Stereotypes

Definition: A broad generalization about a particular group and the presumption that a member of the group embodies the generalized traits of that group.

- **Negative Stereotypes** – Negative stereotypes are negative presumptions such as presumptions of incompetence in an area, or presumptions of lack of character or untrustworthiness.
- **Positive Stereotypes** – A halo effect where members of a group are presumed to be competent or *bonafide*. Such a member receives the benefit of the doubt. Positive achievements are noted more than negative performance, and success is assumed.

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Implicit Bias

Common errors related to implicit bias:

- **Raising the Bar** – Related to negative stereotypes, when one requires members of certain groups to prove that they are not incompetent by using more filters or higher expectations for them.
- **The Longing to Clone** – Devaluing a candidate who is not like most of the members on the committee, or wanting a candidate to resemble, in attributes, someone one admires and is replacing.
- **Good Fit/ Bad Fit** – While it may be about whether the person can match the criteria for hire, it is often about how comfortably and culturally at ease one will feel with that candidate.

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Cultural Bias and Cultural Competence

What is a “good cultural fit”?

- People who conform to the mainstream organizational culture.
- People we feel comfortable with.
- Behavior (and visual characteristics) we are used to.
- Often explained in the context of organizational values.

If the committee is too focused with these aspects of finding a “good fit,” they may miss promoting a well-qualified candidate. Instead of focusing only on the similarities of the candidate to oneself or one’s culture, evaluate talent from a more objective point of view and correctly evaluate the candidate’s true strengths. Broaden the view so unforeseen opportunities are uncovered.

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Gender Bias

Gender bias may negatively affect a committee member's view of a candidate.

Expectancy Bias

"She has two small children, so she won't have the same level of dedication and time commitment to her research and teaching as this other candidate."

This bias is expecting men and women to behave in certain ways.

Stereotypical male characteristics/
behaviors:

- assertive
- ambitious
- dominant

Stereotypical female characteristics/
behaviors:

- nurturing/supportive
- caring
- subordinate

As a result, this bias appears as a set of expectations about how men and women behave, what they value, and how they interact with other people.

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Example of Bias: Racial Bias in Hiring

Emily Walsh, Greg Baker or Lakisha Washington, Jamal Jones

When deciding which applicants to call back for interviews, potential employers may discriminate solely based on linkage of a name with a particular race.

Background: In 2001/2002, University of Chicago and MIT researchers performed a field experiment measuring interview callback rates for résumés reflecting equally qualified job candidates (fictitious résumés) who only differed by name.

- Females: Emily/Lakisha Males: Greg/Jamal (based on demographically linked names)
- Geographic Coverage: Boston, MA, and Chicago, IL
- Résumés were sent in response to “Help Wanted” ads in Chicago and Boston newspapers.

Findings in Brief:

- Résumés with “White” (Western European/Caucasian) names received 50 percent more calls for interviews than résumés with “Black” (African-American) names.
- Federal contractors and employers who listed “**Equal Opportunity Employer**” in their job ads discriminated as much as other employers.

Find this study at: <http://www.nber.org/papers/w9873>

Also: Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review*, 94(4): 991-1013.

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Examples of Bias: Gender Bias in Hiring

Jennifer or John

When evaluating identical resumes, faculty decision makers may be significantly less likely to agree to mentor, offer jobs, or recommend equal salaries to a candidate if the name at the top of the resume is Jennifer, rather than John.

Background: In 2011, researchers asked 100 biology, chemistry, and physics professors to evaluate two fictitious résumés that varied in only one detail: the name of the applicant.

- Female Applicant: Jennifer Male Applicant: John
- Institutional Coverage: Nationwide (United States), Carnegie Rated: Large/Research University-Very High Research Activity, Public and Private
- Applicants were seeking the position of “laboratory manager”

Findings in Brief: Despite both applicants having **exactly the same qualifications**, the professors perceived Jennifer as significantly less competent.

- As a result, Jennifer experienced a number of disadvantages – faculty were less like to mentor her or hire her, and were more likely to offer her a lower salary (on average, 13% less than John’s offer).

Find this study at: <http://www.pnas.org/content/109/41/16474.full>

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Approaches to Countering Bias

Research evidence suggests that successful outcomes include:

- **Counter-stereotypes** – Efforts that focus on developing new associations that contrast with the associations already held, through visual or verbal clues. Exposure to people who are identified as counter-stereotypic individuals, such as male nurses, elderly athletes, or female scientists, can help build these new associations and combat bias.
- **Sense of accountability** – The implicit or explicit expectation that one may be called on to justify one's beliefs, feelings or actions to others can decrease the influence of bias.
- **Taking the perspective of others** – Considering contrasting viewpoints and recognizing multiple perspectives can reduce automatic biases.

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Approaches for Countering Bias

- Increase conscious awareness of bias and how bias can affect evaluation.
- Develop more explicit criteria (less ambiguity) and criteria that avoid unconscious bias.
- Question assumptions ... be critical of yourself.
- Consider candidates that meet future needs of the department and the University.
- Remember as the Department Chair you play an important role in setting and maintaining the climate.
- Other Ideas??

Identifying Biases

Visit Project Implicit, a site from Harvard that includes tests to identify implicit associations.

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



The Project Implicit Social Attitudes test looks at associations about race, gender, sexual orientation, and other topics. The test helps reveal the perception of certain groups and helps identify biases.

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References

This presentation is adapted from:

Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination, Marianne Bertrand and Sendhil Mullainathan

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