

Part II Moses' Presentation

- **The Promise of Cluster Hires**
- **Barriers to Optimal Faculty Diversity Hires**
 - Unintentional Bias- the research
 - Bias in Evaluating the Faculty Files-Short cuts
- **Overcoming those Barriers**
 - Casting a Wide Net
 - Creating a Level Playing Field
 - Holistic review
 - Getting to the Short List
 - The Interview Process
- **Resources**



The Promise of Cluster Hires

Cluster hiring -- or hiring multiple scholars into one or more departments based on shared, interdisciplinary research interests -- is growing in national popularity. Increasingly it's also seen as a way to advance **faculty diversity** or other aspects of the college or university mission, such as teaching or community engagement. But how effective is cluster hiring generally, and specifically in **promoting diversity** and creating a positive institutional climate?

And

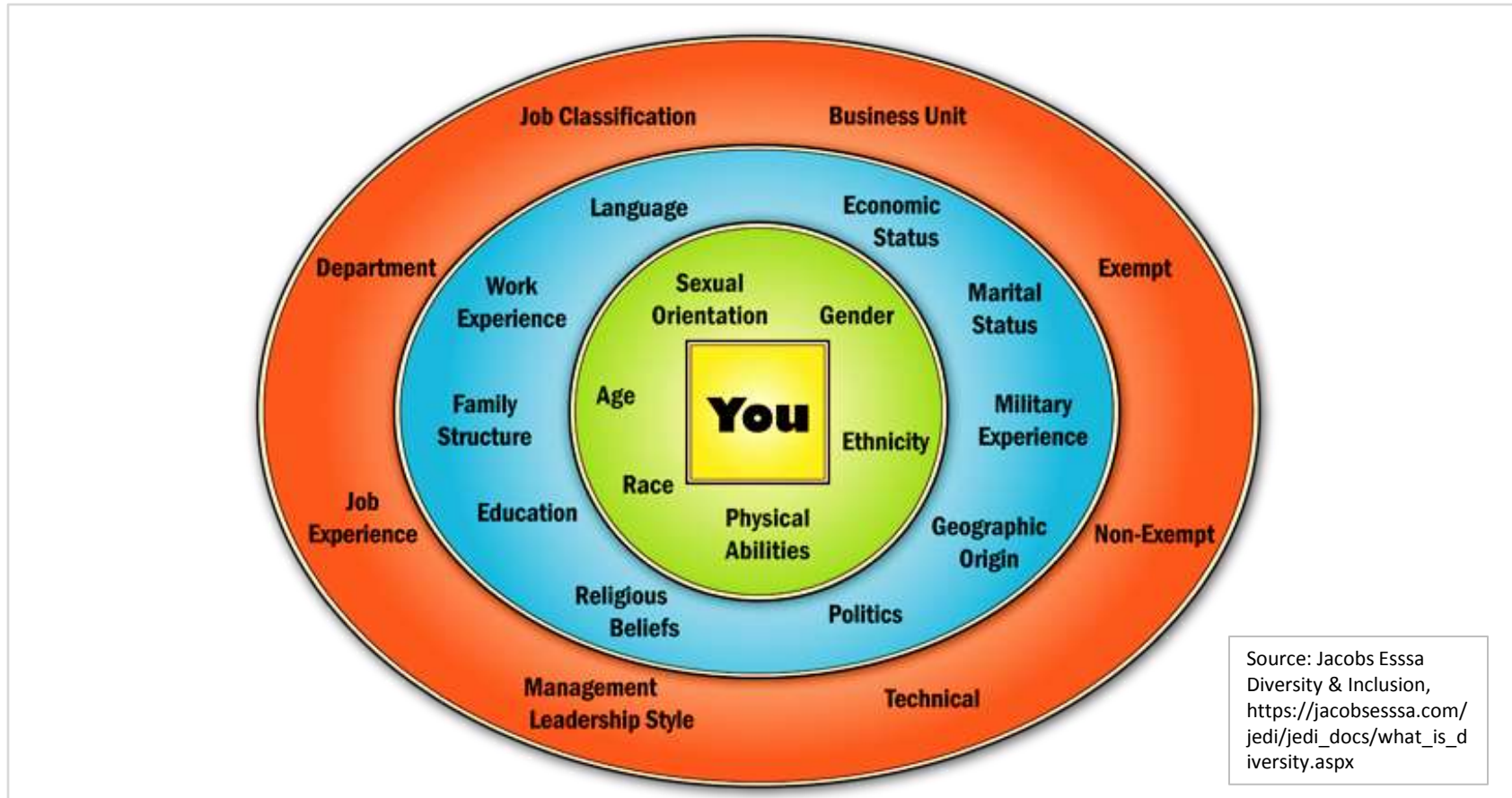
what are some established best practices to those ends?

A new report , “**Faculty Cluster Hiring for Diversity and Institutional Climate**” (2015) from the Coalition for Urban Serving Universities, the Association of Public and Land-grant Universities, and the Association of American Medical Colleges, which have partnered as Urban Universities for HEALTH, tackles those questions and concludes that cluster hiring -- when done right -- is a powerful way to build both institutional excellence and faculty diversity.

The researchers noted that institutions intending to increase the diversity of their faculty usually succeeded in doing so **if one or more of the following factors were present:**

- **Including diversity in the mission or goals of the cluster hiring program;**
- **Recruiting faculty in disciplines where diversity is more prevalent;**
- **Broadening recruitment efforts to include venues or publications not ordinarily targeted;**
- **Providing hiring committees with diversity training and training to eliminate unconscious bias; and**
- **Hiring more junior faculty than senior faculty.**

Leveraging Diversity



Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more. (Adopted by the UC President's Task Force on Faculty Diversity in May 2006)

What are our goals here at UCR ?

- Faculty should represent the **availability of qualified candidates** from each targeted or underrepresented group
 - So, for example, all departments are not expected to have a 50:50 sex ratio, or the same % of Latinos
- We use **federally-mandated data**, obtained every year from the National Opinion Research Council
 - Based on number of Ph.D.s in each field
- UCR statistics available from the **Office of Faculty and Staff Affirmative Action (or from Office of Academic Personnel)** for you to use to determine underutilization.

Who is our focus?

- Some variation by area, but generally we are concerned with:
 - **Gender equity in all fields**
 - **Under-represented minorities:**
 - African-American
 - Chicano/Latino
 - American Indian/Alaskan Native
 - Asian Americans- in certain categories



Some **myths** about hiring and faculty diversity

- “Faculty should reflect the composition of California, or Riverside, or UCR undergrads”
 - Hiring should reflect *availability pool* for each field
 - We are striving for equity, not favoritism



What can we do?

- Ensure that recruitment and hiring are fair and as unbiased as possible
- Targeted recruitment is legal and desirable, even with Prop. 209; hiring preferences are not

Barriers to Optimal Faculty Hires

Unintentional Bias

Truth or Myth?

Discrimination is only practiced
by a small set of ignorant people.

MYTH

**Even the most well-intentioned
person unwillingly allows
unconscious thoughts & feelings to
influence apparently objective
decisions.**

~ M. Banaji

Research on Unexamined Bias

Job Callbacks (Bertrand & Mullainathan)

- White vs. Black names, 2 skill levels each
- Highly skilled whites more callbacks
- Whites: 50% more callbacks
- Highly skilled and average blacks virtually same number callbacks

Academic CV evaluation (Steinpreis et al., 1999)

- Same CV, different name
- Male applicant rated better in all categories, more likely hired
- Pattern holds for both men and women reviewers

Fellowships (Wennerås and Wold).

- Actual applicants to fellowship program
- Women applicants' productivity score had to be significantly higher to receive same peer review application score as men

Quality is subjective: the myth of pure merit (cont'd)

- Unconscious biases influence our **evaluations**
 - **Example 2: Evaluation of > 300 letters of recommendation for successful candidates in medical school positions (Trix & Psenka 2003)**
 - letters for women were shorter
 - letters for men focused on research ability, letters for women on how hard they worked



Letters of recommendation: differences by **gender**

- **Most common semantic categories of objects of possessive phrases for women:**
 - **Her training**
 - **Her teaching**
 - **Her application**
- **Most common semantic categories of objects of possessive phrases for men:**
 - **His research**
 - **His skills and abilities**
 - **His career**
- **By this measure, women are portrayed more as students and teachers, while men are portrayed more as researchers and professionals.**

Short Cuts

- Impose taxes on underrepresented groups
- Bestow advantages to dominate group members

Cloning

Snap
Judgments

Negative
Stereotypes

Positive
Stereotypes

Euphemized
Bias

Short Cuts Examples

Cloning

Similar attributes/
background

Positive Stereotypes

Presumptions of
competence

Snap Judgments

Judgments with
insufficient
evidence

Negative Stereotypes

Presumptions of
incompetence

Euphemized Bias

- Visionary
- Star
- Committed
- Focused

Some **myths** about hiring and faculty diversity (cont'd)

- “We are doing everything we can, so the situation is already the best it can be.”
- “The problem is all due to older white men, so once they die/retire, things will automatically improve.”
 - Biases occur in everyone, regardless of gender/ethnicity
 - Hiring for many groups has been flat despite increased availability

Quality and Diversity

- **Hiring a more diverse faculty will improve quality, not compromise it.**
 - Affirmative action brought objectivity to the hiring process, by requiring formal searches with advertisement and interviews
 - The **value of diversity** in the faculty brings our institutional values into the process. Beyond Affirmative Action
- **More heterogeneous groups have greater creativity, bring wider range of viewpoints to academic endeavor.**
- **We cannot afford to ignore talent.**

Overcoming Those Barriers

Search committees and job advertisement

- Follow UC and UCR procedures (see Recruitment Toolkit)
- Consider diversity from the **beginning**-not as an afterthought
- **Cast a wide net**, with a broad position description
 - More women and under-represented groups in the pool means greater likelihood of hiring from those groups

Generating the applicant pool

- Advertise in your usual outlets (we can help)
- **Think outside of the box** ! (look at Doctoral programs in your fields)
- **Be proactive** – have search committee members and others call up potential applicants and invite them to apply
 - Be sure to include assistant professors (who is up and coming?)
 - Evidence suggests women stop looking once they have a job offer , men don't
 - **USE THE UC POSTDOCTORAL PROGRAM CANDIDATES POOL!**

Review of applications

- **Take enough time**
 - At least 10 - 15 minutes per file
 - Martell (1991& 2010): Distracted evaluators under time constraints rated women lower than men for same written job performance; when less pressured, less biased
- **Make evaluation criteria explicit**
 - Avoid the subjective criteria approach
 - Consider the creation of a **qualification grid** to help articulate goals
 - Not a narrow or rigid description of qualities (“must have published 7 papers in 2 years”), but a way to guard against falling back on biases

Interviews

- Make sure everyone – search committee, faculty, graduate students – knows about appropriate and inappropriate questions
- Ask all candidates similar questions
- Use UCR Recruitment Toolkit
- Make information about **family-friendly policies** available to all candidates

Best Practices

- **3 Best Practices from C.S.V. Turner (2008)**
 - Diversity on the committee
 - Diversity valued in job announcement and at institutional level (require a Diversity statement ?)
 - Strong advocate on committee (AA Officer)
- **Other Best Practices**
 - Accountability
 - Interviewing more than one member of underrepresented group (Heilman, 1980)
 - Avoid narrowing the search
 - **Always be recruiting**



References

- Turner, C., Gonzalez, J., & Wood, J. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 3, 139 – 168.
- Umbach, P. D. (2006). The contribution of faculty of color to undergraduate education. *Research in Higher Education*, 47, 317–345.
- For research supporting the claim on **slide #13**, please see:
<http://www.engr.washington.edu/lead/biasfilm/additional/reading.html>

References

- **Slide #14**-Mahzarin Banaji maintains an educational website designed to create awareness about unconscious biases in self-professed egalitarians. It can be reached at www.implicit.harvard.edu , and details of her research may be found at www.people.fas.harvard.edu/~banaji .

References

- **Slide #15-** Bertrand & Mullainathan (2004) *American Economic Review*, 94 (4), 991-1013.

Source: Dr. Marianne Bertrand, a professor of economics at the University of Chicago, and Dr. Sendhil Mullainathan, MacArthur-winning associate professor of economics at the Massachusetts Institute of Technology: "Are Emily and Brendan More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination."

References

- **Slide # 15-** In a national study, 238 academic psychologists (118 male, 120 female) evaluated a curriculum vitae randomly assigned a male or a female name. Both male and female participants gave the male applicant better evaluations for teaching, research, and service experience and were more likely to hire the male than the female applicant (Steinpreis et al.).

References

- **Slide # 15**-A study of postdoctoral fellowships awarded by the Medical Research Council of Sweden found that women candidates needed substantially more publications to achieve the same rating as men, unless they personally knew someone on the panel (Wennerås and Wold).
- Female postdoctoral applicants had to be significantly more productive than male applicants to receive the same peer review score. This meant that she either had to publish at least three more papers in a prestigious science journal or an additional 20 papers in lesser-known specialty journals to be judged as equivalent. The authors concluded that the systematic underrating of female applicants could help explain the lower success rates of female scientists in achieving high academic rank.