

# **Building Awareness About Implicit Bias on Faculty Search Committees: Impact on Departmental Climate and Enrollment Demographics**

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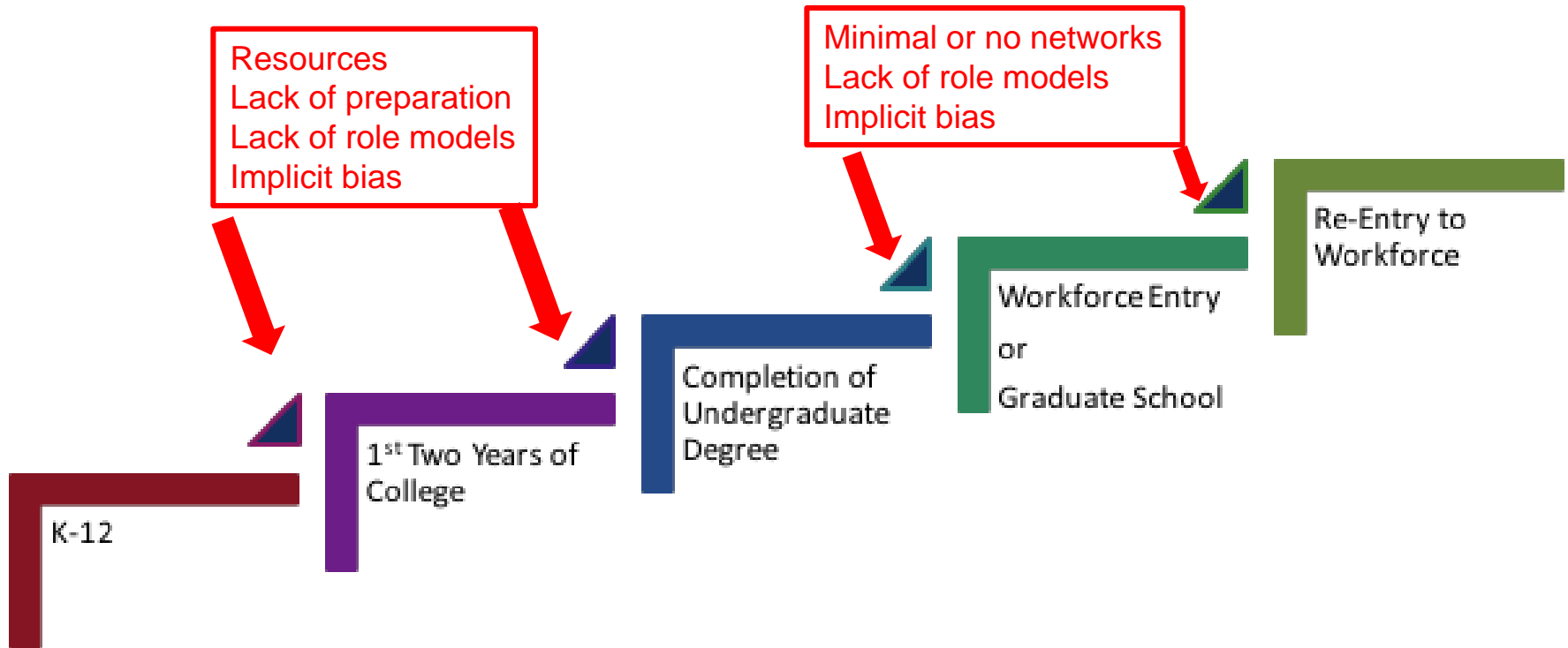
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UNIVERSITY OF MINNESOTA  
**Driven to Discover<sup>SM</sup>**

# The Problem

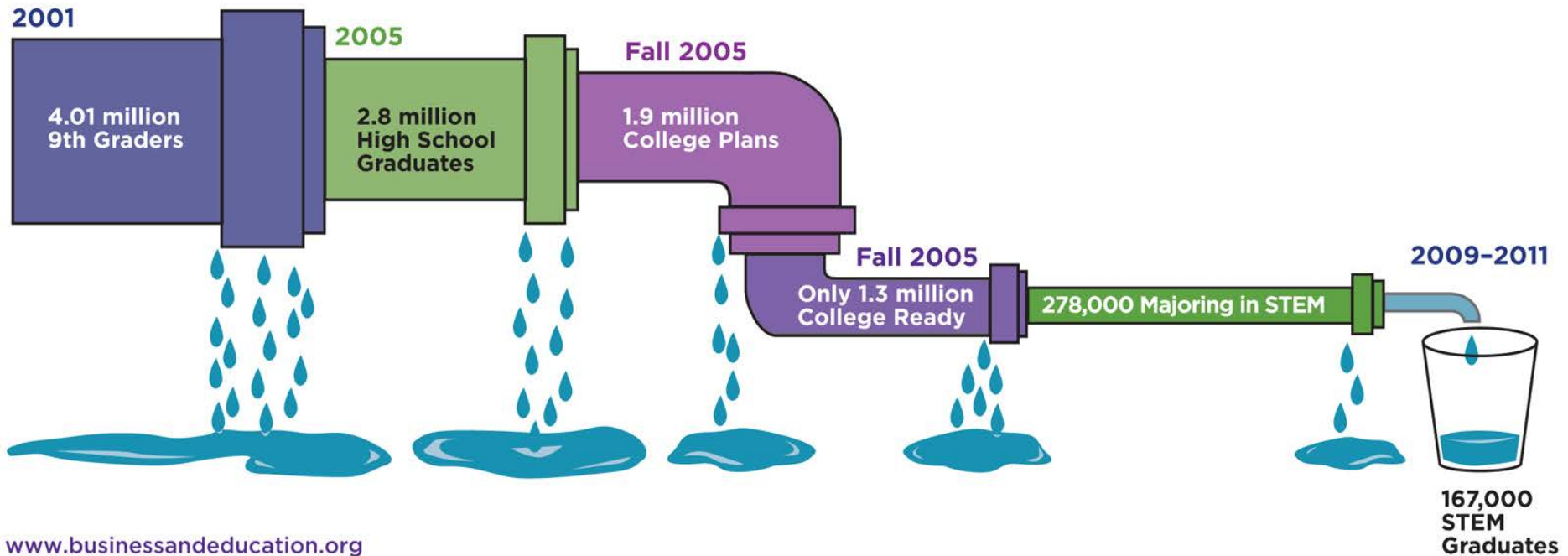
# Barriers to Underrepresented Groups in STEM



Courtesy of David Harwell, American Geophysical Union (AGU)

# The Problem

# The Leaky STEM PIPELINE



- For women in the US, the yield in engineering is 20% of the total
- For African Americans in the US, the yield for all of STEM is 1-2% of the total

# Evaluation of Identical CVs

## For a faculty position:

- Male and female psychology professors recommended for hire “Brian” over “Karen” as an assistant professor (2:1).

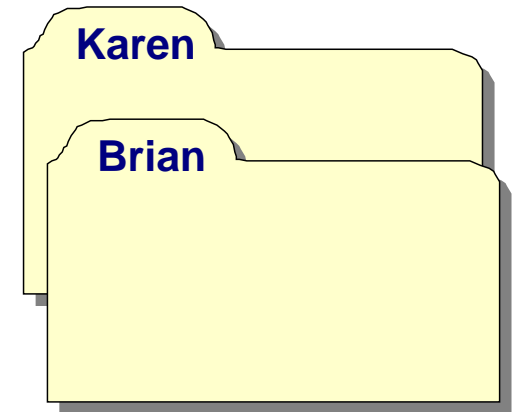
## For an undergraduate lab manager position:

- Male and female science professors rated male applicants more competent, more hireable, more suitable for mentoring, and offered higher salaries.

## For sales, administrative support, clerical and customer services positions:

- **Similar findings for “Jamal” and “Greg”**

## Identical Application Packages



Steinpreis, Anders, & Ritzke (1999). *Sex Roles*, 41(7/8), 509-528.

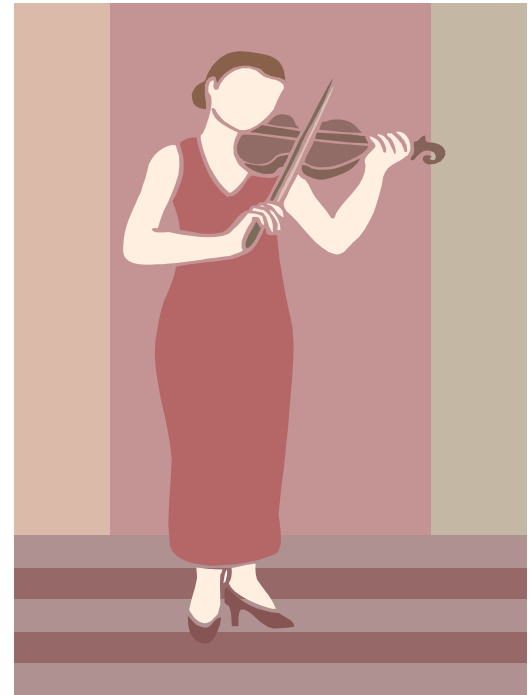
Moss-Racusin, Dovidio, Brescoll, Graham, & Handelsman (2012). *PNAS* 109(41), 16474-16479.

Bertrand & Mullainathan (2003). *American Economic Review*, 94(1), 991-1013.

# Musical Auditions: Gender

Records from major US symphony orchestras from 1970-1996:

- Audition data from 14,000 individuals show the use of a screen increases the probability that a woman will advance from preliminary rounds by 50%.



Goldin & Rouse (2000). *The American Economic Review*, 90(4), 715-741.

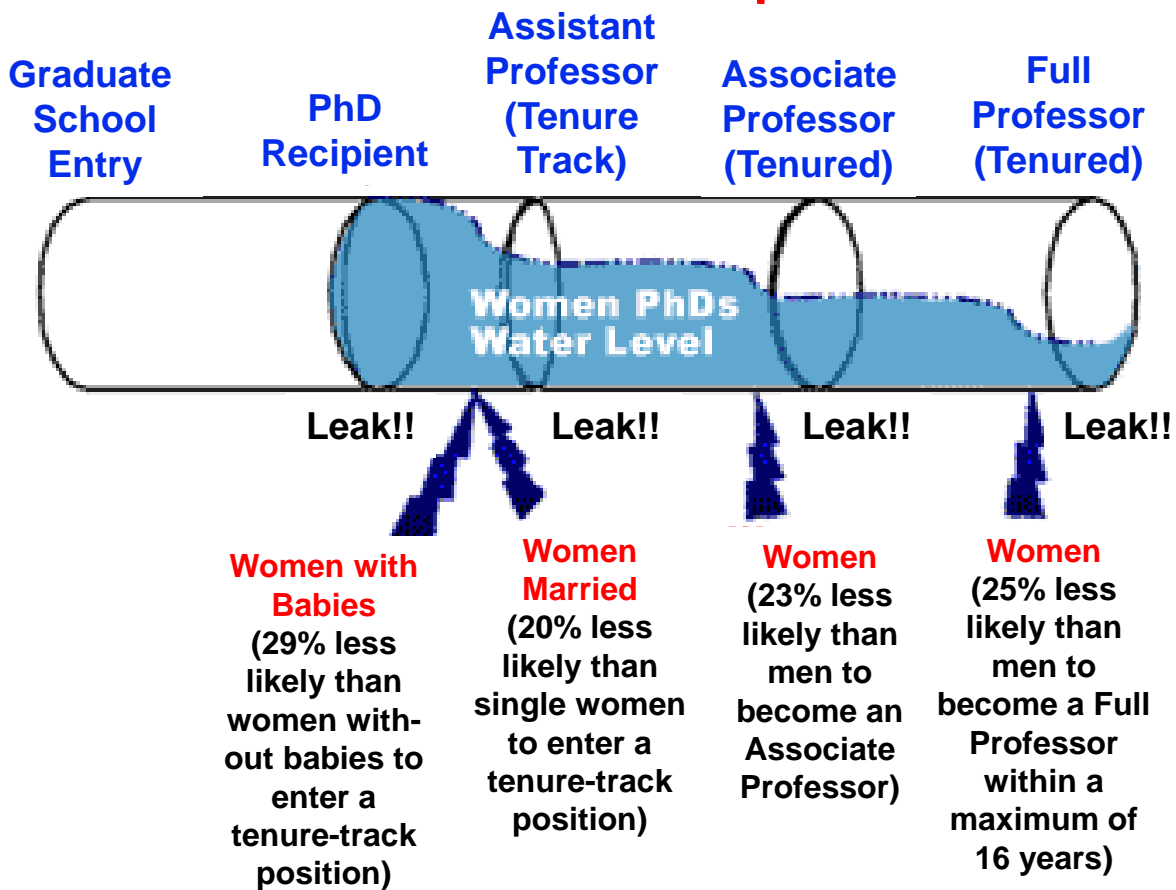
# Schemas: Unconscious Hypotheses

- Schemas (expectations or stereotypes) influence our judgments of others regardless of our own group.
- All schemas influence group members' expectations about how they will be judged.



# Impact on Women's Careers

## Leaks in the Academic Pipeline for Women\*



<http://ucfamilyedge.berkeley.edu/leaks.html>

## Why do we need a diverse faculty?

- Why is a diverse faculty necessary to attain excellence?
- What are the obstacles to achieving diversity on the faculty?
- What can we do?
- Gives us access to talent currently not represented
- A diverse faculty has positive effects on our diverse student body – at both undergraduate and graduate levels (i.e., role models; wider array of experiences)



# 1. Build an Effective Search Committee

- Require and reward a high level of commitment.
- Include people openly committed to diversity and excellence. Include women and minorities when possible. Remember to take account of this service when making other assignments.
- Be aware of unconscious bias, stereotype threat, and the challenges of evaluation (e.g. train committees in implicit bias workshops).



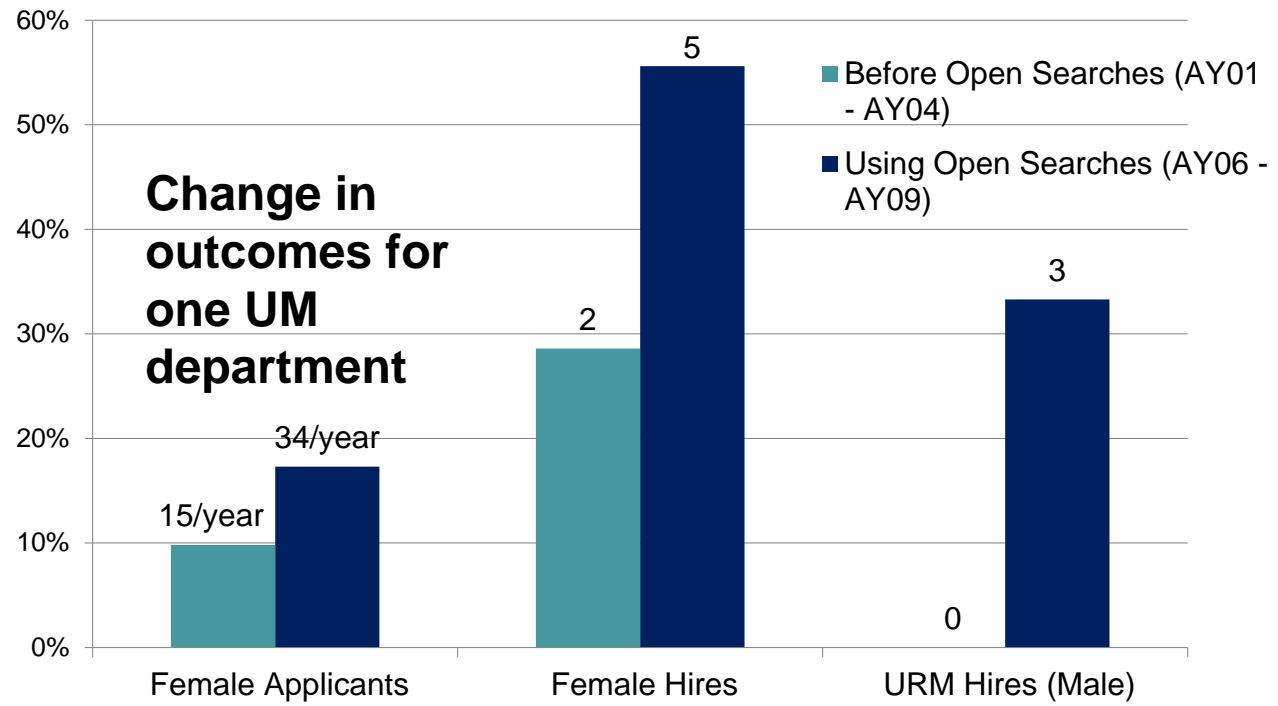
## 2. Actively Develop a Diverse Pool of Applicants

### **Recruiting begins before you have a position.**

- Network directly with young scholars, including your own students. Invite them to speak.
- Foster connections with other institutions to identify and track promising candidates.
- Widen the pool from which you recruit: actively pursue candidates thriving at less well-ranked institutions.

# 3. Define Your Search as Broadly as Possible

- Job description should include as many areas as possible
- Consider broadly defined searches with one committee for all positions



“Open [broadly-defined] searches led to both a larger number of applicants AND a more diverse applicant pool.”

# 4. Ask for Information You Need from Applicants

- To ensure efficiency of search process
  - Provide a template or checklist with clear instructions for applicants.
  - Clearly describe the audience to the applicant (e.g., faculty from other areas).
  - Make a person available for the candidate to speak with privately about confidential matters (e.g., dual-career challenge/opportunity).

## 5. Make Sustained and Conscious Efforts to Counter Potential Evaluation Bias

Be aware of evaluation bias. Make sure your committee works to actively counteract it.

- Discuss and define evaluation criteria in advance.
- Design organized evaluations that combine examination of written materials and direct contact with the candidate.
- Consider the environment in which achievements were made.
- Avoid global evaluations and summary rankings; acknowledge uncertainty.

Bauer & Baltes (2002). *Sex Roles*, 47(9-10), 465-476.

Kahneman (2011). *Thinking, Fast and Slow*. NY: Farrar, Straus & Giroux, 2011

# 5. Use Criteria that Value Diversity and Excellence to Evaluate at All Stages

Please indicate which of the following are true for you (check all that apply):

- Read candidate's CV
- Read candidate's scholarship
- Read candidate's letters of recommendation
- Attended candidate's job talk
- Met with candidate
- Attended lunch or dinner with candidate
- Other (please explain):  
\_\_\_\_\_

Please rate the candidate on each of the following:

Potential for (evidence of) scholarly impact						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to attract and supervise diverse graduate students						
Potential (demonstrated ability) to teach and supervise diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						
Potential (demonstrated ability) to mentor diverse students						

Bauer & Baltes (2002). *Sex Roles*, 47(9-10), 465-476.

Kahneman (2011). *Thinking, Fast and Slow*. NY: Farrar, Straus & Giroux, 2011