

## Summary of Implicit Biases that can Impact the Faculty Search

Summary	Source
<b>Stage 1: Define Criteria and Qualities Required for the Position</b>	
<p>Howard Georgi, Mallinckrodt Professor of Physics at Harvard University, discusses how the ideal scientist is defined. In his opinion, the ideal scientist is thought to be assertive and single-minded, qualities that are typically considered more masculine. These qualities are not only less common in women, but are viewed as unappealing when present in women. Women are thus at a disadvantage when being considered for scientific positions.</p> <p>European Americans showed less racial prejudice in the presence of black experimenter than in the presence of a white experimenter.</p> <p>Associations between objects, groups, and qualities are implicit if they are outside a person's awareness. These implicit biases are not affected by conscious adoption of values and can result in behavior that directly contradicts conscious values. However, unconscious associations can be manipulated; it was possible to temporarily induce more positive implicit attitudes towards blacks in individuals who were exposed to popular and accomplished blacks. Therefore, affirmative action policies would do well to include efforts to positively influence our implicit biases.</p>	<p>Georgi, Howard. "Is There an Unconscious Discrimination against Women in Science?" <i>APS News Online</i> (College Park, MD: American Physical Society), January 2000.</p> <p>Lowery, B.S., C.D. Hardin, and D. Sinclair (2001). "Social Influence Effects on Automatic Racial Prejudice." <i>Journal of Personality and Social Psychology</i> 81(2001): 842-855.</p> <p>Bertrand, M., D. Chugh, and D. Mullainathan. "Implicit Discrimination." <i>The American Economic Review</i> 95, no. 2 (2005): 94-98.</p>
<b>Stage 2: Actively Recruit a Diverse Pool</b>	
<p>Individuals were more likely to select a woman applicant for a managerial position when more than 25 percent of the pool of applicants consisted of women.</p> <p>Having a clear understanding of job-related competencies prior to evaluation candidates and having women comprise at least 25 percent of pool of applicants are effective ways of reducing gender bias during hiring.</p> <p>This article discusses the contradiction between the beliefs of institutions and the experiences of minority scholars regarding the recruitment of underrepresented minorities into academia. Though minority scholars are few, well-funded elite institutions are not engaging in bidding wars over these few individuals. Minorities in academia are not actively sought out by institutions, and often leave academia for government or industry due to problems with academia.</p> <p>Practices that allow institutions to recruit more diverse faculty include active searches, diverse search committees, avoidance of elitism, attention to dual career issues, and the presence of a 'champion.' A champion knows the candidate well and is in a position to both advise the candidate on the recruitment process and ensure that the search</p>	<p>Heilman, M.E. "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex composition of the Applicant Pool." <i>Organizational Behavior and Human Performance</i> 26, (1980): 286-295.</p> <p>Isaac, D., B. Lee, and M. Carnes. "Interventions That Affect Gender Bias in Hiring: A Systematic Review." <i>Academic Medicine</i> 84, no. 10(2009): 1440-1446.</p> <p>Smith, D.G. "How to Diversify the Faculty." <i>Academe</i> 86, no. 5(2000): 48-52.</p>

Stage 3: Review and Identify the Long / Short List	
<p>committee gives thorough consideration to the candidate's abilities and potential.</p> <p>Sixty managers either participated in a workshop or group discussion or received no training whatsoever on the biases that can affect the evaluation of a job candidate (halo effect, contrast effect, similarity, and first impression). Six months later, managers were asked to evaluate candidates on videotape. Those who received no training committed similarity, contrast, and halo errors while those who participated in the workshop made no errors at all. Managers who participated in group discussions committed impression errors. The advantage of the workshop may have been the opportunity to receive feedback about one's own errors from the trainer. Key findings included: 1) halo effect: allowing one positive attribute to influence overall opinion of a candidate; 2) contrast effect: judging a candidate by comparison to candidate that was judged immediately prior; 3) similarity error: judging candidates who are similar to the evaluator more favorably; and 4) first impression error: allowing initial observations to influence the final evaluation of the candidate.</p>	<p>Latham, G.P., K.N. Wexley, and E.D. Pursell. "Training Managers to Minimize Rating Errors in the Observation of Behavior." <i>Journal of Applied Psychology</i> 60, no. 5(1975): 550-555.</p>
<p>Analysis of 624 letters of recommendation at a research university showed that women are more likely to be described in communal terms while men are more likely to be described in agentic terms. Possession of communal qualities negatively impacted the ability to be hired for an academic position.</p> <p>Letters of recommendation for women for a medical school faculty position tended to be shorter, lack mention of professional titles/status, raise uncertainty regarding competence, and emphasize teaching rather than research compared to recommendations written for men.</p>	<p>Madera, J.M., M.R. Hebl, and R.C. Martin. "Gender and Letters of Recommendation for Academia: Agentic and Communal Differences." <i>Journal of Applied Psychology</i> 94, no.6(2009): 1591-1599.</p> <p>Trix, F., and C. Psenka. "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." <i>Discourse &amp; Society</i> 14, no. 2(2003): 191-220.</p>
<p>Individuals who were distracted while evaluating male and female performance in a traditionally male job, rated females more poorly than males. Individuals that were able to give all their attention to the evaluation task did not show any sex bias in their ratings of males vs. females.</p> <p>Both men and women in this study rated male candidates higher than female candidates, given identical credentials/performances.</p>	<p>Martell, R.F. "Sex Bias at Work: The Effects of Attentional and Memory Demands on Performance Ratings of Men and Women." <i>Journal of Applied Social Psychology</i> 21, no. 23(2010): 1939-1960.</p>
<p>An ecology journal initiated double blind review (authors' names not revealed to reviewers, reviewers' names not revealed to authors). During the 6 month period of the trial, the acceptance rate for papers first-authored by women increased significantly. There was no change in the frequency of acceptance of papers first authored by women in a similar ecology journal during the same period.</p> <p>Evaluators expressed less prejudice against African American candidates if they were instructed to avoid prejudice.</p>	<p>Valian, V. "Gender Schemas at Work" and "Evaluating Women and Men" (Chapters 1 and 7) in <i>Why So Slow? The Advancement of Women</i>. Cambridge, Mass: MIT Press, 1998.</p> <p>Budden, A.E., T. Tregenza, et al. (2008). "Double-blind review favors increased representation of female authors." <i>Trends in ecology &amp; Evolution (Personal edition)</i> <b>23</b>(1): 4-6.</p> <p>Lowery, B.S., C.D. Hardin, et al. (2001). "Social influence effects on automatic racial prejudice." <i>Journal Personality and Social Psychology</i> <b>81</b>(5): 842-855.</p>

<p>This research showed that employees were less likely to call back applicants with African-American names than those with white names. Greater training and experience was more likely to benefit a white applicant than an African-American applicant</p>	<p>Bertrand, M., and S. Mullainathan. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." <i>The American Economic Review</i> 94, no. 4 (2004): 991-1013, Employers' Replies to Racial Names," NBER website, Thursday August 31, 2006 (<a href="http://www.nber.org/digest/sep03/w9873.html">http://www.nber.org/digest/sep03/w9873.html</a>)</p>
<p>This study demonstrated that women and blacks needed to meet lower standards than did men and whites respectively to be considered competent. However, women and blacks were more readily deemed incompetent when they made errors than were men and whites respectively.</p>	<p>Biernat, M., and D. Kobrynowicz. "Gender and Race-Based Standards of Competence: Lower Minimum Standards but Higher Ability Standards for Devalued Groups." <i>Journal of Personality and Social Psychology</i> 72, no. 3(1997): 544-557.</p>
<p>Study participants' implicit racial bias was not associated with conscious, or explicit, racial prejudice. Further, while explicit prejudice governed controlled judgments related to race, implicit biases were responsible for spontaneous responses to race.</p> <p>While explicit prejudice predicted whether participants judged black male defendants guilty or innocent after deliberation with other jurors, implicit prejudice predicted spontaneous associations with race in the presence of other distractions. Additionally, explicit prejudice predicted evaluation of black or white interaction partners while implicit prejudice predicted nonverbal cues (such as eye contact and blinking) of participants in these interactions.</p>	<p>Dovidio, J.F., K. Kawakami, C. Johnson, B. Johnson, and A. Howard. "On the Nature of Prejudice: Automatic and Controlled Processes." <i>Journal of Experimental Social Psychology</i> 33, no. 5(1997): 510-540. Retrieved on April 17, 2008, from <a href="http://www.sciencedirect.com/science/article/pii/S0022103197913317">http://www.sciencedirect.com/science/article/pii/S0022103197913317</a></p>
<p>Women who were acknowledged to be successful in a male gender-typed job were less liked, which negatively affected their evaluation and receipt of professional rewards such as promotions and salary increases.</p>	<p>Heilman, M.E., A.S. Wallen, D. Fuchs, and M.M. Tamkins. "Penalties for Success: Reactions to Women Who Succeed at Male Gender-Typed Tasks." <i>Journal of Applied Psychology</i> 89, no. 3(2004): 416-427.</p>
<p>In this analysis of data from the Implicit Association Test (IAT), people showed implicit preference for whites over blacks and young over old. They also associated men with science and career while women are associated with liberal arts and family.</p>	<p>Nosek, B.A., M.R. Banaji, and A.G. Greenwald. "Harvesting Implicit Group Attitudes and Beliefs from a Demonstration Web Site." <i>Group Dynamics: Theory, Research and Practice</i> 6(2002): 101-115.</p>
<p>In this study, both men and women were more likely to hire a male candidate rather than a female candidate with identical credentials for an entry-level faculty position.</p>	<p>Steinpreis, R.E., K.A. Anders, and D. Ritzke. "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study." <i>Sex Roles</i> 41, nos. 7/8(1999): 509-528.</p>
<p><b>Stage 4: Conduct an Effective On-Campus Interview</b></p>	
<p>Interviewers spend a longer time considering applicants of high quality and applicants that they have spent a longer time interviewing. Therefore, one way to ensure that interviewers give adequate consideration to candidates is to increase the length of the interview.</p>	<p>Tullar, W.L., and T.W. Mullins. "Effects of Interview Length and Applicant Quality on Interview Decision Time." <i>Journal of Applied Psychology</i> 64, no. 6(1979): 669-674.</p>
<p>Individuals modified hiring criteria for a traditional male position to fit the qualifications of the male applicant. Individuals who thought they were objective in their judgments were more likely to discriminate against female applicants in their hiring decisions.</p> <p><i>Stereotyping:</i> Forming an opinion about how people of a given gender, religion, race, appearance, or other characteristic think, act, respond, or would perform the</p>	<p>Uhlman, E.L., and J.L. Cohen. "Constructed Criteria: Redefining Merit to Justify Discrimination." <i>Psychological Science</i> 16, no. 6(2005): 474-480.</p>

job – without any evidence that this is the case.

*Inconsistency in questioning:* Asking different questions of each candidate leads to a skewed assessment of who would best perform the job. Questions designed to get particular information about a specific candidate are only appropriate in the context of a core set of questions asked of all candidates.

*First impressions:* An interviewer might make a snap judgment about someone based on their first impression – positive or negative – that clouds the entire interview. For example, letting the fact that the candidate is wearing out-of-the-ordinary clothing or has a heavy regional accent take precedence over the applicant's knowledge, skills, or abilities.

*Negative emphasis:* This involves rejection of a candidate based on a small amount of negative information – a common occurrence. Research indicates that interviewers give unfavorable information about twice the weight of favorable information.

*Halo/horn effect:* The 'halo' effect occurs when an interviewer allows one strong point about the candidate to overshadow or have an effect on everything else. For instance, knowing someone went to a particular university might be looked upon favorably. Everything the applicant says during the interview is seen in this light. ("Well, she left out an important part of the answer to that question, but, she must know it, she went to XYZ University). The 'horn' effect is just the opposite – allowing one weak point to influence everything else.

*Cultural noise:* Since the candidate wants the job, she or he will provide the words the interviewer wants to hear, even if those words are not entirely truthful. For example, an applicant might say that he has no problem reporting to someone younger, or working in a team setting, when this is not the case. Interviewers should prepare questions that probe for specific examples and stay away from questions that elicit 'yes' or 'no' answers.

*Nonverbal bias:* Undue emphasis might be placed on nonverbal cues that have nothing to do with the job, such as loudness or softness of voice, other type of handshake given.

*Contrast effect:* Strong(er) candidates who interview after weak(er) ones may appear more qualified than they are because of the contrast between the two. Note taking during the interview and a reasonable period of time between interviews may alleviate this.

**Stage 5: Recommend Finalist(s) to the Chair – Negotiations - Offer**

This study finds significant differences in salaries, ranks, tracks, leadership positions, resources, and perceptions in academic climate among male and female faculty at a medical college. Women earned, on average, \$12,777, or 11% less than men after adjusting for rank, track, degree, specialty, years in rank, and administrative positions. Women were also less likely to be tenured and more likely to report instances of discrimination than were men.

Wright, A.L., L.A. Schwindt, T.L. Bassford, et al. "Gender Differences in Academic Advancement: Patterns, Causes, and Potential Solutions in One US College of Medicine." *Academic Medicine* 78(2003): 500-508.

**Taken From:**

Columbia University Best Practices in Faculty Search and Hiring Appendix, 32-39. <http://facultydiversity.columbia.edu/best-practices-faculty-search-and-hiring>  
Pfund, C., C. Brace, J. Branchaw, J. Handelsman, K. Masters, and L. Nanney "Mentor Training for Biomedical Researchers." Part fo the W.H. Freeman Entering Mentorign Series. UW Institute for Clinical and Translational Research, 101-111. <https://mentoringresources.ictr.wisc.edu/?q=TrainingCurriculumChoices>