

*From Research to Practice:*  
**Faculty Search  
Committee Briefings  
at UCLA**

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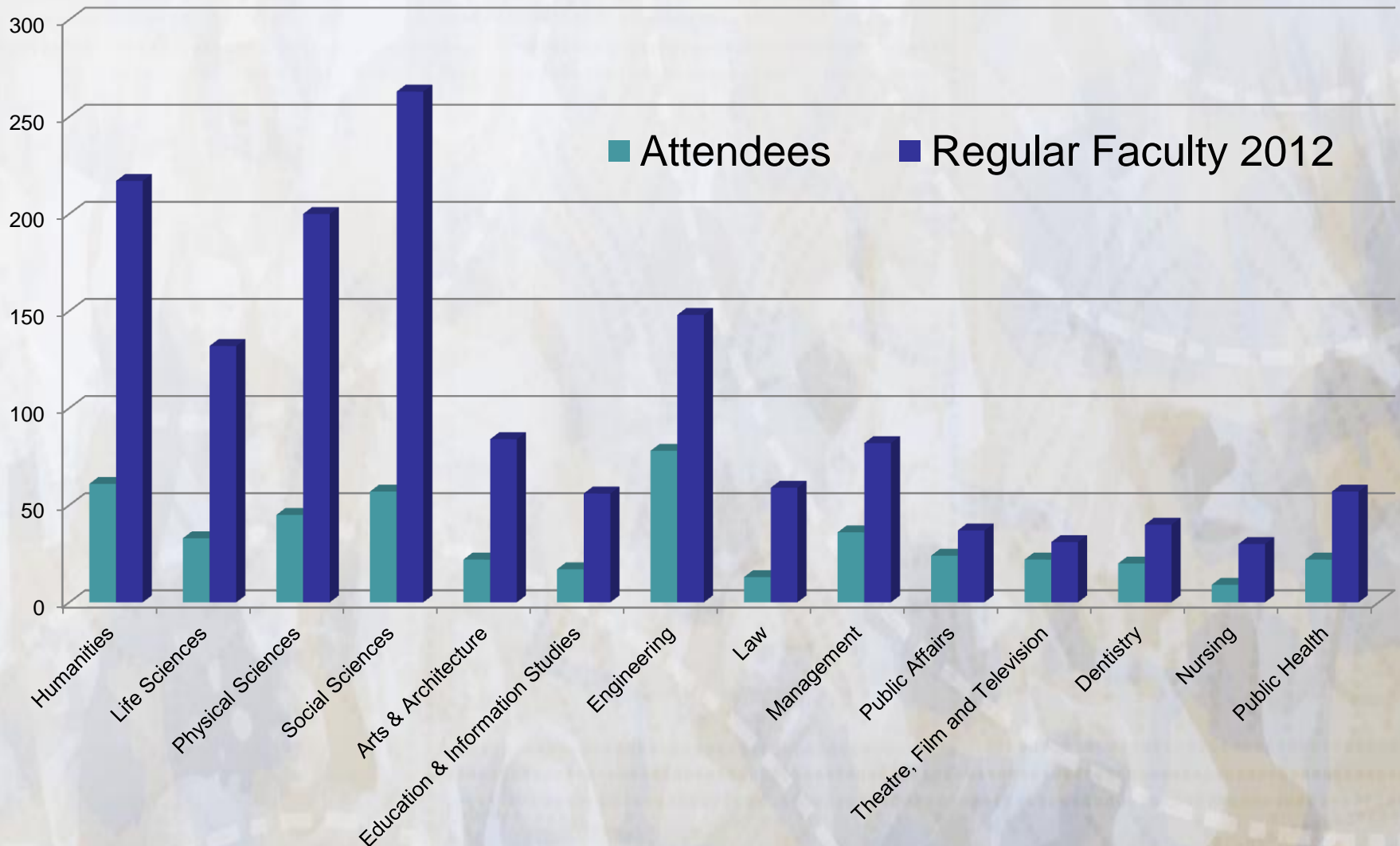
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# UCLA Faculty Search Committee Briefings

- Began in 2007.
- More than 730 faculty members have attended a Faculty Search Committee Briefing, most in Regular Rank.
- At UCLA, the search chair and one other member of the committee is required to attend a briefing.
- 2 hour long briefings, with lunch or breakfast provided, or 1 to 1.5 hour local meetings for search committees or departments.

# Faculty Attending Briefing 2007-2012 by School/Division



# Goals for Today's Presentation

- Provide an overview of the UCLA Faculty Search Committee Briefing
- Explain the rationale for the design of the briefing – what has worked
- Review some of the research on Schemas, Stereotypes & Unconscious Bias

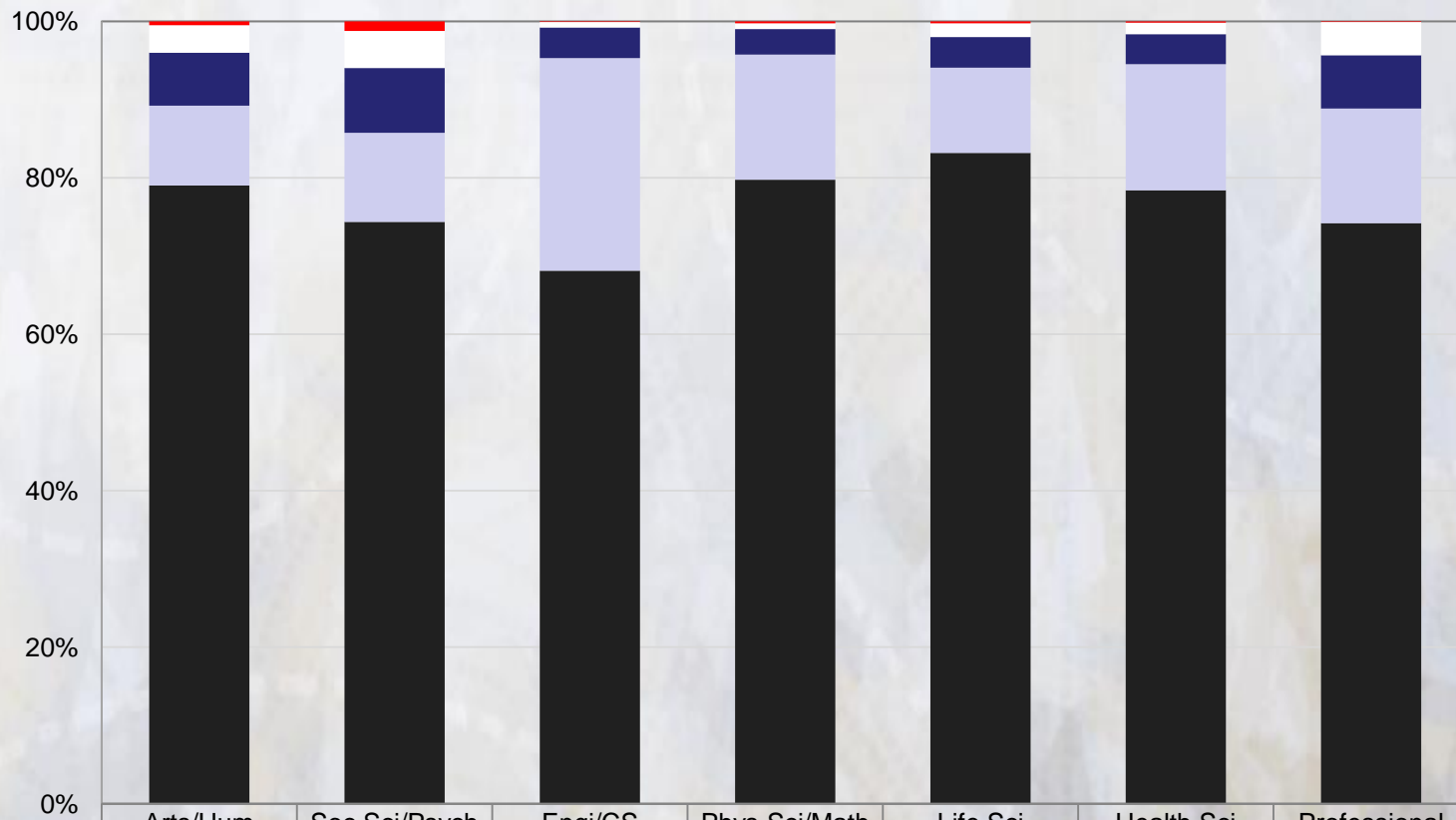
# Key Points In Faculty Search Briefing

- Data on Faculty Demographics: UCLA & Systemwide
- Research: Schemas, Stereotypes & Unconscious Bias
- Legal Issues: Affirmative Action & Prop 209
- Roles of Search Committee & Search Chair
- Best Practices for More Equitable Evaluation



# 2009 UC Faculty Headcount by Race/Ethnicity and Field

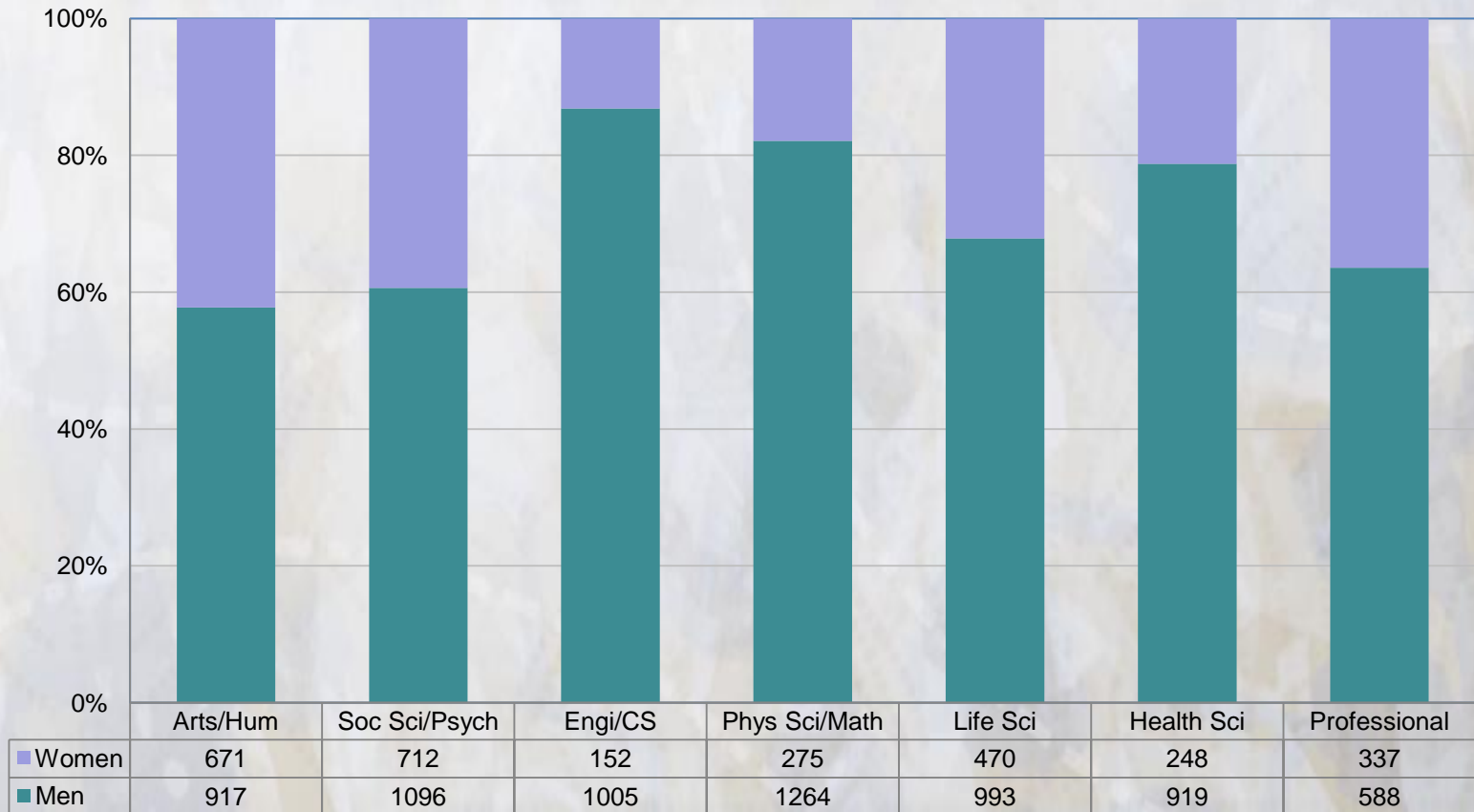
Representation varies by field (Grand total= 9,647)



	Arts/Hum	Soc Sci/Psych	Engi/CS	Phys Sci/Math	Life Sci	Health Sci	Professional
■ Nat Am	8	22	1	4	4	2	1
□ Afr Am	55	85	8	11	25	17	39
■ Chic/Lat	106	149	45	50	57	45	63
■ Asian	160	205	312	244	159	188	135
■ White	1,239	1,336	782	1217	1210	914	684

# 2009 UC Faculty Headcount by Gender and Field

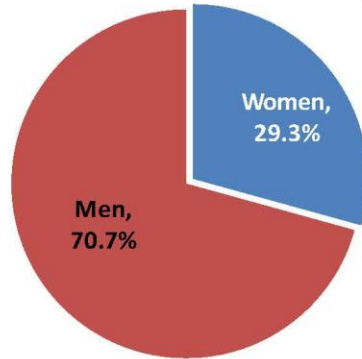
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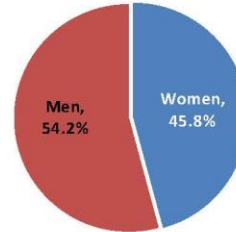
# The State of Diversity at UCLA

Fall 2012 Data

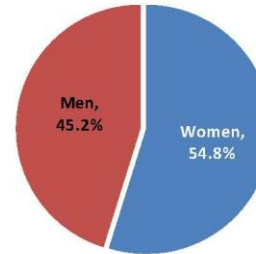
### UCLA Ladder Rank Faculty



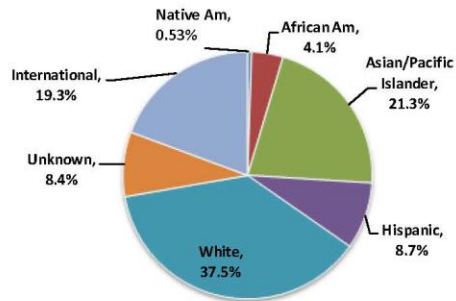
### UCLA Graduate Students



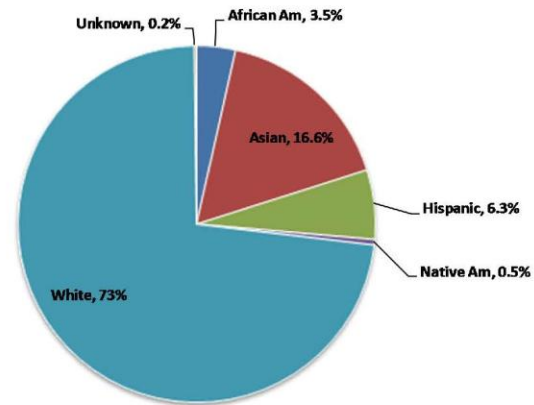
### UCLA Undergraduate Students



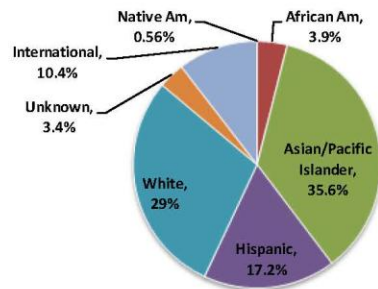
### UCLA Graduate Students



### UCLA Ladder Rank Faculty



### UCLA Undergraduate Students





# Unconscious Bias & Use of Schemas

## Purpose

- Increase awareness of unconscious bias
- Consider how unconscious bias may play a role in how you **evaluate** a student, how you **mentor** colleagues and students, what words you use in a letter of recommendation, and how you **select** new faculty

*Adapted in part from presentation developed by NSF ADVANCE Project at the University of Michigan (a project to increase the advancement of women faculty in the sciences)*

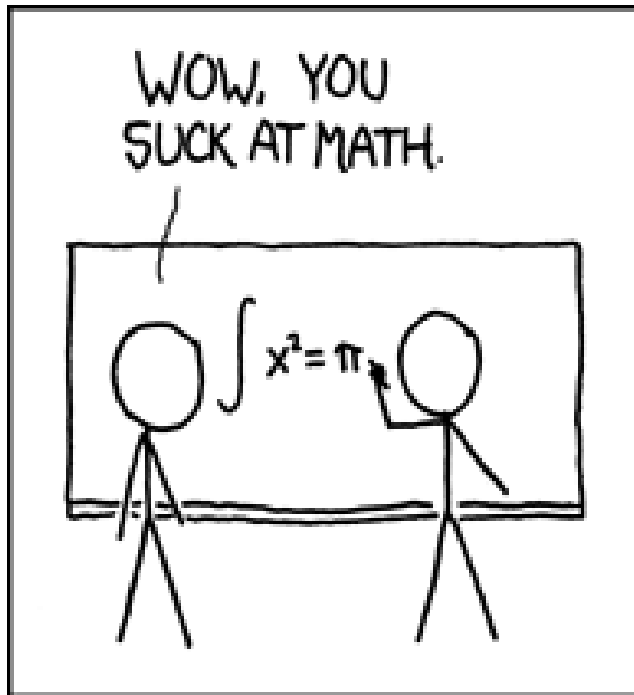
# What is a Schema?

“Schemas are hypotheses that we use to interpret social events. They are similar to stereotypes, but the term schema is more inclusive and more neutral.”

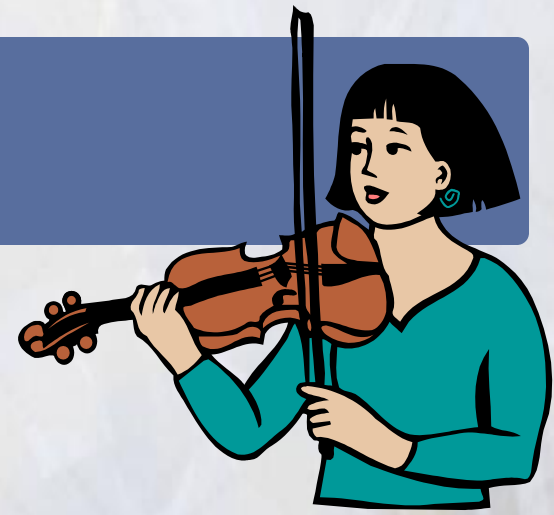
“Gender schemas are hypotheses about what it means to be male or female – hypotheses that we share, male and female alike.”

**Prof. Virginia Valian, UCLA Faculty Lecture, 2008.**  
Author of (1999) *Why So Slow? The Advancement of Women*. MIT Press: Massachusetts.

# Schemas Affect Evaluation



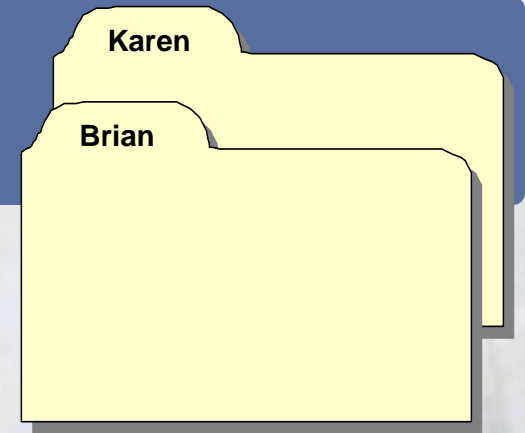
# 1. Orchestra Auditions



When auditioners were behind a screen, the percentage of female new hires for orchestral jobs increased 25 – 46%.

**Goldin, C. & Rouse, C. (2000) Orchestrating Impartiality: The Impact of "Blind" Auditions on Female Musicians. *The American Economic Review*, 90, 4, 715-741.**

## 2. Evaluation of CVs



When evaluating identical application packages, male and female University psychology professors preferred hiring “Brian” over “Karen” by 2:1 ratio.

**Steinpreis, R.E., Anders, K.A., & Ritzke, D. (1999) The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study. *Sex Roles*, Vol. 41, Nos. 7/8, 509.**



# 3. Letters of Recommendation



*Differences in Letters of Recommendation:*

**Letters for men** had more references to CV, publications, patients, and colleagues

**Letters for women**

- Were shorter
- Contained more “doubt raisers” (hedges, faint praise, and irrelevancies)
- Had more references to personal life

**Examples:**

*“It’s amazing how much she’s accomplished.”*

*“She has a rather challenging personality.”*

*“She excelled in every task she chose to take on.”*

**Trix, F. & Psenka, C. (2003) Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty. *Discourse & Society*, 14: 191-220.**

## 4. Interview Calls for Jobs



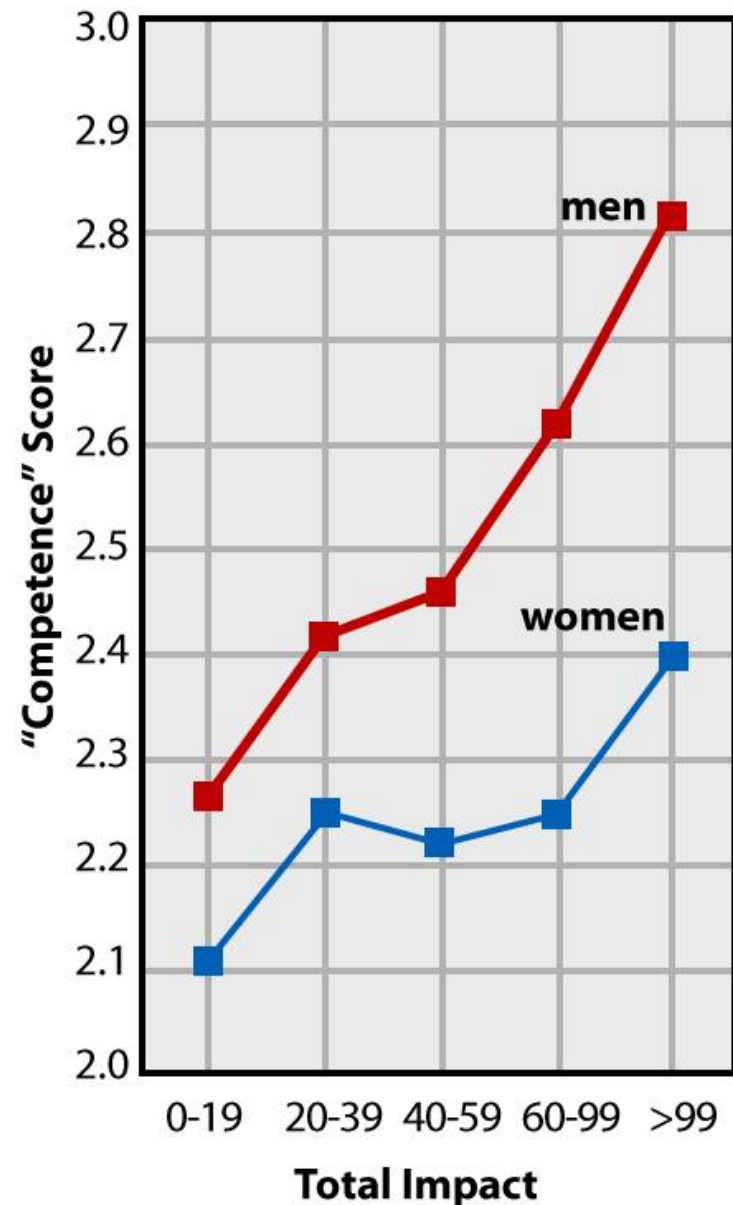
- “White” names received 50% more calls for interviews than “African-American” names.
- For “White” names, a higher quality resume elicited 30% more calls.
- For “African-American” names, the increase was only 9% for a higher quality resume.

**Bertrand, M. & Mullainathan, S. (2004) Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment On Labor Market Discrimination. *American Economic Review*, v94(4, Sep), 991-1013.**

# 5. Evaluation of Fellowship Applications

- Peer reviewers gave female applicants **lower scores** than male applicants who displayed the **same** level of scientific productivity.
- Women applying for the postdoctoral fellowship had to be 2.5 times more productive to receive the same reviewer rating as the average male applicant.

Wenneras, C. & Wold, A. (1997) Nepotism and Sexism in Peer-Review. *Nature*, 387: 341-43.



## 6. Education vs. Experience: Which is More Valuable?

### Shifting Standards



*Male applicants were shown preference*

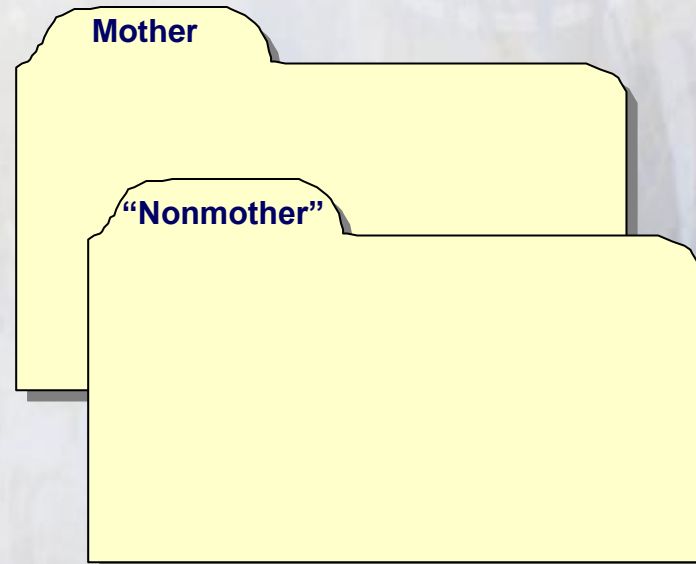
- If male had more education, then education was valued over experience, and 75% picked the male.
- If female had more education, then experience was valued over education and only 43% picked the female.

**Norton, Vandello, & Darley (2004), Casuistry and Social Category Bias, Journal of Personality and Social Psychology, 87: 817-831.**

# 7. Evaluation of Identical Resumes: Mothers

When evaluating identical applications:

- Evaluators rated mothers as less competent and committed to paid work than nonmothers.
- Mothers were less likely to be recommended for hire, promotion, and management, and were offered lower starting salaries than nonmothers.
- Prospective employers called mothers back about half as often as nonmothers.



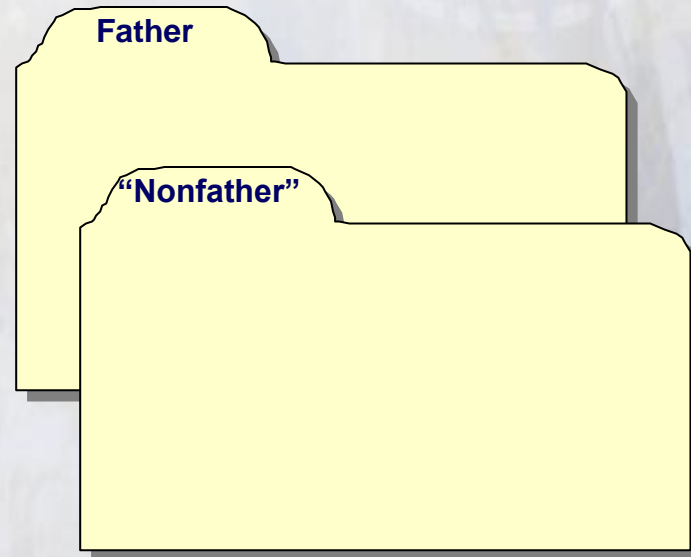
**Correll, Bernard and Paik (2007) *American Journal of Sociology*, 112 (5) 1297-1338.**



# Evaluation of Identical Resumes: Fathers

When evaluating identical applications:

- Fathers were seen as *more* committed to paid work and offered *higher* starting salaries than nonfathers.
- Fathers were not disadvantaged in the hiring process.



**Correll, Bernard and Paik (2007) *American Journal of Sociology*, 112 (5), 1297-1338.**

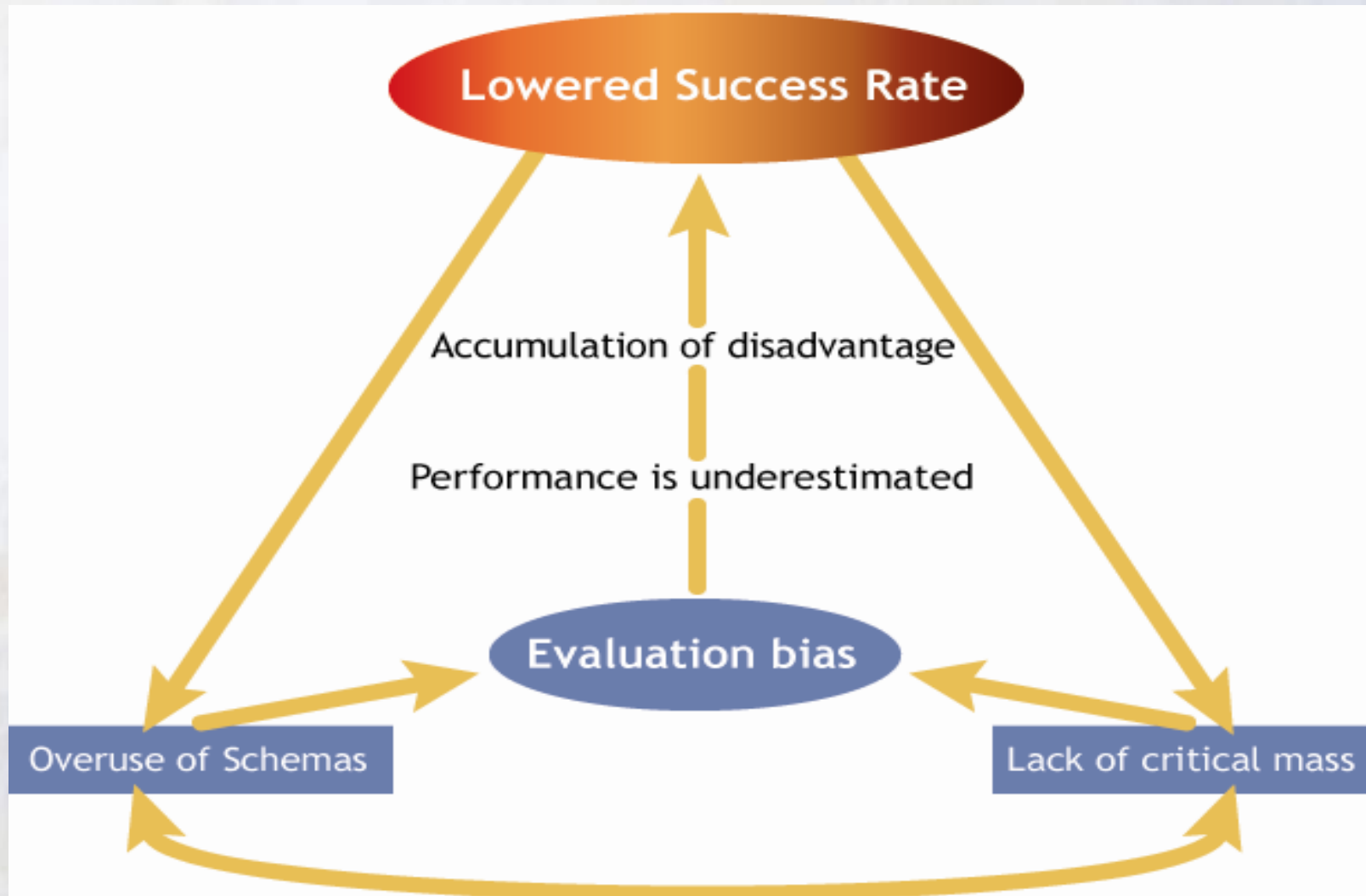
# Dual-Career Academic Couples – Stanford Research Study

- 36% of full-time faculty have academic partners.
- 83% of women scientists in academic couples are partnered with another scientist.
- 72% of full time faculty have employed partners whose careers need to be taken into consideration when recruiting.

*“Dual-Career Academic Couples, What Universities Need to Know,”* Shiebinger, Davies Henderson and Gilmartin, 2008.

[www.stanford.edu/group/gender/Publications/index.html](http://www.stanford.edu/group/gender/Publications/index.html)

# Obstacles to Diversification: A Self Reinforcing Cycle



# Legal Issues

# Which of the following are TRUE?

1. The Federal government reviews hiring practices for affirmative action and equal opportunity employment.
2. In California, Proposition 209 overrides Federal Affirmative Action regulations.
3. As a Federal contractor, UCLA is required to gather demographic data on all job applicants.
4. UCLA's goal is to have its workforce reflect the availability of diverse populations within each field.
5. The department chair & dean approve each applicant pool and the smaller selection pool to ensure they are broad and inclusive.



# Affirmative Action

For federal contractors and subcontractors, affirmative action must be taken by covered employers to recruit and advance qualified minorities, women, persons with disabilities, and covered veterans.

## **Prop 209**

Proposition 209 is a California State Law implemented in 1997 that states that no preferential treatment can be given during the hiring process based on race, sex, color, ethnicity or national origin.

# Academic Values that Support Diversity

*(Toolkit – Legal Issues Section)*

Although the University may not consider an individual's race, ethnicity or gender as a component in selection for a faculty Appointment...

**You can consider:**

**Academic values that support a diverse learning environment**

- A record of teaching, research or service that will contribute to the diversity of the campus
- Mentoring and outreach activities

# Responsibilities of Search Committee Members

- Actively search for candidates
- Carefully review and assess files
- Welcome all candidates with equal respect & courtesy
- Maintain confidentiality
- Member who assumes responsibility for Affirmative Action – monitor activities of committee for equity, broaden search for inclusivity



# Responsibilities of the Search Committee Chair

- Ensure compliance with legal and policy requirements
  - Broad & inclusive search
  - Evaluative consistency & fairness
  - Confidentiality & records retention
- Ongoing contact with candidates
- Establish committee processes and ground rules
  - Job advertisement & recruitment strategy
  - Evaluation criteria



# Deciding How to Decide

- Establish Ground Rules First
- Rules of Discussion
- Consistency
- Processes
- Hold One Last Meeting



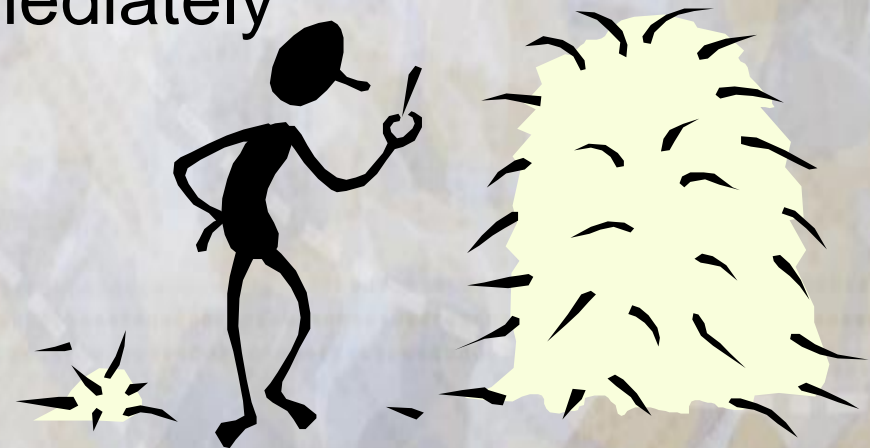


## Which of the following help to “broaden” a search?

- a) Wording in ad that highlights interest in diversity
- b) Recruiting through targeted professional organizations
- c) Asking colleagues to recommend women and minority candidates & others
- d) Widening the range of institutions from which you recruit
- e) Utilizing a diverse search committee (demographics & field)

# More Equitable Evaluation of Candidates

- Stick to Agreed Upon Criteria & Process
- Maintain consistency: job ad, interview questions, evaluation criteria
- Calibrate your committee
- Slow Down & Self-Correct
- Do Not Rank Order Immediately
- Develop Multiple Lists
- Insist on Evidence



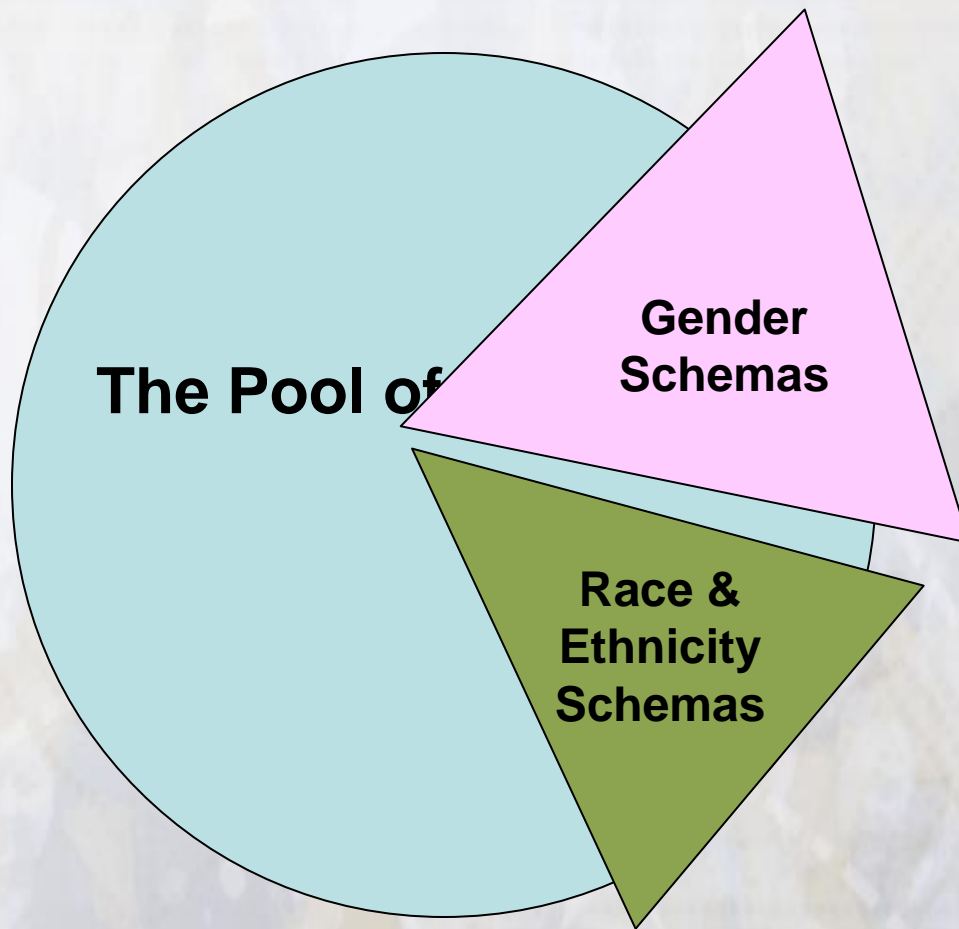
## Which of the following questions are LEGAL in a job interview?

- a. Where were you born?
- b. What church do you attend?
- c. Have you ever been treated for an illness?
- d. How old are you?
- e. What is your experience mentoring diverse students?
- f. Are you married?
- g. Do you have any children?
- h. What does your partner do for a living?

# The Fallacy of Crystal Ball Gazing



# Choosing from the “Best of the Best”?



**How do  
you  
define  
“best”?**