We are grateful for the support and inspiration we have received from the STRIDE committee at the University of Michigan. Many of their best ideas have been used and incorporated in this presentation.
Purpose of STRIDE@UT

To revitalize our efforts to hire and retain a diverse faculty by using peer-to-peer instruction about the academic research on bias and diversity.
Key Questions

What are the benefits of having a diverse faculty?

What are the problems in achieving a diverse faculty?

What can we do to improve hiring of a diverse faculty?

What can we do to improve retention of and climate for a diverse faculty?
DIVERSITY: PROBLEMS & BENEFITS
SOCIAL DIVERSITY | Drawbacks

Social diversity in a group can cause:

• Discomfort
• Rougher interactions
• More concern about disrespect
• Lack of trust
• Less communication

So what is the upside?

Source:
SOCIAL DIVERSITY | Informational Diversity

• Encourages search for novel information and perspectives, leading to better decision making and problem solving

• When problems are solved in diverse groups, solutions tend to be
  • better formulated
  • explained in more detail
  • addressed from more perspectives
  • work better in innovative environments
CASE STUDY | Enhanced Company Performance

Study: Does female representation in top management result in improved managerial task performance and better firm performance?

Data: 15 years of panel data on top management teams of 1,500 firms in S&P

Result: Female representation in top management improves firm performance but only to the extent that a firm’s strategy is focused on innovation

Table 4. Female Representation in Top Management & Firm Performance Accounting Measures of Firm Performance

<table>
<thead>
<tr>
<th>Measure</th>
<th>Return on Assets</th>
<th>Return on Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Representation</td>
<td>-0.0043 (0.0027)</td>
<td>-0.0059 (0.0081)</td>
</tr>
<tr>
<td>Female Representation ×</td>
<td>0.1592*** (0.0234)</td>
<td>0.2585*** (0.0787)</td>
</tr>
<tr>
<td>Innovation Intensity</td>
<td></td>
<td></td>
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</tbody>
</table>

***p < 0.01, **p < 0.05, p< 0.10. Standard errors are reported under each coefficient in parentheses.
CASE STUDY | Diversity Triggers More Careful Argumentation

Study: 186 people (Democrats and Republicans) read a murder mystery, and asked to prepare for a meeting with another participant by writing an essay about who they thought committed the murder.

Told that the other participant disagreed with them and that they needed to reach consensus.

Told that the other participant was from either the opposing political party or the same party as themselves.

Result: Democrats who were told that a fellow Democrat disagreed with them prepared less well for the discussion than when they were told that a Republican disagreed with them; Republicans showed the same pattern.

Lesson: When disagreement comes from a socially different person, we are prompted to work harder. Diversity jolts us into cognitive action in ways that homogeneity simply does not.

Source:
CASE STUDY | Diversity Leads To Higher Citation Rates!!

Study: Examined ethnic identity of the authors of 1.5 million scientific papers written between 1985 and 2008 using Thomson Reuters's Web of Science, a comprehensive database of published research.

Result: Papers written by diverse groups received more citations and had higher impact factors than papers written by people from the same ethnic group.

Stronger papers were associated with a greater number of author addresses; geographical diversity; a larger number of references, and were a reflection of more intellectual diversity.

Diversity | Workforce preparation

Demographics USA:
- Less than 50% of newborns are “White – not Hispanic or Latino”
- No clear ethnic or racial majority by 2050

Workplace is increasingly diverse:
- Employment of Hispanics and African-Americans increasing rapidly
- Many immigrants working in USA

World is flat:
- More Americans working in environments, locations, and countries, different from where they grew up.

College can prepare students for a diverse work environment:
- College is often the first chance for students to meet and interact with people from different ethnic, racial, or geographical backgrounds
Diversity | Diversity increases diversity

Difficult to be the only minority:
Status as a minority is highlighted if you are the only one

Critical mass:
Once a “critical mass” for a minority has been reached, new minority faculty are more likely to come

Policies are important:
Spousal hire opportunities
Domestic partner benefits
Support for maternity/paternity and child care

Environment outside campus is important:
Acceptance in general population
Political environment
Diversity | Diversity in diversity

Without exposure to people from other groups, prejudice and implicit bias tend to exaggerate the perceived differences between groups.

“All Muslims are terrorists”
“All Russians are our enemies”

Great variations within groups - often much larger than perceived differences

Realizing these differences within other groups will tend to reduce prejudice and hostility
Diversity | Overview of benefits

**Informational Diversity**
When innovation or careful considerations are important, diverse groups and institutions perform better.

**Better workforce preparation**
A diverse faculty and student body will prepare our students better for the very diverse world they will encounter during their life.

**Diversity increases diversity**
New minority faculty, staff and students are more likely to come to institutions with good track records on diversity.

**Diversity within diversity**
There is great value in realizing through actual interactions that the diversity in perspectives and capabilities within different diverse groups often are much larger than the differences.
THE ISSUE
DIVERSITY | Gender Diversity at UTK (2015-2016)

Our Professional Home

Full-Time Instructional Faculty by **Gender**, University of Tennessee, 2015-16

DIVERSITY | Race Diversity at UTK (2015-2016)

All Faculty by Race/Ethnicity

SCHEMAS and BIAS
“Old-fashioned” racism and sexism have declined.

Today bias is typically not blatant or explicit.
BIAS | Explicit vs. Implicit

**EXPLICIT BIAS**

- Blatant, obvious, and intentional
- Differential treatment of groups

**IMPICIT BIAS**

- Subtle and automatic
- Differential treatment is often unintentional
BIAS | Implicit Bias Culturally Derived

Biases - organized knowledge structures that influence:

• Perception
• Judgments
• Behavior

Where do biases originate?

• Early childhood influences
• Parents
• Peers
• Media
BIAS | Characteristics I

- Allow rapid, but sometimes inaccurate, processing of information
- Often conflict with consciously held or “explicit” attitudes
- Can change based on experience/exposure
- Can be reduced based on conscious considerations

Sources:
BIAS | Characteristics II

Widely culturally shared
Both men and women hold them about gender.
Both whites and minorities hold them about race/ethnicity.
People are often unaware how their judgment is influenced by their biases.

Applied more under circumstances of:
• **Stress** from competing tasks
• **Time pressure**
• **Ambiguity** (including lack of information)

Sources:
The situation is ambiguous, stressful or rushed.

You are not motivated to think clearly.

You are unaware of biasing effects of schemas.

Source:
Dovidio and Gaertner (1998). In Eberhardt and Fiske (Eds.), Confronting Racism: The problem and the response (pp. 3-32).
CASE STUDIES
Major U.S. symphony orchestra audition data for 14,000 individuals showed that use of a screen, which concealed gender, increased the probability by 25% that a woman would advance from preliminary rounds (1970-1996).

CASE STUDY | Lab Manager in STEM

- Applicants with recent Ph.D. applied for ‘Lab Manager’ position in STEM department
- Biology, chemistry, and physics professors at major research universities evaluated the candidates based on submitted resumes.
- Resumes: Identical CVs and transcripts from male or female (except for first name)

Source:
CASE STUDY | Psychology Faculty

- Applicants for a tenure-track assistant professor position in psychology
- Evaluators: 238 psychology faculty
- Materials: identical tenure-track job dossier from male or female
- Note: both male and female faculty showed bias against female applicant

CASE STUDY | Gender Bias in Student Evaluations

Issue:
Are male and female instructors evaluated identically by students?

Method:
72 students at a large, public university; randomly assigned to 4 different online discussion groups in an intro sociology course.

Female and male instructor each assigned 2 groups. In the first, students were told the correct gender of the instructor, in the other group they were told the instructor was of the opposite gender of the real instructor.

Both instructors had nearly identical credentials (as presented to students) and interacted identically with all students in the 4 groups. All grading was highly rubriced.

CASE STUDY | Gender Bias in Student Evaluations II

Results:
Actual instructors were essentially rated identically
Perceived instructors were rated differently, with the perceived male rated much higher than the perceived female.

Implication:
Male instructors often afforded an automatic credibility based on the students’ implicit biases.

Accumulation of effects …..

Effects shown in case studies might each seem minor …

But accumulated disadvantages can become large …

Minor disadvantages can be consequential, as in advancement to leadership positions …

“Mountains are molehills piled one on top of the other” (Valian, 1998, page 4)

Sources:
RETENTION AND CLIMATE

A positive and inclusive work environment is important to everybody

and especially to minorities!

Minorities are more likely to:

• perceive they are not respected as scholars
• experience exclusionary behavior
• not receive tenure or promotion
• leave academia prematurely
RETENTION and CLIMATE | Perception as scholar

Based on survey of 16,112 full-time faculty at 269 colleges and universities

Source:
Graduate School of Education & Information Studies, University of California, Los Angeles
The *Leaky* Pipeline | Women

**Source:**
Exclusionary Behavior (EB)

**Defined by examples:** not being included or feeling welcome in group activities, silent treatment, being shunned or ignored, being addressed with microaggressions, etc.

EB can hinder a person (or a group) to establish or maintain positive interpersonal work relationships.

**Examples:**

Select group of male faculty having weekly basketball or golf games.

Private get-togethers of selected faculty members.

Requests or emails from some faculty members being processed more slowly.

Exclusionary Behavior (EB) II

Percentage of faculty who feel they have been discriminated against or excluded from activities because of their race/ethnicity:

- 57% Black
- 40% Latino/a
- 6% White

Source: Eagan et al., The 2013–2014 HERI Faculty Survey, Higher Education Research Institute Graduate School of Education & Information Studies, University of California, Los Angeles
Climate for LGBT faculty

Much less research on LGBT issues in academia than for other minorities

Race and gender often externally recognizable, but no so for sexual orientation

Sexual orientation exists on a continuum and is not as fixed as once believed

In a study of 448 LGBT faculty only 11% reported they were professionally “out” (defined as being out to all or most work colleagues)

Same % for both men and women

Climate for LGBT faculty II

LGBT faculty report high levels of Exclusionary Behavior (EB).

Out LGBT faculty experiencing EB are 7 times more likely to be uncomfortable in their departments than non-LGBT.

STEM faculty who were out were significantly less comfortable in their department than those who were not out.

Retention and Climate

Best Practices at the department level I

Avoid or minimize *Exclusionary Behavior*

Include everyone in social events and make sure they feel welcome
If family is included, invite “spouses and partners”

*Language (a “hot potato” at UT)*

Use gender-neutral phrasing

“All students should bring their laptop” instead of “Each student should bring his laptop”
Chair instead of chairman, etc.

Avoid assumptions: Ask new people how they prefer to be addressed:

title, name, calling name and yes, even sometimes pronoun

*Invite minority speakers to colloquia and seminars*

Many professional associations have lists of potential minority speakers

*Be sensitive:*

You might not know your colleagues personal situation, gender identity, sexual orientation or ethnic background.
Retention and Climate

Best Practices at the department level II

Be especially careful to make sure that minorities are well mentored
Good mentoring seems to be one of the most important factors in determining the success of minorities

Make sure tenure decision extensions are used

Make sure tenure decision extensions are not regarded unfavorable by other faculty

Be sensitive to gender specific workloads in professional and private domains
SUMMARY

• Diversity produces a better “product,” a higher performing faculty, better work environment for ALL employees, and ultimately a better university.

• Most of us have internalized implicit biases that can dominate the decision making processes, such as hiring decisions.

• Implicit biases tend to propagate the status quo

• Reduction of Exclusionary Behavior is a powerful way to improve the work group environment for minority employees.

We do not wish to lower the bar for minorities, but instead

We wish to level the playing field
And finally, …. please remember at least ONE thing …..

The biasing effects of schemas can be minimized with conscious awareness and careful deliberations (level the playing field)
Welcome to UT

and please help us make it an even better workplace!