Inclusive Excellence

Office to Advance Women, Equity, and Diversity
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Outline

• Why Diversity Matters
• Schemas and Stereotypes
• Common biases and their effects in
  • hiring
  • evaluation
• How we can mitigate these
Why Do We Need to Recruit a Diverse Faculty in Order to Excel?

• Diversity is lacking in academia due to long-standing systemic inequities.
• Pursuing underrepresented diversity provides access to talent we currently lack.
• Socially and intellectually diverse teams make better decisions: who is in the room matters.
  • Car crash airbag design based on “average male” crash dummies; led to many deaths of women & children.
  • Racially diverse juries deliberated more thoughtfully about an African American defendant.
  • Body Armor for Women

Benefits of a More Diverse Faculty

- A diverse faculty has positive effects on our diverse student body
- More perspectives are taken into account
- Gives us access to talent currently not represented (both faculty candidates and students)

So, is there a problem? If so, why?

KFSCIS Faculty Fall 2020

[Bar chart showing faculty demographics for fall 2020]
FIU by Ethnicity 2016

Number of Faculty at Professor Ranks by Ethnicity 2016

Number of Doctoral Students by Ethnicity

Number of Undergraduates (per thousands) by Ethnicity

Note: U.S. demographics: 13.40% are Black or African American; Miami-Dade demographics: 16.7%

Gender and Race Schemas
1. Identical job applicants with White sounding names like Emily and Greg receive ____ more callbacks than people with Black sounding names like Lakisha and Jamal.
   • 10%, 35%, 50%

2. What percentage of CEOs are over 6’2” (less than 4% of American men are over 6’2”).
   • 5%, 15%, 30%

3. In many work situations, a ____ who is married and has children is perceived to be more committed to their job than a _____ who is married and has children.
   • Man, woman
   • Woman, man
   • There is no difference between the genders in this situation
Unconscious Bias

Research suggests that overt prejudice or old-fashioned bigotry has been reduced in US society

BUT...

Research also shows that we all – regardless of the social groups we belong to – perceive and treat people differently based on their social groups (race/ethnicity, gender, sexual orientation, religion, disability)

We are all subject to unconscious bias.

*Implicit.Harvard.edu*

Conceptual Tool: Schemas

- Schemas are hypotheses we use to interpret social events
- 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.
- Widely culturally shared
  - Both men and women hold them about gender.
  - Both whites and minorities hold them.
  - People are often not aware of them.
- Applied more in circumstances of:
  - Ambiguity
  - Time pressure
  - Lack of critical mass

Gender Schemas

• Men are perceived as the norm against which women are measured
  • Behavior different than the norm requires explanation
  • More acceptable for women to take on masculine traits than for men to take on feminine traits

• The highest levels of all prestigious professions are occupied primarily by men

• A professional woman operates within perceived discord between two schemas: female, and professional (male)
  • Can’t be too feminine or masculine: increases schema mismatch


Hiring: Evaluation of Identical Resumes
Race and Gender Differences

Physics faculty*

• CV with man’s name
  • rated as more competent and hirable than identical candidate with woman’s name

• Asian- and White-named candidates
  • rated more competent and hirable than identical candidates with Black and Latinx names

• Problem multiplied for Black/Latinx Women

* Biases differ by field

What if we could prevent schemas from distorting our evaluations?


- Data from 14,000 applicants
- Use of a screen increased the probability that a woman would advance from preliminary rounds by 50%


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Microaggressions
Anonymous Poll

Have you been a recipient of microaggressions or witnessed one?

Inclusive Excellence Practices for Hiring

- Recruiting
- Evaluating job applicants
Active Recruiting

• Widen the range of institutions from which you recruit.
• Consider candidates, including women and minorities, who may currently be thriving at less well-ranked institutions. They may be there because of:
  • Early career decisions based on factors other than ranking of institution
  • Past discrimination by top tier institutions
  • Candidate’s own internalization of schemas

Search is a verb

ACTIVELY develop a diverse pool of applicants

• Continuously develop a potential pool of candidates all year, every year
  • Responsibility of ALL faculty, ALL the time
  • Network directly with post/doctoral students; invite to speak
Recruiting for a Diverse Pool

- Define your search as broadly as possible, e.g., “open” to area of specialization.
- Consider searching in subfields that are more diverse.
- State commitment to diversity and inclusion at top of ad.
- Require applicants to submit a diversity statement.
  - Opportunity for the applicant to discuss record of or potential for contributing to diversity, equity & inclusion.
  - Underscores our public commitment to Equity, Diversity, and Inclusion: important to recruit URM candidates.
  - Put requirement in job ad with link. https://go.fiu.edu/diversitystatement

Broadly Defined Searches Have Positive Impacts

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

- Discuss and define evaluation categories and criteria in advance.
- Decide on a common procedure to use to reviewing documents in the file, e.g., review Diversity Statements first.
- Look for/rely on evidence of job-relevant qualifications.
- Create and use an evaluation tool/rubric.
- Evaluate the applicant using their own words using statements and letter of intent before looking at the CV or letters of recommendation.
- Consider the environment in which achievements were made.

Why Use an Evaluation Tool?

Experts (we) are especially subject to fallacies

- Illusions of validity, skill, and confidence
  - Example: I know excellence when I see it
- Anchoring/focusing effects
  - Example: Using one major criterion such as grant success
- The narrative fallacy
  - Example: Creating a story (using our schemas) based on one piece of information
Identify the key knowledge, skills, abilities, and other characteristics (KSAOs)

Consider all aspects of position rather than focusing on only a few.

<table>
<thead>
<tr>
<th>Teaching/Mentorship KSAOs</th>
<th>Research/Scholarship KSAOs</th>
<th>Citizenship KSAOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to teach and supervise undergraduates</td>
<td>Scholarly impact</td>
<td>Commitment to collaboration with colleagues</td>
</tr>
<tr>
<td>Ability to teach and supervise graduate students</td>
<td>Research productivity</td>
<td>Unique abilities to contribute to department service needs</td>
</tr>
<tr>
<td>Ability to attract, work with, and teach diverse students</td>
<td>Ability to establish external reputation</td>
<td>Ability to make a positive contribution to the department’s climate</td>
</tr>
<tr>
<td>Ability to teach range of classes as defined in advertisement</td>
<td>Potential for transdisciplinary collaboration</td>
<td>Ability to be a conscientious department citizen</td>
</tr>
<tr>
<td>Ability to teach range of classes</td>
<td>Ability to secure research funding</td>
<td>Evidence of inclusive behaviors</td>
</tr>
</tbody>
</table>

Example: Customize for your search

From: Cal State Univ. Santa Barbara Best Practice Guide

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APPLICANT EVALUATION TOOL

https://advance.fiu.edu/programs/stride/resources/index.html

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

Example: Customize for your search
Schemas and Letters of Recommendation

Letters for men:
- Longer
- Repetition of standout adjectives (outstanding, excellent, etc.)
- More references to CV, publications, patients, colleagues

Letters for women:
- Shorter
- Use of “grindstone” adjectives (conscientious, meticulous, hard-working)
- More references to personal life
- More “doubt raisers” (hedges, faint praise, and irrelevancies)

Letters for Whites:
- Standout adjectives

Letters for Blacks:
- (Mere) Competence


BEST PRACTICE: Consider Only Job-Relevant Criteria

- Evaluate qualifications that are relevant to a faculty position only – questions about matters that are not job-relevant (e.g., family status, sexual orientation) must not be asked.

- Such questions are also often illegal.

- Exploring non-job-relevant criteria will confound your evaluation and is also likely to drive away the candidate.
Managing Full Faculty Discussions

• Before discussing any candidates, define an explicit process for the faculty discussion and vote.
  • Consider revising your departmental process to improve your outcome.

• Consider opening with brief presentation from search committee on all candidates.
  • Summarize evaluation materials for the faculty.

• Ensure no non-evidence-based, un-attributed comments are part of the discussion. (E.g. “I heard that…” “Everybody says…”)

• Find ways to represent junior faculty views in the discussion.

Effect of Biases on Faculty Evaluation

How might schemas affect the women and under-represented minorities at the level of Tenure and Promotion?
Evaluations during Leaves

• If a tenure-earning faculty takes a parental leave or medical leave for more than 20 calendar days during the academic year, the tenure clock automatically stops unless they opt out of stopping the clock.

• IF THE CLOCK IS STOPPED for any approved leave, then the chair DOES NOT write an annual evaluation. They include a letter in the person’s file with the language on the next slide.
  • Regardless of the length of the leave, no annual evaluation is written because the clock is stopped for the entire year.
  • Any work done during that year is reported the following year.

• If a tenure-earning faculty takes a parental or medical leave and does not stop the clock, then the chair writes an annual evaluation.

For candidates that have stopped the clock and had a parental or medical leave of more than 20 calendar days, FIU specifies
• The annual assignment should be adjusted, as necessary, to reflect the leave and the lack of assignment for the time period.
• No annual evaluation should be conducted by the chair.
  • In lieu of an annual evaluation, the Chair must provide the faculty member with a letter stating:

“Consistent with FIU policies regarding dependent care and medical leave, [Faculty member’s name] was officially on leave for the period of ____________ and therefore no assignment, evaluation or assessment of progress toward tenure and/or promotion was conducted. Academic productivity that may have occurred during the leave period notwithstanding the absence of an assignment will be reported and recorded the following year at the end of the leave period.”

Provost’s Memo 2016
COVID Considerations for Pre-tenure faculty

Per the UFF MOUs for AY 19-20, 20-21:

• Pre-tenure faculty were allowed to ask for a temporary pause of the tenure clock by Aug. 10, 2020 (for AY 19-20) or Oct. 16, 2020 (for AY 20-21) to consult on whether to resume the clock or stop it due to the pandemic.

• Requests to end the pause or continue to stop the clock needed to be made by Dec. 31, 2020.
  • If pause is ended, clock continues as normal; no time lost.
  • If clock is stopped, the usual stop-the-clock policies apply.

• Annual evaluations for AY 19-20 or 20-21 shall not be negatively impacted by lack of research productivity due to the pandemic.

Faculty Work While on Leave

• Faculty are permitted to work when they are on leave, but cannot be forced to work when they are on leave
  • If a faculty member wants to continue some duties while on leave (e.g. supervising graduate students), they should discuss their plans with the chair and put them in writing.

• Remember that any work done during a stop-the-clock year while on leave or not on leave is reported the following year.
Single Criterion

• Within your discipline, think of a criterion that sometimes excludes candidate from being tenured or promoted

• Grants
• Book or book chapters versus peer-reviewed articles
• Publishing in specific journals
• Impact factor or citation count
• Collegiality
KFSCIS T&P Criteria

Tenure and Promotion from Asst. to Assoc. Prof.

• Refereed publications
• National external funding
• Reputed Invited Presentations
• Strong Outside Evaluation letters
• Strong evidence of teaching effectiveness (evaluations, awards, etc.)
• Some commitment to service (Reviewer, School/College/University committee member, professional memberships etc.)

KFSCIS T&P Criteria

Promotion from Assoc. to Full Professor

• Sustained record of external funding
• Supervising/Supporting large # of PhD students as Major Professor
• Major awards (Fellowships, etc.)
• Mentor to junior faculty
• Strong Outside Evaluation letters
• Continued evidence of teaching effectiveness (evaluations, awards, etc.)
• Major commitment to service (Part of Federal grant review panels, Major publication editor, leading admin positions at FIU, leading roles in critical processes such as conferences, professional organizations, etc.).
COVID Considerations: Teaching Evaluations

Per the UFF MOUs AY 19-20, 20-21:

• For courses shifted to remote or modified course modalities:
  • Student course evaluations shall not negatively impact annual evaluations.
  • However, they may be used to positive effect.
  • There shall be no adverse action arising from the sudden online transition of classes that were not designed for this format.

Bias: Perceptions of Instructors

Instructors who are members of minority groups may be perceived as less credible instructors.

• These data were gathered from 14 million reviews on RateMyProfessor.com
• Gaps usually wider in male-dominated fields

From [http://benschmidt.org/profgender/](http://benschmidt.org/profgender/)

Assessing the Teaching Record

- Do not rely on SPOTS alone (or much at all…)
- Track trajectories, evidence of reflection about pedagogy, curricular innovation, commitment to engage students of diverse backgrounds and a variety of levels.
  - See new Teaching Evaluation Project requirements.

Student Evaluation of Teaching Credibility: Race and Gender

A woman of color faculty member says:
"I think the first thing is to set the tone in the first class session that you are in charge. Don’t ever let that slip, because the moment you do, because you are a person of color, you will never regain that. It’s a cliche to a certain extent that if you are a person of color you have to come doubly prepared, because you get challenges in classroom settings that your peers simply won’t ever get."

A white male faculty member says:
"Are there things I can do in the classroom because of who I am that I can get away with that other people can’t? Absolutely. Fabulous things. Oh my G-d! I can make errors, I can make mistakes, I can have a bad day, I can be disorganized. I can use terms incorrectly, which most people of color can’t use, or they’d be nailed – not only by the majority students but also by the minority students."

Service

Women and minority individuals do more service

• Chairs ask those who are more likely to accept/feel they must accept service roles, i.e., handle accreditation.
  • “I knew if I kept asking her, she would eventually say yes.”

• Minority and women students often seek out like-race and gender faculty as role models placing more demands on their time.
  • Unofficial, unassigned service.
  • Consequences of unrecognized contribution?

Best Practices for T&P Evaluations

• Aim to evaluate the whole person as well as the context of their career as objectively as possible.

• Use a standard tool to evaluate candidates.

• Evaluate performance based on departmental criteria for T&P. If no criteria, immediate past precedent would apply, i.e., criteria used for most recently tenured/promoted candidates.

• Evaluate based on assignment and “load.”

• Consider the role unconscious bias might play in evaluations of T&P candidates.

• Consider the effect of cumulative disadvantage on women and minority candidates.
### Sample T&P Rubric

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<th></th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Weight: **Outstanding** | **Excellent** | **Satisfactory** | **Unsatisfactory** | **Unable to Judge**

- Evidence of and potential for continued scholarly impact
- Evidence of and potential for continued research productivity
- Evidence of and potential for continued research funding
- Evidence of and potential for continued excellence in undergraduate teaching
- Evidence of and potential for continued excellence in graduate teaching
- Evidence of and potential for continued excellence in course development
- Evidence of and potential for continued graduate student mentoring
- Evidence of and potential for continued undergraduate student mentoring
- Evidence of and continuing potential to be a conscientious department community member
- Evidence of and continuing potential to be a conscientious university community member
- Evidence of and continuing potential to be a conscientious member of the national/international professional community

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### Let Us Know What You Think

Thank You

Please fill out the evaluation at [https://fiu.qualtrics.com/jfe/form/SV_3yD6TcPS4LJZ1O0](https://fiu.qualtrics.com/jfe/form/SV_3yD6TcPS4LJZ1O0)