

Case Study Scenario: “It Depends on the Lens”

The scenario takes place in the conference room of a large academic department on the campus of a Research-1 university. The department is seeking to fill an Assistant Professor position. For the past two months, the search committee has been working its way through the pool of 204 applicants.

As the scenario opens, we observe the members of the search committee already in conversation. They have been meeting for the past hour, reviewing in depth the “longer list” of ten candidates.

Today’s meeting will end shortly because the committee chair, David Delay, has to take an important conference call. They’ve agreed to meet again tomorrow morning to choose the short list of three candidates who will be invited to visit the campus for the interview process. (The dean has only approved funding for 3 campus visits).

Search Committee Members (*in order of appearance*)

David Delay:

- Professor
- Search Committee Chair
- 16 years in the department

Kate Leniston:

- Associate Professor, newly tenured
- 7 years in the department

Gale Napier:

- Professor
- Director of Graduate Studies
- 20 years in the department

Bobby Chen:

- Assistant Professor
- 2 years in the department

Franklin "Frank" Shorrock:

- Professor
- Former Department Chair
- 22 years in the department

Candidates under discussion (*from the list of 10*)

Alan Klein:

- Stanford doctoral program
- 7 publications
- Yale is actively pursuing him.

Carolyn Kazuhiro:

- Harvard doctoral program
- 7 publications
- Stanford is actively pursuing her.

Scott Hutchinson:

- Princeton doctoral program
- Advisee of Theodore Kistler
- 5 publications

Rebecca Meyers:

- Princeton doctoral program
- Advisee of Theodore Kistler
- 6 publications

Thomas Green:

- U of M-Ann Arbor doctoral program
- 4 publications

Judy Stephens

- UC, Berkeley doctoral program
- 4 publications
- After reading her CV, the committee members disagree about the length of time she has been in graduate school.

Reducing Stereotypic Biases in Hiring Cornell ADVANCE Center



Advancing Cornell's Commitment
to Excellence and Leadership

A. Findings from research in social psychology on stereotypic biases

1. Gender stereotypes or “schemas” bias the evaluations that are made of individuals, often in “male advantaging” ways.
2. Gender stereotypes function as cognitive shortcuts.
3. Stereotyping often occurs out of awareness.
4. Both men and women are prone to biases.
5. Even well-intentioned, non-sexist people are capable of bias.
6. Biasing processes are more extreme when ...
 - a. individuals are tired, rushed or otherwise cognitively burdened.
 - b. women are rare in a unit (“tokens”).
 - c. jobs are “male-typed.”
 - d. valid performance information is lacking.
 - e. criteria are vague or ambiguous.
7. The good news is that biases can be reduced.

B. How stereotypic biases disadvantage women

1. Stereotyping leads to the use of a gender differentiated double standard for assessing competence and ability.
2. Stereotypic biases can be embedded in seemingly objective supporting materials (recommendation letters, teaching evaluations).
3. Stereotyping can result in seeing successful women as unfeminine or difficult (the “double bind”).
4. Stereotyping can result in shifting evaluation criteria for women and men.
5. Stereotyping can result in even harsher biases against women who are mothers.

C. What can be done?

1. Underlying principle— disrupt the tendency to use stereotypes as cognitive shortcuts.
2. Strategies/solutions
 - a. Devote adequate time.

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- b. Avoid premature ranking of the applicants.
 - c. Critically analyze supporting materials (recommendation letters, teaching evaluations, research statements).
 - d. Read candidates work rather than relying solely on support materials
 - e. Be accountable – be prepared to explain your decisions and rankings
 - f. Be transparent – what are the criteria, is it the same for men and women, is it the right criteria?
 - g. Structure diverse groups and allow for maximum participation.
 - h. Think about how the job ad and descriptions might impact the applicant pool and perceived fit of the candidates.
 - i. Consider using a Candidate Evaluation Tool (see attached for example).

For more information about effective search practices and avoiding bias, please visit our website at <http://advance.cornell.edu>

Select References

Stereotyping and Unconscious Bias Cornell ADVANCE Center



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Candidate Evaluation and Feedback Form

Candidate Evaluation and Feedback Form¹

Name of Reviewer:

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name:

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

- | | |
|---|--|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Met with candidate |
| <input type="checkbox"/> Read candidate's scholarship | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Read candidate's letters of recommendation | <input type="checkbox"/> Other (please explain): |
| <input type="checkbox"/> Attended candidate's job talk | |

Please comment on the candidate's scholarship as reflected in the job talk (use next page as necessary):

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
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 graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

¹ Adapted from Candidate Evaluation Form developed by University of Michigan's ADVANCE Program

Other comments?

The Cornell Interactive Theatre Ensemble [CITE]

CITE is Cornell University's unique resource for dialogue and education on a wide variety of workplace issues: conflict & communication, diversity & inclusion, leadership, ethics, legal landmines, work/life quality. Since 1991, CITE has provided programming to Cornell faculty, students, and staff, to other academic institutions, and to corporate and non-profit clients. CITE is the 2001 recipient of Cornell's James A. Perkins Prize.

The Ensemble

Vivian Relta [Facilitator]: Associate Director

Vivian is the human resource specialist for the ensemble, with responsibility for client needs assessment, program design and facilitation, and evaluation processes. Prior to joining CITE, Vivian served as Assistant Dean of Intercultural Affairs at Hobart and William Smith Colleges, working with faculty, student and staff populations. As a training consultant Vivian has over 20 years experience in the design and leadership of programming on diversity and multicultural issues, leadership development, organizational change, conflict resolution, and community networking. She is a graduate of Cornell University.

Dane Cruz [David Delay]: Administrative Director

Dane oversees all of the ensemble's operations, with a specialization in business, marketing, and development of CITE. As an actor, Dane has worked in regional theatre, industrial/corporate training films, and radio. Favorite roles include Richard in *Lion in Winter*, Banquo in *Macbeth*, Louie in *Lost in Yonkers*, Marco in *A View From the Bridge*, Lt. Kendrick in *A Few Good Men* and Jean in *Miss Julie*. Most recently Dane appeared at the Hangar Theatre as Lenny in *Of Mice and Men*. Dane is a graduate of Florida State University's BFA Program in theatre. He interned as an actor at the McCarter Theatre in Princeton, NJ.

Martha Dewey [Kate Leniston]: Artistic Director

Martha is responsible for script research, design and development, programming design and quality, and education and training in interactive theatre technique. Before joining the troupe in 1991, Martha taught in Yale University's Religion & Arts Program, the University of Illinois-Urbana, Illinois Wesleyan University, and Ithaca College. Directing credits include *Funeral Tango: A Death-Defying Musical* at the Yale Cabaret. Favorite acting roles include Viola in *Twelfth Night*, as well as the problematic characters she has portrayed in corporate training films. Martha is a graduate of Kalamazoo College and Yale University.

Susannah Berryman, [Gale Napier]: Adjunct Actor

Susannah Berryman is a professional actor, director, and teacher. She is a member of the Ithaca College acting faculty and considers the Kitchen Theatre, where she has acted since its inception, her artistic home.

Jimmy Liao, [Bobby Chen]: Adjunct Actor

Jimmy Liao is an NIH-NRSA postdoctoral fellow in the department of Neurobiology and Behavior at Cornell University. He received his Ph.D. in biology from Harvard University in 2004. He recently completed a 2-year Meisner acting program at the Ithaca Actors Workshop and an indie SAG film, *The Dissection of Thanksgiving*, to be released in theaters this fall.



Craig MacDonald, [Frank Shorrock]: *Adjunct Actor*

Craig MacDonald has worked as an actor, director and theater artist for over 30 years and currently teaches acting in the BFA program at Syracuse University. A member of Actors Equity Association, he has performed on stages from Off Broadway to Regional Theaters to tours, as well as on camera for television and film.

Greg Bostwick, [Director]: *Adjunct Actor & Director*

Greg Bostwick holds the rank of professor in the Department of Theatre Arts at Ithaca College. He is a professional actor, director and dialectician who has performed and directed extensively at theatres throughout central New York. Greg has collaborated with CITE as an adjunct actor/director for the past eight years.