Advancing Diversity at Virginia Tech
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Achieving Inclusive Excellence: Uncovering Unconscious Bias

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Presentation Objectives

• Review of Definitions
• Virginia Tech’s Diversity Strategic Plan
• The Business Case for Diversity
• Identify Community/Individual Perceptions
• Schema Theory Suggests
• Dialogue on Filters
• Research on Bias
• Best Practices for an Effective Search
Definitions:

• Inclusive Excellence:
  - Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying the concepts of Inclusive Excellence leads to infusing diversity into an institution’s recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices.

• Diversity:
  - The term diversity is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning and working together.
Definitions:

- **Bias**: an inclination to present or hold a partial perspective at the expense of (possibly equally valid) alternatives. Bias can come in many forms.

  Types:
  - Gender
  - Race/ethnicity
  - Citizenship
  - Age
  - Institutional Type
  - Socioeconomic Status
  - Geography
  - Language
  - Disability
  - Political Affiliation
  - Sexual Orientation

- **Schemas**: Templates of knowledge used to organize information/examples into broad categories. (Similar to stereotypes).
Virginia Tech’s Diversity Strategic Plan

“[to] transform itself as a 21st century university capable of responding effectively to opportunities presented in a dynamic and diverse domestic and global environment…; [to a] high quality and diverse student body, faculty, and staff who contribute to the robust exchange of ideas…; [to] building multicultural and international competencies…; [and to fostering] a diverse and inclusive community that supports mutual respect [and] an organizational culture that nurtures the next generation of leadership, enhances diversity, and sustains a positive momentum geared to a successful future.”
The Business Case for Diversity

• According to the US Census Bureau (2006)
  • 2006: 1 in 3 people in the US was a person of color
  • There are more minorities in this country than people in the US in 1910
  • People of color account for 100.7 million of the Population, with Hispanics as the largest group
  • Hispanics are the largest minority group with 44.3 million (14.8% of the population)
  • The nation’s Black population surpassed 40 million (13.4% of the population) (3rd fastest-growing group)
  • Four states – California, Hawaii, New Mexico, Texas - as well as DC now have people of color as the majority
  • People of color on average are younger than White people
  • Immigration has had significant impact as well
The Business Case for Diversity

• Antonio (2002) – found a link between campus diversity and job satisfaction for faculty of color at research universities. Those at more diverse institutions reported higher levels of job satisfaction.

• Student Affairs researchers found that students on more diverse campuses cited higher levels of satisfaction and student outcomes (i.e., retention, involvement).

• Keys et al. (2003) – companies that promote and manage diversity do better than those who meet minimum affirmative actions requirements. (i.e., profits, employee retention)
The Business Case for Diversity

- Industry demands students have demonstrated “diversity” experience
  - Language skills
  - Study abroad experience
  - Experience with group projects
- Students must be appropriately prepared to compete in the “global marketplace”
- U.S. Colleges and Universities are enrolling more diverse student populations
  - Ethnic Minorities
  - Women
  - International Students
Just the Facts
# Just Some of The Facts:

**Total U.S. Fall enrollment in Degree-Granting institutions, by Gender of Student and Attendance status: 1970 through 2007 [In thousands]**

<table>
<thead>
<tr>
<th>Gender and attendance status</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<tbody>
<tr>
<td>Total</td>
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<td>15,928</td>
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<td>17,272</td>
<td>17,487</td>
<td>17,759</td>
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<td>Males</td>
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<td>7,456</td>
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<td>9,410</td>
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<td>Full-time</td>
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<td>9,448</td>
<td>9,946</td>
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<td>10,797</td>
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<td>6,690</td>
<td>6,802</td>
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### Just Some of The Facts:

Percentage Distribution of Students Enrolled in Degree-Granting institutions, by Race/Ethnicity: Fall 1976 through Fall 2007

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<td>White</td>
<td>68.3</td>
<td>67.1</td>
<td>66.7</td>
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<td>Total minority</td>
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<td>29.4</td>
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<td>30.4</td>
<td>30.9</td>
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<td>32.2</td>
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<td>Black</td>
<td>11.3</td>
<td>11.9</td>
<td>12.2</td>
<td>12.5</td>
<td>12.7</td>
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<td>13.1</td>
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<td>Hispanic</td>
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<td>10</td>
<td>10.1</td>
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<td>10.8</td>
<td>11.1</td>
<td>11.4</td>
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<td>Asian or Pacific Islander</td>
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Virginia Tech Undergraduate Student Enrollment

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<tr>
<th>Gender</th>
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<th>Fall 2005</th>
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<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tbody>
<tr>
<td>Female</td>
<td>8,790</td>
<td>8,718</td>
<td>8,744</td>
<td>8,652</td>
<td>8,877</td>
<td>9,141</td>
<td>9,555</td>
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<td>9975</td>
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<td>Male</td>
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<td>12,690</td>
<td>12,546</td>
<td>12,620</td>
<td>12,688</td>
<td>12,796</td>
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<td>13,477</td>
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<td>4</td>
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<td>1</td>
<td>4</td>
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<td>10</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21,538</td>
<td>21,413</td>
<td>21,294</td>
<td>21,272</td>
<td>21,567</td>
<td>21,938</td>
<td>22,987</td>
<td>23,533</td>
<td>23512</td>
<td>23637</td>
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<tr>
<td>Race/Ethnicity</td>
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<td>Fall 2002</td>
<td>Fall 2003</td>
<td>Fall 2004</td>
<td>Fall 2005</td>
<td>Fall 2006</td>
<td>Fall 2007</td>
<td>Fall 2008</td>
<td>Fall 2009</td>
<td>Fall 2010</td>
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</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>54</td>
<td>47</td>
<td>54</td>
<td>54</td>
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<td>55</td>
<td>69</td>
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<td>56</td>
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<td>876</td>
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<td>503</td>
<td>586</td>
<td>659</td>
<td>779</td>
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<td>White</td>
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<td>2,568</td>
<td>2,247</td>
<td>1,873</td>
<td>1,176</td>
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<td>Nonresident Alien</td>
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<td>640</td>
<td>594</td>
<td>563</td>
<td>514</td>
<td>457</td>
<td>464</td>
<td>480</td>
<td>464</td>
<td>509</td>
</tr>
<tr>
<td>Total</td>
<td>21,538</td>
<td>21,413</td>
<td>21,294</td>
<td>21,272</td>
<td>21,567</td>
<td>21,938</td>
<td>22,987</td>
<td>23,533</td>
<td>23,512</td>
<td>23,637</td>
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</tbody>
</table>
## Virginia Tech Faculty Profile

The table below shows the total full-time faculty (Fall 2010) at Virginia Tech, broken down by gender and rank:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>1978</td>
<td>63.15</td>
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## Total Full-Time Faculty (Fall 2010)

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<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>10</td>
<td>0.32</td>
<td>209</td>
<td>6.67</td>
<td>143</td>
<td>4.57</td>
<td>1</td>
<td>0.03</td>
<td>2443</td>
<td>78.00</td>
<td>18</td>
<td>0.57</td>
<td>69</td>
<td>2.20</td>
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<tr>
<td><strong>Asian</strong></td>
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<tr>
<td><strong>Black/African American</strong></td>
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<tr>
<td><strong>Native Hawaiian/Other Pacific Islander</strong></td>
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<tr>
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<td><strong>Hispanics of any race</strong></td>
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</tr>
<tr>
<td><strong>Nonresident Alien</strong></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>3132</td>
<td>100.00</td>
<td>10</td>
<td>0.32</td>
<td>209</td>
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<td>143</td>
<td>4.57</td>
<td>1</td>
<td>0.03</td>
<td>2443</td>
<td>78.00</td>
<td>18</td>
<td>0.57</td>
</tr>
</tbody>
</table>
What are the Community Perceptions

• How is Virginia Tech perceived by members of the community

  ➢ What’s real/factual?

  ➢ What’s myth?
Schema Theory Suggests:

• We all have unconscious beliefs about many things
• People rely on categories/groupings to make sense of the world
• How we behave often hinges on factors of which we are unaware
• Both history and societal factors play a crucial role in providing the content of schemas, which are programmed through culture, media, and the material context
• Implicit bias lives within our schemas
• Bias doesn’t make you prejudiced; it makes you a person
An Analysis of Filters:

• Values and Rules Developed
  ➢ What values and/or rules have I developed in the area of inclusive excellence?

• Impact on Life and Work
  ➢ How do major influences impact my decisions and behaviors?

• Potential Impacts on Team
  ➢ Identify BOTH positive and negative impacts on the team (As a result of these decisions and behaviors)
An Analysis of Filters

*Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener, *Workforce America!* (Business One Irwin, 1991)
Examples of Unconscious Filters:

What colors are the following lines of text?

- **Blue**: Abc def ghi
- **Red**: Bcd efg hij
- **Green**: Cde fgh ijk
- **Yellow**: Def ghi jkl
- **Orange**: Efg hij klm
Examples of Unconscious Filters

What colors are the following lines of text?

Sky
Stop sign
Grass
Sun
Pumpkin
Examples of Unconscious Filters:

What colors are the following lines of text?

- Green
- Blue
- Yellow
- Red
- Orange
Examples of Unconscious Filters:

- What colors are the following lines of text?

  Grass
  Sky
  Stop Sign
  Pumpkin
  Sun
Unconscious Filters:

What matters most is to understand implicit bias and how it operates in order to have an understanding of how it affects our behavior and society.
Research on Bias
Fair isn’t Really Fair
Filtering Process in Faculty Searches
(Sagaria, 2002)

• Analyzed 157 A/P faculty positions (also included 10 Dept. Chair positions)

• Identified 4 filters that were used to evaluate candidates:
  ➢ normative
  ➢ valuative
  ➢ personal
  ➢ debasement
Filtering Process in Faculty Searches
(Sagaria, 2002)

Continued:

• Personal filters applied more stringently to women and candidates of color

• Personal & valuative filters often applied to diverse candidates before using objective criteria
Race & Work

- Black applicants half as likely to receive consideration as equally qualified White applicants
- Some minority applicants told not appropriate for jobs
- Race channeling occurred

(Pager & Western, 2006)
What’s in a Name?

- Sent resumes with Black or White sounding names to help-wanted ads in variety of fields
- Resumes with White names received 50% more call backs
- Applicant quality didn’t eliminate the gap

(Bertrand & Mullinathan, 2004)
Gender & CV Review
(Steinpreis, Anders, & Ritzke, 1999)

• Sent CV with female or male name to 238 academic psychologists
• Both men & women were more likely to vote to hire the male candidate
• Both men & women more likely to positively evaluate male candidate’s teaching, research & service records
Gender & Peer-Review

- Women had to be 2.5 times more productive to get same score as a man (equivalent to 3 extra Nature or Science articles)
- Affiliation with one of the reviewers was only factor that could minimize this bias

(Wenneras & Wold, 1997)
Letters of Recommendation

- Gender difference in focus of letters
- Women’s letters were shorter
- Women’s letters had more doubt raisers
- Women’s letters referenced personal characteristics

(Trix & Psenka, 2003)
Faculty Search Hiring Patterns

*(Turner & Smith, 2002)*

- **White**: 77% Regular Search, 12% Diversity in Job Description, 10% Special hire & Diversity in Job Description
- **Asian American**: 82% Regular Search, 12% Diversity in Job Description, 5% Special hire & Diversity in Job Description
- **Native American**: 33% Regular Search, 50% Diversity in Job Description, 17% Special hire & Diversity in Job Description
- **Latino**: 57% Regular Search, 17% Diversity in Job Description, 19% Special hire & Diversity in Job Description
- **African American**: 14% Regular Search, 36% Diversity in Job Description, 27% Special hire & Diversity in Job Description

Legend:
- Blue: Regular Search
- Red: Diversity in Job Description
- Gray: Special hire
- Light Blue: Special hire & Diversity in Job Description
Best Practices
Best Practices For an Effective Search

- Include proactive language
  - Ask candidates to demonstrate their commitment to diversity
- Diversify the search committee
- Departments should decide how they will actively recruit women and other diverse candidates
- Examine candidates’ career in its entirety
- Avoid the urge to “clone” the department
- Think beyond immediate need
- Develop objective evaluation forms
- Commit to becoming a change agent
References:

- Diversity in the Academe: What Search Committees See Across the Table. (9/19/10). Chronicle of Higher Education.
- http://americansforamericanvalues.org/unconsciousbias/
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- Teaching Tolerance: A Project of the Southern Poverty Law Center
- U.S. Census Bureau (2006).