Advancing **D**iversity
Mid-Year **Summit**
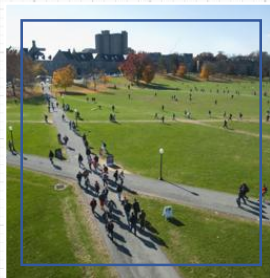
January 17, 2020

#VTAdvancesDiversity
#AdvancingDiversity2020

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Land Acknowledgement

We acknowledge the Tutelo / Monacan people, who are the traditional custodians of the land on which we work and live, and recognize their continuing connection to the land, water, and air that Virginia Tech consumes. We pay respect to the Tutelo / Monacan Nations, and to their elders past, present, and emerging.

We also acknowledge the university's historical ties to the indentured and enslaved whose labors built this institution. We pay respect to these people for their contributions to Virginia Tech.

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Opening Remarks: Menah Pratt-Clarke

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VT Virginia Tech

Progress Toward an Inclusive Campus

President Timothy Sands

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Responding: Achieving an Inclusive Academy

Dr. Abigail Stewart, University of Michigan

Virginia Tech

Creating an Inclusive Culture in a University

Academic institutions claim to represent core social values, including inclusion

- Search for truth

- Freedom to pursue all ideas

- Respect for knowledge and expertise

- Valuing of creativity and innovation

- Commitment to merit

- Access/Inclusion

- Problems in judging merit
- Exclusionary practices

Academic institutions are not inclusive

- In terms of
  - Students
  - Faculty
  - Staff

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How do we "create inclusion"?

- Access is a precondition to inclusion

- Fair judgments of merit are precondition for access

- Structural issues affect who applies/has access

    - Differential information
    - Differential preparation
    - Culturally-shared schemas

"Access" in inclusion?

- Differential access to information and professional socialization
  - Types of institutions of prior training and experience
    - resources
  - Experience and qualities of mentors (time in field, their training, size of labs/doctoral programs, style)

Obstacles to access in recruitment

- **Structure of networks**—evidence here for faculty
  - **461 doctoral dep**artments in North America (history, computer science, and business)

- 19,000 faculty in those departments
  - **86%** had received doctorate at one of the sample departments
  - **25%** of the institutions produced **71-86%** of the faculty
  - Top 10 institutions produce 1.6 to 3 times more faculty than the next 10
  - *Only 9-14% of faculty are placed at institutions more prestigious than their degree*
  - *Phenomenon applies to all prior levels of education and experience*

Clauset, A., Arbesman, S., & Larremore, D.B. (2015, 12 February). Systematic inequality and hierarchy in faculty hiring networks. *Science Advances*.

Practices to increase access in recruitment

Transparency about information needed

- Detail about precisely what the application, cover letter and other statements should cover

- Information about how to choose evidence of your own best work

- Detailed information about the process of applying, including interviews as relevant, ideally including questions to ask

- Detailed information about the process of on-campus interviews, when relevant

Access linked to merit via judgment

Assessments of "merit" hinge on accuracy of judgment

Academy requires many judgments of merit

- Many informal judgments
- Formal, consequential judgments
  - Of particular work (papers, exams, lab reports, books, grant proposals)
  - Of students in course of education
  - Of scholars over course of career

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Judgments of merit are intrinsically complicated

Early on, include an element of **forecast**

- Admission of students (to college, to major, to graduate school, etc.)
- Hiring of staff and faculty
- Tenure and promotion of faculty

Forecasts always include **uncertainty**

- Weather
- Earthquakes
- Elections
- Athletic competitions
- Feelings

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Two threats to the validity of our forecasts

Fundamental attribution error

- Incomplete information
- Overvaluing of some information
  - Attribution to person rather than situation
  - GPA vs. information about leniency of grading
  - Just World/Blaming the Victim
- Tendency to attribute success and failure to person

Reliance on group based schemas/"implicit biases"

- Resume studies demonstrate reliance on these schemas in hiring, salary setting, promotion
- Applies to gender, race, sexuality and parental status
- Some research on fellowships and grant applications
- Leadership outcomes

Influence of schemas can be reduced

- Screens help with musical auditions
- "Blind review" may help (but so many internal cues make this difficult)
  - Evidence people search for cues even when blind
- More information does help
  - "individuating" information reduces reliance on schemas
  - schemas still have an effect

Other irrelevant factors influence judgment: Halo effects

Halo effects
- Appearance/likeability affects other judgments
- One performance influences judgments of others
- Influence of own mood

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Reliance on proxies for excellence: prestige
(special case of halo)

- Structure of networks

- Prestige
  - Prestige of institution predicted fate of resubmitted papers

Peters, D. P. & Ceci, S. J. 1982. Peer-Review Practices of Psychological Journals: The Fate of Published Articles, Submitted Again. *Behavioral and Brain Sciences,* 5**,** 187-255.
Clauset, A., Arbesman, S., & Larremore, D.B. (2015, 12 February). Systematic inequality and hierarchy in faculty hiring networks. *Science Advances.*

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Evaluation of fellowship applications: Gender

"…the success rate of female scientists applying for postdoctoral fellowships at the [Swedish Medical Research Council] during the 1990s has been less than half that of male applicants."

Women applying for a post- doctoral fellowship had to be 2.5 times more productive to receive the same reviewer rating as the average male applicant.

"Friendship bonus": applicants affiliated with a committee member rated higher. Friendship and Gender had similar size effects.

Similar findings:

- USA/GAO report on *Peer Review in Federal* Agency Grant Selection (1994)

- *European Molecular Biology Organization Reports* (2001)

- NIH Pioneer Awards: Journal of Women's Health (2005) & Nature (August 2006)

Wenneras & Wold (1997) *Nature*, 387, 341.

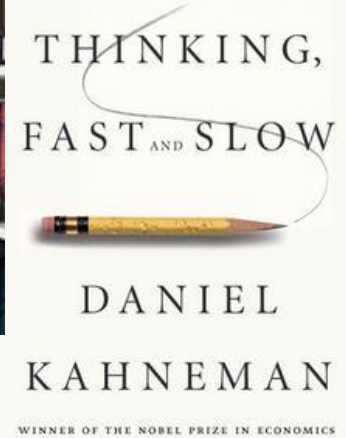# Persistent impact of "nepotism" in peer review (homophily? proxy for excellence?)

10 years later estimated impact of gender and reviewer affiliation on research grants in Medicine

- Gender no longer significant after practices altered
- **Reviewer affiliation equally significant**

Sandström, U. & Hällsten, M. (2008). Persistent nepotism in peer-review. *Scientometrics, 74(2)*, 175-189.

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Belief in our own expertise at decision-making

- Experts rely on "fast" (intuition) more than "slow" (deliberate) process and have high confidence

- Intuition is reliable when based on
  - An environment that is regular and predictable (a "high-validity" environment)
  - Opportunity for prolonged practice

- Fields differ
  - Compare Anesthesiology vs Radiology

THINKING, FAST AND SLOW

DANIEL KAHNEMAN

WINNER OF THE NOBEL PRIZE IN ECONOMICS

Tetlock, P. E. (2005). *Expert political judgment: How good is it? How can we know?* Princeton: Princeton University Press.
Kahneman, D. (2011). *Thinking, fast and slow.* NY: Farrar, Straus and Giroux.

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Improving judgment:
Some internal factors help some

- Recognition of uncertainty

- Commitment to consider role of situation in producing outcomes
  - Access to resources (human, time, and material)
  - Accumulation of advantage and disadvantage

- Examination of own process of developing opinions
  - Acknowledgment of irrelevant reactions/interpretations
  - Explicit consideration of alternative interpretations
  - Search for evidence to help decide

- Lower confidence in judgments

Thorngate, W., Dawes, R.M., & Foddy, M. (2009). *Judging merit.* NY: Psychology Press.
Ross, H.J. (2014). *Everyday bias.* NY: Rowman & Littlefield.

Improving judgment:
Change the context by changing practices

Some situational factors help

- Comparative pool (haloes very likely when no comparisons)

- Enough information

- Avoidance of "evidence" that is likely to include bias

- Avoidance of proxies for excellence

SYSTEMATIC REVIEW

Thorngate, W., Dawes, R.M., & Foddy, M. 2009). *Judging merit.* NY: Psychology Press.

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Improving judgment: changing practices

Some situational constraints help

- Establishment a priori of **detailed criteria** that can be observed

- Reliance on **specific evidence** in judging each criterion

- Avoidance of halos, intuition, and global judgments

- **Disciplined evaluation** of criteria across individuals

- In group process
  - Diversity in group membership
  - Enough time
  - Explicit process for correcting inaccuracies

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						

Creating Inclusion

- **Once expand access, increase support for success and retention**
  - Capacity for fair judgments within institution
- Others' expectations (implicit biases)
  - Patronizing feedback vs. "wise" feedback
  - Avoid stereotype threat
    - About performance
    - About potential racism/sexism/homophobia, etc.
- Sense of belonging
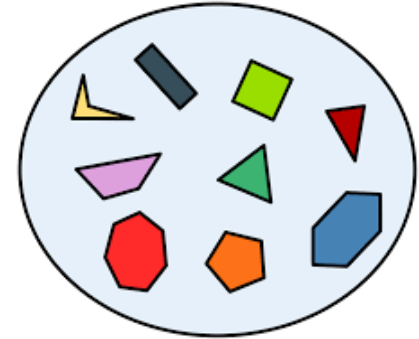
Focus on practices that enhance access

- Development of fuller information and careful distribution of it to applicants

- Education of faculty about the importance of adopting careful practices to enhance fair judgment
  - Assess practices that may introduce biases
  - Include more reliance on good evidence

- Adoption of practices that enhance fair judgment
  - One thing leads to another: bystander education

Focus on practices that enhance inclusion

Capacity for fair judgments
- Practices that increase likelihood

▪ Adopt fair evaluation practices
- Explicit transparent criteria
- Multiple performance opportunities

Others' expectations (implicit biases)
- Patronizing vs. "wise" feedback
  - Absence of stereotype threat

▪ Educate faculty and graduate students on how to give wise feedback and danger of patronization

▪ Reduce ambient cues of not belonging

Sense of belonging

▪ Increase ambient cues linking success with people with many different social identities'

▪ Normalize anxiety about performance

At institutional level: Many programmatic efforts

VT has lots of these
- Study, evaluate and tweak them
- Study who they benefit and how much
- No doubt will need more!

study

evaluate

tweak
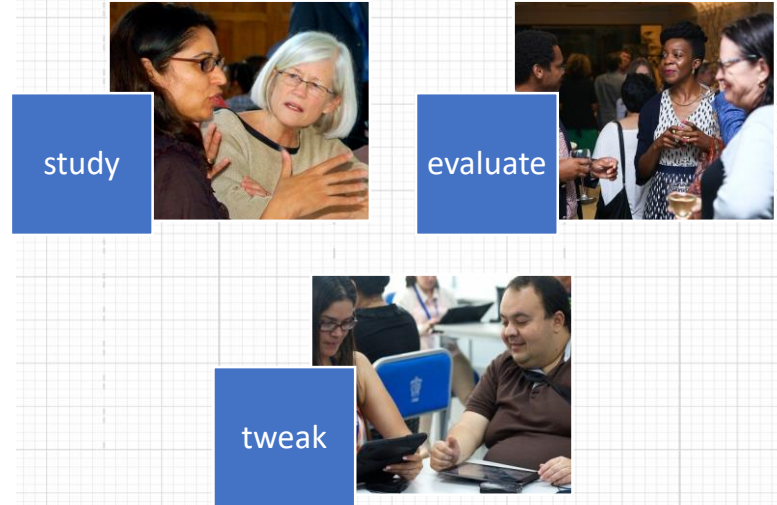
Making changes stick

Rely on data

- Institutional data can tell you where your problems are most acute
- Social science research can offer guidance about possible practices to adopt
- Assess the impact of the practices and change as you go

Focus on practices

- Then create policies that institutionalize practices

Adopt changes widely, provide educational and informational support widely and quickly.

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Break
+
Posters

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Students' experience of an inclusive campus

With — What does the **data** tell us?

By — What are students personally **experiencing**?

For — **What can the institution do** to enhance the culture of inclusivity and ensure that **students are working towards that goal**?

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My campus is Inclusive

OVERALL: 88% GRADUATE STUDENTS; 74% UNDERGRADUATE
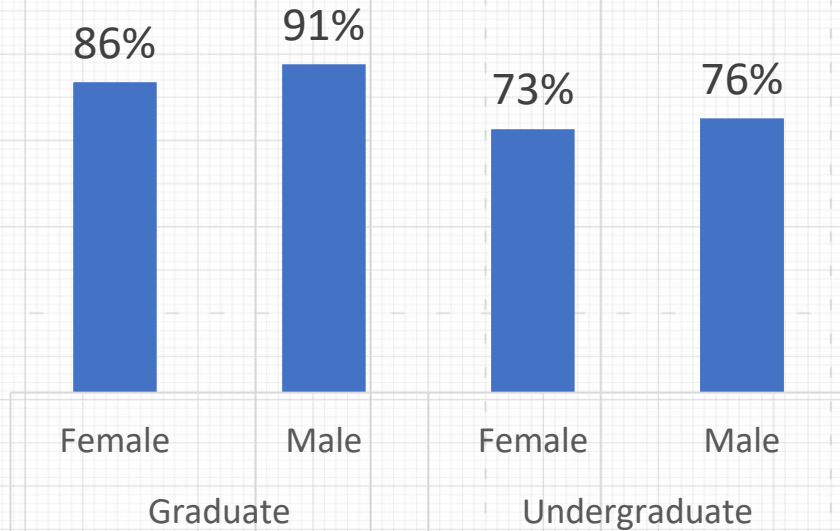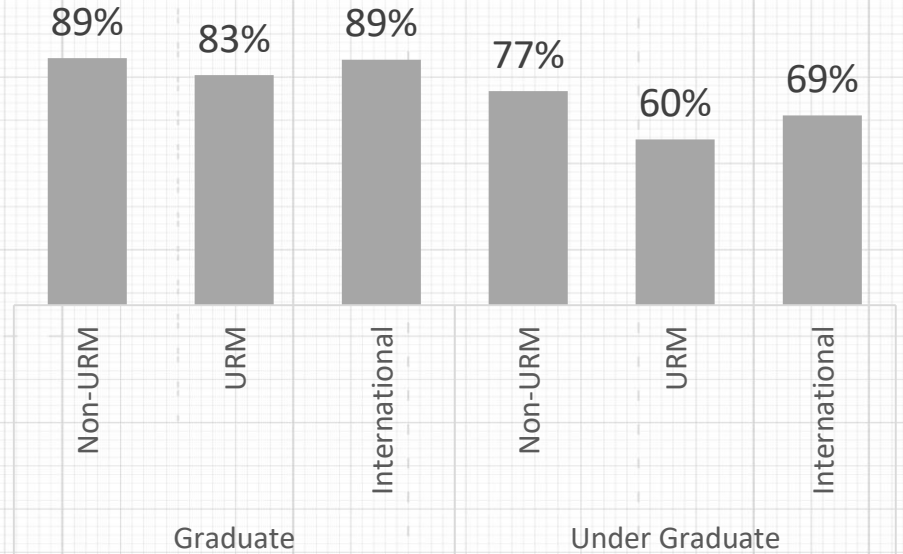
Familiarity with & Importance of:

VT Principles of Community

Familiarity:

      Graduate Students: **74%**

      Undergraduates: **73%**

Importance in maintaining a positive and productive environment on campus:

      Graduate Students: **65%**

      Undergraduates: **62%**

Inclusive VT

Familiarity:

      Graduate Students: **55%**

      Undergraduates: **40%**

Importance in maintaining a positive and productive environment on campus:

      Graduate Students: **48%**

   Undergraduates: **35%**

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Want to know more?

Survey Research Application is being developed for the University DataCommons

- This system will contain a variety of survey research projects conducted in Institutional Effectiveness and across the institution.

- Access to university-level data for the entire graduate student and undergraduate student surveys will be available in the coming weeks.

Contacts:

Bethany Bodo, Director, Institutional Effectiveness, Office of Analytics and Institutional Effectiveness
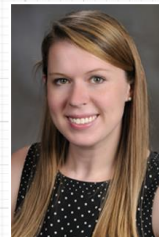
Kacy Lawrence, Director, Assessment and Strategic Data Initiatives, Graduate School

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Meet the Cultural and Community Center Directors

Search underway for **Black Cultural Center Director**
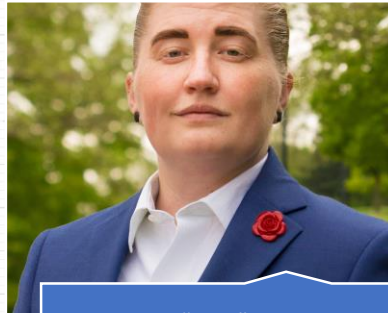
Melissa Faircloth
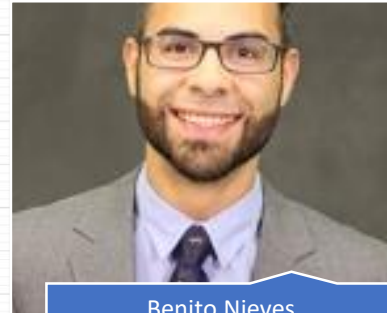American Indian and Indigenous Cmty Center

Nina Ha
Asian Cultural Engagement Center

Veronica Montes
El Centro Center

Ashleigh "Bing" Bingham
LGBTQ+ Resource Center

Benito Nieves
Intercultural Engagement Center

Yolanda Avent
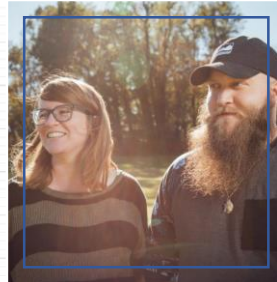Senior Director

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Table Discussions

What can WE do
(as individuals and as an institution)
to enhance the culture of inclusivity and ensure that
students are working towards that goal?

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Lunch

Setup for the afternoon Lightening Sessions begins at 1:45 pm.

Lightening Sessions

1. Building inclusive environments for undergraduates in your department

2. The VT Food Access and Security Study—Next steps

3. Ways we can support you: Graduate School Retention and Support Programs

4. I am First Gen: An update on the development and implementation of First Generation programming

5. New Interfaith program at Virginia Tech

6. Serving students with disabilities

7. The LGBT Faculty and Staff Caucus in 2020 and beyond

8. Indigenous Outreach and Activities, 2019

9. The Virginia Tech Disability Alliance and Caucus

Closing Remarks