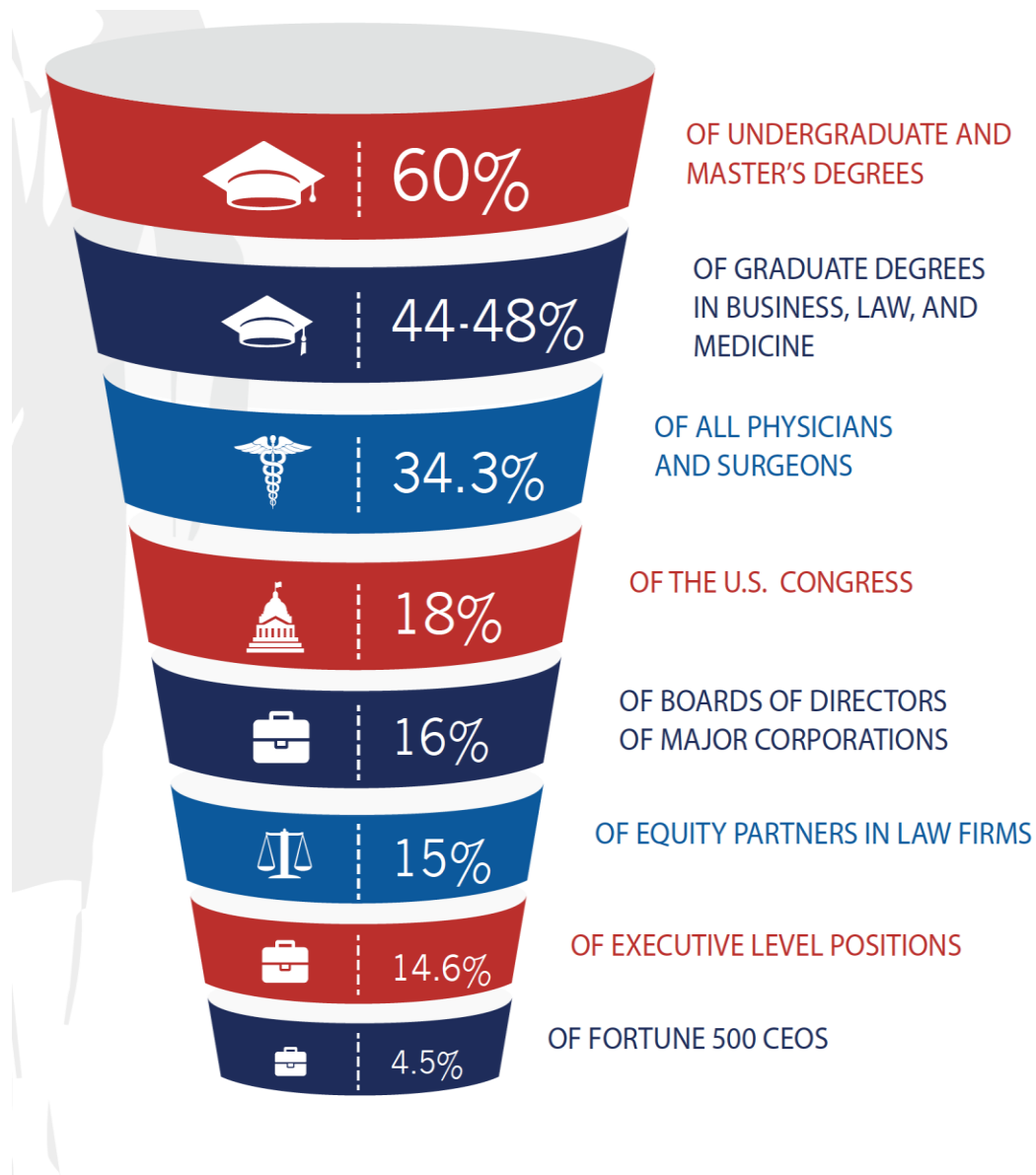
The background of the slide features a large, faint, circular watermark of the Stanford University seal. The seal depicts a redwood tree in the center, with the word 'LELAND' on the left and 'DIE' on the right. The year '1891' is at the bottom. The entire seal is surrounded by a circular border with small stars.

Creating Inclusive Workplaces: See Bias, Block Bias

Caroline Simard, PhD
Sr. Director Research

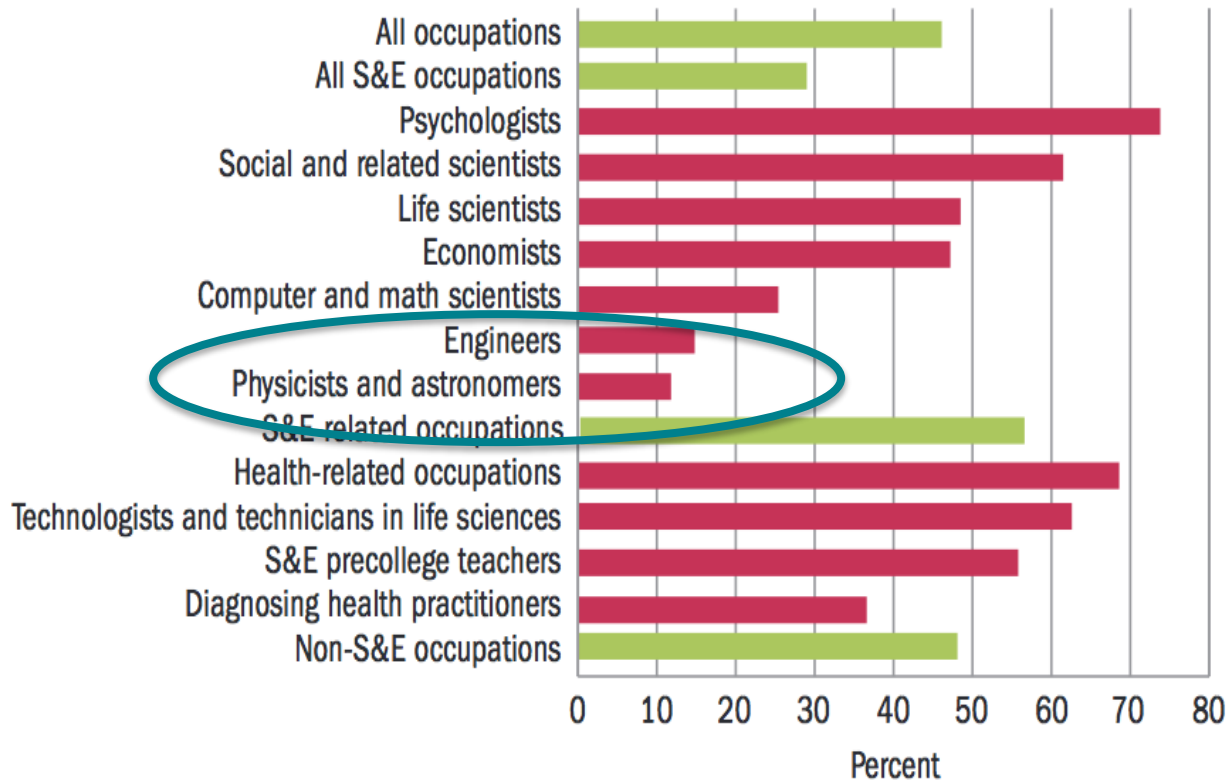
Stanford

Michelle R. Clayman Institute
for Gender Research



Women in Science

Employed women within the science and engineering workforce as a percentage of selected occupations: 2013



B

Black: 4% of engineers, 3% physics

Hispanics: 6% engineers, 5% physics.

Asian: 13% engineers, 15% physics.

National Science Foundation
2015

Motivations to focus on Diversity and Inclusion

1. Talent

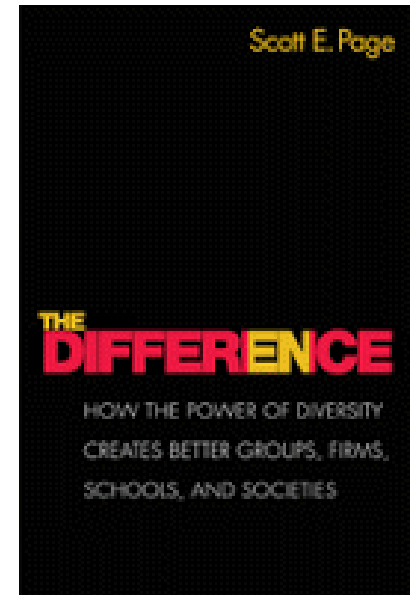
- The new majority: as of 2014 census, over 50% of children are non-white
- 56% of the US population by 2060

2. Marketshare

- Global markets, global products

3. Innovation

“Finding new and better solutions, innovating, requires thinking differently. That’s why diversity powers innovation.”



*Scott Page
Professor of Complex Systems,
Political Science, and Economics
University of Michigan*

Team Science

Study: 5 million papers published between 1985 and 2008 in 11 scientific fields.

- **Papers authored by homogeneous teams of authors are less impactful.**
- **Papers with authors of multiple culture/ethnicities have 5-10% more citations.**

Papers with four or five authors of multiple ethnicities have, on average, one to two more citations than those written by authors all of the same ethnicity.

Freedman & Huang, 2014; Nature, Vol 513

THE MERITOCRACY PARADOX

Those who think they are meritocratic and objective **are the most likely to exhibit bias:**

“I think it, therefore it is true”.

If we do not inspect meritocracy, we open the door to bias.

Source: Castilla & Benard, 2013

**Bias is an error
in decision making.**

Stereotypes are the Content of Bias

Stereotypes are generalized beliefs about a particular group or class of people.



**Stereotypes function as
“cognitive shortcuts.”**

Example: Think Tall, Think Leader

Tall people are more likely to be perceived as leaders and more likely to perceive themselves as leaders.



- US population: 14.5% of men are over 6 feet.
- Fortune 500 CEOs: 58% are over 6 feet.

Tall people make more money than short people:
\$800 per inch more across occupations.

Sources: Gladwell, 2010; Judge and Cable, 2004

Implicit Association Test (IAT)

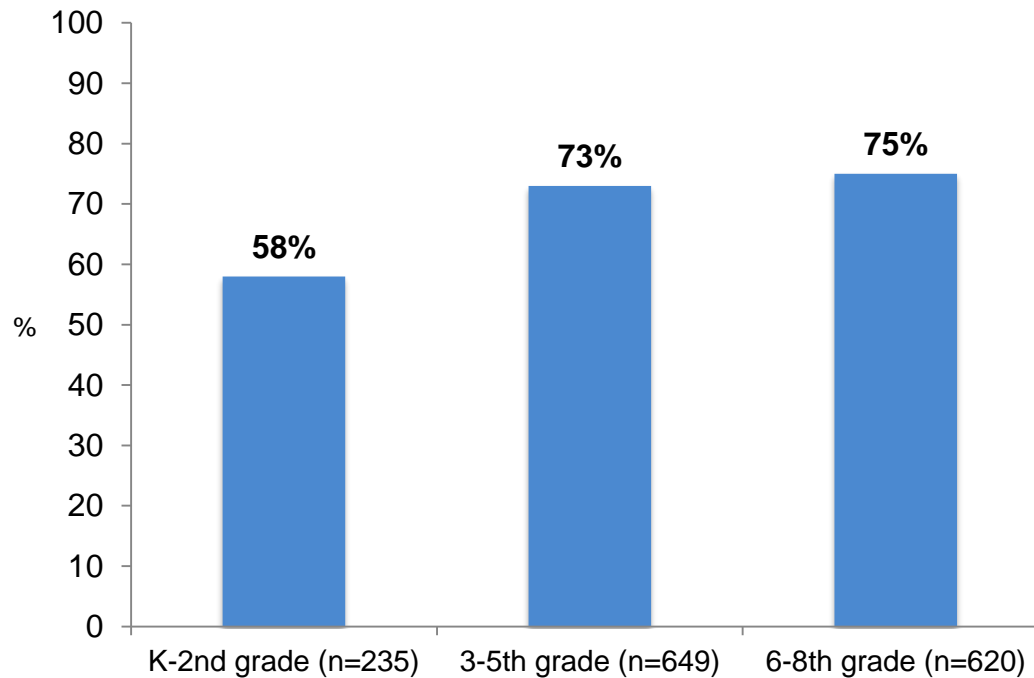
Studies show that both men and women **implicitly associate leadership with men.**

70% of people in **22 countries** implicitly associate science and engineering with male.

<https://implicit.harvard.edu>

Bias Comes from Stereotypes

Draw-A-Scientist Test: Percent of Students Who Drew A Male Scientist (N=1504)



Source: Barman, 1999

**How do we interrupt
these biases?**

Bias: Cognitive Function



Bias 2.0: Organizational Function



Bias affects how we evaluate talent



Sources: Correll, 2014. Goldin and Rouse, 2000

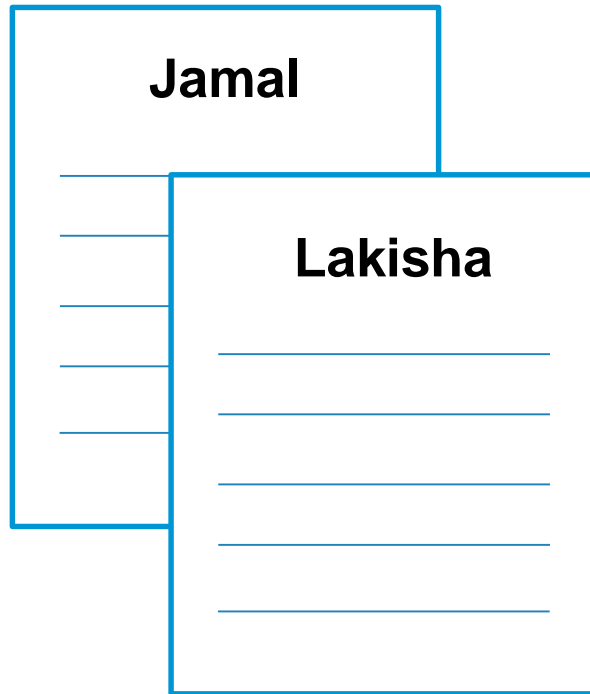


Sources: Correll, 2014. Goldin and Rouse, 2000

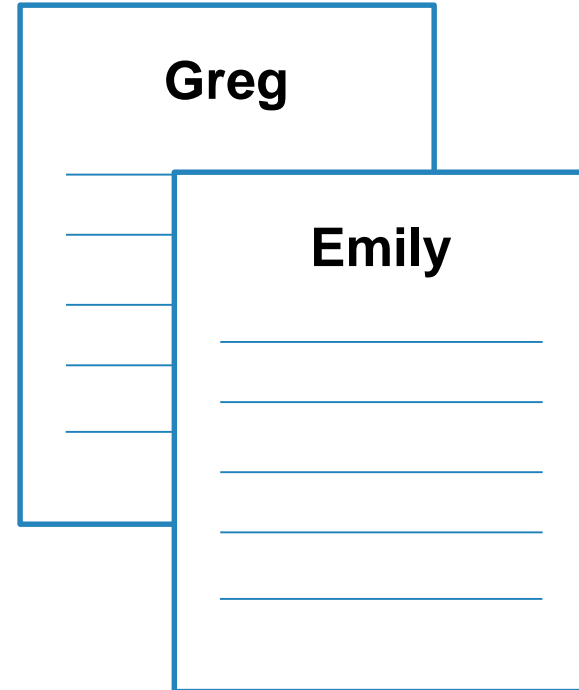


Stereotypes affect the
standard we use to evaluate the
performance of individuals.

Race Stereotypes in the US



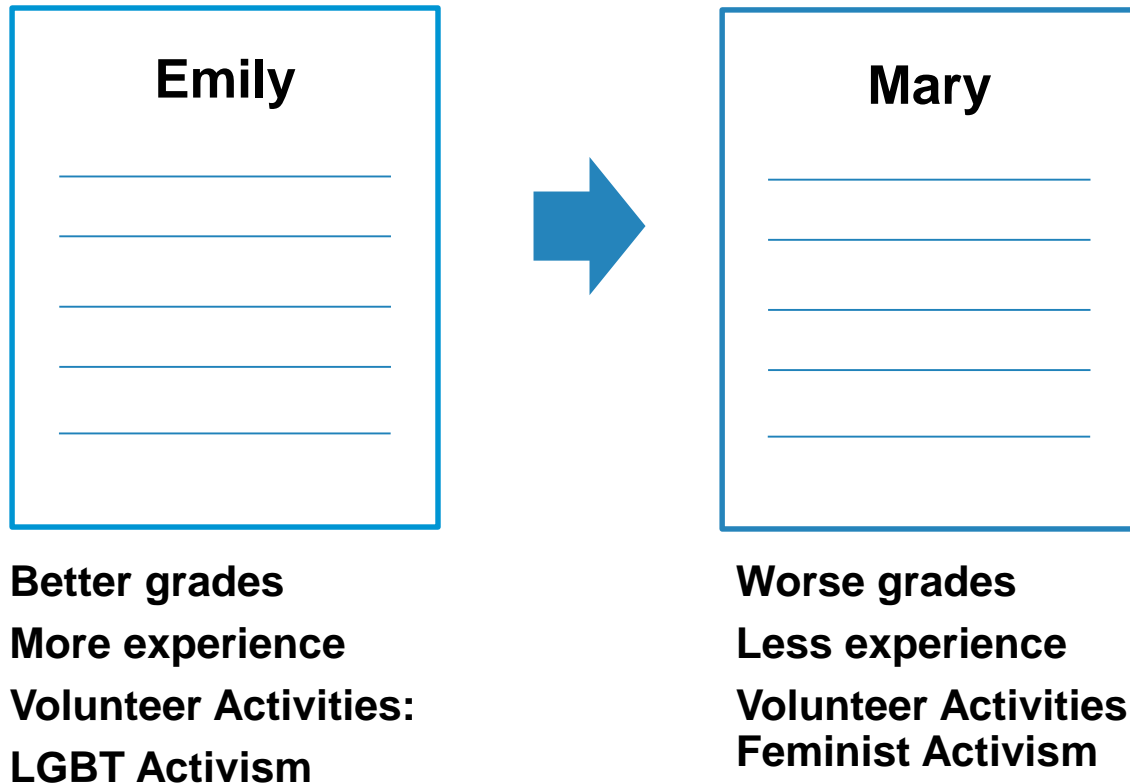
15 resumes = 1 response
9% ↑ response with better resume



10 resumes = 1 response (↑ 50%)
30% ↑ response with better resume
White name = 8 years experience

Source: Bertrand and Mullainathan, 2004

LGBT Stereotypes



Mary gets 23% more calls for interviews than Emily (2014). Up to 40% difference in certain parts of the country (2011).

Source: Equal Rights Center and Freedom to Work, 2014

Gender stereotypes in the US

John



4.0 rating

\$30.3K

↑ hire, ↑ mentor

Jennifer



3.3 rating

\$26.5K

Source: Moss-Racusin et al., 2012

Brian Miller

Stanford University, Stanford, CA 94305-5080

Position	
2006 -	Assistant Professor, Department of Psychology, Stanford University
2004-2006	Postdoctoral Fellow, Department of Psychology, University of Waterloo
2003-2004	Legislative Fellow, Office of Senate Military Affairs (OSMA), United States Senate Sponsored by the American Psychological Association, the American Psychological Foundation, and the American Association for the Advancement of Science
Education	
2000-2001	Yale University, New Haven, CT Ph.D. in Psychology, advised by Geoffrey L. Cohen
1996-2000	Stanford University, Stanford, CA B.S. in Philosophy, minor in Psychology and with honors in Psychology

79%

Karen Miller

Stanford University, Stanford, CA 94305-5080

Position	
2006 -	Assistant Professor, Department of Psychology, Stanford University
2004-2006	Postdoctoral Fellow, Department of Psychology, University of Waterloo
2003-2004	Legislative Fellow, Office of Senate Military Affairs (OSMA), United States Senate Sponsored by the American Psychological Association, the American Psychological Foundation, and the American Association for the Advancement of Science
Education	
2000-2001	Yale University, New Haven, CT Ph.D. in Psychology, advised by Geoffrey L. Cohen
1996-2000	Stanford University, Stanford, CA B.S. in Philosophy, minor in Psychology and with honors in Psychology

49%

Sources: Correll, 2013; Steinpreis, Anders & Ritzke 1999

Extra Scrutiny

“I would need to see evidence that she had gotten these grants and publications on her own.”

“It would be impossible to make such a judgment without teaching evaluations.”

Source: Steinpreis, Anders & Ritzke 1999

Thomas Meyer

Seniority: 3rd Year Law
Associate
Alma Mater: NYU
Race/Ethnicity: Caucasian

Last summer Temple University Bookstore decided to capitalize on the electronic craze among college students. For the first time ever, the Bookstore started selling laptops, laptop accessories, and other electronic devices.

Karah Smith, an (18 year old) Temple Freshman, moved into the dorms in late August 2008. Excited about becoming a Temple Owl, Karah went to the main Temple Bookstore to buy a Temple University t-shirt, sweatshirt, sweatpants, and basketball cap. While she was at the Bookstore, Karah saw the new electronic section. Laptops of all sorts of colors, shapes, and sizes were on display. Karah selected and purchased a laptop for \$1000 on September 1. Before she purchased the laptop, the salesperson asked Karah to fill out a form with her name, address, phone number, and E-MAIL. The form had a lot of pre-printed writing in small print. Karah asked the salesperson, "What is this form for?" The salesperson responded, "It's just a standard Sales Agreement that we have all laptops purchased fill out." Karah didn't bother reading the form, filled it all the blanks, and signed her name at the bottom. Karah paid for her laptop. The salesperson gave Karah her new laptop, a copy of the completed Sales Agreement, and her sales receipt. Karah went back to her dorm room, opened the paperwork in a drawer, and opened up her new laptop.

Over the next week Karah started using her laptop, but found that it was too heavy to carry around campus to take notes in class. She decided that she wanted a smaller, lighter laptop. On September 03, Karah took her laptop, along with the receipt back to the Bookstore and tried to return it. The salesperson told Karah that they would gladly take the laptop back since she was returning it within the 14-day return policy. However, there is a 20% restocking fee. Changed, Karah decided that she didn't know anything about a restocking fee. The salesperson calmly showed Karah that Clause 11 of the Sales Agreement (that Karah had signed) clearly stated that non-defective returned laptops were subject to a 20% restocking fee. Feeling deflated, Karah returned the laptop and got \$400 back (\$200 minus \$1000 restocking fee).

Thomas Meyer

Seniority: 3rd Year Law Associate
Alma Mater: NYU
Race/Ethnicity: African American

Last summer Temple University Bookstore decided to capitalize on the electronic craze among college students. For the first time ever, the Bookstore started selling laptops, laptop accessories, and other electronic devices.

Karah Smith, an (18 year old) Temple Freshman, moved into the dorms in late August 2008. Excited about becoming a Temple Owl, Karah went to the main Temple Bookstore to buy a Temple University t-shirt, sweatshirt, sweatpants, and basketball cap. While she was at the Bookstore, Karah saw the new electronic section. Laptops of all sorts of colors, shapes, and sizes were on display. Karah selected and purchased a laptop for \$1000 on September 1. Before she purchased the laptop, the salesperson asked Karah to fill out a form with her name, address, phone number, and E-MAIL. The form had a lot of pre-printed writing in small print. Karah asked the salesperson, "What is this form for?" The salesperson responded, "It's just a standard Sales Agreement that we have all laptops purchased fill out." Karah didn't bother reading the form, filled it all the blanks, and signed her name at the bottom. Karah paid for her laptop. The salesperson gave Karah her new laptop, a copy of the completed Sales Agreement, and her sales receipt. Karah went back to her dorm room, opened the paperwork in a drawer, and opened up her new laptop.

Over the next week Karah started using her laptop, but found that it was too heavy to carry around campus to take notes in class. She decided that she wanted a smaller, lighter laptop. On September 03, Karah took her laptop, along with the receipt back to the Bookstore and tried to return it. The salesperson told Karah that they would gladly take the laptop back since she was returning it within the 14-day return policy. However, there is a 20% restocking fee. Changed, Karah decided that she didn't know anything about a restocking fee. The salesperson calmly showed Karah that Clause 11 of the Sales Agreement (that Karah had signed) clearly stated that non-defective returned laptops were subject to a 20% restocking fee. Feeling deflated, Karah returned the laptop and got \$400 back (\$200 minus \$1000 restocking fee).

Source: Reeves, 2014

Thomas Meyer

Seniority: 3rd Year Law
Associate

Alma Mater: NYU

Race/Ethnicity: Caucasian

Last summer Temple University Bookstore decided to capitulate to the electronic craze among college students. For the first time ever, the Bookstore started selling laptops, laptop accessories, and other electronic devices.

Karish Kresh, an 18-year-old Temple Freshman, moved into the dorms in late August 2008. Excited about becoming a Temple One, Karish went to the main Temple Bookstore to buy a Temple University t-shirt, necessary寝具, and baseball cap. While she was in the Bookstore, Karish saw the new electronic section. Laptops of all sorts of colors, shapes, and sizes were on display. Karish selected and purchased a laptop for \$1000 on September 1. Before she purchased the laptop, the salesperson asked Karish to fill out a form with her name, address, phone number, and E-MAIL. The form had a lot of pre-printed writing to make sure Karish asked the salesperson, "What is this form for?" The salesperson responded, "It's just a standard sales Agreement that we have all laptops just have to fill out." Karish didn't bother reading the form, filled it all the blanks, and signed her name at the bottom. Karish paid for her laptop. The salesperson gave Karish her new laptop, a copy of the completed sales Agreement, and her sales receipt. Karish went back to her dorm room, turned the paperwork in a drawer, and opened up her new laptop.

Over the next week Karish started using her laptop, but found that it was too heavy to carry around campus to take notes to class. She decided that she wanted a smaller, lighter laptop. On September 18, Karish took her laptop, along with the receipt back to the Bookstore and tried to return it. The salesperson told Karish that they would gladly take the laptop back since she was returning it within the 14-day return policy. However, there is a 20% restocking fee. Changed, Karish decided that she didn't know anything about a restocking fee. The salesperson calmly showed Karish that Clause 11 of the Sales Agreement that Karish had signed clearly stated that non-defective returned laptops were subject to a 20% restocking fee. Feeling defeated, Karish returned the laptop and got \$800 back. (2008 minus 2000 restocking fee).

Thomas Meyer

Seniority: 3rd Year Law Associate

Alma Mater: NYU

Race/Ethnicity: African American

My kitchen window looks out over the side yard, and I love nothing more than to open my windows in fall, once I have removed the screens from the windows, and shout,

"Hooooooooo chick - chick - chick - chick - chick!"

And the ladies come, flapping and running at the same time, their feet skittering over the fallen leaves, in a frenzied flock, toward the window. They wait underneath for the appearance of the bucket or a handful of scraps, and eagerly peck up the pieces. If the food is particularly wonderful - popcorn, bread, or cheese - they snatch up pieces in their beaks and run off to protect and ~~own their food out of reach of their greedy sisters~~ they can't run and eat the larger bits at the same time, so it's hilarious to watch them tear around the yard, an entire strawberry poised in their beaks, ~~afraid to stop for fear another of the~~ ladies will snatch it away and make it her own.

When I break open a still-warm egg from the coop nesting box, I see the

Handwritten notes and corrections:

 - THIS DOESN'T MAKE SENSE.
 - CHECK THE SAURUS
 - QUIT
 - SMARTER WORD CHOICE IS IMPARTANT !!
 - NEAREST OK
 - THIS IS OK
 - IS THIS TOPIC GOOD?

3x more edits /comments
2x more likely to find mistakes

Source: Reeves, 2014

Thomas Meyer

Seniority: 3rd Year Law
Associate

Alma Mater: NYU

Race/Ethnicity: Caucasian

Score: 4.1 out of 5

“generally good writer but
needs to work on...”

“has potential”

“good analytical skills”

Thomas Meyer

Seniority: 3rd Year Law Associate

Alma Mater: NYU

Race/Ethnicity: African American

Score: 3.2 out of 5

“needs lots of work”

“can’t believe he went to
NYU”

“average at best”

Source: Reeves, 2014



Stereotypes affect the **criteria** we use to evaluate the performance of individuals.



More education



More experience

Source: Uhlmann & Cohen, 2005



More education



More experience

Source: Uhlmann & Cohen, 2005



More experience



More education

Source: Uhlmann & Cohen, 2005

“Cultural Fit” Criteria Can Introduce Bias to Evaluation



Competence

“You ... use yourself to measure [fit] because that’s all you have to go on.”



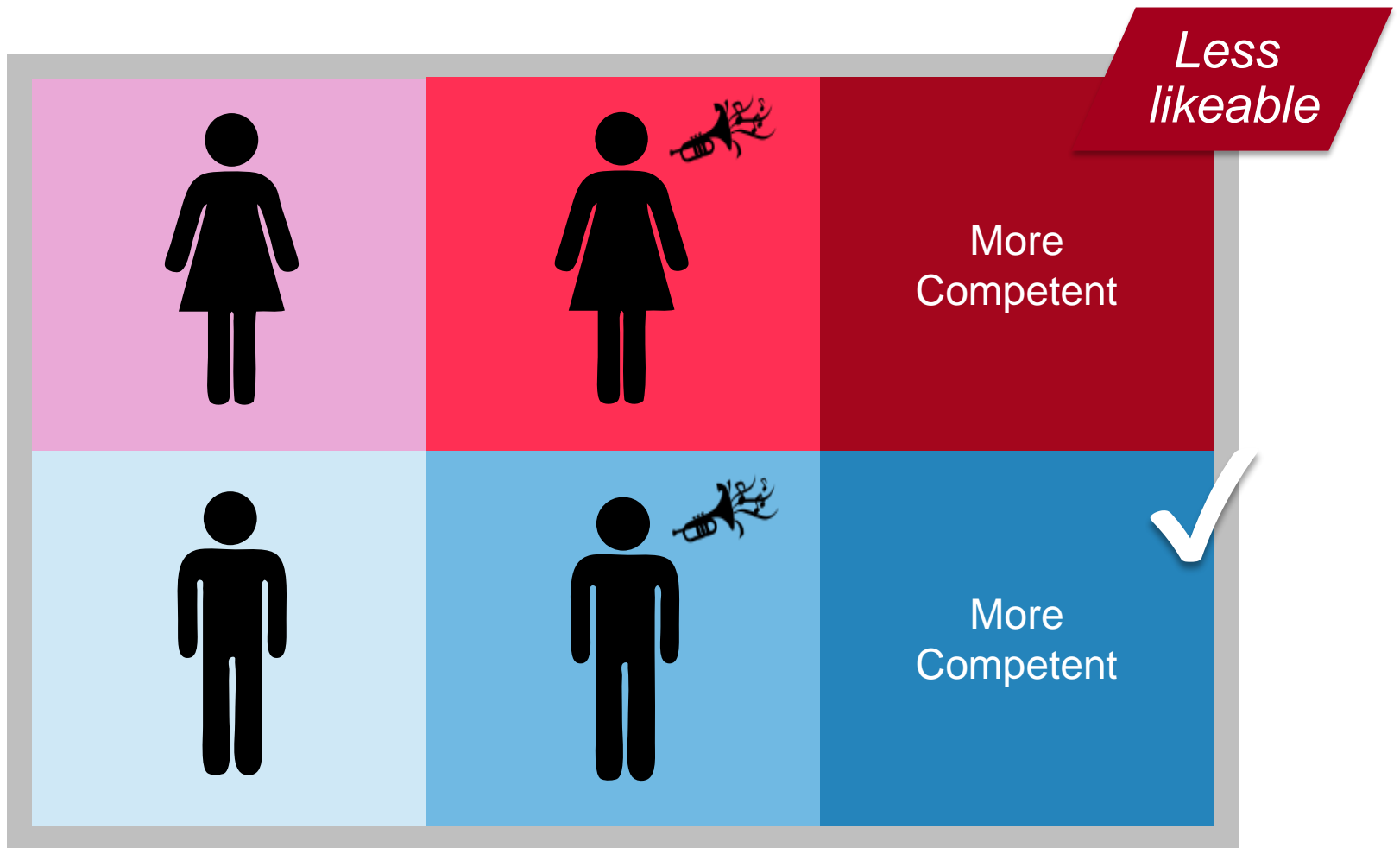
Cultural Fit

**Cultural matching” process
leads to homogeneity:**

Elite universities
Lifestyle
Hobbies
Self-presentation

75% identified “fit” as the top criteria.

Source: Rivera, 2012



Source: Rudman, 1998



Likeability Penalty

Likeability – Competence Tradeoff
Double Bind

Power of Criteria

Create fairer evaluations

Identify Bias in Evaluations: Criteria

Patterns of Bias

- ✓ Higher Bar
- ✓ Leniency
- ✓ Shifting Criteria
- ✓ Preferring a Narrow
Style of Leadership
- ✓ Notions of “Fit”
- ✓ Likeability penalty

Block Bias in Evaluations: Criteria

Tools

- ☐ Discuss and agree to criteria in advance

Block Bias in Evaluations: Criteria

Brian Miller

More Experience

Karen Miller

More Education



Source: Uhlmann & Cohen, 2005

Block Bias in Evaluations: Criteria

Tools

- ☐ Discuss and agree to criteria in advance
- ☐ Notice higher bar and insist on universal application

Block Bias in Evaluations: Criteria

Let's see
teaching
evaluations for all
the candidates.

Karen Miller

Block Bias in Evaluations: Criteria

Tools

- ☐ Discuss and agree to criteria in advance
- ☐ Notice higher bar and insist on universal application
- ☐ Notice when someone is given a “pass” and ask what criteria was used

Block Bias in Evaluations: Criteria

Brian Miller



“He went to _____ University, add him to the interview list”

Block Bias in Evaluations: Criteria

Tools

- ☐ Discuss and agree to criteria in advance
- ☐ Notice higher bar and insist on universal application
- ☐ Notice when someone is given a “pass” and ask what criteria was used
- ☐ Discard unnecessary or narrow criteria

Block Bias in Evaluations: Criteria

Tools

- ☐ Discuss and agree to criteria in advance
- ☐ Notice higher bar and insist on universal application
- ☐ Notice when someone is given a “pass” and ask what criteria was used
- ☐ Discard shortcuts or unnecessary criteria
- ☐ Block undue criticism of personality

Block Bias in Evaluations: Criteria

Tools

- ☐ Discuss and agree to criteria in advance
- ☐ Notice higher bar and insist on universal application
- ☐ Notice when someone is given a “pass” and ask what criteria was used
- ☐ Discard shortcuts or unnecessary criteria
- ☐ Block undue criticism of personality
- ☐ Focus on top criteria