Panel on Advancing Women of Color in Academia: Seeking Solutions

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Edward Lazowska, and Lydia Villa-Komaroff

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Washington Convention Center
Seattle, WA
June 16, 2015

SEEKING SOLUTIONS

Maximizing American Talent by Advancing Women of Color in Academia

Summary of a Conference

NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

BACKGROUND

- "Seeking Solutions: Maximizing American Talent by Advancing Women of Color" held June 7 & 8, 2012
- Support from the National Science Foundation's ADVANCE Program
- Summary published in 2013 and the overview in 2014
- Summary, Overview with highlights of presentations and data, as well as a set of slides available at:

http://sites.nationalacademies.org/PGA/cwsem/minoritywomen/index.htm

The views expressed are those of individual conference participants and do not necessarily represent the views of all conference participants, the planning committee, the National Research Council, or the sponsor.

CAREER PATHWAYS OF WOMEN OF COLOR

DONNA GINTHER AND SHULAMIT KAHN

Analyzed national data to identify the representation of women of color along educational and career pathways in STEM fields.

- Women of color are **less** likely than white women to
  - Graduate from college
  - Obtain a PhD in science and engineering
  - Obtain a tenure-track job in a non-minority-serving institution

- Women of color are **more** likely than white women to
  - Be employed in a non-tenure-track position
  - Be employed at a minority-serving institution

Taken from *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia. Summary of a Conference.* National Academies Press, 2013.

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WHERE ARE WOMEN OF COLOR LOST

- WoC graduate from high school at about the same rate as white women (~14% in 2010)
- WoC **start** college at rates similar to their high school graduation rate
- But 40% of WoC leave college before graduation
- A similar % of WoC who complete college graduate in STEM fields as do their white peers (19% vs 21%)
- BUT only 6.8% (vs 18.6% for white women) go on to achieve a PhD

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WHERE ARE WOMEN OF COLOR

SYLVIA HURTADO, Director, Higher Education Research Institute (HERI), UCLA

- Data from HERI's national faculty survey represent 11,039 STEM faculty, including 272 women of color, at 673 four-year colleges and universities

- WoC disproportionately occupy positions with the least power and authority

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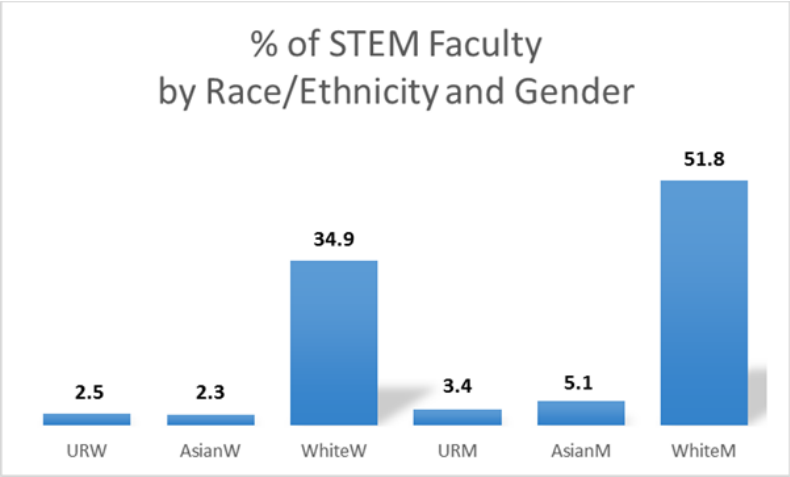
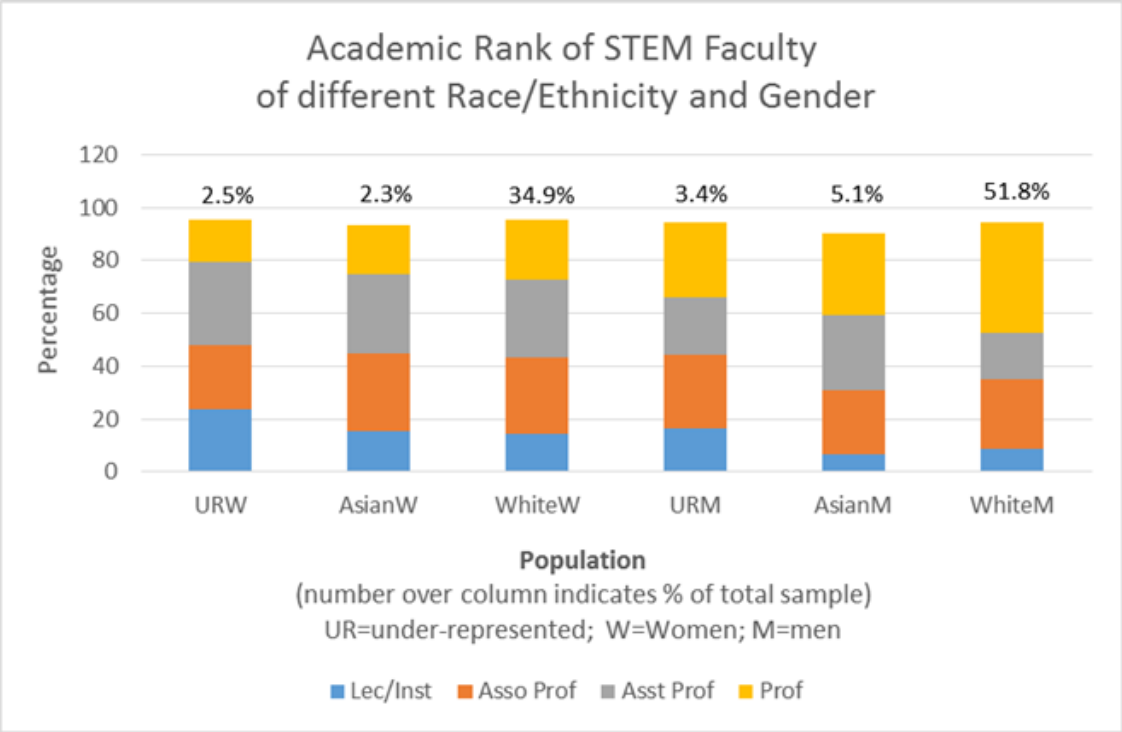

% of STEM Faculty
by Race/Ethnicity and Gender
2.5
2.3
34.9
3.4
5.1
51.8
URW
AsianW
WhiteW
URM
AsianM
WhiteM


Academic Rank of STEM Faculty
of different Race/Ethnicity and Gender
Percentage
120
100
80
60
40
20
0
2.5%
2.3%
34.9%
3.4%
5.1%
51.8%
URW
AsianW
WhiteW
URM
AsianM
WhiteM
Population
(number over column indicates % of total sample)
UR=under-represented; W=Women; M=men
Lec/Inst
Asso Prof
Asst Prof
Prof

WORK-LIFE BALANCE AND SOURCES OF STRESS

SYLVIA HURTADO

SOURCES OF STRESS

- Lack of personal time (86.4%)
- Self-imposed high expectations (82.4%)
- Managing household duties (79.0%)
- Working with underprepared students (69.9%)
- Institutional budget cuts (66.0%)
- Personal finances (65.8%)
- Research or publishing demands (61.8%)

Taken from *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia. Summary of a Conference.* National Academies Press, 2013.

BIASES FACED BY WOMEN OF COLOR

JOAN WILLIAMS, Center for Work-Life Law at the College of Law, UC Hastings

- Some biases that all women face:

Attribution bias	• A discrepancy in explanations for success: women's successes tend to be attributed to transient or external causes (e.g., luck), whereas men's successes are attributed to skill.
Recall and leniency biases	• Women's mistakes are taken more seriously and remembered longer than those made by men and rules are applied rigorously to women and leniently to men.
Polarized evaluations	• Exceptionally highly achieving women receive **higher** evaluations than exceptionally highly achieving men, while women who performance is "excellent" receive much lower evaluations than men performing similarly.

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BIASES FACED BY WOMEN OF COLOR

Preliminary findings: experiences of people affected by gender and racial biases simultaneously

- African American women are judged more harshly than are white women or of African American men when they make mistakes
- African American women are expected to fail, but when they do not, the reason is assumed to be charity rather than merit.
- Hispanics appear to be subject to assumptions of even lower competence than African American women
- Hispanic women are also assumed to be new immigrants, with the associated negative class and competence biases

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BIASES FACED BY WOMEN OF COLOR

Preliminary findings (cont)

- Asian American women tend to be viewed as either technically competent but lacking in leadership abilities, or as passive and therefore less competent.

- Williams also described another form of bias—the “maternal wall,” or gender bias triggered by motherhood.
  - This is an order of magnitude stronger than any other form of bias
  - Motherhood provokes very strong negative assumptions about an individual’s competence and commitment.

Taken from *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia. Summary of a Conference.* National Academies Press, 2013.

PRACTICES OF PROFESSIONAL SOCIETIES TO INCREASE WOC *

* By frequency mentioned

1. Establishment of boards and committees (including diversity office) within its governance structure to focus on issues of women of color and address their challenges
2. Creation of professional development programs (including mentoring programs)
3. Creation of programs and awards that support women of color by providing travel funds, scholarships, research grants
4. Promotion, endorsement, and conduct of surveys and studies to improve the collection and evaluation of data on women of color
5. Inclusion of “diversity” in the professional societies’ mission, core values and strategies
6. Programs to help improve institutional climate in academia, to initiate, or to sponsor diversity events

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PRACTICES OF PROFESSIONAL SOCIETIES TO INCREASE WOC

7. Development of partnerships among professional societies, with federal agencies, universities and other entities
8. Engagement of students in the pipeline and increase in recruitment and retention activities
9. Recognition of women of color's achievements and accomplishments; and encouragement of nominations of women of color for awards/memberships
10. Integration of training and networking opportunities into the societies' meetings
11. Engagement of women of color in leadership positions
12. Federal programs to increase recruitment and retention of women and minority groups in the workforce
13. Dissemination of effective practices and successful program experiences

Taken from *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia. Summary of a Conference.* National Academies Press, 2013.

CLOSING REMARKS

SHIRLEY MALCOM, AAAS

- **There is a need for data disaggregated** by race, sex, discipline, citizenship, and other traits, because we cannot change what we do not understand.

- **Mentors, sponsors, and coaches are critical.** Today, young women of color do not have to become something they have never seen. Senior women have a responsibility to make the path visible and easier for junior scholars.

- **We encourage publications by encouraging publishing with others** as well as building broader partnerships.

- **Scholars must make and nurture professional connections.** Women of color must regularly attend the major conferences in their fields and expand their professional networks.

- **Women of color in tenure-track positions must make sure that they understand the policies and procedures that will guide their advancement** in the academic community. They must ask department chairs about the requirements for moving up and taking leadership roles.

- **Institutions need to ensure that the selection of faculty is more equitable** throughout the recruitment and advancement processes.

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CLOSING REMARKS

SHIRLEY MALCOM, AAAS

Additional issues that need attention:

- The importance of career transition points in the education and careers of talented women of color.
- The need for transparent institutional policies—for example, in hiring and promotion.
- The need to raise awareness of unconscious biases.
- The twin needs to (1) obtain focused, additional data (qualitative as well as quantitative), and (2) move ahead to solutions knowing what we know.
- The need for federal agencies to fund more research on gender and/or race targeting select populations.
- Overall, the need for a “toolkit” that can be customized to each institutional and personal context.

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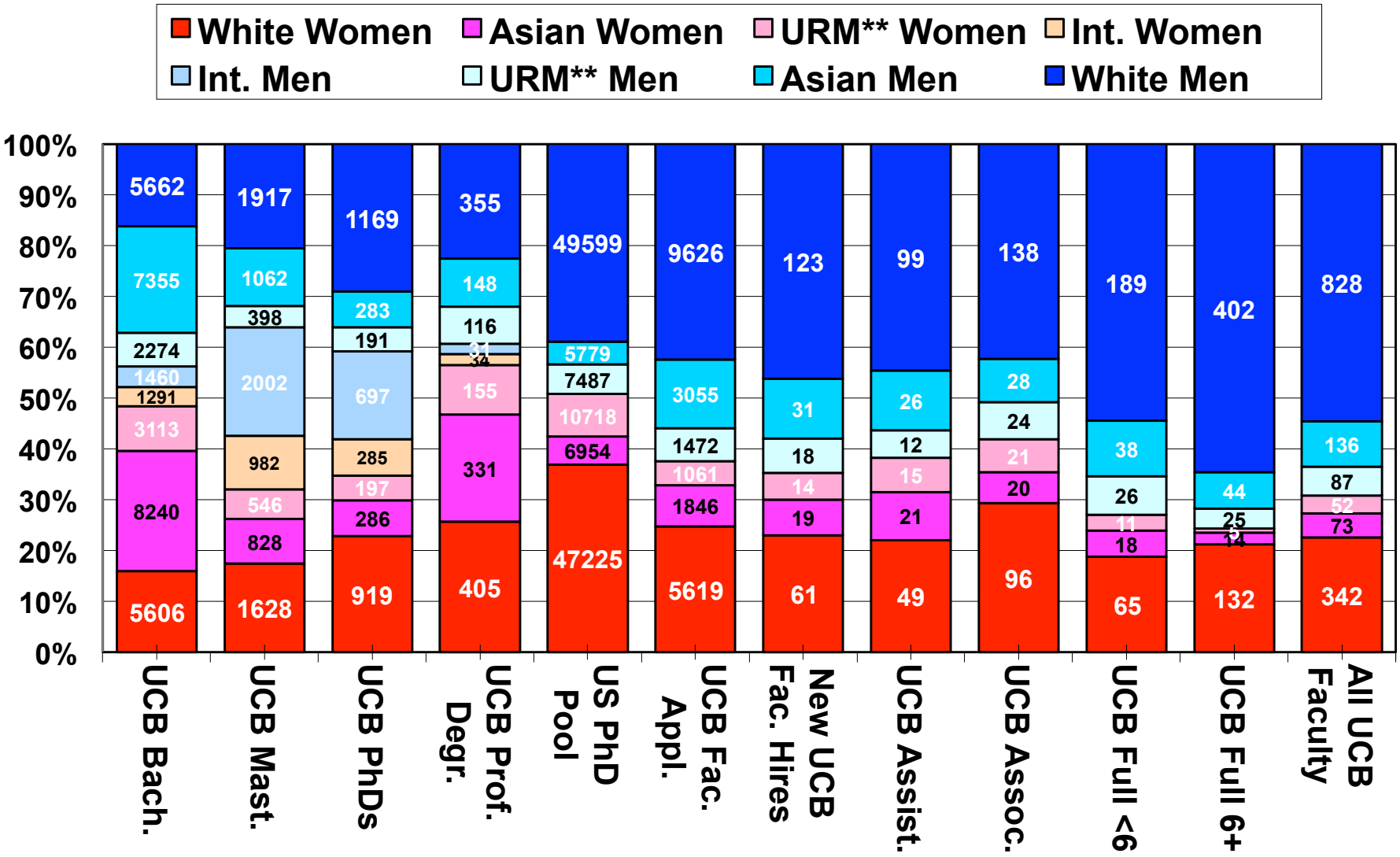
Alice M. Agogino
Data from UC Berkeley

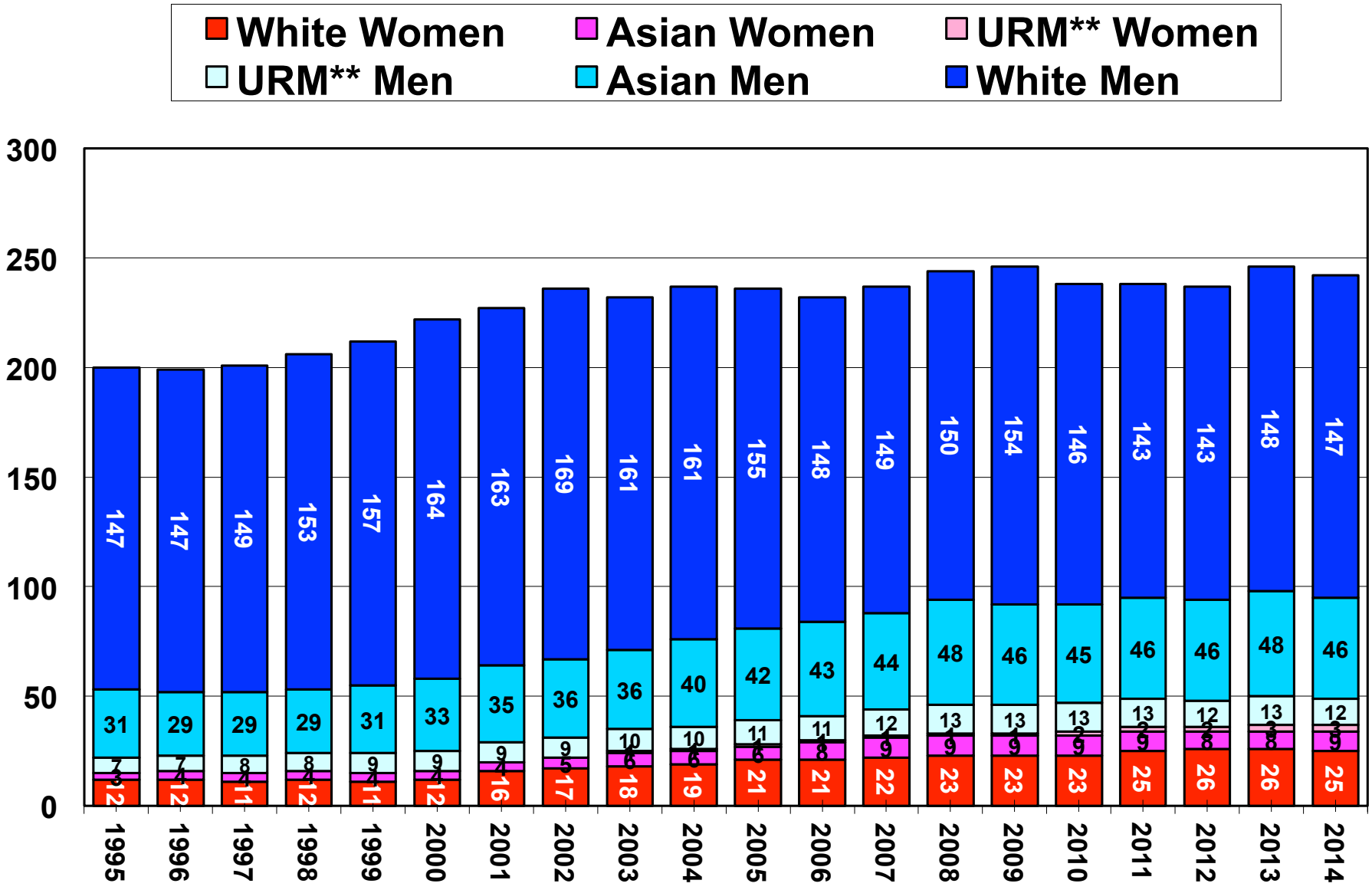
UCB Campus, Diversity Pipeline*, AY2014-15



Sources: UCB Degree File, 2009-10--2013-14; Survey of Earned Doctorates (US, PR, 2008-2012); UCB APRecruit, AY 2012-12—2014-15; Faculty Personnel Records, AY2010-11—Spring 2014-15. Faculty data as of 4/30/2015.

*All data (degrees, pool, & faculty #) are cut to campus level. Unknown gender/race/ethn. are excluded from pool analysis. Includes multiple appointments and part-time faculty.
**URM=African American, Native American, & Hispanic.

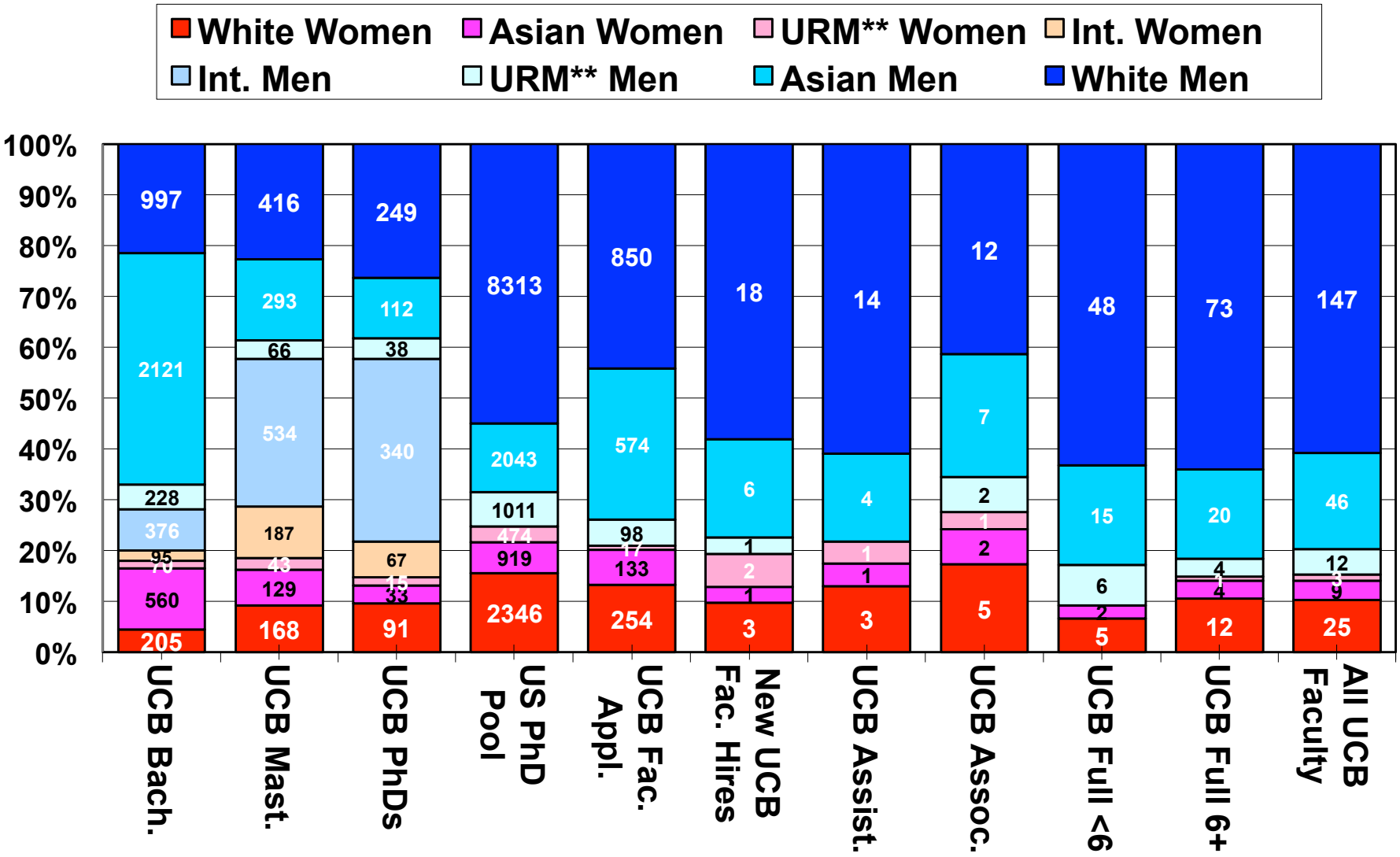
UCB Faculty College of Engineering*, AY1995-96--2014-15



Sources: UCB Faculty Personnel Records, AY1995-96--2014-15.
Faculty headcount data as of 4/30/2015.

*Includes multiple appointment & part-time faculty.
**URM=African American, Native American, & Hispanic.

UCB College of Engineering, Diversity Pipeline*, AY2014-15



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Committee on Women in Science, Engineering and Medicine, National Academies

- Sara J. Frueh, Rapporteur; Committee on Career Outcomes of Female Engineering Bachelor s Degree Recipients
- Committee on Women in Science, Engineering, and Medicine; Policy and Global Affairs
- National Research Council; National Academy of Engineering

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Other Resources

Kahneman, Daniel. *Thinking, Fast and Slow.* Farrar, Strauss and Giroux, New York, 2011

Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. WW Norton & Company, New York, 2010 (Issues of Our Times, series editor Henry Louis Gates, Jr.)

Banaji, Mahzarin R. and Greenwald, Anthony G. *Blindspot: Hidden Biases of Good People.* Delecorte Press, New York, 2013

Sandberg, Sheryl. *Lean In: Women, Work, and the Will to Lead.* Alfred A. Knopf, New York, 2013

Thank You!

To access or download the report online

Full Report:
http://www.nap.edu/catalog/18556/seeking-solutions-maximizing-american-talent-by-advancing-women-of-color

Overview:
http://naswebcontent.nas.edu/cs/groups/pgasite/documents/webpage/z2ff/mdg3/~edisp/pga_087842.pdf