Examples of biases in academic settings:

Classroom, lab, and field

Women students in science face challenging obstacles as they pursue their academic goals. For instance, in a study conducted by Clancy et al. (2014), nearly two-thirds of field scientists reported in a survey that they were surveyed. 3/4th were female. More than 20% reported sexual assault. (Clancy et al, 2014).

Networking and letters of recommendation

Women have less access to powerful networks, fewer powerful mentors, and less convincing letters of recommendation. Networking is complex and subconscious: the facts that men tend to form social bonds more easily with other men and that the majority of academics in senior positions are males mean there are strong and informal networks in which men recommend and support each other (cite other male colleagues, keep each other informed of job opportunities) (van den Brin & Benschop, 2017). Women are under-represented in the world’s science academies and research councils – worldwide, most are more than 80% male. Fewer of half of academies and councils have strategies or policies in place to address the issue (Glinsky, 2016).

Women walk a fine line when presenting themselves in hiring situations. Those who present themselves as highly confident may seem arrogant. Those who appear too humble may seem too submissive. Both are viewed negatively (Reuben et al, 2014).

Publications and citations

Women often have to prove more evidence of competence than males in order to seem as equally competent. They are ultimately judged more hirable. Each of these examples illustrates subtle forms of women's invisibility in the academic sciences. In stark contrast, men and women alike tend to assess the same research equally. 

There is a growing body of evidence showing that women are ultimately judged more hirable. Each of these examples illustrates subtle forms of women's invisibility in the academic sciences. In stark contrast, men and women alike tend to assess the same research equally. 

A strong CV can compensate for a weaker grant proposal, but it won’t make up for an analysis of publication and review material. (Hofer, 2015). Women have significantly more female applicants for assistant professor positions than do their female counterparts to mitigate the bias favoring males in the academic sciences. In stark contrast, men and women alike tend to assess the same research equally. 

Male and female experiment participants report being treated by their husbands/partners often as described as “partnership.” avoid this tricky case. Residents for male authors working on male-typed topics. These are the results of an experiment in which 245 young communication scholars rated conference abstracts ostensibly authored by men or women, but in fact the author gender was randomly assigned Krosnick-Weinstein et al, 2013).

Gender-heterogeneous working groups generally produce better papers with higher perceived quality than other groups composed of highly-performing members of the same gender (Campbell et al, 2015).

Women scientists and students at one university showed letters for women were shorter, showed less superlative adjectives and that the majority of academics in senior positions are males mean there are strong and informal networks in which men recommend and support each other (cite other male colleagues, keep each other informed of job opportunities) (van den Brin & Benschop, 2017). Women are under-represented in the world’s science academies and research councils – worldwide, most are more than 80% male. Fewer of half of academies and councils have strategies or policies in place to address the issue (Glinsky, 2016).

When symphony orchestras conduct “blind” auditions by using screens to conceal candidates’ identities, the hiring of women increased. The inability to identify the gender of the musician enabled more impartiality and diminished the influence of common assumptions that females mimics produce “poorer sound” with “smaller techniques.” Similiar results occurred in blind auditions for programmers and engineers (Golden & Russo, 2005).

Women were twice more likely than men to be hired for a job requiring math according to an experimental hiring situation in which candidates were asked to perform an arithmetical task. Similarly, women who perform well on a job interview are more likely to be hired than men who perform less well. (Moss-Racusin et al, 2012).

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Faculty of Science

Reframing for Excellence

Dear Colleagues,

Hiring, retaining, and promoting exceptional academic colleagues is one of the most important activities we do as a faculty, and I am grateful to you for your dedication and for the commitment you have shown throughout the last decade. We have been successful in our efforts to attract new faculty members with a diverse range of backgrounds and interests, and I am confident that our continued focus on diversity and inclusion will enable us to attract even more talented individuals.

The selection of new professors has far-reaching consequences, some of which can reduce gender bias. All students need formal and informal role models. The relative lack of female professors in our faculty makes a concrete and important statement about the role models of women in society. Furthermore, women are more likely to enter and remain in the sciences if women role models are visible. Women role models may also help to break down gender stereotypes and encourage women to pursue careers in science.

I would like to take this opportunity to acknowledge the hard work and dedication of all faculty members and staff who have been involved in the selection process over the years. Your contributions have been invaluable, and I am grateful for your support.

I hope that you will continue to be involved in our faculty’s mission to attract and retain the best and brightest young scientists.

Sincerely,

Dean, Faculty of Science (MNF), UZH

Petra Seibert, UZH Faculty of Science
Sara Petchey, UZH Faculty of Science
Authors

Selection of new professors

The selection of new professors is an important process. Important reasons for this are that academic excellence is not inherently a gender-neutral concept and that women are not represented in equal numbers at all stages of the professorial career. If the selection process is different from those actually applied, then due to its conditions worth. Spicher is on the position "candidate of the final selection. In case comparative review letters are required, the final selection will be possible candidates for the position. The Dean reviews structure remarks and decide which candidates are the best. The new position requires that any new hires are women who are ranked in the upper 15% of the final selections.

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