Best Practices to Foster Workforce Diversity
Information for Search Committees

UWSOM Center for Health Equity, Diversity, and Inclusion
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Overview

• UW Mandate
• Value of diversity
• UWSOM Data
• Research- bias in hiring
• Unconscious bias
• Best practices
• Resources
UW faculty senate approved the resolution: “BE IT RESOLVED that all University of Washington faculty search committees be given a mandate and adequate resources to participate in some form of Equity, Access, and Inclusion training developed in collaboration with the Office for Faculty Advancement that informs participants on best practices regarding faculty candidate outreach, assessment, recruitment and retention”

“BE IT FURTHER RESOLVED, that all UW unit heads are accountable to University leadership for making improvements in the area of faculty diversity by reporting unit participation in “Equity, Access and Inclusion Hiring” training efforts as well as reporting diversity hiring activities and outcomes”
Great minds think differently …

@NIH_COSWD
AAMC: Diversity 3.0
Diversity = Excellence

- View diversity as a solution not a problem
- Engage people of different skill sets and perspectives to solve problems
- Diversity and inclusion integrated into core workings of institution
- Hiring new faculty represents an opportunity to realize University goals for diversity

UW Diversity Blueprint 2017 - 2021

- Strengthen and diversify faculty hiring practices- goal of 100% participation in search committee training

- Utilize best practices to improve recruitment

- Develop school practices that support retention and advancement of URM faculty

Office of the University of Washington President
http://www.washington.edu/diversity/diversity-blueprint/
Diversity Makes You Brighter

- Individuals competed in groups to find accurate answers in predicting stock prices
- Answers were 58% more accurate in diverse groups than in homogeneous groups
- More time spent in interacting in diverse groups = more accurate answers
- Diversity > cognitive friction, disrupts conformity = better critical thinking for all, improved error detection, more accurate answers

Underrepresented minority (URM) or Underrepresented in Medicine (URiM) refers to “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.”

Association of American Medical Colleges
UWSOM Faculty Diversity

- UWSOM Data Source: Office of EOAA (Equal Opportunity and Affirmative Action)

- National URM Faculty: 7.6% (AAMC, 2016)
# Representation

<table>
<thead>
<tr>
<th></th>
<th>King County</th>
<th>Washington State</th>
<th>WWAMIM</th>
<th>US</th>
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<tr>
<td>URM</td>
<td>17%</td>
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<td>16%</td>
<td>34%</td>
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Implicit Bias

Aka: hidden bias, unconscious bias
Implicit Bias: Definition

“attitudes or stereotypes that affect our understanding, decision making, and behavior, without our even realizing it”

How our Minds Work

• First impressions are made quickly (snap judgments)

• Automatic associations

• Absorb messages from our culture

• In-group favoritism
First Impressions

- First impressions of a person as attractive, likeable, competent, trustworthy, and aggressive are made quickly.

- Exposure to an unknown face for one-tenth of a second was enough to judge these traits (implicitly).

- Judgment did not change with increased of one second, but confidence in the judgment increased.

Willis & Todorov, 2006
Implicit and Explicit Beliefs

Explicit Attitudes and Beliefs
- Can report
- Rational
- Higher level thinking

Implicit Attitudes and Beliefs
- Automatic
- Hidden
- Unaware
- Lower level thinking

*Blindspot*, Banaji & Greenwald, 2103
Implicit Bias is Common

- Implicit bias is common and pervasive in the general population, in society

- Race, ethnicity, gender, weight, ability, age, sexual orientation, other areas

- MDs, other providers show bias similar to others with doctoral degrees, others in society

Nosek, et al., 2007, Sabin et al., 2009, Hill et al., 2015
Measuring Implicit Bias
The Implicit Association Test (IAT)

A widely used, indirect measure of implicit social cognition

http://implicit.harvard.edu

Greenwald, et al., 1998
Implicit Bias: Race

If there is an association that is faster for

with the concept of “good”

than

with the concept of “good”

70% of IAT test takers show stronger association of White rather than Black face and concept of “good”

Nosek et al., 2007
Implicit Bias: Gender

Male versus Female (Ben vs. Julia)

Career versus Family (management vs. home)

72% of IAT test takers show male-career association rather than female-career association

Nosek, et al., 2007
Other Areas
Implicit Bias and Behavior

Despite egalitarian beliefs, individuals may show prejudiced behavior in certain situations:

- Clinical/other ambiguity
- Situational uncertainty
- Heavy workload
- Fatigue
- Pressure of time

Croskerry, 2001, 2010
Racial Bias is Contagious

• Just observing a biased person express subtle negative bias toward a black person may shift an individual’s racial bias

• Others’ biases may “creep into our minds and infect our behaviors”

• Flip side is true, can shift to positive

Willard, Isaac, Carney, 2015
Bias in Hiring

Selected studies
Bias: Science Faculty

Science faculty from intensive research institutions, hiring undergrad student lab manager, random assigned male/female

- Rated male student as more competent and hireable
- More pre-existing subtle bias against women (modern sexism scale), predicted perceptions of less competence, less hireability, less willing to mentor female student (not male)
- “Liked” female student more, didn’t translate to perceptions of competence, salary or job offer
- Male and female faculty equally likely to show subtle bias

Moss-Racusin et al., 2012
Bias in Hiring: Race

Are Emily and Greg more employable than Lakisha and Jamal?

- Help wanted ads, Boston, Chicago, outcome = job call backs
- Identical resumes, 70% college degree, only difference = name
- White names 50% greater chance of receiving call back than Black names
- Higher quality resumes - 30% call back for white candidate, 9% for black candidate
- Employers who listed “equal opportunity employer” had same amount of bias

Bertrand & Mullainathan, 2004
Implicit Race Bias and Employment

- Identical CVs, lecturer post, manipulated by name and photo, asked to review and recommend 2/4 candidates for interview.

- White participants with high implicit race bias were ten times more likely to select two white candidates for interview than two non-white candidates, despite identical CVs.

- Higher implicit race bias—more time looking at positive information in white candidate CV and less time looking at positive information in black candidate CV.

Beattie, et al., 2013
Workplace Bias: Pregnancy Discrimination

- Pregnant women and mothers perceived as: less committed, steered away from prestigious assignments, slighted on bonuses, less dependable, more irrational

- Each child takes away 4% of mother’s hourly wages, adds an increase of 6% to father’s wages (controlled for experience, education, marital status, hours worked)

- Study by Correll at Stanford found “motherhood penalty” – managers twice as likely to hire childless woman than candidate with a child

Kitroeff & Silver-Greenberg, June 15, 2018, NYT
Bias in Letters of Recommendation

Analysis of letters of recommendation for medical faculty, one large US medical school, 3 year period

Letters for female candidates (vs. male)
• Significantly shorter
• Showed less professional respect (first name female vs. Dr. for male)
• Contained doubt raisers (24% vs. 12%)
• Mentioned how they relate interpersonally (16% vs. 4%)
• Referred to personal life (6% vs. 1%)

Letters for male candidates (vs. female)
• Referred more frequently to research (62% vs. 35%), and publications (13% vs. 3%)

Trix and Psenka, 2003
Interrupt Bias: Best Practices Hiring
Hidden Biases Create Barriers
(adapted from Moody, 2010)

The search, selection, and promotion process:

• Snap judgments of an applicant
• Presumptions of competence based upon implicit negative and positive stereotypes
• Feeling more comfortable with and confident in people who share one’s own culture
• Subjective assessments of a candidate’s potential rather than accomplishments

http://www.engr.washington.edu/lead/biasfilm/
Interrupt Implicit Bias

- Collect data
- Become aware of biases
- Be careful about decisions by “intuition”
- Examine decisions in a systematic way
- Reduce discretion in decision making
- Use decision tools, structure processes
- Objective processes, clinical guidelines, check lists

Blind Spot, Banaji & Greenwald, 2103, Banaji, Brazerman, Chug, 2003, AAMC 2009
“Blinding” for Equity

- Gender inequity in symphony orchestras (6% female in 1970), Intervention: The “blind” audition: (audition behind a screen so gender completely unknown)

  - Five highest-ranked orchestras: representation of women increased from 6% in 1970 to 21% in 1993, Blind auditions significantly reduced gender-biased hiring.

- **Action:** you can “blind” yourself from learning a person’s gender, race, etc. when you’re making a decision (e.g., having their name removed from the top of a resume).
Eliminate Expectations of Brilliance

Hypothesis: Fields that believe “giftedness” or innate intelligence is main requirement for success will have less women and African Americans

- Perceptions of “special aptitude that just cannot be taught” needed to be successful in the field, controlled for hours worked, GRE scores, selectivity, other

Results:

- The more a field valued giftedness, the fewer female PhDs
- Fields that emphasize raw talent, more likely to endorse idea women not suited for high-level scholarly work
- Field-specific ability beliefs were only predictor of women and African American representation in the field
- **Recommend**: emphasize sustained effort rather than “giftedness” for top level success

Leslie, et al., 2015
Committee Formation and Education

- **Committee Composition**
  - Include faculty who value diversity and excellence
  - Include women
  - Include faculty from underrepresented groups
  - Dean/Chair meet with the committee to emphasize importance of diversity

- **Committee Education**
  - Understand unconscious bias in search process
  - Be aware of biases and assumptions - your own, in letters of recommendation, common stereotypes
  - Best practices
At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all.
Diversity Valued in Appointment and Promotion

University of Washington Faculty Code: Chapter 24. Section 24-32. Scholarly and Professional Qualifications of Faculty Members

In accord with the University's expressed commitment to excellence and equity, contributions in scholarship and research, teaching, and service that address diversity and equal opportunity may be included among the professional and scholarly qualifications for appointment and promotion outlined below.

- You may evaluate a candidate on their work in these areas gleaned from CV
WA State I-200

• Under I-200 outreach efforts to expand the qualified applicant pool are allowed and encouraged

• Under I-200, race, ethnicity, gender, cannot be used to select a candidate
Best Practices: Preparation and Outreach

• Expand your applicant pool to strive for diversity
• Always be recruiting, mine many resources, list of candidates generated from URM faculty
• Network at national conferences
• Personal contact with promising URM faculty
• Chairs go “extra mile” to make personal connections
Best Practices: Outreach cont.

• Grow your own- residency programs, fellows
• Include proactive language in job description
• Advertise broadly
• Contact minority institutions
• Understand WA State Initiative 200
• Affinity groups- professional organizations, outreach
Reading/Writing Letters of Recommendation

• Be aware that those who write recommendations may be biased
• Letters should focus on the applicant, record
• Evaluate accomplishments
• Discuss personal characteristics only relevant to potential for growth and job performance
Types of Bias Expressed in Letters

- **Negative language:** *While not the best student I have had*
- **Hedges:** *It appears that her/his health is stable*
- **Unexplained:** *Now that she/he has chosen to leave the laboratory*
- **Faint praise:** *She/he is void of mood swings and temper tantrums*
- **Grindstone:** *She/he is conscientious and meticulous*
Inclusive Language

- Masculine language: words such as “competitive”, “determined”, may exclude women from applying, perceive they do not “fit”
- Words like “collaborative”, “cooperative” – more women apply
- Replace with neutral language, or go back and forth- “build” and “create”
- Software programs can identify stereotypical words

Knight, Harvard Business Review, 6/12/2017
Best Practices Evaluation

• Reach consensus on criteria and how qualifications will be weighted before review candidates

• Avoid too narrow focus of candidate research area

• Structured interview process, standardized questions
Evaluation, cont.

- Use a standard candidate evaluation form/rubric
- Evaluate entire application
- Interview more than one member of underrepresented group
- Be able to defend every decision for advancing or eliminating
Tips for Evaluating Diversity Statement

- When reviewing statements, notice candidates’ level of reliance on generalities, platitudes, and clichés or more detailed and specific to the individual?
- Notice whether candidates describe concrete experiences— i.e. working in a specific outreach program in a specific community
- If candidates have not had many opportunities to work in these areas in the past, can they describe their potential for future contributions to diversity and inclusion in concrete and specific detail?
- Also notice the level of candidates’ commitments— i.e. how long have they worked in particular areas?

UW Resources

- The **UW Faculty Recruitment Initiative** provides departments with supplemental funds to enhance faculty recruitment packages aims to build a diverse and inclusive faculty. Assessment of diversity is gleaned from the CV, not based upon the person's background (there have been awards for health sciences departments)

- Greater Washington State Higher Education Recruitment Consortium (**GWS HERC**) “University of Washington new collaborative effort to help institutions recruit diverse faculty and staff and assist dual-career couples seeking employment throughout the state” (UW, the Bill and Melinda Gates Foundation, Fred Hutchinson Cancer Research Center)

(7) [http://www.washington.edu/diversity/faculty-advancement/](http://www.washington.edu/diversity/faculty-advancement/)

Metrics

- Collect institutional demographic data annually
- Monitor faculty turnover
- Collect qualitative data about faculty who leave
- In search process collect metrics - monitor diversity of candidates: Interfolio: applicant pool
- (EOAA): new hires
UW Resources


NIH Scientific Workforce Diversity Toolkit

The U.S. scientific research enterprise – from basic laboratory research to clinical and translational research to policy – requires intellect, creativity, and diverse skill sets and viewpoints.

Diversity

... enhances excellence, creativity, and innovation
... broadens the scope of biomedical inquiry
... addresses health disparities
... ensures fairness in our highly diverse nation
Thank You
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Online References

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• http://www.engr.washington.edu/lead/biasfilm/
• http://wiseli.engr.wisc.edu/docs/SearchBook.pdf
• ADVANCE, University of Michigan, Program Materials, 2009, page 20
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