DIVERSITY = EXCELLENCE
BEST PRACTICES FOR WORKFORCE DIVERSITY

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UW Medicine Office of Health Care Equity
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”
Overview

- Search committee diversity education across UW
- Value of diversity
- UWSOM Data
- Research - bias in hiring/workforce
- Unconscious bias
- Best practices
- Resources
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
UW Medicine Healthcare Equity Blueprint

> OBJECTIVE 1: Increase diversity, increase cultural humility and reduce implicit bias in the healthcare workforce

> OBJECTIVE 2: Engage the communities we serve as partners in assessing and addressing healthcare equity

> OBJECTIVE 3: Deploy targeted quality improvement and healthcare services to meet the needs of marginalized populations
Common Terms

> **Bias**: an attitude that projects favorable or unfavorable dispositions toward people

> **Stereotype**: shared set of beliefs, fixed impression of a group

> **Prejudice**: negative attitudes and beliefs about out-group vs. in-group

> **Discrimination**: behavioral manifestation of bias, stereotyping, and prejudice, the way others are treated
Common Terms

**Structural racism:** The macrolevel systems, social forces, institutions, ideologies, and processes that interact with one another to generate and reinforce inequities among racial and ethnic groups. (Powell 2008)

**Stigma:** The process by which certain human characteristics are labeled as socially undesirable and linked with negative stereotypes about a class of individuals, resulting in social distance from or discrimination towards labeled individuals (NIH)
Under-represented in Medicine/Biomedical Research (NIH)

> Under-represented racial and ethnic groups: Blacks or African Americans, Hispanics or Latinx, American Indians or Alaska Natives, Native Hawaiians, and other Pacific Islanders.
> Individuals with disabilities
> Disadvantaged backgrounds
> Women
NIH Office of Scientific Workforce Diversity
(a great resource)
Q. Why Diversity? A. It 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

UWSOM Ladder Faculty Diversity, 2018 (n=2,288)

Source: UW EOAA Office, 2018
Courtesy Dr. Leo Morales

7.7% URM

Source: AAMC

4.8% URM

Source: UW EOAA Office, 2018

- **White**: 63.1%
- **Asian**: 68.6%
- **Black**: 3.0%
- **Hispanic**: 4.4%
- **AIAN**: 0.1%
- **Pacific Islanders**: 0.2%
- **Other**: 0.5%
- **Multiple**: 11.0%
- **Unknown**: 11.0%

- **Asian**: 17.0%
- **Hispanic**: 3.5%
- **Black**: 1.1%
- **AIAN**: 0.2%
- **Pacific Islanders**: 0.1%
- **2+ Racial Groups**: 1.4%
- **Missing R/E**: 0.7%
School of Medicine: Percent Female by Department, 2018

SOM Average: 40%

Courtesy Dr. Leo Morales
Implicit Bias

Aka: hidden bias, unconscious bias
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
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, 2013
Measuring Implicit Bias: The Implicit Association Test

Most widely used measure of implicit social cognition. The IAT is not a diagnostic.

http://implicit.harvard.edu

Greenwald, et al., 1998
Black/White Race IAT

If there is an association that is faster for

+ the concept of “good”

than with

+ the concept of “good”

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

Nosek et al., 2007
Gender IAT

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

> Authors: Authentic pro-black regard among employees in an office, for example, is therefore more than simply a “good thing to have” or the “right way to be.” It is in fact a communicable attribute"
Microaggressions: Institutional Climate

“Microaggressions are the brief and commonplace daily verbal, behavioral, and environmental indignities (intentional, non-intentional) that communicate hostile, derogatory, or negative racial, gender, sexual orientation, religious, (other) slights and insults to a target person or group.”

Derald Wing Sue, 2010, Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation
Example: Race/Gender Microaggressions

> Intellectual Inferiority: Women are deficient in rational thinking (math, science): i.e. to a woman - you articulate so well

> You Do Not Belong: i.e. being directed to entrance for messengers rather than main entrance

> Not Trustworthy: i.e. being closely monitored in stores

Derald Wing Sue, 2010, Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation
Institutional Climate: Underrepresented in Medicine

URiM faculty report:

- Difficulty in cross cultural relationships
- Isolation and feeling invisible
- Lack of mentors/role models
- Disrespect, overt and covert bias/discrimination
- Unfair burden of being identified with affirmative action
- Financial hardship

Pololi, Cooper, Carr, 2010
Strategies to Mitigate Bias

Good intentions are not enough

- Personal awareness
- Collect data, monitor equity
- Reduce discretion- develop objective processes
- Promote workforce diversity
- Accountability (individual, institutional)
Bias in Hiring

Selected studies
Bias: Science Faculty

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

> Male student: more competent and hireable
> More preexisting subtle bias against women 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 is 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: Academic 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
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 wage but adds an increase of 6% to father’s wages (controlled for experience, education, marital status, hours worked)

- Study (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
> Contained doubt raisers (24% vs. 12%)
> Mentioned how they relate interpersonally

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

Trix and Psenka, 2003
Bias Expressed in Letters

- Negative language: *While not the best student I have had*
- Hedges: *It appears that her/his health is stable*
- Potentially negative: *bright, enthusiastic, she/he responds well to feedback*
- 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*

Trix & Psenka, 2003
Expectations of Brilliance: A Stereotype

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
> Emphasis on 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
Interrupt Bias: Best Practices
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
UW Diversity Statement

Use UW Diversity Statement in job description, web site, application materials, other

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.
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: 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
- Advertise broadly
- Chairs go “extra mile” to make personal connections
- Grow your own
Letters of Recommendation

> 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
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
Promising Practices to Increase Diversity

Very Promising: Shaping the Job Description (strongly associated with more diverse applicant pool, more hiring of women and URiM)

> Link description to issues of gender, race, ethnicity
  - i.e.：“labor and women’s history,” rather than just “labor history”

> Emphasize interest in public scholarship/translational research
  - i.e.: focus on fields that are associated with societal improvement, underserved communities

> Field specific: sub fields that have higher numbers of diverse scholars i.e.: health equity

*Searching for a Diverse Faculty*, University of California, Berkeley, 2018
Promising Practices

> Intensive Outreach (direct recruitment of women and URM, encourage them to apply)
> Prioritize diversity
> Diverse search committees
> Finalists meet with campus groups/individuals from diverse backgrounds

*Searching for a Diverse Faculty*, University of California, Berkeley, 2018
Greater Washington State Higher Education Recruitment Consortium (GWS HERO) “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)
More UW Resources

Thank you
For questions/comments:
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Online References

> http://www.washington.edu/diversity/diversity-blueprint/
> http://www.engr.washington.edu/lead/biasfilm/
> http://wiseli.engr.wisc.edu/docs/SearchBook.pdf
> ADVANCE, University of Michigan, Program Materials, 2009, page 20
> AAMC: https://www.aamc.org/members/leadership/catalog/178420/unconscious_bias.html
> HERC - http://www.washington.edu/diversity/faculty-advancement/
> http://advance.washington.edu/resources/facrecruitment.html
> https://www.aamc.org/initiatives/diversity/portfolios/