

# DIVERSITY = EXCELLENCE

## BEST PRACTICES FOR WORKFORCE DIVERSITY

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UW Medicine Office of Health Care Equity



# UW Resolution Class C 9 Bulletin No. 539

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- > 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

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- > 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

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- > 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

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- > 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

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- > **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

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***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)

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- > 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)

**NIH** National Institutes of Health  
Office of the Director  
Scientific Workforce Diversity

Introduction

**Many Types of Diversity**

- Thinking Styles
- Language
- Ethnicity\*
- Religion
- Perspective
- Experience
- Nationality\*
- Geography
- Race\*
- Culture
- Skills
- Gender\*
- Disability\*
- Sexual Orientation
- Age
- Socioeconomic Status\*

Diversify the Talent Pool

Unbiased Talent Searches

Outreach and Networking

Mentoring Relationships

Citation Library

\* Underrepresented Populations in U.S. Biomedical, Clinical, Behavioral and Social Science Research





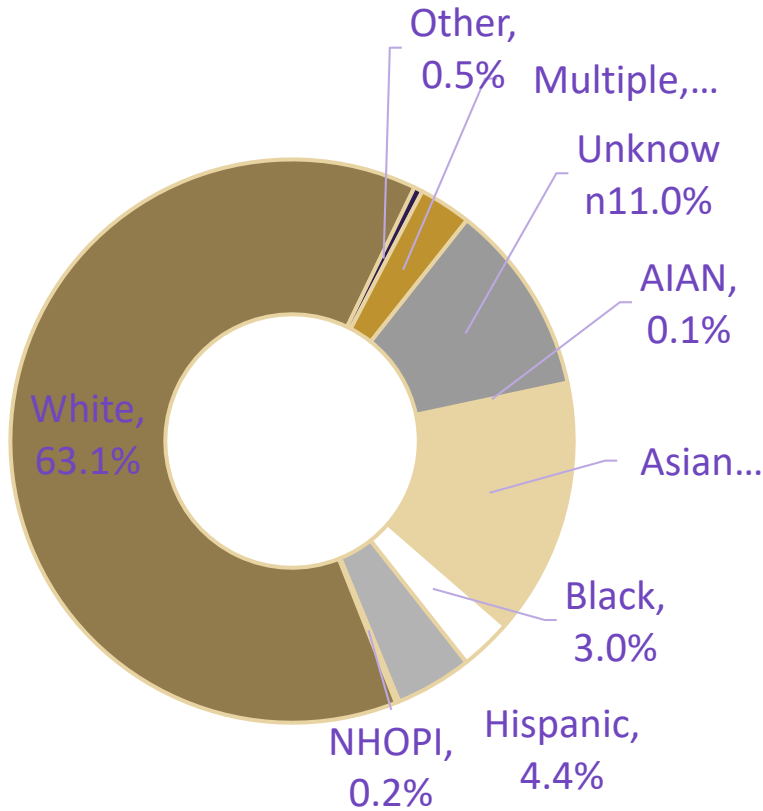
## Q. Why Diversity? A. It Makes You Brighter

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- > 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

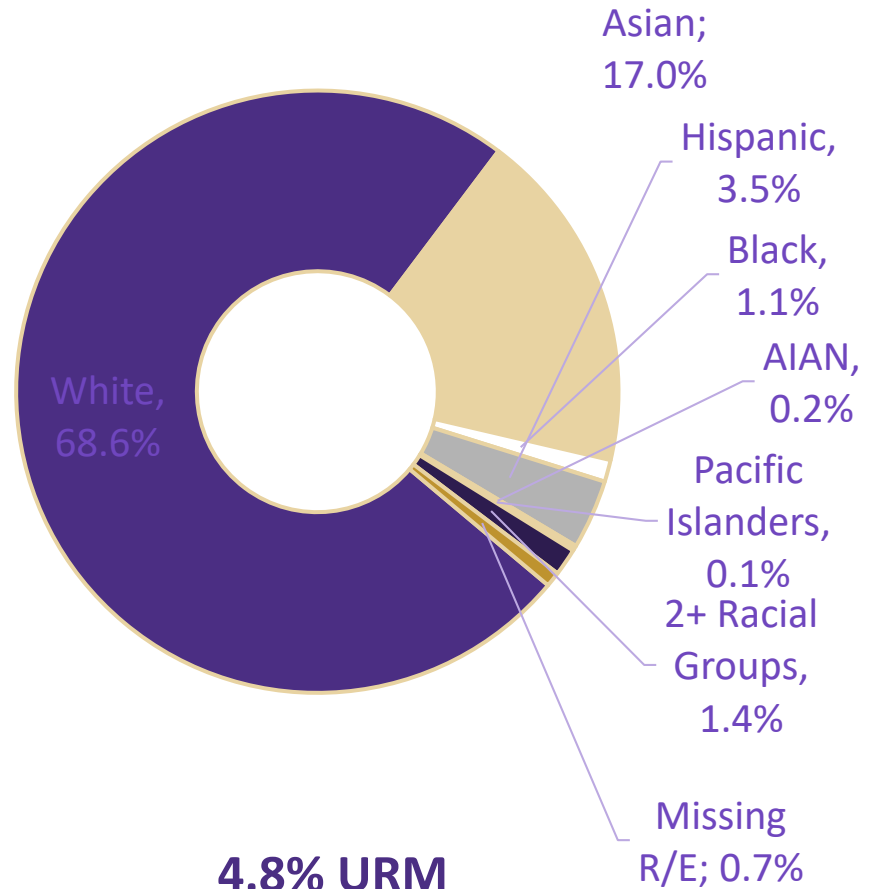


# UWSOM Ladder Faculty Diversity, 2018 (n=2,288)



**7.7% URM**

Source: AAMC

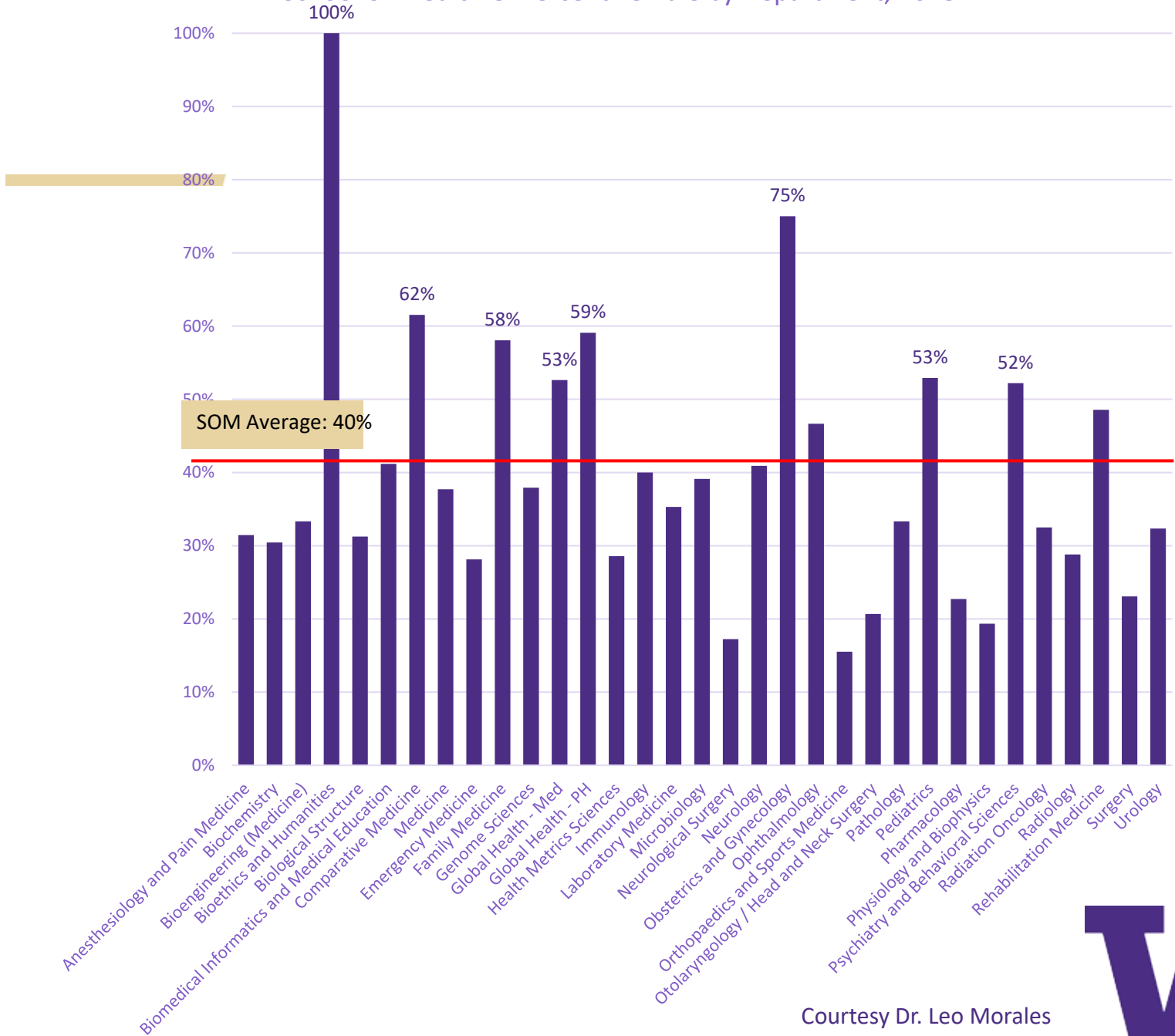


**4.8% URM**

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

UNIVERSITY of WASHINGTON

# School of Medicine: Percent Female by Department, 2018



Courtesy Dr. Leo Morales



# Implicit Bias

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**Aka: hidden bias, unconscious bias**

# Hidden Biases Create Barriers

(adapted from Moody, 2010)

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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

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

*“Implicit bias in the courtroom”*, UCLA Law Review(2012) by Jerry Kang, et al.



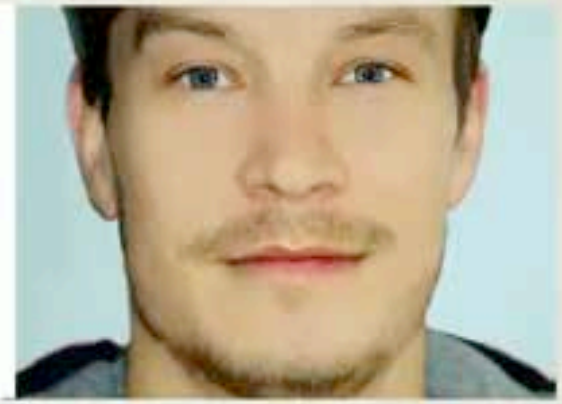
# How our Minds Work

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- > First impressions are made quickly (snap judgments)
- > Automatic associations
- > Absorb messages from our culture
- > In-group favoritism







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# First Impressions

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- > 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

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Explicit  
Attitudes and  
Beliefs

Can report  
Rational

Higher level  
thinking



Implicit  
Attitudes and  
Beliefs

Automatic  
Hidden  
Unaware

Lower level  
thinking

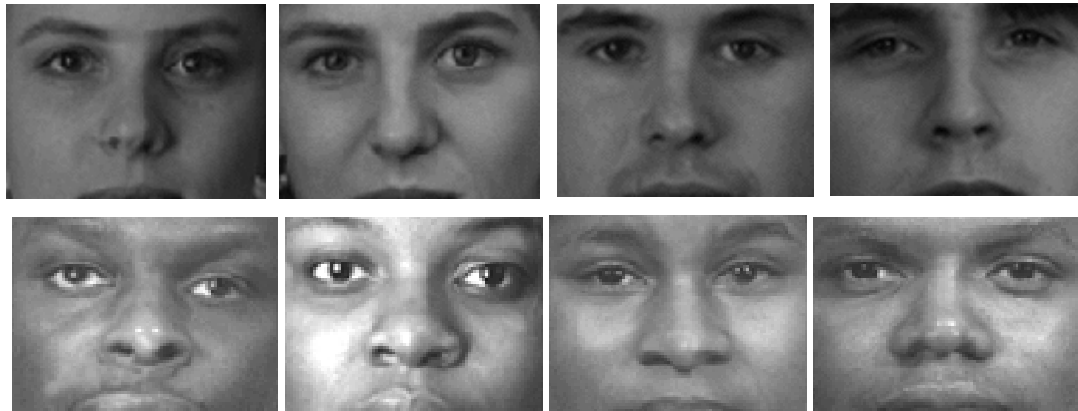
*Blindspot*, Banaji & Greenwald, 2013





# 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

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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

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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

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# Implicit Bias and Behavior

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

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





# Racial Bias is Contagious

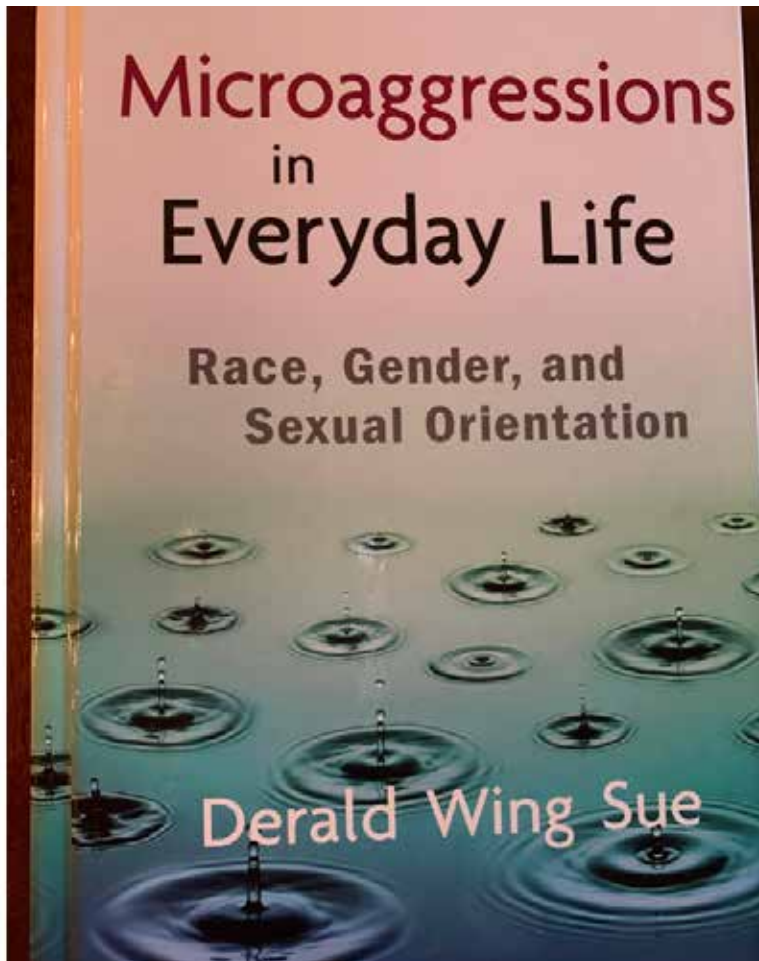
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- > Just observing a biased person express subtle negative bias toward a black person may shift an individual's racial bias
- > Others' biases may "creep into our minds and infect our behaviors"
- > Flip side is true, can shift to positive
- > Authors: 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

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“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.”



## Example: Race/Gender Microaggressions

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- > 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

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## 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

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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

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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



# Bias in Hiring: Race

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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

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- > 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

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- > 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

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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

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- > 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

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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

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# Committee Formation and Education

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- > 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

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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.*







# Diversity Valued: Appointment and Promotion

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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

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- > 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

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- > 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

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- > 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

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- > 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

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- > 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.

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- > 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

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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





# Promising Practices

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- > 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*



## UW Resources: Post Job

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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)



## More UW Resources

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- > <http://www.washington.edu/diversity/faculty-advancement/handbook/>
- > <http://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/>



**Thank you**  
**For questions/comments:**  
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Sabin & Morales

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- > HERC - <http://www.washington.edu/diversity/faculty-advancement/>
- > <http://advance.washington.edu/resources/facrecruitment.html>
- > <https://www.aamc.org/initiatives/diversity/portfolios/>

