

Conducting a Fair Search: ***Examining the Impact of Implicit Bias on*** ***Decision-Making***

Office of Human
Resources_Amended -Heller

Agenda

- ▶ Icebreaker
- ▶ Dimensions of Diversity
- ▶ Mental Processes and Implicit Bias
- ▶ Impact of Bias On Decision-Making Process
- ▶ Examining Our Own Implicit Biases
- ▶ Taking Action: Proactive Steps to Counter Implicit Bias During a Search
- ▶ Resources

Touchstones

- ▶ Confidentiality
- ▶ Treat Each Other with Respect & Dignity
- ▶ Use “I” Statements
- ▶ Create Safe Learning Environment
- ▶ Other (s) _____

Ice Breaker - Power - Privilege and Implicit Bias



Dual Pathway: Why & How of Diversity

“ The mosaic of people who bring a variety of backgrounds, perspectives, values and beliefs as assets to groups and organizations in which they interact.”

Having a diverse faculty and staff benefits the college by:

- Fulfilling Brandeis’ commitment to provide a more diverse and inclusive environment
- Providing role models for students and staff
- Changing the curriculum in important ways
- Offering different perspectives and ways of doing things

APA Evidence based research on the outcomes from a diverse environment (faculty, staff, researchers and students)

Discrimination

Discrimination occurs when a person is treated as inferior due to a group membership or a specific characteristic

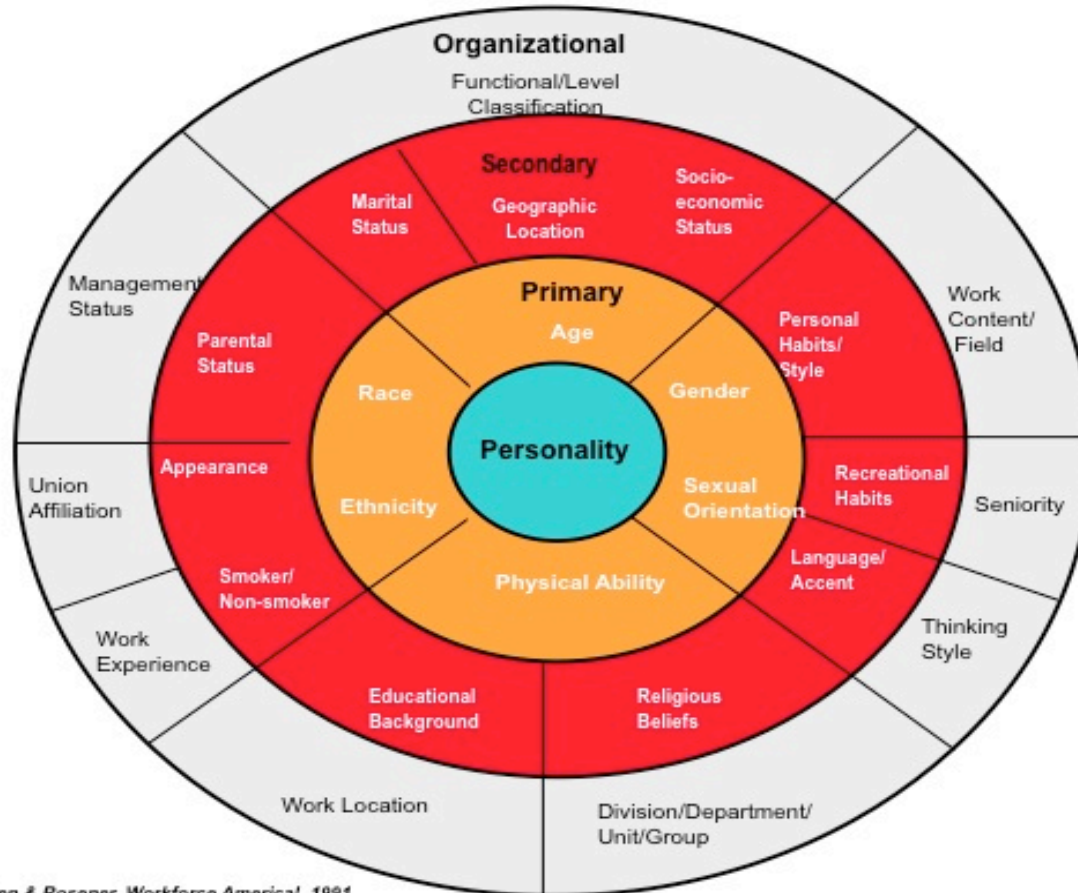
- A bias is an inclination towards or against something

Brandeis University prohibits discrimination on the basis of the following protected class categories:

- ▶ Race
 - ▶ Color
 - ▶ Sex
 - ▶ Sexual orientation
 - ▶ Gender identity
 - ▶ Religion
 - ▶ National origin
 - ▶ Ancestry
 - ▶ Age
 - ▶ Genetic information
 - ▶ Disability
 - ▶ Disabled or protected veteran
- ❖ Retaliation is prohibited

Dimensions of Diversity

(Diversity Mixtures)



Adapted from Loden & Rosener, Workforce America!, 1991

Power of the Unconscious

- The human brain can take in 11 million pieces of information at any given moment
- We are aware of <40 pieces of information, in the best case
- Our brains categorize and fill gaps
- Biases are mental processes that operate without conscious awareness or conscious control (implicit social cognition) - Kang & Lane, 2010
- Biases can affect both individual and social interactions

Mental Processes

Schemas: “templates of knowledge that help us to organize specific examples into broader categories”
(Kang, 2008)

These mental shortcuts allow us to:

- quickly assign objects, processes, and people into categories
- once assigned, any meanings associated with category become associated with the object, process, or person
- shapes social interactions

Mental Processes

Stereotypes: “beliefs that are mentally associated with a given category” (Blair, 2002; Greenwald & Krieger, 2006) Examples:

- Discuss examples - Entrenched - images through social media & the internet

Associations - both positive and negative- are routinized, become accessed automatically (Rudman, 2004)

Stereotypes are not necessarily accurate, may reflect associations that we would consciously reject (Reskin, 2005)

Common Types of Bias [Mental Processes]

Attitudes: “evaluative feelings, such as having a positive or negative feeling towards something or someone” (Greenwald & Krieger, 2006; Kang, 2009)

- **In-Group:** ‘One of us’ granted favoritism, seen as having positive traits/characteristics
- **Out-Group:** Different from ourselves, judged more harshly
- Bias towards In-Group is displayed even when group members are **randomly assigned** (Tajfel, Billig, Bundy, & Flament, 1971) or **fictitious** (Ashburn-Nardo, Voils, & Monteith, 2001)

Mental Processes

- Bias is a good thing
- In-group and out-group bias (+/-)
- Can lead to cognitive error
- Bias filtering can be increased in some circumstances
- The Reality: At best, we may be able to minimize some of the errors we make during our evaluations of others

Break



Challenging the Myth of Non-Bias

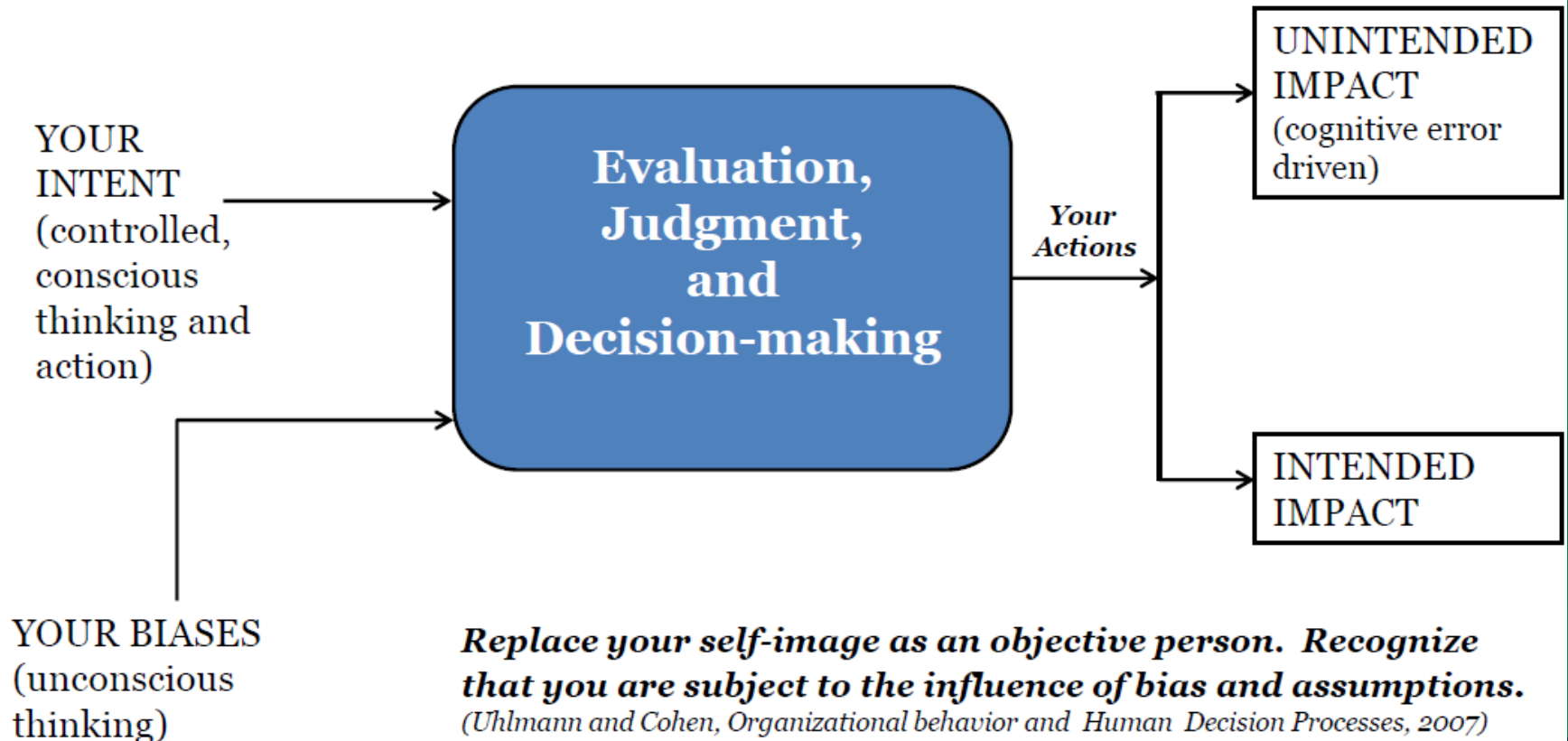
Widely held self-view:

“I am a fair, unbiased individual who treats all people in the same way.”

Individuals who believe they are not biased may still unconsciously or inadvertently behave in a discriminatory manner (Dovidio et al. 2001)

- Presents as inequities in explicit and tacit evaluation of and socialization with others (i.e., sharing of information)
- Very small differences lead to major consequences in hiring, promotion, opportunities, mentoring, nominations, etc.

Our Evaluation, Judgment, and Decision-making Engine



Replace your self-image as an objective person. Recognize that you are subject to the influence of bias and assumptions.
(Uhlmann and Cohen, Organizational behavior and Human Decision Processes, 2007)

Know your bias profile. (<https://implicit.harvard.edu/implicit>)

Universal Bias Triggers

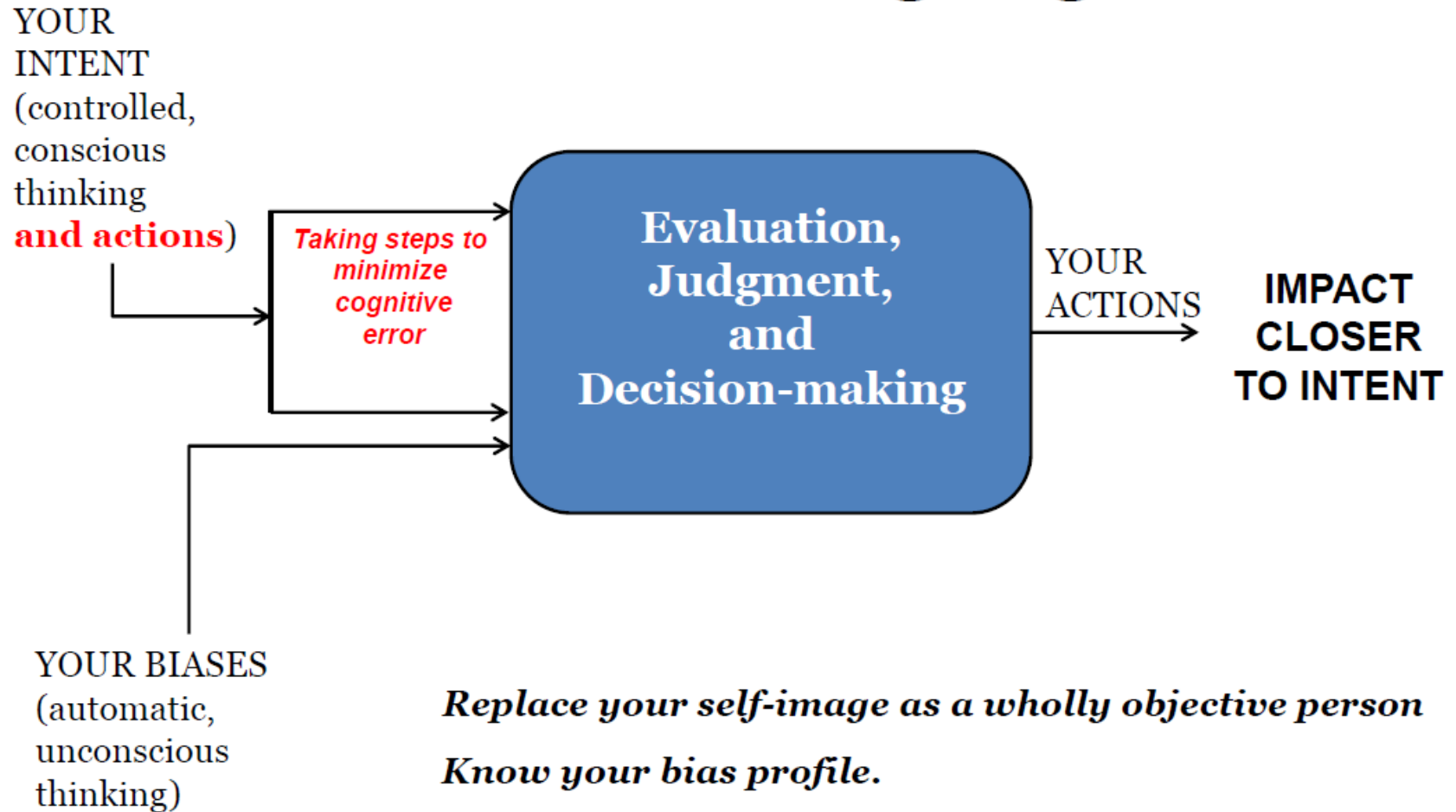
- Visible/salient identity (e.g., age, gender, race)
- Time pressure and/or need for quick decision
- Cognitive overload
- Multi-tasking
- Ambiguity
- Lack of accountability
- Fatigue and/or stress
- *Cultural levers*

Motivating Factors for Bias Filtering: Cultural Levers

- Age
- National Origin
- Race
- Sexual Orientation
- Gender Identity
- Religion
- Disability
- Values
- Discipline
- Communication Style
- Economic Status
- Institution
- Language(s)

We all hold cultural-specific expectations, assumptions and generalizations

Our Evaluation, Judgment, and Decision-making Engine



Measuring Implicit Bias

Implicit Association Test (IAT)
(<https://implicit.harvard.edu/implicit>)

- Tests for bias in race, weight, age, disability, sexual orientation, gender, ethnicity, religion
- Measures strength of association between concepts

Real World Affects

IAT is highly predictive of people's behavior.

▶ Studies show:

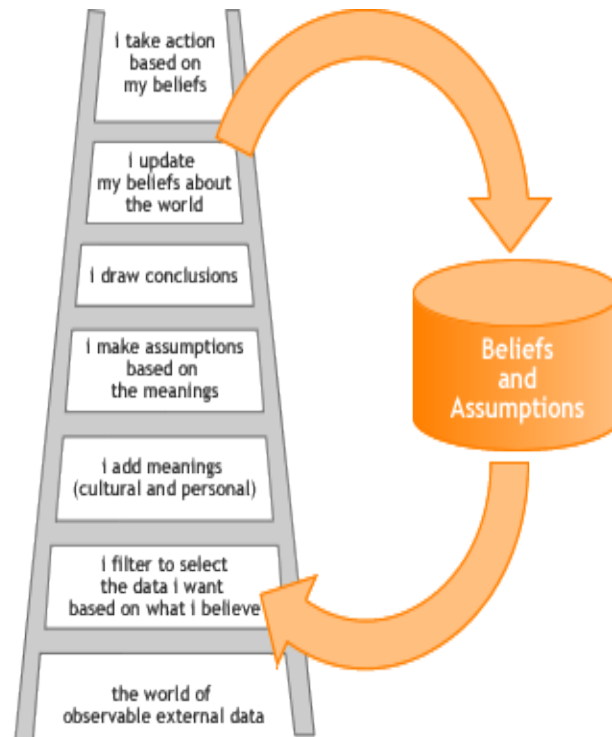
- ▶ Doctors are more likely to prescribe life-saving care to whites (*Harvard University*)
- ▶ Managers are more likely to hire and promote members of their own in-group (*Kalmar University, Sweden*)
- ▶ Referees in basketball are more likely to favor players with whom they share a racial identity (*Wharton School and Cornell University*)

Candidate Evaluation

Activity



Ladder of Inference



Culture & Communication Styles

Written/Phone/Skype Communication Factors:

- Level of self-promotion
- Word use: descriptions, active vs. passive voice, etc.
- Technical issues in Skype can unfairly affect impression of candidate

Non-Verbal Communication Factors:

- Personal space
- Eye contact
- Body language

Proactive Steps Recommended During a Search

1. Evaluate resumes during initial review without identifying names and addresses
2. Meet as a committee before starting interviews and develop an evaluation grid and list of interview questions
3. When conducting interviews, keep implicit bias in mind and how you may be viewing candidates through the lens of your own biases
4. Be open to discussing different points of view with other committee members
5. Remember—discomfort is good, it means you are doing your job and allows for more clarity of thought

Take Aways

- ▶ Recognize that we all operate with personal biases, prejudices and stereotypes, so be aware of yours
- ▶ Assume all out-group members will trigger and intensify bias-filtering
- ▶ Consciously challenge your assumptions and beliefs
- ▶ Expose yourself to positive images and experiences of other cultures, be open to discussing impact of negative messaging that can reinforce negative stereotypes

Take Aways

- ▶ When voting as a search committee, use confidential ballots to avoid undue influence from other members
- ▶ Respect each person's individuality
- ▶ Set an example of professional behavior
- ▶ Recognize that being different has value

Re- sources

A selection of resources about faculty recruitment:

Recruiting Faculty from Underrepresented Minority Groups

- Gibbs Jr. KD, Basson J, Xierali IM, Broniatowski DA. Decoupling of the minority PhD talent pool and assistant professor hiring in medical school basic science departments in the U.S. *eLife*. 2016;5:e21393. <http://dx.doi.org/10.7554/eLife.21393>
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- Williams WM, Ceci SJ. National hiring experiments reveal 2:1 faculty preference for women on STEM tenure track. *PNAS*. 2015;112(17):5360-5365. <https://doi.org/10.1073/pnas.1418878112>

Science of Unconscious Bias

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- Moss-Racusin CA, Dovidio JF, Brescoll VL, Graham MJ, Handelsman J. Science faculty's subtle gender biases favor male students. *PNAS*. 2012;109(41):16474-16479. <http://dx.doi.org/10.1073/pnas.1211286109>
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Search Committee Training Tools

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- Cahn PS. Recognizing and reckoning with unconscious bias: A workshop for health professions faculty search committees. *MedEdPORTAL Publications*. 2017;13:10544. https://doi.org/10.15766/mep_2374-8265.10544
- Fine E, Handelsman J. *Searching for Excellence & Diversity: A Guide for Search Committees*. Madison, WI: Women in Science & Engineering Leadership Institute and University of Wisconsin, Madison; 2012. <http://wiseli.engr.wisc.edu/searchguidebooks.php>
- McMurtrie B. How to do a better job of searching for diversity. *Chronicle of Higher Education*. <http://www.chronicle.com/article/How-to-Do-a-Better-Job-of/237750>. Published September 11, 2016.
- Vicker LA, Royer HJ. *The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring*. Sterling, VA: Stylus Publishing; 2006.