

# Limiting Bias

## Promising Practices For Searches



### CONTENTS

- ▶ Commitment to diversity, equity and inclusion pg. 2
- ▶ Representation in academic dentistry pg. 2
- ▶ Representation at UCSF pg. 3
- ▶ The science of unconscious bias pg. 4
- ▶ How to combat unconscious bias pg. 5
- ▶ Key links and additional resources pg. 6



# UNIVERSITY OF CALIFORNIA DIVERSITY STATEMENT

Endorsed as Amended by the President of the University of California  
August 17, 2010 <http://www.universityofcalifornia.edu/diversity/diversity.html>

Diversity refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

AT UCSF WE ARE COMMITTED TO THE BEST

Our vision: to be the world's preeminent health sciences innovator

## I. Excellence Requires Diversity

**People who are different from one another bring unique information and experiences**

- Diverse groups are more innovative and creative<sup>1,2</sup>
- Papers written by diverse groups have more citations and higher impact factors<sup>3</sup>
- Diverse groups share more information with others in the group<sup>4</sup>

**Employee engagement is a validated predictor of organizational performance**

Diverse workplaces with culturally competent workforces have the highest employee engagement<sup>5,6</sup>

### US CENSUS

<b>African American</b>	<b>13.4%</b>	-----	<b>3.7%</b>
<b>Hispanic/Latinx</b>	<b>18.5%</b>	-----	<b>6.8%</b>
<b>Asian</b>	<b>5.9%</b>	-----	<b>11.7%</b>
<b>White</b>	<b>60.1%</b>	-----	<b>61.7%</b>

### ACADEMIC DENTISTRY

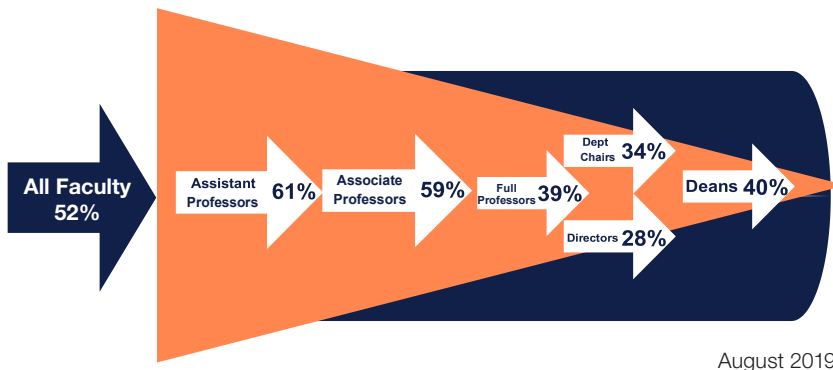
<b>African American</b>
<b>Hispanic/Latinx</b>
<b>Asian</b>
<b>White</b>

American Dental Education Association 2018-2019

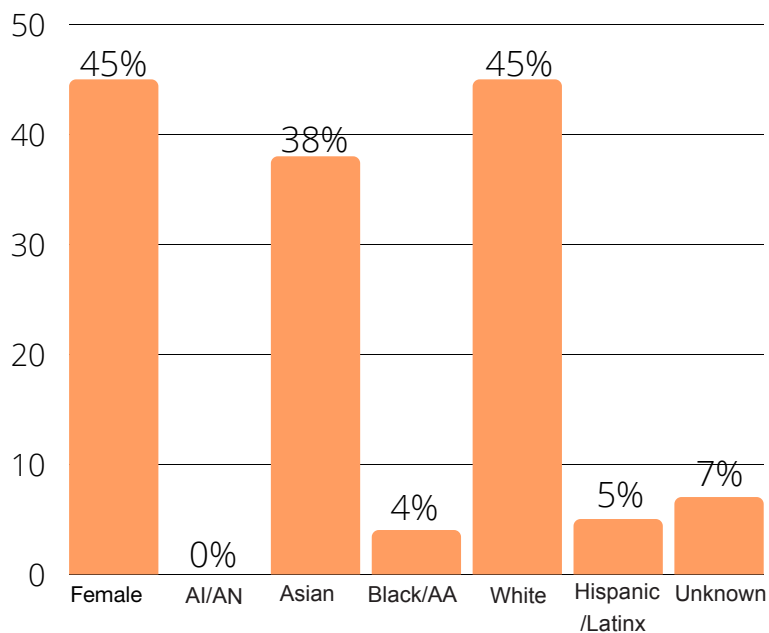


# Representation at UCSF

## Female faculty pipeline, UCSF



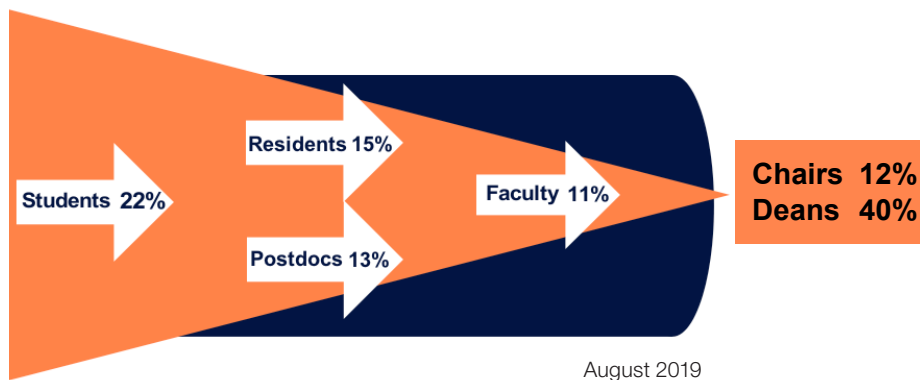
## Gender/race/ethnicity UCSF School of Dentistry faculty



## Underrepresented minority (URM<sup>1</sup>) pipeline, UCSF

<sup>1</sup>UCSF Definition of URM: Someone whose racial or ethnic makeup is from one of the following: African American / Black; Asian: Filipino, Hmong, or Vietnamese; Hispanic / Latinx; Native American / Alaskan Native; Native Hawaiian / Other Pacific Islander; or Two or more races when one or more are from the preceding racial and ethnic categories in this list.

In addition: Women in traditionally male dominated specialties; Males in traditionally female dominated specialties; and Historically marginalized individuals: LGBT, individuals with disabilities



We recognize the connection between diversity and innovation.  
Our goal is to be the workplace of choice for diverse, top-tier talent.

-UCSF'S 2014-2015 PLAN

## II. Unconscious Bias May Impede Selecting The Best

**“The greatest barrier to achieving gender equity in STEM is systematic bias, frequently unconscious”  
- National Academy of Sciences”**

### **Social stereotypes that individuals form outside of conscious awareness**

- All of us hold unconscious beliefs about various social and identity groups
- Stems from our tendency to organize social worlds by categorizing
- Often incompatible with conscious values

### **Data we receive from others may be biased**

#### **Certain scenarios can activate unconscious stereotypes and attitudes**

#### **We all have biases**

- Project Implicit: 75% of people have implicit biases or associations
- Unconscious biases tend to map to existing social hierarchies<sup>7</sup>
  - Favor men, Whites, youth, heterosexuals, and physically able
- Males = Science; Females = Liberal Arts

**Seminal studies and contemporary research have shown that unconscious bias influences hiring, evaluation, and selection of leaders**

#### *Evaluation of CVs*

- Selection of “Brian over Karen” 2x as often<sup>8</sup>
- 50% higher call back rate if named “Emily and Gregg” vs “Lakisha and Jamal”<sup>9</sup>
- Whites & Hispanics benefit from quality resume; Blacks evaluated negatively even with quality resume
  - Occupational stereotypes: Asians high status, Blacks and Hispanics lower status<sup>10</sup>

#### *Evaluation of CVs*

- “Whitened Resumes”: racial minorities’ attempts to downplay ethnic/racial cues
  - Less resume whitening if employer specifies valuing diversity<sup>11</sup>

#### *Motherhood Penalty*

- Mothers perceived as less competent; offered lower starting salaries<sup>12,13</sup> and less likely to be hired & promoted compared to fathers & employees without children<sup>14</sup>
- Fathers not penalized;<sup>12</sup> at times, there is a “fatherhood premium”
  - Fathers less likely to be laid off during Covid-19 than all other groups, including mothers and people without children<sup>15</sup>

#### *Evaluation of reference letters*

- More “standout” adjectives for males<sup>16</sup>
- Female letters shorter, contained more “doubt raisers” & focus on teaching; males as researchers<sup>17</sup>

#### *Bias into academic pathways*

- Faculty more likely to respond to research inquiry requests from fictional White male doctoral students than any other group<sup>18</sup>
- When reviewing identical resumes, research faculty rated male students as more competent than females, with higher starting salaries<sup>19</sup>
- Biases about rating of males and females on a math lab task was related to IAT sex-related beliefs<sup>20</sup>



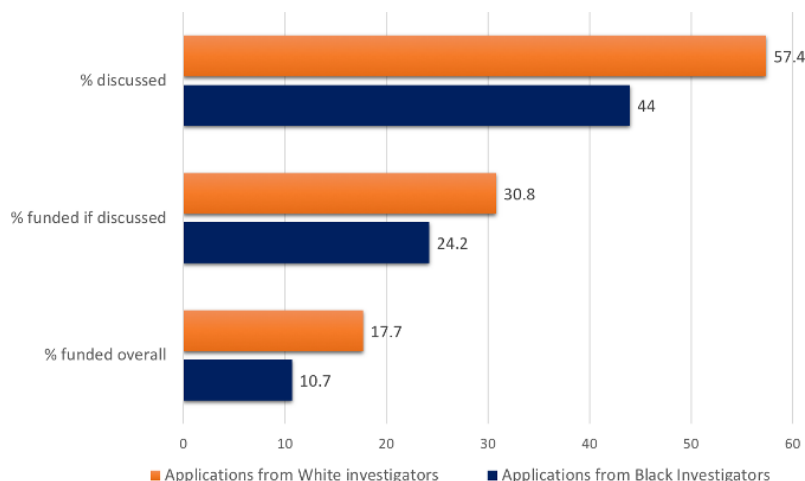
## Academic review

### NIH Review

- Black applicants 10% less likely than Whites to receive NIH investigator initiated research grants<sup>21</sup>

### Part of the disparity due to topic choice<sup>22</sup>

- Black applicants more likely to be associated with topics like **health disparities**, disease prevention and intervention, **socioeconomic factors**, healthcare, lifestyle, psychosocial, adolescent, and **risk**



Funding gap between Black and White scientists at each stage of the R01 application and review process

## III. How to combat unconscious bias

### On the individual level

Enhance internal motivation to reduce bias

- Recognize unconscious bias (IAT)

Implicit bias is changeable<sup>23</sup>

- Knowledge of bias can reduce its impacts
- New information can cause reinterpretation of scenario
- Priming has an effect: Can counter stereotypes
- Enhance perspective taking and communication skills
- Facilitated discussions with colleagues from diverse groups

### On the institutional level

- Concrete, objective indicators & outcomes reduce standard stereotypes<sup>24-26</sup>
- Decreasing ambiguity about individual contributions to joint outcome reduces bias in performance evaluation<sup>27</sup>
- Use structured interviews and objective evaluation criteria<sup>28,25</sup>
- Commit to specific credentials before reviewing applications<sup>29</sup>
- Allow sufficient time as bias stronger when under time pressure<sup>23,28,30</sup>
- Accountability for decision makers<sup>31-32</sup>
- Provide training workshops<sup>30</sup>



# Key Links and Additional Resources

Office of Diversity and Outreach

<https://diversity.ucsf.edu/>

UCSF Faculty Equity Advisors

<https://diversity.ucsf.edu/faculty-equity-advisor>

UCSF Leadership Equity Advances Diversity (LEAD)

Advancing Faculty Diversity Grant

<https://diversity.ucsf.edu/advancing-faculty-diversity-grant-lead>

University of California Coro Project: Leading with Diversity: Strategies for Recruitment and Retention

<https://www.ucop.edu/human-resources/coro/uc-coro-cohort-projects.html>

University of California: Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209

[https://www.ucop.edu/uc-legal/\\_files/guidelines-equity.pdf](https://www.ucop.edu/uc-legal/_files/guidelines-equity.pdf)

University of California Diversity Reports, Key Resources and Initiatives, and Data

<https://www.ucop.edu/faculty-diversity/index.html>

AAMC Unconscious Bias Resources for Health Professionals

<https://www.aamc.org/what-we-do/diversity-inclusion/unconscious-bias-training>

AAMC E-learning seminar: The Science of Unconscious Bias

[https://www.aamc.org/initiatives/leadership/recruitment/178420/unconscious\\_bias.html](https://www.aamc.org/initiatives/leadership/recruitment/178420/unconscious_bias.html)

NIH Scientific Workforce Diversity Toolkit

[https://diversity.nih.gov/sites/coswd/files/images/SWD\\_Toolkit\\_Interactive-updated\\_508.pdf](https://diversity.nih.gov/sites/coswd/files/images/SWD_Toolkit_Interactive-updated_508.pdf)

Implicit Association Test:

<https://implicit.harvard.edu/implicit/>

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