

Limiting Bias

Promising Practices For Searches



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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 ^{1,2}
- Papers written by diverse groups have more citations and higher impact factors ³
- Diverse groups share more information with others in the group ⁴

Employee engagement is a validated predictor of organizational performance

Diverse workplaces with culturally competent workforces have the highest employee engagement ^{5,6}

US CENSUS

African American	13.4%
Hispanic/Latinx	18.5%
Asian	5.9%
White	60.1%
Male	49.2%

ACADEMIC NURSING

8.7%	African American
3.6%	Hispanic/Latinx
3.8%	Asian
80.8%	White
7.2%	Male

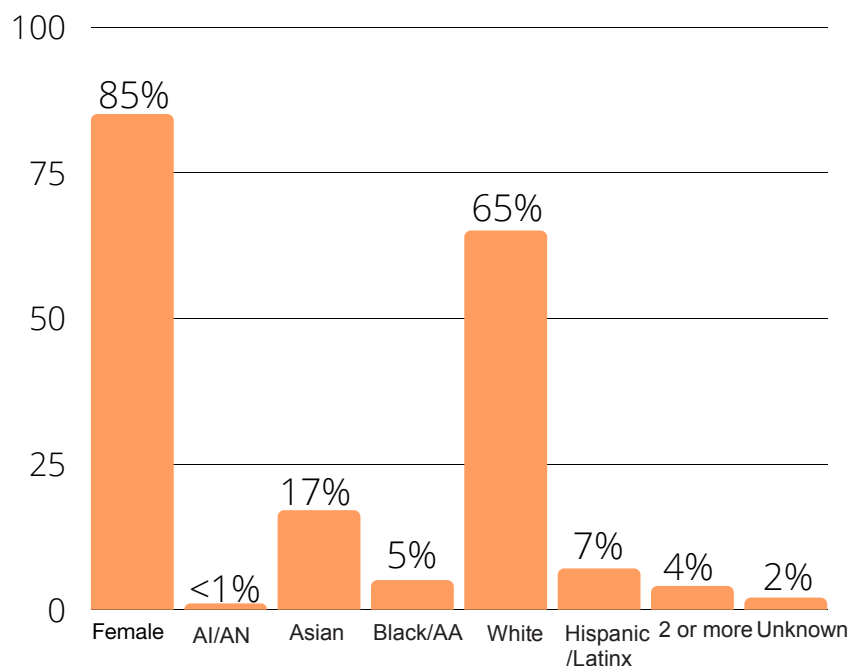
American Association of
Colleges of Nursing, 2019



BY THE NUMBERS

Nursing Representation at UCSF

Gender/race/ethnicity UCSF School of Nursing faculty

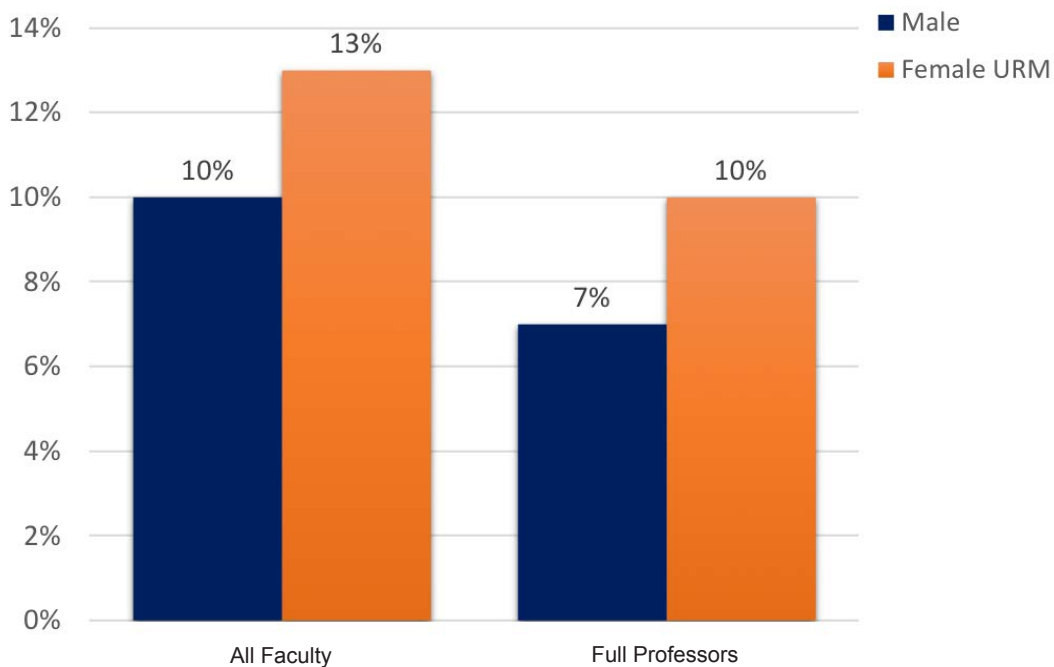


Academic Affairs, 2020

UCSF School of Nursing faculty by rank and underrepresented minority (URM¹) status

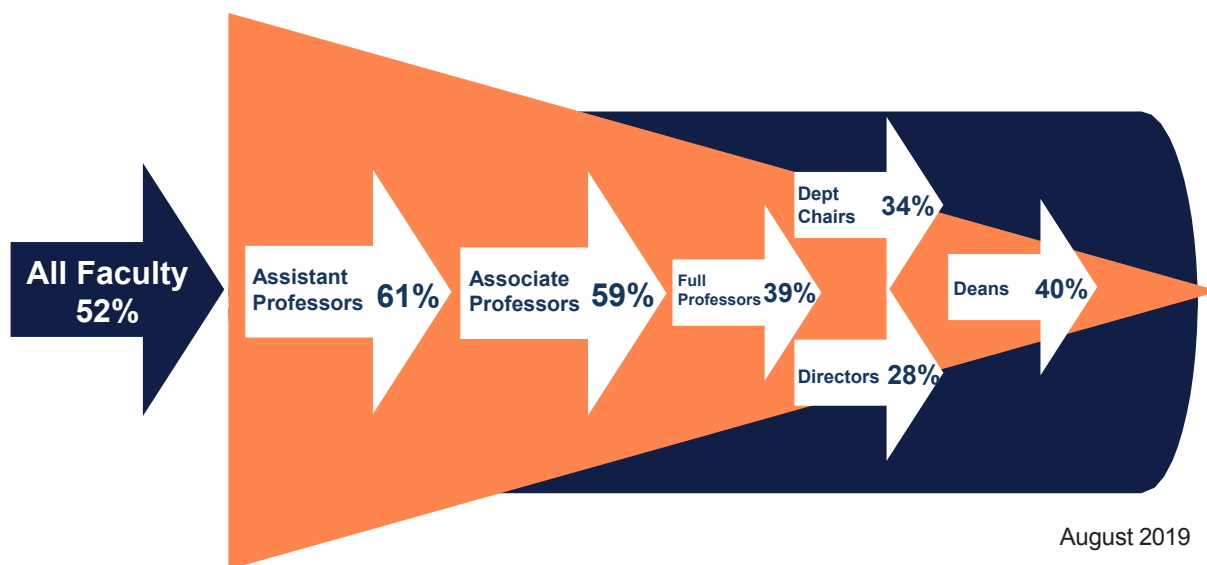
The UCSF definition of Underrepresented Minority is: Someone whose racial or ethnic makeup is from one of the following: African American / Black; Asian: Filipino, Hmong, or Vietnamese; Hispanic / Latinx; Native American / Alaskan Native; Native Hawaiian / Other Pacific Islander; or Two or more races 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

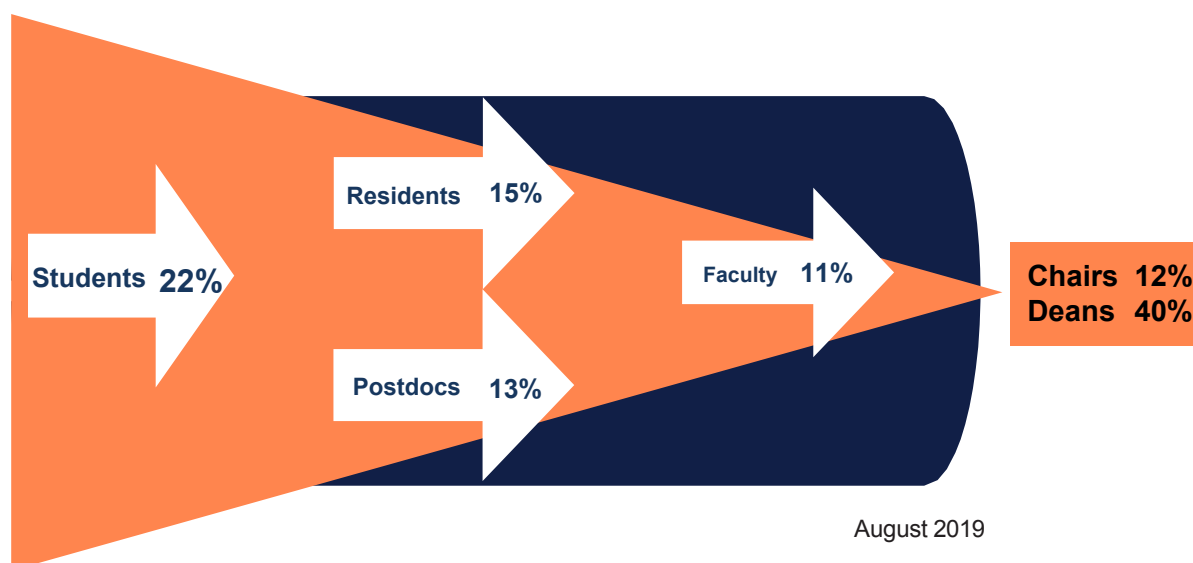


Faculty Pipelines at UCSF

Female faculty pipeline, UCSF



URM pipeline, UCSF



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 hierarchies⁷
 - 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 often⁸
- 50% higher call back rate if named “Emily and Gregg” vs “Lakisha and Jamal”⁹
- Whites & Hispanics benefit from quality resume; Blacks evaluated negatively even with quality resume
 - Occupational stereotypes: Asians high status, Blacks and Hispanics lower status¹⁰

Evaluation of CVs

- “Whitened Resumes”: racial minorities’ attempts to downplay ethnic/racial cues
 - Less resume whitening if employer specifies valuing diversity¹¹

Motherhood Penalty

- Mothers perceived as less competent; offered lower starting salaries^{12,13} and less likely to be hired & promoted compared to fathers & employees without children¹⁴
- Fathers not penalized;¹² 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 children¹⁵

Evaluation of reference letters

- More “standout” adjectives for males¹⁶
- Female letters shorter, contained more “doubt raisers” & focus on teaching; males as researchers¹⁷

Bias into academic pathways

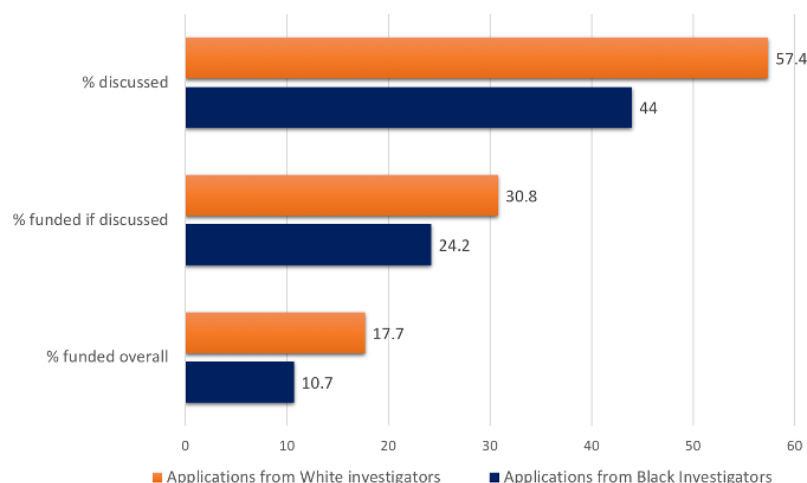
- Faculty more likely to respond to research inquiry requests from fictional White male doctoral students than any other group¹⁸
- When reviewing identical resumes, research faculty rated male students as more competent than females, with higher starting salaries¹⁹
- Biases about rating of males and females on a math lab task was related to IAT sex-related beliefs²⁰

NIH Review

- Black applicants 10% less likely than Whites to receive NIH investigator initiated research grants²¹

Part of the disparity due to topic choice²²

- 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 changeable²³

- 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 stereotypes²⁴⁻²⁶
- Decreasing ambiguity about individual contributions to joint outcome reduces bias in performance evaluation²⁷
- Use structured interviews and objective evaluation criteria^{28,25}
- Commit to specific credentials before reviewing applications²⁹
- Allow sufficient time as bias stronger when under time pressure^{23,28,30}
- Accountability for decision makers³¹⁻³²
- Provide training workshops³⁰



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

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

NIH Scientific Workforce Diversity Toolkit

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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