Maine's Public Universities

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Search Committee Briefing: Implicit Bias, Diversity, and Inclusive Hiring Practices

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Welcome & Objectives

- Discuss commitment to developing a diverse team and inclusive environment

- Understand bias obstacles inherent in social selection situations

- Discuss best practices for maximizing inclusion and minimizing bias

- Review what it means for your search

SEARCH COMMITTEE

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Nondiscrimination Statement

The University of Maine System does not discriminate on the grounds of:

- race
- color
- religion
- sex
- sexual orientation
- transgender status
- gender expression

- national origin
- citizenship status
- age
- disability
- genetic information or
- veteran's status

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Equal Employment Opportunity vs. Affirmative Action

Equal Employment Opportunity (EEO)
- Prohibits discrimination based on protected groups

Affirmative Action (AA)
- Additional proactive measures to help ensure equal employment opportunities
- Good faith efforts to recruit people of color, women, veterans, and persons with a disability

| Equal Employment | Diversity & Inclusion | Affirmative Action |

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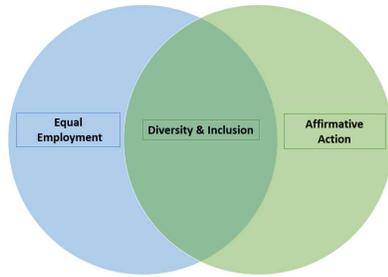
Affirmative Action

Affirmative Action Employer:

- More than just "recruiting"; workforce planning
- Purposeful eye/practices to create and demonstrate our priorities
- Annually establishes goals when number of women/minorities employed (utilization) are lower than availability in all faculty and staff job groups

- Not rigid, not quotas
- Good faith effort
- Federal law prohibits preferential selection based on gender or race
- Current AA Plan identified underutilization of women and minorities in various departments/job categories

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Where UMS Stands

Institution	Regular Employees	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Two or more	Unknown	Non-resident	Total minority	Female
State of Maine (2019 Census)	**N/A**	**94.60%**	**1.60%**	**1.70%**	**1.20%**	**0.70%**	**<0.5%**	**1.80%**	**N/A**	**N/A**	**5.40%**	**51.00%**
University of Maine	2,235	76.87%	0.63%	1.25%	1.48%	0.58%	0.09%	0.94%	12.62%	5.55%	4.97%	49.75%
University of Maine at Augusta	326	91.41%	0.31%	0.61%	1.23%	N/A	N/A	0.61%	5.21%	0.61%	2.76%	64.42%
University of Maine at Farmington	318	93.71%	0.63%	0.63%	0.94%	0.31%	N/A	N/A	2.83%	0.94%	2.52%	59.12%
University of Maine at Fort Kent	115	80.00%	0.87%	1.74%	N/A	1.74%	N/A	N/A	9.57%	6.09%	4.35%	52.17%
University of Maine at Machias	70	91.43%	N/A	N/A	N/A	N/A	N/A	N/A	8.57%	N/A	N/A	61.43%
University of Maine at Presque Isle	142	88.03%	N/A	2.82%	1.41%	N/A	N/A	0.70%	4.93%	2.11%	4.93%	53.52%
University of Southern Maine	1,063	84.76%	2.45%	1.51%	1.41%	0.47%	0.28%	0.94%	6.02%	2.16%	7.06%	61.81%
University of Maine System Office	408	87.75%	0.49%	0.74%	1.23%	N/A	N/A	0.74%	7.60%	1.47%	3.19%	51.23%

Institutional data as of February 2020

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Implementation

- Invitation to applicants to self-identify when they apply for a position

- EO collects data regarding composition of the applicant pool

- Faculty and staff on search committees can/should call potential candidates and encourage them to apply

- Appoint search committees that reflect gender, racial, and other types of diversity

- Send announcements to HBCUs and other institutions that have a strong history of serving Latinx, Native Americans, other persons of color

- Contact women and persons of color who have received significant grants or professional recognition and ask for names of promising diverse scholars

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Ways to Actively Recruit

- Generate a pool vs. tapping a pool

- Create a standing committee that identifies women or diverse candidates

- Introduce yourself to graduate students giving presentations – invite them to visit Maine or give them your card

- Establish relationships = better retention

- Speak with diverse recent hires and see how they were successfully recruited

- Keep a future candidate file

Diversity

Diversity = the presence of difference

Diversity

Diversity Iceberg

Inclusion

An inclusive institution:

- Involves and empowers its members

- Recognizes the inherent worth of all

- Values and practices respect for the talents, beliefs, backgrounds and ways of living of its members

- Promotes and sustains a sense of belonging

Inclusive Environment

What factors create an inclusive environment?

- Everyone is treated with respect and dignity – everyone is valued

- Policies regarding equity are in place

- Faculty and staff are representative of local community and welcoming of underrepresented groups

- Institution values inclusion
    - Inclusion is supported and demonstrated by senior administration
    - Institutional barriers to inclusion are identified and dismantled
    - Unnecessary hierarchies are discouraged

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Why is diversity important?

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- Changes in enrollment

- Enriches living and learning environment

- Leads to higher retention rates for faculty, staff and students

- Preparing our students for success in the international world and global economy by developing cultural competence

- Diverse working groups are more productive, creative, and innovative (Herring, 2009)

- Level of critical analysis of decisions and alternatives are higher in groups exposed to minority viewpoints (Sommers et al., 2006; Antonio et al., 2004)

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IMPLICIT BIAS: HIGH HEELS, VIOLINS AND A WARNING

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Implicit Bias vs. Stereotypes

- Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

- These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control

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Implicit Bias

Residing in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

Kirwin Institute: State of Implicit Bias, 2015

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Implicit Bias

- Implicit biases are pervasive and robust (Nosek, Smith et al., 2007)

- Everyone processes them, even people who swear to impartiality (Rachinski, Johnson, Wistrich, & Guthrie, 2009)

- Biases do not necessarily align with our declared beliefs or even reflect stances that we would endorse (Graham & Lowery, 2004; Greenwald & Krieon, 2006; Kang et al., 2012)

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Implicit Bias

(Tilcsik, 2011)

Implicit Bias

Individuals who "whiten" resumes get more interviews and are more than twice as likely to get call backs than candidates that reveal their race (Kang, DeCelles, Tilcsik, & Jun, 2016).

- 25% of Black applicants received callbacks from "whitened" resumes compared to only 10% with no change

- 21% of Asian applicants received callbacks from "whitened" resumes compared to only 11.5% with no change

- Employers claiming to be pro-diversity discriminated against resumes with racial references just as much as employers who didn't mention diversity at all in their job ads

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Implicit Bias

Curriculum Vitae: Identical CVs with gendered names resulted in more recommendations of hires for male candidates.

Search committees tend to favor Brian over Karen 2:1 among university psychology professors.

(Steinpreis, R., Anders, K. & Ritzke 1999)

CHECK OUR BIAS TO WRECK OUR BIAS

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Implicit Bias

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Interviewers' verbal and nonverbal actions may affect the performance of interviewees.

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Status Quo Bias

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The April 2016 Harvard Business Review featured a study of a university's hiring decisions that concluded that where an applicant is the only woman in a pool of finalists, the odds of her being hired were "statistically zero." (Johnson, Hekman & Chan, 2016)

- This was consistent regardless of the size of the finalist pool and excluded all searches where there were no women or "minority" applicants.

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Implicit & Status Quo Bias

The Relationship Between Finalist Pools and Actual Hiring Decisions

According to one study of 598 finalists for university teaching positions.

COMPOSITION OF FINALIST POOLS   LIKELIHOOD OF HIRING A WOMAN

WOMAN WOMAN WOMAN MAN ▶ **67%**

WOMAN WOMAN MAN MAN ▶ **50%**

WOMAN MAN MAN MAN ▶ **0%**

SOURCE STEFANIE K. JOHNSON ET AL   © HBR.ORG
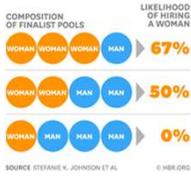
- Being the only woman highlights how different she is from the norm

- Having your differences made salient can also lead to inferences of incompetence

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Implicit & Status Quo Bias

When there were two "minorities" or women in the pool of finalists, the status quo changes, resulting in a significantly increased chance that a "minority" or woman would be hired.

- The odds of hiring a woman were 79.14x greater if there were at least two women in the finalist pool

- The odds of hiring a "minority" were 193.72x greater if there were at least two "minority" candidates

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Combating Bias

- Implicit biases are malleable and can be unlearned and replaced with new mental associations (Blair, 2002; Blair, Ma, & Lenton, 2002; Dasgupta, 2013)

- Seek out information on implicit bias (https://implicit.harvard.edu/implicit)

- ~~"Colorblind"~~ - Identify and consciously acknowledge real group and individual differences

- Routinely check thought processes and decisions for bias

Combating Bias

- Review applications individually - avoid reviewing as a committee as a whole

- Review materials when you are not overly tired or feeling rushed

- Focus on job-related criteria - tendency for bias decreases as more job relevant information is provided

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Search Committee Responsibilities

- Select job posting locations that maximize outreach to qualified diverse populations

- Make transparent and remind ourselves of natural inclination toward implicit bias

- Be conscious of status quo bias

- Apply evaluation criteria consistently

- Conduct reference checks consistently

- Avoid social media exploration of candidate

- Document all decisions and the job-related reasons for them

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PAI Search Committee Training – Committee Meeting II

- What did you observe?
- What would you say to re-energize the group and start the discussion about evaluation criteria?
- What did you observe in this part of the video?
- How would you respond?

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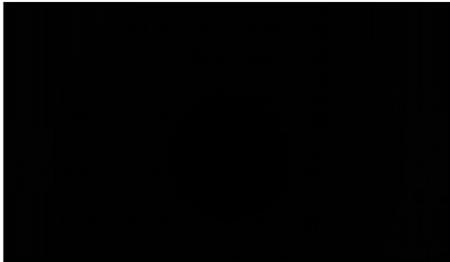
Topic Issues

Questions that can/cannot be asked:

https://www.maine.gov/mhrc/laws-guidance/employment/pre-employment

Important that search committee as well as others who may interact with candidates are familiar with guidelines.

Applicants may ask questions that are not appropriate:

Example: Applicant starts talking about family/Applicant says it's difficult to get out of house because of children.
- These are not relevant to the hiring decision – allow candidate to talk but do not ask follow-up questions or make comments

- <u>Do</u> <u>not</u> include in notes or deliberations

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Maine HRC Pre-Employment Inquiry Guide

Permissible   Not Permissible

CATEGORY	EXAMPLES OF LAWFUL INQUIRIES	INQUIRIES THAT ARE UNLAWFUL
ANCESTRY/ NATIONAL ORIGIN	•Whether applicant is a U.S. citizen. •Whether applicant is legally eligible to work or remain permanently in the U.S. •Language applicant speaks (if job related). •Applicant's current address. •How long applicant has lived in this State or City. •List of membership organizations applicant feels are relevant to the position. •U.S. military experience	•Nationality, lineage, ancestry, descent, or birthplace of applicant or relatives. •Applicant's native or primary language. •How applicant acquired the ability to read, write, or speak a foreign language. •How long applicant has lived in the U.S.
AGE	•Whether applicant is under 18 years of age; if so, applicant's age.	•Other questions about date of birth or age. •Dates of graduation from educational institutions. •Questions asked only of a particular age group, e.g., asking only older applicants about health status.
RELIGION	•Whether applicant is able to perform the essential functions of the job, including attendance requirements, if provided with reasonable accommodations for religious reasons. •List of educational institutions.	•Religious denomination, affiliation, place of worship, religious leaders, or religious holidays observed. •Whether applicant can work on a particular religious holiday. •Religious affiliation of educational institutions.

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Permissible   Not Permissible

	Permissible	Not Permissible
RACE		•Race of applicant or relatives. •Complexion or color of skin or eyes.
SEX/PREGNANCY	•Whether applicant has a spouse/significant other/partner that works for employer.	•Whether applicant is pregnant, has children, or plans to have children. •Marital status. •Questions asked only of one sex but not of the other, e.g., asking only women about childcare.
SEXUAL ORIENTATION	•Whether applicant has a spouse/significant other/partner that works for employer.	•Sexual orientation, gender identity, or gender expression of applicant. •Relationship between household members. •Marital status. •Name of spouse or significant other.
DISABILITY	•Whether applicant is able to perform the essential functions of the job, including attendance requirements, if provided with reasonable accommodations for disability-related reasons. •For food handling positions, whether applicant has a listed infectious or communicable disease that is transmitted to others through the handling of food.	•Whether applicant has or has had any physical or mental impairments, disabilities, or health conditions. •Whether applicant has or has had an alcohol or drug addiction problem. •Whether applicant needs a reasonable accommodation in order to perform the job.

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Documentation

- HR will advise you about documentation required during the search process

- Goal of documentation is to establish the committee's consensus about legitimate, job-related, non-discriminatory reasons for selection - and why other applicants were not selected

- University requires search files to be maintained for three years - search chair's responsibility

- Do not say "English is their second language, or had heavy accent," rather say something like, "applicant's oral communication skills were weak and had difficulty understanding questions"

- Committee notes should document why an applicant did or did not meet the criteria for the position

- E-mail exchanges are also part of the search file and must be maintained. Care should be taken when sending emails regarding the process and candidates

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Interview Notes

- Doodling notes and/or snide comments made during any portion of the search become part of the official file and are discoverable.

  Example: Looking to retire, short, husky, bald or tall, slim, blue eyes, or the "Seven Dwarfs"

- Certain comments can lead a reviewer to wrong impression of the process

  Examples:

   "young, junior researcher" when intent is "entry level" or "recent graduate"

   "energetic, vitality, youthful" - better to say "enthusiastic, engaged, interested"

Reference Checks

REFERENCES

- May raise prohibited topics.

- Potential to obtain information that is not relevant to the position = should NOT be shared.

- Important to know if there is anyone that the applicant does not want you to speak with.

- Social media/Google may inadvertently obtain information that is not relevant to the review.

Disability/Accommodation Questions

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- Applicant has visible disability and you are not sure if they will need an accommodation - do not ask
- If applicant discloses a disability - do not ask for additional information
- Applicant requests an accommodation - it may be understated - don't question
- Applicant may state they are hard of hearing or has another need - needs accommodation in application process
- If a candidate requests an accommodation either in the interview process or in performing the responsibilities of the position – call the Office of Equal Opportunity
- Accommodations should never be a part of the negotiation process, any accommodation will be addressed or handled after the offer

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Resources

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- Your campus HR Partner
- Office of Equal Opportunity, 207.581.1226 or equal.opportunity@maine.edu
- Faculty Recruitment Handbook
  - https://umaine.edu/risingtide under 'Resources' menu

THE UNIVERSITY OF MAINE
Faculty Recruitment Handbook
A research-based guide for recruiting excellent faculty

Created in cooperation by the Offices of Equal Opportunity, Human Resources, and the Rising Tide Center at the University of Maine

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Additional Resources at RISING TIDE CENTER that are available to ALL CAMPUSES

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Before you participate on a search committee, tap into the resources linked below to help your department achieve critical diversity and innovation goals.

STRIDE: Strategies and Tactics for Recruiting to Improve Diversity and Excellence – This video, available on YouTube, offers relevant strategies for identifying and overcoming schemas that impact faculty search and evaluation processes.

STRIDE: Faculty Recruitment for Diversity and Excellence (PPT)

STRIDE Faculty Search Resources (PDF)

Faculty Searches: Reducing the Impact of Biases at Every Stage (PDF)

Rising Tide Center
Advancing Gender Equity

https://umaine.edu/risingtide

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