

February 8, 2019

Council, City of Hamilton

Dear Mayor Eisenhower and Honourable City Councillors,

With respect to Council's consideration of Motions tabled relating to best principles and practices for advancing equity, diversity, and inclusion (EDI) in and through recruitment and selection processes, I would like to offer the following contextual remarks and supplementary resources in the hopes that the information may elevate deliberations and decision making.

As McMaster's inaugural Associate Vice-President, Equity and Inclusion, I have been tasked to lead institutional efforts to integrate EDI priorities and practices throughout the university. We are not alone in augmenting EDI efforts at McMaster. Counterpart institutions are following suit at the strong encouragement and incentivization of Universities Canada¹ and the Tricouncil Funding Agency².

To date, I have engaged the campus community in a broad consultation, and we are on the path to developing a strategic EDI action plan for the institution. Appended to this letter is a deck of slides that I have been using to articulate the case for EDI at McMaster, and to describe the four-pillar framework that will underpin our strategic planning process.

The Motions being presented to Council are premised on the belief that the City of Hamilton will be strengthened and best served by diversifying municipal management and leadership staff, as well as the membership of Council and its Committees. Indeed, there is ample literature that demonstrates the "business" case for diversity, including positive outcomes across a number of organizational performance indicators. Attached is a document articulating McMaster's EDI Imperative, which includes a summary of the relevant literature that compels us to apply best principles and practices for advancing equity, diversity and inclusion in all of our talent recruitment and selection processes at the university.

Council members are being asked to contemplate actions that have the potential to transform Council's capacity to attract - to the role of city manager – the most talented/excellent applicants from the most diverse candidate pools. This goal presumes Council members' awareness and acceptance that:

- 1) Quality and diversity are not mutually exclusive, but rather integrally connected; the creativity and innovation that leads to excellence relies on diversity of thought, perspective and experience, and therefore the pursuit of excellence requires incorporating an equity lens and inclusive practices.
- 2) There is not a "pipeline issue" or dearth of available talent among equity groups, but rather there is talent in every community;

¹ <https://www.univcan.ca/wp-content/uploads/2017/10/equity-diversity-inclusion-principles-universities-canada-oct-2017.pdf>

² <http://www.chairs-chaire.gc.ca/program-programme/equity-equite/index-eng.aspx#m1>

- 3) Some talented members in our community (specifically federally designated equity groups: Indigenous, racialized, persons with disabilities and women) still experience significant barriers to employment, and data demonstrates that these equity groups continue to be underrepresented in leadership and decision-making roles and bodies across sectors.
- 4) Employment barriers encountered are a consequence of personally-mediated or individual unconscious and implicit bias, as well as systems and structures which may inadvertently hinder access to equal opportunity; moreover, everyone harbours some level of unconscious implicit biases, and the literature has shown that even the most well-meaning, fair-minded individuals have biases that operate below the level of consciousness to influence differential treatment (including perceptions and evaluations) in employment contexts.
- 5) Diverse committees can mitigate the effects of implicit bias and produce more robust and fair analyses, assessments, and outcomes; the literature demonstrates that diverse teams and boards are more creative and resourceful, and their performance is superior including fewer “missed” hires among talented candidates from equity groups

If Council members accept all of the above, then members may appreciate and embrace strategies to reduce personally mediated/individual bias and eliminate structural and systemic barriers in our policies and practices, in order to attract the most diverse talent pool from which to select an excellent candidate. It is my view that the Motions presented exemplify those strategies that have been demonstrated to effect change. If Council members require more information to support the assertions made above, and to view the Motions as being aligned with best principles and practices for sourcing diverse talent, members may benefit from reviewing some of the additional resources attached.

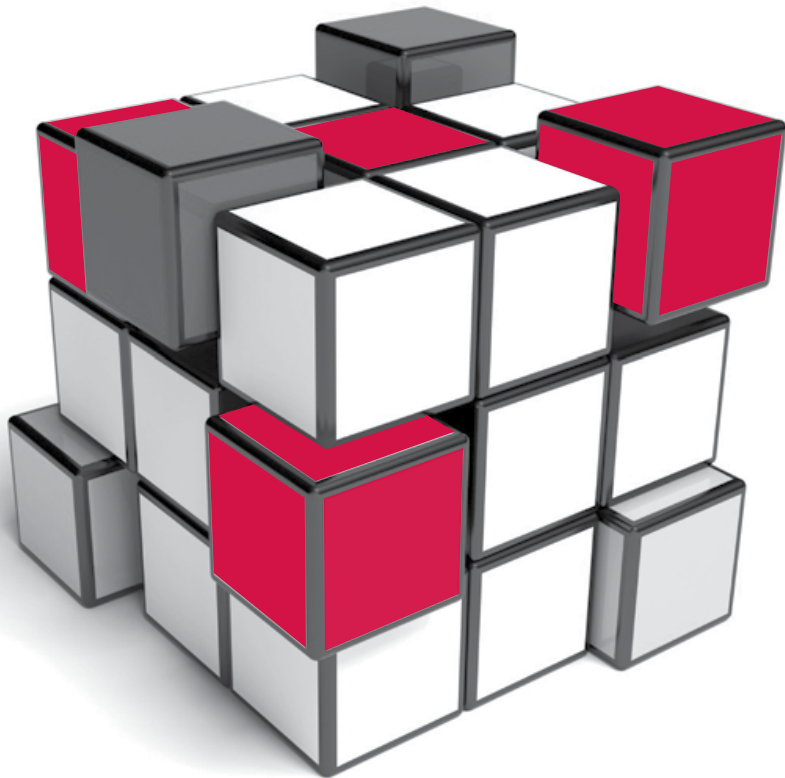
Please do not hesitate to contact me should you have any further questions or require any further information at this time.

Sincerely,



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Benefits and Challenges of Diversity in Academic Settings

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Benefits and Challenges of Diversity

The diversity of a university's faculty, staff, and students influences its strength, productivity, and intellectual personality. Diversity of experience, age, physical ability, religion, race, ethnicity, gender, and many other attributes contributes to the richness of the environment for teaching and research. We also need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitute a dynamic intellectual community.

A vast and growing body of research provides evidence that a diverse student body, faculty, and staff benefits our joint missions of teaching and research by increasing creativity, innovation, and problem-solving. Yet diversity of faculty, staff, and students also brings challenges. Increasing diversity can lead to less cohesiveness, less effective communication, increased anxiety, and greater discomfort for many members of a community.¹

Learning to respect and appreciate each other's cultural and stylistic differences and becoming aware of unconscious assumptions and behaviors that may influence our interactions will enable us to minimize the challenges and derive maximum benefits from diversity.

This booklet summarizes research on the benefits and challenges of diversity and provides suggestions for realizing the benefits. Its goal is to help create a climate in which all individuals feel *"personally safe, listened to, valued, and treated fairly and with respect."*²

"It is time to renew the promise of American higher education in advancing social progress, end America's discomfort with race and social difference, and deal directly with many of the issues of inequality present in everyday life."

SYLVIA HURRADO

Benefits for Teaching and Research

Research shows that diverse working groups are more productive, creative, and innovative than homogeneous groups, and suggests that developing a diverse faculty will enhance teaching and research.³

Some findings are:

- A controlled experimental study of performance during a brainstorming session compared ideas generated by ethnically diverse groups composed of Asians, Blacks, Whites, and Latinos to those generated by ethnically homogeneous groups composed of Whites only. Evaluators who were unaware of the source of the ideas found no significant difference in the number of ideas generated by the two types of groups. However, when applying measures of feasibility and effectiveness, they rated the ideas generated by diverse groups as being of higher quality.⁴
- The level of critical analysis of decisions and alternatives was higher in groups exposed to minority viewpoints than in groups that were not. Minority viewpoints stimulated discussion of multiple perspectives and previously unconsidered alternatives, whether or not the minority opinion was correct or ultimately prevailed.⁵



- A study of corporate innovation found that the most innovative companies deliberately established diverse work teams.⁶
- Data from the 1995 Faculty Survey conducted by UCLA's Higher Education Research Institute (HERI) demonstrated that scholars from minority groups have expanded and enriched scholarship and teaching in many academic disciplines by offering new perspectives and by raising new questions, challenges, and concerns.⁷

- Several investigators found that women and faculty of color more frequently employed active learning in the classroom, encouraged student input, and included perspectives of women and minorities in their coursework.⁸



Benefits for Students

Numerous research studies have examined the impact of diversity on students and educational outcomes. Cumulatively, these studies provide extensive evidence that diversity has a positive impact on all students, minority and majority.⁹

Some examples are:

- A national longitudinal study of 25,000 undergraduates at 217 four-year colleges and universities showed that institutional policies fostering diversity of the campus community had positive effects on students' cognitive development, satisfaction with the college experience, and leadership abilities. These policies encouraged faculty to include themes relating to diversity in their research and teaching, and provided students with opportunities to confront racial and multicultural issues in the classroom and in extracurricular settings.¹⁰
- Two longitudinal studies—one conducted by HERI in 1985 and 1989 with over 11,000 students from 184 institutions, and another in 1990 and 1994 on approximately 1500 students at the University of Michigan—showed that students who interacted with racially and ethnically diverse peers both informally and within the classroom showed the greatest "engagement in active thinking, growth in intellectual engagement and motivation, and growth in intellectual and academic skills."¹¹ A more recent study of 9,000 students at ten selective colleges reported that meaningful engagement rather than casual and superficial interactions led to greater benefit from interaction with racially diverse peers.¹²



- Data from the National Study of Student Learning indicated that both in-class and out-of-class interactions and involvement with diverse peers fostered critical thinking. This study also found a strong correlation between “the extent to which an institution’s environment is perceived as racially nondiscriminatory” and students’ willingness to accept both diversity and intellectual challenge.¹³
- A survey of 1,215 faculty members in departments granting doctoral degrees in computer science, chemistry, electrical engineering, microbiology, and physics showed that women faculty played important roles in fostering the education and success of women graduate students.¹⁴

Challenges of Diversity

Despite the benefits that a diverse faculty, staff, and student body provide to a campus, diversity also presents considerable challenges that must be addressed and overcome.

Some examples include:

- Numerous studies have reported that women and minority faculty members are considerably less satisfied with many aspects of their jobs than are majority male faculty members. These aspects include teaching and committee assignments, involvement in decision-making, professional relations with colleagues, promotion and tenure, salary inequities, and overall job satisfaction.¹⁵
- A study of minority faculty at universities and colleges in eight Midwestern states showed that faculty of color experience exclusion, isolation, alienation, and racism in predominantly white universities.¹⁶



- Multiple studies demonstrate that minority students often feel isolated and unwelcome in predominantly white institutions and that many experience discrimination and differential treatment. Minority status can result from race, ethnicity, national origin, sexual orientation, disability and other factors.¹⁷

- Women students, particularly when they are minorities in their classes, may experience unwelcoming climates that can include sexist use of language, presentation of stereotypic or disparaging views of women, differential treatment from professors, and/or sexual harassment.¹⁸



- Research has demonstrated that a lack of previous positive experiences with “outgroup members” (minorities) causes “ingroup members” (majority members) to feel anxious about interactions with minorities. This anxiety can cause majority members to respond with hostility or to avoid interactions with minorities.¹⁹

Influence of Unconscious Assumptions and Biases

Research studies show that people who have strong egalitarian values and believe that they are not biased may unconsciously behave in discriminatory ways.²⁰ A first step towards improving climate is to recognize that unconscious biases, attitudes, and other influences that are not related to the qualifications, contributions, behaviors, and personalities of our colleagues can influence our interactions, **even if we are committed to egalitarian views.**

Although we all like to think that we are objective scholars who judge people on merit, the quality of their work, and the nature of their achievements, copious research shows that a lifetime of experience and cultural history shapes every one of us and our judgments of others.

The results from controlled research studies demonstrate that people often hold unconscious, implicit assumptions that influence their judgments and interactions with others. Examples range from expectations or assumptions about physical or social characteristics associated with race, gender, age, and ethnicity to those associated with certain job descriptions, academic institutions, and fields of study.

“People confident in their own objectivity may overestimate their invulnerability to bias.”

ERIC LUIS UHLMANN AND GEOFFREY L. COHEN

Examples of common social assumptions or expectations:

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided.²¹
- When shown photographs of men of similar height and build, evaluators rated the athletic ability of African American men higher than that of White men.²²
- When asked to choose counselors from a group of equally competent applicants who were neither exceptionally qualified nor unqualified for the position, college students chose White candidates more often than African American candidates, exhibiting a tendency to give members of the majority group the benefit of the doubt.²³

These studies show that we often apply generalizations about groups (that may or may not be valid) to the evaluation of individuals.²⁴ In the study on height, evaluators applied the statistically accurate generalization that men are usually taller than women to estimate the height of individuals who did not necessarily conform to the generalization. If we can inaccurately apply generalizations to objective

characteristics as easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when, as in the studies of athletic ability and choice of counselor, the generalizations are not valid? What happens when such generalizations unconsciously influence the ways we interact with other people?

Examples of assumptions or biases that can influence interactions:

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if told that an African American provided the definitions than if told that a White person provided them.²⁵
- When asked to assess the contribution of skill versus luck to successful performance of a task, evaluators more frequently attributed success to skill for males and to luck for females, even though males and females performed the task identically.²⁶
- Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they took their time and focused attention on their judgments, which rarely occurs in actual work settings.²⁷
- Research has shown that incongruities between perceptions of female gender roles and leadership roles can cause evaluators to assume that women will be less competent leaders. When women leaders provided clear evidence of their competence, thus violating traditional gender norms, evaluators perceived them to be less likeable and were less likely to recommend them for hiring or promotion.²⁸
- A study of nonverbal communication found that White interviewers maintained higher levels of visual contact, reflecting greater attraction, intimacy, and respect, when talking with White interviewees and higher rates of blinking, indicating greater arousal and tension, when talking with Black interviewees.²⁹



Examples of assumptions or biases in academic contexts:

Several research studies conclude that implicit biases and assumptions can affect evaluation and hiring of candidates for academic positions. These studies show that the gender of the person being evaluated significantly influences the assessment of resumes and postdoctoral applications, evaluation of journal articles, and the language and structure of letters of recommendation. As we attempt to enhance campus and department climate, consider whether the influence of such biases and assumptions also affects selection of invited speakers, conference presenters, committee membership, interaction, and collaboration with colleagues, and promotion to tenure and full professorships.

- A study of over 300 recommendation letters for medical faculty hired by a large American medical school found that letters for female applicants differed systematically from those for males. Letters written for women were shorter, provided "minimal assurance" rather than solid recommendations, raised more doubts, and included fewer superlative adjectives.³⁰
- In a national study, 238 academic psychologists (118 male, 120 female) evaluated a junior-level or a senior-level curriculum vitae randomly assigned a male or a female name. These were actual vitae from an academic psychologist who successfully competed for an assistant professorship and then received tenure early. For the junior-level applicant, both male and female evaluators gave the male applicant better ratings for teaching, research, and service and were more likely to hire the male than the female applicant. Gender did not influence evaluators' decisions to tenure the senior-level applicant, but evaluators did voice more doubts about the female applicant's qualifications.³¹
- A study of postdoctoral fellowships awarded by the Medical Research Council of Sweden found that women candidates needed substantially more publications to achieve the same rating as men, unless they personally knew someone on the selection panel.³²
- A 2008 study showed that when the journal *Behavioral Ecology* introduced a double-blind review process that concealed the identities of reviewers and authors, there was a significant increase in the publication of articles with a woman as the first author.³³

Reaping the Benefits and Minimizing the Challenges of Diversity

In order to reap the benefits and minimize the challenges of diversity, we need to overcome the powerful human tendency to feel more comfortable when surrounded by people we resemble. We need to learn how to understand, value, and appreciate difference. Below is some advice for doing so:



Become aware of unconscious biases that may undermine your conscious commitment to egalitarian principles.

One way of doing so is to take the Implicit Association Test (IAT) offered by Project Implicit (a research collaborative at the University of Virginia, Harvard University, and the University of Washington): <https://implicit.harvard.edu/implicit/demo>.

Consciously strive to minimize the influence of unintentional bias.

Question your judgments and decisions and consider whether unintentional bias may have played a role. One way to do so is to perform a thought experiment: ask yourself if your opinions or conclusions would change if the person was of a different race, sex, or religion, etc. Some questions to consider include:

- Are women or minority colleagues/students subject to higher expectations in areas such as number and quality of publications, name recognition, or personal acquaintance with influential colleagues?
- Are colleagues or students who received degrees from institutions other than major research universities under-valued? Are we missing opportunities to benefit from the innovative, diverse, and valuable perspectives and expertise of colleagues or students from other institutions such as historically black universities, four-year colleges, community colleges, government, or industry?
- Are ideas and opinions voiced by women or minorities ignored? Are their achievements and contributions under-valued or unfairly attributed to collaborators, despite evidence to the contrary in their publications or letters of reference?
- Is the ability of women or minorities to lead groups, raise funds, and/or supervise students and staff underestimated? Are such assumptions influencing committee and/or course assignments?

- Are assumptions about whether women or minorities will “fit in” to an existing environment influencing decisions?
- Are assumptions about family obligations inappropriately influencing appointments and other decisions?

Seek out opportunities for greater interaction with women and minority colleagues.

Get to know women and minority colleagues in your department, your campus, and your professional associations. Pursue meaningful discussions with them about research, teaching methodologies, and ideas about the direction of your department, college, and profession. Listen actively to any concerns they express and try to understand and learn from their perspectives and experiences.

Focus on the individual and on his/her personality, qualifications, merit, interests, etc.

Consciously avoid the tendency to make assumptions about an individual based on the characteristics (accurate or not) of his/her group membership. Likewise, avoid the tendency to make assumptions about groups based on the behavior, personality, qualifications, etc. of an individual group member. Instead, concentrate on the individual and his/her qualities.

Treat all individuals—regardless of race, sex, or status—with respect, consideration, and politeness.

- Greet faculty, staff, and students pleasantly in hallways or in other chance encounters.
- Make requests to faculty, staff, and students politely—even when the work you are asking for is part of their obligations.
- Acknowledge and appreciate the work, assistance, and contributions of faculty colleagues, staff, and students. Do so in public forums as well as privately.
- Address individuals by their appropriate titles or by their preferred forms of address.

Actively promote inclusive communities.

- In classroom, committee, laboratory, and departmental settings, work to ensure that everyone has a chance to voice opinions, concerns, or questions. Acknowledge and attribute ideas, suggestions, and comments accurately. Women and minorities often report that their remarks or contributions are ignored or unheard.
- Support efforts to ensure that leadership and membership of departmental and professional committees are diverse with respect to age, gender, nationality, race, ethnicity, etc.

- Support efforts to ensure that departmental events such as seminar series and sponsored conferences include presenters of various ages, genders, nationalities, races, and ethnicities.
- Promote inclusive language by example. Avoid using only male pronouns when referring to groups of both sexes. Avoid language that makes assumptions about marital status and or/sexual orientation, i.e., consider using “partner” rather than “spouse.”
- Welcome new departmental members by initiating conversations or meetings with them. Attend social events hosted by your department and make efforts to interact with new members and others who are not part of your usual social circle.

Conclusion

Diversity is not an end in itself.

Diversity is a means of achieving our educational and institutional goals. As such, merely adding diverse people to a homogeneous environment does not automatically create a more welcoming and intellectually stimulating campus.

Long-term efforts, engagement, and substantial attention are essential for realizing the benefits that diversity has to offer and for ensuring that all members of the academic community are respected, listened to, and valued.



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Complete references, including links to articles, are available online:
http://wiseli.engr.wisc.edu/docs/benefits_references.pdf

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Pullout Quotes:

Hurtado, 2007.
Uhlman and Cohen, 2007.

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W I S E L I

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Unconscious Bias in Faculty and Leadership Recruitment: A Literature Review

Although women and minorities have made significant strides in achieving equality in the workplace, they are still underrepresented in the upper strata of organizations, including senior faculty and leadership positions at medical schools and teaching hospitals.^{a,1,2} Within the last decade, social science researchers have pursued the theory of “unconscious bias” as one barrier to workplace equality that may persist despite a general commitment to increase diversity across the academic medicine workforce and other organizations. This *Analysis in Brief* reviews the scientific literature on the theory of unconscious bias, explores the role of unconscious bias in job recruitment and evaluations, and offers suggestions for search committees and others involved in hiring decisions at medical schools and teaching hospitals.

Background and Method

Unconscious bias refers to social stereotypes about certain demographics or groups of people that individuals form outside of their own conscious awareness. Social scientists argue that most people have some degree of unconscious bias because it stems from our natural tendency to make associations to help us organize our social worlds.³

To analyze and present the most relevant studies on unconscious bias, I performed an extensive literature search and sorted articles by their research methodologies and focus.^b The eight articles selected for this *Analysis in Brief* were specifically about career-related unconscious bias, except for those on the Implicit

Table 1. Experimental Studies of Career-related Unconscious Bias*

Method	Results
Steinpres, Anders, & Ritzke (1999)	
Participants (238 academic psychologists) rated the <i>curriculum vitae</i> (CVs) of real-life psychologists: one CV from early career and one CV from later career. They received one of these CVs with either a male or female name on it, and were asked whether they would hire the job applicant (for those who received the early-career CV) or whether they would award the candidate tenure (for those who received the later-career CV).	<ul style="list-style-type: none"> Both male and female participants were more likely to hire the male applicant than the female applicant and were more likely to report that the male applicant had adequate experience in research, teaching, and service. Participants were four times more likely to write comments of concern in the margins of their questionnaires for female tenure candidates than for male tenure candidates.
Heilman & Okimoto (2007)	
Given descriptions of fictitious male and female managers who were successful in male-dominated jobs, undergraduate students evaluated the managers on several measures, including likeability, interpersonal hostility, competence, and desirability as a boss.	Female managers were rated as less likeable, more interpersonally hostile, less competent, and less desirable as bosses than were male managers.
King, Madera, Hebl, & Knight (2006)	
Participants (155 white males) viewed a fictitious resume of an Asian-American, Mexican-American, African-American, or Caucasian man that was either high or low quality. They gave the target of the resume an overall evaluation (based on intelligence, motivation, and likelihood to be hired) and a rating on suitability for various occupations (categorized as high- or low-status jobs).	<ul style="list-style-type: none"> On the overall evaluation, African-American targets were rated the least positively and Asian-American targets were rated the most positively. Asian-American targets were rated as the most suitable for high-status jobs, whereas Mexican-American targets were rated as the least suitable for high-status jobs. Mexican-American targets were rated as the most suitable for low-status jobs, whereas Caucasian targets were rated as the least suitable for low-status jobs.
Biernat & Manis (1994)	
Participants (143 white undergraduates) viewed 40 photographs of black and white individuals, each paired with definitions of two words. The participants rated the verbal ability of the photographed individuals as if those individuals had provided the definitions.	Black individuals were rated as having lower verbal ability than were white individuals, suggesting that the participants had a bias that black people are less verbally skilled than white people.

* For complete bibliographical information on the literature in this table, see www.aamc.org/data/aib.

Association Test (IAT), which were included as background material because of their prevalence in the literature and their direct illustration of unconscious bias. Articles on career-related unconscious bias included methodologies of two types: experimental studies involving artificial workplace situations and examinations of unconscious bias in actual hiring and review practices. The implications about recruitment practices in academic medicine drawn from this literature review are gener-

alized from the findings of unconscious bias in many fields.

Results and Discussion

Implicit Association Test

Though not directly connected to career-related unconscious bias, studies involving the IAT receive the most support for the theory of unconscious bias in general. The IAT has consistently demonstrated that people unconsciously prefer white over black, young over old, and thin over fat, and that people have stereotypic associations

^a For the numbered list of references, see www.aamc.org/data/aib.

^b For more information on the methodology of the literature search, see www.aamc.org/data/aib.

Table 2. Real-life Examinations of Career-related Unconscious Bias*

Method	Results
Trix & Psenka (2003)	
The researchers analyzed 312 real letters of recommendation that helped medical school faculty receive their clinical and research positions. The letters were received by a large U.S. medical school from 1992 to 1995.	Compared with letters of recommendation for males, letters for females were shorter, were more likely to be "letters of minimal assurance" (e.g., lacking in specificity), were more likely to contain gender terms (e.g., "she is an intelligent young lady"), and were more likely to include "doubt raisers" (e.g., criticisms, hedges, faint praise).
Wennerås & Wold (1997)	
The researchers evaluated whether the peer-review system of postdoctoral fellowships at the Swedish Medical Research Council was biased against women.	For peer-reviewers to equally rate men and women on scientific competency, women needed an equivalent of approximately three more articles in <i>Nature</i> or <i>Science</i> , or 20 more articles in a specialist journal, such as <i>Neuroscience</i> or <i>Radiology</i> .
Goldin & Rouse (2000)	
To test for sex-biased hiring in symphony orchestras, the researchers compared two audition procedures: "blind" auditions (adopted in 1970—involves the use of screens to conceal candidates' identities) and "not-blind" auditions (no use of screens).	<ul style="list-style-type: none"> Blind auditions increases the likelihood that a female will be hired by 25 percent. The switch to blind auditions in 1970 explains 30 percent of the increase in the proportion of females among new hires.
Bertrand & Mullainathan (2003)	
To examine the effect of race on receiving job callbacks, the researchers responded with fictitious resumes to help-wanted ads in Boston and Chicago newspapers. The resumes were altered from actual ones found on job search Web sites. The researchers categorized the new resumes as high or low quality and assigned them an equal number of traditionally black names (e.g., Lakisha) or traditionally white names (e.g., Greg).	<ul style="list-style-type: none"> Resumes with white names had a 50 percent greater chance of receiving a callback than did resumes with black names (10.08% vs. 6.70%, respectively). Higher-quality resumes elicited 30 percent more callbacks for whites, whereas they only elicited 9 percent more callbacks for blacks. Employers who listed "Equal Opportunity Employer" in their ad discriminated just as much as other employers.

* For complete bibliographical information on the literature in this table, see www.aamc.org/data/aib.

linking males with science and careers and females with liberal arts and family.^{4,5} Typically, the IAT requires test-takers to rapidly match individuals of different demographics to words and pictures of varying pleasantness. The quick associations that the test-takers must make reveal their unconscious biases. Additionally, the test-takers often complete a measure of conscious bias. Correlations between scores on the pairing task and the conscious bias scale are generally weak, suggesting that participants have unconscious biases.⁶

Career-related Unconscious Bias

Experimental studies of career-related unconscious bias generally involve participants' rating the skills of equally experienced, fictitious job applicants who vary only by gender or race. As evidenced by the articles described in Table 1, studies of this type support the notion that, given equal weighting on all other variables, people prefer males over females, and white and Asian-American individuals over African-American and Mexican-American individuals in job positions. In contrast to these experi-

mental studies, research in real-life settings highlights the practical ramifications of career-related unconscious bias. Real-life examinations provide evidence that unconscious bias affects decisions in actual hiring and evaluation processes. The articles displayed in Table 2 suggest that unconscious bias negatively affects female and black individuals in search and selection processes. Therefore, employers may be more likely to hire white males over individuals of other demographics for job openings. In contrast to studies involving the IAT, the studies in Tables 1 and 2, which do not address the level of consciousness of the participants' biases, provide only indirect evidence of unconscious bias. However, most individuals believe that they hold fewer biases than the average person,⁷ so the findings of bias in these studies very likely demonstrate unconscious bias.

Implications for Faculty Recruitment Processes in Academic Medicine

As evidenced by the preceding examples, unconscious biases may affect evaluations and decisions made in recruitment processes in academic medicine.

However, the literature suggests that those involved in hiring processes can take steps to mitigate some of the effects of unconscious bias in evaluating job candidates. These steps may include:

- Ask individuals involved in hiring processes to reflect on unconscious biases by taking the online version of the IAT (<https://implicit.harvard.edu/>).
- Create a more objective, structured interview process by (a) setting criteria or using objective measures to assess the skills needed for effective job performance; (b) administering training to all involved in the search and interview process on how to conduct structured interviews; and (c) using performance, satisfaction, and turnover rates of new hires to measure the effectiveness of the interview process.⁸
- Be aware that recommenders of applicants may hold unconscious biases, and therefore may present skewed representations of applicants in their letters of recommendation.⁹
- Consider that cultural differences can affect first impressions of candidates. For instance, the standard interview in the United States uses the criteria of self-confidence, goal orientation, enthusiasm, and leadership, even though these qualities may not be apparent in people of more reserved cultures.¹⁰
- Reserve ample time for the interviews and evaluations of candidates, as sex bias emerges more when evaluators are under time pressure.¹¹

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Advancing Inclusive Excellence in Recruitment and Selection

Arig al Shaibah, PhD
Associate Vice-President,
Equity and Inclusion

January 2019

Land Acknowledgement

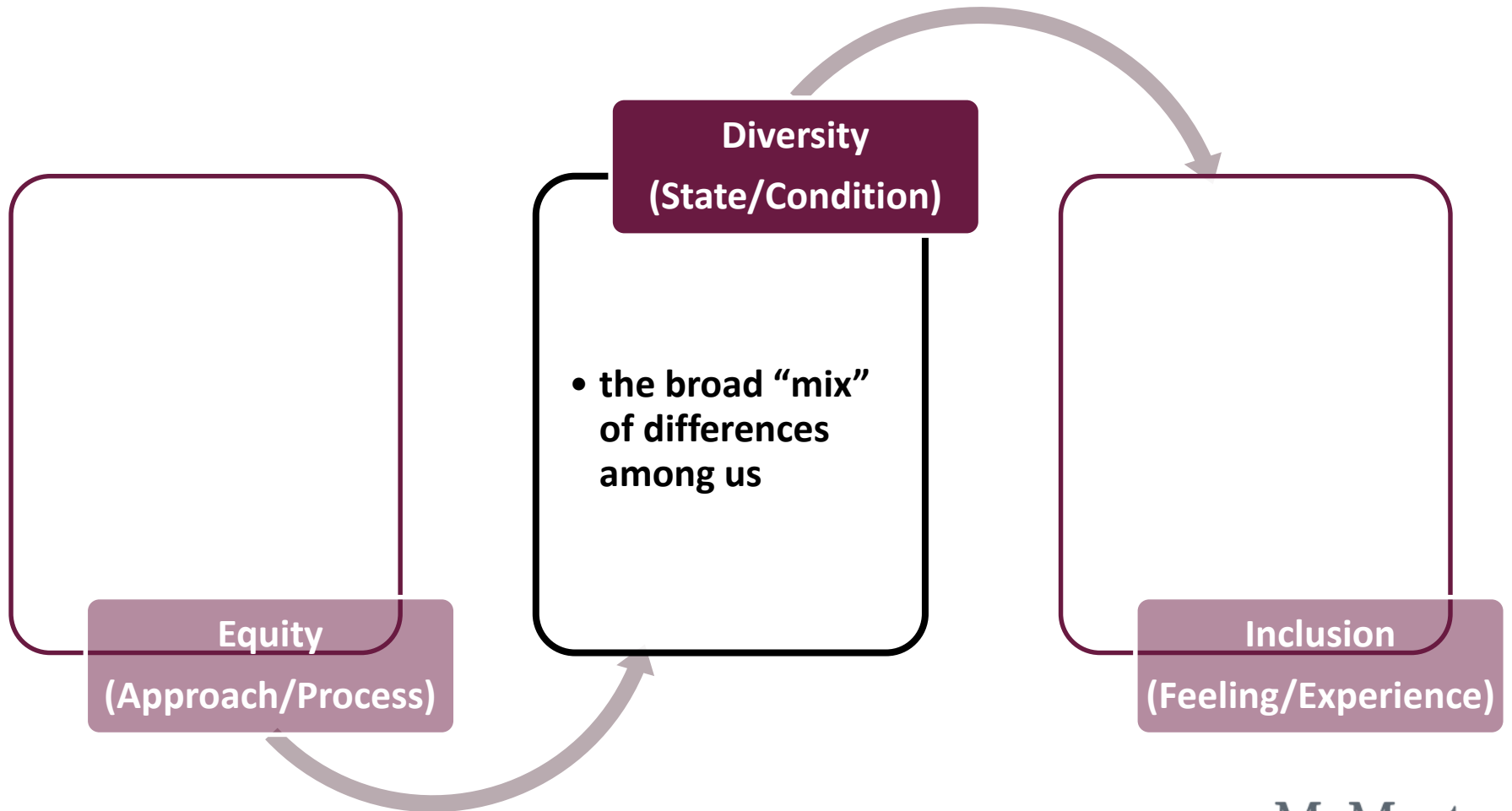
Indigenous Education Council, May 2016

- McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee Nations, and within the lands protected by the Dish With One Spoon wampum agreement.
- The Dish With One Spoon represents the first treaty made on Turtle Island (North America). It also represents a covenant with nature: take what you need, leave something in the dish for others and keep the dish clean.

Equity, Diversity and Inclusion

Definitions: Distinct but Related Concepts

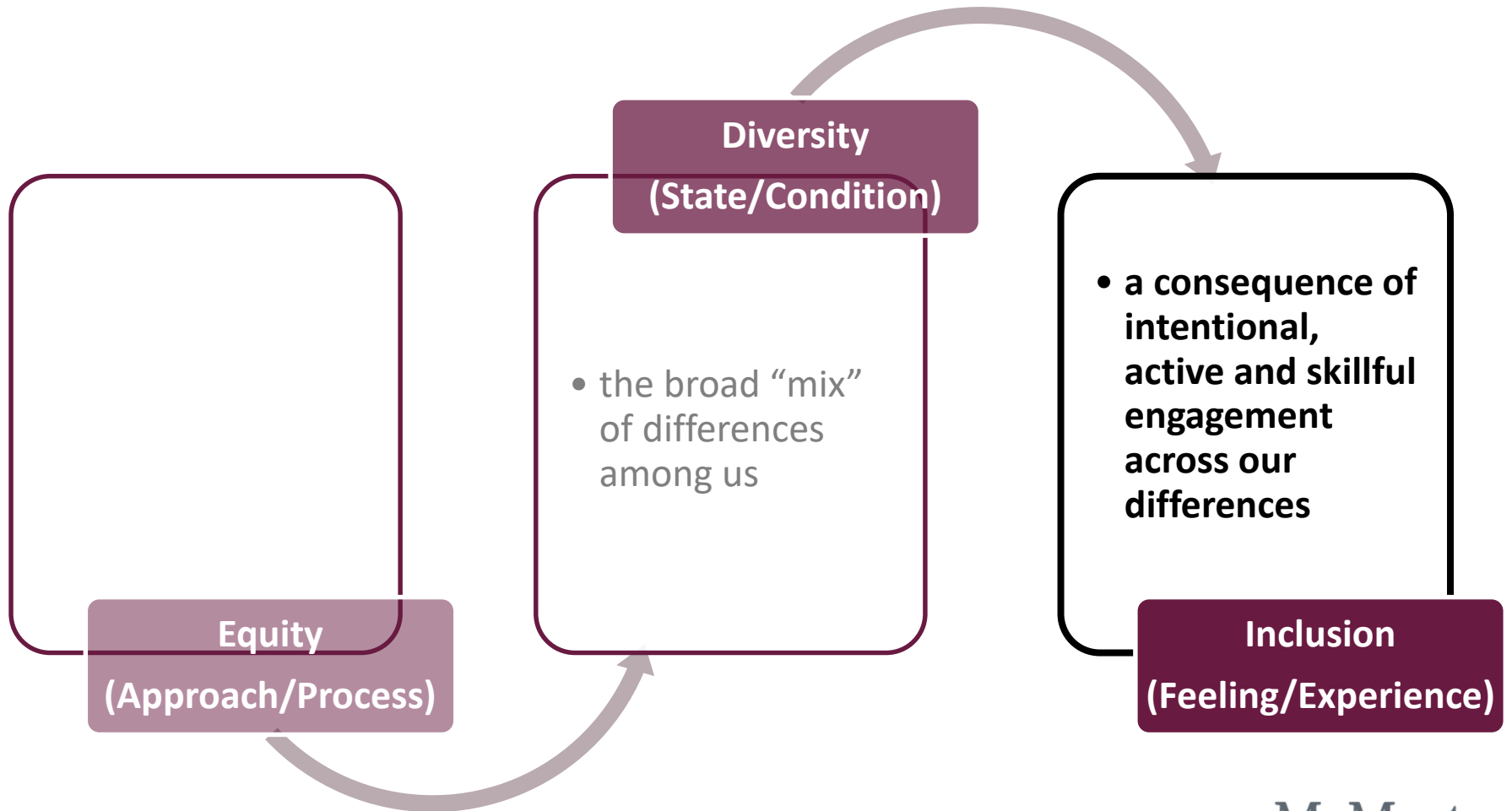
(adapted from Associate of American Colleges & Universities and M. Bolger, 2017)



Equity, Diversity and Inclusion

Definitions: Distinct but Related Concepts

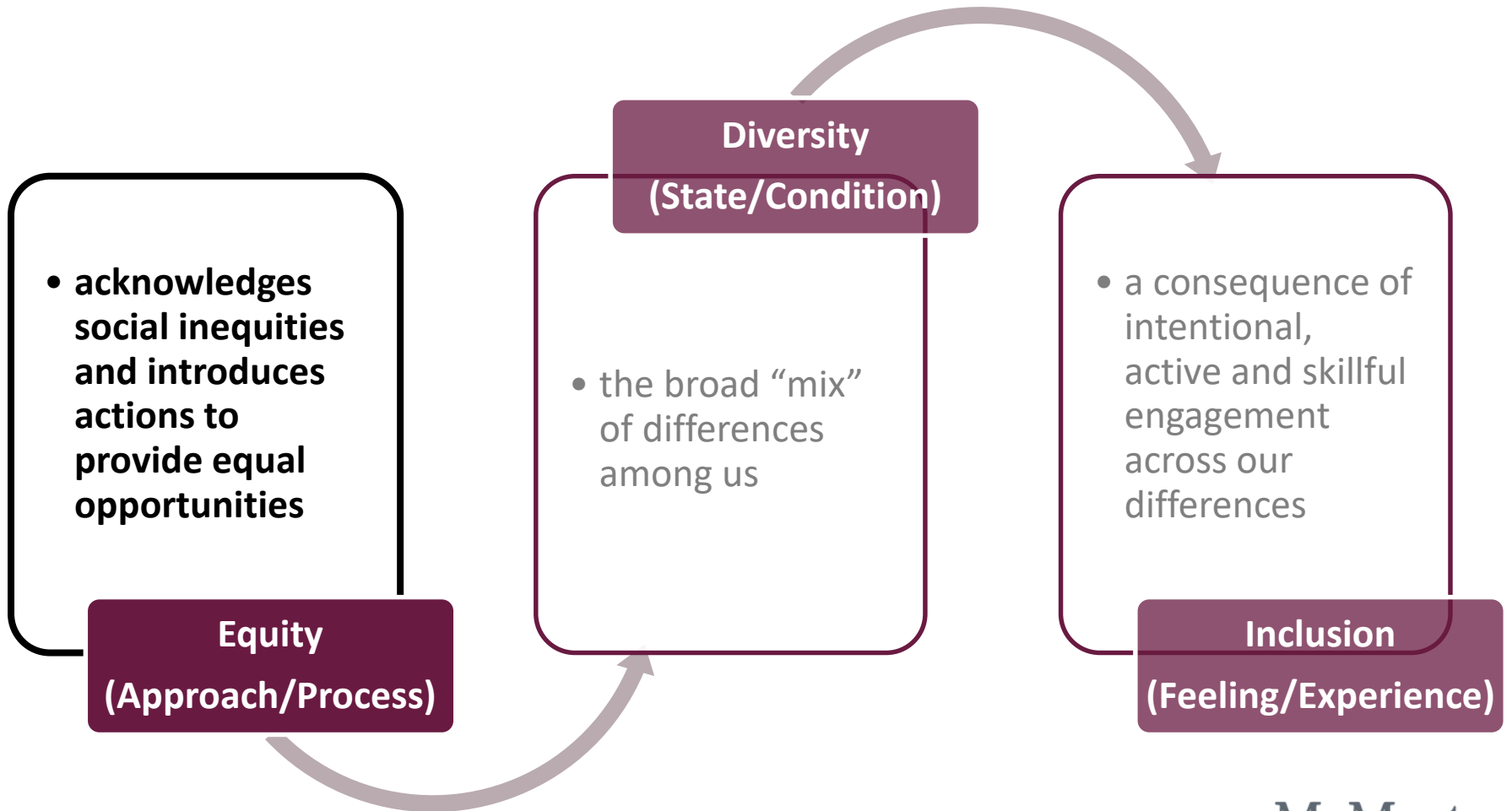
(adapted from Associate of American Colleges & Universities and M. Bolger, 2017)



Equity, Diversity and Inclusion

Definitions: Distinct but Related Concepts

(adapted from Associate of American Colleges & Universities and M. Bolger, 2017)



The Case for EDI in the Academy

Inclusive Excellence

Beyond...

- Charity...the benevolence case *“the nice thing to do”*
- Commerce...the business/bottom-line case *“the profitable thing to do”*
- Compliance...the legal human rights case *“the thing we must do”*

Toward...

- Consciousness...the social betterment/fairness case *“the right thing to do”*
- Creativity/Quality...the innovation and excellence case *“the best thing to do”*

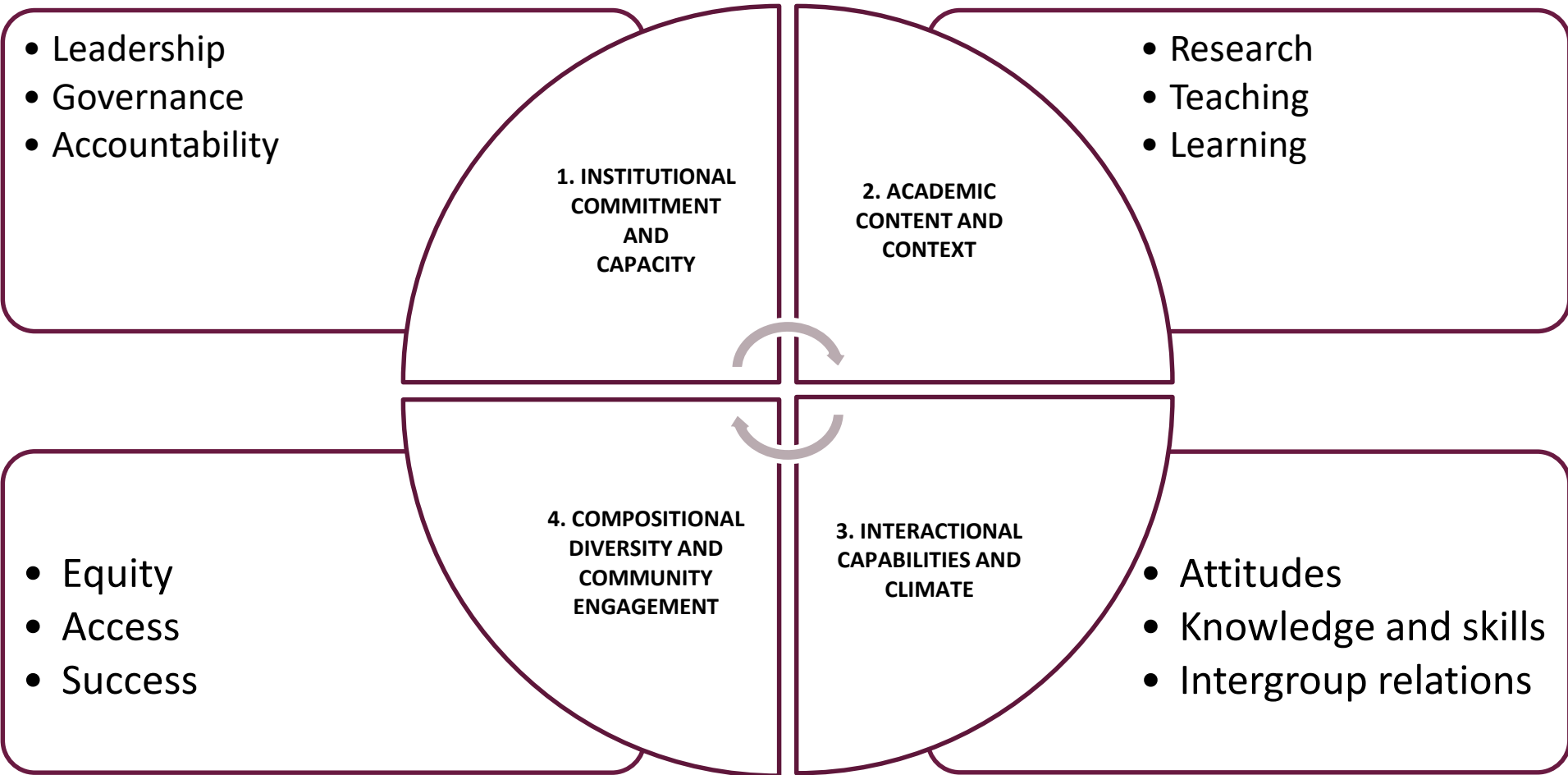
McMaster's Vision and Values

Advancing Inclusive Excellence through EDI

- McMaster has a vision to achieve international distinction for creativity, innovation and excellence, and to embody values of integrity, quality, inclusiveness and teamwork
- McMaster acknowledges that **diversity is essential to creativity and innovation** and, therefore, **integral to excellence** in teaching, research and service – **inclusive excellence**.
- McMaster must, therefore, assess excellence through an equity, diversity and inclusion (EDI) lens.
- McMaster is committed to advancing inclusive excellence through a strategic institutional **EDI Action Plan**

McMaster's EDI Framework

Areas for Strategic Action and Goals



Federal Employment Equity Act

Federally Designated Groups

- McMaster is committed to proactive employment practices to remove barriers to employment and increase representation of federally designated groups, who have experienced historic disadvantage in employment and continue to be under-represented in the workforce:
 - **Indigenous peoples (First Nations, Métis and Inuit)**
 - **Racialized persons (“visible” minorities)**
 - **Persons with (dis)abilities – visible and invisible, including mental illness**
 - **Women/Female identified persons**
- McMaster also commits to proactive employment practices for **persons who identify as LGBTQ+**, who experience employment barriers as members of marginalized sexual orientation and gender identity groups.

“Deep” Equity

Individual and Institutional Interventions

Equality



Treating everyone the same – assumes that everyone benefits from the same supports or experiences the same barriers.

Equal treatment does not result in equal opportunity.

Equity



Equity (access to equal opportunity is achieved through **positive, proactive action** – supports provided based on individual.

Akin to concept of **accommodation**

“Deep” Equity/Social Justice



Equity is achieved through **positive, proactive action** – **removal of the systemic/structural barrier** contributing to inequity.

Akin to concept of **universal/accessible design.**

Ontario Human Rights Code (OHRC) Obligations

Protection against Discrimination and Duty to Accommodate

Implications for Search Process:

- ❑ Consider and remove potential biases and barriers to employment
- ❑ Avoid questions which solicit information related to “protected grounds”

Refer to: *Appropriate and Inappropriate Human Rights-Related Questions*

<http://www.workingatmcmaster.ca/med/document/Appropriate-and-Inappropriate-Human-Rights-Related-Questions-1-83.pdf>

- ❑ Employ proactive measures to address accessibility needs
- ❑ Accommodate to the point of undue hardship

Refer to: *Tips on Accommodations and Accessible Interviewing* <http://www.workingatmcmaster.ca/med/document/Tips-on-Accommodations-and-Accessible-Interviewing-1-83.pdf>

Unconscious Bias Testing and Training

Committee Pre-Session Assignment

1. Select and complete one (and preferably two) Harvard Implicit Association Tests

<https://implicit.harvard.edu/implicit/canada/takeatest.html>

2. View The Royal Society (of UK) online video clip (3 minutes)

<https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/>

3. View Facebook Training Modules: Managing Unconscious Bias (27 minutes)

<https://managingbias.fb.com/>

- *Stereotyping and Performance Bias* (16:21 minutes) **REQUIRED**
- *Performance Attribution Bias* (10:21 minutes) **REQUIRED**
- *Competence/Likability Trade-Off Bias* (7:16 minutes) **OPTIONAL**
- *Maternal Bias* (7.21) **OPTIONAL**

Common Unconscious/Implicit Biases in Searches

Self-Reflection and Examination

Performance Bias

- Am I evaluating expected potential or proven accomplishments based on stereotypes?

Confirmation bias

- Am I seeking information that confirms preconceived ideas/assumptions based on stereotypes?

Performance Attribution Bias

- Am I attributing performance to skill or “innate” talent or to luck or external factors?

Competency/Likability Trade Off

- Am I overlooking competencies by assessing likability based on stereotypical expectations?

In-Group Bias

- Am I giving preference to someone because I relate to an aspect of their identity?

Projection Bias

- Am I drawn to someone because they appear to share my values and ways of thinking?

Normative Bias (“group think”)

- Am I conforming to the thoughts of others in a group?

Unlearning Unconscious Bias

Risk Factors and Mitigating Strategies

(J.A. Goodman, n.d.)

Risk Factors:

- Ambiguity
(e.g., vague basis of judgement, unfamiliar)
- Certain emotional states
(e.g., anger)
- Salient social categories
(e.g., “race”)
- Low effort cognitive processing
(e.g., less deliberative)
- Distracted or pressured decision-making
(e.g., various conditions)
- Lack of feedback
(e.g., uncritical peers/supervisors/leaders)

Mitigating Strategies:

- Identify and reduce/eliminate risk factors
- Mindfulness
(e.g., raise awareness, recognize and accept)
- Perspective-taking and empathy-building
(e.g., consider situation from another’s perspective)
- Individuation
(e.g., think about individual not group)
- Stereotype replacement
(e.g., make new associations to replace old ones)
 - Imagine individuals who counter-stereotypes (counter-stereotype image)
 - Engage/interact with out-group member (“contact” and cooperation)
- Routinely check thought processes and decisions for possible bias

Selection Criteria and Assessment Matrix

Small Group Activity: Developing Selection Criteria

1	Category of Qualification										RANKING			
2	Rate demonstration of selection criteria/qualifications: 0 - not demonstrated 1 = minimally or inconsistently demonstrated (poor) 2 = adequately demonstrated (fair) 3 = well demonstrated (good) 4 = very well demonstrated (excellent)										Give a score to all candidates without weighting first and rank according to this rating. Then return and multiply each score by weight indicated under each criterion, and enter new weighted score in grey cell. Make comments on whether your ranking changes as a consequence of this new score.			
3														
4	#	Candidate	Weight											SCORE
5			Scoring											
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McMaster University Faculty Hiring Principles and Practices

Advancing Inclusive Excellence

Inclusive Excellence and McMaster's Vision

McMaster has a vision to achieve international distinction for creativity, innovation and excellence as a student-centred, research-intensive university.

To achieve this vision, McMaster will pursue and advance **inclusive excellence**¹ in teaching, research and scholarship by aiming to, among other things, attract and retain a diverse faculty body that represents the diverse academic talent pool available and reflects an increasingly diverse student body.

Definitions²:

Diversity – the broad “mix” of differences (across multiple and intersecting dimensions of personal and social identities) among community members.

Inclusion – the active, intentional, and ongoing engagement with diversity, in and outside the classroom, in ways that deepen awareness, knowledge and skill to enhance the experiences and sense of belonging among community members.

Equity – the active, intentional, and ongoing process to create opportunities for marginalized members of society, who have historically been and continue to be under-represented/engaged/served in higher education, to have equal access to and meaningfully engage in the life and work of the university.

Inclusive Excellence – re-envisioning both quality and diversity as interdependent and synergistic (“two sides of the same coin”), thereby requiring and reflecting an expansive view on the assessment of merit.

“As an “alloy,” Inclusive Excellence re-envisioning both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and cocurriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. Likewise, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; local and global community engagement; workforce development; and more.”

~ Clayton-Pedersen, O’Neill & McTighe-Musil, 2017

Principles:

McMaster’s faculty hiring practices will be guided by the following principles:

- Confidentiality – maintaining privacy of applicant, obtaining consent to share beyond committee;
- Fairness – adhering to due process (substantive, procedural, relational fairness);
- Equity – mitigating implicit bias and systemic barriers to equal opportunity; and
- Meritocracy – identifying excellence through assessment of essential qualifications and experience.

¹ Clayton-Pedersen, A.R., O’Neill, N., & McTighe Musil, C. (2017). *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities’ Academic Excellence Mission*. Association of American Colleges and Universities (AAC&U).

Available online at: <https://www.aacu.org/sites/default/files/files/mei/MakingExcellenceInclusive2017.pdf>

² Megan Bolger, <https://generalassemb.ly/blog/diversity-inclusion-equity-differences-in-meaning/>

Assertions and Evidence:

A growing body of literature supports the following three assertions:

1. Diverse people bring diverse values, interests, lived experiences, perspectives, and practices which are essential to disciplinary and interdisciplinary curiosity, creativity, innovation and, therefore, quality, necessitating the pursuit of inclusive excellence including expanding the diversity of scholars and scholarship in academe.
2. Marginalized members of society, and particularly federally designated equity-seeking groups³, have historically been and continue to be under-represented/engaged/served in academe.
3. Diversifying the faculty body, to achieve proportionate representation of the diverse academic talent pool and to reflect both increasingly diverse students bodies and communities, requires active and intentional examination and renewal of hiring policies and practices.

The evidence provided below is not exhaustive, but rather a sampling of research that makes the case for inclusive excellence and provide a rationale for efforts to advance current leading and emerging practices to more successfully attract, recruit and retain a diversity of talented faculty members.

*“Diversity in science refers to cultivating talent, and promoting the full inclusion of excellence across the social spectrum. This includes people from backgrounds that are traditionally underrepresented **and** those from backgrounds that are traditionally well represented.” ~ Gibbs, 2014⁴*

1. The Case for Diversity and Inclusive Excellence: Innovation, Performance and Effectiveness

(Lising Antonio et al., 2003⁵; Chubin & Malcom, 2008⁶; Medin & Lee, 2012⁷; Catalyst, 2013⁸; Redmond, 2014; Deloitte, 2017⁹)

- Diverse people bring diverse life practices, perspectives, values, and motivations
- Scientific progress relies on problem-solving and collaboration – groups with diverse experiences tend to be more creative and innovative
- Curiosity and inquiry drive science forward, and scientists with different perspectives often ask different questions
- The methods scientists use to seek out answers to questions can be influenced by their values and perspectives; new methods often lead to new knowledge
- Diversity of perspectives enriches science, making it more responsive to a global pool of beneficiaries of the knowledge and practice generated
- Students working in more diverse group setting were influenced by the different perspectives of minority participants and demonstrated enhanced complex thought processes as a result

³ The Government of Canada has identified four designated groups who have historically faced, and continue to face, barriers in employment: women, Indigenous peoples (First Nations, Inuit and Metis), racialized persons (visible minorities) and persons with disabilities.

⁴ Gibbs, K. Jr. (2014). Diversity in STEM: What it is and Why it Matters. *Scientific American*, Sept. 10. Available online at: <https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/>

⁵ Lising Antonio, A. et al. (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science*, 15(8): 507 – 510.

⁶ Chubin, D.E. & Malcom, S.M. *Making a case for diversity in STEM fields*. Inside Higher Ed (October 6, 2008). Available online at: <https://www.insidehighered.com/views/2008/10/06/making-case-diversity-stem-fields>

⁷ Medin, D.L. & Lee, C.D. Diversity makes better science. *Association for Psychological Science Observer* (May – June 2012). Available online at: <https://www.psychologicalscience.org/observer/diversity-makes-better-science>

⁸ Catalyst (2013). Why diversity matters. Available online at: https://www.catalyst.org/system/files/why_diversity_matters_catalyst_0.pdf

⁹ Zalis, S. (November 14, 2017). Diversity and inclusion: Rewriting the rules for marketing. Deloitte Digital. Available online at: <https://adage.com/article/deloitte-digital/diversity-inclusion-rewriting-rules-marketing/311262/>

- Diversity on boards and in senior leadership roles improves financial and other measures of organizational performance
- Inclusive leadership style and positive diversity climate reduces turnover, enhances employee satisfaction and engagement, and improves performance of diverse teams
- Greater diversity of groups enhances collective intelligence
- Diverse teams operating in inclusive cultures can offer ideas and viewpoints that help drive innovation and effectiveness
- Diverse teams make more effective business decisions up to 87% of the time
- Highly diverse teams perform better on highly complex tasks than homogenous teams
- Organizations with inclusive talent practices can generate up to 30% higher revenues per employee and greater profitability than their competitors

“Our point is that attention to cultural membership and cultural practices is central to equity goals and national needs, but also equally important for the construction of knowledge and for the enterprise of science itself. Moreover, we cannot and do not shed our cultural practices at the door when we enter the domain of science, science education, or science learning.” ~ Medin & Lee, 2012¹⁰

2. Historical and Contemporary Under-representation of Equity-Seeking Groups in Academe

Demographics and Labour Market Availability/“Pipeline”¹¹ – wrt racialized/visible minority faculty

- Visible Minority (VM) population in Canada 4.7% in 1981 and 16.2% in 2006 (Stats Canada, 2008)
- Canadian VM in workforce 18.2% in 2006 (labour market availability broadly)
- Canadian VM with PhD 18.7% in 1986 and 24.5% in 2006 (labour market availability specifically)
- In 2006, 16.9% university professors are VM
- Compared with general labour market availability/pipeline, gap looks like -1.3%
- Compared with specific labour market availability/pipeline, gap looks like -7.6%

- Women in workforce 47.4% in 2006, only 21.9% in STEM workforce (Stats Canada, 2008)

- The pipeline argument does not apply, or is overstated, in many cases;
- Even if the pipeline is clear and open, there are systemic and cultural forces acting on and through the pipeline, including structures, policies, practices and climates, that need to change¹²

McMaster Workforce Gaps¹³

- At McMaster, 9.1% (210) of faculty are VM, in the Faculty of Science 7.5% (22) are VM
- This represents a gap of -9.1% and -10.7% respectively (in contrast with general LMA)
- The gap is -15.4% and -16.9% respectively (in contrast with specific LMA of PhDs)

- Women...

¹⁰ Medin, D.L. & Lee, C.D. Diversity makes better science. *Association for Psychological Science Observer (May – June 2012)*. Available online at: <https://www.psychologicalscience.org/observer/diversity-makes-better-science>

¹¹ Ramos, H. & Li, P.S. (2017). Differences in representation and employment income of racialized university professors in Canada. In Howard Ramos (Ed.), *The equity myth: Racialization and Indigeneity in Canadian universities* (pp. 46 – 64). Vancouver, BC: UBC Press.

¹² Hopp, A. (March 1, 2017). Solving the faculty diversity problem. American Society for Biochemistry and Molecular Biology. Available online at: <http://www.asbmb.org/asbmbtoday/201703/Feature/Gibbs/>

¹³ Human Resource Services. (2018). *Diversity Counts: Employment Equity Census*. Hamilton, ON: McMaster University

3. Change Imperative to Mitigate Implicit Bias and Reduce Systemic Barriers

“Although women and minorities have made significant strides in achieving equality in the workplace, they are still underrepresented in the upper strata of organizations, including senior faculty and leadership positions...unconscious bias is one barrier in the workplace...” ~ Corrice, 2009¹⁴

- “Several studies demonstrate the impact unconscious bias can have on the hiring process...”; “The effects of unconscious bias will not be overcome by maintaining our current efforts to recruit and retain [equity-seeking groups]...”¹⁵
- Having a critical mass (30% - 40%) of women on a board eliminates marginalization and decreases groupthink in committee decision-making

Strategies:

- Include a diversity statement to enhance diversity of applicant pool (Wing Sue, 2010)
- Attract and surface faculty of diverse lived, professional and academic experiences, perspectives and values by:
 - ensuring diverse venues for broad advertising (via HR and disciplinary networks), and considering targeted promotion through equity-seeking group networks, and
 - inviting voluntary self-ID to monitor diversity profile of applicant pool through recruitment, screening, longlisting, and shortlisting processes
 - including contributions to EDI as a job requirement among the essential assessment criteria and requesting explicit articulation of demonstrated contribution
- ensure diverse selection committee across disciplinary areas of research, stage in academic career (including student representation), and multiple dimensions of social identity (including representation from designated equity-seeking groups)
 - Consider setting a requirement to have at least 30% W, at least 1 and preferably more members from VM groups, and 1 person of Indigenous ancestry
 - These proportions are consistent with diversity profiles at McMaster:
 - 40% faculty are women (32% Science faculty are women)
 - 9.1% faculty are VM (7.5% Science faculty are VM)
 - 0.5% faculty are Indigenous (0.3% Science faculty are Indigenous)

¹⁴ Corrice, A. (2009). Unconscious bias in faculty and leadership recruitment: A literature review. *Association of American Medical Colleges: Analysis in Brief*, 9(2), 1-2.

¹⁵ University of British Columbia, Mechanical Engineering. (2013). *Unconscious Bias*. Westcoast Women in Engineering, Science and Technology (WWEST) and Natural Science and Engineering Research Council (NSERC) – BC and Yukon Region.