Promoting Diversity Workshop

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"Inclusive Excellence"
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Regents Policy 4400: Policy on University of California Diversity Statement (amended 2010)

The diversity of the people of California has been **the source of innovative ideas and creative accomplishments** throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – 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**.

Key Definitions

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity: Creating opportunities for equal access and success for historically underrepresented populations, such as racial and ethnic minority and low- income students, in three main areas:

▪ **Representational equity**, the proportional participation at all levels of an institution;

▪ **Resource equity**, the distribution of educational resources in order to close equity gaps; and

▪ **Equity-mindedness**, the demonstration of an awareness of and willingness to address equity issues among institutional leaders and staff.

Techniques for Avoiding Implicit Bias

- Review existing processes for recruitment advertising, marketing, candidate selection, and performance management systems.

- Taking extra time to reflect on "evidence" of "quality" gives us a chance to do more conscientious bias control.

- Deliberately extending our networks (in both recruitment and deliberation).

- Do not overwhelm bias control with triggers, such as during intense time constraints.

- Hold yourself and others accountable. Corrections/Adjustments, done in polite tenor, are good.

Techniques for Avoiding Implicit Bias, cont.

- Avoid jokes and humor that perpetuates media, stereotypes, etc.

- Look for good role models to mitigate group.

- Support minoritized networks, and show your support for them.

- Test yourself: age, disability, size, ethnicity, gender, sexual orientation, national etc.

- Get trained, and apply what you learn to your workplace.

Evaluating Candidates

Data has shown that many women and underrepresented minorities fall out of candidate pools between the long short-list and the short-list

This is due, in part, to implicit bias in the search committees' evaluation of and communication about candidates. **Formal question rubrics help to alleviate such bias, while keeping committees to task.**

Language of Bias

Communal language: Language that describes someone who is group-oriented and concerned about others, thought to be more common in women (collaborative, team player, compassionate, supportive, thoughtful, respectful, helpful, dedicated, contributor, friendly).

Agentic Language: Language that describes someone who has "agency" or is an independent driver of action, presumed to be more common in men (influential, ambitious, driven, assertive, independent, entrepreneurial, innovative, self-driven, go-getter, visionary).

Communication Style

Gender Bias

Endorsement: "He is not afraid to fight for what he believes is right for the company and his fearless challenging of the status quo has led to big payoffs for his team."

Criticism: "She has a very direct, no-nonsense communication style that has not been embraced by her peers."

Statistics on Implicit Bias

The Clayman Institute's review of performance evaluations for technical workers (N=208) has found that, compared with men, women receive:

- 3.2 times as much feedback about having a negative (aggressive) communication style
- 1.6 times as many uses of communal language
- 1.5 times as many references to team accomplishments
- About a third fewer references to having vision
- About 30% fewer references to technical expertise
- About 20% less agentic (driving, leadership) language
- About half as much feedback linked to business outcomes

Guidelines for Seeing Bias

Criticized communication style
Attributed results to the team
Raised doubts about an accomplishment
Offered **vague praise or feedback**
Linked accomplishments to business outcomes

Guidelines for Blocking Bias

Use agentic and communal language strategically
Monitor the use of adjectives
Prioritize accomplishments when describing performance
Remove undue criticism of women's (and men's) **communication style**
Offer actionable developmental feedback
Review all evaluations for **consistency**
Share the knowledge

Block Bias in Performance Review

Our goal is to provide all employees with statements that more accurately reflect their performance and developmental opportunities so they can thrive under your leadership and in your organization. Defining the criteria or standards of performance in advance of writing a review or endorsement will focus the language on results and skills, not personality traits.

Goal: Use agentic and communal language strategically
    Strategy: First reference the standards of evaluation, then balance the language to be both agentic and communal/ Try to use an identical format for all employees/candidates to ensure consistency.

Goal: List accomplishments and link them to business outcomes.
    Strategy: Keep a log of employee accomplishments so that the review can accurately capture accomplishments from the entire year. Include specifics from the log or rubric when writing evaluations/reviews.

Goal: Focus on skills or behaviors, not personality traits
    Strategy: Use your company's leadership principles as a resource when writing your reviews. Note the skills and behaviors valued by the company and reference them in your reviews.

Goal: Remove undue criticism of women's and other underrepresented minorities' (and men's) communication styles.
    Strategy: Question undue criticism of communication styles. If developmental feedback is indeed required, focus on skill development not on perceived negative communication traits.

Goal: Be specific. When giving praise, include details of the candidate's/employee's accomplishments. When offering developmental feedback, give concrete actions to take.
    Strategy: Ask, "Does my employee have a clear picture of what and how they did well?" With feedback, ask, "Does this person have a clear roundup for future success?"