

MITIGATING BIAS IN HIRING

LET'S TALK ABOUT IT

**BUILDING
AWARENESS
& KNOWLEDGE**

**HOW DOES
BIAS AFFECT
HIRING?**

**BIAS
THEORY**

STRATEGIES

**FINAL
THOUGHTS &
QUESTIONS**

1

ACKNOWLEDGE THAT BIAS EXISTS

2

**BUILD YOUR KNOWLEDGE
CAPACITY**

**WHAT IS
IMPLICIT BIAS?**

**WHAT ARE
STEREOTYPES?**

EXPLICIT VS. IMPLICIT BIAS

Implicit bias:

- When we have attitudes towards people or associate stereotypes with them without our conscious knowledge.
- A prejudice that is present but not consciously held or recognized

AVOIDING STEREOTYPING

Stereotype:

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

They are NOT ALWAYS true.

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FIRST IMPRESSIONS AND BIAS

RESUMES

INTERNAL
WORK

Merriam-Webster defines the noun
FIRST IMPRESSION as the
first consideration or judgement.

INTERVIEWS

During the hiring process, implicit
bias can show up in many forms.

EXPECTATIONS

REVIEWING RESUMES:

Even during the initial resume review, a candidate's name, hometown, or their college degree can influence your opinion more than you think.

On average, a recruiter may only spend 7.4 seconds reviewing a resume.

**9 CHARACTERISTICS
THAT WE NOTICE FIRST**

Touch

Appearance

Personal Space

Gender

Facial Expressions

Eye Contact

Body Movements

Skin Color

Age

RESEARCH

***IT IS IMPORTANT TO TAKE SOME
TIME AND ACKNOWLEDGE YOUR
FIRST IMPRESSION TENDENCIES.***

- Do the characteristics you notice first relate to the position you are hiring?
- Did you let your first impression negatively affect your overall impression?

DEFINE YOUR EXPECTATIONS:

Before a search process begins, establishing a clearly defined outline of the expectations for the position is a key component for a successful search. Make sure each criteria outlined is observable, measurable, and documentable.

- **Resume and/or other documents:**
 - meeting the minimum requirements
- **Interpersonal Skills:**
 - communication, team building
- **Performance:**
 - providing examples of initiative and customer service
- **Other considerations**
 - Including evaluating fit

**EVALUATING
FIT**

EVALUATING FIT WITH ORGANIZATIONAL CRITERIA

When setting criteria for evaluating fit, focus on criteria that aligns with your values, beliefs, and goals.

Examples of Criteria:

- Is customer service or teamwork-oriented
- Is committed to continuous learning
- Supports professional development
- Has interdisciplinary interests
- Advocates the use of technology
- Is a proponent of ecology or environmental responsibility
- Shows sensitivity to and/or support to diversity, equity and inclusion
- Has entrepreneurial, creative, or innovation spirit

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BIAS THEORY

LET'S
FLIP IT

HALO
EFFECT

BEAUTY
BIAS

RAISING
THE BAR

HARSHNESS
/ LENIENCY
BIAS

CONTRAST
EFFECT

PRIMACY /
RECENCY
EFFECT

ELITISM /
PRESTIGE
BIAS

SIMILAR-
TO-ME
EFFECT

HALO EFFECT:

POSITIVE STEREOTYPE

- Overgeneralization based on a single characteristic that may or may not be related.
- One attribute can be so striking that other characteristics are ignored.
- Members of a group are presumed to be competent or bonafide. Such a member receives the benefit of the doubt.
- Positive achievements are noted more than negative performance, and success is assumed.
- Example:
 - Alumni of same institution

RAISING THE BAR: NEGATIVE STEREOTYPE

- When we require members of certain groups to prove that they are not incompetent by using more filters or higher ones for them.
- Negative stereotypes are negative presumptions such as presumptions of incompetence in an area, or presumptions of lack of character or trustworthiness.

CONTRAST EFFECT

- When two things are judged in comparison to one another, instead of being assessed individually.
- Comparison of applicant to someone or something other than the established selection criteria.

SIMILAR-TO-ME-EFFECT & LONGING TO CLONE

- People's tendencies to favor applicants who are most like themselves.
- Preconceived notion of "how" a particular person appears for a specific job or vague notions of "fit" that are not based on job-related qualifications.
- Devaluing someone who is not like most of 'us' on the committee, or wanting someone to resemble, in attributes, someone we admire and are replacing.
- Example:
 - "Not the best fit"
 - Most used but highly subjective

ELITISM/PRESTIGE BIAS

Wanting to feel superior through certain attributes or selectivity that highlights how we characterize more positive stereotypes.

The belief that people with high education, high intellect, wealth, etc. are more likely to be successful than others without such qualities.

PRIMACY & RECENCY EFFECT

Primacy:

When an assessment is made based on information that presented itself early in the process

- A candidate showing up late for the interview but does extremely well during the interview itself

Recency:

When an assessment is made based on information that presented itself later (more recently) in the process

- A candidate does extremely well during the interview but provides a negative answer at the end.

HARSHNESS/LENIENCY BIAS

- Tendencies of search committee members.
 - Some members may be generally agreeable and lenient.
 - While others are critical and demanding.
- In either case, the bias toward harshness or leniency will tend to raise or lower the scores of the candidates interviewed.

BEAUTY BIAS

Job candidates who are more attractive physically have substantially higher odds of being hired.

THE FLIP IT APPROACH

Developed by Kristen Pressner, 2017

Ask yourself:

If you were to swap out the diverse candidate with one of your more typical hires, would you have the same response?



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WHEN BUILDING YOUR SEARCH COMMITTEE, MEMBERS NEED TO:

- 1 BE DIVERSE**
Consider all categories and individual's labor
- 2 BE A GROUP OF AT LEAST 3**
Aim for an odd number
- 3 REPRESENT THE AREAS/DEPTS IT WORKS WITH**
Consider who the position impacts
- 4 BE KNOWLEDGEABLE OF ALL CANDIDATES**
Ensure everyone has access to ALL applicant files
- 5 BE KNOWLEDGEABLE OF THE POSITION**
If needed, inform them & share job description

THE INTERVIEWEE

Be mindful of how you address them, including how to properly pronounce their name.

Ask if they request accommodations when scheduling the interview



**THINKING OUTSIDE
OF THE BOX BY BEING
OPEN TO EXPERIENCES**

Instead, ask them what
they will do in this position.

- Knowledge
- Skills
- Abilities



**AN
EXAMPLE**

ARE YOU A 'DILETTANTE' OR A 'RENAISSANCE' PERSON?

- Someone who has done a lot of different things in their careers can be seen as flexible and adaptable (renaissance); but someone who has done a lot of different things can also be seen as doing a lot of unrelated things and likes to “move around” (dilettante)
- Being defined as a “renaissance” or “dilettante” is based on perception
- Danger of creating narratives regarding “promising trajectory” or “being less reliable”

(Leung, UC Berkeley, 2014)



**EACH
INTERVIEW
SHOULD
CONSIST OF THE
SAME
QUESTIONS AND
TIME
ALLOTMENTS**

**TO ASK
OR NOT
TO ASK**

EQUAL EMPLOYMENT OPPORTUNITY (EEO) LAW

Beyond doing what is appropriate, we also need to remember EEO Laws when deciding questions to ask in an interview.

The Supervisor Toolkit within the HR Website provides Interview Guidelines to help determine what is appropriate.

WHY SEWANEE?

How to brag on Sewanee's benefits without asking inappropriate questions.

Send them to our **Job Seekers**
Page on the HR website:

- *Where will I belong?*
- *Where will I live? eat?*
- *What will I see?*
- *What are my benefits?*
- *How will I grow in my work?*
- *How do I get involved?*

Include a **Benefits Meeting**
within the final interview.

- *Healthcare coverage*
- *Retirement savings*
- *Confidential!*

PREDETERMINED RUBRICS

Considerations:

- Can be simple or complex
- Needs to relate back to job description/posting

Toolbox:

- Keep returning to your Expectation Outline
- Use the existing Candidate Evaluation Form
 - Or create your own

Encourage you to:

- Ensure all committee members are aware of the rubrics.
- Involve the committee members in the development of the rubrics.
- Allow time between each interview to complete the individual's rubric. This will help avoid the contrast bias.

CHECKLIST WHEN EVALUATING CANDIDATES

Are your judgments and evaluations based in fact on job-related criteria?

Were expectations set for interview performance, and how to be flexible to people's individuality?

Are your assumptions valid for evaluating a person's ability to the job?

Did you maintain an open mind in your response to applicant's styles and cultural characteristics?

Were the committee members asked to clarify their statements or positions if there are doubts about their motives or basis for their decisions?

Were you open to learning something new and see desirable attributes in someone who performs differently than you anticipated or that in your experience is customary?

HIT YOUR TARGET WITH THE PERFECT CANDIDATE

Ensure an inclusive process for discussing your feedback as a group.



Avoid groupthink by submitting applicant feedback and scores anonymously.

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**FINAL THOUGHTS:
WHY IS THIS IMPORTANT?**

- Diversity enhances creativity.
- Diversity enhances performance.
- Diversity enhances problem-solving.
- Diversity enhances positive outcomes.



Thank you!