Notes from Oct 21, 2020 meeting

Notetaker 3:30-4:30: Robin Sinn
Notetaker 4:30-5:30: Caitlin Carter
Notetaker 5:30-6:30: Terry Owen

3:30 Welcome and Introductions Carolyn Sheffield
3:45 Dr. Jasmine Lee and Dr. Autumn Reed present on Unconscious Bias
4:15 Research to Date Highlights (see also Executive Summary) Michelle Flinchbaugh
4:40 Overview of Delphi Method Carolyn Sheffield
4:45 Discussion 1: How unconscious bias influences evaluation of scholarship
Breakout Groups Discussion Questions https://docs.google.com/document/d/1-XtFYCRF23H1cZPq6W_JG0VGtA2011POq33_Pi9hRVM/edit?usp=sharing
Report-outs from Breakout Groups
5:10 Delphi Exercise and Discussion 2: Defining opportunities and strategies for change
Discussion Leader 2: Carolyn Cox

- Based on what we find in Discussion 1, what changes could be explored to address those issues? (full group discussion) (10)
- Which of those changes would be most likely to be effective? (poll)
- What would be challenges to making that change? (full group discussion) (10)
- How could those challenges be addressed? (full group discussion) (15)
- Repeat, time permitting

6:10 Debrief and Next Steps
Closing Discussion Leader: Michelle Flinchbaugh

Notes from the breakout room discussion:
Are there ways unconscious bias manifests in assessment of research/teaching/service activities?
Group 1: Yes

- Distribution of expectations between teaching, service, and scholarship. Service will be the same even if you have more teaching duties
- Differences in publication expectations: women might be asked to be sole authors when men might not
- There are different values placed on whether a funding source is federal versus foundation
- Being a PI
- Impact Factors and H-Index can cascade over time and impact unconscious bias, snowball in another area
- Discussed disparities in the kind of research - community-based research and research on social group disparities might not be given the same type of value or recognition as statistical of lab-based research - bias in validity of research in different fields

Group 2:

- Yes unconscious bias in assessing colleagues' performance review, etc.
- Explicit bias as well - "being uppity" and "how can she do it and manage a family?"
- Bias in things coded against certain groups- public facing and digital scholarship thought of as lesser- perhaps geared toward younger faculty.
- Subsets in different fields are valued differently - different subsets of Philosophy, e.g.
- Implicit bias against service - no one makes tenure based on service
- Bias in tenure
- Unconscious bias in peer review system: discussion about types of peer review - even double blind bias could carry some bias - especially in small disciplinary communities
- Bias toward prestigious journals - those doing the peer review are not always recognized for doing the actual review always
- Prestige becomes an issue when needing quality AND quantity and within quantity/quality conversation
- "Prestigious" journals also biased because they pride themselves on their rejection rate

Group 3:

- Each areas are valued in different ways, but service valued the least. And within that, some services even less
- Expectation bias was a new concept for some. This might follow someone from hiring to P and T
- Talked about hiring and how there can be bias in that, especially with the phone interview question of "do you have any questions for us?" and then comparing how candidates answer that question: the search committee might have a question in mind they want the candidate to ask.
- Women singled out for teaching and service awards, and less commonly getting research awards
- If a woman faculty member speaks up for herself and whether that would be looked on favorably
- Gender and racist tendencies exist in who gets nominated for rewards
- Bias for publications: peer review should be double blind to eliminate bias
- Fulbright conference: non-English speakers get rejected for their proposals and a suggestion was to set up a different journal for non-English speakers
- Being at a specific institution might set you ahead of others inappropriately
- Emphasis on positive research, not null findings
    - Replicable research processes should be valued higher
- Research that is more narrow can be valued higher than broader research
- Revision in P&T guidelines on emerging scholarship - can be challenging to gather feedback from the scholarly community when writing something new - hard to get external evaluation
- Recognition that there is major bias in DEI
- If a faculty member creates peer review performances?

- Counteracting bias: major training and education for campus leadership (not the candidate's responsibility)

Based on what we find in Discussion 1, what changes could be explored to address those issues? (full group discussion)

- Training and education for campus leadership engaging in hiring process
- Implicit bias training for faculty and search committee before conducting a candidate search
- Honest conversations internally (within a hiring committee) about biases each committee member might have
- Ensuring all faculty/leadership take the Implicit Bias test on campus
- Ensure messaging from the top (Office of DEI, Hiring, etc.) make official the guidance for hiring, tenure, and promotion (clearly and transparently)
- Coaching around preparing a narrative about faculty impact related to teaching, research, and service, rather than simply counting the dollars, grants, etc.
- Focusing on quality, scaffolded mentoring/training for the hiring committee, and ensuring time is spent staying current with proper training techniques
- Ensuring hiring committees practice reflecting hiring: discuss implicit bias and reflect on their hiring decisions
- Ensuring a compensated, outside-of-college, inclusion advocate is included in each search committee
- Ensure policies are transparent, provide compensation, and system-wide and not based on faculty who are already over-worked
- Reward public-facing scholarship (community engagement, participatory action research)
- Reward non-traditional forms of research like Open Access and digital research

Which of those changes would be most likely to be effective?
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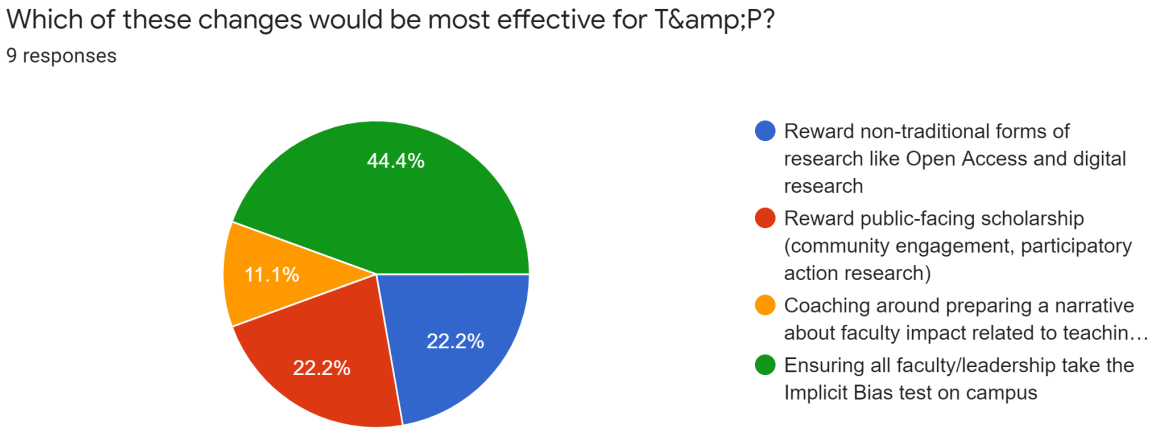

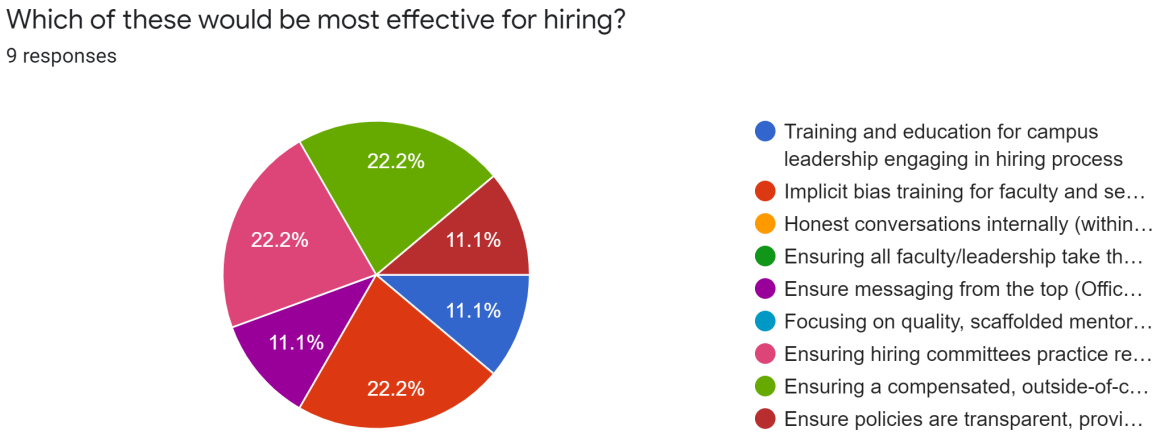

- **What would be challenges to making that change? (full group discussion) (10)**

- Institutional intrenchment in the ways things are done, can't change it
- Time commitment
- Are there people qualified to run the training? HR is a possibility?
- If training is not mandatory, then it's probably not reaching people that actually need it
- Federal administration/White House Executive Order regarding DEI training
- We do a bad job of training faculty to do certain things. Other examples of training that are relevant: leadership training, how the University operates (possibly have check-ins or follow-ups to orientations)
- Faculty sometimes feel defensive about training
- Faculty need to be given time attend training, compensation for course releases
- Often have to be a full professor to be compensated to attend training;

- Motivated faculty members are driving the training. Example: STRIDE at UMBC (https://facultydiversity.umbc.edu/stride-2/); includes faculty that have earned trust of other faculty members, different disciplines represented; participants are chosen very carefully & it's an honor to be selected to participate.

- **How could those challenges be addressed? (full group discussion) (15)**
- Big issues often don't have clear answers and this can be challenging. At the core it's critical to change people's way of thinking which takes time and doesn't happen quickly. It's about cultural change. There is also fatigue in not making a lot of progress and it's important to celebrate even the little successes and sometimes focus on the small things, which tends to lift the entire community
- Behaviour change is linked to what motivates individual faculty members
- Changes at a system level are slow to occur. Has to top-down, bottom up and need as many people on board as possible
- Fundamentally changing the culture of the organization, need to change underlying assumptions
- Make policy suggestions to system-wide policies. Just because change takes a long time doesn't mean we shouldn't move forward

6:10 Debrief and Next Steps

(Obtain questions from Michele)

Q1 If you could make one change, what would it be? Responses:

- All changes are interrelated
- Have people that are trained and compensated to take part in faculty hires and the P&T process. Utilize people that are motivated, rather than have all faculty trained
- Need faculty that act as advocates in the P&T process. People are not aware of implicit bias. Need transparent guidelines in scholarship/service
- UMBC doing okay with hiring & implicit bias but not in P&T process. Things that are implemented in hiring practices could be carried over to P&T process
- P&T more relevant to junior faculty but faculty development as a whole is equally important across all faculty ranks. Look at career development opportunities for faculty
- USM P&T Working Group looks at several issues: What is scholarship? What makes up post-tenure review?

Q2 Do you have any concerns about the process used or conclusions reached today? Responses:

- Only one concern about survey options
- Otherwise there were no concerns

Q3 What do you think our next steps should be? Responses

- Universities need to make an effort to make changes. Need to lay out a plan to make changes
- Institution needs to make a commitment to a plan. Need a well defined set of recommendations along with resources
- Toolkit that institutions can use to implement proposed changes

- White paper or recommendations - an outward facing document that encourages other institutions to use UMBC hiring practices
- Toolkit that could be used nation-wid. Two requirements: 1) that public facing community engaged scholarship is specifically addressed, 2) treat other forms of scholarship (digital, curatorial) equally
- Collaborate with USM P&T Working Group

Next Steps

- Distill discussions today for grant report (grant requirements)
- Reach conclusions and make sure that what we are reporting is correct