CCAS Seminar for Department Chairs
The Chair as Academic Leader

CCAS
ADVANCE

Leading by Example:
Avoiding Unexamined Bias

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NSF

Overview

- CCAS ADVANCE
- Gender equity
- Definitions
- Implicit Association Test
- Bias as a predictor
- Interrupting bias
- Chair as an equity leader

NSF & CCAS ADVANCE

- NSF ADVANCE

  - Increase the representation and advancement of women in academic STEM careers

- CCAS ADVANCE

  - Cultivate academic leaders who are:

    - More knowledgeable about gender equity issues

    - More able and motivated to address those issues

    - Better positioned to effect positive and transformational change in their own departments

Women and underrepresented minorities as a percentage of full-time, full professors with science and engineering doctorates: 1979–2008
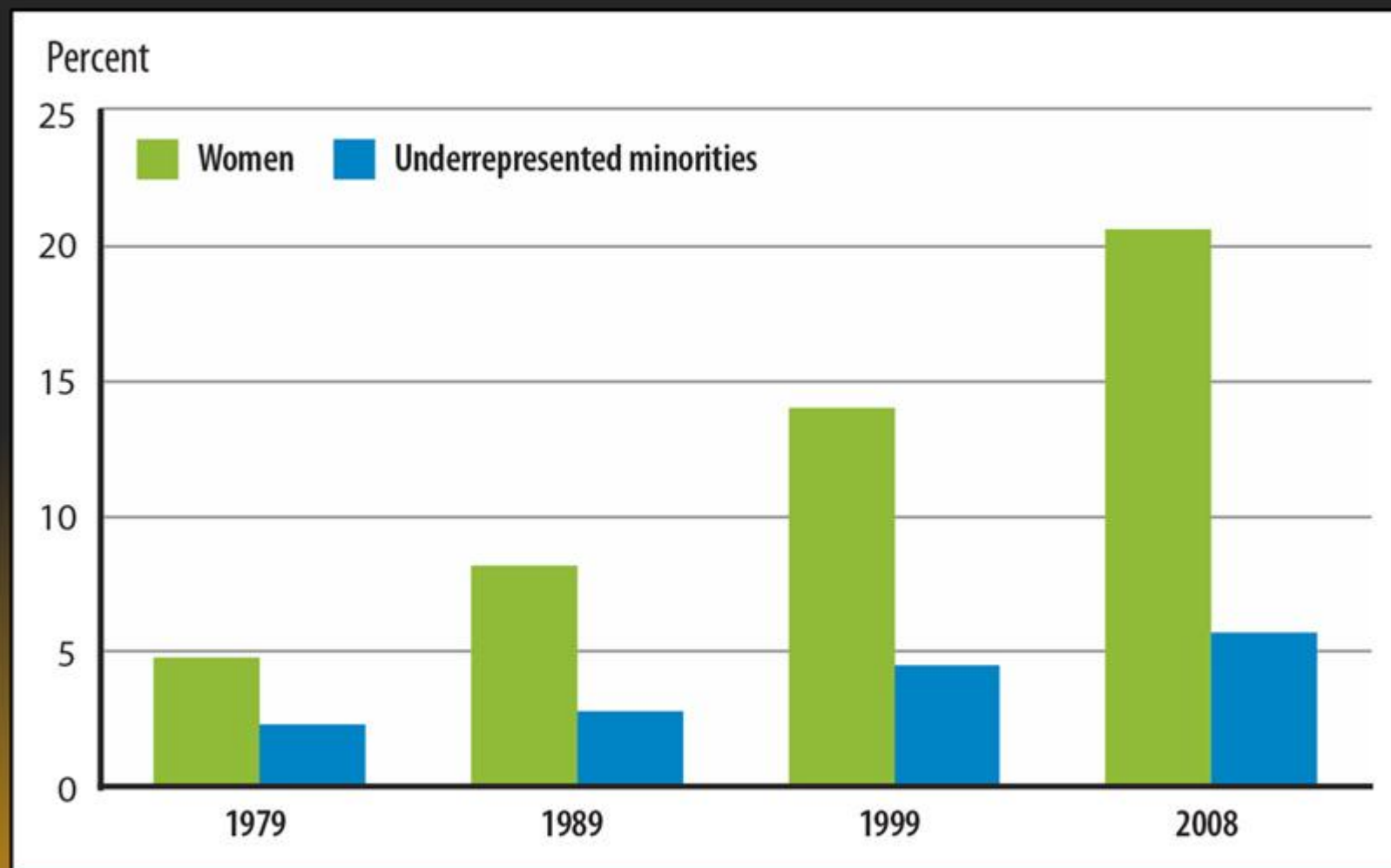
Future Leaders:
2010-2011 CCAS deans

N = 1,599 (59.4% men; 40.6% women)
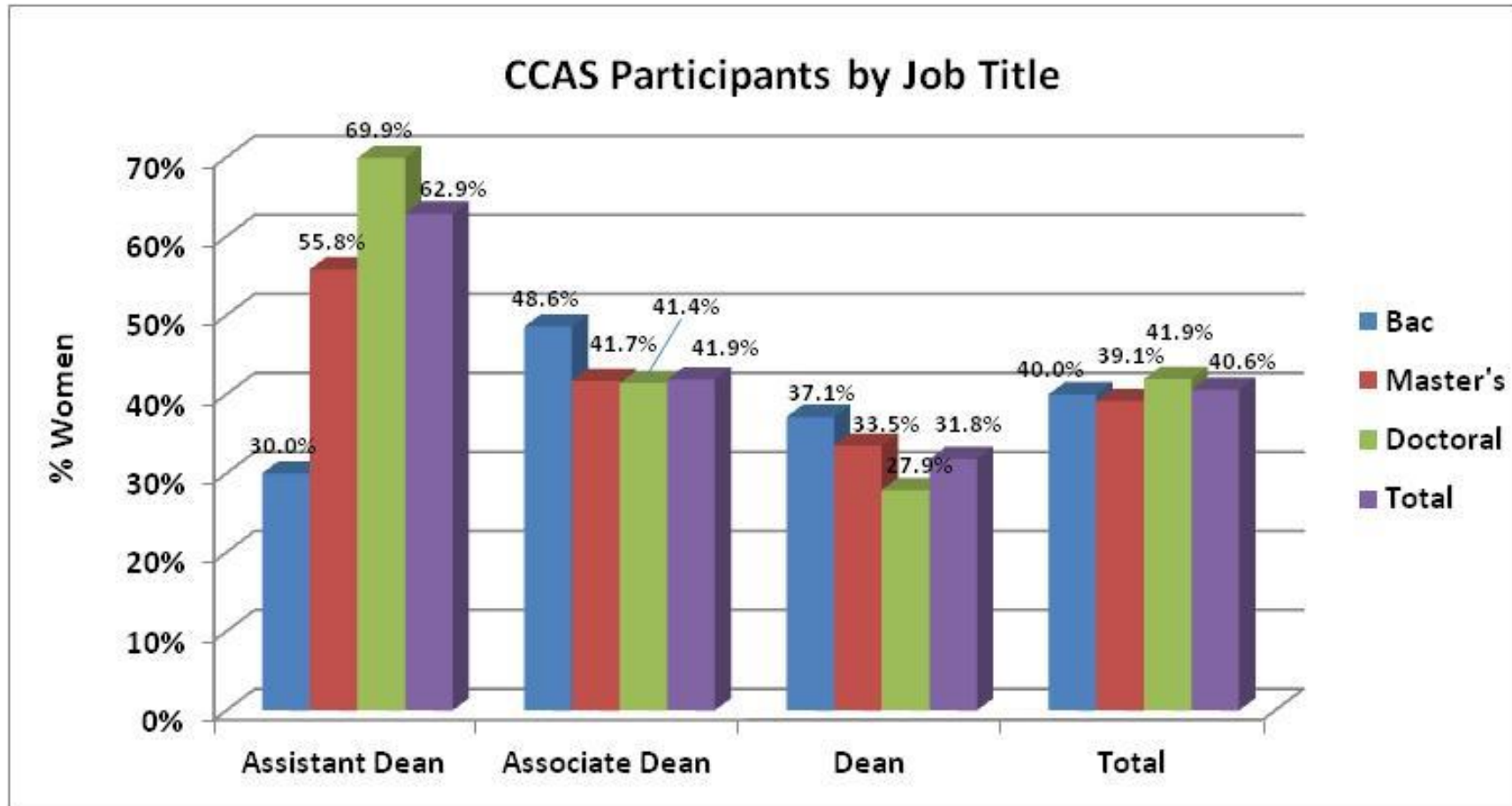
Gender Equity in Leadership

White American males constitute only 32% of the population. Yet, they occupy approximately:

- **80% of tenured positions in higher education**
- 80-85% of the U.S. Senate & House of Representatives
- 92% of Forbes 400 executive CEO-level positions
- 90% of public school superintendents
- 97.7% of U. S. presidents
- 99.9% of athletic team owners

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Accumulated Advantage

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- Meritocracy: Assume advancement based on work/abilities
  - Ignores longstanding discriminatory practices

- Accumulated advantage of one individual or group over another grows over time; thus, inequality grows over time
  - Repeatedly receive resources and rewards
  - Drives high performance at an accelerated rate

> *Malcom Gladwell's Outliers*: "It is those who are successful who are most likely to be given the kinds of social opportunities that lead to further success"; "It's the rich who get the biggest tax breaks. It's the best students who get the best teaching and most attention."

The Buzz Words

Diversity & Inclusion

- Diversity:
  - Quantity, representation
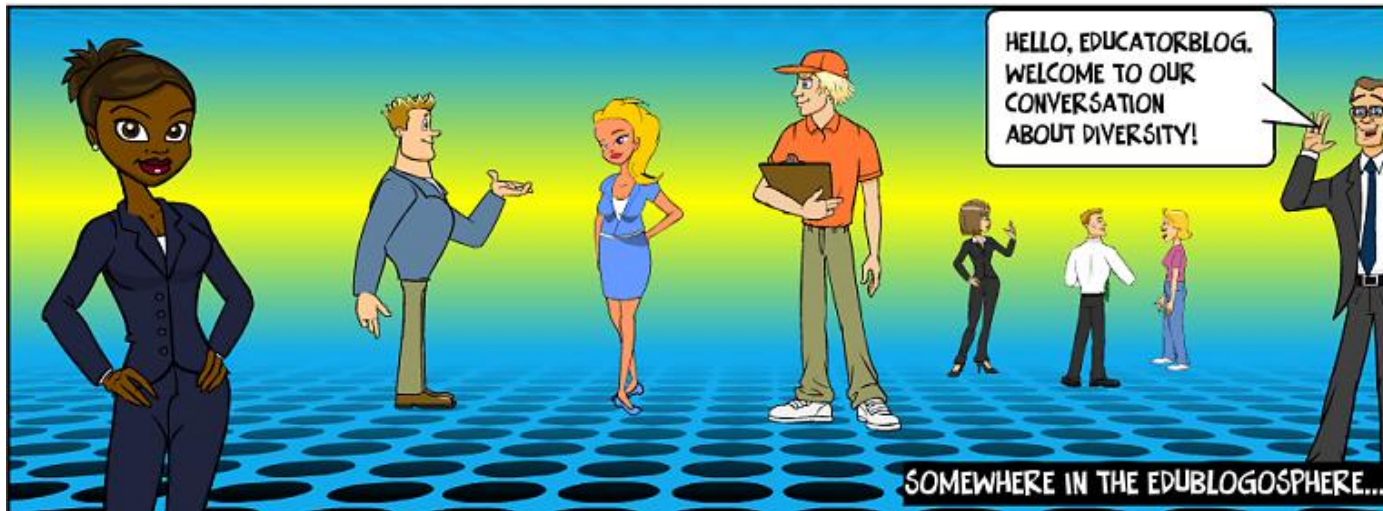
- Inclusion:
  - Quality, involvement, communication, community, voices, advancement

"**Diversity is a reality; Inclusion is a choice**."
-Graciela Meibar

Discrimination & Bias

- Stereotype
  - Belief about a person/group, positive or negative

- Prejudice and discrimination
  - Intentional, conscious, harmful

- Implicit Bias
  - Unintentional, automatic, outside awareness
  - May be contradictory to conscious
  - Perpetuated by conformity with in-group attitudes, socialization, mass media

Implicit Association Test (IAT)

About the IAT

- Developed by Greenwald, McGhee, & Schwartz (1998)
  - 19 countries, 22 languages, 14 different tests
  - Over 11 million test-takers and 200 studies
- Measures implicit biases
  - Strength of automatic associations of two concepts
  - Easier pairings = stronger association in memory
- Test brings awareness that subconscious is aware of conditions/societal stereotypes
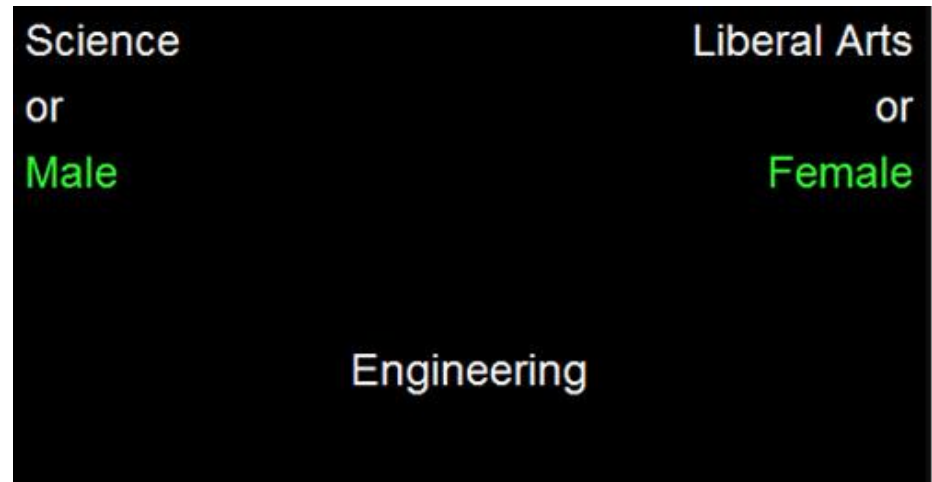
Source: Project Implicit https://implicit.harvard.edu/implicit/

IAT: Your Results!

1. How was the experience for you?

2. What was your reaction to the results?

3. Were you surprised at the results?

National IAT Gender Results

Gender-Career IAT

- Most people associate women more strongly with family and men more strongly with careers (Nosek, Banaji, & Greenwald, 2002)

Gender-Science IAT

- Most people associate women more strongly with liberal arts and men more strongly with science (Nosek, Banaji, & Greenwald, 2002)
- 72% of nearly 300,000 test takers show a preference for male with science (Nosek, Smyth, et al., 2007)

Is Bias Predictive
of Behavior?

Bias in Evaluation

- **Academic Recommendation Letters:** Women described with communal traits, which were negatively correlated with hiring decisions (Madera et al., 2009)

- **Job callbacks:** White applicants received 50% more callbacks than black applicants (Bertand & Mullainathan, 2004)

- **Interviews**: Favored Swedish men over Arab-Muslim men for job interviews (Rooth, 2010)

- **Care**: Doctors prescribed life-saving care to whites (Green et al., 2007)

- **Judgments calls:** Referees in basketball favored players of same racial identity (Price & Wolfers, 2007)

- **Hiring/Promotion**: Managers hire and promoted members of their in-group (Banaji, Bazerman & Chugh, 2003)

Slide adapted from Yen, 2011

Bias in Performance

- Stereotype threat theory (Steele, 1997)
  - Knowledge of negative stereotypes hinders performance and interest

- Traditional image of a scientist acts as a filter

- Gender-science stereotype predicted
  - Gender disparities in science and math tests scores (Nosek et al., 2009)
  - Science career intentions (Lane, Goh, & Linn, 2011)

Bias in Action: Micro-aggressions

- Micro-aggressions
  - Subtle, everyday events that denigrate individuals or their capabilities (Pierce, Carew, Pierce-Gonzalez, & Willis, 1978)
  - Contemporary bias and modern "isms" (Sue, 2010)

"On this contraceptive thing, my gosh, it's so inexpensive. You know, back in my days, they used Bayer Aspirin for contraceptives. The gals put it between their knees and it wasn't that costly," said Foster Friess on MSNBC.

Bias in Action: Micro-aggressions

Common gender micro-aggressions (Constantine, 2007; Sue, 2010)

- Marginalization
- Exclusion
- Interruptions
- Minimization
- Tokenism
- Traditional stereotypical assumptions
- Unfair assignments/resource distribution

SORRY, YOU ARE SIMPLY NOT THE RIGHT MAN FOR THE JOB.

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search ID: mfln750

When is bias likely to occur?

"Default" responses are likely when:

- Task is complicated
- Information is ambiguous or incomplete
- A quick response is required
- Situation feels threatening

- Decision fatigue
- Stress
- Distraction
- Repetition
- Relaxation
- Informal evaluations

Suggests bias is, unknowingly, influencing our decisions everyday

Interrupting Bias

Interrupting Bias

What can you as chair do to counter micro-aggressions?

Microsupport
- Provide our full attention
- Listen and acknowledge contributions
- Recognize strengths
- Communicate
- Speak up when see micro-aggressions

I DON'T MIND IF YOU'RE STRAIGHT. JUST DON'T FLAUNT IT IN PUBLIC.

Interrupting Bias

Implicit bias is difficult to address because stereotypes are activated and applied unconsciously; requires conscious efforts and, therefore, motivation

Accountability!

- Expectation that may need to **justify** one's beliefs and actions to others

- Requires us to **think through** decisions

- Increases **motivation** and effort to avoid stereotyping

It's my fault I didn't realize sooner how badly you all were screwing up.

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Interrupting Bias

- Be pro-active and preemptive
- Broaden decision-making process and circles
- Create an inclusive climate
- Establish rubrics and criteria
- Collect data
- Make decisions transparent
- Create and implement policies
- Encourage awareness of one's implicit biases
- Bias training in search/tenure committees
- Training for writing recommendations and evaluations

Chair as a Leader and Change Agent

What kinds of unexamined bias might a department chair encounter, and when?

Bias in Common Chair Scenarios

- Running meetings and receiving input
- Nominating for awards, committees, leadership opportunities
- Overseeing budgets & resources (e.g., startup packages, lab space, assign GAs)
- Forming fair evaluation committees (e.g. hiring, promotion)
- Evaluating student applications for admissions
- Managing conflict
- Department climate
- Forming academic policies and flexible work policies
- Recruiting, hiring, retaining, and managing diverse faculty
- Performance reviews
- Scheduling face-to-face time

Interrupting Bias:
Search Committee Example

- Identify best practices for searches
- Advertise and recruit widely
  - Display value of diversity in ad descriptions
  - Recruit nontraditionally and preemptively
- Define the search criteria that values diversity contributions
- Create a diverse committee
- Train the committee
- Structure and monitor discussions
- Maintain a fair and consistent process
- Implement formal evaluation checkpoints against biases

INTERRUPTING BIAS
in the faculty search process
a film and facilitation guide

Available from:
http://www.engr.washington.edu/lead/biasfilm/best-practices/

Sample Action Ideas

Short Term Goals (Build a Foundation)

• Identify tangible and manageable actions to address (*Action Plans*!)

  • Strategies to create inclusion and a warm climate

  • Strategies to recruit and retain diverse faculty

  • Accountability strategies (e.g. search guidelines, training)

  • Develop initiatives (e.g. mentoring)

• Assess department, initiatives, and climate

• Identify and develop diversity leaders and change agents

Long Term Goals (Implement and Adapt)

• Identify "best practices"

• Cultivate departmental initiatives

• Policy changes

How will you be a leader and equity champion?

- Advocate/ Be pro-active
- Infuse equity into discussions
- Speak about inclusion
- Leverage accountability
- Expand your leadership

You are the Nation's Change Agents!

Acknowledgements

- This material was influenced and partly adapted from:
  - 2011 CCAS Seminar presentations conducted by Joyce Yen and Lucinda Huffaker
  - University of Washington Center for Institutional Change (UWADVANCE)
  - Leadership Excellence for Academic Diversity (LEAD)
  - Project Implicit

Learn more!

- To obtain an electronic copy of the presentation, a list of references, additional resources, bias and gender equity research, chair best practices, or general questions and inquires please visit CCAS ADVANCE's website: www.ccas.net/advance or email jennifer.schneider@unco.edu

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