CCAS Seminar for Department Chairs:
The Chair as an Academic Leader

Leading by Example:
Avoiding Unexamined Bias

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February 21, 2013

Overview

- CCAS ADVANCE
- Gender equity
- Implicit Bias
- 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 colleges

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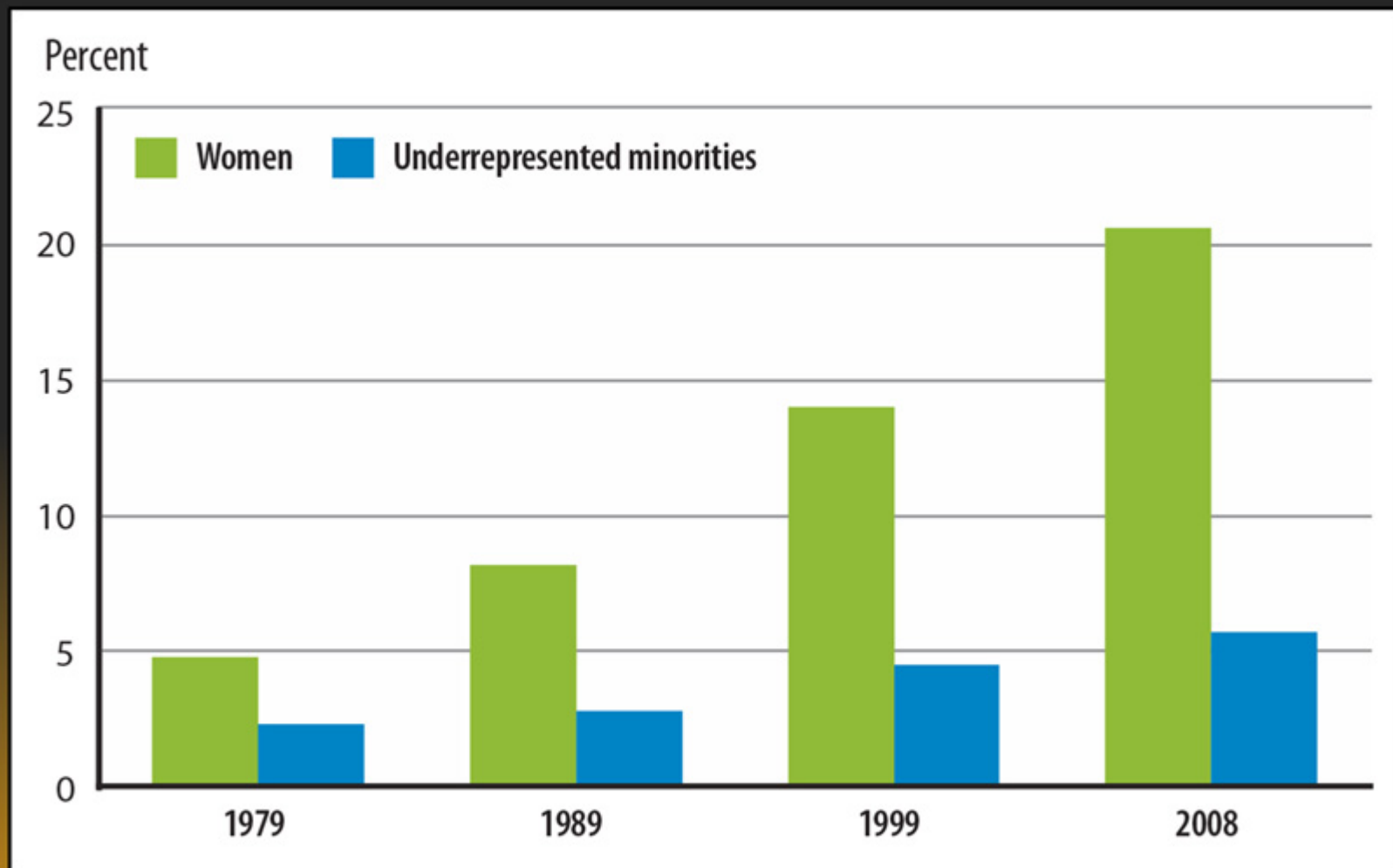
Future Leaders:
2010-2011 CCAS deans
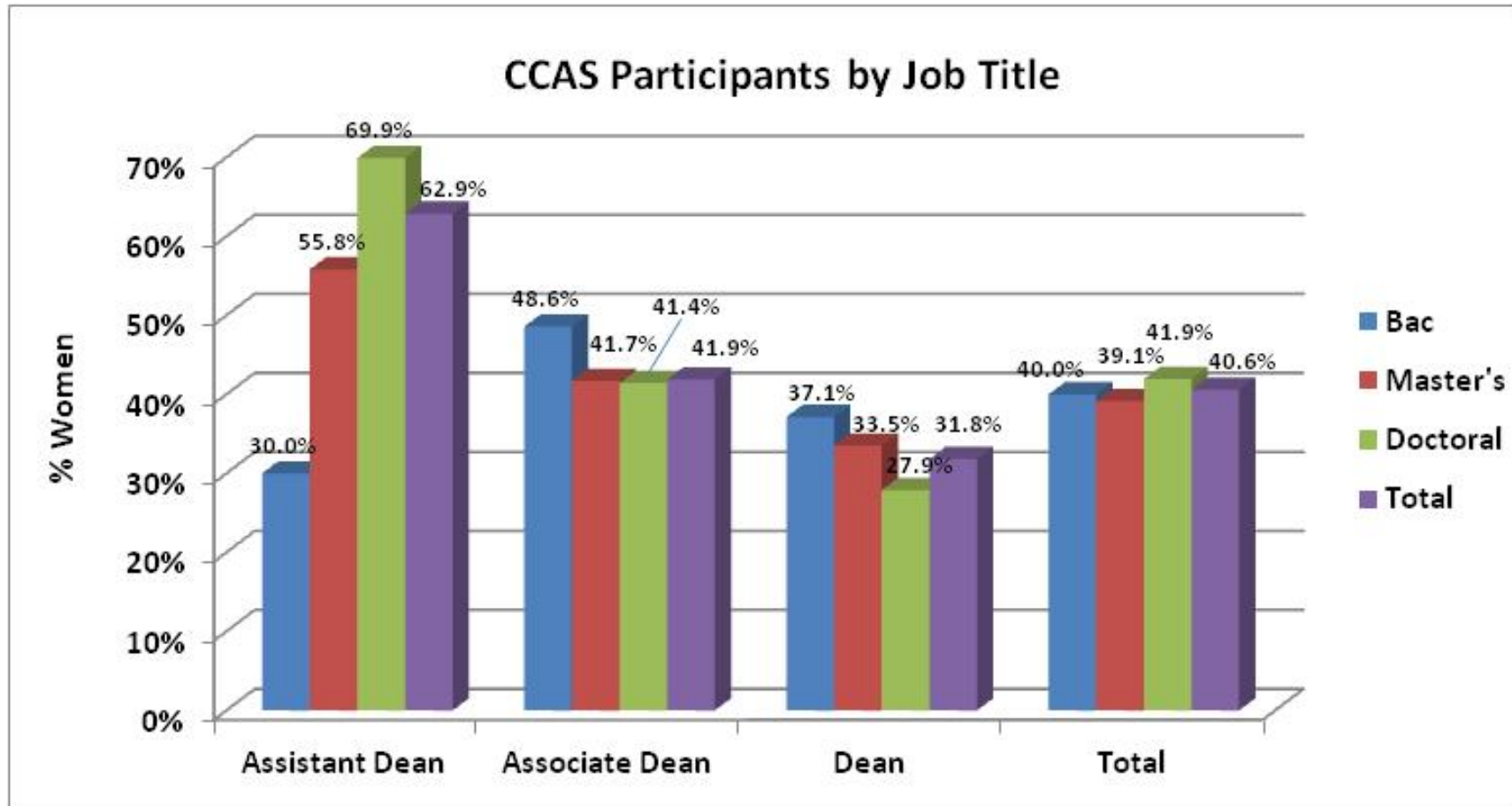
CCAS Participants by Job Title

N = 1,599 (59.4% men; 40.6% women)

Gender & Leadership Roles

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

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. Its the best students who get the best teaching and most attention."

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Source: Sue & Rivera, 2010; U.S. Census, 2012;

What is Implicit Bias?

Implicit Bias

- Prejudice and discrimination are commonly:
  - Intentional, conscious, explicit
  - Often, this is the exception

- Bias is actually often:
  - Unintentional, automatic, implicit, and outside our awareness
  - Contradictory to our conscious beliefs

Implicit Bias & the Implicit Association Test (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

Science or Male	Liberal Arts or Female

Engineering
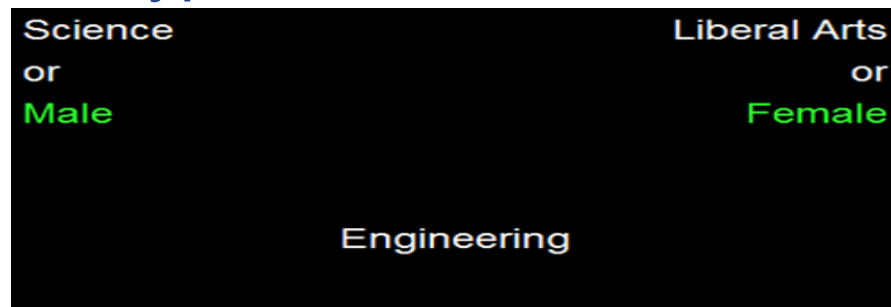
National IAT Gender Results

<u>Gender-Career IAT</u>

- The majority of people associate women more strongly with family and men more strongly with careers

<u>Gender-Science IAT</u>

- The majority of people associate women more strongly with liberal arts and men more strongly with science

Formation of Implicit Biases: Images

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Is Bias Predictive of Behavior?

Bias in Performance and Career Pursuits

- Stereotype Threat Theory (Steele, 1997)

  - Females are traditionally stereotyped as bad at math and disinterested in science

  - Impacts likelihood of STEM careers (Morgan et al., 2001; Shapiro & Williams, 2012)

  - Boost the number of women who are in those fields in order to boost interest in fields (Malcolm, Schmader and Mehl, 2012)

Bias in Evaluation

- *Hiring*: Faculty exhibited bias against female lab manager applicants (Moss-Racusin, Dovidio, Brescoll, Graham,& Handelsman, 2012)

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

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

Bias in Daily Academic Life: Micro-aggressions

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

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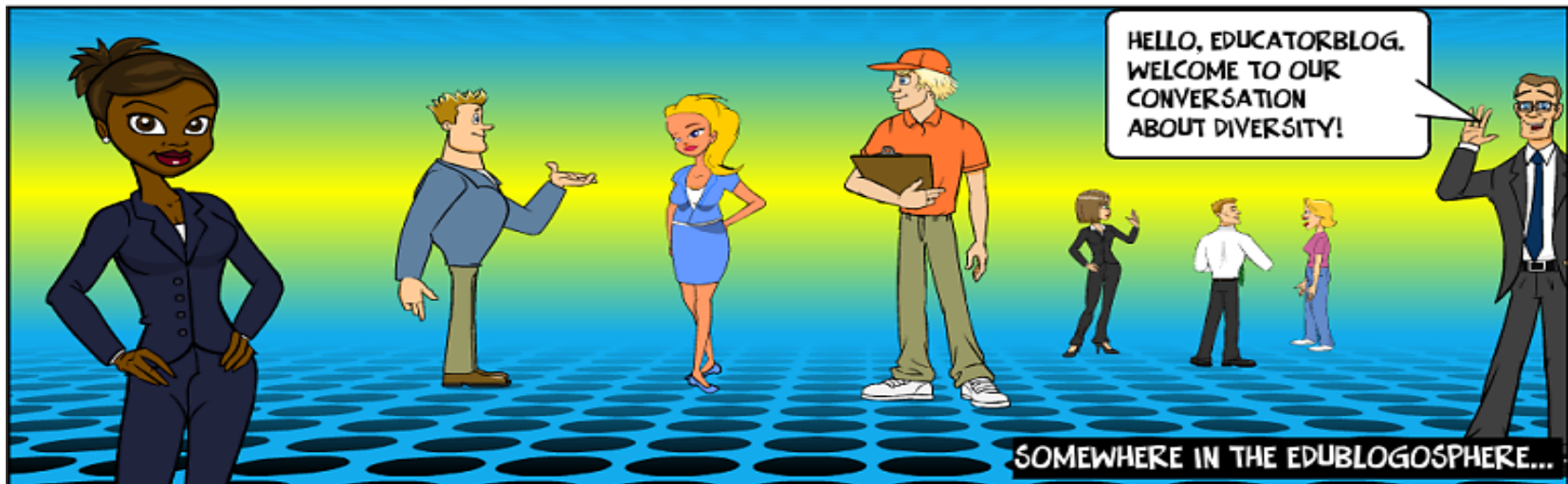- Unfair assignments/resource distribution

Common Bias Scenarios

- **Department Climate/Retention**
  - Managing and resolving department conflict
  - Utilization of academic policies
  - Nominations for awards, committees, leadership opportunities
- **Departmental Activities**
  - Committee formations
  - Scheduling face-to-face time
  - Overseeing resources and workload/service
  - Running/moderating meetings and receiving input
  - Work and service load
  - Speaker/panelist invitations
- **Evaluation**
  - Recruitment and Hiring (e.g. cloning)
  - Performance reviews/Promotion
  - Writing recommendation letters

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Slide adapted from Huffaker, 2011

Bias as a Barrier to Inclusion

- Diversity:
  - Quantity, representation

- Inclusion:
  - Quality, involvement, communication, community, voices, advancement

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

Interrupting Bias

MICROAGGRESSIONS ARE DIFFICULT TO ADDRESS BECAUSE STEREOTYPES ARE ACTIVATED AND APPLIED UNCONSCIOUSLY; THEREFORE, CHANGE REQUIRES CONSCIOUS EFFORTS AND MOTIVATION

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

There is:
- Decision fatigue
- Stress
- Distraction
- Repetition
- Relaxation
- Informal evaluations

Suggests bias is, unknowingly, influencing our decisions everyday

Interrupting Bias

Accountability!

- Create expectations that one will need to **justify** one's beliefs and actions to others

- Decision support tools
  - Checklists
  - Guidelines
  - Policies and procedures

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

Interrupting Bias Example: Search Committees

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

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

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

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Interrupting Bias

1. Combat your own biases and likelihood of committing a microaggression

2. Interrupt microaggressions you witness

3. Encourage others to be proactive in interrupting their own and others' biases

4. Hold yourself and other's accountable by expecting one to justify decisions

5. Set policies and guidelines to encourage objective decisions

Chair as a Leader and Change Agent

MINI MICRO-AGGRESSION CASE STUDY

Sample Short Term Action Plan Ideas

- Identify tangible and manageable actions to address
  - Recruit and retain diverse faculty and administrators
  - Accountability strategies (e.g. set criteria, guidelines)
  - Develop initiatives (e.g. mentoring, inclusion, climate)
  - Conduct trainings
  - Assess departments, initiatives, and climate
  - Identify and develop leaders to serve as diversity role models and change agents

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
- -Slow down/build in a checkpoint to your decision making
- -Educate and train faculty on bias-
- -Recognize and stop microaggressions

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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