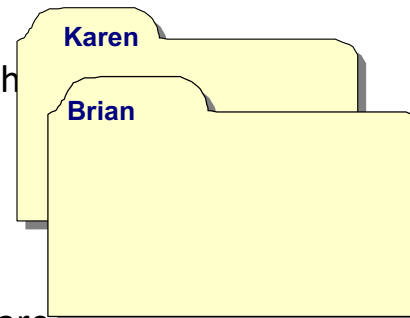


Unconscious Bias: Gender

Experiment:

- Teams of male and female university psych profs (search committees)
- Evaluate candidates for an open position (asst. prof. of psych.)
- Application packages for Karen and Brian are identical except for name



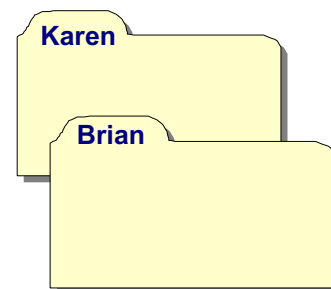
Steinpreis, Anders, & Ritzke (1999) *Sex Roles*, 41, 509.

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Unconscious Bias: Gender

Result:

- Search committees preferred **2:1** to hire Brian over Karen
- When evaluating a more experienced record for promotion to tenure, reservations were expressed **4 times** more often when the name was female.



Steinpreis, Anders, & Ritzke (1999) *Sex Roles*, 41, 509.

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Example: Letters of Recommendation for Successful Medical School Faculty Applicants: Differences

Letters for men:

- Longer
- More references to:
 - CV
 - Publications
 - Patients
 - Colleagues



Letters for women :

- Shorter
- More references to personal
- More “doubt raisers” (hedge, faint praise, and irrelevancie)
 - “It’s amazing how much she’s accomplished.”
 - “It appears her health is stable.”
 - “She is close to my wife.”

Trix & Psenka (2003) *Discourse & Society*, Vol 14(2): 191-220.

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Bias in Letters of Recommendation

Analysis of 312 letters of recommendation for medical faculty hired at a large U.S. medical school

Letters for women vs. men contained:

- less content (shorter)
- 15% vs 6% of *minimal assurance*
- 10% vs 5% contained *gendered terms* (e.g. “intelligent young lady”; “insightful woman”)
- 24% vs 12% *raised doubts*
- *stereotypic adjectives*: “compassionate”, “related well...” vs “successful”, “accomplished”
- 34% vs 23% *grindstone adjectives*
- fewer *standout adjectives* (“outstanding”, “excellent”)

Trix and Psenka, *Discourse & Soc* 14:191 2003

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Thomas Meyer Study

Study led by Arin N. Reeves, sent legal memo to different law firm partners written by the fictional associate “Thomas Meyer.”

Half of the partners received a memo in which Meyer was identified as African-American, while the other half received one in which he was described as Caucasian.

The partners were then asked to edit the memo for all factual, technical, and substantive errors.

“The exact same memo, averaged a 3.2/5.0 rating under our hypothetical ‘African American’ Thomas Meyer and a 4.1/5.0 rating under hypothetical ‘Caucasian’ Thomas Meyer.

The qualitative comments on memos, consistently, were also more positive for the ‘Caucasian’ Thomas Meyer than our ‘African American’ Thomas Meyer.”

<http://nextions.com/wp-content/uploads/2017/05/written-in-black-and-white-yellow-paper-series.pdf>

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“Even the most well-intentioned person unwittingly allows unconscious thoughts and feelings to influence apparently objective decisions.”

MAHZARIN R. BANAJI

When we assume “that cultural, racial, ethnic, and gender biases are simply nonexistent [in] screening and evaluation processes, there is grave danger that minority and female candidates will be rejected.”

CAROLINE S.V. TURNER

“To respond without prejudice ... an individual must overcome years of exposure to biased and stereotypical information.”

PATRICIA DEVINE ET AL.

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Overcoming Hidden Biases

- Take the Implicit Bias Test (implicit.harvard.edu)
- Take note of your first thought when encountering people – “all” or “every” may indicate a bias (even if the thought is positive)
- Explore how you may have learned biases.
- Be aware of your own privilege.
- Take personal actions to actively minimize your unconscious biases and not take them into the classroom.

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Why care?

*Wesleyan University is dedicated to providing an education in the liberal arts that is characterized by **boldness, rigor, and practical idealism.***

*The university seeks to **build a diverse, energetic community of students, faculty, and staff** who think critically and creatively and who **value independence of mind and generosity of spirit.***

Because implicit bias impacts student performance, which puts their success and our mission in jeopardy.

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“We Teach Who We Are . . .”

**-Parker Palmer,
Author of *The Courage to Teach***

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Challenges for Underrepresented Staff

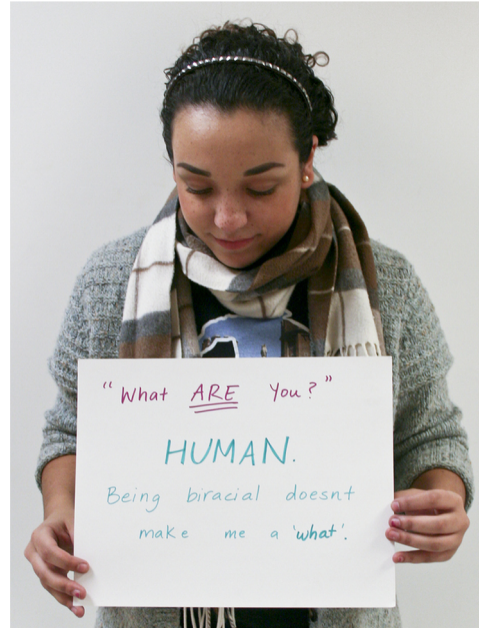
- Work place climate
- Isolation
- Hidden labor
- Microaggressions
- Middletown community environment

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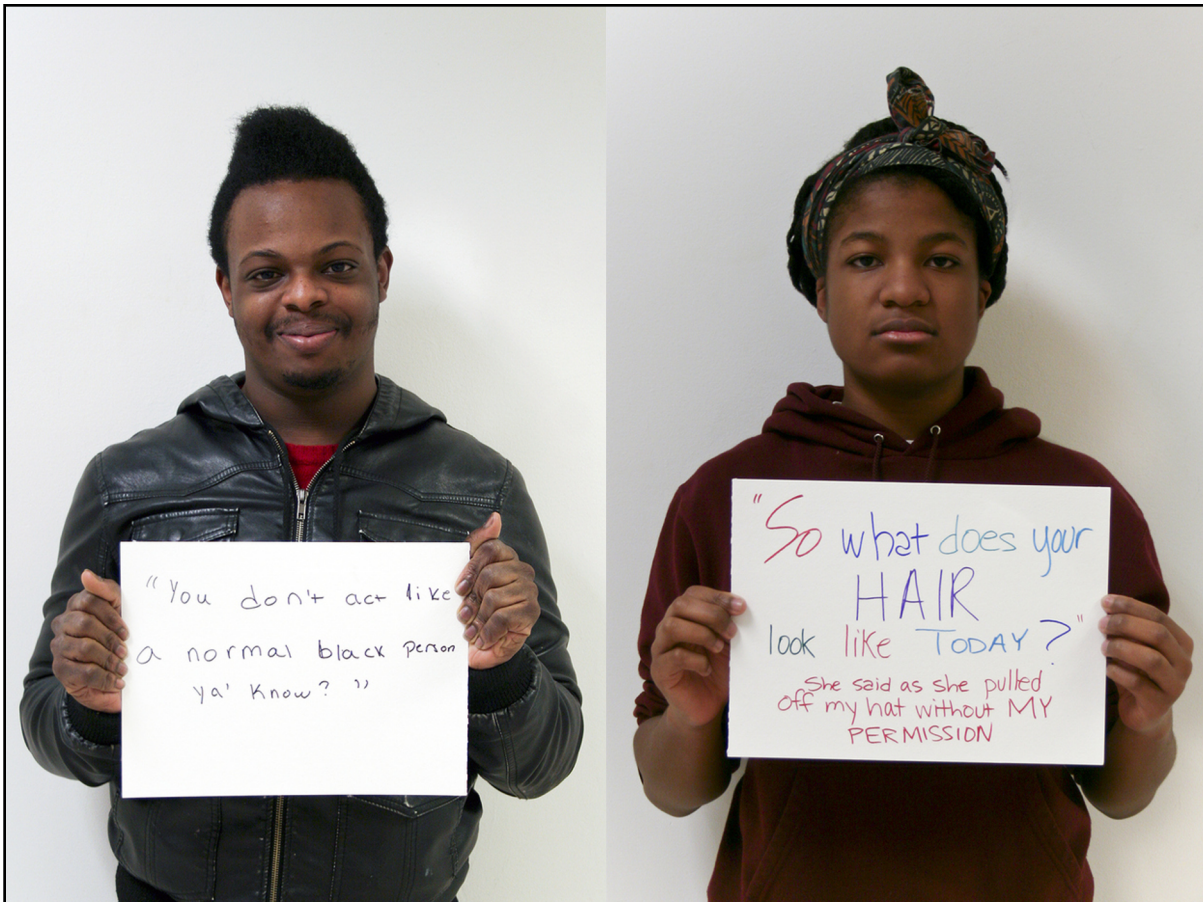
36

• Challenges Facing Some Wesleyan Students:

Microaggressions



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Challenges for First-Gen, Low Income and Traditionally Underrepresented Students

- Academic and Cultural Isolation
- (Lack of) Self Esteem
- Family Issues
- Lack of Understanding of Academia
- Discrimination (Whether Perceived or Real)
- Insecurity about Background
- Stereotype Threat
- Shame in Asking for Help

C. Gita Bosch

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In The Classroom

a) *Professors have power*

- seemingly innocent comments may be perceived in a negative way.
- small gestures or comments of support go a long way to build trust in a student

b) "ism's" occur among students and can cause the person who is receiving the comments to withdraw and not participate.

c) Faculty can be proactive in limiting the damage from such incidents. Let students know your expectations for the way they communicate

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New Faculty Orientation 2021

Creating Inclusive Learning Environments Part II

April M. Ruiz, Ph.D
Dean for Academic Equity, Inclusion, & Success

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Imposter Syndrome



drorbeaustin

The Double Impact of Impostor Syndrome

Internally ↔ Externally

You are experiencing Impostor Syndrome and feeling like a fraud, not competent or intelligent

@drorbeaustin
You are facing discrimination, microaggressions, gaslighting around your experience of your race, gender, sexual orientation, 1st generation status, disability, etc. that implicate or directly express that you are an impostor, that you are not qualified, that you are there because of a diversity program

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Stereotype threat

“When members of a stigmatized group find themselves in a situation where negative stereotypes provide a possible framework for interpreting their behavior, the risk of being judged in light of those stereotypes can elicit a disruptive state that undermines performance and aspirations in that domain.”
(Spencer, et al. 2016)

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Effective Solutions for Inclusion (according to students)

- Faculty introduced inclusive curricular material.
- Faculty used more effective pedagogical techniques.
- Faculty encouraged us and had confidence in us.
- Faculty often led and guided discussions of racial issues, and evidently did so in ways that avoided the assignment of “expert” status.

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Inclusive teaching in practice: To begin

1. Begin by affirming everyone's place
2. Introduce yourself as a professor and as a human
3. Establish classroom norms for the environment you wish to foster
4. Share your hopes and objectives for the course
5. Assume no one knows anything = explain everything!

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Inclusive teaching in practice: To begin

Begin by affirming everyone's place, particularly when teaching first-years or when teaching "gateway" courses

- Each student was admitted intentionally, and is capable of taking away something fantastic from their Wes education
- Keep in mind high school differences, *especially* given disparities in educational structures in the last 18 months
- Be mindful of the difference between course frameworks for "weeding out" versus "taking root"

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Inclusive teaching in practice: To begin

Introduce yourself as a professor and as a human

- Academic interests
- Personal interests
- Identities you carry
- How you want to be helpful

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Know Your Students- example

Note: I like to get to know all of my students as well as possible. Please take a few moments to fill out the following Personal Response form. You may fill in as much or as little detail as you like. You may also feel free to skip a question you do not wish to answer. All information on this form is between you and me. No other students, instructors, or administrators will read what you write. Thank You!

Personal Response Form

The name the University knows me by is:

The name I prefer to be called is:

The gender pronouns I prefer are:

I am taking this course because:

I have taken these other relevant courses:

Other things I would like you to know about me are:

Modeled After Form Developed by Dr. Susan Harper, 2012 49

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Inclusive teaching in practice: To begin

Establish classroom norms for the environment you wish to foster

- Allow students to contribute so there is community ownership
- Affirm there is no tolerance for discrimination
- Discuss how you all should proceed if things go wrong

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Sample Guidelines for Class Participation (Ground Rules)

Consider crafting a contract with your students. Refer to it throughout the semester.

1. **Respect others' right to hold opinions** and beliefs that differ from your own. Challenge or criticize the idea, not the person.
2. **Listen carefully to what others** are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
3. **Be courteous. Don't interrupt** or engage in private conversations while others are speaking.
4. **Support your statements.** Use evidence and provide a rationale for your points.
5. **Allow everyone the chance to talk.** If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
6. **If you are offended** by something or think someone else might be, **speak up** and don't leave it for someone else to have to respond to it.

http://www.crlt.umich.edu/gsis/P4_1.php

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Inclusive teaching in practice: To begin

Share your hopes and objectives for the course,
and introduce elements of the course through
that lens

- Creates a learning and growth framework, as compared to a "show what you know" framework
- When everyone understands the why, there is increased engagement
- Easier for students to sense if they are off-track

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