



Bias, Micro-aggressions and Privilege

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ADVANCEGeo

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ADVANCEGeo



NSF Award #1725879
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ADVANCE Partnership:
From the Classroom to
the Field: Improving the
Workplace in the
Geosciences

Goals of ADVANCEGeo

1. Develop and test bystander intervention training with discipline-specific scenarios and that incorporate intersectionality.
2. Develop teaching modules that identify harassment as research misconduct.
3. Disseminate products via partnership with professional societies.
4. Develop a sustainable model that can be transferred to other disciplines.

 ADVANCEGeo

website: serc.carleton.edu/advancegeo



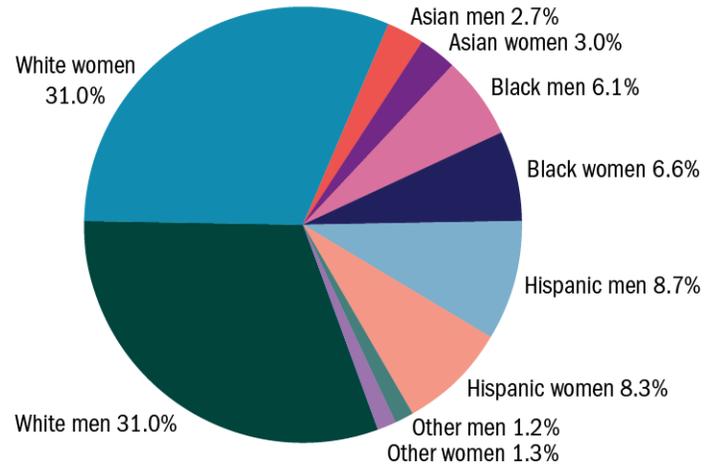
ADVANCEGeo



Norms for Respectful Conversations

- **Respect** ideas as they are presented;
- **No ad hominem** comments;
 - Keep focused on ideas, no directed personal comments
- All voices should be heard
 - Many perspectives are needed, listen to each other
- **“Ouch and educate”**
 - Permission to speak up if you feel uncomfortable or if comments are offensive in some way
- Personal details discussed in this room stay in this room

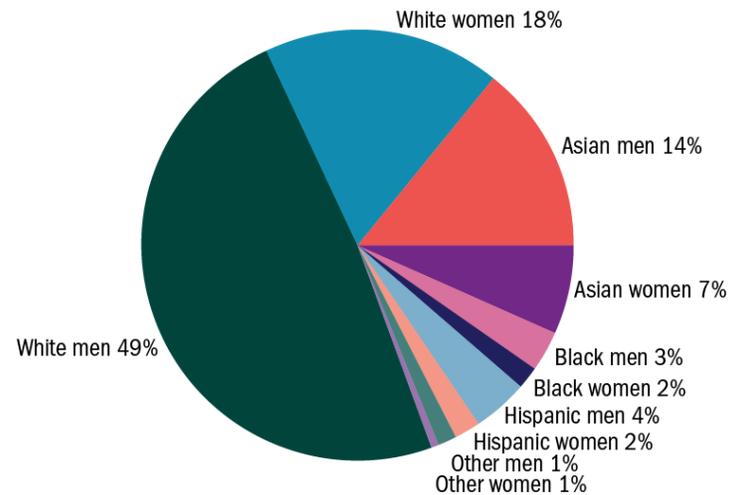
Noninstitutionalized resident population of the United States ages 18–64, by race, ethnicity, and sex: 2014



NOTES: Hispanic may be any race. Other includes individuals not of Hispanic ethnicity who reported more than one race or a race not listed separately.

Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017

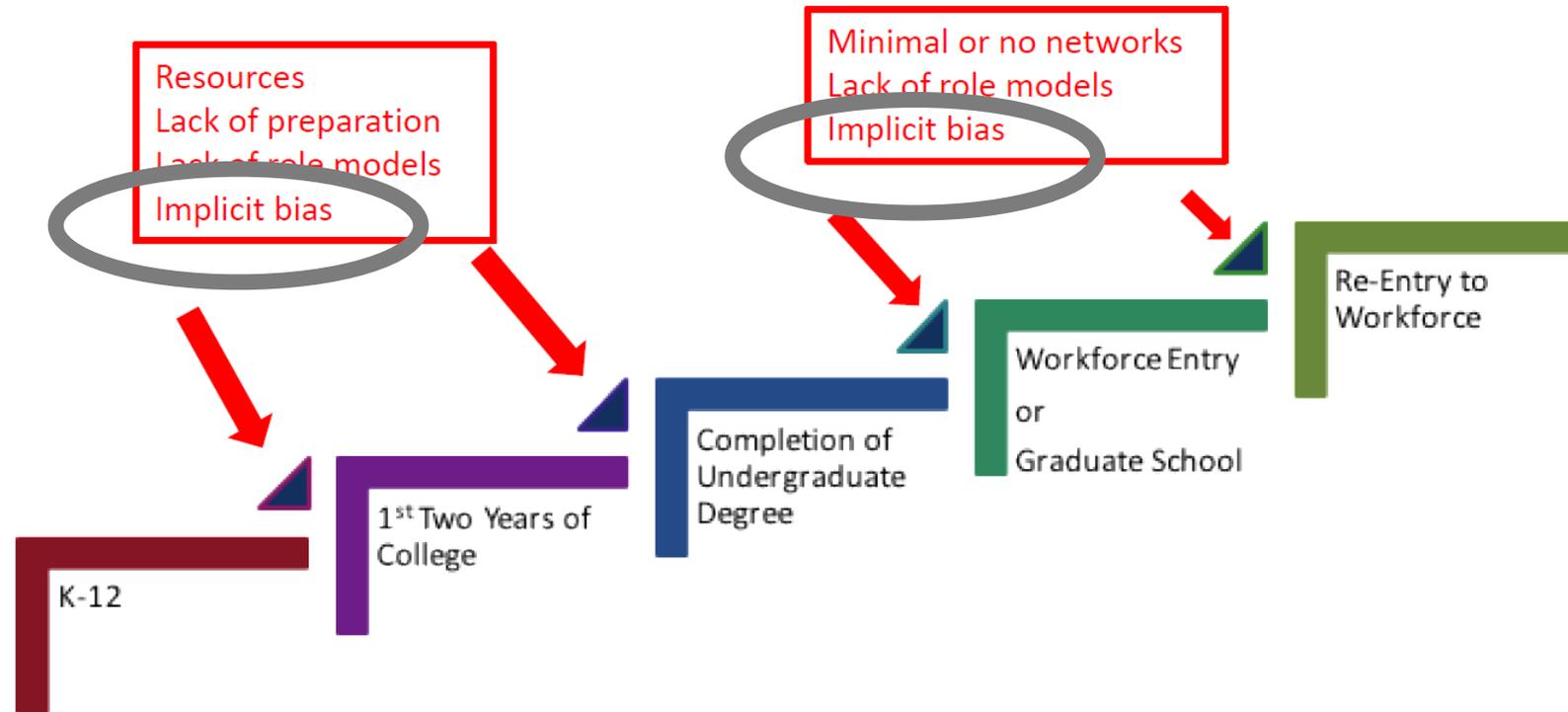
Scientists and engineers working in science and engineering occupations: 2015



NOTES: Hispanic may be any race. Other includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and multiple race.

Women, Minorities, and Persons with Disabilities in Science and Engineering: 2017

Barriers to under-represented groups in stem



Courtesy of David Harwell, American Geophysical Union (AGU)

Can I have some volunteers please?

I need 5 or 6 individuals to come up to the front of the room.

What is unconscious bias and why do we care?

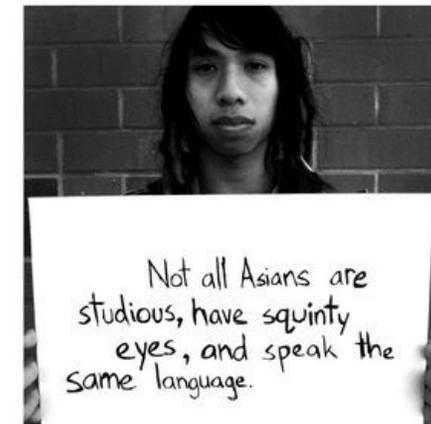
Unconscious bias is the bias in judgement and/or behavior that results from subtle cognitive processes (i.e. they often operate on a subconscious level).

Develops from:

- **Developmental history:** self observations over time, as well as observing the behavior of family and friends. Parents often play a key role in development of implicit biases.
- **Personal experiences:** biases that develop based on experiences you have over a certain time period. For example, racial bias – white people who associate negative feelings or terms when they see black people because the media portrays them as criminals, etc.
- **Cultural stereotypes**
- **Self influence:** “implicit egotism” – we think pretty highly of ourselves and research has shown we subconsciously choose products that have names similar to ours or live in locations related to our birthdays (February Lane), etc.

Implicit bias

- Gender biases
- Racial biases
- Cultural biases
- Age biases
- And many more...

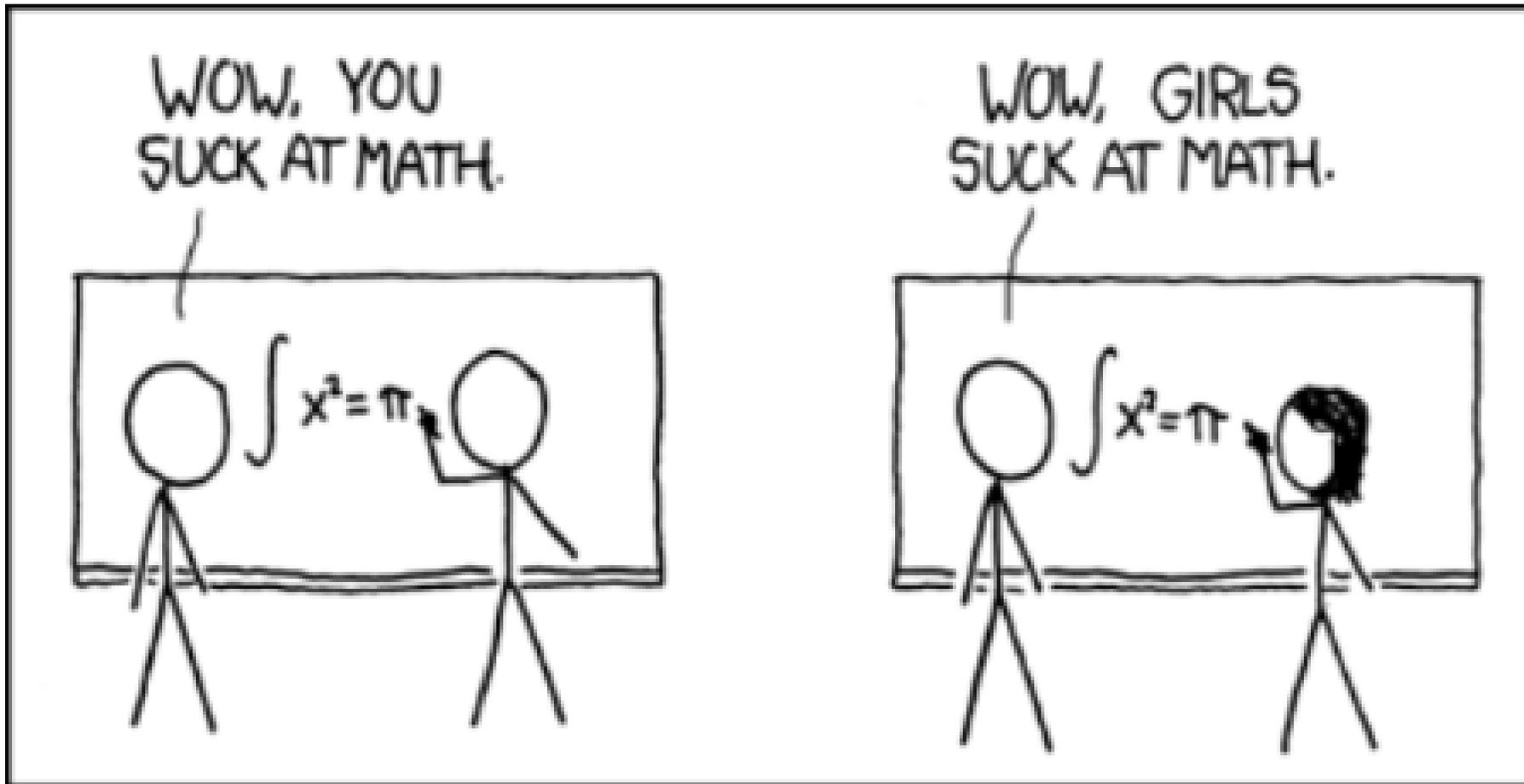




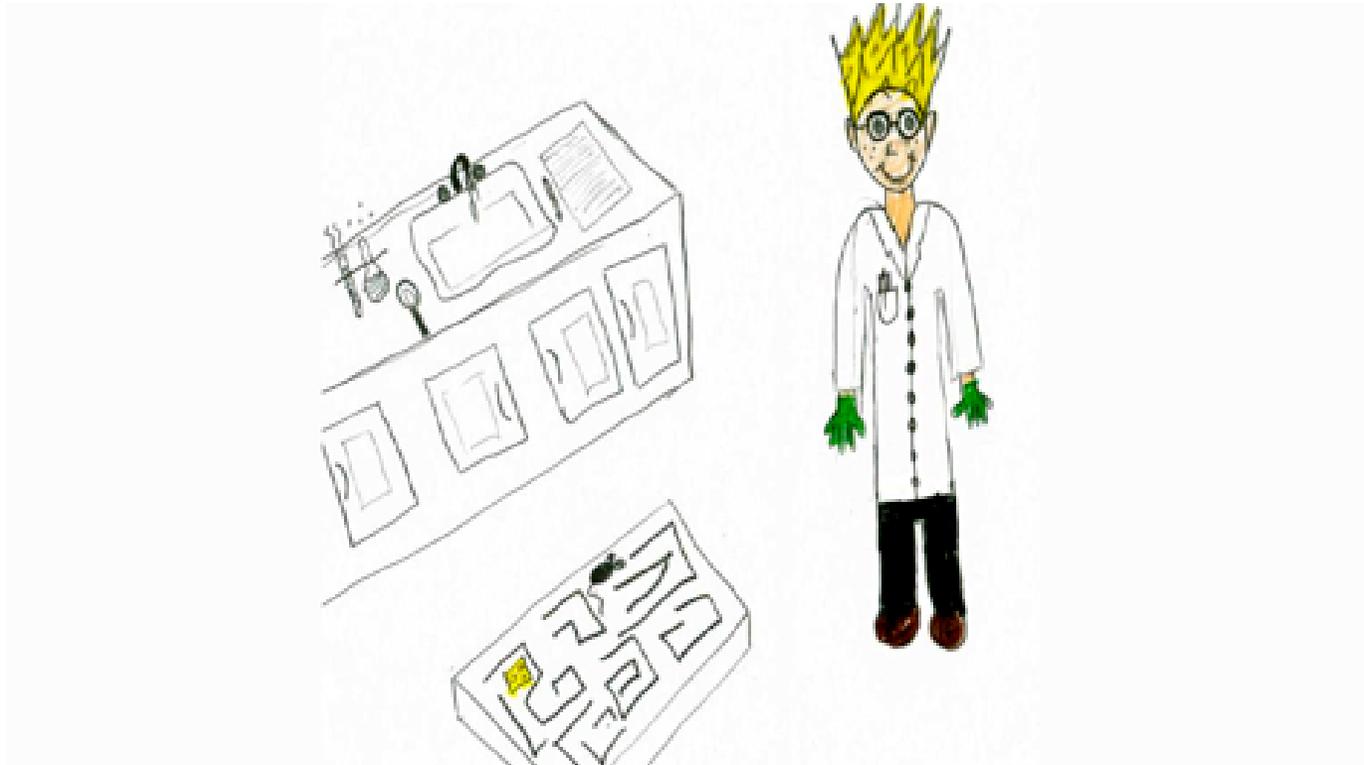
System 1 versus System 2

- System 1 operates automatically and quickly, with little or no effort and no sense of voluntary control.
- [System 2](#) allocates attention to the effortful mental activities that demand it, including complex computations. The operations of System 2 are often associated with the subjective experience of agency, choice, and concentration.

So how does unconscious bias affect STEM?

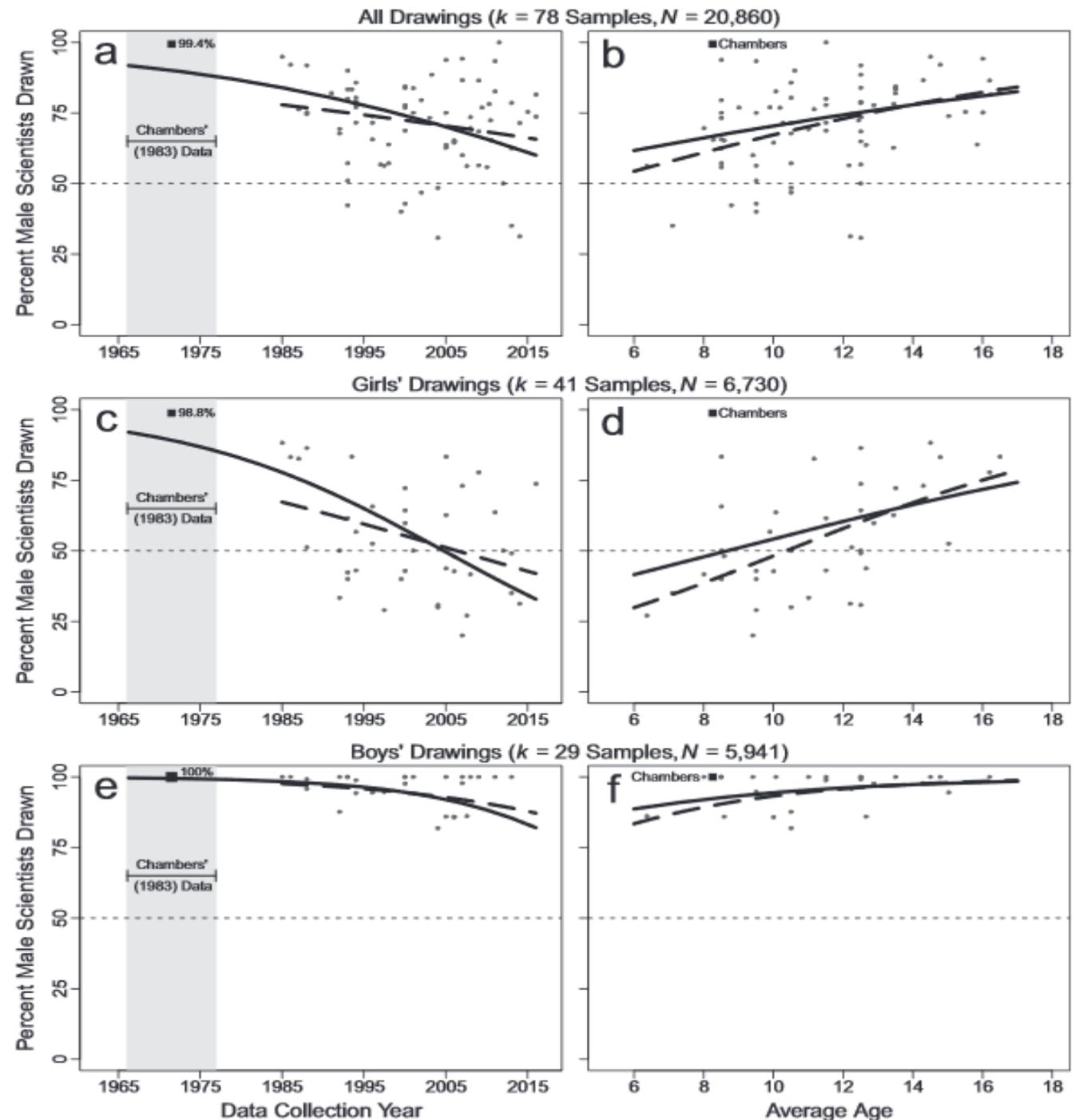


Drawing a scientist



Chambers, D.W., 1983, Stereotypic Images of the Scientist: The Draw a Scientist Test: Science Education, **67** (2), 255–265.

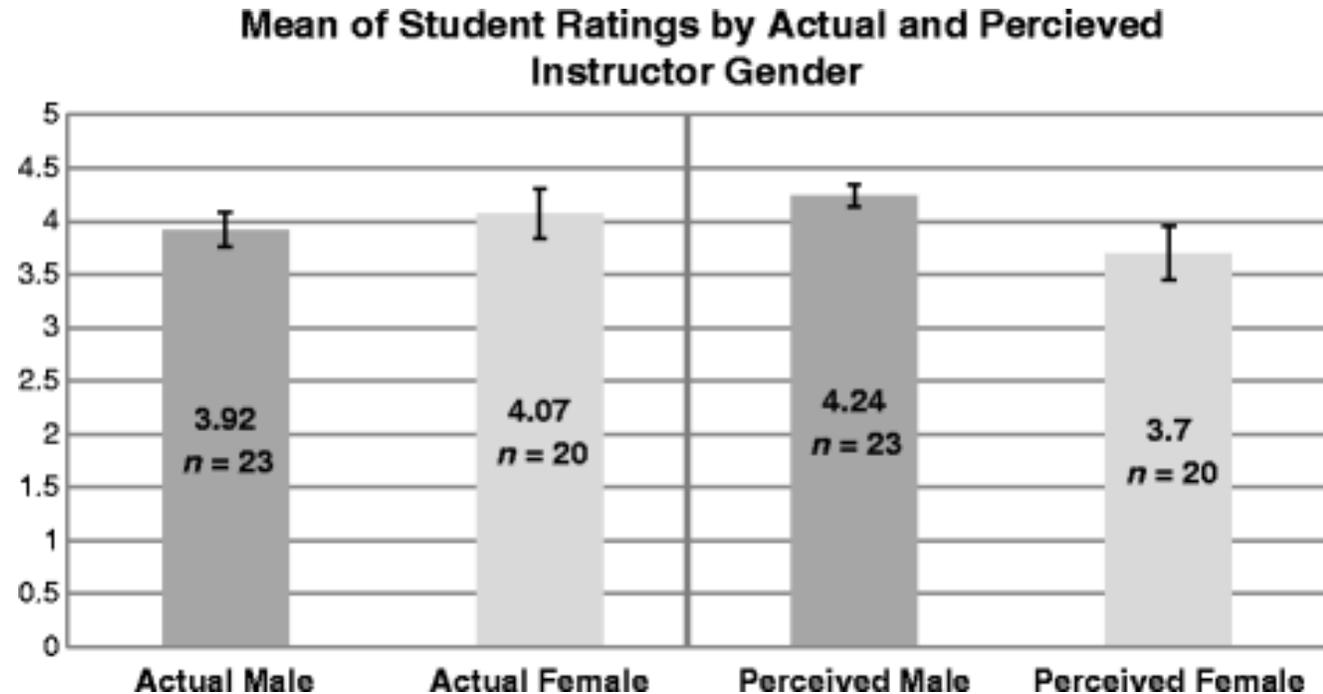
Meta-analysis update



Miller, et al., 2018, The Development of Children's Gender-Science Stereotypes: A Meta-analysis of 5 Decades of U.S. Draw-A-Scientist Studies: *Child Development*, 89(6), 1943-1955.

Gender bias in student evaluations of faculty

- Caring
- Consistent
- Enthusiastic
- Fair
- Feedback
- Helpful
- Knowledgeable
- Praise
- Professional
- Prompt
- Respectful
- Responsive



Undergraduate lab position

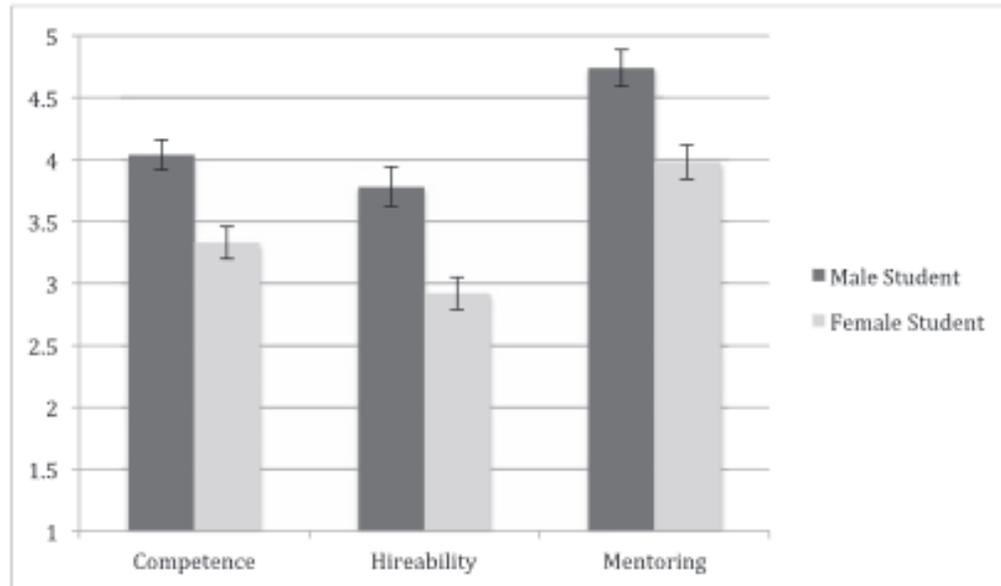


Fig. 1. Competence, hireability, and mentoring by student gender condition (collapsed across faculty gender). All student gender differences are significant ($P < 0.001$). Scales range from 1 to 7, with higher numbers reflecting a greater extent of each variable. Error bars represent SEs. $n_{\text{male student condition}} = 63$, $n_{\text{female student condition}} = 64$.

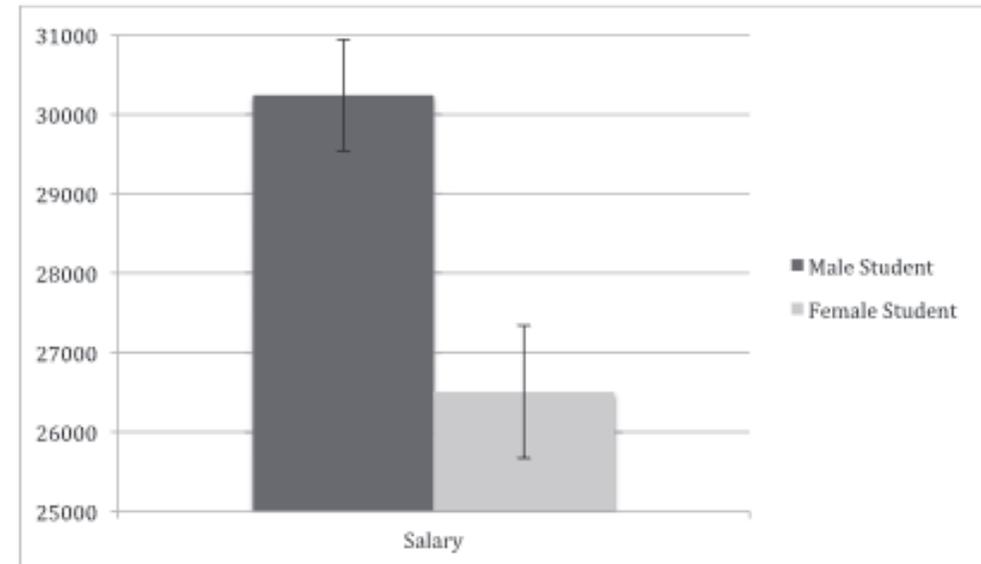


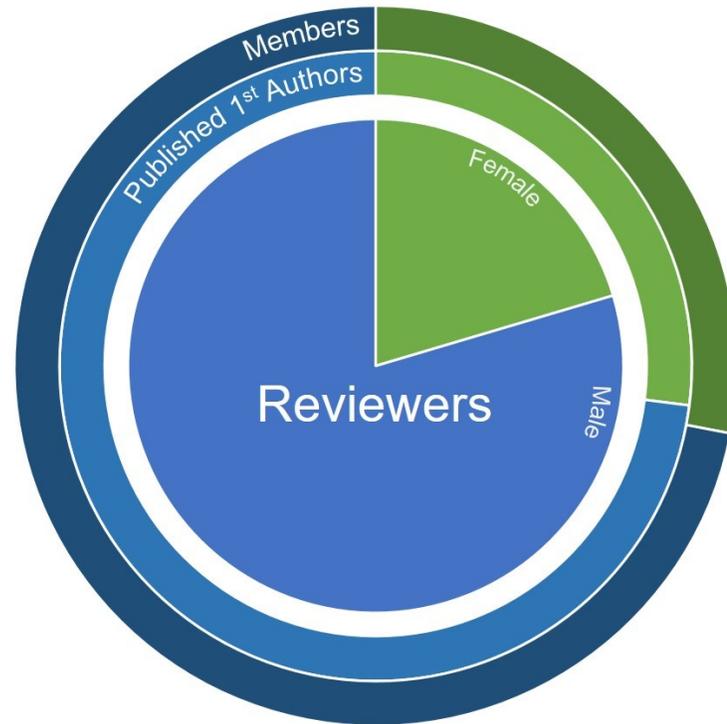
Fig. 2. Salary conferral by student gender condition (collapsed across faculty gender). The student gender difference is significant ($P < 0.01$). The scale ranges from \$15,000 to \$50,000. Error bars represent SEs. $n_{\text{male student condition}} = 63$, $n_{\text{female student condition}} = 64$.

Letters of Recommendation

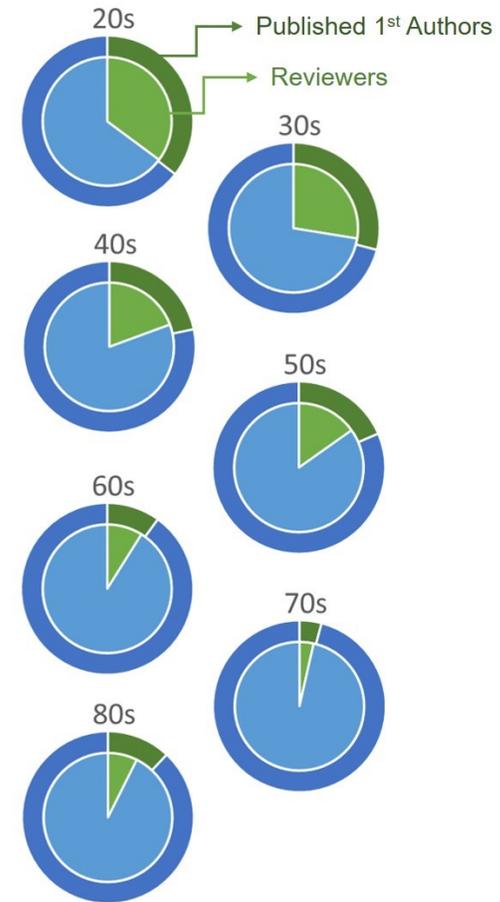
- In comparison to male applicants, female applicants were significantly less likely to receive an excellent versus good letter.
- At a critical career juncture (that is, at the postdoctoral stage), women are only half as likely to receive excellent letters of recommendation, regardless of recommender gender or region.

Publications

Gender Distribution in Various Activities compared to the Gender of Reviewers



Across Ages





Penalized for Being Parents?

When evaluating equally qualified same-gender job applicants...

Mothers:

- were rated as **less** competent and **less** committed to paid work than non-mothers.
- were **less** likely to be recommended for hire, promotion, and management, and were offered **lower** starting salaries than non-mothers.

Fathers:

- were rated as **more** committed to paid work than non-fathers.
- were offered **higher** starting salaries than non-fathers.



Case Studies

- 1) Where is the implicit bias shown in this case study?
- 2) What could you do in this situation to address this?

Department GEO hosts a weekly colloquium series to introduce undergraduate and graduate students to prominent scientists in different fields of the Earth Sciences. The colloquia are well-attended each week by students and faculty. A Distinguished Professor from a neighboring institution has been brought in to talk about their work.

During the presentation, the professor uses metaphors to relate his research to a Google Search Engine and uses two of the attendees for an example. First, he points to Bob, who is a senior male faculty member. The professor declares that “Bob would go into Google and search for geophysical textbooks.” Then he points at the woman sitting next to Bob, who is also a faculty member of the department, and says “Or this young lady would go into Google and search for a pretty blue scarf to match her pretty blue sweater.”

Participant activity

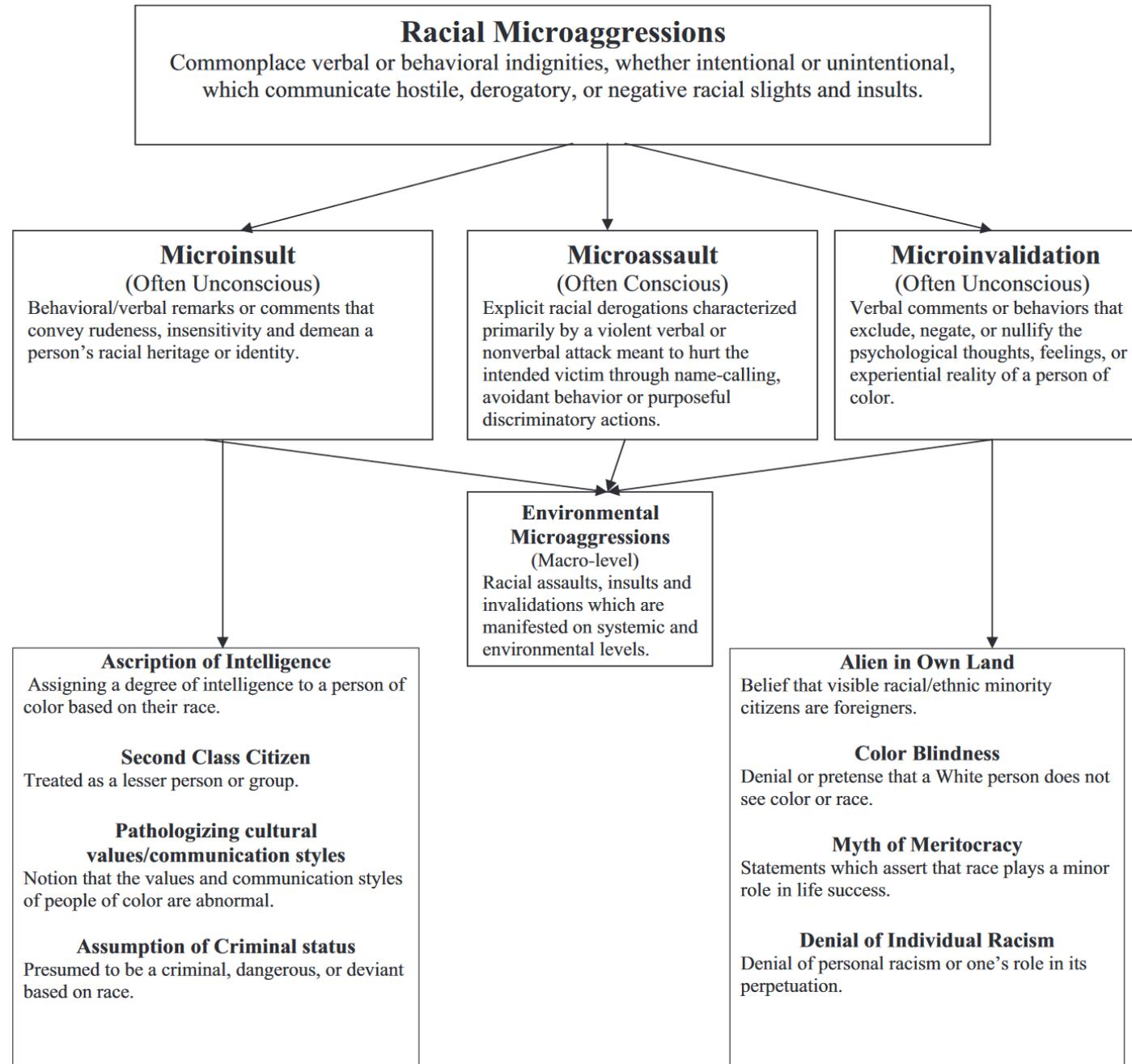
Personal Reflection: On a blank sheet of paper, describe any instances where you have experienced and/or witnessed unconscious bias with regards to:

- 1) Faculty and/or staff in your department
- 2) Undergraduate students
- 3) Graduate students

Micro-Aggressions

- Brief and commonplace, often daily, verbal, behavioral, or environmental indignities.
- May be intentional or not.
- Communicate hostile, derogatory, or negative slights against people with less privilege and power.

Figure 1
Categories of and Relationships Among Racial Microaggressions





Examples of Micro-Aggressions

Alien in One's Own Land

To a Latino American:
“Where are you from?”

Ascription of Intelligence

To an Asian person, “You’re all good in math, can you help me with this problem?”

Color Blindness

“I don’t believe in race.”

Myth of Meritocracy

“Everyone can succeed in this society, if they work hard enough.”

Second-Class Citizen

Saying “You people....”

Use of Heterosexist Language

Saying “That’s so gay.”

Traditional Gender Role Prejudicing and Stereotyping

In the lab, an adviser asks a female student if she is planning to have children while in postdoctoral training.

Pathologizing Cultural Values/Communication Styles

To a woman of color: “I would have never guessed that you were a scientist.”

Why Microaggressions Hurt

by Alli Kirkham An Everyday Feminism Comic



Lookin' good, babe!
Let's kick ass today!



That's the third cab to pass me.
I guess I'm taking the train.

Hopefully I'll still
have time for
breakfast.



So if we retool the -
Isn't that a bit hasty?
No I don't think -
I mean I just want to
consider the cost.

Would you consider
not interrupting me
anymore?



So I looked at the costs and I think
retooling is a wise move,
financially.

Good work, Jim.



L-luh-leena?
It's Yuh-lane-ah.
Thanks!

That's a pretty
name! Where
are you from?
Brooklyn.



We're meeting Johnson
for drinks at nine.
What about me?

We only got a
reservation for
three. We didn't
think you'd be into
the whole scotch
and cigars thing.
Sorry.



Excuse me, I didn't
order sugar-free.

Oh, sorry! I
just assumed...



Si, Abuela. Te amo.

Te amo,
Llлена.



Hey Laney,
looking good!

Thanks!

Have you
lost weight?

Oh, still, you
look great.

Um, no.



Laney, I'm having
Cohen make the
sales call to Johnson.
But Johnson is
my project!

Yeah, but you
know how old-
fashioned he is.
Cohen's got a
better chance
of closing.



Just so you know,
we don't take
food stamps.

That's fine. I'm
paying cash.



Haha!



Braun Fabrication.
Could you be a sweetie
and put me on with
one of the designers?

Yes, sir. I am one
of the designers.

Oh, well, um...



Huh, are you sure
a burger is a good
choice?

Are you sure asking
me that is a good
choice?



Are you meeting someone?
No, officer. I live here.
Okay. We've had some reports
of suspicious activity.



Well done, babe.
We kicked ass today.

What are microaggressions? They're little things; subtle statements, interruptions and assumptions, that all add up to make you feel small.

You can heal from a thousand tiny cuts, but it's too much to ask that everyone who is hurt spend all their time self-healing.

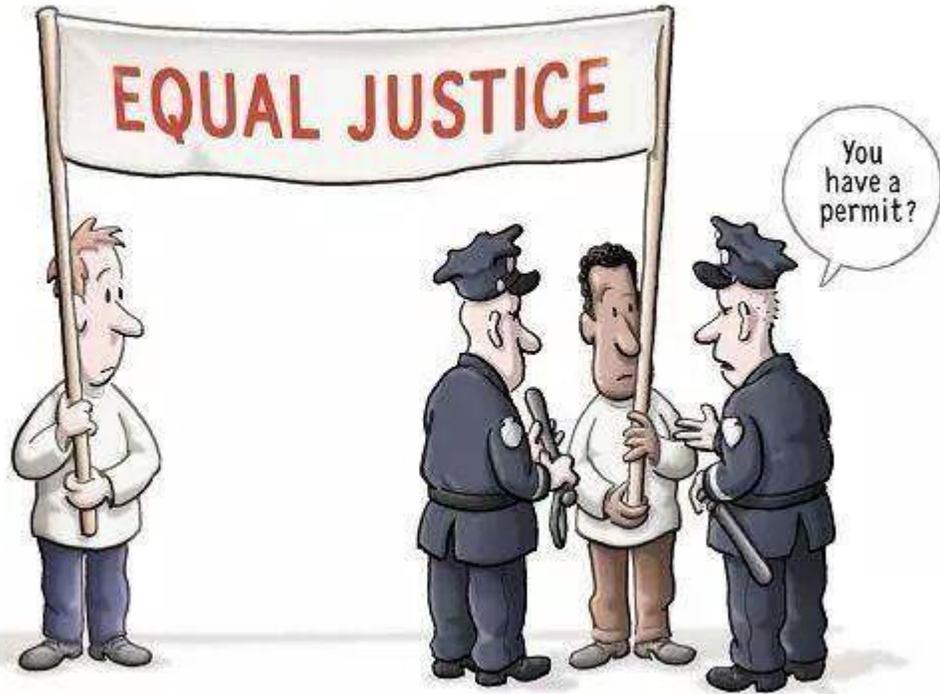
It's time we learned enough to stop hurting people in the first place.

Case Studies

- 1) How would you categorize the microaggression in this scenario?
- 2) What could you do in this situation to address this?

You are attending a conference and have brought along one of your graduate students, Ian, a young man who is African American. As you walk him through the poster session, you stop at a long-time colleague's poster to discuss their research and ask questions since it is similar to what you are working on. You introduce Ian to your colleague and let them know that he has just started working with you. Your colleague shakes Ian's hand and says "Great! Are you a first generation student? You are certainly working with a great adviser!"

Privilege



Bennett Chattanooga Times Free Press



"What's the matter?
It's the same distance!"

Understanding the role of privilege

- Privilege refers to the concept that certain people experience certain privileges simply because of a particular aspect of their identity (for example, they are white, or male, or heterosexual) – privileges that are often overlooked.
- Privilege *is not necessarily something that individual people seek out. Instead, it is something that shapes and is shaped by American society.* It provides often invisible benefits to people of one status that people of another status cannot access.

Privilege Walk

The purpose of the Privilege Walk Activity is to learn to recognize how power and privilege can affect our lives even when we are not aware it is happening.

The purpose is not to blame anyone for having more power or privilege or for receiving more help in achieving goals, but to have an opportunity to identify both obstacles and benefits experienced in our life.

Understanding Obstacles to Learning About Privilege

- Defensiveness and Feelings of Personal Judgement
- Guilt or Shame: Feeling Blamed for the Suffering of Others
- The Myth of Meritocracy
- The Tendency to Refocus on Marginalized Identities
- Entitlement and the Fear of Loss
- Hopelessness in the Face of Injustice

Examples of white female privilege

- Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance that I am financially reliable.
- I can, if I wish, arrange to be in the company of people of my race most of the time.
- If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
- I can be sure that my children will be given curricular materials that testify to the existence of their race.
- I am never asked to speak for all the people of my racial group.
- If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.



Participant activity

- Write down your identities i.e. your race, ethnicity, gender, sexual orientation, etc.
- Next, identify 2-3 examples of privilege that you think you hold.

A day without women

“Day Without a Woman protest sparks debate on white privilege”

“The “Day Without a Woman” strike is going to be mostly a day without privileged women”



Case Studies

- 1) Who holds levels of privilege in this scenario?
- 2) What could you do in this situation to address this?

Department ENGR is a growing engineering department at a research-intensive university with 14 faculty: 10 men and 3 women. For the first faculty meeting of the academic year, the main agenda item is the development of a strategic, five-year departmental research plan. Discussion is lively and includes a variety of innovative ideas for focusing and growing the department's research output and quality.

At one point during the discussion, one of your female colleague suggests that the department establish a summer research program for female high school seniors. The department's top faculty in research funding cuts off the woman with a frustrated "We really need to focus our discussion on ideas to improve our graduate program, not some outreach program for girls." Unable to respond or get a word in edgewise, you see your female colleague stop participating in the discussion.

What Can I Do?

- *STEP 1: Educate yourself!*
- STEP 2: Understand your own implicit bias. Example of implicit bias tests can be found here:

<https://implicit.harvard.edu/implicit/education.html>

<http://www.lookdifferent.org/what-can-i-do/bias-cleanse>

Counteracting Your Own Implicit Biases

- In a 2014 study, “Reducing Implicit Racial Preferences: A Comparative Investigation of 17 Interventions,” psychologist Brian Nosek of the University of Virginia and his colleagues found that the most successful techniques for mitigating unconscious racial bias employed the simple power of suggestion. **Merely introducing subjects to examples and narratives that ran counter to stereotypes dramatically reduced their implicit bias.**

Counteracting Your Own Implicit Biases

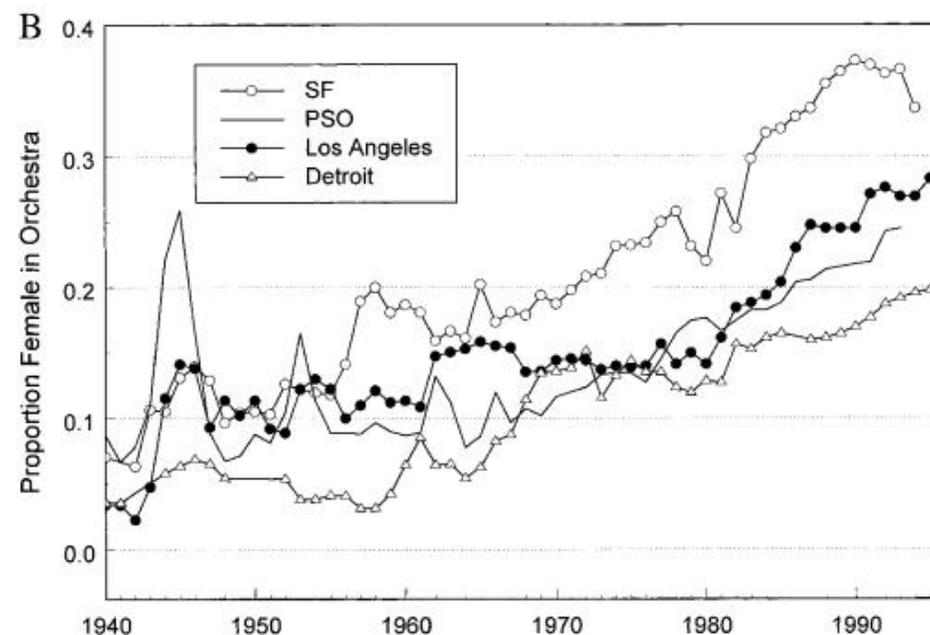
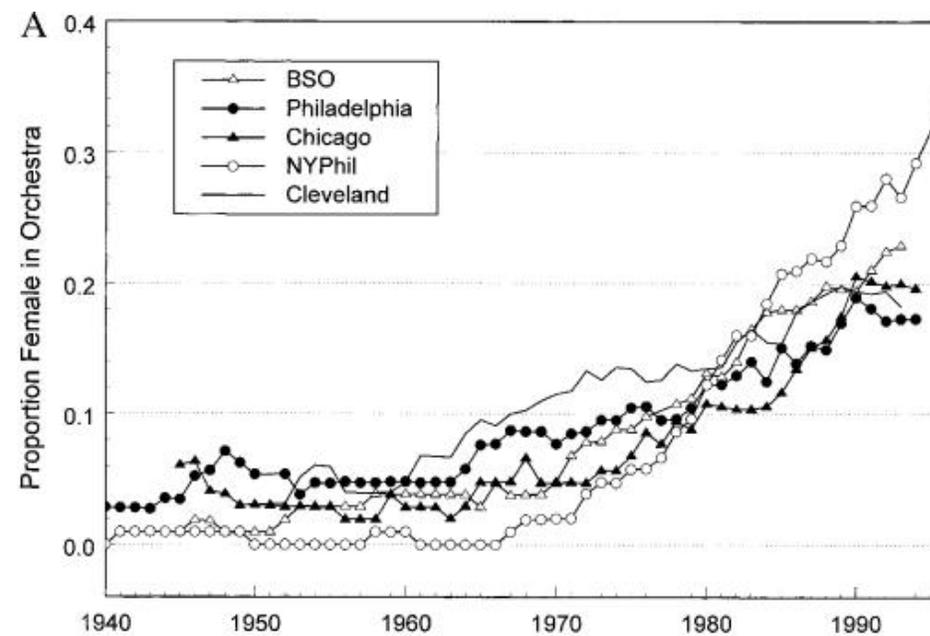
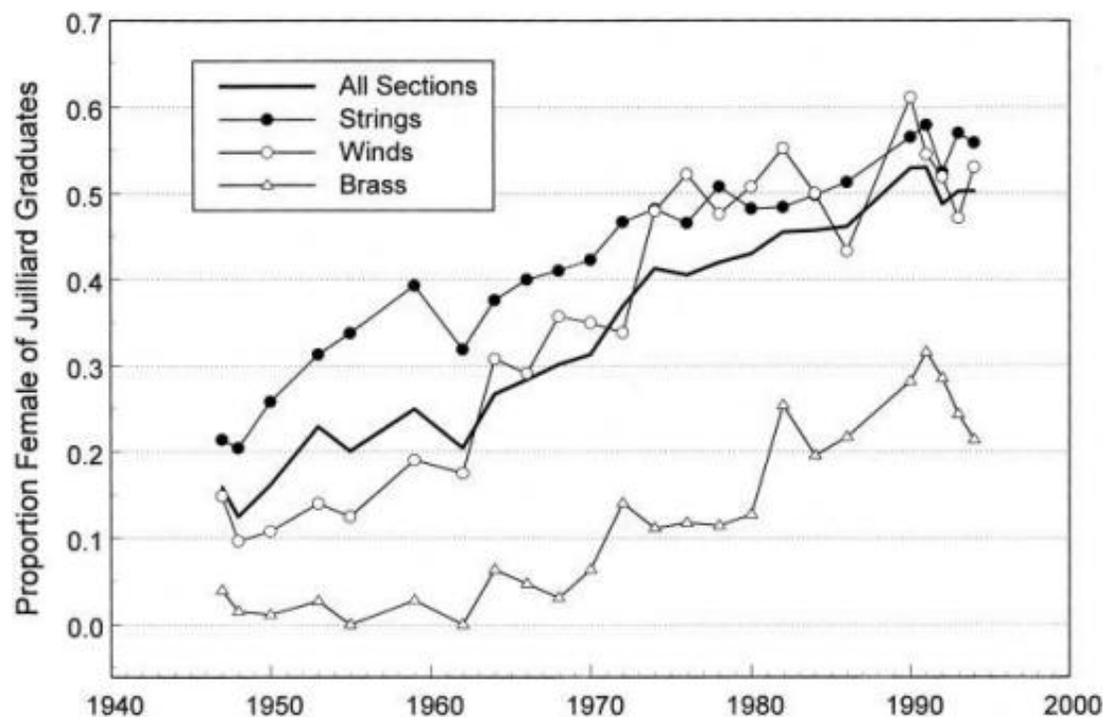
- Identify sources of stress and reduce them in the decision-making environment.
- Identify sources of ambiguity and impose greater structure in the decision-making context .
- Institute feedback mechanisms.
- Increase exposure to stereotyped group members (e.g., seek out greater contact with the stigmatized group in a positive context).
- **RECOGNIZE YOUR OWN PRIVILEGE.**

Tools For the Toolkit

Motivational Interviewing

- Watch your first thoughts
- Hit the Pause button
- Use the power of logic
- Act as if the bias doesn't exist
- Cultivate common ground

Musical auditions



Final activity (of this session!)

As a group – discuss what you can be doing in your own departments to combat these instances of bias and privilege. Be prepared to report out to the large group at the end.

Lunch Discussion

The Department Chair tries to end a contentious faculty meeting by calling to table the question. “Let’s take some time to have another look at the pertinent documents and re-convene next week”. Faculty Member A sends out an email that evening, once again arguing their points, and essentially calling the Chair an idiot.

- 1) What barriers do you see in addressing this issue?
- 2) What questions do you have about how to address this issue?

Participant activity

- We are going to watch a short film, put together by the [University of Washington ADVANCE Center for Institutional Change](#), and answer some discussion questions afterwards.
- The video plays through a search committee's discussion for a new faculty member – but this can be applied to ANY evaluation level, such as grad school applications, job applications, promotion review, etc.

Identical resumes – different races

- Researchers sent fictitious resumes to help-wanted ads in Boston and Chicago newspapers. To manipulate perceived race, resumes are randomly assigned African-American (Lakisha and Jamal) or White-sounding names (Emily and Greg).
- White names receive 50 percent more callbacks for interviews.
- Callbacks are also more responsive to resume quality for White names than for African-American ones. Whites with higher quality resumes receive 30% more callbacks than those with lower quality resumes. This was not true for the African-American resumes vs quality.
- The racial gap is uniform across occupation, industry, and employer size.

More data from the literature



Letters of Recommendation

- Men are more often described with superlatives and in agentive terms (e.g., outstanding scholar or researcher)
- Letters for women used gendered adjectives or qualifiers (e.g., female faculty)
- Letters for women tend to be shorter and contain less detail about commitments to academia and specific skills as researchers
- Women were described in relational terms (e.g., caring, compassionate, etc.)

Police officers: the decision to shoot

Participants in this study played a computer game in which they needed to shoot dangerous armed characters as quickly as possible (by pressing a “shoot” button), but decide not to shoot unarmed characters (by pressing a “don’t shoot” button).

Some of the characters held a gun, like a revolver or pistol, and some of the characters held innocuous objects, like a wallet or cell phone. In addition, half of the characters were White, and half were Black.

Study participants more quickly chose to shoot armed Black characters than armed White characters and more quickly chose not to shoot unarmed White characters than unarmed Black characters.

They also committed more “false alarm” errors, electing to shoot unarmed Black characters more than unarmed White characters and electing not to shoot armed White characters more than armed Black characters (Correll, Park, Judd, & Wittenbrink, 2002).

Physicians and treatment decisions

Physicians routinely make crucial decisions about medical care for patients whose lives hang in the balance.

One study showed that the implicit racial biases of ER physicians predicted fewer thrombolysis treatment recommendations when the patient was described as Black as opposed to White (Green, Carney, Pallin, Ngo, Raymond, Iezzoni, & Banaji, 2007).

The implicit racial biases of White physicians also seem to play a role in predicting how positively or negatively Black patients respond to the medical interaction (Penner, Dovidio, West, Gaertner, Albrecht, Daily, & Markova, 2010), which might lead to a greater incidence of malpractice lawsuits (cf. Stelfox, Gandhi, Orav, & Gustafson, 2005).

Managers and hiring decisions

When screening a pool of job candidates, hiring managers must review hundreds if not thousands of resumes of qualified applicants.

Studies show that interview and selection decisions reflect bias against minorities (e.g., Dovidio & Gaertner, 2000; Bertrand & Mullainathan, 2004; Ziegert & Hanges, 2005).

In one such study, **hiring managers were three times less likely to call highly qualified Arab job candidates in for an interview compared to equally qualified candidates of the racial majority.**

Interestingly, the implicit racial bias scores of hiring managers predicted their likelihood of offering callbacks to the Arab job applicants (Rooth, 2010).

Judges and jurors

Researchers identified all cases (n=44) in which a Black male defendant was convicted of murdering a White victim and presented a photograph of each defendant to participants, who in turn rated each defendant on how “stereotypically Black” he appeared to be.

57.5% of those judged as more stereotypically Black were sentenced to death, compared to 24.4% of those who were perceived as less stereotypically Black (Eberhardt, Davies, Purdie-Vaughns, & Johnson, 2006).

Eberhardt and colleagues explain this effect in the context of other empirical research (Eberhardt, Goff, Purdie, & Davies, 2004) that demonstrates a tendency to implicitly associate Black Americans with crime. Other studies further illustrate racial biases in the context of detain-release decisions, verdicts, and sentencing (e.g., Gazal-Ayal & Sulitzeanu-Kenan, 2010; Sommers & Ellsworth, 2001).