

# Faculty Search Committee Workshop

## DO'S AND DON'TS

1. Improving faculty diversity and promoting an inclusive meritocracy is a university goal at UT. Is it acceptable to use gender or race as a factor in hiring a qualified candidate?

**No. Using race or gender as a criterion in hiring is not permitted by State and federal equal protection laws. However, UT can strive to recruit a more diverse pool of qualified applicants that may compete for the job openings.**

2. Is it acceptable to use geography (e.g. preference for a person from Texas) as a factor in selecting a candidate?

**No. There does not seem to be a legitimate, non-discriminatory business reason for the question, and should be avoided as it may raise a question of race/ethnicity/national origin discrimination. It also is unacceptable to ask, "Where are you from?" and "Where were you born?" However, a preference for a candidate's undergraduate or graduate institution is permissible as long as there is a legitimate, non-discriminatory business reason for the preference, such as the quality of the program.**

3. If a candidate fails to include graduation dates on her CV for her MS or PhD degrees, or dates associated with employment, is it acceptable to ask her to provide those dates?

**Yes. While discrimination based on age is prohibited, years associated with degree completion and employment are appropriate, as they are factors in assessing experience.**

4. If a candidate fails to include high school graduation dates on his CV, is it acceptable to ask him for that information?

**No. It is not appropriate to ask the date of HS graduation as it is not relevant to assessing job experience and may be construed as being a factor to discriminate based on age.**

5. Is it acceptable to ask about a candidate's military service?

**Yes, but only as it relates to skills he/she has acquired during service. General questions regarding military service such as dates/type of discharge are unlawful.**



6. Is it acceptable to ask the candidate to provide “examples of leadership positions outside of the work context, such as leadership in a church”?

**No. Questions that may elicit information regarding a candidate’s religious views or affiliations are unlawful.**

7. Is it acceptable (appropriate from a legal perspective) to ask a candidate if he/she is expecting to raise a family?

**No. Questions related to parental and/or marital status are not appropriate and cannot be asked.**

8. Is it permissible to ask the candidate if they rent or own their home?

**No. There is no legitimate, non-discriminatory business reason for asking this question.**

9. Is it permissible to comment on, or ask about, the candidate’s native language or accent?

**No. There is no legitimate, non-discriminatory business reason for asking this question.**

10. Is it permissible to ask the candidate if their spouse is an academic?

**No. Any questions about the candidate’s spouse are impermissible.**

11. Is it permissible to ask, “Will you be needing any time off?”

**No. This is not a permissible question. It may be tempting to ask about this if a candidate volunteers that she is pregnant or is visibly pregnant or disabled; however the questions is not appropriate.**

12. If a candidate has an obvious disability, it is permissible to ask what accommodations he or she would need upon hiring?

**No. The only question that is permissible is whether she/he can perform the duties of the job with or without a reasonable accommodation.**



# Faculty Search Committee Workshop

## Conducting a Successful Search

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### Preparation: Before the search committee meets

#### 1. Build a diverse search committee

Including women and members of underrepresented minority groups on the search committee can bring diverse perspectives and experiences which can enhance efforts to recruit and evaluate candidates. Some search committees also increase diversity by including graduate students, members of the department's research staff, faculty members from external but related departments, and/or professionals working in related industries as members.

#### 2. Schedule your first meeting well before your application deadline

This will allow the committee to develop and implement an effective recruitment plan and will provide the time needed to discuss and establish criteria for evaluating applicants.

#### 3. Know about and adhere to institutional policies and procedures

Handbook of Operating Procedures 2-2160-Recommendations Regarding Faculty Compensation, Faculty Promotion, Tenure, Renewal of Appointment, or Nonrenewal of Appointment:

<https://policies.utexas.edu/policies/recommendations-regarding-faculty-compensation-faculty-promotion-tenure-renewal-appointment>.

University Policies and Procedures Guides: <http://equity.utexas.edu/university-policies-and-procedure-guides/>.

UT Inclusive Search and Recruitment Toolkit: <http://ddce.utexas.edu/strategicinitiatives/wp-content/uploads/2015/11/OIE-Recruitment-Toolkit-NOV-2015-FINAL.pdf>.

## **Bias Research Papers**

Exploring the Color of Glass - Letters of recommendation for female and male medical faculty  
<https://utexas.app.box.com/file/280741128290>

Avoiding unintended gender bias letters of recommendation  
<https://utexas.app.box.com/file/280726170368>

A Linguistic Comparison of Letters of Recommendation for Male and Female  
<https://utexas.app.box.com/file/280728621501>

# Searching For Excellence & Diversity

## TOP TEN TIPS

1. Build a diverse committee and ensure that all members understand the committee's role in the search process.
2. Build rapport among committee members by creating an environment of collegiality, respect, dedication, and open-mindedness. Ensure that all members play meaningful roles in the process.
3. Establish expectations and ground rules for such items as attendance, active involvement, decision-making, confidentiality, treatment of candidates, and more.
4. Air views about diversity, discuss ideas about excellence, and develop a shared understanding of what diversity and excellence mean for a particular search.
5. Recruit a diverse applicant pool by searching broadly and inclusively. Save sifting and winnowing for later.
6. Recruit diligently by making personal contact with potential applicants, advertising in publications targeted to underrepresented groups, and communicating with organizations and people who can refer you to potential applicants.
7. Learn about research on unconscious or implicit biases and assumptions and their influence on your evaluation of applicants.
8. Question the objectivity of your own judgments and learn about other ways to mitigate bias. Implement policies and practices that can reduce the influence of unconscious or implicit bias.
9. Ensure that every candidate interviewed—whether hired or not—is respected and treated well before, during, and after interviews and visits.
10. Maintain communication with all final candidates until an offer is accepted.



**W I S E L I**

*Women in Science & Engineering Leadership Institute*  
*University of Wisconsin-Madison*

## Inclusive Search and Recruitment Toolkit: Short Cuts Leading to Biased Assessments

Adapted from Joann Moody: *Rising Above Cognitive Errors: Guidelines to Improve Faculty Searches Evaluations and Decision-Making* (2010)

Short cuts can lead to biased assessments in evaluation if we are not motivated to avoid them and skilled in doing so. These shortcuts can lead to erroneous conclusions that underrepresented candidates are unqualified or a bad fit.

### **Cloning**

- Replicating oneself by hiring someone with similar attributes or background. Also refers to undervaluing a candidate's research because it is not familiar, as well as expecting candidates to resemble someone whom the search committee is replacing. Cloning limits the scope and breadth of approaches and perspectives in research, teaching, and service.

### **Snap Judgments**

- Making judgments about the candidate with insufficient evidence. Dismissing a candidate for minor reasons or labeling a candidate "the best" and ignoring positive attributes of the other candidates. Having a covert agenda furthered by stressing something trivial or focusing on a few negatives rather than the overall qualifications. Often occurs when the hiring process feels rushed.

### **Good Fit/Bad Fit**

- While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease one feels.

### **Negative Stereotypes**

- Characterized by presumptions of incompetence. The work of women and underrepresented minorities is scrutinized much more than majority faculty, at all stages of academic career.

### **Positive Stereotypes**

- Dominant group members are automatically presumed to be competent. Such a member receives the benefit of the doubt, negative attributes are glossed over, and success is assumed.

### **Elitist Behavior (also called "Raising-the-Bar")**

- Increasing qualifications for women and minority candidates because their competency doesn't strike committee members as trustworthy. Downgrading the qualifications of women and minorities, based on accent, dress, and/or demeanor.

### **Wishful Thinking**

- Insisting racism, sexism, and other forms of prejudice no longer exist.

### **Euphemized Bias**

#### **Visionary**

- Members of dominant groups are evaluated based on their potential whereas underrepresented groups are judged on their accomplishments and their track record only. For example: "He has vision" or "She lacks vision."

#### **Star**

- Used when the speaker is an infatuated fan of the candidate under consideration. When you hear it, ask the speaker to explain their use of the term and support it with evidence.

# NCWIT TIPS FOR WRITING BETTER JOB ADS

## TIP #1: AVOID SUPERLATIVES OR EXTREME MODIFIERS.

Avoid phrases like "best of the best," "off the charts," "world-class," or "unparalleled." Research shows that these kinds of superlatives tend to prevent women (as well as many men) from applying. Anyone who has been raised or socialized to downplay their expertise, or to not "toot their own horn," will be less likely to categorize themselves in these ways, even when they are very highly qualified. Suggested alternatives: "truly innovative"; "a genuine curiosity"; "highly respected"; "excellent, thoughtful, or perceptive [insert type of skills]"; "dedicated or committed to creative problem solving and getting things done."



Also avoid similar language that describes a singular focus on a narrow set of abilities such as "perfectionists" or "forever tinkering." Highly-qualified talent is unlikely to self-identify this way. They would typically like to be able to practice a broader set of valuable abilities and can be dissuaded by this language. Suggested alternatives: "enjoys tinkering and teamwork to arrive at solutions to critical problems" (or any similar kind of combination that describes a broader set of applicable skills).

## TIP #2: AVOID GENDER-SPECIFIC PRONOUNS (HE OR SHE).

It may seem obvious, but this kind of mistake is more common than you would think. Rephrase to avoid the need for these pronouns. If they must be used, be sure to strike a balance between masculine and feminine terms. Also look for more subtle cases, such as "manpower" or "chairman." Suggested alternatives: "staffing" or "workforce"; "chair."

## TIP #3: MAKE SURE THAT ALL "REQUIRED" QUALIFICATIONS ARE TRULY REQUIRED AND TRY TO BUILD IN AS MUCH FLEXIBILITY AS POSSIBLE.

Research shows that even when highly qualified, women are less likely than men to apply for a job if they do not have ALL of the required qualifications. Remove any criteria that are not necessary for the job. If some of the required qualifications actually could be learned on the job, move these to preferred qualifications or delete altogether. Also avoid restrictive year requirements (e.g., 5 years experience in...). Instead, include year ranges (3-5 years), indicate that the range is preferred, or do not list a range at all.

## TIP #4: AT THE BEGINNING OF THE AD, INCLUDE A SHORT BUT ENGAGING OVERVIEW OF THE JOB.

This overview (1-4 sentences) should include a description of the jobs' major function, how it contributes to larger company objectives, and why it is important or how it makes a difference to the company and/or society as a whole (e.g., how does this role contribute to making people's lives better, solving existing business or social problems). Invitational language such as "Come join a creative team of.....dedicated to....." tends to be particularly effective.

## TIP #5: AVOID LONG BULLETED LISTS OF RESPONSIBILITIES OR QUALIFICATIONS.

Long lists like these are difficult to absorb and the minute details tend to mean very little until one is actually in the job. Try to describe the key functions of the job in 5-7 bullets. Grouping 2-3 bullets under larger categories of responsibilities can also be effective (e.g., Technical skills; Management skills; Communication, Presentation, or Relational skills). Try to be consistent in how you format these bullets (e.g., start them all with an introductory phrase such as "will be responsible for...")

**TIP #6: MAKE SURE THAT ALL PICTURES AND GRAPHICS INCLUDE A DIVERSE RANGE OF PEOPLE.**

Also make sure that the kinds of things pictured do not subtly conjure up masculine stereotypes (e.g., foosball tables, beer bottles, Star Trek posters). It's not that women do not also like beer, Star Trek, or foosball but a preponderance of these kinds of images can convey the sense that this might not be an environment that would "see me as a good fit")

**TIP #7: EXAMINE ADS FOR SUBTLE BIASES IN "MASCULINE/FEMININE" ASSOCIATED LANGUAGE.**

Some words have been traditionally associated with men or with women. It's not that these words actually are masculine or feminine, but that they tend to carry these historical connotations. An imbalance in language has been shown to deter highly qualified talent from applying because it unconsciously lowers their expected sense of "fitting in" or belonging. The goal, then, is to achieve a balance of language, or if you are having trouble attracting a particular sex to particular jobs, you might want to weight the language slightly in that direction. The examples below, based on Aaron Kay's research, illustrate some of the differences between more masculine- and feminine-associated ads. See [www.ncwit.org/12summit\\_slides\\_jobads](http://www.ncwit.org/12summit_slides_jobads) for more info.

MASCULINE-ASSOCIATED	FEMININE-ASSOCIATED
We are a dominant engineering firm that boasts many leading clients.	We are a community of engineers with effective relationships with many satisfied clients.
We are determined to stand apart from the competition.	We are committed to a deep understanding of the technology sector.
Self-starter with ability to perform individually in a competitive environment.	Takes initiative and is able to work effectively in a team environment.

The examples below are subtler. In these examples, we are not suggesting that one should never use words like "manage," "resolves," "analyzes," "interfaces," but that an overuse of these words, especially when referring to interactions with people can depersonalize these and also can be problematic in terms of gendered language.

BEFORE	RECOMMENDATION
Manages the successful resolution of client issues, including competing demands, sensitive situations, and conflicts with other groups.	Thoughtfully works with the client to resolve issues, including competing demands, sensitive situations, and conflicts with other groups.
Mobilizes team, establishing the tactical plans, projects and objectives needed to accomplish these goals and ensure their attainment.	Mobilizes and encourages team, establishing the specific (or concrete, day-to-day) plans, projects and objectives needed.
Proactively manages the talent in their area, establishing performance goals and objectives, providing ongoing constructive and formal performance feedback and establishing and implementing development plans.	Proactively develops (or cultivates, nurtures) the talent in their area, co-constructing performance goals, objectives and development plans, and providing ongoing constructive performance feedback.
Manages and resolves the diverse perspectives of stakeholders.	Is sensitive to (or understands) the diverse perspectives of stakeholders and works with them to resolve differences.



NATIONAL CENTER FOR WOMEN & INFORMATION TECHNOLOGY (NCWIT)  
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Strategic Partners: NSF, Microsoft, Bank of America, Google, and Intel  
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## **Rising above Cognitive Errors**

### ***Guidelines for Search, Tenure Review, and Other Evaluation Committees***

JoAnn Moody, PhD, JD

[www.diversityoncampus.com](http://www.diversityoncampus.com)

#### **I. Common Errors of Individual Members**

*Not errors just made by the 'bad guys' but things we all tend to do  
if we are not motivated to avoid them.*

1. **Negative Stereotypes.** "A stereotype can be defined as a broad generalization about a particular group and the presumption that a member of the group embodies the generalized traits of that group." Negative stereotypes are negative presumptions such as presumptions of incompetence in an area, or presumptions of lack of character or trustworthiness.
2. **Positive Stereotypes.** A halo effect where members of a group are presumed to be competent or bonafide. Such a member receives the benefit of the doubt. Positive achievements are noted more than negative performance, and success is assumed.
3. **Raising the Bar.** Related to negative stereotypes, when we require members of certain groups to prove that they are not incompetent by using more filters or higher ones for them.
4. **Elitism.** Wanting to feel superior through certain attributes or selectivity that highlights how we characterize more positive stereotypes (accents, schools, dress, ratings).
5. **First Impressions.** Drawing conclusions in a matter of seconds based on our personal likes/dislikes.
6. **The Longing to Clone.** Devaluing someone who is not like most of 'us' on the committee, or wanting someone to resemble, in attributes, someone we admire and are replacing.
7. **Good Fit/Bad Fit.** While it may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease we will feel.
8. **Provincialism.** Similar to cloning, this is undervaluing something outside your own province, circle, or clan. For example, trusting only reference letters from people you know.
9. **Extraneous Myths and Assumptions.** Undermining the careful collection and analysis of information, such as we can't get a person like that to come here, or we have all of them we need.
10. **Wishful Thinking.** Opinions rather than facts and evidence. Examples are assumptions that we, and certain other institutions, run on objective meritocracy, or we are colorblind.
11. **Self-Fulfilling Prophecy.** Some call it 'channeling,' where we structure our interaction with someone so we can receive information congruent with our assumptions, or avoid information incongruent with our assumptions.
12. **Seizing a Pretext.** Hiding one's real concern or agenda (e.g., excessive weight) behind something trivial, or focusing on a few negatives rather than the overall performance.
13. **Character over Context, or Attribution errors.** For example, failing to recognize the context of a situation—was it social, late in the day, outside of the professional arena, or an attribution of responsibility for a situation that is misplaced on one person rather than others.
14. **Premature Ranking/Digging In.** Rush to use numbers, as if they are objective, to drive a decision.
15. **Momentum of the Group.** It is difficult to resist consensus when the majority seems to be heading one way without a full hearing on other considerations.

## **II. Organizational Dysfunctions *that exacerbate cognitive errors.***

1. **Overloading and Rushing.** Undertaking complex tasks without appropriate time, resources, or relief from other loads.
2. **No Coaching or Practice.** No training in searching and interviewing practices, so people default to what they have seen or experienced before.
3. **No Ground Rules.** Before filtering applicants, have we established the needs and priorities for the program? How the committee will function, process and help each other? Gathered information on who else they can call upon?
4. **Absence of Reminders and Monitoring.** For example, reminders of common errors, highest priorities, and a process monitor on the committee.
5. **No One is Accountable.** No updates or disclosure is required.
6. **Lack of Debriefing for Systematic Improvement.** Committees start from scratch over and over again.

## **III. Rising above Cognitive Errors *Remedies for Dysfunctions***

1. Clear intentions by individuals to avoid errors. Dialogue followed by visual reminders and intentional checks for errors in every stage.
2. Coaching, preparation, reminders. Toolkits and workshops before process begins, chair coaching and equity advisors
3. Ground Rules and Preparation for Process- set out problems of past and establish ground rules to avoid these and sharing of lessons learned from past efforts
4. Non-voting process person for Quality Control- to avoid unintentional contaminants
5. Use a visual matrix to stay focused on agreed upon evaluation and evidence to consider
6. Slow down, don't overload, and provide appropriate assistance
7. Incorporate Accountability- whether to administration or constituents
8. Gather and highlight non-stereotypical evidence (not raising the bar though)
9. Avoid rush to numerical ranking - filter not ranking
10. Avoid solo situations
11. Practice
12. Personal Relations to Diminish Social Distance
13. Courage and Leadership to insist on evidence being shown
14. Constant attention to improvement debriefings.

Inclusive Search and Recruitment Toolkit  
Faculty Search and Recruitment Action Plan Template

**Before Recruitment Begins/Ongoing Recruitment Goal(s):**

1. Develop and implement active, ongoing recruiting strategies to create a pool of potential new faculty members
2. Establish a plan focused on implementing strategies designed to create ongoing recruitment efforts that will:
  - a. produce authentic connections with potential faculty members and contacts in the academic discipline
  - b. demonstrate the department's commitment to diversity and inclusion

For additional information, see Inclusive Search and Recruitment Toolkit pages 4 - 5.

Strategies and Metrics	Point Person(s)	Timeline	Information and Resources Needed
Send departmental representatives to five (5) discipline-specific conferences for underrepresented faculty and postdoctoral fellows to make personal connections with five (5) potential new faculty at each meeting	A B C D E	12.01.17	Funding for conference travel  Talking points regarding department's commitment to diversity and excellence  Conference attendance list

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 Faculty Search and Recruitment Action Plan Template

**Planning the Search and Recruitment Process Goal(s):**

1. Develop and implement strategies to establish a strong foundation for the search committee to conduct an inclusive search and recruitment process.
  - a. Creating the search committee
  - b. Training needed for committee members
  - c. Establishing committee's charge
  - d. Writing position announcement
  - e. Reviewing lessons learned from past searches

For additional information, see Inclusive Search and Recruitment Toolkit pages 6 - 8.

Strategies and Metrics	Point Person(s)	Timeline	Information and Resources Needed

Inclusive Search and Recruitment Toolkit  
Faculty Search and Recruitment Action Plan Template

**During Recruitment Goal(s):**

1. Establish a plan focused on:
  - a. marketing the position and department
  - b. evaluating and broadening the pool
  - c. setting up interviews and campus visits

For additional information, see Inclusive Search and Recruitment Toolkit pages 9 - 10.

Strategies and Metrics	Point Person(s)	Timeline	Information and Resources Needed

Inclusive Search and Recruitment Toolkit  
 Faculty Search and Recruitment Action Plan Template

**Evaluating the Recruitment Process Goal(s):**  
 1. Establish a plan focused on evaluating the faculty search and recruitment process

For additional information, see Inclusive Search and Recruitment Toolkit page 11.

Strategies and Metrics	Point Person(s)	Timeline	Information and Resources Needed

## Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (*from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014*). **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical.** Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
<b>Alien in One's Own Land</b> When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born	<ul style="list-style-type: none"> <li>• "Where are you from or where were you born?"</li> <li>• "You speak English very well."</li> <li>• "What are you? You're so interesting looking!"</li> <li>• A person asking an Asian American or Latino American to teach them words in their native language.</li> <li>• Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.</li> </ul>	You are not a true American.  You are a perpetual foreigner in your own country.  Your ethnic/racial identity makes you exotic.
<b>Ascription of Intelligence</b> Assigning intelligence to a person of color or a woman based on his/her race/gender	<ul style="list-style-type: none"> <li>• "You are a credit to your race."</li> <li>• "Wow! How did you become so good in math?"</li> <li>• To an Asian person, "You must be good in math, can you help me with this problem?"</li> <li>• To a woman of color: "I would have never guessed that you were a scientist."</li> </ul>	People of color are generally not as intelligent as Whites. All Asians are intelligent and good in math/science. It is unusual for a woman to have strong mathematical skills.
<b>Color Blindness</b> Statements that indicate that a White person does not want to or need to acknowledge race.	<ul style="list-style-type: none"> <li>• "When I look at you, I don't see color."</li> <li>• "There is only one race, the human race."</li> <li>• "America is a melting pot."</li> <li>• "I don't believe in race."</li> <li>• Denying the experiences of students by questioning the credibility /validity of their stories.</li> </ul>	Assimilate to the dominant culture. Denying the significance of a person of color's racial/ethnic experience and history. Denying the individual as a racial/cultural being.
<b>Criminality/Assumption of Criminal Status</b> A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.	<ul style="list-style-type: none"> <li>• A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches.</li> <li>• A store owner following a customer of color around the store.</li> <li>• Someone crosses to the other side of the street to avoid a person of color.</li> <li>• While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs.</li> </ul>	You are a criminal.  You are going to steal/you are poor, you do not belong.  You are dangerous.
<b>Denial of Individual Racism/Sexism/Heterosexism</b> A statement made when bias is denied.	<ul style="list-style-type: none"> <li>• "I'm not racist. I have several Black friends."</li> <li>• "As a woman, I know what you go through as a racial minority."</li> <li>• To a person of color: "Are you sure you were being followed in the store? I can't believe it."</li> </ul>	I could never be racist because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you. Denying the personal experience of individuals who experience bias.
<b>Myth of Meritocracy</b> Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.	<ul style="list-style-type: none"> <li>• "I believe the most qualified person should get the job."</li> <li>• "Of course he'll get tenure, even though he hasn't published much—he's Black!"</li> <li>• "Men and women have equal opportunities for achievement."</li> <li>• "Gender plays no part in who we hire."</li> <li>• "America is the land of opportunity."</li> <li>• "Everyone can succeed in this society, if they work hard enough."</li> <li>• "Affirmative action is racist."</li> </ul>	People of color are given extra unfair benefits because of their race. The playing field is even so if women cannot make it, the problem is with them. People of color are lazy and/or incompetent and need to work harder.

## Tool: Recognizing Microaggressions and the Messages They Send

THEMES	MICROAGGRESSION	MESSAGE
<p><b>Pathologizing Cultural Values/Communication Styles</b> The notion that the values and communication styles of the dominant/White culture are ideal/"normal".</p>	<ul style="list-style-type: none"> <li>To an Asian, Latino or Native American: <i>"Why are you so quiet? We want to know what you think. Be more verbal."</i> <i>"Speak up more."</i></li> <li>Asking a Black person: <i>"Why do you have to be so loud/animated? Just calm down."</i></li> <li><i>"Why are you always angry?"</i> anytime race is brought up in the classroom discussion.</li> <li>Dismissing an individual who brings up race/culture in work/school setting.</li> </ul>	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside. There is no room for difference.</p>
<p><b>Second-Class Citizen</b> Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.</p>	<ul style="list-style-type: none"> <li>Faculty of color mistaken for a service worker.</li> <li>Not wanting to sit by someone because of his/her color.</li> <li>Female doctor mistaken for a nurse.</li> <li>Being ignored at a store counter as attention is given to the White customer.</li> <li>Saying <i>"You people..."</i></li> <li>An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person's specific area of research.</li> <li>An advisor sends an email to another work colleague describing another individual as a "good Black scientist."</li> <li>Raising your voice or speaking slowly when addressing a blind student.</li> <li>In class, an instructor tends to call on male students more frequently than female ones.</li> </ul>	<p>People of color are servants to Whites. They couldn't possibly occupy high status positions. Women occupy nurturing positions. Whites are more valued customers than people of color.</p> <p>You don't belong. You are a lesser being.</p> <p>A person with a disability is defined as lesser in all aspects of physical and mental functioning. The contributions of female students are less worthy than the contributions of male students.</p>
<p><b>Sexist/Heterosexist Language</b> Terms that exclude or degrade women and LGBT persons.</p>	<ul style="list-style-type: none"> <li>Use of the pronoun "he" to refer to all people.</li> <li>Being constantly reminded by a coworker that <i>"we are only women."</i></li> <li>Being forced to choose Male or Female when completing basic forms.</li> <li>Two options for relationship status: married or single.</li> <li>A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay.</li> </ul>	<p>Male experience is universal. Female experience is invisible.</p> <p>LGBT categories are not recognized. LGBT partnerships are invisible.</p> <p>Men who do not fit male stereotypes are inferior.</p>
<p><b>Traditional Gender Role Prejudicing and Stereotyping</b> Occurs when expectations of traditional roles or stereotypes are conveyed.</p>	<ul style="list-style-type: none"> <li>When a female student asks a male professor for extra help on an engineering assignment, he asks <i>"What do you need to work on this for anyway?"</i></li> <li><i>"You're a girl, you don't have to be good at math."</i></li> <li>A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger.</li> <li>An advisor asks a female student if she is planning on having children while in postdoctoral training.</li> <li>Shows surprise when a feminine woman turns out to be a lesbian.</li> <li>Labeling an assertive female committee chair/dean as a "b____," while describing a male counterpart as a "forceful leader."</li> </ul>	<p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing ages because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p>



## Strategies to Help Break the Bias Habit®

	What to do	Examples
Stereotype Replacement <sup>1-3</sup>	Recognize when you have a gender-biased stereotypic response or observe the portrayal of one	Assuming that female faculty are less committed to their careers or less interested in leadership opportunities than male faculty Portrayal of women or girls as poor at math or men as unable to do housework
	Label the characterization as stereotypical and the cognitive processes that may be at work	Expectancy Bias; Role Congruity; Prescriptive Gender Norms
	Identify the precipitating factors	Priming with gender congruent information; all previous occupants of a position were male
	Replace with a non-stereotypic response	"I personally know many successful women who balance career and family" "Dr. [woman] led the [big responsibility] last year and did an excellent job"
	Challenge the fairness of the portrayal and replace with an egalitarian portrayal	Remind yourself that research indicates that training and experience - but not gender - predict the competence of leaders, scientists, engineers, or doctors
Counter-Stereotypic Imaging <sup>4-5</sup>	Recognize when you have a stereotypic gender-biased response	Envisioning only men when imagining applicants for the new chair or dean position
	Label the cognitive processes that may be at work	Expectancy Bias; Role Congruity; Social Roles; Reconstructing Credentials
	Help regulate response by imagining a counter-stereotype woman in detail	Imagine in detail a strong woman or a strong woman leader (e.g., those you know or public figures)
Individuating (vs. Generalizing) <sup>6-9</sup>	Avoid making a personnel snap decision based on a general impression or sense of "fit"	Consciously make the social category less salient than the qualifications of a specific individual
	Obtain more information on specific qualifications, past experiences, and achievements before making a decision	"I always think of Joe or Henry when these opportunities arise, but if I develop an open application process in which everyone can submit their qualifications, vision, and plan; we might get some fresh ideas and involve more women"
Perspective-Taking <sup>10-12</sup>	Adopt the perspective (in the first person) of a member of the stigmatized group to recognize how that person may be treated unfairly due to social stereotypes	Imagine what it would be like to have your abilities called into question, to be viewed as less committed to your career than colleagues with similar training and effort, or to be forced to ward off unwanted sexual advances at professional meetings  Deliberately think (in the first person) what it is like to be the only or the first woman of color in a department, what would it be like to have someone assume that you are a product of affirmative action  For women with mobility disabilities, you could imagine what it would be like to add the burden of snow to one's daily routine
Increasing Opportunities for Contact <sup>9, 13-15</sup>	Seek out opportunities for greater interaction with high authority women, women of color, and women with disabilities	Depending on your position, you might meet with women in high authority positions to discuss research, ideas, visions  In compiling membership for committees or speakers lists for conferences, ensure that diverse women are represented

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# BREAKING THE BIAS HABIT®

## A WORKSHOP TO PROMOTE GENDER EQUITY

### Lexicon of Bias Literacy

These six terms help identify and label cognitive processes that promote gender bias.

1. Expectancy Bias<sup>1</sup> - This refers to bias in analysis or judgment caused by expecting an individual in a social category to behave in accordance with the group stereotype. People occupy various *social categories* on the basis of skin color, clothing, speech style, or other signs or indications of group membership.
2. Prescriptive Gender Norms<sup>2</sup> - Unconscious assumptions about behaviors viewed as typically male or female in the abstract are referred to as prescriptive gender norms. Male prescriptive behavioral norms are called “agentive” and include being strong, assertive, independent, willing to take risks, ambitious, and dominant. Female prescriptive behavioral norms are called “communal” and include being weak, supportive, nurturing, and dependent. Men or women who violate prescriptive gender norms may pay penalties in evaluation. For example, men who adopt behaviors that align with female prescriptive gender norms may be described with pejorative adjectives such as “effeminate” or “wimpy;” whereas, women who adopt behaviors that align with male prescriptive gender norms may be described with pejorative descriptors such as “bossy” or “domineering.”
3. Role Congruity or Incongruity<sup>3</sup> - High authority or leadership roles are assumed to require stereotypical male traits such that role congruity exists for men in these positions. Women working toward leadership can be doubly disadvantaged: first, because these positions are viewed as requiring stereotypical male skills which women are assumed less likely to possess (*role incongruity*), and secondly, because women who demonstrate highly competent agentive behaviors in these positions are viewed as suffering from a communality deficit.
4. Reconstructing Credentials<sup>4</sup> - Although this may be inadvertent, Reconstructing Credentials allows evaluators to adjust the value of an individual’s credentials such that a male applicant will be recommended for a male sex-typed job (e.g., police chief) and a female applicant will be recommended for the female sex-typed job (e.g., women’s studies professor).
5. Stereotype Priming<sup>5</sup> - This refers to the exposure of an individual to information that reinforces male or female stereotypes before that individual engages in some task. This exposure influences the individual’s subsequent behavior to be more in line with gender stereotypes (e.g., after male gender priming evaluators rate a male as more stereotypically masculine; women are less likely to self-select a leadership vs. subordinate role following female gender priming<sup>6</sup>).
6. Stereotype Threat<sup>7</sup> - This is the term given to the consistently observed phenomenon whereby being a member of a group about which a negative stereotype exists causes that person to underperform relative to his/her ability--thus confirming the stereotype.

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