ENGINEER inclusion

HANDOUTS

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Practices for Reducing the Influence of Bias on the Tenure Review Process

Overview

AGENDA *2022-02-04*

Interpersonal and institutional bias profoundly influence the experience of historically marginalized and minoritized faculty advancing through the tenure process. However, we can increase our awareness of how bias affects decisions and reduce the influence of bias on tenure outcomes. In this seminar, participants will dissect a research-based case study that demonstrates the pervasiveness of interpersonal and institutional bias in the faculty experience, practice applying a "bias-test" tool with real-world scenarios, and formulate a goal for integrating the tool into their practice.

9:00 AM // Welcome

9:10 AM // Introductions

9:15 AM // Key Concepts

9:35 AM // Case-Study

>> 5-minute break

10:05 AM // Strategies

10:20 AM // Reflections

10:30 AM // Dismiss

LINKS

SLIDO POLLS & INTERACTIVE EXERCISES

To facilitate engagement and participation, we utilize an integrated platform called Slido. You can easily access it once on your desktop or mobile browser, and it will be the same for the entire workshop. **Access Slido ↗**

PADLETS

Case Study Discussion:
Access Padlet ↗

Application
Access Padlet ↗

MEET YOUR FACILITATORS

Meagan Pollock, PhD *Chief Inclusion Engineer™*



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Dr. Meagan Pollock envisions a world where personal and social circumstances are not obstacles to achieving potential, and where kindness and inclusivity prevail. An international speaker, teacher, engineer, and equity leader, her mission is to provide services, tools, and resources that inspire awareness and initiate action.

Meagan's company, Engineer Inclusion, helps people intentionally and systematically engineer equity and inclusion into their organizations: driving positive outcomes and effectively supporting employees and the community. She provides teaching, consulting and development services related to engineering, education, and equity to industry, non-profit organizations, and educational institutions across the globe. A storyteller at heart, Meagan connects with audiences through her authentic style, and her ability to facilitate tough conversations.

Since 2018, Dr. Pollock serves as the Chair of the Professional Development Committee for the American Society for Engineering Education Commission on Diversity, Equity, and Inclusion. In addition, she is an Associate Fellow at the Southern Methodist University Caruth Institute for Engineering Education.

A past recipient of the National Science Foundation Graduate Research Fellowship, Meagan holds a PhD in engineering education from Purdue University, an MS in electrical engineering from Texas Tech University, and a BS in computer science from Texas Woman's University.

Meagan began her career playing with light projection on tiny microscopic mirrors as an engineer for Texas Instruments. She now utilizes metaphorical projectors and mirrors to shine a light on micro and macro social systems that when adjusted, improve student and employee success in science, technology, engineering, and mathematics.

As an engineer turned educator, Meagan focuses on engineering equity into education and the workforce.

MEET YOUR FACILITATORS

Pamela Leggett-Robinson, PhD, CAPM *Associate*



pamela@plrconsultingservices.org

Pamela Leggett-Robinson is the CEO and Executive Director for PLR Consulting in Atlanta, GA. PLR Consulting is a boutique Program Development and Evaluation firm that works with organizations and institutions that seeks to address multi-faceted obstacles confronting both historically and presently marginalized groups in STEM environments as well as optimize current STEM programs through management and evaluation.

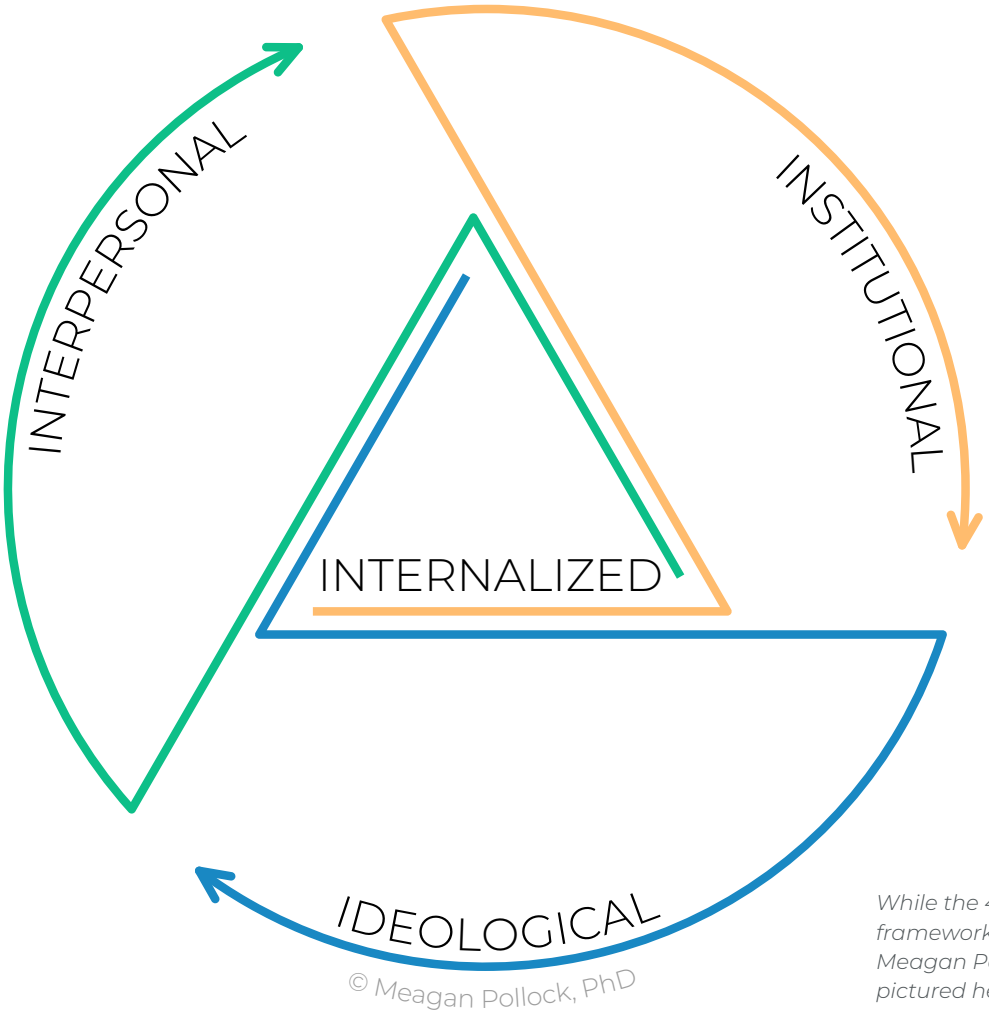
Dr. Leggett-Robinson has more than 15 years of higher education experience which includes STEM academic and student success/support programming, strategic planning, data analytics, and program evaluation. As a PI, she has garnered funds in excess of $3 million dollars from both NIH and NSF for broadening participation in STEM Undergraduate Education and as an evaluator has worked on large projects with NSF (Big Data, BioGraph), Google CS-ER, and DOD STEM Student Success. Her distinguished record of STEM programmatic success (at HBCUs and PWIs) is well documented in publications and presentations.

Dr. Leggett-Robinson's latest publications, "Demystifying Promotion & Tenure: A resource for Black Women" released in December 2021) and "Overcoming Barriers for Women of Color in STEM" (released in June 2020) are resources to assist Black women along their STEM journey. She currently distributes a bi-monthly Overcoming Barriers Newsletter to Women of Color STEM faculty. Dr. Leggett-Robinson holds a Ph.D. in Physical Organic Chemistry from Georgia State University and is a Certified Associate of Project Management.

KEY TERMS

Bias	Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
Discrimination	Discrimination is the unjust or prejudicial treatment of different categories of people. People can be discriminated by race, gender, socio-economic status, religion, sexuality, ability, and age to name a few.
Implicit Bias	Implicit bias refers to the attitudes or stereotypes that affect one's understanding, actions, and decisions in an unconscious manner. These are often unrecognized and may not align to one's declared beliefs and values.
Interpersonal Bias	Interpersonal biases are discriminatory interactions between individuals.
Institutional Bias	Institutional bias is when procedures and practices operate to advantage certain groups and disadvantage or discriminate against others.
Intersectionality	Intersectionality is the interconnected nature of social categorizations can create overlapping and interdependent systems of discrimination or advantage.
Nudge Theory	Nudging is the process of influencing behavior through small changes in information or adaptations to an environment.
Oppression	Oppression is the combination of prejudice and power which creates a system that discriminates against some groups and benefits other groups.
Prejudice	Prejudice is a preconceived opinion that is not based on reason or actual experience.
Stereotypes	Stereotypes are a widely held but fixed, oversimplified, and generalized image or idea of a particular type of person or thing, including personal traits or circumstantial attributes.

4-I'S OF OPPRESSION



While the 4-I language and framework is NOT original to Meagan Pollock, the model pictured here is credited to her.

IDEOLOGICAL

Ideological is the foundation of the four I's. It is the idea that one group is superior to another. Ideologies create a dominant narrative about a group, and an "us vs. them" culture.

INTERPERSONAL

Interpersonal interactions are how ideologies are played out in our daily interactions. This includes implicit bias, micromessages, perpetuating/not interrupting stereotypes, or not recognizing power and privilege.

INSTITUTIONAL

Institutional oppression occurs when established laws, customs, and practices systematically reflect and produce inequities based on one's membership in targeted social identity groups.

INTERNALIZED

Oppression always begins from the outside of the oppressed group. Examples of internalized oppression include feelings of self-hate, believing negative messaging, powerlessness, and despair.

CASE STUDY EXERCISE

Instructions

1. Review the types of cognitive biases.
2. Read the case study and identify where cognitive and institutional biases are found throughout the dialogue.
3. If you are using the worksheet only, use the columns to tally.
4. If you are using the padlet, list the row number in the appropriate column. Document reflections on what you are reading as well.
5. Reflect on and discuss the provided prompts.

Prompts

1. In what ways does this scenario resonate for you personally?
2. Have you ever been part of or witnessed a similar dynamic play out?
3. What did you notice about the exchange?
4. How might you respond if you were in this meeting?



Anchoring Bias

Anchoring bias causes us to rely too heavily on the first piece of information about a person or topic.



Availability Bias

Availability bias distorts our view based on the most immediate information that readily comes to mind.



Bandwagon Effect

The bandwagon effect is groupthink or herd mentality, where people adopt behaviors and views of a dominant group.



Confirmation Bias

Confirmation bias tends to interpret new evidence to validate one's existing beliefs.



Fundamental Attribution Error

Fundamental attribution error tends to assume someone's actions are because of their character rather than circumstances.



Horns and Halo Effect

Horns and halo effect biases perceptions of someone because of opinions of that person's other traits.



Stereotyped Bias

Stereotyped bias applies a widely held but fixed, oversimplified, and generalized image or idea of a particular type of person or thing.



Similarity Bias

Similarity bias leads people to connect with others who share similar interests, experiences, and backgrounds.

CASE STUDY

Coleen Carrigan, PhD, wrote the case study. *https://www.buffalo.edu/navigate-project.html*
Engineer Inclusion modified it to meet the needs of the activity and audience.

#	SPEAKER	LINE	ANCHORING	AVAILABILITY	BANDWAGON	CONFIRMATION	ATTRIBUTION	HORNS/HALOS	STEREOTYPE	SIMILARITY	INSTITUTIONAL
1		*INTERIOR MEETING ROOM, DAY; 4 OUT OF 6 MEMBERS OF THE PHYSICS DEPARTMENT HIRING COMMITTEE, A GROUP OF FULL PROFESSORS (PRESENT ARE APRIL, MIKE, PETER, AND NATHAN), ARE IN THE MIDDLE OF A MEETING CONCERNING THE APPLICATION FOR FULL PROFESSORSHIP BY THEIR COLLEAGUE KAREN. MIKE, THE DEPARTMENT CHAIR, WATCHES ALONG WITH PETER AND NATHAN AS APRIL FINISHES A PRESENTATION ON THE ISSUE.*									
2	APRIL	To conclude, Karen's passion for her research combined with her outstanding track record in teaching has more than proven her worth to this department and our need to grant her full professorship. Thanks!									
3	MIKE	Thank you again for the presentation, April.									
4	APRIL	Of course. I still wonder why we're doing this today when two of our committee members aren't here.									
5	MIKE	We all knew Jack was going to be out when the meeting was originally scheduled, and Greg's absence was last minute, but I believe the four of us can still come to a decision.									
6	APRIL	I don't feel comfortable voting when they're not here.									
7	PETER	I don't think their votes would change the outcome.									
8	APRIL	What's that supposed to mean?									
9	PETER	It means that they would probably agree with me when I say that Karen is not the right candidate for full professorship.									
10	MIKE	I'm with Peter. As popular as Karen has become in the community, if I'm going to promote a colleague to full professorship, it's going to be someone whose research is more relevant in our field.									
11	APRIL	Particle theory is not relevant to the field?									
12	MIKE	You know that's not what I meant.									
13	APRIL	I don't see how diversity education in the sciences is irrelevant to a physics department, either.									
14	MIKE	No! It's just that it shouldn't be researched by a physics professor. It belongs to Sociology.									
15	PETER	Yeah, they can always use some more work. *PETER LAUGHS AT HIS OWN JOKE. NO ONE JOINS HIM.*									

#	SPEAKER	LINE	ANCHORING	AVAILABILITY	BANDWAGON	CONFIRMATION	ATTRIBUTION	HORNS/HALOS	STEREOTYPE	SIMILARITY	INSTITUTIONAL
16	MIKE	But my point is Karen's expertise is in particle theory. Hell, that's why we hired her in the first place.									
17	APRIL	I know. And when she was hired, she was under the impression that she would be able to teach particle theory. Instead, you've assigned her to teach intro classes for the last six years.									
18	PETER	*SARCASTICALLY.* She seems to do really well with those classes. You stated it yourself, her students give her glowing reviews. *PETER SCOFFS AND HUFFS EXAGGERATEDLY.* Nobody gets these kinds of ratings, so there has to be an explanation. I bet the male students just rate her highly because they want to sleep with her.									
19	NATHAN	That's out of line, man. I can't believe you said that.									
20	PETER	Thanks for joining the conversation Nathan. Plus, with her new research interest, it only seems fitting that we give her the biggest sample size possible.									
21	NATHAN	I don't think her Physics education research is concerned with large sample sizes. Seems to be more qualitative than quantitative.									
22	APRIL	So, what was the point of my presentation if everyone has already made their mind up?									
23	NATHAN	I haven't made my decision yet, at least. I actually enjoyed the presentation. Seemed to make a stronger argument than her recommendation letters.									
24	MIKE	I didn't see anything wrong with the letters.									
25	APRIL	You can't be serious?! One letter pointed out that she didn't publish a paper between 2018 and 2019. What it failed to mention was that she was on maternity leave the year before.									
26	MIKE	Even with that being the case... *HIS VOICE TRAILS OFF.*									
27	PETER	Yeah. I've got three kids, and I never took time off to take care of them.									
28	APRIL	They couldn't have been luckier. *ALL LAUGH BUT PETER.*									
29	NATHAN	So, when's Karen giving the big TEDx talk?									
30	APRIL	I think it's in September.									
31	NATHAN	That's fantastic.									

#	SPEAKER	LINE	ANCHORING	AVAILABILITY	BANDWAGON	CONFIRMATION	ATTRIBUTION	HORNS/HALOS	STEREOTYPE	SIMILARITY	INSTITUTIONAL
32	PETER	*ANNOYED.* Anyone can do a TED talk these days.									
33	NATHAN	Have you done one?									
34	PETER	No, because I've been too busy working in the lab. Doing my job.									
35	NATHAN	Promoting the department is part of our job. And no one has done that better than she has.									
36	MIKE	There's a fine line between promoting the department and stroking one's ego. We don't need celebrities, we need scholars.									
37	APRIL	Which is what we have. We have a scholar who just brought in 2 million NSF dollars for her research. That's larger than any single grant I've ever landed.									
38	NATHAN	It's the largest grant a member of our department has received in 4 years.									
39	PETER	The importance of research isn't tied to a dollar sign.									
40	APRIL	No, but it sure helps.									
41	MIKE	OK, that's enough. We're clearly not going to change each other's minds, so I call to motion a vote.									
42	PETER	I second that motion. *APRIL LOOKS OVER AT NATHAN.*									
43	NATHAN	I third.									
44	MIKE	Good. All of those in favor of granting Dr. McGee full professorship?									
45	APRIL	Aye.									
46	NATHAN	Aye. *A SILENT MOMENT. WE SEE APRIL'S REACTION OF RELIEF.*									
47	MIKE	All of those opposed?									
48	PETER	Aye.									
49	MIKE	And aye. Looks like we have a draw.									
50	APRIL	Looks like it. Guess we'll have to wait for the other two to come back before we vote again.									
51	MIKE	Ok. Well, thank you everyone for showing up. I'll let you know when the next meeting will be.									
52	*MIKE GETS UP TO LEAVE. PETER FOLLOWS HIM OUT. NATHAN AND APRIL ARE LEFT ALONE IN THE ROOM. CUT TO BLACK*										

CASE STUDY DISCUSSION

1. In what ways does this scenario resonate for you personally?

2. Have you ever been part of or witnessed a similar dynamic play out?

3. What did you notice about the exchange?

4. How might you respond if you were in this meeting?

ENGINEER INCLUSION'S

UNBIASING METHOD

Invite all participants to commit to the following pledge statements at the start of each session.



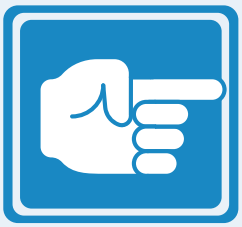
REDUCE

- Distractions

Distractions increase the likelihood of drawing on implicit biases and reduce your capacity to self-regulate.

- Constraints

When overloaded or rushed, you are less likely to employ bias-reducing systems/strategies.



REFLECT

- Positionality

Make a plan to minimize how your social identity affects interactions, decisions, and interpretations.

- Evidence

Review all available evidence before meetings. Write down your evaluations focusing on facts, not assumptions.



REMIND

- Biases

Cue the committee to common cognitive biases and errors in judgments and decision-making.

- Rules

Review ground rules for the process with inclusive meeting protocols. Establish accountability measures.



RESIST

- Opinions

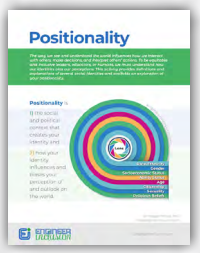
Focus on evidence to warrant statements or conclusions. Bias check your filter of evidence, too.

- Silence

Speak up. Use the ground rules to address biases and stereotypes in real-time. Debrief to improve.

WHAT IS POSITIONALITY?

Read more and download a packet. ↗



The way we see and understand the world influences how we interact with others, make decisions, and interpret others' actions. To be equitable and inclusive leaders, educators, or humans, we must understand how our identities bias our perceptions.

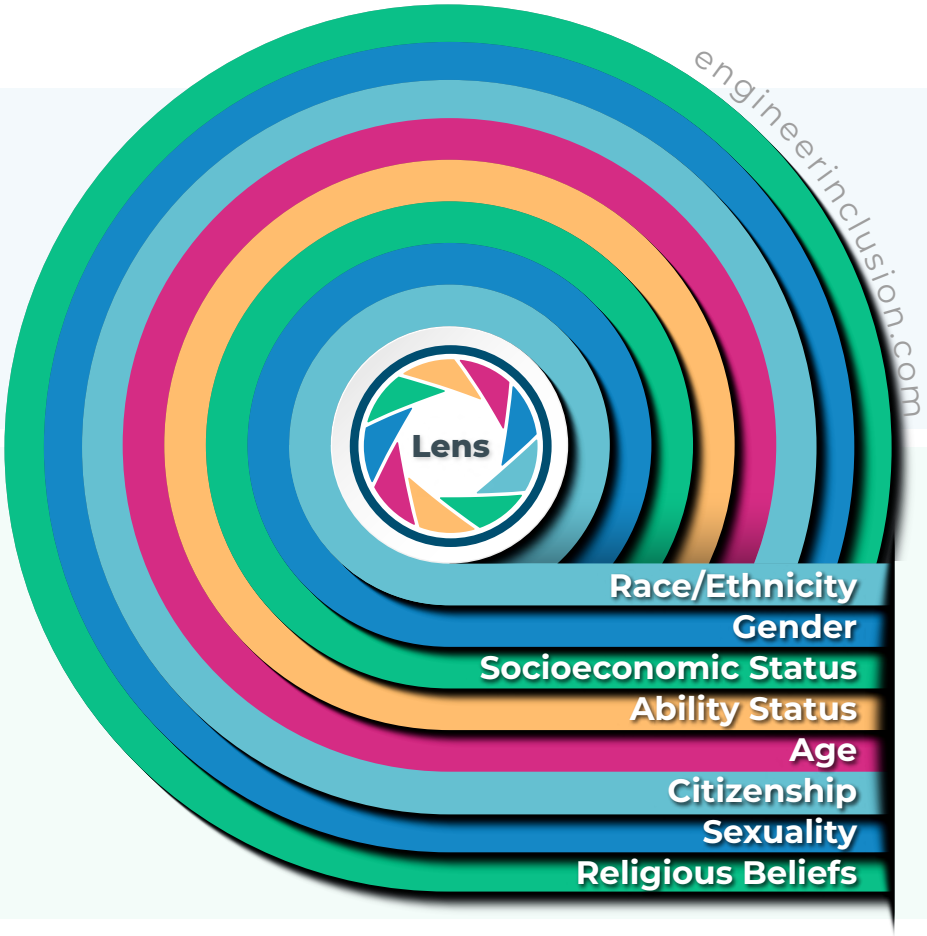
Download a free 26-page PDF with definitions and explanations of several social identities (race, gender, socioeconomic status, ability status, and sexuality) and a scaffolded exercise to help you examine your positionality.

If you want to be a better leader, educator, researcher, policymaker, or otherwise, the reflexive exercise will help you increase awareness and extend greater empathy, compassion, and understanding to others.

Positionality is

1) the social and political context that creates your identity and

2) how your identity influences and biases your perception of and outlook on the world.



ENGINEER INCLUSION'S

SESSION PLEDGE

AKA: GROUND RULES, GROUP NORMS, SHARED AGREEMENTS, GUIDELINES

Invite all participants to commit to the following pledge statements at the start of each session.



STAY ENGAGED

- For the benefit of ourselves and others, we will stay present and involved.
- We will close apps and put away devices or distractors that detract from an optimal experience.
- We will actively and empathetically listen and trust that others will do the same for us.
- We resist overloading and rushing our agenda.



SHARE THE MIC

- Everyone's voice matters, and we will work to create space for each person to contribute.
- We will invite quiet voices to participate.
- We depend on each of us to draw participants in from the margins, fostering community and nurturing a sense of belonging.



SUPPORT OTHERS

- We will help others navigate the content with patience, kindness, and respect.
- We will ask for clarification when we don't understand.
- We reject stereotypes, prejudice, and bias and focus on un-filtered evidence.
- We choose to "call in" instead of "call out" when reminders are needed, treating everyone with compassion and empathy.



STRETCH & REFLECT

- We are all accountable for our words and actions.
- We believe that we can learn and improve our practice through effort, so we accept the challenge to stretch ourselves.
- We will take the time to acknowledge our individual and collective identities, and reflect on what we have done, learned, and celebrate successes.

APPLICATION OF TOOLS

1. How might the case study scenario have played out differently if the committee members were aware of and openly discussed cognitive biases?

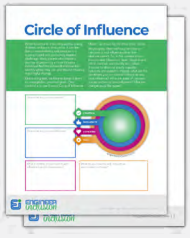
2. How might the case study scenario have played out differently if each committee member followed the unbiasing method?

3. How might the case study scenario have played out differently if the committee reviewed the session pledge ahead of time?

4. How can and will you incorporate these tools into your practices as regular nudges and reminders?

WHERE DOES YOUR WILL INTERSECT WITH YOUR INFLUENCE?

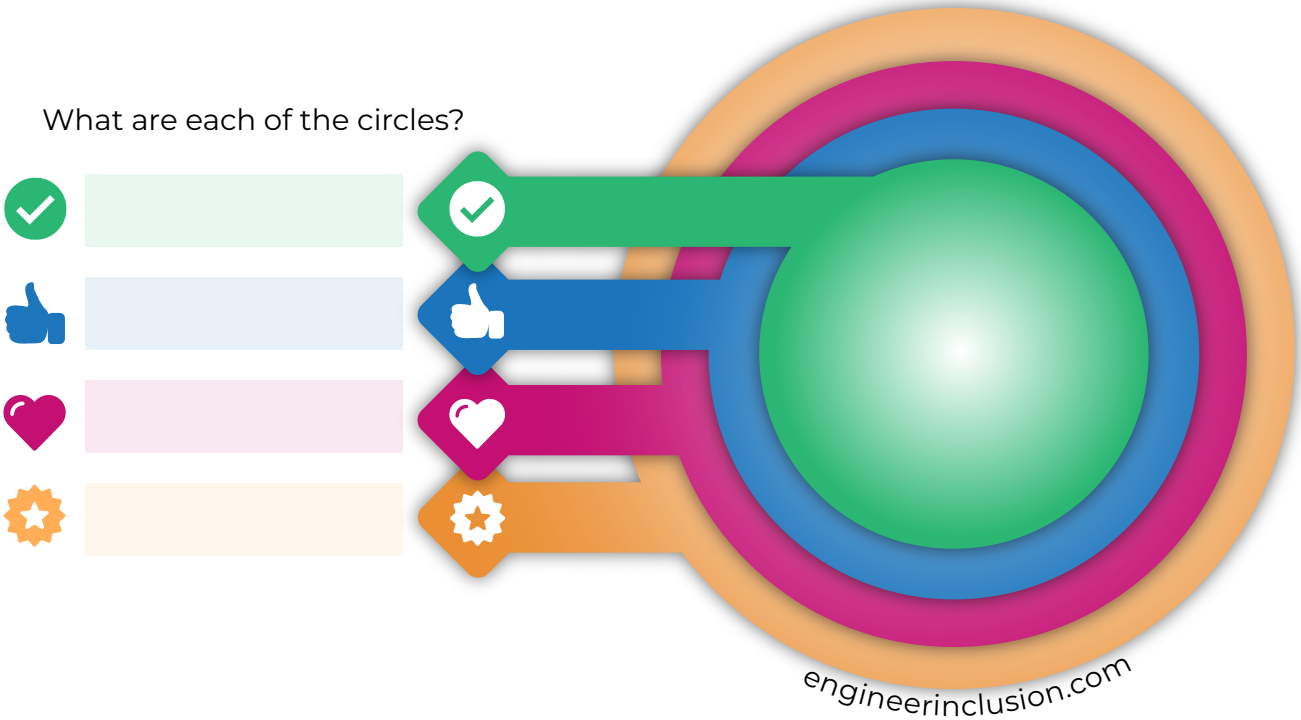
Read more and download a worksheet. ↗



When it comes to improving access, equity, diversity, inclusion, and justice, it can feel like an overwhelming task because it is a complicated and profoundly faceted challenge. Many people who initiate a journey to becoming a more inclusive individual find themselves flummoxed to identify where they can and should influence meaningful change. Like any big task, we have to break it down to manageable, proximal goals. One method is to use Covey's Circle of Influence Model1, as shown by the three inner circles.

We progress when we focus on what we can control and influence rather than what we cannot. So, in the context of your environment (classroom, team, department, office, campus, community, etc.), when it comes to diversity, equity, equality, inclusion, and systemic change, what are the conditions you can control? Where do you have influence? What are areas of concern, but are outside of your influence? What are changes you'd like to see?

What are each of the circles?



AWARENESS → ACTION

Today, I learned:

1.

2.

3.

My awareness has increased in the following ways:

1.

2.

3.

I will continue to increase my awareness in the following ways:

1.

2.

3.

What was most challenging for you today?

What do you still want to know? Where will you seek to learn it?

As a result of what I've learned today, I will do the following differently:

1.

2.

3.

My IMMEDIATE action items are:

1.

2.

3.

My FUTURE actions items are:

1.

2.

3.







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One side boldly professes, "I intentionally Engineer Inclusion," and the other side prompts, "will you?"

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