

## Improving Department Climate Through Bias Literacy

### **SUPPLEMENTAL MATERIALS – online only**

- I. Workshop Documents
  - a. Agenda
  - b. Lexicon of Bias Concepts
  - c. Strategies for Change
  - d. Case Study/Readers' Theater
  - e. Microaggression Cards
  - f. Microaggression Actions
  - g. Commitment to Action Form
  - h. Bibliography
- II. Evaluation Form
- III. Interview Protocol-Attended Workshop
- IV. Interview Protocol-Did Not Attend Workshop
- V. Survey Instrument

# BREAKING THE BIAS HABIT®

A workshop to promote a diverse, welcoming, and inclusive campus

## AGENDA DATE

### **Introduction**

- Implicit bias as a habit
- Workshop goals and format
- Benefits of diversity: Small group discussion and presentation

### **Module 1: Implicit Bias as a Habit**

- Understanding the origins of unintentional bias
- Interactive examples illustrating how bias, as a habit of mind, can interfere with our intentions
- Importance of practicing effective bias-reduction strategies

### **Module 2: Bias in Evaluation**

- Presentation of research studies demonstrating how implicit bias influences our evaluation of people and their work
- Discussion: Case study

### **BREAK**

- Strategies for minimizing the influence of bias
- Paired discussion: Evaluation bias in your department

### **Module 3: Bias in Environment**

- Presentation of research studies demonstrating how the local context and environment can enable bias
- Strategies for changing local contexts and environments to minimize bias
- Paired discussion: Bias in your department's context and environment

### **Module 4: Bias in Interaction**

- How implicit bias influences our behavior in social interactions
- Paired discussion: Identifying the impact of microaggressions
- Strategies for minimizing the influence of bias in social interactions
- Discussion: Actions to combat microaggressions

### **Conclusion**

- Review of strategies for minimizing bias
- *Commitment to Action*
- Final thoughts & evaluation

# BREAKING THE BIAS HABIT®

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Lexicon of bias concepts

1. **Expectancy bias:** Expecting certain behaviors or traits in individuals based on stereotypes about their social category.
2. **Competency bias:** Members of historically lower status groups are presumed to be less competent than members of groups that have typically held positions of authority.
3. **Role (in)congruity:** The “fit” (or lack of “fit”) between group stereotypes and workplace roles.
4. **Stereotype priming:** Showing or exposing an individual to words, pictures, or images that align with common stereotypes of their social category (e.g., gender stereotypes.)
5. **Stereotype threat:** Members of negatively stereotyped groups may underperform when their group membership is highlighted.
6. **Microaggression:** Brief and subtle comments, behaviors, or environmental cues that communicate hostile, derogatory, or unwelcoming messages towards members of underrepresented groups. Examples include:
  - a. **Attribution error:** A person’s contribution or accomplishment is not recognized or is incorrectly credited to another person.
  - b. **Spotlighting:** Highlighting or objectifying somebody’s identity status as a spokesperson for a broad category.
  - c. **Status leveling:** Occurs when a person from an underrepresented group is assumed to belong to a lower status or position.
  - d. **Invalidation:** Excluding, ignoring or negating a person's identity and experiences.

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## Case Study 1: Prospective graduate student visit day

At a planning meeting for the upcoming recruitment visit day for prospective graduate students, Anna and Jenna are trying to discuss how to increase faculty response rates to admitted students.

**Anna:** Assistant professor who is in the middle of her second year in the department. Anna is also the head of the Minority Recruitment and Retention Committee within the department.

**Bob:** Department chair.

**Vikram:** Associate professor in the department.

**James:** 4<sup>th</sup> year graduate student working to facilitate student visits and acting as the liaison between graduate students and faculty.

**Jenna:** Department administrator.

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**Anna:** OK, we have recruited a relatively large number of students to visit day, and we want to make sure we are the first choice of all prospective students. To achieve this it is important to raise awareness of potential barriers that could prevent us from achieving a level playing field.

**Jenna:** Thanks for raising this topic, Anna. The main concern I want to cover is making sure every prospective student has been contacted by faculty members from the department. I have heard back from a few students who have not received responses from faculty members they are interested in meeting with.

**Vikram:** Hmm, that's odd, I know a number of students have already contacted me about meeting during visit day and despite my schedule I have found time to meet with them. I'm sure we have all been working to make time for the prospective students.

**James:** When I applied, faculty were very generous with their time during visit day. Anna, have you been taking notes on which students are having trouble?

**Anna:** Well, Jenna has been working with the prospective students, but from my own experience being a prospective graduate student – though that was quite some time ago – some faculty members at institutions I applied to did not follow-up on my emails to meet during their visit days and it reduced my desire to enroll.

**Bob:** Is it possible that some students wrote emails that were difficult to understand? We admitted a number of international and non-traditional students this year...

**Jenna:** I have been corresponding with the students by email and phone -- and they all are clear communicators. I'm not sure that this is a communication problem from the student side.

**Bob:** Whoa, sorry, no need to get defensive, I was just suggesting that some students are slightly more accustomed to communicating with top faculty, while others may need more hand-holding.

**James:** Yeah, maybe the issue is a set of unprofessional or unclear requests for meeting time? In my experience, the faculty have always been extremely responsive.

**Anna:** I don't think Jenna was getting defensive, I think she was pointing out that the student's competence may not necessarily be the problem, as these are all top candidates we admitted. This has been an issue before. Remember last year? We lost our top choices Amari Jones and Anna Wei, in part because so few faculty responded to their requests to meet.

**Jenna:** Vikram, two of the students—Jessica Barnes and Tyrone Adams--said they had trouble getting in touch with *you* specifically.

**Vikram:** Well, I don't remember receiving any emails from them. I do know that I have responded to at least 3 other students—Jake, Benjamin, and Sean—and have planned to meet all of them.

**Bob:** Well, maybe faculty are only responding to their top choice students. To be honest, I only respond to select candidates from top-tier schools. I worked with a student from a lesser school about 5 years ago and it was disastrous. I don't want to waste my time.

**James:** I'm sure this is just oversight. Anna, can you send around the list of prospective students again so faculty can be sure to search through their inbox for these emails?

**Jenna:** Umm ... Anna should not have to be responsible for doing that, I can do it.

**Anna:** Ok well let's take James's suggestion for now and try to make sure all students receive attention from faculty. Maybe we should consider implementing an assigned faculty outreach program next year.

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**Consider some of the following questions:**

- What biases or assumptions are committee members making about the student applicants? About other committee members?
- Have you heard similar or other biases in evaluation settings?
- Are there any patterns of interaction in the case that could lead a member/s to feel they weren't sufficiently respected or included in the decision making process?

## Key concepts

1. Expectancy bias
2. Competency bias

# BREAKING THE BIAS HABIT®

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Strategies to minimize bias

1. **Recognize, label, and challenge stereotypes:** Recognize thoughts, social images, and responses as being influenced by stereotypes and replace these with non-stereotypical responses.
2. **Individuate and perceive variability:** Strive to see each individual as distinct or unique from their category. Perceive the variability of individuals within any given social group.
  - a. **Obtain more relevant information.** When little is known about a person, our minds often fill in missing data with stereotyped information. Seek out or ask for more information to avoid this automatic application of stereotypes.
  - b. **Increase opportunities for contact.** Deliberately engage in authentic collegial relationships with people in different social groups than yourself. If you don't know any such people, read biographies or blogs, join facebook groups, or find other ways to understand the experiences of people in your field who belong to different groups.
  - c. **Perceive variability within social groups.** Within any social group, there is wide variability in traits for group members. Thinking about the variability within a group helps recognize group members as individuals.
3. **Implement evaluation practices that minimize bias**
  - a. **Establish and prioritize clear and specific evaluation criteria prior to evaluation.** Think carefully and in detail about what qualities you will assess and what standards you will use to assess them. Determine which qualities or criteria are the most important, which are of lesser importance, and apply these criteria consistently.
  - b. **Avoid abstract descriptors that promote stereotyped assumptions.** Abstraction or ambiguity increases reliance on unconscious bias. Instead of abstract criteria (e.g., excellence in research, visionary leadership, or "fit") use more specific criteria (e.g., a track record as primary author of published articles, leadership experience establishing and achieving organizational goals, or evidence of collaboration and good communication.)

- c. Where possible, remove identifiers from applications materials.**  
Because individuals' names, addresses, and/or institutional affiliations can lead to assumptions about identity and reliance on stereotypes, removing these identifiers can reduce bias.
- d. Spend sufficient time and attention on assessing each individual on the established criteria.** Reliance on unconscious bias and assumptions as a mental shortcut is increased when we are busy and engaged in multitasking. Paying sufficient time and attention to the task helps reduce bias.
- 4. Use diversity affirming primes:** Stereotype priming can have negative *or* positive effects. Harness stereotype priming by increasing the use of examples and cues that promote inclusiveness.
- 5. Foster growth mindsets:** See intelligence not as a fixed quality, but as an attribute that can be developed. Value sustained work and effort as being more important to success than natural ability.
- 6. Take the perspective of others:** Adopt the first-person perspective of a member of the negatively-stereotyped group. For example, consider what it would be like to have your abilities called into question on a daily basis or to be viewed as less committed or competent than peers and colleagues.
- 7. Act to combat microaggressions:** If you commit, witness, or are a target of a microaggression, consider ways you can address the situation either in the moment or later. Seek out information about potential actions for a variety of situations, and practice using them to increase confidence in your ability to intervene effectively.

### **AVOID THESE STRATEGIES!**

**Accept that everyone has bias:** If you only accept the proposition that we all have implicit bias, without striving to reduce the application of bias, stereotyping can increase because we have normalized harmful behavior.

**Believe you are objective, nonsexist, nonracist:** Believing yourself to be objective and free of bias ironically can cause more biased, stereotype-based judgements.

**Suppress stereotypes (genderblind, colorblind):** Consciously avoiding thinking about stereotypes can create "rebound effects," causing an increase in the application of bias.



**“I’ll share an idea and no one responds. Then a guy says the same thing and everyone says ‘great idea’ and we do it.”**  
(UW female Engineering student, 2015 College of Engineering PACE study)

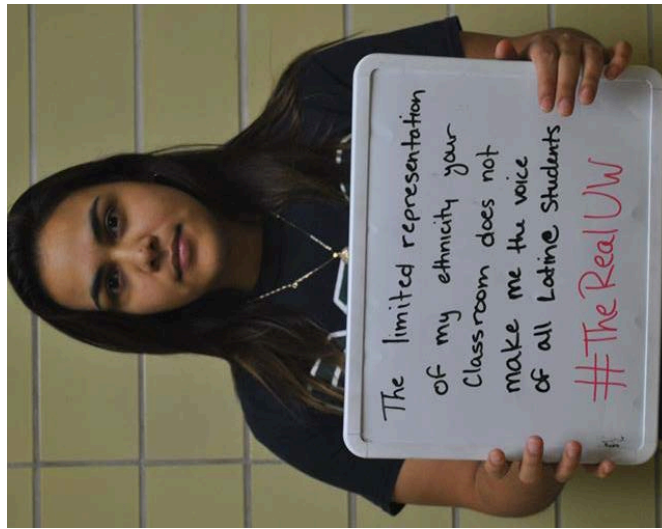


Photo source: *New Haven Independent*.

**“Sometimes they assume I am the janitor, even during [business] hours.”**  
(Williams, Phillips & Hall, 2014)





**“In my department there are faculty members who would never talk to me about my partner...”**  
(Bilimoria & Stewart, 2009)



**“In my department there are faculty members who would never talk to me about my partner...”**  
(Bilimoria & Stewart, 2009)

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Actions to take to address microaggressions\*

|                   | I committed a microaggression  | I witnessed a microaggression   | I received a microaggression   |
|-------------------|--|---|--|
| Act in the moment | <ul style="list-style-type: none"> <li>• Acknowledge and believe the person</li> <li>• Accept that perception is reality</li> <li>• Don't get defensive</li> <li>• Accept responsibility</li> <li>• Apologize</li> <li>• Offer to make amends</li> </ul> | <ul style="list-style-type: none"> <li>• Interrupt the behavior and/or name the offense by:               <ul style="list-style-type: none"> <li>○ Asking a question (i.e. "why is that funny?" "What do you mean by that?")</li> <li>○ Stating your own values that counteract the offensive behavior</li> <li>○ Speak to shared values (i.e. "We value diversity in our department")</li> <li>○ Appeal to local policies (i.e. "This department does not support sexism")</li> <li>○ Publicly support the aggrieved party</li> </ul> </li> <li>• If somebody else stands up, second and support them</li> </ul> | <ul style="list-style-type: none"> <li>• Speak up (i.e. "I deserve to be treated with respect," "I was next in line")</li> <li>• Don't speak up—decide you do not feel like educating people today</li> <li>• Object but defer (e.g., "I am not interested in having this conversation right now, but you should know I'm not okay with what you said.")</li> <li>• Ask a question (e.g., "why would you think that?")</li> <li>• Rely on your allies for support</li> <li>• Deflect defensiveness by acknowledging that we all have stereotypes (i.e., "I know we all have stereotypes, but I clearly am ...")</li> </ul> |
| Act later         | <ul style="list-style-type: none"> <li>• Educate yourself, learn why your action was a microaggression</li> <li>• Write a letter of apology</li> <li>• Learn the lesson</li> <li>• Be open to feedback</li> </ul>  | <ul style="list-style-type: none"> <li>• Talk privately with the actor</li> <li>• Report the act to an authority</li> <li>• File a complaint</li> <li>• Reaffirm your support for the aggrieved party</li> <li>• Start a group dialogue</li> <li>• Use incidents to teach tolerance</li> <li>• Advocate for resources and training</li> <li>• Set limits for the future (i.e. "Please don't tell racist jokes in my presence")</li> </ul>   | <ul style="list-style-type: none"> <li>• Report the act to an authority</li> <li>• File a complaint</li> <li>• Seek out a community of support</li> </ul>  |

\*These actions and advice are derived from the resources/strategies for intervening listed on the next page of this document and on the research articles cited.

## Further information and suggestions

### Resources/strategies for intervening

1. **Southern Poverty Law Center, Speak up: Responding to Everyday Bigotry** (<https://www.splcenter.org/20150126/speak-responding-everyday-bigotry>)  
An extensive guide with detailed scripts for responding to bias in different types of situations, conversations, encounters with friends, family, co-workers, and strangers.
2. **MIT, Active Bystander Strategies** (<http://web.mit.edu/bystanders/strategies/index.html>)  
Useful strategies for how to be an effective bystander and ally, including short scripts and examples of each strategy.
3. **Maeril, Intervening in Islamophobic harassment** (<http://maeril.tumblr.com/post/149669302551/hi-everyone-this-is-an-illustrated-guide-i-made>)  
An artistic, cartoon-based intervention strategy.
4. **VideoRev, Five ways to disrupt racism, "Five Ways to Disrupt Racism"** (<https://www.facebook.com/videorev/videos/1842194622678524/>)  
A video designed to address racism. Crafted for the post-Brexit period.
5. **Incite! Resources for organizing** (<https://incite-national.org/resources-for-organizing/>)  
Resources for organizing and community building around issues such as domestic and sexual violence, people of color, LGBTQ populations, etc.
6. **6 Ways to Respond to Sexist Microaggressions in Everyday Conversations** (<https://everydayfeminism.com/2015/01/responses-to-sexist-microaggressions/>).  
Aliya Kahn's essay provides excellent responses to everyday sexist microaggressions.

### Videos about microaggressions

1. **How microaggressions are like mosquito bites** (<https://www.youtube.com/watch?v=hDd3bzA7450>)  
"For people that still don't think microaggressions are a problem: just imagine that instead of being a stupid comment, a microaggression is a mosquito bite."
2. **The Silence of Our Friends: Recognizing Microaggressions** (<https://www.youtube.com/watch?v=aNWW2iqbwKc>)  
UCLA Graduate Students in the Graduate School of Education and Information Studies on microaggressions, their impact, and how recipients of microaggressions choose to respond.
3. **What kind of Asian are you?** (<https://www.youtube.com/watch?v=DWynJkN5HbQ>)  
A jogger turns the question of "where are you really from?" on its head.

### Research on interventions

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Commitment to Action Form

*I commit to enacting this one easy way to overcome implicit bias in my own departmental, classroom, or workplace interactions:*

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*I commit to enacting this one challenging way to overcome implicit bias in my own departmental, classroom, or workplace interactions:*

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## **STRATEGIES THAT CAN BACKFIRE**

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### STRATEGIES THAT CAN BACKFIRE

#### Suppress stereotypes (genderblind, colorblind)

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#### Believe you are objective, nonsexist, nonracist

- Monin, Benoit, and Miller, Dale T. 2001. "Moral credentials and the expression of prejudice." *Journal of Personality and Social Psychology* 81(1):33-43.
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### STRATEGIES THAT WORK

#### Recognize, label and replace stereotypes

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### **Individuate and perceive variability**

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### **Implement evaluation practices that minimize bias**

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## **STRATEGIES THAT WORK**

### **Use diversity affirming primes**

- Cheryan, Sapna, Paul G. Davies, Victoria C. Plaut, and Claude M. Steele. "Ambient Belonging: How Stereotypical Cues Impact Gender Participation in Computer Science." *Journal of Personality & Social Psychology* 97, no. 6 (2009): 1045–60.

### **Have a growth mindset and other interventions that improve performance**

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- Monteith, Margo J., Jeffrey W. Sherman, and Patricia G. Devine. 1998. "Suppression as a Stereotype Control Strategy." *Personality & Social Psychology Review* 2 (1): 63–82.

## STRATEGIES THAT WORK

### Take others' perspective

Todd, Andrew R., Galen V. Bodenhausen, Jennifer A. Richeson, and Adam D. Galinsky. "Perspective Taking Combats Automatic Expressions of Racial Bias." *Journal of Personality and Social Psychology* 100, no. 6 (2011): 1027–42.

### Act to combat microaggressions

Ashburn-Nardo, L., K. A. Morris, and S. A. Goodwin. 2008. "The Confronting Prejudiced Responses (CPR) Model: Applying CPR in Organizations." *Academy of Management Learning & Education* 7 (3): 332–42.

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## Conclusion

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## Breaking the Bias Habit®: Workshop Evaluation

DATE \_\_\_\_\_

The purpose of this evaluation is to provide formative feedback to the team on both the content and delivery of this workshop. Your feedback will be aggregated with other participants' responses and shared with the developers to improve the workshop.

---

- 1) Please rate the value of each of the following aspects of the workshop using the scale from 1-3.

|                                   | Not at All Valuable | Somewhat Valuable | Very Valuable | Didn't Attend |
|-----------------------------------|---------------------|-------------------|---------------|---------------|
| Introduction                      | 1                   | 2                 | 3             | NA            |
| Module 1: Bias as a habit of mind | 1                   | 2                 | 3             | NA            |
| Module 2: Bias in evaluation      | 1                   | 2                 | 3             | NA            |
| Module 3: Bias in environment     | 1                   | 2                 | 3             | NA            |
| Module 4: Bias in interaction     | 1                   | 2                 | 3             | NA            |
| Conclusion                        | 1                   | 2                 | 3             | NA            |
| <b>Workshop Overall</b>           | 1                   | 2                 | 3             |               |

- 2) What is the **most important thing** you learned from participating in this workshop?

- 3) Would you **recommend** this workshop to a colleague?

- Yes  
 No

Please explain why or why not:



- 4) Please indicate your **level of knowledge** about each of these **concepts** BEFORE the workshop and NOW using the following scale:

0=No Knowledge    1=Little Knowledge    2=Some Knowledge    3=Much Knowledge

| Concepts           | BEFORE |   |   |   | NOW |   |   |   |
|--------------------|--------|---|---|---|-----|---|---|---|
| Expectancy bias    | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Competency bias    | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Role (in)congruity | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Stereotype priming | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Stereotype threat  | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Microaggression    | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |

- 5) Please indicate your **level of knowledge** about each of these **strategies** BEFORE the workshop and NOW using the following scale:

0=No Knowledge    1=Little Knowledge    2=Some Knowledge    3=Much Knowledge

| Strategies  | BEFORE |   |   |   | NOW |   |   |   |
|---|--------|---|---|---|-----|---|---|---|
| Recognize, label, and challenge stereotypes       | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Individuate and perceive variability              | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Implement evaluation practices that minimize bias | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Use diversity affirming primes                    | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Foster growth mindsets                            | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Take the perspective of others                    | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |
| Act to combat microaggressions                    | 0      | 1 | 2 | 3 | 0   | 1 | 2 | 3 |

- 6) Do you have additional comments about the workshop overall, including **suggestions for improvement**?

## Workshop Participant Interview Questions: looking for qualitative change in Engineering Departments after participation in Breaking the Bias Habit.

The purpose of this interview is to gain a deeper understanding of your experience with the WISELI Breaking the Bias Habit workshop that you participated in with your Department of \_\_\_\_\_ on (day) (month) (this year). If you recall, the workshop was in (room/building) and about ## of your colleagues were there.

This interview should take 45 minutes to 1 hour. First, I am going to ask about your department's climate overall, then I am going to ask questions to get a sense of what the workshop experience was like for you and your perception of how it's influenced your department or not.

### Climate Overall

*Campus Climate Network (2002) defines climate as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect." In short, how welcoming or inclusive overall your department feels.*

1. Overall, to what extent do you think that description applies to your department?
  - a. how welcome, included, and respected do you feel in your department?
  - b. Probe: Do you feel able to voice your opinions?
  - c. Probe: Do you feel you fit in and are accepted by others?

### Workshop Experience Grounding

2. Tell me about your workshop experience? What aspect of the workshop was most memorable?
  - [Probe: Concepts/Strategies? Research studies? Case study? Discussions with tablemates?]
3. After the workshop did you:
  - think about it?
  - discuss it with others?

### Change in Awareness of Bias

4. **Before the workshop**, to what extent were people in your department already aware of issues related to bias?
  - Has this been a topic in your department for a while or was it a somewhat new idea?



7/13/17

5. **Since** the workshop, what examples of bias are **you** noticing in your department?
- How do you think the workshop increased your awareness about bias?

#### Non-specific change in awareness/action

*[Researcher note: This section is looking for self-identified opportunities, to see what information comes to mind for the interviewee. The next section we prompt for specific opportunities based on examples from the workshop.]*

6. Thinking about your **department** in the week or two after the workshop, what aspects of the workshop do you think influenced others?
- Probe:*
- Did you notice that people talked about the workshop informally?
  - Was the workshop recapped or discussed at team/department meeting?
7. Do you think your **colleagues** are more aware of examples of bias in your department? Why or why not?
- Are you aware of anyone implementing the strategies to break the bias habit? Please explain?
8. What areas or opportunities in your department could you or others take action to break the bias habit or to identify and address bias in your department?

#### Specific Change in awareness/action

**Next, I'm going to ask you about a few potential areas where a department could take action to address bias. These areas are examples from the workshop, and not all of these areas may apply to your department, or you may not be involved with all of these areas. Tell us "not applicable" or "not involved" if that is the case.**

9. Are there any changes that you have noticed in departmental discussions?
- Do you think people are more aware of they say and how they say it?
    - Do people talk to you differently?
    - Do you talk to others differently?

[If no...]

- **How could your department reduce implicit bias in departmental discussions?**

9. Since the workshop, have you participated in any evaluation processes with other people in your department, like, like hiring, promotion or tenure, student recruitment or admissions, grant reviews, awards?

[If yes...]

7/13/17

- Have you noticed that people working to clarify criteria before the evaluation process?
- Have you noticed people trying to be more aware of how implicit bias might influence the process?

[If no...]

- For evaluation processes in the future, **can you think of anything that you or other people in your department could do that might reduce implicit bias?**

10. Have you noticed any changes in your department's physical environment?

- One example might be, department décor/pictures more representative/welcoming?

[If no...]

- **How could your department improve the physical environment by including diversity affirming primes or removing images that may implicitly send messages that do not affirm diversity?**

11. Are there any other changes that have you noticed in your department's climate overall since the workshop that you haven't already mentioned?

[If no...]

- **How could your department improve the climate overall in relation to addressing implicit bias?**

12. Because change can take time, are you aware of any long term plans to address implicit bias in your department? Please explain?

[If no...]

- **What could your department do in the long term to address implicit bias?**

13. Are you doing anything differently based on the suggested strategies from the workshop?

[If yes...]

- What have you tried doing differently based on suggestions from the workshop?
- Do you think it's going well? What is helping you to use these strategies?

[If no...]

- **What is making it difficult to use the strategies?**

14. What would help you improve your confidence or ability to practice strategies?

- More education, more workshops?
- Different environment/climate?
- Self? Change in attitude?

7/13/17

### Unintended Consequences

15. Overall, did your department support the workshop? Would you say there was a positive, or negative, or neutral reaction to the workshop? Please explain.

- (Probe: Are you aware of any negative or hostile reactions to the workshop?)

### Conclusion

16. **What could be different about the workshop to ensure it resonates throughout your department?**

- Do you have any other comments about the workshop and its impact on you and your department?
- What are you interested in learning more about?

Qualitative interview questions: qualitative experiences in Engineering Departments without participation in Breaking the Bias Habit.

The purpose of this interview is to gain a deeper understanding of your perceptions of the climate within your department. **Campus Climate Network (2002) defines climate as “Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.”** In short, how welcoming or inclusive overall your department feels.

*(If interviewee is confused about climate, specify that climate will be made a little clearer in future questions)*

For the next 20-30 minutes, I am going to ask you some questions about your experiences in your work environment.

Climate description

1. Overall, how welcome, included, and respected do you feel in your department?

*Probe: Do you feel able to voice your opinions?*

*Probe: Do you feel you fit in and are accepted by others?*

2. How does your departmental climate compare to the culture of UW-Madison Engineering overall?

3. Have you ever witnessed any biased or unfriendly behavior within your department?

*Probe: for example, jokes that rely on stereotypes, unfair evaluations, unequal treatment*

4. Have you noted any changes in the climate in the last year?

Change in Awareness of Bias

WISELI Breaking the Bias Habit workshop that some members of your department participated in on (day) (month) (this year). [Optional phrase: This training introduced implicit bias as a concept, and some strategies for reducing]

5. Have you heard anything about this workshop from colleagues about this workshop?

6. Since [month], have you noticed any positive or negative changes in departmental climate or policies? *(If interviewee already touched on these, add “I know you may have mentioned some of these earlier, so we’re just going to go into a bit more detail)*

*Probe: Evaluation processes, like hiring, promotion or tenure, student recruitment or admissions, grant reviews, awards?*

[If yes...]

- Have you noticed that people working to clarify criteria before the evaluation process?
- Have you noticed people trying to be more aware of how implicit bias might influence the process?

7/11/17

[If no...]

- Can you think of anything that you or other people in your department could do that might reduce bias in evaluation?

*Probe:* Have you noticed any changes in your department's physical environment, such as décor/pictures?

9. Are you aware of anything your department is currently working on or considering to address climate or bias issues? If so, please describe.

Potential for Change in Action (what could your department be doing?)

10. Do you have any recommendations for improving climate within the college of engineering?

Conclusion

11. Do you have any final thoughts about climate in your department or in the college of engineering?

## WISELI Survey: Implicit Bias and Stereotyping

Please indicate your level of agreement/disagreement with the following items. When we say “minority group,” we mean a group that has not historically been well-represented in Engineering, such as, but not limited to: racial/ethnic underrepresented minorities, women, people who are LGB and/or T, and persons with disabilities.

|  | Strongly Disagree        | Disagree                 | Slightly Disagree        | Neither Disagree nor Agree | Slightly Agree           | Agree                    | Strongly Agree           | Choose to not respond    |
|--|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I notice when others exhibit bias towards individuals from minority groups.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I could unintentionally behave in biased ways towards individuals from minority groups.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I consider discrimination against individuals from minority groups to be a serious social problem. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individuals from minority groups are overly sensitive about unintended offenses.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jokes that rely on stereotypes are offensive.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stereotyping is harmless.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When responding to the items above, did you have a particular “minority group” in mind? If so, which group(s)?

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For each ACTION presented, consider your confidence in engaging in the action, the risk/benefit of doing so, and whether you engage in the action regularly.

|   | Strongly Disagree        | Disagree                 | Slightly Disagree        | Neither Disagree nor Agree | Slightly Agree           | Agree                    | Strongly Agree           | Choose to not respond    |
|---|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>ACTION: Recognize when bias is occurring during an interpersonal interaction (e.g., during a department meeting)</b> |                          |                          |                          |                            |                          |                          |                          |                          |
| I want to do this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident I can do this  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would benefit from doing this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It would be risky for me to do this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I engage in this action on a regular basis  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>ACTION: Speak about equity in my workplace to my colleagues</b>  |                          |                          |                          |                            |                          |                          |                          |                          |
| I want to do this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident I can do this  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would benefit from doing this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It would be risky for me to do this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I engage in this action on a regular basis  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>ACTION: Challenge a personnel decision if I think it has been influenced by stereotypes</b>                          |                          |                          |                          |                            |                          |                          |                          |                          |
| I want to do this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident I can do this  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would benefit from doing this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It would be risky for me to do this   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I engage in this action on a regular basis  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Changes in department

Consider whether the following behaviors or processes have CHANGED in your department since your department participated in the *Breaking the Bias Habit* workshop on **May 16, 2017**. If you have seen a change, is the process less common, or more common? Please comment to give further explanation.

| Department Process   | NO CHANGE                | CHANGE: Less Common      | CHANGE: More Common      | Choose to not respond    | Comment |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------|
| Respectful interactions in department meetings   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Inclusive physical environments in common department areas   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Jokes or sarcastic comments about diversity and inclusion  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Spotlighting or targeting of women, minorities, or other individuals from minority groups                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |
| Explicit discussions of potential biases in department processes (e.g., admissions, hiring, promotion, awards) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |         |

## Demographic items

- What gender do you identify with?  Male  Female  \_\_\_\_\_  Choose to not respond
- Do you consider yourself to be non-white; that is, faculty or staff of color?  Yes  No  \_\_\_\_\_  Choose to not respond
- Is your employment category:  Faculty  Academic Staff  University Staff  \_\_\_\_\_  Choose to not respond
- Did you attend the “Breaking the Bias Habit” workshop on **DATE**?  Yes  No  \_\_\_\_\_  Choose to not respond

**Please share any other comments about the prevalence or reduction of implicit bias or stereotyping in your department.**