


Beyond Just Words: Moving from Bystander to Ally in the Academic Workplace

*AIM Network Meeting
October 11, 2022 (11:30 am ET)*

Christine Shea, Ph.D., Emeritus Professor, PI
Kate Siler, Program Director, Co-PI
UNH.ADVANCE@unh.edu
 Course Website: <https://www.unh.edu/include/>
 To Purchase: <https://license.unh.edu/product/includeu>

This material is based upon work supported by the National Science Foundation under grant #1726351




UNH.ADVANCE@UNH.EDU

Beyond Just Words: Moving from Bystander to Ally in the Academic Workplace


- National Science Foundation funded research project:
 - Bias incidents have a negative effect on workplace climate
 - Bystander intervention mitigates the negative impact of bias on workplace climate
 - Intervention is not binary
- Course shows how to intervene at various levels of risk

For further information about how you can implement this approach in your institution, please contact us at UNH.ADVANCE@UNH.EDU.

University of New Hampshire ADVANCE Funded by the National Science Foundation grant number 1726351




UNH.ADVANCE@UNH.EDU

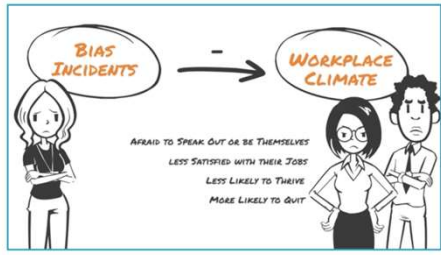


**IT Climate Surveys:
75% of faculty report having witnessed bias**

University of New Hampshire ADVANCE Funded by the National Science Foundation grant number 1726351




UNH.ADVANCE@UNH.EDU

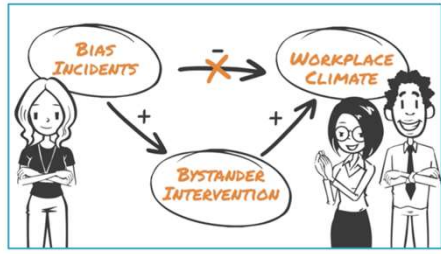


**IT Climate Surveys:
Bias Negatively Affects Workplace Climate**

University of New Hampshire ADVANCE Funded by the National Science Foundation grant number 1726351




UNH.ADVANCE@UNH.EDU



**IT Climate Surveys: Mitigating Effect of
Expected Bystander Intervention**

University of New Hampshire ADVANCE Funded by the National Science Foundation grant number 1726351



UNH.ADVANCE@UNH.EDU

Shea, C.M., Malone, M.F.T., Griffith, J.A., Staneva, V., Graham, K., & Banyard, V. (2021).

Please feel free to intervene: A longitudinal analysis of the consequences of the behavioral expectations of bystanders. *Journal of Diversity in Higher Education*, August 2021.

University of New Hampshire ADVANCE Funded by the National Science Foundation grant number 1726351

The vast majority of faculty report that no one intervenes in bias incidents.

University of New Hampshire ADVANCE | Funded by the National Science Foundation grant number 1726351.

Latané and Darley: The process of deciding whether or not to intervene

University of New Hampshire ADVANCE | Funded by the National Science Foundation grant number 1726351.

Our Partners

Act Frequency Methodology (Buss and Craik)

- Phase I: Act Nomination
- Phase II: Act Prototypicality
- Phase III: Scale Validation

Bystander Intervention Is not a Binary Phenomenon

University of New Hampshire ADVANCE | Funded by the National Science Foundation grant number 1726351.

Bystander Intervention Behavior Items – Confirmatory Factor Analysis

Construct	Indicator
Indirect Bystander Intervention Behavior ($\alpha = .93$)	Bringing attention to previously ignored points of view Suggesting a change to the process to make it more objective Redirecting attention to a less biased interpretation Structuring the discussion to give everyone equal voice Offering the target of incivility support Interrupting the incident to stop the problematic behavior Sharing your own experience as a target of incivility Discussing with colleagues what to do if it happens again Speaking to a trusted senior colleague after the fact Stating how a behavior has made you feel
Direct Bystander Intervention Behavior ($\alpha = .94$)	Informing the offender about why an attitude or behavior was inappropriate Speaking to the offender in private about his or her behavior Reminding the offender that a behavior is not consistent with our shared values Stating that a behavior is not consistent with the offender's values Telling the offender that the behavior was inappropriate Providing contradicting evidence Pointing out the biased behavior Asking the offender to apologize

Griffith, J.A., Malone, M.F.T., & Shea, C.M., (2021) From Bystander to ally among faculty colleagues: Construction and validation of the bystander intervention behavior scale. *Equality, Diversity and Inclusion: An International Journal*, September, 2021.

University of New Hampshire ADVANCE | Funded by the National Science Foundation grant number 1726351.

Many Types of Bystander Intervention

University of New Hampshire ADVANCE | Funded by the National Science Foundation grant number 1726351.

According to our Research, Risk Levels Vary

Higher Risk (Direct, Now)

Lower Risk (Indirect, Later)

University of New Hampshire ADVANCE | Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Amplifying
Expressing Harm
Seeking Support

Addressing the Environment
Addressing the Process
Supporting the Target

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

Sharing Your Own Experience
Pivoting
Clarifying

Introducing Factual Information
Disagreeing
Appealing to Shared Values
Arousing Dissonance

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

Educating
Censoring
Confronting the Offender

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

- ✓ Personal Traits
- ✓ Relationships
- ✓ Status in the Department

How each Individual Intervenes is a Personal Decision

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

Too Much Information and Not Enough Meaning

Confirmation Bias

Anecdotal Fallacy

Categorical Thinking

Similarity Effect

Our Course Starts with a Cognitive Approach

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

Negative Consequences of Cognitive Bias

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

Especially when Faced with the Unknown

University of New Hampshire ADVANCE
Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

The course consists of three modules

- MODULE 1** Bias Incidents in the Academic Workplace
- MODULE 2** How to Intervene When We See Bias Incidents
- MODULE 3** Scenarios and Approaches to Intervening

- Research based
- Web based, Self paced
- Animated

Bystander Intervention in the Academic Workplace

University of New Hampshire ADVANCE
Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Realistic Scenarios in Academic Contexts Where Bias Affects Decisions

University of New Hampshire ADVANCE
Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Faculty Search

Sharon Tobin, Associate Professor
Miles Lindsay, Full Professor
Margaret "Peggy" Parker, Full Professor
Daewoo Kim, Assistant Professor
Zoe Martin-Gibson, Assistant Professor

Cognitive Bias Example in a Faculty Search Committee Meeting

University of New Hampshire ADVANCE
Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

University of New Hampshire ADVANCE
Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Confronting the Offender

University of New Hampshire ADVANCE
Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Introducing Factual Information

University of New Hampshire ADVANCE

Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Faculty Meetings

Sam Baumgarten, Associate Professor

Yasmin Sasaki, Associate Professor

Blake Fuller, Full Professor

Zoe Martin-Gibson, Assistant Professor

Jada Robinson, Assistant Professor

Cognitive Bias Example in a Faculty Meeting

University of New Hampshire ADVANCE

Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Faculty Meeting

University of New Hampshire ADVANCE

Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Seeking Support

University of New Hampshire ADVANCE

Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Your Actions Impact Your Workplace

What Will You Do?

End with a Call to Action

University of New Hampshire ADVANCE

Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

Pilot Test Results

90% agreed the course increased their understanding of the **various ways to intervene** as a bystander

82% agreed the course increased **their ability to intervene** as a bystander to a bias incident

80% agreed the course increased their understanding of **how bias impacts the academic workplace**

University of New Hampshire ADVANCE

Funded by the National Science Foundation grant number 1726351.

UNH.ADVANCE@UNH.EDU

“ I took the training and found it very interesting. I have done several implicit bias trainings (I am a criminal defense attorney, and this is a very important topic for us) , and this was among the best- particularly because **strategies for action were provided together with the mandate that action must be taken** in some form when bias is present.”

-Cathy J. Green, Attorney, Shaheen & Gordon, P.A.

Testimonials

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

Hello and THANK YOU for putting together such a good - and engaging training program.

Because of this training, I felt confident enough to call out a case of bias, and stopped it before it became a problem. Before the training, I would have spent a ton of time arguing and getting nowhere. Thank you for empowering me to know how to respond.”

-Kelly Giraud, Associate Professor, NREN, UNH

Testimonials

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

“I am amazed that this training exists and is an expectation to participate in faculty committee search. **This information should be spread to other institutions of higher learning to reduce bias in the workplace.** I really connected to the material and the scenarios.”

“This was more useful than I expected!

“The course is professional and thoughtfully prepared. Production **quality is excellent and the content will be very helpful to faculty in any age group.** Bias and discrimination can be subtle - or obvious – and it always important to recognize and call this out.”

Testimonials

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.

UNH.ADVANCE@UNH.EDU

THANK YOU!

Email
UNH.ADVANCE@UNH.EDU

Course Website
<https://www.unh.edu/includeu/>

To Purchase
<https://license.unh.edu/product/includeu>

University of New Hampshire
ADVANCE

Funded by the National Science Foundation
grant number 1726351.