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

AIM Network Meeting
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Course Website: https://www.unh.edu/includeu/
To Purchase: https://license.unh.edu/product/includeu

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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.

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

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

Bystander Intervention Behavior Items – Confirmatory Factor Analysis

<table>
<thead>
<tr>
<th>Construct</th>
<th>Indicate</th>
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<tbody>
<tr>
<td>Indirect</td>
<td>Bringing attention to previously ignored points of view</td>
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<tr>
<td>Bystander</td>
<td>Suggesting a change to the process to make it more objective</td>
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<tr>
<td>Intervention</td>
<td>Restricting attention to a less biased interpretation</td>
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<tr>
<td>Behavior</td>
<td>Structuring the discussion to give everyone equal voice</td>
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<tr>
<td>(α = .83)</td>
<td>Offering the target of incivility support</td>
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<tr>
<td>Intervention</td>
<td>Interrupting the incident to stop the problematic behavior</td>
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<tr>
<td>Share your own experience as a target of incivility</td>
<td></td>
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<tr>
<td>Discussing with colleagues what to do if it happens again</td>
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<tr>
<td>Speaking to a trusted senior colleague after the fact</td>
<td></td>
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<tr>
<td>Stating how a behavior has made you feel</td>
<td></td>
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<tr>
<td>Direct</td>
<td>Informing the offender about why an attitude or behavior was inappropriate</td>
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<tr>
<td>Bystander</td>
<td>Speaking to the offender in private about his or her behavior</td>
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<tr>
<td>Intervention</td>
<td>Reminding the offender that a behavior is not consistent with our shared values</td>
</tr>
<tr>
<td>Behavior</td>
<td>Stating that a behavior is not consistent with the offender’s values</td>
</tr>
<tr>
<td>(α = .84)</td>
<td>Telling the offender that the behavior was inappropriate</td>
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<tr>
<td>Providing contradicting evidence</td>
<td></td>
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<tr>
<td>Pointing out the biased behavior</td>
<td></td>
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<tr>
<td>Asking the offender to apologize</td>
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According to our Research, Risk Levels Vary

Many Types of Bystander Intervention

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

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Addressing the Environment
Addressing the Process
Supporting the Target

Amplifying
Expressing Harm
Seeking Support

Sharing Your Own Experience
Pivoting
Clarifying

Introducing Factual Information
Diagnosing
Appealing to Shared Values
Arousing Dissent

Educating
Censoring
Confronting the Offender

How each Individual Intervenes is a Personal Decision

Our Course Starts with a Cognitive Approach

Confirmation Bias
Anecdotal Fallacy
Categorical Thinking
Similarity Effect

Negative Consequences of Cognitive Bias

Too Much Information and Not Enough Meaning
Especially when Faced with the Unknown

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Bystander Intervention in the Academic Workplace

The course consists of three modules:

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

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Realistic Scenarios in Academic Contexts Where Bias Affects Decisions

Cognitive Bias Example in a Faculty Search Committee Meeting

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Confronting the Offender

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Your Actions Impact Your Workplace

What Will You Do?

End with a Call to Action

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
Testimonials

“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

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

“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

THANK YOU!

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