**Group Problem-Solving**
**Examining Implicit Bias**

**Instructions:** Assign a recorder and a facilitator for the group problem-solving session. The facilitator should lead a discussion that involves all participants in your group. The recorder’s role is to document the specific strategies raised in your discussion so that these strategies may be collated and shared with you and your colleagues after the seminar. Recorder: Use the back of this sheet for your notes. **Your group will have 20 minutes for this case study.**

**Case Study**
Review potential instances of implicit bias in the scenario (see examples below) and discuss how issues raised in the scenario might have affected the review of Felicity’s case. *(Refer to the Tools Packet: “Tool for Identifying Implicit Bias.”)*

Use the following questions to discuss the excerpts below:

A. What might be the assumptions underlying the comments made by the committee member(s)?

B. How might you interrupt these instances of implicit bias? What would you say or ask the individual?

C. Research suggests that implicit bias is present in situations like this. Assuming that the chair would want to minimize such implicit bias during the review, discuss how an appropriate context could be set, what agreements could be made among the committee members and what procedures could be in place to reduce unintended consequences of implicit bias?

**Excerpts from the script:**

1. **Bill:** “I think it’s great that—Felicity has got these high-impact journals on here but I would like to see some more focused research.”

2. **Kyle:** “She’s spending too much time doing ‘diversity work.’”

3. **Kyle:** “I’m not saying anything about her being a mother! It’s amazing how she juggles everything, I don’t know how she does it. I love mothers!”
   **Bill:** “I am concerned about her grad students if she goes on leave so soon after establishing her lab. The burden of her lab will fall on those grad students, and, let’s face it, on those of us they see as substitute mentors.”
**Instructions:** Assign a facilitator and recorder for the group problem-solving session. The facilitator should lead a discussion that involves all participants in your group. The recorder’s role is to document the specific strategies raised in your discussion so that these strategies may be collated and shared with you and your colleagues after the seminar. Recorder: Use the back of this sheet for your notes. Your group will have 20 minutes for this case study.

**Case Study**
In the scenario, the Department Chair (Glen) began the meeting with these comments:

GLEN: “---So thanks for being here, everyone. I know it’s tough timing and I appreciate each of you agreeing to serve on this ad hoc committee to decide whether we should put Felicity Wu up for tenure this fall or prepare her file for Assistant Prof Step V. This shouldn’t take long: she joined us last summer straight from Microsoft as Assistant IV and the normative action at this point would be to solicit external letters if we’re going to pursue her promotion right away. Should we begin? Let’s start looking at Felicity’s publications…”

1. What could Glen do to improve his approach and facilitation of the meeting to ensure a fair review of Felicity’s case? What things might need to be said explicitly?

2. What would you do differently?

3. Research suggests that implicit bias is present in situations like this. Assuming that the chair would want to minimize such implicit bias during a review, discuss how an appropriate context could be set, what agreements could be made among the committee members and what procedures could be in place to reduce unintended consequences of implicit bias? *(Refer to Tools Packet: “Tool for Identifying Implicit Bias.”)*
Instructions: Assign a facilitator and a recorder for the group problem-solving session. The facilitator should lead a discussion that involves all participants in your group. The recorder’s role is to document the specific strategies raised in your discussion so that these strategies may be collated and shared with you and your colleagues after the seminar. Recorder: Use the back of this sheet for your notes. Your group will have 20 minutes for this case study.

Case Study
In the scenario, there were a number of microaggressions which surfaced. Discuss each of the statements or actions below and answer the following questions: (Refer to the Tools Packet: “Tool: Recognizing Microaggressions” and “Tool: Interrupting Microaggressions”):

A. What was the message that might have been sent to the recipient?
B. What impact might this microaggression have on the recipient?
C. How might you interrupt these microaggressions? What would you ask or say to the individual delivering these messages?

Focus on the impact these statements and actions have on the recipient, not the intent of the sender. (See Tools Packet: “Intent and Impact.”)

Review each of the script excerpts below. Answer the above questions for as many of these excerpts as you have time.

1. Kyle to Polloa: “Lighten up, Polloa. You don’t have to get so angry. We’re just having a discussion” and when Glen said to Polloa after Polloa defended Felicity’s research: “Take it easy, Polloa.”

2. Kyle to Polloa: “She’s spending too much time doing ‘diversity work.’ She spends more time on ‘diversity’ than you, Polloa, and she’s not even a ‘diversity hire’!”

3. After Judy makes a point about research findings of negative student comments on teaching evaluations of female professors, Glen interrupts her and makes the same point, when he says “I just heard on NPR about one of those studies that suggests that women are not regarded as highly as men in student evaluations.”
Group Problem-Solving
Case Study: Examining Microaggressions and Their Impact – Version II

Instructions: Assign a recorder and a facilitator for the group problem-solving session. The facilitator should lead a discussion that involves all participants in your group. The recorder’s role is to document the specific strategies raised in your discussion for reporting out this morning, and so that these strategies may be collated and shared with you and your colleagues after the seminar. Recorder: Use the back of this sheet for your notes. Your group will have 20 minutes for this case study.

In the scenario, READY TO VOTE, there were a number of microaggressions which surfaced. Discuss each of the statements or actions (listed at the bottom of this page) and answer the following questions:

Questions:

1. What other moments from the scenario would you have included (in the list below)?

2. What was the message that might have been sent to the recipient?

3. What might be the impact to the individual, or to those present, if these microaggressions are not interrupted?

4. How would you interrupt these microaggressions:
   - As Chair?
   - As a colleague?

5. What strategies, protocols, or best practices could be implemented to minimize microaggressions and/or implicit bias?

Focus on the impact these statements and actions have on the recipient, not the intent of the sender. (See Tools Packet: “Intent and Impact.”)

Actions/Statements:

- Judy being frequently interrupted by the other committee members.
- When Kyle says to Polloa: “Okay, take it easy.”
- When Polloa is told by another faculty member after his presentation that he is “articulate,” and he replies, “Thank you. I try to be articulate so...mission accomplished.”
**Group Problem-Solving**

**Valuing Contributions to Diversity**

**Instructions:** Assign a facilitator and a recorder for the group problem-solving session. The facilitator should lead a discussion that involves all participants in your group. The recorder’s role is to document the specific strategies raised in your discussion so that these strategies may be collated and shared with you and your colleagues after the seminar. *Recorder: Use the back of this sheet for your notes.*

**RECALL** the following moments from the scenario that allude to the bifurcation of excellence and diversity and can impede the valuing of diversity:

1. Kyle to Polloa: “*She’s (Felicity) spending too much time worrying about ‘diversity.’ We all want to bring in more minorities but we can’t compromise our standards. There just aren’t that many qualified Hispanics and African Americans out there. Remember how hard it was to find you, Polloa, even as a diversity hire!*”

2. Judy to the committee members: “If she (Felicity) spent half as much time on her research as she did on all this diversity work, she could be on the way to a really distinguished career.”

3. Kyle to the committee members: “…It’s about the science, right? Is it about who’s offering the most diversity or who’s offering the most cutting edge research?”

**REVIEW** this policy: APM – 210-1-d, Review and Appraisal Committees

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate’s qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California’s diverse population, or research in a scholar’s area of expertise that highlights inequalities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

**DISCUSS** ways in which the above policy can be more fully operationalized in your department *(Refer to the handout: Evaluating Contributions to Diversity)*

1. What constitutes contributions to diversity and equal opportunity in your own department? What are some of your criteria and practices?

2. In what specific ways has your department implemented the above policy in review processes? How might you incorporate the recommendations in the handout into your process?

3. What would have to change in your department for this policy to be fully operationalized?

4. Pick one scenario example above to examine the message behind the statement, and how you would, if you were chair, reframe or interrupt this “microaggression.” *(Refer to the Tools Packet: “Tool: Recognizing Microaggressions” and “Tool: Interrupting Microaggressions.”)*