

Unconscious Bias; considerations and top tips for HE.

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Sandy Sparks

sandy.sparks@warwick.ac.uk

LDA, RAS



Reality =

- 79.5 % male
- 93.7% white (among UK nationals
– 86.0% white among non-UK nationals)
- 97.6% non-disabled
- 95.8% over 40

Equality in higher education: statistical report 2013

What is Unconscious Bias?

Unconscious bias refers to a bias that we are *unaware of*, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our **background, cultural environment** and **personal experiences**

(ECU: 2013 *Unconscious bias in higher education*)

Examples of unconscious bias

General

- Marketing / Website / Publicity
- Meetings – timings & scheduling
- Guest speakers / lectures – diversity
- Research Project – advisory group / steering group
- Teaching – cases studies

Recruitment of staff

- Difference in ratios between applications, shortlisting, interviewing & appointments
- Adverts visible to under-represented groups
- Criteria for person spec – essential criteria
- Use standard application not CV's
- Anonymous shortlisting
- Interview panel – verbal commitment to equality, consider similarities, objective rather than subjective, reps, single gender on panel

Promotion of staff

- Gender differences in proportion of male & female staff self nominating / being nominated for promotion & rates of success
- Difference by gender of time spent at each grade for academic staff
- Clear objectives
- Also merit pay

Staff appraisals

- Monitor the appraisal process among staff
- Gender difference in the outcomes of appraisals
- Appraisal recognises the variety of work – Research, Teaching, Outreach, Admin responsibilities

Workload allocation

- Gender difference in time allocated to various work areas - Research, Teaching, Outreach, Admin responsibilities
- Volunteering or carry out work that is more positive to career progression or for work that is not highly valued
- Process staff are allocated teaching responsibilities
- Ensure admin work is not disproportionately allocated to certain groups of staff

Student admissions

- Offer & acceptance rates
- Images / publicity – inclusive & representative
- Female staff on open days / Roles in dept
- Names / address / foreign or local qualifications

Students assessments

- Difference in attainment between genders in different modules, course work, year-end assessments & final degree class
- Anonymous marking/ second marking
- Group work – diversity
- Look at feedback given to different groups of students

#WarwickRespects

8 simple messages

1. Start with the basics
2. Remember we are all different
3. Be self-aware
4. Develop your communication skills



5. What does respect mean in your local place of work / study
6. Take time to connect with and support others across the community
7. Don't be a bystander
8. Lead with respect



Mitigate

Mitigate the impact / increased awareness of strategies to manage our brain shortcuts

- Micro v macro situations
- In-group v out-group
- Confirmation bias

What you can do?

- Be awareness/ conscious
- Considerations
- Small changes
- Pragmatic
- Challenging stereotypes and counter stereotypical information
- Using context to explain a situation
- Changing perception and relationship with out-group members
- Being an active bystander
- Improving processes, policies & procedures

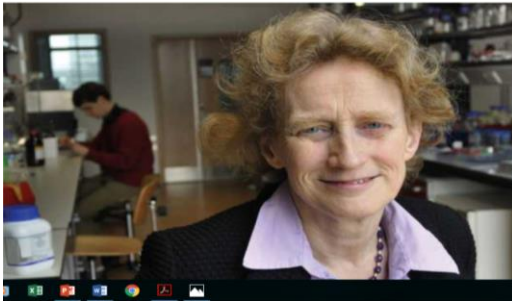
Women trail men in securing research council grants

Research Councils UK analysis reveals gender difference in success rates

March 13, 2014



By Holly Elze
Twitter: @HollyElze



Literature

Harvard Business Review

Women Rising: The Unseen Barriers

By Herminia Ibarra, Robin J. Ely, and Deborah M. Kubb
FROM THE SEPTEMBER 2012 ISSUE



Many CEOs who make gender diversity a priority—by setting aspirational goals for the proportion of women in leadership roles, insisting on diverse slates of candidates for senior positions, and developing mentoring and training programs—are frustrated. They and their companies spend time, money, and good intentions on efforts to build a more robust pipeline of upwardly mobile women, and then not much happens.

The problem with these leaders' approaches is that they don't address the often fragile process of coming to see oneself, and to be seen by others, as a leader. Becoming a leader involves much more than being put in a leadership role, acquiring new skills, and adapting one's style to the requirements of that role. It involves a fundamental identity shift. Organizations inadvertently undermine this process when they advise women to proactively seek leadership roles without also addressing policies and practices that communicate a mismatch between how women are seen and the qualities and experiences people tend to associate with leaders.



"Not for people like me?" Under-represented groups in science, technology and engineering

A summary of the evidence: the facts, the fiction and what we should do next



Female success rate dips to 10 per cent in latest ERC grant round

Women made only 13 per cent of applications to flagship scheme for senior research leaders, council points out

June 30, 2015



By Paul Jupp
Twitter: @PaulJupp



**What can you do / change /
adapt / recommend?**

Summary

- We all have unconscious biases and we are all affected by bias
 - We can take action to manage the impact on our behaviour and decision making
 - It's up to individuals to decide what action to take
1. Introduction to Unconscious Bias
 2. Examples of Unconscious Bias
 3. Mitigating Unconscious Bias

Resources

ECU link <http://www.ecu.ac.uk/>

Unconscious bias in HE Literature review <http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/>

Harvard Implicit Association tests measure UB

<https://implicit.harvard.edu/implicit/takeatest.html>

University of Warwick moodle on Unconscious Bias

<http://moodle.warwick.ac.uk/course/view.php?id=16829#section-2>

Women Rising: The Unseen Barriers – H Ibarra, R Ely & D Kolb. Harvard Business Review, September 2013

<https://hbr.org/2013/09/women-rising-the-unseen-barriers>

WISE Not for people like me ; under-represented groups in Science, technology & engineering. Prof A MacDonald

https://www.wisecampaign.org.uk/uploads/wise/files/not_for_people_like_me.pdf

Times Higher Education, March 2014

<https://www.timeshighereducation.co.uk/news/women-trail-men-in-securing-research-council-grants/2012026.article>

Times Higher Education, June 2015

<https://www.timeshighereducation.com/news/female-success-rate-dips-10-cent-latest-erc-grant-round>