Doing and Undoing Bias in Academia

Objectives

The participants will learn to identify distinct patterns of gender bias in academia and to get ideas how to react and interact when being affected by gender biases in daily academic interaction. Possible survival strategies are offered so that participants can apply and adapt them for their personal career and action strategies within academia.

Introductory Notes

Gender biased interaction in academia is a severe problem that affects the careers of women negatively in a way that it can slow down the career and even strongly damage it. Therefore it is important to enable women to be aware of possible gender biases being "at work" in academia so that they can identify gender biases and develop survival strategies against them.
Gender biased interaction can be overt sexism, but also subtle stereotyped misconceptions about women scientists that are grounded in implicit but pervasive cultural stereotypes that portray women as less competent but simultaneously emphasize their alleged female stereotyped features. Subtle gender biases that are based on these stereotypes are exhibited in principle by both men and women (cf. Moss-Racusin 2010).

Central for this session is the websites platform "The Gender Bias Learning Project" that was developed within the Center for WorkLife Law at UC Hastings College of the Law. The platform offers a gender bias training in order to enable women to act and react when being confronted with gender biased interaction. The training provides examples of possible forms of reactions in a way
(a) that the bias become apparent and visible for the persons involved in the interaction
(b) that the career at long term is not at risk to be damaged due to gender bias patterns.

The website shows 4 different patterns of gender biases that are illustrated by a series of animated video scenarios. Additionally the training provides survival strategies for handling each type of bias that is presented and discussed in video clips from interviews with gender bias experts.

Gender bias is explained as being not stemming:

> *from malevolence, but from the perceived mismatch between the "typical woman" and the requirements of jobs that historically were held by men such as professor, scientist,*

and investment banker. […] Gender bias takes many forms, some obvious and others subtle (http://www.genderbiasbingo.com/gender-bias/, retrieved 05.09.2017).

Examples are:

- *Objective rules applied rigidly to women but leniently to men*
- *The persistent assumption that a mother is home with her children when she is at a committee meeting, presenting at a conference, or home writing her book*
- *An atmosphere where women are accepted only if they cater to the comfort levels of men who expect them to play traditionally feminine roles (http://www.genderbiasbingo.com/gender-bias/, retrieved 05.09.2017)*

In-Class-Time

150-180 minutes, depending on length of the group work time slot, including 30 minutes break

Schedule and Teaching Instructions

Preparation for the session:
Be sure that the participants have at least 4 computer at their disposal and that there is internet access.

Homework for the participants in preparation for the session:

- Read the article of Moss-Racusin (2012)
- Bring a computer, tablet or the like

Group Work:

60–75 minutes

Explain briefly the "The Gender Bias Learning Project". Build 4 groups and make sure that in every group there is computer with internet access so that the participants can watch the videos.
Distribute the group work sheet.
Exercise on Work Sheet in groups.

Participants' Break:

30 minutes

Group Presentation:

60-75 minutes

Each group has 15 minutes including questions for understanding of the other groups.
In the presentation the groups should

1) Sum up the bias mechanism showed in the videos for the others.
2) Present results of the discussion on survival strategies. Present new ideas or situations they have come across.

Work Sheet: Doing and Undoing Bias in Academia

Form 4 groups and watch the video clips with the respective 3 scenarios together.
Each group will work on one pattern.

Group 1: Prove it Again!
http://www.genderbiasbingo.com/prove-it-again/#.WX7wlXpjK6U

Group 2: The Double Bind
http://www.genderbiasbingo.com/double-bind/#.WX70UnpjK6U

Group 3: The Maternal Wall
http://www.genderbiasbingo.com/maternal-wall/#.WX7zNnpjK6U

Group 4: Gender Wars
http://www.genderbiasbingo.com/gender-wars/#.WX71A3pjK6V

After having watched the films exchange and discuss:

- Have you experienced or observed this kind of bias at your university?

Have a look at the expert videos on Survival Strategies for your respective pattern:
http://www.genderbiasbingo.com/prove-it-again/#.WX7wlXpjK6U

- Which of these suggestions suits you?

Prepare a short summary of your ideas for the plenary discussion. If possible, use an example from your own. You can also play a sketch.

Obligatory Reading

Moss-Racusin, Corinne et al. (2012): Science faculty's subtle gender biases favor male students. In: *Proceedings of the National Academy of Sciences* 109 (41): 16474-16479.

Further Reading

Ecklund, Elaine Howard; Lincoln, Anne E.; Tansey, Cassandra (2012): Gender Segregation in Elite Academic Science. In: *Gender & Society* 26: 693-717.

Etzkowitz, Henry et al. (1994): Barriers to Women in Science and Engineering, In: *Who Will Do Science? Educating the Next Generation*. Willie Pearson Jr., Irwin Fechter (eds.), Baltimore: Johns Hopkins University Press: 43-67.

Roos, Patricia A.; Gatta, Mary L. (2009): Gender (in)equity in the academy: Subtle mechanisms and the production of inequality. In: *Research in Social Stratification and Mobility* 27 (2009) 177–200.

Zuckerman, Harriet, Cole, Jonathan, Bruer (1991): The outer circle. Women in the Scientific Community.

Additional Resources and Materials

The Gender Bias Learning Project: http://www.genderbiasbingo.com/