

### **Vignette #1**

You are chair of the search committee to hire a new faculty member in your department. Your department (and discipline) has been criticized for its lack of diversity and inclusive culture for years. Some in the department feel that diversity should be an explicit goal of the hiring process. Others express the view that we shouldn't be thinking about diversity and that the process needs to focus on hiring "the most qualified candidate - regardless of their identity." You ask a woman of color from a different department who has experience being on several other departments' search committees to join the search committee as a "diversity liaison".

- How might bias be present in this scenario?
- How could you apply the tools and strategies learned today to mitigate implicit bias in this process and to produce better outcomes?
  - How could you improve the CONDITIONS?
  - How could you apply the INDIVIDUAL STRATEGIES?
  - How could you apply the INSTITUTIONAL STRATEGIES?

*Strategies can be found on [Page 3](#)*

### **Vignette #2**

You and one of your brightest graduate students are preparing to present your work at a symposium at one of the largest marine science conferences in your field. Your student, who is African American, usually wears her hair naturally in an afro style. She finds it easier to manage this way, and she cannot afford the time or money to keep straightening or otherwise processing her hair when she goes diving and does field work. You take her to the side a few weeks before the conference to offer some advice that she may want to straighten her hair, braid it, or otherwise make it more professional before presenting in the symposium. You assure her that you are completely fine with however she wears her hair, but that you would like to prepare her so that she can be taken seriously by her future scientific colleagues and make the best impression possible in this big academic opportunity.

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### **Vignette #3**

You are on the graduate admissions committee for your department. As a prelude to discussing the applicants, the committee chair is discussing the structural barriers that prevent students of color - particularly African American, Native American, and Latinx students - from succeeding in college and going to graduate school.

You've sometimes thought to yourself, "African American, Native American, and Latinx students aren't well represented in college and grad school because their cultures, as a whole, don't value education as much as other groups. So they often aren't motivated to apply to good colleges or pursue grad school."

Another faculty member, who is Latina, comments that everyone has the same access to education, and since she went to public school in a low-income community and then to a state school it shows that anyone can succeed if they work hard enough.

The Chair hesitates, and it seems like he doesn't know how to respond without making it seem that the female faculty member is an exception.

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**Strategies for Breaking the Bias Habit<sup>®</sup>**

**Conditions**

1. Lack of Time
2. Fatigue
3. Stress
4. Distraction

**Individual Strategies**

1. Individualizing
2. Situational Explanations
3. Expanding Exposure
4. Perspective Taking
5. Stereotype Replacement

**Institutional Strategies**

1. Collect data
2. Affirmatively state and pursue equitable outcomes
3. Involve a diverse cross-section of decision-makers
4. Doubt objectivity and test for bias
5. Educate a critical mass about bias
6. Collect data (again!) and evaluate outcomes