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Short cuts can lead to biased assessments (either positive or negative) in evaluation if we are not motivated to avoid them and skilled in doing so. These shortcuts can lead to erroneous conclusions that candidates are unqualified or a bad fit. They can also adversely affect the fairness and equity of a review process.

- **Snap Judgments** – Making judgments about the candidate with insufficient evidence. Dismissing a candidate for minor reasons or labeling a candidate "the best" and ignoring positive attributes of the other candidates. Having a covert agenda furthered by stressing something trivial or focusing on a few negatives rather than the overall qualifications. Often occurs when the hiring or review process feels rushed.

- **Ettist Behavior** (also called "Raising-the-Bar") – Increasing expectations for women and underrepresented minority candidates because their competency doesn't strike committee members as trustworthy. Downgrading the qualifications of women and minorities, based on accent, dress, and demeanor. In short, uneven expectations based on a candidate’s social identity.

- **Negative Stereotypes** – Characterized by presumptions of incompetence. Research shows that the work of women and underrepresented minorities is scrutinized much more than majority faculty, at all stages of an academic career.

- **Positive Stereotypes** – Dominant group members are automatically presumed to be competent. Such a member receives the benefit of the doubt, negative attributes are glossed over and success is assumed. Also called the "original affirmative action" because dominant group members are automatically presumed qualified and thereby given an unearned advantage.

- **Cloning** – Replicating oneself by hiring someone with similar attributes or background. Also refers to undervaluing a candidate’s research because it is not familiar, as well as expecting candidates to resemble someone whom the search committee is replacing. Cloning limits the scope and vision of approaches and perspectives in research, teaching and service.

- **Good Fit/Bad Fit** – While this judgment may be about whether the person can meet the programmatic needs for the position, it often is about how comfortable and culturally at ease one feels with her/him.

- **Wishful Thinking** – Insisting racism, sexism, and other forms of prejudice no longer exist.

- **Euphemized Bias**: Members of dominant groups are evaluated based on their potential whereas underrepresented groups are judged on their accomplishments and their track record only. For example: “He has vision” or “She lacks vision.”

- **Star**: Used when the speaker is an infatuated fan of the candidate under consideration. (For example: “It’s clear he’s a rock star”.) Others should ask the speaker to explain his/her use of the term and support it with evidence.

- **Committed, single-minded focus or hard-worker**: These terms could be used to exclude those who have demanding family commitments, cloaking a bias against care-givers.

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## Tool: Interrupting Microaggressions

### Microaggression Example and Theme

<table>
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<tr>
<th>Example</th>
<th>Third Party Intervention Example</th>
<th>Communication Approach</th>
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<tr>
<td>Aliens in What a World Land</td>
<td>Am I just curious? What makes you ask that?</td>
<td>Imagine: Ask the speaker to elaborate. This will give you more information about where s/he is coming from, and may also help the speaker to become aware of what s/he is saying.</td>
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<td>Assumption of Competence</td>
<td>I heard you say that all Asians are good in math. What makes you believe that?</td>
<td>Key Phrases: “Say more about that.” “Can you elaborate on your point?” “It sounds like you have a strong opinion about this. Tell me why.”</td>
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<td>Color Blindness</td>
<td>So, what do you believe in? Can you elaborate?</td>
<td>“What is it about this that concerns you the most?”</td>
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<td>Myth of Meritocracy</td>
<td>So you feel that everyone can succeed in this society, if they work hard enough. Can you give me some examples?</td>
<td>Paraphrase/Reflect: Reflecting in one’s own words the essence of what the speaker has said. Paraphrasing demonstrates understanding and reduces defensiveness of both you and the speaker.</td>
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<td>Pathologizing Cultural Values/Communication Styles</td>
<td>It appears you were uncomfortable when _____ said that. I’m thinking that there are many styles to express ourselves. How can we honor all styles of expression—can we talk about that?</td>
<td>“So, it sounds like you think…” “You’re saying… You believe…”</td>
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<tr>
<td>Second-Class Citizen</td>
<td>I’m wondering what message this is sending her. Do you think you would have said this to a white male?</td>
<td>Reframe: Create a different way to look at the situation.</td>
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<tr>
<td>Second-Class Citizen</td>
<td>I was so upset by that remark that I shut down and couldn’t hear anything else.</td>
<td>Use impact and “I” statements: A clear, non-threatening way to directly address these issues to focus on oneself rather than on the person.</td>
</tr>
<tr>
<td>Second-Class Citizen</td>
<td>When I hear that remark, I’m offended too, because I feel that it marginalizes an entire group of people that I work with.</td>
<td>“It sounds like you feel…”</td>
</tr>
<tr>
<td>Second-Class Citizen</td>
<td>Make a racist, sexist or homophobic joke.</td>
<td>You’re saying… You believe…</td>
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### Relevant Literature


### Impact Model

**Intent and Impact: A Tool for Recognizing Impact**

When we do or say something, there is always an impact. Many times, we assume the behavior has the intended consequence, e.g., we expect the result. Sometimes, however, there is an unintended consequence.

When it is negative, for example, someone was hurt or offended by our action, we may respond to that person based on our intention, e.g., “I didn’t mean it” or “I didn’t intend for this to happen.” It is natural. This might make us feel better because we have communicated our intent, but it usually does nothing for the recipient of our action who felt its impact.

Rather than focusing on our intent, if we focus on the action and acknowledge the “negative” impact on the person, saying, for example, “I know this bothered you and I won’t do it again” or “I apologize for doing this,” we take responsibility for the action and deal directly with the issue.

In as diverse an academic environment as the University of California, we cannot assume to know everything about what is appropriate for every culture. If we keep in mind that “we do not know what we do not know” and that sometimes our actions may inadvertently cause people pain, we can acknowledge that pain and take the opportunity to learn from our experiences.
Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical. Below are common themes to which microaggressions attach.

**THEMES**
**MICROAGGRESSION EXAMPLES**
**MESSAGE**

**Asian in One’s Own Land**
When Asian Americans, Latino Americans, and others who look different or are named differently from the dominant culture are assumed to be foreign-born

- “Where are you from or where were you born?”
- “You speak English very well.”
- “What are you? You’re so interesting looking!”
- A person asking an Asian or Latino American to teach them words in their native language.
- Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.

You are not a true American.
You are a perpetual foreigner in your own country.
Your ethnic/racial identity makes you exotic.

**Astension of Intelligence**
Assigning intelligence to a person of color or a woman based on his/her race/gender

- “You are a credit to your race.”
- “Wow! How did you become so good in math?”
- To an Asian person, “You must be good in math, can you help with this problem?”
- To a woman of color: “I would have never guessed that you were a scientist.

People of color are generally not as intelligent as Whites.
All Asians are intelligent and good in math/science.
It is unusual for a woman to have strong mathematical skills.

**Ascription of Injustice**
Assigning intelligence to a person of color or a woman based on his/her race/gender

- “You are a credit to your race.”
- “Wow! How did you become so good in math?”
- To an Asian person, “You must be good in math, can you help with this problem?”
- To a woman of color: “I would have never guessed that you were a scientist.

People of color are generally not as intelligent as Whites.
All Asians are intelligent and good in math/science.
It is unusual for a woman to have strong mathematical skills.

**Criminality/Assumption of Criminal Status**
A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.

- A White man or woman dutchess his/her purse or checks wallet as a Black or Latino person approaches.
- A store owner following a customer of color around the store.
- Someone crosses to the other side of the street to avoid a person of color.
- While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs.

You are a criminal.
You are going to steal you are poor, you do not belong.
You are dangerous.

**Denial of Individuality**
Racism/Sexism/Heterosexism Denying the individual as a racial/cultural being

- “I’m not racist! I have several Black friends.”
- “As a woman, I know what you go through as a racial minority.”
- To a person of color: “Are you sure you were being followed in the store? I can’t believe it.”

I could never be racist because I have friends of color.
Your racial oppression is no different than my gender oppression. I can’t be a racist, I’m like you.
Denying the personal experience of individuals who experience bias.

**Sexual/sexist/heterosexist language**
Terms that exclude or degrade women and LGBT persons

- Use of the pronoun “he” to refer to all people.
- Being constantly reminded by a coworker that we are only women.
- Being forced to choose Male or Female when completing basic forms.
- Two options for relationship status: married or single.
- A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay.

Female experience is invisible.
LGBT categories are not recognized.
LGBT partnerships are invisible.
Men who do not fit male stereotypes are inferior.

**Myth of Meritocracy**
Statements which assert that race or gender does not play a role in future success, for example in issues like faculty demographics.

- “I believe the most qualified person should get the job.”
- “Of course he’ll get tenure, even though he hasn’t published much—he’s Black.”
- “Men and women have equal opportunities for achievement.”
- “Gender plays no part in who we hire.”
- “America is the land of opportunity.”
- “Everyone can succeed in this society, if they work hard enough.”
- “Affirmative action is racist.”

People of color are given extra unearned benefits because of their race.
The playing field is even if women cannot make it; the problem is with them.
People of color are lazy and/or incompetent and need to work harder.

**Traditional Gender Role**
Prejudicing and Stereotyping Occurs when expectations of traditional roles or stereotypes are conveyed.

- When a female student asks a male professor for extra help: “What do you need to work on this for anyway?”
- “You’re a girl, you don’t have to be good at math.”
- A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger.
- An advisor asks a female student if she is planning on having children while in post-doctoral training.
- Shows surprise when a feminine woman turns out to be a lesbian.
- Labeling an assertive female committee chair/dean as a “lady.”

Women are less capable in math and science.
Women should be married during child-bearing ages because that is their primary purpose.

**Pathologizing Cultural Values/Communication Styles**
The notion that the values and communication styles of the dominant/White culture are ideal/normal.

- To an Asian, Latino or Native American, “Why are you so quiet? We want to know what you think. Be more verbal.”
- Asking a Black person, “Why do you have to be so loud/uninhibited? Just calm down.
- “Why are you always angry?”
- “Dominant race/culture” is brought up in the classroom discussion.
- Dismissing an individual who brings up race/culture in workplace setting.

Assimilate to dominant culture.
Leave your cultural baggage outside.
There is no room for difference.

Adapted from Sue, Derald Wing: Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.
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