

ADVANCE GSE Program Workshop Bystander Intervention and Bias in the Academic Workplace

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Bystander

- Bystander research began in 1960 when observers of a horrible rape and murder in NYC failed to do anything to help the victim
- Bystanders have come to be seen as an untapped opportunity to, for example, prevent sexual assault and rape crimes
- Are our academic colleagues also an underutilized source of support in instances of bias against women and underrepresented minorities?

In this session

- Hear about preliminary research findings about bystander intervention in bias incidents in the academic workplace
- Learn common barriers to bias intervention, identify concrete strategies for overcoming these barriers and apply the strategies to personal examples.
- Participate in interactive improvisational theater opportunity for audience members to practice bystander intervention responses

Based on UNH's Prevention Innovations Group work, we developed measures:

- How often in the past year have **you witnessed...**
- How often in the past year have **you done or said something** when...
- How likely are your department **colleagues to do or say something** when...

Witnessing Bias Scale Items

1. How often in the past year have you heard faculty making insensitive or disparaging comments about someone because of their gender, disability status, sexual orientation, or race or ethnicity?
2. How often in the past year have you had the chance to support someone who raised issues about the unequal treatment of underrepresented minorities (based on gender, disability status, sexual orientation, or race or ethnicity)?

Scale Items (continued)

3. How often in the past year have you heard a co-worker seeming to imply that underrepresented minorities (because of her or his gender, disability status, sexual orientation, or race or ethnicity) are not as strong in their field?
4. How often have you observed a coworker being isolated and you thought it was at least in part because of her or his gender, disability status, sexual orientation, or race/ethnicity?

Scale Items (continued)

5. How often in the past year have you observed a coworker being pressure to do additional work (because of her or his gender, disability status, sexual orientation, or race/ethnicity)?

Most Faculty report Having Witnessed at Least One Bias Incident

- 55% of respondents witnessed at least one bias incident in the workplace in the past year.
- Witnessing bias was negatively significantly related to overall job satisfaction.

Members of Underrepresented Groups More Likely to Witness or Recognize Bias

- Gender:
Women vs men (60 vs 55%)
- Race and ethnicity:
Minority vs white (70 vs 55%)
- Sexual Orientation:
LGBTQ vs heterosexual (75 vs 52%)

Training on Implicit Bias May Help Faculty Recognize Bias Incidents

Training:

At least 1 vs no training (71% vs 52%)

About 2/3 of Faculty Bystanders Intervene

- Extent to which bystanders report ‘fitting’ in their department is significantly **negatively** related to likelihood of intervening

But

- Tenure **increases** the likelihood of intervening.

Opportunity

Faculty who are not underrepresented by virtue of their gender, race/ethnicity, or sexual orientation (i.e., the majority of faculty) represent an untapped potential of bystanders who can be trained to recognize and intervene to reduce bias incidents in the academic workplace.

Up Next:

- Stephanie Goodwin –
Confronting Prejudiced Response Model - Learn common barriers to bias intervention, identify concrete strategies for overcoming these barriers and apply the strategies to personal examples.
- David Kaye and Gretal Leibnitz –
Participate in interactive improvisational theater opportunity for audience members to practice bystander intervention responses