

Describe the concept. If already in use here or elsewhere, please indicate this.

From 2010-2012, WISELI (Women in Science & Engineering Leadership Institute) delivered a 2.5 hour interactive workshop about implicit gender bias (called “Breaking the Bias Habit”) to faculty in 46 departments in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) fields at UW-Madison. These 46 departments were pair-matched with another 46 STEMM departments that did not receive the implicit bias training. Our experimental study showed that the workshop improved motivation and self-efficacy to act without bias, increased anti-bias actions when greater than 25% of the department attended the workshop, had significant positive effects on overall department climate, and had positive effects on hiring of women and under-represented minority faculty in the experimental departments (Carnes et al 2015; Forscher 2015).

These remarkable results, combined with increasing calls by students, faculty and staff to provide “racial awareness and inclusion curriculum and trainings” for all members of our UW-Madison community (Wisconsin State Journal 12-11-15; Karl Broman blog entry 4-4-16; R.E.E.L. Change, Initiative 17), lead to this proposal to expand WISELI’s “Breaking the Bias Habit” workshop by investing in the creation of new modules for the curricula that address a wider variety of group biases (with a primary focus on racial/ethnic implicit bias) and a wider variety of audiences (e.g., undergraduate student in classrooms, student organization leaders, graduate students, academic staff lab scientists, academic staff advisors, departmental administrators (including financial specialists, etc.), academic staff instructors, and faculty.)

This plan additionally requires expanding the pool of trained and engaging speakers who can present these workshops to their peers, as well as evaluating and studying the effectiveness of these efforts over time. Eventually, we hope to have a 3-hour curricula that could work for **ANY** group on our UW-Madison campus.

How would this affect cultural change on campus?

Our research shows that educating faculty about the origins of implicit gender bias, demonstrating how it plays out in specific work settings, and sharing strategies for mitigating the role of bias significantly impacts faculty behaviors, in that it reduces the influence of bias (for example on hiring) and improves climate in academic settings. To our knowledge, this is the only intervention experimentally-shown to create these positive effects. We expect that educating our entire campus community about implicit biases (particularly focusing on race/ethnicity, but also including gender, disability, and LGBT where the research permits) will create similar changes in personal behaviors that lead to acting without bias and contribute to an improved climate for all.

For new ideas, how would you propose piloting this idea to see if it would work? If the idea is already in use at UW-Madison, how would you propose expanding or altering this program for greater impact?

The current format of the “Breaking the Bias Habit” workshop, a modular workshop with 5 parts, can serve as a shell or template for creating new workshops on a variety of topics. Of the five modules, three will require only minor adjustments to broaden the biases discussed, and target specific audiences. Two modules will require major adjustments, including combing through new literatures for

appropriate research studies, writing new case studies, and potentially creating new Implicit Association Tests for participants.

In addition to the curricular changes, we propose to expand the pool of trained and engaging speakers who can present these workshops to their peers by developing and conducting “train-the-trainer” style sessions for selected representatives of various campus groups (e.g., faculty, staff, graduate students, undergraduate students.)

We propose to pilot this effort first in the College of Engineering. The College has already called for implicit bias training for **ALL** CoE members (4-6-16 letter from CoE Dean Robertson and all chairs). We will design modules for use with different populations within the College, create a group of well-trained presenters within the College, and evaluate the programming and its outcomes within the College. Within three years, we expect that all CoE faculty, staff and students will have had exposure to one or more of these implicit bias workshops, and we can begin offering these curricula to other units outside of Engineering.

What resources would be needed to implement your suggestion?

To accomplish this goal, we are requesting a (total) budget of \$230,383, that consists of the following general categories:

1. Staff time. We request funds for a 50% graduate student Project Assistant for three years. We also request 10% of Eve Fine’s salary. Jennifer Sheridan’s time on the project is subsumed under her salary provided by campus. The total request for Staff time is \$133,814 (including salary, fringe, and tuition for the PA). This staff time will be directed towards performing literature reviews, locating relevant data, developing new case studies, and organizing and leading the efforts.
2. Peer Presenters. The current WISELI staff does not have the capacity to deliver all manner of “bias literacy” workshops to different groups within Engineering and ultimately across campus. We need to bring new and diverse presenters into the mix. We propose to provide faculty and staff presenters with a small amount of funds (the equivalent of funds to travel to one conference per year) to compensate them for their time each year of participation. We propose \$20,000 over three years for this purpose (\$2000/person for 10 individuals).
3. Evaluation. Evaluation is an essential element of producing and implementing these workshops. Formative evaluation of pilot presentations as we are developing the content, combined with ongoing evaluation to ensure the continued quality of the programming (not to mention measurement of impact and change) are essential. We propose to increase the time that LEAD Center evaluators spend with WISELI to cover these evaluation needs. Cost: \$72,570.
4. Supplies/Equipment. We request a modest allowance for supplies and equipment. \$5,000 over three years.

If this proposal was developed in partnership with any other organizations, please list them below.

The College of Engineering is committed to providing implicit bias education to all of its members within three years. The College has committed to funding the 50% Project Assistant portion of this proposal (\$105,396). In addition, the Materials Research Science and Engineering Center (MRSEC), a center located within the College, is committing \$5,000 per year towards the effort, as they are eager to

provide training to their PIs and graduate students. The LEAD Center has agreed to the increased evaluation workload if funded. The total that we are requesting from campus for the remainder of the project is \$109,987 over three years.

Please use this space for any additional information about your proposal that you wish to share.

Although this project will begin in the College of Engineering, we anticipate that the workshops produced—mix-and-match modules capable of educating a wide variety of audiences about implicit bias in an interactive and engaging manner—will be in demand across campus. At the end of three years, we will have fine-tuned and evaluated these modules, as well as created a group of 5-10 new workshop deliverers. The College of Engineering is committing approximately half of the needed resources for this development and testing, and we are asking the campus to commit the other half, **in exchange for a resource that would be available campus-wide in the future.**

An additional issue that we would like to address is the exclusive focus on “implicit bias” education. The focus on implicit bias, rather than training that uses a privilege/social justice approach, is based on our campus-wide experiences with previous WISELI workshops. Faculty across the university have attended our hiring workshops and faculty within the physical, biological, and social sciences have participated in the “bias literacy” workshops. Our evaluation and experience shows that participants appreciate the evidence-based approach to talking about gender and racial bias. Introspection of one’s own biases is part of these experiences, but it is not perceived as too “emotional” (or, in the words we hear most often, “touchy-feely”), primarily because we rely on scientific research. This approach has been shown to appeal to faculty who have not voluntarily attended other types of diversity education. Although we agree with researchers and diversity practitioners that deep introspection of one’s own biases and privilege is necessary to truly change one’s behavior, we have found that our approach attracts people who may be reticent to attend a workshop based upon this kind of deep introspection because they whole-heartedly believe that they are fair, just, objective, and unbiased. Our approach is designed to get majority audiences “in the door”—introduce them to some basic concepts, and begin to motivate them to want to learn and do more to reduce bias.