

Course Takeaway Guide

This guide is designed to be used as a reference in conjunction with the online course Bystander Intervention in the Academic Workplace. We suggest that you print this out or at least download it prior to beginning Part 1 of the course.

Faculty By Rank

You will learn how to respond to bias in the academic workplace in this course, however, much of how you respond, will depend upon the position you hold in your department or organization. The different scenarios that you will experience in this course involve these fifteen faculty characters. To fully appreciate their choice of how to respond when they witness bias, it is important to know their relative rank within the department. You will want to refer to this chart frequently.

Full Professors					
	Miles Lindsay	Soledad Gonzalez	Peggy Parker	Henry Williams	Blake Fuller
Associate Professors					
	Yasmin Sassani	Sam Baumgartner	Sharon Tobin	Michael Milano	AJ Callahan
Assistant Professors					
	Jada Smith	Jordan Jenkins	Tyrone Nelson	Zoe Martin-Gibson	Daewoo Kim

Types of Cognitive Bias



Similarity Effect Bias occurs when we imagine people or things we are familiar with as better.



Confirmation Bias is when we actively seek or are drawn to details that confirm our existing beliefs.



Anecdotal Fallacy occurs when we find stories and causal patterns based on very small sample sizes; assuming that if something happened a particular way once, it must always be that way.



Categorical Thinking occurs when we wrongly assume that an individual possesses characteristics based on a group to which we think they belong.

Intervention Behaviors

When you witness bias incidents, it is important that you intervene to mitigate the negative effect of the incident on its target, on other witnesses, and on the organization as a whole. There are many ways to intervene, and you can choose to respond *directly or indirectly and immediately* or in a *delayed* manner, after the incident. Below are types of intervention behaviors that vary along those lines. Depending upon your own preferences, as well as your own position within your department or organization, certain behaviors will feel more comfortable to you than others.

Highest Risk (Direct and usually immediate but can be delayed)

- Confronting the offender** (e.g., Pointing out the biased behavior)
- Censoring** (e.g., Telling offender that the behavior is inappropriate)
- Educating** (e.g., Informing the offender why an attitude or behavior is inappropriate)
- Disagreeing** (e.g., Disagreeing with the statement by stating the opposite)
- Appealing to shared values** (e.g., Stating that the behavior is not consistent with shared values)
- Arousing dissonance** (e.g., Stating that the behavior is not consistent with the offender's values)

Medium Risk (Indirect and usually immediate)

- Introducing factual information** (e.g., Providing contradicting evidence)
- Sharing your own experience** (e.g., Sharing your own experience as a target of bias)
- Pivoting** (e.g., Interrupting the incident to stop the problematic behavior)
- Amplifying** (e.g., Stating that someone has already made the suggestion)
- Clarifying** (e.g., Clarifying what the offender was trying to say)

Lowest Risk (Indirect and usually delayed)

- Seeking support** (e.g., Speaking to a trusted senior colleague or person in authority after the fact)
- Supporting the target** (e.g., Asking the target how they feel about the incident)
- Expressing harm** (e.g., Stating how a behavior made you feel)
- Addressing the process** (e.g., Suggesting or making a change to the process to make it more objective)
- Addressing the environment** (e.g., Ensuring the physical environment is inclusive)

Questions to Ask Yourself When Deciding to Intervene



Intervention Behavior Analysis Worksheet

Course Part 3 - Which of the intervention behaviors below would you be most likely to use in similar situations (choose all that apply)?

After you view each of the scenarios in Part 3 of the Bystander Intervention course use this worksheet to document your answers.

Remember to opt for interventions that involve a degree of risk commensurate with your standing in the group. Reference the Intervention Behaviors high, medium and low risk areas in the takeaway guide, page 2.

	LOW RISK ← HIGH RISK												
	Support the Target	Addressing the Process	Seeking Support from a Trusted Colleague	Expressing Harm	Amplifying	Pivoting	Sharing Your Own Experience	Clarifying the Policy	Introducing Factual Information	Appealing to Shared Values	Speaking to the Offender in Private	Educating the Offender	Confronting the Offender
Faculty Search Setting													
Scenario 1: Will He Leave?		x							x			x	
Scenario 2: She Won't Fit In!						x	x				x		
Faculty Peer Evaluation Setting													
Scenario 1: Bias in Teaching Evaluations		x					x					x	
Scenario 2: Shifting Standards for Evaluation								x		x		x	
Faculty Meeting Setting													
Scenario 1: Getting Your Voice Heard	x	x									x		
Scenario 2: Misappropriation of Ideas	x				x					x			
Casual Interaction Setting													
Scenario 1: False Attribution of Success	x			x									x
Scenario 2: Being Excluded Based on Gender		x	x									x	

Now, look back at page 2 of this guide to evaluate whether your chosen intervention behaviors above tend to correlate with a particular level of risk.