



March 18, 2021

Promoting Equity & Inclusion in the Work of Academic Senate

A presentation by
AdvanceRIT and the
Diversity, Equity & Inclusion
Standing Committee



Session Goals

- Understand the role of social justice and equity in terms of setting policy and how Academic Senate might inadvertently create inequities
- Develop ways to foster more inclusivity within AS itself

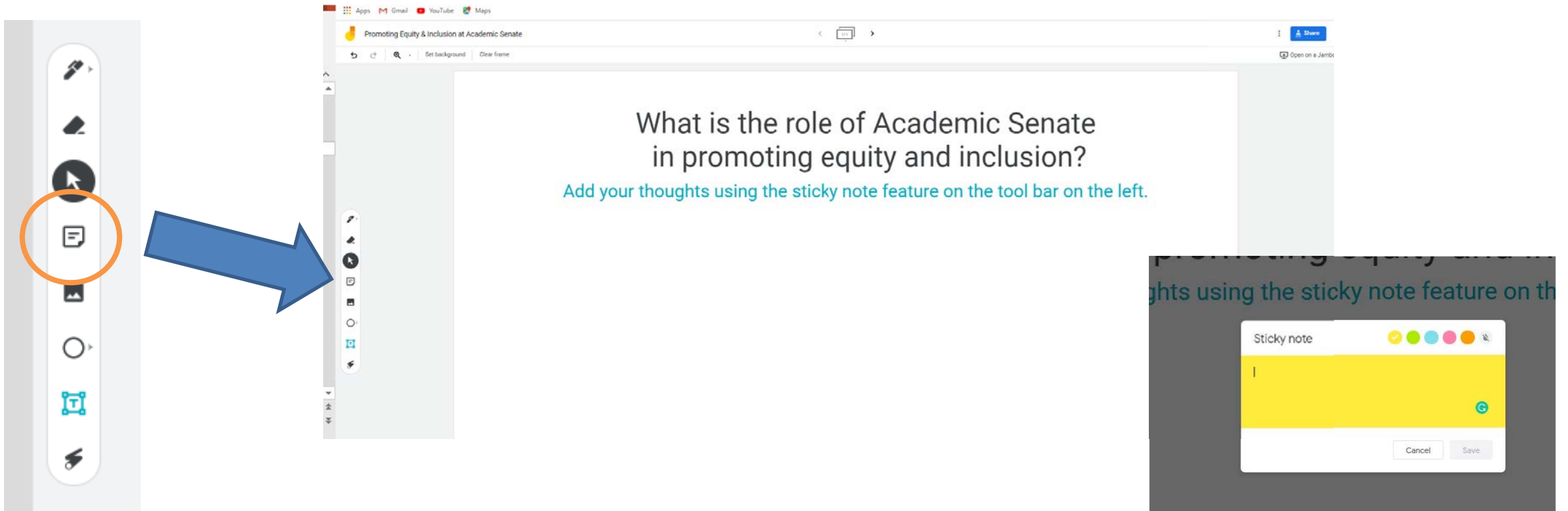
Presenters

- Betsy Dell
 - Diversity & Equity Standing Committee, Director of Advance RIT, CET
- Elisabetta Sanino D'Amanda
 - CLA Senator, Co-Chair of Diversity & Equity Standing Committee
- Marcos Esterman
 - KGCOE Senator; AdvanceRIT Advocates & Allies Team

Agenda

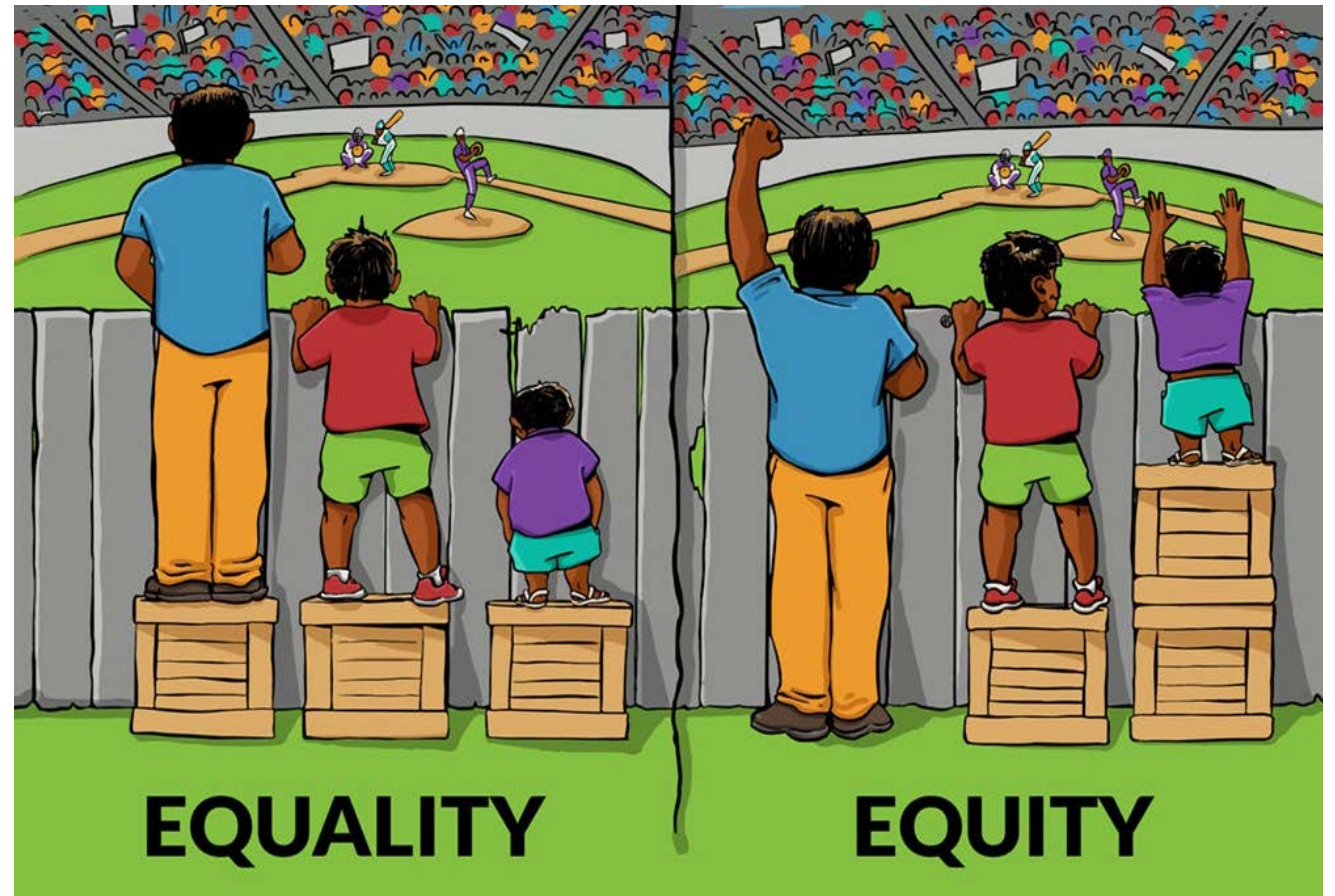
- Introduction
- Presentation based off of workshop materials from the Advocates & Allies Program
- Equity & Inclusion in the work of Academic Senate
- Unconscious bias
- Equity in Policy
- Next steps

What is the role Academic Senate in promoting equity and inclusion? Jamboard Link



Equality vs. Equity

- Who built the fence?
- Is a fence even necessary?

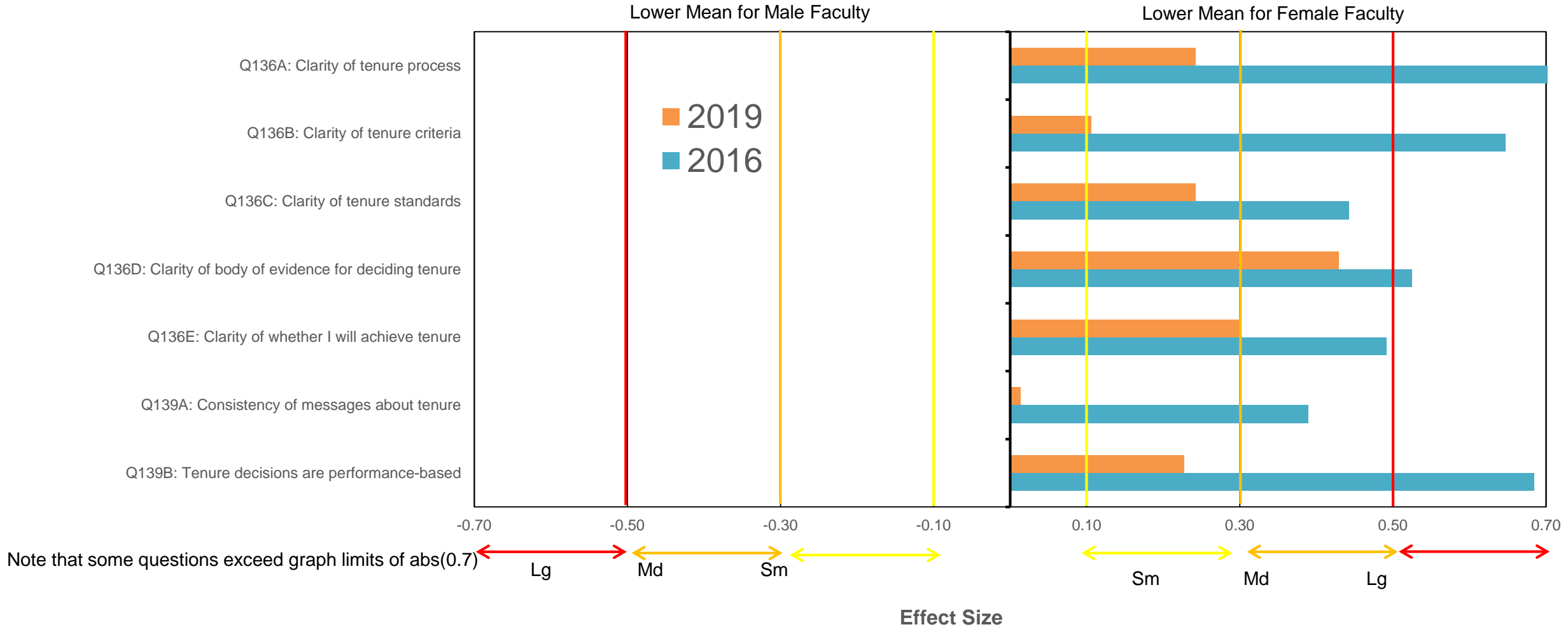


Consider: Equity

Policy Development

- Equity Concerns arise when there is
 - Lack of clarity
 - Lack of transparency
 - Network/support: some who have stronger networks benefit from assistance/direction
 - Need for faculty to negotiate
 - Concerns about how utilizing policy will be perceived

- *Who ensures policies are enacted equitably?*
- *Are diverse voices included in collective decision making?*



***Area of improvement in multiple aspects from 2016-2019;
but still room for improvement***

2019 COACHE: Faculty of Color

| Topic | Question | Effect Size Value 2016 | Effect Size Value 2019 | Effect Size 2019 | Increase (less satisfied) or Decrease (more satisfied) from 2016 |
|------------------------|---|------------------------|------------------------|------------------|--|
| Tenure Policies | Clarity of tenure criteria | -0.308 | 0.159 | Small | Increase |
| | Clarity of tenure standards | -0.409 | 0.0892 | n/a | Slight decrease |
| | Tenure decisions are performance- based | -0.354 | 0.714 | Large | Increase |

Modification of Duties for Birth/Adoption of a Child

From the Family Leave Task Force Survey Fall 2019

Did you negotiate a modification of duties (i.e. course release, release of service commitments, etc.) related to your leave?

Included Primary & Secondary Caregivers

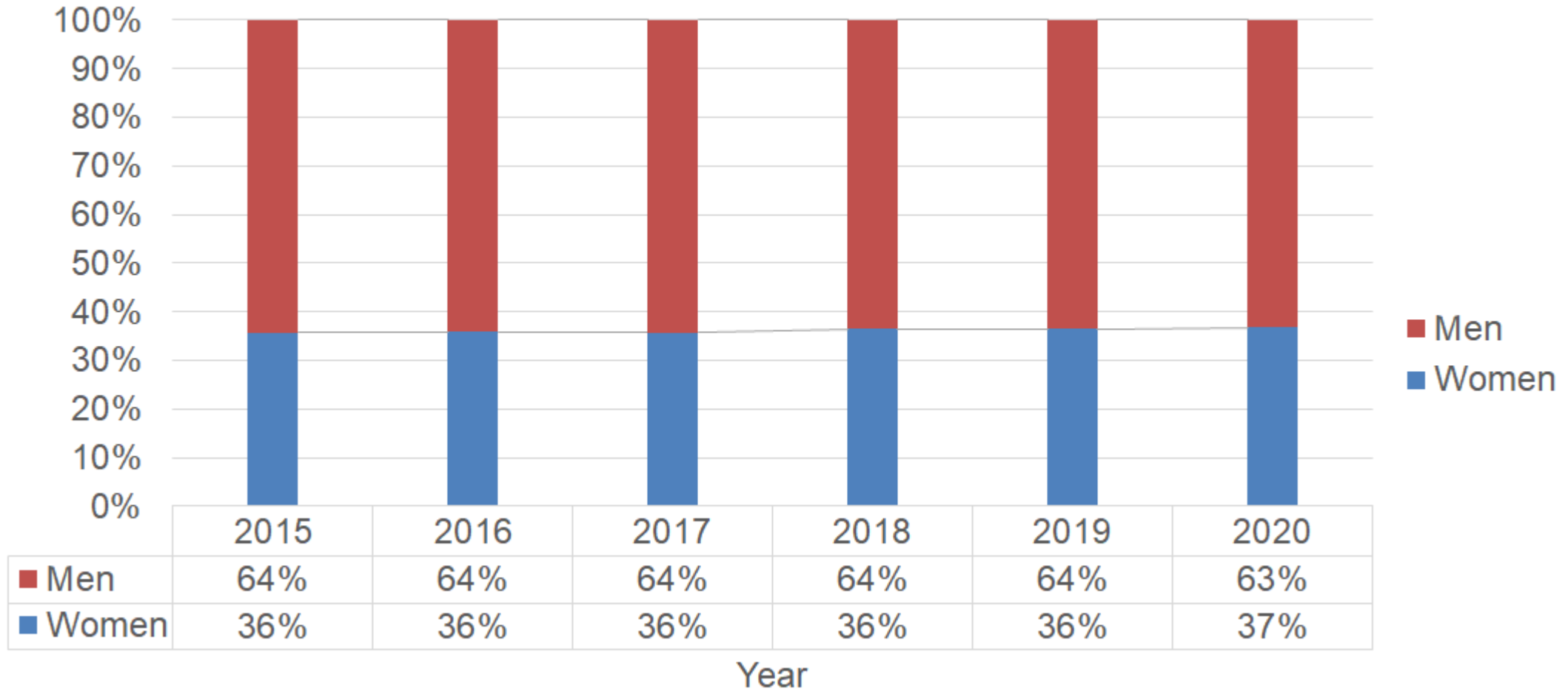
| | |
|------------|------------|
| YES | 61% |
| NO | 39% |

| Top 3 for: Why did you not negotiate a modification of duties? (check all that apply) | % |
|--|-----|
| I did not realize I could negotiate this | 24% |
| It might have hurt my chances for tenure or promotion | 12% |
| Other reason for not negotiating a modification of duties | 10% |

Consider: Inclusion

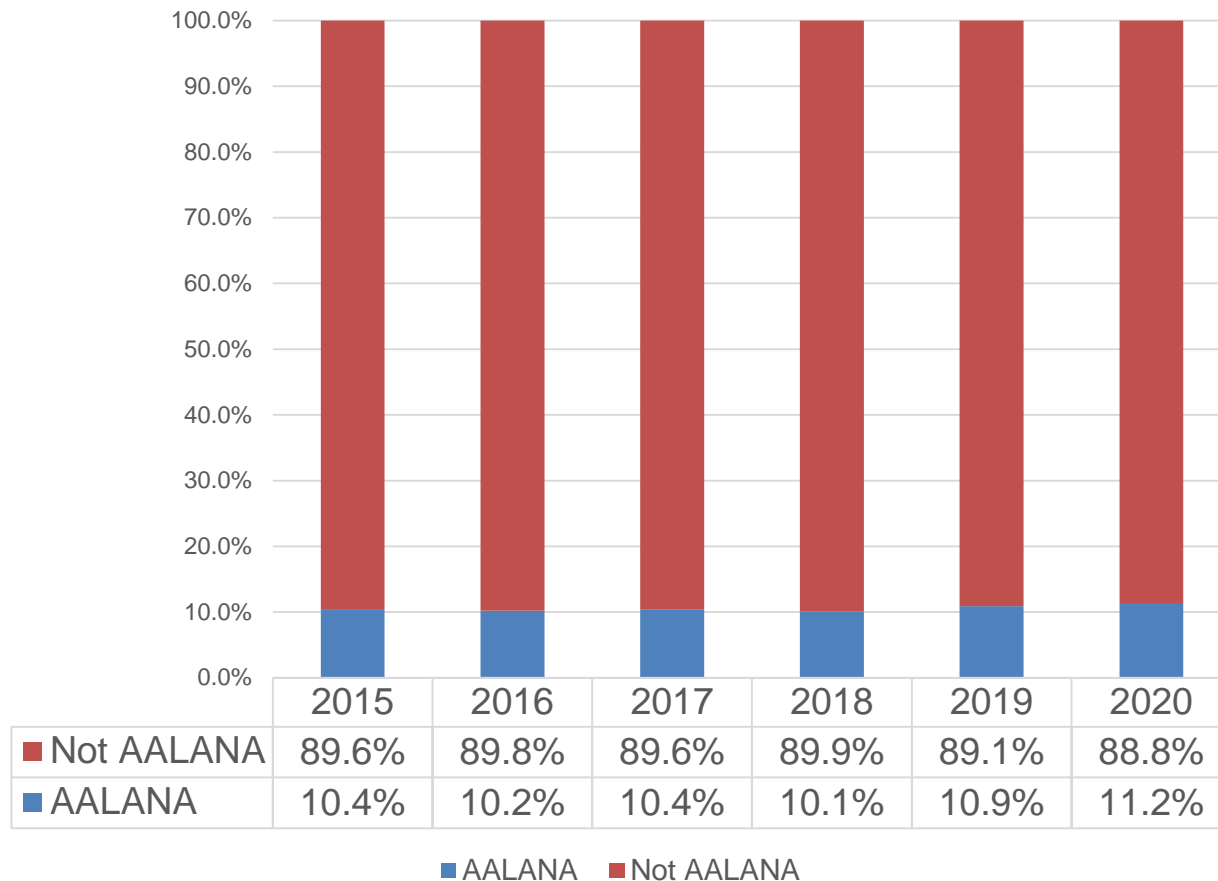
- Is academic senate a welcoming environment for women and other underrepresented faculty?
 - Whose voices are being heard?
 - How would the discussion be different /outcomes be different if all voices are heard?
 - Robert's Rules of Order: supposed to protect the voices of minorities, but does it?
 - Zoom / Virtual: pros/cons
 - Improved inclusion when moved from presentation, discussion & voting at one meeting to voting at the next meeting

RIT Faculty Roster by Gender Tenure-track and Lecturer

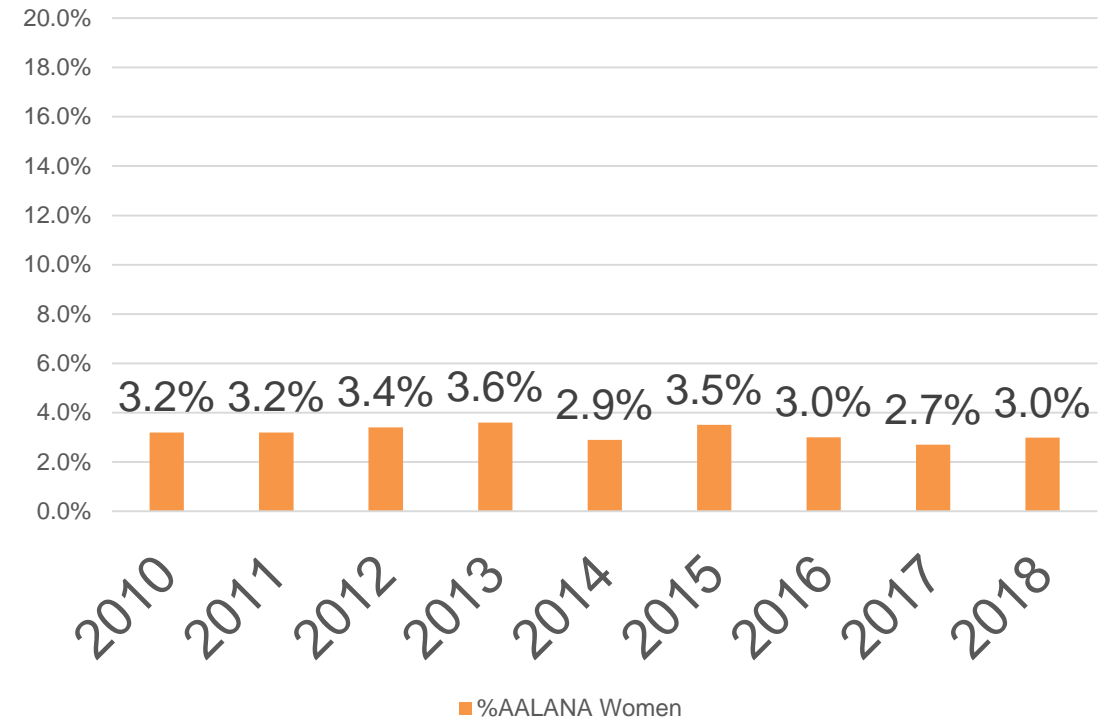


Faculty Roster by AALANA

Faculty Roster by AALANA Race/Ethnicity

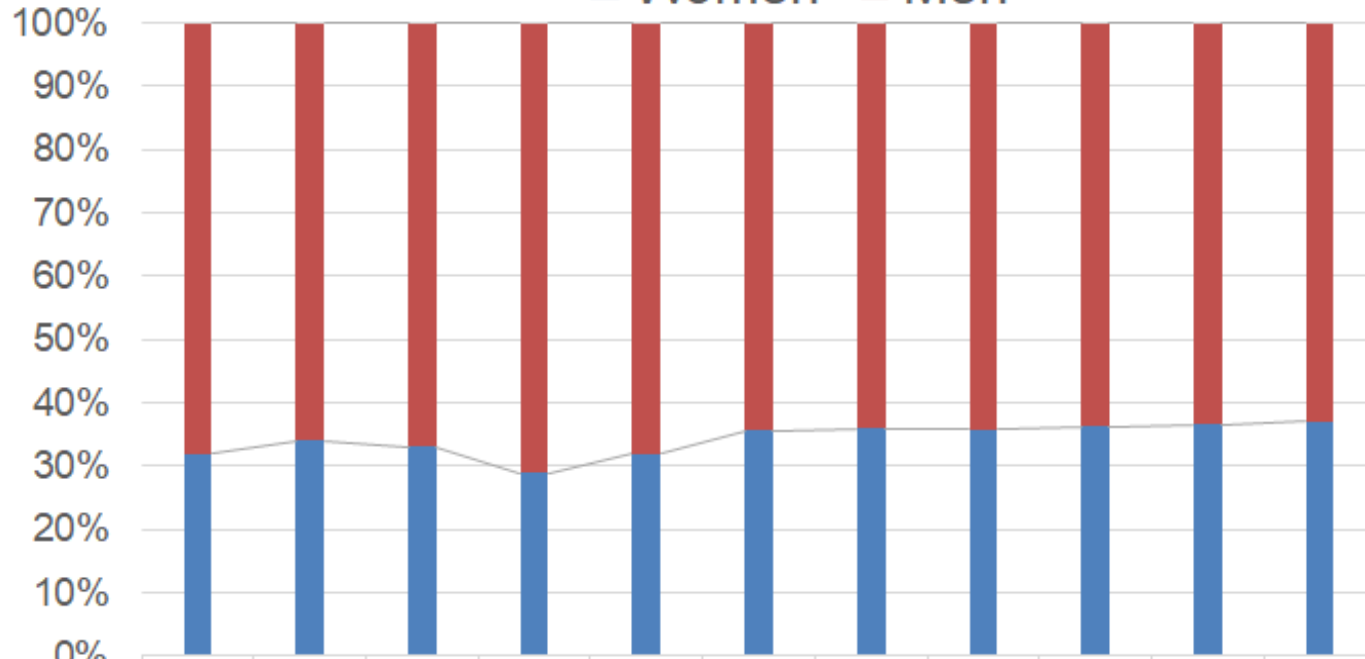


AALANA Women



RIT's Academic Senate Roster by Gender

■ Women ■ Men

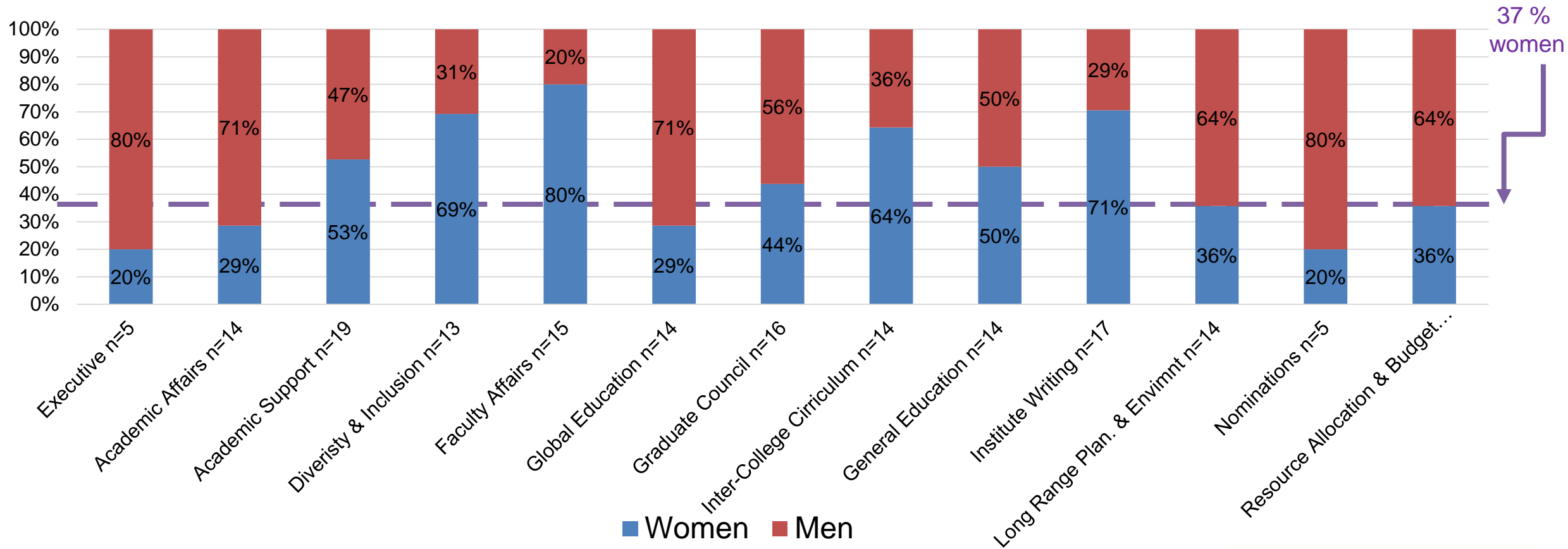


| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| ■ Men | 68% | 66% | 67% | 71% | 68% | 64% | 64% | 64% | 64% | 63% | 63% |
| ■ Women | 32% | 34% | 33% | 29% | 32% | 36% | 36% | 36% | 36% | 37% | 37% |

Year

- For the 2020AY
Non-Tenure Track Senators
- 5 of the 18 (28%) of women
 - 2 out of 26 (8%) of men

Academic Senate 2020AY Standing Committees by Gender



Reflection question: why the difference in gender make-up of the committees?

Women on RIT Academic Senate

Motivation to serve on AS:

- Effect positive change
- Have a voice
- Reinforce women's voices

Frustrating experiences on AS:

- Some senators dominate the conversation
- Protocol for discussion (e.g. hearing from more voices) not well understood

Satisfying outcomes on AS:

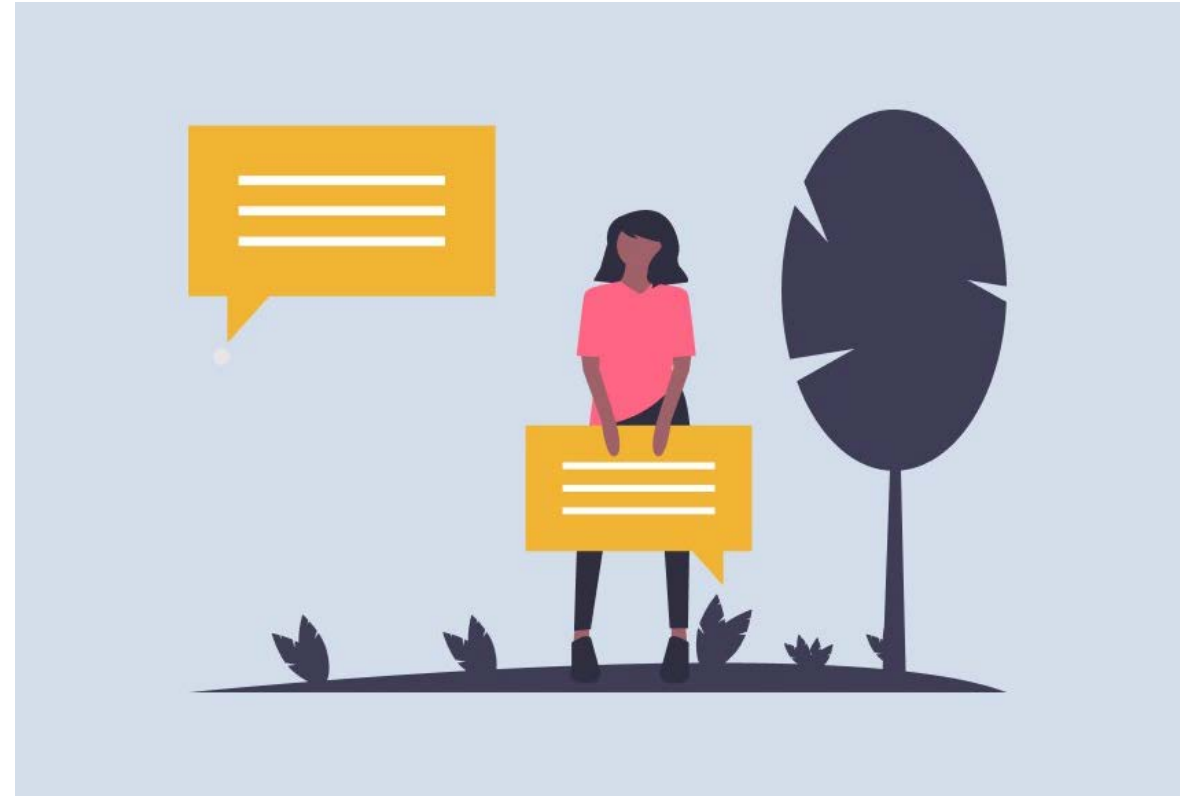
- Network of connection and support for women
- Finding my voice
- Formation of the DEIC
- Civil dialogues where everyone felt comfortable to speak up, contributing a wide range of ideas

Unconscious Bias

Unconscious Bias

Also known as...

- **Stereotypes**
- **Schemas**
- **Implicit associations**



Whatever the name, they are...



implicit or unconscious assumptions
that influence our judgments...



sometimes about physical or social
characteristics associated with race or
ethnicity, gender, disability, and sexual
orientation



affect our perceptions, judgements and
behavior



about certain job descriptions, academic
institutions, and fields of study

Why do we have it?

We are programmed to categorize things



...and this is continuously reinforced & guided by our life experiences.



OVERVIEW: COMMON BIASES WOMEN EXPERIENCE AT WORK



Likeability bias

Likeability bias is rooted in age-old expectations. We expect men to be assertive, so when they lead, it feels natural. We expect women to be kind and communal, so when they assert themselves, we like them less.²⁶



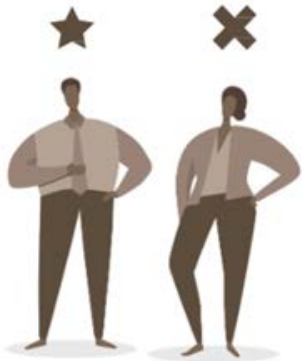
Performance bias

Performance bias is based on deep-rooted—and incorrect—assumptions about women's and men's abilities. We tend to underestimate women's performance and overestimate men's.¹⁴



Maternal bias

Motherhood triggers false assumptions that women are less committed to their careers—and even less competent.³⁰



Attribution bias

Attribution bias is closely linked to performance bias. Because we see women as less competent than men, we tend to give them less credit for accomplishments and blame them more for mistakes.²⁰



Affinity bias

Affinity bias is what it sounds like: we gravitate toward people like ourselves in appearance, beliefs, and background. And we may avoid or even dislike people who are different from us.³⁶



Double discrimination & intersectionality

Bias isn't limited to gender. Women can also experience biases due to their race, sexual orientation, a disability, or other aspects of their identity.

Equity Concerns in Policy

Review: Equity Concerns in Policy

- Do you think there is bias implications in our policies unintentionally?
 - Lack of clarity
 - Lack of transparency
 - Network/support: some who have stronger networks benefit from assistance/direction
 - Need for faculty to negotiate
 - Who ensures policies are enacted equitably?
 - *check box mentality*

Examples of Potential Unintended Policy Biases

- Tenure & Promotion
 - Biases in letters of recommendation (Schmader et al., 2007)
 - Biases in teaching evaluations
 - <http://benschmidt.org/profGender/>
 - Greater service loads
- Birth/Adoption – Primary/Secondary Caregivers
 - Family Leave - Did you negotiate a modification of duties (i.e. course release, release of service commitments, etc.) related to your leave? (61% Yes/39% No)¹
 - Top Reasons – Did not Know/Negative Impacts to Career
 - Tenure Clock Extensions (29/45 did not Request) **Policy is an Opt-In vs. Opt out**
 - Top Reasons – Did not Know/Negative Impacts to Career

¹Family Leave Task Force Survey Fall 2019

Policy on Academic Integrity

D 08.0 Academic Integrity

<https://www.rit.edu/academicaffairs/policiesmanual/d080>

Do you think there are unintentional bias implications in this policy?

- Lack of clarity
- Lack of transparency
 - Network/support: some who have stronger networks benefit from assistance/direction
- Need for faculty to negotiate
- Faculty/students having concerns about how utilizing policy will be perceived

Underrepresented Voices

More than just a seat at the table

Women are more likely than men to be interrupted when speaking. (Crawford, 1995)

In mixed gender conversations, women are perceived as dominating conversations when they speak just 30% of the time. (Spender, 1980; also Coates, 2004)

A man seated at the head of the table is identified as the leader. A woman seated at the head of the table is identified as the leader only half the time (and a male seated somewhere else is identified the other half). (Jackson, Engstrom & Emmers-Sommer, 2007)

Motion

Today you've heard about ways in which senate can impact equity and inclusion . What next?

Motion: Request that the DEIC deliver a workshop to the AS that allows senate, and its committee leadership, to reflect on ways that they can better promote social justice and equity in terms of setting policy and foster more inclusivity within AS. This workshop is to be held on a date that is currently a hold date on the AS meeting calendar.