



Blocking Bias

Caroline Simard, PhD
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Stanford

Michelle R. Clayman Institute
for Gender Research

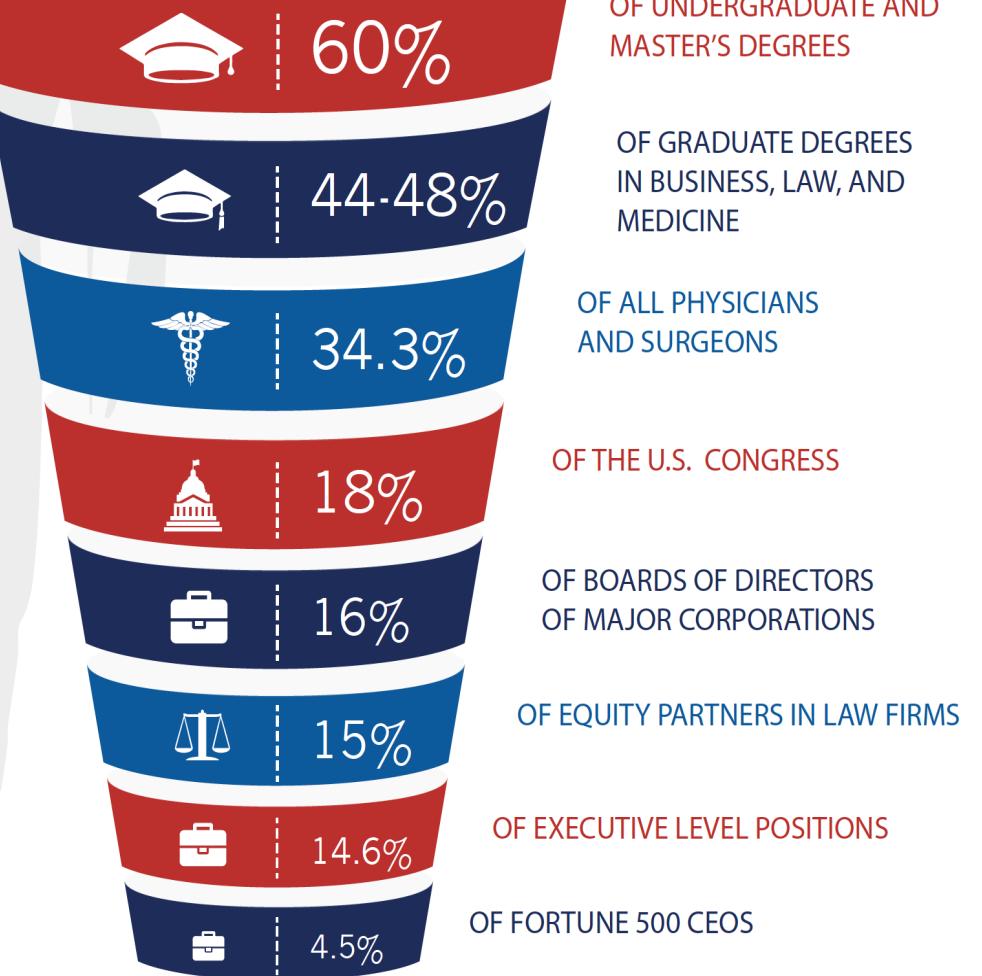
"It seems obvious that a group of people with diverse individual expertise would be better than a homogeneous group at solving complex, nonroutine problems. It is less obvious that social diversity should work in the same way—yet the science shows that it does.

This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort.

Kathy Phillips

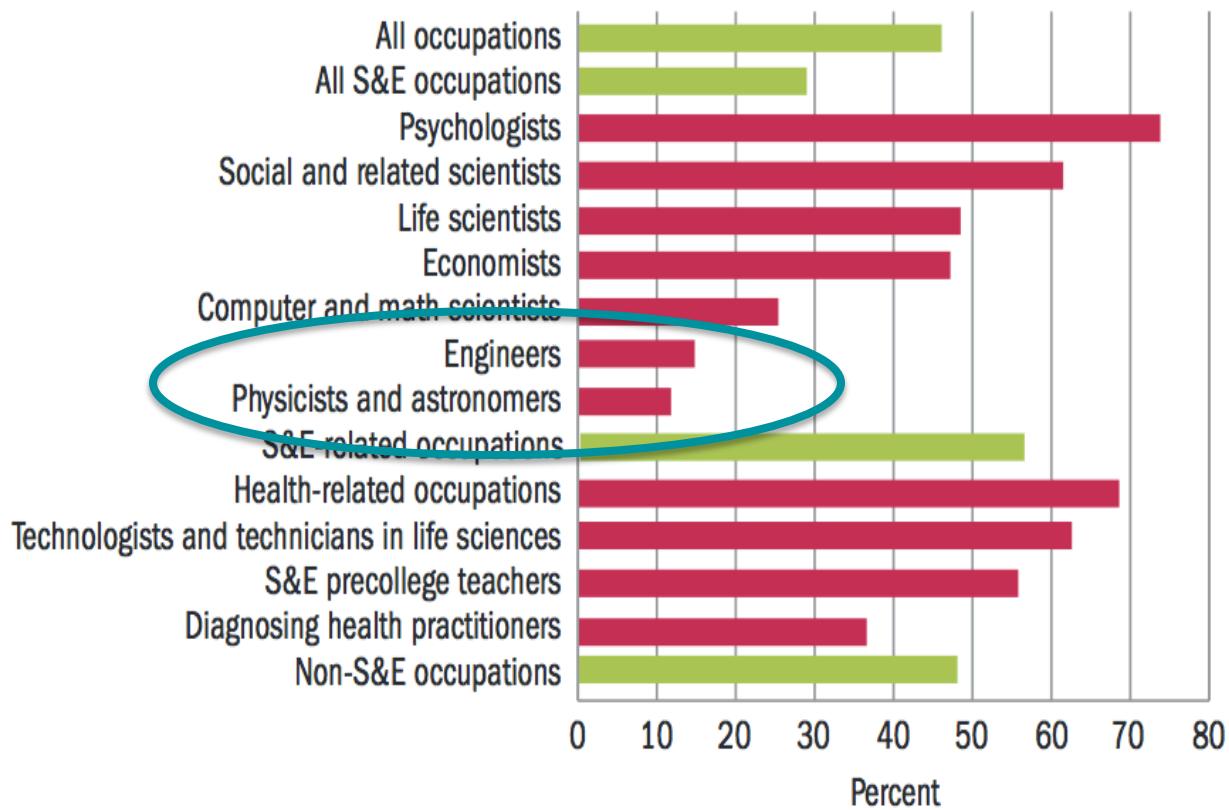
Paul Calello Professor of Leadership and Ethics, Senior Vice Dean, Columbia Business School, Scientific American, 2014





Chronic underrepresentation in science

Employed women within the science and engineering workforce as a percentage of selected occupations: 2013



Black: 4% of engineers, 3% physics

Hispanics: 6% engineers, 5% physics.

Asian:
13% engineers,
15% physics.

National Science Foundation
2015

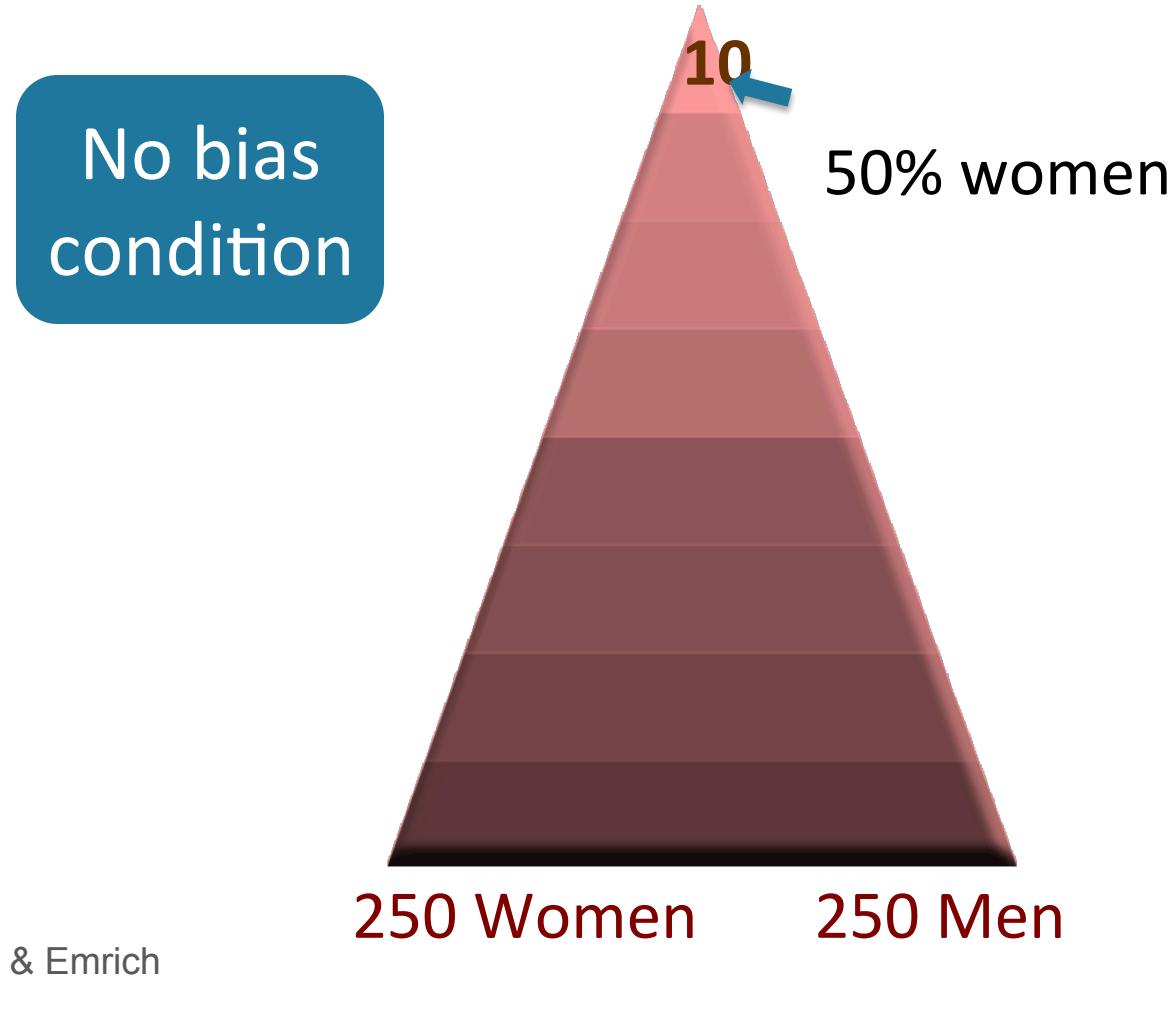
The paradox of meritocracy

- When an organization is explicitly presented as a meritocracy, managers show more bias in decision-making.

... If we believe we have a meritocracy, we open the door to bias.

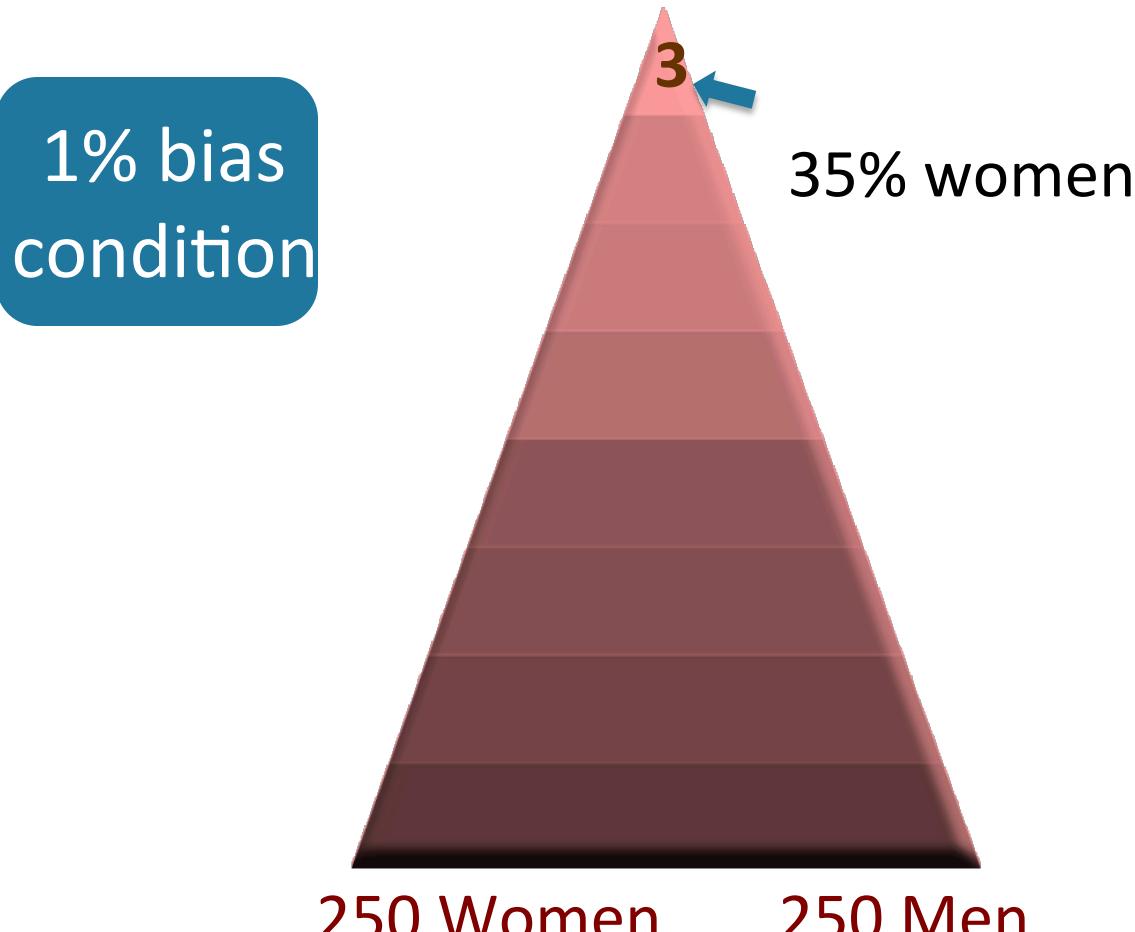
Castilla & Benard, 2013

Meritocracy



(Martell, Lane & Emrich
1996)

Meritocracy bugs



(Martell, Lane & Emrich
1996)

Bias is an **error** in
decision making.

Stereotypes are the Content of Bias

Stereotypes are **generalized beliefs** about a particular group or class of people.

Stereotypes function as
“cognitive shortcuts.”

Example: Think Tall, Think Leader

Tall people are more likely to be perceived as leaders and more likely to perceive themselves as leaders.

- US population: 14.5% of men are over 6 feet.
- Fortune 500 CEOs: 58% are over 6 feet.

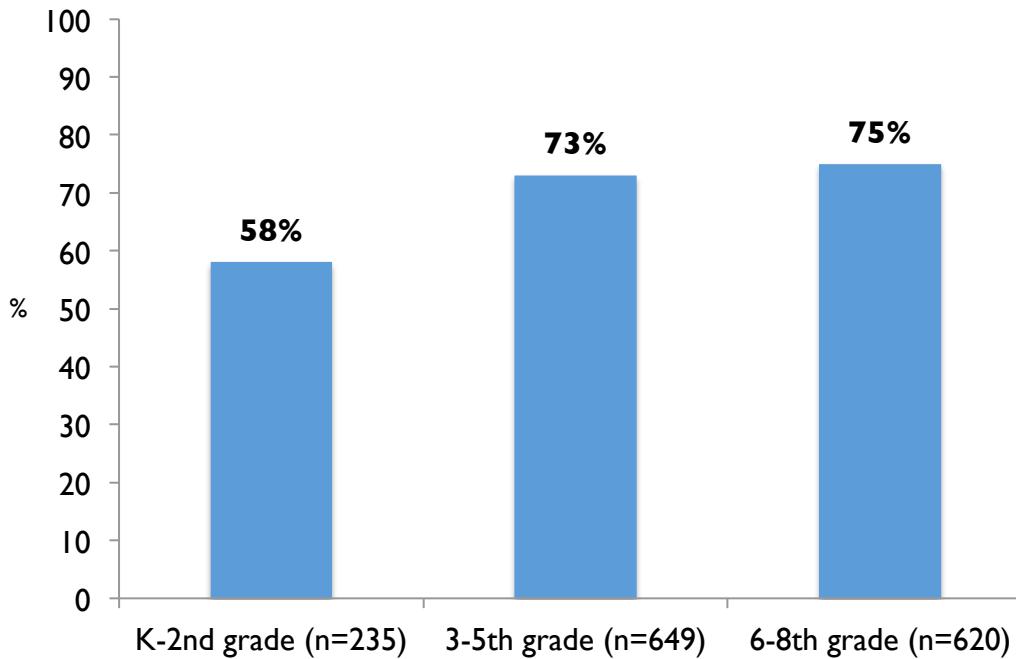
Tall people make more money than short people: \$800 per inch more across occupations.



(Gladwell, 2010; Judge and Cable, 2004)

Bias comes from stereotypes

Draw-A-Scientist Test: Percent of Students
Who Drew A Male Scientist
(N=1504)



(Barman, 1999)

Bias: Cognitive Function



Bias 2.0: Organizational Function

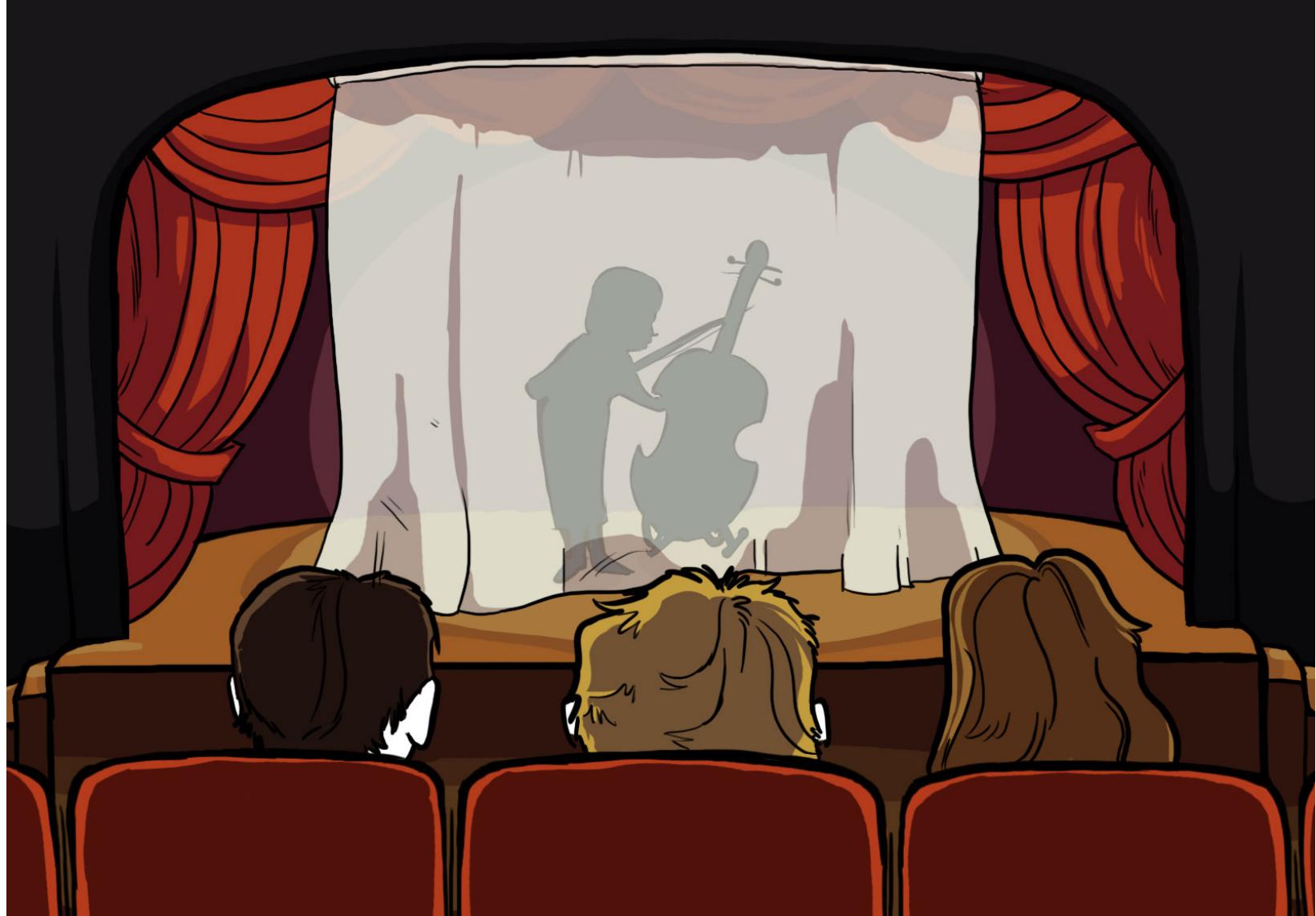


SEE BIAS / BLOCK BIAS™

CLAYMAN INSTITUTE AT STANFORD UNIVERSITY



(Goldin & Rouse 2000)



(Goldin & Rouse 2000)

Jamal Lakisha

Subject: University Research Assistant

Position:
2008
2009-2010
2010-2011
2011-2012

Education:
2008-2012
2011-2012
2012-2013

Additional Information:
Associate Professor, Department of Psychology, Stanford University
Postdoctoral Fellow, Department of Psychology, University of Wisconsin
Cognitive Fellow, Office of Senator John Warner (R-VA), United States Senate
Sponsored by the American Psychological Association, the American Psychological Foundation, and the National Institute for the Advancement of Science.

Yale University, New Haven, CT
Ph.D. in Psychology, 2012
Stanford University, Stanford, CA
A.B. in Philosophy, 2008
A.B. in Psychology, 2008
A.B. in English, 2008



Greg Emily

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**White name = 8 years experience in advantage
(50% increase in call backs)**

Source: Bertrand and Mullainathan, 2004

Brian Miller

Stanford University, Stanford, California 2010

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2010
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Postdoctoral Fellow, Department of Psychology, University of Wisconsin
Cognitive Fellow, Office of Senator John Warner (D-Va.), United States Senate

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2006-2010
2006-2008
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Stanford University, Stanford, CA
A.B. in Philosophy, cognitive science, and French, with honors in Psychology



Karen Miller

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79%

49%

(Steinpreis, Anders & Ritzke 1999)

Extra Scrutiny

“I would need to see evidence that she had gotten these grants and publications on her own.”

“It would be impossible to make such a judgment without teaching evaluations.”

(Steinpreis, Anders & Ritzke 1999)

Thomas Meyer

Seniority: 3rd Year Law Associate
Alma Mater: NYU
Race/Ethnicity: Caucasian

Lori customer Temple University Bookstore decided to capitalize on the electronic craze among college students. For the first time ever, the Bookstore started selling laptops, laptop accessories, and other electronic devices.

Sarah Kvist, an 18 year old Temple freshman, entered into the store in late August 2009. Kvist was becoming a Temple Owl; Sarah went to the main Temple Bookstore to buy a Temple University t-shirt, matriculation, mapbook, and baseball cap. While she was at the Bookstore, Sarah saw the new electronics section. Laptops of all sorts of colors, shapes, and sizes were on display. Sarah selected and purchased a laptop for \$800 on September 1. When she purchased the laptop, the salesperson asked Sarah to fill out a form with her name, address, phone number, and FAFSA. The form had a lot of pre-printed writing in small print. Sarah asked the salesperson, "What is this form for?" The salesperson responded, "It's just a standard Sales Agreement that we have all laptop purchases fill out." Sarah didn't bother reading the form, filled it off the books, and signed her name at the bottom. Sarah paid for her laptop. The salesperson gave Sarah her new laptop, a copy of the completed Sales Agreement, and her sales receipt. Sarah went back to her dorm room, stored the paperwork in a drawer, and opened up her new laptop.

Over the next week Sarah started using her laptop, but found that it was too heavy to carry around campus to take notes in class. She decided that she wanted a smaller, lighter laptop. On September 10, Sarah took her laptop, along with the receipt back to the Bookstore and tried to return it. The salesperson told Sarah that they would gladly take the laptop back since she was returning it within the 10-day return policy. However, there is a 20% restocking fee. Omgosh, Sarah declared that she didn't know anything about a restocking fee. The salesperson calmly showed Sarah that Clause 8 of the Sales Agreement (that Sarah had signed) clearly stated that non-defective returned laptops were subject to a 20% restocking fee. Feeling defeated, Sarah returned the laptop and got \$640 back (\$800 minus \$160 restocking fee).

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(Reeves 2014)

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Sarah Kvist, an 18 year old Temple freshman, entered into the scheme in late August 2009. Instead of becoming a Temple Only, Sarah went to the main Temple Bookstore to buy a Temple University t-shirt, matriculation, magazine, and baseball cap. While she was at the Bookstore, Sarah saw the new electronics section. Laptops of all sorts of colors, shapes, and sizes were on display. Sarah selected and purchased a laptop for \$1000 on September 1. Before she purchased the laptop, the salesperson asked Sarah to fill out a form with her name, address, phone number, and SSN. "You have had a lot of pre-printed writing to scroll past," Sarah asked the salesperson, "What is this form for?" The salesperson responded, "It's just a standard Sales Agreement that we have all laptop purchases fill out." Sarah didn't bother reading the form, filled it out the blanks, and signed her name at the bottom. Sarah paid for her laptop. The salesperson gave Sarah her new laptop, a copy of the completed Sales Agreement, and her sales receipt. Sarah went back to her dorm room, stored the paperwork in a drawer, and opened up her new laptop.

Over the next week Sarah started using her laptop, but found that it was too heavy to carry around campus to take notes in class. She decided that she wanted a smaller, lighter laptop. On September 10, Sarah took her laptop, along with the receipt back to the Bookstore and tried to return it. The salesperson told Sarah that they would gladly take the laptop back since she was returning it within the 14-day return policy. However, there is a 20% restocking fee. Unbeknownst, Sarah discovered that she didn't know anything about a restocking fee. The salesperson calmly showed Sarah that I Section 8 of the Sales Agreement that Sarah had signed clearly stated that non-defective returned laptops were subject to a 20% restocking fee. Feeling dejected, Sarah returned the laptop and got \$800 back (\$1000 minus \$200 restocking fee).

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~~This doesn't make sense.~~
My kitchen window looks out over the side yard, and I love nothing more than to open my windows in fall, once I have removed the screens from the windows, and shout

"Heeeeeee chick - chick - chick - chick-chick!"
~~CHEK THESAURUS~~
And the ladies come, hopping and running at the same time, their feet skittering over the fallen leaves, in a frenzied flock, toward the window. They wait underneath for the appearance of the bucket ~~full~~ handful of scraps, and eagerly peck up the pieces. If the food is particularly wonderful - popcorn, bread, or cheese - they snatch up pieces in their beaks and run off to protect and enjoy ~~their~~ ~~it~~ ~~out~~ ~~of~~ ~~reach~~ of their greedy sisters. They can't run and eat the larger bits at the same time, so it's hilarious to watch them tear around the yard, an entire strawberry plucked in their beaks, ~~afraid to stop for fear another of the~~ ladies will snatch it away and make it own.
~~NEAREST PART~~ ~~OK~~
~~THIS IS OK~~ ~~1ST THIS TOPIC Good?~~
When I break open a still-warm egg from the coop nesting box, I see the

**3x more edits /comments
2x more likely to find mistakes**

(Reeves 2014)

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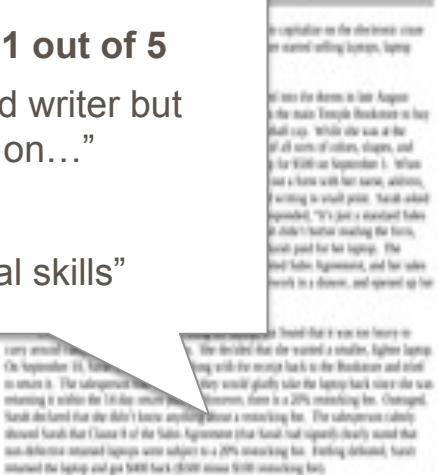
Seniority: 3rd Year Law Associate
Alma Mater: NYU
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Score: 4.1 out of 5

“generally good writer but
needs to work on...”

“has potential”

“good analytical skills”



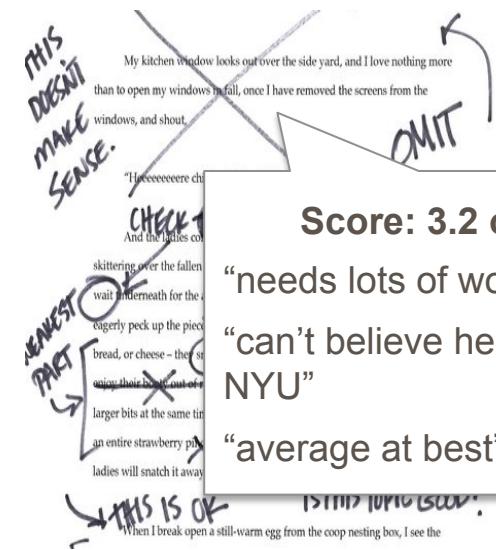
Thomas Meyer

Seniority: 3rd Year Law Associate
Alma Mater: NYU
Race/Ethnicity: African American

Score: 3.2 out of 5

“needs lots of work”
“can’t believe he went to
NYU”

“average at best”



(Reeves 2014)

Stereotypes affect the
standard we use to judge the
performance of individuals

(Correll 2014)

100 University Street • Toronto, Ontario, L5L 2T6
416.555.5555 • emily_smith@perma.com

OBJECTIVE
An administrative assistant position requiring strong organization and planning skills to provide exceptional support to a vice-president in the financial industry.

SKILLS SUMMARY

- Six years experience as an office assistant supporting two senior managers in Finance and Marketing.
- Exceptional computer knowledge for analyzing reports in Excel and for building PowerPoint presentations.
- Experience with coordinating meetings within various financial departments.

SKILLS AND EXPERIENCE

ORGANIZATION AND PLANNING

- Planned and scheduled company-wide meetings for teams of senior managers.
- Coordinated time-sensitive seminars, presentations, and flights in a professional manner.
- Organized thousands of records and managed filing system containing confidential information.

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More education



More experience

(Uhlmann & Cohen 2005)

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Stereotypes affect (shift) the
criteria we use to judge the
performance of individuals

(Correll 2014)

The Matilda Effect in Science

Process by which women's scientific contributions get devalued or passed over (Rossiter, 1993).

Lincoln et al, 2012 (AWIS Awards Project):

- Women are over-represented in teaching and service awards and underrepresented in scholarly awards.
- Men are twice as likely to win an award for scholarly research controlling for representation in the pool.
- Committees chaired by men awarded prizes to men 95% of the time.

In Peer Review

Studies have found some evidence of (Lee et al, 2012):

- Institutional prestige bias
- Affiliation bias (personal ties)
- Language bias
- Content-based bias (and interdisciplinary research bias)
- Confirmation Bias
- Positive outcomes bias
- Gender Bias (mixed evidence)

To understand bias in peer review, we must consider the intersection of gender, race, institutional affiliation (prestige), and affiliation.

The consequences of bias

- Bias influences who is represented in science.
- Bias influences our *research agenda*.
 - Areas of research specific to questions relevant to women, LGBTQ, underrepresented minority populations are underfunded. (Voyles and Sell, 2015)
- Bias influences our research designs
 - Londa Schiebinger, Stanford University, Gendered Innovations
- Bias influences the incentives to pursue specific questions.
- In social science, bias influences results (experiment example).

Solutions

BLOCK BIAS™

Break the tendency
to use stereotypes
as cognitive shortcuts

(Correll 2014)

Block Bias Toolkit: Criteria

Solution 1: Discuss and agree to criteria and process in advance

Block Bias Toolkit: Criteria

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Block Bias Toolkit: Criteria

Solution 1: Discuss and agree to criteria and process in advance

Solution 2: Discard unnecessary criteria

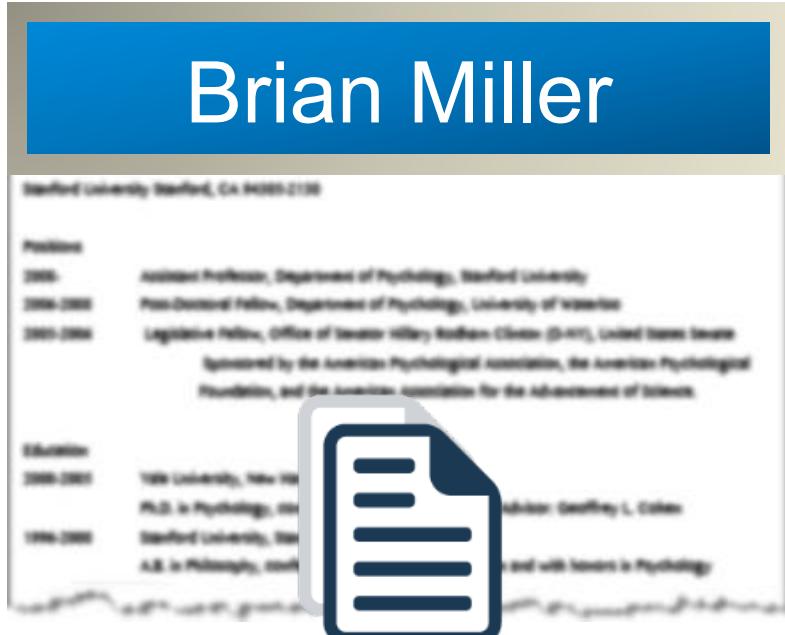
Block Bias Toolkit: Criteria

Solution 1: Discuss and agree to criteria and process in advance

Solution 2: Discard unnecessary criteria

Solution 3: Notice higher bar and insist on universal application

Block Bias Toolkit: Criteria



“Let’s see all the teaching evaluations”

Block Bias Toolkit: Criteria

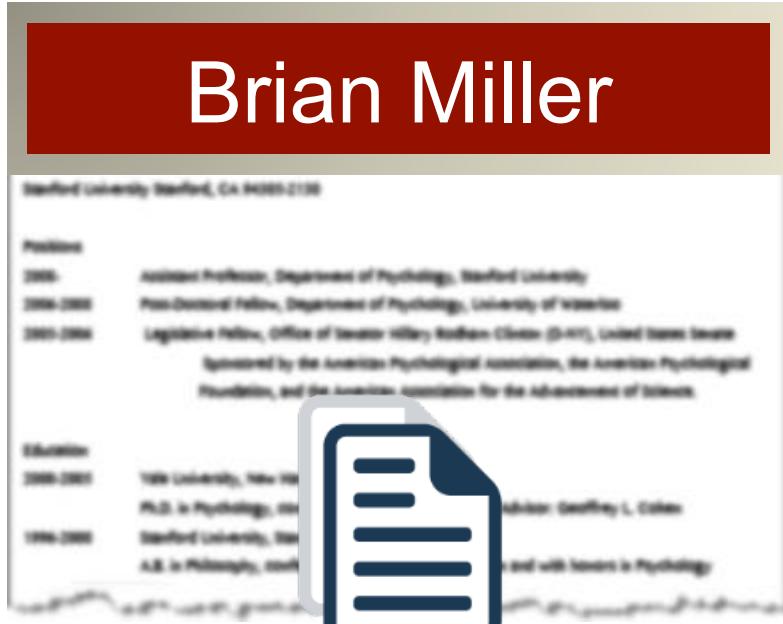
Solution 1: Discuss and agree to criteria and process **in advance**

Solution 2: Discard unnecessary criteria

Solution 3: Notice higher bar and insist on **universal** application

Solution 4: Notice when someone is given a “**pass**” and ask what criteria was used

Block Bias Toolkit: Criteria



“He went to _____
University, add him to
the interview list”



Block Bias Toolkit: Criteria

Solution 1: Discuss and agree to criteria and process **in advance**

Solution 2: Discard **unnecessary** criteria

Solution 3: Notice higher bar and insist on **universal** application

Solution 4: Notice when someone is given a “**pass**” and ask what criteria was used

Solution 5: Block undue **criticism** of personality

Blocking Bias: Criteria

Solution 1: Discuss and agree to criteria and process **in advance**

Solution 2: Discard **unnecessary** criteria

Solution 3: Notice higher bar and insist on **universal application**

Solution 4: Notice when someone is given a “**pass**” and ask what criteria was used

Solution 5: Block undue **criticism** of personality and style

Solution 6: Focus on **top** criteria