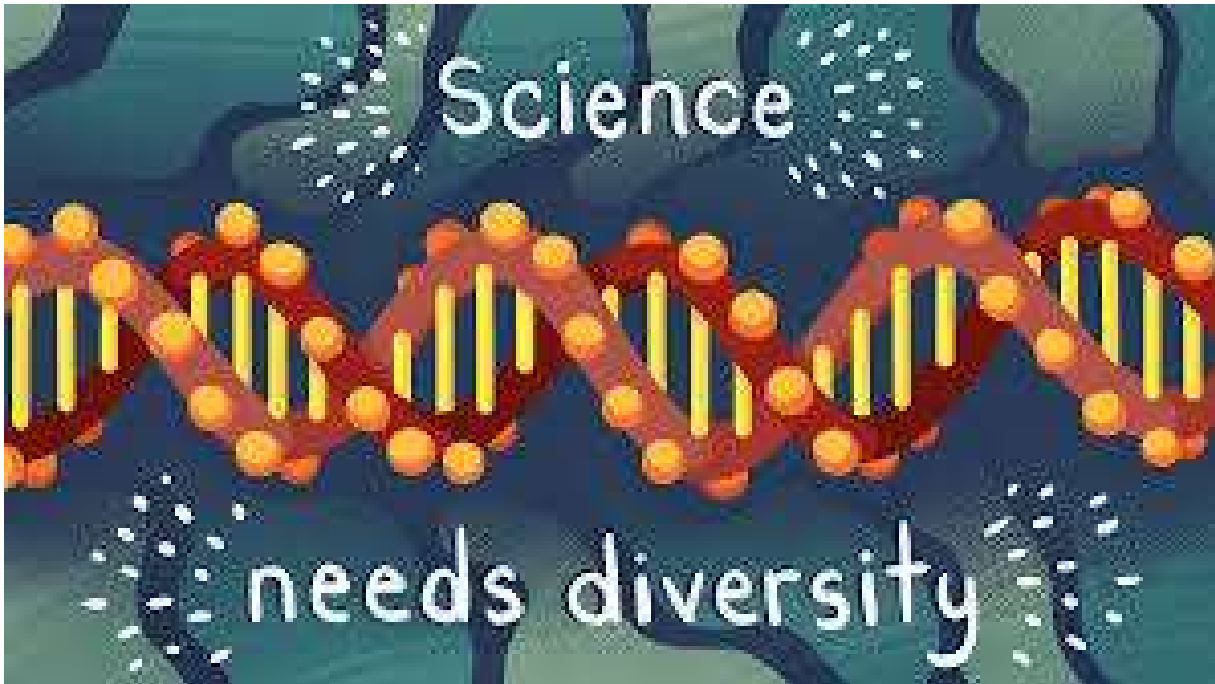




Leveraging Our Privilege to Address Systemic Biases

Overview of today's workshop



- Introductions
 - Context
 - Goals
 - Practice & Commitment
-
- Thank you to AAAS for this opportunity!
 - And to our technician behind the scenes...

Who are we and why are we here?



Monisha Pasupathi

Professor, Psychology
Associate Dean, Honors
College

Previous administrative
positions:

Director of Undergraduate
Programs, Psychology
Department
Director of Developmental
Psychology PhD Program

Denise Dearing

Distinguished Professor, School of
Biological Sciences

Previous administrative positions:

Associate Dean, Research, College of
Science
Chair, Department of Biology
Director, School of Biological Sciences

Introductions: Who are You?

There may be a poll, but if not please put in the Q&A your current position and type of institution:

Examples:

Associate Professor, teaching institution

Graduate student, Federal research lab

Systemic Biases Exist in Science



SHARE

RESEARCH ARTICLE | SCIENTIFIC COMMUNITY

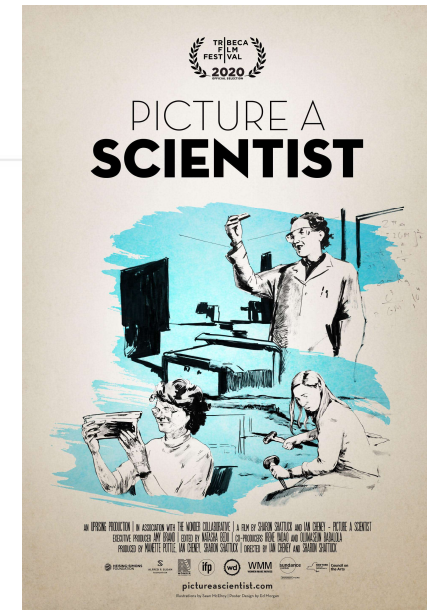


Systemic inequalities for LGBTQ professionals in STEM

E. A. Cech^{1,*} and T. J. Waidzunus²

[+ See all authors and affiliations](#)

Science Advances 15 Jan 2021:
Vol. 7, no. 3, eabe0933
DOI: 10.1126/sciadv.abe0933



Share



Jessica Esquivel, Brian Nord, Earyn McGee, Jasmine Sadler

Movement-Building in STEM in the midst of the Black Lives Matter Movement.

Wednesday, February 10, 2021 | 03:00:PM - 03:45:PM ET

Workshops

If you're having issues, please clear your browser's cache then refresh the page. Still having trouble? [Contact Us](#).



WORKSHOP 27457



Q&A

Polls

Share



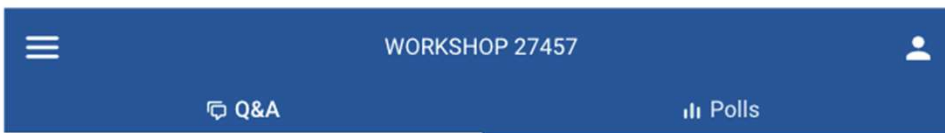
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Imagine an institution
free of racism

Listen

Take action



The work can be crushing

- Particularly true for BIPOC
- Let's not ask our colleagues (BIPOC, women, LGBTQ, etc) to re-live their trauma



- Let's use the privilege we have to move the academy forward

What We're Doing Today: Name it, Claim it



- Identify Your Scope of Influence
 - Scientists in Training (undergrads, grads, post-docs)
 - Faculty
 - Administrators
 - Journal Editors
 - Granting Agencies

What We're Doing Today: Name it, Claim it



- Identify Your Scope of Influence
 - Scientists in Training (undergrads, grads, post-docs)
 - Faculty
 - Administrators
 - Journal Editors
 - Granting Agencies
- Identify Your Scope of Action
 - Whom do I read/cite?
 - Whom do I teach?
 - Whom do I invite/include?
 - How do I allocate resources?

Ed Yong: Science Journalist (*Atlantic*)



- Crispr article
 - Interviewed 6 people –
 - 5 men, 1 woman (not a scientist)
 - Crispr related Nobel awarded to Emmanuelle Charpentier & Jennifer Doudna
- He resolved to do better:
 - Tracks interviewees in excel
 - Tracks the extra time involved (20 minutes per article)
- Clear change

Your Scope of Action

**Decisions/Practices where I have
Authority**

Your Scope of Action

Decisions/Practices where I have Authority

What I study/my research questions

Hiring of research staff and post-docs

Whom I cite

Whom I feature when I teach/speak

Your Scope of Action

Decisions/Practices where I have Authority	Decisions/Practices I contribute to making with others
What I study/my research questions	Who is admitted for PhD programs
Hiring of research staff and post-docs	Transfer articulation agreements with community colleges
Whom I cite	Aspects of the faculty hiring process (advertisement language, outreach/recruitment for applicant pool, applicant screening and evaluation, etc)
Whom I feature when I teach/speak	Policies and practices around promotion, seminar invites

Choose a task/decision, identify potential actions

Whom I feature when I teach/speak

Choose a task/decision, identify potential actions

Whom I feature when I teach/speak
I could work to ensure that whenever possible, I feature scientists who are BIPOC, and women scientists

Choose a task/decision, identify potential actions

Whom I feature when I teach/speak	Aspects of Faculty Hiring
I could work to ensure that whenever possible, I feature scientists who are BIPOC, and women scientists	I could advocate for and/or actively engage in outreach to PhD granting HBCUs in my field
	Consider screening practices that may be unintentionally problematic (e.g., “too advanced” for women)
	Advocate for use of disaggregated data and quantitatively evaluating hiring practices

Example Action Plan

I'll shift my teaching to showcase the diversity of scientists:

I will contact historians of science for help identifying how I can build this into my introductory (gen-ed) courses by xx date.

I'll have identified a strategy (either specific individuals to highlight or an alternative strategy to pursue) by xx date.

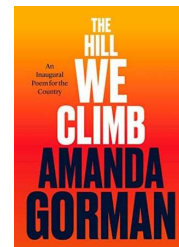
I'll incorporate this material into my course by xx date.

Goal: Leave with Action Plan for What YOU can Do, Starting Now.

- What you will do:
 - Identify YOUR scope
 - Identify YOUR potential actions
 - Commit to an action and plan



*“if only we're brave enough to see it.
If only we're brave enough to be it.”*



Let's be brave enough.

Make a plan. Make it happen.

We would love your feedback: take the survey:

https://csbsutah.co1.qualtrics.com/jfe/form/SV_3jv0WVRtWbcYiGi

Email us: dearing.denise@Utah.edu, monisha.pasupathi@psych.utah.edu