

**EDI in
academia**

**The benefits
of EDI**

**Unconscious
bias and
micro-
aggressions**

**Change
management
and inclusive
leadership**



EDI in academia

Henry, Frances, Dua, Enakshi, James, Carl E., Kobayashi, Audrey, LI, Peter, Ramos, Howard and Smith, Malinda S., (2017). *The Equity Myth: Racialization and Indigeneity at Canadian Universities*, UBC Press. <https://www.ubcpres.ca/the-equity-myth>

Abstract: "The university is often regarded as a bastion of liberal democracy where equity and diversity are promoted and racism doesn't exist. In reality, the university still excludes many people and is a site of racialization that is subtle, complex, and sophisticated. While some studies do point to the persistence of systemic barriers to equity and diversity in higher education, in-depth analyses of racism, racialization, and Indigeneity in the academy are more notable for their absence. The Equity Myth is the first comprehensive, data-based study of racialized and Indigenous faculty members' experiences in Canadian universities."

Sapon-Shevin, Mara and Zollers, Nancy J., (2015). Multicultural and disability agendas in teacher education: Preparing teachers for diversity, *International Journal of Leadership in Education*, 2(3), pp. 165-190. <https://doi.org/10.1080/13603124.1999.11509463>

Abstract: "America's schools have become increasingly diverse, both in terms of traditional multicultural markers (race, class, ethnicity) and the inclusion of students with disabilities. Preparing teachers to meet the needs of all students and to work actively to promote social justice and equity requires a careful analysis of how teachers are prepared to work with diverse learners. This paper examines multicultural education textbooks and those used in introductory special education classrooms in order to assess how each set of texts treats the others' issues. This analysis is followed by reports of conversations with teacher education leaders addressing how their teacher education programmes include issues of multicultural education and disability and the relationships and connections between those two areas. We conclude with recommendations for continuing the conversation regarding the multicultural-disability interface and urge the identification of common agendas for teacher education reform."

Tamtik, Merli and Guenter, Melissa, (2020). Policy Analysis of Equity, Diversity and Inclusion Strategies in Canadian Universities – How Far Have We Come?, *Canadian Journal of Higher Education / Revue canadienne d'enseignement supérieur*, 49(3), pp. 41-56. <https://doi.org/10.7202/1066634ar>

Abstract: "Institutional efforts to address equity, diversity and inclusion in educational settings have been often met with overwhelmingly critical accounts pointing towards well-intentioned attempts that have reinforced exclusion and inequity. A new wave of recent developments among Canadian research-intensive universities (U15) is providing a slightly different account of universities' involvement in addressing the needs of equity-seeking students. This paper presents data collected through policy analysis of 50 strategic documents from 15 Canadian universities from 2011-2018. The findings suggest that equity, diversity



EDI in academia

and inclusion activities have become a policy priority attached to a variety of institutional action plans and performance reports. As a result, there has been an increase in institutional strategic activities including institutional political commitment (e.g. new equity offices, new senior administration positions, mandatory training), student and faculty recruitment with programmatic and research supports (e.g. diversity admission policies, scholarships, access programs, curriculum changes), accompanied by broader efforts to create supportive institutional climates (e.g. student advisors, awards, celebrations). Inconsistencies emerged amongst how equity is defined in policy documents, resulting in either redistributive or inclusive practices in equity, diversity, and inclusion initiatives.”

Walters, Trudie, Hassanli, Najmeh and Finkler, Wiebke, (2021). Who is seen to be doing business research, and does it really matter? Gender representation at academic conferences, *Equality, Diversity and Inclusion: An International Journal*, 40(3), pp. 338-35. <https://doi.org/10.1108/EDI-08-2019-0220>

Abstract: “Gender inequality is evident in many academic practices, but research has often focused on the male-dominated science, technology, engineering and mathematics (STEM) fields. This study responds to calls for more work in the business disciplines which have been overlooked by comparison and focuses on academic conferences as a higher education practice. Conferences are manifestations of the research being conducted within the discipline, representing the type of knowledge that is considered valuable, and who the thought leaders are considered to be. This study investigates whether equal representation of women at such conferences really matters, to whom and why.”

Wolbring, Gregor and Lillywhite, Aspen, (2021). *Equity/Equality, Diversity, and Inclusion (EDI) in Universities: The Case of Disabled People*, *Societies*, 2021, 11(2), 49. <https://doi.org/10.3390/soc11020049>

Abstract: “The origin of equity/equality, diversity, and inclusion (EDI) initiatives at universities are rooted in the 2005 Athena SWAN (Scientific Women’s Academic Network) charter from Advance HE in the UK, which has the purpose of initiating actions that generate gender equality in UK universities. Since then, Advance HE also set up a “race charter” to deal with equality issues that are experienced by ethnic staff and students within higher education. Today “equality, diversity and inclusion” and “equity, diversity and inclusion” (from now on both called EDI) are used as phrases by universities in many countries to highlight ongoing efforts to rectify the problems that are linked to EDI of students, non-academic staff, and academic staff, whereby the focus broadened from gender to include other underrepresented groups, including disabled students, disabled non-academic staff, and disabled academic staff. How EDI efforts are operationalized impacts the success and utility of EDI efforts for disabled students, non-academic staff, and academic staff, and impacts the social situation of disabled people in general. As such, we analysed in a first step using a scoping review



EDI in academia

approach, how disabled students, non-academic staff, and academic staff are engaged with in the EDI focused academic literature. Little engagement (16 sources, some only abstracts, some abstracts, and full text) with disabled students, non-academic staff, and academic staff was found. This bodes ill for the utility of existing EDI efforts for disabled students, non-academic staff, and academic staff, but also suggests an opening for many fields to critically analyse EDI efforts in relation to disabled students, non-academic staff, and academic staff, the intersectionality of disabled people with other EDI groups and the impact of the EDI efforts on the social situation of disabled people beyond educational settings. The problematic findings are discussed through the lens of ability studies and EDI premises, as evident in EDI policy documents, EDI academic, and non-academic literature covering non-disability groups, and policy documents, such as the 2017 “UNESCO Recommendation on Science and Scientific Researchers” and the 1999 “UNESCO World Conference on Sciences” recommendations that engage with the situation of researchers and research in universities.”

Yen, Joyce, Riskin, Eve A., Margherio, Cara, Spyridakis, Jan H., Carrigan, Coleen M. and Cauce, Ana Mari, (2019). Promoting gender diversity in STEM faculty through leadership development, Equality, Diversity and Inclusion: An International Journal, 38(3), pp. 382-398. <https://doi.org/DOI:10.1108/EDI-09-2017-0181>

Abstract: “The advancement of equity, diversity and inclusion in higher education is dependent on institutional culture changes in academia. Faculty equity, diversity and inclusion efforts must engage departmental leadership. The purpose of this paper is to describe the growth and expansion of the ADVANCE leadership program at the University of Washington (UW) for department chairs that was designed to provide department chairs the skills, community and information needed to be agents of change within the academy.”



The benefits of EDI

Bear, J. B. and Woolley, A. W. (2011). The role of gender in team collaboration and performance. *Interdisciplinary Science Reviews*, 36(2), 146-153. <https://doi.org/10.1179/O3O8O1811X13O13181961473>

Abstract: "Given that women continue to be underrepresented in STEM (Science, Technology, Engineering and Math) and that scientific innovations are increasingly produced by team collaborations, we reviewed the existing literature regarding the effects of gender diversity on team processes and performance. Recent evidence strongly suggests that team collaboration is greatly improved by the presence of women in the group, and this effect is primarily explained by benefits to group processes. The evidence concerning the effect of gender diversity on team performance is more equivocal and contingent upon a variety of contextual factors. In light of the importance of collaboration in science, promoting the role of women in the field can have positive practical consequences for science and technology."

Bruna, Maria Giuseppina, (2011). Diversité dans l'entreprise : D'impératif éthique à levier de créativité, *Management & Avenir*, 2011/3(43), pp. 203-226. <https://doi.org/10.3917/mav.O43.O2O3>

Abstract: "This paper addresses the scientific reliability and the deployment, more logical than chronological, of the ethical, legal and economic arguments adopted to sustain, lend credibility to and support the dissemination of diversity policies within professional fields. In a universalist Republic which does not recognize minorities or communities, the matter of diversity was initially approached from an equality viewpoint. For companies, promoting diversity meant social integration through work (I). Over time, pro-diversity discourse was enriched by economic connotations, reflecting the shift from a partially exogenous imperative for the company (moral duty, legal requirement) to an endogenous goal (vector of managerial and commercial performance, lever of creativity). Hence the need to scientifically question the impact of diversity on economic performance, with a focus on managerial, commercial and productive issues (II). Adopted as a cornerstone of the pro-diversity argument, the impact, which was presumed to be positive, of employee profile diversification on the creativity of their teams merits closer examination (III)."

Cole, Jill S., (2020). Ethics and Diversity : Social Justice in Organizational Leadership, *Ethics and Social Justice*, [online].

Abstract: "Diversity and inclusion in the workplace often fall short balancing equity, ethics, and fairness. Wage disparities, lack of promotion opportunities, and lack of diverse ethnic, gender, age, race, country of origin, LGBTQ, religious, and ability representation in all levels of leadership, are among some of the imbalances noticed in organizations and higher education institutions (Worthington, Stanley, & Smith, 2020). When studying ethics in business, there is a noticeable relationship between equity, diversity, and inclusion (EDI) and of diversity training in regulating internal stakeholders through value-based moral leadership,

The benefits of EDI

culture, strategy, and self-regulation (Weiss, 2014; Ng & Sears, 2018). Weiss (2014) describes that effective “leadership demonstrates that moral values, courage, and credibility are essential leadership capabilities” (p. 351). By implementing EDI best practices into an organization’s value-based leadership, culture, strategy, and self-regulation, there is an observable connection to an increase/addition to an ethical organizational culture. Diversity and ethics are powerful tools of systemic leadership and performance, that normalize fairness, best practices, and employee support and well-being.”

Dobbin, F. & Kalev, A. (2022). *Getting to Diversity: What Works and What Doesn't*. Cambridge, MA: Belknap Press: An Imprint of Harvard University Press. <https://www.hup.harvard.edu/catalog.php?isbn=9780674276611>

Abstract: “Frank Dobbin and Alexandra Kalev draw on more than thirty years of data from eight hundred companies as well as in-depth interviews with managers. The research shows just how little companies gain from standard practice: sending managers to diversity training to reveal their biases, then following up with hiring and promotion rules, and sanctions, to shape their behavior. Almost nothing changes. It’s time, Dobbin and Kalev argue, to focus on changing the management systems that make it hard for women and people of color to succeed. They show us how the best firms are pioneering new recruitment, mentoring, and skill training systems, and implementing strategies for mixing segregated work groups to increase diversity. They explain what a difference ambitious work–life programs make. And they argue that as firms adopt new systems, the key to making them work is to make them accessible to all—not just the favored few.”

Jackson, Aparna Joshi, Niclas L. Erhardt, (2003). Recent Research on Team and Organizational Diversity: SWOT Analysis and Implications, *Journal of Management*, Volume 29, Issue 6, Pages 801-830. https://www.researchgate.net/publication/225083489_Recent_Research_on_Team_and_Organizational_Diversity_SWOT_Analysis_and_Implications

Abstract: “Sixty-three studies published in the years 1997–2002 are reviewed to assess the effects of workplace diversity on teams and organizations. Four major questions are considered: Which personal attributes have diversity researchers studied in recent years? What has been learned about the consequences of diversity for teams and organizations? What has been learned about the role of context in shaping the effects of diversity? How has research addressed the multi-level complexities inherent in the phenomenon of diversity? For each question, we consider the strengths and weaknesses of recent diversity research, point out opportunities for new research, and identify threats to continued advancement. The review concludes by considering practical implications of the accumulated evidence.”

The benefits of EDI

Martinez, Marian Garcia, Zouaghi, Ferdaous and Marco, Teresa Garcia, (2016). Diversity is strategy: the effect of R&D team diversity on innovative performance, *R&D Management*, 47(2), pp. 311-329. <https://doi.org/10.1111/radm.12244>

Abstract: "Diversity in the workplace has attracted significant interest in organisations that want to attract and retain talented employees. Breakthrough innovation requires a wider knowledge base, and organisations increasingly rely on multidisciplinary R&D teams to identify scientific developments that bridge gaps and reduce time to market. However, research on the performance implications of R&D team diversity remains limited and the empirical evidence inconsistent. This paper investigates the impact of surface and deep-level diversity on R&D teams' innovative performance and how diversity dimensions interact to drive innovation. We find supportive evidence that R&D team characteristics influence innovation outcomes, confirming our hypothesising that diversity is a valuable strategy for an organisation to pursue as it provides greater cognitive ability. Each diversity facet however has its own distinct effects depending on the novelty of innovation and industry. Yet, diversity is not solely positive and excessive heterogeneity could be detrimental to R&D team performance. Our findings suggest that high diversity in gender or skills in cognitively diverse teams might be negative attributes to take into consideration. Senior managers and organisations should therefore consider the appropriate mix of capabilities to benefit from creativity in diverse R&D teams and avoid possible conflict and distrust associated with diversity."

Pless, Nicola and Maak, Thomas, (2004). Building an Inclusive Diversity Culture: Principles, Processes and Practice, *Journal of Business Ethics*, 54(2), pp. 129-147. <https://doi.org/10.1007/s10551-004-9465-8>

Abstract: "In management theory and business practice, the dealing with diversity, especially a diverse workforce, has played a prominent role in recent years. In a globalizing economy companies recognized potential benefits of a multicultural workforce and tried to create more inclusive work environments. However, "many organizations have been disappointed with the results they have achieved in their efforts to meet the diversity challenge" [Cox: 2001, *Creating the Multicultural Organization* (Jossey-Bass, San Francisco)]. We see the reason for this in the fact that while much attention has been paid to the strategic dimension of diversity policies, systems, and processes, much less thought has been given to the normative dimension, the norms and values involved. Given the fact that diversity is essentially about cultural norms and values, appropriate reflection work becomes a fundamental task to create a truly inclusive work environment where people from diverse backgrounds feel respected and recognized. Therefore, we focus in this article on the challenge of building an inclusive diversity culture showing that such a "culture of inclusion" has to be built on solid moral grounds. We present a conceptual framework of inclusion based on a moral theory of recognition and introduce the founding principles of reciprocal understanding, standpoint plurality and mutual enabling, trust and integrity. After revealing barriers that hinder a culture of inclusion from emerging



The benefits of EDI

we shed light on the process of developing such a culture which involves four essential transformational stages: The first phase focuses on raising awareness, building understanding and encouraging reflection. The second phase deals with the development of a vision of inclusion as an important step to define the change direction. In a third phase key management concepts and principles should be re-thought. This leads to the fourth, action-oriented phase, that focuses on an integrated Human Relations Management (HRM)] system that helps implement change by doing both, translating the founding principles via competencies into observable and measurable behavior and fostering the development, reinforcement and recognition of inclusive behavior.”

Shore, L. et al. (2009). Diversity in organizations: Where are we now and where are we going?, *Human Resource Management Review*, v19 (2), pp. 117-133.

Abstract: “A great deal of research has focused on workforce diversity. Despite an increasing number of studies, few consistent conclusions have yet to be reached about the antecedents and outcomes of diversity. Likewise, research on different dimensions of diversity (e.g., age, race, gender, sexual orientation, disability, and culture) has mostly evolved independently. Therefore, the purpose of this review is to examine each of these dimensions of diversity to describe common themes across dimensions and to develop an integrative model of diversity.”

Strategic Direction, (2016). Diversity as a contributor to leadership effectiveness: Leadership styles to optimize employee skills and group outcomes, *Strategic Direction*, 32(7), pp. 26-28.

<https://doi.org/10.1108/SD-04-2016-0053>

Abstract: “This article aims to focus on leader–follower interactions in contexts where diversity plays an important role, and it provides practical advice for implementing inclusiveness in the workplace through different leadership styles.”



Unconscious bias and micro-aggressions

Banks, Ralph Richard and Ford, Richard Thompson, (2009). (How) does unconscious bias matter: law politics and racial inequality, *Emory Law Journal*, 5(58), pp. 1122-1053, [online]. Retrieved at : https://heinonline.org/HOL/Page?handle=hein.journals/emlj58&div=43&g_sent=1&casa_token=inbjDU-COW4AAAAA:HSaOM9b3_ufriHSI4sl_L7U8ULBfgxmRv7qTqzdUMELjuquE9N6kwDf6DyMRDVShlqGQTeVl&collection=journals.

Abstract: "During the past several years, psychological research on unconscious racial bias has grabbed headlines, as well as the attention of legal scholars. The most well-known test of unconscious bias is the Implicit Association Test (IAT), a sophisticated and methodologically rigorous computer-administered measure that has been taken by millions of people and featured in major media. Its proponents contend that the IAT reveals widespread unconscious bias against African Americans, even among individuals who believe themselves to be free of racial bias. In fact, however, the findings of the IAT are ambiguous. The test could just as plausibly be thought to measure racial bias that is simply covert, known to oneself yet intentionally concealed from researchers. On this interpretation, the IAT reveals not that individuals are more biased than they realize, but that they are more biased than they want others to know. The characterization of the IAT as a measure of unconscious bias has practically eclipsed this plausible alternative interpretation. Why? One possibility is that unconscious bias, even if not incontrovertibly demonstrated by the IAT, warrants attention because it poses a unique challenge for antidiscrimination doctrine. But this explanation for the ascendance of the unconscious bias discourse is wrong. Antidiscrimination law grapples as well, or as poorly, with unconscious bias as with covert bias. Neither statutory nor constitutional doctrine turns on the distinction between the two. The better explanation for the ascendance of the unconscious bias discourse is that assertions of widespread unconscious bias are more politically palatable than parallel claims about covert bias. The invocation of unconscious bias levels neither accusation nor blame, so much as it identifies a quasi-medical ailment that distorts thinking and behavior. People may be willing to acknowledge the possibility of unconscious bias within themselves, even as they would vigorously deny harboring conscious bias. The unconscious bias claim thus facilitates a consensus that the race problem persists. Despite its ostensible political benefits, the unconscious bias discourse is as likely to subvert as to further the cause of racial justice. Racial injustice inheres in the entrenched substantive racial inequalities that pervade our society. These disparities are not primarily a consequence of contemporary racial bias. Thus, the goal of racial justice efforts should be the alleviation of substantive inequalities, not the eradication of unconscious bias. Yet, the rhetoric of unconscious bias is so compelling that people are likely to accept it as the goal of racial reform and, consequently, to push the theory in directions that siphon energy away from problems of substantive inequality and that may be undesirable in their own right. The unconscious bias discourse reinforces a misguided preoccupation with mental state, and perpetuates an obsession with antidiscrimination law, rather than policy reform, as a means of realizing racial justice goals. If the goal is to eliminate substantive inequalities, then the task of racial justice advocates should be to explain forthrightly why those inequalities are objectionable and how to address them."



Unconscious bias and micro-aggressions

Brière, Sophie et al. (2022). *Biais inconscients et comportements inclusifs dans les organisations*, Presses de l'Université Laval, 172 p. <https://www.pulaval.com/libreacces/9782763752716.pdf>

Abstract: Concepts and tools are provided to improve response to issues relating to various forms of inequality and to put actions into place that improve inclusion for people who historically have been marginalized.

Easterly, Debra M. and Ricard, Cynthia S., (2011). Conscious Efforts to End Unconscious Bias: Why Women Leave Academic Research, *Journal of Research Administration*, XLII, 1, pp. 62-73. <https://eric.ed.gov/?id=EJ955003>

Abstract: "Issues surrounding gender discrimination have been addressed over the past 40 years with various pieces of legislation and federal policies that have made such discrimination illegal. The number of women in higher education as students and faculty has steadily increased since the 1950s, though only in certain disciplines and in the lower faculty ranks, especially in many of the STEM disciplines (defined by the National Science Foundation as Biological Sciences; Computer and Information Science and Engineering; Engineering; Geosciences; Mathematics and Physical Sciences; Social, Behavioral and Economic Sciences; and Education and Human Resources). Why is this? This article reviews the literature regarding one possible reason for this exception: unconscious bias or gender schemas. Possible solutions are presented that can help overcome the bias experienced and perceived by female faculty in institutions of higher education in the United States."

Hofmann, Wilhelm, Gawronski, Bertram, Gschwendner, Huy Le and Schmitt, Manfred (2005). A meta-analysis on the correlation between the implicit association test and explicit self-report measures, *Personality and Social Psychology Bulletin*, 31 (10), pp. 1369-1358.

Abstract: "Theoretically, low correlations between implicit and explicit measures can be due to (a) motivational biases in explicit self reports, (b) lack of introspective access to implicitly assessed representations, (c) factors influencing the retrieval of information from memory, (d) method-related characteristics of the two measures, or (e) complete independence of the underlying constructs. The present study addressed these questions from a meta-analytic perspective, investigating the correlation between the Implicit Association Test (IAT) and explicit self-report measures. Based on a sample of 126 studies, the mean effect size was .24, with approximately half of the variability across correlations attributable to moderator variables. Correlations systematically increased as a function of (a) increasing spontaneity of self-reports and (b) increasing conceptual correspondence between measures. These results suggest that implicit and explicit measures are generally related but that higher order inferences and lack of conceptual correspondence can reduce the influence of automatic associations on explicit self-reports."



Unconscious bias and micro-aggressions

Kahneman, Daniel (2011). *Thinking, fast and slow*, Farrar, Straus & Giroux, 499 p.

Abstract: “Daniel Kahneman, recipient of the Nobel Prize in Economic Sciences for his seminal work in psychology that challenged the rational model of judgment and decision making, is one of our most important thinkers. His ideas have had a profound and widely regarded impact on many fields—including economics, medicine, and politics—but until now, he has never brought together his many years of research and thinking in one book. In the highly anticipated «Thinking, Fast and Slow,» Kahneman takes us on a groundbreaking tour of the mind and explains the two systems that drive the way we think. System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical. Kahneman exposes the extraordinary capabilities—and also the faults and biases—of fast thinking, and reveals the pervasive influence of intuitive impressions on our thoughts and behavior.”

Madsen, S.R. and Andrade, M. (2018). Unconscious Gender Bias implication for Women’s leadership Development, *Journal of Leadership Studies*, 12(1), pp. 62-67.
<https://onlinelibrary.wiley.com/doi/10.1002/jls.21566>

Abstract: “The purpose of the current article is to take one critical leadership development content component— unconscious gender bias—and use it as an example to demonstrate how effective women’s leadership programming can and should be guided by theory and research. Training and development must include the element of unconscious gender bias to help women leaders overcome invisible barriers and recognize such bias in themselves and in their organizations. More broadly, it has also established the critical need to improve the effectiveness of leadership development programs for women by ensuring that training is based on current research and theory focused on gender, leadership, adult learning, and organizational change. The authors also highlight a few research-based tools, principles, and strategies that serve as theoretical frameworks. Finally, the authors provide some examples of how these can be implemented in leadership development interventions to influence practice and policy so that women can more fully contribute to today’s organizations.”

Nair, Nisha, Cain Good, Deborah and Murrell, Audrey (2019). Microaggression experiences of different marginalized identities, *Equality, Diversity and Inclusion: An International Journal*, 38 (8), pp. 870-883.

Abstract: “Given the nascent stage of research on microaggressions, the study is an attempt to better understand the experience of microaggressions and examine it from the point of view of different marginalized minority identities. The purpose of this paper is to report on the subjective experience of microaggressions from the lenses of gender, race, religion and sexual orientation. Using design/methodology/approach to explore how microaggressions are experienced by different identities, the authors conducted four focus

Unconscious bias and micro-aggressions

group studies with university students at a prominent Midwestern university. Each focus group focused on the experience of microaggressions for a particular identity group. Findings: The authors discuss the nature and forms of exclusion that occur through microaggressions, and offer six microaggression themes that emerged as common across the marginalized identities studied. The authors add to the microaggression taxonomy and highlight the role of repetition in how microaggressions are perceived. The authors also discuss intersectional microaggressions. Originality/value: While various studies have focused on reporting microaggression themes with regard to singular identities, this study is potentially the first that explores microaggression themes across different marginalized identities. The findings highlight novel forms of microaggressions such as the revealing or making visible of marginalized identities, and microaggressions emanating from within a minority group directed at other members within the same identity group, what the authors call as in-group microaggressions. The authors highlight and point to the need for more work on intersectional microaggressions.”

Rachlinski, Jeffrey J., Johnson, Sheri Lynn, Wistrich, Andrew J. and Guthrie, Chris, (2009). Does Unconscious Racial Bias Affect Trial Judges?, Cornell Law Faculty Publications, 786, [online]. Retrieved at : <https://scholarship.law.cornell.edu/cgi/viewcontent.cgi?article=1691&context=facpub>.

Abstract: “Race matters in the criminal justice system. Black defendants appear to fare worse than similarly situated white defendants. Why? Implicit bias is one possibility. Researchers, using a well-known measure called the Implicit Association Test, have found that most white Americans harbor implicit bias toward black Americans. Do judges, who are professionally committed to egalitarian norms, hold these same implicit biases? And if so, do these biases account for racially disparate outcomes in the criminal justice system? We explored these two research questions in a multi-part study involving a large sample of trial judges drawn from around the country. Our results – which are both discouraging and encouraging – raise profound issues for courts and society. We find that judges harbor the same kinds of implicit biases as others; that these biases can influence their judgment; but that given sufficient motivation, judges can compensate for the influence of these biases.”

Short Cuts (2021). *A handy guide to cognitive biases*, Université du Québec à Montréal, <https://www.shortcogs.com/>

Abstract: Short Cuts is an online platform in the form of an encyclopedia developed by a team of researchers from the fields of philosophy, psychology and neuroscience, with the aim of popularizing cognitive biases.

Unconscious bias and micro-aggressions

Schmader, Toni, Whitehead, Jessica and Wysocki, Vicki H., (2007). A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants. *Sex Roles*, 57(7-8): pp. 509-514. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2572075/>

Abstract: "Letters of recommendation are central to the hiring process. However, gender stereotypes could bias how recommenders describe female compared to male applicants. In the current study, text analysis software was used to examine 886 letters of recommendation written on behalf of 235 male and 42 female applicants for either a chemistry or biochemistry faculty position at a large U.S. research university. Results revealed more similarities than differences in letters written for male and female candidates. However, recommenders used significantly more standout adjectives to describe male as compared to female candidates. Letters containing more standout words also included more ability words and fewer grindstone words. Research is needed to explore how differences in language use affect perceivers' evaluations of female candidates."

Sue, Derald Wing (Ed.) (2010). *Microaggressions and marginality: Manifestation, dynamics, and impact*. John Wiley & Sons, Inc.

Abstract: "A landmark volume exploring covert bias, prejudice, and discrimination with hopeful solutions for their eventual dissolution. Exploring the psychological dynamics of unconscious and unintentional expressions of bias and prejudice toward socially devalued groups, *Microaggressions and Marginality: Manifestation, Dynamics, and Impact* takes an unflinching look at the numerous manifestations of these subtle biases. It thoroughly deals with the harm engendered by everyday prejudice and discrimination, as well as the concept of microaggressions beyond that of race and expressions of racism.

"Edited by a nationally renowned expert in the field of multicultural counseling and ethnic and minority issues, this book features contributions by notable experts presenting original research and scholarly works on a broad spectrum of groups in our society who have traditionally been marginalized and disempowered.

The definitive source on this topic, *Microaggressions and Marginality* features:

- In-depth chapters on microaggressions towards racial/ethnic, international/cultural, gender, LGBT, religious, social, and disabled groups
- Chapters on racial/ethnic microaggressions devoted to specific populations including African Americans, Latino/Hispanic Americans, Asian Americans, indigenous populations, and biracial/multiracial people
- A look at what society must do if it is to reduce prejudice and discrimination directed at these groups
- Discussion of the common dynamics of covert and unintentional biases
- Coping strategies enabling targets to survive such onslaughts

Unconscious bias and micro-aggressions

Timely and thought-provoking, *Microaggressions and Marginality* is essential reading for any professional dealing with diversity at any level, offering guidance for facing and opposing microaggressions in today's society."

Van Der Lee, Romy and Ellemers, Naomi, (2015). Gender contributes to personal research funding success in the Netherlands, *Proceedings of the National Academy of Sciences*, vol. 112, no 40 (2015), pp. 12349-12353. <https://doi.org/10.1073/pnas.1510159112>

Abstract: "We examined the application and review materials of three calls (n=2,823) of a prestigious grant for personal research funding in a national full population of early career scientists awarded by the Netherlands Organization for Scientific Research (NWO). Results showed evidence of gender bias in application evaluations and success rates, as well as in language use in instructions and evaluation sheets. Male applicants received significantly more competitive "quality of researcher" evaluations (but not "quality of proposal" evaluations) and had significantly higher application success rates than female applicants. Gender disparities were most prevalent in scientific disciplines with the highest number of applications and with equal gender distribution among the applicants (i.e., life sciences and social sciences). Moreover, content analyses of the instructional and evaluation materials revealed the use of gendered language favoring male applicants. Overall, our data reveal a 4% "loss" of women during the grant review procedure, and illustrate the perpetuation of the funding gap, which contributes to the underrepresentation of women in academia."



Change management and inclusive leadership

Coron, Clotilde, (2021). How Perceived Managerial Behaviors Influence Employees' Perception of Gender Equality: The Case of a French Organization, *Management international / International Management / Gestión Internacional*, volume 25, no. 1, pp. 4-240. <https://doi.org/10.7202/1076017ar>

Abstract: "Few studies have examined the influence of perceived managerial behaviors on perceived workplace gender equality. This paper seeks to fill this gap by mobilizing the theoretical framework of organizational justice to study the case of a French company. 52 interviews were conducted to formulate the hypotheses and a survey was constructed to test them. The results indicate that perceived managerial behaviors have an influence on perceived gender equality. Female employees consider managerial compliance with policy and efforts to prevent female self-censorship important, whereas male employees consider managerial efforts to ensure gender diversity in recruiting and promoting important."

Ernst, Christopher and Yip, Jeffrey, (2008). Bridging Boundaries: Meeting the Challenge of Workplace Diversity, *Leadership in Action*, 28: pp. 3-6. <https://doi.org/10.1002/lia.1232>

Abstract: "In today's globally diverse and increasingly interconnected world, social identity boundaries rub together, pull apart, and collide in the workplace. When identity divides open up, people look to leaders to bridge the gaps. By employing four tactics—suspending, reframing, nesting, and weaving—leaders can facilitate positive cross-boundary interactions."

Evans, Alvin and Breinig Chun, Edna, (2007). "Building and Sustaining an Institution-Wide Diversity Strategy", *CUPA-HR Journal*, 58(1), pp. 3-10. Retrieved at : https://libres.uncg.edu/ir/uncg/f/E_Chun_Building_2007.pdf.

Abstract: "How can educational leaders, human resource professionals and diversity practitioners create the dynamic strategies, structures and policies that will promote the inclusion of diverse and talented faculty and staff? What is the role of the human resource professional in the diversity change process? This article explores how to build the framework necessary for a diversity change initiative, how to drive the change effort, and the role of human resource practitioners in the planning and implementation of such an initiative."



Change management and inclusive leadership

Velasco, Maria and Sansone, Chris, (2019). Resistance to Diversity and Inclusion Change Initiatives: Strategies for Transformational Leaders, *Organization Development Journal*, 37(3), pp. 9-20, [online]. Retrieved at : <https://www.proquest.com/openview/3a25f47ed6a17376936e91dd6caa24e4/1?pq-origsite=gscholar&cbl=36482>.

Abstract: "Rapidly shifting U.S. demographics are causing organizations to encounter increased demand to build culturally competent, inclusive workforces. Review of current literature and the authors' primary research suggests broad attitudinal and ideological shifts concerning the role of resistance in diversity and inclusion initiatives especially as it concerns responsibilities of transformational leaders. An alternative orientation around resistance is presented along with effective strategies for transformational leaders to anticipate, address and redirect fear-based behaviors in order to succeed in diversity and inclusion change initiatives."

