**Title:** Gender Bias in Hiring Activity

**Type of Activity:** Video/Small group discussion

**Time Required:** 15-20 mins.

**Learning Outcome Applied:** Describe how gender stereotypes are activated automatically and unintentionally. Recognize and identify real life examples of overt and subtle gender bias in STEM. Practice how to respond to and reduce instances of gender bias.

**Overview:** This learning activity uses an original video from Dr. Eva Pietri’s research article titled, *Using Video to Increase Gender Bias Literacy Toward Women in Science* (2016), that displays gender bias when discussing a job candidate after interviews. It asks students to identify the gender stereotyping and bias present in the video, asks for reflection on their own personal experiences with job interviews, and then asks them to reflect on how they would respond as an individual. All questions within this activity are suggestions so feel free to skip around or add any questions of your own that come up during your discussion.

**Citation:** Pietri, E. S., Moss-Racusin, C. A., Dovidio, J. F., Guha, D., Roussos, G., Brescoll, V. L., & Handelsman, J. (2016). Using video to increase gender bias literacy toward women in science. Psychology of Women Quarterly, 41(2), 175–196. https://doi.org/10.1177/0361684316674721

**Step 1:** Open up the link to [Narrative Video 1](https://youtu.be/O7_KFGJl0JY?si=GqhEYJGEULYOW5VL)

**Step 2:** Prior to the video - ask students to jot down each time something is said (or not said) that suggests subtle, unintentional gender bias toward the female applicant.

**Step 3:** After the video, have them pair up or form groups of 3-4. Have one person read off their shared list, other students should put a check next to examples that they also put. Then have them all add any that were not already noted.

**Step 4:** Take a moment to reiterate the critical concept that these stereotypes were activated automatically, without intention, and effortlessly.

**Step 5:** Ask for some more of these examples as a class and jot them all on the board.

**Step 6:** After all examples are written on the board ask students the following questions for discussion

1. Ask the students if they have experienced or witnessed similar dynamics as a student or at their jobs?
2. Looking at the list, what are some stereotypes about women that are reflected in this interview? What about men?

**Step 7:** Ask students to again form groups of 3-4 and ask them as a group to reflect on the following scenario/questions. Have each group elect one student to share out their group’s strategies with the class. Ask each group to share.

1. Ask the students to imagine that they were a part of an interview panel as a professor and were in the room when another professor on their panel displayed unintentional, subtle gender bias towards the interviewee. What are some things you could say as an interviewer on the panel to make the other faculty aware that they are enacting subtle gender bias?

**Step 8:** After the discussion - what gems emerged from the discussion? Jot down any insights that the students brought.

**For Canvas (or other LMS) discussion here is a description of the video:**

This video depicts a job interview where a panel of three faculty members are choosing to hire one applicant out of the male and female interviewee. In the interview with the female applicant the faculty don’t chitchat with her and get friendly with her like one of the male interviewers does for the male interviewee. After the interview with the male applicant, one of the faculty even tells him that he was the best candidate without talking to the rest of the panel. When the faculty are talking about who to hire they go back and forth because the male applicant was liked more by the male faculty members, but the female applicant is a better educator and publishes more. In the end both candidates are hired because a decision could not be made for either one of them.