**Title:** Gender Bias in a Job Interview 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 stereotyping at a job interview. It asks students to form small groups to recognize what was said in the interview that indicates unintentional, subtle gender bias, their own personal experiences with job interviews, and then asks them to reflect on how they could personally respond to the situation. 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 link to [Narrative Video 4](https://www.youtube.com/watch?v=w1Yarj6TRGI&list=PLuA42xbR-FAzgkaPyGbjD5dlqLUpnQiyj&index=4) to show to students.

**Step 2:** Prior to the video ask students to write down when they hear something said by the interviewer or is not said that they believe is unintentional, subtle gender bias towards the interviewee

**Step 3:** After the video, students form pairs or groups of 3-4 and share what they wrote down. Have students elect one person to share what their group noticed and ask the other students to note examples their group also noticed. Then have the students add any that they didn’t think of.

**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 examples as a class and write them on the board

**Step 6:** Ask students the following questions below for discussion

1. Ask the students if they have experienced anything they believe was unintentional, subtle gender bias at a job interview or know of anyone who has.
2. Looking at the list, what are some stereotypes about women/mothers that are reflected in the video? What about stereotypes about men/fathers?

**Step 7:** Ask students to get into groups of 3-4 again and ask them the following question to discuss with their groups. Have them elect one student from their group to share to the class

1. Ask the students to imagine that they were a part of an interview panel and were in the room when another interviewer 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 redirect the conversation and support the interviewee?

**Step 8:** Ask each group to share their strategies and write them down on the board. After each group has shared, open up the discussion to the whole class to have other students share their ideas for how to respond to the situation.

**Step 9:** 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 between Eve, a faculty member who is looking for a new laboratory technician to join her lab. Ria meets with Eve in her office for the interview. Eve notices that Ria is pregnant and begins making comments about her productivity going forward. Ria shares that her husband will be the one staying home to take care of the baby and Eve makes the comment that she thinks her husband will be unhappy having to take care of a newborn.