

Inclusive Leadership:

An Architectural

Approach

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Linking research and action

- * What are the implications of this work on stereotyping for how we pursue change?
- * What does it take to address second generation bias?
- * Are we currently set up to do tackle second generation dynamics?
- * How can law and leadership create the architecture of inclusion?

Why challenging to transform structural inequality

- * Difficult to name and detect at individual level
- * Relevant conduct occurs in many different critical junctures and institutional locations
- * Sustained by social arrangements perpetuating stereotypes
- * Power to promote (or resist) change is highly distributed and fragmented
- * Bias linked with more general institutional values, dynamics and challenges

Requires multi-level change

- * Pay explicit attention to institution-level change and “scaling up”
- * Building capacity and incentives for institutional mindfulness
- * Enable leadership that builds mindfulness into practice small interventions in many locations
- * Enable small interventions with big effects in multiple locations
- * An “Architecture of Inclusion”

Mel Hochster

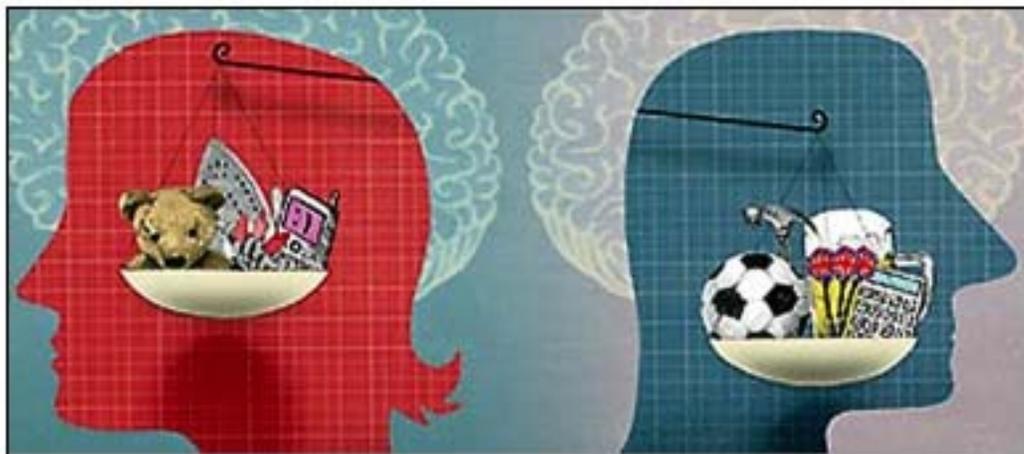
- * Chair & JEMcLaughlin Distinguished Professor of Mathematics
- * Member of National Academy of Sciences
- * American Mathematical Society Frank Nelson Cole Prize in Algebra, 1980
- * Guggenheim Fellow (visiting MIT), 1982
- * American Academy of Arts and Sciences (elected 1992)
- * National Academy of Sciences (elected 1992)

Women in Mathematics: We've Come a Long Way – or Have we?

- * “Overwhelming evidence of gender bias in evaluation of candidates”
- * “Studies have shown that gender bias is significant and pervasive.”
- * Multi-disciplinary data about the dynamics and dimensions of gender bias
 - ✓ Susan Fiske
 - ✓ Virginia Valian

Schemas: Non-conscious Hypotheses

- Schemas (expectations or stereotypes) influence our judgments of others (regardless of our own group).
- All schemas influence group members' expectations about how they will be judged.



Schemas are...

- **Widely culturally shared**
 - Both men and women hold them about gender
 - Both whites and people of color hold them about race/ethnicity
 - People are often not aware of them
- **Applied more** under circumstances of:
 - Ambiguity (including lack of information)
 - Stress from competing tasks
 - Time pressure
 - Lack of critical mass



Schemas Affect Evaluation

Numerous studies show that schemas affect evaluation, for example:

- Blind auditions
- Evaluation of CVs
- Evaluation of resumes
- Evaluation of job credentials
- Evaluation of fellowship applications
- Letters of recommendation



"I had never thought about this **gender thing** before. . . . It was that he, who was a member of the National Academy of Science, gave this talk. . . . It was the **drama of his gesture** that really affected people. The information had been out, and he just had such a **huge impact**. Why? The **National Academy of Science gets it**. He gives over this important occasion for himself. Instead of talking about math, he talked about the **problem of gender in science**. It was hugely important -- an **amazing lesson** in how this progresses."

Scientists Hired in Literature, Science and Arts

	Men	Women	Total
2000-2001	15	3	18
2001-2002	13	2	15
2002-2003	10	6	16

Not Just Talk

- * Increase in female new faculty hires from 16% in AY2002 female hires to 34% in AY2006
- * University wide increase in percentage of female science and engineering faculty from 15% in AY2001 to 19% in AY2006.
- * Increase in number of women chairs from one to seven during the award period

Why was Mel Hochster effective?

- * Message
- * Multi-disciplinarity
- * Messenger
- * Multi-level initiative with multiple leaders
- * Mediating institutions

Message/Frame

- * Linking reducing bias to affirmative goals of improving science
- * Using science to move beyond frame of discriminatory intent and fault
- * Connecting full participation to broader vision of the department (and institution) you are trying to create
- * Reducing bias to advance institutional citizenship

Multi-disciplinarity in action

- * Situates individual bias in social and organizational context
- * Explores contextual, organizational and network dynamics triggering and reinforcing schemas stereotypes
- * Examines the triggers and levers that could interrupt the operation of those biases
- * Takes a more systemic view of the micro level interaction – what would it take for change to occur?

The Messenger

- * Legitimacy and commitment +
- * Role operating at convergence of systems +
- * Positioned to use knowledge where it can influence action +
- * Speaks the language +
- * Situated in a larger community of influence =
- * ORGANIZATIONAL CATALYST



at the University of Michigan

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Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)

What is STRIDE?

The STRIDE Committee provides information and advice about practices that will maximize the likelihood that diverse, well-qualified candidates for faculty positions will be identified, and, if selected for offers, recruited, retained, and promoted at the University of Michigan. The committee leads workshops for faculty and administrators involved in hiring. It also works with departments by meeting with chairs, faculty search committees, and other department members involved with recruitment and retention.

Please contact the [ADVANCE Program](#) to learn more about STRIDE and to discuss schedule availability and fees.



STRIDE Committee Members

Multi-level approach to leadership

- * Using information to mobilize change related to core values and key decisions
- * Diffusing and coordinating leadership
- * Developing and sustaining collaborative networks
- * Building architecture to develop and sustain multi-level, transformative leadership

Institutional Intermediaries

- * NSF ADVANCE created architecture to support and sustain institutional transformation
- * Building capacity
- * Leveraging legitimacy
- * Pooling knowledge
- * Creating accountability as part of ongoing participation in community of practice

Multi-level, systemic approach

- * To framing the problem and the aspiration
- * To building institutional mindfulness
- * To creating pressure and opportunities for change
- * To linking the multiple levels of action needed to reshape contexts where decisions occur

The Need to Reframe the Role of Law and Lawyers

Litigation Frame

Law = legal rules

Lawyers = litigation

The need to reframe the domain of law

- * Adjudication as the focal point
- * Set up around first generation, motivational behavioral model
- * Imposes fault frame
- * Polarizes and dichotomizes
- * Leaps from individual to policy, missing context, culture, and institutional dynamics

Limits of the Litigation Frame

- * Descriptively inaccurate of law's scope
- * Overly narrow conception of discrimination
- * Constrained by adversarial mindset
- * Limited by concerns about judicial competence and employer autonomy
- * Overly narrow conception of risk
- * Produces ineffectual remedies and simplistic policy solutions

Reframing Law's Role

- * Place courts in larger institutional context
- * Expand arenas for building public accountability
- * Place anti-discrimination within a broader normative agenda
- * Enlist lawyers as facilitators of lawful innovation rather than risk avoiders

Facilitating Lawful Innovation

* Example: Jonathan Alger

- Vice President and General Counsel of Rutgers
- President elect of National Association of College and University Attorneys
- Track record and deep commitment to education
- Defines his role as organizational catalyst, both within Rutgers and nationally

Building an Architecture of Inclusion

- * Message
- * Multi-disciplinarity
- * Messengers
- * Multi-level initiative with multiple leaders
- * Mediating institutions