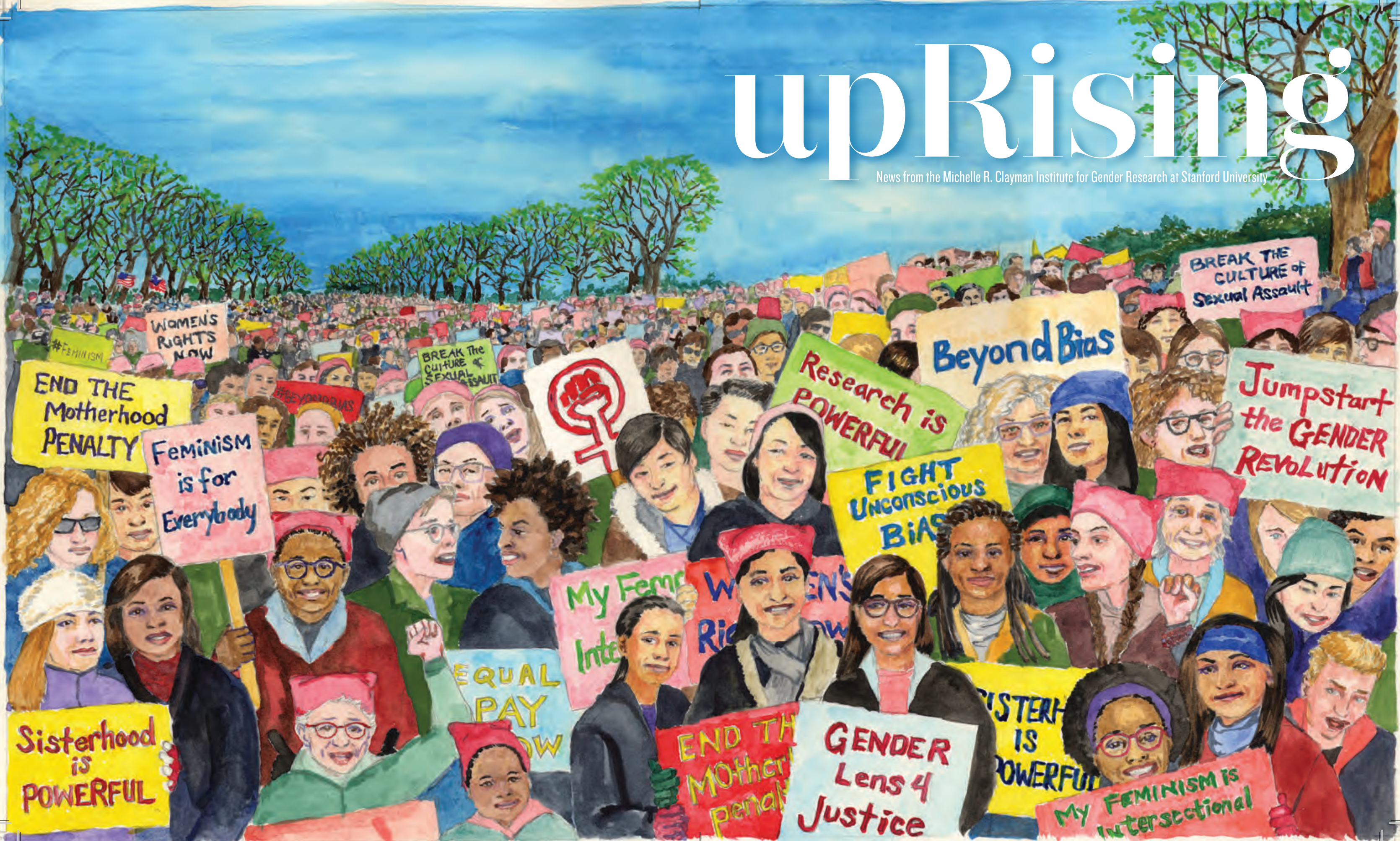


upRising

News from the Michelle R. Clayman Institute for Gender Research at Stanford University





“Investing in gender research ensures that gender inequities are addressed at their root cause, rather than at the surface level.”

—MICHELLE R. CLAYMAN
CHAIR, CLAYMAN INSTITUTE ADVISORY COUNCIL

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sons is political purpose: “Using the word ‘political’ in the widest possible sense. Desire to push the world in a certain direction, to alter other peoples’ idea of the kind of society that they should strive after. Once again, no book is genuinely free from political bias. *The opinion that art should have nothing to do with politics is itself a political attitude*” (emphasis added).

Personally, I believe a good artist needs humility as well as hubris. So, I’m more interested in raising questions and exploring contradictions than in offering political answers. As a feminist, I want to involve readers in the story and give them time to pause, reflect, argue, and engage.

Generally, I explore how commitment affects experience and consciousness. This exploration has changed as I have expanded my notion of the political (from affiliation with movements like Irish nationalism or feminism to attitudes towards others). To write fiction that is inclusive, it is necessary to take political differences and political facts like inequality and its personal consequences into account.

You oversee the Artist’s Salon at the Clayman Institute—what types of artists catch your eye? How do you select the artists you invite to share their work with our community?

I aim for diversity and quality of every kind. And of course, we invite people actively engaged with various questions about gender. When I created the Artist’s Salon at the Clayman Institute, I specifically wanted

to focus on the many faculty and staff artists who teach at Stanford. At each salon, we invite an artist to share their work and engage in dialogue with the Stanford community. We have highlighted the art of many people, including Jan Krawitz, Aleta Hayes, Nova J. Jiménez, and Robert Moses, among many other esteemed artists. Next year, our 2018 featured artist will be Chang-Rae Lee.

Under the auspices of the Institute’s thematic focus—“Moving Beyond the Stalled Gender Revolution”—what you do have in store for the coming year?

I have a novel in progress: *The Roads Between Them*, which focuses on a number of issues—gender, class and race—in the story of a mother and two daughters. I’m also particularly interested in the characters’ evolving attitudes toward women and aging. I hope that my narratives reveal new insights into the barriers facing women’s advancement and raise approaches to advancing gender equality.

As a professor, I’ve been pleased to follow the lives of my former Stanford students as they break through barriers and flourish in fields such as medicine, law, technology, and writing. Several of my Stanford students have published books; notable among these are Yaa Gyasi’s *Homecoming*, which is one of the required Freshman books this year, and Amy Kurzweil’s graphic memoir about her family’s experience with the Holocaust, *Flying Couch*.

ABOUT THE COVER:

To portray the theme of “moving beyond bias with small wins,” we employed the talent of the skilled artist Grace Moon for her expertise in watercolors and in creating art that captures the political pulse of America. Moon, who teaches studio and digital media and design at Queens College CUNY, is the founder of *Velvetpark*, a magazine dedicated to queer women in the arts. We are overjoyed with the end result: Grace Moon perfectly illustrated the vitality of our theme through the rich, colorful diversity of the women and men holding signs that convey aspects of our research agenda. The notion of “small wins” demands that we all become change agents. And, when we as change agents come together to form a collective, we can change the world.



Grace Moon, courtesy of the artist

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The Artist's Way

5 QUESTIONS WITH ARTIST-IN-RESIDENCE VALERIE MINER

Marcie Bianco, Clayman Institute Managing Editor

There is no one way to “do” feminism, just as there is no one way to be a feminist. The fight for gender equality manifests in all walks of life—because gender inequality is historical, global, and systemic. At the Clayman Institute, we are very fortunate to have an artist-in-residence to show us how the arts contribute to our larger mission of gender equality and breaking barriers to women’s advancement.

Valerie Miner has been our artist-in-residence since 2006. She also teaches in the Stanford programs in Feminist, Gender and Sexuality and the Center for Comparative Studies in Race and Ethnicity. The award-winning author of fourteen books and translated into eight languages, her work has appeared in *The Village Voice*, *Ploughshares*, and *Gettysburg Review*, among many other journals. She has won numerous awards and fellowships from the Rockefeller Foundation, the Fulbright Commission, the Bogliasco Foundation, MacDowell, and Yaddo, among other institutions.

Below is an interview with Valerie in which she elaborates upon the critical importance of the arts to the feminist movement. Her inspirational call to art, you’ll see, mirrors that of the call to feminist activism and the fight for social justice in general.



Valerie, what does it mean to be an “artist-in-residence” at a gender research institute?

As Artist-in-Residence, I initiated and continue to organize and host arts programs at the Institute. I wanted to add the topic of arts to the larger conversation at the Clayman Institute. Most of my colleagues at the Institute are social scientists, STEM professors, humanities scholars, or administrators. History shows that often artists first envision the change feminist activists seek to bring about. I wanted to use my position to bring the arts, analysis, and social activism into closer dialogue.

How did you arrive at writing? Or, when did you realize that writing was the greatest way that you could make an impact in the world?

I’ve always regarded writing as a vocation more than a career. Vocation as in “calling”; as in “being summoned,” from the Latin vocare, which means “to call.” When I

graduated from U.C. Berkeley, I was going to change the world. I was a young journalist fighting for civil rights. Eventually, I left this country in protest against the war in Southeast Asia. I moved from Canada to London and have spent 11 of my adult years living and writing abroad. By the early 1980s, when I was writing my first novel, my goals had become a little less grandiose: simply to clarify political contradictions and to contribute to a more generous social conscience.

Now, in the 21st century, I am amused by the scope of those youthful plans, awed by the energy that propelled them, and grateful for what I learned in the process. I still want to change the world, and if my political principles have remained steady, the belief in my own powers has shifted. Now I can say that the goal of my stories is understanding. As I grow less prescriptive, I hope to become more receptive. These days the causal connection between intention and invention thrives in surprise. Humility is different from defeat; in fact, it may be our best defense against it.

Is writing an inherently political act? Or, what makes writing political, and, correlatively, feminist?

In his splendid essay “Why I Write,” George Orwell says one of his rea-



A Letter From the Editor

Dear Readers,

I am delighted to introduce you to the new issue of *upRising*. Within the pages of this issue, our fifth, we share with you our achievements from the 2016–2017 academic year, as well as our aspirations for the coming year under the tenure of Clayman Institute Director Shelley Correll.

All our events, workshops, summits, fellowships, and internships reflect the core mission of the Institute: to create a more equal—and, dare I say, more feminist—world through the power of gender research to ignite social change. Presented as the theme of this issue of *upRising*, we at the Institute strongly believe in the efficacy of “small wins” to create and sustain substantive change both in the workplace and in the world. Our mission is one easily adoptable as a daily ethics: through small wins—individual and collaborative local efforts—we can collectively break through the systemic barriers to women’s equality.

Critical to this mission is the creation, translation, and dissemination of our innovative gender research. Hence *upRising*, but also our monthly newsletter, *Gender News*. Our translation efforts have also gone “viral,” hitting mainstream outlets like the *Atlantic*, *Vox*, and *Quartz*. In addition, Institute researchers and scholars have been prominently featured in the pages of the *New York Times*, on the cover of the *Atlantic*, and on the stage of *Fortune*’s Most Powerful Women Next Gen Summit.

Complementing our research and translation efforts, as you will see within these pages, are our variety of program offerings that are fueled by the desire to countervail and dismantle the systemic barriers that

have historically oppressed women—from our Summer Internship Program to our graduate Voice and Influence Program (gVIP), which endeavors to help graduate students successfully navigate the gender biases ensconced in the halls of academia. This issue of *upRising*, too, introduces our new program, Seeds of Change, which is an educational initiative for young women interested in STEM fields (science, technology, engineering, and mathematics), aimed at eradicating the gender pipeline problem at its early stages.

I joined the Clayman Institute in January as Managing Editor, and I have been profoundly moved and impressed by the intelligence, passion, and dedication my colleagues have for women’s equality, for the transformational potential of gender research, and for feminism in general. In an increasingly uncertain world, the Clayman Institute has come to figure as a home to me—a home, within the Serra House on Stanford’s campus, that provides sanctuary, camaraderie, feeding my spirit and my mind.

This slender volume does not fully capture the extent of our achievements or capacious efforts on behalf of gender equality; nor can it adequately impart the electric vitality that flows through Serra House on a daily basis. We hope, however, that with each turn of the page you acquire new insights into our work here at the Clayman Institute and commit, with us, to work together for a more just future.

Onward together,

MARCIE BIANCO
Editor-in-Chief, *upRising*
Managing Editor, The Clayman Institute for Gender Research

The Story Behind That Cover Story

Who knew that tackling gender bias in the workplace could land you the cover of the *Atlantic*? The headline, in bold, black font and highlighted in bright red, laid the issue plainly, albeit sensationally: “Why Is Silicon Valley So Awful to Women?”

While there has been much news about gender discrimination and harassment at tech companies, what is transpiring in Silicon Valley portrays a microcosm of what occurs daily, on a global scale. Scholars had been studying stereotypes and biases for decades, but when I gave my first talk on unconscious bias in 2003 the term was mostly unknown outside of academia. While these biases also existed back then, for most employed women gender bias just was seen as “part of the job.”

Sometimes people are surprised to hear that gender bias remains a major barrier for women in the workplace, instead of being a relic of the past. In a discussion that I led with Supreme Court Justice Ruth Bader Ginsburg and Stanford students in February, a student asked her what was the biggest barrier to achieving gender equality. Her response was quick and firm: “unconscious bias.” Obviously, I agree!

If we hope to move beyond the stalled gender revolution, we must fully understand the dynamics of gender and work, and that means addressing unconscious bias front and center.



Key to the research agenda of my directorship has been uncovering the barriers to women’s advancement in the workplace so that we can create solutions to these barriers. Those doubtful that gender bias still exists often believe that the patterns of gender inequality that

we still observe—such as the gender pay gap or the dearth of women in leadership positions—occur because women lack ambition or the skills necessary to advance their careers. However, gender scholarship clearly and consistently shows that pervasive gender biases contribute to women’s career dissatisfaction and dampen their ambition. Further, these same biases affect how women are evaluated at work, which can directly lead to lower pay and decreased chances of promotion.

The good news is that our research at the Clayman Institute, conducted in partnership with companies, shows that we can disrupt gender biases once they are identified. In our collaborations, we train



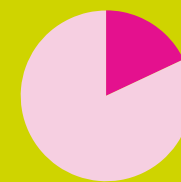
employees about the effects of gender bias and then study their workplace culture to identify where biases emerge in key organizational processes, such as promotion decisions, performance evaluations, hiring, team dynamics, and access to key opportunities. We then work together with managers in these companies to co-design tools to remove bias from these processes. Our research highlights the critical importance of change agents at the managerial level to create sustainable change for more equitable—and, research indicates, more successful—workplaces.

As our work with our industry partners shows, when scholars and practitioners work together we can transform work culture, not just in tech but across industries, in order to create more inclusive environments where all employees can thrive.

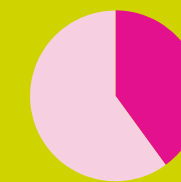
Onward towards a more equitable future,

SHELLEY CORRELL
Faculty Director, The Clayman Institute for Gender Research

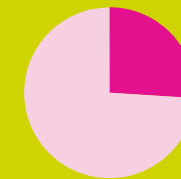
Seeds of Change



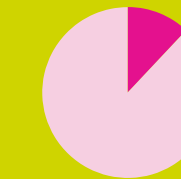
18% of computer science degrees are earned by women



40% of women who earn tech degrees leave the profession



26% of computing jobs are held by women



12% of engineering jobs are held by women

Women’s underrepresentation in STEM is due in large part to the presence of persistent stereotypes and gender bias. Technical skills and knowledge—while critically important—are not enough. Seeds of Change provides innovative training and support to young women as they transition through high school and college to successful careers. By planting a foundation of frameworks, knowledge, and skills, participants will grow to not only recognize the dynamics of gender, but they will also learn how to successfully navigate environments so impacted by them. This is achieved by employing three core strategies: research-based education, a train-the-trainer model, and cohort-based learning.

core content, empowering their leadership in and beyond their role in Seeds of Change. For the high school students, learning from “near peers” provides access to relatable and attainable mentoring relationships.

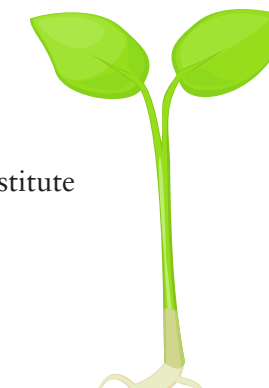
The cohort-based learning model is a critical mechanism for learning. By hearing about and sharing experiences, the high school students gain insight into their own circumstances and experience diverse leadership models. This approach emphasizes the importance of connection, vulnerability, and encouragement in developing resilience.

The 2017 pilot program will launch with twenty Stanford undergraduate leaders, who will co-lead groups of six to eight high school student circles representing a diverse collection of STEM-focused groups in the Palo Alto area. After the pilot year, the Center plans to expand the program, first regionally, then nationally. Under the leadership of Clayman Institute

education researcher Chelsey Hauge, the initiative will be rigorously evaluated, with the goal of advancing our knowledge about gender inequality and moving us towards a more equal world.

The relationships forged with the high school partners—not only with the students themselves but also with the adult stakeholders and other organizational actors who are in their worlds—elevate the experiences of girls and young women interested in pursuing

STEM careers. What Seed of Change aims to achieve is beyond feeding the STEM pipeline. It hopes to fortify and enrich it.



Seeds of Change

Kristine Pedersen, Seeds of Change Project Manager

This year, the Clayman Institute's Center for the Advancement of Women's Leadership launched a new initiative to address the glaring underrepresentation of girls and women in the STEM fields. Sara Jordan-Bloch, Clayman Institute sociologist and the founder and director of the initiative, named it "Seeds of Change" to reflect the critical imperative of better understanding and addressing the gender biases that inhere early in the STEM pipeline.

Part of the Institute's Educating for Change research stream, Seeds of Change aims to train and mentor high school and university students in ways similar to the Institute's other Voice and Influence initiatives: through education and feminist collaboration, girls and women learn both how to see gender biases and how to address and find solutions to these biases which serve to deter their career aspirations.

Seeds of Change is distinct from traditional pipeline projects because it does not focus on STEM technical skills and education. Instead, the project provides an integrated curriculum of mentoring, training, and skills development in order to encourage girls' STEM and leadership identities and break feelings of isolation through peer support. Made possible by a large multi-year gift generously provided by VMware, the initiative takes an interdisciplinary approach to STEM education, infusing students' technical training with leadership training by bringing together key compo-



Kristine Pedersen, Sara Jordan-Bloch, and Chelsey Hauge

nents of feminist pedagogy, service-learning, and experiential education to create a transformative learning experience. This is achieved by employing three core strategies: research-based education, a train-the-trainer model, and cohort-based learning.

While a program for girls and young women, the Seeds of Change curriculum is grounded in academic research about how to effectively advance women's leadership and increase women's participation. It is brought to life in a series of animated videos and put into action with the use of discussion guides and exercises to promote critical thinking and skills development.

Seeds of Change undergraduate leaders participate in a year-long training course designed and taught by Clayman Institute researchers while, at the same time, leading groups—"circles"—of high school students through the same curriculum. In their role as leaders, the undergraduates deepen their own knowledge of the



Virtuous Cycles

In 2012, we set out a vision to catalyze the slow pace of change in the advancement of women's leadership across every field, from education to politics. While billions of dollars are spent on diversity and inclusion each year in the US, little is known about the efficacy of these programs.

At the Clayman Institute, we believed we could incubate an initiative to jumpstart this change. In 2013, we launched the Center for the Advancement of Women's Leadership with an aim of developing empirically-proven models of change, along with research-based interventions and education, to accelerate progress.

We knew that we needed a community of deeply-invested partners to work with us; that our research could not be wholly relegated to laboratories. Therefore, we founded the Corporate Program, an affiliates program designed to bridge the gap between the theory of women's leadership and the practice of diversity and inclusion. As Executive Director, I leveraged my experience of working in industry to help us translate social science research as the groundwork for these conversations. Together with our members, we have explored new frontiers of understanding and engagement, and have tested our research-based education as a foundation for shifting culture and mindsets.

Our success is a result of a new kind of collaboration: a *virtuous cycle*—to invoke the mission of our founding director, Myra Strober—of creating and then putting research into action. To date, forty-six companies have joined our Corporate Program. Collectively, we have the potential to reach over a million employees. Our results, in just four years, are profound:

- We developed an empirically-validated model of organizational change and launched seven collaborative research projects. We continue to lead pilot interventions at four global companies to debug bias in key organizational processes.
- We developed and continually evaluate our change model for change agents in diverse settings. This approach empowers individuals to become change agents and achieve small wins in their own lives and environments.
- We have educated over 100,000 individuals, from high school students to CEOs, with evidence-based solutions to increase gender diversity in recruiting, hiring, and advancement decisions.
- We have published numerous articles in academic presses, business publications, prestige journals, and news outlets on



issues of inclusion, women's leadership, and motivating change.

Partnership and collaboration are the heart of our mission and our strategy. Recently, former Stanford University President John L. Hennessy, who gave us a seed grant to start this initiative, lauded our ability to achieve so much with that grant in just four years.

Yet, now is not the time to rest on our laurels. Now is the time to push the limits of our work.

In the upcoming year, we will seek additional investment in our work to advance women's leadership. We believe that this virtuous cycle of investing in each other's success, in bridging the gap between theory and practice, and empowering well-intentioned leaders to do the right thing, will break barriers to gender equality.

In partnership,

LORI NISHIURA MACKENZIE
Executive Director, The Clayman
Institute for Gender Research

Mentorship as Our Blueprint

The Clayman Institute for Gender Research is laying the foundation for a new generation of feminist change agents and leaders. Mentorship, and specifically intergenerational mentorship, functions as the blueprint for this agenda.

In our efforts to educate the next generation of feminists, we empower young scholars with experience and knowledge to inform their scholarship and life choices. In my capacity as Associate Director, I guide our fellowship and internship programs, academic and community engagement, thematic focus programming, and development efforts, with this mission in mind.

In my role at the Institute, I strive to thread intergenerational mentorship through every aspect of our work. This carries both an intellectual and personal significance to me. As a scholar of feminist movements, I understand the critical importance of generations of feminists sustaining and supporting each other to create a more equal future. I also experienced the Institute's dedication to mentorship firsthand as a postdoctoral fellow. Now, as Associate Director, I am honored to lead these efforts in creating the next generation of feminist leaders. I do this in my work

at Serra House, with our partners and supporters, as well as in my teaching an undergraduate course in Stanford's program in Feminist, Gender, and Sexuality Studies.

Our focus on intergenerational mentorship centers around our fellowships for graduate dissertating students and postdoctoral scholars, as well as high school and undergraduate student internships. With guided mentorship, fellows and interns acquire the research and leadership skills that will serve them not only in their professional careers but throughout their lives.

Intergenerational mentorship also informs our research agenda and methods at the Clayman Institute. Under the auspices of our current focus, "Moving Beyond the Stalled Gender Revolution," Institute researchers work alongside graduate and undergraduate research assistants to conduct innovative research to understand why the gender revolution has stalled, and to discover workable solutions to advance equality. Our current research about sexual assault is based on a student-led project, and informed in part by our lecture symposium "Breaking the Culture of Sexual Assault." With students, postdocs, researchers and staff working together to advance both our research and programming,



we have created an inclusive and diverse learning community.

In addition to our research, we contribute to vibrant feminist scholarship at Stanford and across the country by convening agenda-setting conferences and lectures that attract diverse audiences. Our Jing Lyman Lecture series, named after a woman central to advancing the women's movement both at Stanford and nationally, brings the most influential women leaders to Stanford. Previous Jing Lyman lecturers include Gloria Steinem, Sheryl Sandberg, Katha Pollitt, Paula Giddings, and Kimberlé Crenshaw. This fall, we will welcome Morgan Stanley executive Carla Harris to deliver the 2017 lecture. Bringing these notable leaders to campus stimulates new conversations across generations of feminists, and, like all of our work, aims to inspire change.

Sincerely,

A handwritten signature in black ink that reads "Alison Crossley".

ALISON DAHL CROSSLEY
Associate Director, The Clayman
Institute for Gender Research

experiences in both academic and non-traditional academic career paths, as well as a roundtable discussion about the specific barriers faced by women of color in academia. They also spent a day with Stanford Graduate School of Business Professor Margaret Neale, co-author of *Getting (More of) What You Want: How the Secrets of Economics and Psychology Can Help You Negotiate Anything, in Business and in Life*, who shared research-based negotiation strategies.

Training together is an extremely important element of the program. Institute Associate Director Alison Dahl Crossley explained that the cohort model is central to the program's success: "Every year some of the most positive feedback we receive is related to the connections participants make with each other," Crossley said. "By learning that women and underrepresented students in other departments are facing some of the same challenges and triumphs, they get to know fellow graduate students from other disciplines who bond over the programs and learning opportunities, as well as the commonalities they share as women in academia. In many cases these connections and support networks last for years after the program is over," she observed.

"gVIP provided a great opportunity to see other successful women at Stanford from different fields early in their careers who also care about issues of gender and gender equality," said Jakki Bailey, a 2016-2017 gVIP participant who recently accepted a faculty position at the University of Texas at Austin. "I enjoyed being able to come together to honestly discuss our challenges and celebrate our successes. Taking the time to think about my career as a woman in academia beyond specific research projects was an

invaluable experience, and a treat."

For Priya Fielding-Singh, a Sociology PhD candidate and Clayman Institute Graduate Dissertation Fellow, this year's gVIP offered a supportive environment to discuss issues relevant to being a woman in academia: "It was invaluable to learn more about the experiences of other smart, talented, ambitious women in the program. As a sociologist of gender," she continued, "I've long been aware of structural barriers to women getting ahead. But there is a difference between knowing about these barriers and experiencing them personally. I therefore highly valued getting to learn and practice skills for navigating the professional landscape."

As gVIP's Faculty Director, it has been an honor to work with so many amazing graduate students and



Kristine Kilanski and Aliya Rao

to be part of the process of launching them into their future careers. Aliya Rao, a gVIP participant and Clayman Institute Postdoctoral Fellow, will assume the program's directorship for the 2017-2018 academic year. Rao hopes to expand the meaning of "voice" to help get the "fantastic work that all these women scholars are doing" into the public eye.



gVIP scholars at the 2016 inaugural event

Strength in Voice, Power in Numbers

THE CLAYMAN INSTITUTE'S GRADUATE VOICE AND INFLUENCE PROGRAM
SPURS GENDER EQUALITY IN ACADEMIA

Kristine Kilanski, Clayman Institute Postdoctoral Fellow and gVIP Faculty Director

Women have made tremendous strides in academia. In the past decade alone, they have surpassed men in doctoral degrees and comprise roughly half of all scholars on the tenure track. Yet, structural barriers and discriminatory behaviors continue to hinder women's academic advancement, resulting in a pipeline problem evident in statistics showing that women remain underrepresented in tenured faculty positions but overrepresented in non-tenure track academic positions.

To help future female scholars navigate these systemic issues, the Clayman Institute's groundbreaking graduate Voice and Influence Program (gVIP), with the support of the Vice Provost for Graduate Education,

Patricia Gumport, trains Stanford graduate students to embrace leadership by finding power through their voice.

Each year, twenty-five graduate students, selected from all seven of Stanford's graduate schools, participate in a series of trainings that provides them with the strategies and tools to overcome gender biases in academia.

Like previous cohorts, the 2016-2017 gVIP scholars learned the tools to navigate the gendered dynamics of professional teams and how to use their body language effectively to exert power and influence in the workplace. Participants also had the opportunity to attend a panel of women academics who shared their

Research is Our Foundation— and Our Future

My career passion has always been to leverage research insights to generate positive change on behalf of women. I found the best opportunity to do so at the Clayman Institute—the place where it all started.

Since 1974, the Clayman Institute has had one vision: to harness the power of empirical research on women to promote gender equality. Under the directorship of Shelley Correll, we focus specifically on women's leadership, a vital lever for creating a more equal world. As Senior Director of Research, I guide our research agenda to fruition—from designing research partnerships to staffing, data collection and analysis, and dissemination.

Our research agenda takes a holistic approach to diagnosing the barriers that women face, from the formation of one's leadership identity at school to critical career transitions. The unifying mission of this agenda is to go beyond problem-solving to solution-testing in order to determine the sustainability of the proposed change.

Our research has two main streams. The first is Educating for Change. The three projects within this research stream use a gender-based leadership education curriculum to create change agents. The Seeds of Change and Why So Few curriculum projects look at the effectiveness of such education at

the transitions between high school and college, and college to work, respectively. Our third project, the Voice and Influence Program, examines how women's identities—at the intersections of race, class, and sexuality—affect their work experiences. Insights from these projects have allowed us to create transformative educational experiences, so that women do not only achieve and persist, but are also able to contribute to the cultivation of more inclusive environments.

Creating Inclusive Organizations, our second research stream, also begins with gender knowledge, then moves to develop and evaluate interventions to create more inclusive workplaces. We measure and assess the biases embedded in people processes such as hiring, performance evaluations, and stretch assignments. In our diagnosis, we have identified four repeating barriers to women's advancement: a higher bar for competency; a prescriptive assessment of women's personality and communication style; a gender bias in the language of performance evaluations; and a systematic pattern of being overlooked, ignored, or dismissed in team interactions. In response to these barriers, we have run three sets of interventions to engage managers on how to block these biases in their workplaces.

The newest areas of research explore the gendered dimensions



of access to stretch assignments in engineering careers. Simultaneously, we are conducting research on sexual harassment and the culture of sexual assault in Silicon Valley. This summer we also launched an intersectional study about bias in the career lifecycles of women of color.

Home to the Clayman Institute, Serra House hosts researchers with expertise in everything from social movements to media literacy. Our researchers work in tandem with a world-class cohort of postdoctoral fellows, graduate and undergraduate students, and management professionals. What we all share is a passion for change and a belief that investing in research holds the key to achieve gender equality.

Join us in working towards a world in which women of all races and backgrounds are equally represented at the leadership table.

In partnership,

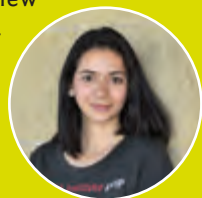
Caroline Simard

CAROLINE SIMARD
Senior Director of Research,
The Clayman Institute for Gender
Research

The Clayman Institute

ACADEMIC YEAR

The Clayman Institute welcomed a dozen new “Beyond Bias” Faculty Fellows, a new cohort of Graduate Dissertation Fellows, as well as a new Postdoctoral Fellow, sociologist Aliya Rao



We hosted the Roundtable on Pay Equality in Technology, featuring leaders from academic and tech



Institute Executive Director Lori Nishiura Mackenzie presented on blocking bias in the

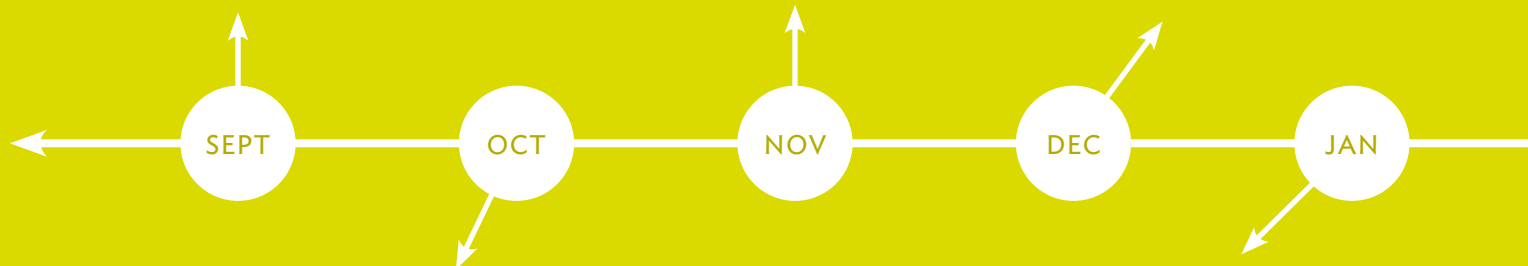
workplace at the #DiverseMedia conference in Hamburg, Germany



The graduate Voice and Influence Program, directed by our Postdoctoral Fellow Kristine Kilanski, kicked off another spectacular year



Sociologist Marianne Cooper was a featured speaker at Fortune’s 2016 Most Powerful Women Next Gen Summit



The Clayman Institute held its biannual Corporate Partners meeting on the theme of social movements, which highlighted the research of Institute affiliates like “Beyond Bias” Faculty Fellow Sarah Soule



We welcomed four new women to Serra House: Managing Editor Marcie Bianco, Seeds of Change Project Manager Kristine Pedersen and Research Associate Chelsey Hauge, and Researcher Melissa Abad (pictured)



Stanford researchers Dr. Clea Sarnquist (pictured) and Dr. Mike Baiocchi presented their new findings at the Institute’s “Breaking the Culture of Sexual Assault” series event



Critical race scholar Kimberlé Crenshaw asked us to #SayHerName to break the culture of sexual assault at the annual Jing Lyman Lecture



Institute Director Shelley Correll and former Institute Graduate Dissertation Fellow and BBS Fellow Sapna Cheryan joined forces to examine gender bias in tech at a CASBS symposium

High School ('19). The Susan Heck undergraduate interns, named in honor of one of the Clayman Institute’s founders who had a special passion for mentoring undergraduate students through academic research internships, are promising Stanford undergraduates with diverse, interdisciplinary interests: Mirna El-khalily ('20) is considering a trio of majors, including Economics, Sociology, and Education; Nya Hughes ('18) is majoring in African and African-American Studies; and Rachele Pabalan ('18) is majoring in English and Creative Writing, with a minor in Education.



internship. All interns have the opportunity to learn from conversations with or presentations by our fellows, researchers, and staff members.

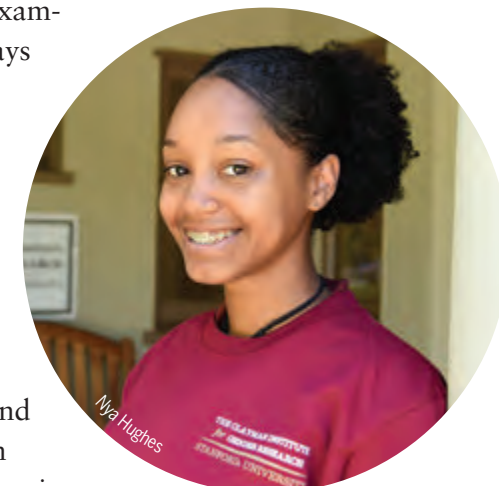
The “unique multigenerational mentorship,” as Pabalan described it, provides a space for collaboration and discussion among feminists of all ages. “It’s invigorating to work in a space where the often-complex process of learning and talking about gender is encouraged, supported, and safe,” Pabalan said. “I also feel supported in growing as a young professional woman, which I really value at this time in my life.”

Thanks to the generous support of key donors like Leah Middlebrook, the Goodnow Fund, and the Wallace Alexander Gerbode Foundation, the Internship Program has recently blossomed and expanded its offerings including professional development workshops, mentoring and collaborations on research projects, and weekly seminars on feminism and gender in culture and society.

Called “Gender 101,” these weekly discussions teach students about gender, gender research, and feminism. The sessions encourage our interns to develop a list of feminist community ethics—or codes to live by—using contemporary feminist texts to anchor their discussions. This summer the interns read the seminal feminist text *This Bridge Called My Back*, edited by Gloria Anzaldúa and Stanford professor Cherríe Moraga, as well as excerpts from Institute Associate Director Alison Dahl Crossley’s *Finding Feminism*.

In the spirit of the Institute’s value on intergenerational mentoring, each high school intern is paired with an undergraduate intern to receive professional and personal mentorship. From conversations about the college experience to gender research, these young women get to share their experiences as feminists and young women of color. The undergraduate interns also introduce the high school interns to academic research via their respective research projects that they present to the Clayman Institute community at the end of their

This summer, the undergraduate interns worked on timely projects with a focus on social justice. Hughes’s research project, for example, focused on the ways in which black female musical artists create new worlds and new archetypes for black women as counter-narratives to racist and sexist stereotypes. Pabalan analyzed the experience and accessibility of women of color in the video gaming community, and El-khalily studied how female Stanford undergraduates’ socioeconomic status influenced the selection of their college major.



“The Susan Heck Internship Program presented the perfect opportunity to explore what it feels like to develop, research, and present an intellectual project and mimic the graduate school experience,” Hughes said of her internship experience.

From mentoring budding researchers to building a collective feminist consciousness, the Clayman Institute Internship Program strives to empower the next generation of feminist leaders.



Andrea Halsted, Erika Gallegos Contreras, Gaurav Sandhu, Mirna El-khalily, Rachele Pabalan, Nya Hughes, and Maya Jones

This is What Feminism Looks Like

THE SUMMER INTERNSHIP PROGRAM INSPIRES FUTURE GENERATIONS OF FEMINISTS

Erika Gallegos Contreras, Clayman Institute Program Manager and Summer Internship Program Coordinator

There are no lazy days of summer at the Clayman Institute. In addition to our diligent efforts to promote gender equality, each June the Institute is infused with the new, vibrant energy of our summer interns.

The Internship Program's mission is to support students in their efforts to conduct research on issues

concerning underserved populations, including low-income communities and women of color. This summer, the Institute welcomed six bright young women. High school interns were selected from Bay Area public schools: Andrea Halsted, from Mountain View High School ('18); Gaurav Sandhu, from Santa Clara High School ('18); and Maya Jones, from Menlo Atherton

Year in Review

2016-2017

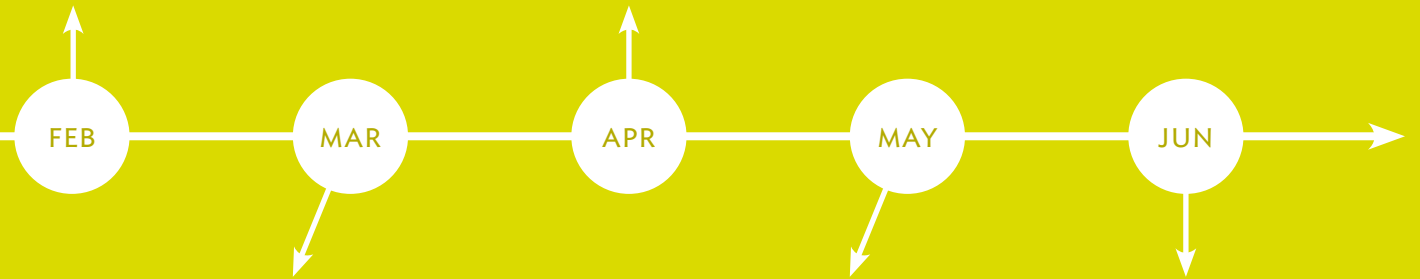
Clayman Institute researchers participated in VMWare's Women Transforming Technology (WT2) Conference, where Executive Director Lori Nishiura Mackenzie moderated an executive women's leadership panel and was interviewed for the WT2's "theCube" program



Institute Director Shelley Correll scored the cover of the *Atlantic* and was interviewed in a cover story about gender bias in the tech industry



Finding Feminism, the Institute Associate Director Alison Dahl Crossley's first book, made waves by challenging the feminist wave framework



The Institute hosted a groundbreaking two-day "Beyond Bias" Summit, featuring research presented by our Senior Director of Research, Caroline Simard



We announced our Graduate Student Prize winners, including the Myra Strober Prize winner, Graduate Dissertation Fellow Ben Allen

The Clayman Institute Summer Internship Program commenced, teaching three Bay Area high school students and three Stanford undergraduates the skills to become tomorrow's feminist leaders



Shivani Mehta, our Marketing Specialist and executor of the "Beyond Bias" Summit, became our new Director of Programs



Institute Director Shelley Correll is named the recipient of the 2017 Feminist Mentoring Award by the Sociologists for Women in Society.



Why Gender Research Matters More Than Ever

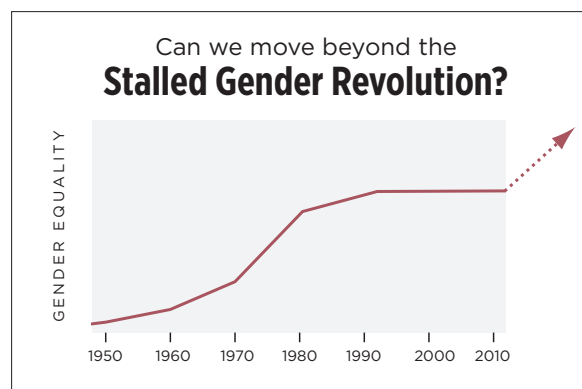
Marcie Bianco, Clayman Institute Managing Editor

Seeing through the surface. This is the driving force behind the Clayman Institute’s cutting-edge gender research. In an age of information overload punctuated by “alternative facts” and “fake news,” we know that the solutions to our most pressing societal problems are not remedied by the single act of a shattered glass ceiling when so much lies beneath. Our researchers look through the glass with a gender lens to expose gaps in our knowledge, identify the root causes of barriers to women’s advancement, and propose workable solutions.

Utilizing a gender lens enables our research teams to uncover meaningful new insights in the effort to advance gender equality. In one research project, engagement survey results showed that women were dissatisfied with the transparency of promotion decisions—and, meaningfully, men felt a similar dissatisfaction. The research project uncovered a lack of clarity in the criteria for advancement, and the company initiated a project to clarify criteria for leadership and promotion. Thus, a gender lens not only uncovered the ways implicit and explicit biases

limit women’s advancement, but it also revealed ways to improve the organizational processes overall so that all employees are more apt to thrive.

The first step in diagnosing the problem is seeing the problem. As Clayman Institute Director Shelley Correll explained, “We have to help people first see biases because until



they see how stereotypes work, they are not going to be aware of how biases can affect their judgement. These stereotypes affect all our judgements—women’s as well as men’s.” Making invisible systems of discrimination visible is the first step in addressing gender inequality. “Seeing and then blocking bias is key,” Correll added.

Since its founding in 1974, the Clayman Institute has examined many societal issues through a gender lens, from how life lon-

gevity affects women differently than men and can help reimagine women’s work-life balance, to how the “motherhood penalty” hinders women’s career success.

With over forty years of translating research into action, we continue to ask questions critical to gender equality and women’s advancement: How do we understand the persistent violence against women? How do we examine gender inequities through an intersectional framework that encompasses the lived realities of all women?

Our gender lens is inherently intersectional because it shines a light on the voices and perspectives that have been historically overlooked and marginalized in discussions of gender. This particular lens fosters both more comprehensive research on gender discrimination and more inclusive pathways for evidence-based solutions.

Expanding our gender lens enables us to see the world more fully and to better account for diversity in race, ethnicity, sexuality, ability, and economic status of women. This was the critical message imparted by Kimberlé Crenshaw at our Jing Lyman Lecture last November. Only through intersectional frameworks of research and analysis will we be able to eradicate the cycle of exclusion and invisibility of women of color in order to offer innovative research that addresses the inequities faced by all women.

Through a gender lens, the Clayman Institute helps people to see what they are looking at.

Outside the classroom, students practiced activism and leadership in feminist and other social justice organizations, many funded or supported by their school. The ways in which the student activists in my research learned leadership and public speaking skills, and became experts at planning large-scale events and organizing, were critical to their own advancement as feminist leaders. These student organizations were also central to developing and strengthening the feminist communities on their campuses. Feminism persists because of these institutional settings and resources, regardless of the broader climate about feminism.

Online activism also propels feminism through surges of activism. My research shows that students’ use of social media platforms expands recruitment bases for both online and offline feminist organizing. Feminist blogs, too, provide an opportunity to learn about feminism and its histories, as well as feminist perspectives on current events. “Feminist bloggers definitely set a tone for things,” a student said. “Not only do they make people who use the Internet aware of gender inequality, but they give their own perspective and alert people to protests or activist things that are happening.”

This creation of feminist community fosters a sense of solidarity between feminists, despite geographical distance, and it illustrates how online activism sustains and enlarges feminist networks. One

female student even said to me: “I think it’s important to recognize that Facebook can be the best feminist resource in the world.”

Lastly, everyday feminism—or, the practice of feminism in one’s everyday life—is a hallmark of waveless feminism. Research participants, for example, spoke effortlessly about how important it was for them to express their feminism through their friendships and romantic relationships. They felt that feminist principles guided them and shaped their world view. One student said “[Feminism] really is very much about the lens with which I look at the world,” and another woman said she gained a critical eye from feminism: “I think about power structures...I’m more observant about things that other people take for granted.”

Social movement scholars have found that these seemingly small actions are critical forms of everyday resistance. These tactics are particularly important when someone lacks the financial or time resources to engage in more time-consuming protest.

When we view feminism as waveless, we are able to portray a more extensive and more accurate picture of the movement. We also are able to see the connections among generations and across movements.

Waveless feminism allows us to understand that when the movement is at its peak visibility it is because widespread and heterogeneous feminist networks have sustained it over time.

Four Facts from *Finding Feminism*

<p>Over 65% of college students surveyed agreed that gender inequality will influence their lives</p>	<p>Students who had taken feminist or women’s studies classes were more aware about the gender wage gap (83%) than students who had not (65%)</p>
<p>Students identified “mothers” as the top influencers of their feminist identification</p>	<p>83.3% of survey respondents agreed with the statement “Feminism of the 1970s advanced women’s status in the US”</p>

Feminism Does Not Exist in Waves—It is Waveless

Alison Dahl Crossley, Clayman Institute Associate Director

Our cultural understanding of the feminist movement is shaped by the wave framework: first, second, third, and, now, fourth wave feminisms are how we distinguish feminism's history through a kind of academic periodization. When we think about feminism in waves, moreover, it shapes our expectations of a movement: a wave has a beginning and an end, is distinct from other waves, and the experience of riding a wave is similar for all participants.

However, this longstanding historical narrative cloaks the reality of the feminist movement: Feminism is more than crests and troughs; it is more than a series of waves. Rather, as I argue in my new book *Finding Feminism: Millennial Activists and the Unfinished Gender Revolution*, it is waveless.

The crux of the wave approach is that the feminist movement has surges of hyper-visible activism that define the movement for a relatively brief period of time, and then it disappears until the next big surge. Consequently, this division of feminism into waves flattens complex activism and ignores the persistence of the movement when it is not at its peak visibility. It also manufactures and exacerbates generational divides. Furthermore, feminism's intersections with other movements—absolutely critical to the movement itself—are not captured by the wave approach because waves focus only on the rise and fall of a singular, monolithic feminist movement.

Rather, a precise and holistic view of the feminist movement demonstrates the range of tactics that are

essential to its advancement over time. When we study how feminism exists on college campuses, online, and in everyday life, we understand that it is in fact waveless.

My research, a deep dive into the lives of nearly 1,500 college students I surveyed and interviewed at three different campuses across America, illuminates the limits of the wave framework. Contrary to the wave framework, feminism is deeply entwined with a number of other social justice movements not correlated with waves. “I see the movements of feminism as being much more fluid than the notions of these waves that we have,” one student told me. Her response was echoed by many of my interviewees. Feminists in my study were not only involved in organizations centrally focused on women's issues but in environmental organiza-

tions, transgender-inclusion organizations, and in those advocating for educational affordability.

Respondents' awareness about the intersectional nature of inequalities shaped their activism. Their feminism also emphasized that all women do not have the same experiences with inequality. One student said that activists at her college were feminist because “working-class issues [are] also women's issues. [W]omen do make up the majority of blue-collar workers, and they have ever since the industrial revolution.”

For decades, feminist education both inside and outside the college classroom has propelled the movement through its peaks and troughs. Education is critical to the movement's continuity. In my survey, I found that most students learned about feminism in the classroom.



Change Agents Convene to Move “Beyond Bias”

THE CLAYMAN INSTITUTE PRESENTS ITS NEW GENDER RESEARCH AT A TWO-DAY SUMMIT HEADLINED BY ANNE-MARIE SLAUGHTER

Marcie Bianco, Clayman Institute Managing Editor

“Seeing bias in order to block bias” was the theme at “Beyond Bias: A National Conversation on Workplace Inclusion and Innovation,” a two-day summit held in March and presented by the Clayman Institute's Center for the Advancement of Women's Leadership, and in partnership with the Stanford Graduate School of Business.

“Now more than ever,” Clayman Institute Director Shelley Correll said of the Summit's significance, “it's critical that we bridge the gap between research and practice, between academia and industry, in order to advance gender equality in our workplaces in ways that benefit all. The ‘Beyond Bias’ Summit brought together a critical mass of people working

to move beyond bias and beyond silos, to work together for a more inclusive world.”

To that end, over 250 faculty, corporate leaders, and diversity and inclusion experts convened to share new research on how to move beyond bias. Summit attendees participated in both table and online discussions about how bias manifests in the workplace and

how to foster inclusion through innovation. These dynamic interactions between scholars and practitioners were explored further in design thinking and design lab workshops, in which attendees developed the tools—from empathy skills to criteria monitoring keywords—necessary to implement mini-interventions in order to block bias in the workplace.

The Summit featured a capstone at the end of each day: The first, a panel featuring change-agent CEOs, who have incorporated measures to achieve diversity in their respective workplaces; and a closing keynote by New America President and CEO Anne-Marie Slaughter, who offered five ways people can fight against implicit bias in the workplace.

Members of the Clayman Institute presented new research on how to identify and diagnose bias, and how to craft solutions by redefining and clarifying performance assessment criteria through the key engagement of change agents at the managerial level. For example, Institute researcher JoAnne Wehner presented data from a technology company that showed how eliminating both ambiguous and subjective shifting criteria from evaluations led to a positive net change for women in evaluations of their leadership skills.

According to Wehner, Clayman Institute researchers worked alongside this tech company's change agents to address uncon-

scious bias through the implementation of a two-part intervention: First, redefining and clarifying the organization's leadership values, and, second, creating a more consistent and objective process for evaluating talent in calibration meetings. Institute researchers then collaborated with senior leadership and managers through one-on-one interviews designed to include their insights into the redefinition and clarification of their leadership values. Also, leaders adopted a scorecard that required managers to write down and discuss how their direct reports performed against the established standard, thereby creating a consistent calibration process.

"The 'Beyond Bias' Summit provided practical approaches to diagnosing and addressing stereotypes and bias as well as inspiration through discussions with leaders who are truly changing culture and organizations through the way that they value diversity," Elizabeth Zacharias, Vice President for Human Resources at Stanford University, said. "The workshops helped me to crystallize ideas to improve leadership engagement in identifying and blocking bias in decision-making related to hiring, performance evaluations, and other critical talent decisions."

The conference explored other barriers to women's advancement at work, including cultural barriers and sexual harassment. Clayman Institute Graduate

Dissertation Fellow Alison Wynn presented research on tech companies in Silicon Valley that found a gender disparity in "cultural alignment." Women literally do not feel like they fit in with the culture of tech companies, which not only deters women from entering jobs in those companies, but also creates a powerful dissonance that increases their likelihood of leaving tech jobs.

These barriers to the advancement of women and people of color in the workplace can only be dismantled through rigorous engagement and higher standards of accountability. "Diversity is not achieved by hiring one 'diverse' person," Katherine W. Phillips, Senior Vice Dean and the Paul Caello Professor of Leadership and Ethics at Columbia Business School, said in her afternoon keynote address. Discomfort inheres in the learning process, as well as in making and implementing real-world change toward creating a more fair and equitable society.

The "Beyond Bias" Summit was generously funded by Michelle Mercer and Bruce Golden, and Paige Maillard and James Isaacs, with research supported by the Career Action Center and Clayman Institute Advisory Council members.

making their community stronger and supporting others in their community. For the boys, learning how to model positive behaviors is more important—and shown to be more effective—than unlearning harmful behaviors.

Sarnquist and Baiocchi explained the purpose of this dual-gender program using the language of analogy: one approach is to "immunize," which occurs in the girls' program; another approach is "vector control," which enlists the help of the boys to improve their community; and the third step is to eventually establish a "controlled environment" that legally and socially enforces positive gender norms.

Changing gender norms changes gender expectations. By rethinking gender—a thematic emphasis of the Clayman Institute's "Breaking the Culture of Sexual Assault" symposium—society can move toward the eradication of the systemic oppression of women. This societal progress begins by teaching the emotional, psychological, and physical skills to the next generation. Language and concepts that identify and enable difficult discussions about gender are the cornerstones to the cultivation of a new generation of women and men who can change their community.

Through their empirical research, Sarnquist and Baiocchi show how small wins at the individual level of education and the recalibration of individual behaviors can produce social change. Results published in *Pediatrics* in 2014 show that these trainings "decrease sexual assault rates among adolescent girls in Kenya. The intervention was also associated with an increase in the disclosure of assaults, thereby enabling survivors to seek care and support and possibly leading to the identification and prosecution of perpetrators."

Gender equality, in this regard, is most possible



Dr. Clea Sarnquist, ©2016 The Stanford Daily, Inc. All rights reserved. Reprinted with permission.

when both men and women, and boys and girls, are educated on the perils of gender norms and biases. Violence against women can be eradicated when it is de-normalized and when masculinity is not believed to be contingent upon female oppression.

The Clayman Institute's "Breaking the Culture of Sexual Assault" symposium is generously funded by numerous on-campus entities, including major funders like the Office of the Provost, the Vice Provost for Undergraduate Education, the Vice Provost for Graduate Education, and the Stanford Law School.

Gender Education Can End Gender Violence

STANFORD RESEARCHERS DEVELOP EFFECTIVE METHODS TO PREVENT SEXUAL ASSAULT

Marcie Bianco, Clayman Institute Managing Editor

The Clayman Institute’s winter term symposium on “Breaking the Cultural of Sexual Assault” took us halfway around the world to the unplanned settlements of Nairobi, Kenya, where Stanford Gender-Based Violence Prevention Collaborators Dr. Clea Sarnquist and Dr. Mike Baiocchi have conducted multi-year research on preventative sexual assault education and methods.

In the unplanned settlements—known as the “slums of Nairobi”—sexual assault is more than an epidemic; it is endemic to everyday life for women. According to a recent report published by *Stanford Medicine*, “[s]urveys by national organizations reveal that as many as 46 percent of Kenyan women experience sexual assault as children,” with “52 percent of perpetrators [being] the boyfriends of the girls they rape.” In their presentation, Sarnquist and Baiocchi added that the annual incidence of rape for girls ages 13 to 19 living in the settlements is upwards to 25%, while only 6% of these cases are reported to the police. Causes for this discrepancy include the psychological stigma of being assaulted; fear of retaliation, especially since nearly all women are financially dependent upon men; or the belief that there will be no justice, since it is known in the settlements that perpetrators pay off the police.

Sarnquist and Baiocchi have collaborated with the US-based NGO “No Means No Worldwide” to develop workable solutions for change in order to promote gender equality and, more fundamentally, basic safety for Kenyan women and girls. The research they presented at the symposium highlighted the results of a randomized controlled trial of the NGO’s behavioral intervention program designed to reduce the rate

of gender-based violence. The study focused on 28 schools, and they collected survey information from more than 5,600 girls between the ages of 10 and 14.

In an ongoing series of trials, they have studied the effects of an education program in Nairobi that educates both girls and boys about gender-based violence. The boys and girls are trained separately in six-week programs, primarily by instructors who have grown up in the settlements themselves and who are area residents.

Both programs are devised as behavioral interventions. The girls’ program is grounded in empowerment and self-defense, including situational awareness and verbal skills to raise girls’ self-esteem and confidence. They are taught, Sarnquist and Baiocchi stressed, to understand the phrase “I am worth defending.” The researchers documented the noticeable positive change at a follow-up meeting with these female students post-training: “35% of girls reported using the skills learned in the trainings to stop a sexual assault,” they explained in an article at *Prevention Science*. “Of these girls, they reported using only verbal skills 37% of the time, only physical skills 23% of the time, and both verbal and physical skills 40% of the time.”

The boys’ program is guided by an education based in instruction on healthy gender norms and positive expressions of masculinity, in addition to teaching boys tactics for bystander intervention. In both programs, breaking gender norms and re-imagining femininity and masculinity are critical to students’ instruction. The girls are taught that they can fight back and stand up for themselves, while the boys are taught that being a strong man means

How Does Diversity Spur Innovation?

RESEARCH FROM BEYOND BIAS SUMMIT KEYNOTE SPEAKER
KATHERINE W. PHILLIPS REVEALS THE CONNECTION

Kristine Kilanski, Clayman Institute Postdoctoral Fellow and gVIP Faculty Director

Commitment to diversity does much more than benefit an organization’s image. In fact, research suggests that organizations with more diversity have higher levels of innovation.

Yet, “Beyond Bias” Summit keynote speaker Katherine W. Phillips noticed that popular methods of research which show the link between diversity and innovation fail to tell us whether more diverse leaders and workforces create more successful businesses, or whether greater business success leads to more diverse hiring practices.

Using laboratory experiments, Phillips and her research collaborator, Clayman Institute affiliate Margaret Neale, analyzed the connections between race and innovation. They found that racially homogeneous groups tend to fall into the trap of “group think,” or a situation that occurs “when a group values harmony and coherence over accurate analysis and critical evaluation.”

Group think can also lead individuals to ignore information or alternate explanations that are conducive to the development of creative solutions. The consequences of group think are that people are not inclined to contribute



individual insights that veer from the group norm. This is especially true of women and minorities, who are often underrepresented in many workplaces; to offer criticism risks the potential of being seen as not a team player.

However, when a group is more heterogeneous, people are more likely to contribute their unique perspectives, leading to better decision-making. Not only are people more willing to share what they know when they are in heterogeneous settings, being confronted by difference also sparks individuals to adopt a more holistic and sympathetic approach to problem-solving by priming them to place them-

selves in other peoples’ shoes.

That said, creating a diverse team is not enough to spur innovation. Organizations sometimes take an “add and stir” approach to diversity by increasing the number of women and racial minorities on their teams without changing the environments that exclude them.

Unproductive team dynamics can also hinder innovation. The Clayman Institute has developed a workshop to provide strategies for avoiding some of the most common missteps. One strategy for team leaders to adopt is to start each meeting by asking every team member to share at least one idea. This strategy ensures that everyone at the table contributes to the conversation. Moreover, research suggests that when people share early in a meeting they are more likely to share again later.

It takes intentionality, hard work, and an ongoing commitment to create team and workplace environments where every worker feels free to contribute their perspectives. Research proves the connection between diversity, inclusion, and innovation. In fact, because diversity spurs innovation, inclusive workplaces benefit businesses, communities, and society as a whole.



Gaming the System

CRITERIA MONITORING IS THE KEY TO BLOCKING BIAS

Lori Nishiura Mackenzie, Clayman Institute Executive Director

“I need you to be at every cocktail party,” a friend said to me. “Every time someone says something about gender issues,” she continued, alluding to my work at the Clayman Institute, “I can’t think of what to say, but you know what to say.”

She paused. “Or, better yet, can you create some cards I can use instead? Something to pull out, in the moment, to say the right thing.”

That idea of the “cocktail gender equality” card stuck with me since this exchange. Sometimes it is

hard to know what to say during a heated discussion about gender issues. Sometimes we are at a loss for words. I wondered if a card, or cards, could be an aid to effective conversations about the work we do.

The idea percolated during the d.school boot-camp I participated in last year, when the leaders presented us with cards to help start conversations about our design project. I wanted to explore this idea of using cards to design conversations, and the right content to develop soon arose during a later research engagement. We were asked to observe a

police brutality against the black community. This elision speaks to the critical significance of Crenshaw’s version of the concept of “intersectionality,” which, in her terms, is a theoretical method employed to reveal the interlocking systems of oppression that result in the marginalization and erasure of black women from discussions of gender and race.

Women whose identities lie at the intersections of race and gender are relegated to the margins, overlooked, and forgotten. During her lecture, Crenshaw spoke passionately about how using an intersectional framework allows people to examine how their work and actions can inadvertently leave more marginalized people out of key decision-making processes. She brought her concept of intersectionality to life by showing how black women are rendered invisible through a systemic cycle of exclusion.

The glaring disparity between the public recognition of black men and black women is why Crenshaw advocates us to “Say Her Name.” An initiative of the African American Policy Forum (AAPF) popularized by the viral hashtag #SayHerName, the social justice campaign puts Crenshaw’s theory of intersectionality into action by making visible black women’s experiences with police brutality and other forms of violence through protest and performance.

“Although black women are routinely killed, raped, and beaten by the police, their experiences are rarely foregrounded in popular understandings of police brutality,” Crenshaw, the AAPF’s co-founder and current executive director, said in a statement published on the AAPF’s website. “Yet, inclusion of black women’s experiences in social movements, media narratives, and policy demands around policing and police brutality is critical to effectively combating racialized state violence for black communities and other communities of color.”

In her lecture, Crenshaw explained the complex and systematic ways that black women’s names, experiences, and lives have failed to reach the public eye, and the gender-specific ways in which police brutality and anti-black violence disproportionately affect black women.

As a compelling example, Crenshaw highlighted the case of Daniel Holtzclaw, an Oklahoma police officer

who was convicted of targeting, sexually assaulting, and raping black women while on duty. His reprehensible actions are not an aberration, Crenshaw explained. In the face of perpetual state-based racism and sexual violence, the #SayHerName campaign offers a counter-narrative by bestowing visibility and humanity to the numerous black women who have been its victims.

Just as in the beginning of the lecture, Crenshaw solicited audience participation at the close of her talk—this time with another purpose: to show the power of the #SayHerName campaign by putting it into practice. Crenshaw played a video that allowed the audience to bear witness to the female victims of police violence. The names of dozens of black women who have died at the hands of the police were projected for all to see, and audience members were encouraged to say each woman’s name as it flashed on screen.

As hundreds of those in attendance spoke the names of the fallen women, the amplification of many voices spoken in unison produced a moment in time when these women’s lives were not forgotten.

Kimberlé Crenshaw is the Professor of Law at UCLA and the Columbia Law School, as well as the co-founder and Executive Director of the African American Policy Forum. She delivered her lecture on October 11, 2016, as part of the “Breaking the Culture of Sexual Assault” symposium, under the auspices of the symposium’s fall quarter theme “Intersecting Identities.” Crenshaw’s groundbreaking scholarly work on intersectionality as well as her trailblazing activism outside the classroom made her a perfect choice for the annual Jing Lyman Lecture sponsored by the Clayman Institute. For the past five years, the Institute has invited scholars and practitioners to Stanford’s campus who, in the dynamic spirit of Jing Lyman, have played a significant role in advancing gender equality through research that has effectively shaped how society thinks about gender.



#SayHerName to Break the Culture of Sexual Assault

KIMBERLÉ CRENSHAW DELIVERS AN EXCEPTIONAL JING LYMAN LECTURE

Priya Fielding-Singh, Clayman Institute Graduate Dissertation Fellow



Trayvon Martin. Michael Brown. Philando Castile.

Kimberlé Crenshaw recited these names while projecting images of their familiar faces on a screen to a packed audience at the annual Jing Lyman Lecture. The crowd was told to “stay standing” as long as they recognized the names.

However, when the first image of a black woman appeared—that of 50 year-old Michelle Cusseaux, who was shot and killed at close range by a police officer in Phoenix, Arizona—the number of people standing drastically changed. The sound of seats unfolding nearly drowned out Crenshaw’s voice. Only a handful re-

mained standing by the time Crenshaw finished saying two female names.

“Alright, I thought I would get to four names or so, but I see I won’t get that far,” Crenshaw remarked.

The point hit home.

Crenshaw’s exercise served as a revelatory moment that exposed a gap in the audience’s knowledge about the place of black women in society—and not only in the context of police brutality.

While police violence against black men is thoroughly covered in the media, black female victims have fallen between the cracks. Their tragic stories are erased from our cultural memory and from discussions about

calibration meeting or talent review in order to foster fairer discussions of performance and strengthen decision-making. At this research site, we observed that some managers were effectively using criteria during calibration conversations as a way to examine how bias inadvertently crept into performance evaluations.

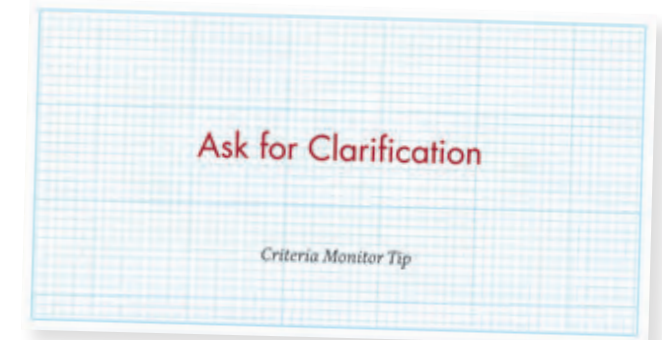
In many of our interventions, in fact, we found that criteria are often used as a tool to block bias because they provide a common framework for effective and fair evaluation. Further, research shows that agreeing to and aligning on criteria in advance of decision-making can help block bias. Criteria can be formally defined, like achieving specific results on a specific project, or they can represent more general values, such as leadership or cultural principles.



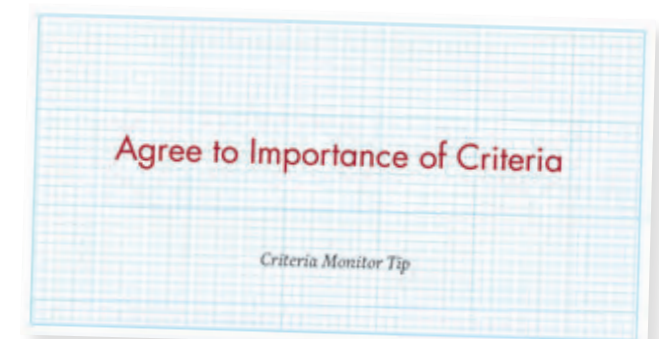
We noticed that questions asked during the calibration meeting—such as, “Did we have the same expectations for (name) who is at the same level?” or “Did (name) deserve that criticism or are we being overly harsh?”—provided more consistency in how the leaders evaluated their employees. We named this action “Criteria Monitoring,” and created a workshop to help engage more managers in criteria monitoring whenever performance or talent is under review. We devised these principles to guide experimentation with criteria monitoring:

1. **Clarity:** Clarify both what criteria are most important and how to evaluate levels of performance for each criterion (top, middle, bottom).
2. **Consistency:** Use criteria fairly and universally for all people under consideration.

3. **Trust:** Establish a norm of psychological safety in these conversations—for both the questioner and the listener—such as to “assume good intent.”



In order to help participants to embrace the tools, we used design methodologies to “gamify” the process of criteria monitoring. Finally, I found a home for the card idea. The criteria monitoring toolkit was developed—complete with “barrier” cards, “block bias” cards, and a case study—as a way to offer participants an opportunity to practice seeing bias in discussions of performance and then blocking bias with carefully crafted criteria.



The toolkit is intended to be used widely. These cards, along with the case study and a workbook, are available to members of our Corporate Program. Since the release of the toolkit at our “Beyond Bias” Summit, several companies have been experimenting with the tools to accelerate their goal to block bias.

Closing the Gender Pay Gap Through Collaboration

Marcie Bianco, Clayman Institute Managing Editor

Technology is the defining industry of the twenty-first century. It drives innovation and fuels a significant portion of the global economy. Yet the industry faces severe criticism for its underrepresentation of women, and its failure to recruit, retain, and promote women.

Despite many efforts to change the status quo, current research shows a persistent gender pay gap—one even greater between white men and minority women—in the tech industry. To examine this gap, the Clayman Institute and the Stanford School of Engineering hosted the Roundtable on Pay Equality in Technology, co-sponsored by Glassdoor. The event featured leaders of academia and business, who discussed both the underlying factors that have stymied pay equality and potential pathways to create workable solutions.

Moderated by Clayman Institute Executive Director Lori Nishiura Mackenzie, the panel included Clayman Institute Director Shelley Correll; Stanford professor of mechanical engineering Sheri Sheppard; Executive Vice President of Global Employee Success at Salesforce Cindy Robbins; GoDaddy CEO Blake Irving; and Glassdoor CEO Robert Hohman.

The panelists agreed that the gender pay gap is systematically perpetuated by biases that affect a range of workplace practices, such as hiring, performance management, and access to leadership. Further, occupational segregation by gender also limits pathways to professional growth and higher paying fields for women.

Stereotypes and biases also influence women's career choices and career advancement. What researchers call “occupational sorting”—the gendering

of industries and jobs—accounts for a significant part of the gender pay gap. According to Correll, stereotypes about women's technical and leadership capabilities play a role in determining not only who enters technology careers but who also advances to senior roles in technology companies: “Women in technology experience all kinds of signals—starting at very early ages—that they are not as technically capable as men. But the effect of stereotypes doesn't end there,” she said, explaining how women experience a kind of “freezing out” in the industry.

Pointing to research conducted by the Clayman Institute, with data compiled from 36 companies and five national labs, Correll outlined how this sorting occurs: “We find that, even once they enter the technology industry, women can find themselves steered out of technical roles and into careers such as marketing, human resources, and project management, which often pay less and may not have the same potential for advancement.” In addition, stereotypes may inadvertently cause managers to question the technical abilities of women, slowing their career pathways to higher paying jobs. As a result, women are less likely to stay in the engineering track.

Closing the gender pay gap is not only important for mid-career and senior women but for new college graduates just entering the workforce as well. Sheppard, who studies the career paths of engineering graduates, said that even before graduation proportionately more men than women are targeting engineering-focused careers. Consequently, data shows that more men than women hold engineering occupations only a few years out of college. “What we are now exploring are the motivations for women seek-



ing non-engineering positions, and the collection of experiences women—and men—are having in college that inform their choices,” Sheppard noted. “Both men and women are searching for meaningful work and have similar financial concerns, but their undergraduate experiences may be translating into different choices and, ultimately, different workplace experiences and outcomes.”

Irving, who witnessed the decline of female job retention at GoDaddy, expressed his company's commitment to addressing the issue within the broader context of the gender pay gap. “It's important not only to bring women engineers into the company but also to keep them in the company,” Irving said. His advice to other companies going through internal assessment in order to resolve these systemic issues is to “look beyond pay as a variable: look at retention and promotion.”

To this extent, the role of CEOs as change agents is critical to move the needle toward gender equality in the tech industry. Salesforce executive Cindy Robbins acknowledged that many CEOs have not made solving the gender pay gap a priority. She recounted how she and a colleague decided to bring the issue to Salesforce CEO Marc Benioff, who was very receptive. After an internal assessment that uncovered the gender pay gap within the company, Salesforce dedicated three million dollars to ensure equal pay between men and women. Robbins's story reiterated the importance of executive involvement in closing the pay gap: “The CEO,” she stressed, “has to make it a priority to shift.”

Hohman, Glassdoor's CEO, echoed Robbins's statement: “Pull the trigger and pay equally,” because, he explained, “I haven't met a CEO who would not die to have the best engineers—period.”