

Understanding Implicit Bias: Faculty Workshop

Office of Diversity, Equity, and Inclusion
and
Office of the Provost

November 29, 2021



Agenda



- Why Should We Understand Implicit Bias
- Defining Implicit Bias
- How Bias Shows Up and Impact
- Effective Strategies for Faculty
- Questions



Resources

- Jennifer Eberhardt, *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do* (2019)
- Derald Wang Sue, et al. *Microintervention Strategies: What You Can Do to Disarm and Dismantle Individual and Systemic Racism and Bias* (2021)
- [*The Science of Equality, Vol. 2: The Effects of Gender Roles, Implicit Bias, and Stereotype Threat on the Lives of Women and Girls*](#) (Perception Institute 2016)
- Mahzarin Banaji and Anthony Greenwald, *Blindspot: Hidden Biases of Good People* (2013)



Why Should We Understand Bias

- **Normalizing Equity Work/Caring Curiosity**—don't allow judgement of fear drive our actions.
- **Harmful impact of explicit and implicit bias.**
- **We can be proactive around implicit bias.**

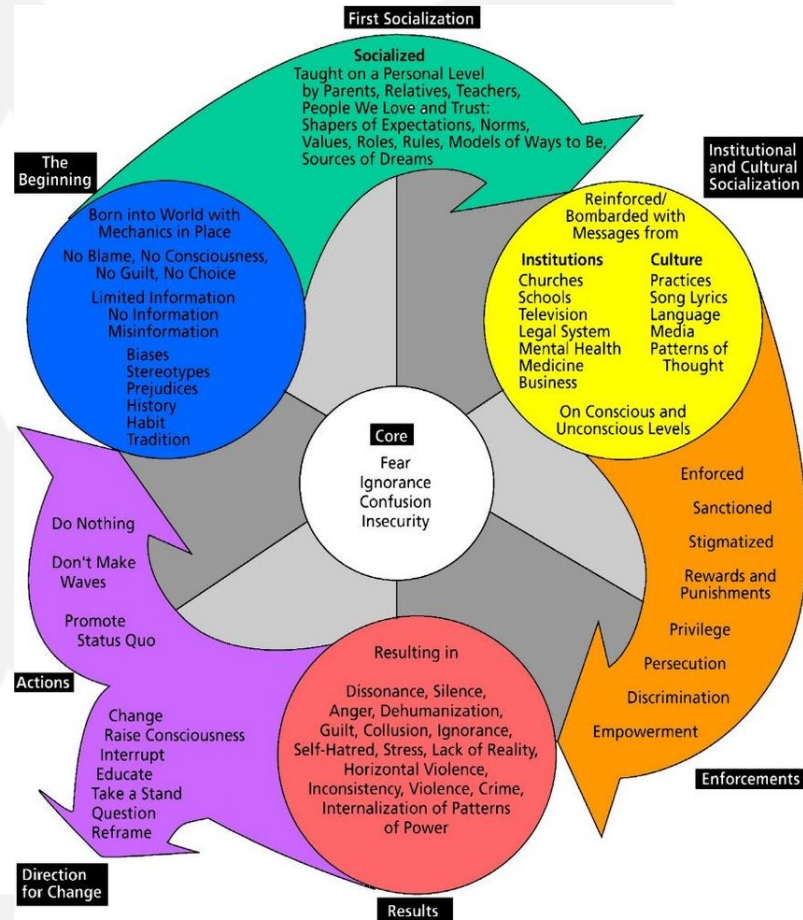


Defining Bias

- Is when deep-seeded attitudes and stereotypes impact our actions, our decisions, and our understanding, without us being conscious that it's happening.
- This subconscious bias can impact how we feel about people based on race, ethnicity, appearance, age and other factors.
- The implicit associations that we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality (judges, teachers, law enforcement, doctors, etc.)
 - Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University



Cycle of Socialization



- Raise Awareness
- Interrupt the Behavior/Action
- Accountability to Change



Unconscious Mental Shortcuts Are a Natural Function of the Brain

- The ability to distinguish friend from foe helped early humans survive, and the ability to quickly and automatically categorize people is a fundamental quality of the human mind. Categories give order to life, and every day, we group other people into categories based on social and other characteristics.



How Bias Shows Up

- Affinity
- Attribution
- Beauty
- Confirmation
- Conformity
- Contrast
- Gender
- Halo/Horns
- Maternal
- Microaggressions
- Negativity/Positivity
- Racial
- Student Athletes



Implicit Bias In Practice

- Performance Bias
 - Gender-identical resumes 79% with man's name vs 49% woman's name, worthy of hire
 - Race-resumes with white sounding names 50% more calls for interviews
 - Student evaluations of faculty of color or LGBTQ faculty, lower perceptions of competence.
- Competence/Likeability Tradeoff
 - Men are perceived as successful leaders-self-confident, ambitious, competitive; women are communal, nurturing, warm.
- Microaggressions



Microaggressions

- Microaggressions are “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative . . . slights and insults.”
- Microinsults are characterized by communications that convey rudeness and insensitivity and demean a person's racial heritage or identity. [They] represent subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting message to the recipient.
- Microinvalidations are when a person's comment invalidates or undermines the experiences of a certain group of people. An example of a microinvalidation would be a white person telling a black person that “racism does not exist in today's society.”
 - Microaggressions in Everyday Life



Impact

- **Stereotype Threat**—additional tax or burden carried by individuals from underrepresented groups. Significantly decreases morale, productivity, feeling valued and included.
- Loss of opportunities/promotion/mentorship.
- Held to a higher standard.
- Have to negotiate for themselves.
- Colleagues and students not fairly evaluated for their work and contributions.



Effective Strategies

- Slow Down.
- Ask Questions.
- Be Intentional
- Be Aware of Your Triggers and Assumptions.
 - You feel uncomfortable, unfamiliar, unsafe.
 - You feel challenged.
 - Your ego is threatened.



“Adding Friction”

- “We could practice adding friction to our own lives by interrogating ourselves and slowing ourselves down ... just being aware when we're beginning to make stereotypic associations.”
 - “There is hope in the sheer act of reflection. This is where the power lies and how the process starts.”
- Jennifer Eberhardt



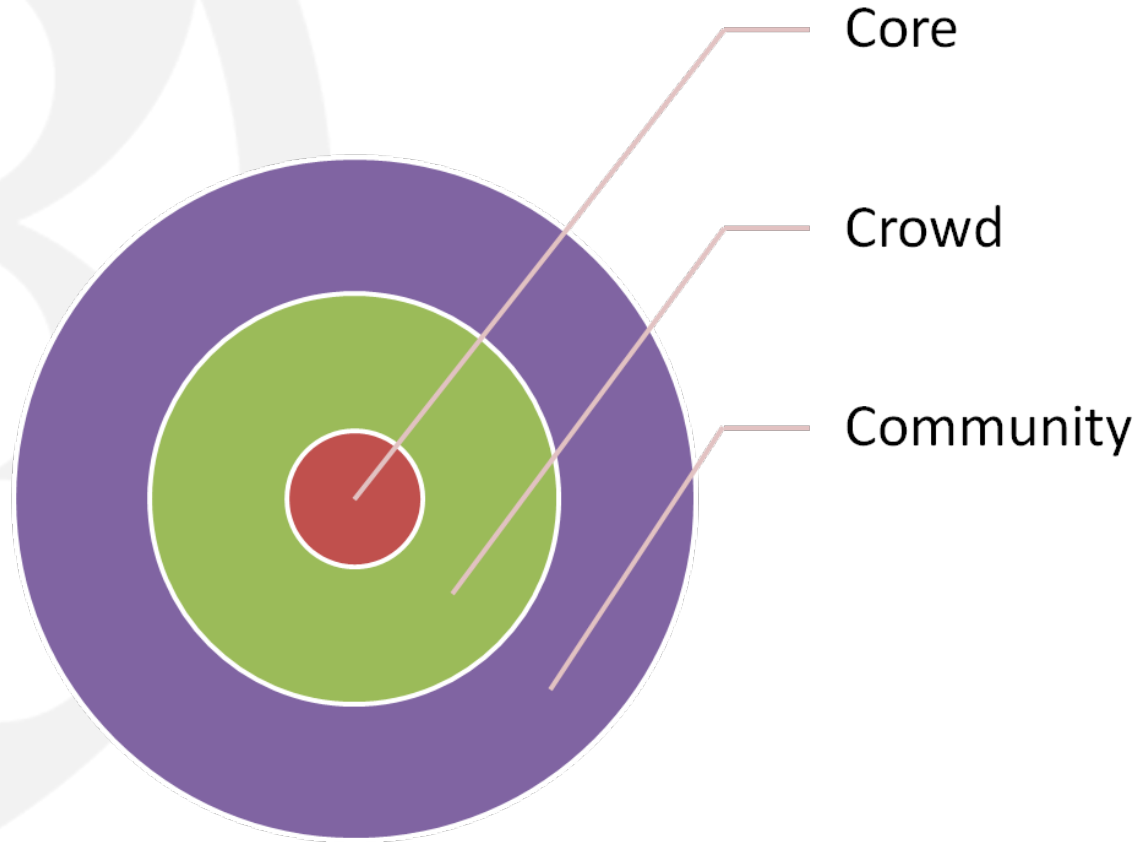
Effective Strategies

- Spheres of Influence Exercise—The Trusted Ten
- Accountability—Administrators, Faculty, and Staff
- Implicit Bias Checklist
 - Must Haves, Can Be Trained, Not Essential
 - Biases that tend to come up at Oglethorpe
 - Biases that may arise in your work/search process
 - How will you hold each other accountable? Speak up, discuss possible biases with your colleagues. Be willing to change your mind.
- Using a rubric.



The Trusted Ten

Write the names or initials of up to 10 people (not family members) who you most trust.



Rubrics

- Are useful in assessing deliverables. The deliverable is to hire the most qualified candidate who has a demonstrated commitment to teaching excellence, DEI, and teaching students from diverse backgrounds. In general, there are 3 major benefits of utilizing rubrics.
- 1) Transparency
- 2) Efficiency
- 3) Unbiased
- DEI Rubrics are even more tailor made to assess candidates commitment as well as lived experiences in academia.



DEI Candidate Contribution Rubrics

- Are designed to assess three (3) areas of candidate contributions to Diversity, Equity, and Inclusion: knowledge, track record, and plans.
- Knowledge: an understanding and awareness of the unique challenges faced by underrepresented groups in academia and an expressed personal commitment to help eliminate those barriers.
- Track Record: multiple years of service (consistent with career stage) working to expand personal knowledge as well as students / peers knowledge on DEI. Ex: leading a teaching topic on inclusive pedagogy in the classroom.
- Plans (if hired): discusses campus initiatives they want to be a part of such as Safe Zone training as well as national and/or professional organizations which focus on DEI leadership and development.

