



# CREATING AN INCLUSIVE CAMPUS

## UNDERSTANDING AND CHALLENGING IMPLICIT BIAS

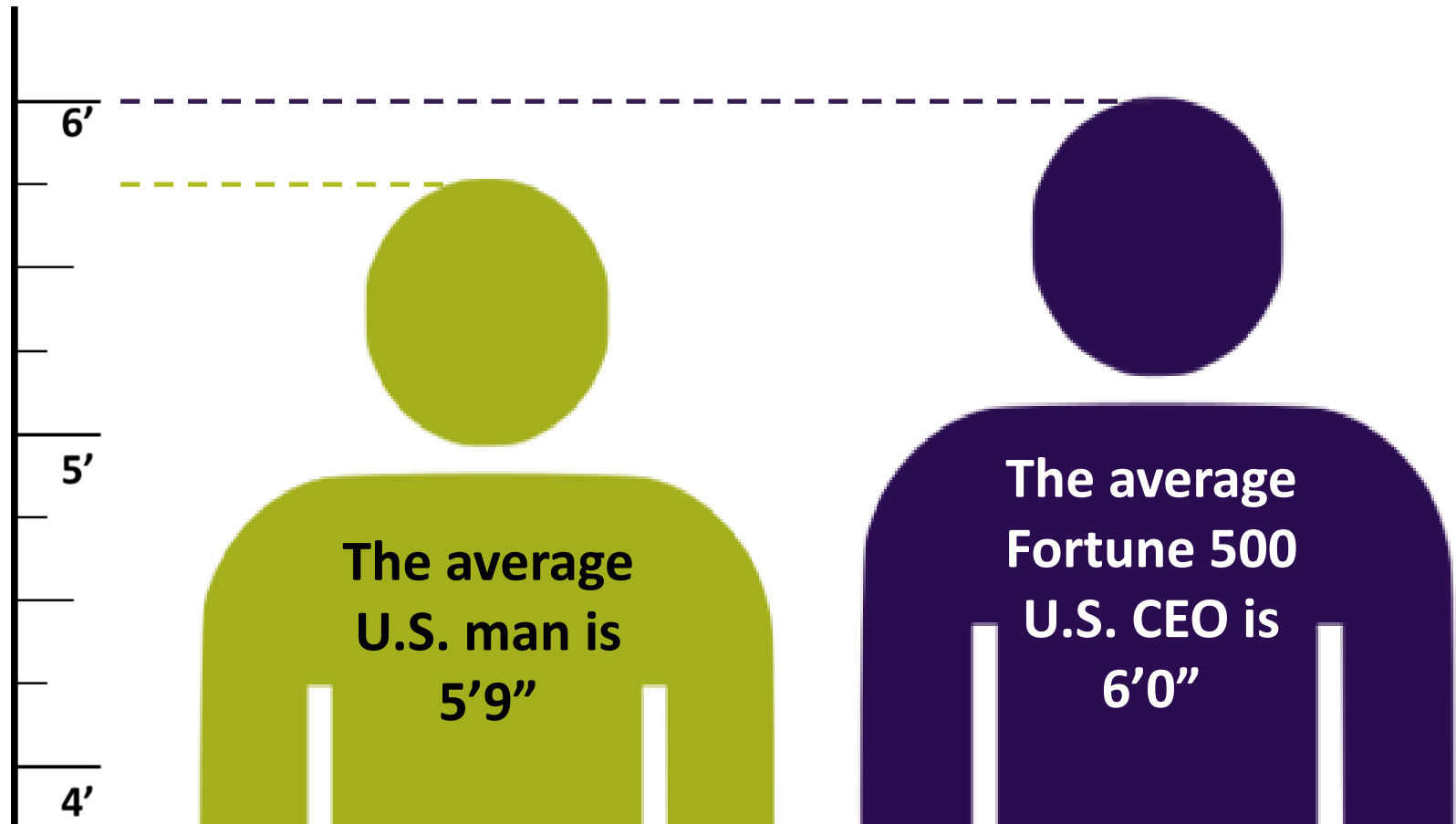
**Lena Tenney**, MPA, MEd. | Coordinator of Public Engagement | they/them/theirs

**Joshua Bates**, MA, MCRP | Social Policy Analyst | he/him/his

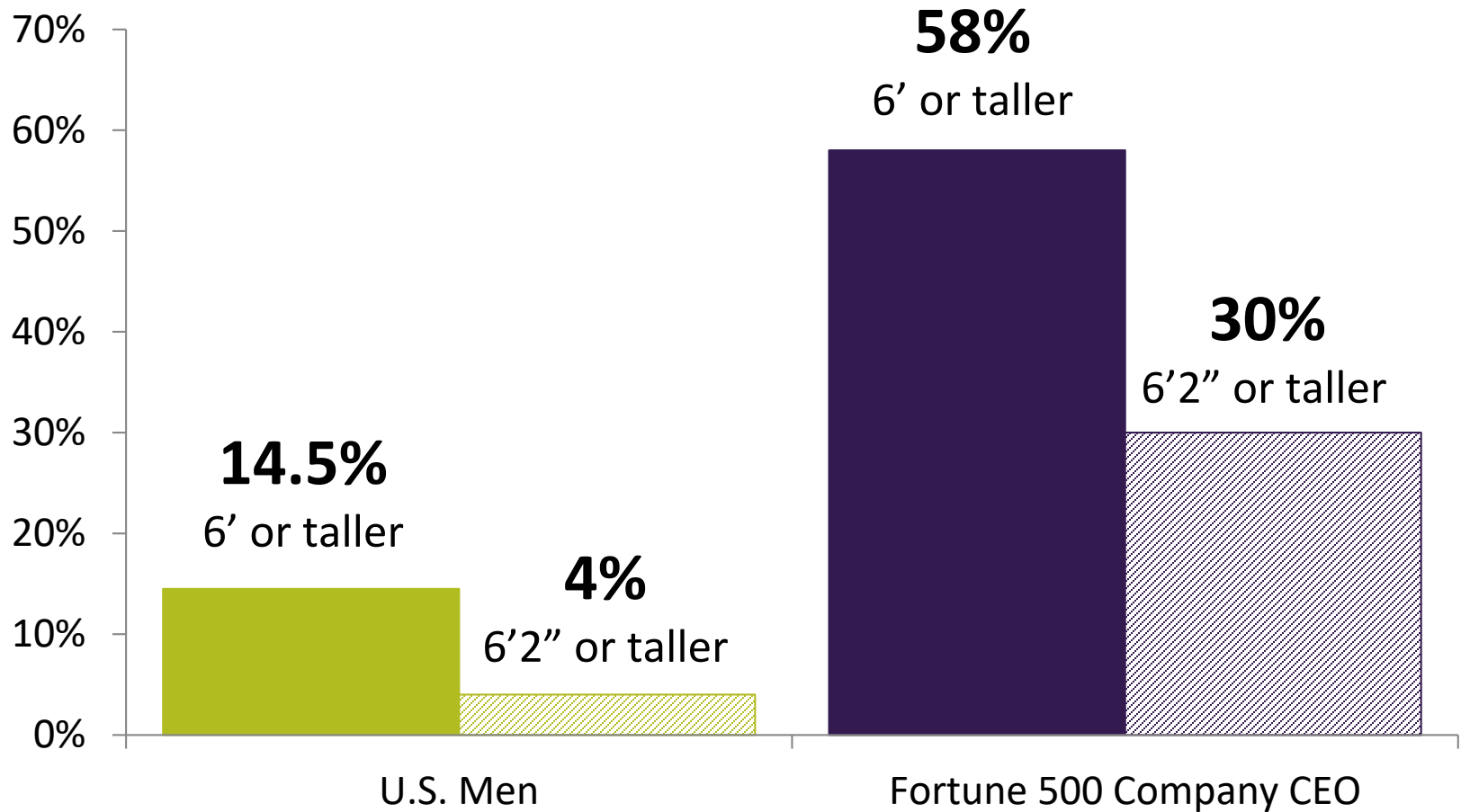
University of Nebraska—Kearney | February 7, 2018



# IS IT JUST A COINCIDENCE?



# LEADERSHIP AND PHYSICAL STATURE



# WHY IMPLICIT BIAS?

- Implicit bias can be a better predictor of behavior and decision-making than our explicit beliefs.
- Implicit bias gives us a framework for understanding the underlying factors driving overt racism.
- Challenging implicit bias can help us align our good intentions with our desired outcomes.
- Discussing implicit bias does not mean ignoring other causes of disparities—it helps us see the entire picture.



# UNDERSTANDING BIAS



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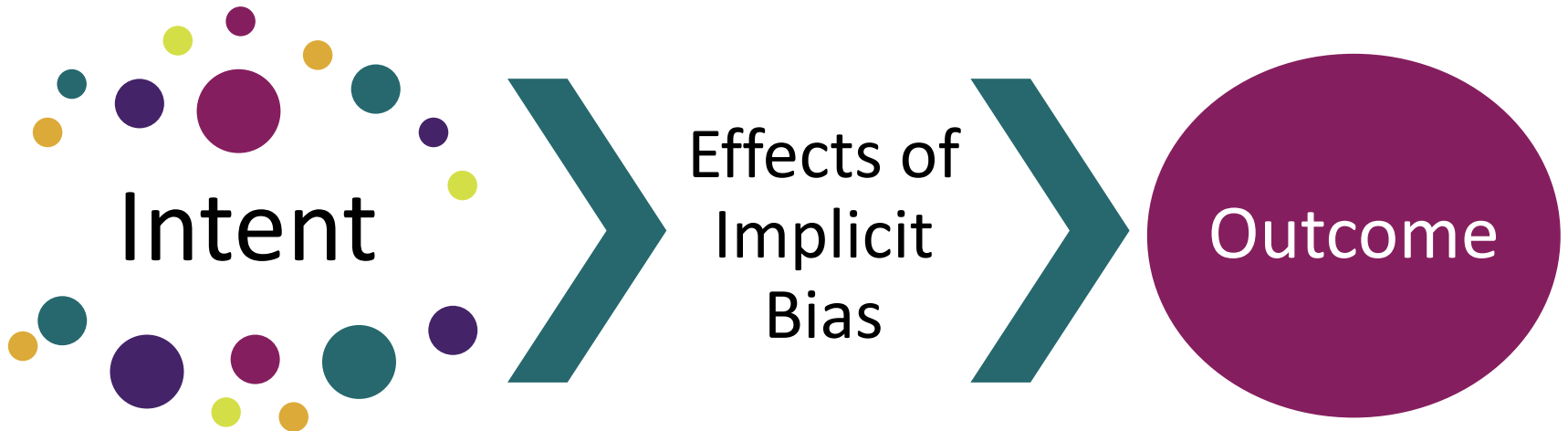
<https://www.youtube.com/watch?v=CD29UmTyzmk>

# HOW KIRWAN DEFINES IMPLICIT BIAS



Attitudes or stereotypes that **affect our understanding, actions, and decisions** in an unconscious manner.

# IMPLICIT BIAS CAN TURN EVEN OUR BEST INTENTIONS INTO UNWANTED OUTCOMES



# GOALS FOR THIS SESSION

- Help us think differently about the way we think.
- Foster understanding of the ways in which bias operates in our lives & institutions.
- Create a space and process to begin to consider the bridge between intentions and outcomes.





# TODAY'S AGENDA

Understanding Implicit Bias

Identifying Bias in Your Environment

Situating Implicit Bias

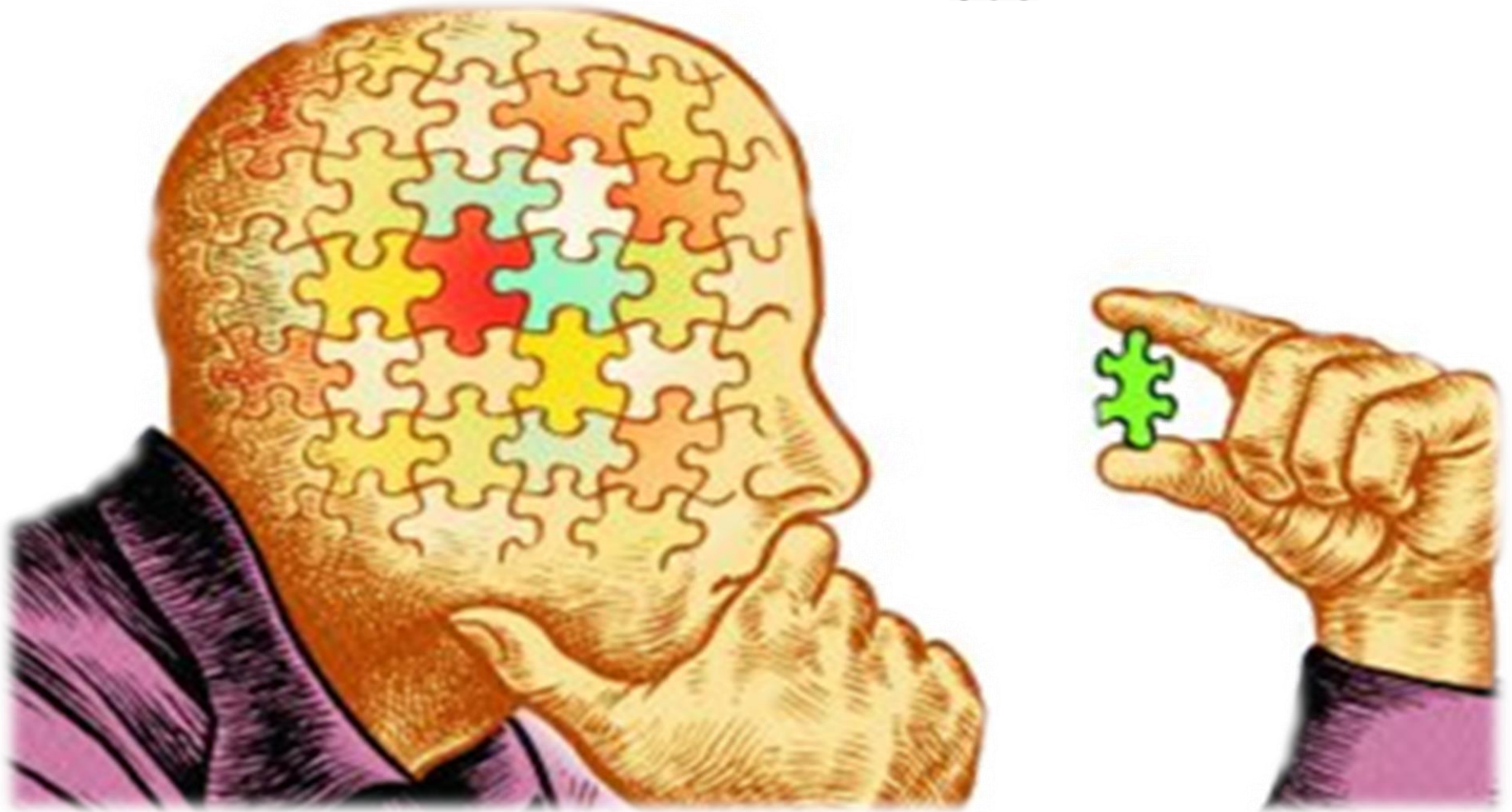
----- BREAK -----

Manifestations of Bias

Challenging Implicit Bias

Closing Thoughts/Q&A





# UNDERSTANDING IMPLICIT BIAS

HOW OUR MINDS WORK

# AN AWARENESS TEST



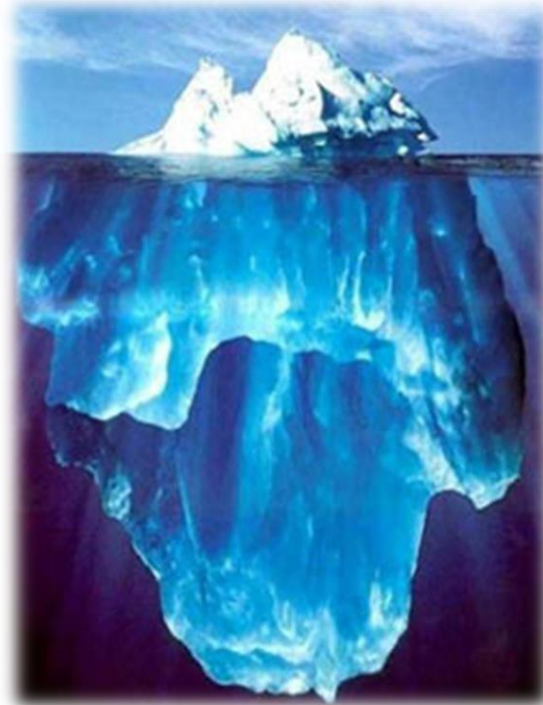
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<http://www.youtube.com/watch?v=yqrqihlw-s>

# WHAT HAVE WE LEARNED?

**Conscious Mental Processing**  
( $7 \pm 2$  bits of info)



**Unconscious Mental Processing**  
(Millions/potentially unlimited bits of info)

**WE HAVE LIMITED CONSCIOUS PROCESSING CAPACITY**



**Night and \_\_\_\_\_**

**Black and \_\_\_\_\_**

**Young and \_\_\_\_\_**



**Aoccdrnig to a rscheearchr at Cmabrigde Uinervtsy, it deosn't mttær in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.**

**Amzanig huh?... and I awlyas thuhogt slpeling was ipmorantt.**



12  
A B C  
14



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# WHAT HAVE WE LEARNED?



= RUN!

OUR BIASES ARE **ADAPTIVE** AND **ASSOCIATIVE**



# WHAT HAVE WE LEARNED?



OUR BIASES ARE **ADAPTIVE** AND **ASSOCIATIVE**



**Red**

**Blue**

**Orange**

**Brown**

**Green**

**Blue**

**Orange**

**Red**

**Brown**

**Red**



**Orange**

**Green**

**Brown**

**Red**

**Green**

**Orange**

**Red**

**Blue**

**Green**

**Orange**



# WHAT HAVE WE LEARNED?

When under **time pressures** we default to our most efficient way of processing – implicit processing.

<b>Red</b>	<b>Orange</b>
<b>Blue</b>	<b>Green</b>
<b>Orange</b>	<b>Brown</b>
<b>Brown</b>	<b>Red</b>
<b>Green</b>	<b>Green</b>
<b>Blue</b>	<b>Orange</b>
<b>Orange</b>	<b>Red</b>
<b>Red</b>	<b>Blue</b>
<b>Brown</b>	<b>Green</b>
<b>Red</b>	<b>Orange</b>

**WE DEFAULT TO OUR IMPLICIT PROCESSING**



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# WHAT HAVE WE LEARNED?

Implicit  
Processing

- Efficiency
- Exposure
- Associative Memory

Explicit  
Processing

- Deliberate Processing
- Executive Functioning

**IMPLICIT & EXPLICIT BIASES DON'T ALWAYS ALIGN**



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# THE IMPLICIT ASSOCIATION TEST

- Measures the **relative strength** of associations between pairs of concepts
- Stronger implicit associations = **less time** to pair and **fewer matching errors**
- Weaker implicit associations = **more time** to pair and **more matching errors**





&



&



&





# EXAMPLES OF PUBLICLY AVAILABLE IATs

## Attitudes



- Race
- Age
- Sexuality
- Disability
- Weight

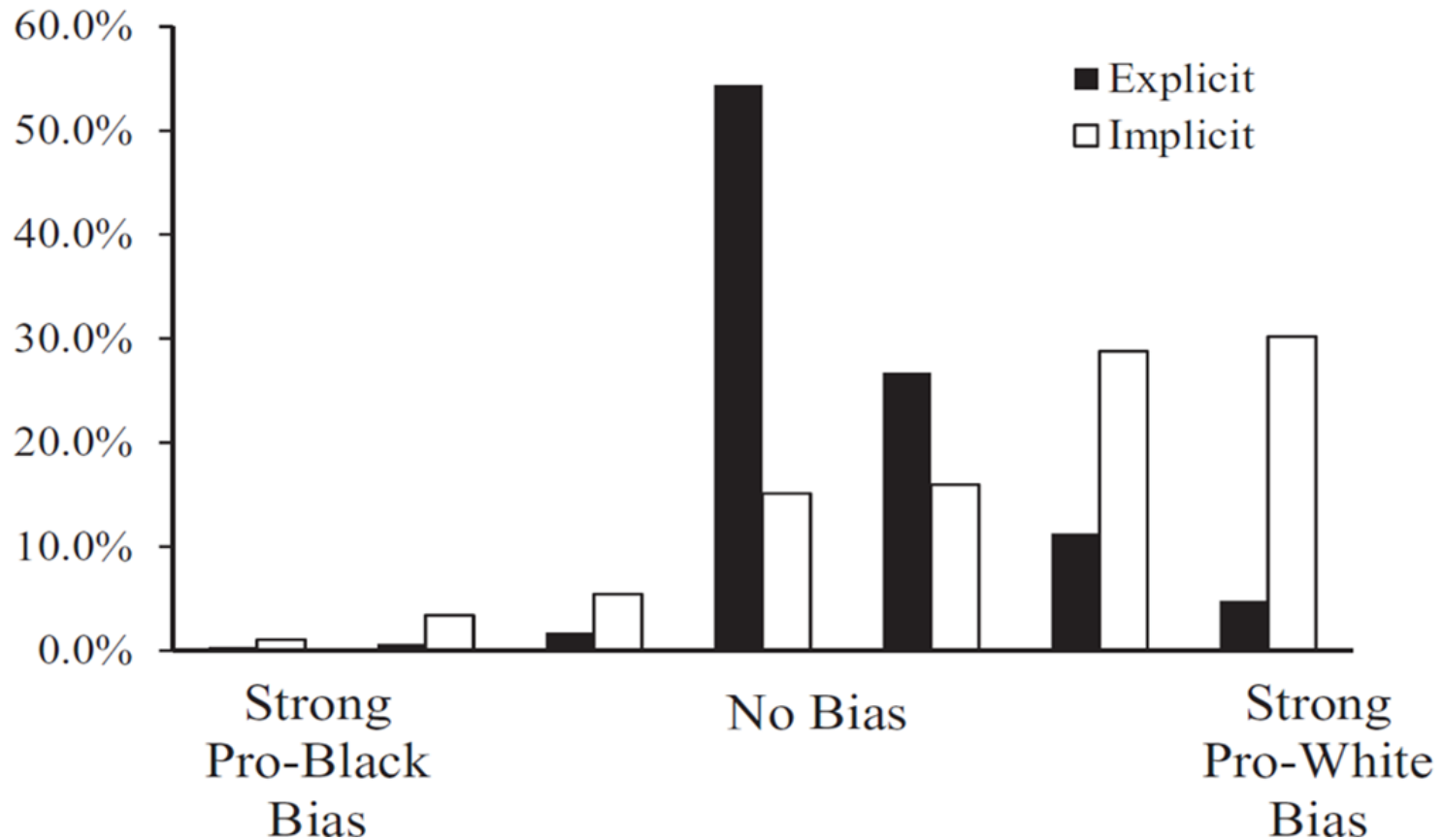
## Stereotypes



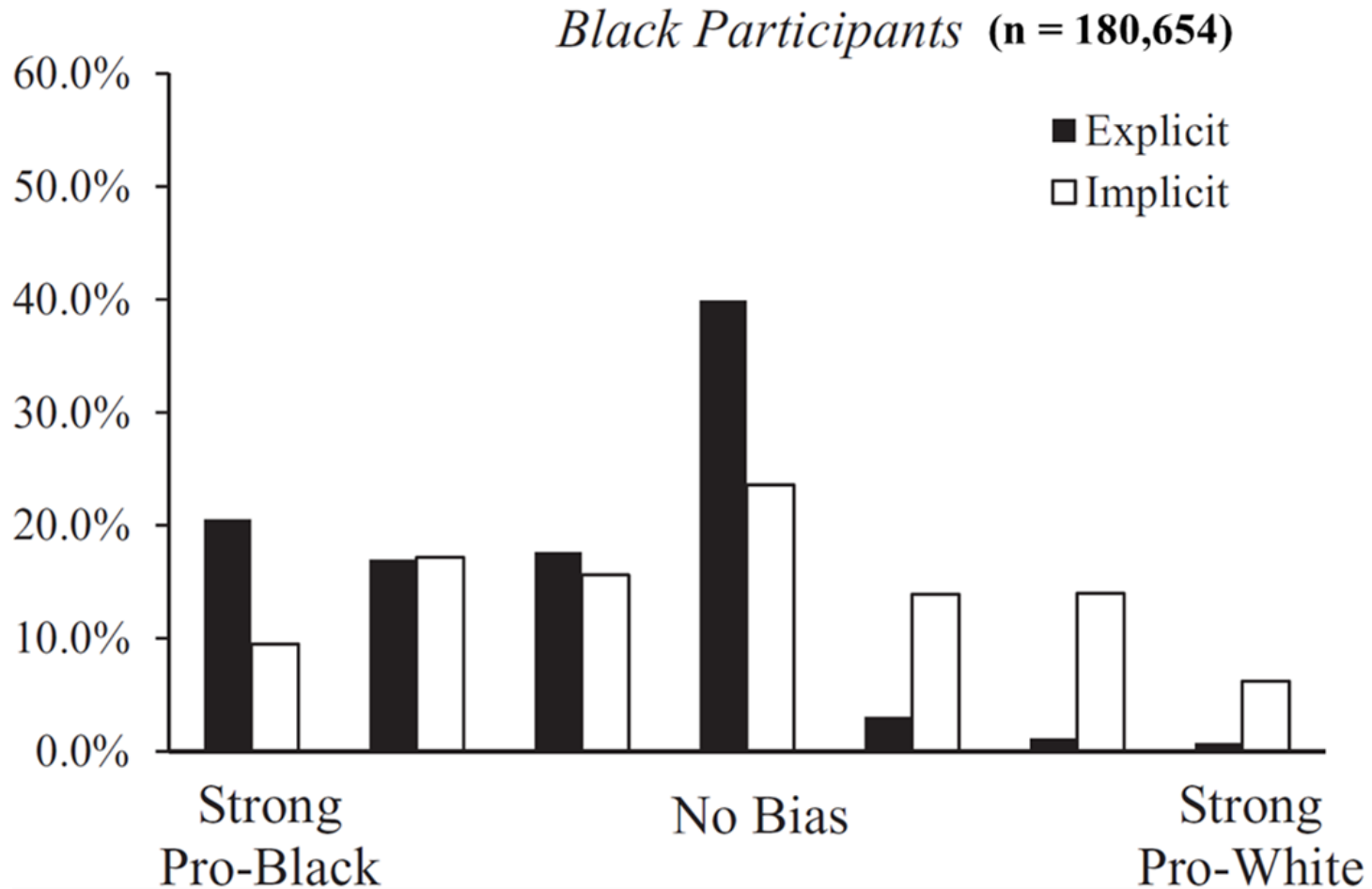
- Gender - Career
- Gender - Science



# EXAMPLE: IMPLICIT VS. EXPLICIT

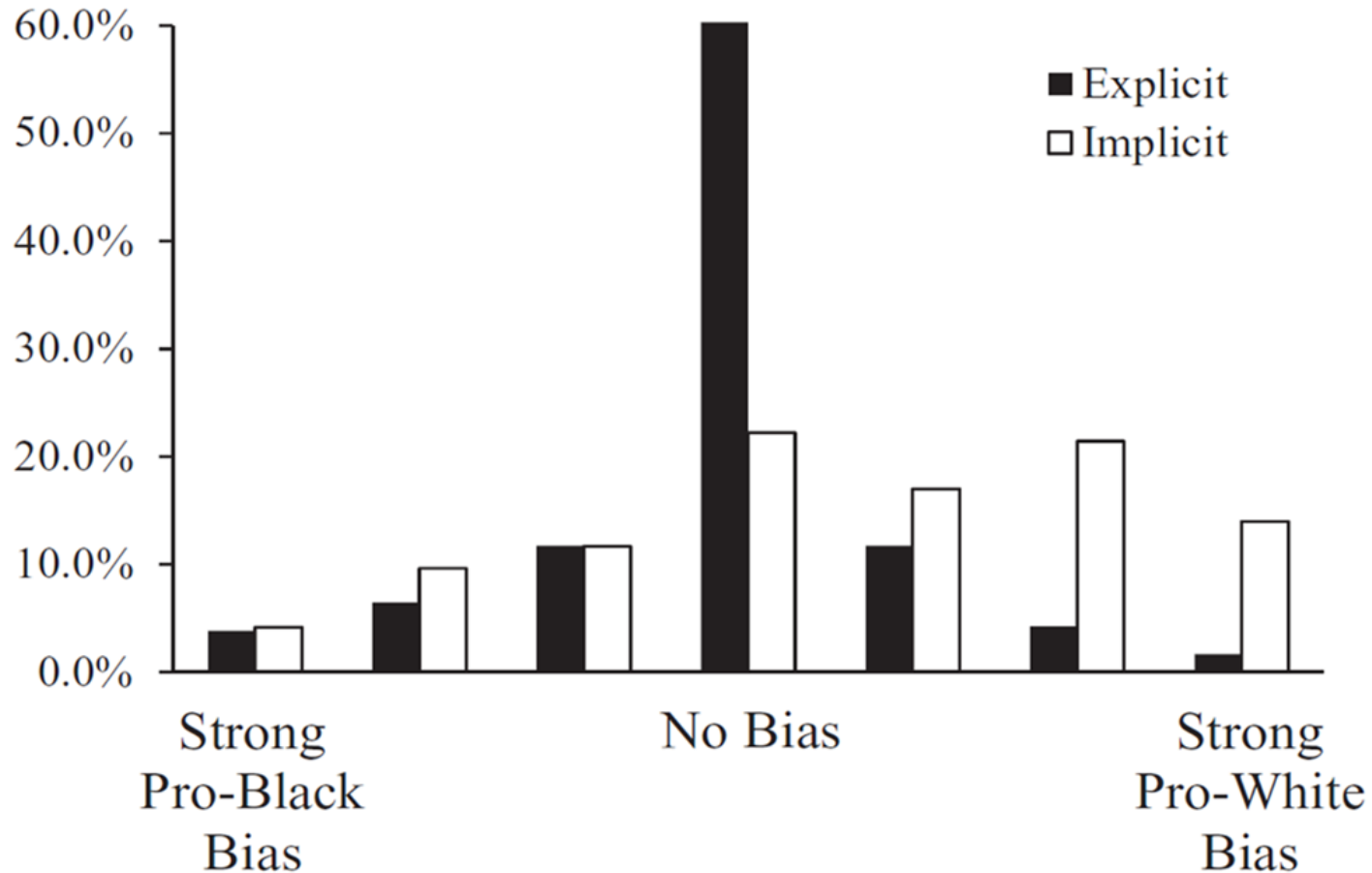


# EXAMPLE: IMPLICIT VS. EXPLICIT



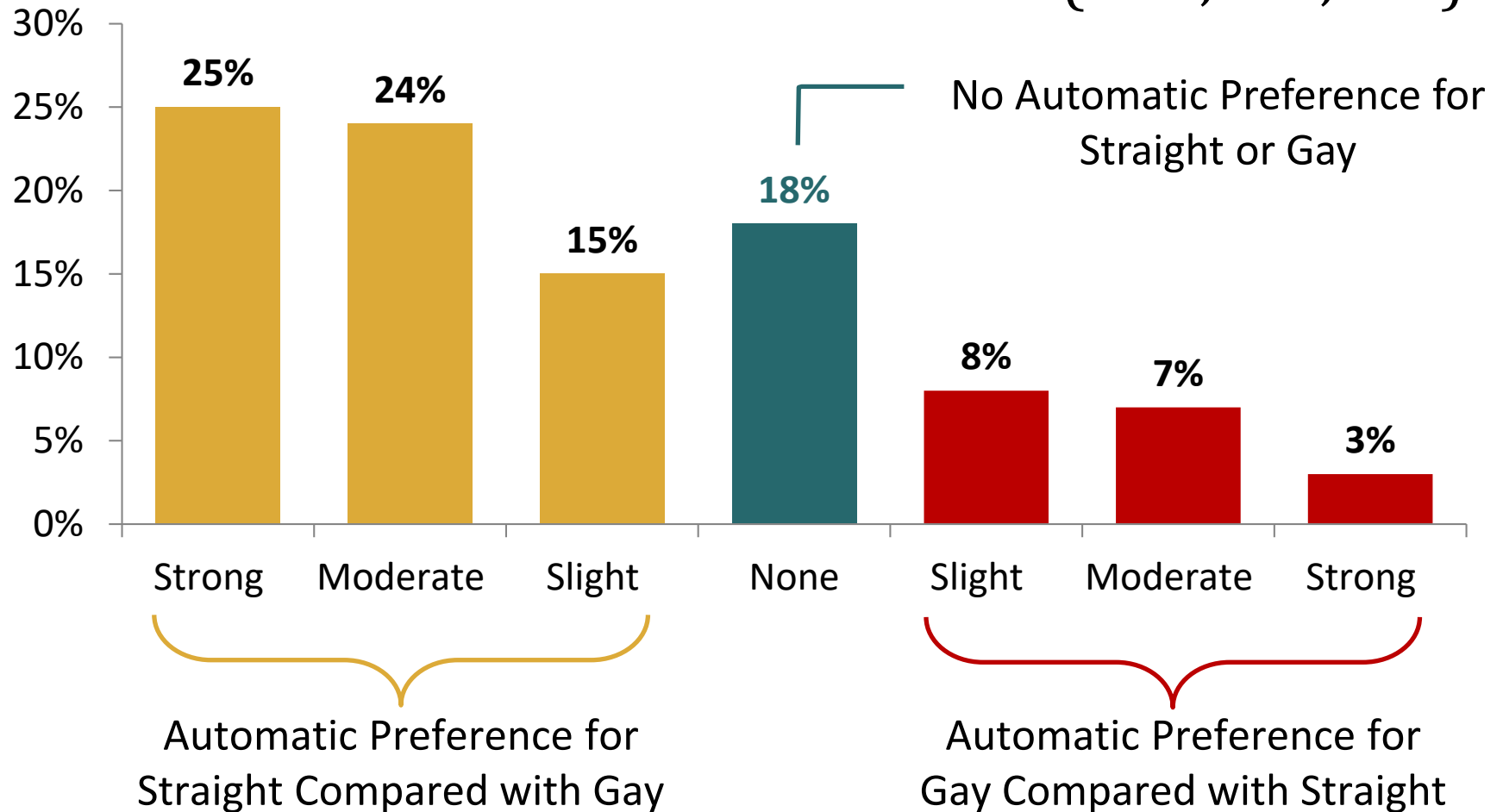
# EXAMPLE: IMPLICIT VS. EXPLICIT

*Biracial Black/White Participants (n = 19,933)*



# GAY-STRAIGHT IAT AGGREGATE RESULTS

(N=1,425,486)



# ORIGINS OF THESE ASSOCIATIONS



Family, friends, & early life experiences  
Media messaging: both traditional & social

# REAL WORLD EXAMPLE: SKEWED MEDIA MESSAGING



**AP** Associated Press AP - Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

[Email Photo](#) [Print Photo](#)

**RECOMMEND THIS PHOTO** > Recommended Photos  
Recommend It: Average (138 votes)  
☆☆☆☆☆ ★★★★★



**AFP** 3:47 AM ET

Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

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**RECOMMEND THIS PHOTO** > Recommended Photos  
Recommend It: Average (211 votes)  
☆☆☆☆☆ ★★★★★

#### RELATED

• Katrina's Effects, at a Glance AP - Tue Aug 30, 1:26 PM ET

[Hurricanes & Tropical Storms](#)

# SKEWED MEDIA MESSAGING



“...for much of television history gays and lesbians were conspicuous by their absence. When present, they were most often depicted as psychologically sick, as predator or prey, as the objects of humor and ridicule.”



# CREATING OUR SPACE



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# DISCUSSION

- Think about a marginalized identity that you do not hold. What messages have you received from media about that identity and people with that identity?
- From home/family? From educational institutions?



# THE BIG IDEA

- The vast majority of our cognition is unconscious.
- Our associations may be formed based on skewed, overgeneralized, or distorted beliefs and stereotypes.
- Our implicit associations may not necessarily align with our explicit beliefs.



# THE BIG IDEA

- There are key conditions under which we are most likely to make decisions based on implicit biases:
  - **Ambiguous or incomplete information**
  - **Compromised cognitive load**
  - **Time constraints**
  - **Overconfidence in objectivity**





HOW DO THESE DYNAMICS PLAY OUT IN  
**YOUR** KEY DECISION-MAKING MOMENTS?

# CREATING SOLUTIONS

- What diversity and inclusion metrics are most important to your department?
- What key decisions impact these outcomes?
- What conditions are most prevalent at those decision-making moments?

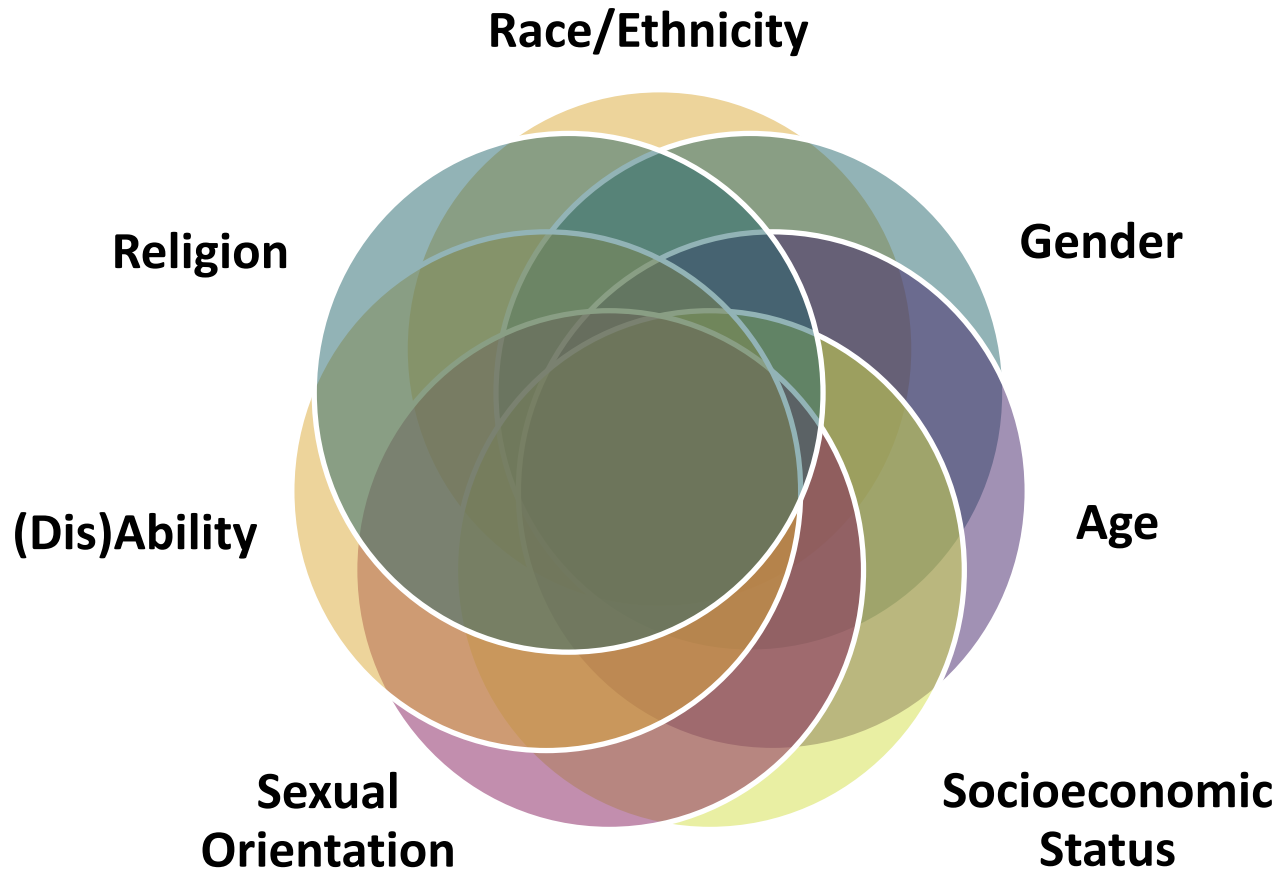




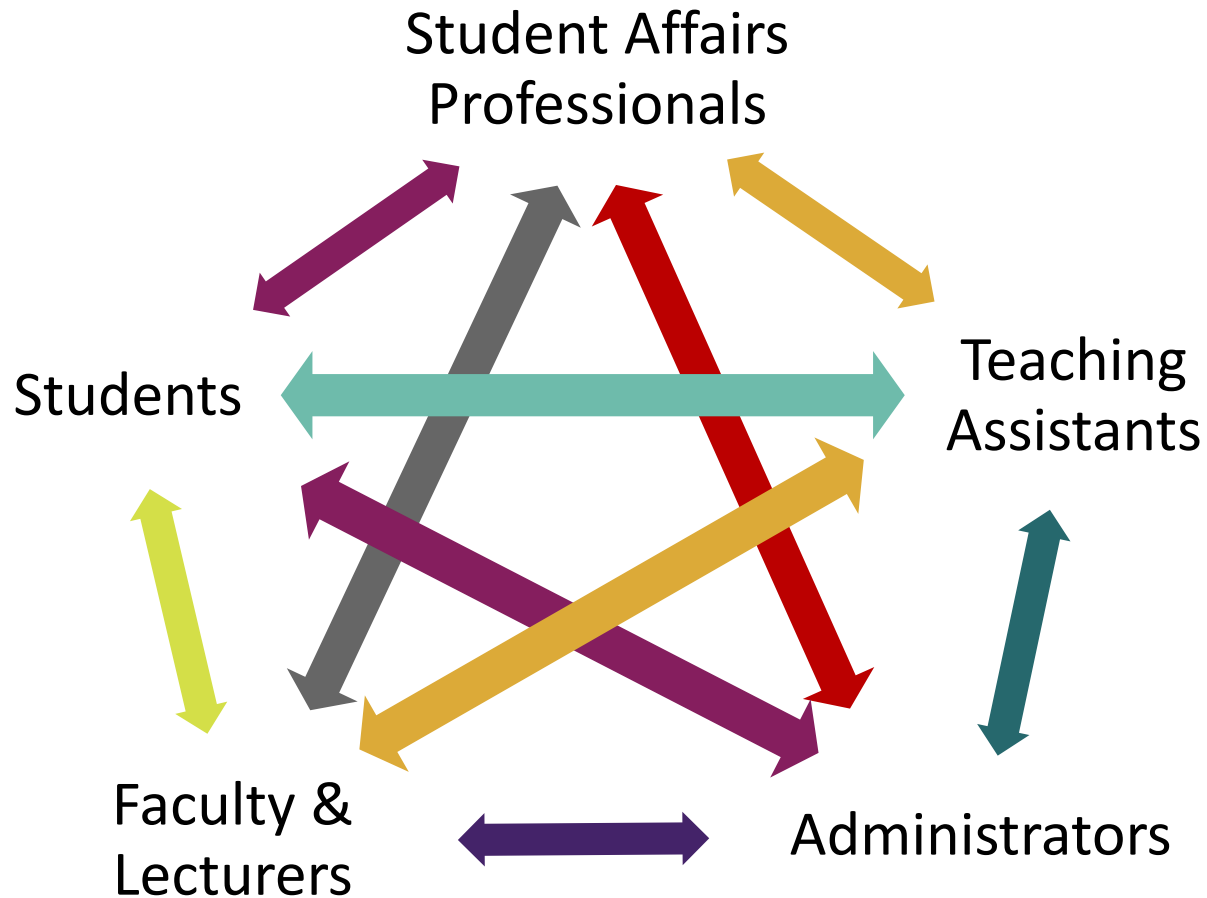
# SITUATING IMPLICIT BIAS

## PIECES OF THE PUZZLES

# IMPLICIT BIAS CAN BE ACTIVATED BY ANY PERCEIVED SOCIAL IDENTITY

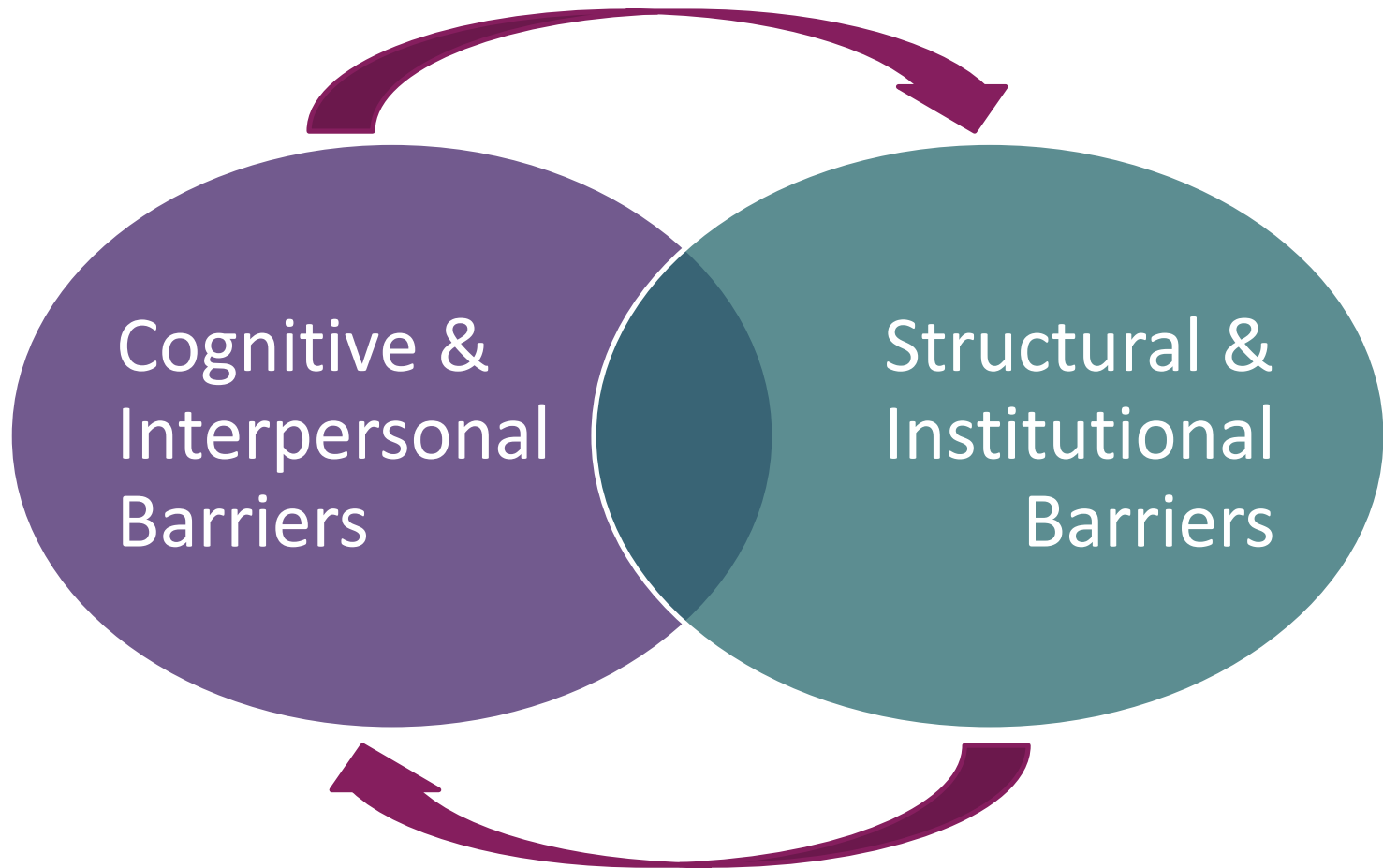


# ALL ACTORS IN HIGHER EDUCATION ARE SUSCEPTIBLE TO IMPLICIT BIAS





# UNDERSTANDING RACIAL INEQUITIES



# DIVERSITY, INCLUSION, EQUITY, AND JUSTICE

## DIVERSITY ASKS...

"Who's in the room?"

## EQUITY RESPONDS...

"Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"

## INCLUSION ASKS...

"Has everyone's ideas been heard?"

## JUSTICE RESPONDS...

"Whose ideas won't be taken as seriously because they aren't in the majority?"



# DIVERSITY, INCLUSION, EQUITY, AND JUSTICE

## DIVERSITY ASKS...

"How many more of [pick any minoritized identity] group do we have this year than last?"

## EQUITY RESPONDS...

"What conditions have we created that maintain certain groups as the perpetual majority here?"

## INCLUSION ASKS...

"Is this environment safe for everyone to feel like they belong?"

## JUSTICE RESPONDS...

"Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?"





Image Credit

# 10 MINUTE BREAK!



# MANIFESTATIONS OF BIAS WITHIN HIGHER EDUCATION INSTITUTIONS

# IMPLICIT BIASES MAY DERAIL GOOD INTENTIONS AND AFFECT EMPLOYMENT DECISIONS

## The *Intended* Process

Recruit and select a  
diverse pool of  
candidates

Retain top talent &  
foster an inclusive  
environment

Promote based on  
performance

## The *Actual* Process

IB impacts where & how  
recruitment & selection  
takes place

IB impacts the  
professional experiences  
of faculty

IB skews perceptions of  
employees



# RACE AND PERCEPTIONS OF COMPETENCE

## Thomas Meyer

**African American Male**  
3<sup>rd</sup> Year Associate  
NYU Law School

Racialized outcomes disparities persist across all elements of our society: education, criminal justice, healthcare, ~~employment~~, and more. Though the compounding effects of structural inequality, institutional barriers, and explicit racism are often identified as ~~causes~~ of these disparities, in recent decades ~~scholars~~ have evaluated the role of implicit racial bias in furthering these gaps. Furthermore, studies have been conducted to explore methods for mitigating the operation and impact of implicit racial bias on life outcomes. Of particular interest to this study is the belief that repeated exposure to stereotype incongruent images of a stigmatized group – a counter-stereotypical exemplar – may reduce an individual's ~~level of implicit racial bias~~.

Several scholars have examined this notion of a counter-stereotypical exemplar in relation to President Obama. As our first African American president, he exhibits many attributes that are incongruent with common stereotypes of African Americans. Additionally, as the nation's president ~~in a high society position and highly visible~~, as such, President Obama is a promising Black counter-stereotypical exemplar. This present study adds to this exploration by examining the real-world influence... *Not the best interpretation of the case...*

## Thomas Meyer

**Caucasian Male**  
3<sup>rd</sup> Year Associate  
NYU Law School

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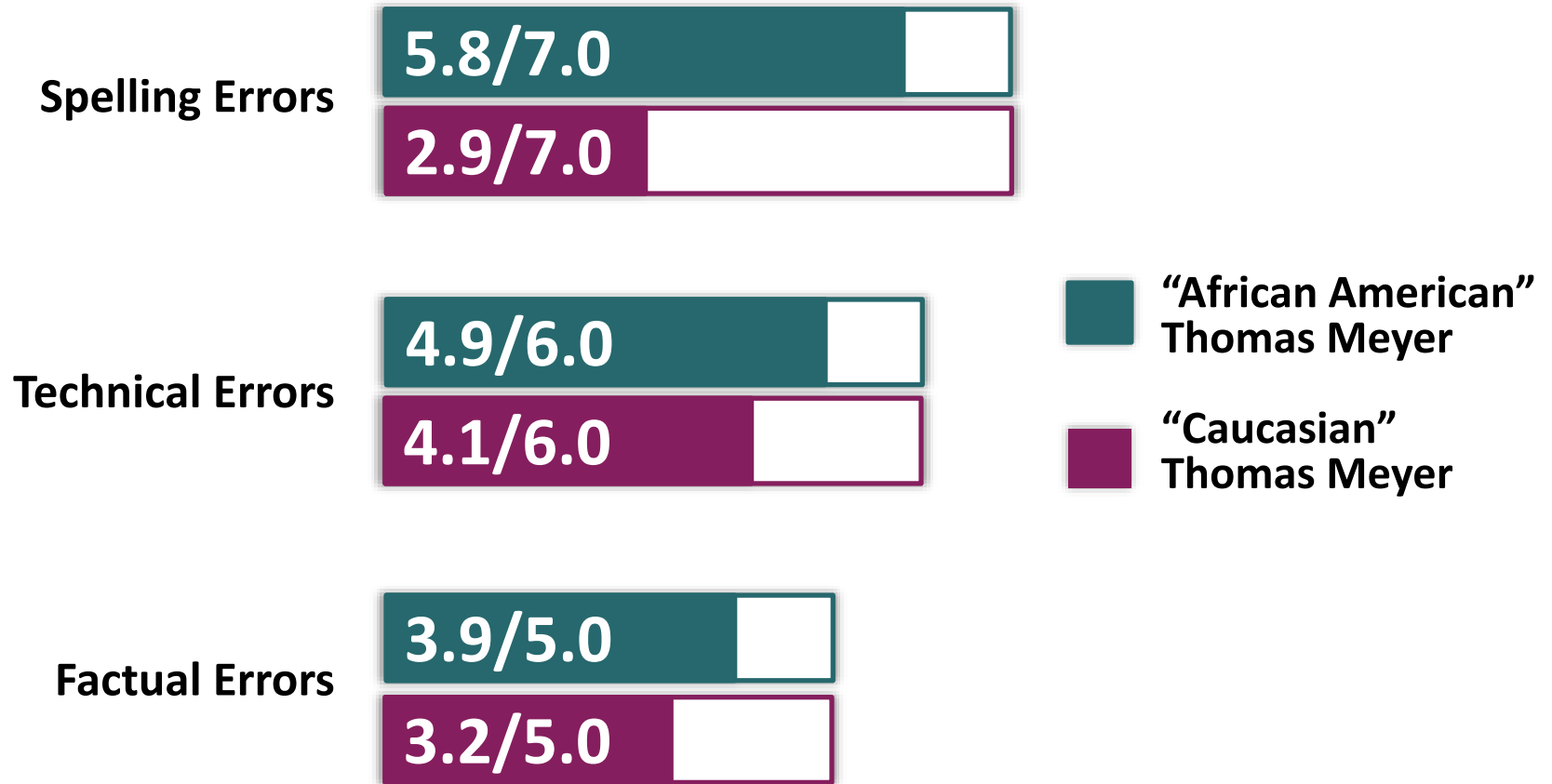


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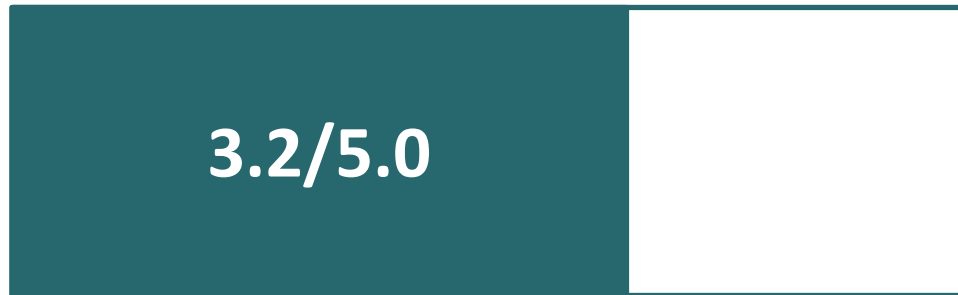
Reeves, A. N. (2014). Written in Black and White: Exploring confirmation bias in racialized perceptions of writing skills *Yellow Paper Series*. Chicago, IL: Nextions.

# RACE AND PERCEPTIONS OF COMPETENCE





# RACE AND PERCEPTIONS OF COMPETENCE



**“African American”  
Thomas Meyer**



**“Caucasian”  
Thomas Meyer**

# RACE AND PERCEPTIONS OF COMPETENCE

**“African American” Thomas Meyer**

*“needs lots of work”*

*“can’t believe he went  
to NYU”*

*“average at best”*

**“Caucasian” Thomas Meyer**

*“generally good writer  
but needs to work  
on...”*

*“has potential”*

*“good analytical skills”*



# UNDERSTANDING THESE RESULTS

Partners expected more errors and lower quality in the memo written by the African American male.

## AND/OR

Partners expected fewer errors and higher quality in the memo written by the Caucasian male.




# CONFIRMATION BIAS

Tendency to see **evidence to support** what you implicitly think while **overlooking other evidence.**



# GENDERED RECOMMENDATIONS

To what extent does gender affect how letters of recommendation are written?



Letter of  
Recommendation



# LETTER CHARACTERISTICS

## Average Letter Length (Words)

Female; 227

Male; 253

## Letter of Minimum Assurance (Percentage)

Female; 15%

Male; 6%

## Presence of Doubt Raisers (Percentage)

Female; 24%

Male; 12%

# PERSONAL VS. PROFESSIONAL

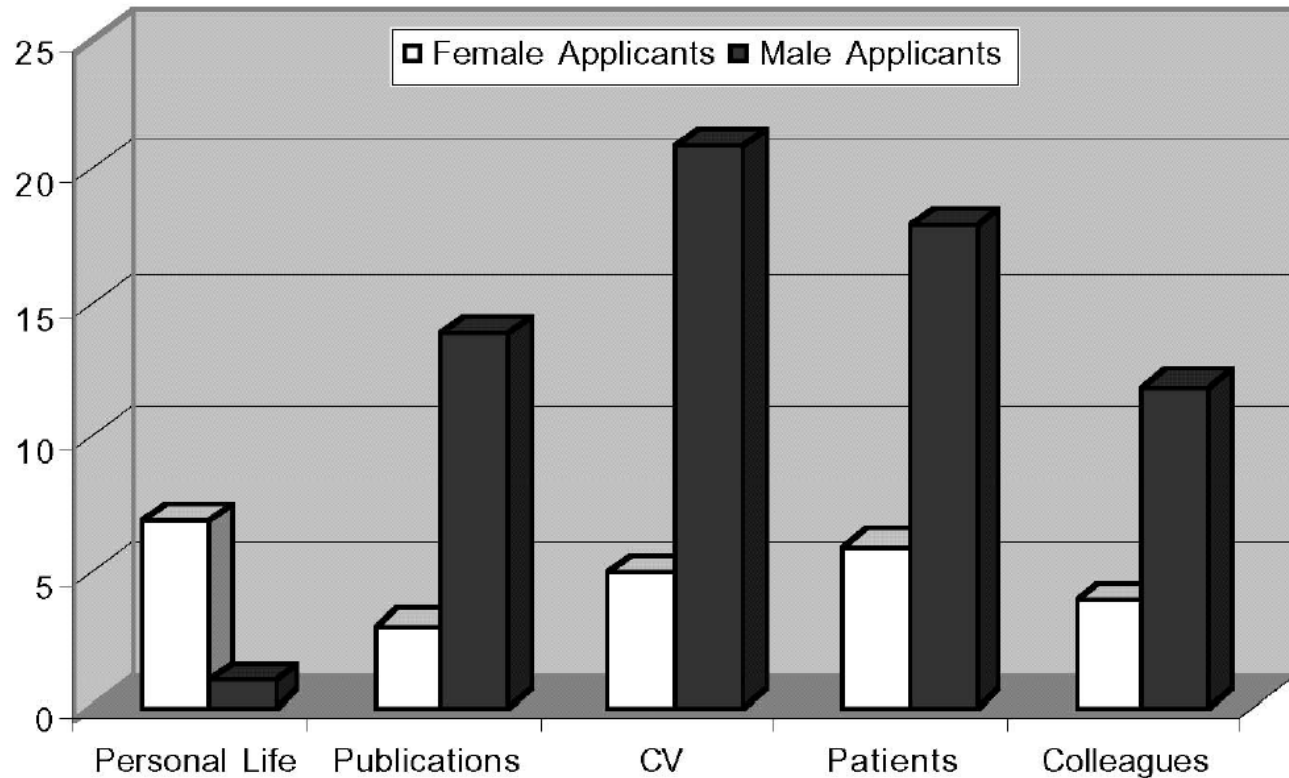
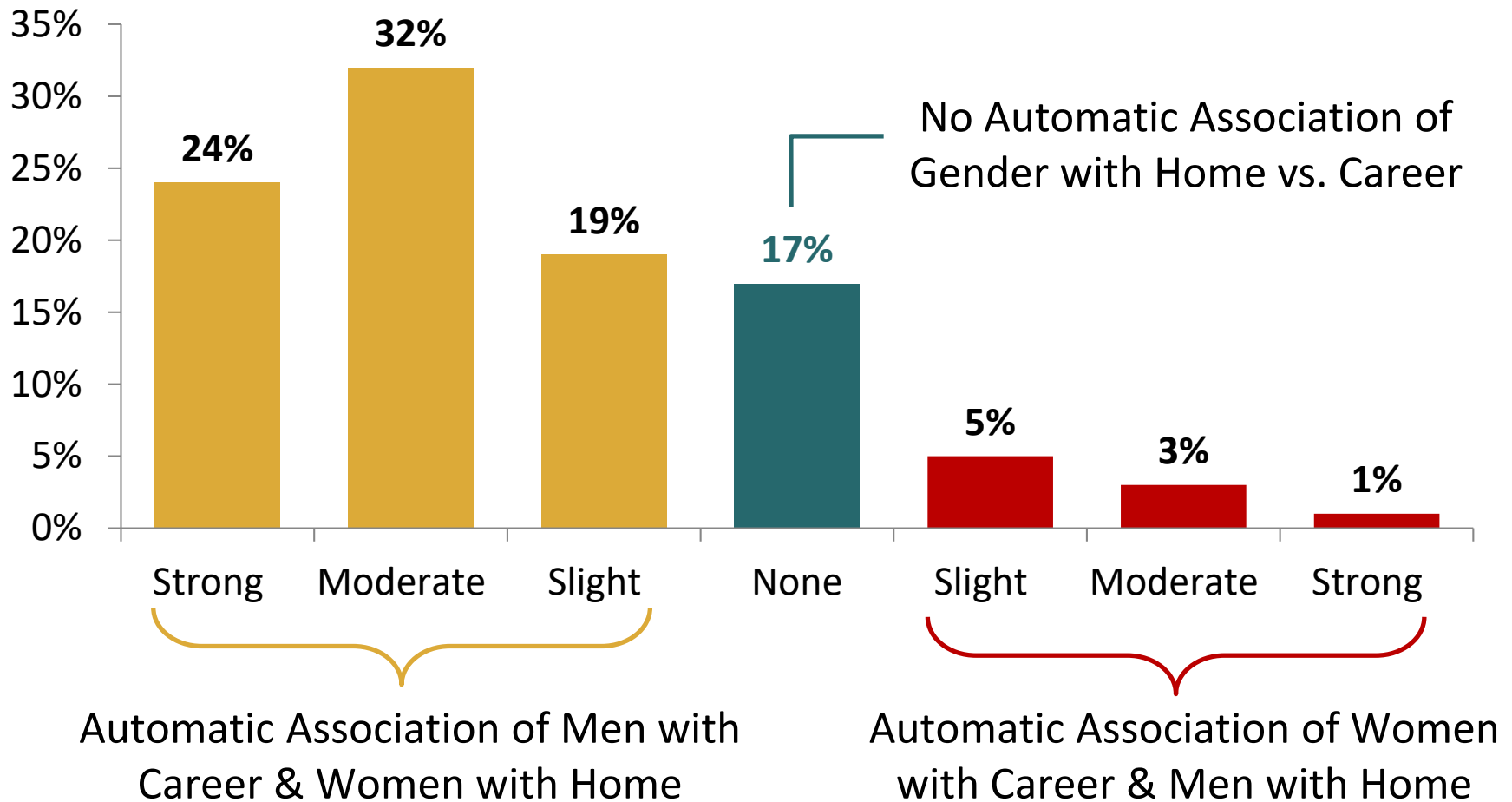


FIGURE 4. *Distinctive semantic realms following possessives. Greatest contrasts across genders in equal number of letters 'her personal life'; 'his publications'*

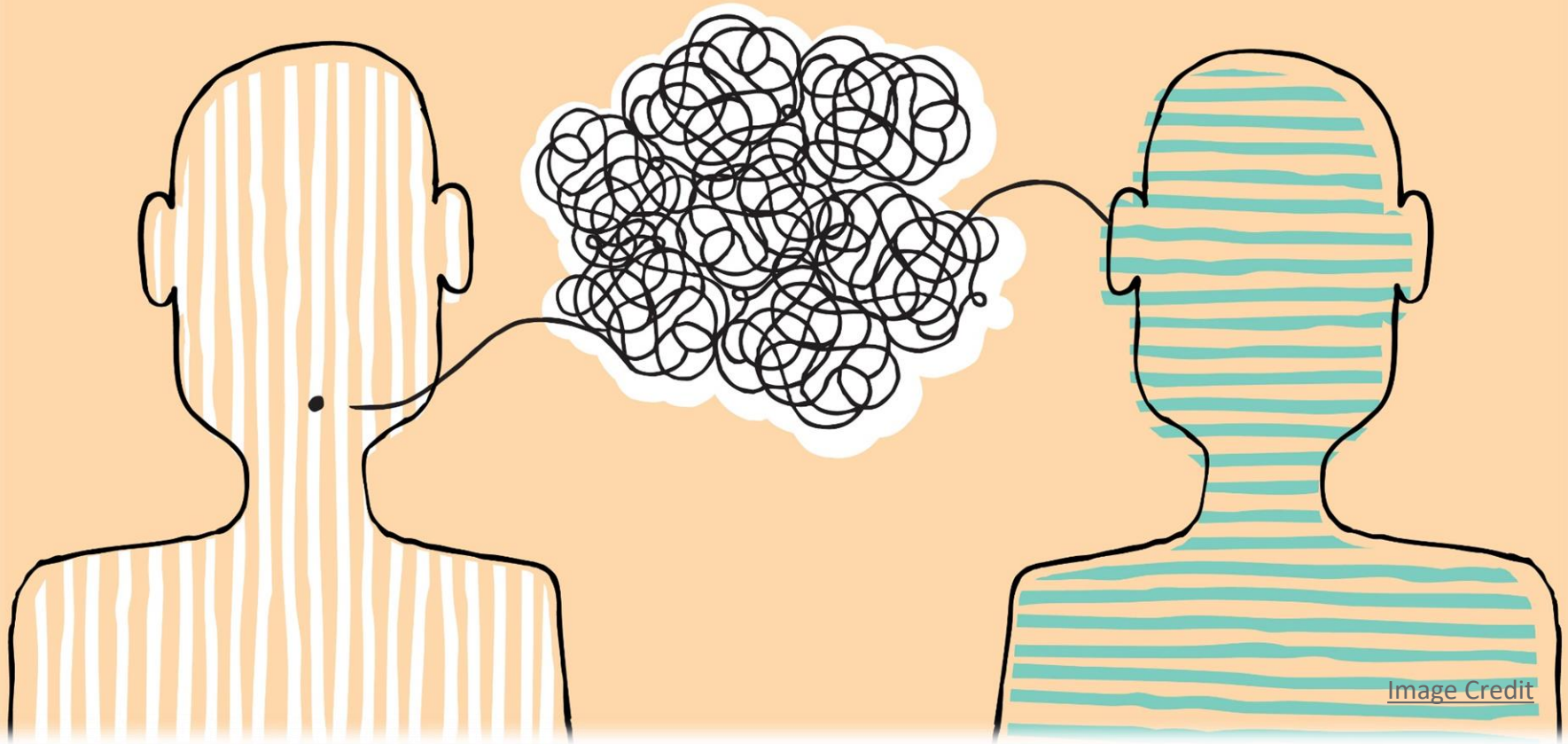


# GENDER - CAREER IAT RESULTS

(N=846,020)

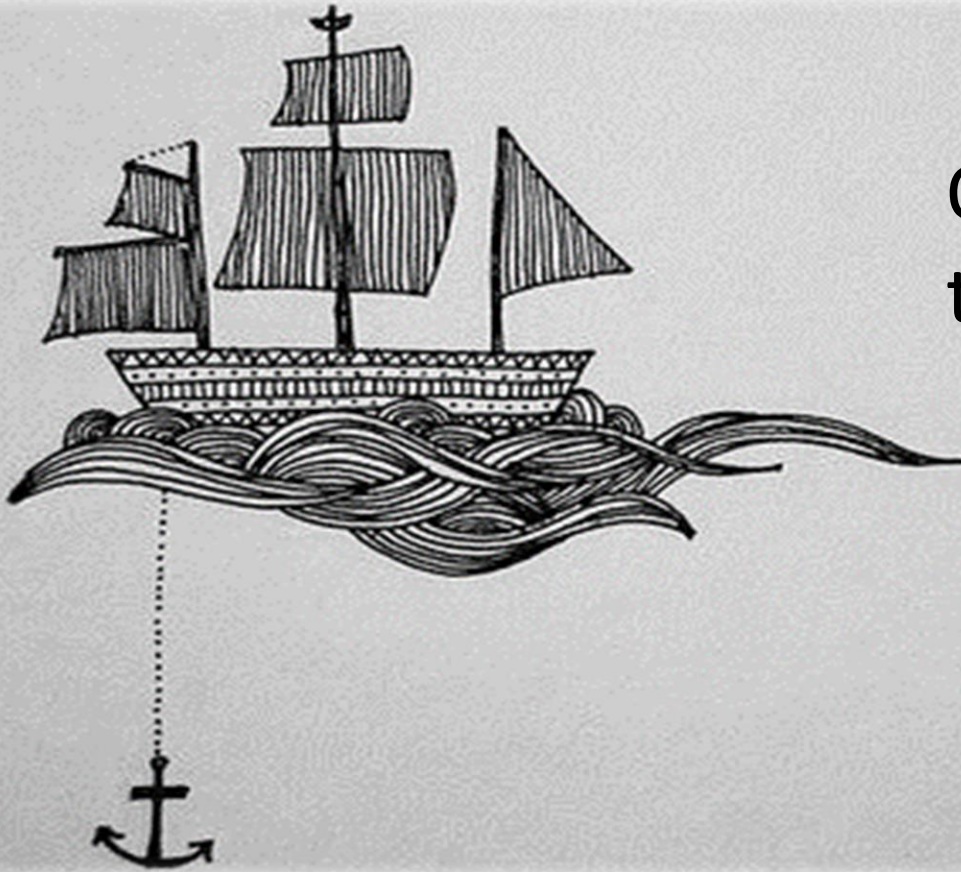






# MANIFESTATIONS OF BIAS WITHIN INTERPERSONAL INTERACTIONS

# ANCHORING BIAS



Over-reliance on the **first piece of information** received in a situation.



# AFFINITY BIAS



Implicit preference for **people similar to you.**



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# MICROAGGRESSIONS

“...brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults to the target person or group.”



# MICROAGGRESSIONS

- 78% of participants experienced at least 1 racial microaggression over the two week study period
- Students of color reported experiencing an average of 291 microaggressions in the past 90 days
- About a quarter of instructors and half of students perceived bias in their classrooms in the last year
- 34% of undergraduates reported perceiving themselves as a target of subtle bias in the classroom in the last year



*Frequencies of Overt and Subtle Bias, Targets of Bias, and Types of Bias*

Percieved Bias	Professor % (n = 333)	Graduate % (n = 443)	Undergraduate % (n = 1,747)
Perceived overt bias	27	25	44
Perceived subtle bias	30	40	63
Target of bias			
Sexual orientation	20	19	19
Race	19	18	21
Sex	16	19	15
Ethnicity	15	13	14
Religion	12	12	15
Class	10	7	6
Disability	3	8	7
Other	4	5	3
Type of bias			
Stereotype	47	36	34
Offensive humor	20	25	28
Isolation	12	10	5
Slurs	9	13	15
Insults	9	13	16
Other	3	2	3



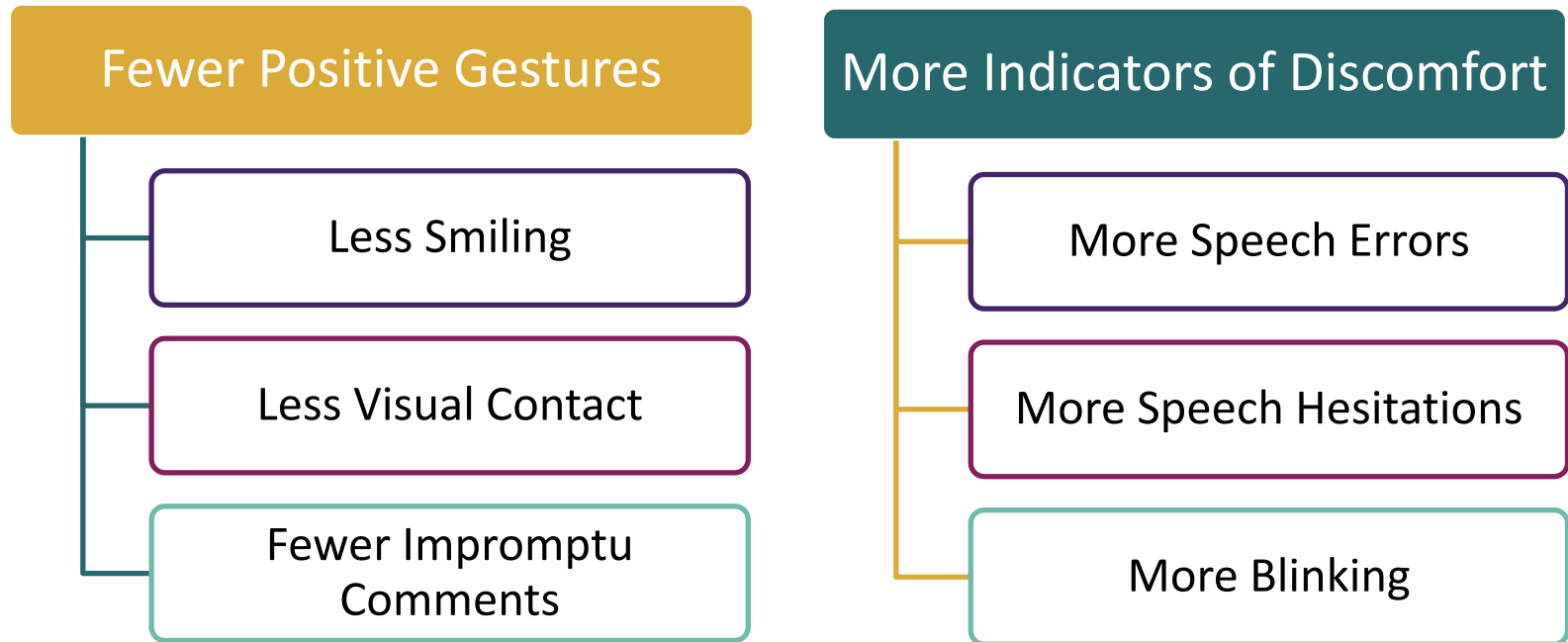
# EFFECTS OF MICROAGGRESSIONS

- Psychological distress
  - Anxiety
  - Depression
  - Suicidal ideation
- Binge drinking
- Pain, fatigue, physical illness



# THE NON-VERBAL EMERGENCE OF BIAS

Higher levels of implicit bias against a group have been associated with:





# DISCUSSION

- How have you seen microaggressions manifest in your professional role?
- Have you felt empowered and equipped to address microaggressions in your workplace?



# THE BIG IDEA

- All moments of human decision-making are susceptible to the operation of implicit biases.
- Implicit associations that fail to align with reality may cause us to make decisions that are detrimental to our best interests, personally and/or organizationally.



# THE BIG IDEA

- Bias is multidirectional and comprises not only discrimination but also privilege.
- We can have both marginalized and privileged identities simultaneously.
- Being aware and intentional about how we reflect on our own identity can help us to be better champions for justice and equity.





Image Credit

# CHALLENGING IMPLICIT BIAS

## INDIVIDUAL & INSTITUTIONAL APPROACHES

# STEP #1: KNOW YOUR BIASES



Project Implicit®

The 2013 general audience book that fully explains the IAT




## PROJECT IMPLICIT SOCIAL ATTITUDES

Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!

[LOGIN](#) [REGISTER](#)

Or, continue as a guest by selecting from our available language/nation demonstration sites:

  [GO!](#)

## PROJECT IMPLICIT MENTAL HEALTH

Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics! [GO!](#)

## PROJECT IMPLICIT FEATURED TASK

Do pets like some groups of people more than others? Tell us your opinion and learn your own implicit attitudes regarding race. [GO!](#)

# STEP #2: CHANGE UNWANTED BIASES



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Pascual-Leone, A., Freitas, C., Oberman, L., Horvath, J. C., Halk, M., Eldaief, M., . . . Rotenberg, A. (2011). Characterizing brain cortical plasticity and network dynamics across the age-span in health and disease with TMS-EEG and TMS-fMRI. *Brain Topogr*, 26, 302-315. [Image Credit](#)

# USE MINDFULNESS TO CHANGE YOUR BRAIN

*“Mindfulness means paying attention in a particular way; on purpose, in the present, and non-judgmentally. -- Jon Kabat-Zinn*

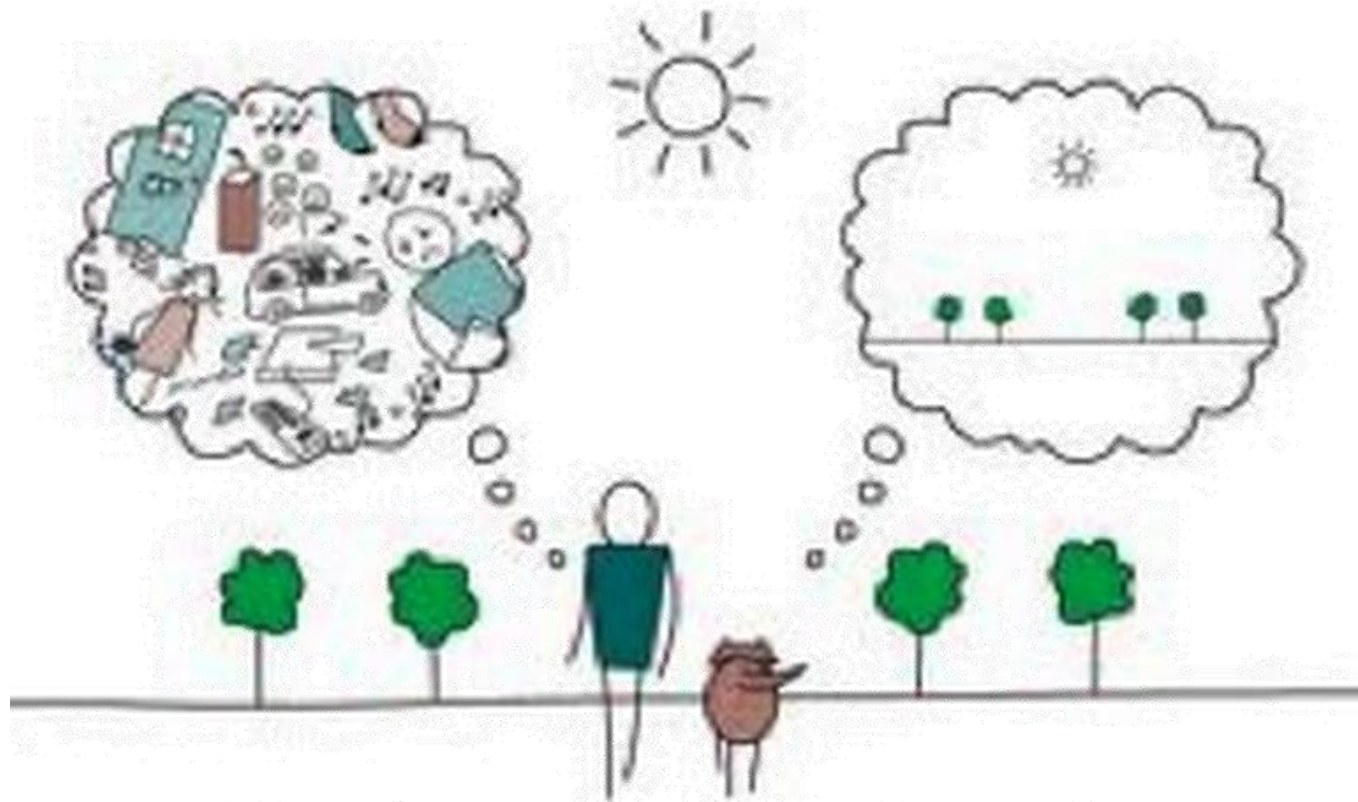


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[https://www.psychologytoday.com/blog/the-courage-be-present/201001/how-practice-mindfulness-meditation.](https://www.psychologytoday.com/blog/the-courage-be-present/201001/how-practice-mindfulness-meditation) Image Credit

# USE MINDFULNESS TO INCREASE COGNITIVE CONTROL



Mind Full, or Mindful?



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Image Credit



# USE MINDFULNESS TO ALTER YOUR BIASES



**Six weeks** of practicing loving kindness meditation aimed at **increasing empathy** toward a marginalized people was shown to decrease levels of unfavorable implicit bias.



*"But if I go over there and get to know them as individuals, what am I supposed to do with my stereotypes?"*



# INTERGROUP CONTACT

Allport, G. W. (1954). *The Nature of Prejudice*. Cambridge, MA: Addison-Wesley. Peruche, B. M., & Plant, E. A. (2006). The Correlates of Law Enforcement Officers' Automatic and Controlled Race-Based Responses to Criminal Suspects. *Basic and Applied Social Psychology*, 28(2), 193-199.



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# STEP #3: REDUCE SUSCEPTIBILITY AT KEY DECISION-MAKING MOMENTS

Time Constraints

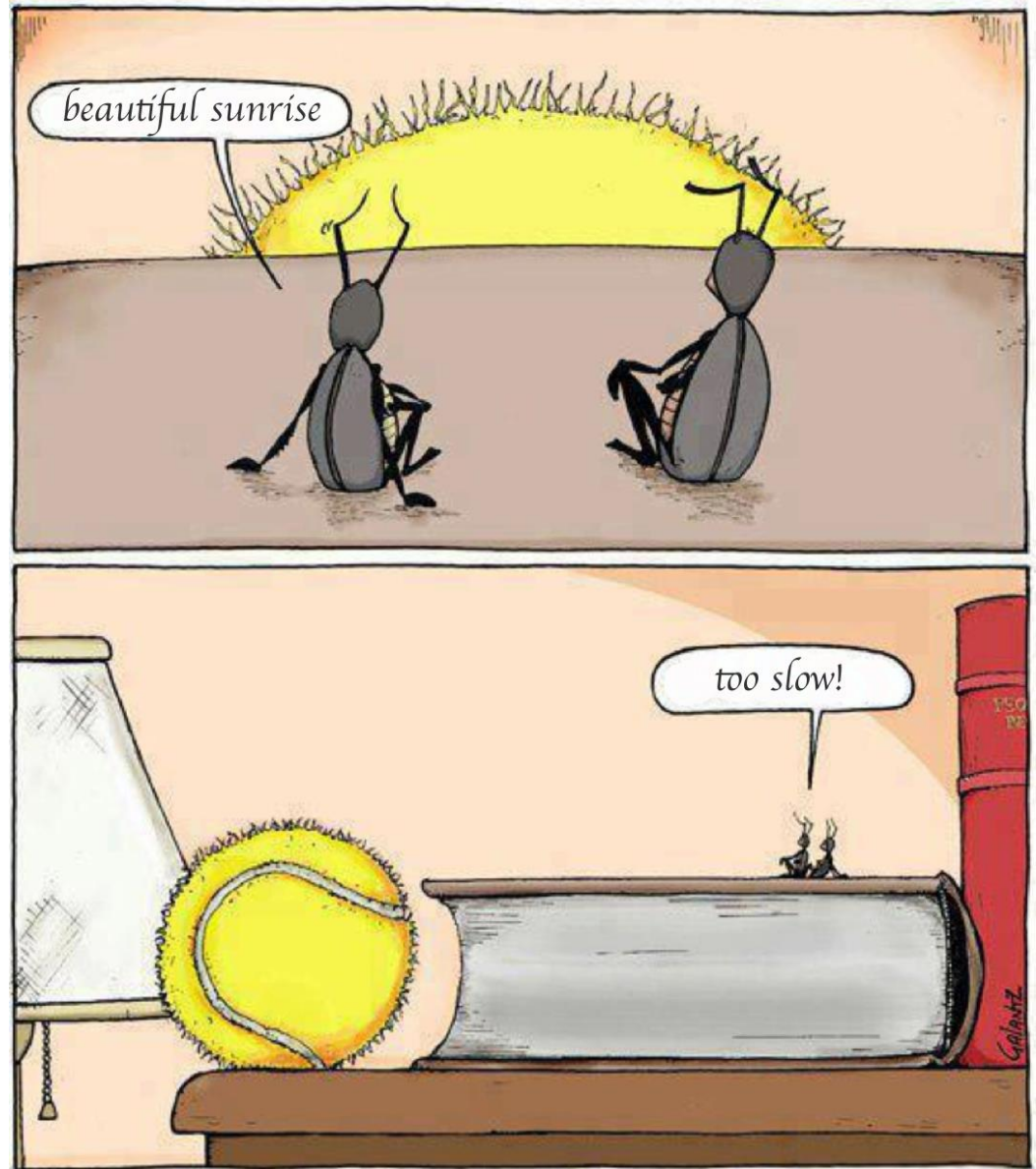
Compromised Cognitive Control

High Ambiguity

Overconfidence in Objectivity



# QUESTION YOUR OBJECTIVITY



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Image Credit

# UTILIZE DATA

Logging data may be the first way to establish that bias may be an issue and can help inform next steps.

Set clear goals, track progress, & analyze trends




# STEP #4: INTERRUPT BIAS IN YOUR ENVIRONMENT



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# BE AN ACTIVE BYSTANDER



**IDENTIFY** the emergence of bias  
**DECIDE** to address the situation  
**SPEAK OUT**  
**FOLLOW UP**



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Image Credit

# STEP #5: CONTINUALLY CREATE AN INCLUSIVE CAMPUS



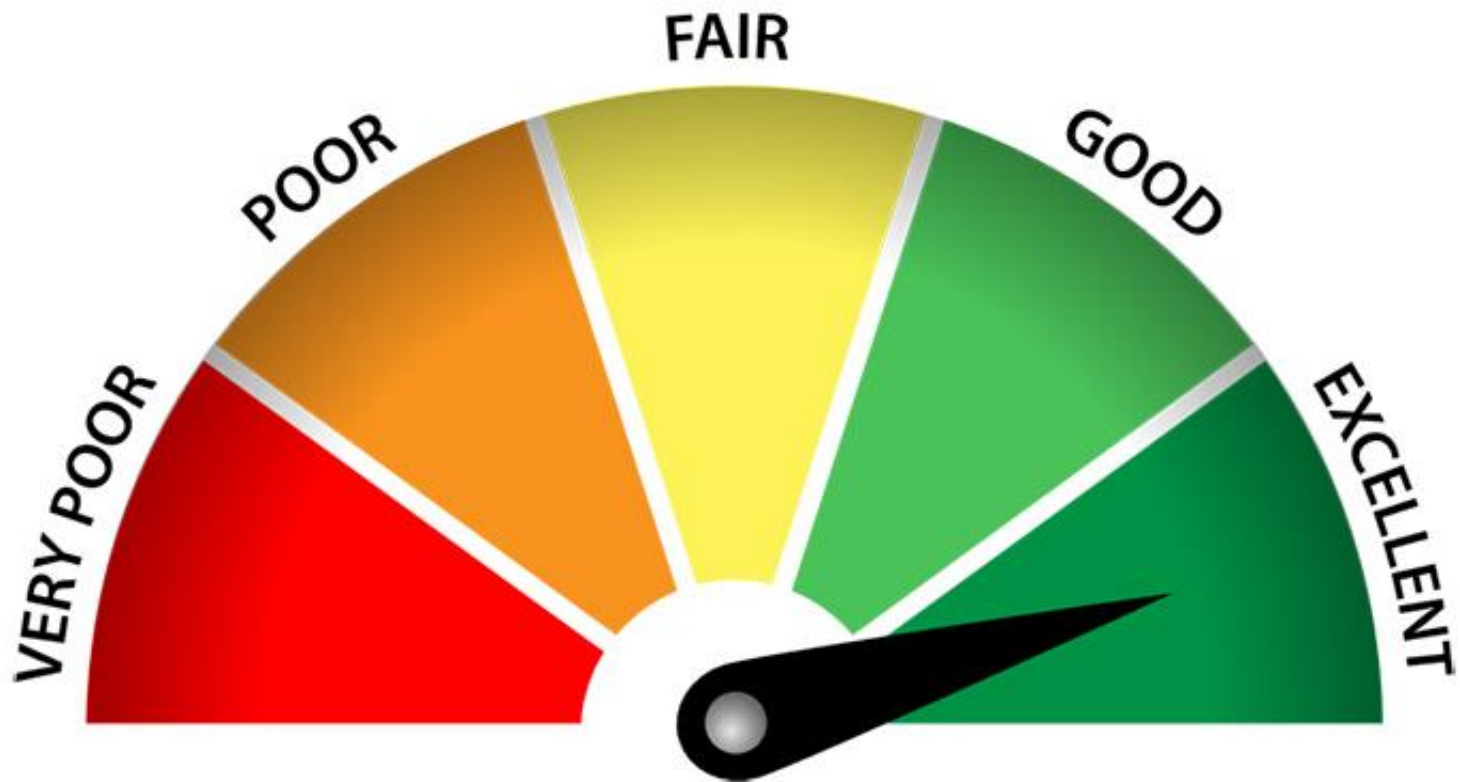
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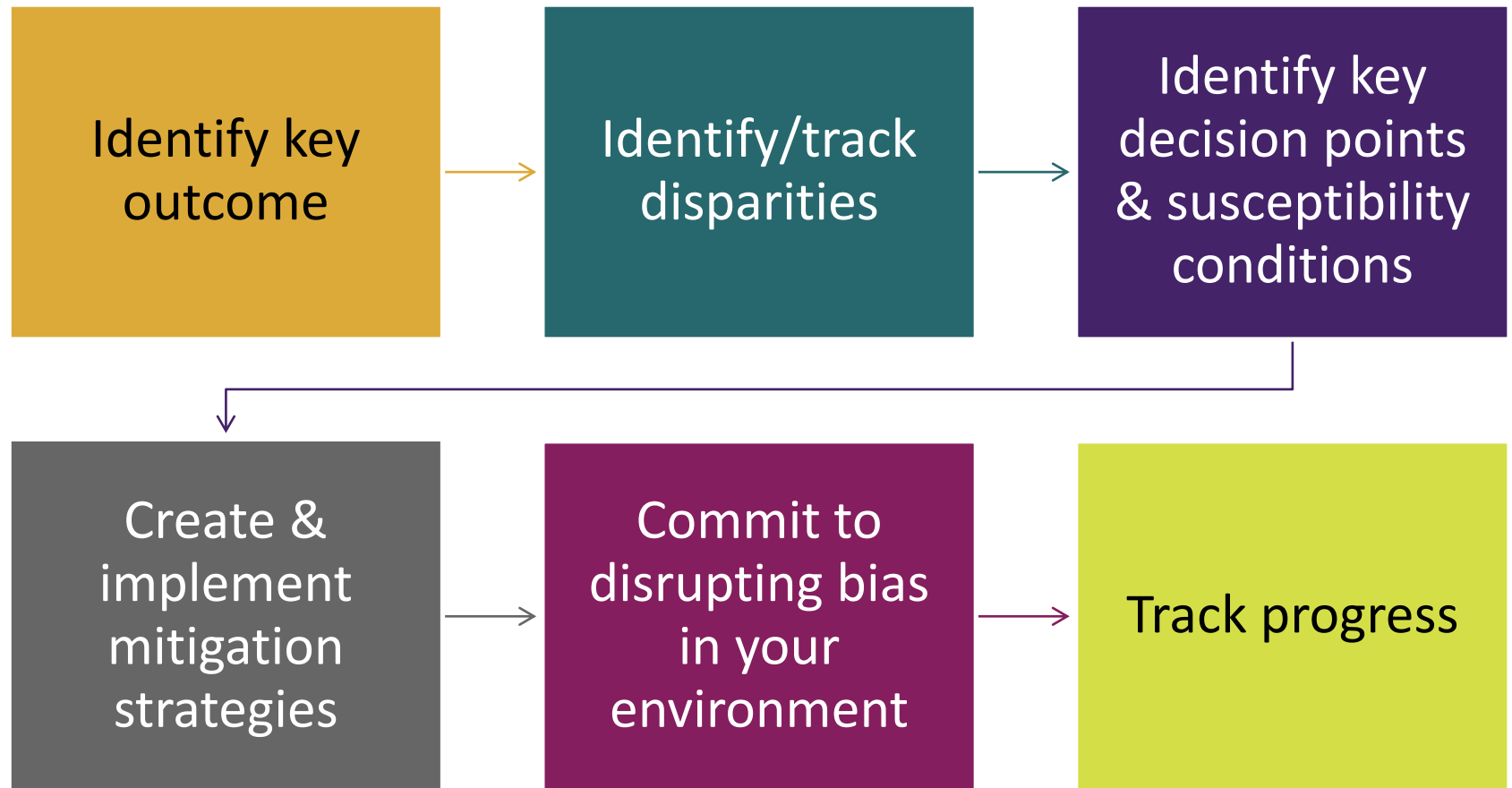
# CONTINUALLY DO YOUR BEST WORK



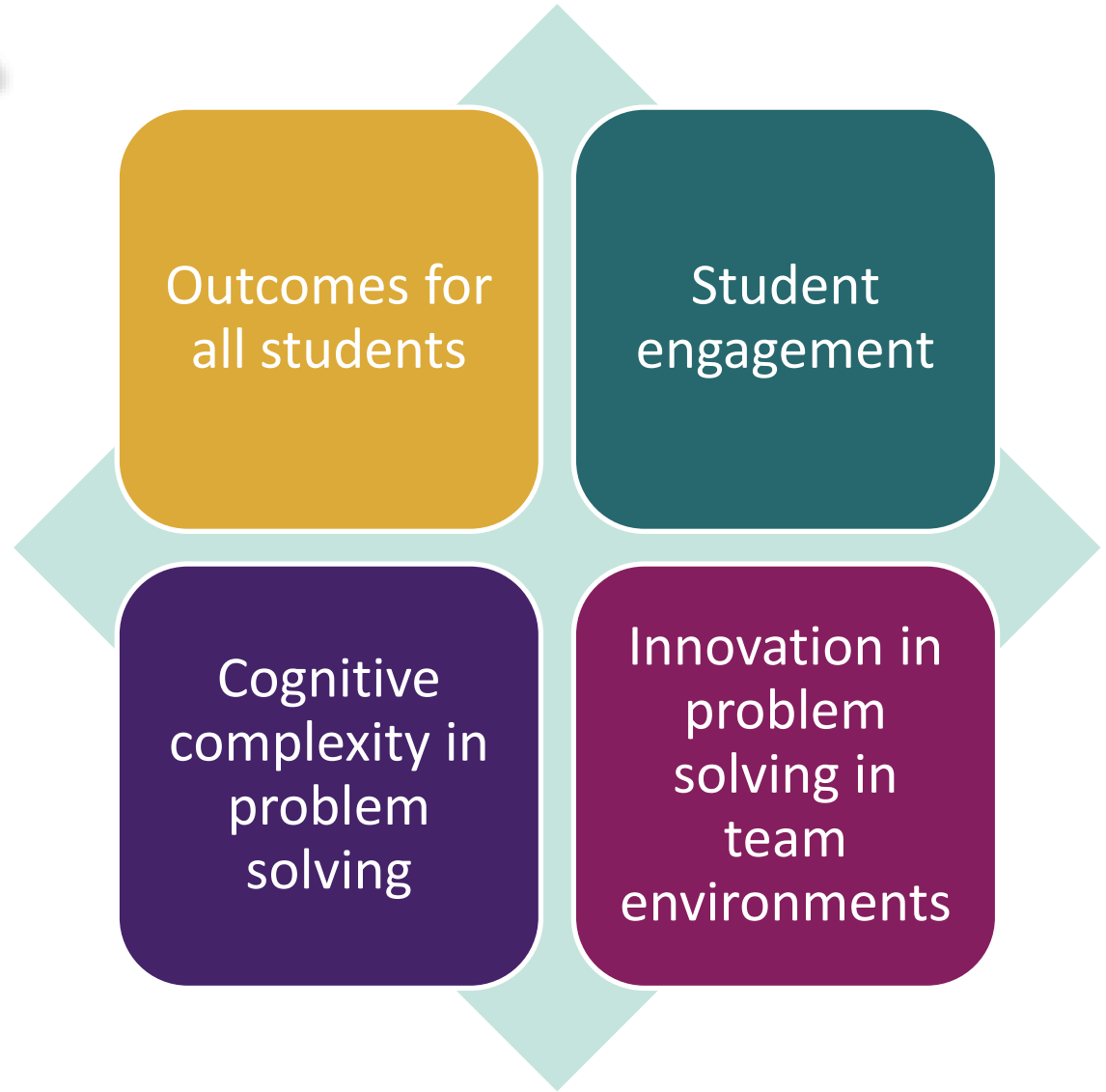
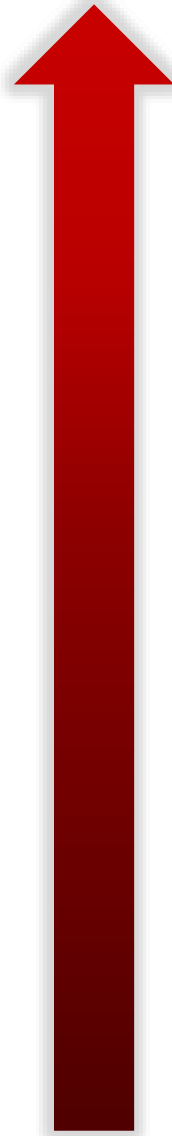
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# THE CONTINUAL PROCESS



# BENEFITS OF INCLUSIVE LEARNING ENVIRONMENTS



# CREATING SOLUTIONS

- Where can ambiguity be reduced?
- Where can time pressures be reduced?
- What practices might be implemented to improve decision-making in key moments?
- What data can be collected and/or analyzed to help bring clarity to the role of bias in your institution?



*“If you always think what you always thought,  
you will always do what you’ve always done.*

*If you always do what you’ve always done,  
you will always get what you’ve always got.*

*If you always get what you’ve always got,  
you will always think what you’ve always thought.”*

**THINK Different | DO Different | GET Different**



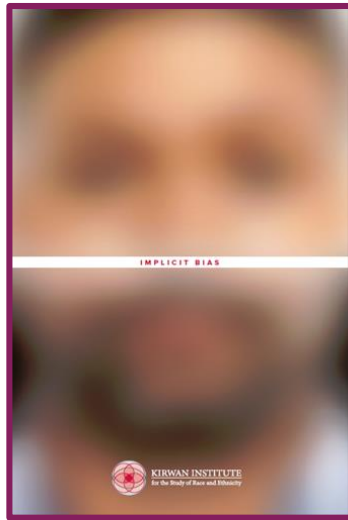
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# QUESTIONS AND ANSWERS



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