WHERE DIVERSITY AND INCLUSION MEETS IMPLICIT BIAS

CHERI C. WILSON, MA, MHS, CPHQ

National Bike Summit
March 5, 2018
Ground Rules for Today’s Workshop

1. “Confidentiality.
2. Our primary commitment is to learn from each other.
3. We will not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. We will trust that people are always doing the best they can.
5. Challenge the idea and not the person.
6. Speak your discomfort.
7. Step Up, Step Back.
Objectives

Following today’s presentation, participants will be able to:

- Define cultural competency, diversity, and culture
- Identify how implicit bias works in our everyday lives,
- Recognize microaggressions, microassaults, microinsults, and microinvalidations, and
- Apply tips and strategies for mitigating bias.
Video Clip:
Where are you from?

https://www.youtube.com/watch?v=DWynJkN5HbQ
Name Exercise

- In pairs or small groups, discuss your name.
  - Who named you?
  - For whom are you named?
  - What does your name mean?
  - What has been your experience with your name?
  - Anything else you would like to share about your name.
Cultural Competence, Diversity, and Culture
What Is Cultural Competence?

- A developmental **process** that evolves over an extended period of time.

- **Individuals, organizations, and systems** are at various levels of **awareness, knowledge** and **skills** along the cultural competence **continuum**.

Cultural Competence

It requires organizations to:

1. Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally;

2. Have the capacity to:

(a) value diversity,
(b) conduct self-assessment,
(c) manage the dynamics of difference,
(d) acquire and institutionalize cultural knowledge, and
(e) adapt to the diversity and cultural contexts of communities they serve;

3. Incorporate the above into all aspects of:

(a) policymaking,
(b) administration,
(c) practice and service delivery, and
(d) Systematically involve consumers, key stakeholders and communities.

Dimensions of Diversity

Korn Ferry (2012)
Culture

- The integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions associated, wholly or partially, with racial, ethnic, or linguistic groups as well as religious, spiritual, biological, geographical, or sociological characteristics.

Culture is dynamic in nature, and individuals may identify with multiple cultures over the course of their lifetimes.

Iceberg Analogy of Culture
Diversity without **inclusion** will not work.
Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.
Valuing and appreciating differences.

Treat others the way you would like to be treated.

Tolerance.

Treat everyone the same.

Changing people's biases.

Respect.
Dignity and Respect
The journey towards diversity and inclusion begins with treating everyone with dignity and respect.
Changing Demographics: Race, Ethnicity, Language, Gender Identity, and Sexual Orientation
Race and Ethnicity

National Center for Health Statistics, 2002
As of July 1, 2011, the U.S. Census Bureau estimated that 50.4% of the population younger than 1 was minority.
Changing U.S. and State Demographics

- Currently, four states—Hawaii (77.0%), California (61.5%), New Mexico (61.1%), and Texas (56.5%)—plus the District of Columbia (64.2%) are already majority minority.
- In the rest of the U.S., minorities constitute 37.4% of the population.

English Language Proficiency
Texas Association of Healthcare Interpreters and Translators (TAHIT):
Public Service Announcement

https://www.youtube.com/watch?v=UBLuaoGXOBg
Changing U.S., State, and County Demographics: English Language Proficiency

- **Increased number of foreign born residents**
  - 13.0% (or 42,194,354 million) of U.S. residents

- **Increased numbers speak a language other than English at home**
  - 21.1% (or 63,172,059 million) of U.S. residents

- **Increased numbers speak English less than "very well" and are considered limited English proficient (LEP)**
  - 8.5% (or 25,440,956 million) of U.S. residents

Source: 2016 American Community Survey
Number of Languages Spoken in Each State

U.S. Total = 322 languages

Source: U.S English Foundation, 2009
http://www.usefoundation.org/userdata/file/Research/top_languages_by_county.pdf
GNINAELC – Ot erussa hgh ecnamrofrep, yllacidoirep naelc eht epat sdaeh dna natspac revenehw uoy eciton na noitalumucca fo tsud dna nworb-der edixo selcitrap. Esu a nottoc baws denetsiom htiw lyporposi lohocla. Eb erus on lohocla sehcuot eht rebbur strap, sa ti sdnet ot yrd dna yllautneve kcarc eht rebbur. Esu a pmad tholc ro egnops ot naelc eht tenibac. A dlim paos, ekil gnihsawhsid tnegreted, lliw pleh evomer esaerg ro lio.
Sexual Orientation and Gender Identity
Percentage of People Who Identify as LGBT in the U.S.

More than the population of New Jersey = ~9 million people

Pew Research Center. 5 Key Findings about LGBT Americans. http://www.pewresearch.org/fact-tank/2017/06/13/5-key-findings-about-lgbt-americans/
Percentage of People Who Identify as LGBT in the U.S.

The Williams Institute, UCLA School of Law. LGBT Data and Demographics. https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT#density
Same Sex Households in the U.S.
(2000 vs. 2010 Census)

<table>
<thead>
<tr>
<th>Household type</th>
<th>Summary file counts¹</th>
<th>Percent change</th>
<th>Preferred estimates²</th>
<th>Percent change</th>
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<tbody>
<tr>
<td>Total</td>
<td>901,997</td>
<td>51.8</td>
<td>646,464</td>
<td>80.4</td>
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<tr>
<td>Unmarried partners</td>
<td>552,620</td>
<td>62.1</td>
<td>514,735</td>
<td>63.9</td>
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<tr>
<td>Spouses</td>
<td>349,377</td>
<td>37.9</td>
<td>131,729</td>
<td>197.1</td>
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¹ Tabulated from internal 2000 and 2010 Census Summary Files.
² Preferred estimates indirectly derived from 2010 Census inconsistency ratios and summary file counts from Census 2000.
Marriage Equality

June 26, 2015
What is Implicit Bias?
Video Clip:
Under Suspicion

https://www.youtube.com/watch?v=xRgFkIMO-Js
What is Implicit Bias?

- In 1995, Anthony Greenwald and M.R. Benaji hypothesized that our social behavior was not entirely under our conscious control.

- According to their study, the concept of *unconscious bias* *(hidden bias or implicit bias)* suggests that:

  “Much of our social behavior is driven by learned stereotypes that operate automatically—and therefore unconsciously—when we interact with other people.”
What Is Implicit Bias?

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

- These biases are activated involuntarily without the individuals awareness or voluntary control.

- Not accessible through introspection.

- “People who engage in this unthinking discrimination are not aware of the fact that they do it”
  - David Williams PhD Harvard School of Public Health
“Schemas are simply templates of knowledge that help us organize specific examples into broad categories. Schemas exist not only for objects, but also for people. Automatically, we categorize individuals by age, gender, race and role. Once an individual is mapped into that category, specific meanings associated with that category are immediately activated and influence our interaction with that individual.”

UCLA Law Professor, Jerry Kang
Implicit Bias Characteristics

- Implicit biases are robust and pervasive.

- Implicit and explicit biases are related but distinct mental constructs.

- Implicit associations do not necessarily align with our declared beliefs.

- We generally hold implicit biases that favor our own in group.

- Implicit biases have real world affects on our behaviors.

- Implicit biases are malleable, therefore can be unlearned.
The Neural Basis of Implicit Attitudes

Damian Stanley, Elizabeth Phelps, and Mahzarin Banaji

New York University and Harvard University

ABSTRACT—Evidence that human preferences, beliefs, and behavior are influenced by sources that are outside the reach of conscious awareness, control, intention, and self-reflection is incontrovertible. Recent advances in neuroscience have enabled researchers to investigate the neural basis of these implicit attitudes, particularly attitudes involving social groups. From this research, a model with three identified neural components related to the automatic activation and regulation of implicit attitudes is beginning to emerge. The amygdala is implicated in the automatic evaluation of socially relevant stimuli, while the anterior cingulate and dorsolateral prefrontal cortices are involved in the detection and regulation, respectively, of implicit attitudes. Further support for this model comes from the inclusion of these regions in current models concerning the cognitive regulation of emotion and the detection of conflict. The identification of a putative neural substrate for implicit attitudes has had a direct impact on psychological research into their nature and operational characteristics. We discuss how this emerging neural model has influenced current research on implicit attitudes and describe the importance of such models for directing future research.

KEYWORDS—implicit attitude; implicit bias; social cognition

IMPLICIT ATTITUDES

http://www.psych.nyu.edu/phelpsland/papers/08_CDPS_V17No2.pdf
Stroop Effect Experiment

Name the COLOR.

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# Stroop Effect Experiment

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Priming Exercises

- What does a rabbit do?
  - Say the word “hop” 10 times.
  - What do you do at a green light?

- Say the word “white” 10 times.
  - What does a cow drink?

- Say the word “roast” 10 times.
  - What do you put in a toaster?
What is priming?

“Priming is a nonconscious form of human memory concerned with perceptual identification of words and objects. It refers to activating particular representations or associations in memory just before carrying out an action or task.

For example, a person who sees the word "yellow" will be slightly faster to recognize the word "banana." This happens because yellow and banana are closely associated in memory.

Additionally, priming can also refer to a technique in psychology used to train a person's memory in both positive and negative ways.”

https://www.psychologytoday.com/basics/priming
How Does Implicit Bias Work in Everyday Life?
Video Clip: How does implicit bias work in everyday life?

https://www.youtube.com/watch?v=Mh4f9AYRCZY
How Does Implicit Bias Work in Everyday Life?

Professor Kelly is back - this time his wife & children are meant to be in shot! 😬

bbc.in/2mGmwz3
First Impressions Matter

HOW DO WE SIZE PEOPLE UP?
How long do you have to make a first impression?

7 seconds

http://www.businessinsider.com/only-7-seconds-to-make-first-impression-2013-4
Hi, my name is Monica Soni.
Who Are We?
Video Clip: What’s the difference between Latino, Hispanic, and Latinx?

https://www.youtube.com/watch?v=T6hbQ3Zs1v8
Who Are We?
## Who Are We?

### Racial Composition of the U.S. Muslim Population

<table>
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<tr>
<th>U.S. Muslims</th>
<th>Total %</th>
<th>Foreign born %</th>
<th>Native born %</th>
<th>General public %</th>
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</thead>
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<tr>
<td>White</td>
<td>30</td>
<td>38</td>
<td>18</td>
<td>68</td>
</tr>
<tr>
<td>Black</td>
<td>23</td>
<td>14</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>28</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Other/Mixed</td>
<td>19</td>
<td>16</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>14</td>
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100 100 100 100

*Note: Figures may not add to 100% due to rounding.*

[Link to article](http://www.huffingtonpost.com/2014/03/26/muslim-american-demographics_n_5027866.html)
Hi, my name is Laith Ashley.
What do you see first?
How Does Implicit Bias Work in Everyday Life?: The Homeless
How Does Implicit Bias Work in Everyday Life?: Media and Criminality
How Does Implicit Bias Work in Everyday Life?: Loss of Innocence of Children and Criminality

The Essence of Innocence: Consequences of Dehumanizing Black Children

Phillip Atiba Goff and Matthew Christian Jackson, The University of California, Los Angeles
Brooke Allison Lewis Di Leone, National Center for Post-Traumatic Stress Disorder, Boston, Massachusetts
Carmen Marie Culotta, The Pennsylvania State University
Natalie Ann DiTomasso, The University of Pennsylvania

The social category “children” defines a group of individuals who are perceived to be distinct, with essential characteristics including innocence and the need for protection (Hasken, Rothchild, & Ernst, 2000). The present research examined whether Black boys are perceived as less “child-like” than their White peers, (b) that the characteristics associated with childhood are applied less when thinking specifically about Black boys relative to White boys, and (c) that these trends would be exacerbated in contexts where Black males are dehumanized by associating them (implicitly) with apes (Goff, Eberhardt, Williams, & Jackson, 2008). We expected, however, that Black boys would also be less likely to be perceived as responsible for their actions and be more appropriate targets for police violence. We find support for these hypotheses across 4 studies using laboratory, field, and translational (mixed laboratory/field) methods. We find converging evidence that Black boys are seen as older and less innocent and that they prompt a less essential conception of childhood than their White same-age peers. Further, our findings demonstrate that the Black/ape association predicted actual racial disparities in police violence toward children. These data represent the first attempt to move inside of the context of police violence. Taken together, this research suggests that dehumanization is a uniquely dangerous group attitude, that intergroup perception of children is underexplored, and that both topics should be research priorities.

Keywords: dehumanization, racial discrimination, police bias, intergroup processes, juvenile justice

The most important question in the world is, “Why is the child crying?” —Alice Walker

This article was published Online First February 24, 2014. Editor’s Note. Stacey Sinclair served as the action editor for this article—IAS.

Phillip Atiba Goff and Matthew Christian Jackson, Department of Psychology, The University of California, Los Angeles; Brooke Allison Lewis Di Leone, National Center for Post-Traumatic Stress Disorder, Boston, Massachusetts; Carmen Marie Culotta, The Pennsylvania State University; Natalie Ann DiTomasso, The University of Pennsylvania.

How Does Implicit Bias Work in Everyday Life?:
Loss of Innocence of Children

How Does Unconscious Bias Work in Everyday Life?: School-to-Prison Pipeline

Community Coalition of South Los Angeles
http://fixschooldiscipline.org/prison-pipeline/
How Does Implicit Bias Work in Everyday Life?: Hiring

- Names
  - The Chicago Résumé Study
  - Canadian Résumé Study
- Company culture (not a “good fit”)
- Applicant Pool Composition
- Social Media Biases
- Overweight and Obese Applicants and Employees
- Those with criminal records
- Those with poor credit histories
- Those with accents
- Those with disabilities (visible and invisible)
- Those who are LGBTQI
4 Tips for Removing Implicit Bias in Hiring

• Remove names from résumés and use numbers to identify instead (suggested by an article in *Scientific American*)
  ○ Could reduce implicit bias based upon race and gender
• Develop a fair selection algorithm and let computers generate a short list of candidates
  ○ Xerox already uses
• Implement diversity and inclusion and implicit bias training for hiring teams and hiring managers
• Blind hiring, interviewing, auditioning (although linguistic profiling could still occur)

https://www.recruiter.com/i/4-tips-to-remove-unconscious-bias-from-the-hiring-process/
What are Microaggressions?
What are microaggressions?

- A question, a comment, even an intended compliment, sometimes, that nevertheless suggests something demeaning
  
  - White people often ask Asian Americans where they are from, conveying the message that they are perpetual foreigners in their own land.
  - Example – telling a person of color that he/she is “so articulate,” which implies that all other people of color are not.
  - Example – “You’re not like those other [women, gays/lesbians, Blacks, Latinos], etc.
    - This implies that the person is an exception.

“Boss Says You’re Smart for a Woman,”
http://www.npr.org/2014/04/10/301417507/boss-says-youre-smart-for-a-woman
Warning: Contains two instances of potentially offensive language.

Video Clip: How Microaggressions Are Like Mosquito Bites

https://www.youtube.com/watch?v=hDd3bzA7450
QUESTIONS

Aww! Is that your little brother?

Aww! Is this your son?

What colleges have you applied to?

Will you be the first person in your family to graduate high school?

What's your major?

Are you the first person in your family to go to college?

Do you have any kids?

How many kids do you have?

What does your husband do?

Is the father still in the picture?
What are microassaults?

- Conscious and intentional actions or slurs, such as:
  - Using disability-related, racial, ethnic, sexist, religious, or homophobic epithets
  - Displaying swastikas, confederate flags, etc.
  - Shopkeeper vigilance/shopper profiling
  - Stop and frisk policies
What are microinsults?

- Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's heritage or identity.
  - An employee who asks a colleague of color how she got her job or was admitted in college/university, graduate/professional school, etc., implying she may have landed it through an affirmative action or quota system and therefore unqualified for the position.
  - Assuming a professional person of color is the hired help, such as custodian, secretary, bell hop, valet, etc.
  - “I never would have guessed you were gay.”
What are microinvalidations?

- Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of a marginalized group.

  - You’re playing the “race” card
  - You’re being too sensitive
  - #Black Lives Matter – what about OTHER lives? All lives matter
  - #MeToo – Sexual harassment and assault
    - Started by social activist, Tarana Burke, in 2006
  - What’s the big deal? They’re only words...
How Can We Mitigate Implicit Bias in Everyday Life?
Implicit Association Test (IAT)

https://implicit.harvard.edu/implicit/
IAT: Understanding the Tool

- How does the IAT work?
  - The tool presents a method that demonstrates how the conscious-unconsciously minds diverge.

- What is Project Implicit?
  - Project Implicit is a collaborative investigation effort between researchers at Harvard University, the University of Virginia, and University of Washington.
  - The studies examine thoughts and feelings that exist either outside of conscious awareness or outside of conscious control.

- The goal of this project is to make this technique available for education (including **self education and self awareness**).
What kind of IATs are available?

Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.

Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

Gender - Career. This IAT often reveals a relative link between family and females and between career and males.

Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

Disability ('Disabled - Able' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.

Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
What kind of IATs are available?

- **Native American** (‘Native - White American’ IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

- **Presidents** (‘Presidential Popularity’ IAT). This IAT requires the ability to recognize photos of Barack Obama and one or more previous presidents.

- **Weight** (‘Fat - Thin’ IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

- **Skin-tone** (‘Light Skin - Dark Skin’ IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

- **Weapons** (‘Weapons - Harmless Objects’ IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

- **Gender - Science**. This IAT often reveals a relative link between liberal arts and females and between science and males.
What kind of IATs are available?:

Mental Health

Here is a list of demonstration topics currently available.
Select from these or, [register](#) to access the active research studies at Project Implicit.

- **Treatment IAT**: Do you implicitly favor medication or talk therapy?
- **Alcohol IAT**: Do you implicitly think alcohol is irresistible?
- **Self-esteem IAT**: Do you implicitly associate yourself as good or bad?
- **Anxiety IAT**: Do you implicitly associate yourself with being anxious or calm?
- **Eating IAT**: Do you implicitly feel eating high-fat food is shameful?
- **Mental Illness IAT**: Do you implicitly think people with mental illnesses are dangerous?
- **Depression IAT**: Do you implicitly associate yourself with being happy or sad?
IAT: Discussion

• Do not share your individual results.

• Which IAT tests did you complete?

• What were your reactions to completing the tests?

• Were you surprised by the results?
IAT: What do the results tell you?

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<thead>
<tr>
<th>Percent of web respondents with each score</th>
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<tbody>
<tr>
<td>Strong automatic preference for White people compared to Black people</td>
<td>27%</td>
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<tr>
<td>Moderate automatic preference for White people compared to Black people</td>
<td>27%</td>
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<tr>
<td>Slight automatic preference for White people compared to Black people</td>
<td>16%</td>
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<tr>
<td>Little to no automatic preference for Black and White people</td>
<td>17%</td>
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<td>Moderate automatic preference for Black people compared to White people</td>
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<td>Strong automatic preference for Black people compared to White people</td>
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Click for detailed summary

**WARNING!**
Practical Strategies and Tips to Combat Implicit Bias
Debiasing Techniques

“The key isn’t to feel guilty about our [implicit] biases—guilt tends toward inaction. It’s to become consciously aware of them, minimize them to the greatest extent possible, and constantly check in with ourselves to ensure we are acting based on a rational assessment of the situation rather than on stereotypes and prejudice.”

Debiasing Techniques

- **Training**
  - Continuous, not just one and done

- **Intergroup contact**
  - Interacting with others different from yourself (not just one)
  - Breaking bread (meals), book groups, worship, etc.

- **Taking the perspective of others**
  - Empathy

- **Emotional expression**
  - Non-verbal body language

- **Counter-stereotypical exemplars**
  - Think of those who don’t fit the stereotype
Let’s Practice

- Close your eyes
- Think of a person riding a bike
- What image came to mind?
- Describe the person who is riding the bike.
- Where is the person riding a bike?
- Let’s share
For Further Reading
Take the Quiz: Can you spot the bias within yourself?

Learn how you can take steps to end bias.
To end bias, we need to become aware of it. Can you spot the bias within yourself? This quick quiz might surprise you.

TAKE THE QUIZ

What does it feel like to experience bias?

Show the world that #LoveHasNoLabels

http://lovehasnolabels.com/about-bias
Tips to Fight Bias and Prejudice

Remaining silent can perpetuate bias and prejudice. Of course, it's not always easy standing up for what you think is right. It takes guts. It also takes preparation. Here are some tips that will help you address bias and prejudice and start to make people question themselves and their behavior.

(In your home, in your social circle, in group emails, in your neighborhood, at work, at school, and in public)

http://lovehasnolabels.com/tips
Video Clip: What Not to Do?: I Don’t See Race

https://www.youtube.com/watch?v=5qArvBdHkJA
What to do?

- “Your brother routinely makes anti-Semitic comments.
- Your neighbor uses the N-word in casual conversation.
- Your co-worker ribs you about your Italian surname, asking if you’re in the mafia.
- Your classmate insults something by saying, “That’s so gay.”
What to do?

- “And you stand there, in silence, thinking, “What can I say in response to that?”
- Or you laugh along, uncomfortably.
- Or, frustrated or angry, you walk away without saying anything, thinking later, “I should have said something.”

Let’s Practice
Let’s Practice: Responding to Bias and Bigotry

- In pairs, briefly discuss other examples of bigotry and bias have you experienced, observed, and or/committed?

- Did you respond? If so, how?
- How did others respond?
- How would you have responded?
- How could you have responded instead?
Video Clip: WWYD: Bike Theft

https://www.youtube.com/watch?v=ge7i60GuNRg
Let’s Practice

- Would you have responded? If so, how?
- How could you have responded instead?
Let’s Practice: Responding to Bias and Bigotry at Work

| “An African American businesswoman in the South writes: ‘I was speaking with a white co-worker when, midway through the conversation, she smiled and said, ‘You speak so clearly. Have you had diction lessons?’ — like for an African American to speak clearly, we’d have to have diction lessons.”’ |
| How would you have responded? |
| How could you have responded instead? |
| • Interrupt early |
| • Use or establish policies to address bigoted language or behavior |
| • Go up the ladder |
| • Band together |

Let’s Practice: Responding to Bias and Bigotry at Work

“A female manager routinely is referred to as the “office mom.” No male manager is ever referred to as the office “dad,” and male managers expect the female manager to handle office birthdays and other non-job-related tasks. ‘That kind of sexism happens all the time,’ she says.

How would you have responded?
How could you have responded instead?
- Be direct
- Identify the pattern
- Start a brown bag discussion group
- Use incidents to teach tolerance respect

Let’s Practice: Responding to Bias and Bigotry

“When a colleague tells you that you’ve said or done something that offends or hurts them, try not to be defensive, even if the statement’s impact was unintentional.”

Would you have responded?
If so, how?
How could you have responded instead?
  ○ Be open to feedback
  ○ Focus on the work relationship
  ○ Change your behavior

Video Clip: Putting It All Together: All That We Share

https://www.youtube.com/watch?v=jD8tjhVO1Tc
Next Steps

- Think about what you learned in today’s workshop.
- What is something actionable that you can bring back to your organization, personal life, etc.?
Take Home Points:
Equality ≠ Equity:

Equality is giving everyone a shoe
Equity is giving everyone a shoe that fits

Originally created by: Craig Froehle;
Adapted by: Many others
Take Home Point:
SPEAK UP! PLEDGE

THE SPEAK UP! PLEDGE
Commit to respond to everyday bias and bigotry. Sign and place this pledge card in your wallet, book bag or desk drawer, or post it on your wall. Also use these pledge cards as a part of a campaign in your workplace or school, making as many photocopies as you need. Post the pledge in public places, encouraging others to join.

Because what we say matters.

I PLEDGE TO SPEAK UP!

In pledging to respond to everyday bigotry, I will:

» Speak up when I hear or see bigotry;
» Question and identify bias when I see it;
» Be mindful of my own behaviors;
» Promote and appeal to higher principles;
» Set limits on what is said or done around me;
» Seek help and help others to work against bigotry; and
» Remain vigilant and persistent.

Name

Date

Signature
For further information, please contact:

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