

WHERE DIVERSITY AND INCLUSION MEETS IMPLICIT BIAS



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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**.

Source: Terry L. Cross. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center, 1989.

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;

T. L. Cross, B. J. Bazron, K. W. Dennis, & M. R. Isaacs, M. R.. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center, 1989.

Cultural Competence



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;

T. L. Cross, B. J. Bazron, K. W. Dennis, & M. R. Isaacs, M. R.. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center, 1989.

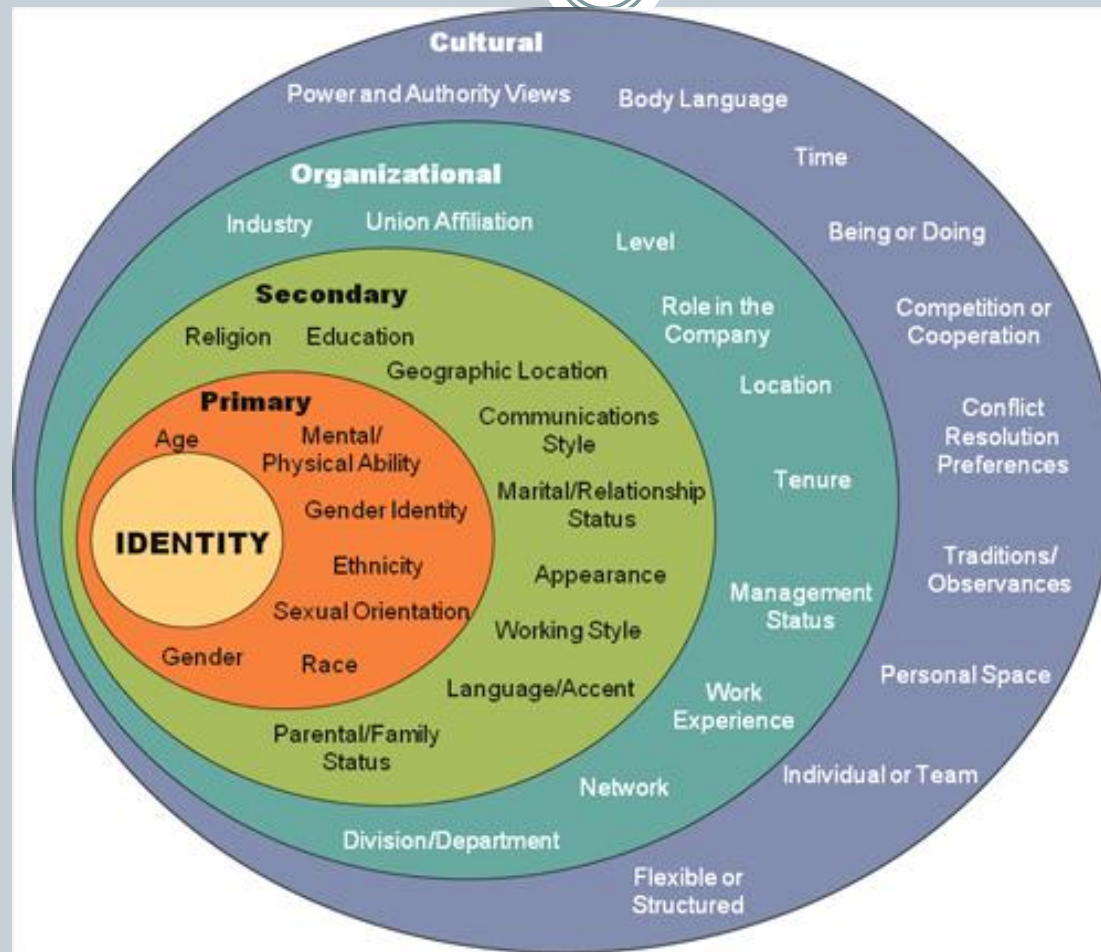
Cultural Competence



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.

T. L. Cross, B. J. Bazron, K. W. Dennis, & M. R. Isaacs, M. R.. *Towards a Culturally Competent System of Care: A Monograph on Effective Services for Minority Children Who Are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center, 1989.

Dimensions of Diversity



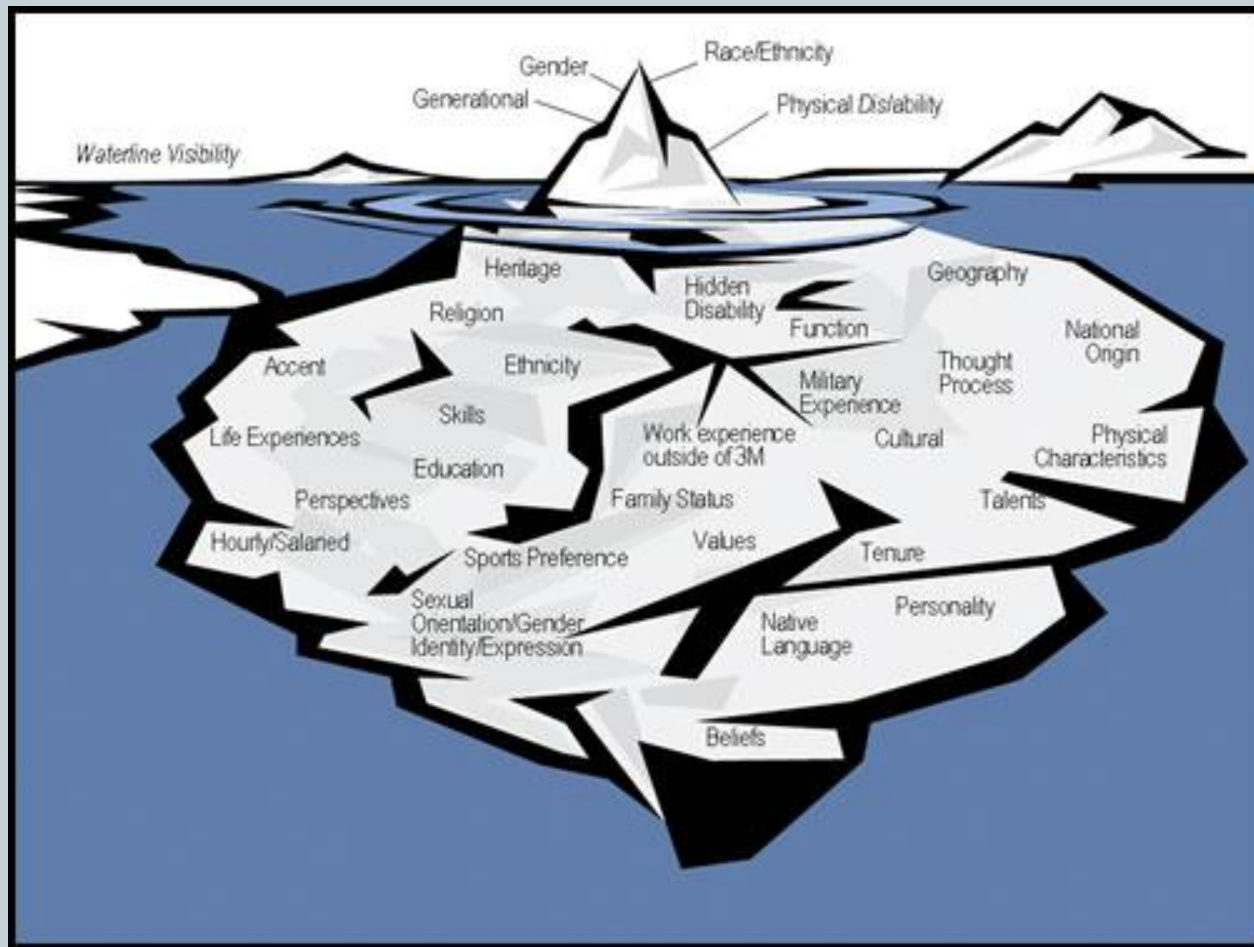
Culture

- 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.

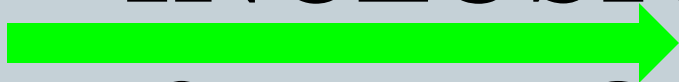
DIVERSITY



SILOS



INCLUSION
SYNERGY





- **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.

Treating
others the
way you
would like
to be
treated

Tolerance.

Valuing and appreciating
differences.



Changing people's biases.

Treat everyone the same.

R-E-S-P-E-C-T



Dignity and Respect



The **journey** towards diversity
and inclusion begins with
treating everyone with
dignity and respect.

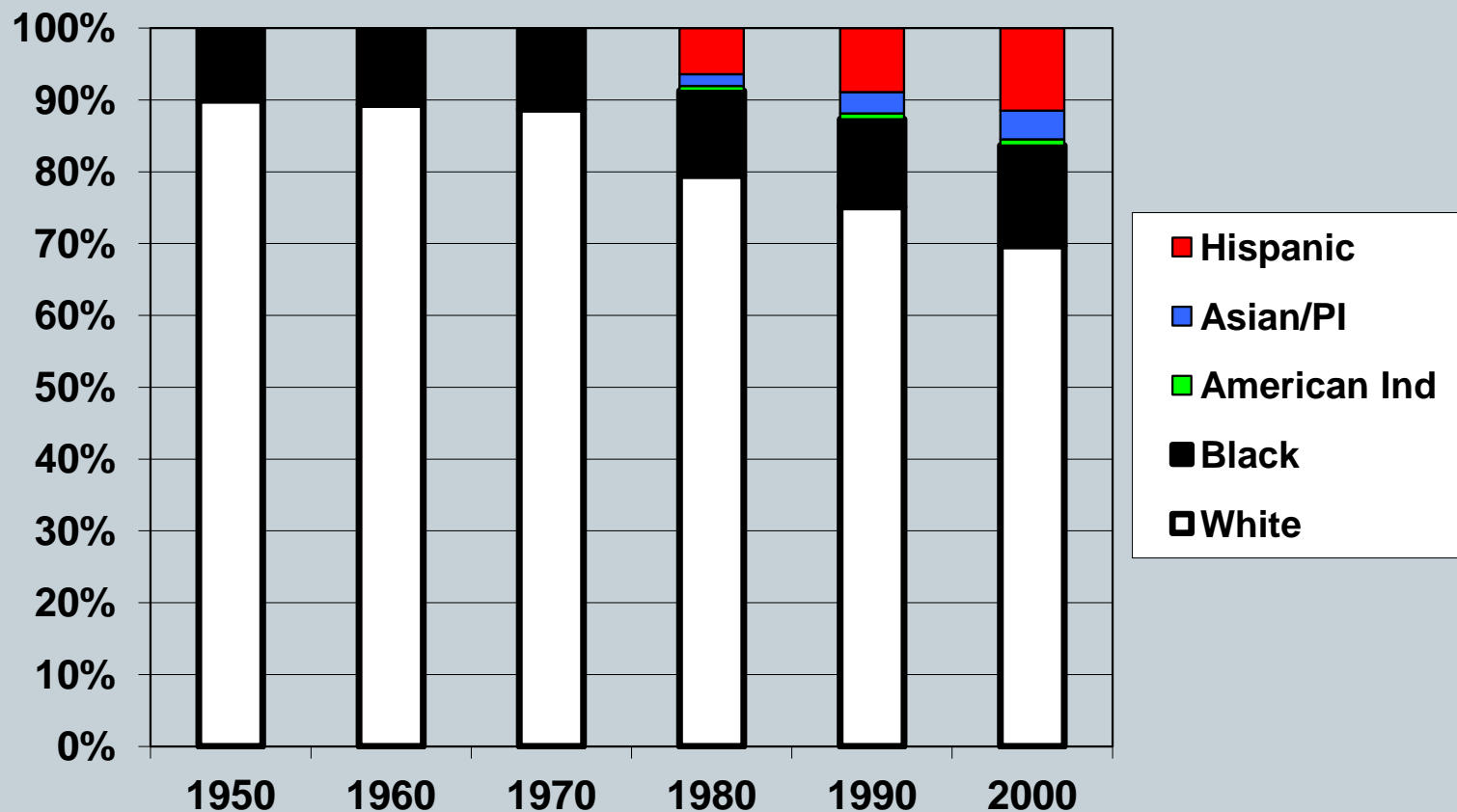


Changing Demographics: Race, Ethnicity, Language, Gender Identity, and Sexual Orientation



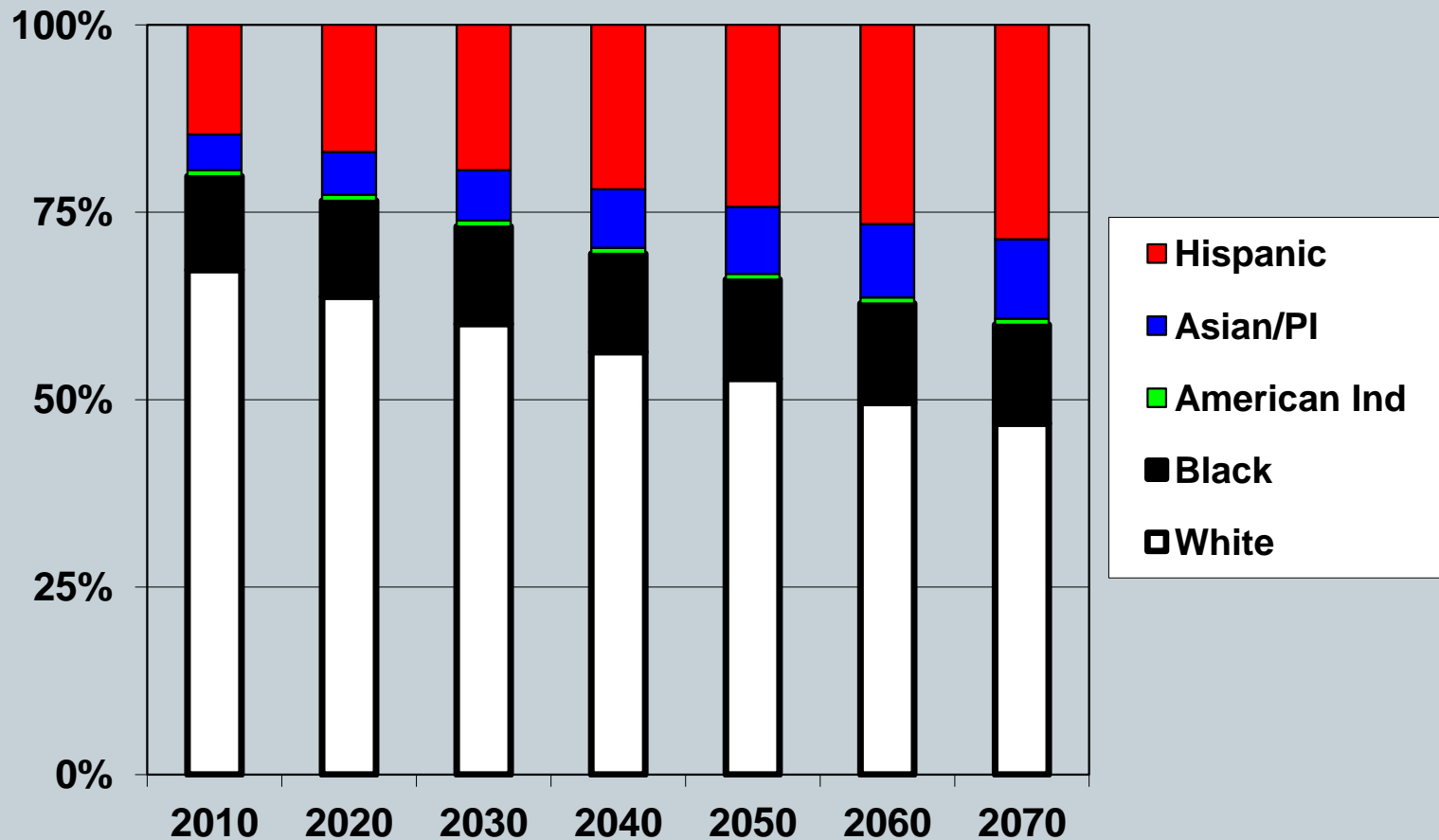
Race and Ethnicity

Changing U.S. Demographics: Percentage Resident Population by Race/Ethnicity, U.S. 1950-2000



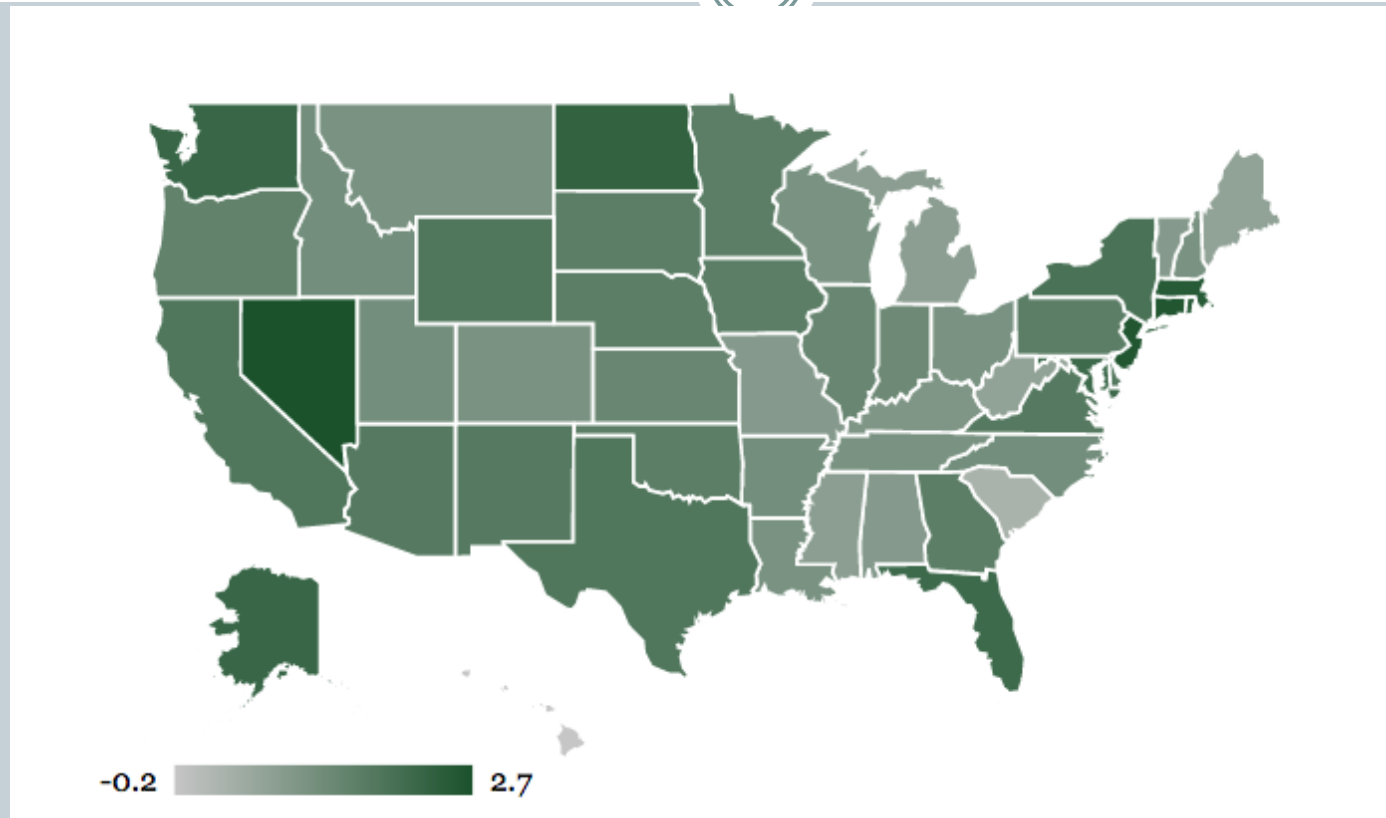
Changing U.S. Demographics: Projected Percentage Resident Population by Race/Ethnicity, U.S. 2010-2070

2070



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.

Governing calculations of Annual Estimates of the Resident Population, U.S. Census Bureau
(<http://www.governing.com/topics/urban/gov-majority-minority-populations-in-states.html>)



English Language Proficiency



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

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

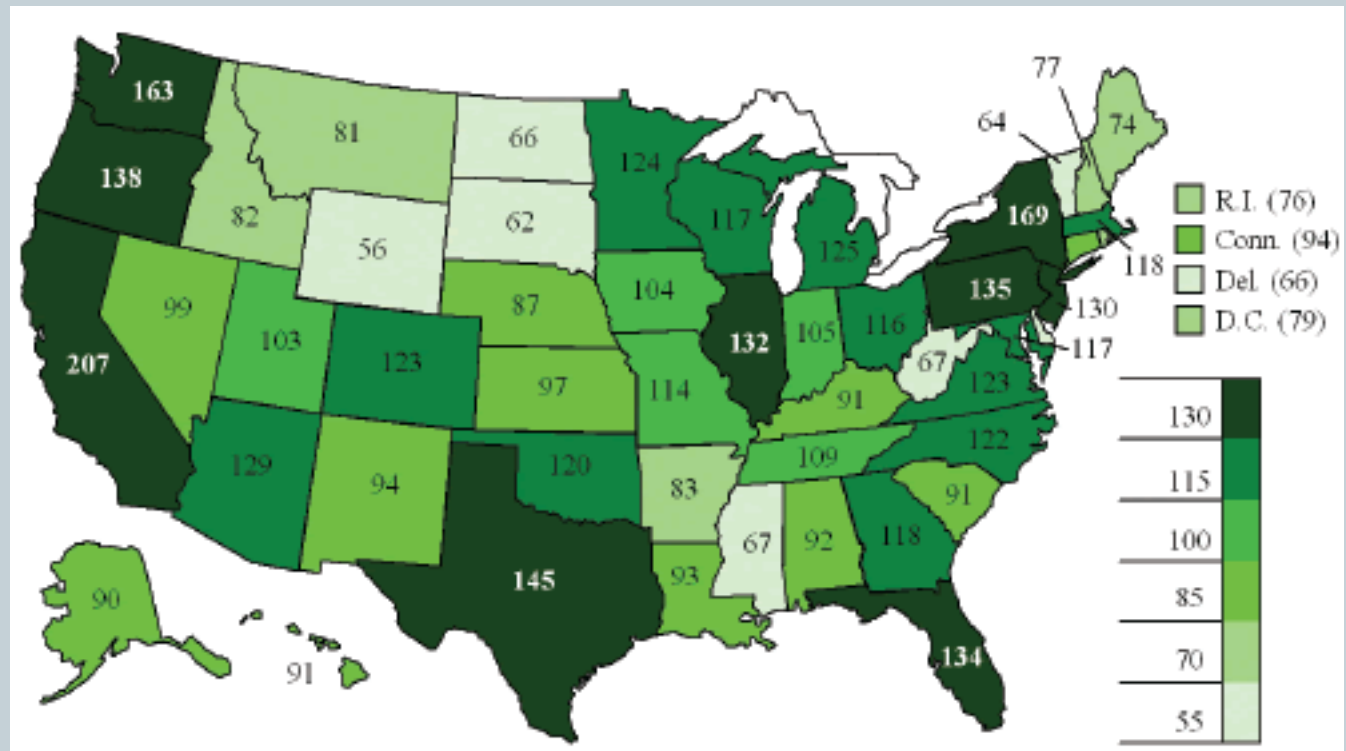
Changing U.S., State, and County Demographics: English Language Proficiency



- 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

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

Take a minute to read this



GNINAEELC – Ot erussa hgih ecnamrofrep,
yllacidoirep naelc eht epat sdaeh dna natpac
revenehw uoy eciton na noitalumucca fo tsud dna
nworb-der edixo selcitrapp. 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.

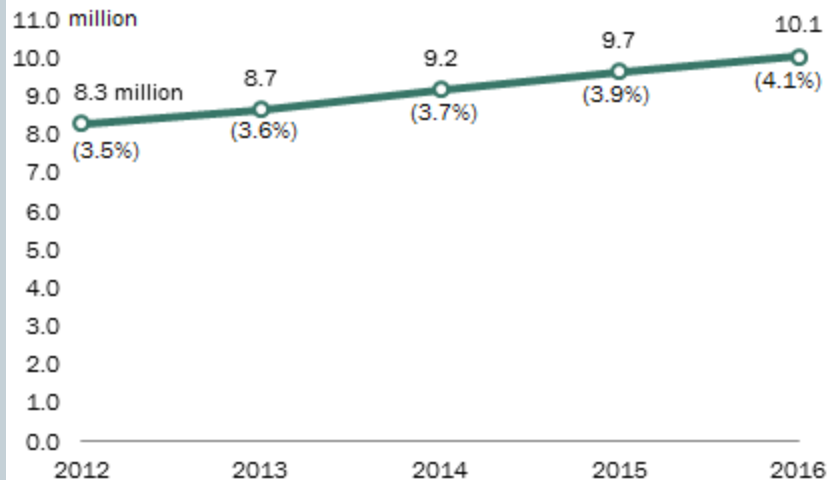


Sexual Orientation and Gender Identity

Percentage of People Who Identify as LGBT in the U.S.

The number of Americans identifying as LGBT is rising

Number (and %) of U.S. adults identifying as LGBT



Source: Gallup Dailytracking survey.

PEW RESEARCH CENTER

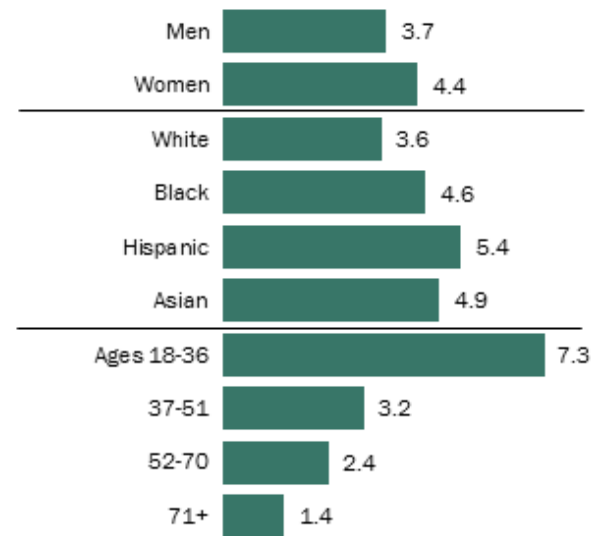
More than the population of
New Jersey = ~9 million
people

Pew Research Center. 5 Key Findings about LGBT Americans.

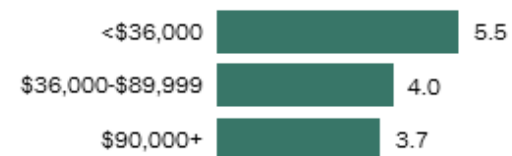
<http://www.pewresearch.org/fact-tank/2017/06/13/5-key-findings-about-lgbt-americans/>

Older Americans much less likely to identify as LGBT

% of each group identifying as LGBT



Annual household income

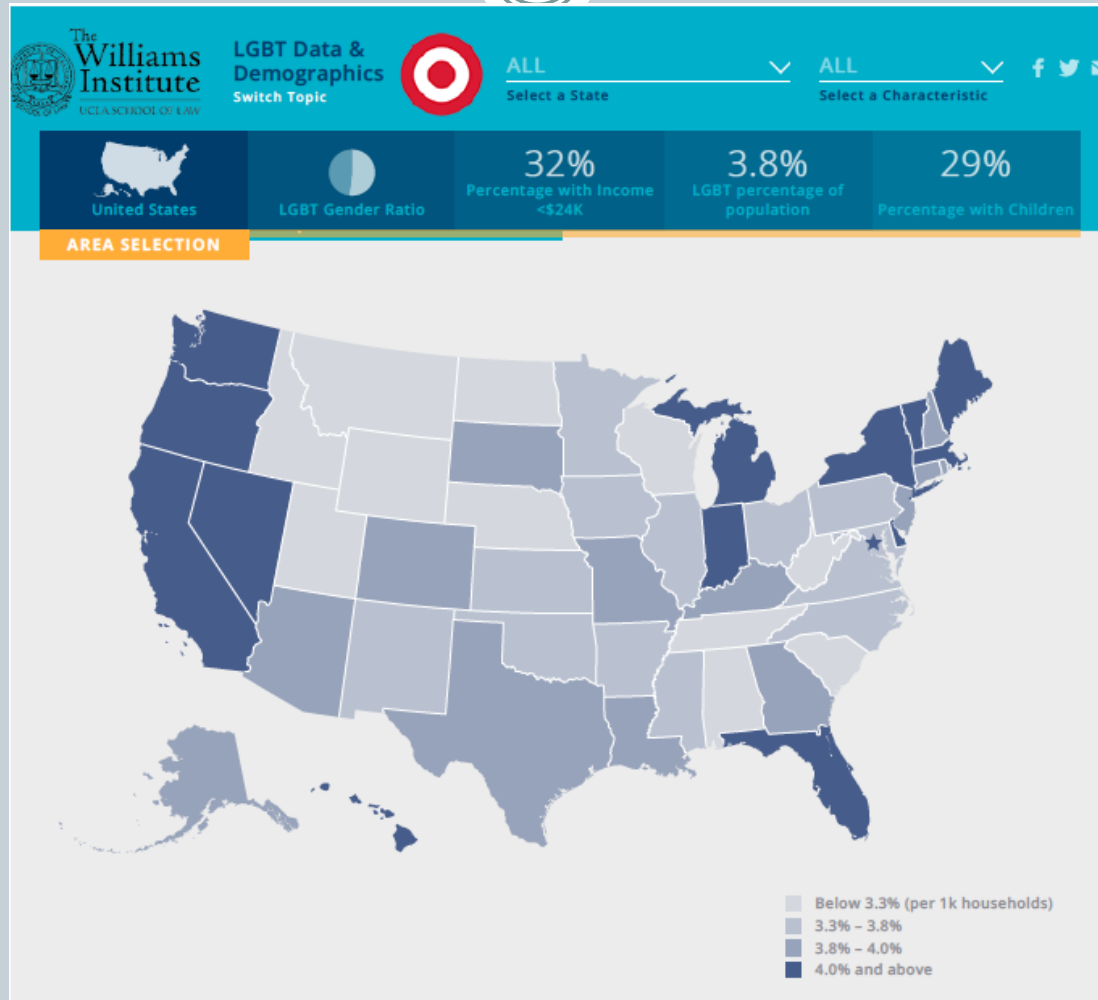


Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race.

Source: Gallup Dailytracking survey, 2016.

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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)



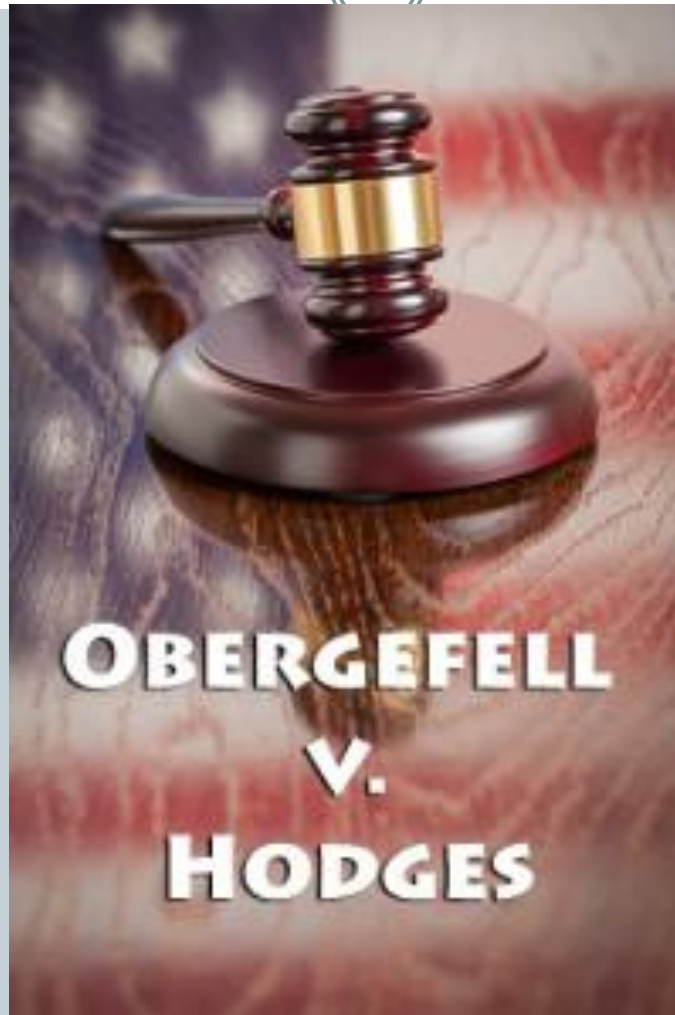
Same-Sex Couple Households, Summary File Counts and Preferred Estimates: Census 2000 and 2010 Census

Household type	Summary file counts ¹		Percent change	Preferred estimates ²		Percent change
	Census 2010	Census 2000	2000-2010	Census 2010	Census 2000	2000-2010
Total	901,997	594,391	51.8	646,464	358,390	80.4
Unmarried partners	552,620	341,014	62.1	514,735	314,052	63.9
Spouses	349,377	253,377	37.9	131,729	44,338	197.1

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>

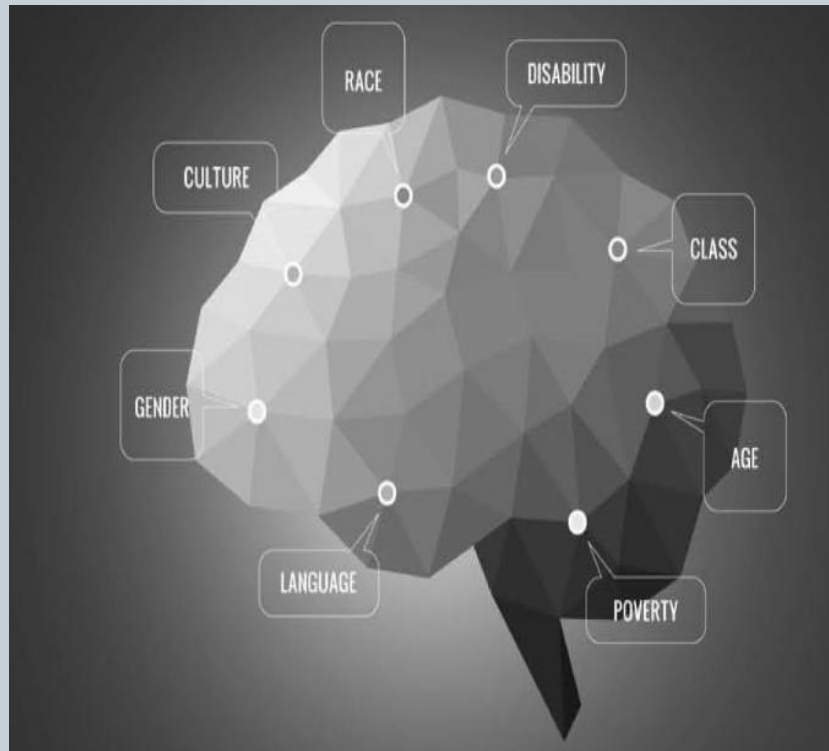
What is Implicit Bias?



- 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

Applying Implicit Bias



“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.”

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 Science of Implicit Bias



CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE

The Neural Basis of Implicit Attitudes

Damian Stanley,¹ Elizabeth Phelps,¹ and Mahzarin Banaji²

¹New York University and ²Harvard 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 cogni-

enable us to rapidly and efficiently react to simple sensory inputs as well as to multifaceted experiences such as individuals, groups, objects, and events we encounter in our social worlds. Unlike other organisms, humans have the ability to introspectively identify and even change the attitudes they hold. As Max Klinger of *M*A*S*H* said, "I used to be an atheist, but I gave it up for lent." This ability to examine the contents of our own minds and manipulate them is uniquely human. Its presence can create the illusion that we control more about ourselves and our universe than we actually do, and that we know what our preferences are and why we have them. Research in social psychology has shown that, in addition to our conscious attitudes, we possess automatically triggered attitudes that can influence behavior without our awareness (Fazio, Jackson, Dunton, & Williams, 1995; Greenwald & Banaji, 1995). Because these attitudes are "introspectively unidentified (or inaccurately identified)" (Greenwald & Banaji, 1995, p. 8), they are termed *implicit*, thereby distinguishing them from *explicit* attitudes that reflect our conscious thoughts and beliefs. Current models of social cognition posit that human social behavior is the combined result of these two related but distinct sets of attitudes.

IMPLICIT ATTITUDES

Stroop Effect Experiment



Name the COLOR.

RED	YELLOW	BLUE	GREEN	BLACK
PINK	ORANGE	BROWN	GRAY	PURPLE
GREEN	GRAY	BLACK	BLUE	YELLOW
GRAY	BROWN	PINK	ORANGE	BLUE
YELLOW	RED	GREEN	BLACK	GRAY
BLACK	BROWN	PURPLE	ORANGE	PINK
PURPLE	BLACK	YELLOW	RED	GREEN
ORANGE	PINK	BROWN	GRAY	PURPLE

Stroop Effect Experiment



Name the COLOR.

RED	YELLOW	BLUE	GREEN	BLACK
PINK	ORANGE	BROWN	GRAY	PURPLE
GREEN	GRAY	BLACK	BLUE	YELLOW
GRAY	BROWN	PINK	ORANGE	BLUE
YELLOW	RED	GREEN	BLACK	GRAY
BLACK	BROWN	PURPLE	ORANGE	PINK
PURPLE	BLACK	YELLOW	RED	GREEN
ORANGE	PINK	BROWN	GRAY	PURPLE

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.”



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?



First Impressions Matter



HOW DO WE SIZE PEOPLE UP?

How long do you have to make a first impression?



7 seconds

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

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

PEW RESEARCH CENTER 2011 Muslim American Survey.
RACE, HISP. General public results from June 2011 Current
Population Survey. Figures may not add to 100% because of
rounding.

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

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

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

AFP/Getty 3:47 AM ET

Two residents **wade** through chest deep water **after finding** bread and soda from a local grocery store after

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

RECOMMEND THIS PHOTO [Recommend It:](#) [Average](#) [5](#) [4](#) [3](#) [2](#) [1](#) [0](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) [13](#) [14](#) [15](#) [16](#) [17](#) [18](#) [19](#) [20](#) [21](#) [22](#) [23](#) [24](#) [25](#) [26](#) [27](#) [28](#) [29](#) [30](#) [31](#) [32](#) [33](#) [34](#) [35](#) [36](#) [37](#) [38](#) [39](#) [40](#) [41](#) [42](#) [43](#) [44](#) [45](#) [46](#) [47](#) [48](#) [49](#) [50](#) [51](#) [52](#) [53](#) [54](#) [55](#) [56](#) [57](#) [58](#) [59](#) [60](#) [61](#) [62](#) [63](#) [64](#) [65](#) [66](#) [67](#) [68](#) [69](#) [70](#) [71](#) [72](#) [73](#) [74](#) [75](#) [76](#) [77](#) [78](#) [79](#) [80](#) [81](#) [82](#) [83](#) [84](#) [85](#) [86](#) [87](#) [88](#) [89](#) [90](#) [91](#) [92](#) [93](#) [94](#) [95](#) [96](#) [97](#) [98](#) [99](#) [100](#) [101](#) [102](#) [103](#) [104](#) [105](#) [106](#) [107](#) [108](#) [109](#) [110](#) [111](#) [112](#) 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How Does Implicit Bias Work in Everyday Life?: Loss of Innocence of Children and Criminality

INTERPERSONAL RELATIONS AND GROUP PROCESSES

The Essence of Innocence: Consequences of Dehumanizing Black Children

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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 (Haslam, Rothschild, & Erast, 2000). The present research examined whether Black boys are given the protections of childhood equally to their peers. We tested 3 hypotheses: (a) that Black boys are seen as less "childlike" than their White peers, (b) that the characteristics associated with childhood will be 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, derivative of these 3 principal hypotheses, that individuals would perceive Black boys as being more responsible for their actions and as being 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 do 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 attitude/behavior matching of its kind in a policing context. Taken together, this research suggests that dehumanization is a uniquely dangerous intergroup 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

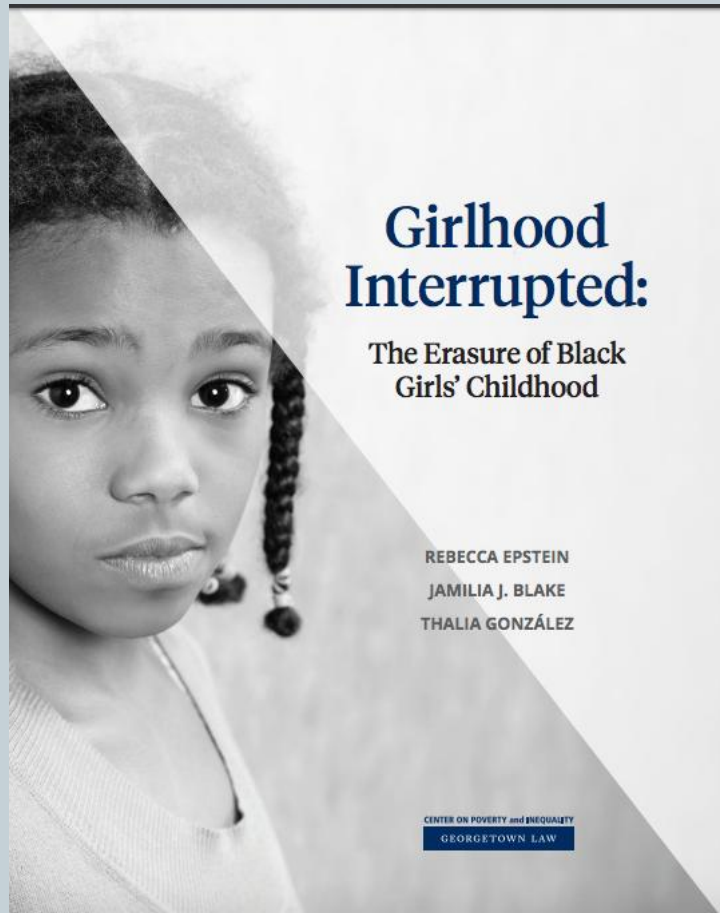
This article was published Online First February 24, 2014.
Editor's Note. Stacy Sinclair served as the action editor for this article.—JAS

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,

Families, laws, and cultures try to protect children from the harshest realities adults face (Ariès, 1965; Lampinen & Sexton-Radek, 2010). It is troubling, therefore, to learn about contexts in which children experience harsh realities similar to those experienced by adults. In the U.S. criminal justice system, for example, thousands of children are sent to adult correctional facilities every year (Redding, 2010), and to chilling effect. Relative to peers sent to juvenile facilities, children who are sentenced as adults are twice as likely to be assaulted by a correctional officer, five times as likely to be sexually assaulted, and eight times as likely to commit suicide (Poe-Yamagata & Jones, 2007; Young & Gainsborough, 2000). These outcomes are particularly worrisome for Black chil-

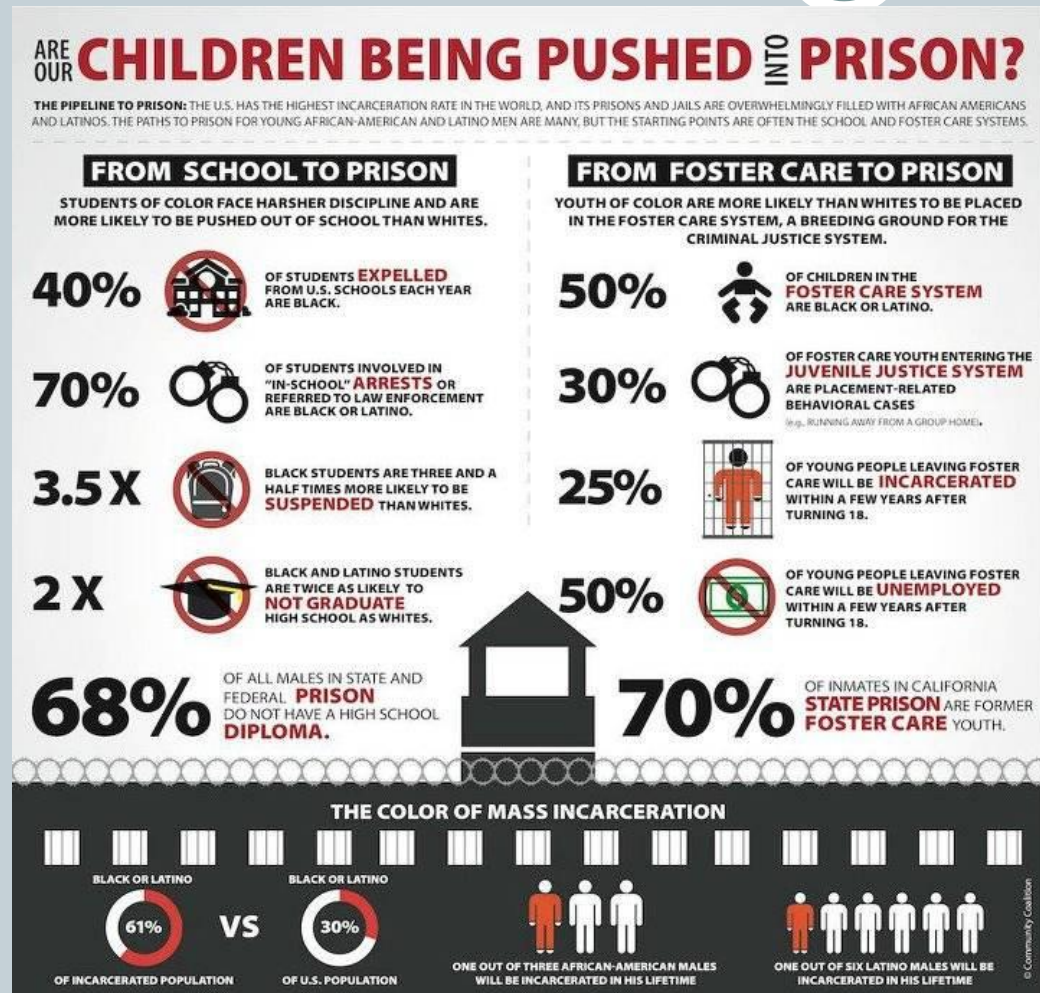
PA Goff, MC Jackson, BA Lewis Di Leone, CM Culotta, NA DiTomaso. "The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, Vol 106(4), Apr 2014, 526-545.

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



Rebecca Epstein, Jamilia J. Blake, and Thalia González. "Girlhood Interrupted: The Erasure of Black Girls' Childhood." Georgetown Law Center on Poverty and Inequality, 2017.

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



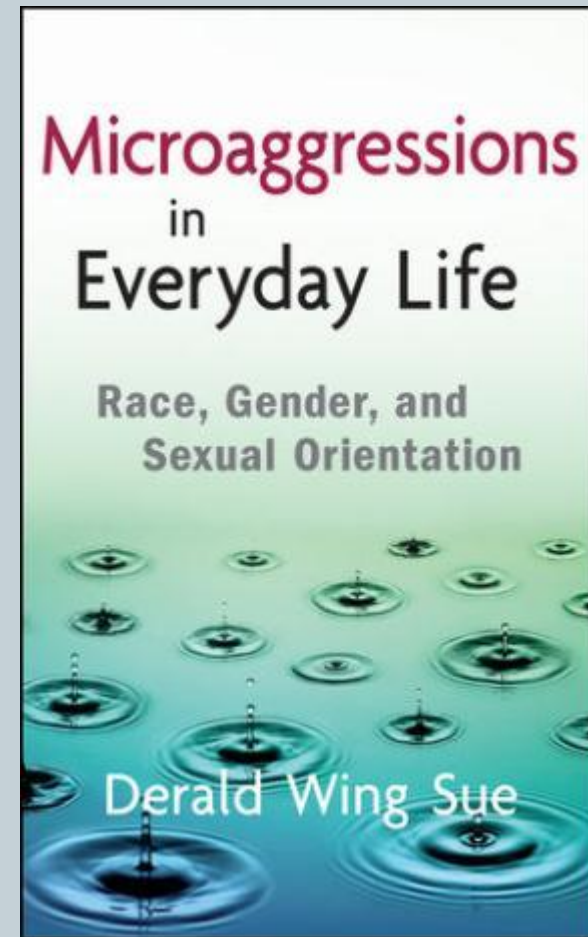
- Remove names from résumés and use numbers to identify instead (suggested by an article in [Scientific American](#))
 - Could reduce implicit bias based upon race and gender
- Develop a fair selection algorithm and let computers generate a short list of candidates
 - Xerox already uses
- Implement diversity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



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>

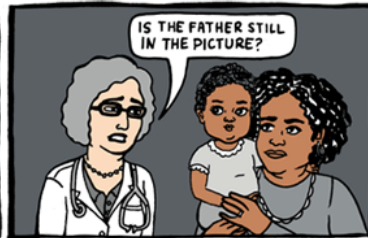
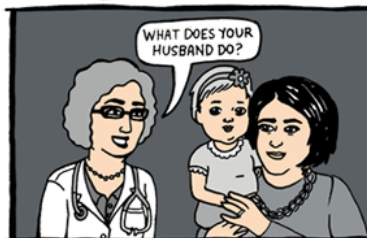
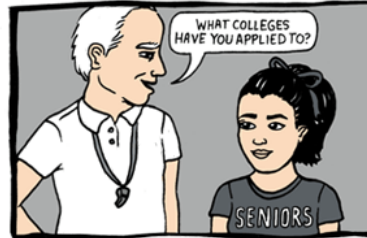
Warning: Contains two instances of potentially offensive language.

68

Video Clip:
How Microaggressions Are Like
Mosquito Bites

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

QUESTIONS



ALEXANDRA DAL

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)



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!

 E-mail Address

LOGIN

REGISTER

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



United States (English)



GO!

PROJECT IMPLICIT MENTAL HEALTH

Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics! **GO!**

PROJECT IMPLICIT FEATURED TASK

Measure your implicit associations with U.S. presidential candidates

GO!

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<https://implicit.harvard.edu/implicit/>

IAT: Understanding the Tool



- How does the IAT work?
 - The tool presents a method that demonstrates how the conscious-unconscious 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?



Project Implicit®

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Race IAT

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 IAT

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 IAT

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 IAT

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

Age IAT

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 IAT

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

Asian IAT

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 IAT

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 IAT

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

Weight IAT

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 IAT

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 IAT

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 IAT

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



New Feature:

Do you struggle with anxiety?



Click above to see if you qualify to join a study of a new free online anxiety reduction program.

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[The Scientists](#)

[Project Implicit Research](#)

[Mental Health Resources](#)

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

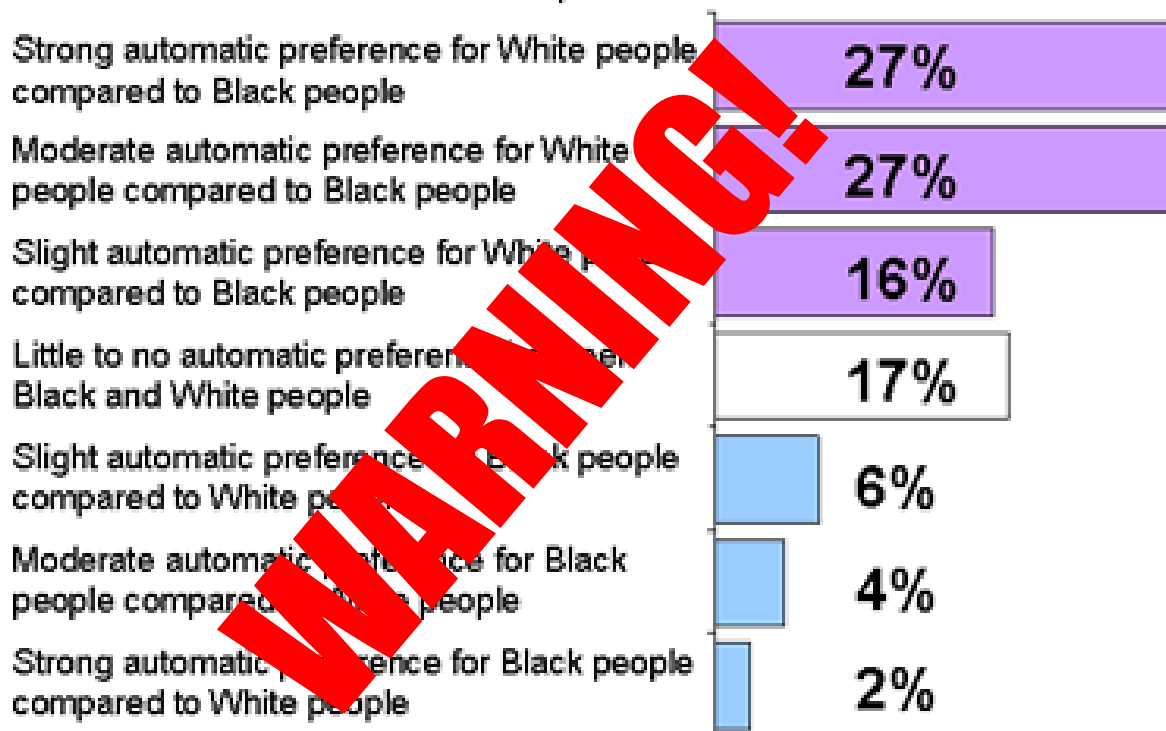


- **Do not share your individual results.**
- Which IAT tests did you complete?
- What were your reactions to completing the tests?
- Were you surprised by the results?

IAT: What do the results tell you?



Percent of web respondents with each score



[Click for detailed summary](#)



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.”

Neill Franklin, in The New York Times Room for Debate series, 2014

Debiasing Techniques



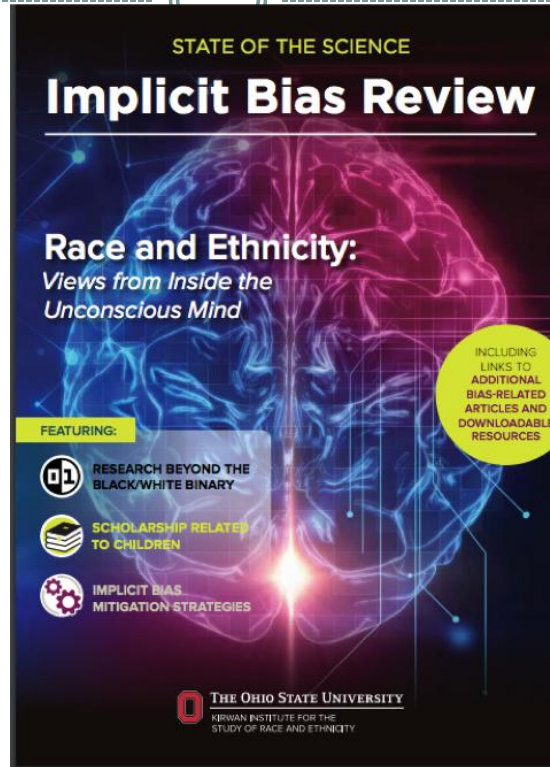
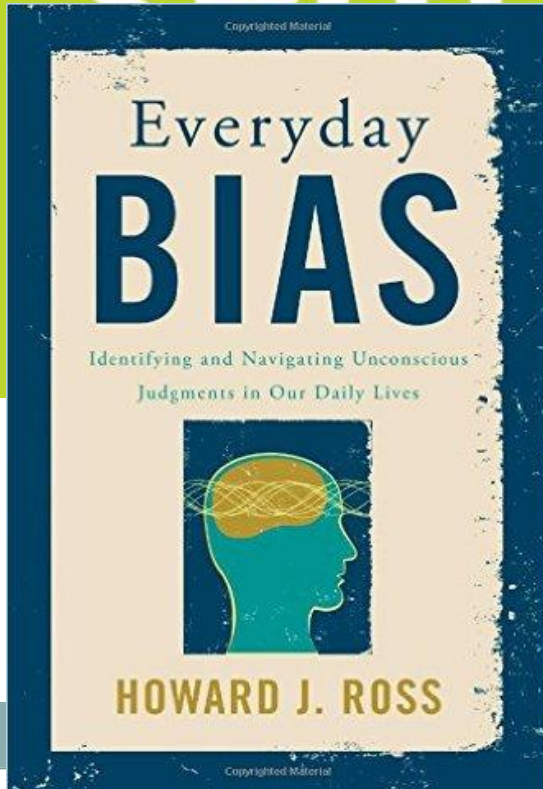
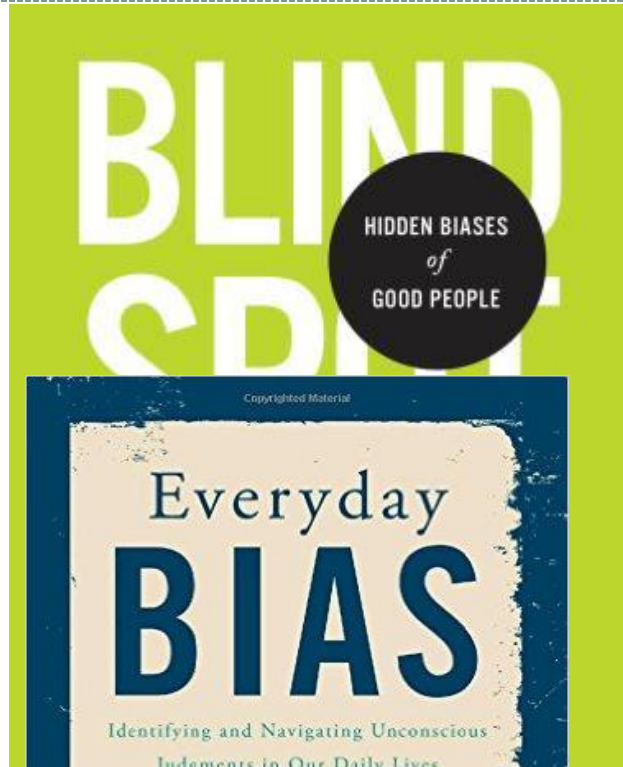
- Training
 - Continuous, not just one and done
- Intergroup contact
 - Interacting with others different from yourself (not just one)
 - Breaking bread (meals), book groups, worship, etc.
- Taking the perspective of others
 - Empathy
- Emotional expression
 - Non-verbal body language
- Counter-stereotypical 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?



WHAT IS BIAS?

FIGHT BIAS

REAL STORIES

JOIN THE MOVEMENT

SHOP

+ Follow



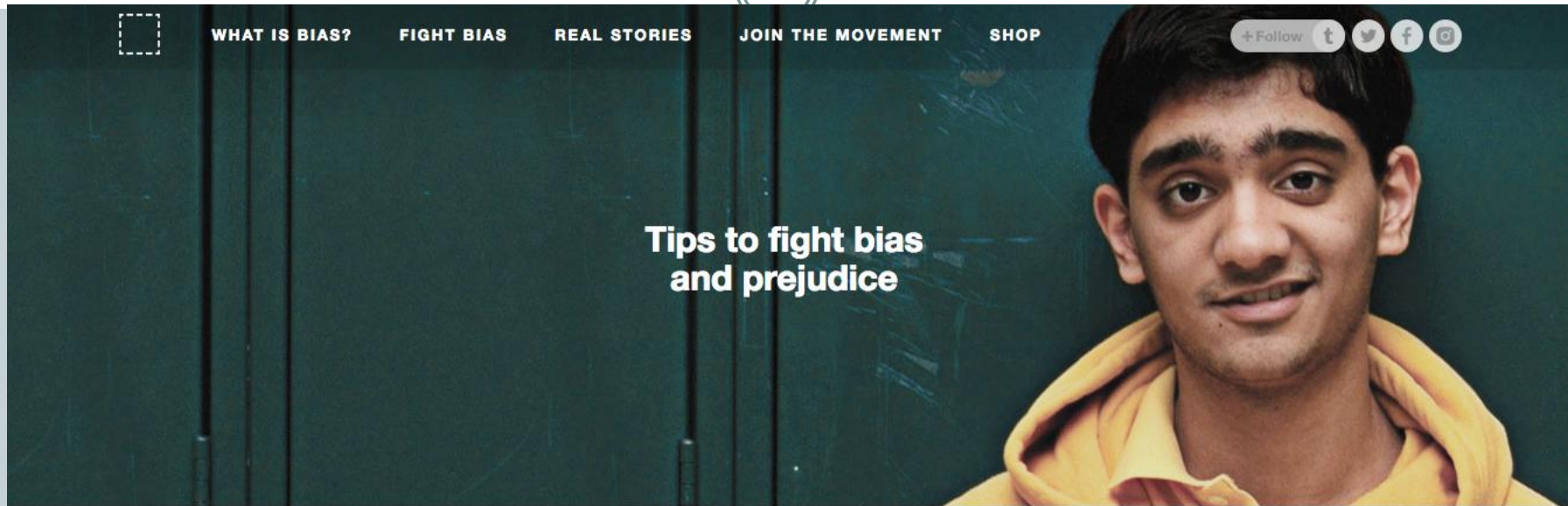
Learn how you can take steps to end bias.

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



Tips to Fight Bias and Prejudice

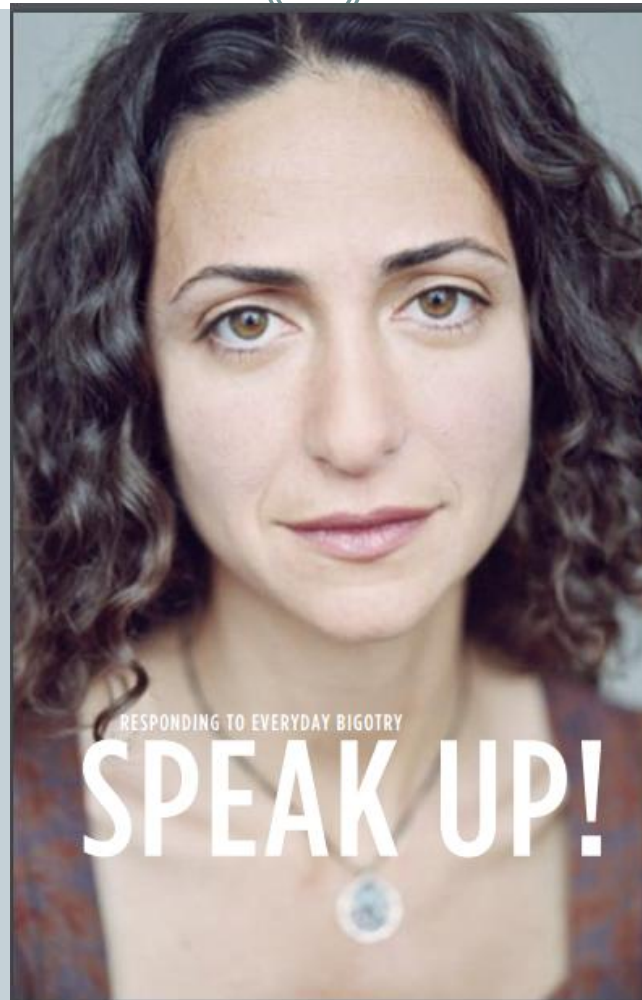


Remaining silent can perpetuate bias and prejudice. Of course, it's not always easy standing up for what you think is right. It takes guts. It also takes preparation. Here are some tips that will help you address bias and prejudice and start to make people question themselves and their behavior.

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

<http://lovehasnolabels.com/tips>

Southern Poverty Law Center Speak Up: “Responding to Everyday Bigotry”



http://admin.lovehasnolabels.com/downloads/speak_up_handbook.pdf



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=ge7i6oGuNRg>

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 VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Equality is giving everyone a shoe

Equity is giving everyone a shoe that fits

www.everyday-democracy.org

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 _____



Q&A

For further information, please contact:



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