



Addressing Unconscious Bias to Create an Inclusive Campus Community

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Webinar Objectives

- Describe the concepts of unconscious bias and racial microaggressions
- Explain the relationship between unconscious bias and racial microaggressions
- Recognize the ways in which unconscious bias and racial microaggressions impact educational practice with boys and men of color

About CCEAL

The Community College Equity Assessment Laboratory (CCEAL) is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color. CCEAL houses the **Minority Male Community College Collaborative (M2C3)**.

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.

Institutional Assessment Package

“student survey”



Community College Success Measure (CCSM)

- for identifying factors influencing the success of underserved students

105 colleges
10 states, 84,549 students

“staff survey”

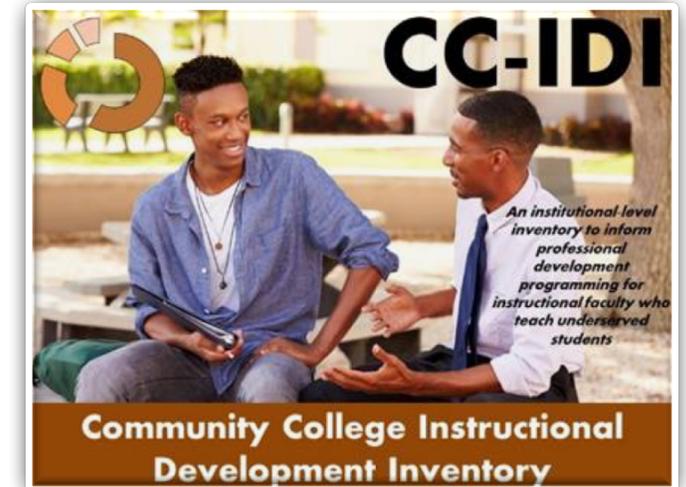


Community College Staff Development Inventory (CC-SDI)

- to inform professional development programming for staff

170 colleges
40 states, 7,429 instructional faculty

“faculty survey”



Community College Instructional Development Inventory (CC-IDI)

- to inform professional development programming for instructional faculty

70 colleges
15 states, 3,122 staff

Qualitative Assessment

Student focus groups

Examining students' perceptions of factors influencing success in community college

10 colleges
CA, 252 students, 50 focus groups

Faculty interviews

Examining perceptions of factors that are effective in educating students of color in community colleges

10 colleges
CA, 102 faculty

Consensus focus groups

Collective sensemaking approach for identifying root challenges facing students in community colleges from an equity-based perspective

32 colleges
CA & MN, 240 faculty/staff
52 consensus groups

Narratives of success

Narratives from educators with a documented record of success in teaching and supporting underserved students of color

14 colleges
12 states, 78 educators

BLACK MINDS M A T T E R

GUEST SPEAKERS

Tyrone Howard, UCLA

Patrisse Cullors, Black Lives Matter

Ryan Smith, Education Trust-West

S. Lee Merrit, Merrit Law Group

Ilyasah Shabazz, Daughter of Malcolm X

Pedro Noguera, UCLA

Jawanza Kunjufu, African American Images

Donna Ford, Vanderbilt University

Black Minds Project

- Black Minds Matter Public Course
- **Get Out!** Project (Suspensions, Expulsions)
- #NoMoreDumpingGround
- Progressive Black Masculinities Project
- Achieving Black Male Excellence in Community College Athletics
- Microaggressions and the School Play



REGISTER A SITE:

<https://bit.ly/2JXp5ra>



Implicit Bias



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.

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.

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.

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.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

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.

Presidents IAT

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

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.

Defining Implicit Bias

- Implicit bias is “the attitudes or stereotypes that affect our understanding, actions, and decisions in an implicit manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible” (Kirwan Institute, 2016, p. 14).
- Implicit bias is characterized by “the introspectively unidentified (or incorrectly identified) traces of past experience that mediate attributions of qualities to members of social categories” (Greenwald & Banaji, 1995, p. 15).
- “The science of implicit cognition suggests that actors do not always have conscious, internal control over the processes of social perception, impression formation, and judgment that motivate their actions” (Greenwald & Kreiger, 2006, p. 946).

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Defining Implicit Bias

Implicit bias is the result of system 1 thinking

SYSTEM 1

- Unconscious reasoning
- Implicit
- Automatic
- Low effort

SYSTEM 2

- Conscious reasoning
- Explicit
- Controlled
- High effort

Kahneman, D. (2011). Thinking, fast and slow. New York, NY: Farrar, Straus, and Giroux.

Defining Implicit Bias

Implicit associations are most likely to drive behavior under the following conditions:

- Situations that involve ambiguous or incomplete information
- Circumstances in which time is constrained
- Times when cognitive control is compromised (e.g., when experiencing stress or insufficient sleep)

(Bertrand, Chugh, & Mullainathan, 2005)

The Primacy Effect

- Implicit associations are most likely to drive behavior under the following conditions:

Primacy effect refers to the fact that individuals tend to give more weight to information presented earlier when forming opinions and making decisions.

Forming Implicit Bias

- Children pick up on nonverbal cues around them, which influence their development of implicit associations

“Young children can catch bias from an ‘infected atmosphere’—that is, by observing nonverbal bias exhibited by other people around them. What is more, preschool children generalize this bias to other individuals. Thus, exposure to nonverbal bias could be a mechanism for the spread of social bias throughout the world in the hearts and minds of children and adults” (Skinner, Meltzoff, & Olson, 2016, p. 7).

Forming Implicit Bias

- Several factors influence the formation of associations, such as:
 - Media
 - Nonverbal behaviors of others
 - Attitudes of friends and family members
 - Interactions
 - Observations of social roles
 - Perception of social value

Ways that we communicate bias

- Instructional Materials
- Curriculum
- Examples provided in the classroom
- Syllabus
- Verbal exchanges
- Non-Verbal Interactions
- Classroom Design

Outcomes of Implicit Bias

- These possible behaviors result from implicit associations:
 - No outward behavior
 - Nonverbal response (e.g., stepping back, avoiding eye contact, crossing arms, clutching purse)
 - Verbal response (verbal microaggressions)



IMPLICIT BIAS—LAW ENFORCEMENT

- Sadler and colleagues (2012) study of police officers with armed and unarmed Black and White targets.

	with blacks	than with whites in similar situations	
use hands	2,165 for every 10,000 stops in New York City	1,845 for every 10,000 stops in New York City	17% more likely
push into wall	623	529	18%
use handcuffs*	310	266	16%
draw weapons	155	129	19%
push to ground	136	114	18%
point weapon	54	43	24%
use pepper spray or baton	5	4	25%



Implicit Bias in Healthcare

- “Research supports a relationship between patient care and physician bias in ways that could perpetuate healthcare disparities” (Chapman, Kaatz, & Carnes, 2013, p. 1507).
- In response to vignettes, pediatricians with higher levels of pro-White implicit racial bias were more likely to prescribe painkillers to White patients as opposed to Black patients (Sabin & Greenwald, 2012).
- Black patients treated by primary care clinicians with higher race bias (as measured by the IAT) report feeling low confidence in their doctor, and that they receive less respect than other patients (Cooper et al., 2012).

Implicit Bias in Hiring Decisions

- In-group bias can cause employers/hiring committees to seek candidates who are most like themselves. *“resonate” “likeable” “fit”*
- Candidates’ names, accents, and physical appearances can activate employers’ implicit biases.
- “In the hiring process and other decision-making occasions, allowing adequate time to make decisions is vital” (Kirwan Institute, 2014).

Implicit Bias in Hiring Decisions

- Participants with higher pro-White bias (as measured by the IAT) spent more time looking at positive information on CVs/resumes of White candidates versus candidates from other racial/ethnic backgrounds.

“Our implicit attitude would seem to be directing our unconscious eye movements to provide exactly the information it wants for a ‘rational’ decision. This is both extraordinary and very worrying” (Beattie, 2013, p. 241).

The Job Description

Masculine-coded words

Active
Ambitious
Analytic
Assertive
Competitive
Confident
Courageous
Decisive
Determined
Independent
Intellectual
Leader
Objective
Self-Reliant
Committed

Feminine-coded words

Compassionate
Understanding
Considerate
Cooperative
Empathetic
Honest
Interpersonal
Responsive
Sensitive
Supportive
Sympathetic
Trust
Warm
Kind

Some Strategies for Reducing the Influence of Bias

Pre-Screening

- *Ensure position announcement communicates “welcomeness” to applicants from minoritized communities*
- *Remember that referrals are often based on social closure*
- *Review pool for applicant diversity*
- *Pre-screening discussions on desired “experiences” and “skills” [exercise caution around dispositions]*
- *“Blind” review of candidates*
- *Avoid looking up pictures*
- *Capacity to work with diverse communities [service] [research]*

Some Strategies for Reducing the Influence of Bias

Airport interviews and campus visit

- *Employ standard interview protocol*
- *Consider how bias is manifested through free-lance (informal) questioning*
- *Body language during interview*
- *Make assessments based on pre-determined “experiences” and “skills”*
- *Be attentive to panelists comments, such as “likable”, “trustworthy”, “strong”, “fit” and “something about them”*
- *Be cautious about conversations around dress and apparel*

Reference Checks

- *Be attentive to racialized and gendered language*
- *On list and off-list references*

Implicit Bias in Education

- The Yale Child Center study found that pre-school teachers spent more time looking at Black children than White children when looking for disruptive behaviors (Gilliam et al., 2016).
- Teachers in the study who were given background information about a student engaging in challenging behavior reacted more empathetically only if the teacher shared the same racial identity with the student.

Defining Microaggressions

- “Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.” (Sue et al., 2007)
 - Microaggressions are pervasive, normal, daily occurrences
 - “put-downs”, “subtle snubs”, “dismissive looks”
 - Often more psychologically damaging than direct acts of racism
 - “A thousand daily cuts.” (Ladsen-Billings)

Addressing Microaggressions

- Most people view themselves as good, caring, ethical people.
- Reacting to their behavior and naming it racist or discriminatory can be difficult to comprehend.
- Often the initial reaction to addressing microaggressions is:
 - Explain away the microaggression
 - Become defensive in response
 - Accuse others of offending them

The Influence of Microaggressions

- “You’re different than us.”
- “You don’t belong here.”
- “You’re not intelligent or capable.”
- “People of color are lazy and don’t care.”
- “Your experiences and perceptions are wrong.”
- “You’re being too sensitive.”
- “You are a criminal.”
- “You are dangerous.”
- “Racism doesn’t exist.”
- “You are not of worth.”

Types of Microaggressions

MICROINSULT

- Ascription of intelligence
- Assumption of criminality
- Second-class citizens
- Pathologizing culture
- Different norming *
- Athletic boundedness*

MICROINVALIDATION

- Alien in own land
- Outsider on own campus *
- Color blindness
- Myth of meritocracy
- Denial of individual racism
- Transference/Avoidance of racial intervention *

Ascription of Intelligence

- “Assigning a degree of intelligence to a person of color based on race” (Sue & Colleagues, 2007, p. 276)
- Examples:
 - “You are so articulate!”
 - “This is a calculus class. Are you sure you are in the right place?”
 - “When we would have group projects, I would be the last picked because they would assume that I don’t know as much as they do”
 - “There have been times when I’ve answered a question and then I get responses like “Wow! I didn’t expect you to know that!”

Assumption of Criminality

- “Assuming a person of color is dangerous, criminal, or deviant based on race” (Sue & Colleagues, 2007, p. 276)
- Examples:
 - “A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes” (Sue & Colleagues, 2007, p. 276)
 - Following students of color around the campus bookstore to make sure they don’t steal anything
 - Checking a student’s ID at night time because it is assumed he must be on campus to steal something

Pathologizing Culture

- “The notion that the values and communication styles of the dominant/White culture are ideal” (Sue & Colleagues, 2007, p. 276).
- Examples:
 - “Those students don’t care about education.”
 - “They are lazy.”
 - “They really aren’t here to learn.”
 - “They are just here for the financial aid.”



Online Certificate Programs



Racial Microaggressions
J. Luke Wood



Supporting Men of Color in
the Community College
Frank Harris III, J. Luke Wood



Teaching Men of Color in
the Community College
Frank Harris III, J. Luke Wood



Unconscious Bias
J. Luke Wood

www.coralearning.org



ADDRESSING IMPLICIT BIAS

- Recognize bias
 - Implicit Association Test
- Counter-stereotypic exposure
- Taking more time to make judgments
- Reflect on thoughts and subsequent behavior
- Hold colleagues accountable for their biases
- Building a anti-biased environment
- Engage students in solution-building

For Further Information

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