

Addressing Implicit Bias: Exploring Strategies for Promoting Student Success

SAGE 2YC- Faculty as Change Agents conference

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Don Gillian-Daniel, Ph.D.

University of Wisconsin-Madison

dldaniel@wisc.edu

Session outline:

- Introductions and workshop guidelines
- Why does this matter? (Diversity in the Geosciences)
- What is bias?
- Developing a common language
- Exploring your biases
- What are the impacts of bias on student learning?
- Approaches to ameliorate the effects of implicit bias
- Next steps

Learning objectives

As a result of attending this workshop, participants will:

- Examine the effects of bias on diversity in the Geosciences
- Develop a language and conceptualization for discussing implicit bias
- Explore their own personal explicit and implicit biases
- Explore the impacts of implicit bias on student learning in the classroom and field
- Discuss approaches to ameliorate the effects of implicit bias
- Leave with an action plan for addressing implicit bias in their teaching

What is the value of increasing student diversity in the Geosciences?

Exploring unconscious assumptions

Types of bias

- Attributional Rationalization
- Color-Blind Racial Attitudes
- Competency Proving
- Failure to Differentiate
- Impression Management
- Racial Microaggressions
- Shifting Standards of Judgment
- Status Leveling
- Stereotype Threat
- Tokenism

Individual reflection:

- Have your actions ever reflected one or more of these types of bias?
- Identify the bias or biases and briefly describe the situation(s) in which they occurred.

Gallery walk reflection

Write individually

- What are your initial reactions (e.g., thoughts, feelings) to the images?
- What surprised you?
- What types of bias were conveyed in what the students wrote?

Strategies for addressing bias:

- Perspective taking
- Stereotype replacement
- Counter stereotype imaging
- Individuating (vs. Generalizing)
- Increasing opportunities for contact

Next steps

What are your next steps as a result of attending this workshop? Reflect on the following prompts:

- Identify one strategy that resonated with you that you think could already do.
- Create a plan for using this strategy (focus on your classroom).
 - What are you going to do by the end of the summer to develop your capacity to make this change happen?
- How will you know it is working?
- What additional resources will you need to be successful?
- How will you hold yourself accountable?

Resources

Self work

Implicit Association Test

The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

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

Fair Play

In the video game Fair Play, players take on the perspective of Jamal Davis, a young Black graduate student. The game draws from research in the field of game studies and implicit bias to create an immersive experience where players can see the impact of implicit bias, in an academic setting, first hand

http://gameslearningsociety.org/fairplay_microsite/

Is Your Communication Bias-Free and Inclusive?

A discussion of unconscious bias as well as inclusive language.

<https://www.marketing-partners.com/conversations2/is-your-communication-bias-free-and-inclusive>

CIRTL Network Diversity workshop

A self-guided workshop that is designed to enhance awareness of fundamental issues surrounding diversity.

<http://www.cirtl.net/DiversityWorkshop>

Addressing bias in the hiring process

Advice for recognizing and then minimizing the influence of bias in the hiring process.

https://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf

Preparing students to work together in groups.

Examples of Discussion Guidelines

Examples of guidelines or 'ground rules' that can be given to a class for use, or can provide a basis for a discussion about developing an atmosphere of mutual respect and collective inquiry. Useful as groups are being formed.

<http://www.crlt.umich.edu/node/58410>

Using Student Groups: Inclusive Practices

Explores how to encourage productive student interactions in your classrooms, particularly when using small groups.

<http://crlt.umich.edu/node/58408>

Diversity & Inclusive Teaching

Inclusive teaching strategies with resources for positively addressing student diversity.

<https://cft.vanderbilt.edu/guides-sub-pages/diversity/>

Creating Inclusive College Classrooms

An exploration of the kinds of interactions that occur between and among instructors and the students in the classroom. These interactions are influenced by: (a) the course content; (b) prior assumptions and awareness of potential multicultural issues in classroom situations; (c) planning of class sessions, including the ways students are grouped for learning; (d) knowledge about the diverse backgrounds of students; and (e) decisions, comments, and behaviors during the process of teaching.

http://crlt.umich.edu/gsis/p3_1

Diversity & Inclusive Teaching cont'd

Diversity and Inclusion in the College Classroom | Faculty Focus

Report featuring articles from faculty teaching at a wide range of institutions, which address some of the trickiest challenges in creating an inclusive and respectful learning environment.

<http://tinyurl.com/zksqmkmt>

Race Equity and Inclusion Action Guide.

Steps to Advance Social Inclusion Within Your Organization. The Annie E. Casey Foundation (2014)

<http://www.aecf.org/resources/race-equity-and-inclusion-action-guide/>

Facilitating Effective Group Discussions: Tips

Tips for creating an inclusive environment, framing positive discussions, and addressing potential problems in discussion.

<http://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>

The importance of TAs for undergraduate learning

Your Teaching's Impact on Undergraduates

An exploration of how you, as a graduate teaching assistant, impact your undergraduate students.

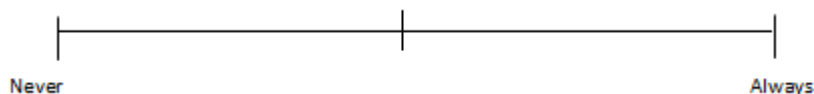
<http://www.unl.edu/gradstudies/current/news/your-teachings-impact-undergraduates>

O'Neal, C., Wright, M., Cook, C., Perorazio, T., & Purkiss, J. 2007. The impact of teaching assistants on student retention in the sciences. *Journal of College Science Teaching*, 36, pp. 24-29.

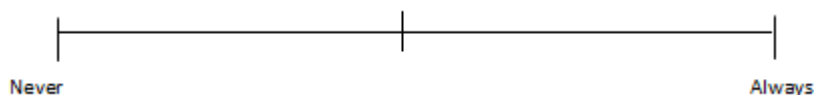
Personal self-assessment of anti-bias behavior¹

Directions: Using the rating of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

1. I educate myself about the culture and experiences of other racial, religious, ethnic and socioeconomic groups by reading and attending classes, workshops, cultural events, etc.

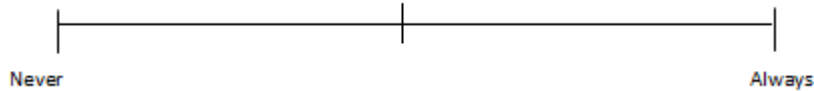


2. I spend time reflecting on my own upbringing and childhood to better understand my own biases and the ways I may have internalized the prejudicial messages I received.

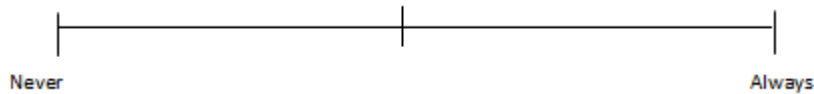


¹ This activity is from the Anti-Defamation League: <http://www.adl.org/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf> and was originally adapted from "Commitment to Combat Racism" by Dr. Beverly Tatum & Andrea Ayvazian in *White Awareness: Handbook for Anti-Racism Training* by Judy H. Katz. ©1978 by the University of Oklahoma Press, Norman.

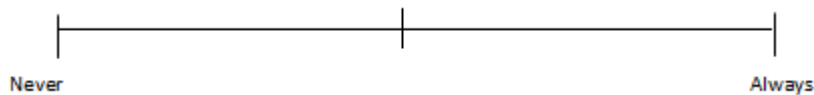
3. I look at my own attitudes and behaviors as an adult to determine the ways they may be contributing to or combating prejudice in society.



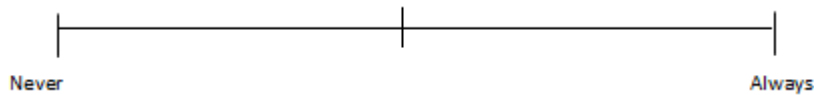
4. I evaluate my use of language to avoid terms or phrases that may be degrading or hurtful to other groups.



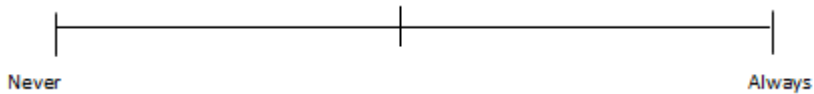
5. I avoid stereotyping and generalizing other people based on their group identity.



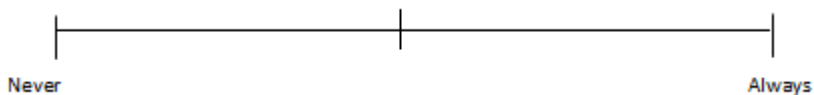
6. I value cultural differences and avoid statements such as “I never think of you as _____,” which discredits differences.



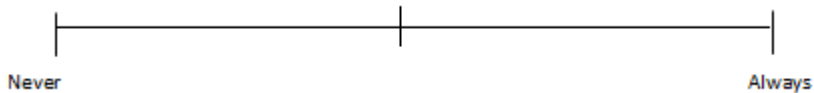
7. I am comfortable discussing issues of racism, anti-Semitism and other forms of prejudice with others.



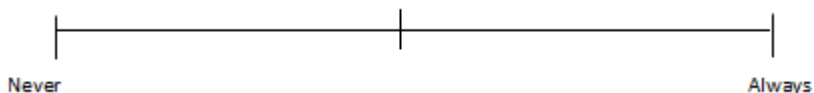
8. I am open to other people’s feedback about ways in which my behavior may be culturally insensitive or offensive to others.



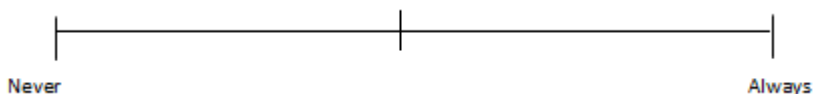
9. I give equal attention to other people regardless of race, religion, gender, socioeconomic class or other difference.



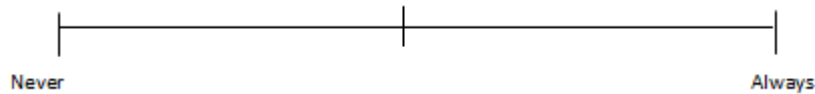
10. I am comfortable giving constructive feedback to someone of another race, gender, age or physical ability.



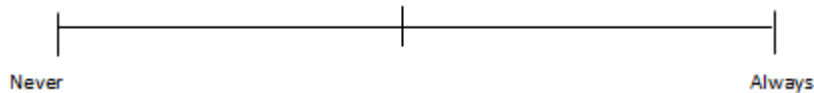
11. The value of diversity is reflected in my work, which includes a wide range of racial, religious, ethnic and socioeconomic groups, even when these groups are not personally represented in my community.



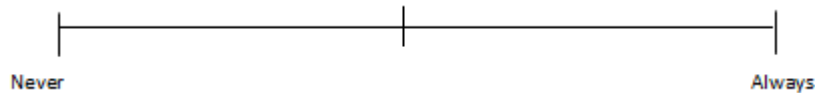
12. I work intentionally to develop inclusive practices, such as considering how the time, location and cost of scheduled meetings and programs might inadvertently exclude certain groups.



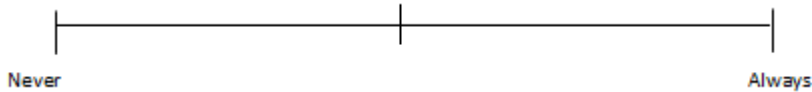
13. I work to increase my awareness of biased content in television programs, newspapers and advertising.



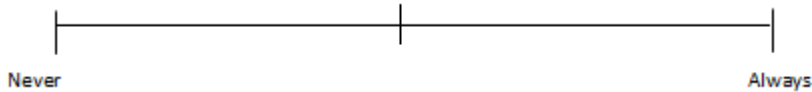
14. I take time to notice the environment of my home, office, house of worship and children's school, to ensure that visual media represent diverse groups, and I advocate for the addition of such materials if they are lacking.



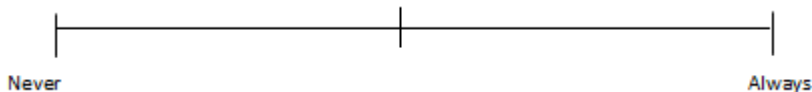
15. When other people use biased language and behavior, I feel comfortable speaking up, asking them to refrain and stating my reasons.



16. I contribute to my organization's achievement of its diversity goals through programming and by advocating for hiring practices that contribute to a diverse workforce.



17. I demonstrate my commitment to social justice in my personal life by engaging in activities to achieve equity.



Areas of growth:

Goals: