

Gallery walk

- Walk around the room and look at the images.
- Then write individually on page 2 of your handout:
 - What are your initial reactions (e.g., thoughts, feelings) to the images?
 - What surprised you?

Addressing Implicit Bias: Exploring Strategies for Promoting Student Success

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Diversity in the Geosciences

- In 2006, 17% of all bachelor's degree recipients, 16% of all master's degree recipients, and 9% of all doctoral degree recipients were from underrepresented minority groups.
- In STEM fields underrepresented minority students received just 13% of bachelor's degrees, 8% of master's degrees, and 4% of doctoral degrees.
- In the geosciences only 7% of bachelor's degrees, 5% of master's degrees and 2% of doctoral degrees were awarded to African American, Hispanic, or Native American students
- In 2006, racial minorities comprised just 4.4 % of the professional population in the geosciences.

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

- Different world views and ways of thinking/communicating
- Science is collaborative – diverse backgrounds leads to creativity
- Connections to the community
- Work ethic
- Greater credibility with different populations nationally and internationally
- Better education for all

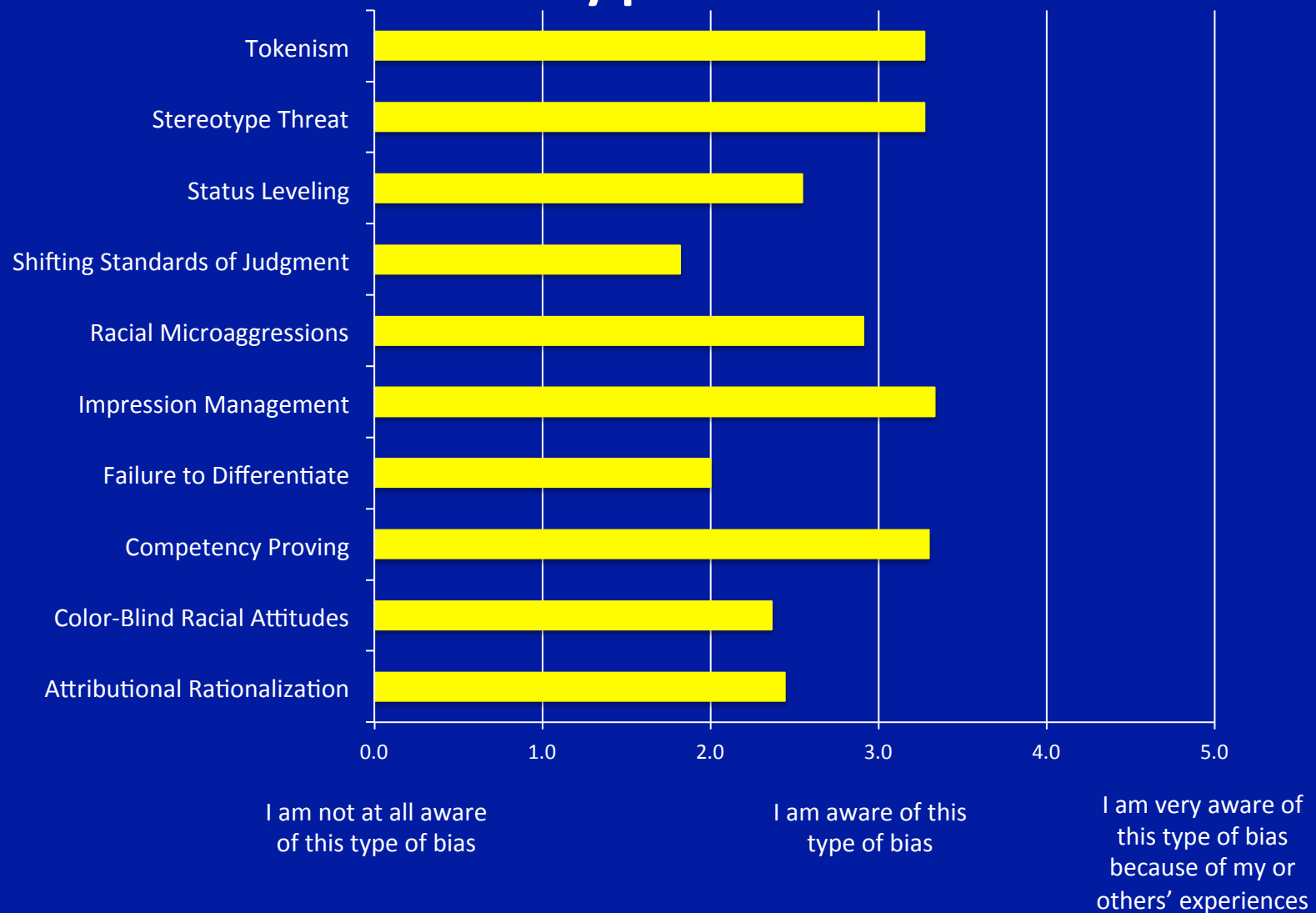
Challenges

- You have access to the students you have access to
- ESL language learning as well as STEM terms
- Cultural stigmas (e.g., to working outside)
- My ability as a non-minority member to relate to my students
- Strength of family ties (and expectations)
- Students presuppose that your message (about a career in the Geosciences) is not for them
- Getting students to experience other people's viewpoints – think outside of own experience
- Students' deep seated misconceptions/biases
- Understanding advancement in the field (e.g., internship) and family expectations
- Family pressures/expectations

Exploring unconscious assumptions

- Cook
- Mountain climber
- Construction worker
- Nurse
- Politician
- Caretaker
- Graduate student
- Undergraduate student
- Geoscientist

The group's level of familiarity with different types of bias



Types of bias

- *Attributional Rationalization*: Stereotype-based assumptions which may lead to individuals not receiving credit for their accomplishments, which are often incorrectly attributed to others or to factors other than their efforts (e.g., luck).
- *Color-Blind Racial Attitudes*: Attitudes that reflect the belief that discrimination no longer exists. A color-blind approach discounts the experiences of members of minority groups.
- *Competency Proving*: To counter common assumptions about their presumed incompetence, members of minority groups frequently and repeatedly have to demonstrate that they are indeed qualified, capable, and/or competent.
- *Failure to Differentiate*: Members of a particular minority group may sometimes be mistaken for one another by a person of a different group.

Types of bias

- *Racial Microaggressions:* Microaggressions are brief and subtle comments, behaviors, or environmental cues that intentionally or unintentionally communicate hostile, derogatory, or unwelcoming messages toward members of underrepresented groups. When accumulated, these seemingly minor messages lead to harmful isolation and alienation. There are three types of microaggressions: microassaults, microinsults, and microinvalidations.
- *Impression Management:* People from historically low status or underrepresented groups must often pay more conscious attention to how they behave or how they dress in order to reinforce their professional role.
- *Status Leveling:* Based on stereotypes about the lower social standing of minority groups, status leveling occurs when a person from an underrepresented group is assumed to belong to a lower social category or position

Types of bias

- *Shifting Standards of Judgment:* The presumed incompetence of members of underrepresented groups causes well-qualified underrepresented individuals to be judged as highly competent when compared to members of their group. But, they are held to even higher standards and require greater proof of competence than comparable members of the majority group.
- *Stereotype Threat:* Stereotype threat occurs when awareness of negative stereotypes about one's own group induces stress and anxiety about confirming the stereotype; this can lead members of minority groups to underperform relative to their ability.
- *Tokenism:* Tokenism is treating members of minority groups as representative of their entire group rather than as individuals, especially when they are a numeric minority or the only person from that group present (solo status).

Questions?



“To respond without prejudice... an individual must overcome years of exposure to biased and stereotypical information.”

Patricia DeVine et al. (2002)

Strategies for addressing bias

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

Perspective taking

- Take on the perspective of a member of a stigmatized group

Examples from: <http://fairplaygame.org/resources/>

Stereotype replacement

- Recognize your stereotypic thoughts and assumptions and consciously substitute them with non-stereotypic thoughts and assumptions
- Steps to take:
 - Recognize when you have stereotypic thoughts.
Recognize stereotypic portrayals in society
 - Label the characterization as stereotypical
 - Identify the precipitating factors
 - Challenge the fairness of the portrayal and replace it with data

Counter-stereotype imaging

- Focus on examples or images of opposite stereotypes
- Help regulate your response by imagining a counter-stereotype person in detail

Individuating

- Focus on the specific characteristics of an individual that make that person unique, and differentiate them from other members of a group
- Steps to take:
 - Avoid making snap decisions about an individual based on stereotypes
 - Obtain more information on specific qualifications, past experiences, etc., before making a decision
 - Practice making situational attributions rather than dispositional attributions

Increasing opportunities for contact

- Increase interpersonal communication and contact with individuals from minoritized groups

Next steps

- Identify one strategy that resonated with you that think could begin to do
- Create a plan for using this strategy (focus on your classroom)
- What additional resources will you need?
- How will you hold yourself accountable?
- Complete the Assessment of personal bias behavior from the Anti-Defamation League at the end of your packet.

Workshop evaluation