

HOW TO IDENTIFY AND ADDRESS HIDDEN BIAS ON YOUR CAMPUS



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icsps impacting
educational
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Creates, supports, and delivers professional development for career, technical, and adult education professionals across Illinois. ICSPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.

AGENDA

-
- Defining implicit and explicit bias
 - Where bias hides on campus
– marketing and recruitment
 - Hidden bias in our words
– exploring microaggressions
and microaffirmations
 - Moving forward...resources



DEFINING IMPLICIT AND EXPLICIT BIAS



DEFINING IMPLICIT BIAS

- attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner
- encompass both favorable and unfavorable assessments
- are activated involuntarily and without an individual's awareness or intentional control
- residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness

IMPLICIT (OR UNCONSCIOUS) BIAS

Social stereotypes that we form outside of our own consciousness:



Stem from our brain's adaptations



Create unconscious barriers in the classroom



Impact how we relate to people

EFFECTS OF UNCONSCIOUS BIAS

influence how we reach decisions from our gathering, sorting, and filtering of information

influence our evaluations of people and their value

UNCONSCIOUS GENDER BIAS: POWER AND IMPACT

- 360 College Students (1:1 gender split) rated academic articles in politics, psychology of women, or education
- Two names reoccurred but for identical work: John T. McKay or Joan T. McKay

Study

Question

With identical work, should there be any difference in how the students rate John vs. Joan?

- Out of 5 possible points, John scored a **FULL POINT HIGHER** than Joan
- There was consistent gender bias in favor of a male as an author of academic work

Result

UNCONSCIOUS GENDER BIAS: POWER AND IMPACT

In 1970, females represented less than 5% of symphony orchestras.


Scenario

Question

Would “blind” auditions increase the representation of women in symphony orchestras?

- Once blind auditions were implemented by the mid-1990s, female participation increased to ~25%
- The blind audition fostered impartiality, but demonstrated results of sex-based hiring

Result



What **cultural stereotypes** are prevalent in your program/college?

What is the **impact** of these stereotypes on **students**?

THE DANGER OF THE SINGLE STORY...

The **single story** creates stereotypes, and the problem with **stereotypes** is not that they are untrue, but that they are **incomplete**. They make one story become the only story.”

[View here](#)



WHERE BIAS HIDES ON CAMPUS – MARKETING AND RECRUITMENT



MINDFUL MARKETING AND RECRUITMENT

-
- Use **gender inclusive language**, not gender specific; you are actively seeking students of all genders.
 - Use promotional materials that feature photos and testimonials of **current and diverse learners and graduates**.
 - **Include pictures with individuals in context** to reduce stereotypes by displaying elements of their personality or identity that are not work related.
 - **Dispel stereotypes** held by instructors, parents, and/or learners themselves regarding college opportunities by increasing exposure and raising awareness early in the recruitment process.

BE INTENTIONAL IN REPRESENTING ALL STUDENTS

- Use images of diverse individuals on marketing materials, both online and handouts.



IS YOUR WEBSITE USER FRIENDLY?

A successful, user-friendly site consists of the following qualities:



MOBILE FRIENDLY

Since more and more people use mobile devices to access the net, your website should be mobile friendly.

ACCESSIBLE AND LOADS QUICKLY

Your site should take no more than a few seconds to load.



ORGANISED AND EASY TO NAVIGATE CONTENT

Content should be of good quality, well structured, easy to read, and easy to navigate.

COMPATIBLE WITH POPULAR BROWSERS

Your site should be able to open and function normally in major browsers such as Google Chrome or Mozilla Firefox.



EYE-FRIENDLY COLOR SCHEMES AND PATTERNS

Patterns and color palettes should not hurt or confuse the viewer's eyes.

Functional Forms

Contact us forms, e-commerce forms, and the like should be simple and easy to use.

REVIEW YOUR WEBSITE TO ENSURE IT IS...

- ✓ Intuitive
- ✓ Accessible
- ✓ Easy to Navigate
- ✓ Designed and inviting for all potential students



HIDDEN BIAS IN OUR WORDS - EXPLORING MICROAGGRESSIONS AND MICROAFFIRMATIONS



ICEBERG ACTIVITY

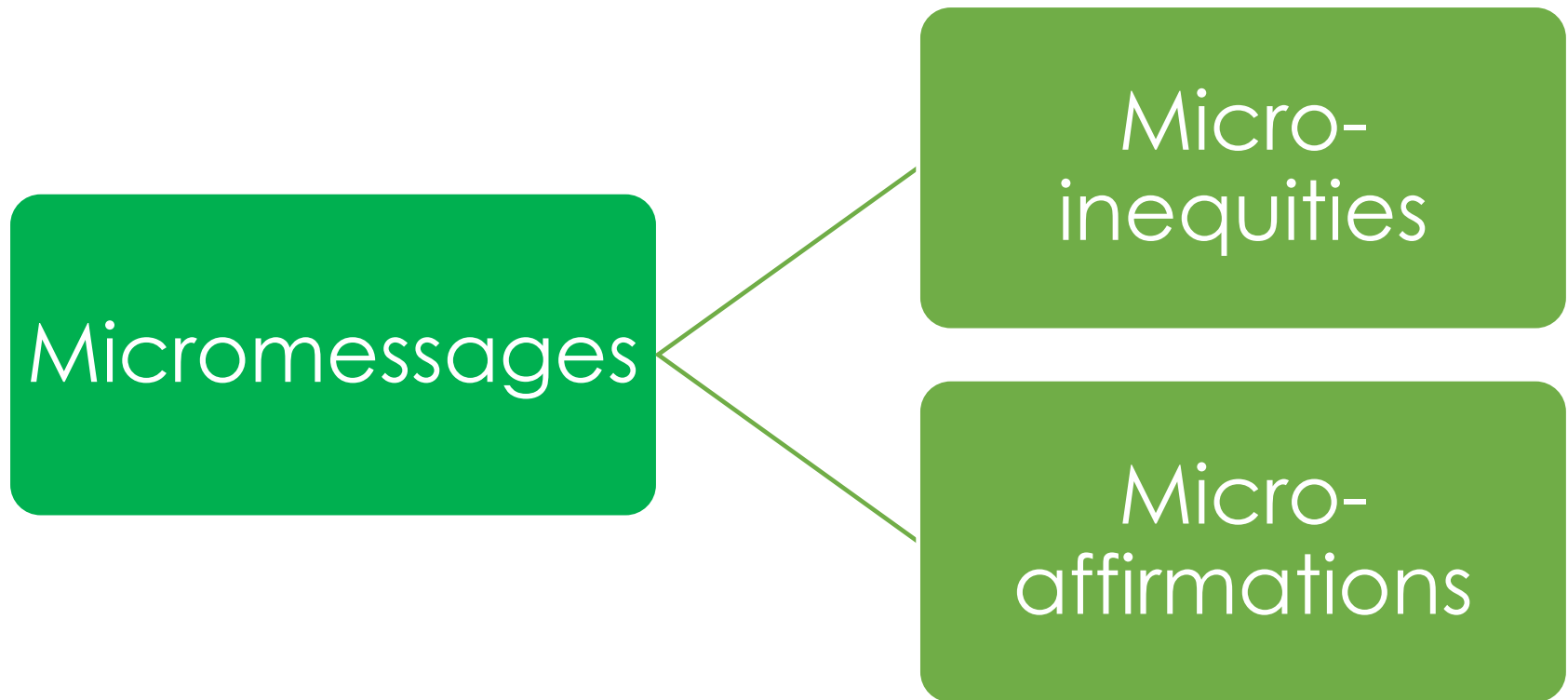




Waterline of Visibility



OUR BIAS SHAPES OUR WORLD VIEW AND THE WORDS WE USE.





WHISTLING VIVALDI:
HOW STEREOTYPES AFFECT US AND
WHAT WE CAN DO
(ISSUES OF OUR TIME)

DR. CLAUDE STEELE, DEAN FOR THE SCHOOL OF EDUCATION AT
STANFORD UNIVERSITY,



MICROMESSAGES

Are small, subtle, semi-conscious messages we send and receive when we interact with others.

Micromessages are communicated through...

- ✓ Tone
- ✓ Body language
- ✓ What is said is as important as how it's said

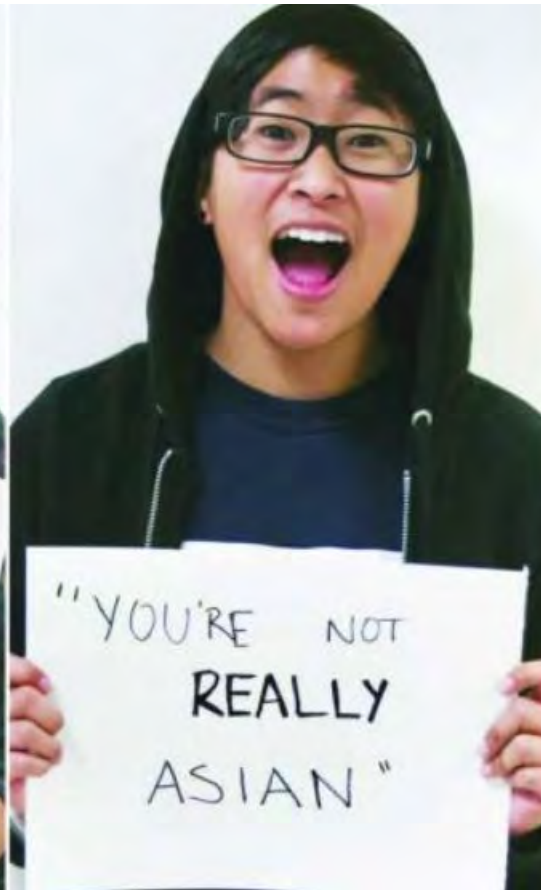
MICRO – INEQUITIES/AGGRESSIONS

NEGATIVE micromessages can make others feel...

- Devalued
- Slighted
- Discouraged
- Excluded



MICRO AGGRESSIONS



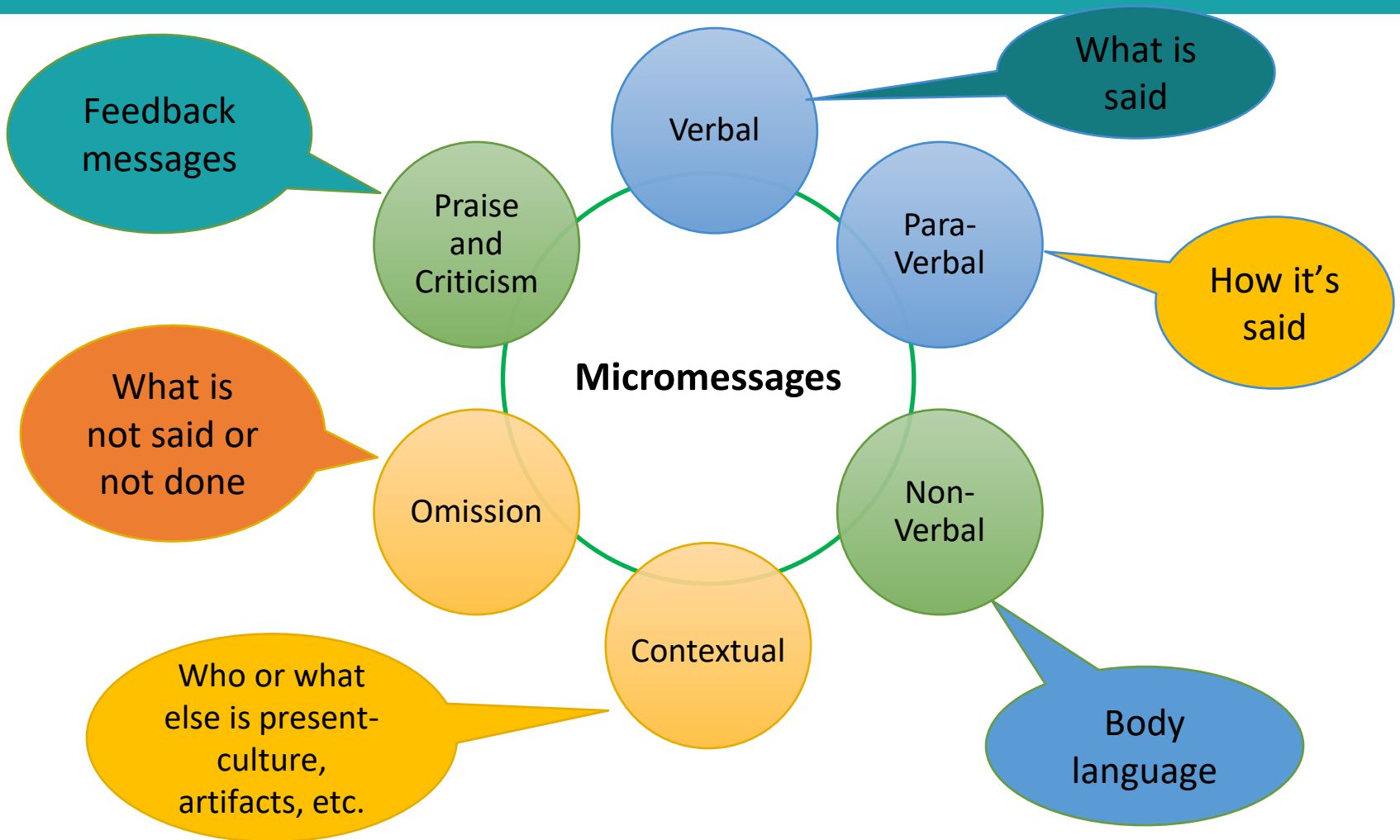
MICRO – AFFIRMATIONS

POSTITIVE micromessages can make others feel...

- Included
- Valued
- Encouraged



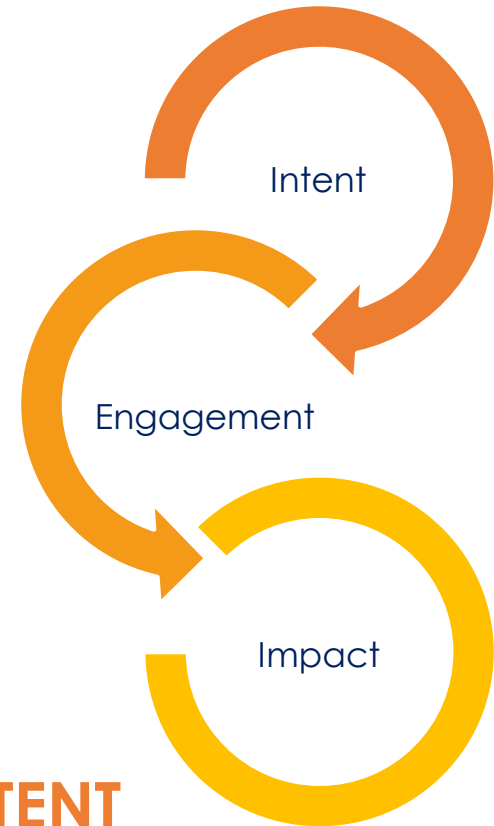
KEY ELEMENTS OF MICROMESSAGES



BEING AWARE OF OUR BIAS

And the impact of our own micromessages can make a big IMPACT.

Small seemingly insignificant behaviors may result in unfavorable outcomes.



IMPACT is more important than INTENT

WHAT ARE THE MICROMESSAGES THAT ARE IMPACTING EQUITY IN THIS ILLUSTRATION?





“WORDS CAN INSPIRE. AND WORDS
CAN DESTROY. CHOOSE YOURS WELL.”

— ROBIN SHARMA





THE POWER OF WORDS...

A big part of assessing current reality is becoming aware of the words we use and the stories we tell ourselves about reality.

For many, this is harder than crafting a clear, compelling vision. But, when mastered, it greatly increases the likelihood of successful actions and results.

POWER OF WORDS

Our words act as maps of our world, so, to act successfully our words and stories about reality must be as accurate as we can make them.

- Titanic, Carpathia and the Frankfurt
- CQD vs SOS
- Marconi and Telefunken



POWER OF WORDS


The words we use—and how we put them together in sentences and stories— can make a big difference in whether we get to where we want to go, or not.

RECOMMENDATIONS

- **Self-Assess Implicit Biases** - [Reflective teaching](#) offers formal and informal strategies for considering one's own pedagogical habits. Instructors may also take an online self-assessment to identify their biases through [Project Implicit\(link is external\)](#) from Harvard University.
- **Cultivate Inclusivity** - Instructors can work to develop an [inclusive classroom climate](#) and [inclusive teaching practices](#), which can mediate potential biased attitudes, and support developing sensitivity and deepening self-awareness.

RECOMMENDATIONS

- **Solicit Feedback from Outside Observers** - Instructors can set up their own teaching inventory or observation protocol with a colleague or peer, or observe their student-teacher interactions, and provide feedback.
- **Solicit Feedback from Students** - Instructors can also use feedback from students, via midterm course evaluations, end-of-term evaluations, or small group feedback sessions, to assess whether their unconscious biases manifest in their classroom interactions.



ON THE PATH TO DISCOVERING YOUR
SHORTCOMING. DON'T FORGET THE
YET!

- ANONYMOUS



THE POWER OF YET...



Janelle Monáe – [The Power of Yet](#)

THANK YOU!

AIME'E JULIAN, PHD AND BRITTANY BOSTON

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