

Addressing Unconscious Bias Series: Part One

Introduction to Concepts and Supporting Research

Lindsay Jarratt, Chief Diversity Office
Diane Finnerty, Office of the Provost

October 30, 2013

Three-Part Series

Learning Objectives

- Introduce concept of implicit bias and supporting research (Session One)
- Identify ways that implicit bias affects us and others (Sessions One and Two)
- Gain strategies for minimizing the impact of implicit bias (Session Two)
- Practice skills for intervening when bias may be affecting decisions or processes (Session Three)

Session One:

Learning Objectives

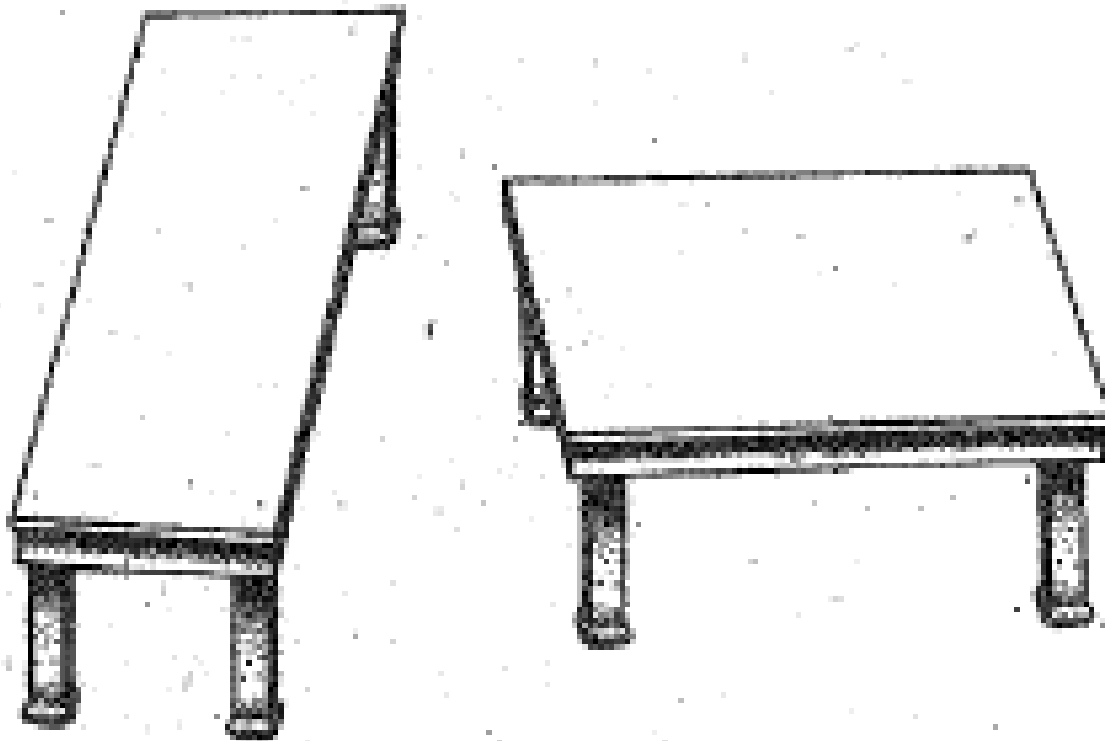
- **Define foundational terms:** bias, prejudice, stereotype, schema
- **Explore elements of key research studies** exploring the prevalence and persistence of implicit bias
- **Identify the potential impact** of unchecked bias in everyday interactions, employment and other institutional settings (e.g., health settings, criminal justice).
- **Prepare** for individual and environmental assessment in Session Two.

Welcome and Introductions

Dyad Conversations:

- 1) What brought you to this workshop series?
- 2) Given the topic of our workshop, what is a false perception someone has held about you?

The Role of Perception



Key Concepts

Schemas

Stereotypes

Bias

**Social
Privilege**

**Institutional
Discrimination**

**Micro &
Macro
Interventions**

Schemas

- “Templates of knowledge that help us organize specific examples into broader categories.” “Mental shortcuts” (Kang, 2009)
- Schemas are expectations or non-conscious hypotheses about the characteristics of a person based on their **group membership**.
- Schemas **influence our judgments** of others (often regardless of membership).

Stereotypes

- Schemas that we use to categorize people using specific human traits.

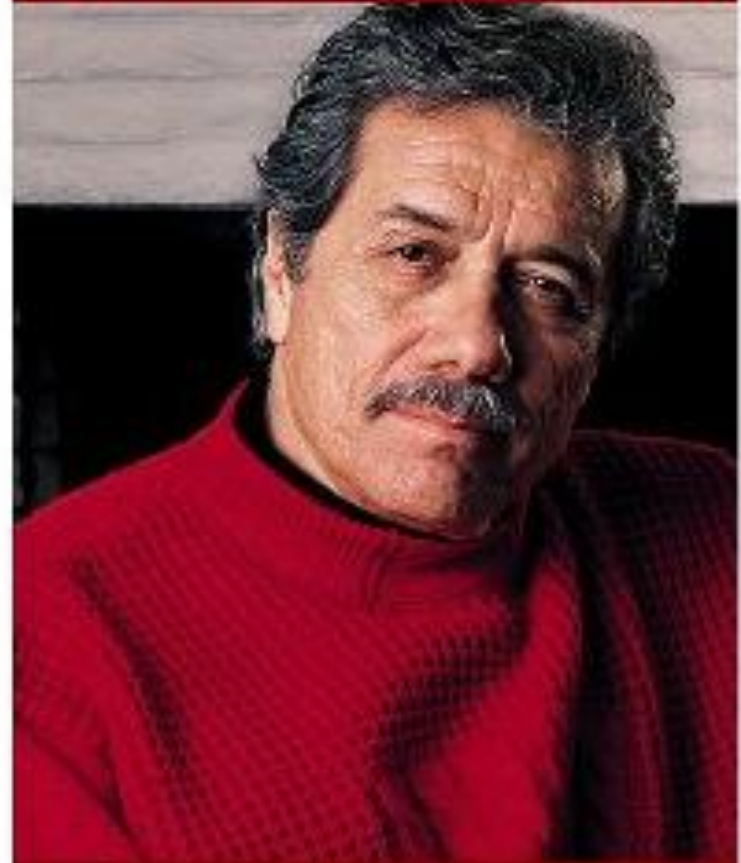
“Pick Out the Immigrant”

WILLIAM SHATNER



IMMIGRATED FROM CANADA

EDWARD JAMES OLMOS



BORN IN THE UNITED STATES

“Children of Single Mothers”



**What children
of single
mothers might
look like**

Bias as a Form of Stereotyping

Explicit Bias

Aware

Controllable

Intentional

Endorsed

Weight Bias Attitudes in Healthcare

- Healthcare professionals may possess negative attitudes toward obese patients and believe patients are lazy, noncompliant, undisciplined, and possess low willpower (Puhl & Brownell, 2001)
- **Physicians**
 - >50% of MDs in a study viewed obese patients as: awkward, unattractive, ugly, noncompliant, weak-willed, sloppy, and lazy
- **Nurses**
 - Nurses report that they view obese patients as non-compliant, overindulgent, lazy, unsuccessful (Puhl, 2009)
 - 31% “would prefer not to care for obese patients”
 - 24% agreed that obese patients “repulsed them”
 - 12% “would prefer not to touch obese patients”



Bias as a Form of Stereotyping

Explicit Bias

Aware

Controllable

Intentional

Endorsed

Implicit Bias

Unaware

Uncontrollable

Unintentional

No endorsement

Implicit Bias

- **Unconscious** attitudes which often clash with professed (explicit) beliefs about groups
- Grow out of normal and necessary features of **human cognition (schemas)**

Persistence of Bias

- We learn about cultural categories like stereotypes early in childhood, before we develop the cognitive sophistication to critically analyze them, and thus the stereotypes one holds are older than one's beliefs about their veracity. (Correll & Benard, p 5)
- **Overriding** stereotypes takes a conscious act of will; the activation of the stereotypes does not. (Devine et al. 2002)

Measurement of Implicit Bias

- Implicit bias is measured “using indirect assessments that bypass awareness and conscious control” (Phelps, 2000)
 - A. Randomized assignment of gender, race, weight (e.g., resumes, clinical vignettes)
 - B. Comparative review of job artifacts (e.g., reference letters, performance evaluations)
 - C. Magnetic Resonance Imaging (MRI) to assess amygdala activation
 - D. Implicit Association Tests (IAT)

A. Randomized Assignment

- Randomized assignment of gender, weight, race while holding other variables constant (e.g., job qualifications, specifics of clinical presentation)

Evaluation & Hiring

(Bertrand & Mullainathan,
2004; Trix and Psenka,
Steinpreis et al)



Photo source:

<http://www.theatlantic.com/doc/199908/student-stereotype>

Evaluation & Hiring

(Bertrand & Mullainathan, 2004)

- Sent 5,000 comparable resumes in response to 1,300 job ads – Boston/Chicago
- Perception of race of applicant changed by name (e.g., Euro-American vs African American names)

Findings

- White names = 50% more likely to get called for interview
- White named applicants send 10 resumes for one call back; African-American names about 15 resumes to one call-back

Evaluation & Hiring
(Bertrand & Mullainathan,
2004; Trix and Psenka,
Steinpreis et al)

**Clinical
Treatment
Choices**
“Uncooperative”
(Green, et al, 2007)

“Dangerous”
(Cunningham et al,
2004; Lieberman, 2005;
Carpenter, 2008)

“Athletic”
(Biernat and Manis, 1991)



Photo source:

[http://www.theatlantic.com/doc/199908/
/student-stereotype](http://www.theatlantic.com/doc/199908/student-stereotype)

B. Comparative Review of Job Artifacts

- Examination of key artifacts used to make hiring decisions (e.g., resumes, letters of reference, evaluations)

Letters of Recommendation for Successful Medical School Faculty Applicants

Letters for Men:

- Longer
- More references to CV
- Publications
- Patients
- Colleagues



Letters for Women :

- Shorter
- More references to personal life
- More “doubt raisers” (e.g., hedges, faint praise, irrelevancies)

“It’s amazing how much she’s accomplished.”

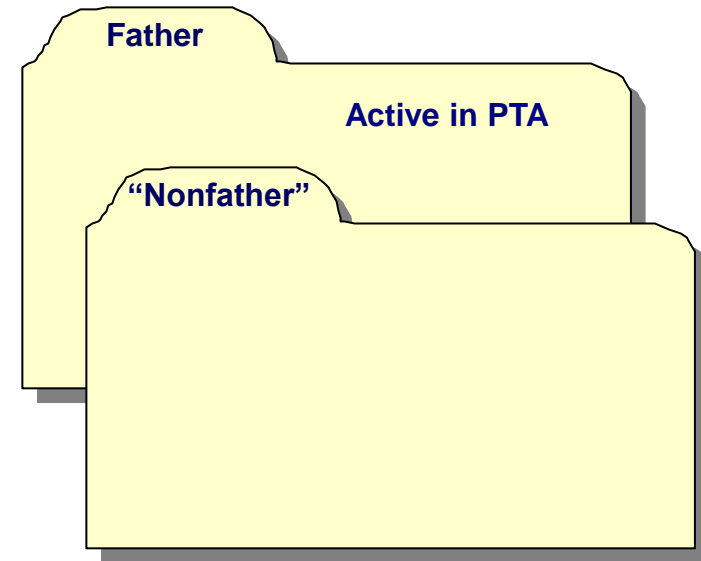
“It appears her health is stable.”

“She is close to my wife.”

Hiring, Assessments, and Salaries: Fathers

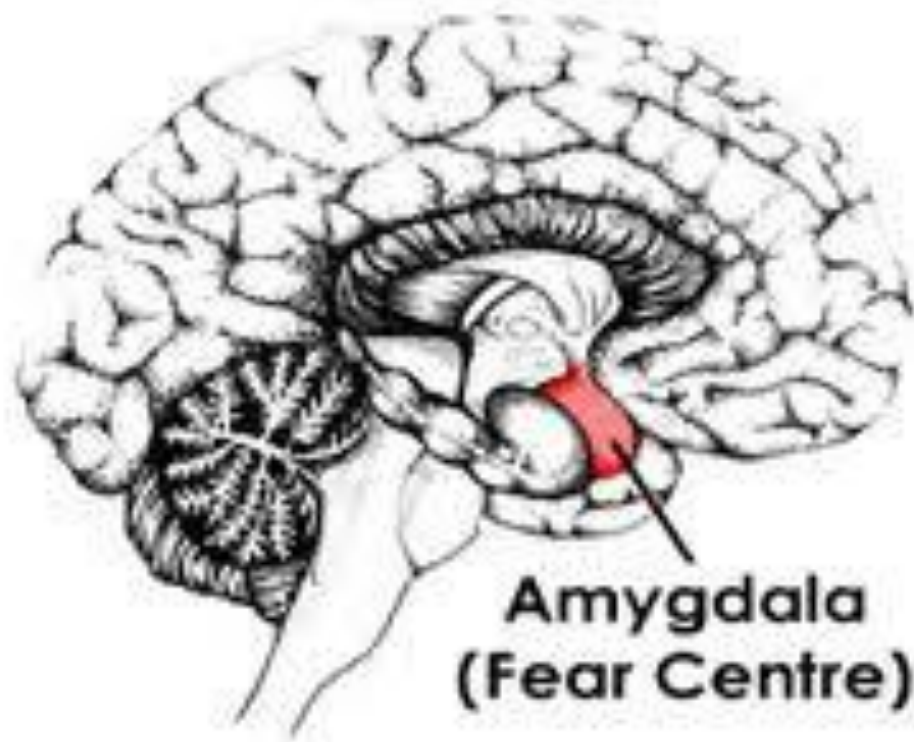
When evaluating identical applications:

- Fathers were seen as *more* committed to paid work and offered *higher* starting salaries than nonfathers.
- Fathers were not disadvantaged in the hiring process.



Correll, Benard and Paik (2007) *American Journal of Sociology*, 112 (5), 1297-1338.

C. MRI Evaluations



Phelps, et al, 2000

The Media and “Priming” of Stereotypes

- Network news overrepresents Black Americans as perpetrators of crimes and Whites as victims (compared with actual crime reports)
- Those who watch more local or network news are prone to more often see Blacks as “intimidating, violent or poor.” Dixon, 2000

Research Findings



Potential Implications

- Institutional Policies and Practices
- Micro-inequities
- Social Privilege

Photo source:

<http://www.theatlantic.com/doc/199908/student-stereotype>

Where Do We Start?

“Everybody is sitting around saying, ‘Well, jeez, we need somebody to solve this problem of bias.’ That somebody is us. We all have to try to figure out a better way to get along.”

-Wilma Mankiller

(First female chief of the Cherokee Nation)

Introduction to the IAT

- Scientific American Frontiers: Alan Alda
- Hidden Prejudice:
<http://www.youtube.com/watch?v=2RSVz6VEybk>

Implicit Association Test (IAT)

- *The IAT measures the ease with which people associate words or pictures representing either of two contrasting groups – such as white people and black people or men and women – with positive or negative meanings. (Bower, 2006)*



**PROJECT
IMPLICIT®**

My IAT Gender Results

- ***“Your data suggest a strong association of Male with Career and Female with Family compared to Female with Career and Male with Family.”***

“Strong Association of Male with Career and Female with Family”

Percent of web respondents with each score

Strong automatic association of Male with Career and Female with Family

24%

Moderate automatic association of Male with Career and Female with Family

32%

Slight automatic association of Male with Career and Female with Family

20%

Little to no automatic preference between gender and family or career

17%

Slight automatic association of Male with Family and Female with Career

4%

Moderate automatic association of Male with Family and Female with Career

2%

Strong automatic association of Male with Family and Female with Career

0.3%

[Click for detailed summary](#)

My Weapons IAT Results

- “Your data suggest a moderate association of White men with Harmless Objects and Black men with Weapons compared to Black men with Harmless Objects and White men with Weapons.”
 - Lindsay Jarratt Results – October 25, 2013

Project Implicit® Findings

- **Implicit biases are pervasive.**
- **People are often unaware of their implicit biases.**
- **Implicit biases (vs explicit) are predictive of behavior.**
- **People differ in levels of implicit bias.**

- **Project Implicit®, General Information**

Session Two

- **Homework: Log in to Project Implicit® and take two of the Implicit Association Tests**
- **Track Your Observations & Reflections**

Thank You

- Next Session:
 - November 22, 8:30-10:00am, UCC 2520D
- Questions?
 - Diane Finnerty, diane-finnerty@uiowa.edu
 - Lindsay Jarratt, lindsay-jarratt@uiowa.edu