

# The Office of Equity, Diversity, and Inclusion

## Understanding Bias

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# Training Outline

- The Science of Bias
- The Implicit vs Explicit Biases
- Research in Implicit Biases
- Assessing Biases
- Techniques to Reduce Biases



# An Ice Breaker Question

A boy fall from a tree and broke his leg. His mother took him to the hospital. The boy was rushed to the emergency room. The surgeon walks in and says, “I can’t operate on this boy, because this boy is my son.”

How can this be?



# An Ice Breaker Question

**Answer:** The surgeon is his mother.

# The Science of Bias

Bias is a human trait resulting from our tendency and need to classify individuals into categories as we strive to quickly process information and make sense the world.

# Explicit vs. Implicit Bias

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**Explicit Bias** is when individuals are aware of their prejudices and attitudes toward people or groups.

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Positive or negative preferences for a particular group are conscious.

**Implicit Bias** involves all the subconscious feelings, perceptions, attitudes and stereotypes that have developed as a result of prior influences.

# Implicit Bias and Structural Racism

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Voting Rights

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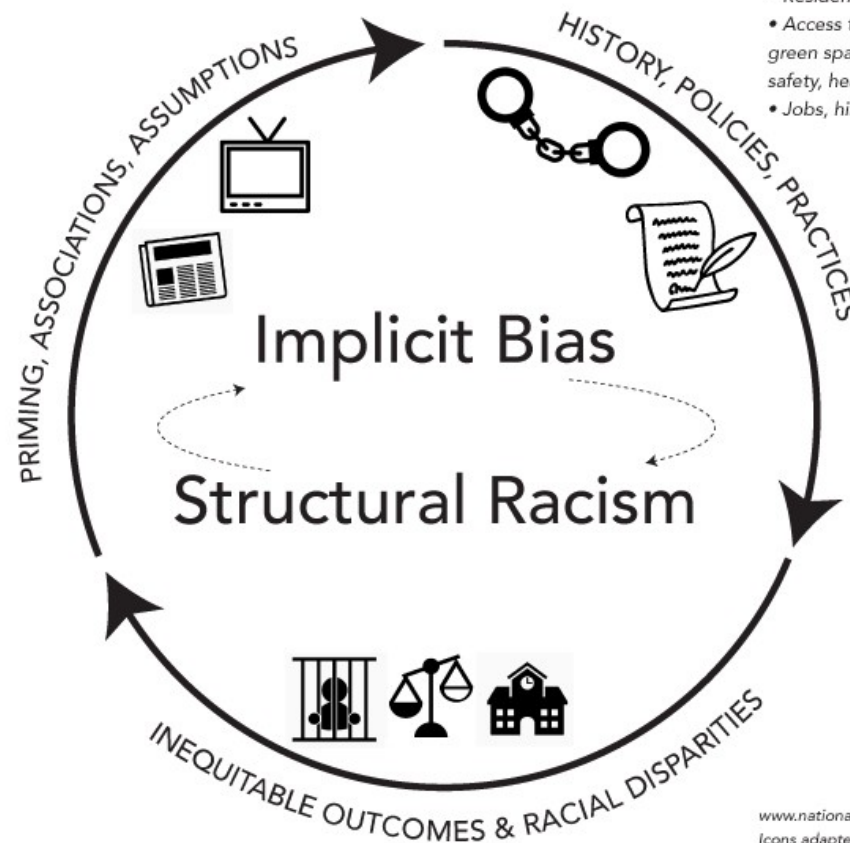
Residential  
Segregation

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Access to Education  
& Environment

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Jobs, Hiring,  
Advancement



- Voting rights
- FHA Loans
- Residential segregation
- Access to education, green space, resources, safety, healthcare, etc
- Jobs, hiring, & advancement

[www.nationalequityproject.org](http://www.nationalequityproject.org)  
Icons adapted from the Noun Project

# Assessing the Implicit Biases

- The Implicit Bias Association Test (IAT) measures the strength of associations between concepts, evaluations and stereotypes.
- The participants are asked to quickly sort words that are on the left or right side of the computer screen by pressing different keys.
- If someone has an implicit preference on the thin people, the person might connect the word thin with the good words (happy, wonderful) rather than the bad words (painful, terrible.)

Source:

<https://implicit.harvard.edu/implicit/aboutus>.



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# Assessing the Implicit Biases

- How do you think your self-identified race influenced your results on the Implicit Association Test? Were you surprised by your results? Why or why not?
- Think about a time in your life in which you were influenced by your own racial bias. What do you think triggered your racial bias? What went through your head? How did it make you feel?



# Implicit Bias in the Conduct Process

## Wagner College Example (Fall 2016)

- Tressler-Gelok (Wagner College) was new to the institution and began doing a full-scale data assessment on previous incident reports.
- **Finding:** Certain students and affinity groups were being approached different way than other students.

Source:

[https://www.theasca.org/blog\\_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the](https://www.theasca.org/blog_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the)



# Implicit Bias in the Conduct Process

## Mindy Project Example

- A minor noise/alcohol infraction
- 2 RA(s), a professional staff, Public Safety
- Formally Documented

## The Office Example

- A minor noise/alcohol infraction
- Verbal warnings or 1-1 documentation
- No need for Public Safety

Source:

[https://www.theasca.org/blog\\_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the](https://www.theasca.org/blog_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the)



# Implicit Bias in the Conduct Process

## 2016-2017 Academic Year

- Tressler- Gelok asked the question to the staff and then stakeholders:
  - “Why do we immediately assume the worst every time we experience a student from the ‘Mindy Project’?”

Source:

[https://www.theasca.org/blog\\_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the](https://www.theasca.org/blog_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the)



# Implicit Bias in the Conduct Process

## 2017-2018 Academic Year

- In the Fall term, student staff (e.g. first responders, mandated reporters) participants in student staff training focused on bias and microaggressions.
- Examples include a mock conduct hearing, engaging in roundtables on experiences of different student groups at the college.

Source:

[https://www.theasca.org/blog\\_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the](https://www.theasca.org/blog_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the)



# How Can You Reduce Implicit Bias?

- **Stereotype replacement** involves replacing automatic stereotypical responses with new, automatic, non-stereotypical responses.
- Example: I have a child who is a math major; if someone asks, “What is his name?” I can respond, “My daughter is studying math.”
- Solution: Recognize + Reflect + Replace

Source: Community Relations Services Toolkit  
for Policing: Understanding Bias Resource  
Guide



# How Can You Reduce Implicit Bias?

- **Counter-stereotypic imaging** involves creating an opposite image of a stereotype in your mind. You can challenge the stereotype and make a positive association with the counter-stereotypic image.
- Examples: a stay-at-home dad; a female pilot; a female construction worker; a male dental hygienist

Source: Community Relations Services Toolkit  
for Policing: Understanding Bias Resource  
Guide



# How Can You Reduce Implicit Bias?

- **Perspective taking** involves taking a first-person perspective of a member of the group, which helps develop empathy and an understanding of the implications of stereotypes.
- **Example:** Imagine what it would mean to apply for a position and the employer assume you are less qualified because of your first name.
- **Example:** Imagine you are a female musician, but you are not accepted into a band because they assume that you have family responsibilities.



# How Can You Reduce Implicit Bias?

- **Intergroup Contact:** Create positive interactions people who are different than you are.
- Mingle with different people at the work events and try not to talk about work.
- Learn about people and you will realize how we are all different than our stereotypes.
- Engage in community activities

# Closing Points

- Please review observed unconscious bias homework and always remember learning is a process.
- Do not forget the root causes of bias; systemic racism, patriarchy, gender stereotypes, and structural inequalities.
- Remember that you have an agency!!!

# Closing Points

- Diversify the student conduct process
- Find the people who know the organizational culture well
  - Is there any staff member who knows the student and can speak their experiences?
  - Does a professor teach social justice in contemporary society?
  - Are there any affinity group advisor?

Source: Alvesson, Mats. "Organizational culture." Handb. Organ. Cult. Clim (2011).



# Resources and Research



# Research on Bias

- **Study:** Racial Bias in Pain Assessment” (Hoffman et al., 2016)
- **Sample:** 92 medical students from University of Virginia. Participants estimated amounts of pain for 18 hypothetical scenarios and estimated the pain of a gender-matched black or white target for the same scenarios.
- **Findings:** About 73% of the sample indicated at least one false belief about biological differences between black and white people.

# Research on Bias

**Study:** “The impact of ‘blind’ auditions on female musicians” (Goldin and Rouse 2000.)



**Sample:** Audition records were collected from 8 major symphony orchestras, dating from the late 1950s to 1995.

**Findings:** 30 percent increase in the proportion female among new hires and 25 percent of the increase female in the orchestra.

Goldin, Claudia, and Cecilia Rouse.  
"Orchestrating impartiality: The impact of  
blind" auditions on female musicians."  
American economic review 90.4 (2000): 715-  
741

# Research on Bias

- **Study:** “Kristen v. Aisha; Brad v. Rasheed” (Bertrand and Sendhil 2004.)
- **Sample:** More than 1,300 help wanted ads sent to Chicago and Boston and the researchers sent four types of resume. (sales, admin support, clerical, customer service.)
- **Findings:** White sounding names receive 50 percent more callbacks for an interview.

Bertrand, Marianne, and Sendhil Mullainathan.  
"Are Emily and Greg more employable than  
Lakisha and Jamal? A field experiment on labor  
market discrimination." American economic  
review 94.4 (2004): 991-1013.



# Contact Us

## On-Campus

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- Phone:  
(585) 395-2024

## Web and Social Media

- Web page:

<https://www.brockport.edu/about/diversity/oedi@brockport.edu>

Instagram Page:

brockport\_diversity





# Questions?



Thank you.

Have a great semester



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# References

- Community Relations Services Toolkit for Policing: Understanding Bias Resource Guide.
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# References

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<https://implicit.harvard.edu/implicit/aboutus>

[https://www.theasca.org/blog\\_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the](https://www.theasca.org/blog_home.asp?display=57#:~:text=In%20student%20conduct%2C%20implicit%20bias,and%2C%20more%20recently%2C%20during%20the)