



Implicit Bias

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Weight IAT

Weight ('**Fat - Thin**' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

Arab-Muslim IAT

Arab-Muslim ('**Arab Muslim - Other People**' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

Skin-tone IAT

Skin-tone ('**Light Skin - Dark Skin**' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Native IAT

Native American ('**Native - White American**' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

Weapons IAT

Weapons ('**Weapons - Harmless Objects**' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

Presidents IAT

Presidents ('**Presidential Popularity**' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.

Race IAT

Race ('**Black - White**' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Defining Implicit Bias

- Implicit bias is “the attitudes or stereotypes that affect our understanding, actions, and decisions in an implicit manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible” (Kirwan Institute, 2016, p. 14).
- Implicit bias is characterized by “the introspectively unidentified (or incorrectly identified) traces of past experience that mediate attributions of qualities to members of social categories” (Greenwald & Banaji, 1995, p. 15).
- “The science of implicit cognition suggests that actors do not always have conscious, internal control over the processes of social perception, impression formation, and judgment that motivate their actions” (Greenwald & Kreiger, 2006, p. 946).

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Addressing Implicit Bias and Microaggressions

- Most people view themselves as good, caring, ethical people.
- Reacting to their behavior and naming it racist or discriminatory can be difficult to comprehend.
- Often the initial reaction to addressing microaggressions is:
 - Explain away the microaggression
 - Become defensive in response
 - Accuse others of offending them

Defining Implicit Bias

Implicit bias is the result of system 1 thinking

SYSTEM 1

- Unconscious reasoning
- Implicit
- Automatic
- Low effort

SYSTEM 2

- Conscious reasoning
- Explicit
- Controlled
- High effort

Kahneman, D. (2011). *Thinking, fast and slow*. New York, NY: Farrar, Straus, and Giroux.

Defining Implicit Bias

Implicit associations are most likely to drive behavior under the following conditions:

- Situations that involve ambiguous or incomplete information
- Circumstances in which time is constrained
- Times when cognitive control is compromised (e.g., when experiencing stress or insufficient sleep)

(Bertrand, Chugh, & Mullainathan, 2005)

Additional Risk Factors

- **Emotional stress** "Certain emotional states (anger, disgust) can exacerbate implicit bias in judgements of stigmatized group members, even if the source of the negative emotion has nothing to do with the current situation or with the issue of social groups or stereotypes."
- **Salient social categories** "A decision maker may be more likely to think in terms of race and use racial stereotypes because race often is a salient, i.e., easily-accessible, attribute."
- **Lack of feedback** "When organizations fail to provide feedback that holds decision makers accountable for their judgments and actions, individuals are less likely to remain vigilant for possible bias in their own decision-making processes."

The Primacy Effect

- Implicit associations are most likely to drive behavior under the following conditions:

Primacy effect refers to the fact that individuals tend to give more weight to information presented earlier when forming opinions and making decisions.

Forming Implicit Bias

- Children pick up on nonverbal cues around them, which influence their development of implicit associations

“Young children can catch bias from an ‘infected atmosphere’—that is, by observing nonverbal bias exhibited by other people around them. What is more, preschool children generalize this bias to other individuals. Thus, exposure to nonverbal bias could be a mechanism for the spread of social bias throughout the world in the hearts and minds of children and adults” (Skinner, Meltzoff, & Olson, 2016, p. 7).

Forming Implicit Bias

- Several factors influence the formation of associations, such as:
 - Media
 - Nonverbal behaviors of others
 - Attitudes of friends and family members
 - Interactions
 - Observations of social roles
 - Perception of social value

Ways that we communicate bias

- Instructional Materials
- Curriculum
- Examples provided in the classroom
- Syllabus
- Verbal exchanges
- Non-Verbal Interactions
- Classroom Design

Outcomes of Implicit Bias

- These possible behaviors result from implicit associations:
 - No outward behavior
 - Nonverbal response (e.g., stepping back, avoiding eye contact, crossing arms, clutching purse)
 - Verbal response (verbal microaggressions)

IMPLICIT BIAS—LAW ENFORCEMENT

	with blacks	than with whites in similar situations	
use hands	2,165 for every 10,000 stops in New York City	1,845 for every 10,000 stops in New York City	17% more likely
push into wall	623	529	18%
use handcuffs*	310	266	16%
draw weapons	155	129	19%
push to ground	136	114	18%
point weapon	54	43	24%
use pepper spray or baton	5	4	25%

- Sadler and colleagues (2012) study of police officers with armed and unarmed Black and White targets.



IMPLICIT BIAS—HEALTHCARE

- “Research supports a relationship between patient care and physician bias in ways that could perpetuate healthcare disparities” (Chapman, Kaatz, & Carnes, 2013, p. 1507).
- In response to vignettes, doctors with higher levels of pro-White implicit racial bias were more likely to prescribe painkillers to White patients as opposed to Black patients (Sabin & Greenwald, 2012).
- Black patients treated by primary care clinicians with higher race bias (as measured by the IAT) report feeling low confidence in their doctor, and that they receive less respect than other patients (Cooper et al., 2012).
- Examined whether “patients should receive a heart transplant or ventricular assist device...Clinicians believed the Black men were sicker and less able to follow treatment regimens.” (Breathett & Colleagues, 2019)

Implicit Bias in Hiring Decisions

- In-group bias can cause employers/hiring committees to seek candidates who are most like themselves. *“resonate” “likeable” “fit”*
- Candidates’ names, accents, and physical appearances can activate employers’ implicit biases.
- “In the hiring process and other decision-making occasions, allowing adequate time to make decisions is vital” (Kirwan Institute, 2014).

Implicit Bias in Hiring Decisions

- Participants with higher pro-White bias (as measured by the IAT) spent more time looking at positive information on CVs/resumes of White candidates versus candidates from other racial/ethnic backgrounds.

“Our implicit attitude would seem to be directing our unconscious eye movements to provide exactly the information it wants for a ‘rational’ decision. This is both extraordinary and very worrying” (Beattie, 2013, p. 241).

IMPLICIT BIAS - EDUCATION

- Apprehension to engage in the classroom and stereotype threat
- The Yale Child Center study found that pre-school teachers spent more time looking at Black children than White children when **looking for disruptive behaviors** (Gilliam et al., 2016).
- Teachers in the study who were given background information about a student engaging in challenging behavior reacted **more empathetically** only if the teacher shared the same racial identity with the student.

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Apprehension to engagement in the classroom: perceptions of Black males in the community college

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This study presents selected findings drawn from a larger investigation of Black male students in the community college. In the larger study, qualitative interviews were conducted with 28 Black males attending a public two-year college in the southwestern United States. The focus of the larger study was on identifying factors which, from the perspectives of students, affected their academic success. Academic success referred primarily to students' grade point averages or achievement and secondarily to continuation towards students' self-proclaimed collegiate goals. A large portion of Black male participants in this study indicated that academic disengagement served to negatively affect their achievement in the community college. Students discussed academic disengagement as a reluctance to fully engage as active agents in their own academic development through necessary interactions.

Keywords: Black; males; community college

Defining Microaggressions

- “Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.” (Sue et al., 2007)
 - Microaggressions are pervasive, normal, daily occurrences
 - “put-downs”, “subtle snubs”, “dismissive looks”
 - Often more psychologically damaging than direct acts of racism
 - “A thousand daily cuts.” (Ladsen-Billings)

The Influence of Microaggressions

- “You’re different than us.”
- “You don’t belong here.”
- “You’re not intelligent or capable.”
- “People of color are lazy and don’t care.”
- “Your experiences and perceptions are wrong.”
- “You’re being too sensitive.”
- “You are a criminal.”
- “You are dangerous.”
- “Racism doesn’t exist.”
- “You are not of worth.”

Ascription of Intelligence

- “Assigning a degree of intelligence to a person of color based on race” (Sue & Colleagues, 2007, p. 276)
- Examples:
 - “You are so articulate!”
 - “This is a calculus class. Are you sure you are in the right place?”
 - “When we would have group projects, I would be the last picked because they would assume that I don’t know as much as they do”
 - “There have been times when I’ve answered a question and then I get responses like “Wow! I didn’t expect you to know that!”

Assumption of Criminality

- “Assuming a person of color is dangerous, criminal, or deviant based on race” (Sue & Colleagues, 2007, p. 276)
- Examples:
 - “A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes” (Sue & Colleagues, 2007, p. 276)
 - Following students of color around the campus bookstore to make sure they don’t steal anything
 - Checking a student’s ID at night time because it is assumed he must be on campus to steal something

Pathologizing Culture

- “The notion that the values and communication styles of the dominant/White culture are ideal” (Sue & Colleagues, 2007, p. 276).
- Examples:
 - “Those students don’t care about education.”
 - “They are lazy.”
 - “They really aren’t here to learn.”
 - “They are just here for the financial aid.”



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