

# Unpacking Implicit Bias



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# Where to begin?



<http://www.cbsnews.com/news/babies-help-unlock-the-origins-of-morality/>

## Before We Begin: Initiating Conversations Around Equity & Inclusion

Conversations around the topic of inclusion and equity are often emotionally charged; therefore, it is recommended that a common baseline understanding from which to further customize definitions and perceptions be utilized.



## Before We Begin: Initiating Conversations Around Equity & Inclusion

- **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

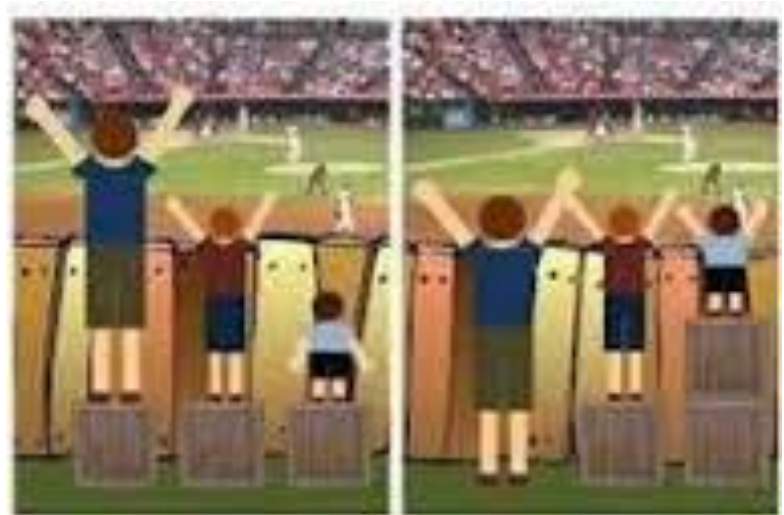


Baseline Definitions: From Association of American Colleges & Universities ([aacu.org](http://aacu.org))

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- **Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Baseline Definitions: From Association of American Colleges & Universities ([aacu.org](http://aacu.org))



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- **Inclusion:** The active, intentional, and ongoing engagement with diversity - in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect - in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

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- **Privilege:** Describes the unearned advantages that people benefit from based solely on their social status. Privilege, like disadvantage, exists through systems that individuals are born into and is not something that they request. Because social status is conferred by society on certain groups, members of “privileged” groups can see those advantages as normative. Since social status is conferred in many different ways, all people are both privileged and non-privileged in certain aspects of their lives. Furthermore, since dynamics of social status are highly dependent on situation, a person can benefit from privilege in one situation while not benefiting from it in another. It is also possible to have a situation in which a person simultaneously is the beneficiary of privilege and the recipient of discrimination. Access to privilege does not determine life outcomes, but it is an asset that makes it more likely that talent, ability, and aspirations will have positive results.

based on the work of Peggy McIntosh, Ph.D., Associate Director of the Wellesley Centers for Women and founder of the National SEED Project on Inclusive Curriculum



# Harvard Implicit Association Test

## Background on IAT:

Mahzarin Banaji, Harvard University (<http://onthehuman.org/2011/09/the-dark-dark-side-of-the-mind/>)

Brian Nosek, University of Virginia

<https://www.youtube.com/watch?v=2RSVz6VEybk>

## Take the test:

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

## Recommended Reading:

*Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, by Claude Steele

<http://www.amazon.com/Whistling-Vivaldi-Stereotypes-Affect-Issues/dp/0393339726>



# Constructing An Inclusive Classroom



Through Meaningful Interactions

# In your classrooms now

Why is faculty diversity important to a top research university like Stanford? In addition to providing a breadth of interests and perspectives to our research and teaching, faculty diversity is important to our students. This video captures - in their own words - the views of students from groups underrepresented in higher education: students from underrepresented minority groups and women students in science, math, and engineering. The video also incorporates comments on research in this field from Stanford School of Education Dean Claude Steele and closing remarks from President John Hennessy.

<https://facultydevelopment.stanford.edu/reports/public-student-voices>

<http://www.npr.org/2014/04/22/305814367/evidence-of-racial-gender-biases-found-in-faculty-mentoring>

# Concrete Steps

## Step 1- Understanding the Dimensions of the Inclusive Classroom

- Access and Equity (AE)
- Campus Climate (CC)
- Curriculum and Pedagogy (CP)
- Learning and Development (LD)

**Step 2- Assessment:** How are we doing in these areas? Where are there opportunities for development?

**Step 3- Developing an Action Plan** for developing and sustaining an Inclusive Classroom

