I Am a Good Person: I Can’t Possibly Have Bias. And Other Myths About How Our Brains Work.

Sacramento Continuum of Care (CoC) Board Racial Equity Training Series
Developed and Presented by Tamu Green, PhD
February 2 and 11, 2021

Welcome! Please type into the chat your name, organization and pronouns. Please indicate if you are a CoC Board member or Racial Equity Committee member. We are NOT recording.
Guidelines for our brave space

Be Present
Step Up, Step Down
Confidentiality - Share the Learning, Not the Person
Disagreement is Okay, Animosity is Not
Amnesty - Kindness to Self and Others

You will need a notepad (paper or electronic)

Tasty snacks and warm beverages are highly encouraged!
The CoC Training Series

**February** I Am a Good Person: I Can’t Possibly Have Bias. And Other Myths About How Our Brains Work.

**March** Acknowledging Our Shared Inheritance: Government-Sanctioned Bias, Systemic Racism, and a Renewed Demand for Change - Scheduled for 3/25 12-1:30

**May** Bringing It All Together: Aligning Our Heads, Our Hearts, and Our Institutions for Equity
Why are we conducting this training?

- Structural inequities and institutional bias are driven by human behavior.
- Addressing the structures alone without also taking on the underlying assumptions and attitudes that motivate behaviors and decisions limits our ability to transform our institutions.
Implicit Bias

Heard the term “implicit bias” but not totally sure what it means? Interested in reading the seminal studies? Just like TedTalks? Animated videos? This is the place for you...

Want to take an implicit association test? Visit Project Implicit — it only takes ten minutes!

Videos

[These videos are intended for public use, but we would like to track how they travel. If you, or your school, organization, company, or club happen to use a video for instructional purposes, please let us know at WebinarsReps@ucla.edu. We're going to keep a public list. And comments are always welcome!]

1. Preface: Biases and Heuristics (5:54)
2. Lesson 1: Schemas (6:12)
3. Lesson 2: Attitudes and Stereotypes (4:13)
4. Lesson 3: Real World Consequences (4:45)
5. Lesson 4: Explicit vs. Implicit Bias (2:45)
6. Lesson 5: The IAT (6:14)
7. Lesson 6: Countermeasures (5:23)

Scholarship

Guides & Reports

- UCLA Faculty Hiring Guide: Searching for Excellence
- See Bias / Block Bias Resources (Stanford VMware Women's Leadership Innovation Lab)

Real World Consequences

- Bertrand, M. & Mullen-Brotherton, S. Are Emily and Greg more employable than Latisha and Jamal? A field experiment on labor market discrimination. 4 Am. Econ. Rev. 94 (2003).

https://equity.ucla.edu/know/implicit-bias/
How might my brain try to help - for better or worse?

- Preface: Biases and Heuristics (5:14)
  https://www.youtube.com/watch?v=BwYFhJO9t50&feature=youtu.be

- Lesson 1: Schemas (3:12)
  https://www.youtube.com/watch?v=0QGlgoVwVw&feature=youtu.be
Explicit bias is a conscious preference (positive or negative) for a social category.

Implicit bias is a preference (positive or negative) for a social category that operates outside of awareness.

Schemas are mental “maps” by which we process routine information with little or no conscious thought.
The components of bias

**Stereotypes**: generalizations about the perceived “typical” characteristics of a social category (cognitive component).

**Prejudice**: how one feels about members of a given social category (affective component).

**Discrimination**: how one acts toward members of a given social category (behavioral component).
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A vehicle exploded at a police checkpoint near the UN headquarters in Baghdad on Monday killing the bomber and an Iraqi police officer.
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How implicit biases are made... and expressed
### Identical memos, different reactions

<table>
<thead>
<tr>
<th>Errors</th>
<th>“Caucasian” intern’s memo</th>
<th>“African American” intern’s memo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling/Grammar Errors</td>
<td>2.9/7.0</td>
<td>5.8/7.0</td>
</tr>
<tr>
<td>Technical Writing Errors</td>
<td>4.1/6.0</td>
<td>4.9/6.0</td>
</tr>
<tr>
<td>Errors in facts</td>
<td>3.2/5.0</td>
<td>3.9/5.0</td>
</tr>
</tbody>
</table>

**“Caucasian” Meyer**
- "generally good writer but needs to work on…"
- "has potential"
- "good analytical skills"

**“African American” Meyer**
- "needs lots of work"
- "can’t believe he went to NYU"
- "average at best"
## Dual System Theory

<table>
<thead>
<tr>
<th>System 1</th>
<th>System 2</th>
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<tbody>
<tr>
<td>Unconscious</td>
<td>Conscious</td>
</tr>
<tr>
<td>Automatic</td>
<td>Deliberate</td>
</tr>
<tr>
<td>Fast</td>
<td>Slow</td>
</tr>
<tr>
<td>Effortless</td>
<td>Takes Effort</td>
</tr>
<tr>
<td>Formed from mental associations, habits, messaging we receive from the environment</td>
<td>Formed through interaction, study, education, persuasion</td>
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</table>
Two Decision Making Routes

SYSTEM 1
Unconscious
Emotion

Very Fast
Involuntary
Associative

Implicit
Responses

SYSTEM 2
Conscious
Thinking

Slow
Controlled
Rule Following

Explicit
Responses
SYSTEM 1
Intuition & instinct

95%
Unconscious
Fast
Associative
Automatic pilot

SYSTEM 2
Rational thinking

5%
Takes effort
Slow
Logical
Lazy
Indecisive

Source: Daniel Kahneman
CHALLENGING
RACE AS RISK

How Implicit Bias undermines housing opportunity in America—and what we can do about it

By Jillian Olinger, Kelly Capetosto, and Mary Ana McKay

With contributions from Christy Rogan, Bofis, Schoonherts and Audrey Porter

Reclaim your brain!

My coach said I run like a girl, and I said if he ran a little faster he could too.

-Mia Hamm
Reduce your susceptibility to implicit bias

- There are constraints on our logical decision-making that occur based on context: time constraints, high workload, and any other factors that may inhibit cognitive control.
- Hold a healthy skepticism for your decisions during these times.

The Implicit Association Test

● **Measures the strength of associations** between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

● For example, one has an implicit preference for thin people relative to fat people if they are faster to categorize words when Thin People and Good share a response key and Fat People and Bad share a response key, relative to the reverse.

● [https://implicit.harvard.edu](https://implicit.harvard.edu)
Highlights on Countermeasures from UCLA

- **Mindset** - be humble, be mindful, be internally motivated
- **Debiasing** - scrub our brains of implicit biases that we absorb from the external environment, including through stereotype replacement
- **Decoupling** - break the causal link between bias and behavior through structural or institutional reforms
Long-term reduction in implicit race bias: A prejudice habit-breaking intervention

Patricia G. Devine, Patrick S. Forscher, Anthony J. Austin, and William T. L. Cox
Stereotype Replacement

- Recognize that a response is based on stereotypes
- Label the response as stereotypical
- Reflect on why the response occurred
- Consider how the biased response could be avoided in the future and replace it with an unbiased response

- A parallel process can be applied to societal (e.g., media) stereotyping.
Vernā Myers | TEDxBeaconStreet

How to overcome our biases? Walk boldly toward them

https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them
Counter-Stereotypic Imaging

- Imagine in detail counter-stereotypic others
- They can be abstract (e.g., smart Black people), famous (e.g., Barack Obama), or non-famous (e.g., a personal friend)
- Makes positive exemplars salient and accessible when challenging a stereotype’s validity
Individuation

- Prevents stereotypic inferences by obtaining specific information about group members
- Helps people evaluate members of the target group based on personal, rather than group-based, attributes
Perspective Taking

- Take the perspective in the first person of a member of a stereotyped group
- This increases psychological closeness to the stigmatized group, which lessens automatic group-based evaluations
Increasing Opportunities for Contact

- Seek opportunities to encounter and engage in positive interactions with out-group members
- Increased contact can alter our cognitive representations of the group and can also directly improve our evaluations of the group
Findings from the 10-Week Study

- **Concern** is not important when bias-reducing strategies are learned, but it is important afterwards, *when people become aware* of personal or societal expressions of bias and must translate their knowledge of bias-reducing strategies into action.

- The **use and practice of strategies** in the period **immediately following the intervention** is particularly important to initial bias reduction.
What will you do now?

- Key learnings and take-aways
- Personal commitments
- Opportunities for growth
- Resources
- Post-Training Professional Development
- Training Survey
Resources

- https://implicit.harvard.edu/implicit/
- https://equity.ucla.edu/know/implicit-bias/
Post-Training Professional Development

https://forms.gle/gdfk26Me34cfJrD8
Training Survey

Please help us by completing a short survey:
https://forms.gle/qBoHT1HjVP4twg3N9
Thank you!