Opening Thoughts

Bias is a difficult topic to talk about
The purpose is not to blame any person or group
Goal is to empower individuals to understand, recognize, and manage biases

Help you to work together, as a community, to address challenges bias creates and improve climate
One part of a solution, not a total solution to bias and disparities
This presentation presents general principles applicable to many target groups and contexts

Workshop Goals

1. Recognize implicit bias as a habit of mind
   Understand that unintended thoughts can contradict our personal values and beliefs

2. Identify and label common forms of bias
   Understand the processes that lead to the perpetuation of bias, to create bias literacy

3. Learn tools to reduce bias
   Breaking the bias habit

4. Share evidence supporting this approach
   Experimental research demonstrating the effectiveness of the habit-breaking approach

Potential Sources of Bias

Institutional/Systemic Bias
   Laws, policies, norms

Psychological/Individual Biases
   Intentional Bias
      Bias arising out of overt dislike, animus, or prejudice

   Unintentional Bias
      Bias persists among those whose intentions and values oppose prejudice, creating a personal dilemma
Stereotypic biases arise from early and frequent exposure to stereotypes in our culture.
We learn to associate specific traits, characteristics and behaviors with certain social groups.

- Girls
- Ballerinas
- Boys
- Scientists

- How to Be Gorgeous
- How to Be Clever

- Nurse Training
- Doctor Training
These associations become stronger over time and get activated spontaneously — they become habits of mind — that influence our thoughts and behavior without our intent or awareness.

Ordinary, pervasive cognitive processes common among anyone socialized in our culture.

Ordinary and common but consequential nonetheless.
Discussion

Discuss some examples of instances in which you have witnessed, heard about, expressed, or been targeted by bias

Focus especially instances of *unintentional* bias (e.g., stereotypic assumptions about someone)

Discussion 1

Discuss some examples of instances in which you have witnessed, heard about, expressed, or been targeted by bias

Focus especially instances of *unintentional* bias (e.g., stereotypic assumptions about someone)

What are the implications of these biases?

How was the incident handled, if at all?

How might it have been handled better?
If unintentional bias is a habit of mind, can individuals do anything to break the habit?

### Necessary Conditions to Break a Habit

- **Motivation** to eliminate the habit
- **Awareness** of personal vulnerability to the habit and how it manifests
  - Leverage points for disrupting the habit
- **Tools** to disrupt the habit and replace it with intended responses
- **Effort** over time to break the habit

### Six Bias Constructs

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<th>Stereotypes and biases guide expectations:</th>
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People expect certain behaviors or characteristics in individuals based on stereotypes about the social category to which they belong.

Stereotypes Guide Expectations

Gender and Hiring in Science

Two identical resumes with different names

Gender and Hiring in Science

(Moss-Racusin et al., 2012)
### Reconstructing Criteria

Stereotypes lead us to see some people as a “good fit” for certain roles and others as less suitable

(Euhlmann & Cohen, 2005)

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(Euhlmann & Cohen, 2005)

### Prescriptive Norms

Stereotypes set up assumptions about how people *should* and *should not* behave

(Eagly & Koenig, 2008; Rudman & Fairchild, 2004)

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“*The fact that I wanted to be a scientist… was hands-down the path of most resistance. Teachers would say,*

‘*Don't you want to be an athlete?*’”

Neil DeGrasse Tyson
Stereotypes set up assumptions about how people *should* and *should not* behave.

Social penalties for violating these prescriptive norms.

**(Eagly & Koenig, 2008; Rudman & Fairchild, 2004)**

Expectations lead you to behave in a way that causes others to behave the way you expected them to act.

Teachers’ expectations in the classroom and students’ achievement:

- Teachers were told that some students, and not others, are “bloomers” who are highly likely to succeed.
- Unbeknownst to the teachers, the researchers randomly assigned students to be “bloomers” vs. “non-bloomers”.


Changes in teachers’ behavior: More smiling, encouragement, and comments on homework.


People do not process evidence objectively and rationally.

Stereotypes influence how we process and attend to evidence, in a way that perpetuates stereotypes and biases.
Attentional Spotlights

Stereotypes draw attention to information consistent with expectations and away from information inconsistent with expectations.

Grade Level Performance

2 3 4 5 6

SES Only

SES and Mixed Performance

Low SES Hannah

High SES Hannah

Attentional Spotlights

Confirmation Bias

People weigh evidence that confirms stereotypes more heavily than evidence that disconfirms stereotypes.

Confirmation bias makes it harder to change stereotypes.

Stereotype-confirming evidence leads people to stereotype more.

(Cox, Xie, & Devine, 2019)

Confirmation Bias

People weigh evidence that confirms stereotypes more heavily than evidence that disconfirms stereotypes.

Confirmation bias makes it harder to change stereotypes.

Stereotype-confirming evidence leads to increased stereotyping.

Stereotype-disconfirming evidence little or no reduced stereotyping.

(Cox, Xie, & Devine, 2020)
Untested Assumptions

Stereotypic assumptions often go untested, and even unnoticed.

Untested assumptions are treated as if they were confirmatory evidence in memory, leading people to rely more on stereotypes.

Ask: How do I know?
Discussion 2

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Sample Problem

Nationally 80% of the healthcare workforce are women.
But only 19% of hospitals are led by women.
Just 4% of hospitals have a woman CEO.

Given that women report being just as interested in leadership positions as men, describe how the bias constructs could lead to women’s underrepresentation in leadership positions.

More General Considerations

1. Discuss some possible ways these bias constructs may play out in your work or life contexts.
2. Discuss ways the constructs may play out with groups other than those used as examples (e.g., other racial groups, regional differences, LGBTQ, religions, political parties, etc.).

Bias Disrupting Toolkit

Detect Unintended Thoughts and Replace with Responses that Match Intentions

Ineffective Tools

One way or another, these tools involve denying you can be influenced by bias or involve pushing bias away.

But, use of these tools backfires, leading to more rather than less bias.
Ineffective Tools

Stereotype Suppression
Banishing stereotypes from one’s mind (e.g., “just try not to stereotype!”)

(Appel, 1994; Plaut et al., 2009; Uhlmann & Cohen, 2007; Wegner et al., 1987)

Ineffective Tools

Stereotype Suppression
Banishing stereotypes from one’s mind (e.g., “just try not to stereotype!”)

Attempting to Ignore Group Statuses
Attempting to ignore group status (gender, age, etc.) when interacting with members of other groups (e.g., I just don’t see race.”)

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Belief in Personal Objectivity
Attempting to be and believing that you can be objective when making decisions (e.g., I’ll just be objective!)

(Appel, 1994; Plaut et al., 2009; Uhlmann & Cohen, 2007; Wegner et al., 1987)

Effective Tools for Reducing Bias

Avoid Bias Next Exit
Effective Tools for Reducing Bias

**Tools to Prevent Bias**

Tool 1. Remove Identifying Information
Tool 2. Commit to Criteria
Tool 3. Broaden Your Exposure
Tool 4. Modify Your Environment
Tool 5: Think Ahead

**Tools to Use in the Moment**

Tool 1: Remove Group Identifying Information

If you have no cues to group membership, they cannot affect judgments

**Tool 2: Committing to Criteria**

Don’t Trust your Gut

Decide what criteria are important before any applicant is seen

(Uhlmann & Cohen, 2005)

**Tool 3: Broaden Your Exposure**

**Direct:** Seek opportunities for greater interaction with members of other groups

_Genuine_ interactions

**Indirect:** Seek opportunities for greater exposure to movies, books, blogs, podcasts, and other media created by members of other groups

(Allport, 1954; Pettigrew & Tropp, 2006; Shelton & Richeson, 2005)
**Tool 4: Modify Your Environment**

Building new associations to compete with habitual stereotypes

Evaluate the messages in the environment about who belongs and/or succeeds

Increase representation of underrepresented groups: pictures, websites, speakers, course syllabi (e.g., assigned readings/authors, podcasts, films)

Affects both members of underrepresented groups (i.e., feeling more welcomed and included) and your own mind (i.e., reducing the strength of stereotypes)

(Cheryan, Plaut, Davies, & Steele, 2009)

**Tool 5: Think Ahead**

To prevent impact of unintentional, spontaneous biases

Bias is most likely when we act spontaneously, are under time pressure, are stressed or otherwise caught off guard

If we *think ahead* about how we’re going to make a decision or handle a situation, we will be less vulnerable to showing bias
Effective Tools for Reducing Bias

**Tools to Prevent Bias**
1. Remove Group Identifying information
2. Commit to Criteria
3. Broaden Your Exposure
4. Modify Your Environment
5. Think Ahead

**Tools to Use in the Moment**
6. Stereotype Replacement
7. Consider Situational Explanations
8. Take Perspectives
9. Seek Out Individuating Information
10. Speak Up

**Tool 6: Stereotype Replacement**
Rehearse Different Associations

**Detect** the influence of stereotypes and biases yourself the media or interactions with others

**Reflect** on the source of the stereotype and its effects on people

**Reject** the stereotypical portrayal or thought to rehearse a different reaction

AND

**Replace** stereotypes with a response more in line with your intentions

(Devine, 1989; Devine & Monteith, 1993)

**Tool 7: Consider Situational Explanations**

By default, we tend to explain other people’s behavior using personal characteristics

Think about how the situation may have influenced a behavior more than a personal characteristic

Actively consider things outside of the person as possible explanations for behavior

(Kawakami et al., 2000)

**Tool 8: Perspective-Taking**

Imagine what it would feel like to be in another person’s situation

Three things tend to happen:

People say “that’s not fair”
And, “I would not want that to happen to me”
Develop empathy and put more effort into reducing bias so they don’t contribute to these kinds of experiences

(Galinsky & Moskowitz, 2000)
Tool 9: Seek Individuating Information

Stereotypes “fill in the gaps” in social perception

(Brewer, 1988; Fisk and Neuberg, 1989)

Stereotypes “fill in the gaps” in social perception

Prevent stereotypes from filling in gaps by focusing on the details that make someone a unique individual

The more you learn about people, the less likely you are to judge people based on stereotypic assumptions

(Brewer, 1988; Fisk and Neuberg, 1989)

Tool 10: Speak Up When Bias Occurs

Reaffirms Your Commitment to Combatting Bias

Most effective when
Focus is on specific, concrete behaviors rather than general accusations
The tone is focused on working together rather than finger pointing
Solutions or explanations are provided

Source: Role of Power and Identity matter
Authority figures and allies can be effective in addressing bias

Thinking ahead can help you be prepared

Hold yourself accountable and speak up about your bias slip-ups

(Czopp & Monteith, 2003; Parker et al., 2018)

Effective Tools for Reducing Bias

Tools to Prevent Bias
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Sample Problem: Think back to the problem of women being underrepresented in leadership positions. How could the tools be used to address this problem?

Tools to Prevent Bias
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- Tool 6: Stereotype Replacement
- Tool 7: Consider Situational Explanations
- Tool 8: Take Perspectives
- Tool 9: Seek out Individuating Information
- Tool 10: Speak Up

More General Considerations: Can you think of an example of a time that one or more of these tools might have been useful? Discuss some possible ways to apply these tools in your work or life contexts.

Work: Recruitment of new employees, interviews, training of employees, balance of work assignments, performance reviews, classroom settings, grading papers etc.

Everyday Life: Childrearing, allocation of house duties, evaluation of prospective dates, inferences made of people on the street, media consumption, etc.

Evidence Supporting The Bias Habit-Breaking Model

Bias Habit-Breaking Intervention

Randomized Controlled Experiments, with people or groups being assigned to receive the intervention or serve as controls

Measured outcomes that should change if people pursue the goal of reducing bias and creating inclusion

Assessed outcomes over time
Individual Outcomes

(Devine, Forscher, Austin, & Cox, 2012)

Reactions to Bias-Perpetuating Rhetoric

(Devine, Forscher, Austin, & Cox, 2012)

Gender & UW-Madison STEM Departments

(Forscher, Mitamura, Dix, Cox, & Devine, 2017)

(Carnes et al., 2015)
Cluster Randomized, Controlled Trial

92 STEM Departments at UW-Madison were put into 46 matched pairs. One department from each pair was randomly assigned to receive intervention or become control. Control Departments received no workshop. Intervention Departments received the 3-hour "Breaking The Bias Habit" workshop. 2,290 faculty in 92 departments (Carnes et al., 2015)

Individual & Institutional Outcomes

3 days and 3 months later, compared to controls, faculty in intervention departments showed increases in self-reported:
- **awareness** of gender bias
- **self-efficacy** to promote gender equity
- **action** to promote gender equity

In unrelated departmental climate survey, compared to controls, intervention departments reported increased positive climate:
- fit in their departments
- feeling their scholarship was valued by colleagues
- comfort raising family obligations (Carnes et al., 2015)

Institutional Outcomes

Unintentional bias is a habit that (with effort) can be broken
- It is a process
- Can expect that you may slip up
- Stay committed
- Strategies can become automatic

People can become powerful agents of change within themselves and in the social contexts and organizations in which live and work

Individual change can be an important step to institutional change (Devine, Forscher, Cox, Kaatz, Sheridan, & Carnes, 2017)
Thank You For Attending!

Patricia G. Devine, PhD
pgdevine@wisc.edu
https://devinelab.psych.wisc.edu/

@DevineLab
/DevineLab

www.biashabit.com