

Examining Bias and Privilege

A Personal Journey That Impacts How We Work

Tammie Knights

November 29, 2018



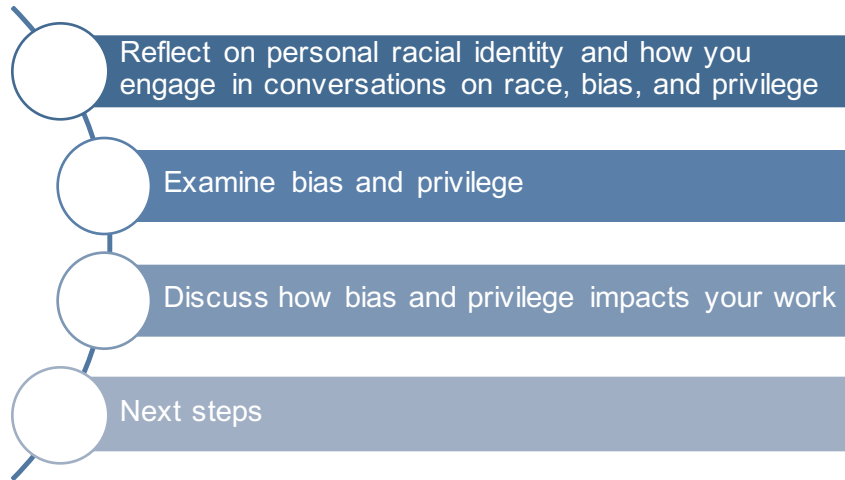
SOUTHEAST
Comprehensive Center
at American Institutes for Research

Welcome and Agenda



SOUTHEAST
Comprehensive Center
at American Institutes for Research

Meeting Objectives

- 
- Reflect on personal racial identity and how you engage in conversations on race, bias, and privilege
 - Examine bias and privilege
 - Discuss how bias and privilege impacts your work
 - Next steps

Agenda

- Self-Reflection
- Terminology
- Examining Bias and Privilege
- Next Steps

Establishing Group Norms

- Be present.
- Express your “self.”
- Allow yourself to feel and express emotion.
- Offer critique, but withhold criticism.
- Expect and accept nonclosure.

Reflection Activity

In your experience, what are some things that people do when they feel uncomfortable with (and do not want to engage in) the topic of race, bias, and privilege?

RACE

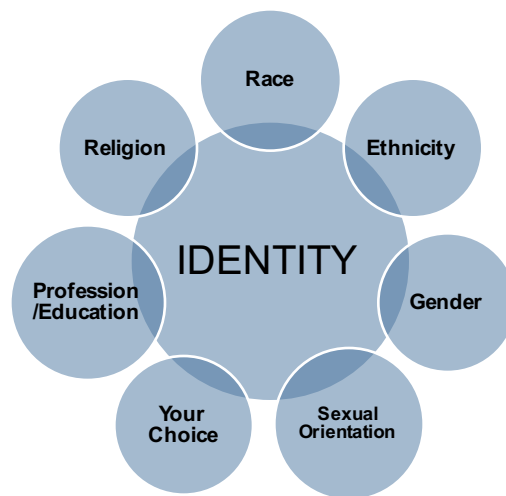
Reflect: In your own experiences with conversations on race, bias, and privilege, how do these engagement patterns show up?

Introductions: Who Are You?

- When and how did you become aware of your racial identity(ies)?
- Describe a moment when your racial identity(ies) were important to, or took on particular meaning for, you.
- Describe a moment when your racial identity(ies) were important to, or took on particular meaning for, others.

(Be prepared to share.)

Who Am I?



Defining Our Terms

Definitions

Race

Race is a social and political construct created to categorize individuals based on physical characteristics (including but not limited to skin color, hair texture, eye color, and bone structure).

Racism

Racism is “a system of advantage based on race,” in which the White race has power, privilege, and access over non-White races.

Definitions

Institutional Racism

Institutional racism refers to the ways in which policies, practices, and procedures place non-White individuals at a disadvantage.

Individual/Interpersonal Racism

Individual/Interpersonal racism comprises the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can occur at both an unconscious and a conscious level, and it can be active or passive.

Cultural Racism

Cultural racism refers to representation, messages, and stories that convey the idea of assumed racial superiority of White people and assumed racial inferiority of non-White people.

Internalized Racism

Internalized racism is the personal conscious or subconscious acceptance of the dominant society's racist views and stereotypes, and the biases of one's ethnic group.

Definitions

Implicit Bias

- System 1 processing: fast, automatic, unconscious
- Does not necessarily align with beliefs or intentions (may conflict)
- Researchers have documented the impact of implicit bias on decision making in numerous fields (e.g., healthcare, human resources, criminal justice, law)

Explicit Bias

- System 2 processing: slow, deliberate, conscious
- Intended to align with beliefs or intentions

Definitions

Micro-aggressions

Micro-aggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults—whether intentional or unintentional—that communicate hostile, derogatory, or negative messages to target persons based solely on their marginalized group membership.

Cultural Competency

A developmental process and continuum that evolves over time for both individuals and organizations that includes having the capacity to value differences (diversity), conduct self-assessment, manage the dynamics of differences (diversity), acquire and apply cultural knowledge, and adapt to the cultural contexts of the communities in which one lives and works.

Why Talk About Race?

Why Focus on Race?

Race matters.

Race is undertheorized.

Race is often ignored or discounted.

Race is often conflated with poverty.

The focus on race does not have to be exclusionary (consider intersectionality).

Race can be difficult to discuss.

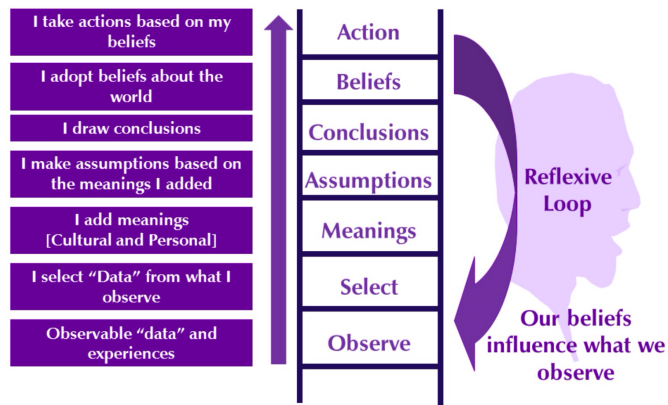
Everyone is “race-d.”



Examining Bias and Privilege: Bias

The Ladder of Inference

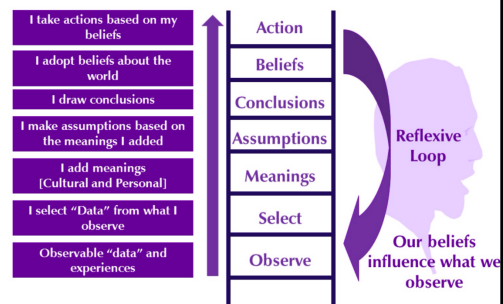
The Ladder of Inference



The Ladder of Inference: Example

- Principal Paula will never treat the teachers with respect.
- Principal Paula thinks she is better than the teachers.
- Principal Paula is unfriendly and does not like me.
- Principal Paula does not say "Hello" to me in the hallway.

The Ladder of Inference



Micro-Aggressions: Implicit Bias in Action

<https://www.youtube.com/watch?v=mgvjnrxr6OCE&feature=youtu.be&t=12s>

Examples in Your Work

- Brainstorm at your table a potential inference cycle that could happen in your context.
- Share your potential inference cycle.

Counteracting Implicit Bias

How does one counteract a bias that one does not consciously process?

- Identify implicit biases and micro-aggressions
 - Harvard's Implicit Association Test (IAT) is free and available online at <https://implicit.harvard.edu/implicit/selectatest.html>
 - Be aware of vulnerable decision points: data collection, analysis, interpretation
- Reprogram mental associations (mental models)
 - Intergroup contact (ideal: equal status, cooperative setting, common goals)
 - Exposure to exemplars that challenge your bias (people or images that defy stereotypes)

Source: Staats, C. (2015)

Examining Bias and Privilege: Privilege

Privilege

- A special right, advantage, or immunity granted or available to a person or particular groups of people
- Unearned
- Contrast with a *right*: an inherent entitlement held by all citizens or all human beings from the moment of birth

Privilege: The Power of “Normal”

Back to search results for "Flutterby fairy"



Flying Fairy Doll Girl 6 Years Old, Infrared Sensor Control Remote Control Helicopter Child Toy Teen Toy Ballet Girl Flying Princess Doll (Flying Fairy)

By [Lalaloopsy](#)
★ ★ ★ ☆ ☆ 3 customer reviews

Price: **\$15.99** v/prime

coupon Save an extra 5% when you apply this coupon. [Details](#)

- **AMAZING** Magically Control Doll: Auto-sensing, during down flight, when it sense the object, it will automatically up flying. Dressed in beautiful dress and glittery wings, you can enjoy the wonderful magic shows, more attractive to children.
- **How to Use:** There are induction launcher and induction receiver at the bottom of the fairy doll. Hand hold the flying fairy legs, when you turn on the switch, the Fairy rotation then left the hand! The flying fairies began as low-speed rotation, it will light on brilliantly, the flying fairy doll can sense the objects around it and move intelligently.
- **Flying time:** Flight time 6-8 minutes, USB Charging time 25 minutes. Auto-sensing, during down flight, when it sense the object, it will automatically up flying.
- **Environment:** environmentally friendly non-toxic materials. The wing and the body are strong and tested over and over again when the doll is in the air, you can



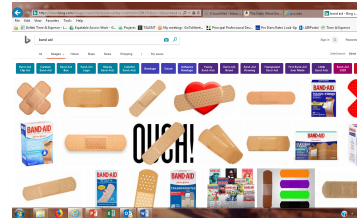
Flutterby Fairy Flying Fairy Doll Dawn African American

by Flutterby Fairy

\$18.99 v/prime

FREE Delivery by Fri, Oct 19

Only 2 left in stock - order soon.



Privilege: Power of the Benefit of the Doubt

- Law Enforcement
- Housing
- Criminal Justice System
- Health Care

Addressing Bias and Privilege in Your Service

- Where are there opportunities to address bias?
- Where are there opportunities to address privilege?
- What systems are in place that support bias and privilege?
- How can you be critically conscious or “racially conscious”?

What You Can Do



- Check your bias.
<https://implicit.harvard.edu/implicit/>
- Read
 - *Race Talks* by Derald Wing Sue
 - “Performative Allyship” by Heven Haile
 - *White Fragility: Why It’s So Hard for White People to Talk About Racism* by Robin DiAngelo and Michael Eric Dyson
- Be a part of the solution.

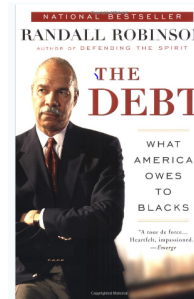
Closure

<https://www.bing.com/videos/search?q=overcoming+bias+and+privilege&&view=detail&mid=1F1F5D857941AE59CFB91F1F5D857941AE59CFB9&&FORM=VDRVRV>

<https://www.bing.com/videos/search?q=overcoming+bias+and+privilege&&view=detail&mid=59FD997BE1596F91BC0159FD997BE1596F91BC01&&FORM=VRDGAR>

Bias in Action Homework

1. Read pp. 63–74.
2. Reflect:
 - What surprised you in this excerpt?
 - How does this story relate to your work?



Feedback

- One thing learned...
- My favorite part was...
- I would suggest...
- I have questions or want to know more about...

References and Bibliography

- Adams, M. Bell, L. A., & Griffin, P. (1997). *Teaching for diversity and social justice: A sourcebook*. New York NY: Routledge.
- Allen M. A. (2017). *Early childhood suspensions and disproportionality: An issue that impacts everyone*. On file with author.
- Boser, U. (2014). *Teacher diversity revisited: A new state-by-state analysis*. Washington, DC: Center for American Progress. Retrieved from <https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf>
- Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. Retrieved from <https://philpapers.org/archive/CREDTI.pdf>
- Crenshaw, K. W., Ocen, P., & Nanda, J. (2015). *Black girls matter: Pushed out, overpoliced and underprotected*. African American Policy Forum, Center for Intersectionality and Social Policy Studies. Retrieved from <https://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/54d2d37ce4b024b41443b0ba/1423102844010/BlackGirlsMatterReport.pdf>
- Dewey, J. (1900). *The school and society*. Chicago, IL: University of Chicago.

References (Cont'd)

- Eberhardt, J. L., Goff, P. A., Purdie, V. J. & Davies, P. J. (2017). Seeing Black: Race, crime, and visual processing. *Journal of Personality and Social Psychology*, 87, 876–893.
- Epstein, R., Black, J. J., & Gonzalez, T. (2017). *Girlhood interrupted: The erasure of Black girls' childhood*. Washington, DC: The Center on Poverty and Inequality. Retrieved from <http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/girlhood-interrupted.pdf>
- Fergus, E. (2017). *Solving disproportionality and achieving equity: A leader's guide to using data to change hearts and minds*. Thousand Oaks, CA: Corwin.
- Froehle, C. (2016, April 14). *The evolution of an accidental meme: How one little graphic became shared and adapted by millions*. Retrieved from <https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4>
- Harvard University. (2017). Project Implicit. Cambridge, MA: Author. Retrieved from <https://implicit.harvard.edu/implicit/selectatest.html>
- Interaction Institute for Social Change. (2016). *Illustrating equality vs. equity*. Boston, MA: Interaction Institute for Social Change. Retrieved from <http://interactioninstitute.org/illustrating-equality-vs-equity/>

References (Cont'd)

- Kirwin Institute for the Study of Race and Ethnicity. (2016). *State of the science: Implicit bias review*. Retrieved from <http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf>
- La Salle, T., Meyers, J., Varjas, K., & Roach, A. (2015). A cultural-ecological model of school climate. *International Journal of School & Educational Psychology*, 3(3), 157–166. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/21683603.2015.1047550>
- Lorde, A. (2007). Learning from the 60s. In A. Lourde (Ed.), *Sister Outsider: Essays & Speeches by Audre Lorde*. Berkeley, CA: Crossing Press.
- Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26, 617–624.
- Reeves, A. N. (2014). *Written in Black & White: Exploring confirmation bias in racialized perceptions of writing skills*. Chicago, IL: Nextions.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday/Currency.
- Skiba, R. J., Michael, R. S., Nardo, A. C., & Paterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in School Punishment, *Urban Review*, 34, 317–342.

References (Cont'd)

- Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin.
- Staats, C. (2015). *Understanding implicit bias: What educators should know*. Washington, DC: American Federation of Teachers, AFL-CIO. Retrieved from <https://www.aft.org/ae/winter2015-2016/staats>
- Stanford Center for Education Policy Analysis. (2016). Racial and ethnic achievement gaps. Stanford, CA: Center for Education Policy Analysis, Stanford University. Retrieved from <http://cepa.stanford.edu/educational-opportunity-monitoring-project/achievement-gaps/race/#first>
- Todd, A. R., Theim, K. C., & Neel, R. (2016). Does seeing faces of young black boys facilitate the identification of threatening stimuli? *Psychological Science*, 27(3), 384–393.
- van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R. W. (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal*, 47, 497–527.