



Implicit Bias



GRAND VALLEY
STATE UNIVERSITY
INCLUSION AND EQUITY
INSTITUTE

About Me



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Jessica is the Director of the Center for Women and Gender Equity and a consultant for the Inclusion and Equity Institute at GVSU. She has over 15 years of DEI higher education experience.

She has a bachelor's degree in English from Bowling Green State University, a master's degree in Women's and Gender Studies from Eastern Michigan University, and a doctorate in Educational Leadership and Policy Analysis from the University of Missouri.

Pre-Test



https://gvsu.co1.qualtrics.com/jfe/form/SV_559K7mJ9EROWZRI

Shared Agreements

- Speak from your own experience
- Listen to understand
- Focus on learning
- Share airtime
- Respect confidentiality
- Acknowledge the experiences of others
- Listen without interrupting
- Create a brave space
- **Other things to add**

“Each Community has its own spirit and that has to be honored and respected”

-Nilak Butler, human rights

The background of the slide is an abstract, textured composition of various shades of blue and purple. The colors are layered and blended, creating a sense of depth and movement. Small white specks are scattered throughout the darker areas, resembling stars or dust. The overall effect is a vibrant, artistic backdrop for the text.

SAFE Space vs. *BRAVE* Space

Break Away, 2017

Safe Spaces:

Doesn't incite judgment based on identity or experience

Folks can exist and be affirmed without fear of repercussion and without the pressure to educate.

Learning may occur in these spaces, the ultimate goal is to provide support

Brave Spaces:

Encourages dialogue.

Recognizes difference and holds each person accountable to do the work of sharing experiences and coming to new understandings.

Can feel hard and *uncomfortable*- requires growth and stretching

SAFE Space vs. BRAVE Space

Brian Arao &
Kristi Clemens, 2013

For those who hold marginalized identities:

Recognition that sitting during these discussions about inequity may mean feeling vulnerable, exposed, frustrated, angry. There is no choice to only be safe.

Recognition of the added weight that people may feel as we illuminate the work we have yet to do.

For those with privilege:

Learning to give up a former condition for a new way of doing things.

Stepping out and engaging in a conversation even when there is fear of getting it wrong.

Accepting feedback about being told about an insensitivity, an uninformed perspective, or a micro-aggression.

Elevating the voices of those who live in a place of underrepresentation/marginalization is critical - their “knowing” is paramount.

Learning Objectives

- Define implicit/unconscious bias, and related terms, as concepts that have personal, professional and organizational relevance.
- Develop an understanding of the origin and function of implicit bias as well as how it shows up in one's professional and personal life.
- Practise some ways do your work with implicit bias in mind through a collaborative case study.
- Begin to think about how to identify and combat implicit bias long-term in one's professional work.

Acknowledgements

- We all hold **implicit or unconscious bias**, which, at its most basic is a hidden preference or predisposition for something.
- Racism, sexism, classism, heterosexism and other forms of bigotry (religion, age, ability, language, etc) **are forms of implicit bias as well as conscious bias** also exist and are likely to surface from time to time.
- Awareness of bias alone is **not enough to change** one's bias, internal motivation is necessary for change.
- People who are oppressed **will not be blamed** for their oppression. One of the functions of power and oppression is that we have **all been taught misinformation** about one another, both those with privilege and those who are marginalized.
- We will trust that people **are doing the best they can**, to learn and in ways that are more humane to one another.

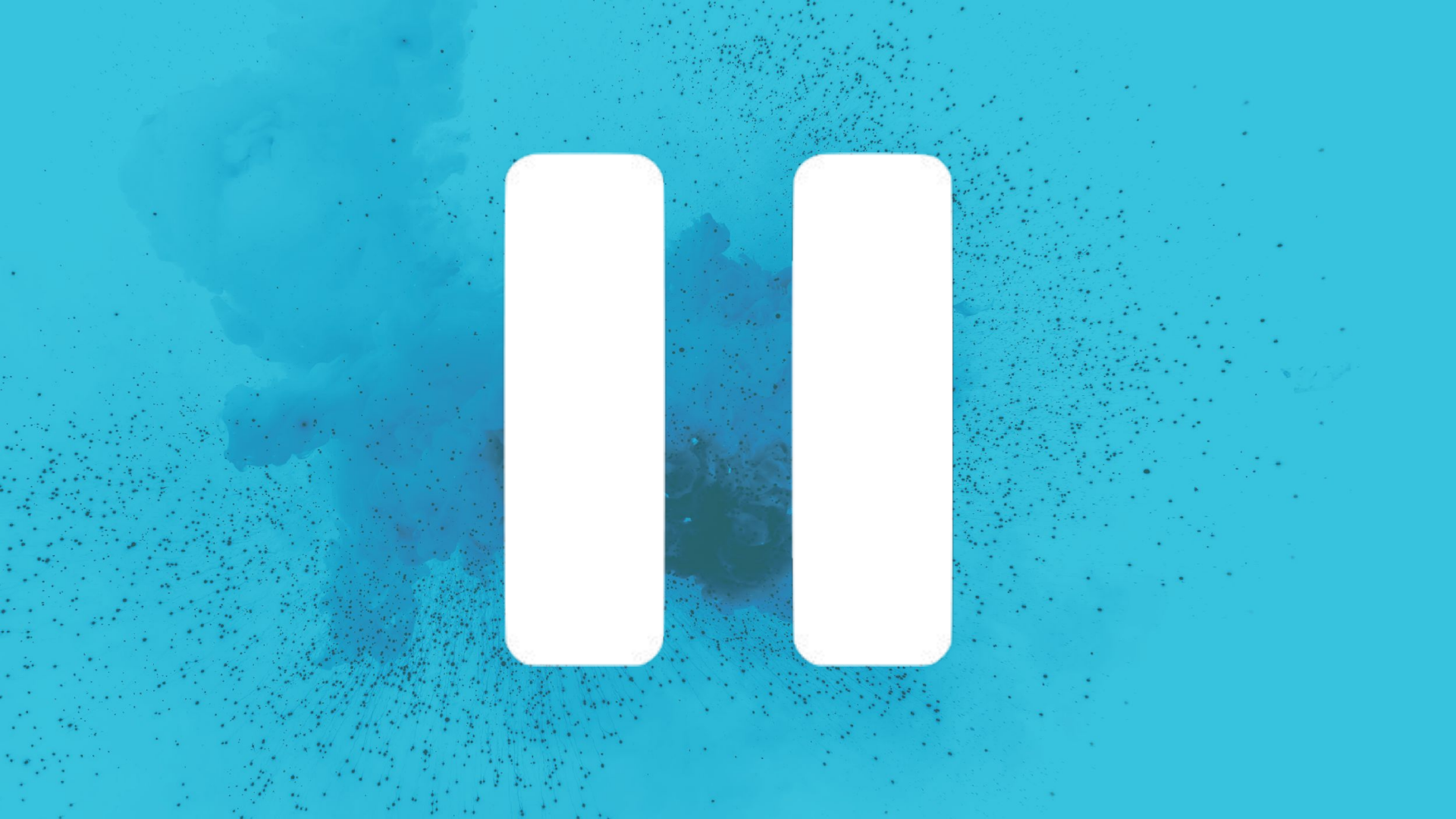


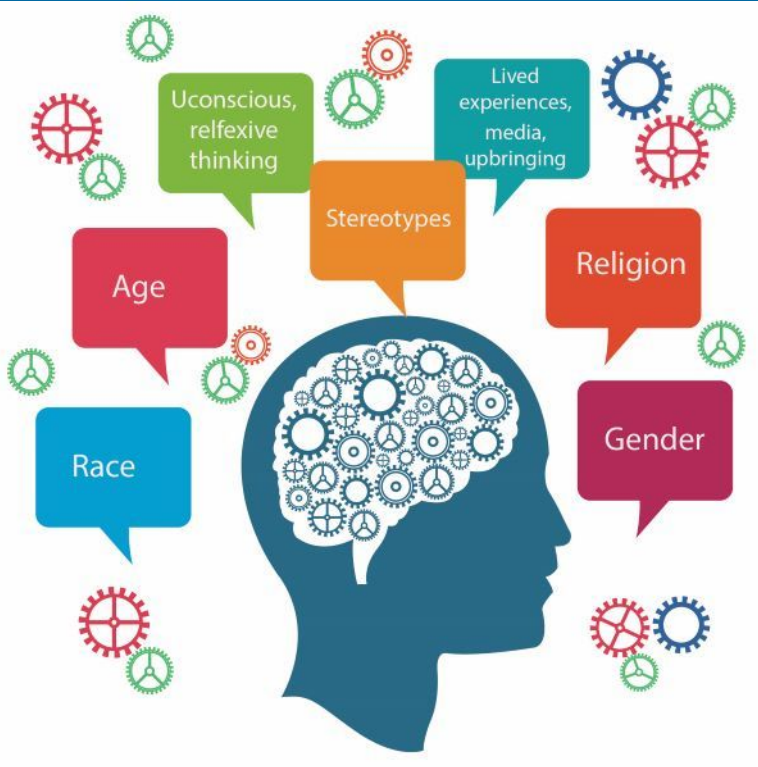
A Journey, not a Destination



Mission

1. Promote and advance the interest of counseling, guidance, and personnel services in the Chapter service area.
2. Provide an organization through which those engaged in counseling, guidance, and personnel services **can exchange ideas, seek solutions to common problems, and to stimulate their professional growth.**
3. Maintain and improve professional standards in the field of counseling, guidance, and personnel services ([ACA Code of Ethics](#)).
4. Conduct activities designed to **promote the professional growth of those who provide counseling, guidance, and personnel services.**
5. Disseminate information and to focus public attention on and promote legislation affecting counseling, guidance and personnel workers.
6. Promote and encourage research in counseling, guidance, and personnel work.





“Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term “implicit bias” to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.”

Perception Institute (2020)



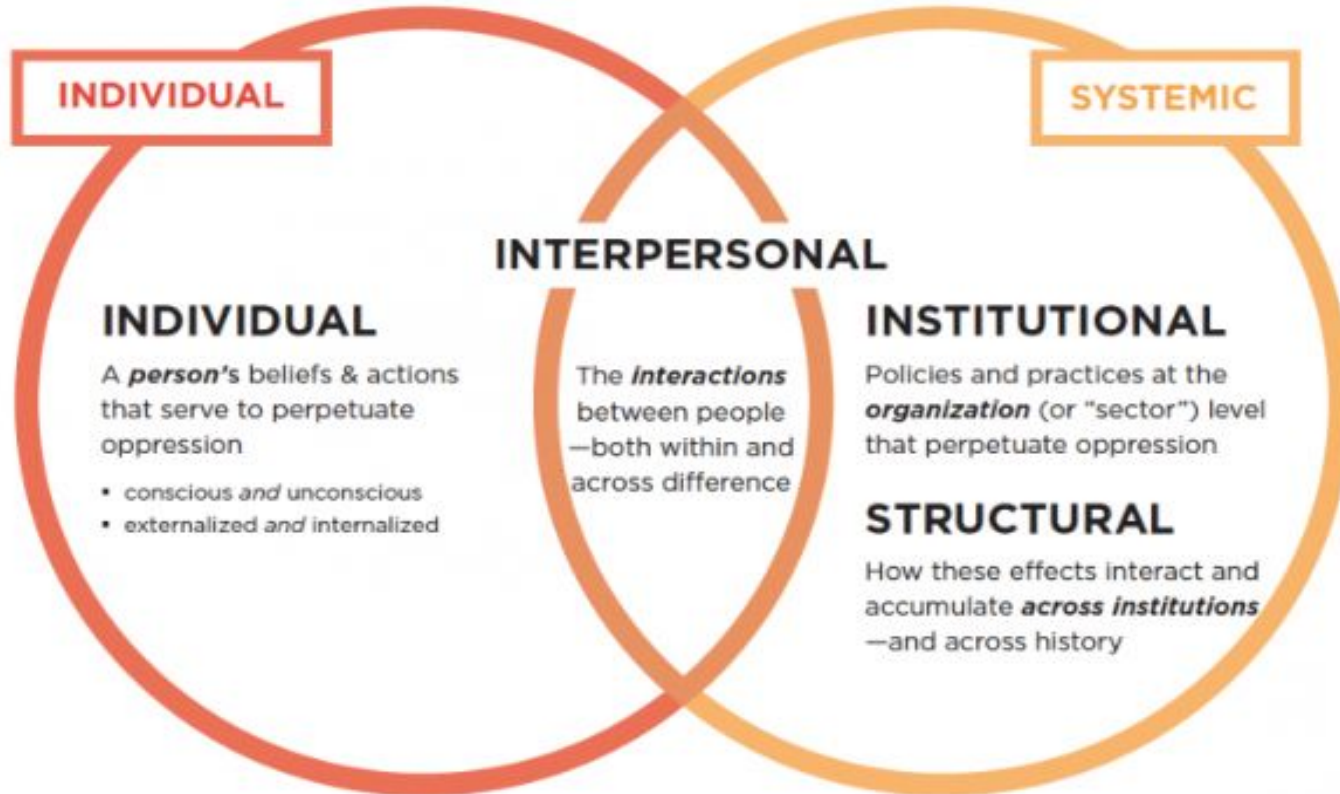
Implicit Bias

- Not rooted in malice or conscious prejudice, but in expectations
- Based on stereotypes, associations, and generalizations that are a product of cultural myths, news stories, and selective interpretations of personal encounters
- Absorbed, not chosen

Implicit Bias as an Excuse

- Many equity-minded folks have difficulty believing that they harbor implicit bias
- Impulse to maintain group solidarity or sustain hierarchy.
- Inability of people to identify with someone who they perceive as different.
- Our awareness of implicit bias cannot be an excuse to ignore explicit bias, or an attempt to re-categorize one for the other.
- Unconscious bias cannot be used to excuse systemic inequalities.

Lens of Systemic Oppression – National Equity Project





Privilege and Oppression

"Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do. Access to privilege doesn't determine outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them."

Peggy McIntosh, activist and author: *White Privilege: Unpacking the Invisible Knapsack*.

Privilege and Response

Folks with **any type of privilege** (even those who are “equity minded”) tend to have a fight/flight response to the word *privilege*.

- Guilt
- Threat/fear
- High salience of their own struggle-jump to feeling struggles are being invalidated
- Overgeneralization and difficulties holding complexity = any acknowledgement of privilege is interpreted as “all the good in your life is unearned and undeserved”
- This can be a conscious- or unconscious feeling

Microaggressions

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional which communicate hostile, derogatory, or negative messages to targeted persons based solely upon their marginalized group membership.

-Derald Wing Sue





Microaggressions in a Counseling Setting

- Aliens in One's Own Land
- Ascription of Intelligence
- Color Blindness
- Criminality/Assumption of Criminal Status
- Use of Sexist/Heterosexist Language



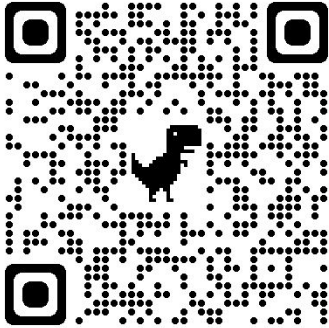
Microaggressions in a Counseling Setting

- Denial of Individual Racism/Sexism/Heterosexism
- Myth of Meritocracy
- Pathologizing Cultural Values
- Traditional Gender Role Prejudicing

Case Studies

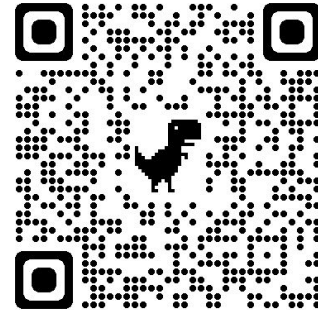
Student Transgressions

Middle school student
presenting with gender
complexities



Counseling Across Culture

High school student who is
first-generation Vietnamese
with college and parent
complexities



- Base level awareness
- Social media for social change
- Replace automaticity with self-examination and conscious deliberation.
- Mindfulness
- Priming with intention





- Remove identifiers when not necessary- and add when helpful
- Don't use, or ignore oppression language or behaviors
- Call in and call out as needed
- Cannot rely exclusively on mindset- must change policy and procedures

Equality



Equity



Post-test and Evaluation



https://gvsu.co1.qualtrics.com/jfe/form/SV_bpctwKAUIkYii7Y



THANK YOU!



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