# 60TH ANNIVERSARY
## BROWN V BOARD

## Thinking Your Way to Success

SOUTH CAROLINA SCHOOL BOARDS ASSOCIATION

PROFESSOR SARAH E. REDFIELD

AUGUST 23, 2014

PART II

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## TODAY's TOPICS

DEBIASING IN MORE DETAIL

**WHY this topic: Manifestation**
**Thinking about Thinking**
**Aspects of Implicit Bias**
- Implicit Bias & brain shortcuts
- In- and Out- Groups

### DEBIASING
- Schemas revisited, including stereotype threat
- DEBIASING TECHNIQUES
  - Context of student achievement Context of employment

INTRO

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# We all are part of cultural groups.



## What are your cultural groups?

"… groups of people who consciously or unconsciously share identifiable values, norms, symbols, and some ways of living that are repeated and transmitted from one generation to another."

Intro                                    (C) PROFESSOR SARAH REDFIELD                                    88



# INTRODUCTORY EXCERCISE
Cultural Groups

Intro                                    (C) PROFESSOR SARAH REDFIELD                                    89

# 5 Circles: considering cultural groups
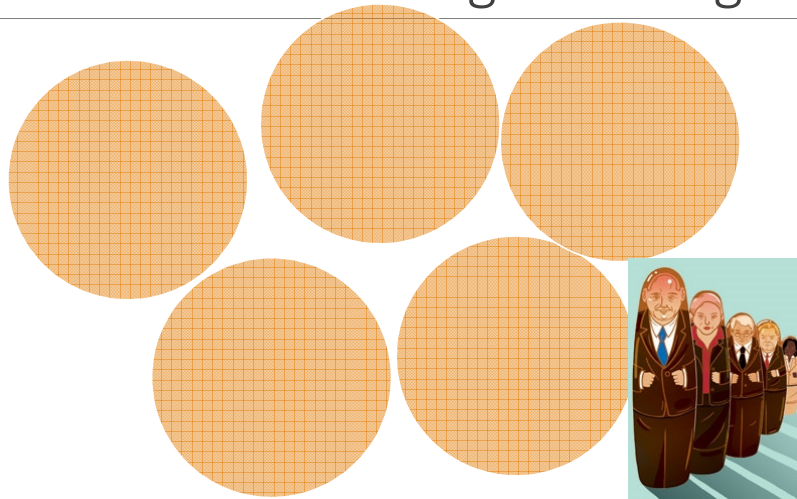
Our automatic group identification is significant; it is easy to see how it can impact a wide range of our behaviors and decisions; think about evaluation, admissions, class participation, engagement, hiring, retention, and promotion, as well as more general decision making—certainly plays out in legal system as discussed later in the training.

"No problem can be solved by the same kind of thinking that created it."

ALBERT EINSTEIN

Conclude          (C) PROFESSOR SARAH REDFIELD



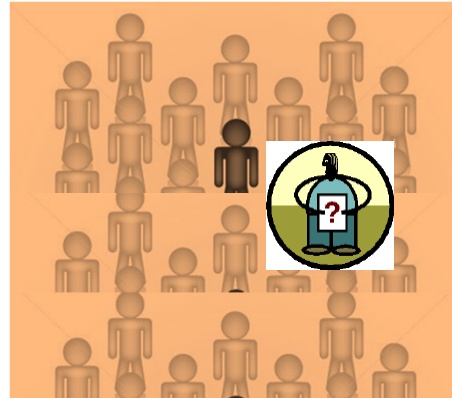This session: Problem solving in context of knowledge on implicit biases

EXAMPLES FROM EMPLOYMENT AND STUDENT STEREOTYPE

Conclude          (C) PROFESSOR SARAH REDFIELD

## Schemas, the fallback position.

The more uncertain we are the less mindful and the more we fall back on schemas.

schema, also groups

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- Context of employment
- TECHNIQUES TO TAKE HOME

INTRO

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## Schemas for people turn outward.

Expectations, if *Alan thinks **we think*** he is good, Alan is good, and vice versa.

No one rises to low expectations.



And those expectations can be damning.

schema

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Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group.



Stereotype threat

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## Schemas for people also turn inward.

Stereotype & other social identity threats--

- I'll be discriminated against.
- I'll be the only one there.
- I'm afraid they're right (e.g., women are bad at math)
- They don't put women on the team.
- I WON'T succeed.
- wouldn't be as good as Mitch.



Schema stereotype

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## Individuals do not need to believe in a negative stereotype to be threatened.



If you know that other people believe it…

Then the threat is triggered.

Stereotype threat

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## Stereotype threat has many consequences.

- increases negative thoughts
- increases physiological arousal
- reduces working memory capacity
- reduces performance expectations
- causes engagement in self-handicapping strategies, e.g., reduced practice time
- causes disengagement and decreased value for the relevant domain
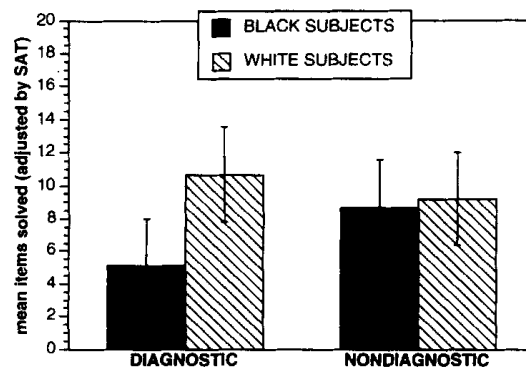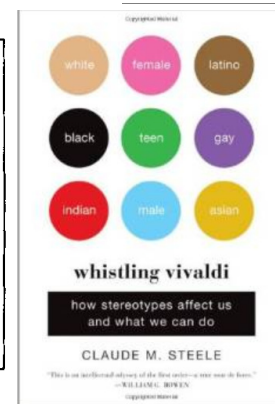
## Research demonstrates stereotype threat's impact.



*Figure 2.* Mean test performance Study 2.

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# TEN + TIPS for Debiasing: BE MINDFUL

There is good news, be motivated.

Debiasing (1), remember it's all about you.

Debiasing (2), become aware.

Debiasing (3), individuate.

Debiasing (4), notice your environment.

Debiasing (5), add different context and relationships to your environment.

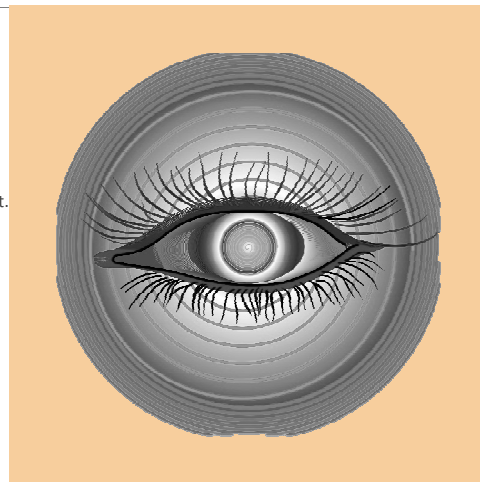Debiasing (6), be open to different perspectives.

Debiasing (7), approach and accept.

Debiasing (8), Modify your approach to fit the decision.

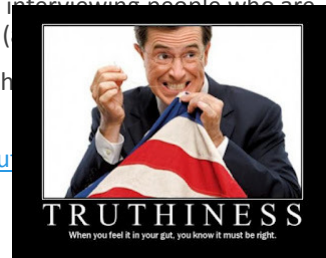Debiasing (9) Modify your approach to fit the situation.

Debiasing (10), Modify organizational approaches.

Debiasing (+), Be an active player or bystander.

# Truthiness

- Studies actually show that we take a <u>shorter</u> amount of time interviewing people who are members of groups toward which we have unconscious bias (                              NJC]

- Letters for women will be shorter, with more references to th                   values. [Trix]

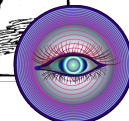- http://thecolbertreport.cc.com/videos/63ite2/the-word---trut



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## STARE NOT BLINK

Simple problems

Complicated problems

**Complex problems

**Critical discretionary decision points

# Debiasing, be aware/engage in training
## https://implicit.harvard.edu/implicit/

# Debiasing, notice your environment.

## Experience different views & relationships.

- Let yourself be exposed to different views.
- Engage in meaningful teamwork.

## Make contact with positive, diverse colleagues and exemplars.

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## Modify your approach to fit the situation.

- Use checklists
- Consider explicit pre-determined criteria
- Write instead of responding off-the-cuff
- Insist on appropriate accountability.

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# Modify organizational practices.

Consider procedural or organizational changes to determine what really does require a STARE. And again, insist on appropriate accountability.

Which debiased approach might help for student achievement?

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# Who gets hired?

Two candidates are applying for a position teaching legal writing in Maine. Who is ahead, the candidate
- with the longest/best letters of recommendation?
- with children?
- who looks most like the Dean/majority of the faculty
- from VT as compared to TX?
- whom the Dean picked up at the airport or the one that the Dean's secretary picked up?
- Who had lunch with the search committee?
- who has published?
- who went to a top 10 law school?
- Karen or Brian?
- Brian or Jamal?

organizational                                   (C) PROFESSOR SARAH REDFIELD                                   114



**Which debiased approach might help for best hire?**

Organ                                   115

## Common cognitive errors reflect our implicit biases, micromessaging, group preferences.

1. Positive stereotype
2. Negative stereotype
3. Raising the bar
4. Elitism
5. First impressions
6. The longing to clone
7. Good or bad fit
8. Provincialism

9. Extraneous assumptions
10. Wishful thinking
11. Self-fulfilling prophecy
12. Seizing a Pretext
13. Character over Context
14. Premature Ranking / Digging In
15. Group Momentum

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## How should we evaluate candidates?

1. Have a diverse search committee
2. Set criteria before looking at applications
3. Evaluate all applications based on the same criteria
4. All candidates that meet the criteria become part of the "long short list"
5. All long short list candidates get phone interviews
6. Use checklists each step, don't change criteria, up the bar
7. Watch for consistent use of evidence & document knowledge of candidates
8. Avoid use of global judgments (example women/parent, "I know")

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# Checklists.

Karen

Brian

Jamal

Rick

Mother

Which of the following did you do?
❑ Read the candidate's resume
❑ Read the candidate's letters of recommendation
❑ Attended the candidate's presentation
❑ Interviewed the candidate
❑ Attended lunch or dinner with the candidate
❑ Other: Explain:

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# Candidate Evaluation Tool

Please indicate which of the following are true for you (check all that apply):

- □ Read candidate's CV
- □ Read candidate's scholarship
- □ Read candidate's letters of recommendation
- □ Attended candidate's job talk

- □ Met with candidate
- □ Attended lunch or dinner with candidate
- □ Other (please explain):

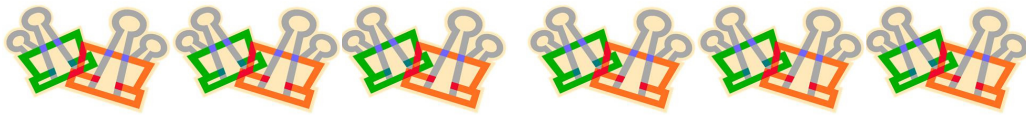| Please rate the candidate on each of the following: | excellent | good | neutral | fair | poor | unable to judge |
|---|---|---|---|---|---|---|
| Potential for (Evidence of) scholarly impact | | | | | | |
| Potential for (Evidence of) research productivity | | | | | | |
| Potential for (Evidence of) research funding | | | | | | |
| Potential for (Evidence of) collaboration | | | | | | |
| Fit with department's priorities | | | | | | |
| Ability to make positive contribution to department's climate | | | | | | |
| Potential (Demonstrated ability) to attract and supervise graduate students | | | | | | |
| Potential (Demonstrated ability) to teach and supervise undergraduates | | | | | | |
| Potential (Demonstrated ability) to be a conscientious university community member | | | | | | |

MICHIGAN        http://www.umich.edu/%7Eadvproj/CandidateEvaluationTool.doc        STRIDE

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# MAKING CONNECTIONS

# QUESTIONS/THOUGHTS?