CONFRONTING AND ADDRESSING CONSCIOUS AND UNCONSCIOUS BIASES AND THE “ISMs”

January 19, 2017

PRESENTERS

Andy Arias, Policy Advisor
U.S. Department of Labor, Office of Disability Employment Policy

Tawara D. Goode, Principal Investigator
Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence
Director, Georgetown University National Center for Cultural Competence
Associate Director, Georgetown University Center for Excellence in Developmental Disabilities

Vivian Jackson, Senior Policy Associate
Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence
Georgetown University National Center for Cultural Competence

Elizabeth Weintraub, Advocacy Specialist
Association of University Centers on Disability
OBJECTIVES

Participants will:

1. Identify and describe an array of “ISMs” that impact culturally diverse populations.

2. List five strategies to confront the “ISMs”.

3. Delineate the different pathways and manifestations of conscious and unconscious biases.

4. Cite six interventions identified by the NCCC to address unconscious bias.

5. Reflect on the leadership behaviors and skills needed to courageously address the “ISMs” in their respective settings.

The “ISMs” is an umbrella term used to refer to a range of attitudes and behaviors that involve perceived superiority, oppression, prejudice, and discrimination based on such factors as race, national origin, ethnicity, language, class, disability, sexual orientation, and gender identity and expression.
Liz shares her story and how she deals with the “ISMs”

Andy’s personal narrative and the “ISMs”
**Defining Racism**

“Racism is a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call race), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources.”

Defining Racism: Camara P. Jones, MD, MPH, PHD

Institutionalized racism is defined as differential access to goods, services, and opportunities of society by race. It is structural, having been codified in our institutions of custom, practice, and law, so there need not be an identifiable perpetrator. Institutionalized racism manifests itself both in material conditions and in access to power.

Personally mediated racism is prejudice and discrimination, where prejudice means differential assumptions about the abilities, motives, and intentions of others according to their race, and discrimination means differential actions toward others according to their race. Personally mediated racism can be intentional as well as unintentional, and it includes acts of commission as well as acts of omission.

Internalized racism is defined as acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth. It involves accepting limitations to one’s own full humanity, including one’s spectrum of dreams, one’s right to self-determination, and one’s range of allowable self-expression.


THE “ISMs”

Thoughts about the Role of Cultural and Linguistic Competence

Cultural competence is a set of congruent values, policies, structures, practices, behaviors, and attitudes that are helpful in addressing the “ISMs.”

Cultural competence and linguistic competence are not the panacea or cure for the “ISMs.”
Five Strategies to Confront the ISMs:
Lessons of the Journey

- Leadership
- Shared Ownership
- The ISMs: Confronting the Undercurrents
- Keeping it Real
- Weave into the Fabric of the Organization


KEY TERMS

- Group categorization
- Stereotype
- Discrimination
- Prejudice
- Conscious or Explicit Bias
- Unconscious or Implicit Bias

Slide Source: © 2017 - Georgetown University National Center for Cultural Competence
DEFINING BIAS

- A bias is a preference for one thing, person or group over another.

- We all have biases.

- Bias becomes a concern when it becomes a prejudice against certain people or groups in ways that are unfair and lead to discrimination.

Defining Conscious or Explicit Bias

- Cognizant/Aware of biases
- Able to articulate biases
- Awareness of conscious bias can lead to changes in verbal communication, but not nonverbal

Examples in our respective work environments

- “I don’t like working with ...” (age, gender, sexual orientation, specific disabilities)
- “It takes too long and it is too hard when I have to work with people who need an interpreter.”
Defining Unconscious or Implicit Bias

- Unaware/Not Cognizant
- We often deny it (to ourselves and with others)

Examples in our respective work environments
- “That type of discrimination is in the past.”
- “I treat everyone fairly – I never make differences based on someone’s race or culture.”
- “I don’t see color.”
- “We focus only on the culture of disability.”

IMPACT OF CONSCIOUS & UNCONSCIOUS BIASES

INDIVIDUAL PERSPECTIVE
- Disrespected
- Unfairly judged
- Intimidated
- Angry
- Oppressed
- Depressed
- Devalued
- Excluded
- Victimized
- Confused
- Anxiety

WHAT THE LITERATURE IS TELLING US

Health & Mental Health

- Perceived discrimination and bias have an adverse effect on a person’s health and are closely linked to health and health care disparities.13-15

- Discrimination can be harmful to a person’s mental health. Researchers found a clear relationship between discrimination and increased risk of mental disorders.4

---

4 Discrimination can be harmful to your mental health. Retrieved on 1/16/17 from http://newsroom.ucla.edu/stories/discrimination-can-be-harmful-to-your-mental-health
IMPACT OF CONSCIOUS & UNCONSCIOUS BIASES

INDIVIDUAL PERSPECTIVE

- Disrespected
- Unfairly judged
- Intimidated
- Angry
- Oppressed
- Depressed
- Devalued
- Excluded
- Victimized
- Confused
- Anxiety

WHAT THE LITERATURE IS TELLING US

Education

- Children who experience discrimination from their teachers are more likely to have negative attitudes about school and lower academic motivation and performance, and are at increased risk of dropping out of high school.1

- A 2016 Report from the Department of Education details continued racial and ethnic disparities among children enrolled in special education and included counts of children:
  - receiving special education services by disability category and race/ethnicity,
  - in specific educational environments by race/ethnicity,
  - of total disciplinary removals by race/ethnicity,
  - of children who were subject to in-school or out of school suspensions and expulsions by race/ethnicity,
  - enrollments of public school students by race/ethnicity.2

Employment

- The U.S. Equal Employment Opportunity Commission said charges of job bias related to disability rose 6 percent to total 26,968 for the 2015 fiscal year.

- In total, the EEOC received 89,385 charges of workplace discrimination in 2015. Disability played a role in nearly a third of them.

  This is for individuals with disabilities already in the workforce.


IT’S HOW WE ARE WIRED

PATHWAY OF UNCONSCIOUS BIAS

- Cognitive categorization
- Stereotype
- Conscious bias
- Unconscious bias
- Overt behavior
- Inadvertent behavior
What’s a Well-Meaning Person to Do?

Six Interventions to Address Unconscious Bias

▪ Acknowledge and Accept
▪ Assume Individual Responsibility
▪ Engage in Self-Reflection & and Self-Assessment
▪ Make Good Use of the Neuroscience
▪ Collect and Use Data Effectively & Perform Self-Monitoring
▪ Incorporate Cultural & Linguistic Competence in Your Practice

What’s a Well-Meaning Person to Do?

ACKNOWLEDGE AND ACCEPT

▪ Accept that we all have implicit biases and that bias in a normal part of human functioning.

▪ Acknowledge and accept that biases can negatively impact day-to-day interactions and decision-making.

▪ Accept that there are solutions to address bias.
What’s a Well-Meaning Person to Do?

**ASSUME PERSONAL RESPONSIBILITY**

- Make personal and professional commitment to combat bias.

- Participate in learning opportunities about bias and approaches to address bias.

- Advocate for the inclusion of sessions on implicit (unconscious) bias in training events and conferences in your organization.

---

**ENGAGE IN SELF-REFLECTION & SELF-ASSESSMENT**

- Write a list of your beliefs that may lead to biased thoughts or behaviors towards others.

- Ask one of more colleagues, whom you trust, to share their views about what they observe in you that may be interpreted as bias.

- Use a resource like the Implicit Association Test (IAT) to identify domains of potential bias.

- Journal about your interactions with others to identify areas of bias.
What’s a Well-Meaning Person to Do?

COLLECT AND USE DATA

- Compare your outcomes based on race, ethnicity, gender, etc.
- Analyze any disparities

MAKE USE OF THE NEUROSCIENCE

- Maintain optimism for change, the brain is malleable.
- Establish habit-breaking routines
- Slow down…. Take your time… Stay rested
- Focus on counter-stereotype images
- Get to know the person and their story
- Create opportunities of positive interactions as part of organizational culture
What’s a Well-Meaning Person to Do?

INCORPORATE CLC IN YOUR WORK

Elements of CLC include but are not limited to:

- Increase knowledge about others
  - Benefit: increase opportunities to challenge stereotypes and stimulate empathy
- Increase authentic interaction with “others”
  - Benefit: reduce “categorization”, diminish sense of “otherness”
- Promote an affirming organizational culture
  - Benefit: promote positive culture, soften boundaries

Reflections on the Role of Leader: Confronting the ISMs
Lessons of the Journey
CONTACT US

National Center for Cultural Competence
http://nccc.georgetown.edu
cultural@georgetown.edu

The content of and this PowerPoint presentation are copyrighted and are protected by Georgetown University's copyright policies.

Permission is granted to use this PowerPoint presentation in its entirety and/or individual slides for non-commercial purposes if:
• the material is not to be altered and
• proper credit is given to the author(s) and to the National Center for Cultural Competence.

Permission is required if the material is to be:
• modified in any way
• used in broad distribution.

To request permission and for more information, contact cultural@georgetown.edu.