

# Our brains seem to have evolved to be good enough most of the time

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Cited by [Howard Ross](#)

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# Warmth and Competence (Fiske et al. 2002)

Score 1 Low to 5 High

| Image | Warmth | Competence |
|-------|--------|------------|
| 1     |        |            |
| 2     |        |            |
| 3     |        |            |
| 4     |        |            |

# Warmth and Competence



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# Warmth and Competence



# Warmth and Competence

Usually the scores look like these, how did you score?

| Image | Warmth | Competence |
|-------|--------|------------|
| 1     | High   | Low        |
| 2     | High   | High       |
| 3     | Low    | High       |
| 4     | High   | Low        |

# Warmth and Competence



**Pratibha Patel**, President of India 2007-2012



# Warmth and Competence



**Ted Bundy**, serial killer, US

# Warmth and Competence



**Jack Ma**, co-founder of Chinese e-commerce site, Alibaba and philanthropist

# Warmth and Competence



**Oxana Fedorova**, Miss Universe 2002, PhD  
in Civil Law, Major in Russian Police Force

# Warmth and Competence

What do we conclude from this  
bias awareness raising activity?

# Bias

- Welcome and Outline
- Part 1 - Identifying our biases
- Part 2 - Develop awareness of how bias can influence student engagement, learning and assessment
- Part 3 - Review and critique recommended approaches to limit or rule out bias from their teaching
- Review checklist for better teaching, learning and assessment
- Review Bias resource

# Emma's Story

In the midst of scientific explorations...



Danmarks  
Grundforskningsfond  
Danish National  
Research Foundation

Swedish gender awareness...

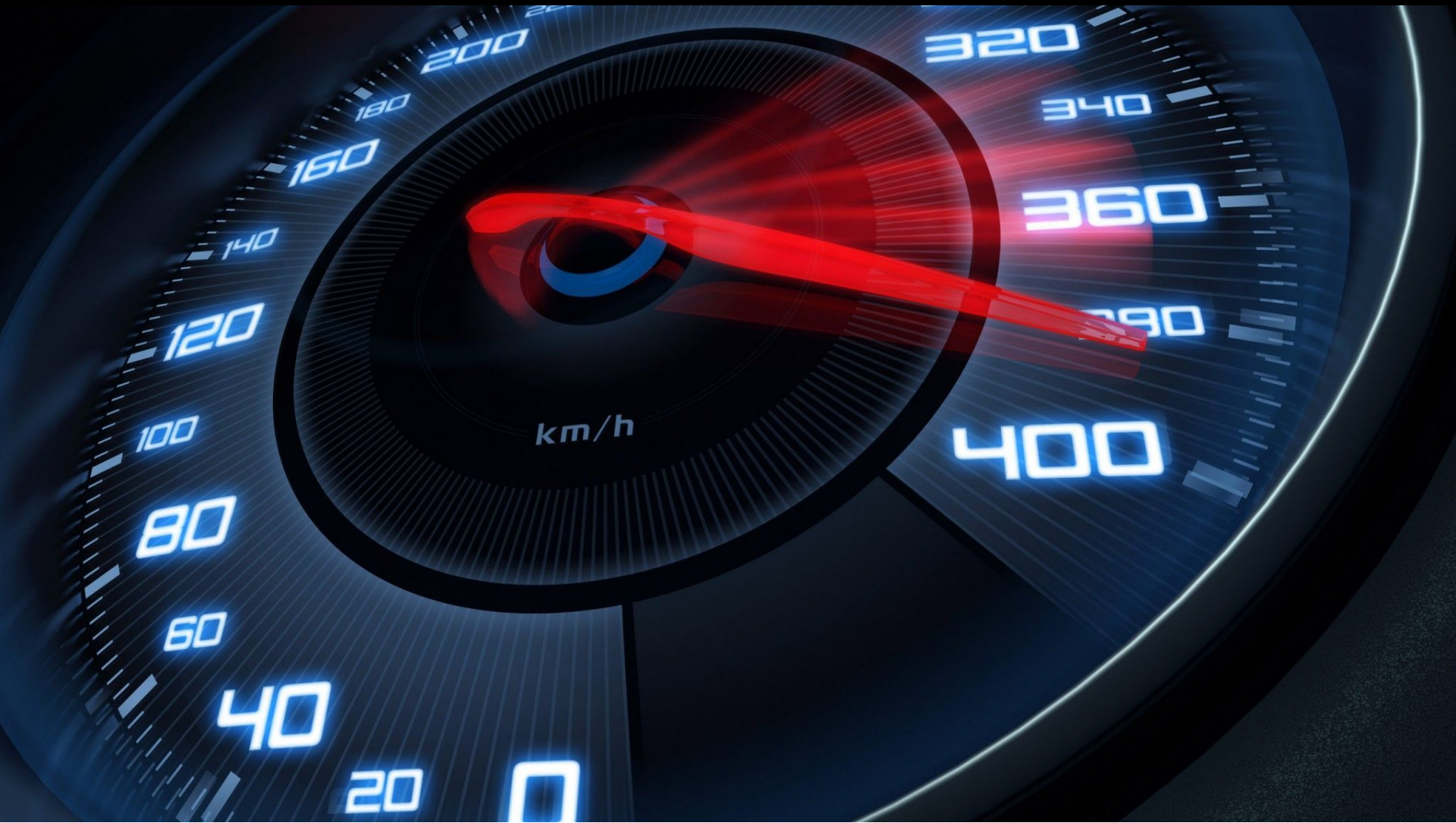




# The re-assuring test...

<https://implicit.harvard.edu/implicit/>

The re-assuring test...



... I scored the highest



My thoughts since...

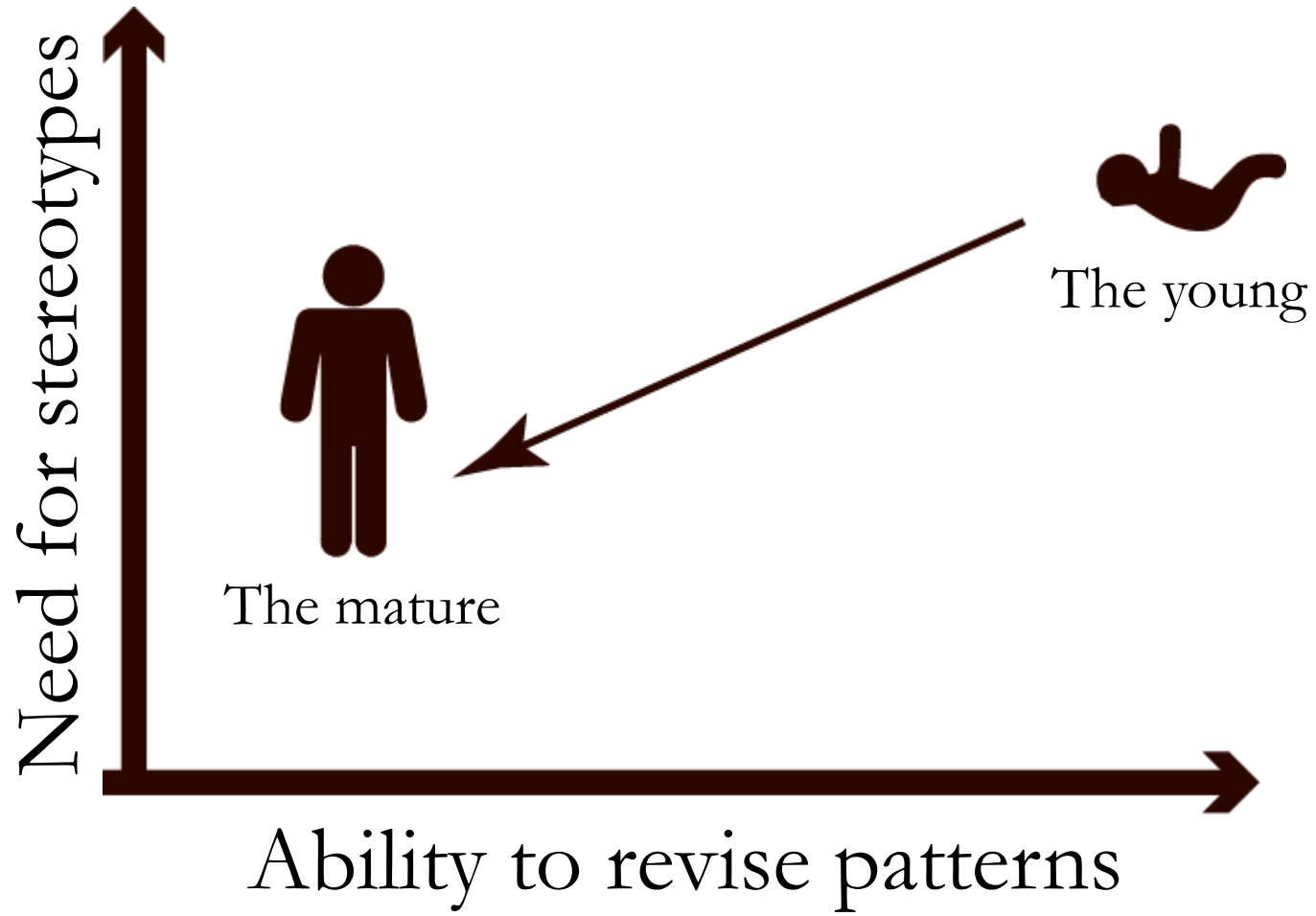
# Biases are 'good'



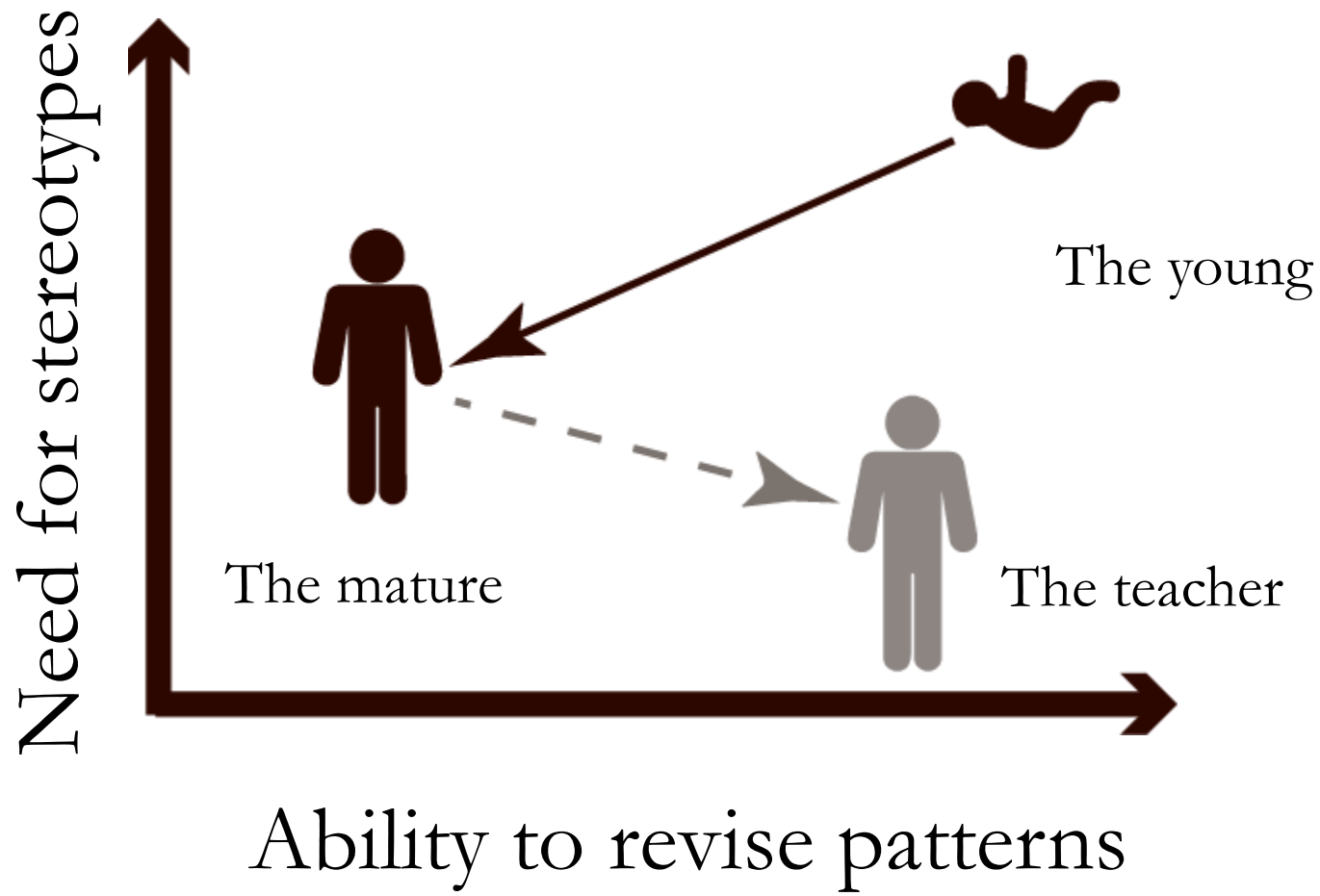
# Biases are 'good'



But they remain...



# And the teacher can make something





But what and why (really)?

Oops,  
I am biased  
and *should* limit the damage

Emma Hammarlund  
emma@biology.sdu.dk

# Donna took the IAT test on gender



Guess what?

I am loaded with unconscious bias



# Time for reflection on course preparation

## Royal Society video on unconscious bias

The Royal Society is a Fellowship of many of the world's most eminent scientists and is the oldest scientific academy in continuous existence.

<https://royalsociety.org/about-us/>

**Implicit  
Association  
Tests IAT**

# Part 2

Develop awareness of how bias can influence student engagement, learning and assessment

# Unconscious bias has two effects:

- We affect others
- We miss out on novelty

# We affect others

there are recruiters who implicitly discriminate, but who would not explicitly do so. The results present evidence that recruiting behavior is being affected by implicit prejudice rather than by explicit discrimination

Rooth, Dan Olof, 2010, 529



# We affect others

University **students grade** their online teacher higher if they think it is a man.

MacNell, Driscoll, & Hunt, 2014. What's in a name: exposing gender bias in student ratings of teaching. Innovative Higher Education.

Lavy 2004. Performance pay and teachers' effort, productivity and grading ethics. (National Bureau of Economic Research).

# We affect others

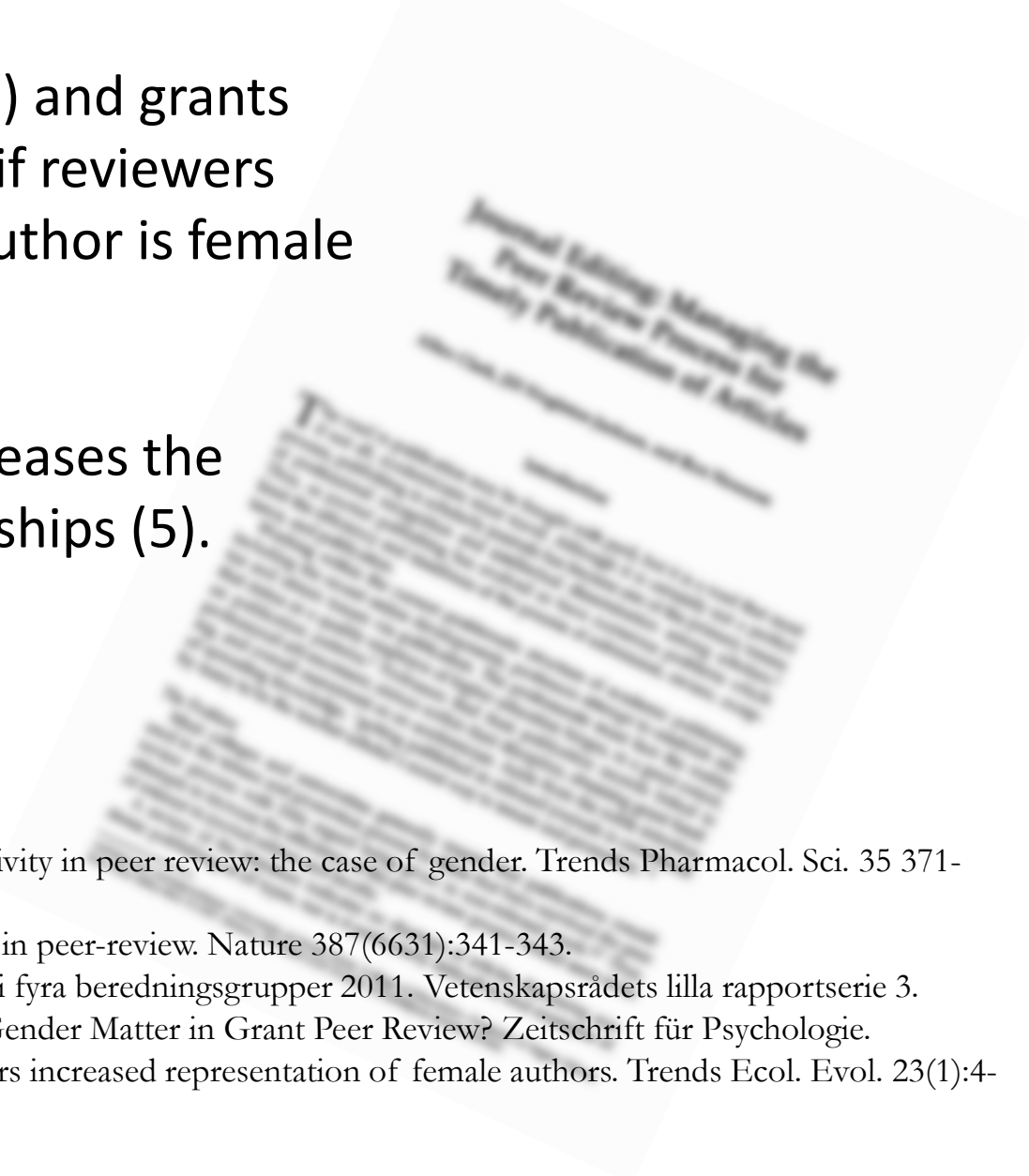
**In hiring**, both female and male institute leaders prefer John over Jennifer (1,2), despite identical CVs.

1. Fidell (1970) Empirical verification of sex discrimination in hiring practices in psychology. *American Psychologist* 25..
2. Moss-Racusin, Dovidio, Brescoll, Graham, & Handelsman (2012) Science faculty's subtle gender biases favor male students. *Proc. Natl. Acad. Sci.* 109(41):16474-16479.

# We affect others

**Peer review** of manuscripts (1) and grants (2,3) applications are harsher if reviewers (female and male) think the author is female (c.f. 4).

Double-blind peer review increases the number of female first authorships (5).



1. Kaatz, Gutierrez, & Carnes (2014) Threats to objectivity in peer review: the case of gender. *Trends Pharmacol. Sci.* 35 371-373.
2. Wenneras C & Wold A (1997) Nepotism and sexism in peer-review. *Nature* 387(6631):341-343.
3. Vetenskapsrådet (2012) Jämställdhetsobservationer i fyra beredningsgrupper 2011. Vetenskapsrådets lilla rapportserie 3.
4. Mutz R, Bornmann L, & Daniel H-D (2015) Does Gender Matter in Grant Peer Review? *Zeitschrift für Psychologie*.
5. Budden AE, et al. (2008) Double-blind review favours increased representation of female authors. *Trends Ecol. Evol.* 23(1):4-6.

# We affect others

They concluded that race-recognizable dialects may unconsciously influence perceptions of an applicant's ingroup or outgroup affiliation, which may implicitly impact evaluations of fit, employability, and qualifications in favor of those who speak non-accented English (Cocchiara et al., 2014).

# We affect others

The professors were contacted via email under the guise that a student was interested in meeting them to discuss future mentorship in graduate study.

All email requests were identical except for the students' gender and race.

Results demonstrated that professors were more responsive to White males than women or minority students, overall.

# Working in groups

**Working in groups does not guarantee effective group work or the development of intercultural competences.**

‘Unless certain conditions apply in the framing of the contact, prejudicial attitudes across groups may actually increase through contact. However, if contact does lead to people coming to know and understand the other, then their prejudices will diminish. The most fundamental aspect of a successful inter-group contact situation is that it must involve people acting – *doing something* together, not just being co-present. (Killick, 2015, 63)’ italics in original

Killick (2015) refers to Allport’s (1954/1979) Intergroup Contact Theory and Dewey (1916/2012).

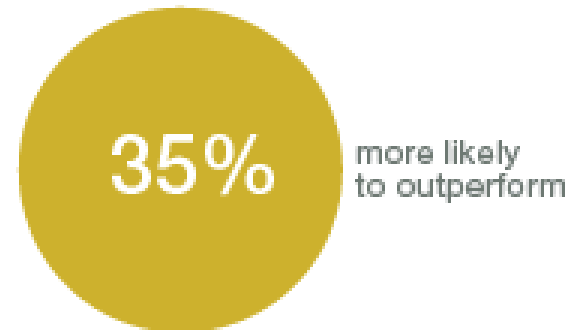
# Diversity pays

## Diversity's dividend

What's the likelihood that companies in the top quartile for diversity financially outperform those in the bottom quartile?<sup>1</sup>



**Gender-diverse companies**



**Ethnically diverse companies**

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<sup>1</sup>Results show likelihood of financial performance above the national industry median. Analysis is based on composite data for all countries in the data set. Results vary by individual country.

Source: McKinsey analysis

<http://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>

# We miss out on novelty

## **Stereotype threat**

If the teachers says females usually under-perform –  
female students will under-perform.



# Discuss and share

examples of the influences of known bias or potential bias from your teaching, learning and assessment experiences

# Break

10 min, back at 14.33

# Part 3

Review and critique recommended approaches to limit or rule out bias from our teaching

# A Few Key Characteristics of Implicit Biases

- **Implicit biases are pervasive.**
- **Implicit and explicit biases** are not mutually exclusive and may even reinforce each other.
- **Implicit associations do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.**
- Generally our biases **favour our own ingroup**, but we can still hold implicit biases against our ingroup.
- **Implicit biases are malleable.**

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

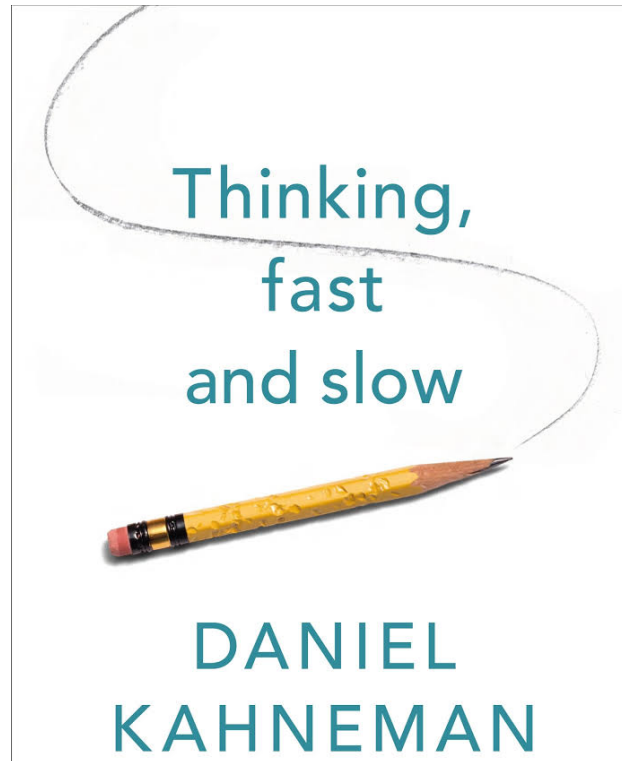
# Inclusive Nudges



# Thinking Fast and Slow

## System 1 Thinking

- ✓ Fast
- ✓ Unconscious
- ✓ Flight or Fight
- ✓ Highly useful



## System 2 Thinking

- ✓ Slow
- ✓ Conscious
- ✓ Rational
- ✓ Highly Necessary

**BUT...**

# Inclusion Nudges Kepinski and Nielsen, 2016

1. Raise Awareness
2. Reframing
3. Change the Process



# Raise Awareness

‘This type of Inclusion Nudge is focused on motivating people by making them feel the need for change rather than only having a rational understanding of the need for systemic and behavioural change.’ p.15

## How?

- Implicit Association Test
- Warmth and Competence
- Sharing inclusion and exclusion stories



# Reframing

‘We have applied this “Frame” Nudge by focusing on changing the frame to create another perception of diversity promoting the desired behaviour of more inclusion.’ p.11

## How?



- How statistics are shown, female first and then male
- Focus on performance being enhanced by diversity
- Having an expectation that course reading lists and student work includes references from outside Europe and US

# Process

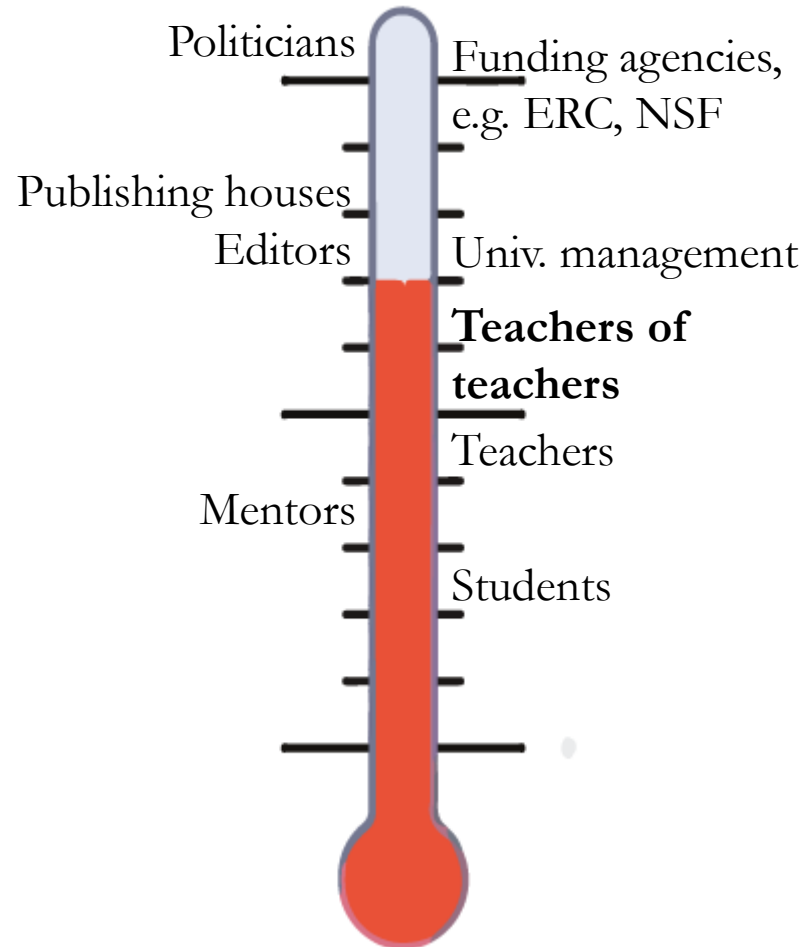
‘This type of Inclusion Nudge is intended to help people *make better decisions* (more objective, less biased, more inclusive), by altering the system and elements in organisational processes’ p. 13

## How?

- Anonymised marking
- Managing group behavior – ground rules, turn taking, roles...,
- Managing questions - no hands up, think, pair share
- Pausing and reflecting
- Practising self awareness - would I respond in the same way to a different student?

# Talent management

‘The quality of leadership decides the competitiveness’



# Checklist for enhanced perf.

- Raise awareness
  - On bias
  - On how the subconscious works
  - Nudges
- Recruiting diversity
  - Max 70% homogeneity (re-framing)
  - Advertising differently (language, nudge, reframing)
- Keeping or harvesting from diversity
  - Agree/understand the task (communication skills)
  - Communicate ideas (post-its, reflect each other's idea=safe)
  - Seek information/scholarship) widely (70% homogeneity)
- Supporting diversity
  - Sign up in committees or at policy discussions at the Uni
  - (Anonymous exams, Double-blind peer review)
  - PhD mentorship, Postdoc coaching

# Checklists

**7 Steps to Mitigating Unconscious Bias in Teaching and Learning,** (Plymouth University, UK)

**Unconscious Bias Action Points,** (Royal Society, UK)

**Intercultural Group Work Checklist** (Donna Hurford and Anne Skov Jensen, Developing Students' Intercultural Competences Project)

**Inclusion Nudges** (Kepinski and Nielsen, 2016)

[Online 7 day Bias Cleanse,](#) (Kirwan Institute, University of Ohio, US)

# Checklists

## **7 Steps to Mitigating Unconscious Bias in Teaching and Learning,** (Plymouth University, UK)

1. Recognise that everyone uses unconscious bias
2. Identify your biases
3. Avoid snap decisions and consider assessment criteria carefully
4. Incorporate examples which question stereotypes and value diversity
5. Encourage participation of under-represented groups in class
6. Create an atmosphere of openness in discussing biases and best practices to minimise them

# Checklists

## **Unconscious Bias Action Points,** (Royal Society, UK)

1. When preparing for an 'interaction' (teaching, supervision, meeting, interview) try to slow down the speed of your decision making.
2. Reconsider the reasons for your decision making, recognising that they may be post-hoc justifications.
3. Question cultural stereotypes that seem truthful. Be open to seeing what is new and unfamiliar and increase your knowledge of other groups.
4. Remember you are unlikely to be more fair and less prejudiced than the average person.
5. You can detect unconscious bias more easily in others than you can in yourself so be prepared to call out bias when you see it.

# What can you do about unconscious bias?

Discuss and Share with a partner from a different department/service – create your own list

**1. Raise awareness**

**2. Reframing – alter the frame or anchor of our thought processes**

**3. Process – change the system default**



# Bias Evidence Resource

**Your feedback**

# References

**Allport, G. (1954/1979)** *The Nature of Prejudice*. Cambridge, MA: Perseus Books

**CookRoss** Consultancy Firm working on unconscious bias

<http://www.cookross.com/docs/UnconsciousBias.pdf>

Youtube <https://www.youtube.com/watch?v=v01SxXui9XQ>

**Dewey, J. (1916/2012)** *Democracy and Education*. New York: Start Publishing LLC

**Fiske, Susan T.; Cuddy, Amy J. C.; Glick, Peter; Xu, Jun (2002)**. *"A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow From Perceived Status and Competition"* (PDF). *Journal of Personality and Social Psychology*. American Psychological Association. **82** (6): 878–902

**Kahnemann, D. (2011)** *Thinking Fast and Slow*. US: Farrar, Straus and Giroux

Kirwan Institute, for the study of race and ethnicity, (2016) *State of the Science: Implicit Bias Review*.

<http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/#implicitbias>

**Killick, D. (2015)** *Developing the Global Student. Higher education in an era of globalization*. London: Routledge.

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**Ostafin, B. D., & Kassman, K. T. (2012).** Stepping Out of History: Mindfulness Improves Insight Problem Solving. *Consciousness & Cognition*, 21(2), 1031–1036.

**Nielsen, T.C. and Kepinski, L. (2016)** Inclusion Nudges Handbook – Free intro version  
[http://inclusion-nudges.org/wp-content/uploads/2016/02/NEW\\_Free\\_IN-guidebook\\_Jan-2016.pdf](http://inclusion-nudges.org/wp-content/uploads/2016/02/NEW_Free_IN-guidebook_Jan-2016.pdf)

**Royal Society, UK** Unconscious Bias Video <https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/>