

# National Council of Structural Engineers Associations

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*Bias Awareness and Socialization*

*10/13/20*



## **Pre-work Activity: Implicit Association Test**

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The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key.

When doing an IAT you are asked to quickly sort words into categories that are on the left and right hand side of the computer screen by pressing the “e” key if the word belongs to the category on the left and the “i” key if the word belongs to the category on the right. The IAT has five main parts.

In the first part of the IAT you sort words relating to the concepts (e.g., fat people, thin people) into categories. So if the category “Fat People” was on the left, and a picture of a heavy person appeared on the screen, you would press the “e” key.

In the second part of the IAT you sort words relating to the evaluation (e.g., good, bad). So if the category “good” was on the left, and a pleasant word appeared on the screen, you would press the “e” key.

In the third part of the IAT the categories are combined and you are asked to sort both concept and evaluation words. So the categories on the left hand side would be Fat People/Good and the categories on the right hand side would be Thin People/Bad. It is important to note that the order in which the blocks are presented varies across participants, so some people will do the Fat People/Good, Thin People/Bad part first and other people will do the Fat People/Bad, Thin People/Good part first.

In the fourth part of the IAT the placement of the concepts switches. If the category “Fat People” was previously on the left, now it would be on the right. Importantly, the number of trials in this part of the IAT is increased in order to minimize the effects of practice.

In the final part of the IAT the categories are combined in a way that is opposite what they were before. If the category on the left was previously Fat People/Good, it would now be Fat People/Bad.

The IAT score is based on how long it takes a person, on average, to sort the words in the third part of the IAT versus the fifth part of the IAT. We would say that one has an implicit preference for thin people relative to fat people if they are faster to categorize words when Thin People and Good share a response key and Fat People and Bad share a response key, relative to the reverse.

See the [Frequently Asked Questions](#) for information about other explanations for IAT effects.

From <https://implicit.harvard.edu/implicit/iatdetails.html>



## Preliminary Information

You'll be asked to select an Implicit Association Test (IAT) from a list of possible topics. We will also ask you (optionally) to report your attitudes or beliefs about these topics and provide some information about yourself.

We ask these questions because the IAT can be more valuable if you also describe your own self-understanding of the attitude or stereotype that the IAT measures. We would also like to compare differences between people and groups.

**Data Privacy:** Data exchanged with this site are protected by SSL encryption. Project Implicit uses the same secure hypertext transfer protocol (HTTPS) that banks use to securely transfer credit card information. This provides strong security for data transfer to and from our website. IP addresses are routinely recorded, but are completely confidential. We make the anonymous data collected on the Project Implicit Demonstration website publicly available. You can find more information on our [Data Privacy page](#).

**Important disclaimer:** In reporting to you results of any IAT test that you take, we will mention possible interpretations that have a basis in research done (at the University of Washington, University of Virginia, Harvard University, and Yale University) with these tests. However, these Universities, as well as the individual researchers who have contributed to this site, make no claim for the validity of these suggested interpretations. If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further. You may prefer to examine [general information about the IAT](#) before deciding whether or not to proceed.

### **To Take the Implicit Association Test:**

- 1) Go to “take a test” <https://implicit.harvard.edu/implicit/takeatest.html>**
- 2) Pick ONE of the following tests: skin tone, age, weight, gender-career, gender-science, or mental illness. Then choose “click here to begin”**
- 3) When asked you enter information about yourself, you can click OK if you wish to skip; though anonymous, the data collected is more for the researchers' purposes to align with the results**
- 4) When you receive your results, print or save as a document that you can access during the session.**



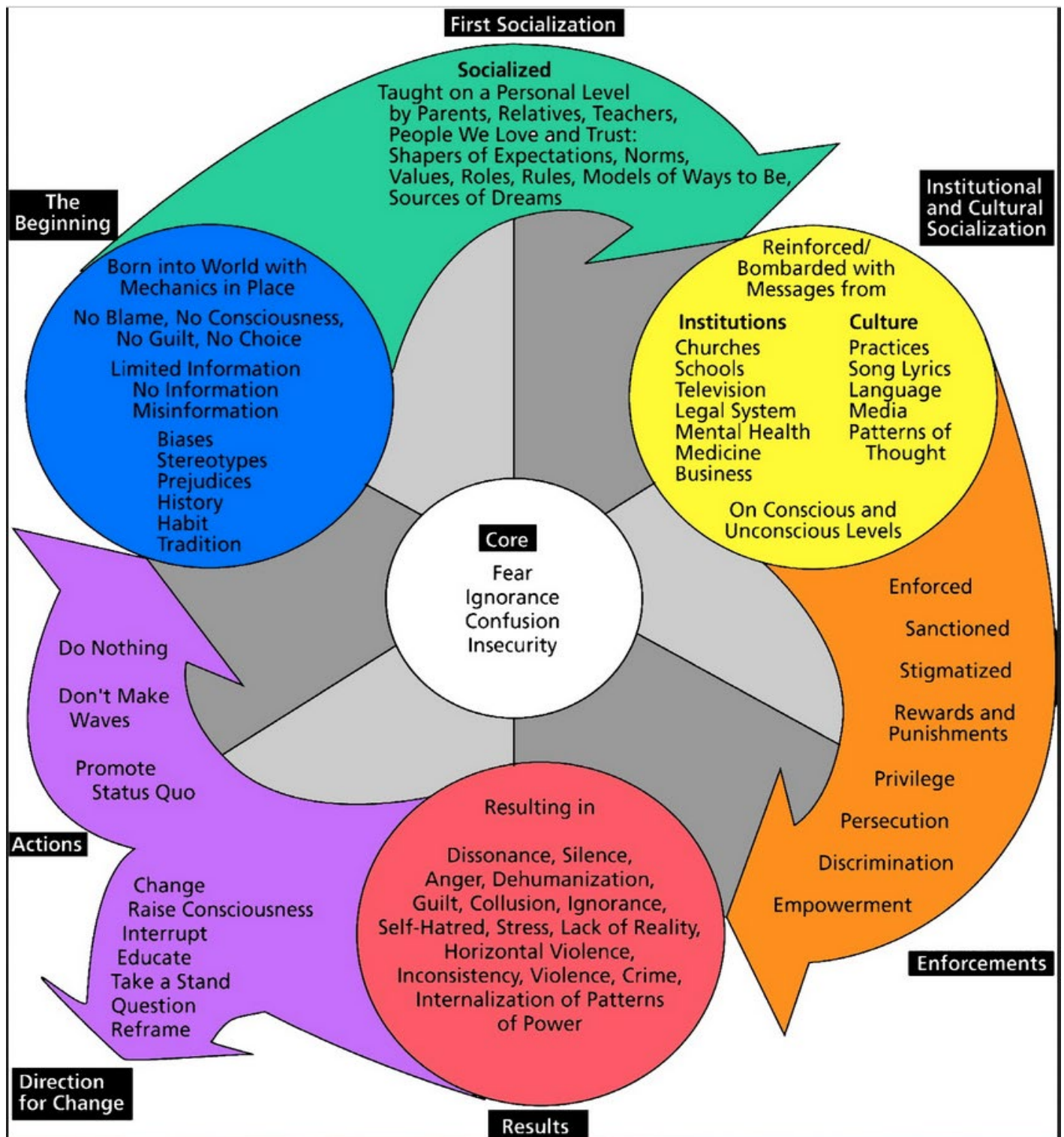
## ***Bias Awareness and Socialization***

**For reflection:**

- **What do you think contributed to the results? Please consider social impacts, rather than the technical implications of the test, such as hand-eye coordination.**
  
- **What are some stereotypes relating to the test's identity focus (Skin Tone, Gender-Career, Gender-Science, Weight, Age, or Mental Illness) that may have contributed to your results?**
  
- **How do you relate to people who are in a different identity group (from those in test) than your own?**



# Cycle of Socialization



Source: Cycle of Socialization developed by Bobbie Harro (1982) <http://depts.washington.edu/geograph/diversity/CofS.jpg>



## ***Session Activity: How Did I Get Here?***

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- Use your IAT test results and the Cycle of Socialization answer questions 1 – 4. Thinking about your results,
  - What were your first “personal” socializations?
  - How were those messages reinforced?
  - What rewards or punishments did you observe from you or others possessing the preferred (dominant) or less preferred (subordinate) identities or characteristics?
  - What impact did those enforcements and messages have on you?
- You have 10 minutes to complete this activity individually.

1. **First Socializations:** What were your first “personal” socializations? What values, beliefs, norms, and models were you taught about your IAT identity (ex. light/dark) from those you loved and trusted?



**2. Institutional and Cultural Socialization:** How were those messages reinforced? By what institutions and cultural elements? What were the conscious and unconscious messages? How do you think these influenced your bias?



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3. **Enforcements:** What rewards or punishments did you observe from you or others possessing the preferred (dominant) or less preferred (subordinate) identities or characteristics? What did the privilege, empowerment, persecution, and discrimination look like for those in the respective groups? How was it enforced?





## ***Bias Awareness and Socialization***

4. **Results:** Think about your social position relative to the IAT identity you were assigned. Are you a member of the dominant or subordinate social group or characteristic, or somewhere in between? What impact did those enforcements and messages have on you? How do you think the “patterns of power” relative to your position have been internalized? Have you experienced any feelings of guilt, pride, confusion, etc. mentioned in the “core” and “results” stages of the model?



## ***Towards Justice: The 4 Ps & Equity***

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### **Policies**

Include an organization's key documents such as the mission statement, core principles, strategic plans, etc. **Ex. Strategic plan for Equity, Diversity, and Inclusion? Required training and accountability? Association with promotions and evaluations?**

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### **Programs**

Reflect diversity and inclusion goals, are embedded in the foundation of the organization. **Ex. recruitment programs, retention programs, bridge programs, succession planning**

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### **Practices**

Address organizational culture and way things are done, can be guided by values, beliefs, and norms. Often based upon **individual interpretation and can be most affected by biases, passive exclusion. Ex. who gets chosen for assignments?**

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### **People**

Includes the employees and administrative team, and senior administrators responsible for supporting diversity, equity, and inclusion goals. **How broadly diverse is your team? What impact does composition and perspective have on clients? On each other?**

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***How might your biases and socialization affect the application, interpretation, or implementation of policies, programs, practices and people?***



Resource: [American Institute of Architects Guides for Equitable Practice](#)

*The guides make the moral, business, ethical, and societal cases for equitable practice and provide key insights to help individuals, firms, and other organizations build equity. Translating relevant research into actionable practices, each guide defines core topics before presenting information through several lenses:*

- *Why is the topic important?*
- *What does it look like when a group works toward equity goals?*
- *What legal and regulatory issues should you account for?*
- *What questions can you use to appraise your progress?*
- *How can you act to make your firm and the profession more equitable?*

**Intercultural Competence:** Intercultural competence—the ability to function effectively across cultures—affects performance at all organizational levels. This guide outlines the importance of increasing intercultural competence and recommends how to boost it while reducing bias against people with non-dominant identities.

**Workplace Culture:** This guide describes components of a strong, healthy workplace culture, details the field’s dominant patterns, and outlines the concept of architecture’s cultural iceberg—made up of objective culture (above the surface) and subjective culture (usually below the surface).

**Compensation:** Compensation issues arise from inequitable opportunities, valuation of work, and pay practices. Removing compensation gaps supports talent recruitment, development, and retention—along with the growth of individuals, firms, and the profession. This guide discusses wage disparities in architecture, including their origins and impacts. It establishes how compensation equity spans four dimensions (transparency, alignment, compliance, and fairness) and provides questions to consider when assessing organizations’ compensation.

**Recruitment and Retention:** Attracting and retaining talent is vital for every firm and the profession as a whole. Given the importance of keeping quality employees, this guides outlines how to emphasize equitable practices during recruitment and retention. It covers how inequity affects employees, how to improve quality of life and address pinch points in the workplace, and ways to assess hiring and promotion bias and microaggressions.



**Negotiation:** How can you ensure the negotiation process is collaborative, imbued with trust, and produces satisfying solutions for everyone involved, while maintaining equity? This guide outlines skills architects can develop to act inclusively and equitably during negotiations.

**Mentorship and Sponsorship:** Mentorship and sponsorship, when one uses personal capital to promote a protégé, can prove crucial to individuals' careers, and can help make workplaces more diverse and inclusive. These relationships can help individuals achieve power, influence, promotions, and increased compensation. You'll assess the qualities of being a mentor, mentee, sponsor, or protégé and the structure and effectiveness of mentorship programs.

**Advancing Careers:** It's critical that responsibility for career advancement extends beyond individuals and is addressed with systems, policies, and a workplace culture that serves everyone. This guide details the importance of approaching career advancement as a shared responsibility between employee and employer; and examines equity issues in the workplace. It covers how social, cultural, and economic forces may steer individuals toward or away from certain pathways and how race and gender influence career progression.

**Engaging Community:** An engineer's work affects communities, respectfully engaging with them and adopting solutions created in partnership is imperative. Such engagement leads to a more equitable built environment that flourishes. This guide notes that engaging communities has challenges resulting from years of inequitable practices in architecture and beyond, largely due to structural racism. With greater equity, the profession improves its impact and increases its value to society.

**Measuring Progress:** True support of equity, diversity, and inclusion requires being able to measure progress. This guide outlines a number of measurable factors, including increased commitment to equitable practices from leaders, decrease in pay disparities, and less evidence of unconscious bias.



## ***Bias Awareness and Socialization***

**For reflection:**

**What is the application of implicit bias to these areas?**

**How might YOUR biases be applied to their implementation, interpretation, or application?**

**What can YOU do to mitigate the impact of your biases in these areas?**



## ***What Will I Do Differently?***

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# **What Will I Do Differently?**

I know there is something I can do as a member of the structural engineering community to be aware of and mitigate my implicit biases.

**That something is...**

