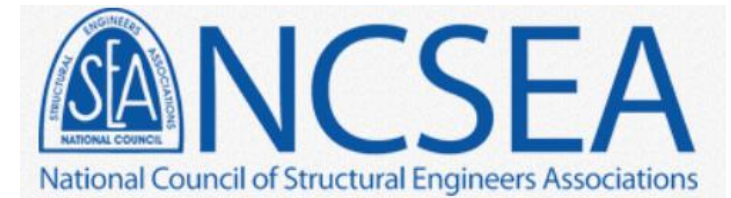




BIAS AWARENESS AND SOCIALIZATION

Shani Barrax Moore, CCDP/AP



Today we will:



Build upon cultural humility through bias awareness



Explore our own biases via Harvard IAT and how they are developed through socialization



Discuss the influence of biases and socialization on inclusive practices

Cultural Humility

Allows **culturally competent individuals** to identify the **presence** and **importance** of differences between **their orientation and that of each person they interact with** and to explore **compromises** that would be **acceptable** to **both**.

A **lifelong process** of **self-reflection** and **self-critique**.

***Acknowledging differences without judgment,
awareness of biases and assumptions,
and self-assessment***

EQUALITY VS. EQUITY

Gold Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.



SAMENESS

Platinum Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.



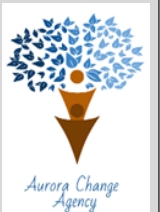
FAIRNESS


Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

ACCESS & INCLUSION





**CULTURAL
HUMILITY
AND THE
"YOU" IN UNITY**

Shani Barrax Moore
CCDP/AP

PREVIOUS SESSION REFLECTIONS: DAVE & EMILY

Explicit vs. Implicit Bias

Bias: an unfair preference for or dislike of something

Explicit: clear and obvious

Implicit: implied; not stated, but understood in what is expressed

Explicit bias is:

Conscious

Deliberate

Conspicuous

Identifiable

Implicit bias is:

Unconscious

Denied

Hidden

Insidious



Types of Bias

Affinity Bias:

- also known as similarity bias, is the tendency people have to **connect with others who share similar interests**, experiences and backgrounds.

Confirmation Bias:

- the inclination to draw **conclusions about a situation or person based on your personal desires**, beliefs and prejudices rather than on unbiased merit.

Attribution Bias:

- Trying to make sense of or judge a person's behavior **based on prior observations and interactions** you've had with that individual that make up your perception of them.

Conformity Bias:

- the tendency people have to **act similarly to the people around them** regardless of their own personal beliefs or idiosyncrasies – also known as peer pressure.



Halo/Horns Effect:

- **Halo:** the tendency of **placing another person on a pedestal** after learning something impressive about them
- **Horns:** the tendency of **viewing another person negatively** after learning something unpleasant or negative about them

Contrast Effect:

- comparing two or more things that you have come into contact with – either simultaneously or one-after-another – causing you to **exaggerate the performance of one in contrast to the other.**



Identity-based bias



Gender Bias

Age Bias



Beauty Bias

Name Bias



Height & Weight Bias

Implicit Association Test

- Developed in 1998 by psychologists at Harvard, UVA and U. Washington to measure implicit biases
- Determines initial, unconscious reactions to visual stimuli
- Results only calculated if you provided spontaneous, not deliberate reactions (validity)

“The Project Implicit site has been functioning as a hands-on science museum exhibit, allowing web visitors to experience the manner in which human minds display the effects of stereotypic and prejudicial associations acquired from their socio-cultural environment.”

- Project Implicit

What was your chosen IAT Test?

**Skin
Tone**

**Gender-
Career**

**Gender-
Science**

Age

Weight

**Mental
Illness**

Internalized oppression:

occurs when members of advantaged and targeted groups **adopt the dominant ideology about their own groups** that maintains and reinforces oppression. As part of their socialization process, members of both groups **internalize social messages** about their own groups as well as messages about other groups:

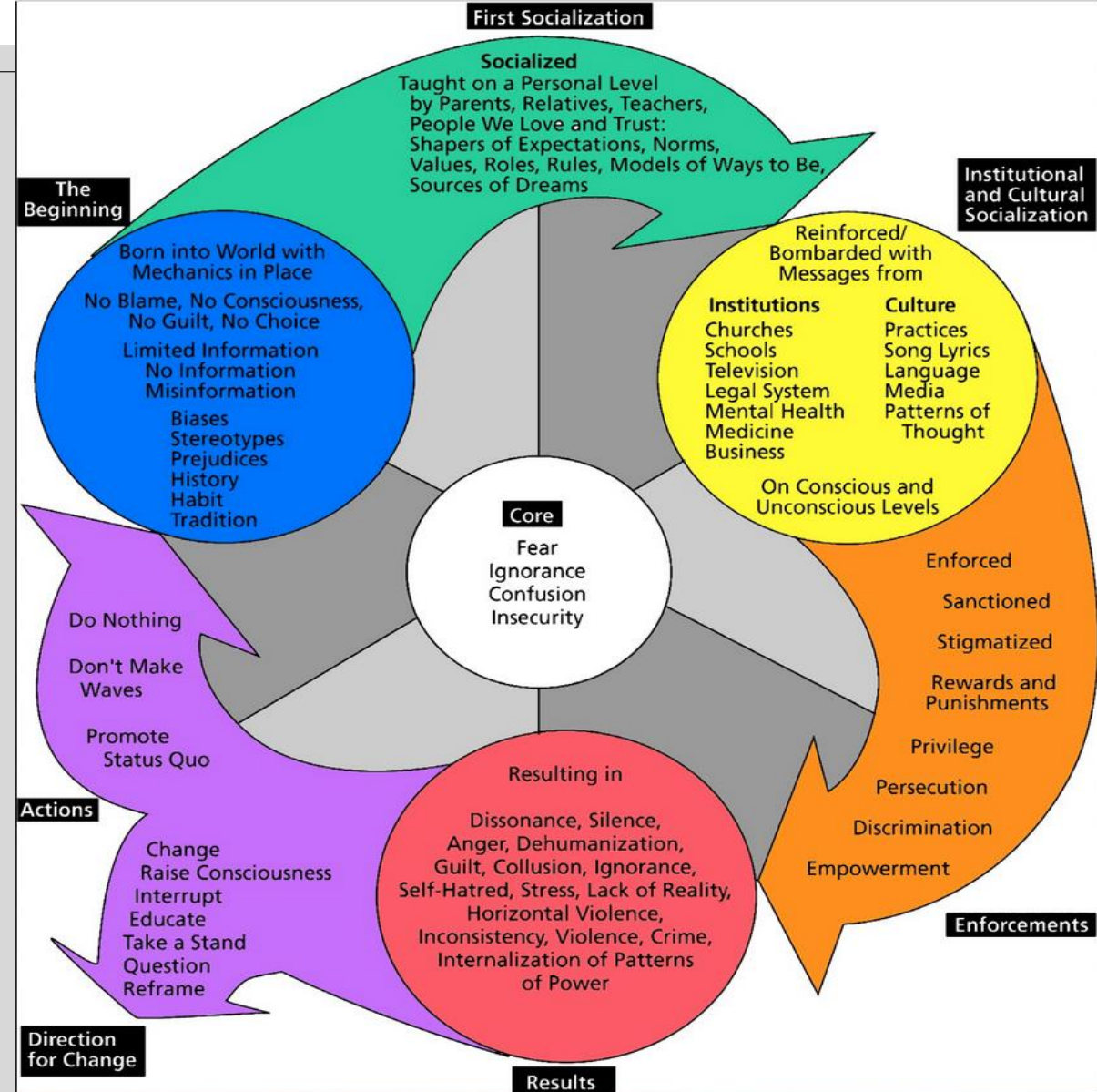
- **Internalized domination:** when members of **the advantaged group accept their groups' socially superior status** as normal and deserved. (ex. Heterosexuals who believe only heterosexuals can be good parents)
- **Internalized subordination:** when members of **targeted groups internalize dominant social messages of inferiority** about their group (ex. A person with a learning disability who thinks they can't attend college for feels ashamed to use a campus' disability services)

Socialization

Process of learning through **interactions** with individuals, institutions, and culture **various societal norms**; these include systems of **oppression**, privilege, and **power dynamics**. This **permeates** through parents, peers, teachers, and other influential individuals in our lives.

Cycle of Socialization

Participant Guide Page 5



The Beginning: First Socialization

First Socialization

The Beginning

Socialized

Taught on a Personal Level
by Parents, Relatives, Teachers,
People We Love and Trust:
Shapers of Expectations, Norms,
Values, Roles, Rules, Models of Ways to Be,
Sources of Dreams

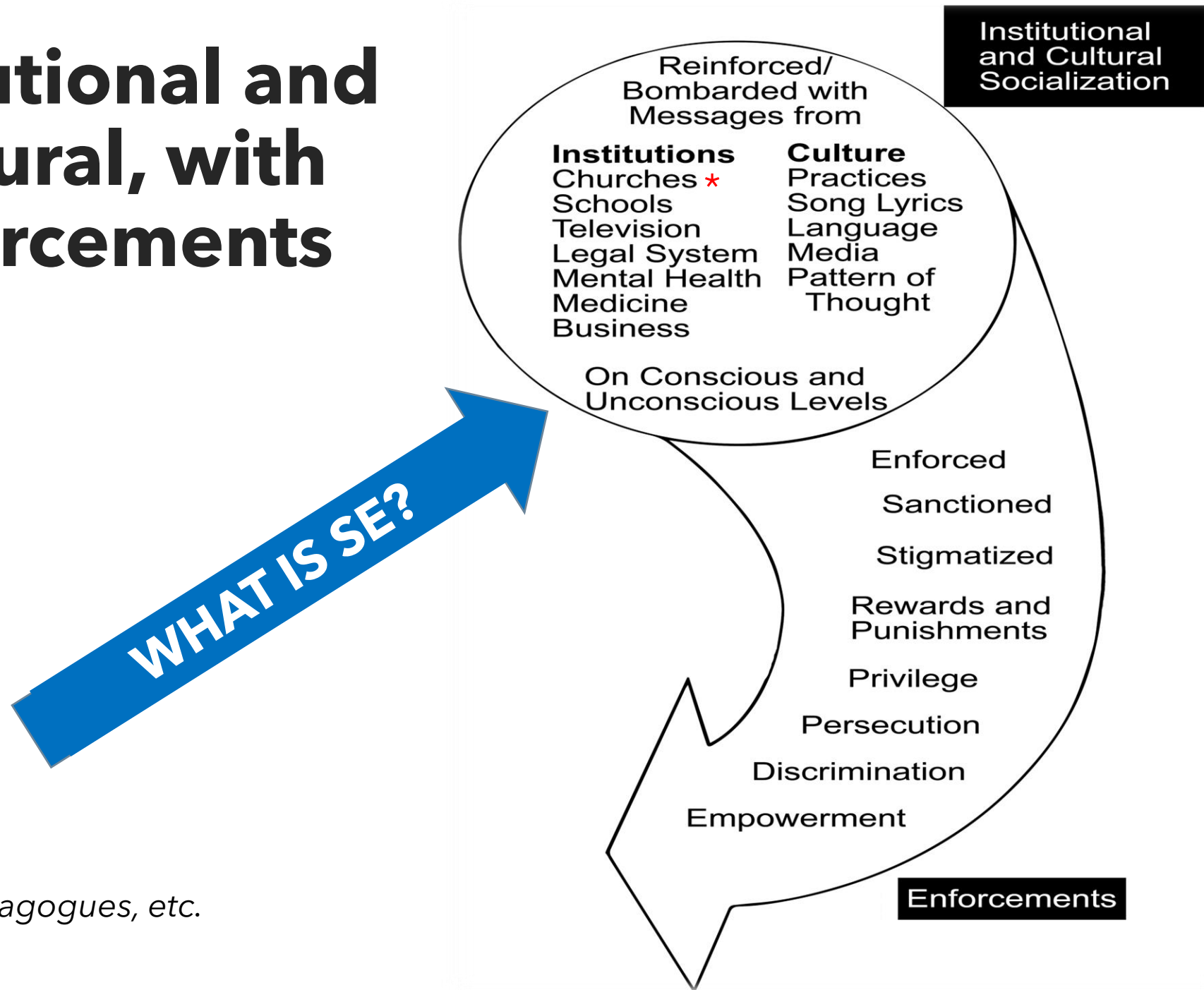
Born into World with
Mechanics in Place

No Blame, No Consciousness,
No Guilt, No Choice

Limited Information
No Information
Misinformation

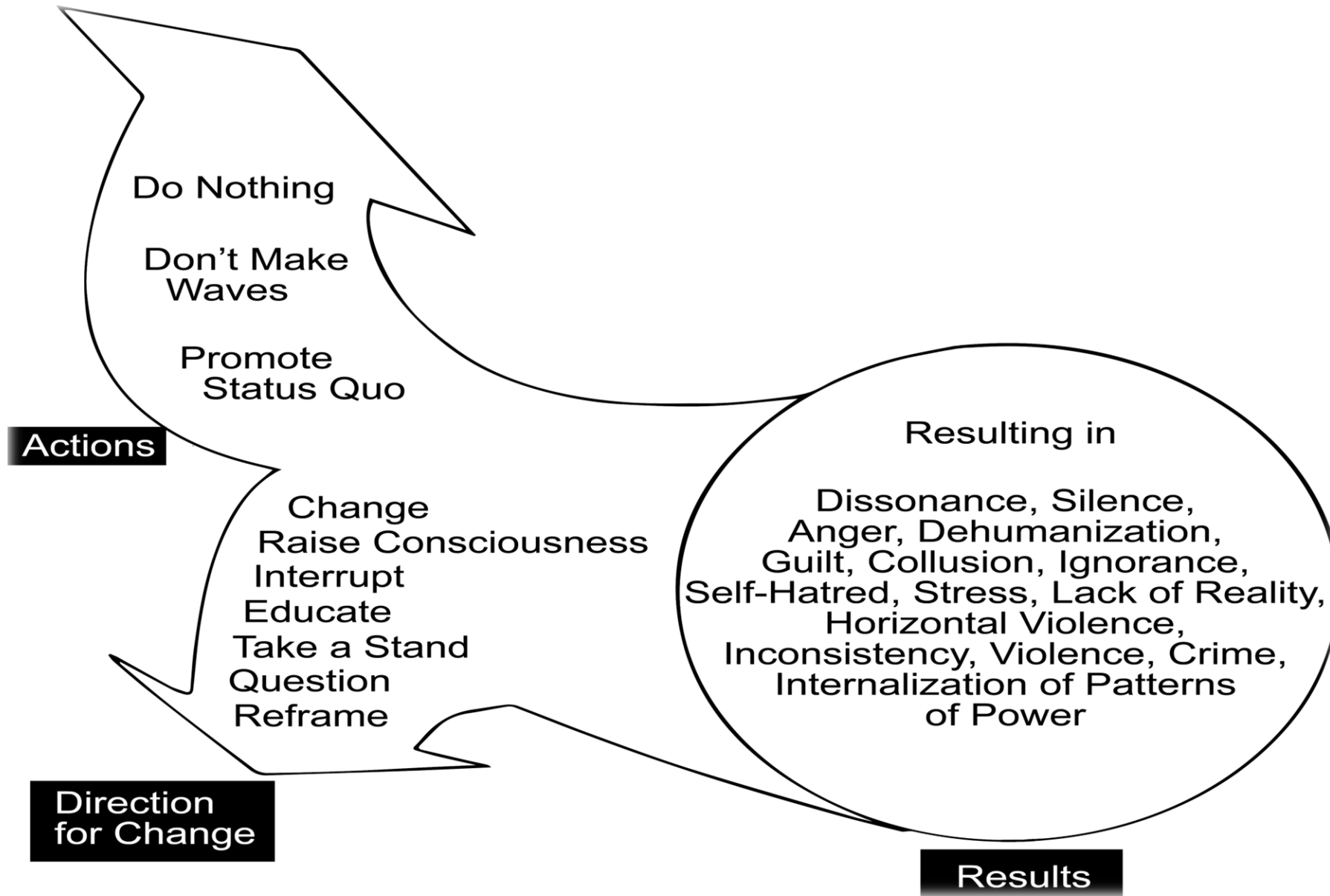
Biases
Stereotypes
Prejudices
History
Habit
Tradition

Institutional and Cultural, with Enforcements



**or temples, synagogues, etc.*

Results, Actions, Directions for Change



Activity: How Did I Get Here?

- Using Pages **4 - 9 of your Participant Guide**, your **IAT test results**, and the **Cycle of Socialization** answer the following questions:
 - 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.

Towards Justice: The 4 Ps & Equity (p. 10, 5 – 7 minutes)

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?**

Programs

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

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?**

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?**

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

Towards Justice: The 4 Ps & Equity (share in the chat!)

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?**

Programs

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

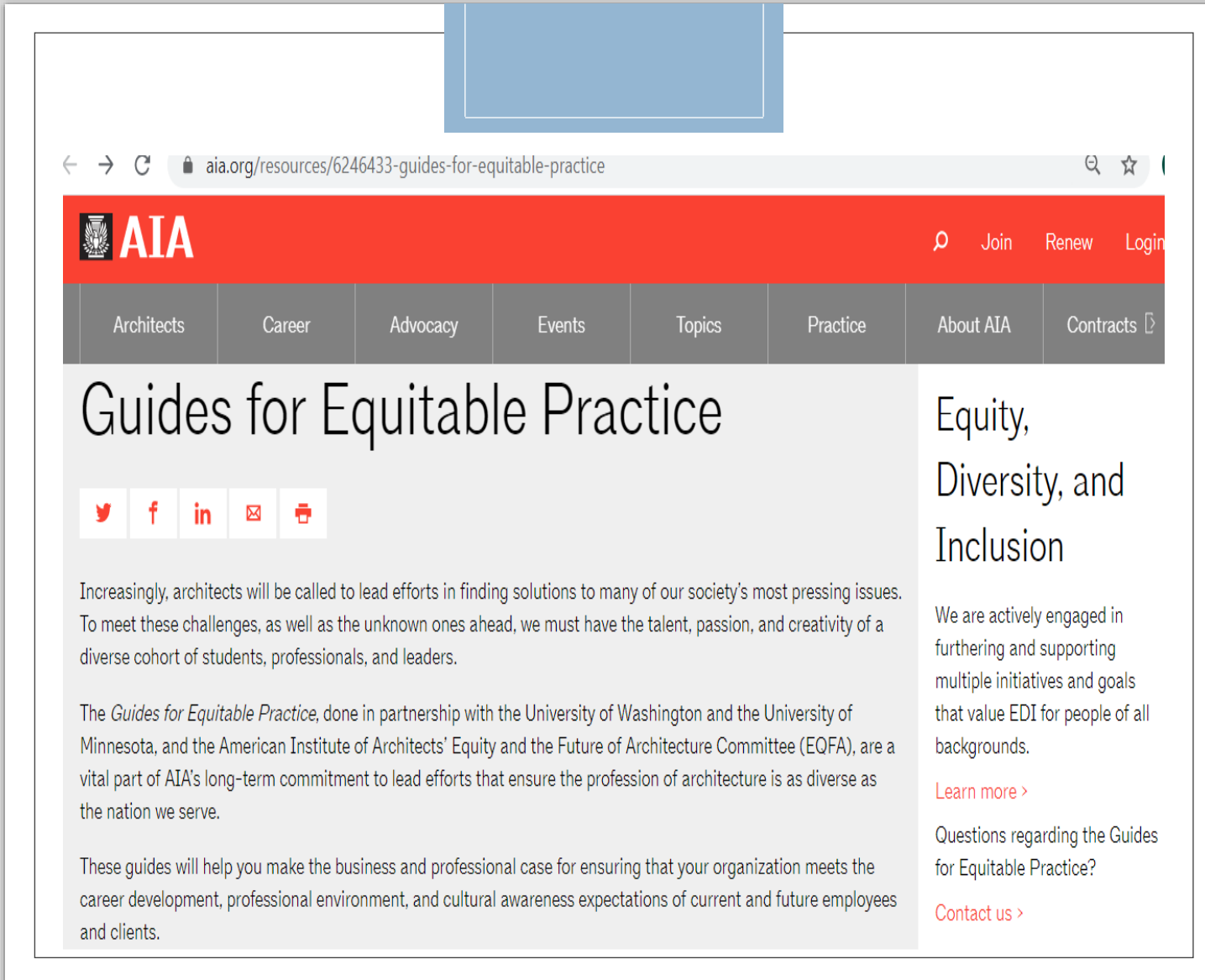
Practices

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?**

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?**

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

<https://www.aia.org/resources/6246433-guides-for-equitable-practice>



Intercultural Competence



Workplace Culture



Recruitment and Retention



Negotiation



Compensation



Advancing Careers



Engaging Community



Mentorship and Sponsorship



Measuring Progress



RESOURCE: AMERICAN INSTITUTE OF ARCHITECTS GUIDES FOR EQUITABLE PRACTICE

<https://www.aia.org/resource/s/6246433-guides-for-equitable-practice>

For reflection (p. 13)

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?

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...

Q&A

The image features three-dimensional, blocky letters arranged horizontally. On the left is a large blue letter 'Q'. In the center is a light blue letter '&'. On the right is a large blue letter 'A'. The letters are set against a plain white background and cast soft, light blue shadows on the surface below them. The overall style is clean and modern.