# BREAKING THE UNINTENTIONAL BIAS HABIT

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Notre Dame Law School



- Dominican Republic
- Jamaica
- Puerto Rico
- Haiti
- Trinidad and Tobago



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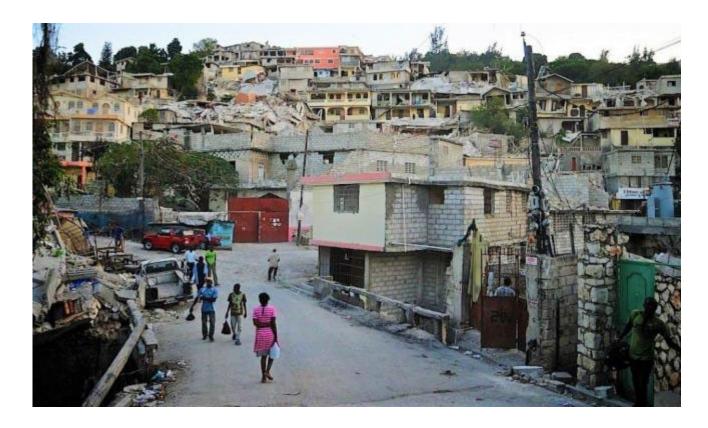
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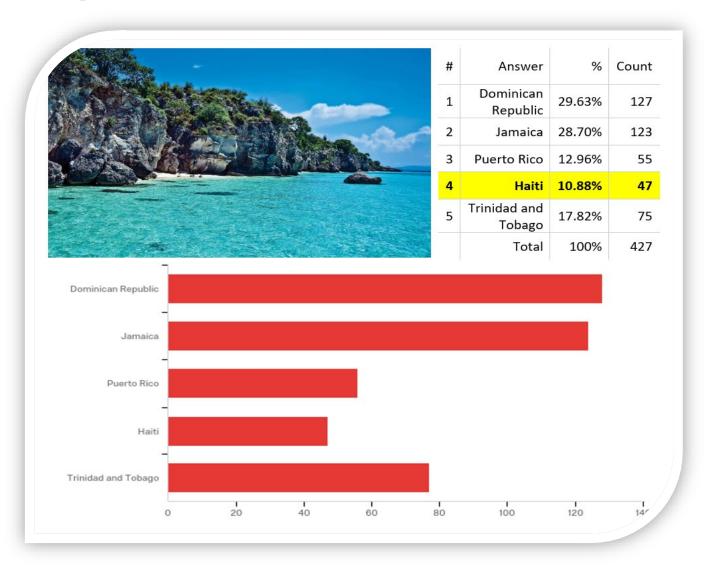
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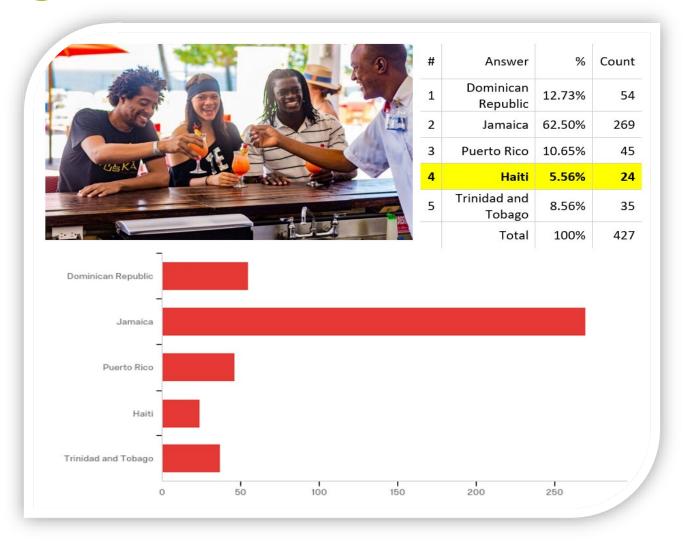
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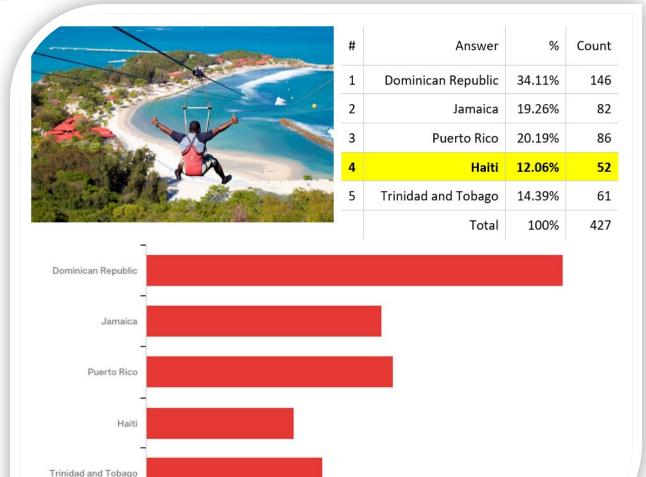
Thoughts?

			6	Gender			
Male		Female	Other	Prefer not to answer			Total
129 (30%)		281 (65%)	6 (2%)	11 (3%)			427 (100%)
				Age			
18–24		25–34	35–44	45-54	55-64	Prefer not to answer	Total
170 (40%)		202 (47%)	27 (7%)	13 (3%)	10 (2%)	5 (1%)	427 (100%)
African American	Native American	Asian/ Pacific Islander	Hispanic / Latino	<i>hnicity</i> White	Other	Prefer not to answer	Total
African American		Pacific	Hispanic	-	<b>Other</b> 29 (7%)		Total 427 (100%)
Black/ African American 30 (7%)	American 2 (1%)	Pacific Islander	Hispanic / Latino 21 (5%)	White 274 (64%)	29 (7%)	to answer 15 (3%)	
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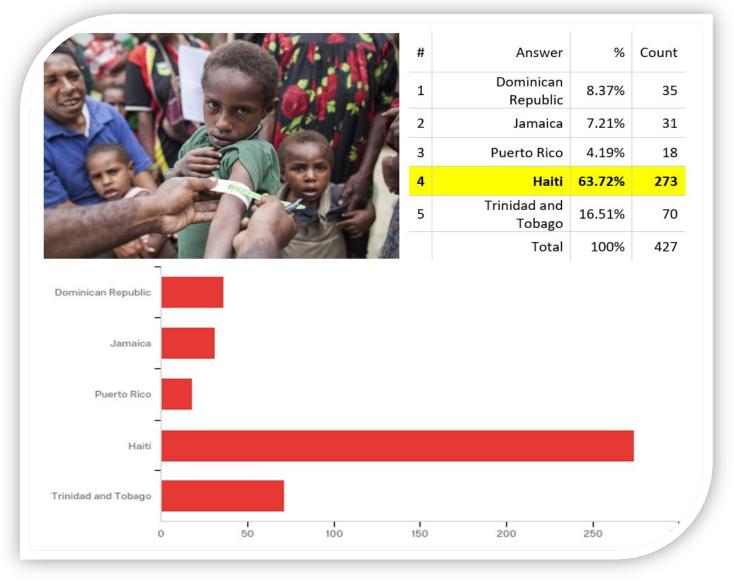


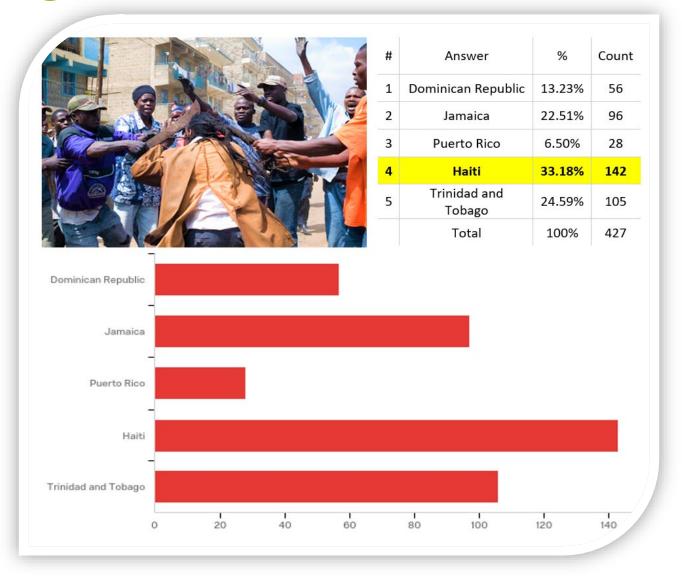


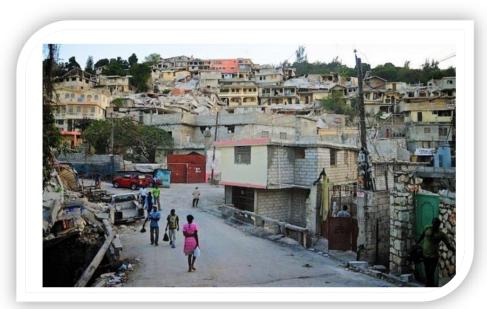














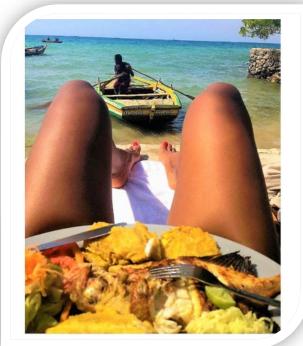












# Why did I conduct this survey?

#### **1.** To better understand what people think about Haiti

"Why are we having all these people from shithole countries come here? . . . Why do we need more Haitians? . . . Take them out" Dawsey, 2018.

#### 2. To make sense of the unintentional bias paradox

Stereotypes that influence our judgements persist even among those who renounce prejudice.

# **The Science of Unconscious Bias**

 System 1 Thinking: Our brains' fast, automatic, unconscious, and emotional response to situations and stimuli. This can be in the form of absentmindedly reading text on a billboard, knowing how to tie your shoelaces without a second thought, or instinctively hopping over a puddle on the sidewalk.

#### <u>Unconscious</u>

• System 2 Thinking: The slow, effortful, and logical mode in which our brains operate when solving more complicated problems. For example, System 2 thinking is used when looking for a friend in a crowd, parking your vehicle in a tight space, or determining the quality-to-value ratio of your take-out lunch.

#### <u>Conscious</u>

# Where does unintentional bias come from?



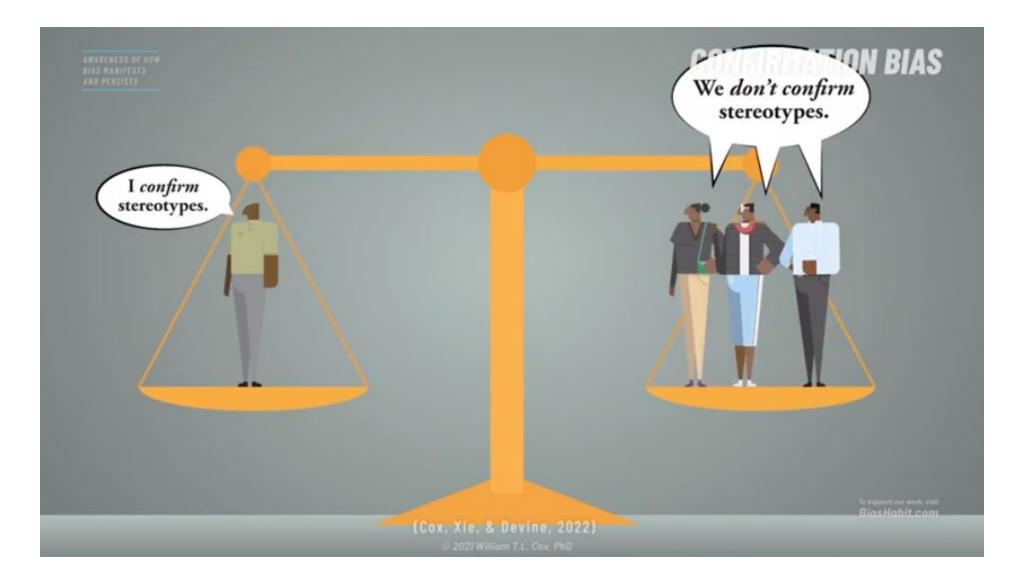
- Stereotypes are pervasive reinforced messages built into society
- They are our default way of thinking about groups
- Stereotypes set our expectations of people and influence our judgements without us noticing
- Media characterizations perpetuate stereotypes
- Children as young as 3 years-old can articulate stereotypes!

Cox & Devine, 2019.

### Unintentional bias can cause harm



- The stereotype that a man wearing a beret is French may not cause systemic harm
- But what about stereotypes about:
  - Countries?
  - Races?
  - Genders?
  - Religions?
- The harm caused by unintentional bias habits is why we need to disrupt them



# What do you need to break the bias habit?

- Bias is a habit that can be broken with:
  - Motivation to eliminate bias
  - Awareness of when bias manifests so you can disrupt it
  - Tools that effectively disrupt and reduce bias
  - Effort over time to disrupt well learned habits



# Goals for Today

- Understand where unintentional bias comes from
- Learn some tools to overcome unintentional bias

# **Practice 1: Stereotype Replacement**

#### **Detect, Reflect, Reject**

- Detect the influence of stereotypes and biases
- Reflect on the source of the stereotype and its effect on people
- Reject the stereotypical portrayal or thought and replace it with a nonstereotypical one more reflective of your values

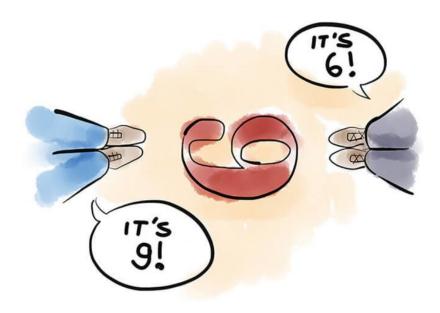
- **Broaden your input**: Finding replacements for stereotypes can be hard given the pervasiveness of stereotypes in media and culture.
- Expanding interactions with members of stereotyped groups overtime will make stereotypical notions less prominent in your brain.
- Broadening the media you consume to include content created by people with different backgrounds can also help build new mental connections to dilute stereotypes

Cox & Devine, 2019.

# **Practice 2: Perspective Taking**

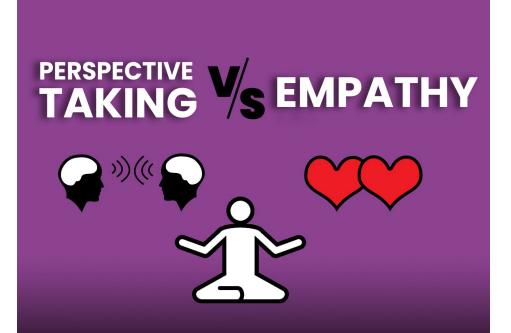
"[P]erspective taking reduces prejudice and unconscious bias by requiring individuals to think about what it would be like to be a member of a different group." Lindsey et al. 2014.

- Imagine what it would it be like to:
  - Have your competency in STEM challenged not b/c of your intelligence but b/c of your gender
  - Be assumed you're less intelligent or capable because of your race
  - Be thought of as a terrorist in the TSA line not b/c of anything you were doing but because you wear a hijab



# **Practice 3: Empathy**

- Perspective-taking is the cognitive skill of understanding the views of how another person might *think* about an issue. <u>Empathy</u> <u>involves understanding how another</u> <u>person feels about an issue</u>.
- Developing our empathy and perspectivetaking skills can increase trust, which helps us be more open to hearing and understanding other people's perspectives.



# **Practice 4: Speak Up!**

- **Speak up when bias occurs**: if you see something that reflects bias or you slip up and express bias, point that out in a non antagonistic way
- Feedback is often better received from someone not from the group that was attacked. Thus, allies have a special power to speak up and be taken seriously

Cox & Devine, 2019.

# Recap

- Practice perspective taking and empathy
- Replace stereotypes with non-stereotypical thoughts
- Broaden your input to include people from different backgrounds and media created by people from different backgrounds
- Speak up when bias occurs

# **Questions**?