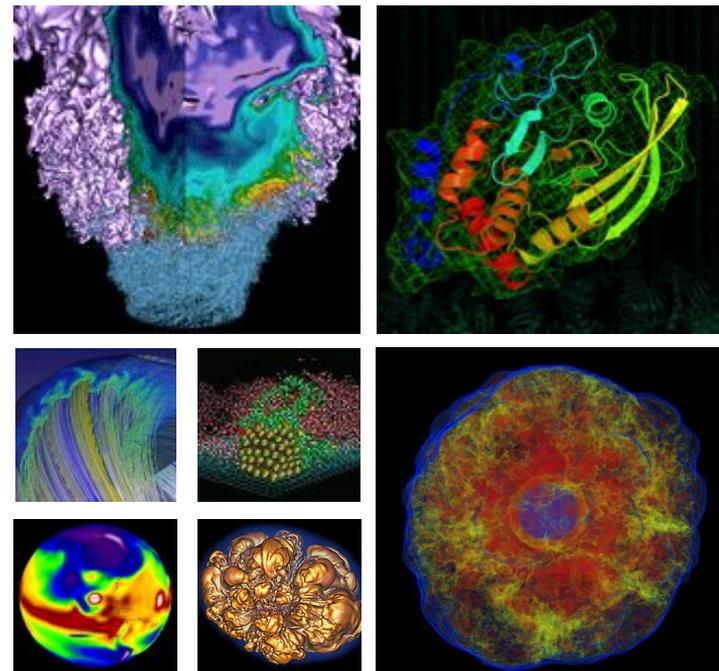


# Coping Strategies for Unconscious Bias



**Elizabeth Bautista**

**Women in HPC @ SC19**

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# Definition



- **Implicit Bias or Unconscious Bias (interchangeable)**
  - The attitudes or stereotypes that affect a person’s understanding, actions, and decisions in an **unconscious** manner.
  - Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. Judgements are **unconscious**.
  - We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people.
  - Can be learned stereotypes: unintentional, deeply ingrained and able to influence behavior.
  - Thus, we use the term “implicit bias” to describe a person has attitudes towards people or associate stereotypes with them without their conscious knowledge.
  - Are not limited to ethnicity and race; biases may exist toward any social group like age, gender, gender identity, physical abilities, religion, sexual orientation, weight etc.
- **Explicit Bias**
  - Attitudes and beliefs we have about a person or group on a conscious level.

# Unconscious Bias Triggers



- **Ambiguous or incomplete information.**
- **The presence of time constraints.**
- **Circumstances where our cognitive control are impaired or compromised.**



# How does this impact you?



- **Causes for complaint: objective vs subjective.**
  - **Discipline disparities: Causes of complaint vs reaction/discipline is not equal to the issue.**
- **Implicit attitudes toward specific groups (racial or otherwise) can unconsciously affect decisions.**
- **Tendency to confirm preexisting beliefs.**
- **Unconsciously shape expectations of achievements/performance.**



# Mitigating the influence of implicit bias



- Recognizing is the first step to “reprogramming”
  - We are instrumental in “managing up” or educating others.
  - Have you taken the Implicit Association Test (IAT)  
<https://implicit.harvard.edu/implicit/iatdetails.html>
- Exposure to or association with counter-stereotypical exemplars: individuals who contradict widely held stereotypes.
- Intergroup contact - you get to know them or they get to know you
- Information is power: data gathering and do some analysis
- Force the time
- Encourage visual displays

**Implicit bias can lead to microaggressions -  
See handout**



- A thousand paper cuts - takes its toll.
  - Practice forgiveness and self-care.
  - Don't get baited.
  - Select your fights.
- Growth and understanding can be uncomfortable and takes time.
- Understand that you/they aren't being sensitive or not cooperating.
- Embrace allies who "amplify" you.
- Be an upstander to have the actions returned.

**When each of us can be an ally and an upstander for each other, the work is half way done.**



# Final thoughts



- Unconscious associations should not be regarded as character flaws or any indication that the person is good or bad.
- When we identify and reflect on the implicit biases we hold, we should recognize that our life experiences may unconsciously shape our perception of others in ways we may or may not consciously want and recognizing this allows us to take action to mitigate the influence of these associations.
- The work of inclusion, diversity, equity and accountability is about creating community.
- Individuals and organizations can - and do - grow and change but it doesn't happen overnight.



# Interesting reading



1. Arin N. Reeves, *Written in Black & White: Exploring Confirmation Bias in Racialized Perceptions of Writing Skills* (Chicago: Nextions, 2014).
2. B. Trachtenberg, “How University Title IX Enforcement and Other Discipline Processes (Probably) Discriminate,” *Legal Studies Research Paper Series*, no. 2017-22 (2017), 107–55.
3. Jennifer L. Eberhardt, Phillip Atiba Goff, Valerie J. Purdie, and Paul G. Davies, “Seeing Black: Race, Crime, and Visual Processing,” *Journal of Personality and Social Psychology* 87 (2004): 876–893.
4. Linda van den Bergh, Eddie Denessen, Lisette Hornstra, Marinus Voeten, and Rob W. Holland, “The Implicit Prejudiced Attitudes of Teachers: Relations to Teacher Expectations and the Ethnic Achievement Gap,” *American Educational Research Journal* 47 (2010): 497–527.
5. Russell J. Skiba, Robert S. Michael, Abra Carroll Nardo, and Reece L. Paterson, “The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment,” *Urban Review* 34 (2002): 317–342.
6. Safia Samee Ali, “Black Troops More Likely to Face Military Punishment than Whites, New Report Says,” *NBCNews.com*, 7 June 2017
7. “Understanding Implicit Bias,” Ohio State University Kirwan Institute for the Study of Race & Ethnicity (2018); and R. Banks, J. Eberhardt, et al., “Discrimination and Implicit Bias in a Racially Unequal Society,” 94 CALIF. L. REV 1169 (2006)
8. B. Trachtenberg, “How University Title IX Enforcement and Other Discipline Processes (Probably) Discriminate,” *Legal Studies Research Paper Series*, no. 2017-22 (2017), 107–55.

# Info

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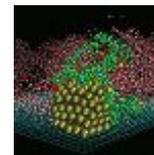
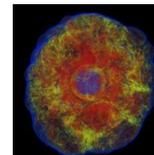
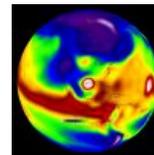
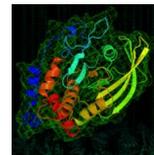
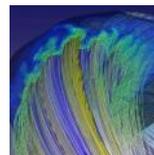
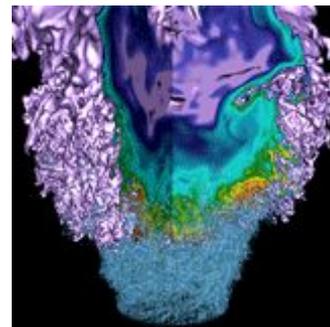


Elizabeth Bautista  
[ejbautista@lbl.gov](mailto:ejbautista@lbl.gov)

<https://www.linkedin.com/in/elizabethbautista/>

@FilipinasIC

# Questions?





**Thank You**



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