



July 25, 2019

10:30 a.m. to 12 p.m. Stillman Hall 115

Theme: Implicit Bias/Did They Really Just Say That?

Guest: Lena Tenney, Coordinator of Public Engagement, Kirwan Institute for the Study of Race & Ethnicity, Race and Cognition Program

Introduction: Lena Tenney

- Discussion of their background, topic
- Focus on Implicit Bias in professional setting
- Statistics: from survey Kirwan took, questions include:
 - If they experienced/observed a comment that made them uncomfortable? If so, did someone intervene?
 - If you chose not to intervene? Why: fear of safety, fear of judgment, did not know what to do or say, did not feel comfortable intervening
 - Now have database for prospects, have on-campus recruitment event each fall, and staff attend recruitment events

Discussion:

- Self-Reflection (Think/Pair/Share)
- Prompt: Factors that contribute to disconnect between how often people witness bias and how often people intervene?
- What factors might make you hesitant to intervene in a bias incident?
- What other goals can be achieved by speaking up?
 - If you don't think you can change the person—part of changing the type of space you are in
 - Focus on mitigating harm to people in the space
 - Prevention of normalizing the racist, etc. comments
 - Framing it is this is not how things are done here, i.e. at Ohio State
 - Make it clear where you stand, be prepared ahead of time to establish where you stand (example of navigating family holidays)
 - Role of culture and context (is something lost in translation)
 - Embracing the messiness
 - Recognizing that understanding may happen over time, speaking one's truth
- Benefits of Inclusive Learning Environments
 - Tied to better outcomes for all students
 - Student engagement increases
 - Better cognitive complexity in problem solving; innovation in problem solving in team environments
- What does it mean to be an active bystander?
 - Term comes from sexual assault training
 - Bystander effect: Diffusion of responsibility, the more people present, less likely people will take action, common reaction in emergency situations
 - Social influence: groups monitor behavior and people don't want to violate norms
- Who can be an Active Bystander?
 - Everyone, not just those in power





- In big and small ways
- For you, is there a difference between when a comment targets your identity vs. your identity not being targeted? Why? Does this influence how you address the situation?
 - In group, many feel differently
 - Easier to speak about your own group, matter of expertise, also better knowledge of terms, sometimes disagreement within communities about correct terms
 - Why more difficult to speak on your own behalf? Emotional connection
 - What if you are in a majority group?
 - People listen to others from dominant identities if they are in the same group
- Be strategic with people already in your life
 - Ask people how you can be an ally for them (context, dynamics, type of support) and ask for consent to have the conversation
 - Focus on how to frame a conversation (i.e. "I'm not an expert, but")
 - Navigating discussions where multiple identities are involved (intersectionality)
 - Draw from Improv "Yes and" rather than "Yes, but"
- Oppression looks different in different forms
 - Focus on avoiding "Oppression Olympics." I.e. "Yes, but"
- Challenges of navigating equity work
 - Recognizing complexities and not watering stuff down
 - Stay focused without ignoring stuff
- Kirwan Institute focuses primarily on race/ethnicity
 - Studies show whites avoid discussion of race
 - Whites/People of Color have different concerns about talking about race
 - Need to recognize these realities and still proceed
- Context Matters
 - OK to read power dynamics, practice self-preservation, personal values and priorities
- Implicit Bias
 - Helps explain how well-meaning people say offensive things
 - Intent → Effects of implicit bias → Outcomes
 - Kirwan Institute has a free online training platform (geared to K-12, but applicable to higher education); rolling out a new training for Wexner Medical Center that focuses on implicit bias in healthcare
- Inclusion vs. Justice
 - Whose ideas will be taken seriously?
 - Have everyone's ideas been heard?
 - Justice=people getting credit for their ideas
 - Inclusion=is the environment safe for everyone to belong?
 - Justice=whose safety is minimized?
 - This framing comes from Dafina-Lazarus Stewart, *Inside Higher Ed*
- How can I be an Active Bystander?
 - Strategies for speaking out?
 - Use humor, "punching up," not down, flip script on social norms
 - Be literal/refuse to rely on the assumption being made
 - I.e. avoid normalized offensive phrases





- Ask questions that invite discussion, redirect people to the evidence and away from “fit,” “polish,” etc.
 - Say you are uncomfortable
 - Use direct communication—use “I” statements
 - Remind people of their values and institutional values.
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- *For more information and resources from the Association of Graduate & Professional Administrators, visit <http://u.osu.edu/agpa/>*
 - *To join the email listserv, visit www.go.osu.edu/joinagpa*

