Workshop Outline

The Moving Beyond Bias curriculum is a seven-part workshop for senior administrators, faculty, student leaders and an eight-part workshop for staff trainers. This workshop is a robust introduction to the science and application of the implicit bias body of research. For more experienced participants, the trainings include opportunities for them to dig deeper and explore how they specifically learned and internalized social messages that may have formed their biases, and then practice disrupting their biases from impacting their behavior in interpersonal interactions and in their roles interfacing with institutional policies and procedures. Interactive exercises, case studies and discussion topics are tailored to meet the learning needs of the different university audiences. The Train-the-Trainer module consists of eight parts, including extended practice opportunities and coaching.

Part #1: Baseline Assessment Survey
Participants will complete a pre-training survey designed to assess baseline attitudes and beliefs.

Part #2: The Science of Bias
The first part of the training will draw upon the science of bias to frame our exploration of where bias comes from, why human beings are susceptible to it, and how it connects to the larger landscape of discrimination and inequality historically and today. Specific topics will include:
• Social categorization is a natural habit of the mind that helps simplify a complex world
• Stereotypes vs. bias vs. discrimination vs. structural inequality
• Explicit versus implicit bias
• Prevalence of different types of bias in the United States and how that has changed over time
• Bias as a product of the socialization process that makes certain prejudices automatic

Part #3: Exploration of Our Own Biases
The goal of this area is to allow participants to explore their own socialization experiences, the stereotypes they have been exposed to, and how those stereotypes may have been internalized to form biases. Specific topics will include bias related to race, ethnicity, sex, gender, sexual orientation, and religious affiliation as well as the concept of intersectionality. Specific components will include:
• Experiential exercises that delve into our social histories that helped develop our unique biases
• The role media has played in constructing and reinforcing stereotypes and associations
• How our social roles influence the impact of our biases

Part #4: How Bias Affects Decision-Making, Behavior, and Outcomes in University Life and Broader Society
This section reviews research on the impacts of bias in various institutions and industries (e.g., education, law enforcement, healthcare, advertising). It will culminate with participants exploring how bias impacts a range of experiences and outcomes within university life. Participants will identify both overt and subtle examples of how bias has played out on their campuses and discuss concrete implications for their specific group: senior administrators, faculty and students.

• Potential areas of exploration for Senior Administrators module:
    o Equitable hiring and promotion policies and practices
    o Examining other university policies, practices and procedures for equity and inclusion, e.g., admissions, policing and procurement.
    o Underrepresentation of marginalized people in positions of leadership and in succession planning

- Mitigating bias in supervisor-employee evaluation, mentorship and disciplinary action

  - <u>Potential areas of exploration for Faculty module:</u>
    - Grading and inclusive pedagogy
    - Culturally responsive curricula
    - Facilitating difficult discussions in class and lab
    - Mentorship of undergraduate and graduate students
    - Marginalized faculty and their experiences with bias, e.g., racial and gender bias in student evaluations, service expectations, tenure and contributions to diversity efforts

  - <u>Potential areas of exploration for Student Leaders module:</u>
    - Impact of student organizational programs and activities on campus climate and culture
    - The makeup of different student organizational leadership and membership, e.g. Greek organizations, honor societies, cultural organizations and political organizations.
    - Bias in the classroom and curriculum
    - Meaningful ally relationships and advocacy

Part #5: Practicing the Breaking the Bias Habit® Strategies[1]

Participants will be introduced to evidence-based strategies and tools for mitigating the negative impacts of bias. Participants will have a chance to practice them in small groups.

- Stereotype replacement
- Situational explanations
- Individuating
- Perspective-taking
- Engaging with diverse perspectives

Part #6: Individual and Institutional Level Strategies

Throughout the workshop, we will explore why human beings are susceptible to bias. While all of us have the potential to be impacted by our biases at any moment, there are certain conditions that heighten the likelihood for implicit bias to influence decision-making. In this segment, we will review what those conditions are and learn how changes in policies and procedures at the institutional level can help to minimize the impact of bias on university processes and culture.

Part #7: Post-Training Survey

Participants will complete a post-training survey.

Part #8: For Train-the-Trainer Sessions Only

In addition to parts 1–7, those participating in the Train-the-Trainer program will also learn how to use the Moving Beyond Bias content on their own campuses and within their own spheres of influence. This portion of the training will include:
- Understanding the design of the workshop
- Lessons learned from the Oakland, Sacramento, Northridge and Irvine trainings
- Managing resistance from the audience and pivoting
- Breaking up into affinity groups for deeper discussion and self-reflection
- Deeper dive into the Breaking the Bias Habit® Strategies
- If and how to include assessment and research surveys
- Facilitation practice and feedback
- Final Q&A

[1]Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology, 48*, 1267–1278. doi:10.1016/j.jesp.2012.06.003