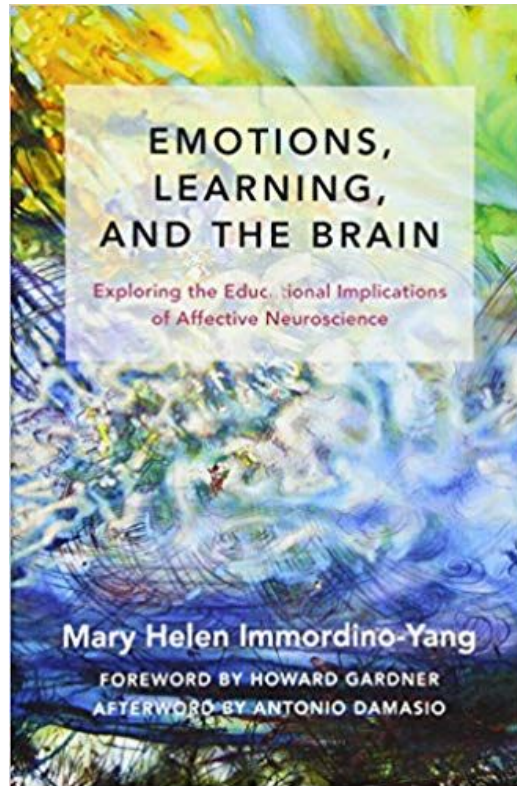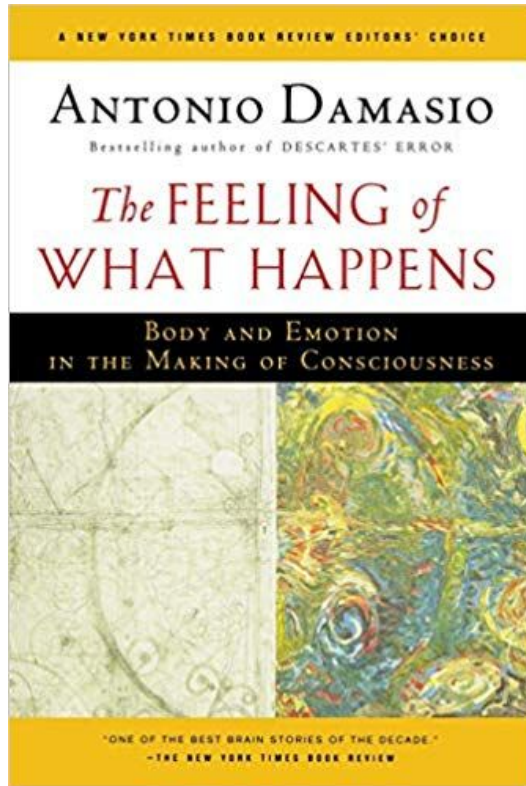# Unpacking the IAT

Mays Imad, Ph.D. and Tess Killpack, Ph.D

Go to **menti.com** and enter the code: **47 60 42**

Using words or short phrases, describe your feelings upon seeing your IAT results

The form allows you to enter up to 10 words or short phrases.

You may submit multiple forms if needed.

Meaning Making

1. Filling in gaps
2. Sorting into categories
3. Creating associations

Unconscious Biases

• **Automatic judgments that operate without our awareness**

• **Can contrast conscious beliefs & values but still influence our judgments and interactions**

• **Reducing unconscious biases requires awareness and continual adjustments to counteract the negative impact they could
have on our interactions and decisions.**
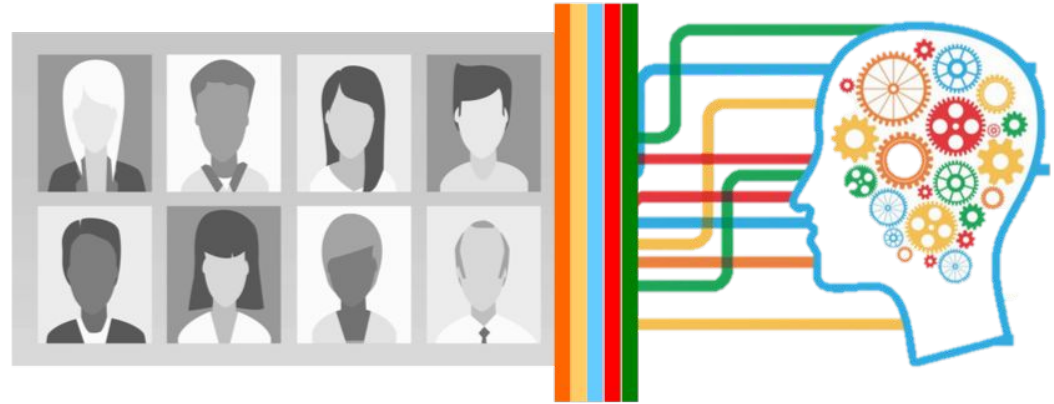
"Even the most well-intentioned person unwittingly allows unconscious thoughts and feelings to influence apparently objective decisions."

Mahzarin R. Banaji

Implicit Association Tests (IATs) to identify unconscious biases
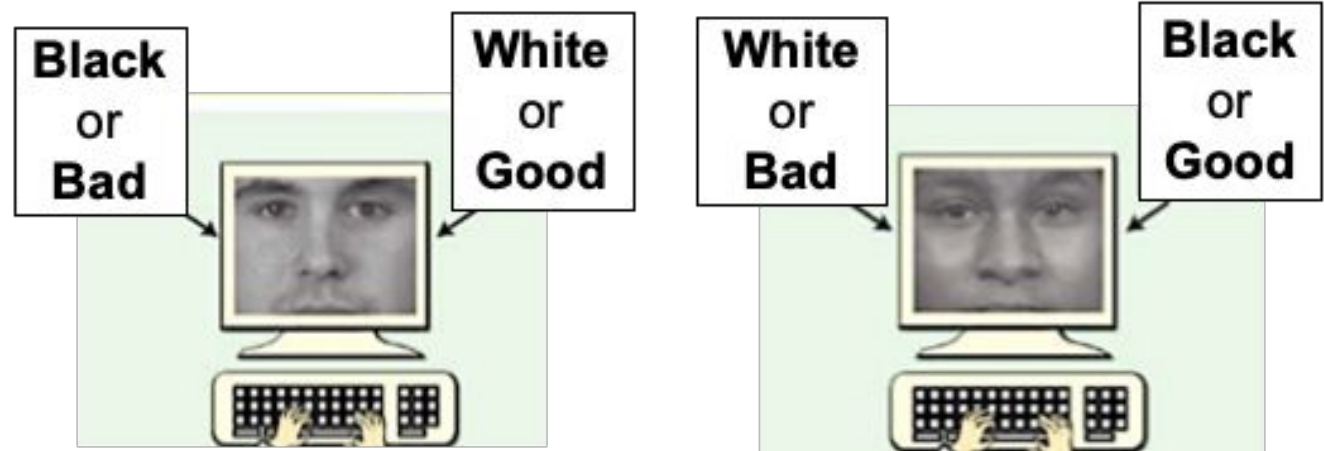
- Pervasive societal messages and stereotypes influence our brains to make automatic associations, sometimes **leading us to "fill in the blanks" of missing information with stereotyped information.**
- **IATs** use our brains' tendency to make automatic associations with images and words to measure our unconscious biases.
- Because our **brains have evolved to make quick associations from visual input**, **we all have biases (**no one is immune).

Why did we have you take the IAT?

Deep Teaching Model

Know Self — Enhance Empathy — Know Students → Develop a Trusting Climate / Use Varied Pedagogies / Leverage Networks & Resources
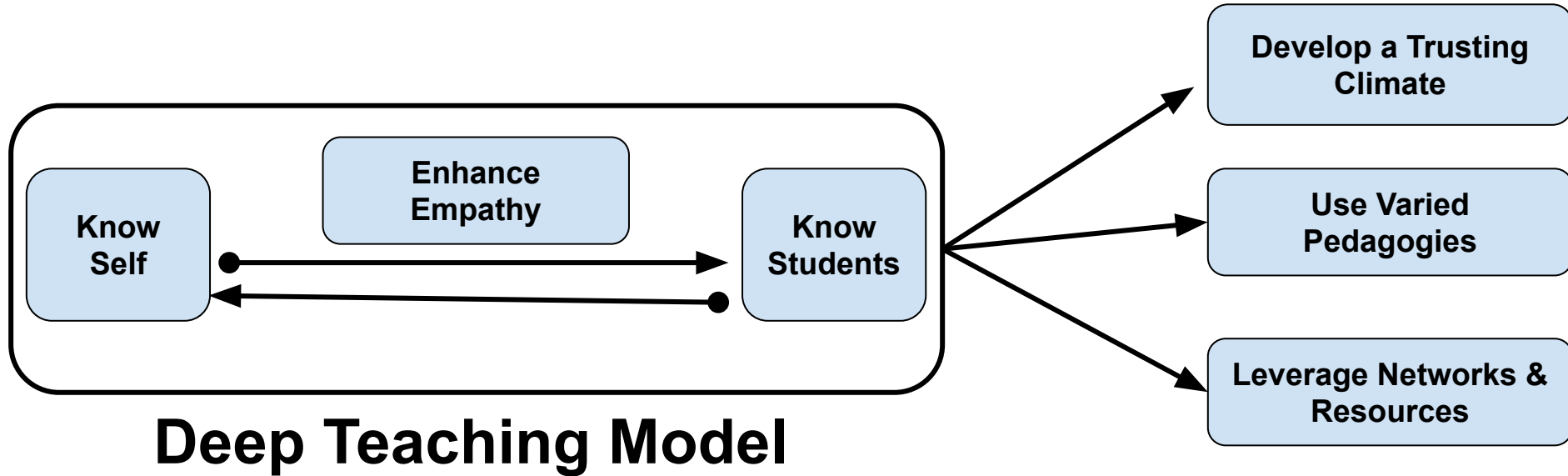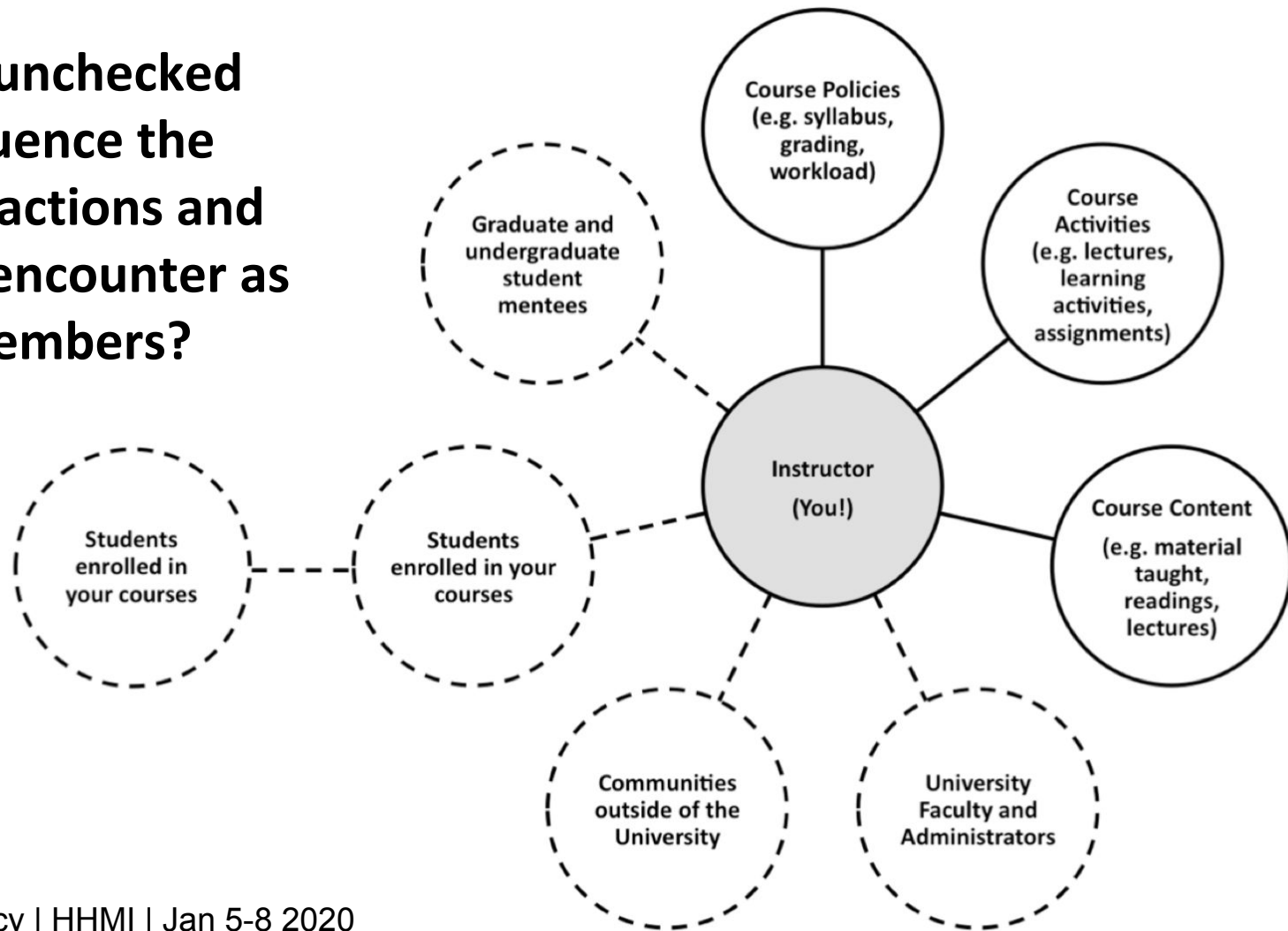
Examine and reflect on the responses of the group, first on your own and then with your tablemates.

- Why do you think these feelings came up for you and other people?
- Is there one that you personally identify with in particular and why?

- Why do you think these feelings came up for you and other people?
- Is there one that you personally identify with in particular and why?

How might unchecked biases influence the various interactions and decisions we encounter as faculty members?

Course Policies (e.g. syllabus, grading, workload)

Course Activities (e.g. lectures, learning activities, assignments)

Graduate and undergraduate student mentees

Instructor (You!)

Course Content (e.g. material taught, readings, lectures)

Students enrolled in your courses

Students enrolled in your courses

Communities outside of the University

University Faculty and Administrators

Unconscious Biases

1. **Collect data** to reveal where biases may impact course interactions and decisions

2. **Shape classroom environments** to reduce bias and stereotype reinforcement

3. **Broaden decision-making** after increasing awareness of biases

Group Brainstorm of strategies to counter unconscious biases

"Ask colleagues to observe my teaching to see if I'm favoring/ignoring certain students"

"Choose articles and course materials from diverse authors and show author photos"

"Use pre-established criteria for evaluating applicants for jobs in my lab."

Deep Teaching Residency | HHMI | Jan 5-8 2020

| Motivation | I am committed to inclusion and diversity in education. |

| Information | I understand bias as a natural aspect of human cognition. My IAT results have revealed some information about this. |

| Reflection | **Because my experiences shape my decision-making, I want to better understand my own biases, their origins, and their impacts on my behavior.** |

| Action |

Deep Teaching Residency | HHMI | Jan 5-8 2020