

Implicit Bias Session

Purpose: The goal of this session is to introduce what implicit bias is and specifically how implicit bias can affect us as mathematicians. The session should focus both on the biases of the participants, as well as potential biases of the people they may encounter. Particular attention is paid to faculty teaching evaluations and letters of recommendation. Since these discussions can be challenging, we recommend doing this session later in the workshop when participants know each other better.

Duration: 45-60 minutes

Schedule:

1. *(Optional)* Have participants play a few iterations of the [Tag Game](#) **(5-10 minutes)**
 - a. If you choose to play this game, have some colored paper cut out into different shapes ready.
2. Introduce Implicit Bias and play the following short videos from PBS **(10-15 minutes)**
 - a. [Peanut Butter, Jelly and Racism](#)
 - i. This video defines implicit bias.
 - b. *(Optional)* [High Heels, Violins and a Warning](#)
 - i. This video gives a specific example of implicit bias affecting selection for members of an orchestra
 - c. [Check our Bias to Wreck Our Bias](#)
 - i. This video gives strategies to combat one's own implicit bias.
 - d. [Snacks and Punishment](#)
 - i. This video illustrates how some judges in Israel were able to judge more fairly when they were not in a hurry and recommends we all keep this in mind in situations where implicit bias can occur.
3. Explore the following interactive websites **(10-15 minutes)**
 - a. [Gendered Language in Teacher Reviews](#)
 - i. This is a website that tells you how often a certain review is used in reviews on RateMyProfessor.com. The website separates reviews by gender and field, so you can see if certain words are used a lot more for women or men and in which fields. (there are about 14 million reviews total)
 - ii. Good words to try:
 1. Diligent
 2. Caring
 3. Organized
 4. Smart
 5. Insightful
 6. Outstanding
 - iii. Ask for other words to try from the participants
 - b. <http://slowe.github.io/genderbias/>

- i. Thomas Forth made a bias calculator to read passages of text (like letters of recc) and determine if they are male- or female- biased. Let's plug our words into the calculator.
 - ii. Try similar words as for the Teacher Review website.
 - iii. Ask again for words or phrases from the participants.
 - iv. *(Optional)* If any volunteers have a letter of recommendation that they have written, plug in some paragraphs from that.
4. Break participants into small groups, each with a Mentor/Counselor, and discuss the [Discussion Questions](#) **(15-20 minutes)**