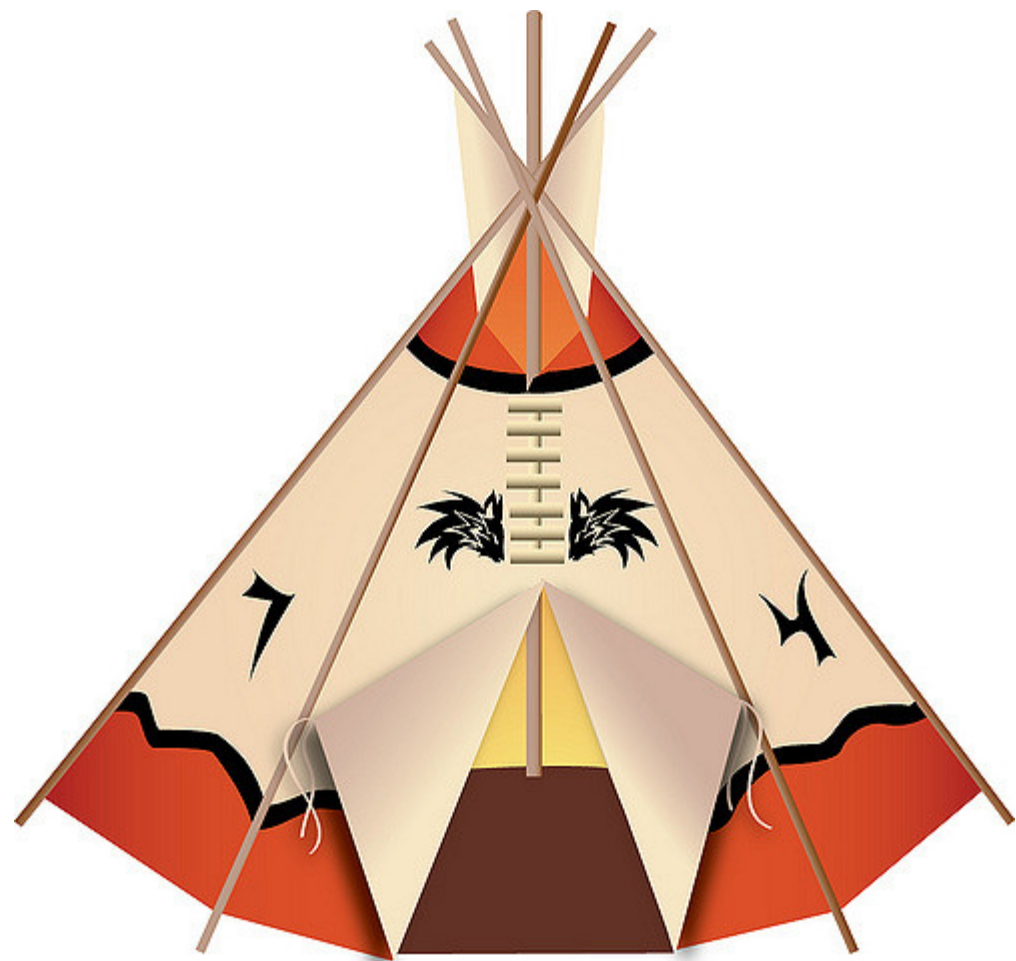


Social Location, Positionality & Unconscious Bias

Candy Khan, M.Ed.
EDI Advisor, HRS
University of Alberta



UNIVERSITY OF ALBERTA
HUMAN RESOURCE SERVICES



Welcome and Introduction

Name (Turn to your Neighbor)

What Is The Original Meaning Of Your Name

2 minutes please



All About ME!!!!

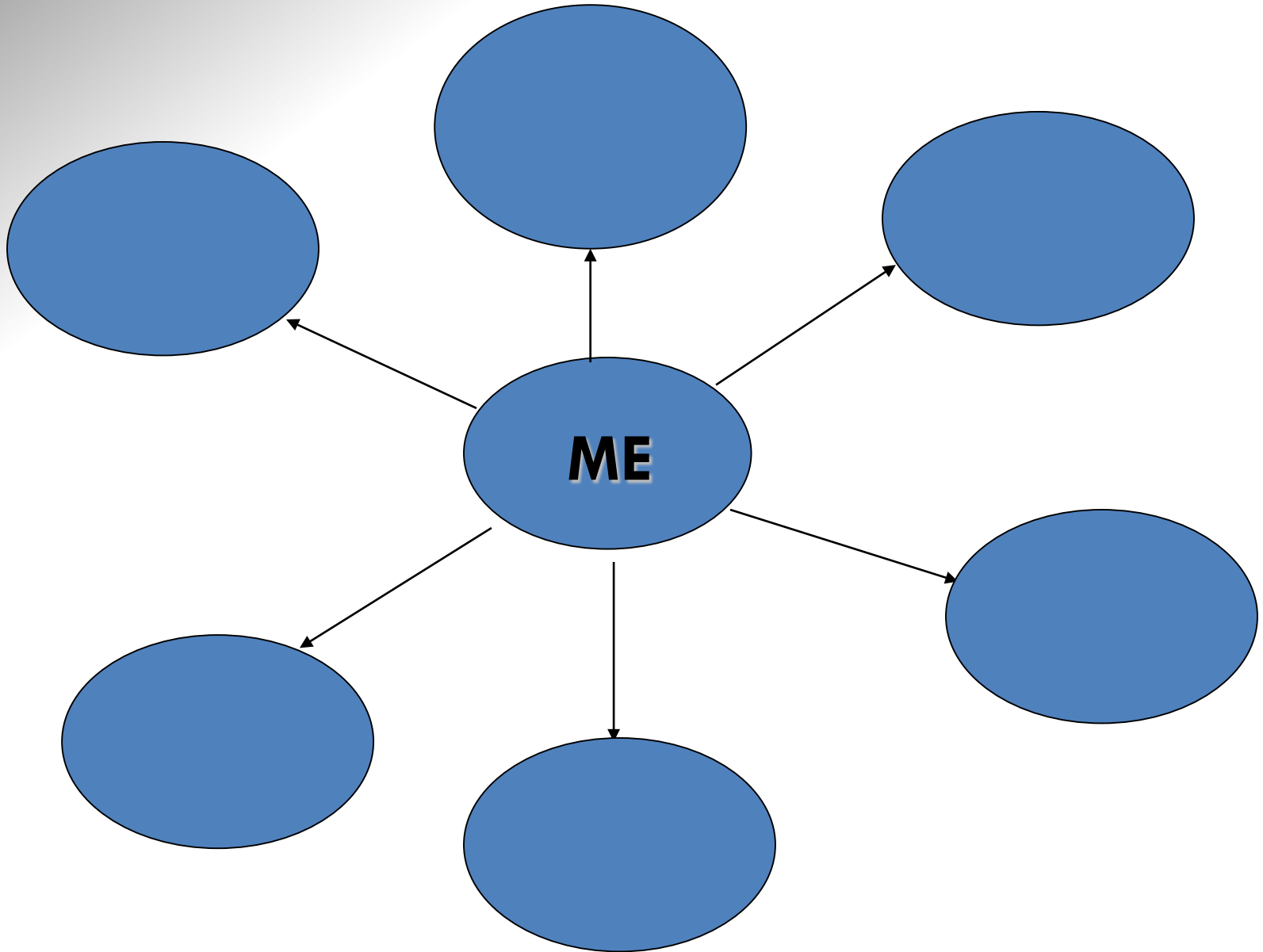


Social location Positionality Intersectionality “your place in space”

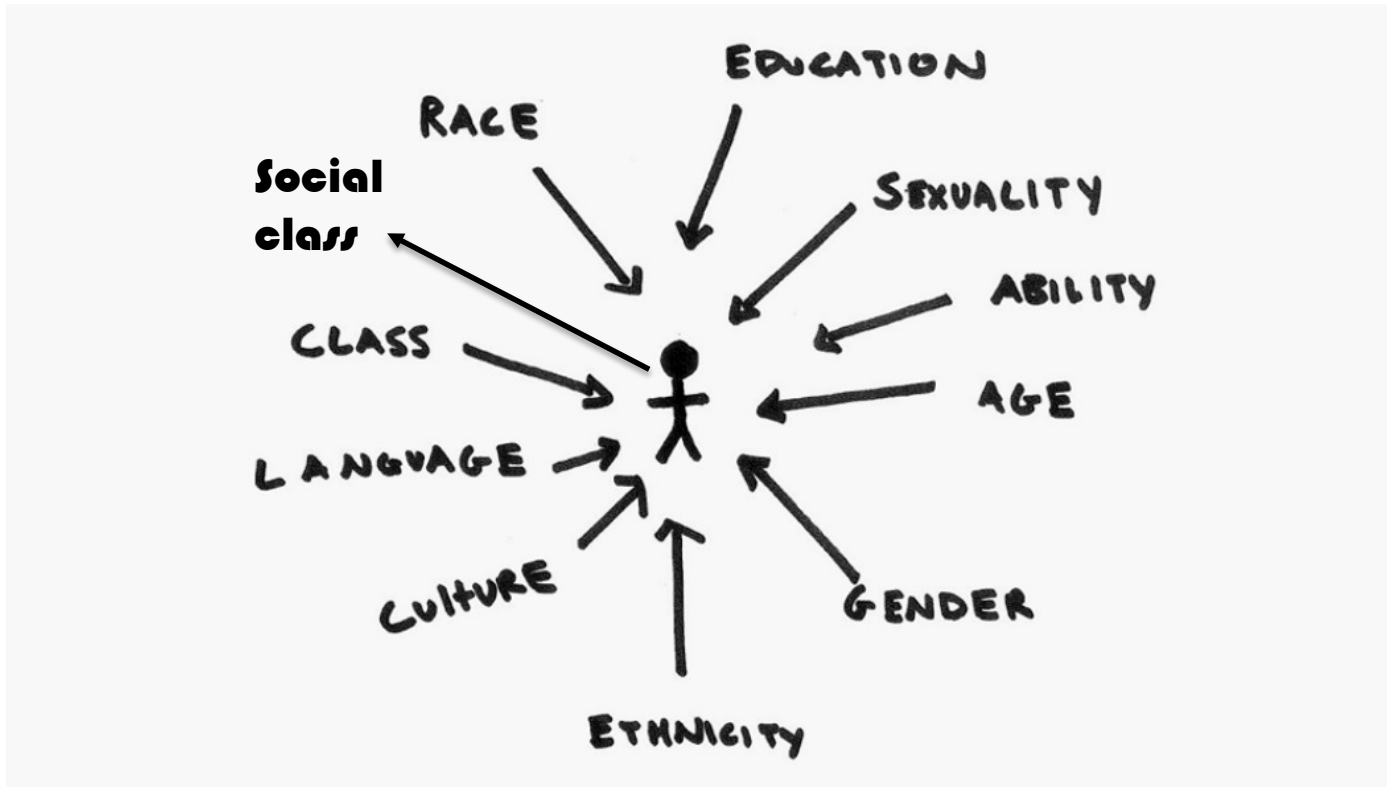
- ❖ Early socialization
- ❖ Acquiring new roles
- ❖ Your assumptions play very important role in how you interact with others



Social Location



Intersectionality



What is a Bias?



What is Bias?

- Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair.
- Biases may be held by an individual, group, or institution and can have negative or positive consequences.



Unconscious Bias



Unconscious Bias

- Automatically triggered responses outside of our control or awareness (Greenwald & Banaji, 1995).
- Differential treatment (age, gender, class, race, etc).
- UB affects our judgement without us realizing.
- UB is more reliable of prejudice and behavior (Doridio et al, 1997)



Research on UB

- Last two decades, a substantial amount of research (over 5,000 studies) has been conducted and provides a better understanding of the nature of UB/IB.
- Enhanced understanding has led to the development of strategies to assess and address unconscious bias



What Causes UB

- Socialization
- Culture
- Our own experiences
- Institutional influences
- Mental processes of perception, memory, judgement and reasoning



Implicit Bias

- Implicit bias is far more prevalent than conscious prejudice and often incompatible with one's conscious values.
- Certain scenarios can activate implicit attitudes and beliefs. For example, biases may be more prevalent when multi-tasking or working under time pressure.



Applying The Lens



Inclusive Education and Classroom

Learning environment that promotes full personal, academic and professional development of all learners irrespective of race, class, colour, gender, sexual orientation, learning styles, etc.



The Key Concepts

- Accessibility**
- Curriculum (relevant, broad, diverse)**
- Content (teaching/learning activities)**
- Diverse learning needs**
- Participation (student engagement)**
- Respectful and socially inclusive**



Applying the Lens

- Is your classroom accessible for participants who are differently abled?
- Does your curriculum, projects, homework, exams assume everyone is heterosexual?
- What religious or cultural holidays and events do you need to take into account when scheduling events?



Applying the Lens

Instructor/TAs

- Are there certain students whose interests are focused on more often than others?
- Are case studies/stories lived realities of only some students mentioned?
- Does your syllabus have diverse academics?
- Is EDI embedded in the syllabus?
- Do guest facilitators represent diverse experiences, backgrounds, and social locations?



Do I have UB?

- Social Location will inform your UB
- Take the Implicit Association Test (I.A.T) to measure implicit cognition
- Visit Teaching for Diversity (toolkit provides resources and strategies)
- Contact Equity, Diversity and Inclusion Office to obtain more information about upcoming training opportunities.



