THE SILENT DETRACTOR:
EXPLORING THE IMPACT OF IMPLICIT BIAS ON ADVISOR-ADVISEE RELATIONSHIPS

PRESENTER:

CHIOMA HEIM, ED.M
VERONICA MENDEZ-LIAINA, ED.M
AGENDA

• Welcome!

• Purpose and Objectives

• Setting the Tone
  • Safe Space Shout Out
  • Video: Implicit Bias-How it Effects us and how we push through, Melanie Funchess
  • What is Implicit Bias?

• Activity: Oops…well… that did not go as expected.

• Drawing a connection between Intention and Impact:
  • 7 Highly Effective Ways to Check Your Bias
  • Activity: Connecting NACADA Core Competencies
PURPOSE

• To self-reflect and have a lively and professional dialogue around how implicit bias impacts the work we do with students.

• To leave with one or two new ways to combat implicit bias for the sake of student success.
OBJECTIVES

• Educate advisors on implicit bias
• Understanding why it's important to recognize your implicit biases when meeting with students and how that affects our advising practices
• Engage in interactive exercises to help better understand biases and how understanding them improves our professional competency and promotion of student success
• Review ways/practices that support with combating implicit bias
SETTING THE TONE

• Safe Space Shout Out
• Video: Melanie Funchess
  • Director of Community Engagement at Mental Health Association in Rochester, New York
WHAT IS IMPLICIT BIAS?

• What is implicit bias?
  • Also known as “hidden bias” or “unconscious bias”, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.
  • It impacts our social behavior because it is automatically applied.

• How might implicit bias affect our work with students?
  • Examples that have made headlines
GROUP ACTIVITY: OOPS…WELL… THAT DID NOT GO AS EXPECTED

• Think about a time or situation in which your intent and impact on a student did not align? Describe the situation as clearly as possibly. Feel free to omit details that may violate confidentiality.
  • Describe the impact/what did not go well. Why do you think this happened?
  • Now that you are actively cognizant of how implicit bias plays a significant role in our interactions with students, could unchecked bias have played a role?
  • Share your experience with people at your table. Discuss strategies that could prevent similar situations from occurring again.
DRAWING A CONNECTION BETWEEN INTENTION AND IMPACT

7 Highly Effective Ways to Check Your Bias

• Mentally reset before each student
• Understand your institutions stance on diversity and inclusion
• Be aware of your institutions climate and environment
• Stay “up-to-date” with trainings
• Create a “safe space”
• Get to know your students identity
• Be aware of your emotional intelligence quotient
ACTIVITY: CONNECTION TO CORE ACADEMIC ADVISING COMPETENCIES

- Review the Core Academic Advising Competencies
- Discuss how understanding implicit bias supports the advising core competencies?
- Additionally, how does it support student success?
RESOURCES

• Implicit-Association Test (IAT): https://implicit.harvard.edu/implicit/

• A few articles/journals/dissertations addressing implicit bias in education and healthcare:
  • Effects of Implicit Bias on Teachers Expectations of Student Relationships: https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1297&context=cehsdiss
  • Four Ways Teachers can Reduce Implicit Bias: https://greatergood.berkeley.edu/article/item/four_ways_teachers_can_reduce_implicit_bias
THANK YOU FOR PARTICIPATING!

Contact Information:

Chioma Heim, Ed.M
chioma.a.heim@wsu.edu

Veronica Mendez-Liaina, Ed.M
vmendez5@gmail.com