

THE SILENT DETRACTOR:

EXPLORING THE IMPACT OF IMPLICIT BIAS ON ADVISOR-ADVISEE RELATIONSHIPS

PRESENTER:

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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 its 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 were advising a student and 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:**
 - Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Healthcare: https://www.law.georgetown.edu/faculty-staff/resources/upload/ScienceofEquality_web.pdf
 - 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!

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