bias

A discussion guide

table of contents

letter from the director

While making and screening my previous film, *CODE: Debugging the Gender Gap*, I spent two years traveling the globe talking to people about the lack of diversity in the tech industry. When I spoke with experts and audiences, one term kept surfacing: unconscious bias. Unconscious—or implicit—bias, I was told, is the underlying precursor to many of the "-isms" that plague our society: sexism, racism and ageism.

And what's more, we all have it.

I consider myself a fair person, but the more I learned about implicit bias, the more I saw how it influenced my life. My closest friends are a lot like me. I make assumptions about people based on their appearances and where they grew up. I began to wonder: what biases do I have that I am not aware of, and how do they affect my choices and actions? From these questions, *bias* was born.

To make the film, I interviewed renowned scientists who introduced me to tests and innovative tools that unveil and measure bias. I took several Implicit Association Tests, which uncovered some deeply rooted biases I held. I sought out an experimental virtual reality lab at the University of Barcelona and saw myself, a white woman, with black skin. I experienced crime simulation in a deadly force decision-making training for police and learned the risks of following my gut.

Because I'm human, I will never be able to be completely fair and objective. I have learned, however, that by better understanding my biases, I can work to counteract them. I can slow down and question my snap judgements. I can seek diverse perspectives, and I can cultivate empathy for people who are not just like me.

Initially, I felt hopeful that I would learn the cure for implicit bias. Ultimately, I learned that there is not just one solution or call to action. Despite decades of research and technology, there isn't a panacea for human bias. We all have bias; that much is certain. The question I now ask myself is: what am I going to do about it?

Robin Hauser
Director/ Producer
May 2018

Silicon Valley Bank
statement of support

Every year, the world is becoming a smaller place, where people interact and rely on each other across communities, geographies, governments and cultures. This is nowhere more evident than in the innovation economy where entrepreneurs seek open markets, talented employees and new audiences from all over to build their businesses globally and invent the future.

As the bank of the innovation economy doing business in high-tech hubs around the world, we're witness to the amazing advancements in sectors such as healthcare, communication, energy management, disease eradication and transportation. Inventions are improving lives, building efficiencies, revitalizing economies and creating better jobs and opportunities for people and their families.

We also have a front-row seat to the challenges that face these high-growth companies. One of their biggest hurdles is access to the talent they need to establish and grow their businesses, and bring their ideas to life. The innovation economy has more jobs open than it can fill. There is more opportunity in the innovation sector today than at any time in history, and the pace of change is only increasing.

Entrepreneurs and their teams need a large and diverse talent pool to execute their strategies, create new ideas and deliver their ambitious goals; and yet there is low representation of women and minority groups in the innovation sector. There are few women in leadership and fewer people of color filling the available positions.

Research tells us diverse teams are more successful. We believe this is true for our business, our clients' businesses and the innovation economy at large, which is exactly why we started looking at the impact of unconscious bias in the last few years. We continue to see a lack of diverse representation in the innovation ecosystem among leadership teams, startup founders and venture capital investors. This lack of diversity ties back to hidden biases, which shape our decision making and behavior.

With this in mind, we started training our workforce about unconscious bias in 2016, in an effort to increase inclusion in our own ranks. To change our behavior, we first needed to understand it. We asked all of our employees to learn about their own biases and recognize their impact on whom they hire and how they interact with others.

As our employees came to understand their own biases, we grew as a company. We are learning to create and manage a more inclusive environment and celebrate and leverage diversity for better outcomes. This is exactly why we felt compelled to sponsor this film, *bias*, by Finish Line Features. We congratulate filmmaker Robin Hauser and her team for challenging us all to confront our hidden biases and understand the impact they have in our daily lives.

At Silicon Valley Bank, we seek to increase our clients' probability of success and be advocates and champions for the innovation economy. In this increasingly small world, inclusiveness is imperative to success. The first step in creating diverse, talented, well-rounded teams is understanding our biases that can be barriers to growth, and ultimately, success.

We hope this film expands your views and increases your understanding of your own implicit biases so that, in turn, you may increase your own opportunities to invent, build and succeed.

Chris Edmonds-Waters
Chief Human Resources Officer of Silicon Valley Bank
June 2018

the film:
bias

the film: *bias*

If you're human, you're biased. Now what?

The toxic effects of bias make headlines every day: sexual harassment, racial profiling, the pay gap. As humans, we are biased. Yet few of us are willing to admit it. We confidently make snap judgments, but we are shockingly unaware of the impact our assumptions have on those around us. The documentary feature **bias** follows filmmaker Robin Hauser on a journey to uncover her hidden biases and explore how unconscious bias defines relationships, workplaces, our justice system and technology. **bias** contemplates the most pressing question: can we de-bias our brains?

There is a test that measures unconscious biases: the Harvard-based Implicit Association Test, or IAT. In **bias**, Robin takes the IAT and is shocked by her results. She embarks on an investigation into the nature of human bias, tracking down the test's co-creators, Mahzarin Banaji and Anthony Greenwald, to dig into the science behind bias before traveling across the country and around the world to explore cutting-edge research into bias and its effects on our social and professional lives.

Throughout, **bias** gives voice to neighbors concerned about profiling in their communities, CEOs battling bias in their businesses, and those of us hesitant to admit our own biases. After confronting her unconscious bias, Robin turns to action by engaging with innovative experiments—from corporate strategies to tech interventions and virtual reality—that are reshaping our understanding of implicit bias and attempting to mitigate it. In settings such as a police deadly force decision simulator and a virtual reality lab designed to reduce racial bias, the film considers the possibilities presented by new technology. At the same time, it exposes the risks we take by using algorithms to solve for human error.

Humorous anecdotes, alarming exposés, and Robin's acute vulnerability prompt viewers to reflect on their own "gut feelings." When should we trust them and when should we let them go?

Year: **2018**
Feature Length: **88 minutes**
Educational Cut: **54 minutes**
Website: **biasfilm.com**
Facebook: **/biasfilm**
Twitter: **@biasfilm**
IMDB: **www.imdb.com/title/tt7137804/**

film team

Robin Hauser, Director/Producer

https://www.linkedin.com/in/robinhauser
Robin is the director and producer of cause-based documentary films at Finish Line Features and President of Unleashed Productions. She delivered a TED talk about the impact of unconscious bias on artificial intelligence, and has spoken at the White House, on Capitol Hill, and at conferences worldwide on topics including diversity and inclusion, the importance of ethical AI, and gender equality.

John Behrens, Director of Photography

https://www.linkedin.com/in/johnbehrens
John is an Oakland-based cinematographer with a multidisciplinary background in narrative feature, live music, commercials, corporate and documentary feature films. He uses various techniques from the different disciplines to bring a richer visual style to the documentary form of filmmaking. Several of his films have premiered at Sundance, and his recent work includes work with PBS, BBC, and Discovery.

Christie Herring, Producer/Editor

https://www.linkedin.com/in/christieherring
Christie is an award-winning editor, producer, and director who has worked in documentary filmmaking for over 20 years. Her credits include work with PBS, National Geographic, A&E, MBC1, the History Channel, and numerous nonprofit and corporate clients. She received her MA in Documentary Filmmaking from Stanford University, is a member-owner of New Day Films, and is a 2018 American Film Showcase Expert.

Brook Holston, Supervising Producer

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Brook is a supervising producer with many years of experience on documentaries and film productions of all kinds. Brook has most recently supervised documentaries for HBO, National Geographic Television, Discovery, BBC, and PBS.

Molly Schwartz, Design and Animation

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Molly animates, designs, composites, codes, and creates special effects for work ranging from documentary film titles, film poster design, motion graphics, animation, compositing and special effects, installation design and site-specific projection mapping. Schwartz is an adjunct professor at NYU's Interactive Telecommunications Program. She also shows her animated videos, drawings, interactive artworks in public art commissions, installations, exhibitions and festivals worldwide.

Jack Youngelson, Story Consultant

https://www.imdb.com/name/nm1320488/
Jack is an Emmy award-winning writer, producer, and director of documentary films. His projects have been shown by numerous broadcasters around the world, including PBS, HBO, BBC, and Channel Four.

Tierney Henderson, Associate Producer

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Tierney studied environmental economics and English at UC Berkeley and joined the *bias* team after a term of Americorps service in northwestern Washington. Since pioneering her own (rather small) newspaper in the 4th grade, she has continued to hone her writing skills in support of social and environmental justice causes.

Kathryn Bostic, Composer

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Kathryn is an award-winning composer, vocalist, and classically trained pianist. Her recent credits include *Dear White People, I Will Follow,* and *Middle of Nowhere*. She's also performed with a number of extraordinary artists, including Ryuchi Sakamoto, k.d. Lang, Nas, and David Byrne.

Joanne Lubeck Esser, Associate Producer

https://www.imdb.com/name/nm2099874
Joanne received her BFA in dramatic arts from UC Santa Barbara, and has since been working as a professional actor in TV, film and theater. As associate producer, she lends her years of experience in the film world to supporting production and outreach on the other side of the camera.

film subjects

The following experts are interviewed in _bias_

Mahzarin Banaji, Project Implicit
Anthony Greenwald, Project Implicit
Iris Bohnet, Harvard University
Abby Wambach, U.S. Soccer
Libby Schaaf, Mayor of Oakland, CA
Nirav Tolia, Nextdoor
Shikira Porter, Neighbors for Racial Justice
Jerry Kang, UCLA
Ron Tyler, Stanford University
Krista Morgan, P2BInvestor
Blake Irving, GoDaddy
Joanna Bryson, University of Bath
Angèle Christin, Stanford University
Francesca Rossi, IBM
Mel Slater, University of Barcelona
Lois James, Washington State University
Steve James, Washington State University
Shruti Gandhi, Array Ventures
Mellody Hobson, Ariel Investments
Aileen Lee, Cowboy Ventures
Lori Nishiura Mackenzie, Stanford University
Promise Phelon, TapInfluence
Allyson Robinson, Cook Ross, Inc.
David Rock, Neuroleadership Institute
Howard Ross, Cook Ross, Inc
Judith Michelle Williams, Magic Deer Consulting
Monica Bailey, GoDaddy
Domna Banakou, University of Barcelona
Stacy Brown-Philpot, TaskRabbit
Heidi Roizen, Draper Fisher Jurvetson

chapter guides

feature version

chapter and title	timecode	description
1 Introduction	00:00:00	Whether we are aware of it or not, we all have biases. How do they shape our lives, societies and workplaces?
2 Defining Unconscious Bias	00:02:14	What is unconscious or implicit bias? Mahzarin Banaji, one of the creators of the Implicit Association Test, describes biases, when they are useful and when they can be exclusionary and harmful to our societies.
3 Bias in Venture Capital	00:05:42	If we are more likely to prefer those from within groups that are similar to ours, whom are we excluding? What role does bias play in reinforcing inequality in areas such as venture capital investments?
4 Measuring Unconscious Bias: The Implicit Association Test (IAT)	00:12:59	Mahzarin Banaji and Anthony Greenwald, creators of the IAT, discuss the methodology of the test, what it measures and what its results might indicate.
5 Nextdoor: Addressing Racial Profiling	00:20:40	Nextdoor, a community networking website, faced criticism that it was a platform for racial profiling. Shikira Porter, Founder of Neighbors for Racial Justice, and Nirav Tolia, Co-founder of Nextdoor, discuss the tactics Nextdoor employed to address implicit bias on the site.
6 Counter-bias Training Simulator	00:27:25	The Counter-bias Training Simulator studies what role bias plays in the snap decisions that members of law enforcement make.
7 Intervention: The Blind Audition	00:38:03	Blind auditions, utilized by orchestras, is an example of one counter-bias intervention; it completely removes the influence of discrimination from the decision-making process.
8 Exposing the Pay Gap	00:40:58	A persistent gap in pay between men and women permeates many industries; while speaking up can be difficult, women across industries are taking a stand.
9 Competence-Likability Dilemma	00:47:53	Research has found that women experience a phenomenon that men do not: they can be seen as competent or likable, but not both.
10 The Mommy Penalty	00:51:15	What is the Mommy Penalty, and how does this form of discrimination against pregnant women and mothers impact women in the workplace?
11 GoDaddy: Reforming Toxic Workplace Cultures	00:55:34	Many industries are seen as exclusionary "Boys' Clubs," contributing to toxic workplace cultures that are saturated with discrimination. The GoDaddy team discusses how they attempted to reform their discriminatory culture.

feature version

chapter and title	timecode	description
12 Brain Science Behind Bias	01:01:26	Mahzarin Banaji, one of the creators of the Implicit Association Test, discusses how our brains function as the root of our biases.
13 Virtual Reality: Augmenting Attitudes and Behaviors	01:03:06	Technological advances allow us to step outside of ourselves. Can they also augment our biases? Mel Slater, University of Barcelona, discusses how the experiences we have as our virtual selves might lead to changes in our physical reality.
14 Even Artificial Intelligence Is Biased	01:08:50	Artificial intelligence can help us to make the right decisions, but it doesn't hold all of the answers.
15 Risk-assessment Tools and the Criminal Justice System	01:13:56	Risk-assessment tools and predictive algorithms are currently being used in courtrooms across our nation. They aim to reduce bias in criminal justice decisions—but do they?
16 Conclusion	01:22:53	There is no quick fix for mitigating the negative consequences of implicit bias but it all begins with holding ourselves accountable.

classroom version

chapter and title	timecode	description
1 Introduction	00:00:00	Whether we are aware of it or not, we all have biases. How do they shape our lives, societies and workplaces?
2 Defining Unconscious Bias	00:01:31	What is unconscious or implicit bias? Mahzarin Banaji, one of the creators of the Implicit Association Test, describes biases, when they are useful and when they can be exclusionary and harmful to our societies.
3 Measuring Unconscious Bias: The Implicit Association Test (IAT)	00:06:04	Mahzarin Banaji and Anthony Greenwald, co-creators of the IAT, discuss the methodology of the test, what it measures and what its results might indicate.
4 Counter-bias Training Simulator	00:12:38	The Counter-bias Training Simulator studies what role bias plays in the snap decisions that members of law enforcement make.
5 Intervention: The Blind Audition	00:21:09	Blind auditions, utilized by orchestras, is an example of one counter-bias intervention; it completely removes the influence of discrimination from the decision-making process.
6 Exposing the Pay Gap	00:23:40	A persistent gap in pay between men and women permeates many industries; while speaking up can be difficult, women across industries are taking a stand.
7 Competence-Likability Dilemma	00:29:34	Research has found that women experience a phenomenon that men do not: they can be seen as competent or likable, but not both.
8 The Mommy Penalty	00:32:36	What is the Mommy Penalty, and how does this form of discrimination against pregnant women and mothers impact women in the workplace?
9 Virtual Reality: Augmenting Attitudes and Behaviors	00:35:19	Technological advances allow us to step outside of ourselves. Can they also augment our biases? Mel Slater, University of Barcelona, discusses how the experiences we have as our virtual selves might lead to changes in our physical reality.
10 Even Artificial Intelligence Is Biased	00:40:47	Artificial intelligence can help us to make the right decisions, but it doesn't hold all of the answers.
11 Risk-assessment Tools and the Criminal Justice System	00:44:06	Risk-assessment tools and predictive algorithms are currently being used in courtrooms across our nation. They aim to reduce bias in criminal justice decisions—but do they?
12 Conclusion	00:49:44	There is no quick fix for mitigating the negative consequences of implicit bias but it all begins with holding ourselves accountable.

how to use this guide

This guide is designed as a companion to the documentary, **bias**: a resource that can help advocates host a post-screening discussion that deepens understanding of and discussion about the implicit biases that shape all of us—and, in turn, shape our communities, schools and workplaces. We believe that the film is a complex and powerful resource for educators, employers, and ultimately, all audiences seeking to build communities where implicit bias is acknowledged and overcome.

In this guide, we offer background on the history of Implicit Association Testing; statistics that showcase why implicit bias matters and how it presents itself in our society, particularly regarding race and gender; discussion questions to encourage honest and open conversations in group settings; and action steps that can help viewers to control the effects of bias in our schools and workplaces.

For deeper study, viewers are strongly encouraged to begin with the selected compendium of resources at the end of the guide, which point to further opportunities for learning and engagement on the topic.

FACILITATING TOUGH CONVERSATIONS

Talking about our biases can be hard. Some viewers may find it embarrassing to discuss the possibility that they hold implicit biases, or emotional to share the ways in which implicit bias has affected their lives.

To facilitate a productive dialogue about bias, discussion leaders must be willing to honor all voices and to encourage participants to be vulnerable, open-minded and good listeners. Discussions are most productive when people feel safe, comfortable and empathetic. In those environments, participants can take on the hard work of challenging their own biases and identifying with the harm they can cause themselves and others.

If you are a facilitator, use **bias** to introduce your audience to the concept of implicit bias, and then begin your post-film discussion by setting some ground rules that will promote sharing and understanding among your group. A few rules to consider include:

- Everything discussed should remain confidential among the group unless the group decides otherwise.
- Everyone who wants to should get a chance to speak. Consider using a "talking stick" to encourage individuals to speak one at a time and avoid interrupting or talking over one another.
- Anyone should be allowed to "pass" if they do not feel comfortable sharing.
- All participants should use "I" statements and encourage others to do so. Group members should speak for themselves and ground their observations in their own experiences and feelings, not their perceptions of or assumptions about others.
- Participants should suspend judgment and be generous as they listen to others.

background: the implicit association test (IAT)

THE HISTORY OF THE IAT

Scientists have long known that people's conscious thinking may diverge from their unconscious thinking—in essence, that people may not always be willing to share what's on their minds, or may not even be aware of their own attitudes and beliefs. The Implicit Association Test (IAT) was first developed in 1994, as a laboratory tool created by three psychologists—Anthony Greenwald, Mahzarin Banaji and Brian Nosek—to help them understand these divergences among people's unconscious, or automatic, thinking, and their conscious thoughts.

An early iteration of the IAT was simple: it asked laboratory subjects to use a computer to quickly categorize a list of words related to flowers and insects (like "rose" or "flea") and a list of pleasant and unpleasant words (like "love" or "vomit"). Researchers found that subjects would find it easy to sort items that are commonly thought of as "good" such as flowers and love, for example. They'd match these words quickly during the test. By contrast, when subjects were asked to match flower words with unpleasant words (or insect words with pleasant words), testers' reaction times would slow. Linking the word "cockroach" with "happiness," for example, took subjects a beat longer, since they'd have to override their gut reactions. The test was therefore assumed to reveal subjects' unconscious—or implicit—associations. Even when explicitly told to pair an insect name with a pleasant word, test-takers revealed, through slower reaction times, their hidden biases against bugs.
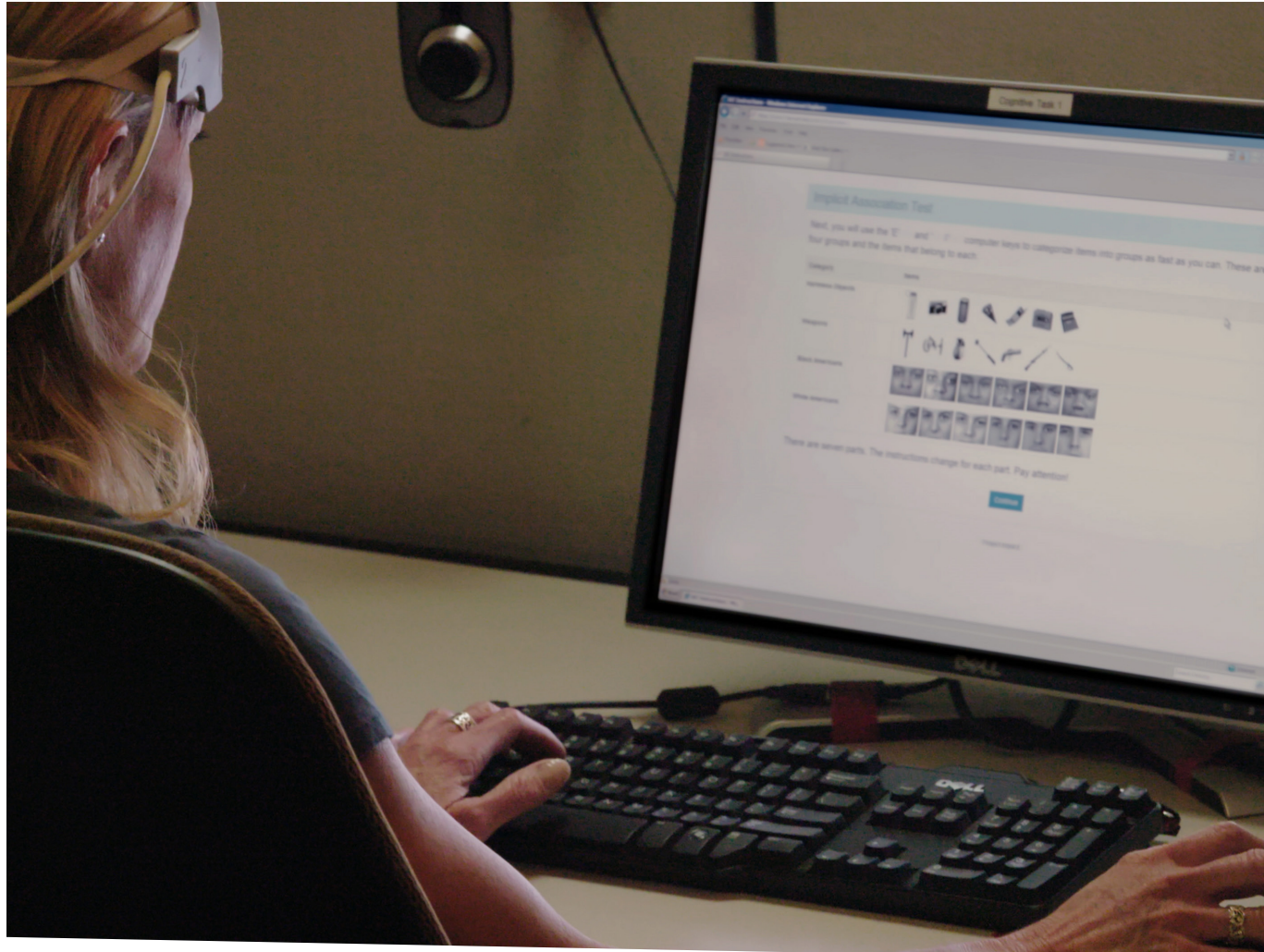
Next, the researchers used the same basic test design to measure subjects' implicit associations in other areas, including race. In this version, subjects were asked to sort pleasant and unpleasant words alongside photographs of African-American and European-American faces. Much as in the flower and insect examples, Greenwald and Banaji found that while subjects would articulate no conscious, or explicit, bias against African-Americans, many had faster reaction times when the IAT asked them to pair positive words with White people and negative words with Black people, and slowed reaction times when asked to do the opposite. Even when subjects were not aware of or unwilling to report racial bias explicitly, their performance on the IAT often revealed an automatic preference for European-Americans over African-Americans.

Whereas for decades research on racial bias had relied on subjects to self-report their attitudes, the IAT was groundbreaking in its ability to reveal hidden biases that test subjects were not always able or willing to share publicly. In the aggregate, the IAT exposed what Greenwald and Banaji call the "mental residue" of learned prejudices and stereotypes that are present in the wider culture. In other words, the test reveals pervasive, implicit biases that test subjects either correct when publicly asked, or are unaware they have.

Today, the IAT that measures subjects' implicit attitudes about race and other characteristics has been taken millions of times, including in the laboratory setting, where results are used for scientific research, and on the website of **Project Implicit**, an international network of scientists who study implicit cognition. The site, which includes more than a dozen IAT tests, including those that test attitudes toward gender, sexuality, weight, age and religion, is intended to educate the public about hidden biases and to provide a "virtual laboratory" for collecting related data and research.

To take an IAT yourself, visit **Project Implicit and select a test.**

HOW TO USE THE IAT

The IAT is a useful tool for measuring the ways in which our implicit thoughts and feelings may differ from our explicit cognition. But the scientists behind Project Implicit have clearly outlined the limitations of the IAT as well. Importantly, they say, the test may be a better measure of implicit bias in the aggregate—one test-taker taking the IAT many times, or results gathered from across a population of test-takers—than it is a measure of one individual's bias. That's because test results can vary depending on a variety of factors, including a subject's mood or the number of times they have taken the test.

Further, it's important to recognize that while the test may reveal hidden biases, it does not have to predict behavior. Calvin Lai, director of research at Project Implicit, noted in a piece in Vox Media, that: "In general, behavioral prediction is poor with almost any psychological variable. This is because any individual behavior is influenced by so many things—e.g., our attitudes, our personalities, social norms, how tired we are, how much money we have in our wallet, laws, what our parents and friends told us to do, what our job says we need to do, and so on." Greenwald and Banaji further "urge caution in using the IAT to reach conclusions about yourself or others," and advise test-takers not to make decisions based on the results. They strongly discourage the prospective use of the test for jury selections, for example, or as a tool for individuals making consumer or career choices.

The IAT may be best used outside of the lab setting for awareness building and education. In particular, the test is a potent tool for self-education, as it can prompt curiosity and questioning regarding one's implicit biases and attitudes. The website Teaching Tolerance, a project of the Southern Poverty Law Center, refines this suggestion, offering that the IAT may "jumpstart our thinking about hidden biases: Where do they come from? How do they influence our actions? What can we do about them?" Research has found that implicit bias can be changed in the short term. For example, the IAT results indicate that that implicit attitudes towards gay people have become more positive over the past decade.

While often used to complement—or as a component of—professional workshops, leadership trainings and high school or college coursework, the IAT may function most powerfully as the film *bias* is intended to: as a launchpad for self-reflection and dialogue.

Sources: Project Implicit, Blindspot: Hidden Biases of Good People, The Culture Inside, Tolerance.Org, Vox Media

implicit bias: visualizing the numbers

Among web-based IAT takers,

75%

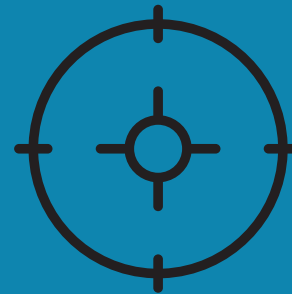**associate male with career more than female with career.**

In 2017, US-based venture capitalists invested just **4%** **in women-founded startups.**

Among police officers who have taken the IAT in the lab,

96%

hold at least a mild automatic association between African-Americans and weapons.

Black Americans are **2.5 times** more likely than white Americans to be shot and killed by a police officer. In these cases, black Americans are twice as likely to be unarmed as their white counterparts.

In 1970, women represented only

5%

of musicians in major US orchestras.

discussion questions

for all audiences

Q: Think about a time when you have been treated with bias, or were stereotyped based on your race, gender, age, ability or another social characteristic. How did you feel? How did you react? Now, imagine you are of a different race, gender, sexual orientation or age. Do you think you would be thought of differently? Treated differently? How?

Q: Our biases and preferences can serve a purpose. They are part of what lead us to develop positive associations with the groups we are members of and influence our love of our own neighborhoods, certain sports teams, or our group of friends, for example. Can you think of an example of a bias that is useful to you day to day?

Q: If you have ever taken an IAT, did your results surprise you? Concern you? In the film, director Robin Hauser says her results were "humbling." How did your results make you feel?

Q: Harvard researcher Mahzarin Banaji, co-creator of the IAT, says that automatic biases are like the "thumbprint of the culture on our brain." Do you agree? What do you think contributes to the development of the biases you hold?

Q: How do you think that the country, family or circumstances someone grew up in affects their IAT results?

Q: Think about the types of media you watch, read or listen to. How do you think they might affect, shape or reinforce your perceptions and associations?

Q: Why do you think that the creators of the IAT discourage using the test for decision-making, for example as a tool for jury selection?

Q: In the film, we learn that researchers hypothesize that police officers could attempt to override their implicit biases in the field. Do you think you can question, counteract or edit your own implicit biases? Think of an example in which you corrected an implicit bias once you became aware of it. What did you do? How did it influence your behavior?

Q: *bias* reveals the work that Nextdoor is doing to encourage users to think more consciously about their biases when posting information about the people in their neighborhoods. Do you think the measures they are taking will work to reduce discrimination? Why or why not?

Q: How do we all benefit from more inclusiveness and awareness about the impacts of biases in schools, in law enforcement and in workplaces?

Q: In your mind, what is the most important thing we can do to reduce prejudice and discrimination in our communities?


COMPETENT   LIKABLE
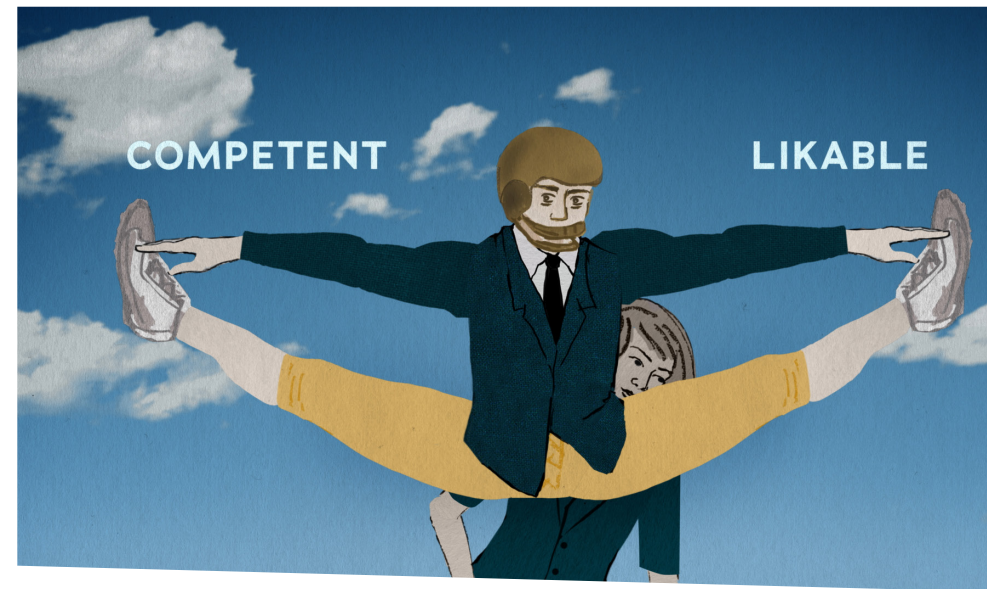
for **high school students**

Q: Before watching *bias*, were you aware of the distinction between explicit and implicit bias?

Q: Researchers who study implicit bias say that it's helpful for survival—and that all humans have biases. Is it surprising to you to learn that bias is universal? When does bias promote survival, and when does it cause harm?

Q: Have you ever felt that a bias prevented you from developing a friendship with someone who was different from you? Explain.

Q: Think about social patterns in your classrooms and in your school. Consider your teachers' interactions with students; students' interactions with each other; your school's disciplinary procedures; and your school's practices in recognizing or rewarding students for good behavior or good grades. Do you think implicit bias has affected your school's practices and processes? Share some specific examples of how implicit bias might be at work in the classroom, on the sports field, or in the cafeteria.

Q: Anti-bias education involves, among other things, a commitment to student-driven learning, which respectfully integrates and considers the voices, life experiences and cultural "filters" of all the students in the classroom. Do you feel your classrooms are inclusive? Safe for all students? Why or why not?

for college students

Q: Have you ever gotten a job through a personal connection or network? What impact did your social characteristics, such as race or gender, have on why you had that opportunity?

Q: Do you feel you have any advantages or disadvantages based on your race, gender, sexual orientation, age or any other factors? How have they affected your life?

Q: The IAT, whether taken in a lab or on the web, reveals hidden thought processes by measuring test-takers' reaction times on a relatively simple sorting task. Beyond the test, the film *bias* also explores real-world behaviors that might reflect implicit bias. After viewing the film, read the journal article, **Understanding and Using the Implicit Association Test IV: What We Know (So Far) About the Method** and then the *New York Magazine* piece, **Psychology's Favorite Racism-Measuring Tool Isn't Up to the Job**. What are the limits of the IAT, according to its designers? What are the criticisms directed at the IAT by other scholars?

Q: Think about the sector or industry you hope to work in after graduation. Are you aware of any prejudicial employment trends within that industry? What can you do to educate yourself about the commitments leaders in that sector might have made to diversity or inclusion?

Q: Read Adam Grant and Sheryl Sandberg's piece, **When Talking About Bias Backfires**. When do you think it's helpful to discuss the prevalence of stereotyping and discrimination? Why do Grant and Sandberg caution against discussing bias without also urging people to overcome them?
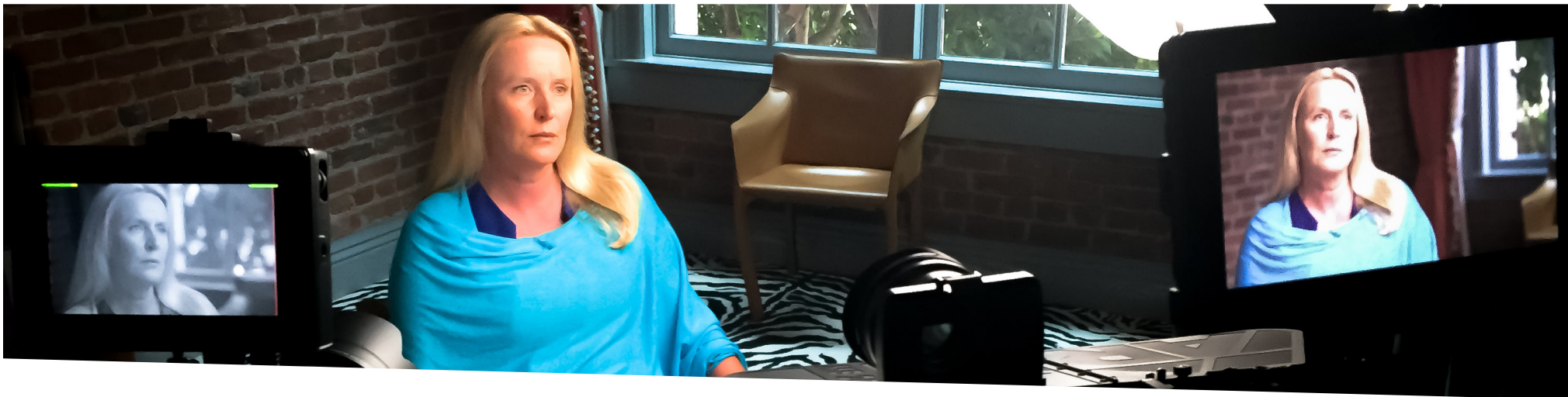
for the
workplace

Q: Have you ever felt that a bias prevented you from making a professional connection with someone who was different from you? How so?

Q: How do you think bias in the workplace might negatively alter an individual's work performance? A company's performance? Alternately, how might reducing bias improve a company?

Q: How are hiring and promotions decisions made in your company? What are some of the opportunities for removing the influence of bias from the decision-making process?

Q: What do you think about GoDaddy's decision to move toward a model that doesn't require their employees to ask for a promotion but places the impetus on management to consider employees more fairly?

Q: In your company, what responsibility do you think members of management have to work toward a workplace that is free of discrimination and prejudice, including those exerted unconsciously? What's the responsibility of other employees? What's one specific thing that you could do?

acknowledging bias and taking action

action steps
for **educators**

Taking action to acknowledge bias in the classroom requires care and attention, and no task list should be perceived as a replacement for comprehensive educator training and practice in anti-bias education. The following action steps can serve as a starting point for educators who are guiding students as they acknowledge, understand and talk about their own implicit biases while honoring and seeking to understand the experiences and attitudes of others.

☐ **CREATE A CULTURALLY RESPONSIVE CLASSROOM CULTURE.** Culturally responsive classrooms are places of safety and respect for all students across all identities, including gender, ability/disability, religion, sexual orientation, socioeconomic status, race, ethnicity, language and nationality. Learn more at Teaching Tolerance: **Critical Practices for Anti-bias Education: Classroom Culture**.

☐ **CONTINUALLY RAISE ISSUES OF HATE, EXCLUSION, BIAS AND SCAPEGOATING.** Bias should be acknowledged in the classroom in an ongoing and everyday manner, and integrated into all aspects of the teaching day, not only into special holidays or commemorations. Learn more at the Anti-Defamation League: **Creating an Anti-Bias Learning Environment.**

☐ **TEACH STUDENTS TO DISCUSS RACE OPENLY.** Visit **School Tools** for a series of free, short lessons, Understanding Culture and Identity, that educators can use to help middle and high school students discuss culture, identity, stereotypes, oppression, discrimination and bias. Alternately, explore the guest lesson by Jinnie Spiegler, Director of Curriculum at the Anti-Defamation League's in the *New York Times* on **First Encounters With Race** and **Racism or ACSD's Helping Students Discuss Race Openly**, for ideas about introducing dialogue about race in the classroom.

☐ **TAKE A PUBLIC STANCE AGAINST DISCRIMINATION.** And encourage your fellow educators to do the same. Consider pledging to become an advocate for bullied students by signing the **National Education Association's Bully Free It Starts With Me Pledge.**

☐ **INTERVENE IMMEDIATELY WHEN YOU SEE BULLYING, DISCRIMINATION, RACISM OR HATE SPEECH.** Review the Southern Poverty Law Center's guide, **Speak Up: Responding to Everyday Bigotry**, to learn how you can respond to bigotry when you see it in your classroom or on your campus.

action steps for **employers**

Changing workplace culture, practices and processes to promote equity and inclusion requires long-term effort and the participation of all players within a corporate or organizational structure. And a to-do list might be less important than a "not-to-do" list—an understanding of which measures combat implicit bias at work, and which do more harm than good. The below guidelines include suggestions of which practices to employ and which to avoid.

☐ **ENGAGE MANAGEMENT, BUT TAKE A BOTTOM-UP APPROACH, TOO.** Diversity and inclusion initiatives in the workplace are often most sustainable when management identifies both values as priorities. But employees should also be engaged in anti-bias practices and strategy. Start by embracing management consultant SYPartners' **8 Beliefs About Diversity, Inclusion, and Belonging** at every level of your company, from entry-level employees to the C-suite.

☐ **USE IMPLICIT BIAS TRAINING TO PROMOTE UNDERSTANDING, NOT TO ASSIGN BLAME.** Equity, diversity and inclusion training works best when it promotes empathy among those who have been marginalized and those who are members of dominant social groups. Training that encourages participation from all groups invites dialogue and sharing, promoting a sense of shared purpose in eliminating exclusionary and stereotypic practices. For more best practices for implicit bias training that avoids blame and encourages understanding, read corporate trainer Cook Ross Inc.'s free thought paper, **Does Unconscious Bias Training Work?: Four Intervention Strategies that Can Help Create More Consciously Inclusive Organizations.**

☐ **AIM HIGH, BUT FOLLOW A "SMALL WINS" APPROACH TO BLOCKING BIAS.** Research done at VMware Women's Leadership Innovation Lab at Stanford University shows that managers can work to reduce bias in small, evidence-backed ways—such as by shifting language used in performance evaluations or engaging an entire team in broadening definitions of leadership. Read more about the Lab's guide to **Creating Inclusive Workplaces or enroll in its Corporate program.**

☐ **USE TECHNOLOGY, BUT NOT EXCLUSIVELY.** Artificial intelligence tools like **Textio** can help employers and managers correct for human error by using tech to override implicit biases when creating job descriptions or hiring parameters. But technology can't take the place of a CEO's nuanced commitment to anti-bias practices or a company's deep, ongoing dedication to reshaping recruiting, hiring, training and promotion processes. Read the CMSWire piece **Can Artificial Intelligence Weed Out Unconscious Bias?** to understand the range—and the limits—of AI tools that counteract implicit bias in the workplace.

☐ **TAKE IMMEDIATE STEPS, BUT AVOID A CHECKLIST MENTALITY.** Tactics intended to create inclusive practices in the workplace can be instrumental in forwarding diversity and countering stereotypes. Harvard Business Review's **7 Practical Ways to Reduce Bias In Your Hiring Process**, for example, suggests concrete steps like "blinding," standardized interviews and setting diversity goals as practices that can prevent implicit bias from affecting hiring. But a best-practices approach must be matched with a willingness from management and employees to grapple with and explore inclusion and diversity issues and to avoid over-reliance on quick fixes.

glossary of key terms

Blinding or Blind Audition

A method of evaluating job skills while a candidate performs from behind a screen, either literally (as in the case of a curtained orchestra audition) or figuratively, as in the case of a résumé being redacted to remove information that provides gender or racial cues. Blinding aims to ensure that hiring decisions evaluate the prospective hire solely on performance, with no consideration of appearance, name, gender, educational background, previous work experience or other implicit bias.

The Competence - Likeability Dilemma

One of several double-binds that research indicates women in leadership positions routinely face: that women's likeability and success are negatively correlated.

Discrimination

In the context of civil rights, the unjust or prejudicial treatment of a person or group of people based on some characteristic such as race, gender, age, disability or religion.

Diversity

Used to describe a wealth of individual differences (e.g., life experiences, learning and working styles, personality types) and social differences (e.g., race, socioeconomic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations).

Explicit Bias

Explicit bias refers to attitudes, prejudices or stereotypes that an individual is aware of that affect their understanding, actions, and decisions in a conscious manner. Overt racism and racist comments are examples of explicit biases.

Implicit Bias

Implicit bias refers to the attitudes, prejudices or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

Implicit Association Test (IAT)

A laboratory test crafted to measure implicit attitudes and beliefs that are outside of an individual's conscious awareness and control. By assessing the speed with which someone can successfully pair words, it measures the strength of the test-takers associations between concepts (e.g., black people, gay people, women) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

Inclusion

Used to describe the active, intentional and ongoing engagement that brings diverse experiences, social groups and individuals into spaces where they might otherwise be excluded.

In-group Favoritism

The tendency to respond more positively to people from our "in-groups", or the group one is a member of, than we do to people from outgroups.

Job-leveling

A systematic method of objectively and fairly assigning value to individual positions within an organization. It is a process that defines and evaluates the knowledge and skills that are necessary to perform a job and establishes the job's duties, responsibilities, tasks and level of authority within the organization's job hierarchy, contributing to the removal of subjective decision making.

The Meritocracy Paradox

Merit-based practices aim to evaluate and reward employees fairly based on how deserving or worthy they are. Counterintuitively, it has been found that people show greater levels of bias when they are in a context that emphasizes meritocratic values. For example, a Harvard study has shown that biases lead many people to reward men more highly than equally performing women if meritocracy is emphasized.

The Mommy Penalty

A term used to describe the systematic disadvantages mothers experience in the workplace in compensation, perceived competence, and benefits, relative to childless women.

Racism

Racism is the belief that a particular race is superior or inferior to another and that a person's social and moral traits are predetermined by his or her inborn biological characteristics. Racism is systemic and often presents within doctrine or political programs that favor those of a particular race and disadvantage others.

Stereotypes

The positive or negative beliefs that we hold about the characteristics of a social group that may influence the way we behave toward those groups.

Stereotype Threat

A psychological threat that arises when a member of a marginalized group acknowledges that a negative stereotype exists in reference to their group and a particular task or situation and they demonstrate anxiety about confirming the negative stereotype, sometimes resulting in reduced performance.

Sources: Kirwan Institute, Department of Justice, Principles of Social Psychology, Anti-Defamation League, US Equal Employment Opportunity Commission, Society for Human Resources Management, National Institutes of Health, Harvard Kennedy School, Harvard Business Review.

beyond bias: selected resources for further study

Books

o **Blindspot: Hidden Biases of Good People**, Mahzarin R. Banaji and Anthony G. Greenwald, Delacorte Press, 2013.

o **Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives**, Howard Ross, Roman & Littlefield Publishers, 2014.

o **Inclusion: Diversity, The New Workplace & The Will To Change**, Jennifer Brown, Purpose Driven Publishing, 2017

o **Thinking, Fast and Slow**, Daniel Kahneman, Farrar, Straus and Giroux, 2013.

o **What Works: Gender Equality by Design**, Iris Bohnet, Harvard University Press, 2016.

o **Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do**, Claude M. Steele, W. W. Norton & Company , 2011.

Academic Writing

o **Implicit Social Cognition: Attitudes, Self-Esteem and Stereotypes**, Anthony G. Greenwald and Mahzarin R. Banaji, Psychological Review, 102, 4-27, 1995.

o **Reducing Gender Biases In Modern Workplaces: A Small Wins Approach to Organizational Change**, Shelley J. Correll, Gender & Society, Vol 31, Issue 6, pp. 725 - 750, November 9, 2017.

o **Reducing Implicit Racial Preferences II: Intervention Effectiveness Across Time**, Calvin Lai, Brian Nosek, Giuseppe Sartori, Jiyun Elizabeth Shin, Maddalena Marini and Sandro Rubichi, Journal of Experimental Psychology: General, 145, 1001-1016, August 15, 2016.

o **State of the Science: Implicit Bias Review**, Kirwan Institute for the Study of Race and Ethnicity, Ohio State University, July 13, 2016.

o **Understanding and Using the Implicit Association Test IV: What We Know (So Far) About the Method**, Kristin A. Lane, Mahzarin R. Banaji, Brian A. Nosek and Tony G. Greenwald. Published in Implicit Measures of Attitudes: Procedures and Controversies, Guilford Press, pp. 59-102, 2007.

Popular Writing

- **The False Promise of Meritocracy**, *The Atlantic*, December 2015.

- **How to Think about "Implicit Bias,"** Keith Payne, Laura Niemi and John M. Doris, *Scientific American*, March 27, 2018.

- **Psychology's Favorite Racism-Measuring Tool Isn't Up to the Job**, Jesse Singal, *New York Magazine*, January 11, 2017.

- **Why Diversity Programs Fail**, Frank Dobbins, *Harvard Business Review*, July 2016.

- **When Talking About Bias Backfires**, Adam Grant and Sheryl Sandberg, *The New York Times*, December 6, 2014.

- **Does Starbucks Understand the Science of Racial Bias?**, Jessica Nordell, *The Atlantic*, May 2, 2018.

Digital and Multimedia

- [TED TALK] **Are You Biased? I Am**, Kristin Pressner, TEDxBasel, TEDxTalks, August 30, 2016.

- [VIDEO] **A Story Of Access**, Firelight Media Creates Documentary on Bias Awareness, MacArthur Foundation, June 2018.

- [PODCAST] **The Culture Inside**, Invisibilia, NPR, June 15, 2017.

- [PODCAST] **The Double Bind for Women in Leadership**, Hidden Brain, NPR, March 5, 2018.

- [PODCAST] **Implicit Revolution, Part 1** and **Part 2**, Outsmarting Human Minds, Project Implicit, Harvard University, January 14, 2018.

- [PODCAST] **The Mind of the Village**, Hidden Brain, NPR, March 9, 2018.

- [PODCAST] **Understanding Your Racial Biases**, Speaking of Psychology, Episode 31, American Psychological Association.

- [PODCAST] **Unteachable Moment**, This American Life, Episode 648, WBEZ, June 2018.

- [INFOGRAPHIC] **A Day In a Life: How Racism Affects Families of Color**, Shannon Jordy and Hafizah Omar, Living Cities, September 11, 2017.

Advocacy and Nonprofit Organizations

- o [Project Implicit](#)

- o [The Clayman Institute for Gender Research, Stanford University](#)

- o [Anti-Defamation League](#)

- o [Teaching Tolerance, Southern Poverty Law Center](#)

- o [Kirwan Institute for the Study of Racial and Ethnicity, The Ohio State University](#)

- o [National Coalition Building Institute](#)

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