

The Subtlety of Privilege and Bias

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Learning Objectives:

- Learn Bennet's Schema of Intercultural Sensitivity and how it can impact behavior in the hiring process
- Define and discuss unconscious bias
- Evaluate ways to manage unconscious bias throughout the search committee process
- Discuss on-boarding in a culturally inclusive manner
- Learn helpful ways to find a voice on the search committee
- Identify next steps and how to implement



Bennet's Schema - 3 Levels of Intercultural Sensitivity:

- 1) Defense
- 2) Minimizers
- 3) Acceptance

Bennet's Schema - 3 Levels of Intercultural Sensitivity:

- 1) Defense: View those different as less valuable, would tend to think negatively of terms such as “affirmative action,” would view this as “special privileges.” Any other culture different than my own is not as good.
 - Examples: “Why don’t these people speak my language?,” “These people don’t value life the way we do.”

Bennet's Schema - 3 Levels of Intercultural Sensitivity:

- 2) Minimizers: Either a superficial recognition of cultural differences (food, dress) or a broad brush approach which minimizes differences. Also, a tendency to support diversity only with those who “fit” the dominant culture and are like themselves.
 - Examples: “Customs differ, of course, but we are all pretty much the same.”

Bennet's Schema - 3 Levels of Intercultural Sensitivity:

- 3) Acceptance: Recognize and appreciate cultural differences, often, though they would be strong advocates for diverse hiring but some times feel ill-equipped to improve changes

Kayes, P. (Winter, 2006).

How does this impact communication and behavior?

- Microaggressions are brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights and insults to the target person or group” (Sue, et al, 2007).
- Microassault: Explicit and intentional discriminatory actions by verbal or nonverbal attack against someone’s identity with intention to hurt the victim through name-calling, avoidant behavior, or purposeful discriminatory actions. For example: "You're in America, you need to speak English.”

Adapted from Grossmont University

How does this impact communication and behavior?

- Micro insults: Are often characterized by nonverbal or verbal remarks or comments that unintentionally convey rudeness and insensitivity and demean a person's heritage or identity. Examples: "You speak so well" (directed towards a Black male), a female physician at an emergency room is mistaken by male patients as a nurse, "What are you?"
- Micro invalidations: Characterized by verbal comments or behaviors that exclude, negate, or nullify thoughts, feelings, or experiential reality of a person's identity. Examples:
 - "There is only one race. The human race."
 - "I am not homophobic. I have a gay friend."
 - "I don't see color"
 - "Oh, I have OCD too. I'm a perfectionist."

Adapted from Grossmont University

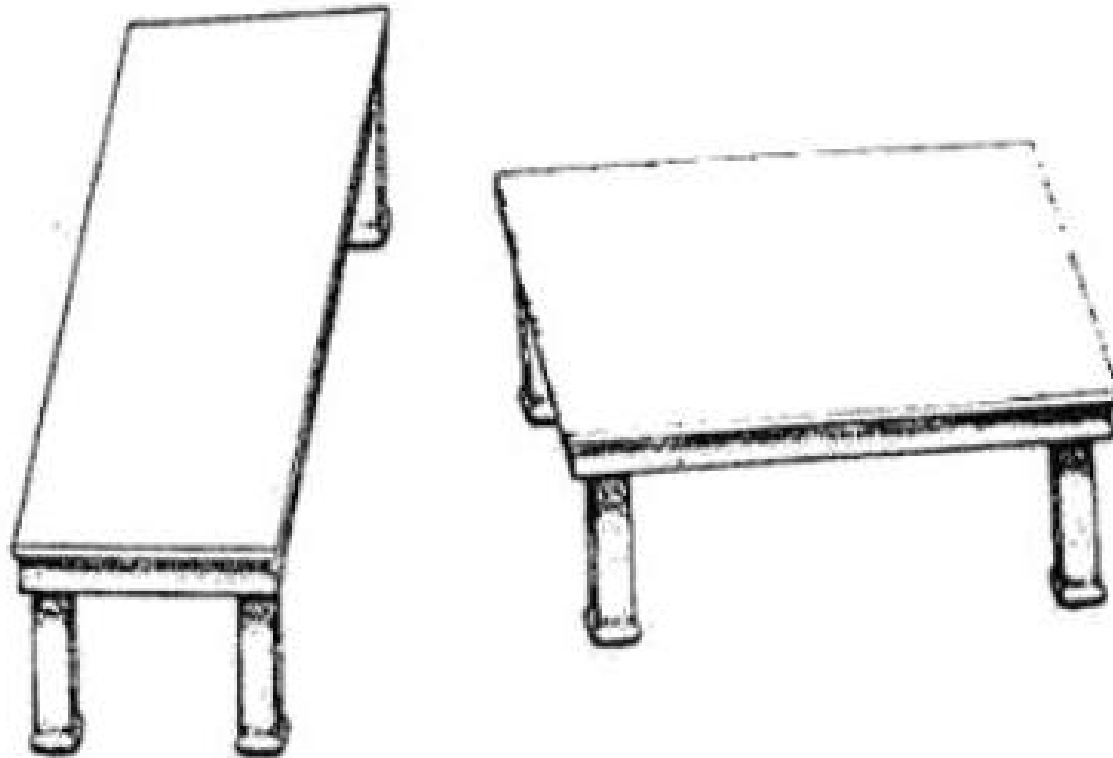
On the other side of the coin...

- Micro-affirmations: hard to see acts, small, often unconscious but very effective
- Two interview scenarios...but first...an interview joke:



Exercise of the Unconscious

Look at the picture below of the two tables and see if you can determine which of the tops is bigger. Or are they the same size, the same shape?



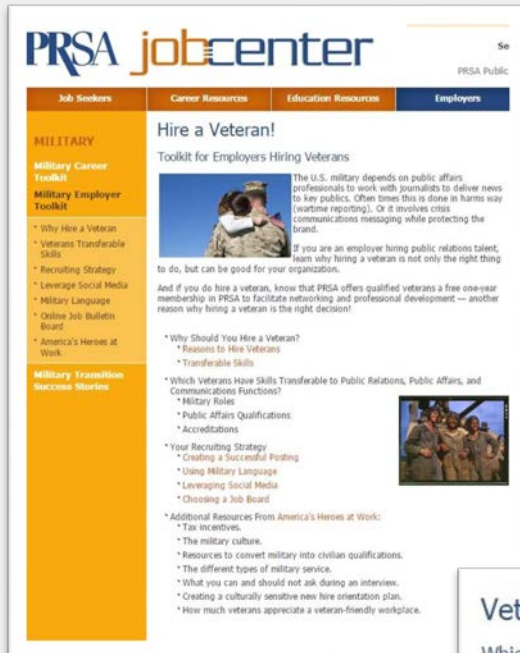
Examples on Search Committees where we see unconscious bias...

- Saying someone is just “not a good fit.”
- “Merits,” “Qualifications”
- Non-traditional candidates
- Veteran candidates / transferable skills

Ways to Combat Hidden Bias:

- Reframe the conversation to discuss fairness, not “protected classes”
- Review every aspect of the employment life cycle for hidden bias: Screening, interviewing, onboarding...
- Support projects that encourage positive images of persons of color, LGBT, veterans, and other social identity groups on campus
- Conduct anonymous employee surveys
- Say it! If you think something is preferential, say it. Be respectful but be open.
- Think outside the box: Non-traditional candidates, transferable skills etc.

Advocacy Tools:



The screenshot shows the PRSA Jobcenter website. The main navigation bar includes 'Job Seekers', 'Career Resources', 'Education Resources', and 'Employers'. The 'Employers' tab is selected. The page title is 'Hire a Veteran!' and the subtitle is 'Toolkit for Employers Hiring Veterans'. The content includes a photo of a soldier, a paragraph about the U.S. military's dependence on public affairs professionals, and a list of resources for employers. The left sidebar contains links for 'Military Career Toolkit', 'Military Employer Toolkit', and 'Military Transition Success Stories'.

Transferable Skills for all Veterans:

- 1) Leadership
- 2) Commitment
- 3) Diversity
- 4) Practical Experience
- 5) Maturity and Focus

Schwartz, M. (September 15, 2014).

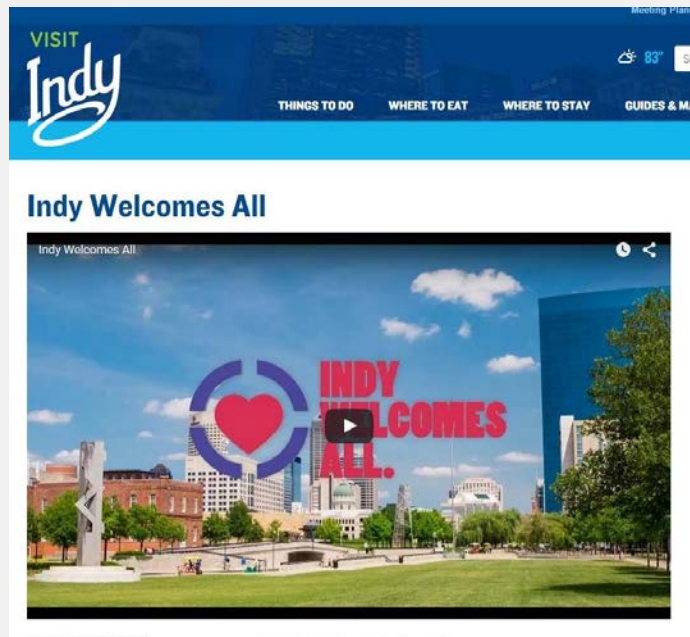
Veterans Transferable Skills

Which Veterans Have Skills Transferable to Public Relations, Public Affairs and Communications Functions?

Military experience varies greatly from service member to service member. For those without a military background, it is helpful to become better educated regarding the types of jobs and levels of responsibilities a veteran or transitioning service member may have had while in the military:

- **Enlisted personnel** are the specialists of the military. They are trained to perform specific hands-on tasks in the military as needed for any mission. As enlisted personnel progress up the ranks (there are nine enlisted ranks), they assume more responsibility and provide direct supervision to their subordinates.
- **Non-commissioned officers (NCO)** are enlisted military members holding a position of some degree of authority, usually obtained by promotion for performance, knowledge and discipline. Additional testing and leadership schools are often required to achieve these ranks.
- **Warrant officers** are highly trained specialists and subject matter experts. They remain in their primary specialty to provide specialized knowledge, instruction and leadership to enlisted members and commissioned officers alike. With few exceptions, one must be an enlisted member with several years of experience, recommended by their commander, and pass a selection board to become a Warrant officer. The Air Force is the only service that does not have Warrant officers.
- **Commissioned officers** have the primary function of providing overall management, planning and leadership in their area of responsibility. Unlike enlisted members and Warrant officers, commissioned officers are not as specialized (with certain exceptions such as pilots, doctors, nurses and lawyers). Commissioned officers must have a minimum of a four-year bachelor's degree.

On Campus Interviewing and Onboarding:



- Affinity groups
- Cultural aspects and events around Indy
- Places to live
- Things to know
- Surviving v. Thriving

On the Search Committee:

- Develop Search Committee Code of Ethics, evaluate practices such as looking on candidate's social media...ethical or non-ethical?
- You as the EIA Advocate should not be the only one asking Diversity questions, make a plan beforehand
- In assessing answers to Diversity questions, consider things such as: Did they use inclusive language, did they address all members of the committee when answering?
- Recognize language of unconscious bias
- Keep in mind the Levels of Intercultural Sensitivity
- Questions?

Next Steps...

- Implementation, Thoughts, Fears??
- Continued trainings
- Use the TEAM as a resource

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What Happens in Intergroup Dialogue?

 "I believe IGD is a wonderful model moving to a "me to we" teaching/learning climate. I support this application wholeheartedly."
— Khadija Khaja, Ph.D., IU School of Social Work

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