



KPEs and DEIB: Moving Upstream to Explore Our Biases

LaVonna B. Lewis

April 11, 2023

DIVERSITY
EQUITY AND
INCLUSION



Knowledge, Perspectives, and Experiences



KPEs-Knowledge

- **Knowledge** is what we know intellectually: what we have been taught, who taught us, how we have been taught, what we have had a chance to know
- Leading Below the Surface: How to Build Real (and Psychologically Safe) Relationships with People Who Are Different From You
 - by LaTonya Wilkins



KPEs-Perspectives

- We all gain different **perspectives** based on how we grow up, how we see things: identities such as religion, race, gender, values, culture, and upbringing all influence our perspectives
 - Leading Below the Surface: How to Build Real (and Psychologically Safe) Relationships with People Who Are Different From You
 - by LaTonya Wilkins



KPEs-Experiences

- **Experiences** are encounters we have in life: living different places, having different careers, some are unique, some are life-changing, we are born into some and get to choose others
 - Leading Below the Surface: How to Build Real (and Psychologically Safe) Relationships with People Who Are Different From You
 - by LaTonya Wilkins

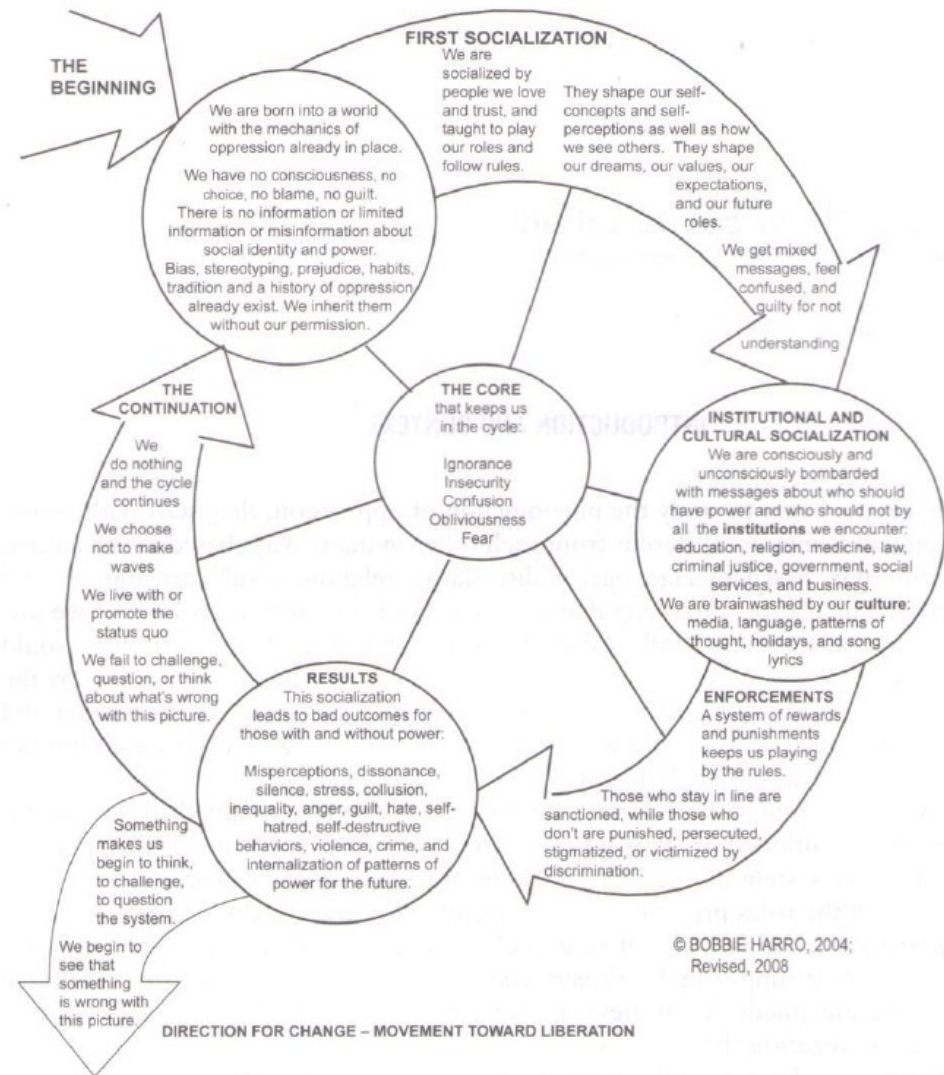


KPEs-Who Am I?

- **Reflect on your KPEs and your answers to the following:**
 - 1. What KPEs do you bring with you, and how do they enhance (or hinder) your current work (or previous work)?
 - 2. Does your current (or previous) work group have a well-rounded set of KPEs or are there potential blind spots?
 - 3. How comfortable are you sharing your responses to 1 and 2?



CYCLE OF SOCIALIZATION

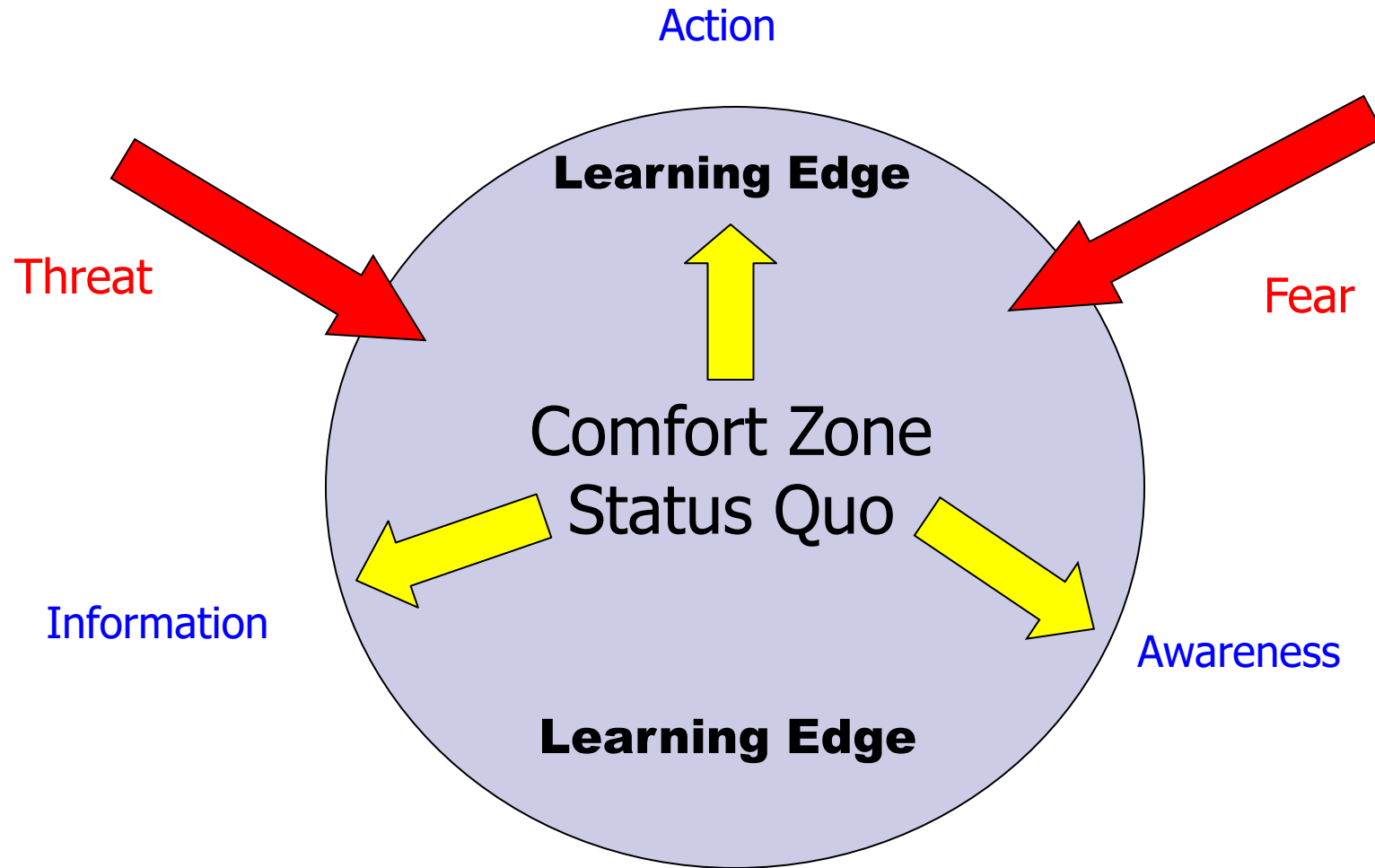


© BOBBIE HARRO, 2004;
Revised, 2008

Figure 6.1 The Cycle of Socialization



Challenging Our Socialization = Challenging Our Comfort Zones





Why It Matters

Psychological safety-when people feel safe to take risks and be vulnerable with one another

DIVERSITY
EQUITY AND
INCLUSION



Diversity, Equity, Inclusion, and Belonging



DEIB in LaVonna Lewis Land

- I define **diversity** as counting the numbers, representing who is here
- I define **inclusion** as counting the voices, recognizing who is being heard
- I define **equity** as counting the costs, redirecting resources and our attention to who needs help to remove the barriers to opportunity so that they can maximize their potential.
- I define **belonging** as what happens when we feel seen, heard, valued, connected to others and to meaningful work

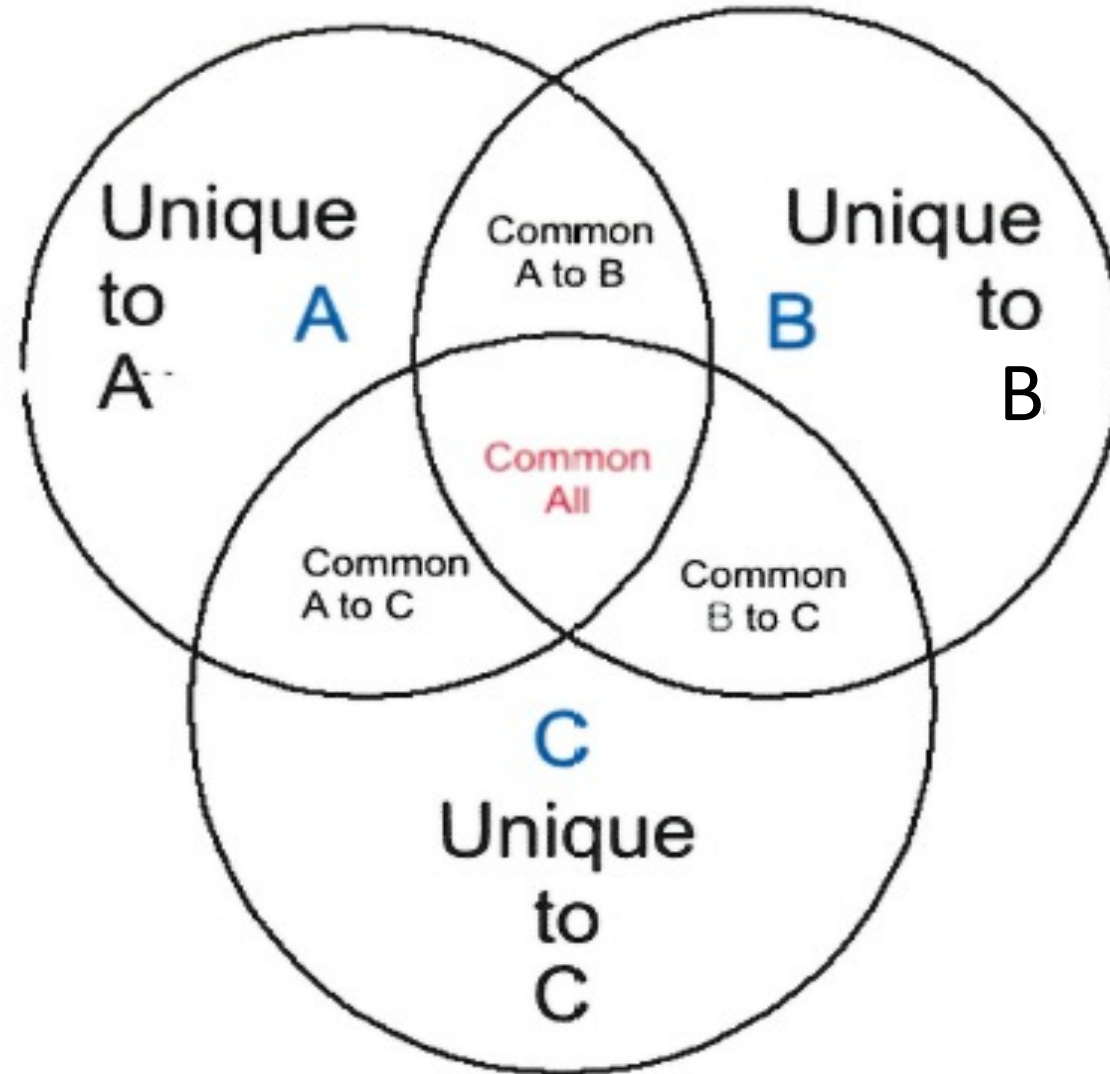


Diversity, Difference, Dialogue

- **Diversity** encompasses not only race, but also gender, age, ethnicity, culture, marital status, religion, sexual orientation, abilities and disabilities; and anything else that differentiates individuals from one another....
 - Differences that make a difference



Differences





| <i>Dialogue</i> | <i>Debate</i> | <i>Discussion</i> |
|---|--|---|
| Broaden own perspective | Succeed or win | Present ideas |
| Look for shared meaning | Look for weakness | Seek answers or solutions |
| Find places of agreement | Stress disagreement | Persuade others |
| Allow for and invite differences of opinion and experience | Advocate one perspective or another | Solve our own and other's problems |
| Challenge our and others' preconceived notions | Judge other viewpoints as inferior or invalid | Achieve preset goals |



ASPIRE Framework for DIALOGUE

- **A** = Assume Good Intent, Acknowledge Impact
- **S** = Speak One at a Time
- **P** = Participate (make space/take space)
- **I** = Use “I” Statements
- **R** = Respect Confidentiality/Risk taking
- **E** = Escuchar (Listen)/**Empathy**



What Do You Want From (or Give to) Other Individuals?

Pity:

I acknowledge your suffering.

Empathy:

I feel your suffering.

Sympathy:

I want to relieve your suffering.

Identity (with):

I am acting to relieve your suffering



DIVERSITY
EQUITY AND
INCLUSION



Bias and Microaggressions



Explicit/Conscious Bias

- **Conscious** expression of statements or behavior that conveys a negative attitude, belief or stereotype about an individual or group
- Individual **is aware** of their behavior and it is under **conscious** control
- Individual's behavior is **intentional**



Implicit /Unconscious Bias

Social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.



Identifying Biases

- **Information Overload**

- Confirmation Bias-we tend to seek out information that supports our existing beliefs
- Anchoring Bias-we tend to rely on the first piece of information we see



Identifying Biases

- **Feelings Over Facts**

- *In-Group Bias*-we favor people we like and who like us while excluding and judging those who are different
- *Negativity Bias*-we are more powerfully influenced by negative experiences than we are positive experiences



Identifying Biases

• Processing Time

- Attribution Bias-we judge others on their actions but we judge ourselves by our intentions
- Sunk Costs Bias-we tend to continue things because we have invested in them-i.e., time, money, etc.



Microaggressions

Brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults to the target person or group

Sue, DW et al. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62(4):271-86.



Types of Microaggression

- **Microassault**
 - an explicit derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions
 - Only shown publicly when they (a) lose control or (b) feel relatively safe to engage in a microassault

Microassault Examples



| THEMES | MICROAGGRESSION | MESSAGE |
|--|--|---|
| <p>Pathologizing Cultural Values/Communication Styles The notion that the values and communication styles of the dominant/White culture are ideal/“normal”.</p> | <ul style="list-style-type: none"> To an Asian, Latino or Native American: <i>“Why are you so quiet? We want to know what you think. Be more verbal.” “Speak up more.”</i> Asking a Black person: <i>“Why do you have to be so loud/animated? Just calm down.”</i> <i>“Why are you always angry?”</i> anytime race is brought up in the classroom discussion. Dismissing an individual who brings up race/culture in work/school setting. | <p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside. There is no room for difference.</p> |
| <p>Sexist/Heterosexist Language Terms that exclude or degrade women and LGBT persons.</p> | <ul style="list-style-type: none"> Use of the pronoun “he” to refer to all people. Being constantly reminded by a coworker that <i>“we are only women.”</i> Being forced to choose Male or Female when completing basic forms. Two options for relationship status: married or single. A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay. | <p>Male experience is universal. Female experience is invisible.</p> <p>LGBT categories are not recognized. LGBT partnerships are invisible.</p> <p>Men who do not fit male stereotypes are inferior.</p> |
| <p>Traditional Gender Role Prejudicing and Stereotyping Occurs when expectations of traditional roles or stereotypes are conveyed.</p> | <ul style="list-style-type: none"> When a female student asks a male professor for extra help on an engineering assignment, he asks <i>“What do you need to work on this for anyway?”</i> <i>“You’re a girl, you don’t have to be good at math.”</i> A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger. An advisor asks a female student if she is planning on having children while in postdoctoral training. Shows surprise when a feminine woman turns out to be a lesbian. Labeling an assertive female committee chair/dean as a “b____,” while describing a male counterpart as a “forceful leader.” | <p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing ages because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p> |



Types of Microaggression

- Microinsult
 - communications that convey rudeness and insensitivity and demean a person's heritage or identity
 - Perpetrator of a microinsult is often times not aware of the implications of their message but the undertones are clear to the recipient



Microinsult Examples

| THEMES | MICROAGGRESSION EXAMPLES | MESSAGE |
|--|--|---|
| <p>Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born</p> | <ul style="list-style-type: none"> • <i>"Where are you from or where were you born?"</i> • <i>"You speak English very well."</i> • <i>"What are you? You're so interesting looking!"</i> • A person asking an Asian American or Latino American to teach them words in their native language. • Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name. | <p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p> |
| <p>Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender</p> | <ul style="list-style-type: none"> • <i>"You are a credit to your race."</i> • <i>"Wow! How did you become so good in math?"</i> • To an Asian person, <i>"You must be good in math, can you help me with this problem?"</i> • To a woman of color: <i>"I would have never guessed that you were a scientist."</i> | <p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p> |
| <p>Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.</p> | <ul style="list-style-type: none"> • <i>"When I look at you, I don't see color."</i> • <i>"There is only one race, the human race."</i> • <i>"America is a melting pot."</i> • <i>"I don't believe in race."</i> • Denying the experiences of students by questioning the credibility /validity of their stories. | <p>Assimilate to the dominant culture.</p> <p>Denying the significance of a person of color's racial/ethnic experience and history.</p> <p>Denying the individual as a racial/cultural being.</p> |



Types of Microaggression

- Microinvalidation
 - communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of an ‘othered’ group
 - Gaslighting, racelighting, imposter syndrome



Microinvalidation Examples

| THEMES | MICROAGGRESSION EXAMPLES | MESSAGE |
|--|--|--|
| <p>Denial of Individual Racism/Sexism/Heterosexism A statement made when bias is denied.</p> | <ul style="list-style-type: none"> • <i>“I’m not racist. I have several Black friends.”</i> • <i>“As a woman, I know what you go through as a racial minority.”</i> • To a person of color: <i>“Are you sure you were being followed in the store? I can’t believe it.”</i> | <p>I could never be racist because I have friends of color. Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you. Denying the personal experience of individuals who experience bias.</p> |
| <p>Myth of Meritocracy Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.</p> | <ul style="list-style-type: none"> • <i>“I believe the most qualified person should get the job.”</i> • <i>“Of course he’ll get tenure, even though he hasn’t published much—he’s Black!”</i> • <i>“Men and women have equal opportunities for achievement.”</i> • <i>“Gender plays no part in who we hire.”</i> • <i>“America is the land of opportunity.”</i> • <i>“Everyone can succeed in this society, if they work hard enough.”</i> • <i>“Affirmative action is racist.”</i> | <p>People of color are given extra unfair benefits because of their race. The playing field is even so if women cannot make it, the problem is with them. People of color are lazy and/or incompetent and need to work harder.</p> |



Possible Actions to Take

- Intergroup contact
- Habit-breaking strategies
- Mindfulness
- Inclusionary Leadership
and



Sharing Our Stories

- Questions to consider.....
 - 1. When did you feel different?
 - 2. What was helpful for you in overcoming that?
 - 3. How have you helped other people who've not been feeling connected?



DEIB Competence and Addressing Bias

- Requires:
 - Honest self-reflection
 - Willingness to accept feedback
 - Willingness to disclose truth about own values, beliefs and behaviors



Fear of Difference

- There is a human comfort level with homogeneity and lack of differentiation
- Without challenging this fear and engaging with “the other”, personal transformation is not possible



Concluding Thoughts

- Am I aware of how my KPEs and biases might impact how I engage with others?
- What are you committed to doing that lets others know that you consider yourself part of the problem AND the solution?



Thank You

If you don't know, don't be
afraid to ask

My Contact Information:

LaVonna B. Lewis, PhD, MPH

llewis@usc.edu

213.740.4280 office

323.791.6150 cell