



**Exploring and Enhancing Diversity  
Within the Animal Care and Use**

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## **Disclosure:**

Drs. Matthews Jarrell, Jackson and Tirado-Muñiz have no relevant personal/professional/financial relationship(s) with respect to this educational activity.

# We Know and Believe...

Those educated in diverse settings are more likely to:

- be intellectually nimble and creative
- make meaningful contributions
- be effective team players
- be successful leaders
- do the right thing

**Important aspects of a high functioning ACUP!**

# Session Objectives

Participants will be able to:

- Reflect on diversity and how personal backgrounds shape interactions
- Identify what we personally bring to committee work
- Describe and contrast unconscious bias and stereotype threat
- Compare modes of communication

Let's Play a Game!

# Let's Play a Game

How tall am I?

How much I weight?

What is my gender?

# Let's Play a Game

What is my sexual orientation?

What is my race?

What is my ethnicity?



# Let's Play a Game

The results suggest that tall individuals have advantages in several important aspects of their careers and organizational lives.

Judge T.A. & Cable D.M. The effect of physical height on workplace success and income: Preliminary test of a theoretical model. *Journal of Applied Psychology*, 2004. 89, 428–441.

Implicit bias toward overweight individuals is evident in children aged 9 to 11 years with a magnitude of implicit bias (5.4%) similar to that in studies of implicit racial bias among adults.

Skinner AC, Payne K et al Implicit Weight Bias in Children Age 9 to 11 Years. *Pediatrics*, 2017. Jul;140(1)

# Let's Play a Game

Findings document the relative lack of positive attitudes toward bisexual individuals among the general population of adults in the U.S. and highlight the need for developing intervention approaches to promote more positive attitudes toward bisexual individuals, targeted toward not only heterosexual but also gay/lesbian individuals and communities.

Dodge B, Herbenick D, Friedman MR, Schick V, Fu T-C, Bostwick W, et al. (2016) Attitudes toward Bisexual Men and Women among a Nationally Representative Probability Sample of Adults in the United States. PLoS ONE 11(10)

# Working Definitions

**Diversity** community with varied characteristics, ideas, and world views (including race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio- economic status, life experiences, geographical region, ancestry, etc.).

Requires acknowledging, understanding and embracing these differences in a safe, supportive, and nurturing environment.

# Reflecting on What We Bring to Group Work

Think;  
Pair w/ neighbor & discuss;  
Share with all participants.



# Identify Your Constructive & Destructive Group Behaviors

## Constructive

*Cooperating*

*Clarifying*

*Inspiring*

*Harmonizing*

*Risk Taking*

*Process Checking*

## Destructive

*Dominating*

*Rushing*

*Withdrawing*

*Discounting*

*Digressing*

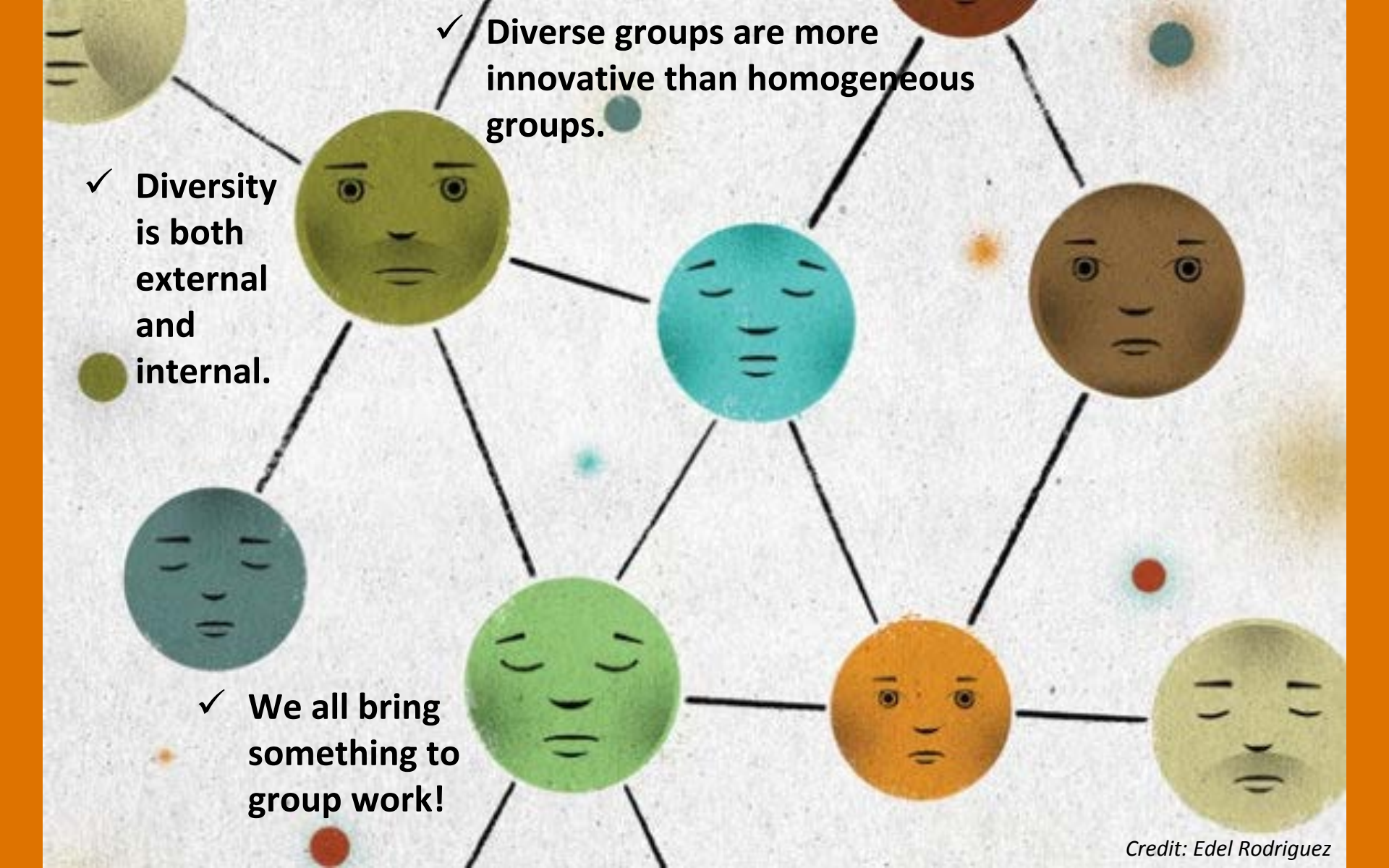
*Blocking*

**Discuss with others at your table why you selected these behaviors.**

✓ Diverse groups are more innovative than homogeneous groups.

✓ Diversity is both external and internal.

✓ We all bring something to group work!



# Unconscious Bias and Stereotype Threat

Shape Our Interactions and Performance



## **Unconscious Bias**

- Judgements/assessments made unconsciously about people/situations based on our own ideas, stereotypes, background, experiences, etc..
  - Unintended
  - Influenced by what we have been exposed to/have experienced
  - Can impact how someone acts

## **Stereotype Threat**

- Fear that ones behavior will confirm an existing stereotype of a group with which one identifies
  - Can impact student performance

## **Inclusion**

- Active, intentional, and ongoing engagement to increase awareness and understanding. Can impact student performance
- How individuals working in these diverse environments feel they are treated by their co-workers and management (e.g. respect, opportunities to grow, etc.).



# **Examples of Studies About Unconscious Bias and Stereotype Threat**

# Data on Unconscious Bias

Science faculty were asked to read a CV for a undergraduate researcher. All CVs were identical except that the candidate's name was either Jennifer or John. Faculty would more likely hire John, pay him more, and provide more mentoring. Faculty thought that Jennifer was more likable.

(Inspired by: Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109(41), 16474-16479. )

Steinpreis, R. E., K. A. Anders, and D. Ritzke. 1999. The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. *Sex Roles* 41:509-527).

# Data on Unconscious Bias

Parents' estimates of math ability are higher for sons than for daughters, despite no gender differences in grades or test scores.

(Yee, D.K. and J.S. Eccles. 1988. Parent perceptions and attributions for children's math achievement. *Sex Roles* 19: 371-333).

# Data on Stereotype Threat

If female students or African American are asked to identify their race or gender, respectively, at the start of an exam, they will do statistically worse on that exam.

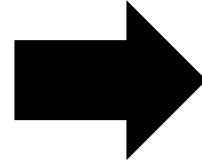
(Steele, Claude M. and Joshua Aronson. 1995. "Stereotype threat and the intellectual test performance of African Americans." *Journal of personality and social psychology* 69:797-811).

# Data on Stereotype Threat

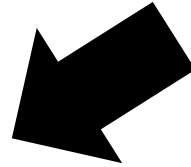
“Even groups who typically enjoy advantaged social status can be made to experience stereotype threat. Specifically, White men perform more poorly on a math test when they are told that their performance will be compared with that of Asian men (Aronson et al., 1999), and Whites perform more poorly than Blacks on a motor task when it is described to them as measuring their natural athletic ability (Stone, 2002; Stone, Lynch, Sjomeling, & Darley, 1999).”

Schmader, T., et. al. An Integrated Process Model of Stereotype Threat Effects on Performance. *Psychol Rev.* 2008 Apr; 115(2): 336–356.

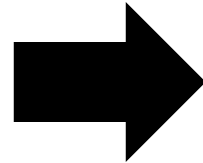
**Social  
Pressures**



**Unconscious  
Bias**



**Stereotypes**



**Stereotype  
Threat**

# Effective Communication for the ACUP



Results can include:

- ✓ Decreased confusion
- ✓ Decreased non-compliance
- ✓ Improved relationship with research community

# Modes of Communication

*Discuss with your group, how each mode of communication is/is not effective when working in diverse organizations?*

- **Impromptu Face-to-Face Discussion**
- **Scheduled Face-to-Face Meeting**
- **Web Meeting**
- **Phone**
- **Email**
- **Text**



# When should the following be used?



Impromptu: for a question, comment or suggestion. Not about an urgent or confidential issue.



Scheduled F2F: serious question, comment, or concern. Issue will require focused attention and time to respond.



Web meeting: multiple people in different locations



Phone: short messages, requesting information or a meeting. Longer conversations, if face-to-face options are not available.



Email: answering short messages or questions, scheduling follow up meetings, sending a document



Text: short message with minimal chance of misunderstanding, quick timeline

# Concept Mapping

Take the terms below and create a map that depicts the relationships or interfaces; use directional arrow and include words that describe these relationships (10 mins)

Highly Functioning ACUP

Diversity

Self-Awareness

Communication

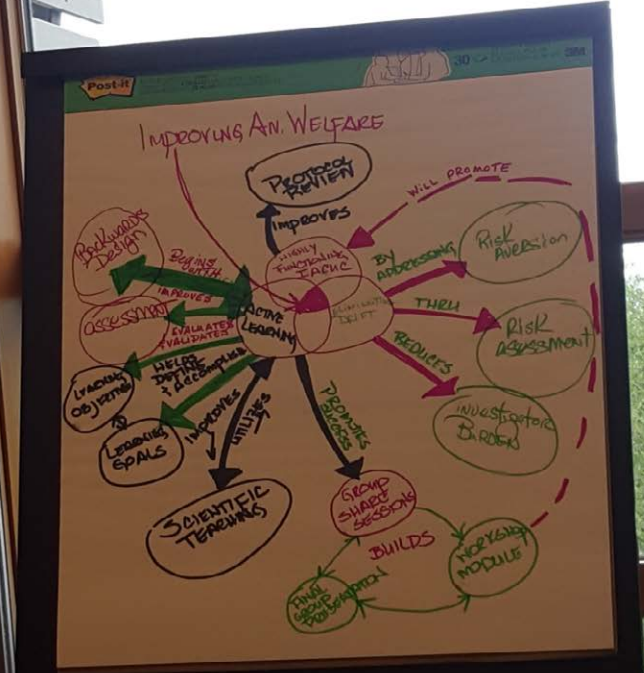
Unconscious Bias

Creative

Nimble

Inclusion

Stereotype Threats



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**Thanks for Working With Us On This Important Topic!**



2018 ICARE Training	2018 Dates	Location
Advanced Train the Trainer Institute	May 7	Newport Beach, CA
ICARE Academy (2 day)	May 8-9	Newport Beach, CA
ICARE Academy (3 day)	June 18-20	Chicago, IL
ICARE Academy (2 day)	September 12-13	(Denver, Co)

Information and registration available through the OLAW website or at [https://grants.nih.gov/grants/olaw/interagency\\_icare.htm](https://grants.nih.gov/grants/olaw/interagency_icare.htm) or directly from Susan Silk at [silks@nih.gov](mailto:silks@nih.gov) and 301-402-4371



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