

Unconscious Bias 101

1. Unconscious Bias 101 - Scene 1

1.1 SCI Welcome & legal disclaimer



Notes:

1.2 WELCOME LAYOUT



Notes:

Hi, everyone, my name is Mica Curtis Wilson and I will be your presenter today. And as we get started, we're gonna be talking about bias and social influence. So this is going to be really important for everyone within the Student Conduct Institute. So grab your thinking caps, and let's get started.

1.3 TODAY'S GOALS:

TODAY'S GOALS:
Learning Outcomes & Course Expectations

- 01** : Acceptance is the First Step
The question is not IF this applies to you, but HOW does it apply to you?
- 02** : Explore Yourself
What are some of your life experiences that helped you create your systems of belief and value? Let's explore those!
- 03** : Bias Awareness
What is bias and how can one be mindful in their interactions with others?
- 04** : Be present
Training can be a lot of information to absorb, but tune in. It can be impactful.
- 05** : Use perspective to guide & inform your practice.
- 06** : Be sure to take notes and stay hydrated!

Notes:

Expectations for today, except this is kind of like the first step in this process when we're talking about bias. So don't spend too much time worried about the question of if this applies to you, but really zone in on how does this apply to you because we all have bias, explore a little bit about yourself. So think about some of your life experiences that have helped create your systems of belief and what you value. And let's explore those. Last but not least, awareness and bias go hand in hand. So let's really think about what bias is and how we can be mindful in our interactions with others. Also, remember to be present, there's a lot of information in this presentation, which I get, but just try to absorb as much as you can and use your notepad. Also use perspective, every single thing that we do today is going to help guide and inform your practices. So take notes again, and stay hydrated

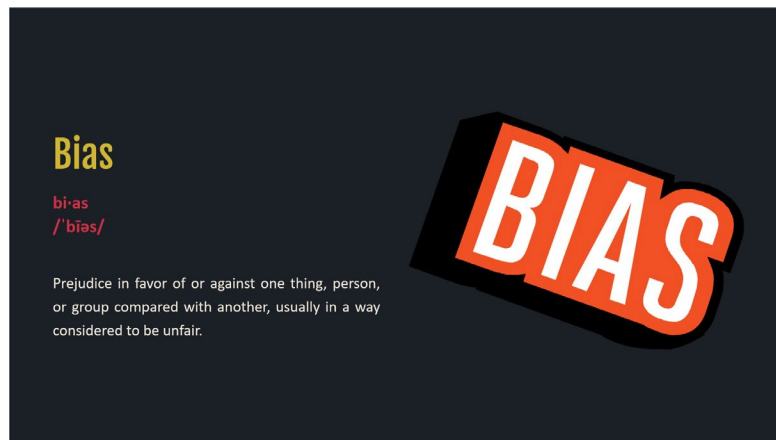
1.4 Terminology

Getting Started
Terminology
It is a good idea to take notes on the important names, headers, and definitions presented in this section of the course to guide your learning.

Notes:

So let's get started. I like to start with terminology. So as I'm going through, you'll see names and headers and definitions. Those are really important. Take the notes for these sections. As we get started.

1.5 Bias



Notes:

First is bias. Bias is a prejudice in favor or against one thing, and it's usually done in a very unfair way.

1.6 Implicit Bias



Notes:

What we're going to be talking about for the most part today is actually implicit bias. So you're probably wondering, what is the difference? Well, the difference with implicit biases is normally a hidden bias that all individuals carry out repeat all individuals carry from a lifetime of experiences with social groups, whether those groups are age, gender, race, ethnicity, religion, social class, sexuality, disability status, and even nationality. So implicit bias was actually found by Dr. Mahzarin Banaji. She and her research group, were actually looking for ways to determine how memories are stored in our brains. To do this, they were using Alzheimer's patients to figure out how exactly those memories are stored or in that case, not stored. During this process, they actually realize that sometimes memories are stored without the knowledge of the actual person knowing that they were being stored. For instance, when running these experiments, Dr. Mahzarin Banaji and her team would meet with those Alzheimer's patients and give them the word motel repetitively throughout their time with them. The very next day, they will have a different scientists come in, and they would ask them to give them a word that started with the letter M. Oh, mind you the day before, they will say motel pretty often. And what they found was almost every time those patients without even having knowledge that they met with a scientist the day before, would actually say motel rather than some of the other words like money motivate things like that. So they started to kind of figure out that there was something

here to be further discovered. In that process. Implicit bias was found, how are our brains holding on to information that it receives every day, day in day out? And how does that play out in our interactions with one another?

1.7 Implicit Bias 2

Implicit Bias
The How

How does this happen??

- Our brains seek patterns
- We like to take mental shortcuts
- We are bombarded with stereotypes over and over again reinforcing learned bias.

BIAS

Notes:

So again, how does this happen? Well, after Dr. Mahzarin Banaji and her team realized that there was something more to be explored, they realized also our brain seek patterns, we are constantly trying to figure out ways to connect one thing to another. So bias is kind of inevitable. We also like to take mental shortcuts, and we're bombarded with stereotypes over and over again, that reinforced this learned behavior.

1.8 Implicit Bias 3

Implicit Bias
Dr. Mahzarin Banaji

We all have bias. Therefore, the question is not do you have bias but rather how do you address it.

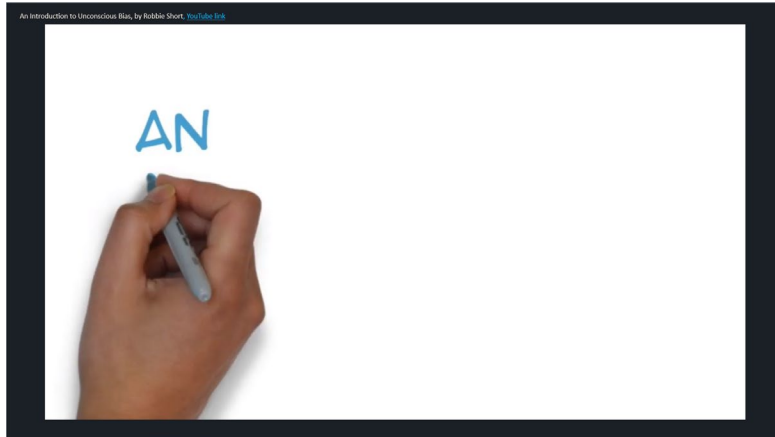
And more importantly... How can I be aware of something that is learned implicitly?

BIAS

Notes:

And to help tie all of this that we just learned together, and really nailed down exactly what implicit bias or what some call unconscious biases, let's watch a little video.

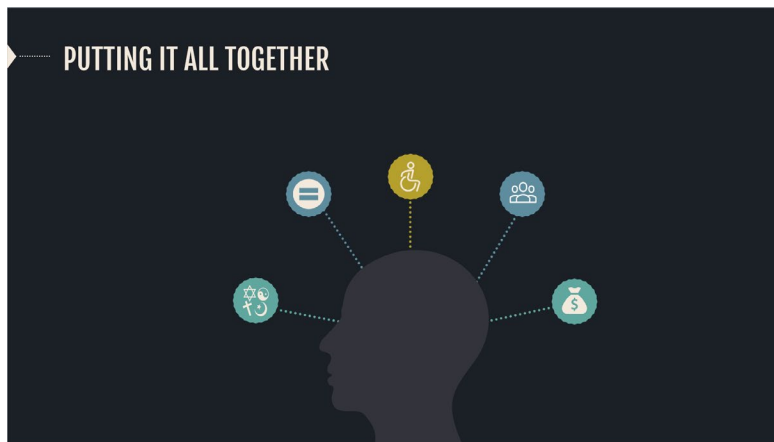
1.9 An introduction to unconscious bias



Notes:

your brain by some accounts, receives roughly 11 million pieces of information each second, but your conscious brain is only able to process about 40. How do you handle all the rest? You handle it because you're really using two brains. Your conscious brain, which works with facts and data has very little capacity and processes information slowly, and your unconscious brain, which is habit and intuition driven, has huge capacity and is really fast. One of your unconscious brains best tricks is its ability to recognize patterns and use them to assign people and Things two categories, allowing your unconscious brain to deal with all of the known not dangerous issues and leave only the few unknown or dangerous issues to your conscious brain. This allows us to recognize a pattern and act on it. Rather than having to think about every interaction as if we were experiencing it for the first time. We can glance at that four legged animal and know if it's a wolf or a cocker spaniel. That recognition allows us to make assumptions about the animal facing us that the wolf belongs to the wild animal category and is likely to be dangerous, or that the cocker spaniel is in the domestic dog category and not likely to be dangerous. The assumptions we make about these pattern groups are likely to be based on our own experiences on information we have gained from our culture or background, or from the media we listen to or people we admire. Unfortunately, those assumptions are often wrong. When we categorize people, our brains apply to other tools. One is affinity bias, a hardwired preference to respond positively to people who look, sound and act like ourselves. Brain imaging scans show that when people are shown images of faces that differ from their own, it activates in milliseconds activity and the part of the unconscious brain that alerts us to possible danger. This may reflect a survival tool leftover from ancient times when danger often came from those outside our immediate group. Today, however, this means the associations and biases are likely to be unconsciously activated every time when we come across a member of a group, even if we consciously reject group stereotypes. In addition to affinity bias, our unconscious brain categorizes people into groups, and then connects those groups to our learned ideas or constructs about what is good or bad. Now, we've decided whether someone is like us or not, and whether they're good or not all within milliseconds of meeting. So what can you do to manage your unconscious biases, you've already started by just learning about unconscious bias. Now, identify your own biases and address one at a time by building inclusive habits. Remember, if you do not intentionally, deliberately and proactively include, you will unintentionally exclude.

1.10 Putting it all together



Notes:

Okay, now that we learned a little bit more, and it's all tied together, let's figure out how exactly this unconscious bias or implicit bias really begins. Knowing the root of each and every one of the biases slash stereotypes that we form is really going to help us attack the problem head on.

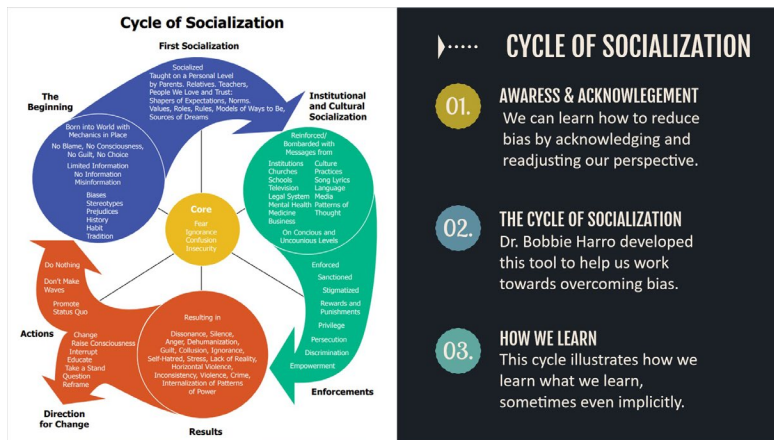
2. The Cycle of Socialization

2.1 The Cycle of Socialization



Notes:

2.2 Cycle of Socialization



..... CYCLE OF SOCIALIZATION

01. **AWARENESS & ACKNOWLEDGEMENT**
We can learn how to reduce bias by acknowledging and readjusting our perspective.
02. **THE CYCLE OF SOCIALIZATION**
Dr. Bobbie Harro developed this tool to help us work towards overcoming bias.
03. **HOW WE LEARN**
This cycle illustrates how we learn what we learn, sometimes even implicitly.

Notes:

Well, the best way to begin the process is again, back to Expectation number one, we have to admit and acknowledge it. So the cycle of socialization is a great place for us to jump into now by Dr. Bobbie Harro. Now, this cycle of socialization tells us how we learn things, and sometimes even how we learn things implicitly.

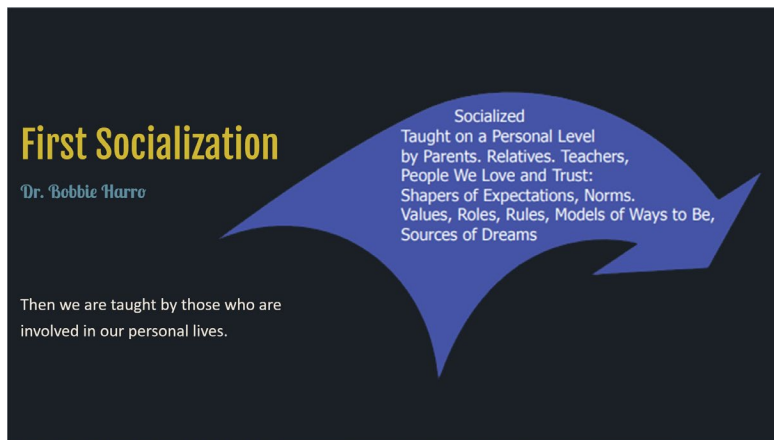
2.3 The beginning



Notes:

So step number one of the cycle of socialization is we're burrowing into the world without really any mechanisms in place. So you don't really have any blame, no consciousness, no guilt, no choice. We don't have any bias stereotypes, we're a clean slate, and we're hearing to the world. And we're gonna eventually form traditions and bias and habits and the things that make us who we are.

2.4 First socialization



Notes:

So the first step in this process is actually the socialized part. So we're taught all these things by the very people that we trust, they shape our expectations, what we see as norms, the different values and roles and rules to follow, as well as even source our dreams. So this is a very elementary, but then beginning level of how we're taught what we're taught.

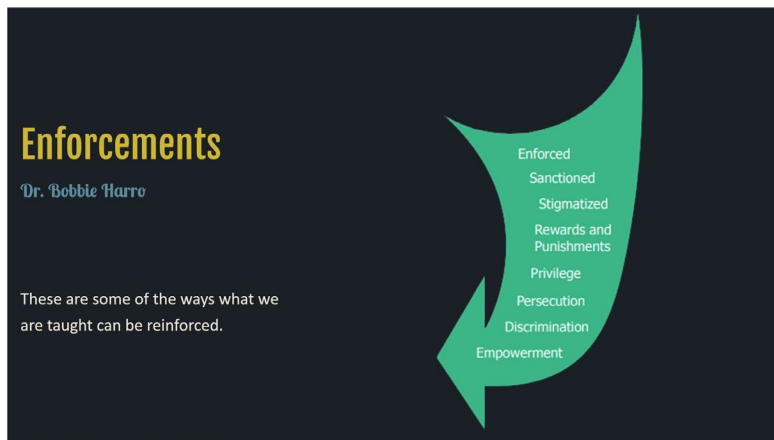
2.5 Institutional and cultural socialization



Notes:

Well, it doesn't just stop there, those messages that we've been learning from that very personalized, socialized level, they actually have to be reinforced and bombarded. So these messages come from different institutions and cultures that we follow, whether it's your churches, or schools or televisions, medicine, business, practices, culture, language of media, and even pattern of thought, and this can all happen on a conscious or unconscious level. So the things that we experience, actually help reinforce those messages that we learned very early on.

2.6 Enforcements



Notes:

And to go even further, these are some of the ways in which that reinforcement can happen when we're looking at patterns of thought, churches, schools, they can either be enforced, sanctioned, stigmatized, rewards and punishments are very big one, privilege versus prosecution, discrimination and empowerment all are the ways in which those different media's of reinforcement are reinforced.

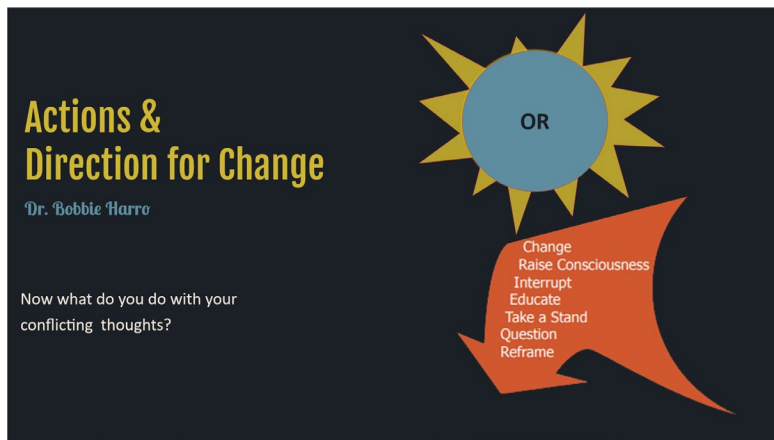
2.7 Results



Notes:

And that results in one thing whenever something happens where they don't quite line up, and that's either dissonance, silence, anger, collusion, ignorance, self hatred, stress, lack of reality, things kind of go on violence. And crime can even be a part of that process, whenever things that we were taught don't quite line up.

2.8 Actions and direction for change



Notes:

Well, in this stage, this is when the choice happens, there's always an action to those reactions. So at this point, some people choose whatever that thing that was causing the dissonance, they either choose to change, raise consciousness, interrupt that flow of thought, take a stand, or even reframe some of those thoughts, or promote status quo, make don't make waves or do nothing are also a part of whether or not you choose to redirect course or not.

2.9 Results 2



Notes:

which goes back to the resulting in why silence can be part of that dehumanization, collusion,

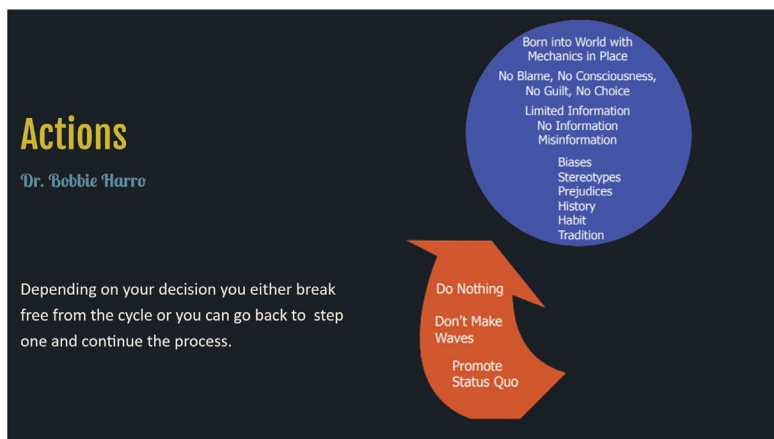
2.10 Actions and direction for change 2



Notes:

Those things filter into the actions that we make after thinking about it a little bit.

2.11 Actions



Notes:

Well, the thing is, for those who decide to do nothing, promote status quo, don't make waves, they go right back into the cycle, ultimately leading back into those thoughts being reinforced, and etc.

2.12 The Core



Notes:

And at the core of all of this, fear, ignorance, confusion, and insecurity really lie at the heart. So you'll see in the core right here, those four things that lie at the heart of what every action is. And the only way to get out of the circle is to make a change.

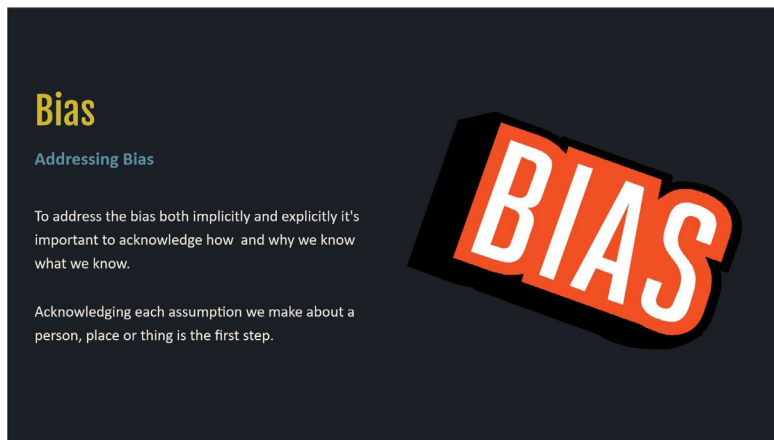
2.13 Addressing bias



Notes:

Well, in regards to all the things that we learn, when we're learning different biases, again, either conscious or unconscious, we also have to figure out how do we address it? Because now we kind of know how those biases are formed. But how do we address it? How do we get to the change, raise consciousness, interrupt and educate side of action?

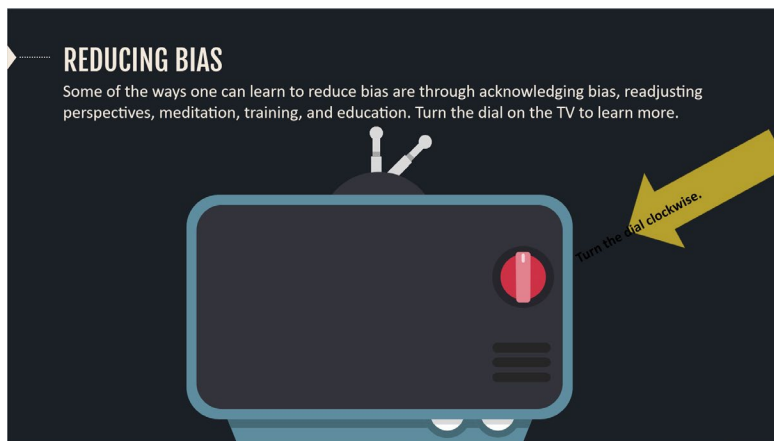
2.14 Bias



Notes:

And also, it's very important to acknowledge the first part, which is why do we know what we know. And acknowledging each assumption that we make about a person place or thing is the first step. So assumptions are almost always related to bias, if there's no facts, to be able to show us that that is where a person, place or thing is, then more than likely, it is some form of bias.

2.15 Reducing bias



Notes:

Well, here are some of the answers to help reduce bias. And again, this is either implicit or regular bias. First, acknowledging that was one of my first expectations, when we first began this journey, that is still gonna be the first line of defense to reducing bias. Acknowledging that means taking a step back and asking yourself the question, How do I know what I know?

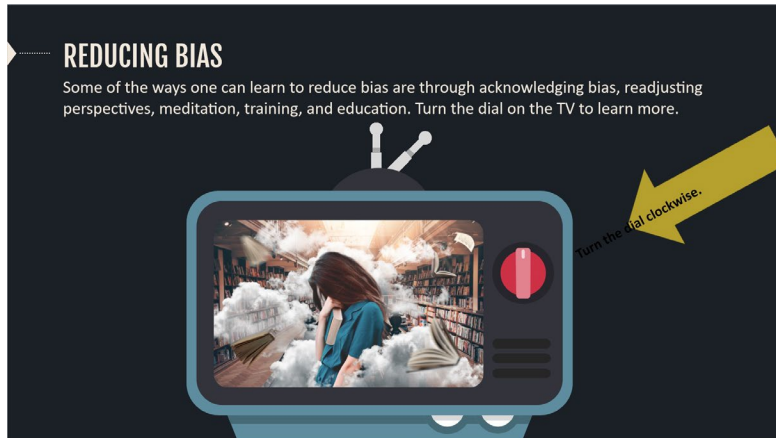
Readjusting your perspective as well is a really great practice for this. What if you play devil's advocate and the shoe's on the other foot? How do you put yourself in the other person's shoes just to figure out what that bias could be?

Meditation. This probably seems a little bit of a cliché answer. But it actually is very impactful. So, meditation can be something as simple as having a conversation with a colleague and meditating on how that conversation went later in your day, breaking down some of those conversations, those interactions, some of the things that we see and hear throughout the day, also helps us acknowledge bias.

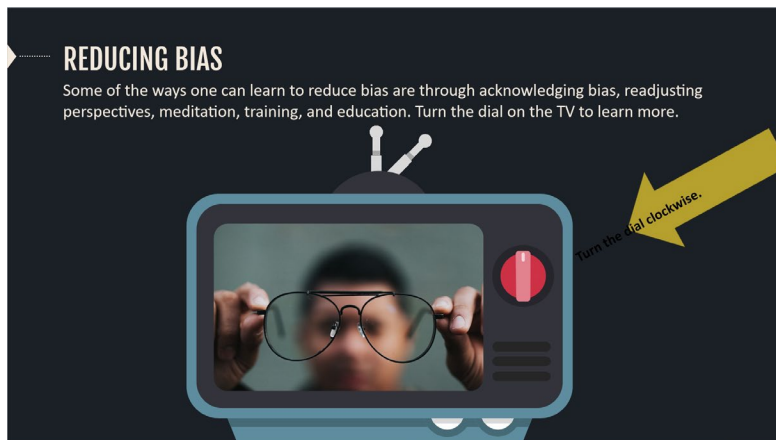
Training is a really good one. That's why we're here today, you can't acknowledge something that you don't even know about. So being trained and educated on the topic of bias, and how bias shows up in your life is also a very great way to begin to reduce bias.

And again, going back to the education and training piece, I'm gonna help you figure out a couple of areas that bias and implicit bias more importantly, show up in our lives every day.

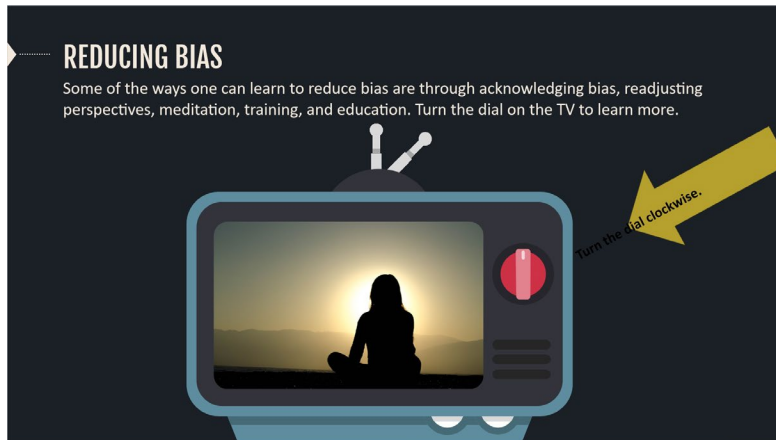
Layer 01 (Slide Layer)



Layer 02 (Slide Layer)



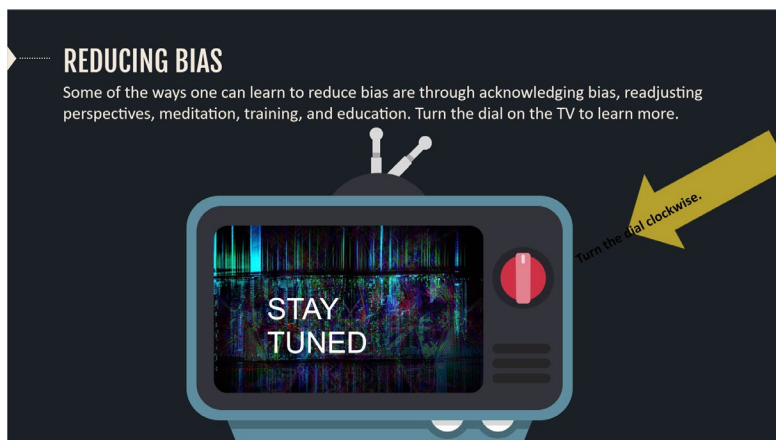
Layer 03 (Slide Layer)



Layer 04 (Slide Layer)



Layer 05 (Slide Layer)



3. The Social Identity Wheel

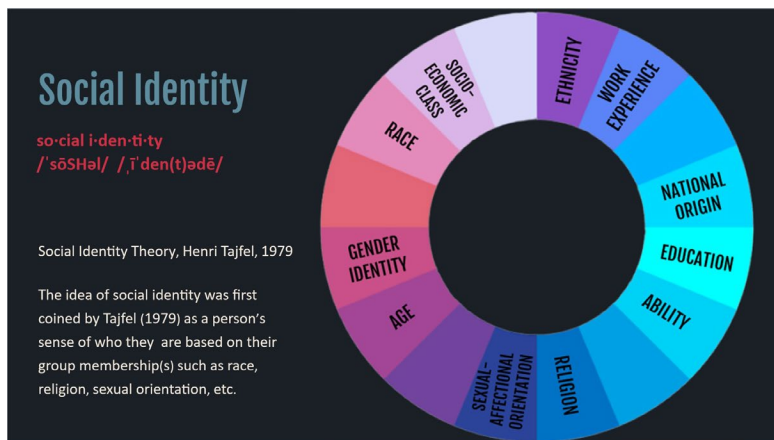
3.1 The Social Identity Wheel



Notes:

I have to start with the Social Identity Wheel. More often than not, some of the most common implicit bias infractions that happen are actually based on social identities, things that we can either see pretty readily or we encounter very often. And so to get you started, I'm going to start with a Social Identity Wheel and some of the implicit biases that could happen in your everyday conversations.

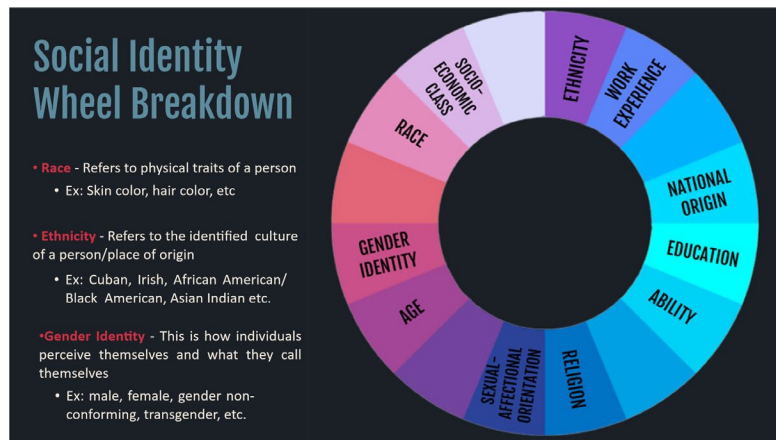
3.2 Social identity



Notes:

So this wheel was actually created by Dr. Henri Tajfel. And it's the idea that this makes up the sense of who a person is. And that is based on their group memberships. So things like race, religion, sexual orientation, and etc.

3.3 Race, ethnicity, gender identity



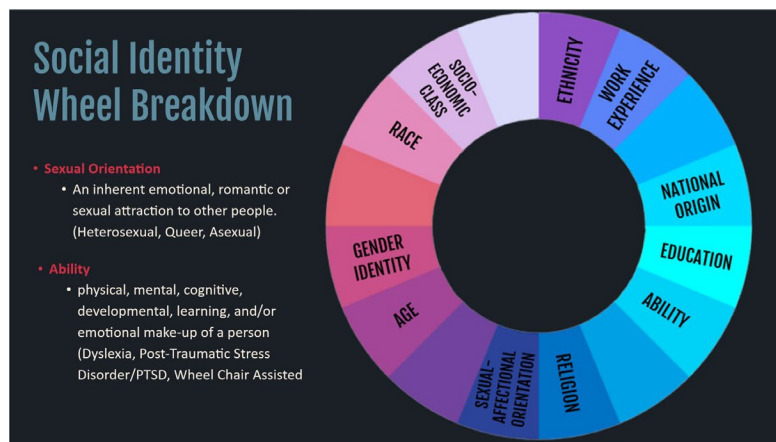
Notes:

So first on the list is race. So race is the physical traits of a person. So this can be skin color, this can be hair color, this can even be hair texture, these are some of the ways in which someone's race is kind of deciphered. This can be sometimes very easy to tell, and sometimes not. However, this is a person's physical traits. So we're talking about bias. Some of the ways that bias can play into this is very obviously, what it is assume that each race does. So for instance, one of the tests that Dr. Mahzarin Banaji, and her team did was based on race, what are the thoughts? What are the first words associated with race for a particular race. And unfortunately, some of the things came back not so positive, even though we don't believe those things. So again, implicit bias is not always that align with our beliefs. So for instance, race, you might think one race is more likely to be a part of criminal activity than another. Another bias that is sometimes perpetrated through stereotypes is one race has more intelligent qualities, than another race, these are some of the bias that again, although we might not believe those, inherently, they are still memories, and things that have been reinforced that we sometimes display in our interactions, implicitly.

Ethnicity, this is very different, because ethnicity is actually a person's identified culture, or their place of origin. What this means is, Who do they think they are, who are they, you know, a part of ethnicity. So this refers to a person's culture or place of origin. So for this, this is actually who a person's culture revolves around. So for instance, maybe they're Cuban, or Irish, African American, Italian, Asian, Indian, things like this can be a part of a person's culture, or even place of origin. So this is very different from race. Because race, I would qualify as a black person. As far as ethnicity, I would be Black American, those, my culture is American. And I'm Black American to be very specific. So that is a person's ethnicity. When we're talking about bias, this can also play out and bias because we, again, are reinforced through media and different things that we've heard our entire lives, about what each person's ethnicity kind of means to how they react. And again, this is by making shortcuts. From what we heard, for instance, a very big one is, "Latin women are very spicy", per se, that is actually a bias that is perpetrated throughout their culture, although that might not always be the case.

Next is gender identity. This is how an individual perceives themselves and what they call themselves. So this is very different from sex. Sometimes they are lined up with one another, sometimes they're not. So this is based on what a person perceives themselves as. So this could be male, female, gender non-conforming, trans, etc. A very good practice is asking someone what their pronouns are, for instance, my pronouns are "she/her". If you wanted to be sure what my gender identity is, and not making assumptions, you would ask me what my pronouns are. Very good practice to start having if you don't already do that. I'm a bias though, because sometimes these things attached with a bias, if I tell you that my pronoun is "them/they", there are certain bias that maybe I don't know who I am, or maybe I'm confused, when that might not be the case. So being very careful and mindful, or even making an assumption such as, "She looks female, so she must be female" could be a part of letting bias in.

3.4 Sexual orientation and ability

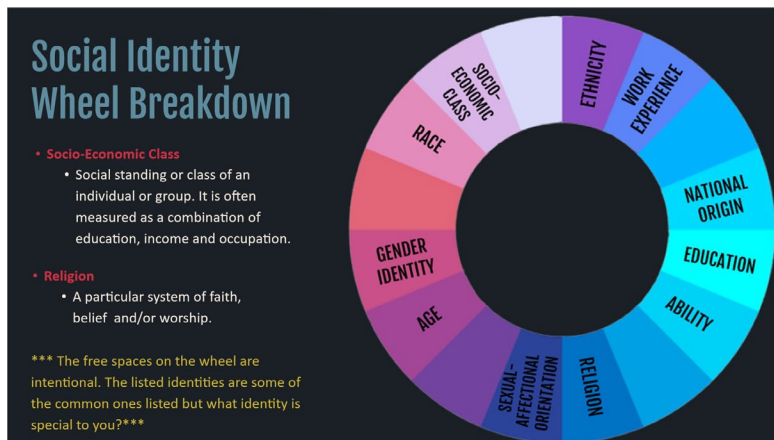


Notes:

Sexual orientation, so this is the inherent emotional, romantic or sexual attraction to other people. Again, there are a very long list of ways in which people like to be identified as so heterosexual, queer, asexual, lesbian, bisexual, gay, pansexual, hetero flexible, flexible, there's different lists that go on and on On, but again, thinking about our bias. So when I say those names, what are some of the first things that come to your mind? Someone who might be hetero flexible, you're probably like, what does that even mean? But then also, you're probably asking, maybe they're just doing too much, and then need to simplify what their labels are. Things like this can be a part of a bias that you have that their identity is not as important. And again, this is not for everyone. But these are some of the biases that can creep up into our conversations.

And abilit. Ability is a very important one too, because it's also not always readily something that's physical. So you have to be very mindful, that ability can also go into the mental, cognitive, developmental, even emotional makeup of who our person is. So things like dyslexia, post traumatic stress disorder, or even wheelchair assisted people can all fall under the ability umbrella. Most people don't even think about ability, when I asked them to think about their social identities, if you're not having some type of disability, or different ability. And so with this, you have to also be mindful of the bias that someone who might have been differently abled needs your assistance. So those are some of the bias that we use. So opening the door for someone who's wheelchair assisted, could come off very different than you intended. Although you probably have the best intentions on helping that wheelchair SR person, it could be better to just ask, Hey, do you want me to grab that door for you, or try to learn what exactly could be your role in interacting with that person and not assuming that they are in need of assistance. Those are, again, some of the small things that happen in interactions that can break down communication with one another.

3.5 Socio-economic class and religion

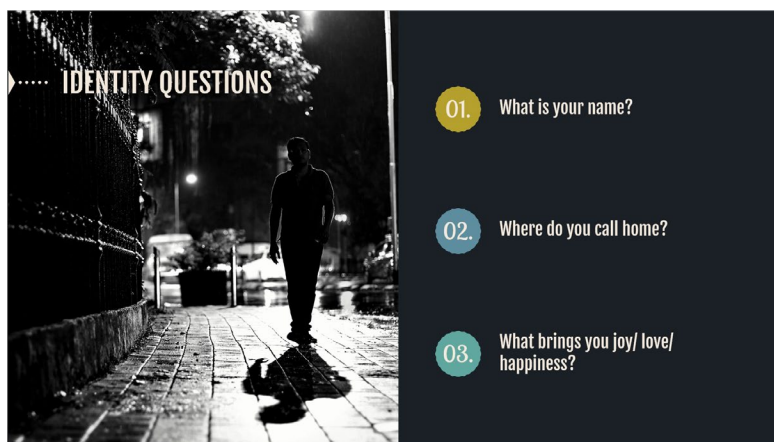


Notes:

Socio economic class,. This is the social standing or class of an individual or group. And oftentimes, it is combination of education, income, and occupation and income. However, also be mindful that some people move socio economic classes throughout their lifetime. With that being said, a very obvious bias that we can probably readily choose is just because a certain person might be of a lower socio economic class, that they might also be of lower intelligence, lower drive or grit. Those are some of the bias that are very prevalent in our culture today.

Then you have religion, that is a particular system of faith or belief or worship, a bias could be that protect some particular religion are more radical than others, or they might be less effective or less important than others, because that's not the particular religious faith that is predominant here in whatever country you might be in. those are some of the biases that exist for those two categories. And there's also a free spaces on this wheel. More importantly, because those listed identities like those are the common ones, there are some that are more special to a person, then the ones listed, so they get to go in those free spaces. But remember, with every new identity that is introduced to a person, there are a set of biases that are reinforced from early age on about those different groups of people.

3.6 Identity questions



Notes:

3.7 Who are you?



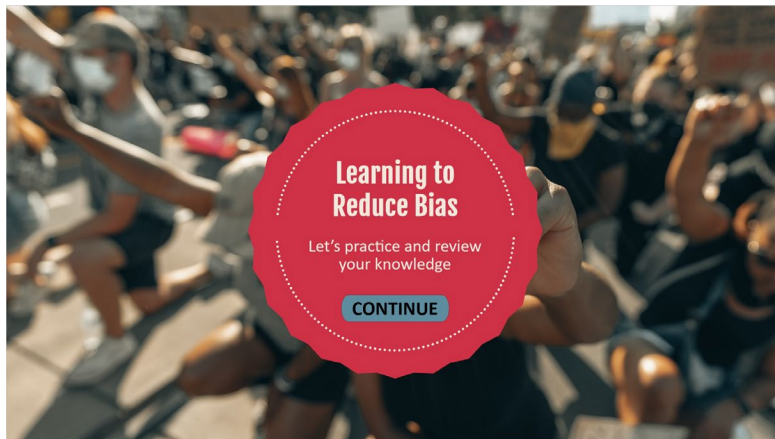
The image shows a 'Social Identity Wheel' on the left, which is a circular diagram divided into 12 colored segments. Starting from the top and moving clockwise, the segments are labeled: ETHNICITY, WORK EXPERIENCE, NATIONAL ORIGIN, EDUCATION, ABILITY, RELIGION, SEXUAL AFFECTIONAL ORIENTATION, AGE, GENDER IDENTITY, RACE, SOCIO-ECONOMIC CLASS, and another ETHNICITY segment. To the right of the wheel is a black and white photograph of a person holding up three rectangular frames in front of their face, with the text 'WHO ARE YOU?' above it. Below the photograph is a text box with three bullet points.

WHO ARE YOU?

- Using the Social Identity Wheel, think about how you identify each category
- Think critically about each answer
- Write down the one you might not have thought about often!

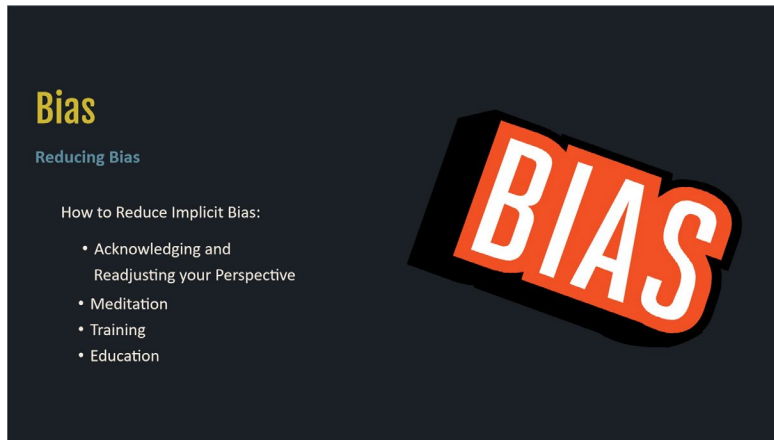
4. Reducing Bias

4.1 Learning to Reduce Bias



Notes:

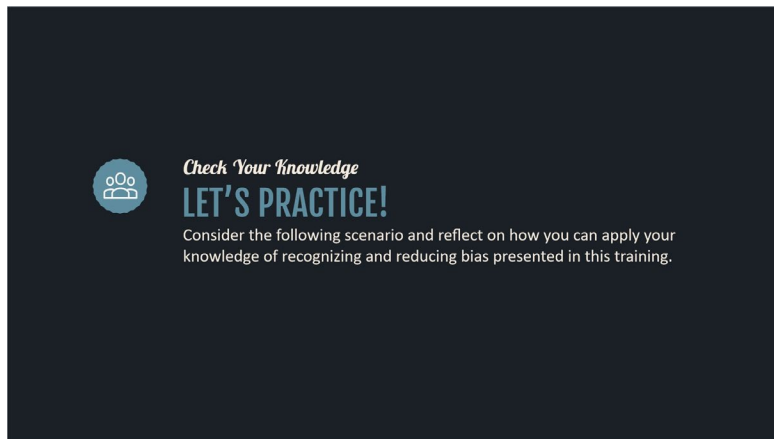
4.2 Bias



Notes:

So now that we kind of know how some of those biases creep into our life, again, either implicitly or not implicitly, we also have to think about, “How do we reduce it?” again. So thinking about each one of those identities, what are some of the ways that we can acknowledge and readjust those perspectives? How do we think about when we're making a generalization or even introducing a stereotype into a conversation? We have to meditate on those conversations, and readjust those perspectives and sometimes even requires us going back and using some emotional intelligence to be able to rectify those conversations that we had and make amends.

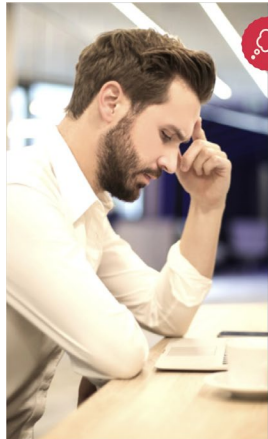
4.3 Let's practice!



Notes:

Okay, so with that being said, let's practice.

4.4 Case study



Case Study

THINK ABOUT IT

You are on a committee for a conduct hearing for a 19 year old Latinx student (Student A) who is responsible for verbally assaulting a male student within her dorm (Student B).

A fellow committee member who is also Latinx asked if anyone knows why student A was upset with Student B.

Immediately another committee member scoffs and says "She's probably just a hormonal teen. You know how spicy Latin women can be".

Everyone ignores the comment and continues the session.

Notes:

So, you're on a committee and you're here for a conduct hearing for a 19 year old Latinx student, student A, who is responsible for verbally assaulting a male student within her dorm, Student B. A fellow committee member who was also Latinx, asked if anyone knows why Student A was upset and student with student B. Immediately another committee members scoffs and says, "She's probably just a hormonal teen. You know how spicy Latin women can be." Everyone ignores the comments and continues the session.

4.5 Think about it



THINK ABOUT IT

01. Can you spot the bias?
02. How could you have better navigated this scenario?
03. How does this scenario affect Student A's experience, as well as other committee members?

Notes:

So what I'm going to ask you all to do is take a pause here and answer these three questions. Can you spot the bias? How could you have better navigated the scenario? If you were in this case? And then more importantly, what does this effect have on student A's experience as well as the other committee members?

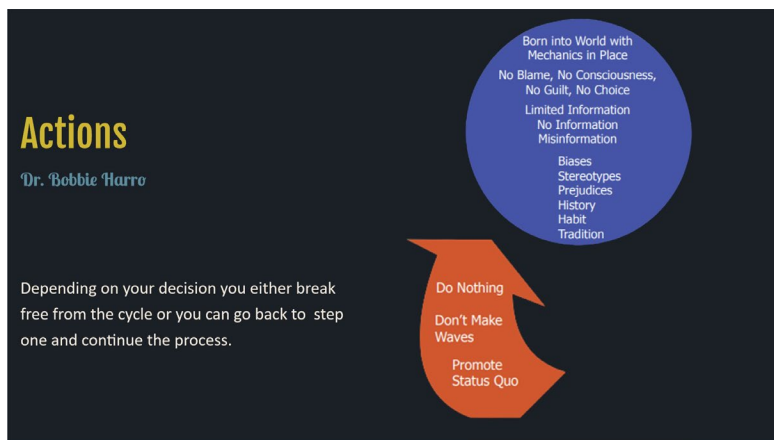
4.6 Can you spot the bias?



Notes:

So hopefully, you had some time to pause, and really answer those questions. Now let's talk about his answers. Can you spot the bias, the bias here is actually twofold. So when we're talking about, back to our Social Identity Wheel, this is a two fold one. So this is a little bit of ageism. Being that he mentioned, she was probably just a hormonal hormonal teen, meaning, you know, saying that she's 19, she probably does have any control of her emotions, and etc, then you could also tie in a little bit of ethnicity bias here, being that he's making an assumption, keyword assumption that Latin women have a temper or tend to be, quote, unquote, spicy. Or talking about scenarios like this is super important. And I wanted you to kind of think about how you would navigate this scenario before I step in. But when navigating something like this, it can be difficult. But it's also very important, the action steps that we take,

4.7 Actions



Notes:

in this case, everyone pretty much ignore the comment. So we're thinking about that socialization wheel, we pretty much just went back into the fold.

4.8 Actions and direction for change



Notes:

So instead of taking a stand and making him kind of reframe that question, we actually did nothing. And we decided not to make waves promoting the status quo. So what that does is, he's going to be able to make those types of conversations more often than not, and could actually become pretty insidious to this committee whenever handing down different disciplinary actions, and etc.

4.9 Effects

Case Study
THINK ABOUT IT

You are on a committee for a conduct hearing for a 19 year old Latinx student (Student A) who is responsible for verbally assaulting a male student within her dorm (Student B). A fellow committee member who is also Latinx asked if anyone knows why student A was upset with Student B. Immediately another committee member scoffs and says "she's probably just a hormonal teen, you know how spicy Latin women can be". Everyone ignores the comment and continues the session.

How does this scenario affect Student A's experience, as well as other committee members?

Notes:

As far as the effects on student A, because there is a lot of information missing here on purpose, we might not ever get to the root of why Student A had the experience and chose the actions that she chose, as well as other committee members can also grow in have those thoughts reinforced by the silence of everyone have those thoughts reinforced, and then in turn, cause kind of a group thing to happen, where anyone who is Latin and a woman kind of has this unfortunate stereotype of being spicy? Again, it seems like a very small comment, but those things grow to be something even more insidious.

4.10 Course summary



COURSE SUMMARY

Upon completing this course, think back on your interactions in your experience with student conduct hearings, conversations, or in everyday life.

How Bias Shows Up

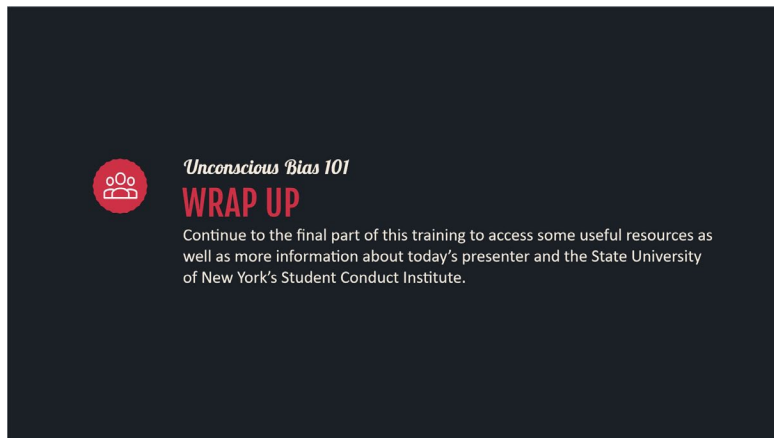
- 01 Reflect on your own experiences.
- 02 What are some of the biases that have come through? (Your own or others?)
- 03 How does this affect your decision making?
- 04 Think about how you interact with people in your everyday life.

The slide features a dark blue background with a yellow title bar for 'How Bias Shows Up'. To the right of the list, there is a photograph of three people: a woman in a red cardigan holding a tablet, a woman in a dark purple shirt, and a man in a red shirt.

Notes:

So that is a pretty quick case study. This is a time where I would just invite you to think about all the different interactions that you had, whether you've been on Student Conduct hearings before, and maybe even just in regular conversation, what are some of the biases that have come through in your own experiences, whether it's from you or others, I'm sure you can find at least one that's from you. And think about how those things affect your decision making. Think about how they affect who and how you interact with one another. All these things are very important to be able to really have a successful time within one of these types of committees. It's also important just in our everyday life, how to think about how many people you interact with on a day, these things are important.

4.11 Wrap up



Unconscious Bias 101

WRAP UP

Continue to the final part of this training to access some useful resources as well as more information about today's presenter and the State University of New York's Student Conduct Institute.

The slide has a dark blue background. On the left, there is a red circular icon with a white silhouette of three people. The text is in white and red.

Notes:

So I will leave you with these, feel free to revisit any of the things that we talked about by rewinding just a little bit.

4.12 Resources

RESOURCES

- [What Do We Mean by Diversity and Inclusion?](#)
- [The Difference Between Race and Ethnicity](#)
- [7 Gender, 7 Typographies: Hacking the Binary](#)
- [Sexual Orientation and Gender Identity Definitions](#)
- [Socioeconomic Status](#)
- [Big 8 Identities](#)



Notes:

However, that is the end of this presentation and our wrap up. Of course, I want to leave you all with our resources. There are very many on implicit bias. This is a beginner level to help you kind of open your mind so what those biases are and how to begin to address them in everyday life.

4.13 Presenter information

MICA CURTIS-WILSON

Mica Curtis-Wilson, M.Ed. is an 2X Texas Tech University graduate who specializes in inclusion and leadership discussion-based trainings. She has led discussions for universities and organizations across the United States advocating for all.

She has also presented at national conferences including the NASPA (National Association of Student Personnel Administrators) 2020 annual conference. Mica is currently a consultant at FC DEI consultancy and MCW DEI and Leadership Consultancy.



Notes:

So again, I hope that you enjoyed this session. My name is Mica Curtis Wilson, and I hope to see you all again

5. Exit Questions

5.1 Attest

(True/False, 100 points, 1 attempt permitted)

I attest that I watched and completed this course in full.

☐ True

Submit

Correct

Choice

X

True

5.2 Results Slide

(Results Slide, 0 points, 1 attempt permitted)



This course is not complete until you click the button below.

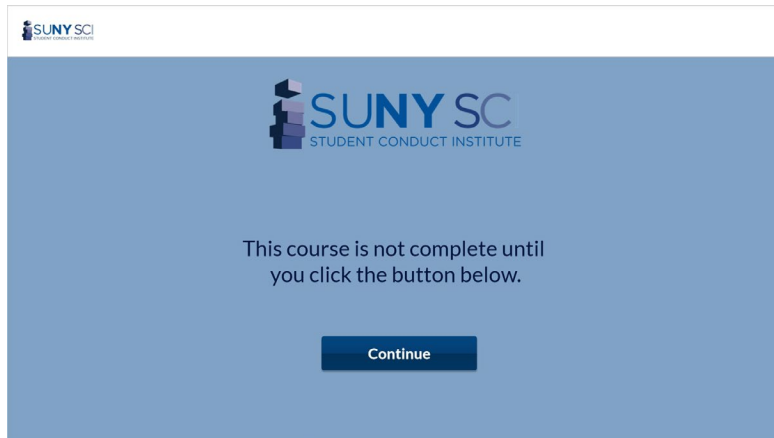
Continue

Results for

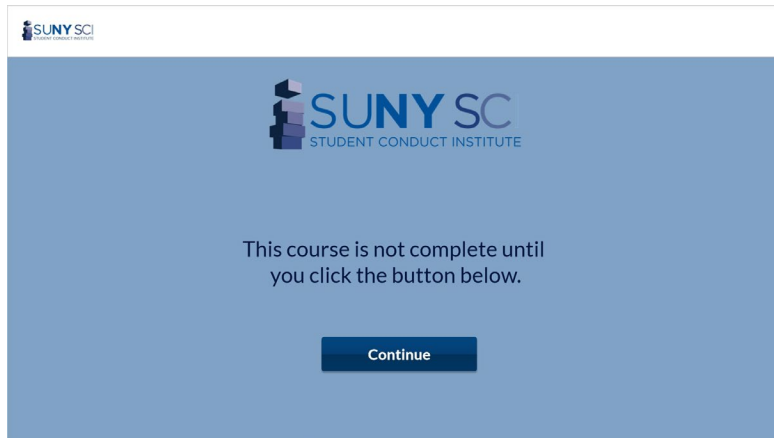
5.1 Attest

Result slide properties	Passing Score
80%	

Success (Slide Layer)



Failure (Slide Layer)



5.3 End Course



We invite you to take an optional Course Feedback Survey to help our team improve your learning experience. The link to this survey is located in the Table of Contents menu.

To end the course, click the button below.
Proceed back to the main menu.
DO NOT CLICK THE BACK BUTTON

SUNY Student Conduct Institute
State University of New York
H.Carl McCall Building
Albany, NY 12246



<https://system.suny.edu/sci/>
studentconductinstitute@suny.edu
@SUNYSCI

End Course