

**What are implicit and explicit stereotypes?**  
**Stereotypes are the belief that most members of a group have some characteristic. Some examples of stereotypes are the belief that women are nurturing or the belief that police officers like donuts. An explicit stereotype is the kind that you deliberately think about and report. An implicit stereotype is one that occurs outside of conscious awareness and control. Even if you say that men and women are equally good at math, it is possible that you associate math with men without knowing it. In this case we would say that you have an implicit math-men stereotype.**  
**Source:**  
**<https://implicit.harvard.edu/implicit/faqs.html>**

SOURCE	Highlights
<p>Bertrand, M., and S. Mullainathan. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment On Labor Market Discrimination." <i>The American Economic Review</i> 94, no. 4 (2004): 991–1013, "Employers' Replies to Racial Names," NBER website, Thursday August 31, 2006 (<a href="http://www.nber.org/digest/sep03/w9873.html">http://www.nber.org/digest/sep03/w9873.html</a>).</p>	<p>A field experiment was performed to measure racial discrimination in the labor market. Fictitious resumes were assigned either a very African American sounding name or a very White sounding name. The results show significant discrimination against African-American names: White names receive 50 percent more callbacks for interviews. We also find that race affects the benefits of a better resume. For White names, a higher quality resume elicits 30 percent more callbacks whereas for African Americans, it elicits a far smaller increase. The amount of discrimination is uniform across occupations and industries.</p>
<p>Bertrand, M., D. Chugh, and D. Mullainathan. "Implicit Discrimination." <i>The American Economic Review</i> 95, no. 2 (2005): 94–98</p>	<p>Definition of implicit bias. These implicit biases can result in behavior that contradicts conscious values. These unconscious associations can be manipulated to induce more positive implicit attitudes.</p>

<p>Chisholm-Burns, M. "Untold Stories and Difficult Truths About Bias in Academia" <i>The American Economic Review</i> Jan/Feb 2016, Vol 102 Issue1, p. 28-30.</p>	<p>Each of us has unconscious biases.                  Unconscious bias is not easy to identify, admit, or discuss.                  Academics are well-positioned to develop and implement methods unconscious biases and their effects can be significantly limited.                  Identify unconscious biases through open and nonthreatening discussions.                  Accountability must be woven into any process an institution adopts.</p>
<p>Devine, P., Forscher, P., Austin, A. and Cox, W. "Long-term Reduction in Implicit Race Bias: A Prejudice Habit-breaking Intervention". <i>Journal of Experimental Social Psychology</i> 48 (2012) 1267-1278.</p>	<p>Implicit race biases, which are automatically activated and often unintentional, as major contributors to the perpetuation of discrimination.                  Several components likely work in combination to prompt situational awareness of one's bias and translate that awareness into chronic awareness, concern, and self-regulatory effort.                  This study is first intervention of its kind to use a randomized controlled design, produce a reduction in implicit race bias that endures for at least two months.</p>
<p>Isaac, C., B. Lee, and M. Carnes. "Interventions That Affect Gender Bias in Hiring: A Systematic Review." <i>Academic Medicine</i> 84, no. 10 (2009): 1440–1446.</p>	<p>Studies reaffirmed negative bias against women being evaluated for positions traditionally or predominantly held by men.                  Interventions that provided raters with clear evidence of job-relevant competencies were effective.                  However, clearly competent women were rated lower than equivalent men for male sex-typed jobs unless evidence of communal qualities was also provided.                  Two studies found unconscious resistance to "anti-bias" training.</p>
<p>Jackson, S., Hillard, A., Schneider, T. "Using Implicit Bias Training to Improve Attitudes Towards Women in STEM". <i>Social Psychology Education</i> (2014) 17:419-438.</p>	<p>Implicit bias can foster negative attitudes and lead to damaging stereotypical behavior.                  Diversity education that focuses on bias education and fear reduction have been successful.                  Increasing awareness of implicit bias may improve attitudes towards minority groups.                  This study did not find significant correlations between the explicit and implicit measures, consistent with previous research.</p>

<p>Johnson, S., Hekman, D., and Chan, E. "If There's Only One Woman in Your Candidate Pool, There's Statistically No Chance She'll Be Hired". <i>Harvard Business Review</i> (April 2016).</p>	<p>People have a bias in favor of preserving the status quo; change is uncomfortable.                  For women and minorities, having your differences made salient can also lead to inferences of incompetence.                  "Get two in the pool effect" may represent an important first step for overcoming unconscious biases.                  When it is apparent that an individual is female or nonwhite, they are rated worse than when their sex or race is obscured.                  In this study when there were two or more minorities or women in the pool of finalists, the status quo changed.</p>
<p>Lim, C., Winter, R. and Chan, C. "Cross-Cultural Interviewing in the Hiring Process: Challenges and Strategies". <i>The Career Development Quarterly</i> March 2006 Volume 54.</p>	<p>Poor interview practices can result from interviewers' bias such as halo effect.                  Excessive use of unstructured interviews undermines an organization's competitive advantage.                  Speaking the same language does not mean sharing the same culture. It is important to develop rapport with an interviewee before assessing competencies.                  Interviewers need to be able to differentiate between skills, personality and culturally based behaviors.</p>
<p>Lai, C., Hoffman, K., Nosek, B. "Reducing Implicit Prejudice". <i>Social and Personality Psychology Compass</i> 1/5 (2013): 315-330.</p>	<p>Implicit prejudices are social preferences that exist outside of conscious awareness or control.                  Mere exposure to out-group members is sufficient for reducing implicit prejudice.                  Situational goals, motives, or behavioral strategies may not affect the existence of implicit prejudice but instead alter its expression.                  Research has discovered basic mechanisms for changing implicit attitudes and has provided insight into operations of the mind that escape conscious awareness or control.</p>
<p>McMurtrie, B.                  "Different Strategies for Diverse Hiring" <i>Chronicle of Higher Education</i> 9/16/16 vol. 63 Issue 3, A24-A24.</p>	<p>Working with other colleges helps leverage resources and improve diversity of applicant pools.                  The Big Ten Academic Alliance members increased underrepresented minority groups for STEM positions to 67 up from 52 the year before with search committee training.</p>

	<p>Seek out funding from entities such as NSF and Mellon Foundation to support diversity efforts. Focus on department accountability is necessary to sustain improvements.</p>
<p>Nosek, B. A., M. R. Banaji, and A. G. Greenwald. "Harvesting Implicit Group Attitudes and Beliefs from a Demonstration Web Site." <i>Group Dynamics: Theory, Research and Practice</i> 6 (2002): 101–115.</p>	<p>Implicit Association Tests were administered over a 2-year period to measure attitudes toward and stereotypes of social groups. On average there was implicit preference for White over Black and young over old. Additionally, males were linked with careers and females were associated with families. This research offers explanation to the strength of implicit attitudes, the association and dissociation between implicit and explicit attitudes and effects of group membership on attitudes and stereotypes.</p>
<p>Sczesney, S., and U. Kühnen. "MetaCognition about Biological Sex and Gender-Stereotypic Physical Appearance: Consequences for the Assessment of Leadership Competence." <i>Personality and Social Psychology Bulletin</i> 30 (2004): 13–21.</p>	<p>Biological sex and physical appearance—contribute to gender-biased leadership perception independent of each other. Persons that were ascribed with higher attractiveness were ascribed with more leadership competence. Persons with masculine appearance received higher ratings of leadership competence than did persons with a feminine appearance.</p>
<p>Sheridan, J. T., E. Fine, C. M. Pribbenow, J. Handelsman, and M. Carnes, "Searching for Excellence and Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center," <i>Academic Medicine</i> 85, no. 6 (2010): 999–1007.</p>	<p>The authors created and implemented a training workshop for faculty search committees designed to improve the hiring process and increase the diversity of faculty hires. Comparisons were done between participating and nonparticipating departments and the self-reported experience of new faculty within the hiring process. Attendance at the workshop correlates with improved hiring of women faculty and with a better hiring experience for faculty recruits, especially women.</p>
<p>Sinclair, S., B. Lowery, C. Hardin, and A. Colangelo. "Social Tuning of Automatic Attitudes: The Role of Affiliative Motivation." <i>Journal of Personality and Social Psychology</i> 89 (2005): 583–592.</p>	<p>The automatic racial attitudes of women but not men emulated those of an experimenter displaying race-egalitarian attitudes neutral with respect to race. Affiliate motives may elicit malleability of automatic attitudes independent of manipulations of social group exemplars.</p>

	<p>Social factors can influence implicit bias; therefore, this can be manipulated to be positively applied.</p>
<p>Uhlman, E. L., and J. L. Cohen. "Constructed Criteria: Redefining Merit to Justify Discrimination." <i>Psychological Science</i> 16, no. 6 (2005): 474–480.</p>	<p>When an applicant’s credentials are ambiguous, stereotypes are used to “fill in the blanks”.              Even without ambiguity in applicants’ credentials, the criteria used to assess merit can be defined flexibly in a manner congenial to the idiosyncratic strengths of applicants who belong to desired group. People define merit self-servingly, asserting criteria of excellence that put their own idiosyncratic credentials in a positive light racially prejudiced individuals emphasize those indices of academic merit that happen to favor an individual White college applicant over an individual Black applicant.              By defining merit in a manner tailored to the idiosyncratic strengths of an applicant from the desired group, decision makers can justify a discriminatory decision by appealing to ostensibly “objective” criteria.</p>
<p>Vicker, L. A., and H. J. Royer. <i>The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring</i>. Sterling, VA: Stylus, 2006.</p>	<p>Covers searches for all faculty, staff, and administrative positions. Emphasizes aligning hires to departmental and institutional goals. Describes proven practices for successful outcomes.              This manual provides faculty members, department heads, chairs, deans, and members of search committees with a straightforward ten-step process, using proven strategies and systematic planning, designed to facilitate group dynamics while members seek out and identify high caliber candidates and reach consensus on the best one for the institution.              Throughout, the authors attend to issues of diversity and inclusion, aligning the hire with institutional goals, and avoiding legal pitfalls.</p>