NIH Implicit Bias

1. Foundations: Module 1

1.1 Course Menu

NARRATION:
Select Foundations: Module 1 to begin the course.

1.4 Introduction

NARRATION:
Narrator: We’ll now hear from NIH Director Dr. Francis Collins and the former NIH Chief Officer for Scientific Workforce Diversity Dr. Hannah Valantine.

Dr. Collins: At NIH, our fundamental mission is to turn discovery into health. Our ability to accomplish this mission relies on great minds throughout our research enterprise, to develop effective solutions to complex health problems that affect millions of people. Great minds require
diverse perspectives.

**Dr. Valantine:** At NIH, we are deeply committed to fostering an inclusive environment, one that embraces and values different perspectives. Most of us don’t recognize our own bias, yet we have them. It is the very nature of being human. They shape our world view, our daily interactions with each other, and our behaviors and most importantly, our decisions. And some of those decisions can have profound consequences on others.

**Dr. Collins:** Many of us have the best intentions of being inclusive in all we do, but our underlying biases can still get in the way, often without us even knowing. These biases can subtly affect who is hired, what we think of our colleagues and other people with whom we’re collaborating, how we interact with patients and research participants, and how we review scientific materials that may have an impact on biomedical research.

**Dr. Valantine:** The good news is that there are effective, evidence-based tools to reduce the effect of bias, and to keep it out of our decision-making.

**Dr. Collins:** To enhance our efforts to ensure that diversity and inclusion thrive at NIH, we have created evidence-based training modules on implicit bias.

**Dr. Valantine:** Our new implicit bias online learning modules will help NIH staff to learn what bias is, how to recognize it, and how to minimize its impact.

**Dr. Collins:** But beyond formal training, I encourage you to consider how implicit bias can creep into day-to-day interactions with your colleagues and with the public. Are we doing all we can to welcome diverse ideas, backgrounds, and expertise?

**Dr. Valantine:** The more perspectives brought to solve a problem, the greater is the opportunity for effective solutions. Indeed, great minds think differently!

### 1.5 The Question We’ll Explore

![Image](image.png)

**NARRATION:**

As you heard from our NIH leaders, diversity leads to innovation and scientific excellence. Most people can agree that diversity is a great thing. So, why is our organization—along with so many others in the sciences—still showing a lack of diversity among scientists, health care professionals, and leaders?
This course helps you explore that question.

1.6 About Foundations

NARRATION:
In this Implicit Bias course, we’ll define diversity, show why it matters, discover what prevents it, and learn how to foster it.

The course is divided into two modules. You’ll need at least 20 minutes to complete each module.

1.7 How do we define diversity?

NARRATION:
How do we define diversity?

Most people consider race, gender, and ethnicity to be defining characteristics of diversity. These observable characteristics like nationality, ethnicity, gender identity, race, and disability are called demographic diversity.
Picture an iceberg. Demographic diversity is at the top of the iceberg that is above water. However, **most characteristics of diversity are not visible**. Diversity is often hidden from view, just like the largest portion of an iceberg is hidden below the surface of the water. This deeper level diversity reveals differences in people’s beliefs, how they think, and how they perceive the world, as shown here.

### 1.8 Diversity Definition

**DIVERSITY AT NIH IS...**

The range of human differences, including but not limited to race, ethnicity, gender, sexual orientation, age, social class, physical ability or attributes, religious or ethical value system, national origin, and political beliefs.

**NARRATION:**

NIH defines diversity as the range of human differences, which includes both visible and hidden characteristics.

Diversity at NIH is...

The range of human differences, including but not limited to race, ethnicity, gender, sexual orientation, age, social class, physical ability or attributes, religious or ethical value system, national origin, and political beliefs.
1.9 Is diversity invisible?

NARRATION:
Because the broad range of characteristics that define an individual are hidden from view, our processes for reviewing grant applications, recruiting or hiring people, or recruiting study subjects must look beneath the surface to discover all that people have to offer. We’ll examine some of these processes later, but now, let’s discover why diversity is so important for teams, for the sciences, and for NIH.

1.10 Why is diversity important for teams?

NARRATION:
Multiple studies over decades have shown the positive impact of diversity within groups, including these studies which show better, more creative problem solving and more accurate decision-making.

[On click: Professor Scott Page]
Professor Scott Page’s work reveals that innovation may depend less on smart individuals than on the diversity of a group of people working together and capitalizing on their individuality. Page’s work shows how groups of people with a range of perspectives outperform groups of like-minded experts.
Professor Katherine Phillips' work suggests that the mere presence of diversity in a group creates awkwardness, and the need to diffuse this tension leads to better group problem-solving. In one of her studies on problem-solving, diverse groups performed with higher accuracy, even though the group did not feel confident in their decisions. In contrast, the homogeneous groups in the study reported much higher confidence in their decisions, but in truth their performance was less accurate. This is perhaps due to the groups’ feeling that “since everyone else felt the same way I did, we must be on the right track.”
1.11 EXAMPLE: Juries and Decisions

NARRATION:

Our first example is a study comparing racially homogeneous juries with racially heterogeneous juries. If you were on trial, which jury would you prefer? Select one.

[On Selection of a jury]

Your best bet would have been with the heterogeneous jury...

A mock jury study compared group deliberations for a racially relevant and ambiguous case between two types of juries.

The researcher found that racially heterogeneous juries:

- Took more time to deliberate
- Discussed more facts
- Exchanged a wider range of information
- Discussed fewer factual inaccuracies
- Had fewer inaccurate statements go uncorrected

Good choice!

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Even at the level of demographic diversity, the diverse jury performed more accurately. The study showed they took more time to deliberate, and had fewer incorrect statements go uncorrected.

1.12 EXAMPLE: Gender Diversity and Innovation
NARRATION:

Here’s a second example.

Research at the University of Castilla la Mancha used information on innovative activities performed by companies of the Technological Innovation Panel. The study sample was 4,277 companies from the industrial and service sectors.

Results suggest that gender diversity generates certain dynamics within the team that foster novel solutions in uncertain situations, such as the ones that lead to radical innovation.

Lead researcher Cristina Díaz García concludes, "Gender diversity can provide different perspectives and insights. The combination of these offers a wider range of ideas and, thus, greater creativity, facilitating decision-making processes."
1.13 Why is Diversity Important for the Sciences?

NARRATION:
Is the United States losing its global advantage in Science, Technology, Engineering, and Mathematics (also known as STEM fields)?

According to recent reports by the National Science Foundation, developing nations like China have recently experienced robust growth trends in Science and Technology. Meanwhile, in the United States and other developed nations, the relative share of Science and Technology activity shrinks. While the United States currently has the global advantage in these fields—we need to increase the STEM* talent pool to maintain that advantage.

*2013 Science, Technology, Engineering and Math (STEM) Diversity Symposium on Capitol Hill
1.14 Cognitive Diversity

NARRATION:

Of particular importance for the sciences is cognitive diversity—that is, different ways of thinking and approaching a problem.

When the members of a team think differently, these teams excel.

“Diversity isn’t a form of political correctness, but an insurance policy against internally generated blindness that leaves institutions exposed and out of touch.”

—Margaret Heffernan, author of Willful Blindness: Why We Ignore the Obvious at Our Peril

When the members of a team think differently, these teams:

- Are more creative
- Search for novel information
- Seek out novel perspectives
- Engage in better decision making

Cognitive diversity has been defined as differences in perspective or information processing styles. It is not predicted by factors such as gender, ethnicity, or age.
Let’s watch a brief commercial for a diverse team that has developed a breakthrough medical product.

1.15 A Brief Commercial

NARRATION:

[Commercial Announcer] “Have you struggled to reduce your patients’ risk of infection in your surgical suite? Our unique team developed a breakthrough product to prevent surgical infections. Meet the trio responsible for this innovative, life-saving product: An expert in wound healing; an animal surgeon; and a specialist in theatrical makeup with expertise in adhering materials to skin.”

[Second Announcer] “This commercial brought to you by Diverse Teams.”

1.16 Here’s the Story

NARRATION:
The preceding commercial features an actual innovation developed by 3M with the help of the
diverse viewpoints of the experts identified.

https://doi.org/10.1287/mnsc.48.8.1042.171

While the wound specialist is consistent with who we’d expect to be on the team, the inclusion of a makeup artist is unexpected. The makeup artist brought a particular expertise that turned out to be relevant to solving the problem.

What helped this team be successful is cognitive diversity-different ways of thinking.
There’s very little difference between scientists and engineers and artists—they just use different tools. We [all] want to make things that haven’t been made before, and that’s tremendously exciting. It’s exhilarating, it’s invigorating, and it’s hard. Diversity is absolutely key to innovation.

Cognitive Diversity Is the Most Powerful Tool, Fast Company January 17, 2017

1.17 Why is diversity important for NIH?

NARRATION:

Cognitive diversity helped 3M create an innovative product. Our mission at NIH is to foster creative discoveries and innovative research strategies. To remain at the forefront of discovery and innovation, we must embrace intellectual creativity and diverse skill sets and viewpoints.
1.18 Encouraging Cognitive Diversity

NARRATION:

You likely already have a lot of cognitive diversity on your team or within your department. But is it utilized?

The issue is that people often try to conform their thinking in an effort to fit in at work or in social settings. How safe is it within your team or department to allow people to try things different ways? To say things that may not align with the prevailing or majority opinion?

“Companies can capitalize on the diversity they already have by including more diverse employees in business decisions at all levels.”

New Research: Diversity + Inclusion = Better Decision Making At Work, by Erik Larson for Forbes
1.19 Self Assessment

NARRATION:
Take this brief self-assessment to gauge your own team’s or department’s environment for cognitive diversity. This assessment is for your eyes only; your responses are not being shared.

Is it Safe or Scary to disagree with a superior?
Is it Safe or Scary to take time to reach conclusions?
Is it Safe or Scary to ask others outside of your team or department to weigh in?
Is it Safe or Scary to seek out alternate perspectives? (Remember the make-up artist who helped develop a wound-healing product?)

1.20 Checklist

NARRATION:
To support diversity—especially cognitive diversity—team members must feel safe sharing their ideas and perspectives. Here are some ways your department or team can create an environment that welcomes new ideas and perspectives. Choose at least two of these practices to work on personally.
in the future, and get further help from a colleague if necessary. For example, few of us are aware of our own body language, but a colleague can observe you and provide feedback.

A. Be curious. Before discounting another’s idea, ask about their thought process.
B. Make sure people get credit for their ideas.
C. Avoid interrupting. (Women are interrupted more often than men.)*
D. Learn and use the correct pronunciation of colleagues’ names.
E. Monitor your non-verbal behavior. Do you roll your eyes, frown, or check your mobile device while others are speaking?

[Citation]

Studies on Interrupting Others

A study from George Washington University found that men interrupted 33 percent more often when they spoke with women than when they spoke with other men.


In an analysis (using transcripts) of court justices’ interruptions, female justices were three times more likely to be interrupted than their male colleagues.

https://aeon.co/ideas/how-men-continue-to-interrupt-even-the-most-powerful-women

1.21 Summary of Lesson 1

NARRATION:

To summarize this first lesson on defining diversity, recall how even simple demographic diversity helped mock juries make better decisions, and research and development teams achieved greater innovation through gender diversity. Recall how 3M leveraged cognitive diversity to achieve its innovative product for surgical wound care.
These examples show that **simply being exposed to diversity** can change the way we think. What innovations can NIH achieve through diversity?

### 1.22 What’s preventing diversity?

**NARRATION:**

There are many barriers to achieving diversity in an organization, but at the most basic level, it comes down to people preferring people who are like themselves. We do this because human brains are designed to quickly recognize what’s familiar and unfamiliar, based on our past experiences.
1.23 Which go together?

**NARRATION:**

Let’s do a quick exercise to reveal associations that exist in your brain. Which pairs go together? Select a dog that likely pairs with each owner. When you’re finished, select the DONE button.

For Queen Elizabeth II:
- A. Corgi dog
- B. Pomeranian dog
- C. German Shepherd dog

For a fashionable young woman:
- A. Corgi dog
- B. Pomeranian dog
- C. German Shepherd dog

For a police officer:
- A. Corgi dog
- B. Pomeranian dog
- C. German Shepherd dog
1.24 Exercise Debrief

NARRATION:
In this exercise, you probably quickly paired the police officer with the German Shepherd, Queen Elizabeth with her famous Royal corgis, and the stylish young woman with the small Pomeranian breed. These associations probably came quickly to mind because you’re accustomed to identifying certain pairs together. We create these types of associations constantly, usually in response to the media and cultural narratives.

These automatic pairings are called implicit associations, or implicit bias.

You’ve probably not seen this pair together in your community, in movies, or in photographs.

1.25 Mental Shortcuts

NARRATION:
Implicit bias is our brain’s attempt to be efficient. It’s a mental shortcut. Author Daniel Kahneman calls our brain’s automatic, shortcut thinking system, “System 1.” System 1 is the “gut reaction” system of thinking. Our second thinking system—System 2—is our thoughtful and deliberate system of thinking.
We spend most of our daily lives in the fast mode of thinking—or System 1. System 2 only gets involved when we encounter something unexpected that System 1 can’t automatically process.

Learn more about Systems 1 and 2 by watching a short video.

[Video]
Daniel Kahneman, *Thinking, Fast and Slow*. There is a compelling drama going on in our minds, a filmlike plot between two main characters with twists, dramas and tensions. These two characters are the impulsive, automatic, intuitive system 1, and the thoughtful, deliberate, calculating system 2. As they play off against each other, their interactions determine how we think, make judgements and decisions, and act.

System 1 is the part of our brain that operates intuitively and suddenly often without our conscious control! You can experience this system at work when you hear a very loud and unexpected sound. What do you do? You probably immediately and automatically shift your attention toward the sound. That’s system 1. This system is a legacy of our evolutionary past. There are inherent survival advantages in being able to make such rapid actions and judgements.

System 2 is responsible for our individual decision making, reasoning and beliefs. For instance, imagine you’re looking for a woman in a crowd. Your mind deliberately focuses on the task. It recalls characteristics of the person and anything that would help locate her. This focus helps eliminate potential distractions, and you barely notice other people in the crowd. If you maintain this focused attention, you might spot her within a matter of minutes, whereas if you’re distracted and lose focus, you’ll have trouble finding her.

The relationship between these two systems determines how we behave.

**1.26 Implicit Associations**

NARRATION:

If System 1 is our “gut reaction” system of thinking, where do those reactions come from? They are created from our past experiences, our culture, our parents, our environment, our religion, the media. All of these influences form our preferences for or against something—which is a definition of bias.
These deeply entrenched preferences influence our actions and decisions on an unconscious level. For example, why do most children associate a male with the word “scientist”?

[ON CLICK]

In popular culture, scientists typically are not represented by women. In our culture, we’re more frequently exposed to images of male scientists, and this repeated exposure creates an association in the brain.
1.27 What do children see?

NARRATION:

Why do the majority of children draw a picture of a white man when asked to draw a scientist? When elementary and middle school teachers asked their students to draw a scientist, most students from kindergarten to eighth grade drew a man. The chart shows a rise in percentage as children get older.

Over time, repeated exposure to media from a young age is one powerful way that implicit associations are formed-and reinforced.

This trend would suggest that in school or in the culture at large, children are exposed to fewer images, stories, and examples of female scientists.

This 1999 study was a seminal study. It has been repeated many times.

“The portrait of a scientist in a young person's mind, however, appears to be changing. In the past five years, [David] Miller and his Northwestern colleagues reviewed 78 draw-a-scientist studies completed after [the original] Chamber's report. After 1980, 3 in 10 students drew women as scientists. Younger children, young girls in particular, were the most likely to sketch female scientists, according to the report published Tuesday in the journal Child Development.”

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“Children's media, Miller said, has made improvements. Highlights, the long-running kids’ magazine, featured women in 13 percent of their science stories in the 1960s. In the 2000s, Miller said, citing a study of the magazine's content, the proportion of female scientists increased to 44 percent.”

Article by Ben Guarino in the Washington Post, March 20, 2018. Guarino is a reporter covering the practice and culture of science.

1.28 Scientists are Male

NARRATION:
Currently, a Google image search for “famous scientists” shows only one woman and very few persons of color in the results.
1.29 *What about nurses?*

![Google search](image1.png)

**NARRATION:**

What about nurses?

A Google image search for “nursing profession” returns images from various nursing profession web sites. They are largely of females, but individual males appear in the group images, too.

![Google search](image2.png)

The American Association for Men in Nursing works to increase the number of male nurses in the workforce.

![AAMN](image3.png)
Would more males enter the profession if its implicit association in our culture was less of a “female” profession?

According to Minority Nurse, about 9% of RNs are male and 7.5% of LPNs are male.

Nursing is a valued, well-paying profession which is currently experiencing shortages in many areas of the U.S.

Sources:
- The US Nursing Workforce: Trends in Supply and Education, Health Resources and Services Administration, Bureau of Health Professions, National Center for Health Workforce Analysis, April 2013
- The Registered Nurse Population, Findings from the 2008 National Sample Survey of Registered Nurses, US Department of Health and Human Services, Health Resources and Services Administration, September 2010

**1.30 More About Implicit Associations**

*Narration:*

Implicit bias is a problem because it’s unconscious—that is, it’s so automatic that we don’t even recognize it is happening.
Neuroscientist and Nobel Laureate Eric Kandel was awarded the Nobel Prize in 2000 for his groundbreaking work on the chemical processes of explicit (conscious) and implicit (unconscious) memory inside the brain.

Dr. Kandel says that most aspects of our thinking are based on unconscious preferences. He was trained as a cellular biologist, and was examining the neural circuitry of cognitive behavior.

He incorporated chemistry and molecular biology in his work, with tools that made it easy to explore the molecular underpinnings of mental processes.
His important work resulted in greater understanding of unconscious mental processes. Through his work on mice he examined mechanisms of attention and cognition, seeking answers to consciousness itself.

“The last frontier of the biological sciences—their ultimate challenge—is to understand the biological basis of consciousness and the mental processes by which we perceive, act, learn, and remember.”

-Nobel-prize winning neuroscientist Eric Kandel
1.31 How This Affects NIH

NARRATION:

Has implicit bias in science and medicine been formally studied? Yes. These examples summarize studies where implicit bias is likely a key factor. When you’re finished reviewing them, we’ll identify some different types of bias that may be operating in these examples.

[Grants to First-time Principal Investigators]

Summary:

- Researchers examined 53,903 grants from 2006 to 2017 that went to first-time principal investigators (PIs).
- Men and women didn’t differ significantly in some research metrics, such as the number of publications. Yet the median size of a grant for male PIs was $165,721, whereas for women it was just $126,615 or 24% smaller.
- The results were even more striking for some types of institutions: At Big Ten public universities, for example, grants to men were more than twice as large as those to women ($148,076 versus $66,365).

Source:

Comparison of National Institutes of Health Grant Amounts to First-Time Male and Female Principal Investigators, Diego F. M. Oliveira, PhD1; Yifang Ma, PhD1; Teresa K. Woodruff, PhD2; Brian Uzzi, PhD3, JAMA. 2019;321(9):898-900.

[Recommendation Letters]

Summary:

Analysis of 312 recommendation letters for 103 positions at a medical school revealed different tendencies:

- Letters for men were longer, made more references to CV, publications, patients, and colleagues.
- Letters for women were shorter, made more references to personal life, included more “doubt raisers” (hedges, faint praise, and irrelevancies), and used phrases like, “It’s amazing how much she’s accomplished.”
[Black Patients and Pain]

Summary:
Black Americans are systematically under-treated for pain relative to white Americans. Study 1 documented these beliefs among white laypersons and revealed that participants who more strongly endorsed false beliefs about biological differences reported lower pain ratings for a black (vs. white) target. Study 2 extended these findings to the medical context and found that half of a sample of white medical students and residents endorsed these beliefs.

Source:
Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites, Kelly M. Hoffman, Sophie Trawalter, Jordan R. Axt, and M. Norman Oliver

[Women and Cardiac Care]

Summary:
Although cardiac care has improved considerably for both women and men over the past decades, there are several areas in which women have benefited less than men.

Among patients with acute coronary syndromes (ACS), studies have consistently shown that women are less likely than men to receive guideline-recommended therapies. Possible reasons for this include differences in disease phenotype between women and men...more pronounced side effects in women, and sex bias.

Source:
Women Are Less Likely to Get Secondary Prevention Medications and Cardiac Rehabilitation, Oct 31, 2017, Bjorn Redfors, MD. American College of Cardiology

[Asians and Diabetes Screenings]

Summary:
Asian Americans were the least likely racial and ethnic group to receive recommended diabetes screening.

Overall, Asian Americans had 34% lower adjusted odds of receiving recommended diabetes screening compared to non-Hispanic whites (95% CI: 0.60, 0.73). In subgroup analyses by age and weight status, disparities were widest among obese Asian Americans ≥ 45 years (AOR = 0.56; 95% CI: 0.39, 0.81).

Source:
Racial and Ethnic Disparities in Diabetes Screening Between Asian Americans and Other Adults: BRFSS 2012-2014. Tung EL1, Baig AA2, Huang ES2, Laiteerapong N2, Chua KP3,4.
1.32 Types of Bias: Stereotyping

NARRATION:

More than one hundred different types of implicit bias have been described in the literature. We’ll examine five of the most common types, beginning with **stereotyping**. A stereotype is an oversimplified belief about a group of people, usually based on limited or incorrect information. We often rely on stereotypes to make judgments, because stereotypes are easily accessible and all around us.

[On click: EXAMPLE]

The earlier example of how children draw scientists as white men is an example of stereotyping. In those studies, the majority of children associated a group—scientists—with a trait: being male. Associating a group with certain traits is stereotyping.

1.33 Types of Bias: Blind Spots

NARRATION:

A blind spot is a tendency to recognize cognitive biases in others, but not recognize how bias influences your own thinking.

[On click: EXAMPLE]
Dr. Simons complains that Dr. Hobart treats international interns in her lab with obvious bias, giving them fewer challenging assignments and mispronouncing their names. However, Dr. Simons doesn’t see his own behavior as biased. In his lab, he routinely greets his white colleagues first, and exhibits impatient body language with anyone who speaks English with an accent.

**1.34 Types of Bias: Confirmation Bias**

NARRATION:
Confirmation bias is the tendency to gravitate to, and to remember, facts that confirm our own beliefs. Confirmation bias can cause us to ignore information that contradicts our hypotheses.

[On click: EXAMPLE]
You car pool to work with a colleague. “Women are bad drivers,” your colleague tells you, as he points out examples of bad women drivers on your daily drives.

If a woman driver drives too slow or runs a yellow light, he says, “See what I mean? Women just don’t know how to drive.”

When you start pointing out women who are driving safely, he’ll dismiss them with yet another example of a bad female driver.
1.35 Types of Bias: Affinity Bias

NARRATION:
Affinity bias is when we prefer people who are similar to ourselves. Often, our social networks are made up of people very much like ourselves, and we feel comfortable with them. This feeling of comfort makes us seek more of the same type of people in other arenas of our lives, such as the workplace.

[On click: EXAMPLE]
Greg is a member of a hiring committee that just interviewed three candidates for a staff scientist. All of them had great qualities, but Greg is leaning towards the candidate who had a notebook from Greg’s alma mater, and who had references from some of Greg’s former professors. Greg feels strongly that this candidate would be the best fit for the job.

1.36 Types of Bias: Groupthink

NARRATION:
Groupthink happens when a group of people desire harmony or conformity in their group, hoping to minimize conflict and reach a consensus without critical evaluation of alternate ideas. Groupthink usually results in flawed decision-making. Those caught in the vise of groupthink are often fearful of offering a dissenting opinion.

[On click: EXAMPLE]
“An often-cited example of groupthink is the Challenger disaster. Before the launch, some engineers on the project raised concerns about the ability of the O-ring seals to withstand the launch temperatures and opposed the launch. They were pressured by the group to reconsider their position and reverse their initial no-go position—which they did with disastrous results.”

1.37 Practice Section

NARRATION:

In this practice section, you’ll have an opportunity to review what you have learned in Module 1.
1.38 Matching Exercise

NARRATION:
Match each type of bias with its definition.

Bias definitions:

1. When a group desires harmony and avoids critical evaluation of alternate ideas
2. Recognizing cognitive biases in others, but not in your own thinking
3. Tendency to gravitate to and remember facts that confirm your own beliefs
4. Preferring people who are similar to ourselves
5. Oversimplified belief about a group of people based on limited information

Bias types:

A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]

1. When a group desires harmony and avoids critical evaluation of alternate ideas = D. Affinity Bias
2. Recognizing cognitive biases in others, but not in your own thinking = B. Blind Spots
3. Tendency to gravitate to and remember facts that confirm your own beliefs = C. Confirmation Bias
4. Preferring people who are similar to ourselves = A. Stereotyping
5. Oversimplified belief about a group of people based on limited information = E. Groupthink
1.39 System 2 Characteristics

When choosing your answer, select all that apply. Characteristics of the brain’s System 2 thinking (as defined by Daniel Kahneman) include:

A. Slower (than System 1)
B. Faster (than System 1)
C. Deliberate
D. Requires Effort

[Correct Answer]
A., C., and D. System 2 is the slower, deliberate mode of thinking, and it requires conscious effort.

1.40 Practice Complete

NARRATION:
Great work! Choose the Next button to move to the lesson summary, or, you can choose to review or restart the practice section using the buttons provided.
1.41 Summary of Lesson 2

NARRATION:

To summarize this lesson on what gets in the way of diversity, we’ll quote a familiar saying: “We recruit in our own image.” This bias doesn't end with demographic distinctions like race or gender. It can also occur during the recruiting process. So, how do we expand our comfort zone to include more people unlike ourselves? That’s what we’ll explore next.

Colleagues gravitate toward the people who think and express themselves in a similar way. As a result, organizations often end up with like-minded teams.

When this happens, we have what psychologists call functional bias—and low cognitive diversity.

-Teams Solve Problems Faster When They’re More Cognitively Diverse by Alison Reynolds and David Lewis, Harvard Business Review March 30, 2017

2. Foundations: Module 2

2.1 Foundations: Module 2
2.2 How can we create more diversity?

NARRATION:
Building more diversity within NIH and within the scientific community at large, requires both awareness and action.

Building awareness is a first step, but action must follow. We’ll begin this section by exploring if-and how-awareness works. Then, we’ll look at specific bias-busting actions we can take at NIH.

2.3 Does awareness work?

NARRATION:
Can we become more aware of our implicit associations? Does awareness even work to help modify behavior?
World War II is a great example of how awareness campaigns made people pull together and modify their behavior. Campaigns such as “Loose Lips Sink Ships” helped people understand that talking about troop movements or military equipment could jeopardize soldiers-and even the outcome of the war itself. These campaigns also served another function: preventing people from spreading rumors that might sap morale.

2.4 Debrief: Awareness

NARRATION:

Awareness can foster change, especially if it is reinforced and part of a broader campaign. However, continually monitoring ourselves for implicit bias is unsustainable. Trying to constantly “think about our own thoughts” is extremely mentally demanding.

Our challenge is to slow down our thinking when making important decisions, and engage our deliberate System 2 thinking mode. Let’s look at an example of System 2 thinking applied to a gender bias problem.
2.5 Example of Action

NARRATION:
Orchestras of the past were comprised mostly of male musicians. Instead of relying on an instruction to “hire more female musicians,” orchestras in the 1970s took action to fix the problem of female under-representation. For example, blind auditions helped the New York Philharmonic consist of 35 percent female musicians by 1997—a dramatic increase over having had zero female players for decades.

2.6 Actions Adapted

NARRATION:
SFX (Beep)
Wait a minute. The truth is that, at first, the screen hiding the musicians made no difference. Select the circle to find out why, and what needed to be done to adapt the blind audition process.
HIGH HEELS! Suspecting that the click-clack of high heels from female musicians as they entered the room rendered the screen ineffective, the hiring committee had musicians remove their shoes when they entered. In the absence of gendered footfalls, the judges trained their acute ears on the music itself. KEY POINT: Often our bias-busting actions must be adjusted.

2.7 Actions We Can Take at NIH

NARRATION:

With the orchestra example, you saw how awareness of a diversity problem led to action, and how adjustments were needed to fulfill the intent of the action.
What actions can we take at NIH to help prevent unconscious bias in our own decision-making?

Here are some bias-busters everyone can adopt.

- Broaden images of success
- Use a habit-breaking routine
- Be transparent, and hold decision makers accountable
- Create a welcoming environment

Let’s look at each one of these actions.
2.8 ACTION: Broaden Images of Success

NARRATION:

As with the orchestra example, we often hold our own prototypes of what a successful candidate or scientist looks like. If we broaden our images of success—seek them out and allow new images to come to mind—we can expand what we look for.

2.9 ACTION: Use a Habit-Breaking Routine

NARRATION:

To change deeply embedded habits, such as always greeting certain people before others in a group, plan out in advance when, where, and how to act, using an if-then format.

For example:

If I am the most senior person in the room, then I will share my ideas last.

If I’m in grant review and someone rejects a first-time applicant, then I will ask that person to share their thought process.
2.10 Exercise: Create an If/Then Practice

NARRATION:
Here’s the checklist of inclusive behaviors:

- Be curious. Before discounting another’s idea, ask about their thought process.
- Make sure people get credit for their ideas.
- Avoid interrupting. (Women are interrupted more often than men.)
- Learn and use the correct pronunciation of colleagues’ names.
- Monitor your non-verbal behavior. Do you roll your eyes, frown, or check your mobile device while others are speaking?

Choose one and consider how you might help practice it using an If/Then process. Before moving on, capture your If/Then process in whatever way works best for you, such as a Post-It note, personal whiteboard, or audio recording so that you can keep it accessible every day.

2.11 ACTION: Be Transparent, and Hold Decision Makers Accountable

NARRATION:
Transparency is explanation. It’s the ability to explain your decision-making process. When you have to explain your decision to someone else, you will more carefully scrutinize your own decision-
making process. The process of explaining also helps you slow down your thinking, which is a great way to reveal any implicit preferences that may have influenced your decision.

2.12 Probing with Questions

NARRATION:
To help decision-makers explain their thinking process, try these questions for starters. While these questions are especially useful for teams making hiring decisions or approving grant applications, you may find these questions useful in many situations. Approach these questions with true curiosity to set a tone of discovery, not interrogation.

- “What brought you to that conclusion?”
- “What is the connection between ____ and ____?”
- “What if the opposite were true?”
- “When have you done/experienced this before?”
- “Which of this [candidate’s, applicant’s] characteristics are you responding to?”

2.13 ACTION: Welcome Diversity
NARRATION:

How welcoming are you? Do you live by the Golden Rule or the Platinum Rule?

The Golden Rule encourages us to “treat others as you want to be treated.”

But to attain true inclusion and welcome people from all cultures and viewpoints, we need to try on the Platinum Rule, which states, “Treat others as they want to be treated.”

[On click: EXAMPLES]

The Platinum Rule is all about asking and listening.

Recognize that what drives people is highly variable.

- Lead with your own preference as a way of getting others to share theirs. Example:
  - “I like texting, but really prefer to talk to someone voice-to-voice. As we start this project, what’s your preference?”

- Wear earplugs for a day to see what you notice about the world when you cannot hear.
  - How does this inform your understanding of how a deaf or hard-of-hearing person may feel?
  - How can you find out how deaf or hard-of-hearing people want to be treated?

2.14 Get to Know Someone Unlike You

NARRATION:

Identify the person on your team or in your department you know the least. Make a commitment to get to know that person better. Do they have a pet? Enjoy hiking or traveling?

Find out some of this person’s preferences. How do they like to be treated? Is that different than you would like to be treated?
2.15 Practice Section

NARRATION:
In this practice section, you’ll have an opportunity to review some terminology and concepts.

2.16 What action is this?

NARRATION:
Select the best answer.

A trusted colleague tells you that you’ve been routinely mis-pronouncing the names of some new interns. You decide to be prepared for any situation where you meet new colleagues. You plan to ask for the correct pronunciation of names and repeat the pronunciation to be sure it’s correct. Your action is an example of:

- Broadening images of success
- Confirmation bias
- Creating an If/Then process
- Stereotyping

(Correct Answer)
C. When you plan out in advance when, where, and how to act, you are creating an If/Then process.

2.17 What action is this?

NARRATION:
Select the best answer.

The head of your recruiting team invites the team members to attend a Women in Bio local chapter event. She wants your team to meet women in biology, and to explore how Women in Bio can help build the talent pool for NIH. This action is an example of:

A. Broadening images of success
B. Affinity bias
C. Transparency
D. Creating an If/Then process

[Correct Answer]
A. We often hold our own prototypes of what a successful candidate or scientist looks like. As you learned in this course, the predominant image of scientists is that they are male. By seeking out an organization devoted solely to female scientists, you are broadening your image of success.
2.18 Orchestra Example Key Point

A key take-away from the study of gender bias in orchestras is:

A. Males benefited from more musical training, which is why they were chosen.
B. The judges were all male, so the problem was affinity bias.
C. Actions to reduce bias may need to be adjusted.
D. It took decades for blind auditions to have an effect.

[Correct Answer]
C. Even after devising bias-busting actions to take, those actions may need to be adjusted. Experimentation may be needed to achieve the best results.

2.19 What action is this?

Select the best answer.

You lead a multi-cultural team that just completed an important initiative with great success. You want to reward your team for a job well done. You obtain input from each person on the team to determine how each person would prefer to be rewarded or recognized. Your action is an example of:

- The Motivation Rule
- The Rule of 360 Input
- The Golden Rule
- The Platinum Rule

[Correct Answer]
You lead a multi-cultural team that just completed an important initiative with great success. You want to reward your team for a job well done. You obtain input from each person on the team to determine how each person would prefer to be rewarded or recognized. Your action is an example of:

A. The Motivation Rule
B. The Rule of 360 Input
C. The Golden Rule
D. The Platinum Rule

[Correct Answer]

D. The Platinum Rule asks us to learn how others prefer to be treated, rather than assuming we know their preferences.

2.20 Practice Complete

What would you like to do?

RESTART the Practice

REVIEW My Answers

Choose Next to complete the course.

NARRATION:

Great work! Choose the Next button to move to the lesson summary, or, you can choose to review or restart the practice section using the buttons provided.
2.21 Lesson 1 Summary

NARRATION:

Let’s summarize this lesson before proceeding to some on-the-job scenarios.

We reviewed four ways to mitigate bias:

- **Helping decision-makers be transparent** with their thought process is a great way to reveal hidden biases.
- **Broadening our images of success** and getting to know others who are unlike us can help loosen our implicit associations.
- **Putting the Platinum Rule into practice**. Find out what others prefer, and how they prefer to be treated.
- **Preparing for situations** where implicit associations may influence decisions, by preparing an If/Then practice.

If we need cognitive diversity to deal successfully with new, uncertain, and complex situations, then we need to encourage people to deploy their different modes of thinking. We need to make it safe to try things multiple ways.
This means leaders will have to build their team’s sense of psychological safety—allowing team members to share their thoughts and ideas without fear of negative consequences to their status or career.

4. Scenarios

4.1 Lesson 2

NARRATION:
The following scenarios will give you the opportunity to apply all you have learned in this course.
4.2 Scenario 1

Meet three individuals in a hiring situation.

Keith is a senior leader in the Management Policy and Analysis Branch (MPAB). He is trying to recruit a Management Analyst who will plan and conduct studies related to quality improvement issues.

Sheila is a graduate from an online university. She seems to be a perfect fit for the job based on her strong project management skills and previous federal experience.

While Tim has limited project management experience, he does have impressive Ivy League credentials.

4.3 Scenario 1

Based on the information provided, who would you be inclined to hire and why?

- Sheila
- Tim

Why? Write in your response below.

Type your text here.
NARRATION:
Based on the information provided, who would you be inclined to hire and why?
Keith decides to hire Tim since he is impressed with his Ivy League credentials, even though Tim really doesn’t have the skills and experience needed for the job. Keith went to a highly-rated university and he is comfortable with that educational path. Given Tim’s inexperience, Keith may have to spend a lot of time training him and overseeing his work.

4.4 Scenario 1

What type of bias did Keith exhibit?
A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]
D. Affinity Bias. Affinity Bias is when we prefer people who are similar to ourselves. Often, our social networks are made up of people very much like ourselves, and we feel comfortable with them.
4.5 Scenario 1

NARRATION:
If you were in Keith’s position what would you do to mitigate this bias?

4.6 Scenario 1

Steps to Mitigate Affinity Bias in Hiring
Consider a step to discuss with your work team after the training.
• Slow down your thinking by explaining how you arrived at your decision to someone else.
• Hold yourself accountable for your initial reactions by asking questions like:
  o What brought me to this conclusion?
  o Which characteristic am I reacting to?
  o What if the opposite were true?
• Broaden your image of success. Consider that your team will benefit from someone who brings a different background to the team and consciously recruit someone who is unlike you.
• Request and incorporate others’ feedback in decision-making. Ensure that the feedback is from a diverse group of individuals.
• Use an objective means of evaluating candidates such as through work sample tests, clear evaluation criteria and skills and knowledge scoring.

NARRATION:
Review a list of steps to mitigate affinity bias in hiring. Consider a step to discuss with your work team after the training.

• Slow down your thinking by explaining how you arrived at your decision to someone else.
• Hold yourself accountable for your initial reactions by asking questions like:
  o What brought me to this conclusion?
  o Which characteristic am I reacting to?
  o What if the opposite were true?
• Broaden your image of success. Consider that your team will benefit from someone who brings a different background to the team and consciously recruit someone who is unlike you.

• Request and incorporate others’ feedback in decision-making. Ensure that the feedback is from a diverse group of individuals.

• Use an objective means of evaluating candidates such as through work sample tests, clear evaluation criteria and skills and knowledge scoring.

4.7 Scenario 2

NARRATION:

The National Institute of Allergy and Infectious Diseases (NIAID) is looking to hire a Purchasing Agent to support efforts related to the COVID-19 public health emergency. As a result of the pandemic, candidate interviews are conducted through teleconference only. During the first-round, Harish - a candidate that speaks with an Indian accent - demonstrated that he exceeded all of the qualifications for the role. He also answered the questions more thoroughly than the other candidates.
4.8 Scenario 2

NARRATION:
Let’s listen to part of the team meeting to decide who should move to the second round of interviews.

[Panel lead] Harish is the next candidate on our list. His experience is in line with what we’re looking for in this position. I don’t know about the rest of you, though, but I found his accent really difficult to understand. I vote not to move him forward to the next round of interviews. Speak up now if you disagree. Ok, let’s move on to the next candidate.

4.9 Scenario 2

What type of bias just occurred?

- Stereotyping
- Blind Spots
- Confirmation Bias
- Affinity Bias
- Groupthink

NARRATION:
What type of bias just occurred?

A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias

E. Groupthink

[Correct Answer]

E. Groupthink. Groupthink happens when a group of people desire harmony or conformity in their group, hoping to minimize conflict and reach a consensus without critical evaluation of alternate ideas. Groupthink usually results in flawed decision-making. Those caught in the vise of group think are often fearful of offering a dissenting opinion.

4.10 Scenario 2

NARRATION:

If you were a panel member present in the room, what could you have done? Write in your response.

4.11 Scenario 2

Steps Panel Members Can Take
Consider a step to discuss with your work team after the training.

• Solicit the group’s input one by one along with the reasons behind their decisions.
• Hold the Panel lead accountable for his statements by asking questions like:
  – What brought you to this conclusion that his accent disqualified him from moving him to Round 2 of the interviews?
  – What is the connection between his accent and his qualifications for the job?
  – When have you experienced this before?
• Encourage the panel lead to become more aware of personal biases.
• Designate a member of the group to serve as the “devil's advocate” to ensure that all opinions are brought to the surface and considered.

NARRATION:

Review a list of steps that panel members can take. Consider a step to discuss with your work team after the training.
• Solicit the group’s input one by one along with the reasons behind their decisions.
• Hold the Panel lead accountable for his statements by asking questions like:
  o What brought you to this conclusion that his accent disqualified him from moving him to Round 2 of the interviews?
  o What is the connection between his accent and his qualifications for the job?
  o When have you experienced this before?
• Encourage the panel lead to become more aware of personal biases.
• Designate a member of the group to serve as the “devil’s advocate” to ensure that all opinions are brought to the surface and considered.

4.12 Scenario 3

NARRATION:
Meet the Toxicology Program Team.

Quinn is a new Branch Chief that oversees a portfolio of environmental health sciences programs. During his first weeks in the role, he makes a concerted effort to attend individual research team meetings. He is very detail-oriented and believes it is important to track key decisions and action items from each meeting.

Layla is a Senior Health Scientist with a PhD in Environmental Toxicology. She is an integral member of the team whose input is critical for determining next steps with the toxicology program.

Kevin is the Administrative Assistant for the team. He is there to support Quinn and the team. He manages all meeting logistics including the room reservations, meeting reminders, minutes and other related tasks. He has recently begun working with Quinn and wants to make a good impression.

Layla is a Senior Health Scientist with a PhD in Environmental Toxicology. She is an integral member of the team whose input is critical for determining next steps with the toxicology program.

Kevin is the Administrative Assistant for the team. He is there to support Quinn and the team. He manages all meeting logistics including the room reservations, meeting reminders, minutes and
other related tasks. He has recently begun working with Quinn and wants to make a good impression.

Additional team members include health scientists with expertise in environmental toxicology.

4.13 Scenario 3

NARRATION:

At the start of a meeting with the toxicology program team, Quinn introduces himself.

[Quinn] My name is Quinn and I am your new Branch Chief. I see a few familiar faces and am glad to see you again. As you know, I oversee a portfolio of environmental health sciences programs including this team. I’m here today because I really want to know more about what you do and how I can best support you. Layla, can you take minutes to ensure that we capture important ideas and action items?

[Layla] Yes, I can take minutes.

[Narrator] Kevin thinks to himself.

[Kevin] That’s what I usually do, it’s my job.

[Quinn] Thanks, Layla. Ok, I’d like to hear about everyone’s individual projects and key issues.

4.14 Scenario 3

What just happened in this meeting? Check all that apply.

- Quinn made the assumption that Layla - the only woman in the meeting - was the one to ask to take meeting notes exhibiting gender bias.
- Kevin did not speak up about it being his responsibility to take meeting notes.
- No one else in the meeting spoke up to the Branch Chief to say that Kevin historically took the meeting notes.

CHECK My Answer
**NARRATION:**
What just happened in this meeting? Check all that apply.

A. Quinn made the assumption that Layla - the only woman in the meeting - was the one to ask to take meeting notes exhibiting gender bias.

B. Kevin did not speak up about it being his responsibility to take meeting notes.

C. No one else in the meeting spoke up to the Branch Chief to say that Kevin historically took the meeting notes.

[Correct Answer]
All of these are correct.

4.15 **Scenario 3**

What type of bias did Quinn exhibit?

A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]
A. Stereotyping. A stereotype is an oversimplified belief about a group of people, usually based on limited or incorrect information. We often rely on stereotypes to make judgments, because stereotypes are easily accessible and all around us.
4.16 Scenario 3

If you were Quinn, what could you have done differently to avoid making an assumption? Write in your response.

Type your text here.

NARRATION:

If you were Quinn, what could you have done differently to avoid making an assumption?

4.17 Scenario 3

NARRATION:

Let’s replay this part of the scenario.

My name is Quinn and I am your new Branch Chief. I see a few familiar faces and I am glad to see you again. As you know, I oversee a portfolio of environmental health sciences programs including this team. I’m here today because I really want to know more about what you do and how I can best support you. I’d like to ensure that we capture important ideas and action items. How do you normally manage meeting minutes?

Review a list of steps Quinn can take to avoid making assumptions.

- Use an if/then format – if he didn’t know how things were usually done, then ask questions before or during the meeting.
- Get familiar with the team member roles and responsibilities before the meeting.
- State that he would observe and listen while they ran their meeting as they usually did.
• State that he would observe and listen while they ran their meeting as they usually did.

4.18 Scenario 3

NARRATION:
If you were Kevin, what could you have done?

4.19 Scenario 3

NARRATION:
If you were Kevin, what could you have said?

[Kevin] Excuse me, Quinn. It’s part of my role to take the meeting minutes.
4.20 Scenario 3

**NARRATION:**
If you were a team member present in the room, what could you have done?

4.21 Scenario 3

**Steps Team Members Can Take**
- Intervene and inform Quinn about how minutes are managed.
- Speak up and ask why the assumption was made.
- After the meeting, have a team discussion about how easy it is to rely on stereotypes to make judgments and how to help each other build awareness of gender bias.

**NARRATION:**
Review a list of steps team members can take.
- Intervene and inform Quinn about how minutes are managed.
- Speak up and ask why the assumption was made.
- After the meeting, have a team discussion about how easy it is to rely on stereotypes to make judgments and how to help each other build awareness of gender bias.
4.22 Scenario 4

NARRATION:

Omar, a Supervisory IT Specialist and his colleague Geoffrey, an IT Specialist on his team are leaving the office late. When they get to the employee parking lot, Omar realizes that his keys are locked inside his car. Omar runs back into the building to ask Security to call for assistance, while Geoffrey tries to unlock the door from the cracked window.

Christy, while leaving the building to get to her car, walks past Geoffrey struggling with the window. As she looks down to answer a text, Omar returns to the car while Geoffrey goes back to the building to wait inside. Christy now sees Omar trying to unlock the door from the cracked window and immediately calls campus police.
4.23 Scenario 4

NARRATION:
What just happened in this situation? Check all that apply.

A. Christy saw Geoffrey - a white male - struggling with the window and made the assumption that nothing was out of the ordinary.
B. Christy assumed Geoffrey was locked out of his car.
C. Christy saw Omar - a black male - struggling with the window and made the assumption that a crime was occurring.
D. Christy assumed Omar was breaking into the car.

[Correct Answer]
All of these are correct.

4.24 Scenario 4

NARRATION:
Geoffrey returns to find Omar dealing with the campus police. After the situation is resolved, Geoffrey confronts Christy about her decision to call the campus police. Let’s listen to part of the exchange between them.

[Geoffrey] Why did you call the campus police? Didn’t you see that we were just locked out of his
car?

[Christy] When I saw him, I thought he was trying to break in.

[Geoffrey] I was trying to get into the car too. You didn’t have a problem with me. Why would you assume he was breaking in and I wasn’t?

[Christy] Yeah, I saw you but nothing looked out of the ordinary. With the other guy...I don’t know...it’s a really expensive car...and he looked angry.

[Geoffrey] Yes - It’s an expensive car that Omar owns and he was frustrated because he accidently locked his keys in the car. Can you see how your assumptions made a frustrating situation dangerous?

4.25 Scenario 4

What type of bias did Christy exhibit?

- Blind Spots
- Stereotype
- Affinity Bias
- Groupthink

CHECK My Answer

**NARRATION:**

What type of bias did Christy exhibit?

A. Blind Spots
B. Stereotyping
C. Affinity Bias
D. Groupthink

**[Correct Answer]**

B. Stereotype. Christy operated from assumptions about racial differences. A stereotype is an oversimplified belief about a group of people, usually based on limited or incorrect information. We often rely on stereotypes to make judgments, because stereotypes are easily accessible and all around us.
4.26 Scenario 4

**Actions Christy Can Take to Avoid Future Missteps**

Consider one action that you can work on after the training.

- Slow down your reactions and ask yourself if you are responding to a bias instead of the situation before you.
- Develop and use a habit breaking routine. If you see something that concerns you, ask questions before taking action.
- Seek to develop a meaningful relationship (friend, colleague, mentor) with someone from a different racial background.
- Become aware of racial biases and anti-black racist behavior through reading, listening to podcasts, taking a class, talking with others, etc.
- Speak up when you witness racist behavior in the workplace and share your perspective and resources.
- Work on inclusive behaviors and treating others as they want to be treated.

**NARRATION:**

Review a list of actions that Christy can take to avoid future missteps. Consider one action you can work on after the training.

- Slow down your reactions and ask yourself if you are responding to a bias instead of the situation before you.
- Develop and use a habit breaking routine. If you see something that concerns you, ask questions before taking action.
- Seek to develop a meaningful relationship (friend, colleague, mentor) with someone from a different racial background.
- Become aware of racial biases and anti-black racist behavior through reading, listening to podcasts, taking a class, talking with others, etc.
- Speak up when you witness racist behavior in the workplace and share your perspective and resources.
- Work on inclusive behaviors and treating others as they want to be treated.

4.27 Scenario 5
**NARRATION:**

During a scientific review meeting, a group of reviewers discuss a proposal. This investigator is focused on understanding the risk factors and disease processes of diabetes among Mexican immigrants who have migrated to the United States in the past 1-5 years. This research will have a broad impact among Mexican immigrants and non-immigrants. Most of the reviewers agree that the investigator's research design and environment is strong and the proposal will have a broad impact on the field. However, Reviewer A believes that the study is not significant because the focus is on Mexican immigrants and the results will not be generalizable to the U.S population.

### 4.28 Scenario 5

What type of bias did Reviewer A exhibit?

A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]

D. Affinity Bias. Affinity Bias is when we prefer people who are similar to ourselves. While Reviewer A might have a preference for research that produces a broad impact, this research will be generalizable to a segment of the U.S. population.
4.29 Scenario 5

If you were a member of the review group, what could you have done to address Reviewer A’s bias? Write in your response.

Type your text here.

NARRATION:

If you were a member of the review group, what could you have done to address Reviewer A’s bias?

4.30 Scenario 5

Steps Review Group Members Can Take

• Hold Reviewer A accountable by asking questions like:
  - What makes knowledge about disease processes significant?
  - What is your basis for saying that the topic isn’t significant?
  - What brought you to the conclusion that the proposal is weak?
• Highlight the need for diversity in science, especially among historically marginalized groups.
• Have each review group member identify the reasons why they believe the topic is significant and the proposal is strong.
• Encourage Reviewer A to become more aware of personal biases.

NARRATION:

Review a list of steps that review group members can take.

• Hold Reviewer A accountable by asking questions like:
  o What makes knowledge about disease processes significant?
  o What is your basis for saying that the topic isn’t significant?
  o What brought you to the conclusion that the proposal is weak?
• Highlight the need for diversity in science, especially among historically marginalized groups.
• Have each review group member identify the reasons why they believe the topic is significant and the proposal is strong.
• Encourage Reviewer A to become more aware of personal biases.
Thank you for completing this course.