



Financing Higher Education

Centralizing Conversations on a Decentralized Campus: How Talk Through Implicit Bias in Scholarship Awarding

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CALS Lunch and Learn

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Before we get started...



Agenda & Aspirations

- Land Acknowledgement
 - Ground Rules
 - Primary Concern
 - Implicit Bias
 - Actions
 - Closing
-
- *Gain a deeper understand of yourself & your own identities*
 - *Consider how your identities influence your interactions in difference spaces*
 - *Learn from others*

Land Acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop since time immemorial.

In an 1832 treaty, the Ho-Chunk were forced to cede this territory.

Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.

This history of colonization informs our shared future of collaboration and innovation.

Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Land Acknowledgement



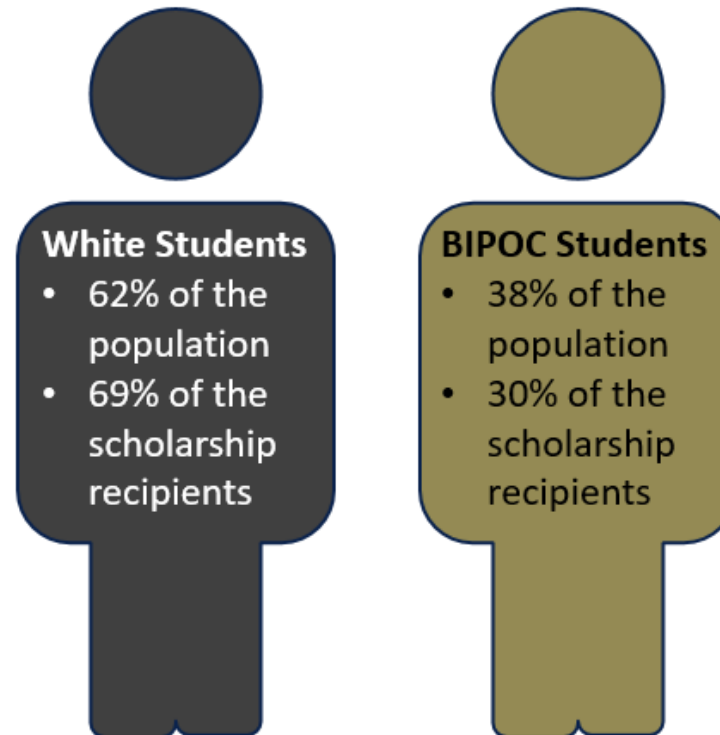
Ground Rules



Primary Concern

- White students receive a disproportionate amount of private scholarships compared to their Black, Indigenous, and people of color (BIPOC) peers.

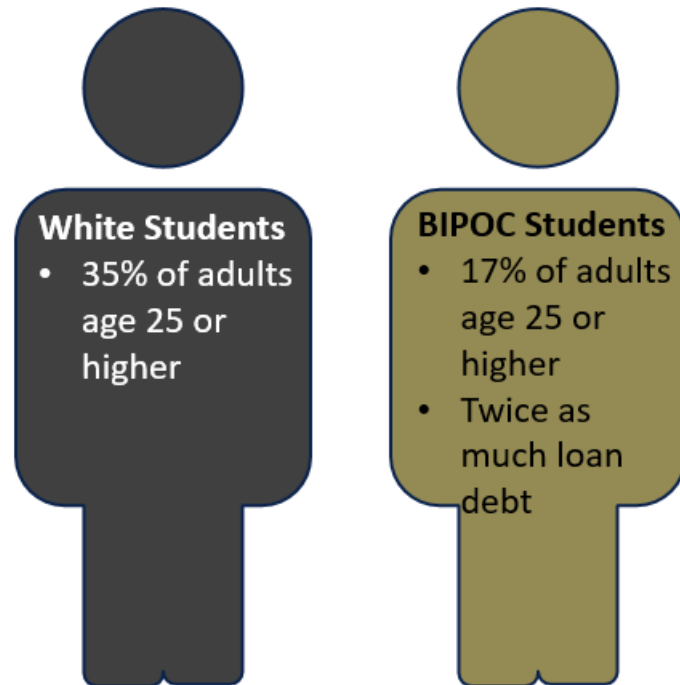
Disproportionate Awarding by Race/Ethnicity Nationally



Primary Concern

- Scholarships provide students with financial support for higher education.

College Graduation Rates by Race/Ethnicity Nationally



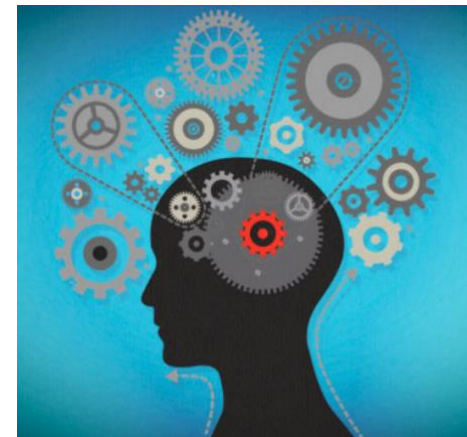
Considering Implicit Bias

- **Implicit bias** encompasses the views or stereotypes affecting people's actions and decisions outside of their conscious awareness (Scoffone & Williams, 2020). These preferences impact socialization, interpreting unfamiliar information, and decision-making (Kantrowitz, 2011).
- **Everyone** has implicit bias, but not everyone is aware of how their biases impact how they move through life.
- Implicit Association Tests administered to over 2 million people between July 2000 and May 2006 indicated **that over 70% of White people favor White people on a subconscious level** (Nosek et al., 2007).



Considering Intention

- I assume everyone has biases...
- I assume that these biases could impact processes...
- I assume that people want to understand and address their biases...
- I assume that people want to address systemic inequality...
- I assume good intentions...
- I assume small adjustments can have larger impacts...
- I assume this is a journey...



How could implicit bias show up in scholarship administration?

- **Names on applications** that are White-sounding are more likely to receive a response (Bertrand & Mullainathan, 2004).
- **Test scores** as a proxy for merit favor White students who have average scores that are 33% higher than BIPOC students (Jaschik, 2017).
- **Participation in co-curricular activities** privileges White applicants who frequently have greater time and resources (Meier et al., 2018).
- **Recruitment** for scholarships disadvantages BIPOC students who are less likely to participate in informal networks with White administrators (Scoffone & Williams, 2020).

What numbers are we talking about?

> 4,500
Scholarships
Recipients

> 100
Scholarship
Administrators

> \$27M
Awarded to
Students

Sample Practices

- **Georgia Tech**
 - GTU's training includes staff norming, regional contexts, and evaluation rubrics. Introduction of external considerations such as: time constraints, hunger, fatigue, and low-effort cognitive processing (Scoffone & Williams, 2020).
- **University of Maryland**
 - Reviewers have adapted an employment bias training which informs how White male applicants are typically judged more favorably. The information shared is intended to supply a framework of cultural awareness, consciousness, and positionality for people to consider when they evaluate scholarship applications (Slay, 2020).
- **National Scholarship Providers Association:**
<https://www.scholarshipproviders.org/>

What can we do?

Implicit Bias Website

- Introduce Implicit Bias Concept
- Provides Awareness of Impacts
- Establishes internal and external resources

Holistic Training Modules

- Adapted from campus resources on reducing bias in employment evaluations
- Discusses rubrics as an approach to reduce bias
- Encourages taking an implicit association test to provide a baseline of implicit bias

Campus Scholarship Meeting

- Annual meeting for scholarship administrators in July
- Lists best practices as an agenda item
- Increases awareness and communication on implicit bias through a topic on the agenda each year

<https://financialaid.wisc.edu/types-of-aid/scholarships/inclusive-practices/>

<https://wiseli.wisc.edu/workshops/bbh-inclusive-campus/>

How did we get people to listen and discuss?

- **We had a plan! We had goals!**
- **Introduce the concept:** Lunch and Learns, Tagging into Existing Meetings, Partner with People outside of your office
- **Ask the Experts:** Researchers can be accessible and it never hurts to reach out and inquire.
- **Set-up bite-size work:** Do you have someone who likes to do website design? Could a student take this on as a project? Awareness + training is a successful combination!
- **Share, Adapt, Grow:** We're all in this journey together!

So what were those goals?

Activity	Learning Outcomes on Implicit Bias			
	Short-term	Medium-term	Long-term	
Implicit Bias Website	I	R	M	
Evaluation Rubrics		I	R	
Application Field Review		I	R	
Onboarding Training Modules	I	R	M	

"I"=Introduced; "R"=reinforced and opportunity to practice; "M"=Full integration and understanding

Timeline for Goals and Outcomes

- **Short-term (1 yr)** – Increased awareness through the usage of the implicit bias website.
- **Medium-term (2-3 yrs)** – Conscious awareness of bias allows for incorporating rubrics in evaluations, removing biased language from scholarship applications, and more intentional recruitment for scholarships.
- **Long-term (3+ yrs)** – Half of all schools or colleges incorporate implicit bias training into scholarship administration and individuals are more aware of implicit bias as it relates to their non-scholarship work.



Theoretical Framework

Critical Race Theory

- American institutions are inherently racist
- Individual biases allow for an inequitable status quo
- White gatekeepers benefit from privilege

Ladson-Billings,
1998

Intersectionality

- Intersecting identities may lead towards multiple types of discrimination
- Individuals gravitate towards providing access to people who are similar

Crenshaw,
1989

Transition Theory


- Transitions are understood and defined by an individual through coping strategies
- BIPOC students may be excluded from networks critical to scholarship awarding

Schlossberg et al.,
1995

Questions to ponder...

- **How does implicit bias impact my decision-making?**
- **Where can I find additional resources on implicit bias?**
- **How do I contribute to inclusive best practices in my work?**
- **When I find myself tired and going into auto-pilot, how do I work against that?**
- **What can I do to contribute to more equitable outcomes for all students?**





Questions & Thank you!

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