

PROPOSAL NARRATIVE

I. Project Title

The Manifestation of Implicit Biases upon Attending a Non-Racially Diverse University

II. Abstract

The purpose of this study is to implement a longitudinal research design that investigates variation in implicit racial bias across varying social, academic, and racial groups at a non-racially diverse university. This method will be accomplished by comparing scores collected by the Implicit Association Test (IAT) from a wide variety of California Polytechnic State University, San Luis Obispo students. The groups we will be comparing are incoming freshmen during their fall quarter to first year students at the conclusion of their spring quarter; in addition we will examine students across colleges, and several other university based demographics. Based on previous literature, we expect students' implicit racial biases to be stronger at the end of their first year in attendance at Cal Poly comparatively to their first few weeks at the university due to lack of exposure and interaction with other racial groups (primarily Black) regardless of previous demographical background. As the field of Social Psychology continues to grow and focus on cross-cultural group interactions, we find it critical to take a deeper look into the consequences of having limited interactions between White and Black racial groups and how our tendencies to form ingroups can be a major factor in our implicit biases leading to a negative effect on our future encounters.

III. Introduction

Implicit racial biases are unconscious beliefs, sometimes at odds with our conscious attitudes, that fuel our cross-racial interactions or prevent us from having said relations. Though implicit racial biases are an unconscious process, often seen through spontaneous behaviors (microaggressions, less eye-contact, less communication), they have detrimental implications on the psychological wellbeing of minority group members. Evidently, the higher implicit racial biases a member of the majority racial group (White) has, the higher the risk for detrimental effects on minority members' psyche. Cal Poly reports that only 0.7% of its student body identifies as Black; this number is disproportionate compared to 7.0% of California's population identifying racially as Black. We propose investigating the effects of disproportionate racial representation of Black students/faculty on the racial majority students' implicit racial biases.

Allport's Intergroup Contact Theory states that the more contact majority group members have with members of a minority population, the lower the majority group member's prejudice will be towards the minority population. Conversely, the less optimal contact one has with members of the minority group, the higher their implicit racial biases can be towards that race. Measurement of implicit racial bias will be assessed with the Implicit Association Test (IAT) and multiple self-report socio-demographic questionnaires. The IAT is based on the belief that there is a tendency for people to respond quicker to concepts that are closely associated in their minds while having a longer reaction time matching concepts that are counterintuitive. Consequently, longer response times when Black is paired with positive words or shorter response times when Black is paired with negative words demonstrates an implicit negative racial bias. With the help of students' IAT scores and their self report answers, we plan to compare students'

implicit racial biases in their first few weeks of classes at Cal Poly to the IAT scores recorded during their last week of their freshman year. We are choosing to implement a longitudinal design to investigate whether or not the racial demographics of Cal Poly has an adverse affect overtime on students' implicit racial biases.

IV. Objective(s)

The objectives of our research design are as follows:

1. To establish a comparison of varying implicit racial biases between incoming first year students during their fall quarter to the last few weeks of their spring quarter and discover why and how these changes occur.
2. To compare and analyze implicit racial biases in California Polytechnic State University students across colleges, taking into account diversity in the respective colleges' student body and faculty.
3. To examine the amount and depth of contact through cross-racial relationships and its effect on an individual's score on the Implicit Association Test.
4. Discover a new psychological mechanism that confirms the correlation between the presence of racial minority faculty members and lower implicit association test scores in that student population.

V. Methodology

To implement our research design and meet the specific objectives of our study, we need to divide our process into 3 distinct stages.

First, we need to gather a randomized sample of participants from Cal Poly's Intro to Psychology course. We will then have these students complete the Race Implicit Association Test (through the Inquisit software) and then complete a multitude of socio-demographic self-report questionnaires. This group of students will be freshman during their last week of Spring Quarter 2016; these IAT scores will then be compared to the IAT scores of a randomized sample of incoming freshman enrolled in Intro to Psychology during fall quarter 2016. By sampling the two groups of first year students, we will utilize cross-sectional design. We will also follow up with the Fall 2016 group of students during their Spring Quarter 2017 to follow a more traditional longitudinal design. To obtain the IAT scores of students, we will have them come to a designated psychology department lab space to complete the computer software. Along with assessing the Spring 2016 participants' IAT scores, we will also gather demographic background, amount of contact with minority group members (through reported friendships, professors of color, and students of color in their classes), and attitudes towards racially controversial topics. The questionnaire will follow the IAT to avoid having an effect on the IAT's results.

Once all of our data is collected, we will separate the variables into multiple categories of interest. The main set will investigate whether Cal Poly's overall reported demographics has an effect on IAT scores over the span of the first year in attendance at the university. The data will then be split into smaller, more specific categories to identify salient features of Cal Poly's racial demographics. This will include comparing students within different colleges (CLA vs COSAM) to see if there are differences in IAT scores based on the variations of overall racial demographics of the individual colleges. We assume that students within each college have relatively more contact with one another, leading the college with the highest racial diversity to have to lowest IAT score. Another set of data we will be examining is the amount of professors of color a student reports having, and how having this minority member, as an academic role model, may affect a student's IAT score. We expect to see lower implicit biases when students are exposed to more racially diverse faculty due to the amount of increased contact they will receive with that race. The third set of data will investigate the relationship between the number of cross-racial friendships a student reports and the students IAT score. Again, based on Intergroup Contact Theory, we expect to see that the more cross-racial friendships one has, the lower the implicit bias.

After collecting and investigating our data, we will enter phase three of our research design. Stage 3 consists of writing a formal report on the results and looking into any new questions our research results

helped to bring to light. This stage will include the process of publication and applying to present at multiple conferences within the field of Social Psychology. Though this is the ending stage, if results allow, we are dedicated to investigating the topic even further.

VI. Timeline

Complete Literature Review: February 9th 2016

Complete Research Design: March 4th 2016

Submit to Institutional Review Board: March 9th 2016

Contact Psych 202 Professor: March 28th 2016

Implementation of IAT and Questionnaire: May 23rd-27th 2016

Contact Psych 202 Professor Round 2: August 1st 2016

Implementation of IAT and Questionnaire Round 2: September 19th-30th 2016

Data Analysis and Report: September 30th- Dec 9th

Submit for Publication: December 2016

VII. Final Products and Dissemination

The researchers' overarching goals are to obtain admittance into a psychological convention where the work can be presented to the scientific community, submit for publishing in several psychology journals, and be utilized as a senior thesis requirement. We are considering submitting our research to the Journal of Personality and Social Psychology, Journal of Experimental Psychology: Human Perception and Performance, and the Division Journal of Ethnic Diversity & Minority Psychology.

VIII. Budget Justification

The budget we are proposing possesses an emphasis on equipment, travel, and contracted services. Our research proposal requires use of an Implicit Association Test created by Inquisite Software, which markets its product for the exact price listed below under "software/software license". This IAT software is standard in the field of social psychology. Other equipment necessary for our design includes, but is not limited to, paper/printing, postage, and an incentive for students to return to complete the second half of our experiments. This year long procedure will require all researchers to commute to Cal Poly's campus, various locations throughout San Luis Obispo, and hopefully to research conventions that have the potential to be located anywhere in the state of California (travel budget). Finally, conducting research with such a heavy emphasis on statistics, we believe that hiring a student (graduate or undergraduate) would be beneficial towards ensuring that all of our data is analyzed appropriately. This research team fully intends to donate the funds not utilized during this process back to the *Warren J. Baker Endowment for Excellence in Project-Based Learning/Robert D. Koob Endowment for Student Success*, in hopes that other innovative students may have their chance to produce impactful work.

Warren J. Baker Endowment

for Excellence in Project-Based Learning

Robert D. Koob Endowment *for Student Success*

PROPOSAL BUDGET

Student Applicant(s): Michael Kramer & Maddison Montana	
Faculty Advisor: Carrie Langner Ph.D	
Project Title: The Manifestation of Implicit Biases upon Attending a Non-Racially Diverse University	Requested Endowment Funding
Travel <i>subtotal</i>	\$2500
Travel: In-state	\$2500
Travel: Out-of-state	\$0
Travel: International	\$0
Operating Expenses <i>subtotal</i>	\$1270
Non-computer Supplies & Materials	\$500
Computer Supplies & Materials	\$0
Software/Software Licenses	\$450
Printing/Duplication	\$150
Postage/Shipping	\$20
Registration	\$150
Membership Dues & Subscriptions	\$0
Multimedia Services	\$0
Advertising	\$0
Journal Publication Costs	\$0
Contractual Services <i>subtotal</i>	\$300
Contracted Services	\$300
Equipment Rental/Lease Agreements	\$0
Service/Maintenance Agreements	\$0
TOTAL	\$4070



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January 30, 2006

Dear Committee Members:

I write in enthusiastic support of Maddison Montana's and Michael Kramer's application to the Warren J. Baker Endowment for Excellence in Project-Based Learning.

The project that Ms. Montana and Mr. Kramer are proposing is on the very timely topic of ethnic diversity and representation on college campuses. They aim to document how relative increases in ethnic diversity can reduce implicit prejudice among majority group members. Not only will this work have important implications for campus efforts on diversity, it will be a contribution to the literature on prejudice in social psychology.

Ms. Montana and Mr. Kramer are excellent students with a strong academic track record. I believe they have the ability and motivation to not only complete their proposed project but to do so at a high level of sophistication that will prepare them to publish their findings.

As a professor in the department of Psychology & Child Development, I have a number of resources that will help with the completion of the project. I can provide the necessary space to complete the project via my research laboratory space. The lab is outfitted with computers that can run the necessary software. Further, I have expertise in the field of social psychology and psychometric measurement (questionnaire construction).

In closing, I believe this will be a fruitful collaboration that will not only provide an excellent hands-on learning opportunity for these students, but also positive representation at a national conference and in academic journals.

Sincerely,

A handwritten signature in blue ink, appearing to read "Carrie A. Langner". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Carrie A. Langner
Associate Professor