Welcome, everyone, to the National Criminal Justice Training Center webinar. Our topic today is understanding implicit and explicit bias. Presenting today's webinar is Tekoa Pouerie, Director of Center Advancement at the Pace Center for Girls headquarters located in Jacksonville, Florida. My name is Jodi Martin, and I will be your moderator for today.

Before we begin the presentation, there are some things I need to go over. The following webinar and the information contained in it is the sole property of the National Criminal Justice Training Center, NCJTC associates, NCJTC affiliates and/or partners. The content of the webinar is for personal training and education.

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Let's try our first poll question. Question is, which of the following best describes your role. Are you law enforcement, an educator, court system personnel or prosecutor, or with a CAC, social worker, victim or mental health service provider, or other? It appears we have 40% representing law enforcement. 38% are with CAC or social workers victim mental health service providers. 12% represent the court system personnel or prosecutors. 3% are educators, and 7% are other.

We are very pleased to introduce you to our presenter for today. Tekoa Pouerie has served at multiple nonprofits as both an Executive Director and Chief Development Officer. Currently, Tekoa is the Director of Center Advancement at Pace Center for Girls headquarters in Jacksonville, Florida, where she oversees the execution of national fundraising and development strategies. Tekoa is also an associate with the National Criminal Justice Training Center, where she trains on implicit and explicit bias.

For over a decade, Tekoa has researched disproportionate minority contact, and has been awarded multiple grants from the Department of Juvenile Justice to train law enforcement, judges, and youth program providers. As a result of her work and community contribution, she received two congressional recognitions and a Sheriff Citation Medal. Tekoa was appointed by former DJJ secretary Wansley Walters to the Circuit Nine Advisory Board, where she currently serves as chairwoman.

Additionally, in 2019, Tekoa was appointed to the Mayor of Orlando's Community Investment Panel and the Orange County Mayor's Domestic Violence Commission. We are so fortunate to have Tekoa

Pouerie with us today. With that, Tekoa, I'll turn the time over to you.

Thank you. Hello, everybody. Good afternoon. Thank you so much for the introduction, Jodi. As you've said, this particular webinar, we will focus on understanding implicit and explicit bias.

Our objective today first is to build awareness and understanding of implicit and explicit biases. Secondly, it's is to understand why bias matters in fair and impartial justice. And third, to leverage a broad spectrum of best practices and successful strategies to reduce disparities. And so these are the objectives for this particular webinar.

So my goal to be able to provide information on best practices so that we're able to achieve these objectives. Jodi alluded to poll questions. So throughout my presentation, you're going to find some poll questions popping up. And so we have a second one now. And I just really want to hear from you all what your objective is for today.

What is it that you want to gain from this webinar? The poll question, just to get a feel of your objective, why are you here? What do you want to gain from the webinar? Is it learn what biases I have, learn more about the African-American community, gain tools to help my community heal, or not sure?

26% want to learn what biases they have. 9% want to learn more about the African-American or minority community. 55% would like to gain tools to help their community heal, and 10% not sure. So the majority is to gain tools to help your community heal, and then second at 26% is learn what biases you have. And my goal today is to be able to answer those questions and provide insights for you today as we go through our presentation.

And so we've shared those poll results. Now let's dive into really understanding what implicit bias is. Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

If it is unconscious, that means that we all possess it. We all have implicit bias. We all have a way that we see things unconsciously which has built up over time, typically because of experiences or stereotypes or exposure, or lack thereof.

Implicit bias, as I said, is something that all individuals possess. It's based on background, education, exposure. I often say is based on exposure and lack of exposure, because if there is a certain community or certain culture that you've never been exposed to, but you've only learned about that

culture through television, through media, through story sharing, you may have biases based on lack of exposure, because you've never been in that community to debunk those biases.

Culture is another one that feeds into our biases. Media-- today, it's social media, as well as television. And it surfaces without permission, without you allowing it. But without you thinking about it, it comes up. Immediately when you see something, there is an unconscious thought that comes to mind.

We're going to do a little activity now. I'm going to show you a picture. And I want you to describe the driver. And of course, you can put it in your chat, or you can just discuss among yourselves. But I want you to tell me, or I want you to think about, what comes to mind describe the driver of this car.

Are they Hispanic, African-American? I've heard people say, you know they don't have legal license. The type of music-- think about when you see this car, what type of music do you think the driver is listening to. Is it country music, is it jazz, or is it rap? And so unconsciously, when we see something, or we are around something or in a certain environment, there is an unconscious thought that happens.

Here's another one. Describe this driver. What's the ethnicity of the driver, just looking at the car?

Most would say Caucasian. Some that I've heard is, this person has rifles in the back window. They carry a gun. So these are immediate unconscious thoughts that we have about someone or certain things, just based on those experiences.

Now, in both pictures, there is no driver. But just looking at the car, looking at the description of the car, looking at the Confederate flag, we have preconceived notions of individuals that would drive that type of car, or have those type of designs. And this is an example of implicit bias.

Implicit bias is shaped by stereotypes and attitudes. It emerges in stressful situations. If you're somewhere at night or you're alone, it represents fear, as in feelings-- those perceptions that we have about an individual.

And it's not only based on race. Although today we will focus on race, also, biases shows up in gender, in body shapes, in ageism, just like the picture I show with the car. If we have more time in our in-person trainings, I share a picture of someone that is older and someone that's younger that's driving a car. And typically, people say, oh, I want to be behind the person that's younger, not the older individual, because they're going to drive slower. And so these, again, are just biases that are truly unconscious that we have when we see something that comes up just automatically.

So I want us to stop. We have another poll question. Do you have implicit bias? Yes, no, today I discovered that I do, or I see everyone the same. So 88% said yes, I have implicit bias, 2% said no, 7% said today I discovered that I do, and 3% say I see everyone the same.

So again, implicit bias is unconscious. It's what we have over time the way we see things. So overwhelmingly, 88% say yes, I do have implicit bias.

One of the things I want to challenge and advise you to consider, Harvard University conducted an in-depth study on implicit bias, understanding bias, what biases we have. And so in that particular study, Harvard, as a result, published white papers and journals. And one of the journals is called *The Blindspot.* And so I would encourage you, if you have a chance, look up that journal, read that journal, get some more understanding of the bias is that you possess that we have.

Another thing that you can do this really interesting, at harvard.edu, there is a test you can take this totally free. It's a part of the Project Implicit bias study that they've done. But this is an implicit bias self-assessment. It's free, it's anonymous. But you can actually go in at implicit.harvard.edu/implicit.

There's going to be a box that jumps up. Put your email address in there. You're going to be asked a series of questions.

At the conclusion of those questions, you're going to get a printout. And that printout will actually give you a list of biases that you possess, the type of biases, definitions of the biases. And again, this is free.

A lot of times people are surprised with the biases that we have. Even looking at some of the polls, some believe that they don't have implicit biases. And so I want to I want to challenge you to take that test and get more information, and also find out what biases you have that you may not know that you have. A lot of people are surprised. So check that out when you get a chance.

Now, we've described implicit bias. We've given the definition of implicit bias. Let's talk a little bit about explicit bias. Explicit bias, unlike implicit bias, is known, is owned, and is specific.

Explicit bias groups associations based on negative stereotypes. Explicit bias is overt and uncensored. It's unconcerned about discriminatory behavior that it's produced.

And so when we think about implicit bias, it's unconscious. We don't have control of it, even when we think we do. But with explicit bias, it's deliberate. It's literally taking those implicit biases that you may have about a group of people and acting out on it.

And when you act out on those implicit biases, and do not regulate those biases, you're now stepping over to the gray area, the dark area. And that's explicit bias. There is a difference between the two. So explicit versus implicit, if we look at the attitudes that's associated with the explicit bias, links groups to negative stereotypes. It impacts a person's perception, which produces discriminatory behavior toward a group of people.

An implicit bias is unlike explicit bias. It impacts a person's perceptions outside of conscious awareness. It occurs in individuals, even at conscious levels, who normally reject bias and stereotypes.

We look at them side by side, explicit bias is conscious, it's deliberate, it's social, it's personal, and it's easy to self-report. Implicit bias, on the other hand, is unconscious, spontaneous, based on experiences, and subject to response latency. So again, you have implicit bias, which we all possess. But explicit bias is when you take your idea, or your biases for a group, and you begin to treat those groups of people or that situation according to one incident or one individual.

I'm going to share with you my own story of bias that will give you a kind of a good example of the difference between implicit and explicit bias. So this picture is says "Walk-ins welcome." I was headed to do a training and I broke a nail. And so like most people that wear nails, or get their nails done, when you break it, you want to have it fixed right away.

And so I was in an unfamiliar neighborhood. I was out of town for a particular training. And so I just Googled, talked to Siri, and I said, hey, where's the nearest nail salon. And I was able to look at the ratings, look at what people were saying, and found the nail salon that was nearby that I could go and have my nail repaired.

And so before I opened the door to the nail salon, just think to yourself, I immediately knew or assumed what ethnicity of people would be inside the nail salon working. And I'm going to give you a second, just for you think about it. So most of you may have said Asian, Vietnamese, Chinese. And so typically, when I've got my nails done, it's been from Vietnamese individuals that work in a nail salon.

So I opened the door. When I went to the receptionist desk, I was correct. There was a Vietnamese man standing behind the receptionist desk.

I said, I've broken nail. I apologize. I don't have an appointment, but I notice you said walk-ins welcome. Is there someone that can repair my nail?

He said, sure. Go to table number three. I proceeded to table number three. And to my surprise, the nail technician was actually a white female with blonde hair. I looked at her, I looked around the nail salon, and I said, wow, this is a very diverse nail salon. I handed her my nail, and I proceeded to allow her to repair my nail.

So let's take this same scenario. In this scenario, I was guilty of implicit bias. I had a preconceived idea of who worked in the nail salon based on my experiences. Same scenario-- let me show you how explicit bias plays out.

Break a nail. Go to a nail salon. Before I open the door, my bias says everyone in here is Vietnamese

I open the door. I go to the front counter. The receptionist says, go to table three.

I go to table three. The nail technician is blonde. She's a white female.

I then say to her, I'd rather wait for another nail technician to repair my nail. I then go to the waiting area. That is the difference between implicit bias and explicit bias. I took my biases that Vietnamese are those groups of cultures that do nails, but I would not allow a white female to do my nail.

So in that scenario, if I felt that only Vietnamese individuals can do nails, and repair nails the right way, and a white female cannot, I've now taken my implicit bias, and I've acted out and I have just discriminated against an individual. Why? Because we know that ethnicity does not regulate intellect. We know that culture does not make you better at a particular job than another. Skill set, experience, and education does, not the color of your skin, not your ethnicity.

I use this nail salon scenario as an example, because for most students, it's palatable. It's easy to digest that I was discriminatory toward a nail tech in a nail salon. But if we take this same scenario, and we put it in a doctor's office, and I were to say that I turned around from a doctor's office because the doctor was black and he was not white, and I believe that a black doctor cannot do a great job as a white doctor.

If I show up to my first day of work and my CEO is Hispanic, and I say oh no, I want a white CEO, because they can run companies better. Or if I find that my supervisor is a woman, and I believe that women don't do well in corporate settings. So again, the nail salon example is palatable. But if we take that and put it in different industries, we will see strongly with discrimination based on biases can lead to discriminatory behavior.

Racial disparities is a result of individuals acting out on biases, making decisions based on biases,

rejecting individuals' ability because of biases. Extensive research has documented the disturbing effects of implicit racial bias in a variety of realms, ranging from classrooms to courtrooms to corporations. Here's another poll question. So get ready to answer.

True or false-- in Canada, the US, the UK, and Australia, a job seeker with a non-Western name must submit more resumes than a job seeker with a Western name in order to get a response from the recruiter, true or false. We have 100% respond. Thank you all so much. So we have 80% said true-- I'm sorry 59% voted. 20% said false.

And so let's see, 80% says true, 50% says false. Let's see what the answer is. I'm going to go ahead and share the screen again.

True-- job seekers in most Western countries who have a non-Western names must submit approximately 30% more resumes to achieve the same results as job seekers who have Western names. And this source, of course, is listed on your PowerPoint that you can read for more information there. And so we see racial bias when someone acts out on racial bias if they believe that a person is less qualified because of their ethnicity or their background.

We see that play out, unfortunately, in corporate America. We see it play out in different industries, from courtrooms to classrooms. And so we want to make sure that we're not a part of those things. That we're regulating our biases, that we're seeing individuals for just that-- individuals. And making sure that we're not acting out, which then shows us explicit bias, which that results in racial disparities.

Here's another poll question for you. More, less, or the same-- Brown and Black Brazilians earn more, less, or the same as white Brazilians with the same background. We're going to go ahead and open the polls so that you can answer. You have three choices there-- more, less, or the same. Please, everyone, just take a moment, and click one of the choices so we can get a good number of feedback, and see what the consensus is.

So we have 6% of those that voted said more, 83% said less, and 11% said the same. So let's see what the answer is. Less-- Brown, and especially Black, Brazilians earn approximately 20% to 25% less than white Brazilians with the same background. And again, there's sources you can read for your leisure.

We hear this a lot of times when we compare women versus what men make in corporate America. We sit even at a greater rate when we factor in minorities, when we factor in ethnicity. And so again,

it's important that we understand these numbers and what we're seeing.

Brown, and especially Black, Brazilians shows that there is less in how much they earn. And it has nothing to do with their background. Same background, apples to apples. It's the skin color.

And unfortunately, we've seen that here in the US as well. And one of the things that will help us combat that is procedural justice. When we talk about best practices, and what will help to decrease those numbers, we have to embrace procedural justice.

Let's talk about some of the stats as it relates to minorities in the criminal justice sector. Implicit racial bias contributes to racial disparities at every level of the criminal justice system. Today, youth of color make up 37% of the US population, but 67% of the prison population. You can go to any detention center, you can go to any city, any state, and walk into a juvenile detention center. And you will see more Brown and Black faces than you do of white faces.

And unfortunately, we live in the United States, where Brown and Black individuals were marginalized for hundreds of years, from a criminal justice perspective, from a constitutional perspective. In our constitution, it was written that African-Americans, that Black individuals, were considered 3/5 human beings. They were not even considered a human-- not a whole human.

And then once we got past that, there was slavery. And once we were able to abolish slavery, we then had the Jim Crow laws. We had the separate but equal. We saw Brown and Black individuals hung from trees in our society in the United States.

And so when we see the outlash that we see sometimes that take place when things happen with people of color, specifically in the criminal justice system, we have to look at the bigger piece of the iceberg. So the iceberg shows us 10% of what's really happening. But you have to go beneath the water and look at the main size of the iceberg, which is much bigger, once you dig a little bit deeper.

And so in the United States, we are seeing today that people of color are only 37% of the population, but 60% of the prison population. And we know that it's not people of color or youth of color that are the only ones committing crimes, just like we don't have our girls are the only ones that are becoming aggressive, because the numbers are increasing on how many girls are being incarcerated. And so we've got to look and see, is there a correlation with bias?

African-Americans are more likely than white Americans to be arrested. Once arrested, they are more likely to be convicted. And once convicted, they are more likely to face stiff sentencings. Black men are six times as likely to be incarcerated as white men.

And so these are our stats. These are our numbers. This is our data. This is what we're dealing with today. And so when we see in the cases that we deal with now, where there is the Black community that are afraid or retaliating or being defensive against the criminal justice system, we have to look at that bigger piece of the iceberg.

What has brought us here? Bias gives you a lens by which you see. And over time African-Americans, Black and Brown, have been looked at in a negative way, or a disparate way or a marginalized way.

I remember my grandfather saying, after a long day's work, I had to walk to the back of the door, whereas my co-workers were able to walk through the front of the door. Why? Because of the color of his skin. And so when you have that image over time in our society, that has been OK, that has been accepted, that has literally been put in place, like the Jim Crow laws, we have to begin to debunk and unravel all the biases that have been associated with that group of people, because we currently see it play out in other industries-- again, courtrooms, classrooms, hospitals. And so that's what bias can eventually spew up to. That's when bias can lead to racial disparities.

So how do we solve it? What do we do? What are best practices? As I said earlier, it's procedural justice.

Procedural justice is the idea of fairness. That regardless of the color of your skin, that regardless of your gender, your age, that you would enter a process that resolves disputes and allocates resources, including discussions of the administration of justice and legal proceedings. That when you enter the courtroom, that if you are arrested for whatever crime, or if you have someone to interact with you because of a criminal nature, that the results will be the same. The outcome will be the same, no matter who the individual is.

Four pillars of procedural justice-- one, treat people with dignity and respect. At the end of the day, that's what everyone wants. They want to be treated as a human being. They want to be treated with dignity and respect.

Two, be mindful of the tone of voice during encounters. Your tone can escalate a situation or de-escalate the situation. And it's important that tone is measured, so that the outcome can de-escalate, again regardless of the color.

And you may wonder how this bias plays a part in this. Over time, studies have shown that Black and Brown people are perceived to be more aggressive. They are perceived to be more scary.

I can't say the name of the company. But in my younger years, I would go out and I would train, and I would talk to inner city high school students. And so as a result of that I had a company reach out to me to ask me to help them with casting, because they were casting high school students for a particular project. And when I looked at the descriptions of what they were looking for, they wanted the hero to be fair-skinned.

And this was their description. He has to be very fair-skinned. He has to be of a lighter persuasion. His hair has to be very flowy, not coarse. And the description of the villain had to be really tall, a dark-skinned Black guy, and coarse hair.

They were offering me an opportunity to be a part of their casting, which was making history, because it was going to be the first time they were casting African-Americans for this particular role. I had to decline. And I said to the company, this will continue to show and add to biases if we continue to say the villain is a Black scary guy, and the hero is a lighter-complexioned individual.

We have to change the narrative. Because when we continue to see that vision, that then embraces or increases fear when we see individuals of that complexion. So again, procedural justice-- regulating those biases, treating people with dignity and respect, being mindful of the tone of voice during encounters.

Remain neutral in decision-making. Making sure that whatever decision is made for this individual that the same decision is made for the next individual that may have the same scenario. Convey trustworthy motives. It's important that the community can trust those that are there to serve the community. Trust is a huge factor in us being able to control our community, and being able to take and move our community and progress our community forward.

I had a grant and in my bio. You may have heard the work I did with disproportionate minority contact. And so in Florida, there was a opportunity to provide programs and to provide solutions to help combat disproportionate minority contact. And so at that time, I was awarded a grant to work with the sheriff's office.

And so the program had a three-pronged approach. We wanted to work with the children in those inner city communities. We wanted to work with their families. So it was their mom, their grandmom, their foster parent, we wanted to work with the parents. And thirdly, we wanted to work with the law enforcement officers that were assigned to those communities.

And so as a part of the three-pronged approach, every first Saturday of the month, we would do a

focus group or a community conversation that invited law enforcement and individuals that lived in those inner city communities, or minority communities, and we had conversations. During our first month of the program, the sheriff said, I would like to have this conversation at the sheriff office. And so I didn't think it was a great idea. But it's the sheriff, and I abided.

Our first session at the sheriff office, only three youth showed up. We did a canvassing of the community. We had advertised. We met with families. They said they were going to be a part of it, but only three youth showed up.

I then met with the sheriff, and I said it's important that we understand why they did not show up. The number one reason was that the individuals that lived in the community that we were servicing said, I do not trust law enforcement. For whatever reason, they had their biases. They were acting out on those implicit biases.

And so we wanted to debunk those biases. And the only way that can happen is through communication, exposure, conversation, and building trust. So I said to the sheriff, let's continue the program. But this time, let's have it at the community center in their community, so there is no resistance to them attending the program, because it's being held at the sheriff office, where they don't trust your tactics and your motives.

So moving forward, we had our first Saturday meetings at those community centers. It was a one-year program. In that one year, youth in that community, family members in that community, had an opportunity to sit down and talk to law enforcement. They had an opportunity to sit down and talk to probation officers.

And as they begin to get exposed and talk to each other, trust begin to build. There were times that grandmothers would show up on our Saturday meetings what pound cakes and pies to give to police officers that they didn't trust previously. And I remember around December, around Christmastime, we had a group of police officers get together and get toys and buy toys for the kids.

And so what was happening, again, as we look at best practices, those individuals that serve those communities came into the communities not because they were called, not as a response to an incident. But they went into the communities because they had a heart for the community, and they wanted them to see that there is trust and they were there to serve. And as a result of that, that community began to grow stronger. At the end of our yearlong program, we had 100 students enrolled into the program and successfully complete it.

And so I went back to the sheriff office. I said now we can have our Saturday session at the sheriff office. It's the last one of the year. And I wanted it to be in a fashion where the youth has the opportunity to come. Every youth showed up. There was no standing room.

Parents came, families came. They came to the same sheriff's office that they refused to come to a year earlier because trust needed to be built. And so procedural justice allows an opportunity for relationship, understanding, and respect. Because if people believe that you are a legitimate, they are more willing to defer to your authority and to obey the law, regardless of whether an officer is nearby or not.

When I do these trainings, I like to be the voice of the community. I like to be the voice of those communities that everyone serves, be it probation, be it law enforcement, judges, youth program providers. We have to start with trust.

We have to start with debunking biases on both sides, and really making sure and understanding that, yes, I have implicit bias. Yes I have a certain idea of this group or that environment or that neighborhood. But I am willing, and I am open, because I am in a career that serves people, to really get to know individuals for who they are individually, and to begin to build trust so that we can work together to heal our community.

So what are our solutions and action plans? We need marathon runners. It's going to take time. It's not going to happen overnight.

The story I just shared, it took an entire year to get that community to embrace law enforcement, to embrace those community servants, to come back to the sheriff's office. And so it's not a sprint. It's not going to happen fast. It's not just a training. It's not just a webinar.

But it's taking the information that you receive from trainings, from webinars, and figuring out how can I take this back to my agency? How can I take this back to my community? Because my goal is to make sure that we have control of the community.

We're able to heal the community. We're able to service the community and work together, because truly, it's a partnership. And so if you are a sprinter, you've got to slow down. It's a marathon. It's going to take time.

Secondly, as we look at solutions and action plans, we need advocates. We need more individuals that will stand up and speak. We also see injustice. We all have heard stories that were not so nice. We've all been around those jokes that we're told that may discriminate or speak ill of someone, or

continue to increase those biases.

We sit at certain tables where we can be the voice for those that don't have a voice at the table. And it's important that we begin to be advocates. That we speak up when we see something. That we say something when we see something. And we speak when we see injustice, as I did with that particular company that wanted me to go out and continue to recruit individuals to add to the biases.

I had to be an advocate in that moment for the youth that I work with and serve. And so it's important that we get our voice. That we're empathetic to situations that's happening around us-- or for some of us that's happening to us.

Seek knowledge, seek education. And when we get the knowledge and education, let's begin to be a voice. Because the more that we speak, the more that we share, the more that we stop injustice, the more that we redirect what could add to biases, the better we're going to see in our community.

And then lastly, we need mission focus work. It is so difficult to do our job with everything that we have-- deadlines, reports, quotas that we have to meet. And we get so bogged down that sometimes, the heart of the mission goes away-- the purpose, the reason that we got into our career, our industries, our organizations.

Sometimes, in the midst of doing so much, we forget that. But it's important that we remind ourselves of what the mission is. Why did you get involved? What is your purpose?

And most have gotten into careers of service, first responders, because they want to help. They want to make a difference. They want to be the bridge. And so in our day-to-day work, we have to remember to always stay mission-focused. It is because of mission-focused individuals that I was able to combat biases that were associated with me because of the way I was brought up.

I grew up very poor. My mother dropped out of high school. My father dropped out of high school. My father chose a career of crime, and he was in and out of jail most of my life and me growing up.

At the age of 14 years old, my mother used to always say, listen, get an education. Get an education. I don't want you to have to struggle the way that I struggled.

And so I was very focused on education. I was in honor society, and I wanted to be in law. I wanted to work in the criminal justice system.

And so I was really focused on being someone in the criminal justice industry, because again, my

mission was to do something different. All of my siblings had been incarcerated. My father had been incarcerated, and I wanted to be on the other side of the law.

So at the age of 14 years old, to my family's surprise, my mother passed away. When she passed away, it was five children. I was 14. My youngest sibling was 4 years old. And so I had to really focus on how am I going to finish school.

Two years after losing my mother, my biological father passed away. So now I have my siblings. I'm trying to finish high school, but I also have to be parents to my siblings.

I remember standing in front of the judge. And he took his gavel and he pressed it, and he said, you guys are wards of the court. No one in your family wants to adopt you.

So I had all these biases of the child of high school dropouts. Grew up in the projects. I'm a ward of the court. I'm trying to raise my family and go to school.

And I remember going to my junior year of high school, after the losing my father, and I walked into my elective. I chose a criminal justice elective. Because again, my mission, my purpose, I wanted to get on the other side of the law. And when I walked into my criminal justice class, it was an officer with her uniform on-- Ms. Hunter.

And as she looked at my name, she said, I know you. She said, I know your last name. I arrested your father. I arrested your uncle.

And so again, all these biases that could have given her an opportunity to think that I would not succeed, she pulled me to the side, and she said you don't have to do what they did. You can make a difference. You can be the difference.

And so biases on both parts, because she was a white female police officer. And in my community, you were taught not to trust law enforcement. And so I had to regulate my biases to receive the help that she wanted to provide to me.

She had to overlook the fact that I am a child of high school dropouts. I have no parents. And when my father was living, he was incarcerated. But because of that interaction, because she was mission-focused, it helped changed the course of my destiny. And I was able to graduate from high school and major in criminal justice, and graduate in the percent of my class and graduate with honors.

I'm now doing work where I'm working with criminal justice professionals. I'm working with individuals

on keeping everyone on the other side of the law, to keep them out of the criminal justice system, regardless of how they grew up-- regardless of the biases that may be associated with their environment or their family structure. And helping them to understand they can break generational cycles if they truly have individuals, like yourself, that's mission-focused in their work. And so these are solutions.

These are action plans. Having procedural justice. Understanding that it's going to be a marathon. It's not going to take an overnight plan, but it's going to take time.

Speaking up, being that voice of justice when you see injustice, and staying I'm focused on your mission. That you can help debunk biases, you can portray procedural justice, and you can help individuals like myself that could have been on the other side of the law. But because of those early interventions, because of those individuals that were passionate about the work that they do, I was able to make right decisions.

Lastly, in closing, we all have implicit biases, whether we believe it or not. And again, I challenge you to go to Harvard's website. Take the exam. Take the assessment.

See what it says. See what biases you may have. Begin to research those biases, and then we must regulate our biases.

When we want to group an individual with someone, or with a group of people based on our experiences, or lack thereof, let's regulate, let's pull back. Let's give people the benefit of the doubt of who they are, and get to know them individually so that we don't exemplify explicit bias in decision-making. And that's the part. When you are in a position of power to make decisions that will tailor someone's outcome for the rest of their lives, it's important that we look at them as individuals, and not the groups that they may represent, or the biases that we see or may be afraid of.

There are differences between implicit and explicit bias. Implicit bias exists. We must own it. We must understand it. We must we must know that we have it.

Embrace it, because it's unconscious. But then also make sure that we don't step over into the gray area or the dark area of explicit bias. Bias matters in fair and impartial justice. Every case that we look, at every individual, whatever your walk or your career, that we are practicing fair and impartial justice.

Bias is evident in a variety of industries. We gave examples from courtrooms to classrooms to corporations. And so it exists.

Data shows it. Research shows it. But if we all work together, we can begin to get those numbers to decrease, because we're acting out on what we know, not what we have perceived.

Implementation of successful strategies will reduce disparities. So if you're listening today, I want you to think about some of those strategies we talked about. Are you using procedural justice?

Are you watching the tone of your voice? Are you making sure that you're making decisions that are fair? Are you being neutral in your decision-making?

Also look at some of the other strategies that we shared. How can you be a marathon runner? What is a program you can implement and take back to your organization?

What's something you can implement in your community? And understanding it's going to take time to unravel what has been history for so long, what has plagued our communities for so long. And so it's going to take time.

Also, as we talk about implementing strategies, understand that the strategies that we implement, if we work, together they will reduce disparities. And that's what we want to get out of all of it. How do we decrease disparities so we can step in and we can heal our community? And that is the conclusion of the actual webinar. I'm going to save 10 minutes now for questions and answers.

All right, thanks, Tekoa. Questions are coming in. The first one-- do you believe media and marketing efforts showing more diversity in commercials is helping improve implicit bias?

Great, great question. Thank you so much. So the personal story that I shared about the casting,

I didn't say the name of the company, because it's a well-known television producing company. And it is very evident that bias does play out in media, unfortunately. And that's on both ends, even for minorities that sign up for certain roles that just continue to add to the negative stereotype. And so there is an opportunity to do more of diversity in certain roles, because we can have the diversity media. But we want to make sure there is inclusion of Black and Brown individuals in roles that they don't typically cast for, or roles that we don't typically see on television and in movies.

So does diversity help? Yes, by giving opportunities for people to work. But I want to see more inclusion of Brown and Black individuals and women in roles that we don't typically see.

And that I think and believe will have a large effect on the generations to come, because we are in the technology generation right now. And our kids are watching media. They're watching television.

They are on social media. So it's important that we see more inclusion in different roles.

That is a great answer. Thank you. The next question-- they are pouring in. What suggestions do you have to redirect your implicit thoughts?

Oh, that's so good. That's a great question. It's the first time I've had that question.

So one of things I would say is, whatever that implicit thought is, if it's associated with a group of people or a certain culture or a certain religion, I would say challenge yourself to sit down with an individual from that community and get to know them. If you can do that, it will open your eyes and expose you that we are all the same. And so if it's a religious group that that implicit thought comes up, or a group of people, look for individuals that represent that culture.

And have coffee with them, have lunch with them. And of course, in the day of COVID, you can do virtual coffee, you can do a virtual lunch. Or when we're back to what will be normal, you can take them out for lunch. But really get to know them.

I often joke, my husband and I during Christmas, it looks like the United Nations, because we have people of all colors, all backgrounds, all ethnicities at our home. You'll hear someone say, hey, yeah, I have a Black friend. I have a Spanish friend.

But do they come to your house? Are they on your guest list for Christmas? Are they on your guest list for Thanksgiving? Do you invite them over to play with your kids? And so really going a little bit deeper and getting to know individuals will help regulate some of those thoughts because it will actually debunk them.

Great. Thank you. Here's another question. How can minority officers change the culture of policing?

Very good. So minority police officers-- I'm assuming when we say officers--

[INTERPOSING VOICES]

OK, if you are of a minority group of ethnicity, and you are law enforcement, it is so important that you share your own personal journey, your personal stories, your experiences. And really, in a way, that it's not just being heard, but they're hearing and their listening. Because there is a journey that minorities have had to walk, and I've I said from slavery to Jim Crow, to separate but equal to having the talk with your black son, that individuals may not be privy to. And they won't be privy to it if they did not walk in those shoes.

So storytelling is very important. Inviting them to go with you into those communities that are minority communities, sharing your story, inviting law enforcement officers that may not be from minority communities into those communities-- taking them if that means driving them, holding their hand, letting them see some of the things that happen, or that's taking place in minority communities. And then I would also say get to the tables. Get to the tables where decisions are being made, so there is a diversity and what we're hearing from law enforcement.

We also have a comment-- actually, several questions about the Harvard article. Could you cite that or just share a little bit more about that piece of information.

Sure. You can find that if. You go to the website www.implicit.harvard.edu/implicit. You can even Google it. And so the article is called *Blindspot,* and it is a series of studies that they've done specifically on biases. And it's a range of

Biases. We today, of course, focused on racial bias. But there's other biases that individuals possess. And so that really talks about those blind spots-- what you don't know, what you don't see.

Excellent. Thank you. Another question along the policing and law enforcement line-- how do we improve the implicit bias that exists about what a police officer is?

Absolutely. That is so important. When I grew up, we had, I think, it was Mr McGruff. And law enforcement was seen as our protector, our superhero. And so there's so many things that can be done.

One is, again, getting into the community. That's what helped with my project. That project I talked about actually lasted for six years. We six years consecutively worked with a specific community that was a high-crime community. And we really worked with bringing law enforcement and that community together.

I was a marathon runner. It didn't happen in one year. We took six years of really helping to get the community to see law enforcement differently. So any community initiatives, community programmings, that your agency can offer to really get into the community, it is so important that you don't just show up at the community when it's guns, when it's referring to a call.

But when they see you there playing basketball with the kids, going to the park-- in Florida we have a police athletic league. All of those community programs, I know budgets sometimes prevent that from happening. But if you can get some community programs taking place in your law enforcement

agency, that will help so much with how people view law enforcement.

In addition to that, I would even say for parents. And I say this a lot, for parents, we have to take responsibility in not making law enforcement be scary. I've been in grocery stores. I've been around parents that, if their child acts up, and the police walks up, they'll say, oh, I'm going to call the police on you. I'm going to let the police know you're not listening.

We cannot refer to police officers as the boogey man, or the person that's going to carry you away If you do something wrong. Because if we continue to perpetrate that image, and say that to our children, they're going to grow up with a negative perception of law enforcement. And when they need help, they're going to be afraid to call law enforcement.

And so I think as parents as well, if there is any parents listening, if you can get this out to parents, don't say I'm going to call the police on you in a negative way. Teach your children if you're in need, if you need help, the police officers are there to help. And that will help with some of that perception

Excellent. Thank you. Can you give tips about confronting co-workers who make inappropriate or insensitive comments about things like race, LGBTQ community, etc.?

Absolutely. My first point of advice is don't respond to the individual if it has triggered something in you that has made you angry. Because when we respond when we are angry, everything that you're saying will not be taken in the intent that it was supposed to be given. Because out of anger, people will shut down in a form of defense.

So first, if it triggers something within you, take a moment. Take a breather. Especially if it's a co-worker, you're going to see them again. So in that moment, take a breather.

You may have to wait until the next day, or the next couple days and say, hey, I want to speak with you. Do it in a public setting. Do it where you can still talk to the individual, but you're not alone, so that it doesn't escalate, but it stays where it de-escalated and is safe.

And begin to share with them how what they say it made you feel. How what they said can be offensive to someone from that community. And then challenge them to get to know an individual from that community, and be that advocate to speak up for that community. And even be an ally to say, hey, we can go to lunch together with an individual from that community. Let's really get to know who they are.

Excellent. Thank you. Are there any books you recommend to understand implicit biases and/or any

books you recommend to understand minority experiences growing up in the United States?

Absolutely. I love reading. I am an avid reader I get a lot of information from books.

One of the books I would recommend first is *Miseducation of a Negro-- The Miseducation of a Negro,* and I have the book here with me, by Carter G Wilson. It's an older book I'm sure is not in republication, but I'm sure you can find a copy on Amazon.

And that particular book talks about where biases began, and not just one perspective. So it's not just speaking from white people look at Black people this way. But it's literally why Black people look at other Black people the way that they do.

One of the surveys that he gives-- I alluded to it in the webinar. In the beginning of the book, he surveyed Black individuals at this time-- and this is back in the late in the early, early '60s. And the question that he asked was, if you had a life or death situation, you needed to have a heart transplant, would you choose a white cardiologist or a black cardiologist? And over 90% of the Black people that he surveyed said, I would choose a white cardiologist.

And so he goes into talking about conditioning over time, that we were taught white is better, Black is inferior. And we saw that through laws. We saw that through history. And so unfortunately, African-Americans took on that, and they went through where he talks about skin complexion and how African-Americans tried to make their skin lighter.

And so it really talks a lot about biases of a group of people. So check that out. It's a great book.

Another one is called *The New Jim Crow, Mass Incarceration in the Age of Colorblindness.* And that's by Michelle Alexander. Again, that's *The New Jim Crow, Mass Incarceration in the Age of Colorblindness* by Michelle Alexander. Again, that speaks to biases.

And then lastly, one of my favorites is "Letter from a Birmingham Jail" by Martin Luther King. "Letter from the Birmingham Jail" by Martin Luther King, Jr., is a good one. There's many others, but those are some just immediate reads that. I would recommend.

OK, great. Another question-- how do microaggressions relate to implicit bias?

I think microaggression is not just privy to implicit bias. I think that's all around. With microaggression, it just shows that you're not empathetic to really find out what it is. And so in order to really make change, and to push past ignorance and what we see, we have to have empathy.

Microaggression shows that you have lack of empathy. And so even if we don't feel the pain of our neighbors, if we don't feel the pain of our co-workers, we have to be empathetic to what they're dealing with, and seek to understand. Seeking to understand would help build communities, and stop building divisions and battles. And so it just shows lack of empathy.

Great. With the defund the police movement, there are active efforts to remove law enforcement from community engaging settings and opportunities, such as the schools. What do you think about this issue, and do you have any other ideas of where police can be involved in the community?

Absolutely. I don't want to get too political. I'm not one for defunding the police, especially from a federal perspective, because each community knows what their community needs. So it has to be a local decision on how budgeting will take place.

One of the biggest things I want to see is more police officers in schools, not to arrest, not to stand next to metal detectors, but in the schools because of programming. We need more programs that police officers can get involved in. Even in my own city, I've seen budgets being cut where we saw a huge increase of community work from police officers. And they were doing great, and the numbers were excellent.

But then, of course, budget came in, and programs were cut. I think the police athletic league is a great opportunity for budgeting. It really allows police officers to show their human side and get to know youth.

I think more programs that will put police officers not just in high schools and middle schools, but in elementary schools as a friendly servant to the programs. I don't know-- everyone's represented from different cities. But school resource officers is something that's very needed, again, not just as a way of responding to individuals that may be in crime activity like drugs.

But also I would love to see police officers there because of programs. Having classes with students. Talking with them about life skills. Talking to them about careers in criminal justice.

And so I think there's an opportunity for funding with police with school. And I'm not for defunding from a federal. It has to be a local decision.

Excellent Thank you. What are the most effective strategies in impacting change in systemic bias?

There's so much. We touched on a lot of it in the presentation. But I think one of the things for sure is education. And that's on all parts.

I know colleagues-- especially during this time, my phone has been ringing nonstop. And this is friends and colleagues of different ethnicities that want education. They want books. They want to read. And they were really surprised at what is truly history, because we don't teach all of history in the public school system.

And so if we really want to work toward debunking bias, and moving the pendulum toward looking at individuals and being empathetic of certain groups and understanding the struggles, we've got to teach all of our history. Because if we understand all of the history, there will be a different lens we use when we see certain individuals. There's another book I didn't mention, but it talks about the Tulsa burning and what happened there. And again, colleagues of my had no idea about what happened.

I know it because I studied history. Actually, my minor in college was African-American history. And so I think it's important that we begin to look at history. It is a painful history, but we have to research it. We have to look at it, because it would give us a clear understanding of why we are where we are today.

And so again, I don't have time today. But if we look at the Jewish community and the Holocaust, it's taught. Germany knows what the Holocaust, even though they may have not lived it. And so I think it's important in the United States that we really talk about the history of slavery, the history of Jim Crow laws, Fair Housing Act. And it really will help us understand some of the conditions that we're seeing today.

What was the difference between implicit bias and being culturally competent?

Oh, that's a good question-- implicit bias and culturally competent. I don't see those as synonyms or the same. Implicit bias is truly how you see individuals based on experiences that, in some cases, may or may not be true. Cultural competency allows you to understand cultures. And if you really truly understand cultures, you'll see similarities in all of them.

OK, great. Just a couple more. What is the next step in creating change in implicit bias beyond training?

Taking information and taking it back to your organization. I love that question. We need everyone thinking in that frame. Taking information from this webinar, from other webinars-- the National Criminal Justice Institute has a series of webinars. Taking notes, strategizing, meeting with you or your team members and saying what can we do, what can we offer.

Even the organization I'm with, Pace Center for Girls, we're currently working on a national-- we have a national organization. So we have centers all over the US. And we're currently working on racial equity initiatives.

So really taking the information and saying what initiatives can we start? What programs can we start? And it starts a little at a time.

It can be community conversations. It can be courageous conversations. But really doing something when you go back to your organization and saying, hey, I attended this webinar. It really touched me in a way, or it gave me some ideas. I had an aha moment, and here's how I want to move forward.

I would love your input. I would love your buy-in. And taking something back that can begin those courageous conversations with co-workers.

And here's why. When we return to our homes, typically your home is not the most diverse place. And I said typically, your neighborhoods are typically-- you're living in the house with individuals that have the same ideologies, religions, understandings, beliefs-- typically majority.

We know it's not every case. I don't want to sound biased. It's not every case. But when we are in our place of work, typically, we are working with diverse individuals that don't have our same experiences, that don't have our same thoughts. And so what better place than in your place of work to have these courageous conversations-- to begin programs that can implement racial equity and understanding?

And so I encourage you to take anything you can get from today, and other classes that you may have been a part of or what you saw, and say, hey, I want to start this. Again, in my organization, we did Zoom calls. We had everyone it was volunteer sign up, and we did culture conversations, culture talks. And we just had a couple of conversation starters. And everyone just began to talk about how they feel about.

At that time, there were a lot of protests going on. And so we just had these really courageous conversations. And there were people in the calls that had very different vantage points. But we walked away with a greater respect for each other. And so take your information back to your organizations and come up with something that can begin to work toward this movement of debunking bias and staying away from explicit bias.

Excellent. Thank you. This is not a question, but rather a statement from an audience member. He

states, I love that you are sharing this information.

I feel so many of us have been taught misinformation. And I appreciate you laying it out clearly and dispelling a lot of the lies we've been told as a society. Thank you.

Oh, awesome.

With that, thank you again, Tekoa. This concludes the question and answer portion of the webinar.

Oh, you're welcome. Thank you.

Yeah. I'd like to thank Tekoa Pouerie a final time for her time and insight on this important topic. If you are interested in additional training, please visit NCJTC.org for a listing of upcoming training opportunities, or to review on-demand online training. Thank you for joining us today, and have a great day.