Assessment of Faculty and Staff Perceived Knowledge and Confidence Through Implicit Bias Training

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Objective

To assess the perceived change in knowledge, comfort with, and behaviors related to aspects of diversity, equity, and inclusion of faculty and staff in the School of Pharmacy and Health Professions (SPAHP) after participating in a required implicit bias training.

Methods

In Spring 2021, all faculty and staff (n=153) in SPAHP attended a one-hour, online synchronous implicit bias training. A pre-training survey assessed perceived knowledge of implicit bias and cultural humility; confidence in creating an inclusive workplace/classroom; and comfort in addressing bias in the workplace/classroom. All items used a four-point Likert scale response.

Post-training, participants were sent a survey with two additional questions asking respondents to explain their response to items about creating an inclusive workplace/classroom and comfort level in addressing bias in the workplace/classroom.

Likert responses were dichotomized, combining the two more positive responses and the two more negative responses. All responses were anonymous, which did not allow for analysis of paired data. Dichotomized pre- and post-survey data were compared using a chi-square test with a significance value set at p<.05.

Open-ended data were analyzed using a thematic analysis process with two researchers individually coding, forming larger categories of similar codes, and identifying themes describing relationships between larger categories. A third researcher provided validation by reviewing themes and challenging findings that were resolved through group discussion.

Pre-training: One word to describe climate related to diversity, equity, and inclusion in SPAHP

Results

A total of 119 faculty and staff (77.8% response rate) completed the pre-training survey and 70 (45.8% response rate) completed the post-training survey. There was a statistically significant positive shift from pre- to post-survey responses. In the pre-survey, 52.1% (n=62) of respondents indicated being familiar/very familiar with implicit bias and the effects it can have on others. This significantly increased to 91.4% (n=64) in the post-survey (p<.001). In the pre-survey, 36.9% (n=44) of respondents indicated being familiar/very familiar with the concept of cultural humility. This significantly increased to 81.5% (n=57) in the post-survey (p<.001).

Table 1. What is your level of familiarity and awareness of implicit bias and the effects it can have on others?

	Pre	Post
Very familiar	10 (8.4)	24 (34.3)
Familiar	52 (43.7)	40 (57.1)
Somewhat familiar	49 (41.2)	6 (8.6)
Unfamiliar	8 (6.7)	0 (0)

Table 2. How familiar are you with the concept of cultural humility?

	Pre	Post
Very familiar	6 (5.0)	13(18.6)
Familiar	38 (31.9)	44 (62.9)
Somewhat familiar	44 (37.0)	12 (17.1)
Unfamiliar	31 (26.1)	1 (1.4)

Results cont.

In the pre-survey 66.4% (n=79) of respondents indicated being confident/very confident in their ability to create an inclusive workplace/classroom. This significantly increased to 84.3% (n=59) in the post-survey (p=.007).

Table 3. How confident are you in your ability to create an inclusive environment in your workplace/classroom?

	Pre	Post
Very confident	18 (15.1)	21 (30.0)
Confident	61 (51.3)	38 (54.3)
Somewhat confident	36 (30.3)	11 (15.7)
Not confident	4 (3.4)	0 (0)

When asked to explain their response, the following themes emerged:
1) improved understanding and awareness of implicit bias
2) committed to more learning
3) already capable of creating an inclusive environment
4) challenges or worries remain

In the pre-survey 54.7% (n=65) of respondents indicated being comfortable/very comfortable in speaking up when they observe bias in their workplace/classroom. This significantly increased to 81.5% (n=57) in the post-survey (p<.001).
When asked to explain their response, the following themes emerged:
1) feel unsafe in speaking up
2) personal factors affect confidence
3) better understanding of strategies
4) belief and importance of addressing bias

Conclusion

The required implicit bias training was successful in increasing perceived knowledge of implicit bias and cultural humility, confidence in creating an inclusive environment, and comfort in addressing bias. SPAHP will continue requiring implicit bias training for all new faculty and staff and will continue integrating additional diversity, equity, and inclusion development opportunities.