

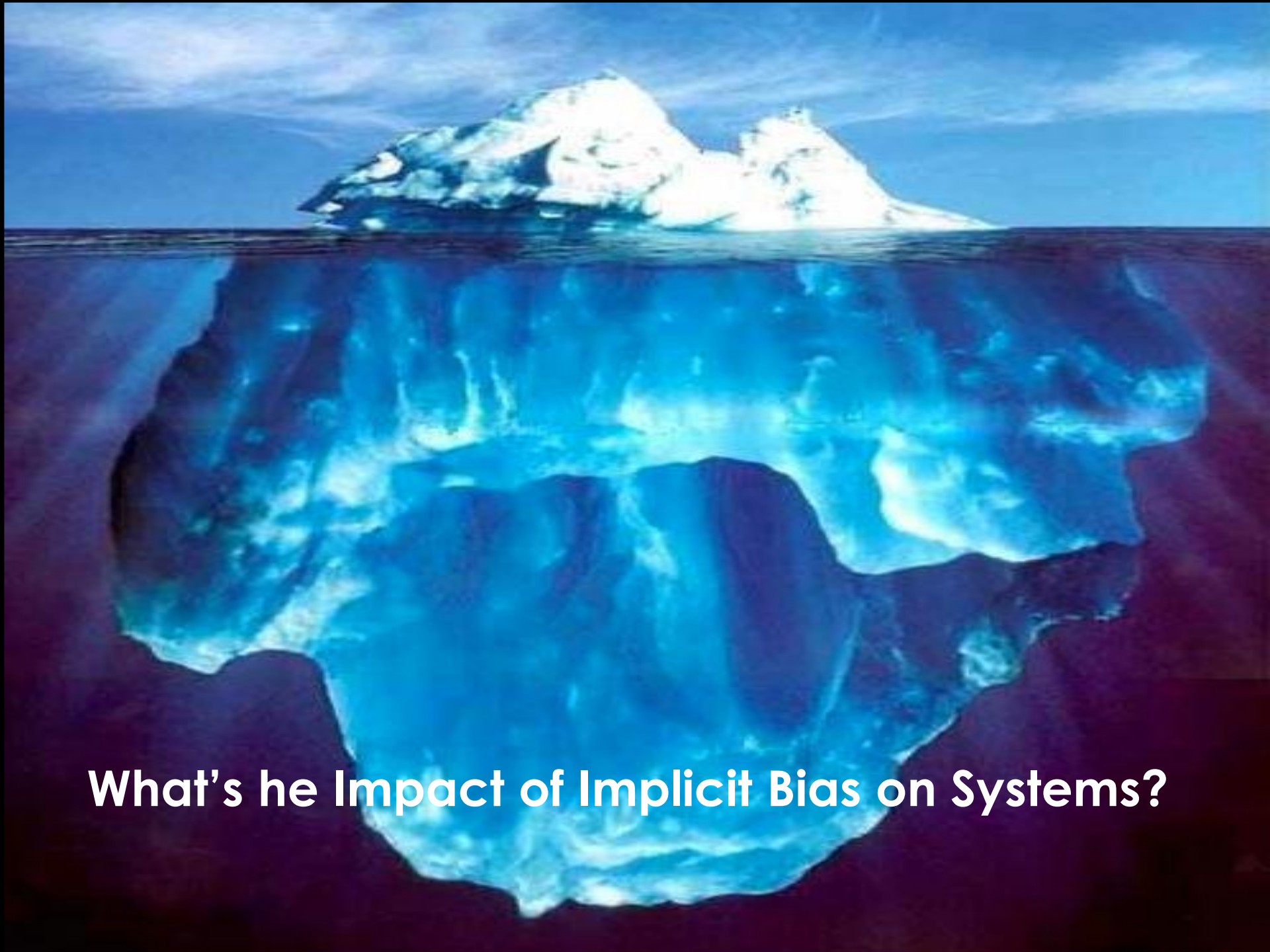
# ***Let's Talk: Implicit Social Cognition (The Pros and Cons of Autopilot)***

**North Carolina Commission on the Administration of Law and Justice: Public Trust and Confidence Committee**

**November 17, 2015**

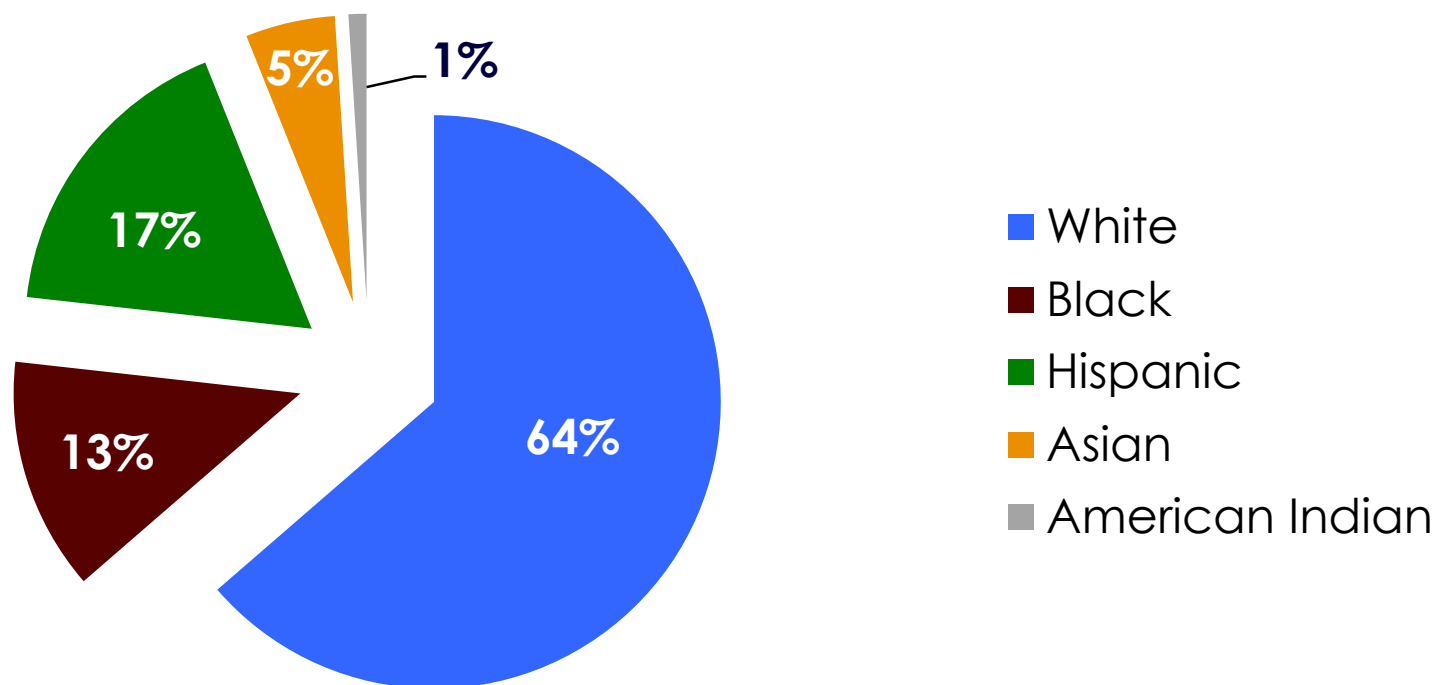


**Louis Trosch, Jr., District Court Judge, 26th Judicial District**



**What's the Impact of Implicit Bias on Systems?**

# United States Population Demographics, 2010



A close-up photograph of a man in a dark suit, white shirt, and patterned tie. He is holding a small white card in his right hand, which has the word "Employment" written on it in a bold, black, sans-serif font. The background is plain white.

**Employment**

# Employment: National Study by NBER, Harvard, and Chicago



## “Are Emily and Greg More Employable than Lakisha and Jamal?”

Respond to ~1,300 employment ads

- Sales, administrative support, clerical, and customer services job categories

Submit ~5,000 resumes.

- Variation in experience and job history

Randomly assign White-sounding names and Black-sounding names

- White examples: Emily Walsh or Greg Baker; African-American examples: Lakisha Washington or Jamal Jones

# NBER

National Bureau of Economic Research



## HARVARD

Faculty of Arts and Sciences

DEPARTMENT OF ECONOMICS

# CHICAGO BOOTH

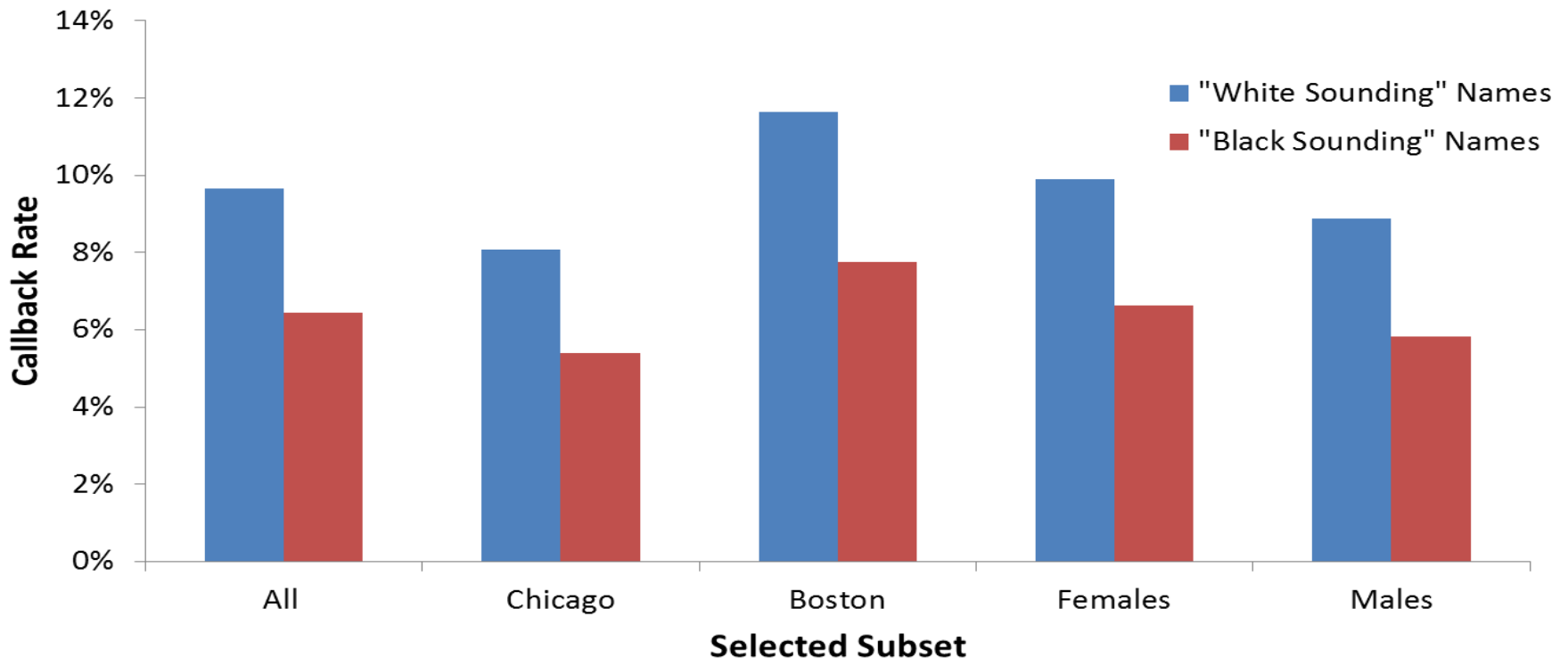


The University of Chicago Booth School of Business

# “White” resumes were called back at almost twice the rate of “Black” ones



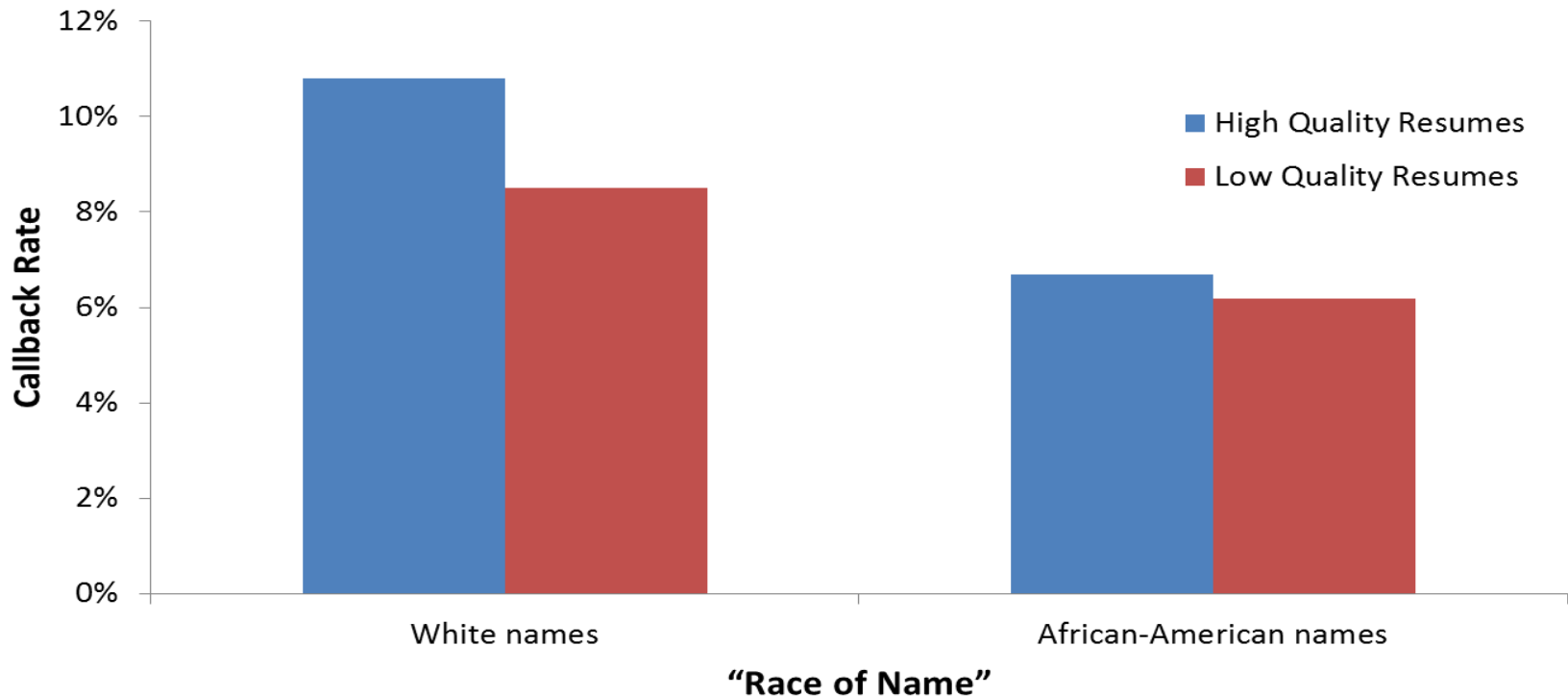
Callback Rates by "race of name," geography, and gender



# Low quality “White” resumes receive more callbacks than high quality “Black resumes”



Callback Rates by "Race of Name" and Resume Quality

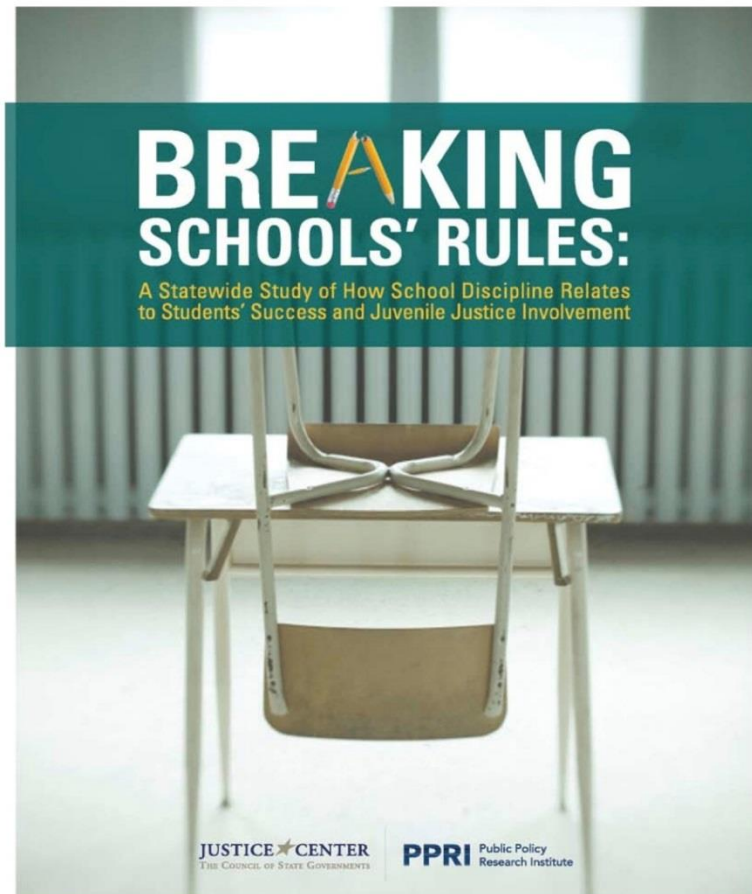




**Education**



# Education: National Statistics – Breaking Schools’ Rules (Council of State Governments, 2011)

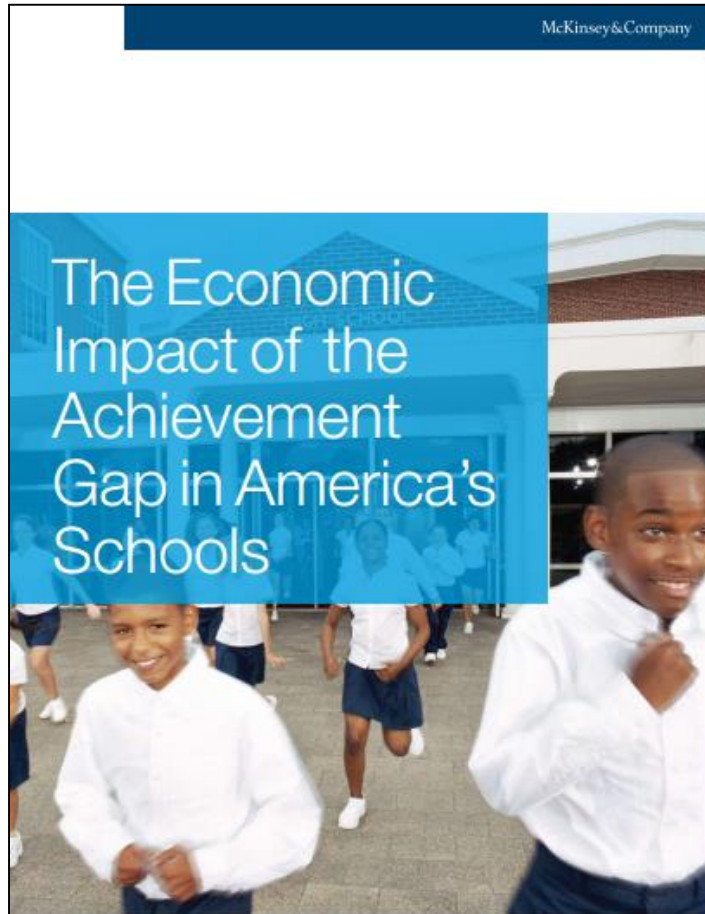


White, Hispanic, & Black students were removed from school for mandatory violations at comparable rates

Only 3% of the disciplinary actions were for mandated violations; the remainder were discretionary

Black students had a 31% higher likelihood of disciplinary action when compared with otherwise identical White and Hispanic students committing the same behaviors

# Income or SES cannot account for racial inequity (education)



McKinsey & Company's Social Sector Practice:  
“While independent racial and income achievement gaps exist, whites significantly outperform black and Latino students at each income level

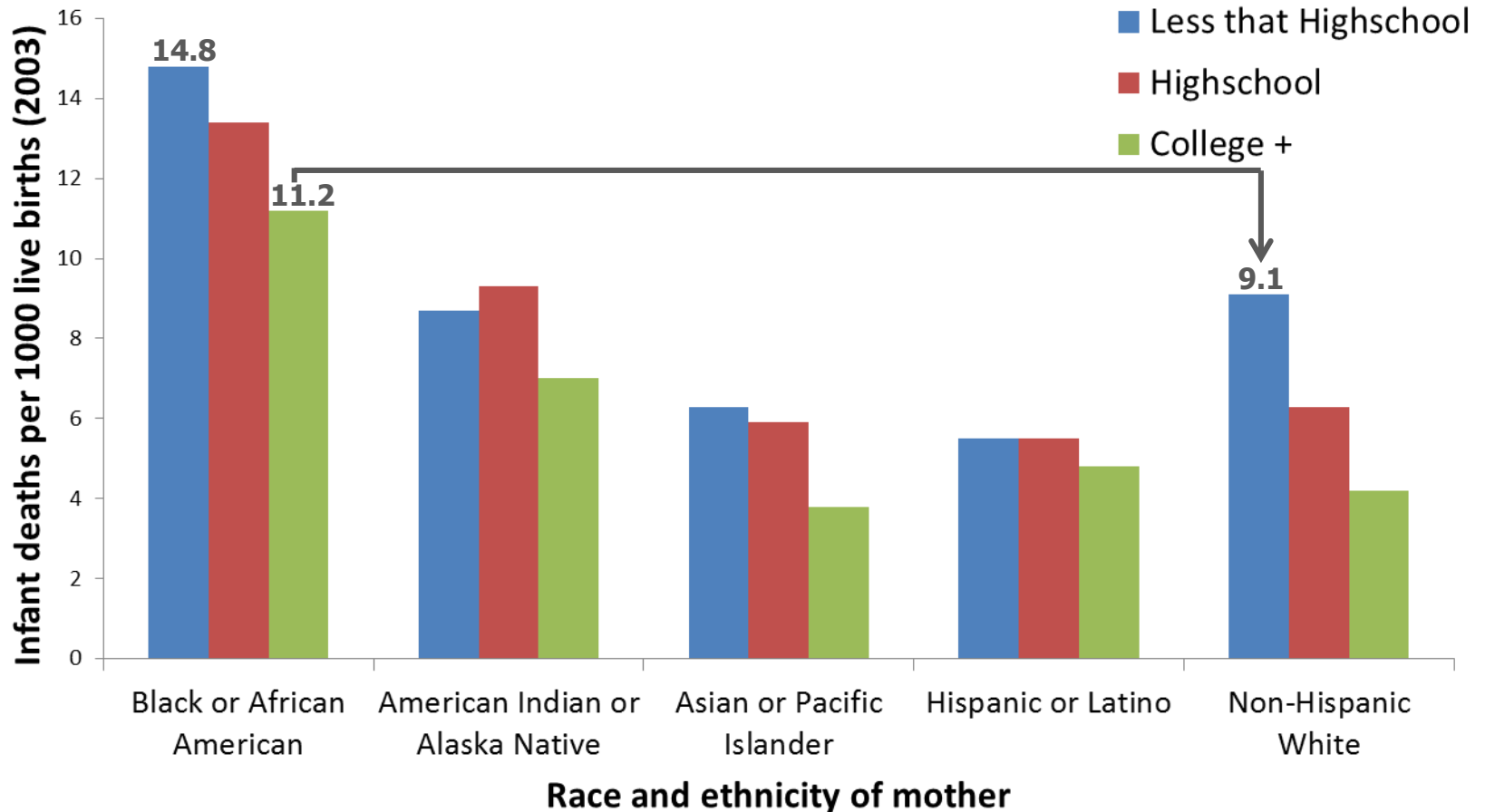
Using regression analysis, both income and race independently influence a student's achievement score, as well as factors not explained by demographics”

McKinsey&Company

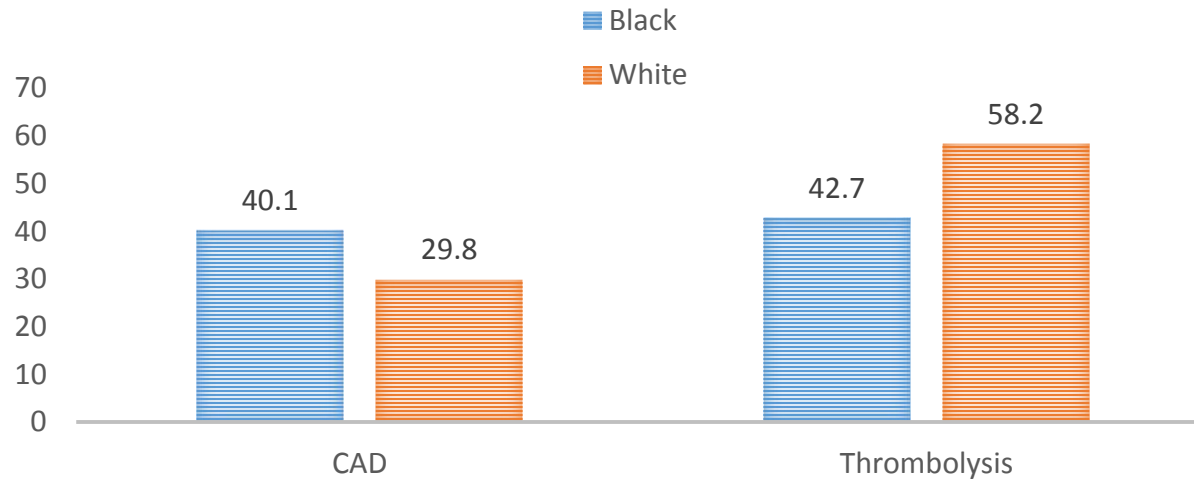


**Health**

# White mothers without high school have better birth outcomes than Black mothers with college



# *Selective Prescriptions*



Source: Green (2006).