The following reports represent the work of the subcommittees of the Unconscious Bias Task Force:

1. Research and literature surrounding unconscious bias, pages 2-13
2. UB training and initiatives that are currently happening at RIT, pages 14-23
3. UB training and initiatives that are happening at other universities, pages 24-39
4. Other components (beyond traditional training) that can increase UB awareness, pages 40-56
# REPORT #1: Research and literature surrounding unconscious bias

**Members:** Margaret Bailey, Renee Baker, LaVerne McQuiller, Laura Tubbs

## Definitions

- **Unconscious bias** refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences. *(Equality Challenging Unit, p.1)*

- **Implicit bias** refers to the same area, but questions the level to which these biases are unconscious especially as we are being made increasingly aware of them. Once we know that biases are not always explicit, we are responsible for them. We all need to recognize and acknowledge our biases and find ways to mitigate their impact on our behavior and decisions. *(Equality Challenging Unit, p.1)*

- Fazio and Olssen (2003) define implicit bias as automatic responses based on unconscious motivators that exist outside of awareness.

## A Few Characteristics of Implicit Biases *(Kirwin Institute Report, p.17)*

- Implicit biases are pervasive and robust (Greenwald, McGhee, & Schwartz, 1998; Kang, et al., 2012; Kang & Lane, 2010; Nosek, Smyth, et al., 2007). Everyone possesses them, even people with avowed commitments to impartiality such as judges (Rachlinski, Johnson, Wistrich, & Guthrie, 2009).

- Implicit and explicit biases are generally regarded as related but distinct mental constructs (Dasgupta, 2013; Kang, 2009; Wilson, Lindsey, & Schooler, 2000). They are not mutually exclusive and may even reinforce each other (Kang, et al., 2012). Some research suggests that implicit attitudes may be better at predicting and/or influencing behavior than self-reported explicit attitudes (Bargh & Chartrand, 1999; Beattie, Cohen, & McGuire, 2013; Ziegert & Hanges, 2005). Moreover, some scholars suggest that implicit and explicit attitudes should be considered in conjunction in order to understand prejudice-related responses (Son Hing, Chung-Yan, Hamilton, & Zanna, 2008).

- The implicit associations we hold arise outside of conscious awareness; therefore, they do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse (Beattie, et al., 2013; Graham & Lowery, 2004; Greenwald & Krieger, 2006; Kang, et al., 2012; Reskin, 2005).

- We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup (Greenwald & Krieger, 2006; Reskin, 2005). This categorization (ingroup vs. outgroup) is often automatic and unconscious (Reskin, 2000).
• Implicit biases have real-world effects on behavior (see, e.g., Dasgupta, 2004; Kang, et al., 2012; Rooth, 2007).

• Implicit biases are malleable; therefore, the implicit associations that we have formed can be gradually unlearned and replaced with new mental associations (Blair, 2002; Blair, Ma, & Lenton, 2001; Dasgupta, 2013; Dasgupta & Greenwald, 2001; Devine, 1989; Kang, 2009; Kang & Lane, 2010; Roos, Lebrecht, Tanaka, & Tarr, 2013).

Debiasing Strategies (Kirwin Institute Report, pp. 20-21)

Given that biases are malleable and can be unlearned, researchers have devoted considerable attention to studying various debiasing techniques in an effort to use this malleability property to counter existing biases. Debiasing is a challenging task that relies on the construction of new mental associations, requiring “intention, attention, and time” (Devine, 1989, p. 16). Banaji and Greenwald use the analogy of a stretched rubber band when discussing how debiasing interventions must be consistently reinforced. They write, “Like stretched rubber bands, the associations modified … likely soon return to their earlier configuration. Such elastic changes can be consequential, but they will require reapplication prior to each occasion on which one wishes them to be in effect” (Banaji & Greenwald, 2013, p. 152). Emphasizing the need for repeated practice and training, others assert these new implicit associations may stabilize over time (Glock & Kovacs, 2013).

Moreover, debiasing is not simply a matter of repressing biased thoughts. Research has indicated that suppressing automatic stereotypes can actually amplify these stereotypes by making them hyper-accessible rather than reducing them (Galinsky & Moskowitz, 2000, 2007; Macrae, Bodenhausen, Milne, & Jetten, 1994). Several approaches to debiasing have emerged, yielding mixed results. Among those for which research evidence suggests the possibility of successful debiasing outcomes include:

• Counter-stereotypic training in which efforts focus on training individuals to develop new associations that contrast with the associations they already hold through visual or verbal cues (see, e.g., Blair, et al., 2001; Kang, et al., 2012; Kawakami, Dovidio, Moll, Hermsen, & Russin, 2000; Wittenbrink, Judd, & Park, 2001)

• Another way to build new associations is to expose people to counter-stereotypic individuals. Much like debiasing agents, these counterstereotypic exemplars possess traits that contrast with the stereotypes typically associated with particular categories, such as male nurses, elderly athletes, or female scientists (see, e.g., Dasgupta & Asgari, 2004; Dasgupta & Greenwald, 2001; Kang & Banaji, 2006).

• Intergroup contact generally reduces intergroup prejudice (Peruche & Plant, 2006; Pettigrew, 1997; Pettigrew & Tropp, 2006). Allport stipulates that several key conditions are necessary for positive effects to emerge from intergroup contact, including individuals sharing equal status and common goals, a cooperative rather than competitive environment, and the presence of support from authority figures, laws, or customs (Allport, 1954).

• Education efforts aimed at raising awareness about implicit bias can help debias individuals. The criminal justice context has provided several examples of this technique, including the education of judges (Kang, et al., 2012; Saujani, 2003) and prospective jurors (Bennett, 2010; Roberts, 2012).
“My Brilliant (White Male) Professors” (March 4, 2016 by Scott Jaschik) - Study finds students are more likely to use certain words of praise when describing professors who are men or who are in fields with few female and black scholars.

For years, critics have pointed to flaws in the reliability of RateMyProfessors, which remains popular with many students. As far back as 2006, for example, a study found that students gave the highest ratings to professors seen as easy graders or good-looking.

But a new study raises the possibility that students are not equal opportunity in what they write in their anonymous reviews. And while those reviews may not be used officially, they can easily reflect what students write on their official evaluations of faculty members.

The new study, published in *PLOS ONE*, found that students were two to three times more likely to use the words "brilliant" or "genius" to describe male professors as they were to describe female professors. Further, the study found that the professors most likely to be called one of those terms were in disciplines -- such as physics and philosophy -- with relatively few female or black professors.


### Controlling bias-negative consequences


Abstract: Although prejudice-reduction policies and interventions abound, is it possible that some of them result in the precise opposite of their intended effect--an increase in prejudice? We examined this question by exploring the impact of motivation-based prejudice-reduction interventions and assessing whether certain popular practices might in fact increase prejudice. In two experiments, participants received detailed information on, or were primed with, the goal of prejudice reduction; the information and primes either encouraged autonomous motivation to regulate prejudice or emphasized the societal requirement to control prejudice. Ironically, motivating people to reduce prejudice by emphasizing external control produced more explicit and implicit prejudice than did not intervening at all. Conversely, participants in whom autonomous motivation to regulate prejudice was induced displayed less explicit and implicit prejudice compared with no-treatment control participants. We outline strategies for effectively reducing prejudice and discuss the detrimental consequences of enforcing anti-prejudice standards.

### Bias literacy intervention for faculty and administrative staff


Abstract: The National Science Foundation and others conclude that institutional transformation is required to ensure equal opportunities for the participation and advancement of men and women in academic science, technology, engineering, mathematics, and medicine (STEMM). Such transformation requires changing the habitual attitudes and behaviors of faculty. Approaching implicit bias as a
remediable habit, we present the theoretical basis and conceptual model underpinning an educational intervention to promote bias literacy among university faculty as a step toward institutional transformation regarding gender equity. We describe the development and implementation of a Bias Literacy Workshop in detail so others can replicate or adapt it to their setting. Of the 220 (167 faculty and 53 nonfaculty) attendees from the initial 17 departments/divisions offered this workshop, all 180 who completed a written evaluation found the workshop at least “somewhat useful” and 74% found it “very useful.” Over 68% indicated increased knowledge of the workshop material. Of the 186 participants who wrote a commitment to engage in new activities to promote gender equity, 87% incorporated specific workshop content. Twenty-four participants were interviewed 4 – 6 months after attending the workshop; 75% of these not only demonstrated increased bias awareness, but described plans to change— or had actually changed— behaviors because of the workshop. Based on our sample of faculty from a Midwestern university, we conclude that at least one third of STEMM faculty who are invited will attend a 2.5-hr Bias Literacy Workshop, that nearly all will find it useful, and that most will complete a written commitment to promoting gender equity. These findings suggest that this educational intervention may effectively promote institutional change regarding gender equity.

Art of Hosting Meaningful Conversations Training—Implicit Bias, From July 29-31, 2013, a group of Ohio State and staff participated in a training on the Art of Hosting Meaningful Conversations. The training introduced participants to a range of powerful methods for harnessing collective wisdom and engaging in meaningful conversations with an eye toward change. Structured as a three-day residential retreat, participants were empowered to host and design meaningful conversations within their own parts of the university community. In particular, the training emphasized meaningful conversations implicit bias, reflecting on the questions participants had about implicit bias and the ways in which a fuller understanding of this phenomenon can help them in a workplace setting and beyond. This event was sponsored by The Women’s Place at Ohio State.

Kirwan Institute for the Study of Race and Ethnicity: State of the Science: Implicit Bias Review 2014, Cheryl Staats, Research Associate II, with funding from the W. K. Kellogg Foundation, Ohio State University, pp. /KirwanInstitute

The Kirwan Institute on Implicit Bias

“As a university-wide, interdisciplinary research institute, the Kirwan Institute for the Study of Race and Ethnicity works to deepen understanding of the causes of—and solutions to—racial and ethnic disparities worldwide and to bring about a society that is fair and just for all people. Our research is designed to be actively used to solve problems in society. Research and staff expertise are shared through an extensive network of colleagues and partners, ranging from other researchers, grassroots social justice advocates, policymakers, and community leaders nationally and globally, who can quickly put ideas into put ideas into action.”

Known as the Implicit Bias Collaborative, this group organizes various events and programs designed to foster and further a university-wide conversation about implicit bias, thereby cultivating a work and educational environment that supports equity and dignity for all. Efforts spearheaded by members of this collaborative have already produced several successful and informative events since its launch in mid-2013. In the hopes of inspiring other entities seeking to share implicit bias research within their respective institutions, a few of these events are highlighted in call-out boxes periodically throughout this Review document. The OSU Implicit Bias Collaborative includes representatives from the Office of Diversity and Inclusion, the Diversity and Identity Studies Collective (DISCO), Gender Initiatives in STEMM, Office of Human Resources, the Kirwan Institute for the Study of Race and Ethnicity, the OSU Center for Ethics and Human Values, Project CEOS: Comprehensive Equity at Ohio State, The Women’s Place, University Senate Diversity Committee, and the Ohio State University Wexner Medical Center.
Race

a) Student Interventions


Abstract: This study examines the influence of various educational interventions in higher education on students' racial bias. The author reviews studies in four principle domains: multicultural courses, diversity workshops and training, peer-based interventions, and service-based interventions. He pays particular attention to the varied approaches, measures, and research designs used to assess the effectiveness of interventions. He concludes with specific recommendations for improving the quality of intervention studies, suggests a conceptual model for explaining student change, and points out gaps in the extant knowledge base.


Abstract: The Implicit Association Test (IAT) is a popular means of examining “hidden” biases. However, some express concerns about classroom use of the IAT, citing students' potentially negative affective reactions to taking the IAT and discovering their implicit biases. To investigate the validity of this criticism, 35 social psychology students completed affect measures after taking and discussing the Race IAT. Students reported more positive than negative affect both immediately after taking the IAT and 1 week later. They also reported greater awareness of their own and others' implicit racial biases, knowledge of implicit processes, and perceived value of the IAT demonstration.


Abstract: This study examined the impact of multicultural training on multicultural counselling competencies and implicit racial prejudice. Results of a multilevel modelling analysis showed that only the multicultural counselling course was related to a decrease in implicit racial prejudice and an increase in cultural self-awareness. Implications for multicultural training are discussed.

Kirwan Institute for the Study of Race and Ethnicity: State of the Science: Implicit Bias Review 2014, Cheryl Staats, Research Associate II, with funding from the W. K. Kellogg Foundation, Ohio State University, pp. /KirwanInstitute

b) Mentoring

Evidence of Racial, Gender Biases Found In Faculty Mentoring (Shankar Vedantam is a science correspondent for NPR. The focus of his reporting is on human behavior and the social sciences, and how research in those fields can get listeners to think about the news in unusual and interesting ways).

Bias of Faculty in Lucrative Professions, Research found faculty in academic departments linked to more lucrative professions are more likely to discriminate against women and minorities than faculty in fields linked to less lucrative jobs. [http://www.npr.org/2014/04/22/305814367/evidence-of-racial-gender-biases-found-in-faculty-mentoring](http://www.npr.org/2014/04/22/305814367/evidence-of-racial-gender-biases-found-in-faculty-mentoring)
Another trend that has begun to appear in the academic literature is the publication of implicit racial bias articles that extend beyond the typical Black-White paradigm. Several recent studies have featured groups other than Blacks and Whites, most notably Latinos and Asians. For example, Irene V. Blair and colleagues’ work on implicit racial bias among health care providers included the experiences of Latino patients (Blair, Havranek, et al., 2013; Blair, Steiner, et al., 2013). Ditonto, Lau, and Sears included a Latino sample in their exploration of how implicit racial attitudes influenced political behavior in the 2008 presidential election (Ditonto, et al., 2013). Sadler et al. expanded the research shooter bias by including Latino and Asian targets in the shoot/don’t shoot simulations (Sadler, et al., 2012). Finally, Garza and Gasquoine explored the implicit prejudices of a specific subset of Latinos, Mexican Americans (Garza & Gasquoine, 2013). This addition of new racial and ethnic groups to the implicit bias literature represents both a natural progression and needed expansion of knowledge.

More specifically, two articles published in 2013 investigated how implicit racial biases may be reduced through individuals seeing themselves (or representations thereof) in different skin. First, with video games as an inspiration, Peck et al. used immersive virtual reality to create an illusion in which participants’ bodies appeared to have a different skin color. Specifically, they found that when light-skinned female participants of Spanish origin embodied a dark-skinned avatar, their implicit bias against dark-skinned people decreased (Peck, Seinfeld, Aglioti, & Slater, 2013). Conversely, other skin tones, such as the embodiment of alien-like purple skin tone, the embodiment of light skin, or a non-embodied dark-skinned figure did not change participants’ implicit biases. The authors caution that further research is needed, as the variable ‘nervous’ appeared to mediate some of the findings. Nevertheless, the work by Peck et al., provides a notable contrast to previous immersive virtual environment research in which the embodiment of Black avatars was associated with greater implicit racial bias rather than less (Groom, Bailenson, & Nass, 2009).

Second, research by Maister et al. employed a unique approach in which a rubber hand illusion was used to deliver multisensory stimulation to light-skinned Caucasian participants. This technique prompted participants to feel as though the dark-skinned rubber hand they saw was actually their real hand. Researchers found that experiencing ownership over a dark-skinned hand decreased the implicit racial biases of the light-skinned Caucasian participants (Maister, Sebanz, Knoblich, & Tsakiris, 2013). These novel research designs employed by Peck, Maister, and their respective research teams are a testament to the creative approaches implicit bias scholars are embracing to shed further light on the operation of this cognitive phenomenon. In their own ways, both of these studies transform group affiliation, blurring the lines between “the self” and “the other.” Maister and colleagues capture the underlying principles of these two studies well when they write, “These findings suggest that an increase in overlap between the self and other, induced by a change in body representation, was able to alter the perceived boundaries between ingroup and outgroup to modulate high-level social attitudes” (Maister, et al., 2013, p.176). Peck et al. share a similar sentiment regarding this strain of research. They state that being able to transfer someone to a different in-group can be a powerful technique for transforming individuals’ group affiliations (Peck, et al., 2013).

**Gender**

a) Women Faculty

Abstract: Issues surrounding gender discrimination have been addressed over the past 40 years with various pieces of legislation and federal policies that have made such discrimination illegal. The number of women in higher education as students and faculty has steadily increased since the 1950s, though only in certain disciplines and in the lower faculty ranks, especially in many of the STEM disciplines (defined by the National Science Foundation as Biological Sciences; Computer and Information Science and Engineering; Engineering; Geosciences; Mathematics and Physical Sciences; Social, Behavioral and Economic Sciences; and Education and Human Resources). Why is this? This article reviews the literature regarding one possible reason for this exception: unconscious bias or gender schemas. Possible solutions are presented that can help overcome the bias experienced and perceived by female faculty in institutions of higher education in the United States.

b) Bias In Hiring


Abstract: Despite efforts to recruit and retain more women, a stark gender disparity persists within academic science. Abundant research has demonstrated gender bias in many demographic groups, but has yet to experimentally investigate whether science faculty exhibit a bias against female students that could contribute to the gender disparity in academic science. In a randomized double-blind study (n = 127), science faculty from research-intensive universities rated the application materials of a student—who was randomly assigned either a male or female name—for a laboratory manager position. Faculty participants rated the male applicant as significantly more competent and hireable than the (identical) female applicant. Faculty participants also selected a higher starting salary and offered more career mentoring to the male applicant. The gender of the faculty participants did not affect responses, such that female and male faculty were equally likely to exhibit bias against the female student. Mediation analyses indicated that the female student was less likely to be hired because she was viewed as less competent. We also assessed faculty participants’ preexisting subtle bias against women using a standard instrument and found that preexisting subtle bias against women played a moderating role, such that subtle bias against women was associated with less support for the female student, but was unrelated to reactions to the male student. These results suggest that interventions addressing faculty gender bias might advance the goal of increasing the participation of women in science.


Abstract: The purpose of this study was to determine some of the factors that influence outside reviewers and search committee members when they are reviewing curricula vitae, particularly with respect to the gender of the name on the vitae. The participants in this study were 238 male and female academic psychologists who listed a university address in the1997 Directory of the American Psychological Association. They were each sent one of four versions of a curriculum vitae (i.e., female job applicant, male job applicant, female tenure candidate, and male tenure candidate), along with a questionnaire and a self-addressed stamped envelope. All the curricula vitae actually came from a real-life scientist at two different stages in her career, but the names were changed to traditional male and female names. Although an exclusively between-groups design was used to avoid sparking gender conscious responding, the
results indicate that the participants were clearly able to distinguish between the qualifications of the job applicants versus the tenure candidates, as evidenced by suggesting higher starting salaries, increased likelihood of offering the tenure candidates a job, granting them tenure, and greater respect for their teaching, research, and service records. Both men and women were more likely to vote to hire a male job applicant than a female job applicant with an identical record. Similarly, both sexes reported that the male job applicant had done adequate teaching, research, and service experience compared to the female job applicant with an identical record. In contrast, when men and women examined the highly competitive curriculum vitae of the real-life scientist who had gotten early tenure, they were equally likely to tenure the male and female tenure candidates and there was no difference in their ratings of their teaching, research, and service experience. There was no significant main effect for the quality of the institution or professional rank on selectivity in hiring and tenure decisions. The results of this study indicate a gender bias for both men and women in preference for male job applicants.

**Instruments**

- Association of American Medical Colleges (2010). [https://surveys.aamc.org/se.ashx?s=7C7E87CB561EC358](https://surveys.aamc.org/se.ashx?s=7C7E87CB561EC358)
- Juan Gilbert’s software called Applications Quest, see [http://www.ApplicationsQuest.com](http://www.ApplicationsQuest.com): “designed it for admissions, but it can be used in hiring, specifically, with respect to which candidates to invite for interviews. I can send you more information from the admissions side and I am happy to talk about it. The University of Florida is using my software to select their scholarship recipients”.
- Georgia Tech’s ADEPT tool for Tenure and Promotions: ADEPT provides case studies and various forms of reference material relevant to promotion and tenure evaluations. One of the primary goals of the instrument is to assist users in identifying forms of bias in evaluation processes to achieve fair and objective evaluations. The instrument is intended for use by:

  **CANDIDATES** coming up for promotion and tenure.

  **MEMBERS** of unit-level committees evaluating promotion and tenure cases in U.S. universities and colleges.

  **ADEPT Activities**
  - Supporting Research
  - ADEPT Team
  - PTAC

- Understanding Organizational Culture – Using the WISE Culture Analysis Tool. What is the Culture Analysis Tool?

Research has shown that organizational culture is a critical factor in why women do not join, or remain in, the STEM sectors. Our Culture Analysis Tool (CAT) is an online, anonymous questionnaire that has been developed specifically for the STEM sectors, to help you understand and benchmark the diversity and
inclusion culture in your organization. The CAT gives you qualitative and quantitative information on how much your employees know about your policies, practices, values and outcomes, and how well these are really working. Our experienced consultants then provide an in-depth report with practical recommendations to sustain and improve diversity and inclusion in your organization. Confidentiality is of paramount importance throughout.

What will it do?

The CAT will reveal aspects of good practice that you can share with others and build upon for the future. It will also reveal hidden gender inequalities; unconscious bias and gender stereotyping that can affect your brand, workforce retention and return rates, employee engagement and workforce performance. The CAT will provide a baseline for you to kick-start or reassess your diversity and inclusion policy and plans. It can help revitalize dialogue about diversity and inclusion within your organization as a part of your talent management or employee engagement strategy. The output from the CAT can also form a benchmark for organizational culture.

The CAT can form part of your public sector equality impact assessment (if applicable), or evidence your good practice as a private sector company tendering for public sector contracts. Expert follow-on support is also available including training, development of mentoring and networks, recruitment advice and bespoke consultancy on all aspects of diversity and inclusion in STEM.

How does it work?

WISE provides an objective and confidential process by which the questionnaire is distributed by email. The integrity and independence of the WISE brand ensures a high degree of employee engagement. Completion of the questionnaire is encouraged within a two week window following which WISE will analyze the returned data and provide a full report on findings, trends and recommendations. The CAT can also be customized to your organization’s requirements.

What does it cost?

A typical CAT intervention is priced at £3,600 for WISE members and £4000 for non-members.


**Books**

**Intergroup Dialogue:** Deliberative Democracy in School, College, Community, and Workplace, David Louis Schoem, Sylvia Hurtado
University of Michigan Press, 2001 - Education - 363 pages

Intergroup dialogue represents a grassroots effort to meet one of the major challenges facing our democracy today: the lack of communication among diverse groups of people in schools, in communities, and in the workplace. By forging lines of communication among different elements of society, intergroup dialogue helps to create a more just, harmonious, and strong democracy.
*Intergroup Dialogue* is the most comprehensive study of intergroup dialogue to date, showcasing twelve in-depth case studies, offering critical perspectives, and exploring the foundation of such dialogue in democratic theory. The case studies are drawn from leading American organizations offering intergroup dialogue, including the Anti-Defamation League and the National Conference for Community and Justice, as well as several major universities and consultants to corporate America. Each case study presents a particular program's rationale, its details, an account of its successes, and evaluation data.

The pieces collected by David Schoem and Sylvia Hurtado will be of interest to community leaders, teachers, human resources managers, student affairs deans, and intergroup dialogue practitioners in the United States and abroad.

David Schoem is Faculty Director of the Michigan Community Scholars Program and teaches in the Sociology Department, University of Michigan. Sylvia Hurtado is Associate Professor of Higher Education, University of Michigan Center for the Study of Higher and Postsecondary Education.

**Possible speakers/trainings:**

- Diversity Edu (provides customized online training for students, faculty and staff and search committees) [http://www.diversityedu.com/](http://www.diversityedu.com/)

- Sonel Shropshire, JD, President of The Academic Network (TAN) (scheduled to host a talk to faculty and staff on April 13, 2016 at Binghamton University in NY; topics will include understanding when unconscious bias impacts campus relationships and seeing how unconscious bias influences the faculty/staff recruiting process). Bio - [http://www.zoominfo.com/p/Sonel-Shropshire/1054517210](http://www.zoominfo.com/p/Sonel-Shropshire/1054517210)

- Dr. Daryl Wung Sue (see You Tube Video), Implicit Bias And Micromessaging: The Macros Impact of Small Acts, Teachers College, Columbia (presentation at Stanford, January 20, 2015). [https://www.youtube.com/results?search_query=unconscious+bias+daryl+sue](https://www.youtube.com/results?search_query=unconscious+bias+daryl+sue)

- Dr. Brian A. Nosek Visits Ohio State; On October 22, 2013, OSU welcomed prominent implicit bias researcher Dr. Brian Nosek to campus. His presentation, “Mind bugs: The Ordinary Origins of Bias,” was a public lecture that was also telecasted to OSU’s regional campuses. In a lively and engaging manner, Dr. Nosek shared extensive information about implicit biases and how implicit influence our decision-making. Through a series of accessible and entertaining examples, he emphasized that we do not observe our mental operations; we only observe their outcomes. Dr. Nosek concluded his presentation by offering numerous practical steps for countering the influence of implicit biases in our lives, including the need for ongoing measurement and feedback, the importance of making assumptions explicit, and the significance of taking the time to slow down and make thoughtful, deliberate decisions. Dr. Nosek’s visit was sponsored by The Women’s Place, Office of Gender Studies, and Kirwan Institute.

Dr. Ben Reese, Vice President, Office for Institutional Equity; Benjamin Reese is vice president of the Office for Institutional Equity at Duke University and Duke University Health System and a licensed clinical psychologist. His office oversees diversity, inclusion, affirmative action/equal opportunity activities and harassment/discrimination prevention for the university and the health system. He is also an adjunct faculty member in the Department of Community & Family Medicine. Before assuming this role, Reese served as the assistant vice president for cross-cultural relations at Duke. For almost 40 years, Reese has worked as a consultant to educational institutions, profit and nonprofit corporations, and health care organizations in the areas of organizational change, conflict resolution, race relations, cross-cultural education, diversity and inclusion. Before moving to North Carolina, he was the associate executive director of the Fifth Ave. Center for Counseling and Psychotherapy in New York City, a practicing clinical psychologist, the ombudsperson for the Rockefeller Foundation, and founder and director of The Institute for the Study of Culture and Ethnicity in Manhattan. He has represented both the International Council of Psychologists and the World Federation for Mental Health (Non-Governmental Organizations) at the United Nations. He currently serves on the boards of Wake Technical Community College, the National of Diversity Officers in Higher (founding member and conference chair).

References

Equity Challenging Unit. http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/


List of references provided by Dr. D’Arcangelo (haven’t read through to determine applicability)


RIT’s Existing Initiatives Related to Unconscious Bias, Diversity and Inclusion

RIT is fortunate to have an existing set of initiatives related to climate, diversity, and fostering an inclusive environment, supported by dedicated faculty, staff and students. As part of our Strategic Plan, we strive for a campus climate of acceptance, civility, and collegiality, and an open invitation for our community to express their needs.

CENTER FOR WOMEN AND GENDER

- Committed “to promoting a campus community that is safe, equitable, and respectful of all members … fostering an educational environment in which all community members can be personally, academically, and professionally successful without regard to gender, racial/ethnic origins, sexual orientation, gender identity, socio-economic status, or spiritual beliefs.”
- Offers a variety of educational programs for students, faculty and staff throughout the year, designed to encourage critical thinking and open dialogue around issues of gender, student issues, and RIT community concerns.
- Services: counseling, advocacy services, wellness classes, consultations
- Signature events include the “Lighting the Way,” a welcoming ceremony showing support and appreciation for female first year and transfer students.

Q CENTER

- “Whether you are a current student, former student, faculty or staff member, or a member of the community the Center is here to serve you…”
- “Creating Safe Spaces. Educating the RIT Community.” Offers Safe Zone Training, providing education, training and information about the LGBTQIA community

STUDENT GOVERNMENT

- The governance group representing and serving students at RIT.
- Major Student Organizations (MSOs) and senators represent student demographics, and usually have events representing their constituents, overseeing and providing funding.
- MSOs (does not include all):
  - ALANA (Asian-, Latin-, African-, and Native-American) Collegiate Association (ACA)
  - Global Union (representing students of different cultures and national origins)
  - OUTspoken - "OUTspoken seeks to create an environment within the RIT community that is inclusive to all sexual orientations, gender identities, and gender expressions, and to eradicate heterosexism, homophobia, and transphobia within RIT."
NTID - SPECIFIC

- **THE NTID STUDENT LIFE TEAM** - The NTID Student Life Team at NTID/RIT provides a campus environment, which supports transformational community and individual student activities, learning, and growth.
- First Year Enrichment (FYE) co-curricular
- Late Night Programming
- Multicultural & Leadership Development
- Work with NTID Academic Departments, NTID Counseling Department, NTID Dean's Office, Center for Women and Gender, Center for Student Conduct, Center for Residence Life, Center for Campus Life, Center for AALANA Student Support, and Public Safety.

NTID ACADEMIC AFFAIRS

- Special Assistant to the President for Diversity and Inclusion
- Deaf Professional Advisory Group
- NTID Diversity Group

OFFICE OF FACULTY RECRUITMENT

- Future Faculty Career Exploration Program
- Recruitment of faculty
- Guidelines for prospective faculty
- Database of prospective faculty
- Search Committee materials, [http://www.rit.edu/academicaffairs/facultyrecruitment/](http://www.rit.edu/academicaffairs/facultyrecruitment/) - top right of screen, RIT username/password required
- Analysis of Selection Criteria Rating Forms for diversity data

INSTITUTIONAL RESEARCH & POLICY STUDIES

- Collection of faculty data, longitudinal and current - Some pages require authentication.
- Student and faculty diversity

HUMAN RESOURCES

“We provide valued HR services that enable RIT to attract, support, retain, and develop the diverse talent needed to achieve and sustain the university’s mission and vision.”

Under the heading Work-Life Resources, **Inclusive Community & Commitment to Diversity**

- Affirmative Action Summary
- Campus Ministries
OMBUDS OFFICE

The Ombuds Office provides a safe, confidential place for students, faculty and staff to bring any kind of problem, dispute or question.

DIVISION FOR DIVERSITY AND INCLUSION (DDI)

“Human diversity is essential to organizational growth and synergy. These differences create points of tension that spark alternative viewpoints and ideas and ignite the kindling forces behind creativity and innovation. To that end, the mission of the Division for Diversity & Inclusion is to foster living, learning, and working environments that support and incorporate principles of equity, diversity, inclusion, and community…” DDI website includes a section for Resources, their Publications (Tapestry – the Campus Diversity Newsletter), and details on the Inclusive Excellence Framework, https://www.rit.edu/diversity/inclusive-excellence-framework-overview.

Departments/Programs/Centers within DDI

- Office for Diversity & Inclusion
- Multicultural Center for Academic Success (MCAS) – Summer Bridge Program (formerly North Star Academy)
- Native American Future Stewards Program (FSP)
- McNair Scholars Program
- Higher Education Opportunity Program (HEOP)
- I'm First
- Office for Faculty Recruitment – maintains collection of Search Materials for Faculty Searches, https://www.rit.edu/academicaffairs/facultyrecruitment/faculty_search.php
- MOSAIC Center
- MOCHA: Men of Color, Honor and Ambition
- WOCHA: Women of Color, Honor and Ambition
- D.I.V.A.S, Determined Individuals Victoriously Achieving Success
- Rochester City Scholars Program
- Future Faculty Career Exploration Program
- Partnerships in Pluralism
- Person2Person
- Bridges
• **Educational Programs**
• **RIT Young Professionals**
• **The Diversity Theatre Program**

**ACADEMIC AFFAIRS**

- **ADVANCE RIT**, [http://nsfadvance.rit.edu/programsInitiatives/biasEducation.php](http://nsfadvance.rit.edu/programsInitiatives/biasEducation.php) List of

*Unconscious Bias Training:*

- Social Justice Mediation Training- 5 Day Workshop, JUNE 8-12, 2015
- Michigan Players: Navigating Department Politics- 2 Session Workshop, DECEMBER 11, 2014
- Inclusive Leadership: Perspectives from AdvanceRIT- Presentation, OCTOBER 15, 2015
- Leveraging Difference to AdvanceRIT- RIT Department Head, Chairs, and Director’s Meeting FEBRUARY 6, 2015
- RIT Town Hall Session: Leveraging Difference to AdvanceRIT- FEBRUARY 27, 2015 RIT Promotion and Tenure Committees Workshop- OCTOBER 2, 2015
- Moving Past Gender Differences in Negotiation: Shal Khazanchi- FEBRUARY 11, 2015
- Success in Science and Leadership: Susanna Gal- OCTOBER 3, 2014 (page 47)

**COLLEGE LIAISONS** - [Bias training for faculty search committees](http://nsfadvance.rit.edu/programsInitiatives/biasEducation.php)

**FACULTY CAREER DEVELOPMENT SERVICES**

- Provides information on fostering campus climate in their Academic Leadership Portal for department chairs and unit heads.
- Annual New Faculty Orientation includes a presentation on “Understanding our RIT students” (Dawn Soufleris)

**UNCONSCIOUS BIAS TASK FORCE**

Formed in fall 2015, the group is charged with drafting a framework and a curriculum for Unconscious Bias Training at RIT.

**OFFICE OF HUMAN RESOURCES**

Provides RIT with consultation and innovative solutions in the areas of recruiting, employment, benefits and compensation, employee relations, training and Affirmative Action. Recruiting, developing, rewarding, and retaining a highly qualified workforce are essential for RIT to reach its highest goal – in a "category of one."
Recruiting, Interviewing and Hiring, [https://www.rit.edu/fa/humanresources/content/recruiting-interviewing-and-hiring](https://www.rit.edu/fa/humanresources/content/recruiting-interviewing-and-hiring)

Resources for managers of search committees

Faculty Recruitment Process, with a process flowchart: [https://www.rit.edu/fa/humanresources/sites/rit.edu.fa.humanresources/files/docs/FacultyRecruitmentProcessFlowchart010614.pdf](https://www.rit.edu/fa/humanresources/sites/rit.edu.fa.humanresources/files/docs/FacultyRecruitmentProcessFlowchart010614.pdf)

Training & Employee Development, [https://www.rit.edu/fa/humanresources/training](https://www.rit.edu/fa/humanresources/training)

RIT offers a wide range of training and professional development opportunities. Employees are encouraged to take advantage of these excellent opportunities: (links to) Center for Professional Development, Diversity, E-Learning Zone

Diversity at RIT:

**RIT: A University that Values Diversity**

- President Destler's Statement of Commitment
- Letter from Affirmative Action Officer
- RIT's Affirmative Action Summary
- Title IX, Title VI, and Section 504/Title II ADA
- Training and Professional Development
- Multicultural Center for Academic Success
- Diversity at RIT
- Faculty/Staff/Student-Networks and Clubs
- RIT's Policy Prohibiting Harassment and Discrimination
- Future Faculty Career Exploration Program
- RIT AALANA Faculty Staff Association

**CENTER FOR PROFESSIONAL DEVELOPMENT**

CPD is recognized as the center of excellence at RIT for providing professional development opportunities and resources that meet the evolving needs of employees throughout the university.

**CPD Offerings, Summer 2016**

- *Knowing Your Own Mind: Unconscious Bias and the Hidden Influences of Good Committee Processes* - June 15, 10:00 a.m. – 12:00 p.m.
- *The Implicit Aptitude Test (IAT): Understanding and Measuring Unconscious Bias* - June 15, 1:15 p.m. – 3:00 p.m.
Curriculum/Past Offerings

The “I” in Diversity - This program simulates an experiential laboratory where, through simulation, participants identify those factors that foster an inclusive environment (offices, laboratories, classrooms, work spaces, and student organizations) and the detrimental effects of exclusion. Through a review of the most recent organizational research regarding inclusion and diversity, participants are also exposed to the insights regarding the power of inclusion as it applies to universities and management, and their own environment, no matter what it may be.

The Karma of International Diversity: A Case Study

This program helps identify how our intercultural knowledge, our unconscious bias, and thoughts about future overt actions that we might take to constructively manage the entanglement of positive reciprocating relationships.

Patterns: Micro-Messaging and You

In this program, participants learn about ways that they may experience or project micro-messaging, a subtle but unique form of communication that can send constructive or stereotypic messages to others (Young, 2007).

Walk a Mile in Her Shoes: Deconstructing Diversity Education

Diversity education can occur in or out of a classroom. In this program, a case study, based on a real and recent event, will be reviewed regarding the essay contest sponsored as an academic writing competition. The manner in which it was created, administered and addressed comprised a series of controversial administrative events with diversity education implications for students.

Book Reading Program (Between the Lines): Cracking the Corporate Code

A two-part series, serving as a Book Review/Discussion Group regarding how discrimination and bias integrate into corporate culture, hindering discrimination among professionals of color, including their job mobility, ability to perform, and production within the organization. Discussion also focused on methods of coping with discriminatory forces and decisions, which often occur in a cloaked manner. Discussion focused on the development of strategies that promoted led to proactive career advancement among people of color.

Book Reading Program (Between the Lines): Blindspot

A two-part series, serving as a Book Review/Discussion Group regarding brain functions, perceptions, society and culture continually shape the free will of people into subtle discriminatory but powerful perceptions. These dynamics can lead to denial, stereotypes, and re-enforce/create divides among people.

Discussion focused on the development of strategies that helped people to assess their own hidden biases, the value of the Implicit Association Test (IAT), and ways to re-enforce liberated thinking.
Inclusive Leadership: Micro-Messaging and You

In this program, managers and institutional leaders learn about ways in which general leadership styles omit the importance of working with different minorities, and the degree to which they may experience, tolerate, or project micro-messaging: a subtle but unique form of communication that can send constructive or stereotypic messages to others, their functional productivity, and morale (Young, 2007).

Unconscious Bias Sequence (Two Parts)

Part 1:

Knowing Your Own Mind; Unconscious Bias in Groups and Selection Processes

A practical program that considers the definition, realities and impact of unconscious bias in life, and specifically, in search committees and other selection processes. The program will examine the foundation for unconscious bias, methods of detection, and methods of how to basically begin un-learning bias in the work environment.

Unconscious Bias Sequence-Part 2:

The Implicit Aptitude Test (IAT): Understanding and Measuring Unconscious Bias

This program is a two part series regarding how to personally measure your own level of unconscious bias by administering the Implicit Aptitude Test (IAT) created at Harvard. It is best understood by taking the program, Knowing Your Own Mind previously, but not required.

Program One

This program will examine provide an introduction to the instrument, both conceptually, as well as the steps required to take the instrument. It will examine the definition of unconscious bias, explore the nature of the IAT, and allow participants to confidentially take the IAT, and provide an initial debrief of their results, without needing to disclose them.

Program Two

Emphasis will be placed on helping participants to understand, interpret, and value their results, and become increasingly aware of the meaning of the results in their lives. This program will examine provide an introduction to the instrument, both conceptually, as well as the steps required to take the instrument. It will examine the definition of unconscious bias, explore the nature of the IAT, and allow participants to confidentially take the IAT, and provide an initial debrief of their results, without needing to disclose them.

Diversity and Research Programs

The series, Diversity and Research, presents topics for faculty, staff, and students which may result in topics related to unconscious bias.
Two programs from this past year, which qualify, are:

**Considerations for the Effective Mentoring and Work-Life Balance of STEM Women of Color Faculty**

Dr. Kijana Crawford; Professor, Sociology/Anthropology; College of Liberal Arts

Underrepresentation of women of color (WoC) faculty in STEM disciplines across U.S. institutions is of great concern. Research indicates the unique challenges that WoC faculty face based on the intersection of race/ethnicity and gender compared to their majority-group female counterparts. Racial/ethnic status and gender only partially explains the relatively small number of tenure track women within the STEM disciplines, with institutional advancement playing a crucial yet unintended role as well. To date the existing research does not give in-depth consideration to the effects of striving behavior and mission drift on the advancement of women of color (WoC) who work as faculty in STEM disciplines, providing impetus for the ADVANCE.

**Understanding Academic Success of RIT sophomores By Race, Gender, & Year in School, by Student Development Tasks.**

Michael D’Arcangelo, Ph. D., Director of Diversity Education, Office of Diversity & Inclusion.

Historically, retaining and maximizing the academic success of students has been a challenge for administrators in American colleges and universities. Since the mid-twentieth century, the sophomore year has increasingly been suspected of being a gateway to declining grades, decreased morale, and increased attrition among college students. Regardless, there has been little research conducted regarding the sophomore year experience, and how it differs from the experiences of students enrolled in other years in school, especially for students of different genders or races. This study examined the sophomore year experience through these lenses, as measured by student development tasks as related to academic achievement or retention.

**Talking Race Series**

Identifies issues surrounding racial tensions, many of which were related to unconscious bias:

**A Conversation with White People on Race**

Based on a video release by the NY Times (and filmed in NYC), this program portrays responses of White people regarding “Why do so many White people find it extremely uncomfortable to talk about race?” The video captures the unconscious awkwardness of White people regarding privilege and racial tensions, thus poignantly demonstrating how unconscious bias shapes not only behavior but predominant cultures.
A Conversation with my Black Son

Based on a video release by the NY Times (and filmed in NYC), this program portrays responses of Black (and Other racial) parents when discussing the realities of raising their children and teens in a racist society. Conversations focus on the hidden and overt methods of discrimination that must be taught to young men (especially Black men) about their identities and chances of survival in a predominantly unwelcoming world.

An Education in Equality

Based on a video release by the NY Times (and filmed in NYC), this program portrays the history of the a young Black man who is attending a predominantly White prep school and experiencing hidden racial biases among class mates, teachers and school cultures.

Below is a sampling of events that were offered this past academic year:


- **Speaker:** *Know Better, Do Better: College, Racism and You*, Lawrence Ross, author, 6 p.m. Tuesday, Ingle Auditorium. He is author of *The Divine Nine* and *Blackballed The Black and White Politics of Race on America's Campuses*.

- **Speaker:** Kit Miller, director, M.K. Gandhi Institute for Nonviolence, [http://www.gandhiinstitute.org/who-we-are/staff/](http://www.gandhiinstitute.org/who-we-are/staff/)

- **Gray Matters Series, Racism, Is It So Black & White?** (as part of our Stand against Racism). This was also made available to RIT Alum. See Facebook page: [https://www.facebook.com/RITGrayMatter](https://www.facebook.com/RITGrayMatter).

- The Office for Diversity & Inclusion maintains a searchable **Multicultural Calendar** that includes both religious holiday index and country index of holidays: [http://multiculturalcalendar.com/ecal/index.php?s=c-rochest](http://multiculturalcalendar.com/ecal/index.php?s=c-rochest)

- RIT’s **main event calendar**, [http://events.rit.edu](http://events.rit.edu) also includes searchable menu where users may select topics on diversity and other topics of interest.
GROUP #4 - UNCONSCIOUS BIAS TASK FORCE

DESCRIBE UB TRAINING FOR STUDENTS, FACULTY, AND STAFF AT 3-5 OTHER UNIVERSITIES.

Group #4 Members: Anne Marie Canale, Mike D’Arcangelo, David Schwartz, Lee Twyman

Thursday, April 14, 2016

Introduction

The role of Group #4 was to research, examine, and identify best practices regarding Unconscious Bias at other universities and colleges. In order to yield the greatest impact without generating a proliferation of data, it was determined that the process should focus on examining the twelve institutions that the AdvanceRIT project team had previously researched (see http://nsfadvance.rit.edu/assets/pdf/appendix_a-_implicit_bias_education_benchmarking_25jun2014.pdf).

Definition and Scope

The definition of best practices spanned a variety of programs, educational interventions, articles, integrated websites, and coordinated products that might serve to elevate the effectiveness of current efforts already at RIT. Additionally, members agreed, that as time allowed, they would research best practices from other organizations and businesses in both the corporate and civic realms to complement their higher education analysis.

Methodology

All members either asked, or were assigned, a series of colleges or universities to research. Potential practices of interest were divided into categories according to the target populations which they affected: students, faculty, and staff. At this juncture, the impact or effectiveness of each program was difficult to assess; researching this aspect may be an activity that is recommended further as a recommendation. Some isolated but impactful corporate programs were similarly outlined, although obviously with different target populations.

Summary

The data was recorded in a table that categorized each program appropriately by focus and target population. Task force members are asked to review the programs with an open mind, and reflect upon how these might be further analyzed and sorted (if at all) and incorporated into the final report.

Recommendations

- Adopt a definition of unconscious bias/implicit bias – there are plenty out there that we could tweak for RIT; this may be a task for the “Unconscious Bias 2.0” committee.
- Replace the term ‘training’ and adopt ‘educational development/resources’ (or something similar). Again, this may be a task for the “Unconscious Bias 2.0” committee.
ADDITIONAL RESEARCH ON THE 12 AdvanceRIT SCHOOLS

*The FACULTY column does not include Advance’s findings; included below are findings outside Advance’s, i.e., evidence of faculty educational resources/programming/training around UB; UB = Unconscious Bias

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<th>SUPPORTIVE/ UNSUPPORTIVE OF UB</th>
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| STRIDE program. Document discovered from within a course lesson on Language, Workplace and Unconscious Bias, http://www-personal.umich.edu/~jctyler/docs/Lecture_W09.pdf; must be in their curriculum somewhere. | Nothing specifically for staff was found | Give It. Get It. Expect Respect. – On Student Life website
Expect Respect is a unique partnership among students, faculty and staff hoping to unite our community. A good campus climate is safe and inclusive, which allows everyone the chance to succeed academically and socially. Having a good campus climate can shape our large school into a community because a positive climate has a sense of belonging, a sense of home. It respects and honors diversity - your identity in relation to the world around you. It is the whole community of students, staff and instructors. Bias and hate are not welcome.
Ongoing campaigns include Words Matter, Cultural Appropriation, Keep it Clean, Elected By Us, Respected By Us, Allyhood, Self Care, See Get Involved site. | Online form to report a bias-related incident (looks like conscious bias incidents; not UB as defined).
If you witness or experience conduct that discriminates, stereotypes, excludes, harasses or harms anyone in our community based on their identity (such as race, color, ethnicity, national origin, sex, gender identity or expression, sexual orientation, disability, age or religion) please report it to the University.

• Office of Diversity, Equity & Inclusion
• See D & I Strategic Plan
• Diversity Summit a number of campus wide events designed to stimulate conversation and ideas about diversity, equity and inclusion.” Visit site for videos. | Supportive diversity & inclusion.
Not finding evidence of ‘UB’ specifically defined. |

1 UNIVERSITY OF MICHIGAN: [http://umich.edu/](http://umich.edu/)
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<td><strong>WISELI (Women in Science &amp; Engineering Leadership Institute)</strong>&lt;br&gt;Specialized training:&lt;br&gt;“Breaking the Bias Habit: A Workshop to Promote Gender Equity” - workshop materials available for purchase&lt;br&gt;Two-part training for administrators and search committees&lt;br&gt;Publications and materials on UB for search committees&lt;br&gt;Recent research publications on the effect of the “Breaking the Bias Habit” trainings.&lt;br&gt;Two recent publications:&lt;br&gt;“The Effect of an Intervention to Break Gender Bias Habit for Faculty at One Institution” - a controlled study with conclusions:&lt;br&gt;“An intervention that facilitates intentional behavioral change can help faculty break the gender bias habit and change department climate in ways that should support the career advancement of women in academic medicine, science, and engineering.”&lt;br&gt;</td>
<td>No evidence found of UB training/educational resources.&lt;br&gt;</td>
<td>No evidence found of UB training/educational resources.&lt;br&gt;</td>
<td>It appears that the “Breaking the Bias…” trainings may be used with other UW groups as well (in addition to faculty)&lt;br&gt;HR: Office of Talent Management (PD training) offers a course on “Recruitment, Assessment and Selection” ... hard to tell of any UB content.&lt;br&gt;Selected training from the Office of Equity and Diversity:&lt;br&gt;S.E.E.D. Program: A National program with chapter at UW&lt;br&gt;This seminar provides a unique opportunity for participants to meet in a safe and respectful environment to discuss and develop strategies for building inclusive curricula and classrooms.&lt;br&gt;</td>
<td>WISELI program and initiatives have been in place for some time (2006). The workshops and materials are designed to be informative as well as interactive. The workshops were reviewed positively and might be worth using at RIT.</td>
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3 GEORGIA TECH (ADEPT): [http://edei.advance.gatech.edu/bias-awareness](http://edei.advance.gatech.edu/bias-awareness)

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| It is not clear who “everyone” is (recommend all take the IAT - see 3rd column here). | It is not clear who “everyone” (recommend all take the IAT - see 3rd column here). | VP for Institute Diversity website - “Bias awareness is critical for achieving equity and diversity. One of the difficulties in effecting cultural change on the campus is our individual inability to recognize our own biases. 

We strongly recommend that everyone start by visiting the Implicit Association Test designed by an international team of collaborators. We also recommend reading the PNAS article on Groups of diverse problem solvers can outperform groups of high-ability problem solvers to help understand the productivity implications of why diversity matters. 

We have included additional information in the submenu, including definitions of schema and why they are important, related empirical research and a list of Georgia Tech resources for diversity and equity. | First school I have seen using ‘schemas’ along with definition of UB: 

Schemas are implicit, often non-conscious, hypotheses that we use to interpret social events. They allow us to makes sense of a complex stimulus world by categorizing people, objects and events. Schemas exist for men and women, different age groups, and different ethnic groups. For example, gender schemas assign different psychological traits to males and females. Supportive of UB, but not clear if only toward faculty, or all campus. Supportive of diversity & inclusion. |

APPENDICES: UNCONSCIOUS BIAS TASK FORCE SUBCOMMITTEE REPORTS

PAGE 27
### 4 CASE WESTERN RESERVE: [http://www.case.edu](http://www.case.edu)

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<td>All new faculty are required to attend a <a href="http://www.case.edu">Diversity and Inclusion Session</a> within first year following their hire date; sessions offered in August and January, 90 minutes</td>
<td>Same as available faculty (see left column).</td>
<td>Same as is available faculty (see left column).</td>
<td>CWRU School of Medicine has a strong commitment to the importance of diversity in its research and educational programs. The CWRU community celebrates how our individual diversity in race, ethnicity, gender, country of origin, sexual orientation or gender identity enhance our work together.</td>
<td>The training program and related trainings are supportive of UB.</td>
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<td>Implicit Bias Lunch series for faculty</td>
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<td>Diversity Weekend, open to all admitted students, features programming highlighting Case Western Reserve University's inclusive culture: <a href="https://go.case.edu/register/DiversityWeekend2016">https://go.case.edu/register/DiversityWeekend2016</a></td>
<td>*Not clear if for freshman and transfer/exchange students. Offered in April. New parents are invited. There is a forum on multiculturalism &amp; diversity.</td>
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<td>Training and Education - The Office of Inclusion, Diversity and Equal Opportunity is available to assist you in your education and training needs for faculty, search committees, staff, and students - Includes</td>
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<td>- Health care disparities</td>
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<td>- Diversity and Inclusion</td>
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<td>- Sexual Misconduct</td>
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<td>- Conducting successful faculty search</td>
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<td>- Micro messaging</td>
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<td>Scheduled Selected Training for Faculty Diversity Office - “Interrupting Bias in Faculty Searches.”</td>
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The training program and related trainings are supportive of UB.
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<td><em>Also see AdvanceRIT report.</em> 3-hour workshop for administration: <strong>Disrupting Bias: The Importance of Recognizing Bias and Its Impact</strong> “... implicit (unconscious) bias can compromise student, faculty, and staff diversity and inclusion efforts in areas such as admissions, on-campus residential experiences, curriculum development, counseling, academic advising, and recruiting, hiring, and advancement of employees, among other functions. By learning how to identify and confront implicit bias in yourself and others, it is possible to mitigate the impact and promote respect for all groups. The Office for Inclusion, has partnered with faculty experts to create this special <strong>LEAD session on the science behind implicit bias to help the MSU community of administrators to understand and disrupt the occurrence and impact of bias at MSU. Evidence-based ... participants explore the dual nature of bias (implicit and explicit), how it operates, and the impact on 1) student experiences in- and outside the classroom; 2) recruitment, retention, and advancement of faculty and staff; and 3) our day-to-day behaviors and decision making.</strong></td>
<td>Unable to find anything.</td>
<td>Not sure if this is for whole campus, April 14, 2016-Disrupting Bias with Paulette Granberry Russell, JD, Director, Office for Inclusion &amp; Intercultural Initiatives <a href="http://cvm.msu.edu/events/disrupting-bias-with-paulette-granberry-russell-j-d">http://cvm.msu.edu/events/disrupting-bias-with-paulette-granberry-russell-j-d</a> Unconscious bias can compromise diversity and inclusion efforts. By learning how to identify and confront unconscious biases in yourself and others, you can mitigate the impact and promote respect for all groups. The Office for Inclusion and Intercultural initiatives will provide the CVM community with an overview of the science behind unconscious bias, to aid in the understanding and disrupting of bias.</td>
<td>Nice Faculty Search Toolkit At MSU, training police on microaggressions and bias</td>
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Nice Faculty Search Toolkit At MSU, training police on microaggressions and bias

Supportive; not clear who their audience is – whole campus? Faculty
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| Articles:  
- College of Arts & Sciences, Cognitive Science Program, Racism and Bias  
- Implicit Stereotypes  
- Mapping Our Nation’s Bias On Being a Mentor | Not sure...looks like the CEC covers campus-wide (see right). | Human Resources Spotlight Newsletter: Conversations taking place across campus – and online – demonstrate that while we are a more diverse university than ever before, not everyone feels that they are fully embraced by the community. This academic year brought with it a recognition that Lehigh as a community needs to work harder to create the inclusive and welcoming environment envisioned in the university’s Principles of our Equitable Community. That’s why the [Council For Equity And Community](http://www4.lehigh.edu/default.aspx) (CEC) is increasing its commitment to serve as a voice and resource for inclusion at Lehigh. Now in its sixth year, the CEC was created by President Gast to give increased attention and focus to issues related to diversity, equity, and inclusion at Lehigh and the means to address them in a systematic and coordinated manner. | Definitions of UB here: [https://advance.cc.lehigh.edu/unconscious-bias](http://www4.lehigh.edu/default.aspx)  
Nicely done [Diversity Recruitment Guide](http://www4.lehigh.edu/default.aspx)  
Guest speaker, “Addressing Unconscious Bias in Health Care” | Yes. Note the CEC might be a good model for RIT. |
with the complex issues involved in the work of inclusive diversity. They also built a 12-month action plan that has been approved by senior leadership and the university Board of Trustees. The CEC is continuing to work with VISIONS to ensure that the concepts and methods they learned become a permanent part of their efforts.

7 NORTHEASTERN UNIVERSITY: [http://www.northeastern.edu](http://www.northeastern.edu)

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<td>Faculty Bias Incident Report Protocol <a href="http://www.northeastern.edu/osccr/bias-incident-report-protocol/">http://www.northeastern.edu/osccr/bias-incident-report-protocol/</a> The Bias Incident Response Protocol offers an effective and efficient process for individuals and/or groups to report bias incidents and/or hate crimes. It also outlines University procedures that will be instituted to respond to such acts. The protocol should be implemented whenever a bias incident or hate crime is perceived or suspected to have occurred on Northeastern University’s campus and/or in our educational programs.</td>
<td>Same as for faculty (see left column).</td>
<td>Same as for faculty (see left column).</td>
<td>“News”. “Addressing Unconscious Bias” highlights guest speaker, Michelle Mikki Hebl, a professor at Rice University (April 2015) “News”. “Addressing Unconscious Bias” highlights guest speaker, Michelle Mikki Hebl, a professor at Rice University (April 2015)</td>
<td><a href="http://www.northeastern.edu/osccr/bias-incident-report-protocol/">www.northeastern.edu/osccr/bias-incident-report-protocol/</a></td>
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</table>
8 RENSSELAER POLYTECHNIC INSTITUTE: [http://www.rpi.edu](http://www.rpi.edu)

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<tr>
<td><em>Also see AdvanceRIT report.</em></td>
<td>Acts of Intolerance policy statement.</td>
<td>Acts of Intolerance policy statement.</td>
<td>Another speaker (Same as Northeastern) Michelle Mikki Hebl. <a href="http://www.northwestern.edu/newscenter/stories/2015/04/addressing-unconscious-bias.html">http://www.northwestern.edu/newscenter/stories/2015/04/addressing-unconscious-bias.html</a></td>
<td>RAMP-UP stands for “Reforming Advancement Processes through University Professions.” Workshops created to train chairs on faculty recruitment and retention. Recruitment, retention, and advancement processes were under review and revised as needed. Acts of Intolerance is a policy statement about treating people</td>
</tr>
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### Other Findings of Special Note

Another speaker (Same as Northeastern) Michelle Mikki Hebl.

- [http://www.northwestern.edu/newscenter/stories/2015/04/addressing-unconscious-bias.html](http://www.northwestern.edu/newscenter/stories/2015/04/addressing-unconscious-bias.html)

A special workshop for women in computing for my leadership in conducting unconscious bias and stereotype threat.
differently based on their population identification.

Unconscious Bias Training Magazine which carries research results

9 NORTH DAKOTA STATE: [http://www.ndsu.edu](http://www.ndsu.edu)

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<tr>
<td>University Letter – Newsletter for Faculty and Staff: <a href="http://www.ndsu.edu">Talk Focuses on Unconscious Bias at Work</a> <a href="http://www.ndsu.edu">Why We Stink at Making Ethical Decisions: Unconscious Bias at Work</a></td>
<td>Looks like for faculty and staff: <a href="http://www.ndsu.edu">Managing Unconscious Bias</a> - This practical and engaging bias reduction program emphasizes how bias interferes with the decision-making processes of even the best leaders and shows the audience what to do about it. This webinar will help you develop strategies for reducing implicit bias, unlock skills for becoming aware of one’s unconscious bias and offer tips and techniques to immediately apply. Find out how conscious and unconscious bias impacts our ability to lead and work effectively. Presenter: Dr. Sondra Thiederman.</td>
<td>Campus-wide: UND lists a Diversity and Inclusion Initiative with 5 components: <a href="http://und.edu/provost/diversity/initiatives.cfm">http://und.edu/provost/diversity/initiatives.cfm</a> The overall goal of diversity and inclusion work at UND is to create an environment in which all members of the UND community will gain knowledge and understanding, and practice the intercultural skills that will enable them to succeed in a diverse society. This work promotes institutional change, reflecting the needs and values of the UND community and depends upon the active involvement of all community members. These efforts emphasize diversity broadly defined is not limited to issues of race, class gender or other protected classes, but encompasses all forms of human difference.</td>
<td>Sondra Thiederman – potential speaker.</td>
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Supportive
### 10 CORNELL UNIVERSITY: [http://www.cornell.edu](http://www.cornell.edu)

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<tr>
<td>See Toward New Destinations – diversity initiatives organized by unit and year</td>
<td>Found Alliance for Diversity and Inclusion Training Information under financial area. See also Toward New Destinations</td>
<td>It seems that the entire community is lumped together, e.g., Toward New Destinations</td>
<td>Copied from <a href="http://adi.cornell.edu/training/">http://adi.cornell.edu/training/</a> (left) -- they explain UB and summarize ways to spot and deal with</td>
<td></td>
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<td></td>
<td>Diversity training for fiscal year 2015 centered on unconscious bias and micro-inequities, two components of the broader subjects of diversity and inclusiveness, visit the first link for a summary of the presentation.</td>
<td></td>
<td>Using theater (which we've noted): <a href="http://adi.cornell.edu/2015/04/30/diversity-training-tackles-unconscious-bias-and-micro-inequities/">http://adi.cornell.edu/2015/04/30/diversity-training-tackles-unconscious-bias-and-micro-inequities/</a></td>
<td></td>
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<td></td>
<td></td>
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<td>After digging around, you get the top-level: <a href="http://diversity.cornell.edu/">http://diversity.cornell.edu/</a></td>
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<td></td>
<td></td>
<td></td>
<td>Implicit bias specifically mentioned for CIS (where I used to work!) and Engineering: <a href="http://diversity.cornell.edu/sites/default/files/2014%202015%20TND%20initiatives%20by%20similar%20initiative%20%2009%2012%2014.pdf">http://diversity.cornell.edu/sites/default/files/2014%202015%20TND%20initiatives%20by%20similar%20initiative%20%2009%2012%2014.pdf</a></td>
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### 11 SYRACUSE UNIVERSITY: [https://www.syr.edu](https://www.syr.edu)

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<tbody>
<tr>
<td>Faculty Mentoring Network program offers a section on Sensitivity to Differences: <a href="http://suadvance.syr.edu/pdfs/Fac%20Mentoring%20Networks%20Sec%2005%20Sensitivity%20to%20Differences.pdf">http://suadvance.syr.edu/pdfs/Fac%20Mentoring%20Networks%20Sec%2005%20Sensitivity%20to%20Differences.pdf</a></td>
<td>New Employee Orientation (optional for faculty) is a half-day group session regarding the SU organization and culture, successful work strategies, and building a respectful workplace</td>
<td>STOP Bias initiative student-centric but it is campus-wide: <a href="http://www.syr.edu/currentstudents/stopbias/">http://www.syr.edu/currentstudents/stopbias/</a></td>
<td>Nice model for the student component.</td>
<td>Yes. 5 stars for student involvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STOP Bias is a University-wide collective effort based on the Inclusion, Community, and Citizenship portfolio of the Division of</td>
<td>Identifying and Combatting Unconscious Bias in the Workplace Speaker Bios (all I could find).</td>
<td></td>
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APPENDICES: UNCONSCIOUS BIAS TASK FORCE SUBCOMMITTEE REPORTS

PAGE 34
(cannot find anything more detailed).

Student Affairs. The "STOP" in "STOP Bias" reflects the important steps in eliminating acts of bias in our community: **Spot it. Talk about it. Open your mind. Prevent it.**

**12 VIRGINIA TECH:** [https://www.vt.edu/index.html](https://www.vt.edu/index.html)

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<tbody>
<tr>
<td>HR offers a professional development course on UB. <a href="http://uopd.hr.vt.edu/Professional_Development/all_courses/DDI/exploring_bias/index.html">http://uopd.hr.vt.edu/Professional_Development/all_courses/DDI/exploring_bias/index.html</a></td>
<td>HR offers a professional development course on UB. <a href="http://uopd.hr.vt.edu/Professional_Development/all_courses/DDI/exploring_bias/index.html">http://uopd.hr.vt.edu/Professional_Development/all_courses/DDI/exploring_bias/index.html</a></td>
<td>No evidence found.</td>
<td>Nice brochure for recruitment/searches</td>
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Inclusion & Diversity Events for Fall 2015: November 10 - Implicit Bias Training Implicit bias includes the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. An awareness of implicit bias enables us to rethink the ways we approach talent management, strategic decision making, and organizational culture. The purpose of this session is to advance our knowledge and awareness of implicit bias in order to implement “debiassing” practices. The intended outcome of the session is to address implicit bias that may be embedded in DSA search processes.

**Syracuse Law UB Speakers**
ADDITIONAL MODELS/BEST PRACTICES

UNIVERSITY OF CALIFORNIA SAN FRANCISCO
https://diversity.ucsf.edu/resources/unconscious-bias

• Administered through their Diversity & Outreach office.
• **Definition:** *Bias* is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that’s considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.
• **Excellent website:** comprehensive collection of all of their UB resources, committees, etc.
• If you click on each listing under Unconscious Bias, each section has a video clip – well done! Videos are not captioned, but there are accompanying transcripts.
  o Science on Unconscious Bias
  o Assessing Unconscious Bias
  o Addressing Unconscious Biases
  o Rest Training
  o UCSF Unconscious Bias Training Infographic
  o Unconscious Bias Website Citations
• **Video from their Vice Chancellor explaining UB** – good model – *take a listen* (not captioned).
• **Unconscious Bias Website Citations** - [https://diversity.ucsf.edu/resources/unconscious-bias-website-citations](https://diversity.ucsf.edu/resources/unconscious-bias-website-citations)
• **Diversity Best Practices** (on recruiting faculty) - [https://diversity.ucsf.edu/resources/diversity-best-practices](https://diversity.ucsf.edu/resources/diversity-best-practices)
  o Know your unconscious biases before conducting a search. Click on the following link to the e-learning seminar and to take the implicit association tests.
• **Training may be requested online** - [https://ucsf.co1.qualtrics.com/jfe/form/SV_6yFiDvFuR4EdST7](https://ucsf.co1.qualtrics.com/jfe/form/SV_6yFiDvFuR4EdST7)
  o Led by a team from their Diversity & Outreach office.
DARTMOUTH
http://www.dartmouth.edu/~dcal/resources/disruptingbias.html

Definition: Implicit bias is the "bias in judgment and/or behavior that results from subtle cognitive processes (e.g. implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control" (NCSC, 2012). This form of bias pervades everyday life, including the college classroom. DCAL is collecting resources about implicit bias, including the research on the subject and strategies for addressing implicit bias in the classroom.

Their RESEARCH list is categorized by:

- Implicit Bias
- Bias in the Classroom
- Bias in Higher Education
- Strategies for Disrupting Bias in the Classroom
- STEM-Specific Strategies
- Tools – note the games!

Misc.

- Training on Unconscious Bias Policy for Faculty Searches
- The Bias Impact Response Team was created, helping community members report bias activity.
- Disrupting Bias in the Classroom Resources - DCAL is collecting resources about implicit bias in the classroom and in higher education. For more information on bias in the classroom and strategies for addressing bias, please visit the Disrupting Implicit Bias Resources page. We will be adding new resources to this page on a regular basis.

CORPORATE/NONPROFIT

FACEBOOK

- Managing Unconscious Bias – VP of People
- Facebook video series and statement – why can’t this be us? https://managingbias.fb.com/

Our goal in publishing this portion of our managing bias training is to achieve broader recognition of the hidden biases we all hold, and to highlight ways to counteract bias in the workplace. We invite you to treat this as a framework for action. Please add to or amend this content based on challenges relevant to your organization. Let’s commit to surfacing and counteracting unconscious bias to level the playing field for all of us.
APPENDICES: UNCONSCIOUS BIAS TASK FORCE SUBCOMMITTEE REPORTS

Downloads:


Slides and References Used in these Videos: https://www.dropbox.com/s/quua2uoz2yd6hfx/Slides%20and%20References%20Used%20in%20these%20Videos.pdf?dl=0

Unconscious Bias Community: https://www.facebook.com/unconsciousbias

What FB’s anti training bias gets right: https://hbr.org/2015/08/what-facebooks-anti-bias-training-program-gets-right


PROSITIONS, INC., VIDEO SERIES

DEFEATING UNCONSCIOUS BIAS: 5 STRATEGIES - The video uses three realistic vignettes to show the impact of unconscious bias in the workplace and teaches five practical and memorable tools people can use to counter their own unconscious biases. The comprehensive Leader’s Guide lays out a step-by-step outline to conduct a 90-minute training session. The training package also includes a post-test handout and Powerpoint presentation. Each training package includes a set of 25 reminder cards for your colleagues and trainees to keep nearby to remember the skills learned during your training.

IS IT BIAS? MAKING DIVERSITY WORK WITH SONDRA THIEDERMAN – Featuring Dr. Sondra Thiederman, targets the more subtle forms of bias that insidiously undermine our ability to build truly inclusive workplaces.

GATEWAYS TO INCLUSION: TURNING TENSE MOMENTS INTO PRODUCTIVE CONVERSATIONS - With Dr. Sondra Thiederman is a comprehensive training program that shows how painful and disruptive diversity disasters can be, and offers simple tools to help your people turn these uncomfortable situations into productive conversations.

CDO – PROVEN STRATEGIES FOR ADDRESSING UB IN THE WORKPLACE, DIVERSITY BEST PRACTICES

A VIRTUAL LAND MINE OF POSSIBLE APPLICABLE VIDEOS ON UB:
https://video.search.yahoo.com/yhs/search;_ylt=A0LEVrifK_1WGkYA0i8nnlO;_ylu=X3oDMTEyZTFpbnm1nBGNvbG8DYmYxBHBvcwMxBHZ0aWQDQjE3MjBfMQRzZWMDc2M?p=Unconscious+Bias+Training&fr=yhs-mozilla-002&hspart=mozilla&hsimp=yhs-002
ARTICLES - APPROACHES REGARDING UB:

• https://trainingmag.com/trgmag-article/unconscious-bias

SUNY UNIVERSITY POLICE TRAINING ON IMPLICIT BIAS (TRAIN THE TRAINER APPROACH)

• “The FIP training is specifically designed to enhance officers' understanding of how bias — and especially implicit or unconscious bias — can impact policing. Officers learn techniques to be more aware of bias and ensure that it does not affect their interactions with the public.”
Report 4: Other components (beyond traditional training) that can increase UB awareness

Members: Joeann Humbert, Rebecca Johnson, Donna Rubin, Kim Shearer

Summary

Our sub-committee met four times and discovered that in order to identify “creative components (beyond traditional training)” we found ourselves discussing the broader topics of the training itself, assessments, RIT climate, published articles about how unconscious bias training under some circumstances can be counterproductive, and the lack of sufficient evidence to support a detailed recommendation to the Provost. We also discussed that addressing bias via a public anti-bias “campaign” may be counterproductive and that faculty may be more responsive to training if administered through the department, college, or Provost. We did not come to a consensus on the issue of recommending “creative components,” although we began a list of interventions that could be considered. We did concur on the initiatives that should be addressed within the next year as described below.

It should be noted that RIT was at the forefront of offering unconscious bias training, having begun doing so in 2006. UB training is a relatively new phenomenon beyond RIT and, as described by Ellen Huet at Forbes.com in her article “Rise of the Bias Busters: How Unconscious Bias Became Silicon Valley’s Newest Target,” “Some firms can’t even point to a correlation between training and improvement, let alone causation.” In other words, it may be some time before any published results indicate whether UB training has an effect, other than to raise awareness.

It is also well documented that any strategies put in place to raise the awareness of unconscious bias can’t simply be a one-off workshop. Google, for example, “has built a second workshop that trains people to step in when they see biased interactions, but it’s just getting rolled out.”

Our sub-committee’s recommendation for the period September 1, 2016 – June 30, 2017 which includes training and some components beyond training include:

1. Training:
   - Topic: General UB training that includes high level examples of hiring, promotion and tenure, annual evaluations, gender bias, grading, interactions with students, assessments of others. Must include “procedural” strategies that work to reduce bias, as well as strategies to influence personal attitudes.
     - Suggested speakers: This is not intended as a comprehensive list, but some potentially effective speakers of whom we are aware would include: Professor Brian Nosek, University of Virginia, Project Implicit; Professor Shelley Correll, Stanford University, Center for the Advancement of Women’s Leadership
     - Audience: Deans, department chairs, search committee chairs, college liaisons, promotion and tenure committee chairs
     - Goal: to increase awareness and “buy-in” to the effects of unconscious bias in the assessment of and interactions with others; to provide with knowledge about procedures that tend to reduce the influence of bias
     - Suggested approach: late summer breakfast at the RIT Inn and Conference; videotape with copies distributed to department chairs to view with their faculty
   - Topic: UB in the Faculty Search and Selection Process
APPENDICES TO THE UNCONSCIOUS BIAS TASK FORCE RECOMMENDATIONS ON PROGRAM FRAMEWORK AND CURRICULUM

- Suggested approach: ask the College Liaisons to participate in the review and recommendation of in-person or online training
- Audience: Faculty search committees and faculty in the department
- Goal: to increase the diversity of RIT’s faculty (long term); to increase the diversity of the overall pool, the phone interview pool, and the on-campus interview pool (short term)
- Suggested approach: This is not intended as a comprehensive list, but some good resources of which we are aware include: Diversity.edu; consult with Project Implicit; consult with the University of Washington ADVANCE team.; bias training designed by https://neuroleadership.com The training should be customized for RIT.

2. Establishment of an Advisory Council:

The Advisory Council membership should include representation from the Division of Student Affairs, the Division of Academic Affairs, and the Human Resources department. There should be up to six available seats on the Council for at-large representatives who are passionate about developing a long term program to mitigate the effects of unconscious bias. Care should be taken to make sure there is ample representation on this committee of under-represented groups on campus – i.e., groups that may suffer from the impacts of bias. If addressing student-relevant bias issues is included in this group’s charge, then students should be represented on this Council. Their charge will be to continue the work of this Task Force with the intention of making final recommendations to the Provost by July 1, 2017.

a) Research training outcomes at other universities and organizations.

b) Training: Assumptions – training will be customized for RIT and include strategies for individual attitude change, as well as how to implement procedures which will mitigate the effects of unconscious bias.

Identify the specific areas of RIT campus functioning that are currently seen as particularly vulnerable to bias, as noted in Provost’s charge; address these areas with procedural modifications to reduce bias as well as strategies to influence personal attitudes of key people in these areas.

- The Division of Student Affairs rep will identify sustainable training for incoming freshman to help mitigate the impact of common areas of bias, including race, ethnicity, gender, sexual orientation, age, physical ability status, etc.

- The Human Resources Department rep will identify sustainable training for staff managers to help mitigate the impact of unconscious bias in the assessment and selection process, the annual review process, the assignment of responsibilities, and the interactions with staff who are of a different race, ethnicity, gender, sexual orientation, age, physical ability status, etc.

- The Division of Academic Affairs rep will identify additional sustainable training for deans, department chairs, and faculty as it relates to the following topics:
  - Faculty promotion and tenure
    - Goal: To understand which groups are under-represented when it comes to tenure and promotion. I.E., is there a need at the current time to focus on characteristics other than race/ethnicity and gender?
    - Goal: To increase the percentage of faculty from underrepresented groups who are being tenured and promoted
  - Faculty interactions with others (rankism, power relationships)
    - Goal: To improve the results of the RIT climate as measured through the climate survey
APPENDICES TO THE UNCONSCIOUS BIAS TASK FORCE RECOMMENDATIONS ON PROGRAM FRAMEWORK AND CURRICULUM

- Faculty gender
  - Goal: To insure that female faculty are compensated equitably to male faculty
  - Goal: To increase the percentage of female faculty in leadership roles
- Faculty race
  - Goal: To insure that faculty who are members of under-represented races or ethnicities are compensated equitably to faculty who are in the racial majority.
  - Goal: To increase the percentage in leadership roles of faculty who are members of under-represented races or ethnicities

c) Assessment:

- RIT Community (immediate): Develop annual survey to collect climate assessment and Title IX and bias related incidents
- RIT Community (long term): Develop 3-5 questions to include in the climate survey
- RIT processes: Collect data for the past three years as it relates to faculty and staff hiring, promotion and tenure, awards, complaints/events; recommend future assessment strategies
  - Potential sources of data: “Great Colleges to Work for Survey Data”, David Wick for climate survey data, HR issues, Ombuds anonymized information

d) Other Components to Support Increasing Awareness: Our sub-committee received many innovative suggestions from the Task Force’s brainstorming session, additional research, and feedback from faculty, staff, and students. The Advisory Council should research these ideas in greater depth to determine the cost/benefit of implementation:

- Create a website to house a library of training materials
- Create video stories
  - Invite StoryCorp here or model the concept
- Provide RIT “grant” program for faculty, staff, and students to submit proposals related to raising UB awareness
- Search processes: remove identifying information on resumes through the use of Bandoor or something similar
- Develop passive awareness campaign; environmental cues
- Review policies – is a change required?
- Create events that are specifically for the RIT community bringing all f/s/s together
- Have visible and ongoing recognition to remind community of the effort
- Support from high level administrators or those in our community who are seen as leaders, credible and trustworthy voices; have these individuals introduce the tenets of the effort at public events. Personal stories about bias can be powerful.
- “Infiltrate” other campus events – ImagineRIT, Freeze Fest, hockey games with bias reduction/honoring diversity themes
- Develop HR exit interviews that includes questions related to campus climate
- Develop campus procedures to deal constructively with bias. A strictly punitive approach is likely to be counterproductive. Private mentoring may be helpful (we have a list of coaches right now but not necessarily vetted as well as we would like). Mid-level managers benefit from internal support system, not external coach.
- Develop resources to enable members of the campus community to become more competent in handling bias issues in real-time. This would include victims of bias as well as bystanders.
- Ensure that those making disciplinary decisions (for example, Student Conduct, HR) include people who understand implicit bias issues and who can culturally understand the individuals with whom they are dealing.
• If all campus read the same book…
• Gray Matter sessions/salons/critical thinking events about bias issues.
• Review important RIT publications for bias prior to disseminating.

Cautionary Notes (from http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education)

- The majority of research into implicit bias has been conducted in laboratories. Caution needs to be used in generalizing findings to real-life settings. (See section on “Data”.)
- The success of bias reduction through training has been difficult to demonstrate because of poor design and ineffective evaluation of the impact of such programmes (see Paluck and Green, 2009 for a systematic review).
- Most training studies do not measure implicit bias. Those that do have varied results, and many have methodological problems. http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/
- It’s not always clear that reductions in implicit bias attitudes translate into real-world changes: e.g., interracial interaction quality, interview and hiring decisions).

With that said:

PEOPLE FACTORS:

MOTIVATION MATTERS:

- Training can be productive with people who are motivated to reduce bias in their behaviors and decisions.
- Training can be counterproductive (increasing biased attitudes and biased behavior) with people who are antagonistic to training and/or increasing diversity. http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/

AS MUCH AS POSSIBLE, ASSEMBLE THE RIGHT PEOPLE:


- Important to assemble a diverse group of people (in terms of gender and race, but also from different sub - fields) who are committed to the organizational goal of increasing the representation of women and minorities on the faculty. Homogenous groups tend to have redundant knowledge and generate fewer ideas than diverse groups (Surowiecki 2004:31 - 39).
- Positive effect of diversity on group performance has less to do with diverse actors actually bringing diverse perspectives to decision - making, but rather that the benefits occur because the presence of diverse actors leads people to anticipate more deliberations in decision - making, which reduces the tendency to rely on stereotypes as cognitive shortcuts (Phillips 2003; Phillips and Loyd 2006)....Diversity need not be solely based on race or gender. In fact, one effective strategy implied by the research on diversity would be to involve people outside the hiring department on search committees.
APPENDICES: UNCONSCIOUS BIAS TASK FORCE SUBCOMMITTEE REPORTS

- It is also important to place only those people committed to reducing bias on search committees. As mentioned previously, individuals who are not motivated to decrease bias have been shown to act in counterproductive ways when they feel pressured to make “diverse” hires.

DATA:

Make sure that interventions address the actual problem.

- Wherever possible, analyse by specific ethnic group, rather than broad categories such as “underrepresented minorities”. Where the numbers are small, analysis can be conducted by aggregating data for all posts at a particular grade, or for a set time period (eg, every five years). [http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/](http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/)

- From: [http://weprinciples.org/files/attachments/Reducing_Unconscious_Bias-_a_highly_effective_toolbox.pdf](http://weprinciples.org/files/attachments/Reducing_Unconscious_Bias-_a_highly_effective_toolbox.pdf), reducing unconscious bias: a highly effective toolbox ... and how to avoid the unconscious bias pitfalls (NOTE: this is an industry study, not a higher education study. This info is from a diversity consultant company called Diverseo.)

  They start the bias-identification process by conducting interviews and obtain a long list of potential biases. They then use two techniques to uncover them:

  ADVANCED QUANTITATIVE ANALYTICS

  – use HR data to systematically identify differences in career development across different social groups within the company.

  --Whenever possible, we also measure the return on investment of past HR initiatives. For example, quite often, our analysis produces evidence that, while most people believe women cease working in order to have children, in reality women enjoy promotions less frequently than do men and they (women) tend to give up work as a result.

  --Data is also helpful to measure the impact of diversity interventions. For example, one of our clients extended the duration of maternity leave at full pay in an effort to reduce turnover among young mothers. As it turned out, young mothers, in fact, had initially the lowest turnover rate of all employee segments at the company, and the extended maternity leave actually increased turnover among women.

  IMPLICIT ASSOCIATION TESTS (IATS)

  – standard and customized Implicit Association Tests. Organizations generally tend to focus on the areas where their biases are lowest and miss altogether those that should be addressed as a priority. For example, one of our clients, a “Big Four” accounting firm, intended to invest massively to change the perception of women as leaders while in fact the organization’s main bias related to women and family. Similarly, a large bank who wanted to address their “LGBT bias” actually displayed more evidence of gender bias. (But: Use the IAT with care. Morris and Ashburn-Nardo (2009) and Henry-Darwish and Sanford (2012) found that taking an IAT in a supportive setting with feedback had a positive effect. However, its use has also at times been correlated with increased bias (especially if subjects are not motivated to reduce their bias).
Collect data continuously. Data should include feedback on training itself, evidence of attitude change, objective data on whether training is actually increasing inclusion of targeted groups.

Bias can be directed to a wide variety of groups, can change in intensity over time, and can be expressed in a variety of ways (Abrams, 2010). http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/

TRAINING:

- Sample quality training packages: (I’ll leave this to others to fill in. I’m impressed with the NeuroLeadership material I’ve seen.) A purchased package should, of course, be customized for RIT’s needs.

- From what I’ve seen, most of the studies that result in significant reduction in personal UB attitudes take place over a period of time – such as 8-12 weeks.

FRAMING THE TRAINING

- Instruction about UB should be supportive, should normalize UB rather than creating guilt. Fun. Food. Create atmosphere of autonomy, not coercion. ‘Heavy-handed’ attempts to change bias could have unintended negative consequences and that participants may actively resist such attempts. “(Wegener and Petty, 1997; Wilson and Brekke, 1994).

- Be very careful of guilt-inducing language when introducing/conducting training: even use in the title of the word “Bias” may create shame, defensiveness, and/or avoidance of interaction with the target population http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/

- From Rebecca: Help normalize and “de-shame” UB by explaining how it is acquired, that it is universal, that it is common for members of underrepresented groups to have UB against their own group. For UB trainers, the book BlindSpot (Banaji and Greenwald) is highly recommended as a way to attain an understanding of the psychology of UB, as well as to experience modeling of authentic self-disclosure of UB on the part of the trainers. For trainers interested in delving further into the psychology of UB, Thinking Fast and Slow (Kahnemann) is another fascinating and highly recommended book.

- Take care to motivate trainees. Emphasize positive consequences of diversity, not threats of lack of diversity: These will differ for different people, but some include: moral/ethical persuasion; diverse groups are more creative and make better decisions

TRAINING CONTENT

Exposure to counter-stereotypical examples has been found in numerous studies to be helpful. However, some studies have found that it can at times be counterproductive.

- For example, From http://kirwaninstitute.osu.edu/wp-content/uploads/2015/05/2015-kirwan-implicit-bias.pdf: Participants exposed to high-status counterstereotypes such as Pres. Obama and Oprah Winfrey were more likely to deny racism or and less likely to believe that Blacks were disadvantaged because of race.
Impact of context on implicit bias

Highlight similarities between people in different groups of interest.
- Emphasizing similarity between individuals can reduce bias, but not necessarily so if individuals’ group identity is also emphasized. http://kirwaninstitute.osu.edu/wp-content/uploads/2015/05/2015-kirwan-implicit-bias.pdf.

Encourage diverse interpersonal contact. Even IMAGINED favourable interaction may help.

Training should include not just awareness, but strategies participants can use to mitigate their own biases.

Training designed by Devine et al. (2012; pp1270–1271) training section provided participants with five strategies, along with examples of how they could be used. Participants were then asked to generate situations in which they could use each strategy.

- **Stereotype replacement**
  This strategy involves recognizing one’s own stereotypical responses and replacing them with non-stereotypical responses. (Monteith, 1993).

- **Counter-stereotypic imaging**
  This strategy involves imagining, in detail, counter-stereotypic individuals (Blair et al, 2001).

- **Individuation**
  Help people evaluate members of the group based on personal, rather than group-based, attributes. (Brewer, 1988; Fiske and Neuberg, 1990).

- **Perspective taking**
  This strategy involves taking the perspective of a member of a stereotyped group. (Galinsky and Moskowitz, 2000).

- **Increasing opportunities for contact**
  This strategy involves seeking opportunities to encounter and engage in positive interactions with “out-group” members. (Pettigrew, 1998; Pettigrew and Tropp, 2006).

Participants were told that although none of the strategies are difficult to implement, each requires some effort and practice.

Include strategies that participants can use for dealing with bias that they encounter in others (whether they are the objects of bias or whether they are present when biased behavior occurs)

Include body-language literacy. For example, eye-contact and handshake customs differ among cultures. Also, it’s important to note that the body language of people who are feeling uncomfortable is easily misinterpreted as negative or rejecting.

Cautionary Note: A key concern with methods of conscious control of implicit attitudes is that calling attention to race can increase implicit bias, even if the purpose of making race salient was to get the participant to avoid the influence of race (Payne et al, 2002).
Notes on the use of the IAT in training (see also Evaluation):

From: http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/: Vourauer (2012) suggests that there are four possible responses a participant might have on becoming aware of their own prejudices:

- Increased awareness prompting increased self-control
- Awareness of bias might lead to fear of saying or doing the wrong thing, in turn leading to increased discomfort with interracial interactions; person might then come across as unfriendly and aloof.
- Reduced feelings of efficacy to handle interracial interactions
- Increased stereotyping

Getting IAT feedback in a supportive setting is important. Handled and conducted in the wrong way, people may react negatively to an IAT. It is important that they do not inadvertently freeze, avoid, feel threatened, or even antagonistic towards interactions with out-groups as a consequence of taking an IAT.

Most people taking bias testing will want the results kept to themselves.

Potential impact of describing future demographics:

(from http://provost.upenn.edu/uploads/media_items/gender-racial-bias.original.pdf , March 21, 2006 Gender and Racial Bias in Hiring.) Craig and Richeson (2014) found that telling Whites about future U.S. demographic trends (i.e., toward greater diversity and reduction of Whites’ majority status) might result in expressions of more explicit and implicit racial bias.

Should training explicitly mention the underrepresented groups for whom bias is being remediated? http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/: Whether to target initiatives at particular groups of people could become a whole study on its own. There are debates around ensuring groups are not stigmatised or problematised, and mechanisms for reducing the potential for backlash also need to be considered. However, it is interesting that in this study, a ‘colour-blind’ approach was not as effective.

Effects of training on search committees:

- Research and case studies have shown that implicit bias of training significantly reduces cognitive biases for deans, chairs, and search committees (McCracken 2000; Rudman et al. 2001). Once aware of the existence of
biases, individuals tend to more carefully scrutinize their own decisions, thereby avoiding the stereotypic
cognitive shortcuts that lead to biased evaluations.

- Exposing people to systematic research on cognitive biases is likely to more likely to be effective than getting
  people to be aware of their own personal biases (Rynes and Rosen 1995; Valian 1999). In several instances, the
  latter type approach has actually been found to increase bias (Rudman et al. 2001).
- Training will not be effective, and may be counterproductive, if individuals are not motivated to decrease bias
  (Devine et al. 2002; Rudman et al. 2001; Valian 1999; Wilson and Brekke 1994).
- Pressuring individuals with certain motivational profiles to make a pro - African - American hiring decision can
  lead to anger, frustration, and a lower willingness to hire African - American job candidates (Plant and Devine
  2001).

No matter how effective the training, the impact of such training does not last and needs to be sustained over time.

In general, Devine has done a lot of work in this area – recommend taking more look at his body of findings

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CULTURE:

Training alone is not enough. It would be difficult to overestimate the importance of creating in inclusive culture in
maintain the positive effects of formal training. After all, culture is what created biases in the first place. “The relative
ease in the lab of creating positive associations that reduce implicit bias should alert us to the ease with which the opposite
can occur in the real world… http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/.

Findings from the researchers Ziegert and Hanges (2005) and Carlsson and Rooth (2007) show that having written
equality and diversity policies is insufficient; policies need to be put into practice. Saying an institution is committed to
equality and diversity is not the same as an institution demonstrating it is committed to equality and diversity….If
managers make it clear that they are committed to equality, for example by attending equality events, debating and
discussing the issues, and holding themselves and others to account for lack of progress, then the rest of the institution is
likely to follow. http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/

from http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/:

Institutions should look for situations where they can promote counter-stereotypical images of underrepresented groups. If
people are always presented with an image of certain groups of people in certain roles then the association becomes
automatic and influences our view of that group of people and that role. “Many organisations find that the ethnic
composition of, for example their cleaning staff, is very different to that of the senior management team.”

- Ensure a diversity of guest speakers and lecturers are invited for special events and conferences. Collect and analyse
  monitoring data on guest speakers and lecturers and address any imbalance that is noticed.
- Conduct an image audit of the institution. Consider images within board and conference rooms, paintings on walls,
  images in marketing materials and websites. Where images are of board and senate members, or previous chancellors
  and vice-chancellors, consider where they would be encountered by visitors and what visitors may interpret from
  them, consider building names. At the same time, it is important to portray an accurate image of the institution, and so
  a balance is needed. If an institution looks incredibly diverse in its prospectus, but in reality is not, then prospective
  students and staff may feel misled.
Consider the events and seminars organised throughout the year and how they could contribute to mitigating generally held stereotypes about different groups of people. This should include embedding diversity within non-specific events as well as organising bespoke events such as black history month, international women’s day, etc. For example, the institution may organise tours of the local area for new staff and students; tours could include the black history and prominent female history of the area, rather than the black and female history being included in a separate tour.

Consider the content of the curriculum and how it could be diversified to ensure a balanced viewpoint. Again, this should be embedded into existing courses, rather than being added as an additional element.

Develop the pipeline and attend to a more diverse workforce in middle and senior manager roles

Media: Present on a regular and repeated basis positive images, stories, and news items about minority groups in institutions as a strategy for minimising the impact of implicit bias.

From: Reducing unconscious bias: a highly effective toolbox ... and how to avoid the unconscious bias pitfalls, http://weprinciples.org/files/attachments/Reducing_Unconscious_Bias--a_highly_effective_toolbox.pdf (note: this group works with industry, not higher education):

- Create a bias-free culture by systematically managing positive small cues.
  Not-great example: One of our clients wanted to make progress on the gender front. The CEO appointed a woman on the executive committee as head of communications. At the global senior management convention, she appeared on stage many times to introduce and hand over the microphone to her male colleagues. She never had the opportunity to convey a serious business-oriented message as did her male colleagues present in the room. Such a set-up certainly reinforced unconscious associations, such as women = helpers and men = leaders.

- To address these highly powerful “small cues”, organizations should therefore:
  a. conduct a systematic review of all the small cues and subtle messages prevailing in the environment. Complement this review with the results of Implicit Association Tests when such tests are available.
  b. train and involve communications teams and more generally key executives to make this process sustainable over time.

Encourage diverse interpersonal contact


- Allport’s (1954) Diverse interpersonal contact will lead to more positive attitudes when people: have equal status, have common goals, are in a cooperative or interdependent setting, and have support from authorities

From http://projectimplicit.net/nosek/papers/LHN2013.spc0.pdf:

- Intergroup contact seems to reduce explicit and implicit prejudice (Allport, 1954; Pettigrew & Tropp, 2006) (Aberson, Porter, & Gaffney, 2008; Dasgupta & Rivera, 2008).
- Interestingly: quality of contact seems important for reducing explicit prejudice. In contrast, there is some evidence that the quantity of intergroup contact may have a direct effect on implicit prejudice, suggesting that
People may not enjoy diverse committees as much as they enjoy interacting with those to whom they are similar, but bias is still reduced by such interactions. (NeuroLeadership presentation)

Mentoring is seen as an important method for supporting minorities in organisations (Kalev et al, 2006), however, because of the social distance involved, the usual pairing of senior majority mentor and the junior minority mentee may have less impact on the implicit attitudes of the majority mentor (Fiske, 1993).

- Reverse or reciprocal mentoring schemes (Harvey et al, 2009), where senior staff are mentored by talented minorities, may create more equality in the relationship, enabling greater friendship potential and, in turn, a greater impact on implicit attitudes.
- However, such models rely on the majority mentor being open to the learning experience and potentially having to challenge their own views and beliefs. Where this is attempted, it needs to be undertaken without leading to the person ‘freezing’ or seeming cold as a result of feeling uncomfortable.

PROCEDURAL

Procedures that mitigate bias can result in improved inclusion even in the absence of attitude change, as ADVANCE Nebraska notes. They suggest ways to mitigate bias even without creating awareness or training. However, that, for those who are open to it, awareness and training can create more powerful effects than procedural modifications alone. Also, that there are some situations in which procedural modifications aren’t available or enforceable. Advance PI 2013 PP presentation, Advance Nebraska

Accountability:

Give people specific, appropriate diversity goals and hold them accountable. Advance PI 2013 PP presentation, https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjJ2vfS9q7MAhWE1CYKHRMZAwwQFggMAAA&url=http%3A%2F%2Fwww.awis.org%2Fassociations%2F9417%2Ffiles%2FMcQuillan_ImplicitBias_pp.pptx&usg=AFQjCNHWPq9HVgpgsf1o4LggLZTqGj0qUA&sig2=xuNHSofN9L8yFZZMfQ7A_A&cad=rja. When individuals know they will be required to justify their decisions (particularly to an impartial higher authority), they tend to engage in more complex thought processes when making evaluations. This helps people avoid making the kind of snap judgments that can lead them to apply stereotypes when making decisions (Valian 1999; Tetlock 1983).

SEARCH/PROMOTION PROCEDURES:

FOR CHAIRS: http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/;

Search/promotion chairs are critical to a quality process. Make sure chairs are suitably oriented and trained.

- Chairs need to frame a context and support mindsets that will minimise categorisation and implicit bias, but do this in a way that does not make majority panel members feel they are being put under undue pressure to conform.
Consider planning a preamble that highlights diversity as a shared, freely chosen value. Consider discussing the role of association in creating implicit bias – where minorities are underrepresented in the post being recruited for, explicitly note that panel members may be influenced by that stereotype. (From Rebecca: If Chair can be transparent that s/he includes him/herself among those susceptible to bias, that helps to reduce defensiveness on the part of others)

When considering questions of “fit”, whether to the team or the organisation, be cautious about highlighting the need for “loyalty” and therefore increasing the potential for implicit bias (Zogmaister et al, 2008). Typical interview questions that ask about being a ‘team player’ are likewise risky, since they may prime for ‘loyalty’.

When comparing majority and minority candidates, consider directing the panel to consider the ways in which they are similar (de-categorisation) (Hall et al, 2009) before looking at the ways in which they differ.

Be careful, however, when asking for “objectivity”. For instance, instructing people to assert that they are objective decision-makers prior to a hiring decision increases gender (Uhlmann & Cohen, 2007) and age discrimination (Lindner, Nosek, & Graser, 2012). http://projectimplicit.net/nosek/papers/LHN2013.spco.pdf. Diverseo http://weprinciples.org/files/attachments/Reducing_Unconscious_Bias-_a_highly_effective_toolbox.pdf says: People who consciously attempt to reduce their unconscious biases before making a decision tend to make more biased decisions! They often (unconsciously) tweak facts in a subtle way.

The best approach is to encourage people to take responsibility for being fair, and to uncover their biases with cognitive tools; to foster decision-makers’ curiosity and openness; and to encourage them to candidly discover more about the individual they are assessing.

Select appropriate committee members

- Make sure that committee members understand that, even if they are members of an underrepresented group, they still can (and often do) hold biases against their own group.
- Consider selecting committee members who endorse the value of inclusion and are willing to accept that implicit bias exists.

PROCEDURAL SUGGESTIONS:

compiled from

- http://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/

Ensure transparency in recruitment and hiring:

Documentation

- Ensure that all shortlisting decisions and interviews are properly documented in a standard and consistent manner to show why people were chosen, and how they were more suitable for the post compared with other applicants. Also consider the language used to justify such decisions; are they valid decisions, based on the selection criteria, or are they expressed as subjective opinions, such as an applicant’s ability to ‘fit in with the team’. …
- (From Rebecca: In my experience, documentation requirements can often be framed as “something we have to do to protect ourselves legally”. Instead, explain documentation as something that allows us to create fairer and better decisions by clarifying the decision process and keeping ourselves focused on the important criteria.)
Cleary articulating a set of criteria and consistently applying those criteria should decrease the tendency to apply different standards when evaluating different categories of people.

The same qualities can be perceived very differently depending on whether they are demonstrated by a member of the majority or the minority (Eagly and Carli, 2007). Uhlmann and Cohen (2005) in terms of academic hiring, members of search committees should state explicitly what criteria they are using to evaluate candidates, and they should be vigilant to the possibility that their criteria are shifting as they evaluate different types of applicants. For example, is past teaching and service brought up more frequently when discussing female applicants? Are we more likely to see potential when a male applicant has only a few publications than when a female applicant has the same record? In examining their own hiring procedures, Deloitte & Touche found that women were more likely to be evaluated on their performance, men on their potential.

Recruitment

= Examine draft job descriptions for bias: Word choice can subtly convey bias and discourage a diverse pool of candidates. For example, [tp://money.cnn.com/2015/03/20/technology/unitive-diversity/](tp://money.cnn.com/2015/03/20/technology/unitive-diversity/)

= Make sure that requirement in job description are actually important for the functions of the job. Consider how to evaluate overseas and alternative qualifications in a fair and transparent way.

= Make sure that headhunters use best practices to recruit diverse pool

Anonymizing possible bias factors

= Wherever possible, consider anonymizing candidates’ information (with respect to relevant bias factors such as gender, race, etc.) for as long in the hiring process as possible.

= When appropriate, consider using an application form (as opposed to CV or vitae). This ensures that everyone is submitting the same types of information in the same order, so they can be compared fairly.

= Particularly for professional and support positions, human resources (HR) processes could be adapted to remove information such as name, school, university, all monitoring data, and anything else that is irrelevant to the application. (The Blendoor app says it can assist with this, [http://blendoor.com](http://blendoor.com))

Strategies for Minimizing the Impact of Bias in Recruitment [http://www.northwestern.edu/provost/faculty-resources/faculty-search-committees/unconscious-bias.html](http://www.northwestern.edu/provost/faculty-resources/faculty-search-committees/unconscious-bias.html) (Northwestern U Office of the Provost)

Set forth below is a list of specific interventions for addressing unconscious bias in the context of faculty recruitment. The strategies are grounded in research, including the studies listed in the bibliography below.

1. Set ground rules for search committee meetings (e.g.: no interrupting other committee members).
2. In advance of a search, facilitate structured discussions around the academic criteria for evaluating candidates so that the search committee has a unified conception of what criteria to use, how to weigh them, and how to measure quality within a given domain.
3. Use structured evaluation templates for reviewing applications, job talk evaluations, and one-on-one interviews. These templates should include both quantitative rankings of job-relevant criteria and qualitative written information. For quantitative rankings, forms should provide instruction about what type of behavior/achievement corresponds to each level of score.
4. Spend sufficient time evaluating each applicant, and minimize distractions when reviewing applicant materials. (Research has indicated that when people feel rushed to make decisions, they tend to be influenced more by unconscious biases.) (Service on a faculty search committee should be publicly recognized as substantial service and should be offset by reducing other service requirements.)
5. Familiarize yourself with the literature on unconscious bias (there is an extensive bibliography at the site referenced)
APPENDICES: UNCONSCIOUS BIAS TASK FORCE SUBCOMMITTEE REPORTS

6. Be aware of your own potential biases.
7. Encourage others to call out incidents of bias (Rebecca: in a respectful and supportive way).
8. Use inclusion rather than exclusion strategies in making selection decisions (e.g.: include for further consideration those applicants the search committee deems to be qualified as opposed to excluding those it deems to be unqualified).
9. Agree in advance on a set of interview questions that will be asked of each candidate (see also Faculty Search Committees website section on Legal Considerations).
10. Be prepared to defend each decision to advance or eliminate a candidate.

- NU suggests also examining Interrupting Bias in the Faculty Search Process. The University of Washington’s ADVANCE Center for Institutional Change created a training video and facilitation guide to help faculty search committees uncover and address unconscious bias in the faculty candidate evaluation process.

Sampling of other recommendations: (From Rebecca: I apologize that I haven’t had time to integrate these into the above recommendations, so there will be some duplication.)


Structuring group discussions. it is a good idea to have each member of the committee first privately express her or his preferences in terms of candidates and to describe clearly the criteria they are using to arrive at their preferences. This can be accomplished by having each member of the committee prepare a short written report that is shared with the group prior to group discussion. This procedure should put the maximum number of applicant names on the table and should expose differences in the criteria being used. The committee should then discuss the criteria that they will use, being sensitive to criteria that appear arbitrary or appear to advantage one group of people over another. This helps, among other things, to eliminate the disproportionate influence high-status committee members may have.

Critically analyzing supporting materials for stereotypes, which can subtly influence perceptions:

Gender:

- Committees must be sensitive to the fact that supporting materials for applicants might be biased by gender stereotypes. Letters of recommendation are more likely to contain bias if the applicant is a rarity in their field, such as a woman in engineering:
- Female applicants may be referred to by a female title or by first name; gender-neutral titles and/or last names may be used for male applicants.
- Letter writers are more likely to describe male applicants as “successful” and to mention “accomplishments” and “achievements.” Female applicants are more likely to be described as “compassionate”, and their letters contain more mention of “her personal life.”
- Letter writers were also more likely to draw attention to the teaching ability of female applicants and the research accomplishments of male applicants.
- Letters for male applicants tended to be longer and contained fewer qualifying or “doubt raising” statements.
- Teaching evaluations are also subject to gender bias, including in well-controlled studies where possible actual teaching quality differences were ruled out. Teaching evaluations for disciplines that routinely award lower grades (such as engineering) are more likely to be biased.
- One study found that men generate more publications per year than women (2.8 vs. 2.3), while women’s publications tend to take on broader problems and be more heavily cited (Sonnert and Holten 1996). An earlier and larger study of biochemists by Long and colleagues (1992) found a similar pattern. Assessing applicant quality by length of vita or by simply counting number of publications instead of more carefully assessing the
quality of publications and the impact of a research record will likely lead committees to disproportionately prefer men to women.

Race:

- Less is known about racially-based evaluation differences in faculty of color, simply because the numbers of faculty of color are still too low to draw valid conclusions.
- When African-Americans managers provided negative feedback to participants, they received lower evaluations compared with white managers who provided similar negative feedback (Kunda and Sinclair 1999).


Reducing unconscious bias: a highly effective toolbox ... and how to avoid the unconscious bias pitfalls
(Note: This is industry, not higher education)

Create a decision-making context fostering objectiveness (without using the word “objectiveness”)

Engage as much as possible in a deliberative process to obtain different points of view - while not overloading decision-makers with too much information.

Use individual fact-based deductive techniques.

- List decision-making criteria - Write down the criteria needed to arrive at a decision and make sure all decision-makers have the same understanding of this criteria. Be as descriptive as possible.
- Weight the criteria depending on job content and context.
- Be inclusive
  - Consider all potential candidates, especially when the decision involves hiring or promoting.
- List the facts
  - For each candidate, identify key facts supporting the assessment of their competencies or performance against each criterion. Do not hesitate to use multiple sources for information whenever possible. Data analysis among large organizations has demonstrated that 360-degree feedbacks typically allow generating more objective and better-calibrated assessments.
- Rate the facts
  - Rate or assess key facts against each criterion. Do not hesitate to momentarily mask the names of the individuals assessed to reduce potential bias linked to the gender, age, origin of the candidate.
- Do the math
  - Multiply the rating by the weight of the criteria to make a more accurate assessment of each individual.

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Make it simple.

- Simplify as much as possible the information used in the process. there’s too much information, decision-makers consciously pick the information that best corresponds to their unconscious biases or assumptions. One best practice is to have a maximum of six criteria to assess. We have found that best-in-class organizations often have five criteria.
- Ensure that access to information is easy by reducing as much as possible administrative tasks to administer the process.
- Have the right decision-makers.
Many organizations tend to involve senior executives with a limited knowledge of the individuals to assess, or tend to leave key decisions to people who are too far down to step back and adequately calibrate decisions.
• Involve the right number of individuals. Best practice is to have at least two individuals involved. In some decisions, effective calibration is achieved with three to four people.

• Have the right facts. The overall structure of the decision-making process should provide decision-makers with key facts to support their decisions. Quite often, some people possess relevant information that is not communicated to other key decision-makers. In such instances, people then “make up” for the missing information and use biased assumptions to make decisions.

• Be descriptive and practical.
  Make sure everyone has the same interpretation of key facts. Quite often, people tend to interpret criteria for decisions differently based on their own unconscious preferences or cultural context. One frequent example is leadership, which is perceived differently for men and women but also across different cultures. For example, at one of our clients, the Americans had the image of a tall, powerful, assertive, and charismatic leader, while for the Chinese the concept itself was not as relevant as they were searching for harmony and collective thinking.

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Reduce mental inferences.

Develop supporting documents and tools that help decision-makers to find the most relevant information in order to reduce mental inferences:

• Make sure the first information people see is the most relevant for objective decision-making. Very often, the first information that decision-makers see may anchor or reinforce biases. These can include previous performance ratings and, sometimes, age, photos or other personal characteristics that might unduly influence performance perception.

• Make it easy to read. Sometimes decision-makers are provided with so many documents and required to wade through so much information they end up unconsciously picking what they prefer.

• Make it easy to access. Technology can help or hurt. Sometimes the cognitive focus is more on how to operate the software than on how to assess the performance.

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Reduce the impact of self-stereotyping in self-evaluations when self-evaluations are involved.

• Focus self-evaluations on key facts. Make sure that employees have clear, fact-based objectives against which to assess themselves. For the most qualitative objectives, make sure these are based on descriptive expectations.

• Encourage people to know more about themselves and to know how they might unconsciously limit themselves. Research and tools on self-identity or self-image is making significant progress. Take advantage of it!