
Introduction

Implicit bias is an underlying problem that many colleges and universities are attempting to decrease and expel from their programs and hiring processes. A review of the following institutions was conducted electronically to determine best practices in addressing implicit bias.

- University of Michigan (STRIDE)
- University of Wisconsin-Madison WISELI (<http://www.wisc.edu/>)
- Georgia Tech (ADEPT)
- Case Western Reserve University (<http://www.case.edu/>)
- Michigan State University (<http://www.msu.edu/>)
- Lehigh University (<http://www4.lehigh.edu/default.aspx>)
- Northeastern University (<http://www.northeastern.edu/>)
- Rensselaer Polytechnic Institute (<http://www.rpi.edu/>)
- North Dakota State University (<https://www.ndsu.edu/>)
- Cornell University (<http://www.cornell.edu/>)
- Syracuse University (<https://www.syr.edu/>)
- Virginia Tech (<http://www.vt.edu/>)

Most surveyed institutions articulated ways in which they are attempting to decrease implicit bias involved with underrepresented minorities and women faculty candidates.

University of Michigan

“The *University of Michigan*’s STRIDE committee—Strategies and Tactics for Recruiting to Improve Diversity and Excellence—has served as a prototype for many other institutions. Committee members were senior faculty who educated themselves about implicit bias by reading and discussing the literature, and who then carried this information to departments. They offered an interactive, data-based presentation to departments and worked with search committees to maximize the chances that well-qualified women and minority candidates would be identified and, if selected for job offers, recruited, retained and promoted. Crucially, STRIDE involves distinguished scholars who act as campus thought leaders and “organizational catalysts” (Sturm, 2007).”¹

University of Wisconsin-Madison

“The WISELI project at the *University of Wisconsin-Madison* developed a workshop on “Searching for Excellence and Diversity” and offered it widely across departments and schools. This workshop is available to other institutions as are WISELI’s handbooks and brochures. WISELI materials identified the essential elements of this workshop as:

- Peer teaching: The workshop involved faculty from the unit to deliver short presentations and serve as discussion facilitators.
- Active learning: Most time was spent in discussion and a sharing of practices from different departments, while lecture-style presentation was kept to a minimum.
- Unconscious biases and assumptions: Participants were introduced to the social psychological literature on unconscious biases and assumptions, and learned how these tendencies might affect the hiring process.

- **Accountability:** Participants reported on their success in recruiting diverse applicants to their pools.

Evaluation reports show that the workshops were useful to the participants, and that departments who sent at least one faculty member to a hiring workshop made more offers to and hired more women applicants. People who attended the workshops were much more likely than others to disagree that “The climate for faculty of color in my department is good,” a finding felt by WISELI leaders to indicate greater awareness of the actual climate experienced by faculty of color.”¹

Laursen, S. L., & Austin, A. E. (2014). Strategic Intervention Brief #5: Inclusive Recruitment and Hiring. In Laursen, S. L., & Austin, A. E., *StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change*. Boulder, CO, and East Lansing, MI. www.strategictoolkit.org

Policies and Practices

WISELI holds an unconscious bias workshop series, where the faculty takes an IAT (Implicit Association Test), and focuses on helping to rid people of the “bad habit” of implicit bias. There is a grant for a video game that is aimed at reducing bias.

- **Implicit Bias Considerations**
 - In order to reduce the effects of bias and assumptions have upon hiring practices, it is important to recognize them.
 - Apply criteria to all candidates, and create said criteria prior to evaluating candidates.
 - Evaluate each candidate thoroughly, allowing for at least 20 minutes per person.
 - Do not focus on one section of the application, but rather, evaluate it in its entirety.
 - Be sure to have a reason for every decision made, whether it is to eliminate or advance a candidate.

Georgia Tech (ADEPT)

“At *Georgia Tech*, the ADVANCE program developed an interactive, online tool for preparing P&T committees for their work. The Awareness of Decisions in Evaluating Promotion and Tenure (ADEPT) tool includes case studies, games, and an extensive bibliography that are intended to help users learn to identify forms of bias in evaluation and thus achieve more fair and objective evaluations. Modules are targeted both to candidates preparing a record for evaluation and to members of P&T committees who will review such records. After piloting and testing, review of this online tool was required of all members of P&T committees, and often committees were also required to discuss best practices and fictional cases with their peers. Leaders reported that committees that discussed the hypothetical cases and consulted the games found they had less contentious deliberations. Review of the fictional cases also helped committees to establish some shared understanding about criteria before they addressed the merits of particular tenure cases. The PC-based ADEPT materials are available to others under a no-cost license.

<http://www.adept.gatech.edu/> Several other institutions developed implicit bias training that was offered to various campus constituencies, including chairs, deans, and hiring committees. Anecdotal reports indicated some “trickle-over” effect of this training into P&T committee

deliberations. These efforts are discussed further in Brief 5 on inclusive recruitment and hiring, because implicit bias training was often used as an intervention into hiring processes.”²

ADEPT Library - Bibliography of Bias In Evaluation <http://www.adept.gatech.edu/LibraryBibliography.htm>

²Laursen, S. L., & Austin, A. E. (2014). Strategic Intervention Brief #6: Equitable Processes of Tenure and Promotion. In Laursen, S. L., & Austin, A. E., *StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change*. Boulder, CO, and East Lansing, MI. www.strategictoolkit.org

Case Western University

History

Case Western University has undergone research, in collaboration with the University of North Carolina at Charlotte, within its campus in order to decrease the chances of implicit bias. Data collection occurred for six years prior to constructing a new hiring program. For women, the following statistics were found:

- 15.9% of the applicant pool was made up by women
- 30.7% of the shortlist
- 38.7% offers of hire

After implementing its new policies, data was again analyzed to compare averages. The last four years showed the following averages:

- Short-listed Women - Before: 25.3%, After: 35.5%
- Women Hired - Before: 25.5%, After: 37.5%

Policies and Practices

The following new policies were implemented intentionally to decrease bias and increase diversity:

- Proactive Hiring - This solution involves pursuing applicants aggressively, building bias awareness among faculty, and training in basic hiring processes.
- Training - There is a three part training program:
 - Institutional Commitment to Diversity
 - Presented by a senior administrator
 - Deans participate in the workshops as well, as they review short lists of faculty candidates.
 - Reducing Evaluation Errors & Biases
 - An Advance team member usually conducts this session, informing faculty about recent findings involving unconscious bias.
 - Resources and Tools for Inclusive Searches for Faculty
 - Human Resources usually presents within this session, demonstrating the resources available. These resources include search committee toolkits, which have forms, templates, and training guidelines.
- Hiring a new vice-president for the “inclusion, diversity, and equal opportunity.”

- Faculty is encouraged to be involved actively in the recruiting process to widen applicant pools in order to increase the amount of women and underrepresented minorities.

Michigan State University

History

Michigan State University has an initiative entitled ADAPP-ADVANCE, which is Advancing Diversity through the Alignment of Policies and Practices. This initiative's website hosts a page dedicated to implicit bias, with links to past workshops, documents, and power point presentations. Limited data was available on implicit bias, however, some information regarding hiring towards a more diverse faculty population can be found on Michigan State University's site.

Policies and Practices

- ADAPP-ADVANCE has held implicit bias workshops with Nilanjana (Buju) Dasgupta.
 - These workshops discuss the effects of implicit bias in faculty evaluations, in teaching, and in learning. The presentation power point is available <http://www.adapp-advance.msu.edu/implicit-bias-resources>
- They cite "*search committees are carefully selected, all of whom have knowledge of and adhere to MSU's hiring procedures.*"
- All jobs and opportunities are explicitly described with relevant criteria.
 - There will be a focus on identified, explicitly described, criteria in the recruitment, screening, interviewing, and selection of candidates.
- A scientific or structured approach is important in a hiring practice, with a toolkit made available online.
- Make broader descriptions in order to not exclude women and minorities.
- During recruitment, do not make "fine distinctions" between candidates.
- The same criteria should be applied to all applicants.
- The rationale behind faculty hiring decisions should be documented.
- There is a standard candidate evaluation form available.

Lehigh University

History

Lehigh University has changed its hiring strategies and has observed positive results. One such example would be in the integrative biology department, where the representation of women has reached nearly 50%. It has been found that as a result of new, active recruiting and hiring practices, faculty have much less bias after having addressed bias formally as part of the search committee process.

Policies and Practices

- Faculty workshops and seminars are held for those involved in the hiring process.
- Faculty resources (workshops and seminar presentations) are available to view online.

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- Creating multiple ranking lists to assess candidates has seen results, such as with the integrative biology department. These lists include:
 - Productivity and Fundability
 - Record on Diversity
 - Evidence of Good Citizenship
 - Possible Collaborations
 - The use of individual ranking lists requires committees to reach a consensus on how all characteristics will be weighed at the end.
 - Criteria are set in advance, before reviewing credentials and meeting the candidates.
 - Use the same interviewers and questions with each candidate.
 - Use the same person in conducting reference checks.
 - Use standard rating sheets when conducting interviews and rating each individual.
 - Actively recruit:
 - Work with the dean to maintain a flexible hiring plan.
 - Keep relationships with prospective women and underrepresented minorities faculty through meeting with the vice-provost for academic diversity.
 - Invite potential faculty candidates to give seminars.
 - If an offer for a position is turned down, speak with them.
 - Speak with those recently hired about the hiring process.
 - Be aware of assumptions and biases, and talk about ways to decrease their effect throughout the hiring process.
 - Define the position and its requirements as broadly as possible in order to increase the possible pool of applicants.
 - Extend the deadlines if the pool is not diverse enough. Allow for flexibility with deadlines and in creating the shortlist.
 - When communicating with candidates for a position, do not evaluate them. Candidate evaluation should occur at faculty meetings and recruitment.
 - Look at the university's own grad students - "grow your own."
 - Keep in contact with candidates after interviews.

Northeastern University

History

Northeastern University has implemented policy and hiring changes primarily through STRIDE, Strategies and Tactics for Recruiting to Improve Diversity and Excellence. STRIDE was adapted from a University of Michigan model. Its main objective is to support search committees in the searching and hiring processes. Another of its aims is to increase faculty diversity by diversifying applicant pools and understanding implicit bases in evaluation procedures of its candidates.

Research conducted prior to STRIDE demonstrated that when evaluating identical faculty application packages, males were preferred over female 2:1. STRIDE data analysis determined that of 80,000 grant applications, 29% of whites were approved and only 16% of blacks were

approved. There is no current data, however, to compare these statistics to those after the implementation of the new practices.

Policies and Practices

- STRIDE holds workshops every fall for faculty search committee members.
- It is believed that the first critical step is an awareness of evaluation bias.
- “Global” evaluations should be avoided.
- Finalists for the shortlist should not be based on minority status.
- Complete evaluation forms of candidates within 24 hours of interview.
- Adopt a systematic evaluation practice.
- Broaden the search description; decide if narrow criteria are necessary for that position.
- Have candidates meet with faculty of similar cultural backgrounds.
- Create a shortlist by conducting phone interviews to reduce or remove initial bias.

Rensselaer Polytechnic Institute

History

Rensselaer Polytechnic Institute had begun to put new practices, entitled the RAMP-UP Program and the Advancement Reform Initiative, into practice when on January 31, 2011, due to “economic climate and budget constraints,” some searches were put off, and restrictions were put into place, regarding searches. There has also been a “lack of agreement about the reformulation of the Faculty Senate following its dissolution by the Board of Trustees.” However, prior to the issues regarding its present state, RPI has seen a 29% increase in the women faculty and a 33% increase at the senior level since 2001.

Policies and Practices

- The RAMP-UP Program was created in order to “maximize the potential of each and every faculty member.” RAMP-UP is an abbreviation that stands for “Reforming Advancement Processes through University Professions.”
- The Advancement Reform Initiative was created in order to make university processes more transparent.
 - Workshops were created to train the chairs on faculty recruitment and retention.
 - Recruitment, retention, and advancement processes were under review and revised as needed.

North Dakota State University

History

North Dakota State University tries to reduce bias through its ADVANCE Program. Results or changes based on current programming efforts are not able on the university’s site.

Policies and Practices

- The ADVANCE FORWARD program provides gender equity awareness workshops.
- Available on the ADVANCE site is a “Reviewing Applicants Brochure,” which has been taken from the University of Wisconsin-Madison.
 - Information provided in the brochure includes the need for people to strive to increase the representation of women and underrepresented minorities in the applicant pool, as well as advice that every person must consciously be striving to minimize bias.
- Search committees must have a student on it.
- Actively recruit possible applicants or candidates who may be interested in working at the university.
 - Include professional networks, meetings, and personal contacts via phone and/or email as part of the recruitment process.
- Strive to achieve diverse applicant pools.
- Develop a system/procedure for consistent screening of applicants, using the advertised qualifications.
- For the interview:
 - Use the evaluation/interview form.
 - Consider preferred and minimum qualifications.
 - Rate each person based upon qualifications.
 - Briefly summarize each interviewee’s strengths and weaknesses.
 - Use the following assessment standards: acceptable, marginal, or not acceptable and provide reasons why in terms of position qualifications.
- There is an implicit bias training video from Ohio State University located online for search committees.

Cornell University**History**

The ADVANCE Center provides informations about implicit bias, including possible sources and how to best recruit candidates.

Policies and Practices

- There is a workshop available that helps to avoid bias, especially when hiring and creating a short list of faculty candidates.
- For women who were not hired in past searches, assess why: Did something occur to interfere with the assessment of the candidate?
- Do not limit the pool of applicants needlessly, and cast the hiring net as widely as possible.
- Create multiple short lists based on different qualifications.
- While creating shortlists, stop several times to ensure that the pool of candidates is satisfactory.
- Discuss Virginia Valian’s research on implicit bias as a faculty selection committee.
- Do not use one reader in the evaluation process; the entire committee should be involved.

- If rejecting a candidate, create de-selection documents stating the reasons for this decision.
 - Avoid talking about family and children, as that will induce caregiver bias. Instead, focus on the ability to do the job.
 - Raise awareness of implicit bias through training of proper hiring practice and protocols.
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Syracuse University

History

Syracuse University's site does not clearly identify the prevention of implicit bias, rather the actions to be taken afterwards. There are several options offered to increase diversity, and thus reduce implicit bias within the hiring practices.

Policies and Practices

- There is a STOP Bias website, in which STOP stands for: "Spot it. Talk about it. Open your mind. Prevent it."
 - The information describes how to report bias observed on campus, and for providing support to those who have experienced bias-related actions towards them.
 - There is an online description of bias.
 - The Diversity Network enables the university to reach out to local minority job locator resources. The network holds an annual job fair and utilizes affirmative action data.
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Virginia Tech

History

Virginia Tech offers on-line implicit bias, its effects, who to contact, and how to combat it on their website.

New Policies

- There is a large amount of resources made available online by Virginia Tech's ADVANCE team.
 - This includes presentations and documents, most taken from other colleges.
- There is an annual workshop on academic diversity, which included some information unconscious bias in previous years.