



Learn about research on implicit biases and consciously strive to minimize their influence on your evaluations.

- Awareness of the problem and a desire to evaluate fairly can reduce the impact of implicit biases.

Increase the diversity of the search committee.

- If necessary, bring in faculty from related departments to ensure a diverse group will be reviewing applications.

Increase the diversity of the applicant pool.

- Research shows, e.g., that having 30% or more women in the pool increases the likelihood that a woman will be hired.
- Be active in seeking out qualified female and minority candidates – don't wait for them to apply.
- Ensure that the job ad is sufficiently broad to cast a wide net.

Develop evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.

- Research shows that people use different standards to evaluate candidates of different genders and ethnicities, and can shift the weight of these criteria to favor white male candidates.
- Establishing *a priori* structured, job-related criteria produces more accurate evaluations.
- Requiring both positive and negative comments for every candidate helps avoid bias.

Spend at least 20 minutes reviewing each applicant's file.

- For example, research shows that when rushed or distracted, evaluators tend to rate women lower than equally qualified men.

Consider all elements of an applicant's file, and avoid weighting one or two items most heavily.

- Letters of recommendation, in particular, tend to be weaker for women than for men due to the implicit bias of the letter writer.
- Consider the quality, not the quantity, of publications.

Consciously ask yourself whether each female and minority candidate is being fairly reviewed.

- Are certain assumptions being made, e.g., about authorship, accomplishments, possible family responsibilities, whether the candidate would "fit in", etc. that would unfairly impact certain candidates over others?

Be able to defend each decision, whether to eliminate or advance a candidate.

- Holding reviewers to a high standard of accountability reduces the influence of biases and assumptions.

Require every search committee member to discuss each candidate during the committee meetings.

- Don't let a vocal minority unfairly sway the discussion of candidates.

Place at least two diverse candidates on the short list / campus visit list.

- Having more than one diverse candidate prevents "tokenism".
- Consider creating several short lists, weighting different criteria highly (*e.g.*, research productivity vs. teaching experience); then take the top candidates from each separate list as your final short list.
- If you don't have at least two highly qualified diverse candidates in your pool, take a step back and engage in additional active recruiting efforts to produce a more diverse pool.

During interviews, focus on the candidate's scholarship and his/her ability to perform the functions of the job.

- Send the message to candidates that the university and department are interested in their scholarship and skills, not their demographic characteristics.
- Again, have pre-determined evaluation criteria and interview questions that are applied consistently to all applicants; be sure they are distributed to all faculty members meeting the candidate.
- Every faculty member (not just members of the search committee) should review the types of questions that are illegal or inappropriate.

During interviews, provide opportunities for candidates to meet a diverse range of people.

- Ensure that candidates will see people "like them" on campus
- Market the campus as a positive and welcoming environment

Want to learn more? These online resources are good places to start:

BGSU College of Arts & Sciences Diversity Site: <http://www.bgsu.edu/arts-and-sciences/diversity.html>

BGSU Office of Equity and Diversity: <http://www.bgsu.edu/equity-and-diversity.html>

U. Michigan's STRIDE Program: http://sitemaker.umich.edu/advance/stride_committee

U. Wisconsin's WISELI Program: http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf