Unintentional Bias

1. Recognize the influence of stress and time pressures on decision-making processes. If possible, schedule selection and advancement processes with an eye to minimizing semester and professional demands on committee members and provide a generous window of time for committees to deliberate.
2. Establish decision criteria related to position requirements and professional qualifications before reviewing candidate applications.
3. Encourage selection and advancement committees to seek additional information in order to clarify ambiguous priorities, criteria, and information. At the same time, be careful to apply the same criteria and requirements for all candidates.
4. Identify and focus on specific position criteria rather than discussing a broader and more general sense of “fit” with the department.

Selection Bias

1. Avoid evaluations based on inferences that may mask subtle biases. In particular, do not make offer decisions based on what the committee assumes or suspects about the candidate’s motives, preferences, or likely actions.
2. Clarify whether gendered assumptions about roles or positions are evident and strive to compare candidates on the basis of actual accomplishments and qualifications. This is particularly important in assessing leadership and professional potential.
3. Use a structured interview schedule for each candidate interview. If additional questions are asked of a particular candidate, these should be noted so that the committee can decide how or whether the additional information is useful and comparable to information available for other candidates.
4. Word position announcements using gender neutral language and identify both mainstream and population-specific venues for placing the announcement in order to ensure a pool with at least 25% minority and female candidates.
5. Question vague, evaluative comments made by committee members to find out what specific issues or concerns underlie such comments. Vague feelings and suspicions, anecdotal information, and interpretations based on perceptions should be explored so that these comments can either be substantiated or reconsidered.
Advancement Bias

1. Set up specific standards for advancement progress and assess all faculty periodically for advancement potential based on non-subjective criteria (number of courses taught, cumulative teaching scores, number of publications, grant levels, etc.).

2. Be vigilant about identifying and minimizing unconscious bias in advancement decision-making processes. Provide P&T committees with time and information and encourage members to avoid distractions and focus on predetermined advancement-relevant criteria.

3. Assess the subtle accumulation of disadvantages across all faculty periodically. Pay attention to systematic differences among groups of faculty such as salary, space, research resources, teaching assignments, awards, and committee assignments.