

university of michigan implicit bias training

University of Michigan Implicit Bias Training: Fostering Awareness and Inclusion

university of michigan implicit bias training has become a cornerstone in the institution's commitment to creating an inclusive and equitable environment. As conversations about diversity, equity, and inclusion (DEI) continue to evolve across campuses nationwide, the University of Michigan stands out for its proactive and research-driven approach to addressing unconscious biases. This training is more than just a session; it's a transformative experience designed to help faculty, staff, and students recognize implicit biases and understand their impact on decision-making, interactions, and campus culture.

Understanding the Importance of Implicit Bias Training at the University of Michigan

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions unconsciously. These biases are not necessarily aligned with our declared beliefs but can influence behavior in subtle and sometimes damaging ways. The University of Michigan's implicit bias training aims to uncover these hidden prejudices that often go unnoticed yet contribute to systemic inequality.

Why Implicit Bias Matters in Academia

In an academic setting, implicit biases can affect recruitment, admissions, faculty hiring, classroom dynamics, and student support services. For example, unconscious assumptions about a student's capabilities based on race or gender can shape the opportunities offered to them. The University of Michigan recognizes that addressing these biases is essential for fostering a campus environment where all individuals feel valued and respected.

Research-Driven Approach to Training

The University of Michigan is renowned for its research on social psychology and bias. Their implicit bias training programs are grounded in the latest scientific findings, ensuring that participants not only understand what implicit bias is but also learn practical strategies to reduce its influence. This research-based foundation helps the training remain relevant and effective in real-world scenarios.

Components of the University of Michigan Implicit Bias Training

The training offered by the University of Michigan is comprehensive, interactive, and designed to engage participants in meaningful self-reflection. Here's a breakdown of its key elements:

Self-Assessment and Reflection

Participants begin by exploring their own unconscious biases through tools like the Implicit Association Test (IAT), which measures automatic associations between concepts (e.g., race, gender) and evaluations (e.g., good, bad). This self-assessment is a critical step for raising awareness and setting the tone for honest engagement.

Educational Workshops and Discussions

The training includes facilitated workshops where participants delve into the science of bias, learn about its various forms, and discuss real-life examples. These discussions encourage openness and empathy, helping individuals understand the lived experiences of those affected by bias.

Skill-Building for Bias Mitigation

Beyond awareness, the University of Michigan's training emphasizes actionable strategies to counteract bias. Techniques such as perspective-taking, increasing intergroup contact, and implementing structured decision-making processes are taught to help participants make more equitable choices.

Ongoing Support and Resources

Recognizing that implicit bias is a deeply ingrained human tendency, the University offers ongoing resources, refresher sessions, and support groups to maintain momentum and encourage continuous growth in bias reduction efforts.

Who Should Participate in Implicit Bias Training?

Implicit bias training at the University of Michigan is designed for a broad audience across campus:

- **Faculty members:** To enhance inclusive teaching practices and fair evaluation of students.
- **Administrative staff:** To improve equitable hiring and workplace interactions.
- **Students:** To foster respectful peer relationships and prepare future leaders with a strong commitment to diversity.
- **Leadership:** To model inclusive behaviors and support institutional change.

By involving diverse groups, the training helps embed inclusivity into the very fabric of the university.

Impact of the University of Michigan Implicit Bias Training on Campus Culture

The ripple effects of this training are evident in various aspects of campus life. Departments report more conscious hiring practices, students experience more supportive learning environments, and faculty engage in more equitable mentoring relationships. Importantly, the training cultivates a culture of accountability where individuals are encouraged to recognize bias and take responsibility for change.

Promoting Equity in Student Admissions and Support

One significant area influenced by implicit bias awareness is student admissions. The University employs bias-informed review processes to ensure that applicants are evaluated fairly, focusing on holistic criteria rather than relying on stereotypes or assumptions. Additionally, support services are tailored to be more inclusive and responsive to the diverse needs of the student body.

Enhancing Classroom Dynamics

Faculty who participate in implicit bias training often report a greater awareness of how classroom interactions can be shaped by unconscious prejudices. This insight leads to more inclusive teaching strategies, such as diversifying course materials, encouraging equitable participation, and addressing microaggressions promptly.

Tips for Maximizing the Benefits of Implicit Bias

Training

While the University of Michigan provides a robust framework for implicit bias training, individuals can take additional steps to deepen their learning and impact:

1. **Engage with the material actively:** Reflect honestly on your own biases and be open to discomfort as part of growth.
2. **Practice bias interruption techniques:** Apply strategies like pausing before making decisions or seeking diverse perspectives.
3. **Participate in follow-up sessions:** Regular refreshers help reinforce concepts and introduce new research findings.
4. **Encourage dialogue:** Sharing experiences with colleagues and peers can foster collective awareness and support.
5. **Commit to ongoing learning:** Implicit bias is not a one-time fix but a continuous journey requiring dedication.

How the University of Michigan's Leadership Supports Bias Training

Leadership buy-in is critical for the success of any diversity initiative. At the University of Michigan, administrators and department heads actively promote implicit bias training as part of broader DEI efforts. They allocate resources, set policies that encourage participation, and model inclusive behaviors themselves. This top-down support signals the university's genuine commitment to tackling bias and fostering systemic change.

Integration with Broader Diversity Initiatives

Implicit bias training is one piece of the University's holistic approach to diversity and inclusion. It complements other programs such as cultural competency workshops, affinity group support, and policy reforms aimed at equity. This integration ensures that bias awareness is linked to tangible actions and institutional accountability.

Future Directions for Implicit Bias Training at the University of Michigan

As societal understanding of bias evolves, so too does the University of Michigan's

approach to training. There is ongoing research into new methodologies, such as virtual reality simulations and AI-assisted bias detection, which promise to enhance engagement and effectiveness. Furthermore, expanding training to include more community members and external partners reflects a commitment to broader social impact beyond campus borders.

The University of Michigan implicit bias training exemplifies how institutions can thoughtfully address unconscious prejudices to foster a more inclusive environment. By combining scientific research, practical strategies, and institutional support, this program empowers individuals to recognize bias and take meaningful steps toward equity. In doing so, the University sets a powerful example for other educational institutions striving to create welcoming spaces where everyone can thrive.

Frequently Asked Questions

What is the University of Michigan implicit bias training?

The University of Michigan implicit bias training is a program designed to help students, faculty, and staff recognize and address unconscious biases to promote diversity, equity, and inclusion on campus.

Who is required to participate in the University of Michigan implicit bias training?

Certain groups such as faculty members, staff involved in hiring, and students in specific programs may be required to participate in the implicit bias training as part of the university's diversity and inclusion initiatives.

How can I enroll in the University of Michigan implicit bias training?

Enrollment in the implicit bias training is typically coordinated through university departments or diversity offices. Information and registration links are often available on the University of Michigan's official website or through internal communications.

What topics are covered in the University of Michigan implicit bias training?

The training covers topics such as understanding implicit biases, how these biases affect decision-making, strategies to mitigate bias, and promoting inclusive behaviors in academic and social settings.

Is the University of Michigan implicit bias training available online?

Yes, the University of Michigan offers online versions of the implicit bias training to accommodate participants' schedules and ensure wider accessibility.

How long does the implicit bias training at the University of Michigan take?

The duration of the training varies but typically ranges from one to two hours, depending on the format and depth of the program.

Does the University of Michigan implicit bias training provide certification?

Some versions of the training may offer a certificate of completion, which can be useful for professional development records.

Why is implicit bias training important at the University of Michigan?

Implicit bias training is important to foster an inclusive campus environment, reduce discrimination, and enhance equity in academic and workplace settings at the university.

Are there follow-up resources after completing the University of Michigan implicit bias training?

Yes, participants often receive additional resources such as reading materials, workshops, and support groups to continue learning and applying bias mitigation strategies.

How effective is the University of Michigan implicit bias training?

While individual experiences vary, the training has been positively received for raising awareness of unconscious biases and encouraging behavioral changes that support diversity and inclusion efforts on campus.

Additional Resources

University of Michigan Implicit Bias Training: A Closer Look at Its Impact and Implementation

University of Michigan implicit bias training has become a pivotal part of the institution's commitment to fostering an inclusive and equitable environment. As universities across the United States reckon with issues of diversity, equity, and inclusion,

the University of Michigan stands out for its structured approach to addressing implicit biases among faculty, staff, and students. This article explores the nature of the University of Michigan implicit bias training, its methodologies, reception, and the broader implications for higher education institutions aiming to mitigate unconscious prejudices.

Understanding the University of Michigan Implicit Bias Training

Implicit bias training at the University of Michigan is designed to uncover and address subconscious attitudes or stereotypes that individuals hold towards certain groups, often without conscious awareness. The training aims to equip participants with tools to recognize these biases and mitigate their potential negative impacts, especially in academic and professional settings.

The program typically involves interactive workshops, online modules, and facilitated discussions led by experts in psychology, sociology, and diversity education. By integrating evidence-based research and real-world scenarios, the University of Michigan's curriculum attempts to move beyond surface-level awareness to foster genuine behavioral change.

Core Components of the Training

The implicit bias training program includes several key elements:

- **Implicit Association Tests (IAT):** Participants often begin by taking the IAT, a well-known psychological tool that measures the strength of associations between concepts (e.g., race, gender) and evaluations (e.g., good, bad).
- **Awareness Building:** Through presentations and discussions, the training highlights how implicit biases operate and influence decision-making.
- **Skill Development:** Practical strategies are shared to help individuals recognize bias in their daily interactions and decision processes.
- **Scenario-Based Learning:** Role-playing and case studies encourage participants to apply bias-reduction techniques in realistic settings.
- **Ongoing Reflection:** The program encourages continuous self-assessment and reflection to sustain progress beyond the initial training.

Evaluating the Effectiveness of the University of Michigan Implicit Bias Training

One critical question surrounding implicit bias training, including the University of Michigan's program, is its efficacy. Research on implicit bias interventions offers mixed results, with some studies demonstrating short-term awareness gains but limited long-term behavioral change.

At the University of Michigan, internal assessments suggest that participants report increased recognition of their biases and greater commitment to inclusive practices. For example, surveys conducted post-training show that over 70% of attendees felt better equipped to identify and address bias in their roles. However, the university also acknowledges challenges in measuring long-term impact on campus culture and decision-making patterns.

Comparisons with Other Institutional Programs

When compared with implicit bias training at peer institutions such as Harvard University or Stanford University, the University of Michigan's program is notable for its comprehensive approach combining online and in-person elements. Some universities focus primarily on online modules for scalability, while others emphasize experiential workshops.

The University of Michigan's hybrid model strikes a balance, enabling personalized engagement while reaching a broader audience. Additionally, Michigan integrates bias training into multiple university functions—from admissions committees to faculty hiring processes—underscoring its systemic commitment.

Broader Context: Implicit Bias Training in Higher Education

Implicit bias training is increasingly recognized as a vital component of diversity, equity, and inclusion (DEI) strategies across higher education. The University of Michigan's program reflects a broader trend wherein institutions seek to move beyond static diversity statements to actionable interventions.

However, critics of implicit bias training caution against overreliance on such programs without accompanying structural changes. Some argue that training alone cannot dismantle systemic inequities embedded within institutional policies and practices. Therefore, the University of Michigan complements its implicit bias training with initiatives such as equitable hiring practices, inclusive curriculum design, and support for underrepresented groups.

Challenges and Criticisms

While the University of Michigan implicit bias training has been positively received, it is not without challenges:

- **Resistance to Participation:** Some faculty or staff may view the training as unnecessary or intrusive, leading to passive engagement.
- **Short-Term Impact:** Behavioral changes following training often wane without reinforcement, highlighting the need for ongoing efforts.
- **Measurement Difficulties:** Quantifying shifts in implicit bias and their effects on campus climate remains complex.
- **Risk of Oversimplification:** Implicit bias training can sometimes inadvertently simplify complex social issues, leading to surface-level understanding.

Despite these challenges, the University of Michigan continues to refine its training based on participant feedback and emerging research.

Future Directions and Innovations

The University of Michigan is exploring innovative approaches to enhance the impact of its implicit bias training. These include integrating virtual reality (VR) simulations to better immerse participants in diverse perspectives, leveraging data analytics to track long-term outcomes, and expanding peer-led training models to foster community ownership.

Moreover, the university emphasizes embedding implicit bias awareness into leadership development programs, recognizing that change is most effective when driven from the top. By continuously evolving its methodology, the University of Michigan aims to maintain its role as a leader in bias mitigation within academia.

The University of Michigan implicit bias training embodies a proactive effort to confront unconscious prejudices in one of the nation's premier educational institutions. Through its multifaceted approach, the university contributes valuable insights into the challenges and possibilities of implicit bias education, offering a replicable model for other organizations committed to diversity and inclusion.

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university of michigan implicit bias training: *Seeking Solutions* National Research Council, Policy and Global Affairs, Committee on Women in Science, Engineering, and Medicine, Committee on Advancing Institutional Transformation for Minority Women in Academia, 2013-12-17 *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia* is the summary of a 2013 conference convened by the Committee on Women in Science, Engineering and Medicine of the National Research Council to discuss the current status of women of color in academia and explore the challenges and successful initiatives for creating the institutional changes required to increase representation of women of color at all levels of the academic workforce. While the number of women, including minority women, pursuing higher education in science, engineering and medicine has grown, the number of minority women faculty in all institutions of higher education has remained small and has grown less rapidly than the numbers of nonminority women or minority men. *Seeking Solutions* reviews the existing research on education and academic career patterns for minority women in science, engineering, and medicine to enhance understanding of the barriers and challenges to the full participation of all minority women in STEM disciplines and academic careers. Additionally, this report identifies reliable and credible data source and data gaps, as well as key aspects of exemplary policies and programs that are effective in enhancing minority women's participation in faculty ranks. Success in academia is predicated on many factors and is not solely a function of talent. *Seeking Solutions* elucidates those other factors and highlights ways that institutions and the individuals working there can take action to create institutional cultures hospitable to people of any gender, race, and ethnicity.

university of michigan implicit bias training: *Women in Academic Science and Engineering* United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and Science Education, 2008

university of michigan implicit bias training: *Laboratory Operations and Management* Jeanne Isabel, Patricia Ellinger, Dana Griffin, 2024-10-01 *Management and lab operations for career entry-level students! The path to leadership success in the lab begins with a firm foundation in the many facets of management! Designed to meet the needs of today's students, this new text introduces the principles of laboratory management and demonstrates how to apply them in the real-world. It builds a foundation in the administration of personnel and finance. It also addresses the broad range of knowledge needed to become an effective leader in today's increasingly complex environment... quality measures, compliance, safety regulations, and professionalism—information critical for all laboratory personnel, including the new supervisor.*

university of michigan implicit bias training: *Uprooting Bias in the Academy* Linda F. Bisson, Laura Grindstaff, Lisceth Brazil-Cruz, Sophie J. Barbu, 2021-12-29 This open access book analyzes barriers to inclusion in academia and details ways to create a more diverse, inclusive environment. It describes the implementation of UC Davis ADVANCE, a grant program funded by the National Science Foundation, to increase the hiring and retention of underrepresented scholars in the STEM fields (science, technology, engineering and mathematics) and foster a culture of inclusion for all faculty. It first describes what the barriers to inclusion are and how they function within the broader society. A key focus here is the concept of implicit bias: what it is, how it develops, and the importance of training organizational members to recognize and challenge it. It then discusses the limitations of data collection that is guided by the convention assumption that being diverse automatically means being inclusive. Lastly, it highlights the importance of creating a collaborative, interdisciplinary, and institution-wide vision of an inclusive community.

university of michigan implicit bias training: *Racial Bias Roots* Marcus Blackwell, 2025-01-08 *Racial Bias Roots* presents a comprehensive exploration of how physical differences evolved into deeply embedded social hierarchies that continue to shape modern society. The book

uniquely combines historical analysis, contemporary research, and practical solutions to examine racial bias through multiple lenses. By tracing the development of racial categorization from its colonial origins through present-day institutions, it reveals how these artificial constructs became powerful tools for economic exploitation and social control. The work progresses systematically through three main sections: the historical construction of racial categories, the institutionalization of bias, and evidence-based solutions for reducing prejudice. Drawing from sociology, psychology, and economics, it examines how racial bias manifests in various sectors, including education, healthcare, and criminal justice. The book's strength lies in its integration of cognitive science research on implicit bias with broader institutional analysis, demonstrating how individual and systemic discrimination reinforce each other. What sets this work apart is its practical focus on solutions, supported by real-world case studies and successful interventions. While maintaining scholarly rigor, it presents accessible strategies for addressing racial bias at both individual and institutional levels. The book serves as an invaluable resource for professionals, policy makers, and engaged citizens working toward racial equity, offering concrete frameworks for implementing change while acknowledging the complexity of dismantling long-standing discriminatory systems.

university of michigan implicit bias training: Empowering Women in Academia: Improving Methods, Practices, and Approaches for Change and Transformation (IMPACT) Kincade, Lolita L., Brossette, Alicia, Lacy, Constance, Benjamin, Crystal, 2025-03-07 Empowering women in academia is essential for fostering diversity, equity, and inclusion within educational institutions. The Improving Methods, Practices, and Approaches for Change and Transformation (IMPACT) initiative aims to address systemic barriers that hinder women's advancement in academic careers by advocating for structural changes, developing support networks, and promoting leadership opportunities. By rethinking traditional academic practices and embracing innovative approaches, IMPACT seeks to create an equitable environment where women can thrive as researchers, educators, and leaders. Further research of the initiative may inspire a more inclusive and transformative future for academia that benefits all students, faculty, and institutions. Empowering Women in Academia: Improving Methods, Practices, and Approaches for Change and Transformation (IMPACT) explores the recruitment, retention, and success of women administrators, faculty, and staff in academic environments. It examines the lived experiences of women faculty and leaders, including unique intersectional experiences, and experiences of women from underrepresented groups. This book covers topics such as gender studies, imposter syndrome, and sociology, and is a useful resource for educators, administrators, academicians, sociologists, and researchers.

university of michigan implicit bias training: *Understanding Women's Avoidance of Leadership in Higher Education* Schnackenberg, Heidi L., 2025-06-27 Despite increasing numbers in higher education, women remain underrepresented in leadership positions within academic institutions. This disparity raises important questions about the factors influencing women's decisions to avoid or withdraw from leadership positions. Understanding women's avoidance of leadership roles in higher education requires an exploration of systemic barriers, cultural expectations, institutional climates, and personal experiences that shape career choices. Examining these dynamics may provide further insights into the structural and social mechanisms that discourage women from pursuing leadership and identify strategies to foster more inclusive and equitable academic environments. Understanding Women's Avoidance of Leadership in Higher Education explores the phenomena of women's leadership avoidance within higher education organizations. It examines the inequities in higher education work environments and suggests solutions for the encouragement and advancement of women in leadership positions. This book covers topics such as gender and diversity, teacher training, and workplace culture, and is a useful resource for educators, sociologists, academicians, researchers, and scientists.

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self-assessment tools, practical forms, and cultural background information.

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university of michigan implicit bias training: *Doing the Right Thing* Marybeth Gasman, 2024-08-20 An honest confrontation of systemic racism in faculty hiring—and what to do about it While colleges and universities have been lauded for increasing student diversity, these same institutions have failed to achieve any comparable diversity among their faculty. In 2017, of the nation's full-time, tenure-track and tenured faculty, only 3 percent each were Black men, Black women, Hispanic men, and Hispanic women. Only 6 percent were Asian/Pacific Islander men, 5 percent were Asian/Pacific Islander women, and 1 percent were American Indian/Alaska Native. Why are the numbers so abysmal? In *Doing the Right Thing*, Marybeth Gasman takes a hard, insightful look at the issues surrounding the recruitment and hiring of faculty of color. Relying on national data and interviews with provosts, deans, and department chairs from sixty major universities, Gasman documents the institutional forces stymieing faculty diversification, and she makes the case for how such deficiencies can and should be rectified. Even as institutions publicly champion inclusive excellence and the number of doctoral students of color increases, Gasman reveals the entrenched constraints contributing to the faculty status quo. Impediments to progress include the alleged trade-off between quality and diversity, the power of pedigree, the rigidity of academic pipelines, failures of administrative leadership, lack of accountability among administration and faculty, and the opacity and arbitrariness of the recruitment and hiring process. Gasman contends that leaders must acknowledge institutional failures of inclusion, pervasive systemic racism, and biases that restrict people of color from pursuing faculty careers. Recognizing that individuals from all backgrounds are essential to the creation and teaching of knowledge, *Doing the Right Thing* puts forth a concrete call for colleges and universities to take action and do better.

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university of michigan implicit bias training: Prioritize Inclusivity in Your Training Sessions Eliza Blanchard, 2014-10-02 Increased diversity—and individuals' comfort level with sharing who they are and their needs—is a new reality in the workplace, and it is making its way into the training room. Trainers, facilitators, and talent development professionals have long recognized that the best learning occurs in environments where learners feel safe and respected. Providing a safe environment requires a thoughtful, intentional approach to inclusion. In this issue of TD at Work, Eliza Blanchard: • provides examples of learners' social identities that trainers should be cognizant of in the classroom setting • outlines specific steps trainers can take and language they can use before, during, and after a training session • presents learned lessons about establishing an inclusive environment.

university of michigan implicit bias training: *The Wicked Problems of Police Reform in Canada* Laura Huey, Lorna Ferguson, Jennifer L. Schulenberg, 2022-08-12 This book looks at police reform in Canada, arguing that no significant and sustainable reform can occur until steps are taken to answer the question of 'What exactly do we want police to do?' Adding challenge to this is that setting boundaries on what we expect the police to do requires grappling with the complex social problems we ask them to resolve. In public policy language, these are 'wicked problems' - social or cultural issues frequently seen as intractable. Authors Huey, Ferguson, and Schulenberg, all policing scholars, draw on a unique collection of data to explore these issues: over 20 years of research (2000- 2021) ranging from in-depth interviews, surveys, and field observations to document analysis and systematic social observation. Pooling this data generates a national-level picture of changes in the policing operational environment over these decades. This book focuses on four particular wicked problems (mental health, substance misuse, homelessness, missing persons) with causes and potential preventative treatments that lie primarily outside the criminal justice system and yet continue to be treated as 'policing problems.' Bringing about changes in public policing requires changes in public policy, and these are precisely the types of wicked problems that need innovative policy solutions. This book is suitable for a wide range of audiences within and outside Canada,

including law enforcement and community leaders; scholars and policy experts who specialize in policing; students of criminal justice, organizations, and management; and citizen-consumers of information about policing.

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university of michigan implicit bias training: Uniform Feelings Jessi Lee Jackson, 2022-05-09 In *Uniform Feelings*, American studies scholar and abolitionist psychotherapist Jessi Lee Jackson reads policing as a set of emotional and relational practices in order to shed light on the persistence of police violence. Jackson argues that psychological investments in U.S. police power emerge at various sites: her counseling room, manuals for addressing bias, museum displays, mortality statistics, and memorial walls honoring fallen officers. Drawing on queer, feminist, anticolonial, and Black engagements with psychoanalysis to think through U.S. policing—and bringing together a mix of clinical case studies, autotheory, and ethnographic research—the book moves from the individual to the institutional. Jackson begins with her work as a psychotherapist working across the spectrum of relationships to policing, and then turns to interrogate carceral psychology—the involvement of her profession in ongoing state violence. Jackson orbits around two key questions: how are our relationships shaped by proximity to state violence, and how can our social worlds be transformed to challenge state-sanctioned violence?

university of michigan implicit bias training: Biological, Social, and Organizational Components of Success for Women in Academic Science and Engineering Institute of Medicine, National Academy of Engineering, National Academy of Sciences, Committee on Science, Engineering, and Public Policy, Committee on Maximizing the Potential of Women in Academic Science and Engineering, 2006-12-08 During the last 40 years, the number of women studying science and engineering (S&E) has increased dramatically. Nevertheless, women do not hold academic faculty positions in numbers that commensurate with their increasing share of the S&E talent pool. The discrepancy exists at both the junior and senior faculty levels. In December 2005, the National Research Council held a workshop to explore these issues. Experts in a number of disciplines met to address what sex-differences research tells us about capability, behavior, career decisions, and achievement; the role of organizational structures and institutional policy; cross-cutting issues of race and ethnicity; key research needs and experimental paradigms and tools; and the ramifications of their research for policy, particularly for evaluating current and potential academic faculty. *Biological, Social, and Organizational Components of Success for Women in Academic Science and Engineering* consists of three elements: an introduction, summaries of panel discussions including public comment sessions, and poster abstracts.

university of michigan implicit bias training: Building Gender Equity in the Academy Sandra Laursen, Ann E. Austin, 2020-11-24 An evidence-based, action-oriented response to the persistent, everyday inequity of academic workplaces. Despite decades of effort by federal science funders to increase the numbers of women holding advanced degrees and faculty jobs in science and

engineering, they are persistently underrepresented in academic STEM disciplines, especially in positions of seniority, leadership, and prestige. Women filled 47% of all US jobs in 2015, but held only 24% of STEM jobs. Barriers to women are built into academic workplaces: biased selection and promotion systems, inadequate structures to support those with family and personal responsibilities, and old-boy networks that can exclude even very successful women from advancing into top leadership roles. But this situation can—and must—change. In *Building Gender Equity in the Academy*, Sandra Laursen and Ann E. Austin offer a concrete, data-driven approach to creating institutions that foster gender equity. Focusing on STEM fields, where gender equity is most lacking, Laursen and Austin begin by outlining the need for a systemic approach to gender equity. Looking at the successful work being done by specific colleges and universities around the country, they analyze twelve strategies these institutions have used to create more inclusive working environments, including • implementing inclusive recruitment and hiring practices • addressing biased evaluation methods • establishing equitable tenure and promotion processes • strengthening accountability structures, particularly among senior leadership • improving unwelcoming department climates and cultures • supporting dual-career couples • offering flexible work arrangements that accommodate personal lives • promoting faculty professional development and advancement. Laursen and Austin also discuss how to bring these strategies together to create systemic change initiatives appropriate for specific institutional contexts. Drawing on three illustrative case studies—at Case Western Reserve University, the University of Texas at El Paso, and the University of Wisconsin-Madison—they explain how real institutions can strategically combine several equity-driven approaches, thereby leveraging their individual strengths to make change efforts comprehensive. Grounded in scholarship but written for busy institutional leaders, *Building Gender Equity in the Academy* is a handbook of actionable strategies for faculty and administrators working to improve the inclusion and visibility of women and others who are marginalized in the sciences and in academe more broadly.

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