Recently Dr. JoAnn Moody (http://www.diversityoncampus.com) worked with college leaders to explore cognitive errors and unintended biases that influence our decision-making and discourse in faculty and staff recruitment, retention, evaluation and mentoring efforts.

The outcomes for this workshop were: 1) to heighten our awareness of predictable errors and biases that occur unwittingly, 2) to provide a framework to reduce and minimize cognitive errors and unintended biases thereby reducing their impact, and 3) to give us a common language from which to work as we move forward promoting inclusive excellence at the College.

Research shows that we can self-correct and minimize implicit attitudes through awareness and experience. We can develop new cognitive habits!

Several resources and tools are available to explore these ideas as you continue to rethink and improve your diversity work:

1) Visit the Project Implicit website at http://projectimplicit.net/generalinfo.php and join visitors who have taken more than 4.5 million demonstration tests since 1998. Findings include: Implicit biases are pervasive. People are often unaware of their implicit biases. Implicit biases predict behavior. People differ in levels of implicit bias.

There are 14 Implicit Association Tests (IAT) demonstration tests available focusing on Disability, Race, Age, Asian American, Skin-tone, Gender-Career, Weight, Arab-Muslim, Weapons, Religion, Presidents, Gender-Science, Sexuality, and Native American. The IATs can be done privately and are eye-opening.

2)   Use the attached "Cognitive Errors Summary" handout that details the 15 Cognitive Errors to inform your practice and to avoid the short-cut "traps" we often fall into in recruitment, retention, evaluation and mentoring efforts.

3) Cognitive errors and unintended biases are present in many domains, including politics, economics, and medicine. The attached "Summary of Cognitive Errors in Domains" handout provides a quick review of research based details.

4) Dr. Moody's four publications are available for review. Contact me if you would like to borrow one. The titles are:

A.   *Rising Above Cognitive Errors: Guidelines for Search, Tenure Review, and other Evaluation Committees*. (revised 2007).

B*. "Solo" Faculty: Improving Retention and Reducing Stress: Guidelines for Departments and their Chairs, Deans, Mentors, Faculty Developers, and Solos Themselves.* (2007).

C. *Mentoring Early-Stage Faculty. Guidelines for mentors & mentees; provosts, deans, & department chairs; organizers & evaluators of formal mentoring programs (2009).*

D. *"Demystifying the Profession: Helping Junior Faculty Succeed"* has been recently updated (2007).

Please contact me with comments or questions.

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