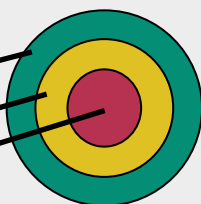


Find out what **strategies** (🎯) and **actions** (👤) you can take to counteract **implicit bias**<sup>7</sup>.

You can take action against **implicit bias** on three levels:

**Institutional**  
**Interpersonal**  
**Individual**



**Implicit bias** is the **unconscious, automatic** tendency to associate certain **roles or traits** with **one social group** more than another.<sup>8</sup>

## What Can Institutions Do?

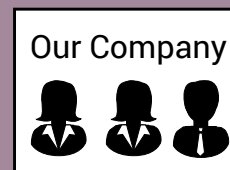
### Perform a policy "safety check"<sup>1</sup> 🎯

Ensure that your institution has **gender inclusive**<sup>2</sup> policies. 🤝



### Use gender inclusive imagery<sup>2</sup> 🎯

Use gender inclusive photos and pronouns on promotional materials. 🤝



### Increase the representation of women in top positions<sup>3</sup> 🎯 🤝

Seek out and hire women. Establish a goal for women across your institution. 🤝

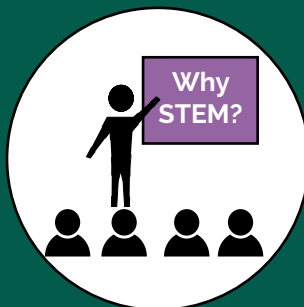


### Promote diversity training efforts & accountability<sup>4</sup> 🎯

Implement diversity trainings and assess their effectiveness. 🤝

### Adopt anonymous evaluation practices<sup>5</sup> 🎯

Redact applicants' names from application materials. 🤝



### Support outreach activities<sup>6</sup> 🎯

Speak at an event that inspires young girls to consider your STEM field as a career path. 🤝

The actions suggested here are just a few examples of steps you can take. Learn more about implicit bias, what you can do to combat it, and our research in our white paper series and on our website: <http://successinstem.ca/>

## Findings & References:

- 1. Women who work at companies with gender inclusive policies are less worried about experiencing workplace sexism. These policies create a positive social climate between men and women by helping to improve interaction quality.**  
Hall, W. M. (2016). *Interpersonal triggers and cultural moderators of social identity threat* (Doctoral dissertation). University of British Columbia. Retrieved from <https://open.library.ubc.ca/cIRcle/collections/24/items/1.0307372>
- 2. Women are more attracted to companies that use gender inclusive photos and pronouns in their promotional materials.**  
Murphy M. C., Steele C. M. and Gross J. J. (2007) Signaling threat: How situational cues affect women in math, science, and engineering settings. *Psychological Science*, 18(10), 879–885.
- 3. Having female role models in leadership positions can reduce automatic gender stereotypic beliefs. The more frequent the exposure to these successful women, the stronger this effect becomes.**  
Dasgupta, N., & Asgari, S. (2004). Seeing is believing: Exposure to counterstereotypic women leaders and its effect on the malleability of automatic gender stereotyping. *Journal of Experimental Social Psychology*, 40(5), 642-658.
- 4. The percentage of women selected for positions dramatically increases when judges are unaware of the candidate's gender. Gender biases favoring men are likely to occur when judges are aware of the candidate's gender.**  
Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109(41), 16474-16479.  
Rouse, C. (2000) Orchestrating impartiality: The impact of 'blind' auditions on female musicians. *American Economic Review*, 90, 715-741.
- 5. When done well, knowledge about the importance of diversity and inclusion is powerful, especially when it is paired with organizational structures designed to hold those in top-level positions (e.g., managers) accountable.**  
Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71(4), 589-617.
- 6. Motivating women and girls to pursue careers in fields where they are highly underrepresented (e.g., science, technology, engineering, and math) can increase the gender diversity of the field.**  
Diekman, A. B., Weisgram, E. S., & Belanger, A. L. (2015). New routes to recruiting and retaining women in STEM: Policy implications of a communal goal congruity perspective. *Social Issues and Policy Review*, 9(1), 52-88
- 7. Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102, 4–27.**
- 8. Nosek, B. A., Smyth, F. L., Hansen, J. J., Devos, T., Lindner, N. M., Ranganath, K. A., ... & Banaji, M. R. (2007). Pervasiveness and correlates of implicit attitudes and stereotypes. *European Review of Social Psychology*, 18(1), 36-88.**

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## About Engendering Success in STEM (ESS)

Engendering Success in STEM (ESS) is a research partnership focused on evidence-based solutions. The shared goal of our research is to foster women's inclusion and success in STEM (Science, Technology, Engineering, and Math). We bring together social scientists, STEM experts, and stakeholders in STEM industry and education to use an evidence-based approach to break down the biases girls and women face on their pathway to success. With funding from the Social Sciences and Humanities Research Council.