

Anti-Bias Audit Worksheet

(Academic Departments)

Use this worksheet to determine how your office or department works to be anti-bias on campus. Mark the continuum from “never” to “always” (or indicate “not sure”) to gauge how often you engage in anti-bias behavior then discuss strengths and opportunities for growth.

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Never **Sometimes** **Always**
(or indicate “not sure”)

1) Our department actively supports/encourages attending workshops, programming, trainings, and/or development opportunities to learn about the culture and experiences of different identity groups.

2) Our department evaluates the language we use in written and electronic materials (e.g., syllabus, policies, websites, social media, course slides, etc..) that communicates with those internal and external to our department to avoid terms, images, phrases that may be hurtful or degrading to other groups.

3) We have a department culture of discussing bias, prejudice, and “isms” or “phobias” (e.g., racism, sexism, antisemitism, homophobia, transphobia, islamophobia, etc.) with each other as academic colleagues or how these concepts may manifest in our classes.

4) We have a department culture of discussing power, privilege, and positionality (e.g., privilege affiliated with social identities, faculty representation across identities, hierarchy among faculty rank, faculty-student dynamics) with each other as academic colleagues or how these concepts may manifest in our classes.

5) We have a department culture that is open to feedback from colleagues or students when language or actions are culturally insensitive, offensive to others, or reflect harassment or discrimination.

6) The values of diversity and equity are reflected in our work (e.g., planning, teaching, faculty development, recruitment, promotion, etc.), even if there may not be full representation across identities and experiences among faculty.

7) In our department, we have the skills to identify identity-based bias language and behavior inside and outside the classroom.

8) In our department, we have the skills to address identity-based bias language and behavior inside and outside the classroom.

9) Our department has a stated anti-bias and inclusive excellence commitment.

10) Our department actively engages in faculty development to promote anti-bias and inclusive excellence.

Reflection:

- How do you know/gather this information?
- What is going well?
- What else can be done?
- What are concrete anti-bias goals you have for your department?
 - By end of semester?
 - By end of AY?
- What resources can you use to address your goals?



This audit is adapted from the "Anti-Bias Audit Worksheet" available in Paperclip Communications "Guide to Effective Bias Reporting, Response, & Training Systems;" Copyright 2021