



BROWN

Office of Institutional  
Equity and Diversity


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## **Guide to Diversifying Faculty Searches**



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## Guide to Diversifying Faculty Searches

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## Foreword

This guide was developed by the Office of Institutional Equity and Diversity. The guide is designed to complement the general faculty search process information found in the *Handbook of Academic Administration* and provides practical tools for incorporating equity and diversity into the search process. We encourage all faculty who will serve on a search committee to become familiar with this information and use it in combination with the University unconscious bias module training to ensure you conduct a search that is fair and free from bias.

Brown University prides itself on being an equal opportunity employer and this guide, in part, can assist with realizing our stated commitment and goals. The acronym HUG is used throughout this guide. The following excerpt from Brown's 2016 diversity strategic plan *Pathways to Diversity and Inclusion*, provides context for the use of the term 'HUG':

*To achieve our goal of increasing diversity at Brown, this plan focuses on historical legacies of oppression and discrimination that have, for years, barred certain groups from access to and/or full participation in higher education in the United States. These include those who self-identify as American Indian, Alaskan Native, African American, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander. These groups – identified in this document as Historically Underrepresented Groups (HUGs)...(p. 3)*



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## Guide to Diversifying Faculty Searches

# *Search and Hiring Tips*

### Introduction

This resource includes search and hiring tips to consider during the faculty hiring process, focusing on recruitment, search committee composition and roles, navigating conversations about fit, unconscious bias, offering the job and onboarding new hires, and ways to review and track success while advancing diversity in the faculty hiring process.

### Tips to Consider Throughout the Search Process

#### Recruitment

- Once in communication with potential candidates, be sure to inquire about their interests and needs to thrive in an intellectual home. Be responsive to their needs and desires by describing relevant resources at Brown for research, scholarship, and teaching networks as well as supporting work-life balance.
- Avoid making assumptions when considering academic job prospects and candidates (e.g., assuming a candidate is unavailable or unmovable; speculating spousal hiring needs will not work out). People's circumstances change, so do their responses. Let the candidate decide whether your department is an appealing academic home. Do not pre-judge someone's situation.
- Candidates who are being seriously considered are likely in high demand and may be considering multiple jobs. Be sure to express genuine and serious interest in each candidate's scholarship. Ensure search committees learn what candidates' needs and desires are throughout the interview process and campus visit, and keep these preferences in mind when presenting an offer and onboarding faculty.
- Research has found that when there is just one woman or historically underrepresented scholar in the finalist pool, there is little chance of that scholar being selected. Conversely, when more than one woman or historically underrepresented scholar is in the finalist pool the chances significantly increase.<sup>1</sup>

#### Search Committee

- Appoint a search chair with a demonstrated commitment to advancing faculty diversity.
- Appoint search committee members who represent all types of diversity in the department.
- Research suggests historically underrepresented faculty are often overtaxed with diversity and inclusion service commitments that have not counted toward their tenure and promotion.<sup>2</sup> Keep this in mind when seeking to assemble a diverse search committee. As the department identifies colleagues to serve on the search committee, consider offering flexibility to colleagues who may identify as historically underrepresented and overtaxed with service commitments, allowing them to instead offer input during key points throughout the process or opting out altogether.
- Make sure all members of the search committee receive training on implicit bias and are familiar with the Departmental Diversity and Inclusion Action Plan goals.

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<sup>1</sup> Johnson, Hekman, & Chan, 2016

<sup>2</sup> Jimenez, Lavery, Bombaci, Wilkins, Bennett, & Pejchar, 2019

- Power dynamics play a strong role in faculty hiring, especially between senior and junior faculty due to concerns about career progression. Consider how you can create practices that avoid these dynamics, such as independent evaluations of materials and anonymous voting.
- In the first meeting, in addition to issues pertaining to the position and the hiring process, provide committee members with a chance to discuss general concerns, responsibilities, and ground rules.
- Set meeting dates in advance so people can hold the dates for search committee meetings and attend as many as possible.
- Offer a clear agenda for every meeting, review it with the committee, and then try to follow it.
- Do not assume that a committee with many faculty members from historically underrepresented groups or women will be a committee biased in favor of historically underrepresented groups or women since evidence suggests these same groups can hold implicit attitudes much like their historically overrepresented counterparts.<sup>3</sup>
- Do not assume candidates holding terminal degrees outside of highly selective or even AAU institutions may not thrive at Brown. Resist excluding candidates with qualifications primarily based on institutional pedigree and focus on the candidate's qualifications for the job. Consider non-traditional experiences and career pathways.
- Establish expectations for attendance, active involvement, decision-making, communication, confidentiality, treatment of candidates, and more.
- Candidates can be hired by other institutions running concurrent targeted or regular searches if search committees move too slowly. Agree to a timeline and ensure timely and consistent follow-up and status updates with candidates.
- Consider openly how every candidate will or will not contribute to your equity goals.

### ***Reviewing Candidate Materials***

- Spend sufficient time evaluating each candidate.
- Evaluate each candidate's entire application; don't depend too heavily on one element, such as letters of recommendation or the prestige of the degree-granting institution.
- Be able to defend every decision for eliminating or advancing a candidate.

### ***Interviews***

- Pay attention to the climate of the interview process, including nonverbal and verbal communication. Become familiar with common patterns of micro-messages in formal and informal conversations that may convey bias. Examples include: mispronunciation of names, "othering" comments (e.g., "That's an interesting accent."), or stereotypical assumptions.
- If feasible, provide an unscheduled opening in the itinerary to allow candidates to have flexibility to schedule as they wish. For example, a candidate may want to talk with someone about local faith communities or with someone from a specific group (e.g., Faculty of Color Network, LGBTQ community) about what it is like to live/work here. Offer the name of a person not associated with the search to arrange for meetings and/or tours during the open time.

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<sup>3</sup> Steinpreis, Anders, & Ritzke, 1999

- Identify whether the candidate needs any special accommodation for the interview and arrange for necessary accommodations.
- Create a process and atmosphere that welcomes candidates. Every candidate should leave Brown University with a positive regard for the institution, whether or not they are hired.
- Use a standard protocol for each campus visit to ensure a consistent review process for each candidate.
- Develop interview questions in advance of the interview and be as consistent as possible for all candidates (e.g., same person assigned to each question, interviews conducted in a consistent setting, same time allotment).

### ***Fit***

- Be vigilant about statements concerning “fit,” which can directly or indirectly advert diversity. This euphemism of “fit” is often used to exclude individuals whose demographic characteristics do not match the dominant demographics, ideas, and/or behaviors of the department or field.
- When a committee is ready to vote on and recommend a candidate for a position, dominant discourses tend to emerge related to fit and merit, which often serves as a mechanism to signal race without explicitly naming it. Consequently, too often “candidate fit” means one’s ability to keep white people racially comfortable and their likelihood of leaving whiteness (or the status quo) undisturbed. Therefore, discourses and the assumptions that come with it when discussing “fit” and “merit” should be interrogated.

### ***Unconscious bias***

- Historically underrepresented groups, women, and candidates affiliated from institutions other than Ivy+ peers are often and mistakenly held to higher standards. Search committee members may scrutinize their records in an unconsciously dismissive way, evaluate the same achievements as others to be less important, and fail to notice achievements.
- Search committee members—and sometimes letter writers—can inadvertently, or even overtly, minimize the contributions by historically underrepresented and women scholars, and may unfairly and disproportionately attribute success to mentors and collaborators.
- Letters of recommendation often reflect stereotypical views of demographic groups. Research indicates that men’s research is often described as seminal, while women’s scholarship is often described as warm and collaborative. These implicit cues can influence decision-making.
- Research has found that academic psychologists as well as physics and biology faculty have given men, Whites and Asians better evaluations for teaching, research, and service than faculty with identical applications materials who identify as women and/or from a historically underrepresented group. The bias was worse when accounting for intersectionality (e.g., Black women). Therefore, to counter unconscious bias, search committee members should be attentive to their individual thought patterns when stereotypical identifiers emerge in their review of files.
- Recent studies document the achievements of historically underrepresented groups and women tend to be evaluated less positively than white men of equal accomplishment. Ask yourself whether you unconsciously read the dossiers of candidates differently.
- Research suggests that a candidate’s race plays a powerful role in whether and how candidates are held accountable to engage with the complexities of race and racism. For example, oftentimes, while candidates from historically underrepresented groups are expected to be able to naturally speak about topics related to diversity and inclusion, White candidates (and White men in particular) are permitted ignorance and may be assessed as honest, even charming, but certainly not unqualified. Search

committee members should place weight on racial literacy and engagement with diversity, equity and inclusion, not excuse naivety based on identity.

- There is an established record of research that demonstrates how historically underrepresented and/or women scholars experience marginalization and disadvantage, often subtly, in higher education broadly and in search processes specifically. In the end, while there is no single “best” candidate, the search committee should be mindful about their diversity goals, affirmatively consider these groups, and resist thinking of underrepresented scholars as being or needing to be “a diamond in the rough,” “rare breed,” or “unicorn.”

### ***Raising Questions during Individual and/or Group Deliberation***

Periodically evaluate your judgements to determine whether the pool of candidates is one that will enable the search committee to be on track with advancing the department’s faculty diversity goals. One strategy is to consider whether evaluation biases and assumptions are influencing your decisions. Good questions to raise may be:

- What evidence supports our decision to include or exclude a candidate? Where might we be speculating?
- How do demographics of our shortlist compare with demographics in our qualified pool, and with the national pool?
- Have we generated an interview list with more than one finalist who will also diversify the faculty in alignment with our departmental DIAP?
- If a higher percentage of historically underrepresented candidates are weeded out, do we know why? Can we reconsider our pool with a more inclusive lens, or extend our search?
- How have we ensured that women and HUG candidates are not subject to different expectations or standards in order to be considered as qualified as whites in general and white men in particular?
- How have we controlled for potential bias given that research makes clear we have the potential to undervalue or unfairly attribute the accomplishments, ideas, and research findings by women and HUG candidates to their colleagues engaged in the same research?
- How do we know the ability of women or HUGs to run a research group, raise funds, and supervise students and staff are not being underestimated?
- Are assumptions about possible family responsibilities and their effect on a candidate’s career path negatively influencing evaluation of a candidate’s merit, despite evidence of productivity?
- Are negative assumptions about whether women or HUG candidates will “fit in” to the existing environment influencing evaluation?
- Have members of the search committee played an active role in challenging subjective evaluations, such as the following examples?
  - “Her priorities didn’t seem to match up with ours very well.”
  - “His personality didn’t seem like a good match for us.”
  - “She hadn’t worked with any of the real leaders in the field.”
  - “I’ve just never been all that impressed with graduates of their alma mater.”
  - “He was lucky that he got his degree under Professor X at Ivy+ University.”

### ***Soliciting Feedback***

To avoid “groupthink” and the possibility of overlooking an excellent but unique candidate, search committee members should not share their impressions with others until each has evaluated all candidates. Consider using a Google Form or another electronic process to solicit feedback from everyone who met with the candidates. Open ended questions could include:

- Strengths - open ended answer
- Reservations - open ended answer
- How, if at all, do you think the applicant could be successful in and an asset to the department? – open ended answer
- Other - open ended answer

### ***Job Offer and Onboarding***

- Maintain communication with all final candidates until an offer is accepted. The terms of offer should be responsive to needs of the candidate. Ask the candidate what is important for them to come and experience an intellectual environment that is affirming and supportive and entice them to stay with Brown for as long as they desire.
- Women and men faculty tend to rate applicants more competent, worthy of mentorship, and deserving of higher salaries when applicants have male-sounding names despite identical application materials. To this end, senior deans should consider salary equity across intersectional identities; offering compensation that balances, as opposed to widens salary or compensation equity gaps.
- Develop an initial mentoring plan for new hires, based on the candidates needs and interests and ensure the new hire is connected to relevant and appropriate colleagues and offices consistent with their professional and personal needs and interests.

### ***Applicant Review and Tracking***

- The search chair should require detailed notes of exclusions for credible candidates, especially historically underrepresented faculty candidates, based on clear criteria that takes into account research on bias.
- Monitor the applicant pool to ensure it mirrors the national pool of availability in the discipline and the applicant pool mirrors the long and shorts lists.
- When evaluating the long list, especially applicants from historically underrepresented groups, ensure more nuanced readings of less than typical CVs.

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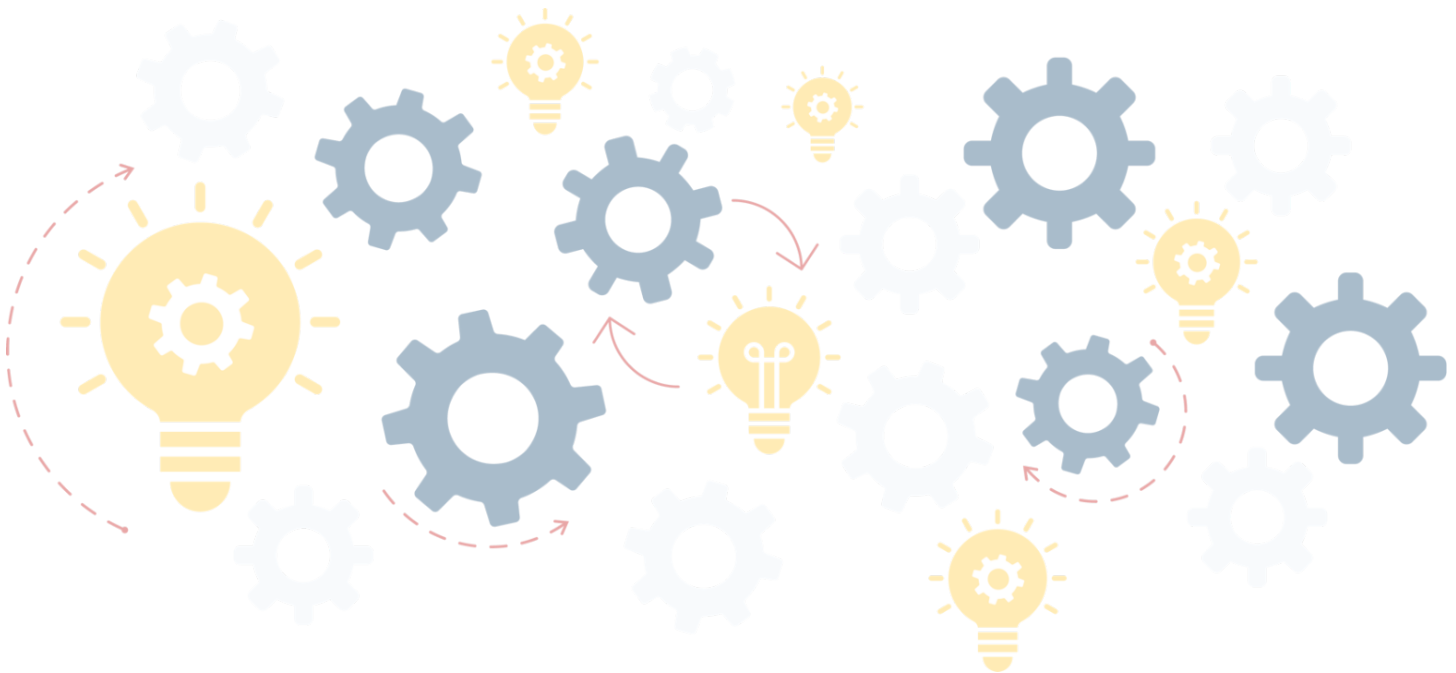
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## Guide to Diversifying Faculty Searches

### *The Diversity Representative*

The role of the Diversity Representative is to ensure that a diverse, fair and equitable search is conducted as well as to act as a full member of the search committee. The appointment of a Diversity Representative is required on all faculty search committees. While it is expected that all faculty search committee members consider diversity, the Diversity Representative serves as an advocate for best practices as well as a resource to their colleagues on the committee. As such, the Diversity Representative should ensure that committee discussions take place about potential unconscious biases that may impact the outcome of the search, as well as offer strategies on countering such biases so that at each stage of the process pools are constructed with Brown's commitment to diversity and inclusion in mind. Below are some steps that can help the Diversity Representative achieve these goals during the search process:

- Develop and distribute information on recruitment such as availability data, articles on racial/ethnic and gender issues in recruitment, best practices in recruiting within respective field, and goals set forth in your Departmental Diversity and Inclusion Action Plan (DDIAP)
- Assist in search activities: networking and identifying resources to attempt to bring applicant pools in line with national race, ethnic and gender availability
- Consult with the search committee chair and the Office of Institutional Equity and Diversity (as needed), to implement and develop best practices in recruitment of underrepresented groups
- Review and approve search process to ensure compliance with university search guidelines, including accessing data to evaluate the applicant pool compared to candidates who are invited to campus



## Guide to Diversifying Faculty Searches

# Crafting Job Descriptions

### Introduction

The job description is the document that prospective job candidates review to discern whether their background and experiences qualify with what the department is seeking from its applicant pool. In each job announcement, there are at least three components: position description, qualifications, and application materials. Moreover, each job statement must include Brown University's commitment to equal opportunity, which reads:

*"Brown University is committed to fostering a diverse and inclusive academic global community; as an EEO/AA employer, Brown considers qualified applicants for employment without regard to, and does not discriminate on the basis of, gender, race, color, national origin, sexual orientation, religion, protected veteran status, disability, or any other legally protected status."*

This statement, while necessary, is principally about promoting affirmative action and acknowledging the University's commitment to equal opportunity. It is also necessary to use the job descriptions as an opportunity to ensure there is sufficient language that may communicate the department sees diversity as an integral component of academic excellence and aspires to draw upon the widest possible pool by encouraging historically underrepresented groups to apply. Beyond compliance, search committees will increase the likelihood of attracting a diverse applicant pool by incorporating the following equity-minded components when crafting job descriptions:

### Considerations for Job Descriptions

#### *University and Departmental Strategic Priorities*

In addition to centering the department's mission and values, include statements about the institution's and department's commitment to advancing diversity, equity and inclusion. Language from the University and Departmental Diversity and Inclusion Action Plans may be useful or provide a link to the Plans.

#### *Broad Criteria*

In some instances, scholars who identify as women and/or within groups that are historically underrepresented in higher education may disproportionately be rising and junior scholars or specialize in subfields and approach teaching courses in ways that are consistent with their own specialization. To this end, whenever possible, keep the domains of teaching and research expertise broad. Consider non-traditional experiences and career pathways. The narrower the job description, the more people tend to decline to apply. When drafting the position description, consider the possibility of open ranked positions. Additionally, develop a broad definition of the position and the desired scholarship, experience, and disciplinary background. Be clear about what is required and what is preferred. If appropriate, use "preferred" instead of "required," "should" instead of "must," etc., when describing qualifications and developing criteria.

#### *Areas of Expertise*

While describing curricular and research content areas, consider ways that diverse perspectives and experiences could inform and broaden teaching and research in your discipline. Explore whether criteria that incorporates epistemic diversity criteria and/or look for applicants who draw on their own experience to take the discipline in new directions or to bring its benefits to diverse constituencies. How does the job description and (preferred)

qualifications attract scholars who can contribute to diverse epistemologies, histories and approaches that compose our national and global landscape? As an example, the following text could appear in the qualifications section of a job description: “Demonstrated ability or evidence of potential to both foster inclusive learning environments and infuse critical perspectives in their research and teaching is preferred.”

### ***Competencies and Qualifications***

Articulate specific competencies with diversity, equity and inclusion the applicant should possess in order to successfully prosper in the faculty role as either required or preferred, such as sustained experience mentoring a diverse student body in general and historically underrepresented students in particular, and/or a track record of research, teaching and service in the areas of diversity, equity and inclusion.

Avoid using gendered pronouns when describing qualifications or characteristics of the job candidate and instead describe the individual in their professional capacity, which could include referring to the applicant as a candidate or scholar.

### ***Broadening Participation***

In addition to the Equal Employment Opportunity language detailed above, concrete examples that could be embedded in job descriptions could read as follows:

- “Diversity, equity and inclusion are integral to the commitment of the Department and University. Accordingly, the Department seeks qualified candidates who can contribute to racial equity, diversity and inclusion through service, mentorship, teaching and scholarship. Further, the Department is keenly interested in diversifying its faculty and encourages applications from diverse candidates. Candidates from historically underrepresented group(s) in higher education are encouraged to apply.”
- “The Department is especially interested in qualified candidates who can contribute, through their research, teaching, and/or service, to the diversity and excellence of the academic community.”
- “The University is responsive to the needs of dual career couples.”
- “Brown University [or school/department] seeks to recruit and retain a diverse workforce to maintain the excellence of the University, and to offer our students richly varied disciplines, perspectives, viewpoints, and ways of knowing and learning.”
- “The school/department is interested in qualified candidates who have demonstrated commitment to excellence by providing leadership in teaching, research or service toward building an equitable and diverse scholarly environment.”

### ***Application Materials***

In the “application instructions” section of the job description, consider what materials are required to evaluate applicants prior experience and potential contributions. It is common to request applicants submit a CV, writing sample, teaching dossier, research and/or teaching statement, and letters of recommendation. Increasingly, search committee members desire ways to assess applicants’ prior experiences and potential contributions to fostering a diverse learning environment to discern whether and how candidates might be able to advance inclusive approaches to teaching and mentoring while affirming a multitude of perspectives. To evaluate these attributes, search committees may also request a diversity statement or incorporate instructions that suggests the search committee will be evaluating these attributes through the other required materials. An example could read as follows:

- “We encourage applicants to discuss in their research and teaching statement how their commitment to scholarly excellence is interwoven in their approaches to fostering an inclusive learning environment, inclusive approaches to teaching and mentoring, and affirming diverse perspectives and viewpoints.”



## Crafting Job Descriptions References and Resources

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## Guide to Diversifying Faculty Searches

# *Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks*

### Introduction

Once the search has been approved, the job announcements are automatically uploaded to the New England Higher Education Recruitment Consortium. Departments must be strategic when identifying additional advertising sources with which they wish to invest to market job announcements to the broadest pool of diverse prospects. There are several general and disciplinary organizations, associations, and conferences that may be fitting for search committees to pursue when considering where to post the job announcement.

### Identifying Talent

Each department may benefit from identifying general recruitment sources as well as recruitment outlets unique to the discipline. Other tactics to identifying talent and proactively making use of job announcements appear below.

#### *Award Winners*

- Examine lists of award winners in relevant professional societies, including but not limited to lists of women speakers in STEM.

#### *Conference Engagement*

- At conferences, attend sessions given by up-and-coming researchers whom you may not yet know.
- In many disciplinary conferences, there are special interest groups that focus on supporting and mentoring underrepresented (emerging) scholars. Moreover, some associations host research-focused special interest groups that advance critical consciousness in the discipline.

#### *Doctoral and Post-doctoral Fellowship Recipients*

- The Mellon Mays Undergraduate Fellowship (MMUF) prepares undergraduate students who will contribute to changing the face of the professoriate across many humanities and social science disciplines. The program has a search tool for Fellows on the Job Market, and search committees can use this tool as a direct means for accessing information on MMUF Program alumni who are on the academic job market<sup>4</sup>.
- Build relationships and share position descriptions with faculty and administrators who lead programs and resources designed to create a diverse doctoral pool of students, such as the Leadership Alliance, National GEM Consortium, Gates Millennium Scholars Program, Mellon Mays, Meyerhoff Scholars Program, MinorityPostdoc.org, Southern Regional Education Board's Doctoral Scholars Program, and other national and institutional networks. Many of these colleagues know talented program alumni who may be interested in pursuing the professoriate at Brown University.

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<sup>4</sup> MMUF job market search tool can be found here: <https://www.mmuf.org/graduates/mmuf-job-market-search-tool>

- Follow and study scholars receiving national and institutional dissertation and postdoctoral fellowships, including but not limited to foundations like the Ford Foundation and the National Science Foundation. Many institutions, including Brown, also have highly competitive diversity postdoctoral fellowship programs. Recruiting from these sources with meaningful communication may be a productive use of time and effort.
- Ask current doctoral students and postdoctoral fellows, including women and historically underrepresented doctoral students and colleagues, to identify qualified candidates and encourage application.

### ***Faculty Pipeline Data***

- The Survey of Earned Doctorates<sup>5</sup> (SED) provides useful data about historically underrepresented recipients of doctoral degrees, including but not limited to the top 20 doctorate-granting institutions ranked by number of minority U.S. citizen and permanent resident doctorate recipients, by ethnicity and race of recipient: 5-year total, 2014–18.
- The resource titled, Recent PhD Graduates in the US<sup>6</sup>, may be most helpful as it uses SED data to quickly identify the numbers and percentages women and historically underrepresented groups who have recently earned PhDs by discipline.
- The Faculty Pipeline: PhD Production by Program, Race and Gender<sup>7</sup> dashboard enables academic departments to take a similar approach where there are large proportions of “minority” graduates by discipline.

### ***Partnerships with Historically Black Colleges and Universities (HBCU) and Minority Serving Institutions (MSI)***

- Academic departments at Brown should build meaningful and mutually-beneficial relationships with academic departments at HBCUs and MSIs to stimulate faculty recruitment.
- To start recruitment efforts early, the department may consider writing to academic chairs and directors at HBCUs and MSIs with doctoral programs, to generate long-term outreach and pipeline strategies.

### ***Scouting***

- Consider inviting applications from junior colleagues who are historically underrepresented and/or women in STEM who may be currently under-placed and thriving at lesser-ranked institutions.

### ***Scholarly Distinction***

- Review journal editorial boards, recently published articles, early career award winners (e.g., NSF CAREER, Presidential CAREER, Pew, HHMI Faculty Scholars, HHMI Gilliam Fellows) to identify rising stars.

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<sup>5</sup> The National Science Foundation’s Survey of Earned Doctorates can be found here:

<https://nces.nsf.gov/pubs/nsf20301/data-tables/#group1>

<sup>6</sup> The “Recent PhD Graduates in the US” was developed by Brown University using data from the Survey of Earned Doctorates, and can be found here: <http://sedsearch.pythonanywhere.com/>

<sup>7</sup> Cornell University used data from IPEDS to create the database found here:

<https://tableau.cornell.edu/t/IRP/views/IPEDSCompletionsdegreesgrantedforPipeline/PhDProduction?iid=1&isGuestRedirectFromVizportal=y&embed=y>

## Leveraging Networks

Developing and leveraging networks is particularly useful in the recruitment process as search committee members seek to diversify the applicant pool. Below are tips for leveraging networks.

### *Tips for Engaging Colleagues with Track Records and Connections*

- Ask senior colleagues who have successful track records of mentoring and graduating doctoral students and hosting postdocs who are underrepresented in the academy for referrals
- Identify well-connected junior colleagues to share the job posting within their networks.
- Invite colleagues to share postings on their social media platforms (e.g., Facebook, Twitter, Instagram, LinkedIn) to attract a broader pool of applicants.

Here are two approaches to writing colleagues. The left column employs a standard way of communicating to colleagues<sup>8</sup>. The right column employs more equity-minded communication.

Standard Communication	Equity-Minded Communication
Dear Professor Y:  The Department of _____ at Brown is searching for a new assistant professor of _____. Please see the attached position description, and share it with your Ph.D. students who are on the market.  Thanks, Professor X	Dear Professor B:  The Department of _____ at Brown is searching for a new assistant professor of _____. Please see the attached position description. As we launch this search, we are actively recruiting women and candidates from historically underrepresented groups. Our goal is to select from as diverse an applicant pool as possible. Please share the attached position description with your Ph.D. students and others in your academic networks. Please contact me if you know candidates who could help us achieve our diversity goals, and I will personally reach out to them.  Many thanks, Professor A

### *Tips for Engaging Potential Candidates*

- When searching for diverse talent, and coming into contact with potential candidates themselves, it is important to focus on scholars' professional qualifications and experiences that make them a strong candidate for the job, not their identity. Cite their work and tell them why they are a good candidate for your position. Positioning Brown to compete for excellent HUG candidates requires our diversity effort be set apart from our peers and the department and institution to be a welcoming and inviting place.
- Meet with prospective candidates at conferences or during seminar visits to their home departments.

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<sup>8</sup> Adapted from a workshop on “Hiring a Diverse Faculty” led by the USC Race and Equity Center.



## Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks References and Resources

Columbia University (2016). Guide to best practices in faculty search and hiring. Retrieved June 2020 from:  
<https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>

Cornell University (2018). Best practices in faculty recruitment and hiring. Retrieved June 2020 from: <https://myemail.constantcontact.com/Best-Practices-in-Faculty-Recruitment-and-Hiring.html?soid=1128905482859&aid=gYFYML5GPic>

Hamilton College (n.d.). LITS Diversity and inclusion in hiring. Retrieved June 2020 from: <https://libguides.hamilton.edu/c.php?g=877539&p=6302062>

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[https://faculty.harvard.edu/files/fdd/files/best\\_practices\\_for\\_conducting\\_faculty\\_searches\\_v1.2.pdf](https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf)

Montana State University. (n.d.). A guide for broadening faculty searches at Montana State University: Transforming the search process to enhance excellence and diversity, 5th edition. Retrieved June 2020 from: [http://www.montana.edu/nsfadvance/documents/MSU\\_searchtoolkit\\_v5.0web.pdf](http://www.montana.edu/nsfadvance/documents/MSU_searchtoolkit_v5.0web.pdf)

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<https://ofew.berkeley.edu/recruitment/contributions-diversity/support-faculty-candidates>

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University of Washington (n.d.). Handbook of best practices for faculty searches. Retrieved from June 2020 from: <https://www.washington.edu/diversity/faculty-advancement/handbook/>

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## Guide to Diversifying Faculty Searches

# *Diversity Statements and Evaluation Rubrics*

### Introduction

A diversity statement provides the search committee with relevant, useful information about a candidate's qualifications and potential for future success, similar to a candidate's CV, research statement, or teaching statement. The diversity statement should not request identity information of candidates as the statements are to assess all candidates regardless of their backgrounds. Specifically, a diversity statement invites applicants to describe their past contributions, current engagements, and/or future aspirations to promote diversity, equity, and inclusion in their careers as researchers and educators within their departments, institutions, and disciplines. The statement could also include how the applicant envisions these commitments being advanced at Brown University. This practice ensures that contributions to diversity, equity, and inclusion are credited and not ignored. Engaging in this process may also facilitate search committees aiding the department in realizing its recruitment goals delineated in the Departmental Diversity and Inclusion Action Plan.

At the outset, it is important for search committees to consider and specify several factors. First, diversity statements are most useful when the purpose for the statement and method of evaluation is discussed and agreed upon by all members of the search committee. The purpose of a rubric is not necessarily to rank candidates in numerical order but to keep committee members focused on agreed upon evaluation criteria, rather than falling back on personal preferences.

Second, agree on the rubric the search committee will use to evaluate candidates in advance of considering any candidate. Without specific criteria to guide decision-making, evaluators may favor applicants that look like themselves or remind them of themselves or others they are accustomed to being around, which increases the potential of implicit or unconscious biases.

Third, the search committee members should identify how criteria will be weighted. Does the search committee wish to weigh the diversity statement within or as part of a larger evaluation rubric? If so, the search committee should discuss the relative weight or importance of various evaluation criteria.

Below are guiding questions to help develop the rubric.

- What are the requirements for this hire in terms of research, teaching, service, and outreach?
- How is a commitment to the goals of diversity, equity, and inclusion a priority in each area?
- How does the unit rank these goals in terms of first and second priorities?
- What types of evidence will demonstrate achievement or future potential in each area?
- Does the job ad request materials appropriate to the assessment criteria?
- Are any of the criteria in the rubric ambiguous?

To provide more practical guidance, examples of the following are provided below:

- How to structure a prompt to guide applicant's diversity statements
- Examples of evidence demonstrating contributions to diversity
- Ways to assess diversity statements
- Examples of rubrics to evaluate diversity statements

## Diversity Statement Prompts

The prompt for the diversity statement can focus on the applicant's research, teaching, advising and/or service. Specify the page limit, which is most often capped at two single-space pages. Examples of diversity statements search committees may adapt appear below.

- Applicants should submit a diversity statement that discusses past or future contributions to inclusive excellence in the areas of research, teaching and/or outreach.
- This department strives to create and strengthen an inclusive, respectful, and intellectually challenging environment that embraces difference in the pursuit of knowledge. The diversity statement should describe how your background and experiences demonstrate your commitment and ability to engage with issues of diversity and inclusion, and should also discuss how those values might be reflected should you join our community.
- In addition to the materials noted above, applicants should also submit a one-page diversity statement that discusses past or future contributions to equity and inclusion in the areas of research, teaching and/or outreach.
- Describe how you plan to contribute to diversity goals and/or initiatives at Brown University, including activities you would pursue and how they would fit into your research area, department, campus, or national context. Please be as specific as possible, and realistic about your level of effort and time commitment.
- A description of how the applicant would contribute to the development of an equitable and inclusive community in the department through one's teaching, research, and service.
- Applicants should submit a statement explaining how their teaching in the department will contribute to add to a culture of equity and inclusion.
- Describe how the applicants prior, current, and/or potential contributions might serve to advance the departmental and university commitment to teaching and mentoring students from diverse backgrounds, experiences, values, and viewpoints.
- Brown University is committed to diversity, equity, and inclusion. In the diversity statement, applicants should reflect upon their experiences and vision regarding the teaching and mentorship of students from diverse backgrounds.
- A description of how the applicant would contribute to the development of a diverse and inclusive [learning/working] community through their [teaching, research, and/or service] should be included in the personal statement.

## Examples of Evidence Demonstrating Contributions to Diversity

### *Knowledge and Understanding*

- Knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences.
- Familiarity with demographic data related to diversity in higher education.
- Comfort discussing diversity-related issues.
- Understanding of mentorship power dynamics and personal-professional boundaries between faculty and students.
- Understanding of the challenges faced by underrepresented individuals, and the need to identify and eliminate barriers to their full and equitable participation and advancement.

### ***Teaching***

- Strategies to create inclusive and welcoming teaching environments for all students – particularly students who are underrepresented and/or experience marginalization.
- Strategies to encourage both critical thinking and respectful dialogue in the classroom.
- Using new pedagogies and classroom strategies to advance equity and inclusion.

### ***Research***

- Inclusive research environments that foster respect and equitable advancement (of graduate students if applicable).
- Mentoring and supporting the advancement and professional development of underrepresented students or postdocs.
- Research focused on underserved communities.

### ***Service/Professional Activities***

- Outreach activities designed to remove barriers and to increase the participation of individuals from underrepresented groups. Strategies to create inclusive and welcoming teaching environments for all underrepresented students.
- Participation in workshops and activities that help build multicultural competencies and create inclusive climates.
- Supporting student organizations that serve underrepresented groups.
- Participation with professional or scientific associations or meetings that aim to increase diversity or address the needs of underrepresented students, staff, or faculty.
- Serving on university or college committees related to equity and inclusion, or preventing sexual harassment and sexual violence.

## **Assessing Diversity Statements**

Define “excellence” in each area of the rubric. Weaker statements tend to be brief, vague, and lack evidence of impact whereas excellent statements have breadth, depth, and impact. Below are sample criteria for excellence.

- Awareness of, and ability to, articulate understanding diversity broadly conceived, and historical, social, and economic factors that influence the underrepresentation of particular groups in academia. Life experience may be, but is not necessarily, an important aspect of this understanding.
- A track record, calibrated to career stage, of engagement and activity related to diversity, equity, and inclusion. Demonstration requires specific details about these activities, including goals, strategies, and outcomes, as well as information about the role played. Strong evidence typically consists of multiple past and current examples of action from classrooms, labs, campuses, or communities.
- Specific, concrete goals, plans, and priorities, calibrated to career stage, for engagement on diversity, equity, and inclusion in one’s teaching, research and service as a potential faculty member at Brown University. Ideally these plans involve an awareness of current programs and initiatives already taking place on campus.

## Sample Diversity Statement Rubrics

University of California Berkeley (n.d.) *Rubric for Assessing Candidate Contributions to Diversity, Equity, and Inclusion*. Retrieved November 2020 from: <https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity-and>

University of California Los Angeles (n.d.). *Sample candidate evaluation tool, contributions to EDI*. Retrieved June 2020 from: <https://ucla.app.box.com/s/wn1iapnld8f9ynagml4l2m3dn2b4oyau>

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University of Virginia (n.d.). *Evaluating statements on contributions to inclusive excellence*. Retrieved June 2020 from: [https://eocr.virginia.edu/sites/eop.virginia.edu/files/IE\\_Statement\\_Evaluation.pdf](https://eocr.virginia.edu/sites/eop.virginia.edu/files/IE_Statement_Evaluation.pdf)

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## Sample Candidate Evaluation Template

The following adaptable template presents one approach search committees may take to evaluate job candidates. The language is designed for junior candidates while the alternative language is suggested in parentheses for senior faculty candidates.

### Candidate Evaluation Template

Evaluator's Name: \_\_\_\_\_

Applicant/Candidate Name: \_\_\_\_\_

Please indicate which of the following are true for you (check all that apply)

- ☐ Read candidate's CV
- ☐ Read candidate's statements (e.g., research, teaching, diversity)
- ☐ Read candidate's letters of recommendation
- ☐ Read candidate's scholarship (indicate what: \_\_\_\_\_)
- ☐ Attended candidate's job talk
- ☐ Met with candidate
- ☐ Attended lunch or dinner with candidate
- ☐ Other (please explain): \_\_\_\_\_

Please comment on the candidate's scholarship as reflected in the job talk:

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Please comment on the candidate's teaching ability as reflected in the job talk:

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Please rate the candidate on each on the evaluation criteria outlined below, using the following grading scale:

	Excellent	Good	Neutral	Fair	Poor	Unable to Judge
Potential for (evidence of) scholarly impact in the classroom						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) collaboration with diverse colleagues						
Potential for (evidence of) inclusive teaching capabilities						
Potential for (evidence of) contribution to department's diversity and inclusion goals						
Ability to make positive contribution to department's climate						
Potential (demonstrated ability) to attract and mentor diverse graduate students						
Potential (demonstrated ability) to teach and mentor diverse undergraduates						
Potential (demonstrated ability) to be a conscientious university community member						

Other comments?

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## Diversity Statements and Evaluation Rubrics References and Resources

Canning, C. & Reddick, R. (2019, January). In defense of diversity statements. *The Chronicle of Higher Education*.

Columbia University (2016). *Guide to best practices in faculty search and hiring*. Retrieved June 2020 from: <https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>

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## Guide to Diversifying Faculty Searches

# *Equity-Minded Interview Questions*

### Introduction

Interview questions convey information to the candidate about the department's goals and potential for being a supportive environment. Having interview questions that reflect a commitment to inclusion will signal to candidates the department is attempting to engender greater diversity and equity within the department.

In addition to requesting that applicants describe their prior, current, and planned contributions to advancing diversity, equity and inclusion in required application materials (e.g., cover letter, teaching statement, or diversity statement), preparing equity-minded interview questions will help deepen or clarify the committees' understanding of candidates' commitment during the interview process. Prioritizing equity-minded interview questions in formal interview protocols will ensure these questions are asked in a consistent manner to all candidates. Raising equity-minded questions in other contexts, such as immediately after the job talk or over dinner, may also help round out the committee's understanding of finalists' commitment to advancing diversity, equity and inclusion in ways that are consistent with the department's goals in its diversity and inclusion action plan.

A sample<sup>9</sup> of interview questions are included below and meant to provide search committees with options to consider. These questions are not prescriptive and the Office of Institutional Equity and Diversity encourages search committees to use these questions as starting points for discussion. The objective for search committee members is to listen carefully for complexity and nuance, critical reflection, humility, self-awareness and a commitment to lifelong learning. Search committees should feel empowered to ask follow-up questions and hold high expectations for responses, signaling that faculty are expected to espouse the values of the department.

### Sample Interview Questions

#### *Teaching Philosophy and Student Success*

- What does it mean to you to be effective in an environment that values diversity and equity?
- What are some pedagogical techniques you employ to ensure your teaching is responsive across different identities and backgrounds?
- How do you draw upon your student's prior knowledge, backgrounds, and lived experiences in order to inform your teaching, research and service?
- How does epistemic diversity play a role in your scholarship and teaching?
- How does your approach to teaching bring in readings and research produced by underrepresented scholars or about underrepresented people and communities into the learning process?
- How do you affirm and engage diverse perspectives in the classroom?
- What techniques do you have for drawing on your students' knowledge?

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<sup>9</sup> Some of these questions are adapted from a workshop on "Hiring a Diverse Faculty" led by the USC Center for Urban Education, and some are adapted from Sensoy & DiAngelo, 2017.

- How have you (or could you) use data to identify differences in experiences and outcomes across diverse students in your class? Please describe your process of doing so (or how you could do it if you do not already). What would you do (have done) once you notice these differences?

### ***Learning, Mentoring and Engagement***

- How do you recruit and support racially diverse graduate students? What successes have you had? What challenges have you encountered?
- Tell me about an instance where you adapted your teaching or mentoring approach in order to work more effectively with students who have identities that are different from yours?
- In what ways have you fostered (or do you anticipate fostering) inclusive approaches to mentoring?

### ***Classroom/Department Climate and Culture***

- As an instructor, how do you create a classroom culture that intentionally welcomes, respects, and supports students from different racial/ethnic, gender identities, and socioeconomic backgrounds?
- There have been several socio-political movements that impact life and learning in the academy. One example is that there have been calls both nationally and at Brown to decolonize the curriculum. Choosing your own example, how do you -- or suggest members in our department -- engage with, and affirm, diverse lived experiences inside and outside the classroom in ways that foster learning, support and engagement?
- More and more students are demanding faculty accountability on issues of race and equity. What has been your experiences with similar requests, and how have you responded? What areas of growth do you see for yourself?
- If you notice patterns of racialized outcomes in your course or department, what would you do? For example, if you notice white students tend to speak up more or select your class or research programs at greater frequencies, what would you do to strive for more diversity, inclusion and equity?

### ***Service and Professional Development***

- In what ways has diversity, equity and inclusion shown (or could show) up in your commitment to service at the national, regional, local, and/or institutional levels?
- What professional development or academic training have you received on subjects such as culturally relevant pedagogy, implicit bias, and/or racial equity, and how have these engagements informed your approach to being a better scholar and instructor?

### **Appropriate Inquiries**

While it is important to consider equity-minded interview questions, it is also important to know which questions cannot be asked during the interview process given that Brown is an equal opportunity employer. Specifically, the Corporation Policy Statement on Equal Opportunity, Nondiscrimination and Affirmative Action states, "Brown University provides equal opportunity and prohibits discrimination, harassment and retaliation based upon a person's race, color, religion, sex, age, national or ethnic origin, disability, veteran status, sexual orientation, gender identity, gender expression, or any other characteristic protected under applicable law, in the administration of its policies, programs, and activities". Therefore, every stage in the search and hiring process should be undertaken with this policy in mind, and the search committee should be aware of what questions are and are not permissible.

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
Age	None.	Questions about age, date of birth, requests for birth certificate.
Arrests and Convictions	May ask if any record of criminal convictions and/or offenses exist, only if all applicants are asked.	Inquiries regarding arrest record.
Citizenship	May ask questions about legal authorization to work in the specific position if all applicants are asked.	May not ask if person is a U.S. citizen or what citizenship the person holds.
Disability	May ask about applicant's ability to perform job-related functions.	Question (or series of questions) that is likely to solicit information about a disability.
Education	Inquiries about degree or equivalent experience.	None.
Height and Weight	None.	Inquiries or comments about the applicant's height or weight.
Marital or Parental Status	None.	Any inquiry about marital status, children, pregnancy, intentions on starting a family or child care plans.
National Origin	May ask if legally authorized to work in this specific position if all applicants are asked.	May not ask a person's birthplace; if the person is a U.S. citizen; questions about the person's lineage, ancestry, descent, or parentage; how the person acquired the ability to speak/read/learn a foreign language.
Personal Finances	None.	Inquiries regarding credit, owning a home, or garnishment record.
Photograph	None.	Any inquiry for a photograph prior to hire.
Political Affiliation	None.	Inquiries about membership in a political party.
Organizations	Inquiries about professional organizations related to the position.	Inquiries about personal or professional organizations suggesting race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, height, weight, disability, or veteran status.
Race or Color	None.	Comments or questions about complexion or color of skin.

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
Religion	None.	Comments or questions about religious preferences, affiliation, denominations, church, and religious holidays observed.
Sex and Gender Identity	None.	Comments or questions regarding sex assignment, gender identity and expression.
Sexual Orientation	None.	Comments or questions about the applicant's sexual orientation.

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### Equity-Minded Interview References and Resources

Sensoy, Ö., & DiAngelo R. (2017). "We are all for diversity but...". How faculty hiring committees reproduce whiteness and practical suggestions for how they can change. *Harvard Education Review*. 87(4), 557-580.

## Guide to Diversifying Faculty Searches

### *Addressing Common Misconceptions*

While not an exhaustive list, these are five common perspectives and experiences that routinely hinder the progress diversifying the faculty in academic searches.

Misconceptions	Tips
We should not bring in more diverse candidates until we fix the climate in our department.	Hiring for diversity and improving the climate and culture in the department are goals that should be pursued concurrently. A less than desirable climate should prompt urgency in addressing climate issues, not hamper goals with hiring a diverse faculty.
It is only the Diversity Representatives job to ensure the pool is diverse.	All search committee members are responsible for advancing the commitment to diversity, equity and inclusion. Those who serve on the search committee should be individuals who are knowledgeable about the possibility of implicit biases emerging. Knowledge does not ensure the biases will not operate, but it does increase the likelihood of self-conscious efforts to use procedures that will minimize that possibility. The search committee members should be a diverse representation within the department.
Candidates who worked under advisors the search committee members know are deemed the best candidates for the job.	Search committee members tend to give preference to applicants who have worked under advisors they know. While leveraging networks in the <i>recruitment process</i> is an important way to diversify the pool of applicants, the search committee should not over-rely on affinity based networks during the <i>evaluation process</i> , particularly when there is an opportunity to advance faculty diversity goals with applicants who have worked under advisors that are less well known to the search committee members.
There is only one perfect candidate for the job.	Research conducted at Brown suggests a sizeable number of candidates from the short list end up thriving wherever they gain employment, sometimes earning the discipline's highest honors. With multiple strong candidates, affirmatively consider how the department can diversify the faculty.
Once you make the hire, the job is done.	The work of recruiting and retaining diverse candidates as well as fostering an inclusive environment is an ongoing commitment and should be seen as parallel to other academic exercises such as departmental reviews that seek to make the department stronger over time. Identify a proactive plan to help new hires get acclimated and connected, based on their interests and needs.

## Guide to Diversifying Faculty Searches

# ***Checklist: Strategies for Advancing Faculty Diversity Goals***

### **Crafting Job Descriptions**

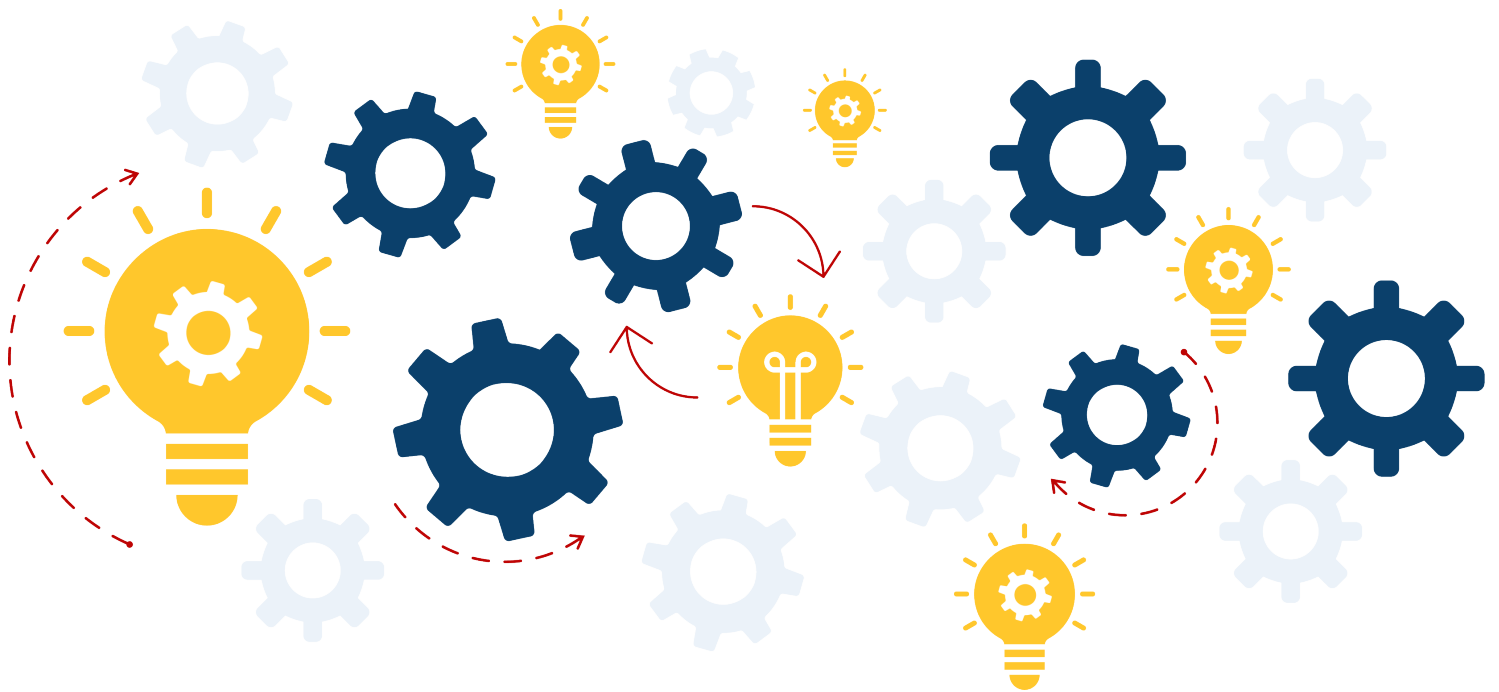
- ☐ The position description articulates the department's commitment to diversity beyond compliance statements
- ☐ The position description criteria and qualifications are as broad as possible and recognize non-traditional experiences
- ☐ The position description articulates competencies and qualifications about how the person would advance diversity in their teaching, mentoring and scholarship
- ☐ The position description encourages historically unrepresented groups to apply
- ☐ The position description requires application materials that enables the search committee to assess contributions to advancing diversity, equity and inclusion

### **Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks**

- ☐ Search committee members used PhD pipeline databases to understand availability pools and institutions that produce larger numbers of historically underrepresented PhD graduates, and have uses these data to leverage networks
- ☐ Search committee members have utilized doctoral and post-doctoral fellowship recipient lists across institutions, organizations and foundations
- ☐ Search committee members have examined editorial boards and award lists (including in special interest groups within scholarly associations) to identify rising stars who may also happen to be historically underrepresented scholars
- ☐ Search committee members devised a strategy for engaging historically underrepresented scholars at multiple conferences within the discipline
- ☐ The job announcement is placed in multiple sources that target historically underrepresented scholars
- ☐ Search committee members have shared the job announcement with colleagues at Minority Serving Institutions, including Historically Black Colleges and Universities
- ☐ Search committee members have identified senior colleagues who have successful track records of mentoring and graduating doctoral students and hosting postdocs who are underrepresented in the academy for referrals
- ☐ Search committee members have identified well-connected junior faculty, postdoctoral scholars, and doctoral students to share the job posting within their networks

## Search Committee Preparation

- ☐ Search committee members familiarized themselves with the Departmental Diversity and Inclusion Action Plan (DDIAP), which should include an expressed commitment and updated strategy for diversifying the faculty, specifically focusing on historically underrepresented groups and women in STEM (if applicable)
- ☐ Search committee members reviewed resources curated by the Office of Institutional Equity and Diversity to enhance the committee's search procedures and practices
- ☐ Search committee members completed the University unconscious bias module training
- ☐ Search committee members reviewed prior search practices and outcomes to identify ways to attract a more diverse pool of applicants based on lessons learned
- ☐ Search committee members established prompts for a diversity statement and/or infused prompts for discussing contributions to advancing diversity in teaching/research statements that are embedded into the position description
- ☐ Search committee members have developed and discussed an agreed upon set of criteria for reviewing candidates at each stage of the search process
- ☐ Search committee members have established a rubric for evaluating applicants that include, but is not limited to, contributions to advancing diversity, equity and inclusion
- ☐ Search committee members have incorporated equity-minded questions in interview protocols
- ☐ Search committee members have reviewed and understand categories of questions that must not be asked and are inappropriate or unlawful as an equal opportunity employer



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