



BROWN

Office of Institutional
Equity and Diversity

Guide to Diversifying Staff Searches



Guide to Diversifying Staff Searches

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Foreword

This guide was developed by the Office of Institutional Equity and Diversity (OIED) to complement the general staff hiring information found in the University Human Resources (UHR) [website](#) and to provide practical tools for incorporating equity and diversity into the staff hiring process. We encourage all staff who will serve on hiring committees or as hiring managers to become familiar with this guide and use it in combination with the University's unconscious bias training module 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 and is defined in Brown’s 2016 diversity strategic plan *Pathways to Diversity and Inclusion*:

“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).”

Introduction

Brown University is fully committed to the concept and practice of equal opportunity and affirmative action. The University produces its Affirmative Action Plan (AAP) for women, minorities, veterans and individuals with disabilities on an annual basis. The AAP includes an analysis of the University’s workforce and outlines policies and actions for compliance with federal nondiscrimination regulations.

Under the leadership of President Christina H. Paxson, the University remains committed to principles of fairness and equity, as demonstrated through our AAP, by the inclusion of diversity as a key element in the University’s strategic plan, *Building on Distinction*, and by the continuation of strategies to ensure that an inclusive community will anchor and guide us in the future. President Paxson reaffirmed this commitment in the 2016 [*Pathways to Diversity and Inclusion: An Action Plan for Brown University \(DIAP\)*](#) by stating:

“All Brown students, regardless of race, ethnicity, gender, nationality, religious and political views, and other aspects of their identities, are accepted because of their enormous potential as scholars and leaders. It is imperative that all students—and, indeed, all members of our community, including faculty and staff—are valued, respected, and provided with equal opportunities to thrive at Brown.”

Additionally, the governing body of the University, the Corporation of Brown University, updated its [*Policy Statement on Equal Opportunity, Nondiscrimination and Affirmative Action*](#) on May 1, 2020 to state:

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. The University recognizes and rewards individuals on the basis of qualifications and performance.

The University maintains an affirmative action program in employment for minorities, women, persons with disabilities and veterans, and requires its employees to make good

faith efforts to comply with the program. The University encourages those with whom it conducts business to meet the commitments of this important program. The President delegates the authority to implement this Policy Statement to the Office of Institutional Equity and Diversity.

Leveraging Workday for Hiring

Introduction

At Brown, the system of record for staff hiring is Workday. UHR and Hiring Managers use Workday Recruiting to view, share, and manage applicants in the hiring process. This includes viewing and sharing applicant profiles, cover letters, resumes, and other documentation. Each step of the hiring process can and should be managed through Workday. To learn more about how to use Workday when hiring staff, managers are encouraged to review the [Managing Your Applicants](#) job aid available via Workday Learning.

Connection to AAP

Along with using Workday to manage applicants, Brown University also uses Workday as the system of record for HR, finance, training and professional development, payroll, recruiting and post-award grant accounting information at Brown University. The system and its support practices are audited annually and must comply with regulations as it pertains to these functions. Workday is an integral part of the hiring process and should be used to manage candidates as they move through each step of the hiring process. It is imperative that hiring managers make consistent and accurate updates to each applicant's status. For instance, ensuring correct disposition codes are used (i.e. why an applicant was removed from the applicant pool), maintaining accurate timelines (i.e. when an applicant was removed from the application pool or moved to another round in the hiring process), and updating information in real time.

The value of pursuing accurate data cannot be understated. The diversification of the University's workforce can only be articulated through appropriate data maintenance. Thus, if a hiring manager is taking the steps to recruit applicants through diverse organizations and has achieved diverse applicant pools but incorrectly maintains the information in Workday during the hiring process, the department's diversification efforts will be recorded as ineffective.

Who to work with, who to contact for help, etc.

Many departments have an assigned HR business partner who should be considered the primary point of contact for questions regarding the staff hiring process. If your department does not have an assigned business partner, the recruitment team within UHR will provide you with assistance in conducting your staff search. You can contact UHR via email at employment@Brown.edu.

Key Definitions

Affirmative Action Program/Plan (AAP): An Affirmative Action Program is a compilation of procedures that are incorporated into the organization’s human resource policies, training programs, outreach efforts, and other affirmative action steps taken by covered employers to recruit and advance qualified minorities, women, persons with disabilities, and covered veterans. An Affirmative Action Plan is a document that explains why people (i.e. minorities, women, individuals with disabilities, and veterans) should be included in affirmative action programs and what contractors' affirmative action obligations are pertaining to outreach and recruitment of these individuals. The AAP is compiled in accordance with federal regulations applicable to federal contractors. These terms are used interchangeably.

Historically Underrepresented Groups: United States citizens or permanent residents who hold racial and ethnic identities that were previously, and may be currently, underrepresented at colleges and universities in the United States. These groups are defined as African American/Black, Hispanic/Latina/o/x, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander. There is a persistent, historical legacy of these groups being barred from access to higher education

Protected Classes: Applicants, employees, and former employees who are protected from employment discrimination based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 or older), and disability and genetic information (including family medical history). Applicants, employees and former employees who are also protected from retaliation (punishment) for filing a charge or complaint of discrimination, participating in a discrimination investigation or lawsuit, or opposing discrimination (for example, threatening to file a charge or complaint of discrimination).

Utilization Analysis: The utilization analysis is a series of separate but interrelated analyses organizations use to identify whether that organization employs minorities or women in the workforce at a rate that would be expected based upon their availability for employment.

Underutilization: The term “underutilization” is used to refer to the presence of fewer minorities or women in a particular job group than would reasonably be expected, given their internal and external availability.

Setting benchmarks for staff candidate pools: The Department of Labor’s Office of Federal Contract Compliance (OFCCP), which reviews and evaluates our affirmative action program, maintains that placement goals (under Executive Order 11246), utilization goals (under Section 503 of the Rehabilitation Act of 1973), and hiring benchmarks (under Vietnam Era Veterans’ Readjustment Assistance Act) are not to be interpreted as a ceiling or floor for the employment of particular groups of persons but, rather, should serve as a benchmark against which the [employer] measures the representation of persons within its workforce. Placement goals, utilization goals, and hiring benchmarks are not rigid or inflexible quotas to be met, but rather standards of measurement of how an [employer] is fulfilling its affirmative action obligations. When an [employer] fails to meet a utilization goal or hiring benchmark, the [employer] assesses its employment practices and takes appropriate measures to address identified problem areas and remedy potential discrimination.

Crafting Job Descriptions

Introduction

The job description is the document that prospective internal and external 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 applicants for employment without regard to, and does not discriminate on the basis of, race, color, religion, sex, age, national or ethnic origin, disability, veteran status, sexual orientation, gender identity, gender expression, 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 that 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. For general guidance on crafting job descriptions, please refer to the Compensation Office in University Human Resources. Beyond compliance, search committees will increase the likelihood of attracting a diverse applicant pool by incorporating the equity-minded components described below 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 (DDIAP) may be useful or provide a link to your department's DDIAP. Examples of inclusive statements are:

- Diversity, equity, and inclusion are integral to the commitment of the **[school/department]** and University. Accordingly, the **[school/department]** seeks qualified candidates who can contribute to racial equity, diversity and inclusion through service, mentorship, and teaching.”
- “The **[school/department]** is especially interested in qualified candidates who can contribute, through their mentorship, and/or service, to the diversity and excellence of the academic community.”

- “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 and staff richly and 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 service toward building an equitable and diverse environment.”
- “The department strives to build a diverse and inclusive environment for all members of our community, and is particularly interested in candidates whose experience, mentorship, or service, can further these efforts. Our department’s detailed [**link to department DIAP**] for diversity fits within [Brown’s broader commitment](#) to this work.

Broad Criteria

In some instances, individuals who identify as women and/or within groups that are historically underrepresented in higher education may disproportionately be junior staff. To this end, whenever possible, keep the domains of expertise broad.

- Consider non-traditional experiences and career pathways. The narrower the job description, the more people tend to decline to apply.
- Additionally, develop a broad definition of the position and the desired experience, skills, and educational 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.

Competencies, Qualifications and Pronouns

Articulate specific competencies, with diversity, equity, and inclusion in mind, that the applicant should possess in order for them to be successful in the staff role as either required or preferred. Examples include: sustained experience supporting a diverse student body in general and historically underrepresented students in particular, and/or a track record of service in the areas of diversity, equity, and inclusion.

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

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 cover letter and resume. Increasingly, search committee members

desire ways to assess applicants' prior experiences and potential contributions to fostering an inclusive work environment. To evaluate these attributes, search committees may also request a diversity statement or incorporate instructions that suggest 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 cover letter how their commitment to diversity is interwoven in their approaches to fostering an inclusive working environment, inclusive approaches to a collaborative workspace, and affirming diverse perspectives and viewpoints.”

Crafting Job Description: References & Resources

Training from UHR:

<https://wd5.myworkday.com/brown/learning/course/3c82305a3fa0014a0cfce908bd018882>

Training from UHR:

https://wd5-media.myworkdaycdn.com/scorm/static/f/DhcN/c/C6D18CA5BF1323EB/5rDEaBrEuBsfLdLHXBW8fBCMBY5f8NL5/extracted/story_content/external_files/Job%20Family%20Documentation%203.1.17.pdf

UHR Resource:

<http://gender-decoder.katmatfield.com>

Identifying Diverse Talent, Marketing and Recruitment Strategies

Introduction

Once a position 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. The Department's HR business partner can provide additional instructions and costs associated with posting additional announcements. This section of the guide describes marketing and recruiting strategies to develop a diverse pool of candidates.

Recruitment

Diversity Recruitment Plan and Marketing Strategies

Departments should work with UHR to develop a diversity recruitment plan and marketing strategy that emphasizes posting the position in forums where candidates from historically underrepresented groups are present. Note there may be a cost associated with additional postings that would be charged to the department. In addition to these paid advertisement opportunities, hiring managers can also share the job posting with colleagues via LinkedIn or email, highlighting the department's commitment to diversity, equity, and inclusion. Position postings could also be shared through relevant professional associations societies and listservs. These tactics are likely to increase both the size and the diversity of the candidate pool. A listing of commonly used job boards for diverse candidates is also available from UHR for further reference.

Recruitment Opportunities

While marketing strategies are intended to ensure that your job announcement reaches a wide range of individuals who may be interested in the open position in your department, recruitment focuses on specific candidates who have already been identified as having the professional experience to be competitive in the pool. Below we share some tips for hiring managers to manage these interactions.

- 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.
- Avoid making assumptions when considering 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 professional home. Do not prejudge 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. Ensure search committees learn what candidates' needs are throughout the interview process and campus visit and keep these preferences in mind when presenting an offer and onboarding staff.

Candidate Evaluation Rubrics

The purpose of a rubric is to keep committee members focused on agreed upon evaluation criteria, rather than falling back on personal preferences. At the outset of the search, it is important for search committees to consider and specify several factors by which candidates will be evaluated. These factors should be closely related to the job description and weighted based on the responsibilities of the role. The search committee should review the rubric and agree to use the tool to evaluate all candidates in advance of search committee discussions. 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. Below are guiding questions to help

develop the rubric.

- What are the requirements for this hire in terms of expertise, education, and experience?
- How is a commitment to the goals of diversity, equity, and inclusion prioritized?
- 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 announcement request materials appropriate to the assessment criteria?
- Are any of the criteria in the rubric ambiguous?

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 staff candidates.

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 positive attributes for this job based on your interactions with the candidate: _____

Please comment on concerns you have about the candidate in this job and joining the department and the Brown Community: _____

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), preparing equity-minded interview questions will help deepen or clarify the committee's 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, 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 of interview questions are included below and meant to provide search committees with options to consider when assessing a candidate's commitment to diversity and inclusion. These questions are not prescriptive; however, 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 staff are expected to espouse the values of the department. The same questions should be asked of all candidates so they can be evaluated on an equal basis.

Sample Questions

- What does it mean to you to be effective in an environment that values diversity and equity?
- What professional development or training have you received on subjects such as cultural competency, implicit bias, and/or racial equity, and how have these engagements informed your approach to being a better colleague?
- In what ways has diversity, equity, and inclusion shown (or could show) up in your commitment to serve at the national, regional, local, and/or institutional levels?

Tips for a Successful Interview

Interviews present a critical moment where the department not only evaluates the candidate, but also has an opportunity to make a positive impression on the candidate. As you consider a plan for candidate interviews, consider the following tips.

- 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 and equitable review process for each candidate.
- 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., member of staff affinity groups) 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.

- Identify whether the candidate needs any special accommodations for the interview and arrange for necessary accommodations.
- 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). To develop questions, use the question creation tools provided by UHR. The same questions should be asked of all candidates.

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.

It is recommended that each committee reviews all interview questions with their HR business partner, prior to conducting interviews. Also note, that the below inquiries may likely be imbedded in the application and not required to be regurgitated during interviews.

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
Age	None.	Questions about age, date of birth, requests for birth certificates.
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 the person is a U.S. citizen or what citizenship the person holds.

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
Disability	May ask about the 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 childcare 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.
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.
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 or gender identity and expression.
Sexual Orientation	None.	Comments or questions about the applicant's sexual orientation.



Guide to Diversifying Staff Searches

Addressing Common Misconceptions

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 staff.
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.
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.

Combating Stereotypes and Biases

Search committee members can inadvertently, or even overtly, minimize the contributions of individuals from historically underrepresented groups and may unfairly and disproportionately attribute success to mentors and collaborators.

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.

Recent studies document that 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 resumes 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.

To ensure that hiring managers and search committee members are able to recognize and address these unconscious biases when they arise, all individuals involved with the search are strongly encouraged to complete the unconscious bias training module prior to launching the search.

Combating stereotypes and biases: References and Resources

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Guide to Diversifying Staff Searches

Strategy Checklist

Use the below list to keep track of each category's equity-focused items. This checklist, while thorough, is not all inclusive and should be used as a guideline for hiring managers.

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 department and as a part of the University community.
- The position description encourages historically underrepresented groups to apply.
- The position description requires application materials that enable the search committee to assess contributions to advancing diversity, equity and inclusion.

Identifying Diverse Talent, Marketing Strategies, and Leveraging Networks

- Search committee members devised a strategy for engaging individuals from historically underrepresented groups at multiple conferences within the profession.
- The job announcement is placed in multiple sources that target historically underrepresented professionals.
- 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 well-connected colleagues 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 staff.
- 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 training module.
- 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 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 because they are inappropriate or unlawful as an equal opportunity employer.

Do's and Don'ts

Don't	Do
Ask your candidates questions that could be construed as inappropriate.	Use the UHR interview question creator here .
Vary your core interview questions from candidate to candidate.	Use the UHR interview question creator to solidify questions and the Candidate Evaluation rubrics.
Showcase your thoughts about the candidate in your body language.	Be mindful of your body language (to include facial expressions) throughout the interview process.
Make judgements about the candidate based on your biases.	Understand that a candidate's accent, appearance or social background generally have no distinct bearing upon their suitability to perform a role.



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brown.edu/go/equity_and_diversity