



Faculty Search Committee Launch Kit

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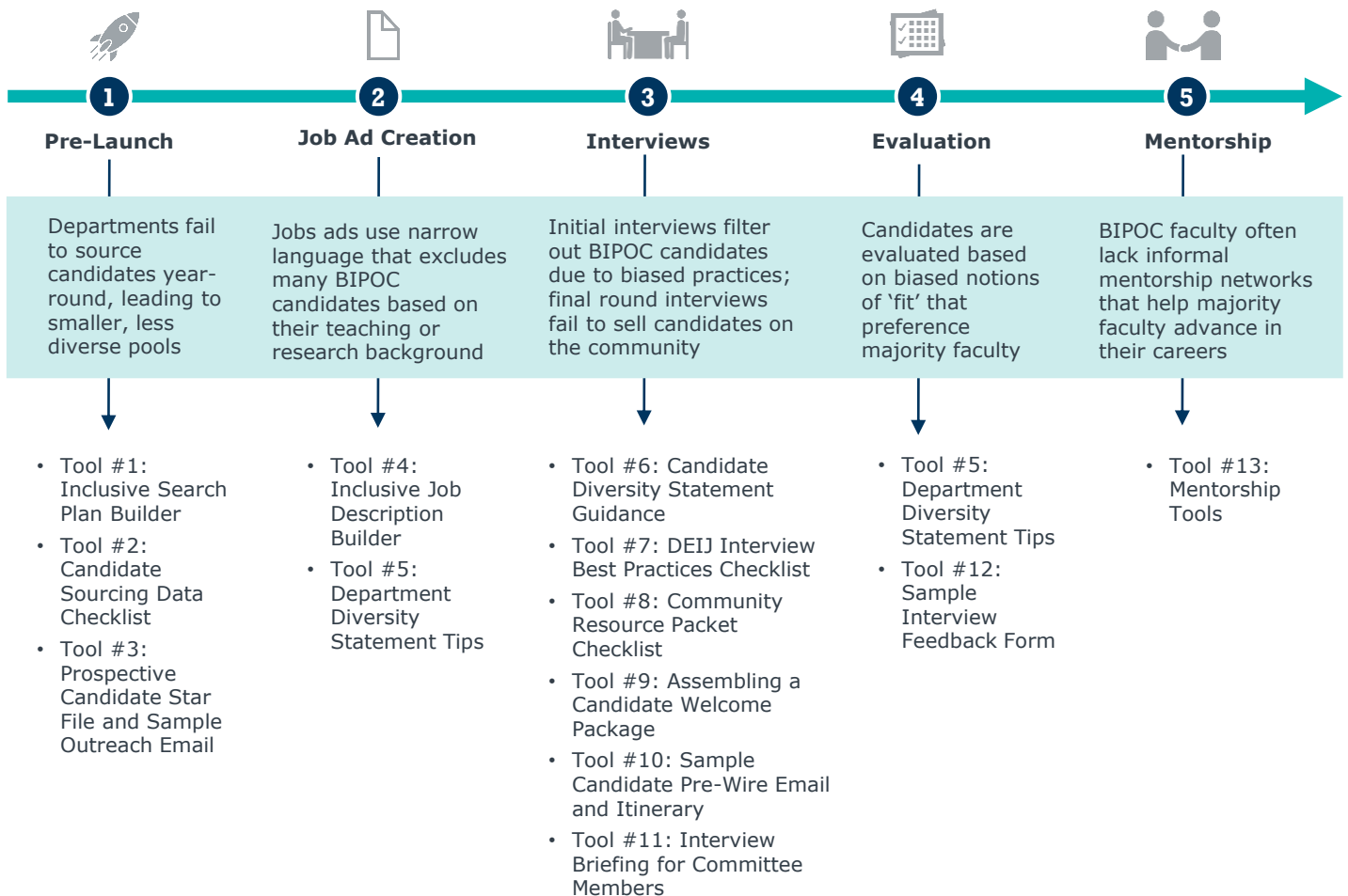
Table of Contents

| | |
|--|----|
| Executive Summary. | 4 |
| Tool #1: Inclusive Search Plan Builder. | 7 |
| Tool #2: Candidate Sourcing Data Checklist | 9 |
| Tool #3: Prospective Candidate Star File and Sample Outreach Email | 10 |
| Tool #4: Inclusive Job Description Builder | 11 |
| Tool #5: Department Diversity Statement Tips. | 15 |
| Tool #6: Candidate Diversity Statement Guide. | 17 |
| Tool #7: DEIJ Interview Best Practices Checklist. | 18 |
| Tool #8: Community Recourse Packet Checklist. | 19 |
| Tool #9: Candidate Welcome Package Builder. | 20 |
| Tool #10: Sample Candidate Pre-Wire Email and Itinerary. | 21 |
| Tool #11: Interview Briefing and Evaluation Form. | 22 |
| Tool #12: Sample Interview Feedback Form. | 23 |
| Tool #13: Mentorship Tools. | 24 |

Executive Summary

Despite an increasingly diverse student body at colleges and universities, the racial makeup of the professoriate has remained almost unchanged. Systemic racism in pipeline creation and the recruitment process has made it so BIPOC (Black, Indigenous, People of Color) candidates may never apply to positions in the first place or are filtered out of the candidate pool quickly. To build a faculty that reflects the racial diversity of the student body, institutions must infuse DEIJ practices before the search committee is even formed and continue to put them in action at each stage of the recruitment process. This toolkit helps search committees implement DEIJ practices that will increase the size, diversity, and quality of the applicant pool at each stage of the recruitment process.

Support for Each Stage of the Recruitment Process



Executive Summary (cont.)

Defining Diversity, Equity, Inclusion, and Justice

Throughout this toolkit, you will frequently see the acronym DEIJ (diversity, equity, inclusion, and justice) used. While diversity is certainly important, institutions can't just look at this factor. Many institutions only examine racial diversity, i.e., the percentage of faculty from different racial groups. But diversity statistics alone do not fully capture the lived experiences of individuals from underrepresented groups. It is impossible to make significant and lasting changes to the diversity of a group without also focusing on equity, inclusion, and racial justice, as defined below.



Diversity—Representation of all the different characteristics that make one individual or group different from another



Equity—Evaluating systems and institutions to identify and remove biases in the distribution of opportunities and resources



Inclusion—Ensuring differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging



Justice—Systematic and proactive reinforcement of the public policies, institutional practices, cultural messages, and social norms needed to achieve and sustain racial equity

Executive Summary (cont.)

13 Tools Faculty Hiring Committees Can Use to Infuse DEIJ into the Hiring Process

This guide provides hiring committee chairs and members with 13 tools to create a more equitable hiring process and attract high-quality, diverse candidates. Collectively, these 13 tools will help hiring committees reduce bias and widen candidate pools at each stage of the recruitment process from candidate sourcing, to job description creation, to the final on-campus interview.

| Tool | Intended Use | Page |
|---|--|------|
| Tool #1: Inclusive Search Plan Builder | Create a search committee and agreed upon procedures, goals, and deadlines | 7 |
| Tool #2: Candidate Sourcing Data Checklist | Source a large, diverse pool of candidates in advance of posting job ad | 9 |
| Tool #3: Prospective Candidate Star File and Sample Outreach Email | Track and reach out to prospective candidates | 10 |
| Tool #4: Inclusive Job Description Builder | Build an inclusive job description to attract a diverse, qualified pool of candidates | 11 |
| Tool #5: Department Diversity Statement Tips | Craft a diversity statement specific to the department and institution | 15 |
| Tool #6: Candidate Diversity Statement Guide | Request and evaluate candidate diversity statements | 17 |
| Tool #7: DEIJ Interview Best Practices Checklist | Select and interview candidates in a non-biased manner | 18 |
| Tool #8: Community Resource Packet Checklist | Share community resources with candidates to help them envision living in your community | 19 |
| Tool #9: Candidate Welcome Package Builder | Send final candidate a welcome package to make them feel wanted, welcome | 20 |
| Tool #10: Sample Candidate Pre-Wire Email and Itinerary | Communicate and craft a personalized itinerary for final candidates | 21 |
| Tool #11: Interview Briefing and Evaluation Form | Prepare committee members to interview and evaluate candidates | 22 |
| Tool #12: Sample Interview Feedback Form | Evaluate candidates with pre-determined criteria to mitigate bias | 23 |
| Tool #13: Mentorship Tools | Set faculty hires up for success with a structured mentorship program | 24 |

Tool #1: Inclusive Search Plan Builder

Designing an inclusive search process starts well before the job ad is posted. The search committee must be selected, and processes and goals agreed upon. However, too often committee members don't begin to think about DEI hiring practices until candidates are being interviewed. Use the five tools on this page and the following to execute an inclusive hiring process from the start. The tools will help search committee chairs:

- Select committee members;
- Appoint a DEI advocate;
- Prepare for the first committee meeting;
- Set procedures and priorities; and
- Launch the search.

Related Tools

Tool #2: Candidate Sourcing Data Checklist (pg. 9)

Tool #4: Inclusive Job Description Builder (pg. 11)

Tool #7: DEI Interview Best Practices Checklist (pg. 18)

Tool #12: Sample Interview Feedback Form (pg. 23)

Step 1: Selection

- Select members of the search committee, ensuring they are representative of the campus community
- Pick different individuals from the previous search committee; do not rely on the same individuals for each search
- Select members committed to DEI, preferably with previous DEI training
- Briefly outline why each member was chosen and any specific responsibilities

| Name | Reason for Selection | Responsibilities |
|---------------|---|---|
| Rob Griffiths | Expertise in sub-field(s) requested in job ad | Evaluate candidates' research portfolio in given sub-discipline |
| Susan Kalin | Expertise in inclusive teaching pedagogies | Evaluate candidates' teaching experience and approaches |
| Jordan Fotso | Experience mentoring first-generation and low-income students | Evaluate candidates' commitment to service and student success |
| Laura Shields | Experience implementing DEI tactics on a search committee | Serve as DEI advocate on search committee and point out processes that may introduce bias |

Step 2: Select DEI Advocate

- Select a member of the search committee to serve as an advocate for DEI practices and call out potential areas of bias throughout the search process.
- DEI advocates support committees in search plan development and setting DEI goals. DEI advocates are trained students, staff, and faculty that sit on committees outside of their discipline.
- DEI advocates:
 - Provide implicit bias training for committees
 - Review search plan for equitable and inclusive practices
 - Track progress toward pipeline diversity goals and flag disparities
 - Check in with committee and advise throughout search
 - Serve a confidential contact to answer questions from top candidates

Choosing a DEI Advocate

If departments designate a committee member to advocate for DEI, it is important not to exclusively select faculty from underrepresented groups for this role, to avoid an undue service burden on these faculty. Instead, it should be voluntary and also open to majority faculty with DEI training.

Source: "OSU Search Advocate Program," Oregon State University, Corvallis, OR; EAB interviews and analysis.

Tool #1: Inclusive Search Plan Builder (cont.)

Related Tools

Tool #2: Candidate Sourcing Data Checklist (pg. 9)

Tool #4: Inclusive Job Description Builder (pg. 11)

Tool #7: DEIJ Interview Best Practices Checklist (pg. 18)

Tool #12: Sample Interview Feedback Form (pg. 23)

Step 3: Preparation and Sample Meeting Agenda

Meeting Date:

Agenda:

- **Item 1:** Welcome and introductions
- **Item 2:** Set timeline and goals for search
- **Item 3:** Determine how final decision will be made (e.g., by voting, consensus, the dean)
- **Item 4:** Select committee member to act as a DEIJ advocate throughout search process and prompt use of tactics to reduce bias
- **Item 5:** Schedule implicit bias trainings
 - Date
 - Facilitator
 - Required attendees

Step 4: Agree on search plan procedures, goals, and guidelines

- Pool diversity target and data on available pipeline
- Target number of applications and interviews
- Research and teaching priorities
- Outreach and recruiting plan
- Use of blind reviews
- Job ad language
- Assessment questions
- Desired qualifications

Step 5: Launch the search

Deadline Tracker

- Finalize search plan by: _____
- Finalize evaluation criteria by: _____
- Finalize job posting date by: _____
- Upload criteria and categories to workflow system or other information sharing method by: _____
- Date application will close by: _____
- First-round interviews conducted by: _____
- Second-round interviews dates conducted by: _____
- Final round interviews conducted by: _____
- Job offers extended by: _____
- Final offer accepted by: _____

Source: EAB interviews and analysis.

Tool #2: Candidate Sourcing Data Checklist

To create a diverse candidate pool, departments can no longer rely on the “post and pray” tactic. Even prior to a faculty search, faculty must create and maintain relationships with potential candidates they meet at conferences and other disciplinary events and track them in an accessible database for use in later searches.

Departments should also actively reach out to prospective candidates they source from conferences, journals, and departments that have a DEIJ focus or a large population of BIPOC academics. While posting job ads in these sources is a start, it won’t necessarily increase the diversity of the pool. Faculty must actively reach out to these prospects to increase pool diversity.

Related Tools

Tool #3: Prospective Candidate Star File (pg. 10)

- ❑ Ensure faculty members track information for prospective candidates that they meet through the following venues:
 - ❑ Conferences
 - ❑ Academic events
 - ❑ Fellowships
 - ❑ Networking events
 - ❑ Mentoring activities
- ❑ Actively source racially diverse candidates from sources with a DEIJ focus or are geared towards BIPOC academics. Examples include:
 - ❑ Conference proceedings from DEIJ-focused conferences or conferences with a large group of BIPOC academics in attendance
 - ❑ Academic journals focused on DEIJ-research and research produced by BIPOC academics
 - ❑ Departmental websites, including from HBCUs and MSIs
 - ❑ Grant recipient lists
 - ❑ Lists of postdocs and fellows
- ❑ Ask committee members for the following information to determine if their network of candidates is self-limiting:
 - ❑ Number and types of institutions candidates are sourced from
 - ❑ Composition of candidate pool compared to searches in the past
 - ❑ Number of candidates sourced passively (e.g., wait for candidates to apply without proactive outreach) vs. actively (e.g., reach out to applicant and encourage application)
- ❑ Provide search committees with data on the pool of candidates to counteract assumptions about lack of diverse candidates and hold search committees accountable for creating a pool that is at least as diverse as the doctoral-degree pool:
 - ❑ Annual data on the rate of PhD attainment by BIPOC individuals in the field for the past five years
 - ❑ If applicable, annual data on the rate of PhD attainment by BIPOC individuals in the field at your institution and your institution’s peers
 - ❑ If applicable, data on the current population of doctoral students in the department

Tool #3: Prospective Candidate Star File and Sample Outreach Email

Keep track of qualified candidates to help your department have a constant flow of prospective applicants when a position becomes available. Track candidates that the department is proactively sourcing from places such as conferences or journals that are dedicated to DEIJ-related research. Additionally, consider tracking candidates that didn't apply during the last hiring cycle, didn't accept an offer, or made it to the final interview round.

When a position does open, use the sample email below to personally reach out to prospective candidates in the star file.

| Name | Phone | Email | Employer | Title | Lead Source | Best Fit Department | Link to Resume | Contact History | Notes |
|------|-------|-------|----------|-------|-------------|---------------------|----------------|-----------------|-------|
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Sample Outreach Email

Dear Kayla,

My name is Caroline Lee and I am a Professor of Ecology at Hazel University. We are currently hiring for an Associate Professor of Ecology and I'd like to invite you to apply. I came across your name when I was speaking with your advisor, Dr. Graham, and I was impressed when she told me about your research on seagrass disease transmission.

If you are interested in applying, you can find the application [here](#). If you'd like to learn more about our university and community, you can visit our [prospective faculty website](#) that provides more information.

Please don't hesitate to reach out with any questions about the position or what it is like to live and work at Hazel University.

Kind regards,
Caroline Lee

Department Chair
Hazel University
Pronouns: she/her

Tool #4: Inclusive Job Description Builder

The language in the job ad primarily explains the open position. However, it is also an important element of the recruiting process and is candidates' first exposure to the department and institution. Job ads are an opportunity to represent the institution's mission for an inclusive campus and the department's DEIJ efforts. Frequently, positions are also defined too narrowly, focusing on a niche specialty and artificially limiting the candidate pool. Job descriptions should be broadly defined to encourage a wider range of candidates to apply.

Related Tools

Tool #5: Department Diversity Statement Tips (pg. 15)

Tool #6: Candidate Diversity Statement Guidance (pg. 17)

Broadly define the job description

- The ad language should not be so specific as to discourage qualified candidates from applying.
- Include various subdisciplines within the field in the ad and indicate an interest in new and emerging fields that can contribute to the department.

Sample language: *"The position is defined broadly within the discipline and welcomes all areas and periods of specialization"*

Recognize alternative research methodologies for scholarly consideration

- Encourage candidates with non-traditional research methodologies to apply.
- Examples may include applied research, community-based research, activism, or Indigenous research approaches.

Sample language: *"Preference will be given to candidates who possess a doctorate (or ABD). Those who demonstrate deep understanding of lived experiences with Indigenous knowledge systems, community-based practice, Indigenous language(s), and Indigenous education will be viewed as possessing equivalent qualifications of a doctorate."*¹

Highlight opportunities for collaboration and interdisciplinary work

- Emphasize opportunities for collaboration and interdisciplinary work across campus and in the community, including any interdisciplinary or area studies centers.

Sample language: *This position allows for opportunities to collaborate across a broad group of partners, including colleagues in different disciplines, campus research institutes, and community partners."*

Include language about the department's and institution's commitment to DEIJ

- In addition to the equal opportunity statement, include a tailored statement indicating an institutional commitment to establishing a culturally and intellectually diverse academic community.

See Tool #5: Department Diversity Statement Tips (pg. 14)

1) Brock University

Tool #4: Inclusive Job Description Builder (cont.)

Explicitly encourage BIPOC and other individuals from underrepresented background to apply

- Communicate departmental commitment to building a diverse faculty that values equity and encourages applicants from underrepresented groups to apply. Encouraging BIPOC and underrepresented candidates to apply demonstrates the department is welcoming but does not prefer or favor BIPOC candidates.

Sample language: *"The department welcomes applications from Black, Indigenous, and People of Color candidates and candidates from other underrepresented groups. We also welcome applications from candidates with demonstrated interest in DEI, such as mentoring underrepresented students."*

Highlight resources available for BIPOC candidates and candidates from other underrepresented groups

- Include campus- and community-based resources for BIPOC faculty members and faculty from other underrepresented groups.

Sample language: *"The department is committed to addressing the needs of faculty members from different backgrounds and with varying personal circumstances. To learn more about resources for partner placement, local schools, and local BIPOC organizations, please visit our [prospective faculty website](#)."*

Request a diversity statement

- Ask for an explicit statement describing the candidate's knowledge of, experience with, and commitment to DEI in teaching, research, service, and/or outreach. Statements can be part of the cover letter, teaching statement, research statement, or a separate document.

Sample language: *Please provide a written statement that describes your commitment to DEI. Please provide specific examples such as mentoring students from underrepresented backgrounds or conducting research on social inequities"*

Proactively inform candidates how they can request accommodations for disabilities

- Provide contact information for who the candidate can reach out to with accommodation requests.

Sample language: *"Please contact Kathy Ferguson at 202-909-4109 to request accommodations for the application and/or interview."*

Tool #4: Inclusive Job Description Builder (cont.)

Sample Job Description

The sample job description below and on the next page highlight four areas institutions can focus on to attract as the most diverse and qualified applicant pool.

Assistant Professor in Plant Diversity and Evolution Life Sciences, Ecology and Evolutionary Biology

The University of California, Los Angeles in California

Apply

The University of California, Los Angeles (UCLA) Department of Ecology and Evolutionary Biology (EEB) seeks an organismal biologist with a focus on plant diversity and/or evolution.... Qualified candidates must have a Ph.D. in a related field of biological sciences. **The position is defined broadly within evolution and ecology** but preference will be given to candidates whose research/teaching interests would utilize, in part, the UCLA Mildred E. Mathias Botanical Garden....

As a campus with a **continually growing diverse student body, we encourage applications from women, minorities, and individuals with a commitment to mentoring under-represented demographics in the sciences.** The University of California is an Equal Opportunity/Affirmative Action Employer.

There are many **opportunities for collaboration across a broad group of partners on and off campus**, including the UC NRS Stunt Ranch Reserve and White Mountains Research Center, the UCLA La Kretz Center for California Conservation Science....”

- Curriculum Vitae
- Cover Letter—**Individuals with a history of mentoring students under-represented in the sciences**
- Statement of Research
- Statement of Teaching (optional)
- Statement of Contributions to Diversity—**Summary of ongoing and anticipated activities to promote gender and racial diversity**

The Position

It is important to solicit a broadly trained scholar in the desired field because narrowing the language used in a job ad will not only narrow the search, but also the candidate pool, usually at the expense of women and historically underrepresented groups. **In cases when departments do need to fill a narrow departmental gap**, they can still communicate a culture that seeks to include underrepresented groups by explicitly stating as much in the following sections.

The Department

Referencing both the diverse student body and an additional qualification or skill demonstrating commitment to diversity and inclusion, in this case, mentoring within the field, indicates a departmental priority to create a more welcoming workplace and campus. It also acknowledges the importance of taking student success into account in faculty hiring.

The Institution

Highlighting opportunities for interdisciplinary collaboration on campus and in the community, as does the language describing the position, is likely to attract more diverse candidates and in particular more female applicants, especially in STEM fields.

Applicant Materials

Soliciting an explicit statement about either working with URM students or a commitment to inclusion and diversity can be an important prompt to start a thoughtful conversation with applicants about how they will contribute to departmental goals and set expectations about inclusive teaching and learning.

Sources: Ad excerpted from "Assistant Professor in Plant Diversity and Evolution," University of California, Los Angeles, <https://recruit.apo.ucla.edu/apply/JPF01858>; EAB interviews and analysis.

Tool #4: Inclusive Job Description Builder (cont.)

Assistant Professor in Russian History College of Arts and Sciences

Marcus College¹

Apply

The Department of History at Marcus College seeks to make a tenure-track appointment at the rank of assistant professor in Russian history. The department welcomes all **areas and periods of specialization** and expects the successful candidate to be a committed and imaginative scholar with a Ph.D. in hand or expected by September. The successful candidate will offer courses from the medieval through the post-Soviet period which engage the fact that **Russian history encompasses a vast geographic area across Eurasia**. The History Department has **demonstrated success in developing a diverse faculty, and we are especially interested in candidates from underrepresented groups** as well as individuals who have **experience in working with diverse student populations**.¹

The faculty member will teach undergraduate and graduate courses. The faculty member will have the opportunity to interact with faculty across campus. To be considered for this position, all degree requirements for Ph.D. or equivalent degree with the exception of the dissertation are required at the time of application. **The College is also committed to addressing the family needs of faculty, including dual career couples and single parent. For more information about relocation to Marcus City or career needs of accompanying partners and spouses, please visit our website.**²

Marcus College is an equal opportunity employer. **Beyond meeting fully its legal obligations for nondiscrimination, the College is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive together.**³

Applicants must send a detailed résumé and cover letter, a statement of teaching interests, a statement of research interests, and at least two publications. As part of the cover letter, we invite candidates to **describe their experiences engaging a diverse student body**.

The Position

Similar to the ad above, this ad solicits a broadly trained scholar in the desired field, but it also indicates interest in a scholar working in a relatively new subdiscipline. Newer subfields tend to attract more female and URM candidates.

The Department

Indicates that diversity is a departmental priority and emphasizes additional experience demonstrating commitment to diversity and inclusion.

The Institution

Further, an explicit statement acknowledging various familial circumstances that may impact career choices encourages candidates who may have otherwise self-selected out of applying. And while dual career concerns can be a barrier to all potential candidates, women are more likely than men to have spouses in the academy, creating an additional obstacle.

Moving beyond a boilerplate equal opportunity statement and including a crafted statement indicating an institutional commitment to establishing a culturally and intellectually diverse academic community is a good way to signal what type of culture the institution seeks to foster.

Applicant Materials

Rather than asking for a separate statement on diversity, an effective way to address inclusion is also to include it in one of the other required statements.

1) Adapted from Williams College
2) Adapted from University of California, Berkeley
3) Adapted from Williams College

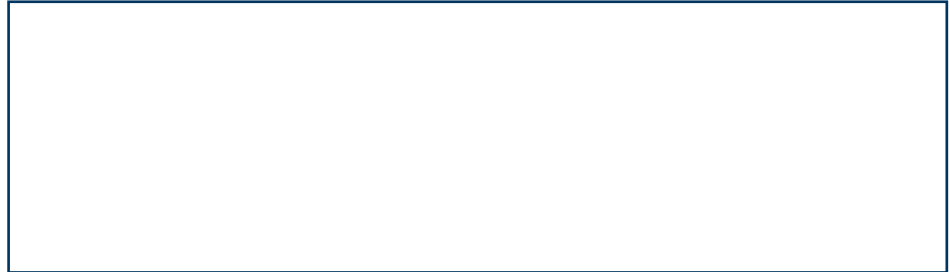
Sources: "Assistant Professor – Materials Science and Engineering – College of Engineering," University of California, Berkeley, <https://aprecruit.berkeley.edu/apply/JPF01565>; "Tenure-Track Assistant Professor in Russian History," Williams College, <https://employment.williams.edu/faculty-positions/history-6/>; EAB interviews and analysis.

Tool #5: Department Diversity Statement Tips

Job ads often solely focus on the responsibilities on the position and broad information about the institution; however, candidates increasingly want to know what DEIJ looks like at the institution and in the department. While almost all job ads include equal opportunity statements, this is not enough. Craft a statement that is specific to the DEIJ work your department and institution. Define what DEIJ means at your institution, the work being done, and the populations your institution aspires to partner with and serve.

Be explicit about what diversity means

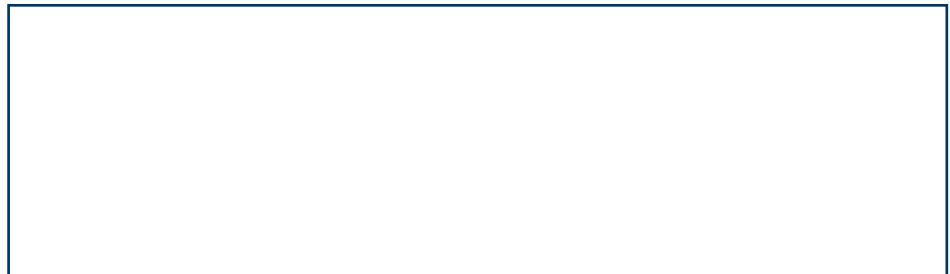
- Most DEIJ plans include goals related to supporting “underserved”, “underrepresented”, “marginalized”, or “minoritized” communities on campus. Diversity statements should unpack these terms to provide greater specificity into the populations they already or hope to serve and support.



Sample language: *“Over 17% of our students identify as persons of color, and nearly 5% are international students. Of our 1200 faculty members, 13% identify as persons of color, 4% hail from different countries. The Division of Diversity and Belonging coordinates affinity groups for faculty and staff who identify as persons of color, Latinx, LGBTQ+, and as persons with disabilities.”¹*

Contextualize DEIJ within the context of your institution and department

- Avoid using generic statements that lack specificity and contextualization. DEIJ statements should be unique and relevant to the distinctive context of your institution. Where possible, use language that reflects a shared, institution-specific understanding of what diversity, equity, inclusion, and justice means at the institution and in the department.
- Highlight work your department or institution is doing to serve BIPIOC communities, rather than making blanket statements of commitment. For example, consider your institution’s partnership with local Indigenous communities before including a generic [land acknowledgement statement](#).



Sample language: *“The University is undertaking institution-wide efforts to enhance existing Indigenous programs and courses, increase the number of Indigenous faculty, and develop new supports for Indigenous students. These efforts center Indigenous ways of knowing and doing and involve consultation with Indigenous communities both within the university and beyond.”²*

1) Bowling Green State University
2) Brock University

Tool #5: Department Diversity Statement Tips (cont.)

Use asset-based language in diversity statements

- Refrain from using a deficit-based approach which places the onus for current disparities on marginalized communities. This runs the risk of reinforcing stereotypes. Instead, statements should focus on how institutional processes, policies, or strategies contributed to or exacerbated entrenched inequities. This asset-based approach centers institutional responsibility over perceived “deficits”.



Review the [Center for Urban Education at University of Southern California's toolkit](#) to learn more about the pitfalls of deficit-mindedness.

Tool #6: Candidate Diversity Statement Guide

Many institutions evaluate candidates on their potential to contribute to the strategic priority of DEI. This “diversity-oriented criterion” can be incorporated into the categories of teaching, research, or service. For example, some institutions prioritize candidates with a research focus on issues of diversity or experience in inclusive pedagogy techniques.

While many institutions require written diversity statements, institutions should also discuss DEI experiences such as working in diverse environments, with diverse student bodies, and aspirations to engage with diversity initiatives in-person during the interview process.

Diversity Statement Checklist

- Job ads include a request for an explicit statement describing the candidate’s knowledge of, experience with, and commitment to DEI in teaching, research, service, and/or outreach. Statements can be part of the cover letter, teaching statement, research statement, or a separate document.
- Diversity statement prompt is specific to departmental interests.
- Statements are assessed on predetermined department needs. Ads clearly indicate that diversity statements are intended to build a more inclusive and welcoming environment.

Sample Rubric for DEI Statements and Interview Questions

| Applicant: _____ Reviewer: _____ Date: _____ | Specific Comments |
|--|-------------------|
| Scholarly Research <ul style="list-style-type: none"> • Applied research that focuses on underrepresented communities • Research conducted with DEI lens • Research on social inequities • Contributions to scholarly journals with a focus on DEI or BIPOC scholarly work | |
| Teaching <ul style="list-style-type: none"> • Developed curricula about underrepresented communities or themes • Inclusive teaching pedagogies • Strong student success metrics for BIPOC students they’ve previously taught | |
| Service <ul style="list-style-type: none"> • Mentoring of BIPOC faculty members or faculty members from other underrepresented groups • Mentoring of BIPOC students • Community service in underrepresented communities • Involvement in BIPOC professional organizations • Recruitment of underrepresented undergraduate or graduate students | |
| Recognition <ul style="list-style-type: none"> • Awards for DEI-related efforts • DEI efforts highlighted in letters of recognition | |

Source: EAB interviews and analysis.

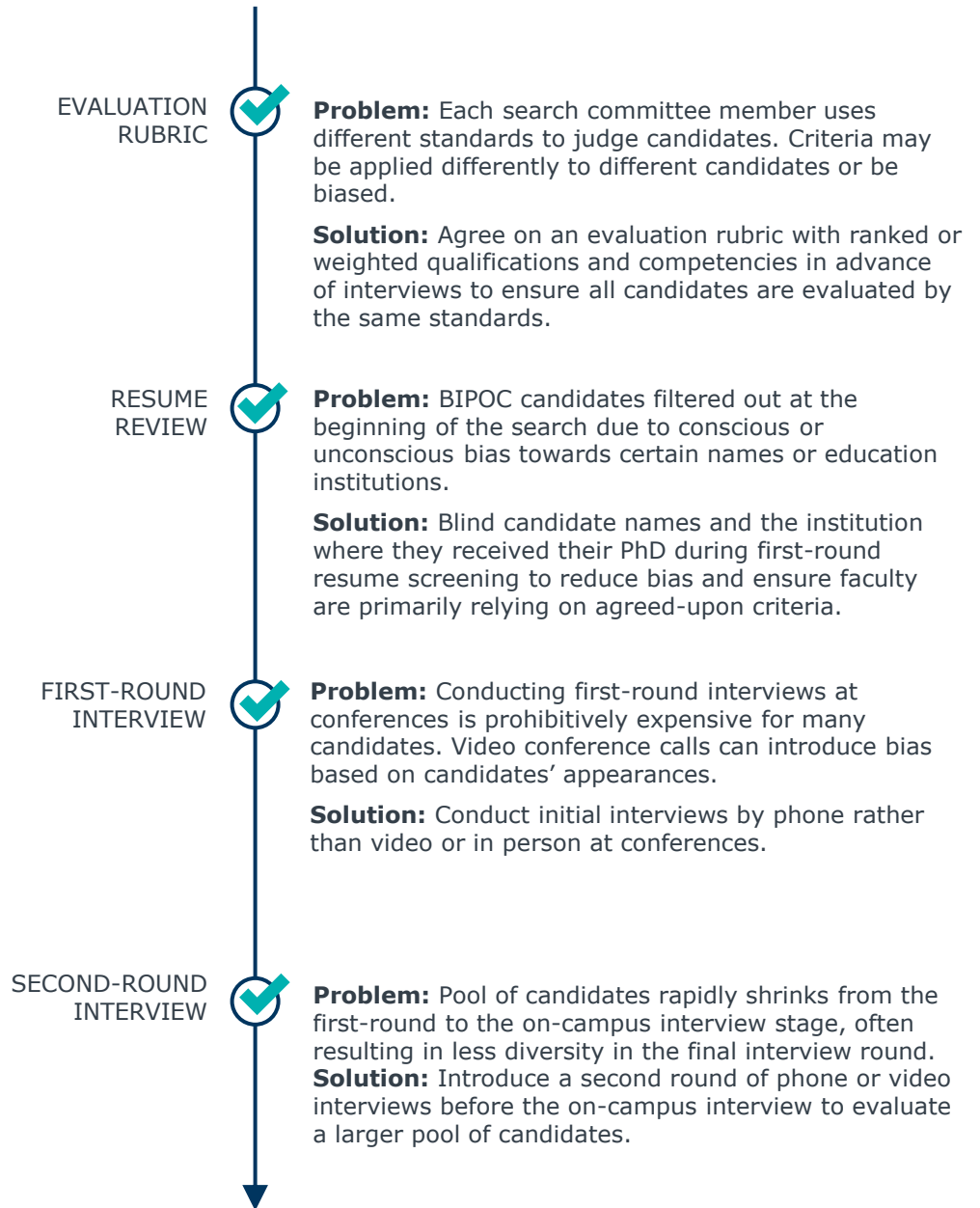
Tool #7: DEIJ Interview Best Practices Checklist

Departments can increase the size and diversity of their initial candidate pool and the interview pool by using the practices outlined to the right. Before selecting candidates to interview, search committees should create a standardized evaluation rubric and blind resumes to reduce bias. Once interviews commence, conduct the first-round over the phone to avoid bias introduced through face-to-face or video interactions. Introduce a second-round interview to evaluate a larger, more diverse pool of candidates.

Related Tools

Tool #12: Sample Interview Feedback Form (pg. 23)

Checklist for Inclusive and Equitable Interviews



Source: EAB interviews and analysis.

Tool #8: Community Resource Packet Checklist

Include information about the community where the institution is located on your prospective faculty website or in materials sent to candidates ahead of the on-campus visit. The decision to accept a new position and relocate is as much as personal decision as it is a professional one. Candidates need to have a realistic picture of life in the community. Will they feel a sense of belonging and be able to find resources they need for themselves and their families? As it may not be appropriate to discuss personal aspects of living in the community during the interview process (e.g., childcare or religion), proactively share this type of information with candidates ahead of the interview to help them make a decision.

List of Resources to Shares with Candidates

- Grocery stores and restaurants that feature diverse foods and cuisines (e.g., kosher or halal food)
- Beauty and personal care options for BIPOC populations (e.g., Black barber shops)
- Local women- and BIPOC-owned businesses
- Housing information for the local community
- Houses of worship
- Local P-12 schools, with demographic breakdown
- Childcare options
- Cultural venues (e.g., art centers, performing arts centers, cultural festivals, museums)
- Transportation (e.g., public transportation, airports)
- Community organizations (e.g., community service organizations, YMCA)
- Community organizations focused on BIPOC populations and other underrepresented groups
- Recreational activities (e.g., hiking, bike trails, kayaking)
- Local healthcare options that accept university insurance
- Health clinics that serve underrepresented populations

Tool #9: Assembling a Candidate Welcome Package

Candidates often know little about campus and the surrounding community before arriving for the final round interview. To help candidates envision what it is like to work at your institution and live in your community, send all final candidates a welcome package. A welcome package also helps a candidate feel personally welcomed by the thoughtful package from the department.

Welcome packages should include information and your institution as well as the surrounding community. Include personal touches, such as handwritten notes and trinkets from local businesses, to give the candidate an authentic look into the community.

Related Tools

Tool #8: Community Resource Packet Checklist (page 19)

Welcome Package Contents

- Restaurant menus from favorite local restaurants
- Park and trail maps for nearby recreation options
- University swag
- Brochures from local houses of worship
- Materials for the local Chambers of Commerce
- Hand-written notes from members of the department, the search committee, and other members of the campus community
 - Notes are informal and highlight local recommendations and what the writer loves about the campus or community
- Information for local community organizations about opportunities to get involved
- Overview of local schools
- Campus promotional materials
- Snacks or memorabilia from local businesses

Tool #10: Sample Candidate Pre-Wire Email and Itinerary

Committee chairs should prepare the candidate for their campus visit by sending a pre-wire email several days before the trip. Ideally, the email will be as detailed as possible. It should include hotel information, transportation arrangements, and a detailed itinerary of scheduled meetings. Also, consider including information for nearby restaurants, unique landmarks, and community points of interest.

The itinerary should include activities outside of interviews that are tailored towards the candidate's interests and needs. These activities may include showing them the community and allowing them to meet with different groups on-campus.

During the interview portion of the visit, build in small breaks to allow candidates to rest between interviews.

Related Tools

Tool #8: Community Resource Packet Checklist (page 19)

Pre-Wire Email Contents

Dear Sierra,

We're looking forward to hosting you on-campus next week! I included a schedule for your visit below. I built in some activities based on our initial conversations, such as meeting with members of our Indigenous community and learning about local housing options, but please let me know if there's anything else you'd like to do during the visit.

Tuesday, November 1st

- 8:30 a.m. - Delta Airlines Flight 443, BOS-MSP
- 12:30 a.m. - Pick up Avis Rental Car at MSP. Reservation No. 7826
- 1 p.m. - Check in at Minneapolis Marriot City Center. Reservation No. 651
- 3:30 p.m. - Meet with Jackson Smith, Coldwell Banker to tour local housing options
- 6:30 p.m. - Dinner reservation at Spoon and Stable with Chemistry Department Chair

Wednesday, November 2nd

- 8 a.m. - Breakfast with student president of the Chemistry Club
- 8:30 a.m. - Interviews with search committee, Keck Center
- 10:30 a.m. - Break
- 10:45 a.m. - Interviews resume
- 12:30 p.m. - Lunch with VP for Faculty Affairs
- 1:30 p.m. - Tour of campus and meeting with VP of Indigenous Engagement
- 2:30 p.m. - Depart campus
- 4:30 p.m. - Delta Airlines Flight 233, MSP-BOS

Please let me know if you have any questions about the itinerary. Looking forward to meeting in person!

Kind regards,

Caroline Lee
Dean of Arts & Sciences
Hazel University
Pronouns: she/her

Tool #11: Interview Briefing for Committee Members

Hiring committees benefit from advance preparation to ensure everyone is on the same page. Yet too many committees fail to coordinate before the candidate arrives. Committee members usually gather their own information about the candidate, choose their focus areas, and create their own question list.

This lack of coordination can create an unpleasant experience for the candidate. Interviewers end up asking redundant questions, providing inconsistent answers to candidate inquiries, and focusing on less critical areas of a candidate's background. These blunders can create an impression that the interview team lacks professionalism or interest in the candidate.

Advance preparation also ensures interviewers are prepared with open-ended, unbiased questions that align with the agreed-upon evaluation rubric.

Related Tools

Tool #12: Sample Interview Feedback Form (pg. 23)

Email Briefing Contents

Title: Sierra Jackson Interview Schedule, 11/2/21

Dear Jon,

Sierra Jackson will be visiting campus this Tuesday and Wednesday for the final round interview. I attached their resume and research portfolio to help refresh everyone on the candidate's qualifications. Please review the schedule below.

Tuesday, November 1st

- 6:30 p.m. - Dinner with Caroline Lee, Department Chair

Wednesday, November 2nd

- 8 a.m. - Breakfast with Henry Aborn, student president of the Ecology Club
- 8:30 a.m. - Interviews with search committee, Keck Center
 - Interviewers: Jimmy Bower, Lisa English, Sasha Knowles
- 10:30 a.m. - Break
- 10:45 a.m. - Interviews resume
 - Interviewers: Caroline Lee, Alex Jones, Jon Casey
- 12:30 p.m. - Lunch with Mary Puente, VP for Faculty Affairs
- 1:30 p.m. - Tour of campus and meeting with Iris Eastman, VP of Indigenous Engagement
- 2:30 p.m. - Sierra Jackson departs campus

I attached a list of open-ended questions and areas for interviewer follow-up to this email.

When evaluating the candidate, please refer to the agreed upon evaluation rubric (attached). You can submit your feedback for the candidate [here](#). Please submit your feedback for the candidate before discussing with other committee members to ensure we receive candid, unbiased feedback.

Please don't hesitate to reach out with any questions.

Best,
Caroline Lee

Department Chair
Hazel University
Pronouns: she/her

Tool #12: Sample Interview Feedback Form

The chart to the right lists example criteria in the sample categories of evaluation. Search committee members should develop their own department-specific criteria and use a form like the one to the right to report their reviews of candidates after interviews, responding to the specific criteria rather than merely reporting their general impressions. Specific feedback requests will elicit more relevant and less-biased information and ensure that all faculty are using interviews to seek the type of candidate that the department has determined they need, as well as ensuring that candidates are selected based on predetermined criteria rather than biased notions of 'fit'.

Ensure committee members fill out the form independently from the rest of the group before discussing the candidate. Independent evaluation helps avoid bias towards consensus and groupthink.

Sample Post-Interviewer Request Form

| Candidate: _____ Reviewer: _____ Date: _____ | Specific Comments |
|--|-------------------|
| Ability to conduct scholarly research: (1)* <ul style="list-style-type: none"> • Publication record in high-quality journals • Potential to secure external research funding • Applied research that focuses on underrepresented communities | |
| Teaching ability: (2) <ul style="list-style-type: none"> • Matches department's content needs • Developed curricula about underrepresented communities or themes • Candidate's instructional record | |
| Service: (3) <ul style="list-style-type: none"> • Demonstrated service towards colleagues, students, and/or the community, particularly with an attention towards underrepresented groups | |
| Contributions to DEI: (4) <ul style="list-style-type: none"> • Contributions align with department and institutional DEI values and goals • Research conducted with DEI lens • Inclusive teaching pedagogies | |

*Ranking Criteria

Studies have shown that if hiring criteria are not ranked, then evaluators can subconsciously alter their prioritization of criteria after identifying the criteria that majority candidates' resumes display more prominently.¹

1) Norton, Vandello, and Darley, 2004.

Source: EAB interviews and analysis.

Tool #13: Mentorship Tools

Most mentorship programs simply assign new faculty members to a mentor, with little structure or guidance on how to successfully participate in a mentorship. The mentorship lacks instruction on desired outcomes, how often mentors and mentees will meet, or what topics are on the table for discussion. As a result, mentors and mentees meet infrequently and mentees miss out on key information about how to advance in their careers.

The best mentorship programs provide mentors and mentees with structured guidance that helps them set clear expectations and goals. Structured expectations help ensure all mentees, regardless of background, get the same value out of the mentorship.

Sample First Mentor Meeting Agenda

Item 1: Agree on objectives and responsibilities

- Agree on type of support mentor will offer and time commitment
- Agree on mentee responsibilities (e.g., schedule meeting, set agenda, create mentoring plan)
- Objectives include tenure guidance, grant applications, lab set up

Item 2: Set meeting frequency

- Determine cadence of meetings (e.g., bi-weekly, monthly, twice a term)

Item 3: Determine outputs

- Set clear goals for mentees to achieve
- Examples include an article, new syllabus, grant proposal, or plan to achieve tenure

Item 4: Create timeline

- Determine timeline for agreed upon outputs
- Set benchmarks for each academic term and/or year

Item 5: Agree on desired communication

- Agree on mode of communication between meetings
- Communication may include email, phone, videoconferencing, or in-person

Item 6: Brainstorm topics for future meetings

- Topics may include: promotion and tenure requirements, navigating the department, life in the surrounding community, the Faculty Senate, facilitating introductions to other faculty members or professional networks, research questions, exposing unspoken expectations

Goal-Setting Guidance

Create goals that align with principles of the SMART framework to help mentees create a plan to achieve their goals.

- Specific
 - Goals should be discretely defined so both mentee and mentor understand the end result of the goal
- Measurable
 - Goals should include defined metrics, both qualitative and quantitative, to measure success and determine if the goal was met
- Achievable
 - Goals should be realistically scoped given the mentee's skills, resources, and timeline
- Relevant
 - Goals should align with priorities such as requirements for tenure and promotion, professional development goals, departmental goals, or institutional goals
- Time bound
 - Goals should have a target deadline, with stages of the goal portioned out with separate deadlines

Tool #13: Mentorship Tools (cont.)

Create a syllabus for the mentorship that outlines how often and when the mentor and mentee will meet. Specify discussion items for each meeting, including check-ins for milestone goals. A pre-determined syllabus helps both the mentor and mentee prepare for the meetings and come prepared to talk about goals and specific topics. This helps participants get the most out of their meetings and provides a measure of accountability to come prepared.

Sample Syllabus

Meeting 1

- Date:
- Discussion items:

Meeting 2

- Date:
- Discussion items:

Meeting 3

- Date:
- Discussion items:

Meeting 4

- Date:
- Discussion items:



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