## Inclusive Hiring Strategies for Faculty Search Committees

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| **Write an Inclusive Job Advertisement**\(^1\) | - Broadly define the position qualifications and carefully consider qualifications that are required versus preferred.  
- Encourage candidates to note diversity related skills or experiences that contribute to the department, college, and university mission.  
- Note the opportunities for interdisciplinary scholarship and research; Include information about research centers and new programs.  
- Use gender-neutral wording to describe the position; Avoid modifiers with gender-associated qualities.  
- Describe teaching, service, and other duties outside of research; Ask candidates to note experience with using different teaching methods and teaching/mentoring diverse students.  
- Include a departmental commitment to diversity. |
| **Form the Committee & Actively Recruit Candidates to Apply**\(^2\) | - Ensure the committee is diverse, including adding an outside member if needed.  
- Assess the applicant pool of past searches and discuss recruitment strategies that have worked in the past.  
- Prepare an active recruitment plan that includes traditional (e.g., disciplinary journals, HR posting) and non-traditional modes of dissemination (e.g., social media; direct identification and outreach to candidates).  
- Develop relationships with colleges and universities with degree programs in relevant fields.  
- Recruit in an ongoing way by regularly attending conferences that emphasize diversity and identifying doctoral candidates or postdocs who may be interested in positions in coming years. |
| **Construct Clear Evaluation Criteria and Use a Rubric**\(^3\) | - Determine the structure for decision-making (voting, consensus).  
- Create a structure for candidate deliberation (e.g., a different person speaks first each time; early career or student members are invited to present their opinions before more experienced committee members).  
- Develop simple, well-defined job criteria based on the requirements of the position prior to the application review process; Discuss the criteria as a committee, including what each criterion means and what evidence will be considered to evaluate if the candidate meets it.  
- Include diversity, equity, and inclusion-related qualifications in the rubric.  
- Carefully evaluate application materials with bias literature in mind (e.g., letters of recommendation, evaluations of research/scholarship). |
| **Develop a Diverse Candidate Short List**\(^4\) | - Review all application materials and assess each candidate in each evaluative domain separately (teaching, research, service/administration). Consider advancing candidates who excel in multiple areas as opposed to only in research/scholarship.  
- Give a second look to candidates who were qualified but did not make it to the “top” of the list; consider if bias played a role in evaluating those candidates in the middle.  
- Consider expanding the number of candidates invited for on-campus interviews. |
| **Enhancing On-Campus Interviews**\(^5\) | - Create a structured, formal interview protocol that will be uniformly used with all candidates.  
- Carefully assess which aspects of the campus visit could be done online (thereby enhancing accessibility for candidates with disabilities, caregivers, etc.) versus those that are truly more beneficial in person; Consider hybrid options.  
- Invite candidates to request accommodations as early as possible.  
- Ask candidates if there are certain stakeholders, groups, or campus units that they would like to meet with while they visit.  
- Provide campus or building maps that clearly indicate the location of gender-inclusive restrooms, elevators, ramps, and lactation rooms (so that candidates do not have to inquire).  
- Give candidates comprehensive information regarding accommodations for disabilities, and partner and family-related policies. |
References


