**Define the position broadly**

• Critically evaluate assumptions underlying the “need” for narrow searches

• Broaden the search as much as possible around targeted teaching/research areas

**Use strategic search designs**

• Prioritize new areas of research

• Pursue cluster hires of scholars with diverse backgrounds

**Build a committee that …**

• Embodies diversity (identities and backgrounds, areas of expertise, etc.)

• Is educated about factors that bias evaluation (attends STEAD workshop)

• Is committed to implementing a process that is equitable for applicants & committee members

• Is actively working as early as possible, e.g., developing of the search plan, job advertisement, etc.

**Design the job ad to motivate all qualified scholars to apply**

• Use clear language that signals inclusivity

• Express commitment to diversity, inclusion, and excellence

• Include links to supportive policies and programs

• Provide specific information about the application requirements using Recruit

**Design an inclusive advertising plan**

• Go beyond the usual networks and advertising outlets

• Circulate ad to groups that engage underrepresented scholars

• Make diversifying and expanding networks a goal and year-round, all-hands-on-deck activity

**Design the recruitment phase**

**…at the start of the search!**

**• Critically review departmental physical and virtual environments**

- “walk through” physical spaces; identify ways to improve; implement improvements

- audit websites – update information, ensure inclusive coverage of dept. members and achievements, highlight diversity and excellence

**• Develop an information packet**

- include info about the department, grad group, research centers, UC Davis, City of Davis, realtors, schools, and other community resources

- assemble information early, update regularly

- provide the information packet to all interviewees

**• Secure resources to support successful recruitment**

- e.g., plan for a Capital Resource Network Pre-hire Consultation for all interviewees

**Design the applicant evaluation process to increase equity**

• Establish specific evaluation criteria well before reviewing applicants

• Develop a rubric (or rubrics) for evaluation

• Plan for a long list of interviewed candidates – to gather detailed information from as many excellent applicants as possible

**Design the interview process to increase equity and effectiveness**

Video interviews:

• Define the goals for video interviews, design the process to reach those goals

• Ensure the interview process and questions are uniform and inclusive

• Plan a “dry-run” session for candidates to help them prepare

In-person interviews and job talk(s):

• Design campus visits to maximize utility for dept and applicant

- design agenda to include a diverse group of scholars, visits with research center directors, and any potentially key networks for the candidate

• Design the job talk process to maximize equity and candidate success

- establish inclusive “ground rules” for interaction, give consistent introductions

- provide information about departmental expectations/norms for each part of the interview and required talks

**Use clear language that signals inclusivity**

**Advertising:** Design the job ad to motivate all qualified scholars to apply

* To describe the ideal candidate:

Examples:

“We seek candidates who … complement and expand departmental areas of strength …

… use innovative approaches …

… demonstrate collaborative leadership ...

* To describe the breadth of the position, use “or” rather than “and” to signal inclusivity and the full breadth of the areas of scholarship that will be seriously considered
* Review the ad from the perspective of the applicant; ask graduate students or postdocs to review the ad to identify aspects that may need clarification or might be edited to signal inclusivity.

**Express commitment to diversity, inclusion, and excellence**

Examples:

“… we seek candidates who will contribute to diversity and equity in higher education through their teaching, research, or service.”

“… we seek candidates whose research, teaching, or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.”

“…we seek candidates who will create a climate that attracts students of all races, nationalities, and genders”

**Include links to supportive policies and programs**

* [Here](https://aadocs.ucdavis.edu/policies/recruitments-and-removals/how-to-advertise-commitment-to-diversity-inclusion.pdf) are guidelines for advertising UC Davis’ Commitment to Diversity and Inclusion
* [Here](https://aadocs.ucdavis.edu/policies/recruitments-and-removals/how-to-advertise-work-life-in-ladder-rank-recruitments.pdf) are guidelines for advertising Work-Life Program in Ladder Rank Recruitments
* Other programs that may be highlighted and linked to in job ads include but are not limited to:

[Partner Opportunity Program](https://academicaffairs.ucdavis.edu/partner-opportunities-program-pop)

[Mortgage Opportunity Program](https://homeloans.ucdavis.edu/)

[UC Davis Office of Public Scholarship and Engagement](https://publicengagement.ucdavis.edu/)

[UC Davis International Center](https://globalaffairs.ucdavis.edu/about/international-center)

[Center for the Advancement of Multicultural Perspectives on Science (CAMPOS)](https://diversity.ucdavis.edu/campos)

[Center for the Advancement of Multicultural Perspective on Social Science, Arts, and Humanities (CAMPSSAH)](https://diversity.ucdavis.edu/campssah)

**Provide specific information about the application requirements in the Recruit advertisement**

*Detailed instructions can increase equity in applicants’ materials and facilitate the equitable review of all applications.*

* Include clear instructions in the job ad and/or link to separate documents (these can be added in Recruit)
* Instructions may clarify:

- Which documents are required

- What information is expected in each document

- How each document will be used in the review process

Example topics to address:

* + Research Statement – specify extent to which past experience and future plans should be addressed
  + Teaching Statement – identify recommended and required topics applicants should address
  + Contributions to Diversity, Equity and Inclusion – include link to [helpful information](https://academicaffairs.ucdavis.edu/why-does-uc-davis-seek-diversity-statements-applicants) about the requirement and [guidelines for writing](https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement) a Statement of Contributions to Diversity Equity and Inclusion
  + Examples of scholarship – specify how many examples are required, if a statement about the applicant’s contribution to each is required, if the applicant should identify the piece they consider the best illustration of their scholarship and explain why.

Ad language examples:

“Candidates are required to submit a statement describing their track record of engagement and activity related to diversity, equal opportunity, and inclusion as well as their plans for future engagement (see https://academicaffairs.ucdavis.edu/guidelines-writing-diversity-statement for guidance). This statement may be evaluated as a standalone document and should, therefore, include all relevant information related to diversity, equal opportunity, and inclusion, even if aspects are also discussed in other submitted materials.”

“To allow the search committee to gain a deeper appreciation of each candidate’s scholarship, applicants are required to identify one paper that best represents the current focus of their research, their empirical approach, and/or the types of questions that motivate their work. Provide a brief (< 1 page) document that identifies the selected work, explains why it was chosen, and describes the contribution it makes to the field. For coauthored publications, the document should include a description of the applicant’s specific role in the study and contributions to the paper.”

**Advertising:** Design and implement an inclusive advertising plan

**Go beyond the usual networks and advertising outlets & circulate ad to groups that engage underrepresented scholars**

* Identify networks, groups and ad locations that engage scholars from underrepresented populations
  + [This list](http://ucd-advance.ucdavis.edu/post/resources-broaden-candidate-pools) of organizations, places to post jobs, and other resources by discipline, gender, and race/ethnicity may be helpful
  + Advertise to fellowship networks such as:
    - Presidents’ Postdoctoral Fellowship Programs at [UC](https://ppfp.ucop.edu/info/) and at partner institutions such as the [University of Michigan](https://presidentspostdoc.umich.edu/), [New York University](https://www.nyu.edu/faculty/faculty-diversity-and-inclusion/mentoring-and-professional-development/provosts-postdoctoral-fellowship-program.html), [UNC Chapel Hill](https://research.unc.edu/carolina-postdocs/) and others
    - [Ford Foundation Fellowship Programs](https://sites.nationalacademies.org/PGA/FordFellowships/PGA_171899)
* Use the required [Planned Outreach to Traditionally Underrepresented Groups](https://aadocs.ucdavis.edu/your-resources/forms-and-checklists/forms/planned-outreach-to-traditionally-underrepresented-groups.docx) to develop a networking plan
  + Engage all faculty members in the creation of this list
  + Identify more than 8 scholars
  + Actively use that list to network and advertise your position

**Make diversifying and expanding networks a goal and year-round, all-hands-on-deck activity**

* Build networks during conferences and campus visits
* Develop opportunities to meet promising scholars
  + Ask colleagues about their mentees, especially young scholars from underrepresented racial, ethnic, and gender groups
  + Attend conferences (and sessions within conferences) that focus on Diversity, Equity, and Inclusion
* Invite promising early-career scholars to department colloquia
* Keep a departmental list of “people to watch out for”
  + List should be broad, and emphasize diversity
  + Built with contributions from all faculty, postdoctoral scholar and graduate students
  + Review the list frequently, being mindful of biases, looking for broad representation

**Prep for Evaluation:** Design the applicant evaluation process to increase equity

**Establish specific evaluation criteria well before reviewing applicants**

* Engage all members of the search committee in this process as early as possible
  + Use this as an opportunity to be explicit about valued characteristics and how they will be measured
  + Align the application materials with the evaluation criteria, i.e., make sure to request the information necessary to review all applicants on the established set of criteria.

**Develop a rubric (or rubrics) for evaluation**

* Engage all committee members in the development of tools that will facilitate the systematic application of review criteria to all applicants
  + Develop rubrics that codify the evaluation criteria and how each will be measured
  + Committee member should test draft rubrics and engage in norming exercises to verify all aspects of the rubric are applicable and being used consistently by all members.
* Rubric templates should be customized to each recruitment
  + Example rubric templates:
* [Application Evaluation Tool](https://aadocs.ucdavis.edu/training/applicant-evaluation-tool-template-b.docx)
* [Alternate version A (Excel file)](https://aadocs.ucdavis.edu/training/applican-evaluation-tool-template-a-10-13-20.xlsx)
* [Alternate version B (Excel file)](https://aadocs.ucdavis.edu/training/applican-evaluation-tool-template-b-10-13-20.xlsx)
* [UC Berkeley Candidate Evaluation Tool](https://aadocs.ucdavis.edu/training/stead-faculty-search-committee-workshops/candidate-evaluation-tool.pdf)

**Prep for Recruitment:** Design the recruitment phase…at the start of the search!

**Critically review departmental physical and virtual environments**

* Assess the environments in your departments, labs, research groups, websites, etc. – How inclusive, welcoming are they? Is the diversity of your faculty and students apparent? Is a commitment to supporting all member of the community conveyed?
* Review and update the environments to:
  + Ensure inclusivity in the images, highlighted achievements, make opportunities apparent, etc.
  + Signal that diversity is valued
  + Develop an environment that is warm, supportive, and genuinely committed to attracting and retaining diverse and excellent scholars

**Develop an information packet**

* A [list of recommended content](file:///C:\Users\kimberleeshauman\Box%20Sync\STEADprivate\Secure%20resources%20to%20support%20successful%20recruitment%20%20-%20e.g.,%20plan%20for%20a%20Capital%20Resource%20Network%20Pre-hire%20Consultation%20for%20all%20interviewees) is linked on the STEAD webpage
* Provide the same information to all applicants invited to interview

**Secure resources to support successful recruitment**

* [Capital Resource Network](https://academicaffairs.ucdavis.edu/capital-resource-network) services are effective tools for faculty recruitment
  + Offer pre-hire Consultation to all interviewees
  + Plan to offer more CRN services to the candidate you will seek to recruit