## Stetson University Guidelines for Equity, Diversity, and Inclusion in Search, Selection, Hiring, Onboarding, and Retention (excerpted)

***Stetson University is an Equal Opportunity Employer dedicated to excellence through diversity.***

### PART 1: Introduction

The Stetson University Mission and Values declare our mission to "provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world." Furthermore, the university declares a commitment to the values of Personal Growth, Intellectual Development, and Global Citizenship. "Global citizenship includes University and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice." On May 3, 2019, the Stetson University Board of Trustees approved a shortened, Roll Ahead Strategic Map Goals document that is based on the 2014-2019 Strategic Map. This new strategic map includes six overarching goals: (1) Learning Excellence; (2) Demand, National Reputation, and Value Proposition; (3) Equity; (4) Financial Transparency and Translation; (5) Advising and Engagement; and (6) Campaign.

Equity, as one of the central overarching themes, seeks "to assure broad understanding of Stetson's goals for providing an inclusive environment: concentrating on training opportunities for more inclusive searches, stressing the evolution into being a more open and respectful community, and adopting best practices in ways to promote equitable policies and practices within and throughout our campuses."

Stetson University is committed to diversifying its faculty and staff as a foundational element of achieving the educational mission of the institution and providing a robust and creative learning community. Therefore, a comprehensive resource guide for all aspects of the search, selection, hiring, onboarding, and retention of faculty and staff is warranted. Most commonly, institutions provide guidelines only for search and selection in the hiring process; yet search and selection guidelines alone are insufficient to make significant gains in equity, diversity, and inclusion of faculty and staff. It is our belief that successfully achieving our goals for a diverse faculty and staff requires an integrated strategy from beginning to end, starting with the preparation for the search process, engaging the processes of selection and hiring, and continuing through both onboarding and retention efforts.

This document provides essential elements of the search, selection, hiring, onboarding, and retention guidelines that advance the goals of equity, diversity, and inclusion (EDI) at Stetson University. Cabinet members, hiring officials, and search committee members all have an active role in striving for equitable, inclusive, and diverse searches. This point should be emphasized in the charge meeting when the Search Committee commences.

## Operationalizing Terms

Expanding the guidelines to incorporate all elements of the search and selection process will further advance the EDI culture at Stetson by emphasizing and defining diversity, equity, inclusion, search, selection, hiring, onboarding, and retention.

The Stetson University Equity and Inclusion Statement provides guidance for the definitions of key terms related to EDI.

**Diversity**: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). *Diversity* commonly refers to compositional diversity of individual differences among the students, faculty, staff, and administrators at a college or university. Knowing, understanding, and continuously monitoring the compositional diversity of faculty, staff, and students is a critical first step in advancing inclusive excellence, yet it is a *necessary* but *insufficient* condition to advance equity and inclusion. Thus, compositional diversity among faculty and staff, and professional development for all employees, are critical prerequisites of *inclusive excellence* efforts.

**Equity:** The principle of *equity* in higher education institutions typically refers to providing *equal access*, *equal opportunity*, and standard operating procedures that reflect *fairness*. *Equity* principles are often applied in situations regarding applications, admissions, selection, hiring, promotion, advancement, assessment, evaluation, professional development, recognition, rewards, and awards. *Equity* is often associated with compliance with laws, regulations, guidelines and policies in ways that are intended to level the playing field and instill fairness. Accountability is another essential feature of *equity,* because compliance requires assessments of operational processes and outcomes in such a way as to prompt, and enforce, accountability. In the absence of formal policies, procedures, practices, and standards, or in their uneven application, or lack of enforcement, institutional processes and outcomes will likely become inequitable, and accountability is virtually impossible. Thus, at the very core of the principle of *equity* is the consistent and even-handed application of culturally relevant policies, procedures, practices, and standards across time, place, and persons— compliance and accountability.

**Inclusion**: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

*Inclusion* refers to the processes by which people from historically marginalized groups gain a sense of belonging within organizations and institutions that have historically been exclusionary. *Inclusion is* often misconstrued as a process of socialization that helps marginalized individuals learn and adopt the values, beliefs, attitudes, mores,

norms, and cultural practices of historically privileged groups—a perspective that implies that exclusion shifts toward *inclusion* primarily through a process of assimilation. Rather than being required to assimilate to the heretofore exclusionary culture of an institution, people from marginalized, minoritized, and excluded groups should have full access to all of the fundamental rights and privileges of power, ownership, and governance of the institutions they inhabit without having to relinquish the personal identities or cultural heritages they bring with them to the institution. Inclusive environments involve, engage, empower, and respect the values, talents, beliefs, backgrounds and ways of living of all people in order to recognize their inherent worth and dignity.

**Search**: The process of actively recruiting applicants and vigorously soliciting applications for employment while pursuing the organization's EDI goals. The objective is to produce the largest and most diverse applicant pool possible. The search process requires considerable investments of time and activity to accomplish these goals.

**Selection:** The process of choosing individuals from an applicant pool who have appropriate qualifications to fulfill a defined position within the organization. The fundamental purpose is to select persons, avoiding implicit bias or other forms of inequity, who can most successfully perform the job from the pool of qualified candidates. Selection processes include deliberative discussions of candidate qualifications and credentials that enact equitable criteria derived from the position description.

**Hiring**: The process of enacting inclusive practices while communicating terms of employment, negotiating compensation and benefits, and completing associated requirements and paperwork. The ways in which these conversations take place can communicate a great deal about the concerted efforts the University is making to ensure that key elements of hiring demonstrate our commitment to diversity, inclusion, and equity, leading to the candidate feeling satisfied and confident that they have made the best choice in joining Stetson University.

**Onboarding**: Welcoming, orienting, socializing, and processing new employees into the organization. May include: (1) educating a new employee by explaining benefits, policies, culture, organizational structure, goals and any other information that will acclimate the individual to the workplace; and (2) expressing the organization's commitment to equity, diversity, and inclusion. Helping new employees to become acquainted with the institutional norms, culture, policies, and procedures, whether faculty or staff, can be a critical component of increasing satisfaction and a sense of belonging that can be critical to retention and longevity of employment.

**Retention:** Providing appropriate resources to aid in employees' success. Intentionally fostering a sense of belonging and affinity to the institution. Actively working to reduce turnover by actively intervening to promote continued employment. Common approaches include mentoring, attending to issues of climate, offering professional development, providing opportunities for career advancement, making counter-offers, and utilizing exit interviews (when necessary). Each of these elements will be described in detail in the sections that follow in an effort to demonstrate how an integrated, comprehensive approach to facilitating employment at Stetson University will lead toward our diversity and inclusion goals.

## A Note About Confidentiality

Stetson University requires search committee members to agree to confidentiality (see Appendix A). There are numerous reasons that confidentiality is critical to successful search, selection, and hiring processes and outcomes. Whether searches include applicants from inside and outside the institution, committee members and hiring officials should exercise caution to preserve the integrity of the hiring process and to protect the privacy of the candidates. Revealing the identity of candidates inappropriately may violate the privacy of individuals who are ultimately not selected for hire. Thus, confidentiality must be exercised throughout the entire search process from recruitment of candidates to screening, interviewing, reference checks, and making recommendations for appointment. The search committee chair, in consultation with the hiring official, will make all public comments on behalf of the search committee. "I can't discuss the work of the search committee," should be a practiced response to questions that might otherwise reveal confidential information. Moreover, there are critical aspects of onboarding and retention efforts that require confidentiality as well.

## Implicit Bias

Implicit (or unconscious) bias is often defined as automatic (unconscious) prejudice or unsupported judgments about people or groups. Researchers believe that unconscious bias occurs automatically when people make quick judgments based on limited information. As a result of unconscious biases, some people might benefit whereas other people might experience discrimination. This can be particularly problematic during the search, selection, and hiring process, but it is also present in day-to-day interactions across time.

Implicit bias has an effect on how we evaluate applicants and how decisions are made during the search, selection and hiring process. It also has an impact on the daily interactions faculty and staff encounter with colleagues, coworkers, and supervisors.

Because these biases are implicit or unconscious, people are often unaware of their own ways of exhibiting biases. Of particular concern are the ways that implicit bias can hinder fair and equitable decision making by diminishing objective assessments of qualifications and instead relying upon biases or stereotypes that result in negative judgments about people from underrepresented groups. It is essential to be mindful at each stage of the process—position creation, posting, interviewing, hiring and retention—of how bias may affect search chairs and committee members. A list of online resources about implicit bias is included in Appendix B.

## Write Position Description and Announcement

Most often, the position description and announcement of the search are the first impression potential applicants receive about Stetson University (see Appendix C for a sample position description).

Position descriptions should be *designed intentionally to attract the broadest applicant pool* with a parallel emphasis on specific content area expertise within the department/unit along with diversity-related skills or experiences that contribute to the university mission. The position description should be written *as broadly as possible* to emphasize *both required and preferred qualifications* within the appropriate areas of *educational attainment, disciplinary background,*

*scholarship, and expertise*. Note that maintaining a realistically narrow set of "required" qualifications (e.g., highest degree, disciplinary expertise, evidence of cultural competencies) with a broad range of "preferred" qualifications (e.g. specialized content or focus, potential to teach specific courses) will be more likely to generate applications from a broader pool of candidates. Being too narrow, specific or strict with regard to "required" qualifications has the potential to constrict the pool of qualified candidates, making the number of underrepresented group applicants likely to be much smaller than desired. Eliminating terms like "exceptional" or "distinguished" may lead to a more diverse applicant pool, as candidates early in their career may self-eliminate based on the perception that they have not yet achieved significant status in their careers.

In addition, as will become apparent in subsequent sections of this document, the position description must contain sufficient information about the relevant qualifications (required and preferred) to signal to potential applicants how they will be evaluated during the search and selection processes and to guide the search committee in developing rubrics and deliberating the qualifications of each candidate for the position. Each subsequent section of this document will reiterate how a fair and equitable search and selection process relies upon a clear definition of the qualifications for the position, and the methods of evaluation used by the committee that are directly tied to the qualifications listed in the position description.

***Best Practices***
- Craft positions using a collaborative process with a diverse group of people.
- Carefully review the position description and announcements to incorporate inclusive language and avoid biased language.
- Highlight the commitment of the department, college, university to equity, diversity, and inclusion.
- Require a statement related to equity, diversity, and inclusion as part of the application materials.

Communicate the understanding that excellence cannot be achieved without integrative efforts to promote EDI by devoting a section of the position announcement to a statement of institutional commitment and accomplishments regarding EDI at all levels (department, college, university)—be concise but specific. Make specific requests for applicants to highlight their knowledge, skills, expertise and specific accomplishments related to equity, diversity, and inclusion into their cover letter, and other materials submitted as part of the application— consider requesting a brief statement of accomplishments in this area relevant to the position (e.g., describe your skills and experience mentoring/teaching students from diverse backgrounds). Note that some institutions request a philosophical statement about interest in or commitment to diversity, which often can be superficial or mere expressions of what an applicant *thinks* the committee wants to hear—instead, consider requesting a more detailed and specific account from applicants about how their past work experiences have directly implemented efforts to be equitable and inclusive along with a list of professional development activities and lived experiences that have increased cultural competencies.

Carefully craft the announcement and position description to utilize inclusive and gender-neutral language. Eliminate potentially coded terms that have the potential to trigger gendered,

racial-ethnic, or other stereotypes (see O'Meara & Culpepper, 2018; Appendix D). The elements of the position announcement are:

- Title/Rank of the position
- Anticipated start date
- Department or unit (name and contact information)
- Overview of the position
- Required and preferred qualifications
- Information about the department, college, university
- Specific instructions about how to submit the application
- Required documents (e.g., diversity statement, teaching philosophy, writing samples)
- Number of letters of recommendation
- Best consideration date for applications

## Search Committee Selected and Approved by Cabinet-Level Official

Selecting a diverse search committee is an essential aspect of promoting equity, fairness, and inclusion in the decision-making process. The search committee composition should include individuals with different backgrounds, perspectives, and expertise; knowledge of the substantive area and the technical expertise to evaluate candidates' qualifications; and people who reflect a diverse cross-section of the University, including members with a demonstrated commitment to equity, diversity, and inclusion.

With responsibilities for recruiting, screening, evaluating and interviewing future colleagues of the University, the search committee plays a critically important role in the hiring process. The composition, credibility, and competence of the search committee are essential to developing and carrying out an effective, inclusive and equitable search.

The perspectives offered by the search committee and individual members are critical in selecting the best candidate. Individuals chosen to serve on the search committee should be knowledgeable about implicit bias, which will increase the likelihood of efforts that will minimize the influence of implicit bias. Diversity of gender and racial-ethnic identities will help communicate the value of inclusion in the search, selection, and hiring processes, as well as provide an indication for candidates about community and belongingness (Stewart & Valian, 2018).

There are numerous reasons a diverse search committee is likely to yield a more diverse applicant pool and result in achieving inclusive hiring goals. Applicants and interviewees often conduct website searches to identify search committee members, and the diversity of membership on the search committee can be an important signal for members of URGs to assess the potential climate, diversity, and inclusiveness of an institution, in some cases influencing their decision to apply for a position, accept an interview, or accept an offer. In addition, when members of URGs belong to professional networks that represent URG professionals, the recruitment process may extend to those networks more readily and direct access to applicants from URGs is more likely.

In situations when a unit or department does not have sufficient representation for a diverse search committee, it may be necessary to appoint people from outside the hiring unit/department. In such cases, search chairs or hiring officials should seek members from other

units/departments that have knowledge or affiliation with the recruiting department/unit. Careful attention should be given to issues related to tokenism and the "service tax" that members of underrepresented groups sometimes experience. Cabinet members should make sure that members of URGs are not overly utilized for service activities above and beyond their non-URG counterparts, and in situations when higher service loads seem necessary, that committee members from URGs are appropriately compensated (when possible) by providing workload reductions in other areas (which can be concurrently or sequentially to service assignments).

*Best Practices*
- Diversity within the membership of the committee should be carefully considered.
- Service overload should be considered, particularly for members of underrepresented racial-ethnic groups--adjustments for service overload should be made where feasible (adjustments can be concurrent or sequential).
- If appropriate, consider including alumni, students, faculty or staff from other areas, and industry experts on the committee.

## Cabinet Member Charges the Search Committee

Standard best practices for charging a search committee include the following: (1) opening comments that express gratitude to the committee members for their service and an emphasis on the institutional focus on inclusion and commitment to recruiting a diverse candidate pool; (2) specification of the position including position title, rank, areas of expertise, essential competencies, professional characteristics, and qualifications--with particular attention to those related to diversity and inclusion; (3) committee chair and member roles and responsibilities, especially with regard to potential concerns related to equitable treatment of applicants and candidates; (4) logistics of the search including the scope, timetable, format of recommendations to the hiring official, and administrative or fiscal support for the work of the committee; (5) role of the hiring official to make the final decision on candidates, along with latitude for decisions outside the recommendations of the committee or to require that the committee continue recruiting a diverse pool of candidates. In addition to giving a verbal charge to the committee in person at the first committee meeting, it is advisable for the hiring official to provide a written charge prior to the committee beginning its work.

*Best Practices*
- The hiring official explains and seeks input from the committee on the goals, expectations, and rationale for the search.
- The committee chair orients members to the work of the search committee above and beyond the charge.
- Reiterate the confidentiality of committee deliberations.
- Reiterate an expectation of appropriate time allocation and mindfulness at each stage of the search, hiring and onboarding process.

The charge of the committee is a critical point in which the hiring official can communicate their commitment to, and expectations that the committee actively recruits the most diverse pool possible by adhering to evidence-based practices for inclusive hiring (see O'Meara & Culpepper, 2018 in Appendix F). In the charge, the hiring official should ask each member to play an active role in identifying qualified individuals, recruiting and encouraging nominations and

applications, and monitoring the applicant pool to ensure quality and diversity. In addition, the charge should include a clear explanation of what constitutes a quorum for the committee to convene and vote on decisions, and emphasize the importance of attendance for all committee members. The charge should also emphasize that it is the role of the committee chair to create a deliberative process that gives due diligence to each step in the search process. This can be challenging when trying to coordinate schedules of the search committee members for meeting, but pace is key to doing the search process justice and ensuring the most equitable and inclusive process. In addition, the chair should create an environment where all voices are welcomed and encouraged to share at an equal level regardless of rank or position of those on the search. Certain members of the committee, including students, pre-tenure faculty, staff, or members of URGs may be spoken over in meetings or be hesitant to share. It is important for the committee to participate in equitable processes themselves in the search and hiring processes. This equity of opinions can also lead to more diverse opinions being shared. All search committee members should be given the opportunity after the search concludes to reflect on the search process and confidentially raise issues with the chair if desired.

## Implicit Bias Training

Stetson University is committed to having every person involved in the search, selection, and hiring processes view and discuss resources on implicit bias in advance of serving in these roles. The viewing and discussion should occur at the start of the search before applicants are recruited or screened. Training videos are available online, and a list of online training options is available in Appendix B. This brief section of the Stetson University Guidelines provides a basic overview of the components of implicit bias training, along with some of the underlying reasons such training is necessary.

Managing implicit (unconscious) biases is significantly more difficult than simply instructing a committee or hiring official to "Eliminate your prejudices and minimize your biases." There is a multitude of seminars, workshops, courses, webinars, and other online materials that serve as just a few ways individuals can learn about implicit bias and how to reduce its impact on search, selection, and hiring processes. In this section, we address the basic components of implicit bias training as a primer for extensive activities required under this plan.

As noted in the introduction to this document, implicit (or unconscious) bias is often defined as automatic (unconscious) prejudice about people or groups. These reactions are deeply rooted and typically outside of awareness, affecting the different ways people assess and understand the world around them and the people they encounter. Although implicit bias is not presumed to be the result of malicious intent, it can prompt people to stereotype others without realizing it. The nature of implicit bias is so powerful that it has the potential to affect institutions and organizations in a multitude of ways, from hiring and promotions to everyday interactions. For that reason, there is no one-size-fits-all approach to implicit bias training, and indeed, different people may require different types of exposure to increase awareness as well as develop effective strategies for managing implicit bias.

Implicit bias training is intended to help to hire officials and search committee members to recognize, understand, and manage the impact of bias within search, selection, and hiring processes. Training typically teaches people how to identify, interrupt, and manage their own as well as other peoples' biases. Implicit bias training is intended to help improve diversity and

foster fair and equitable treatment of applicants, interviewees, colleagues, and employees. However, improperly designed or poorly planned implicit bias training has the potential to do more harm than good.

**Developing a Rubric**

Rubrics help to ensure equity in the screening and evaluation of applicants. They provide a shield against implicit biases by ensuring that all applicants are screened against the same criteria based on qualifications included in the position description. As such, rubrics are uniquely developed for each search based on the required and preferred qualifications explicitly contained in the position description (see Appendix E). Developing the rubric at the same time as the job posting will help to make sure they align and will aid in critical evaluation of the requirements listed in the job posting to determine whether they are, in fact, needed and not just preferred.

At the screening phase of evaluation, the qualifications of applicants are first directly compared to the minimum qualifications for the position to determine whether candidates should be further considered. Additional screening beyond minimum qualifications focuses on criteria related to preferred qualifications. Typically, applicants may fall into three different categories following initial screening: (1) Clearly meets minimum qualifications; (2) More information is required to assess whether the candidate meets minimum qualifications; (3) Clearly does not meet minimum qualifications. The committee should incorporate a protocol in advance regarding how to handle applications that require additional information to determine whether particular candidates meet the minimum qualifications. In addition, the committee should keep in mind that at this stage of the process it is not appropriate to begin ranking or more deeply evaluating the nuanced qualifications of candidates in comparison to others—doing so may instill a potential bias toward or against certain candidates that will interfere with an equitable search.

At this point, applicants should not be ranked or evaluated outside the rubric for minimum qualifications—although many search committee members may be familiar with incoming applicants, and often begin to formulate "favorites," it is important for the chair to remind committee members to avoid advocating for particular applicants on the basis of prior knowledge or characteristics that fall outside the purpose of this initial screening—because doing so may introduce implicit bias and interfere in the equitable consideration of candidates at subsequent stages of the process.

*Best Practices*
- The search chair collaboratively creates an initial draft of the rubric based on qualifications and provides an opportunity for committee members and the Dean to offer feedback before finalizing.
- Criteria should align with the position description and goals of each search.
- Ensure fair and equitable criteria relevant to the position that do not unfairly disadvantage a particular set of applicants (gender, race, geographic location, institutional affiliations, etc.).
- Chair, in consultation with the committee, establishes the process for applicant

screening. Use one committee meeting to practice the screening process using the rubric.
- Establish a timeline that allows for careful, deliberate review.

### Recruiting Applicants

Actively recruiting applicants from known sources (e.g., colleagues in academic and nonacademic units in other institutions nationally and internationally) is critical to increasing the diversity of applicants in the pool. Passively waiting for applicants to apply based on a small number of advertisements is likely to result in small more homogenous pools of candidates with existing familiarity about the department/unit, current colleagues, and the institution. Phone calls and emails to department chairs, directors, other colleagues, and directly to potential applicants, providing them with critical information about the position and about how to apply will result in a larger and more diverse pool of applicants. Send announcements to academic programs and departments with training programs that prepare candidates for the types of the position advertised, and highlight the commitment of Stetson University to recruit members of underrepresented groups.  Contrary to the myth that the best candidates are already actively looking for a position, sometimes the best candidates require encouragement and coaxing to submit applications.

### *Best Practices*
- The committee chair ensures that the position announcement is posted to the various job boards, shared with professional networks, and organizational Listservs.  These should include professional organizations devoted to people of color or women, for example, but also include, for instance, Twitter or Instagram accounts focused on diversity in academia.
- The committee chair should make direct contacts via email or phone to solicit applications from potential applicants.  Inclusive hiring literature highlights the importance of proactivity. Departments should put together lists of promising applicants, nominators, and sources for nominations (HBCUs, etc.) well before the search is underway. Full departments, not just search committee members, should be involved in this to increase the diversity of voices and recommendations. Personal outreach is shown to be the most effective way to solicit diverse applicant pools. A personal outreach plan should be developed by the search committee that spreads the load equally, rather than only to the committee chair.
- In consultation with Human Resources, available data, and EDI standards, the committee chair checks the compositional diversity and quality of the applicant pool.
- A diverse committee often results in more formal and informal recruiting of diverse candidates.

### Applicant Screening

The initial applicant screening process follows directly from the position description and announcement. Equity requires that all applicants receive a fair and unbiased assessment of their qualifications for the position. SilkRoad is the software used to support the posting and search process for staff and administrative positions. It does have the ability to screen candidates based on the minimum requirements posted for

the position if so desired by the hiring manager. In staff and administrative searches the manager of the search will use SilkRoad to access candidate materials and track candidate progression throughout the search. The posting process begins after HR receives the approved position description and salary information from the Strategic Staffing Committee – which is used for posting purposes.

Spark Hire is a one-way video software available as an additional screening option, whereby applicants can answer questions about their qualifications, usually in the case of faculty and professional staff searches. These tools allow us to manage the initial screening of large-scale applicant pools using minimal staff and faculty time.

### Finalize Applicant Pool

Search committee members are responsible for conducting the search in a manner that results in the most diverse applicant pool possible. Once the initial screening has been conducted, the search committee should review the diversity of the pool before moving forward. A critical aspect of that decision is whether the conditions for a successful search, outlined in the charge to the committee, have been accomplished. If the charge has not been achieved, it may be necessary to continue the recruitment process until the objectives have been met.

The ideal time to assess whether the search process has generated sufficient diversity among applicants is prior to finalizing the applicant pool for approval by the hiring official and equity resource specialist (Note: The College of Law has a slightly different process). Although committee members may perceive it to be more difficult to obtain a diverse pool in some fields, every effort should be made to identify and recruit candidates from URGs to obtain a diverse pool. Maximizing diversity on the shortlist is a critical step toward achieving inclusive hiring goals and increasing the potential for hiring someone from an underrepresented group. Once active efforts of recruitment have come to an end, the opportunity to obtain a diverse pool of applicants becomes increasingly more difficult.

### Best Practices
*Consider extending the period of open application until it can be verified that the search process has resulted in a diverse applicant pool.*

### Develop Process for Preliminary Interviews

Preliminary interviews are generally conducted by video conference call. Standardization of the interview process and procedure is important for fairness and equity at this stage—for example, if there are local or on-campus applicants for a particular position, it would be potentially unfair to interview only those candidates in person if other interviewees were being interviewed by video conference.

Standardization also requires that candidates should receive a common set of interview questions designed with both required and preferred qualifications from the position description. Thus, it is important to develop a rubric based on criteria that will be used to assess the relative strengths of applicants directly related to the qualifications so that the committee has sufficient information to identify which candidates they will

recommend for finalist interviews.

It is important to note that standardizing the process, procedure, and interview questions do not require rigid adherence for sameness. Occasionally, some committee members may understand standardization as making sure every candidate has a relatively *identical* experience—however, *fairness* of consideration is the ultimate goal. That is, standardization helps to ensure that interviewees are not treated so differently that one or more candidates do not have an opportunity to demonstrate their qualifications for the position, but the interview protocol should not be so rigid that applicants are treated identically but have differential opportunities to demonstrate their qualifications.

**Best Practices**

*Determine the appropriate time for each interview (e.g, 30 minutes, 45 minutes, 90 minutes, etc.) and provide a brief buffer between interviews*

*The search chair creates an initial draft of interview questions and provides an opportunity for committee members and Equity Resource Specialist to offer feedback before finalizing.*

*Interview questions should be checked for bias and alignment with position and goals.*

*Develop evaluation rubric with criteria that fits the questions to qualifications.*

Search committees commonly develop a specific set of questions to be asked during the interview. Some may even assign the same committee members to ask the same questions to all interviewees—not only do applicants receive the same questions, but they receive them in the same order from the same committee members—and the process may be constricted so narrowly that committee members may not ask clarifying or follow-up questions. In this context, the emphasis may sometimes become more focused on sameness rather than equity and fairness, which has the potential to actually subvert the intent of standardization. The process should have enough flexibility to allow the committee to obtain sufficient information from each of the candidates in an equitable fashion.

## Conduct Preliminary Interviews

There are a variety of guidelines that can help committees effectively engage in a process that is fair and equitable for all candidates. It is important that committee members understand that the purpose of standardization is equity and fairness, but not to the point of rote or rigid administration of an interview protocol that defeats its central purpose. Thus, it is important to communicate clearly with candidates (a) that the interview will focus on the degree to which the candidate meets the qualifications described in the position description; (b) that a specific number of questions will be asked to help the committee to learn more about those qualifications; (c) that the interview will take place within a limited range of time to ensure that all of the questions can be answered; (d) the committee will use the information gathered in the preliminary interviews to decide who will be invited to the finalist interviews.

Whereas interviews should be arranged to achieve a level of standardization that increases equity and fairness, committee members should be comfortable with minor variations necessary to achieve the goals of evaluation based on the criteria.

Scheduling sufficient time to allow the interviewees to answer all of the questions, along with the potential need for brief clarifying or follow-up questions is an important practice. Ensuring that the interview is facilitated in such a way to provide interviewees adequate cues about limits on time during the course of the interview is another important practice. Providing a time buffer between interviews is also important because it allows the committee the opportunity to be somewhat flexible and to reset before beginning the next interview. Allowing sufficient time to give the applicant an opportunity to ask a few brief questions is also a good practice.

### Best Practices
Establish process/structure for interviews that foster comfort for interviewees while uncovering information needed for evaluation of candidates' qualifications. Evaluate all candidates on how they have contributed to equity, diversity, and inclusion in their previous and current positions, as well as their potential contributions at Stetson University.
Debrief after each interview to capture fresh perspectives and insights

### Identify Finalists
Using the rubric established in advance of the preliminary interviews, the committee should have substantial time to deliberate about the qualifications of each candidate. The committee chair should remind committee members of the goals, rationale, and expectations of the search for this position (O'Meara & Culpepper, 2018). The committee should be cautioned about developing and airing preconceived notions about the qualifications of individual candidates, or about the applicant pool as a whole. The committee should engage in a deliberative process whereby full critical evaluation of candidates on the basis of qualifications criteria has occurred. This is often the stage in the process in which schedules and time constraints can have undue impact on deliberations--without sufficient time between the completion of interviews and the deadline to make a recommendation to the hiring official, committee members may be rushed in their review and evaluation of candidates, resulting in shortcuts that may diminish an equitable process.

Committee members should be encouraged to evaluate the qualifications of candidates on their own, using the pre-established rubric, to develop their own impressions about how candidates meet the criteria based on the qualifications in the position description. Only after individual committee members have conducted their own evaluations should the entire committee engage in a group deliberation—this helps to reduce the possibility that more vocal or powerful committee members will dominate or determine the outcome of the deliberations, potentially defeating the purpose of a diverse committee membership.

The committee chair should carefully facilitate the deliberations with clear and purposeful focus on the criteria in the rubric and the qualifications of the candidates. The chair should caution committee members from straying outside the focus on qualifications into areas that might prompt implicit biases or other potentially problematic statements. It is the role of the committee chair to create a deliberative process that gives due diligence to each step in the search process. This can be challenging when

trying to coordinate schedules of the search committee members for meeting, but pace is key to doing the search process justice and ensuring the most equitable and inclusive process. In addition, the chair should create an environment where all voices are welcomes and encouraged to share at an equal level regardless of rank or position of those on the search. Certain members of the committee, including students, pre-tenure faculty, staff, or members of URGs may be spoken over in meetings or be hesitant to share. It is important for the committee to participate in equitable processes themselves in the search and hiring processes. This equity of opinions can also lead to more diverse opinions being shared.

Whereas the culture of some units/departments may function on the basis of consensus-oriented decisions, it is important to consider the need to hold a formal vote on the candidates, so that implicit biases or power dynamics do not unduly influence the process. The committee should keep in mind that all candidates may remain under consideration unless it has been determined that they do not meet minimum required qualifications for the position, and that recommended finalists sometimes drop out of the process prior to finalist interviews (for a variety of reasons) making it worthwhile to retain the longlist of candidates until they have been completely eliminated from further consideration.

*Best Practices*
The committee chair should remind committee members of the goals, rationale, and expectations of the search.
Informed by the search goals and interview rubric, the committee meets to deliberate on the qualifications of each candidate using the interview rubric.
Chair, in consultation with the Equity Resource Specialist, may also remind the committee to be mindful of implicit bias in deliberations.

## Reference Checks and Salary Screening
The timing and processes of checking references and a salary screening may vary from search to search, along with the person or persons responsible for carrying out these tasks. Conducting a salary screening prior to inviting candidates for campus interviews can help assure that the candidates have a basic understanding of the *potential salary range* (but it is not a salary negotiation and does not take the place of the hiring official setting the salary during final negotiations with the candidate). In some cases, the hiring official may prefer all discussions of salary wait until the final negotiation.
Initial reference checks provide an opportunity for the search committee to gather additional information about candidate qualifications and areas of interest in advance of the interview. When the committee is at the point of checking references, it is a good idea to consider what information the committee views as important to receive from the references. Questions should be prepared in advance and consistently asked of all references for the different candidates. Sometimes, a candidate's reference will voluntarily provide information that may be inappropriate for consideration in the hiring process (e.g., comments about age, race, gender, sexual orientation, disability, etc.). If this happens, the person checking the reference should include only that information received that is appropriate to consider in determining whether a candidate is qualified for the position.

Responsibility for reference checks should be assigned during the committee charge meeting. In some cases, the hiring official (or someone on their behalf) conducts reference checks, whereas in other cases committee members divide the workload for reference checks among them; in some cases, reference checks take place in advance of the invitation for a finalist interview, whereas in other cases reference checks are the final step in the process before an offer is made. These variations in the process are relatively inconsequential between different searches but they should be relatively standardized within any given search, and considerations of equitable treatment should be enforced in this activity. For example, committee members who know a person listed as a reference may volunteer to talk with that person directly, but such a procedure may introduce bias by inserting the pre-existing relationship between the reference and the committee member into the evaluative process, which should be avoided.

### Interview Finalists and Obtain Feedback from Campus Community

The plan and basic schedules of finalist interviews should be prepared well in advance. Attention to detail is critical at this stage of the process. Schedules should be checked carefully to ensure that the dates for the interviews are reserved on the calendars of those who will make critical hiring recommendations. Committees should work to establish an atmosphere that is warm and welcoming as a form of recruitment rather than detached and evaluative. Plan for making air travel, hotel arrangements, ground transportation, meals, and transitions between campus meetings *accessible*, especially when specific accommodations have been requested. Ensure that all candidates are offered direct arrangements and payment for travel and accommodations by the University to avoid inequities that may arise from differential financial capacity to pay upfront for expenses before being reimbursed.

*Best Practices*
Determine key elements required to introduce candidates to community and effectively evaluate their qualifications and fit for the position:
● Length of the interview (e.g., . day, 1 day, 2-3 days, etc.)
● Sharing of candidates' CV/resume, cover letter, and other materials prior to the visit
● Providing candidate opportunity to ask for meetings during their visit
● Candidate presentations
● Tour
● Candidate meetings with community members outside of the search committee (determine what persons or communities)

Create interview schedules that do not unduly disadvantage one candidate over another.
Chair, in consultation with the committee, establishes criteria and format for soliciting community feedback (e.g., paper forms, short electronic survey, etc.)
Set appropriate window of time to maximize community feedback
It may be prudent to have a resource book and proactively offer materials to candidates about the college, school or division, the city, or other pieces relevant to the position. If something is offered, please ensure that it is offered to all candidates. Consider offering

candidates an opportunity to request specific additional information relevant to their needs for learning about the position, the university, the surrounding community, or other interests. Also consider allowing candidates to request the opportunity to schedule specific meetings (as the schedule permits) with individuals on or off-campus so that they have a chance to gather as much information as necessary to make an informed decision if they receive an offer of employment. Do not assume you know the identities of candidates or their family members when deciding what is relevant information to share or meetings to arrange. Identify ways to introduce candidates to (potentially hidden) aspects of the campus and community that reflect diversity and inclusion--don't allow possible preconceived notions of homogeneity to be unaddressed. Candidates may feel like they can connect to the community as a way to connect with the university. At this stage of the process, there is a balance between standardization and customization that requires greater elaboration. In an earlier section of these guidelines, we refuted the notion that standardization is equivalent to identical experiences for all candidates. This is especially true at the campus interview stage, even as we maintain our attention on an equitable process. In the recommendations above, equity is exemplified by making the offer to all candidates for accessibility accommodations or additional meetings outside the interview schedule--but that does not mean that if someone requests using the elevator or an accessible hotel room or vegetarian meals that every other candidate should be treated identically, which helps highlight the misconceptions often made in which equity is used interchangeably with treating everyone exactly the same. However, if it can be reasonably established that minor variations in the interview process might create advantages or disadvantages between and among the candidates, then uniformity should take precedence. For example, if the hiring official must conduct their meeting with one candidate via video conference due to travel away from campus, then it can be reasonably established that meeting in person with every other candidate may disadvantage the video conference candidate unfairly--in which case, all candidates should have a video conference interview with the hiring official or the interview should be scheduled when the hiring official is on campus to meet in person. Taking the stairs or eating a vegan lunch should not reasonably advantage or disadvantage any candidate over another, but an in-person meeting for some but not others could influence important interactions in ways that affect the hiring decision. Nevertheless, because there are countless variations during the course of campus interviews, the committee should be alert to any potential inequities that might arise and take appropriate steps to ensure that minor variations in processes do not inappropriately influence outcomes.

### Hiring Decision and Making the Offer
Equity and fairness do not end when the search, selection and interview processes have concluded. In fact, some of the most inequitable outcomes are likely due to implicit (unconscious) bias during the process of making an offer. This is obviated by the gender pay gap in the United States in which women's average income is 78-82% of that for men; and contrary to popular belief, Black and Latinx faculty have lower salaries overall across higher education than Asian and White faculty (NCES, 2002). These historical disparities persist in part due to ongoing influences of implicit bias that reinforce barriers related to negotiating salary and other conditions of employment--and negative negotiation experiences tend to result in issues related to job satisfaction and

retention (a topic we will address below). One way to counteract the potential for dissatisfaction in the negotiation process is to provide transparency about which aspects of the job offer are negotiable (O'Meara & Culpepper, 2018), including salary, relocation expenses, start-up funding (faculty), professional development and travel funds, temporary initial workload reductions, and flex-time work schedules, among others. Different units/departments may have resources available to modify workloads or allocate professional development funds, and innovation in these areas can sometimes be key recruitment factors during the hiring process when salaries are less negotiable. Although cabinet has not created a specific pool for diversity hiring, we do recognize the needs for diversity and that it may require additional financial commitment which will be considered in the job offer process.

***Best Practices***
Hiring official makes the final decision and engages in the negotiation of salary and other benefits, perks of sources of support.
Equitable treatment of the candidate throughout the offering and acceptance of the position.
Consistent communication throughout the process.
Prepare and acclimate new hires in advance of their first day.
Being organized and intentional about arrival processing and start-up.
Partner with institutional level EDI personnel.
Connect with internal and external resources.
A balance between acclimation, networking, familiarizing with policies and procedures and establishing productivity.

### PART 3: Onboarding and Retention
The faculty and staff onboarding process and retention strategies employed by an organization are interconnected. There are direct linkages between effectively onboarding a new member of the community and retaining the community member. Perceived satisfaction with an employment decision can occur as early as the first day, making both onboarding and retention critical aspects of diversifying the faculty and staff in higher education institutions. Both of these processes are integral to issues of perceived climate, equity, and inclusion, as well as maintaining diversity within an institution. Whereas typical strategies for addressing faculty and staff diversity focus exclusively on the search, selection and hiring processes, one of the unique and cutting-edge features of the approach used by Stetson University is our focus on onboarding and retention as critical features of our EDI efforts.

### Onboarding
Onboarding features two foci: (1) educating a new employee by explaining benefits, policies, culture, organizational structure, goals and any other information that will acclimate the individual to the workplace; and (2) articulating clearly the organization's commitment to equity, diversity and inclusion—helping new employees become acquainted with the institutional norms, culture, policies and procedures, whether faculty or staff, can be a critical component of increasing satisfaction and a sense of belonging. The process of onboarding new faculty and staff includes: welcoming, orienting, socializing, and processing new employees to the organization. Research has shown

that onboarding is related to positive outcomes for new employees such as improved performance, greater job satisfaction, increased institutional commitment, and reduced work-related stress and lower turnover.

Most institutions have a standard checklist of activities that are rather rote and technical when onboarding new employees:
• Parking
• Employee identification card
• Payroll and benefits paperwork
• Office and/or desk assignment
• Computer assignment
• Network access and login credentials
• Initial meeting with direct supervisor and other managerial staff
• Meeting coworkers and learning names
• Learning standard meeting schedules
• Getting acquainted with the offices and routes to specific locations
• Learning something about office norms, protocols, and politics
• Personnel manuals, new employee orientations, and workplace trainings

In many organizations, the onboarding process simply stops there. Lunch with coworkers or supervisor might be included as a social introduction to the workplace. But what are the key elements necessary to promote the positive outcomes described in the paragraph above? Important processes include:
• Positive communication and morale-building
• Team-building and developing camaraderie in more local contexts
• Networking and relationship-building in campus-wide contexts
• Recognizing micro-aggressions and shifting toward a micro-affirming climate
• Establishing a shared sense of mission, vision, values, and goals
• Facilitating mentorship relationships (especially for junior professionals)
• Encouragement, success-enhancing strategies, and building self-efficacy
• Developing knowledge of organizational norms and culture
• Promoting agency and a sense of influence/ownership of organizational role
• Enhancing expectations about and performance evaluation fairness
• Framing potential advancement opportunities

***Best Practices***
Focus on the onboarding experience through the lens of diversity and inclusion.
Use the questions below to guide the process:

1. Has the onboarding process been assessed for assumptions made and/or presented that might make some new employees feel excluded or uncomfortable?
2. When is the diversity and inclusion policy reviewed with staff as part of employee orientation? Location in the onboarding process sends messages of importance or lack thereof.
3. How does senior staff discuss how to address situations and comments that challenge the value of diversity or create a non-inclusive environment?

4. What is the process for staff and faculty to comfortably voice these concerns regarding diversity in their unit or at the institution?
Use orientation to assist faculty and staff with generating community, sharing ideas, and having a common foundation.
Limit new faculty and staff from information overload and length.
Institute diversity and inclusion onboarding options
Introduce new faculty and staff to the culture, history, and mission of the institution.
Create experiences and not limit orientation to information transference.
Consider having multiple people leading orientation for variation of approaches and maintenance of audience attention.
Consistent communication throughout the process.
Adapted from: [Garey, B, Ober, D., & Reese, L. (2015) "Faculty and Staff Orientation: A New Approach" *CUPA-HR Webinar*}

These processes should be intentional and systematic, to the degree possible, rather than haphazard or random. Additionally, you may want to create a practice in which people leaving a position create a transition manual noting major projects, duties, resources, and active or uncompleted work. Nevertheless, there are few formal models of onboarding that translate directly from one unit or department to another, much less from one organization or institution to another. The key here is for the institution to encourage the onboarding process on a campus-wide basis while providing support for local implementation of collaborative approaches to accomplishing the goals of onboarding.

It is critical to view onboarding as a medium-term process that extends well beyond the first day or the first week or first month and continues across multiple months and into the first year or more depending on the type of position and levels of advancement available within job types. For some positions, the onboarding process may extend into the second year of employment as individuals become familiar with the annual cycles of the academic calendar at Stetson University. The ultimate objective is to foster a supportive and welcoming atmosphere for all faculty and staff where job satisfaction, institutional attachment, and shared purpose within the University are central to the lived experiences of everyone.

Implicit bias and other challenges of inclusion can become critical aspects of the onboarding process. Equity in the ways people are treated has a lot to do with how many members of URGs experience the institution and decide to stay or leave. In addition, onboarding can be conceptualized as a process whereby existing employees learn about the institutional commitment to EDI, receive additional professional development in support or an inclusive work environment, and become engaged in carrying out institutional goals for diversity. Additionally, there are some community and development resource groups that already exist that you will want to make new employees aware of. These include: Stetson ACE Women's group, the Office of Religious and Spiritual Life, and, in DeLand, AAUW Stetson Chapter and ALANA-I https://www.stetson.edu/other/alana-ia-caucus/. Building a supportive and welcoming atmosphere, and attending to problems or issues of equity and inclusion when they

arise are critical components of facilitating retention, a topic we turn to next.

## Retention

Stetson University seeks to retain faculty and staff members who add diversity and bring excellence to our campus. The following retention guidelines are offered in an effort to help schools and departments in supporting and retaining our faculty and staff. Stetson University understands that our institutional commitment to increasing faculty and staff diversity continues well beyond the appointment and onboarding of each new faculty or staff member. Retaining and advancing our existing faculty and staff is equally important as the search, selection, and hiring process. Furthermore, we recognize that retaining and promoting faculty and staff from URGs affect our ability to recruit new faculty and staff from a diversity of backgrounds. Therefore, throughout the processes of search, selection, hiring, and onboarding, Stetson University aspires to promote a welcoming and inclusive workplace climate that supports the professional development and institutional engagement of every member of our community. Diversity in higher education institutions has been plagued by the "revolving-door effect," in which institutions struggle to avoid losing ground in their inclusive hiring initiatives because colleges and universities often lose faculty and staff from URGs almost as quickly as they hire (James Irvine Foundation, 2006). Employee retention includes: (1) intentionally fostering a sense of belonging and affinity to the institution, (2) providing appropriate resources to aid in employees' success, (3) actively working to reduce turnover through leadership, evidence, resources, and coordination, and (3) instituting approaches that include mentoring, attention to issues of climate, offering professional development, facilitating opportunities for professional advancement, counter-offers, and exit interviews when necessary (Blackwell, Snyder, & Mavriplis, 2009; O'Meara, Kuvaeva, Nyunt, Waugaman, & Jackson, 2017; O'Meara, Lennartz,, Kuvaeva, Jaeger, & Misra, 2019). Retaining faculty and staff is essential to advancing organizational culture and innovation.

Retention of faculty and staff relies on a comprehensive approach to making Stetson a welcoming and inclusive workplace. Whereas equity and diversity are fundamental features of recruitment, inclusion is the basis for retention. That is, inclusion requires that faculty and staff (and students) from URGs should have full access to all of the fundamental rights and privileges of power, ownership, and governance of the institutions they inhabit without having to relinquish the personal identities or cultural heritages they bring with them to the institution. Inclusion requires that the institution reject an assimilationist approach to inclusion that would otherwise require URG faculty and staff to adopt the values, beliefs, attitudes, mores, norms, and cultural practices of historically privileged groups. In the same way that overcoming implicit bias in the recruitment and screening of applicants, *retention* requires critical self-evaluation to overcome our preferences for working with people who fully share our backgrounds, worldviews, assumptions, and perspectives about higher education, and the standard operating procedures that seem to operate for the status quo. Inclusion requires that we need to identify the ways that our existing assumptions, and corresponding policies and procedures, may create barriers to the success and engagement of faculty and staff from URGs.

Mentorship has been a longstanding recommendation for helping faculty and staff from URGs feel welcomed and supported in institutions of higher education. Yet, in the experiences of many faculty and staff from URGs, mentors sometimes turn out to be (tor)mentors. This means that many mentors may not have the requisite skills or demeanors or cultural competence to effectively provide mentorship to faculty or staff from URGs, often times across generational gaps as well. Most often, mentors are "old school" academics or staff who with good intentions encourage their more junior mentees to play by the old rules, even in the face of a rapidly changing academic context on campus and more broadly. Some mentors have little awareness of interacting across differences of age, gender, race, ethnicity, religion, sexual orientation, disability, and other aspects of identity. Indeed, one of the critical reasons we value the diversity of our faculty and staff is to serve as role models and mentors to students across those same aspects of identity. For these reasons and others, a mentorship model is potential one aspect of fostering retention, with a number of caveats that warrant monitoring and assessment of the quality of impact mentorship programs and individual mentors.

### Best Practices

Develop and implement a data-driven approach to diversity retention.
Create a process to measure diversity turnover and its costs.
Treat diverse employees as individuals rather than using groupings.
Offer individualized retention and professional development plans for faculty and staff.
Institute "stay interviews" during employment.
Intentionally use post-exit interviews to identify the causes for lack of employee retention.
Develop processes that minimize unconscious bias and microaggressions in the workplace following hires.
Measure and recognize managers/chairs/deans/etc. for developing and retaining diverse employees.
Collaborate with Alumni Relations to create a diversity alumni network that may facilitate boomerang rehires.
Develop and support the infrastructure for diversity affinity employee groups.

Adapted from: **https://www.tlnt.com/a-12-step-program-for-retaining-your-diverseworkforce/**

Onboarding serves as the initiation of retention efforts, starting on day one to identify ways that new faculty and staff from URGs will acclimate, adapt, adjust, and then succeed and thrive at Stetson. Existing faculty and staff will need to ask themselves whether their interest is in discussions about the limitations and potentially marginalizing features of their departmental norms and practices. For example, in hiring a new person, there should be appetite for hearing how a new person might want to jazz up a class or what they think about departmental programming. Are we inviting people to the department to just "fill a gap" or are we inviting someone to the department to innovate, invigorate, and update our existing standard operating procedures? Faculty searches often suffer from a "replacement logic"—as if people are replacing someone who left,

retired, or was unsuccessful or unhappy rather than thinking about how new people with differing perspectives and worldviews can enrich and invigorate our offices and classrooms. These are challenging issues that require sustained attention to inclusion, not as an assimilationist approach but as a fully welcoming form of ownership, governance, and leadership that can help transform our institution.

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## APPENDICES
A. Confidentiality Agreement for Search Committee Members
B. Implicit Bias Resources
C. Example Position Description
D. Top 10 Evidence-Based Practices for Inclusive Hiring (O'Meara and Culpepper, 2018)
E. Example Rubrics

## APPENDIX A: CONFIDENTIALITY AGREEMENT

**Stetson University Confidentiality Statement**
**Recruitment/Interview/Selection Process**
***Instructions for the Chair of the Committee***: It is the responsibility of the Chair of the Recruitment/Hiring Committee to read this admonition to the entire committee at the beginning of the process before the committee discusses criteria, drafts interview questions, reviews applications and/or resumes or begins any work. Failure to read this statement may result in cancellation of the recruitment.

**Statement**
All information learned from any recruitment document or during interviews is privileged. The information is not for public disclosure. In the eyes of the law, each committee member is viewed as an agent of the university. During the selection process, it is important that we do not create a liability for the university or for ourselves as individuals. Members who disclose privileged information run the risk of involving themselves and/or the university in a lawsuit involving a tort action. Examples are the tort of defamation, which is committed when an individual communicates false, injurious information about another; and tortious invasion of privacy, which includes placing another in a false light in the public eye or public disclosure of

private facts. In any lawsuit it is possible for an individual to be named as a defendant as well as the university.

An appropriate response to questions from individual applicants or the public about any aspect of the selection process should be:
Selection is a confidential process and therefore I am unable to respond to your question.
The recruitment process is treated with confidentiality, so it would be inappropriate for me to answer your question or that of any other applicant.
If the person inquiring is not satisfied with your response, please ask them to refer the question to Human Resources.

## APPENDIX B: IMPLICIT BIAS RESOURCES

| SOURCE | RESOURCE TITLE | BRIEF DESCRIPTION | URL/Location |
|---|---|---|---|
| University of Wisconsin, Searching for Excellence & Diversity: A Guide for Search Committees | Discussing Diversity and Excellence | Resource lists common views expressed during search processes that reveal committee members' implicit biases and consequently shape evaluation of and interactions with prospective applicants and candidates. | https://wiseli.wisc.edu/wpcontent/uploads/sites/662/2018/11/SearchBook_Wisc.pdf (pp 27-28, 32) |
| UCLA, Implicit Bias Video Series Office of Equity, Diversity and Inclusion | Preface: Biases and Heuristics | Introduces biases and heuristics including confirmation bias, affinity bias, and in-group favoritism that influence decision-making and evaluation of others. These cognitive processes disproportionately and systematically benefit certain groups and harm others through the operation of implicit biases which allow for discrimination based on social categories. | https://www.youtube.com/watch?v=BwYFhJO9t50&feature=youtu.be |
| UCLA, Implicit Bias Video Series | Lesson 1: Schemas | Explains that schemas are mental shortcuts or unconsciously occurring templates of knowledge that sort people and information we see and experience into broader categories. The sorting of fellow human beings by schemas including social categories such as age, profession, gender and race can have negative implications for fairness in evaluative processes. | https://www.youtube.com/watch?v=OQGIgohunVw |
| UCLA, Implicit Bias Video Series | Lesson 2: Attitudes and Stereotypes | Once schemas are used to unconsciously categorize people according to groups, our brain will activate biases such as stereotypes and attitudes that shape how we think about, evaluate, or interact with others. These biases may be implicit, those of which we are unaware, and can be consequential in decision-making. | https://www.youtube.com/watch?v=7FgqGAXvLB8 |

| UCLA, Implicit Bias Video Series | Lesson 3: | Video describes how implicit bias is a strong predictor of discriminatory behavior including hiring callbacks and evaluations of people of color and ambitious, confident women. | https://www.youtube.com/watch?v=8SIb97tZSpI |
|---|---|---|---|
| UCLA, Implicit Bias Video Series | Lesson 4: Explicit vs. Implicit Bias | Video details the difference between explicit and implicit biases. We may be aware of explicit biases but unwilling to disclose them. Implicit biases exist beyond our conscious awareness. Specific tools and strategies therefore are required in order to assess implicit bias. The Implicit Association Test is one such tool. | https://www.youtube.com/watch?v=5S7e6kbGDY&list=PLWG vsmMJ2clEeGKVyr OIKIOYrjFnVKqa&index=5 |
| UCLA, Implicit Bias Video Series | Lesson 5: The Implicit Association Test (IAT) | Video introduces the IAT which helps to illuminate implicit bias by measuring how quickly we sort two concepts that are closely associated in our minds. Quicker sorting means stronger association and a stronger association reveals our implicit preferences. The extensively validated instrument suggests implicit biases are statistically significant, systematic, and pervasive. | https://www.youtube.com/watch?v=hr9xAcWv790&1ist=PLWG vsmMJ2clEeGKVyrOI KIOYrjFnVKqa&index=6 |
| UCLA, Implicit Bias Video Series | Lesson 6: Countermeasures | Video introduces strategies that can mitigate biases and their impact. These include: (1) mindset (2) debiasing (3) decoupling. In the context of hiring decisions, pre-determined position criteria, standardized evaluations, structured interviews, and diverse search committees can mitigate the occurrence and impact of implicit bias. | https://www.youtube.com/watch?v=RIOGenWu Ia&list=PLWG vsmMJ2clEeGKVyrO IKIOYrjFnVKqa&index=7 |
| TEDx LincolnSquare | Unconscious Bias: Stereotypical hiring practices | CEO Gail Tolstoi-Miller is an award-winning career coach, staffing strategist and author. With over 20 years industry experience and over 15,000 job placements, she uses her insider perspective to explain how unconscious bias affects hiring practices. | https://www.youtube.com/watch?v=QCFb4BiDDcE |
| TEDxPasadena | How to Outsmart Your Own Unconscious Bias | Author, speaker and CEO Valerie Alexander explains how the human brain instinctively reacts when encountering the unexpected, like saber-toothed tigers or female tech execs, and proposes that if we have the courage to examine our own behavior when faced with the unfamiliar, we can take control of our expectations, and by doing so, change the world. | https://youtu.be/GP-cqFLS8Q4 |
| TEDxBasel | Are you biased? I am. | What do you do when you realize you have a bias, even against yourself? Kristen Pressner is the Global Head of Human Resources at a multinational firm, and a tireless advocate for, and promoter of, women in the workplace. In this enlightening talk, Kristen explores how we can recognize our own hidden, irrational biases - and keep them from limiting us. | https://youtu.be/Bq_xYSOZrgU |
| TEDXDelrayBeach | Inclusion, Exclusion, Illusion and Collusion | CEO of Human Facets, Helen has a 25+ year successful track record in the field of Global Inclusion. She is an internationally recognized Thought Leader on Unconscious Bias, global inclusion and diversity. As creator of "Cognizant" -- Unconscious Bias assessment tool and the "ISM Profile" for measuring Inclusion Skills gaps, her work | https://youtu.be/zdV8OpXhl2g |

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| | | has contributed to clients winning the Catalyst Award for Gender improvements. | |
| TEDxCambridge | On Diversity: Access Ain't Inclusion | Getting into college for disadvantaged students is only half the battle. Anthony Abraham Jack,Assistant Professor at the Harvard Graduate School of Education, reveals how and why they struggle and explains what schools can do differently if these students are to thrive. He urges us to grapple with a simple fact: access is not inclusion. | https://youtu.be/j7w2Gv7ueOc |

**COLLEGE OF ARTS AND SCIENCES**
**POSITIONS:** Assistant Professor and Associate Professor of FIELD OF STUDY (2 positions)
Stetson University seeks applications for two positions of tenure-track Assistant Professor of
FIELD OF STUDY. These are full-time, 9-month positions, beginning in August 2020.

**REQUIRED QUALIFICATIONS:**
Position 1: Assistant Professor of FIELD OF STUDY WITH ANY SUBFIELD LISTED
• Doctoral-level education in FIELD OF STUDY (with emphasis, training, experience, or
other qualifications in SUBFIELD).
• Potential for excellence in teaching and mentoring undergraduates from a broad crosssection
of diverse backgrounds (e.g., potential can be demonstrated as part of cover
letter, teaching evaluations, teaching awards, or letters of recommendation).
• A clearly defined program of research interests and potential for scholarly publication in
area of expertise.
• Demonstrated training, experiences and/or skills in working effectively with students from
underrepresented groups.

Position 2: Associate Professor of FIELD OF STUDY WITH ANY SUBFIELD LISTED
• Ph.D. in FIELD OF STUDY (with emphasis, training, experience, or other qualifications
in SUBFIELD).
• Demonstrated experience of excellence in teaching and mentoring undergraduates from
a broad cross-section of diverse backgrounds (e.g., evidence can be submitted as part
of cover letter, teaching evaluations, teaching awards, or letters of recommendation).
• A well-defined program of research interests and evidence of scholarly publication in
area of expertise.
• Scholarly research and teaching record commensurate with appointment at the level of
associate professor.
• Demonstrated training, experiences and/or skills in working effectively with students from
underrepresented groups.

**PREFERRED QUALIFICATIONS:**
Position 1: Assistant Professor of FILED OF STUDY WITH ANY SUBFIELD LISTED
• Ph.D. is preferred but ABD will be considered with other evidence of qualifications.
• Post-doctoral research experience is not required but may be beneficial.
• Evidence of course-responsible teaching experience beyond TA-level instruction.
• Publication record in field of expertise.
• Evidence of scholarly presentations at regional, national or international conferences.
• Interest in contributing to departmental commitment to increasing the quality of
education for students from underrepresented groups.
Position 2: Associate Professor of FIELD OF STUDY WITH ANY SUBFIELD LISTED
• Interest in contributing to departmental commitment to increasing the quality of

education for students from underrepresented groups.

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• Ability to provide leadership in program, department, college or university service activities.

## RESPONSIBILITIES:

We seek a dedicated teacher-scholar who will be an excellent teacher, engaged undergraduate research mentor, and productive scholar. Postdoctoral experience is recommended but not required. Candidates should have a strong commitment to innovative teaching and academic advising of undergraduates. We are particularly interested in candidates with an interest in or record of scholarship in engaging students from diverse backgrounds.

As a liberal learning institution, Stetson focuses on education of the whole student through a strong foundation in General Education, deep disciplinary training, and experiential learning. Thus, this tenure-track faculty position has a strong focus on teaching, advising, and mentoring of undergraduate research. Primary teaching responsibilities include an upper-division courses in FIELD OF STUDY and SUBFIELD, and mentoring of capstone senior research projects. Other courses will be based on the candidate's expertise, and may include new or existing upper-division FIELD OF STUDY and/or General Education courses. The combined teaching load is equivalent to # course units per semester, which typically ranges from 9 to 12 contact hours. All majors in the College of Arts and Sciences complete a Senior Project, and therefore mentoring undergraduates as researchers is a key responsibility. As teacher-scholars, candidates will be expected to be excellent teachers and pursue a vibrant research program. The candidate will also provide academic advising for undergraduates each semester. University service and or leadership are also expected commensurate with rank.

For more information on our expectations in teaching and scholarship and our support for faculty development, please see the Office of the Provost and Academic Affairs website: http://www.stetson.edu/provost.

## THE DEPARTMENT:

The FIELD OF STUDY Department (WEBSITE) consists of ## full-time faculty members with areas of expertise in SUBFIELDS. We emphasize small classes, investigative research in and out of the classroom, and service-learning/community based research. For examples of collaborative research with students across the University see "Stetson Showcase" at http://www.stetson.edu/other/research/showcase.php.

## THE COLLEGE OF ARTS AND SCIENCES:

Stetson's College of Arts and Sciences (http://www.stetson.edu/portal/artsci/) is the largest and

most diverse of the University's colleges and schools. INSERT CURRENT INFORMATION ABOUT STUDENT DEMOGRAPHICS AND COMMITMENT TO DIVERSITY AND INCLUSION.

With nineteen academic departments and nine interdisciplinary programs, the College is the liberal arts core of the University; it includes the humanities, social sciences, natural sciences, education, and creative arts. A great strength of the College is its faculty of approximately 140 full-time teacher-scholars. The College offers 31 undergraduate majors and 34 undergraduate

minors; six graduate degrees are offered in Education, Counselor Education, and Creative Writing. Every undergraduate major requires a senior research project, giving students the opportunity to design and carry out independent research under faculty mentorship. Our academic programs are shaped by the values of social justice and civic responsibility, *and all faculty are expected to contribute to these aspects of our mission*.

All of our courses and programs of study promote engaged learning, whereby students create connections between the classroom or lab and the local, regional, and global community. The academic programs of the College of Arts and Sciences prepare students to live significant lives, to interact with and positively affect the world around them.

**THE UNIVERSITY:**

Founded in 1883, Stetson University (http://www.stetson.edu) is a private, selective university comprised of a rich array of liberal arts and professional academic programs. Collectively, Stetson's faculty works with nearly 4,000 students in undergraduate, graduate, and professional programs. The University's historic main campus, located in DeLand, enrolls more than 3,000 students in undergraduate programs in the College of Arts & Sciences, the School of Business Administration, and the School of Music. Stetson University College of Law, Florida's first law school, moved from the main campus to Gulfport in 1954, and, with the addition of the Tampa Law Center, serves approximately 1,000 students working full-time or part-time toward J.D. or LL.M. degrees. Graduate programs offered include Business, Accounting, Educational Leadership, Counseling, and Creative Writing. Florida's oldest private institution of higher learning, Stetson has regularly been ranked among the best regional universities in the Southeast and was the first private college in Florida to be granted a chapter of Phi Beta Kappa. Stetson University provides an inspiring education that engages students with rigorous academic and creative study grounded in liberal learning and promotes civic values of personal and social responsibility. Working closely with faculty and with one another, students cultivate abilities to explore issues deeply, think critically, reason empirically, speak persuasively, and connect ideas creatively. Firmly committed to inclusive excellence, our vibrant community of teacher-scholars nurtures the potential of individual students to lead lives of significance and prepares each to meet the challenges of shaping the future—locally, nationally, and globally. Stetson University affirms cultural diversity and inclusion as a core value of academic excellence. We are committed to achieving equal access in education, employment, and participation through the recruitment and retention of outstanding faculty, staff, and students from diverse backgrounds, and to meaningful academic and intellectual transformation in curriculum, research and service. We are dedicated to actions and policies that foster a community in which individuals with various identities, cultures, backgrounds, and viewpoints work together to create opportunities for engagement through rewarding and fulfilling careers and personal experiences in a culturally and racially diverse society and a globalized world.

**THE COMMUNITY**:

DeLand is a picturesque residential community of 32,000 located 20 miles west of Daytona Beach and 35 miles northeast of Orlando. The area offers extensive cultural as well as recreational activities. [ADD INFORMATION ABOUT DIVERSITY IN DELAND, ORLANDO, AND FLORIDA].

**SALARY:** Salary is competitive.

**STARTING DATE:** August 12, 2021

**APPLICATION:**
Applicants must send the following materials for consideration: 1) a cover letter that describes the candidate's qualifications for the position as described in this announcement; 2) a statement of diversity and inclusion that provides details about the candidate's training, experiences, and skills in working with diverse students from a broad array of backgrounds; 3) the candidate's philosophy of teaching, advising, and mentoring of undergraduate research in a liberal arts university, 4) a research plan, 5) a curriculum vitae, and 6) three letters of recommendation, at least two of which include an evaluation of teaching ability.
Review of applications will begin immediately and continue until the position is filled, with preference given to applications received on or before ---.

NAME, Search Committee Chair
Department of FIELD OF STUDY
Stetson University
DeLand, FL 32723

*We strongly encourage members of historically under-represented and economically disadvantaged groups and women to apply for employment. Stetson University is an EEO, ADA, ADEA, and GINA employer.*

**APPENDIX D:**
**TOP 10 EVIDENCE-BASED PRACTICES FOR INCLUSIVE HIRING**
**(O'MEARA & CULPEPPER, 2018)**

**https://www.advance.umd.edu/sites/advance.umd.edu/files/6.%20Top%2010%20Evidence-Based%20Practices%20for%20Inclusive%20Hiring_1.pdf**

## APPENDIX E: EXAMPLE RUBRICS

**EXAMPLE RUBRIC FOR SEARCH COMMITTEE**
**Key: 0 = Does not meet minimum qualification**
**1 = Meets minimum qualification**
**2 = Moderately exceeds minimum qualification**
**3 = Substantially exceeds minimum qualification**

**Candidate's name _____**

| REQUIRED QUALIFICATIONS | SOURCES OF ASSESSMENT | RATING 0-3 |
|---|---|---|
| Doctoral-level education in FIELD OF STUDY (with emphasis, training, experience, or other qualifications in SUBFIELD) | | |
| Potential for excellence in teaching and mentoring undergraduates from a broad cross-section of diverse backgrounds (e.g., potential can be demonstrated as part of cover letter, teaching evaluations, teaching awards, or letters of recommendation) | | |
| A clearly defined program of research interests and potential for scholarly publication in area of expertise | | |
| Demonstrated training, experiences and/or skills in working effectively with students from underrepresented groups | | |
| **PREFERRED QUALIFICATIONS** | | |
| Ph.D. is preferred but ABD will be considered with other evidence of qualifications | | |
| Post-doctoral research experience is not required but may be beneficial. | | |
| Evidence of course-responsible teaching experience beyond TA-level instruction | | |
| Publication record in field of expertise | | |
| Evidence of scholarly presentations at regional, national or international conferences | | |
| Interest in contributing to departmental commitment to increasing the quality of education for students from underrepresented Groups | | |
| **OVERALL EVALUATION/TOTAL SCORE** | | |

**EXAMPLE CANDIDATE EVALUATION RUBRIC**
**Key: 0 = Does not meet minimum qualification**
**1 = Meets minimum qualification**
**2 = Moderately exceeds minimum qualification**
**3 = Substantially exceeds minimum qualification**

**Candidate's name** _____

**Person completing the evaluation** _____

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

o Read candidate's CV                      o Met with candidate

o Attended candidate's teaching demonstration     o Attended candidate's job talk

o Read candidate's scholarship               o Attended meal with candidate

o Read candidate's letters of                 o Other (please explain)
recommendation

| PLEASE RATE THE CANDIDATE IN EACH OF THE FOLLOWING AREAS: | Excellent | Good | Neutral | Poor | N/A | Comments |
|---|---|---|---|---|---|---|
| Ability to teach as reflected in the teaching demonstration | | | | | | |
| Ability to teach as *reflected in candidate's past experiences (e.g., student ratings, awards, etc.).* | | | | | | |
| Ability to conduct scholarly research as reflected in the job talk. | | | | | | |
| Ability to conduct scholarly research as reflected in the candidate's *record (e.g., quality publications).* | | | | | | |
| Overall potential for scholarly impact | | | | | | |
| Record of obtaining external research funding | | | | | | |
| Potential for obtaining external research funding (willing and able) | | | | | | |
| The ability to work with diverse students and diverse groups | | | | | | |
| The ability to contribute to a climate of inclusion | | | | | | |

**OVERALL RATING:** _____Acceptable_____Acceptable with reservations _____Unacceptable