

Table 1. Equitable Hiring Practices Self-Assessment Checklist

		Mostly	Sometimes	Rarely
Hiring Criteria	The search has criteria requiring candidates to have a demonstrated record of success in teaching and supporting Latinx, Black, Asian American and NHPI, and AIAN students.			
	The search has criteria requiring candidates to have a demonstrated record of mentoring (e.g., advising, conducting research) that impacts Latinx, Black, Asian American and NHPI, and AIAN students and their communities.			
Cluster Hiring	The campus has conducted a cluster hire of faculty members focused on serving racially minoritized communities (e.g., Latinx therapists, Black/African American service emphasis, Native American/Indigenous scholarship).			
	The campus has provided the faculty cluster with intensive, ongoing coordination and onboarding support during the faculty members' first five to seven years.			
	The search has a secondary review committee to ensure accountability for department-based assessments for meeting the equity-minded search criteria.			
Teaching Demonstration	Candidates are assessed on the use of asset- based, non-deficit language about Latinx, Black, Asian American and NHPI, and AIAN students and communities.			
	Candidates are assessed on teaching strategies that have been shown to have an impact on inequities for Latinx, Black, Asian American and NHPI, and AIAN students.			
Interview Questions	Candidates have clear examples of how they have demonstrated their commitment to Latinx, Black, Asian American and NHPI, and AIAN students and communities.			
	Candidates for faculty positions can cite clear examples of how they have demonstrated their success in serving Latinx, Black, Asian American and NHPI, and AIAN students.			



EQUITY-MINDED HIRING CRITERIA

When a search concludes, the overarching evaluation of the process's effectiveness is the extent to which the new faculty member satisfies and exceeds the documented search criteria. Search criteria refer to the benchmarks a department sets to evaluate prospective candidates for a faculty position. There are usually different levels of search criteria: "required" or "minimum," and "preferred." Required or minimum criteria are mandatory factors that each candidate must meet for consideration, such as whether the applicant has a terminal degree, the discipline that degree is in, a record of relevant research and/or service, and/or demonstration of an ability to secure funding. In contrast, preferred criteria are those that are desired or preferred, regarding a candidate's years of experience, areas of specialty, or understanding of an institution or a department and its mission. Our focus here is on required or minimum criteria.

One strategy that promotes equity-minded student success, but also increases faculty diversity, is to **have required evaluation criteria focused on minoritized communities**. To identify the focus of the criteria, a campus should evaluate its outcomes data (e.g., persistence, graduation, achievement) to determine groups that experience disproportionate impact. Most commonly, institutions will find that Latinx, Black, underrepresented Asian American and NHPI, and AIAN students are underserved by the institution, compared to other groups. Then, the campus should select the group or groups to be the focus of the search. These criteria should appear prominently among the posted criteria. For example, in a search for a counseling/therapy faculty member, a campus could have search criteria focused on whether the candidate has demonstrated a commitment to serving Latinx populations or a history of effective work at a Hispanic-Serving Institution. Other examples could be requiring candidates to

demonstrate a record of success in teaching, service, and/or research focused on Black/African American populations or requiring candidates to have a record of research and scholarly activities focused on American Indian/Alaska Natives. **In all these examples, the search is focused on the potential contributions of the candidate as opposed to the candidate's individual characteristics** (e.g., race/ethnicity, gender). That said, more Latinx, Black, underrepresented Asian American and NHPI, and AIAN candidates will typically be among the applicants because of the specialized search criteria.

Table 2 presents sample hiring criteria from two different institutions. The first is from Santa Barbara City College (SBCC), a public community college that engaged in a large cluster hire of faculty members (see next section on cluster hiring) and used criteria that evaluated a prospective faculty member's demonstrated commitment to serving Black and Brown students. These criteria were developed in response to equity gaps in student outcomes between Black and Brown students and their peers. The second example is from San Diego State University (SDSU), a large urban public institution with an emphasis on public-facing research. These equity-focused criteria, called Building on Inclusive Excellence (BIE), apply to all faculty searches in all disciplines. At SDSU, the definition of underrepresented students and populations is based on [the Graduation Initiative 2025](#), which primarily targets equity gaps for Black/African American, Latinx, and Native American students. In the examples from SBCC and SDSU, the recurrent phrasing of the criteria is on faculty members' "demonstrated commitment," "demonstrated knowledge," "expertise" and "contribution" to Latinx, Black, underrepresented Asian American and NHPI, and AIAN students and communities.

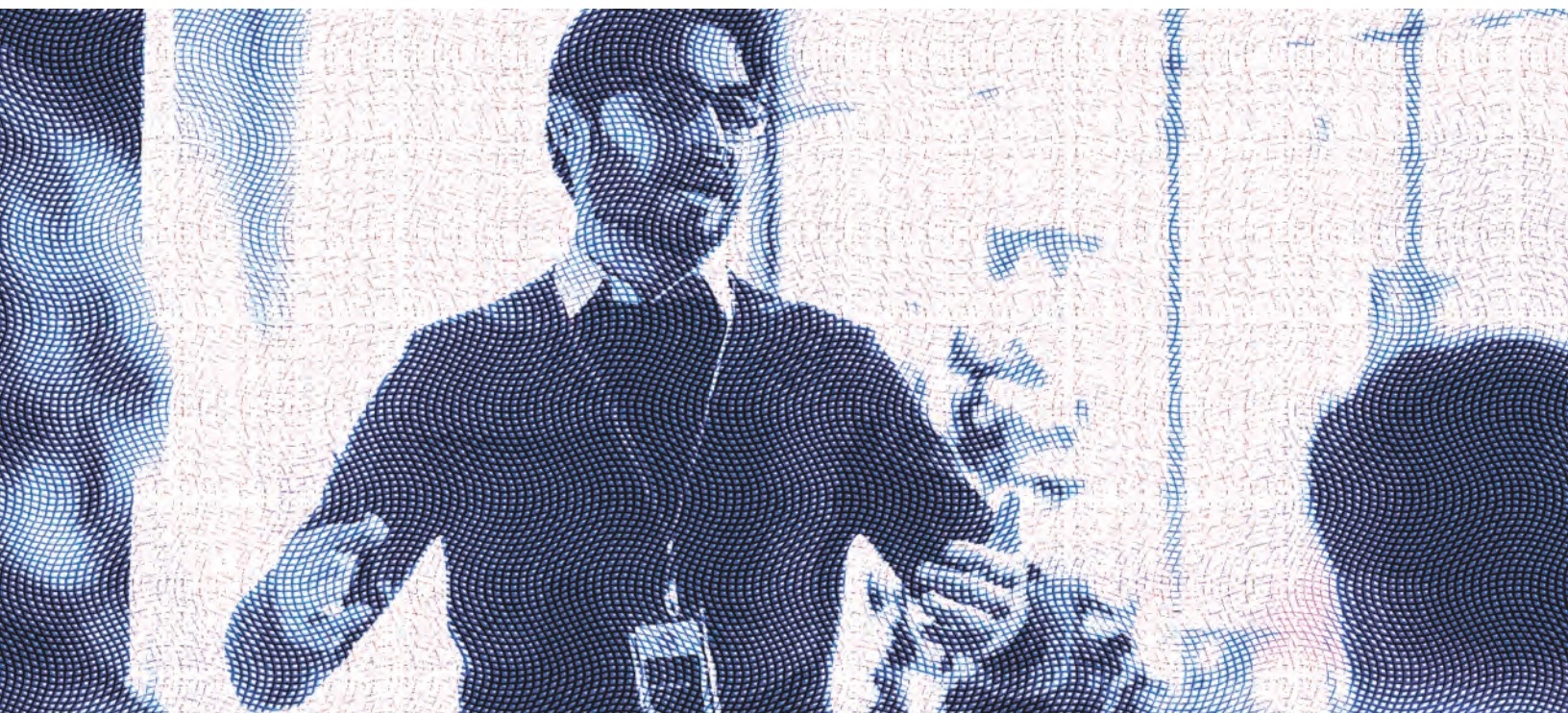


Table 2. Sample Hiring Criteria

Santa Barbara City College (SBCC) Hiring Criteria	
A candidate:	
☐	Has experience in or has demonstrated commitment to teaching, mentoring and/or engaging in services for Black and Brown students.
☐	Has demonstrated knowledge of barriers for Black and Brown students and experience in addressing disproportionate impacts at an institution.
☐	Has experience in or has demonstrated commitment to helping Black and Brown students navigate a higher education institution.
☐	Has experience or has demonstrated commitment to integrating elements of culturally relevant and inclusive pedagogy.
☐	SBCC has reserved the following 24 tenure-track faculty positions to seek faculty members with the expertise to lead its institution in serving Black and Brown students.
San Diego State University Hiring Criteria	
A candidate:	
☐	Is committed to engaging in service with underrepresented populations within the discipline.
☐	Has demonstrated knowledge of barriers for underrepresented students and faculty members within the discipline.
☐	Has experience or has demonstrated commitment to teaching and mentoring underrepresented students.
☐	Has experience or has demonstrated commitment to integrating understanding of underrepresented populations and communities into research.
☐	Has experience in or has demonstrated commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group.
☐	Has experience in or has demonstrated commitment to research that engages underrepresented communities.
☐	Has expertise or demonstrated commitment to developing expertise in cross-cultural communication and collaboration.
☐	Has research interests that contribute to diversity and equal opportunity in higher education.

In addition to required search criteria, required hiring criteria are only effective when mechanisms are in place for accountability. For instance, perhaps there is a department that has not fared well historically in the treatment of Latinx, Black, underrepresented Asian American and NHPI, and AIAN students and faculty members. If this department uses equity-minded hiring criteria without accountability from outside the department, it is unlikely the department will evaluate candidates meaningfully based on the criteria. Instead, semifinalists and finalists brought to campus will most likely mirror the identities and experiences of current faculty members in the department. Moreover, candidates considered will not be as effective in serving students who are experiencing disproportionate impacts in the department.

Some institutions combat this challenge by establishing a secondary committee at the institutional or college level that also evaluates candidates based on the criteria. The secondary committee must be formed in line with campus policies and collective bargaining agreements, if applicable, which often means the committee will need to be staffed by tenured/tenure-track faculty members. This committee could be responsible for reviewing the application materials (e.g., CV, letter of intent, teaching philosophy, diversity statement) of candidates who made the finalist round. Based on a rigorous evaluation of the candidate relative to the criteria, the secondary committee can then determine whether the candidate meets the criteria and can be advanced to a campus visit. If a candidate does not meet the criteria, the individual would be rejected from the pool, and the original committee could submit another candidate for consideration. A clear message should be that the secondary committee will only allow candidates to participate in a campus visit if they have a demonstrated record of success with Latinx, Black, underrepresented Asian American and NHPI, and AIAN students. But above all, departments with a history of not embracing diversity, equity, and inclusion would need to make a compelling case for why they are seeking to diversify their faculties and discuss their commitments to ensure that a new colleague would be entering a climate of support that is conducive to long-term success.

The recommendation to use equity-minded search criteria is foundational to efforts to improve student success, reduce equity gaps, and promote faculty diversity. Thus, this recommendation is an overarching one that can be highly effective when properly implemented. In the case of SDSU, these criteria are used for all searches; at SBCC, these criteria are employed with cluster hiring. Ideally, an institution would have equity-minded search criteria in place for all hires. These criteria could be more generally focused on underserved Latinx, Black, underrepresented Asian American and NHPI, and AIAN students. Then the campus could employ more targeted criteria in a cluster hire (e.g., Latinx, Black, American Indian/Alaska Native, Southeast Asian).