HOW TO SCREEN AND REVIEW CANDIDATES HOLISTICALLY

A Checklist for Faculty Search Committees

Preventing and counteracting bias in screening and review processes

☐ Have the AAEOR and search committee chair participated in the Division of Inclusive Excellence AAEOR training within the last three (3) years or less?

☐ Have other search committee members participated in the Division of Inclusive Excellence AAEOR training or other bias prevention trainings?

[LinkedIn Learning's DEI Courses](#) (free via my.csus.edu)
CSU Learn "[Searches and Recruitment in the CSU](#)" Training (w/ CSUS log in)

☐ Has the committee designed a screening process that disincentivizes and educates against "time-saving" or "risk averse" practices such as: 1) pre-ranking candidates, 2) narrowing the pool by degree-granting institution, 3) relying on "gut" feelings about a candidate's ability to "fit" into the department's culture?

☐ Has the committee created 1) guidelines for initial candidate screening, 2) a rubric for comprehensive review("[Tips & Guidelines](#)")?

☐ Do the rubrics/forms reflect key priorities for the role and include qualifications that demonstrate the candidate's excellence in diversity, equity, and inclusion?

☐ Has the search committee discussed and agreed on discussion and deliberation best practices to help guide members through difficult conversations about preventing and addressing bias and transparent decision making?

Things to consider and discuss as a committee:
☐ [Concrete strategies for pointing out bias within deliberations](#)
☐ Expectations for communication (create "[discussion guidelines](#)")
☐ Commitment to working through conflicts in order to foster just and equitable outcomes in faculty recruitment

HOW TO REVIEW APPLICATIONS FROM A DEI LENS

<u>Before Assessing Candidates</u>

□ Make sure that your rubric has DEI expectations and skills embedded in each of the expected evaluation areas (research, teaching, advising, service). ([Example](#))

□ Develop a Candidate Evaluation Form. You can use or adapt this [form](#).

□ If possible, all committee members should review all applications. If not possible, ensure that every application is reviewed by more than one person. See details on how to review dossiers [here](#).

<u>Assessing Candidates in terms of Equity, Inclusion and Diversity</u>

When assessing whether an applicant is open and committed to issues related to equity, inclusion, and diversity, a candidate should:

• Demonstrate an understanding and acceptance of equity, inclusion and diversity concepts, and that they are broader than just race, ethnicity, and gender
• Demonstrate self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes
• Demonstrate awareness of generational differences in work styles
• Demonstrates willingness to challenge and change institutional practices that present barriers to different groups
• Infuse equity, inclusion and diversity concepts in response to questions not directly prompting for them
• Able to provide concrete examples and/or experiences in these areas
• Uses inclusive language.
• Seems comfortable discussing issues related to DEI.
• Indicates experience, commitment, and/or willingness to promote issues related to EDI.
• Shares successful experiences working with underrepresented populations.
• Shows respect for people and their differences; promotes fairness and equity.
• Engages the talents, experiences, and capabilities of others.
• Fosters a sense of belonging; works to understand the perspectives of others.
• Creates opportunities for access and success.

[Adopted from University Health Services, University of California, Berkeley](#). Also see How to Read a Diversity Statement [here](#).