

Faculty Recruitment Toolkit

Guide to Best Practices in Faculty Search and Hiring



University of California, Irvine

This document was prepared by the School of Biological Sciences' Office of Diversity, Equity and Inclusion (ODEI) and is adapted from content from a variety of sources including the Office of Inclusive Excellence at UCI, Academic Personnel websites at UCI, Diverse Hiring websites and resources at the University of California, as well as resources from peer institutions including MIT, UC Berkeley, Columbia, University of Wisconsin-Madison, University of Washington, University of Michigan, and others. The information is provided here without copyright or license to encourage free use and dissemination. Specific sources are cited where appropriate. Individual contributors to this work include Aimee Edinger, Douglas Haynes, Ilona Yim, and Michael Yassa.

Disclaimer and Limitation of Liability: The Office of Diversity, Equity and Inclusion makes no representations of warranties with respect to the accuracy or completeness of the content of this handbook and specifically disclaim any warranties, explicit or implied. The advice and strategies included herein may not be suitable for every situation. ODEI shall not be liable for any loss or damage that may result from the use of the information in this handbook.

Links to citations and internet resources may have changed or disappeared between the time that this handbook was prepared and when it was read.

Feedback on this handbook is always welcome and we will make every attempt to have an up-to-date version available for download.

Last updated: April 2021.

Table of Contents

INTRODUCTION	2
DIVERSITY IS EXCELLENCE	2
RACIAL/ETHNIC AND GENDER BIAS IN BIOMEDICAL SCIENCE	3
OUR COMMITMENT	3
UCI RESOURCES FOR BEST PRACTICES IN FACULTY HIRING	4
ADDRESSING UC WORKFORCE DIVERSITY UNDER CA PROPOSITION 209	4
INITIATING THE SEARCH PROCESS	5
SEARCH COMMITTEE	5
EQUITY ADVISOR MEETING AND IMPLICIT BIAS TRAINING	5
CREATING THE JOB AD	5
BUILDING A DIVERSE APPLICANT POOL	6
RUNNING THE SEARCH	7
MONITORING THE APPLICANT POOL	7
REVIEWING THE APPLICATIONS	7
CHALLENGING ASSUMPTIONS, BIAS AND STEREOTYPES	8
BLIND SEARCHES	10
APPROVING THE SHORT LIST	10
INTERVIEWS AND FINAL CANDIDATE SELECTION	10
BEFORE THE VISIT	10
DOCUMENTING THE SEARCH	11
CAMPUS INTERVIEWS	11
FINAL CANDIDATE SELECTION	13
FINAL REPORTING ON THE SEARCH PROCESS	13
MAKING THE OFFER AND NEGOTIATIONS	13
EVALUATING THE SEARCH	14
ADDITIONAL RESOURCES	15
GUIDELINES AND POLICIES	15
RESOURCES AND READINGS	15
RESOURCES FROM OTHER UNIVERSITIES	15
FURTHER READINGS	15
APPENDICES:	17
APPENDIX 1. RUBRIC FOR EVALUATION OF CONTRIBUTIONS TO DEI	17
APPENDIX 2. CANDIDATE EVALUATION TOOL FOR FACULTY SEARCHES	21
APPENDIX 3. MICRO- AND MACRO-AGGRESSIONS DURING INTERVIEWS	22
APPENDIX 4. LIST OF ILLEGAL INTERVIEW QUESTIONS	30
APPENDIX 5. SAMPLE CANDIDATE EVALUATION FORM	31

Introduction

This comprehensive recruitment toolkit provides strategies and ideas drawn from best practices from across UCI, comparable institutions, and relevant research literature. The toolkit, prepared by the Office of Diversity, Equity and Inclusion in the School of Biological Sciences, serves as a foundation for the faculty recruitment efforts, and in particular it serves as a guide to promote inclusive excellence in recruitment. It is intended for use by department chairs, search committee chairs, and anyone involved in the faculty recruitment process.

Diversity is Excellence

Core to the process of faculty recruitment is the principle that diversity *is* excellence. A diverse workforce, campus, or laboratory can find unique solutions to problems, embrace individual strengths, overcome obstacles, and focus on collaboration rather than competition.

Katherine Phillips (1972-2020), professor at Columbia University's Business School, presented a wealth of evidence demonstrating that when we have to work with people who are not like ourselves, we tend to prepare more thoroughly and work harder to marshal our arguments, and we do better work as a result. Diversity is beneficial for teams precisely because we react differently to people who are different from us. If the end goal is excellence, diversity is an essential ingredient ([Phillips, 2014](#)).

“Decades of research by organizational scientists, psychologists, sociologists, economists and demographers show that socially diverse groups (that is, those with a diversity of race, ethnicity, gender and sexual orientation) are more innovative than homogeneous groups. It seems obvious that a group of people with diverse individual expertise would be better than a homogeneous group at solving complex, nonroutine problems. It is less obvious that social diversity should work in the same way—yet the science shows that it does. This is not only because people with different backgrounds bring new information. Simply interacting with individuals who are different forces group members to prepare better, to anticipate alternative viewpoints and to expect that reaching consensus will take effort.” - Katherine Phillips, [Scientific American 2014](#).

Scott Page, professor of Complex Systems, Political Science, and Economics at the University of Michigan, discusses a large number of examples on how teams that include different kinds of thinkers outperform homogeneous groups on complex tasks, producing what he calls “diversity bonuses.” These bonuses include improved problem solving, increased innovation, and more accurate predictions, all of which lead to better results for individuals and for organizations ([Page, 2017](#)).

In the context of biomedical science, a wealth of evidence has reliably demonstrated that scientific workforce diversity is essential for discovery and innovation ([Nielsen et al., 2017](#)). Freeman and Huang reviewed 2.5 million scientific papers between 1985-2008 across 11 scientific fields, including biomedicine, and surveyed the surnames of co-authors as a proxy for ethnic diversity. Controlling for number of authors, population density and other potential confounds, they found that papers written by diverse groups received more citations and were published in journals with higher impact factors ([Freeman and Huang, 2014](#)). Campbell and colleagues similarly found that peer-reviewed publications with gender-heterogeneous authorship teams received 34% more citations than publications produced by gender-uniform authorship teams ([Campbell et al. 2013](#)).

Overall, the data demonstrate that promoting diversity does not only promote fairness and justice but also leads to higher quality science.

Racial/ethnic and Gender Bias in Biomedical Science

Despite the wealth of data making the case for diversity's role in enhancing the quality of science, biomedical research faculty diversity continues to be an ongoing, recalcitrant challenge ([Gibbs et al., 2016](#), [Valantine, Lund & Gammie, 2016](#)).

Women comprise more than 50% of PhD graduates in NIH research-relevant disciplines and over 50% of U.S. medical school graduates, but only 40.6% of U.S. biomedical tenure-track faculty, 27% of tenured faculty ([AAMC faculty roster, 2018](#)), and only 14% of department chairs ([AAMC, 2014](#)). In fact, extrapolation of current trends suggests that it will take 48 years nationwide to attain gender parity among full professors ([National Science Foundation, 2019](#)).

Underrepresented racial/ethnic groups comprise 34% of the US population, but publicly available data indicate that they only comprise 15% of the PhD recipient pool ([Doctorate Recipients from U.S. Universities 2018 | NSF - National Science Foundation](#)), 12% of medical school graduates ([AAMC Data and Reports](#)), 9% of current assistant professors, and 4% of tenured faculty ([Faculty Roster: U.S. Medical School Faculty | AAMC](#)).

The low diversity of faculty compared to the available talent pool is primarily driven by institutional cultures that have perpetuated systemic inequities and created a climate that has made it difficult for underrepresented groups to thrive in biomedical science ([Price EG et al., 2009](#); [Pololi LH et al., 2013](#)).

Another major cause for concern is evidence for structural racism in [NIH funding patterns](#), which came under scrutiny recently. In 2011, the [Ginther report](#) found that funding rates for Black scientists were 10% lower than white scientists. This gap has improved in recent years dropping down to 7%, however it still remains and requires more active and aggressive interventions to close the equity gap. Given the importance of federal funding to positive tenure decisions in biomedicine, this gap has serious implications on retention.

Evidence of racism and sexism in citation patterns is just as alarming and has equally serious implications on hiring, merit, promotion and tenure rates. For example, a [2020 study](#) by Dani Bassett's group used data from the top five neuroscience journals to show that reference lists tend to include more papers with men as first and last author than would be expected if gender were unrelated to referencing. They also show that this imbalance is largely driven by the citation practices of men and is increasing over time as the field diversifies.

Even more recently, [work from the same group](#) demonstrated similar evidence for a white bias in referencing. They found that reference lists tended to include more papers with white persons as first or last author and that this imbalance was primarily driven by the citation practices of white authors, and is, similar to the gender bias, increasing over time even as the field diversifies.

The combination of non-inclusive climate in the academy, biases in federal funding patterns, and biases in publication and citation patterns, conspire to create cultures in the academy that are unwelcoming of women and underrepresented minorities.

Understanding these background factors is critical before embarking on faculty recruitment efforts. Understanding the systemic barriers that have significantly disadvantaged women and underrepresented minorities allows us to consider strategies to enrich the diversity of the applicant pool as well as strategies to ensure equity in all aspects of the process.

Our Commitment

Our shared commitment in Biological Sciences is that we firmly believe that diversity is crucial to our collective excellence and will continuously work to ensure that women and individuals from minoritized groups are well represented among our community at all levels, including our leadership. We are committed to creating a fair and equitable workplace and learning space where all members of our community can thrive and achieve their maximum potential. We embrace people from all backgrounds and experiences, who challenge each other's assumptions and bring fresh perspectives to the table. We strive to create an environment where everyone feels

valued, respected, heard, and celebrated. We strongly uphold the values of accountability and transparency as we recognize that we are, always, a work in progress. We are committed to making long-term sustainable change to achieve our goal of transforming into a fully inclusive, anti-racist, multicultural organization as we forge our path to a brilliant future.

UCI Resources for Best Practices in Faculty Hiring

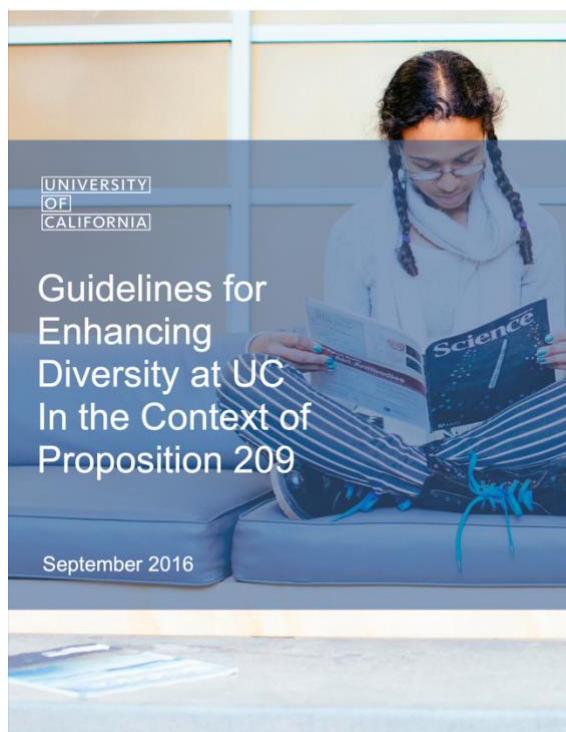
The UC Office of Academic Personnel [policies on the open search process for a professor](#) highlight that diversity considerations are important at every stage of a search. Equity Advisors meet with the search committee to develop strategies to conduct an equitable search, review and approve the search plan, the shortlist, and the final search report, and serves as a critical resource for the committee at all stages of the search process. Ensuring a diverse pool of applicants is critical to our success. Experiments with diversifying the workforce in higher education have led to the evidence-based best practices we use here, which reduce discrimination based on race, sex or other federally protected characteristics ([Stewart and Valian 2018](#)).

Before we begin, make sure to review the [Faculty Recruitment Resources](#) page on the Office of Inclusive Excellence website. In particular, please review [Diversity Considerations in Faculty Hiring](#).

Addressing UC Workforce Diversity under CA Proposition 209

When California's Proposition 209 ballot initiative passed in 1996, it prohibited universities from discriminating or "granting preferential treatment" to individuals on the basis of race, sex, color, ethnicity or national origin. There are a number of approaches that are compatible with Prop-209 that can enhance diversity including:

- (1) using outreach programs to reach particular groups as long as the program's benefits are also available to other groups and the special efforts to reach the targeted groups are necessary, including efforts to "level the informational playing field",
- (2) collecting data on the race or gender of applicants to gauge the effectiveness of recruitment efforts,
- (3) using a broad range of admissions and hiring criteria not based on race or gender, e.g., ability to contribute to a diverse educational or working environment, and/or their potential for leadership in increasing equitable access to higher education; and
- (4) requiring faculty candidates to include a statement on "contributions to diversity" which can send an important message to candidates and may increase the diversity of the applicant pools.



For more information review [Guidelines for Enhancing Diversity at UC in the Context of Prop 209](#).

Initiating the Search Process

Search Committee

The composition of the search committees should be diverse with respect to gender and race/ethnicity as well as broad with respect to representing expertise across topics, methods and approaches. One search committee member should be from outside of the department. Having an outside member can facilitate the dissemination of effective search strategies across departments, and this individual may feel more comfortable raising concerns about the conduct of the search with the Equity Advisor or Chair should they arise. Consider also adding a graduate student and/or postdoctoral fellow to the search committee to bring in the trainee perspective and provide insight into the search process for trainees who are interested in a career in academics.

All those serving on the committee should be individuals who are knowledgeable in diversity, equity and inclusion and are committed to the campus mission of inclusive excellence. They should all have demonstrated awareness of how implicit biases affect decision making in hiring decisions at all steps of the process including letters of recommendation ([Shmader et al. 2007](#); [Dutt et al., 2016](#)). An appropriately diverse search committee composition can also send positive cues of belonging to potential applicants. Importantly, having a search committee chair that can provide leadership in the area of diversity, equity, and inclusion is very important for having a successfully inclusive search.

Equity Advisor Meeting and Implicit Bias Training

Before the search process begins, search committees are required to hold the mandatory Equity Advisor meeting. Please allow 60 minutes for this meeting. The Equity Advisor meeting will facilitate a committee discussion about best practices for job ad creation, advertising, recruitment, selection and interviewing, with a focus on equitable and fair evaluation processes as well as ensuring the diversity of the applicant pool and approving the search plan. Committee members are highly encouraged to bring up strategies to enhance the diversity of the applicant pool and equity during the process.

Equity advisors are well versed in these issues and can act as responsible and vocal advocates of diversity and inclusion, actively monitoring each stage of the search process to ensure equitable approaches are used. The Equity Advisor should also be consulted throughout the process and whenever there is a question about specific practices or candidates that are related to diversity, equity or inclusion. In addition to the Equity Advisor meeting, search committee members are strongly encouraged to complete the [Implicit Bias Training](#) offered by the UC. Also feel free to check out Harvard's [Project Implicit](#) and take the implicit bias test.

Creating the Job Ad

Job ads should include language that will make them appealing to a diverse audience and will be reviewed by the full committee and the Equity Advisor. There is [Required Text for Senate Faculty Recruitment Ads](#) that needs to be used in job ads. Several considerations should be taken into account when writing the job ad.

First, it has been reliably shown that more women and URM candidates may conclude “I’m not what they’re looking for” in response to highly specialized ads. Studies suggest that women only apply when they feel 100% qualified and meet all of the criteria, while men feel that they can grow into a position and may apply without being 100% qualified. Search committees should strive to avoid unnecessary specialization in the language used both to describe qualifications and in the research foci of the position. Defining the positions in broader terms can increase the number and diversity of potential applicants who may be able to see themselves as included in the search image.

Second, job ads should provide cues of belonging by using the broadest terms that are accurate, using inclusive language that has been vetted by the Equity Advisor and avoiding the use of gendered language such as “dominant” or “capable.” Ads can be evaluated for inclusive language using the [Gender Decoder website](#). This is most effective when the required statement regarding UC’s commitment to diversity is removed prior to submitting the ad to Gender Decoder.

Third, job ads should also reflect expressed institutional values that go beyond equal opportunity and anti-discrimination policies to describe the institutional climate, the culture with respect to diversity, equity and inclusion, our focus on excellence rather than competition, how interdisciplinary science and collaboration are valued, as well as the availability of incentive hiring programs such as the career partner program, family friendly policies, and opportunities for professional development and support. To comply with Prop-209 (see above) search committees should use language such as “We seek candidates whose research, teaching or service has prepared them to contribute to our commitment to diversity and inclusion in higher education.” Other types of statements that can send additional cues of belonging will be used such as “We welcome applications from individuals who have had nontraditional career paths” or “UCI is responsive to the needs of dual career couples.”

To provide job applicants with more information about UCI, the Department, the focus area for the hire, and the criteria on which applicants will be evaluated, a 1-page ad should also be developed for posting on the [BioSci Academic Employment](#) page. The Equity Advisor can provide a template ad for modification by the search committee.

Make sure also to update the department website to include a reference to the job ad and have clearly visible information on diversity, equity, and inclusion policies and activities. This provides additional cues of belonging by putting the departmental DEI philosophy front and center to any interested job applicants or prospective students.

Building a Diverse Applicant Pool

Remember that this is a SEARCH committee, not a “sit and wait” committee. Consider active strategies to diversify the applicant pool. In addition to passive advertising, targeted efforts with active interventions are needed to achieve our diversity goals.

- Reach out to colleagues who have track records of mentoring students and postdocs from diverse backgrounds can be much more effective than unsolicited emails to department chairs. Remember also that outreach is the responsibility of the entire search committee and not just the chair. You can also engage other colleagues, department chairs, and associate deans to help with outreach.
- Reach out to colleagues at other institutions with highly diverse student populations and minority-serving institutions, as well as institutions that are recipients of [Institutional Research and Academic Career Development Awards \(IRACDA\)](#) to ensure that they learn about our hiring efforts and forward information to qualified scholars to apply.
- Reach out to current and past recipients of the [President’s Postdoctoral Fellowship Program](#) and the [Ford Foundation Postdoctoral Program Recipient Database](#). Information about the hiring incentive program for the President’s Postdoctoral Fellowship program can be found [here](#).
- Leverage UCI’s and your department’s network of contacts with Historically Black Colleges and Universities (HBCUs) that train PhD students including [Howard](#), [Morehouse](#), [Morgan State](#), and [Xavier University of Louisiana](#), and learn about students who may be close to completing their degrees and send them information about UCI opportunities.
- Consult other databases that feature women and minority scientists including [Anne’s List](#), [The Posse Foundation](#), [Neuromatch Job Seeker List](#), the [Big Ten Academic Alliance Doctoral Directory](#), and the [NIH MOSAIC K99/R00 Program](#) Awardees.

- Reach out to professional organizations for women and minorities (the University of Chicago Human Resources website has a relatively [complete listing](#)). Recent BlackinX grassroots efforts including [BlackinNeuro](#) (co-founded by UCI graduate students), [BlackinImmuno](#), [BlackinCancer](#), and others are excellent venues for targeted recruitment.
- The School of Biological Sciences has an annual subscription to [MinorityPostdoc.org](#), a unique online resource that provides access to a database of postdoctoral fellows and early career trainees from historically underrepresented minorities. If you would like to use this resource, please contact the Equity Advisor or the Associate Dean of Diversity, Equity and Inclusion who both have access to the institutional account and can conduct searches on your behalf.
- Advertise as widely as possible, including specialized minority-serving conferences that are known to attract a diverse community of graduate students and postdoctoral fellows including the [Annual Biomedical Research Conference for Minority Students \(ABRCMS\)](#) and [Advancing Chicanos/ Hispanics and Native Americans in Science \(SACNAS\)](#), the [American Association of Blacks in Higher Education \(AABHE\)](#), the [American Association of Hispanic in Higher Education \(AAHHE\)](#), the [Association for Women in Science \(AWIS\)](#), the [American Indian Science and Engineering Society](#).
- Advertise in job sites associated with diversity-focused sites and publications such as [Diverse: Issues in Higher Education](#), [Hispanic Outlook on Education Magazine](#), [INSIGHT into Diversity](#), the [Journal of Blacks in Higher Education](#), [Latinos in Higher Ed](#), [Winds of Change](#), and [Women in Higher Ed](#).
- Post a job in the [Higher Education Recruitment Consortium](#). HERC aims to help member institutions work together to strategically address top recruitment priorities, including attracting and retaining diverse and talented faculty and staff and assisting dual-career couples. HERC maintains a regional search engine that includes listings for faculty positions at member institutions. All jobs are cross listed on SimplyHired.com.
- Some additional diversity advertising avenues are listed on the [OEOD website](#).

Running the Search

Monitoring the Applicant Pool

The search committee chair should continuously monitor the applicant pool on UCI Recruit to make sure your emerging applicant pool, at a minimum, matches (or ideally exceeds) the faculty availability in terms of minority representation. If there are discrepancies, increase efforts to recruit a diverse pool before the search closes.

Reviewing the Applications

Before reviewing the applications, the search committee chair should review with committee members basic procedures and best practices to ensure fairness throughout the process and increase the likelihood of selecting the best applicant. These include documenting the search process, education on hiring biases, establishing evaluation criteria, avoiding common cognitive errors like elitism and shifting standards based on stereotypes, avoiding premature ranking and rushing to judgment, spending enough time reviewing applications, and using a rubric-based process to create multiple rankings.

The search committee should agree on objective evaluation criteria (including evaluation of the contribution of the diversity statement) and how they will be prioritized prior to reviewing candidates. Create a position criteria matrix and use it to evaluate all candidates in terms of their contribution to research, teaching, service, and diversity. For help with developing a diversity evaluation grid go to OIE's [recruitment website](#) and click on "Inclusive Excellence Activities/Diversity Statements." Having clearly defined evaluation criteria will go a long way

in making unbiased decisions later. At the same time, keep in mind that many metrics perpetuate bias. Be aware of publications, grant funding, and citation biases that create additional hurdles for women and persons of color in the academy. Also note that we need to consider the experience and needs of our diverse student population. Be sure that you are using evidence rather than “gut feeling” or “experience” to arrive at your evaluation/ratings.

One of the hallmarks of an equitable search is that all candidates are treated in the same manner. It is difficult to maintain a level playing field if the search committee uses internet searches to gather additional information about the candidates. Some candidates might gain an unfair advantage because of their positive presence on the web; others might be disadvantaged by incorrect information. Internet searches might also reveal personal details, such as marital status or age, which should not be considered by the search committee members. Because it is difficult to disregard this kind of information once it enters the review process, it is best to avoid it. That said, the committee should decide what role, if any, internet searches are to play in the selection process, and should ensure that the same standard is applied to all candidates. In addition, if internet searches are used, candidates should be provided an opportunity to respond to any information, particularly negative information, if it is to be considered by the committee.

To ensure appropriate consideration of contributions to diversity, equity and inclusion, the committee could consider a two-step rubric-based process. The first is a screening by a small subcommittee composed of members of the search committee with strong DEI experience in addition to the equity advisor based solely on anonymized Statements of Contributions to Diversity, Equity and Inclusion (DEI). [Appendix 1](#) includes a sample rubric, which assesses three categories: knowledge about DEI, track record in advancing DEI, and plans for advancing DEI once hired at UCI. Each category is judged on a total of 5 points with scores of 1-2 indicating lack of awareness, significant contributions, or future plans and scores of 4-5 indicating strong contributions. The DEI screening should conclude by providing a *priority rating* for each candidate.

The full search committee can then conduct their holistic rubric-based evaluation of research, teaching, service, as well as DEI contributions. Consider non-cognitive competencies that are strong predictors of success and provide those reviewing files with a way to note these factors or challenges that the applicant has overcome. The evaluation should be rubric based. [Appendix 2](#) is a Candidate Evaluation Tool for Faculty Searches, which you can use as a starting point. is an excellent starting point. Evaluators assign numerical scores for track record of potential in research areas (curricular fit, productivity, plans), teaching (teaching activities, mentoring), service (campus, professional community), and contributions to diversity, equity and inclusion (knowledge, track record, plans). Scores are then aggregated and calibrated. Where there is large discrepancy in scores across search committee members, a discussion to achieve consensus is needed.

The search committee can then meet to select the top candidates who have high priority in DEI contributions *as well as* high rankings in research, teaching and service to be on the short list (~ 10-15 individuals). The committee then narrows down the short list to a smaller list of finalists (~ 3-5). The committee should be prepared to explain their reasons for including or excluding each candidate based on the evaluated criteria.

Challenging Assumptions, Bias and Stereotypes

Be aware of conscious and unconscious biases, assumptions, and stereotypes that can influence the evaluation process. We often judge people based exclusively on our own experience and we tend to favor people who look like us or have experiences matching our own. Here are some examples of common social assumptions and expectations.

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even after a reference points, such as a doorway was provided ([Biernat et al. 1991](#)).
- When shown photographs of men with similar body types, evaluators rated the athletic ability of African American men higher than that of white men ([Biernat and Manis. 1994](#)).

- When asked to choose counselors from a group of equally competent applicants who were neither exceptionally qualified nor unqualified for the position, students chose white candidates more often than African American candidates, indicating their willingness to give members of the majority group the benefit of the doubt ([Dovidio and Gaertner, 2000](#)).
- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them ([Biernat and Manis, 1994](#)).
- Job applicants with “white-sounding” names received 50% more callbacks than did equally qualified applicants with “African-American-sounding” names ([Bertrand and Mullainathan, 2004](#)).
- Evaluators assessing pairs of equally qualified job applicants (matched for race and sex but differing on parental status), judged mothers to be less committed to their careers and less competent than non-mothers and recommended substantially more non-mothers (84%) than mothers (47%) for hire. ([Correll et al. 2007](#)).
- Women are frequently described as kind, nice and sympathetic, while expectations for leaders are that they are commanding, aggressive, competitive and ambitious, roles that are assumed to be masculine. Substantial research has shown that the incongruity between our perceptions of female gender roles and leadership roles can influence our opinions of women as leaders and can cause evaluators to assume that women will be less competent as leaders. When women leaders provide clear evidence of their competence, thus violating traditional gender stereotypes, evaluators perceive them to be less likable and more hostile and are less likely to recommend them for hiring or promotion ([Phelan et al., 2008](#); [Heilman et al. 2004](#); [Eagly and Karau, 2002](#); [Ridgeway 2001](#)).
- Researchers randomly assigned a male or a female name to CVs for academic positions. For junior level applications, both male and female evaluators gave the male applicant better evaluations and were more likely to hire the male than the female applicant. For the senior level applications, applicant gender did not influence evaluators’ decisions to award tenure, but evaluators raised more doubts about the qualifications of the female applicants ([Steinpreis et al.1999](#)).
- A study of over 300 recommendation letters for medical faculty hired by a large U.S. medical school found that letters for female applicants differed systematically from letters for male applicants. Letters written for women were shorter, raised more doubts, portrayed women as students and teachers while portraying men as researchers and professionals, used fewer superlative adjectives, and more frequently mentioned women’s personal lives ([Trix and Psenka, 2003](#)).
- There is a linear relationship between objectively measured total impact scores (using number of publications, number of first author publications, and impact factors of the journals in which they published) and reviewers’ assessments of competency only in males but not in females. Extrapolating from these data, researchers concluded that a woman needed to be more than twice as productive as a man in order to receive the same competency rating of a male counterpart ([Wenneras and Wald, 1997](#)).

These studies show that we often apply generalizations that may not be valid in the context of evaluation of faculty candidates. They also demonstrate that unconscious assumptions about competence of women and members of underrepresented groups, expectations about social roles, and common attitudes about personality can and do influence evaluation of job applicants. Below are some of the ways in which biases and assumptions may exert influence over search committee deliberations:

- Women and minority scholars may be subject to higher expectations in areas such as number and quality of publications, name recognition, or personal acquaintance with a committee member.
- Candidates from institutions other than the major universities that have trained most of our faculty may be undervalued, despite the fact that qualified candidates from institutions such as HBCU’s, four-year colleges, government, or the private sector may offer innovative, diverse and valuable perspective on research and teaching.

- The work, ideas, and scholarship of women or members of minority groups may be undervalued or unfairly attributed to a research director or collaborators, despite contrary evidence in publications or reference letters.
- The competence and ability of women and minority scholars to run a research group, secure grant funding, and supervise students and staff may be underestimated.
- Assumptions about possible family responsibilities and their effect on the candidate's career path may negatively influence evaluation of merit, despite evidence of productivity.
- Negative assumptions about whether female or minority candidates “fit in” to the existing environment can influence evaluation.
- The professional experience candidates may have acquired through an alternative career may be undervalued.
- Other possible biases, assumptions or unwritten criteria such as holding a degree from prestigious research institution, recognizing the names of the candidates or the names of the reference letter writers can introduce biases that influence evaluation and serve to disadvantage other highly qualified candidates, especially candidates from diverse backgrounds.

Blind Searches

While blind searches do have some merits, we do not generally recommend using them. Blind searches can reduce the impact of implicit bias and unfair judgement so that everyone is treated more equally. However, equality is not sufficient especially given systemic inequities that have stifled the ability of women and racial/ethnic minorities from thriving in the academy. In the context of these inequities, blind searches can serve to further perpetuate the systemic biases and not allow for full and thorough consideration of the experiences of the individual applicant. It can also give a false sense of security that the search is proceeding equitably. A holistic review of the applicant without blinding to any aspect of their identity by a well-trained search committee that maintains fair and equitable practices should deliver the desired outcomes in terms of inclusive excellence.

Approving the Short List

Before any individual is invited for an on-campus interview, the short list must be reviewed and approved by the Equity Advisor, Department Chair, the Dean, the Associate Dean for Diversity, Equity and Inclusion, OEOD, and the Vice Chancellor for Diversity Equity and Inclusion.

Interviews and Final Candidate Selection

Before the visit

- All candidates should receive the same information about their visit to UCI. Information should be provided in writing. It is helpful for the search committee and Equity Advisor to talk about ways to avoid subjecting job candidates to inadvertent micro- or macro-aggressions and how to ensure that all candidates understand the criteria by which they will be reviewed. Please make sure all members of the search committee and any faculty conducting interviews review [Appendix 3](#) on Micro/Macroaggressions during Faculty Interviews before conducting any interviews.
- The Equity Advisor will send an email highlighting family friendly policies and inclusive excellence efforts to each candidate 7-10 days before their visit. The search committee chair will be copied on these emails. To facilitate this process, the search committee chair should provide the names, email addresses, and interview dates for each of the candidates as soon as all of the interviews are scheduled.

- Job candidates should be supplied with links to UCI department websites to help them identify faculty that they may wish to speak to during their visits. Every attempt should be made to honor these meeting requests.
- Each candidate should be provided with a detailed itinerary, including names of interviewers, contact information including cell phone of the host, travel arrangements to and from the university, directions to the campus and a campus map, contacts the candidate can use if they need accommodations for a disability, and general information about the department, school and campus.
- Prior to each candidate's visit, provide information about the candidate including their CV, statements, and samples of scholarly work to all departmental faculty and students and encourage them to read it. Remind everyone that it's not only their responsibility to evaluate the candidate but to also be courteous to the candidate and positive about UCI. After all, making a good impression goes both ways.
- Be sure to review with the search committee as well as interviewing faculty and students the list of questions that are not permissible during interviews described in [Appendix 4](#).

Documenting the Search

Systematic tracking of the committee's interaction with applicants is not only helpful to the committee during the search, but the resulting records may be useful in the future.

- Develop a standard form that summarizes each candidate's progress during the search process (e.g., nominated, applied, reviewed, failed to meet minimum qualifications, shortlisted, interviewed, eliminated, etc.)
- Create a physical and/or electronic file for each candidate who meets the objective criteria established by the committee to hold their materials, recommendations, interview notes, and records of communications.
- Provide a secure location for files to ensure confidentiality throughout the search, such as a password-protected website to track candidates, their status, and associated materials. Relying on AP Recruit is not sufficient in this case, as other materials not submitted by the applicant are important for consideration in the evaluation process. Consider setting up a password-protected Google Drive or equivalent for search committee members to share and view information.
- Maintain and share official minutes of search committee meetings. These can be brief, but they should document general criteria established by the committee and their decision-making process.
- Keep copies of letters, advertisements, and communications, especially those efforts made to recruit women and underrepresented minority candidates.
- Ensure consistency of evaluations, interviews, and reference checks by developing standard forms and standard questions for these activities.
- Ensure that documentation provides rationales for search committee decisions and recommendations. This can be as extensive as notes to the candidate files, or as brief as a line in committee minutes (e.g., "The committee decided to limit interviews to those candidates having more than ten years of teaching experience"). Notes should indicate specific job-related reasons for selection or non-selection.

Campus Interviews

All candidates invited for an interview should be offered an opportunity to meet with the Equity Advisor and/or the Associate Dean for Diversity, Equity and Inclusion. If a meeting is requested, search committees should make sure it is accommodated within the candidate's schedule. All candidates should have an equal opportunity to interact with diverse faculty and students and to learn about resources on campus.

While formats for interviews may vary across searches, here are suggested components to ensure a productive visit that provides a multi-level evaluation of the candidate as well as gives the candidate the chance to thoroughly explore the campus and the opportunity. Ideally, the interview schedule could include:

- A formal interview with the search committee using a set of standardized *performance-based* questions either framed historically, e.g., “Tell us about a time when a specific weakness caused problems for you professionally and then discuss how you handled the situation” or hypothetically, e.g., “Pretend for a moment you’re in your fourth year on the tenure track and for whatever reason your current research trajectory has hit a brick wall. Maybe funding dried up or your research area has fallen into disfavor or something else has happened. You only have two years before your tenure review. What do you do?” These questions are far more effective at evaluating candidates than stock interview questions such as “what is your greatest weakness?” Questions should be distributed among search committee members such that each member asks the same question of all candidates and the same order is followed for each interview to ensure equity.
- Several meetings with faculty members in the candidate’s research area, ensuring that the candidate’s input is taken into consideration. These meetings are intended to familiarize the candidate with different research topics in the department as well as give faculty colleagues an opportunity to explore/imagine collaboration possibilities with the candidate.
- A group meeting with graduate students and postdocs. This can typically be a lunch or an afternoon coffee and is intended to provide trainees an opportunity to interact with and evaluate the candidate’s mentoring skills. It also gives the candidate a feel for the quality and the interests of students in the program as well as their reflections on the program and their wellbeing at UCI.
- Meetings with administrative leaders including the department chair and the dean. Additional meetings with the Associate Dean for Diversity, Equity and Inclusion as well as the Equity Advisor should also be considered either during the visit or at a later time if scheduling proves difficult. Additional meetings with campus leadership including the Vice Chancellor for Research, the Provost and others may be needed for senior level hires.
- A public lecture on the candidate’s past and current research. For teaching faculty, consider also the possibility of asking the candidate to teach a lecture in an introductory biology course to evaluate teaching style and competencies.
- A “chalk talk” to a smaller audience of department faculty including search committee members, focusing on future research plans. Provide guidance in advance to the faculty member as to whether they would be able to use PowerPoint slides or simply make use of the white board.
- Other activities to consider include a guided campus tour, independent exploration time, a tour of University Hills and neighboring areas, meals with faculty colleagues and other types of casual social interactions. Budgeting for sufficient time and exchange with other early career faculty in a group setting can facilitate communication of UCI’s commitment to community and belonging. During the visit, the search committee chair or a designated search committee member should provide information on quality of life as a UCI faculty member including affordable and convenient housing in University Hills (both rental and ownership), the career partner program, onsite childcare, the excellent public school system in the area, our sustainability/green initiatives, walking and biking to and around campus, charging stations for electric vehicles, closeness of beaches and other recreational activities, and overall high quality of life.

Remind all participants in the campus visit that this is an important opportunity for the department to communicate three messages:

1. You are seriously interested in the candidate’s scholarly credentials and work, as well as other evidence of their excellence and creativity.

2. UCI is a good place to work, because it is intellectually lively, attracts top notch talent, and is committed to diversity in its leadership, faculty, staff and student body.
3. UCI is a good place to work, because it has a variety of humane, family-friendly policies in place.

How these messages are communicated can make a critical difference in recruiting diverse talent to campus. They are especially important in recruiting women and underrepresented minority candidates to departments in which they will be vastly outnumbered by male or majority colleagues.

Make it very clear that you are interested in the candidate's scholarship and skills, rather than their demographic characteristics. It is not helpful to make a point with candidates that the department is eager to hire women and minorities. It is counterproductive to tell the candidate that they have an excellent chance because they are a "diversity hire."

Consider how the department will represent the University as a whole as a place in which women and minority faculty can thrive. This may be difficult for departments who have few or no women and minority faculty members. Some things that may help make the department more attractive include having Clear and transparent policies on merit and promotions, as well as mentoring resources for junior faculty and specifically for women and minority faculty.

After the visit is complete, the candidate should have clear and prompt follow-up communication from the search committee chair as to the next steps in the process and the timeline for hearing back about a decision. Everyone who interacted with the candidate should be asked to complete the post-visit Candidate Evaluation Form ([Appendix 5](#)) to inform the search committee's decisions.

Final candidate selection

After all campus interviews are completed and the post-visit candidate evaluations are aggregated and summarized, the search committee should meet to review the applicants and develop a strategy for presenting the top candidates at the departmental faculty meeting to make the final selections. During the department meeting, it may be useful to review the position criteria and the evaluation matrix the committee developed at the beginning of the search. It may be most productive to solicit departmental feedback on a prioritized list of candidates prior to this open meeting to avoid inappropriate discussions and address issues in advance of this meeting.

Final Reporting on the Search Process

Once the final candidate is identified, the search committee chair updates AP Recruit with information about the final candidate ranking and selection process and generates the Search Report and routes it to the dean for approval. The Dean must review the Search Report and approve it BEFORE a tentative offer is made to the candidate.

Making the Offer and Negotiations

The short list of candidates should be kept up to date on the status of the search but should not be told that another candidate has been offered the job until the finalist has accepted the department's offer. If a candidate has been completely eliminated with no possibility of being reconsidered, let them know with a personal letter or phone call that includes appreciation of their talents and their interest in UCI.

The way an offer is negotiated can have a huge impact not only on the immediate hiring outcome, but also on a new hire's future career. Candidates who feel that University representatives (committee chairs, department chairs, deans, etc.) conduct negotiations honestly and openly, and aim to create circumstances in which they will thrive, are more satisfied in their positions and more likely to stay at UCI than are those who feel that a department or chair has deliberately withheld information, resources, or opportunities from them. Initial equity in both the

negotiated conditions and in the department's follow-through on the commitments it makes are important factors in retention as well as recruitment.

Some candidates may have received less mentoring at previous career stages than their counterparts and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations. In addition, there is some evidence that women are less inclined to negotiate for themselves than men are, and that when they do, they are viewed differently.

To ensure equity, aim to empower the candidate to advocate on their own behalf, by providing all candidates with a complete list of things it would be possible for them to discuss in the course of negotiations. This list will vary by position but should include those items that will maximize the likelihood of candidate success in that field. Examples include:

- compensation package
- benefits including retirement and pension
- course release time
- lab equipment
- lab space and renovation
- staff support
- graduate student support
- clerical and administrative support
- teaching opportunities
- travel funds
- personal relocation expenses
- lab relocation expenses
- discretionary funds
- summer salary
- assistance with partner/spouse employment
- other issues of concern to the candidate

Consider appointing a negotiation facilitator— which may be the search committee chair— to help the candidate throughout the negotiation process. This person should be specifically charged with assisting the candidate in articulating her/his needs and desires to the chair or dean, and providing information about the University context, not with actually negotiating the offer.

Evaluating the Search

After the search is concluded, consider all the factors that contributed to its outcomes. If the department hires a strong woman and/or minority candidate, consider the factors that may have enabled it to do so and keep a record of good practices and successful searches for future reference.

If the applicant pool was not as large, as qualified, or as diverse as was anticipated, consider the following:

- Could the job description have been constructed in a way that would have brought in a broader pool of candidates?
- Could the department have recruited more actively?
- Were there criteria for this position that were consistently not met by women or candidates of color? Were they relevant to the job description?

If women and/or minority candidates were offered positions that they chose not to accept, what reasons did they offer? Consider as many factors as you can identify. Are there things that the department could do to make itself more attractive to such candidates in the future? Be sure that any analysis and insight is shared with departmental decision-makers and is part of the process of initiating future searches.

Additional Resources

Guidelines and Policies

[UC Affirmative Action Guidelines for Recruitment and Retention of Faculty](#)
[Office of Equal Opportunity and Diversity Guidelines for Search Committees](#)
[UC Guidelines for Addressing Race and Gender Equity in Academic programs in Compliance with Proposition 209](#)
[Inclusive Excellence Supplement Program](#)

Resources and Readings

[Survey of Earned Doctorates](#)
[AAUP Policies and Procedures/Affirmative Action](#)
[Examples of Evaluation Rubrics for Faculty Searches](#)
[Questions to Ask to Help Create a Diverse Applicant Pool](#)
[How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change](#)
[The Job Season without In-Person Interviews](#)
[How a Search Committee can be the Arbiter of Diversity](#)

Resources from Other Universities

[University of Wisconsin Guide for Faculty Searches](#)
[University of Washington Best Practices](#)
[Harvard University Best Practices for Conducting Faculty Searches](#)
[Columbia University Best Practices for Faculty Search and Hiring](#)
[University of Michigan Handbook for Faculty Searches and Hiring](#)
[Northwestern University Faculty Resources on Unconscious Bias](#)
[Carnegie Mellon Faculty Recruitment](#)
[UC Berkeley Faculty Candidate Assessment Rubric](#)
[Rutgers Diversity Statement Rubric](#)
[Cornell Diversity Statement Rubric](#)
[University of Washington Assessments](#)

Further Readings

Association of American Medical Colleges. 2019. Faculty Roster: U.S. Medical School Faculty. Washington, DC.

Bertolero, M.A., et al. 2020. Racial and ethnic imbalance in neuroscience reference lists and intersections with gender. *bioRxiv* 2020.10.12.336230

Bertrand, M., and Mullainathan, S. 2004. Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *American Economic Review* 94, 4, 991-1013.

Biernat, M., & Manis, M. 1994. Shifting standards and stereotype-based judgments. *Journal of Personality and Social Psychology* 66, 1, 5–20.

Biernat, M., Manis, M. and Nelson, T. 1991. Stereotypes and Standards of Judgment. *Journal of Personality and Social Psychology* 60, 485-499.

Campbell, L.G. et al. 2013. Gender-Heterogeneous Working Groups Produce Higher Quality Science. *PLOS ONE* 8, 10, e79147.

Correll, S.J., Benard, S., Paik, I. 2007. Getting a Job: Is there a Motherhood Penalty? *American Journal of Sociology* 112, 5, 1297-1339.

- Dovidio, J.F., Gaertner, S.L. 2000. Aversive Racism and Selection Decisions: 1989 and 1999. *Psychological Science* 11, 4, 315-319.
- Dutt, K., Pfaff, D., Bernstein, A. et al. 2016. Gender differences in recommendation letters for postdoctoral fellowships in geoscience. *Nature Geosci* 9, 805-808.
- Dworkin, J.D., Linn, K.A., Teich, E.G. et al. 2020. The extent and drivers of gender imbalance in neuroscience reference lists. *Nat Neurosci* 23, 918-926.
- Eagly, A. H., & Karau, S. J. 2002. Role congruity theory of prejudice toward female leaders. *Psychological Review* 109, 3, 573-598.
- Freeman R.B. and Huang W. 2014. Collaboration: Strength in Diversity. *Nature* 513, 305.
- Gibbs K.D., et al. 2016. Decoupling of the Minority PhD Talent Pool and Assistant Professor Hiring in Medical School Basic Science Departments in the US. *eLife* 5, e21393.
- Ginther, D.K., et al. 2011. Race, Ethnicity, and NIH Research Awards. *Science*, 1015-1019.
- Heilman, M. E., Wallen, A. S., Fuchs, D., & Tamkins, M. M. 2004. Penalties for Success: Reactions to Women Who Succeed at Male Gender-Typed Tasks. *Journal of Applied Psychology* 89, 3, 416-427.
- Kaiser, J. 2021. NIH Director Apologizes for “Structural Racism”, pledges actions. *Science* doi:10.1126/science.abh3223
- Lautenberger, D.M., et al. 2014. *The State of Women in Academic Medicine: The Pipeline and Pathways to Leadership*. Association of American Medical Colleges. Washington, DC.
- National Science Foundation, National Center for Science and Engineering Statistics. 2019. *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2019*, 19-304. Alexandria, VA.
- National Science Foundation. National Center for Science and Engineering Statistics. 2019. *Doctorate Recipients from U.S. Universities 2018*. 20-301. Alexandria, VA.
- Nielson, W.M. et al. 2017. Opinion: Gender Diversity Leads to Better Science. *Proceedings of the National Academy of Sciences USA* 114, 8, 1740-1742.
- University of California, Irvine Office of Inclusive Excellence. *Faculty Recruitment Resources*. Online available at <https://inclusion.uci.edu/recruitment-resources/>
- Page, S.E. 2017. *The Diversity Bonus*. Princeton University Press, Princeton, N.J.
- Phelan, J. E., Moss-Racusin, C. A., & Rudman, L. A. 2008. Competent Yet Out in the Cold: Shifting Criteria for Hiring Reflect Backlash Toward Agentic Women. *Psychology of Women Quarterly*, 32, 4, 406-413.
- Phillips, K.W. 2014. How Diversity Works. *Scientific American* 311, 4, 42-47.
- Pololi, L.H., 2013. The experience of minority faculty who are underrepresented in medicine, at 26 representative U.S. medical schools. *Academic Medicine: Journal of the Association of American Medical Colleges* 88, 9, 1308-14.
- Price, E. G. et al. 2009. Improving the diversity climate in academic medicine: faculty perceptions as a catalyst for institutional change. *Academic Medicine: Journal of the Association of American Medical Colleges* 84, 1, 95-105.
- Ridgeway, C. 2002. Gender, Status and Leadership. *Journal of Social Issues* 57, 4, 637-655.
- Schmader, T., Whitehead, J., & Wysocki, V. H. 2007. A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants. *Sex roles* 57, 7-8, 509-514.
- Steinpreis, R.E., Anders, K.A. & Ritzke, D. 1999. The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study. *Sex Roles* 41, 509-528.
- Trix, F., & Psenka, C. 2003. Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty. *Discourse & Society* 14, 2, 191-220.
- University of California Office of the President. 2006. *Guidelines for Enhancing Diversity at UC in the Context of Prop 209*. <https://diversity.universityofcalifornia.edu/files/documents/prop-209-summary.pdf>
- Valantine, H. A., Lund, P. K., & Gammie, A. E. 2016. From the NIH: A Systems Approach to Increasing the Diversity of the Biomedical Research Workforce. *CBE Life Sciences Education* 15, 3, fe4.
- Valian, V. and Stewart, A. 2018. *An Inclusive Academy: Achieving Diversity and Excellence*. Cambridge, MA: MIT Press.
- Wennerås, C., Wold, A. 1997. Nepotism and sexism in peer-review. *Nature* 387, 341-343.

Appendices:

Appendix 1. Rubric for Evaluation of Contributions to DEI

Note that UCI provides [Guidance on Preparing Diversity Statements](#) for preparing merit and promotion files. You should point the candidates towards this guidance. You should also review (and ask candidates to review) UCI's [Commitment to Inclusive Excellence Preamble](#) as well as [UCOP Guidelines for The Use of Contributions to Diversity, Equity and Inclusion \(DEI\) Statements for Academic Positions at the University of California](#).

You may also want to review and ask candidates to review the helpful [video](#) by Vice Chancellor Doug Haynes summarizing Guidelines for Writing Diversity Statements for Faculty Applicants. A helpful example of Faculty Contributions to Inclusive Excellence can be viewed [here](#).

Considerations:

The sample rubric below is modified from UC Berkeley's [Rubric for Assessing Candidate Contributions to Diversity, Equity, and Inclusion](#). It envisions the evaluation of DEI as encompassing three main areas: knowledge and understanding (section 1), track record of activities to date (section 2) and plans for contributing at UCI (section 3). Committees may wish to adjust this categorization to reflect their particular needs and goals, either by altering the categories, adjusting the scores to be awarded or adding additional categories.

Search committees have found it very useful to assign numerical scores to each section of the DEI rubric. This is helpful in identifying and analyzing specific areas of agreement or disagreement as the committee discusses each candidate. The current template suggests assigning an equal points value to each of the three sections (with a score from 1 to 5 for each section). Some committees may, however, decide that one section or another should be weighted more heavily. Or committees may decide that a different scoring system for each section more accurately reflects their needs.

These examples provided in the rubric are offered as illustrative suggestions; they are neither exhaustive nor ironclad. They can be modified to fit the academic and disciplinary backgrounds of applicants in a particular search.

To best make use of the DEI evaluation rubric, we strongly suggest conducting a calibration exercise in advance of reviewing the entire candidate pool. This exercise is described below:

1. Discuss, as a committee, the importance and evaluation of contributions to DEI as one aspect of excellence across research, teaching, and service.
2. Adapt the rubric for use in the particular search, including categories, examples, scores, etc.
3. Discuss ahead of time the kinds of evidence that could motivate low, medium, or high scores.
4. Select a random sample of 8-10 statements from the applicant pool, redacted for candidate name.
5. Apply the rubric to the statements, with each committee member scoring the statements separately.
6. Analyze the scores assigned to each statement across all categories and by all committee members.
7. Discuss interpretations and discrepancies between reviewer scores.
8. Recalibrate the scoring/assessment system as needed.
9. Apply the agreed upon rubric to the entire applicant pool.

After you have finished the calibration and scoring processes, it is very useful for the search committee to share with the rest of the faculty what was learned during this process of assessing DEI contributions. The Office of Diversity, Equity and Inclusion also welcomes hearing from search committees about how the calibration and assessment process went.

Knowledge about Diversity, Equity, and Inclusion [5 points max]

Score	Examples
1 - 2 Little to no evidence of awareness of DEI issues in higher education or their field	<ul style="list-style-type: none"> • Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity. • Little demonstrated awareness of underrepresentation, or of differential experiences, of particular groups in higher education or in their discipline. May use vague statements such as "the field of Biology definitely needs more women" without offering further examples or specifics. • Seems uncomfortable discussing diversity-related issues. May state that they "just haven't had much of a chance to think about these issues yet." • Is unaware or does not understand the personal challenges that underrepresented individuals face in academia or feel any personal responsibility for helping to create an equitable and inclusive environment for all. For example, may state that it's better not to have outreach or affinity groups aimed at particular individuals because it keeps them separate from everyone else, or will make them feel less valued.
3 Some evidence of awareness, but falls short of significant knowledge base or deep interest	<ul style="list-style-type: none"> • Has some knowledge of demographic data related to diversity and awareness of its importance. • Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for all. • Comfortable discussing diversity, equity, and inclusion related issues.
4 - 5 Clear and deep understanding of dimensions of DEI in higher education	<ul style="list-style-type: none"> • Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own. • Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of particular groups and the consequences for higher education or for the discipline. • Comfortable discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty. • Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to create an equitable and inclusive environment for all. • Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

Track Record in Advancing Diversity, Equity, and Inclusion [5 points max]

Score	Examples
1 - 2 Describes few or no past efforts in any detail	<ul style="list-style-type: none"> Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role). Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record, but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab). Descriptions of activities are brief, vague, nominal, or peripheral ("I was on a committee on diversity for a year", or "I attended a workshop at a conference).
3 Some evidence of past efforts, but not extensive enough to merit a high score	<ul style="list-style-type: none"> Evidence of active participation in a single activity, but less clear that there is an established track record. Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service. In describing mentoring of underrepresented students, gives some detail about specific strategies for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring. Membership in a student or professional organization that supports underrepresented individuals.
4 - 5 Sustained track record of varied efforts to promote DEI in teaching, research, or service	<ul style="list-style-type: none"> Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion. Consistent track record that spans multiple years (for example, applicants for assistant professor positions might describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar) Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science). Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record. Served as a leader in a student or professional organization that supports underrepresented individuals.

Plans for Advancing Diversity, Equity, and Inclusion [5 points max]

Score	Examples
1 - 2 No personal plans to advance DEI	<ul style="list-style-type: none"> • Vague or no statements about what they would do at UCI if hired. May even feel doing so would be the responsibility of someone else. • Describes only activities that are already the minimum expectation of UCI faculty (e.g., being willing to supervise students of any gender or ethnic identity). • Explicitly states the intention to ignore the varying backgrounds of their students and “treat everyone the same.” • States that would be happy to “help out” but seems to expect the University or department to invite or assign them to activities.
3 Some ideas about advancing DEI, but not much detail	<ul style="list-style-type: none"> • Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if “outreach” is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)
4 - 5 Clear and detailed plans for advancing DEI	<ul style="list-style-type: none"> • Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at UCI and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co- chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership). • Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field. • References activities already taking place at UCI or universities known to be successful in the field, and how additional or new activities would advance equity and inclusion. • Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

Appendix 2. Candidate Evaluation Tool for Faculty Searches

The sample rubric below is modified from UC Berkeley's [Sample Candidate Evaluation Tool for Faculty Searches](#). You will need to customize this for each search based on the desired criteria. Consider the use of a Google Form to expedite the review and scoring process.

- Consider using a 1- 5 rating for each category (5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor), where any score of "1" would disqualify a candidate from moving forward.
- Calibrate the scoring form by first discussing and agreeing on the selection criteria, and then having all committee members independently score 5- 10 applications to assess reliability (see Appendix 1 for example of a calibration exercise for DEI statements)
- Weights can be assigned to different categories as needed (e.g., if Research should be 60% of the total score, the three research categories can receive weighting to make them proportionately 60%).

Research			Teaching		
Curricular Fit	Productivity	Plans	Teaching Area	Mentoring	
1-5	1-5	1-5	1-5	1-5	
Example areas for assessing research quality and potential: <ul style="list-style-type: none">Past research accomplishments (publication record-- emphasize quality not only number or journal, impact/novelty of research, presentations, grants/ fellowships etc.)Research plan. Potential for sustained impact and extramural funding? Creative, doable, exciting? Long-term and short-term vision? Also consider info from rec letters.How well does the proposed research mesh with current research in the department? Would they find research colleagues here? Synergy can come from techniques, systems, etc.Potential for interdisciplinary collaborationInterest and ability to develop a new research area			Example areas for assessing teaching quality and potential: <ul style="list-style-type: none">Potential to or demonstrated ability to teach undergraduate and graduate courses (specify which areas)Interest in teaching and record of teaching accomplishmentsKnowledge and experience in evidence-based pedagogical practices such as active teaching and culturally responsive pedagogyAbility or potential to attract and successfully mentor excellent graduate studentsPublications on teaching pedagogy (LSOE positions), and/or ideas for implementation and other scholarly examples of knowledge transfer related to teaching		
Service			Contributions to DEI (see separate rubric)		
Campus	Professional Community		Knowledge	Track Record	Plans
1-5	1-5		1-5	1-5	1-5
Example areas for assessing service: <ul style="list-style-type: none">Potential or track record of department engagementPotential to make a positive contribution to the department climatePotential to be a conscientious community memberPotential to make positive contributions to the professional community			Example areas for diversity, equity and inclusion: <ul style="list-style-type: none">Knowledge of, experience with, and interest in dimensions of diversity and familiarity with challenges faced by underrepresented individuals and the need to identify and eliminate barriers to their full and equitable participation and advancement.Experiences or participation in activities designed to remove barriers and increase participation of underrepresented students, staff, and/or faculty.Specific ideas for programs, initiatives, or activities to initiate at UCI if hired.		

Appendix 3. Micro- and Macro-Aggressions During Interviews

Microaggressions are statements or actions that communicate hostile, derogatory, or negative messages to candidates based on their membership in marginalized group. In the university setting, these statements and actions are rarely intended to hurt or demean the candidate. Rather, “aggressors” often have no idea how their actions and statement might be affecting their unintended candidate. **In fact, you may read some of these statements and say to yourself “That is a microaggression? That is a compliment!” And that is the point.** Whether these comments are deemed offensive does depend on the individual and the context. However, if there is a reasonable chance your comment will be taken amiss by someone with a different perspective, why not make the statement in a different way or just talk about something else entirely?

The first step in avoiding accidental micro/macroaggressions is to be able to recognize them. The next step is practicing using alternative statements and behaviors such as those suggested below. Finally, becoming comfortable intervening when you witness a micro/macroaggression taking place (becoming an Upstander rather than a Bystander) will be essential in order to create a campus culture where everyone feels welcomed and where bias is avoided during decision making.

If you find statements below that you could see yourself saying or that you may have actually said at one point or another, it does not mean that you are a bad person or racist/sexist. Being unwilling to recognize racist or sexist behaviors and correct your unintentional aggressions WOULD be a problem, but we all make mistakes and acknowledging this provides an opportunity to learn and grow.

While there are categories below for organization purposes, it is important to recognize that some of these micro/macroaggressions are intersectional, affecting people negatively in more than one way.

This reference document was prepared by Dr. Aimee Edinger, Equity Advisor in Biological Sciences. Comments, suggestions, and additions to this document are welcomed: aedinger@uci.edu.

Category 1. Making the Candidate Feel Alien, Different, or Out of Place

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> • “Where are you from? or Where were you born?” • “What nationality are you/is your family?” • “Are you a US citizen?” • Asking someone to share words in their native language • Assuming someone likes or does not like (nationality/ethnicity) food/practices • “You are (ethnicity)? I went on a vacation to (assumed country of origin) and loved it!” • Mispronouncing candidate’s name after you have been corrected (often more than once) • Developing a nickname or sharing a mnemonic that you use to remember their name • “Your name is so unique – I love it!” • Acting as though the candidate’s name is difficult to remember 	<p>You are not American. You are a foreigner even if the US is your own country.</p> <p>Your racial/ethnic identity makes you weird, exotic, and/or different.</p> <p>You are different. You don’t really belong.</p> <p>People who are different are outsiders.</p>

<ul style="list-style-type: none"> • “Students might find you hard to understand given your accent – have you thought about trying to do something about that?” • “I am impressed that you hardly have an accent” • Telling racist or sexist stories or jokes during meals or private meetings, even to someone apparently of the same race/gender as yourself. 	
Alternative Approaches	Upstander Interventions
<p>Make small talk around subjects that would be appropriate if the individual was from the majority group and had a very common name.</p> <p>The Search Chair should ask EVERY candidate how to pronounce their name and share this (in writing) with everyone who will contact the candidate so that they do not have to continually tell everyone they meet how to pronounce their name.</p> <p>If you develop a mnemonic to help you remember how to pronounce a name, make it respectful & keep it to yourself</p> <p>Probably best to avoid commenting on someone’s name, dress, or looks in any way during an interview, <i>even if you think what you are saying is a compliment.</i></p> <p><u>A general rule</u> - Keep casual conversation focused on topics that you would discuss with someone that could be of ANY ethnicity/national origin/gender/sexual orientation</p> <p>Introduce your guest as you would a speaker with a “standard” background. Allow them to bring up their nationality/gender/sexual identity if they wish – it is their story to tell.</p>	<p>If you witness any of this in real time, you could clarify for the speaker privately how their comment might be perceived and call out their behavior as inappropriate – when this is done politely, most people are very receptive and want to avoid offending others</p> <p>If you know how to pronounce the candidate’s name correctly, you can correct the speaker.</p> <p>You could interrupt the interaction with the speaker by engaging in a normal conversation with the candidate that is free from microaggressions and makes them feel welcome (change the subject). You could also approach the candidate after the speaker leaves and engage in a friendly and welcoming conversation.</p>

Category 2. Tokenism and Triggering Imposter Syndrome

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> • “We are really interested in recruiting more URM faculty, we really hope that you will apply to our ad.” • “UCI is really interested in diversifying our faculty, I am so excited that we are interviewing you!” • “We have just recruited 3 Black faculty.” • “We were able to hire a lot of UC Presidential Postdoctoral Fellows because they are ‘free’ for 5 years.” 	<p>You are only of interest due to your race/gender/nationality</p> <p>You are not really qualified for this position based on your accomplishments</p>

<ul style="list-style-type: none"> • “You would have a cohort of URM Asst profs here to interact with.” • “Your name doesn’t sound like you are a URM – make sure you make it clear that you are one.” • “There is a great program at UCI to hire two faculty for one if we make offers to URMs.” • “Your DEI activities give you a really good chance to be hired here – emphasize them whenever you have the chance!” • “Since you are Black/Hispanic, you will definitely get tenure here!” • “Unfortunately, being Asian or gay doesn’t count for diversity hiring here at UCI.” • Any statements focusing on race/ethnicity/gender rather than science during recruitment or interviews • “You are so lucky to have access to minority fellowship opportunities!” • “Dr. XX (advisor) is such an outstanding scientist; it must have been so amazing to work in their lab.” • “I have known Dr. XX (advisor) for a long time, they are an outstanding scientist.” • “Who developed your project?” • Describing someone as “an outstanding Black/Hispanic/female scientist” 	<p>You are valued for your skin color, not your scientific accomplishments</p> <p>You are in a different category than other assistant professors we hire</p> <p>We would not hire you except that we are incentivized to do so</p> <p>Implying that their success could only have come as a gift from a powerful advocate or ally suggests that low achievement is the expectation</p>
Alternative Approaches	Upstander Interventions
<p>Statements around DEI that may be better received:</p> <ul style="list-style-type: none"> • “Service related to DEI is recognized and rewarded in our School.” • Review the statement here and use phrases that align with your beliefs: https://equity.bio.uci.edu/home/ • “BioSci has both an Associate Dean for DEI and an Equity Advisor committed to removing bias from evaluations at every level so everyone will be able to thrive at UCI.” • “We have recently hired a really strong cohort of Asst professors – I would be happy to get you their names if you would like to speak with any of them.” <p>During the interview, focus on the individual’s science and opportunities for them to excel at UCI.</p> <p>Focus on the collegial and collaborative environment at UCI, highlight that the School administration is supportive and transparent (if you agree with this statement).</p>	<p>If you witness tokenism:</p> <ul style="list-style-type: none"> • you could approach the speaker later to politely explain how their comments might have affected the candidate • You might engage the candidate in a conversation about their science to make it clear that you value their scientific accomplishments • you could highlight potential collaborations and resources on campus that help them see themselves “fitting in” here at UCI

<p>Show that you understand and value their work - highlight collaborations that might be possible for them with UCI faculty, take the time to arrange meetings with faculty who are potential collaborators.</p> <p>Make sure that ALL individuals invited to interview speak with faculty representative of the diversity in the School.</p> <p>Show that you understand and value their work – be familiar with campus resources that can help them succeed.</p> <p>If the candidate brings up DEI issues/resources, continue the conversation. Feel free to offer to set up a meeting with the Assoc Dean or Equity Advisor for clarifications or more in depth discussions.</p>	
--	--

Category 3. Claiming Color-Blindness, Myth of Meritocracy

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> • “I have never seen any evidence of racism at UCI.” • “I took an Implicit Bias test and I am not biased against (fill in the blank).” • “I am not racist, I have several Black/Hispanic collaborators.” • “As a woman, I understand what you are going through as a racial minority.” • “There is only one race, the human race.” • “All lives matter.” • “As a scientist, I judge individuals based solely on their science/merit.” • “Grants and awards and publishing in high-impact journals is based on the quality of the science, not who you are.” • “Expectations for male, female and transgender faculty are equivalent.” • “Sexual preference is something no one cares about here – we even have transgender bathrooms.” • “Hiring here is totally equitable – we just hired a bunch of Black and URM faculty.” • “Everyone here gets promoted based on their merit – with our strong focus on DEI, reviews are very fair and there is no ‘diversity tax.’” • “California is very diverse; racism is not a problem here.” 	<p>Failing to acknowledge abundant evidence that systemic racism/sexism and other forms of bias exist denies the individual’s lived experiences</p> <p>Failing to recognize someone’s racial, ethnic, or gender identity cancels part of who they are</p> <p>Failing to recognize that everyone is biased in some way will make it difficult to correct inequities in opportunities, allowing racism/sexism to continue</p> <p>It is not really clear who is most qualified, bias certainly contributes to decision making.</p>

<ul style="list-style-type: none"> • “The only reason we don’t have a more diverse faculty is that URMs don’t apply/there are fewer qualified URM candidates.” • “I believe the most qualified person should get the job.” 	
Alternative Approaches	Upstander Interventions
<p>Information you could share:</p> <p>Highlight that BioSci has an Associate Dean of DEI, and Associate Dean of Faculty Development, and an Equity Advisor who help to ensure that the impact of bias on the review process is limited</p> <p>Our School is in the process of developing a Code of Conduct that directly addresses biased behavior.</p> <p>Faculty search committees participate in implicit bias training.</p> <p>Workshops and Town Halls addressing racism, sexism, and other forms of bias have been well attended by members of our School.</p>	<p>If you hear someone say these things, you could clarify to the candidate, ideally in the presence of the speaker, that you do not agree – while we strive for inclusion and fairness at UCI, there are inevitably times when we fall short. At the same time, you have been impressed with the sincere commitment of our faculty to promoting inclusive excellence/DEI.</p> <p>Overall UCI is a collegial campus, however there are a number of groups working to better support and promote the interests of minoritized populations. If you are involved in any, you could share that you are a member.</p> <p>The School is actively engaged in efforts to promote inclusive excellence and engage in fair and unbiased review practices. Share the information in the column to the left.</p>

Category 4. Assumption of Criminal or Low-Status

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> • Scientists of color frequently report being taken for support staff (janitors, cleaning staff, office staff) rather than academics • Not sitting next to someone in a seminar because of their skin color • Picking up your phone/purse/wallet to move them farther away from a person of color • “Wow! I would have never guessed that you were a scientist!” 	<p>You are a criminal; You are dangerous.</p> <p>You do not belong in science.</p>
Alternative Approaches	Upstander Interventions
<p>Make sure everyone (faculty, staff, and students) is aware that a candidate will be visiting campus on that day (expect a guest)</p> <p>Add a photo of the speaker to fliers so that the individual will be recognized – do this for ALL speakers</p>	<p>Step in to interrupt any negative interaction you witness, introduce the applicant to the “aggressor” using their academic credentials</p>

Category 5. Pathologizing Cultural Values or Communication Styles

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> • “You should be more out-going to make a good impression on this interview.” • “Don’t be so loud, you sound angry and may scare some people off.” • “Your word choice/speech patterns might make people think that you are not as accomplished – you should try to speak more like a scientist.” • “You are too polite – you need to fight more forcefully for your ideas or you won’t make it as a scientist.” • “You really should think about not wearing your hijab/changing your hairstyle when you interview - it might put some people off.” • “Bringing up race/culture in a professional setting is simply inappropriate. Just focus on your science” 	<p>You should assimilate to the dominant culture; leave your values at the door.</p> <p>There is no room for difference.</p> <p>My way is the best way.</p> <p>There is no place for discussing racism/sexism bias in a scientific setting.</p>
Alternative Approaches	Upstander Interventions
<p>Focus on substance, not style.</p> <p>Students have diverse learning styles and may benefit from diverse approaches in the classroom/lab.</p> <p>Students will be better able to envision themselves as scientists if they see professors that “look like them” and “act like them.”</p> <p>Who will talk about this if we do not? Content and context are important, of course.</p>	<p>If you see this happen, you could validate the candidate’s style and effectiveness with a supportive comment (“I found your seminar very clear and informative.”) A private comment to the “aggressor” later may be helpful.</p> <p>You could state that you do <u>not</u> believe the candidate needs to conform to fit in to the “standard” faculty mold, perhaps highlighting the diversity of our student body.</p> <p>“I appreciated your comments and insight regarding [issue].”</p>

Category 6. Perpetuating Gender or Racial Stereotypes/Roles/Expectations

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> • “You are so articulate; you speak so well!” • “How much of the work you presented was your own?” • “How dependent is your work on your collaborators?” • “Do you think that it will be hard to function independently once you leave your advisors’ lab?” • “You would totally get along with/you should absolutely meet Prof XX (name of faculty member who is the same race/ethnicity/gender).” 	<p>My expectations for you were low based on your race/gender</p> <p>I don’t believe that you are talented enough to have made these accomplishments without help from someone from the privileged group</p> <p>Your peers are people “like you,” as opposed to scientists who work in your area or who are at your career stage</p>

<ul style="list-style-type: none"> Assuming that someone of a particular race/ethnicity/gender will be interested in a particular sport or hobby. Glancing at a female candidate's finger to see if they are wearing a wedding ring. Assuming that a female candidate will have a spouse that needs a position (career partner). Assuming a female candidate will be interested in childcare or schools or that a man will not. Assuming that a female candidate will plan to have children/want to stop the clock. 	<p>I don't think of you as a unique individual but a representative of your race or racial stereotype.</p> <p>Women should be married by a certain age, and to a man</p> <p>Women want to have children, a woman's place is having kids</p>
Alternative Approaches	Upstander Interventions
<p>Focus on the content/substance, not the "packaging"</p> <p>When praising their seminar or preparedness, being more specific and acknowledging their expertise may mitigate concerns – "When Dr. Smith asked you about XYZ, I was really intrigued by your answer. Can you tell me more about XYZ? It sounds like you have really thought a lot about that problem."</p> <p>"Have you discussed whether with your advisor whether they will continue to work on that topic? How will you compete with their established lab?"</p> <p>Ensure that all candidates meet with faculty that reflect our diversity.</p> <p>Talk about yourself and the resources you have taken advantage of on campus and in Irvine. Allow the candidate to ask questions if they choose once you have broached the subject.</p>	<p>If you see this happen, you could validate the candidate's style and effectiveness with a supportive comment ("I found your seminar very clear and informative.") A private comment to the "aggressor" later may be helpful.</p> <p>You could state that you do <u>not</u> believe the candidate needs to conform to fit in to the "standard" faculty mold, perhaps highlighting the diversity of our student body.</p> <p>"I appreciated your comments and insight regarding [issue]."</p>

Category 7. Sexual or Gender Harassment or Bullying

Sample Microaggressions	Messages Communicated
<ul style="list-style-type: none"> "I was surprised to learn that you are a lesbian, you are so pretty/act so feminine!" "That is a pretty dress/ blouse." Repeated looking at a candidate's chest. "You are so beautiful/pretty!" Otherwise commenting on a candidate's appearance "XYZ is really hot." Making sexist jokes, telling sexist stories Sharing photos of partially or suggestively dressed men or women. 	<p>You may think this stuff is obvious, but these things actually happen</p> <p>Issue explicit statements to all individuals who will have contact with the applicant indicating that gender harassment and bullying are unacceptable, including during interviews and talks. One can challenge a job candidate to defend their ideas without resorting to ridicule.</p>

<ul style="list-style-type: none"> • Interrupting and/or belittling candidates during meetings, seminars, or social events in a way that is disrespectful or demeaning. • Discussing the candidate and/or their research in a faculty meeting in a way that is disrespectful or belittling. 	
Alternative Approaches	Upstander Interventions
<p>While one might think compliments will always be appreciated, they are not. Avoid discussing someone's appearance in a professional setting.</p> <p>The Department or Search committee chair should intervene when harassment occurs in a public setting, but any faculty member should feel absolutely justified to step in.</p>	<p>If you see this happen and do not feel threatened yourself, you could state, "That was completely inappropriate." Interrupting the "aggressor" sends a very clear message that behavior like this is not tolerated here.</p> <p>Making the search Chair aware of what happened may be appropriate, depending on the severity of the event.</p>

Additional Resources

[Language Matters: Considering Microaggressions in Science](#)

[Racial dialogues: Challenges faculty of color face in the classroom](#)

Appendix 4. List of Illegal Interview Questions

SUBJECT	APPROPRIATE INQUIRIES	INAPPROPRIATE INQUIRIES
Age	None	Questions about age, date of birth, requests for birth certificate
Arrests/Convictions	May ask if any record of criminal convictions and/or offenses exist, if all applicants are asked	Inquiries regarding arrest record
Height and Weight	None	Inquiries about the applicant's height or weight
Citizenship	May ask questions about legal authorization to work in the specific position, if all applicants and asked	May not ask if person is a U.S. citizen or what citizenship the person holds
Education	Inquiries about degree or equivalent experience	Inquiries about year of graduation from high school
Disability	May ask about applicant's ability to perform job-related functions	Question (or series of questions) that is likely to solicit information about a disability
Marital or Parental Status	Whether applicant can meet work schedule or job requirements. Should be asked of all genders.	Any inquiry about marital status, children, pregnancy, or childcare plans
National Origin	May ask questions about legal authorization to work in the specific position, if all applicants and asked	May not ask a person's birthplace, if the person is a U.S. citizen, questions about the person's lineage, ancestry, descent, or parentage; how the person acquired the ability to speak/read/learn a foreign language
Personal finances	None	Inquiries regarding credit record, owning a home, or garnishment record
Photograph	None	Any inquiry for a photograph prior to hire
Political Affiliation	None	Any inquiry about membership in a political party
Organizations	Inquiries about professional organizations related to the position	Inquiries about personal or professional organizations suggesting race, sex, color, religion, national origin, age, marital status, sexual orientation, gender identity, gender expression, height, weight, disability, or veteran status
Race or Color	None	Comments about complexion or color of skin
Religion	Describe the work schedule and ask whether applicants can work that schedule. Should be asked of all applicants	Inquiries about religious preferences, affiliations, denominations, church, and religious holidays observed
Sex	None	Comments or questions regarding gender, gender expression, or gender identity
Sexual Orientation	None	Comments or questions about the applicant's sexual orientation

Appendix 5. Sample Candidate Evaluation Form

This tool is designed for faculty and students to provide evaluations of job candidates. It is meant as a template for departments that can be modified as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's Name: _____

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

- | | |
|---|--|
| <input type="checkbox"/> Read candidate's CV | <input type="checkbox"/> Attended candidate's chalk talk |
| <input type="checkbox"/> Read candidate's statements | <input type="checkbox"/> Met with candidate individually |
| <input type="checkbox"/> Read candidate's scholarship | <input type="checkbox"/> Met with candidate in a group |
| <input type="checkbox"/> Read candidate's reference letters | <input type="checkbox"/> Attended lunch or dinner with candidate |
| <input type="checkbox"/> Attended candidate's public talk | <input type="checkbox"/> Other (specify): _____ |

I am a _____ (please select one):

- | | |
|---|---|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Postdoctoral Fellow |
| <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Other (specify): _____ |

Please rate the candidate on each of the following (please checkmark in box):

	excellent	good	neutral	fair	poor	unable to judge
Potential for (evidence of) scholarly impact						
Potential for (evidence of) research productivity						
Potential for (evidence of) research funding						
Potential for (evidence of) teaching experience and interest						
Potential for (evidence of) teaching courses in the core curriculum						
Potential for (evidence of) collaboration						
Potential for (evidence of) contribution to the department's priorities						
Ability to make positive contributions to the department's climate						
Potential for (demonstrated ability) to attract & supervise diverse grad students						
Potential for (demonstrated ability) to teach and supervise diverse undergraduates						
Potential for (demonstrated ability) to be a conscientious community member						

Other comments on the candidate: _____

Notes:

[illegible]

Notes:

[illegible]

[illegible]

Notes:

[illegible]

For inquiries:

Office of Diversity, Equity and Inclusion
School of Biological Sciences
5120 Natural Sciences II, Irvine, CA 92697
inclusion.bio.uci.edu
inclusionbiosci@uci.edu