

	Recruitment activities undertaken during the <i>interview and offer of this job</i> search	Used the practice?					Comments
		Used	Partially used ?	Did not use	Not applicable	Not sure/ Other ?	
g	Arranged to have finalists meet with campus groups/individuals from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
h	Notified candidates about possible dual-career couple employment options and family friendly policies/resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Section 3. Minimizing the Impact of Unconscious Bias

A number of recent studies have suggested that implicit associations are common among the general population in regard to issues of gender, race/ethnicity, and expectations regarding the likelihood of long-term professional success/achievement (e.g., "boys are better at math and science"). These patterns are observed among both majority and minority populations, including highly educated individuals, men and women, and can be demonstrated with the aid of carefully designed experiments (e.g., click here (<https://implicit.harvard.edu/implicit/demo/>) for one example). In response to these findings, many scholars and practitioners assert the importance of structuring search committees and search processes in ways that minimize these possible associations; and the need to train committee members to be aware of implicit bias, so as to mitigate its impact on assessments and deliberations.

Which of the following "best practices" did you or members of your committee or department use in an effort to minimize the possible impact of "implicit associations" on evaluating faculty candidates?

Please share with us any comments you might have. Again, we greatly appreciate candid responses as these will help us to better assess what future actions/recommendations might be viable and desirable.

	Practices to minimize the possible impact of implicit associations throughout the entire search process	Used the practice?					Comments
		Used	Partially used ?	Did not use	Not applicable	Not sure/ Other ?	
a	Committee members attended workshops regarding implicit bias <u>and</u> followed specific recommendations for reducing the impact of bias in the selection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
b	In evaluating each candidate, used a weighted scoring rubric incorporating all selection criteria (e.g., using a consistent numerical score or scaled words such as excellent, good, fair, poor, for each selection criterion).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
c	To reduce the impact of possible bias in letters of recommendation, evaluated all of the candidate's materials prior to considering the letters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
d	Made sure all applications were reviewed by at least two reviewers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
e	Appointed senior reviewers or equity advisors to monitor the equity of all recruitment related processes/decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Section 4. Prioritizing and Institutionalizing a Commitment to Diversity

Most recent scholarship related to equity issues in academia emphasizes the importance of institutionalizing a commitment to diversity and equity at all levels of an organization, from the highest administrative offices to the local unit. This commitment often begins with an enhanced appreciation for the importance of diversity in the local unit (typically departments), the establishment of realistic goals, the identification of mechanisms that can be used to promote the desired outcomes, and benchmarks to measure progress toward these goals. Furthermore, the literature asserts the need to hold institutions and individuals accountable for their relative success in establishing and realizing positive diversity-related outcomes.

Which of the following "best practices" did your committee and/or the department undertake in an effort to prioritize and institutionalize diversity-related concerns?

Please share with us any comments you might have.

	Practices that institutionalize a commitment to diversity and seek to increase the diversity of faculty applicant pools and hires	Used the practice?					Comments
		Used	Partially used ?	Did not use	Not applicable	Not sure/ Other	

							?	
a	As a hiring committee, clarified and prioritized the diversity needs of the department vs. competing needs (perhaps considering the needs of diverse student populations, the pedagogical value of diverse classroom environments, the potential value-added of diverse thinking/groups in research innovation/implementation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b	Compared the relative success of our department to similar programs at peer institutions in re. to diversity-related issues and faculty hiring patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c	Involved the Dean/other administrators/senior faculty in communicating about the importance of diversity in faculty recruitment (e.g., the Dean or senior faculty directly met with the committee re. diversity issues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d	Made committee members aware of "best practices" referenced in the current academic literature regarding hiring diverse faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e	Required transparency regarding pre-existing relationships between faculty candidates and hiring committee members (perhaps "recusing" in cases where longer-term relationships might bias the evaluation/have undue influence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f	Conducted retrospective analyses of recent faculty recruitments in regard to diversity issues (e.g., Were the applicant pools/finalists appropriately diverse?) <u>and</u> took this information into account during the current job search.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Section 5. Assessing Existing Mechanisms Designed to Promote Diverse Faculty Pools and Hires

Beyond assessing possible "best practices," we would also like to hear your thoughts about existing mechanisms that are currently in place on your campus that are designed to support more diverse faculty applicant pools and hires. Many of these mechanisms/practices have been in place for a number of years (with modifications along the way); but their usefulness has not been fully assessed.

In regard to promoting diverse faculty applicant pools and hires on your campus, how useful/effective do you believe each of the following mechanisms are?

Please share any comments you might have that help us to better interpret your rating. If you have any recommendations, please note them in the comment box.

	Existing mechanisms designed to increase the diversity of UC faculty applicant pools and hires	How USEFUL is the mechanism/practice?					Comments
		Very useful	Somewhat useful	Not too useful	Not at all useful	Not sure/Other ?	
a	The information provided in the Fair Hiring for Faculty Recruitment Workshop for search committee members presented by the VPAA?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b	The online (Canvas) implicit bias training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c	The calibration session with real examples of statements of contributions to diversity, equity, and inclusion facilitated by the VPAA?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d	The first round screening using the statements of contributions to diversity, equity, and inclusion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Did receiving a copy of this post-hiring survey at the start of your search lead you to rethink any of your search practices in an effort to promote diversity and run a more inclusive search? Explain.

For searches in which a diversity statement was required of applicants, do you feel that the statement provided another useful data point for assessing the candidates' qualifications? Explain.

Are there tools or resources that we don't currently offer that would further assist search committees run a successful academic recruitment?

Did you encounter any obstacles during your recruitment? If so, what were they? Do you have any suggestions for how they could be avoided in the future?

Final Comments

If you have any final comments/thoughts, please provide them in the below box.

Thank you for your help!

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