

# **Putting Equity, Diversity, and Inclusion into Action in Faculty Hiring at Tulane**

Office of Equity, Diversity, and Inclusion

Provost's Office

Spring 2021

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Welcome to this guidebook on searching for faculty excellence at Tulane!

Equity, diversity, and inclusion (EDI) are cherished values at Tulane and critical components of our commitment to excellence. They need to be integrated into all aspects of our operations, especially how we search for and recruit our colleagues - faculty, staff, and administrative leaders.

A successful search has two basic components – attracting a diverse pool of applicants and constructing an equitable process by which to engage with and assess the candidates. This guidebook addresses both of these challenges and is based on a growing body of research.

Attracting a diverse pool of candidates requires that we do more than simply place ads in the usual settings. Rather, the process of building an applicant pool for a faculty search should begin years in advance, with an active effort to find exciting candidates, especially those from underrepresented groups, build relationships, and encourage interest in Tulane. This has numerous long-term benefits for the department and university that extend far beyond any individual search.

A typical evaluation process can echo the numerous inequities faced by those from historically underrepresented groups, and the result is that we can miss talent and overlook some who would make extraordinary contributions to our community. The research makes clear that structured protocols in faculty searches improve the chances of the strongest candidate emerging successfully from the search and produce more equitable and inclusive outcomes.

As a final comment, we note that higher education is an intensely competitive landscape, and that is nowhere truer than in the efforts to find and recruit top talent. If we want to compete as successfully as possible, then we need to adopt these best practices. This faculty search guidebook is intended to support you in understanding how to implement these evidence-based searches. This guidebook also provides important information on legal and ethical practices we must adhere to.

Thank you for all you do for Tulane, and for your commitment to Tulane excellence.

Anneliese Singh  
Associate Provost for Diversity and Faculty Development and Chief Diversity Officer

Robin Forman  
Senior Vice President for Academic Affairs and Provost

## Flowchart of 10-Step Faculty Search Process

There are 10 steps we use to ensure our ethical and legal responsibilities as search committee chairs and members in searches. This 10-Step Faculty Search Process shows that recruitment and retention of faculty excellence begins years in advance *before* any faculty position announcement.

This process also uses structured protocols that help us put guardrails in place, so we are not intentionally or unintentionally narrowing our pools thus resulting in an absence of candidates from historically underrepresented backgrounds.

After hiring, there are multiple ways to welcome and support our new colleagues to campus and ensure they learn about vital campus resources and know they belong at Tulane.



## Putting Equity, Diversity, and Inclusion into Action in Faculty Hiring at Tulane

Thank you again for being such an important part of ensuring equitable, diverse, and inclusive faculty search processes at Tulane. Below, we discuss the 10-Step Process for faculty searches. Each of the 10 steps are crucial in putting our EDI commitments into action with faculty hiring. Become familiar with each step and the related policies, practices, procedures, and resources. We are excited to support you in your efforts at each step of the way.

### Step 1

#### Plan Strategically for a Faculty Search 3-4 Years in Advance

##### Ask Yourself, “When Do Searches *Really* Start?”

Recruitment and retention of faculty excellence begins *before* any faculty position announcement. The relationships we build 3-4 years in advance can greatly increase the diversity of our applicant pools.

This means we can no longer solely rely on passive listserv faculty position postings and casual word-of-mouth. We can and should post our faculty positions widely and target diverse outlets; but, even better, we can engage in some of the following activities to make sure we are developing relationships with diverse upcoming and established scholars long in advance of that job postings:

- Know and follow the careers of established diverse scholars, leaders, and mentors and:
  - Discuss the activities of these leaders regularly in program, department, school, and other meetings.
  - Learn about the scholarship and other activities of their advisees and mentees.
  - Communicate with these leaders about their activities in your discipline and share the upcoming activities coming up in your field.
  
- When you attend conferences, summits, and other discipline events and make time to:
  - Attend presentations you would not normally attend on EDI and anti-racism topics and make time to introduce yourself to presenters. Follow up with an email to stay in touch and share information about your program and latest activities.
  - Take a few hours to drop by the graduate student breakfasts and other programming to share information about your program and welcome the newest scholarly voices in your field.
  - Set aside yearly funding to attend conferences, summits, and other discipline events that focus on EDI and anti-racism, affinity groups (racial/ethnic, women, LGBTQ+, veteran’s, first-generation, international, etc. such as the Association of Black Anthropologists or the National Latinx Psychological Association – see *Appendix K* for a wide-ranging list of faculty diversity resources).

- Sponsor a table or booth to and staff the booth with faculty and students who can share information about the program with others. Follow-up with information about your program and any upcoming job postings.
- Communicate about the good work you are doing in EDI and anti-racism within your program, department, school, across the university, and within your individual professional fields (for the latter, an example might be submitting an anti-racism and EDI program you developed within your unit):
  - Use social media, webinars, and other digital communications to spread the word about activities in your program related to EDI and anti-racism.
  - Continue to build strong awareness of the culturally-responsive mentoring with current diverse students and post-docs.

## Step 2

### Understand Implicit Bias and Higher Education Inequities

#### Understand How Implicit Bias Works

Implicit bias refers to those mental short-cuts that our brains take to categorize people (Devine, 1989). These short-cuts are unconscious, but they add up to real-life consequences in faculty searches because they potentially narrow the pool of diverse applicants. Research shows these biases influence how we review CVs and other application materials, how we read emotions and facial expressions, what our behavioral norms are, and lead to negative appraisals of people who are from historically underrepresented backgrounds and who we deem “not a fit” and “not like us” (Devine, 1989; Greenwald & Benaji, 1995). We all have implicit bias whether we want them or not. The best we can do is develop prejudice-breaking habits (see subsequent section) that we proactively use. Implicit bias pairs in a toxic mix with explicit bias – how we consciously stereotype people – and lead to the ethical and legal exclusion of the excellence represented in our diverse applicants in the pool. We can and should be on guard of the following biases

- **Confirmation bias** – we interpret new information about a faculty candidate as confirmation of our previously existing perspectives and beliefs.
- **Anchoring bias** – we rely too much on information received early in the search process about a faculty candidate.
- **In-group bias** – we naturally favor our own in-group based on race/ethnicity, gender, sexuality, disability, class, education, and more (including the intersections of these group identities).
- **Negativity bias** – we have a collection of information about faculty candidates, but the negative information, interactions, thoughts will have greater weight for us in decision-making than positive or neutral information, interactions, and thoughts.
- **Attribution bias** – we make errors systematically in our evaluations of faculty candidates based on the assumptions, and judgements we have about their behavior and other interactions.
- **Sunk-cost bias** – we have put so much time into a search and we are missing diverse faculty candidates in the larger pool and thus the short-list – but we keep investing in the non-diverse pool and short-list because of time, funding, and other pressures.

Essentially, our job is to interrupt these biases at every step of the search process. We seek to name and interrupt this bias for ourselves and others and move away from defensiveness to curiosity. For instance, we can ask ourselves these questions:

- How are my personal biases shaping my view on the search process itself and candidates I am reviewing?
- How am I identifying with a candidate based on my shared identities?
- How is my shared academic lineage, discipline and/or friendships influencing how I identify with candidates and assess them?



- What realms of expertise and knowledge am I overlooking or neglecting to consider as valid and important based on my answers to the above questions?

This interruption relies on the use of structured protocols throughout the search process, which research suggests can address those hidden and explicit biases head-on as we work together on search committees.

An exhaustive review of implicit bias is beyond the scope of this guidebook, but you will see helpful resources about implicit bias and the connection to structural inequities in Appendix A.

### **Know How Inequities Show Up in Higher Education**

Universities are pretty good at replicating societal inequities. What does this mean? If women experience sexism in the world and people over 50 experience ageism in larger society, these systems of interlocking oppressions certainly show up as implicit bias and explicit bias in higher education that result in inequities impacting women and older adults. LGBTQ+ faculty who not only experience minority stress in terms of employment discrimination still legal in many states, but who also experience LGBTQ+ microaggressions from students in their classrooms and misgendering from their colleagues.

BIPOC faculty are often over-burdened with mentoring BIPOC students and other BIPOC staff and faculty on top of their other service expectations, while also experiencing racial microaggressions in the classroom and receiving lower course evaluations (Walkington, 2017). Veteran students and faculty at Tulane may report satisfaction on various surveys, but this satisfaction does not erase the bias they may face in our learning environments.

Unfortunately, the list of societal inequities that show up in higher education could take up an entire other guidebook. Fortunately, we can learn more and more about what these are and keep applying best and aspiring practices to make our diverse faculty candidates – and all diverse folx on our campus – know that Tulane is a place where are working to make sure they experience belonging, empowerment, and harm reduction.

### **Examine Our Own Biases Throughout the Search Process**

Addressing implicit bias, knowing that explicit bias is still a “thing,” and identifying where both live and function to create inequities in higher education is not just for “other” people (that is attribution bias). This is why it is important to continuously pursue EDI and anti-racism. Here are a few steps you can take to see how quickly our brains categorize people in unhelpful, stereotyped, and biased ways:

- Take the Stroop Test.
- Take the Implicit Association Test.
- Watch one of the implicit bias videos listed in *Appendix A* (the UCLA 6-video series is an especially good overview).
- Check out the digital training library from the Office of Institutional Equity on unconscious bias; microaggressions in the workplace; workplace diversity, inclusion, and

sensitivity; preventing harassment and discrimination (manager and employee versions – courses are available in Spanish).

## Step 3

### Use Prejudice-Breaking Habits

#### Know Prejudice-Breaking Habits

Devine and colleagues (Cox & Devine, 2019) have researched implicit bias and how we can use prejudice-breaking habits and countermeasures to interrupt implicit bias. Ensuring an equitable, diverse, and inclusive search means that we are practicing these prejudice-breaking habits well in advance of serving on a search committee so we can monitor our own implicit bias and challenge how implicit bias emerges in search process activities. Here are a few below (Devine, Forscher, Austin, & Cox, 2013, pp. 1271-1272):

- **Stereotype Replacement** – identify one’s own stereotyped attitudes and replace these with non-stereotyped examples, while also reflecting on how to avoid biases responses and use unbiased responses in the future.
- **Counter-Stereotypic Imagery** – bring to mind abstract, famous, or non-famous people from historically underrepresented groups to increase accessibility of positive, important “examples” that counter stereotypes.
- **Empathy and Perspective-Taking** – develop empathy and take the perspective of a historically underrepresented person. Instead of “walking in their shoes,” try to see the world through their eyes. These skills are developed through ongoing wide reading, learning, and EDI and anti-racism professional development efforts.
- **Individuation** – understand that historically underrepresented groups are often judged based on their group membership, while people from dominant groups are often judged on their individuality. This is one of many reasons we should consider situational explanations for behavior, rather than assuming behavior is linked to a particular group stereotype.
- **Increasing Intergroup Contact** – know that for those from dominant groups (who are often the majority in universities and on search committees), it is often rare to have meaningful personal and professional interactions and relationships with people from historically underrepresented groups. Increasing opportunities to develop these relationships in an authentic and meaningful way can help check implicit bias.
- **Modify Your Environment** – consider the impact of how who and what you see every day fuels your own implicit bias and the implicit bias of others. Adding counter-stereotypic images to our environments is not enough, but it is an important step.
- **Use Structured Protocols throughout the Search Process** – review the structured protocols discussed in Step 4 below to help set up guardrails for implicit bias and support your team in searching for excellence.

## Step 4

### Use Interfolio and Create Structured Protocols

#### Learn Interfolio

We've already discussed that faculty searches do not begin with job postings. Here are some must-read Tulane policy documents to understand how to make a position request and how to use our system Interfolio (including some helpful mini-trainings to walk you through the system), and more:

- [Interfolio Faculty Search Committees Guide](#)
- [Search Waiver Policy for Faculty Appointments](#)
- [Tulane Faculty and Postdoctoral Hiring Website](#)
- [Interfolio Training](#)

Within Interfolio, there are several specific documents and templates to help you in your search. Here is a quick listing to remind you of the utility of Interfolio:

- Forms faculty candidates are required to submit in Interfolio:
  - Curriculum Vitae (CV)
  - Candidate Additional Information Form
    - Required questions for all candidates
      - Includes demographic information
      - Background Search Authorization
- Additional forms a school/unit may want to consider creating to:
  - Track specific candidate data on experience or ask other specific questions related to the role
  - Other Department Required Documents (as outlined in the position posting, optional)
    - Research Statement
    - Teaching Statement
    - EDI Statement
    - Sample Syllabi
    - Publications/Writing Sample
    - List of References

Some other things to consider as you use existing structured protocols and develop other structured protocols:

- How are EDI and anti-racism assessed and evaluated within your program (with students, in P&T and other policies and practices)? How can you communicate this throughout your search process?

- How will you communicate the important highlights of what you learned in the Faculty Search Training to the faculty, students, and staff for interacting with faculty candidates during the interview process?
- How will you anticipate and address barriers embedded in your search process as you identify them during the search?
- How will you address the tension of not over-burdening historically underrepresented faculty and students in the search process, while also ensuring diverse representation?
- Know if there are Affirmative Action Placement Goals for the position you are hiring (the faculty search chair will receive notification within Interfolio if there are placement goals). As of 2021, there are specific placement goals for all faculty positions.
- Become aware of the National Availability Pool Data specific to the discipline in which the searched occurs (e.g., demographic availability of diverse graduates with doctoral degrees in public health or English).

### **Create the Job Description**

The job description is an important place to communicate university-wide and unit-level EDI and anti-racism values related to research, teaching, and service. See the sample job descriptions in *Appendix B* for tenure-track, professor of practice, and adjunct faculty positions. Notice you can do the following:

- Weave EDI and anti-racism values into each of the activities of research, teaching, and service – and also having these values as a stand-alone item. See *Appendix B* and *Appendix C* for examples
- Be explicit in describing the important BIPOC cultural context of New Orleans and our global partnerships and values and the importance of receiving applications from historically underrepresented groups. Include a statement like below with links to :
  - *Tulane University is located in New Orleans - a city with tremendous history of diverse cultures, community, and languages. Tulane is actively building a campus culture grounded in our values of [EDI](#) and [anti-racism](#). We seek and welcome candidate applications from historically underrepresented groups, such as BIPOC (Black, Indigenous, People of Color), women, LGBTQ+, and those living with disabilities as well as veterans. We seek and welcome candidate applications from historically underrepresented groups, such as BIPOC (Black, Indigenous, People of Color), women, LGBTQ+, and those living with disabilities as well as veterans.*
- Be familiar with the [Tulane Equal Opportunity Policy Statement](#), which is automatically included in Interfolio:
  - *Tulane University is an Equal Employment Opportunity/Affirmative Action institution committed to excellence through diversity. Tulane University will not discriminate based upon race, ethnicity, color, sex, religion, national*

*origin, age, disability, genetic information, sexual orientation, gender identity or expression, pregnancy, marital status, military or veteran status, or any other status or classification protected by federal, state, or local law. All eligible candidates are encouraged to apply.*

- Link to current important EDI and anti-racism statements (e.g., Presidential Commission on Racial Equity, Diversity, and Inclusion and Office of Equity, Diversity and Inclusion) (See *Appendix B*).
- List specific criteria in postings
- Be very clear about what you want a successful candidate to offer the department

## Step 5

### Spread the Word to Build Diverse Applicant Pools

#### Spreading the Word about Faculty Positions

To ensure a diverse applicant pool, actively share your faculty job description far and wide. For instance, return to Step 1 and spread the word about your new position with the diverse mentors and other networks you have built over time within your discipline. In addition, take the next actions to circulate the job description to historically underrepresented groups:

- All Tulane faculty and administrative positions are posted in *Diverse: Issues in Hire Education, Higher Ed Jobs, Inside Higher Ed, Insight into Diversity, nola.com, laworks.net*
- Identify any other outlets (paid or free) crucial for your search. Communicate this need to your department chair.
  - Circulate the job posting on EDI searchable databases (see the “Searchable Databases” section in *The Registry: National Registry of Diverse and Strategic Faculty Diversity (See Appendix J)*). Go to [The Registry](#) and at the top right under “Account Login” select “Institution Limited Access: and enter this information: **Userid:** tulaneedi **Password:** EDI\_2021
  - Circulate the job posting on listservs and in affinity groups within your discipline (racial/ethnic, women, LGBTQ+, veteran’s, first-generation, international, etc.).

#### Build the Applicant Pool

We build applicant pools deep and wide in diversity by being proactive and reaching out to our contacts as discussed on pp. 6-7. Building a diverse applicant pool (often called the “long list”) takes a good deal of work. It’s a step which committees often skip over. Your plan to build a diverse applicant pool should be in the FRAP. Remember the following as you are reviewing the demographic numbers that would be ideal to see in your pools:

- **Affirmative Action Placement Goals** – Tulane is a federal contractor, so the OIE works with an external consultant to annually review, set, and maintain affirmative action placement goals for women, “minorities” (BIPOC), and those living with disabilities or having veterans status. Placement goals are targets used to mark our progress in necessary and reasonable ways to create opportunities for equal employment. At Tulane, our yearly Affirmative Action goals consistently include faculty (tenure-track, professors of practice, adjunct). Placement goals are not quotas, but rather remind us to continuously strive to make our faculty applicant pools as diverse as possible. Ask your Dean for demographic trends in faculty hiring in your unit.
- **Availability Demographic Data** – The national professional associations for your disciplines often collect data to help you know the percentage of diverse groups who graduate with their PhDs in your profession. This availability demographic data helps

you know if you are on or off track for diversity within BIPOC and/or women applicants in your pool. Keep in mind although this data does not track other very important identities (e.g., disability, sexual orientation, first-generation, veteran's status, international). Tulane values these identities and their intersections and the search committee should seek to communicate we welcome applications from these groups.

### **Equity Advocate**

Everyone serving in a formal capacity on a search should act as an advocate for equity. However, each faculty search committee should include a designated Equity Advocate. The role of the Equity Advocate is to actively note not only where bias could be arising in the search process, but to also remind the committee of existing higher education structural inequities in their discipline.

For this coming 2021-2022 search cycle, we suggest you have an initial discussion amongst your committee members about who will serve as the Equity Advocate. Your Dean may have specific guidance for this process as well. Please also consider how you may be over-burdening faculty who are BIPOC, identify as women, and faculty with other diverse identities to serve in this role. The Equity Advocate should be a tenured faculty member, as they will be offering important feedback and direction to the search committee internally.

Equity Advocates can view a recorded training on their roles during the search found on the EDI Office website and the Provost Interfolio website. An overview of the Equity Advocate roles is below:

- [Review the Faculty Recruitment Action Plan \(FRAP\)](#)
  - Confirm the distribution and recruitment plan is robust
  - Adapt or generate structured protocols for interview protocols (*Appendix D*) and candidate ranking forms (*Appendix E*)
- Learn what the demographic availability is for the applicant pool in your discipline and share this information with your search committee. See the NCSES for this information a [Survey of Earned Doctorates](#) for the fields of science and engineering. You can also obtain labor availability information from your professional association). The Equity Advocate Training and the Office of EDI can assist you with accessing the demographic availability to strive for in your pool if you are having problems obtaining this information.
- Lead a specific conversation with the search committee on:
  - How the search committee will share the job posting beyond the regular outlets to discipline-specific affinity groups we discussed earlier in Step 1 in conferences, events, and activities within your discipline?
  - How the search committee will track a list of diverse mentors and luminaries in your field and assign search committee members to actively reach out to these folx? Remind the search committee this process is very active – if there is no response to an email, encourage committee



members to pick up the phone to make a call to get the word out about the search and/or contact them on social media.

- When and how the search committee will decide there is ample diversity within the pool that ideally reflects national demographic availability data for the position?
- Keep an eye on the applicant pool to ensure adequate diversity is present based on availability data (the demographic diversity we should expect to have in our long list based on the demographics of PhD graduates in our disciplines). If there is not adequate diversity in the pool, it's time for the search committee to go back and do the steps listed above to recruit diverse applicants into the pool.

## Step 6

### Review Candidates

#### Candidate Review

Steps to review candidate pool, manage candidates in Interfolio using the candidate status function and following best practice in conducting a faculty search (see *Appendix D*).



#### Develop Structured Protocols

Research indicates the use of structured protocols ensures we are putting up guardrails against our biases seeping into the search process. The major structured protocols are:

- **Structured Interview Protocol** – designed based on your job description criteria. Interfolio has a masked review feature which can assist in preventing bias. See *Appendix F* for an example of a candidate interview protocol with EDI integrated and suggestions for additional EDI-specific questions in *Appendix G*.

- **Structured Candidate Ranking Criteria**– also based on your job description criteria, below are recommended general evaluation areas (*please refer to Appendix E for more specific evaluation criteria*)
  - Research area
  - Scholarship to date
  - Teaching area
  - Ability to teach a specific course
  - Work with diverse groups
  - Culturally responsible teaching

### **Select the Long through Interfolio**

As a search committee, you have already put a good deal of work into building a diverse pool of applicants. Now, it is time to review the qualifications of candidates in your pool. Reviewing dossiers is time consuming and all committee members should review all applications.

- **Stick to the Rubrics and Take Your Time**  
In early reviews of candidates, it is tempting to start (as an individual or search committee as a whole) early ranking. This is how implicit bias seeps into the process. Refrain from having these early ranking conversations as a group to interrupt these tendencies. Make sure the search committee members have the time needed to individually review each candidate’s materials using a rubric (see *Appendix E*). Review the scoring of candidates in your faculty search meeting. If there is wide variation in scoring of candidates, talk through these differences in your committee and explore if there are areas to come to consensus.
- Be cognizant of the dangers of using Google or other search engines to obtain information on candidates. Perhaps a candidate’s online presence might help you assess their impact on the discipline, but online searches cannot be used to obtain information that could not otherwise be legally obtained from a candidate.
- **Discuss Individual Rankings from Search Committee Members When Complete**  
Once individual committee members have ranked candidates to interview, have a meeting to discuss these rankings to develop consensus on identifying a long list of candidates. If there is wide variation in scoring, identify the reasons for this and notice if committee conversations are excluding the contributions of diverse candidates (see next bullet). The long lists typically have 8-15 candidates; typically, there is a natural break in the rankings.
- The Faculty Search Chair and/or Equity Advocate should bring forward applicants who might deserve a “second look,” especially those right below the long list cut-off.
- **Check in on Your Implicit Bias and Remind Yourself of the Higher Education Inequities in Your Discipline Throughout the Process**

Before the review, set aside time in your search committee meeting to name the biases influencing your work and the structural inequities in your discipline. The more we share these biases with one another and name them, the more we can help each other challenge them in the review of candidates. A reminder of common biases and inequities is below:

- Stereotype and attitude biases about various identity groups.
- Personal and professional relationships with existing candidates in the pool.
- Pedigree in terms of an applicant's education, publication outlets, recommendation letters, and other areas valued in your discipline. Because diverse candidates experience those higher education inequities we discussed earlier, they may not have had equitable access to the traditional things defined as "excellence."
- Stress related to timelines (remember sunk-cost bias).
- Journals, conferences, and other academic outlets with that are not diverse.
- Ideas about what candidate would be a "good fit" for the unit grounded in a narrow definition of diversity.
- Demographic trends in your discipline and department related to BIPOC, women, LGBTQ+, international, disabled, veterans, and faculty with other diverse and intersecting identities.

### **Select the Short List**

In the Short List selection, conduct virtual interviews with your long-listed candidates. Prior to these interviews, prepare the following:

#### ***Design an Effective Interview Protocol*** (see Appendix F for sample protocols)

- Common set of questions to ask each candidate
- Establish an order for the questions to be asked by assigned committee members
- Question should address the job criteria: research experience, teaching experience, teaching interests, publication record, current and future research interests, current funding and potential future funding, ideas for future publications or collaborations, and experience working with diverse populations, etc.
- Avoid social questions
- Remember that you are also **recruiting** and point to how you have read their dossiers and understand the candidate's own interests in your questions and comments.

#### ***Hold a Full Committee Discussion*** (separate meeting) subsequently

- If school/department practice, present short-listed candidates and recommended finalist list to the department
- With department consent, present finalists to the Dean or the Dean's Office for approval for campus visit.

## Step 7

### Make the Campus Visit Effective and Equitable

Careful planning will ensure that all candidates have a productive high-quality visit.

- Prepare an information packet for each candidate with a detailed schedule, links to maps and individuals they will meet and common instructions for the job talk (and the department's expectations: questions at the end or are interruptions welcomed, for example).
- Standardize the schedule as much as possible for all candidates

**Remember that candidates are evaluating you and your program as much as you are evaluating them**

### Integrate EDI into the Campus Visit

Planning the campus visit is another place to make sure we are using structured protocols to ensure we have the same planned schedule and activities for each person. For instance, do the following (UC-Berkely, n.d.):

- Use welcoming language in all communications with finalists demonstrating enthusiasm for their interview.
  - Make sure this is consistent in communications across each finalist.
  - Avoid gendered language and assuming the gender pronouns finalists use. Instead, ask what chosen pronouns and name are important for the search committee to use throughout their interactions with each finalist.
  - Learn what dietary or other needs finalists may have.
  - Share our Tulane EDI and anti-racism values and let them know these will be important topics during their interview.
  - Share family-building policies (e.g., [parental leave](#)) and campus resources for diverse faculty at Tulane (e.g., [ALAAMEA Faculty and Staff Affinity Groups](#), [workplace accommodations](#)).
  - Refrain from assuming finalists can afford reimbursements. All activities related to the search should be pre-arranged and paid from your unit.
  - It is rare a candidate meets with non-Tulane affiliates during their visit. However, if the candidate is meeting with a realtor or if you are scheduling a meal at a restaurant, please strive to ensure the people and locations you are selecting do not run counter to Tulane EDI and anti-racism values. For instance, do not select a restaurant where there are racist images or symbols are displayed (e.g., cotton plants and confederate flags used as decorations or using a realtor who discusses New Orleans neighborhoods in a racist, prejudicial manner).
- Ask all finalists what would help them have a successful visit to Tulane, such as:

- People or groups they would like to meet with to help them have a successful visit to Tulane.
- Necessary accommodations (e.g., accessibility needs with buildings, breaks needed whether virtual or in-person meetings, any needs related to scent exposure), ASL, or having written documents in another medium are important legal accommodations we must ask as well. It is good practice to always use captioning in a virtual interview and/or when sharing a video.
- Each candidate should receive the same materials in terms of agendas, resources, and other planning materials they need to prepare for the interview. Clearly communicate what should be in the job talk – and their important attention to EDI and anti-racism during the interview process.

### **Making Sure Interview Sessions are Equitable**

You have worked hard on EDI and anti-racism as you arrive to the interview process for each finalist, and this is another place to counter bias and ensure an equitable approach to finalist interviews. Do the following:

- Use the agenda rubrics established and used in the same structured way for each finalist. If you diverge from them for one candidate (e.g., if a follow-up question highly relevant to understanding a candidates' expertise, find ways to ensure each of the candidates has an opportunity to answer this same question – such as an email to a candidate who was previously interviewed so they have a fair opportunity to answer this question).
- Review questions lawful and unlawful to ask (see *Appendix G*) and share these with the faculty, staff, and students who will interact with faculty candidates.
- Ensure a diverse group of faculty, staff, and students are in attendance at each job talk finalist interaction with these groups.
- Introduce each finalist with their formal title. Share that questions will be taken in the formal Q&A section so finalists can focus on sharing their prepared information. Encourage attendees to pause use of electronic devices during the presentation.
- Again, communicate the importance of including attention to EDI and anti-racism in their interview process and job talk. Questions could include (see *Appendix C and D* for additional questions):
  - What kind of EDI and anti-racism professional development have you had, and how do you incorporate these into your research, teaching, and mentoring activities?
  - What specific ideas would you like to bring to Tulane to advance EDI and anti-racism?
  - How will you be an effective inclusive and equitable mentor for diverse students in your research, teaching, and service activities?
  - What are the theories and strategies you use to develop equitable, diverse, and inclusive research, teaching, and service environments?

- In the Q&A, make sure to not only call on questions from those with majority identities and consider starting with those from those from BIPOC, women, and other diverse identities first.
- Circulate a Qualtrics Survey to each person who has interacted with the finalists (see *Appendix H*).

The overarching goal is to ensure each of the candidate's meetings (e.g., with the Dean, department chair, student groups for example), are cohesively structured in the same way for each candidate so every finalist gets a fair shake at responding to questions and other environments. At every step in the campus visit, keep challenging thoughts and judgments about finalist behaviors related to your implicit bias. Make sure to identify how in-group bias, sunk-cost bias, anchoring bias, and attribution bias are impacting your assessment of their behaviors. Keep in mind there are a wide range of cultural backgrounds influencing our interpersonal interactions and being culturally-responsive means we welcome and invite different ways of interacting and understanding cultures at Tulane.

## Step 8

### Engage in Legal and Equitable Final Deliberations

#### Acting on EDI in the Final Selection

You are almost there! By the time you are ready to select your new colleague, you have worked hard to use structured protocols and create an equitable, diverse, and inclusive campus visit. Continuing these actions as you identify your first choice of candidate is crucial to ensure your final deliberations are equitable.

- Come to the final deliberation with the compiled data across candidate ranking forms and any survey data collected.
- Do not rush your final deliberations. Take the time you need and schedule additional meetings to ensure each finalist is allotted the same time for assessment and review of their candidacy to ensure equity.
- Challenge yourselves to identify when the committee and other faculty use language such as “good fit,” “potential,” and “likeability” enter the deliberations – these are harbingers of implicit bias.
- **Remember once you enter final deliberations, discussions about federally protected categories driving hiring are off the table.** Instead, focus on the alignment of finalists with the job criteria and the expertise and commitments finalists have and their awareness, knowledge, and skills in working with diverse groups.
- Once you have selected your final candidate, make your recommendation to your Dean to approve.



## Step 9

### Recruit and Welcome New Community Member to Tulane!

#### Recruiting the Final Candidate

Once the final candidate is identified, it's time to recruit them to Tulane. There are several important considerations to help get the candidate to commit to Tulane:

- Express excitement for the candidate to join Tulane. Share specific strengths we are excited about them bringing to Tulane, such as our [Faculty and Staff Affinity groups](#) and offer to connect them with other faculty who have shared identities, research, teaching, mentoring, and/or community-engagement activities.
- Share Tulane resources to help them to make the decision to come to Tulane, including highlighting what we as a program, department, and university do to mentor and support faculty.
- Share the rich and varied range of BIPOC, LGBTQ+, and linguistic diversity and history of New Orleans and other EDI related campus and community resources.
- Communicate clearly about the hiring practices at Tulane, the faculty position they will join, and any unit-level and university-level policies and practices (e.g., tenure-track policies, promotion pathways, leadership possibilities) to help them understand who we are and what they will be expected to do in their position.

#### Welcome Our New Colleague and Begin the Retention Process

Keep rolling out the welcome mat to our new colleague not just during the negotiation and hiring process, but also during their transition to Tulane and New Orleans. The months in between hiring and arrival at Tulane are important ones to continue to share resources and encouragement, while answering questions our new colleague may have. Designate a couple of people on the search committee to check in periodically with our new colleague during their first semester and first year as well. Starting our retention efforts early and often with our new colleague can be as simple as an email check-in and an invitation to a meal, coffee, and other unit-level and university-level events. Continue to help our new colleague understand the EDI and anti-racism resources and opportunities to get involved.

## Step 10

### Reflect on Each Previous Step and Know Your Resources

It's probably not a surprise that we end this faculty search guide with a reminder to pause and reflect as a search committee – ideally facilitated by the Equity Advocate. Schedule a post-search meeting with the committee and ask the following questions:

- What worked well in building an equitable, diverse, and inclusive search?
- What were the anticipated and unanticipated challenges which made the search difficult with regard to EDI?
- What could be done differently next time?
- How will you continue to support your new colleague?

Take time in your unit to share the results of your reflection on this most recent search as a way to continue to talk to your colleagues about ongoing recruitment and retention efforts in your unit and your important commitments to EDI and anti-racism.

We welcome feedback on this faculty search guidebook, which we see as a living document. We value and need your feedback in order to intentionally build a Tulane that is always growing and evolving in our EDI and anti-racism values and practices.

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## Appendix A

### Resources on Implicit Bias

#### **5 Powerful Talks on Ethnic Diversity and Unconscious Bias**

<https://www.cipd.ae/news/ted-talks-ethnic-diversity-unconscious-bias#gref>

#### **How Racial Bias Works – and How to Disrupt It**

<https://www.youtube.com/watch?v=rVNb53lkBuc>

#### **Implicit Bias Peanut Butter and Jelly Racism**

<https://www.youtube.com/watch?v=1JVN2qWSJF4>

#### **Implicit Bias, Stereotype Threat, and Higher Education**

[https://www.ted.com/talks/russell mcclain implicit bias stereotype threat and higher education](https://www.ted.com/talks/russell_mcclain_implicit_bias_stereotype_threat_and_higher_education)

#### **Let's End Ageism**

[https://www.ted.com/talks/ashton applewhite let s end ageism/transcript?language=en](https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism/transcript?language=en)

#### **Let's Talk about Fat Bias and Thin Privilege**

<https://www.youtube.com/watch?v=Gak58BcuPh0>

#### **Racial Equity Tool – Implicit Bias Resources**

<https://www.racialequitytools.org/resources/act/communicating/implicit-bias>

#### **Religious Discrimination is Un-American**

<https://www.youtube.com/watch?v=7365IO9l-tw>

#### **6 TED Talks for Trans Day of Visibility**

<https://divamag.co.uk/2020/03/31/video-6-ted-talks-for-trans-day-of-visibility/>

#### **The Importance of Queer Allyship in the Classroom**

[https://www.ted.com/talks/coby everton the importance of queer allyship in the classroom](https://www.ted.com/talks/coby_everton_the_importance_of_queer_allyship_in_the_classroom)

#### **UCLA Implicit Bias Video Series**

<https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/>

#### **We Train Soldiers for War. Let's Train Them to Come Home Too**

[https://www.ted.com/talks/hector garcia we train soldiers for war let s train them to come home too?referrer=playlist-talks for veterans](https://www.ted.com/talks/hector_garcia_we_train_soldiers_for_war_let_s_train_them_to_come_home_too?referrer=playlist-talks_for_veterans)

**What Can You Do to Reduce Gender Bias and Why You Should**

[https://www.youtube.com/watch?v=n\\_cGws3qGaA](https://www.youtube.com/watch?v=n_cGws3qGaA)

**Tulane Office of Human Resources and Institutional Equity Digital Library on Bias**

<https://hr.tulane.edu/institutional-equity/education-training-programs>

## Appendix B

### Sample Job Descriptions with EDI

#### TENURE-TRACK

The Department of Communication at Tulane University invites applications for a tenure track position at the Assistant Professor rank for a scholar of activist media. We are especially interested in applicants whose research-based creative practice and/or practice-based scholarship engages the lives, experiences, and cultural traditions of Black, Indigenous, or marginalized communities and explores the relationships between media and social justice. Regional specialization is open, and work may draw on a variety of disciplines and methodologies related to media and communication studies, including gender studies and queer theory, critical race studies, postcolonial/decolonial studies, cultural studies, critical ethnography, and/or their intersections. Tulane's Communication faculty have strengths in the study of the representations that occur on the Internet, shifts in epistemologies related to digitalization, and social uses of technologies and their political implications. We are engaged in collaborative and participatory initiatives and social innovations that exemplify communicative practices between critical theories, everyday life, and social movements. We seek a faculty colleague to expand our understanding of and teaching about digital activism, resistance and struggles for social justice, as well as the intersections of media, cultural identities, and socio/political formations, an area of the undergraduate curriculum we seek to bolster. See description of our curriculum here:

<https://liberalarts.tulane.edu/departments/communication/academics/the-communication-major>. Candidates should be prepared to teach our core course 'Cross Cultural Analysis'.

#### Qualifications

Qualified candidates for this position will hold a PhD degree in Communication or a related field by June 30, 2022.

#### Application Instructions

Candidates should submit via Interfolio a letter or application, a curriculum vitae, a list of three professional references with contact information, and one or two samples of your critical work (written and/or media). Other materials may be requested later. Questions can be directed to Dr. Mohan Ambikaipaker ([mambikai@tulane.edu](mailto:mambikai@tulane.edu)), Chair of the Search Committee. We are committed to creating an intellectually diverse, inclusive, and equitable institution, and we especially encourage candidates from historically underrepresented groups to apply. Review of applications will begin October 1 and will continue until the position is filled.

## PROFESSOR OF PRACTICE



Professor of Practice  
Earth and Environmental Sciences

The Department of Earth & Environmental Sciences seeks to fill a Professor of Practice position to begin as early as July 1, 2021. We seek an Earth and environmental scientist with interests broadly falling in the field of geospatial analysis, including but not limited to environmental remote sensing. The department currently offers an undergraduate degree with a concentration in either earth science or environmental science. Opportunities exist for advising undergraduate research, and development of service-learning courses. We would like to broaden participation in the study of the Earth and environment and therefore encourage applications from groups that are historically underrepresented in the sciences.

The position is a non-tenured, full-time academic year (9-month) teaching position with renewable 3-year appointments. Key responsibilities of this position include:

- Serve as instructor for courses comprising the undergraduate curriculum, including those related to the department's GIS Certificate Program.
- Serve as instructor for courses in the applicant's area of specialization.
- Provide service to the educational mission of the department and university, and collaborate on equity, diversity, and inclusion (EDI) initiatives.

Review of applications will begin March 31, 2021, and review will continue until the position is filled. Applicants should submit a cover letter, CV, statement of teaching philosophy (including attention to EDI and teaching a wide variety of diverse students), any previous teaching evaluations or other evidence of teaching excellence and contact information for three references familiar with the applicant's teaching abilities. Applications must be submitted electronically via the following link: [apply.interfolio.com/31900](https://apply.interfolio.com/31900). Any inquiries may be directed to Dr. George C. Flowers ([flowers@tulane.edu](mailto:flowers@tulane.edu)), Department of Earth and Environmental Sciences, Tulane University, 6823 St. Charles Ave., New Orleans, LA 70118-5698.



## Appendix C

### Areas of Evidence for Demonstrating EDI Contributions<sup>1</sup>

#### Knowledge and Understanding:

- 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.
- Familiarity with demographic data related to diversity in higher education.
- Understanding of the challenges faced by historically underrepresented individuals, and the need to identify and eliminate barriers to their full and equitable participation and advancement.
- Comfort discussing diversity-related issues
- Understanding of mentorship power dynamics and personal-professional boundaries between faculty and students.
- Understanding of the impact of bullying, microaggressions, and harassment.

#### Teaching:

- Strategies to create inclusive and welcoming teaching environments for all historically underrepresented students.
- Strategies to encourage both critical thinking and respectful dialogue in the classroom.
- Using new pedagogies and classroom strategies to advance equity, diversity, and inclusion.

#### Research:

- Strategies for promoting inclusive and respectful research environments
- Mentoring and supporting the advancement and professional development of historically underrepresented students or postdocs.
- Structuring the research and advising environment to be inclusive, respectful, and accountable.
- Research focused on underserved, local, Gulf Region, national, and global communities.

#### Service - Professional Activities, Outreach, Community Engagement

- Outreach activities designed to remove barriers and to increase the participation of individuals from historically underrepresented groups.
- Workshops and activities that help build culturally-responsive competencies and create diverse, inclusive, and equitable climates.
- Supporting student organizations that serve historically underrepresented groups.

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<sup>1</sup> Slightly adapted from *UC-Berkeley* - <https://ofew.berkeley.edu/recruitment/contributions-diversity/support-faculty-search-committees>

- Participation with professional or scientific associations or meetings that aim to increase diversity and/or address the needs of historically underrepresented students.
- Serving on university or school committees related to equity, diversity, inclusion, anti-racism, prevention of sexual harassment and sexual violence, support for disabled students/faculty/staff, resources for international students/faculty/staff, family policies and other EDI areas.

## Appendix D

### Review Candidates

Steps to review candidate pool, manage candidates in Interfolio using the candidate status function and following best practice in conducting a faculty search.

- 1) Review the Candidate Pool
  - a) Candidate Pool - everyone that applied to the position and has a complete application
  - b) All search committee members should review the candidate pool and complete the following steps:
    - i) Use candidate tags to tag an applicant as “not applicable” if they do not meet the minimum requirements of the position
    - ii) Rank each candidate according to the provided criteria
- 2) First Meeting of the Search Committee
  - a) Candidates are sorted by composite ranking
  - b) Review the composite rankings of the candidates and discuss
  - c) Committee members can advocate for a particular candidate if not high in the rankings
  - d) Determine top candidates for zoom interviews (20 for example)
- 3) Create Long List
  - a) Change candidate status for applicants who will be interviewed by zoom to “long list”
  - b) Request external letters of recommendation if they were not requested previously
- 4) Conduct Zoom Interviews
- 5) Second Search Committee Meeting
  - a) Review and discuss zoom interviews
  - b) Determine top candidates to present to department for review
  - c) Create Short List
  - d) Change candidate status for applicants who will be reviewed by department to “short list”
- 6) Department Candidate Review and Finalists
  - a) Review list of top candidates presented by search committee
  - b) Determine 2-3 finalists for Dean review
  - c) Present finalist list to Dean for approval
- 7) Conduct Campus Interviews

- 8) Determine Finalist to Make on Offer
  - a) Change candidate status to "Import to HCM"

## Appendix E

### Candidate Rating Form<sup>2</sup>

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for department that they can modify 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. We suggest you create a Qualtrics form to capture this information from those who interacted with the candidate

Candidate's Name:

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

<input type="checkbox"/> Read candidate's C.V.	<input type="checkbox"/> Read candidate's letters of recommendation
<input type="checkbox"/> Met with candidate	<input type="checkbox"/> Attended candidate's job talk
<input type="checkbox"/> Read candidate's scholarship	<input type="checkbox"/> Other (please explain)
<input type="checkbox"/> Attended meal with candidate	<input type="checkbox"/> Read candidate's letters of recommendation

Please comment on the candidate's scholarship (noting the basis of your assessment):

Please comment on the candidate's teaching ability (noting the basis of your assessment):

Please rate each of the following:	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) collaboration						
Relationship to the department's priorities						
Ability to make a positive contribution to department's EDI climate						
Potential (Demonstrated ability) to attract and supervise graduate and professional students						
Potential (Demonstrated ability) to teach and supervise undergraduate students						
Potential (Demonstrated ability) to attract, work with, and teach diverse students						
Potential (Demonstrated ability) to be a conscientious university community member						
Potential (Demonstrated ability) for local, Gulf Region, national, and international impact						

<sup>2</sup> Adapted from *UCLA Searching for Excellence*

## Appendix F

### Candidate Interview Protocol <sup>3</sup>

#### Introductory Questions

- What attracted you to this position?
- What contributions can you make to this department, Tulane, and our New Orleans community?
- Tulane is committed to building a culturally diverse and inclusive environment. How would you further this goal?

#### About the Candidate's Professional Background

- Tell us a little more about your professional experiences, particularly those not mentioned on your CV.
- What do you consider to be your particular strength(s)?
- Describe a situation in which you did all the right things and were still unsuccessful. What did you learn from the experience?
- In your view, how should the workload of a faculty member be split and into what areas?
- What are your professional goals?
- How do you view your role in the faculty development process?
- What experience have you had in mentoring? Describe an experience mentoring diverse students, faculty and/or staff?
- What professional development activities have you been involved in over the past few years?

#### About the Candidate and Your Department

- Please tell us about your research interests and how you see them fitting in with the department and university's mission and direction.
- BIPOC students are not well represented in the field, including ours. How do you see yourself contributing to the recruitment and retention process of BIPOC students?
- What do you look for in your academic colleagues?

#### About the Candidate's Research

- What grants have you received in the past and what plans do you have to fund your research?
- What is your research agenda and how does would this benefit the department, school, and Tulane?
- What are the implications of your research for New Orleans and the Gulf Region? What are the national and international implications of your research?

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<sup>3</sup> Adapted from: <https://health.ucdavis.edu/facultydev/pdfs/search-materials/SampleFacultyInterviewQuestions.pdf>

- What types of resources would you require to successfully continue your research agenda?
- What research, if any, have you done in the area of EDI?
- If you were selected for this position, who are you interested in collaborating with within and outside of Tulane?
- How would you involve undergraduate, graduate, and professional students in your research?
- Please identify your most significant research study and the origins of your interest in this area.

#### **About the Candidate's Teaching**

- Tell us about your teaching methods, philosophy, and goals.
- What is your experience in teaching students of diverse backgrounds? What methods have proven to be effective and what have you learned from the experience?
- Describe strategies you have used to create an inclusive learning environment for your students.
- How do you address microaggressions of many types (e.g., racial, gender, disability, international) in the classroom?
- What students do you find most challenging to teach?
- What have evaluations for your teaching indicated, both positive and negative? How has evaluation feedback changed how to teach today?

#### **About the Candidate's Outreach**

- Please tell us about your experience in developing programs and partnerships with external constituents and how you would apply this experience to our department, Tulane, and broader communities?
- Describe some service activities you have been involved in – from professional service to community engagement and outreach activities.

## Appendix G

### Sample EDI Questions for Interview Protocols<sup>4</sup>

#### Candidate's Background:

- What has been your previous experience in mentoring?

#### About Candidate and School:

- Tulane is committed to building a culturally diverse environment that values equity diversity, and inclusion (EDI). How would you further this goal?
- How do you integrate EDI and culturally-responsive approaches into your teaching, research, and service/outreach/community engagement?

#### Teaching:

- Describe strategies (that you've used or considered) for creating an inclusive learning environment for your students?
- Provide us with examples of how you addressed issues of diversity in your classroom setting?
- How has EDI played a role in shaping your teaching and advising styles?

#### Research/Service:

- How do issues of EDI influence your approach to research and research mentoring?
- As a faculty member, have you done any research in the area of EDI?
- Describe any experience you've had to advance diversity among undergraduate, graduate, and/or professional students.
- As a higher education professional, have you done any work in the area of EDI in the community?

#### General:

- What do you see as the opportunities that exist in an increasingly diverse academic community? What initiatives have you taken in your previous institutions to build upon such opportunities?
- What do you see as the most challenging aspects of an increasingly diverse academic community? What initiatives have you taken in your previous institutions to meet such challenges?
- Can you share with us your definition of EDI? How do these definitions relate to your faculty role?
- Anti-Racism is a value of our university. How would you integrate this value into your faculty role at Tulane?

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<sup>4</sup> Adapted from *Michigan State University Faculty Search Toolkit*



## Appendix H

### Legal Considerations in the Search Process: Questions You Can Ask, Questions You Can't Ask<sup>5</sup>

	Lawful Pre-Employment Inquiries	Unlawful Inquiries
<b>Age</b>	<p>(Only asked for purpose of determining whether applicants are of legal age of employment)</p> <p>Are you 18 years or older?</p>	What is your birthday? How old are you?
<b>Arrests or Convictions of a Crime</b>	<p>No questions, unless otherwise notified by Human Resources (HR).</p> <p>HR conducts post-offer, pre-hire criminal background checks, and will confer with management if follow up questions are necessary on this topic. Please consult with your HR Business partner if you have concerns regarding an applicant's prior criminal history.</p>	Have you been arrested (which did not result in conviction)? (except for law enforcement agencies)
<b>Birthplace</b>	No questions	<p>Where were you born?</p> <p>Where were your parents, spouse or other close relatives born?</p> <p>Can you submit a birth certificate, naturalization or baptismal record? (unless as part of I-9 form.)</p>
<b>Citizenship</b>	Do you now, or will you in the future, require sponsorship from Tulane to remain	In general, questions regarding an applicant's citizenship and national origin should not be asked during

<sup>5</sup> Adapted from *Michigan State University Faculty Search Toolkit*, *UCLA Searching for Excellence*, and *Harvard Best Practices for Conducting Faculty Searches*, and

	employed in the United States?	<p>the interview process. Questions below are unlawful unless asked by HR and OISS, as part of the Federal I-9 process, to verify legal work status:</p> <p>Are you a U.S. citizen?  Of what country are you a citizen?  Are you a naturalized or a native-born citizen?  What is the date of when you acquired citizenship?  Can you produce naturalization or first papers?  Are your parents or spouse naturalized or native born citizens of the U.S.?  What is the date of when your parents or spouse acquired citizenship?</p>
<b>Disability</b>	Can you perform the essential duties of the job in which you wish to be employed, with or without accommodation?	<p>Do you have a physical, mental, or cognitive disability?  Are you disabled?  What is the nature or severity of your disability?  What is your condition?  Have you had any recent or past illnesses or operations?  Have you needed to take time off of work because of a disability or health condition?</p>
<b>Education</b>	What is your academic, vocational, or professional education and the public and private schools attended?	<p>What is the nationality, racial, or religious affiliation of schools you attended?  No questions designed to determine how old an applicant is (such as, "When did you graduate from high school?").</p>
<b>Experience</b>	What is your previous work experience?	

	What countries have you visited?	
<b>Gender and Gender Identity</b>	No questions	What is your birth name? (or any questions that pertain to only one sex) What is your gender identity, birth gender, or changes to gender or gender identity?
<b>Height</b>	No questions	What is your height?
<b>Family/Marital/Parental Status</b>	(For access purposes only) Do you have work records under another name? Do you have any relatives employed by Tulane?	Can you provide any information regarding marital status or children? Are you single or married? Do you have any children? Is your spouse employed? What is your spouse's name? Are you pregnant? Do you plan to get pregnant?
<b>Language</b>	What languages do you read, write, or speak fluently?	Are you able to read write, or speak in a foreign language?
<b>Military</b>	Questions that are relevant to work experience and training received are permissible.  May ask about the dates of military service, duties performed, rank during service at the time of discharge, training received, and work experience	Were you honorably discharged? What were the reasons for your discharge from service?
<b>Name</b>	(For access purposes only) Do you have work records under another name?	What is your lineage, ancestry, national origin, descent, parentage, or nationality? (unless pursuant to Federal I-9 process.) What is the nationality of your parent or spouse?
<b>National Origin</b>	Employer may require an employee to produce documentation that evidences their identity and employment	How did you acquire the ability to read, write or speak a foreign language?

	eligibility under federal immigration laws.	What is your lineage, ancestry, national origin, descent, parentage, or nationality? Where were you born? What is the nationality of your parents, spouse or significant other? What is your native language?
<b>Organizations</b>	You may inquire about professional organization memberships that are directly related to the job duties.	Can you share a list of all clubs, societies, and lodges to which you belong? Have you ever belonged to a union? What political party do you belong to?
<b>Photo</b>	No questions	Can you share a photograph prior to hire?
<b>Pregnancy</b>	No questions	Are you pregnant?
<b>Race or Color</b>	No questions about complexion or color of skin	What is your race?
<b>Religion or Creed</b>	No questions	What is your religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed?
<b>Sex</b>	No questions.  When you introduce yourself in an interview, state your pronouns after your name and job title. While this may not guarantee the candidate responds with their pronouns, it makes pronouns a clear part of the conversation without any additional awkwardness.	Do you use Mr, Miss, or Mrs.? (or any other inquiry regarding sex) What is your ability to reproduce or get birth control?  What is your identified pronoun?
<b>Sexual Orientation</b>	No questions	What is your sexuality, sexual orientation, relational orientation, or affectional orientation?
<b>Weight</b>	No questions.	What is your weight?
<b>Work Schedules</b>	Are you willing to work a required schedule?	Are you willing to work on any particular religious holiday?

	Do you have military reservist obligations?	
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## Appendix I

### Sample Finalist Interview Assessment Form

**Please complete this survey for each candidate.**

**Candidate List – [First Name] [Last Name] [Date of Interview] [Time of Interview]**

- 1. Candidate Name:** \_\_\_\_\_
- 2. Interviewer Name:** \_\_\_\_\_

*Candidate evaluation forms are to be completed by the interviewer to rank the candidate's overall qualifications for the position to which he or she has applied. Under each heading, the interviewer should give the candidate a numerical rating and write specific job-related comments in the space provided. The numerical rating system is based on the following:*

**5 - Exceptional 4 - Above Average 3 - Average 2 - Below Average 1 – Unsatisfactory**

- 3. Prior Work Experience:** Has the candidate acquired similar skills or qualifications through past work experiences?
  - a. Rating**
  - b. Comments**
- 4. Technical Qualifications/Experience:** Does the candidate have the technical skills necessary for this position?
  - a. Rating**
  - b. Comments**
- 5. Verbal Communication:** Did the candidate demonstrate effective communication skills during the interview?
  - a. Rating**
  - b. Comments**
- 6. Candidate Enthusiasm:** Did the candidate show enthusiasm for the position and the company?
  - a. Rating**
  - b. Comments**
- 7. Knowledge of Company:** Did the candidate show evidence of having researched the company prior to the interview?
  - a. Rating**
  - b. Comments**
- 8. Team Building/Interpersonal Skills:** Did the candidate demonstrate, through their answers, good team building/interpersonal skills?
  - a. Rating**
  - b. Comments**
- 9. Initiative:** Did the candidate demonstrate, through their answers, a high degree of initiative?

- a. **Rating**
- b. **Comments**
- 10. Time Management:** Did the candidate demonstrate, through their answers, good time management skills?
  - a. **Rating**
  - b. **Comments**
- 11. Customer Service:** Did the candidate demonstrate, through their answers, a high level of customer service skills/abilities?
  - a. **Rating**
  - b. **Comments**
- 12. Overall Impression and Recommendation:** Final comments and recommendations for proceeding with the candidate.
  - a. **Rating**
  - b. **Comments**

*We thank you for your time spent taking this survey.  
Your response has been recorded.*

## Appendix J

### Office of Equity, Diversity, and Inclusion Vision, Mission, and Focus Areas

#### **Vision**

A Tulane where we practice and live our values of equity, justice, and inclusion with one another every day.

#### **Mission**

We collaboratively craft a vision for EDI unique to the Tulane community, and accountable to our place in New Orleans, the Gulf Region, and the world. In doing so, we engage our Tulane community in courageous conversations about the most challenging issues of our times - from the impacts of racism, sexism, heterosexism, ableism, classism, xenophobia, and other societal inequities and their intersections to the social change efforts we can make now and in the future.

#### **Focus Areas**

##### ***Assessing Campus Climate to Drive Cultural Change***

- We engage in regular qualitative and quantitative EDI climate assessments to ensure we have a continuing pulse on how students, staff, faculty, and administrators perceive and experience our community.
- We build an EDI Inventory to show where our EDI work is across campus to identify strengths and address gaps.
- We integrate EDI assessment data throughout all of our campus change strategies to develop accountability for creating a campus climate that feels like home for all who live, learn, and work at Tulane.
- We partner with schools and shared service units as they engage in their work to assess unit EDI efforts, climate and culture change, and ensure alignment of their EDI efforts with Tulane's overall EDI goals to reduce inequities, create and sustain an inclusive community, and increase accountability.

##### ***Committing to and Sustaining Racial Equity and Justice***

- We lead the [President's Commission on Racial Equity, Diversity, and Inclusion](#) to identify high-priority issues and vigilantly build an anti-racist campus through our "[Plan for Now](#)" and "[A Strategy for Tomorrow](#)" A top priority of the Commission is to create a Tulane culture that proactively addresses systemic, interpersonal, and intrapersonal racism and fosters the commitment to address racism in every context of the university by every Tulane community member.
- We coordinate the [President's EDI Initiative Committee](#) to create new, evidence-based programs and expand existing support for BIPOC students.
- We develop anti-racist leadership programs and collaborate with campus on implementation of these programs so our faculty, staff, and students acquire essential



awareness, knowledge, and skills to understand, interrupt, and dismantle systemic racism to guide racial justice efforts.

- We lead strategic planning efforts on racial equity in collaboration with schools and shared service units to effectively benchmark, assess, and implement racial equity initiatives that vigilantly pursue anti-racism.
- We partner with key faculty governance and other constituencies to identify ways to combat racism inside of the classroom and to infuse key knowledge about systemic racism and racial justice in the curriculum.

### ***Promoting Faculty, Staff, and Student EDI Excellence***

- We lead professional development efforts on diversifying faculty, staff, and students so our campus reflects the inclusive excellence of our larger world.
- We collaboratively review and develop equity-minded policies, procedures, and practices to guide access, retention, and advancement of faculty and staff to increase compositional diversity.
- We review policies and practices to ensure equitable distribution of resources and opportunities across the institution to historically underrepresented faculty, staff, and students.
- We expand resources and support to historically underrepresented faculty, staff, and student communities through [ALAAMEA](#) and the [EDI Initiatives Committee](#), working with campus constituent groups, including our international students, faculty, and staff, ad hoc committees, and informal advisory groups to protect historically underrepresented faculty, staff, and students from the burden of navigating and surviving inequities and move toward resilience and thriving in our campus community.
- We provide EDI professional development that supports the full participation of faculty and staff who have the awareness, knowledge, and skills to support historically underrepresented community members and build communities committed to addressing and reducing inequities in their units and sustaining an inclusive Tulane.
- We engage in broad work with constituencies within and outside of the classroom, such as alumni, donors, and our surrounding communities - to infuse EDI values into action in their work.

### ***Creating Inclusive Learning Environments***

- We value a culture of shared governance, and work closely with Faculty Senate, Deans, Department Chairs, and Program Coordinators, faculty, staff, and other ad hoc committees and informal advisory groups to provide evidence-based best practices for EDI in the curriculum, co-curriculum, experiential learning, and service learning.
- We partner and consult with key faculty, staff, and student constituencies to identify ways to level up attention to EDI across all academic programs and social learning activities.

### ***Developing Equity-Minded Research Environments***

- We partner with key faculty constituencies to increase research mentorship programs for historically underrepresented faculty and students seeking internal and external grants and awards.
- We collaborate to provide professional development on best practices for EDI research.
- We support grant submissions that address EDI and seek to transform the campus.
- We lead and collaborate on regular EDI campus climate assessment that inform EDI research strategies on campus.
- We consult with campus units and community partners to support EDI research networks and community-based action research in New Orleans, the Gulf Region, and global contexts.

***Engaging in EDI Outreach and Community Partnership***

- We collaborate with surrounding community partners to provide EDI educational and professional development.
- We partner with alumni relations, donor development, communications, and other key groups to increase EDI awareness, knowledge, and skills.
- We support EDI initiatives that help us understand the history of systemic racism and other intersecting systems of oppression at Tulane, in New Orleans, the Gulf Region, and global contexts and reduce the harm of these inequities.
- We consult with key partners on campus in their work to increase vendor and supplier diversity.

## Appendix K

### National Registry of Diverse & Strategic Faculty at Texas Tech University

Tulane is an institutional member of the National Registry of Diverse & Strategic Faculty at Texas Tech University, often called “The Registry”. The Registry is a powerful tool “established in 1985, with over 2,000 open faculty positions posted last year and more than 1,700 diverse candidates, the Registry is the premier national database of diverse and strategic faculty.

As an institutional member, you can post job descriptions and search for diverse faculty candidates on The Registry (Tulane graduate students can also upload their materials for free).

- Circulate the job posting on EDI searchable databases (see the “Searchable Databases” section in *The Registry: National Registry of Diverse and Strategic Faculty Diversity* (See Appendix J). Go to [The Registry](#) and at the top right under “Account Login” select “Institution Limited Access: and enter this information: **Userid:** tulaneedi **Password:** EDI\_2021

Below, you will see a wide-ranging list of Faculty Diversity Resources for posting job descriptions and for conferences supporting diverse faculty candidates. As a reminder, all Tulane faculty job postings are posted on Tulane faculty and administrative positions are posted in *Diverse: Issues in Hire Education, Higher Ed Jobs, Inside Higher Ed, Insight into Diversity, nola.com, laworks.net*.



12/20/20

### FACULTY DIVERSITY RESOURCES<sup>1</sup>

#### SEARCHABLE DATABASES

#### The National Registry of Diverse & Strategic Faculty

<https://www.theregistry.ttu.edu>

u

- Post open faculty positions, review candidate CVs online, and create Candidate Alerts. [NOTE: Subscription fee varies based on institution enrollment.]

#### SREB State Doctoral Scholars Program

<https://dspdirectory.sreb.org/default.aspx?ReturnUrl=%2f>

- Database of over 1000 accomplished doctoral scholars and successful Ph.D. recipients

who are committed to pursuing careers in the professoriate

- No cost to post jobs
- Scholar Directory available through password-protected subscriptions at \$500/per campus annually

<sup>1</sup> Some resources may be listed multiple times under different categories

### **Academic Careers Online**

<https://www.academiccareers.co>

**m**

- Professional job search site
- For a fee (\$295 for a 90-day posting), post open faculty positions online and search applicant database.
- “Diversity Package” option available

### **Equal Opportunity Publications**

<https://www.eop.com/career.ph>

**p**

- \$679 for three-month unlimited access to resumé database
- \$279 for 30-day online job posting; \$319 for 60 days
- Diversity Job Board Network option available for additional fee

### **Nemnet Minority Recruitment Firm**

<https://www.nemnet.co>

**m**

- Professional diversity recruitment site for public schools and higher education
- For a fee, post job openings and search candidate resumé (call or e-mail to get price quote)

### **Hispanic Assoc. of Colleges and Universities**

<https://www.hacu.net/hacu/ProTalent>

- ProTalent resumé database and jobs board for HACU members; \$100 for a 30-day job posting

### **Forté Foundation**

<http://www.fortefoundation.or>

**g**

- Website dedicated to encouraging women to pursue MBA degrees; no cost to post jobs
- Online resumé books of MBA and undergraduate students and experienced professionals available for purchase

### **Latpro (Formerly the National Society for Hispanic Professionals)**

<https://www.latpro.co>

**m**

- Latpro Resumé Database Search available
- Registration required to post jobs and search database

### **Nat'l Action Council for Minorities in Engineering**

<https://careers.nacme.org>

#### **g**

- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.

### **POST JOB OPENINGS ONLINE**

#### **Academic Diversity Search, Inc.**

<https://academicdiversitysearch.com>

- Professional job search site specializing in connecting women and minoritized candidates in higher education
- \$150 for 45-day online job posting

#### **American Assoc. for Access, Equity & Diversity** <https://affirmativeactionjobs.careerwebsite.com>

- For a 30-day job posting, the cost is \$149 for members and \$249 for non-members.

#### **American Assoc. of Hispanics in Higher Education**

<https://www.aahhe.org>

#### **L**

- At no cost, institutional members can post open faculty positions. [NOTE:AAHHE Posting Form required.]

#### **Association for the Study of Higher Education**

[www.ashe.ws/ashe\\_jobposting](http://www.ashe.ws/ashe_jobposting)

- ASHE is a scholarly society dedicated to higher education and committed to diversity initiatives programs and membership.
- No cost to ASHE members for 60-day online job posting; \$100 for 60 days for non-members

#### **Diverse: Issues in Higher Education**

<https://jobs.diversejobs.net>

#### **t**

- Jobsite of Diverse: Issues in Higher Education, the flagship publication of a leading publisher of higher education news
- \$375 for 30-day single posting; \$595 for 60-day single posting; \$705 for 90-day posting
- Diverse premium branded posting available

#### **Diversity in Higher Education.com**

<https://diversityinhighereducation.com>

- \$99 for single 60-day online job posting; \$295 for single 60-day online job posting to

WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

## Diversity.com

<https://www.diversity.com>

### m

- Leader in the diversity jobs market since 2000
- \$180 for 30-day online job posting; \$220 for 60 days

## Diversity Jobs

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- \$225 for 30-day online job posting

## HigherEdJobs

<https://www.higheredjobs.com>

- \$345 to post a job for 60 days
- For additional \$125, **Diversity and Inclusion Email Upgrade** sends a weekly email to candidates featuring job postings from institutions that have indicated an interest in actively recruiting candidates in accordance with diversity, inclusion, and equal opportunity policies. Job is also included on website's Diversity Resources page.

## Insight Into Diversity

<https://www.insightintodiversity.com>

- Diversity publication's Career Center website
- \$369 for 60-day online job posting; \$449 for 90-day job posting

## IMDiversity.com

<https://jobs.imdiversity.com/main/clients/products>

- Professional diversity recruitment site
- \$125 for 30-day; \$175 for 60-day; and \$225 for 90-day job postings

## Minority Postdoc

<http://www.minoritypostdoc.org/view/website-ad-buy.html>

- Full-page rates for job posting (including online) are \$400 for 30 days; \$533 for 60 days; \$600 for 90 days; and \$800 for 120-day job postings

## Nat'l Conference on Race and Ethnicity

<https://www.ncore.ou.edu/en/jobs>

### L

- Sponsor of the Annual National Conference on Race and Ethnicity in Higher Education
- \$140 for 30-day online job posting; \$220 for 60 days; and \$320 for 90 days

## People of Color in Higher Education

<https://employer.peopleofcolor.careers>

- \$275 for 30-day posting; \$495 for 60 days

## BUSINESS

### **Accounting and Financial Women's Alliance**

<https://jobs.afwa.org>

**L**

- \$200 for single 30-day online job posting; \$250 for non-members

### **American Business Women's Assoc.**

<https://careers.abwa.org>

**L**

- \$350 for single 30-day online Job Posting Package

### **Assoc. for Women in Communications**

<https://awc.careerwebsite.co>

**m**

- \$149 for members and \$199 for non-members for 30-day online job posting

### **Diversity MBA.com**

<https://diversitymba.co>

**m**

- \$200 for single 60-day online job posting; \$295 for single 60-day online job posting on WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

### **Financial Women's Assoc.**

<https://jobs.fwa.org>

**L**

- Free job postings for members; Non-members pay \$325 for a 30-day online jobposting

### **Forté Foundation**

<http://www.fortefoundation.or>

**g**

- Website dedicated to encouraging women to pursue MBA degrees; no cost to post jobs
- Online resumé books of MBA and undergraduate students andexperienced professionals available for purchase

### **Latinos in Information Sciences and Technology Assoc.**

<http://www.listacareercenter.co>

**m**

- \$99 for 60-day online job posting

### **Latpro (Formerly the National Society for Hispanic Professionals)**

<https://www.latpro.co>

**m**

- Latpro Resumé Database Search available
- Registration required to post jobs and search database

**Nat'l Assoc. of Asian American Professionals**

<https://www.naaap.org/career-center/>

- \$150 for 60-day basic online job posting

**Nat'l Assoc. of Black Accountants, Inc.**

<https://nabacareercenter.nabainc.org/employers/>

- \$285 for one 30-day online job posting and resumé search access

**Nat'l Assoc. of Latino Professionals in Finance and Accounting**

<https://jobs.alpfa.org>

**g**

- \$299 for a 30-day posting; \$449 for single 60-day online job posting

**Nat'l Black MBA Assoc.**

<https://careersuccess.nbmbaa.org/employers/>

- \$295 for single 60-day online job posting and resumé search access

**Nat'l Organization for Diversity in Sales and Marketing**

<https://minoritymarketshare-jobs.careerwebsite.com>

- \$225 for single 30-day online job posting; \$300 for single 60-day job posting

**Prospanica (Formerly the National Society of Hispanic MBAs)**

<https://www.prospanica.org>

**L**

- \$399 for 60-day online job posting with Job Flash Email

**The PhD Project**

<https://www.phdproject.org>

**L**

- The mission of The PhD Project is to increase workplace diversity by increasing the diversity of business school faculty who encourage, mentor, support and enhance the preparation of tomorrow's leaders.
- Participating Universities that have paid the annual membership fee (\$3,500 for Doctoral-Granting Institutions, \$3,000 for Non-Doctoral-Granting Institutions) may post unlimited jobs to Project's database of over 1,000 past conference attendees and over 1,500 minority doctoral students and faculty.

**Women for Hire**

[https://jobs.womenforhire.com/employer\\_services](https://jobs.womenforhire.com/employer_services)

- \$75 for 30-day online job posting

**Women in Technology International**

<https://www.witi.co>

**m**

- \$300 for 60-day Standard Posting; \$400 for 60-day High Visibility Package and upgrade that include Diversity Network Distribution



## LAW

### **Hispanic National Bar Assoc.**

<https://hnba.com/career-center/>

- \$225 per online job posting

### **Nat'l Asian Pacific American Bar Assoc.**

<https://careers.napaba.org/>

- \$250 for 60-day online job posting

### **Nat'l Assoc. of Women Lawyers**

<https://careers.nawl.org>

[/](#)

- \$220 for single 30-day online job posting and resumé search access; \$300 for single 60-day online job posting and resumé access

### **Nat'l Bar Assoc. (African-American Lawyers)**

<https://jobs.nationalbar.org/employers/>

- \$300 for 30-day job posting for members; \$350 for 30-day job posting for non-members

### **Nat'l Conference of Women's Bar Associations**

<https://ncwba.org/resources/job-board/>

- Maintains listserv for email notification of open positions to members

### **Nat'l LGBT Bar Assoc.**

<http://jobboard.lgbtbar.org>

[g/](#)

- \$200 for 30-day online job posting

### **Nat'l Native American Bar Assoc.**

<http://www.nativeamericanbar.org/job-postings-2/>

- Mail Word or PDF version of job ad and job posting link to [adminassistant@nativeamericanbar.org](mailto:adminassistant@nativeamericanbar.org)

### **Minority Corporate Counsel Assoc.**

<https://jobbank.mcca.com/employers>

[/](#)

- \$300 for 90-day Government/Public Interest online job posting and resumé access

## STEM

### **Advancing Women Careers**

<https://careers.advancingwomen.com>

- Jobs board for women and minoritized candidates
- \$185 for 30-day job posting

### **American Indian Science & Engineering Society**

<https://careers.aises.org/>

- \$199 for 30-day online job posting
- Job Flash packages available

**American Physical Society**

<https://careers.aps.org/employers/>

- \$595 for a 30-day resumé search or job posting
- Employers with an active package can also take advantage of a full resumé search capability

**Assoc. for Women Geoscientists**

[www.awg.org/JobWeb](http://www.awg.org/JobWeb)

**b**

- \$150 to advertise on AWG Jobweb for 30 days; \$200 to advertise for 60 days

**Assoc. for Women in Architecture**

<https://www.awaplusd.org/job-postings>

- \$50 three-month job posting fee for members; \$200 for non-members

**Assoc. for Women in Mathematics**

[https://awm-](https://awm-math.org/jobboard/)

[math.org/jobboard/](https://awm-math.org/jobboard/)

- \$200 for 60-day online job ad of 100 words or less

**Assoc. for Women in Science**

<https://awis.associationcareernetwork.com/>

- \$299 for 30-day online job posting; \$579 for 60 days; \$849 for 90 days

**Chicago Women in Architecture**

<https://cwarch.org/executive-committee/resources/job-postings/>

- No cost to post jobs

**Committee on Advancement of Women in Chemistry**

<https://coach.uoregon.edu/jobs/>

- No cost. E-mail job posting to [coach@uoregon.edu](mailto:coach@uoregon.edu)

**Latinos in Science and Engineering**

<http://mymaes.org/employer-job-postings/>

- \$250 for 30-day online job posting

**Mathematical Assoc. of America**

<https://www.mathclassifieds.org/employer/>

- \$349 for non-member basic 60-day online job posting

**Minorities in Agriculture, Natural Resources, and Related Sciences**

[http://manrrs.](http://manrrs.org)

**org**

- \$150 for 30-day 500-word job ad

**Nat'l Action Council for Minorities in Engineering**

<https://careers.nacme.org>

**g**

- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.
- \$249 for basic 30-day online job posting; \$499 for 30-day online resumé access

**Nat'l Org. for the Professional Advancement of Black Chemists and Chemical Engineers**

<https://www.nobcche.org/career-center>

- \$300 for 30-day online job posting; \$500 for 60 days

**Nat'l Society of Black Engineers**

<https://careers.nsbe.org>

[g](#)

- \$350 for 30-day online job posting; \$450 for 60 days; \$600 for 90 days

**Nat'l Society of Black Physicists**

<https://www.nsbp.org>

[L](#)

- \$350 for 30-day online job posting; \$600 for 90-day job posting

**Nat'l Society of Hispanic Physicists**

<http://www.hispanicphysicists.org/career.html>

- Post jobs and review candidate resumés online

**Nat'l Organization of Minority Architects**

<https://jobs.noma.net/>

[et/](#)

- \$350 for 30-day online job posting

**Society of Hispanic Professional Engineers**

<https://careercenter.shpe.org/employer/>

- \$179 for 30-day online job posting; \$299 for 60 days

**Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)**

<https://careercenter.sacnas.org>

- \$309 for 30-day online posting

**Society of Women Engineers**

<https://careers.swe.org>

[g](#)

- \$220 for 30-day online job posting; \$320 for 60 days

**Women in Engineering ProActive Network**

<https://www.wepan.org>

[g](#)

- For members, \$200 for basic 30-day online job posting; \$300 for non-members

**Women in Technology International**

<https://www.witi.co>

[m](#)

- \$300 for single 60-day online job posting; \$400 for 60-day High Visibility Package

**Women Who Code**

<https://betterteam.com/women-who-code>

- \$39 for 30-day online job posting

### **AFRICAN-AMERICANS**

#### **American Assoc. of Blacks in Higher Education**

<https://jobs.blacksinhighered.org>

- \$199 for 30-day online job posting for members; \$299 for non-members

#### **Assoc. of Black Psychologists**

<https://www.abpsi.org>

#### **g**

- \$329 for 30-day online job posting; \$429 for 60 days

#### **Assoc. of Black Sociologists**

<http://www.associationofblacksociologists.org/careers/>

- \$100 for online job posting, listing in ABS newsletter and on member listserv

#### **Black Caucus of the American Library Assoc.**

<https://jobs.bcala.org>

#### **L**

- \$249 for 30-day online job posting

#### **Black Doctoral Network**

<http://www.blackphdnetwork.co>

#### **m**

- Members can post job openings; University Partner memberships are \$750; \$199 for 30-day online posting for non-members

#### **Blacks In Higher Ed**

<https://www.blacksinhighered.com/>

- \$149 for 60-day online job posting

#### **Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of theLGBT community, and other minoritized groups
- \$225 for 30-day online job posting

#### **HBCU Connect.com**

<https://hbcuconnect.com/>

- Website for current students and alumni of Historically Black Colleges and Universities
- Contact to request rate

#### **The Journal of Blacks in Higher Education**

<http://www.jbhe.com/advertis>

#### **e/**

- \$265 for 60-day online job posting; \$365 for 90 days

#### **Nat'l Action Council for Minorities in Engineering**

<https://careers.nacme.or>

**g**

- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.
- \$249 for basic 30-day online job posting; \$499 for 30-day online resumé access

**Nat'l Assoc. of Black Journalists**

<https://nabjcareers.or>

**g**

- \$150 for 30-day online job posting; \$175 for 60 days; \$200 for 90 days

**Nat'l Assoc. of Black Social Workers**

<https://nabsw.careerwebsite.co>

**m**

- \$299 for 30-day online job posting; \$349 for 60 days

**Nat'l Bar Assoc. (African-American Lawyers)**

<https://jobs.nationalbar.org/employers/>

- \$300 for 30-day job posting for members; \$350 for 30-day job posting for non-members

**Nat'l Black MBA Assoc.**

<https://careersuccess.nbmbaa.org/employers/>

- \$295 for single 60-day online job posting and resumé search access

**Nat'l Org. for the Professional Advancement of Black Chemists and Chemical Engineers**

<https://www.nobcche.org/career-center>

- \$300 for 30-day online job posting; \$500 for 60-day online job posting

**Nat'l Society of Black Engineers**

<https://careers.nsbe.or>

**g**

- \$350 for 30-day online job posting; \$450 for 60 days; \$600 for 90 days

**Nat'l Society of Black Physicists**

<https://www.nsbp.org>

**L**

- \$350 for 30-day online job posting; \$600 for 90-day job posting

## **ASIAN-AMERICANS**

**Asian American Journalists Assoc.**

[https://www.aaja.org/career\\_center](https://www.aaja.org/career_center)

**r**

- \$150 for single job post

**Asian American Psychological Assoc.**

<https://jobs.aapaonline.org/post-a-job/>

- \$100 for 30-day online job posting; \$180 for 60 days; \$250 for 90 days

**Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of theLGBT community, and other minoritized groups
- \$225 for 30-day online job posting

**Nat'l Asian Pacific American Bar Assoc.**

<https://careers.napaba.org/>

- \$250 for 30-day online job posting

**Nat'l Assoc. of Asian American Professionals**

<https://www.naaap.org/career-center/>

- \$150 for 60-day basic online job posting

**DISABLED**

**Disability Connect.com**

<https://disabilityconnect.com>

**m**

- \$200 for single 60-day online job posting; \$295 for single 60-day online job posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

**Disabled in Higher Ed**

<https://www.disabledinhighered.com>

- \$149 for a 60-day online job posting

**Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of theLGBT community, and other minoritized groups
- \$225 for 30-day online job posting

**HISPANICS**

**American Assoc. of Hispanics in Higher Education**

<https://www.aahhe.org>

**L**

- At no cost, institutional members can post open faculty positions. [NOTE:AAHHE Posting Form required.]

**Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of theLGBT community, and other minoritized groups

- \$225 for 30-day online job posting

**Hispanic Assoc. of Colleges and Universities**

<https://www.hacu.net/hacu/ProTalento>

- ProTalento resumé database and jobs board for HACU members; \$100 for a 30-day job posting

**Hispanic Diversity.com**

<https://hispanicdiversity.com>

- \$220 for single 60-day online job posting; \$295 for single 60-day online job posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

**Hispanics in Higher Ed**

<https://www.hispanicsinhighered.com>

- \$149 for 60-day online job posting

**Hispanic National Bar Assoc.**

<https://hnba.com/career-center/>

- \$250 per online job posting

**Hispanic Outlook in Higher Education**

<https://www.hispanicoutlookjobs.com/>

- \$335 for 60-day Basic Job Posting; \$400 for 60-day Priority Posting (Double Exposure)

**Latinos in Higher Ed**

<https://www.latinosinhighered.com>

[m](#)

- \$295 for 90-day online job posting

**Latinos in Information Sciences and Technology Assoc.**

<http://www.listacareercenter.com>

[m](#)

- \$99 for 60-day online job posting

**Latinos in Science and Engineering**

<http://mymaes.org/employer-job-postings/>

- \$250 for 30-day online job posting

**Latpro** (Formerly the National Society for Hispanic Professionals)

<https://www.latpro.com>

[m](#)

- Latpro Resumé Database Search available
- Registration required to post jobs and search database

**Nat'l Action Council for Minorities in Engineering**

<https://careers.nacme.org>

[g](#)

- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.

- \$249 for basic 30-day online job posting; \$499 for 30-day online resumé access

**Nat'l Assoc. of Hispanic Journalists**

<https://www.nahjcareers.org>

- \$150 for 30-day online job posting; \$175 for 60 days; \$200 for 90 days

**Nat'l Assoc. of Latino Professionals in Finance and Accounting**

<https://jobs.alpfa.org>

**g**

- \$299 for a 30-day posting, \$449 for single 60-day online job posting

**Nat'l Latinx Psychological Assoc.**

[https://www.nlpa.ws/job-](https://www.nlpa.ws/job-openings)

[openings](https://www.nlpa.ws/job-openings)

- \$60 for members and \$120 for non-members to post a 30-day online job ad

**Nat'l Society of Hispanic Physicists**

<http://www.hispanicphysicists.org/career.html>

- Post jobs and review candidate resúmes online

**Nat'l Assoc. of Puerto Rican Hispanic Social Workers**

<http://www.naprsw.co>

**m**

- \$199 for 30-day job ad featured on Job Listings page

**Prospanica (Formerly the National Society of Hispanic MBAs)**

<https://www.prospanica.org>

**L**

- \$399 for 60-day online job posting with Job Flash Email

**Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)**

[https://careercenter.sacnas.or](https://careercenter.sacnas.org)

**g**

- \$309 for 30-day online posting

**Society of Hispanic Professional Engineers**

<https://careercenter.shpe.org/employer>

**L**

- \$179 for 30-day online job posting; \$299 for 60 days

**LGBTQ**

**Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of theLGBT community, and other minoritized groups
- \$225 for 30-day online job posting



### LGBT in Higher Ed

<https://www.lgbtinhighered.co>

#### m

- \$149 for a 60-day online job posting

### LGBTQ in Higher Ed

<https://employer.lgbtq.career>

#### s

- \$275 for 30-day posting; \$495 for 60 days

### Nat'l LGBT Bar Assoc.

<http://jobboard.lgbtbar.or>

#### g/

- \$200 for 30-day online job posting

### Out and Equal.com

<https://outandequal.co>

#### m

- \$200 for single 60-day online job posting; \$295 for single 60-day posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

## NATIVE AMERICANS

### American Indian Science & Engineering Society

<https://careers.aises.org/>

- \$199 for 30-day online job posting; \$390 for 60-day online job posting
- Job Flash packages available

### Diversity Jobs

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- \$225 for 30-day online job posting

### Nat'l Action Council for Minorities in Engineering

<https://careers.nacme.or>

#### g

- NACME's goal is to increase the number of successful African American, American Indian, and Latino women and men in science, technology, engineering, and mathematics (STEM) education and careers.
- \$249 for basic 30-day online job posting; \$499 for 30-day online resumé access

### Nat'l Native American Bar Assoc.

<http://www.nativeamericanbar.org/job-postings-2/>

- Mail Word or PDF version of job ad and job posting link to .

[adminassistant@nativeamericanbar.org](mailto:adminassistant@nativeamericanbar.org)

**Native American Jobs**

<https://www.nativeamericanjobs.com>

- \$135 for 30-day online job posting; \$190 for 60-day online posting; \$242 for 90-day online job posting

**Native Americans in Higher Ed**

<https://www.nativeamericansinhighered.com>

- \$149 for 60-day online job posting

**Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)**

<https://careercenter.sacnas.org>

- \$309 for 30-day online posting

**Tribal College Journal of American Indian Higher Education**

<https://www.tribalcollegejournal.org>

- \$185 for 30-day online job posting; \$235 for 60 days; \$300 for 90 days

**VETERANS**

**Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of the LGBT community, and other minoritized groups
- \$225 for 30-day online job posting

**Military Hire**

<https://www.militaryhire.com/hire-vets>

- \$199 a month for 10 online job postings; \$349 a month for 50 job postings

**Veterans Connect.com**

<https://veteransconnect.com>

**m**

- \$200 for single 60-day online job posting; \$295 for single 60-day posting to WorkplaceDiversity.com Network sites (WorkplaceDiversity.com, VeteransConnect.com, DisabilityConnect.com, HispanicDiversity.com, OutandEqual.com, AllDiversity.com)

**Veterans in Higher Education**

<https://www.veteransinhighered.com/>

- \$149 for basic 30-day online job posting

**We Hire Heroes**

<https://wehireheroes.com>

**L**

- \$149 for a 30-day online job posting

## WOMEN

### **Advancing Women Careers**

<https://www.advancingwomen.com/>

- Job board for women and diversity candidates
- \$185 for 30-day online job posting

### **Assoc. for Women Geoscientists**

[www.awg.org/JobWeb](http://www.awg.org/JobWeb)

#### **b**

- \$150 to advertise on AWG Jobweb for 30 days; \$200 to advertise for 60 days

### **Assoc. for Women in Architecture**

<https://www.awaplusd.org/job-postings>

- \$50 three-month job posting fee for members; \$200 for non-members

### **Assoc. for Women in Communications**

<https://awc.careerwebsite.com/>

- \$149 for 30-day online job posting; \$199 for non-members

### **Assoc. for Women in Mathematics**

[https://awm-](https://awm-math.org/jobboard/)

[math.org/jobboard/](https://awm-math.org/jobboard/)

- \$200 for 60-day online job ad of 100 words or less

### **Assoc. for Women in Science**

<https://awis.associationcareernetwork.com/>

- \$299 for 30-day online job posting; \$579 for 60 days; \$849 for 90 days

### **Chicago Women in Architecture**

<https://cwarch.org/executive-committee/resources/job-postings/>

- No cost to post jobs

### **Committee on Advancement of Women in Chemistry**

<https://coach.uoregon.edu/jobs/>

- No cost. E-mail job posting to [coach@uoregon.edu](mailto:coach@uoregon.edu)

### **Diversity Jobs**

<https://diversityjobs.com/new-post>

- Professional job search site maintains a network of niche websites for African Americans, Asian Americans, Hispanics, women, veterans, the disabled, members of theLGBT community, and other minoritized groups
- \$225 for 30-day online job posting

### **Forté Foundation**

<http://www.fortefoundation.org>

#### **g**

- Website dedicated to encouraging women to pursue MBA degrees; no cost to post jobs
- Online resumé books of MBA and undergraduate students andexperienced professionals available for purchase

**Nat'l Assoc. of Women Lawyers**

<https://careers.nawl.org>

**L**

- \$220 for single 30-day online job posting and resumé search access; \$300 for single 60-day online job posting and resumé access

**Nat'l Conference of Women's Bar Associations**

<https://ncwba.org/resources/job-board/>

- Maintains listserv for email notification of open positions to members

**Society of Women Engineers**

<https://careers.swe.org>

**g**

- \$220 for 30-day online job posting; \$320 for 60 days

**Women and Higher Ed**

<https://www.womenandhighered.co>

**m**

- \$149 for 60-day online job posting

**Women for Hire**

<http://jobs.womenforhire.com/employer>

- \$75 for 30-day online job posting

**Women in Engineering ProActive Network**

<https://www.wepan.org>

**L**

- For members, \$200 for basic 30-day online job posting; \$300 for non-members

**Women in Higher Education**

<https://www.wihe.com/employers>

**L**

- \$305 to post job online for 30 days; \$555 for 60 days

**Women in Technology International**

<https://www.witi.co>

**m**

- \$300 for single 60-day online job posting; \$400 for 60-day High Visibility Package

**Women Who Code**

<https://betterteam.com/women-who-code>

- \$39 for 30-day online job posting