

Toolkit for Diversity, Equity and Inclusion (DEI) in Faculty Recruitment, Hiring, and Retention

Developed in collaboration with the following units:

Division of Diversity, Equity and Inclusion

Division of Academic and Student Affairs

Office of Human Resources

Contents

Rowan DEI Division Definitions of Diversity, Equity & Inclusion	3
Introduction	5
Impacts of Implicit Bias	5
Implicit Bias Training	5
Initial Steps in the Search Process	6
Launching the Search	6
The Search Committee	7
Developing a Search Plan	9
Initial Screening of Applicants & Developing the Short List for Campus Visits	12
Determining Minimum Qualifications	12
Adequacy of Qualified Applicant Pool	12
Conducting Preliminary Interviews	13
Reduce Interview Pool to "Short List" for Campus Visits	15
Campus Interviews & Determining Finalists	16
Campus Interviews	16
Developing a Recommendation for Finalists	16
Making an Offer & Closing the Search	18
Making an Offer	18
Negotiation Strategies	19
Retention Support Strategies	20
Appendix A: Signaling a Commitment to Diversity	25
Appendix B: Avoiding Evaluation Bias	26
Appendix C: Conflicts of Interest and Faculty Recusals	27
Appendix D: Advertising and Recruitment Activities	29
Appendix E: Interview Questions to Incorporate DEI into Candidate Assessment	34
Appendix F: Reference-Check Checklist	35

Rowan DEI Division Definitions of Diversity, Equity & Inclusion

Diversity

We commit to promoting and increasing diversity which is expressed in various forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, marital status, national origin, religion, age, (dis)ability status and political perspective. As the Association of American Colleges and Universities (AAC&U) so often points out, diversity should be talked about as “inclusive excellence,” for only when a campus is truly inclusive can it make a claim to excellence.



Equity

Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while identifying and eliminating barriers that prevent full participation of some groups.

Equity-minded practices are created through:

1. Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.
2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.
3. Respect for the aspirations and struggles of students who are not well served by the current educational system.
4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.
5. Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be neutral toward race, ethnicity, gender identity, sexuality, age, disability and other visible and invisible differences. (Adapted from AACU)

We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, ethnicity, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, or veteran status.

Inclusion

Inclusion is the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways in which individuals interact within systems and institutions. (AAC&U)

The Diversity, Equity, and Inclusion Council is responsible for leading the development, implementation, and monitoring of the university's diversity strategic action plan. Council members are comprised of representatives from the following groups: academic units (Diversity Committee chairs/Associate Deans), Student Enrollment Management, Advising, Admissions, International Center, Faculty Center, Student Affairs, Academic Success Center, Wellness Center, General Counsel, Procurement, Library Services, Facilities, Office of Student Equity and Compliance (Title VI & IX), CAPA, SJICR, University Communications, Public Safety, Alumni Engagement, Advancement, Diversity Faculty Senate Committee, Human Resources, and student leaders.

Introduction

The purpose of a Toolkit for Diversity, Equity, and Inclusion (DEI) in Faculty Recruitment, Hiring, and Retention is to provide Rowan University members with promising practices to achieve DEI and address historical marginalization in recruitment, hiring, and retention efforts.

Rowan University will lead the country in developing systems and structures that facilitate university-wide collaboration that result in equitable opportunities and an affirming and responsive culture and climate. The Division of Diversity, Equity and Inclusion welcomes your thoughts and comments; please reach us by email at dei@rowan.edu.

This toolkit is meant to complement (not replace) existing policies and practices at Rowan University. All recommendations presented in this toolkit should be used in accordance with the faculty hiring policies and practices set forth by Human Resources, Office of Employee Equity and Labor Relations, and the Office of the Provost.

Impacts of Implicit Bias

Implicit bias refers to the attitudes or stereotypes that affect an individual's decision making, actions, and understanding, outside of their conscious thought processes. Every individual carries implicit bias, which causes thoughts and attitudes towards others based on characteristics such as ability, age, sex, gender, race, sexuality, or religion. The hiring process has multiple stages that rely on subjective decision making, which can be influenced by unconscious and implicit biases. A thorough DEI hiring plan can reduce the influences of implicit bias. Throughout the search and hiring process, there are several questions each search committee member should reflect upon:

Questions for Reflection:

- Am I holding biases on type of experiences, or location of experiences of the candidate?
Am I favoring candidates who have experiences similar to my own?
- Am I concerned with how the candidate is dressed, their hairstyle, tattoos, or piercings? Would these aesthetics influence the candidate's ability to fulfill the requirements of the job?
- Am I having thoughts about how the candidate will “fit” into the department, specifically how they are similar to myself and other members of the department, rather than whether the candidate meets the requirements of the position?
- Am I considering the needs of our diverse student population?

Implicit Bias Training

All Hiring Managers and Search Committee members are required to participate in an Implicit Bias training prior to serving on a search committee. For more information, please contact the Office of Human Resources or the Division of Diversity, Equity and Inclusion.

Initial Steps in the Search Process

Launching the Search

Once the search has been approved, the Dean of the School or College will communicate to the department heads or chairs the searches that have been approved along with any specific requirements for filling the position. To initiate the faculty search, the department forms the search committee with the approval of the Dean. The Dean finalizes the position description and coordinates with the search committee to establish the criteria for evaluation including how diversity, equity and inclusion will be addressed in the evaluation process. Provided below is a checklist for the Dean's charge to the committee and a description of the roles of the search committee, search committee chair and Department Head. Promising practices related to DEI in each step of the search process are described in subsequent sections of this document.

The committee charge should include the following information:

- Essential characteristics of the position, for example:
 - Demonstrated commitment to quality teaching
 - Promising record of scholarship
 - Commitment to diversity, equity, and inclusion, core values of the University
 - Ability to mentor diverse students
 - If the position is research-focused
 - If the desired candidate is experienced vs. a novice
- A clear expectation that the committee will cast a broad net and use active recruiting strategies to encourage applications from a diverse pool of applicants
- The required outcome, e.g., to recommend an unranked list of acceptable finalists.
- The timeframe for providing recommendations.

The search chair in cooperation with the Department Head¹ will submit to the Dean for approval the following information to ensure that it is consistent with the charge:

- Position description, job requirements and a copy of the advertising plan
- Essential and preferred criteria for selection.
- Time frame for completing the search.
- Duties of the search committee chair and individual committee members.

Once charged, the search committee chair is responsible for the following:

¹ The role of department head is mentioned multiple times throughout this document. When there is no department head, the Department Chair will perform the specified role.

- Establishing and documenting roles of search committee members
- Establishing norms of open discussion for the search committee meetings.
- Compiling the initial search documentation.
- Ensuring that all committee members clearly understand the requirements of the position and the DEI goals of the department and School/College, and are proactive about pursuing those goals.
- Ensuring that all committee members clearly understand their confidentiality obligations.
- Calling and chairing search committee meetings.
- Ensuring that accurate documentation of the search process is kept.
- Maintaining contact with the Dean about relevant search information.
- Obtaining demographic data for the eligible candidate pool from the Office of Employee Equity and Labor Relations, or from recognized high quality sources for discipline-specific data.
- Obtaining demographic data for the applicant pool and submitting to the Dean for approval, prior to proceeding to the first round of interviews. This data should be reviewed to look for improvements over past years and should not be specifying a target number.
- Communicating with candidates and finalists.
- Submitting the committee's final recommendation to the Dean.

All members of the search committee are charged with the responsibility to assist in the filling of a position by performing the following tasks:

- Identifying and contacting potential applicants who could contribute to workforce diversity. Additionally, the search committee should consider establishing a separate canvassing committee to support active recruiting practices.
- Screening applicants and selecting candidates for interviews.
- Designing and participating in the interview process, and including eligible department faculty when applicable.
- Maintaining appropriate confidentiality about search committee proceedings.
- Contributing to assessing the strengths and weaknesses of final candidates for recommendation to the Dean.

The Search Committee

The search committee members should collectively represent a variety of backgrounds, experiences, and perspectives. It is therefore ideal to include colleagues from underrepresented groups. However, we must be mindful of protecting the time and capacity of all members of our faculty, especially those from underrepresented groups who are often overtapped to serve in this vital capacity. Therefore all members of the search committee are required to complete Rowan University's Implicit Bias training to ensure that they can contribute effectively to the department's DEI hiring goals. This training will be available in an asynchronous, virtual format.

DEI Considerations:

- Has each member completed the Implicit Bias training?
- Does the committee represent diverse backgrounds, experiences and perspectives?
- Do these individuals advocate for students/staff/faculty of diverse backgrounds?
- Do the individuals selected for the committee have interests/projects/research in topics of diversity, equity and inclusion?
- What type of networking connections can be considered?
- What are the professional affiliations and representations of field expertise being included?

It is crucial that the search committee develop a collective intentionality around achieving DEI goals. DEI discussions are critical to increasing diversity in hiring initiatives. At a minimum, the search committee should discuss:

- Rowan's DEI Mission
- The current demographics of the department and diversity within the work environment.
- Why DEI is important to the department and the DEI goals for departmental culture and curriculum
- The potential for implicit bias and how it will be mitigated in the evaluation process.



Tips on Forming a Search Committee

- Consider the diversity of the search committee and whether it is representative of the campus.
- Determine whether each potential appointee has sufficient time to devote to search committee duties.
- Ensure that some members of the committee possess technical expertise sufficient to make astute comparisons among applicants.
- Include members who will be familiar with networking and professional affiliations to know where to search for viable candidates.
- Ensure that some members of the committee have demonstrated a strong commitment to DEI.
- All members of the search committee are required to complete and follow the guidelines of Rowan University's search committee and Implicit Bias training.

Changes in the Search Committee

Changes in the composition of the committee throughout the search should be avoided in order to ensure continuity in the assessment of candidates; therefore, a faculty member who may not be able to serve to the search's end should not accept appointment to the committee. A committee need not get approval to make a single substitution for a departing member, but the committee chair must document the timing and reason for any such substitutions. Any further substitutions require approval of the Dean.

Faculty Conflicts of Interest & Recusals

Faculty who have mentored, published with, written grants with or had a personal friendship with applicants must disclose these relationships to the search committee, department chair, and the Dean. The Dean, in consultation with Human Resources, will review the disclosure and will determine a plan for eliminating, mitigating or managing a conflict of interest (or appearance of a conflict of interest). Under no circumstances should a member of a search committee provide a reference letter for an applicant. For more information on determining if a faculty member must disclose a prior relationship during the search process, please see [Appendix C – Conflicts of Interest and Faculty Recusals](#).

Developing a Search Plan

The Search Committee in consultation with the department head or chair develops a Search Plan. Developing a proactive plan will yield better results and help accomplish a stronger and deeper connection between academic excellence, quality candidates, and diversity. Essential elements of the search plan are the development of an inclusive advertisement, evaluation plan, and recruitment and advertising strategy.

Developing an Inclusive Position Advertisement

A position advertisement outlines the responsibilities, skills, experiences, and qualifications of the desired candidate. Additionally, the position advertisement communicates the values of the department and signals a commitment to fostering an environment that affirms the contributions of multiple perspectives, backgrounds, and experience. As a department, discuss how the position can advance DEI goals and how these goals can be integrated into the job description.

All position descriptions must include the following AA/EEO statement:

Rowan University is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, creed, color, national origin, age, ancestry, nationality, marital or domestic partnership or civil union status, sex, pregnancy, gender identity or expression, disability status, liability for military service, protected veteran status, affectional or sexual orientation, atypical cellular or blood trait, genetic information (including the refusal to submit to genetic testing), or any other category protected by law. For the complete Rowan

University non-discrimination and affirmative action policy see:
https://sites.rowan.edu/equity/_docs/policies/eeo-statement.pdf.

The AA/EEO statement is a minimum requirement. Search committees are strongly encouraged to integrate additional statements in position advertisements to signal their commitment to diversity and inclusion. This is a promising practice for increasing the overall quality and diversity of the pool and attracts individuals from a variety of backgrounds that cut across race, ethnicity, gender, sexuality, and class. (For more information on inclusive statements see [Appendix A: Signaling a Commitment to Diversity](#).)

Soliciting diversity/inclusion statements from candidates offers another opportunity to signal the university commitment and asks candidates of *all* backgrounds to describe how they can contribute to and enhance the department's and the university's goals of building an inclusive academic environment. A separate diversity statement may be solicited as part of the application, but it is also a good practice to ask job applicants to address inclusion in one of the other required statements, such as research or teaching ([Appendix A: Signaling a Commitment to Diversity](#)).

Searches that are narrowly targeted by subfields are discouraged because they can inhibit diversity by narrowing the pool of applicants. Searches should be as broad as possible while meeting the needs of the department.

Developing an Applicant Evaluation Plan

The Dean should develop a plan for the evaluation of qualifications relative to minimum and preferred qualifications. The plan should describe how the committee will use these qualifications to make distinctions among candidates. The committee may weigh preferred qualifications with varying importance; they may determine equivalencies or substitutions when allowed by job advertisements. The evaluation criteria and process must be well documented and able to withstand scrutiny or challenge to the process' legitimacy.

The evaluation plan established for the search should describe how contribution to diversity will be considered for each applicant. In addition, a tentative plan for the stages of the interview process (phone/video interviews, on campus interviews, etc.) and the ideal number of candidates for each stage should be outlined. Additional information can be found in [Appendix B: Avoiding Evaluation Bias](#).

Developing the Outreach/Advertising Plan

The outreach/advertising plan may include the formation of a canvassing committee, separate from the search committee, to conduct targeted outreach to attract a pool of diverse applicants. Recruiting from institutions that are high producers of African-American, Native American and Latinx PhDs is especially important for Assistant Professor and Lecturer openings. Advertising with identity-specific professional organizations can further encourage diverse faculty to apply and should include as many of the following diverse categories as possible: race, religion, national origin, age, sex (including sexual orientation and gender identity), pregnancy, familial status, disability status, veteran status, and genetic information. Please consult [Appendix D – Advertising and Recruitment Activities](#) for additional strategies to broaden

the search and attract a diverse applicant pool. The search plan should be approved by the department head and the Dean prior to posting the position announcement.

Reviewing the National Pool

Prior to initiating evaluation of applicants, the search committee should obtain reliable data on the demographic representation of the national pool in the field of hire. The committee should strive to attract an applicant pool that is at least as diverse as the national pool in the field of hire.

Initial Screening of Applicants & Developing the Short List for Campus Visits

Determining Minimum Qualifications

The search committee will review the applicant pool and determine which applicants meet the advertised minimum qualifications after the closing date or priority application date. No attention will be paid at this time to the protected group status of any applicant. All applicants who do not meet the advertised minimum requirements of the position should be appropriately indicated in Page Up. All applications should be handled the same way. The procedure for considering incomplete applications should be determined and uniformly applied to all the applications. However, an applicant's review should not be harmed if the recommendation letters (if required) are received late or by any other actions beyond the applicant's control.

Adequacy of Qualified Applicant Pool

The adequacy of a qualified applicant pool is determined by the Dean, Human Resources, and the Provost. Before the first round of interviews, the committee should obtain an Applicant EEO report from the [Office of Employee Equity and Labor Relations](#) for the applicant pool. The list of the qualified applicants will be evaluated to determine if the pool is reasonably diverse as compared to the demographics of the available labor pool. If the pool lacks sufficient diversity, the Dean should evaluate whether the canvassing strategy to recruit a diverse pool was followed. The Dean may approve the pool based on their assessment of the canvassing strategy, or recommend that the committee continue to encourage applications before moving forward. More detail on the EEO report is provided in [Appendix D – Advertising and Recruitment Activities](#).

Social Media and Candidate Evaluation

Publicly available content on social media may be used in assessing candidates only if this publicly available information is related to the nature of the position (e.g., public-facing position, department leader, etc.). All applications must be handled in the same way, and review of social media should not be done selectively. If the Search Committee uses social media in the decision-making process, they must document how that assessment was carried out. If social media is being reviewed, it should only take place with consultation from Human Resources and General Counsel.



Points to consider:

- Decide in advance the scope and purpose. Use the job description to indicate relevant information to consider.
- Remind yourself of the protected characteristics that cannot be considered in evaluation of candidates and take steps to safeguard against their use in the evaluation process. If you are not sure about how to do this, refrain from using social media in evaluation and/or contact Human Resources for assistance.
- Limit platforms reviewed to LinkedIn and other professional networks.
- Print or take a screenshot to document the steps taken in your review.
- Be sure to verify that the account you are viewing is the candidate and not someone else with the same name.

Internal Employees

The committee must treat internal and external candidates the same to avoid even the appearance of discrimination, favoritism, and/or unfairness. Handling the applications and interviews of internal candidates requires additional sensitivity. Search committees must evaluate internal candidates objectively by the same criteria applied to external candidates, e.g. experience and credentials. Insights from past working relationships should be avoided to ensure a consistent evaluation process is followed. When there are internal candidates for a position, the committee must take great care not to engage in a rigged search, that is, a search with a predetermined outcome in favor of the internal candidate. This is a requirement for faculty searches, but not necessarily for staff searches in line with union requirements. Such a search is both unethical and may not be in line with diversity goals.

Conducting Preliminary Interviews

Preliminary interviews are commonly conducted via phone or virtual meeting platform (Webex, etc.). The format used for the preliminary interviews should be consistent for all candidates. Evaluation of candidates during preliminary interviews must be part of the evaluation plan. This includes format of the interview (e.g., phone, Zoom), instructions provided ahead of time, questions, and evaluation rubric. Notes from the preliminary interview are added to an applicant's file as documentation of the evaluation

process. Confidentiality about applicant and reference materials must be maintained even after the search has been completed.

For each round of interviews, there should be a concerted effort to treat candidates consistently.

“Consistently” in this context does not have to mean *exactly alike*. The committee should provide similar opportunities for each candidate to highlight their experiences and advance their candidacy. When an invitation is extended for an interview, the search committee chair should notify the applicants that accommodations are available for individuals with disabilities or special needs, and provide contact information for requesting accommodations.

Guidelines for Interview Questions

A key component of a successful interview process is strong behavioral interview questions that seek to tease out professional characteristics that are directly related to the requirements of a position. The questions should cover all of the responsibilities and characteristics specified in the position ad and include questions designed to better understand a candidate’s skills, ability, and understanding and commitment to diversity.

The search committee will collaborate to develop a set of questions that will assist the committee in assessing the scholarship, teaching, and service capacity of the candidates, and their potential to contribute to a diverse and inclusive academic environment. For all searches, the core interview questions should be developed prior to interviews and the same set of questions should be used with each candidate. However, as interviews are dynamic and unique to each candidate, follow-up questions and questions directly related to a candidate’s application are encouraged.

Questions about multicultural proficiency and inclusion strategies ask a candidate to describe how they understand diversity and can contribute to building an inclusive campus. For additional guidance and example questions, see [Appendix E: Interview Questions to Incorporate DEI into Candidate Assessment](#)).

Examples of behavioral interview questions can include:

1. Describe a time when you collaborated with individuals in a diverse, multicultural, and inclusive setting? Did you encounter any challenges? What was the final outcome?
2. Tell us about a difficult decision you had to make under the pressure of a tight deadline. What was the situation and the final outcome?
3. Describe a time when you had to assemble a diverse team for a project. How did you go about this task and why did you choose these individuals to participate?
4. Tell me about a time when you thought of a new or better way of doing something that improved efficiency, safety, or effectiveness of a process or practice.
5. What have you done to address diversity in your workplace?
6. What has been your biggest challenge in terms of motivating an individual or group? What strategies did you use?
7. How have you worked with your team members to identify development needs and plans?
8. What learning and/or developmental opportunities have you taken advantage of to continuously improve your skills?

References

The search committee should require written and verbal references. The hiring ad should specify when references will be contacted. Applicants for entry level positions or junior faculty positions are usually better evaluated if letters of reference are immediately available because references speak to potential while CVs focus on accomplishments. However, applicants for senior-level positions with extensive experience enumerated on the CV may hesitate to apply for positions in which they are required to provide reference letters before they know if their application has received some interest from the search committee. Confidentiality for the applicant for senior-level positions may be more critical. Please consult [Appendix F: Reference-Check Checklist](#) for recommended practices regarding reference checks.

As mentioned above, an applicant's review should not be harmed if the recommendation letters are received late or by any other actions beyond the applicant's control.

Reduce Interview Pool to "Short List" for Campus Visits

Individuals on the short list show significant accomplishment and/or promise. A holistic assessment of the many qualifications of each candidate of any race, color, religion, national origin or ancestry, sex (including gender, pregnancy, sexual orientation and gender identity), age, physical or mental disability, veteran status, genetic information, or citizenship is strongly encouraged. Reviewers should favorably consider candidates whose prior work with students and colleagues reflects broadly diverse perspectives, experiences, and backgrounds in educational, research, or other work activities. In addition to weighing other qualifications, reviewers should favorably consider experience of overcoming or helping others to overcome barriers to an academic career or degree. The search committee must make every effort at every stage of this process to give candidates an opportunity to demonstrate their strengths and potential contributions, even if this involves, when in doubt, providing a campus interview opportunity. An applicant's potential contribution to workforce diversity is an asset that should be carefully considered, as diverse candidates may be uniquely positioned to represent additional perspectives, mentor underrepresented students, and to serve as role models for diverse students. Before inviting short list candidates to campus, the committee chair must present all candidates to the Dean or Department Head without rankings. The search committee members' evaluation rubrics, application letters, and CVs of the candidates may be included. The Dean should ensure that a consistent evaluation process was followed, all qualified applicants were given appropriate consideration, and that the opinions of all search committee members were considered in the selection process. The Dean's Office sends the approved short list to the Provost's Office. The Dean or Department Head should review the candidate pool to determine who to bring to campus for in-person interviews.



Campus Interviews & Determining Finalists

Campus Interviews

The campus interview is an important part of the search process in that it enables the candidate to get a feeling for the campus, its climate, and diversity. It is important that each candidate have substantially the same interview experience including:

1. Same interview questions.
Follow up questions will differ since they are based on specific information given by each interviewee.
2. Same access to decision makers.
Candidates should meet with the same people including the full search committee.

Everyone included in the interview process should be sensitive to diversity concerns. Everyone who meets with candidates should be sensitive to diversity when questioning and providing information.

Considerations for the interview include:

- Ask for pronouns to use and name pronunciation
- Ask about transportation needs
- Ask about dietary preferences/restrictions
- Discuss clothing expectations (e.g., business attire)
- Provide an agenda with private breaks throughout the day
- Structure the day for physical accessibility as much as possible
- Prepayment for travel to on-campus interviews

Conversations dealing with family, marriage status, and other areas of protected classes must be avoided.

The search committee should develop a standard form to assess each candidate's strengths and weaknesses following the campus visit. To reiterate, criteria should reflect the department's goals for the position as well as for DEI. The evaluation form should be returned to the chair of the search committee within 24 hours after meeting with the candidate so that details of the interview remain fresh.

Developing a Recommendation for Finalists

Developing the Final Recommendation

The search committee should meet with the full department to discuss their assessment of the candidates and to receive the departmental assessment. The search committee should assess areas of consensus and minority opinions of the strengths and weaknesses of the candidates.

The search committee will report the assessment of the strengths and weaknesses of each candidate who meets the minimum requirements of the position to the Department Head and Dean. The search

committee will present the strengths and weaknesses as well as if there was considerable diversity of opinions. It is important that the memo discusses the required qualifications of the position and not personal characteristics of the candidate. When presenting an area of strength and weakness for one candidate, the area should be discussed for all candidates.

The Dean submits the selected candidate to the provost and includes the rationale for the decision with the CV of the candidate. The Dean will need to document the startup requirements of the candidate including space, facilities, funds, and other support. All space needs and associated costs must be approved prior to making an offer.

After getting approval from the Provost for the terms of the offer, the Dean or designee will contact the candidate to make the job offer.

Making an Offer & Closing the Search

Making an Offer

1. No one but the Provost or their designee shall discuss terms and conditions of employment officially or unofficially with finalists. The term sheet will be determined by the Provost.
2. After the Provost has approved the hire, the Dean or designee will contact the candidate to extend the offer.
3. If the top candidate declines, the Dean gets approval from the Provost for the next candidate.

Negotiation Strategies

The Department Head or designee should assist the candidate in articulating their needs and desires to the Dean and should provide information about the University context, but they should not assist with actually negotiating the offer.

Some candidates may have received less mentoring than their peers, and may therefore be at a disadvantage in knowing what they can legitimately request in negotiations for a faculty position. In addition, there is some evidence that women are less inclined to negotiate for themselves than men are, and that when they do, they are viewed differently. To ensure equity, aim to empower the candidate to advocate on their own behalf, by providing all candidates with a complete list of items that are appropriate for them to discuss in the course of negotiations. This list will vary by field, and should include those items that will maximize the likelihood of candidate success in that field. For some fields these might include:

- Salary
- Course release time
- Lab equipment
- Lab space
- Renovation of lab space
- Graduate assistant and/or post doc
- Specific teaching assignments
- Travel funds
- Discretionary Funds
- Summer salary
- Moving expenses
- Visa/Immigration support
- Other issues of concern to the candidate

Retention Support Strategies

Rowan University is committed to hiring *and retaining* diverse and talented faculty. To create an environment where faculty from all backgrounds will thrive and reach their full potential, departments must remove any barriers that may limit the opportunities for advancement of qualified members of underrepresented groups, and create a culture where all individuals are welcomed and their contributions are valued.



While a comprehensive treatment of faculty retention is beyond the scope of this Toolkit, it is important for departments to develop their plans for implementation of promising practices around faculty retention. General recommendations are included below.

- Create a culture of accountability to and value of DEI work among faculty, staff, departments and units.
- Build trust and relationships - be transparent about department expectations, be willing to engage in difficult conversations, be willing to receive feedback, and provide clear feedback on performance.
- Identify interests - ask your employees and colleagues what their professional goals are, and support them in achieving goals.
- Build social networks - connect faculty to affinity groups, professional associations, and networks.
- Avoid tokenization - do not rely on marginalized individuals or groups to educate you and your department. Instead, create an environment that provides resources and education on diverse topics and encourage self-reflection about one's relationship to systems of inequity.
- Mentors can be identified through projects, cultural or identity membership, or experiences. Mentors can help an individual navigate through their identities as it relates to working at an institution of higher education, help solve difficult issues or support professional development. Mentors should be available to (any and) all new faculty, both those from diverse backgrounds as well as those not from diverse backgrounds.

- Support DEI professional development initiatives. This is critical in promoting a Rowan culture of commitment to DEI.
- Be mindful of the amount of service and mentorship labor underrepresented faculty are being asked to take on and support them in managing workload by protecting them from overwork and/or exploitation.
- Create meaningful paths to department leadership, ensuring that historically marginalized faculty are represented in such roles.
- Develop structural means to ensure that underrepresented faculty have equitable access to and are actually receiving institutional support such as grants and other research support, course releases and adjusted load, preferred teaching assignments, and other advantages that enable faculty success.
- Design reliable paths for faculty to reflect on and share their experiences and concerns as part of a regular climate assessment process.

Integrate DEI into performance evaluations - Establish Department T&R criteria to support the evaluation of candidates' engagement with diversity through teaching, scholarly activity or professional development, and service.

Resources

Advancing Diversity and Inclusion in Higher Education

<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

Diversity Doesn't Stick Without Inclusion

<https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion>

Harvard Implicit Bias Association Test

<https://implicit.harvard.edu/implicit/takeatest.html>

How to Do a Better Job of Searching for Diversity

<https://www.chronicle.com/article/How-to-Do-a-Better-Job-of/237750>

Identifying and Avoiding Interview Biases

[http://training.hr.ufl.edu/resources/LeadershipToolkit/transcripts/Identifying and Avoiding Interview Biases.pdf](http://training.hr.ufl.edu/resources/LeadershipToolkit/transcripts/Identifying_and_Avoiding_Interview_Biases.pdf)

The Best Search Committees: <https://www.chronicle.com/article/The-Best-Search-Committees/238207>

Other institutional DEI faculty hiring toolkits:

- **University of California, Berkeley**
https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf
- **University of Massachusetts**
<https://www.umass.edu/provost/resources/all-resources/academic-personnel/faculty-hiring/faculty-search-activities-guide>

- **University of Michigan**

<https://advance.umich.edu/wp-content/uploads/2018/10/Handbook-for-Faculty-Searches-and-Hiring.pdf>

References

Several faculty hiring guides and other resources were consulted in the development of Rowan's Faculty Hiring Toolkit. Several of the processes outlined in this guide have been adapted from the University of Massachusetts Amherst *Faculty Search Activities Guide*.

- Brown University of Institutional Equity and Diversity (2019). *Diversity and Inclusion Toolkit*. Providence, Road Island. Retrieved from:
<https://www.brown.edu/about/administration/institutional-diversity/resources-initiatives/resources-students-faculty-staff-and-alumni/diversity-and-inclusion-toolkit>.
- Duke University Office of Institutional Equity (2019). *Faculty and Staff Recruitment and Hiring Guide*. Durham, NC: Duke University. Retrieved from:
<https://oie.duke.edu/we-can-help/faculty-staff-recruitment-and-hiring-guide>
- Metropolitan State University of Denver Office of Diversity and Inclusion (2019). Retrieved From: <http://www.msudenver.edu/employingdiversity>.
- Rowan University Division of Diversity, Equity, Inclusion (2019). Retrieved from:
<https://sites.rowan.edu/diversity-equity-inclusion/index.html>.
- Taing, E. (2013). *A Toolkit for Recruiting and Hiring a More Diverse Workforce*. University of California, Berkeley. Retrieved from
https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf.
- University of Massachusetts Amherst Office of the Provost (2020). *Faculty Search Activities Guide*. Amherst, Massachusetts. Retrieved from :
<https://www.umass.edu/provost/resources/all-resources/academic-personnel/faculty-hiring/faculty-search-activities-guide>.
- University of Michigan Recruiting and Employment Services (2019). *Diversity Recruitment for Staff: Process, Tools & Resources*. Ann Arbor, MI: University of Michigan.
 Retrieved from <http://hr.umich.edu/empserv/diversity/investigate3.html>.
- Williams - Rajee, D. (2018). *Equity, Diversity, and Inclusion in Recruitment, Hiring and Retention*. Urban Sustainability Directors Network.

Appendix A: Signaling a Commitment to Diversity

Faculty job ads should go beyond the mandatory [EEO and affirmative action policy](#) and should be written to encourage applications from a strong and diverse pool of candidates. More inclusive statements actually increase the overall quality and diversity of the pool, and they attract individuals from a variety of backgrounds that cut across race, ethnicity, gender, sexuality, and class. For instance, advertisements can include the following to expand the inclusive language of advertisements:

- “The Department is committed to increasing the diversity of the faculty, student body, and curriculum.”
- “The Department is interested in candidates who have demonstrated ability to work with diverse populations.”
- “The Department values diversity as a factor in academic excellence.”
- “Positive consideration will be given to candidates with research agendas that enhance understanding of race, ethnicity, gender, sexuality, ability, and other visible and invisible differences.”
- “The Department values candidates who have experience working in settings with students from diverse backgrounds, and who possess a strong commitment to contributing to the success of historically underrepresented and underserved students.”
- “The Department values candidates who have demonstrated ability to contribute to the inclusive excellence and diversity mission of the department, college, and university.”
- “The Department is interested in candidates who have demonstrated a commitment to promoting diversity, inclusion, and an openness to multicultural and neurodiverse educational environments.”
- “Positive consideration is given to candidates with a teaching, research and/or service record that encourages diversity of backgrounds, cultures, and perspectives of students.”
- “A record of inclusive excellence and serving diverse populations in teaching, research and/or service is preferred.”
- “A record demonstrating the pursuit of diversity and inclusive excellence is preferred.”
- “A record of building diverse and effective collaborations in research, teaching and service is positively considered.”

Appendix B: Avoiding Evaluation Bias

Without clear and specific guidelines, evaluation criteria and priorities may shift in the process of the search, potentially disadvantaging some candidates. To avoid this, clear, explicit, prioritized evaluation criteria should be established before commencing the evaluation process. An individual candidate should be evaluated by two or more search committee members based on established criteria. Evaluation criteria should not restrict the search beyond the scope stipulated in the job ad and charge of search.

The search committee should develop an evaluation template for evaluating job candidates. The ADVANCE site at the University of North Carolina - Charlotte provides several examples of rubrics used to evaluate candidates (<https://advance.uncc.edu/programming/programs/faculty-recruitment/resources-search-committees-including-evaluation-rubrics>).

Appendix C: Conflicts of Interest and Faculty Recusals

Faculty who have a potential conflict of interest with any candidates must disclose these relationships to the search committee, department chair, and Dean. A potential conflict of interest includes both personal relationships and professional relationships. A conflict of interest exists when a search committee member has (or appears to have) a familial, personal, professional, financial, or commercial relationship with a candidate that may compromise (or appear to compromise) the recruitment and selection process and outcome. Professional relationships include (but are not limited to) mentoring, advising, publishing, and grant writing.

The principles underlying the above prescription are simple:

1. Neither professional nor personal relationships between applicants and evaluators should influence the committee member's judgement or the direction of the recruitment and selection process/outcome.
2. Neither professional nor personal relationships between applicants and evaluators should *appear* to influence the committee member's judgement or the direction of the recruitment and selection process/outcome.
3. When such relationships exist, the evaluator must disclose the relationship.

Potential conflicts of interest between search committee members and applicants does not mean that the members should be entirely excluded from the search process, but the potential conflict of interest must be disclosed and eliminated, mitigated, or managed. The review process must be fair for all candidates and safeguards must be in place to ensure that all candidates have the same opportunity.

Guidance:

- Search committee members engaged in a *personal relationship* with an applicant must disclose the relationship and must recuse him/herself from any deliberations involving that particular applicant. In most cases, a search committee member with a personal relationship with an applicant who has reached the shortlist should recuse him/herself from the committee's work, including deliberations over other applicants.
- Search committee members engaged in a *professional relationship* with an applicant must disclose the relationship and must recuse him/herself from any deliberations involving the applicant. A search committee member with a close professional relationship with an applicant who has reached the shortlist need not recuse him/herself from the committee's work but should remove him/herself from all discussions of that applicant but may vote along with other

department faculty on all applicants.

- A search committee member with a *distant professional relationship* (few collaborations, collaborations older than five years, or collaborations on papers with very large numbers of co-authors) with an applicant who has reached the shortlist need not recuse him/herself from the committee's work and may participate in all discussions of that applicant and need not abstain from voting on any applicant. However, it is recommended that the relationship be disclosed.

Appendix D: Advertising and Recruitment Activities

To enlarge the pool of candidates, the position should be advertised locally, regionally and nationally in relevant print media, on professional listservs, and on internet sites that reach a diverse population, including those that make an effort to attract underutilized groups. This list should be provided to Human Resources with the hiring ad.

The search committee should develop a plan for actively contacting appropriate individuals and institutions to recruit a strong and diverse pool. Steps to attract a talented, diverse faculty pool include ongoing practices throughout the year, as well as active canvassing when a position is announced.

Ongoing Practices

- University-level recruiting at diversity-focused meetings such as the the [Annual Institute on Teaching and Mentoring](#) sponsored by the Compact for Faculty Diversity
- Cultivating networks that could help to develop diverse applicant pools, such as our own doctoral recipients working at other institutions, the Black Doctoral Network, American Association of Hispanics in Higher Education, etc.
- Developing diverse networks, including connecting with colleagues at historically Black Colleges and Universities (HBCUs), Hispanic-serving institutions (HSIs), Native American-Serving, Nontribal Institutions, other Minority Serving Institutions, and diversity groups or committees within disciplinary professional societies
- Attending and networking at professional diversity conferences.
- Maintaining documentation of recruiting opportunities,
- Maintaining a list of recommended websites, distribution lists, and print media for position advertisements.

Canvassing Stage

A canvassing committee should be established, separate from the search committee, with the responsibility for encouraging a deep and diverse pool of applicants. The canvassing committee can encourage a more diverse applicant pool by:

- Directly contacting (calls, e-mails) experts in related professional networks and senior faculty in allied fields who may be aware of prospective faculty entering or already in the field;
- Developing a list of direct contacts and assigning outreach to members of the canvassing committee;
- Documenting outreach efforts.
- Non-search committee members

Targeted advertising and recruiting

In addition to advertising in traditional disciplinary online and print publications, a robust advertising plan should include targeted advertising to reach diverse audiences, for example:

- Advertising in the *Chronicle of Higher Education*, *Journal of Hispanic Higher Education*, and *Journal of Blacks in Higher Education*, in addition to relevant disciplinary journals (See list at the end of this Appendix).
- Announcing position openings in publications and websites that target relevant underrepresented populations, such as The National Registry of Diverse & Strategic Faculty, Diverse Issues in Higher Education, and The Hispanic Outlook in Higher Education
- Directly contacting “pipeline” programs identified by the department and the Division of Diversity, Equity and Inclusion
- Advertising via colleagues or department heads at minority serving institutions
- Advertising with diversity-oriented professional organizations and conferences
- Advertising with diversity networks within disciplinary societies via listservs, email groups, etc.

Demographic Data of Candidate Pool:

The [Office of Employee Equity and Labor Relations](#) can:

- Provide advice including the use of diversity job boards, professional associations, listservs
- Forward the [*Search Committee Guide](#) containing several diversity job boards and legal and illegal questions to be aware of in the appendix
- Generate an Equal Employment Opportunity (EEO) Report, midway through the recruitment process to provide applicant demographic data available through the Page Up/ Talent Management System (see example below)
 - Based on the results, consider extending the Job Post Closing Date to expand the use of diversity job boards or other strategies such as diversity job fairs, and outreach
 - Please Note:
 - All applicants may not complete the demographic information. This information is submitted voluntarily by the applicant and is self-reported.
 - Personal identifying information (name, address, etc.) does not accompany the report.



Applicant EEO Report

Report Date: 02/28/2019

Powered by PageUp

Job ID: 493477
 Job Title: Associate Vice President, Diversity, Equity and Inclusion and Title IX Coordinator
 Org Hierarchy:
 Student Affairs
 Cultural Diversity

ALL APPLICATIONS

Total Count 52

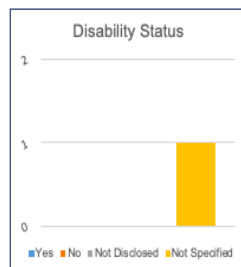
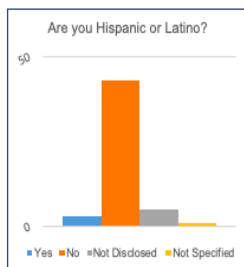
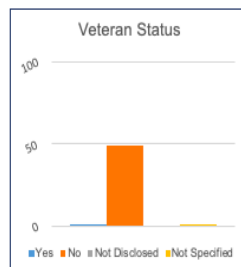
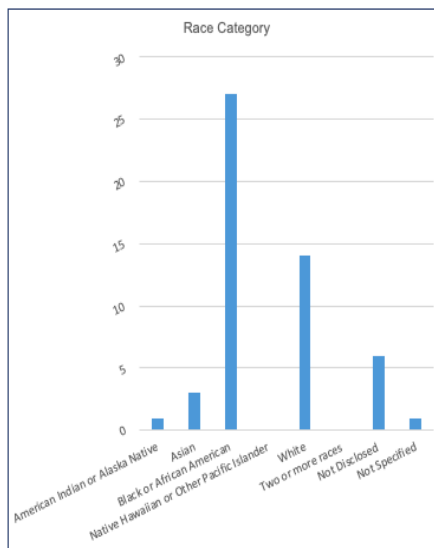
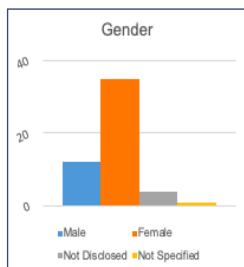
Gender	#	%
Male	12	23%
Female	35	67%
Not Disclosed	4	8%
Not Specified	1	2%

Are you Hispanic or Latino?	#	%
Yes	3	6%
No	43	83%
Not Disclosed	5	10%
Not Specified	1	2%

Race Category	#	%
American Indian or Alaska Native	1	2%
Asian	3	6%
Black or African American	27	52%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	27%
Two or more races	0	0%
Not Disclosed	6	12%
Not Specified	1	2%

Veteran Status	#	%
Yes	1	2%
No	49	94%

Visuals



Matrix View

	Hispanic/	Non-Hispanic / Non-Latino						Not	Not	Total
		American Indian or	Black or	Native Hawaiian or	Two or more	Not	Not			
Yes	1	0	0	0	0	0	0	0	0	1
No	49	0	27	0	14	0	0	0	0	49

Approval of the pool

The applicant pool should be reviewed and approved by the Dean prior to proceeding with the search. The diversity of the pool should be checked against the diversity of qualified applicants, and this should be documented as part of the search process.

The Applicant EEO report should be submitted to the Dean for approval prior to moving to the first round of interviews. If the pool is not acceptable, the Dean may request additional information on canvassing and advertising efforts and/or request the committee to engage in more active recruiting efforts prior to beginning the first round of interviews.

Advertising

Consider advertising on the following sites to encourage a more diverse pool of applicants.

Academic Diversity Search www.academicdiversitysearch.com	<p>Academic Diversity Search, Inc. (ADS) is a nationwide employment resource specializing in connecting women and minorities with academic institutions that truly value diversity. Our expertise is in identifying highly skilled professionals who possess the experience, academic credentials, and commitment necessary for enhancing faculty, administrative, executive, scientific and technical staff. Leveraging the experience and success of over a dozen years of diversity recruitment, ADS is dedicated to providing the perfect vehicle for candidates and employers to connect with each other.</p>
Asians in Higher Ed https://www.asiansinhighered.com/	<p>Asians in Higher Education Network is the #1 place to find jobs and careers at colleges and universities. For employers, we are the affordable, highly-effective recruitment solution that helps colleges and universities find and recruit top professors, administrators, chancellors, presidents, adjunct instructors, financial aid officers, and other academic professionals to work at their institutions.</p>
Diverse Issues in Higher Education https://jobs.diversejobs.net/	<p>We are the job site of Diverse: Issues In Higher Education, the premier news source reporting on diversity and inclusion for more than 30 years! We are a trusted source for diverse job seekers! Colleges, universities, and higher education recruitment agencies in the US, Canada, and across the globe turn to us to reach a larger and more concentrated pool of qualified diverse candidates - reaching the "ideal" candidate is our specialty.</p>
Equal Opportunity Publications, Inc. https://www.eop.com/career.php	<p>Welcome to EOP's Diversity and Inclusion Career Center; a premier diversity online job board. We connect employers dedicated to hiring a diversified workforce with qualified job seekers in all career backgrounds. This is your opportunity to find your perfect job from thousands of current openings. Employers can access qualified diverse job candidates instantly!</p>
Higher Ed Jobs Online https://www.higheredjobs.com/	<p>HigherEdJobs is the leading source for jobs and career information in academia. More colleges and universities trust HigherEdJobs to recruit faculty and administrators than any other source. Each month our site is visited by more than 1.5 million higher education professionals who rely not only on our comprehensive list of jobs, but also on our news and career advice.</p>
Hispanic Outlook on Higher Education	<p>The Hispanic Outlook on Education (HO) is a national monthly magazine that provides education news, innovations, networking,</p>

https://www.hispanicoutlookjobs.com/	<p>resources and the latest trends impacting students from kindergarten through graduate school all while maintaining a unique Hispanic perspective. Originally entitled The Hispanic Outlook in Higher Education, HO has provided a pipeline delivering nationwide news about multicultural accomplishments and challenges in classrooms for more than 28 years.</p>
<p>IM Diversity</p> <p>https://imdiversity.com/</p>	<p>IMDiversity.com is dedicated to providing career and self-development information to all minorities, specifically African Americans, Asian Americans, and Pacific Islander populations</p>
<p>Journal of Blacks in Higher Education</p> <p>https://www.jbhe.com/</p>	<p>The Journal of Blacks in Higher Education is a former academic journal, now an online magazine, for African Americans working in academia in the United States</p>
<p>Native Americans in Academia</p> <p>https://nativeamericansinacademia.com/</p>	<p>NativeAmericansInAcademia.com is committed to helping native American professionals' faculty, staff, administrators, and high-level executives succeed in finding jobs and careers in higher education.</p>
<p>University Jobs</p> <p>https://www.universityjobs.com/site/aboutus</p>	<p>UniversityJobs.com's mission is to help find the best match for colleges and universities with the most qualified candidates.</p> <p>UniversityJobs.com supports equity, diversity, and inclusion in academia.</p>
<p>Women for Hire</p> <p>http://womenforhire.com/</p>	<p>Founded in 1999 as the first and only company devoted to a comprehensive array of recruitment services for women, Women For Hire offers online career fairs, inspiring speeches and seminars, and customized marketing programs. Our website, womenforhire.com, offers a wide variety of career-related information and videos geared to working women, and an online job board that helps leading employers connect with top-notch professional women in all fields</p>
<p>Women in Higher Education</p> <p>https://www.wihe.com/</p>	<p>To provide women on campus with practical ideas and insights to be more effective in their careers and lives. We want women in higher education to gain the power they need to win respect, influence others, sell ideas and take their rightful place in leading society.</p> <p>Our goal is to enlighten, encourage, empower and enrage women on campus as well as to win the acceptance of women in higher education and our larger culture.</p>

Appendix E: Interview Questions to Incorporate DEI into Candidate Assessment

A candidate's proficiency in diversity and inclusion concepts can be ascertained in the interview process. Every interview should include one or more questions that assess a candidate's understanding of diversity. As with all questions, any DEI-based questions should be asked consistently across all candidates' interviews for a given search.

Examples of diversity and inclusion questions include (from Portland State University):

- Please describe how you would work to create a campus and learning environment that is welcoming, inclusive, and increasingly diverse.
- Describe how you, as a faculty member, function and communicate effectively and respectfully within the context of varying beliefs, behaviors, and backgrounds.
- What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings. What have you learned from those opportunities?
- What is your definition of diversity? How do you encourage people to honor the uniqueness of each individual? How do you challenge stereotypes and promote sensitivity and inclusion?
- Describe your experience in serving or teaching underrepresented communities.
- Describe a situation in which you utilized your multicultural skills to solve a problem.
- Tell us about a time when you changed your style to work more effectively with a person from a different background.
- Tell us about a time you took responsibility/accountability for an action that may have been offensive to the recipient and how you did that. (Please note, this question may be too detailed for new faculty.)
- Give an example of a time when you could not be tolerant of another person's point of view. (Please note, this question may be too detailed for new faculty.)
- How would you work with people under your supervision to foster a climate receptive to diversity in the department, the curriculum, staff meetings, printed materials, initiatives, etc.?
- Suppose that in working with a University unit you discover a pervasive belief that diversity and excellence are somehow in conflict. How do you conceptualize the relationship between diversity and excellence? What kinds of leadership efforts are needed to encourage a commitment to excellence through diversity?
- When interacting with a person from a different culture than your own, how do you ensure that communication is effective?

Appendix F: Reference-Check Checklist

- Reference letters should be requested at the stage of the search when they will be used. For example, if reference letters will only be reviewed for shortlisted candidates, they should not be requested automatically at the time of application.
- If the committee feels that additional references are needed, it is recommended that they ask the candidate for additional references who could speak to specific types of experiences or abilities.
- The committee should not seek references from individuals not on the original or additional reference list provided by the candidate without approval.
- Ensure that all references are individuals who have worked with the candidate in a professional capacity and who are not relatives or close friends of the candidate.
- Ensure that at least one reference is a former or current supervisor of the candidate.
- References for internal applicants and external applicants should be handled in the same manner.
- Ask probing questions covering areas such as:
 - whether the candidate possesses the knowledge, skills, and abilities needed for this position. This should include questions about the candidate's ability to support the department's DEI efforts.
 - how well the candidate works with others, manages conflict, handles professional relationships, etc.
- Document all reference-checking activities in the official search file.