Diversity Recruitment Resources for Search Committees[1]

Marquette University, 2020

INTRODUCTION

Diversity, as a broad concept, refers to the many characteristics that differentiate us from each other and affect our experiences and perspectives.[1] As a Catholic, Jesuit institution that recognizes and cherishes the dignity of each individual, Marquette University seeks to become a more diverse and inclusive academic community.

Striving for a diverse workforce has many benefits. A variety of lived experiences and perspectives facilitates robust intellectual exchange, necessary to the lifeblood of a university that aspires to nurture an inclusive, diverse community in which collaboration and vigorous yet respectful debate can flourish. Diversity of thought also fosters more effective problem-solving teams and drives innovation, and diverse faculty can add unique value to the academy through a broad range of effective pedagogical practices. The representation of diverse and underrepresented individuals can have powerful signaling value for and improve the persistence of our students who come from similar backgrounds and, for those who don't, it can build empathy.

It is also a regrettable reality that, through both unconscious biases and structural inequalities, racial and ethnic minorities, women, people with disabilities, and other historically marginalized groups often face barriers in hiring and professional advancement. As a Catholic, Jesuit university that strives for a more just world, it is our responsibility to reflect upon how we can advance principles of equity and inclusion in all of our practices and policies – including in how we bring new colleagues to our campus community.

Racial and ethnic minorities, women, and other demographic groups continue to be underrepresented in many of our departments and units.[2] And a 2018 UC-Berkeley study affirms that "conventional search practices are not enough for consistent success in hiring top women and URM [underrepresented minority] faculty." The goal of this toolkit, then, is to provide Marquette employees with the opportunity to examine issues of diversity, equity, and inclusion as they relate to hiring practices on our campus. It is meant as a complement to the Office of the Provost's faculty search and hiring process and an additional resource for any faculty or staff hire. Understanding that *diversity exists in all fields*, this guide provides evidence-based practices and practical guidance for conducting an equitable and inclusive search that attracts the broadest possible pool of highly qualified candidates.

For questions about this toolkit, contact:

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[1] Definitions for diversity, equity, equity-mindedness, and inclusion can be found on the AAC&U "Making Excellence Inclusive" website.

[2] See Marquette's interactive composition dashboard for information about our structural diversity.

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PHASE 1: CAST A WIDE NET

Look to the Data

As a first step in any search process, you may consider the diversity data for the field in which you are hiring. Understanding the landscape for underrepresented minorities and women, for example, can help you create some benchmarks to reach for so that your pool of candidates minimally reflects the diversity of the field. Some useful tools for exploring these data, particularly for faculty searches, may include: Women, Minorities, and Persons with Disabilities in Science and Engineering Fields and the Survey of Earned Doctorates (both supported by the National Science Foundation).

Forming the Search Committee

1. Keeping in mind the various ways that diversity can be represented, choose your team with intentionality. Committees that lack meaningful diversity can signal to candidates that your department or unit does not care about diversity. Furthermore, homogeneity does not necessarily generate productive counter-perspectives and can lead to ingroup favoritism. One study named diverse search committees as a "promising practice" associated with higher percentages of women and underrepresented minorities (URM) under consideration in their candidate pools at every stage of the search.

2. Consider appointing an "equity advisor" (sometimes called a "diversity advocate") to the committee. This person asks essential questions and actively monitors the process to ensure that diversity and equity goals are kept at the fore throughout. For an example of what an equity advisor should – and should not – do, see p. 7 of this faculty search process from Johns Hopkins University. It is important that search committee chairs clarify the role of the equity advisor to the full committee before the search gets under way. Additional resources for equity advisors can be found here. *To participate in an equity advisor workshop, or to identify colleagues who have some knowledge and training in this area to serve as an equity advisor for your search committee, please contact Jacki Black in the Office of Institutional Diversity and Inclusion at jacqueline.black@marquette.edu.*

3. An increasingly common practice is to appoint someone from outside of the department or unit to the search committee to provide the hiring team with a different perspective and to offer interviewees a broadened sense of the campus.

4. Provide opportunities for all search committee members to learn more about equitable and inclusive hiring practices by forwarding them these resources and/or requesting a workshop from the Office of Institutional Diversity and Inclusion: contact Dr. William Welburn, vice president for inclusive excellence, at william.welburn@marquette.edu.

Writing the Job Description and Job Posting

1. Commit as a group in advance to what is most important in the job and express those criteria upfront. Unduly narrow definitions of merit can disproportionately prompt certain demographic groups to self-select out of the application process. For example, women who do not meet 100% of the job criteria are less likely to apply for a position than a man with similar qualifications. Search committees should consider what "success" looks like for the position and remove any vague or unnecessary qualifications that do not pertain specifically to that vision.

2. Beware of subtly masculine-coded language that may perpetuate gender inequality in hiring – here is a useful tool to help you detect such language.

3. Framing diversity of thought and scholarship as an asset, explicitly stating our unequivocal commitment to diversity and inclusionary practices, and including a link to our [Employee Resource Groups (ERGs)](#) in the job posting can signal to underrepresented candidates that we value them and their contributions. (See APPENDIX A for sample language.)

4. In addition to broad statements about Marquette's commitment to diversity, intentionally shaping the specifics of the job itself can result in more diverse hires. A 2004 study found that a [scholarly or educational link to race or ethnicity](#) in a job posting yielded more successful hires of underrepresented faculty of color than those that did not. This conclusion is corroborated by a [2018 UC Berkeley study](#) that found that linking the job posting to subfields dealing with gender, race, or ethnicity, and to community-engaged or public scholarship yields more diverse hires, as underrepresented minorities and women scholars are more likely to engage in public policy and scholarship around underserved groups.

5. As part of the application process, invite all candidates to submit a [Diversity, Equity, and Inclusion (DEI) Statement](#) outlining how they have contributed to the advancement of DEI in their previous academic and professional roles and how they envision their engagement in DEI work at Marquette. Such a statement can provide applicants with the opportunity to shine a light on their commitment to these endeavors and, again, signals the importance of this work to our institution. As with any other piece of the candidate's materials, there should be a standardized process, such as through a rubric, that will allow hiring committee members to evaluate the DEI statement using clear and consistent criteria.[3]

6. When in doubt, work with the Office of Institutional Diversity and Inclusion and HR to help you vet language around job criteria.

Advertising

1. Consider your budget for advertising carefully and wisely. Generally, there are limited resources available to supplement advertising budgets.

2. Most underrepresented candidates are looking at job postings in the same places as majority population candidates. That said, advertising on listservs, websites and through associations that are affinity-based and often discipline-specific can be effective if the position description gives clear indication that diversity is important (see APPENDIX B for a partial list of such sites and organizations). Posting in these spaces will increase exposure to not only the position but also our institution as a whole. Also, you should seek out interest groups within professional organizations to target advertising.

3. If you are working with a search firm, ensure that they know that diversity, equity, and inclusion are of critical importance to Marquette's ability to live out our mission. Ask about their past successes in placing diverse candidates and how they intend to cultivate a diverse candidate pool for the position at hand.

Work your Networks

1. The work of diversifying a candidate pool starts long before a position is open through intentional, active networking. Marquette employees can proactively cultivate pipelines by attending affinity-based conferences, meetings, and other forums and by maintaining relationships with underrepresented candidates in our respective fields, inviting them to speak on campus and engaging in continued communication and dialogue. Once a position does become available,

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[3] Marquette's Academic Senate Committee on Diversity and Equity is working on suggested language and processes for incorporating the use of diversity statements in faculty search committees, and this document will be updated when that information becomes available.

search committee members are better positioned to recruit a talented and diverse pool of applicants through directly contacting those in their personal and professional networks - another "promising practice" in diverse hiring.

2. For faculty searches, you may also identify doctoral programs that have a track record of successfully graduating PhD students who are underrepresented in their fields. *Diverse Issues in Higher Education* publishes data tables annually that supply information about the institutions that confer the most degrees to students of color in a variety of disciplines. Cultivating relationships with the programs' directors and faculty can help facilitate recruitment efforts.

3. Work with the Office of Institutional Diversity and Inclusion, HR, and our Employee Resource Groups (ERGs) to help spread the word through their networks as well.

Go Back to the Data

Once you have an initial pool of candidates, you may request a report from HR that provides racial/ethnic data and other information about your pool (not individual candidates). Compare it to your benchmark data for the field – is your pool representative? If you find that it is not very diverse, reevaluate your job posting and outreach strategies and consider advertising in additional spaces before moving forward.

PHASE 2: UNDERSTANDING IMPLICIT BIAS

Understanding Implicit Bias

One of the challenges to creating a truly inclusive environment is the prevalence of implicit biases. We believe that, in general, members of our campus community are motivated to be fair-minded and to avoid stereotypes and prejudice and would not consciously engage in exclusionary practices. That does not mean, however, that we are immune to the impacts of our own unconscious biases.

Implicit or unconscious bias is a phenomenon in which we quickly and *unconsciously* sort people into social categories, often based on salient identity features. We tend to have unconscious preferences for those who share our own identities or for those in powerful groups, such as men over women or white people over people of color.

Across a wide range of scenarios, people tend to be more helpful to members of their own group and are more discriminatory to those in an "outgroup." In other words, when we encounter people of a different race/ethnicity, culture, language, gender, etc., we may unconsciously (or implicitly) treat them as the "other." This capacity for ingroup-outgroup think is biological, but the social categories are *learned*, and then *embedded* into pathways in the brain that do not require conscious or rational thought.

The Implicit Association Test (IAT) was developed by Harvard researchers in the 1990s to better understand how our automatic vs. our reflective responses work. They started by asking participants to associate positive and negative concepts with either flowers or insects, timing their responses, then moved on to pairing positive and negative concepts with various social categorizations. After collecting hundreds of thousands of data points, the IAT has demonstrated that social category-based associations are extremely pervasive, they can be unconscious and persist even when we don't want them to, they can influence judgment and behavior since most of our thinking is automatic, and they can challenge our self-concept.

Unfortunately, implicit biases have been shown to affect hiring processes as well, particularly in ways that disadvantage women and people of color. Hiring faculty can also be fraught with other types of bias: using educational pedigree as a proxy for individual excellence and overreliance on scholarly connections, which are often homogeneous by race and gender, can interfere with objective evaluation of candidates' merit.

Fortunately, we also know that the effects of implicit bias can be mitigated by taking intentional steps. Implicit bias does the most damage when we make quick decisions and when there is ambiguity in the decision-making process. **Slowing down, clearly defining and agreeing upon criteria, standardizing processes, and reducing subjectivity can help to reduce the impact of implicit biases**.

We all have implicit biases. But if we work to make our unconscious biases conscious, we can begin to counteract their effects and make our hiring practices more equitable.

Learn more about implicit bias

If your search committee would like to participate in a workshop on implicit bias, please contact Jacki Black in the Office of Institutional Diversity and Inclusion at jacqueline.black@marquette.edu.

Here are some additional resources on implicit bias and its role in search and hiring practices:

- Watch this three-minute video by the Royal Society on understanding unconscious bias.
- Do I have implicit biases? Take one of the IAT tests.
- Read this short article on Leadership Pitfalls and Insights into Unconscious Bias to better understand the biological underpinnings of implicit bias, its impact in the workplace, and practical strategies for counteracting its impact.
- Watch UCLA's Implicit Bias Video Series (total of approx. 30 minutes):
  1. Preface: Biases and Heuristics (5:13)
  2. Lesson 1: Schemas (3:12)
  3. Lesson 2: Attitudes and Stereotypes (4:13)
  4. Lesson 3: Real World Consequences (3:45)
  5. Lesson 4: Explicit v. Implicit Bias (2:49)
  6. Lesson 5: The IAT (5:14)
  7. Lesson 6: Countermeasures (5:23)

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PHASE 3: CANDIDATE REVIEW

Initial Candidate Review

Implicit bias can undermine a search committee's desire to create a fair and equitable hiring process. When search committee members rush decisions or do not monitor themselves for implicit biases, it can result in the uneven application of job criteria, judgments based on non-relevant criteria, and cognitive shortcuts that are often created by implicit biases.

To reduce the impact of implicit bias in the initial candidate review, the following countermeasures are recommended:

1. Prior to application review, redact candidate names, which often signal gender and sometimes even race, ethnicity, or national origin. Research suggests that sex-based stereotypes can negatively affect [female candidates](#) in the hiring process, and underrepresented candidates, such as those with [Arab/Muslim](#) or [African American-sounding names](#), are less likely to be chosen to progress in the hiring process than white candidates. While HR does not have the capacity to scrub application materials of candidate names, the search committee chair may consider asking a third party (such as an office associate) to replace names with "Candidate A", "Candidate B", etc. before the committee begins to evaluate them.

2. Consider engaging in a multistep "equity review": (a) separate candidates that didn't meet job qualifications from those that did, (b) do a second review of those that didn't meet qualifications to make sure that no one was missed and giving assurance that all applicants were subjected to an equitable process, and (c) recognize that the review of those candidates the search committee elects to move forward with may be subjected to forms of implicit bias (e.g., academic credentials, graduate school or academic experience, geographic bias, etc.). An equity review is an alternative to the usual practice in which search committees start by identifying the most desirable candidates.

3. Allocate enough time for a well-balanced and thoughtful decision-making process, including adequate time to review application materials and building in breaks to counter cognitive fatigue. Make sure you are also spending equal time on all candidates.

4. Review collectively agreed upon and well-developed job-specific criteria before looking at application materials. Research indicates that [implicit biases can play a role in shifting criteria](#) that favor candidates from dominant groups, but commitment to predetermined criteria can counterbalance the effects of bias. Develop and utilize a common rubric to summarize each candidate's relative strengths and weaknesses based on the criteria.

5. Recognizing that no one is immune to implicit biases, actively work to counteract your own biases. Several research-based strategies include the following:
   a. Engage in ["counter-stereotypic" mental imagery](#) – taking time to consciously think about successful women, people of color and other underrepresented people on our campus – prior to engaging in the evaluation process.
   b. During the candidate review, monitor yourself for implicit biases. In particular, be wary of [confirmation bias](#), a phenomenon in which we unconsciously seek out information that supports an initial thought and selectively screen out information that would prove otherwise. Being mindful of your thoughts can help you make your unconscious biases conscious. (See this approximately five minute video on [mindfulness and stereotype replacement](#).)

6. Review the "short list" for underrepresentation of various groups in your field - again, HR can provide you with racial/ethnic and other demographic information about your pool (not individual candidates). Do you need to be more proactive to recruit a more diverse pool of candidates before moving forward with interviews? Take time for reflection as a group and continue searching, if warranted, to enrich the pool. Remember to reference the job board sites that target underrepresented affinity groups [APPENDIX B].

Conducting Interviews

1. Offer a standardized information packet and equal accommodations, transportation, meals, etc. to all candidates, except in situations where accommodations should be made to enable candidates with disabilities to engage in the interview process. As part of the packet, consider including information about our [Employee Resources Groups (ERGs)](). These groups can serve as a point of contact for candidates who would like deeper insight into Marquette's work culture and resources for underrepresented employees.

2. Remind all committee members of the agreed upon criteria and continue to use common rubrics.

3. Create a standardized interview process and ensure that all candidates have the opportunity to respond to the same set of core questions.

4. Make sure every member of the search committee – including anyone who is scheduled to meet with the candidate – understands the legal implications in the hiring process, including what kinds of questions are [legally permissible](). As you take notes throughout the interview and evaluation process and engage in post-interview dialogue, keep in mind that those notes and comments should follow the same legal considerations and are discoverable.

5. Make sure that everyone who will likely meet the candidates during their visits has been provided with the itinerary. Part of this is a courtesy to colleagues, but also a signal that all candidates are welcomed and are being seriously considered for the position.

6. Remain consistent with how you treat each candidate, from the moment you welcome them to the way you end their interview, including the way you escort them from the interview.

7. Remember that candidates are interviewing us as much as we are interviewing them. How are we making the candidate feel welcomed and included? Even small gestures can have powerful signaling effects on both them and people in their network as they consider Marquette as a potential professional home. Be cognizant of your body language, facial expressions, and verbal cues.

8. For non-local candidates, show off Milwaukee! Our city has [so much to offer]() for a wide variety of interests and needs.

Post-Interview Deliberations

1. Again, allocate enough time for a thoughtful decision-making process, spend equal time on all candidates, and build in breaks to counteract cognitive fatigue, which can lead to mental short-cuts that are often created by our implicit biases.

2. Remember that healthy and often rigorous debate is part of the process. You may consider assigning each candidate a "champion" and a "devil's advocate" to ensure that every interviewee is afforded due consideration and not dismissed out of hand based on kneejerk (i.e. implicit) judgments.

3. Understand the ["status quo" effect](): some research suggests that if there is only one woman or one person of color in a final candidate pool, statistically speaking they have no chance of being hired. Importantly, if there are at least two women or two people of color in the final candidate

pool, the odds of a woman or person of color being hired for the position are significantly greater. Search committees should strive to create final pools of candidates in which a critical mass of female/non-white candidates is the norm rather than the exception.

4. Hold yourself and each other accountable for your evaluations of candidate merit. In particular, define ambiguous terms such as *fit*, *potential*, and *leadership*. Some research suggests that affinity or "cultural matching" can weigh heavily in hiring decisions, and that it is more difficult for people of all genders to recognize women as leaders. So reflect on and examine emotional reactions to candidates and value statements about their qualifications. Ask yourself and others:

   - Why do you think that way?
   - Can you define/explain what you mean by 'X'?
   - Is 'X' an important aspect of the criteria for the job?
   - Based on [specific information from the candidate's materials/interview], do they exhibit 'X'?

5. Take subjective forms of evaluation from third parties (letters of recommendation, reference checks) with a grain of salt. It has been shown that letters of recommendation for women signal greater doubts about competence or back-handed compliments and focus less on accomplishments than those for their male counterparts. It is important to examine these subjective forms of evaluation with the understanding that implicit biases can sometimes play a role in how the candidate is portrayed.

PHASE 4: EXTENDING THE OFFER AND MAKING THE HIRE

Maximize Yield

1. How you achieve a commitment to join the university will be position dependent, but for any hire it is important to provide a sense of what the pathway to success looks like. For faculty, it could be emphasizing the academic community they would be joining and also clarity on Promotion & Tenure, support available from the university, and continued expectations along the way. For staff, depending upon their level within the university, this may include sharing the expectations of the role, including the large programs and projects on which they would be focused as well as team members from across the university with whom they would be collaborating. Also include information around continued education through career and professional development opportunities.

2. Focus on the total rewards of the offer, emphasizing all the great benefits that come with joining the Marquette community. Share details around the Employee Resource Groups and networks that they could being forming by joining the Marquette community.

3. Finally, be authentic, transparent, and enthusiastic. Be aware of key moments for connection from the time you extend the offer to when they provide notice to their current place of employment to the day they formally join the university. Roll out the welcome carpet and find ways to remain in contact, such as by sharing news stories that highlight your college or program.

Welcome and Support New Hires

1. Engage in inclusive practices by integrating the new colleagues into the fabric of your department or unit. There should be a clear plan for onboarding and socialization – a process that the hiring committee can be vital to since they have more direct knowledge of the successful candidate. In short, help your new colleague feel at home even – or especially! – if the hire was not every search committee member's first choice. There is also some evidence that formal programs and other institutional support, such as those that promote work-life balance, offer mentorship opportunities, or provide bridge funding, can increase retention of women and faculty of color. But even the best of formal programs will fall flat if the department or unit climate is not welcoming or supportive, so be intentional about your communication, outreach, recognition, and access to opportunities for new hires.

2. Provide the new hire with introductions to various colleagues on campus who intersect with their areas of interest. If they express an interest in connecting with diverse colleagues, provide them with information about our Employee Resource Groups (ERGs). ERGs are groups of employees who voluntarily come together based on shared characteristics or interests for the purpose of creating a more inclusive environment. They can be powerful vehicles for creating connection across institutional units and fostering a sense of community and belonging.

3. Standardize evaluation processes. Research suggests that women and people of color are often scrutinized more than their male and white counterparts for similar job performances, experience backlash when they do not behave in gendered or racially stereotypical ways, and experience less workplace influence. Reducing ambiguity in evaluations can reduce the impact of implicit biases, and recognizing and amplifying the voices and work of people who are underrepresented can create powerful counternarratives.

4. In evaluation and promotion decisions, credit invisible labor, such as: disproportionate participation in committees and other formal service work to the university as a result of being a member of an underrepresented group; participation in informal service to the university, such as through mentoring and advising students, staff, and scholars; providing support for students and

families in their native language; and the development of curricula or pedagogical practices that enhance the diversity of course offerings and support the educational development of underrepresented students, to name a few.

Concluding Thoughts

Marquette seeks to be an inclusive campus that welcomes colleagues from all walks of life. A diverse community strengthens our ability to think dynamically, helps us to respond more effectively to an increasingly global and interconnected society, and enriches the educational experience of all our students. But more importantly, Marquette strives to embody our Catholic, Jesuit ethos through the advancement of equity and justice – which we can and should do by starting with our own campus practices.

Decision-makers at every level of the institution can contribute to these efforts by examining their processes and prioritizing changes that will disrupt the status quo. A more intentional approach from search committees across campus will result in small but important wins that, in aggregate, can add up to substantial change, shaping our community and positioning our campus to be an innovative leader in higher education far into the future.

APPENDIX A: Sample language for job postings

Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran's status, or national origin in its educational programs or activities, including employment and admissions. At Marquette, we are dedicated to nurturing an inclusive, diverse community that fosters new opportunities, partnerships, collaboration and vigorous yet respectful debate. We welcome and respect all our diverse constituents and value their contributions to our vibrant campus community. This commitment is reflected in our educational mission and in our programs, initiatives, service, and scholarly activity.

The [unit/department] seeks candidates with a proven record of contributing to equity, diversity, and inclusion [in their research, teaching, and service/previous professional role(s)]. Candidates should be prepared to identify strengths and experiences in this area, such as through [educating students to become global citizens and a demonstrated commitment to improving access to higher education for all students regardless of background.]

Additional examples of academic job descriptions that highlight diversity can be found here.

APPENDIX B: Job Boards for Organizations that Represent Diverse Groups

Note: Most underrepresented candidates are looking at job postings in the same places as majority population candidates. That said, advertising on listservs, websites and through associations that are affinity-based and often discipline-specific can be effective if the position description gives a clear indication that diversity is important. Posting in these spaces will increase exposure to not only the position but also our institution as a whole.

Higher ed job sites:

- Academic Diversity Search, Inc.
- Association of Black Women in Higher Education
- Association of University Centers on Disabilities
- *Chronicle of Higher Education* and *Inside Higher Ed* magazines – while not specifically geared toward various affinity groups, both of these sites attract a diverse audience
- *Diverse: Issues in Higher Education* job site for both faculty and non-faculty jobs
- HBCU Connect – one of the largest online diversity resume databases
- Higher Ed Jobs
- *Hispanic Outlook in Higher Education* magazine
- *Journal of Blacks in Higher Education*
- The Key Job Board Connection:
    - Asians in Higher Ed
    - Blacks in Higher Ed
    - Hispanics in Higher Ed
    - LGBT in Higher Ed
- National Association for Equal Opportunity in Higher Education
- Women in Higher Education

Professional organizations and associations:

- Association for Women in Science
- Association of Latino Professionals in Finance and Accounting
- Hispanic Professionals of Greater MKE (Marquette is a member institution)
- National Association for Female Executives
- National Association of Asian American Professionals
- National Association of Asian MBAs
- National Association of Hispanic MBAs
- National Black MBA Association
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers

Other sites to consider:

- Ability Jobs
- American Indian Graduate Center
- Asian Chamber of Commerce
- Black Enterprise
- disABLEDperson, Inc.
- Employ Diversity
- Employment Assistance Referral Network (EARN), a program of the Office of Disability Employment Policy, U.S. Department of Labor
- Ford Foundation Fellowship, which provides a list of recent awardees by discipline and includes dissertation and postdoctoral fellows who may be on the job market.
- Getting Hired, dedicated to helping inclusive employers hire professional individuals and veterans with disabilities
- HireVeterans.com
- Hispanic-Jobs.com
- IMDiversity, Inc.
- Latino Professional Network
- LatPro.com
- National Black Chamber of Commerce
- RecruitDisability.Org
- Women for Hire
- Workforce Recruitment Program, a free recruitment and referral program under the Office of Disability Employment Policy, U.S. Department of Labor, which connects employers and recent graduates with disabilities for permanent employment.

Additional organizations with a diversity focus can also be found here: https://dib.harvard.edu/resources

APPENDIX C: ADDITIONAL RESOURCES

Achieving Equity and Diversity in Faculty Recruitment: Research & Practice - 2019 Conference Report, UC Davis with support from National Science Foundation ECR Grants

Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty by Smith, D. G., Turner, C.S., Osei-Kofi, N. & Richards, S. (2004). *The Journal of Higher Ed.*

Searching for a Diverse Faculty: Data-Driven Recommendations, a 2018 report from the University of California - Berkeley

Searching for Excellence: Evidence-Based Strategies for Equitable and Inclusive Faculty Hiring, UCLA's Office of Equity, Diversity, and Inclusion

Searching for Excellence & Diversity: A Guide for Search Committees, University of Wisconsin-Madison

What Works: Evidence-Based Ideas to Increase Diversity, Equity, and Inclusion in the Workplace, University of Massachusetts Amherst Center for Employment Equity