

## SFRC Guidelines to Facilitate an Inclusive Search and Screen Process

### Checklist and Table of Contents

<b>Starting the Process</b>	
	<input type="checkbox"/> Take advantage of existing connections with diverse potential applicants developed by the committee and by SFRC <ul style="list-style-type: none"> <li><input type="checkbox"/> Seek out diverse potential applicants at meetings and events</li> <li><input type="checkbox"/> Invite promising scholars to campus to present their work</li> <li><input type="checkbox"/> Engage with appropriate professional groups</li> <li><input type="checkbox"/> Reference and use SFRC contacts database</li> </ul>
	<input type="checkbox"/> Position announcement <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider the broadest title and set of requirements possible</li> <li><input type="checkbox"/> Highlight positive SFRC work environment in ad (work-family balance)</li> <li><input type="checkbox"/> Require a diversity statement as part of application materials</li> </ul>
	<input type="checkbox"/> Advertising and publicizing position <ul style="list-style-type: none"> <li><input type="checkbox"/> Make as many individual contacts as possible for direct invitations and for referrals</li> <li><input type="checkbox"/> Send to all SFRC faculty and graduate students for circulation to their networks</li> <li><input type="checkbox"/> Use diverse job boards and venues for advertising</li> <li><input type="checkbox"/> Review application lists from recent searches to find potential applicants</li> <li><input type="checkbox"/> Consider advertising requirements for positions that may involve permanent residency applications</li> </ul>

<b>Forming the Search and Screen Committee</b>	
	<input type="checkbox"/> Form a diverse committee: gender, race and ethnicity, professional status, including graduate students
	<input type="checkbox"/> Appoint an experienced chair with leadership skills
	<input type="checkbox"/> Encourage awareness of bias through resources and training

<b>Search and Screen Committee Operation</b>	
	<input type="checkbox"/> Create a committee culture conducive to open dialogue
	<input type="checkbox"/> Create a clear and explicit evaluation criteria framework <ul style="list-style-type: none"> <li><input type="checkbox"/> Closely linked to expectations articulated in position description</li> <li><input type="checkbox"/> Do not rely solely on past performance metrics; incorporate metrics which assess potential performance as well</li> <li><input type="checkbox"/> Use a standard evaluation form based on criteria</li> </ul>
	<input type="checkbox"/> Use processes in which individual, independent, input precedes open group discussion
	<input type="checkbox"/> At each screening step, confirm that diversity and diversity support has been thoroughly considered
	<input type="checkbox"/> Plan informal gatherings and welcoming interactions with interviewees

<b>Assessing the Process</b>	
	<input type="checkbox"/> Assess the process and share results with Diversity Committee

## **TOPICS: Starting the Process**

### **Weaving a wider net before the casting**

### **Take great care with the position announcement**

### **Ready at the starting gates with a specific position in hand**

### **Position posting suggestions and requirements**

### **Advertising venues and other resources for recruiting candidates**

### **Weaving a wider net *before* the casting**

Before any position is available, much can be done to systematically and incrementally create a significant pool of potential candidates from underrepresented groups. The basic strategy is to cultivate connections and relationships that can be called upon when a position opens.

- Maintain a database of individuals, especially alumni, with connections to SFRC who may be particularly useful in faculty searches.
  - These may be promising applicants and contacts, each with their own set of connections, to help recruit future candidates.
- When attending conferences, meetings and events:
  - Seek out and attend talks by promising women and people of color (faculty and graduate students alike). Engage them afterward and obtain their CVs and contact information. Add them to SFRC's database.
  - Go to mixers, parties, professional development events for women and other underrepresented groups. Get CVs and contact information, and add them to SFRC's database.
  - Seek out scientists from HBCUs (Historically Black Colleges and Universities), high-Hispanic enrollment institutions (HHEs), Tribal Colleges, and other appropriate resources to grow the database of potential applicants and future recruiters.
- Invite promising underrepresented scientists/scholars to campus to present their work.
- Research, engage with, and join professional working groups, committees or organizations that focus on underrepresented groups (i.e., Society of American Forester's – SAF's - Diversity and Inclusion Working Group; Minorities in Agriculture, Natural Resources and Related Sciences – MANRRS). See the supplemental Recruiting Resources at the end of this document and see The SFRC Communications Specialist for any updates.

### **Take great care with the position announcement**

The position announcement has the potential to attract women and minority candidates or discourage them from applying. Language and content of the position announcement matters.

- In the unit description in which we tout the attributes of SFRC, consider adding a statement such as:

The renowned richness of SFRC's academic, research, and Extension programs flourishes through genuine dialogue among faculty and students with diverse perspectives, backgrounds, and identities.
- Consider including the following statement to signal the work environment we foster:

SFRC is committed to supporting the work-life balance of its faculty.

- Do not rely heavily on previous position announcements for “replacement” positions. Consider starting from scratch, because following the previous announcement closely may inadvertently cater to a traditional applicant pool, thus narrowing possibilities of enhancing faculty diversity.
  - Consider the broadest title and set of requirements necessary to meet the needs of the position.
  - Including a broad list of possible subfields may increase the diversity of the applicant pool. Conversely, lengthy lists of specific required skills and knowledge sets can dissuade otherwise qualified applicants from applying.
  - In other words, think carefully about what skills and knowledge areas are “required,” and what are “preferred.”
  - The job description should mirror the evaluation criteria whereby each candidate will be evaluated in the S&S process (please see the section “**Create clear and explicit criteria for assessing candidates**” in the Search Committee Operation section below).
- Require a diversity statement. Ask the candidate to describe their knowledge of diversity issues in their field, their track record in addressing these issues, and plans for future work in this area. Asking the candidate to address diversity sends a clear signal of expectations and offers an opportunity for candidates with such experience to shine. A rubric for assessing diversity statements is included in the “Search and Screen Committee Operation” section of this document.

### **Ready at the starting gates with a specific position in hand**

With a new position announcement in hand, the following strategies can be embraced to recruit far and wide. Whether asking for recruitment help or encouraging specific applicants, personalized, individual contact is effective. Receiving a personal, individual letter, email or phone call regarding a new position catches the attention of those on the receiving end. It also demonstrates sincere interest in the applicant (or the individual from whom you are soliciting search assistance). Research has demonstrated that members of underrepresented groups are more likely to respond when personally invited, particularly if they do not see themselves well represented in the current faculty make-up.

### **Position posting suggestions and requirements**

- UF policy requires a minimum of two outside advertising venues for all faculty positions. IFAS HR will place a (free) 30-day ad on Chronicle.com at the specific request of the department; this will serve as one outside advertising venue.
- Consider meeting the second venue requirement by advertising on a job board with a diverse audience. See Resources for Recruiting Diverse Candidates at the end of this document.
  - The committee chair will be responsible for posting to listserves or locations where professional membership is required.
  - Coordinate with The SFRC HR Generalist and The SFRC Communications Specialist to post the announcement on other venues and to advertise on social media.

- The SFRC HR Generalist will send the announcement to SFRC faculty and solicit their help in getting the word out!
- Go to SFRC's evolving database of individuals and, when useful and appropriate, personally contact each one to recruit that individual *or* solicit help in recruiting.
- Review the list of candidates from past searches. There may be a gem that is well suited for the new position.
- Solicit recommendations from colleagues in peer institutions, and explicitly ask for names of women and underrepresented minority candidates – current or recent graduates, post-docs and peers. Without being intentional, colleagues may not think of diverse candidates.
- There are special advertising considerations for positions that might end up with an immigrant hire, which includes most faculty positions. Touch base with the SFRC HR Generalist for details.

## Resources for Recruiting Candidates

Many of these organizations are primarily oriented towards visibility. In addition to potentially providing job boards or listservs for publicity, these organizations can be used to make connections with potential candidates or gain exposure for the position through social media. North American Colleges and Teachers of Agriculture?

### Free resources for advertising and publicity

- Academic Jobs Wiki ([http://academicjobs.wikia.com/wiki/Academic\\_Jobs\\_Wiki](http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki))
- UF's list of publications/websites for minority requirement  
[http://training.hr.ufl.edu/instructionguides/faculty\\_search/fac\\_adverdiscipline-basedorg.pdf](http://training.hr.ufl.edu/instructionguides/faculty_search/fac_adverdiscipline-basedorg.pdf)
- Texas A&M job board - <https://wfscjobs.tamu.edu/job-entry-form/>
- Forest Source - [https://awis.associationcareernetwork.com/employer/pricing/?site\\_id=21983](https://awis.associationcareernetwork.com/employer/pricing/?site_id=21983)
- ESA's Ecology Career Center - <https://www.esacareercenter.org/staticpages/10302/esa-employer-packages/>
- The Hispanic Outlook – <https://www.hispanicoutlook.com/advertising>

### 500 Queer Scientists\*

Ensure the next STEM generation has LGBTQ+ role models; help the current generation recognize they're not alone; create opportunities for community connections and greater visibility within STEM.

<https://www.500queerscientists.com/>

@500queersci

### 500 Women Scientists

To serve society by making science open, inclusive, and accessible. To achieve our mission, we: empower women to grow to their full potential in science; increase scientific literacy through public engagement; and advocate for science and equality.

<https://500womenscientists.org/request-a-scientist/>

@500womensci

### American Indian Science and Engineering Society (AISES)

The American Indian Science and Engineering Society is a national, nonprofit organization focused on substantially increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations and other indigenous peoples of North America in science, technology, engineering and math (STEM) studies and careers.

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

@AISES

### **Association for Women in Science**

AWIS is a global network that inspires bold leadership, research, and solutions that advance women in STEM, spark innovation, promote organizational success, and drive systemic change.

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

@AWISnational

### **Center for Diversity and the Environment\***

We harness the power of racial & ethnic diversity to transform the U.S. environmental movement by developing leaders, catalyzing change within institutions, and building alliances.

<https://www.cdeinspires.org/our-services/leadership-development-programs/program-alumni/>

(list of alumni/potential candidates)

@diversityenviro

### **Foundation for Science and Disability**

The Foundation for Science and Disability (FSD) was founded in 1975 as a non-profit organization to promote the integration of scientists with disabilities into all activities of the scientific community and of society as a whole and to promote the removal of barriers that hinder success of students with disabilities in pursuit of scientific careers.

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

[richard.mankin@ars.usda.gov](mailto:richard.mankin@ars.usda.gov) (He is a local to Gainesville)

### **Great Minds in STEM\***

Be a national leader in keeping America technologically strong by promoting Science, Technology, Engineering and Math careers especially in underserved communities.

<http://www.greatmindsinstem.org/index.htm>

@greatmindsstem

### **GreenLatinos**

GreenLatinos is a national non-profit organization that convenes a broad coalition of Latino leaders committed to addressing national, regional and local environmental, natural resources and conservation issues that significantly affect the health and welfare of the Latino community in the United States.

[http://www.greenlatinos.org/job\\_bulletin\\_board](http://www.greenlatinos.org/job_bulletin_board)

@GreenLatinos

### **Latinas in STEM\***

Our mission is to inspire and empower Latinas to pursue, thrive and advance in Science, Technology, Engineering & Mathematics (STEM) fields.

<http://www.latinasinstem.com/>

@LatinasinSTEM

**Latino Outdoors\***

We bring culture into the outdoor narrative and connect Latino communities and leadership with nature and outdoor experiences. We connect families and youth with nature, engage and inspire Latino leadership, empower communities to explore and share their stories in defining the Latino Outdoors identity.

<http://latinooutdoors.org/>

@LatinoOutdoors

**Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS)**

Our Mission at MANRRS is to promote academic and professional advancement by empowering minorities in agriculture, natural resources, and related sciences.

<https://info.manrrs.org/online-advertising>

@NationalMANRRS

**The National GEM Consortium**

The mission of The National GEM Consortium is to enhance the value of the nation's human capital by increasing the participation of underrepresented groups (African Americans, American Indians, and Hispanic Americans) at the master's and doctoral levels in engineering and science.

<http://www.gemfellowship.org/> - they have a paid job board, \$100/30-day posting

**National Organization of Gay and Lesbian Scientists and Technical Professionals Inc.\***

A professional society that educates and advocates for lesbian, gay, bisexual, transgender, and queer students and professionals in science, technology, engineering, and mathematics.

<https://www.noglstp.org/>

@STEMforEquality

**National Organization of Professional Black NRCS Employees\***

The National Organization of Professional Black NRCS Employees (NOPBNRCSE) seeks to enhance the awareness and improve the level of education and professional development of Black employees within the Natural Resources Conservation Service (NRCS) and to increase the participation of Blacks in agriculture, natural resources, and related fields.

@nopbnrcse

**oSTEM\***

oSTEM empowers LGBTQ people in STEM to succeed personally, academically, and professionally by cultivating environments and communities that nurture innovation, leadership, and advocacy.

<https://www.ostem.org/>

@OUTinSTEM

**Outdoor Afro\***

Outdoor Afro has become the nation's leading, cutting edge network that celebrates and inspires African American connections and leadership in nature. We help people take better care of themselves, our communities, and our planet! Outdoor Afro is a national non-profit organization with leadership networks around the country.

<http://outdoorafro.com/>

@OutdoorAfro

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

SACNAS is an inclusive organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM.

<https://careercenter.sacnas.org/>

@sacnas

**Society of Asian Scientists and Engineers (SASE)\***

SASE is dedicated to the advancement of Asian heritage scientists and engineers in education and employment so that they can achieve their full career potential. In addition to professional development, SASE also encourages members to contribute to the enhancement of the communities in which they live.

<https://saseconnect.org/>

@saseconnect

**Society for Women in Marine Science\***

The Society for Women in Marine Science brings together marine scientists of all career levels to discuss the diverse experiences of women in marine science, celebrate the research done by women in the field, and promote the visibility of women in the marine science community.

<http://swmsmarinescience.com/>

@swmstweets

**STEM Veterans USA\***

Our mission is to connect veterans in STEM with opportunity through Employment, Outreach, Research, and Networking

[hello@stemvetsusa.org](mailto:hello@stemvetsusa.org)

<http://stemvetsusa.org/>

@stemvetsusa

**Women in Surveying\***

Connecting, empowering and enhancing the profile of women in the male dominated construction and property sectors.

@WomenSurveying



**Contacts for recruiting for positions with an Extension appointment**

ANREP, Association of Natural Resource Extension Professionals. Anrep.org. Send e-mail to Leslie Bobby: [lboby@sref.info](mailto:lboby@sref.info)

National Association for Community Development Extension Professionals –  
<https://www.nacdep.net/>

eejobs list run by North American Association for Environmental Education. E0 Mary Ocwieja =  
[maryo@naaee.org](mailto:maryo@naaee.org)

International Association for Society and Resource Management <https://www4.iasnr.org/>

## **TOPICS: Forming the Search and Screen Committee**

### **Diversity in committee composition**

### **Considerations in selecting members**

### **Encourage awareness of bias**

### **Required training**

### **Diversity in committee composition**

The composition of the Search and Screen (S&S) Committee is critical. All or some members may have participated in solidifying the position announcement the committee will be central to narrowing down the applicant pool and representing who we are.

Diversity within the search committee is important and highly recommended. While recognizing the challenge in populating the committee with members of underrepresented groups, including women, a more diverse group often will increase the applicant pool by bringing to the table new perspectives and professional networks. Integrating a doctoral student also enriches the committee and will bring a distinct suite of social media skills and knowledge. A committee that includes underrepresented groups, women, and students demonstrates to applicants our commitment to unit diversity, sends a signal of student value, and allows the committee to observe how applicants interact with different kinds of individuals.

With greater diversity brings some challenges. Be aware that a lone woman or a lone minority may not be entirely comfortable expressing discordant views. The committee chair and senior committee representatives should also be acutely aware of, and respond to, other power differentials. For example, there is potential that senior faculty, purposefully or inadvertently, may have disproportionate influence on committee discussions and decisions. Untenured faculty and graduate students may feel uncomfortable expressing views at odds with those who will evaluate them in future proceedings.

### **Considerations in selecting members**

With these dynamics in mind, consider the following attributes, expertise, and skills sets when selecting a committee chair and members. Include individuals who have valued knowledge of the position to be filled, and...

- To the extent possible, include more than one woman.
- To the extent possible, include more than one underrepresented minority.
- Include a doctoral student.
- Include members (and, if possible, a chair) skilled in group dynamics.
- If the position is to engage closely with other units or disciplines, integrate appropriate representation.

The size of the committee will depend, in part, on the extent of crossover in attributes, expertise and skill sets of each member. For example, a Hispanic female doctoral student with expertise in the position to be filled is theoretically able to provide a perspective that represents more than one category. Be sensitive to the fact that people from underrepresented demographics tend to do more than their share of service work. Do not be offended if they decline your request to serve.

S&S Committee members should be reminded of the concepts of unintentional bias and our inherited societal history and ongoing system of difference, oppression and advantage. To learn more about these issues, the following resources are helpful:

### Encourage awareness of bias

- **Implicit Association Test:** A quick series of online “tests” in which we can rapidly assess our (conscious & unconscious) attitudes and beliefs.

People don’t always say what’s on their minds. One reason is that they are unwilling. For example, someone might report smoking one pack of cigarettes per day because they are embarrassed to admit that they really smoke two. Another reason is that they are unable to provide accurate information. A smoker might truly believe that she smokes a pack a day or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science. Various types of tests (14 currently) are available online at: <https://implicit.harvard.edu/implicit/education.html>

- **Johnson, Allan G. 2018. Privilege, Power, and Difference**, 3rd edition. McGraw-Hill Companies, Inc., NY.  
This very readable book breaks down the term “diversity,” and provides a nice theoretical and conceptual foundation. Chapter 2 gives a basic sense of how we (society) might think about “diversity.” Contact Karen Kainer ([kkainer@ufl.edu](mailto:kkainer@ufl.edu)) if you would like a hard copy of this book or an electronic copy of Chapter 2, which gets at the heart of the issue.
- **Diversity in the Fisheries Profession**  
Arismendi, I. and B.E. Penaluna. 2016. Examining diversity inequities in Fisheries Science: A call to action. *BioScience* 66(7):584-591.  
<https://doi.org/10.1093/biosci/biw041>  
*Abstract:* A diverse workforce in science can bring about competitive advantages, innovation, and new knowledge, skills, and experiences for understanding complex problems involving the science and management of natural resources. In particular, fisheries sciences confront exceptional challenges because of complicated societal-level problems from the overexploitation and degradation of aquatic ecosystems worldwide. Here, we examine the status of gender and race or ethnicity among the US fisheries science workforce based on a survey of 498 faculty members from 56 institutions of higher education and 1717 federal employees. Our findings show that women and minorities are still a small portion of tenure track faculty and federal-government

professionals, likely because of systemic biases and cultural barriers. This forum provides a starting point for discussions about how the disparities of diversity in fisheries compares with other disciplines and what might be done to improve the climate and conditions for the successful inclusion of diverse scientists.

- **Diversity in the Forestry Profession**

Kern, C.C., L.S. Kenefic and S.L. Stout. 2015. Bridging the gender gap: The demographics of scientists in the USDA Forest Service and academia. *Bioscience* 65(12):1165-1172. <https://doi.org/10.1093/biosci/biv144>

*Abstract:* Past research has established that diverse scientific communities foster innovation and problem solving more effectively than communities with a narrow range of knowledge, skills, and experience. However, gender diversity among scientists is limited, particularly in natural-resource fields. We compared data on scientist gender and rank from the US Department of Agriculture Forest Service Research and Development (FSR&D, a hierarchical organization) with data on faculty gender and tenure status from universities (loosely coupled systems) with comparable areas of study. We found that the representation of women was greater among FSR&D scientists than among university faculty but declined with seniority in both institutions. Within FSR&D, data showed demographic inertia, suggesting that the representation of women in senior scientist positions will increase. Although many mechanisms affect gender representation, our findings suggest that organizational structure affects the diversity of the scientific workforce

### **Required training**

Finally, S&S Committee members are obliged to complete UF's search and screening tutorial (using Internet Explorer or Safari only, login to MyTraining at [mytraining.hr.ufl.edu](http://mytraining.hr.ufl.edu) and search for course code PVO800). Additionally, clear easy-to-follow administrative hiring steps have been developed by IFAS Human Resources:

<http://personnel.ifas.ufl.edu/SearchGuide/index.html>

**TOPICS: Search and Screen Committee Operation****Create a committee culture conducive to open dialogue****Create clear and explicit criteria for assessing candidates****Screening candidates and narrowing the pool****Welcoming candidates to campus, and preparing for a robust assessment****Table 1: Example of S&S screening criteria****Table 2: Example evaluation form for on-campus interviews****Example of Diversity Statement Assessment Rubric****Create a committee culture conducive to open dialogue**

To assure a thorough review of applicants, and to leverage fully the diversity of the search committee, it is important that all members feel free to contribute. A culture of open and friendly dialogue should be established from the beginning by the committee chair and supported by all members. The chair should state that dissenting opinions are important and welcome and convey the expectation that disagreements among committee members are welcome and will always remain civil and respectful. It is critical that all members have an opportunity to provide input at each stage of the process. The “airtime” of each committee member should be monitored, both internally by each committee member, and by the committee chair. Elements of this for more vocal members include remaining silent once a point has been made, rather than repeating a point, and for those more hesitant to talk, to speak out despite discomfort, knowing that their input is welcome and will be received respectfully and given full consideration.

**Create clear and explicit criteria for assessing candidates**

Once the job description is written and approved by the faculty and School Director, the next task should be to create evaluation criteria. A structured, explicit evaluation framework allows candidates to be evaluated similarly and fairly and assures that all important criteria are assessed for each applicant. Some things to consider when drafting evaluation criteria include:

- Evaluation criteria should be closely linked to expectations described in the job description.
- If criteria rest solely on assessing previous achievements, then the process will inevitably favor more senior applicants. While it can be a difficult task, to the extent possible, incorporate mechanisms or metrics which allow the assessment of **potential** performance.
- Below, please find an example (Table 1) of one S&S screening criteria and the format used to evaluate each candidate by each individual committee member.

Additionally, before screening any applicants, develop a common series of questions to be posed when phoning references for each short-listed candidate. For more suggestions, see UF’s Behavioral Based Interview Guide

[http://training.hr.ufl.edu/resources/LeadershipToolkit/job\\_aids/behavioral\\_interview.pdf](http://training.hr.ufl.edu/resources/LeadershipToolkit/job_aids/behavioral_interview.pdf)

and What to ask during the interview?

[http://training.hr.ufl.edu/instructionguides/faculty\\_search/fac\\_behavioralquestions.pdf](http://training.hr.ufl.edu/instructionguides/faculty_search/fac_behavioralquestions.pdf)

### **Screening candidates and narrowing the pool**

- Avoid thinking of “diversity” and “academic rigor” as a tradeoff or zero-sum game. Remember that personal diversity and active and creative support of diversity by candidates is an asset and a qualification, while also remembering that “academic quality” or “rigor” is a more subjective and difficult to define metric than many realize.
- At each stage of evaluation, consider a system in which committee members individually assess and/or rank candidates prior to the larger S&S committee meetings.
  - This type of system, in comparison to an open-ended discussion without prior individual assessment, enables each member to provide equal input without being overly influenced by others’ comments.
- The individual committee rankings should then be compiled by the committee chair for subsequent discussion by the entire committee. This “first pass” at all candidates will likely result in a short list of approximately 8-10 candidates.
- Whether each reference is phoned by a group of S&S members or individual members will depend on the number of short-listed candidates and their references. Be sure to include questions about potential performance. Careful notes taken during each phone call can serve as inputs to be shared in a subsequent larger S&S committee meeting.
- During this latter meeting all short-listed candidates are again reviewed, using the new data obtained through phoned references. Again, in this “second pass,” each S&S member should re-evaluate each candidate individually, then share their rankings and rationale with the entire group.
- At each stage at which the pool is narrowed, carefully review the “move forward” and “pass” groups to assure that diversity and diversity support has been thoroughly evaluated, in addition to other, more traditional metrics.

### **Welcoming candidates to campus, and preparing for a robust assessment**

Prior to candidate visits, reassess the questions posed to the references of the short-listed candidates, modifying them to generate a common series of on-campus interview questions. For helpful suggestions, again see UF’s Behavioral Based Interview Guide [http://training.hr.ufl.edu/resources/LeadershipToolkit/job\\_aids/behavioral\\_interview.pdf](http://training.hr.ufl.edu/resources/LeadershipToolkit/job_aids/behavioral_interview.pdf) and What to ask during the interview?

[http://training.hr.ufl.edu/instructionguides/faculty\\_search/fac\\_behavioralquestions.pdf](http://training.hr.ufl.edu/instructionguides/faculty_search/fac_behavioralquestions.pdf)

- Consider a modest restructuring of the standard interview schedule to better highlight our inclusive culture, our off-campus sites and activities, and the larger Gainesville community. The following modifications are intended to underscore the many benefits of joining our unit, while potentially interspersing relaxed moments within the intense interview schedule. Examples include:
  - Schedule time for each candidate to meet with staff collectively, perhaps in an informal setting that draws attention to some of Gainesville’s charms.
  - Ask an SFRC undergraduate student organization to engage with each candidate. Consider a campus-based dendrology walk or visit campus freshwater sites.
  - Consider putting a Gainesville community event on the interview schedule.
  - Have each candidate visit one of SFRC’s off-campus facilities, as appropriate to the position. For example, Gary Johns and student assistants could give a tour of

ACF; Larry Tolbert could provide a tour of Millhopper, or someone could give the candidate a taste of Lake Watch.

- When possible, get the candidate outdoors.
- Eliminate a tour with a real estate agent. Instead, utilize travel time to show the candidate neighborhoods near the work location for the position. This will free valuable time for other activities like those named above.
- The committee should prepare an evaluation form to be made available to all who wish to evaluate candidates and provide input. This form should be available in hard copy format (Table 2 below) and as a Qualtrics or other online survey instrument. Please note that these criteria match the criteria used by the S&S committee to narrow the candidate pool.
- See the SFRC HR Generalist for a folder of on-boarding resources (e.g. Guide to Greater Gainesville, Gainesville Sun, real estate in Gainesville, new faculty and staff cohort information, etc.) for each candidate.
- Meals are an integral part of the interview process, and it is important that candidates feel comfortable during meals. Prior to their arrival on campus, ask each candidate whether they have any dietary restrictions or preferences, and plan restaurants and catering appropriately.
- Finally, see UF's Search Committee Checklist for Campus Visit for robust suggestions to help insure a positive and productive visit for all.

[http://training.hr.ufl.edu/instructionguides/faculty\\_search/fac\\_checklistforcampusvisit.pdf](http://training.hr.ufl.edu/instructionguides/faculty_search/fac_checklistforcampusvisit.pdf)

**Table 1. Example of S&S Screening criteria to be completed by each individual committee member prior to a committee meeting to identify a short list of candidates. Details can be customized for each position.**

Please assess each candidate with a score of 1 to 5. Five is the best and one is the lowest. Scores will be summed to rank candidates for reference checks. These scores will yield an initial ranking as an input for continued discussions in the committee meeting.

<b>Name</b>	<b>Experience</b> Education, current position, expertise in targeted field.	<b>Research productivity and impact:</b> Quality & creativity of publications, evidence of funding. Indications of potential (i.e., grant writing workshops, demonstrated initiative in expanding their own graduate or postdoc programs beyond expectations)	<b>Teaching and mentoring:</b> Success mentoring undergrad or grad students, innovative & quality teaching, attention to students from diverse populations.	<b>Extension and outreach:</b> Developed programs designed to change behavior; shows specific strategies for translating science to non-science audiences; shows potential to create logic models, implement and evaluate programs, creativity in program development.	<b>Collaboration:</b> Capacity and enthusiasm for building networks and programs, motivating connections among scientists, students and non-university stakeholders.	<b>Role in SFRC community:</b> Ability to make positive and complementary contribution to school climate, able to promote a more diverse workplace, contribution as a conscientious university community member.	<b>Overall enthusiasm for job duties</b> Candidate's documents convey their own compelling vision for the position; their enthusiasm for the position was contagious	<b>TOTAL</b>
Candidate A								
Candidate B								



**Table 2. Example of evaluation form to be used by all who wish to evaluate each candidate invited for an on-campus interview. Please note that these criteria match the criteria used by the S&S committee to narrow the candidate pool. Details can be customized for each position.**

Evaluation of \_\_\_\_\_ for tenure track **Assistant Professor of .....**

**Please identify yourself**

- |   |  |
|---|--|
| <input type="radio"/> SFRC Faculty          | <input type="radio"/> SFRC undergraduate student |
| <input type="radio"/> SFRC Staff            | <input type="radio"/> Stakeholder                |
| <input type="radio"/> SFRC Graduate Student | <input type="radio"/> Other                      |

**How did you come to know the candidate? Please select all that apply**

- ☐ Review of CV
- ☐ Review of application Letter
- ☐ Attended research Seminar
- ☐ Attended teaching Seminar
- ☐ Attended staff get-together
- ☐ Attended faculty discussion
- ☐ Attended graduate student discussion
- ☐ Small group or one-on-one meeting
- ☐ Attended undergraduate get-together
- ☐ Dinner meeting

Please evaluate the candidate's demonstrated & potential strengths and weaknesses in the following areas:

**Research Productivity and Impact** (quality & creativity of publications, funding success)

**Teaching and Mentoring Success** (quality & innovative teaching, success mentoring graduate students, attention to students from diverse populations)

**Capacity for Collaboration** (capacity and enthusiasm for building networks, programs and connections among scientists, students, and stakeholders)

**Role in SFRC Community** (ability to make positive and complementary contribution to school climate, able to promote a more diverse workplace, contribution as a conscientious university community member)

**Enthusiasm for Job Duties** (conveyed compelling vision for position, exuded enthusiasm)

Please summarize your opinion by selecting one of the following

- ☐ Highly Acceptable
- ☐ Acceptable
- ☐ Acceptable with Reservations
- ☐ Not Acceptable

**Any other comments?**

**Diversity Statement Assessment Rubric from UC Berkeley**

# Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion

## Knowledge about Diversity, Equity, and Inclusion

### 1 - 2

- Little expressed knowledge of, or experience with, dimensions of diversity that result from different identities. Defines diversity only in terms of different areas of study or different nationalities, but doesn't discuss gender or ethnicity/race. Discusses diversity in vague terms, such as "diversity is important for science." May state having had little experience with these issues because of lack of exposure, but then not provide any evidence of having informed themselves. Or may discount the importance of diversity.
- Little demonstrated understanding of demographic data related to diversity in higher education or in their discipline. May use vague statements such as "the field of History definitely needs more women."
- Seems uncomfortable discussing diversity-related issues. May state that he or she "just hasn't had much of a chance to think about these issues yet."
- Seems not to be aware of, or understand the personal challenges that underrepresented individuals face in academia, or feel any personal responsibility for helping to eliminate barriers. For example, may state that it's better not to have outreach or affinity groups aimed at underrepresented individuals because it keeps them separate from everyone else, or will make them feel less valued.

### 3

- Individuals receiving a rating of "3" in the "Knowledge" dimension will likely show aspects of both "1-2" and "4-5" ratings. For example, they may express little understanding of demographic data related to diversity, and have less experience and interest in dimensions of diversity, but show a strong understanding of challenges faced by individuals who are underrepresented and the need to eliminate barriers, and be comfortable discussing diversity-related issues.

### 4 - 5

- Clear knowledge of, experience with, and interest in dimensions of diversity that result from different identities, such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This understanding can result from personal experiences as well as an investment in learning about the experiences of those with identities different from their own.
- Is aware of demographic data related to diversity in higher education. Discusses the underrepresentation of many groups and the consequences for higher education or for the discipline.
- Comfort discussing diversity-related issues (including distinctions and connections between diversity, equity, and inclusion), both in writing, and in a job talk session and one-on-one meetings with students, staff, and faculty.
- Understands the challenges faced by underrepresented individuals, and the need for all students and faculty to work to identify and eliminate barriers to their full and equitable participation and advancement.
- Discusses diversity, equity, and inclusion as core values that every faculty member should actively contribute to advancing.

## Track Record in Advancing Diversity, Equity, and Inclusion

### 1 - 2

- Participated in no specific activities, or only one or two limited activities (limited in terms of time, investment, or role).
- Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement (for example, "I always invite and welcome students from all backgrounds to participate in my research lab, and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join the lab.
- Descriptions of activities are brief, vague, or describe being involved only peripherally. Or the only activities were oriented toward informing oneself (for example, attended a workshop at a conference).

3

- May have participated extensively in a single activity. Less clear that there is an established track record.
- Limited participation at the periphery in numerous activities, or participation in only one area, such as their research to the exclusion of teaching and service.
- In describing mentoring of underrepresented students, mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring
- Membership in a student or professional organization that supports underrepresented individuals

4 - 5

- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating diversity, equity and inclusion.
- Consistent track record that spans multiple years (for example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar)
- Roles taken were significant and appropriate for career stage (e.g., a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment, while a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in science).
- Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of diversity, equity, and inclusion as one aspect of their track record.
- Served as a leader in a student or professional organization that supports underrepresented individuals

### Plans for Advancing Diversity, Equity, and Inclusion

1 - 2

- Vague or no statements about what they would do at Berkeley if hired. May even feel doing so would be the responsibility of someone else.
- Describes only activities that are already the expectation of Berkeley faculty (mentoring, treating all students the same regardless of background, etc).
- States that would be happy to "help out" but seems to expect the University or department to invite or assign them to activities.

3

Mentions plans or ideas but more is expected for their career stage. Plans or ideas lacking in detail or clear purpose (for example, if "outreach" is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?)

4 - 5

- Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing equity and inclusion at Berkeley and within their field, through their research, teaching, and/or service. Level of proposed involvement commensurate with career level (for example, a new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership).
- Intends to be a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.
- References activities already taking place at Berkeley and in the field, and how additional or new activities would advance equity and inclusion.
- Addresses multiple areas of need (for example, classroom climate, the laboratory, conferences)

**TOPIC: Assess the process**

Working toward a more diverse and inclusive SFRC is an ongoing process. The guidelines in this document will hopefully help SFRC faculty become more diverse and inclusive, which is a part of our larger efforts to better serve a diverse community of stakeholders. However, no process and no single search will be perfect. After the interview process is completed and an offer has been accepted, please take a moment to reflect (with the rest of the committee, if possible) on the guidelines in this document. Do you think the guidelines helped you attract a more diverse pool of candidates? Were any of the guidelines difficult to carry out? Are there any that you would delete, or add? Prepare a short summary, and share it with the Diversity Committee and with the SFRC Director.