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

Facilitators:
Anneliese Singh, Ana López, Kady Weingart, and Joey Couvillon
WELCOME, PURPOSE, OVERVIEW

9:00 am - 10:30 am
• 10-Step Process for Equitable Faculty Searches
• Q&A

10:30 am – 10:45 am Break

10:45 am - 12:00 pm
• Case Studies
• Q&A

Along the way, use the Chat Box to support one another today and ask questions
A TIME FOR CHANGE AT TULANE: EDI AND ANTI-RACISM

A Message from the President – A Plan for Tomorrow
June 12, 2020 12:45 PM | President Michael A. Fitts mike@tulane.edu

Dear Tulane Community:

Earlier this year, I listened to an interview with John Lewis, U.S. congressman and Tulane honorary degree recipient, about his life as a legendary civil rights leader. He said something that has echoed in my mind: “My philosophy is very simple: When you see something that is not right, not fair, not just, you have to stand up, you have to say something, you have to do something.”

This statement goes directly to the heart of my message to you today. The deaths of George Floyd, Ahmaud Arbery, Breonna Taylor and others in the Black community have inspired hundreds of thousands of people from all walks of life to speak out. We must recognize the pain and difficulties faced by members of the Black community, including recent incidents of brutality and violence that have been captured on video, as well as the disproportionate impact of COVID-19 on communities of color.

I join our Black students, faculty and staff in affirming that racism has no place at our university or in our community. In recent years, we have made progress together toward a more diverse, equitable and inclusive Tulane. But, as recent events have illuminated, we must do more. We cannot simply state that we are against racism; we must endeavor to be actively anti-racist. We must commit to making Tulane a more inclusive and supportive home for all.

The historical significance of this moment must be underscored. Each of us is challenged to address our behaviors, practices and systems. Over the past two weeks, I have been talking with leaders across campus and the country to explore what more we can do as a university. We all have a responsibility and an important role to play.
Student Enrollment Demographics by School and Classification

Office of Assessment and Institutional Research
Tulane University

**TERMINAL**

<table>
<thead>
<tr>
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<td>371</td>
<td>265</td>
<td>355</td>
<td>308</td>
<td>246</td>
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<td>217</td>
<td>197</td>
<td>265</td>
<td>351</td>
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<td><strong>13,584</strong></td>
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**STUDENT CLASSIFICATION**

- Graduate and Professional Students
- Undergraduate Students - Newcomb/Tulane College
- Undergraduate Students - Primarily Otherwise

**GENDER**

- Female
- Male

**RACE/ETHNICITY**

- American Indian
- Asian
- Black or African American
- Hispanic
- Multi-racial
- Native Hawaiian
- Non-Resident
- Unknown
- White

**FALL 2014 - FALL 2020**

- Data are based on each student’s primary curriculum and primary major.
- Data from Fall 2013 to Fall 2020 are as of each term’s census day. Data prior to Fall 2013 are from the end of each term.
- Non-degree students are included. Medical Residents/Fellows and Consortium students are excluded.

To filter data, click on any item in any graph, or any of the the drop-down filters. Hold down the Control key to select multiple filters.
Faculty Demographics by School, Track, & Tenure Status

HEADCOUNT
14,720

TENURE STATUS

Tenured/Tenure-Track
5,038

Non Tenured/Non Tenure-Track
9,682

RACE/ETHNICITY

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<th>Term</th>
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<th>Black or African</th>
<th>Hispanic</th>
<th>Nonresident</th>
<th>Not Declared</th>
<th>Two or More</th>
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<td>4.6%</td>
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Notes:
1. Data include instructional and non-instructional faculty combined. Emeritus faculty and postdoc teaching fellows are also included.
2. Administrators with faculty rank and non-faculty staff members are excluded from the data.
3. The school of "Other" includes the Primate Center, Murphy Institute, Newcomb Institute, Stone Center, and other departments.
2003 VERSUS 2020 FACULTY COMPARISON

Source: OAIR and 2003 Roadmap for Change: Report on Institutional Diversity & Equity
FACULTY SEARCHES: USE A 10-STEP PROCESS

1. Plan Strategically for a Faculty Search 3-4 Years in Advance
2. Understand Implicit Bias and in Higher Education Inequities
3. Use Prejudice-Breaking Habits and Countermeasures
4. Use Interfolio and Create Structured Protocols
5. Spread the Word to Build Diverse Applicant Pools
6. Review Candidates
7. Make the Campus Visit Equitable
8. Engage in Legal and Equitable Final Deliberations
9. Recruit and Welcome New Colleague to Tulane!
10. Reflect on Each Previous Step and Know Your Resources
STEP 1: STRATEGICALLY PLAN FOR A FACULTY SEARCH 3-4 YEARS IN ADVANCE

- Know and follow the careers of established diverse scholars, leaders, and mentors
- Make time to attend conferences, summits, and other discipline events where you:
  - Attend presentations and drop by the graduate student breakfasts and other programming events supporting diverse communities
  - Share information about your program in new and innovative (and often virtual!) ways
  - Welcome the newest scholar voices in your field
  - Learn about affinity groups in your field
  - Follow-up with information about your program and any upcoming job postings
- Communicate about the good work you are doing in EDI and anti-racism within your program, department, school, across the university, and within your individual professional fields
STEP 2: UNDERSTAND IMPLICIT BIAS AND HIGHER EDUCATION INEQUITIES

Defining Implicit Bias:

• Pervasive
• Related, but distinct from explicit bias
• Don’t necessarily align with our declared beliefs
• Generally favor our own group
• Malleable

** These Mental Short-Cuts All Add Up in Small and Consequential Ways to Real-Life, Large, Consequences in Compositional Diversity
STROOP TEST AND IMPLICIT ASSOCIATION TEST
IDENTIFY IMPLICIT BIAS

• Confirmation bias
• Anchoring bias
• In-group bias
• Negativity bias
• Attribution bias
• Sunk-cost bias
• And more!
IDENTIFY IMPLICIT BIAS AND CONNECT THEM TO HIGHER EDUCATION INEQUITIES

Identify Implicit Bias **AND** Higher Education Inequities
## Higher Education Inequities

**Continuum on Becoming an Anti-Racist, Multicultural Institution**

<table>
<thead>
<tr>
<th>MONOCULTURAL</th>
<th>MULTICULTURAL</th>
<th>ANTI-RACIST</th>
<th>ANTI-RACIST MULTICULTURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Racial and Cultural Differences Seen as Defects</strong></td>
<td><strong>Tolerant of Racial and Cultural Differences</strong></td>
<td><strong>Racial and Cultural Differences Seen as Assets</strong></td>
<td></td>
</tr>
<tr>
<td>A Segregated Institution</td>
<td>A “Club” Institution</td>
<td>A Multicultural Institution</td>
<td>An Anti-Racist Institution</td>
</tr>
</tbody>
</table>

- Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans
- Intentionally and publicly enforces the racist status quo throughout institution
- Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels
- Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.

- Tolerant of a limited number of People of Color with “proper” perspective and credentials
- May still secretly limit or exclude People of Color in contradiction to public policies
- Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life
- Often declares, “We don’t have a problem.”

- Makes official policy pronouncements regarding multicultural diversity
- Sees itself as “non-racist” institution with open doors to People of Color
- Carries out intentional inclusiveness efforts, recruiting “someone of color” on committees or office staff
- Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc.
  But...
  - “Not those who make waves”
  - Little or no contextual change in culture, policies and decision-making
  - Is still relatively unaware of continuing patterns of privilege, paternalism and control

- Growing understanding of racism as barrier to effective diversity
- Develops analysis of systemic racism
- Sponsors programs of anti-racism training
- New consciousness of institutionalized white power and privilege
- Develops intentional identity as an “anti-racist” institution
- Begins to develop accountability to racially oppressed communities
- Increasing commitment to dismantle racism and eliminate inherent white advantage
  But...
  - Institutional structures and culture that maintain white power and privilege still intact and relatively untouched

- Commits to process of intentional institutional restructuring, based on anti-racist analysis and identity
- Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles
- Implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution’s life and work
- Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities
- Anti-racist multicultural diversity becomes an institutionalized asset
- Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments

© By Crossroads Ministry. Adapted from original concept by Billy Jackson and Rita Hardiman, and further developed by Andrea Ayastian and Reona Branding.
Higher Education Inequities
IDENTIFY STEP 3: USE PREJUDICE-BREAKING HABITS AND COUNTER-MEASURES

- Stereotype replacement
- Counter-stereotypic imagery
- Empathy and perspective-taking
- Individuation
- Increasing intergroup contact
- Consider situational explanations for behavior
- Modify your environment
- Use structured protocols throughout the search process

The prejudice habit-breaking intervention: An empowerment-based confrontation approach

William T.L. Cox and Patricia G. Devine
Department of Psychology, University of Wisconsin—Madison, Madison, WI, United States
Prejudice-Breaking Habits
(also known as “Counter-Measures”)

- pre-determined job criteria
- standardized evaluation forms
- structured interviews
- diverse sea
STEP 4:
USE INTERFOLIO AND CREATE STRUCTURED PROTOCOLS

Complete the FRAP for your search process before the search commences

5) Recruitment Action Specifics: Please describe the efforts the committee will undertake to recruit a diverse candidate pool. This may include listing places where the position announcement will be posted as well as outreach efforts to reach diverse candidates (e.g., contacting faculty who mentor diverse candidates, reaching out to racial, gender, disability, and veterans affinity groups).

We will advertise our position in the Chronicle of Higher Ed and take advantage of Tulane’s postings in other higher ed job forums. We will also advertise our position in specific professional organization job listings for our discipline (e.g. affinity groups in our professional association such as women in science, LGTBQ+ in science, BIPOC in science). We are also compiling a list of diverse mentors who have strong track records with mentoring diverse students to share the job description. Members of the search committee will also reach out through their own social networks to colleagues and associates in the field to circulate the position as widely as possible. We will be attending our national conference in September, where we will sponsor a vendor table and participate in a career network of our profession.
STEP 4: USE INTERFOLIO AND CREATE STRUCTURED PROTOCOLS

Complete the FRAP for your search process before the search commences

6) Possible Recruitment Barriers: If barriers exist, provide a summary of how the school/department will attempt to overcome them.

Our department has very little racial and gender diversity. We will work with our Dean, Office of EDI and other racial and gender affinity groups in our profession to spread the word about this position.
Create the Job Description

• Include EDI and anti-racism commitments/values (e.g., Presidential Commission on Racial Equity, Diversity, and Inclusion and the EDI Office)
• Be explicit in describing the important BIPOC cultural context of New Orleans and our global partnerships and values
• Include the EDI and anti-racism statements Ask if there are any job criteria you listed that exclude people (e.g., “ability to listen”)
• Add an EDI statement and encourage applicants to weave EDI into their application materials (e.g., cover letter, research statement, teaching and mentoring statement)
• List specific criteria in postings
STEP 4:
USE INTERFOLIO AND
CREATE STRUCTURED PROTOCOLS

Forms faculty candidates are required to submit in Interfolio:

- Curriculum Vitae (CV)
- Candidate Additional Information Form
  - Required questions for all candidates
    - Includes demographic information
    - Background Search Authorization

Additional forms a school/unit may want to consider creating to:

- Track specific candidate data on experience or ask other specific questions related to the role
- Other Department Required Documents (as outlined in the position posting, optional)
  - Research Statement
  - Teaching Statement
  - EDI Statement
  - Sample Syllabi
  - Publications/Writing Sample
  - List of References
STEP 4:
USE INTERFOLIO AND
CREATE STRUCTURED PROTOCOLS

Develop structured protocols:
• Candidate Ranking Forms
• Interview Protocol
Appendix E

Candidate Rating Form

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for department that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates. We suggest you create a Qualtrics form to capture this information from those who interacted with the candidate

Candidate’s Name:

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

- [ ] Read candidate’s C.V.
- [ ] Met with candidate
- [ ] Read candidate’s scholarship
- [ ] Attended meal with candidate
- [ ] Read candidate’s letters of recommendation
- [ ] Attended candidate’s job talk
- [ ] Other (please explain)

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

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

Please rate each of the following:

<table>
<thead>
<tr>
<th>Potential for (Evidence of) scholarly impact</th>
<th>Excellent</th>
<th>Good</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential for (Evidence of) research productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential for (Evidence of) research funding</td>
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<td></td>
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<tr>
<td>Potential for (Evidence of) collaboration</td>
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<td></td>
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</tr>
</tbody>
</table>

Relationship to the department’s priorities

<table>
<thead>
<tr>
<th>Ability to make a positive contribution to department’s EDI climate</th>
<th>Excellent</th>
<th>Good</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
<th>Unable to Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential (Demonstrated ability) to attract and supervisee graduate and professional students</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Potential (Demonstrated ability) to teach and supervisee undergraduate students</td>
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<td></td>
</tr>
<tr>
<td>Potential (Demonstrated ability) to attract, work with, and teach diverse students</td>
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<tr>
<td>Potential (Demonstrated ability) to be a conscientious university community member</td>
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<tr>
<td>Potential (Demonstrated ability) for local, Gulf Region, national, and international impact</td>
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</tbody>
</table>

3 Adapted from UCLA Searching for Excellence
Please comment on the candidate’s teaching ability (noting the basis of your assessment):

<table>
<thead>
<tr>
<th>Please rate each of the following:</th>
<th>Excellent</th>
<th>Good</th>
<th>Neutral</th>
<th>Fair</th>
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<tr>
<td>Relationship to the department’s priorities</td>
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<tr>
<td>Ability to make a positive contribution to department’s EDI climate</td>
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<tr>
<td>Potential (Demonstrated ability) to teach and supervisee undergraduate students</td>
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</tr>
<tr>
<td>Potential (Demonstrated ability) to attract, work with, and teach diverse students</td>
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<tr>
<td>Potential (Demonstrated ability) to be a conscientious university community member</td>
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</tr>
<tr>
<td>Potential (Demonstrated ability) for local, Gulf Region, national, and international impact</td>
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Appendix F
Candidate Interview Protocol

Introductory Questions

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

About the Candidate's Professional Background

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

About the Candidate and Your Department

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

About the Candidate's Research

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

4 Adapted from: https://health.ucdavis.edu/facultydev/pdfs/search-materials/SampleFaculty/interviewQuestions.pdf
Post the Job Description Far and Wide:

- All Tulane faculty and administrative positions are posted in Diverse: Issues in Hire Education, Higher Ed Jobs, Inside Higher Ed, Insight into Diversity, nola.com, laworks.net – **where else do you need to advertise based on your field to reach diverse candidates (talk to your Chairs/Deans)?**

- Identify any other outlets (paid or free) that are crucial for your search. Communicate this need to your department chair.

- Circulate the job posting on EDI searchable databases like *The Registry: National Registry of Diverse and Strategic Faculty Diversity* and circulate the job posting on affinity group listservs.

Ensure an Equity Advocate is on Every Committee

- Role of the Equity Advocate:
  - Track a list of diverse mentors and luminaries in your field and assign search committee members to actively reach out to these folx. If there is no response to an email, pick up the phone to make a call to get the word out about the search.
  - Note where implicit bias and structural inequities are showing up in the search and interrupt these occurrences – have active discussions about this
  - Review structured protocols – make sure they are ready
  - Tension between research that shows diverse hiring teams produce more diverse searches and the over-burdening of BIPOC, woman, disabled, veterans, and other historically underrepresented faculty committee members to serve in these roles
STEP 5:
SPREAD THE WORD TO BUILD DIVERSE APPLICANT POOLS

• **Build the Applicant Pool**
  - Understand Affirmative Action Placement Goals
  - Know the Availability Demographic Data for the Position
  - Select the Shortlist through Interfolio

• **Check in on Your Implicit Bias as a Search Committee**
  - Discuss (actively) how stereotype and attitude biases about various identity groups are shaping your conversations and review of candidates
  - Personal and professional relationships with existing candidates in the pool
  - Pedigree bias in terms of an applicant’s education, publication outlets, recommendation letters, and other areas valued in your discipline. Because diverse candidates experience those higher education inequities we discussed earlier, they may not have had equitable access to the traditional things defined as “excellence”
  - Stress related to timelines (remember sunk-cost bias!)
STEP 6: REVIEW CANDIDATES

Select the Shortlist through Interfolio

• Conduct virtual interviews with your long-listed candidates and talk openly about internal candidates and giving everyone in your search a fair shake

Stick to the Rubrics and Take Your Time

• When we rush, both implicit bias and structural inequities are at play

Take a Second Look

• Are BIPOC, women, etc. in your finalist list? If not, why? Have a specific discussion about this about how areas of bias and higher education inequities are shaping your finalist candidate list
• The Faculty Search Chair and/or Equity Advocate should bring forward applicants who might deserve a “second look,” especially those right below the long list cut-off

Hold a Full Committee Discussion (separate meeting) subsequently

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

Tools for Success in Attracting and Evaluating Candidates

TULANE UNIVERSITY
OFFICE of ACADEMIC
AFFAIRS & PROVOST
Overview

The Process

- Advertise
- Applications
- Collect Materials
- Extra Information
- Organize & Distribute
- Review
- Hire
- Reflect
Professor of Practice, Earth and Environmental Sciences

Tulane University: School of Science and Engineering: Earth and Environmental Sciences

Location
New Orleans, LA

Open Date
Feb 28, 2021

Description
Professor of Practice, Earth and Environmental Sciences

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

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

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

Tulane is located in New Orleans — a city with tremendous diversity of cultures and community. Tulane is actively building a campus culture based on values of EDI and anti-racism.

Further information about the department and university can be obtained at http://tulane.edu/sse/eens

Qualifications
A doctoral degree in an environmental science or related field is required.

Application Instructions
Review of applications will begin March 31, 2021, and review will continue until the position is filled. Applicants should submit a cover letter, CV, statement of teaching philosophy, any previous teaching evaluations or other evidence of teaching excellence, and contact information for three references familiar with the applicant’s teaching abilities. In addition, candidates may submit a one-page summary of Covid-19 impacts, if any, on their work and/or professional development. Applications must be submitted electronically via the following link: apply.interfolio.com/84287.

Any inquiries may be directed to Dr. George C. Flowers (flowers@tulane.edu), Department of Earth and Environmental Sciences, Tulane University, 6823 St. Charles Ave., New Orleans, LA 70118-5698.
Tulane is located in New Orleans — a city with tremendous diversity of cultures and community. Tulane is actively building a campus culture based on values of EDI and anti-racism.

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Any inquiries may be directed to Dr. George C. Flowers (flowers@tulane.edu), Department of Earth and Environmental Sciences, Tulane University, 6823 St. Charles Ave., New Orleans, LA 70118-5698.

Equal Employment Opportunity Statement
Please Note: Tulane University has officially adopted a mandatory COVID-19 vaccination policy. All employees and visiting faculty must be fully vaccinated with a COVID-19 vaccination or obtain approval for a medical or religious exemption prior to beginning employment.

Tulane University is located in New Orleans - a city with tremendous history of diverse cultures, community, and languages. Tulane is actively building a campus culture grounded in our values of EDI and anti-racism. We seek and welcome candidate applications from historically underrepresented groups, such as BIPOC (Black, Indigenous, People of Color), women, LGBTQ+, and those living with disabilities as well as veterans.

Tulane University is an Equal Employment Opportunity/Affirmative Action institution committed to excellence through diversity. Tulane University will not discriminate based upon race, ethnicity, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity or expression, pregnancy, marital status, military or veteran status, or any other status or classification protected by federal, state, or local law. All eligible candidates are encouraged to apply.
Attracting Candidates

“Apply Now” Page (Behind the Scenes)
### Required Documents

**Adjunct Faculty**

| 1 | Research Statement |
| 1 | Teaching Statement |
| 1 | Diversity Statement |
| 1 | Syllabus |
| 1 | Writing Sample |
| 1 | Contact Reference |
| 1 | C.V. |

**Additional Applicant Options**

- Applicants may add additional documents

You may give applicants the ability to include additional materials with their application. If you have documents that you recommend, but don't require as part of the application, you should select this choice.

- Send a message on application submission.
Evaluating Candidates

Application Forms

Candidate Additional Information Form

Candidate Degree Information

Highest Degree Earned *
Degree abbreviation (ex: PhD, MD, etc.) okay.

Year of Degree Completion *

Highest Degree Area of Study/Concentration *

Degree Granting Institution *

Name While Attending School (If different from application)
Evaluating Candidates
Application Forms

**Question Types**

**Paragraph**

Why are Dairy Queen "Blizzards" better than Sonic "Blasts"? *
For Long Responses

**Multiple Choice**

Would you like a "Blizzard"? *
For Single-Answer Responses
- Yes
- No
- Other

**Checkbox**

What would you like in your "Blizzard"? *
For Multiple-Answer Responses
- Reese's Pieces
- M&Ms
- Strawberries
- Happiness
- Enter another response

**Grid**

What are your "Blizzard" preferences? *
For Preferences, Ranking, etc.

<table>
<thead>
<tr>
<th></th>
<th>Reese's Blizzard</th>
<th>Mint Chocolate Chip Blizzard</th>
<th>Strawberry Blizzard</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluating Candidates

### The Search Committee

#### 13 Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Parker</td>
<td>Committee Manager</td>
<td></td>
</tr>
<tr>
<td>CYNTHIA EBINGER</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>NANCYE DAWERS</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>GEORGE FLOWERS</td>
<td>Committee Manager</td>
<td></td>
</tr>
<tr>
<td>TORBJORN TORNQVIST</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>MEAD ALLISON</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>KYLE STRAUB</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>NICOLE GASPARINI</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>JEFFREY AGNEW</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>Jennifer Whitten</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>Colin Jackson</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>BRENT GOEHRING</td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>JOSEPH BULL</td>
<td>Evaluator</td>
<td></td>
</tr>
</tbody>
</table>

Committee Members

Add the members of your search committee to grant them access to applicant materials. If the committee hasn’t been selected yet, you can always return to this screen by clicking Edit from the position overview.

[Update](#) [Return to Overview](#)
Evaluating Candidates

Evaluation Settings

6 Criteria
Drag and drop the criteria in the list below to change the order they will appear in the application review process.

Note: at least one criterion must be created in order to rate candidates.

- Research Area
- Scholarship to Date
- Teaching Area
- Ability to Teach a Specific Course
- Work with Diverse Groups
- Culturally Responsible Teaching

[Add Criterion]

Blind Review

- Evaluators should not see others' comments and ratings

[Update] [Return to Overview]
Top Complaint:
No Communication

Attracting and Managing Candidate Pool

Automatic Emails

Send a message on application submission.

Insert Message Template

From name *

Reply to email address *

You must provide a name.

Reply to must be a valid email address.

Subject *

Thank You for Applying

Body *

Hi %ApplicantName%,

Thank you for applying to the %PositionName% position in the %UnitName% at Tulane University. The Search Committee will begin review of applications on [DATE]. We will keep in touch with the status of your application as the search progresses.

Thank you,

[NAME]
Reviewing Candidates

Moving through the search using Interfolio

Step 1: Review the Candidate Pool
Step 2: First Meeting of the Search Committee
Step 3: Create Long List
Step 4: Conduct Zoom Interviews
Step 5: Second Search Committee Meeting
Step 6: Department Candidate Review and Finalists
Step 7: Conduct Campus Interviews
Step 8: Determine Finalist to Make an Offer
Attracting and Managing Candidate Pool

Communicate with Interfolio

Application Status: Long List
Attracting and Managing Candidate Pool

Communicate with Interfolio

Application Status: Finalist

Email Applicants

When messaging more than one applicant, recipients will never see the names or email addresses of other applicants being contacted.

To: Joey Couvillon

Select a Message Template

In-Person Interview

From Name *

Joey Couvillon

Reply to email address *

acouvi@tulane.edu

Subject *

In-Person Interview

Body *

Hi %ApplicantName%,

Following your successful interview with the Search Committee for the %PositionName% position in the %UnitName% at Tulane University, the Dean would like to invite you to Tulane for a campus interview as a Finalist.

Should you accept, you will meet with [INTERVIEWER NAME AND POSITION] and to discuss the position’s responsibilities and learn more about Tulane. Please let me know if you are available in any of the slots below and I’ll send you a calendar invitation for that date.

* [TIMESLOT 1]

You must provide a message.

Send Cancel
No Longer in Consideration
Attracting and Managing Candidate Pool

Communicate with Interfolio

Position Status: Position Filled
Reviewing Candidates

Additional Search

Committee Tools

Step 1: Review the Candidate Pool

Comments & Notes

Tags

1 of 1 Applicants Shown.

- Applicant Name: Joey Couvillon
  - Date Updated: 09/29/20 02:52 PM EDT
  - Applicant Status: Incomplete
  - Tags: N/A
  - My Overall Rating: ★★☆☆☆
Step 1: Review the Candidate Pool

Perspective of:
Committee Member
**Step 1: Review the Candidate Pool**

<table>
<thead>
<tr>
<th></th>
<th>My Ratings</th>
<th>Committee Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>★★★☆☆☆☆☆☆</td>
<td>★★★★★☆☆☆☆☆☆☆</td>
</tr>
<tr>
<td><strong>Academic Qualifications</strong></td>
<td>★★★★★☆☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td><strong>Teaching Qualifications</strong></td>
<td>★★★☆☆☆☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td><strong>Professional Qualifications</strong></td>
<td>★★★★☆☆☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td><strong>Publications, Design/Creative Work, Exhibitions, Design Competitions</strong></td>
<td>★★★★★☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td><strong>Portfolio: Personal Work</strong></td>
<td>★★★★★☆☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td><strong>Portfolio: Their Student Work</strong></td>
<td>★★★★★☆☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td><strong>Statement of diversity, equity, and inclusion</strong></td>
<td>★★★★★☆☆☆☆☆☆</td>
<td>★★★★★★★★★</td>
</tr>
<tr>
<td>Candidate</td>
<td>Status</td>
<td>Date Updated</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>Ph.D. - Doctor of Philosophy, Virginia Commonwealth University School of Medicine</td>
<td>Long List</td>
<td>Feb 28, 2019</td>
</tr>
<tr>
<td>Ph.D. - Doctor of Philosophy, University of Maryland</td>
<td>Acknowledged</td>
<td>Nov 23, 2019</td>
</tr>
<tr>
<td>Ph.D. - Doctor of Philosophy, Colorado State University</td>
<td>No Longer in Consideration</td>
<td>Set 4, 2019</td>
</tr>
</tbody>
</table>

25 of 248 Applicants Shown.
**Reviewing Candidates**

**Candidate Statuses**

- **Long List**
  Candidates that will be invited to an online interview.

- **Short List**
  Successful online interview candidates to be reviewed by the department.

- **Finalist**
  Applicants which the Search Committee recommends to the Dean to be reviewed for hire.

- **No longer in Consideration**
  Used to indicate that a candidate is no longer in consideration for further review or hire.

- **Withdrawn**
  This status is reserved only for those candidates which remove themselves from consideration at any point during the search.
Reviewing Candidates

Tenure Track, Assistant or Associate Professor

Unit: Health Policy and Management (HPM)
Status: Position Closed (Closed)
Opens: Feb 1, 2019
Closes: No date set

Applicants

Search by name, education, or status

2 of 2 Applicants Shown.

<table>
<thead>
<tr>
<th>Applicant Name</th>
<th>Date Updated</th>
<th>Applicant Status</th>
<th>Tags</th>
<th>My Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. - Doctor of Philosophy, University of Michigan</td>
<td>Oct 20, 2019</td>
<td>Short List</td>
<td></td>
<td>2 2 2 2 2</td>
</tr>
<tr>
<td>M.P.A. - Master of Public Administration, The Ohio State University</td>
<td>Nov 16, 2019</td>
<td>Short List</td>
<td></td>
<td>2 2 2 2 2</td>
</tr>
</tbody>
</table>
Reviewing Candidates

Confidential Letters

Recommendation Request for Kathleen Moises

Use this message to request confidential recommendations on behalf of the applicant from one or more recommenders. Your request can include a personal message and materials to aid in their review. Note that you can create one message to request recommendations from multiple recommenders.

Recommender First Name
First Name

Recommender Last Name
Last Name

Recommender Email
hello@interfolio.com

Add Another Recommender

Deadline
Mmm d, yyyy

Message *

Help with Messaging
If you are requesting recommendations from more than one recommender, and you want the message to include a personal salutation, use the variables below to automatically fill in the first and last name of each recommender receiving the message.

Recommender First Name = %R_W_First%
Recommender Last Name = %R_W_Last%

Files Add
Referral Sources

This graph identifies the top websites that sent visitors to the landing page for this position. Note that the number of visitors will be larger than the number of applicants to your position since more people will view the posting than will apply for a position.

- (direct)
- aeaweb.org
- chronicvita.com
- jobbank.astm.org
- jobs.academyhealth.org
- sph.tulane.edu
- Other
- academicjobs.tulane...
- academicpositions.ya...
- higheredjobs.com
- publicservicecareers...
Follow Up & Assistance

- One on one sessions with chair/dept, search committee
- Training materials on canvas specific to user role
- Interfolio office hours – 2nd Wednesday Each Month
STEP 7: MAKE THE CAMPUS VISIT EQUITABLE

Integrate EDI into the Campus Visit

• Ask all finalists what would help them have a successful visit to Tulane
• Each candidate should receive the same materials in terms of agendas, resources, etc.
• Continue to talk openly about internal and external candidates to build an equitable process for both (e.g., internal candidates interview first)

Make Sure Interview Sessions are Equitable

• Ask the same questions of all – use the standard protocols
• Ask lawful questions. Don’t ask unlawful questions
• Train as a search committee and teach your faculty, staff, and students what questions are discriminatory and now allowed
• Encourage candidates to address issues of EDI and anti-racism in their presentations and interviews

The overarching goal is to ensure that each of the interview meetings (e.g., with the Dean, department chair, student groups for example), are cohesively structured in the same way for each candidate so every finalist gets a fair shake at responding to questions and other environments.
Appendix F

Candidate Interview Protocol

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

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

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

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

Adapted from: https://health.ucdavis.edu/facultydev/pdfs/search-matериалs/SampleFaculty/interviewQuestions.pdf
• What types of resources would you require to successfully continue your research agenda?
• What research, if any, have you done in the area of EDI?
• If you were selected for this position, who are you interested in collaborating with within and outside of Tulane?
• How would you involve undergraduate, graduate, and professional students in your research?
• Please identify your most significant research study and the origins of your interest in this area.

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

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

Sample EDI Questions for Interview Protocols

Candidate’s Background:
- What has been your previous experience in mentoring?

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

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

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

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

---

Adapted from Michigan State University Faculty Search Toolkit
### Legal Considerations in the Search Process:
#### Questions You Can Ask, Questions You Can’t Ask

<table>
<thead>
<tr>
<th>Lawful Pre-Employment Inquiries</th>
<th>Unlawful Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>(Only asked for purpose of determining whether applicants are of legal age of employment)</td>
<td>What is your birthday? How old are you?</td>
</tr>
<tr>
<td>Are you 18 years or older?</td>
<td></td>
</tr>
<tr>
<td><strong>Arrests or Convictions of a Crime</strong></td>
<td>Have you been arrested (which did not result in conviction)? (except for law enforcement agencies)</td>
</tr>
<tr>
<td>No questions, unless otherwise notified by Human Resources (HR). HR conducts post-offer, pre-hire criminal background checks, and will confer with management if follow up questions are necessary on this topic. Please consult with your HR Business partner if you have concerns regarding an applicant’s prior criminal history.</td>
<td></td>
</tr>
<tr>
<td><strong>Birthplace</strong></td>
<td></td>
</tr>
<tr>
<td>No questions</td>
<td>Where were you born? Where were your parents, spouse or other close relatives born? Can you submit a birth certificate, naturalization or baptismal record? <em>(unless as part of I-9 form.)</em></td>
</tr>
</tbody>
</table>

---

*Adapted from Michigan State University Faculty Search Toolkit, UCLA Searching for Excellence, and Harvard Best Practices for Conducting Faculty Searches.*
<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Do you now, or will you in the future, require sponsorship from Tulane to remain employed in the United States?</th>
<th>In general, questions regarding an applicant’s citizenship and national origin should not be asked during the interview process. Questions below are unlawful unless asked by HR and OISS, as part of the Federal I-9 process, to verify legal work status: Are you a U.S. citizen? Of what country are you a citizen? Are you a naturalized or a native-born citizen? What is the date of when you acquired citizenship? Can you produce naturalization or first papers? Are your parents or spouse naturalized or native born citizens of the U.S.? What is the date of when your parents or spouse acquired citizenship?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>Can you perform the essential duties of the job in which you wish to be employed, with or without accommodation?</td>
<td>Do you have a physical, mental, or cognitive disability? Are you disabled? What is the nature or severity of your disability? What is your condition? Have you had any recent or past illnesses or operations? Have you needed to take time off of work because of a disability or health condition?</td>
</tr>
<tr>
<td>Education</td>
<td>What is your academic, vocational, or professional education and the public and private schools attended?</td>
<td>What is the nationality, racial, or religious affiliation of schools you attended? No questions designed to determine how old an applicant is (such as, “When did you graduate from high school?”).</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Experience</td>
<td>What is your previous work experience? What countries have you visited?</td>
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</tr>
<tr>
<td>Gender and Gender Identity</td>
<td>No questions</td>
<td>What is your birth name? (or any questions that pertain to only one sex) What is your gender identity, birth gender, or changes to gender or gender identity?</td>
</tr>
<tr>
<td>Height</td>
<td>No questions</td>
<td>What is your height?</td>
</tr>
<tr>
<td>Family/Marital/Parental Status</td>
<td>(For access purposes only)  Do you have work records under another name?  Do you have any relatives employed by Tulane?</td>
<td>Can you provide any information regarding marital status or children? Are you single or married?  Do you have any children? Is your spouse employed?  What is your spouse's name? Are you pregnant? Do you plan to get pregnant?</td>
</tr>
<tr>
<td>Language</td>
<td>What languages do you read, write, or speak fluently?</td>
<td>Are you able to read write, or speak in a foreign language?</td>
</tr>
<tr>
<td>Military</td>
<td>Questions that are relevant to work experience and training received are permissible. May ask about the dates of military service, duties performed, rank during service at the time of discharge, training received, and work experience</td>
<td>Were you honorably discharged? What were the reasons for your discharge from service?</td>
</tr>
<tr>
<td>Column</td>
<td>Description</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Name</td>
<td>(For access purposes only) Do you have work records under another name? How is your lineage, ancestry, national origin, descent, parentage, or nationality? (unless pursuant to Federal I-9 process.) What is the nationality of your parent or spouse?</td>
<td></td>
</tr>
<tr>
<td>National Origin</td>
<td>Employer may require an employee to produce documentation that evidences their identity and employment eligibility under federal immigration laws. How did you acquire the ability to read, write or speak a foreign language? What is your lineage, ancestry, national origin, descent, parentage, or nationality? Where were you born? What is the nationality of your parents, spouse or significant other? What is your native language?</td>
<td></td>
</tr>
<tr>
<td>Organizations</td>
<td>You may inquire about professional organization memberships that are directly related to the job duties. Can you share a list of all clubs, societies, and lodges to which you belong? Have you ever belonged to a union? What political party do you belong to?</td>
<td></td>
</tr>
<tr>
<td>Photo</td>
<td>No questions Can you share a photograph prior to hire?</td>
<td></td>
</tr>
<tr>
<td>Pregnancy</td>
<td>No questions Are you pregnant?</td>
<td></td>
</tr>
<tr>
<td>Race or Color</td>
<td>No questions about complexion or color of skin What is your race?</td>
<td></td>
</tr>
<tr>
<td>Religion or Creed</td>
<td>No questions What is your religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed?</td>
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</tbody>
</table>
| Question                          | No questions.                                                                 | Do you use Mr., Miss, or Mrs.? (or any other inquiry regarding sex)?
|----------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------
|                                   | When you introduce yourself in an interview, state your pronouns after your name and job title. While this may not guarantee the candidate responds with their pronouns, it makes pronouns a clear part of the conversation without any additional awkwardness. | What is your ability to reproduce or get birth control? What is your identified pronoun? |
| **Sex**                          |                                                                               |                                                                                           |
| **Sexual Orientation**           | No questions                                                                | What is your sexuality, sexual orientation, relational orientation, or affectional orientation? |
| **Weight**                       | No questions.                                                                | What is your weight?                                                                        |
| **Work Schedules**               | Are you willing to work a required schedule?                                | Are you willing to work on any particular religious holiday?                                |
|                                   | Do you have military reservist obligations?                                  |                                                                                           |
Using the Interview to Determine if a Workplace is Toxic Workshop: Assess Your Work!

### Verbal
**What the person says**

#### Word and Sentence Usage
- Frequent use of words with negative connotations
- Consistently states things as fact that can be open to interpretation/use of declarative sentences
- Persistent or egregious use of abusive, insulting, threatening or offensive language directed at you
- Frequent use of imperative sentences (e.g., language that suggests a person is demanding rather than asking.)
- The absence of social niceties: please, thank you, etc.

#### Content Focus
- Impugns your character, intentions or actions of others without proof
- Spreads misinformation or malicious rumors
- Inappropriately shares confidential information
- Regularly inappropriate teases or makes you the butt of pranks or practical jokes
- Repeatedly makes inappropriate comments about your physical/cognitive abilities, appearance, orientation, lifestyle, family, culture, race, religion or beliefs
- Repeatedly corrects you in public

### Para-Verbal
**How the person says it**

#### Tone/Intonation
- Angry, intimidating, insistent or sharp
- Accusatory
- Bored
- Mocking or Contemptuous
- Dismissive
- Frustrated

#### Pitch
- Consistently states things as fact that can be open to
- Higher than their normal pitch (suggesting irritation or anger)
- Lower than their normal pitch, like a growl

#### Volume
- Raised voice, screaming, yelling
- Angry whispering

#### Speed
- Speaking rapidly (with increasing agitation)
- Speaking very slowly and/or carefully enunciating each word (suggesting you have poor comprehension skills)

### Non-Verbal
**How the person acts**

#### Body Actions:
- Clenched Jaw/tight smile
- Eye rolling
- Failing to make eye contact
- Gesticulating

#### Actions:
- Unwarranted physical contact, or close proximity to you (looming/hovering)
- Pushing, pinching or slapping
- Throws or slamming objects
- Blocks you from leaving (by standing in their doorway, etc.)
- Ignores you, doesn’t listen to you when you are speaking
- Interrupts you or speaks over you

#### Sabotage or Gaslighting
**What the person does**

- Frequent use of words with negative connotations
- Hides necessary materials or withholding relevant information
- Makes false accusations about you
- Excludes you from decisions that affect you
- Sets unreasonable expectations or setting you up to fail
- Steals your work
- Rebukes or humiliates you publicly
- Purposefully inappropriately excludes isolates, or marginalizes you from normal work activities or opportunities
- Threatens to take steps that threaten your safety/security (e.g., visa, funding, job)
- Inappropriately interferes with your personal time or work equipment or materials

- Encourages you to behave inappropriately/unethically (e.g., asks you to lie, steal, etc.)
- Suggests that you will not advance without some form of ‘payment’, e.g., sexual favors, etc.
- Inappropriately shares confidential information about you
- Inaccurately represents you or your work
- Refuses to recognize your progress or achievements
- ‘Tattle tales’ or accuses/reports you Inappropriately
- Overemphasizes your mistakes (without cause)
- Withdraws support without appropriate cause
- “Negs” you offers a complement attached to an underlying insult (e.g., You didn’t say something stupid this time. Great job!)
- Scapegoats/blames you for something that is not your fault
- Circulates inappropriate or embarrassing information or media about you

### Lack of Support
**What the person does**

- Frequent use of words with negative connotations
- Consistently states things as fact that can be open to
- Insufficient training for the task
- Insufficient staff/resources for the work
- Lack of clear goals/metrics of success
- Lack of clear policies or procedures
- Insufficient oversight
- Lack of org. support for work/life integration
- No stated boundaries to limit overwork
- No autonomy because there is no trust
- No recognition for your contributions

Sources: [http://www.ucop.edu/ethics-compliance-audit-services/compliance/webinars/workplace-bullying/lib/playback.html](http://www.ucop.edu/ethics-compliance-audit-services/compliance/webinars/workplace-bullying/lib/playback.html); [http://policy.ucop.edu/doc/4000647/AbusiveConductAndBullying; UCSF OCPD Managing Up Workshop. Created by Naledi.Saul@ucsf.edu. Please to not reprint without permission](http://policy.ucop.edu/doc/4000647/AbusiveConductAndBullying; UCSF OCPD Managing Up Workshop. Created by Naledi.Saul@ucsf.edu. Please to not reprint without permission)
STEP 8:
ENGAGE IN LEGAL AND EQUITABLE FINAL DELIBERATIONS

You are almost there!

• By the time you are ready to select your new colleague, you have worked hard to use structured protocols and create an equitable, diverse, and inclusive campus visit. Continuing these EDI actions as you identify your first choice of candidate is crucial to ensure that your final deliberations are equitable.
  • Come to the final deliberation with the compiled data across candidate ranking forms and any survey data that was collected.
  • Challenge yourself when language of “fit,” “potential,” and “likeability” enter the deliberations
  • Lean into the challenges that arise when you address EDI in final deliberations
  • Once you enter final deliberations, discussions about federally protected categories driving hiring are off the table; instead, focus on the alignment of finalists with the job criteria and the expertise and commitments finalists have and would bring to EDI and anti-racism efforts at the university
  • Do not rush your final deliberations - take the time you need and schedule additional meetings to ensure each finalist is allotted the same time for assessment and review of their candidacy in ensure equity
  • Once you have selected your final candidate, make your recommendation to your Dean to approve
STEP 9:
RECRUIT AND WELCOME NEW COMMUNITY MEMBER TO TULANE!

• Express excitement for the candidate to join Tulane – and share specific strengths you are excited about them bringing to Tulane

• Share Tulane resources that can help them to make the decision to come to Tulane, including highlighting what we as a program, department, and university do to mentor and support faculty such as our Faculty and Staff Affinity groups and offer to connect them with other faculty who have shared identities, research, teaching, mentoring, and/or community-engagement activities

• Share the rich BIPOC and LGBTQ+ history of New Orleans and related community resources.

• Curate housing visits to ensure that our new colleague continues to learn about the rich and diverse cultural history of New Orleans

• Communicate clearly about the hiring practices at Tulane, the faculty position they will join, and any unit-level and university-level policies and practices (e.g., tenure-track policies, promotion pathways, leadership possibilities) that help them understand who we are and what they will be expected to do in their position
STEP 10:
REFLECT ON EACH PREVIOUS STEP AND KNOW YOUR RESOURCES

• What worked well in building an equitable, diverse, and inclusive search?
• What were the anticipated and unanticipated challenges that made the search difficult with regard to EDI?
• What could be done differently next time?
• How will you continue to support your new colleague?
• Take time in your unit to share the results of your reflection on this most recent search as a way to continue to talk to your colleagues about ongoing recruitment and retention efforts in your unit and your important commitments to EDI and anti-racism.
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Break
Case Studies
You serve as the faculty chair for a search committee for a new Assistant Professor position.

• How will you structure the agenda for your first search committee meeting? (what are the most important items for this agenda)
• What process will you use to select an Equity Advocate for your committee?
• How will you spread the word about this position to build a diverse pool in your discipline?
Q&A ABOUT THE 10-STEP PROCESS

1. Plan Strategically for a Faculty Search 3-4 Years in Advance
2. Understand Implicit Bias and in Higher Education Inequities
3. Use Prejudice-Breaking Habits and Countermeasures
4. Use Interfolio and Create Structured Protocols
5. Spread the Word to Build Diverse Applicant Pools
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7. Make the Campus Visit Equitable
8. Engage in Legal and Equitable Final Deliberations
9. Recruit and Welcome New Colleague to Tulane!
10. Reflect on Each Previous Step and Know Your Resources
CASE STUDY

You have volunteered to serve as the Equity Advocate on your search committee for a Full Professor position:

• What are your first steps in this role?
• What structured protocols will you need to compile for the committee?
• How will you help the search committee remember to discuss and interrupt bias during the search?
### Q&A ABOUT THE 10-STEP PROCESS

1. **Plan Strategically for a Faculty Search 3-4 Years in Advance**
2. **Understand Implicit Bias and in Higher Education Inequities**
3. **Use Prejudice-Breaking Habits and Countermeasures**
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TULANE UNIVERSITY
OFFICE of ACADEMIC AFFAIRS / PROVOST
CASE STUDY

You are serving as a member of a search committee for an Associate Professor position. The 4 finalist candidates have visited campus and you are in a search committee reviewing candidate ranking forms. A fellow search committee member says, “We need to hire the candidate of color.”

• What is your role as a search committee member and how do you respond?
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