

January 24, 2020

MEMORANDUM

TO: The Senate Council
FROM: Senate Advisory Committee on Diversity and Inclusion (SACDI)
RE: **Proposal for Diversity and Inclusion Advocate to serve on search committees**

Dear Chair Bird-Pollan:

Please find below a proposal prepared by the Senate Advisory Committee on Diversity and Inclusion (SACDI), to designate an advocate on all University of Kentucky search committees, for matters pertaining to diversity and inclusion.

Proposal for Diversity and Inclusion Advocate to serve on search committees

All members of a search committee are advocates for diversity. Each committee must designate a member to act in the role of Diversity Advocate, intended to facilitate (as opposed to police) the search process, primarily to assist in committee deliberations, help in the formation of a diverse pool, and to liaise with the relevant Department Chair or Dean responsible for the search. The role and responsibilities of the Diversity Advocate are outlined below.

Who should be in this role?

The advocate should be chosen by the committee, according to the needs of the particular search. It is recommended that your Diversity Advocate be a tenured faculty person and/or an individual with experience on search committees, *have a demonstrated commitment to diversity and inclusivity*, and should ideally be from outside of the home unit (at the discretion of the committee). Consider non-minority as well as minority individuals for this role. The Diversity Advocate should participate in training as available.

Responsibilities of the Diversity Advocate

1. Evaluate the search process on a continuing basis, keeping in mind the goals and principles of diversity and inclusivity as defined by the college and university mission statements.
2. Lead discussions with committee to identify benefits of diversity and the importance of developing a diverse pool that could lead to hiring a member of an underrepresented group for the department or administrative unit.
3. Assist the committee in self-scrutiny about its own potential biases.
4. Provide the committee with department profile and hiring goals. Contact specific college and/or department designee for more information.

5. Reference the EEO report in Academic Jobs Online to remain aware of the overall demographics of the candidate pool throughout the process.
6. Bring process gaps to the attention of the search committee and/or the Chairperson for immediate action. Process gaps may include the following:
 - Bias, prejudice or stereotyping in verbal or written communications, such as in meetings, written correspondence, and interview questions
 - Inadequate representation of underutilized groups in pool of candidates
 - Bias, prejudice or stereotyping of candidates during evaluation period
 - Giving little or no consideration to the diversity goals of the university as a factor in the hiring process
7. Developing job descriptions and minimum qualifications to cast the widest possible net.
 - Utilizing multiple and creative recruitment methods.
 - Ensuring that job descriptions are developed with inclusive and gender neutral language (see for example, this [article](#))
 - Using criteria for evaluation that do not preclude persons with non-traditional career patterns or equivalent education and experience.
 - Conducting interviews that are consistent and legal for all applicants; Facilitating campus visits that provide similar opportunities for each candidate.
 - Developing a final slate of candidates that, whenever possible, gives the hiring official the opportunity to select from a diverse pool.
 - Provoking dialogue regarding failing a search when there is no diversity in the pool.
 - Ensuring that the position is posted in platforms that will increase the likelihood of a diverse candidate pool.

Guiding Questions for the Diversity Advocate during the search process

1. Do the candidates bring a new perspective or are they simply the status quo (or replicating what already exists in the unit)?
2. What are some qualities this (diverse) candidate has that can strengthen the unit (e.g. recruitment of diverse students; pushing the unit to think outside the box)?
3. In what ways can the unit support a (diverse) candidate if recruited?