

Faculty Inclusion Representative Program

Inclusion Representatives (IRs) are appropriately-trained faculty or administrators who support the overall mission of the search committee, by ensuring and supporting the use of equitable and inclusive hiring practices. In addition to the implicit bias training required of all search committee members, IRs must complete a 90-minute training on Equity-Minded Faculty Hiring, and participate in a 2-hour orientation with the Center for Inclusive Excellence. In addition, IRs are invited to participate in a Community of Practice with other IRs from across the campus.

ALL members of search committees are expected to have learned about implicit bias, and it is never the sole responsibility of the IR to provide suggestions and/or raise concerns relevant to diversity, equity and inclusion in the hiring process. The search committee should work collectively to ensure diverse representation of applicants and equitable treatment of candidates throughout the search process.

Responsibilities

Inclusion Representatives shall:

- Facilitate conversations about strategies designed to broaden the diversity of the applicant pool (e.g., women, underrepresented minorities, sexual minorities, persons with disabilities, etc.);
- Encourage search committee to engage in self-reflection regarding potential biases that may compromise an objective assessment, and how implicit bias may specifically influence how they relate to individuals/events/information throughout the evaluation and selection process;
- Participate in the recruitment and selection process from its initial stages to completion, including:
 - explain the IR role to the committee
 - attend all committee meetings
 - assist in developing interview questions and criteria for application review
 - ensure candidates are screened based upon qualifications and experience in accordance with the stated criteria
 - ensure the committee uses the same standards to evaluate each candidate
 - remind committee members of unconscious biases and assumptions they may bring to their evaluation of applicants/candidates
 - help the committee evaluate candidates' diversity statements and BIE criteria
 - assist with the completion of the Building on Inclusive Excellence and Pool Proportionality forms
- When necessary, provide search committee members with diversity resources (e.g., readings, videos, webinars); and
- Meet regularly with other Inclusion Representatives in a Community of Practice.

Training

In order to be an Inclusion Representative, the appointed faculty member must:

- Have completed the foundational Implicit Bias training in the last three years.
- Attend a 90-minute [Equity-Minded Hiring seminar](#) (asynchronous) and a 2-hour [IR Orientation](#). These sessions will provide IRs with information on:
 - Equity-minded hiring practices at different stages of the faculty hiring process
 - Responsibilities of being an Inclusion Representative
 - Policies relevant for promoting diversity, equity and inclusion in hiring practices
 - Tools and resources to help promote reflective evaluation processes
 - Skills for facilitating potentially difficult dialogues with colleagues

Orientation dates are available through the CSULearn links here once they are set each year.

Faculty who have previously served as an Inclusion Representative must attend a 1-hour [IR Orientation Update](#) session. This session will provide information on any new policies or processes and review best practices.

Selection/Assignment of Representatives

Inclusion Representatives will be assigned to search committees through the following process:

- For schools or departments who have had no issues with candidates receiving BIE approval in previous year searches, the Inclusion Representative can be elected from among the existing search committee members. The IR role is thus analogous to the role of chair and the IR is a regular voting member of the committee.
- Any school or department may always request an Inclusion Representative from outside the department by contacting the Office of Faculty and Staff Diversity (facultydiversity@sdsu.edu). In such a case, the IR will be a person who has earned tenure, or the Campus Director of Inclusive Recruitment, and will be a non-voting participant.

[Last update: May 2026]

FAQs

What does it mean if an Inclusion Representative is a 'non-voting' member of the search committee?	The primary role of the Inclusion Representative is to call colleagues' attention to ways in which bias may be manifesting in the hiring process, and provide support to the committee to reduce this bias. However, because some Inclusion Representatives are assigned from departments and colleges outside the hiring department,
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	there is no expectation that they will have the background or expertise to evaluate the disciplinary qualifications of candidates. Therefore, although IRs should be full participants in all hiring committee discussions, they will not have a vote in the final hiring decision. However, IF a department has been approved to elect an IR from existing committee members, then the IR shall simply serve as a regular, voting member of the committee (see below).
What does it mean to elect an IR from existing members of the committee?	If a department has been approved to have an internal IR, this generally means that someone who is a sitting member of the committee simply takes on the IR responsibilities. Thus, the IR role is just like the chair role - the committee selects someone who is already on the committee to serve. That person is a full (voting) member of the committee as they usually would be, and also takes on the additional responsibilities of the IR described above.
So IRs are just there to police us and shame anyone who isn't being politically correct?	NO. The role of the IR is <i>not</i> to judge individuals or even outcomes; their role is to ensure an equitable <i>process</i>. Those who have learned about implicit bias know that we <i>all</i> carry implicit biases, and those biases are more likely to influence behavior under certain conditions, including when we have limited information and/or time, or are under stress. IRs are trained to help committees understand and use strategies that can mitigate bias (such as establishing observable criteria, developing rubrics, using consistent interview questions, etc.), and to respectfully question assumptions that committee members may not even realize are assumptions. For example, when the committee begins discussing whether one of candidate is a better 'fit' than another, it can be useful for someone (the IR) simply to remind colleagues upfront that sometimes we evaluate personal characteristics through a cultural lens or through our own expectations and assumptions. Since everyone will have completed the implicit bias seminar, they will hopefully have the understanding that this is not a judgment but a reminder to be reflective and self-aware. While the presence of an IR does have the potential to

	create some discomfort at times, this is likely to be lessened if a) all committee members have a basic understanding of implicit bias, and b) the department has established a commitment to ensuring an equitable and effective search; both of which are conditions largely established already in college and department diversity and inclusion plans.
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Contact AVP for Faculty and Staff Diversity, Jennifer Imazeki, with questions:
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