General notes:

- Underrepresented populations in higher education include African-American, Latinx, Native American, Southeast Asian and Pacific Islander, groups of varying abilities, women in the sciences, technology, engineering, and mathematics, or any other group that has been documented as underrepresented in the candidate's academic discipline.

- Evidence should indicate meaningful experience or connection to criteria, rather than isolated or ad hoc involvement (e.g., a record of mentoring several underrepresented students over a period of time vs. advising one underrepresented student on one project; leadership or discussion of specific activities in a professional organization vs. just being a member; research that specifically explores and illuminates the experiences of underrepresented populations vs. analysis that includes race and gender as control variables or simply reports results by demographic group without an accompanying emphasis).

- The chart below provides examples of the most common forms of evidence and artifacts that can be used to show that a candidate meets a given criterion. When evidence is embedded in narrative, letters of recommendation, etc., the department can help the committee by highlighting the evidence and indicating to the committee in which materials the evidence can be found. If supporting evidence was provided in first interview, the department should provide additional documentation (e.g., someone on the search committee should write that up, connecting to dossier materials where appropriate). This should be part of the one-page document for each candidate that each department is supposed to create, outlining how the candidate meets the criteria.

The BIE criteria are: The candidate...

1. Is engaged in service with underrepresented populations in higher education
2. Demonstrates knowledge of barriers for underrepresented students and faculty in higher education
3. Has experience or demonstrated commitment to teaching and mentoring underrepresented students
4. Integrates understanding of underrepresented populations and communities into research
5. Extends knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group
6. Is committed to research that engages underrepresented communities
7. Shows expertise in cross-cultural communication and collaboration
8. Has research interests that contribute to diversity and equal opportunity in higher education
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<th>Criteria:</th>
<th>Common examples of appropriate evidence:</th>
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| Is engaged in service with underrepresented populations in higher education | - Mentoring or advising of individual students from underrepresented populations  
- Advising relevant student clubs or organizations  
- Meaningful involvement with professional organizations or campus committees that advance underrepresented populations  
- Serving on the board of a non-profit organization focused on serving underrepresented populations |
| Demonstrates knowledge of barriers for underrepresented students and faculty in higher education | - Narrative discussion or other evidence of effective mentoring or advising of students or faculty from underrepresented populations  
- Narrative discussion or other evidence of own experience as member of underrepresented group  
- Narrative discussion or other evidence of inclusive pedagogical methods |
| Has experience or demonstrated commitment to teaching and mentoring underrepresented students | - Teaching or mentoring experience at prior institution with diverse student population  
- Narrative discussion or other evidence of inclusive pedagogical methods |
| Integrates understanding of underrepresented populations and communities into research | - Research addresses or incorporates underrepresented populations and communities |
| Extends knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group | - Mentoring or advising of students or faculty from underrepresented groups  
- Narrative discussion or other evidence of inclusive pedagogical methods that support artistic or scholarly success |
| Is committed to research that engages underrepresented communities | - Research requires engagement with subjects from underrepresented communities |
| Shows expertise in cross-cultural communication and collaboration | - Meaningful engagement in collaborative projects with partners from other cultures  
- Research requires engagement with subjects from other cultures  
- Narrative discussion or other evidence of own experience as member of different cultural group |
| Has research interests that contribute to diversity and equal opportunity in higher education | - Has a body of research that specifically addresses diversity and equity within the candidate’s area of focus |