

Searching for Excellence and Diversity

Handbook of Best Practices for Faculty Searches

Division for Diversity and Inclusion

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Searching for Excellence & Diversity: A Handbook of Best Practices for Faculty Searches

Nazareth College is dedicated to inclusion, the active pursuit of conscious and sustained practices and processes that value and respect differences. This commitment to diversity and inclusion must include developing a universal and sustainable inclusive search process for faculty.

This document is meant to serve as a guideline for hiring and retaining a diverse and inclusive faculty at Nazareth College, and thus it is meant to assist the college in meeting its goals of promoting diversity and enhancing inclusive excellence. Qualified candidates who can advance diversity and inclusion and/or contribute to interdisciplinary efforts should receive priority consideration.

I. Overview

The Department Chairperson will consult with the Vice President for Diversity and Inclusion (VPDI) in the following ways:

- identify specific strategies to solicit a diverse pool of applicants (e.g., assistance with ensuring the announcement strongly expresses the college's commitment to diversity and inclusion)
- develop advertising and marketing tips to attract diverse candidates
- address the diversity goals for the department
- provide best strategies for retaining faculty
- assist to identify strategies and ways in which increased faculty diversity could enable the department to serve students in an inclusive environment
- provide unconscious bias training with Search Committee
- meet with final candidates when visiting campus

II. The Toolbox

Before the Interview

A. Advertising and Marketing

In order for a diverse set of applicants to become interested in Nazareth's open positions, they must find something in them that sets them apart from other institutions they may be interested in. It is therefore critical that we make our position attractive to diverse candidates. This starts with the job announcement.

The job announcement is our single most effective tool in recruiting anyone, including the quality diverse applicants for whom we are searching. If candidates feel that they cannot perform the essential functions of the position or that they do not meet the required qualifications, they are not likely to give the position consideration. On the other hand, when candidates read that working with multicultural or otherwise diverse groups of people is a required qualification, the diverse candidate then is more likely to be interested and confident in researching the position and our institution. As an example, suppose that a faculty position in the History Department wrote within the qualifications that they value an emphasis on American Latinx history. It is not hard to imagine that this position would attract more diverse applicants than it would without that emphasis. Or, imagine that all our job announcements required that applicants have demonstrated experience working on issues of diversity and/or working with diverse populations.

http://www.wvu.edu/eoo/docs/best%20practices_recruiting%20and%20retaining%20staff%20of%20color.pdf

Posting Tips

The following suggestions have been identified as best practices for creating position descriptions most likely to yield a wide and inclusive pool:

1. Make sure the announcement strongly expresses the college's commitment to diversity and inclusion.
2. Develop sufficiently broad descriptions of scholarship, experience, and disciplinary background. Take into consideration the specific needs of the department, as well as the broad needs of the institution.
3. Where appropriate, label qualifications preferred instead of required. Use should instead of must.

4. Whenever possible, minimize specific requirements and be flexible with arbitrary numeric measures, such as years of experience.
5. In addition to the letter of application and curriculum vitae, request other materials such as a sample article/creative work, a sample of course syllabi, teaching evaluations, and/or teaching philosophy. Depending upon the department, names of potential references or actual letters of reference may be required.
6. Attention must also be paid to the diversity language used in a position description
7. Phrases similar to those listed below can ensure the strengths of some diverse applicants are not overlooked.
 - Experience with a variety of teaching methods and/or curricular perspectives.
 - Previous record of successful engagement with individuals across difference.
 - Academic experiences and interests working with culturally diverse groups.
 - Interest in developing and implementing curricula that address the topics of diversity and inclusion.
 - Demonstrated commitment in working with diverse populations of students.
 - Dedicated to building a diverse and inclusive teaching and learning environment

8. Ordinarily, position descriptions and advertisements where space permits should include the following statement:

*Nazareth College, an independent, comprehensive institution with ____ undergraduate and ____graduate students, prepares graduates to live and work as leaders in diverse communities through a wide range of liberal arts and professional programs. Nazareth hires faculty who are committed to excellent teaching, mentorship, student success, civic engagement, and who will champion diversity within the campus community and beyond. Nazareth strives to be both diverse and inclusive, addressing issues of power, privilege, and marginalization through curricular, co-curricular, scholarly, creative and support activities. The College is located minutes from downtown Rochester, New York, a city noted for world-class cultural and entertainment offerings and a fast-growing innovation economy. Applications from candidates from diverse backgrounds are encouraged.
EOE*

9. Each department should define a list of potential publications that would support their recruiting goals as well as those advancing diversity initiatives. Once the cost of the advertisement is considered, the VPAA, in consultation with the Dean and the VPDI will review the list and post the advertisements. PLEASE NOTE: HR will automatically post positions:

- Diversityjobs.com
- JustJobs.com
- Veteranjobs.net
- AfricanAmericianHires.com
- AsianHires.com
- WeHireWomen.com
- AllHispanicjobs.com
- Latinojobs.com
- Disabilityjobs.net
- AllLGBTjobs.com
- Additional niche sites within the JustJobs network

10. The VPAA and VPDI will work collaboratively to post on the Doctoral Scholar Program website of the Southern Regional Educational Board and consider support for other forms of alternative recruitment and education (e.g., C3 Creating Connections Consortium)

11. Individuals Must be Targeted. While Nazareth has increasingly begun to take steps to make ensure diversity recruitment is a high priority, it is important to remember that steps focused on targeting “groups” of individuals (from underrepresented populations) is one of the best recruitment practices in higher education. More information forthcoming.

B. Educating the Search Committee

1. Share the profile of the department, the demographics of current staff, and the Strategic and Implementation Plan for Diversity and Inclusion with all members of the hiring committee, and other priorities identified to advance diversity and inclusion (i.e., Campus Climate Survey for Faculty and Staff 2019)
2. Educate all committee members of unconscious bias and the implications of making judgments on a person's character, experiences, or background based on details unrelated to job performance and work ethic. Vice President for Diversity and Inclusion will provide training for each search committee.
3. Consider asking committee members to take an Implicit Association Test before participating on the committee to raise awareness about unconscious bias. (Here is an example of an online Implicit Association Test: <https://implicit.harvard.edu/implicit/>).
4. **Mentorship Programs:** Educate the committee of the importance of talking to candidates about mentoring. Mentorship is a critical component for professionally developing junior faculty. Universities across the nation have utilized mentoring programs to improve retention rates of underrepresented minority faculty and reinforce a respectful, positive work environment. Duke University has strengthened its mentoring "culture" and made mentoring a priority by regularizing sound mentoring practices among faculty as well as across the generations of undergraduate students, graduate and professional students, and post-doctoral fellows.
5. **Multicultural Resource Directory for Candidates and New Faculty and Staff of Color Hires.** As faculty and staff of color interview on campus and are hired, it is important for them to understand there are appropriate resources available to them both on campus and in the community.
6. **The Faculty Inter-group Dialogue Program** beginning this year, Division for D&I will be promoting the development of consciousness about social identity and differences by examining how personal and group-related attitudes, relationships with other people and groups, information about the social world.
7. **Affinity Faculty Welcome Reception** and visit with the Vice President for Diversity and Inclusion
8. **Retention Data:** The James Irvine Foundation, in its 2006 AACU-sponsored recruitment and retention study indicated that collecting retention data is critical to monitoring the recruitment practices implemented that aim towards diversifying faculty. A consistent and on-going effort that identifies which faculty are retained, as well as reasons for why some leave, can produce longitudinal quantitative and qualitative data that can be invaluable. VPDI will provide data.

C. Screening of Candidates

1. The Search Committee reviews and evaluates all applications, screening candidates who are ineligible, using **objective** screening rubric (see Appendix A for document) that ensures fair and equitable treatment of all applicants. (Criteria for screening applicants should include essential qualifications, but committees should take care to adjust criteria that may unnecessarily limit the size and diversity of eligible candidates. All candidates should be screened with the same process.
2. The People Admin. Software program in the Human Resources Office will achieve a number of objectives.
3. It will require each candidate to verify the accuracy of their submission. This statement holds the candidate responsible for the accuracy of their information.
4. The Human Resources Office will provide ethnicity/race information to the Deans and VPDI where candidates have disclosed. Be aware that items submitted can be defined by each search. Typically, the submissions of the candidates would include a letter of interest and a resume, but committees may choose to require a teaching philosophy, a diversity statement, or other optional material. (Sound files and photo files are not submitted through this process).

D. The Selection Process-Preliminary Interviews

1. The Search Committee submits to the Department Chairperson and the Dean a list of all **eligible** candidates noting: degree (with institutions), educational specialization, teaching experience, and other pertinent information including diversity data. A determination about the adequacy of diversity in the eligible pool should be made at this point in consultation with the Department Chair/Associate Dean, the Dean, and the VPDI. *In instances where there is no apparent diversity in the pool of candidates, the VPDI will assist the Search Committee with determining next steps.*

2. The Search Committee submits to the Department Chairperson and the Dean a list of approximately 5-10 leading candidates, highlighting the strengths and weaknesses of each candidate. All selected candidates should demonstrate examples of diversity and inclusion in their materials. An aspiring goal is to have diverse representation among those selected.
3. The Search Committee, in consultation with the Department Chairperson, the Dean, identifies final candidates to be invited to an on-campus interview. The college's commitment to recruiting a diverse faculty should be given strong consideration in the construction of this list.

E. THE CAMPUS INTERVIEW

1. The Search Committee Chairperson coordinates interviews with appropriate members of the College, including the VPAA, or designee, the VPDI, or designee, Dean, Department Chairperson, Search Committee, other department members, and other faculty with whom he or she will be working and with the President, if available.

F. THE OFFER

1. Once the offer is accepted, the Dean notifies the VPAA, VPDI and Human Resources. Upon verbal acceptance of the offer, the VPAA sends confirming letter of appointment and candidate responds with confirming letter of acceptance.
2. Mentorship/Affinity Support/Reception, etc., after new hire is on campus.

G. POST SEARCH DEBRIEF

1. The Search Committee Chairperson, in collaboration with the VPDI, or designee, should conduct a post-search debrief that allows the committee to discuss all aspects of the search process, and make suggestions or revisions to improve the process with subsequent searches. Possible questions might include:
 - a. Did the committee employ best practices for inclusive excellence in faculty recruitment?
 - b. What parts of the search went well and what parts could be improved?
 - c. Was the search process inclusive and if so, what strategies were most successful?

Appendix A

The Rubric Assessing Candidates in terms of Equity, Inclusion, and Diversity

ASSESSING A POTENTIAL CANDIDATE IN TERMS OF EQUITY, INCLUSION, AND DIVERSITY (EID)

When assessing whether an applicant is open and committed to issues related to equity, inclusion, and diversity, a candidate should:

- Demonstrate an understanding and acceptance of equity, inclusion and diversity concepts, and that they are broader than just race, ethnicity, and gender
- Demonstrate self-awareness, in terms of understanding their own culture, identity, biases, prejudices, power, privilege and stereotypes
- Demonstrate awareness of generational differences in work styles
- Demonstrate willingness to challenge and change institutional practices that present barriers to different groups
- Infuse equity, inclusion and diversity concepts in response to questions not directly prompting for them
- Be able to provide concrete examples and/or experiences in these areas
- Use inclusive language.
- Seem comfortable discussing issues related to EID
- Share successful experiences working with underrepresented populations.

Sample Applicant Screening Rubric

Applicant Name:

Variables	Rating	Comments
Quality of Cover Letter		
Appropriateness of Educational Background		
Teaching Record		
Evidence of Research and Publications		
Administrative Experience		
Evidence of Commitment to Diversity and Social Justice		
Evidence of Advising, Mentoring, and Research Direction		
OVERALL RATING (1 = very weak to 5 = very strong)		

Template 1

Rating Scale:

- 1= Not addressed in application
- 2= Little or weak evidence in application
- 3= Satisfactory evidence in application
- 4= Above average evidence in application
- 5= Outstanding evidence in application

References

Turner, Caroline Sotello Viernes, *Diversifying the Faculty: A Guidebook for Search Committees*. Association of American Colleges and Universities, Washington, DC, 2001; *A Guide to Best Practices in Faculty Searches and Hiring*. Columbia University, New York, 2017).

http://www.villanova.edu/studentlife/assets/documents/multicultural/diversity_report.pdf

Western Washington University. *Best Practices Retaining Faculty and Staff of Color*

http://www.wvu.edu/eoo/docs/best%20practices_recruiting%20and%20retaining%20staff%20of%20color.