

Strategies for Successfully Recruiting a Diverse Faculty

(Best Practices)

February 2009

Pre-Search

1. The most successful search committees consider recruitment ongoing and do not engage in one-shot recruiting invitations to a campus. Therefore, committees should look for as many opportunities as possible to maintain contact with ethnic minorities/potential applicants.
2. Always search department websites, brochures, and other publicity materials to ensure that the materials present a positive picture. Do the materials seem inviting to people of all backgrounds?
3. You need to continually recruit- not wait for searches for announced vacancies. This means keeping an eye inside and outside the University for potential staff members of color and women in nontraditional jobs and establishing friendly relationships with them so that if you call and ask them to be a candidate for an open position, they will be likely to agree.
4. Start early seeking applicants. Early in their career – for example – doctoral students who are ABD early in the academic year.

Write to minorities and women one year prior to their completion of a Ph.D. program to inform them of upcoming job openings. Letters should clearly state needs and interests of the program and be followed up by telephone calls.

5. Invite women and scholars who are persons of color from other institutions to department-sponsored symposia and visiting appointments.

Use a visiting scholar program to create opportunities for women and minorities.

6. Search for senior scholars who may be employed outside of academe but who, through cutbacks or simply the desire for a career change, may be well suited for a faculty position.

Candidate “fit”- into the campus and into the community-generally means finding a person who will blend in easily with the existing structures, someone who will not alter dramatically the status quo. Women in non-traditional fields, people of color, and most particularly, people of color who come from different socio-economic and cultural backgrounds may be presumed not to “fit” as well as white candidates. Beware of these sorts of presumptions. Make every effort to show candidates that they will “FIT”, and then let them decide for themselves.

Eliminate Bias in the Search

1. Actively work to minimize the effects of unconscious and conscious stereotypes in screening candidates.
2. Committee members need to continually examine whether their judgments on dissertation, a person's character, experience, or publications, is being affected by subjective factors, stereotypes, or other assumptions.
3. Knowledge and academic excellence can be developed in many different settings, not only within the walls of the academy. Individuals from the public or private sector and research institutes may provide a different and exciting range of knowledge.
4. Do not make assumptions about candidates. Assumptions that a member of a particular racial group would not feel welcome in the community, that woman who pursued her degree part-time is not a serious scholar, that a military background would make one less acceptable in the classroom or as a colleague, concluding that an individual who looks like an excellent candidate will be heavily recruited and, therefore, make no effort to recruit them, are all damaging to the candidates and will work against our diversity efforts.
5. Subtle messages from an interview committee to a candidate can have devastating effects. Consequently, judgments about a candidate's performance may be biased as much by the effect the committee had on the candidate as by the candidate's performance in and of itself. A search committee that is viewed by a candidate as "going through the motions", being hostile to candidates of color, or being generally cold and uncaring is very likely to create the self-fulfilling prophecy of not being able to find any good candidates of color. Conversely, a search committee that exhibits warmth, flexibility, supportiveness, and genuine interest is likely to bring out the best in all of its candidates.
6. Be aware that cultural values impact on the way in which letters of references and cover letters are written. For instance, language used by British or European applicants and referees may be more understated. There may be a variety of ways to describe the contributions an individual may have made to a discipline including discovery, integration, application, collaboration and teaching.

Search

1. Every candidate should come away impressed with the University and its people.
2. Often, outstanding potential candidates do not apply for advertised positions; a member of the search committee must approach them. If an individual declines a nomination or does not respond to your letter of inquiry, you should telephone the person to determine if the reasons for declining can be addressed and resolved. A telephone call will help demonstrate to a potential candidate that the University is serious about its efforts to have a diverse faculty.
3. Advertise and recruit candidates at association meetings and associations for minority faculty and the association's publications. Also, determine other less well known venues to advertise. Talk with others in the field and invite them to nominate. Then write letters to them. Include diverse faculty and community members in campus visit and interviews.
4. Diversity Websites for Advertising Job Announcements

The following chart addresses specialty sources and efforts to facilitate the generation of diverse faculty application pools. There is a brief description of each recruitment resource. You can click on their web site or contact them for more specific information.

<u>Circulation Source</u>	<u>Contact Information</u>	<u>Readership Target</u>	<u>Readership Numbers</u>	<u>Price Ranges</u>
Academic Diversity Search, Inc.	Academic Diversity Search, Inc. P. O. Box 1086 Webster, N.Y. 14580 585-787-0537 – Tel 585-787-1321 – Fax info@academicdiversitysearch.com e-mail	With women and minorities as the target candidate pool, this portal is powered by job posting advertisements, an extensive network and database of professionals, and executive search firm capabilities.	ADS is a nationwide portal that brings together candidates and employers.	Single Job Posting: \$150 per month (30 days) Featured Employer Status: \$750 per month (30 days)
Affirmative Action Register	225 S Meramec Ave. Suite 400 St. Louis, MO 63105 314-863-2900 – Tel 800-537-0655 – Fax www.aarjobs.com	Organizations, departments, placement offices and other locations identified as centers of concentration of female, minority, disabled and veteran individuals.	Print form-free circulation of approximately 60,000. Website access to 20 million daily.	Full page - \$2,300 Minimum ad size - \$90

<u>Circulation Source</u>	<u>Contact Information</u>	<u>Readership Target</u>	<u>Readership Numbers</u>	<u>Price Ranges</u>
American Indian Higher Education Consortium	121 Oronoco St. Alexandria, VA 22314 703-838-0400 – Tel 703-838-0388 – Fax www.info@aihec.org	Tribally controlled Native American Colleges.	AIHEC represents 36 Tribally controlled Native American Colleges in the United States, and one Canadian Institution.	Call for additional information.
Asian-American Village	IMDiversity, Inc. 140 Carondelet St. New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax www.IMdiversity.com	Provides cutting-edge information on career resources for Asian-American collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored.	Focuses on underrepresented minority groups. Over 350 members. Links with over 800 college/university campus career centers and over 500 minority organizations.	\$150 per job posting. \$160 if they post the job for you.
Black Collegian Online	IMDiversity, Inc. 140 Carondelet St. New Orleans, LA 70130 281-265-2472 – Tel 504-523-0271 – Fax www.IMdiversity.com	Provides cutting-edge information on career resources for Black collegians. Job search strategies, graduate school opportunities, career and industry reports are abundantly explored.	Focuses on underrepresented minority groups. Over 350 members. Links with over 800 college/university campus career centers and over 500 minority organizations.	\$150 per job posting \$160 if they post the job for you.
Diversity Web Association of American Colleges and University	Association of American Colleges & Universities 1818 R Street NW, Washington, DC, 20009 Hugo Najera at diversityweb@aacu.org e-mail http://www.diversityweb.org/index.cfm website	The DiversityWeb Staff is a group of dedicated higher education professionals devoted to connecting, amplifying and advancing campus diversity work throughout postsecondary education.	The office helps colleges and universities to establish diversity as a comprehensive institutional commitment and educational priority.	Call for additional information.

<u>Circulation Source</u>	<u>Contact Information</u>	<u>Readership Target</u>	<u>Readership Numbers</u>	<u>Price Ranges</u>
Feminist Career Center	1600 Wilson Blvd. Suite 801 Arlington, VA 22209 703-522-2214 – Tel 703-522-2219 – Fax Or 433 S. Beverly Dr. Beverly Hills, CA 90212 310-556-2500 - Tel 310-556-2509 - Fax www.feminist.org	Created to help feminist employers and feminist job seekers find each other.	Supported by more than 100,000 women and men.	\$35 dues per year.
Hispanic Magazine	6355 NW 36 th St. Miami, FL 33166 305-774-3547 – Tel 305-774-3540 – Fax www.hispaniconline.com	Hispanic community worldwide.	National circulation of 315,000	Full page \$22,150
Minority and Women Doctoral Directory	MWDD 3001 Bridgeway Suite K119 Sausalito, California 94965 info@mwdd.com e-mail http://www.mwdd.com/ website 415-332-6933 – Tel 415-332-4799 – Fax	For 18 years the Minority and Women Doctoral Directory has been a valuable resource for universities seeking to recruit women and minority Ph.D.s. into their faculties. Registry maintains up-to-date information on employment candidates, who have recently received, or are soon to receive, a doctoral or master's degree in their respective field from one of approximately two hundred major research universities in the United States.	Directory lists approximately 4,900 Black, Hispanic, American Indian, Asian American, and women students in nearly 80 fields in the sciences, engineering, the social sciences and the humanities.	Call for additional information.
Saludos Website	31938 Highway 79 South A-324 Temecula, CA 92592 800-748-6426 or 951-303-8035 – Tel 1-800-460-8507 – Fax info@saludos.com email www.saludos.com website	Aids in recruiting bilingual Hispanic professionals.	With a 1,000,000 hits per month this website is one of the most effective recruiting tools available online.	\$129 – 1 month \$149 – 60 days

<u>Circulation Source</u>	<u>Contact Information</u>	<u>Readership Target</u>	<u>Readership Numbers</u>	<u>Price Ranges</u>
Sho-Ban News	P.O. Box 900 Fort Hall, ID 83203 208-478-3701/3888 – Tel 208-478-3702 – Fax www.shobannews.com	98% of readership is in the Fort Hall, Tyhee, Chubbuck, Pocatello and Blackfoot area	Fort Hall population – 5,114 Median income - \$14,000	Classified section per inch - \$10
The Chronicle of Higher Education	1255 Twenty-Third St., NW Seventh Floor Washington, DC 20037 General Information- 202-466-1000 – Recruitment- 202-466-1231 Fax- 202-452-1033 www.careers.chronicle.com	The Chronicle is the academic world's No. 1 source of news and information.	Published weekly, and read by more than 400,000 college and university administrators and faculty members.	\$145 per column inch, plus free 30-day posting on ChronicleCareers.com
The Hispanic Outlook in Higher Education	Advertising Sales Assoc. 201-587-8800, ext 104 or 106-Tel 201-587-9105 – Fax www.Hispanicoutlook.com	-Northwest 12% - Northeast 41% -Southwest 33% -Southeast 14% -Higher Education 90.5% -Other than Higher Education 9.5% -Presidents 14% -Provosts 16% -Public Relations 5% -Human Resources 13% -Diversity 23% -Librarians 10% -Deans and Faculty 9.5% -Corporation COE 9.5%	Readership over 28,000.	Full Page: \$1925 Half Page: \$405
University Faculty Voice	P.O Box 8387 Houston, TX 77288 713-521-1999 – Tel 713-521-1981 – Fax	Historically black colleges and universities-mostly Southeast.	Over 10,000 monthly	1 page \$3,000 1/32 page \$109
Women in Higher Education	5376 Sarmco Drive Madison, WI 53704 608-251-3232 – Tel 608-284-0601 – Fax www.wihe.com	About 65% are on four-year campuses and 35% on two-year campuses. About 60% of the campuses have more than 5,000 students, while 4% have fewer.	12,000 women readers each month. 1,500 hits per day online for the print issue.	1/6 page - \$540 1/4 page - \$640 1/3 page - \$740 1/2 page - \$890 2/3 page - \$990 Full page - \$1,490 Includes free web posting and logo.

5. Appoint a member of the search committee to serve as diversity advocate, responsible for ensuring fairness and advocacy throughout the committee's screening and selection activities.
6. Each interviewee is assigned an ambassador at the University. The ambassador keeps the candidate informed of the search process, which can be extremely helpful if delays occur.
7. Preparing for the recruiting visit. A resource sheet should be included listing places of worship, ethnic restaurants, ethnic businesses, names of ethnic minorities holding leadership positions. Planners should arrange for a candidate to meet and be interviewed by minority faculty, staff, and community representatives and other faculty and administrators. Ethnic minority candidates may want to make multiple visits to campus, and committees must be prepared for the possibility.
8. The candidate should be apprised of program and university-wide faculty whose teaching and research might be compatible with his or her interests. Presenting the faculty roster that includes research interest may be helpful.
9. Ensure consistent treatment of all candidates during interview, i.e., develop some "standard" questions that will be asked of all candidates.

Attachment II is a copy of Sandler Search Committee Diversity Questions. These questions will help elicit useful information about a candidate's concern about issues that affect women and people of color.

10. Interviews can be made more "candidate friendly" by putting the candidate's seminar earlier in the day and scheduling the meetings so the candidate has a smooth schedule.
11. Keep in touch with applicants in a genuine and welcoming manner. Go beyond standard recruiting processes. Greet at airport and hotel. Treat as you would a guest in your home. Be flexible. Have a welcoming format on the phone.

Sandler Search Committee Diversity Questions

Here are a variety of questions that will help elicit useful information about a candidate's concern about issues that affect women and people of color. The questions, which focus mainly on women's issues, can easily be adapted to apply to minority and disabled persons.

Categories of Questioning

- I. Equity**
- II. Informal Support**
- III. Climate**
- IV. Questions for Prospective Administrators**
 - i. Formal Support**
 - ii. Staff-Related**
 - iii. Direct Encouragement**
 - iv. Other**
- V. Questions for Prospective Faculty**
 - i. Women's Studies**
 - ii. Campus Environment**

I. Equity

1. How have you demonstrated your commitment to women's issues in your current position?
2. Which of your achievements in the area of equity for women gives you the most satisfaction?
3. Which of your accomplishments in the area of equity for women was the hardest to achieve? Why?
4. How would you demonstrate your concern for equity for women if you were hired?
5. Our institution is committed to fostering equity for women. What does "coeducation" mean to you? What steps would you take to ensure that genuine coeducation takes place on our campus?
6. In your opinion, what are the three major problems for women on your campus?
7. What are some issues of importance to minority women on campus?
8. In general, how are minority women's issues different from women's issues and minority men's issues?
9. How has the women's movement affected your professional life?
10. Do you think that most women's equity issues have been resolved? Is it time to turn our attention to other issues?
11. How are general issues in higher education related to women's issues? What is the link?
12. Institutions collect and analyze data but often that data is not broken down by sex. When is it important to do analysis by sex?

II. Informal Support

1. In what ways have you mentored, supported, or encouraged women on your campus?
2. Have you ever worked actively on behalf of any of the following? If so, how?
Possible examples:
 - Women's studies program at your college/university
 - Affirmative action policies, programs, or activities on behalf of women and women's issues
 - Sexual harassment policies
 - Rape crisis programs, including judicial procedures, and so forth
 - Women's support groups at your college/university
 - Child care arrangements for faculty, staff and students
3. Describe activities—including articles, interviews and speeches—in which you have taken part that demonstrate a public commitment to women's equity.
4. What are your views about women's studies and new scholarship on women?
5. To whom do you go for advice about women's issues?
6. What do you think of older women returning to school? Do you think that they need special services or other help? If so, what would you suggest?
7. In your current position have you ever seen a woman treated unfairly? How would/did you handle it?
8. Many female graduate students face an increasingly chilly climate at a time when they are in transition between being a student and a professional. Can you describe some of the ways in which you think men and women graduate students are treated differently by faculty? By administrators? By other students? How would you promote the interests of female graduate students?

III. Climate

1. In what ways do you think women faculty and administrators are treated differently from their male counterparts? In what ways may such different treatment place the women at a relative disadvantage in their personal and professional development? What would you do to help change the situation?
2. How have you included women colleagues in off-campus activities, such as professional conferences and social events?
3. How much time do you spend informally (such as having lunch) with male colleagues and with female colleagues?
4. What have you done to welcome new women colleagues to campus?
5. Have you ever collaborated with a woman on a research project or publication? In what way?
6. Have you ever conducted research on gender-related issues?
7. Have you ever attended any activities such as lectures or films which were sponsored by women students' organizations?

IV. Questions for Prospective Administrators

Some of these will be more appropriate to ask candidates for specific positions, such as presidents, deans, associate deans or department chairs.

i. Formal Support

1. In your current position, what is your relationship to the affirmative action officer? Have you ever sought his or her help in recruiting?
2. How would you work to achieve equity for women scholars in terms of promotion and salary?
3. How have you supported women students' organizations on campus? For example, have you arranged for funding or office space?
4. How do you view the roles of a women's center, a commission on women, and a women's studies program?
5. Is there a women's center at your institution? How do you feel about women's centers? What is your relationship to the women's center?
6. At your current institution, is there a commission on women? What is your relationship to the commission? Do you think have a commission on women is a good idea? How do you envision working with one here?

ii. Staff-Related

1. How many of the top people at your previous institution were women? What did you do to encourage hiring more women?
2. Of the people you hired in your current position, what percentage are women?
3. What was the highest position to which you appointed a woman?
4. Have you been involved in a salary review at your current institution?
5. How will you ensure equity for women's salaries?
6. What do you think about more women than men being hired as part-time faculty with low salary, few benefits and no place on the tenure track?
7. What are your feelings about stopping the tenure clock while a woman is on maternity leave?
8. What are the best ways to get people to think about and be aware of women's issues? How have you personally influenced others regarding women's issues?
9. Generally women students do not participate in class as often as men. How have you helped members of your staff or department deal with this issue?

iii. Direct Encouragement

1. Which committee at your current institution would you consider the most powerful? How many women are on it? How many women have you appointed to it?
2. Men and women students often have different experiences at college that affect their personal and professional development. How would you make the college environment more equitable for women?

3. What do you think of having a nonsexist language policy for university communications? Would you implement one here?
4. How would/did you address a lack of women students or faculty members in specific departments and divisions?

iv. Other

1. How serious a problem do you consider sexual harassment on your present campus? What have you done about it? Is there a grievance procedure for harassment problems? How does it work?
2. At your current institution, did you ever observe or hear of examples of sexual harassment? How would you deal with a similar instance if it happened here?
3. How did/would you deal with faculty members who say disparaging things about women?
4. What women's issues have you addressed in speeches you have given during the last few years?
5. What is your relationship to the Pan-Hellenic society on your current campus? How do you regulate or oversee fraternity and sorority activities?
6. Have you raised money for women's sports?
7. How have you worked to integrate women into sports and related activities, including the band?
8. Do you belong to any clubs that restrict membership by sex? (Such memberships, particularly when held by male administrators, may be a potential source of embarrassment when cited by student groups and/or the faculty senate).

V. Questions for Prospective Faculty

i. Women's Studies

1. Do you regularly read or subscribe to any journals that deal with scholarships about women?
2. What scholarship about women have you read lately? Whose work on women have you found most related to your research? Your curriculum?
3. How do you incorporate new scholarship or women into undergraduate coursework? Into your research? Into graduate coursework? With your graduate students? How do you help your colleagues do so?
4. Which women scholars or authors do you include in your syllabi? Reading lists?
5. Some people say that separate women's studies courses are preferable to integrating scholarships about women into the curriculum; others believe the reverse. How does one balance these points of view? What priority and emphasis would you give to generating research on the one hand, and then mainstreaming it on the other?
6. Have any of your students ever written about women in their term papers? Their dissertations or theses?

ii. Campus Environment

1. In most classes women students don't participate as much as men. What have you done to encourage women to participate in your classes? Has it worked?
2. Approximately how many men have you nominated for fellowships, awards and prizes? How many women?
3. How many teaching or research assistants have you hired in the last two years? How many women?
4. For Science Faculty: Research shows that women in science often have lower aspirations than their male colleagues. Have you encountered this trend in your classes? What do you do about it?
5. For Science Faculty: What differences have you perceived in men and women in the laboratory? Do you tend to have single-sex lab teams? Why?
6. Have you encouraged women students to enter traditionally male fields?
7. What is your experience with faculty (and student) hostility to women and women's issues? Have you seen or experienced any sort of backlash or denial, where people say, in effect, "I don't want to hear about it"? How do you deal with backlash and denial?
8. Have any students ever complained to you about sexual harassment or discrimination in any work with professors or staff? If so, how did you respond?
9. How do you feel about teaching students older than yourself?
10. For Physical Education Faculty: What impact has Title IX had at your current institution? What do you think about that?

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