

Summary of Best Practices for Recruiting & Retaining Faculty of Color

Recruiting:

Recommendations for What to do Prior to the Search

- Provide training/education about best practices for recruiting and retaining faculty of color for members of search committees, department chairs, and administrators.
- Have a “diversity advocate” or “equity advisor” assigned to each search committee. (For example, someone on the committee should be knowledgeable about implicit biases and how they can affect the search process.)
- Provide search committees with data regarding Ph.D. pools (e.g., demographic characteristics by discipline).
- Keep in mind that Executive Order 11246 requires colleges/universities to “make good faith affirmative action efforts to hire and retain women and people of color.” It *is legal* to take race/ethnicity and gender into account when searching for candidates.

Recommendations for Writing Job Descriptions and Advertising Them

- Write a broad (versus narrow) job description.
- Be clear about what criteria are “required” versus which are “preferred.” Research shows that people of color and/or women *are less likely to consider or apply* for positions when they think do not meet all criteria in a job description than are white men.
- Use qualifying criteria that demonstrates a commitment to diversity and will attract more applicants of color (e.g., ask applicants to have experience “working on issues of diversity,” “working with diverse students,” “working in multicultural environments,” or “interest in developing curricula related to diverse populations.”)
- Mention institutional values that support diversity in the job ad.
- Include language that encourages qualified people with a different range of experiences. Specifically state that the College is committed to EO/AA, diversity, and encourages individuals from underrepresented groups to apply.
- Advertise positions widely, including through services that offer free access to job listings, professional associations for people of color, targeted listservs, targeted graduate programs, and/or historically black colleges and universities. The office of Equal Opportunity and Affirmative Action has a Diversity Recruitment Source Database online at <http://eoaa.software.umn.edu/>.
- *Aggressively target candidates*, using social networks and graduate programs to *personally invite* people of color to apply. Contact individuals who are known to mentor students of color to locate potential applicants.
- Detailed resources for recruiting diverse applicants can also be found in Appendix B of Best Practices In Recruiting and Retaining Under-Represented U.S. Minority Faculty A handbook for institutional leaders and faculty search committees, found [here](#).
- If the job posting is on the College web page, include hyperlinks to College, community, and cultural resources, so applicants can explore possible connections on and off campus.

Information Regarding Search Committees and Hiring Practices

- Include diverse membership on search committees, without burdening particular individual(s) consistently.
- **Guard against assumptions/myths** about applicants of color. *Do not assume* that they do not exist, that they are not qualified, that they will not come, will not stay, or are using the job as a “stepping stone.”
- “Consider that, given the short amount of time that historically white, male universities have actively recruited minority and women as PhD students and faculty members, some candidates may be ‘under-placed’ ... Be aware of how the committee evaluates non-traditional career paths.”¹
- Consider how the institution and hiring department(s) present themselves on their respective webpages. Do they appear to be diverse, open to diverse perspectives, eager to expand breadth of course offerings, etc.
- Have applicants include a diversity statement in application materials. These statements can be used for screening the first round of applicants.
- Use longer “short lists” to create a more diverse list of candidates for phone interviews. Research shows that “when the [applicant] pool has more than one diverse candidate, the percentage of women and people of color hired increases significantly.”²
- Use “cluster hiring” (i.e., hiring more than one person of color at a time to reduce isolation and overloading OR “hiring a group of people at all levels that are well versed in more than one area and can float between disciplines.” Both are used to have a cohort of minority scholars)
- Use an institutional “special hire” strategy

Information Regarding Interviewing Processes

- Make it clear how the candidate’s specific skills and abilities would contribute to the department/College.
- Have job candidates meet with faculty and/or students of color that are not part of the “official” interview.
- Be prepared to provide candidates with information about cultural, religious, or other community organizations/sites that might be of interest to them.
- Be able to describe the department’s/College’s efforts to diversify.
- Consider allowing applicants and spouses/partners to have additional time to visit/investigate the larger community before making an employment decision.

Information Regarding Post-Search Practices

- Maintain accurate data on who applied, who interviewed, who accepted/rejected offers. Compare these data to available data on demographic characteristics of Ph.D. pools. Use findings to address procedures for future hires.

¹ Best Practices In Recruiting and Retaining Under-Represented U.S. Minority Faculty A handbook for institutional leaders and faculty search committees (p. 11).

² Best Practices In Recruiting and Retaining Under-Represented U.S. Minority Faculty A handbook for institutional leaders and faculty search committees (p. 11).

Retention:

- Provide welcoming events specifically for faculty of color.
 - Provide *formalized* mentoring, including on campus mentors and mentors at other institutions.
 - Support *informal* campus networking activities.
 - Provide professional development and social networking opportunities.
 - Offer leadership opportunities and/or mentoring for leadership positions.
 - Make promotion and tenure expectations clear.
 - Provide internal research grants for departments with new hires.
 - Conduct regular “climate assessments” to evaluate how welcome faculty of color feel.
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- Provide cultural competency training for existing faculty and staff
 - Use exit interviews to learn *why* faculty of color might be leaving. Use the information to guide future policies and practices
 - Additional resources for retaining and supporting diverse faculty can be found in Appendix C of Appendix B of Best Practices In Recruiting and Retaining Under-Represented U.S. Minority Faculty A handbook for institutional leaders and faculty search committees, found [here](#).

Sources:

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Williams, Damon A. and Katrina C. Wade-Golden. 2013. "Best Practices for Improving Faculty Diversity Recruitment and Retention," in *The Chief Diversity Officer [CDO]: Strategy, Structure, and Change Management*. Sterling: Stylus Publishing.

<https://inclusion.uoregon.edu/best-practices-improving-faculty-diversity-recruitment-and-retention>