Hamilton College: Diversifying the Faculty

*Just-in-Time Recruitment Workshop: Initiating the Search Process*
Monday, June 22, 2015
9:00 – 3:00 pm

*Romney Associates, Inc.*
In collaboration with
University of Massachusetts, Amherst
Workplace, Learning & Development
Presenters

- Linda Marchesani: Director, Workplace Learning and Development, UMass Amherst in affiliation with Romney Associates, Inc.
- Patricia Romney, President, Romney Associates, Inc.
Overview of the Day

- Welcome and Introductions
- Hamilton’s Goals
- Why Diversifying the Faculty Matters
- A New Approach
- Lunch Break
- Forming the Search Committee
- Creating the Position Description
- Attracting a Diverse Pool
- Recruiting Resources
### Percentage / Number of Female Candidates:
#### 2014-15 Tenure-track and Term Hires

<table>
<thead>
<tr>
<th>Tenure-track Hires</th>
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<tbody>
<tr>
<td>Biology N=98</td>
<td>48%</td>
<td>38%/37</td>
<td>50%/5</td>
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<td>Female</td>
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<tr>
<td>Chemistry N=70</td>
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<td>English N=293</td>
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<tr>
<td>Govt/Latin Am. N=67</td>
<td>43%</td>
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# Percentage / Number of Minority Candidates: 2014-15 Tenure-track and Term Hires

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### Percentage / Number of Female Candidates: 2015-16 Tenure-track and Term Hires

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<tr>
<td>Chemistry N=61</td>
<td>35%</td>
<td>20%/12</td>
<td>36%/4</td>
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<td>Economics-Finance N=159</td>
<td>22%</td>
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<td>37%/6</td>
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<td>Male</td>
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<td>Geosciences. N=65</td>
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<td>40%/6</td>
<td>60%/3</td>
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<tr>
<td>Religious Studies* N=34</td>
<td>24-32%</td>
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<td>33%/1</td>
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<tr>
<td>Sociology N=107</td>
<td>63%</td>
<td>50%/54</td>
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* Associate level hire; range of SED used
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<td>Asian-Visa (Sri Lanka)</td>
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## Our Successes and Principles

### Successes
- In 3 successive years over 50% faculty of color hired in one institution
- 5 out of 6 women faculty hired in a college where there was a dearth of women faculty
- Positive outcomes in virtually every college and graduate school with which we have worked.

### Principles of Practice
- Partnership
- Relationships and connection
- Positive, empowering processes
- Accountability
- Equity and justice
- Common good
- Results
Faculty Diversity Matters
Key Points

- WHY FACULTY DIVERSITY MATTERS
- THE CHALLENGES OF RECRUITING A DIVERSE FACULTY
- BEST PRACTICES: LEARNING FROM RESEARCH AND FROM OUR PEERS
Why Does Diversity Matter in Your Department?

- How would faculty of color further enrich your department? Now & In the Future? What benefits would accrue?
  - National trends in your field
  - Curricular
  - Pedagogical
  - Research
  - Democratic outcomes for students
Why Faculty Diversity Matters?

- EXCELLENCE DEPENDS ON IT
  - Intellectual Vibrancy of the campus
  - Recruiting the Best and Educating to the Highest Levels
  - New Scholarship
  - Curricular Enhancement
  - Departmental Learning and Innovation
  - Improved Pedagogy

- Maintain and advance Hamilton’s Standing as a Leading Academic Institution
Student Achievement & Sense of Belonging

- Having diverse faculty has been shown to increase the success of underrepresented students
- Having diverse faculty helps prepare all students for 21st century citizenship
Learning From Research and From Peers
### Trower & Chait (2002)

<table>
<thead>
<tr>
<th>New View</th>
<th>Old View</th>
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<tbody>
<tr>
<td>• Transparency of review process assures equity</td>
<td>• Secrecy assures quality</td>
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<tr>
<td>• Merit is a socially constructed concept</td>
<td>• Merit is an empirically determined, objective concept</td>
</tr>
<tr>
<td>• Cooperation is better</td>
<td>• Competition improves performance</td>
</tr>
<tr>
<td>• Research should be organized around problem</td>
<td>• Research should be organized around disciplines</td>
</tr>
<tr>
<td>• Excellent teaching &amp; advising should pay off</td>
<td>• Research is the coin of the realm</td>
</tr>
<tr>
<td>• Personal life matters; balance is important</td>
<td>• Separate work and family</td>
</tr>
<tr>
<td>• Faculty have a collective responsibility</td>
<td>• Faculty thrive on autonomy</td>
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</table>
Provost John Etchemendy:

- “To be considered world class, an institution like Stanford must reflect the multi-racial, multi-ethnic society and pluralistic democracy that serve as a foundation for the university.”

- “A diverse campus enriches the educational & scholarly environment by bringing varied interests, experiences and perspectives to the teaching, learning, & creative activities that constitute our core mission.”
President L. Rafael Reif

“I will lead MIT to continue to make significant contributions in the area of race and diversity, equity and inclusion... I believe we have the power to lead the way.”

On January 27, 2015, MIT’s Diversity Summit, in its fifth year, held a full-day program analyzing and discussing the important ways in which diversity and excellence go hand-in-hand.
Defying Stereotypes
Building Inclusive Excellence
Diversifying the Faculty

Progress on faculty diversity remains disappointing; despite the past decades’ efforts, diversification of the professoriate continues to proceed slowly.

Breakthrough Advances in Faculty Diversity: Lessons & Innovative Practices from the Frontier, (2008)
Challenges

• PIPELINE
• PROGRAMS
• CLIMATE
• COMMITMENT
• BIAS
Myths and Realities

- There are not enough faculty of color in the pipeline.
- There are bidding wars for faculty of color and we can’t compete.
- We are an EEO institution, isn’t that enough.
- In order to hire faculty of color, we must lower our standards.
- Faculty of color won’t want to come to a predominantly white institution or live in a predominantly white rural community.
- If we hire a faculty of color, they will leave for more money and prestige.

Smith, D.G., Wolf, L.E., & Busenberg, B.E
Diversifying the Faculty: A New Approach

Despite the slow progress in the sector generally, there are universities in every category that have created faculties far more diverse than those of their peers......

Superior recruiting is driving their success.

Breakthrough Advances in Faculty Diversity: Lessons & Innovative Practices from the Frontier, (2008)
Re-conceptualized the Search Process to Align with Emerging Best Practices*

- Encourage proactive model of recruitment rather than a passive model
- Provide training on effective recruitment practices and bias awareness
- Build accountability into the process at key intervals
- Align recruitment efforts with other institutional policies and practices
  - Strategic Plan
  - Teaching in multicultural classroom workshops
  - Mentorship and support for new faculty

* Bilimoria, D. & Buch, K: *The Search is On*
Diversifying the Faculty: A New Approach

- **“Just in Time” Workshops**
  - Offered as a partnership with Academic Affairs and Romney Associates (outside consultants)
  - Information when it is most likely to be implemented
  - Community of practice
  - Four workshops are made available to the search chairs and other faculty to offer guidance and support for recruiting a diverse faculty
  - Workshops are timed to coincide with the various stages of the academic search process

- **Diversity Advocates**
- **Campus Ambassadors**
Just in Time Workshops

• **Session 1: initiating the Search Process**
  - Forming the Search Committee
  - Creating the Position Description
  - Attracting A Diverse Candidate Pool
  - Recruiting Resources & Advertising the Position

• **Session 2: Reviewing Applications**
  - Examine the research on bias and its potential impact on applicant screening
  - Explore best practices for reviewing and screening applicant materials
Just in Time Workshops

- **Session 3: The Campus Visit and Evaluating the Candidates**
  - Preparing for the campus visit
  - Assessing diversity qualifications
  - Evaluating candidates

- **Session 4: Welcoming the New Faculty and Focus on Retention**
  - Debrief the Initiative
  - Welcoming the New Faculty
  - Implementing Retention Practices
Diversity Advocates

- Search committee members who are expected to help hold the importance of diversifying the faculty.

- Resource for best practices in creating and implementing inclusive hiring practices in the search process.

- Assist the committee with implementing inclusive hiring practices.
Ambassadors

- Individuals outside of the search process who volunteer to meet with the candidates to answer questions about the Hamilton community and the local community (not the academic department of the candidate).

  - Recognize that faculty from underrepresented groups may have particular concerns about the climate of the institution and/or of the community in which they will live and work.
  - Making the recruiting process sensitive to these concerns is likely to have a positive impact on attracting candidates from underrepresented groups.
  - Suggest making Ambassadors available to all candidates.
Initiating the Search

- Forming the Search Committee
- Creating the Position Description
- Attracting a Diverse Candidate Pool
Forming the Search Committee

Strive for diverse representation

• Consider including faculty of color from outside department

• Invite scholars of color from neighboring institutions or disciplinary associations (SKYPE)

• Take care when tapping untenured faculty of color within the department to serve along with majority tenured faculty
Forming the Search Committee

* Appoint a Diversity Advocate

- Assist the committee with implementing inclusive hiring practices
Creating the Position Description

- First introduction a potential candidate has to the institution, the discipline and the department
- Position descriptions with diversity indicators connected to successful hiring of diverse faculty (Smith, Turner, Oseit-Kofi, Richards, 2004)
Suggestions for Position Descriptions

• Develop broad descriptions of scholarship, experience and disciplinary background.
• Where appropriate, label qualifications preferred instead of required.
• When possible, be flexible with arbitrary numeric measures – years of experience.
• In addition to a letter of application & c.v. consider requesting other materials such as teaching portfolio materials.
Suggestions for Effective Position Descriptions

- Align description with college’s diversity commitment
  - Include required Equal Opportunity/ Affirmative Action statement.
  - Consider adding more expansive statements about commitment to diversity.
  - Consider including evidence of teaching, mentoring diverse students as a preferred job qualification.
Sample Statements

• Candidates should describe how multicultural issues have been or will be brought into their courses.

• Candidates should describe previous activities mentoring members of under-represented groups.

• The college is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching and/or service.

• Applicants are requested to include in their cover letter information about how they will further the college’s goal of building a diverse educational environment.
Enlarging the Candidate Pool

- Using multiple, simultaneous recruitment strategies increases the likelihood of diversifying the applicant pool.
- Successful strategies center around:
  - Professional and personal networks connected to faculty diversity
  - Personally recruiting potential applicants
  - Persisting in your efforts to enlarge the pipeline, the pool and the prospects
Diversifying Your Pool of Applicants

- Recruit rather than “search”
- Establish and enlarge your professional networks to include colleagues and institutions known for excellent scholarship in curricular areas sought by the college.
- Contact faculty members and departments with potential candidates from underrepresented groups.
- Actively engage with networks of untenured faculty.
Diversifying Your Pool of Applicants

- Advertise in discipline-specific and general publications addressing interests of underrepresented groups.
- Outreach by all department/program members at professional conferences.
References

- Best Practices in Faculty Hiring, University of Oregon., http://facultyhiring.uoregon.edu/screening-applications.
References

- Search Committee Practices to Enable Equity. UCLA Faculty Diversity and Development. Sept. 2010., http://www.faculty.diversity.ucla.edu