

**A Toolkit for
Faculty and Academic Affairs
Search Committees:
Increasing Excellence and Inclusion**

Based on Best Practices



**DOMINICAN
UNIVERSITY**

(Revised, October 2020)



To members of the Dominican University Community:

I am pleased to collaborate with the Chief Diversity Officer, the Vice President for Mission and Ministry, and the Office of Human Resources on this toolkit for assisting search committees. Dominican University is committed to hiring, retaining, and promoting a diverse faculty and staff, at levels that meet or exceed that of peer institutions and the national average.

Why? Because *the pursuit of truth* entails a dialogical process of genuine engagement with a diversity of thought, experience, and worldview. Why? Because *the creation of a more just and humane world* entails being ever more equity-minded, analyzing our practices, policies, structures, and culture to discern ways in which they may contribute to inequities, and then taking specific, concrete, measurable steps to change for the better, always in the midst of a process of continuous improvement.

This toolkit is a companion document to the “Recruiting and Hiring Procedures” section of the university’s Employment Handbook (<https://www.dom.edu/offices/hr/resources>). The recruitment and hiring procedures are designed to provide a comprehensive approach to hiring staff and faculty members in ways that advance our university’s mission.

The toolkit is based on best practices in the field, and draws upon relevant, contemporary research. It offers significant and important advice, from search committee formation to the screening of candidates’ credentials. The chair of each search committee within academic affairs will be expected to read through this document and to share and discuss its content with colleagues on the committee.

As Provost and Vice President for Academic Affairs of Dominican University, I believe that our care and focus in achieving critical goals in this area not only distinguishes us as an institution, but also advances our mission. I am proud to partner with all my colleagues in academic affairs and across the larger university as we strive to increase excellence and inclusion.

Jeffrey Carlson, PhD
Provost and Vice President for Academic Affairs

I. Before the Search Begins

- **Complete Case Authorization for a Faculty Position.** Part of the case for a faculty position must articulate how a new hire will advance the diversity, equity, and inclusion goals within the department, the college, and the university.
- **Create an inclusive position description.** Focusing on a single research area or being too specific about courses to be taught may discourage otherwise qualified applicants. Create a position description that meets the needs of the department and includes preferred qualifications. These qualifications should identify diversity and inclusion skills and experiences a candidate has such as demonstrated commitment to working with students from underrepresented backgrounds.
- **Create a diverse search committee.** Select a search chair and faculty who have different backgrounds and perspectives to participate in the search. However, do not overburden the few ‘diverse’ individuals on the faculty. Ensure that these individuals receive recognition for performing this service. Cultivate faculty and staff of color from other departments and include graduate students as appropriate.
- **Meet with the Provost, the Chief Diversity Officer, the Dean of the College, or the members of the diversity committee in your college** to reinforce the importance of the university’s goal of identifying underrepresented faculty and recruiting them to consider the position.
- **Review data to determine who is underrepresented in your department.** The committee should review Dominican EEO, and faculty climate surveys to inform the search plan. The data review should also include the composition of the department, the diversity of the previous candidate pool, the percentage of faculty of color in the field under consideration, and data on faculty retention within the department.
- **Select an Equity Advisor.** Equity Advisors are individuals trained to promote equitable hiring practices. As a member of the search committee, the equity advisor ensures that the decision-making process is equitable for each candidate. The advisor is a resource to ensure that each step of the process uses the best practices described in this toolkit.
- **Select a Member of the Search Committee from outside the Department.** Faculty from outside the department can increase the diversity of the search committee and bring new perspectives and networks to the process that may result in a deeper candidate pool.
- **Discuss the key committee commitments.** Each member of the search committee must participate fully in the process, believe in the good will of the members, and have confidence that the process will result in a successful outcome.
- **Consider how you will provide the applicants with those cues that they would be valued members in the department and on campus.** Make sure that the candidates know that Dominican is a great place to work and why. Each member of the committee should be prepared to discuss the relationships they have built on campus and the opportunities they have received to distinguish themselves in their teaching and research. Each member of the committee should have a story that excites the candidate about the students they will be fortunate enough to teach.
- **Consider strategies to onboard, mentor, and support the new faculty hire.** Hiring is key but retention is the most challenging aspect of maintaining a diverse faculty. Research shows that faculty

thrive when three conditions are present: Faculty can engage in opportunities of learning and professional growth, faculty have the flexibility to pursue their evolving research and service interests, and faculty have the opportunity to create meaningful relationships with faculty and staff on campus. The search process can inform how the department considers meeting these conditions for all faculty but especially for underrepresented faculty in environments where cultural, social, and professional inclusion receives insufficient attention.

II. Strategies to Hire a Diverse Faculty

Hiring a diverse faculty means that each department seeks diversity in disciplinary expertise, intellectual perspective, cognitive style, and dimensions of human identity including race, ethnicity, gender, gender identity, socio-economic status, nationality, citizenship, religion, sexual orientation language, ability, age, and their intersections. Dominican's foundational priority states that the university will recruit, support, develop, and retain excellent faculty and staff.

1. **Develop an effective search committee.** Build a committee that includes someone outside of the department. An outside perspective and voice can increase the committee's shared understanding for what diversity means for a particular search.
2. **Demonstrate a clear commitment to diversity, equity, and inclusion throughout the process.** Select an equity advisor to ensure that a candidates' contribution to diversity is fully considered and that the process for recruiting and ranking qualified candidates is fair and equitable.
3. **Develop shared expectations for how the committee will function specifically as it relates to recruiting and assessing applicants.** In addition to establishing rules for reviewing applications, assessing candidates, and attending meetings, the chair of the committee should build rapport among the committee members, develop shared expectations and establish ground rules for how the committee will recruit, evaluate, interview, and assess candidates throughout the process.
4. **Build a consensus climate on the committee** by developing an **atmosphere of respect for each member. The committee chair is responsible to** foster collegiality, respect, and open-mindedness among members of the committee.
5. **Ensure that every member of the search committee understands how the university honors its commitment to equity and inclusion on our campus.** Ensure that the committee can each provide specific examples of how the university is pursuing diversity, equity, and inclusion. Each committee member should be prepared to discuss specific equity initiatives. The discussion should focus on work to promote equitable outcomes in their specific courses, as well as in the department, the college, the school, and/or governance committees. Each member of the committee should mention specific service opportunities that promote inclusion and equity. Each member of the committee should be able to explain at least one university wide equity-enhancing project or partnership that supports success for low-income, and/or first-generation students as well as students from diverse cultural backgrounds, languages, religious traditions, and gender identities.
6. **Members of the committee should be able to articulate the institutional strengths that will attract underrepresented candidates to Dominican.** The search committee should discuss their views about diversity and excellence and clarify how they will increase a candidate's understanding of the university and what it offers to underrepresented candidates. Highlight the following:

- Campus and community demographics
 - Successes of other faculty of color in the department, in the program, on the campus, and in the community; site their work and their contributions to the reputation of the faculty
 - Supports that are available to help faculty achieve tenure and promotions in rank
 - Faculty development opportunities and mentors
 - Community resources that include ethnic churches, stores, restaurants, and other professionals of color that faculty or staff can share if the candidate is interested in medical, dental, educational programs or personal services, etc.
 - Clear statements about how diversity, equity, and inclusion is valued and infused into the curriculum
 - Proximity of a large metropolitan area within a short traveling distance from the campus
 - Availability of underrepresented groups to serve as research subjects
 - Graduate and undergraduate opportunities for research fellows/assistants
7. **Source talent effectively.** Recruit a diverse applicant pool by searching broadly and inclusively; conduct personal outreach to potential applicants through research networks, grantors, and respected researchers in the discipline; seek out colleagues who can refer you to potential applicants. Ask University Advancement to search for possible alumnae/i who can refer candidates for the position or apply themselves. Continue to develop relationships with minority caucuses, associations, and underrepresented groups of researchers through conferences and networking. Use networking and relationships to aggressively increase or expand the pool of candidates from underrepresented groups.
8. Learn about **unconscious or implicit biases.** Unconscious assumptions are often expressed as ‘fit’. The concept that a colleague is qualified for the position but may not conform to our candidate profile can disproportionately influence the evaluation of applicants, their inclusion in the candidate pool, their assessment during and after an interview, and the decision to extend an offer. Search committees are encouraged to interrogate statements about ‘fit’. The committee should discuss the idea of flipping the ‘fit’ script. This means the committee should reframe the concept of ‘fit’ by explicitly listing ways that the department and the college can meet and exceed a candidate’s expectation for thriving in our supportive community.
<https://diverseeducation.com/article/146141/>
9. **Own your biases.** Understand what bias is and have some familiarity with the research that supports implicit bias. Use the concept of owning your biases and being mindful of unfounded assumptions and associations that you and your colleagues might make in the hiring process. Review candidates carefully and take the time to question your own judgements about which candidates should be advanced for further consideration.
- Bias is a natural phenomenon; everyone harbors some implicit bias and it occurs at an unconscious level. With respect to the existence of unwanted biases, we have the capacity to mitigate their effects through strategies that help us check them. Seek more intergroup contact, perspective taking, and seek experiences among those individuals who may trigger your particular bias. Once you understand your personal biases, you can begin to mitigate their effects.

- Implicit bias is activated involuntarily; unconscious biases are beyond our awareness and our intentional control. Implicit bias is concerned with the assumptions that we make about others that can influence our actions and decisions.
- Bias begins early in the hiring process and can affect each element in the selection process. This includes the draft of the job description, outreach to candidates, initial screening of applicants, phone interviews, and on-campus interviews.
- You can believe in equal treatment and still be biased based on skin tone, race, weight, hair, accents, income, gender, etc. The negative associations that we may have as individuals can have an impact on how we assess and/or treat candidates.
- Discuss specifically how you are reaching out and anticipating candidates with disabilities who might apply. How might these candidates need advanced planning to perform effectively during an interview? Do not comment on disabilities prior to an on-campus interview. The process should ensure that all candidates know how to request accommodations that they may require.
- Bias reveals itself in the composition of the applicant pool. From a racial and ethnic standpoint, the applicant pool should include candidates of color who hold terminal degrees in the fields under consideration. Review the composition of the application pool at each stage of selection.

10. **Be prepared to discuss professional and personal concerns of applicants.** Place yourself in the position of an applicant from an underrepresented group. What concerns might you have? Anticipate opportunities to address concerns that are expressed in personal statements, cover letters, diversity statements, specific work experiences, or family obligations.

III. Key Practices for Hiring a Diverse Faculty

Recruit an experienced and trained Equity Advisor to ensure that the search committee has a resource who understands best practices in hiring a diverse faculty. Essentially, the equity advisor is present to ensure that the recruiting was extensive, and each candidate received careful consideration. The equity advisor ensures that the criteria determined by the committee before the search began is applied equitably to all candidates, including candidates of color. The committee relies on the Equity Advisor to ensure that the ranking and rubric for the position is applied consistently. In addition, the advisor ensures that candidates who meet the minimum qualifications receive due consideration of other qualifications such as their ability to enhance the achievement of students from diverse backgrounds or their demonstrated experience in teaching, conducting research, and/or providing service to underrepresented students or communities.

Spend enough time to review each application. A thorough review of applications helps each member of the committee understand the skill sets that each candidate brings to the position.

Use a rating/ranking system that includes the minimum and preferred qualifications for each candidate. Rank candidates using several criteria so that the committee can choose candidates who rank highly in more than one category.

During the campus visit, spend quality time with each applicant. The chair of the search committee and each member should listen carefully to a candidate's concerns and be prepared to address them. Do not assume that candidates are interested in participating with certain groups on campus based solely on their real or perceived backgrounds. Always ask if candidates want to receive information about the community or programs that meet the needs and interests they identified during the selection process.

IV. Benefits of a Diverse Faculty

Diversity within the faculty body is of critical importance to American universities in the 21st century."

Engendering Faculty Diversity through More Effective Search and Recruitment, Diana Bilimoria and Kimberly K. Burch

A Diverse Faculty Produces Academic Excellence

1. A diverse faculty creates a "dynamic intellectual community" (Fine & Handelsman 2010). Engagement in a community of scholars includes multiple viewpoints and leads to innovation and creativity (University of Wisconsin LaCrosse 2013; Fine & Handelsman 2010).
2. A diverse faculty will help maintain competitive advantage (MIT 2010) among our peer and aspirant groups.
3. A diverse faculty improves the educational experience for students; studies have found that faculty diversity increases critical thinking. "Learning from or among diverse groups of people is an education in itself" (Guenter-Schlesinger & Kunle 2009: 4). Students of color benefit by having role models and mentors who can relate to their particular experiences and white students benefit by coming into contact with faculty and students whose experiences are different from their own (Berret 2012; ASSU Community Action Board 2013). Diversity increases student satisfaction (Astin 1993) and fosters intellectual development and skills (Pascarella et al. 1996).

A Diverse Faculty Strengthens Democracy

1. Universities form and train future leaders. Students who go to schools with a diverse faculty and student body have higher levels of tolerance and acceptance, greater dexterity for problem solving, and sophisticated leadership skills (University of Wisconsin Lacrosse 2013; Weinberg 2008).
2. University professors are leaders. We have a direct impact on the students in our classrooms, but we also teach, create knowledge, and advocate for policy and programs through our research, participation in professional organizations, and university and community service. We show our university's commitment to democracy by creating a diverse university that is inclusive and reflective of our local and national population.
3. Diverse universities promote integration and solidarity. Sylvia Hurtado found that students who attended universities with diverse faculty and students were more likely to live and work in diverse environments and create integrated communities (2003).

A Diverse Faculty Supports Dominican's Mission

Dominican University's Mission compels us to be a national model for social justice. Our founders, the Sinsinawa Dominican Sisters and Father Samuel Mazzuchelli, envisioned a welcoming and hospitable learning environment where all would be welcome at the table. Our values and commitment must be made real by our actions and priorities. Our university community should be composed of diverse faculty members that include all sectors of the U.S. population including men, women, underrepresented minorities, professors from varied spiritual and religious traditions, LGBTQ-identified professors, professors with disabilities, and other populations underrepresented in academia.

SEARCH PLAN WORKSHEET

Recruiting and Hiring for Diversity on our campus

Instructions to Search Committee Chairs

Please **review and complete this worksheet before scheduling the Search Committee meeting with the CDO.**

Department: _____

Position Description Approved _____ (date)

Position Open _____ Position Closed _____

Complete the two questions below.

A. Describe how the position description will encourage a diverse pool of applicants to apply?

Examples: There is a *departmental diversity statement* in the position description and/or the position description includes *the key demographics of our campus*, and/or the position description clarifies *key expectations for inclusive teaching* and/or includes a statement regarding the university's commitment to providing *students with opportunities to participate in high impact practices*, such as undergraduate research. The position describes Dominican as a Hispanic-serving institution and/or as a *culturally inclusive campus*. The position requires a *personal statement and/or a diversity statement* from each candidate that explains how they can contribute to the diversity and inclusion on our campus.

B. Does the position description specify minimum and preferred qualifications for the position?

Minimum qualifications include the amount and type of education, training, and/or licensure, and work experience that is required for the position. Minimum qualifications may include academic credentials, desired scholarship interests, teaching experience, disciplinary background, and publications. Preferred qualifications include those qualifications that are consistent with the university's commitment to diversity and inclusion; such as, experiences involving teaching, mentoring or advising students from diverse backgrounds or from underserved populations, and/or the ability to foster diversity in the curriculum or in the discipline. Preferred qualifications may also include supervising a diverse team or developing diversity and inclusion initiatives within a department or collaborating with other departments on diversity and/or equity-related initiatives. For administrative positions, additional preferred qualifications may include managing diversity related projects and/or providing professional development opportunities to support faculty or staff in meeting diversity and inclusion expectations. Preferred qualifications for administrators may also include evidence of the candidate's ability to design and implement programs to advance diversity and inclusion goals.

Please complete the information below:

Search Committee Members

Please list the committee members:

1. _____, Search Committee Chair
2. _____
3. _____
4. _____
5. _____
6. _____

For senior administrative, supervisory, and full-time faculty positions, DU requires each search committee to appoint an **equity advisor and a member from outside the department**. An outside member of the department may be the equity advisor, but an outside member of the department is not the only person that the committee may select to play this role.

The **equity advisor** assists the committee in following the best practices as specified in the *Toolkit for Faculty and Academic Affairs Search Committees*.). The equity advisor's role is to ensure that a candidate's contribution to diversity is fully considered and that the search practices for recruiting and ranking qualified candidates are fair and equitable. The equity advisor will be familiar with the *Toolkit* and remind the committee of the factors that can affect the hiring of diverse faculty, including implicit or unconscious bias. Please list the equity advocate. (Note: the committee designates its equity advisor).

1. _____

Please list the member of the committee from outside of the department

1. _____

Advertisement

All positions are on the Dominican University website. Human Resources will place the ads and coordinate with the Search Committee chair on placing the ads and the timelines for reviewing applicants.

Below, **specify major publications** where advertisements for the position will be placed, such as, *Inside Higher Education*, *Higher Education jobs*, *Chronicle of Higher Education*, professional association listings, publications, national databases, minority fellowship programs, graduate student organizations, newspapers, etc.

1. _____

2. _____

3. _____

List other strategies for advertising the position below. Specify the strategies the committee will use to ensure that the position attracts a diverse and qualified candidate pool.

Professional meetings and conferences. Please list the professional meetings, minority associations, disciplinary based groups for faculty from diverse backgrounds that the committee will contact:

1. _____

2. _____

3. _____

4. _____

Graduate schools/programs. If appropriate for your search, please list graduate schools/programs, the committee will contact:

1. _____

2. _____

3. _____

4. _____

Professional contacts and connections. Please indicate which individuals in this category will receive a position description.

1. _____

2. _____

3. _____

Note: A successful search often results in increased faculty diversity broadly defined. If documented search procedures indicate that the search was not conducted in a manner that would result in diverse candidate pool, the Dean and the Provost can review the Search Committee's process and initiate a new search.

Understanding Diversity, Equity, and Inclusion

The Office of Diversity, Equity and Inclusion uses the following definitions for diversity, equity, and inclusion.

Diversity encompasses complex differences and similarities in perspectives, identities, and points of view among members of our campus as well as among individuals who make up the wider community. Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability, and age. *These differences*

are important to understand but they cannot be used to predict any individual's values, choices, or responses.

Inclusion is the *active, intentional, and ongoing engagement with diversity*. Such engagement involves cultivating individual relationships and connections with diverse groups by participating in an inclusive curriculum, engaging in culturally relevant co-curricular activities, and working in different communities. Inclusion is a mindset that encourages awareness and acceptance of cultural differences to promote a welcoming climate for all.

Equity is fairness. Equity involves understanding students' identities and experiences, affirming students' strengths, and developing programs, policies, and practices to meet their needs. Equity expresses our institutional mission to preserve human dignity and individual rights. Equity involves intentionally recruiting and retaining highly qualified faculty and staff that reflect the cultural backgrounds and identities of our students.

Social Justice is rooted in the human dignity of each person and in the care of God's creation. Social justice supports the development of fair and just relationships between individuals, communities, and societies. The fair and equitable distribution of resources, benefits, and economic opportunities requires *individuals to work together in community for the common good*. To protect human rights and safeguard the environment, we are called to understand the causes of oppression and injustice in our society and around the world. We are respectful of difference and the right of individuals to participate in social movements to eliminate domination, exploitation, and discrimination against persons or groups. Working for justice involves understanding the historical and/or cultural contexts that perpetuate inequities, especially for the poor, the vulnerable, and the marginalized. Social justice embraces the ethical imperatives of peace, respect, and cooperation between peoples and nations.

APPENDIX A. RESOURCES TO GUIDE TO BEST PRACTICES IN FACULTY SEARCH AND HIRING

University of Washington--Handbook of Best Practices for Faculty Searches

<http://www.washington.edu/diversity/faculty-advancement/handbook/>

Best Practices for Faculty Hiring--Columbia University in the City of New York

<https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>

<https://www.insidehighered.com/views/2019/10/21/recommendations-institutions-diversifying-their-faculty-and-staff-opinion>

https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf

Search Committees and Conflicts of Interest

Four Strategies for Increasing Faculty Diversity

<https://diverseeducation.com/article/149878/>

Recruiting Diverse and Excellent New Faculty

<https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>

CANDIDATE DIVERSITY STATEMENTS

Sample requests for diversity statements:

Tips for assessing diversity statements:

INTERRUPTING IMPLICIT BIAS

Interrupting bias in the faculty search process

<https://www.engr.washington.edu/lead/biasfilm/>

Managing unconscious bias

<https://www.washington.edu/diversity/files/2016/08/Paradigm.pdf>

How search committee can see bias in themselves

https://www.chronicle.com/article/How-Search-Committees-Can-See/238532?cid=oh&elq=956d60aaa705456eba331f748d88e90d&elqCampaignId=4625&elqTrackId=011b5700eca34ba2b93f28405b269567&elqaid=11670&elqat=1&utm_medium=en&utm_source=oh

ENSURING FAIR AND EFFECTIVE ASSESSMENT OF CANDIDATES

<https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/39/2018/09/12132416/Assessment-Section2018.pdf>

- **Creating and implementing an assessment rubric**
<https://advance.uncc.edu/programming/programs/faculty-recruitment/resources-search-committees-including-evaluation-rubrics>
- **Sample Assessment rubrics**
<https://advance.uncc.edu/sites/advance.uncc.edu/files/media/198998.pdf>
- **Conducting Preliminary Interviews**
<https://health.ucdavis.edu/facultydev/pdfs/search-materials/SampleFacultyInterviewQuestions.pdf>
- **Hosting the campus visit**
<https://grad.illinois.edu/careers/int-fac>

GUIDELINES FOR FAIR AND UNFAIR INQUIRIES

<https://ap.washington.edu/ahr/policies/recruitment/search-and-hire-interviewing/pre-employment-inquiries/>

<https://www.eeoc.gov/prohibited-employment-policiespractices>

FACULTY DIVERSITY IN STEM FIELDS

<https://academic.oup.com/bioscience/article/65/11/1084/375413>

<https://www.nsf.gov/statistics/srvygrads/>

DEBRIEFING SEARCH COMMITTEES:

The Dean should plan to debrief search committee chairs and, when possible, full search committees at the conclusion of the hiring process. This is an opportunity to learn from the successes and concerns with the process. Review data on the candidate pool as part of this process.

RACE and ETHNICITY IN HIGHER EDUCATION-American Council on Education and the Andrew W. Mellon Foundation

<http://www.equityinhighered.org/wp-content/uploads/2019/02/REHE-Chapter-10-SA.pdf#2019%20report%20from%20the%20American%20Council%20on%20Education%20>

ACADEMIC FREEDOM AND THE CONSERVATIVE PROFESSORiate

<https://diverseeducation.com/article/101525/>

<https://nationalaffairs.com/publications/detail/the-disappearing-conservative-professor>

APPENDIX B: Major Fallacies that Create Barriers to Effective Searches for Diverse Candidates

The Pipeline Fallacy

There are so few women or underrepresented groups in the field that we will not be able to find diverse candidates.

<https://www.equityinhighered.org/>

The Supply and Demand Fallacy

The competition for faculty of color is so intense that we will not be able to attract them. Our efforts to broaden the pool will not be successful.

<https://1xfsu31b52d33idlp13twtos-wpengine.netdna-ssl.com/wp-content/uploads/2019/02/REHE-Essay-Chapter-10-SA.pdf>

<http://www.freerepublic.com/focus/news/1920140/posts?page=9>

The Salary Fallacy

Our salaries are not competitive; therefore, we cannot attract highly qualified candidates of color.

<https://www.insidehighered.com/advice/2020/03/06/underrepresented-faculty-members-share-real-reasons-they-have-left-various>

The Incremental Change Fallacy

Our faculty will eventually become more diverse over time; there is no need to change our practices.

<https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/>

<https://ofen.berkeley.edu/recruitment/senate-searches/introduction-and-purpose/diversity-and-faculty-recruitment-myths-and>

The Exceptionalism Fallacy

We are a unique group of faculty members, in a unique department; we need to attract candidates that will work well with us and with our community.

<https://www.equityinhighered.org/indicators/u-s-population-trends-and-educational-attainment/>

The One-Way Diversity Fallacy: Diversity is just about _____”

We have hired faculty from X group. Those groups represent our department’s contribution to diversity. We are focused on hiring for this underrepresented group rather than thinking more broadly.

<https://www.tnt.com/diversity-is-not-just-about-gender-and-race/>

Appendix C. Best Practices for Retaining a Diverse Faculty

- ❖ The most important step that a Search Committee can take to ensure faculty diversity after a candidate is hired is to understand that thinking about faculty retention begins before a position is offered.
- ❖ Every search committee should make at least two recommended retention strategies to the Dean of the College where the faculty appoints resides. These recommendations come from the Committee's understanding of what your new colleague needs to thrive at Dominican University.

Let's review what it takes to increase the likelihood that faculty will succeed.

Faculty thrive when:

- They experience a socially and culturally supportive environment.
- They are respected for who they are and for what how they can contribute to their discipline(s), their department (s), their college(s), students, and the university community.
- They have some flexibility to pursue their interests, such as participation in faculty learning communities, writing groups or research consortia.
- They can express their concerns to faculty colleagues in their department or to colleagues on university committees.
- They are encouraged to engage in opportunities for learning and mastery that meet expectations for tenure and promotion.
- They have opportunities to participate in meaningful collaborations with colleagues to enhance teaching, research and/or service.

What Steps can a Search Committee take to help colleagues thrive?

- Develop a clear plan for bringing the colleague to campus; outline the support colleagues will provide for the first 6 months and the first year of the faculty member's tenure.
- Identify colleagues who will be most useful as resources, mentors, and allies and help a new colleague make a connection.
- Department chairs should maintain open communication about expectations in the department, especially when it involves maintaining the balance between teaching, research, and service obligations.